



***THE PEACE  
OPERATIONS  
TRAINING INSTITUTE***

***2025 ANNUAL  
REPORT***

# MEMBER STATES

## SUPPORTING POTI IN 2025

The Institute sincerely thanks its 2025 funders for their support in an increasingly complex international landscape for peace, security, and humanitarian relief. Thanks to these nations' support, POTI provides its curriculum at no charge to students who meet the eligibility programme requirements. Additionally, this support allows some of the Institute's courses to be free for all. Without this generosity, the Institute would have been unable to achieve the scope and scale of its 2025 accomplishments. These nations' continued prioritization of peace, security, humanitarian relief, gender equality, and the protection of civilians deserves the highest regard.



Australia



Canada



Denmark



Portugal



Sweden



United Kingdom

CORPORATE GIFTS IN KIND 

## POTI STUDENT FEEDBACK

**“The course is highly relevant for any military professional preparing for deployment in a UN mission environment. It not only enhances operational knowledge but also fosters a deeper appreciation for the principles of neutrality, restraint, and diplomacy that define successful peacekeeping. I would highly recommend it to fellow military personnel, especially those planning to serve in observer roles or multinational operations, as it provides a solid foundation for navigating the complexities of modern peace support operations.”**

**“The course made me to understand the dynamics of a disaster, its management and all actors involved which are essential to providing adequate assistance to affected populations.”**

**“[The course was] an insightful and valuable experience. The course provided a clear understanding of the principles, legal frameworks, and operational responsibilities of military peacekeepers in protecting civilians under the UN mandate.”**

Cover Photo: UN Photo/Albert Gonzalez Farran

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# MESSAGE FROM THE EXECUTIVE DIRECTOR

I write this statement at a time when war is raging in the Middle East, and my family members are currently in jeopardy. I am not alone in being affected by one of the many conflicts across the globe. From July 2024 to June 2025, the number of armed conflicts and their average duration were the highest they had been in decades, and that trend has continued unabated.<sup>1</sup> At the same time, we have seen the unraveling of peace agreements and ceasefire agreements, threatening the resumption of full-scale war in different parts of the world.

Peace operations provide safety and stability for millions of people across the globe. Many factors determine a peace operation's success, but an operation can only be effective with well-trained, knowledgeable personnel who have access to pertinent educational resources. The Peace Operations Training Institute remains committed to providing accessible self-paced e-learning on topics related to peace and humanitarian operations.

The Partnership for E-Learning on Peace Operations (PELP), a group of Member States of the United Nations and other stakeholders, has been essential for ensuring POTI e-learning is relevant, accessible, and in line with United Nations guidance. The permanent observers of PELP: UN Women, the UN Department of Peace Operations Integrated Training Service, and the UN C4ISR Academy for Peace, provide essential oversight, cooperation, and support. The Institute's sponsors, the governments of Australia, Canada, Denmark, Portugal, Sweden,

and the United Kingdom, have provided funding that has allowed this important work to continue into its 18th year. I extend my deepest gratitude to the Permanent Mission of Australia to the United Nations for chairing and hosting the 2025 PELP meetings.

I am immensely proud of what the Institute accomplished in 2025, thanks to the talented staff, authors, and contractors. Valuable feedback from our students, mission training staff, and training centre staff has greatly improved our offerings and curriculum. Beyond the release of a new course title, *Cultural Awareness for Peace Operations Personnel*, the Institute updated three fundamental courses, translated five courses, and published two new interactive course supplements.

Our students' and partners' determination for a better world through a shared vision of peace infuses hope into the current geopolitical landscape and saves lives. It is our honour to be in the service of this effort.

With gratitude,

*Ramona Taheri*

**Ramona Taheri**  
**Executive Director**



<sup>1</sup> International Institute for Strategic Studies. (2025). Editor's Introduction. In *The Armed Conflict Survey 2025* (pp. 5-14). Taylor & Francis Group.



UN Photo/Albert Gonzalez Farran



IN 2025,  
THE INSTITUTE MET  
THE DEMAND FOR

**100,186**  
**COURSE**  
**ENROLMENTS**



**99%** OF COURSE  
ENROLMENTS  
**WERE AT NO COST TO THE STUDENT**

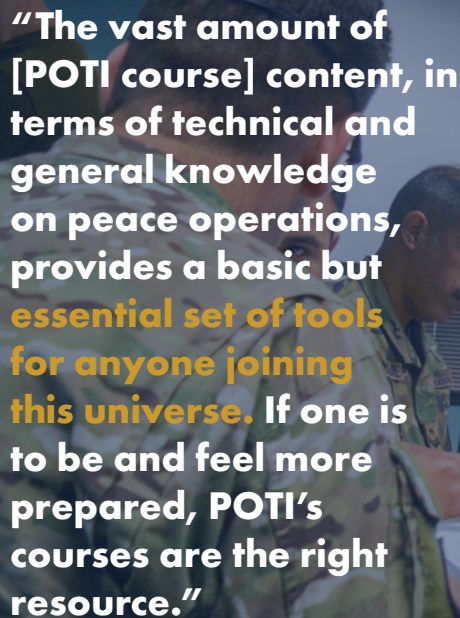
UN Photo/Harandane Dicko

# THE INSTITUTE'S PURPOSE

The Peace Operations Training Institute (POTI) provides globally accessible, self-paced, online courses at little to no cost to the student, bringing impartial, essential, and practical knowledge to civilian, police, and military personnel worldwide. In 2025, POTI met the demand for 100,186 course enrolments and served 29,743 active student users.

The Institute's 30+ course curriculum focuses on essential topics related to peace, humanitarian relief, and security operations. Its offerings include courses on ethics, health of peace operations personnel, technology in peace operations, sexual and gender-based violence in conflict and post-conflict settings, the protection of civilians, child protection, and others. Each course is self-paced and downloadable, allowing students to study from anywhere in the world at any time. Engaging course supplements such as audiobooks, interactive modules, videos, and virtual flashcards enhance students' e-learning experiences. The Institute's curriculum fulfils many training needs, including preparing personnel for deployment to a peace or humanitarian relief operation, increasing effectiveness, and complementing in-person training at peacekeeping training centres and in missions.

POTI remains a critical resource as the largest online provider of training for peace operations personnel before and during deployment. Each year, tens of thousands of dedicated individuals expand their skills and knowledge with POTI e-learning. The Institute's alumni include peacekeeping and international crisis mission personnel, academics, diplomats, and high-ranking officials. While the peace support landscape may change, POTI will continue to be a steadfast resource for personnel serving in the interest of peace all over the world.



**"The vast amount of [POTI course] content, in terms of technical and general knowledge on peace operations, provides a basic but essential set of tools for anyone joining this universe. If one is to be and feel more prepared, POTI's courses are the right resource."**

*Humberto Mariano de Carvalho, IUNV  
Logistics Assistant, UNVMC*



*Centro Argentino de Entrenamiento Conjunto para Operaciones de Paz (CAECOPAZ)*

# THE PEACE OPERATIONS TRAINING INSTITUTE PROVIDES

**Impartial, essential, and practical knowledge  
to civilian, military, and police personnel  
working to build a more peaceful world**

## THROUGH ITS

### **Comprehensive curriculum**

The Institute regularly updates its 30+ courses, which are authored by experts and institutions.

### **Accessible methods of study**

The Institute's e-learning materials are self-paced, downloadable, and available in multiple languages.

### **Global partnerships**

Many are eligible to take POTI courses at no charge through the Institute's partnerships as well as eligibility programmes made possible by our generous sponsors.

### **Innovative course materials**

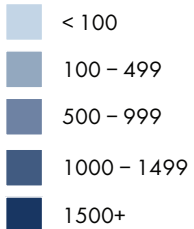
The Institute offers dynamic interactive modules and course audiobooks to aid students' comprehension.

The Peace Operations Training Institute (POTI) is an independent nongovernmental organization (NGO) recognized by the United States Internal Revenue Service as a 501(c)(3) tax-exempt nonprofit public charity based in Richmond, Virginia, USA. POTI is governed by an international Board of Directors in accordance with approved by-laws and is managed by the Executive Director.

# THE INSTITUTE SERVES



## 2025 COURSE ENROLMENTS



**29,743**  
STUDENTS ACROSS

**181**  
COUNTRIES

# THE INSTITUTE'S TEAM



**Ramona Taheri**  
*Executive Director*



**Elisabeth Rosenbaum Maurer**  
*Deputy Director/Senior Editor*



**Robin Lang**  
*Chief of Content*



**Christopher Leber**  
*Chief of Technology*



**Abram Clear**  
*Communications and Student Support Manager*



**Emily Neal**  
*Financial and Office Administrator*



**Jeffrey Baxter**  
*Software Engineer*



**Georgia Richardson**  
*Chief of Institutional Relations and Registrar*



**Nazira Shozoda**  
*Grants Specialist*



**Benjamin Pappas**  
*Outreach Assistant*



**Ivan Moore**  
*Copy Editor and Course Designer*

## CONTRACTORS

Gemma Ruffino, *Copy Editor*  
Abubakar Sadiq Aliyu, *African Programmes-UN Mission Coordinator*  
Colonel Jesus Gil Ruiz, *Curriculum Reviewer and Gender Specialist*  
Sebastian Reyes, *Videographer*  
Sandra Cifuentes Dowling, *Spanish Translator*  
Mirella Naumburg, *French Translator*



## NEW LOGO

Emphasizing the convergence of technology, education, and peace support, the Institute's new logo reflects our mission to provide accessible online learning to support those working towards peace worldwide. Using this new logo, we will continue to refine and expand our offerings, course formats, and training resources to ensure that relevant, updated information reaches personnel serving in conflict zones across the globe.

# BOARD OF DIRECTORS



**Mr. Moustapha Soumaré (Chair)** retired from the United Nations with more than 40 years of extensive experience in peacekeeping and peacebuilding, development, and leadership. From 2015 to 2020, he served as the Deputy Special Representative (Political) for the UN Mission in the Republic of South Sudan (UNMISS). From 2012 to 2015, he was the Deputy Special Representative of the Secretary-General for the UN Organization Stabilization Mission in the Democratic Republic of Congo (MONUSCO), where he also served as UN Resident Coordinator, Humanitarian Coordinator, and Resident Representative of the United Nations Development Programme (UNDP). Prior to that, Mr. Soumaré served as the Deputy Special Representative of the Secretary-General for Recovery and Governance in the United Nations Mission in Liberia (UNMIL) from 2009 to 2012. From 2007 to 2009, he was Deputy Assistant Administrator of UNDP and Deputy Regional Director for the Regional Bureau for Africa in New York. He was the UN Resident Coordinator and Resident Representative in Rwanda from 2005 to 2007 and Benin from 2000 to 2005. Between April and October 2006, he served as Research Director in the Secretariat of the General High-Level Panel on UN System-wide Coherence in the Areas of Development, Humanitarian Assistance, and the Environment. Mr. Soumaré is a graduate of the University of Belgrade, Yugoslavia.



**Ms. Pernilla Rydén (Vice-Chair)** has extensive experience working with peace and security over the last 20 years. She has served in numerous United Nations peace operations, including large multidimensional missions and special political missions. Most recently, Ms. Rydén was Chief of Staff of the UN Mission to Support the Hedayah Agreement (UNMHA) in Yemen. Previously, she served as Head of the Regional and Multilateral Section of the Political Affairs Department in the United Nations Stabilisation Mission to the Democratic Republic of Congo (MONUSCO). She also served in the Office of the Special Envoy of the Secretary-General for the Great Lakes, the UN Assistance Mission for Iraq (UNAMI), the UN Mission in Kosovo (UNMIK), the Secretary-General's Panel for the Referenda in Sudan, and the UN Mission in Liberia (UNMIL). In addition to her work with the UN, she has held positions within the European External Action Services (EEAS) and the Organisation for Security and Co-operation in Europe (OSCE). Ms. Rydén holds a Master's in Political Science and Economics from the University of Lund, Sweden. She speaks Swedish, English and French.



