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D.3.2. Learning Outcomes, Skills/Competencies Definitions, Methods & Metrics of Assessment

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Authors	Philip McCready, University of Ulster Róisín Smith, Kennedy Institute for Conflict Intervention, Maynooth University Rowena Timms, Upskill Enterprise Kamila Trochowska, WDU Rachel Barrett, TCD Anne Holohan, TCD Vinnie Wade, TCD
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Reviewed by	Mads Haahr, HPS; Anne Holohan, TCD
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GAMING FOR PEACE

Gaming for Peace (GAP) was launched in September 2016. GAP is an EU H2020 Framework Programme for Research and Innovation project and the length of the project is 30 months. The main goal of GAP is to develop a curriculum in relevant 'soft skills' (cooperation, communication, gender and cultural awareness) for personnel from diverse organizations working in the field of conflict prevention, peacebuilding and peacekeeping operations. This curriculum will be embedded in an online role-playing game and renewed and updated by returning personnel playing the game. GAP fills a gap in training and offers an efficient and inexpensive way of delivering universal and standardized training in these skills.

The requirements to effectively operate and partake in conflict and post conflict situations for preventive measures and peacebuilding, compels the best of expertise and individual skill to adapt to fraught and complex environments. The demands on peacekeepers in recent years have been unprecedented and the need for specialised and more professional training in relevant soft skills has also increased. GAP, therefore represents an essential online training game for civilian, police, military, NGO personnel, humanitarians and others involved in peace operations worldwide.

Although personnel involved in peace operations generally have 'traditional based skills', (e.g., intelligence, investigation, weapons handling etc.) soft skills such as communication, cooperation, gender and cultural awareness and negotiation are less well emphasised. The GAP project proposes to fill this recognised training gap; embedding a base curriculum of soft skills that facilitates coordination and relationship building in an environment of organisational, gender and cultural diversity.

The GAP project will therefore identify the main characteristics and concepts in the field of conflict prevention and peace building and locate new areas for improvement and enhancement in existing training. Comprehending the intricate and often dangerous environment in which peace keepers are expected to operate, also requires a keen knowledge of conflict prevention and peacebuilding. The ability to foresee and surmount social, cultural, or historical barriers necessitates the most up-to date training for peacekeeping. Gaming for Peace represents an innovative technique for the training of personnel involved in peace operations.



TERMS OF REFERENCE

The task of Deliverable 3.2. includes:

3.2 is a compilation of Learning outcomes, skills/competencies definitions, methods and metrics of assessment. This deliverable will define expected learning outcomes such as an increase in the quality of performance of soft skills, the knowledge and understanding of relevant soft skills in a peacekeeping mission; an increase in associated intellectual qualities; an increase in professional and practical soft skills; and an increase in transferable soft skills. The report includes GAP Task 3.7. and Task 3.9. Annex 1 is the report on Task 3.8 which was included here so as to take into account the results of the discussion of gender in the Workshops in May and June. It was completed in time to feed into Deliverable 3.2.

Task 3.7. A Key (Soft) Skills and Learning Outcomes for CPPB

Description: This task will complete the summary end-user report, and drawing on WP2 and WP3 define the identified skill gaps, as related to soft skills for training personnel in CPPB.

This task will build on WP2 and Task 3.2, 3.3, 3.4 to clearly define and expand on the soft skills necessary for CPPB. A comparison between current soft skills training in CPPB organizations (D2.1), SOTA (D2.2) and the state of user needs. This will lead to a further clarification of the soft skills needed in CPPB.

Specifically, this task will:

- identify and define soft skills for CPPB training
- interoperability of curricula components/skills
- standardization of language and measures to be used in soft skills training
- empirically validate the tentative standardization structure through consultation with the identified key stakeholders and end users from the cases (feeds into WP7)

This task also includes;

Task 3.9 Learning Competencies Definitions and Metrics.

Description:

For key selected soft skills above, this task will define a soft skills competency model containing the skills definition and rubrics for their determination (i.e. how such skills can be observed, measured, demonstrated, perceived or self-assessed). The competency specification and candidate metrics will be based on the reviews of current practice and state of the art identified in WP2 as well as investigations arising from the WP3 tasks (1-4). These competency definitions and assessment



metrics will be used by WP4 to identify requirements for performance data capture and game instrumentation/mechanics in the GAP application (game).

Task 3.8 Gender Analysis of End-users/Stake Holders

Description:

The aim of the task is to provide gender analysis of the end users and stakeholders to gain a comprehensive perspective and be able to respond to specific requirements resulting from gender approach and composition in respective institutions. In all three locations (UK, Finland, Poland) the end users will be interviewed and take part in focus groups to examine their approach to gender issues and functioning of given organization in all aspects applicable to the conducted research. This will expedite further identification of gaps in soft skills in current curricula resulting from gender issues, and will facilitate the development of narrative, scenarios and characters in the end product.

LIST OF ACRONYMS AND ABBREVIATIONS

ARCA	Associations and Resources for Conflict Management Skills
CEDEFOP	European Centre for the Development of Vocational training
CPPB	Conflict Prevention and Peacebuilding
CSDP	Common Security and Defence Policy
CMPD	Crisis Management and Planning Directorate
CPDT	Civilian Pre-Deployment Training
CPTM	Core Pre-Deployment Training Materials
DPKO	Department of Peacekeeping Operations
DFS	Department of Field Support
DFI	Defence Forces Ireland
ENTRI	Europe's New Training Initiative for Civilian Crisis Management
EU	European Union
GAP	Gaming for Peace
IAPTC	International Association of Peacekeeping Training Centres
IFTF	Institute for the Future
ILOs	Intended Learning Outcomes
KAS	Knowledge, Attitudes, Skills
MDMP	Military Decision-Making Process
OECD	Organisation for Economic Cooperation and Development
PDT	Pre-Deployment Training



PoC	Protection of Civilians
PKO	Peacekeeping Operation
TNA	Training Needs Assessment
UN	United Nations
UNDOF	UN Disengagement Observer Force
UNITAR	United Nations Institute for Training
VR	Virtual Reality
WHO	World Health Organisation

EXECUTIVE SUMMARY

The purpose of this report is to produce key competencies, definitions and skills, methods and metrics of assessment and expected learning objectives and outcomes for the curriculum and game scenarios of the GAP programme. In order to complete the learning objectives and learning outcomes, this review compares the extensive literature review with interdisciplinary knowledge and practice embedded within peacebuilding personnel and other key stakeholders represented by the project partners. Previous deliverables within this work package indicated that key stakeholders and end users agreed that soft skills were critical not only to the successfully strategic aims and objectives of a CPPB (Conflict prevention and peacebuilding) missions but also in the harmonisation and the establishment of a relationship in an informal context within a CPPB environment. However, initial analysis of the qualitative data collected from interviews with end users highlighted that there was a notable difficulty for end-users in identifying specific soft skills, necessary to be integrated within a training environment. In order to generate expected learning outcomes and qualitatively driven identifiable soft skills a detailed analysis of the qualitative data from all regions was undertaken. A detailed mapping exercise of macro and micro-level soft skills were identified and collated under distinct but inter-related soft skill themes.

It is from the soft skill elements identified by end-users as critical to the successful implementation of CPPB measures that macro-level soft skills can be discerned. The extrapolation of soft skill elements from end-user interviews highlights the transferability and multi-faceted nature of soft skills prescient within a CPPB context. The critical soft skill themes identified in this review through the bi-lateral approach to compare soft skills identified within literature relating to CPPB training and detailed mapping of data collated from interviews across all regions. The main findings point to key soft skills in: Communicating and listening in Peacekeeping; Cooperation; Leadership and Decision-



making; Gender and Cultural Awareness in Peacekeeping; Coordination in peacekeeping; Stress Management in Peacekeeping.

The expected learning outcomes from the curriculum and game scenarios are designed as a platform for developing an individual's own ability or skills in achieving competent conflict management, human security and peace building. This work package has integrated knowledge from soft skills documents identified in reading and identified soft skills gaps in current training, plus gaps in soft skills required in the field as identified in interviews with endusers, and has established a starting point for an iterative game generated curriculum plus assessment to be embedded in game scenarios in work package 4. Here, we map out a suite of assessment methods, including in-game measurement of soft skills, and pre- and post- testing of soft skills awareness and use. This enables us to confirm learning outcomes delivered through GAP game scenarios developed in WP4.

INTRODUCTION

The effectiveness of any training programme is dependent on a myriad of factors but most pertinently that the training content accurately enables the users to gain the knowledge, understanding and ability to put the required skills into practice. An objective of this deliverable is to draw comparisons between the soft skills identified in GAP deliverables 2.1 and 2.2 as being necessary in a CPPB training context with the soft skills identified by end users in interviews as critical within a CPPB mission or deployment context. It is important to note that it was concluded in previous deliverables that, in general, there is a distinct absence of appreciation in peacekeeping training programmes of the critical role of soft skills. This is coupled with the need to address this deficit and enhance the level of performance of peacekeeping personnel in the area of soft skills.

This report will map the qualitative data within a framework of military, police and civilian users in order to identify specific core soft skills on an interoperability and interdisciplinary basis. Additionally, given that previous deliverables cited the dichotomy between each organisation and their distinct organisational aims and objectives on mission as impacting on the need and applicability of soft skills within a fieldwork context, it is important to consider whether a user's organisational affiliation necessitates the prioritization of some soft skills over others. It is anticipated that a key facet of GAP is that the digital learning environment can enable the incorporation of a multitude of situational scenarios (or vignettes) into an experiential learning setting.



This review will comprise distinct but interrelated reports that assimilate to enable the compilation of learning outcomes based upon the soft skills themes identified throughout the review. The review will begin with findings and analysis of task 3.7 that draws on the work undertaken in WP2 and WP3. The objective is to define and expand on the soft skills necessary for CPPB by a comparative methodological approach. In addition to identifying soft skills, definitions and competencies, the standardization of language and measures to be used in soft skills training and an empirical validation of the standardization structure with identified key stakeholders will be addressed.

The second stage of this review builds upon the soft skills identified in task 3.7 and defines a soft skills competency model containing the skills definition and rubrics for their determination. The development of the competency model will enable successive work packages to identify requirements for performance data capture and game instrumentation/mechanics in the GAP application.

The final section of this review compiles learning outcomes based upon the findings of both task 3.7 and 3.9. The expected learning outcomes are predicated upon the main soft skills identified throughout the review. This review and the identified soft skills and associative expected learning outcomes harnesses the knowledge of key stakeholders and users in cultivating a literature and practitioner driven review of best practices and how they relate to each other, thus guiding the selection of skills to be implemented in WP4, the GAP game. This review has integrated both guidelines (soft skills documents identified in reading) and gaps identified in previous deliverables and user needs to develop a starting point for an iterative game generated curriculum plus assessment.

The Annex: Gender Analysis of Endusers and Stakeholders feeds into the main report.

1. THE EVOLUTION OF SOFT SKILLS

*'Soft Skills is used to indicate personal transversal competencies such as social aptitudes, language and communication capability, friendliness and ability of working in team and other personality traits that characterise relationships between people. Soft skills are traditionally considered complementary of Hard Skills, which are the abilities to perform a certain type of task or activity.'*¹

¹ Cimatti, Barbara. 2016. 'Definition, Development, Assessment of Soft Skills and their Role for the Quality of Organisations and Enterprises.' *International Journal for Quality Research*. Vol. 10. (1). [pp.97-130.] p.97



As previously addressed in GAP D.2.1, soft skills can be contentious and difficult to define in an unambiguous manner. While ‘soft skills’ are not a new phenomenon in modern society, they can be comprised of multiple definitions. In general, ‘soft skills’ can refer to ‘communication skills’, ‘non-verbal skills’, ‘interpersonal skills’, ‘emotional intelligence’ ‘non-cognitive skills’ or even ‘personality traits or attributes’. Definitions of ‘soft skills’ are as numerous, widespread and often as complicated as the multidimensional terms applied to conflict prevention and peacebuilding in more recent years. In fact, what has universally become known as ‘soft skills’ attributes are largely contested in much of the literature. In 1993, the WHO (World Health Organisation) referred to them as life skills while the OECD (Organisation for Economic Co-operation and Development) has recently referred to them as ‘Skills for Social Progress’. Figure 1.1. gives an overview of the different names to describe soft skills.

Figure 1.1. Different Names Proposed to Define Soft Skills²



Naturally, definitions include many variations of ‘types’ or ‘elements of soft skills. A quite well-known definition of soft skills comes from the winner of the ‘Nobel Prize for Economics in 2000, James Heckman: ‘Soft skills predict success in life’. He indicates a cause-effect correlation between soft skills and personal and professional achievements of people.’³ ‘Soft skills are intangible and difficult to measure; while they greatly impact an individual’s chances for success, they are not

² Maria Cinque, ‘Different Names Proposed to Define Soft Skills.’ Cited in Cimatti, Barbara. 2016. ‘Definition, Development, Assessment of Soft Skills and their Role for the Quality of Organisations and Enterprises.’ *International Journal for Quality Research*. Vol. 10. (1). [pp.97-130.

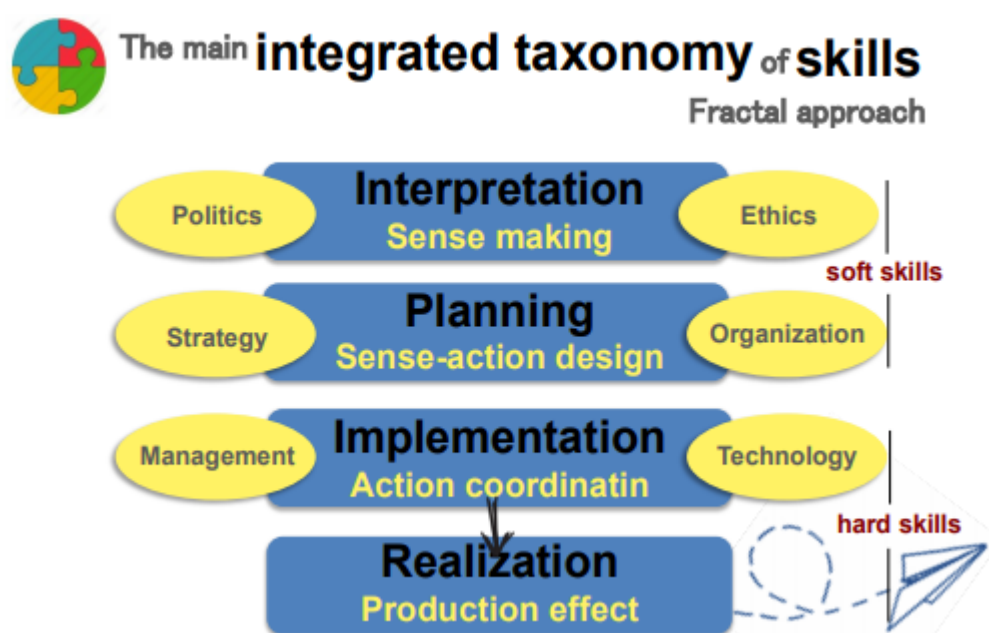
³ Ibid. p.100



normally taught through traditional education. Soft skills include ...team building, eye contact, analysis of body language, and conflict resolution'.⁴

It could be argued then, that in addition to technical and cognitive skills, individuals also need a set of 'soft' or social skills' to be effective in their jobs. While a universal definition does not exist, 'they generally encompass skills or character qualities such as 'leadership, initiative, adaptability and persistence. For instance, the growing importance of social skills in the labour market has already been well documented in the literature.'⁵

Figure 1.2. Taxonomy of Skills⁶



It is clear from the taxonomy of skills above that no one definition could adequately explain or incorporate all the elements of soft skills. Depending on the precise strategy, management, ethics or technology, different organisations will interpret, plan or implement the realisation of skills and to varying degrees. In 2008, CEDEFOP (European Centre for the Development of Vocational Training) pointed out that modern organisations 'seemed to attach more value to soft skills than in the past, e.g. teamwork, interpersonal communication, initiative, creativity, entrepreneurship, leadership and management, presentation skills, ability to learn'.⁷ According to the OECD, all jobs require a certain

⁴ Stedman Graham. 'Preparing for the 21st Century. Soft Skills Matter. (Accessed 07 June 2017) http://www.huffingtonpost.com/stedman-graham/preparing-for-the-21st-ce_b_6738538.html

⁵ See OECD. 'Getting Skills Right'. Skills for Jobs Indicators. OECD publications.

⁶ Cimatti, Barbara. 2016. 'Definition, Development, Assessment of Soft Skills and their Role for the Quality of Organisations and Enterprises.' *International Journal for Quality Research*. Vol. 10. (1). [pp.97-130.] p.97

⁷ See Elena Dall'Amico, Simonetta Verona. 2015. 'VHSM: Valorize High Skilled Migrants. Cross-Country Sector on Soft Skills Mostly required by Companies to Medium/High Skilled Migrants.' Methodological approach for a common framework of



level of soft skills, ‘but the intensity with which occupations make use of soft skills can differ significantly between occupations.’⁸ However, these types of soft skills are important in mission environments. Evidence has shown that employment growth has been strongest in jobs that require both high cognitive and soft skills. The Skills for Jobs Data confirms that occupations that require soft skills more intensively are more likely to be in shortage and that soft skills such as leadership and adaptability are found to be in shortage in most countries.⁹

For the purpose of GAP, soft skills are defined as *skills that are cross-cutting across jobs and sectors and relate to personal competences and social competences, personal qualities, attributes, habits and attitudes, and non-job specific skills that are related to individual ability to operate effectively on peacekeeping and peacebuilding missions.*¹⁰ (These competences reflect teamwork, communication, cooperation, facilitation, negotiation, leadership and decision making among others.)

Given the high quality of learning envisaged for the GAP role playing game, an improvement in soft skills performance of personnel working in these environments, would also enhance the effectiveness of peacekeeping. Notwithstanding this, the following section investigates the merits of soft skills in CPPB.

1.1 THE SIGNIFICANCE OF SOFT SKILLS IN CRISIS MANAGEMENT

The increase in inter-state, regional and civil conflict in recent decades has elevated the importance of soft skills in crisis management operations and peacekeeping missions. Contemporary missions have put an unprecedented demand on personnel as peacekeeping missions comprise many hierarchical organizations, including militaries from different countries, and police officers from many different countries, along with civilian personnel, all with different mandates and organizational structures and cultures as well as diverse national cultures. Success in the mission requires them to cooperate together but this is an enormous challenge and personnel are not trained in the soft skills which would facilitate this. They are also often ill-equipped to deal with unfamiliar environments, difficult terrain (such as in Afghanistan) or in dealing with local elements, cultural nuances, different gender norms, local leaders, among others. Research in this field in the

Soft-Skills. http://conseil-recherche-innovation.net/sites/default/files/public/articles/vhsm_determination_of_soft_skills.pdf (Accessed 20 June 2017)

See also CEDEFOP. Skills Mismatch. Research Paper No.21, 2012.

⁸ Ibid.

⁹ See OECD. ‘Getting Skills Right’. Skills for Jobs Indicators. OECD publications. p.10

¹⁰ This definition encompasses a combination of EU Commission and UNESCO definitions of soft skills.



last ten years has pointed to the need to adequately address the skills deficit, especially with reference to soft skills. As such, the GAP training game proposes to concentrate on this deficit by enhancing the performance of personnel involved in CPPB.

Deborah Goodwin's study of the role of Soldier-Diplomat for instance, points out the necessity of good communication skills. The soldier were 'using a skill unfamiliar at times, and many soldiers felt inadequately trained in negotiating skills. They were conscious that poorly handled negotiations could have serious ramifications beyond the immediate issue and when cultural factors and pervading hostility were added, then issues and tempers could increase rapidly in intensity. A great deal of damage could be done with a few words.'¹¹ In addition, Malik and Schultz argue that the 'soft and friendly' approach was needed in the ceasefire agreement with rebel groups in Southern Mindanao. For example, the assistance of the Malaysian troops was sought by the Philippines' government in brokering and implementing the ceasefire, and by applying this 'soft and friendly' approach the 'Malaysian troops were successful in persuading the groups, who were notorious for their propensity to break agreements, to honour and respect these agreements and slowly work towards a peaceful resolution of the conflict.'¹² The growing perception that new skills were required not just for the military but for all personnel working in crisis management operations have come to the forefront of planning and organisation procedures for these missions. Furthermore, as the ARCA (Associations and Resources for Conflict Management Skills) *Preparing Adults for Peacework and non-violent intervention in conflict*,¹³ points out, 'in addition to knowledge, the development of personal qualities for peace-work receives a great deal of attention in peace trainings.' Personal qualities are commonly described as "soft skills" and are very influenced by peace-workers' attitudes, worldviews and life experiences. When working in and on conflict, it is imperative for peace-workers to understand not only how they perceive themselves in their relationship to the conflict environment but to how they are perceived by others.¹³

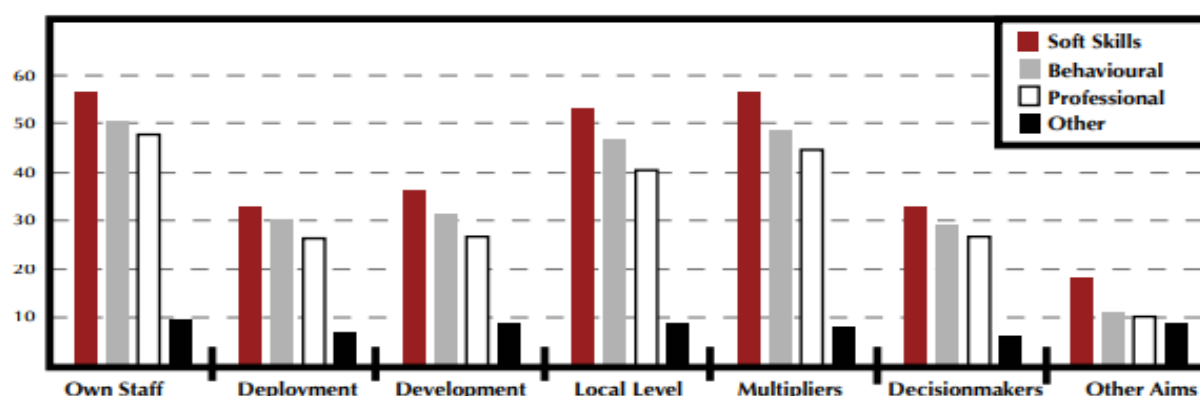
¹¹ Deborah Goodwin. 2005. *The Military and Negotiation. The Role of the Soldier -Diplomat*. Frank Cass: London and New York. p. 162-163

¹² V.P. Malik and Jorg Schultz. (Editors) 2006. *Emerging NATO. Challenges for Asia and Europe*. Lancer: New Delhi

¹³ See Peace Training. *Preparing Adults for Peace-work and Non-Violent Intervention in Conflicts*. ARCA Project. <http://novact.org/wp-content/uploads/2012/09/Peace-Training-Guide-by-various-authors.pdf>



Figure 1.3. Important Skills for Different Aims of Peace work¹⁴



The ARCA survey conducted on peace training illustrates that across the distribution level of skills, all are relevant. For example, 33 per cent favour soft skills, 30 per cent prioritise behavioural skills while 28 per cent favour professional skills.¹⁵ However, it outlines 10 relational skills for working in peace related fields that could all be classified as ‘soft skills’;

1. *Empathy*: to put oneself in the shoes of all actors and to find legitimacy in other’s experiences.
2. *Humility*: to deeply respect local cultures and traditions and focus on supporting internal actors rather than solving their problems for them.
3. *Tranquility*: to cope with stress and trauma and to respond creatively to challenging situations – i.e the ability to be the eye in the storm
4. *Resilience*: to persevere through difficulty and retain one’s own reasons for working in and on conflict.
5. *Mindfulness*: to be aware of how one’s way of being – e.g. appearance, persona, nationality, culture, etc. – etc. – both positively and negatively affects the conflict environment.
6. *Hope*: to cultivate joy in the minds of tragedy and to have visions for the possibilities of peace not yet manifest.¹⁶
7. *Idealism and Realism*: to combine deep optimism with a groundedness in the reality of a conflict and one’s own real capacities.
8. *Honestly and Trustworthiness*: to communicate openly with all actors in conflict and to be transparent concerning one’s agenda and mandate.

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Ibid.



9. *Unattachment*: to centre on the responsibility to so right action for the sake of doing right action, not for the result it brings. The reality of conflict is impermanence; therefore, while peaceworkers can work strategically for transformative outcomes, they cannot become too attached to either peaceful or conflicted times.
10. *Sense of Humour*: to maintain good spirits in trying situations.¹⁷

The paradigm shifts in thinking around soft skills and its importance has also developed in other fields with a greater emphasis on bridging the gap between existing skills and current workforce needs. There is now a widespread recognition that soft skills are paramount in developing and maintaining culturally diverse environments. In the entrepreneurial and business environments, soft skill elements have been deemed necessary for success. One survey indicated that ‘employers actively seek entry-level candidates with communication, time management, leadership and other soft skills...and that 90 per cent of employers advised new graduates to focus on soft skills in equal measure with grades and experiences.’¹⁸ In addition, soft skills can be used to achieve many aims, from critiquing other’s ideas constructively to communicating in a manner that is persuasive and encourages people to come together in pursuit of a shared goal.’¹⁹ Peacebuilding and peacekeeping is no different.

1.2. THE CONCEPT OF COMPETENCIES

‘Concepts are socially constructed notions that facilitate the understanding of reality while also constructing it. Notions such as “key competencies” and “core skills” have become very fashionable in social policy discourse. However, these terms often have very vague meanings...Therefore, we recognize that in social sciences there is no unitary use of the concept of competence, no broadly accepted definition or unifying theory.’²⁰

Concepts requiring meaning depend greatly on the underlying scientific and ideological perspective.²¹ At the same time, it is important to take a pragmatic approach to our understanding

¹⁷ Ibid.

¹⁸ The Soft Skills Imperative. The Adecco Group. White Paper 001. 2017 (Accessed 10 June 2017)
<http://www.adecco.gr/Upload/Docs/the-adecco-group-white-paper-the-soft-skills-imperative.pdf>

¹⁹ Ibid.

²⁰ INES (Indicators of Education System). General Assembly 2000. ‘A Contribution of the OECD Program Definition and Selection of Competencies: Theoretical and Conceptual Foundations Definition and Selection of Key Competencies’. Dominique Simone Rychen: Swiss Federal Statistical Office Neuchâtel, Switzerland. Laura Hersh Salganik: Education Statistics Services Institute, American Institutes for Research Washington, D.C.
<http://www.orientamentoirreer.it/sites/default/files/materiali/2000%20deseco%20contributo.pdf> (Accessed 10 June 2017)

²¹ Ibid.



of competencies with reference to soft skills. Competencies are broader than knowledge and skills and are structured around demands and tasks. However, fulfilling complex demands and tasks requires not only knowledge and skills but also involves strategies and routines needed to apply the knowledge and skills, as well as appropriate emotions and attitudes, and effective management of these components... It combines stable traits, learning outcomes (e.g., knowledge and skills), belief-value systems, habits, and other psychological features.’²²

According to the OECD, a ‘competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual’s knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating.’²³ Skills on the other hand can be defined as ‘the ability to use one’s knowledge with relative ease to perform relatively simple tasks.’ The KAS system is described below:

Figure 1.4. The KAS (Knowledge, Skills, Attitudes) System

Knowledge	<ul style="list-style-type: none"> • Understanding conditions which build positive peace (Bretherton 2005) • Understanding dynamics of peace and conflict (including negative and positive peace) • Justice • Human Rights and responsibilities • Gender • Interdependence (Miller 2002) • Understanding types of identity, including human, personal, and cultural identities • Social issues (Reardon 1997)¹¹ • “Alternative ways of responding constructively to human differences and conflicts” (Reardon 1997)
Skills	<ul style="list-style-type: none"> • Communication skills of active listening and assertive speech (Tidwell 2004), expressing feelings (giving feedback without blaming) (UNESCO 1990) • Cooperative problem-Solving, including methods such as brainstorming and consensus building (Sommers 2003) (Reardon 1997) (T. Jones 2005) • Nonviolent resistance • Cultural awareness and empathy • Handling conflict through negotiation, mediation and facilitation • Assertiveness and refusal skills • Empathy • Cooperation and teamwork • Advocacy Skills • Skills for increasing internal locus of control • Self-awareness, self-esteem/confidence-building skills • Skills for managing feelings and stress (UNESCO 1990)
Attitudes	<ul style="list-style-type: none"> • Self-respect and respect for others • Trust • Social Responsibility • Open-mindedness • Tolerance (Miller 2002)

²² Ibid.

²³ OECD. ‘The Definition and Selection of Key Competencies.’ Executive Summary.
<http://www.oecd.org/pisa/35070367.pdf> (Accessed 10 June 2017)



Naturally, both skill and competencies are referred to almost interchangeably, and while the line between competence and skill is somewhat blurry, the conceptual difference between these terms is real.’²⁴ Competencies are acquired and are viewed as an ongoing life-long learning process, therefore, ‘competencies refer to the blend of knowledge, attitudes, and skills (KAS) associated with behaviour change and promotion.’²⁵

Skills, according to the ‘*Key Competencies for Life-long Learning*’, are one of the four pillars of competency. Competences can be ‘defined as a set of inborn and acquired personal characteristic, attitudes, knowledge and skills leading to high-quality performance.’²⁶ Furthermore, the United Nations defines competency as ‘a combination of skills, attributes and behaviours that are directly related to successful performance on the job’.²⁷ Core competencies are thus considered essential for personnel to function well in their organisation and to effectively complete their duties. As such, competencies ‘need to be developed and strengthened throughout one’s career. Acquiring a competency is not a one-time event, but rather an ongoing process. Formal training can help, but experience, coaching, feedback and individual learning activities are needed as well.’²⁸ According to Rychen and Salganik ‘competencies are structured around demands and tasks. Fulfilling complex demands and tasks require not only knowledge and skills, but also involve strategies and routines needed to apply the knowledge and skills, as well as appropriate emotions and attitudes, and effective management of these components.’²⁹

In addition ‘key competences’ refer to those generic skills that warrant special recognition for their outstanding importance and applicability and applicability to the various areas of human life (educational, occupation, personal and social) while soft skills are the ‘intra and interpersonal (social-emotional) skills, essential for personal development, social participation, and workplace

²⁴ INES (Indicators of Education System). General Assembly 2000. ‘A Contribution of the OECD Program Definition and Selection of Competencies: Theoretical and Conceptual Foundations Definition and Selection of Key Competencies’. Dominique Simone Rychen: Swiss Federal Statistical Office Neuchâtel, Switzerland. Laura Hersh Salganik: Education Statistics Services Institute, American Institutes for Research Washington, D.C.
<http://www.orientamentoirreer.it/sites/default/files/materiali/2000%20deseco%20contributo.pdf> (Accessed 10 June 2017)

²⁵ <http://www.unicefinemergencies.com/downloads/eresource/docs/Adolescents/Peacebuilding-Knowledge-Attitudes-and-Skills-Desk-Review-and-Recommendations.pdf>.

²⁶ See ‘*The Key Competencies for Life Long-Learning*.’ 2007. A European Framework, Luxembourg Office for Official Publications of the European Communities.

²⁷ United Nations Competencies for the Future.

https://careers.un.org/lbw/attachments/competencies_booklet_en.pdf (Accessed 10 February 2017)

²⁸ Ibid.

²⁹ Vedhathiri, Thanikachalam. 2016. ‘Enhancing Professional and Soft Skills of the Indian Engineering Graduates’ in *Journal of Engineering & Technology Education*, Vol. 10, No. 2, July – December.



success are termed as soft skills.³⁰ The OECD has also developed a three overlapping levels of competency called the *Competency Framework* which includes, *Delivery related* competencies for achieving results including analytical thinking and teamwork, interpersonal competencies such as diplomatic sensitivity and strategic competencies.

Figure 1.5. The OECD Competency Framework³¹



Competencies then, skills, attributes and behaviours do not stand still, but are continuously developed and reinforced with specific actions. In this respect, there are ways in which skills and behaviours can be enhanced but it must also be acknowledged that it is an ongoing process.

Core competencies according to the UN include:

- Communication

³⁰ Ibid.

³¹ OECD Competency Framework. Better Policies for Better Lives.

https://www.oecd.org/careers/competency_framework_en.pdf (Accessed 03 July 2017)



- Teamwork
- Planning and Organising
- Accountability
- Creativity
- Client Orientation
- Commitment to Continuously Learning
- Technological Awareness

Whereas, Managerial Competencies are comprised of:

- Leadership
- Vision
- Empowering Others
- Building Trust
- Managing Performance
- Judgement / Decision Making.³²

Some authors also distinguish between attitudes and skills/ competencies and recommending the KAS system then for peaceful behaviours.³³ Attitudes include, self-respect and respect for others, trust, social responsibility, open-mindedness and tolerance, whereas skills can include: Communication skills of active listening and assertive speech, Cooperative problem-solving, including methods such as brainstorming and consensus building, Advocacy Skills, Skills for increasing internal locus of control.³⁴ See Figure 1.3. GAP competencies have been developed and defined in much the same way as the UN competencies. Through extensive research on soft skills behaviour in peacekeeping, several overlapping themes in soft skills and competencies became evident. Over one hundred and fifty qualitative interviews were conducted by sixteen members of the GAP consortium. (Methodology and interview questionnaire was outlined in GAP D.3.1).

³² Ibid.

³³ The overview of KSAs is cited from peacebuilding or peace education literature. According to this concept of KAS, peace and conflict resolution education gives children in particular, the KAS to cope with conflict, resolve conflict, understand peace concepts, and identify conflict in communities. The authors argue that with increased exposure to peacebuilding, through positive role models, peaceful environments, and peace promoting institutions (such as skills), children will be more likely to learn peaceful behaviour and conflict resolution strategies. See 'Peacebuilding knowledge, attitudes and skills: Desk review and recommendations. UNICEF and Learning for Peace.

<http://www.unicefinemergencies.com/downloads/eresource/docs/Adolescents/Peacebuilding-Knowledge-Attitudes-and-Skills-Desk-Review-and-Recommendations.pdf> (Accessed 12 June 2017)

³⁴ Ibid.



It is important to note also that ‘as competencies relate to what a person does than what a person knows, they are observable. For each competency, it is possible to describe ‘behavioural indicators’ – actions or behaviour that exemplify the competency in practice.’³⁵ This is explored in more detail in section six of the report.

2. DEFINITIONS OF SOFT SKILLS TRAINING IN CPPB

It was evident from the review of literature conducted in work package 2 that the term ‘soft skills’ is an ambiguous and malleable construct. The failure to generate a uniform definition and standardised approach to the application of soft skills within a regional or international CPPB context has stymied the development of a coherent and codified understanding of soft skills. The difference in appreciation and prioritisation of soft skills within a CPPB training programme is evident not only between countries and jurisdictions but also within countries as different organisations afford more attention to improving soft skills of individuals than others. This uncoordinated approach to soft skills within CPPB training engenders a disparity in competence when users are deployed as the difference in operational culture, internal mechanics and understandings of CPPB environments becomes exemplified by the capacity of users to utilise trained soft skills.

Initial analysis of literature indicated that a surface understanding of soft skills elicited soft skills as referring to empathy, listening, facilitation, mediation and team building. It is important to note that analysis of data collected from end-user participants within this research study highlights a dichotomy between identifiable soft skills and soft skills elements. Consequently, it is necessary to group soft skill elements practiced on CPPB missions across a range macro-level soft skills in order to ensure that the malleability and transferability of soft skill elements is fully represented within identified soft skills within the game.

The emergent picture from the literature on peacebuilding training within a European Union context was of a prevailing absence of a codified, defined and consistent understanding of soft skills. Deliverable 2.1 concluded that a generic understanding of soft skills was more applicable within ‘the lexicon of business, management, communication, education and social studies, it is widely presumed that the individual understands what soft skills actually are, even though the term itself lacks scope, definition and instrumentalisation’.³⁶ It was concluded that knowledge, understanding and awareness of soft skills pejoratively were subjective and assumptive in nature with a common

³⁵ Ibid

³⁶ See GAP D2.1, D2.2.



focus on social, communicative and emotional aspects. This was supported by data from end-user interviews that indicated that practiced soft skills within a CPPB context were regarded not as skills fostered from a training base but naturally developed human qualities ameliorated by experiential learning cultivated by end-users within the social and cultural environment they lived and worked in prior to deployment.

It is symbiotic of the failure to uniformly define soft skills that there is a conflation in understanding amongst end-users, academics and training developers of what constitutes soft skills. It was evident from a deeper analysis of end-user responses in interview that there was unanimous agreement on the critical importance of soft skills in achieving success on missions, particularly in relation to interactions with other international colleagues and organisations on mission.

The review of literature in work package 2 identified critical issues in relation to CPPB training of soft skills on a pre-deployment basis. Primarily, whilst acknowledging that development of soft skills is crucial within the multi-disciplinary collaborative and international remit of CPPB environments. By consequence, and later supported by the qualitative data, it was concluded that whilst advances have been made in CPPB to include more soft skills elements there is a continued under appreciation within a training context of the overall importance of soft skills.

The analysis conducted thus far in the *Gaming for Peace* project has highlighted the need for more adequate forms of training for personnel involved in peace operations. Based upon the emergent soft skills themes and elements from both the literature and the qualitative data collected within GAP, it is anticipated that soft skills can be more effectively cultivated within a learning experience deliverable through a virtual learning environment. Given the increase and scope of peacekeeping missions, more standardisation of courses from training providers and a lack of overall understanding of the use of soft skills is currently necessary for peacekeeping training.

As previously investigated in WP2, D2.2., “Training can be defined as a systematic process designed to impart, attitudes, concepts, knowledge, rules or skills in trainees, and result in improved performance or other organisational outcomes of value.”³⁷ In UN peacekeeping operations, peacekeeping training was given only minimal attention and even less attention on soft skills training. The following sections therefore, address in depth elements of soft skills themes and soft skills elements as evidence from GAP research findings and qualitative interviewing.

³⁷ Kraiger, Kurt; Passmore, Jonathan; Rebelo dos Santos, Nuno ; Malvezzi, Sigmar (Editors): 2014. *The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement*. p.207



3. QUALITATIVE INTERVIEWING AND RESEARCH FINDINGS

Qualitative interviewing of key stakeholders and end users generated a vast amount of data within the framework of the interview strategy outlined in deliverable 3.1. The purpose of a qualitative methodology within work package 3 was to harness the knowledge of key stakeholders and end users in order to capitalise on the literature and practitioner centric review of best CPPB training practices. By comparing end user perspectives with the review of literature and CPPB training processes it was possible to draw distinct expected learning outcomes.

3.1. LIMITATIONS OF QUALITATIVE INTERVIEWING

The methodological approach developed in section 3.4. is based on data collected from a range of interviews. As previously stated, over one hundred and fifty interviews have been conducted thus far in the GAP project by sixteen members of the GAP team. Unlike other studies on the evaluation and impact of peacekeeping, this study therefore, draws upon the individual experiences and behaviours of military, police and civilian in a peacekeeping mission. Since questions were framed around individual involvements in CPPB, interviewees were asked to recall and give specific examples or scenarios (where possible) of what they experienced on a mission.

All qualitative interviewing has limitations and drawbacks in research, not least of in how well an individual remembers a particular event or scenario and the behaviour associated with that event. A critical issue associated with a methodology predicated upon a qualitative approach is the subjective nature of the data collected and the subsequent biased nature of the findings drawn from the research. This can be considered as both a negative and positive facet of a qualitative pedagogy. Whilst the opinions and experiences are central to this research, it is important to be aware of how the thoughts expressed have been influenced by the unique context of each individual's own CPPB in addition to any pre-existing prejudices. To be exact, it is important for researchers to be aware of the potential for user prejudices or non-CPPB experiences to have influenced, either positively or negatively, a research participants' views.

Additional limitations associated with a qualitative approach include the impact of individual researchers throughout the interview process. From a methodological standpoint this can be termed as an incapacity to ensure replicability of the research process. Given the international remit of this research project and the large number of users, key stakeholders and institutions/organisations



represented it is impossible to ensure total replicability of data. The validity of the research is dependent on the individual skills of the researcher and research rigor can be difficult to maintain, assess and demonstrate. GAP took stringent steps to counteract any bias by producing a detailed interview strategy (see deliverable 3.1) and where possible tried to replicate pedagogical approaches across all researchers. However, an inherent issue with a qualitative approach is the possibility for individual researchers to affect the subjects' responses. In the words of John Tukey referring to precision and certainty in data collection: 'Far better an approximate answer to the right question, which is often vague, than an exact answer to the wrong question, which can always be made more precise'.³⁸

Epistemologically the aims of the research stage of the GAP project necessitated a qualitative approach. 'Qualitative research implies recognition of processes that are not readily susceptible to measurement in terms of quantity, amount or frequency. Its emphasis is on capturing or obtaining an in-depth understanding of the interactional processes as manifested during a particular study'.³⁹ In addition, epistemological determinism, or what Tashakkori and Teddlie termed paradigm relativism, dictated that in order to answer the central research questions a solely qualitative paradigm was the most suitable methodological approach. 'There is no single method that is privileged in the production of knowledge about human existence. Each method, including those that employ numeric procedures and those that employ qualitative procedures, is a lens that can bring into focus particular aspects of human being...Choice of method for a particular project depends on which is most useful for addressing the research question'.⁴⁰

3.2. SOFT SKILLS THEMES AND ELEMENTS IN PEACEKEEPING

'In today's fast changing world, with rapid improvement in communication technology and a shift from industrial society to information society, many military field missions and headquarters emphasize integrity, communication and flexibility in conducting their work. However, one problem still remains is the undervaluing of the importance of soft skills. Studies continue to show that militaries need soft skills.'⁴¹ Notwithstanding this, soft skills are not confined to the military alone, but all individuals working in CPPB should be required to have many elements of soft skills.

