GENDER TRAINING
OF PEACE SUPPORT OPERATION PERSONNEL

-AN EFFECTIVE TOOL TO REACH INCREASED KNOWLEDGE LEVELS AND ATTITUINAL CHANGE?

LOVISA ASKLÖF
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Department of Peace and Conflict Research, Uppsala University
Supervisor: Ralph Sundberg
Abstract

This study aims to answer the question of how pre-deployment gender training affects knowledge and attitudes regarding gender in the mission area among military personnel in peace support operations (PSOs). A common explanation to why attitude change occurs is through the introduction of new information. It is hypothesized that gender training leads to increased knowledge levels and more positive attitudes towards gender mainstreaming in PSOs. Unique longitudinal data is collected through a survey conducted among participants of a gender training session in the Swedish Armed Forces. The theory is tested through difference in means test of the participants test scores on knowledge and attitudes as well as a list experiment included in the survey. The study finds a substantial effect on change in knowledge levels and marginal support for attitude change due to the training. However, the result of the list experiment questions suggests that the marginal support on attitude change could in part be due to social desirability bias. The study concludes that increased attention needs to be placed on integration of gender perspectives into the general training and everyday service of peace support operation personnel.
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1. Introduction

Over the last decades the role of peacekeepers has changed drastically in line with the trends in armed conflicts and changing goals and expectations of peacekeeping missions. What previously used to be a typical peacekeeping mission, where UN peacekeeping forces de-escalated situations by providing a buffer between (often two) parties of an interstate armed conflict has evolved into a in many instances more complex setting of several armed actors to an intrastate armed conflict. Situations in which peace support personnel are expected to handle a range of situations like mass movements of civilians, war crimes, facilitating disarmament and demobilization of insurgents, children who have been used as weapons of war as well as providing security to the local population. The vast contact with the civilian population which these kinds of multidimensional peace support missions entail calls for proper training of concerned personnel and demands adequate gender training for all troops. (Mackay, 2003:217f; Carson, 2016:276; Lamptey, 2012:5)

The goal of gender training of peace support personnel is in the words of the UN Department of Peacekeeping Operations (DPKO) to: “Enable participants to understand the different roles and needs of both women and men in society, to challenge gender-biased and discriminatory behaviors, structures and socially-constructed inequalities, and to apply this new knowledge to their day-to-day work”. (UN-INSTRAW, 2007:277)

A commonly mentioned structural challenge to the successful implementation of pre-deployment gender training is the lack of enforcement inherent within the UN system. Although the UN provides adequate training material and it is stated that every troop contributing country is expected to carry out gender training sessions, execution of the training cannot be enforced. (Mackay, 2003:220; Lamptey, 2012:16)

The adoption of gender training of PSOs troops is thus in many instances still experiencing a transition period. Which is resulting in a divide between high levels of determination and legitimacy among the senior ranks at the international level and somewhat of a lack of priority and enforcement in practice among the lower ranks of many national security forces. Further evaluations of the work focused on gender, such as pre-deployment gender training sessions, conducted within national security forces are thus needed to ascertain to which degree they live up to the goals set out on the international level.
Although increased gender awareness in Peace Support Operations (PSOs) has been highlighted as a critical focus area for mission success and increased focus has been put on pre-deployment gender training of PSO troops (UN, 2018), no systematic research appears to have been conducted evaluating the effects of pre-deployment gender training on change in attitudes of military troops. In light of this, this study aims to take the initial steps to address this gap, since a more thorough understanding is needed in terms of how gender awareness can be increased and how attitudes can be expected to change in this regard. Knowledge with which one could improve the structure of pre-deployment gender training with the aim of enhancing learning outcomes and implementation of gender mainstreaming. Factors which in turn are related to mission effectiveness. Several previous works have stressed the need for increased knowledge on the effects of gender training of peacekeeping troops such as for instance UN-INSTRAW (2007), Carson (2016) and Lamptey (2012).

The purpose of this study is to evaluate the effect of pre-deployment gender training for peace support operations on troop knowledge and attitudes concerning gender in relation to their coming deployment. This study makes use of the theoretical arguments presented in the information integration theory developed by Anderson where additional information on the subject at hand is highlighted as a prerequisite for attitudinal change (see for instance Anderson, 1991).

This paper takes its departure from the following research question: How does pre-deployment gender training affect knowledge and attitudes regarding gender among military personnel in peace support operations?

The two hypotheses of the study are thus: H1: Pre-deployment gender training will have a positive relationship with more positive attitudes regarding gender mainstreaming for PSO troops. H2: Pre-deployment gender training will have a positive relationship with increased knowledge levels regarding gender mainstreaming for PSO troops.

The study makes use of a longitudinal survey approach. The data (n=104 and 105) has been collected from a pre-deployment gender training session conducted in the Swedish Armed Forces. The participants were surveyed on questions aimed to capture their knowledge and attitudes regarding gender in PSO:s before and after the training session. One could also argue that the data collection in and of itself can be viewed as a contribution. The data is then analyzed through difference in means tests, to investigate if there are statistically significant differences in knowledge levels and attitude scores from before to after the training. If so, the longitudinal approach surveying by large the same
respondents before and after would suggest that the gender training is the factor which has affected the respondents' knowledge and attitudes. A list experiment is also conducted to investigate if there are any differences in respondents' responses regarding attitudes when stripped of some of the social desirability bias possibly at play.

The findings of the study indicate a positive effect of the gender training session on knowledge levels and a marginal positive effect on attitudes. There is however a risk that the marginal effect on attitudinal change is due to social desirability bias, since the list experiment questions did not indicate an increase in positivity in attitudes from before to after the training. Further, the results of tests on the expected causal chain of change in knowledge levels and attitudinal change was largely inconclusive. Increased attention was thus put on the set of evaluative questions where we can gain additional insights of the respondents view of the causal chain. The responses to which indicated that the biggest reason for changed perceptions as seen by the respondents themselves was the introduction of new facts and knowledge. In order to enhance the training further, the respondents stressed the use of reality based scenarios and discussion of cases to facilitate increased change in perceptions.

The paper will proceed as follows. First out is an outline of previous research on the subject of gender in the military sphere as well as the theoretical argument used on attitudinal change. Second, a walkthrough of the methodological choices of the study. Third, the results of the study as well as an analysis of the findings in relation to the expectations of the theoretical framework. In the end, some concluding remarks will be provided.
2. Theoretical Framework

This part of the paper will first provide definitions of key concepts used throughout the paper. Followed by a section highlighting relevant parts of previous research on the military sphere and gender, which concludes that there is a lack of evaluations of PSO gender training and attitude change accessible. A gap which this study aims to take an initial step to fill. The chapter then proceeds to outlining the theoretical argument of the study.

2.1 Definitions of Key Concepts

**Gender**: "Social attributes and opportunities associated with being male and female. These attributes, opportunities and relationships are socially constructed and are learned through socialization. They are context/time-specific and changeable. Gender defines power relations in society and determines what is expected, allowed and valued in a woman or a man in a given context". (UN-INSTRAW, 2007:8)

**Integration of a gender perspective**: "An integration of a gender perspective entails that actions are based on an analysis of the situation and respective accessibility to power, influence and resources of women, men, girls and boys and take necessary actions to lessen possible negative consequences" (Swedish Armed Forces, 2016:16).

**Gender mainstreaming**: "A strategy where gender perspectives are integrated into all areas of policy and operations and in all stages of decision making, planning and execution of these actions" (Swedish Armed Forces, 2016:16).

**Pre-deployment gender training**: "A capacity-building activity that aims to increase awareness, knowledge and practical skills on gender issues by sharing information, experiences and techniques as well as by promoting reflection and debate" (UN-INSTRAW, 2007:8).
2.2 Previous Research

There is a widespread consensus within recent literature on gender and peace support operations that gender awareness among PSO personnel is integral for mission effectiveness as well as the establishment of a sustainable peace. The most commonly stated reasons to why are: Since women and men are oftentimes affected differently by armed conflicts, it is easier to safeguard the human rights of the local population if one makes the analysis disaggregated on gender; Being able to communicate with the female local population increases the amount of intel PSOs can acquire; When the views of all of the local population are taken into account there are better preconditions of a sustainable peace. (see for instance: UNSCR 1325, 2000:2; DPKO, 2004:45; UN-INSTRAW, 2007:6; Mackay, 2003:218f,221; Carson, 2016:276; Lamptey, 2012:8f).

Training of peace support troops is a national responsibility, thus pre-deployment gender training also falls into the remit of troop contributing countries and is framed by the UN as a mandatory part of pre-deployment training (DPKO, 2004:45f; Carson, 2016:276; Mackay, 2003:219), while the responsibility to provide suitable training material for pre-deployment gender training and a system of training the trainers rests on the UN (Mackay, 2003:219). Alongside a generic session on gender, the subject of prevention of sexual exploitation and abuse by peacekeepers is also a mandatory streak of peacekeeper training (Lamptey, 2012:10f).

The template training material developed by the UN is composed of three topics: 1) general information such as the meaning of the concept of gender and knowledge on the expected gender roles and responsibilities of women and men in armed conflict and how they can change, 2) development of gender analysis skills and 3) highlighting the implications of actions by the peace support personnel themselves. (Mackay, 2003:219)

Mackay (2003) conducted a field testing of the UN training package in the United Nations Transitional Administration in East Timor (UNTAET) mission after it was first launched in 2001. The main findings of the test were that the material needed to be simplified and concretized to better fit the audience and that several training techniques needed to be utilized in order to ensure a better learning outcome. Other challenges at this test was that the group was composed of a high degree of
varying ranks, meaning that discussion was inhibited due to the hierarchical nature of the military organization, as well as due to language difficulties since not all of the participants were fluent in English. The author further argues that the material for the pre-deployment training should be generic and broad to be able to include a lot of examples of contexts and settings so that the in-mission training has something to build on in terms of local examples and situations which the troops can then test in a near future in the mission area. Mackay further stresses the need for repetition of gender training sessions both at a national and international level and highlights the importance of getting the commitment of the senior ranks. (Mackay, 2003:220) It has previously been a problem that senior staff is overlooked in training because they are assumed to already know the importance of these issues, but without their support it will be difficult for the rest of the organization to reach durable results. (Mackay, 2003:220; Lamptey, 2012:7)

There is a controversy in previous literature regarding the role of militarized masculinities in peace support operations, founded on cases of PSO personnel guilty of misconduct such as sexual exploitation of the civilian population (Duncanson, 2009:64). Critics have argued that the type of military masculinity inherent in soldiers is too closely related to norms of strength, the use of force and coercion and aggressive heterosexuality to enable a peaceful transition of conflict settings into sustainable peace¹ (Whitworth, 2004:151). Other works such as for instance by Duncanson (2009), build upon previous works related to masculinities such as Connell (2002) and Enloe (1993) and argues that masculinities are composed of multiple and dynamic processes, which are constructed in relation to the surroundings and contexts individuals find themselves in. Therefore, the deployment to a peace support operation may enable the construction of a new form of military masculinity. Duncanson finds support for this kind of new peacekeeper masculinity in autobiographical accounts from officers deployed to Bosnia. The main argument being that it has been framed as more challenging to incorporate both traditionally perceived masculine values sometimes associated with peacekeeping such as ambition and steadfastness in combination with traditionally perceived feminine values, such as patience and empathy. Thus, peace support operations have in some instances been framed as more challenging than conventional warfare, in turn making them more highly valued. There may thus not have to be an inherent contradiction between the military assertiveness in a peace support operation and the effective implementation of a gender perspective with the aim of increased mission

¹ For more information on sexual exploitation conducted by PSO personnel see for instance Aoi, De Coning & Thakur, 2007; Bridges & Horsfall, 2009 and Simic, 2009.
effectiveness and successful de-escalation of violence. (Duncanson, 2009:70,77) A precondition for this merge is however that military peace support personnel feel secure about their role as peacekeepers in relation to military masculinities (eg. Duncansson, 2009:76; Laplonge, 2015:97) as well as that they receive sufficient preconditions to gain an adequate understanding of the importance of gender awareness in PSO operations (Carson, 2016:276). Both of which would ideally be provided in pre-deployment gender training sessions.

In sum, although increased gender awareness in Peace Support Operations (PSOs) has been highlighted as a critical focus area for mission success and increased focus has been put on pre-deployment gender training of PSO troops (UN, 2018), no systematic research appears to have been conducted evaluating the effects of pre-deployment gender training on change in attitudes of military troops. In light of this, this study aims to take the initial steps to address this gap, since a more thorough understanding is needed in terms of how gender awareness can be increased and how attitudes can be expected to change in this regard. Knowledge with which one could improve the structure of pre-deployment gender training with the aim of enhancing learning outcomes and implementation of gender mainstreaming. Factors which in turn are related to mission effectiveness.

