# Template 5 – Communication Strategy

*Please see section 3.5 of the MOWIP methodology for details on completing this template.*

|  |  |  |  |
| --- | --- | --- | --- |
| Target audience | **Goal**, *concerns* and key messages | Method and *timeline* | Materials needed |
| 1. ACCESS: People who have the authority to grant access to people / data needed for the assessment | | | |
| Minister of Defence (MoD);  Chief of the Armed Forces | **Grant access to necessary data and personnel, buy-in to the process, access to information, commitment to implementing the recommendations**  *Potential reputational damage; sharing of classified information*   * Assessment will make positive contribution to international reputation (if MoFA initiated process, outline their specific motivations); * Implementation of recommendations could involve donor financial and technical support, enhance deployment prospects; * Validation workshop will allow institution to review findings and recommendations before they are made public; sensitive data not shared. | Formal letter, meetings  *Inception phase, before validation workshop* | One pager on methodology; sample of fact-finding Form, Key decision-maker Interview and Representative Survey questions; Key Takeaways documents from prior assessments.[[1]](#footnote-1) |
| Commanders of military bases | **Grant access to personnel and support to conduct interviews and survey, give instructions to subordinates**  *Repercussions from superiors, distraction from core mandate*   * Assessment has top-level endorsement from MoD and MoFA – this is an opportunity to support them; * Data will be de-identified: this is not an evaluation of the commander; * Assessment team needs to select the criteria for who to survey / interview; * Request commander to reassure respondents of no repercussions. | Formal letter, meeting;  *Prior to survey & interviews* | One pager on methodology; sample, Key decision-maker Interview and Representative Survey questions, informational document survey and interview (who, where, how long). |
| 1. ENDORSEMENT: People whose endorsement you need to conduct the assessment (potential spoilers) | | | |
| Minister of Foreign Affairs (MoFA) | **Support to the assessment process and recommendations, public endorsement.**  *Potential reputational damage in peace operations community*   * Assessment will make positive contribution to international reputation; * Potential opportunities to apply for financial and technical support to implement recommendations. | Formal letter, meetings  *Inception phase, after validation* | One pager on methodology, Baseline Study[[2]](#footnote-2), background on Elsie Initiative. |
| Head of Peacekeeper Training Centre, Head of Gender Unit | **Support to the assessment process & recommendations**  *Assessment team encroaching on mandate, reputational damage*   * Assessment has potential to improve deployment prospects; * Important role in validation workshop, development and implementation of recommendations; * Potential for sharing good practices regionally. | Formal letter, meetings  *Inception phase, regular updates, once report drafted* | One pager on methodology, Baseline Study, background on Elsie Initiative. |
| National Security Bodies and Intelligence Institutions, Research Bodies | **Tacit or active authorisation of the assessment process and release of report**  *Violations of laws and policy on official secrets and research ethics.*   * Assessment will be conducted transparently in full compliance with national laws and policy; * No interest in non-compliance as this will undermine the objectives of the assessment and other Troop and Police-Contributing Countries (TPCCs) may block future assessments; * Relevant authorities can monitor how assessment is implemented; * Survey needs to remain confidential, but data is kept securely; * Validation workshop provides an opportunity to redact sensitive information. | Memorandum of understanding, formal letter, meetings, applications for permission  *Inception phase, before validation workshop* | Full methodology document with data collection tools, assessment plan, planning documents, MOWIP reports / key takeaways from other TPCCs. |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. SUPPORT (ASSESSMENT): People whose support you need during the assessment | | | |
| Staff of MoD UN desk | **Assistance in identifying / accessing interviewees, survey respondents, data.**  *Time consuming, may have to deal with resistance*   * Assessment forms an important part of desk’s mandate; * Potential for monetary / technical donor support for recommendations. | Written communication; phone / meetings; *Once access granted* | Detailed written information on support required. |
| Key Decision-makers | **Willingness to be interviewed and to share information**  *Repercussions from superiors, reputational damage, waste of time*   * Assessment has endorsement from ministries and head of institution; * Contribution of key decision-makers is critical to successful assessment; * Validation workshop provides an opportunity to redact sensitive. information, input into findings and recommendations. | Request letter / email, consent form, verbally from interviewer; *Prior to interview* | One pager on methodology, copy of permission letter from superior. |
