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MOWIP Methodology

MEASURING OPPORTUNITIES FOR WOMEN IN PEACE OPERATIONS

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MOWIP Methodology

Measuring Opportunities for Women in Peace Operations

An innovative and comprehensive methodology for TPCCs to identify and assess barriers and opportunities to uniformed women's meaningful participation in peace operations.

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LIST OF ABBREVIATIONS AND ACRONYMS

CSO	Civil Society Organization
DCAF	Geneva Centre for Security Sector Governance
GDP	Gross Domestic Product
FFF	Fact-Finding Form
FFPU	All-Female Formed Police Unit
FPU	Formed Police Unit
IAWP	International Association of Women Police
IPO	Individual Police Officer
LGBTQ	Lesbian, gay, bisexual, trans(gender) and queer (or questioning)
MoD	Ministry of Defence
MoFA	Ministry of Foreign Affairs
MOWIP	Measuring Opportunities for Women in Peace Operations methodology
NAP	National Action Plan on Women, Peace and Security (or UN Security Council Resolution 1325 and subsequent resolutions)
NATO	North Atlantic Treaty Organization
OF	(Military) Officer (Ranks)
OR	(Military) Other Ranks (i.e. enlisted ranks)
SEA	Sexual Exploitation and Abuse
SGBV	Sexual and Gender-Based Violence
SWAT	Special Weapons and Tactics team
TPCC	Troop- and Police- Contributing Country
UN	United Nations
UNPOL	United Nations Police
UNSCR	United Nations Security Council Resolution
WPS	Women, Peace and Security

Preface

The Measuring Opportunities for Women in Peace Operations (MOWIP) methodology is not simply a guidance document. Rather, it is the product of the hard work and determination of a long line of visionary individuals and institutions, all of whom had the courage to challenge the status quo in the pursuit of gender equality, as both the right and the smart thing to do.

Elizabeth 'Elsie' Muriel Gregory MacGill (1905 – 1980), for whom the Elsie Initiative is named, was the world's first woman to earn a degree in aeronautical engineering. As the chief engineer of Canada Car and Foundry (CC&F) she became known as the 'Queen of the Hurricanes', spearheading the production of fighter planes during the Second World War. Proving herself in a male-dominated field was no easy feat – especially as Elsie had had to relearn to walk with metal canes following a bout of polio in her twenties. Following the war, Elsie dedicated her time to furthering women's rights, notably paid maternity leave, and she was named to the Royal Commission on the Status of Women in 1967.[1]

The work and example of Elsie MacGill inspired many Canadians and no doubt played a part in influencing the adoption of Canada's Feminist International Assistance Policy in 2017. In discussing the policy, then Canadian Foreign Minister Chrystia Freedland stated, 'Canada will always stand up for human rights – very much including women's rights – even when speaking up has consequences.'[2] Within the framework of this policy, the Elsie Initiative for Women in Peace Operations was launched in the same year at the UN Peacekeeping Defence Ministerial in Vancouver.[3] The MOWIP methodology was developed as part of the Elsie Initiative with the generous support of Canada and Norway.

Canada and Norway are joined by an increasing number of countries in standing up for women's rights in peace operations. As of August 2020, the MOWIP methodology was piloted in six institutions in four troop- and police-contributing countries (TPCCs). These institutions graciously agreed to allow the respective assessment teams to access their personnel and data, and to engage frankly and honestly in constructive conversations about the good practices and barriers identified. The six pilot institutions all recognised that a commitment to increasing women's meaningful participation in unformed military and police roles involves an openness to developing and testing innovative approaches. Developing this methodology would not have been possible without them, and this revised version has become infinitely better thanks to their feedback. DCAF and the many partners who collaborated in developing this methodology are very grateful for their trust and contributions. We acknowledge that being among the first countries to undergo a new methodology is not without reputational risk. It also carries a much greater burden in terms of time and human resources invested, for which we are also very thankful.

This version of the MOWIP methodology builds on the good practices and lessons learned from the following pilot institutions, where the implementation had been finalized as of August 2020:

- The Ghana Armed Forces
- The National Gendarmerie of Senegal
- The National Police of Senegal
- The National Police of Uruguay
- The Armed Forces of Uruguay
- The Zambia Police Service

1 Canadian Broadcasting Corporation, 'Queen of the Hurricanes', *CBC Learning*, 2001, *available* at: www.cbc.ca/history/EPISCONTENTSE1EP14CH3PA2LE.html, accessed on 3 September 2020.

2 Government of Canada, 'Statement by Foreign Affairs Minister on International Women's Day', 8 March 2019, available at: www.canada.ca/en/global-affairs/news/2019/03/statement-by-foreign-affairs-minister-on-international-womens-day.html, accessed on 3 September 2020.

3 Government of Canada, 'Elsie Initiative for Women in Peace Operations', 30 July 2020, available at: www.international.gc.ca/world-monde/issues_development-enjeux_developpement/gender_equality-egalite_des_genres/elsie_initiative-initiative_elsie.aspx?lang=eng&=undefined&wbdisable=true, accessed on 3 September 2020.

The methodology was developed in partnership with Cornell University, led by Dr Sabrina Karim who has dedicated her academic career to research in the field of gender and peacekeeping, and eight national partners. These national partners have led the way in convincing government officials and security personnel at all levels to let them implement the methodology, building trust, working tirelessly to collect data, administering the survey, and conducting interviews.

When elements of the methodology did not work according to plan, it was our national partners who led the problem-solving process. Accepting this kind of challenge can only be done by individuals with strong personal convictions when it comes to human rights, gender equality, and improving security institutions in their country of work. The courage, determination, hard work, and honest feedback from our national partners is the reason why this methodology can be practically applied in a wide range of contexts around the world. Our national partners are:

- CHEDS – Le Centre des Hautes Etudes de Défense et de Sécurité (Senegal)
- CHRD – The Centre for Human Rights and Development (Mongolia)
- DRI – Development Research Initiative (Bangladesh)
- JNCW – The Jordanian National Commission for Women (Jordan)
- KAIPTC – The Kofi Annan International Peacekeeping Training Centre (Ghana)
- PRIO – The Peace Research Institute Oslo (Norway)
- RESDAL – Red de Seguridad y Defensa de América Latina (Uruguay)
- SACCORD – The Southern African Centre for the Constructive Resolution of Disputes (Zambia).

At the time of writing, many of our national partners are still in the process of implementing the methodology in their respective countries. The tools and Explainers found in the online MOWIP toolbox will be continuously updated based on their feedback.

It is our hope that the MOWIP methodology will be widely applied over the coming years, thus contributing to a wealth of good practices on how to increase women's meaningful participation in UN peace operations and inspiring positive policy and practice changes in the military and police institutions globally that send their staff to serve world peace. The pilot countries and institutions that so generously and constructively helped shape this methodology are leading the way.

User Guide

The MOWIP methodology is designed to be used by **TPCCs** who are interested in implementing a MOWIP assessment and assessment teams selected to do so. Undertaking a MOWIP assessment involves a large number of actors, so each section of the MOWIP methodology has a slightly different target audience.

SECTION 1 provides **background information on the Elsie Initiative.** This section is designed to provide some context to how the MOWIP methodology came about, and to articulate the 'problem' that the MOWIP methodology seeks to resolve, namely the **slow pace of change when it comes to uniformed women's meaningful participation in peace operations**. This section may be useful for staff in the ministries of foreign affairs, defence, the interior, and others engaged on the topic of women in the armed forces, gendarmerie, and police. It can also provide useful material for an assessment team seeking to explain the aims of the MOWIP methodology.

SECTION 2 provides an **overview of the MOWIP methodology**. It begins with a discussion on how 'meaningful participation' is defined, what the methodology seeks to achieve, what the benefits of undertaking the methodology are for the institutions that are assessed and what the minimum standards are for an assessment to be considered a 'MOWIP' assessment. It provides more information on the current status of women in peace operations and how the MOWIP methodology seeks to improve the situation. It ends by providing an overview of the ten issue areas that the MOWIP methodology assesses, drawing on academic literature to explain why each of the topics was included. This section can be useful for ministerial staff, as well as senior personnel in the armed forces, gendarmerie, and the police wishing to know more about what the MOWIP methodology is measuring. It can also provide useful context to an assessment team as well as a working group within a security institution, especially when it comes to explaining what the methodology is measuring and how this can be of benefit to the institution undergoing an assessment. Finally, the team members who are responsible for drafting a MOWIP report can revisit this chapter in order to have a clear focus on what to include in the report and how to present it.

SECTION 3 provides a thorough **explanation of how to conduct the methodology from start to finish**, and specifically how to implement the three data collection tools, namely the fact-finding form (FFF), the key decision-maker interviews and the survey. This section is quite technical and is targeted mainly at the assessment team who will implement the methodology. However, it is also useful to those involved in selecting an assessment team and drawing up their terms of reference, and to those tasked with drafting the budget for the methodology. In addition, by detailing exactly what a MOWIP assessment entails, it allows key decision makers to make an informed decision on whether to undergo a MOWIP assessment.

SECTION 4 provides detailed **instructions on how to analyze the data** collected by the assessment team, from the preparation of the data, to creation of scores and scales, classification of the issue areas and contextualization of the scores. This is the most technical section of the methodology and is targeted at the assessment team. While this section is made to be understandable by all, data analysis requires specific skills and experience in academic-level data analysis. The assessment team can use this section to explain in simple terms to the security institution (at the validation process of the assessment stage) how the data was processed as well as how the classification of issue areas was determined. Finally, this section can help identify whether the assessment team has the capacity to process and analyze the data by itself or whether the assessment plan should include support from the Cornell Lab, an external consultant or institution.

SECTION 5 provides **guidelines and a template for writing the MOWIP report and developing recommendations**. It is targeted at the assessment team primarily; however, it can also give an overview of what the structure of the final report will look like to the security institution.

SECTION 6 provides **guidance on the validation process of the MOWIP report.** It outlines how to conduct the preliminary oral report and validation workshop, and provides hints on the way forward once the MOWIP assessment has been completed. This section should be useful to the assessment team and the security institution undergoing the assessment, especially if a working group or committee has been established to support the implementation of the process.

SECTION 7 provides **further resources** on the topic of women in peace operations and ways that the armed forces, gendarmerie, and police could address some of the barriers identified.

The MOWIP methodology is accompanied by an online MOWIP TOOLBOX. This Toolbox contains tools and templates in Word and Excel format that can be adapted and used by the assessment team. These may be updated over time based on feedback from assessment teams. It also contains a set of '**MOWIP Explainers**', which provide additional information on how to implement the methodology based on the frequently asked questions received by Cornell and DCAF. Additional MOWIP Explainers may be added over time if needed. It also contains communication tools such as sample PowerPoints on the MOWIP methodology as well as training materials for enumerators. Links to previously completed public MOWIP reports are also included, as are details of further support offered through the DCAF Helpdesk and Cornell Lab.

The MOWIP Toolbox can be found at the following link: **dcaf.ch/mowip**.

01

Presentation of the Elsie Initiative

Presentation of the Elsie Initiative

About the Initiative

In November 2017, at the UN Peacekeeping Defence Ministerial in Vancouver, Canadian Prime Minister Justin Trudeau launched the **Elsie Initiative**, an ambitious five-year international project aimed at developing innovative measures in order to '*move from slow, incremental progress to transformational change regarding women's meaningful participation in peace operations*'. The Elsie Initiative framework encompasses a number of components, including the **Elsie Initiative Trust Fund**, **political advocacy, innovative research, and several bilateral and multilateral partnerships.** Implementing partners include **UN entities and departments, member states, think tanks and civil society**.

In 2018, **Global Affairs Canada** and the **Norwegian Ministry of Foreign Affairs** mandated DCAF to develop and pilot a comprehensive methodology to identify barriers to and opportunities for uniformed women's participation in UN peace operations. The aim of the methodology is to support TPCCs in identifying universal and context-specific barriers to and opportunities for women's meaningful participation in UN peace operations within their national military, police and gendarmerie institutions. The results of the assessment will allow TPCCs to develop targeted, evidence-based activities that seek to identify barriers and address them.

At the outset of this project, DCAF published a baseline study that compiled barriers to women's meaningful participation in UN peace operations as identified in existing academic literature and policy documents. The development of the **Measuring Opportunities for Women in Peace Operations (MOWIP) methodology** is the next stage of the project. DCAF is working with researchers from Cornell University – who designed the methodology, are overseeing its implementation, and processing the data – as well as with national partners in eight pilot countries, who are responsible for data collection. In selecting pilot countries for this research, DCAF sought to identify a geographically diverse set of major TPCCs that have demonstrated their commitment to deploying increasing numbers of women in peace operations. The pilot countries are Bangladesh, Ghana, Jordan, Mongolia, Norway, Senegal, Uruguay, and Zambia. As of the date of the publication of the MOWIP methodology, the data collection has been completed in Ghana, Senegal, Uruguay, and Zambia.

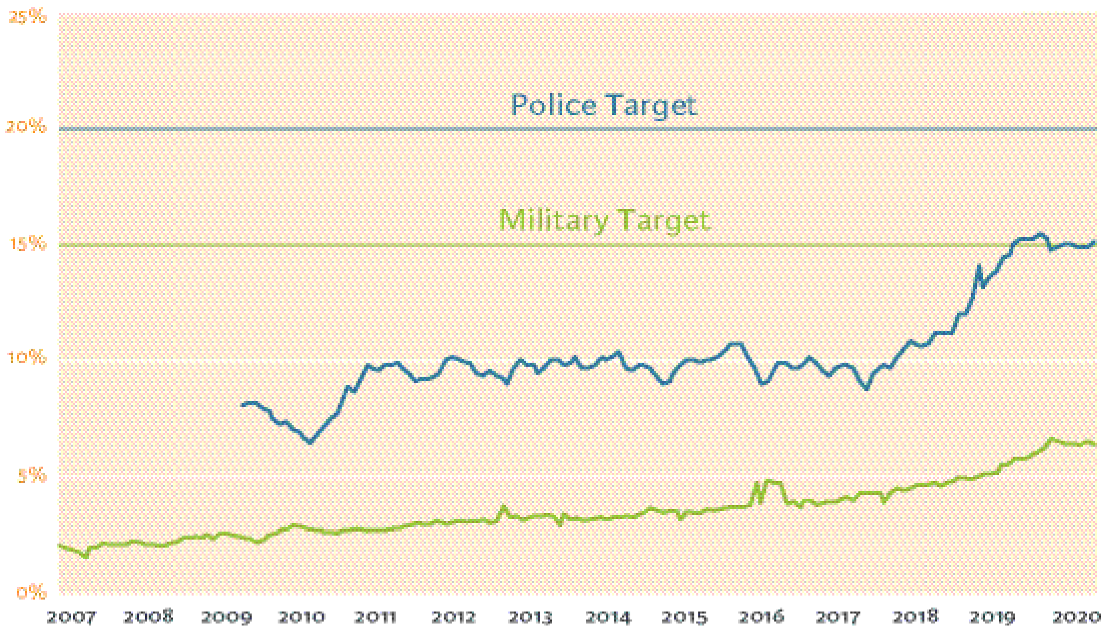
The MOWIP methodology is instrumental for the **Elsie Initiative Fund for Uniformed Women in Peace Operations**, which was launched in March 2019. The Fund supports evidence-based activities that aim to accelerate progress towards achieving UN targets on the meaningful participation of uniformed women in peace operations. In particular, the Elsie Fund provides funding for (current and prospective) TPCCs to undertake an assessment to ascertain whether and to what extent there are barriers to women's meaningful participation within the ten issue areas presented in Section 2.4. It also provides financial support to TPCCs for the development of measures to address specific barriers identified through the assessment. To be eligible for funding, TPCCs must be planning to use, or have already used, the MOWIP methodology or an equivalent reliable methodology (following the minimum standards laid out in Section 2.2).[4]

4 See additional information regarding the modalities of support provided by DCAF and Cornell in implementing a MOWIP assessment in the framework of the Elsie Fund in the MOWIP Explainer 1 (in the online MOWIP Toolbox: dcaf.ch/mowip).

Overview of uniformed women in peace operations

Increasing the meaningful participation of uniformed women in peace operations is both the right thing to do and the smart thing to do. Improving gender equality in peace operations is a critical goal in itself.[5] There should be an absence of discrimination on the basis of a person's sex in peace operation deployments with respect to deployment opportunities, the allocation of resources or benefits, and in access to services. Additionally, peace operations with increasingly complex and multi-dimensional mandates tend to be more operationally effective if they are diverse and include personnel with different types of backgrounds and skillsets.[6]

Box 1.1: Changes in the proportion of uniformed women's participation in UN peace operations



In the past two decades, despite efforts to increase women's participation in UN peace operations, including the ten UN Security Council resolutions (UNSCR) on Women, Peace and Security (WPS), the overall percentage of women deployed in peace operations has been growing at a slow rate (see Box 1.1).

The UN's target for 2028 is for women to make up 20% of Formed Police Units (FPUs), 30% of Individual Police Officers (IPOs), 25% of military observers and staff, and 15% of military contributions to peace operations. However, by 2019 the proportion of female police and military serving in peace operations remained well below these targets: 10.8% of FPUs, 28.9% of IPOs, 16.7% of military observers and staff, and 4.7% of troops.[7]

The rate of progress towards the UN goals varies depending on the type of deployment and across missions. Police figures are generally higher than those of the armed forces, and peace operations that have significant police components tend to have higher representations of women than do more militarized operations. Even in a mission in a high-risk environment, where peacekeepers have died, such as the United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO), data from 2006 to 2013 shows that while women were consistently underrepresented in the military component (2%), there was a relatively high level of women's participation in the police component (up to 10%).[8] This indicates that barriers to

5 Gender equality is understood as 'the absence of discrimination on the basis of a person's sex in opportunities, the allocation of resources or benefits, or in access to services'. Achieving gender equality requires overcoming hierarchical gender power structures, which for the most part privilege particular men and are the root cause of gender inequality. See: DCAF, OSCE/ODIHR, UN Women, 'Security Sector Governance, Security Sector Reform and Gender', in Gender and Security Toolkit (Geneva: DCAF, OSCE/ODIHR, UN Women, 2019).

6 Kari M. Osland; Jenny Nortvedt; and Maria Gilen Røysamb, 'Unity in Goals, Diversity in Means and the Discourse on Female Peacekeepers in UN Peace Operations' (Oslo: Norwegian Institute of International Affairs, 2020).

7 UN Peacekeeping, 'Women in Peacekeeping Infographic and Uniformed Gender Parity Strategy', available at: peacekeeping.un.org/sites/default/files/uniformed_women_infographic_150520_updated.pdf, accessed on 12 August 2020.

8 Louise Olsson; Anita Schjølset; and Frida Möller, 'Women's Participation in International Operations and Missions', in Gizelis, Theodora-Ismene; and Louise Olsson, eds., Gender, Peace and Security: Implementing UN Security Council Resolution 1325 (Abingdon: Routledge, 2015) pp. 62–97.

women's participation in the military component may be greater than for police. Additionally, deployment processes differ across police and military institutions. This points to the need to analyze trends for military and police deployments separately.[9]

Existing research also shows that the perceived level of risk within a given mission can affect the representation and participation of women as well as the capacity in which they are deployed. For example, TPCCs are reluctant to deploy women to environments considered more dangerous due to high levels of fatalities among peacekeepers, battle-related deaths, or sexual violence.[10] Moreover, women who are deployed to missions characterized by high rates of sexual violence are less likely to be assigned to high-risk positions.[11] As a result, the meaningful participation of uniformed women is often lower in contexts where the civilian population is at greater risk of death or sexual and gender-based violence (SGBV).

We can, however, observe an increase in the numbers of women in leadership roles in UN peace operations. **Since 2002**, there has been an increase in the appointments of women as Special Representatives of the Secretary-General (SRSG) and Deputy SRSGs (DSRSG). In **May 2014**, the UN Peacekeeping Force in Cyprus (UNFICYP) became the first peace operation to have two women in the most senior positions (the SRSG, Lisa Buttenheim, and the commander of the peacekeeping force, Major General Kristin Lund).[12] As of **February 2020**, the percentage of female Heads and Deputy Heads of Mission in peace operations was 35%, with three female Heads of Mission and five women deputies currently serving. Two female Force Commanders and two female Deputy Force Commanders are also currently serving.[13]

In addition, although some country- or mission-specific case studies allude to this[14], there is no systematic research regarding the gap between numerical representation of women in peace operations and meaningful participation of these women. For example, there is no gender disaggregated data on the kinds of roles that uniformed personnel play in mission and hence it is not possible to assess the degree to which tasks are assigned based on competence, or rather on gender stereotypes. In addition, it is unclear whether simply being present in a peace mission results in women having any influence on how operations are conducted. More information is therefore needed regarding the factors that inhibit women who are deployed from contributing meaningfully. (*See Section 2 for a discussion on what is meant by meaningful participation.*)

The MOWIP methodology aims to bridge some of the information gaps described above with respect to women's meaningful participation in peace operations, both in quantitative and in qualitative terms.

9 Marta Ghittoni; Léa Lehouck; and Callum Watson, 'Elsie Initiative for Women in Peace Operations: Baseline Study' (Geneva: DCAF, 2018), p. 7.

10 Kyle Beardsley, 'The Known Knowns and Known Unknowns of Peacekeeping Data: Advances in the Analysis of Contributor-level Peacekeeping Data, With a Focus on Gender Data', International Peacekeeping, 24: 1 (2017), pp. 9–13.

11 Annika Berg; and Elin Bjarnegård, 'Dissecting Gender Imbalance: A Horizontal Perspective on When Risk Matters For the Assignment of Women to UN Peacekeeping Missions', Res Militaris, 2: 2 (2016), pp. 1–14.

12 Natasja Rupesinghe; Eli Stamnes; and John Karlsrud, 'WPS and Female Peacekeepers', in Davies, Sara E.; and Jacqui True, eds., The Oxford Handbook of Women, Peace, and Security (Oxford: Oxford University Press, 2019), p. 212.

13 United Nations Peacekeeping, 'Women in Peacekeeping', available at: peacekeeping.un.org/en/women-peacekeeping, accessed on 28 July 2020.

14 See, for example, Heinecken, Lindy, 'Are Women "Really" Making a Unique Contribution to Peacekeeping? The Rhetoric and the Reality', Journal of International Peacekeeping, 19 (2015), pp. 227–248.

02

Overview of the MOWIP Methodology

Overview of the MOWIP Methodology

The MOWIP methodology measures the degree to which women can meaningfully participate in peace operations. **Meaningful participation** refers not only to the numbers or proportions of women deployed, but also to ensuring that women have their needs met when participating in the institution and on missions; that women have access to the same opportunities, roles, and resources as men do; and that women's skillsets and qualifications match their responsibilities and the expectations they face.

The MOWIP methodology measures women's meaningful participation in peace operations from the perspective of the TPCCs, looking at five key factors shaping meaningful participation: **Needs, Access, Participation, Resources, and Impact (NAPRI)**. In this framework, meaningful participation occurs when:

- women's pre-deployment, deployment, and post-deployment needs are met;
- women have access to the rights, benefits and resources allocated for the pre-deployment process, deployment opportunities, and post-deployment transitions;
- women participate equitably in decision-making, planning, implementation and evaluation of all peace operations-related activities;
- resources at the national and organizational level are allocated to create equitable work environments; and
- women have a measurable impact on how peace operations are conducted and when the impact of deployment on the lives of uniformed women is positive.

Using the NAPRI framework, the MOWIP methodology develops ten issue areas that affect women's meaningful participation. The MOWIP methodology then specifically measures the degree to which the issue areas constitute a barrier to women's meaningful participation or the degree to which they have created opportunities for women's meaningful participation.

The ten issue areas referred to in the NAPRI box are explained in greater detail in Section 2.4.

Box 2.1: The NAPRI framework

NEEDS

Are the identified needs of uniformed women who wish to deploy being met? Are the needs of uniformed women deployed to UN peace operations being met?

- Are there arrangements to meet the needs of women who have caregiving roles? (issue area 4)
- Are accommodation, equipment, uniforms, and services designed to meet women's needs? (issue area 5)
- Are women's post-deployment transition needs met? Are rumours about and stigma of women who deploy addressed? (issue area 4)

ACCESS

Do uniformed women have equal access to the rights, benefits, and resources allocated for the pre-deployment process, deployment opportunities, and post-deployment transitions?

- Do women have equal access to employment opportunities in security institutions, including a variety of roles? (issue area 1)
- Do women have equal access to redeployment and extension opportunities? (issue area 1)
- Does everyone have a fair chance to deploy? Are men and women equally aware of opportunities to deploy? (issue area 2)
- Do deployment criteria give access to the most qualified personnel by matching the skills needed in operation? Are women given access to roles and training opportunities to make them qualified to deploy? Are men and women equally aware of the criteria needed to deploy? (issue area 3)

PARTICIPATION

Do uniformed women participate equitably in decision-making, planning, implementation, and evaluation of all peace operation-related activities?

- Does the working environment enable women to participate equitably in decision-making and operations? (issue area 10)
- Do leaders at all levels support women's deployment? Do women have opportunities to be leaders and do female leaders have equal levels of influence with their male counterparts? (issue area 8)
- Do preconceived attitudes about women preclude their ability to deploy and to perform certain tasks in-mission? (issue area 9)
- Are women able to participate in missions in the ways that match their skills? (issue area 6)

RESOURCES

Are the resources at the national and organizational level allocated to create equitable work environments?

- Is there a national and institutional framework for equitable work environments and is this framework given adequate resources? (issue area 8)
- Do women have resources, including material resources and networks, to make their work environment safe and fair? (issue areas 6 and 10)

IMPACT

Do uniformed women have a measurable impact on how peace operations are conducted? Is the impact of deployment on the lives of uniformed women as positive as it is for men?

- Are uniformed women able to have an impact towards the realisation of mission mandates in peace operations? (issue area 6)
- Are uniformed women able to have an impact towards the realisation of their own goals in the peace operations? (issue area 6)
- Do deployments advance uniformed women's careers? Are women and men equally recognized for their deployments? (issue area 7)
- Has the inclusion of women in peace operations shifted individual attitudes and institutional culture to the point that women are treated as equal members of the team? (issue area 10)

2.1 AIMS OF THE MOWIP METHODOLOGY

The MOWIP methodology is a unique tool to assess and improve women's meaningful participation in peace operations. It provides a systematic and comprehensive framework for identifying a security institution's existing good practices and possible improvements in each of ten issue areas identified as central to women's meaningful participation.

The **ten issue areas**, described in Section 2.4 below, include all the factors that shape the numbers and nature of women's participation in peace operations from the perspective of the TPCC. These factors can be either positive (good practices at the TPCC level that contribute to women's meaningful participation) or negative (barriers to women's meaningful participation at the TPCC level). For each issue area, the MOWIP methodology uncovers whether and to what extent it constitutes a barrier or an opportunity. It also measures the progress of a TPCC on each of the ten issue areas.

Many relevant factors are not limited, however, to the specific context of women's participation in UN deployments. Rather, they reflect how women and men are treated in the security institution more broadly. While the MOWIP methodology has a specific focus on UN peace operations, the good practices and possible improvements it identifies can benefit the security institution in a much wider sense.

Using this comparative tool is useful because the impact (positive or negative) of the ten issue areas differs from one country to another and from one institution to another. The methodology allows the TPCC to identify the relative impact of each issue area. By undertaking an assessment using this methodology, a security institution will be empowered to take effective measures towards transformative change to increase women's meaningful participation in UN peace operations.

The main objectives of the methodology are to:

- provide a comprehensive set of issue areas within a given security institution that could be improved to increase women's meaningful participation in UN peace operations;
- identify the good practices within the security institution that can be leveraged, scaled up, and/or disseminated more broadly;
- apply a set of tools and a comprehensive list of indicators to measure the importance of each issue area for increasing women's meaningful participation in the security institution; and
- determine the differential impact of each issue area in the security institution.

Using this methodology, TPCCs will be able to answer the following questions:

- Which best practices have helped improve women's meaningful participation in UN peace operations to this point?
- Which issue areas constitute the main barriers to women's meaningful participation in UN peace operations?
- Are the identified barriers unique to women or are they shared by men?
- What are the experiences of men and women with respect to UN peace operations?
- Are there differences between institutional policies related to women's meaningful participation and the actual experiences of women with regards to meaningful participation?
- What are concrete recommendations to improve women's meaningful participation in UN peace operations?

2.2 BENEFITS OF USING THE MOWIP METHODOLOGY

The MOWIP methodology includes three tools: a **fact-finding form (FFF)**, a **survey of male and female personnel**, and **key decision-maker interviews** around peace operations. These three tools are used to evaluate a comprehensive set of indicators that measure barriers and opportunities in the ten issue areas. Performance on these indicators translates into a score and a ranking of the relative importance of each issue area for improving women's meaningful participation in the institution and in UN peace operations. Each tool is a necessary component for the effectiveness of the methodology, and each issue area must be assessed using the three tools in order to provide a reliable score and ranking of the ten issue areas.

The MOWIP methodology is a unique and comprehensive methodology that builds on previous assessments of women's meaningful participation. Other assessments related to women's meaningful participation, such as the 1325 NATO Scorecard,[15] the Global Study on the Implementation of UN Security Council Resolution (UNSCR) 1325,[16] and the Global WPS Index,[17] have conducted desk reviews of policies and programmes and/or use institutional- or country-level indicators that measure policies and programmes to highlight barriers to implementation of UNSCR 1325 or barriers to women's well-being. Sometimes the indicators are used to develop a score for each country's performance on implementing UNSCR 1325.[18] Like these examples, the MOWIP methodology uses indicators and a set of questions – the FFF and key decision-maker interviews – to evaluate the institutional performance within each of the ten issue areas.

15 Chantal de Jonge Oudraat; Sonja Stojanović-Gajić; Carolyn Washington; and Brooke Stedman, 'The 1325 Scorecard: Preliminary Findings' (Washington, DC and Belgrade: Women in International Security and the Belgrade Centre for Security Policy, 2015), available at: wiisglobal.org/wp-content/uploads/2014/03/UNSCR-1325-Scorecard-Final-Report.pdf, accessed on 12 August 2020.

16 Radhika Coomaraswamy, 'Preventing Conflict, Transforming Justice, Securing the Peace: A Global Study on the Implementation of United Nations Security Council Resolution 1325' (New York: UN Women, 2015), available at: wps.unwomen.org, accessed on 12 August 2020.

17 Jeni Klugman; Amie Gaye; Marianne Dahl; Kelly Dale; and Elena Ortiz, 'Women, Peace, and Security Index 2019/20: Tracking Sustainable Peace Through Inclusion, Justice, and Security for Women' (Washington, DC: GIWPS and PRIO, 2019), available at: gps.prio.org/Publications/Publication/?x=1288, accessed on 12 August 2020.

18 Coomaraswamy, 'Preventing Conflict, Transforming Justice, Securing the Peace' available at: wps.unwomen.org, accessed on 12 August 2020.

Where the MOWIP advances on these assessments is its inclusion of women and men's experiences and perspectives in the assessment of the ten issue areas. The MOWIP methodology provides a comprehensive and scientific approach to surveying the personnel of the security institutions in order to compare men and women's experiences with respect to the nature and meaningfulness of their participation. It also serves to evaluate if their experiences match the policies that are in place to increase women's meaningful participation. Without taking the personnel's experiences into account, it is not possible to understand whether the policies and programmes identified by assessments actually have an effect on meaningful participation. Additionally, without comparing women's experiences with men's experiences, it is not possible to understand whether the barriers to participation are uniquely barriers for women. Thus, not only does the MOWIP methodology assess the policies and programmes of an institution, but it also captures whether the reported policies and programmes match the experiences of men and women and whether there are systematic differences between men and women's experiences.

An additional benefit of the MOWIP is that the survey of male and female personnel is conducted using a scientific approach to survey design, which allows for systematic comparisons to be made across male and female personnel and deployed and non-deployed personnel. Without using rigorous research design methods for the survey, comparisons between men and women and generalizations about the experiences of personnel cannot be made. Some assessments have used focus groups with women to better understand women's meaningful participation, such as the Global Study on the Implementation of UNSCR 1325; however, the downside of using focus groups to understand women's experiences is the inability to systematically compare women's experiences with men's experiences; the limited number of topics that can be covered; and the possible issues with keeping the data from the focus groups anonymous. Further benefits of the MOWIP methodology are the survey format and the quantitative analysis to which it leads, allowing for the controlling of other confounding factors, such as rank and age, that focus groups are not able to consistently account for. Thus, while focus groups can be used in addition to the three data collection tools of the MOWIP methodology (for instance to gather additional information to complete the FFF), focus groups are not a substitute for the survey of male and female personnel.