2.3 Characteristics and Change of Attitudes

This study will use the most commonly cited definition of attitudes which assumes an evaluative stance, according to which: An “attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”. The evaluative approach is chosen due to the inherent role of evaluation in attitudes formation as well as the predisposing role attitudes play in relation to evaluative responses to an attitude object. (Eagly & Chaiken, 1993:3)

Albarracin, Johnson & Zanna frame attitudes as a term that can both encompass current judgements as well as memories of previous evaluations (Albarracin, Johnson & Zanna, 2005:4ff). According to Olson and Zanna there are three main strands of attributes connected to attitudes: accessibility, strength and ambivalence (Olson & Zanna, 1993:122f) In terms of accessibility, different types of attitudes can differ in terms of availability in our minds, ranging from attitudes rooted in our consciousness in a permanent manner to attitudes holding temporary spots in our memory. (Albarracin, Johnson & Zanna, 2005:5f) The attitudes an individual regard as important are categorized as more accessible in our minds, thus having greater influence on our understanding and
interpretation of our surroundings as well as which actions we decide to take in relation to it (Krosnick, 1989:297f, 304).

An important aspect to consider in relation to attitude strength is the connection between strong attitudes and identity. An attitude which is sufficiently strong to become part of an individual's identity will be influential in terms of cognition and actions as well as be increasingly resilient against change (Olson & Zanna, 1993:122f). In turn meaning that there will likely arise a level of confliction for the participants of the training whom identify with the more traditionally gendered views of the soldiering identity. Further, attitude strength is considered to be composed of five aspects; extremity, intensity, certainty, importance and knowledge (Krosnick & Abelson, 1992:179ff).

The level of ambivalence of an attitude is determined by the level of confliction in the evaluation at hand. Instances with roughly equal representation of positive and negative aspects are thus considered to entail a high level of ambivalence (Olson & Zanna, 1993:123).

However, our attitudes are not constant. The judgements attitudes build upon are commonly considered to be a shifting combination of past judgements, new judgements, prior knowledge and external information. (Albarracin, Johnson & Zanna, 2005:5f).

The information integration approach created by Anderson highlights the importance of introduction of new information for the formation as well as revision of attitudes and beliefs. The process of which is outlined in four steps. First new information is introduced. Second, an initial valuation takes place of the information at hand. In this stage our minds evaluate the information provided and transforms it into a subjective representation, affected by our previous values and attitudes. Third, the representations are combined into an implicit response. Fourth, observable responses are created and implemented. (Anderson, 1991:3ff)

The two main building blocks of the information integration theory are thus valuation and integration. Valuation takes into account two factors of a new piece of information; its relative scale value and its weight. Both of which are mental processes taking place in the mind of the recipient of information, used to categorize new information. (Eagly & Chaiken, 1993:241f)

The scale value of information is determined from the position that is being conveyed on what you could call a favorability scale. The recipient of information evaluates where the position of a new message is located on an imaginary Likert scale. The position of the new information is then compared
to where the existing attitudes of the recipient itself are located. In this way a piece of new information can be sorted as something similar to previous beliefs or far from previous beliefs. (Eagly & Chaiken, 1993:241f)

The weight of new information is determined in regard to the relative importance of the information for the attitude formation of the individual and can be affected by for instance the credibility of the messenger or the source of the information, or the strength of the argument presented. In this way, a new piece of information is given differing types of weight due to how important it is perceived. (Eagly & Chaiken, 1993:241f) Four main aspects of weight is provided; 1) the relevance of the new information in relation to the dimension of judgement, 2) the salience of the information, in terms of present attention distribution, 3) the perceived reliability of the information and 4) the quantity of information provided (Eagly & Chaiken, 1993:250).

The last main building block of the theory, integration of new information, allows new information to affect existing attitudes. Thus enabling attitude change if the combined scale value and weight allows. Attitude change can thus take place under different sets of preconditions in terms of scale value and weight. New information can be taken to heart even though it lies far from preexisting beliefs on the subject if the argument presented is strong enough and/or comes from an actor which is perceived to have high levels of legitimacy. The same thing goes for a weak argument or a source with low credibility who is conveying an argument which is close to preexisting beliefs. (Eagly & Chaiken, 1993:241f) However, a provider of information who is initially thought to be credible can quickly loose that credibility if the recipients perceive that person to be biased due to a certain background or have a vested interest in conveying the information due to future prospects (Eagly & Chaiken, 1993:249).

On that note, source credibility has also been shown to have a larger influence when the recipient of information is uninvolved in a subject matter and thus leans more on the perceived legitimacy of the conveyer of information. The amount of time a recipient of information has known a provider of information also affects the levels of perceived credibility. The commonly used time frames are three years for high credibility, three months for medium credibility and one meeting for low credibility. (Eagly & Chaiken, 1993:247).

Another important part of the information integration theory is the set-size effect, by which additional pieces of information conveying the same message will deepen the attitude formed. The
impact of this effect is expected to be big in the initial stages of adding messages, to later decline when the message has already been laid forth several times. (Eagly & Chaiken, 1993:245)

2.4 Gender Attitudes in the Military Sphere

In general attitudes of individuals employed in the military sphere are expected to be more rigid than attitudes of civilians. Troops are typically socialized into the military identity during conscript or basic training. Stevens et al found that cadets at West Point in the US scored significantly lower on the personality trait of “conformity” after their four years of education than before, results which were consistent across both sexes. (Stevens, Rosa & Gardner, 1994:481f)

Also in relation to gender the soldiering identity is expected to entail more conservative and traditional views than the rest of society (Ivarsson, Estrada & Berggren, 2005:279; Sundevall, 2011; Kronsell & Svedberg, 2011) One of the reasons as to why this is could be due to the historical heritage of the profession as a masculine sphere in which a main priority of the individual soldier was to protect the civilian population, at the time largely composed of women, children and the elderly (Kronsell, 2012:18f,45f). Building on that, yet another reason could be the historically strong connection between militarism and gendered nation building, where the country one was to defend was often framed as the “mother land” (Kronsell & Svedberg, 2011:242). It is also important to note that the changes in terms of increased inclusion of women in the military sphere has been known to be a slow process. Currently only 3% of UN peacekeepers are women (UN WOMEN, 2018). In sum, the military sphere is still a gendered setting to a large extent (Gustavsen, 2013:365).

In a study by Robinson Kurpius and Lucart (2000) the authors found a difference between the attitudes of male students of military academies as opposed to civilian colleges. The male military cadets had more traditional attitudes regarding women, views of masculine ideology and authoritarian beliefs while the civilian students held more liberal attitudes on these topics. (Robinson Kurpius & Lucart, 2000:262f)

When Ivarsson, Estrada and Berggren (2005) examined attitudes of male officers in relation to women in the Swedish Armed Forces, they were surprised to find that the gender attitudes of the male officers were not as positive as anticipated and did not reach the highest level. Although the Swedish setting is oftentimes referred to as one of the most gender equal countries in the world, which should arguably
provide a beneficial set of preconditions (Jauer, Holmberg & Göransson, 2017:5). This leads the authors to discuss the possibility of the attitudes tied to military identities to be more universal in its preference for men over women than previously thought. (Ivarsson, Estrada & Berggren, 2005:278)

The main challenges to attitude change due to gender training of peacekeeping troops is thus usually framed as emotional and attitudinal challenges rather than intellectual. Firstly because it can be interpreted as something related to the values and attitudes which compose the very identity of the individual soldier or officer. And secondly since the training package on gender is likely to introduce new perspectives on an area which has previously been dominated by long-held views and assumptions. (Mackay, 2003:220; Lamptey, 2012:16)

In order for gender training to be as effective as possible, a mixture of approaches should be used throughout the session, to be as inclusive of different learning techniques as possible. One can for instance make use of video clips, different forms of interaction with the participants such as discussions and debates and keep the focus on the training on issues which the participants can easily apply on situations likely to arise during their coming deployment. (UN-INSTRAW, 2007:12f) In light of the argument of credibility presented in the information integration theory, a trainer will have to be perceived as an actor who entails high levels of legitimacy to be able to affect the attitudes of those participants who initially hold negative attitudes (Eagly & Chaiken, 1993:241f). Further, a trainer who meets the participants of a gender training session just once will have a harder time to be perceived as credible. Therefore, the trainer needs to be very well prepared and have strong arguments to be able to affect the attitudes of the participants. (Eagly & Chaiken, 1993:247) Moreover, the set-size effect laid forth by Anderson (Eagly & Chaiken, 1993:245) supports the notion of providing several gender training sessions for PSO personnel with the increased benefit of being able to provide additional knowledge and new perspectives continuously, especially in the beginning of service for new recruits and soldiers. Further, the perspectives introduced during the training session should be incorporated into the daily work of the troops. As gender training sessions are usually relatively short (only a couple of hours or sometimes days), the seeds sown during gender training session must thus be followed up throughout the deployment and the time of service of troops to be able to entail long term attitudinal and behavioral change. Especially when taking into account all the other possible intervening factors able to affect the values and attitudes of individuals. (Lamptey, 2012:15f) It is thus a good idea to mainstream a gender perspective into general training as well, to increase the prospects of attitudinal
transformation. Transformation should thus be viewed as a continuous process rather than a means
to a goal which is reached through one training session. (Lamptey, 2012:7) Mainstreaming gender into
general training could also increase the legitimacy of the topic as perceived by individual troops.
(Windhoek Declaration; UN-INSTRAW, 2007:12)

Since gender is sometimes perceived as an unconventional topic within the military sphere one
should also be cautious not to act too confrontational or aggressive, so as to not antagonize individuals
with negative beliefs further. While some topics such as gender-based violence demands a clear cut
and blunt stance, other beliefs are often changed more effectively through openminded discussions
than attempts to coerce the mind (Puechguirbal, 2003:118). Trying to persuade people into an attitude
change can also lead to a backlash. Especially very rigid attitudes can be reinforced and deepen when
individuals find themselves in situations where they get to defend their attitude against someone who
takes the opposing view. What is particularly interesting with this is that this effect is particularly strong
in cases when the opposing argument is perceived to be a strong one and when the source is deemed
credible, but the attitude holder can still resist persuasion. (Tormola & Petty, 2004:428)

2.5 Causal Story

As previously stated, one of the commonly used explanations as to why attitudes change is when
knowledge of a particular subject increases and new facts are introduced by a credible actor.

Thus, if the knowledge of participants in the pre-deployment training related to gender in POSs
increase during the gender training, the chances of changes in attitudes amongst participants increases.
While the attitudes in the lower ranks of military organizations have generally not been known to entail
an especially positive view of gender, neither have the knowledge levels regarding the benefits of
integrating a gender perspective in PSOs. It could thus be that the introduction of new relevant facts
on gender and mission effectiveness is an integral part of the continued transformation process and
that increased knowledge levels is the spark needed to start the process of attitudinal change.

A prerequisite for attitudinal change is that the participants pay attention to the new information
conveyed during the training session. By placing focus on knowledge components, this study can
investigate the relative comprehension of the attendees of the concepts introduced. Comprehension
which they would not have reached if they had not been observant during the session. Since attitudes
amongst soldiers and officers are commonly interpreted to be more rigid than amongst similar individuals among the civilian population, it will be interesting to see to which degree the respondents' attitudes will change if at all. If the case is no or little change in attitudes, we can then investigate the change in knowledge levels. Increased knowledge and increased gender awareness is as previously mentioned also a goal of gender training. Which entails fruitfulness in investigation of knowledge as a concept in and of itself. Increased knowledge is also expected to be easier to bring about during such a short time period as a few hours training session. Further, if there is no change in attitudes but there is change in knowledge levels, we will know that the lack of attitude change was not a result of lack of attention by participants.

In sum, the causal chain of the theoretical argument is expected to be the following:

Gender training of troops → Increased knowledge related to integrating a gender perspective in PSOs → More positive attitudes concerning gender mainstreaming in PSOs.

The above reasoning thus leads to two hypotheses:

H1: Pre-deployment gender training will have a positive relationship with more positive attitudes regarding gender mainstreaming for PSO troops.

H2: Pre-deployment gender training will have a positive relationship with increased knowledge levels regarding gender mainstreaming for PSO troops.

3. Research Design

This section will outline the main methodological choices and factors of the study, such as the case selection, sample characteristics and data collection procedure. Further, operationalizations of the dependent variable (attitudes), the possible mediating variable (knowledge) are presented as well as descriptive statistics on said variables.

The survey approach is considered the best fit for this study due to practical as well as theoretical reasons. Some of the advantages being that: 1) One can reach a large number of respondents in a short amount of time. 2) The risk of respondent bias or social desirability bias is reduced since the survey is anonymous. An anonymity code is used however, so that a separate analysis can be carried out which
connects the answers of the same individual before and after the gender training. 3) It is relatively easy to reach a high level of replicability².

3.1 Case selection

Contemporary training of peace support personnel is commonly divided into three stages depending on when they are facilitated; 1) The pre-deployment training which takes place in the troop contributing country before deployment to the mission area. 2) The in-mission or induction training which is usually composed of a presentation made by the gender advisor or gender focal point team of the mission short upon arrival in the mission area. 3) The ongoing or post-deployment training which is aimed to keep knowledge levels high throughout the duration of service by troops (UN-INSTRAW, 2007:9; Carson, 2016:275f). This study investigates the pre-deployment stage of gender training, the importance of which is often stressed since not all missions have sufficient preconditions to host in-mission gender training (UN-INSTRAW, 2007:13).