³⁸ Maxwell, Joseph. 2005. *Qualitative Research Design. An Interactive Approach*. Applied Social Research Method Series. Vol. 41. Second Edition. Sage Publications.

³⁹ Garner, Mark, Claire Wagner and Barbara Kawulich. 2009. *Teaching Research Methods in the Social Sciences*. Routledge. p.63

⁴⁰ Ibid.

⁴¹ Sigri, Unsal, M.Abdulkadir Varogu and Ufuk Basar. 2017. 'Managerial Capacity in Peacekeeping Operations: The Case of EUFOR' in *International Security and Peacebuilding. Africa, the Middle East and Europe*. Abu Bakarr Bah. (Editor)

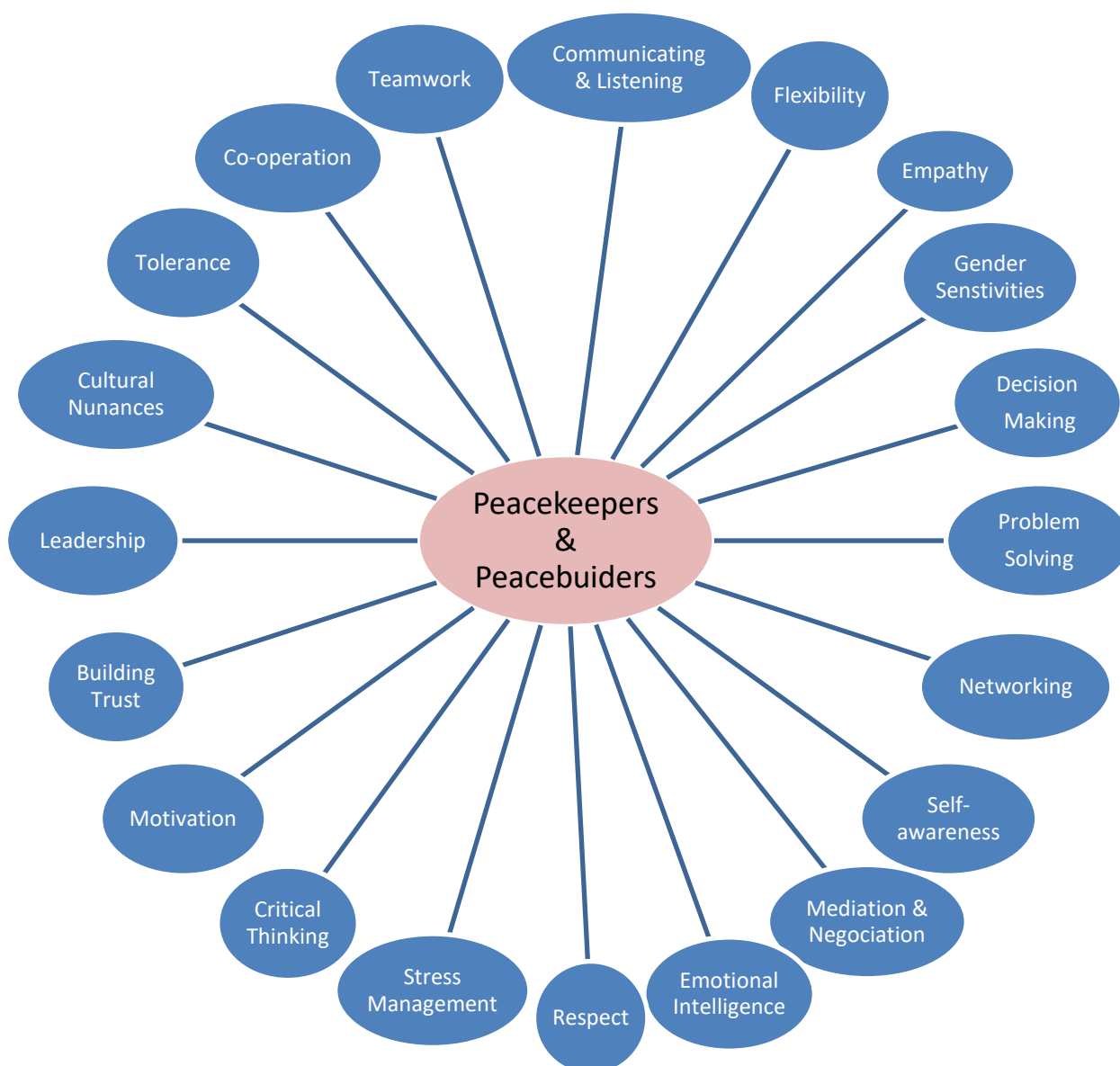


Within the qualitative research several soft skills elements emerged from the interview data. Naturally, many of these the soft skills themes were overlapping, in that personnel can be problem solving and negotiating, interacting and managing as well as personal attributes that require effective decision-making, leadership, emotional intelligence and communication. For instance, 'soft skills which can be a form of social, managerial and interpersonal skills are strongly related to emotional intelligence. Therefore, soft skills can be tools of capacity building during the professional career of military personnel.'⁴²The following list of soft skills are the prevailing elements of skills identified in the GAP interviews. This is by no means as exhaustive list of soft skills with reference to the qualitative data. However, many of the recurring themes throughout the interviews can be identified with these distinct behaviours and attributes.

⁴² Sigri, Unsal, M.Abdulkadir Varogu and Ufuk Basar. 2017. 'Managerial Capacity in Peacekeeping Operations: The Case of EUFOR' in *International Security and Peacebuilding. Africa, the Middle East and Europe*. Abu Bakarr Bah. (Editor)



Figure 3.1: Several Soft Skills Elements in CPPB Research and GAP Interviews



3.3. INTERVIEW DATA

Although there are several soft skills themes in peacekeeping and peacebuilding as addressed in the above figure, the following themes of communication, cooperation, leadership and decision-making, gender awareness and cultural awareness are looked at in more details for the purposes of the GAP research project.

3.3.1. COMMUNICATION AS A SOFT SKILL



Figure 3.2. The Communication Process⁴³



The importance of communication in peacekeeping, peace-making and peacebuilding cannot be underestimated. Effective communication and coordination of all communicating fields in a peace operation is necessary in order to carry out mandates. With several levels of communication, different cultures, languages and terminology as well as systems of communication, power and resources, the potential for miscommunication and misunderstanding is exceptionally high.

Wehr for one, suggests that there are ten essential peace making skills which he considers important for effective communication. 'These are 1) conflict situation analysis/ fact-finding, 2) empathy, 3) listening / active listening, 4) sense of timing and appropriateness, 5) trust and credibility development, 6) mediation, 7) communication, 8) imagination, 9) joint-costing, 10) crisis management.'⁴⁴ Honeyman, on the other hand, suggests dividing mediation into five skill based elements', including, investigation, empathy, persuasion, invention, and distraction.'⁴⁵ All of these soft skills elements require sophisticated levels of communication.

As evidence from the GAP interviews, a significant number of interviewees, mentioned barriers in communication, not just in cross-cultural communication or living and working in a multicultural and multidisciplinary environment but in communication channels within their own organisation or the barriers between headquarters and the field.

Nonverbal Communication Skills

'According to communication experts, 60-80% of communication is nonverbal. That means each person communicates to others primarily through our facial expressions, body posture, and eye

⁴³ A.B. Fetherston. 1994. *Towards a Theory of United Nations Peacekeeping*. Macmillan Press; Basingstoke. p.111

⁴⁴ Ibid. p.111

⁴⁵ Ibid.



movements. Researchers have found that some people are much better than others in reading nonverbal cues. ⁴⁶“Emotional intelligence” is a term used to describe people who can accurately guess how someone else might be feeling by “reading” their faces and bodies to understand what they are trying to communicate. Adaptive leaders – those civilians, military and police who are able to make wise choices in a complex environment – need emotional intelligence to help them communicate effectively with others. ⁴⁷

Communication is a critical facet to CPPB and emerged as a vital soft skill that dominated every interaction on CPPB missions. Qualitative data highlighted that the successful implementation of CPPB aims and objectives was dependent upon the communicative soft skills of individuals. Communication should not be understood as limited to verbal expression but is taken to include, with equal importance, non-verbal expression and the ability to communicate through intermediaries, in particular language assistants. For example, it was emphasized that communication with local people through a language assistant was critical in maintaining control and de-escalating conflict. In demonstrating to local officers how to perform a stop and search on a busy Kosovar street, one interviewee Kevin stopped a man and communicated through the language assistant. In order to communicate accurately the language assistant mirrored the mannerisms and intonation of Kevin including laughing when Kevin laughed. The effect of this was communication with the local people was reflective of Kevin rather than a detached and fragmented interaction and Kevin was able to use humour to defuse potential hostile communications. This exemplifies the link between an overarching macro-level soft skill theme and the demonstration of micro-level soft skill elements that facilitate the successful application of soft skills within a CPPB context. The soft skill theme is communication that is enacted through the soft skill elements of humour and humility.

In relation to non-verbal communication the ability to interpret body language is especially important when communicating across cultures since postures and physical expressions may have different meanings in different cultures.

One interviewee Maria noted that posture is important and that even before communicating directly with others you have subconsciously already begun to engage by the posture and stance you take. Maria specifically referred to the need to crouch to eye level and maintain an openness when communicating with younger people in order to alleviate the impact of armed foreigners coming

⁴⁶ Human Security Coordination. Handbook 'Communication'.
<http://www.humansecuritycoordination.org/documents/130617663/0/Lesson+20+Communication+and+Conflict+Skills.pdf/f4cba738-da19-41f6-87bf-2133c3c92cea> (Accessed 12 June 2017)

⁴⁷ Ibid.



into their area. Dimitri and Elena go further in maintaining that deportment and conduct can also impact on communication and how a uniform is worn can also be considered as a method of communication. By being appropriately dressed and smiling can negate the negative visual impact on verbal communication of a group of military or policing personnel out on patrol. The corollary of poor deportment communicates a lack of respect or arrogance that then serves to delimit or impede formal communicative soft skills in building relationships. For example, Pekka recalls the impact on locals of seeing international officers removing their shirts to sunbathe during a break whilst out on patrol. While not verbal communicative soft skills per se the actions communicated indifference and the failure of the officers to comprehend the impact of removing their shirts demonstrates a lack of appreciation, knowledge and experience of the importance of soft skills within a CPPB context.

It is important to develop not only an ability for a trainee to have the capacity to put learned knowledge of soft skills into practice but also, more pertinently, to be able to modify their actions in consideration of the environment. Data collected from interviews with policing and civilian participants elicited a strong belief that clarity and brevity was critical in engaging with military and statutory personnel. This relates to the dynamics of communication that are situationally and contextually dependent. It is important to note that soft skills can be delivered in an abrupt and almost harsh manner, if the situation necessitated such an approach. For example, a Senior American Officer instructing a police unit that any disturbances at a basketball game in Kosovo that was expected to attract approximately 5,000 people would result in the individuals identified being taken from the arena and beaten so as to send a message to locals regarding what behaviour would be tolerated. Gary, on observing the briefing by the American officer needed to utilize soft skills of communication that such a police response was not permissible but it was necessary to so in a hard and decisive manner so that all the officers would be clear on what behaviour was expected of them. The corollary of the implementation of soft skills by Gary to his officers was that at the basketball game rather than physically respond to incidents they were expected to identify suspects and intervene in a non-confrontational manner.

The soft skill needs identified in relation to international police officers was to be aware not only of deficiencies and vast chasms of competencies but also how to utilize the abilities of officers you are working with. A related aspect of competency was identified as having a nuanced understanding of officer bias and national agendas that could serve to undermine the success of a mission. As a regional commander in Kosovo Gary was instructed to appoint a Russian deputy and discovered that outside of work the officer lived in a house with other Russians based in senior positions at other



stations. Gary was concerned about the exchange of sensitive information but rather than dismiss or ostracize the officer Gary decided that it was necessary to work with the officer on the basis of what is best for achieving the aims of the mission.

Communication is critical within a CPPB mission on an informal and formal basis. The importance of the soft skill is evident not only within a strategic and organisational approach but also on an informal basis as the means of building relationships within CPPB units and with local people. For example, communication between police units and local people in Kosovo was noted by participants to be distant in that police and military routinely only left their compound when on uniformed armed patrol. Gary, a regional commander of a police unit in Kosovo decided it was critical to establish communication with local people that police officers used local community resources such as education and recreational facilities. Gary explained that even though the military compound was fully equipped with a gym he and other officers employed a local personal trainer and used the community gym in order to be seen within the community. As well as contributing to the community economy the purpose of the interaction was to be seen in the community with key individuals and to build a visual communication with local people. Gary noted that communication with young males in the gym was fostered not audibly but initially through physical competition over who could lift the heaviest weights and grew into an inter-community inter-organizational engagement as the military, the police and the community would play in football, cricket and rugby matches on a weekly basis.

Policing and communicating with locals is about more than applying laws and regulations. This is evidenced by Peter who noted that a major issue in rural Kosovo was the chopping down of forest trees by Albanians in Serbian areas. The military and policing response initially in not regarding woodcutting as a serious community issue and warranting of police action failed to understand the significance of the impact of woodcutting on the Serbians in the area. Peter participated in meetings with the local community and it was explained that livelihoods were being lost and it was, in fact, the most critical issue to that community. Peter instigated patrols in the forest to prevent the woodcutting on the basis that within a peacekeeping context the aim of mission to respond to the needs of communities necessitates that policing goes beyond mere adherence to application of rules and laws.

It is important that the training of soft skills for CPPB is cognisant of building upon the naturally occurring soft skills that have developed as a result of the experiential learning of users prior to their involvement on CPPB missions. Consequently, some soft skills are more pertinent to some users



than others but the key is that all participants gain not only the capacity for actualising the soft skills on mission but have the ability to recognise and comprehend the importance of developing and utilising the soft skill in the first instance. The actualisation of the soft skills in practice can be natural, or indeed appear simplistic, but the importance is in the potential of communicative soft skills to foster relationships and build trust. For example, Pekka outlines the importance of having coffee and simply chatting with fellow international officers and trying to establish some sort of commonality and that by getting to know about the families and lives of colleagues that engenders a relationship. This approach is supported across the regions but the common feature of all communicative approaches is the veracity and honesty of exchange. Dimitri argues that it isn't just the act of dialogue that builds relationships but the manner in which one speaks, that is he believes it is important that irrespective of language it is important to look into the eyes of others when communicating with them or being communicated with in order to engage on a more human and personable level.

A bi-product of soft skills training could be an increased awareness of an individuals' own communication ability. There is a strong link between communication and culture in that Ireland and UK participants identified their cultural traditions of openness, humour and humility as tending to generate favour with international colleagues. This contrasts with other cultures and nationalities who perceived their lack of proficiency in English as delimiting their potential to engage within a CPPB context which was considered as an English-speaking mission. However, soft skills training on communication can not only enhance the capacity for users to engage but also recognise their own limitations. For example, Pekka stated that by understanding that the Finnish nature of being silent and expressionless could confer a misunderstanding as being reticent or dis-interested. Having recognised how a natural cultural reserve could be inferred Pekka and her colleagues made concerted attempts to communicate and convey a truer representation of themselves with international colleagues.

3.3.2. COOPERATION IN CPPB

The review of literature and analysis of the qualitative research indicated that in relation to cooperation there was a notable absence of CPPB soft skills training in this area. Indeed, participants believed that any cooperation was assumed and no frameworks or training procedures to engender cooperation was present. Cooperation should be understood as not only critical to the overall



success of the aims and objectives of a CPPB mission but a strategic and organisational imperative given the multi-faceted and complex nature of CPPB work.

The soft skill theme of cooperation demonstrates the malleability of soft skill elements in that effective cooperation is reliant on the implementation of communicative soft skills in fostering relationships. For example, the importance of communication and cooperation on an individual level in addition to an organizational level is evidence when macro-level strategic policies impact on micro-level realities. This was highlighted by Kevin who experienced a situation with local people who were Serbian wishing to sell their property in Kosovo to their long-time Albanian neighbours in order to move back to Serbia. Having established that no intimidation was involved in the protracted sale it was evident that it was not a policing matter but a civil issue. As a result of socializing with civil servants Kevin was able to ascertain that an international prohibition on the sale of houses was in place as the international community considered any sale to be a form of permissible ethnic cleansing. Having established contact with civil administrators Kevin was able to put the local people in contact with the civil servants responsible for upholding the block on the selling of property in the area. The importance of communication and cooperation is evident in this situation when macro-level policies engender conflict on a micro- and miso-level.

Cooperative soft skills elements identified by a deeper mapping evaluation of data collected from qualitative interviews include advising, monitoring and the establishment of areas of commonality. A string emergent issue with cooperation was the potential for cooperation to be hindered or stymied by organisational bureaucracy, national cultures and rigid adherence to protocols, rules or obligations. It is within this environment of external issues precluding cooperation that soft skills become critical in order to de-escalate tension and facilitate resolutions in a hostile and contentious environment. For example, Aaron discussed a gun amnesty in Kosovo being administered by German police officers that was due to officially end at 12 o'clock. On arrival at the station after the closure of the amnesty Aaron encountered the German officers attempting to arrest a local person who had arrived with guns and grenades to give in under the amnesty but he had arrived after 12 o'clock. Aaron and his colleagues refused to allow the Germans to arrest the local person and following a heated discussion with the Germans Aaron devised a solution that involved telling the local person to leave the weapons but go home. Aaron and his colleagues then took the weapons and ammunition and buried it in a nearby forest area to be discovered a short time later and it was declared as found by officers rather than deposited under the amnesty. The overarching aim of the amnesty to remove weapons and ammunition from the community had been achieved but the lack



of cooperation and flexibility from Germans officers could have undermined public confidence in international officers. Aaron emphasized that compassion and empathy were central tenets of the approach necessary to garner a reputation of honesty and impartiality with local communities.

The soft skill themes identified are not mutually exclusive concepts and must be viewed in an inter-related manner. It was concluded from the qualitative data that cooperation, primarily with local people, was a reciprocal process and that in order to receive cooperation it was important to demonstrate the capacity to fulfil promises and obligations made. For example, a participant demonstrated by discussing an experience of a school bus taking children to an Albanian school being prevented from passing through a Serbian village by a roadblock and the militarized response was to deploy 32 armoured vehicles of soldiers to ensure the bus was able to go through the village. Gary, on identifying the waste of resources and the disproportionate response to a localized issue, approached the roadblock alone and conversed with Serbian people who would have seen him socializing in their village in coffee shops and local restaurants. Gary discussed the matter civilly and exchanged his position and the need for the roadblock to be dismantled while trying to understand the grievances that had led to the roadblock being erected in the first instance. By negotiating with the Serbian villagers Gary committed to look into why there were armoured vehicles coming through the area and he would be back within 48 hours to discuss a solution. By doing so and delivering on promises and sharing information villagers were not forced to resort to blocking roads and protesting. It is important to note this example demonstrates that the utilization of soft skills is not an isolated strategy and it was only being seen in the village within an informal, social context that Gary was able to then engage with the local people on the roadblock in a non-confrontational manner. By instituting soft skills of honesty, integrity and fulfilling promises a relationship of trust was established and cooperation was permissible.

3.3.3. UNDERSTANDING LEADERSHIP AND DECISION MAKING

‘The world needs leaders made strong by vision, sustained by ethics, and revealed by political courage...Whatever the dimensions of global governance, however, renewed and enlarged its machinery, whatever values give it content, the quality of global governance depends ultimately on leadership.’⁴⁸

⁴⁸ The Report of the Commission on Global Governance. 1995. ‘Our Global Neighbourhood,’ Oxford University Press. p.353



Leadership and decision making traverses all elements of peacekeeping. Whether it's a leader's ability to resolve a conflict between different groups in conflict and protect civilians, cultural distances between various organisations in peacekeeping or differences in leadership styles, methods and processes. The importance of leadership and decision making as a soft skill cannot be underestimated. There is of course variances and distinctions between the many contingents of military, police and civilian on missions. Effective leadership also requires a high degree of emotional intelligence and empathy in particular.

Leadership as an element of soft skills in peacekeeping was not a dominant feature throughout the interview data collected. It arose across the interview spectrum to a certain degree, but it was more prevalent as an issue in military terms as opposed to the police or civilian interviews. This is to be expected given the dominance of hierarchy, rules, regulations and command structure of modern militaries. The Military Decision-Making Process (MDMP) as it is termed is an example of analytical decision making process. Leadership and the ability to make effective decisions are interrelated. The UN, for one, has its own training guide and courses on the decision making process for staff along with the learning outcomes and learning objectives.⁴⁹

More often, peacekeeping personnel are relying on their own dexterity when it comes to leadership styles and decision making processes. According to MP, in the Defence Forces Ireland, 'we have a methodology of leadership where we devolve and empower people, it's called mission command, and it never works without trust...I allow people to get on with their jobs and when they make decisions I support them.'⁵⁰

One military interviewee Lucy spoke of the differences in how she approached her work compared with the leadership style of her Captain or other colleagues on board their navy vessel in the Mediterranean Sea. Naturally, there are always going to be variances in how personnel approached decision making. For example, 'we had one guy who empathised too much with the situation [migrants on board]. He gave them more food and that caused mayhem on board because then everyone wanted it, and that was a problem and as bad as you felt about it, before we left we... sat down with the doctor and they would have decided what the food allocation would be.'⁵¹ Although, the situation could have escalated, it didn't and it became a learning experience for the personnel

⁴⁹ United Nations. 'Command Staff Training.' Decision Making Process.

<http://dag.un.org/bitstream/handle/11176/387397/Decision%20making%20process.pdf?sequence=3&isAllowed=y>

⁵⁰ GAP Interview. 09.12.2016

⁵¹ GAP Interview. 16.02.2017



involved. In these type of situations, personnel almost instinctively take on leadership roles in order to defuse tense situation.

Lucy also spoke of how their training throughout her career had prepared her for the mission: 'I was being taught how to work under pressure and that became so apparent on that trip. There were certain incidences where it was so apparent, leadership, teamwork came into it and where you go in to an automatic mode.'⁵² According to Eoin, training is vitally important for leadership in the military; 'training facilitates the development of junior leaders as well, and [the Defence Forces in Ireland] are about leadership development at all levels. Because they are the people who are doing the job in theatre.'⁵³ Without effective leadership and decision making and especially so on joint missions, peacekeeping can result in difficult circumstances for personnel.

Michael points out that leadership and decision making are key. In terms of 'scenarios that people are likely to meet, there are all the leadership issues, how do you collaborate and understand the culture of the nationalities you are working with, how do you build up the camps when you go in for the first time, bringing logistics across the desert, how do you deal with customs, all personality and understanding of tribes.'⁵⁴ All of these elements require consistent and successful leadership.

As previously mentioned effective leadership and decision making requires adroit competencies and in-depth knowledge and understanding of many competencies, including empathy, and with particular sensitivities towards gender and cultural awareness which the following sections address.

3.3.4. GENDER AWARENESS

'Research methods in social science research are an essential part of any research project as they determine its success, validity and reliability. Stemming from an interest in thorough understanding of human behaviour, social scientists tend to use qualitative research aiming to accumulate a detailed account of human behaviour and beliefs within the contexts they occur in.'⁵⁵

⁵² GAP Interview. 16.02.2017

⁵³ GAP Interview. 13.01.2017

⁵⁴ GAP Interview. 13.02.2017

⁵⁵ Hamza, Alshenqeeti. 2014. 'Interviewing as a Data Collection Method; A Critical Review. *English Linguistics Research*. Vol. 3. No. 1



As outlined in GAP D3.1, semi-structured interviewees were conducted by GAP consortium partners, in which extremely rich and varied data was collated. Since GAP is concerned with assessing a 'detailed human behaviour' in peacekeeping and determining the validity and reliability of the research, a large and diverse sample from several nations participated in the research. Given this diversification, finding commonality on gender and cultural issues, in particular throughout the interview data was challenging. This is not entirely unexpected given the wide-ranging sample of interviews conducted, among, police, military and civilian.

Naturally, interviewees varied greatly in their responses. While almost all had gone through some level of training on these issues, (however basic), their views conflicted more often than not with some occasionally similar views. Certainly, when it came to gender and cultural issues, some were unwilling or perhaps felt uncomfortable with giving views on gender sensitivities, sexual exploitation and abuse and cultural differences.

Despite substantial measures on improving and incorporating gender awareness programmes and mainstreaming gender in peacekeeping and conflict prevention training in recent decades, including the adoption of UN SCR 1325 on Women, Peace and Security, the inception of a 'gender advisor' on operations and missions, the dominance of patriarchy still prevails. 'Patriarchy in modern cultures reflects a social system that allocates the most power, prestige and other socially important resources to men, thus allowing male rule and domination over women.'⁵⁶ In addition, Connell argues that patriarchy is enforced by the implicit threat of violence, from the state down to individuals, and that individual men, even if disagreeing with gender inequality, benefit from being a man, what Connell calls 'the patriarchal dividend.'⁵⁷ Scholars and practitioners alike have documented a disturbing connection between the presence of an all-male peacekeeping force and sexual exploitation and violence in post-conflict situations that impresses a need to improve the gender balance of the UN force.⁵⁸

Gender awareness training therefore, has continued to be generic and stereotypical for the most part, significant challenges remain in any attempt to change or improve training in this area in peacekeeping training. For instance, by insisting on locating sex and gender as co-terminus and natural, 'the UN is not only dismissing extensive research that contradicts this claim but is also failing

⁵⁶ Spasic, D., et al. 2015. 'Survival in an "all boys club": Policewomen in Serbia.

Women's Studies International Forum, 48: 57–70.

⁵⁷ Connell, R. W. 1987. *Gender and power*. Stanford University Press: Stanford, CA.

⁵⁸ See GAP D2.2. for an in-depth analysis of gender in peacekeeping. See also Chiyuki Aoi, C, and Thakur, R. (eds). 2007. *Unintended Consequences of Peacekeeping Operations*. United Nations University Press: Tokyo, Japan



to encourage consideration on the part of the peacekeepers that there are multiple types of men and women, and that different cultures (whether national cultures, workplace cultures, gang cultures, etc) may preference a particular type that, in turn, encourages us as individual men and women to behave in certain ways in order to be seen as normatively man or normatively woman...Such a complex approach to gender – which is necessary if we are to encourage reflection on how notions of masculinity help to produce the self as man – is denied any space through the appeal to sex essentialism.’⁵⁹ It is not about demonizing ‘masculinity’ but to recognize that to do so would be as limiting as conflating ‘gender’ with ‘woman.’ Gender constructions are relational. Masculinity and femininity are constructed in opposition to each other and the tasks, characteristics, and behaviours associated with the pair are complementary.

As previously mentioned in GAP D2.2., ‘when UN and international institutions don’t have critical engagement about the absence of women or femininity and the related dominance of men and masculinity, they may perpetuate or even foster gender inequality in areas where peacekeepers are deployed. They can even import gender inequalities, especially where they fail to reflect on their own masculinist biases and perpetuate the practice of replacing men in power with other men in power.’⁶⁰ Furthermore, few members of peacekeeping missions have any training in dealing with the civilian population, much less the specific issues relating to gender relations. The extent to which peacekeeping personnel receive any form of gender training is dependent on the capacities, cultural contexts, and resourcing of contributing member states. There has been an evolution from no training in gender awareness to some limited training focused on women, to the recognition that reflection and understanding of gender norms, including masculinities, are crucial for recruiting and retaining women peacekeepers and to reduce sexist behaviour and sexual abuse and exploitation.

It is important to acknowledge that while gender or cultural awareness are not clearly defined as a soft skill in the same respect of negotiation, cooperation or even communication among others, a thorough comprehension of sensitivities around gender and cultural nuances requires several competencies to work in tangent, soft skills such as empathy and leadership in particular. Furthermore, cross-cultural competence and gender awareness are generally limited to generic or basic lectures during a pre-deployment training (PDT) for EU CSDP (Common Security and Defence Policy) missions. Although training in these issues are considered a priority to peacekeeping missions

⁵⁹ Laplonge, D. 2015. ‘The Absence of Masculinity in Gender Training for UN Peacekeepers’ *Peace Review: A Journal of Social Justice*. 27(1):94

⁶⁰ Kronsell, A. 2006. “Methods for studying Silences: Gender Analysis in Institutions of Hegemonic Masculinity” in B. B.Ackerly, M.Stern, and J.True (eds) *Feminist Methodologies in International Relations*. Cambridge University Press: Cambridge. (Pp. 108-128).]



for both the EU and UN mission, new knowledge and advancement on gender and cultural awareness in particular, is not being applied systematically within many training providers.⁶¹

However, some training centres have sought to include and update training in this area. For one, the Malaysian Ministry of Defence, in collaboration with UN Development Programme (UNDP) and the governments of Japan and Norway, launched the 'Capacity Building Support for Malaysia's Role in Multidimensional Peacekeeping Training' project in 2014. The initiative aimed to strengthen training approaches and research capacity on issues relating to gender, cultural diversity and protection of civilians in conflict and post-conflict environments.⁶² The Philippines has been notable in its inclusion of gender and women in CPPB related training approaches across Southeast Asia and in implementing UN Security Council Resolutions 1325 and 1820 relating to women, peace and security. The programme has facilitated the training of over 3,000 Philippine peacekeepers since 2010 on upholding the rights of women in conflict or transition into post-conflict situations in addition to raising awareness of broader issues such as gender, human rights, International Humanitarian Law and the importance of female peacekeepers in the field.⁶³

Gender Imbalance on Peacekeeping Missions

South Asian states contribute a high number of peacekeeping personnel to missions. However, there is a notable lack of females on peacekeeping duties with India contributing just 39 female personnel from a total deployment of 7,471, whereas Pakistan contributes just 21 females from a contingent of 7,161.⁶⁴ While this is an obvious deficiency in terms of gender balance, India, for example, has shown its awareness of the importance of female peacekeepers by creating the first all-female Formed Police Unit on the UN Mission in Liberia (UNMIL) in 2007⁶⁵

⁶¹ See GAP D2.1 Evaluation, Soft Skills and Serious Games. 31 December 2016 and GAP D2.2. Final Report on Current Practice, Gender and Culture.

⁶² Ibid. UN Development Programme in Malaysia, Singapore & Brunei Darussalam. 2015. "Capacity Building Support for Malaysia Role in Multidimensional Peacekeeping Training Phase II". http://www.my.undp.org8/content/malaysia/en/home/operations/projects/crisis_prevention_and_recovery/86622-peacekeeping-phase2.html [Accessed 30 Oct. 2016].

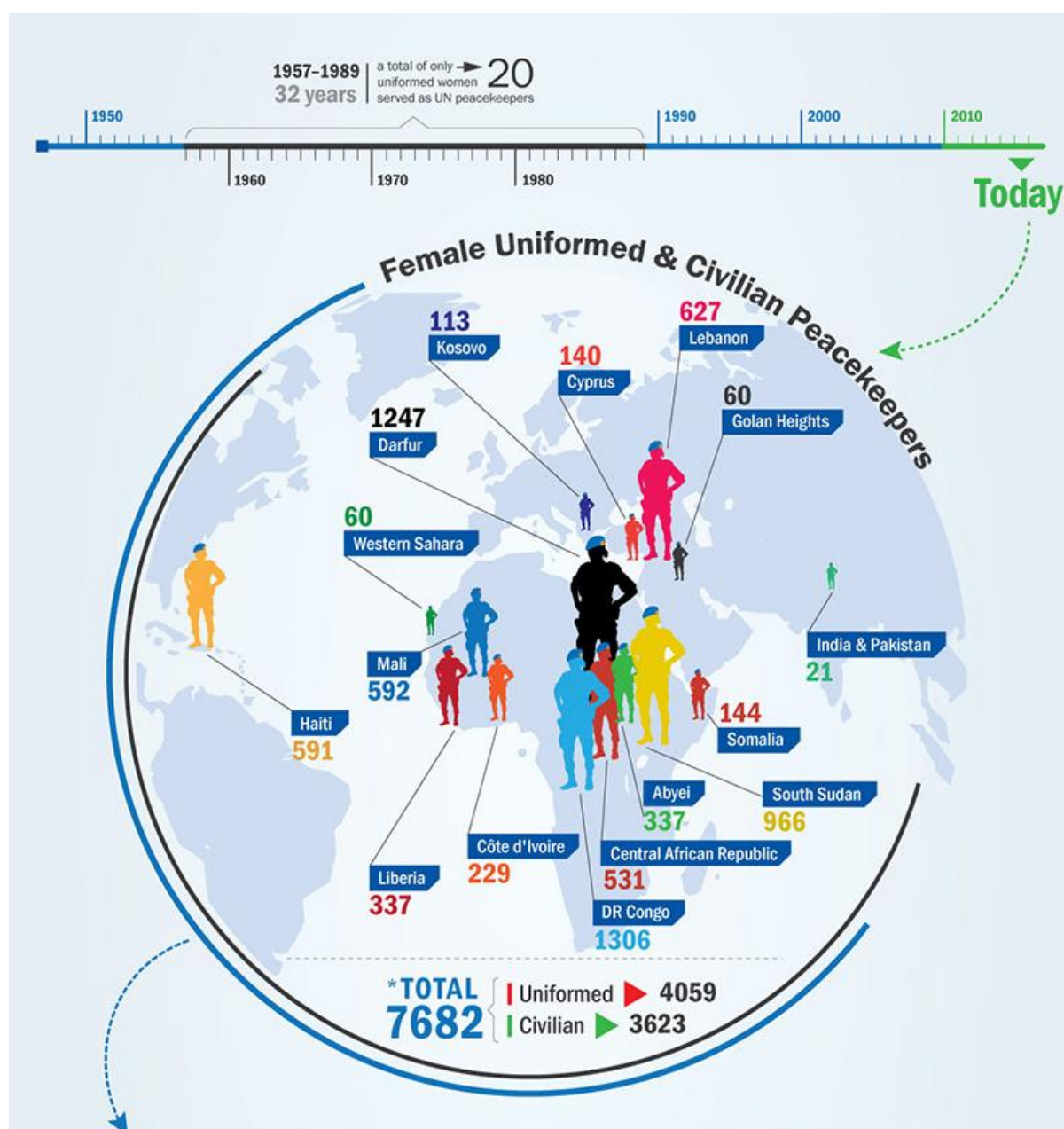
⁶³ Royal Norwegian Embassy in Manila. 2016. "Training peacekeepers in the Philippines". <http://www.norway.ph/news/Events/Training-Peacekeepers-in-the-Philippines/> [Accessed 01 Nov. 2016].

⁶⁴ UN Peacekeeping. 2016. "Contributions by Country". <http://www.un.org/en/peacekeeping/resources/statistics/contributors.shtml> [Accessed 24 Nov. 2016].

⁶⁵ See GAP D2.1 Evaluation, Soft Skills and Serious Games. 31 December 2016.



Figure 3.3. Women in Peacekeeping (UN)⁶⁶



The issue of gender was addressed by many of the GAP interviewees. Although there has been an increase in female participation in UN missions since 1950, the number of females compared to men is still considerably small, especially so in the military. From 1957-1989 only 20 uniformed women served as UN peacekeepers, now there is a total of 7,682. According to one interviewee from the Irish Defence Forces, 'I think we are the only army in the world, maybe Finland as well, who have fully adopted 1325 [UN Resolution on Women, Peace and Security] and we use it now on all our patrols in South Lebanon and UNDOF, [UN Disengagement Observer Force] always has a female

⁶⁶ Women in Peacekeeping. United Nations.

<http://www.un.org/en/peacekeeping/issues/women/womeninpk.shtml> (Accessed 12 July 2017)



member now. We have our first female commander abroad and the different dynamics in the battalion is quite interesting to watch.’⁶⁷ There is also now a requirement by the EU to have a gender advisor on the mission. One interviewee claimed that EU member states would not support the mission, if it did not include a gender advisor on the team. Depending on language fluency, the gender advisor generally worked with an interpreter in many of the countries represented in missions. If peacekeeping personnel are working in cultures where gender is culturally sensitive, then it can be difficult explaining issues around mutilation, sexual abuse or domestic violence. According to Michael;

*‘We actually had a male gender advisor, male Comdt. that had done the course in Sweden ...and we did lectures with all of the recruits about the issues, including mutilation and actually it was very well received. And it is very interesting when you are trying to talk about gender and you are going through an interpreter and hoping that the interpreter is actually staying faithful to what you are saying. So it is gender through a third party, which by and large, in the second rotation we had a female advisor and she was doing it through a male interpreter which is also very interesting. It is pretty difficult so an awful lot has to be done with graphics, you can’t distort too much, once you put in very hard graphics, you know, in cases of domestic violence and... governance, best practice...you want to be an exemplar.’*⁶⁸ There are many concerns addressed here, not least of all the difficulties around trust and communication with interpreters (as mentioned in section 3.1.) and the dynamics between male and female interpreters but also the difficulties in translating specific and sensitive gender issues.

When it comes to gender, there were many varying opinions expressed in throughout the interviewees. Viktor in the Bulgarian army felt that, ‘because you know that there is some tough stuff, some really hard tasks...that women can’t do them. And there, you need physically strength for that.’⁶⁹ Benjamin in the Finnish military believes that it was a ‘conscious decision made by the Finnish Defence Forces that the don’t send females to demanding operations, just to Lebanon which is kind of UN soft operation compared to Afghanistan and Iraq.’⁷⁰ Tereza, on the other hand, felt that men would respect you more if you did your job well, because they didn’t believe a woman could do that.’⁷¹

⁶⁷ GAP Interview. 13.02.2017

⁶⁸ GAP Interview. 13.02.2017

⁶⁹ GAP Interview. 02.03.2017

⁷⁰ GAP Interview. 03.02.2017

⁷¹ GAP Interview. 02.03.2017



At the same time, gender has become a complex issue but one where peacekeeping personnel can display soft skills elements of both leadership, decision making and empathy. Several incidents are described where soft skills elements can naturally overlap. One interviewee Michael pointed out that: *'In Chad,... I got a call in the office that this 15-year-old girl had been brought into the Italian base and she had taken poison because she was being married off to the local chief who was in his fifties. The EU... refused to fly her, she needed to go to [major hospital], otherwise she would die within a certain number of hours. And the EU wouldn't allow her to travel in any EU aircraft. I remember going out to a Dutch pilot that had just arrived and who was dropping off goods for the Dutch, to know if he would be able to take her and I spoke to his Ministry of Defence and we got her to the hospital. And I think that was particularly rewarding.'*⁷² There are several examples from the interviewees of empathy, of leadership, of being particularly sensitive to gender differences and of course examples of extraordinary kindness in the midst of peacekeeping duties.

Nonetheless, a more nuanced understanding of the role gender plays in missions is important. Given the disparity in roles and numbers, a civilian interviewee, Ava, on the other hand spoke of the dominance of the male culture; *'When you compare to the other age groups in a field office where, 80-90% are male, military or police male, it was quite a hostile environment for a relatively young naïve civilian girl, I would say, and there was no real support for that and it is also quite known...it is not easy, to complain or address about gender issues...I mean gender I would say is an issue in general in the world. CSDP Missions are not different from that even though I know both missions and CSDP and CMPD (Crisis Management and Planning Directorate) are really trying, it's not that people don't care, it's just a very difficult topic in general.'*⁷³

There are also groups in society that have been marginalised and this is reflected in peacekeeping missions. According to Ava; *'I think there should be maybe a bigger awareness that certain groups in the missions need a bit more ...protection or carefulness than others. And a discussion on these that would tackle these groups... like younger females, but also, I guess gay people or I mean there are many groups that are a bit more sensitive or a bit more marginalised and I think an awareness that they might be in a more difficult position, a bigger awareness would be good.'*⁷⁴ It seems apparent that gender, sexuality, marginalisation of groups are issues that have to be addressed and understood in sensitive ways in peacekeeping.

⁷² GAP Interview. 13.02.2017

⁷³ GAP Interview. 20.03.2017

⁷⁴ GAP Interview. 20.03.2017



Given that there is currently about 6 per cent of females in the Irish military, the Defence Forces have enlisted campaigns to increase female numbers. The introduction of family friendly policies from a gender perspective which allows a member (male or female) to go for three months instead of six-month tour of duty (provided they can get someone else to replace them for the following three months) means that females in particular, 'feel as if they have contributed, their worth has increased, because they felt as if by not being able to go for six months they were not contributing...and to actually see the difference, that has been fantastic.'⁷⁵ However, getting the balance right from a gender perspective and especially, to increase the numbers of females in peacekeeping has not been an easy task for military, police or civilian.

