UN Photo #441926 by Basile Zoma

UN Photo #428844 by Albert González Farran

Monitoring and Evaluation Report on Women, Peace, and Security, E-Learning for African Peacekeepers, and National Training Centre E-Learning Platform

UN Photo #190260 by Stuart Price

Peace Operations Training Institute®

Study peace and humanitarian relief any place, any time

UN Photo #880740 by Christopher Herwig

UN Photo #521234 by Staton Winter

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

Dear Stakeholder in Peacekeeping,

I am pleased to present this Monitoring and Evaluation Report on E-Learning for African Peacekeepers (ELAP), the Women, Peace, and Security Programme (WPS), and the National Training Centre E-Learning Platform (NTCELP) for Africa, some East Asian countries, and Nepal, covering the period 1 April 2015 to 31 March 2016. This report is submitted in fulfilment of the requirements of a generous grant provided by the United Kingdom's Foreign and Commonwealth Office.

ELAP provides open enrolment in POTI's curriculum of 29 English language self-paced e-learning courses and translations for all African military personnel, police, and gendarmerie. ELAP is designed to emphasise ease of access for students and availability at any time *in situ* wherever students are — in their home country, in training, or while deployed on UN, AU, or hybrid missions. During the one-year reporting period of the grant, ELAP produced a total of 32,235 enrolments — 28,017 for men and 4,218 for women.

While ELAP is designed to be delivered directly to individual students, NTCELP is designed for use by national peacekeeping training centres and other training institutions. NTCELP allows national peacekeeping training centres to incorporate e-learning on peacekeeping topics into the classroom training they provide for their students.

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

This monitoring and evaluation study uses scientific methodology and objective metrics to measure the full cycle of the training process, from pre-training to deployment on missions. The results show a robust programme valued by its users — individuals, training centres, and missions.

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

**Peace Operations
Training Institute®**

Monitoring and Evaluation Report on WPS, ELAP, and NTCELP

Table of Contents

List of Acronyms

Acronym	Meaning
ALCOPAZ	Association of Latin American Peacekeeping Training Centres
AMISOM	African Union Mission in Somalia
APSTA	African Peace Support Trainers Association
AU	African Union
C34	United Nations Special Committee on Peacekeeping Operations
CPTM	Core Pre-deployment Training Materials
DDR	Disarmament, demobilisation, and reintegration
ELAP	E-Learning for African Peacekeepers
ELMS	E-Learning for Mission Staff
ELPLAC	E-Learning for Peacekeepers from Latin America and the Caribbean
IAPTC	International Association of Peacekeeping Training Centres
M&E	Monitoring and Evaluation
MINUSTAH	United Nations Stabilisation Mission in Haiti
MOU	Memorandum of Understanding
NATO	North Atlantic Treaty Organization
NGO	Non-Governmental Organization
NPTC	National Peacekeeping Training Centre
NTCELP	National Training Centre E-Learning Platform
PICR	Peacekeeping and International Conflict Resolution
POTI	Peace Operations Training Institute
SADC	South African Development Community
UNAMID	United Nations-African Union Mission in Darfur
SRSG	Special Representative of the Secretary-General
UNMAS	United Nations Mine Action Service
UNMISS	United Nations Mission in South Sudan
WPS	Women, Peace, and Security Programme

Monitoring and Evaluation Report on WPS, ELAP, and NTCELP

I. Executive summary

This Monitoring and Evaluation (M&E) Report documents the effective impact of the Women, Peace, and Security Programme, the E-Learning for African Peacekeepers Programme, and the National Training Centre E-Learning Platform as measured by ongoing monitoring activities in place for the duration of the grant period, 01 April 2015 to 31 March 2016. Data were collected over the one-year period from students both before and immediately after they completed a POTI e-learning course, three and nine months following the completion of the course, and through focus groups.

Upon analysis, the data show measurable learning occurred as a result of training with the Peace Operations Training Institute. Students indicated high levels of satisfaction with POTI courses, that POTI training helped them perform their duties better as deployed peacekeepers, and that knowledge gained from POTI training was maintained long-term.

II. Introduction

About the Peace Operations Training Institute

The Peace Operations Training Institute (POTI) is an international not-for-profit NGO dedicated to meeting the e-learning needs of the United Nations peacekeeping community, as well as the e-learning needs of other organisations involved in peacekeeping, including the African Union, NATO, and others. POTI is governed by an international Board of Directors which includes former Permanent Representatives to the UN, former Special Representatives of the UN Secretary-General (SRSG), former Military Advisers to the Secretary-General, former Commandants of national peacekeeping training centres, and other recognized experts in the field. POTI is based in the United States and is recognised by the US Government as a 501(c)(3) tax-exempt Public Charity. Each year, the United Nations Special Committee on Peacekeeping Operations (C34) "welcomes" the courses and programmes POTI provides.

POTI provides a curriculum of 29 self-paced e-learning courses in English, 23 in French, 19 in Spanish, four in Portuguese, and three in Arabic. Most POTI enrolments are provided at no cost. Six of the 29 English courses are available free to all worldwide, while other courses are provided at no cost through E-Learning for African Peacekeepers (ELAP), E-Learning for Peacekeepers from Latin America and the Caribbean (ELPLAC), E-Learning for Mission Staff (ELMS), and the National Training Centre E-Learning Platform (NTCELP). POTI operates under a MOU with the African Peace Support Trainers Association (APSTA) and holds membership with observer status in the Association of Latin American Peacekeeping Training Centres (ALCOPAZ). The International Association of Peacekeeping Training Centres (IAPTC) awarded POTI its annual Training and Education Award in 2009.

POTI Course Development and Pedagogical Architecture

POTI courses are either written by recognised experts or produced in cooperation with UN offices or national peacekeeping training centres. These include three regional courses on Women, Peace, and Security, produced in collaboration with UN Women; the course *Ebola Virus Disease: Awareness and Precautions for Peacekeeping Personnel*, produced in cooperation with the World Health Organisation (WHO); *Mine Action and Explosive Hazard Management*, which was produced in cooperation with the UN Mine Action Service (UNMAS) and is mandatory training for all UNMAS field personnel; and *Core Pre-deployment Training Materials*, co-produced with the national peacekeeping training centres of Australia, Chile, Germany, Ghana, and Sweden.

With most POTI students either coming from developing countries or serving on missions where uninterrupted broadband internet access may be unavailable, unreliable, or expensive, POTI courses are delivered in a low-tech/ high-tech manner in order to maximise accessibility. POTI students go online once to enrol and download their course in PDF format. This allows individuals to study without an internet connection until they take their End-of-Course Examination, which is administered online.

Each course lesson begins with clear lesson objectives, and most courses include videos of the course author introducing each lesson. Additionally, students may contact their course author for questions by email. Lesson study materials are generally in the range of 15 to 25 pages. Each lesson concludes with an End-of-Lesson Quiz. Students have access to the correct answers to confirm their mastery of the materials and can reread any sections they may not have understood. When students have completed all lessons in a course, they may take their End-of-Course Examination. POTI maintains an item bank of approximately 100 questions for each course and randomly draws 50 questions to compose a unique exam for every student worldwide (in the case of *Ebola Virus Disease: Awareness and Precautions for Peacekeeping Personnel*, the exam uses fewer questions to reflect a shorter course). If students pass with a minimum final exam score of 75 per cent, they are awarded a Certificate of Completion, as seen in Figure 1.
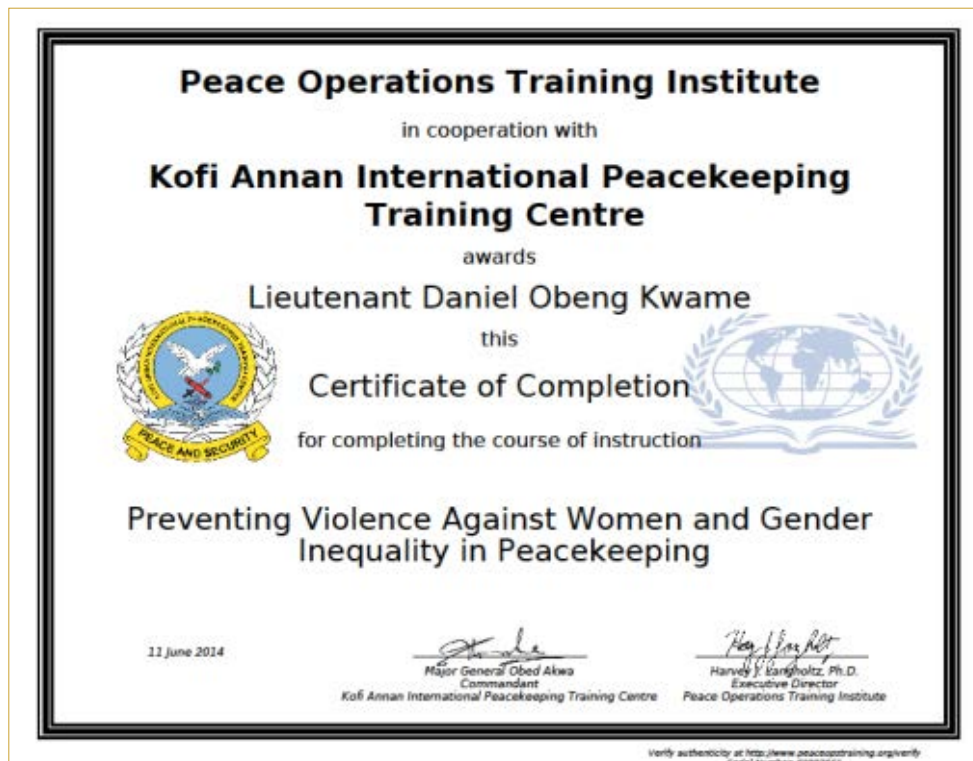

Figure 1: Example of a dual-logo and dual-signature Certificate of Completion awarded through NTCELP.

If the course was developed in cooperation with a UN office or agency, the certificate will display the emblem of the partner organisation along with POTI's logo and a UN signature along with that of POTI's Executive Director. If the course is provided to students at a National Peacekeeping Training Centre (NPTC) through the National Training Centre E-Learning Platform (NTCELP), the Certificate of Completion will display the logo of that NPTC along with the POTI logo and the signatures of the NPTC's Commandant and POTI's Executive Director.