The Swedish setting concerning gender equality and gender awareness in military operations is often described as having very beneficial preconditions for the creation of a comprehensive view by individuals serving in the Armed Forces (Ivarsson, Estrada, Berggren, 2005:280; Jauer, Holmberg & Göransson, 2017:5). An argument which amongst other factors builds on the early inclusion of women into selected positions of the armed services in the early 1980s and the whole Armed Forces being opened up to women in 1989 (Ivarsson, Estrada, Berggren, 2005:270,280). Sweden is also viewed as a front runner by many other countries on gender mainstreaming in peace support operations (Jauer, Holmberg & Göransson, 2017:5).

Sweden was also the first country in the world to establish an outspoken feminist government and implement a feminist foreign policy. A foreign policy framework which was adopted in October, 2014 with the aim of placing emphasis on equality between women and men both in and of itself as a human right as well as a prerequisite to reach wider foreign policy aims on peace, security and sustainable development. (Government Offices of Sweden, 2018a; Government Offices of Sweden, 2018b)

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²A high level of replicability is beneficial in this case since the section responsible for the gender training have expressed an interest in continuing to use the set of evaluative questions to be able to modify the training session according to what participants find to be the most useful tools.
Furthermore, Sweden have had National Action Plans (NAPs) for the implementation of UNSCR 1325 in place since 2006. The most recent one states that:

“Government agencies that work within the framework of the Total Defence concept must take account of a gender perspective and act in accordance with the agenda for Women, Peace and Security in their national and international operations, exercises, cooperation and coordination. (And) ensure that staff deployed to perform peace keeping, peace building and crisis management work have knowledge of the agenda for Women, Peace and Security and that the training is adapted to the specific assignment”. (Government Offices of Sweden, 2015:14)

Sweden is also home to The Nordic Center for Gender in Military Operations (NCGM) located in Stockholm. The training center was established in 2012 as a cooperation between the Nordic countries and was given the title of NATO Department Head on gender in 2013. (Swedish Armed Forces, 2018)

In relation to the above, Sweden can be considered a most-likely case for the positive outcome of pre-deployment gender training, both in terms of the attention given to the subject of gender by decision makers as well as that the high levels of gender equality in society at large is expected to contribute to a high susceptibility of this type of messages in relation to individual personnel. In line with the terms used in information integration theory, the scale value of the concepts to be introduced on gender and the previous beliefs on that area should be similar to each other. Or, in other words, these new concepts should be easier for Swedes to assimilate since Swedish society at large is considered a successful promotor of gender equality.

The respondents of the survey are employees in the Swedish Armed Forces (SAF), scheduled to be deployed to the United Nations Multidimensional Integrated Stabilization Mission in Mali (MINUSMA). The respondents are all participants in a pre-deployment gender training course conducted by the SAF in preparation for service in the peace support operation.

In terms of group composition, the participants are considered representative of other Swedish contributions to PSOs. Functions represented in this group include Intelligence, Surveillance and Reconnaissance (ISR) (which made up the main portion of the attendees), logistics functions as well as medical professionals. This group composition also entails a variety between military and civilian personnel amongst the respondents. One set of functions which was not present at this occasion is the staff function. This is however not considered a loss for the outcome of the study since staff members and senior management often have experience from previous gender training, and this study
is interested in measuring the untainted effect of this especial training session. From a bias point of view, it is thus positive that they were not present at this occasion.

The findings of this study are considered to be generalizable to other Swedish PSO contributions with similar types of composition in terms of functions. The educational material used in the gender training is according to the SAF trainer conducting the training session studied based on the template educational material distributed by the UN. Which entails that the structure of the training is likely to be similar to other countries contributing troops to UN Peace Support Operations whom also have based their training sessions on the UN template. All regiments in the SAF take turns to provide personnel to peace support operations. However, country specific characteristics and values can largely affect the level of generalizability to other defense forces around the world. Since Sweden is one of the most gender equal countries in the world it would not be surprising if the gender training proves to have a good effect here. However, if on the contrary the gender training does not prove to have a substantial effect on gender awareness here where preconditions are thought to be good, one might have to start thinking about revising the gender training concepts used, to become more effective. Only having respondents from one country also puts emphasis on thorough analysis of the baseline since there is a possibility that it will be difficult to prove a difference between before and after the training if the Swedish troops show high levels of gender awareness already at the first data collection point.

3.2 Sample Characteristics

The group consisted of largely the same set of participants before and after they underwent the pre-deployment gender training, the level of comparability between the groups is expected to be rather high. The research design chosen is thus a longitudinal one, with two data collection points, one before and one after the treatment. Of the entire group of 140 individuals, 104 chose to fill in the survey and agreed to the informed consent of the study at the first data point and 105 chose to fill in the survey and agreed to the informed consent of the study at the second data point. This results in a response rate of 74% at t=1 and 75% at t=2.

There are a number of other factors which could possibly also affect the level of gender awareness and attitudes relating to gender amongst troops. Some of these are controlled for in the study, by a set of initial questions such as; age, sex, type of position (soldier, commissioned officer, non-
commissioned officer or civilian), if the respondent has undergone gender training previously as well as the amount of time served in the armed forces. Each of these are factors which are expected to be able to affect the views of individual respondents. The sample has similar characteristics for the groups whom conducted the survey before and after the training. In terms of age, 34% of the respondents in the first group are between 19 to 25 years old while the corresponding number for the second group is 37%. Similarly, 46% of participants in the first group consists of individuals in the age span of 25 to 30, while the corresponding number for the second group is 44%. The same goes for the ratio of women and men in the two groups, where 7% of the respondents at t=1 were women as compared to 8% at t=2.

A t-test has been run on each of these variables between respondents before and after the training, to ascertain that there were not any differences between the composition of the groups which had not been noticed in the initial analysis of the sample characteristics. No statistically significant differences were found on the means of these factors. There is thus considered to be balance in the sample between the two groups.

Table 1. Descriptive Statistics of Sample

<table>
<thead>
<tr>
<th>Variable</th>
<th>Obs</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>207</td>
<td>1.9323</td>
<td>.9977</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>207</td>
<td>.0870</td>
<td>.2825</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Employment type - Military</td>
<td>209</td>
<td>1.1866</td>
<td>.5953</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Employment type - Civilian</td>
<td>209</td>
<td>.0526</td>
<td>.2238</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Previous Training</td>
<td>203</td>
<td>.3743</td>
<td>.4852</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Work Duration</td>
<td>209</td>
<td>2.3110</td>
<td>.6385</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

3.3 Data Collection Procedure

Initial contact with management personnel at the responsible department of SAF was made through email and phone. Responsible personnel were then able to grant 15 minutes before the training took place for the baseline data collection as well as 15 minutes after the training for the post treatment data collection. The before and after data was thus collected in the same day. Before the respondents were handed the survey, I introduced myself as a student of Uppsala University conducting a study on gender training of military personnel. The respondents were also informed that participation in the
study was voluntary. The data was collected using a pen and pencil survey approach and was later computerized and coded by hand. An anonymity code was used to be able to track the answers of respondents between the first and second data collection point. The code was generated by the respondents themselves and consisted of questions regarding the names of parents of the respondents, which year they were born and how many siblings they have. The ideas of which being that the code would not make sense to anyone else but at the same be time easy for the respondents to recreate at the time of the second survey. (DiIorio et al, 2000:167)

### 3.4 Survey Design

The survey used in this study is composed of three parts:

First, a set of questions which aimed to measure the knowledge of participants on issues relating to gender in PSOs. As previously mentioned, increased knowledge and gender awareness is both a goal in and of itself for gender training sessions as well as viewed as a prerequisite for attitudinal change. I got access to the educational material of the gender training before the construction of the questions in the survey aimed to capture the knowledge levels of respondents. The questions could thus be tailored for this particular training which increases the validity of the measurement of the relative gender knowledge of the participants. This set of questions are likely better suited to capture the knowledge conveyed and received in this training session as opposed to if a general set of knowledge question would have been used. The sets of questions aimed to capture the knowledge levels of the participants are the same both before and after the training is conducted to easily be able to ascertain any changes.

Second, a set of questions aimed to capture the attitudes of individual respondents in relation to gender in PSOs. The sets of questions aimed to capture the attitudes of the participants are also the same both before and after the training is conducted to easily be able to ascertain any changes. Further, issues regarding gender is still interpreted as an unconventional topic for some employees in the armed forces. Therefore, a list experiment, often also referred to as the unmatched count technique is also utilized in two of the survey questions aimed to capture the attitudes of the respondents.

Third, at the second data measurement point \((t=2)\) a set of evaluative questions are included, providing space for the respondents to give their view of the effectiveness of the training in terms of inducing increased knowledge levels and positive attitudinal change. This latter section also includes
questions where the participants can choose to formulate their answers themselves and makes use of qualitative analysis to increase the validity of the interpretation of respondents' opinions.

The above results in four versions of the survey.

- One version conducted before the training with control questions.
- One version conducted before the training with all list-experiment questions.
- One version conducted after the training with control questions and an evaluative part.
- One version conducted after the training with all list-experiment questions and an evaluative part.

The data collection points are set before and after the gender training session. The session was one hour and 45 minutes long, which meant that the measurement before and after was just hours away from each other in time.

3.5 Quantitative Measures

The quantitative section of the study is divided into two parts:

One part of the analysis will be conducted with the total sample where the results of all respondents at the first data collection point \( (t=1) \) will be examined in relation to the results of all respondents at the second data collection point \( (t=2) \). This data is analyzed through independent t-tests, testing the difference of means between the two groups of data, collected before and after the treatment (Powner, 2015:216). The t-test or difference in means test is a way to test if there is a statistically significant difference between the means of two groups. The null hypothesis in this case being that the cases in the two samples used could have been drawn from the same population and not two groups who are distinctly different from each other on the variable of interest. (Kellstedt & Whitten, 2009:158) A difference in means test will thus be able to ascertain if there is a statistically significant difference between the knowledge levels and attitudes of the respondents before and after the gender training session.

The other part of the analysis is conducted with a dataset composed of the results of the same individuals before and after the training. The dataset has been coded to match the same respondent at \( t=1 \) and \( t=2 \). This sample will hereon be referred to as the matched sample. In the matched sample
one will be able to track the change or stability of knowledge and attitudes of the respondents from before and after the training. This part makes use of paired sample t-tests, for which the same basis of the logic applies as the one presented for the independent t-tests presented above. The paired t-test also investigates if there is a difference in means between two groups. The difference between the independent t-test and the paired t-test is that the paired t-test is utilizing a within-samples approach, also called a repeated measures technique. Meaning that the same case is measured twice, which means that this method is suitable for this type of longitudinal study where the same participants are examined before and after a treatment. (Powner, 2015:216)

3.5.1 Dependent Variable - Attitudes

Attitudinal change is operationalized through the questions in the survey aimed to capture the attitudes of troops regarding gender and PSOs before and after the gender training. The survey questions are used to measure the bigger concept of attitudes. The questions on attitudes provide a set of seven answering alternatives on a Likert scale. Where 1 on the scale indicates “fully disagrees”, 7 indicates “fully agrees” and 4 indicates "neither disagree or agree". The respondent chooses an answering alternative on the range corresponding to their own view on the matter.

Three of the questions aimed to capture attitudes (no 2, 3 and 5) were phrased in a negative direction so that one should not be able to cross just one alternative through all of the questions but rather be forced to take a fresh stand in each question. These three questions were then re-coded so that an answer stating fully disagree on a negative question is converted to the most positive alternative on the gender attitude scale. Further, two of the attitudes questions (no 1 and 4) were phrased on topics other than gender in PSOs. These questions were introduced so as not to wear the respondents out with questions on a single topic and to limit the risk of steering the respondents into a certain direction.

Before the average attitude variables before and after the treatment are composed, the internal reliability of the attitude questions is estimated. The method used is the widely utilized internal consistency test for Likert-scales, Cronbach’s Alpha. In sum this test investigates to which degree the questions asked are reflecting the same bigger concept. (Powner, 2015:193) In this case the bigger concept the questions are meant to reflect is attitudes toward gender in a military organization. This test is conducted in combination with a division on each item to be able to ascertain if one or several of the questions score lower than the others and should thus be cut out to improve the overall
reliability. An output value around 0.7 or higher is commonly interpreted as a good score, indicating that the questions asked are in sync measuring the same concept (Powner, 2015:193). The result of the test indicates high internal reliability for all the Likert questions with a combined test score of 0.7424 at t=1 and 0.8080 at t=2. All the questions posed on gender were thus kept in the further analysis. One can also see that the test scores are higher at the second measurement point than at the first measurement point. This could be because the respondents have gotten a more detailed perception of the concept of gender during the gender training. Detailed scores can be found in the table below, where the (translated) phrasing of the attitude questions is also presented.