In relation to gender training, if you are well versed and very experienced on missions, you still have to attend generic gender training for missions. According to MP, 'it is a little bit insulting to our intelligence that we are constantly being told things that we already know. It's done as a box ticking exercise. We get given training for pre-deployment. It's imposed upon you...I absolutely appreciate and value that we should be doing these things but it should be more nuanced, it should be built into the scenarios.'⁷⁶

Perception versus reality is commonplace when investigating gender and the role it plays out in mission environments. Even though, males still make up a majority of peacekeeping personnel, stereotypical views of the traditional role of men and women are still quite mixed. According to Paul, the conventional roles for women do not play out in reality; 'that's old age...we had three females [on the ship] and they were able to do their job more so than anyone else, if not better than most of the lads. So, there's no reason why, ...there's nothing stopping them. Not in the slightest. There's no sexist, against it, nothing like that. But it is, it's just perceived that way, the military.'⁷⁷

Essentially, the interview data has collated extremely mixed responses when it comes to the issues of gender. Research suggests however, that within the masculine peacekeeping environment, women may tend to adopt the 'boys will be boys' attitude and refuse to report their male colleagues for committing sexual abuse against locals.⁷⁸ Without doubt, there is a growing need for gender balance within peace operations. In particular, women in peacekeeping can lead to important outcomes:

⁷⁵ GAP Interview. 13.02.2017

⁷⁶ GAP Interview. 09.12.2016

⁷⁷ GAP Interview. 15.02.2017

⁷⁸ Jennings, K. M. 2014. 'Service, Sex, and Security: Gendered Peacekeeping Economies and the Democratic Republic of the Congo.' *Security Dialogue* 45(4): 31-30.



1. Local women may feel more comfortable with them, especially in cases of SGBV (Sex and Gender Based Violence) where many may be reluctant to report to a male officer and barriers to justice may thus occur when women are absent.
2. Research indicates that having female peacekeepers present may result in calming dangerous situations, better behaviour among mission staff across the board – including reduced criticisms of male staff behaviour, greater mission effectiveness, enhanced legitimacy, fewer cases of HIV, fewer abandoned children fathered by male peacekeepers and fewer brothels around peacekeeping post.⁷⁹

3.3.5. CULTURAL AWARENESS

‘Peace operations bring together diverse actors: military officers and enlisted personnel from different services, agents of nongovernmental organizations of varying scope and size, international civil servants, and individual "citizen diplomats," all of whom have different national, institutional and personal backgrounds.’⁸⁰

Participants in UN peacekeeping missions face difficulties both in relating to the people in the areas to which they are deployed and in working together effectively with others serving the mission, both military and civilian. Along with the humanitarian community, diversity is expressed through the ‘different nature of the organisation (e.g., its objectives, size, expertise, quality) and different cultural background of its personnel. The “MilitaryMilitary” relationship of peacekeeping forces means that although serving under UN flag and wearing blue beret or a blue helmet, troops are from different nations and cultures and those forces have different “mission objectives and standards, rules of engagement, use of force, staff procedures, chains of command, etc.’⁸¹ In relation to the

⁷⁹ DeGroot, 2001; Hudson, H. (2005) ‘Peacekeeping Trends and Their Gender Implications for Regional Peacekeeping Forces in Africa: Progress and Challenge’ in D. Mazurana, A. Raven-Roberts and J. Parpart (eds.), *Gender, Conflict and Peacekeeping*. Rowman & Littlefield: Lanham, MD. (pp. 111–133); Mazurana, D. 2003 ‘Do Women Matter in Peacekeeping? Women in Police, Military and Civilian Peacekeeping Components.’ *Canadian Women Studies Journal* 22(2):64–71; Simic’, O. (2010) ‘Does the Presence of Women Really Matter? Towards Combating Male Sexual Violence in Peacekeeping Operations’, *International Peacekeeping*. 17(2): 188–199; Sion, 2008, *ibid*; Stiehm, J.H. 1999. ‘United Nations Peacekeeping: Men’s and Women’s Work’ In M.K. Meyer and E. Prugl (eds.) *Gender Politics in Global Governance*, Rowman & Littlefield: Lanham, MD. (pp. 41–57).

⁸⁰ Robert A. Rubinstein. 2003. Cross-Cultural Considerations in Complex Peace Operations. In *Practice Negotiation Journal* (January) p.29

⁸¹ Semir Julardzija. ‘Human Terrain System in Peacekeeping Missions.’ Peace Operations Training institute. A thesis presented in partial completion of the requirements of the Certificate of Training in the United Nations Peace Support Operations.

<http://cdn.peaceopstraining.org/theses/julardzija.pdf> (Accessed 12 January 2017)

⁸¹ Robert A. Rubinstein, Diana M. Keller and Michael E. Scherger. 2008. ‘Culture and Interoperability in Integrated Missions’. *International Peacekeeping*, Vol.15, No.4.



military-civilian relationship, each organisation has its own operating structure. In fact, several organisations operate in contemporary peacekeeping environments: international/diplomatic (e.g., UN, OSCE), military, civilian police, NGO (international humanitarian, human rights, development and conflict resolution, and local/grassroots).⁸²

On levels of training in both areas, Navy officer Lucy claims that they did have ‘some level of training about peacekeeping missions, how to deal with different cultures and there would have been gender focus briefings.’⁸³ However, given that they were only the second ship to go down to the Mediterranean (at the time) ‘it was very army centric, EU peacekeeping centric, as opposed to what we were doing which was completely different.’⁸⁴ Given that it was so new, the trainers giving the training were not able to answer their questions. This is no longer the case, since returning ships have been able to provide feedback to new personnel going on missions with the Navy.

Although training is important to understanding culture, the evolution of technology, media, news, has meant a greater exposure to the dynamics of cultures throughout the world. According to one interviewee, ‘there was always quite interesting publications done by your intelligence branch on the cultural dynamic of the country which you were going into. You prepared yourself to work within a Muslim culture. I think as you got older and had probably greater access to material and the internet, ...an awful lot of preparing yourself for any of these events is to read into the geopolitical influences, to understand what is happening politically, to understand what is happening from a cultural point of view, discover the various ethnicities.’⁸⁵

While many interviewees commented that it was not difficult working with personnel from other nations, some did cite differences in behaviour. Yassen, from the Bulgarian army, commented that ‘people from different countries have a different approach and do and act different in specific situations. He gave an example, that the Americans act more aggressive in a particular situation. Bulgarian soldiers are just the opposite, make some plans, and after that choose the best way to deal the problems.’⁸⁶ As previously mentioned, there can be a tendency in interviewing to be positive about one’s own role.

⁸² Semir Julardzija. ‘Human Terrain System in Peacekeeping Missions.’ Peace Operations Training institute. A thesis presented in partial completion of the requirements of the Certificate of Training in the United Nations Peace Support Operations.

<http://cdn.peaceopstraining.org/theses/julardzija.pdf> (Accessed 12 January 2017)

⁸³ GAP Interview. 13.02.2017

⁸⁴ GAP Interview. 13.02.2017

⁸⁵ GAP Interview. 13.02.2017

⁸⁶ GAP Interview. 01.03.2017



This is not to suggest that there are always difficulties in working with other nationalities, cultures or personnel from different organisations. According to Sam, working with people from other countries was not problematical: it was 'seamless and we worked extremely well with them, our boss was a Kiwi superintendent and they rotated so we had a number of bosses, and we worked extremely well in the circumstances, fairly seamlessly.'⁸⁷ This is reflected in the views of other interviewees also.

However, Wojtek, with the Polish military police believed that there were problems culturally with other civilians. 'As it happens in military life, it is difficult to get along with civilians. It was not about the language barrier, it was about approaching certain things that were very obvious to the soldier, but the civilians did not [understand].'⁸⁸ Another interviewee confirms this thinking, in that cultural awareness training should be practical, that 'there are the practical things that you should know, these are the way people in the local position think. Not like the over-emphasized differences because it's not true.'⁸⁹ Benjamin also believes that there should be training when it comes to the challenges with the locals and this type of training needs to be updated; 'There should be people with ties to the country that come to train the guys who are going there. It can't be done when there's a Finnish guy who has been serving there saying what the culture is about. It should be more inclusive'.⁹⁰ Cultural differences are often visible but for understanding the intricacies and nuances of cultural distinctions, it is evident that training sessions can be important for developing overall knowledge and understanding.

4. MAPPING STANDARDS AND BEST PRACTICE IN SOFT SKILLS THEMES

In order to meet the requirements of Task 3.7 researchers implemented a bi-lateral approach in evaluating literature pertaining to the knowledge and understanding of soft skills within a CPPB training context in conjunction with detailed analysis of all interviews conducted across all regions. The purpose of this bi-lateral approach was to ensure that comparisons could be drawn between current soft skills training approaches and the needs identified by users in interview in relation to the discernible critical soft skills needs. In order to frame the qualitative research and to enable the extrapolation of critical soft skills that could then be juxtaposed with the soft skills drawn from literature and established CPPB training processes researchers implemented a mapping approach.

⁸⁷ GAP Interview. 08.02.2017

⁸⁸ GAP Interview. 15.03.2017

⁸⁹ GAP Interview. 03.02.2017

⁹⁰ GAP Interview. 03..02.2017



4.1. METHODOLOGY

This section of the report will explain the methodology used to extensively analyse the data collected from all regions and expand further on the regional reports which briefly outlined each respective regional partners' initial findings. This section will focus on the methodological approach in the analysis of data collated as part of the research project outlined on a regional basis in deliverable 3.1.

Mapping soft skills

The mapping process began with a full review of the previous deliverables and the interview transcript conducted under the GAP project. This gave a basis for defining the soft skills themes and the associated skills elements incorporated within these and to ensure that the mapping was evidence-based and relevant to the range of civilian, military and police stakeholders for whom the game will be designed.

Research was then conducted in each of the three sectors to identified existing occupational standards, standard operating procedures, best practice, lessons learnt, policies or regulations and to help ensure smooth integration with accepted procedures. The process of mapping standards against key findings or functional areas of work has many benefits though the key purpose is to provide objective, clear, measurable indicators of what 'best looks like'. This helps both staff and managers to understand what is expected of them, how they will be assessed, and how they can progress their careers and learning by operating at the highest level in a given function.

Within the GAP project mapping to standards is useful because the three sectors of civilian, military and police have a lot of existing, and often complementary, ways of working in place which should be recognise. Also, an additional benefit of the mapping process is that is provides clear performance criteria and underpinning knowledge and understanding to write evidence-based learning outcomes. This supports the curriculum design, as well as making it easier to incorporate the final learning outcomes into existing training programmes if this is what training centres/users decide to do. Finally, the mapping process supports the development of the 'Skills Passport' which will be developed in the later stages of the GAP project. This includes the incorporation of the principles of the following EU initiatives, all of which is facilitated by starting with learning outcomes based on standards:



- ECVET: the aim of the European Credit system for Vocational Education and Training is to make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries so that they can count towards qualifications. It also increases the compatibility between the different training systems in place across Europe, and the qualifications offered.
- Europass: five documents to help European citizens make their skills and qualifications clearly and easily understood in Europe

Soft skills mapping to humanitarian (civilian) practice

In this context civilian as a term is applied to NGO/IOs/Humanitarian organisations in line with the GAP proposal documentation. Police/judicial services, often recognised within the civilian term, have been separately mapped.

This has been completed using ENTRi Handbook *In Control: A Practical Guide for Civilian Experts Working in Crisis Management Missions*, ed. by Silva Lauffer and Johannes Hamacher, 3rd edn (Berlin: Centre for International Peace Operations (ZIF), 2016). This has been supplemented and supported by occupational standards from the UK, Australia and South Africa where relevant, with additional research and standards conducted on actors such as the Red Cross to understand their best practice recommendations.

The Humanitarian Practice Network (HPN) was established as an independent forum for policy-makers, practitioners and others working in or on the humanitarian sector to share and disseminate information, analysis and experience, and to learn for it including NGOs, the UN, governments and donors. In March 2010, they reviewed the 'Preparing humanitarian workers for disaster response: A Red Cross/Red Crescent field training model'. It reports the following soft skills as essential for modern-day responses:

- Rapid response in conditions of extreme physical and mental stress
- Adapting to and dealing with unfamiliar demographics, cultures, political environments and climates.

The HPN Humanitarian Exchange Number 46, published in 2010, provides a collection of papers exploring topics including: a community-based approach to refugee protection; the role of



community partnerships and empowerment approaches in protection; standards to incorporate protection into humanitarian response: do they work?; international peacekeeping missions and civilian protection mandates; and integration, recent developments and persistent misconceptions. Some lessons learnt and recommended best practice have also been drawn from these papers.

The Red Cross Red Crescent approach to disaster and crisis management paper⁹¹ defines *'a disaster or a crisis may arise as a sudden emergency or a slow onset. During disasters, due to natural and human-made hazards, or in crises that arise from violent conflicts, the immediate imperative is to save lives, reduce suffering, damage and losses, and to protect, comfort and support affected people. These actions combined with preventative risk reduction, preparedness and resilience building constitute the core components of their disaster and crisis management work.'* Some performance criteria were drawn from the descriptions of best practice and future aims.

The Sphere Project was initiated in 1997 by a group of humanitarian non-governmental organisations (NGOs) and the International Red Cross and Red Crescent Movement. The aim was to improve the quality of actions and to be held accountable for them. Striving to support their core beliefs the Sphere Project framed a Humanitarian Charter and identified a minimum set of standards in key life-saving sectors. The core standards are process standards and apply to all elements of work. They are evidence-based and represent sector-wide consensus on best practice in humanitarian response. We have drawn the relevant aspects of the standards from the revised 2009-2010 version of the Sphere Handbook.

ActionAid released 'Safety with Dignity' a field manual aimed at contributing to international efforts to improve the protection of individuals and communities at risk in disasters, conflicts, displacement and protracted crisis context. The manual is aimed at providing practical guidance for NGO field staff on how to integrate community based protection approaches in programs and incorporates several of the soft skill themes identified through GAP. Within the context of the manual the following definitions are given:

- Community – individuals, families, friends, colleagues, social groups, local media, CBOs, social services, local charities, religious associations
- Protection – all activities aimed at achieving full respect for rights of individuals in accordance with human rights, humanitarian and refugee law

⁹¹ International Federation of Red Cross and Red Crescent Societies, Geneva, 2011



- Community-based protection – activities aimed at facilitating individuals and communities to achieve respect for rights in safety and dignity.

Soft skills mapping to police/judicial services practice

The key soft skills identified from the GAP interviews in all countries for this sector were mapped against police and wider judicial services UK, Australian and South African standards such as investigation, courts and custodial processes from which best practice may be gained. The UN Training Standards for Police, 2009, was also reviewed to ensure an international approach as well as some national best practice.

T3.7 Soft skills mapping to military practice

The key soft skills identified from the GAP interviews in all countries for this sector was mapped against military best practice. Fincent, NATO Department Heads, and part of the National Defence University Finland, supplied access to NATO standards, UN standards and their own courses which have been designed to incorporate the needs of NATO, the UN and ISO 9001. These form the basis for the mapping exercise.

The tables presented in this section of the report use international standards, best practice, policies and regulations from across the civilian, military and police fields to identify existing key practice in the form of performance criteria (practice) and knowledge and understanding (theory) required for this soft skill theme and its underpinning functions.

A process, as described in the methodology, was followed to identify first the soft skill themes from the interviews, then researching relevant standards, in the process selecting the most relevant and appropriate performance criteria and knowledge and understanding across all three sectors to determine what 'best looks like'. This was done to provide clear, objective and measurable learning outcomes, and to avoid duplication and repetition. Each table presents a soft skill theme, and the associated elements. Following this are the selected performance criteria and knowledge and understanding statements drawn from best practice across the sectors.

Three separate mapping exercises were completed, one each for civilian, military and police sectors. The tables presented in this section four of the report used this data and clustered the findings by skill theme, in the process selecting the most relevant and appropriate performance criteria and



knowledge and understanding across all three sectors. The following is the result of the mapping process, under the soft skills headings of communication, cooperation.

4.1. COMMUNICATION

Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Police	Including: <ul style="list-style-type: none"> • trust • selecting appropriate communication • in/formal communication • de-escalating situations using communication • reading gestures and body language • incorporating humour • briefing others • working knowledge of other actors, hierarchies, shared goals, contact processes • Information sharing processes, requirements & legalities 	Learner must be able to: <ul style="list-style-type: none"> • manage external contacts' expectations of your relationship with them • behave ethically in your dealings with contacts • develop relationships that demonstrate trust, commitment and cooperation • build rapport and communicate in a professional, timely, patient and appropriate manner • keep records of expectations, conversations and agreed actions • deliver what you have promised within the timescale agreed • ensure that your own actions and words signal non-aggression at the appropriate times • remain alert to verbal and non-verbal communication pertaining to danger cues • assess the hazards to yourself and others in the situation • share information with other organisations through an on-going culture of dialogue and co-operation in line with organisational requirements • confirm common terms and definitions to facilitate shared understanding in line with organisational requirements • check existing sources of information before making formal requests for information from other organisations • identify situations where disclosure of information could prejudice sensitive information 	Learners must know and understand: <ul style="list-style-type: none"> • your organisation's strategy, plans, targets, objectives, and areas of activity and interest • your organisation's criteria and processes for developing relationships • the impact on relationships of over-promising or acting solely for the short term • the benefits and disadvantages of differing communication methods and their effects on relationships • the importance of non-verbal communication, such as body language, and how different cultures and genders use and interpret body language in different ways • possible barriers to communication, their causes, and ways to overcome them • the importance of ensuring understanding and of avoiding assumptions • requirements regarding confidentiality, and the importance of meeting these • the types of conflict situations that are likely to arise • the role of effective communication in reducing conflict • the use of actions, gestures and body language to manage conflict • the type of constructive behaviour you can take to defuse situations • ways of maintaining own personal safety • methods of collecting and reporting information • the role of information sharing in effective co-operation between



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Police		in line with legislative and organisational requirements	<p>organisations</p> <ul style="list-style-type: none"> procedures and requirements for formal information sharing between relevant organisations restrictions on the disclosure of sensitive information how partner organisations are organised; including: <ul style="list-style-type: none"> their broad structures methods of communication decision making processes
Civilian	<p>Including:</p> <ul style="list-style-type: none"> trust 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> provide information in a format and wording that makes it possible to share focus on communicating facts and avoid the communication vacuum that lets rumours take the lead clarify information as best you can: who, what, where, when, why and how use short sentences and simple words, avoid using jargon, acronyms, humour or judgmental expressions speak clearly and calmly, transmit one idea per sentence when communicating with different audiences be aware that your body language matches your message build a trusting atmosphere: <ul style="list-style-type: none"> tell the truth. Be honest. Exercise integrity. use simple language to let people know where you stand avoid manipulating or spinning the truth. Do not leave false impressions demonstrate respect and compassion by noting the importance of the little things and showing genuinely care treat people with dignity by taking time to ask questions and listen to responses 	<p>Learners must know and understand:</p> <ul style="list-style-type: none"> three main areas of communication; personal, internal, and crisis communication. crisis communication on missions including an obligation and a key self-interest in communicating frequently and transparently work completed when it is recommended to use a professional and skilled interpreter who can convey the message with the needed level of accuracy and precision questions to ask interpreters to suggest the best way to interact with people from different cultural backgrounds and nuances that you might have a tendency to overlook as a non-local what challenges as faced when faced local interpreters who may have been victims and may have psychological scars that could affect their neutrality the main 'modes' of speech for interpreters (consecutive, simultaneous and whispered interpretation) your responsibilities for interpreters safety e.g not allowing stakeholders to take photos of your local staff or interpreter the importance to both your own goals and the mission mandate of demonstrating respect and treating people with dignity whilst creating transparency a range of feedback mechanisms that can be implemented to continuous
Civilian	<p>Including:</p> <ul style="list-style-type: none"> trust 		



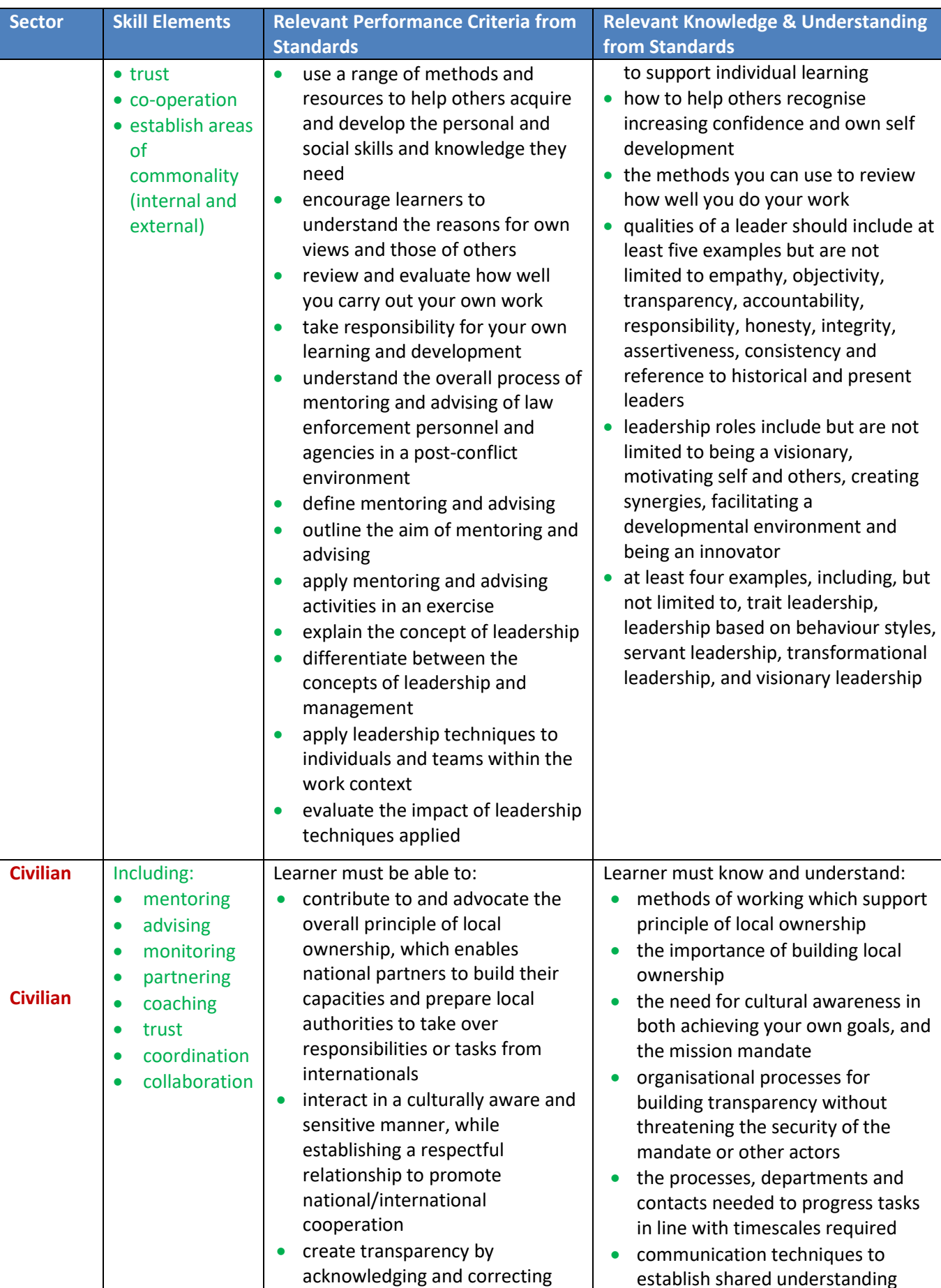
Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
		<ul style="list-style-type: none"> ○ create transparency by explaining your role, goals, methods for achieving these ● seek to constantly improve and be willing to learn with others and the situation around you ● listen before you speak to ensure you have understood the situation fully ● address the language barrier by learning some basics and useful phrases before deployment if time allows ● work with an interpreter during risky negotiations, highly complex meetings or when detailed and sensitive information is being passed around ● find the right interpreter for communicating by look for the following: <ul style="list-style-type: none"> ○ review language proficiency checking they are bilingual in both source and target languages ○ assess their neutrality to check they can engaged locally and be unbiased in their judgements ○ check interpreter can handle all 'modes' of speech ● develop indicators so you and your partners can monitor behavioural and attitudinal changes across stakeholders you work with 	<p>learn</p> <ul style="list-style-type: none"> ● a range of indicators which show behavioural and attitudinal change in others
Military	<p>Including:</p> <ul style="list-style-type: none"> ● trust ● select appropriate communication style 	<p>Learners must be able to:</p> <ul style="list-style-type: none"> ● create relationships to manage and evaluate local activities and civil and military relations ● assist in deconflicting emerging situations ● support other actors to gain correct security information e.g. security hazards, available routes, security precautions ● establish and maintain a good reputation for yourself and the 	<p>Learners must know and understand:</p> <ul style="list-style-type: none"> ● methods for building relationships to use with different actors [and genders] ● ways to identify emerging situations, and de-escalate these ● how to access and share up-to-date security information ● the mandate, structures, background and culture, operating principles of all agencies ● relevant policies, principles and
Military	<ul style="list-style-type: none"> ● in/formal communications ● de-escalate situations using communication ● read gestures 		



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
	<p>and body language</p> <ul style="list-style-type: none"> incorporate humour brief others 	<p>Force</p> <ul style="list-style-type: none"> state clearly when you cannot provide support or deliver on a request refer back to subject matter expert when unsure of how to answer questions, providing full answer to others when fully briefed be polite and respectful at all times demonstrate consistency in policy and approach with locals and internationals prepare speaking notes, when appropriate demonstrate loyalty to the decisions of UN/NATO/AU/EU/Force listen to others whilst still managing time commitments explore the importance of individual technical interaction skills, including: <ul style="list-style-type: none"> 12.1 impact of body language 12.2 when/how to use open or closed questions 12.3 verbal impacts of foreign languages [12.4 impacts of gender] use verbal escape routes when needed encourage talking and reflection of feeling summarise discussions to reaffirm understanding and gain agreement 	<p>guidelines for communication, and how to be consistent</p> <ul style="list-style-type: none"> methods for developing good reputation, and keeping it including any reputational issues that have taken place before your arrival to what you need to say no to the subject matter experts available to you methods to demonstrate politeness and respect methods for active listening human interactions including body language, spoken language, questioning techniques the importance of appearance and posture including open and closed postures, mirroring and distance (intimate, personal, social, public), seating arrangements the differences in body movements and emblems in different cultures including illustrators, affect displays, regulators, adaptors, and para-language basic awareness of non-verbal communication strategies and verbal escape routes such as orders, rule of law, mandate, preparations the importance of open dialogue and recognising feelings techniques to summarise discussions in challenging circumstances due to language issues

4.2. COOPERATION

Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Police	<p>Including:</p> <ul style="list-style-type: none"> mentoring advising monitoring partnering coaching 	<p>Learner must be able to:</p> <ul style="list-style-type: none"> encourage others to create opportunities to engage in social, community, voluntary and other cultural activities that meet their needs 	<p>Learner must know and understand:</p> <ul style="list-style-type: none"> how to engage others in partnerships, in order to help generate enrichment opportunities the range of resources, including support from others, that is available





Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Civilian	<p>Including:</p> <ul style="list-style-type: none"> mentoring advising monitoring partnering coaching trust coordination collaboration 	<ul style="list-style-type: none"> mistakes, apologising quickly and demonstrating humility deliver results through an established track record of getting the rights things done action tasks to make things happen clarify realistic expectations by initiating discussions and validating understanding of all partners build teams which interact with communities across sectors (health, water, sanitation, shelter, nutrition, security, gender, the environment) seek partnerships to improve capacity in flexible programme delivery participate in general and any applicable sectoral coordination mechanisms from the outset provide coordination groups with information about the agency's mandate, objectives and programme share assessment information with the relevant coordination groups in a timely manner and in format that can be readily used by other humanitarian agencies use programme information from other humanitarian agencies to inform analysis, selection of geographical area and response plans regularly update coordination groups on progress, reporting any major delays, agency shortages or spare capacity collaborate with other humanitarian agencies to strengthen advocacy on critical shared humanitarian concerns establish clear policies and practice regarding the agency's engagement with non-humanitarian actors, based on humanitarian principles and 	<ul style="list-style-type: none"> between partners the range of different teams and specialties with which you need to work with cultural awareness techniques in practice the importance of being proactive sources of reliable data the agency's mandate, objectives and programme methods of securely communicate information policies to follow when working with other agencies; both humanitarian and non-humanitarian the importance of taking accountability to team working and trust building



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Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
		<p>different branches within the headquarters and outside with other partners in the mission area</p> <ul style="list-style-type: none"> describe the mechanisms of Coordination that underline the Peacekeeping Mission preparation and implementation 	

4.3. LEADERSHIP

Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Police	<p>Including:</p> <ul style="list-style-type: none"> Running meetings diplomacy including how to liaise diplomatically how to use lead mediation as part of early detection of issues 	<p>Learner must be able to:</p> <ul style="list-style-type: none"> identify and justify the basis for your professional judgments work sensitively when dealing with issues of equality and diversity apply professional assertiveness effectively when: <ul style="list-style-type: none"> supporting your professional judgements and decisions people disagree or challenge your professional judgements and decisions explaining decisions, events and outcomes challenging the judgements and decisions of others maintain fairness for all parties involved in the process use technology and expert assistance, such as interpreters, to reduce impediments to open communication adapt mediation process to suit needs of parties and dispute provide parties with opportunity to reflect on any agreement or seek other advice when appropriate identify and respond to existence of any actual or potential bias or conflict of interest 	<p>Learner must know and understand:</p> <ul style="list-style-type: none"> legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when communicating, recording and reporting with individuals, key people and others how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/ colleagues, about communication, recording and reporting how to challenge information, documents, systems, structures, procedures and practices that are discriminatory, especially in relation to individuals' communication and information needs be resourceful when overcoming barriers to communication and barriers restricting the independence of the people you support theories about the impact of discrimination and oppression and the methods of working with diversity methods of multi-disciplinary working policies, procedures and regulatory requirements for the security and confidentiality of information awareness of power issues in various work settings and the impact these administrative arrangements for negotiation processes



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Police	<p>Including:</p> <ul style="list-style-type: none"> Running meetings diplomacy including how to liaise diplomatically how to use lead mediation as part of early detection of issues 	<ul style="list-style-type: none"> access accurate and up to date information about workers, departments, organisations and agencies who could help you and your organisation deliver more effective services develop an initial proposal for joint working evaluate together the opportunities and benefits of joint working to achieve outcomes for the individual and key people and the purpose of a specific joint working arrangement explain the relationship between the support and substantive components of a peacekeeping operation and mandate beneficiaries explain the main role of the military, police and civilian components of UN peacekeeping operations describe the characteristics of a conflict define communication, mediation and negotiation identify the three principles of negotiation/mediation identify the phases of a mediation/negotiation process and list some needed action within the phases describe preparation steps when working with language assistants apply mediation/negotiation skills including the use of a language assistant in an exercise prepare for negotiations conduct negotiations conclude negotiations evaluate negotiations 	<ul style="list-style-type: none"> a variety of negotiation strategies and processes are understood in terms of process, application and strengths and weaknesses and when to select an appropriate strategy based on the negotiation at hand a range of negotiation strategies including contemporary strategies such as distributive, integrative, positional, principled, interest-based, target-specific bargaining and problem-solving relevant stakeholders to include and inform about issues to be negotiated according to the agreed upon time framework and through effective communication methods how to conduct negotiations in a manner that maintains or enhances relationships and promotes outcomes that are satisfactory or advantageous in terms of the purpose of the negotiation Opportunities and mechanisms to improve upon the negotiation process and how to integrate these into future processes
Civilian	<p>Including:</p> <ul style="list-style-type: none"> diplomacy meetings networking corruption 	<p>Learner will be able to:</p> <ul style="list-style-type: none"> enact diplomacy using the three levels or 'tracks' for the correct circumstance: <ul style="list-style-type: none"> (Track 1) dialogue between 	<p>Learner must know and understand:</p> <ul style="list-style-type: none"> the situations to use and processes to follow to use mediation as a tool of diplomacy seeking to prevent, mitigate and resolve conflicts by



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Civilian	<ul style="list-style-type: none"> • anti-manipulation <p>Including:</p> <ul style="list-style-type: none"> • diplomacy • meetings • networking • corruption • anti-manipulation 	<ul style="list-style-type: none"> • official representatives of conflict parties <ul style="list-style-type: none"> ○ (Track 2) dialogue among unofficial actors, often including civil society ○ (Track 1.5) dialogues in which official representatives of those close to the leadership of conflict parties participate jointly with non-governmental actors through the facilitation of private mediators • cooperate with peace-building organisations and engage with a range of actors • advise the conflict parties on negotiation processes or technical issues and support other local or international mediation initiatives • build relations with key opinion leaders and decision makers to influence decisions taken • create conducive environments for both immediate response as well as mid to longer terms recovery work • learn different opinions within an affected community • evaluate security of individuals and staff, social and cultural factors • advocate a culture of personal accountability and ensure transparency in your own working environment and programmes (especially where money flows) • contribute to integrity and counter-corruption measures into key programmes • enhance internal and external checks, and institutional control mechanisms • implement local corruption prevention strategies and policies in accordance with your organisation's procedures 	<ul style="list-style-type: none"> • opening up communication channels between adversaries • how mediation processes are adaptive and enable or facilitate dialogue between the main conflict protagonists or with a broader range of actors, including civil society, national and community leaders, and others • definitions and common understandings of the meaning of mediation and diplomacy, and the differences between these • how and when to apply the different diplomacy 'tracks' • which mediation actors are involved in peace processes, as well as the variety of different tasks and strategies • how to run focus groups or similar activities with individuals to identify problems • the UN three guiding principles to which international missions should adhere, when dealing with informal justice: <ul style="list-style-type: none"> ○ giving due regard to applicable informal justice systems ○ maintaining oversight of the application of informal justice norms and practices ○ avoiding corrupt informal justice systems • processes for changing or support working cultures, checks and programmes • organisational policies regarding corruption prevention, dealing with corruption and corruption deterrents • organisational whistle-blowing policies • types of manipulative actions and behaviours • types of conditioning actions and behaviours • how to listen and question • how to exchange information • the interests and skills amongst networks and the preferred ways of



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Civilian	<p>Including:</p> <ul style="list-style-type: none"> diplomacy meetings networking corruption anti-manipulation 	<ul style="list-style-type: none"> proactively seek opportunities to make new contacts using formal and informal methods contribute to your networks in a way that builds their confidence in you as a source of trusted and responsible support ask your networks for information, resources and contact that will benefit your work maintain ways of working with your networks and relationships that follow any guidelines set by your organisation keep up to date with developments amongst your networks and relationships and the implications for ways of working with them 	<p>working with you</p> <ul style="list-style-type: none"> how to build personal contacts and form networks; informally and formally the techniques by which to maintain relationships and networking activity the guidelines for networking set by your organisation including: maintaining confidentiality in different working environments; ethics, values and professional standards; equal opportunities, diversity and social inclusion; using information management systems how to formally and informally monitor the value of your own networks and relationships
Military	<p>Including:</p> <ul style="list-style-type: none"> meetings diplomacy Key Leader Engagement (KLE) how to liaise diplomatically how to use mediation and diplomacy as part of early detection of issues 	<ul style="list-style-type: none"> establish contact and communication sharing with legal advisors and liaison officers analyze the benefits of working with different agencies, including what they rely on from peace forces, and what successes they bring to missions manage information: define need, gather, assess, process, exchange and share relevant data in line with organisational procedures respond to requests for support (recommend and assist) develop and foster good relations between mission and population inform locals about peace support operation; UN Security Council resolution affecting the mission; mandates, cease fire and limitation agreements; ongoing peace talks prepare for meetings including: <ul style="list-style-type: none"> identify parties and familiarise self with their background 	<ul style="list-style-type: none"> the difference between Force Protection vs Protection of Civilians the role of legal advisors and liaison officers; including national caveats types of support which may be requested, and parameters of support available to give method for establishing good relations with local population, respecting individual national cultures what information is safe to share, and how the importance of addressing misperceptions and rumours promptly meetings as a liaison tool including the principles and phases of meetings the what, who, when, where, why/how cycle of meetings and negotiations where to source the information required to prepare meetings how to set an inclusive and proactive agenda safety and security issues relating to meetings the importance of exchange of polite



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Military	Including: <ul style="list-style-type: none"> meetings diplomacy Key Leader Engagement (KLE) how to liaise diplomatically how to use mediation and diplomacy as part of early detection of issues 	<ul style="list-style-type: none"> identify issues and goals check mandate define desired outcomes and goals, with tactics to achieve these arrange venue and agenda, and organise own team consult experts, as required plan route conduct meetings, including: <ul style="list-style-type: none"> greet participants in local language and make introductions engage key leader in discussion actively listen to others and observe their body language communicate in facts write notes either during and after the meeting close meetings, including: <ul style="list-style-type: none"> conclude what has been discussed, summing up and verifying key points set time and venue for next meeting conduct an internal team debrief on all aspects of the meeting, and own reactions to this report to superior meeting outcomes including commitments agreed or promised contribute to bilateral talks of senior leaders with military and civilian counterparts at their level of influence support development of Key Leadership Engagement plan arrange regular meetings with local authorities and ordinary people to detect early indicators of moods of the people, within your area of responsibility defuse evolving situations and pacify emerging disaffections, where possible define communication, 	<p>phrases (small talk) and a positive atmosphere (smiling) at the start of meetings</p> <ul style="list-style-type: none"> the importance of not underestimating your counterpart the relevant information to take note of for reports how to manage difficult meetings including ignoring threats or disrespectful behaviour; slowing speech to communicate clearly; using humour to open a deadlock; when to take a break; using verbal escape routes the importance of talking to all team members about feelings and responses towards the meeting the purpose of a Negotiation: <ul style="list-style-type: none"> identification isolation of areas of conflict/disputes, prevention of escalation reduce differences in areas of conflict/disputes resolution of conflict/disputes preventive action against recurrence of conflict/disputes principles of KLE to influence a population by ways of informal/formal leader/s engagement organisational policies and processes for media contact key local actors, their culture and live issues information required for a KLE plan how to arrange meetings which do not conflict with other actors' agendas or own mandate the range of indicators of population mood according to mission context methods to defuse and pacify situations in line with organisational policies and mandate
Military	Including: <ul style="list-style-type: none"> meetings diplomacy 	<ul style="list-style-type: none"> define communication, 	



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
	<ul style="list-style-type: none"> Key Leader Engagement (KLE) how to liaise diplomatically how to use mediation and diplomacy as part of early detection of issues 	<ul style="list-style-type: none"> negotiation and mediation identify the three principles of negotiation/mediation identify the phases of a negotiation/mediation process and list some needed action within the phases identify the techniques and conduct interviews in a complex peacekeeping environment 	

4.4. CULTURAL AWARENESS

The table below highlights the key areas of cultural awareness. The use of [] indicates where cultural or multi-agency working may have been implicit within a standard, and has been made explicit in the mapping process according to interview and stakeholder feedback, and Consortium expertise.

Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Police	<p>Including:</p> <ul style="list-style-type: none"> empathy and emotional intelligence information needed to support liaison/ engagement with locals inform locals of relevant decisions/ give opportunity for concerns to be raised take personal interest in those around you 	<p>Learner must be able to:</p> <ul style="list-style-type: none"> interact with others [including inter-organisations] in the setting in a manner which acknowledges the rights of everyone involved and is supportive of those rights take the appropriate action to challenge people [from different stakeholder groups] when the choices made and actions taken infringe the rights of others maintain the environment in a way which promotes the value of individuals and encourages meaningful interactions take action to maintain calmness and safety with as little restriction of action as possible and without denying people's rights 	<p>Learner must know and understand:</p> <ul style="list-style-type: none"> where physical/eye contact is appropriate why the ability to listen is important why preventive action should be appropriate to the individual and their past history why information and experiences should be shared with other members of the team safe methods of physical intervention and what is, and is not, legally permissible sources of information about what triggers different types of behaviour in different individuals the role which communication plays in maintaining an individual's identity how facial expression may affect tone of voice used and may reveal personal attributes or emotions



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Police		<ul style="list-style-type: none"> describe how cultural differences and different kinds of diversity might be evident in the mission environment, [between peacekeeping organisations], and in the host country describe what is involved in respecting diversity in relation to working effectively in a multicultural peacekeeping environment [with all mission partners] recognize the tasks and responsibilities of UN Police and FPU (Formed Police Units) members in current missions and understand the future direction of UN Peacekeeping Operations explain the principles of democratic policing describe the cooperation with main partners [both between organisations and within own organisation] describe the importance for peacekeepers to have a common knowledge of the legal system of the world 	<ul style="list-style-type: none"> how culture, gender and beliefs can affect what is perceived as 'acceptable' and 'non-acceptable' behaviour (such as it may be seen to be more acceptable for men to be assertive than women) how the worker's own culture, gender and beliefs affect the way that they view the behaviour of others and why it is important to recognise and challenge this the factors that may influence an individual's ability and willingness to value other people and relationships (e.g. illness, experience, the amount they are valued and value themselves) how to recognise what people are seeking to communicate with their behaviour how communication can be encouraged and how this is linked to the appropriate communication for the individual and their personal beliefs and preferences and background (physical, cultural, social and medical) how to promote behaviour which values others and encourages individuals to express their feelings in alternative ways (e.g. by becoming more assertive and less aggressive) methods of defusing situations (such as de-escalation, talking people down) how to access information on patterns of behaviour, how relevant these may be the challenges in a post conflict environment a basic theoretical understanding of the legal context in which tasked to operate in the mission area and role as police working with other partners within that legal system
Civilian	Including: <ul style="list-style-type: none"> climate and terrain 	Learners must be able to: <ul style="list-style-type: none"> source data to understand the cultural elements of your 	Learners must know and understand: <ul style="list-style-type: none"> the range of tools used in encounters where diversity, tensions and conflicts



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Civilian	<ul style="list-style-type: none"> • food • people • living conditions • languages • cultural tradition and faux pas • political landscape • security infrastructure • history • geography • internal influences (religion, militias, revolutionary movements) • external or geopolitical influences • economy, inflation rates, currency, exchange rates • history of diseases, viruses, potential health concerns • disputes e.g. history, developments, past involvement of peacekeepers, mandates. 	<p>missions. This may include:</p> <ul style="list-style-type: none"> ○ contacts you already have in the country ○ your employer's induction pack (if available) ○ websites of think tanks, UN, EU, ReliefWeb, Reuters etc. ○ situation reports, conflict analysis and briefing papers ○ university publications ○ weather forecasts, WHO websites, mapping services. <ul style="list-style-type: none"> • review the intersection [and interplay] of diverse organisations and their organisational and national cultures related to your mission • build bridges of trust between yourself, your organisation, [other actors] and the host community, including: <ul style="list-style-type: none"> ○ review anthropological and cultural guides about the different people [and organisations] you will be interacting with beforehand ○ analyse own cultural background because your nationality and country of origin may have a historical footprint in colonialism and occupation ○ learn about other culture's customs and history [including other mission actors], whilst acquiring a deeper understanding of your own ○ learn some basic phrases in the [a range of] languages to reflect interest in the cultures you meet on mission and your respect for its people • recognise different uniforms and operational ways of working within mission context • demonstrate your recognition of the role of communities in their own protection • work with other [mission] 	<p>can be expected to arise and a clash of cultures is often inevitable</p> <ul style="list-style-type: none"> • the importance of recognising that missions bring heterogeneous personnel into contact with local people [and other organisations] who often draw upon cultural background different from those of the operation and its staff • how to analyse the intersection [and interplay] of diverse organisational and national cultures related to your mission • systems of building trust, and the importance of doing so for success of the mission • ways to interpret and action findings from anthropological and cultural guides • the importance of self-analysis and self-awareness in cultural awareness • where to source data on other actors [and organisations] in the field and their ways of working • the power dynamics within communities especially due to gender, caste, class, ethnicity, and disability which may make it difficult to hear some voices/opinions • the impact of culture and traditions is discussed in terms of the role that it plays in perpetuating gender inequalities • the role of faith-based institutions and tradition in upholding discriminatory practices is analysed to determine how it shapes the attitudes of women, men, girls and boys • the role of economy to indicate how racism can be used to control access to resources/income and contribute to shaping the attitudes of women, men, girls and boys • role and impact of media in shaping gender stereotyping/inequality [in own cultural awareness, your organisation's, other organisations and the local population] • concept of power relations • role and impact of traditional practices in society [including within organisational culture, other organisations and wider mission actors] is explained in terms of how it



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Civilian		<p>organisations to strengthen capacity to respond to community-identified protection needs</p> <ul style="list-style-type: none"> analyse key actors directly or indirectly involved or who have influence over a particular problem [including inter-organisation] analyse the activities, motives and interests of actors on the problem, as well as the relationship between actors analyse the role of institutions in shaping the attitudes and perceptions of women, men, girls and boys explain and analyse the role of power relations Identify and communicate ways in which cultural norms in the workplace [within own organisation and between organisations] operate to regulate, repress, tolerate and celebrate diversity evaluate potential impact of improved cross-cultural awareness on personal and work interactions 	<p>perpetuates gender stereotyping and inequality</p> <ul style="list-style-type: none"> the types of power relations within different contexts are identified and discussed in terms of the impact on gender inequality power relations include but are not limited to class, race and sexism
Military	<p>Including:</p> <ul style="list-style-type: none"> empathy emotional intelligence information needed to support liaison/engagement with locals respect diversity 	<p>Learners must be able:</p> <ul style="list-style-type: none"> explain what is meant by “diversity” and “culture” describe how cultural differences and different kinds of diversity might be evident in the mission environment between mission actors, and in the host country describe what is involved in respecting diversity in relation to working effectively in a multicultural, [multi-organisation] peacekeeping environment identify recent local [and inter-organisation] attitudes towards Force and anticipated reaction 	<p>Learners must know and understand:</p> <ul style="list-style-type: none"> sources of information that provide realistic overview of attitudes [of own organisation, other organisations and local civilians] regional research required prior to going out on operation ethnic breakdown of local population [and mission actors] religious or cultural events impacting the region [and other organisations] indicators of change in [various] situations frameworks within which to assess needs, in line with area of responsibility systems and processes to record and file data range of engagement styles to use with



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Military		<ul style="list-style-type: none"> be aware of hot spots of local activity/negative attitudes engage with relevant leaders, powerbrokers and personalities to foster good relations evaluate civil, [military and police] situation changes in target area assess the need for humanitarian aid or compensative projects, forwarding observations to HQ file data on relevant civil life [and multi-organisation working] adapt engagement style when required describe strategies for effective communication 	different actors

4.5. GENDER AWARENESS

Gender sensitivities have been mapped throughout the core GAP soft skill themes, including within the relevant performance criteria and knowledge and understanding statements selected. This helps to ensure that awareness, and practical considerations for gender issues are part of daily practice through soft skills development.

The table below highlights the key areas gender has been incorporated throughout the other themes. The use of [] indicates where gender may have been implicit within a standard, and has been made explicit in the mapping process according to interview and stakeholder feedback.

Skill Theme	Sector	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
	Police	Learner must be able to: <ul style="list-style-type: none"> act in a moral and ethical manner in dealings with others that demonstrates personal straightforwardness, honesty and coherence demonstrate the 	Learner must know and understand: <ul style="list-style-type: none"> knowledge of theories of [gender], personality and behaviours theories of identity and self esteem theories/good practice relating to the use and misuse of power and discrimination



Skill Theme	Sector	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Stress Management		capacity to be empathic and understand another person's experience from their perspective	
	Civilian	Learner must be able to: <ul style="list-style-type: none"> analyse and understand potential areas of stress in the work environment 	Learner must know and understand: <ul style="list-style-type: none"> different forms of stress and stress indicators, and the importance in addressing these when detected in self and others. Including e.g. cultural, [gender] and linguistic differences
	Military	No gender aspects related to stress management as incorporated within all pre-training and leadership training.	
Communication	Police	Learner must be able to: <ul style="list-style-type: none"> behave ethically in your dealings with contacts develop relationships that demonstrate trust, commitment and cooperation build rapport and communicate in a professional, timely, patient and appropriate manner 	Learner must know and understand: <ul style="list-style-type: none"> the importance of non-verbal communication, such as body language, and how different cultures and genders use and interpret body language in different ways the use of actions, gestures and body language to manage conflict
	Military	Learner must be able to: <ul style="list-style-type: none"> create relationships to manage and evaluate local activities and civil and military [inter-organisational] relations explore the importance of individual technical interaction skills, including: <ul style="list-style-type: none"> 12.1 impact of body language 12.2 when/how to use open or closed questions 12.3 verbal impacts of foreign languages [12.4 impacts of 	Learner must know and understand: <ul style="list-style-type: none"> methods for building relationships to use with different actors [and genders] the mandate, structures, background, [gender] and culture, operating principles of all agencies
Communication			



Skill Theme	Sector	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
		gender]	
Cooperation	Police	Learner must be able to: <ul style="list-style-type: none"> encourage others to create opportunities to engage in social, community, voluntary and other cultural activities that meet their needs 	Learner must know and understand: <ul style="list-style-type: none"> how to engage others in partnerships, in order to help generate enrichment opportunities
	Civilian	Learner must be able to: <ul style="list-style-type: none"> build teams which interact with communities across sectors (health, water, sanitation, shelter, nutrition, security, gender, the environment) 	Learner must know and understand: <ul style="list-style-type: none"> the processes, departments and contacts needed to progress tasks in line with timescales required communication techniques to establish shared understanding between partners the range of different teams and specialties with which you need to work with
	Military	Learner must be able to: <ul style="list-style-type: none"> build mutual trust and respect for respective roles of actors in theatre demonstrate commitment to humanitarian principles 	Learner must know and understand: <ul style="list-style-type: none"> methods of building and demonstrating trust and respect [with all actors including different gender approaches] the range of actors in your area of responsibility
	Police	Learner must be able to: <ul style="list-style-type: none"> describe how cultural differences and different kinds of diversity might be evident in the mission environment and in the host country describe what is involved in respecting diversity in relation to working effectively in a multicultural peacekeeping 	Learner must know and understand: <ul style="list-style-type: none"> how culture, gender and beliefs can affect what is perceived as 'acceptable' and 'non-acceptable' behaviour (such as it may be seen to be more acceptable for men to be assertive than women) how the worker's own culture, gender and beliefs affect the way that they view the behaviour of others and why it is important to recognise and challenge this



Skill Theme	Sector	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Cultural Awareness		environment	
	Civilian	Learner must be able to: <ul style="list-style-type: none"> analyse the activities, motives and interests of actors on the problem, as well as the relationship between actors analyse the role of institutions in shaping the attitudes and perceptions of women, men, girls and boys explain and analyse the role of power relations identify and communicate ways in which cultural norms in the workplace operate to regulate, repress, tolerate and celebrate diversity 	Learner must know and understand: <ul style="list-style-type: none"> the power dynamics within communities especially due to gender, caste, class, ethnicity, and disability which may make it difficult to hear some voices/opinions the impact of culture and traditions is discussed in terms of the role that it plays in perpetuating gender inequalities within family practices the role of faith-based institutions and tradition in upholding discriminatory practices is analysed to determine how it shapes the attitudes of women, men, girls and boys the role of economy to indicate how racism can be used to control access to resources/income and contribute to shaping the attitudes of women, men, girls and boys role and impact of media in shaping gender stereotyping/inequality within the family and society is described with examples concept of power relations role and impact of traditional practices in society is explained in terms of how it perpetuates gender stereotyping and inequality the types of power relations within different contexts are identified and discussed in terms of the impact on gender inequality power relations include but are not limited to class, race and sexism
Cultural Awareness	Military	<ul style="list-style-type: none"> identify recent local [and inter-organisational] attitudes [including gender perspectives] towards Force and 	<ul style="list-style-type: none"> sources of information that provide realistic overview of local [and inter-organisational] attitudes [towards gender] ethnic [and gender] breakdown of local population [including other



Skill Theme	Sector	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
		anticipated reaction <ul style="list-style-type: none"> explain what is meant by “diversity” and “culture” describe how [gender] and cultural differences and different kinds of diversity might be evident in the mission environment describe what is involved in respecting diversity in relation to working effectively in a multicultural peacekeeping environment 	mission actors] <ul style="list-style-type: none"> frameworks within which to assess [gender] needs, in line with area of responsibility range of engagement styles to use with different [genders and cultures] with mission actors
Leadership	Police	Learner must be able to: <ul style="list-style-type: none"> work sensitively when dealing with issues of equality and diversity maintain fairness for all parties involved in the process 	Learner must know and understand: <ul style="list-style-type: none"> legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when communicating, recording and reporting with individuals, key people and others
	Military	Learner must be able to: <ul style="list-style-type: none"> build mutual trust and respect for respective roles of actors in theatre [including gender perspectives] demonstrate commitment to humanitarian [gender] principles know [how gender impacts] your mandate, own organisation and tasks to maintain situational awareness 	Learner must know and understand: <ul style="list-style-type: none"> methods of building and demonstrating trust and respect [showing gender awareness] the range of actors in your area of responsibility mandates, [gender] policies, [gender] regulations, [gender] laws and procedures relevant to your mission and situation
	All sectors	Learners must be able to: <ul style="list-style-type: none"> explain what is meant 	Learners must know and understand: <ul style="list-style-type: none"> feminist theories



Skill Theme	Sector	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Gender Awareness*		<ul style="list-style-type: none"> by 'gender' and 'sex' describe what is meant by 'masculinities' and 'femininities' analyse what is meant by 'sexualities' 'heteronormative' 'transgender' 'homophobia' explore what is sexism and how it manifests itself within organizations apply UNSC 1325 and other relevant directives recognize, and act on, discrimination based on gender or sexuality 	<ul style="list-style-type: none"> how to source materials regarding gender perspectives methods to apply gender mainstreaming regulations

**based on best practice advice from Consortium Partners, and leaders in gender issues.*

4.6. STRESS MANAGEMENT

Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Police	Including: <ul style="list-style-type: none"> personal preparation understanding the situation 	Learner must be able to: <ul style="list-style-type: none"> act in a moral and ethical manner in dealings with others that demonstrates personal straightforwardness, honesty and coherence demonstrate that you have a capacity for resilience manage complex and unpredictable feelings recognise and cope with uncertainty demonstrate the capacity to be empathic and understand another person's experience from their perspective demonstrate that you have the capacity to manage and make decisions and take appropriate 	Learner must know and understand: <ul style="list-style-type: none"> knowledge of theories of personality and behaviours defence mechanisms or defensive strategies theories of Stress, Coping and Health how to maintain psychological and physical health and well being the role and function of personal therapy and other forms of personal development theories of identity and self esteem theories/good practice relating to the use and misuse of power and discrimination own values and beliefs and potential ethical dilemmas and implications for your own practice



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
		<p>action in the face of known fears, risks and uncertainty when professionally required to do so</p> <ul style="list-style-type: none"> be aware of all aspects of your own sense of identity be aware of your own responses and issues related to identity and the impact of these on others engage in rigorous self-examination, monitoring thoughts, feelings, physical sensations and behaviour demonstrate awareness of the psychological repercussions of prejudice and discrimination recognise unresolved emotional conflicts in your own life and be aware of ways in which these may impact [your work] evaluate process of change within self demonstrate openness to acquiring and integrating new knowledge about yourself 	<ul style="list-style-type: none"> the importance of reflecting on life experiences the importance of learning from mistakes relevant theories relating to group and one-to-one dynamics
Civilian	<p>Including:</p> <ul style="list-style-type: none"> personal preparation understanding the situation 	<p>Learner must be able to:</p> <ul style="list-style-type: none"> complete domestic arrangements e.g. preparing your family, wills and other legal documents, medical arrangements e.g. vaccinations, insurance complete professional arrangements e.g. understanding the job, equipment and equipment regulations (check before deployment), any additional preparatory training and capacity building especially contextual understanding, what to pack address forms of stress in mission including cumulative stress and trauma minimise stress including acute traumatic stress by acknowledging when to seek help support colleagues to deal with 	<p>Learner must know and understand:</p> <ul style="list-style-type: none"> how and where to access information about how to make domestic arrangements how and where to access information about how to make professional arrangements different forms of stress and stress indicators, and the importance in addressing these when detected in self and others. Including .g. housing discomforts, food etc.; travel delays; lack of safety and security; health hazards; immobility, inactivity, lack of exercise; problems at home, missing family and friends; witnessing violence or tragedy; inability to make a difference, lack of progress, apathy among responders or survivors; noisy or chaotic environment; malfunctioning equipment; no rest of relaxation periods; unclear or



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Civilian	<p>Including:</p> <ul style="list-style-type: none"> personal preparation understanding the situation 	<ul style="list-style-type: none"> strong emotions implement strategies for dealing with reverse cultural shock; post-deployment stress; post-mission stress cross-check information on a particular problem from that person's or organisation/department's perspective recognise signs and sources of stress acknowledge stress and difficult situations analyse and understand potential areas of stress in the work environment develop an effective understanding of a range of stress management techniques use appropriate techniques to manage stressful situations effectively focus on areas of stress within personal control adopt strategies to effectively reduce, manage and deal with stress develop and understand job role priorities to manage stress develop techniques to support achievement of key performance indicators (KPIs) and priorities to manage stress use appropriate time management tools and techniques to reduce stress regularly evaluate tools and techniques to reduce stress promptly identify and inform relevant personnel of any variations and difficulties affecting work requirements, through regular reviews analyse root cause/s of stressful contact or situation depersonalise context of contact or situation prepare for next contact or 	<ul style="list-style-type: none"> constantly shifting tasks, unrealistic expectations; media attention at your location; non-recognition of work or hostility towards your efforts; pressure to achieve; unsupportive of difficult colleagues or superiors; anxiety about the mission and your skills to respond; lack of resources or limited control of situation; cultural and linguistic differences; permanent availability and constant demands from HQ the types of acute traumatic stress: physical reactions, cognitive reactions, behavioural reactions, emotional reactions, spiritual reactions. The types of trauma: avoidance and emotional numbing symptoms; emotional arousal symptoms; vicarious trauma; addiction to trauma. how to support others deal with stress the importance of psychological first aid the support available and how to access it during and post operations



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
		situation positively and follow up or take action where needed	
Military	Happens through leadership, standard structure, NCO training, pre-deployment training, taken into account throughout military training and service not separated out.		

4.7. DECISION MAKING

Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Police	Including: <ul style="list-style-type: none"> context sensitivity coordination do no harm managing expectations use of interpreters Joint Protection 	Learner must be able to: <ul style="list-style-type: none"> evaluate and determine options for method, timescale and location for communication of decisions present information in a style and using terminology which will promote understanding, ownership and commitment for each recipient group continually monitor and assess your environment to maintain situational awareness control availability and distribution of security documentation respond to or report detected surveillance in accordance with your organisational procedures and policies maintain the security and confidentiality of information relevant to threats to your principal identify interpretation needs of participants in line with recognised good practice source organisationally approved interpreters to meet identified communication needs of participants collaborate with interpreters and participants in line with organisational requirements, including arranging: <ul style="list-style-type: none"> any specific support they need 	Learner must know and understand: <ul style="list-style-type: none"> methods for informing, promoting, motivating and gaining commitment to decisions how to present information in both verbal and written formats, with supporting evidence how to anticipate the concerns and questions of those involved in the decision-making process and in subsequent implementation of change the requirements for format, presentation, style and timing of information to both internal and external stakeholders how and why you should maintain the security and confidentiality of information the individual is responsible for their personal and operational security which could affect themselves or others that security measures should be commensurate with the threat how and why it is important to maintain constant situational awareness how to challenge constructively and positively how to recognise and work with the positions, interests and needs of participants principles of effective equality,



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Police	<p>Including:</p> <ul style="list-style-type: none"> • context sensitivity • coordination • do no harm • managing expectations • use of interpreters • Joint Protection 	<p>from you and others</p> <ul style="list-style-type: none"> ○ any preparation that is required ○ any specialist equipment that is needed • provide information about the purpose and nature of interactions to interpreters to meet organisationally approved methods • work with all involved to identify any changes that would improve the interpretation services • identify components of a moral decision or problem • interpret and explain a strategy for moral decision-making • identify and apply different strategies of moral decision-making • evaluate the consequences of the decision-making process 	<p>diversity and anti-discriminatory practice</p> <ul style="list-style-type: none"> • the reasons why interpreters need to understand the background and culture of the people for whom the interpretation is being done • codes of practice, standards and guidance relevant to your own area of work • how to access interpretation services and equipment • how to arrange the environment for interpretations • the role of interpreters and translators in interpreting and translating everything that is said or written, and when they may intervene • how to assist interpreters • the impact and problems of communicating across different language and communications forms • the role of social profiles and key ethical concepts in a moral decision or problem • theories on moral choices include: predisposition - character defects; temptation - misconduct due to temptations; and structural - norms existing in society or sub-culture
Civilian	<p>Including:</p> <ul style="list-style-type: none"> • context sensitivity • coordination • do no harm • managing expectations 	<p>Learner must be able to:</p> <ul style="list-style-type: none"> • explore the purpose and boundaries of the support • agree the procedures and limits relating to the exchange of information and confidentiality • record the support agreement in the appropriate systems • identify any issues requiring immediate attention and take appropriate action to assist their resolution • empower people to make their own decisions, giving them choice of assistance that is relevant and 	<p>Learner must know and understand:</p> <ul style="list-style-type: none"> • the principle for the planning, evaluation and adaption of measures in crisis management • the ways in which international involvement has unavoidable side effects • methods in which to shape crisis management in a way sensitive to the context in which it operates, so negative effects can be minimized • what types of support can be provided to other practitioners • the different purposes and



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
Civilian	<p>Including:</p> <ul style="list-style-type: none"> context sensitivity do no harm coordination managing expectations 	<p>support the dignity of the affected people</p> <ul style="list-style-type: none"> engage communities in the mobilisation of resources and to develop local response strategies support local capacity by identifying community groups and social networks at the earliest opportunity building on community-based and self-help initiatives establish systematic and transparent mechanisms through which people affected by conflict can provide regular feedback provide information to the affected population about the humanitarian agency, its project(s) and people's entitlements in accessible format and language provide the affected population with access to safe and appropriate spaces for community meetings and information-sharing at the earliest opportunity enable people to lodge complaints about the programme easily and safely, with clear, timely responses and remedial actions facilitate community discussion on what the different protection types are doing to help and assist, and how they can improve and strengthen these support local partners to build on the capacity of the community to develop processes rather than solving problems in the short term 	<p>boundaries of each type of support</p> <ul style="list-style-type: none"> what the reasons for not supporting practitioners are what the options are for resolving issues how to reach agreements with practitioners what actions should be taken to assist in the resolution of issues how to give constructive feedback what options are available for meeting the specific needs of practitioners
Military	<p>Including:</p> <ul style="list-style-type: none"> context sensitivity do no harm coordination managing expectations Joint Protection use of 	<p>Learner must be able to:</p> <ul style="list-style-type: none"> analyse socio-political dynamics to identify protection risks and proactive actions promote respect for human rights and rule of law interact with local communities support planning processes including providing information on the civil situation and local leaders 	<p>Learner must know and understand:</p> <ul style="list-style-type: none"> the range of socio-political dynamics possible in mission context applications of Human Rights law applications of rule of law methods of interacting according to different community/ies needs how to engage in planning processes including use of



Sector	Skill Elements	Relevant Performance Criteria from Standards	Relevant Knowledge & Understanding from Standards
	<p>interpreters</p> <ul style="list-style-type: none"> information gathering 	<p>where appropriate</p> <ul style="list-style-type: none"> provide a brief for the interpreter/ language assistant, including: <ul style="list-style-type: none"> agenda, schedule and route equipment needed what to do when counterpart also has an interpreter/ language assistant main goals of the meeting seating arrangements speak directly to your counterpart even when using interpreters/ language assistants, including: <ul style="list-style-type: none"> maintain eye contact speak simply and shortly with pauses for interpretation maintain interpreter/ language assistant safety understand the direction and planning of Information Gathering identify the different methods of Information Gathering understand how gathered information is processed identify the various products of processed information recognise and protect sensitive information identify the cultural and operational differences between civilian and military and recognize the need for coordination explain the concept of humanitarian space and describe the humanitarian principles that guide humanitarian action 	<p>previous data</p> <ul style="list-style-type: none"> the background, influences, experiences and biases interpreters and/or language assistants bring with them the screening process for interpreters and/or language assistants factors which may impact interpreter/language assistant performance such as stress, pressure, fear, fatigue, prestige, status productive and acceptable seating arrangements for meetings and seating of interpreter's/ language assistants the importance of secure and timely information gathering the range of information gathering methods the importance of adapting to cultural and operational differences the humanitarian principles and actions

5. INTEROPERABILITY

As previously addressed in GAP 2.2. interoperability is defined as the 'ability of systems, units or forces to provide services to and accept services from other systems, units or forces and to use the services so exchanged to enable them to operate effectively together.'⁹² The EU in particular stresses

⁹² This is generally seen as a NATO definition adopted by many organisations including the European Union. See <http://www.nato.int/docu/logi-en/1997/defini.htm> (Accessed 12 January 2017)



the importance of interoperability on CSDP missions. According to EU's High Representative for Foreign Affairs and Security Policy, Federica Mogherini's Global Strategy for the EU's Foreign and Security Policy, *'CSDP must become more rapid and effective. Europeans must be ready to rapidly respond to crises in full compliance with the UN Charter. This requires Member States to enhance the deployability and interoperability of their forces through training and exercises.'*⁹³

5.1. INTEROPERABILITY AND SOFT SKILLS

Effective interoperability is the essence of peacekeeping missions. The ability to create a common language of assistance, standards, peacekeeping best practice, and the smooth integration and facilitation among peacekeepers themselves is an indispensable component to successful peace missions. Interoperability is therefore the 'ability of two or more systems or components to exchange information, operate together, and use the same forces to conduct a joint mission.'⁹⁴

In peacekeeping missions, interoperability is the result of 'combining, exchanging, and integrating combat strength (human and material resources) of the military factors of two or more nations (combined framework) under a single command, whose specific objective is to conduct a specific mission, such as peacekeeping and humanitarian assistance operations.'⁹⁵ GAP D2.2. discussed interoperability in terms of vertical and horizontal interoperability. Interaction that takes place among various kinds of international actors participating in peacekeeping is referred to as 'horizontal interoperability', and the interactions of those people with local populations, is referred to as 'vertical interoperability'. Within this, however, there are several methods for implementing interoperability. Strategic interoperability, according to John Fishel, results 'from the ability and capability of the actors to give and / or accept support from other actors that facilitates their integrated action and makes it possible to procure benefits that are difficult to achieve alone.'⁹⁶

Interoperability can mean the:

- exchange and knowledge of the doctrine used
- integrated personnel education, training and improvement exchanges, making it possible to reduce costs and minimise risks to personnel

⁹³ See GAP D.2.2

⁹⁴ Fishel, John T., Andrés Saenz. 2007. *Capacity Building for Peacekeeping. The Case of Haiti*. National Defence University Press. Washington D.C.

⁹⁵ Ibid. p.134

⁹⁶ Ibid.p.134



- unification of combat and support processes and procedures in catastrophic situations (rules of engagement)
- knowledge and use of other languages
- incorporation of material resources compatible with those of other armed forces.⁹⁷

Without question, interoperability in peacekeeping is not just relevant in terms of soft skills and training in cooperation, communication, mediation and negotiation but in the very exchange of these soft skills. For example, effective communication and intelligence gathering and sharing information strategically between peacekeepers is necessary for the overall effectiveness of the mission. An integrated mission requires effective interoperability in soft skills, in leadership and decision making, in gender and cultural awareness, in stress management, in facilitation and negotiation among others. For instance, cultural and language barriers often permeate leadership and decision making in peacekeeping, i.e. leaders can make poor decisions on the basis of misunderstandings and misinterpretations of cultural differences.

Interoperability is important then, particularly when it comes to understanding cultural awareness as a soft skill. 'Aside from obvious economies and efficiencies, there is potential to achieve a greater degree of interoperability of militaries and police, in particular in Africa, and such regional/sub-regional cooperation would also leverage cultural ties and strengths. The UN relationship with the EU is more focused on working to build capacity in other regions and sub-regions, especially in Africa and Asia.'⁹⁸ Currently, both organisations (EU and UN) are striving for greater harmonisation and implementation of training standards, cooperation 'in methodologies for evaluation of training, seeking compatibility in training certification and mechanisms, and even ensuring a greater standardization of training terminology. These steps will not only increase the potential for enhanced interoperability in composite or hybrid missions, but also strengthen the potential for more standardized capacity-building.'⁹⁹ Implementation and evaluation of training measures needs to be a major priority for future peacekeeping missions and to offset many of the existing problems.

As previously mentioned in GAP D2.1. and D2.2. standards of training within the EU and UN presently vary considerably, with the result that some peacekeepers are not adequately trained

⁹⁷ Ibid. p.134-135

⁹⁸ Lightburn, David. 2014. 'Building Partnerships for Capacity-Building of Peacekeepers.' Background Paper Annual Forum: Building Capacity for Peace Operations in Response to Diversified Threats: What Lies Ahead? http://www.challengesforum.org/Global/Forum%20Documents/2014%20Beijing%20Annual%20Forum/Lightburn_Building%20Partnerships%20-%20Background%20paper%20Beijing%2030Sept2014.pdf?epslanguage=en (Accessed 12 June 2017)

⁹⁹ Ibid.



prior to pre-deployment and particularly so in elements of soft skills training. This impacts, 'not only interoperability but also mission effectiveness as a whole. In the interest of mission effectiveness UN minimum training standards should be used as a common basis for the preparation of peacekeeping contingents and individuals.'¹⁰⁰ Moreover, in order to understand the in-depth nuances that occur in a peacekeeping operation, the concept of culture as an analytic lens through which to examine problems in horizontal interoperability has gained momentum in accounting for the points of tension among actors in complex missions.¹⁰¹ 'Cultural preparation may include language training, regional understanding, anthropological and sociological education, and historical and religious awareness. The training and education activities may include individual and collective training, force preparation, mission rehearsal, etc. This is not limited to the respective country, but may include partner nation(s) and neighbouring countries.'¹⁰² Similarly, interoperability is relevant for peacekeeping given the interaction of many actors. Moreover, 'participants in UN peacekeeping missions face difficulties both in relating to the people in the areas to which they are deployed and in working together effectively with others serving the mission, both military and civilian.'¹⁰³ They also have to interact with NGOs and the local population. As discussed in GAP D2.2., all UN peacekeeping operations are expected to be interoperable with its military and non-military components including its international, regional, governmental and non-governmental organisations.¹⁰⁴

The ability to achieve effective and close cooperation between peacekeeping actors and improve interoperability should in theory lead to the smooth running of a peacekeeping missions.¹⁰⁵ While each organisation, military, civilian, police have their own organisational uniqueness, they also have their own practices, nuances and culture. According to Rubinstein, 'the difficulties experienced in the interactions among military, civilian, humanitarian and UN agencies in the missions in Somalia, the former Yugoslavia and Cambodia raised issues of horizontal interoperability for explicit examination.'¹⁰⁶ Many studies therefore began to analyse the 'practical need to understand and overcome the difficulties in civil–military interaction' highlighting the differences among military and

¹⁰⁰ Ibid.

¹⁰¹ Robert A. Rubinstein, Diana M. Keller and Michael E. Scherger. 2008. 'Culture and Interoperability in Integrated Missions'. *International Peacekeeping*, Vol.15, No.4, p. 540

¹⁰² See Multinational Interoperability Council Coalition Building Guide (3rd Edition). Volume III. 'Cross-Cultural Awareness and Competence – A Guide to Best Practices – Version 1. 29 April 2015

¹⁰³ United Nations Peacekeeping Missions Military Maritime Task Force Manual September 2015.

<http://dag.un.org/bitstream/handle/11176/387297/United%20Nations%20Peacekeeping%20Missions%20Maritime%20Manual.pdf?sequence=1&isAllowed=y> (Accessed 12 January 2017)

¹⁰⁴ See GAP D2.2.

¹⁰⁵ Robert A. Rubinstein, Diana M. Keller and Michael E. Scherger. 2008. 'Culture and Interoperability in Integrated Missions'. *International Peacekeeping*, Vol.15, No.4, p. 540

¹⁰⁶ Ibid.



non-governmental organisation (NGO) actors, or how these differences were problematic for missions.¹⁰⁷

Culture for one, cannot neatly be fitted into the standard categories used to plan or implement peace operations: culture cannot be easily fitted to the common distinctions among 'strategic, operational and tactical levels of information used in planning and evaluating missions. Rather, the cultural nature of actions at each level are importantly interlinked.'¹⁰⁸ There are many organisations, including the UNHCR, aid and humanitarian organisations, ECHO (European Civil Protection and Humanitarian Aid Operation) that require effective cooperation and interaction to carry out their work. Whether military, police, civilian, UN, NGO or other agencies, a large degree of interoperability among themselves as is demonstrated by the term horizontal interoperability, results in mutually respectful and equal partnership in mission planning and implementation, all needed for effective peace operations.¹⁰⁹ This understanding of interoperability in peace operations will prove crucial for the development and implementation of the GAP virtual role-playing game. In order to comprehend this further, seven principles of action aiming to elucidate how peacekeepers can better understand and use culture to improve the success of peacekeeping operations was discussed in GAP D2.2. These principles include:

- *Be aware of meaning:* Peacekeepers need to be as flexible as possible to absorb and respond to the cultural cues they encounter.
- *Pay attention to symbols:* symbols take on particular meaning and interpretation of them goes beyond the simple observers of peacekeepers.
- *Avoid Attributing Motive:* 'One of the most common aspects of cross-cultural miscommunication is the supposition that others act with the same motives as we do.'
- *Conflict management and culture:* 'The methods of conflict management and adjudication of disputes indigenous to the area of operation may differ from those ordinarily used by the internationals.'
- *Ensure Cultural Expectations Are Explicit:* From the outset, it is essential to communicate consistently with the local population to make mutual expectations known.
- *Avoid Creating In-Group/Out-Group Formations:* Interacting with local populations necessarily means encountering the divisions that exist in any community. Social distinctions are an important part of all human communities.

¹⁰⁷ Ibid. See GAP D2.2.

¹⁰⁸ Robert A. Rubinstein, Diana M. Keller and Michael E. Scherger. 2008. Op. cit.

¹⁰⁹ Ibid. p.551



- *Stay Apprised of Power Difference:* Other less overt hierarchies always exist within a community, simply as a matter of power concentration within that community. Difference can include the following: who in a social interaction has standing and legitimacy; who has the appropriate status to negotiate and give assurances; who has the power to intervene; and who should be called upon for counsel.¹¹⁰

Given the large numbers of peacekeepers serving on missions presently, adhering to these principles necessitates individual dexterity, acuity and skill. In addition to empathy and leadership, the head of missions of peacekeeping missions need to carefully manage the synchronisation of the various actors involved. 'One of the critical implications of multi-dimensional peacekeeping is the need to work with, and thus understand, the capabilities and roles of other contributors to a mission.'¹¹¹ In addition, 'regional engagement with capacity-building offers considerable potential for economies and efficiencies and greater operational interoperability, through the leveraging of cultural similarities and regional burden-sharing and/or cooperation in training development and delivery.'¹¹² This is often challenging for peacekeeping missions. Since modern peacekeeping operations are more complex, they require a high degree of professionalism and a high level of interoperability between organisations. Achieving interoperability will continue to be confronting and demanding if training is not updated to allow for a greater understanding of integrated missions, especially in terms of soft skills. The GAP virtual game can therefore make a significant contribution to the knowledge, understanding and effective training of new peacekeeping methods in this arena.

6. APPROACH TO IDENTIFYING AND ASSESSING CONCRETE COMPETENCIES IN THE GAP DIGITAL ROLE-BASED GAME

A key challenge in the GAP project is ***to design a digital game-based learning experience to enable the assessment and learning of CPPB soft skills competencies***. The range of CPPB soft skills that are relevant to GAP users (military, police or civilian peace keepers) is very wide and have been explored in other GAP deliverables e.g., GAP work package 2.1 deliverable (State of the Art), as well as discussed earlier within this deliverable. The assessment of competencies in digital role playing, game based learning experiences represents a significant challenge. Such competencies need to be

¹¹⁰ These seven principles are taken from Rubstein, Keller and Scherger.

¹¹¹ Lightburn, David. 2014. 'Building Partnerships for Capacity-Building of Peacekeepers.' Background Paper Annual Forum: Building Capacity for Peace Operations in Response to Diversified Threats: What Lies Ahead? http://www.challengesforum.org/Global/Forum%20Documents/2014%20Beijing%20Annual%20Forum/Lightburn_Building%20Partnerships%20-%20Background%20paper%20Beijing%2030Sept2014.pdf?epslanguage=en (Accessed 12 June 2017)

¹¹² Ibid.



mapped down into explicit, concrete (i.e. observable) behaviours. Such behaviours are typically very granular e.g. specific actions, specific utterances in the game, specific decisions taken in the game. For example, Communication Competency can be observed through the clarity of given commands in a certain situations. Thus in order for the GAP digital role playing, games based learning experiences to be assessed, GAP has developed a mapping from relevant CPPB competencies identified earlier in this deliverable to observable behaviours of learners (game players) in the GAP game. Moreover, GAP is mapping such behaviors on to ratings to be able to assess the quality of those observed behaviours.

GAP will assess specific competencies through a combination of pre-games assessment, in-game behaviour assessment and post game assessment and reflection.

Section 6.1 outlines the methodology and results of the GAP approach to identifying CPPB Competencies, Behaviours (Behavioural Indicators) and Ratings for those behaviours. Section 6.2 identifies ways in which pre-game testing, post-game testing and reflection will be used to further assess the required CPPB competencies.

6.1. GAP METHODOLOGY FOR IDENTIFYING COMPETENCIES, BEHAVIOUR INDICATORS AND RATINGS

To assess a learner's behaviour during the immersive game, the GAP game will offer authentic opportunities for the learner to display a range of behaviours associated with the desired CPPB competencies. However, to both identify such behaviours as well as rate the quality of behaviours is a significant challenge. Such identified competencies and behaviours must be concrete (i.e. observable) during or after the game. This section outlines the methodology customised by GAP to identify the competences (CPPB Skills), possible behavioural indicators and ratings of those behavioural indicators which could be observable during the game. The competencies and behaviours identified provide a basis to assist the GAP game designers to design credible opportunities for learners (game players) to exhibit relevant competencies as well as a means of assessing the quality of these learners' behaviours. The approach uses Behavioural Anchor Ratings to reflect different quality of behaviours (and hence contextual competencies).

The GAP Game intends to draw its authenticity and credibility from descriptions of real life situations captured through the interviews with CPPB experts and the rating of behaviours identified in those



situations. Such authenticity and behaviour identification are vital elements for experiential based learning within digital simulations or role-playing games. Thus, for the GAP Game to be successful in offering assessment and learning of CPPB competencies, there needs to be:

- (i) ***an identification of key soft skills competencies¹¹³ that are based on the scenarios described in the interviews with CPPB experts (for authenticity and credibility purposes) and***
- (ii) ***a mapping of these key competencies in CPPB soft skills to rated behaviours in the context of these scenarios (illustrating that competency in action within a specific context).***

The set of rated behaviours, within authentic contexts of use need to be identified to enable the CPPB competencies to be recognised and assessed within the GAP Game. Such behaviours need to represent a range of quality (rating) for a given behaviour e.g. Outstanding, Competent, Unsatisfactory This is needed as the GAP Game will present authentic concrete situations in which the learner will make (soft skills based) decisions in realistic situations. These concrete decisions need to be rated in the context of that situation.

For example, suppose the game is offering a learner (playing the role of a police peace keeper) the opportunity to decide to communicate in different ways to other (police) peace keepers when taking civilians into protection. In that case, the game must have a rating of the possible chosen behaviours of the learner. The choice of behaviour (of the learner) can thus be related to her competence in the communication soft skills (within the context of that usage).

It would be beyond the scope of this GAP project to attempt to render and assess the total range of soft skills required for such peace keepers. Therefore, the GAP project customised a competency mapping methodology which enabled the identification, modelling and rating of competency and behaviours in specific (authentic) contexts. This methodology provides a means of identifying specific soft skills based behaviours in authentic (real life) situations.

Thus the objectives of this work is to:

¹¹³ Within GAP, competency of a user in a soft skill appropriate for CPPB is defined as a combination of knowledge, skills and attitude applied appropriately to a context in order to achieve a desired outcome (WP2, Chpt 4, page 126).



1. Define a methodology from which GAP project identify key soft skills from authentic scenarios taken from the interviews with CPPB experts
2. Support the specification and mapping of soft skill competencies to concrete behaviours
3. Support the rating of these behaviours

The methodology is based on the Behaviourally Anchored Ratings development approaches which seek to capture competencies and associate anchored behaviours for this competencies. Many variations for BARS development exist e.g., Smith & Kendall (1996). (Langford 1980), (Spangenberg et al 1989). The proposed GAP methodology is based on Spangenberg (1989) with customisations and additions to suit the objectives, context and immersive technology mediated game nature of GAP.

The GAP methodology was developed to be used by GAP researchers (typically acting as facilitators) and CPPB experts (experienced CPPB personnel drawn from police, military and civilian sectors). In particular, the methodology provides a step by step guide as to how apply the methodology and how the resultant competencies, behaviours and ratings can be collated.

6.1.2 METHODOLOGY OVERVIEW

The methodology connects the identification of **key GAP competencies** from the scenarios (harvested through interviews) to **assessable behaviours** of users/learners in the game. The methodology also provided a set of agreed terms to assist in operation and agreement of results of the methodology.

Competency: A combination of knowledge, skills and attitudes *applied* appropriately to a context in order to achieve a desired outcome (OJEU 2006). In other words, the knowledge, skill and attitude is being considered as a behaviour (i.e. it combines the use of knowledge, skill and attitude) within a context.

Dimension (competency): A characteristic of a competency (which may be a competency itself but which is operating in the context of a broader competency) and which is required to be evaluated.

Behavioural Anchor: An anchor defines what being really strong or weak in a certain behaviour would look like in a specific context. It identifies a specific and observable example of an action



related to a dimension (or competency). When rated it illustrates a proficiency level of behaviour.

Behaviour Anchored Rating Scale: Rating scale upon which the behaviour anchors are being rated. An example of a three-point rating would be Outstanding, Competent, Unsatisfactory.

The first five steps of the workflow in the methodology is illustrated in Figure 3.1 The final (sixth) step focuses on validation and verification of the generated Behaviour Anchors' ratings.