**General Awale Abdounasir** has 21 years of experience in international and national policing. He has worked extensively with the United Nations: He was Police Commissioner for the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO) from 2016 to 2020, led the Police Component of the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) from 2013 to 2016, and was Acting Police Commissioner with the United Nations Operation in Côte d'Ivoire (UNOCI) from 2008 to 2013. At the national level, he has served as Director of the Forensic Laboratory, Director of the Police Academy, and Chief of Cabinet of the Ministry of Interior of Djibouti. He is a graduate of the National Police Academy of Saint Cyr au Mont d'Or in France, and he holds a master's degree in Law and Security Policy from the University of Lyon III. Currently, he serves as the Senior Advisor for Humanitarian Access with the United Nations Resident Coordinator's Office for Yemen, a role he has held since 2021. He received the United Nations Secretary-General Award for Change Agents in 2019.



**Major General (Ret.) Adrian Foster** retired in 2018 after almost four decades of military service. He commanded a regiment in Bosnia and Herzegovina and was awarded a Queen's Commendation for Valuable Service for his efforts. He has worked extensively with the United Nations in Africa, including as the military's Chief of Staff for the United Nations Mission in Sierra Leone (UNAMSIL) and Deputy Force Commander for the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO). He spent four years at MONUSCO, eventually becoming the Acting Force Commander of 18,000 multinational military peacekeepers at the start of the "M23" conflict. Currently, he is involved in consultancy work for the United Nations and various international think tanks.



**Mr. Amadu Kamara** has over 25 years of experience in administrative and logistical support of political missions, peace operations, and humanitarian relief with the United Nations. He served as Director of the United Nations Support Office in Somalia from 2012 to 2018, where he collaborated with the African Union, the Federal Government of Somalia, and other stakeholders. He helped deploy, sustain, and operationalize 22,000 African Union troops in Somalia. From 2014 to 2015, he served as Crisis Manager for the United Mission for Ebola Emergency Response in Sierra Leone and Somalia. He took this additional position to fight against the single largest global Ebola crisis. He has also worked with United Nations operations in East Timor, the Democratic Republic of the Congo, Haiti, and Lebanon. Mr. Kamara holds a Bachelor's in Social & Behavioral Sciences and Economics from the University of New York at New Paltz. He also studied social and behavioural science, economics, and political economy at the New School of Architecture and Design.



**Ms. Karin Landgren** is a Distinguished Fellow at the NYU Center on International Cooperation. She is the former Executive Director of Security Council Report. She previously led three United Nations peacekeeping and political missions in Liberia (UNMIL), Burundi (BNUB), and Nepal (UNMIN). In 2014, she led UNMIL's support to the Ebola response in Liberia. Ms. Landgren has over 20 years of experience working with refugees. She was the Country Representative for the United Nations High Commissioner for Refugees (UNHCR) in Bosnia-Herzegovina, Eritrea, and Singapore. She also served with UNHCR in India and the Philippines. As Chief of Standards and Legal Advice, Landgren helped revive UNHCR's responsibility for the protection of stateless persons. Additionally, she was UNICEF's first Chief of Child Protection. Ms Landgren is a founding member of the Nordic Women Mediators' Network. She previously taught at Columbia University's School of International and Public Affairs. She holds a Bachelor's of Science in Economics and a Master of Laws from the London School of Economics, as well as a Certificate in Public Policy and Governance from the University of Maastricht.



**Mr. Michel Rentenaar** is a member of the Diplomatic Corps of the Netherlands and currently the Ambassador of the Netherlands to Iraq. He previously served as the Netherlands Deputy Permanent Representative to NATO and the Civil-Military Interface Advisor at the NATO Supreme Headquarters Allied Powers Europe. He has extensive field experience, co-commanded the Task Force Uruzgan VII in Afghanistan and served at the Netherlands embassies in the DRC, Egypt, Lebanon, the Palestinian Territories, Uganda, and Yemen. He served two tours of duty in Iraq as the political adviser to the Dutch battalion commander and to Head of the Coalition Provisional Authority in al-Muthanna (southern Iraq). Dutch is his mother tongue, and he speaks Arabic, English, French, German, and Hebrew.



**Colonel (Ret.) Per Ronning** served 42 years in the Norwegian Army. His deployments include commanding the Norwegian Contingent in Afghanistan in 2005, as well as positions at the NATO Joint Warfare Centre and NATO Headquarters. His United Nations experience includes working as Deputy Security Sector Reform Coordinator for the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO) from 2009 to 2010. He was Military Advisor at the Norwegian Permanent Mission to the UN from 2011 to 2015. From 2016 to 2021, he was Chief of the Joint Operations Centre (JOC) in South Sudan. He led an integrated JOC section consisting of civilian, military, and police personnel, providing operational coordination and assessments, training, and situational awareness for the mission. He also supported crisis management for mission leadership. He studied at the French Staff College in Paris and the NATO Defence College.



**Colonel (Ret.) Girish Sinha** is the former Director of the United Nations Department of Field Support. Since 2016, he has been part of the Transition Team of the Secretary General, where he has been responsible for operational management and support during transitional periods in peace operations. From 2014 to 2015, he served as Director of Mission Support for the United Nations Mission for Ebola Emergency Response (UNMEER). He has also served as the Director of Mission Support in several UN peace operations. Additionally, he was a keynote speaker for the Gordon Brown Institute of Management at the World Health and Humanitarian Conference. Currently, he is a management consultant with the Global Dryland Alliance. Before joining United Nations, Mr. Sinha served in the Indian Army for 20 years. He is a graduate of India's National Defense Academy and the Defense Services Staff College Wellington. He was also trained in Supply Chain Management at the Sloan Management School of the Massachusetts Institute of Technology.



**Brigadier (Ret.) Alejandro Gustavo Szejner** served in the Argentine Air Force for 39 years, specializing in aeronautical logistics. He served as Head of the Argentina Air Force's Peacekeeping Operations Department, responsible for coordinating the enlistment and deployment of Argentine air units and staff to United Nations missions. He was Military Liaison Officer for the United Nations Mission in Kosovo (UNMIK) from 2002 to 2003 and Chief CIMCOORD for the United Nations Stabilisation Mission in Haiti (MINUSTAH) from 2004 to 2005. He has worked as an instructor at Centro Argentino de Entrenamiento Conjunto Para Operaciones de Paz (CAECOPAZ) and the Joint Training Center for Peace Operations Chile (CECOPAC). Since November 2020, he has been a Course Leader for online courses. He holds a legal degree, a Bachelor's in Air and Space Law, and a Bachelor's in Aeronautical and Aerospace Systems.



**Special Adviser to the POTI Board of Directors Dr. Harvey J. Langholtz** is the founding director of POTI. During a full career with the US Coast Guard, he served on the US Delegation to the United Nations and represented the US in the Special Committee on Peacekeeping Operations. He retired from the Coast Guard with the rank of Commander and joined the College of William & Mary as Professor of Psychological Sciences.



**Ms. Leila Zerrougui** has more than 40 years of experience in rule of law and protection of civilians. She served as the Special Representative of the Secretary-General and Head of the United Nations Stabilization Mission in the Democratic Republic in the Congo (MONUSCO) from 2018 to 2021. She also held the position of the Special Representative of the Secretary-General for Children and Armed Conflict from 2012 to 2017. Prior to this appointment, she was the Deputy Special Representative of the Secretary-General and Deputy Head of the United Nations Stabilization Mission in the Democratic Republic of the Congo (MONUC/MONUSCO) from 2008 to 2012. Her most recent position was as a member of the Independent High-Level Panel on Security and Development in the Sahel from 2022 to 2024. A legal expert in human rights and the administration of justice, Ms. Zerrougui has sought to strengthen the rule of law and protect vulnerable groups, especially women and children. At the national level, Ms. Zerrougui has had a longstanding legal career in Algeria, where she was appointed Supreme Court Judge in 2000. She holds a degree from the Ecole Nationale d'Administration in Algiers.



**Ms. Ramona Taheri** is the Executive Director at POTI. She is responsible for managing the Institute in keeping with its mission and has enjoyed more than 13 years in the peace operations training field. She received a BA in Foreign Affairs from the University of Virginia and an MA in Political Science from Columbia University.

# PARTNERSHIP FOR E-LEARNING ON PEACE OPERATIONS (PELP)

POTI is part of the Partnership for E-Learning on Peace Operations (PELP), a group of United Nations Member States invested in the development and delivery of effective e-learning for peace operations personnel. PELP provides advocacy and funding for POTI and offers strategic guidance and recommendations on course content.

In 2025, the Permanent Mission of Australia chaired and hosted the biannual PELP meetings in January and July. Representatives from more than 20 Member States, as well as Observers from select UN agencies, including the Integrated Training Service, the UN C4ISR Academy for Peace Operations, and UN Women, attended these meetings to provide feedback and strategize about the future of peace operations. These sessions generated suggestions for future course topics as well as insights into how the Institute can better meet students' needs. PELP also serves as a mechanism to ensure courses created by POTI complement existing training for peace operations personnel, avoiding duplication and ensuring comprehensive coverage of topics needed across the peacekeeping training landscape.



# NEW COURSES & FORMATS

## 1 Lifecycle of a Conflict

### Ending Conflict

If preventative diplomacy is unsuccessful in stopping violence, then at some point, peacemakers must find a solution to the conflict. They must eventually introduce peace operations personnel and peacebuilders.

Source: Lund, Preventing Violent Conflict, 1996.

Duration of Conflict

3

Peace Enforcement

Peacekeeping

Post-conflict  
Peacebuilding

Screenshot from the interactive module for the Institute's 2025 Peacebuilding course.

POTI added a new course title to the curriculum in 2025: *Cultural Awareness for Peace Operations Personnel*. The course offers students a valuable understanding of how cultural competence enables effective peace operations in the complex, hybrid realities of modern conflict. It encourages students to have a greater awareness of how culture impacts their work and everyday interactions, both with colleagues and the people they serve. This topic has been a frequent request from students and training centres, and the Institute is proud to offer this invaluable course to meet this stated need.

The Institute updated three courses:

- *Ethics in Peace Operations*  
Created in partnership with King's College London's Centre for Military Ethics
- *Mine Action and Explosive Hazard Management*  
Developed by UNMAS in collaboration with POTI
- *Child Protection for UN Military*  
Sourced directly from the United Nations Peacekeeping Resource Hub under a revocable license issued by the Integrated Training Service.

These courses contain the latest standards and best practices, which will help personnel work safely and effectively in their mission environments.

POTI expanded its multimedia offerings with the release of two interactive modules: *Protection of Cultural Property* and *Peacebuilding*. The Institute also released two audiobooks for *Sexual and Gender-Based Violence and International Peace and Security* and *Ethics in Peace Operations*. POTI will continue to prioritize these multimedia formats in the year ahead, as they are engaging and support students with a variety of learning styles.

Continuing the Institute's efforts to support diverse learners, POTI also released five translations. *Protection of Cultural Property* and *Technology and Innovation in United Nations Peace Operations* have been translated into Spanish and French. Additionally, *Leading Within United Nations Peace Operations* is now available in French.

POTI is excited to continue expanding, updating, and refining its course offerings in 2026.