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

Women, Peace, and Security Programme

As a part of the United Nations Women, Peace, and Security agenda, the WPS three-course suite is available for free to students worldwide, regardless of institutional affiliation. From April 2015 to March 2016, students from 159 nations enrolled in WPS courses focusing on the implementation of the agenda in Africa, Asia, and Latin America and the Caribbean. This arrangement allows the greatest amount of student access to e-learning on WPS topics that are of increasing importance in peacekeeping missions worldwide.

E-Learning for African Peacekeepers

African military peacekeepers, police, and gendarmerie representing 48 nations have taken advantage of the no-cost e-learning on peacekeeping provided by ELAP. ELAP is available directly to the individual and does not require participation in any classroom course or affiliation with any NPTC. It is the purpose of ELAP to provide e-learning on peacekeeping as widely as possible and to make it as accessible as possible. However, ELAP does not benefit from the additional support or structure that would come with the classroom training environment that NPTCs provide. ELAP students may enrol wherever they are — in training for deployment on a mission or while actually deployed for a mission.

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

National Training Centre E-Learning Platform

While ELAP is designed to provide maximum flexibility and accessibility for African military peacekeepers, police, and gendarmerie, NTCELP is a fixed system designed to be incorporated into the teaching curriculum of national peacekeeping training centres. NTCELP provides NPTCs with their own customised in-house e-learning programme that starts on their own website and ends several steps later with students receiving a Certificate of Completion from the NPTC and POTI.

In order to establish, facilitate, and manage NTCELP at the African NPTCs, POTI maintains close contact with the NPTCs and also attends the annual conference of the African Peace Support Trainers Association. POTI and APSTA cooperate under the terms of a signed MOU, and the APSTA website links directly to the main Africa NTCELP website. Please see <http://www.apsta-africa.org/elearning>.

With NTCELP, the training centres immediately gain access to a full curriculum of self-paced e-learning courses on peacekeeping that can be "blended" with classroom training. There are several ways this blended learning can be provided and several pedagogical and management benefits that accrue.

United Nations Operation in Burundi (ONUB) peacekeepers during a military exercise in the Bujumbura Rural Province. 02 October 2004. UN Photo #47170 by Martine Perret.

With blended learning from NTCELP, NPTCs can require the completion of a specified self-paced e-learning course from POTI as a prerequisite for their classroom course. By using this approach, students arrive on the first day of the classroom course prepared with a common foundation, and classroom instruction may immediately move beyond entry-level topics.

Blended learning is a resource multiplier that permits each instructor to teach a larger population of students and increases the throughput of each NPTC without increasing the number of instructors. NTCELP enables NPTCs to function at surge capacity when needed and accommodate a larger population of students without any increase in teaching staff. With NTCELP and blended learning, students receive training that is standard and universal across training centres and is not subject to variation by instructor or training centre.

With blended learning, an NPTC can provide its students training on subjects not offered at the centre. With a curriculum of 29 courses, POTI offers training on topics some training centres might not be capable of covering.

NTCELP begins on the website of each NPTC. NPTCs post a link with their own wording, such as "e-learning" or "e-learning portal". In some cases, they show the POTI emblem. For examples, see Ghana's Kofi Annan International Peacekeeping Training Centre at <www.kaiptc.org>, Kenya's at <www.ipstc.org>, or Nigeria's at <www.napkc.org>. These links on the websites of the NPTCs point to individual landing pages constructed by POTI. Individuals can visit the websites above, find the e-learning link, and click to see the POTI landing page maintained for that NPTC.

» POTI maintains a list of all African NPTCs with access to NTCELP at <www. peaceopstraining.org/programs/ntcelp/africa/>.

Once at the NPTC-specific landing page, students see a written or video-recorded welcome message from their Commandant. For example, see Mali's at <www.peaceopstraining.org/programs/ntcelp/africa/empabb/> or the South African Development Community (SADC) at <www.peaceopstraining.org/programs/ntcelp/africa/sadc-rptc/>. On the landing page, students are provided with an eligibility code and from there, they may click on the "Sign Up" button. This brings students to the enrolment page where they provide their name and other details before selecting a course and downloading it.

Once they have completed a pre-test, students may immediately commence their studies and proceed at their own pace. Students are able read or view video introductions to lessons, read the lesson objectives and study materials, take each self-scoring End-of-Lesson quiz, and go online once more to take the End-of-Course Examination. If they pass with a minimum score of 75 per cent, they are provided a Certificate of Completion that bears the logo of their NPTC, the POTI logo, and the signature of their NPTC Commandant along with that of the

Executive Director of POTI. Figure 1 shows an example of this dual-logo and dual-signature Certificate of Completion.

If students fail their End-of-Course Examination, they must wait 96 hours to review the course and retake a different version of the exam. If they fail a second time, they must re-enrol before taking the exam again.

ELAP and NTCELP

While ELAP is designed to be delivered directly to the individual student with maximum flexibility, NTCELP is designed to be integrated into the training-delivery process managed by each national peacekeeping training centre. In terms of intake of new students, these two programmes start out serving different functions and different populations. However, in many cases students will begin studying through ELAP and when they arrive at an NPTC, they will continue to enrol in ELAP by habit. In terms of POTI recordkeeping, this may skew ELAP enrolments up and NTCELP numbers down, but the total number of enrolments is virtually unaffected.

IV. Methodology for Monitoring and Evaluation of WPS, ELAP, and NTCELP

POTI operates an ongoing Monitoring and Evaluation programme in order to measure the effectiveness of its programmes, including WPS, ELAP, and NTCELP. In order to be considered effective, these programmes must have a measurable positive impact on the performance of individuals deployed to peacekeeping missions. While the term M&E is generally understood to mean Monitoring and Evaluation, POTI also defines it as Measurement of Effectiveness — meaning measurement of effectiveness of the trained personnel in the field.

POTI's ongoing M&E programme covers both of these definitions and allows students to evaluate their experiences with POTI as much as POTI evaluates its impact on the student. POTI's methodology for M&E includes eight points of data collection:

> » 1. Pre-Test: Before commencing their e-learning course, students complete a pre-test. This measures their pre-training knowledge level and permits the comparison of pre- and post-course performance.

> » 2. End-of-Course Examination: After students have completed all lessons and all End-of-Lesson Quizzes in the course, they take a 50-question (20-question for the Ebola course) End-of-Course Examination.

> » 3. Course Feedback: Immediately after completing their End-of-Course Examination, students complete a 17-question feedback questionnaire providing their evaluation of the course just completed. Completion of the questionnaire is required before students can download their Certificate of Completion.

> » 4. Five-Star Course Review System: After a student completes their course, they may rate the course with a five-star rating system. Students post non-edited and non-redacted comments that others are able to see before enrolling.

> » 5. Three-month follow up survey: A 13-question survey is sent to students three months after completing their enrolment. It includes multiple choice, multiple selection, short-answer, and long-answer questions.

> » 6. Nine-month follow up survey: A six-question survey is sent to students nine months after completing their enrolment.

> » 7. Focus groups: Selected students participate by Skype and are asked nine questions by POTI staff. Answers are recorded and analysed for trends.

> » 8. Surveys of supervisors: Senior personnel currently or previously serving in supervisory positions on missions are asked about the effect of POTI e-learning programmes on their subordinates' job performance and capacity. These surveys are also distributed at IAPTC, APSTA, ALCOPAZ, etc.

V. WPS — Demand, Effectiveness, and Feedback

Demand for WPS

During the one-year reporting period of the grant, WPS saw a total of 13,417 enrolments — 8,969 for men and 4,448 for women. Figure 2 shows enrolments for this period for the 10 largest national subscribers. As shown in Figure 2, the 10 largest national subscribers represented Asia, Africa, and North and South America. WPS was particularly popular for African peacekeepers, with 10 of the top 20 largest national subscribers being African nations. A full list of WPS national subscribers is provided in Appendix A.

As we begin to see in Figure 2 and see more clearly in Figure 3, 67 per cent of enrolments came from men and
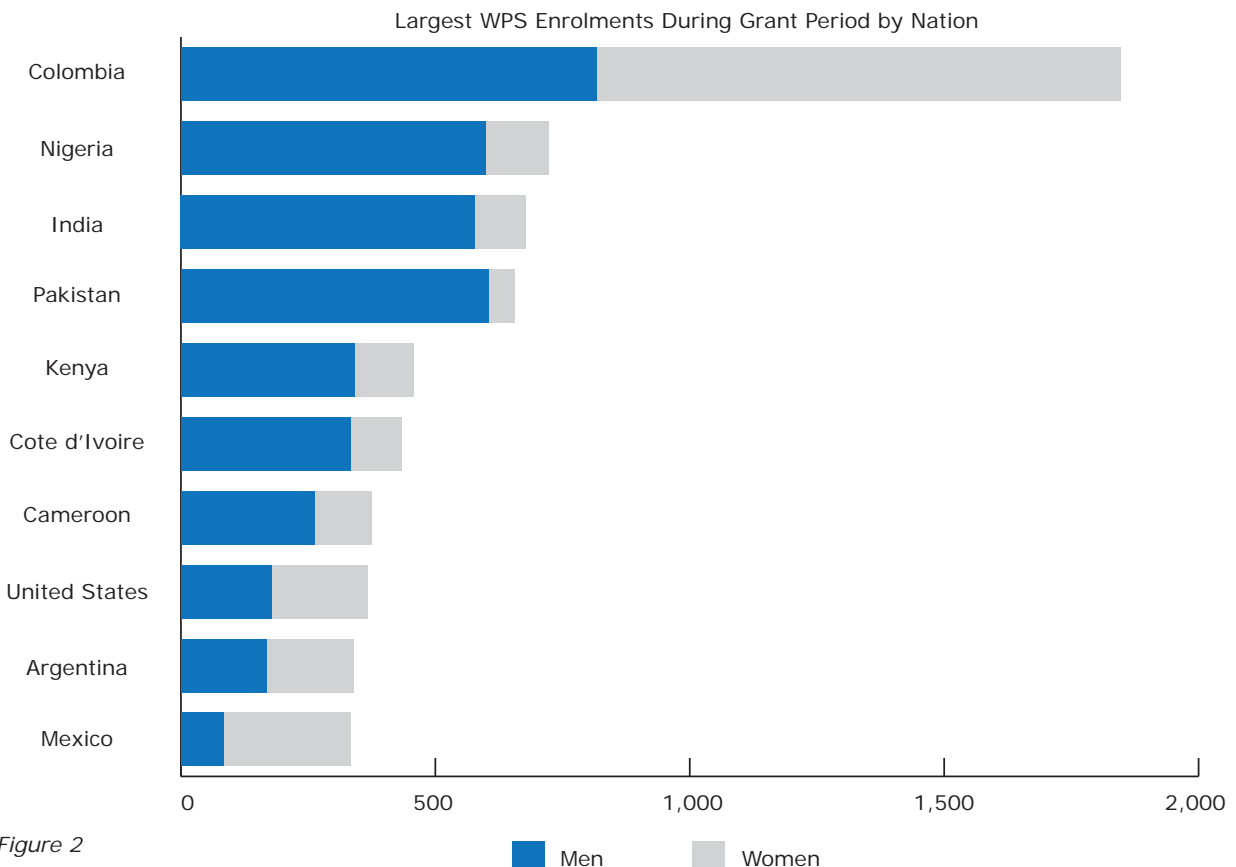