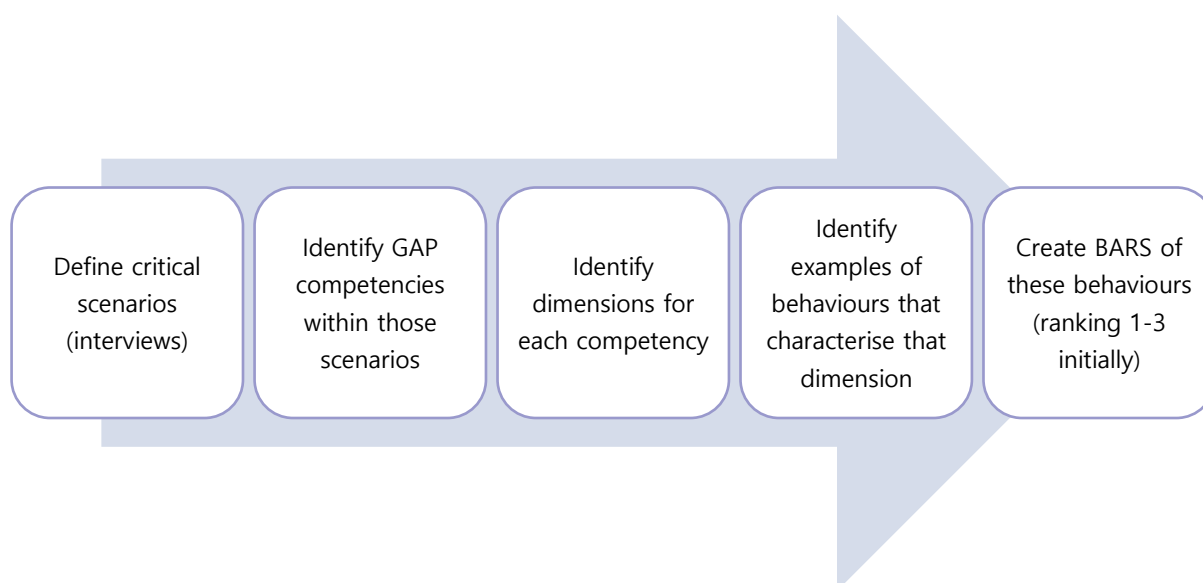


Figure 6.1 Workflow of GAP methodology

The methodology is divided into six steps

1. Define critical scenarios from the interviews.
2. Identify (potential) competencies in each scenario.
3. Identify dimensions of a competency.
4. Elicit critical examples of behaviour for each of the identified dimensions (competencies).
5. Indicate Outstanding, Competent, Unsatisfactory rating for each behaviour identified. (Note subsequently these will be expanded into a five-point rating scale).
6. Reliability and Verification testing.



The result of steps 2-5 would produce a set of competencies, dimensions of those competencies, behaviours illustrating those dimensions (competencies) in the context of the scenario and a rating (1-3) of those competencies.

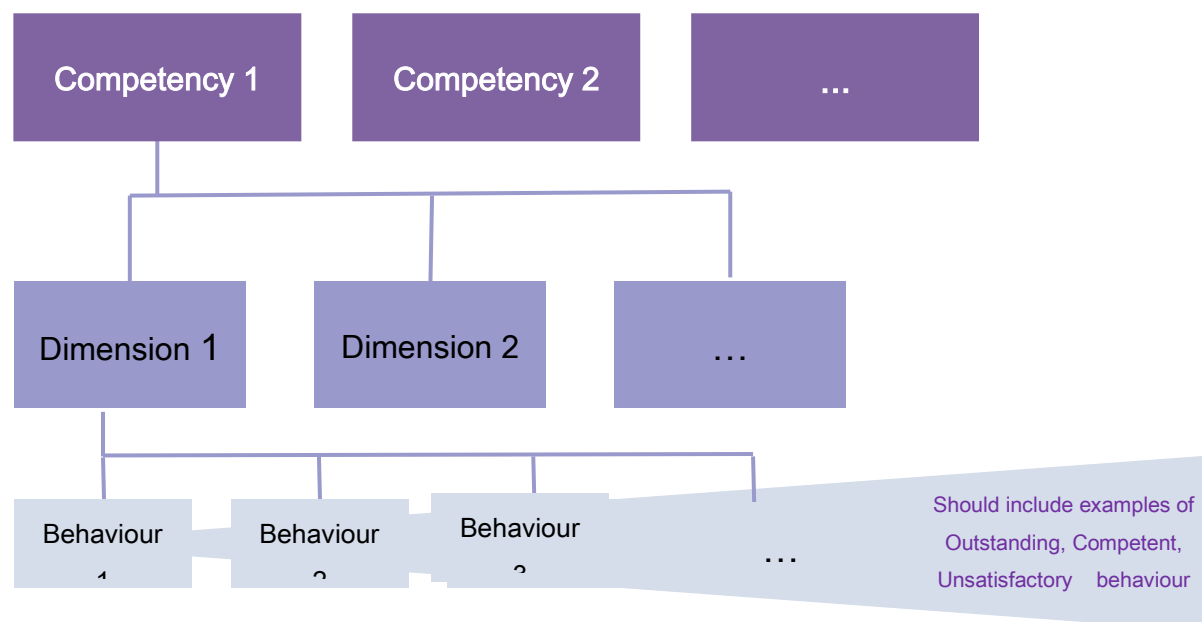


Figure 6.2 Hierarchy of Competencies, Dimensions and Behaviours

Step 6 focuses on verification and reliability testing of the BARS generated by steps 1 -5.

Reliability and Validity Testing:

This part of the methodology seeks to assess the reliability and validity of the dimensions and behaviours indicating the 'representativeness' of the dimensions and behaviours.

The methodology uses a panel of Subject Matter Experts (Peace Keepers) who read specific competency and dimensions description and then reads each associated behavioural indicators of that competency/dimension for each scenario. Each panel member indicates their rating of each behaviour on a 5 part Likert scale (where 5 represents very good behaviour and 1 very unsatisfactory behaviour on the dimension). After all ratings by all panel members are completed, a statistical analysis of the results is computed and any behaviours with significant conflicting ratings are removed (for reliability purposes). Thus behavioural indicators for which GAP cannot get consensus are removed rather than risking unreliable ratings adopted in the game.

Thus the result of the reliability testing will be a table with three columns – one indicating a competency dimension, the second indicating an example behaviour (behavioural indicator) of that



dimension and the third representing the agreed rating of that behavior for that dimension. These tables are used to inform the GAP digital game designers of the possible behaviours and the ratings of those behaviours.

6.1.3 IMPLEMENTATION OF METHODOLOGY

The definition of the critical scenarios was completed by WP3 & WP4 teams, and were extracted from the interviews with experts. Steps 2-5 were executed as a set of workshops (total 4) held in Ireland (2), Finland (1), and Poland (1) consisting of CPPB experts and GAP researchers (facilitators). Step 6 has yet to be executed.

The workshops identified a range of competencies. In some cases, a dimension of a competency was in fact another competency. This was allowed as it was believed by the experts that in these cases dimensions were subordinate to the overall competency. For example, the 'communication' dimension (which is a competency in itself) was exhibited in the scenario within the context of an overall leadership competency.

A full list of competencies, dimensions, behaviours (behavioural indicators) and ratings was collated from the workshops held. These initial ratings were based on a three point scale (Unsatisfactory, Competent, Outstanding). The next stage is to perform the reliability testing on these ratings (using an expert CPPB panel).

6.1.4 IDENTIFIED COMPETENCIES, BEHAVIOURS AND BEHAVIOURAL RATINGS OF THOSE BEHAVIOURS OF METHODOLOGY

- Leadership
- Decision making
- Communication
- Cooperation
- Cultural Awareness/Competency
- Gender Awareness
- Planning & Organisation

As indicated before, some dimensions of a competency were other competencies. For example, in scenario 1 vignette 1, Leadership was considered a dominant competency with Decision making,



For illustration purposes, listed below are the results of the DUBLIN and POLAND workshops for the a scenario (drawn from the interviews) regarding a mob situation in Serbia and the securing of an apartment building and civilian occupants. The table indicate the Competencies, Dimensions, Behaviours, and Ratings.

6.1.5 EXAMPLE OF AGGREGATED WORKSHOP RESULTS

The workshop participants picked out important incidents, decisions or events in the scenario & vignette which they believed showed behaviours at the identified dimensions or at which they could suggest alternative behaviours (examples of both effective and ineffective behaviours) illustrating those dimensions.

Senario 1 – Vignette #1 (the Mob)

Incident: Before going to the apartment building where the Serbs lived			
Competency	Dimension	Behaviour	Rating
Cooperation	Planning/Organising	Consult with colleagues	[Competent]
		Not consulting colleagues	[Unsatisfactory]
Communication	Clarity (making sure)	No statement on plan/Taking for granted that colleagues know the plan	[Unsatisfactory]
		Explicitly stating the plan, and sequence of planning	[Competent]
		Checking they understand by soliciting feedback	[Outstanding]
Leadership	Planning/organising	Taking into account where you're going, what to bring, what interpreter to bring, how many cars, where to park them etc.	[Competent]



Incident: Taking the Serb family under protection			
Competency	Dimension	Behaviour	Rating
Leadership	Decision Making	Asking for their guns	[Competent]
		Putting family under guard	[Competent]
		Secure perimeter of apartment block	[Competent]
		Allowing them to refuse to hand over the firm arms	[Unsatisfactory]

Incident: Communicate with colleagues during the incident			
Competency	Dimension	Behaviour	Rating
Cooperation	Decision-making	Getting interpreter to do more than translate – get ideas from them	[Competent]
		Give jobs to almost everybody	[Outstanding]
		Give job to police officer to keep Serbs busy ['Could you help me? I need your help']	[Outstanding]

Incident: Communicating with Serb families during the incident			
Competency	Dimension	Behaviour	Rating
Cooperation	Calming/reduce emotions	Give tasks to help calm down and focus	[Outstanding]
		Ignoring the stress of Serbs	[Unsatisfactory]
		Say everything will be OK	[Competent]
Leadership	Communication	(showing fear) Shouting at team & families – indicating that negative or unsureness	[Unsatisfactory]
		Briefing family/colleague and keeping them informed	[Competent]



		Action oriented + reassuring family/colleagues	[Outstanding]
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Incident: Decision to stay & protect the Serbian families when African soldiers got orders to leave and fled leaving flak jackets & helmets.

Competency	Dimension	Behaviour	Rating
Leadership	Decision Making	Staying but sending briefing asking for backup	[Competent]
		Leaving with Africans	[Unsatisfactory]
		Staying but sending briefing asking for backup at same time as communicating with Family & Mob	[Outstanding]
		Leaving two police to mind vehicles	[Unsatisfactory]

Incident: After African military left building, decision to deal with situation

Competency	Dimension	Behaviour	Rating
Leadership	Decision Making	Send interpreter (Serbian) out on her own to talk to mob (probably would be killed)	[Unsatisfactory]
		Go out with interpreter (Serbian) and protect her and try and communication with crowd	[Competent]
		Go out with her (= interpreter), identify leaders and communicate with leader via interpreter	[Outstanding]
	Cultural competency	Select interpreters – BOTH Albanian and Serb	[Outstanding]
		Select Albanian speaking Serb	[Competent]
		Select Serb who speaks	[Unsatisfactory]



		Albanian	
	Team communication	<p>Panicked shouting (“We’re fucked!”, “How will we get out of here?”, “Where’s my backup?”)</p> <p>Briefing colleagues and civilians, information passive</p> <p>Reassure, build confidence, tell what we’re doing next, action oriented, specific steps to get out of the situation</p>	<p>[Unsatisfactory]</p> <p>[Competent]</p> <p>[Outstanding]</p>
	Planning/organising	<p>Not asking for police backup</p> <p>Ask for back up through the radio</p> <p>Advice police chiefs to get military backup as well as police backup</p>	<p>[Unsatisfactory]</p> <p>[Competent]</p> <p>[Outstanding]</p>
Communication	Culturally appropriate interpretation	<p>Police repeat what Serbian interpreter says in Albanian (male voice and local dialect)</p> <p>Ask for spokesperson from group according to language to create bridge</p> <p>Not communicating at all</p> <p>Aggressive communication – shouting ‘stop!’ and raising guns</p> <p>Letting interpreter speak in Serbian</p>	<p>[Outstanding]</p> <p>[Outstanding]</p> <p>[Unsatisfactory]</p> <p>[Unsatisfactory]</p> <p>[Unsatisfactory]</p>
	Calming / de-escalation	Ask for suitable spokesperson	[Outstanding]



		Telling mob 'stop!	[Unsatisfactory]
		Call for backup immediately	[Outstanding]
		Calling for backup not immediately but once you realize the gravity of the situation	[Competent]
		Not asking for backup/panicking	[Unsatisfactory]
	Understanding what the mob wants/ Showing empathy	Say stop	[Unsatisfactory]
		To shoot	[Unsatisfactory]
		Ask for spokesperson from group according to language to create bridge	[Outstanding]
	Timeliness	Ask for backup immediately	[Outstanding]
		Ask for backup in midst of situation	[Competent]
		Not asking for backup	[Unsatisfactory]
	Motivation	Positive feedback/praise	[Outstanding]
		Acknowledgement of good job	[Competent]
		Criticism or no comments	[Unsatisfactory]

Incident: Deploying 2 Military to look after the 2 vehicles.

Competency	Dimension	Behaviour	Rating
Leadership	Decision Making	Leave two police to mind vehicles	[Unsatisfactory]
		Bringing in the two police officers (rather than leaving them outside and splitting the protection force)	[Competent]



6.2. GAP PRE-AND POST- PLAY TESTING AND ASSESSMENT

6.2 GAP METHODOLOGY FOR PRE- AND POST- GAME TESTING, INCLUDING REFLECTION, FOR ASSESSMENT OF EXPERIENTIAL LEARNING OF DEFINED LEARNING OBJECTIVES

A selection of GAP's curriculum of CPPB relevant soft skills will be embedded in game scenarios and will be assessed by a suite of methods. These include in-game assessment as outlined in 6.1 and outside of game assessment as described here in 6.2.

6.2.1. METHODOLOGY

The outside of game assessment addresses the challenging issue of assessing the experiential learning implicit in role-playing, in this case in digital game scenarios. GAP is a curriculum of CPPB relevant soft skills delivered through an immersive digital role-playing game. It engages the 'Proteus Effect', whereby role-playing someone whereby role-playing someone who has an identity other than one's own offline identity (gender or organization or culture) has been shown to have an impact on one's behaviour after going offline.¹¹⁴

Role-playing for gender and cultural awareness/sensitivities has multiple potentials – for understanding different cultures within militaries within a mission (e.g. Eastern Europe and Western Europe), within a single military or police force (Europe is a multicultural society and morale and cohesion in militaries/police that are comprised of soldiers/officers with diverse cultural and religious backgrounds is critical), and on the ground in missions, where communication and cooperation with local actors is greatly enhanced if cultural awareness and sensitivity is present.

For example, a Finnish police officer role-playing an Afghanistan police officer will have a greater understanding of the norms, the pressures and the expectations of their character and hence have a much more effective interaction when it comes to real life CPPB. There is a cumulative effect also in that the more one plays different roles, the greater one's ability is to put oneself in another person's shoes or at least recognize that their motivation, communication and priorities may be different and warrant understanding.

¹¹⁴ See Yee N, Bailenson JN, Urbanek M, Chang F, Merget D. The unbearable likeness of being digital: The persistence of nonverbal social norms in online virtual environments. *CyberPsychology & Behavior*. 2007;10(1):115-21. Yee N, Bailenson JN, Ducheneaut N. The Proteus effect: Implications of transformed digital self-representation on online and offline behavior. *Communication Research*. 2009



The theoretical foundations of experience-based learning stem all the way back to the times of Aristotle and Socrates.¹¹⁵ Role-playing has been shown to be more effective at teaching cultural competency than other methods. Many benefits have been ascribed to role-playing, such as: simplifying complex theories through concrete real-world examples, overcoming inhibitions to participation, providing teachable moments through identifying gaps in understanding, developing critical thinking skills, encouraging dealing with complicated issues that might otherwise have been ignored, applying feminist pedagogy through helping students appreciate complexity instead of pushing for authoritative answers.¹¹⁶

Options like seeking ambiguity as opposed to certainty are important since the soft skills deficit addressed by GAP include communication and cooperation, and assessment of experience in role-play promotes learning and awareness in how gender and culture shape the occurrence and expression of the CPPB relevant soft skills. Experiential, active learning through doing role-play in a digital environment encourages awareness of how communication and cooperation are shaped by gender and cultural norms and behaviours.

The outside of game assessment involves pre-game-playing assessment of one or more of gender awareness, cultural competency or awareness, levels of competence in communication, collaboration (cooperation), levels of empathy and trust, through instruments customized for use by GAP. After game-play, the player takes a post-game playing test on one or more of gender awareness, cultural competency or awareness, levels of competence in communication, collaboration (cooperation), levels of empathy and trust, again through instruments customized for use by GAP and benchmarked against international standards. One or both of the pre-test and post-test assessment periods can include an option for reflection on the experiences within the game. This can be scheduled at any time up to two days after the game, as research indicates that it can take time to assimilate the experiences within the game so as to develop more sophisticated conclusions.¹¹⁷ These instruments provide a means to assess the quality of the experiential learning through role-play.

¹¹⁵ Ruben, B.D. (1999) 'Simulation, Games and Experience-based Learning: the Quest for a New Paradigm for Teaching and Learning.' *Simulation and Gaming* 30 (4), pp. 498-505.]

¹¹⁶ See the following references for more information on this. Asal, V. (2005) 'Playing Games with International Relations: International Studies Perspectives 6 (3), 359-373. Delaet, D. (2012). "Interrogating 'They': A Pedagogy of Feminist Pluralism in the International Relations Classroom." *International Studies Perspectives* 13 (3), pp. 254-269. Goon, M. 2011. "Peacekeeping the Game" *International Studies Perspectives* 12 (3) pp. 250-272. Ruben, B.D. (1999) 'Simulation, Games and Experience-based Learning: the Quest for a New Paradigm for Teaching and Learning.' *Simulation and Gaming* 30 (4), pp. 498-505. Schaap, Andrew. 'Learning Political Theory by Role Playing' *Politics*. 2005. 25 (1):46-52. Shellman, S.M. and Turan, K. (2003). 'The Cyprian Crisis: A Multilateral Bargaining Simulation.' *Simulation and Gaming* 34 (2): 281-291.

¹¹⁷ Schaap, Andrew. 'Learning Political Theory by Role Playing' *Politics*. 2005. 25 (1):46-52



There are several options for cultural competency instruments including the Cultural Diversity Awareness Inventory (CDAI), Hofstede's Cultural Dimensions, and several from the health sector, as similar concerns to GAP are addressed in training health professions in a multi-ethnic and diverse world.

There are fewer instruments for gender awareness, just as there are fewer options for benchmarking gender awareness assessment using international standards, highlighting a deficit which GAP will contribute to redressing.

A range of instruments for measuring empathy will be analyzed and will be used to customize an Empathy Quotient (EQ) for GAP. Similarly, a range of instruments for measuring trust, communication competency and collaboration (cooperation) competency will be customized to produce appropriate instruments for GAP.

All of the customized instruments will have attitudinal and self-reporting behavioural measures for dimensions of the soft skills. The dimensions will adhere to the soft skill elements identified from international benchmarked standards in this deliverable, and we note that elements from the soft skills of communication, cooperation, leadership and decision-making encompass both empathy and trust. All dimensions will be subject to construct validity and internal reliability tests.

The out-game instruments will be provided as part of the curriculum of GAP.

The suite of assessment methods offers an opportunity to compare self-assessment in the pre- and post-play phase with actual behaviours in the game scenarios as measured in the in-game methodology. This will help identify those behaviours and competencies which individuals think they are proficient at but who do not demonstrate such proficiency in what they do in the immersive digital environment.

7. EXPECTED AND INTENDED LEARNING OUTCOMES

'Because outcomes involve actual doing, rather than just knowing or a variety of other purely mental processes, they must be defined according to the actions or demonstration processes being sought. When defining and developing outcomes, educators must use observable action verbs like describe,



*explain, design, or produce rather than vague or hidden non- demonstration processes like know, understand, believe, and think.'*¹¹⁸

7.1. DEFINITIONS OF INTENDED LEARNING OUTCOMES

Learning Outcomes are classified as statements of learning where it is expected and intended that the learner will achieve significant and essential learning at the end of a course, training or programme and therefore, the learner should be able to demonstrate this. 'In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.'¹¹⁹ Intended learning outcomes (ILOs) are generally drawn up by Universities in the design of a syllabus or content of a programme. Outcomes refer to what is desirable and expected that the student will achieve. They are normally associated with actions verbs, such as, on the successful completion of training the learner will be able to demonstrate, show, act, solve, reflect, etc. and they need to describe performances that are *significant, essential, and verifiable, and transferable*. It requires more than understanding in that participants in the role playing GAP game should be able to judge what skills to apply and be able to apply and integrate those skills effectively in practice while completing GAP scenarios.

William Spady, an educational researcher who developed the philosophy around outcomes based education, suggests that the ability to demonstrate learning is key and that learning must be performance based and what needs to be demonstrated 'at the end of significant learning experiences. They are not values, beliefs, attitudes, or psychological states of mind. Instead, outcomes are what learners can actually do with what they know and have learned, they are the tangible application of what has been learned. This means that outcomes are actions and performances that embody and reflect learner competence in using content, information, ideas, and tools successfully. Having learners do important things with what they know is a major step beyond knowing itself.'¹²⁰ Action verbs are important as the following figure demonstrates for extended understanding in learning outcomes.

¹¹⁸ Spady, William. 1994. *Outcome-Based Education. Critical Issues and Answers*. American Association of School Administrators. p.13

¹¹⁹ Shirley Lesch. 'Learning Outcomes.' Learning achieved by the end of a course or program. Knowledge – Skills – Attitude. George Brown College. See <http://liad.gbrownc.on.ca/programs/InsAdult/currlo.htm/> and <https://www.lamission.edu/slo/docs/Learning%20Outcomes%20and%20samples.doc> (Accessed 20 July 2017)

¹²⁰ Spady, William. 1994. *Outcome-Based Education. Critical Issues and Answers*. American Association of School Administrators. p.13



Figure 7.1. Different Verbs and their Corresponding Attributes¹²¹

Factual Memory of facts	Relational Seeing relationships among ideas	Extended Understanding Creating and extending beyond what is taught
→ Deeper understanding		
describe, match, outline, recall, enumerate, label, name	analyse, apply, compare, contrast, discuss, explain, interpret, relate	create, criticise, decide, design, formulate, generalise, generate, hypothesise, integrate, justify, reflect, synthesise, theorise

Learning requires activity which must be performance based, action based. The columns represent different levels of understanding and thinking involved in carrying out such actions.¹²² This means that participants with an extended understanding or deeper understanding will act or behave differently as a result of such knowledge and awareness. The demonstration of learning involves a performance of some kind and extended understanding to show *significant* learning, or learning that matters. Spady claims that significant content is essential, but that content alone is insufficient as an outcome. Rather, knowledge of content must be manifested through a demonstration process of some kind.¹²³ 'His highest level outcomes refer to generic skills such as the preparation of learners to be problem solvers, planners, creators, learners and thinkers, communicators etc., regardless of subject areas studied.'¹²⁴ Furthermore, learning outcomes refer to what is observable and measurable in terms of the KAS system of *knowledge, skills* and *attitudes* discussed earlier.

7.2. CHARACTERISTICS OF LEARNING OUTCOMES, PEACEKEEPING AND GAMING

'Good outcome statements focus on abilities and attributes that are valued by the discipline concerned and are written to reflect an appropriate level of sophistication.'¹²⁵ Presently, there are no 'official' set of learning outcomes statements that reflect peacekeeping training. Several training providers and centres do list 'learning objectives' of their courses but there is no standard list of learning outcomes, particularly since courses vary considerably in intensity, length, achievements and goals. According to the UN CPTM (Core Pre-Deployment Training Materials) 'real learning results

¹²¹ Defining Intended Learning Outcomes. (ILOs)

<http://www.polyu.edu.hk/obe/GuideOBE/DefiningIntendedLearningOutcomes.pdf> (Accessed 20 July 2017)

¹²² Ibid.

¹²³ Ibid. See also Shirley Lesch. 'Learning Outcomes.' Learning achieved by the end of a course or program. Knowledge – Skills – Attitude. George Brown College. <http://liad.gbrownc.on.ca/programs/InsAdult/currlo.htm>

¹²⁴ Ibid.

¹²⁵ Defining Intended Learning Outcomes. (ILOs)

<http://www.polyu.edu.hk/obe/GuideOBE/DefiningIntendedLearningOutcomes.pdf> (Accessed 20 July 2017)



in lasting change in behaviour or practice.¹²⁶ More often than not, 'learning objectives' are mentioned rather than 'learning outcomes'. The Practical Guide to UN Peacekeeping Training Evaluation states that 'learning objectives communicate the expected outcomes of learning and define the desired results necessary for training success. Learning objectives should contain action verbs and be performance-based, describing what the participant will be able to do.'¹²⁷ The competency indicators according to this training guide then is to develop a list of competency indicators (skills and knowledge to be acquired) based on the learning objectives.¹²⁸ In practice, learning outcomes statements may be broken down into three main components:

- an *action word* that identifies the performance to be demonstrated;
- a *learning statement* that specifies what learning will be demonstrated in the performance;
- a broad statement of the *criterion* or standard for acceptable performance.¹²⁹

Ideally, learning outcomes should: reflect broad conceptual knowledge and adaptive vocational and generic skills; reflect essential knowledge, skills or attitudes; focus on *results* of the learning experiences; reflect the desired end of the learning experience, not the means or the process; represent the *minimum* performances that must be achieved to successfully complete a course or program.¹³⁰ The National Institute for Learning Outcomes Assessment (U.S.A.) claims that learning outcomes should clearly state the 'expected knowledge, skills, attitudes, competencies and habits of mind...that [participants] are expected to acquire.'¹³¹ As previously noted, since learning outcomes are prevalent in Education Institutions, the National Qualifications Authority of Ireland, for one, has selected three areas, a) knowledge, b) know-how and skill, and c) competence when assessing learning outcomes for Higher Education demonstrated by the table below.

¹²⁶ Instructor Guidance for CPTM. United Nations.

<http://dag.un.org/bitstream/handle/11176/400593/FINAL%20Guidance%20for%20Instructors%20180517.pdf?sequence=29&isAllowed=y> (Accessed 20 July 2017)

¹²⁷ United Nations. A Practical Guide to Peacekeeping Training Evaluation. DPKO/ DFS. <http://repository.un.org/bitstream/handle/11176/90560/Practical%20Guide%20to%20Peacekeeping%20Training%20Evaluation.pdf?sequence=1&isAllowed=y> (Accessed 15 January 2017)

¹²⁸ Ibid.

¹²⁹ Shirley Lesch. 'Learning Outcomes.' Learning achieved by the end of a course or program. Op.cit.

¹³⁰ Ibid.

¹³¹ National Institute for Learning Outcomes Assessment. Making Learning Outcomes Usable & Transparent. <http://www.learningoutcomesassessment.org/TFComponentSLOS.htm> (Accessed 21 July 2017)



Figure 7.2 NQAI Strands and sub-Strands for Programme Learning Outcomes¹³²

Strand	Sub-strand	Description
Knowledge	Breadth	How extensive is the learner's knowledge?
	Kind	What nature or quality of knowing has the learner engaged in?
Know-How & Skill	Range	How extensive are the physical, intellectual, social and other skills demonstrated by the learner?
	Selectivity	How complicated are the problems that the learner can tackle using the skills acquired and how does a learner tackle them?
Competence	Context	In what contexts is a learner able to apply his / her knowledge and skills?
	Role	How much responsibility can the learner take, personally and in groups, for the application of his / her knowledge and skills?
	Learning to Learn	To what extent can the learner identify the gaps in his / her learning and take steps to fill those gaps?
	Insight	How far has the learner integrated the intellectual, emotional, physical and moral aspect of his / her learning into his / her self-identity and interaction with others?

Questions posed above, in 'know-how and skill', such as 'how complicated are the problems that the learner can tackle using the skills acquired, as well as in the 'competence' field, such as 'to what extent can the learner identify the gaps in their learning and take steps to fill those gaps' are important questions for the GAP role playing game. Peacekeepers can be placed in quite high intensity and complicated environments. Since GAP is attempting to design a digital role playing game that will fill a gap in the training of soft skills, the game will have to reflect these skills and fulfil the learning outcomes outlined in section 7.3. of this report.

However, it must be acknowledged that some attributes such as personal qualities, cannot easily be classified into concrete learning outcomes, even though learning is expected to take place. This is the same for VR platforms relevant to the design of the GAP role playing game, where measurement, assessment and evaluation are important. The OECD in *Measuring Improvements in Learning Outcomes* proposes a valued added model of measuring which provides a fair, precise and quantitative tool for assessing students' progress.¹³³ One study that looked at higher education settings, used 'experimental or quasi-experimental research designs, and used a learning outcome

¹³² Brian Bowe and Marian Fitzmaurice. 'Guide to Writing Learning Outcomes.' Dublin Institute of Technology.

¹³³ Measuring Improvements in Learning Outcomes: Best Practices to Assess the Value-Added of Schools <http://www.oecd.org/edu/school/measuringimprovementsinlearningoutcomesbestpracticestoassessthevalue-addedofschools.htm> (Accessed 20 July 2017)



measure to evaluate the effects of the virtual reality-based instruction.¹³⁴ While the findings were mixed in relation to simulations and VR, the results suggested that games, simulations and virtual worlds were effective in improving learning outcome gains.

Several studies have also argued that 'Virtual worlds' present an environment that appears to have potential for enhancing learning outcomes. 'One reason is the media-rich, immersive nature of the environment... It is important to understand the outcomes of learning in virtual worlds and to understand how to make the process most effective. Virtual world learning environments that give users perceptions of being present in the virtual world should increase learners' satisfaction with the experience. Those people who experience flow while learning should also feel more satisfaction; virtual worlds should include enjoyable, interesting characteristics.'¹³⁵ Webster and Hackley proposed that greater perceived media richness would lead to greater learning outcomes. Virtual worlds should give learners high perceptions of media richness because of the visual and audio stimuli and the communication capabilities.¹³⁶ In addition, 'a model developed by Salzman, Dede, Loftin, and Chen describes how virtual reality aids complex conceptual learning, and how virtual reality's features and other factors shape the learning process and learning outcomes. The model resulted from a study to identify, use, and evaluate immersive virtual reality's affordances as a means to facilitate the mastery of complex, abstract concepts.'¹³⁷

Finally, a Global Nomads Group Curriculum, 'Understanding the Syrian Crisis through Virtual Reality', uses VR to build empathy among the world's youth.' The learning outcomes of this programme are designed to promote the following: 1). Empathy: Students will have the capacity to understand perspectives, feelings, and experiences of others, including those from different cultural, national, or religious backgrounds. 2.) Critical Thinking: Students will be able to synthesize and reflect upon their learning, including consideration of multiple sources or perspectives. 3). Global Awareness: Students will deepen their understanding of the Syrian conflict and more broadly, challenges faced by

¹³⁴ Zahira Merchant, Ernest T. Goetz, Lauren Cifuentes, Wendy Keeney-Kennicutt, Trina J. Davis. 2012. *Effectiveness of virtual reality-based instruction on students' learning outcomes in K-12 and higher education: A meta-analysis*. Available from: https://www.researchgate.net/publication/262262758_Effectiveness_of_virtual_reality-based_instruction_on_students'_learning_outcomes_in_K-12_and_higher_education_A_meta-analysis [Accessed 23 July 2017].

¹³⁵ Martin D. Hassell, Sandeep Goyal, Moez Limayem, Imed Boughzala. 2012. 'Effects of Presence, Copresence, and Flow on Learning Outcomes in 3D Learning Spaces.' *Administrative Issues Journal*. Vol.2. Issue 1. p.70

¹³⁶ Webster, J., & Hackley, P. 1997. 'Teaching effectiveness in technology-mediated distance learning.' *Academy of Management Journal*, Vol. 40, pp.1282-1309.

¹³⁷ Pantelidis, Veronica S. 2010. 'Reasons to Use Virtual Reality in Education and Training Courses and a Model to Determine When to Use Virtual Reality'. *Themes in Science and Technology Education*. Special Issue. pp.59-70



refugees and others forced to leave their homes.¹³⁸ Learning effectiveness which is measured by performance achievement in the game is important in the design of GAP. It seems obvious that a generic 'one size fits all' standard of performance for learning outcomes in peacekeeping does not exist but that 'general' expectations of what a learner is capable of doing and demonstrating is relevant for learning outcomes. It should also be noted that outcomes are about performance, a performance which can be demonstrable, i.e. the focus is on the performance not the activity or task to be performed. The following section investigates learning outcomes and proposes learning outcomes statement with particular reference to the soft skills themes outlined earlier in this report.

7.3. LEARNING OUTCOMES: A WORKING METHODOLOGY FOR GAP

The GAP programme is a broadly-based curriculum of learning for adults working in peacekeeping. It provides a complementary option to be added to existing training, or can work as a standalone course developed by training centres following the criteria.

The primary aims of the course are to:

- enable peacekeepers to develop the skills and learning necessary to embed soft skills into their practices;
- provide support to peacekeepers through a well-structured and supportive programme;
- give learners experience of different methods that may be used to develop and assess their learning;
- provide the opportunity to extend the educational experience and to promote the concept of lifelong learning to adults and/or to enhance their employment opportunities.

The following reference points were used to inform the development of the learning outcomes:

- the GAP project's vision and core strategic aims, consortium partners' learning and teaching strategies and policies with specific reference to the project's commitment to building gender and cultural awareness;
- Stake holders and Members of the GAP Consortium Team
- ENTRi Handbook In Control: A Practical Guide for Civilian Experts Working in Crisis Management Missions, ed. by Silva Laufer and Johannes Hamacher, 3rd edn (Berlin: Centre for International Peace Operations (ZIF), 2016

¹³⁸ A Global Nomads Group Curriculum 'Understanding the Syrian Crisis through Virtual Reality'. <http://gng.org/healing-classrooms-vr-resources-v2.pdf>. (Accessed 20 July 2017)



- UK, Australian and South African occupational standards where relevant from fields including police, court services, judicial services, and interoperable sectors such as business management;
- Humanitarian Practice Network research reports;
- Red Cross Red Crescent research reports;
- The Sphere Project and associated handbook;
- ActionAid field manual;
- UN training standards;
- UN training for DPKO and DFS Staff;
- UN Specialized Training Modules including; military experts on mission; military staff officers; CIMIC;
- UN Mentoring and Advising manual;
- NATO protection of civilian policies;
- Fincent, NATO Department Heads, supplied access to NATO standards, UN standards and their own courses which have been designed to incorporate the needs of NATO, the UN processes as well as ISO 9001 in Quality Management;
- national qualifications and credit frameworks.

The course provides opportunities for learners to achieve and demonstrate the following learning.

Successful learners will be able to:

In depth Knowledge and Understanding

- K1. The role of soft skills in advancing the aims of a mission
- K2. Distinguishing between soft skills and 'hard' skills
- K3. How the development and application of soft skills with a CPPB context can cultivate relationships with other organisations, local people and international colleagues
- K4. Nuanced cultural sensitivities and of a range of soft skill methods that can be used to engender relationships of trust
- K5. How to analyse the intersection of diverse organisational and national cultures related to CPPB missions
- K6. The importance of verbal and non-verbal communication methods
- K7. Methods of building and demonstrating trust and respect
- K8. Methods of building and maintaining relationships
- K9. The characteristics of discriminatory behaviour



Professional and Practical Skills

On completion learners should have acquired the ability to:

- P1. Be aware of the need to implement soft skills in a range of scenarios within a CPPB context
- P2. Be sensitive to the interoperability of soft skills theory and application between different nationalities and organisations
- P3. Communicate and interact clearly using verbal and non-verbal methods of communication
- P4. Cultivate systems of building trust both with international colleagues and local people
- P5. Demonstrate awareness of the impact of actions and responses to issues on the behaviour of others in the escalation and de-escalation of conflict

Transferable Skills

On completion learners should be able to:

- Facilitate coordination and relationship building in culturally diverse environments
- Identify different forms of abusive behaviour including some of the warning signs of potentially abusive behaviour
- Engage with a common language of soft skills
- Identify situations to prevent, mitigate and resolve conflict by utilising soft skill processes

7.4. LEARNING OUTCOMES GUIDELINES AND SOFT SKILLS THEMES

The following is a preliminary list of findings in relation to the key soft skills discussed in earlier sections. These are expected learning outcomes of what the learner should do in various situations. This is by no means an exhaustive list of either outcomes or soft skills.

Furthermore, it is important to acknowledge that these are guidelines only of 'expected learning outcomes' in GAP or 'Expectations' of learning outcomes. They are not an evaluation or assessment tool. Notwithstanding that, this section is concerned with KAS outcomes and behavioural outcomes, and what can be measured as learning outcomes.

Communication

As previously mentioned effective communicators are essential to ensure the delivery of the quality and range of tasks expected in peacekeeping missions. Providing the direction and vision for an equitable, well-managed and values-driven service delivered by civilian, military and police actors is key to ensuring organisational, national, mandated and community needs are met as far as is

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possible and practicable. The purpose of this topic is to enable learners to develop an understanding of common communication and listening theories and styles, and how these compare and contrast in different organisations involved in missions, and to understand key principles such as confidentiality, building trust, respect and demonstrating understanding and compassion to achieve mission vision and objectives. It will provide opportunities for learners to consider and explore practical examples of de-escalation through communication as well as leading through communication in action in a peacekeeping service context. In order to engage with these topics effectively, learners must be:

- reflective learners
- team workers
- self-managers.

Learners must demonstrate:

1. key theories and models of communication, including active listening and trust building within personal, internal, and mission communications, and how they apply to military, police and civilian organisations
2. what is meant by:
 - a. gender
 - b. sex
 - c. masculinities and femininities
 - d. sexualities, heteronormative, transgender, homophobia
 - e. sexism and how it manifests itself within organisations and in CPPB
3. how to source gender related information including UNSC 1325 and other relevant directives, feminist theories and gender mainstreaming regulations
4. a deep understanding the benefits and disadvantages of differing communication methods and their effects on relationships and information sharing
5. the importance of non-verbal communication, such as body language, and how different cultures use and interpret body language in different ways
6. the role of effective communication in reducing and de-escalating conflict, including the type of constructive behaviour you can take to defuse situations including body language, spoken language, posture, emblems such as illustrators, affect displays, regulators, adaptors and para-language



7. when it is recommended to use an interpreter who can convey the message with the needed level of accuracy and precision, and methods for ways of working with interpreters'/language assistants to achieve mission goals
8. how addressing the language barriers and working with interpreters impacts on communication
9. procedures and requirements for formal information sharing between relevant organisations including the restrictions on the disclosure of sensitive information
10. how partner organisations are organised including:
 - their broad structures
 - methods of communication
 - decision making processes
11. the importance of keeping official and private information separate, and how to keep all data secure
12. the role of emotional intelligence in communication models including recognising own feelings
13. how to establish and maintain effective communication in missions, with a range of actors, which ensures integrity, respect, and transparency

Learners must be able to demonstrate:

1. trust, rapport and communicate in a polite, respectful, ethical, timely, patient and culturally-appropriate manner
2. effective communications methods, including written, verbal and non-verbal, contextualised to the situation in order to:
 - a. manage conflicts
 - b. establish shared understanding with the range of actors
 - c. achieve mission objectives
3. source and share information using common language and terms with other organisations through an on-going culture of dialogue and co-operation in line with mission mandate and organisational processes
4. recognize, and act on, discrimination based on gender or sexuality
5. work with an interpreter during risky negotiations, highly complex meetings or when detailed and sensitive information is being used
6. keep secure records of expectations, conversations and agreed actions

Cooperation

Effective cooperation depends on a strong team and relationship dynamic. Effective teams are essential to ensure the delivery of the mission mandates. Providing the direction and vision for well-

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managed interdisciplinary and intercultural teams, both internally and externally to organisations, is key to ensuring individuals and wider communities work together to achieve the objectives of the mission.

The purpose of this topic is to enable learners to develop an understanding of team building theories and styles to facilitate cooperation, and how these compare and contract in different organisations involved in missions, and to understand basic key leadership engagement principles such as motivating and supporting team. It will provide opportunities for learners to consider and explore practical examples of cooperation in practice within the peacekeeping context.