# 2025 RELEASES

## NEW & UPDATED COURSES

- *Child Protection for UN Military*
- *Cultural Awareness for Peace Operations Personnel*
- *Ethics in Peace Operations*
- *Mine Action and Explosive Hazard Management*
- *Peacebuilding*

## AUDIOBOOKS

- *Ethics in Peace Operations*
- *Sexual and Gender-Based Violence and International Peace and Security*

## COURSE TRANSLATIONS

### FRENCH

- *Protection des biens culturels : Cours en ligne à l'intention des militaires, de la police et des forces de l'ordre*
- *Diriger dans le cadre des opérations de paix des Nations Unies*
- *Technologie et innovation dans les opérations de paix des Nations Unies*

### SPANISH

- *Protección de los bienes culturales: curso en línea para militares, policías y otras fuerzas del orden*
- *Tecnología e innovación en operaciones de paz de Naciones Unidas*

## INTERACTIVE MODULES

- *Peacebuilding*
- *Protection of Cultural Property: Online Course for the Military, Police, and Law Enforcement*

Cultural Awareness for  
Peace Operations Personnel



**FEATURED RELEASE**

## Cultural Awareness for Peace Operations Personnel

Authors: Dr. Robert A. Rubinstein and  
Dr. Clementine Fujimura

Recognizing the cultural factors behind an action or viewpoint opens doors to trust and fosters crucial collaboration with local communities. This course provides a foundational understanding of culture and the multifaceted role of cultural awareness in peace operations.

*Cultural Awareness for Peace Operations Personnel* cover photo:  
UN Photo/Harandane Dicko

# TRAINING ELIGIBILITY PROGRAMMES

POTI e-learning courses are freely available to the majority of the Institute's students through three eligibility programmes. After registering online, students are automatically sorted into the eligibility programme they qualify for. Individuals from Africa, Latin America and the Caribbean, and many nations in South Asia and the Asia-Pacific region who belong to one of the following categories are eligible for free access to all POTI courses:

PROGRAMMES FOR  
FREE COURSE ACCESS

## NTCELP

*National Training Centre  
E-Learning Platform*

Students and staff of national or regional peacekeeping training centres partnered with POTI

## ELMS

*E-Learning for Mission  
Staff*

Personnel actively serving on an African Union, European Union, and United Nations mission (military, police, and civilian)

## IELP

*Individual E-Learning for  
Peacekeepers from  
Select Regions*

Military, police, and gendarmerie in the regions indicated above.

These eligibility programmes are generously supported by the Australian Department of Defence, Global Affairs Canada's Peace and Stabilization Operations Programme, and the Foreign, Commonwealth & Development Office of the United Kingdom.

## NTCELP

In 2025, POTI partnered with **49 national and regional peacekeeping training centres** through the NTCELP programme. The programme provides participating centres with a customized e-learning platform that is maintained and regularly updated by the Institute. NTCELP enables centres to implement a blended learning approach, integrating accessible online training with in-person instruction. POTI e-learning provides students with a strong foundation in key pre-deployment training topics, allowing centres to spend valuable in-person training time more effectively. The NTCELP programme met the demand for **31,632 enrolments from 7,511 students** in 2025.

HIGH-ENROLLING ASIA-PACIFIC  
AND SOUTH ASIA CENTRES

### CUNPK

*Centre for UN Peacekeeping*  
1,559 enrolments

### BPOTC

*Birendra Peace Operations  
Training Centre*  
5,273 enrolments

### BIPSOT

*Bangladesh Institute  
of Peace Support  
Operation Training*  
1,307 enrolments

### MPC

*Malaysian  
Peacekeeping  
Centre*  
2,711 enrolments

### PMPP-TNI

*Pusat Misi Pemeliharaan Perdamaian  
Tentara Nasional Indonesia*  
1,302 enrolments

## NTCELP PARTNERS USE POTI E-LEARNING IN A VARIETY OF WAYS

Students at the **Birendra Peace Operations Training Centre (BPOTC)** in Nepal who will deploy as contingent officers must complete at least eleven POTI courses – additional courses are required based on a student’s speciality. Since the protection of civilians is included in most mission mandates, the completion of the Institute’s *Comprehensive Protection of Civilians Training Materials for United Nations Peace Operations* course is mandatory for all officers. BPOTC also uses POTI courses to strengthen the professional capacity of centre staff.



**Birendra Peace Operations Training Centre (BPOTC) in Nepal**



**International Peace Support Training Centre (IPSTC) in Kenya**

At the **International Peace Support Training Centre (IPSTC)** in Kenya, staff present a briefing on the availability and benefits of POTI courses to all incoming students. IPSTC recommends all students take POTI gender courses, and additional courses are suggested based on a student’s speciality. Beyond student use, POTI courses serve as reference material for IPSTC trainers when designing their classroom courses. Alongside UN and AU guidelines, POTI materials are key tools for conducting training needs assessments and designing new courses.

Students and instructors at the **Brazilian Peace Operations Joint Training Center (CCOPAB)** utilize POTI e-learning. The centre shares POTI courses with students who are designated

to deploy to international missions. Taking POTI courses before attending in-person training ensures students are prepared with foundational knowledge. The availability of courses in multiple languages also allows students to improve their language skills before deployment. Additionally, new CCOPAB instructors are advised to complete *An Introduction to the UN System and Its Role in International Peace and Security, Principles and Guidelines for UN Peacekeeping Operations, and Ethics in Peace Operations*.

During pre-deployment training conducted at the **Malaysian Peacekeeping Centre (MPC)**, all students are required to complete at least one POTI course. Officers are required to complete eight POTI courses during their first year at the centre and four during their second year.



**Dirección General de Operaciones de Paz del Ejército (DGOPE) in Bolivia**

# ELMS *E-Learning for Mission Staff*

Through the E-Learning for Mission Staff (ELMS) programme, the full POTI curriculum is available free of charge to civilian, police, and military personnel serving on United Nations, African Union, and European Union missions.

In 2025, POTI met the demand for **12,868 enrolments**, which was a marked increase from 10,989 ELMS enrolments in 2024. With a reduction of peace operations personnel and increased challenges in fulfilling mission mandates, POTI training continued to help build capacity and fill operational gaps.

“During my time with the **United Nations Assistance Mission in Afghanistan UNAMA** assigned to [a] security unit, I was responsible for coordinating and executing field road missions to provide support to our staff members monitoring community-based initiatives. Having completed several POTI [courses on] mission planning, field security, and civil-military coordination—I **was able to integrate these concepts directly into my operational work.**”

### **Aziz Mohammad Sakhiezada**

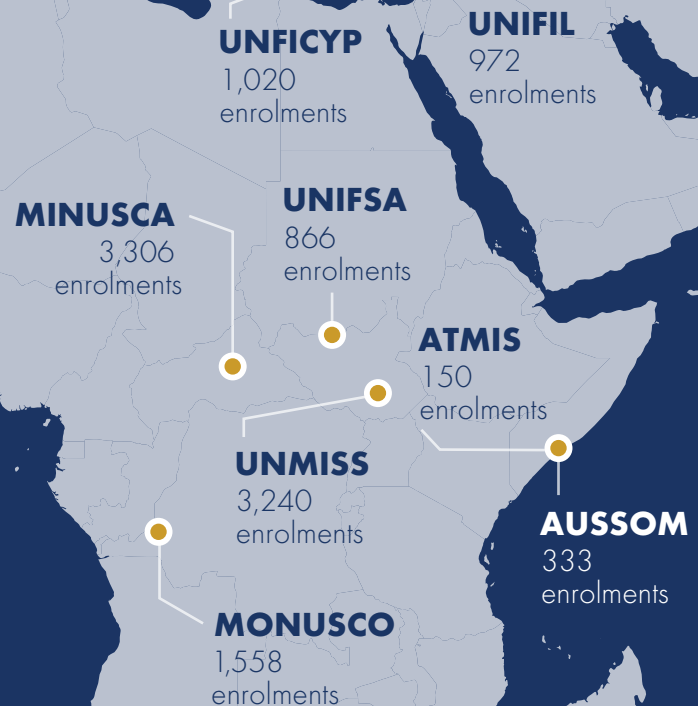
UN Women, Afghanistan Country Office – Security Associate

“During patrol, **I applied lessons from a POTI course on teamwork and leadership.** By organizing clear roles and communication within our unit, we handled the task smoothly and strengthened trust with the local community.”

### **Umar Farouk Auta**

Special Protection Unit, Nigeria Police

## TOP-ENROLLING MISSIONS IN 2025



“As a first-timer in a UN Mission, coming from private sector, the courses provided me a very **robust background** to accelerate my **understanding of the machinery of Peace Operations**, organizational structure in the field, political background for the implementation and such missions... This repertoire undoubtedly uplifted my capacity to integrate in the organization which will make a great contribution for my career henceforth.”