Largest WPS Enrolments During Grant Period by Nation

Figure 2

Men   Women

33 per cent came from women. While these percentages show a disparity between enrolments for men over women, they actually exceed the percentages of women involved in peacekeeping missions as military and police personnel worldwide, suggesting that students in the WPS courses come from both the peacekeeping community and other populations worldwide. Furthermore, POTI's e-learning courses are equally accessible to any eligible person who wishes to enrol, with no discriminatory barriers related to gender, race, or other elements of social identity.

Of the three geographic areas included in the WPS suite — Africa, Asia and the Pacific, and Latin America and the Caribbean — Latin America and the Caribbean recorded the most enrolments with 5,973. The Spanish language version of the course totaled 3,099 enrolments, while the English version received 2,874 enrolments. WPS Africa saw the second-highest number of enrolments with 4,488. The majority of those enrolments, 3,427, were for the English language version of the course, while 1,061 enrolments were for the French language version. While WPS Asia was third in enrolments with 2,956, this figure is predictable as the course is currently available in English alone. The breakdown of enrolments by region is shown in Figure 4.
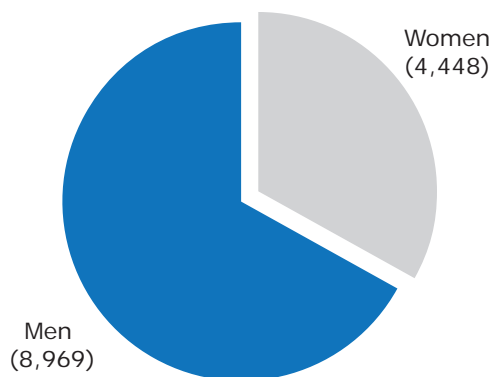

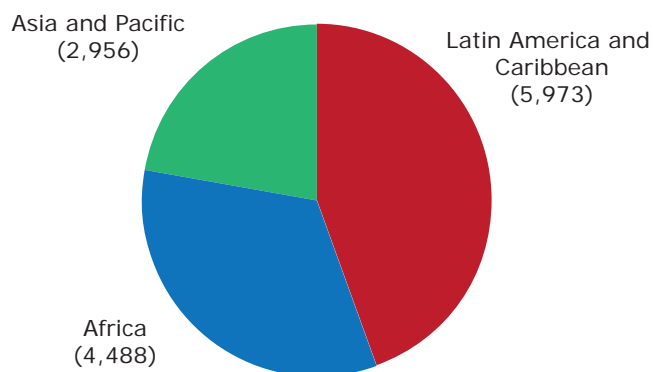Figure 3: Percentages of Enrolments from Men and Women.

Figure 4: Percentages of Enrolments by WPS region.

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

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

For the three geographic regions of the WPS suite, the mean overall pre-test score for the one year reporting period was 57.70 per cent. The mean overall End-of-Course Examination score was 83.26. The change in test scores from pre- to post-test (known as the delta, Δ) is a recognised metric for learning as a result of the intervention (the course). The average Δ for all courses was 25.56 per cent. The course geographic region with the greatest Δ was Africa with an average increase of 33 per cent, from the suite's lowest average pre-test score of 51.82 per cent to the highest average End-of-Course Examination score of 84.82 per cent.

The 17-Question Student Feedback Questionnaire

In general, student feedback of the WPS programme is overwhelmingly positive. As shown in Figure 5, a combined 89 per cent of students rated the WPS courses as "Excellent" or "Very Good", and more than 98 per cent rated the courses positively. Nearly two-thirds of students indicated they took their course to prepare for deployment

on a peacekeeping mission, as illustrated in Figure 6. Of those students who answered "Yes" to whether they had taken the course in preparation for a mission, 81 per cent of respondents reported they found the course to be "Very Valuable", as shown in Figure 7.

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 further action as appropriate. Course authors are also provided an annual summary of course feedback from students, as well as pre-test and post-course exam scores. For a full listing of all 17 questions and a summary of all responses, see Appendix B. Responses separated by course are available upon request.

Figure 5: Student responses to Course Feedback Question 8, "Overall I would rate this course as…"
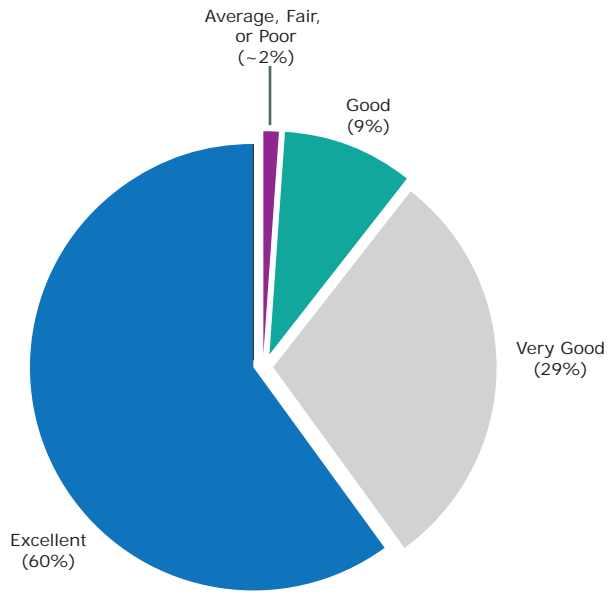

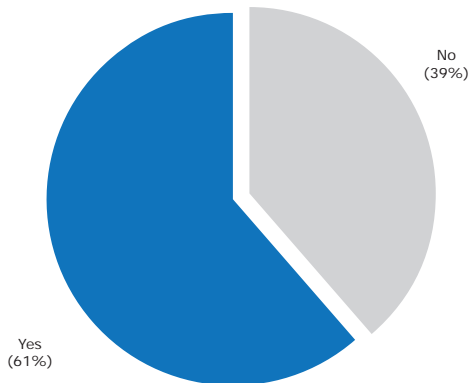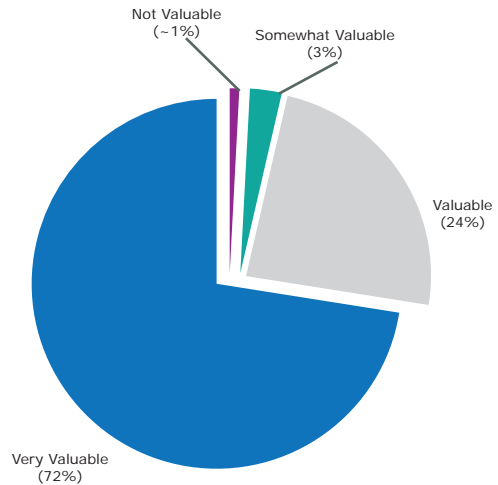*Figure 6: Student responses to Course Feedback Question 12, "Did you take this course to prepare for a mission?"*

Figure 7: Course Feedback Question 13, If you answered YES to Question 12, "How valuable would you rate this course in your preparation?"

The Five-Star Course Review System

The main purpose of this rating system is to make potential students aware of the opinions and written reviews of past students. Once they have taken the course, students may voluntarily submit a course review by rating their experience on a five-star system and also provide written comments. These are automatically published online as course reviews. POTI does not redact these reviews, but it does moderate its online community for inappropriate or irrelevant submissions. Nevertheless, the course ratings as submitted by students have been unproblematic and constructive contributions to our virtual environment.

> » To view the ratings for any course, visit <www.peaceopstraining.org/courses> and select any course title. From any course's unique page, scroll down to see the average star ratings and read all reviews submitted.

Course Review submitted for *Implementation of the UN Security Council Resolutions on the Women, Peace, and Security Agenda in Africa* »

"Women are an untapped resource for building peace and there is a need for national and international actors to fully involve women in preventing, resolving gender equality, and policy making."
-Submitted by Samuel P. Edet, Nigeria, NGO, 13 March 2016.

Rating Given » Five Stars.

VI. ELAP — Demand, Effectiveness, and Feedback

Demand for ELAP

During the one-year reporting period of the grant, ELAP recorded 32,235 enrolments — 28,017 for men and 4,218 for women. This total includes WPS enrolments. Figure 8 shows enrolments for this period for the 10 most popular courses. English language courses were the most popular, accounting for 76 per cent of ELAP enrolments. French was the second most popular language with 7,346 enrolments, or 22 per cent.

Figure 8: 10 Most Popular ELAP Courses by Total Enrolment
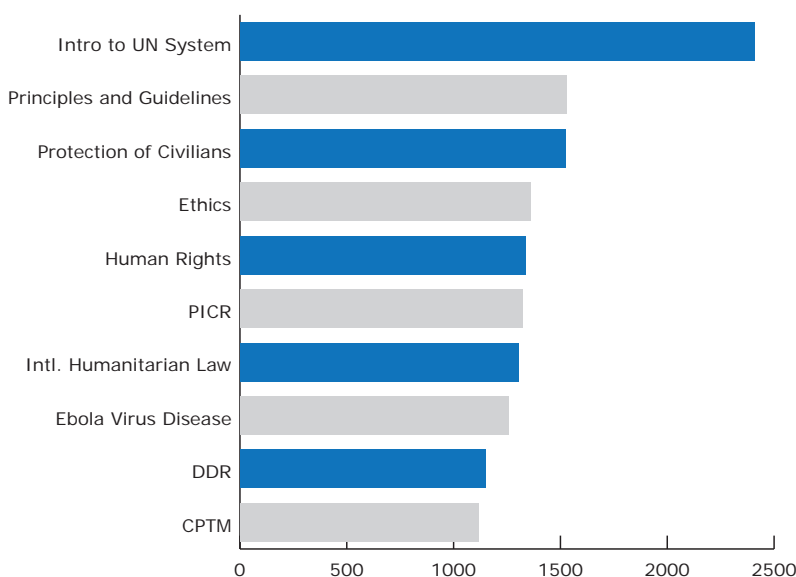
As shown in Figure 9, men made up 87 per cent of enrolments, while women made up 13 per cent. While greater parity between men and women would be desired, such a result is understandable, as most African peacekeepers are men.