Learners must be able to demonstrate:

1. how to engage other actors in partnerships, in order to help generate enrichment opportunities
2. how to help others recognise increasing confidence and own self development
3. what is meant by:
 - a. gender
 - b. sex
 - c. masculinities and femininities
 - d. sexualities, heteronormative, transgender, homophobia
 - e. sexism and how it manifests itself within organisations and in CPPB
4. how to source gender related information including UNSC 1325 and other relevant directives, feminist theories and gender mainstreaming regulations
5. qualities of a leader should include at least five examples but are not limited to empathy, objectivity, transparency, accountability, responsibility, honesty, integrity, assertiveness, consistency and reference to historical and present leaders
6. leadership roles include but are not limited to being a visionary, motivating self and others, creating synergies, facilitating a developmental environment and being an innovator
7. methods of working which support principle of local ownership and multi-organisational partnerships
8. the need for cultural awareness in both achieving your own goals, and the mission mandate
9. organisational processes for building transparency without threatening the security of the mandate or other actors
10. the range of different teams, organisations and specialties with which you need to work with
11. the importance of being proactive, and taking accountability to team working and trust building



12. mandates, policies, regulations, laws and procedures relevant to your mission and situation

Learners must be able to:

1. encourage others to create opportunities to engage in social, community, voluntary and other cultural activities that meet their needs
2. use a range of methods and resources to help those within own organisation and other organisations to acquire and develop the personal and social skills and knowledge they need
3. recognize, and act on, discrimination based on gender or sexuality
4. apply mentoring and advising activities in an exercise within own organisation and other organisations
5. apply leadership techniques to individuals and teams within the work context including inter-organisationally
6. interact in a culturally aware and sensitive manner, while establishing respectful relationships to promote national/international cooperation
7. create transparency by acknowledging and correcting mistakes, apologising quickly and demonstrating humility
8. clarify realistic expectations by initiating discussions and validating understanding of all partners and organisations
9. build teams which interact across sectors (health, water, sanitation, shelter, nutrition, security, gender, the environment)
10. provide coordination groups with information about the agency's mandate, objectives and programme
11. use participatory methods to build trust including openness and culturally appropriate communication
12. know your mandate, own organisation, other organisations and tasks to maintain situational awareness including the mechanisms of Coordination that underline the Peacekeeping Mission preparation and implementation
13. work under changing situations demonstrating adaptability and advance planning

Cultural Distinctions

Engaging communities, both internal communities of others mission actors and external communities of the local population, in determining their own needs and possible solutions to community issues helps to promote ownership and cooperation. Cultural distinctions and showing awareness of these is a key element to demonstrating empathy, emotional intelligence, and trust all aspects which ensure missions are appropriate, relevant and targeted to meet both mandate and



community needs. The purpose of this topic is to introduce learners to the way civilian, military and police actors engage with diverse communities, and to respond to changing needs. It will also enable learners to explore the way in which culturally distinct and aware partnerships work between communities and actors to deliver citizen-centred responses which are equitable, universal, empowering and proactive.

Learners must demonstrate:

1. how to analyse the intersection of diverse organisational and national cultures related to your mission
2. the power dynamics within internal and external communities especially due to gender, caste, class, ethnicity, and disability which may make it difficult to hear some voices/opinions
3. the range of tools used in encounters where diversity, tensions and conflicts can be expected to arise and a clash of cultures is often inevitable
4. what is meant by:
 - a. gender
 - b. sex
 - c. masculinities and femininities
 - d. sexualities, heteronormative, transgender, homophobia
 - e. sexism and how it manifests itself within organisations and in CPPB
5. how to source gender related information including UNSC 1325 and other relevant directives, feminist theories and gender mainstreaming regulations
6. the importance of recognising that missions bring heterogenous personnel into contact with a range of in-mission organisations and local people who often draw upon cultural background different from those of own organisation and staff
7. systems of building trust, and the importance of doing so for success of the mission
8. the types of power relations within different contexts are identified and discussed in terms of the impact on gender inequality
9. how culture, gender and beliefs can affect what is perceived as 'acceptable' and 'non-acceptable' behaviour (such as it may be seen to be more acceptable for men to be assertive than women)
10. how the worker's own culture, gender and beliefs affect the way that they view the behaviour of others and why it is important to recognise and challenge this
11. sources of information that provide realistic overview of the full range of in-mission attitudes including that of other actors and organisations as well as local attitudes



12. range of engagement styles to use with different actors

Learners must be able to:

1. build bridges of trust between yourself, your organisation, other mission organisations and the host community, including:
 - a. review anthropological and cultural guides about the different peoples you will be interacting with beforehand
 - b. analyse own cultural background because your nationality and country of origin may have a historical footprint in colonialism and occupation
 - c. learn about other culture's customs and history, whilst acquiring a deeper understanding of your own
 - d. learn some basic phrases in the range of languages likely to be used on-mission to reflect interest in the cultures of other actors and your respect for individuals
2. describe how cultural differences and different kinds of diversity might be evident in the mission environment between organisations, and in the host country, and how to show respect for this in a multicultural peacekeeping environment
3. recognize, and act on, discrimination based on gender or sexuality
4. take action to maintain calmness and safety in the working environment which values individuals with as little restriction of action as possible to encourage meaningful interactions
5. engage with relevant leaders, powerbrokers and personalities to foster good relations between organisations and with local populations
6. work with other organisations to strengthen capacity to respond to community-identified protection needs
7. analyse key actors directly or indirectly involved or who have influence over a particular problem including the role of power relations

Decision-making in peacekeeping

Peacekeeping has a range of functions and there are occasions when actors need to work collaboratively, requiring decision-making to take place from all stakeholders. This may be in response to an emergency situation or serious incident, or it may be to ensure more responsible and appropriate mission delivery that meets the underpinning mandate/s. The purpose of this topic is to enable learners to understand the strategic and operational dimensions of mission delivery. It allows for the exploration of a range of scenarios and actors to take effective and coordinated decisions to facilitate mission objectives.



Learners must demonstrate:

1. methods for informing, promoting, motivating and gaining commitment to decisions within own organisation and inter-organisation
2. how and why you should maintain the security and confidentiality of information
3. the principle for the planning, evaluation and adaption of measures in crisis management
4. how and why it is important to maintain constant situational awareness
5. the role of interpreters and translators in interpreting and translating everything that is said or written, and the range of methods for working with interpreters
6. the role of social profiles and key ethical concepts in a moral decision or problem
7. what is meant by:
 - a. gender
 - b. sex
 - c. masculinities and femininities
 - d. sexualities, heteronormative, transgender, homophobia
 - e. sexism and how it manifests itself within organisations and in CPPB
8. how to source gender related information including UNSC 1325 and other relevant directives, feminist theories and gender mainstreaming regulations
9. what types of support can be provided to other actors
10. the range of socio-political dynamics possible in mission context
11. the range of secure and reliable information gathering methods
12. the humanitarian principles and actions

Learners must be able to:

1. present information in a style and using terminology which will promote understanding, ownership and commitment for each recipient group and organisation
2. analyse socio-political dynamics to identify protection risks and pro-active actions maintaining situational awareness
3. recognize, and act on, discrimination based on gender or sexuality
4. source and work with organisationally approved interpreters to meet identified communication needs of participants
5. identify and apply different strategies of moral decision-making within own organisations and partner organisations
6. agree and follow the procedures and limits relating to the exchange of information gathered and confidentiality



7. facilitate internal and external community discussions on what the different protection types are doing to help and assist, and how they can improve and strengthen these

Gender Awareness in peacekeeping

Please note: *this topic is an accumulation of the gender aspects embedded with the other 6 GAP soft skills topics. If using this as a standalone topic all aspects must be completed to be valid. If being completed with other topics it is advisable to conduct a quick mapping across this topic and the others to avoid duplication.*

In the UN DPKO/DFS 2014-2018 Gender Forward Looking Strategy, the UN states that, ‘Equality is fundamental to lasting peace and security. It is therefore critical that all members of society have equal access to opportunities, resources, services, protection, decision-making and other basic rights’.

The purpose of this topic is to enable learners from civilian, military and police sectors to develop an understanding of gender issues within their daily practice, and how to embed this within all aspects of their work. It will provide practical insights and enable learners to rearticulate the gender architecture in peacekeeping operations in light of a changed and further evolving landscape.

Learners must demonstrate:

1. knowledge of theories of personality and behaviours
2. theories of identity and self esteem, and feminist theories
3. theories/good practice relating to the use and misuse of power and discrimination
4. what is meant by:
 - a. gender
 - b. sex
 - c. masculinities and femininities
 - d. sexualities, heteronormative, transgender, homophobia
 - e. sexism and how it manifests itself within organisations and in CPPB
5. how to source gender related information including UNSC 1325 and other relevant directives, feminist theories and gender mainstreaming regulations
6. the importance of non-verbal communication, such as body language, and how different cultures and genders use and interpret body language in different ways
7. how culture, gender and beliefs can affect what is perceived as ‘acceptable’ and ‘non-acceptable’ behaviour (such as it may be seen to be more acceptable for men to be assertive than women)



8. how the worker's own culture, gender and beliefs affect the way that they view the behaviour of others and why it is important to recognise and challenge this
9. the power dynamics within internal and external communities including inter-organisation especially due to gender, caste, class, ethnicity, and disability which may make it difficult to hear some voices/opinions
10. concept of power relations
11. role and impact of traditional practices on self, own organisation, other organisations and wider society is explained in terms of how it perpetuates gender stereotyping and inequality
12. the types of power relations within different contexts are identified and discussed in terms of the impact on gender inequality
13. power relations include but are not limited to class, race and sexism

Learners must be able to:

1. demonstrate the capacity to be empathic and understand another person's experience from their perspective
2. build rapport and communicate in a professional, timely, patient and appropriate manner
3. recognize, and act on, discrimination based on gender or sexuality
4. demonstrate commitment to humanitarian principles
5. describe how cultural differences and different kinds of diversity might be evident in the mission environment within own organisation and other organisations, and in the host country
6. analyse the activities, motives and interests of actors on the problem, as well as the relationship between actors
7. analyse the role of institutions in shaping the attitudes and perceptions of women, men, girls and boys
8. maintain fairness for all parties involved in the process

Leadership in peacekeeping

The delivery of peacekeeping is carried out in many ways through a wide variety of actors and methods. Implementing and managing change through peacekeeping requires adaptability to changing circumstances, and strong mediation and negotiation skills, through leadership. From planning and inception to communication, action and evaluation of success/failures all actors across civilian, military and police will need to lead tasks, and work diplomatically with other actors, other nations, local communities and within their own services.



The purpose of this topic is to provide learners with practical leadership processes, tools and techniques, and to provide them with opportunities to explore the contribution they can make to efficiency and effectiveness. It will enable learners to plan, implement and evaluate mediation and negotiation with a range of stakeholders within the mission context. They will also develop their problem-solving techniques.

Learners must demonstrate:

1. national and mission legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when communicating, recording and reporting with in-mission actors
2. be resourceful when overcoming barriers to communication and barriers restricting the independence of those you support in own organisation, inter-organisation, and wider society
3. what is meant by:
 - a. gender
 - b. sex
 - c. masculinities and femininities
 - d. sexualities, heteronormative, transgender, homophobia
 - e. sexism and how it manifests itself within organisations and in CPPB
4. how to source gender related information including UNSC 1325 and other relevant directives, feminist theories and gender mainstreaming regulations
5. a variety of multi-disciplinary negotiation strategies and processes are understood in terms of process, application and strengths and weaknesses and when to select an appropriate strategy based on the negotiation at hand
6. a range of multi-disciplinary negotiation strategies including contemporary strategies such as distributive, integrative, positional, principled, interest-based, target-specific bargaining and problem-solving
7. how to conduct negotiations in a manner that maintains or enhances relationships and promotes outcomes that are satisfactory or advantageous in terms of the purpose of the negotiation
8. the situations to use and processes to follow to use mediation as a tool of diplomacy seeking to prevent, mitigate and resolve conflicts by opening up communication channels between adversaries
9. how mediation processes are adaptive and enable or facilitate dialogue between a broad range of actors including mission actors, other organisations, civil society, national and community leaders, and others



10. definitions and common understandings of the meaning of mediation and diplomacy, and the differences between these
11. types of manipulative and conditioning actions and behaviours
12. method for establishing good relations with other mission actors and organisations as well as the local population, respecting individual national cultures
13. what information is safe to share, and how
14. meetings as a liaison tool including:
 - a. the principles and phases of meetings
 - b. the administrative process for setting meetings including safety and avoiding conflict with other actors' agendas
 - c. the what, who, when, where, why/how cycle of meetings and negotiations
 - d. the importance of not underestimating your counterpart
 - e. the importance of debriefing with team members
15. methods to defuse and pacify situations in line with organisational policies and mandate

Learners must be able to:

1. identify the three principles of mediation and negotiation, including how to adapt mediation process to suit needs of parties and dispute
2. apply mediation and negotiation skills in your role as leader including the use of a language assistant in an exercise
3. advise the conflict parties on negotiation processes or technical issues and support other local or international mediation initiatives
4. create conducive environments for both immediate response as well as mid to longer terms recovery work
5. recognize, and act on, discrimination based on gender or sexuality
6. manage information: define need, gather, assess, process, exchange and share relevant data in line with organisational procedures
7. keep up to date with developments amongst your networks and relationships including other organisations, and the implications for ways of working with them
8. prepare, conduct and close meetings in line with organisational and mission requirements

Stress Management in peacekeeping

Peacekeeping is a diverse sector where people are key to delivering high-quality provision from the mission mandate. Staff need to manage their stress in challenging environments so that they feel



empowered to delivery to their potential and to work cooperatively and effectively as a member of a team.

The purpose of this topic is to enable learners from civilian and police sectors to develop an understanding of their own stress indicators and methods to anticipate and manage these including how approaches differ between individuals. It will provide practical insights and enable learners to understand the types of stress behaviour in themselves and others.

Learners must demonstrate:

1. how to maintain psychological and physical health and well being
2. own values and beliefs and potential ethical dilemmas and implications for your own practice
3. relevant theories relating to group and one-to-one dynamics
4. what is meant by:
 - a. gender
 - b. sex
 - c. masculinities and femininities
 - d. sexualities, heteronormative, transgender, homophobia
 - e. sexism and how it manifests itself within organisations and on CPPB
5. how to source gender related information including UNSC 1325 and other relevant directives, feminist theories and gender mainstreaming regulations
6. different forms of stress and stress indicators, and the importance in addressing these when detected in self and others. Including .g. housing discomforts, food etc.; travel delays; lack of safety and security; health hazards; immobility, inactivity, lack of exercise; problems at home, missing family and friends; witnessing violence or tragedy; inability to make a difference, lack of progress, apathy among responders or survivors; noisy or chaotic environment; malfunctioning equipment; no rest of relaxation periods; unclear or constantly shifting tasks, unrealistic expectations; media attention at your location; non-recognition of work or hostility towards your efforts; pressure to achieve; unsupportive of difficult colleagues or superiors; anxiety about the mission and your skills to respond; lack of resources or limited control of situation; cultural and linguistic differences; permanent availability and constant demands from HQ
7. the types of acute traumatic stress: physical reactions, cognitive reactions, behavioural reactions, emotional reactions, spiritual reactions. The types of trauma: avoidance and emotional numbing symptoms; emotional arousal symptoms; vicarious trauma; addiction to trauma.



8. how to support others deal with stress
9. the importance of psychological first aid

Learners must be able to:

1. demonstrate the capacity to be empathic and understand another person's experience from their perspective
2. demonstrate that you have the capacity to manage and make decisions and take appropriate action in the face of known fears, risks and uncertainty when professionally required to do so
3. recognize, and act on, discrimination based on gender or sexuality
4. evaluate process of change within self, and demonstrate openness to acquiring and integrating new knowledge about yourself
5. address forms of stress in mission including cumulative stress and trauma
6. minimise stress including acute traumatic stress by acknowledging when to seek help
7. support colleagues with own and other organisations to deal with strong emotions
8. develop an effective understanding of a range of stress management techniques, and implement these as required

ASSESSMENT OF COMPETENCIES

GAP will assess the competencies observed using a combination of Pre-, in-game, Post-, and reflection based assessment. The in-game assessment will be based on the identified behaviours and ratings identified using the GAP Methodology. These assessment results will be enhanced by the pre- and post- assessments as well as reflection based assessments using instruments identified previously in section 6.2.

CONCLUSIONS

The findings from this report both support and extend the conclusions made in previous deliverables and work packages. There is an increasing awareness of the importance of soft skills within a CPPB in mission environment but the review of literature and analysis of end user input highlights a distinct under-representation of soft skills from pre-deployment CPPB training programs. The extent of the failure to develop adequate, standardised and internationally constituted soft skill CPPB training



processes is accentuated by the critical role of soft skills in CPPB environments as highlighted by the qualitative research.

It is concluded that experiential soft skills, or competencies, can be identified can be drawn from a detailed comparison of the review of literature and analysis of the user data. The overarching soft skill themes focus on 5 principal areas: Communication; Cooperation; Leadership and Decision-making; Gender Awareness; Cultural Distinctions. The extrapolation of soft skill elements from end-user interviews highlights the transferability and multi-faceted nature of soft skills prescient within a CPPB context. Given the volume of data gathered through the qualitative research strategy researchers were able to discern a difference between soft skill themes and soft skills elements. Notably many of the soft skills themes were overlapping, in that personnel can be problem solving and negotiating, interacting and managing as well of such as personal attributes that require effective decision-making, leadership, emotional intelligence and communication.

A non-exhaustive list of soft skill elements drawn from the qualitative research include attributes such as: flexibility; Empathy; humility; humour; networking; trust; mentoring; tolerance; stress management; respect. It is important to group soft skill elements practiced on CPPB missions across a range of macro-level soft skills in order to ensure that the malleability and transferability of soft skill elements is fully represented within identified soft skills within the game. A challenge for the GAP project is to develop a curriculum that tangible enables users to iteratively develop knowledge and understanding of critical soft skills in a virtual learning environment.

The soft skill themes have been extrapolated into expected learning outcomes following a detailed and extensive evaluation and comparison with internationally recognised metrics of assessment. Consequently, it is concluded that the GAP programme is a broadly-based curriculum of learning for adults working in peacekeeping. It provides a complementary option to be added to existing training, or can work as a standalone course developed by training centres following the criteria.

The primary aims of the course are to:

- enable peacekeepers to develop the skills and learning necessary to embed soft skills into their practices;
- provide support to peacekeepers through a well-structured and supportive programme;
- give learners experience of different methods that may be used to develop and assess their learning;



- provide the opportunity to extend the educational experience and to promote the concept of lifelong learning to adults and/or to enhance their employment opportunities.

The expected learning outcomes have been categorised under seven learning criteria topics: Communicating in Peacekeeping; Cooperation in Peacekeeping; Cultural Distinctions in Peacekeeping; Decision-making in Peacekeeping; Gender Sensitivities in Peacekeeping; Leadership in Peacekeeping; Stress management in Peacekeeping.



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ANNEX: GENDER ANALYSIS

Executive Summary

The purpose of this section of Deliverable 3.2 is to provide a comprehensive perspective on the gender approach and composition of the participating stakeholder organisations. Via analysis of stakeholder interviews and workshops we provide an in-depth analysis of the influence of gender on peacekeeping missions, and identify gaps in soft-skills resulting from gender issues. Overall results of the interviews and workshops are summarised below.

As illustrated in the diagram below most interviewees were deployed in a mixed environment.

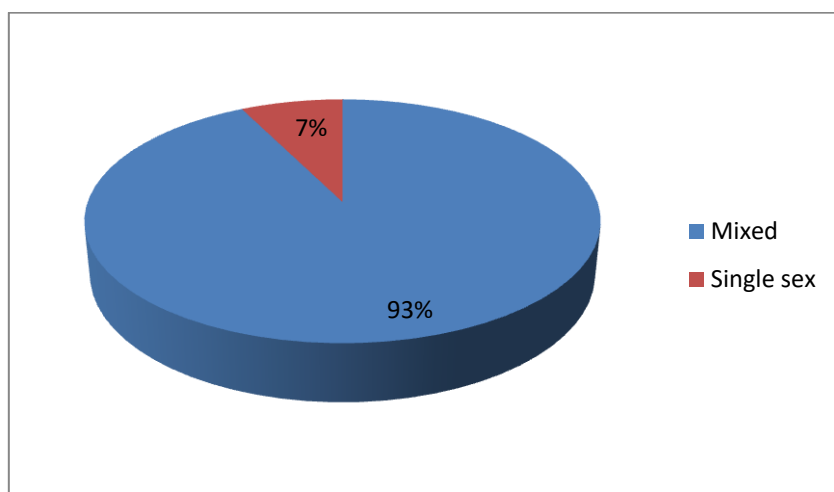


Figure 1: Percentage of Interviewees deployed to mixed or single sex environments.

Of those deployed to a mixed environment, the majority of interviewees stated that there were very few women. Women who were present on deployment were frequently described as occupying a limited number of roles, such as nurse, doctors or civilian or gender advisors.

Influence of Gender

Interviewees were asked if they could think of a time that they, or their colleagues, felt that gender made a difference. 83% of respondents gave examples of a time when gender made a difference. In most cases occasions where the presence of female peacekeepers led to a positive outcome was discussed. Figure 2 shows the advantages of the presences of female peacekeepers as perceived by the interviewees. As may be seen, engagement with the local female population was the most commonly perceived benefit. This engagement could be in terms of 1) communication and intelligence gathering from local women 2) being able to search local women and 3) the perceived benefits of having a female officer to deal with female rape and human trafficking victims.

The second most popular perceived benefit of female peacekeepers may be summarised as 'positive reactions to women by locals'. This is the notion that local populations found a female peacekeeper less intimidating and were more inclined to be friendly and cooperative towards a female peacekeeper.



The final benefit was the notion of a different demeanour that women bring to a mission, this was described in terms of women being 'better' with children, and 'naturally friendlier' and 'chattier' with local populations.

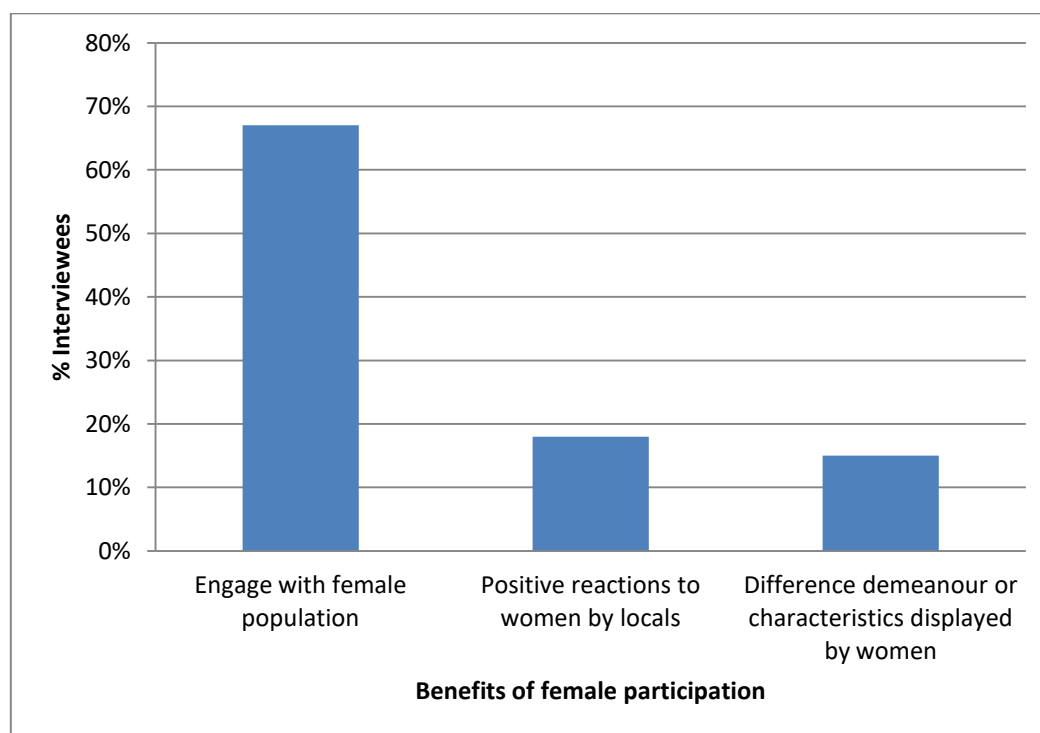


Figure 2: Perceived benefits of the presence of female peacekeepers

Disrespect towards female peacekeepers and local women

Overall, a slight majority of respondents who answered this question, stated that they did witness incidents of disrespect towards female peacekeepers or local women, see figure 3:

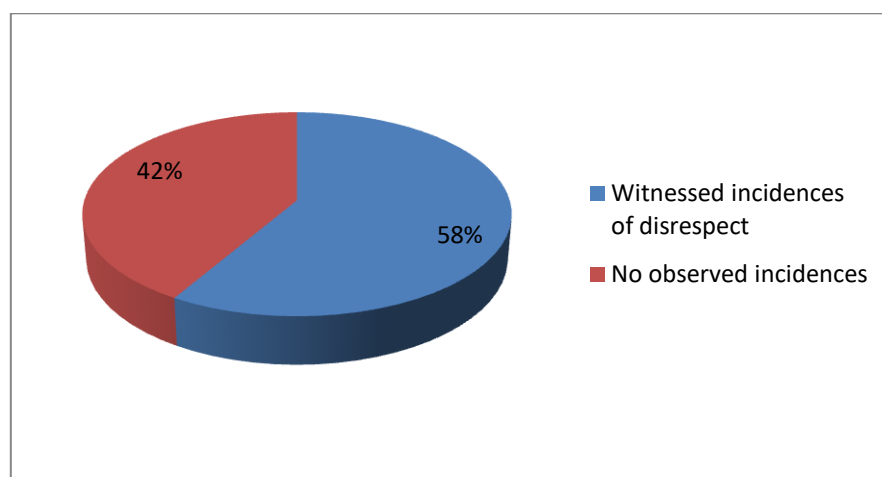


Figure 3: Proportion of interviewees who witness disrespect of female peacekeepers and local women

Answers to the question about incidents of disrespect towards female peacekeepers or local women elicited three main responses 1) no observed incidences 2) disrespect toward female peacekeepers



What would encourage more women to volunteer for peacekeeping missions?

On further analysis of interview data, the word 'family' is spoken in reference to peacekeeping as time away from family, wanting to have a family (e.g. have children), or the need for more family-friendly policies. Similarly with the word 'children', reference is made both to peacekeeping as time away from children, and the trade-off between going on peacekeeping deployment and the desire to have children.



Training on gender

Figure 5 shows the percentage of interviewees that stated they received gender training.

131

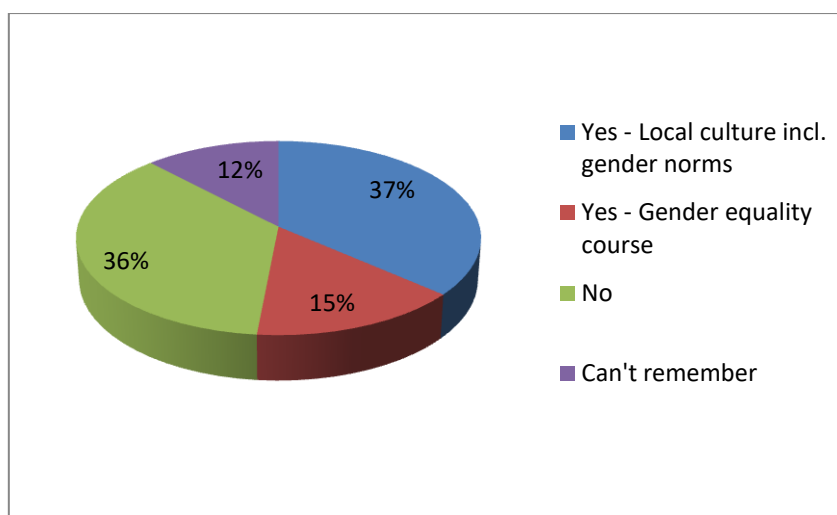


Figure 5: Gender training received pre-deployment

As may be seen, the majority of interviewees stated they did receive some training in gender awareness. Of those that did receive training, this mostly consisted of training about gender norms in the local culture where they were to be deployed. While some interviewees described detailed briefings about local gender norms, other received only rudimentary instruction. A significant number of peacekeepers stated they did not receive any training in gender awareness, with a smaller proportion who couldn't remember either way.

Overall, there are significant regional differences in the way gender impacts peacekeeping missions. Personnel from Finland receive the most gender awareness training and their society demonstrates a commitment to gender equality generally and specifically for our purposes in the military and civilian contributions to peacekeeping. However, the numbers and proportions of women to men on missions are still low, and there is a persistence of male dominance in how things are organized and where leadership is assigned. The male Finnish peacekeepers demonstrate a higher gender awareness of the impact of masculinity as well as femininity than male personnel from the other regions in the study. The overall understanding of gender awareness still focuses on women.

The Irish military and Northern Irish police, and Portuguese police have all reached a point where the presence of women is unquestioned, and the obvious benefits of having female personnel to meet the needs of accessing women in other societies are broadly recognized. There is also an unquestioned acceptance of the need for all personnel to have skills which would have traditionally been seen as 'feminine' – communication, cooperation, leadership, decision-making, cultural awareness, and there is recognition that women have a head start in having those skills, whether for reasons of nature or nurture. Gender issues arise in the response they have to the environment they find themselves working in – often in societies where there are very conservative ideas about male and female roles. There is an acceptance, more amongst the men than the women personnel that the women peacekeepers must abide by the local cultural norms, even if this means they are prevented from executing their duties fully, including that of leadership as the local men would not accept it. Female personnel go along with this for the most part but some object strongly and feel that their right to do their job is being sacrificed to a type of cultural relativism.



Poland, Ukraine and Bulgaria are accepting the fact that women are now part of the landscape of military and police organizations and peacekeeping missions. Stereotypes persist of women, and are held by both men and women, creating challenges for female military and police personnel. There is a fairly rigid idea of what it is to be a soldier and it comprises qualities and skills traditionally associated with masculinity. If a woman can meet these standards she is accepted as a soldier but it is not seen as 'natural' for women to have these qualities. At the same time, there is a growing recognition that there are skills outside the 'male' skill set which are useful on peacekeeping missions. But there is confusion about how to square this with the male military model that still dominates.

There is a clear need for gender awareness, allied with cultural competency, to be part of training for peacekeeping personnel. Such training would provide men and women with the ability to recognize, appreciate and foster in themselves the qualities that are necessary for effective peacekeeping (including communication, cooperation and decision-making). Awareness of how gender roles are different in different societies, including how it shapes agency and power relations, and an awareness of one's own socialized and socially shaped gender identity makes effective engagement in peacekeeping missions much more likely.

Introduction

Female engagement in peacekeeping has increased since only twenty uniformed women served as peacekeepers from 1957 to 1989. Today 5,160 women are serving as peacekeepers¹³⁹. Though this represents a significant increase in female participation, a plateau has been reached in the numbers of women in military, police and civilian positions in peacekeeping missions. In this section we seek an understanding of this to help us answer the question of why missions continue to be dominated by military men when so many functions of and the majority of clients in peacekeeping are civilian and women.¹⁴⁰

Between January and April 2017, 168 interviews with peacekeepers in six European Countries were completed. Interviews sought to elicit information from participants on the influence of gender during peacekeeping deployments. The first section of this report gives a country-by-country overview of the results of the interviews as they pertain to gender.

Between May and June three workshops were completed with peacekeepers in Dublin, Warsaw and Helsinki. In these workshops, a methodology to transform interview data into scenario material with measurable learning objectives was developed. An intrinsic part of these workshops was to facilitate further identification of gaps in soft skills in current curricula resulting from gender issues and to facilitate the development of narrative, scenarios and characters that addressed the gender, in the end product. Interview sections with specific gender dimensions were chosen for the workshops, with the results presented below.

¹³⁹ <http://www.un.org/en/peacekeeping/issues/women/womeninpk.shtml>

¹⁴⁰ Steihm Hicks, J. 2001. Women, peacekeeping and peace-making: Gender balance and mainstreaming. *International Peacekeeping* 8(2):39–48.



Through analysis of these two data sources, the different gender norms between peacekeeping organisations are demonstrated. This includes the tension between western peacekeepers, and the expectations of African and Asian peacekeepers as they pertain to working with female personnel. We also discuss the impact of various deployment locations, and the impact local culture and gender norms have on female peacekeepers. The main objective of the investigation was to expedite further identification of gaps in soft skills in current curricula resulting from gender issues, and facilitate the development of narrative, scenarios and characters for the game scenarios.

Methodology

For peacekeeper interviews, research was centred upon a qualitative research method utilizing a semi-structured interview approach. 'Qualitative research implies recognition of processes that are not readily susceptible to measurement in terms of quantity, amount or frequency. Its emphasis is on capturing or obtaining an in-depth understanding of the interactional processes as manifested during a particular study'¹⁴¹. The interviews across all regions were performed within a semi-structured framework in order to ensure that the key gender themes were discussed whilst still retaining a degree of flexibility that allowed new ideas to surface. Six specific questions concerning gender were posed to the interviewees. These are listed in Appendix 1. Due to the nature of qualitative research, not every question was asked in exactly the same way to each participant.

Interviews were analysed using a two-step approach, the first step aimed to understand themes arising from the interviews overall. This was then followed by a detailed, country-by-country analysis. Interviews were analysed using Nvivo software. Thematic analysis of data aimed at identification of the main themes, which summarize all collected views. The stages in thematic analysis were:

- 1) Reading and annotating transcripts,
- 2) Themes identification,
- 3) Development of a coding scheme (based on the questions in the guide to the semi-structured interviews)
- 4) Coding the data and supporting them with extracts.

Some codes were of a narrative nature as they related particularly to a specific story of an individual.

Results for each country are presented under the following subheadings:

- Overall attitudes towards gender
- Influence of gender in the mission environment
- Mission Atmosphere
- Disrespect towards women
- What would encourage more women to become peacekeepers?
- How is gender covered in training?

¹⁴¹ GARNER M., WAGNER C. and KAWULICH B., (2009) 'Teaching Research Methods in the Social Sciences', Farnham: Ashgate Publishing, p.63.



Workshops with peacekeepers used a novel methodology developed by TCD's Learnovate centre. The first step was identifying and compiling a number of potential game scenarios from the interview data. During the workshops, peacekeeping experts worked with TCD academic staff to glean learning objectives and competencies from scenarios. This will allow rigorous measurement of learning from the GAP game scenarios and will permit benchmarking of learning objectives against international standards.



Bulgaria: Bulgarian Defence Forces (BDI)

Pseudo-Name	Gender	Branch	Rank/Job in Org	No. of Deployments	Deployment locations
Yasen	Male	Army	Commander	1	Iraq
Grigor	Male	Army	Corporal	1	Iraq
Borislav	Male	Army	CIMIC	2	Afghanistan, Bosnia
Tereza	Female	Air Force	Private	1	Afghanistan
Viktor	Male	Air Force	Commander [Logistics]	1	Bosnia
Zlatko	Male	Air Force	Driver	1	Iraq
Ivan	Male	Navy	Sailor	4	Mediterranean
Elena	Female	Navy	Communications Officer	1	Mediterranean
Rada	Female	Navy	Sergeant	1	Mediterranean
Dimitri	Male	Navy	Master Chief Petty Officer	7	UNIFIL Mar Ops, Mediterranean, Libya
Sophia	Female	Navy	Supply Officer	3	Mediterranean
Peator	Male	Navy	Ass. Air Defence Operator	7	UNIFIL Mar Ops, Mediterranean, Libya
Roza	Female	Navy	Communication Officer	3	Mediterranean, Atlantic
Anastasiya	Female	Navy	Major [PR/Psychologist]	8	Mediterranean
Todor	Male	Navy	Sailor	4	Mediterranean, Libya
Mira	Female	Navy	Seaman	5	Mediterranean
Kiril	Male	Navy	Lieutenant Commander	8	UNIFIL Lebanon, Mediterranean, Libya
Ana	Female	Air Force	Administrative	1	Bosnia
Andon	Male	Army	Master Sergeant	2	Afghanistan, Bosnia
Dimo	Male	Army	Staff Officer	1	Afghanistan
Niki	Male	Army	Private	1	Iraq, Afghanistan
Milen	Male	Air Force	Sergeant	4	Afghanistan, Iraq, Kosovo, Cambodia
Bogomila	Female	Air Force	Personnel Officer	2	Afghanistan (Kabul)
Snezahana	Female	Air Force	Translator	1	Bosnia
Stoyan	Male	Air Force	Major	3	Afghanistan (Kabul x2, Kandahar)
Hristov	Male	Army	CIMIC	2	Afghanistan (Kabul, Kandahar)
Nadia	Female	Army	Logistics Staff Officer	1	Afghanistan (Kabul)
Nikolai	Male	Army	Platoon Commander	1	Afghanistan (Kabul)



Overall attitudes towards gender

All but two Bulgarian participants had worked in mixed gender deployments. From BDI interviewees the overall attitude was to emphasise the relative novelty of female involvement in military service. A conventional attitude towards general roles served as a background to descriptions of changing attitudes. Several interviewees discussed how female participation in the military and in peacekeeping have become more acceptable for women. Most participants emphasised that a person's gender should not make a difference to the execution of duties, as demonstrated in the following quote:

JC: Okay. And do you work, different topic, you've worked with men and women, do you think it's beneficial to have women in the navy? Do you think it is positive to have women?

Mira (via translator): Okay, in her opinion there's no disadvantages that women in the unit but also it's good because men and women do the same things, they can do, can do things the same and you also do their duties.

Mira

So the behaviour of the commander is the same, no matter if it's a woman or a man. It's a soldier. The soldier doesn't have gender

Todor

For these BDI participants, there was no discussion of any special provisions to ensure gender equality, or encourage more women. Rather, the attitude expressed was that gender should be irrelevant to the carrying out of one's duties as a soldier. A minority of respondents gave negative attitudes towards female participants in peacekeeping, and in the military in general. Negative perceptions came from male and female interviewees, such as this extract from a female interviewee:

JC: And do you think that it is good to work in a mixed environment? Do you think it's better?

Elena: Tough question. Actually I'm against women in the army (laughs). Yeah.

JC: Why is that?

Elena: It's the job and em, but women are very emotional and this is a job where you have not to be very emotional, so it's em, misunderstanding sometimes. We are very sensitive.

JC: And do you think women in the navy is okay, but in the military it's different?

Elena: No, no, it's the same for both.

JC: But you're a woman in the ---

Elena: Yeah (laughs). I was very feminist when I was little but working that job, it's not so easy. In the problem is not in the men it's in the women.

Elena

Influence of gender

Interviewees were asked about the benefits of having a mixed gender deployment. Only two interviewees discussed any advantage to having female peacekeepers involved. These respondents discussed perceived gender-related personality traits and the different reactions that a female peacekeeper is likely to generate. This is demonstrated in the following quote:



Ah, definitely radio, female radio operators are better accepted than men. It's, there have been many situations, especially during intense exercise when you're communicating with other ships over the radio, I mean friendly military ships, so you can, you can feel the difference in, let's say the mood or the responsiveness of the other side if a female operator from your ship is trying to hail them. It's also, it's also much better accepted, I mean the female operators, are much better accepted by merchant vessel or captains or watch personnel.

Kiril

A majority of interviewees who gave responses to this question could not think of any specific advantage to having a mixed environment or could think of a time where gender made a difference. Three interviewees gave negative opinions about the presence of female peacekeepers, including one female interviewee, see below:

um, so like what would, if we had a, a, just a male team for example, what would the good and bad thing about – be about, you know having that kind of a set up?

Dimitri: yeah, the good one, probably it will be tha- that will – there will be stronger, they think they are the greatest [laughs], everything is cool. But, when you think you are unstoppable, this is the problem right, um, because, if you have a male – a female in this group, um, probably you will think for her, how to protect her, ah, to make, stuff easy and safe, not to go there with the AK like an action hero, something like

Dimitri

Mission atmosphere

Interviewees were asked about the atmosphere whilst on deployment, specifically whether deployments took on a particularly macho atmosphere. No BDI participants felt that there was a particularly macho atmosphere. Those interviewees who gave a response to this question tended to emphasise the growing acceptance of women in the military and how this is a change from the recent past. These responses are illustrated in the below extract:

So yes, before thirty or twenty- twenty five [forty] years, in the army you know there were only, a man. After that, in the army were [go to the?]- also women. At the beginning, if the commander is a man, he feels, not [at/that?] his place in front of, a woman. Because he is a commander, but he is also a man, and you know, that when in front of you is a beautiful lady, you get emotion- emotions. But after that, the mans in the army get used to that fact that, they have colleagues that are women, and nowadays there is no problem with, with gender awareness. In the army there were- they are two types of people, the- the one that do their jobs- their job, and their tasks, and the other one- ones the- that, didn't manage- don't manage, to, to do, the -the stuff, and their tasks

Anastasiya

When asked specifically whether they experienced a macho culture whilst on Peacekeeping deployment, all BDI interviewees who answered this question said they did not find this to be the case.



Disrespect towards women

Disrespect: Female Peacekeepers

The majority of BDI respondents asked about incidences of disrespect stated that they had not observed anything of this nature. , There was discussion about jokes that may be somewhat disrespectful towards women. There was also some mention of comments made about women's abilities to do the job. Interviewees did not give detailed description of these incidences, describing it as something that happened in the past, not as a current problem. In addition to the changing attitudes to women in the military, discussed above, two respondents also talked about women needing to prove themselves in the military. This is illustrated in the following quote:

So at the beginning of her military career there were situations where she was the only woman on the truck. And the others, for example, are fifteen men. [T adds something] Okay. So. She did her task perfect, excellent. And the military soldiers that were men shake her hand as respect because she did her job excellent. And they didn't believe that as a woman she could do that...You know, when you are in a new place, a military base, in a new team, again and again you start at the beginning to prove yourself that you are a good soldier.