### **Humberto Mariano de Carvalho**

IUNV Logistics Assistant, UNVMC

UN Photo/Evan Schneider



THROUGH THE IELP PROGRAMME, POTI PROVIDED

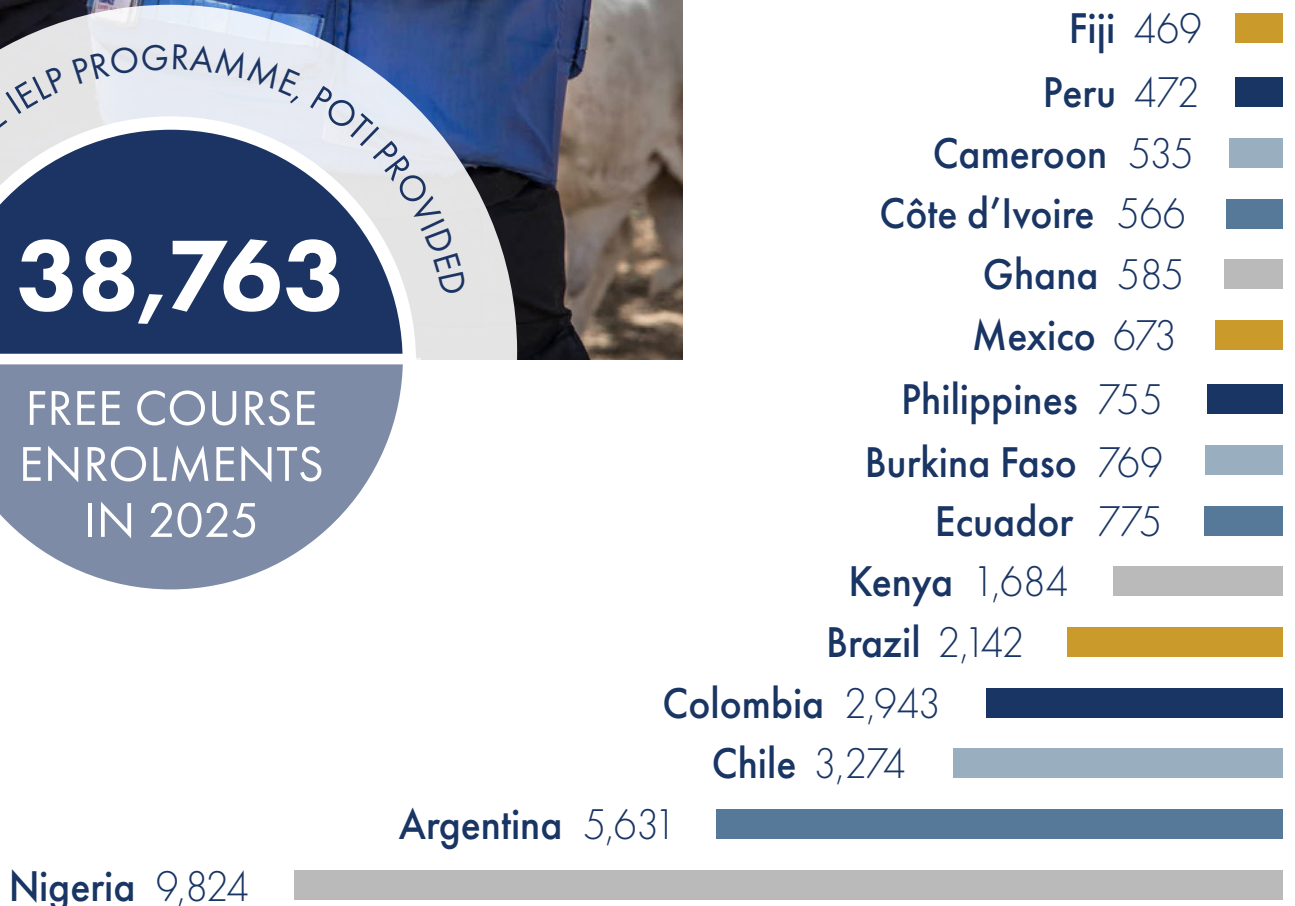
# 38,763

FREE COURSE ENROLMENTS IN 2025

The Individual E-Learning for Peacekeepers (IELP) programme offers the full curriculum free of charge to all military and police personnel in Africa, Latin America, and most nations in the Asia-Pacific and South Asia. The goal of this programme is to reach potential peace operations personnel who are not assigned to a class at a peacekeeping training centre or are nationals of countries without a national peacekeeping training centre. This free access is also available to civilian employees of the Ministry of Defence, the Ministry of Foreign Affairs, and other government agencies involved in peacekeeping in the funded regions. In 2025, the programme garnered **38,763 enrolments**.

## HIGHEST IELP ENROLMENTS

*by nation*

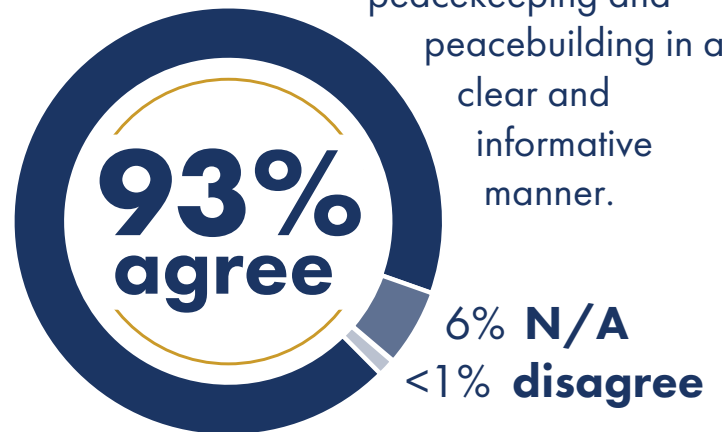


# SUPPORTING WOMEN IN PEACE OPERATIONS

As gender awareness is an essential focus of the Institute's curriculum, gender equality and perspectives are mainstreamed across POTI courses. Beyond course materials, POTI hosts an annual webinar series highlighting women in peace operations. For the 2025 webinar, we were honoured to feature Colonel Hilda Obeyda González Klusmann, former Commandant of CREOMPAZ, Guatemala's peacekeeping training centre.

Drawing on her 29 years of service and experience on five mission deployments, Colonel González Klusmann reflected on the challenges and rewards of serving as a woman in peace operations and encouraged other women considering mission service to take part. Learn more by viewing the full webinar, available at: <https://www.peaceopstraining.org/videos/563/wps-webinar-2025/>

POTI courses cover topics related to gender equality and women's roles in peacekeeping and peacebuilding in a clear and informative manner.



\*Data from 2025 student feedback forms

"Women play a fundamental role in peace operations because they are an example of empathy and facilitate communication with local communities."

**They are "that voice for the local woman or a woman who, in one way or another, is affected during armed conflicts."** Seeing a woman serving on a peace operation "or simply in uniform allows that woman to externalize everything she is going through. And in this case, one becomes **the voice of that person who cannot express themselves.** It is very gratifying for me that we, **the women of peace, walk hand in hand with the population.**"

**Colonel Hilda Obeyda González Klusmann**  
former Commandant of CREOMPAZ



Quote translated from Spanish by POTI staff

# WPS COURSE FEEDBACK

“ Last year, our team was tasked with designing a community engagement campaign in a post-conflict region, aiming to foster trust between local authorities and marginalized women who had been disproportionately affected by the violence...we organized a series of listening circles where women could share their experiences and priorities in a safe, facilitated environment. **Inspired by the course’s case studies, especially those highlighting women’s dual roles as both victims and agents of peace, we worked with local women leaders to co-design awareness materials.** These reflected not only their trauma, but also their resilience and agency. This was a shift from merely “communicating to” communities to amplifying their voices in shaping peace narratives—a core value from the WPS framework.”

*Orquidea Rafael, Lawyer and Organizational Psychologist*

In 2025, the Institute hosted student focus groups to gather comprehensive feedback on the Implementation of the UN Security Council Resolutions on the Women, Peace, and Security (WPS) Agenda course suite. Created in collaboration with UN Women, the course suite includes three region-specific courses that focus on Africa, Asia and the Pacific, and Latin America and the Caribbean. This course suite is freely available to all worldwide thanks to support from Global Affairs Canada’s Peace and Stabilization Operations Programme, the Danish Ministry of Defence, and the Foreign, Commonwealth & Development Office of the United Kingdom.

To assess the strengths, weaknesses, and practical applications of the WPS courses, the Institute invited students with varied professional and personal backgrounds to participate in one of three focus groups. A clear majority of participants - 85% - reported using the knowledge gained from their WPS course “often” or with higher frequency (“very often” or “always”). Students shared that the courses help peace operations personnel, civilians, and aid workers understand the

unique needs and experiences of women and girls in conflict. They also noted the materials’ effects on their personal beliefs. Changing students’ views of gender equity and issues related to women in conflict, the WPS courses had a profound impact on these students’ personal and professional lives. The focus group participants resoundingly agreed that enhancing women’s political participation and promoting gender equality are essential components of lasting peace. In their words, “When women are meaningfully involved in political processes and peace negotiations, agreements last longer, communities recover faster, and institutions are more accountable. Excluding women doesn’t just weaken democracy, it makes peace less sustainable.”

“ The WPS course I undertook has greatly enlightened me to think objectively about gender discrimination. **This course has taught me that every person whether woman, man, girl or boy has [a] role to play for a peaceful existence.** The WPS course on Africa has enabled me to understand that when attention is paid to the voices of women and girls as well as men and boys... the society and community benefit from diverse ideas generated by different gender[s]... Since I have started participating in courses related to gender, I have learnt that women and girls are [the] backbone for a peaceful home and country.”

*Major Bosco Madira,  
Uganda People's Defense Forces*



*UN Photo/JC McIlwaine*

# SUPPORTING MINE ACTION WORLDWIDE

At least 57 UN member states and territories are contaminated by mines, and their reach and density grow with the contemporary surge in armed conflict.<sup>1</sup> Landmines and explosive remnants of war have lasting, devastating effects far beyond a conflict's end, disproportionately impacting civilians for generations to come.

As a proud member of **the International Campaign to Ban Landmines-Cluster Munition Coalition (ICBL-CMC)** and **the United States Campaign to Ban Landmines**, POTI supports global advocacy efforts aimed at eliminating these indiscriminate weapons. In partnership with POTI, the United Nations Mine Action Service (UNMAS) updated the *Mine Action and Explosive Hazard Management* course in 2025. The course provides a comprehensive introduction to the policies, procedures, and standards that shape mine action activity around the world. Critical topics in mine action that this course covers include:

- Guidelines for ceasefires and peace agreements
- Humanitarian disarmament treaties
- Landmine and explosive remnant of war (ERW) safety
- Use of the International Mine Action Standards (IMAS) and International Ammunition Technical Guidelines (IATG)
- Victim assistance
- Explosive ordnance risk education (EORE)
- An introduction to improvised explosive devices (IEDs) awareness

The course empowers POTI students to champion a world free of landmines, cluster munitions, and other explosive remnants of war. **It is available to all at no cost.**

<sup>1</sup>International Campaign to Ban Landmines, *Landmine Monitor 2025*. (Geneva: ICBL-CMC, December 2025). Accessed February 2, 2026, [www.the-monitor.org](http://www.the-monitor.org).

*Mine Action and Explosive Hazard Management: Humanitarian Impact, Technical, Aspects, and Global Initiatives* cover photo: UN Photo/Harandane Dicko

Mine Action and Explosive Hazard Management: Humanitarian Impact, Technical Aspects, and Global Initiatives



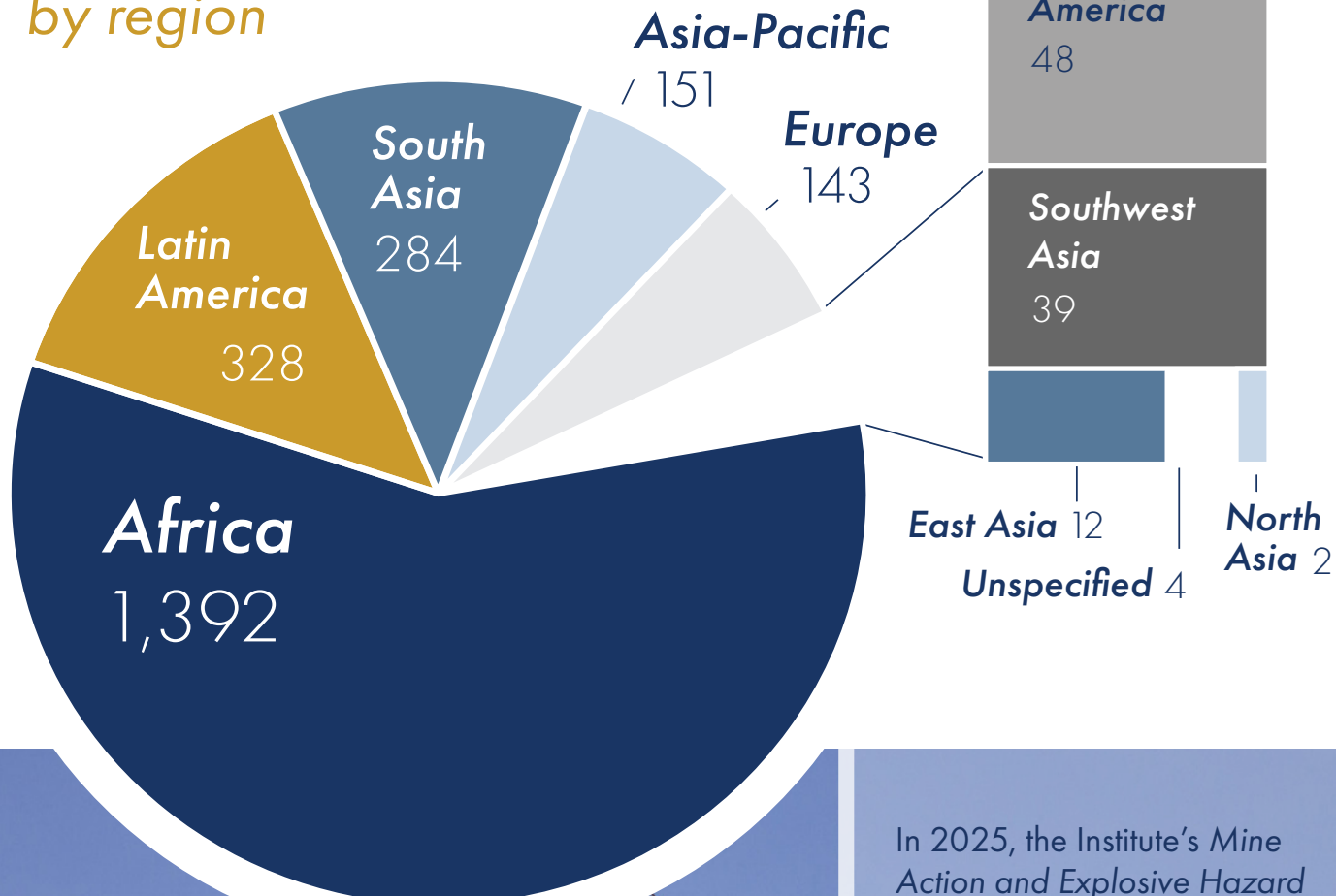
## UPDATED COURSE

“For individuals and communities alike, many of whom are already living in poverty and insecurity, **the impact of landmines is not simply physical, it is also psychological, social, and economic.**”