Table 4. Cronbach's Alpha

<table>
<thead>
<tr>
<th>Item</th>
<th>Alpha t=1</th>
<th>Alpha t=2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) It is easier to cooperate with people of the same sex as oneself.</td>
<td>0.7448</td>
<td>0.8007</td>
</tr>
<tr>
<td>3) Groups of soldiers that only contain men have better group cohesion.</td>
<td>0.7193</td>
<td>0.7797</td>
</tr>
<tr>
<td>5) There is an antagonism between gender perspectives and effectiveness in the military sphere.</td>
<td>0.7416</td>
<td>0.8021</td>
</tr>
<tr>
<td>6) It is beneficial to have women in your group when in duty stationed at your home base.</td>
<td>0.6844</td>
<td>0.7737</td>
</tr>
<tr>
<td>7) It is beneficial to have women in your group when in duty stationed in a PSO area abroad.</td>
<td>0.6843</td>
<td>0.7641</td>
</tr>
<tr>
<td>8) It is important that Swedish military personnel lead by example regarding gender and gender equality in the mission area.</td>
<td>0.7325</td>
<td>0.8062</td>
</tr>
<tr>
<td>9) The Swedish Armed Forces benefit from having an inclusive approach to women at the home base.</td>
<td>0.6954</td>
<td>0.7680</td>
</tr>
<tr>
<td>10) The Swedish Armed Forces benefit from having an inclusive approach to local women in the PSO area.</td>
<td>0.7164</td>
<td>0.7905</td>
</tr>
<tr>
<td>Test scale</td>
<td>0.7424</td>
<td>0.8080</td>
</tr>
</tbody>
</table>

*N appr. 102 at both data points.

In the total sample an average of the attitudes of each individual is computed for the measurements before and after the training session. In the matched sample the latter average score is also subtracted by the previous average score to produce a change score, which is used to investigate if there has been a positive or negative change in attitudes regarding gender in the mission area and if so - to what
Table 2. Descriptive Statistics of Attitudes – Total Sample

<table>
<thead>
<tr>
<th>Variable</th>
<th>Obs</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude Score Before</td>
<td>104</td>
<td>5.5149</td>
<td>.8293</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Attitude Score After</td>
<td>103</td>
<td>5.7033</td>
<td>.8479</td>
<td>2.125</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 3. Descriptive Statistics of Attitudes – Matched Sample

<table>
<thead>
<tr>
<th>Variable</th>
<th>Obs</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude Score Before</td>
<td>73</td>
<td>5.5732</td>
<td>.8652</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Attitude Score After</td>
<td>71</td>
<td>5.7079</td>
<td>.8482</td>
<td>2.125</td>
<td>7</td>
</tr>
<tr>
<td>Attitude Change Score</td>
<td>71</td>
<td>.1245</td>
<td>.4079</td>
<td>-1.125</td>
<td>1.375</td>
</tr>
</tbody>
</table>

As previously mentioned, since gender is sometimes seen as an unconventional topic within the military sphere, two of the questions aimed to capture the attitudes of the respondents were list experiment questions. In these questions the participants are asked to state the total sum of how many of a set of statements they agree with. In this case, half of the group were provided with a survey with four statements of which one can be interpreted as a sensitive statement or a negative opinion. Since the respondents are not asked to express which of the statements they agree with, increased leeway is provided to disclose genuine views that could otherwise have been sorted out by the individuals themselves due to social desirability bias and similar mechanisms. The other half of the group were provided with a survey with only the three statements that are not considered to be sensitive. The latter group is thus used as a control group and the total scores of the respective groups are scrutinized to estimate how big of a proportion of the full sample who are expected to agree with the statements which are considered sensitive. (Blair & Imai, 2012:48f)

The list experiment questions are phrased as follows where the statements which is underlined is the one which is considered to reflect a negative attitude towards focus on gender awareness in PSOs and thus is the object of interest in this study. The underlined statements were thus only present in half of the surveys distributed.
Question 1)

- All of the local population, both women and men should be able to have a say.
- Having a gender perspective can be important when there is time and possibilities to work with it.
- Awareness of local women and men's different preconditions can contribute positively to civil-military relations.
- Both local women and men should feel safe with that military PSO personnel work to enhance their security.

Question 2)

- To get into contact with women in the mission area is important for intelligence gathering.
- It is important to take preventive measures against gender based violence in conflicts.
- Tasks in a mission area can also be solved without a gender perspective.
- It is important that both men and women in the local population get the possibility to participate in the process of re-building society after an armed conflict.

The results of the list experiment questions are then compared between the data measurement points to see if there are fewer respondents who agree with the statements expressing negative views on gender after the training than before. A difference in means test is also conducted to ascertain if the difference between the results before and after is statistically significant or not.

3.5.2 Mediating Variable - Knowledge

In the theory section, increased knowledge was highlighted as a mechanism oftentimes thought to spur attitude change. The knowledge levels of the respondents in relation to gender in PSOs could thus act as a mediating variable affecting the levels of attitude change taking place during the gender training.

To capture this, increased knowledge is operationalized through the survey questions aimed to capture the levels of knowledge of the participants.

The questions aimed to capture the knowledge levels of the participants were as previously stated written to match the educational material used during the training. Two of the knowledge questions (no 8 and 9) have been excluded from the analysis since they were not included in the final version of
the training. The respondents have on these two questions thus not gotten the factual background and preconditions to answer these questions correctly. Below are two examples of questions and answering alternatives with the correct answer underlined, for the full set of questions see Appendix 1.

4) What does having a “gender perspective” entail?

1. To notice when men and boys are treated unfavourably.
2. To notice when women, men, girls and boys are affected similarly by a certain situation or action due to their sex.
3. To notice when women and girls are affected favourably.
4. To notice what women and girls are doing well.
5. To notice when women, men, girls and boys are affected differently by a certain situation or action due to their sex.

5) What does “gender mainstreaming” entail?

1. That everyone should be equal regardless of sex.
2. That women, men, girls and boys should acknowledge the differences between them.
3. That the same rules should apply for women, men, girls and boys regardless if that means that some groups may be affected negatively.
4. That the same rules should apply for women, men, girls and boys, regardless if that means that some groups are going to win unproportionally from it.
5. To evaluate and adapt decisions in laws and regulations for women, men, girls and boys.

The answers to this set of questions are coded as 1 if the respondent chooses the correct answering alternative out of five provided alternatives (three alternatives on the questions concerning numbers and years) and as 0 if the respondent have failed to choose the correct alternative or have selected
several answering alternatives. An average knowledge score is then computed which thus takes the form of a decimal between 0 and 1. Descriptive statistics are found below.

Table 5. Descriptive Statistics of Knowledge – Total Sample

<table>
<thead>
<tr>
<th>Variable</th>
<th>Obs</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Score Before</td>
<td>104</td>
<td>.5823</td>
<td>.1538</td>
<td>.125</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge Score After</td>
<td>52</td>
<td>.8185</td>
<td>.1741</td>
<td>.375</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 6. Descriptive Statistics of Knowledge – Matched Sample

<table>
<thead>
<tr>
<th>Variable</th>
<th>Obs</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Score Before</td>
<td>73</td>
<td>.6033</td>
<td>.1458</td>
<td>.25</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge Score After</td>
<td>69</td>
<td>.8641</td>
<td>.1569</td>
<td>.375</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge Change Score</td>
<td>69</td>
<td>.2641</td>
<td>.1906</td>
<td>-.2286</td>
<td>.75</td>
</tr>
</tbody>
</table>

3.6 Qualitative measures

As previously mentioned, gender can still in some instances be perceived as an unconventional topic in military organizations. In light of this and the importance of the experience by the individuals about to form new attitudes as described in the information integration theory (Eagly & Chaiken, 1993:241f), a set of evaluative questions are added to the survey to try to ascertain what the participants themselves think that they have gotten out of the training session.

The evaluative questions comprising the last part of the survey at t=2, provides both answering alternatives and space for the respondents to formulate answers in their own words. The data is compiled and structured into charts to facilitate overview of the results of the answering alternatives.

---

3 During the training, a group of the respondents were scheduled to go on a doctors appointment for vaccines necessary in the mission area, which meant that they missed parts of the training session. Regressions have been used to ascertain if there is any statistical difference between the knowledge levels of this group and the group who attended all of the training. The regressions did not show any statistically significant difference between the groups in terms of knowledge levels. This group is thus included in the study. Mentioned regressions can be found in appendix 2.

4 This sample size decreased due to a technical difficulty with change in formatting occurring between the computer and printer, which resulted in a statistical difference in knowledge levels between the two groups. The observations with different formatting was thus dropped to not risk confounding effects on the results.
The data is then interpreted and analyzed as an addition to the statistical findings. Some examples of the evaluative questions are found below, the full set is available in Appendix 1.

2) Was there anything in the training which has changed your perception regarding gender in PSOs?
   ① Yes.
   ② No.

3) In that case, what have contributed to changing your perception?
   ① New knowledge introduced with new facts.
   ② The increased prioritization of gender within the Armed Forces.
   ③ Increased understanding of the conditions in the mission area.
   ④ The real life examples mentioned during the training.
   ⑤ The positive effects gender awareness can have for the mission.
   ⑥ Other........................................................................................................

4. Results & Analysis

   This section will combine the results of the study and provide analysis in relation to theory. First the relationship between the total sample of answers by the respondents before and after will be scrutinized. Second, focus will be placed on the matched sample, where we are able to follow the stability or change of each individual in terms of responses. Third, the relationship between the experiment questions posed before and after the training will be investigated. Fourth, an overview of the set of evaluative questions will be provided.
4.1 Total Sample - Attitudes

4.1.1 Change in Attitudes

Starting off with a difference in means test between the attitude scores of the entire set of respondents before and after the gender training. From the results in Table 7 we can conclude that the difference in means of 0.1884 on the seven grade scale between the two groups is not sufficiently large not to have been created by random chance. The t-value of 0.1077 fails to reach statistical significance on a 95% confidence level although it is close to being statistically significant on a 90% confidence level. I do not interpret this as a statistically sound result. There is thus not sufficient support for Hypothesis 1 which was phrased as: Pre-deployment gender training will have a positive relationship with more positive attitudes regarding gender mainstreaming for PSO troops. However, in relation to the extent of rigidity of military attitudes expected from the theory section it is still somewhat remarkable that even this vague result was found.

Table 7. Independent T-test of Attitude Score at t=1 and t=2

<table>
<thead>
<tr>
<th></th>
<th>Obs</th>
<th>Mean</th>
<th>Std. Err.</th>
<th>Std. Dev.</th>
<th>[95% Conf. Interval]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before</td>
<td>104</td>
<td>5.5149</td>
<td>.0813</td>
<td>.8293</td>
<td>5.3537    5.6762</td>
</tr>
<tr>
<td>After</td>
<td>103</td>
<td>5.7033</td>
<td>.0835</td>
<td>.8479</td>
<td>5.5376    5.8690</td>
</tr>
<tr>
<td>Combined</td>
<td>207</td>
<td>5.6087</td>
<td>.0585</td>
<td>.8419</td>
<td>5.4933    5.7240</td>
</tr>
<tr>
<td>Diff</td>
<td></td>
<td>-.1884</td>
<td>.1166</td>
<td>.4182</td>
<td>.0414</td>
</tr>
</tbody>
</table>

\[ t = -1.6158 \]

Pr(|T| > |t|) Ha:diff ! = 0 = 0.1077

A possible explanation for why the effect on attitudes is not greater is that the military attitudes of the participants were too rigid for the new insights from the gender training to affect them. For many
of the participants, the messages introduced during the training session are likely to have been divergent from their own in terms of scale value as introduced in the information integration theory, which would entail higher levels of stability and less inclination to change of attitudes.

In line with the notion of set-size effect, it could also be that the gender training was not sufficiently extensive to be able to affect the attitudes of the participants. Since the session was only one hour and 45 minutes long, perhaps a longer training session would have been more successful in conveying the messages a sufficient amount of times to increase the likelihood of the being integrated by the participants to a higher degree.

An alternative explanation could also be that the participants since being part of Swedish society had higher levels of positive attitudes towards gender going in, and that there thus were not as much room for further change in a positive direction. However, the mean values of 5.5149 (before) and 5.7033 (after) on the 7-point Likert scale suggests some additional room for possible change.

### 4.1.1 Individual Questions

To be able to further examine the relationship between the attitude score before and after the training, a difference in means test is also made for each question at t=1 and t=2. By adding this part one can further evaluate variation in results across the individual questions which may have been hidden in the comparison made on the total average scores of the participants.

In Table 8 below we can see the means of before and after as well as the p-value for the independent t-test made on the means before and after the training. Interesting to note here is that the means of the attitude scores decreased on Questions no 2 and 3, meaning that the attitudes of respondents became more negative against gender. The difference in means are however extremely small, 0.0033 for Question 2 and 0.039 for Question 3, indicating a very marginal effect.

Further, out of the eight attitude questions, the means were statistically significantly different from each other on a 95% confidence level on two questions, question no 5 and question no 10. A further discussion on which follow below.
Table 8. Individual Attitude Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean at t=1</th>
<th>Mean at t=2</th>
<th>Min</th>
<th>Max</th>
<th>P $\text{0 H:diff than 0}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 2</td>
<td>4.6538</td>
<td>4.6505</td>
<td>1</td>
<td>7</td>
<td>0.9877</td>
</tr>
<tr>
<td>Question 3</td>
<td>5.0096</td>
<td>4.9706</td>
<td>1</td>
<td>7</td>
<td>0.8598</td>
</tr>
<tr>
<td>Question 5</td>
<td>4.5941</td>
<td>5.025</td>
<td>1</td>
<td>7</td>
<td>0.0425</td>
</tr>
<tr>
<td>Question 6</td>
<td>5.1731</td>
<td>5.4363</td>
<td>1</td>
<td>7</td>
<td>0.2356</td>
</tr>
<tr>
<td>Question 7</td>
<td>5.5168</td>
<td>5.7816</td>
<td>1</td>
<td>7</td>
<td>0.1691</td>
</tr>
<tr>
<td>Question 8</td>
<td>6.5631</td>
<td>6.7087</td>
<td>3</td>
<td>7</td>
<td>0.1460</td>
</tr>
<tr>
<td>Question 9</td>
<td>6.3689</td>
<td>6.4314</td>
<td>2</td>
<td>7</td>
<td>0.6674</td>
</tr>
<tr>
<td>Question 10</td>
<td>6.2864</td>
<td>6.6019</td>
<td>1</td>
<td>7</td>
<td>0.0258</td>
</tr>
</tbody>
</table>

*N=approx. 102.