Finally, because the methodology has been tested in several countries in different regions of the world and has been vetted by academics, assessment teams, and policymakers across different countries, **the ten issue areas, the tools to measure them, and the indicators that correspond to the issue areas are the most comprehensive set of measures of women's opportunities and challenges to meaningful participation to date**. While not all the TPCC security institutions will find each issue area a relevant barrier, evidence of strong performance on an issue area indicates that the issue area constituted an opportunity for increasing women's meaningful participation in that country, and that it has best practices to share with other countries. The methodology allows countries to identify where they are performing well and where they need improvement.

2.2.1 What are the minimum standards for the MOWIP methodology?

To meet the minimum standards for a MOWIP assessment, the assessment must meet all of the following criteria:

1. Be conducted with impartiality and in compliance with national and international ethical requirements (*see Sections 3.3 and 3.7*).
2. Provide a comprehensive list of policies, facts, and numbers about the institution for each of the ten issue areas (*see Section 3.1.1*).

What this means in technical terms

- For each issue area, there is enough data on numbers, policies, facts, etc. to allow for a comparison with the perceptions and experiences of personnel.
- Numbers of personnel must be disaggregated by sex and rank or unit for the current year and the previous year, or some other point in time within the past decade.
- If numbers cannot be shared, the security institutions should be able to provide proportions of women in the present year and the previous year or from some other point in time within the past decade.
- Each answer is verified by the minimum required number of sources.

3. Capture the experiences of both male and female personnel across all ten issue areas in a way that allows for systematic comparison across groups (*see Section 3.1.3*).

What this means in technical terms

- The survey should be answered by at least 380 respondents (on an individual basis, not in focus groups) of which 50% are female and 50% are deployed.[19]
- In the sampling strategy of the survey, the probability of selecting a woman who has deployed to participate in the survey among all the women who have deployed should be the same for everyone in that group; the probability of selecting a man who has deployed to participate in the survey among all the men who have deployed should be the same for everyone in that group; the probability of selecting a woman who has not deployed to participate in the survey among all the women who have not deployed should be the same for everyone in that group; and the probability of selecting a man who has not deployed to participate in the survey among all the men who have not deployed should be the same for everyone in that group.
- If men and women's experiences are not captured for each of the ten issue areas, this is explicitly addressed in the MOWIP report and recommendations are made to explore the particular topic.

4. Explain how the strategic decisions about peace operation priorities for a country are made (*see Section 3.1.2*).

What this means in technical terms:

- Interviews of at least 30 key decision-makers with transcripts.

5. Capture data for all ten issue areas (*see Section 4.2*).

What this means in technical terms:

- At least 75% of indicators of each issue must be filled out.

6. Validation of the results and recommendations by the security institution (*see Section 6*).

19 If an institution has 190 or fewer women or 190 or fewer deployed or not deployed, then it is a requirement to include all the women in the institution, all of those deployed/not deployed in the sample. For example, if there are only 20 women in an institution, then those 20 women would be included in the sample and the remaining 360 surveys would be conducted with men.

2.3 SETTING THE CONTEXT

2.3.1 General trends in the demand for UN peace operations personnel

The number of multilateral peace operations has remained relatively constant at around 60, of which 13 are led by the UN Department for Peace Operations (UNDPO).[20] The number of personnel deployed, however, has declined. As of March 2020, there were 81,370 personnel serving in UN peace operations, down from a high of 107,805 in April 2015.[21]

While one reason for this is a decline in the number of missions overall, budgetary constraints are a more significant factor; evidence suggests that peace operations face a 20 per cent shortfall in personnel nearly every month.[22] This trend looks set to continue as the UN missions in Darfur (UNAMID) and in the Democratic Republic of the Congo (MONUSCO) begin to drawdown. No new missions have been authorised since 2014.[23]

When numbers of peace operations personnel change rapidly during the opening and closing of missions, the number of men deployed varies a lot more than the number of women. This is largely because men are overrepresented in infantry divisions that rapidly deploy and withdraw.[24] We may therefore expect the proportion of women to increase as overall deployments continue to decline, because the number of women deployed remains more constant than the number of men deployed. This should not be taken as an indication that women are contributing more meaningfully to these missions. We should anticipate that this trend will reverse the next time there is a call for a rapid increase in personnel.

2.3.2 Demand for uniformed women and capacity in applying a gender perspective

The UN recognized the 'urgent need to mainstream a gender perspective into peacekeeping operations' in UNSCR 1325 on WPS, and in the Windhoek Declaration and the Namibia Plan of Action on 'Mainstreaming a Gender Perspective in Multidimensional Peace Support Operations', which were both issued in 2000.[25] These calls occurred within the context of a shift from traditional peace operation mandates towards multidimensional ones.

In addition to maintaining peace and security, peace operations are now expected to 'facilitate the political process, protect civilians, assist in the disarmament, demobilization, and reintegration of former combatants; support the organization of elections, protect and promote human rights, and assist in restoring the rule of law'.[26]

20 Timo Smit; Sofía Sacks Ferrari; and Jaïr van der Lijn, 'Trends in Multilateral Peace Operations, 2019', SIPRI Fact Sheet, May 2020, p.1, available at: www.sipri.org/sites/default/files/2020-05/fs_2005_pko_2019_0.pdf, accessed on 12 August 2020.

21 United Nations Peacekeeping, 'Troop and Police Contributors', available at: peacekeeping.un.org/en/troop-and-police-contributors, accessed on 12 August 2020.

22 Timothy J.A. Passmore; Megan Shannon; and Andrew F. Hart. 'Rallying the Troops: Collective Action and Self-interest in UN Peacekeeping Contributions', Journal of Peace Research, 55: 3 (2018), pp. 366–379; T. Smit; S. Sacks Ferrari; and J van der Lijn, 'Trends in Multilateral Peace Operations, 2019', p.1, available at: www.sipri.org/sites/default/files/2020-05/fs_2005_pko_2019_0.pdf, accessed on 12 August 2020.

23 Charles T. Hunt; and Adam Day, 'Why COVID-19 Offers a Chance to Transform UN Peacekeeping', The Conversation, 28 May 2020, available at: theconversation.com/why-covid-19-offers-a-chance-to-transform-un-peacekeeping-139416, accessed on 12 August 2020.

24 T. Smit; S. Sacks Ferrari; and J. van der Lijn, p. 5

25 United Nations Security Council, Resolution 1325, Preamble, S/RES/1325 (31 October 2000); and United Nations, Windhoek Declaration on the Tenth Anniversary of the United Nations Transition Assistance Group, A/55/138 – S/2000/693 (31 May 2000).

26 United Nations Peacekeeping, 'What is Peacekeeping?', available at: peacekeeping.un.org/en/what-is-peacekeeping, accesses on 12 August 2020.

Today, provisions of the **UN WPS Agenda** are routinely incorporated into peace operations mandates. **The four principal 'pillars' of this mandate are:**[27]

PREVENTION Prevention of conflict and all forms of violence against women and girls in conflict and post-conflict situations;

PARTICIPATION Women's equal participation and gender equality in peace and security decision-making processes at all levels;

PROTECTION Women and girls are protected from all forms of sexual and gender-based violence (SGBV) and their rights are protected and promoted in conflict situations; and

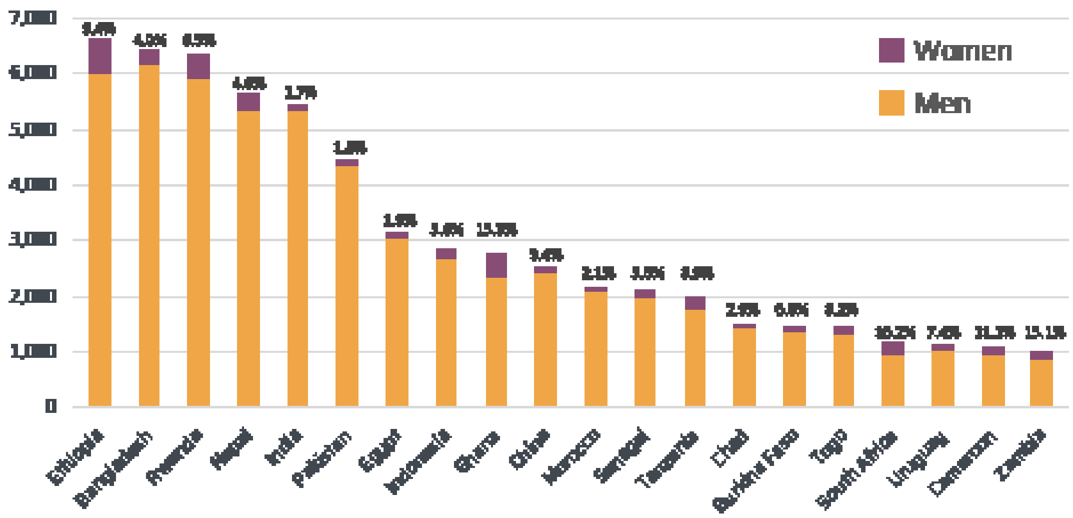
RELIEF AND RECOVERY Specific relief needs of women and girls are met and their capacities to act as agents in relief and recovery are strengthened in conflict and post-conflict situations.

The UN Uniformed Gender Parity Strategy (2018–2028) highlights that ensuring the meaningful participation of women in peace operations is essential to achieving its peace operations objectives because it improves operations and performance, leads to better access by peacekeepers to the whole population, better reflects the communities being served and creates power role models for women and girls in conflict settings.[28]

It is worth highlighting that increasing the number of uniformed women in peace operations is not the goal as such. Rather, it is a prerequisite to furthering gender equality and women's empowerment. Removing barriers to women's meaningful participation is a learning process that requires a security institution to develop the capacity to integrate a gender perspective throughout its management structure. This process should better equip the security institution to develop its capacity to apply a gender perspective in operations.

2.3.3 General trends in the supply of UN peace operations personnel

Box 2.2: Female representation among high contributors to UN peace operations, June 2020



27 United Nations Development Programme, *Parliaments as Partners Supporting the Women, Peace and Security Agenda – A Global Handbook* (Oslo: UNDP Oslo Governance Centre, 2019), p. 5, available at: www.undp.org/content/undp/en/home/librarypage/crisis-prevention-and-recovery/parliament-as-partners-supporting-women-peace-and-security-agend.html, accessed on 12 August 2020.

28 UN Peacekeeping, 'Women in Peacekeeping Infographic and Uniformed Gender Parity Strategy', available at: peacekeeping.un.org/sites/default/files/uniformed_women_infographic_290420_updated_1.pdf, accessed on 12 August 2020.

Box 2.2 represents a list of countries that contribute a high number of personnel to peace operations. Since the 1990s, major contributions from developing countries have come from TPCCs near to the peace operation, countries with larger militaries, and democratic countries.[29] While some TPCCs may be motivated in part by prestige, some contributors may use compensation received from the UN to allow them to maintain a large standing army. For other militaries that face little in the way of external threats, UN peace operations provide a rare, valuable opportunity for field experience.[30]

Troop contributions are also affected by security concerns. For example, contributions tend to decrease when a peace operation becomes more dangerous or is situated in a less prosperous country.[31] Further, countries may deploy military personnel in particular to peace operations hoping to prevent future internal conflict, such as coups within their own country.[32]

2.3.4 The supply of uniformed women by TPCCs

High contributors of military and police personnel do not necessarily send a high proportion of women. While they may send a high number of women in total, the proportion of women is often below average (currently 5.8% for military and police personnel combined).[33] Nepal deploys 265 women, the fourth highest of all TPCCs. However, women make up 4.7% of its total contribution, which is below average. Zambia, on the other hand, deploys 139 women, which amounts to 13.6% of its contribution overall, twice the global average. Zimbabwe sends a balanced contingent of 48 men and 49 women, but as they send a relatively small number of personnel overall, this will not have a large impact on the total number of women in peace operations globally.[34]

In addition, the proportion of female police is often quite different to the proportion of female troops from the same country. Bangladesh, for example, sends some all-female FPUs. This means that 32.6% of its police deployments are women compared to only 1.5% of its military deployments.[35]

These considerations highlight the need, when striving to enhance the meaningful participation of women to UN peace operations, to account for the specific context, priorities, and overall contribution of the given TPCC.

Deploying women is a necessary pre-condition, but not a guarantee, of their meaningful participation in peace missions. During peace operations, women are still disproportionately assigned to stereotypical roles such as cooking, cleaning, and administrative work, irrespective of the role they have trained for. In addition, those who do serve in male-dominated roles find themselves at greater risk of harassment by their male colleagues.[36] To materialize commitments to increased meaningful participation of women requires fostering gender parity as well as integrating a gender perspective in all institutions and processes involved in deployment.

29 Vincenzo Bove; and Leandro Elia, 'Supplying Peace: Participation in and Troop Contribution to Peacekeeping Missions', Journal of Peace Research, 48: 6 (2011), pp. 699–714; Jonah, Victor, 'African Peacekeeping in Africa: Warlord Politics, Defense Economics, and State Legitimacy', *Journal of Peace Research*, 47: 2 (2010), pp. 217–229; James H. Lebovic, 'Uniting for Peace?: Democracies and United Nations Peace Operations After the Cold War', *Journal of Conflict Resolution*, 48: 6 (2004), pp. 910–936; Allard Duursma; and John Gledhill, 'Voted Out: Regime Type, Elections and Contributions to United Nations Peacekeeping Operations', *European Journal of International Relations*, 25: 4 (2019), pp. 1157–1185.

30 Sandra Whitworth, *Men, Militarism, and UN Peacekeeping: A Gendered Analysis* (Boulder, CO: Lynne Rienner Publishers, 2004), p. 34.

31 V. Bove; and L. Elia, 'Supplying Peace', pp. 699–714; Andrew Levin, 'Peacekeeper Fatalities and Force Commitments to UN Operations', *Conflict Management and Peace Science*, Online article (2019), available at: doi.org/10.1177/0738894218818815; Richard Perkins; and Eric Neumayer, 'Extra-territorial Interventions in Conflict Spaces: Explaining the Geographies of Post-Cold War Peacekeeping', *Political Geography*, 27: 8 (2008), pp. 895–914.

32 Jacob D. Kathman; and Molly M. Melin, 'Who Keeps the Peace? Understanding State Contributions to UN Peacekeeping Operations', *International Studies Quarterly*, 61: 1 (March 2017), pp. 150–162; Magnus Lundgren, 'Backdoor Peacekeeping: Does Participation in UN Peacekeeping Reduce Coups at Home?' *Journal of Peace Research*, 55: 4 (2018), pp. 508–523.

33 As of June 2019: peacekeeping.un.org/sites/default/files/190725_6_special_gender_report_dpo_military_30_june_2019_troops-merged.pdf

34 As of June 2019: peacekeeping.un.org/sites/default/files/190725_6_special_gender_report_dpo_military_30_june_2019_troops-merged.pdf

35 As of June 2019: peacekeeping.un.org/sites/default/files/190725_6_special_gender_report_dpo_military_30_june_2019_troops-merged.pdf

36 Lesley J. Pruitt, *The Women in Blue Helmets: Gender, Policing, and the UN's First All-Female Peacekeeping Unit* (Oakland, CA: University of California Press, 2016), pp. 110–111.

2.3.5 Using the MOWIP methodology to enhance the global supply of uniformed women by TPCCs

Hence, ensuring that women can meaningfully participate in UN peace operations in a way that supports the objectives of the WPS Agenda requires institutional changes within the national institutions of TPCCs as well as in UN missions themselves. Ensuring that commitments and policies are actually implemented involves changing the behaviours and attitudes of those in leadership and decision-making positions at all levels – the majority of whom are men. For this reason, the MOWIP methodology examines ten different issue areas encompassing the factors that constitute barriers to and opportunities for women's participation in peace operations. Follow-up activities from the recommendations of the country-specific MOWIP assessment report will therefore involve better implementation of a gender perspective into the work of the national security institution more broadly.

However, just as TPCCs benefit from participating in peace operations financially and in terms of mission experience, undergoing the MOWIP methodology also has the potential to bring additional benefits to security institutions at the national level. Being able to recruit and retain the most talented personnel irrespective of gender will have a positive impact on force generation. Increasing the capability to apply a gender perspective will lead to improved provision of security domestically.

Follow-up activities to the MOWIP report align easily with national commitments on gender equality, such as National Action Plans (NAPs) on 1325, gender action plans and legal obligations under the Convention on the Elimination of Discrimination against Women. International collaboration in the implementation of these activities will thus aid the country in meeting its national objectives on gender equality.

2.4 THE TEN ISSUE AREAS

This section highlights ten issue areas that affect women's meaningful participation. They were identified based on expert workshops, academic research, and pilot assessments in four countries across different regions of the world (see Box 2.3).[37] Eight of the issue areas capture institutional barriers and opportunities. The barriers can be reduced or overcome, and opportunities leveraged, through changes to rules, regulations, policies, and programmes as well as to infrastructure and equipment of the national security institution or through the UN. In addition, there are two cross-cutting issue areas, which, in addition to including barriers and opportunities of their own, shape the barriers or opportunities to women's meaningful participation within each of the eight other issue areas. The cross-cutting issue areas reflect the values, norms, perceptions, behaviours, and practices of individuals within the security institutions, as well as the institutional cultures and group dynamics this brings about.

The MOWIP methodology seeks to determine the different impact of each issue area on women's meaningful participation in peace operations. It highlights the degree to which each issue area constitutes a barrier or opportunity to women's meaningful participation.

When developing recommendations to reduce the barriers based on the results of the assessment, it is worth considering that the strategies and time needed to overcome them will vary. Moreover, identifying one issue area that impacts women's meaningful participation in peace operations does not mean that the other issue areas do not also impact women's meaningful participation. Barriers can cross several issue areas (such as the cross-cutting ones); or a barrier in one issue area might affect the likelihood or manifestation of another barrier in a different issue area. In practice, it means that when a barrier is found within one issue area, it cannot be addressed or overcome in isolation but should be looked at together with barriers in other issue areas that might impact it.

37 DCAF convened a Research Methodology Design Workshop in February 2019 in Geneva, Switzerland, gathering DCAF experts, academic researchers and national assessment teams drawn from eight TPCCs to discuss and outline the assessment methodology. Prior to the MOWIP Methodology, DCAF published the 'Elsie Initiative for Women in Peace Operations Baseline Study', which identified fourteen barriers to women's participation in peacekeeping. We use these as a starting point for the MOWIP methodology.

Box 2.3: The ten issue areas

Pre-deployment stage: including factors that affect force generation		
1	ELIGIBLE POOL	Are there enough women in national institutions?
2	DEPLOYMENT CRITERIA	Do criteria match the skills needed in peace operations?
3	DEPLOYMENT SELECTION	Does everyone have a fair chance to deploy?
4	HOUSEHOLD CONSTRAINTS	Are there arrangements for families of deployed women?
Deployment stage: including difficulties for women during peace operations		
5	PEACE OPERATIONS INFRASTRUCTURE	Are accommodation and equipment designed to meet women's needs?
6	PEACE OPERATIONS EXPERIENCES	Do positive and negative experiences in peace operations affect women's deployment decisions?
Post-deployment stage: including factors that affect redeployment		
7	CAREER VALUE	Do deployments advance women's careers?
All Stages		
8	TOP-DOWN LEADERSHIP	Do leaders at all levels support women's deployment?

Cross-cutting issue areas	
9	10
GENDER ROLES	SOCIAL EXCLUSION
Do preconceived attitudes about women preclude their ability to deploy?	Are women treated as equal members of the team?

INSTITUTIONAL ISSUE AREAS

CROSS-CUTTING ISSUE AREAS

ISSUE AREA 1 Eligible pool

Eligible pool measures the numbers and proportion of women across the security institution, and is thus the most limited form of women's participation. According to the UN Secretary-General, '[s]low progress [in increasing the number of women among military and police personnel deployed to the UN peace operations] is linked to the low rates of women in national military and police forces.'[38] While this may seem logical, statistical studies suggest that a 5% increase in women in the national armed forces translates into only a 1% to 2% increase in the deployment of women. Similarly, the correlation between the proportion of women in the police and the number deployed is not statistically significant.[39] In other words, increasing the percentage of women in national forces alone would not allow the UN to reach its targets, although it is still a factor that should be considered.[40]

The eligible-pool issue area looks at ways to enhance women's meaningful participation by advancing women's rights and increasing benefits and resources allocated for the pre-deployment process, deployment opportunities, and post-deployment transitions. The focus of this issue area is on ensuring that women have equal access to employment opportunities in all areas of the institution and during deployments.

When determining the size of the eligible pool of women for deployment, it is important to break down the total number of women and men in the national police, gendarmerie force, or armed forces by rank, unit, and specialization. This is because women in only certain ranks, units, and specializations are eligible for deployment. Thus, the eligible pool applies not only to the institution as a whole, but also to individual units and roles. There must be enough women in a diverse set of roles and units. It is also important to be able to retain the pool of women in the security forces, as attrition rates might be higher for women.

There are two other areas that affect the recruitment pool: extensions and redeployment. United Nations Police (UNPOL) officers and military observers are sometimes given the opportunity to extend their time in a mission depending on their post and qualifications. Thus, it is important to understand whether women's deployments are being extended at the same rate as men's deployments. Moreover, police and military are oftentimes deployed more than once. In some countries, there have been multiple rounds of deployments, and there are few who have never deployed. Deployment fatigue is a concern for those countries that have deployed their entire military or police personnel (while others have only deployed a small number of their forces). Deployment fatigue may be worse for women in places where there are few women to deploy in the first place. Exploring this variation in deployment number is important to understand whether countries have reached deployment fatigue.

In order to ensure that women's participation in the national security forces and in UN peace operations is meaningful, we also look at the nature of their participation within the national security institutions. This entails understanding their motivation for joining the security forces; their training experience; their experience with the facilities, uniforms, and infrastructure; the leave and benefit they receive; and their experience working in the institution.

38 United Nations Security Council, Report of the Secretary-General on Women and Peace and Security, UN Document S/2016/822 (29 September 2016), para. 24, cited in Ghittoni, Lehouck, and Watson, 15.

39 UNSC Report of the Secretary-General on Women and Peace and Security, UN Doc. S/2017/861 (16 October 2017), para. 30, cited in Ghittoni, Lehouck, and Watson, 21.

40 Sabrina Karim; and Kyle Beardsley, *Equal Opportunity Peacekeeping: Women, Peace and Security in Post-conflict States* (Oxford: Oxford University Press, 2017).

ISSUE AREA 2 Deployment criteria

Deployment criteria measures the skills and criteria necessary and prioritized for deployment, whether men or women are more likely to have these skills, and whether the criteria are more likely to favour men for deployment than women.

The deployment-criteria issue area looks at ways to enhance women's meaningful participation by improving women's rights, benefits, and resources allocated for the pre-deployment process, deployment opportunities, and post-deployment transitions. To do so, the focus of this issue area is on ensuring that the skillsets needed for the mission are accurately captured in the criteria that are required by TPCCs. By diversifying the skillsets and requirements necessary for deployment, women and men are better able to ensure that their particular skillsets are being put to good use during a peace operation.

The UN stipulates that recruits must meet certain criteria in order to be selected for deployment. Basic requirements for deployment in peace operations typically include:

- the ability to drive a manual-shift 4x4 vehicle;
- basic computer skills;
- physical fitness;
- language/computer skills;
- possession of a passport;
- rank;
- skills in handling light or medium weapons;[41] and
- between five and eight years' experience in the domestic security institution.[42]

Women may face certain disadvantages for some of the eligibility criteria. For example, in some countries or contexts, they may have a disadvantage when it comes to computer skills, driving skills, small arms/tactical training, language skills, and they may be less likely to have passports.

TPCCs may also have arbitrary, country-specific criteria for deployment. For example, certain countries have a height restriction for some deployments, which is not necessarily a UN requirement. Other countries have virginity tests for deployment. The more tests there are, the more difficult it may be for women to participate because they may have less access to training and skills development than men do.

The deployment-criteria issue area also measures the degree to which the skills that are required by the UN match what is needed on the ground. Many peacekeepers have stated that the skills that are most needed include those of communication, conflict resolution, problem solving, and listening. However, these are not a requirement for mission deployment. Women may be better suited to meet the criteria if such criteria were to be included for deployment because they may have more experience in these skills. Women's meaningful participation depends on women being able to match their skills to what is needed on the ground. If those skills are not valued, then their participation in the mission may not be valued either.

41 Ibid., 28

42 Marko Milošević, 'Challenges of Women's Participation in Serbian Peacekeeping Missions' (Belgrade Centre for Security Policy, June 2012), www.files.ethz.ch/isn/145909/challenges_of_womens_participation_in_serbian_peac.pdf, 7, accessed on 12 August 2020, cited in Ghittoni, Lehouck, and Watson, 28; UN Department of Peacekeeping Operations, 'Mainstreaming a Gender Perspective in Multidimensional Peace Operations' (United Nations, July 2000), 21, cited in Ghittoni, Lehouck, and Watson, 28.

ISSUE AREA 3 Deployment selection

Deployment selection specifically relates to the force-generation process in countries. It evaluates the processes in place for selecting personnel for deployment. It measures whether women have equal access to information about peace operations deployment opportunities, whether the process is unfair, and whether the process itself is inhibitive for women.

The deployment-selection issue area looks at ways to enhance women's meaningful participation by improving women's rights, benefits, and resources allocated for the pre-deployment process, deployment opportunities, and post-deployment transitions. To do so, the focus of this issue area is on ensuring that all personnel have access to the same information and that the processes by which personnel are chosen for deployments are fair and inclusive.

Women often have minimal information about peace operations opportunities. Often-cited obstacles include a lack of information on peace operations opportunities, including the kinds of positions that the institution supplies, and a lack of familiarity with the recruitment process.[43] To give an example, over 50 per cent of those surveyed by the International Association of Women Police (IAWP) had no knowledge of UN Policing or how to get involved.

In addition to information about peace operations deployments, personnel may not have information about the requirements or skills necessary for applying. In some countries, there may not be a standardized way to provide information about deployments, or some personnel may have more access to information than others do. Rural areas may be less likely to have access to information about deployments.

Deployment selection may be unfair or inhibitive.[44] Serving in UN positions may come with a salary increase, so leaders may use systems of patronage to recruit their friends and family members. In a less direct form, information about deployment opportunities may be passed around in certain networks only, such as 'old boys' clubs'. Women are often excluded from these networks. Sometimes, senior leaders and supervisors are unaware of the basic requirements, which may also result in biases in nomination processes.

The processes for selecting UNPOL officers and observers are different than for contingents and formed units. They often require passing a centralized exam, held by UN officials, and these exams might not be accessible to all. For example, women and men from rural areas may have to travel and pay for their expenses to get to the testing site. Moreover, the exams might not be conducted in a manner that is suitable for all. Higher-rank officials have complained that they are embarrassed to take the exam in case they fail while lower ranks do better.

43 Maria Hadjipavlou, 'Gender, Conflict and Peace-keeping Operations', *Oxford Research Encyclopedia of International Studies* (2017), 16, oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-190, accessed on 12 August 2020, cited in Ghittoni, Lehouck, and Watson, 22; Maxi Schoeman, 'South African Female Peacekeepers on Mission in Africa: Progress, Challenges and Policy Options for Increased Participation' (Nordiska Afrikainstitute Policy Notes, January 2010), www.files.ethz.ch/isn/113152/2010_1.pdf, 4, accessed on 12 August 2020, cited in Ghittoni, Lehouck, and Watson, 22.

44 Ghittoni, Lehouck, and Watson, 23.

ISSUE AREA 4 Household constraints

Household constraints measures the degree to which pressures in the home and the community limit women's ability to deploy on peace operations. Women may face certain stigma or rumours within their family if they deploy, as well as within the community.

The household-constraints issue area looks at ways to enhance women's meaningful participation by identifying the needs of uniformed women and ensuring that resources are being allocated equitably based on those needs. To do so, the focus of this issue area is on ensuring that women and men who play caregiving roles for their households have equitable policies to be able to deploy. It also examines ways to ensure that women who are deployed are not subjected to backlash in their household and community for their decision to deploy on operations.

Women may not be able to deploy if they have responsibilities in their home or community. Some women may not seek or accept deployment opportunities if they have young children, elderly parents, or other family obligations.[45] Family considerations are not limited to childcare, but also include elderly care or care for sick family members. Women disproportionately care for children, as well as elderly and sick family members, including in-laws, but this type of work is rarely recognized. Many women report that there are no satisfactory national child-support mechanisms if they want to deploy and that the length of deployment is too long, despite UN policy limiting deployments to six months for women with young children. The need to implement family-friendly policies and financial support to address these needs is rarely discussed in the context of peace operations deployment.[46]

Household constraints are country-specific because, in many parts of the world, it is normal for the extended family to take care of children, especially if they live together.[47] In other parts of the world the burden of childcare tends to fall exclusively on mothers and fathers.

In some institutions, decisions on whether women with children or of child-bearing age can deploy are taken for them without them being consulted.[48] Sometimes senior leaders may take these decisions. Establishing whether the barrier is due to women's actual preferences, inadvertent policy decisions or stereotypical assumptions and bias on the part of leaders (issue area 9) is important for getting to the heart of this barrier and how to overcome it.

Finally, deployment may not be socially acceptable for women in some societies. Women may face social stigma for having deployed, including that they are a bad wife, mother, or morally loose. Women may also need permission from husbands or fathers in order to deploy.

45 Ibid., 34.

46 Mei-Lan Chen, 'The Growing Costs and Burden of Family Caregiving of Older Adults: A Review of Paid Sick Leave and Family Leave Policies', *The Gerontologist*, 56: 3 (21 October 2014), pp. 391–96, doi.org/10.1093/geront/gnu093; Charlotte Muller; and Oleg Volkov, 'Older Women: Work and Caregiving in Conflict? A Study of Four Countries', *Social Work in Health Care*, 48: 7 (19 October 2009), pp. 665–95, doi.org/10.1080/00981380902921732.

47 Ghittoni, Lehouck, and Watson, 34.

48 Ibid., 34.

ISSUE AREA 5 Peace operations infrastructure

Peace operations infrastructure measures the degree to which the country is able to provide the specific equipment, infrastructure, and services necessary to meet women's needs on missions. While the UN sometimes provides equipment, the majority of the burden for the infrastructure that accompanies force generation must be provided by the TPCC. Countries that lack appropriate equipment, for example, may opt not to send women because they cannot provide them with the equipment that they need. It also measures whether there is adequate training and preparation available to those who deploy.

The issue area of peace operations infrastructure looks at ways to enhance women's meaningful participation by ensuring that women and men both have adequate resources available to them for deployment and by ensuring that women's needs are met before they deploy, during deployment, and when they return. Specifically, it also aims to guarantee that the particular needs of men and women are taken into consideration in the force-generation process to ensure that women have uniforms, equipment, infrastructure, and services that meet their needs.

While the UN provides some equipment and infrastructure for peace operations to individual TPCCs, governments are largely responsible for their own equipment, uniforms, and infrastructure. Government officials often cite the lack of adequate equipment and infrastructure within UN peace operations as a barrier for women's deployment. Some peace operations do not have the ability to provide separate bathrooms or dormitories. Similarly, uniforms and other equipment such as firearms or bullet-proof vests might not be adapted to fit women properly. The country may also not be able to provide adequate services to women when they are on mission, such as sexual and reproductive health services.

Although adequate accommodation, equipment, uniforms, and services are essential for women's well-being while serving abroad, the direct effect on the number of women willing to deploy is unclear.

Additionally, the TPCC may not have the infrastructure to train police officers and soldiers for peace operations. Most countries do not have a peace operations training centre, for example. Countries may send their troops or police officers to other countries where training is available, but women may be less likely to seek or obtain peace operations training abroad.

ISSUE AREA 6 Peace operations experiences

Peace operations experiences measures the degree to which individuals' experiences in the mission affect their desire to deploy again and whether their experience influences others in making decisions to deploy. Women who have negative experiences in the mission may be unlikely to redeploy and may discourage other women from deploying. If their experience is positive, the reverse may be true. Negative experiences can take many forms, but much of it is rooted in women being unable to participate meaningfully. This might be because of discrimination that either forces women into performing tasks that they are untrained for or unwilling to perform or places women at risk of physical and psychological violence from their own colleagues.

The issue area of peace operations experiences looks at ways to enhance women's meaningful participation by ensuring that women are able to have an impact on how peace operations are conducted. To do so, the focus of this issue area is on ensuring that their participation in the mission is valued and that they are able to work in an adequate work environment, free from backlash and from a hostile work environment.

Women may be expected to take on additional work, such as caregiver roles within their own contingents as well as for locals.[49] Male-dominated units do not face these same institutional expectations. For example, the all-female FPU from India in Liberia was hailed as a success because of their high degree of community involvement. The UN highlighted the cookery classes and dance classes they offered the local community. However, their work with the community was conducted in addition to their normal duty. Thus, they were lauded for their gendered labour, not the performance of their actual mandate.