Selection from *Mine Action and Explosive Hazard Management* (p. 12)

# MINE ACTION COURSE ENROLMENTS

by region



In 2025, the Institute's Mine Action and Explosive Hazard Management course and its update garnered

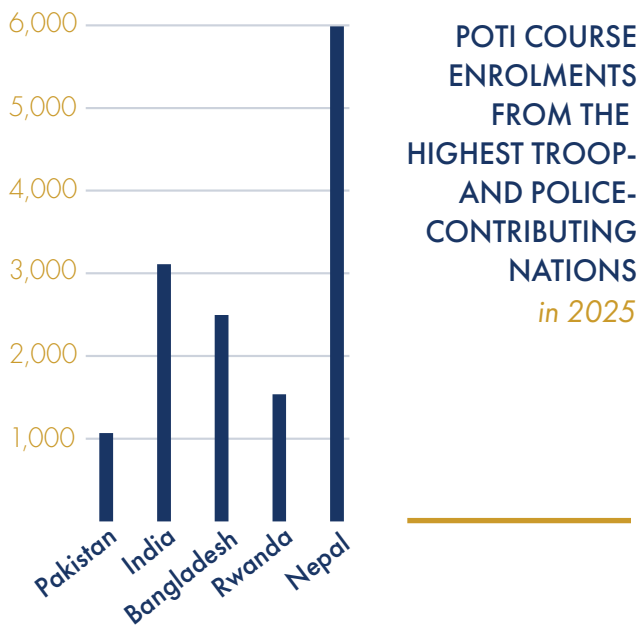
**2,412**  
ENROLMENTS

# GLOBAL ENGAGEMENT

In 2025, Institute staff presented at international conferences in Italy and Colombia, met with representatives from Permanent Missions to the United Nations in New York, presented to the Military and Police Advisers Community of the UN, collaborated with the Global Alliance for Peace Operations during the Peace Operations Review Week at the UN, and connected with partners through numerous in-person and virtual meetings.

These engagements provided the Institute with valuable opportunities to meaningfully connect with the peace operations community and better understand the evolving operational landscape, emerging challenges, and shifting priorities in training and capacity-building.

POTI extends its sincere thanks to the hosts and participants whose perspectives and commitment made these exchanges possible. We look forward to building on these partnerships and continuing this productive collaboration in the year ahead.



The POTI Deputy Director presented the Institute's programmes and initiatives to **the Military and Police Advisers Community (MPAC) in New York**. MPAC is comprised of United Nations delegates who perform military and police advisory or liaison functions for Permanent Missions to the UN. The presentation provided an opportunity to raise awareness of the Institute's critical training offerings to troop- and police-contributing countries and nations who support peace operations.

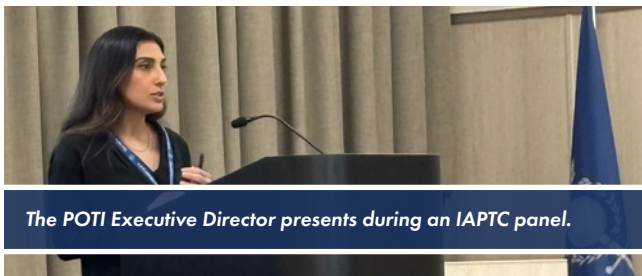


As a member of the Global Alliance for Peace Operations, POTI staff collaborated with stakeholders during **Peace Operations Review Week**. The events allowed our team to interface with other experts and practitioners working in the peace operations and global crisis management sphere.

POTI staff led an **informational session on the Institute's training offerings**, kindly hosted by the Permanent Mission of Australia to the United Nations in New York. The session facilitated valuable exchanges with Member States interested in using or supporting POTI training.



At the **International Association of Peacekeeping Training Centres (IAPTC) Annual Conference**, the POTI Executive Director contributed to a panel on “Harnessing Emerging Technologies for Effective Peace Operations Training” alongside representatives from the United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic (MINUSCA), the United Nations Mission in South Sudan (UNMISS), and the United Nations Institute for Training and Research (UNITAR). Her presentation focused on technological advancements in peace operations training and highlighted key accessibility considerations for e-learning. During the subsequent POTI-led breakout session, participants engaged in discussions on the advantages and challenges associated with the use of artificial intelligence.



The POTI Executive Director presents during an IAPTC panel.

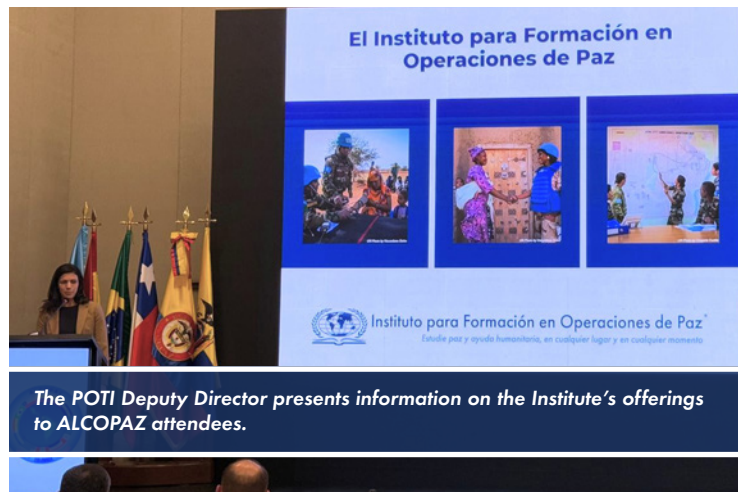


The POTI Executive Director and Deputy Director pose with the Commandant of the Bangladesh Institute of Peace Support Operation Training (BIPSOT) at IAPTC

At the **Latin American Association of Peace Operations Training Centres (ALCOPAZ) annual conference**, the POTI Deputy Director addressed the plenary, sharing recent updates to the curriculum, Spanish-language translations, and opportunities for partners to further utilize the customized training platform hosted on the Institute’s website. POTI is proud to partner with every peacekeeping training centre that forms part of ALCOPAZ, and the conference provided a valuable opportunity for in-person dialogue and exchange of ideas.



The POTI Deputy Director and Chief of Institutional Relations pose with ALCOPAZ attendees.



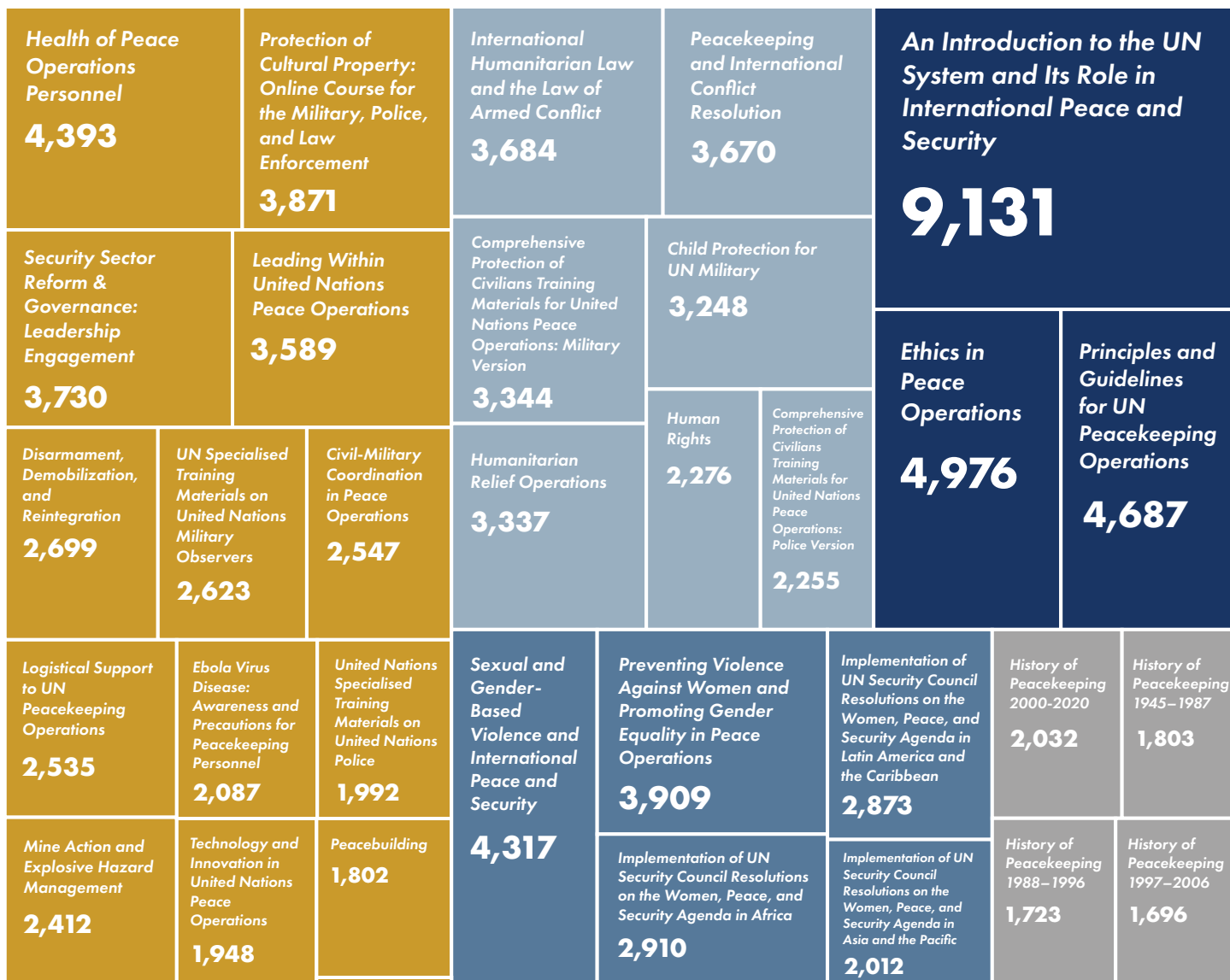
The POTI Deputy Director presents information on the Institute’s offerings to ALCOPAZ attendees.



“The most valuable aspect of the partnership with POTI has been the opportunity to access high-quality, internationally recognized training in peacekeeping operations... This partnership has significantly contributed to **building institutional capacity and enhancing the readiness of personnel** for deployment in UN missions.”