To reiterate, attitude question no 5 is phrased:

-There is an antagonism between gender perspectives and effectiveness in the military sphere.

Since this is a common misconception on gender work in military settings it is nice to see that this was one of the questions which succeeded in gaining a statistically significant difference in means. The p-value of 0.0425 is below the 0.05 limit, indicating a 95% confidence level that this relationship did not appear by random chance.

As previously mentioned, in these settings the topic of gender has oftentimes been frowned upon historically and still is in some instances. Gaining troops understanding of the benefits, both for themselves and for the local population, of working with a gender perspective is crucial in order to reach sustainable civil-military relations, get comprehensible intel, build the trust in society to be able to set the foundations for a sustainable peace etc. The list of benefits of gender awareness can be made long and the items on it will become even more beneficial when individual troops gain the background understanding as to why these concepts are so important. And when PSO personnel can take their own initiatives to include a gender perspective which will benefit both themselves, the local population and their colleagues in the field.
Question no 10 is phrased:

- The Swedish Armed Forces benefit from having an inclusive approach to local women in the PSO area.

This test produced a p-value at 0.0258, indicating a 95% level of confidence that this difference in means did not appear out of random chance.

Having a good relationship with women in the PSO area is often highlighted not only due to a gender equality perspective, but also because the PSO personnel can gain more intel if they are able to communicate with all of the local population (UN-INSTRAW, 2007:6; Mackay, 2003:218f, 221).

What is also interesting with these two questions is that they are both related to the effectiveness argument as to why gender should be included into the military setting. Upon introduction of the concept of gender and gender mainstreaming into the military sphere one had several choices of legitimizing arguments. The main rhetoric used in practice to explain why gender awareness should be promoted in relation to peace support operations is the rational arguments (Lindersson, Hollis & Holmberg, 2016:28) based on realization of increased operational effectiveness (Egnell, Hojem & Berts, 2014) An approach which has been chosen also by many other national security services and has proved successful in terms of providing legitimacy for gender issues in the Swedish context. Since increased effectiveness is in one way or another always going to be one of the core goals of the collective security forces, the efficiency argument is hard to argue against in the same way as one could imagine critics would if one were to highlight for instance a moral argument highlighting the ethic benefits of gender mainstreaming. (Lindersson, Hollis & Holmberg, 2016:28) However, the choice of legitimizing argument has not been without criticism. For instance Kronsell and Svedberg questions the appropriateness of the effectiveness based approach by highlighting the risk of gender awareness and women in the military sphere to be reduced to stereotypic images and the reinforcement of traditional views if “gender” is reduced to meaning “women” (2011:243f). Furthermore, Jauer, Holmberg and Göransson stresses the risk of cementing and reconstructing gender relations instead of challenging them (2017:35) and Lindersson, Hollis and Holmberg questions which the long term effects will be in terms of attitudinal change in regards to gender within the security sphere if the original, traditional views are not challenged (2016:29). However, since both of the attitude questions which gained statistical significance in these tests are related to the argument of increased operational
effectiveness, this notion lends increased support for the effectiveness of this line of reasoning to affect military standpoints. At least as it seems, in a small-scale environment and a short-term perspective.

4.1 Total Sample - Knowledge

Moving on to the possible mediating variable of knowledge. We start off with a difference in means test of the answers of the total amount of respondents before and after the training. From which we can conclude that there has indeed been an increase in knowledge levels occurring during the gender training session. With a difference in means between the two data points at 0.2361, no overlap in the 95% confidence intervals and a p-value less than 0.000, we can conclude that the increase in knowledge levels did not occur by random chance at a 99% confidence level. There is thus support for Hypothesis 2, phrased as: Pre-deployment gender training will have a positive relationship with increased knowledge levels regarding gender mainstreaming for PSO troops.

Table 9. Independent T-test of Knowledge Score at t=1 and t=2

<table>
<thead>
<tr>
<th></th>
<th>Obs</th>
<th>Mean</th>
<th>Std. Err.</th>
<th>Std. Dev.</th>
<th>[95% Conf. Interval]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Score Before</td>
<td>104</td>
<td>.5823</td>
<td>.015</td>
<td>.1538</td>
<td>.5524 .6123</td>
</tr>
<tr>
<td>Knowledge Score After</td>
<td>52</td>
<td>.8185</td>
<td>.0241</td>
<td>.1741</td>
<td>.77 .8669</td>
</tr>
<tr>
<td>Combined</td>
<td>156</td>
<td>.661</td>
<td>.0156</td>
<td>.1954</td>
<td>.6302 .6919</td>
</tr>
<tr>
<td>Diff</td>
<td></td>
<td>-.2361</td>
<td>.0273</td>
<td></td>
<td>-.2901 -.1821</td>
</tr>
</tbody>
</table>

\[ t = -8.6443 \]

Pr(|T| > |t|) Ha:diff ! = 0 \[ 0.0000 \]

So far, the results thus indicate that there is an increase in knowledge levels occurring amongst the participants of the gender training but that the effect of knowledge has not managed to affect respondents' attitudes to the extent theorized. Since increased knowledge levels and gender awareness is stated as a goal of gender training in and of itself, the results of this test is uplifting. Further scrutiny of the effects of gender training on attitudes as well as the causal mechanism at play will come later in
the paper. First however, we will look closer into the individual knowledge questions to see if there is any interesting variation amongst them.

### 4.2.1 Individual Questions

To further scrutinize the relationship between the knowledge scores before and after the gender training session, t-tests are conducted on the individual questions of the knowledge section.

From Table 10 below, we can see the means of the knowledge levels before and after as well as the p-value of the independent t-test conducted on the means before and after the training session. Interesting to note here is that the respondents had high levels of knowledge already before the training on question 1 (a score of 0.8653), question 3 (a score of 0.9807) and question 7 (a score of 0.8627). It is not hard to imagine that there were not any room for improvement until after the training when the respondents had scored so high already before the session.

Further, in line with previous results, the knowledge questions reflect a bigger difference between the first and the second measurement point than the attitude questions. Out of the eight questions, the means of t=1 and t=2 of four questions (no 2, 4, 5 and 10) were statistically different from each other on a 95% confidence level and question 6 was on the verge, with a p-value of 0.0565.

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean at t=1</th>
<th>Mean at t=2</th>
<th>Min</th>
<th>Max</th>
<th>P 0 H:diff than 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>.8654</td>
<td>.9231</td>
<td>0</td>
<td>1</td>
<td>0.2907</td>
</tr>
<tr>
<td>Question 2</td>
<td>.2871</td>
<td>.82</td>
<td>0</td>
<td>1</td>
<td>0.0000</td>
</tr>
<tr>
<td>Question 3</td>
<td>.9807</td>
<td>.9804</td>
<td>0</td>
<td>1</td>
<td>0.9873</td>
</tr>
<tr>
<td>Question 4</td>
<td>.75</td>
<td>.902</td>
<td>0</td>
<td>1</td>
<td>0.0263</td>
</tr>
<tr>
<td>Question 5</td>
<td>.2</td>
<td>.5957</td>
<td>0</td>
<td>1</td>
<td>0.0000</td>
</tr>
<tr>
<td>Question 6</td>
<td>.4651</td>
<td>.6383</td>
<td>0</td>
<td>1</td>
<td>0.0565</td>
</tr>
<tr>
<td>Question 7</td>
<td>.8627</td>
<td>.9</td>
<td>0</td>
<td>1</td>
<td>0.5173</td>
</tr>
<tr>
<td>Question 10</td>
<td>.0652</td>
<td>.72</td>
<td>0</td>
<td>1</td>
<td>0.0000</td>
</tr>
</tbody>
</table>

*N=approx. 102 for t=1 and 50 for t=2.*
Question no 2 is phrased as:

-What does “gender” mean?

As we can see in Table 10 above, there is a remarkable change in knowledge levels between the first measurement point of question 2 with a mean of 0.2871 and the second measurement point mean of 0.82. Thus resulting in a difference in means of 0.5329, which is a big change keeping in mind that the value of the knowledge variable can take a value from 0 to 1. This is also reflected in the p-value, which takes the form of less than 0.0000.

There has thus been an improvement in knowledge levels on this especial question. One reason for the relatively low amount of right answers on this question before the training took place might be confusion regarding language and concepts. In Sweden, the word "gender" is sometimes used interchangeably with the word "genus", which is used solely for the social and cultural differences between the sexes. But since "gender" in English can refer to the biological aspects of the sexes, one can imagine that confusion arises when gender is used in Swedish language settings to strictly mean the social and cultural aspects of being a woman, man, girl or boy. To straighten out the concepts surrounding gender and especially highlighting the differences between the biological aspects of the sexes (in Swedish referred to as "biologiskt kön") and the social and cultural aspects (referred to as genus or gender) is also according to the trainer at the session one of the learning goals of the pre-deployment gender training in the SAF. This result in learning outcomes is thus uplifting in relation to the aims set out for the training.

Question no 4 follows:

-What does having a “gender perspective” entail?

From the p-value of 0.0263 we can conclude that the increase in knowledge levels on question 4 is different from zero on a 95% confidence level.

The result of this question is important in a practical perspective in order for the troops to be able to incorporate a gender perspective into their daily work in the mission area. This question had a relatively high mean value of 0.75 also before the treatment. This can be due to a number of factors, one of which could be a reflection of the relatively high base line levels of gender awareness of the
Swedish troops due to beneficial preconditions. One can however imagine other more question technical related reasons such as that the right answer was easy to distinguish from the four false answering alternatives. In line with the previous reasoning on concepts used in the gender sphere, it can also be that the respondents have a high level of general understanding of the end goals of implementing a gender perspective but need the guidance to sort out the difference between the concepts used and the roadmap to get there. In this case, the concept of gender perspective might be a suitable representative for the means of an end of implementing a gender perspective: to notice when women, men, girls and boys are affected differently by a certain situation or action due to their gender.

Question no 5 is phrased:

-What does “gender mainstreaming” entail?

As we can see from Table 10, this question is also one to have received a p-value of less than 0.000. We can thus conclude that the increase in knowledge on this question is different from zero at a 99% confidence level.

One of the critiques often heard in relation to gender in a military setting is that "gender mainstreaming will not win us any wars". One of the root causes to the prevalence of this statement may be the lack of knowledge on how gender mainstreaming is actually thought to be used as a complement to other tactics in a peace support mission. Another very valid point raised by the trainer during the session this study is based on was that a gender perspective is just that. A complement, one piece of the puzzle. One very seldom hear anyone stating that a unitary tactic or weapons system such as small arms and light weapons or mortars or tracked vehicles will win us a war by themselves. The key to building a strong defense as well as planning a successful counter strike build on having different tools, by the sum of which one can get synergies and added value. So why should gender be tried harder than any of the other tools in the military or peace support toolbox? In light of this reasoning it is nice to note the positive development in knowledge levels on this question.
Question no 10 follows:

- What should you do when you encounter a case of sexual violence in the mission area?

The independent t-test of the means between this question at t=1 and t=2 also produced a p-value of less than 0.000, indicating a change different from zero at a 99% confidence level.

This question appears to have been one of the more difficult ones on the spectrum, with a mean of 0.0652 before the treatment. It is thus nice to see that a substantial increase in knowledge levels took place until the second measurement point, producing a mean of 0.72 and a difference in means of 0.6548. Which indicates that the training provided the participants with tools for how to act in such a situation during their deployment.

It is also a question to which the right answer to not make an extensive investigation and not hand the case over to the local police might appear contradictory at first glance. The thought behind it is however not to victimize an already exposed person further and not notifying the local police to risk spread of the story and increased stigmatization. Even though troops might want to give the person a ride home and help in all ways possible, for the victim to be given that kind of attention from PSO personnel will immediately raise suspicion from their surroundings of what could have happened, risking further stigma to be placed on the victim.

Since this is a situation in which the actions of individual troops can have far-reaching implications for the victims involved, it is especially uplifting to note the robustness in the change of this relationship.

4.3 Matched Sample – Attitudes

To investigate the change or stability on attitudes and knowledge due to the training session further, we will now place focus on difference in means test of the matched sample, where the responses of each individual before and after the treatment are tracked and thus follow their development. Since the tests made on this matched sample are able to control for each respondent there is a possibility to find effects which were overlooked in the independent t-tests of the total sample.
When looking at the results from the paired t-test in Table 11 below, we can see that the difference in means of the attitude scores before and after the training is statistically significant at a 95% confidence level, with a p-value of 0.0123. Although the difference in means is rather small, 0.1245 on a scale that can take the maximum value of 7, an effect can thus be identified in the matched sample which could not be determined in the total sample.