When it comes to the jobs they are trained to do, there are cases where female personnel find that their mobility is restricted and they are not permitted to interact with the civilian population due to the 'gendered protection norm' (see issue area 9), that is, their commander's perception that it would be too dangerous for them.[50] Consequently, women find themselves restricted to administrative positions on the base, with very little visibility and few prospects for learning new skills and gaining leadership experience.[51] They also have less access to influential positions in the operation.[52]

Women may also face unfair expectations while on the mission. An often-cited reason for deploying women is to reduce sexual exploitation and abuse (SEA) by peace operations personnel.[53] Responsibility for these disciplinary issues, however, lies clearly within the chain of command. Women in non-leadership roles have neither the mandate nor the authority to address this issue.[54] Reporting SEA is not in their interests as it is often committed by their superiors, who control their career advancement.[55] These increased roles and heightened expectations often set women up to fail, which can result in their male superiors humiliating them because of their inabilities.[56]

49 Marsha Henry, 'Peacexploitation? Interrogating Labor Hierarchies and Global Sisterhood Among Indian and Uruguayan Female Peacekeepers', *Globalizations*, 9: 1 (2012), pp. 15–33, cited in Karim and Beardsley, *Equal Opportunity Peacekeeping*, 19; L. Pruitt, 'All-female Police Contingents: Feminism and the Discourse of Armed Protection', *International Peacekeeping*, 20: 1 (2013), pp. 67–79, cited in Karim and Beardsley, *Equal Opportunity Peacekeeping*, 19; L. Pruitt, The Women in Blue Helmets, cited in Karim and Beardsley, *Equal Opportunity Peacekeeping*, 19.

50 Karim and Beardsley, 127.

51 Ibid., 130.

52 Ibid., 125.

53 Kerry Crawford; and Julia Macdonald, 'Establishing a Marketplace of Women in Peacekeeping: An Analysis of Gender Mainstreaming and its Viability in United Nations Peacekeeping Operations', *Air and Space Power Journal—Africa & Francophonie* (2013), pp. 86–87, cited in Ghittoni, Lehouck, and Watson, 16.

54 Karim and Beardsley, 53; Kathleen Jennings, 'Protecting Whom? Approaches to Sexual Exploitation and Abuse in UN Peacekeeping Operations' (Oslo: Fafo Report, 2008).

55 Karim and Beardsley, 53.

56 Ibid., 130.

Female personnel systematically face SGBV from their colleagues when they deploy.[57] While this is also pervasive in national security institutions, incidences are likely higher in peace operations due to the physical separation from their home country, which leads to lower levels of internal oversight and ambiguity about repercussions. This has resulted in a relaxing of rules, rivalry between different units and cohorts, and the development of old boys' clubs (see also issue area 10).

Other problems might arise for deployed personnel, such as food/hygiene, homesickness, unsafety, working with personnel from many different countries, and problems with the local population. Women may be more likely to feel pressures from home, which makes their mission experience difficult. Depending on the gender norms among other contributing countries in the missions and the host country, women may experience discrimination or abuse when working with other peacekeepers and/or the local population.

Finally, there may be minimal assistance with transition after deployment. Many personnel face problems when they go back to their country, including marital problems, financial problems, stigma, and so on. There is rarely any support for them as they transition back into their roles in their own country.

ISSUE AREA 7 Career value

Career value measures the degree to which peace operations are valued within the country, as this affects the career trajectory of deployed personnel. If peace operations deployments are valued, then they may be helpful for promotion. However, if they are not valued, they may not help with or may even delay promotions.

The issue area of career value experiences looks at ways to enhance women's meaningful participation by ensuring that peace operations deployments help the careers of women and men in the same way. To do so, the focus of this issue area is on ensuring that the impact of peace operations deployments on the careers and lives of uniformed women are the same as they are for men.

Personnel in the police and the armed forces are unlikely to deploy if they think that it will not benefit or advance their career. For example, in certain countries, for example the US, deployment is considered an 'easy assignment'. Women, who already face significant barriers to achieving rank, may be even more reluctant to deviate from a career path if it is not rewarding. They may choose to not deploy in the first place if they know that deployment to peace operations is not helpful for their career. Or, they may learn only after their initial deployment that participation in a peace operation does not help their career and, as a result, will be unwilling to redeploy.

Moreover, if women do not have the same opportunities as men do to learn new skills while on deployment, they may not qualify for promotion upon return (see issue area 6). This situation is made worse by the fact that women have less access to insider networks that facilitate mentoring, sponsorship, and information sharing (see issue area 3). This can have a negative impact on prospects for promotion upon return as well as redeployment opportunities, particularly leadership positions.

Whether or not it is beneficial for one's career to deploy largely depends on the value of peace operations in the country. If peace operations deployments are a priority area for the institution or for national security, then deployment is more likely to be important for one's career development.

57 Ibid., 36.

ISSUE AREA 8 Top-down leadership

Top-down leadership measures the degree to which there is a national framework in place for valuing and encouraging women's meaningful participation as well as whether there is political will at the national level and also at the mid-career level to implement change.

The issue area of top-down leadership looks at ways to enhance women's meaningful participation by ensuring that women participate equitably in the decision-making, planning, implementation, and evaluation of all peace operations-related activities. To do so, the focus of this issue area is on ways to integrate women's meaningful participation into policy priority areas for the country and for personnel.

Senior leadership in both the government and in the security institution are central actors for achieving the institutional changes necessary for ensuring that women are included in peace operations.[58] A clear signal of political will for such changes is the adoption of NAPs on WPS and including provisions on women's participation in peace operations within the NAP.[59] Other national frameworks for gender could also signal the importance of the issue to national leaders. While it is important to establish a national framework to increase women's meaningful participation, a TPCC's leadership must have the political will to implement these changes.

As military, gendarmerie, and police institutions operate through chains of commands, the leaders' priorities are important for the entire institution. The provisions in the NAP or other public policy statements or frameworks can provide guidance to leaders on the kinds of actions they need to prioritize. Security institutions must have policies in place that guide how gender will be considered. Without these formalized policies, issues related to gender will be ignored and not taken seriously. Leaders at the top as well as mid-level commanders must also have the will to implement the framework within their institutions and among the personnel under their command.

Female leaders and/or women who were the first to deploy on missions could serve as role models for other women. Pioneering women who are the first to deploy sometimes help promote other women. At the same time, anecdotal stories are told about some women limiting their influence in advancing the careers of other women, presumably because they themselves struggled to make it to the top and hence believe that other women must also struggle to advance.

To incentivize leaders to support increased participation of uniformed women in peace operations, the UN posits that '...mandated priorities related to women and peace and security should be included in senior leadership terms of reference and their performance should be assessed against these criteria'.[60] Moreover, training leaders on the importance of women's participation can ensure that they set goals for the institution, implement those goals, and uphold accountability.[61] In addition to training, tools such as guidelines, action plans, and gender advisers, particularly at the initial stages, where capacity is low, can help foster institutional change.[62]

58 Louise Olsson; and Anna Bjorsson, 'Gender Training for Leaders: The Swedish Gender Coach Program' (Washington, DC: Georgetown Institute for Women, Peace and Security, April 2017).

59 Robert Egnell, 'Gender Perspectives and Military Effectiveness: Implementing UNSCR 1325 and the National Action Plan on Women, Peace, and Security', *PRISM*, 6: 1 (2016), p. 75.

60 United Nations, 'Report of the Secretary General on Women, Peace and Security', 52.

61 L. Olsson; and A. Bjorsson, 'Gender Training for Leaders', 7.

62 Ibid., 8.

ISSUE AREA 9 Gender roles
(Cross-cutting)

Gender roles measures the underlying beliefs about men and women's roles in the institution. We measure two types of beliefs: gender stereotypes or beliefs about the roles that men and women should play in the institution and society as a whole; and the gender protection norm,[63] or the idea that women need to be protected even though they are members of the security institution.

The issue area of gender roles looks at ways to enhance women's meaningful participation by ensuring that women participate equitably in the decision-making, planning, implementation and evaluation of all peace operations-related activities. To do so, the focus of this issue area is on removing preconceived attitudes about women's roles and abilities relative to their job as well as peace operations deployments.

Gender roles is a cross-cutting issue area that intersects and influences the eight other issue areas mentioned above. The (sometimes unintentional) discriminatory attitudes of government decision-makers, military, and police personnel about the appropriate roles for men and women in society and within the institution may be one of the root causes for all the other barriers. Perceptions of women as peaceful and men as aggressive and violent, as well as women as caring and emotional and men as more stoic and unemotional, are likely to influence what roles both decision-makers and other personnel foresee for women and men in peace operations. This may be the origin of discriminatory practices, infrastructure, and institutional norms that prevent women's meaningful participation. Women cannot participate in peace operations in a meaningful way unless they are free to engage in all the different roles possible in a peace operation. Similarly, men cannot fully participate in a mission unless they partake in the variety of roles available, including roles that are traditionally considered to be more feminine in nature.

Societal gendered norms may cause women in many cultural contexts to underestimate their own abilities and only apply for jobs where they meet 100 per cent of the criteria, meaning that disproportionately fewer women apply to peace operations deployments. Gender norms can become reinforced by rules and regulations, such as those that prevent women from serving in combat roles, prevent women with young children from working, or prevent men from taking equal amounts of parental leave – which in turn can prevent a mother from being able to work or deploy.

There is evidence of a gender protection norm for female peace operations personnel, which prevents their meaningful participation across all different types of missions. Women are not likely to be deployed to dangerous missions or locations. Female personnel are consistently deployed to the safest missions, partly because societies that strongly support women's rights can be less resilient to female military casualties.[64] Moreover, decision-makers may want to prevent female personnel from being exposed to or at risk of SGBV. Recognition of the need to prevent and respond to SGBV is a positive development when promoting gender equality. However, if it results in paternalistic attitudes whereby women are not deployed to dangerous areas 'for their own protection', it can undermine women's deployment prospects, their meaningful participation, as well as the peace operation's ability to respond to SGBV.

63 Karim and Beardsley.

64 Ibid., 74, cited in Ghittoni, Lehouck, and Watson, 24.

ISSUE AREA 10 Social exclusion
(Cross-cutting)

Social exclusion measures 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. It measures the practices used to sustain this in-group.

The issue area of social exclusion looks at ways to enhance women's meaningful participation by ensuring women have a measurable impact on how peace operations are conducted and that the impacts of deployment on the lives of uniformed women are as positive as they are for men. To do so, the focus of this issue area is on shifting individual attitudes and institutional culture to the point that they are treated as equal members of the team.

Social exclusion is cross-cutting in that if individuals in a tight-knit group (or 'in-group') hold negative or stereotypical beliefs about those outside the group (the 'out-group'), then they are privileging those in their in-group, and creating a hostile work environment for those in the out-group. Furthermore, if a powerful, male-dominated in-group systematically harasses, under-values, or belittles women, then harassment may be more tolerated within the institution.

Military, gendarmerie, and police institutions may develop particular in-group/out-group mentalities that are harmful for women, especially as women are more likely to be in the out-group. In-group/out-group mentality includes several characteristics:

- Members believe that membership is a privilege and must be earned through some arbitrary criteria, such as an initiation ritual.
- Members look down on anyone that is not a member.
- Membership is often based on shared traits like masculinity, heterosexuality, and a particular ethnic or racial group that is esteemed in the society.
- Membership activities often happen in secret, as secrecy creates exclusivity.
- Group membership depends on abiding by a mutually understood 'honour code'. Violence is used against anyone perceived to have broken the code. Honour in its most sinister form means that individuals earn status and privilege in a group by projecting dominance, strength, and violence.[65]

In-group and out-group divisions are sometimes encouraged in the name of unit cohesion.[66] They are used as a way to socialize men (and women) into the military (and police) because it creates an environment of shared struggle and suffering, which in turn can lead to increased camaraderie and loyalty among peers.[67] While activities to encourage unit cohesion are important, using violence or harassment as a means to create cohesion favours an unhealthy environment for many in the institution, including for women.

Within military, gendarmerie, and police institutions, the reinforcement of group membership and solidarity often relies on disparagement or hazing of those seen as not fitting the generic norm standard for a group, because of their gender, race, religion, sexual orientation, pregnancy, maternity, age, or disability. Sometimes, institutional rituals involve denigrating behaviour – often of a sexual nature – which especially targets the out-group, reinforcing the distinction between those who are 'entitled to be there' and those who are perceived as not entitled. For example, reported hazing rituals include men dressing up like women and men having to sleep with a certain number of women. Members of military units have created online groups in which they rank women's attractiveness, and award members with prestige for having sex with women.[68] Hazing rituals are used to weed out non-conforming candidates and to reinforce the in-group.[69]

65 Richard E. Nisbett; and Dov Cohen, *Culture of Honor: The Psychology of Violence in the South: New Directions in Social Psychology* (Oxford: Westview Press, 1996), p. 751.

66 Karim and Beardsley.

67 Jana L. Pershing, Men and Women's Experiences with Hazing in a Male-dominated Elite Military Institution, *Men and Masculinities*, 8: 4 (2006), p. 473.

68 James Clark, 'Marine Corps Finds It Tough To Shut Down Sexist Facebook Groups', NPR (2014), www.npr.org/sections/alltechconsidered/2014/11/19/365220051/marine-corps-finds-it-tough-to-shut-down-sexist-facebook-groups, accessed on 12 August 2020.

69 J.L. Pershing, Men and Women's Experiences with Hazing in a Male-dominated Elite Military Institution, p. 482.

Box 2.4: Definition of hazing

> 'Hazing is often described as involving abuse of potential and new members of a group (it may also include some maltreatment of current members) by a more-senior cohort with the goal of bringing the new members into the group.' And '…hazing includes two key components that should continue to be part of any revised hazing definition: (1) that hazing can be psychological and not just involve physical contact and (2) that the consent of the victim does not eliminate the culpability of hazers.'
>
> Kirsten M. Keller, Miriam Matthews, Kimberly Curry Hall, William Marcellino, Jacqueline A. Mauro, Nelson Lim, 'Hazing in the US Armed Forces: Recommendations for Hazing Prevention Policy and Practice' (Santa Monica, California: RAND Corporation, 2015), pp. 86–87 and p. 85.

Due to cultures of social exclusion in some security institutions, some members might view women as out-group members. They may hold these views inadvertently, yet just like withholding gender stereotypes at the subconscious level, holding exclusionary views about women can lead to decision-making that actually excludes women, including when it comes to deployment to peace operations.

While issue areas 9 and 10 are related, issue area 9 primarily concerns how individuals are perceived based on their biological sex, whereas issue area 10 concerns the group dynamics found within institutions. Both issue areas 9 and 10 require changes in attitudes and behaviour, which could take decades. When they constitute barriers, they are by far the most difficult to overcome. Yet, they are important because the overall culture of an institution affects many of the institutional decisions that occur within the institution and because they impact whether policies to overcome barriers are effectively implemented.

03

The MOWIP Methodology

The MOWIP Methodology

The MOWIP methodology assesses the degree to which each issue area affects a TPCC's ability to increase women's meaningful participation. While there may be global trends when it comes to which issue areas impact the deployment of female personnel on aggregate globally, each institution may be affected by individual issue areas in different ways and to different degrees.

The MOWIP methodology allows each TPCC security institution to use a comprehensive, but flexible, set of indicators to measure barriers and opportunities under each issue area within their own context. It allows for comparisons across issue areas to determine which issue areas are the most significant barriers to women's meaningful participation in a specific institution. It also helps identify challenges that are unique to women and challenges that are shared by men and women. As such, it can be used to identify where the greatest amount of change should be made based on which issue areas have been identified as barriers.

The MOWIP methodology is also used to highlight those issue areas where policies and actions have helped increase women's meaningful participation, thereby allowing countries to showcase their existing best practices. These best practices can be shared with other institutions and potentially scaled up. Hence, it will help identify country-specific strategies that outline where to place resources for efficient and effective improvement to women's meaningful participation in peace operations.

The MOWIP methodology involves **three different tools**, which should be implemented by an assessment team, using a flexible approach that allows for simultaneous but integrated implementation of the tools. The FIRST TOOL is the **fact-finding form (FFF)**, which is used to gather basic institutional, country-specific facts about each issue area. The SECOND TOOL is a **set of key decision-maker interviews** with staff in the government and security institution who make decisions about peace operation deployments. The THIRD TOOL is a **survey of men and women of the country's armed forces, or police force, and/or gendarmerie**, which is used to collect data on individual perceptions and experiences pertaining to the issue areas.

These three tools triangulate different types of data and allow for a comprehensive assessment of each issue area. They are complementary – completing one tool can provide insights or opportunities to progress with the completion of another one (see Section 3.6). It is important to use these three tools, which rely on different sources of information, to capture how issue areas may be institutionalized, designed, experienced, and perceived. No one tool can substitute for the other, and other methods cannot substitute for any of the three tools.

The three tools are used to assess a set of indicators that measure the general policies, practices, and programmes in place for each issue area (the FFF), the country context and prioritization of women's meaningful participation (the key decision-maker interviews), the experiences of female and male personnel with each of the indicators (survey), and the gap between the policies, practices, and programmes and the personal experiences (differences between the FFF and the survey). The assessment team will also be able to measure the degree to which each of the indicators disproportionately affects women compared with men. These comparisons allow the assessment team to determine the extent to which the issue area is a barrier to both men and women versus to women only.

Box 3.1: Assessing the gendarmerie

For a MOWIP assessment of a gendarmerie institution, the assessment team should decide on a case-by-case basis whether to use the armed forces or the police data collection tools. This decision should be made based on contextual factors including the following: does the gendarmerie constitute a military unit? Does the gendarmerie fall under the authority of the ministry of defense or of the ministry of interior/security? Are gendarmerie personnel deployed as police or as military personnel?

3.1 DATA COLLECTION TOOLS

This section looks at the three data collection tools. Although each of the tools may be overseen and implemented by different teams, it is important that they are implemented in an integrated and coordinated way to ensure efficient and consistent data collection. Section 3.3 highlights different options for how to put together an assessment team and Section 3.6 highlights the intersections between the different tools as well as suggested sequencing.

3.1.1 Completing the fact-finding form (FFF)

The FFF is found online in the MOWIP Toolbox, with samples in Annexes A and B.

Box 3.2: Coordination with key decision-maker interviewers

At all times, members of the assessment team responsible for completing the FFF must coordinate with team members conducting the key decision-maker interviews (see Section 3.1.2). Both processes take place at the same time, and key decision-makers might have information that is not found during the desk review, which could help when completing the FFF, especially the information on institutional policies and on decision-making regarding peace operations. Thus, coordination between those who are filling out the FFF and those carrying out the key decision-maker interviews is very important.

Training on how to complete the FFF should be arranged with the members of the assessment team who will be carrying out the research for the form. The training should be led by the lead researcher in-country, and should include a tutorial on internet searches, gaining access to national archives, how to search for legislation in the relevant country, and how to conduct informal interviews.

Box 3.3: FFF researcher qualifications

College degree	Experience with desk review and literature review
Understanding of basic research ethics	Be familiar with how to search the internet and archives, and be able to locate relevant documents in the relevant country
Understanding of basic qualitative research design	Detail-oriented
Speak the local language(s)	The team should be composed of equal numbers of male and female researchers
Variation in age to be able to coordinate and liaise with the security institution. Because the military and police are hierarchical organizations, sometimes age matters more than gender. For example, it may be preferable for older researchers to interview higher-rank officials to ensure that the higher-rank officials take the research seriously	Good knowledge of the security institution or country expertise in gender and peace operations

Some questions on the FFF might be classified. Three areas in particular might be particularly sensitive for security institutions:

FORCE NUMBERS

Some countries may be reluctant to share the numbers of their security forces. If this is the case, the assessment teams can ask for percentages of men and women so that the numbers are not disclosed. Additionally, the assessment team should conduct a thorough desk review to see if there are any publicly available numbers/percentages. If the team cannot find current percentages, they should see if there is any accessible data from previous years.

CLASSIFIED POLICIES

Some countries may have enacted classified policies or programmes, particularly in relation to training. If this is the case, then the assessment team could ask for general descriptions of the policies and programmes rather than the specific texts. They may also be able to find out information through informal interviews.

EXAMPLES OF HARASSMENT OR DISCRIMINATION

Countries may not be willing to share information on cases that are pending related to harassment or discrimination. If this is the case, the researchers should do a comprehensive search of the media around the cases and include that information in the FFF. They may also be able to find out information through informal interviews.

Throughout the process, it is important to remind the security institution that the full data will never be made public and that they will have the opportunity to decide which parts of the report are allowed in the public arena. Furthermore, it may be helpful to remind the security institution that without full data collection, it is not possible to conduct a comprehensive, valid assessment of all ten issue areas. The FFF data is used to examine the policies and facts of the institution, which are then compared with the perceptions, experiences, and practices of the institution (from the survey and interviews). Thus, it is critical to have a thorough, well-referenced, and validated FFF.

Another problem that may be encountered is if the country simply does not keep a record of data or does not disaggregate the data in the ways specified by the MOWIP. If this is the case, the assessment team should include the collection and dissemination of disaggregated data by sex as a recommendation for issue area 1: eligible pool. Moreover, this lack of data signals that there is minimal leadership on gender-related matters (issue area 8: top-down leadership). Researchers should use any estimates that appear in publicly available data sources, such as DCAF or Stockholm International Peace Research Institute (SIPRI) reports.

Finally, the FFF is an iterative process in that as the researchers write the report, it is likely that follow-up questions and further clarification will be necessary. Thus, the FFF process does not end when the form has been completed. The team that is responsible for the FFF, including the security institution personnel who participate, should be available to answer and research questions throughout the entire MOWIP process until the end of the report-writing phase.

3.1.2 Conducting the key decision-maker interviews

The key decision-makers identified by the assessment team during the development of the assessment plan (see Sections 3.4 to 3.6) will be asked a set of standardized questions (found online in the MOWIP Toolbox), which are the same for all countries undergoing a MOWIP assessment.

The assessment team should make a list of all key decision-makers both within the security institution and within the civilian government. This might take some time because the assessment team must find the people responsible for the actual decisions, not the symbolic heads of departments. Oftentimes, the minister or even deputy minister does not make the actual decisions about peace operations. Thus, the assessment team should ensure they carry out the necessary research as to who the key decision-makers are.

Key decision-makers would be persons with the following functions (or their respective counterparts in the relevant country):

- **High-ranking military officer(s)** responsible for decision-making about peace operation deployments (i.e. Chief of Staff, Gender Adviser, Head of Department), as well as programme officers who engage in the day-to-day processes
- **High-ranking police or gendarmerie officer(s)** responsible for decision-making about peace operation deployments (i.e. Chief of Staff, Gender Adviser, Head of Department), as well as programme officers who engage in the day-to-day processes
- **High-level civilian leader(s)** responsible for decisions about force generation (senior staff at the ministries of Defence, Interior/Home Affairs and Foreign Affairs), as well as programme officers who engage in the day-to-day processes
- **High-level civilian leader(s)** responsible for decisions about peace operation personnel, deployment, and procurement (senior staff at the ministries of Defence, Interior/Home Affairs and Foreign Affairs), as well as programme officers who engage in the day-to-day processes
- **High-level civilian leader(s)** responsible for integrating peace operations into national security strategy (senior staff at the ministries of Defence, Interior/Home Affairs and Foreign Affairs), as well as programme officers who engage in the day-to-day processes.

The assessment team should work with the security institution's designated person or working group to gain access to this set of people. The interviews should be conducted using a snowball technique (Box 3.4). For questions that a person cannot answer, the researchers should ask for a list of names of people who might be able to answer those questions. The minimum standard is to conduct at least 30 interviews with transcripts, including between five and ten interviews with government officials. When necessary, the assessment team should contextualize and localize questions.

Box 3.4: Snowballing

Snowballing means that interviewees refer the assessment team to other individuals who will be able to provide additional information needed for the assessment. This is likely to happen during key decision-maker interviews and during informal interviews that are conducted to fill out the FFF. It can be extremely useful to identify the people who will be able to provide the missing information on the FFF and to identify key decision-makers for interview, who the assessment team did not have in mind at the beginning of the process. In some countries, snowballing has been key to identifying relevant human resources staff who were able to assist the assessment team with necessary numerical data.

Each interview should last between 30 and 90 minutes depending on the availability of the interviewee. In a 30-minute interview, the assessment team can ask only about five of the questions and should prepare accordingly. In an interview lasting between 60 and 90 minutes, it is likely that all the questions will be answered. The data from the interview should be recorded using Template 6 (data reporting for key decision-maker interviews) in the online MOWIP Toolbox.

The researchers should start with 'warm-up questions', which will make it easier to gain the trust of the security or government officials. They can ask their name, rank, number of years in the institution, and/or about their deployments or experience with peace operations. The most important questions or the ones that must obtain responses should be asked first, immediately after the warm-up questions. However, throughout the interview, the researchers should include easy, closed-ended questions so that the interviewee does not become weary of answering questions. These might include questions like: Does the country deploy police and military personnel, or only personnel from one security institution? (See standardized interview questions in the online MOWIP Toolbox.)

The key decision-maker interviews should continue until three interviewees provide the same answer, with at least one of those three interviewees being a woman. After three interviewees (including one woman) have answered the question in the same way, that question no longer needs to be asked to future interviewees. (Box 3.5)

Box 3.5: Interview scenarios

Example Scenario 1

INTERVIEW QUESTION: How are deployment opportunities communicated to police personnel?

Interviewee A (man): 'We receive notification from UN HQ and then we send out a bulletin to all the depots around the country.'

Interviewee B (man): 'We get the specific information from the UN, and then the UN Desk sends out a communication all around the country.'

Interviewee C (woman): 'The information arrives from the UN, and then we send it to all personnel throughout the country.'

The above question can now be removed from the list of interview questions, and more time can be spent on other questions, if needed.

Example Scenario 2

INTERVIEW QUESTION: How are deployment opportunities communicated to police personnel?

Interviewee A (man): 'We receive notification from UN HQ and then we send out a bulletin to all the depots around the country.'

Interviewee B (man):'We get the specific information from the UN, and then the UN Desk sends out a communication all around the country.'

Interviewee C (man):'The information from the UN arrives, and then we send it to all personnel throughout the country.'

Continue to include the above question in interviews until a woman gives the same response. If she does not, continue interviewing until one woman and two others (men or women) give a similar response.

Example Scenario 3

INTERVIEW QUESTION: How are deployment opportunities communicated to police personnel?

Interviewee A (man): 'We receive notification from UN HQ and then we send out a bulletin to all the depots around the country.'

Interviewee B (man): 'We get the specific information from the UN and then the UN Desk sends out a communication all around the country.'

Interviewee C (woman): 'Information about deployments is shared only with the heads of the units in the depots, and many people do not get the information from the section heads.'

Continue including the question in interviews until either one woman corroborates Interviewees A and B, or until two others corroborate Interviewee C.

The standardized questions serve as the foundational questions. If an answer is incomplete or confusing, the interviewer should ask clarifying questions immediately in order to obtain the best response to that specific question. If the interviewer thinks of follow-up questions that are related to the standardized question, then they should ask those questions after all the necessary information is gathered. Interviewers should feel free to ask the questions in whatever order feels right to them but should aim to obtain answers to all of the questions.

The interviews should begin with written consent forms. These forms tell the report writers which information can be used in the report. Some of the interviewees may opt to have their names disclosed, either in the MOWIP report or in other promotional materials produced subsequently. The interviews should be recorded and transcribed. The transcriptions should be processed by the assessment team only, to ensure confidentiality, and they should not be outsourced. The recordings are destroyed once the transcriptions are complete and transcriptions must be saved in a secure location. If a recording is not possible, the researcher asks two note-takers to join the interview to record notes, which are then stored in a secure location, accessible only to the assessment team.

Box 3.6: Coordination between interviewers in the assessment team

At all times, the assessment team must communicate and coordinate between its members, who are working on different data collection tools. Completing the FFF (see Section 3.1.1) and conducting key decision-maker interviews are processes taking place simultaneously. While the main purpose of key decision-maker interviews is not to feed into the FFF, key decision-makers might have relevant information that has not been possible to find elsewhere. Coordination within the team will enable team members to identify missing information in the FFF that may be completed through key-decision maker interviews. To do so, interviewers can add questions for specific key decision-makers to the standardized list.

Members of the assessment team who are going to be carrying out the key decision-maker interviews should be trained beforehand by the lead researcher in the country. This training should include learning about the background profiles of those who are selected to be interviewed and conducting mock interviews with other assessment team members.

Box 3.7: Formal interviewer qualifications

College degree	Experience with conducting interviews
Understanding of basic research ethics	Experience with transcription
Understanding of basic qualitative research design	Good at active listening and asking follow-up questions
Speak the local language(s)	The team should be composed of equal numbers of male and female researchers
Have experience of gender and peace operations and country expertise on gender and peace operations	Be able to coordinate and liaise with security forces. Because the military, gendarmerie and police are hierarchical organizations, sometimes age matters more than gender. For example, it may be preferable for older researchers to interview higher-rank officials to ensure that the higher-rank officials take the research seriously

3.1.3 Implementing the survey

3.1.3.i Options for implementing the survey

The survey (found online in the MOWIP Toolbox[70]) is the main tool for gathering information about perceptions of the issue areas and information about the actual experiences of military personnel and police officers. Countries have two options for conducting a survey:

Representative Survey: A representative survey allows for generalizations to be made of the entire security institution. However, the drawback is that it is costlier and time consuming to implement because the number of people needed for this type of survey is much larger than for quota sampling. Moreover, if there are few women in the security forces, it is difficult to make inferences about women.

Quota Sampling: A quota sample allows for generalizations to be made about specified groups of personnel within the security institution and can be less costly and time consuming. However, it is not possible to make generalizations about the entire security institution when using such a sampling method. If the assessment team uses this sampling method, they must be careful not to generalize their findings about the entire security institution. This method does not create a representative sample of the security institution.

We provide guidance on how to implement both types of surveys. Our recommendation is for countries/institutions with higher numbers of women (at least a third being women) and/or more resources to conduct a survey with a sample size larger than 380, to conduct a representative sample. For countries/institutions with lower numbers of women and/or less resources to conduct a survey, the security institution should use quota sampling.

Survey Team

The survey should be implemented by the assessment team itself. However, if the team does not have the experience necessary to conduct surveys, it should subcontract the implementation to a specialized firm, an institution, or university department that has the necessary experience. Enumerators, who will be implementing the survey, should have the qualifications set out in Box 3.8. The size of the team will vary depending on the number of surveys to be carried out and the budget. We recommend a team of approximately eight enumerators for a survey of 380 respondents. Depending on the length of time the enumerators work each day and the ease of access that they have, they should be able to conduct between three and four surveys per day.

Once the enumerators have been selected and trained, the next steps (localization, pilot, implementation) should take place in a relatively short timeframe in order to ensure that the training is fresh in their minds and to avoid turnover within the survey team.

Box 3.8: Enumerator qualifications

College degree	Previous experience of survey enumeration
Understanding of basic research ethics	Be able to use the survey platform on a digital device
Understanding of basic qualitative and quantitative research design	Be able to translate survey questions from English to the local language(s) (unless the full survey can be translated into the local language before the survey is implemented)
Speak the local language(s)	The team should comprise equal numbers of male and female enumerators
Variation in age. Because the military and police are hierarchical organizations, sometimes age matters more than gender. For example, it may be preferable for older researchers to interview higher-rank officials to ensure that the higher-rank officials take the research seriously	Good knowledge of the security institution

70 Note that if you are receiving support from Cornell Lab, you should email Sabrina Karim at smk349@cornell.edu to receive the version 2.0 of the survey. Otherwise, use the version 1.0 available in the MOWIP Toolbox at www.dcaf.ch/mowip

The survey should be implemented using an online survey platform such as iSurvey[71] or Qualtrics[72] to ensure that there are no errors from paper surveys. The survey will be implemented in face-to-face interviews in a private setting, although we provide alternative implementation strategies in Section 3.1.3.iv.

Implementing a Representative Survey

A representative sample is a subset of a population[73] that seeks to accurately reflect the characteristics of the larger group. In order for a survey to be representative, each person in the entirety of the security institution must have an equal chance of being chosen for the survey. Moreover, the sample size must be large enough to minimize bias. The optimal sample size depends on how different the sample is from the population. For example, if 50% of all members of the security institution deployed on a mission, then we would want the sample to reflect as close to 50% as possible. It also depends on the likelihood that the sample captures the true value of the population (the value of a census, if one was possible) if the survey was repeated multiple times. For example, if 50% of all members of the security institution deployed on a mission, then we would want the sample to reflect as close to this proportion each time a sample is drawn. For a survey to be representative, we recommend that the assessment team implement a survey with a sample size of 380 personnel or more for each institution.