Unidad Escuela de Misiones de Paz “Ecuador” (UEMPE), NTCCLP Partner

# COURSE ENROLMENTS

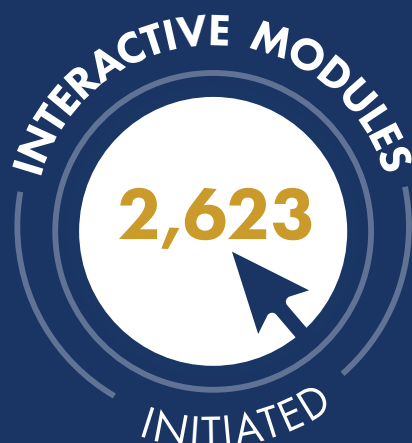


\*enrolment data is combined across course translations

Cultural Awareness for Peace Operations Personnel  
75

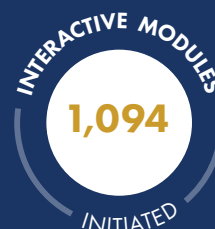
## GENDER AWARENESS

## HISTORY OF PEACE OPERATIONS



## MOST POPULAR INTERACTIVE MODULE AND AUDIOBOOK

An Introduction to the UN System and Its Role in International Peace and Security

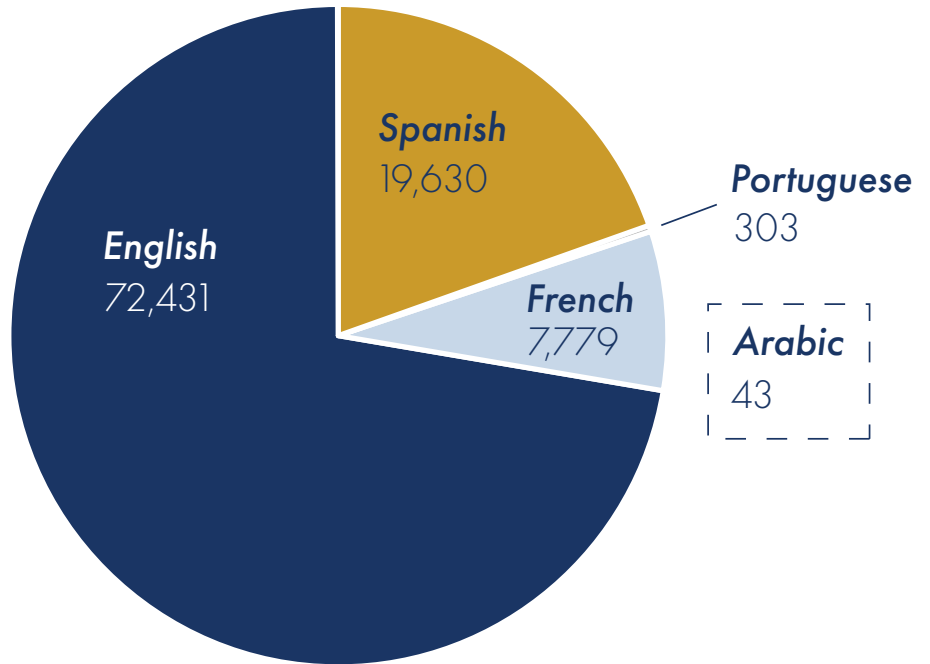


# COURSE ENROLMENTS

## by language

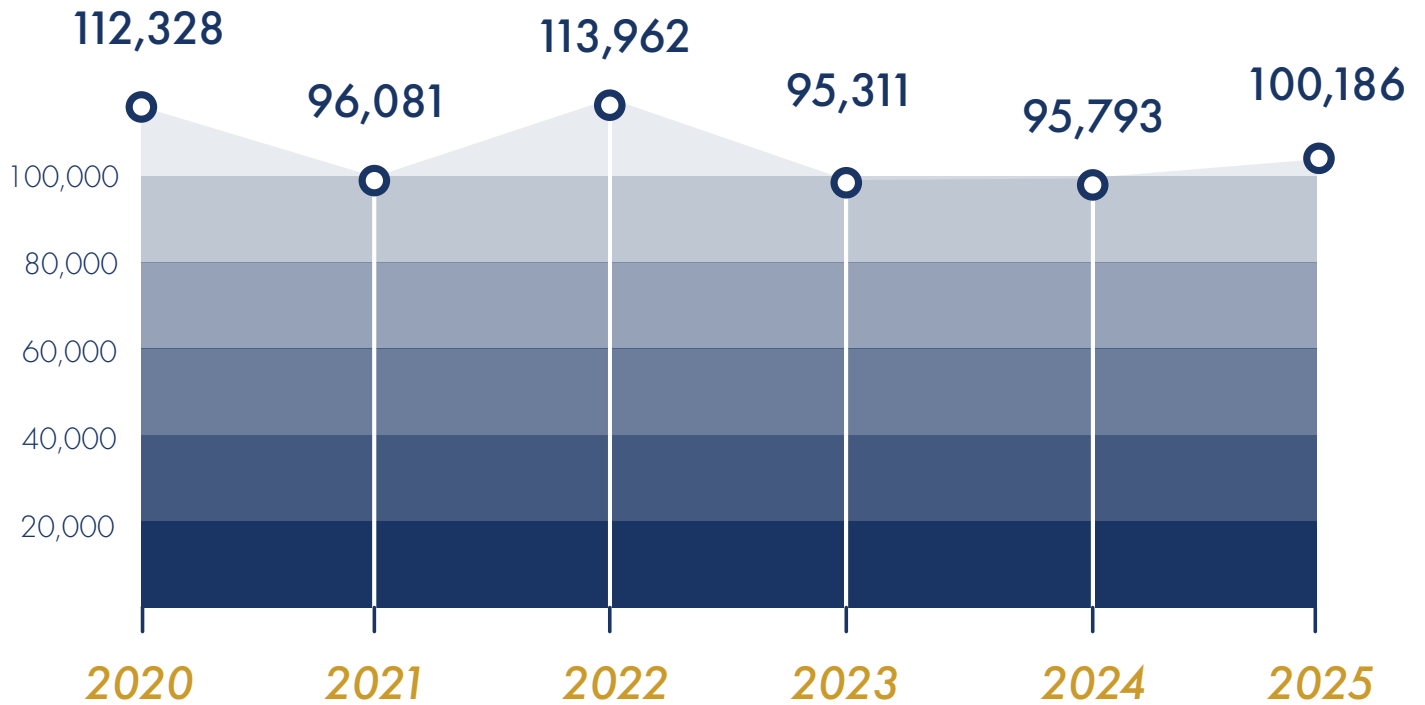
To increase accessibility and improve comprehension, the Institute offers course translations in French, Spanish, Portuguese, and Arabic. **Of its 32 courses, 24 are available in a language other than English.** The Institute's translated courses include:

- **24** French courses
- **18** Spanish courses
- **3** Portuguese courses
- **1** Arabic course



# COURSE ENROLMENTS

## by year



# ENROLMENTS BY NATION

Nation	Students served	Enrolments
Afghanistan	28	6
Albania	5	5
Algeria	37	63
Angola	22	80
Antigua and Barbuda	9	9
Argentina	2,201	7,306
Armenia	3	0
Australia	74	222
Austria	8	12
Azerbaijan	3	5
Bahamas	5	2
Bangladesh	435	2,498
Barbados	11	14
Belarus	1	1
Belgium	17	18
Belize	74	152
Benin	217	740
Bhutan	13	92
Bolivia, Plurinational State of	75	141
Bosnia and Herzegovina	12	25
Botswana	83	294
Brazil	1,193	3,200
Brunei Darussalam	47	121
Bulgaria	6	8
Burkina Faso	526	1,327
Burundi	128	452
Cambodia	25	118
Cameroon	522	1,350
Canada	217	520
Central African Republic	97	116
Chad	135	189
Chile	2,252	5,699
China	29	107
Colombia	1,986	5,791
Comoros	8	4
Congo	99	310
Costa Rica	15	22
Côte d'Ivoire	514	1,119
Croatia	9	63
Cuba	8	16
Cyprus	3	2
Czechia	8	16
Democratic People's Republic of Korea	2	0
Democratic Republic of the Congo	276	434
Denmark	6	28
Djibouti	29	51
Dominica	6	35
Dominican Republic	50	126
Ecuador	667	1,303
Egypt	125	655
El Salvador	63	56
Equatorial Guinea	2	0

Nation	Students served	Enrolments
Eritrea	3	0
Eswatini	13	3
Ethiopia	362	1,154
Fiji	81	645
Finland	13	16
France	133	357
Gabon	48	120
Gambia, the	68	283
Georgia	10	19
Germany	61	107
Ghana	536	1,902
Greece	38	95
Grenada	15	43
Guatemala	407	2,205
Guinea	81	128
Guinea-Bissau, Republic of	1	1
Guyana	10	27
Haiti	100	91
Honduras	202	651
Hungary	7	9
Iceland	1	0
India	457	3,112
Indonesia	176	1,520
Iran, Islamic Republic of	18	103
Iraq	22	30
Ireland	13	20
Israel	5	2
Italy	157	528
Jamaica	9	36
Japan	13	58
Jordan	40	81
Kazakhstan	11	16
Kenya	1,520	6,550
Korea, Republic of	28	45
Kosovo, Republic of	4	12
Kyrgyzstan	6	7
Lao People's Democratic Republic	2	30
Latvia	1	0
Lebanon	21	26
Lesotho	15	83
Liberia	64	116
Libya	2	0
Lithuania	1	0
Macedonia	4	8
Madagascar	40	53
Malawi	62	289
Malaysia	1,131	2,737
Maldives	1	0
Mali	335	914
Malta	2	5
Mauritania	12	20
Mauritius	7	4
Mexico	672	1,246

# ENROLMENTS BY NATION

Nation	Students served	Enrolments
Moldova, Republic of	6	3
Monaco	2	8
Mongolia	5	3
Morocco	148	758
Mozambique	32	146
Myanmar	25	51
Namibia	66	205
Nepal	861	5,986
Netherlands	36	106
New Zealand	6	1
Nicaragua	3	0
Niger	172	367
Nigeria	2,946	14,730
Norway	10	22
Oman	4	1
Pakistan	212	1,070
Palau	1	2
Panama	13	20
Papua New Guinea	7	34
Paraguay	316	541
Peru	748	1,644
Philippines	347	1,050
Poland	18	62
Portugal	54	223
Romania	65	150
Russian Federation	10	6
Rwanda	250	1,537
Saint Kitts and Nevis	6	4
Saint Lucia	8	53
Saint Vincent and the Grenadines	5	5
São Tomé and Príncipe	1	0
Saudi Arabia	14	41
Senegal	291	1,097
Serbia	22	52
Seychelles	4	6
Sierra Leone	49	210
Singapore	5	1
Slovakia	10	20
Slovenia	1	6
Solomon Islands	2	13

Nation	Students served	Enrolments
Somalia	120	162
South Africa	291	911
South Sudan	145	320
Spain	133	353
Sri Lanka	202	1,278
Sudan	167	441
Suriname	1	0
Sweden	13	15
Switzerland	26	151
Syrian Arab Republic	40	50
Taiwan	3	1
Tajikistan	2	5
Tanzania	148	458
Thailand	71	274
Timor-Leste	4	4
Togo	140	291
Trinidad and Tobago	7	21
Tunisia	116	364
Türkiye	50	230
Turkmenistan	1	0
Uganda	177	491
Ukraine	38	61
United Kingdom of Great Britain and Northern Ireland	123	261
United States of America	329	828
Uruguay	143	355
Uzbekistan	3	1
Vanuatu	1	0
Venezuela, Bolivarian Republic of	66	97
Viet Nam	18	108
Yemen	28	62
Zambia	235	1,367
Zimbabwe	170	614
Unknown/Not Listed	543	82
<b>Total</b>	<b>29,743</b>	<b>100,186</b>