Figure 9: ELAP enrolments by gender
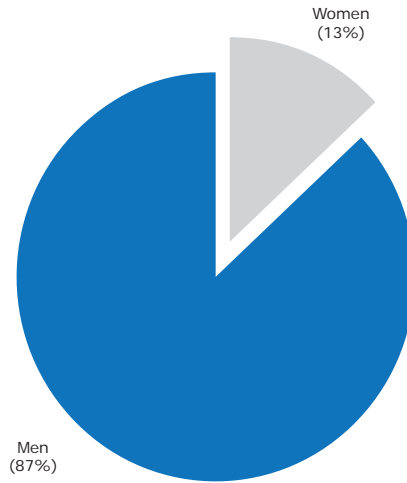
The Measured Change as a Result of the Training: Pre- and Post-Test

For students enrolled in POTI courses through ELAP, the mean overall pre-test score for the one year reporting period was 54.36 per cent. The mean overall End-of-Course Examination score was 79.10. The average Δ (change from pre- to post-test) for all ELAP students was 24.74 per cent.

The 17-Question Student Feedback Questionnaire

In general, ELAP students are highly satisfied with the POTI curriculum. For feedback purposes, these figures include enrolments in WPS courses. As shown in Figure 10, more than 92 per cent of ELAP students rated the POTI courses in which they enrolled as "Excellent" or "Very Good". Overall, 99 per cent of ELAP students rated the courses positively. More than two-thirds of students indicated they took their course to prepare for deployment on a peacekeeping mission, as illustrated in Figure 11. Of those students who answered "Yes" to whether they had

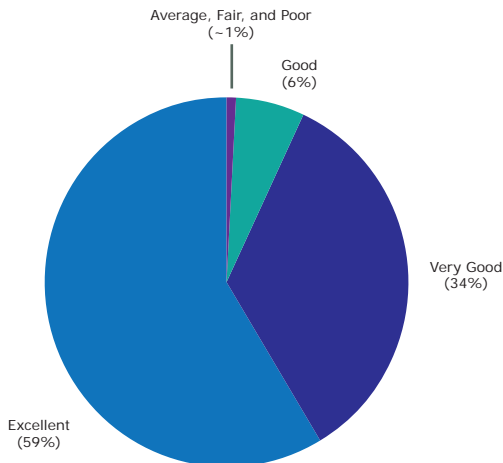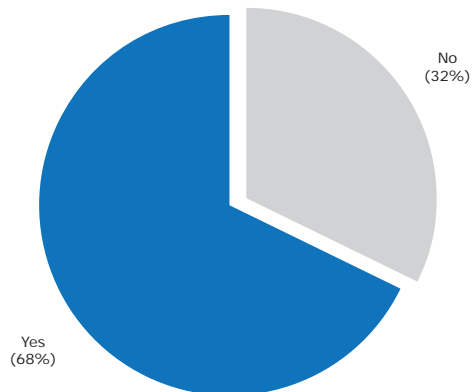*Figure 10: Three-Month Survey Question 8, "Overall, I would rate this course as..."*

Figure 11: Three-Month Survey Question 12, "Did you take this course to prepare for a peacekeeping mission?"
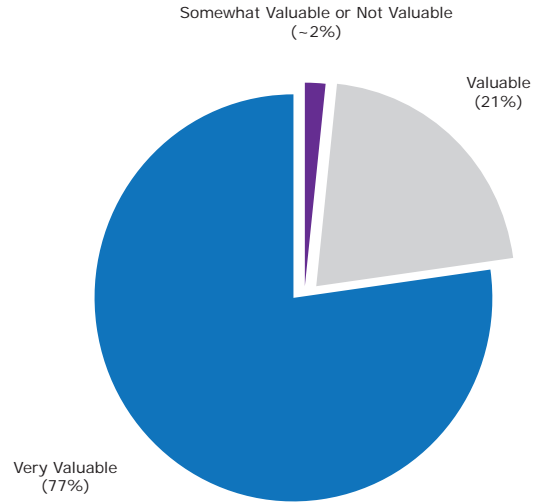
taken the course in preparation for a mission, 98 per cent of respondents reported they found the course to be "Very Valuable" or "Valuable", as shown in Figure 12.

The Three-Month and Nine-Month Follow-Up Surveys

While it is helpful to monitor students' reactions to courses immediately upon completion, it is essential to gauge students' reflections and memories of the experience after some time has elapsed. This is accomplished by sending an email to students on the three-month and nine-month anniversary of their course completion and asking them to provide their thoughts about the course, especially if that means they have had an opportunity to apply their knowledge in the field. There are at least two primary reasons for conducting the three- and nine-month follow-up surveys. One is to determine if POTI students go on to actually serve on UN, AU, hybrid, or other missions. It is only possible to impact mission success with training if the trainees are deployed. The second reason is to determine if the content of the POTI course is appropriate and on-target to prepare a student to serve successfully on a mission and to function in their assigned tasks.

At the three-month mark, 48 per cent of students responding to a questionnaire indicated that they were serving or had served on a peacekeeping mission since they completed their course with POTI, as observed in Figure 13.

Of the students who answered "Yes" to Question 2 regarding their present or future service on a mission, 81 per cent indicated the knowledge gained from POTI courses had a positive effect on their performance in the mission, as illustrated in Figure 14.

Figure 12: Three-Month Survey Question 13, "If you answered YES to the question above, how valuable would you rate this course in your preparation?"

Figure 13: Three-Month Survey Question 2, "Did you or have you been serving on a Peace Support Operation since you took a course with the Peace Operations Training Institute (POTI) three months ago?"

Figure 14: Three-Month Survey Question 5, "To what extent do you agree/disagree that the practical knowledge you gained through the course(s) you took with POTI has positively affected your overall performance in your mission?"
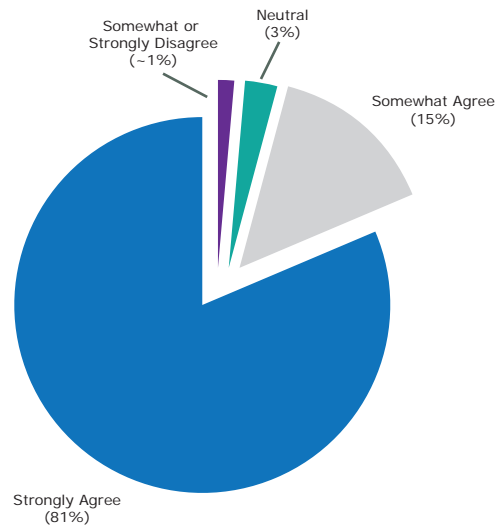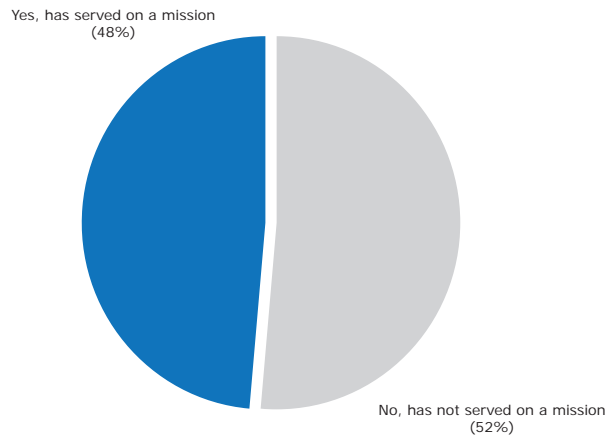
Sherin Cherian, Nurse Officer with the Indian Contingent, at UNIFIL's Headquarters Hospital in Naqoura, South Lebanon. 06 November 2012. UN Photo #542736 by Pasqual Gorriz.

Figure 15 shows 57 per cent of ELAP students who responded to the survey indicated they had not attended a classroom training programme at a national peacekeeping training centre. While this does not necessarily indicate that the same percentage of mission personnel have not received classroom training, it is important to note that POTI e-learning courses are designed to supplement classroom training, not completely replace it.

It must be clear for the purpose of national peacekeeping training that self-paced e-learning courses from POTI are intended to provide a broad understanding and solid foundation in knowledge-based aspects of UN peacekeeping doctrine, policy, procedures, and related thematic topics such as human rights, mine action, and gender mainstreaming. It is imperative that peacekeepers deployed on missions also receive on-the-ground training in the form of classroom courses, field exercises, etc. and be screened further for proficiency in needed skills.

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

Figure 15: Three-month survey Question 7: "Have you ever attended a classroom training programme at a national peacekeeping training centre?"
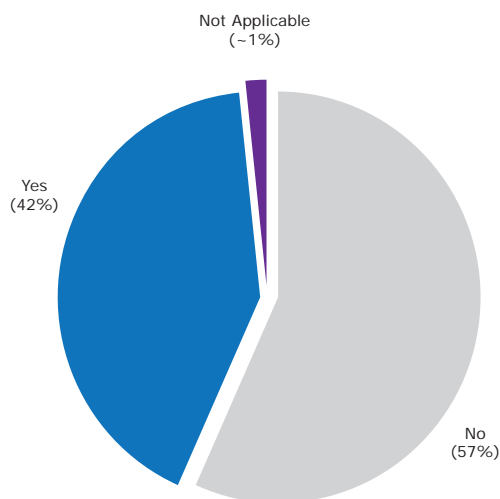
The nine-month questionnaire seeks to assess long-term knowledge retention and likelihood to return to study with POTI, among other factors. When asked how much they remembered from their course nine months ago, 89 per cent of students reported they remembered most of what they had learned from their course, as seen in Figure 16.