In order to generate a representative sample, the researchers must ensure that the sample is random. A random sample is a group or set chosen from the larger population in a random manner that allows for each member of the larger group to have an equal probability of being chosen.

A random sample can be generated in multiple ways.

Random selection from the master roster: The assessment team/security institution can use the security institution's master roster to generate a random sample. Each member of the security institution would be allocated a corresponding number, and the assessment team/security forces would use a random number generator to produce the corresponding numbers of the people who are to be surveyed. This ensures that the sample is randomly chosen and that each selection of a person is independent of another person's selection.

Systematic sampling from the master roster: The assessment team/security institution can use the security institution's master roster to generate a sample. All members of the security institution would be listed in alphabetical order either by first or last name (or some other order such as birthday), and the team would choose a subject at regular intervals, for example every twentieth person on the list.

Stratified sample from the master roster: If the assessment team has access to data on the percentages of certain characteristics such as sex, rank, unit, and geographical unit, then they can use these characteristics to generate a random sample. For example, if 30% of the security forces are female, then they ensure that 30% of their sample is female. Similarly, if 10% of the security forces are stationed in the southern regions, then 10% of the sample should be from that region. This ensures that the key features necessary for the survey accurately reflect the population of the security institution. It is the most complicated way to ensure a random sample, as the method for drawing the sample for each group (for example, women or southern region) must ensure that each individual within that group has an equal probability of being selected.

71 See www.isurvey-group.com, accessed on 12 August 2020. Additional guidance on using iSurvey can be found in Explainer 2 in the online MOWIP Toolbox

72 See www.qualtrics.com/uk, accessed on 12 August 2020.

73 A population encompasses the entire group of the individuals to be studied. For example, if the subjects of the assessment are the police or military institutions, the population would be all the police officers in the police force and all the personnel in the military.

Implementing a Quota Sample

A quota sample is similar to a stratified sample; however, the selected groups are not proportionate to the population of the group within the security institution. If there are certain characteristics of interest, then the quota sample is used to ensure the over-representation of people with these characteristics.

For the purposes of the MOWIP, because we are particularly interested in learning about the experiences of certain types of personnel – women and those who have deployed/not deployed – we want to ensure that we survey enough of these personnel to observe these characteristics. This is especially important in countries where there are relatively few women in the security institution, or where relatively few personnel have deployed, or where almost all personnel have deployed to a peace operation. Therefore, we oversample these groups: women and deployed/non-deployed.[74] The sample includes more of the personnel who are female and deployed/non-deployed than the true proportions of these groups in the entire population of the security institution. For example, if women make up only 5% of the population of the security institution, then we ensure that they make up 50% of the sample. We also want to oversample those who have deployed in countries where deployments are rarer and we want to oversample those who have not deployed in countries where deployment is common. If countries are using the quota sample, then our recommendation is to ensure that 50% of the sample is made up of women and that 50% of the sample has deployed. In the instance where all personnel have deployed, we suggest that 50% of the sample are those who have deployed multiple times. If nearly all personnel have deployed multiple times, then this is not an important characteristic and does not need to be included as a consideration.

Again, we recommend a minimum survey number of 380 personnel for each institution, which would mean that whenever possible the sample includes 95 women who have deployed, 95 women who have not deployed, 95 men who have deployed, and 95 men who have not deployed. If a country is finding it difficult to achieve the sample size for any of the groups, they may include veterans or those who have left the police or military (retired, and so on). The survey accommodates such an option.

In addition to the sex and deployment status of personnel, other factors are important:

- rank
- unit[75]
- geography
- race/ethnicity.

If the assessment team have resources and access to information about the personnel located at different geographical areas, in different units, and/or at each individual rank, they should also include any or all of these three characteristics as part of the method to draw the sample.[76]

Researchers should use random-sampling techniques to select participants from each quota group. For example, if the survey team uses a quota sample based on Geography + Deployment + Sex (see example below), among females, deployed, in each geographical unit, the individual should be randomly selected, and each female, deployed, from the geographical unit should have an equal likelihood of being chosen. There are several ways to implement this more complex quota sample method.

Box 3.9 highlights the information that the assessment team must know in order to implement the survey using geography, deployment, and sex as quotas.

74 In some countries, more personnel have deployed than have not deployed and vice versa.

75 For the military, this could include officer corp/non-officer corp, different branches, and different administrative units. For the police, this might include different administrative units.

76 While not within the scope of the MOWIP, countries can use the survey to collect data on other groups of interest such as race/ethnicity, religion, and so on. However, the more characteristics that are added on, the larger the sample should be to ensure that there are enough people in each of the categories to make any valid inference about them.

Box 3.9: Information that the assessment team must know in order to draw the quota sample based on geography, deployment, and sex

- locations of all major regional headquarters/bases/depots/stations
- the numbers of men and women stationed at each of the regional headquarters/bases/depots/stations
- additional units that are not geographically based
- numbers of men and women in these units
- numbers of men and women previously/currently deployed in a UN peace operation in each of those locations.

Quotas based on: Geography + Deployment + Sex

Step 1

Determine the sex-disaggregated numbers of men and women across all geographical areas. If the total population of women in the security institution is half or less of the sample size, then the researchers should attempt to survey all the women. For example, if using the sample size of 380 and there are 190 women or less in the institution in total, all women should be surveyed regardless of their location. Similarly, if the total number of either deployed or undeployed personnel is less than 190 in the institution in total, all deployed or undeployed should be surveyed regardless of their location.

Box 3.10: Using sex as a proxy for gender

The MOWIP methodology is intended to compare how the experiences of security personnel differ by gender, specifically exploring how women's experiences differ to those of men. The majority of available data, however, is disaggregated by the biological sex assigned to personnel at birth (e.g. male or female). The MOWIP methodology allows for sex to be used as a proxy for gender. In other words, we assume that people recorded as female on their identity documents identify as women. This means that Trans people (who do not identify with the sex they were assigned at birth) or personnel identifying as non-binary, agender or by another minority gender expression may not be accurately captured in the data. A growing number of TPCCs, however, formally recognise more than two genders, and several allow Trans people to serve in the military and police. For best results, therefore, gender-disaggregated data (include data that recognise more than two genders) should be used instead of sex-disaggregated data, where available.

Step 2

Based on the total numbers of personnel in each location, calculate the proportion of personnel in each location. There are then two ways to sample from these geographic units:

- The assessment team can have the samples be proportionate to the proportions of personnel in each location. For example, if there are four regions, north (20% of population), south (10% of population), west (40% of population), and east (30% of population), then 20% of the sample would be drawn from the north, 10% of the sample from the south, 40% of the sample from the west, and 30% of the sample from the east.
- The assessment team can decide to equally weight the regions. For example, if there are four regions, north (20% of population), south (10% of population), west (40% of population), and east (30% of population), then the sample would be composed of equal proportions, 25% from each region. This method oversamples more remote areas.[77]

Step 3

At each location, the enumeration team should ensure that 50% of the sample is women and 50% of the sample have been deployed to peace operations. To the extent possible, those women and deployed personnel who comprise the 50% should be chosen randomly from the pool of women and pool of personnel who have deployed.

77 The team might do this if their desk research indicates that personnel in remote areas face distinct challenges or if the country is a low contributor to peace operations.

Quotas based on: RANK + DEPLOYMENT + SEX

Box 3.11 highlights the information that the assessment team must know in order to implement the survey using rank, deployment, and sex as quotas.

Box 3.11: Information that the assessment team must know in order to draw the quota sample based on rank, deployment, and sex

- the numbers/proportions of personnel in each rank
- the numbers of men and women in each rank
- numbers of men and women previously/currently deployed in a UN peace operation in each rank.

Step 1

Determine what constitutes high and low rank. Collect the sex-disaggregated numbers of men and women across low and high rank. Alternatively, if the country has fine-grained data, the assessment team should determine the proportions for each rank and sample based on each rank. If the total population of women in the security institution is half or less of the sample size, then the researchers should attempt to survey all the women, regardless of rank. For example, if using a sample size of 380 and there are 190 women or less in the institution in total, all women should be surveyed regardless of their location. Similarly, if the total number of either deployed or undeployed is less in the institution in total, all deployed or undeployed should be surveyed regardless of their location.

Step 2

Based on the total numbers of low or high rank, calculate the proportion of personnel in each rank. There are two ways to sample:

- Ensure that the sample is proportionate to the personnel in each rank. For example, if 30% of the personnel is high rank, then 30% of the sample will also be from the high-rank group. Similarly, if 30% of the personnel are majors, then 30% of the sample should be majors (see the second figure in Box 3.12).
- If the sample is split up into two categories, low rank and high rank, then the assessment team ensures that 50% of the sample is low rank and 50% is high rank. (see the first figure in Box 3.12).

Step 3

When the assessment team randomly picks individuals from each rank, they must ensure that 50% of their sample are women. They can choose individuals randomly from low/medium/high-rank categories or from each rank, alternating between men and women.

Step 4

The assessment team must also ensure that 50% of the sample has deployed and that the other 50% has not deployed.

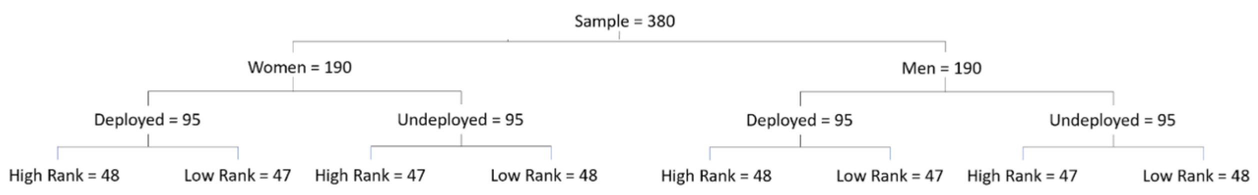
Box 3.12 shows how the groups can be created based on this sampling.

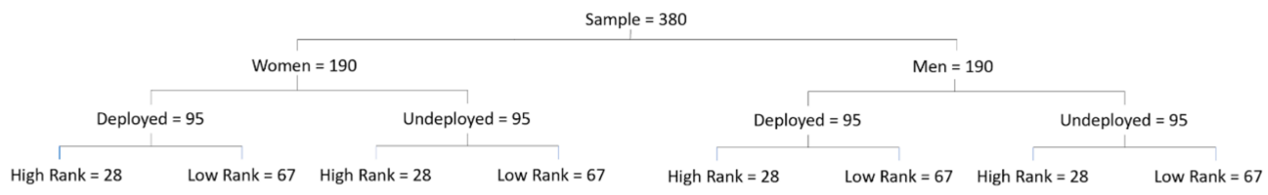
Box 3.12: Quota sample (of individuals currently not deployed) based on Rank + Deployment + Sex

The top figure shows what the quota sample would look like if the assessment team chooses to divide the sample equally between high- and low-rank respondents using the minimum suggested sample size. First, the sample is split evenly between women and men – 190 of those surveyed should be women and 190 should be men. Second, the male and female respondents are equally divided by deployment status – half of the 190 women surveyed should have been deployed (95 deployed women) and half should have never been deployed (95 undeployed women), and the same with men (95 deployed men and 95 undeployed men). Finally, within those quotas of deployed/undeployed men and women, half of those surveyed should be of a high rank and half should be of a lower rank. This leads to a final sample that includes 48 high-ranking deployed women, 47 low-ranking deployed women, 47 high-ranking undeployed women, 48 low-ranking undeployed women, 48 high-ranking deployed men, 47 low-ranking deployed men, 47 high-ranking undeployed men, and 48 low-ranking undeployed men.

The bottom figure shows the quota sample if the assessment team ensures proportionate sampling by rank. Using the same method as described above for the first figure, the minimum sample of 380 is divided equally between men and women and deployed and non-deployed personnel so that the sample will include 95 deployed women, 95 undeployed women, 95 deployed men, and 95 unde-ployed women. Within these quotas of deployed/undeployed men and women, the assessment team divides the groups by rank proportionate to the value in the security institution. If, for example, 30% of personnel in the institution are considered to be high ranking, then 30% of the deployed women should be high ranking and 60% of deployed women surveyed should be low ranking, and the same with men and non-deployed personnel. This leads to a sample that is composed of 28 high-ranking deployed women, 67 low-ranking deployed women, 28 high-ranking undeployed women, 67 low-ranking undeployed women, 28 high-ranking deployed men, 67 low-ranking deployed men, 28 high-ranking undeployed men, and 67 low-ranking undeployed men.

The same method could instead be processed by geographic location where, instead of dividing deployed/undeployed men and women equally or proportionally by rank, the groups are divided by geographic location in a way that is either proportionate to the total number of security institution personnel stationed in each location or is divided equally among the geographic locations.





The steps mentioned here could be replicated if the assessment team opts to divide the sample into groups based on units or on racial/ethnic groups. The assessment team should consider what factors might directly impact the experiences and perspectives of personnel to decide whether this factor should be included in the quota design. For example, if the assessment team believes that members of minority ethnic/racial groups have a distinctly different experience or perspective than members of the ethnic/racial majority, they may want to divide the sample by race/ethnicity in addition to geography/rank, sex, and deployment history.

Importantly, a quota sample is not representative of the population, which means that researchers cannot generalize the findings from the sample to the entire security institution. However, researchers can generalize to the particular group. If the quota sampling is based on women and deployed, then researchers can state that X% of deployed women had X opinion. If the quota sampling is based on low-ranked deployed women, researchers can state that X% of low-ranked deployed women stated X. In addition, researchers can make comparisons across groups. For example, they can state that there are statistically significant differences between male and female opinions or the deployed and non-deployed. Researchers cannot say that these opinions are reflective of the entire security institution.

The assessment team must work closely with the armed forces, police and/or gendarmerie to draw the sample and recruit participants. The assessment team should explain to the security institution the importance of a random sample to help ensure cooperation, as the security forces should not choose the respondents. If they were to do so, then they may consciously or unconsciously choose personnel that are either convenient or that have had positive experiences, meaning also that not every person in the group has an equal chance of being selected, which leads to bias in the survey. If the security forces do not wish to provide their disaggregated numbers, then the assessment team can ask for proportions. In many cases, countries may not be in possession of the necessary data, such as deployment history, to draw the sample. In such cases, the assessment team should use whatever information the security forces have or are willing to share. They must then visit the locations of the personnel and work with each person in charge to create a roster that gives information about the sex of the personnel and deployment history. They then draw a sample from the roster they have created. Thus, recruitment of the individuals to be surveyed can happen in two ways.

- Using the master roster, those who are selected for the survey will be contacted by the assessment team or by the security forces to schedule a meeting. The assessment team obtains consent from the participants when they are first contacted.
- If there is no master roster, then the enumeration team will go to the different selected sites (e.g. police depot) and work with the commanding officers to make a list of all the personnel in that location. They will then randomly select an individual based on the criteria mentioned above. The assessment team must obtain consent from the participants when they are first contacted.

3.1.3.ii Localization, training and piloting

Localization

The survey that is provided in the MOWIP methodology is a generic version, which means that assessment teams must make sure that the survey is localized and contextualized. We recommend two localization processes: before and after the pilot.

During the first localization process, the assessment team or subcontracted survey firm – in close collaboration with security institution representatives – work through the generic survey and amend it to make it accessible for the local context. This might mean that the survey needs to be translated into a local language and can also include the rewording of questions and answers to reflect the local dialect, terminology, and environment. Answer options should also be localized for language, geographic region, and so on. Ideally, the questions will be worded in such a way that the meaning of the question will be clear to the respondent without the enumerator having to rephrase or paraphrase the question when they are conducting the survey. The assessment team should ensure that the question makes sense in the local context and that the main overall meaning of the question remains the same even if the wording is changed slightly, for example if the original English wording does not make sense in the local context.

The localization process should avoid the removal of any survey questions. If certain questions are sensitive, we offer alternative questions or wording in MOWIP Explainer 3.[78] However, the assessment team should come up with alternatives if none of the suggested ones suffice. Finally, they should make sure that the generic consent script is translated into the local context.

We recommend that the localization process be conducted jointly with the security institution. This joint effort can take place during a joint workshop, or separately, where each group reviews the documents and engages in iterative edits. (In some cases, it may be preferable for the assessment team to localize the survey questions first in order to pre-emptively rephrase questions that may be especially objectionable to the security institution.) The joint effort builds trust between the assessment team and the security forces and ensures that all parties accept the survey.

The full generic survey can be found online in the MOWIP Toolbox.[79]

Box 3.13: Localization questions

7. Are there better ways of asking this question in this country?
8. How would this question be worded in your country/area?
9. Should there be a different type of response set?
10. What would be typical local responses?
11. Should participants be able to choose more than one answer?
12. Are the questions worded in the correct way?
13. Are there terms that people will not understand?
14. Are there more colloquial ways to ask the question?
15. Are all the possible response sets included? Are any responses missing? If so, which?
16. Should some answers be removed? Why? What alternative question/(s) can be asked?
17. Should 'I don't know' be included?
18. Should 'I refuse to answer' be included?
19. When is an appropriate time to take a break?
20. Should 'I don't know' be removed from the reply options?
21. Should 'I refuse to answer' be removed from the reply options?
22. Does the order of the questions make sense?
23. Should certain questions be asked earlier on?
24. Should certain questions be asked later on?
25. Are any questions missing? If so, which?
26. Why are these important to include?

78 It may be useful to draw upon survey questions previously used in other countries where the same language is spoken. DCAF, Cornell, and the different assessment teams may be able to advise.

79 www.dcaf.ch/mowip

Training of enumerators

All enumerators involved in the study should participate in a training session and implementation of a pilot survey. The training should be conducted by the lead researchers, whoever they are for the country, should take at least one day and include an introduction to the purpose of the MOWIP methodology, research ethics, the sampling process, the survey, and how to use the survey software. The training serves as an opportunity for the lead researcher to probe for potential biases among the enumerators and potentially adjust the training accordingly (for example, a session on implicit bias could be included). Guidance for training sessions and sample training slides are available online in the MOWIP Toolbox.[80] The enumerators should also role-play scenarios to prepare for any possible resistance from individual respondents or so they feel more able to face other challenges or unexpected situations. The training should cover the appropriate response to each scenario and any other scenarios that might come up in that particular country context.

- You arrive at the agreed meeting place to interview a police officer/military non-commissioned officer (NCO), who has previously agreed to be surveyed. When you arrive, they say they are no longer interested.
- You are interviewing a female police officer/military NCO and halfway through the interview, she discloses that her husband beats her and that she is very afraid.
- You are in the middle of an interview and a senior officer at the base approaches you and asks you who you are. They then ask for your credentials and tell you that you cannot continue the interview.
- You are ready to do the interview, but the friends or supervisor of your interviewee will not leave the room, stating that they also want to be interviewed.
- While you are conducting the survey, the respondent seems to be lying.
- While you are conducting the survey, the respondent becomes upset or agitated in response to a certain question.
- While you are conducting the survey, suddenly your tablet/phone/other device stops working.
- The respondent keeps failing to show/reschedule/leaves early/or refuses to reschedule.
- Respondent tells you outright that they do not believe in ‘these gender things’.
- In the middle of the survey, the respondent receives an emergency phone call and must suddenly leave.
- The respondent demands money or compensation.
- Sexual harassment of the enumerator.

In addition to practising these scenarios, the enumerators should download the survey platform on a digital device (whether phone or tablet), make sure that the survey works correctly, and familiarize themselves with the survey software.

In some countries, similar training for the security institution by the assessment team has helped the assessment team to explain the project and gain trust. Thus, any assessment team should be ready and willing to do a presentation of the MOWIP methodology to the security institution if they think that it will help them gain access and make the implementation process smoother.

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Piloting the survey

Training for the enumeration team is followed by a two-day pilot of the survey with individuals who are not a part of the target population. These two days include the debrief after the pilot and the second localization process. The best options for pilot participants are veterans (who are no longer part of the police, gendarmerie or military); students at a university or college affiliated with the armed forces, police, and/or gendarmerie (but where the students are not members of the armed forces, police, and/or gendarmerie); voluntary/civil society organizations (CSOs); or other university students. The pilot cannot be conducted with any current active member of the police, and/or the gendarmerie, or the armed forces, because if they participate in the pilot, they cannot participate in the survey later, which violates the random sampling. Similarly, if veterans are to be included in the survey sample, they cannot take part in the survey pilot.

The pilot includes testing the survey instrument so that any problems can be fixed before the official launch of the survey.

The purpose of the pilot is to:

- verify the length of the survey
- have the enumerators practise the consent script, to include explaining the survey and the length of it
- practise the scenarios mentioned above
- get a sense of how many surveys can be implemented per day, to calculate the total number of days necessary for the survey
- give practice to enumerators of the entire survey process
- obtain an idea of which questions might lead to social desirability bias or are sensitive
- make sure that the flow of the survey works correctly
- make any final changes to the survey wording.

The pilot days should be treated as if they are regular enumeration days. Each enumerator records information about each survey in the **Enumerator Pilot Worksheet** (see Template 11 in the MOWIP Toolbox[81]) so that necessary corrections can be made to the survey before implementation. The assessment team should evaluate each enumerator's capability and personal attitudes or biases, and provide extra training if need be. It is possible that for some country contexts certain questions will need to be changed or even removed. For this reason, the pilot is used as an opportunity to identify such questions and answers.

Please note that during the pilot it is normal for the survey to take double the length of time that it will take when it is implemented in the field; this is because the enumerators need time to get used to the questions. They will become faster at asking questions the more familiar they are with the survey. The length of the survey thus shortens after several days of implementation.

The second part of the localization process happens after the pilot, whereby the team make any final changes to the survey based on the pilot. Some helpful questions are included in Box 3.14.

One of the reasons for conducting the pilot is to identify questions that might lead to social desirability bias. These are questions where respondents tend to answer questions in a manner that will be viewed favourably by others, particularly the enumerator. For example, if someone knows that violence is considered wrong, they are less likely to disclose violent behaviour. To look for questions that might lead to social desirability bias, the assessment team evaluates those questions in the survey which address topics that are sensitive, uncomfortable, private, or politically charged (violence, sexual harassment, and so on) and assess whether everyone involved in the pilot answered them the same way. If there is evidence of social desirability bias for specific questions (when all respondents answered the question in a socially desirable way), the enumerators can hand the device to the respondents so that they can enter their reply directly to ensure that their responses are more private. The enumerators should also ask the question in different ways

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to try to elicit an accurate response. Trained enumerators have experience with handling this type of situation, which is why we recommend working with individuals who have conducted multiple surveys in the past.

While the MOWIP pilot identified questions with high 'I don't know' and 'I refuse to answer' replies, which were subsequently removed from the survey, it is possible that some questions will remain that generate high 'I don't know' or 'I refuse to answer' replies. If there are questions with a high response rate (95%) of 'I don't know' and 'I refuse to answer', then the assessment team should hand the device to the person to respond to these questions. The assessment team should also consider whether the question needs to be reworded to be better understood in the local context, especially if the survey has been translated into the local language. The enumerators may ask the respondent the question in a different way, such as to think about a hypothetical scenario, may ask them to provide more detail, or they could provide an example. As a last resort, these questions can be taken out of the survey if they continue to yield such responses.

Sometimes, assessment teams might think that certain questions should be removed, because they believe that the answer is obvious and that everyone will answer in a similar way. We suggest not to remove any questions from the survey, even if they seem irrelevant, because variation in replies can often occur even if assessment teams do not expect this. Also, the questions have been vetted across different country contexts and are relevant for assessing each issue area; each question corresponds to a relevant set of indicators for each issue area. Removing questions means that the assessment team will not be able to evaluate the corresponding indicator. Moreover, the questions allow the researchers to understand both where women face problems and where the country is doing well. For example, if an assessment team notices that a particular question is not yielding much variation and that the response is overwhelmingly positive (e.g. to the question 'How much do you agree with this statement: "Women are capable of special tactical operations"?') then the country is likely performing well on that particular indicator and this will be highlighted in the report as a good practice.

Once the pilot has taken place, the survey should launch soon after (no more than two weeks later) to ensure that the enumerators do not lose the skills they have learned. Thus, the pilot should be conducted only when the security forces have authorized permission for the survey, when the sampling is complete and the assessment team have developed a schedule for implementing the survey. After the pilot edits have been made, each enumerator should go through the survey in its entirety at least once before they interview a respondent to see where any changes may have been made and to become more comfortable with the survey as well as the software.

Box 3.14: Questions for assessment team to answer based on the pilot

- Please evaluate each enumerator's strengths and weaknesses.
- Who will be acting as the enumerators in the implementation of the survey?
  Do they all meet the standard (see Box 3.8 for required qualifications)?
  Do they carry implicit biases?
- Is any additional training necessary before implementation?
- What were the major problems with implementation of the pilot?
- What actions need to be taken between the pilot and survey implementation?
- Should there be changes in the flow of the survey?
- Which, if any, questions need to be edited?

3.1.3.iii Data collection software and programming

The survey is implemented using an online platform (see Box 3.15). There are many options available and local survey firms may have their own platform and tablets. The survey firm or the assessment team picks a platform that allows for the data to be uploaded immediately and for the survey to be collected offline. The tablet should not need internet service or a data plan for the data to save on the platform. Ideally, when the device is connected to the internet, it should automatically upload the surveys to the platform and disappear from the enumerator's device, in order to strengthen confidentiality. This gives the assessment team immediate access to the results.

The platform used should meet data protection guidelines and comply with any national laws on data protection. At a minimum, the use of the platform should be password protected. Only the survey firm or the assessment team should have access to the survey data; enumerators should not be able to access the data or responses after they have completed a survey. If possible, the enumerators should upload the results immediately following the survey and, at the very latest, within 24 hours.

After the localization process, which is based on the standard survey in the online MOWIP Toolbox[82], the assessment team programmes the survey into the online platform. We suggest that the survey undergo the first phase of the localization process before entering it into the platform because changes are easier to make on paper. The survey can be edited into the online platform after the pilot and the second localization process.

It is necessary to design an appropriate flow for the questions, meaning that the survey questions are placed in the most appropriate order when the survey is programmed into the software – the flow ensures an efficient way for questions to be asked. For example, questions for respondents who have deployed should be grouped together just as questions for respondents who have not deployed should be grouped together. Respondents who have deployed should not be asked questions specifically for those who have not deployed and vice versa. The survey team should have the necessary knowledge to program the flow of the survey to make it efficient.

Box 3.15: Choosing survey software

The software should:

- collect survey responses easily and quickly
- be able to be used on both Apple and Android devices
- be able to be used even if there is no Wi-Fi or phone signal
- provide GPS tracking to locate where the surveys are being conducted in case of any issue during data collection
- be able to be used in multiple languages and types of alphabets, including Arabic, French, Russian and Spanish
- transform the collected data into a manageable CSV file.

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3.1.3.iv Monitoring and collecting results

The assessment team will be heavily involved in monitoring the progress of the survey. This means programming a GPS tracker into the survey to ensure that the enumerators are travelling to the intended locations. It also means checking time stamps from when the survey begins to when it ends to make sure that the survey is being implemented properly. Finally, it means checking a random sample of the data as it comes in to make sure that all the questions are being answered. If the assessment team notices issues with the survey data, such as high rates of 'I don't know' responses, or that surveys are being conducted in an unusually short period of time, they should contact the enumerators to ensure consistent, robust data collection. Additionally, the assessment team should keep track of how many surveys are conducted each day and ensure that the surveys are being correctly uploaded in a timely way.

Ideally, the surveys should be conducted in a private location, away from the security institution's premises. However, if there is no suitable alternative to the security institution's premises, then a private setting such as a conference room should be used. The respondent's supervisor or superior officer must not be able to listen to or overhear the respondent's answers.

In general, male enumerators should survey male respondents and female enumerators should survey female respondents. Older and more experienced enumerators should survey the higher ranked and older personnel. This helps ensure that the respondent feels comfortable and relaxed and helps to ensure the safety of both the respondent and the enumerator.

In many countries, the ideal implementation strategy means conducting face-to-face surveys. This means that each survey would be conducted one-on-one, the enumerator and the survey respondent. No other individual should be in the room, in order to ensure confidentiality of responses. The sending of a link to the survey by email is discouraged, as only those who have strong opinions would then take the survey, leading to bias.

The survey cannot be conducted in groups – focus groups are not part of the MOWIP methodology – unless the process is carried out in a way that allows for each person to take the survey individually (see the following paragraph). This is because individuals often hide their true attitudes and feelings when in a group setting, and the goal of the survey is to elicit truthful answers. While focus groups can sometimes be helpful in eliciting responses, given the sensitive nature of some of the questions, the hierarchical nature of security institutions, the high risk of social desirability bias, and the length of the survey, some respondents may not feel comfortable sharing their unique perspectives in a group setting. As a result, focus groups would likely limit the number of topics that could be covered. Focus groups are also unable to ensure the anonymity of responses. There is no guarantee that what is said in a room full of people will not spread outside of that room. A survey ensures that the responses are private. Moreover, trained enumerators are able to ask questions to elicit responses and gauge the level of interest and honesty of the participant. Additionally, focus groups are less able to systematically compare women's experiences with men's experiences. Thus, while an assessment team may choose to use focus groups to delve deeper into some of the initial findings of the survey, focus groups cannot be used instead of the survey.

Another suitable option is for a group of individuals to take the survey at the same time, but individually and separately. In other words, the enumerator(s) sets up one or several rooms containing a number of tablets on which the participants can take the survey, and each randomly selected person should be in a room by themselves or have their own private booth. Individuals should be notified of their selection and be asked to arrive at the particular location at a designated date and time. An enumerator (or multiple enumerators) must be there to ensure that the correct people are being chosen from the sample and they must be present to answer questions and ensure that the surveys are correctly uploaded. However, it is important to keep in mind that while this format may be quicker, the quality of the responses may be sacrificed as respondents answering individually on a tablet without a direct one-on-one interaction with an enumerator may be less likely to answer honestly, less likely to understand the question fully, and less likely to understand the context of the questions.[83] If countries decide to go with this option, a few points must be considered:

- All survey respondents must be able to read and comprehend the questions.
- No questions can be skipped, which means that the survey must be programmed to ensure that this is not a possibility.
- When respondents ask questions, they must be able to do so in private.
- Enumerators must be on hand to answer questions.

Enumerators should have a safety plan that outlines protocols in case of emergency, danger, or complications. It may also be helpful for all enumerators to have a formal letter with them at all times which states that they have permission to conduct surveys at the particular location. Assessment teams should work closely with their enumerators and the local security institution personnel to have all the necessary paperwork and access arranged beforehand.

3.1.3.v Data storage

Data storage and safety are important factors to consider before the surveys are undertaken. It is important that any sensitive data about the security institution is stored securely. Equally, it is important that the data provided by survey respondents is kept confidential to protect their personal safety. After being uploaded, the surveys must be stored in a password-protected site for which only the designated assessment team members have access and, when the data collection is complete, the storage of the data should remain password protected in a secure server. The assessment team must come up with a long-term data management strategy that includes a plan for storing the survey, interview data, and FFF.

If the security forces wish to use the data for follow-up purposes, this should be negotiated with the assessment team in advance of the survey implementation. This ensures that survey takers know how their data can be used and who can access it when they consent to taking the survey. The recommendation is that if the security forces request the data, then the assessment team provide de-identified data to the security forces. To de-identify the survey data, researchers should remove several variables before the data is shared, including rank, unit, department, and geographical placement. The researchers should also consider whether other variables could be used to identify respondents depending on country context, such as ethnicity/tribe, religion, and place of birth.

83 This option was not made available to the pilot countries because It was not considered optimal in terms of quality of the findings. It Is mentioned here as an alternative for the sake of flexibility, but should not be favoured over the one-on-one option if it is at all feasible.

3.2 INITIATING THE MOWIP ASSESSMENT PROCESS AT THE STRATEGIC LEVEL

The MOWIP assessment is a complex, multistage process, which may be initiated at the national level by different types of actors (the government of the TPCC, the leadership of the security institution, an interested research organization, UN Women country office, and so on). Regardless of the actor initiating the assessment process, the following strategic considerations should be addressed once the decision has been made to move forward with the assessment. The process of localizing the MOWIP methodology begins here at the strategic level, making sure that the appropriate structures and foundations are in place in the TPCC to enable a smooth and successful process. From the experience of the pilot countries, it is extremely difficult to implement the MOWIP methodology if the below points are not addressed from the very beginning, at the conceptualization phase.