| Survey takers | **Willingness to be surveyed**  *Repercussions from superiors, waste of time*   * Assessment has endorsement from superiors; no repercussions guaranteed; * Responses de-identified; cannot be accessed by superiors, * Rare opportunity to share opinions and contribute to recommendations. | Info from commander, consent form, verbally from enumerator; *Prior to survey* | One pager on methodology, copy of permission letter from superior, info in survey software. |
| 1. SUPPORT (RECOMMENDATIONS): People whose support will be needed to implement the assessment | | | |
| Human Resources Unit; Staff at Peacekeeper Training Centre | **Willingness to collaborate in the development and implementation of recommendations**  *Extra work; recommendations may be impossible to implement, past practice may be criticised, resistance from personnel to changes in procedure.*   * Assessment has the potential to boost staff satisfaction; * Validation workshop provides an opportunity to input recommendations. | Written information, workshop session; *Inception, prior to validation workshop* | Detailed written information on support required, validation workshop letter, draft barrier assessment report. |
| 1. DIRECTLY AFFECTED | | | |
| Personnel expecting to deploy / so far unable to deploy | **Generate support to the process, manage expectations**  *Recommendations may create winners and losers*   * Assessment has potential to increase levels of deployment overall; * Recommendations may take time to implement, but should benefit all. | Online information, launch event; *During / after assessment* | Website, barrier assessment report. |
| 1. INDIRECTLY AFFECTED | | | |
| Media / Public | **Generate support to the process, manage expectations**  *Recommendations may damage the country’s reputation*   * Assessment will boost country’s reputation; * Assessment has potential to increase levels of deployment overall; * Potential for monetary / technical donor support for recommendations. | Online information, launch event; *During / after assessment* | Website, press release, barrier assessment report. |
| Civil Society Organizations (CSOs) working on gender equality / UN Security Council Resolution 1325 / National Action Plan on Women, Peace and Security | **Generate support to the process, manage expectations**  *Report may divert resources from other (non-militarised) gender-related work*   * Report supports wider demands such as equal opportunities for work; * Process sensitizes security institutions on gender equality and creates focal points / working groups to engage on the topic; * Report and follow-up action plans provide an opportunity for CSOs to hold security institutions accountable for their commitments to ensure that their objectives align with other national commitments (e.g. NAP). | Online information, launch event; *Before / during / after assessment* | Online information, website, baseline study, barrier assessment report (as well as prior reports from other TPCCs). |
| Staff Associations | **Generate support to the process, manage expectations**  *Association may be excluded from implementing recommendations, duplication*   * Assessment aims to contribute to improving conditions for members; * Association can engage fully in launch event and follow-up discussions. | Online information, launch event; *During / after assessment* | Website, press release, barrier assessment report |
| Academics | **Create community of practice**  *Assessment team in competition with academics, privileged access to information*   * Academia encouraged to engage in launch event and follow-up discussions; * Potential role for academia in implementing recommendations / monitoring. | Written materials, launch event; *During / after assessment* | MOWIP document, barrier assessment report. |
| International Community | **Support MOWIP process, receptive to findings, good practices in reports**  *Favouritism of one TPCC; donor competition, pressure to increase UN funding.*   * Many opportunities to engage with MOWIP process; * Findings (incl. good practices) are evidence-based; can be incorporated into international policies on gender equality & peace ops; * Many opportunities to contribute to recommendations; * MOWIP contributes to more efficient and effective peace operations. | Online information, international launch event; *During / after assessment* | Website, barrier assessment report. |

1. See, for example, [Implementing the MOWIP Barrier Assessment Methodology with the Zambia Police Service](about:blank). [↑](#footnote-ref-1)
2. Ghittoni, Marta, Léa Lehouck and Callum Watson, *Elsie Initiative for Women in Peace Operations: Baseline Study* (Geneva: DCAF, 2018), available at: <https://www.dcaf.ch/elsie-initiative-women-peace-operations-baseline-study> [↑](#footnote-ref-2)