We can thus ascertain an effect on change in attitudes, although it appears to be marginal when looking at the difference in means. We can also conclude that this effect is likely to be a cause of the pre-deployment gender training and not other confounding factors, due to the setup of this dataset, with a longitudinal approach of the same individuals before and after the treatment. The result of this test thus lends support for Hypothesis 1: Pre-deployment gender training will have a positive relationship with more positive attitudes regarding gender mainstreaming for PSO troops.

### Table 11. Paired T-test of Attitude Score at t=1 and t=2

<table>
<thead>
<tr>
<th>Obs</th>
<th>Mean</th>
<th>Std. Err.</th>
<th>Std. Dev.</th>
<th>[95% Conf. Interval]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude Score Before</td>
<td>71</td>
<td>5.5834</td>
<td>.1023</td>
<td>.8616</td>
</tr>
<tr>
<td>Attitude Score After</td>
<td>71</td>
<td>5.7079</td>
<td>.1007</td>
<td>.8482</td>
</tr>
<tr>
<td>Diff</td>
<td>71</td>
<td>-.1245</td>
<td>.0484</td>
<td>.4079</td>
</tr>
</tbody>
</table>

\[ t = -2.5715 \]

\[ Pr(|T| > |t|) \text{ Ha:diff} ! = 0 \quad 0.0123 \]

The expectation of the gender sphere is that gender training in the long run will contribute to increased knowledge levels as well as facilitating attitudinal as well as behavioral change (Lamptey, 2012:7). The expectation of the literature on attitudes is on the contrary that attitudes can take a very long time to change, especially when the messages conveyed are far away from the previous values of an individual in terms of scale value (Eagly & Chaiken, 1993:241f). It is thus remarkable in a sense that any effect in attitudinal change could be established from this test. Especially since the training session was only one hour and 45 minutes long. In light of this effect, a few success factors of the training session were identified. First of all, the trainer was very well read and well prepared. Second, the trainer was a man and on that point similar to the majority of the participants. It might be easier for the male participants to take in a gender message conveyed from a male, especially for male
individuals who did not have positive perceptions on gender in PSOs from the outset. On that note, there is also a possibility that this is interpreted as positive by the women as well since it is perceived to be more unlikely for a man to stand up for this type of values. Third, the structure of the training involved several discussions in smaller groups and interaction with the audience to create a more dynamic learning environment. A short video was also included to create increased understanding on sexual violence. Fourth, the trainer had not worked with the "soft issues" in the armed forces previously, which is probably beneficial since the participants can relate further to his background. He might thus not run the risk of being perceived as being biased in the same way as someone who had a typical gender background and a history of working with similar issues previously.

4.4 Matched Sample - Knowledge

Turning to the matched sample on knowledge, the result is similar to the total sample. The t-test on knowledge levels on the paired sample show statistically significant difference in means on a 99% confidence level, with a p-value of less than 0.000. The difference between the two means is slightly bigger in the paired sample with 0.2641 than in the total sample with 0.2361. The two means of knowledge scores of before and after were also slightly bigger in the matched sample than in the total sample. This result, in line with the previous test on knowledge levels thus supports Hypothesis 2: Pre-deployment gender training will have a positive relationship with increased knowledge levels regarding gender mainstreaming for PSO troops.

Table 12. Paired T-test of Knowledge Score at t=1 and t=2

<table>
<thead>
<tr>
<th></th>
<th>Obs</th>
<th>Mean</th>
<th>Std. Err.</th>
<th>Std. Dev.</th>
<th>[95% Conf. Interval]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before</td>
<td>69</td>
<td>.6</td>
<td>.0177</td>
<td>.1469</td>
<td>.5647 -.6352</td>
</tr>
<tr>
<td>Knowledge Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After</td>
<td>69</td>
<td>.8641</td>
<td>.0189</td>
<td>.1569</td>
<td>.8265 -.9018</td>
</tr>
<tr>
<td>Diff</td>
<td>69</td>
<td>-.2641</td>
<td>.0229</td>
<td>.1906</td>
<td>-.3099 -.2183</td>
</tr>
</tbody>
</table>

\[ t = -11.5126 \]

\[ \Pr(|T| > |t|) \text{ Ha:diff ! = 0} = 0.0000 \]
4.5 Change Effect Size

In order to further scrutinize the relationship between the attitudes and knowledge of respondents before and after the training, the effect sizes of the training on knowledge levels and attitudes are estimated. The method used is Cohen's D, commonly used to compute the size of an effect from difference in means between two groups expressed in standard deviations. If one imagines the two samples as bell curves, the Cohen's D output is the effect size between the peaks of the humps of the curves, expressed in standard deviations. In terms of interpretation of the output value, the creator of the method, Cohen, suggested an interpretation key in which a small sized effect is represented by a value around 0.20, a medium sized effect around 0.50 and a large sized effect at 0.80 or higher. (Cohen, 1992:155ff) Following the results presented in Table 13 below, we can thus conclude that the effect (if it had been statistically significant) between the total sample attitude scores before and after the gender training session would have been interpreted as a small one, following the output value of –0.2246. The reason this value takes a negative form is due to the phrasing of the question asked. Since the attitude score of before was computed before the attitude score of after, of which the latter is bigger, the effect size is shown as negative although we can see from the means that the direction of the effect is an increase from t=1 to t=2.

When looking at the output value for the attitudes of the matched sample, we get a slightly smaller effect of −0.1571. However, this effect probably represents a more fair estimate of the effect at play since the difference in means this estimate is based on reached statistical significance at a 95% confidence level. In terms of effect size it would be on the verge of a small effect according to the interpretation key developed by Cohen described above in which 0.20 is considered a small effect.

In terms of the knowledge scores of the total sample, a much bigger change effect size is found with the Cohen's D output value of −1.468. This is well above the threshold of what Cohen regarded as a large effect, which was set at 0.80. Also the lower value of the 95% confidence interval of −1.095 is considered well above the target value of a large effect. We can thus conclude that there has been a substantial increase in knowledge levels regarding gender in PSO:s among the respondents occurring during the course of the training session.
An even bigger effect was found in the knowledge levels of the matched sample, with a Cohen's D output of -1.7243, which is also considered a large effect, well above the 0.80 threshold.

Table 13. Cohen's D

<table>
<thead>
<tr>
<th>Variables</th>
<th>Obs</th>
<th>Cohen's D</th>
<th>[95% Conf. Interval]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes - Total Sample</td>
<td>207</td>
<td>-.2246</td>
<td>-.4977</td>
</tr>
<tr>
<td>Attitudes - Matched Sample</td>
<td>144</td>
<td>-.1571**</td>
<td>-.4841</td>
</tr>
<tr>
<td>Knowledge - Total Sample</td>
<td>156</td>
<td>-1.468***</td>
<td>-1.837</td>
</tr>
<tr>
<td>Knowledge - Matched Sample</td>
<td>142</td>
<td>-1.7243***</td>
<td>-2.1080</td>
</tr>
</tbody>
</table>

** = The difference in means reached statistical significance on > 95% confidence level in the previous t-test.
*** = The difference in means reached statistical significance on > 99% confidence level in the previous t-test.

4.6 Causal Mechanism

A series of additional tests in the form of regressions are also made on the matched sample, on what is thought to be the causal mechanism of the relationship between the mediating variable of knowledge and the outcome variable of attitude change. Results from which are found in Table 14 below. Since higher levels of knowledge is thought to lead to more positive attitudes regarding gender in PSOs, a regression was made on the knowledge change score and the attitude change score. As we can see from Table 14 below, this test did not reach statistical significance on a 95% or 90% confidence level. The reasons for why this test did not reach statistical significance may be many. It could be due to the small sample size of the matched sample (n:73). Or due to the coding of the variables. Or because there was simply no relationship to be found in this sample in the way hypothesized.

Further, the regression on attitude change score and knowledge score after did not reach statistical significance on a 95% or 90% confidence level. It was on the verge of being statistically significant at a 90% confidence level though, with a p-value of 0.1093. However, the R-squared value of 0.039 indicates that this model would only explain 3.9% of the variation in the sample. We will thus not draw any further conclusions from this result but instead try and investigate this possible relationship further.
Another model was then run in a similar manner, to ascertain if low knowledge score before (less than 0.6) correlated with attitude change score. This was thought to be the case since those who had low knowledge scores before would have more room for improvement in terms of knowledge which could in a later stage affect their attitudes. However, this test only resulted in 31 observations and no statistically significant relationship was found.

The next regression was run on attitude change score and high knowledge score after, in which knowledge scores higher than 0.8 were investigated. Higher levels of knowledge after the training did correlate with attitude change score but in a negative direction. The direction of this relationship is thus the opposite of what would be expected in the theoretical framework, since high knowledge levels after should imply high levels of new information ready to start the process of attitude change of the participants. A possible explanation for why this does not appear to be the case could be due to people who had high knowledge levels going in and who have also presented high levels of knowledge in the second measurement. A regression has however been run trying to capture that as well, which did not yield statistically significant results. Additionally, the R-squared value of this model is very low, at 0.1209. Suggesting that this model only explains 12.09% of the variation in the sample. We will thus not expand on this result further but instead turn to discussing an alternative coding option, the lack of substantial support for the causal mechanism and possible implications.

Table 14. Linear Regressions on Causal Mechanism

<table>
<thead>
<tr>
<th>Attitude Change Score</th>
<th>Obs</th>
<th>Coef</th>
<th>Const</th>
<th>R-Squared</th>
<th>P &gt; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Change Score</td>
<td>67</td>
<td>-.1217</td>
<td>.1681</td>
<td>0.0037</td>
<td>0.6248</td>
</tr>
<tr>
<td>Knowledge Score After</td>
<td>67</td>
<td>-.5183</td>
<td>.5815</td>
<td>0.039</td>
<td>0.1093</td>
</tr>
<tr>
<td>Low Knowledge Score Before &lt;0.6</td>
<td>31</td>
<td>-.3888</td>
<td>.3846</td>
<td>0.0055</td>
<td>0.6920</td>
</tr>
<tr>
<td>High Knowledge Score After &gt;0.8</td>
<td>48</td>
<td>-1.9425</td>
<td>1.9374</td>
<td>0.1209</td>
<td>0.0154</td>
</tr>
</tbody>
</table>

The lack of tangible results could also be due to the coding of the variables. Another type of coding was thus tried as a kind of robustness test. A dummy variable for attitude change was created which takes the form of 0 in cases of no positive attitudinal change and 1 in cases of positive attitudinal
change. A series of logistic regressions were then run to see if the change in coding would provide any additional insights. The same four independent variables were tried as above: First knowledge change score, then knowledge levels after, low knowledge levels before and high knowledge levels after the training. None of them reached statistical significance on a 95% or a 90% confidence level. However, high knowledge levels after (>0.8) were closest with a p-value of 0.1143, while none of the other models got p-values lower than 0.6127.

<table>
<thead>
<tr>
<th>Table 15. Logit Regressions on Causal Mechanism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude Change Score Dummy</strong></td>
</tr>
<tr>
<td>Obs</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Knowledge Change Score</td>
</tr>
<tr>
<td>67</td>
</tr>
<tr>
<td>Knowledge Score After</td>
</tr>
<tr>
<td>67</td>
</tr>
<tr>
<td>Low Knowledge Score Before &lt;0.6</td>
</tr>
<tr>
<td>31</td>
</tr>
<tr>
<td>High Knowledge Score After &gt;0.8</td>
</tr>
<tr>
<td>48</td>
</tr>
</tbody>
</table>

In relation to the discussion on statistical significance above, too small of a sample size and a too short time frame for attitudes to change are thought to be the most likely explanations for the lack of substantial results found on the causal mechanism.

### 4.7 List Experiment

As previously touched upon, there is a risk that social desirability bias is affecting the respondents answers in the attitude section. Gender is sometimes thought of as an unconventional topic in military organizations. A notion which can easily clash with the very outgoing high-level focus on gender in PSOs, prevalent on both an international and national level. The troops are well aware of this increased focus, although not necessarily everyone agrees. Further, the student collecting the data, doing a thesis on the subject is also likely to think that this issue is important. In light of this, there is a risk of social desirability bias arising, affecting the responses of the participants. Making the troops increasingly likely to reflect more positive views regarding gender in PSO:s than what is actually their true beliefs.
The list experiment questions are thus introduced to investigate if the effect previously found in the matched sample will travel to this arena as well, where the respondents should feel more free to reflect their true thoughts on the subject.

The fourth statement (in a matter of sum, not order) in both questions is a negative statement about gender, one would expect a decline in amount of agreeing responses to occur from before to after the training if respondents attitudes have become more positive. Details are found in the table below in which the column Agreeing Responses contains the total amount of agreeing responses, the column Difference Between Groups contains the difference in agreeing responses between the control group and the treatment group and the column Percent contains the percentages of the sample which are expected to agree with the negative statement posed.