Securing the **buy-in and ownership** of the security institution

- All the relevant stakeholders within the security institution need to have from the very beginning a clear **shared understanding of the scope of the assessment**, its aims and expected outcomes and how it has the potential to benefit them. In addition, they need to understand their role in supporting the assessment process, including what they and the security institution more broadly will be expected to contribute in terms of time, human and material resources, and information.
- **Transparency and clear expectation-setting a**re essential from the get-go because the MOWIP methodology is comprehensive, time consuming and requires access to sensitive information. If needs be, a Memorandum of Understanding or any other form of agreement can be signed between the assessment team and the security institution.
- Implementing the MOWIP methodology is a process aiming at **institution-wide transformational change** in attitudes, values, behaviours, policies, and practices at all levels. This needs to be understood and endorsed from the beginning in order to generate a receptive environment within which the findings and recommendations resulting from the assessment will be leveraged and used after the end of the assessment process to develop effective interventions to increase the meaningful participation of women in peace operations.
- While significant steps have to be taken in the direction of securing the buy-in and ownership of the security institution already at the initial stage, this is a **continuous process** that extends during the entire duration of the project (see Section 3.5 on Communication Strategy).

Having a good knowledge of the **laws and regulations at the national level that frame the gathering and sharing of national security information** in order to make sure that the MOWIP methodology complies with any requirements and that such laws will not be an obstacle once the planning has already started

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Setting up a **working group or committee within the security institution** to oversee the implementation of the MOWIP methodology

- It is recommended to have a structure in place within the security institution (rather than a single individual) to support the assessment process. Within the working group or committee, the assessment team may have one focal point that they will be most regularly in touch with, but it is essential to have a backbone in place with clear terms of reference to ensure the continuity of the assessment in spite of eventual turnover of staff or leadership and given the relatively large time commitment that may be too much for one person in the security institution to process.

- The working group or committee should include **people from different departments and levels of decision-making, in order to effectively support the assessment process at the strategic, operational and tactical levels.** This means that it should include people in a position of authority (to grant access to sensitive information or commit the time of personnel to take part in the assessment, etc.), and people with direct knowledge of the subject at hand (women's participation in peace operations), and/or direct access to the information that will be needed (research department or human resources department, etc.).
- Such a group is also key to the **sustainability** of the project, as its members will likely be the ones to take on or support follow-up actions based on the findings of the assessment.

Identifying a suitable assessment partner

- If the assessment process is initiated by the government of the TPCC or the security institution, finding a suitable assessment partner that fits the requirements outlined in Section 3.3 (Forming the assessment team) should be the first priority.

Project management capacity

- Regardless of which actor initiates the assessment process at the strategic level, they need to ensure that there is sufficient project management capacity to manage aspects of the project such as budgeting, planning, coordination, logistics, meetings, travel, and so on. The assessment partner may have these capacities in-house, but, if not, it is essential to establish who will take on these roles for the duration of the project (from the planning stage until the publication of the report). It is also important to establish who has overall responsibility for ensuring that the assessment is completed. It is possible to hire a project coordinator for the overall duration of the assessment to take on this responsibility.

3.3 FORMING THE ASSESSMENT TEAM

While an individual country's armed forces and police or gendarmerie undoubtedly have research units that would have the capacity to undertake an assessment, the MOWIP assessment should be conducted by an independent research entity that is not part of the security institution or the government, such as a CSO, a university, or a consortium of consultants and institutions. Working with an independent research entity is important for several reasons:[84]

- Uniformed personnel might feel pressured to answer questions in certain ways that could bias the results of the assessment if they know that the data is being collected by the armed forces, gendarmerie, or police. With an independent assessment team undertaking the assessment, the results are likely to be more impartial and reliable.
- The methodology calls for advanced expertise in research methodologies, which many national research entities, universities, and CSOs have and which could be put to use in the assessment (see Section 4). The analysis requires expertise in the WPS Agenda and a working knowledge of gender studies. Not all security institutions have research divisions that are equipped with this knowledge.
- From an ethical standpoint, independent research entities are required to gain ethical clearance for the research, which ensures a minimum standard of ethical practices during the research process (see Section 3.7).
- Potential external funders are more likely to accept an assessment that is implemented by a neutral third party.

84 There may be exceptions to this as some armed forces have independent divisions, organizations, or schools that have expertise in these areas. If countries insist on using one of these organizations, it is important that they limit as much bias as possible, follow ethical protocol, and remain as independent and objective as possible. They should not try to insert their own opinions or knowledge into the research and should follow the MOWIP methodology as closely as possible.

It is important that the people who make up the assessment team meet the requirements listed in Box 3.16:

Box 3.16: Requirements for the assessment team

Requirements	What it involves
Women, Peace and Security Agenda expertise	Understanding the subtleties of the research design related to gender Being able to interpret data with an eye toward a gendered analysis
Access to and trust from the security institution	Gaining access to and permission from the security institution to conduct the research – including the survey and the key decision-maker interviews. In addition to access, the institution must be trusted by the security institution
Quantitative and qualitative research methodologies	Survey design, implementation and analysis Using survey technology and programming survey software Conducting key decision-maker interviews, including transcriptions and analysis Data analysis skills
Report-writing expertise	Translating the results of the assessment into a policy-relevant report that is easily understandable to personnel in the institution and TPCC government
Project management skills	Creating, implementing, and adapting the assessment plan. Managing a project team, including a team of enumerators
Language skills	Consulting documentation on the MOWIP methodology in English, French, Spanish or Arabic.[85] Translation of data collection tools into national language(s) and final report in English and/or other relevant languages. Liaising with relevant UN institutions and international partners
Presentation and facilitation skills	Tactfully presenting potentially sensitive results to the senior staff of the security institution, engaging them in constructive conversations to refine the analysis and producing realistic and actionable recommendations, as well as ensuring that the security institution takes ownership of the results and validates a public version of the MOWIP report that is still policy-relevant

The assessment team can be one organization or a multitude of actors working together on the assessment. For example, a CSO can subcontract the implementation of the survey to a research entity or a university if it does not have the necessary expertise in this area itself. Where funds are available, it may be possible to call on support from a university, or from Cornell or DCAF (see MOWIP Explainer 1) for some of the tasks listed in Box 3.16.

If it has not been possible to find a CSO that meets the above requirements, it may be appropriate for a state-funded institution that has affiliations with the security institution to form the assessment team. This is provided that they operate at arm's length from the institution being assessed and that they can work with sufficient independence to meet the minimum standard of ethical practices.

85 For TPCCs wishing to use the support of the DCAF Helpdesk or Cornell Lab (see MOWIP Explainer 1), the assessment team needs to be able to communicate in English.

We provide several examples of how countries have developed teams to implement the MOWIP methodology:

- A CSO/research think tank conducts the entire methodology.
- A CSO/research think tank conducts the FFF and key decision-maker interviews, and subcontracts a specialist firm to do the surveys.
- A university group conducts the FFF and key decision-maker interviews, and subcontracts graduate students to do the surveys.
- A university group conducts the FFF and the key decision-maker interviews, and subcontracts a specialist firm to do the surveys.
- A consultancy firm conducts the entire methodology.

Regardless of the assessment team's composition, it should have at least one in-country lead researcher who is responsible for overseeing the overall data collection. This task encompasses ensuring that trainings are conducted and ethical guidelines are met, coordinating closely with the focal person or working group/committee within the security institution, overseeing contextualization of the MOWIP methodology and implementation of the different data collection tools (FFF, survey and key decision-maker interviews). The lead researcher is also responsible for developing a data storage plan and for ensuring the secure storage of all data, for overseeing data analysis in partnership with Cornell Lab if desired and for drafting the MOWIP report. Finally, the lead researcher can endorse project coordination responsibilities if there is no project coordinator appointed.

3.4 STAKEHOLDER MAPPING

Stakeholder mapping can unveil specific connections between different actors and help identify key decision-makers, from whom access can be secured, who will have to be kept regularly informed throughout the assessment and who could potentially be interviewed. This exercise should be done by the assessment team at the beginning of the assessment process in order to streamline the process of securing the different levels of access to the security institution (overall access, access to personnel with whom to conduct the survey, access to numerical data, access to interviewees, and so on).

The stakeholder mapping is also an opportunity to identify 'allies': individuals or institutions with influence that are supportive of gender concerns and of the Elsie Initiative. They may not directly have decision-making power within the security institution, but may be able to advocate on the assessment team's behalf or to support the process of gaining access. Allies may include current or former security institution personnel, academics with ties in the security institution, and/or government officials.

The starting point of the stakeholder mapping exercise covers the organizational structure of the institution undergoing the assessment. Once the organizational structure has been mapped out, the assessment team will need to identify key stakeholders, with the aid of different colours. Key stakeholders are identified based on their decision-making power within the institution and their access to the information needed.

1. Whose permission does the assessment team need to implement the assessment in the institution?
2. Who is the main source of human-resources-related information?
3. Who is the main source of information related to deployment?
4. Who is the main source of information on gender-related issues?
5. Whose permission does the assessment team need to be able to fill out the questionnaire, run the interviews, or conduct the survey?
6. [*Outside of the institution*] Which external stakeholders can help the assessment team secure permission to implement the assessment and/or access to the information needed?
7. [*Outside of the institution*] Who might have policy or academic expertise on the issue areas in the MOWIP?

Stakeholders identified under points 2, 3, and 4 could be included in the list of interviewees for key decision-maker interviews (see 3.1.2) or be informally interviewed to complete the FFF (see 3.1.1).

This exercise can also help identify potential 'partners' and 'spoilers'; who should appear clearly on the stakeholder map

1. **Who is supportive of gender concerns and the Elsie Initiative?**
   Circle in green the names of those who are supportive. Think of additional names/positions of people who are supportive, write them down and circle them.
2. **Who does the assessment team have to convince?**
   Draw a blue triangle around those who need to be convinced. Think of additional names/positions of people who will need to be convinced, write them down and draw a triangle around them.
3. **Whose resistance do you need to overcome?**
   Draw a red diamond around those who are resistant. Think of additional names/positions of people who could be resistant, write them down and draw a diamond around them.

When developing a communication strategy, the assessment team will need to tailor its messages depending on whether a stakeholder is supportive, reluctant, or resistant. It is therefore important to know this information well in advance.

The stakeholder mapping is essential in the design of the assessment as well as in the preparation for gaining access to do the assessment. Engagement with key stakeholders, should they be facilitators or resistors, must take place as early as possible in the assessment process and throughout the implementation of the methodology. For example, if there is to be a MOWIP working group or committee within the security institution, stakeholder mapping can be useful for identifying potential members.

The stakeholder mapping is a living document that needs to take into consideration staff turnover and the fact that the assessment team might identify new relevant stakeholders during the assessment process. The assessment lead researcher is therefore responsible for ensuring that it is regularly refined and updated during all phases of the assessment as it becomes clearer what information will be needed and from whom, and who has the power to move the process forward. The working group or committee can also be very useful in this process.

3.5 COMMUNICATION STRATEGY AND SECURING ACCESS

Good communication between the assessment team and the security institution is an essential component of the assessment. Specifically, there are different categories of people with whom we need to communicate, including those:

- whose permission we need and/or who can secure access to conduct the assessment (different permissions might be required for authorizing the research, conducting the survey, conducting the interviews, and access to certain information such as statistics);
- whose endorsement we need to conduct the assessment (potential spoilers);
- whose support would help conduct the assessment (potential allies at the national or international level);
- who may be directly affected by the findings (i.e. staff in the institution, including those who may be eligible for future deployments); and
- who may be indirectly affected by (or interested in) the findings (the public, CSOs, staff associations, academics, the international community, and so on).

To successfully implement the above, a set of tailored communication tools and engagement in different communication activities over the course of the assessment and its follow-up will be necessary. Template 5 in the online MOWIP Toolbox provides some suggestions on the kinds of information and communication methods that might be needed.

Different key messages will need to be conveyed to each of these categories of people given that they all have different interests and concerns related to the assessment. It is also important to consider the level of influence and hierarchical position of the different stakeholders when prioritizing those to target in the communication strategy: in a context of limited time and resources, it may be that the assessment team will choose to focus on obtaining the buy-in and formal support of people with decision-making power.

When developing a communication strategy, consider identifying different levels of communication within the security institution. The top leadership must be informed of the progress of the assessment and is key in securing access on an ongoing basis, but they cannot be the go-to people for routine updates, enquiries, clarification, or logistical requests. It is therefore recommended to identify working-level points of contact within the security institution for this purpose. The communication strategy therefore needs to consider these different target audiences when determining the frequency, format, methods, and content of the communication, and the type of decision/action point requested. The creation of a working group or committee structure within the institution (see Section 3.2) can be useful for effective communication channels with the security institution.

In addition to securing access for the duration of the assessment, the communication strategy also aims to foster institutional ownership of the assessment. Strengthening the sense of ownership during the entire assessment is key to creating a favourable environment for the release of the findings, to ensure that they are accepted by the security institution, and followed up on with concrete action. Stakeholders need to endorse and support the assessment, not only for the assessment to go smoothly, but also for the recommendations and findings to be used and acted upon by the security institution after the end of the project.

3.5.1 Securing access for the implementation of the assessment

During the initial stakeholder mapping, the assessment team will have identified those stakeholders from the government and the selected security institution who need to give their consent in order for the assessment team to carry out their activities. Their permission is necessary to conduct the assessment and for securing access to the institution, including to its data, resources, and personnel. The assessment team should make sure that they are engaging with the leadership as early as possible throughout the process.

Engagement with the leadership should take place regularly (e.g. on a monthly basis) in order to secure access to additional information and resources whenever it is needed. it is also important that the leadership, and those supporting them, can access up-to-date information on the assessment and its progress at very short notice. This can be done by sending regular written updates every few weeks and when key milestones are achieved during the assessment to the highest-ranking officials in the security institution and by ensuring that the project leaders or coordinators regularly brief the working group and/or institutional MOWIP focal person.

3.5.2 Developing tailored communications tools

The assessment team needs to consider how best to communicate with each of these stakeholders. It is essential to combine formal and informal communication methods and channels, as informal communication and interpersonal connections are instrumental to building trust and a solid working relationship between the assessment team and the security institution. Communication methods will include:

- formal documents (e.g. terms of reference and memoranda of understanding)
- formal letters (from the assessment team and from superiors to their subordinates)
- in-person meetings with individuals and dedicated focal persons or working groups
- informal and formal briefings
- information given to interviewees and survey respondents
- information posted online and on social media
- a draft MOWIP report
- press releases and one-pagers
- an oral report and validation workshop
- a final MOWIP report including launch and dissemination activities.

The online MOWIP Toolbox[86] includes some communication tools that may be useful.

All communications need to consider the different concerns and expectations people might have about the assessment. Care is taken to frame the assessment based on the interests of the various stakeholders, which may differ from those of the assessment team. Each tailored communication tool should convey the relevance and benefits of the assessment for the specific interests and priorities of the stakeholder. Finally, communication is a two-way process. The insights and reactions of stakeholders are essential for fine-tuning the design of the assessment itself.

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3.6 DEVELOPING AN ASSESSMENT PLAN

The assessment plan is an essential part of designing and overall planning of the assessment. It will help the assessment team to have a comprehensive overview of the assessment process, by defining roles and responsibilities, as well as obtaining an estimate of the financial, human, and time resources required. This allows the assessment team to design the assessment while bearing in mind specific challenges and actions required to successfully conduct the assessment. The assessment plan is not fixed but must be adapted over time as the team will inevitably face unforeseeable challenges and delays, as experienced in pilot countries. The assessment plan can be presented to the security institution's senior leadership when the initial relationship is established to receive authorization to conduct the assessment and various levels of access necessary to implement the methodology.

Setting aside a contingency budget is one suggestion to mitigate unforeseen needs or circumstances. For example, in one pilot country, such a contingency budget served to remunerate a coordinator within the security institution who would manage the data collection on the security institution's side (communicating about the project within the security institution, facilitating meetings between the assessment team and the required personnel) once the assessment team realized this would be key to the success of the project.

Step 1 **Strategizing for the fact-finding form**

The FFF is composed of a list of questions on peace operations and gendarmerie/police/armed forces institutional policies and infrastructure related to issue areas 1 to 10, which the assessment team must complete. A sample of the form can be found in Annexes A and B. The form itself can be found online in the MOWIP Toolbox[87].

While some of the questions in the FFF might be answered by conducting a thorough desk review of existing readily available data – such as national policies, national laws, institutional rules and regulations (see Section 3.1.1), others will require more in-depth research. In cases where the data is not written down anywhere, the assessment teams may need to conduct informal interviews with personnel from the institution or collect missing data for the FFF during key decision-maker interviews (although, as outlined in Section 3.1.2, this is not the primary purpose of these interviews.) In other cases, the assessment team may need to request access to restricted or confidential data.

The first step of the assessment plan is to colour code and group all the FFF questions according to their level of difficulty:

GREEN for **easy** questions (data readily available)

YELLOW for **medium** questions (data that is challenging to access)

RED for **difficult** questions (data does not exist, is classified or inaccessible).

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Strategizing for the FFF, available online in the MOWIP Toolbox[88], helps the assessment team classify the questions, define the data source, and develop strategies to overcome any pre-identified challenges. A sample of a completed template can be found in Box 3.17. Once the strategy for the FFF has been written and potential data sources identified, the lead researchers can train the team to complete the FFF in any skills they may need to collect the data.

Box 3.17: Sample of completed template on strategizing for the FFF

See Template 1 in the MOWIP Toolbox[89] for downloadable Word version

LEAD PERSON: Mary Mowip

Please colour code the survey questions as EASY (data readily available), MEDIUM (data that is challenging to access), and DIFFICULT (data does not exist, is classified or inaccessible). In the table below, please group questions where the ease of accessing data and/or challenges to accessing it are similar.

'EASY' questions			
Issue area/indicators	8: Is gender training required for all new recruits at the academy?	Data source	Academy website; academy staff
Any forward planning, prior actions or support needed			
Prepare standard text explaining assessment if contacting staff by email			
'Medium' questions			
Issue area/indicators	2: Are special efforts made to select women for roles in peace operations?	Data source	Informational interviews
Challenges			
Need to establish who has this information			
Strategy to overcome challenges			
Reach out to female staff association and gender advisers for suggestions			
'Difficult' questions			
Issue area/indicators	1: Are 10% of operational units composed of women?	Data source	Personnel department/ informational interviews with senior leaders
Challenges			
Total numbers of staff and numbers of units are classified so cannot calculate percentage			
Strategy to overcome challenges			
Explain to senior leadership why this is needed; request percentage if possible, rather than total number; ensure data is not included in the MOWIP report			
Contingency plan (substitute questions/data to determine relative importance of issue area)			
Look for recent open-access data or newspaper articles. Ask veterans for approximate figures			

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89 id.

Step 2 Preparing the key decision-maker interviews

The second data collection tool is the series of interviews with key decision-makers in the security institution and the government about decision-making for peace operations. The key decision-maker interviews provide contextual answers that are helpful for determining the feasibility of an increase in women's meaningful participation in peace operations. While it is not their primary purpose, additional questions can be added to these interviews to fill data gaps in the FFF. The data from the interviews also help in the understanding of inconsistencies in survey data and the FFF, and provide supporting, qualitative evidence to the survey data.

The first step for preparing for the interviews is to identify at least 30 key decision-makers. The assessment team makes a list of key decision-makers in the armed forces, police, gendarmerie and government who make decisions about peace operations both at a strategic and national level and at a personnel and procurement level. These individuals will be able to provide the team with comprehensive insights into how peace operation decisions are made in the country. The stakeholder mapping exercise will help develop a list of interviewees. Furthermore, an initial review of the FFF and the completed Template 1 (Strategizing for the fact-finding form) should identify some information that could be collected through key decision-maker interviews. Additional gaps will appear over time, so regular communication is necessary between the interviewers and those completing the FFF.

Template 2 in the online MOWIP Toolbox[90], referred to in Box 3.18, lists several questions that should be addressed prior to the start of the key decision-maker interviews. It can support the assessment team in the planning and scheduling of interviews, as well as in identifying any potential challenges and developing relevant risk-mitigating strategies. This forms part of the interviewer training that should be undertaken before any interviews are held.

Box 3.18: Template 2 for preparing key decision-maker interviews

(See Template 2 in the MOWIP Toolbox[91] for downloadable Word version)

LEAD PERSON:
Who are the key decision-makers to be interviewed?
Does the assessment team already have connections to them? If not, who can help gain access to them?
Please list each interview location
What language(s) will the interview be conducted in?
Who will conduct the interviews? (please list names or number/qualifications of people required)
Who does the assessment team need to ask permission from in order to carry out the interviews? Is further support needed?
How will consent be received? Written or verbal? Think about whether it will be possible to record the conversation or whether it will be necessary to take notes
If the interviews are recorded, who will do the transcriptions?
Are there any foreseeable risks or challenges? How can these be overcome or mitigated? Is support needed from the assessment team?

Over time, the team will be able to determine if they need to conduct additional key decision-maker interviews (this depends on whether they have three interviewees, including at least one woman, who give the same response to each interview question) and whether they need to use snowballing. (see Section 3.1.2)

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91 id.

Step 3 Preparing the survey

The survey is the data collection tool that requires the most preparation. The following steps for implementation of the survey are listed in the ideal order:

1. Secure access to the security institution (this includes access to data on numbers of personnel and location of personnel, and written permission to conduct a survey).
2. Identify/recruit qualified enumerators.
3. Localize the survey questions by assessment team and enumerators, and preferably security institution representatives. Translate into local language if necessary.
4. Train enumerators.
5. Program the survey into the software.
6. Develop the sampling strategy (representative or quota based).
7. Identify key locations to visit based on the chosen sample.
8. Schedule enumerators' visits in the different barracks, garrisons, police stations.
9. Pilot the survey.
10. Finalize the localization of the survey with suggestions from the pilot.
11. Develop a monitoring plan: enumerators should keep a daily chart of the surveys they implement (rank, gender, location) to keep track of the overall number of surveys completed and to compare with the numbers of surveys saved in the software.

Template 3 referred to in Box 3.19 gives the assessment team an overview of the main logistical aspects of the survey:

Box 3.19: Template for preparing the survey

(See Template 3 in the MOWIP Toolbox[92] online for downloadable Word version)

LEAD PERSON:
Is it necessary to undergo an ethical review at the national level to conduct the survey? Are there data protection regulations or other relevant laws you need to adhere to?
Whose permission is needed in order to carry out this survey? Consider whose permission is needed at every level from the senior leadership to the leaders in each survey location.
Will the survey be a representative survey or a quota survey?
How will the information and data required for the sample be obtained? Who will develop the sampling strategy?
Will it be possible to access the data in order to randomly select respondents? Will access be given to all locations?
Please list all of the locations where the survey will be carried out, including numbers of men/women and deployed/non-deployed in each location in order to have enough responses from each type of respondent.
What language(s) will the survey be conducted in?
Does the assessment team have the appropriate digital devices (e.g. tablets, phones) to be able to download the application? How many?
Who will implement the survey? How will they be selected? *(please list names or number/qualifications of people required)*
How will training of the enumeration team be done? When will it be done? Who will be trained and what methods will be used?
Who will do the localization of the survey and when? Who will translate the survey if needed?
Who will conduct the survey pilot? With what group will the survey pilot be conducted? When will it be implemented? How many pilot surveys will be conducted?
Who will edit the survey after the pilot?
Who will program the survey software?
Are there any foreseeable risks or challenges? How can these be overcome or mitigated?
How will travel to and accommodation in different parts of the country be arranged?
What is the budget for conducting the survey countrywide?

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Step 4 Timeline

The last part of the assessment plan is the timeline. See Box 3.21 for an example of the timeline. The timeline template will be available in the online MOWIP Toolbox[93]. The timeline should be regularly updated and shared across the assessment team. It helps by mapping out the different steps, avoiding overlapping of activities, distributing roles and responsibilities within the assessment team, as well as by keeping track of potential delays. In addition to activities, the timeline should list any dates and periods where it will be difficult or impossible to undertake any assessment-related activities (national holidays, prior engagements, recess of national institutions, and so on).

We recommend setting flexible time periods for each step of the timeline, as the implementation of the data collection can be impacted by unpredictable factors such as weather, public health, elections, social movements (which can limit the ability of the assessment team to travel to different parts of the country to collect data), political transition, a security institution's internal events, turnover or change of leadership in the security institution, and availability of security sector personnel at a given time to take part in the project.

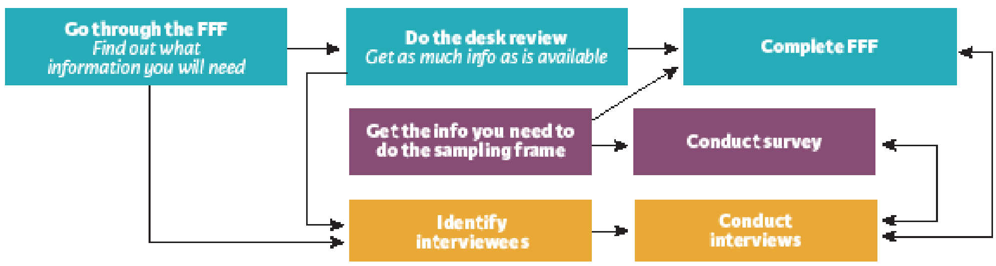
The assessment team should keep the points of contact/working group or committee within the security institution appraised of the timeline and informed of any changes that take place, in order to strengthen ownership and involvement of the institution.

When determining the sequencing of the different components of the assessment and allocating tasks to the members of the assessment team, consider how the data collection tools complement one another and plan jointly for the implementation of the three tools (following the three broad phases outlined below). In the following diagram (Box 3.20), the arrows represent the interconnections between the data collection tools and how they can inform one another:

- **Going through the FFF as a first step** helps to establish the scope of the information that needs to be collected through **the desk review** and informal **interviews**.
- This enables the assessment team to **get started with the desk review** and to **identify persons to interview or questions to add to the standard interview template** for key decision-maker interviews. The desk review also enables the assessment team to find some necessary information for the **sampling strategy for the survey**.
- Plan simultaneously for the implementation of the key decision-maker **interviews** and the **survey**: if the assessment team has to interview people outside of the capital, it can combine this with the travelling needed to survey personnel across the country.
- Plan simultaneously for the implementation of the key decision-maker **interviews** and the **FFF**: interviews can be used to find missing information for the FFF.

As the three data collection tools interact and inform one another, their implementation period should overlap and the members of the assessment team working on each tool should communicate closely and regularly on progress and needs. Some members of the assessment team can work on more than one tool to ensure coordination.

Box 3.20: Implementation of the three data collection tools



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Box 3.21: Template for assessment plan timeline

(See Template 4 in online MOWIP Toolbox[94] for downloadable Word version)

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Notes and specific dates
Preparation													
Secure access at all levels													
Ethical review (if required)													
Check relevant legal frameworks on data protection, etc.													
Fact-finding form													
FFF training													
Localize FFF													
Collect material for desk review													
‘Easy’ questions desk review													
‘Medium’ questions desk review													
‘Difficult’ questions desk review													
Remaining questions for informal interviews													
Use data to fill out indicator form													
Key decision-maker interviews													
Identify interviewees													
Training of interviewers													
Translate/localize questions (if needed)													
Finalize strategy; plan interviews; seek permissions													

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	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec	Notes and specific dates
Interviews (institution)													
Interviews (government)													
Interviews (other)													
Transcribe interviews													
Pull out quotes and analyze data													
Survey													
Identify qualified enumerators													
Localize survey													
Translate survey (if needed)													
Obtain the information needed to generate a sample													
Schedule visits													
Program survey software													
Train enumerators													
Pilot survey													
Second localization													
Finalize strategy; plan survey													
Conduct survey													
Clean data													
Analyze data													

Step 5 Budgeting

Conducting the assessment requires financial resources. Developing a budget during the development of the assessment plan gives an overview of the funding needed to conduct the assessment, and when the funding would be needed. An example of the budget lines to include is presented in Box 3.22.

Box 3.22: Budget requirement description

Budget line	Description
Project management (if applicable)	Human resources needed within the institution or entity requesting the assessment to oversee implementation by the assessment team This may include a coordinator within the security institution
Assessment team contract	Honoraria for contracted research entity, CSO or university who will conduct the assessment. Include overhead costs
Assessment plan development	Workshop with the assessment team to develop the assessment plan
Authorization process	Ethical clearance fees (if applicable), transportation costs to attend high-level meetings
Localization	Workshop with assessment team, enumerators, and security institution representatives to localize the survey. (May require translation of standard survey questions into national language(s))
Enumerator training	Training for all enumerators prior to survey implementation. We recommend budgeting for at least two days
Enumerator payment	Payment to enumerators who are not staff of the assessment team for the number of days or number of surveys conducted, including during the survey pilot
Survey licence	Licence to use survey software
Survey pilot	Piloting the survey over minimum one full day with all enumerators
Survey and interview implementation	Implementation across the country, as per the sampling strategy, and conducting interviews. Includes, if necessary, purchase of material for survey, such as tablets; purchase of material for interviews, such as dictaphones; and transportation, meals, and accommodation costs for enumerators when in distant survey locations. Might include collation for interviewees as well In cases where the research entity selected to conduct the assessment does not have the capacity to run the survey, it will subcontract a survey firm
Data analysis and report writing	(if not included in the assessment team contract) Research assistance, use of statistical software, printing, proofreading, layout, and translation of final report
Validation workshops and launch events	Travel-related expenses, catering, and venue hire for validation workshop (1–2 days) and launch workshops, including for assessment team and staff from institutions. Printing of draft documents and interpretation if necessary. Communication materials Design and layout of the report, printing of the final report

3.7 RESEARCH ETHICS

The MOWIP methodology includes assessment, or research, tools that have been developed to provide valid and sound results. As such, conducting a MOWIP assessment is equivalent to conducting research that, as with all research, requires following an ethical protocol. Some countries may have their own requirements for conducting research. The assessment team should make sure to follow these country protocols. Countries may have their own ethical review board process whether through a university or an independent government division. There may also be certain legal restrictions that prohibit countries from gathering certain types of data or conducting certain forms of research. Before a country begins the MOWIP process, it should make sure that the research is feasible.

In addition to the country-specific ethical and legal obligations, here we identify the factors that need to be considered when designing and implementing the MOWIP methodology:

Participants understand that they are participating in a research project

This usually involves stating the purpose of the research project – the assessment in our case. For the MOWIP methodology, we let participants know that the assessment is aimed at better understanding the barriers to and opportunities for women's meaningful participation in UN peace operations. If the security institution has requested that the assessment team use the assessment to explore additional topics, these should also be mentioned.

Participants should have some idea about what they are being asked to do

When the enumerators are implementing the survey, they indicate that the participants will be asked to engage in a survey about their experiences in the police/armed forces/gendarmerie and peace operations, and that it will take a certain amount of time. The survey in this assessment takes approximately 60–90 minutes. They could also state how the participants were selected and the total number of people in the study.

Participants should be notified about the risks and benefits of the research

In this case, the risks are minimal because the assessment team will have the consent of the country's government to interview and survey soldiers and police/gendarmerie officers in the country. Nevertheless, some questions are sensitive, and could trigger memories that are uncomfortable and/or traumatic (see bullet point on psycho-social support below). In addition to the risks, participants will be notified about the benefits of the assessment. The major benefit of this assessment is that it will help the country improve its personnel's meaningful participation in peace operations. Enumerators will stress that there is no monetary contribution for participation and that their participation in the survey in no way guarantees their participation in peace operations.

The assessment team must state that participation in the assessment is voluntary for both survey respondents and interviewees

The selection process of survey respondents should, in theory, be random, so the enumerators can mention that there was no particular reason why participants were chosen, but also that their participation is voluntary both in terms of not taking the survey (or doing the key decision-maker interview) and not answering certain questions. A participant has the right to skip or refuse to answer any question. If someone declines participation, they are replaced by another randomly chosen person. To ensure the voluntary nature of participation, the researchers must ask for either verbal or written consent before the survey or interview is administered to each person. For interviews, the researchers also need written or verbal consent to share quotes from the participant.

Box 3.23: Sample verbal consent for survey respondents

Hi, my name is [name of enumerator] and I am from [name of assessment team]. The organization does [X]. I am here today working on a project called [X]. The purpose of this assessment is to better understand the barriers to and opportunities for the meaningful participation of personnel in UN peace operations. It is to better understand what [insert country] is doing right with respect to peace operation contributions. Recommendations from this study will go to [X]. We are asking you to take a survey about your experiences in the armed forces/police/gendarmerie. The survey should take approximately 60 to 90 minutes. We have permission from [insert country] leaders to conduct this survey. However, your participation is completely voluntary and you may stop the survey at any time. Your supervisor will not know whether or not you choose to participate, whether you decline to answer specific questions, or whether you stop the survey. There will be no compensation for your participation and we do not anticipate any risks. However, some of the questions could trigger memories that are uncomfortable or traumatic. We will provide you with a list of free and confidential psycho-social counselling services in case you experience any discomfort. You were selected for the survey through a random selection process, and you are one of X number of people selected in the [insert security institution]. Your responses are completely confidential and no one will be able to track the responses back to you, not even your superiors. Only X will have access to the data and the data will be stored in X. You also have the right to not answer any questions or end participation at any point. Do you consent to this study?