UN Photo/Jorkim Jotham Pituwa

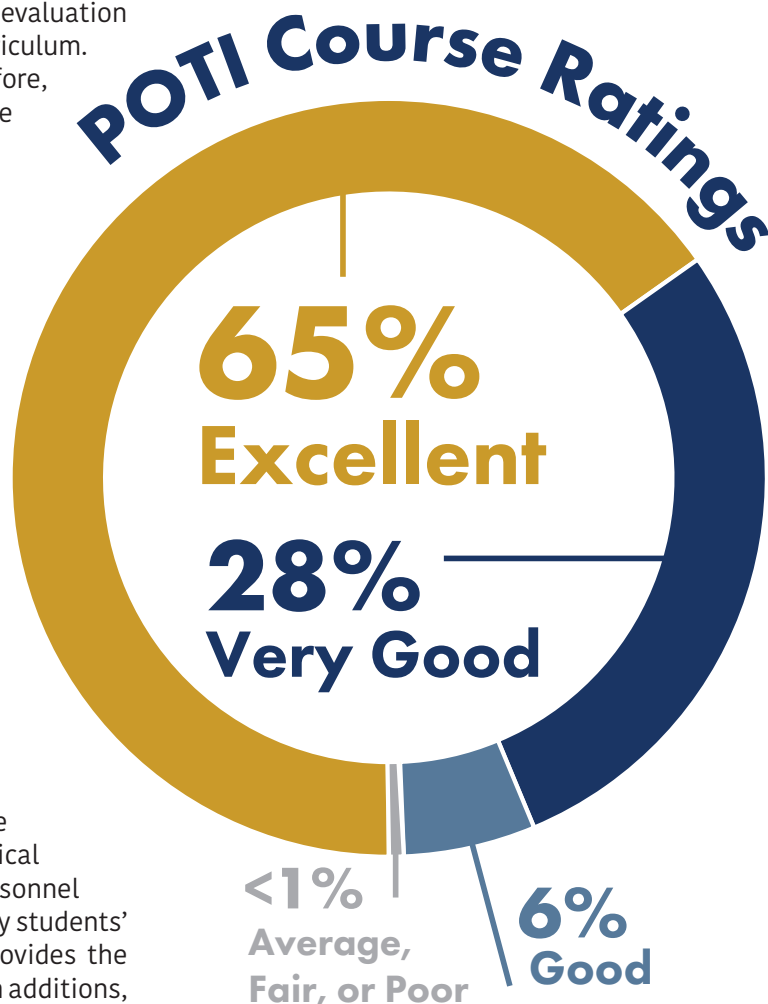


# COURSE MONITORING & EVALUATION

The Institute maintains an extensive monitoring and evaluation (M&E) system to measure the effectiveness of its curriculum. Comparing student feedback and performance before, during, and after course completion, POTI staff are able to understand the quality, relevance, and practicality of course materials.

Students complete Pretests and End-of-Course Examinations to gauge comprehension and measure learning outcomes. After completing exams, students submit course feedback questionnaires, participate in focus groups, and respond to follow-up surveys. These provide insight into the student learning experience, including the navigability of the online classroom and the effectiveness of course materials. These surveys also encourage students to share how they practically apply course concepts in their work. This feedback ensures that the POTI curriculum remains pertinent to all personnel the Institute serves. Students may provide additional feedback by rating and reviewing courses using a five-star rating system.

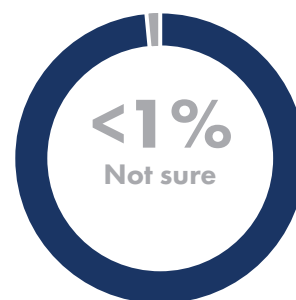
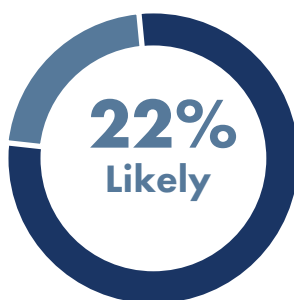
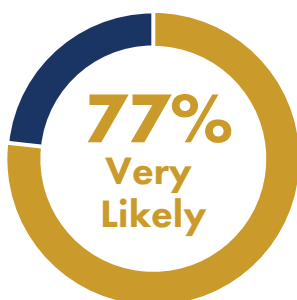
All feedback is essential to the continuation of the Institute's mission. To offer valuable and practical knowledge to civilian, police, and military personnel worldwide, the Institute must understand contemporary students' needs and evolve to meet them. The M&E system provides the Institute with quantifiable results that guide curriculum additions, supplemental learning creation, and programme outreach.



\*from 32,874 survey responses

Average End-of-Course Examination score: **89%**

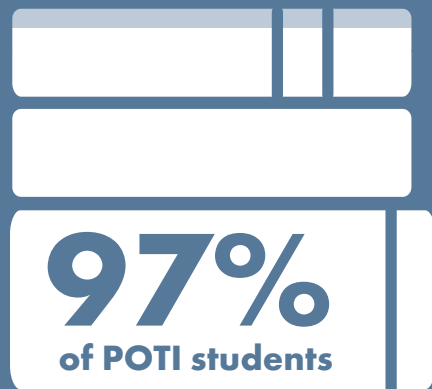
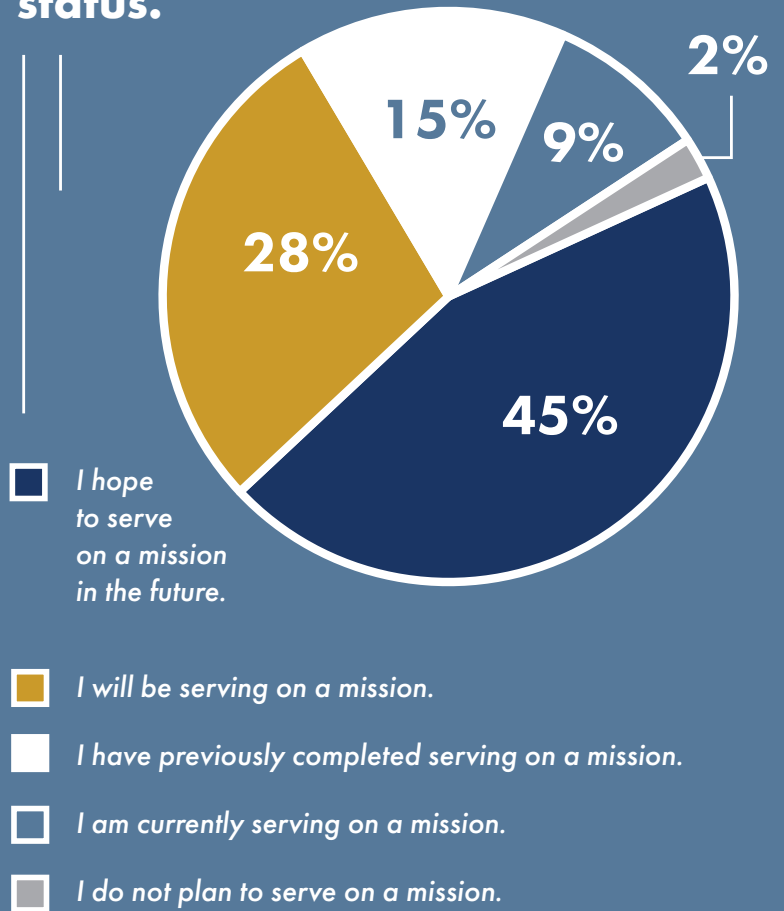
## How likely are you to recommend POTI courses to others?



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



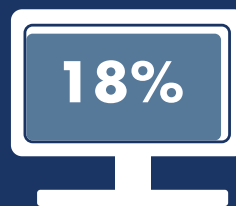
Please indicate your mission status.



“Strongly Agree” or “Agree” the text materials explain concepts clearly.

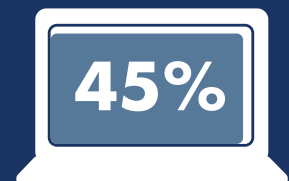
2.9% chose “Neutral”

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



Desktop Computer

Laptop Computer



**28%**

Phone

# INSTITUTIONAL PARTNERSHIPS

To ensure the Institute offers high-quality courses that align with current peace operations doctrine and standards, POTI collaborates with United Nations agencies, NGOs, and universities, and is a member of multiple networks which foster collaboration and coordination on key topics in peace and security. This meaningful collaboration and support make certain that the Institute's curriculum reflects significant topics in contemporary peace operations and recommends best practices. The Institute proudly partners with these entities:



UN Office of Rule of Law and Security Institutions (OROLSI)



## POTI STUDENT FEEDBACK

"For the first time, I formed women talking circles to help resolve the intercommunity conflict on cattle rustling in the Kerio Valley, Kenya, between the Pokot and Marakwet communities. **The women peace talking circles were very vital and important in resolving the conflict.** This was possible because in the Women Leadership in Peace and Security Course **I learned to identify the internal and external stakeholders in the peace process.**"

**"I learnt to be more conscious of persons' rights and have a greater appreciation for the efforts implemented in the past.** It's crucial for police to learn humanitarian law since they often work in situations like armed conflict, civil unrest, or peacekeeping missions where these principles are relevant. It helps them protect civilians, respect human rights, and use force responsibly and fairly. Plus, it shields officers from legal issues and boosts public confidence in law enforcement."

"A very good learning experience overall. **The course was clear, informative, and flexible.** The exam was fair and tested important topics. I would recommend it to others interested in peace and UN work."

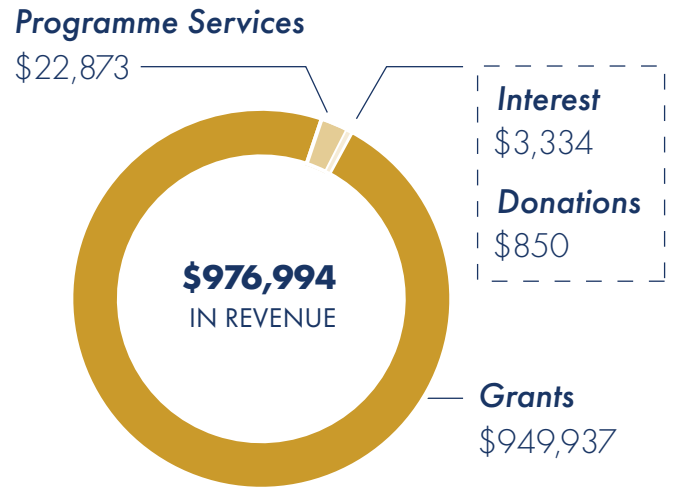
"[This POTI course contains] a solid knowledge overview for a UN peacekeeper **covering key areas you need to know to do your job effectively and safely.**"

# 2025 FINANCES

*\*Please note: these are preliminary numbers and subject to change once the 2025 external financial audit is complete.*

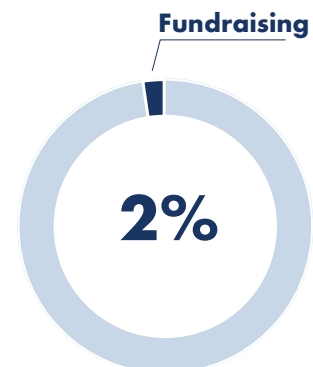
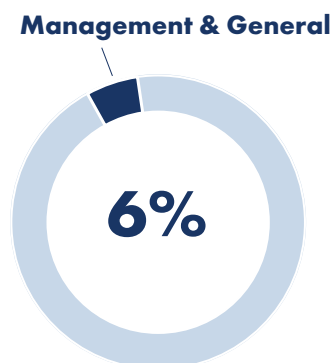
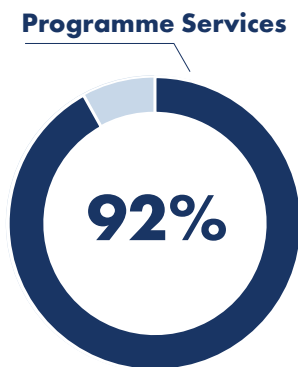
## REVENUE