<table>
<thead>
<tr>
<th>Question</th>
<th>Obs</th>
<th>Agreeing Responses</th>
<th>Difference Between Groups</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Before</td>
<td>43</td>
<td>150</td>
<td>24</td>
<td>16%</td>
</tr>
<tr>
<td>Q2 Before</td>
<td>43</td>
<td>146</td>
<td>21</td>
<td>14.38%</td>
</tr>
<tr>
<td>Q1 After</td>
<td>53</td>
<td>191</td>
<td>35</td>
<td>18.32%</td>
</tr>
<tr>
<td>Q2 After</td>
<td>53</td>
<td>188</td>
<td>34</td>
<td>18.09%</td>
</tr>
</tbody>
</table>

Looking at Table 16 above, we can see an increase of 2.32% of the respondents expected to agree with the negative statement outlined in question 1 after the training. Looking at the corresponding numbers of question 2 we find an increase of 3.71% of the respondents expected to agree with the negative statement on gender. It appears the respondents have become more negative rather than positive towards gender, although with a marginal difference.

A t-test was thus conducted on each of the questions to see if the effects were statistically significant. From Table 17 below, on the first list experiment question we can conclude that the increase of agreeing with the negative responses from the first measurement point to the last was not statistically significant, with a p-value of 0.7181.
Table 17. T-test of List Experiment Question 1

<table>
<thead>
<tr>
<th></th>
<th>Obs</th>
<th>Mean</th>
<th>Std. Err.</th>
<th>Std. Dev.</th>
<th>[95% Conf. Interval]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Before</td>
<td>102</td>
<td>3.3431</td>
<td>.053</td>
<td>.5358</td>
<td>3.2379 3.4484</td>
</tr>
<tr>
<td>Q1 After</td>
<td>103</td>
<td>3.3689</td>
<td>.0478</td>
<td>.4849</td>
<td>3.2742 3.4637</td>
</tr>
<tr>
<td>Combined</td>
<td>205</td>
<td>3.356</td>
<td>.0356</td>
<td>.5097</td>
<td>3.2859 3.4263</td>
</tr>
<tr>
<td>Diff</td>
<td></td>
<td>-.0258</td>
<td>.0714</td>
<td></td>
<td>-.1665 .1149</td>
</tr>
</tbody>
</table>

\[ t = -0.3615 \]

\[ \Pr(|T| > |t|) \ Ha: \text{diff} = 0 \quad 0.7181 \]

The same conclusions are drawn from the t-test on the second list experiment question in Table 18 below, the increase of agreeing with the negative responses from the first measurement point to the last was not statistically significant on this question either, with a p-value of 0.8533.

Table 18. T-test of List Experiment Question 2

<table>
<thead>
<tr>
<th></th>
<th>Obs</th>
<th>Mean</th>
<th>Std. Err.</th>
<th>Std. Dev.</th>
<th>[95% Conf. Interval]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2 Before</td>
<td>102</td>
<td>3.2745</td>
<td>.056</td>
<td>.5656</td>
<td>3.1634 3.3856</td>
</tr>
<tr>
<td>Q2 After</td>
<td>104</td>
<td>3.2885</td>
<td>.0505</td>
<td>.5153</td>
<td>3.1883 3.3887</td>
</tr>
<tr>
<td>Combined</td>
<td>206</td>
<td>3.2816</td>
<td>.0376</td>
<td>.5395</td>
<td>3.2074 3.3557</td>
</tr>
<tr>
<td>Diff</td>
<td></td>
<td>-.014</td>
<td>.0754</td>
<td></td>
<td>-.1625 .1346</td>
</tr>
</tbody>
</table>

\[ t = -0.1851 \]

\[ \Pr(|T| > |t|) \ Ha: \text{diff} = 0 \quad 0.8533 \]

The results of these two questions are thus reflecting a negative change in attitudes among the respondents, although marginal. As opposed to the previous test of attitudes conducted in the matched sample where a positive change in attitudes was found. However, since the negative changes were not statistically significant, the results of these questions will be discussed as a lack of positive change rather than the presence of a negative change. One can imagine a number of reasons as to why a positive change in attitudes has not taken place. First of all, there was a short amount of time to fill
in the survey due to a crammed schedule during the general pre-deployment training. And this group of people who have chosen a practical profession were sitting in a lecture hall for a week straight for theoretical pointers in preparation for their deployment. Nothing that the participants are not or should not be able to handle, but such factors might have affected their openness for change. Second, it is also possible that the list experiment section removed some social desirability bias which could have played a part in the previous attitudes section. Third, attitudes generally do take a substantial amount of time to change, which is something one should take into account in planning of gender training and gender awareness raising activities for military personnel. The importance is thus stressed of recap training and training sessions once in the field before the deployment period begins as well as recurrent training throughout service in the armed forces.

4.8 Evaluative Questions

An interest is taken in the evaluative questions due to two reasons. Both due to the reluctance to gender mainstreaming sometimes expressed in military organizations and due to the somewhat inconclusive results of the section investigating the causal mechanism. The hope is thus that this section will be able to offer additional insights about the causal mechanism at play, as seen through the lens of the respondents themselves.

The first question was phrased:

-Did you learn something new from the training?

As we can see from Table 19 below, a very large portion of the respondents, 92% did think that they learned something new from the training session. The remaining 8% could be individuals who have gone through the training several times previously, individuals who did not think that they learned as much as the measurements on the knowledge questions shows, individuals who were not as motivated to learn as the rest of the group or different combinations of the three.

The second question was phrased:

-Was there anything in the session which changed your perception of gender in a PSO?

As presented in Table 19 below, this question created somewhat more of a divide among the respondents, with 63% answering yes and 37% answering no. It could thus both be that they already had positive attitudes regarding gender, it can also be a reflection of some individuals having negative views regarding gender which were not changed during the session. In large the relationships between
the results from the two first questions correspond to the previous findings of the study, with higher levels of increased knowledge than changed perceptions both in the quantitative tests and the self-assessment.

The third question was phrased:

- In that case, what has contributed to changing your opinion?

In this question the respondents were encouraged to select several alternatives if they corresponded with their views. The table below presents the percentage of the total amount of respondents who chose each alternative.

From the table below we can see that 70% of the respondents perceived answering alternative 1 of new knowledge and facts as an important factor to contribute to their change in perceptions during the gender training. This lends support for the theoretical framework and the causal mechanism provided in this study which highlights the introduction of new facts as a prerequisite for attitude change. Further, answering alternatives 3 (43%), 4 (46%) and 5 (45%) could also be interpreted as representations of new insights, tying into the argument above. What is interesting to note here is also the relatively low score for the increased prioritization of gender in the armed forces, which got 13% of agreeing responses. The reasons to why may be many and not something we will easily find the answer to. However, an important implication for gender training in relation to this result is the need to convince individual personnel of the importance of these topics, since they do not seem to be responsive to an overall increased focus of the organization as a whole.

The fourth question was phrased:

- Are there any other ways that you think could have been more effective (to change your perception)?

From the table we can see that the most popular possible improvement was the introduction of more reality-based scenarios, which 73% of the respondents agreed with. More cases to discuss in groups, which is kind of similar to the previous statement, got 47% agreeing responses. While longer training time got 27% and more practical elements such as simulations got 33%. In order to fit the requests of the participants one should thus focus on discussion of reality-based scenarios and cases to enhance the outcome of the training session.

The fifth question was phrased:
Do you think that you will get use from the training session on site in the mission area?

In which 93% of the respondents stated that they think that they will have use of the training and 7% of the respondents stating that they do not think that they will get use of it. In relation to this question one should also mention that parts of the logistics functions have very scarce if any contact with the local population. It is thus easier to imagine that this group would answer no on this question, since they will not get the same preconditions to implement the new knowledge in the mission area.

The sixth question was phrased:

-What do you think will be important for the knowledge and perspectives from the training to prevail in a long-term perspective?

The ratio of agreeing responses on this question was fairly similar to each other, prioritization of commanders got 33%, as did the provision of repeated sessions, while close contact with Gender Focal Points and Gender Field Advisors or similar functions got 37% agreeing responses.
Table 19. Evaluative Questions

<table>
<thead>
<tr>
<th>Topic</th>
<th>Alternatives</th>
<th>Agreeing Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Increased Knowledge</td>
<td>-Yes</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>-No</td>
<td>8%</td>
</tr>
<tr>
<td>2) Change in Perception</td>
<td>-Yes</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>-No</td>
<td>37%</td>
</tr>
<tr>
<td>3) Reasons for Changed Perception</td>
<td>-New knowledge introduced with new facts.</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>-The increased prioritization of gender within the Armed Forces.</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>-Increased understanding of the conditions in the mission area.</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>-The real life examples mentioned during the training.</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>-The positive effects gender awareness can have for the mission.</td>
<td>45%</td>
</tr>
<tr>
<td>4) Possible Improvements</td>
<td>-Longer training time.</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>-More reality based scenarios.</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>-More cases to solve and discuss in groups.</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>-More practical elements such as simulations.</td>
<td>33%</td>
</tr>
<tr>
<td>5) Usefulness of the Training</td>
<td>-Yes</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>-No</td>
<td>7%</td>
</tr>
<tr>
<td>6) Success factors for Perceptions to Hold</td>
<td>-That commanders prioritize these questions.</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>-That repeated sessions are provided.</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>-Close contact with Gender Focal Points or Gender Field Advisors</td>
<td>39%</td>
</tr>
</tbody>
</table>

In sum, the main findings from the evaluative questions are that the majority of participants of the training session thought that they gained additional knowledge and that they thought that they would get use of the training while in the mission area. Furthermore, the biggest reason for changed perceptions as seen by the respondents was the introduction of new facts and knowledge. In order to enhance the training further, the respondents stress the use of reality-based scenarios and discussion of cases to facilitate increased change in perceptions.

4.9 Additional Observations

If one takes a moment to position the concepts of this paper into the bigger picture of gender training of PSO troops overall one must also mention that the countries who have the best capacity to train peacekeepers on gender related issues are often countries which deploy rather small quantities of
peacekeeping personnel to UN peace support operations (UN-INSTRAW, 2007:9). In light of this in combination to the often very pressed time schedule of general pre-deployment training, one should thus consider mainstreaming gender aspects into the duration of armed forces and peacekeeper training. Thus not just focusing on the portion of time allocated to gender. (UN-INSTRAW, 2007:12)

Moreover, if one wishes to combine the gender training with gender related wellbeing at the workplace, a further step can also be to discuss gender related issues on the workplace. (UN-INSTRAW, 2007:12) Which was also a suggestion from one of the respondents of the survey.

4.10 Limitations

This study makes use of the relatively small sample of approximately 100 respondents before and after in the total sample and 73 respondents in the matched sample. A small N is often problematic in quantitative work (Powner, 2015:102). However, there was not much else I could do other than to set out to get as many respondents as possible and make the most out of the sample acquired in relation to the scope provided.

Further, the data collection time points were as mentioned in the same day as the training session took place. A weakness with this approach is that some respondents may feel like they have not gotten enough time for the knowledge and the perspectives from the training session to sink in at the time of the second measurement. However, with the measurements so close in time, new perspectives introduced during the training is fresh in mind as well as that the risk of other factors affecting the results is decreased.

Another possible critique of the study is the use of the information integration framework, which critiques argue has seen its best days since it was developed in the early 1970s. The most common critique directed towards the information integration approach is the difficulty embedded in measuring attitudes as they are, unaffected by integration of additional information (Albarracin, Johnson & Zanna, 2005:504f). Something this study tries to overcome to the highest extent possible by also investigating the baseline of attitudes.

Further, another limitation of this study is as previously discussed the risk of social desirability bias. A number of measures have been taken with the aim of reducing the risk of respondents answering what they think that I or their employer wants to hear. First of all, when I introduced the study to the respondents I emphasized that the study was not ordered from the SAF so that they would not feel
like their employer was expecting a certain kind of answers. Second, the anonymity of the respondents is also expected to mitigate such a bias arising, since I could not determine which answers belonged to which individual. Third, the list experiment questions were introduced to see if there would be any difference between the answers in that section and in the general attitude section.

Another potential bias lies with me since I am employed in the SAF. Not at the same department but at the same regiment as the people I have been in contact with for the study. However, the personnel at that department have been very open with that they want to develop their training sessions further and that they are willing to receive feedback in order to do so and I have been checking myself continuously throughout the process to try to maintain a critical eye.

5. Concluding Remarks

This study set out to investigate the research question: How does pre-deployment gender training affect attitudes regarding gender in the mission area among military personnel in peace support operations? Data was collected on the variables attitudes and knowledge through a survey conducted among participants of a pre-deployment gender training session in the Swedish Armed Forces. The methods employed in the study include independent and paired difference in means tests of the longitudinal data, as well as list experiment questions and regressions on the expected causal mechanism. The findings of the study include a marginal effect on change in attitudes and a substantial effect on change in knowledge levels due to the gender training. However, the results of the list experiment questions suggest that the marginal effect on change in attitudes may in part be due to social desirability bias and not a reflection of a genuine positive attitude change regarding gender mainstreaming in peace support operations. Tests were also made on the hypothesized causal chain with increased knowledge as a mediating variable positioned between the gender training and attitudinal change. The results of which was largely inconclusive. Increased attention was thus put on the set of evaluative questions. The responses to which indicated that the biggest reason for changed perceptions as seen by the respondents themselves was the introduction of new facts and knowledge. In order to enhance the training further, the respondents stressed the use of reality-based scenarios and discussion of cases to facilitate increased change in perceptions.