Note: This is a highly stylized verbal consent form. The assessment team is encouraged to localize the language in the verbal consent form to match the local context and colloquialisms.

We provide a similar template for the interview consent forms as Template 12 in the online MOWIP Toolbox[95]. The survey consent is verbal so as not to have a written record of the respondents; however, the interview consent form is written so that there is a record of what type of permission was granted by the interviewee. For example, when the assessment team is writing the reports, they can refer to the consent form to see whether they have permission to use direct quotes and/or whether they can directly reference the interviewee.

The assessment team should let respondents know that their responses to the survey questions are de-identified and confidential

That is, no one will be able to identify the respondents based on the answers that they give. The enumerators are not collecting any information that would be able to identify them in the data; they are not collecting names, phone numbers, and so on. For the key decision-maker interviews, it is important to let interviewees know that the researchers will collect identifying information, but that all of the information will be de-identified when it is collated in the report.

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Box 3.24: Definitions of anonymous, confidential and de-identified data[96]

Anonymous data is collected in a manner such that the identity of the subject cannot be determined by anyone at any time, not even the researcher. There are no links between the data and the individual person. Anonymous data is stripped of personally identifiable information (e.g. names and student numbers).

Confidential data does not mean the data is anonymous. For example, surveys collected in a face-to-face environment are typically labelled as confidential. It means that information shared by participants in a research study will remain protected from disclosure outside of the research setting. The researcher agrees to collect, store, and share research data in a way that the information obtained about the research participant is protected and not improperly disclosed.

De-identified data prevents a person's identity from being connected with his/her responses. It means that all identifiers have been removed from the data set even though identifiers may still exist in a separate file. For example, the data set is de-identified and the master list containing names and de-identified codes are stored in a different location not easily accessible to the researcher or any other person.

The assessment team should avail psycho-social support for respondents to the survey

Some questions in the survey might trigger negative reactions for survey respondents. The assessment team should ensure that each enumerator provides details of either an on-call counsellor for the duration of the implementation or a ready-to-share list of complimentary psycho-social support services. To ensure confidentiality, the list should be shared with all survey respondents at the beginning of each survey rather than an on-demand basis – enumerators should not know whether the participant intends to access the counselling service. Sometimes, if it is difficult to find external free-of-charge psycho-social service providers, the assessment team might want to hold discussions with the security institution to ensure free-of-charge and confidential access to psycho-social support services internal to the security institution. SGBV organizations or coordination mechanisms – usually coordinated by the United Nations Population Fund (UNFPA) – may be able to provide an up-to-date list of free-of-charge psycho-social service providers in the country. Ideally, these counsellors should be local and trained in SGBV, trauma, and post-traumatic stress. If there are other culturally appropriate ways to provide support, these should be brainstormed and used.

The assessment team should provide information about data storage

For example, the assessment team must have a way to ensure that the data, including the original data collection forms and notes, are stored in a secure location such as in a password-protected file on a computer and/or in a lockbox to ensure that no person will be physically or digitally able to access them. Additionally, the assessment team must come up with a long-term data storage plan before they begin the research that details by whom, where and for how long the data will be kept. This involves finding a secure site to host the data so that it continues to only be accessible to the assessment team unless the data is to be entirely deleted. The assessment team could share the survey data with the security institution after it has been de-identified, but it is not recommended to share the raw data with the security institution in case it is used to treat unfairly those who participated in the assessment. To de-identify the survey data, researchers should remove several variables before the data is shared, including rank, unit, department, and geographical placement.

96 Definitions from University of California San Francisco irb.ucsf.edu/definitions, accessed on 13 August 2020.

The researchers should also consider whether other variables could be used to identify respondents depending on country context, such as ethnicity/tribe, religion, and place of birth. The assessment team should carefully consider any other ways in which superiors could potentially track the answers of their subordinates either during the survey itself or by using the de-identified data if it is shared. All interview material should be destroyed after the launch of the reports unless the assessment team has permission to use it for future research.

The assessment team and all enumerators should commit to keeping all data confidential

Members of the assessment team and enumerators will be gathering data that is confidential. Enumerators and other members of the assessment team must commit to not discuss anything they learn or hear as part of the survey with others. If possible, members of the assessment team and enumeration team should sign a confidentiality agreement. The survey software must automatically delete any information collected during the survey from the device and enumerators should not be allowed to access completed surveys after they are finished. When possible, the enumeration team should reflect the characteristics of people they will interview, including their gender, race/ethnicity, religion, and language to help ensure that respondents feel comfortable. Additionally, the assessment team should reflect on their own social biases and expectations and ensure that they do not unintentionally bias the respondent.

Though it is highly unlikely, it is possible that the researchers might hear about criminal, illicit, or illegal activities. As such, the assessment team must agree on an appropriate procedure, in line with national legislation, if they witness or hear about such activities.

The survey questions are found online in the MOWIP Toolbox[97].

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04

Data Analysis

Data analysis

This section is designed to be used by the assessment team engaged in analysing the collected data. In order to fully comprehend the data analysis method, some basic grounding in statistical methods is necessary. Upon reading this data analysis section, an assessment team should be able to determine whether they have the requisite skills to conduct the data analysis or whether they need external support from a consultant or other institution. (See MOWIP Explainer 1 for details on when the Cornell Lab may be able to perform this role.)

Undertaking the data analysis requires the assessment team or consortium to be able to:

- access and use data analysis platforms such as (but not limited to) STATA, R or SPSS;
- generate statistics such as simple t-tests and regression analyses;
- draw on gender subject-matter expertise and familiarity with the institutional context to:
  - determine how the indicators are gendered
  - convert the results from the FFF into a narrative report
- perform content analysis on the interview transcriptions and draw out quotes and themes to complete the interview analysis template;
- clean data collected through the survey;
- write/edit analysis code to provide descriptive statistics for each question in the survey; and
- create scores and scales from the data collected using the MOWIP Indicator Form.

4.1 PREPARING THE DATA

In the previous chapters, we highlighted three data gathering tools used to examine the ten issue areas in each country:

- FFF
- Key decision-maker interviews
- Survey

These three tools allow us to fill out the Indicator Form and develop different types of scores for each issue area for each country. Below, we provide guidelines on how to analyse the data collected using each tool, how to fill out the Indicator Form, and how to derive the scores.

4.1.1 Fact-finding form

The FFF provides a wide range of information about the personnel numbers, institutional policies, programmes, and practices of a country. This information is used to fill out the MOWIP Indicator Form.

The first step is for the assessment team to complete the MOWIP Indicator Form using data from the FFF. The MOWIP Indicator Key document (see Box 4.1 below and Template 9 in the online MOWIP Toolbox) provides the corresponding FFF questions for each of the indicators that require data from the FFF. If data are missing from the FFF or there is insufficient detail to fill out the Indicator Form, then the assessment team should work with the security institution to find a response to the indicator.

MOWIP Indicators: Set of indicators for each issue area, which are used to develop scores
MOWIP Indicator Form: Template that provides the indicators for each issue area (*Template 8 in the MOWIP Toolbox)*
MOWIP Indicator Key: Template that provides the FFF question number and survey questions that correspond to each indicator (Template 9 in the MOWIP Toolbox)

The next step is to use the FFF questions to write a narrative that corresponds to each of the indicators for each issue area. These paragraphs should include as much detail as possible from the FFF because the more context there is for a particular indicator, the easier it is to make recommendations. If there is insufficient data to describe each indicator in detail (2–3 sentences), then follow-up may be conducted with the security institution to collect the missing data. Examples of these paragraphs can be seen in all published MOWIP reports; links are included online in the MOWIP Toolbox[98].

Box 4.1: Example of MOWIP Indicator Key

(see Template 9 in the MOWIP Toolbox[99] for a Word version. Please note that Template 9 may differ slightly from this example)

ISSUE AREA 1 Eligible pool

Indicator	Source	Survey question(s)	FFF question number
Does the country deploy units and individuals?	Both	Select all the ways you have been able to deploy to a UN peace operation: ☐ I was selected by superiors without applying (to be military observer/UNPOL) ☐ I applied voluntarily (to be military observer/UNPOL) ☐ I was part of an existing battalion/formed police unit deployed to a UN peace operation ☐ I joined a battalion/formed police unit that I was not previously part of to deploy to a UN peace operation ☐ I joined a new battalion/formed police unit that was created to deploy to a UN peace operation ☐ I was nominated by government officials (Secondment) ☐ I served as an independent consultant/Secondment ☐ Not applicable ☐ Other	**1.1:** Does your country deploy formed police units on UN peace operations? Does your country deploy individual UNPOL officers on peace operations? Does your country send seconded police officers to be part of UN peace operations?
Are women equally likely to deploy as men?	Both	Have you ever been deployed to a UN peace operation? ☐ Yes ☐ No	**1.2:** How many women were deployed to UN peace operations last year? How many men were deployed to UN peace operations last year?
Is the total percentage of women in the institution 30% or higher?	FFF		**1.3:** What is the total number of women in the police force? What is the total number of personnel in the police force?
Do more than 15% of women in the institution hold the median rank or higher?	Both	What is your rank?	**1.4:** What percentage of women in the police force hold the median rank or higher?

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99 id.

4.1.2 Key decision-maker interviews

The second tool consists of the key decision-maker interviews. Data from the key decision-maker interviews are important for determining the political will as well as the context and feasibility of making changes in a particular country. The way to analyse this data is to use the transcriptions – the assessment team should transcribe all the interviews from the audio recordings and should then read through the transcripts, looking for key themes to emerge for each issue area.

In particular, the assessment team should be aware of the following themes:

- how and why decisions about peace operations are made;
- how much each of the issue areas constitutes a barrier;
- best practices and opportunities from each issue area; and
- how to understand in-depth any particular concepts or systems that have been mentioned in the FFF.

This information will be used to assess the feasibility of any potential changes (see Section 4.4).

Box 4.2: Example of quotes extracted from interviews to complete indicators

Issue Area	Indicator Number	Quote/Description
1		'Many roles were only opened to women a few years ago, so it will take a long time before more women are able to deploy.'
1		'Combat roles are not open to women, so most of those who deploy are in medical functions or are cooks. Even then, places are limited.'
1		'I was a lucky one – I was promoted early on in my career but after three deployments, I stopped applying to deploy. I was exhausted, I missed my family and I realised I was missing out on promotions. Women were in high demand as there were so few of us.'
2		'Information on peace operation opportunities is posted on public notice boards and circulated by email.'
2		'Notices specifically encourage women to apply.'
2		'Selection boards must have women represented on them.'
3		'At the time, women couldn't join the military academy, so the men have a three-year head-start. We have the skills to deploy, but there aren't enough vacancies left for us all to be promoted.'
4		'Juggling work and family can be hard, but most families will find a way for women to deploy. It's an honour and a good earner.'
5		'Facilities are basic, but army personnel don't expect anything more.'
6		'Sure, there are always some idiots on mission but that's not a reason not to deploy. We're used to it.'
7		'You have to decide if you're going to be a peacekeeper or a major. Most women find that the boat has sailed when they come back from mission.'
8		'The leaders were all involved in developing the NAP and often talk about women, peace and security.'
9		'There were many women when we deployed, but no matter how much we complained, we always had to do the same work.'
10		'In the mission, you're not a woman or a man. You're a team.'

The assessment team should record which issue areas are mentioned in the transcript, draw out the key quotes and themes for them and then associate them with relevant indicators. The quotes/descriptions that have been extracted from the interviews (see Box 4.2 for hypothetical examples) should be added to the narratives that have been written by the assessment team for each issue area (see the online MOWIP Toolbox for links to examples in published MOWIP reports). The assessment team should add as many quotes to each issue area as are applicable. The quotes can only be added as direct quotes if consent has been given (interview consent forms) for the data to be shared. Otherwise, the assessment team can generalize the content of the quote. For example, for the first quote in Box 4.2, the team could write: 'According to one key decision-maker interview, roles for women only opened up a short time ago, which means that women cannot immediately deploy.'

The assessment should also keep track of how many interviewees mentioned the issue areas as barriers to women's meaningful participation, and which issue areas each interviewee thought were the top three barriers to women's meaningful participation. Box 4.3 shows an outline of Template 7 (Interview Analysis), which can be found online in the MOWIP Toolbox[100]. (Note that the names in the sample are fictional.) The template records the issue areas that each key decision-maker believes are the three most important barriers. For example, hypothetical decision-maker 'Isabel Herrera' believed that 'Deployment Selection' was the number one issue area, 'Eligible Pool' was the second most important issue area, and 'Household Constraints' was the third most important issue area.

The issue areas that key decision-makers view as barriers to women's participation indicate areas in which there might be political will to make changes. Thus, the MOWIP methodology is able to gauge mismatches between the areas that key decision-makers highlight and the realities on the ground. Box 4.3 shows that key decision-makers viewed 'Eligible Pool' as the main barrier to women's meaningful participation, followed by 'Deployment Criteria' and 'Household Constraints'. Thus, because these key decision-makers view these issue areas as barriers, they may be more willing to support initiatives that fall under these particular issue areas.

Box 4.3: Sample of completed template for interview analysis

(see Template 7 in the MOWIP Toolbox for Word version)

Key decision-maker interview Name/Code	Issue Areas containing the three main barriers		
	#1	#2	#3
Isabel Herrera	3	1	4
Tony Morrison	4	6	1
Jennifer Torres	1	2	3
Jane Betts	3	1	7
Arnold Palmer	1	3	8
Cesi Thompson	1	2	7
Interview 1A	1	2	4
Interview 1B	1	5	5
Interview 1C	2	3	4
Interview 2A	1	4	4
Most Common	1	2	4

Interviewees 1A, 1B, 1C, and 2A did not want to be named. Hence, their code names are used. Countries can come up with their own way to create codenames for interviewees. In this hypothetical example, the numbers correspond to civilian government (1) or the military/police (2), and the letters (A, B, C) correspond to the dates of the interviews.

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4.1.3 Survey

The survey requires the most effort and technical expertise to analyse.

4.1.3.i Data cleaning

The first step in preparing the data for analysis is to clean it. The assessment team should clean the data using data analysis platforms such as STATA, R, or SPSS. Such changes might include preparing the data so that the variable is in the correct format for analysis, converting text into numbers, and collapsing columns into specified variables. For example, question responses that are dichotomous should be in '0' and '1' format and should not be kept as 'Yes' or 'No'.

The type of data cleaning that will be required depends on the survey software used and how the software formats the data. For example, the sample data in Box 4.4 is a method in which the data is formatted by the survey software iSurvey. In this data set, each row is an individual respondent's answers and each column represents a possible survey response.

For example, the respondent in row 5 said 'No' to a question about whether they had ever deployed to a regional peace operation. Their response is printed in the second column of the data set. When the data is formatted in this way, the first step is to create one column for each question, rather than one column for each possible question-answer option. In other words, we want one column (instead of four columns) that contains all of the 'Yes', 'No', 'I don't know', and 'I refuse to answer' responses to the question about whether the respondent has deployed to a regional peace operation. This can be done by merging the columns together using a data analysis platform such as R or STATA. This will need to be done for all of the columns in the data set.

Next, in order to conduct statistical analysis, most of the survey responses will have to be recoded from character form – the actual words of the responses – to a numeric coding. For example, in the sample in Box 4.5, 'Yes' is recoded as '1' and 'No' is recoded as '0'. Similarly, for questions that ask respondents how strongly they agree with a statement, answers are recoded as follows: 'Strongly Disagree' is '0', 'Disagree' is '1', 'Neutral' is '2', 'Agree' is '3', and 'Strongly Agree' is '4'. The 'I don't know' is recorded as '98' and the 'I refuse to answer' is coded as '99'. Questions to which the respondent does not answer should be recoded as 'NA'. Additionally, the data analysis team should make sure that all dichotomous variables have been properly coded as '1' if the respondent gives an affirmative response, and '0' if a negative response. Finally, it is helpful if all variables are given short, clear names.

Box 4.4: Example of raw survey data

1	Q43. (regionaldeploy)				Q44. (pkdeployment)		Q381. (femalePKpresence)						
2	Yes	No	I don't kno	I refuse to	Yes	No	Strongly Di	Disagree	Neutral	Agree	Strongly ag	I don't kno	I refuse to answer
3	Yes				Yes					Agree			
4	Yes				Yes			Disagree					
5		No				No					Strongly agree		
6		No			Yes				Neutral				
7	Yes					No		Disagree					
8		No			Yes			Disagree					
9	Yes				Yes					Agree			
10		No			Yes							I don't know	
11		No				No					Strongly agree		
12		No				No	Strongly Disagree						
13		No				No				Agree			
14	Yes				Yes					Agree			
15		No				No			Neutral				
16		No			Yes					Agree			
17	Yes				Yes					Agree			
18		No			Yes			Disagree					
19		No			Yes				Neutral				
20		No				No			Neutral		Strongly agree		
21	Yes				Yes			Disagree					
22		No				No				Agree			
23		No				No			Neutral				

Box 4.5: Example of clean survey data

1	Deploy Regional	Deploy UN	Female PK Presence improve
2	1	1	3
3	1	1	1
4	0	0	4
5	0	1	2
6	1	0	1
7	0	1	1
8	1	1	3
9	0	1	na
10	0	0	4
11	0	0	0
12	0	0	3
13	1	1	3
14	0	0	2
15	0	1	3
16	1	1	3
17	0	1	1
18	0	1	2
19	0	0	2
20	1	1	1
21	0	0	3
22	0	0	2
23	1	1	3

4.1.3.ii Descriptive statistics/Regression analysis

The next step is to write analysis code to provide descriptive statistics for each question. This means creating a spreadsheet with each question and response and calculating the proportions of respondents who answered each question in a certain way.

In Box 4.6, we provide an example of how this might look. The first column lists the question text and the second column gives each possible answer option. The third column is for the proportions of all personnel who selected each response. The next two columns list the proportions of men and women who selected each response. We also include columns for the proportions of deployed and non-deployed personnel who responded each way.

In the hypothetical example in Box 4.6, 14% of the total sample of survey respondents found out about joining the police through family members. Among men, 15% heard about the police from family members, compared with 14% of women. Among deployed personnel (both men and women), almost 14% heard about joining the police from family compared with 16% of people who had never deployed.

We then conduct a simple t-test to see if there are statistically significant differences between the men and women surveyed and the deployed and non-deployed personnel surveyed.[101] We highlight any statistically significant differences and note the direction (positive = more women/deployed personnel responded this way and negative = less women/deployed personnel responded this way).

101 Note that * means a p-value of <0.1, ** means a p-value of <0.05, and *** means a p-value of <0.01.

Box 4.6: Screenshot of sample analysis spreadsheet[102]

Question	Responses	Total Percent Answer	% Men Answer	% Women Answer	T Test (Gender)	Regression (Gender)	Regression Significance	% Deployed Answered	% Non-deployed Answered	T Test (Deployed)	Regression (Deployed)	Regression Significance	Regression (Interaction)	Significance
How did you find out about joining the police? (Tick all that apply)	Family	0.142	0.154	0.141				0.139	0.162					
	Friends	0.204	0.292	0.19	**neg**	neg	*	0.28	0.144	**neg**	neg	**	neg	*
	Newspaper	0.24	0.442	0.104	**neg**	neg	***	0.044	0.444	**pos**	pos	***	neg	**
	TV	0.022	0.011	0.004				0.021	0.024					
	Radio	0.024	0.048	0.004	**neg**	neg	*	0.034	0.018	**neg**	neg	*		
	Social Media	0.059	0.08	0.044				0.142	0.02	**neg**	neg	***		
	School/Teacher	0.028	0.024	0.035				0.024	0.032					
	Mentor	0.024	0.011	0.022				0.034	0.018	neg	neg	*	pos	*
	Female	0.001	0	0.004				0.004	0					
	Male Recruiter	0.001	0.005	0				0.004	0					
	I did the research to find out how to join	0.044	0.094	0.049	**neg**	neg	**	0.032	0.024					

Bold font = t-test is significant at the .10 level or less
* = p-value < 0.1, ** = p-value < 0.05, *** = p-value < .01

The simple t-test does not allow us to account for other confounding variables that affect the responses. For example, women might also be of a lower rank, which makes it hard to know if any significant differences between men's and women's responses are due to their gender or their rank. As such, we also conduct regression analysis to ensure that the statistical significance is robust. Depending on the dependent variable (the survey question), we use different models:

- Dichotomous dependent variable (if the variable has only two responses [i.e. 'yes' or 'no', 'received a radio' or 'did not receive a radio' etc.]): logistic regression model
- Continuous (if the variable was a scale): linear regression model
- Ordinal variable (if the numbers are ordered in a linear fashion (i.e. strongly agree, agree, neutral, disagree, strongly disagree)): ordered logistic regression model

We then regress a set of standard independent and control variables: sex, deployed/not deployed, high rank/low rank, urban/rural, branch (armed forces only), and age. The model could also include race/ethnicity, or any other variables that the assessment team believe are important to include. However, the assessment team should not include variables that are highly correlated with one another. If age and rank are highly correlated, for example, it is better to include only one of those variables in the regression analysis. The assessment team also should be careful not to include too many control variables, especially if they are in possession of fewer than the suggested minimum number of surveys (380).

Next, we include what is called an interaction term between sex and deployed (sex x deployed). This allows us to see if deployment has a conditional effect on the sex of someone and the particular survey question of interest. If the female variable is significant, we know that women affect the survey question of interest (dependent variable response). If the interaction term (female and deployed variable) is significant, we know that deployment affects the degree to which being a woman affects the outcome of interest. In other words, the interaction term and female term will tell us if women, or deployed women, are more or less likely to respond in a certain way holding other possible factors that may influence their responses (such as age or rank) constant.

Sometimes it is possible that while the t-test will find a statistically significant difference between men and women's responses for a particular survey question, the statistical model does not find a relationship or will even find a reverse relationship. This is because the simple t-test does not take into consideration confounding variables (such as age, rank, etc.). For each question on the spreadsheet, we mark an asterisk for whether there is a statistically significant result for women, deployed personnel, and deployed women in the regression model (* for significance at the 0.1 level, ** at the 0.05 level and *** at the 0.01 level). Note that this type of regression analysis is only possible with a high number of surveys. If the N (the number of surveys) is not large enough, then we primarily rely on the simple t-test, acknowledging that there may be confounding factors which are not taken into consideration.

102 Please note that this is an example, and that the version of this sample found in Template 14 of the online MOWIP Toolbox, Regression Analysis Form, may differ slightly.

The assessment team should conduct this descriptive and regression analysis for all the variables listed in the Indicator Form. We provide a template that can be filled out by the assessment team (see Template 14 in the online MOWIP Toolbox[103]), who should then use this information to complete the MOWIP Indicator Form. The MOWIP Indicator Key provides the survey questions that correspond to each indicator.

The assessment team should also include the survey analysis in the description of each indicator in the report. They should provide the descriptive statistics combining responses by men and women, as well as the sex disaggregated responses. They should then indicate whether the difference was statistically significant or not based on the t-test or regression analysis. Additionally, if deployed women have a different experience than women who have not deployed (if the interaction term is significant), this should also be stated.

4.1.4 Missing data

During the course of the MOWIP process, assessment teams may not be able to acquire all the data mentioned in the methodology. They may not have access to information about some FFF questions, or they may not have permission to ask some of the questions on the survey. As mentioned above, to the extent possible, the assessment team should conduct an exhaustive search of existing sources to answer the missing FFF questions.

For survey questions that are missing, the assessment team must be transparent. In some cases, questions that are deemed too sensitive for a country such as questions about harassment or sexual relations indicate that the subjects themselves are taboo. This means that a particular issue area – for example, issue area 10, if the country does not want to provide information about sexual harassment – is a barrier to women's meaningful participation precisely because the security institution is unwilling to have a conversation about the topic. Thus, in some instances, missing data gives the assessment team information about what may be a barrier in a country context.

At other times, countries may request the removal of survey questions because they are sensitive for national security reasons. In such cases, the assessment team should try to work with the security institution to come up with alternative questions that still measure the information the original question was meant to capture. When this is not possible, the assessment team does not include the survey questions as a part of the Indicator Form and subsequent score. However, if a significant number of questions are removed (more than 20% of the questions that correspond to each issue area), the assessment team should mention that this limits their analysis of some issue areas in the report.

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4.2 CREATING SCORES AND SCALES: THE MOWIP INDICATOR FORM

Information on the basic analysis mentioned in the previous sections does not provide instructions on how to fill out the MOWIP Indicator Form and how to derive scores for each issue area across countries. In this section, we provide guidelines for how to use the data-gathering tools to fill out the MOWIP Indicator Form and to create the following scores:

IMPLEMENTATION GAP SCORE: indicates the extent to which there is a gap between the policies, practices, and programmes, and personnel's experiences of those policies, practices, and programmes

BARRIER SCORE: indicates the extent to which the issue area is a barrier for men and women

INSTITUTIONAL BARRIER TO WOMEN SCORE: indicates the extent to which the issue area affects or disproportionately affects women

WOMEN'S GAP IN EXPERIENCE SCORE: indicates the extent to which this issue area is experienced as a barrier more commonly or more strongly by women than it is experienced by men.

The four scores measure different dimensions of what constitutes a barrier. The Barrier Score measures the degree to which an issue area is a barrier for men and women's meaningful participation. But to understand whether an issue area affects women it is important to understand whether particular indicators disproportionately affect women and how well the country is performing specifically on those indicators (Institutional Barrier to Women Score). Moreover, the actual experiences of the personnel might not match the stated policies, programmes, and practices. Thus, it is also important to measure whether experiences match what is on paper (Implementation Gap Score), and whether women experience the issue in different ways than men do (Women's Gap in Experience Score).

The MOWIP Indicator Form is used to create the four scores. An example of the completed form is shown in Box 4.10, and the whole form is available online as Template 8 in the MOWIP Toolbox[104]. The MOWIP Indicator Form was developed based on scholarly research on peace operations, feedback from experts, and from implementing the process in the pilot countries. It includes a series of indicators to measure each issue area that is derived from the FFF, survey, or both. Here, we provide details about each column in the form as well as how to fill them out (see Boxes 4.7, 4.8 and 4.9):

Box 4.7: Filling out gaps in the MOWIP Indicator Form

Indicator	Data Source	Survey	FFF	Implementation Gap Score
Does the country deploy units and individuals?	Both	1	1	0
Are women equally likely to deploy as men are?	Both	0	0	0
Is the total percentage of women in the institution 20% or higher?	FFF			
Are more than 15% of women in the institution in the median rank or higher?	Both	1	0	1
Are 10% of operational units composed of women?	FFF			
Are battalions/formed police units composed of 20% women or above?	FFF			
Do women make up 20% of managerial/leadership positions?	Both	0	1	1

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DATA SOURCE: The data source column indicates whether information is to be found either in the FFF, the survey, or both. This helps the assessment team know where to look to provide a response for the particular indicator. The MOWIP Indicator Key document provides more specific guidance.

SURVEY: This column records responses from the survey. Based on the survey, if the response to the indicator question is 'Yes', then the assessment team marks a '1', and if the response is 'No', then the assessment team marks a '0'. If an indicator is marked as '1', this signifies that this specific issue area indicator is not perceived as a barrier by the survey respondents.

FFF: This column records the responses from the FFF. Based on what the FFF states (using the MOWIP Indicator Key document), the assessment team can answer the question posed as an indicator. If the response is 'Yes', then the assessment team marks a '1'. If the response is 'No', then the assessment team marks a '0'. An indicator marked as '1' signifies that this specific indicator of institutional policies or programmes that make up the issue area does not act as a barrier.

IMPLEMENTATION GAP SCORE: This column records whether there is a gap between the survey and the FFF (Box 4.7). The grey colour means that the indicator is measured by both the FFF and the survey, and therefore that indicator should receive an Implementation Gap Score. The survey represents the perceptions of individuals within the institution whereas the FFF represents the institutional or procedural response or policy. Thus, a difference in response means that there is possibly a gap between perceptions and the institutional policies, programmes, and practices in place. Here, if the 'FFF' and 'survey' columns both state '0' or '1' then the assessment team marks a '0' indicating that there is no gap. However, if the numbers are different from each other in the 'FFF' or 'survey' columns, then the assessment team marks a '1', indicating that there is a gap. In other words, if there is a '0' in the FFF column and a '1' in the survey column, or vice versa, the assessment team writes '1' in the Implementation Gap Score column. If only one column has been filled out, because of a lack of data, then this column stays blank.

BARRIER SCORE: This column corresponds to the score for the barrier (Box 4.8). If either or both of the 'FFF' and 'survey' columns state '0', then the assessment team marks '0' in the 'Barrier Score' column. This places a higher burden on the country because the threshold for a '1' is high – if both types of data are available, they must both state '1' for the barrier score to be '1', but if there is only one data source (the survey or the FFF), then the barrier score will be the same as that data source.

Box 4.8: Calculating the total in the MOWIP Indicator Form

Indicator	Data Source	Survey	FFF	Implementation Gap Score	Barrier Score
Does the country deploy units and individuals?	Both	1	1	0	1
Are women equally likely to deploy as men are?	Both	0	0	0	0
Is the total percentage of women in the institution 20% or higher?	FFF		1		1
Are more than 15% of women in the institution in the median rank or higher?	Both	1	0	1	0
Are 10% of operational units composed of women?	FFF		0		0
Are battalions/formed police units composed of 20% women or above?	FFF		1		1
Do women make up 20% of managerial/ leadership positions?	Both	0	1	1	0

APPLICATION TO WOMEN: This column (Box 4.9) highlights whether the indicator only affects or disproportionately affects women (highlighted in blue). If the indicator applies to women only, it is marked as 'Yes'. If the indicator theoretically benefits one group over the other, or if it is known that it disproportionately affects women, then it is marked by 'Disproportionately' [affects women]. The assessment team should localize the indicators as necessary (see MOWIP Explainer 4 for more details).

INSTITUTIONAL BARRIER TO WOMEN SCORE: This column corresponds to the indicators that apply only to women or disproportionately to women. For indicators that were coded as 'Yes' or 'Disproportionately' in the 'Application to Women' column, the assessment team marks the same '1' or '0' from the 'Barrier Score' column in the 'Institutional Barrier to Women Score' column.

WOMEN'S GAP IN EXPERIENCE SCORE: This column corresponds to whether or not there were statistically significant differences between men and women's responses for the indicator. This column applies only to the indicators that can be answered using the survey. If men and women had statistically significant different responses for the indicator, then the assessment team marks a '1'. If men and women were equally likely to have the same survey response, the assessment team marks a '0'. Only cells in light blue will be filled out, as these are indicators for which a survey was the source.

Box 4.9: Filling out the gender-related columns of the MOWIP Indicator Form

Indicator	Data Source	Survey	FFF	Implementation Gap Score	Barrier Score	**Application to Women** Does the indicator affect women only, disproportionately affect women?	Institutional Barrier to Women Score	**Women's Gap in Experience Score** Do women have statistically significant differences in experience than men do?
Does the country deploy units and individuals?	Both	1	1	0	1			0
Are women equally likely to deploy as men are?	Both	0	0	0	0	Yes	0	1
Is the total percentage of women in the institution 20% or higher?	FFF		1		1	Yes	1	
Are more than 15% of women in the institution in the median rank or higher?	Both	1	0	1	0	Yes	0	1
Are 10% of operational units composed of women?	FFF		0		0	Yes	0	
Are battalions/formed police units composed of 20% women or above?	FFF		1		1	Yes	1	
Do women make up 20% of managerial/leadership positions?	Both	0	1	1	0	Yes	0	0

We now turn to calculating the scores for each of these columns (Box 4.10). The score for each column is the total number of '1's divided by the total responses, which correspond to a proportion between '0' and '1'. It is the average number of '1's.

IMPLEMENTATION GAP SCORE: The higher the proportion, the more there is a gap between perceptions and institutional policies. A discussion about these gaps is useful during the validation process. We calculate the inverse of this or 1- [the Implementation Gap Score] to be able to compare it to the total score and Institutional Barrier to Women score.

SURVEY: The higher the proportion, the less likely this issue area is as a barrier to women's meaningful participation based on perceptions and experiences (for the group as a whole, women and men included).

FFF: The higher the proportion, the lower the prevalence of this issue area as a barrier based on institutional policies, programmes, and practices (for the group as a whole, women and men included).

BARRIER SCORE: The higher the proportion, the less likely this issue area is as a barrier for men and women's participation (for the group as a whole, women and men included).