Figure 16: Nine-Month Survey Question 1, "Do you still remember the knowledge you learned from the course(s) you took with the Peace Operations Training Institute (POTI) nine months ago?"
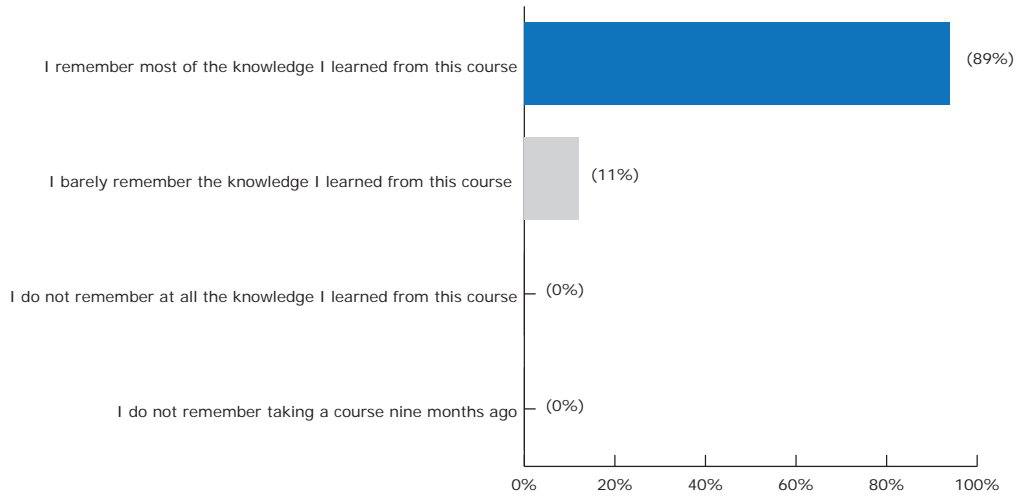
At the nine-month mark, 35 per cent of ELAP students reported they were currently serving on a peace support mission, as seen in Figure 17. While this is down from the 48 per cent seen during the three-month survey, it makes sense that during the six-month interim, many peacekeepers would have cycled off their mission, especially in the case of ELAP participants. However, this does not mean that relevance for POTI training disappears. Figure 18 illustrates that 97 per cent of students responded that they were "Very Likely" or "Likely" to take additional POTI courses in the case of a future deployment in order to prepare for this new mission.

Appendix E provides the entire list of questions asked during the nine-month survey and a summary of responses.

Figure 17: Nine-Month Survey Question 2: "Are you currently serving on a Peace Support Operation (PSO)?"
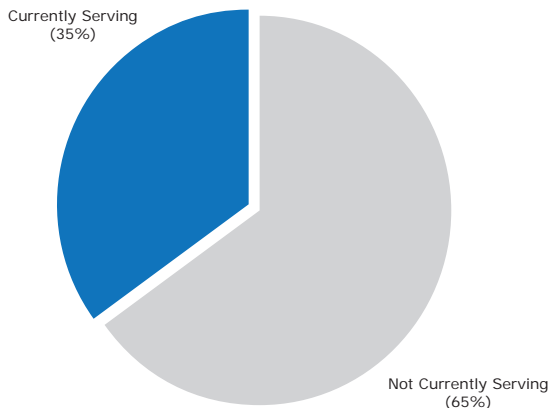
Figure 18: Nine-Month Survey Question 5: "If you were selected for a new mission today, how likely would you be to take courses with POTI to prepare for this new mission?"
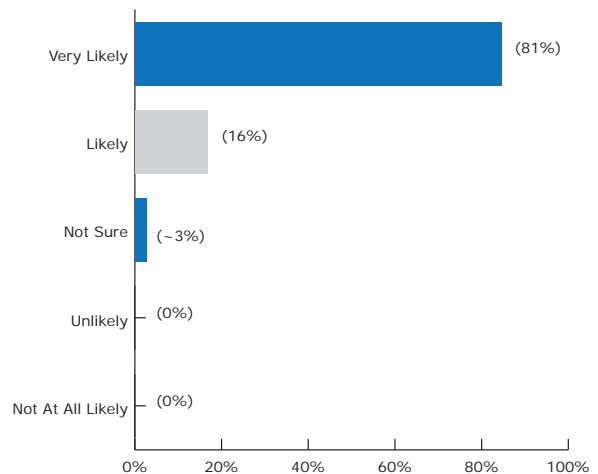
Focus Groups

The previously discussed surveys and examinations all provide important quantitative data for the measurement of training. Nevertheless, the human element, characterised by open conversation and expression, allows us to evaluate the ELAP programme beyond the limitations of a list. Therefore, to supplement and enrich our other metrics, POTI conducts periodic focus group discussions with a representative sample of students drawn from the larger population. Whether the discussions are one-on-one or with a small group, the goal is to provide students with open-ended questions that permit them to express their experience in their own words and to compare their thoughts with fellow students from around the globe. During the one-year grant period, POTI conducted focus groups, collecting a wide variety of views from different people and using different media. Dialogue was held through video conferencing, instant messaging, and email. Participants included students who were military, police, international staff, and gendarmerie, and who were serving in missions such as AMISOM, MINUSTAH, UNMISS, and UNAMID at the time they were interviewed.

Due to the spontaneous and unscripted nature of focus groups, there was some variability in the questions asked. When asked why they had pursued taking courses with POTI, group members replied with answers such as, acquiring "a deep knowledge about the United Nations and its organisational structures and functions in relations to Peacekeeping Operations" and hoping to "one day become a staff member of the United Nations." Students also gave ideas for new features to enhance the course experience and improve the learning process.

One focus group participant, when asked about the benefits of POTI e-learning programmes, highlighted the ease and benefits of the self-paced courses:

"The e-learning experience is quite exiting. I recommend the courses for other interested Civil Servants and Police who are not serving in the missions but may want to acquire the knowledge as well."

Transcripts of the focus groups are available upon request.

Supervisors and Trainers Survey Results

While it is important to hear from students deployed on missions about the degree to which their POTI course(s) prepared them to perform their assigned duties, it is also important to hear the perspective of the supervisors and trainers of these students.

At the 21st International Association of Peacekeeping Training Centres Annual Conference in 2015, POTI distributed a survey to supervisors of peacekeepers in the field, indicating a high degree of satisfaction and familiarity with its curriculum. Of those supervisors who responded to the survey, 100 per cent were familiar with POTI, and 100 per cent rated the courses taken by peacekeepers under their supervision as "Excellent" or "Good" — the two highest options.

Furthermore, 88 per cent of supervisors reported e-learning had a positive impact on peacekeepers to perform their duties.

VII. NTCELP — Demand, Effectiveness, and Feedback

Demand for NTCELP

During the one-year reporting period of the grant, NTCELP Africa and Asia recorded 3,978 enrolments — 2,798 for men and 1,180 for women. As shown in Figure 19, men made up 70 per cent of enrolments, while women made

up 30 per cent.

During the grant reporting period, African training centres accounted for 2,105 enrolments, and Asian centres made up 1,873 enrolments. Figure 20 shows the five largest national subscribers based on enrolments. Appendix F provides the entire list of national subscribers for NTCELP in both Africa and Asia.

Figure 19: NTCELP enrolments by gender
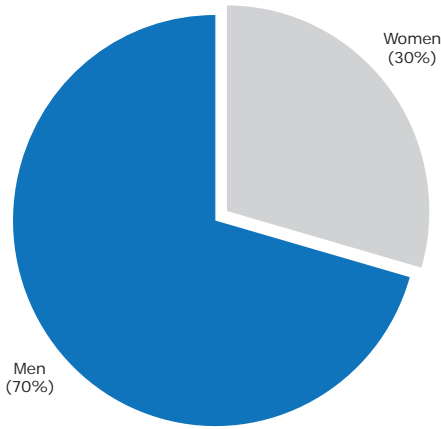
Figure 20: NTCELP five largest national subscribers by enrolments.
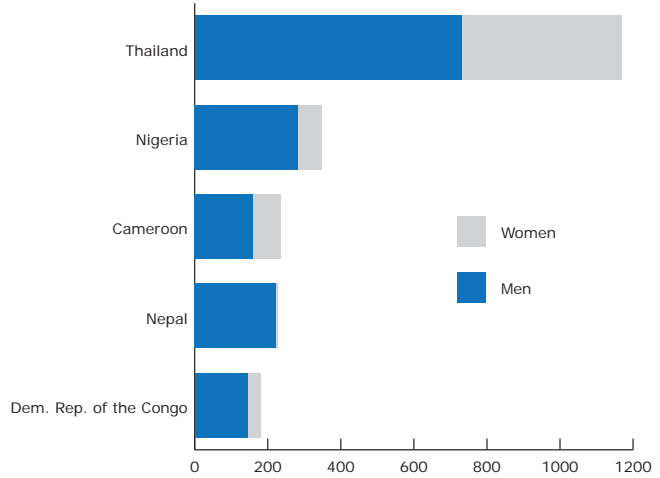
The 17-Question Student Feedback Questionnaire

In general, NTCELP students in Africa and Asia reported overwhelmingly positive experiences with the POTI curriculum. For feedback purposes, these figures include enrolments in WPS courses. As shown in Figure 21, 90 per cent of NTCELP Africa students and 93 per cent of NTCELP Asia students rated the POTI courses in which they enrolled as "Excellent" or "Very Good". Overall, 99 per cent of NTCELP Africa and Asia students rated their courses positively. Nearly three-quarters of NTCELP students indicated they took their course to prepare for deployment on a peacekeeping mission, as illustrated in Figure 22. Of those students who answered "Yes" to whether they had taken the course in preparation for a mission, 96 per cent of respondents reported they found the course to be "Very Valuable" or "Valuable", as shown in Figure 23.
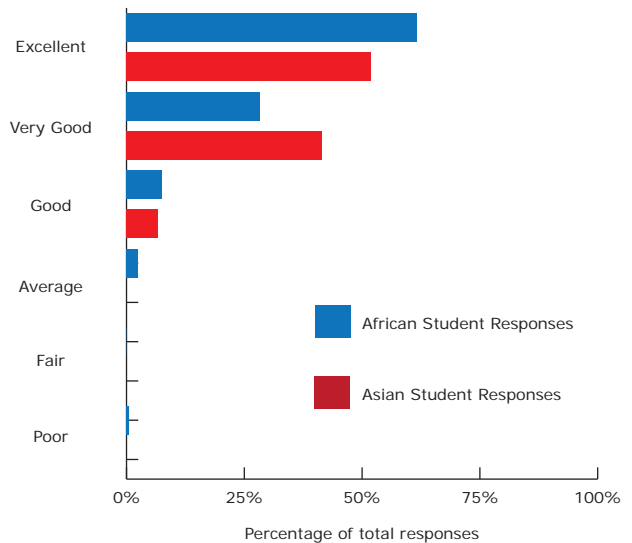
Figure 21: Student responses to Course Feedback Question 8, "Overall I would rate this course as..."

