

OPPORTUNITIES FOR WOMEN IN PEACEKEEPING: POLICY SERIES

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Saving the world, one gender training at a time

BY INGRID MUNCH (DCAF) AND AIKO HOLVIKIVI (LSE)¹

The Elsie Initiative is a multilateral pilot project that uses the [Measuring Opportunities for Women in Peace Operations \(MOWIP\) methodology](#) to research barriers to and opportunities for women's meaningful participation in peace operations in seven pilot countries. A comparative analysis of data from MOWIP reports, as well as their primary findings, inform this policy brief series.

This Annex completes policy brief 5, "Saving the world, one gender training at a time", which is about how troop- and police-contributing countries (TPCCs) can leverage gender training, as one part of broader institutional transformation processes, to enhance women's meaningful participation in peace operations² and to develop truly gender-responsive peacekeeping.

ANNEX 1: Measuring and documenting the contribution of gender training to transforming peacekeepers' mindsets and behaviours

Gender training presupposes that **1) quality** training contributes to enhanced capacities (knowledge, attitudes and skills) and that **2) the impact** of these capacities is a transformation towards enhanced gender equality.³ Yet the most commonly used evaluation mechanisms are feedback questionnaires completed by participants after training, and (less frequently) assigning tests or presentations to assess learners. These evaluation tools give information about reaction ('Did the participants enjoy the training experience?') and learning ('Do the participants remember the key points from the training?'). Neither of these aspects make the link to the desired outcome, which is the contribution of the training to institutional or social change.

This Annex provides a selection of tools and techniques that can be used to generate baseline data on gender attitudes within a TPCC security sector institution, and to measure progress in relation to gender training and broader institutional change processes. Should TPCCs move towards leveraging gender peacekeeping training to contribute to women's meaningful participation in peace operations, this selection of tools is a pathway towards documenting success and (more importantly) how change happens in masculine institutions.

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² See the [MOWIP Methodology](#) Section 2 ("Overview of the MOWIP methodology") for more details on what 'meaningful participation' refers to and why it is necessary.

³ UN Women Training Centre, (2018), "Evaluation tool for training for gender equality: A Short Guide towards Measuring Capacities and Transformation towards Gender Equality".

Following up with a sample group of trainees some time after the training

- This can include follow-up one-on-one interviews or focus groups three to six months following the training in order to document evolution in mindsets and attitudes, and application on the job.
- Storytelling and the Most Significant Change (MSC) technique can be used to identify qualitative changes following gender training, by asking participants to share their stories answering the question “looking back over the last (few) month(s), in your opinion, what was the most significant change that took place for you in/since the training?”.⁴

Measuring attitude change of trainees

- The MOWIP methodology includes three data collection tools, one of which is a survey of at least 380 men and women from the security sector institution being assessed. It is conducted using a scientific approach to survey design, which allows for systematic comparisons to be made between men and women as well as across deployed and non-deployed personnel. Among other issue areas, the survey assesses individual perceptions and experiences regarding gender roles (i.e. the underlying beliefs about men’s and women’s roles in the institution) and social exclusion (i.e. the degree to which cohesion and group identity are based on creating an in-group by excluding those who do not look like or behave like the in-group). Undergoing a MOWIP assessment, or similar gender assessments, can serve to generate a baseline about personnel’s attitudes and beliefs on gender equality. Repeating a MOWIP survey some time after the first assessment and related interventions, such as gender training, were implemented can be a way to assess changes in such attitudes and beliefs among personnel.
- The Gender Equitable Men (GEM) scale⁵ developed by Population Council/Horizons and Promundo can be used to measure attitudes towards gender norms and their evolution in a given context.
- The International Men and Gender Equality Survey (IMAGES) can be used to assess the evolution of men and women’s attitudes, mindsets and behaviours related to gender equality in a given institution.⁶
- Imagination-based methodologies can be used to map out social imaginaries, perceptions, and beliefs, and to examine whether there have been shifts in gender norms based on the participants’ experiences in and since the training when repeated over time.

Assessing behaviour change of trainees

- Gender training can be used as a space to develop a personal gender action plan with each participant as well as a mechanism for regular follow up and documentation of the implementation of the action plan, the progress made, and the challenges encountered.⁷
- Monitoring of impact can be integrated into existing performance management systems (for instance by integrating criteria related to gender equality in performance review frameworks or promotion systems).⁸
- Over time, observing, documenting, and analysing dynamics within specific groups in the institution or overall gender dynamics within the institution can help assessing behaviour change.

Appraising the presence and effectiveness of enabling conditions in the security institution by;

- Conducting an institutional gender assessment⁹ to evaluate the existence and effectiveness of “required drivers”¹⁰, i.e. necessary conditions that enable and incentivise the application of gender equality knowledge, skills and attitudes in day-to-day work and behaviour in the workplace.
- Building mechanisms into the training to ensure its sustainability, such as the identification and cultivation of allies and change agents (i.e. influential members of the security institution who take active steps to promote gender equality in the institution), gender resource persons (i.e. individuals who can provide expertise or support to colleagues in relation to gender topics) or multipliers (i.e. members of the security institution who have been trained to train others or deliver activities on gender) at different rank levels who will continue being active in the institution after the end of the intervention.

4 Davies, R., and J. Dart, (2005). “The ‘Most Significant Change’ (MSC) Technique: A Guide to its Use”.

5 Singh, A.K., Verma, R., and Barker, C., (2013). “Measuring Gender Attitude: Using Gender-Equitable Men Scale (GEMS) in Various Socio-Cultural Settings”, in UN Women (2013), “Making Women Count: An Annual Publication on Gender and Evaluation by UN Women Multi Country Office for India, Bhutan, Sri Lanka and Maldives”, 61-98.

6 For an example of how the IMAGES methodology can be adapted to a security sector institution, see Promundo and UN Women, (2021). “Understanding of Masculinity and Gender Equality in the Security Sector of Ukraine” [Executive Summary].

7 UN Women Training Centre, (2018), “Gender-Transformative Evaluation of Training for Gender Equality” Working Paper.

8 Bastick, M., (2011) *Gender Self-Assessment Guide for the Police, Armed Forces and Justice Sector*, Geneva: DCAF, 14.

9 Examples of such assessments include the Gender Self-Assessment (see above footnote), or the Gender-Responsive Organizational Climate Assessment (see Crompvoets, S., (2019) *Gender-Responsive Organizational Climate Assessment in Armed Forces: Guidance and Case Studies*, Geneva: DCAF.

10 “Processes and systems that reinforce, monitor, encourage and reward performance of critical behaviors on the job”, cited from Jim Kirkpatrick, J., and W. Kirkpatrick, (2019), “An Introduction to the New World Kirkpatrick Model”, Kirkpatrick Partners.