APPLICATION TO WOMEN: If the barrier affects women only, or disproportionately affects women, we write 'Yes' in the box. For some barriers this will be clear in all contexts; for others, a subject-matter expert will need to make a judgement call based on the national and institutional context. The assessment team should calculate how many of the indicators for each issue area apply only or disproportionately to women.

INSTITUTIONAL BARRIER TO WOMEN SCORE: This score is one of two scores that determines whether the issue area is a barrier specifically or disproportionately to women. This score is created by dividing the total number of '1's by the total number of indicators for that issue area that apply only or disproportionately to women. The higher the proportion, the less likely this issue area is as a barrier for women. Note that this score may be different from the 'total' score, which encompasses women and men as a group.

WOMEN'S GAP IN EXPERIENCE SCORE: This score is the second of two scores that determines whether the issue area is a barrier specifically to, or disproportionately for women. The total number of '1's should be divided by the total number of indicators that had the survey as a source. The higher the proportion, the more there is a difference between men and women's experiences. We calculate the inverse of this or 1- [the experience gap score] to be able to compare it to the other scores. This score is filled out using only the survey data, which means that it captures only the actual experiences of women. Sometimes this might differ when compared to the Institutional Barrier to Women Score because there may be institutional barriers for women, but not all women experience these institutional barriers in the same way.

MOWIP Explainer 4 in the online MOWIP Toolbox[105] provides a complete run-through of how to complete the MOWIP Indicator Form for a sample indicator.

One of the advantages to the MOWIP methodology, including the Indicator Form and scoring system, is that it is flexible and can be modified to assess how these issue areas might affect other populations such as minority ethnic or racial groups. The assessment team would need to amend the FFF and survey to reflect other groups of interest, as well as amending the indicators, conducting an assessment of which indicators affect the group of interest and adding additional columns as relevant. This process could happen during the initial planning phase and preparation phase. The same assessment method can then be used to look at barriers and opportunities for this sub-group of personnel.

The Indicator Form and scoring system also allow for intersectionality by comparing the scoring classifications for different groups. For example, to understand how race and sex intersect using this methodology, the assessment team would compare the classification and scores for women and for the minority group. Where the cells intersect is where there are barriers for both groups.

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Box 4.10: An example of the MOWIP Indicator Form

(The complete form is available online as Template 8 in the MOWIP Toolbox)

ISSUE AREA 1 Eligible pool

Indicator	Data Source	Survey	FFF	Implementation Gap Score	Barrier Score	Application to Women Does the indicator affect women only, disproportionately affect women?	Institutional Barrier to Women Score	Women's Gap in Experience Score Do women have statistically significant differences in experience than men do?
Does the country deploy units and individuals?	Both	1	1	0	1			0
Are women equally likely to deploy as men are?	Both	0	0	0	0	Yes	0	1
Is the total percentage of women in the institution 20% or higher?	FFF		1		1	Yes	1	
Are more than 15% of women in the institution in the median rank or higher?	Both	1	0	1	0	Yes	0	1
Are 10% of operational units composed of women?	FFF		0		0	Yes	0	
Are battalions/formed police units composed of 20% women or above?	FFF		1		1	Yes	1	
Do women make up 20% of managerial/leadership positions?	Both	0	1	1	0	Yes	0	0
Have at least 30% of women served in a leadership position?	Both	1	0	1	0	Dis	0	0
Are the average number of deployments for women equal to those of men?	Both	1	1	0	1	Yes		1
Are there any all-female units?	FFF		1		1	Yes	1	
Have there been specific recruitment drives for women?	FFF		0		0	Yes	0	
Are there bathroom facilities for women in all buildings?	Both	0	1	1	0	Yes	0	1
Are the bathroom facilities adequate?	Survey	0			0	No		1
Are there barracks specifically for women?	Both	1	0	1	0	Yes	0	1

Are the barracks adequate?	Survey	0			0	No		0
Are there separate uniforms and equipment for women?	FFF		1		1	Yes	1	
Are the uniforms and equipment adequate?	Survey	1			1	No		0
Are women included in peace operations training – domestic or abroad?	Both	1	0	1	0	Yes	0	1
Have 50% or lower of women deployed to one mission or more?	FFF		0		0	Yes	0	
Have women been allowed to serve in the institution for 20 years or more (since before 2000)?	FFF		1		1	Yes	1	
Do women re-deploy at the same rate as men do?	Both	0	0	0	0	Yes	0	0
Is there a formal programme for re-deployment?	Both	1	0	1	0	No		1
Do men and women think they should deploy the same number of times?	Survey	0			0	Dis	0	0
Do men and women equally wish to deploy?	Survey	1			1	No		0
Do men and women equally apply to deploy?	Survey	0			0	Dis	0	1
Do 50% or higher apply to go on missions?	Survey	0			0	Dis	0	1
Can women easily move from one speciality/unit to another?	Survey	1			1	Yes	1	1
Does the country allow personnel to extend their mission?	FFF		0		0	No		
Do women extend their missions at the same rate as men do?	Both	0	0	0	0	Yes	0	0
Do only a minority of personnel leave/ want to leave the institution? (If majority, mark as 0)	Both	1	0	1	0	No		1
Do men and women leave the police force at the same rate?	Both	0	1	1	0	Yes	0	1
Total Possible		**22**	**23**	**14**	**31**	**23**	**23**	**22**
Total				**9**	**10**		**6**	**13**
Score				**9/14 = 0.64 1-0.64 = 0.36**	**10/31 = 0.32**		**6/23 = 0.26**	**13/22 = 0.59 1-0.59 = 0.41**

Interpreting the example: Without the other issue areas, it is not possible to compare the scores. The scores are comparable to the corresponding scores from other issue areas in order to determine the extent to which the issue area is a barrier to women's meaningful participation.

Comparing across the scores is also possible. In this example, we can see that there is a slight difference in the Barrier Score and the Institutional Barrier to Women Score, with the Institutional Barrier to Women Score being lower than the Barrier Score, suggesting that the issue area may be more of a barrier to women than to men. However, without comparing these scores with assessment of other issue areas, it is not possible to derive satisfactory analysis.

4.3 ISSUE AREA CLASSIFICATION (high, medium and low possibility of being a barrier)

Based on the MOWIP Indicator Form (Template 8 in the online MOWIP Toolbox[106]), four different scores are used to rank the issue areas. The first step is to list the indicator score by issue area. Box 4.11 uses hypothetical scores to demonstrate the process.

Box 4.11: Hypothetical scores calculated from the MOWIP Indicator Form

ISSUE AREA	1	2	3	4	5	6	7	8	9	10
Implementation Gap Score (Inverse)	0.36	0.56	0.66	0.78	0.84	0.76	0.69	0.66	0.41	0.08
Barrier Score	0.32	0.58	0.62	0.24	0.83	0.32	0.24	0.56	0.82	0.30
Institutional Barrier to Women Score	0.26	0.66	0.73	0.25	0.95	0.57	0.55	0.62	0.49	0.23
Women's Gap in Experience Score (Inverse)	0.41	0.62	0.46	0.55	0.52	0.83	0.52	0.79	0.67	0.35

Once the scores are entered, the assessment team should then compare the same score across the ten issue areas and determine which are the lowest and which are the highest. The next stage is to classify the issue areas into **'low' (green)**, **'medium' (yellow)** and **'high' (red).** For each score, the two lowest scores should be marked in red and the two highest scores in green. All other scores are marked in yellow. The next step is to look at the scores marked in yellow on each line – for any that are closer to the proportions marked in green or red than they are to the proportions marked in other yellow boxes for a given line, then they should be remarked accordingly, as green or red.

In the example in Box 4.12, on the 'Implementation Gap Score' row, issue area 6 would have initially been marked in yellow, but because this score is much closer to the score in column 4 (green) than column 7 (yellow) it has been remarked as green.

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Box 4.12: Hypothetical scores with issue area classification (colours)

ISS UE AREA	1	2	3	4	5	6	7	8	9	10
Implementation Gap Score (Inverse)	0.36	0.56	0.66	0.78	0.84	0.76	0.69	0.66	0.41	0.08
Barrier Score	0.32	0.58	0.62	0.24	0.83	0.32	0.24	0.56	0.82	0.30
Institutional Barrier to Women Score	0.26	0.66	0.73	0.25	0.95	0.57	0.55	0.62	0.49	0.23
Women's Gap in Experience Score (Inverse)	0.41	0.62	0.46	0.55	0.52	0.83	0.52	0.79	0.67	0.35
Overall Issue Area Classification	HIGH	MED	LOW	HIGH	LOW	MED	MED	MED	MED	HIGH

At the end of the report, the assessment team may include this table and explain each of the issue areas. The different scores allow the assessment team to explain different ways the issue areas affect women and men's meaningful participation.

As an example, we provide here an explanation of **issue area 8: top-down leadership:** The scores tell us that top-down leadership is a moderate barrier to both men and women's meaningful participation. The issue area does disproportionately affect women at an institutional level, but less so at the experiential level. In other words, women are equally likely to experience this issue area in the same way as men do. However, (the lack of) policies, programmes, and practices might still be disproportionately affecting women's meaningful participation without them necessarily being aware of it. Implementation of policies is a moderate barrier, which means that the country should explore the gaps between the institutional policies and personnel's experiences with those policies in more detail.

The classification of scores also reveals which issue areas are more of a barrier for women's meaningful participation. In the hypothetical scenario above, issue area 10 is the greatest barrier to women's meaningful participation, followed by issue area 1. The country is doing well on issue areas 3 and 5. The other issue areas fall in the middle (yellow) with respect to how much they are a barrier to women's meaningful participation. It is up to the assessment team to decide the threshold for the colours based on their priorities and which issue areas they want to focus on. That is, how many issue areas they wish to allocate to a particular colour. For example, they may wish to mark one issue area in red and one in green, with the rest yellow, or two red and green, or three red and green, with the rest yellow.

There may be differences across the scores for the same issue area. For example, issue area 6 has a Barrier Score that is red, meaning that it is a barrier for men and women, but a green for the Women's Gap in Experience Score and the Implementation Gap Score, meaning that women do not think their experience with issue area 6 differs much from men's experiences and their experiences match the reality of the institution's policies, practices, and programmes. In other words, there are clear institutional barriers, but men and women are experiencing them in the same way. The Institutional Barrier to Women Score for issue area 6 is yellow, meaning that some of the institutional barriers may affect women disproportionately.

Similarly, issue area 9 has a high score for Implementation Gap, meaning that implementation of policies, practices, and programmes does not align with people's experiences of them. Thus, the policies may exist but are not being implemented. The Women's Gap in Experience Score is yellow, meaning that women experience issue area 9 as a barrier more so than men. Thus, while the country may have set up policies, practices, and programmes, they may not be implemented, and the lack of implementation may be responsible for why women are disproportionately negatively affected.

Interpreted this way, it becomes clear not only which issue areas are significant barriers to women's meaningful participation, but also which dimensions show more of a problem, allowing more specific targeting of recommendations.

What is important to note is that although the issue area classification (colour coding) is not comparable across countries, the scores are comparable within the same institution. In other words, we do not set a fixed range of values that state when an issue area should be classified as a low, medium, or high barrier. Rather, the classification is relative within each individual national security institution. However, the four scores are calculated in the same way across all institutions, so the scores are comparable between institutions and countries. The colour coding, though, is contextualized for each national institution to determine which issue areas are more of a barrier in the specific national/institutional context. (For example, if two institutions have a Barrier Score of 0.7 for issue area 1, then this issue area is prevalent in both institutions. However, it may be classified as a 'medium' barrier in one and a 'high' barrier in the other, depending on how high a score of 0.7 ranks compared with the Barrier Score for the other issue areas.)

Moreover, an assessment team is able to repeat the assessment in the same institution, so scores are comparable with those from the previous assessment. This allows the institution to see whether progress is being made or not. The assessment team can even track progress on individual indicators. However, the assessment team cannot compare issue area classifications. Issue area 2 may be yellow in the first assessment and red in the second assessment not because the situation has got worse, but because some of the other issue areas classified previously as high barriers have been successfully addressed, meaning that issue area 2 is now where the greatest need is.

4.4 CONTEXTUALIZING THE SCORES

The scores identify the issue areas that are barriers to women's meaningful participation. However, the degree to which the countries are able to implement change depends on the willingness and political will of leaders as well as the country's peace operations priorities and goals, and national emergencies.

The degree to which there is political will for change can be assessed using the key decision-maker interviews. The assessment team code the issue areas that the key decision-makers believe contain the top three barriers. Where the issue areas highlighted by the decision-makers as major barriers align with the scores, there is likely to be more political will for follow-up. Where there is a degree of misalignment, there may be less political will because the leaders may stick to their prior understanding of what are and are not barriers to meaningful participation. This is where the MOWIP methodology can be useful because it uses a comprehensive, scientific approach to identify the barriers. It should be used as a way to build political will for work in areas where there might not have been any in the past. The evidence can be highlighted to key leaders during the validation process.

In addition to political will for change, the country's peace operations strategy and goals will determine how women's meaningful participation in peace operations may be enhanced for that specific country. Some countries may be able to increase their total deployment while others may need to maintain deployment at the same level. In other words, some countries will be able to send more women in addition to those who are already deployed, i.e. increase the overall number of deployed personnel. Other countries will not be able to increase their overall numbers, but could send more women instead of some of the men who would have deployed, i.e. increase the proportion of women in deployments, but deploy the same number of personnel.

In either case, it is important to ensure that both numerical and percentage increases to women's deployment result in meaningful participation. To do this, recommendations need to ensure that women have their needs met when participating in the institution and on peace operations; that women have access to the same opportunities, roles, and resources as men do; and that women's skillsets and qualifications match their responsibilities and the expectations they face (see Section 2).

Countries may not be able to send a higher number of troops or police for several reasons:

- The UN does not request higher numbers of contributions.
- The national peace operations strategy does not call for an increase in numbers.
- The national security policy or strategy prevents countries from deploying more personnel because the country prioritizes:
  - regional peace operations over UN peace operations
  - the deployment of police or military, not both
  - contingents or observers, not both
  - FPUs or UNPOL, not both
  - certain peace operations over others and/or is unwilling to increase the number of peace operations to which it sends contributions.
- There is a crisis or possibility of a crisis in the TPCC (i.e. health epidemic, civil conflict, election, natural disaster, etc.), which requires that the armed forces and/or police and/or gendarmerie remain in the country.
- The situation in the peace operations host countries changes to become more dangerous.

Thus, when developing recommendations for the country to increase women's meaningful participation, it is important to take into consideration the constraints of the TPCC.

05

MOWIP Report

MOWIP Report

The draft MOWIP report is a confidential internal document, which is not to be released outside the institution undergoing the assessment. The draft report builds upon the following elements:

- a summary of the security institution and its history with peace operations' participation, including women's participation in peace operations;
- the findings from the surveys, fact-finding form, and interviews;
- additional insights provided by the security institution during the validation process (see Section 6);
- good practice narratives developed by the security institution (see Section 6); and
- contextually relevant and appropriate recommendations to overcome the barriers and leverage the opportunities, to be developed in collaboration with the security institution (see Section 6).

The draft MOWIP report and additional insights collected during the preliminary oral report and the validation workshop enable the assessment team to produce two versions of the final MOWIP report:

- A confidential detailed report (the internal report), which is provided to only the security institution itself; and
- A public report, in which all sensitive and classified information, as well as corresponding recommendations, are removed, if desired. This version of the report is released only with the security institution's approval. It is a useful outward-facing expression of the security institution's commitment to contributing not only to an increase in the participation of women in peace operations but also to the implementation of the WPS Agenda.

The MOWIP report has two distinct purposes. First, it details the findings of the assessment. For each issue area, good practices and barriers are identified and detailed based on the analysis of the data. Each issue area is scored and labelled as a 'low', 'medium' or 'high' barrier depending on whether it includes major barriers to women's meaningful participation in peace operations. The 'high-barrier' issue areas are identified as the areas that need the most improvement in order to increase women's meaningful participation, while the 'low-barrier' issue areas are identified as areas in which the country is doing well, and could provide examples for other countries.

Second, the MOWIP report provides evidence-based recommendations for policy and programmatic actions to overcome the barriers identified and to leverage established good practices. It also outlines additional pathways for further research.

While the MOWIP report should be tailored to the needs and priorities of the institution and country in which the assessment has been undertaken, the following section provides guidance regarding the format and the various types of information it could include.

A full template in Word format is available online as Template 10 in the MOWIP Toolbox[107].

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1 EXECUTIVE SUMMARY: *1–2 pages*

This section summarises the report in one to two pages, highlighting the key findings regarding the main barriers and opportunities, as well as the key recommendations. Consider that the executive summary is the section of the publication that stakeholders, partners, policymakers, and donors are most likely to read, and that it is the section that is most likely to be translated, either for distribution within the international community or by other countries looking to apply the MOWIP methodology at a later date. It can be thought of as the notes a person would need to use to make an 'elevator pitch' to a senior member of the security institution, a donor, or a government minister.

2 RATIONALE FOR UNDERGOING THE ASSESSMENT: *1–2 pages*

This section begins by outlining the primary motivations for the security institution to undergo a MOWIP assessment. Such motivations may include foreign policy and security commitments as well as extracts from a NAP on WPS, if relevant. This is followed by an outline of the aims of the MOWIP assessment, and how it will support the institution in fulfilling its commitments and objectives. In other words, it provides the reader with the reasons for the assessment and how it will feed back into institutional decision-making processes and strategic planning.

3 COUNTRY PROFILE DETAILING THE NATIONAL CONTEXT: *1–2 pages*

This section provides an overview of:

- trends in the security institution's past contributions to peace operations overall, and the meaningful participation of women, with an explanation of what kinds of factors have affected the supply and demand of peace operations historically;
- the current status of the security institution's contributions to peace operations and how this is likely to change in the future, dependent on both internal and external factors;
- characteristics of the security institution (its history, recent reforms, structure, specific national gender-related policies and practices that apply to the institution, etc.); and
- trends in the participation of women in the security institution, including overall levels of participation and the kinds of roles that women hold, and specific policies and practices framing the role of women within the institution.

It may be useful to reflect on the factors listed in Section 4.4 on the demand for and supply of personnel with regards to peace operations when explaining the current situation and future prospects for the institution's deployments to peace operations.

4 METHODOLOGY: *5–6 pages*

The purpose of this section is to demonstrate that the MOWIP methodology is robust and thorough, and is able to produce a strong evidence base for the report's recommendations. This section can refer the reader to the MOWIP methodology document (this document), providing details on how the MOWIP methodology is implemented. This section can be used as guidance for other assessment teams that want to conduct the assessment again at a later date in a way that provides comparative results. It also allows those who monitor and evaluate the implementation of the recommendations to repeat elements of the assessment in order to measure any changes that have taken place.

This section provides information on how the MOWIP assessment was implemented in practice, including:

- details about the assessment team and how it was chosen;
- how the MOWIP methodology and the data collection instruments were tailored (localized) to the context; and
- any deviations from the standard MOWIP methodology due to inaccessibility to certain types of information (e.g. confidential data) or other challenges;
- sources of information used to complete the FFF;
- a brief overview of the types of people who underwent a key decision-maker interview (i.e. how they were identified and the types of roles they held at that time as well as the departments that they were working in);
- details of the sample size and sampling strategy for the survey, and how these were developed;
- who implemented the survey and over what time period;
- how the results were validated (e.g. who attended the preliminary oral report and the validation workshop); and
- any useful lessons learned and good practices regarding the implementation of the methodology process that may help conduct future MOWIP assessments in other contexts.

It may also discuss how the results were analyzed and turned into recommendations to further underscore the validity and legitimacy of the recommendations and encourage their uptake. This may include details of:

- the method used to analyze the survey data, for example if statistical regression analysis was used;
- the method used to calculate each 'overall issue area classification';
- the method used to analyze how the cross-cutting issue areas (issue areas 9 and 10) intersect with and influence the other eight issue areas; and
- the validation process, including how inputs were sought from key decision-makers within the institution and other subject-matter experts at the preliminary oral report and validation workshop (and through other means, if applicable). This point is to be completed during the final stages of drafting the report, after the validation process is concluded.

5 RESULTS OF THE MOWIP ASSESSMENT: *10–25 pages*

This is the main section of the report and is where the data is incorporated. It addresses each indicator for all ten of the issue areas. For each indicator, the assessment team should provide the information from the FFF and/or survey analysis. They should then provide an evaluation of that indicator (did the country do well or are improvements required for the indicator?). After using the FFF and the survey analysis to write the main section of the report, they should then refer to the data analysis of the interviews and incorporate the details wherever is appropriate in the report.

The Results section begins with a one-page presentation of the results in a table format, showing the overall issue area classifications. Each issue area should be colour coded: red if it is a highly significant barrier, yellow if it is a barrier of medium significance, and green if it is a barrier of low significance or an area of opportunity. An example is included online in Template 10 of the MOWIP Toolbox[108].

Each issue area is then presented in turn with:

- an introduction:
  - the overall issue area classification (high, medium, or low); and
  - a short overview of what factors the issue area measured (from the MOWIP methodology document) and what it looks like in practice based on documented examples (e.g. from the Baseline Study or other academic literature – or indeed from the assessment undertaken).
- a thorough analysis of the issue area supported by a selection of graphs, figures, and quotes from key decision-maker interviews. The analysis can be organized as follows:

1. **GOOD PRACTICES** identified in overcoming aspects of the issue area that constitute a barrier to meaningful participation.
   - Each paragraph in this sub-section corresponds to the description of one indicator that used the FFF and survey data and has shown positive results.
   - Specific in-depth good-practice narratives, which have been identified and developed with support from the security institution during the validation process, can be integrated under the relevant issue area.

2. **MAIN BARRIERS** identified within the issue area. Each paragraph in this sub-section:
   - corresponds to the description of one indicator that used the FFF and survey data and has been identified as an aspect for improvement;
   - describes the factors that influenced the scores in the particular issue area, with an analysis of whether these factors are likely to be universal or specific to the context of the particular TPCC; and
   - explains whether there are policy gaps or whether the existing policies are not translating into practice; and whether this indicator affects women and men in the same ways and to the same extent (this can be indicated with a symbol – see Template 10).

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At the end of the Results section, the assessment team should evaluate whether the main barriers identified by the FFF and surveys match the perceptions of the survey respondents and the key decision-makers from the interviews. If they do not match, it could mean that there may not be significant buy-in, which could make it more difficult to effect change in the identified areas.

The section should conclude with an analysis of whether the country's overall peace operation strategy suggests there may be any specific limitations or opportunities for structural or strategic changes that aim to enhance women's meaningful participation. This includes consideration of factors such as the country's willingness to increase or decrease the total number of deployments, a stated focus on either military or police deployments, and/or country priorities at certain times, for example during an election period or time of political transition.

6 CONCLUSION: POLICY AND PROGRAMMATIC RECOMMENDATIONS AND TOPICS FOR FURTHER INVESTIGATION: *4–5 pages*

This section contains details of recommendations for further action. It includes:

An overall summary:

- outlining the main barriers;
- discussing the overall significance of the three gaps (policy vs practice; men vs women; perceptions vs reality); and
- highlighting differences in views between the various groups within the institution.

Good practices to consolidate and scale up:

- within the institution in general or within individual units, which could also be replicated; and
- what practices would be of relevance to other TPCCs.

Key recommendations to overcome barriers at the following levels:

- institutional;
- national; and
- international (if relevant).

Topics for further investigation such as:

- questions that could not be answered and why;
- findings that need further research in order to be fully explained; and
- issues that could be addressed using focus groups.

While some recommendations may be put forward by the assessment team in the draft report based on their expertise and experience, the final set of recommendations should be developed jointly with the security institution during the validation process. Indeed, they need to be endorsed by the institution undergoing the MOWIP assessment. They can involve suggestions for changes in policy, programmatic interventions (projects), and topics for further investigation based on remaining knowledge gaps or unexplained findings. If an institution is considering seeking international financial assistance or technical support to implement the recommended changes, it is in its interests to align the recommendations with the application criteria for such assistance or support (see, for example, Box 5.1 on the Elsie Initiative Fund for Uniformed Women in Peace Operations).

For each recommendation, the following points should be clearly outlined:

- the problem that the recommendation is trying to address (which barrier(s) it will help overcome); and
- a clear statement of what the recommendation seeks to achieve (i.e. what will success look like?).

In order to take a holistic approach to effecting sustainable change, it is advisable that the recommendations be presented as 'packages' (a set of recommendations to be considered for implementation jointly in pursuit of transformative change). Each package should include a combination of:

- short-term ('low-hanging fruit') and long-term activities (focused on root causes of discrimination);
- activities designed to remove specific barriers – while simultaneously addressing the cross-cutting issue areas more broadly; and
- activities that target women (e.g. accommodation) and activities that target all the personnel in the largely male-dominated institution (e.g. gender coaches, bystander intervention training for all staff to prevent sexual harassment, assault, and rape).

Box 5.1: Aligning recommendations with the Elsie Initiative Fund for Uniformed Women in Peace Operations (2019–2024)

ELSIE INITIATIVE FUND

Eligible projects under the **Elsie Initiative Fund** are defined as 'one or more coordinated initiatives undertaken under the direction of the applicant that aim(s) to address at least one relevant barrier to the meaningful deployment of uniformed women peacekeepers'. Meaningful deployment means that 'the person is deployed in a position corresponding with her/his professional training and expertise, and which allows the person to make an active contribution to the mandated mission goals'.

A project must contribute to the achievement of one of the Fund's four outcomes:

1. expanded country-specific knowledge of barriers to deployment of uniformed women peacekeepers to UN missions;
2. increased meaningful deployment of uniformed women peacekeepers to UN missions;
3. increased pool of uniformed women eligible to deploy as UN peacekeepers; or
4. improved working conditions for uniformed women peacekeepers in UN missions.

Projects that meet the following criteria will be prioritized for consideration:

- projects that 'contribute to multiple outcomes; include baseline data and realistic targets; and are likely to result in the deployment of a significant volume of uniformed women, including in strategic and leadership roles';
- projects whereby 'women, particularly uniformed personnel, play integral roles throughout the project cycle';
- projects that 'are likely to contribute to the sustained increase of the deployment of uniformed women by a TPCC' by demonstrating 'clear national ownership' and a likelihood 'to yield insights and lessons that can be shared with other TPCCs'; and
- projects that attempt 'innovative solutions and new approaches to overcoming barriers'.

This box is for informational purposes only and is based on the latest information at the time of writing. The authors of this guide are in no way associated with the Fund and cannot guarantee that applying the MOWIP methodology as described in this document will result in a successful application to the Fund. For full details, please consult the Terms of Reference: mptf.undp.org/factsheet/fund/EIF00 or elsiefund.org.

06

Validation Process

6. Validation process

The validation process is a participative process throughout which the assessment team present and discuss the findings of the assessment with the security institution. Its purposes are to enable the collection of additional insights and feedback from institutional representatives regarding the results, identify additional good practices, develop good practice narratives, and jointly develop a set of actionable recommendations. It also serves to reinforce buy-in and ownership of the assessment results by the security institution.

The validation process is also the stage when the security institution decides on what information will be publicly released and what information will remain confidential. Ideally, we recommend that the validation process includes a prior preliminary oral report for senior staff to support them in preparing for the validation workshop.

Additional informal interactions between the assessment team and the security institution can take place if the assessment team feels that it is needed to ensure buy-in and address any outstanding queries or concerns on the part of the security institution.

At the end of the validation process, the security institution will receive final validated versions of both the internal MOWIP report and the public MOWIP report.

6.1 PRELIMINARY ORAL REPORT

Preliminary findings from the assessment can be presented early on in an oral report to the security institution. The oral report is an informal channel of communication (see Section 3.5 on Communication Strategy) maintained between the assessment team and the security institution in order to ensure mutual trust and buy-in by the security institution in the assessment process. The reason why we recommend an oral rather than a written report is because at this stage the findings are only preliminary: the analysis is still incomplete, and the contextualization of the findings is still ongoing. Since the content of the draft report will change quite substantially over time, it is best to avoid sharing written documents at this stage, which may risk being mistaken for the completed draft.

The preliminary oral report contributes to:

- building confidence between the assessment team and the security institution by highlighting that the MOWIP report will include both good practices and constructive feedback on barriers;
- strengthening ownership by the security institution through keeping the security institution engaged in the validation process, highlighting the control they have over the validation process;
- supporting the institution in planning for the validation workshop. The information provided at the oral report stage allows senior staff to make informed decisions on who should attend based on how sensitive the results are, and who would have the knowledge and expertise needed to contextualize the results and produce good, feasible recommendations;
- supporting the assessment team in preparing for the validation workshop by gaining a sense of which findings may be easily accepted and which may be more contentious and may require careful framing, thus fostering buy-in to the draft report;

- finalising the draft MOWIP report by:
  - identifying preliminary corrections and points that should be framed differently
  - collecting additional information to cover potential gaps and answer unresolved questions in the findings
  - collecting additional contextual information to better clarify the findings
  - identifying further good practice narratives that can be elaborated by the security institution and discussed at the validation workshop;
- creating an eagerness and interest to read the details of the findings on the part of the security institution, thus building momentum towards the launch of the final report.

6.1.1 Timing

The preliminary oral report should be held shortly after the data has been collected and analyzed and the draft report has been written. The presentation itself can take up to three hours; however, it can be included within the context of a longer multi-day workshop, which will enable the planning of the whole validation process and the follow-up activities to be held after the report is launched (see Box 6.1).

6.1.2 Participants

Participants should not exceed 20 key representatives from the security institution, ideally bringing together gender-balanced highly ranked personnel who were widely involved in the assessment, key governmental representatives, and two to three representatives from the assessment team. A number between 10 and 15 participants is ideal.

6.1.3 Format

As the preliminary findings may include sensitive or classified content, the oral report should take place in-person, ideally within the security institution or, alternatively, in any venue that the institution judges appropriate and that is able to provide the required privacy. No written material should be shared at the oral report stage, as the final version of the draft MOWIP report will incorporate input from the oral-report participants.

The oral report can be facilitated by the assessment team, the project coordinator, or by an external consultant who is well-informed about the process (see Box 6.1), at the discretion of the assessment team and the security institution. Nonetheless, a member of the assessment team or the team that undertook the data analysis should be present in order to answer any questions the participants may have.

Box 6.1: Case study: Preliminary oral report with the Zambia Police Service

The in-person preliminary oral report with the Zambia Police Service (ZPS) was facilitated by an external consultant, nonetheless closely associated with the assessment team, over two half-days. The workshop included senior leadership from the ZPS, most notably the Commissioner of Police Administration, the Commissioner of Police Operations and the Deputy Commissioner of Police for the UN/African Union Department as well as mid-level management and line-officers (level of superintendent). In addition, the Head of International Relations and the Acting Assistant Director for International Organizations for the Ministry of Foreign Affairs participated, as did the ZPS liaison officer for the Ministry of Home Affairs. In total there were twelve participants. The purpose of the oral report was to foster a receptive environment for receipt of the draft MOWIP report. The oral report covered the main findings of the assessment with some accompanying data, which entailed highlighting achievements as well as noting barriers. This allowed the participants to discuss and reflect on specific findings, and to process the information in an open forum; and the process enabled the assessment team to identify topics that were more likely to be well received, as well as those that might generate greater concern or even resistance.

6.2 VALIDATION WORKSHOP

The draft MOWIP report is to be validated by the institution undergoing the assessment at an internal validation workshop. Considering that some information might be sensitive and/or classified and should remain confidential, the list of participants in the validation workshop should be determined by the security institution, although the assessment team may provide suggestions or advice. The aims of this workshop are:

To encourage institutional ownership of the findings and to foster 'buy-in' for implementation of the recommendations by:

- sharing the findings with decision-makers and other key members of the institution
- encouraging reflection and frank discussions among the participants on the findings
- discussing which recommendations would be feasible, effective and fit within the institution's strategic priorities
- discussing potential next steps in terms of launch activities and follow-up (noting that these constitute new activities beyond the scope of the MOWIP assessment);

To finalize and validate the internal MOWIP report by:

- seeking expertise from within the institution on findings that the assessment team identified but were not able to explain the causes of
- providing an opportunity for those within the institution to discuss whether the data collected and analysis conducted by the assessment team are both valid and sound (see Box 6.2), and to provide alternative or additional interpretations of the findings
- developing and finalising recommendations on how to overcome the barriers identified and to decide which should be prioritised;

To finalize and validate the public MOWIP report by:

- allowing the institution to flag any sensitive and classified information that should not be made public
- deciding on which best practices to share with other countries and finalizing the narratives associated with each of them.

The validation workshop period is one of the only times that key stakeholders from the security institution with decision-making power will be in the same room together to discuss the report. A skilled facilitator can create safe spaces to allow attendees to openly discuss sensitive topics, explore new perspectives and consider the possibility of making changes to long-established institutional practices. For example, it might be that key stakeholders have never had the opportunity for a frank conversation about the merits and drawbacks of paternal leave. Leveraging this opportunity requires careful planning when it comes to the timing, facilitator, and setting. This should be done in close collaboration with the key leaders from the institution.