Did not Take Course to
Prepare for Mission Deployment
(26%)

Took Course to Prepare
for Mission Deployment
(74%)

Somewhat
Valuable
(2%)

Not
Valuable
(2%)

Valuable
(21%)

Very Valuable
(74%)
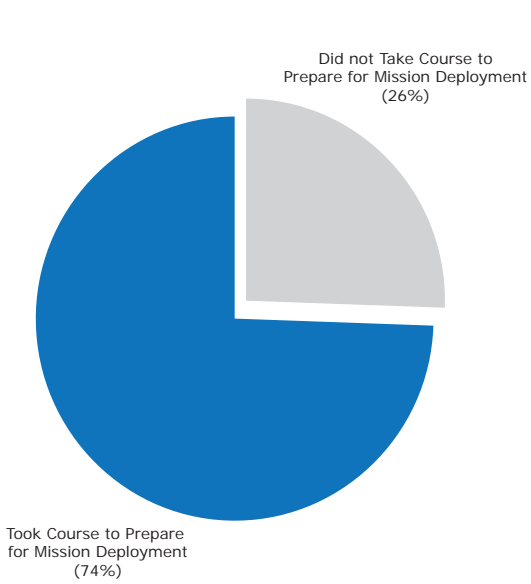
Figure 22: Student responses to Course Feedback Question 12, "Did you take this course to prepare for a peacekeeping mission?"
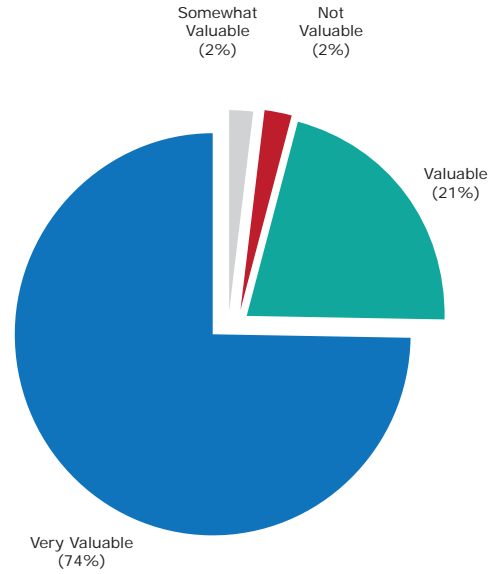
Figure 23: Student responses to Course Feedback Question 13, "If you answered YES to the question above, how valuable would you rate this course in your preparation?"

The Three-Month and Nine-Month Follow-Up Surveys

At the three-month mark, 32 per cent of NTCELP Africa and Asia students responding to a questionnaire indicated that they were serving or had served on a peacekeeping mission since they completed their course with POTI, as observed in Figure 24.

Of the students who answered "Yes" to Question 2 regarding their present or future service on a mission, 100 per cent indicated the POTI courses had a positive effect on their performance in the mission.
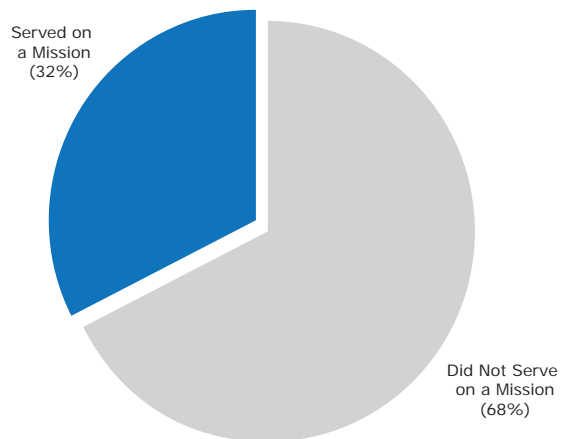
Figure 24: Three-Month Survey Question 2, "Did you or have you been serving on a Peace Support Operation since you took a course with the Peace Operations Training Institute (POTI) three months ago?"

Served on
a Mission
(32%)

Did Not Serve
on a Mission
(68%)

NTCELP students also demonstrated long-term retention of knowledge gained from POTI courses. When asked how much they remembered from their course nine months ago, 86 per cent of students reported they remembered most of what they had learned from their course, as seen in Figure 25.

At the nine-month mark, 30 per cent reported they were currently serving on a peace support mission. This rate is only slightly lower than the mission participation rate at the three-month point. As seen in Figure 26, 73 per cent of students responded they were "Very Likely" to take additional courses in case of a future deployment to a mission.
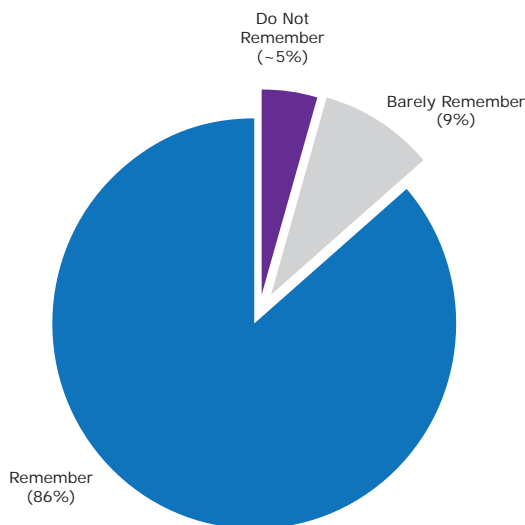
Figure 25: Nine-Month Survey Question 1, "Do you still remember the knowledge you learned from the course(s) you took with the Peace Operations Training Institute (POTI) nine months ago?"
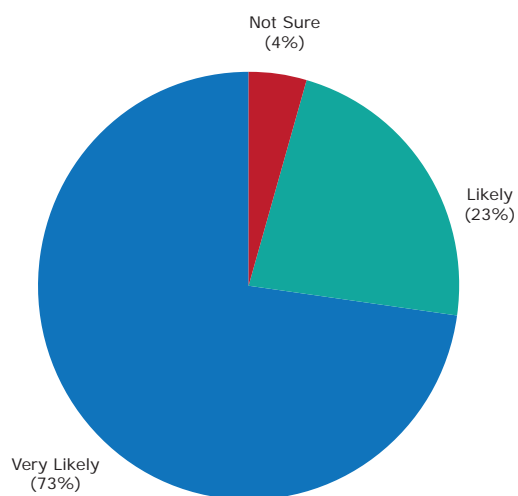
Figure 26: Nine-Month Survey Question 5, "If you were selected for a new mission today, how likely would you be to take courses with POTI to prepare for this new mission?"

VIII. Effectiveness and Efficiency

The ongoing Monitoring and Evaluation (or Measurement of Effectiveness) Programme maintained by POTI uses a series of objective metrics that measures the impact of e-learning on peacekeeping from the time of enrolment through deployment on a mission. It is clear that there is high demand for WPS, ELAP, and NTCELP from both individuals and institutions. It is also clear that African, Asian, and Latin American peacekeepers enhance their skills and are able to perform their responsibilities more effectively on missions as a result of what they have learned through their e-learning courses.

IX. Conclusions and Recommendations

The combination of WPS, ELAP, and NTCELP make for an effective and efficient means to deliver standard training on peacekeeping to a large population of military personnel and police serving on UN, AU, and hybrid missions, performing many different tasks, and enhancing the capacity of peacekeeping worldwide.

Appendix A: WPS Enrolments by Nation for Men and Women

Nationality	Men	Women	Total
Afghanistan	79	14	93
Albania	4	1	5
Algeria	28	1	29
Argentina	168	171	339
Austria	4	2	6
Australia	117	87	204
Bahamas	3		3
Barbados	1	1	2
Bangladesh	131	6	137
Belarus	3		3
Belgium	10	12	22
Belize	1		1
Benin	53	8	61
Bhutan	26	9	35
Bolivia	15	19	34
Bosnia and Herzegovina	15	1	16
Botswana	15		15
Brazil	160	71	231
Brunei	3		3
Bulgaria		12	12
Burkina Faso	71	9	80
Burundi	50	2	52
Cambodia	3	1	4
Cameroon	263	113	376
Canada	88	93	181
Central African Republic	46	5	51
Chad	42	1	43
Chile	59	82	141
China, People's Republic of	20	5	25
Colombia	817	1030	1847
Comoros	3	3	6
Congo, Democratic Republic of the	214	53	267
Congo, Republic of the	13	3	16
Costa Rica	13	60	73
Côte d'Ivoire	333	101	434
Croatia	9	1	10
Cuba	1		1
Cyprus	2		2
Denmark	3	5	8

Nationality	Men	Women	Total
Djibouti	6	2	8
Dominican Republic	4	18	22
Ecuador	55	76	131
Egypt	129	27	156
El Salvador	21	63	84
Eritrea	3	3	6
Estonia	3		3
Ethiopia	112	15	127
Fiji	46	8	54
Finland	15	11	26
France	44	60	104
Gabon		1	1
Gambia	29	7	36
Georgia	3		3
Germany	40	23	63
Ghana	193	39	232
Greece	20	6	26
Grenada		1	1
Guinea	15		15
Guatemala	22	58	80
Haiti	17	7	24
Honduras	15	28	43
Hungary	3	3	6
India	578	100	678
Indonesia	48	9	57
Iraq	14	1	15
Iran	4		4
Ireland	7	17	24
Israel	10		10
Italy	75	59	134
Jamaica	7	3	10
Japan	20	14	34
Jordan	90	4	94
Kazakhstan	1		1
Kenya	341	116	457
Korea, Democratic People's Republic of	2	4	6
Korea, Republic of	8	6	14
Kosovo, Republic of	6	3	9
Kyrgyzstan		4	4