Tereza

Disrespect: Local women

No data was gathered from BDI interviewees about any observations of disrespect towards local women from peacekeepers. This is likely to be because most respondents served either in Afghanistan where they encounter virtually no women, or were in navy and did not typically engage with civilians.

Changes that would encourage women to volunteer for peacekeeping missions

BDI interviewees generally didn't have a specific answers to what would encourage more women to apply. Answer could be summarised as consisting of 1) query why more women are actually needed and whether more women volunteering is actually desirable 2) focusing on the the idea that gender doesn't matter and only those with the proper abilities and motivations should apply or 3) focused on the relatively short time that women have been involved in the military in Bulgaria. Examples of three response types are given below:

JC: Okay, very good. And eh, why do you think there is not more women in the navy? I think there is only 10% at the moment, why do you think there's not more?

Todor (via translator): It's difficult question.

JC: Tell him there's no right or wrong answers, it's your experience.

Todor: I understand but...

Todor (via translator): He thinks that this percentage is enough for the Bulgarian army.

JC: And why is that?

Todor: Because this man's job.

JC: Okay, but do you think, because you said about, like what makes a good soldier is to do your job, but do you think that women can do that also?



Todor (via translator): He's making jokes so, I, he said that the women do their jobs in 80% so that's why the percentage of women in the army is enough.

Todor

JC: And why do you think that more women don't join? I think it's about 10% of the navy is women, why do you think more women don't join?

Mira (via translator): She doesn't know why the other women don't want to join the army and what are also their motives join the army, she's there because she's motivated to do that kind of job and she love that kind of job, so that's her reasons to be in the army.

JC: And do you think anything, any approaches could change to encourage more women to volunteer?

Mira (via translator): Okay, it's not em, it's not a factor to be a man or a woman when you decide to join the army. It's up to you. It's your decision, and she also said there are different types of people. One of them like to be, I don't know, to work one kind of job, others decide to be to work in another kind of job.

Mira

JC: What do you think could make more women apply? What do you think can be ---

Ivan: Maybe, maybe, because the women was hired from seven year, maybe need more time to work womens in the fleet and then it was fighting. Ah ---

Ivan

How is gender covered in training?

The majority of BDI respondents did not receive any training relating to gender before deployment. Of the two interviewees that did mention any training relating to gender it was vaguely about cultural norms relating to women in Islamic countries.



Finland: Finnish Defence Forces

Name	Gender	Rank/Job in Org	No.	Deployment locations
Anna	Female	Liaison Officer	1	Bosnia and Herzegovina
Antti	Male	Duty officer, Liaison officer	2	Kosovo, Afghanistan
Hank	Male	Spokesperson, Intelligence analytic	2	Kosovo, Afghanistan
Kalle	Male	Chief	3	Kenya
Pekka	Male	Sergeant	3	Kosovo, Lebanon
Pekka	Male	Analyst	5	Somalia
Päivi	Female	Duty Officer	1	Afghanistan
Saija	Female	Liaison Officer, Chief Officer	3	Kosovo, Bosnia and Herzegovina, Lebanon
Sami	Male	Military observer	4	Syria and Israel Kosovo, Bosnia and Herzegovina, Macedonia
Harry	Male	Senior Instructor	5	Syria & Israel, Kosovo, Bosnia & Herzegovina, Afghanistan
Hely	Female	Trainer	1	Somalia
Jared	Male	Did not specify	7	Afghanistan, Lebanon
Susanne	Female	Liaison Officer	2	Afghanistan, Kosovo
Paresh	Male	Adviser COS	1	Afghanistan
Adam	Male	Adviser	2	Afghanistan
Laura	Female	2IC	1	Kosovo
Maria	Female	CIMIC Officer	1	Lebanon
James	Male	Team leader, Commander	4	Syria and Israel, Kosovo, Ukraine
Kiia	Female	CIMIC Officer	3	Kosovo, Lebanon
Aino	Female	Chief operation officer	2	Georgia, Ukraine
Chief	Male	Chief for personnel and logistics	5	Syria, Lebanon, Balkans
Matt	Male	Adviser	3	Afghanistan, Lebanon
Jack	Male	Chief of staff	3	Bosnia-Herzegovina
Keijo	Male	Operation officer	1	Afghanistan
Ben	Male	Chief operating officer	2	Cyprus, Macedonia
Benjamin	Male	Officer	2	Afghanistan, Iraq
Lars	Male	Platoon Leader	4	Kosovo, Bosnia and Herzegovina, Lebanon
Elle	Female	Public Affairs Officer	1	Afghanistan
Ada	Female	Political Adviser	2	Georgia



Overall attitudes towards gender

The experience of gender in peacekeeping missions as documented in the interviews with Finnish personnel was influenced by 3 factors. 1. There is a strong pro-equality policy from the top in Finland and there is both recognition of the importance of expanding, and efforts to expand, the number of female peacekeepers, both military and civilian. 2. The Finnish military is a volunteer force, and the challenge is to persuade women to join which is difficult partly because of the perception and reality of male dominance within the force. A positive aspect is that most volunteers, men and women, have civilian jobs/careers/professions in their non-military life, which is most likely a mixed gender work environment and they bring that experience of equality with them into the military and the mission. 3. Most of the interviewees for GAP had served in Afghanistan or Iraq, both very conservative societies where there was very little interaction between the mostly male peacekeepers and local women. The situation in less conservative societies/missions, such as Liberia or Haiti or Kosovo, might yield different data.

There was a perception among interviewees that despite the emphasis put on equality in theory and practice by Finnish policy makers, military chiefs and civilian chiefs, women were not sent in significant numbers to 'demanding' missions such as Afghanistan but rather to 'soft' missions such as Lebanon. When they were sent to Afghanistan, they tended to be in specific roles such as a doctor or a support person rather than regular infantry or officers. There were exceptions to this but it was not the norm.

Civilian-humanitarian missions which the Finns were involved in had approximately 15-30% females deployed, but for the Finnish military this went down to 4-10% of their own personnel, reflecting the overall figures from the UN¹⁴² so it was common to work in a mixed sex environment, although women were always in a minority and some countries sent no women.

Gender advisors were deployed with all Finnish units and the emphasis on gender came from HQ, the top of the hierarchy, and it was perceived as a 'live' relevant issue by all respondents. However, the fact that most gender advisors were women was seen by some interviewees as undermining the principle of gender equality. The issue became associated with women only as opposed to gender on a continuum.

Most military interviewees had worked in a mixed environment and some in a single sex environment. The latter could be within an overall mixed sex deployment but within a smaller unit which was single sex. This, when it was an all-female unit, reflected the high awareness of the impact of gender, among the Finnish peacekeepers. Such units were used in Afghanistan where the

¹⁴² <http://www.un.org/en/peacekeeping/resources/statistics/gender.shtml>



local culture is extremely conservative when it comes to gender and it was unacceptable for males to interact with local females. Rather than accept this situation and neglect the female half of the local population, the Finnish deployment assigned all female units to work with the local female population. Notably, the initiative for this came from a woman.

Q1a Maria: Well, again for example this Bint Jubail Social Development Center[in Afghanistan], they are having and training Syrian refugees. You can't take your male counterparts with you, because if there is even one male with you the women will not talk as openly or willingly to you. This was something I learned quite in the beginning of my mission and that is why I created this all female team. This helped me gain information about where they are living and also gave me crucial information about our area of responsibility. I was also able to inform our successors that an all female team will work well with the Syrian refugees and information can be gained that way too.

However, demonstrating the importance of looking at gender as a continuum, men and women, all-female teams were limited by local cultural norms around men's roles as well as women's.

Keijo: [in an all-female unit] if you want to talk to a female you need to first talk to a guy who approves it and the girls don't talk to guys. So once again, cultural awareness, there needs to be both. If you want to fit in there, get things efficiently done. Right tool for the right task.

Interviewees recognized that although theoretically it was a mixed deployment, a typical ratio would have been 15:385 women to men so many men did not experience actually working with the women, whereas at least some of the time, all the women experienced working with men.

The men and women showed high awareness of the impact of gender and recognized that it limited the work that the male soldiers could do in terms of local women.

There was also a recognition that training in this area is not enough or of appropriate quality. One interviewee stated:

Kiia: Well I think the one thing is that the person who is training the gender issues should be someone who really actually knows something about, and see the world with these gender issues glasses because if the trainer is something, ok now we are having gender issue lecture, it kind of gives, because gender issues is more than equality or female versus male and if the person who is doing the lecture has this kind of idea, this is kind of bullshit, it gives the whole rotation the idea that it's has nothing to do with the mission we're going to do.

Sometimes the emphasis on gender and local women can backfire, with one interviewee relating an incident where the peacekeeper was paralyzed by fear of offending the local women by looking at them or speaking to them that he acted like they were invisible, which offended the local women providing him with tea and turned them against him.



Some interviewees felt that there was double standards: prejudice against female peacekeepers but in reality, female peacekeepers were of a higher standard than many of the male peacekeepers. The female peacekeepers felt they had to 'prove' their ability to be peacekeepers.

Laura: Yes, I felt it is not fair. I have to do three times more work than my male colleagues. Quite quickly I started thinking it is not my problem being female. It is his or hers problem for thinking so.

Influence of gender

Interviewees were asked about the benefits of having a mixed gender deployment. The optimal situation cited by several interviewees was a mixed deployment.

Q2a Laura: Mixed would be best, then you have both sexes and can concentrate on both. Only male based will get only 50 percent information and the same with only females.

However, the tiny numbers of women on the mission put a lot of pressure on this resource, especially when formed into all-female units..

Maria: Then again the cons of having all female team was that there are so few woman in the battalion. They already had their own work to do and now you give them even more tasks making them more overworked. Still they were volunteering to do it, even if they knew they will have to do it in their spare time.

There is a recognition that the lack of women hampers the mission.

James: there are situation where I've felt we would have needed much more females. It comes to cultural sensitivity again. It is possible that you work in an environment where men aren't even allowed to see females, only their eyes and you should do a body search. That would be a major mistake, you might get killed instantly. I talked earlier about stakeholders and shadow stakeholders. They can also be female and then, let's assume that approx. 50 percent of the area of responsibility's population is female, then you might be missing 50 percent of the whole picture. Sometimes the women in the field, I mean the local ones, are the only ones telling the truth. You need females to approach females.

Female peacekeepers in Afghanistan gained access to women's prisons, women's social events, such as weddings and even a hair-dressing competition, which enabled them to gain a lot of relevant and useful intelligence and information for the mission.

Awareness of gender helped understand local behaviour and contributed in this way to effectiveness of the mission. One peacekeeper recalled:



Keijo: Once we visited a police checkpoint and it was along the ring road, which is like the biggest road in Afghanistan and it was on provincial border. And I asked the police chief that can you tell me what has been the highlights of you being in here. And they have been working there for like five to seven years so probably some things have happened during the time. And he was like telling that yeah we confiscated like, well amount of drugs once, I was like okay sounds good, you are doing a good job here. It's like yeah, and once we had like grenades and IED's and he was like yeah those are quite regular business, we usually have those. Good work. And then I saw like a lightbulb went on and now I know. Once we had this thing that one woman had escaped from home and we returned her. And that was the highlight of his career so that's once again, huge difference in culture that you need to understand that okay it was under our legislation or culture. It's not like the biggest crime of all times. But in his mind it was bigger than the confiscate the drugs. So it makes absolutely no sense to our mind. For him it was the big thing. And you kind of need to understand it. You can't say that why did you do that, why did you return her. The woman probably had a reason to leave so.

Mission atmosphere

Interviewees were asked about the atmosphere whilst on deployment, specifically whether deployments took on a particularly macho atmosphere. Most of the respondents, male and female, were reasonably happy with the atmosphere between men and women on the Finnish military bases. The males cited that facilities were provided for men and women, and they did not have to share or use facilities at the same time. However, the females pointed out that the use of saunas, which were an extremely popular way to destress and relax and socialize for both genders, was organized so that one hour a day, out of 24 hours, was designated 'female time' at the saunas, but that the males had the remaining 23 hours to use it. They felt this was unfair, notwithstanding the disproportionate ratio of males on site. It meant that the males could go when they felt like it and when it was convenient for them, whereas the females could not. This affected morale and perceptions of equity in the force.

Mission atmosphere was also affected by other militaries and other organizations in the field and this affected the experiences of female peacekeepers also.

Ada: You know, civilians are not used to work in such strong hierarchies as military side they are. And it is a problem quite often. And then obviously women, especially young women are not taken seriously in their work. And also sexual harassment can occasionally be a problem because, actually what we discovered in our work, because of cultural differences in European Union. For an example



how Swedes see how to work with a woman especially younger woman, is completely different how old Greek military sees it. There were lot of differences in the EU cultures in a way.

The mission atmosphere is also influenced by the nature of the society in which the mission is based. Gender was particularly salient in Afghanistan and sometimes in unexpected ways. The experience of one peacekeeper of Afghan traditional views of sexual and gender roles made him appreciate the experiences of women in male-dominated patriarchal environments.

Benjamin: I could imagine that the role must have been much harder as a female even as a young guy I knew that the older guys in Afghanistan were kind of looking at me in a sexual way and I always had to lie that I was married. I did have a kid then so it was really easy to tell them that I wasn't a bachelor. A bachelor in the culture which is kind of like, it was pretty mixed when it comes to sexuality or sex between men in this kind of dominational patronizing roles in pastoral cultures. So, it was for a young guy without the beard you're kind of taken as prey, even more as a prey than females. Because females were dirty but us as men, we were young men were kind of the ones that they wanted to have sex with. It was kind of a role. It was interesting role play to understand what females in our own cultures go through, being in the same role. It was actually the same in Kurdistan as well. Not as heavily but there was the same kind of like sexual culture.

PK: Did it, did this affect your ability to work or your behaviour?

Benjamin: No, not, I don't think so. Of course the feeling of working was of course a bit timid when I knew that the guy was like licking his lips and thinking all kind of perverted stuff of me the same time when I was trying to tell him like what's our pass. It affected my mindset.

Disrespect towards women

Disrespect: Female Peacekeepers

Most respondents had not experienced or witnessed disrespect or worse from peacekeeper to peacekeeper. However a minority had. One cited an incident where a Danish female peacekeeper alleged an assault by two Finnish male peacekeepers. It was a 'muddy' situation but the Finnish military organizational and societal response was one that conveyed zero tolerance for any whiff of disrespect or abuse.

Jack: There were very few female officers. During my three tours there was one serious incident. Long story short, there was a Danish female soldier, who the military police found in the middle of the night crying outside her container, where she slept; and she accused two Finnish soldiers have rape her. Of course it was a serious thing and Denmark sent their police investigators from Copenhagen to



investigate. The two Finnish soldiers were drivers. They were deployed to the Finnish battalion just to put them safe. Before the investigators gave their report the two Finnish soldiers were sent back home, before the end of their mission, both got a mark on their papers that 'never again on a mission'. The other one of the boys, who was working in a post office, he was sacked. The trial report came roughly one year after and both were found innocent. Mostly for lack of evidence. The lady was very drunk and they found some remnants of condoms from her container and they all explained that they had been playing a game to compete that who can draw the condom over your head before it breaks. Also the lady had done this, so it was very blurry situation. But the end result was for these two guys that, weather they were guilty or innocent, they got pre-sentences. That was the only serious incident. I don't remember any complaints from towards females.

Some male locals refused to work with female peacekeepers. As evident in the Workshop analysis, this can be perceived as disrespect, i.e. refusing to let the female peacekeeper do her job. This was not an easy dilemma to resolve. The majority of male peacekeepers in interviewees and in the workshops said that the female peacekeeper should step aside and allow a male peacekeeper to step in, i.e. gender was subordinate to culture.

The mission atmosphere outside the base and in terms of local culture could be a difficult one for female peacekeepers. There was more than once incident cited where female peacekeepers on patrol were singled out from their male colleagues and physically intimidated, spat at and threatened by gangs of local young men.

Disrespect: Local women

The power imbalance between the international peacekeepers and the local women led to exploitation and at worst abuse as witnessed by two female peacekeepers.

Laura: Male soldiers have also bought sex from local females , but doing so on peacekeeping missions don't build trust.

Q5a Maria: Unfortunately yes. One of our local workers were harassed by a civilian UN – officer. Unfortunately this guy was really appreciated within his own group and the local female was punished. She wasn't allowed to work in that office anymore, so even though she was the one harassed, she got punished. I was the one there for here and it was really difficult situation, because you cannot do anything else for her, but to be there.



Changes that would encourage women to volunteer for peacekeeping missions

Look at what Sweden is doing! Several interviewees cited the high number of women in the Swedish military and cited them as a model for the Finnish government and military to follow.

"Example" is needed. Some said that the EU, Brussels, should be much stricter in demanding more balanced deployments from member states, to actually implement what they have on paper in terms of legislation and regulations. Often missions must be populated at short notice, and this is used as an excuse for not finding women to recruit, but as Aino, one respondent said:

"Of course all the member states are full of capable women. It all starts from Brussels. When CNPD and CPCC are planning the new missions, new operations, it has to be already planned and stated that we don't accept, that we are not taking ten or twenty of your paramilitary police if they are all men."

The changes must come from the top as the EU itself is slow to put women in leadership positions.

Aino: *"the other thing that I always criticize from EU is that we don't put women in high positions that we are teaching others that they need women in higher positions but "um", still, okay now it's like little bit different when "KH" (female name) this head of mission in EUCAP Niger and then on EU's and "PS" (female name) okay EUPOL Afghanistan is closed or they are closing it now but "PS" was the head of mission there. So we actually had two women, two Finnish women as head of missions but "KH", "PS" started like two years ago and "KH" year ago. Before that we didn't have any women in high positions and so that it's funny that we are so eager to teach others what they should do and how they have to take women in high positions, but then we don't do it by ourselves."*

More specific recruitment strategies should be put in place:

Q3a Laura: *We have to recruit more, more specialized recruitment to women. We have to tell more what it is like, I think women are thinking war, what about my safety, my family. We have to encourage and show support.*

Prejudices, both conscious and unconscious, need to be confronted and dealt with, as they make the environment uncomfortable for women.

Ada: *We need to address hidden prejudices because there are a lot of cases where, you know, women either are not given an opportunity because it is male environment, women wouldn't succeed in things, not on the other side. Or the way how men treat women. Are they really good, do they try to protect, protect that is of course nice, but as a result women feel uncomfortable because they feel like little girls. They are not taken seriously, yeah.*



Prejudices also can cause leadership to overvalue skills more typically or traditionally done by males and undervalue skills traditionally associated with females:

Ada: And basically, really thinking hard, in terms of prejudices when you are higher, do you really need skills that are required the military or police to do the job well, or do you need something else. What really matters. What really are the prioritized skills for this job? Are they communication or driving in armed vehicle, you know. Yeah, and it is easy to forback and say that driving with armed vehicle is very important because it is security. But doing job successfully quite often communication is actually needed more because you can always learn to drive armed vehicle you know. And you know, learning communication skills in the job is difficult.

How is gender covered in training?

The majority of Finns deployed received training in gender awareness beforehand. It is prioritized at the highest level and is implemented by all the hierarchies. There is a high level of gender awareness among both males and females.

However, the training and in-organization and in-mission gender advising is mostly delivered and done by women and emphasizes gender as about women. This is perceived as an issue by some respondents as they felt that gender is really more about power and males. This approach risks gender equity and equality not being taken seriously and not addressing persistent causes of inequality. Several respondents cited Sweden as being the model that Finland should emulate for training and recruitment.



Ireland: Irish Defence Forces (DFI)

Pseudonym	Gender	Branch	Rank/Job in Org.	No.	Deployment Locations
Ann	Female	Navy	Navy Supply		Mediterranean
Claire	Female	Army	Captain	1	Lebanon
David	Male	Navy	Officer	1	Mediterranean
Eoin	Male	Army	UN Training Instructor	2	Lebanon
Eric	Male	Army	Captain	5	Lebanon, Afghanistan
James	Male	Navy	Lead Mechanic	1	Mediterranean
Jim	Male	Army	Trooper	2	Syria, Lebanon
Jim	Male	Navy	Seaman	1	Mediterranean
JM	Male	Army	Sergeant	18	Lebanon, Kosovo, Bosnia, Iraq, Chad, Somalia, Eretria, Sudan, Afghanistan
Joe	Male	Army	Corporal	4	Kosovo, Lebanon
Liam	Male	Army	Captain	1	Syria
Lucy	Female	Navy	Engineering Officer	1	Mediterranean
Matt	Male	Navy	Seaman		Mediterranean
Matthew	Male	Navy	Search and Rescue Officer	1	Mediterranean
Michael	Male	Army	Brigadier General	10	Lebanon, Chad, Kosovo, Ethiopia, Somalia, Uganda, BiH
Mick	Male	Army	Corporal	3	Chad, Lebanon, Syria
Morris	Male	Army	Private	1	Lebanon
MP	Male	Army	Lieutenant Colonel	9	Israel, Syria, Lebanon, Balkans, Kosovo, Liberia, Congo
Natalie	Female	Navy	Petty Officer: Electrician	3	Mediterranean
Noel	Male	Navy	Lead Gunner		Mediterranean
Patrick	Male	Army	Lance Corporal	2	Liberia, Lebanon
Paul	Male	Navy	Petty Officer (Engine Room)	1	Mediterranean
Philip	Male	Army	Rifleman	1	Lebanon
Richard	Male	Navy	Seaman	1	Mediterranean
Sally	Female	Navy	Navy Supply	1	Mediterranean
Thomas	Male	Army	Corporal	4	Liberia, Chad, Lebanon



Overall attitudes towards gender

All DFI interviewees were deployed in mixed gender teams but women formed a minority of peacekeepers. Those who discussed numbers of female peacekeepers estimated that there were no more than 25 – 30 female peacekeepers in a platoon of 100 – 120 people. In terms of general attitudes towards female participation in peacekeeping, and the military in general, little opinion was offered. Only one participant gave an account of changing attitudes towards women in the DFI: *we started with females in the army back in the late 80s I think it was, and initially there wasn't enough so it was sort of, the OC of the barracks would see it was, me daughter, I have to look after me daughter, you know, and there was that sort of daddy and daughter syndrome, so then if she was caught the other corporals would be a bit put off, but when more came in, the balanced out, and now, you know, right across the board you have male, female, and then you have gay, whatever relationship, never an issue*

JM

In fact, legal measures were put in place to allow women to join the military in 1979, with the first female recruits joining in 1980. At first women were restricted to non-combatant roles, but this policy was withdrawn in 1992. Women have participated in the armed services in Ireland for almost 40 years and on the same bases as men for the past 25 years. Though numbers are low, women's role within the DFI no longer appears to be one that is debated amongst DFI members. Female participation was accepted.

Influence of gender

For those asked about the benefits of having a mixed gender deployment, responses were generally positive. Interviewees answers focused on two main areas 1) that having female peacekeepers meant being able to engage with local women in locations where it would be culturally unacceptable for local women to talk to male peacekeepers and 2) that female peacekeepers were regarded as in all locations as less threatening to local populations and that both local men and women would be more likely to talk to and engage with a female peacekeeper. The following extracts are examples of these sentiments:

I think. In an overseas trip, it's very important to have them. And if that's down to you setting up a check point, I'm not going to put my hands on a woman and search her like, you know. And it's always good like. Just for that sake, to avoid the conflict. It's less threatening for the women to come out and do it and all that, like

Mick



Well other nationalities would seem to trust women more than they trust men because men being men they're kind of intimidating each other or whatever like, but they seem to always be able to talk to a woman anyway. I haven't been in a situation but I find that it's easier for other nationalities to talk to women.

Jim

Mission Atmosphere

In response to questions about the culture and atmosphere of peacekeeping missions, interviewees tended to state that they did not think that the mission atmosphere was excessively macho. Some respondents stated they did not think there was a macho atmosphere at all:

No, everyone worked together, everyone's the same soldier so. Everyone's professional enough, you know.

Philip

Other interviewees did mention that women are in the minority on deployments, thus women were somewhat outside the prevailing masculine culture. Interviewees who gave this answer also felt that this situation was changing as it became more normal for women to participate in deployments: *You'd stand out. Plus you've got fifty Italian pilots there. So they're looking at everything that moves! So it is – And it was interesting when you got to know the girls better, what they have to deal with. And you got to then understand it a bit better, you know? So, yeah, for sure they have it tougher but I think it's levelling out. And more so in the Irish Army now because we've got so many girls coming in. And the girls now have to do everything that the men have to do training-wise, so I don't think it's as big of an issue now. And you see a lot more girls now around the place. I think it's levelled stuff out. You are no longer the exception, like, you know, they are more the norm.*

PM

Some interviewees answered this question in relation to the local culture of the country to which they were deployed. These interviewees talked about the difficulties for female peacekeepers to be accepted by locals, particularly if they are in a leadership position. This is illustrated in the following extract:

I was out one day on patrol with one of our lieutenants, a female from Kilkenny and I just got the impression from working with the Lebanese that they didn't really want to, not that they didn't want to work with her as much, but they were kind of coming to the sergeant, when she's actually more senior

Joe



Disrespect towards women

Disrespect: Female Peacekeepers

Answers to this question again were based around the local cultural attitudes toward women and how these impact on female peacekeepers. The following interview extract gives an example of this:

we worked with some other Afghans as well. But, it didn't matter which ones you went to, they all believed, and thought very little of Western women, ah, said they had no values, that they were, you know, you can imagine the words they used. But that was, an absolute, an absolu- now they all want to go to the West, and engage with these women needless to say. But they then come home and marry an Afghan. But, th- the idea that Western women all have STI's, or, have, was embedded, like you know, they'd, they'd say to ya, well that's what they told us in school.

Eric

Disrespect: Local women

No information was gathered from DFI interviewees about observed incidence of peacekeeper disrespect towards local women.

Changes that would encourage women to volunteer for peacekeeping missions

DFI interviewees gave two main responses to the question of what would encourage more women to participate in peacekeeping missions. These were 1) the need for better children and family policies 2) and 3) generally increasing the numbers of women in the DFI would encourage more women to join and this needs redressing the socialization of girls and boys into gender roles that discourages women from going into the military.

With regards to children and family, several interviewees discussed the length of deployments and how this impacts on women with children. Interviewees gave the view that it is hard for a woman with children to leave for several months to go on deployment. It was acknowledged that male peacekeepers also have children, but the view was that women were less likely to accept a prolonged separation from children. The following interview extract illustrates this:

For me, to go away from my wife and children for a year, like there's no way that my wife could do that. Because she wouldn't want to do it. She could do it, and I could mind the children. But there is a closer association with a mother to children than there is for a man to children, you know? And it's traditional that a man in the army, that he can go off. But that girl had three children at home and her husband was minding them. And she went away for six months. And I could see how that affected her, like. So it is a lot more difficult for a lady, a woman, to leave her children than a man.



And I don't want to be condescending, but there is a tighter knit between a mother to children than there is for a man to children, because it's more traditional and accepted of a man to leave than for a woman to leave. Like, you know, 'Oh my god you're leaving your children for six months? What type of a mother are you?' You know? And that's what conceptions, preconceptions are out there. They have a family-friendly policy now that they allow women go out who are primary carers, because I know some women have done it for three months, and that's more acceptable. So as to allow girls get that, to tick on the box to say that they have been overseas and they go over for three months.

PM

Secondly there is the issue of generally attracting more women to join the DFI. Several respondents discussed this as problem. Finding female candidates that can pass the physical fitness test was pointed out as one issue (finding male candidates who could pass it was also described as challenging) and the cultural association of the army as a male occupation were described as the main barriers. The following interview extract illustrates both these ideas:

One of the biggest areas is that we get quite significant numbers applying and then they don't up for the P.E. test. So what we have done now when they come for their initial interview, they do the PE test, a physical training test. So they run a mile and do some push ups. But they are intimidated by it. We now do a five week programme with them and once they do it once, they are flying, so they know they can do it and it takes away the fear factor, they kind of come in and out and they have a programme, lots of areas like that, but the big issue is this, Johnny give the doll back to your sister and go and play with your tank. We are implicating them from a young age, we try to get at the career guidance teachers, so it is a difficult process.

Michael

Finally, it was perceived by one male interviewee that not putting women into gruelling or extreme conditions on deployment would encourage women to join. With regards to the type of work women are asked to do deployment, some interviewees gave the opinion that women are less inclined to want to do very physically gruelling work, or go to more 'difficult' locations. These interviewees thought that increased female participation would only be achieved if women were offered particular positions. The following interview extract illustrates this:

JC - Can you think of any changes that would encourage more women, say within Ireland, to volunteer for the Irish Defence Forces?

Mick - That's, I'd say that's a good discussion that's already going on up high, but it's em, to be honest the only way you'd get more women into Defence Forces is if they're promised they'll go to certain areas, and they won't have to do all the gruelling stuff like..., they'll all have to be given the



promise that after basic training, they're going into the medical core or they're going into somewhere else, you're going into an office or whatever and you won't be touched. But that's the only way that you'll up it, I think.

Mick

How is gender covered in training?

DFI respondents gave some discussion about the training they had received about gender. From responses it was not entirely clear how much of this training concerned was about gender issues as part of a pre-deployment preparations or training generally about gender discrimination received as members of the defence forces. The following extracts illustrate the difference:

RS: Just coming back to your training, I know you spoke of different nationalities that you encountered, did you do much training on gender or cultural sensitivity before you left?

Matt: Yes with got briefs on that and there were certain elements in the training, how to deal with male and females differently, while it wasn't much, we definitely could have done a good deal more on it and we got some briefs and some practical demonstrations, you know deal with a male migrant versus a female.

Matthew

MG: That's something that's actually coming up a lot, especially in this research, do you get much training before you go on guidelines and policy around gender and LGBTQ, or is it touched upon at all?

David: Those would be annual briefings no matter where you are going, even if you're just doing the usual work, you'd always get a briefing on those structures and those procedures. Mainly so you know yourself how to avail of them and from the other side of it that people have responsibility to deal with them so everyone's responsibilities and roles are established.

David

Most DFI interviewees could not discuss the training they received in detail. For most they said they had some briefings or seminars, but did not discuss their content. Two interviewees said they couldn't remember if they had received any or not. The impression received from the interviewees was that the training received was ultimately quite forgettable.



Northern Ireland: Police Service of Northern Ireland (PSNI) & Northern Ireland Cooperation Overseas (NICO)

Pseudo-Name	Gender	Organization	Rank/Job	No.	Deployment locations
Jack	Male	NGO	Psychotherapist	10	Myanmar, Palestinian, Abkhazia, Serbia, Bosnia, Georgia & Armenia
Lee	Male	Government & NGO	Trainer	7	Pakistan, Afghanistan, Syria, Malawi, Iraq, South Africa.
Lucy	Female	Government & NGO	Community worker	12	Democratic Republic of Congo, Mali, Middle East, Madagascar, Libya, former Yugoslavia, Ukraine, Burundi, Nigeria, Rwanda.
Ross	Male	Government & NGO	Election observation & fact-finding	6	Cambodia, Bosnia, Palestine, Lebanon, Philippines.
Adam	Male	NICO	Consultant	6	Albania, Macedonia, Croatia, Bosnia, Jordan, Kenya
Chris	Male	NICO	Consultant	5	Macedonia, Albania, Montenegro, Kosovo, Qatar
Jake	Male	NICO	Consultant	5	Kosovo, Ethiopia, Guyana, Bosnia, Mexico
Jeremy	Male	NICO	Consultant	3	Bosnia, Middle East, Central Europe
Rebecca	Female	NICO	Consultant	4	Jordan, Montenegro
Sarah	Female	NICO	Consultant	9	Jordan, Montenegro
Aaron	Male	PSNI	Detective Chief Inspector	2	Bosnia, Kosovo
David	Male	PSNI	Constable	2	Kosovo
Gary	Male	PSNI	Inspector	2	Kosovo
Jim	Male	PSNI	Constable	1	Kosovo
Kevin	Male	PSNI	Sergeant	2	Kosovo
Peter	Male	PSNI	Constable	2	Kosovo
Rachel	Female	PSNI	Sergeant	2	Kosovo, Bosnia
Robert	Male	PSNI	Constable	1	Kosovo
Simon	Male	PSNI	Sergeant	2	Kosovo



Overall attitudes towards gender

Individuals participating in interviews were sourced from either the Police Service of Northern Ireland (PSNI) or Northern Ireland Cooperation Overseas (NICO). Interviewees from NICO were all former police officers in Northern Ireland. PSNI/NICO interviewees most worked in mixed gender environment, but the most common comment was that it was an overwhelmingly male environment. For some interviewees who had been deployed in Kosovo, the only women that they worked with were the Serbian or Albanian translators.

In terms of general attitudes toward gender, most discussion revolved around the different gender norms observed in the local culture. There was no comment by the interviewees on perceived rights and wrongs of female involvement, again suggesting that participation of women is now accepted by Northern Irish police and not a matter for debate.

For interviewees deployed to Kosovo, translators were mostly female and interactions with these individuals were a significant aspect of the peacekeeping experience (judged not least by the number of interviewees that reported marrying their translators).

Influence of gender

In relation to the influence of gender whilst on deployment, most PSNI/NICO respondents who answered this question talked about the advantage of being male. There was a feeling that a female in a leadership role would have struggled to gain acceptance. The following interview extract illustrates this point:

I think on the first mission there would have been elements within the international police force that would have found it easier to accept a male as the Commander. I don't think a female Commander would have been as successful in dealing with a public order unit from Pakistan. I don't think a female would have been as successful in dealing with a Jordanian public order unit.

Gary

PM: obviously with you being a man were there any situations when your gender made a difference or would have been better to be female in certain situations?

Jim: generally the reverse, actually. Albanians are a very patriarchal society, if anything they are less likely to listen to a woman on the Albanian side than they would be to a man. Actually, being a man is an advantage there and you want authority and you want something to happen or people to move or whatever. I think they are actually less inclined to listen to a woman than a man and that is very much their society. So, if anything, it is better to be a man. I very rarely have any friction with them it was more likely to be getting them to move a car or something like that or to move out of our way, that would have been the closest I got to any interactions with them. I think in any of those cases you needed to exercise authority I think they respect a man more than they respect a woman. It is just that type of society.

Jim

None of the interviewees who answered this question discussed any specific advantage of having a female police peacekeepers present.



Mission Atmosphere

In response to questions about the mission atmosphere and whether there was a macho culture, most responses focused on the prevailing culture whilst on deployment. Some Northern Irish interviewees had deployment experience to the Balkans. Descriptions of a perceived macho culture in these areas were frequently described. In some cases this was in reference to women's role with in the society and how women were expected to be confined to a domestic setting. Local attitudes were also discussed in relation to violence towards women, with descriptions of how this was generally accepted and tolerated, such as in the following extract:

You've got to realise that, you know, some of the work I did was around domestic violence and domestic violence was completely acceptable, even in the progressive Berchko area that I worked. At the end of the day it was acceptable and unless it was really bad it wouldn't have been reported to the police or alternatively that the woman had been murdered.

Jeremy

Some interviewees also discussed the culture within the Kosovan police service. Kosovan women's participation as police officers was low, some interviewees talked about prevailing attitudes as a factor in this:

I now have personal experience of the Balkans and even the women look at other women in the police and go, you know, you've got a lot of women who are, like, what are you doing as a police officer? You're a woman, why aren't you, you know, looking great in a lovely skirt or lovely outfit with three kids, you know, having coffee or lunch with whoever? Even the women out there would have a very slightly down their nose look at other women in police, it wouldn't be held in high esteem.

Kevin

There was also some discussion of a macho attitude taken by some of the international police peacekeepers, such as in this extract:

PM: would you say with being so many men that it was a particularly macho environment?

Jim: it was to a point. The Americans particularly liked it to be like that but I think the rest of us, inevitably it was a little bit when you're playing with big guns and dangerous stuff, but not overly. Those of us who come from proper places, or proper police forces.... that is the wrong way to put it, we have guns, we know what guns are, we don't get excited about guns. I don't know how much you will have studied or know about the RUC or the PSNI but we all have a gun and I think in our mindset is the same as a baton or CS spray. We don't take them in and out or play with them, it sits in the gun belt and it is for the totally awful day you ever have to use it. We don't get excited about, we are not gunslingers. It is a thing on your belt. Yes, we know it is a lot more dangerous but I don't think we regard it any different from a baton or CS spray. We don't poke at it, we don't play with it, we don't do the macho gunslinger thing. That may seem irrelevant but I think it is relevant to the macho culture bit.

Jim



Finally, there were several interviewees that did not experience any macho culture instead emphasising the common training and mission that all police peacekeepers had irrespective of gender.

Disrespect towards women

Disrespect: Female Peacekeepers

With regards to disrespect towards police peacekeepers, there was some discussion of the acceptance of female peacekeepers and translators by various other international peacekeepers, such as in the following extracts:

Some of the internationals struggled with a female interpreter, you know, some of them didn't really want to be out with a female interpreter. The way it worked initially was you would just go and ask for an interpreter but we would have noticed that the Africans and the Asians would have asked for a fella, they would very rarely ask for a girl and they would only take a girl if it was only a girl left.

Simon

We had a few women and there would have been an issue with some of the Americans. With some of the more redneck ones I had to intervene a couple of times over comments that were not anywhere near appropriate. There was one particular woman and she was very good and she was fine but some of their comments weren't right and I think that is maybe what they're used to but I wasn't comfortable with it and I had to intervene a few times.

Jim

Disrespect: Local women

With regards to any observed incidences of peacekeepers being disrespectful to local women, all PSNI/NICO interviewees stated they never witnessed any such incidences.

Changes that would encourage women to volunteer for peacekeeping missions

Three main categories of answers were gathered from PSNI/NICO interviewee in answer to what would encourage more women to apply for peacekeeping missions 1) barriers to women's participant 2) different attitudes to risk.

A number of interviewees discussed their perceptions that women cannot/should not be deployed to all environments. This was discussed in terms of a women being accepted in these environment. The following interview extract illustrate this points:

I contacted a guy a while ago who I'd had been told by somebody was looking for a trainer to do a bit of work and the work was in Libya. I hadn't known that when I contacted him and he came back to me and said that I would love to take you on board but it just won't happen, they will not tolerate a female trainer standing in front of them telling them what to do, culturally it just wouldn't happen. He was very apologetic about it and went on to say how he'd used other female trainers in other places and I was like it is fine, that is absolutely fine and I understand that there are places where it isn't going to work and there are times when it's just not going to work. I know that there have been female trainers working internationally who have had difficulties because they've been in classrooms



trying to train police officers about sexual assault, and child abuse, and rape, and it just hasn't culturally gone down particularly well.

Sarah

A second barrier to female participant was family commitments, particularly children. Several interviewees acknowledged the male peacekeepers also have children, they discussed how it is regarded as harder, or less acceptable, a mother to separate herself from her children:

I think there is a lot about it that is discouraging before you even think about trying it, in terms of society here. It was interesting, we met a girl in Montenegro who worked for PSNI's HR Department, she was on her own on deployment and we found out she was in country and we were like sure come for dinner and don't be sat on your own, she was staying in a hotel and was on her own and it is a question I wouldn't ask a man, and even though I consider myself a feminist I still asked, well, what about the kids while you're here? When would I ever ask a man that? Seriously? But that is how we are inured in the society. I think you've got to get over Western cultural issues, our own cultural norms, to actually make that step. Going into policing in any way, shape or form, any operational capacity at least, there are barriers for women. You've got to get into the job to get the expertise, then you've kind of got to retire or resign early enough that you've got the energy to do it because it is not an old person's game. The travelling is exhausting and if you're female, and you are the right age to be going out doing the work, then that is the age when you generally have a young enough family and no matter what is right or wrong about it, you're seen as a person who should not be travelling the world, you should be home every night for your kids.

Rebecca

In terms of different attitudes to risk, two interviewees discussed their belief that women are less inclined to accept risk:

I don't know how much is nature and how much is nurture and I think for a lot of women it is maybe not as attractive. I think men want to go wave the flag and disappear off probably more so but I base that on no fact. I think there probably is a different attitude to risk and as suppose it comes down to exams because they say women wouldn't enter exams until they're prepared probably more so than men. I think men are more inclined to wing a thing. And a mission and going out there into the unknown is a winging it type of scenario isn't it and I suspect that will be more attractive to men than women. I don't think when it comes down to it men and women deal that differently with discomfort and living in a strange environment but I don't know. That's a real wishy-washy answer to the question.

Jim

One female interviewee discussed her belief that more female peacekeepers could be recruited with some simple encouragement and persuasion that peacekeeping is a good experience:

I think more should be done to try and persuade females that actually it is a wonderful opportunity if you want to actually think that you are making a wee bit of a difference and to add to your own... because females have a role to play there as well, and for your own self enhancement as well as making a difference you would need to do something in the recruiting stage to try and get more



females even hooked on the idea of going and that it is not just for guys and that I can make a difference as well

Rachel

How is gender covered in training?

All PSNI/NICO interviewee stated they received no training on gender before they were deployed.