Box 6.2: Validity and soundness[109]

A finding is **sound** if the premises upon which it is based are true.

A finding is **valid** if the conclusion follows logically from the premises.

6.2.1 Timing

The validation workshop should be held shortly after the oral report and after the draft MOWIP report has been finalized, taking into consideration feedback and insights collected during the oral report stage. The draft MOWIP report should be circulated to the participants before the workshop. A shorter validation worksheet synthesizing the findings should be circulated to facilitate the preparation of participants. (See Template 13 in the online MOWIP toolbox.)

Noting that not all participants may have computers where they can receive electronic versions of these documents via email, it may be necessary to distribute a flash drive or, at least, to provide hard copies of the validation worksheet.

Participants may have had the time to read through the entire draft MOWIP report prior to the validation workshop. If not, they should at least have carefully read the validation worksheet.

The workshop should last at least two days, and ideally three days.

109 Philosophy Lander Edu, 'Philosophy 103: Introduction to Logic - Truth, Validity, and Soundness', available at: philosophy.lander.edu/logic/tvs.html, accessed on 31 August 2020.

6.2.2 Sample agenda

Opening remarks from representatives of the institution and the assessment team

Overview of the workshop objectives

Icebreaker

Presentation and validation of the findings by issue area (1–2 days):

- Explanation of the findings
- Discussion of findings
- Requests from the assessment team for input regarding the findings
- Identification of any areas that require further research (missing data, final desk research, or additional interviews)
- Identification of any sections that may need to be removed from the public MOWIP report
- (If prior oral report) Presentation and finalization of good practice narratives; identification of potential additional good practice narratives and of who is responsible for working with the assessment team to finalize them for the public MOWIP report
- (If no prior oral report) Identification of good practice narratives and of who is responsible for working with the assessment team to finalize them for the public MOWIP report

Discussion of recommendations (1 day) – Note that this can be a separate agenda item, or recommendations can be discussed by issue area, as part of the above agenda point, and finalized at the end:

- Suggestions from the assessment team
- Suggestions from the participants (this could involve breakout groups so that those who may be tasked with implementing the different recommendations can discuss how feasible they are and what resources and support they would need)
- Selection and prioritization of recommendations
- Identification of resources (human, financial) and technical support needed to implement recommendations

Discussion on how best to launch the public MOWIP report (half a day):

How to communicate the findings of the report within the institution

How to communicate the findings publicly

Final validation of the internal and public MOWIP reports and presentation of the way forward

Closing remarks

6.2.3 Venue

As this is an internal workshop that may include sensitive or classified content, it should ideally be held within the institution undergoing the assessment or, alternatively, in any venue that the institution judges appropriate and satisfactory with regards to privacy. Ideally, a screen, projector, and computer should be available for the report, and any edits that are made should be visible to the participants in real time.

6.2.4 Participants

Participants should be as diverse and gender balanced as possible. The list of participants should be established jointly by the assessment team and the security institution, but ultimately validated by the security institution. Participants in the preliminary oral report stage should also participate in the validation workshop. Workshop participants may include:

- one or several facilitators from the national assessment team, or an external facilitator who has been briefed extensively by the assessment team;
- key decision- and policy-makers within the institution and, if the security institution wishes, representatives from the ministry that oversees it as well as other government figures involved in decisions on peace operations (many of these individuals will have been invited to undergo key decision-maker interviews);
- key members from relevant departments within the security institution who will be able to review the factual and contextual accuracy of the report;
- subject-matter experts on gender, women's participation, and peace operations from within the institution (many of these individuals will have been invited to undergo key decision-maker interviews);
- personnel who could potentially be involved in implementing the recommendations of the report (e.g. those involved in recruitment, pre-deployment training, sexual assault prevention, and those with a mandate to promote diversity and equality); and/or
- representatives from female staff associations and other relevant representative bodies.

The objective is to create a group of knowledgeable and influential participants who can engage in frank and open discussions and reflect critically on the draft report's findings. For this reason, institutions usually prefer to limit external involvement to a minimum. The total number of participants should not exceed 30.

6.2.5 Format

The validation workshop must be run in a way that allows everybody to contribute equally, irrespective of their rank or standing within the institution. In particular, efforts must be made to ensure that discussion time is shared proportionately between women and men.[110]

Recommendations for a successful workshop include:[111]

- having the participants sit in a circle or in small groups so that everybody is able to see each other;
- opening with an icebreaker (see Box 6.3) to set the tone, build trust, and to ensure that everybody talks at least once early on;
- asking the participants to establish ground rules, such as the fact that information discussed in the workshop will not be shared outside. They should also agree to be present for the whole time and to refrain from using phones or writing emails. It can also help to agree that the meeting is 'hats off', i.e. the participants agree to disregard rank for the meeting and to treat everyone equally;
- strong facilitation from a neutral person (ideally external to but knowledgeable of the process) to keep the participants on-topic and ensure that everyone is able to contribute equally (see Box 6.4);
- using a combination of small group and plenary discussions;
- inviting participants to provide feedback both orally and in writing; and
- sending the draft report well in advance of the workshop, as well as a shorter validation worksheet synthesizing the findings.

Box 6.3: Icebreakers for meetings

Even if the recommendations of the MOWIP report are highly constructive, evidence-based, and clearly linked to the commitments and objectives of the institution being assessed, there is likely to be resistance during the validation workshop. Some participants may take criticisms in the report personally while others may feel threatened or uneasy about suggested changes to long-established institutional procedures and practices. The validation workshop, however, requires all participants to engage constructively with the draft report and to buy in and endorse the final report.

Icebreaker activities can help to overcome some of this resistance at the beginning of the workshop by creating a positive atmosphere and a sense of cohesion. Ultimately, ice breakers are about building connections between the participants and maximizing their participation by creating a safe environment. Using icebreakers to introduce humour and playfulness into the work environment can be especially effective at achieving these aims.[112]

Icebreakers follow four simple rules. They should be easy, energizing, facilitate quick bonding between people who do not know each other, and they should not be boring.[113] Simple icebreakers include 'Two Truths and a Lie' where each participant shares three statements about themselves, but only two should be true. The rest of the group has to guess which one is the lie.[114]

110 For ideas on how to do this, see Watson, Callum, 'Optimizing the Learning Environment: Addressing Gender Dynamics in the Classroom', in Balon, Bojana; Anna Björsson; Tanja Geiss; Aiko Holvikivi; Anna Kadar; Iryna Lysychkina; Callum Watson, eds., Teaching Gender in the Military: a Handbook (Geneva: DCAF and PfPC, 2016), pp. 113–130. Available at: www.dcaf.ch/sites/default/files/publications/documents/DCAF-PfPC-Teaching-Gender-in-the-Military-Handbook.pdf, accessed on 31 August 2020.

111 Katrina Pavelin; Sangay Pundir; and Jennifer A. Cham, 'Ten Simple Rules for Running Interactive Workshops', PLOS Computational Biology, 10: 2 (27 February 2014), available at: www.ncbi.nlm.nih.gov/pmc/articles/PMC3937100/, accessed on 31 August 2020.

112 Dominique T. Chlup; and Tracy E. Collins, 'Breaking the Ice: Using Icebreakers and Re-energizers with Adult Learners', Adult Learning, 21: 3–4 (Summer–Fall 2010), pp. 34–39.

113 Vanessa Van Edwards, '35 Fun Meeting Icebreakers to Warm Up Any Meeting', 'Science of People' Website, 2020, available at: www.scienceofpeople.com/meeting-icebreakers/, accessed on 31 August 2020.

114 Ibid.

Box 6.4: Examples of facilitation skills needed for an effective meeting

- Process planning (finding the right methodology to approach sensitive and time-consuming topics)
- Creating an inclusive and safe environment
- Communicating and executing clear guidelines, instructions, and group processes
- Harnessing discussions and recording outcomes for generating a clear road map and action plan (synthesis)
- Holding group discussions with a variety of opinions and potential disagreements
- Timekeeping
- Bringing about consensus
- Navigating complex thematic areas related to gender and security
- Ability to sense group dynamics and energy levels and to adjust accordingly (flexibility)
- Knowledge of the specific context of the institution and sensitivity to its codes
- Active listening
- Rapport building (trust and empathy)
- Effective techniques for asking questions

6.3 WAY FORWARD AND FOLLOW-UP

Completing a MOWIP report is a major achievement for the security institution, the TPCC, and the assessment team. While the findings along with the recommendations serve as a road map for the way forward, the assessment process has built the necessary will and capacity for transformational change in the security institution.

Launch activities can maximise the impact of these achievements, build political momentum for the way forward, and boost the reputation of the security institution. TPCCs may want to consider:

INSTITUTIONAL LAUNCHES of the MOWIP report to highlight the political commitment shown by the leadership to improving the lives of its personnel and to showcase the outcomes of a process to which many members of the institution at all levels voluntarily contributed. Rather than holding launches as standalone events, it can often be more effective to align them with existing institutional, national, or international events such as a National Peacekeepers' Day or International Women's Day. Organizing launch events in collaboration with female staff associations or other units or associations working on gender equality can promote buy-in to the report and help coordinate follow-up activities;

NATIONAL LAUNCHES of the MOWIP report to highlight the government's commitment to promoting gender equality and to engage other governmental and non-governmental actors working on gender equality and the WPS Agenda. It is important to engage other governmental and non-governmental stakeholders, especially those engaged in development, implementation, and oversights of a NAP on WPS;

INTERNATIONAL LAUNCHES of the MOWIP report in regional and global fora are a good way to boost the TPCC's international reputation and to strengthen global partnerships by demonstrating its commitment to the WPS Agenda and by sharing the good practices in the report; and/or

ONLINE PROMOTION through the creation of video clips and images, which can be shared through social media and are an effective way to share the key messages in the report with a wider audience, both nationally and internationally.

Institutional buy-in of the assessment process, validation process, and launch events build the political momentum necessary to initiate activities designed to overcome the barriers listed in the report. Activities should include department-level interventions specific to peace support operations (PSOs) and overall institutional reforms. Examples of areas of intervention include but are not limited to:[115]

- harassment and discrimination policies for the entire institution: if harassment and discrimination are rampant within the institution, the entire institution, including the PSO department, is negatively affected;
- training, professional development, and cross-training: a concerted effort to capacitate women (and men) for atypical roles within the security institution will contribute to increasing the number of women responding to deployment criteria;
- recruitment, selection, and promotion: actions to continue to specifically recruit women and foster their retention and advancement will contribute to an increase in their numbers, including into leadership positions, which in turn will increase the eligible pool of women for battalions, FPU and professional-level deployments;
- standards: re-evaluating the standards for recruitment for deployment to ensure that the requirements match the skills needed on the ground; and
- gendered-needs assessment: conduct a survey/focus group of what men and women need to be successful in the mission.

The collaborations fostered during the process of the MOWIP assessment can also play an important role in the implementation and oversight of these activities. For example, conducting the MOWIP assessment often involves creating working groups within the security institution, partnerships with female staff associations, and collaborations between different departments. Launch events can engage CSOs, who can play a key role in supporting and/or overseeing the implementation of follow-up activities. Furthermore, the institution may want to continue collaboration with the assessment team when it comes to conducting further research or documenting the follow-up activities.

One effective way to harness this momentum and sustain these partnerships and collaborations is to create an action plan for activities that will address one or several of the barriers identified in the MOWIP report. These action plans can serve as the basis of applications to the Elsie Initiative Fund or other bilateral or multilateral donor support. Effective action plans include:

- a vision of what success will look like, and how progress will be monitored and evaluated;
- details on the recommended course of action, including:
  - the proposed activities (inputs): Who should do what and how? What is the timeframe?
  - the outputs: What will be the result of the planned course of action?
  - the outcomes: What effect will the planned course of action have on the barrier/problem identified?
  - the impact: How will the course of action contribute to an increase in the meaningful participation of uniformed women in peace operations within three to five years?
  - the estimated timeline for the activities;
- details on the kind of support required in terms of:
  - resources (financial and human)
  - technical expertise (expertise from national or international CSOs, government organizations, and/or from security institutions in other TPCCs);
- an analysis of the risks associated with the recommendation and details of risk mitigation strategies.

115 For more suggestions, see the DCAF, OSCE/ODIHR, UN Women Gender and Security Toolkit, available at: www.dcaf.ch/gender-and-security-toolkit, accessed on 31 August 2020.

07

Further Resources

7. Further resources

Background information on women in peace operations, the armed forces and the police

Baldwin, Gretchen and Sarah Taylor, 'Uniformed Women in Peace Operations: Challenging Assumptions and Transforming Approaches', Issue Brief, International Peace Institute, June 2020, available at: www.ipinst.org/wp-content/uploads/2020/06/2006-Uniformed-Women-in-Peace-Operations.pdf

Denney, Lisa, 'Tool 2: Policing and Gender', in Bastick, Megan, (ed.) *Gender and Security Toolkit* (Geneva: DCAF, OSCE/ODIHR and UN Women, 2020), available at: www.dcaf.ch/node/13591

Dharmapuri, Sahana, 'Not Just a Numbers Game', *Providing for Peacekeeping No. 4*, July 2013, available at: www.ipinst.org/wp-content/uploads/publications/ipi_epub_not_just_a_numbers_game.pdf

Ghittoni, Marta, Léa Lehouck, and Callum Watson, *Elsie Initiative for Women in Peace Operations: Baseline Study* (Geneva: DCAF, July 2018), available at: www.dcaf.ch/sites/default/files/publications/documents/Elsie_Baseline_Report_2018.pdf

Karim, Sabrina and Kyle Beardsley, *Equal Opportunity Peacekeeping: Women, Peace, and Security in Post-Conflict States* (Oxford University Press, 2017).

Myrttinen, Henri, 'Tool 1: Security Sector Reform and Gender', in Bastick, Megan, (ed.) *Gender and Security Toolkit* (Geneva: DCAF, OSCE/ODIHR and UN Women, 2020), available at: www.dcaf.ch/tool-1-security-sector-governance-security-sector-reform-and-gender

Osland, Kari M., Jenny Nortvedt and Maria Gilen Røysamb, 'Female Peacekeepers and Operational Effectiveness in UN Peace Operations', Research Paper 3 / 2020, Norwegian Institute of International Affairs, 5 June 2020, available at: www.nupi.no/en/Publications/CRIStin-Pub/Female-Peacekeepers-and-Operational-Effectiveness-in-UN-Peace-Operations

Pruitt, Lesley, *The Women in Blue Helmets: Gender, Policing, and the UN's First All-Female Peacekeeping Unit* (Berkeley, CA: University of California Press, 2016).

True, Jacqui and Sara E. Davies (eds.), *The Oxford Handbook of Women, Peace and Security* (Oxford: Oxford University Press, 2018).

United Nations Peacekeeping, peacekeeping.un.org/en

Watson, Callum, 'Tool 3: Defence and Gender', in Bastick, Megan, (ed.) *Gender and Security Toolkit* (Geneva: DCAF, OSCE/ODIHR and UN Women, 2020), available at: www.dcaf.ch/tool-3-defence-and-gender

Wilén, Nina and Lindy Heinecken, 'Peacekeeping deployment abroad and the self-perceptions of the effect on career advancement, status and reintegration', International Peacekeeping, Vol. 24: No. 2 (2017), pp. 236–253.

Conducting assessments in security institutions

Bastick, Megan, *Gender Self-Assessment Guide for the Police, Armed Forces and Justice Sector* (Geneva: DCAF, 2011), available at www.dcaf.ch/gender-self-assessment-guide-police-armed-forces-and-justice-sector

Crompvoets, Samantha, *Gender-Responsive Organizational Climate Assessment in Armed Forces* (Geneva: DCAF, 2019), available at www.dcaf.ch/gender-responsive-organizational-climate-assessment-armed-forces

ANNEXES

MOWIP methodology:
The Fact-finding form

The MOWIP methodology assesses the degree to which each issue area constitutes a barrier to women's meaningful participation in peace operations. The methodology includes the FFF tool which is described in Annexes A and B. It should be completed by the assessment team, who are advised to begin the process of form completion with an extensive desk review of the existing literature on women in peace operations in the country. In order to conduct a desk review, the assessment team should gather all of the following publicly available documents related to the specific institution for the last decade:

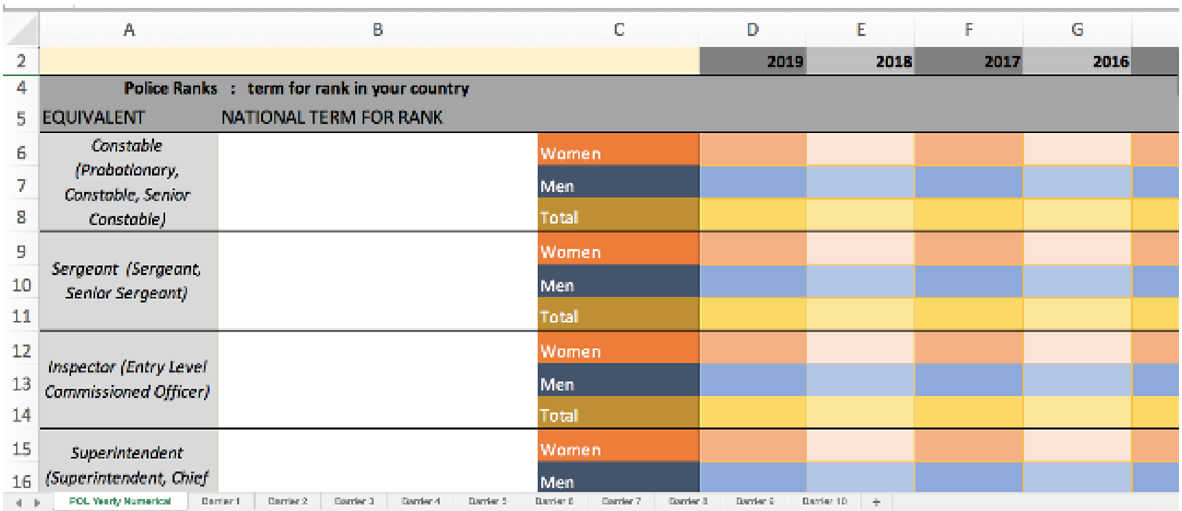
- reports
- statistics
- legal documents
- national strategies/ policies
- government legislation
- relevant online information
- white/grey papers
- academic articles
- media reports/articles.

After an exhaustive desk review, the assessment team should work with the security institution on the remaining questions and data collection. Although the three tools can be conducted simultaneously, it is advised that the assessment team begin with the FFF because it provides baseline data which may be useful to researchers when they begin conducting key decision-maker interviews and implementing the survey.

For both the police and the armed forces, the FFF is made up of three types of questions: yes/ no questions, open-ended questions, and long-response questions. Yes/no questions require the assessment team to select an answer from a drop-down menu. Open-ended questions do not have drop-down menus, but instead require the respondent to enter their answer directly into the FFF. Long-response questions require the answer to be typed into the box provided. For all three question types, assessment teams should cite either three interview sources, three written sources, or a combination of both.

The FFF will be completed directly on the Excel template. The Excel file is split into different tabs, the first of which is titled 'POL Yearly Numerical' for the police, or 'MIL Yearly Numerical' for the armed forces. In-country assessment teams should enter details into this tab before answering the barrier-specific questions. Each barrier is allocated its own tab, found at the bottom of the Excel page.

Example of FFF-Police: POL Yearly Numerical tab



	A	B	C	D	E	F	G
2				2019	2018	2017	2016
4	Police Ranks : term for rank in your country						
5	EQUIVALENT	NATIONAL TERM FOR RANK					
6	*Constable (Probationary, Constable, Senior Constable)*		Women				
7			Men				
8			Total				
9	*Sergeant (Sergeant, Senior Sergeant)*		Women				
10			Men				
11			Total				
12	*Inspector (Entry Level Commissioned Officer)*		Women				
13			Men				
14			Total				
15	*Superintendent (Superintendent, Chief*		Women				
16			Men				

POL Yearly Numerical | Barrier 1 | Barrier 2 | Barrier 3 | Barrier 4 | Barrier 5 | Barrier 6 | Barrier 7 | Barrier 8 | Barrier 9 | Barrier 10 | +

Annex A Fact-finding form sample (police and gendarmerie)

(The full version of the FFF-Police can be found online in the MOWIP toolbox and can be downloaded in Excel format from the DCAF website.)

How to complete the POL yearly numerical data sheet for the FFF-Police

1. Enter the names of the police ranks in your country in **column B** (Box A.1). If you have two ranks under the same code, add new rows so that there is only one rank per row.
2. If your country does not use a certain rank (e.g. no OF-10), leave blank and enter 'rank not used' in **Comments (column O**, as seen in Box A.2).
3. If your numerical data is separated by rank and sex, enter the data in the **orange** (women) and **blue** (men) boxes for the relevant years. The totals will be calculated automatically in the **yellow** boxes.

Box A.1: Example of FFF-Police, columns A–F

	A	B	C	D	E	F	G
2				2019	2018	2017	2016
4	Police Ranks :	term for rank in your country					
5	EQUIVALENT	NATIONAL TERM FOR RANK					
6	*Constable (Probationary, Constable, Senior Constable)*		Women				
7			Men				
8			Total				
9	*Sergeant (Sergeant, Senior Sergeant)*		Women				
10			Men				
11			Total				
12	*Inspector (Entry Level Commissioned Officer)*		Women				
13			Men				
14			Total				
15	*Superintendent (Superintendent, Chief*		Women				
16			Men				

4. If your data is not disaggregated by sex, enter the **totals** manually in the **yellow** boxes.
5. Add any comments into the **Comments** box (**column O**).
6. Cite either one written source or three interview sources for each numerical data point. Enter the sources in the allocated columns (**columns P–U**).

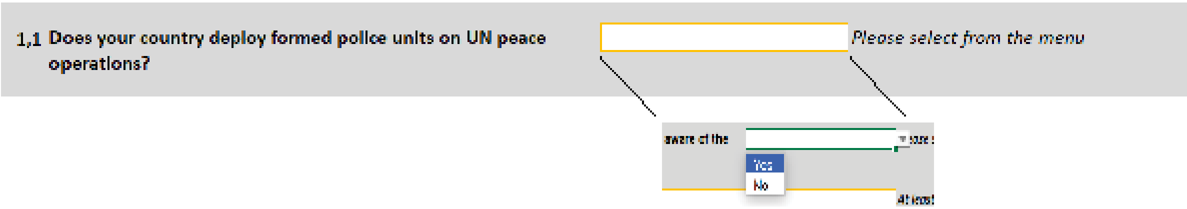
Box A.2: Example of FFF-Police, columns O–U

O	P	Q	R	S	T	U
Comments	Written Source #1	Written Source #2	Written Source #3	Name of Interviewee #1	Name of Interviewee #2	Name of Interviewee #3
We do not have disaggregated data for men and women so we just entered the total	Hutchins, Hope. "Police resources in Canada, 2014." Juristat: Canadian Centre for Justice Statistics (2015): 1.	Brief, A. S. (2014). Women and Policing in Canada.		Police Constable Jane Doe		

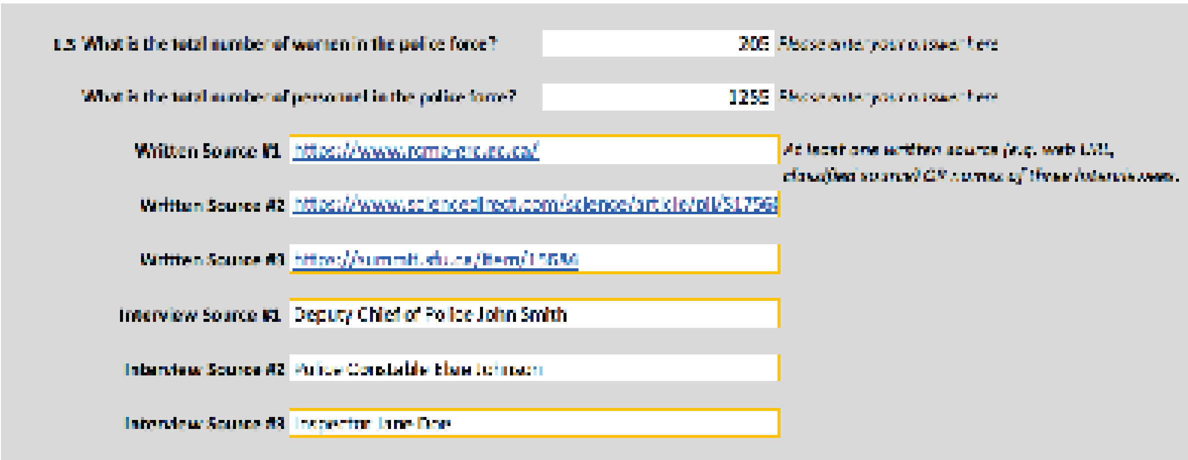
How to complete the POL written questions for the FFF-Police

1. For Yes/No questions, select from the drop-down menu (Box A.3).
2. For open-ended questions, enter your answer in the box provided (Box A.4).
3. For long-response questions, type your answer directly into the box provided (Box A.5).
4. For all questions, list either one written source (or more) or three interview sources. An example of this can be found in Box A.4.
5. Guidance for answering more complicated questions can be found in column E.
6. Boxes A.4 to A.5 are examples of the different types of questions found on the FFF and how to answer them.

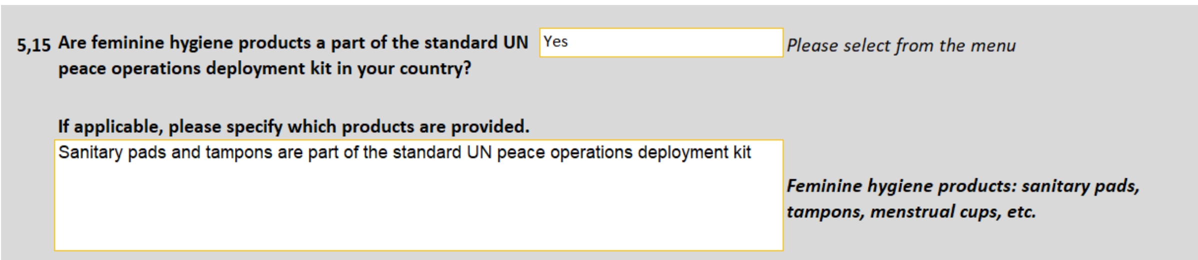
Box A.3: Yes/No question (select your answer from the drop-down menu)



Box A.4: Open-ended questions (type your answer directly into the box provided)



Box A.5: Long-response questions (type your answer directly into the box provided)



Annex B Fact-finding form sample (armed forces)

(The full version of the FFF-Armed Forces can be found online in the MOWIP Toolbox and can be downloaded in Excel format from the DCAF website.)

How to complete the AF yearly numerical data sheet for the FFF-Armed Forces

1. Enter the names of the military ranks in your country in **column C** (Box B.1). Please note that we have separated the military branch from commissioned and non-commissioned. If you have two ranks under the same NATO code, add new rows so that there is only one rank per row. If your country does not use a certain rank (e.g. no OF-10), leave blank and enter 'rank not used' in the Comments column.
2. If your numerical data is separated by rank and gender, enter the data in the **red** (women) and **blue (men)** boxes for the relevant years. The total will be calculated automatically in the **purple** boxes.
3. If your data is not disaggregated by rank, enter the totals manually in the **purple** boxes.

Box B.1: Example of FFF-armed forces, columns A–J

A	B	C	D	E	F	G	H	I	J
				2019	2018	2017	2016	2015	
	Military Ranks: Army - Officers								
NATO CODE	EQUIVALENT	NATIONAL TERM FOR RANK							
OF-10	*General of the Army / Field Marshal*		Women						
			Men						
			Total						
OF-9	*General*		Women						
			Men						
			Total						
OF-8	*Lieutenant General*		Women						
			Men						
			Total						

4. Add any comments into the **Comments** box (**column P**).
5. Cite either one written source or three interview sources for each question. Enter the sources in the allocated columns (**columns Q–V**) (Box B.2).

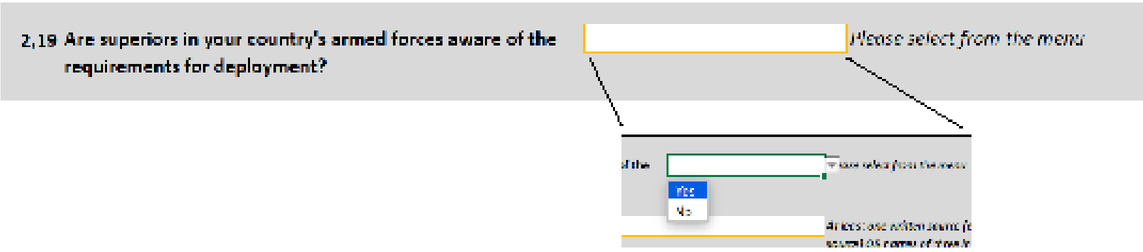
Box B.2: Example of FFF-Armed Forces, columns P–V

P	Q	R	S	T	U	
Comments	Written Source #1	Written Source #2	Written Source #3	Interview Source 1	Interview Source 2	Int
We do not yet have this data for 2019, so we only filled out the table through 2018	Harrison, D., & Laliberté, L. (1997). Gender, the military, and military family support. Wives and warriors: Women and the military in the United States and Canada.	Wooten, J. (2015). Gender integration into the military: A meta-analysis of Norway, Canada, Israel, and the United States.		Commander Jane Doe		

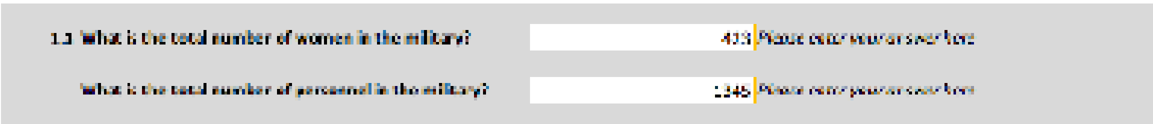
How to complete the AF written questions for the FFF-Armed Forces

1. For Yes/No questions, select from the drop-down menu (Box B.3).
2. For open-ended questions, enter your answer in the box provided (Box B.4).
3. For long-response questions, type your answer directly into the box provided (Box B.5).
4. For all questions, list either one written source (or more) or three interview sources. An example of this can be found in Box B.5.
5. Guidance for answering more complicated questions can be found in column E.
6. Boxes B.3 to B.5 are examples of the different types of questions found on the FFF-Military and how to answer them.

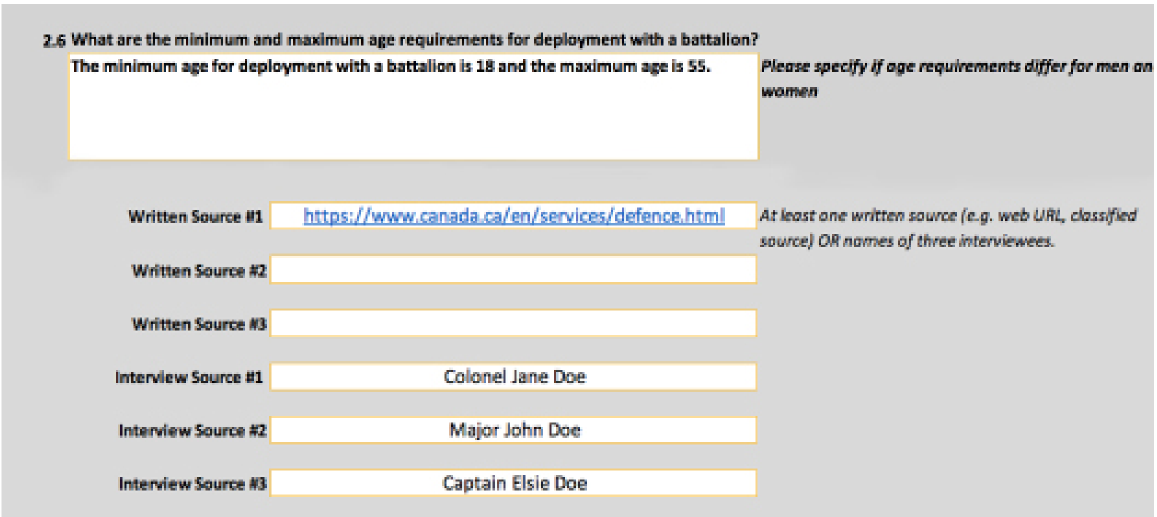
Box B.3: Yes/No question (select your answer from the drop-down menu)



Box B.4: Open-ended questions (type your answer directly into the box provided)



Box B.5: Long-response questions (type your response in the box provided)



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