Nationality	Men	Women	Total
Lao People's Democratic Republic	3		3
Lebanon	24	18	42
Lesotho	3	3	6
Liberia	29		29
Libya		1	1
Lithuania		3	3
Luxembourg	1		1
Macedonia	3	4	7
Madagascar	18	4	22
Malawi	31		31
Malaysia	6	4	10
Maldives		1	1
Mali	85	12	97
Malta		3	3
Mauritania	1	1	2
Mauritius	3	4	7
Mexico	83	251	334
Morocco	47		47
Monaco		3	3
Mongolia	16	3	19
Myanmar	5		5
Namibia	23	12	35
Nepal	144	7	151
New Zealand	11	10	21
Netherlands	22	18	40
Nicaragua	1	6	7
Niger	51	5	56
Nigeria	599	124	723
Norway	8	4	12
Pakistan	604	52	656
Panama	7	2	9
Papua New Guinea	7	1	8
Paraguay	2	12	14
Peru	71	64	135
Philippines	71	51	122
Poland		15	15
Portugal	25	8	33
Romania	139	17	156
Russia	9	4	13

Nationality	Men	Women	Total
Rwanda	156	30	186
Samoa	4	2	6
Saudi Arabia	5		5
Senegal	37	5	42
Serbia	21	5	26
Sierra Leone	31	26	57
Singapore	3	3	6
Slovakia		4	4
Slovenia		1	1
Solomon Islands		2	2
Somalia	53	6	59
South Africa	100	24	124
South Sudan	58	16	74
Spain	79	177	256
Sri Lanka	52	1	53
Sudan	126	26	152
Swaziland	5		5
Sweden	9	21	30
Switzerland	11	6	17
Syrian Arab Republic	18	9	27
Tajikistan	3		3
Tanzania	164	28	192
Thailand	96	68	164
Timor-Leste	3		3
Togo	47	11	58
Trinidad and Tobago	1		1
Tunisia	20	1	21
Turkey	60	8	68
Turkmenistan	3		3
Ukraine	26	5	31
Uganda	193	40	233
United Arab Emirates	1		1
United Kingdom	44	71	115
United States	178	190	368
Uruguay	27	14	41
Uzbekistan		4	4
Vanuatu	3		3
Venezuela	21	42	63
Viet Nam	7	3	10

Nationality	Men	Women	Total
Yemen	56		56
Zambia	68	9	77
Zimbabwe	136	83	219
Unknown/Not Listed		2	2

Appendix B: WPS Course Feedback Questionnaire with Summary of Responses

Question	Answer	Percent
1. The text materials explain concepts clearly.		
	Strongly agree	75.22
	Somewhat agree	18.37
	Neutral	5.31
	Somewhat disagree	0.83
	Strongly disagree	0.13
	No response	0.123
2. The text materials have informative illustrations and charts.		
	Strongly agree	65.88
	Somewhat agree	24.78
	Neutral	7.30
	Somewhat disagree	1.34
	Strongly disagree	0.51
	No response	0.19
3. The End-of-Lesson Quizzes are helpful.		
	Strongly agree	74.39
	Somewhat agree	18.05
	Neutral	6.15
	Somewhat disagree	0.83
	Strongly disagree	0.32
	No response	0.26
4. The End-of-Course Examination questions are written clearly.		
	Strongly agree	68.50
	Somewhat agree	23.05
	Neutral	6.40
	Somewhat disagree	1.60
	Strongly disagree	0.32
	No response	0.13
5. On average, how many hours did you spend per week studying this course?		
	1 to 3 hours	36.17
	3 to 6 hours	35.47

Question	Answer	Percent
	6 to 10 hours	16.90
	More than 10 hours	11.46
6. Which of the following learning resources did you use? Choose all that apply.		
	Video/audio introductions from the course author	32.14
	Question submission to the course author	19.14
	Further readings and/or related Web sites	64.02
	Facebook page	4.80
7. Did you find any errors in your course? If so, please describe them, including page numbers.		
	Yes	40.01
8. Overall, I would rate this course as:		
	Excellent	59.86
	Very good	29.39
	Good	9.48
	Average	1.15
	Fair	0.13
	Poor	0
9. Was the enrolment procedure satisfactory?		
	Yes	98.98
	No	1.02
	If no, please explain:	1.02 (% of students providing additional comment)
10. Please indicate your mission status. Choose all that apply.		
	I have previously completed serving on a mission.	12.36
	I am currently serving on a mission.	33.48

Question	Answer	Percent
	I will be serving on a mission.	8.64
	I hope to serve on a mission in the future.	54.29
	I do not plan to serve on a mission.	4.10
11. If you selected one of the first three options above, please tell us which mission(s)		
		39.82 (% of students providing additional comment)
12. Did you take this course to prepare for a peacekeeping mission?		
	Yes	61.33
	No	38.67
13. If you answered YES to the question above, how valuable would you rate this course in your preparation?		
	Very valuable	49.74
	Valuable	16.45
	Somewhat valuable	1.92
	Not valuable	0.64
14. How did you learn about the Peace Operations Training Institute? Choose all that apply.		
	By searching the Internet	45.58
	From a friend or other social contact	33.42
	At a peacekeeping mission (UN, EU, AU, or other)	25.03
	At a national training centre, academic institution, or NGO	13.44

Question	Answer	Percent
	Other:	6.02
15. Which of the following subject areas would you like to see expanded in our curriculum? Please specify the topic(s) that interests you.		
	Military:	36.88
	Police:	20.99
	Humanitarian affairs:	46.93
	Logistics:	20.49
	History:	16.97
	Other:	10.56
16. Describe your overall experience, or give any other comments or suggestions you may have.		
		53.78 (% of students who provided additional comments)
17. Would you agree to be contacted in the next few months to participate in an online focus group (via Skype) with other POTI students to provide us additional feedback?		
	Yes	73.56
	No	26.44

Appendix C: ELAP Enrolments by Nation for Men and Women

Nationality	Men	Women	Total
Algeria	99		99
Benin	739	4	743
Botswana	158	6	164
Burkina Faso	744	30	774
Burundi	593	31	624
Cameroon	1207	380	1587
Cape Verde	9		9
Central African Republic	96	2	98
Chad	389	11	400
Comoros	1		1
Congo, Democratic Republic of the	389	27	416
Congo, Republic of the	171	27	198
Côte d'Ivoire	1636	517	2153
Djibouti	42		42
Egypt	1199		1199
Eritrea	1		1
Ethiopia	812	39	851
Gambia	309	38	347
Ghana	1558	306	1864
Guinea	77		77
Kenya	2294	537	2831
Liberia	19		19
Lesotho	29	30	59
Libya	7		7
Madagascar	164		164
Malawi	224	5	229
Mali	191	5	196
Mauritania	24	12	36
Mauritius	14		14
Morocco	545		545
Namibia	235	151	386
Nepal	28		28
Niger	667	5	672
Nigeria	4695	440	5135
Rwanda	1144	263	1407
Senegal	564	37	601
Sierra Leone	54	170	224
Somalia	46		46

Nationality	Men	Women	Total
South Africa	729	91	820
South Sudan	130		130
Sudan	474	7	481
Swaziland	30		30
Tanzania	1527	245	1772
Togo	370	53	423
Tunisia	292		292
Uganda	1662	155	1817
Zambia	704	64	768
Zimbabwe	926	530	1456

Appendix D: ELAP Three-month Questionnaire Responses

Question	Answer	English Per Cent	French Per Cent
1. What is your professional status? Please check all that apply	I am in the military	43.65	9.26
	I am in the police	34.25	25
	I am in the gendarmerie	1.66	11.11
	I work for a humanitarian or peacekeeping-related Non Governmental Organization (NGO)	5.54	2.78
	I am a student or teacher at a secondary school, college, or university or involved in Model UN	3.31	27.78
	I am a United Nations Volunteer (UNV), National staff on mission, UN Secretary Employee	2.76	4.63
	Other	8.84	19.44
2. Did you or have you been serving on a Peace Support Operation since you took a course with the Peace Operations Training Institute (POTI) three months ago?			
	Yes	40.50	19.83
	No	23.97	61.20
	If YES, please tell us which mission	35.54 (% of students providing additional comment)	18.97 (% of students providing additional comment)
3. Did the course(s) you take with POTI offer you practical knowledge to better perform your job?			
	Yes	96.43	75.61
	No	1.79	9.76
	Not applicable	1.79	14.63

Question	Answer	English Per Cent	French Per Cent
4. During your mission, how often did/do you use the knowledge gained through the course(s) you took with POTI?			
	Very often	60.91	43.24
	Often	29.09	27.03
	Occasionally	6.36	2.70
	Rarely	0	2.70
	Not at all	3.64	24.32
5. To what extent do you agree/disagree that the practical knowledge you gained through the course(s) you took with POTI has positively affected your overall performance in your mission?			
	Strongly agree	82.30	57.5
	Somewhat agree	15.04	10
	Neutral	0.88	7.5
	Somewhat disagree	0.88	0
	Strongly disagree	0.88	0
	No response	0	25
6. Do your national authorities (or professional superiors) recognise the Certificate- of-Completion you received from POTI? Please check all that apply.			
	A Certificate-of-Completion helps individuals be selected for a Peace Support Operation (PSO)	25.79	33.33
	A Certificate-of-Completion is helpful towards professional promotion	23.16	10.81

Question	Answer	English Per Cent	French Per Cent
	The training provided by POTI is incorporated within the National PSO Training Programme	14.21	17.12
	No recognition	16.32	24.32
	Not applicable	5.26	5.41
	Other	15.26	9.01
7. Have you ever attended a classroom training programme at a national peacekeeping training centre?			
	Yes	50	25.80
	No	48.02	73.11
	Not applicable	1.97	1.08
8. To what extent do you agree/ disagree that the courses offered by POTI are a good complement to the training you received at your national peacekeeping training centre?			
	Strongly agree	84.85	75.56
	Somewhat agree	9.09	6.67
	Neutral	2.02	4.44
	Somewhat disagree	0	0
	Strongly disagree	0	0
	No response	4.04	13.33
9. Did you gain additional new knowledge from POTI courses on relevant topics that were not covered in your classroom training?			
	Yes	55.63	52.31
	No	9.27	18.46
	If YES, please tell us more	35.09 (% of students providing additional comment)	29.23 (% of students providing additional comment)