Source	Amount in USD
Grants	949,937
Programme Services	22,873
Interest	3,334
Donations	850
<b>TOTAL in USD</b>	<b>976,994</b>



## EXPENSES

Item	Programme Services	Management and General	Fundraising	Amount in USD
Training and Curriculum Development	859,360	42,593	26,724	928,677
Professional Services	101,061	8,110	2,027	111,198
Printing and Shipping	5,161	263	127	5,551
Office and Occupancy	30,162	2,647	545	33,354
Information Technology	33,326	3,527	-	36,853
Travel, Conferences, Meals	15,326	1,095	526	16,947
Insurance	58,377	3,094	-	61,471
Taxes and Licenses	-	1,553	-	1,553
Dues and Subscriptions	17,670	1,870	-	19,540
Bank and PayPal Service Charges	-	4,200	-	4,200
<b>TOTAL in USD</b>	<b>1,120,443</b>	<b>68,953</b>	<b>29,950</b>	<b>1,219,346</b>



## COMMON CORE COURSES

	English	Arabic	French	Portuguese	Spanish
<i>An Introduction to the UN System and Its Role in International Peace and Security</i>	✓		✓	✓	✓
<i>Principles and Guidelines for UN Peacekeeping Operations</i>	✓		✓		
<i>Ethics in Peace Operations</i>	✓		✓		✓

## HUMANITARIAN CONCEPTS AND HUMAN RIGHTS

	English	Arabic	French	Portuguese	Spanish
<i>Humanitarian Relief Operations</i>	✓		✓	✓	✓
<i>Child Protection for the UN Military</i>	✓				
<i>Peacekeeping and International Conflict Resolution</i>	✓		✓		✓
<i>International Humanitarian Law and the Law of Armed Conflict</i>	✓		✓	✓	✓
<i>Comprehensive Protection of Civilians Training Materials for United Nations Peace Operations: Military Version</i>	✓				
<i>Comprehensive Protection of Civilians Training Materials for United Nations Peace Operations: Police Version</i>	✓				

## MISSION COMPONENTS, OPERATIONS, AND PROCEDURES

	English	Arabic	French	Portuguese	Spanish
<i>Addressing Misinformation, Disinformation, and Hate Speech Threats in United Nations Peace Operations for Military and Police Units</i>	✓				
<i>Protection of Cultural Property: Online Course for the Military, Police, and Law Enforcement</i>	✓	✓	✓		✓
<i>Civil-Military Coordination in Peace Operations</i>	✓		✓		
<i>Leading Within United Nations Peace Operations</i>	✓		✓		✓
<i>United Nations Specialised Training Materials on United Nations Police</i>	✓				
<i>Cultural Awareness for Peace Operations Personnel</i>	✓				
<i>Technology and Innovation in United Nations Peace Operations</i>	✓		✓		✓
<i>Security Sector Reform &amp; Governance: Leadership Engagement</i>	✓		✓		✓
<i>Health of Peace Operations Personnel</i>	✓		✓		✓
<i>Ebola Virus Disease: Awareness and Precautions for Peace Operations Personnel</i>	✓		✓		
<i>Mine Action and Explosive Hazard Management</i>	✓		✓		
<i>Peacebuilding</i>	✓		✓		
<i>UN Specialised Training Materials on United Nations Military Observers</i>	✓				
<i>Logistical Support to UN Peacekeeping Operations: An Introduction</i>	✓		✓		✓

**GENDER AWARENESS**

<i>Sexual and Gender-Based Violence and International Peace and Security</i>	✓		✓		✓
<i>Preventing Violence Against Women and Promoting Gender Equality in Peace Operations</i>	✓		✓		✓
<i>Implementation of the UN Security Council Resolutions on WPS in Africa</i>	✓		✓		
<i>Implementation of the UN Security Council Resolutions on WPS Asia and the Pacific</i>	✓				
<i>Implementation of the UN Security Council Resolutions on WPS in Latin America and the Caribbean</i>	✓				✓

**HISTORY OF PEACEKEEPING OPERATIONS**

<i>The History of United Nations Peacekeeping During the Cold War: 1945 to 1987</i>	✓		✓		✓
<i>The History of United Nations Peacekeeping Following the Cold War: 1988 to 1996</i>	✓		✓		✓
<i>The History of United Nations Peacekeeping: 1997 to 2006</i>	✓		✓		✓
<i>The History of UN Peacekeeping Operations from 2000-2020</i>	✓		✓		✓

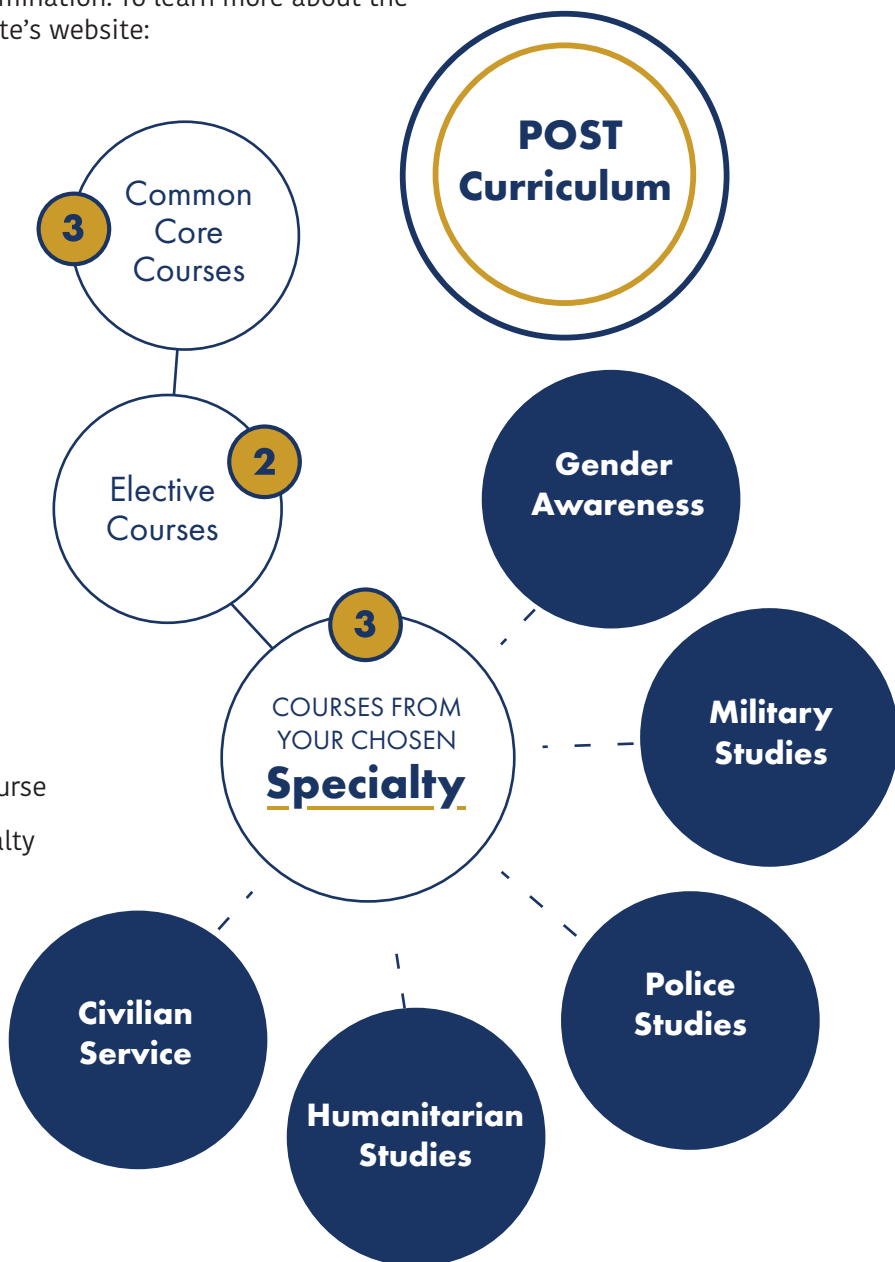


UN Photo/Gregório Cunha

# PEACE OPERATIONS SPECIALIZED TRAINING (POST) CERTIFICATE

The POST Certificate programme allows POTI students to **demonstrate their professional competency in one or more specialty areas** by completing a series of courses and passing a comprehensive examination. To learn more about the POST Certificate programme, visit the Institute’s website: <https://www.peaceopstraining.org/post-cert/>.

- 5** **Specialties**  
TO CHOOSE FROM
- 8** **Total courses**  
PER POST CERTIFICATE
- 1** **Comprehensive examination**  
PER POST CERTIFICATE



## A student who completes a POST Certificate earns:

- A certificate for each completed course
- A POST Certificate listing the specialty
- An official letter of congratulations
- An official Institute transcript



OFFICIAL POST CERTIFICATE IN GENDER AWARENESS

# POST CERTIFICATE COURSE REQUIREMENTS

## COMMON CORE COURSES

COMPLETE ALL

*An Introduction to the UN System*

*Ethics in Peace Operations*

*A Women, Peace, and Security (WPS) Course*

## ELECTIVE COURSES

COMPLETE TWO

*Leading Within United Nations Peace Operations*

*Health of Peace Operations Personnel*

*Protection of Cultural Property*

*History of UN Peacekeeping Operations from 2000-2020*

## SPECIALTY COURSES

COMPLETE THREE FROM A CHOSEN SPECIALTY

### Civilian Service

*International Humanitarian Law*

*Preventing Violence Against Women*

*Civil-Military Coordination in Peace Operations*

*Humanitarian Relief Operations*

*Addressing Misinformation, Disinformation, and Hate Speech Threats in United Nations Peace Operations for Military and Police Units*

### Gender Awareness

*Sexual and Gender-Based Violence*

*Preventing Violence Against Women*

*Humanitarian Relief Operations*

*Child Protection for UN Military*

*Comprehensive Protection of Civilians: Military OR Police*

### Humanitarian Studies

*International Humanitarian Law*

*Preventing Violence Against Women*

*Humanitarian Relief Operations*

*Peacekeeping and International Conflict Resolution*

### Military Studies

*International Humanitarian Law*

*UN STM on United Nations Military Observers*

*Civil-Military Coordination in Peace Operations*

*Comprehensive Protection of Civilians: Military*

*Addressing Misinformation, Disinformation, and Hate Speech Threats in United Nations Peace Operations for Military and Police Units*

### Police Studies

*International Humanitarian Law*

*Preventing Violence Against Women*

*United Nations Specialised Training Materials on United Nations Police*

*Comprehensive Protection of Civilians: Police*

*Addressing Misinformation, Disinformation, and Hate Speech Threats in United Nations Peace Operations for Military and Police Units*

# Peace Operations Training Institute®



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## Peace Operations Training Institute

9609 Gayton Rd, Suite 201  
Richmond, VA, 23238  
USA

Telephone: +1 757 253 6933  
Fax: +1 757 253 6954  
[www.peaceopstraining.org](http://www.peaceopstraining.org)