This study has contributed to the field of gender research in relation to peace support operations by evaluating the effect of one case of pre-deployment gender training. If seen in a bigger perspective,
these findings should be interpreted as highlighting the difficulties involved in the process of attitude change. It should also be noted that this especial case is considered to have very beneficial preconditions in terms of attitude change on the topic of gender due to the overall high levels of gender equality and the high levels of tolerance towards the subject prevalent in Swedish society. Therefore, comprehensiveness of the training and mainstreaming gender into general training and everyday service are the two key factors stressed by this study in relation to observable and sustainable results of gender training of PSO personnel.

In terms of future research, it would be interesting to see results from similar studies in other countries and regions. It would also be interesting if one were to conduct an investigation on the effect from the gender training to determine how it fares with time. In addition, it would be beneficial for our understanding of gender mainstreaming in PSOs if one could code and measure the behavior of PSO personnel in the mission area. With that type of data, one could conduct a more proper evaluation of the effects of gender mainstreaming in peace support operations.
6. Bibliography


Jauer, Linnéa, Arita Holmberg, and Markus Göransson. 2017. "På Väg Mot Ett (o)modernt Totalförsvar: En Studie Om Institutionaliseringen Av Gender Och Kvinnor, Fred Och Säkerhet (WPS) I Sveriges övergripande Planering För återupptagandet Av Totalförsvaret."


Lindersson, Anna, Simon Hollis, and Arita Holmberg. 2016 "Inte En Fråga Om Rättigheter: En Studie Av Legitimeringen Av Genderperspektiv I Svenska Försvarsmakten."


7. Appendices

7.1 Appendix 1

Survey

(translated to English)

Information to Participants

Purpose of the Study

The survey in front of you is part of a study regarding what type of effect pre-deployment gender training has on the knowledge of participants concerning gender in Peace Support Operations (PSOs) as well as seeking to unfold how participants perceive the structure and effect of the gender training.

The aim of the study is therefore to both evaluate the present form of the training as well as to collect suggestions as to how the training can be enhanced in the future. The results can thus benefit you and your future colleagues as the training can be developed further.

Your Possible Participation

Participation in the study is voluntary, consent can be withdrawn at any time. Surveys where informed consent have not been provided will be destroyed after collection and will not be included into the analysis. You can also skip one or several specific questions, if you do not want to answer them.

How the Study is Conducted

The study builds on you filling in the survey as thoroughly as possible. The survey is initially composed of some short questions about you (such as age, sex, type of employment, etc). Thereafter there is a set of questions regarding gender in PSOs. At the second survey occasion there will also be a set of questions concerning what you thought about the training session.
Before every new section of questions instructions are provided on how to fill them out.

After the end of the gender training you will be asked to participate in the survey again.

The survey material will be collected by the researcher on site and at every stage only be handled by the responsible researcher. The same applies to storage, analysis and presentation of the results.

Risks and Advantages Related to Participation

Participation in this survey should not entail any risks concerning your personal integrity.

No third party, or your employer, will have access to your survey answers in such a manner that you as an individual can be identified. An advantage related to participation is as already mentioned empowering further development of the gender training.

Handling of Data and Confidentiality

This study will not ask you to identify yourself with name or personal identification number. Instead, it makes use of a code that you yourself will compose and which is described at the first page of the survey. This code will only make sense to you and is solely used to be able to pair up the answers from the different survey occasions.

At the end of the study the paper survey and the code will be destroyed.

How do I Find Out Results?

If you are interested in finding out the results of your own results in the survey, you can contact the student conducting the study (Lovisa Asklöf). You always have the right to see your own results, and to be provided with the result of the study when that is available. The results of the study will only be provided to participants upon request. Please note that you must provide your code to get access to your results.

Individuals Responsible for the Study

The masterstudent Lovisa Asklöf is responsible for the research.
PhD Ralph Sundberg is the advisor for the thesis. Active at the Department of Peace and Conflict Research, Uppsala University, Gamla Torget 3, Box 514, 751 20 Uppsala, 018-4716306.

The management, storage and analysis of the data will be conducted by the student.

Questions can be directed at Lovisa Asklöf, at Lovisa.Asklof.6143@student.uu.se or 073-54 33 963.

**Consent**

At the first page of the survey you should check a box implying that you either consent or not to participation in the study. As previously mentioned participation is voluntary.

To check the box for informed consent means that:

*You consent to that the information in the survey is collected, compiled, stored and analyzed by the responsible researcher according to the guidelines which are outlined in this document and have been stated to you during the presentation of the study.*
Survey Study
Gender Training

I consent to participation in the study, by checking the box □

Anonymity code

So that you will be able to remain anonymous throughout the duration of the study you will now be asked to fill in an anonymity code through which your answers before and after the training can be connected. The code is composed of four parts:

- Your mother’s initials (first letter of first name and surname, two letters)
- Your dad’s initials (first letter of first name and surname, two letters)\(^5\)
- Your month of birth (with two numbers)
- How many siblings you have (with two numbers)

Fill in your anonymity code of eight characters here: _ _ _ _ _ _ _ _

Initial Questions

Mark an alternative by checking the circled number in front of the chosen option.

Age:

1. 19-25  2. 25-30  3. 30-35  4. 35-40  5. 45-and up

Sex:

1. Man  2. Woman  3. Other

Serving as:


\(^5\) If one or two of these statements does not apply on you, feel free to put your own set of initials and remember them until the last set of the survey is conducted.
Have you participated in gender training previously?

① No  ② Yes. In that case on how many occasions? .........................

For how long have you been employed in the Swedish Armed Forces?

① 0-2 years.  ② 2-5 years.  ③ 5 years and up.

Which of the alternatives do you think is correct?

Mark an alternative by checking the circled number in front of the chosen option.

1) What does “kön” mean?

   ① Philosophical differences between men and women.
   ② Biological differences between men and women.
   ③ A social construction.
   ④ A result of heritage and environment.
   ⑤ An ever changing concept which varies between different places and across time.

2) What does “gender” mean?

   ① A constant concept meaning gender equality.
   ② A synonym to “kön”.
   ③ Social and cultural differences between men and women.
   ④ Religious differences between men and women.
   ⑤ A universal concept referring to gender equality.

---

6 A Swedish word that alludes to the biological aspects of gender.
7 In Swedish solely used for the social and cultural differences between the sexes.
3) What does “gender equality” mean?
   1. Women, men, girls and boys should have the same rights, obligations and possibilities.
   2. Women, men, girls and boys want to do the same things.
   3. Women, men, girls and boys should have different obligations.
   4. Women and girls should have more rights and possibilities than men and boys.
   5. Men and boys should have more obligations than women and girls.

4) What does having a “gender perspective” entail?
   1. To notice when men and boys are treated unfavorably.
   2. To notice when women, men, girls and boys are affected similarly by a certain situation or action due to their gender.
   3. To notice when women and girls are affected favorably.
   4. To notice what women and girls are doing well.
   5. To notice when women, men, girls and boys are affected differently by a certain situation or action due to gender.

5) What does “gender mainstreaming” entail?
   1. That everyone should be equal regardless of sex.
   2. That women, men, girls and boys should acknowledge the differences between them.
   3. That the same rules should apply for women, men, girls and boys regardless if that means that some groups may be affected negatively.
   4. That the same rules should apply for women, men, girls and boys, regardless if that means that some groups are going to win unproportionally from it.
   5. To evaluate and adapt decisions in laws and regulations for women, men, girls and boys.

6) Which year did the UN Security Council adopt the resolution 1325 on Women, Peace and Security (WPS)?
   1. 1995.
7) What are you as individual PSO personnel able to do relating to gender in the mission area?
   ① I should not intervene, since it is the responsibility of the Gender Focal Points and the Gender Advisors.
   ② Enhance equality, observe, investigate and report.
   ③ Intervene and try to change local views though discussion.
   ④ I should not intervene since the patterns present are a part of the local cultural setting.
   ⑤ Critique the local manners openly.

8) According to how many percent of women in Mali does a husband have the right to beat his wife?
   ① 55%
   ② 75%
   ③ 95%

9) How many of women in Mali are estimated to have been circumcised?
   ① 45%
   ② 65%
   ③ 85%

10) What should you do when you encounter a case of sexual violence in the mission area?
    ① Make an extensive and far-reaching investigation and then hand over the case to the local police.
    ② Make an extensive and far-reaching investigation but do not hand over the case to local police.
    ③ Make an extensive and far-reaching investigation in dialogue with local police.
    ④ Do not make an extensive and far-reaching investigation and do not hand over the case to local police.
    ⑤ Instantly hand over the case to local police.
How well do you agree with the following positions?
Check the corresponding circled number on the seven-point scale.

<table>
<thead>
<tr>
<th>Completely disagree</th>
<th>Neither disagree or agree</th>
<th>Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>④</td>
<td>⑤</td>
<td>⑥</td>
</tr>
<tr>
<td>⑦</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) The cohesion of my group has increased during the pre-deployment training.
   ① ② ③ ④ ⑤ ⑥ ⑦

2) It is easier to cooperate with people of the same sex as oneself.
   ① ② ③ ④ ⑤ ⑥ ⑦

3) Groups of soldiers that only contain men have better group cohesion.
   ① ② ③ ④ ⑤ ⑥ ⑦

4) There is too much theory and too few practical elements during the pre-deployment training.
   ① ② ③ ④ ⑤ ⑥ ⑦

5) There is an antagonism between gender perspectives and effectiveness in the military sphere.
   ① ② ③ ④ ⑤ ⑥ ⑦

6) It is beneficial to have women in your group when in duty stationed at your homebase.
   ① ② ③ ④ ⑤ ⑥ ⑦

7) It is beneficial to have women in your group when in duty stationed in a PSO area abroad.
   ① ② ③ ④ ⑤ ⑥ ⑦

8) It is important that Swedish military personnel lead by example regarding gender and gender equality in the mission area.
   ① ② ③ ④ ⑤ ⑥ ⑦

9) The Swedish Armed Forces benefit from having an inclusive approach to women at the homebase.
   ① ② ③ ④ ⑤ ⑥ ⑦

10) The Swedish Armed Forces benefit from having an inclusive approach to local women in the PSO area.
     ① ② ③ ④ ⑤ ⑥ ⑦
How many of the options do you agree with?

Answer with how many of the alternatives below which correspond with your opinion.

Question 1)

- All of the local population, both women and men should be able to have a say.
- Having a gender perspective can be important when there is time and possibility to work with it.
- Awareness of local women and men's different preconditions can contribute positively to civil-military relations.
- Both local women and men should feel safe with that military PSO personnel work to enhance their security.

……... of the options above correspond with my opinion.

Question 2)

- To get into contact with women in the mission area is important for intelligence gathering.
- It is important to take preventive measures against gender based violence in conflicts.
- Tasks in a mission area can also be solved without a gender perspective.
- It is important that both men and women in the local population get the possibility to participate in the process of re-building society after an armed conflict.

……... of the options above correspond with my opinion.

What did you think of the gender training?

Mark by crossing the/those circled number/numbers in front of the chosen option. In this part you are also welcome to choose several options as well as formulate your own answer.

1) Did you learn anything new from the training?
   ① Yes.
   ② No.

2) Was there anything in the training which has changed your perception regarding gender in PSOs?
① Yes.
② No.

3) In that case, what has contributed to changing your perception?
   ① New knowledge introduced with new facts.
   ② The increased prioritization of gender within the Armed Forces.
   ③ Increased understanding of the conditions in the mission area.
   ④ The real life examples mentioned during the training.
   ⑤ The positive effects gender awareness can have for the mission.
   ⑥ Other: ...........................................................................................................

4) Are there any other ways that you think could have been more effective?
   ① Longer training time.
   ② More reality based scenarios.
   ③ More cases to solve and discuss in groups.
   ④ More practical elements such as simulations.
   ⑤ Other: ...........................................................................................................

5) Do you think that you will get use from the training on site in the mission area?
   ① Yes.
   ② No.

6) What do you think will be important for the knowledge and perspectives from the training to prevail in a long-term perspective?
   ① That commanders prioritize these questions.
   ② That repetition sessions are provided.
   ③ That there is a close contact with Gender Focal Points or Gender Field Advisors and similar.
   ④ Other: ...........................................................................................................
THANK YOU FOR YOUR PARTICIPATION!

7.2 Appendix 2

Regressions: Knowledge Score After – Part of Training

Total Sample

| Knowledge Score After | Coef.       | Std. Err. | t   | P>|t| | [95% Conf. Interval] |
|-----------------------|-------------|-----------|-----|-----|----------------------|
| Part of training      | -.0261035   | .0456965  | -0.57 | 0.569 | -.1167867,.0645798   |
| Cons                  | .8560354    | .0170981  | 50.07 | 0.000 | .8221049,.889966     |

*N=100

Matched Sample

| Knowledge Score After | Coef.       | Std. Err. | t   | P>|t| | [95% Conf. Interval] |
|-----------------------|-------------|-----------|-----|-----|----------------------|
| Part of training      | -.0306279   | .0593005  | -0.52 | 0.607 | -.1489923,.0877364   |
| Cons                  | .8676815    | .020192   | 42.97 | 0.000 | .8273781,.9079849    |

*N=69