Question	Answer	English Per Cent	French Per Cent
10. Would you recommend the courses offered by POTI to a friend/colleague who is preparing for or wants to participate in a Peace Support Operation?			
	Yes	98.05	92.55
	No	0	1.06
	No opinion	0	3.19
	If NO, please explain:	1.95 (% of students providing additional comment)	3.19 (% of students providing additional comment)
11. Would you like us to keep you posted on new courses we release?			
	Yes	100	100
	No	0	0
12. How do you like to be kept informed about recent events and news at POTI? Please check all that apply			
	Personalised emails sent to me only	51.95	61.15
	Personalised announcements within my virtual classroom	13.28	10.79
	Through POTI's e-newsletters	14.06	12.23
	Through POTI's website	11.72	10.07
	Through POTI's social media channels (e.g.: Facebook, Twitter, etc.)	8.98	5.76
13. Feel free to use this space for other comments or suggestions you may have			
		100 (% of students providing additional comment)	100 (% of students providing additional comment)

Appendix E: ELAP Nine-month Questionnaire Responses

Question	Answer	English Per Cent	French Per Cent
1. Do you still remember the knowledge you learned from the course(s) you took with the Peace Operations Training Institute (POTI) nine months ago?			
	I remember most of the knowledge I learned from this course	94.74	79.69
	I barely remember the knowledge I learned from this course	5.26	20.31
	I do not remember at all the knowledge I learned from this course	0	0
	I do not remember taking a course nine months ago	0	0
2. Are you currently serving on a Peace Support Operation (PSO)?			
	Yes	31.69	14.47
	No	35.21	71.05
	If YES, please tell us which mission	33.10 (% of students providing additional comment)	14.47 (% of students providing additional comment)
3. During your mission, how often do you still use the knowledge gained through the course(s) you took with POTI nine months ago?			
	Very often	54.39	45.45
	Often	26.32	13.63
	Occasionally	10.53	22.73
	Rarely	3.51	0
	Not at all	0	0

Question	Answer	English Per Cent	French Per Cent
	Not applicable	5.26	18.18
4. To what extent do you agree/ disagree that the practical knowledge you gained through the course(s) you took with POTI nine months ago still positively affect your overall performance in your mission?			
	Strongly agree	75	56.52
	Somewhat agree	16.67	13.04
	Neutral	3.33	8.70
	Somewhat disagree	0	0
	Strongly disagree	0	0
	No response	5	21.74
5. If you were selected for a new mission today, how likely would you be to take courses with POTI to prepare for this new mission?			
	Very likely	88.30	70.97
	Likely	11.70	22.58
	Not sure	0	6.45
	Unlikely	0	0
	Not at all likely	0	0
	No response	0	0
6. Please use this space to provide us with suggestions on things we can do to improve your learning experience with POTI			
		50 (% of students providing additional comment)	100 (% of students providing additional comment)

Appendix F: NTCELP Enrolments by Nation for Men and Women

Nationality (Africa)	Men	Women	Unknown	Total
Bangladesh	17			17
Benin	43	30		73
Burkina Faso	45			45
Burundi	3	1		4
Cameroon	160	75		235
Central African Republic	69			69
Congo, Democratic Republic of the	145	35		180
Côte d'Ivoire	71	3		74
Egypt	42	3		45
Ethiopia	1			1
Fiji	13			13
Gambia		1		1
Ghana	120	48		168
Guinea	6			6
India*	29			29
Japan (African centres)	11			11
Japan (Asian centres)	59	83		142
Kenya (African centres)	54	62		116
Kenya (Asian centres)		29		29
Korea, Republic of	12			12
Lao People's Democratic Republic	29			29
Liberia	1			1
Malaysia	1			1
Mali	105	2		107
Malawi	2	1		3
Mauritania	4			4
Mongolia	90	29		119
Morocco	5			5
Nepal (African centres)	29			29
Nepal (Asian centres)	223	4		227
Niger	70	27		97
Nigeria	282	66		348
Pakistan (African centres)*	1			1
Pakistan (Asian centres)*	29			29

Nationality does not necessarily determine eligibility for a national peacekeeping centre.

Nationality (Africa)	Men	Women	Unknown	Total
Philippines		58		58
Senegal	3	31		34
Sierra Leone	6			6
Somalia		3		3
South Sudan	5	1		6
Sri Lanka	8			8
Sudan	3	5		8
Tanzania	73	7		80
Thailand	730	438		1168
Togo	32	27		59
Tunisia	4			4
Uganda	87	1		88
Viet Nam	4			4
Zambia	36			36
Zimbabwe	1			1

Appendix G: NTCELP Three-month Questionnaire Responses

Response totals for three-month questionnaire include African centres only.

Question	Answer	English Per Cent	French Per Cent
1. What is your professional status? Please check all that apply			
	I am in the military	15.38	0
	I am in the police	3.85	0
	I am in the gendarmerie	0	0
	I work for a humanitarian or peacekeeping-related Non Governmental Organization (NGO)	7.69	14.29
	I am a student or teacher at a secondary school, college, or university or involved in Model UN	23.08	57.14
	I am a United Nations Volunteer (UNV), National staff on mission, UN Secretary Employee	23.08	0
	Other	26.92	28.57
2. Did you or have you been serving on a Peace Support Operation since you took a course with the Peace Operations Training Institute (POTI) three months ago?			
	Yes	25.81	25
	No	51.61	50
	If YES, please tell us which mission	22.58 (% of students providing additional comment)	25 (% of students providing additional comment)
3. Did the course(s) you take with POTI offer you practical knowledge to better perform your job?			
	Yes	91.67	100

Question	Answer	English Per Cent	French Per Cent
	No	0	0
	Not applicable	8.33	0
4. During your mission, how often did/do you use the knowledge gained through the course(s) you took with POTI?			
	Very often	50	50
	Often	40	50
	Occasionally	10	0
	Rarely	0	0
	Not at all	0	0
5. To what extent do you agree/ disagree that the practical knowledge you gained through the course(s) you took with POTI has positively affected your overall performance in your mission?			
	Strongly agree	81.82	100
	Somewhat agree	9.09	0
	Neutral	0	0
	Somewhat disagree	0	0
	Strongly disagree	0	0
	No response	9.09	0
6. Do your national authorities (or professional superiors) recognise the Certificate- of-Completion you received from POTI? Please check all that apply.			
	A Certificate-of-Completion helps individuals be selected for a Peace Support Operation (PSO)	25.93	25
	A Certificate-of-Completion is helpful towards professional promotion	14.81	12.5

Question	Answer	English Per Cent	French Per Cent
	The training provided by POTI is incorporated within the National PSO Training Programme	11.11	12.5
	No recognition	14.81	37.5
	Not applicable	7.41	0
	Other	25.93	12.5
7. Have you ever attended a classroom training programme at a national peacekeeping training centre?			
	Yes	34.78	60
	No	65.22	40
	Not applicable	0	0
8. To what extent do you agree/disagree that the courses offered by POTI are a good complement to the training you received at your national peacekeeping training centre?			
	Strongly agree	100	80
	Somewhat agree	0	20
	Neutral	0	0
	Somewhat disagree	0	0
	Strongly disagree	0	0
	No response	0	0
9. Did you gain additional new knowledge from POTI courses on relevant topics that were not covered in your classroom training?			
	Yes	53.85	50
	No	7.69	12.5
	If YES, please tell us more	38.46 (% of students providing additional comment)	37.5 (% of students providing additional comment)

Question	Answer	English Per Cent	French Per Cent
10. Would you recommend the courses offered by POTI to a friend/colleague who is preparing for or wants to participate in a Peace Support Operation?			
	Yes	100	100
	No	0	0
	No opinion	0	0
	If NO, please explain:	0 (% of students providing additional comment)	0 (% of students providing additional comment)
11. Would you like us to keep you posted on new courses we release?			
	Yes	100	100
	No	0	0
12. How do you like to be kept informed about recent events and news at POTI? Please check all that apply			
	Personalised emails sent to me only	47.73	35.71
	Personalised announcements within my virtual classroom	11.36	35.71
	Through POTI's e-newsletters	15.91	14.29
	Through POTI's website	15.91	7.14
	Through POTI's social media channels (e.g.: Facebook, Twitter, etc.)	9.09	7.14
13. Feel free to use this space for other comments or suggestions you may have			
		100 (% of students providing additional comment)	100 (% of students providing additional comment)

Appendix H: NTCELP Nine-month Questionnaire Responses

Response totals for nine-month questionnaire include African centres only.

Question	Answer	English Per Cent	French Per Cent
1. Do you still remember the knowledge you learned from the course(s) you took with the Peace Operations Training Institute (POTI) nine months ago?			
	I remember most of the knowledge I learned from this course	88.89	75
	I barely remember the knowledge I learned from this course	5.56	25
	I do not remember at all the knowledge I learned from this course	5.56	0
	I do not remember taking a course nine months ago	0	0
2. Are you currently serving on a Peace Support Operation (PSO)?			
	Yes	25	20
	No	55	60
	If YES, please tell us which mission	20 (% of students providing additional comment)	20 (% of students providing additional comment)
3. During your mission, how often do you still use the knowledge gained through the course(s) you took with POTI nine months ago?			
	Very often	37.50	100
	Often	0	0
	Occasionally	37.50	0
	Rarely	0	0
	Not at all	0	0

Question	Answer	English Per Cent	French Per Cent
	Not applicable	25	0
4. To what extent do you agree/ disagree that the practical knowledge you gained through the course(s) you took with POTI nine months ago still positively affect your overall performance in your mission?			
	Strongly agree	50	100
	Somewhat agree	20	0
	Neutral	30	0
	Somewhat disagree	0	0
	Strongly disagree	0	0
	No response	0	0
5. If you were selected for a new mission today, how likely would you be to take courses with POTI to prepare for this new mission?			
	Very likely	77.78	50
	Likely	16.67	50
	Not sure	5.56	0
	Unlikely	0	0
	Not at all likely	0	0
	No response	0	0
6. Please use this space to provide us with suggestions on things we can do to improve your learning experience with POTI			
		100 (% of students providing additional comment)	100 (% of students providing additional comment)

**Peace Operations
Training Institute®**