Poland & Ukraine: Polish Armed Forces, Special Unit Police & Armed Forces of Ukraine

Pseudo-name	Gender	Organisation	No.	Deployment location
Sportsman	Male	Armed Forces of Ukraine	2	Kosovo, Chad
Baton	Male	Armed Forces of Ukraine	1	Kosovo
PK	Male	Armed Forces of Ukraine	3	Iraq, Kosovo, Ukraine
Agata	Female	Civilian - IMC	2	Afghanistan, Syria
Jarek	Male	Polish Armed Forces	1	Afghanistan
Robert	Male	Polish Armed Forces	1	Afghanistan
Julita	Female	Polish Armed Forces	2	Iraq, Afghanistan
Mariusz	Male	Polish Armed Forces	5	Syria, Iraq, Lebanon, Afghanistan
Krzysztof	Male	Polish Armed Forces	1	Lebanon
Greg	Male	Polish Armed Forces	3	Bosnia, Afghanistan
Foxtrot	Male	Polish Armed Forces	3	Bosnia, Chad, Afghanistan
AZ	Male	Polish Armed Forces	2	Afghanistan
Wieslaw	Male	Polish Armed Forces	2	Afghanistan, Bosnia
Darek	Male	Polish Armed Forces	2	Syria, Iraq
Goliad	Male	Polish Armed Forces	5	Chad, Afghanistan, Iraq, Kosovo
Andrzej	Male	Polish Armed Forces	1	Syria
Klemens	Male	Polish Armed Forces	1	Lebanon
Jac	Male	Polish Armed Forces	1	Iraq
Wojtek	Male	Polish Armed Forces	3	Lebanon, Syria, Iraq
Ola	Female	Polish Armed Forces	1	Lebanon
Jacek	Male	Polish Armed Forces	1	Afghanistan, Iraq
Irek	Male	Special Unit Police	1	Kosovo
Jan	Male	Special Unit Police	1	Kosovo
Marek	Male	Special Unit Police	1	Kosovo
Maciej	Male	Special Unit Police	1	Kosovo
Piotr	Male	Government Protection Bureau	1	Kosovo
Zenek	Male	Special Unit Police	1	Kosovo

Project number: 700670

Project Acronym: GAP

D3.2. Learning Outcomes, Skills/Competencies Definitions



Krzysiek	Male	Special Unit Police	3	Kosovo, Georgia
Mariusz	Male	Special Unit Police	2	Kosovo, Hungary
Sheriff	Male	Special Unit Police	2	Kosovo
Bold	Male	Special Unit Police	2	Kosovo
Lukasz	Male	Special Unit Police	1	Kosovo
Chatterbox	Male	Special Unit Police	4	Kosovo, Liberia, Georgia
Karol	Male	Special Unit Police	2	Kosovo
Sender	Male	Special Unit Police	2	Kosovo
Margaret	Female	Special Unit Police	1	Kosovo



Overall attitudes towards gender

The majority of Polish interviewees were deployed to mixed gender environments. A minority stated they were deployed in all male units. Among Polish respondents, it was believed that women should participate in missions, however only in certain fields. Roles proper for the women in missions: nurses, office, nothing too demanding or requiring physical and mental stamina (not to mention combat positions). For Ukrainian respondents, however, a majority of the interviewees worked in a male dominated environment in which women were almost absent.

Influence of gender

Polish interviewees shared thoughts on the merits of female participation. Some of the Polish police interviewees, for instance, believe that women are needed for peacekeeping missions because they bring into the mission a new dimension through their emotional approach and intelligence. Men believe that women are much needed in armed formations. They are believed to reduce tension in male environment, mitigate conflicts, etc. It was stated that "women soothe manners". On the other hand, some expressed the opinion that such "psychological" approach is "worse" and less useful in combat. Male respondents consider gender a problem due to physical reasons: from the so-called "feminine days" to physical weakness. Of course, there are various voices that the physical strength in women is insufficient to take part in combat activities, so they rather should be sent to logistics departments or as physicians, psychologists, etc., "for their safety," as several expressed.

The general summary of the positive and negative aspects of a mixed-gender environment:

Pluses

- "Nicer atmosphere" of the working environment.
- Women were seen as enablers of contact with local women, in particular in very conservative cultures. Thanks to that local women can benefit from (for instance medical services provided by the foreign component that otherwise could not be delivered).
- Increased problem-solving and conflict resolution capacities.

Minuses

- Women a relatively new phenomenon in the army, it creates "hassle"
- Difficult to maintain discipline
- Logistics and lodging an issue
- Women are believed to require longer adaptation to mission environment
- Not "emotionally withstanding"
- Women receive "special treatment", more is forgiven, which frustrates male colleagues.

Sometimes women are not removed from the army for behaviour that men would be.

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What became evident out of the female interviews is that their motivation towards service and enrolling into a mission is usually more personal (like in the case of one of the NGOs' worker who joined the Afghan mission due to the fact that her fiancé was killed there on another deployment). These personal motifs tend to make women more devoted and enduring to psychological tension during service.

Mission Atmosphere

In response to questions on mission atmosphere and the existence of a macho culture, Polish male respondents gave responses that belied a 'macho' atmosphere. For instance, the female American military personnel was considered more professional, even to an extreme – women carrying heavy loads themselves and refusing any help were looked up to. However that was attributed to a different perception of femininity and gender equality in the American society. Polish female personnel, in particular the civilian employees, were looked at as needing protection, unprofessional, sometimes as being in a given position only thanks to connections. Cultural expectations of what women should be like and behave (submissive, dependant femininity) did influence the perception of females by male soldiers. It was also stressed that in patriarchal societies, where women are assigned preferred roles, the new order and resulting roles brought on them by army create an "unnatural situation" and functioning in such circumstances is perceived as difficult by the male personnel.

There was one case described by an interviewee who served in Afghanistan – where a Dutch officer changed gender and returned to a following rotation as a woman. He/she was not discriminated against, but treated as a "curiosity."

Disrespect towards women

Disrespect: Female Peacekeepers

In terms of observed incidences of disrespect towards female peacekeepers, the most common answers were either 1) interviewees stated they had not witnessed anything of this nature or 2) interviewees themselves casting aspersions on the ability of female peacekeepers.

Amongst those who held negative views about female abilities of peacekeepers, there was a view that Polish women were not willing to take on hard physical labour, and expected to be given an easier time in this respect. Female Polish peacekeepers were negatively compared to military women from other nations. This is illustrated in the following extract:

P: And did you witness the lack of respect for women, discrimination against women?



K: No, just the opposite. Although we were with female soldiers, they have praised them quite wrongly, without the reason and this is the inflection to the opposite direction. It was often observed, how female soldiers from the other quotas functioned. It was a completely different world. In our place, there were praised and their women soldier was soldier. Did she have an easy task, or did she have the difficult task she had to perform them.

P: And if she had to carry the pack-pack she had to do it on her own. Nobody helped.

K: No. When she had to carry, the weight was carrying them. I met up with the situation that the Polish soldier tried to help a woman from a different quota [nation]. And she says, 'No, this is my job. It is also a show of self-respect. They pay me for it and I will do it by myself, I do not need anyone's help.' And in our place a woman that was rather a little offended that time when she was forced to carry something, move something and anybody not help her.

Klemens

Women who were naturally fit for service in all positions were seen as a rare exception. In the words of one of the Polish respondents:

If, for example. 100 men graduate from an officer school, it is the outstanding 20-30%, another 50% that is suitable, 10-15% bearable, and 5-10% is absolutely not fit for service. For women, out of the 100, suitable will be one, maybe two. Most of the rest is not suitable

Goliad

Age did matter – in particular young women in missions were seen as completely unprepared and out of place (unless with time they proved their professionalism, but this demanded getting rid of any feminine attributes). Moreover, all things feminine were considered not serious, and frivolous.

Disrespect: Local women

With regards to any observed incidences of peacekeepers being disrespectful to local women, Polish interviewees provided no data on this.

Changes that would encourage women to volunteer for peacekeeping missions

Polish respondents gave the view that the long separation influences more negatively women than men in the view of the interviewees, due to separation with children, and their partner leaving is more common. However, some respondents believed that psychologically, women were more likely to endure separation from their families, and it was men who could not cope, there have been cases where a man was unable to withstand that extreme separation and fell into neurosis for this reason.



Other interviewees gave the responses that women were put off by uncomfortable living conditions or that women shouldn't need more encouragement because they should only go if they are willing and able.

How is gender covered in training?

Concerning training of the Polish Armed Forces, for example, there is no gender-specific one, apart from the one on contact with local women in a different culture of the area of operation (the general advice was to "pretend they (women) do not exist", not only in Muslim cultures) and sexual harassment issues in mixed-gender contingents. However, contacts with local women were considered as troublesome. In majority of very conservative Muslim countries the contact with local women was non-existent, also the way they live was unfamiliar to the peacekeepers. The following interview extract illustrates this point:

AZ: Basically, I worked in Afghanistan only with men, and I knew about it, and this principle warned to not talk about women.

AZ

During training, gender differences as such were not a major focus. Where gender was a focus was in regards to local culture and the gender roles and restrictions in it. There is no special gender training in Polish security organizations, although the matter of legal aspects of antidiscrimination is included on different levels of training.



Portugal: Portuguese State Police (PSP)

Pseudo-Name	Gender	Rank/Job in Org	No.	Deployment locations
Catarina	Female	General Secretary	1	East Timor
Rubio	Male	Chief	2	East Timor
Maria	Female	Agent	1	Kosovo
Mario	Male	Chief	4	Bosnia and Herzegovina; Kosovo
Penelope	Female	Sergeant	2	Bosnia and Herzegovina; Croatia
Elissia	Female	Superintendent	1	East Timor
Carmelita	Female	Didn't specify position	2	Mozambique; East Timor
Jose	Male	Chief	4	Croatia; Bosnia and Herzegovina; Democratic Republic of Congo
Felipe	Male	Commissioner	1	Georgia
Louisa	Female	Sergeant	1	East Timor
Luca	Male	Senior Inspector	5	Bosnia and Herzegovina; Croatia; East Timor; Central African Republic; Haiti
Lorca	Male	Government Advisor	3	Bosnia and Herzegovina; Kosovo; East Timor
Pedro	Male	Works in Police Academy	3	Bosnia and Herzegovina; Kosovo
Anita	Female	Intendent	1	Bosnia and Herzegovina
Raul	Male	Chief	4	Mozambique, Bosnia and Herzegovina, Kosovo
Rico	Male	Super Intendent	1	Democratic Republic of Congo
Marco	Male	Senior Agent	3	East Timor
Jorge	Male	Commander	3	Bosnia and Herzegovina; East Timor
Bruno	Male	Chief	3	Western Sahara; Bosnia and Herzegovina; East Timor
Ruben	Male	Chief	5	Croatia; Bosnia and Herzegovina; Kosovo; East Timor
Pepe	Male	Agente Principal	1	Kosovo
Tiago	Male	Sub- Intendent	2	Chad; Palestine
Carlos	Male	Chief	3	Mozambique; Bosnia and Herzegovina; East Timor
Luis	Male	Chief	4	Bosnia and Herzegovina; Western Sahara; East Timor
Ana	Female	Chief	1	East Timor
Joao	Male	Subcommissario	2	East Timor
Rita	Female	Chief	1	Kosovo



Overall attitudes towards gender

All PSP interviewees worked in mixed gender deployments. On the whole, PSP interviewees were positive about mixed gender teams and outlined the benefits of female engagement with police peacekeeping missions. A minority of participants discussed limitations that female peacekeepers may experience in certain locations due to local beliefs and customs surrounding gender, but on the whole PSP interviewees were enthusiastic about the benefits of using of mixed gender deployment teams.

Influence of gender

Most PSP interviewees discussed the benefits of mixed gender teams, in particular the benefit of having female police peacekeepers. The benefit of having female officers present mostly revolved around being able to deal with rape or domestic abuse cases.

Interviewees described it as generally preferable to have a female officer available to talk to female victims of domestic violence or rape. Interviewees believed that a female victim was more likely to open-up to another woman. The following interview extract illustrates this point:

Ciaran: and then, can you think of any, examples or a situation where being a woman made a difference, in the mission?

Carmelita: Most of the time when they have- we have violence, domestic violence, and they call us, and th- made the difference because you have a women, crying at the police station that, her husband beat her or the children too, and when they saw a woman, they, could talk.

Carmelita

Other interviewees discussed the necessity of female officers to carry out routine police activities with women:

In Western Sahara if I had a women police officer, some issues she could solve that I could not have access to. Sometimes take pictures of finger-prints, you can't touch a woman, it was probably not acceptable. If I had a woman colleague, she could do this kind of job.

Bruno

Several interviewees discussed the establishment of specific victim support units set up in East Timor and Haiti. The role of women in staffing these units, and dealing with victims was described as particularly important:



I gave you the example in Haiti, where we had the sexual gender based violence with specialised teams, and clearly for victims, especially for victims of crimes of gender based violence to have a women as interlocutor, particularly with children or the elderly, it's much better, not just operationally.... [name of colleague] was working in one area,there was a big case of sexual exploitation and abuse, and she was one of the investigators. With her working in this area, to have the victims of sexual exploitation and these crimes, to have a woman as interlocutor with proper skills, it helped to have more credibility and substance for the investigations conducted.

Lucas

Mission Atmosphere

Most PSP interviewees did not perceive there to be a particularly macho atmosphere whilst on deployment. Many interviewees stated they did not find any macho atmosphere. Some interviewees did experience an atmosphere unsupportive to female officer, such as the following interviewee:

Ciaran: you know would you say that there's like a, a macho atmosphere, or like a man's atmosphere on the missions and stuff?

Catarina: all the time. Yes. That [laughs] all the time, even because of those countries that I have spoke with you, because they see the woman like an, well object is a very, is a very rude word but, it was like that you know, it's like, being a police woman, what? For what? Um, and no, it's for men. Because they were countries that the, the culture is different, just for their own its different, European people think different, act different, they have another culture. For them the woman is for being at home, cooking, playing with the kids, you know, police, why, for what, they don't have strength, they don't have- they are not useful here. Yes, they, they – I feel that in those, those – from those countries, there were that difficulties yes.

Ciaran: yeah, and would that make, that would obviously then, would that make things more difficult for the woman on peacekeeping missions, having to deal with that -

Catarina: yes, If they – if we were dealing directly with those persons of that or – in the mission of those countries, yes, it make it, it makes it difficult yes, too much.

Catarina



Other interviewees mentioned the local customs and cultures in certain locations as macho and the impact this had on female police peacekeepers. One male interviewee described an atmosphere he experience working with women on deployment:

You could feel the negative way they look at you because you have women working with you. So for them it was more or less like disrespect even a cultural disrespect

Rico

Disrespect towards women

Disrespect: Female Peacekeepers

In reference to whether interviewees ever experienced or witnessed any incidences of disrespect towards female peacekeepers, several interviewees said they had not witnessed or experienced anything of this nature. Of those that did talk about observed incidences, there was some discussion of disrespect from locals at the sight of female peacekeepers with the feeling that a woman in this role was not acceptable to some. Some interviewees went on to state that in certain locations women should not be deployed as they would not be tolerated or respected by local people. One interviewee, for example, talked about the benefits of having female police peacekeepers in Kosovo, but felt that in some locations the reality on the ground would exclude women's participation:

(I would) not send women to Mogadishu for instance, okay, cause it would not make sense. It would be inflaming, compromising. It's not a gender thing. It's a reality-check thing.

Ruben

The other main experience revolved around peacekeepers from other nations (particularly from Asia or African countries) who did not wish to work with or be trained by female peacekeepers. The following interview extract illustrates this point

In Chad I was the reporting officer so I went to the police school in order to witness and then to write the report to the police chief, and how was the training going and what they were doing, the general environment and all that. And I was inside the room with all the Chadians and well some, some guy was instructing them on weaponry I believe or something like that, and then the class ended. We had a ten minute break and then suddenly a woman appears and everybody was looking at her in a very suspicious way, like what is she doing. It was eh, a class only with male police officers. And she presented herself and she started saying, I don't know her name, I don't remember it anymore, and I



come from this country and I'm in here because I'm going to be your instructor of whatever. Immediately, most of the guys just stood up and left. I'm not going to be teach by a woman, that's not going to happen. And it was very strange. And it was weird, it was surprising for me,

Tiago

Disrespect: Local women

With regards to disrespect towards local women from peacekeepers, there were few PSP interviewees that could describe any incidences. For those who could, incidences often took the form of sexual misconduct, or more vaguely, starting relationships with local women who were vulnerable to sexual and emotional exploitation. The below extract would be illustrative of this:

JC: And have you ever seen anyone being disrespectful to women while on a, when in Kosovo? ...

Rita: Actually I did, but, another thing about missions is men tend to forget that they have certain responsibility with women. It's like that fairy tale world. And local women live in a very difficult situation, usually. Em, I mean sometimes they have very, very little. And they would use their, their charms, okay, because most of the time they believed they would get something out of it. And there were very few men that I saw that really acted honourable towards that situation....Americans were terrible. I mean they were terrible. They were so naive. It was incredible. Em, and they would leave their families because of this young girl, they were terrible. I didn't see many Portuguese that would fall for that, let's call it trap.

JC: You said something about seeing something disrespectful, were there any incidences were they maybe said something or ---

Rita: Yeah, sometimes they would treat this women not so nicely...The way they talk to them, the way they use them, I'm sorry but, the way they use them. Sometimes it was not so nice.

RITA

Changes that would encourage women to volunteer for peacekeeping missions

In response to questions about what would encourage more women to volunteer for peacekeeping missions focused around two main issues 1) children and family and 2) the deployment environment. Most interviewees who responded to this question regarded women's responsibilities towards children and family and the main barrier to increased female participation in peacekeeping missions. Interviewees opined that it is more difficult to women to accept being separated from their children to participant in peacekeeping missions.

JC: And why do you think more women don't go on missions?



Ana: I think perhaps children, having children. I had em, eh, my colleague, she had a son. And he, it was very difficult for her to be apart from him so many times so I think perhaps that contributes a little bit to less women to go out there. Some interviewees acknowledged that male peacekeepers also have children, but expressed the belief that separation from children is more difficult for women.

Ana

Other interviewees discussed various deployment environments as off-putting for women. These were those either with very basic, uncomfortable living conditions, or those with strict gender norms/rules for women e.g. certain Arab countries. The following interview extract illustrates this point:

it's not, they- it's not that interesting to have a lot of women there because they really don't, respect them, if you go to Morocco for example, it's the same. Uh, Palestine, it's the same they, they really don't respect women, ah, so it's really hard then to interact with them if they, they don't have that open mind

Felipe

In terms of actual interventions that could be developed to encourage more women to volunteer, interviewees discussed a few ideas. A general change of attitudes to further value female participation in peacekeeping was proposed as a solution by one interviewee:

The culture around the world needs to ...to understand that it is important for the development of the female police officer and that it benefits the mission. It's a win-win process

Luca

Recruiting all female units was an idea given by second interviewee. Another interviewee suggested that women could be given further training to better deal with deployment to cultures where gender inequality would be keenly felt by female volunteers:

JC: And what kind of changes do you think could be made to encourage more women to volunteer?

Tiago: Well, more training. When they go to some very challenging environments, like in Middle East where women are regarded, mostly regarded as inferior in society, more training in order to give them, provide them with more tools to deal with that. That would be encouraged. And eh, well more support in home countries to deal with the issues of their youngsters.

Tiago



How is gender covered in training?

No PSP interviewee reported that they had received any training concerning gender before they were deployed.



Summary of findings

Although the majority of the respondents worked in mixed-gender environment, the general feeling was that women are not yet as natural part of the peacekeeping landscape as men. Despite the official policy of non-discrimination in the majority of organisations, and the genuine commitment to equality of genders in some of the societies those organizations originated from, the approach to gender issues in peacekeeping is not yet optimal.

Uniformed organisations in Eastern Europe, are still considered, in particular by male members, as “male business” requiring “masculine” qualities and skills like strength, aggressiveness, speed, endurance and so on. There is a quite common conviction that soft skills, understood by many of the respondents as “female” characteristics (communication, empathy, mediation skills) are less important in this context, so women are not perceived as naturally suited to be peacekeepers, and that they perform best in certain positions that require soft skills only. Many East European interviewees also agreed that it is usually not gender that is a problem, but the individual features of a peacekeeper, and that majority of the desired skills and competencies (like physical and psychological stamina, good communication skills, flexibility, mediation skills, emotional intelligence, efficient and holistic decision-making) can be trained. It might be then the problem of proper recruitment and training (that the majority of the respondents did not receive in sufficient range) that could eradicate such problems in the future.

The approach is changing fast, also in more gender-conservative countries (like Poland or Bulgaria), and the necessity to integrate women into peacekeeping is prevailing. Also because there are certain “gender” benefits – the respondents appreciated for example the fact that females can be enablers of contact with the local population (in particular in very conservative countries where females are not allowed in the public life and contact with them is forbidden for male), and are good at mediating also in internal conflicts in the working environment.

The situation in Western European organisation was noticeably different. For all participating Western European organisations, the inclusion of women in these services is long established, and now accepted as normal. For interviewees from Finland Ireland, Northern Ireland and Portugal, the need for both genders to participant in peacekeeping mission was positively advocated. Women were seen as crucial for to engage with local women in cultures where it would not be acceptable for a male peacekeeper to approach a women, to deal with sensitive issues effecting local women such as rape or domestic violence, to the more ambiguous reasons of women having a perceived calming influence and the presence of women as changing the behaviour of men. Most interviewees from Western Europe accepted women members of a deployment team but their role was often still thought of in terms of particular tasks they could do. These were focused on gender liaison, victim



support etc. This may suggest that although women's presences is accepted or even welcomed, they are still regarded as only appropriate in particular roles or positions – as expressed more explicitly by interviewees from Eastern Europe.

Only interviewees from Finland received a significant amount of training on gender equality. Peacekeepers from Northern Ireland and Portugal did not receive any training on this. Reported training for Irish peacekeeper appeared to be patching and was mostly poorly remembered. For all those reporting training in gender this training was actually focused on women, rather than gender per se. Men's role, and the power relationships between the two genders, were absent and would be a significant element of training for peacekeepers pre-deployment.

For both Eastern and Western European interviewees, the issue of family and children was raised as a significant barrier to women's participant in peacekeeping missions. Many male peacekeepers also have children, but frequently it was posited that women are the main care givers and hold most of the responsibility toward child rearing. Interviewees talked about social norms that expect women to fulfil a domestic role and make it more unacceptable for a mother, rather than a father to accept a prolonged separation from their child/children. These finding suggest two necessary interventions 1) more family friendly policies should be implemented into the planning of peacekeeping missions. The length of deployments, in particular, is an area that could be changed to encourage more women. 2) The value of female participation in peacekeeping mission should be further promoted to both male and female prospective volunteers.



Country	General approach and themes	Positive aspects of gender variety	Negative aspects	Skills identified as crucial
Bulgaria	<p>Evidence of persistence of gender stereotypes among men and women though clear progress towards acceptance of female colleagues is evident</p> <p>Not seeing gender as that important Practical implications of choosing a "male" military career = long-term employment Striving for better life is more important than being interested in gender awareness (crucial vs trivial issues)</p>	<p>Mixed-gender environment is an asset</p> <p>Rising confidence of women: If it is needed, we (women) CAN DO THAT (male-specific work)</p>	<p>Women viewed as physically weaker than men and consequently less suitable for military and peacekeeping</p> <p>Cases of unpleasant jokes</p>	<p>Flexibility based on real competences</p> <p>Communication</p> <p>Respect for yourself and others</p>
Finland	<p>Open-minded and flexible attitude towards gender issues</p> <p>Reflexivity – awareness of socially constructed gender norms in yourself and others</p> <p>Commitment to equality</p> <p>Different male and female awareness of gender issues</p>	<p>Women on missions empower other women</p> <p>Mixed-gender environment enables deeper social contacts</p> <p>Practical achievement of policy goals of equality</p>	<p>Being female as a source of discomfort during service due to logistical arrangements</p> <p>Local norms in the AO as an obstacle</p> <p>Cases of harassment by fellow peacekeepers and local actors</p>	<p>Communication</p> <p>Reflexivity of how gender shapes self and behaviour – gender awareness</p> <p>Flexibility</p>
Ireland	Gender-awareness training considered	Gender as an asset, contact with	Treatment based on stereotypes	Communication



Poland	insufficient – functional but not awareness raising	local women	(mothers don't want to go and are perceived negatively if they go on missions)	
	Embedded masculine norms can mean marginalization due to gender happens – insistence that gender doesn't make a difference but comments say otherwise	Women in missions create a a better atmosphere – everyone behaves better	Difficulties in communication (different styles)	Awareness that gender shapes experience of mission
	Overall, a male environment that is inclusive towards women		Unequal treatment - more work to get the same appraisal	Necessity of careful observation
		Female presence reduces tension, "soothe manners" of the male environment	Perceived physical weakness	Communication
	Women to be allowed however not in combat positions	Introduce psychological and emotional approach	Women threaten Security through undermining force cohesion	Emotional intelligence
	As long as the job is done, gender does not matter but job is defined in terms of 'male' skills – strength, endurance, stoicism	Are better at solving conflicts and mediation	Psychological, soft approach less useful in harsh conditions	Psychological stamina
	Gender issues considered the problem of women on missions	Enablers of contact with local women	Women a new phenomenon, lot of unsolved issues	Conflict resolution
	No training apart from local AO realities	"Nicer working environment"	More difficult to maintain discipline	Communication skills



	<p>Sexual harassment an issue</p> <p>Family life of females believed to be more affected by separation from family</p> <p>Women welcomed, however only in certain positions such as psychologists, nurses, office</p> <p>Age matters</p>	<p>Increased problem-solving and conflict resolution capacities</p> <p>Females providing psychological support</p>	<p>Women perceived as too emotional</p> <p>Women get special treatment and protection and this upsets the males</p> <p>Mission environment perceived as unnatural for women</p>	Flexibility
Ukraine	<p>Equal treatment: same pay, same duties</p> <p>Women in all sorts of positions, seen as natural</p> <p>The situation is completely different outside mission environment</p> <p>Domestic gender perspective strongly influences perception of culturally different AO</p>	<p>More "humane" operational environment</p> <p>National unity and patriotism boosted</p>	<p>Camaraderie and male team spirit might be distorted</p> <p>Women who don't understand that they have the same duties and demand special treatment</p>	<p>Stamina</p> <p>Professionalism</p> <p>Flexibility</p> <p>Sense of genuine responsibility</p>
Portugal	<p>Open-minded, calm</p> <p>Women considered fit for service, aware of their competences</p>	<p>Gender can be an asset, being a man or a woman helps in certain situation (neutral, mutual understanding of capabilities)</p>	<p>Single, unpleasant situations related to treating female peacekeepers.</p>	<p>Trust and communication</p> <p>Basis of the history and traditions</p> <p>Cooperation</p>

Table 1: Overall gender related findings from interviews.

Several respondents recommended that the appreciation for considered traditionally as “feminine”, soft skills, and development of this skill amongst all peacekeepers, should be one important goal for a pre-deployment training.

The need to strengthen the appreciation of the presence of female personnel in mission environment is a logical conclusion to be drawn from the interviews. When asked about the benefits of mix-gender deployment teams, many participants, particularly from PSNI and PSP, were enthusiastic about the benefits. These interviewees were able to give numerous examples of why both genders should participant, and why women in particular are crucial elements in a successful mission. Pre-deployment training should inform all those going on missions about the benefits of a mixed gender team.

General recommendations for the game are to maintain realism and relevance, and to create some scenarios where the use of “soft”, “feminine” behaviour (like communication) leads to solutions; scenarios where fluent transition from “feminine” to “masculine” behaviours and/or back is needed (it seems to train flexibility), or scenarios where being a female or male helps. Also the player’s avatar may be a woman, not only in the story about discrimination, but also in other, more “combat” scenarios. It is crucial that the player is able to take on a role of the opposite sex peacekeeper, and be faced with an array of problematic situations that could occur on a mission. It seems also advisable to allow the male participants role-play as women from the local, culturally different society and rehearse most difficult situations – and vice versa to provide for the genuine realization of the Proteus effect.

Game recommendations

General recommendations for the game design that result from the interviews when it comes to gender were to 1) maintain realism and relevance 2) offer detailed gender issues/nuances exploration and 3) Necessity of careful observation and drawing unbiased conclusions. The analysis and coding guide may be found in Appendix five.

One of the most important proposals for addressing the identified gaps is to create some scenarios where the use of “soft”, “feminine” behaviour (like communication) leads to solution; scenarios where fluent transition from “feminine” to “masculine” behaviours and/or back is needed (it seems to train flexibility), or scenarios where being a female or male helps (for example, local women gives the female officer information important to the task, or policewomen can enter the local where only

women and children are allowed. Also the player's avatar may be a woman, not only in the story about discrimination, but also in other, more "combat" scenarios.

The advice of majority of both female and male participants of the Polish military, was simply to be able to take on a role of the opposite sex peacekeeper, and to be faced with an array of problematic situations that could occur on a mission.

It seems also advisable to allow the male participants role-play as women from the local, culturally different society and rehearse most difficult situations – and vice versa.

Competencies, Metrics from Workshop Focus Groups

The goal of GAP is to identify current gaps in training soft skills in relation to conflict prevention and peace building and to develop an innovative base curriculum, including an online serious game to assess soft skills and to provide an immersive learning environment.

The methodology workshops focused on competencies of communication and cooperation, leadership, trust, planning, decision-making, gender awareness and cultural competency. Gender influenced the understanding of, expression of, and practice of the just named soft skills. **Rather than consider it a separate soft skill, GAP should incorporate it and cultural competency into those soft skills or as dimensions of communication, cooperation.**

Gender was an underlying issue in several of the scenarios that were used in the workshops and explicitly the focus of two of the vignettes which are included below.

Gender Issue #1: Cultural Sensitivity vs Gender Equality

There was one vignette in the Irish workshop and one vignette in the Polish workshop which explicitly addressed gender. The text is included below.

The central dilemma that emerged from the workshop was how to balance the right of the female peacekeeper to do the job and task assigned to them with sensitivity to cultural norms that relegated women to invisibility and did not permit women to occupy positions of power or equal rights in interaction with men.

The cultural norms could come from the local population (Afghanistan in the Irish workshop vignette and Kosovo in the Polish workshop vignette) or fellow international peacekeepers who are from nations where is not legal or normative equality between the sexes (the Polish workshop vignette).

Polish Workshop

The discussion centred around the response of the female peacekeeper police officer who was the only female in a police station where all her colleagues were from Asian and African countries where gender inequality is very marked (See Scenario 1, Vignette 1 below). The station commander would

not assign her to patrol duties instead assigning her to routine administrative work including making tea for her colleagues.

The discussants in the workshop said that better planning would ensure that the composition of any police station would be balanced between nationalities and gender so that a sole female police officer would not be isolated in this way. However, there was a difference along gender lines for what was the best way to tackle the situation. The male respondents said that the Station Commander was responsible for sorting out this situation by commanding her to do her job and commanding her colleagues to respect that. Failing that, they said she should escalate it to her superiors beyond the station, asking for a transfer. One male discussant said she should go ahead and make the tea as it had to be done also and it was a way to keep her head down, earn her money and come back safely. The female discussants thought this was not an option. But they favoured not a blank refusal to make the tea and a demand to do the same duties as her main colleagues, but rather a refusal framed in an explanation that what was happening was cultural difference in norms and expectations, but that she, the police officer, was bound by her role both in her own organization and the mission which ensured her right to do her job regardless of gender. If that did not work, she could escalate up the chain of command. The discussion ended with a support for this line of action deeming principled refusal with an explanation was the outstanding course of action.

Irish Workshop.

The dilemma was similar in that the female soldier was placed at the nexus of sensitivity to cultural norms and her right and responsibility to do her job (see Irish Workshop, Scenario 2, Vignette 1 below). In Afghanistan, cultural norms mean men will not negotiate or speak with a woman in a meeting. The vignette centred on what happened when the most senior officer whose job it is to negotiate with local leaders, is a woman. A female discussant from the Irish military said that the operation came first and she would cede the negotiator role to her junior male colleague. This view was supported by the male discussants in the workshop.

There were contrasting views of the right way to address this type of dilemma, in essence, the Polish response is resist on the grounds of respecting gender rights but acknowledging cultural difference, vs the Irish workshop response was to cede gender rights on the grounds of respecting cultural difference.

Gender Issue #2: Observing Norms for Operational Effectiveness Without Endorsing Inequality

For both workshops, gender was seen as an under-utilized resource/opportunity for deployment of soft skills, for accessing intelligence and better operational effectiveness.

In the Irish workshop, the hairdressing vignette evoked a discussion of the necessity for female peacekeepers in gender unequal cultures to access intelligence and also disseminate goals of the mission (See Irish Workshop, Scenario 2, Vignette 2 below).

In the Polish and Irish workshops, there was a discussion of the necessity for peacekeepers to be aware of local gender differences and norms in their interaction with locals. This was on a practical level – not shaking women’s hands, addressing men first. Gender awareness would incorporate an awareness to observe these interactional norms but not to endorse them explicitly (in the Cigarette Vignette in Poland).

The discussion in both the Irish and Polish workshop addressed the diverse gender norms among peacekeeper contributing nations. The majority of peacekeepers now come from Asian and African nations, several of which rank low on the Human Development Index (HDI) gender equality scale. In Kosovo, this caused operational difficulties when most of the interpreters were female but personnel from African nations would either refuse to work with a female interpreter or only as a last resort.

Sexual Exploitation and Abuse (SEA) was a constant undercurrent as besides the explicit exploitation evident in the rise of prostitution in most places where peacekeepers are deployed, there was the more subtle imbalances of power when relationships with peacekeepers offered access to material resources, up to and including escape by marriage from the host society.

Discussions documented the generational differences in terms of norms around masculinity in heavily masculine organizations such as military and police. Older generations of peacekeepers observed that younger peacekeepers are more tolerant and inclusive around norms of gender and sexuality, and more respectful of individual differences. Some lamented that this also made them more difficult to command as they are more likely to question orders and have access to far more information and are constantly connected to outside networks via digital technologies and social media than previous generations of peacekeepers.

Polish Workshop

Scenario 1, Vignette 1

You are a Northern Irish female police officer with the international police, CIVPOL. You are assigned to work in a police station in the mountainous municipality of Suciturn. When you get there, you realize you are the only female police officer among 16 male colleagues, most of whom come from Bangladesh, India and Nigeria. The station commander is from Bangladesh.

After a few days, you have not been assigned to any patrol and have not left the police station. You are given administrative paper work and your colleagues repeatedly ask you to make tea. You are very frustrated. You chat to one of the interpreters at the station who is also in the station a lot. She

tells you that the African police officers refuse to travel in a car with a female interpreter. The interpreters, mostly female, have been working at the station for almost 2 years, and have seen many nationalities rotate in and out and this is the first time they have had a Bangladesh commander. They say what they can do is greatly dependent on the nationality of the Commander.

What do you do?

Extract

"I just didn't like working in that station environment because if I am the only female here it was quite a male dominated environment. I don't shirk away from males at all with being in the RUC but it was a different kind of, just, Westerners would expect for females there was just other countries like Africans, Asians and that just didn't have, you know, if you're female your place should just be in the kitchen washing the dishes basically. That short time that I was in the station you wouldn't have been given any responsibility at all, it was just that you were there and you can take notes or go and make a cup of tea. It wouldn't have mattered what you would have said you would have just ended up getting worse jobs or getting no jobs if I had stayed. It wasn't for me [asked for transfer]"
they struggled with, some of the internationals struggled with a female interpreter, you know, some of them didn't really want to be out with a female interpreter. The way it worked initially was you would just go and ask for an interpreter but we would have noticed that the Africans and the Asians would have asked for a fella, they would very rarely ask for a girl and they would only take a girl if it was only a girl left."

Irish Workshop

Scenario 2

You are in Afghanistan in the year 2006. You are part of ISAF, the international military mission which is there to enforce peace and restrain the influence of the Taliban whilst building up the fledgling security institutions of the Afghan state. You are a Finnish female officer aged 29. You are based in a compound which you share with other international militaries, just outside the capital Kabul. The climate is extremely hot and dry though cold at night.

It is a very conservative society, predominantly Muslim, and women play almost no role in public life. The Taliban are at the extreme end of the conservative spectrum but many of the values and edicts they pushed through would not be questioned by the majority of the population, such as conservative dress for women, the primary function of women being to marry and have children at a young age (14, 15), and education not seen as necessary for female children. Education available for boys is mostly based in religious schools. Afghanistan has been in a state of war since the early 1980s when Russia invaded, and regular bouts of chaos and war since then has led to severe disruption of

the normal economy and the booming of the poppy (opium) industry, with attendant corruption and violence.

Vignette #1: The Mayor and the Mukhtar

You are deployed as a CIMIC officer (Civil Military Liaison Officer) and you work with a male colleague, also a CIMIC officer, and a duo of interpreters, one male and one female, as the situation demands. You work with the Pashtun and Dari people liaising with local organizations and governance and the international mission. You have to arrange a meeting with the local mayor and Mukhtar (religious leader). As you are senior, you would expect to lead the conversation but local custom does not allow women to speak at meetings. At the same time the Mayor and Mukhtar have made it clear they want to speak with the most senior officer. You have been warned that talking with them is a protocol minefield and it is critical that you do not insult them.

Extract:

Maria: Yes. In our area of responsibility we have Christians and Muslims there. We know that whenever we are meeting with religious leaders we need to recognize a few subjects to avoid. When talking with female or male population, for example, when we are meeting with Mayor, my team leader is the one talking. He is a man and Mayors are not interested to talk with anyone with lower rank than Captain. Captain is ok, but if you don't have CIMIC money you are not so interesting to them. That is something we are trying to identify and recognize before arranging any meetings, so that we have correct people in correct meetings. When talking to the Mayor of Bint Jubail, who was the most respected authority in the area, so we know that every time we have meeting with him we have to have our commanding officer with us. You need to recognize who talks with who and again when I go meet with Syrian refugee females, it is me who is talking, not my male colleagues.

Maria: Of course, with UN, UNIFIL and military, you are much more organized, you have clear goals and cultural differences are huge. It was good lessons learned for me that even if we are sitting in a meeting for the tenth or twentieth time, just drinking tea and chatting, it is also important. Even though we as Finnish military wouldn't see this as productive, but it actually was. Because you can actually gain much information that you would not otherwise get by doing this. Also the concept of time affects communication. Locals are always there and they have time, when me, as a person, is there only for six months.

Maria: And again, yes. It really challenging to pick and find that one example from the field that would help you. We had this situation when we heard from a certain Mayor that we had been promising some projects and they are saying to us that you have promised this. I would say we Finns are quite diplomatic in how we handle situation when there is obviously a misunderstanding. But

Irish colleagues were a bit more straight forward and there was this one incident where we had to actually take our Irish colleague outside the office and say to him schhh, because he was too loud and verbally pushing the Mayor saying we know this is not true. And you know you can't say that.

Maria: We also had this one case with Mayor that we were meeting and he was late. We waited for him outside his office and when he finally came, he didn't look into our faces, he just shook hands with us. I did the mistake of shaking his hand, because I do it in my culture, and when he lifted his sight and saw that I was female, he was terrified. He was sure he insulted me in a really, really bad way and he was very apologizing. That was one very interesting situation. We were trying to say, no worries, this is what we do, it is our way to greet, but for him it was an insult.

WHAT WOULD YOU DO?

Vignette #2: Hair-dressing Competition

You and your male colleague are invited to a local female hair-dressing competition which is taking place in a private compound. When you pull up outside the venue, your male interpreter says that it is forbidden for males to see women who are not related to him without their wearing veils. You're not supposed to go in alone.

Extract:

We were invited to watch a hairdressing competition with only females and the women were without veils. Luckily our interpreter stopped my male colleagues from entering, because that would have been a very bad mistake. Also I was about to take a picture and didn't know one woman was Muslim, but again my interpreter helped and said no pictures now.

Because you did go in you are invited to join the women for a dinner following the competition.

Extract:

We had one meal and I saw where the meal was cooked. It was outside, there were goats and cows walking on the same area where the food was cooked... And... Of course, you had to eat it, because it is a huge offer. They are offering, pretty big, for example weekly food to you. They had spoons and forks and knives for us, because they knew that we will use them, but I was sharing my plate with a local woman and she was eating with hands. And for me it was... Let's say, I... I did not expect that to happen, so of course, when I got to the plate I thought it was only for me, but it was for others as well. The teenage girls were doing the waitress jobs and, of course, we were sitting on the floor and the food was on the floor. So, they were walking next to the plates and because I knew that they were wearing flip flops on their feet were not that clean and so forth. So that kind of issue that you just have to stand... And what they offer and you should eat at least. I hate some, but not that much.

Yeah... Yeah... I tried to be polite. And I would say that one of their most important thing is how the meeting goes and how do you behave on the meeting.

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Online Sources

United Nations Peacekeeping 'Gender Statistics'

<http://www.un.org/en/peacekeeping/resources/statistics/gender.shtml>

United Nations Peacekeeping 'Women in Peacekeeping'

<http://www.un.org/en/peacekeeping/issues/women/womeninpk.shtml>

Appendix 1: Questions on gender posed to interviewees

Q1. Did you receive training on gender awareness before you left?

Q2. Have you worked with men/women only or in a mixed environment?

Q3. Can you think of a situation where your gender made a difference?

Q4. Can you think of any changes that would encourage women to volunteer for peacekeeping missions?

Q5. Most people working on peacekeeping missions are male – how does this affect the atmosphere of the mission?

Q5a. Is it masculine or 'macho'? What was your experience?

Q.6 Have you witnessed incidents on deployment where anyone was disrespectful of female peacekeeping personnel or local female population?