GENDER TRAINING AND GENDER EQUALITY IN THE UNITED NATIONS PEACEKEEPING OPERATIONS: THE CASE OF THE UNITED NATIONS MISSION IN SUDAN (UNMIS)

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Master of Public Administration
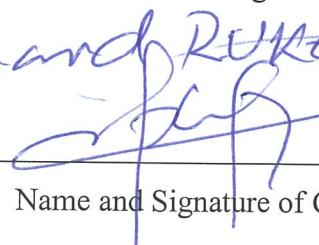

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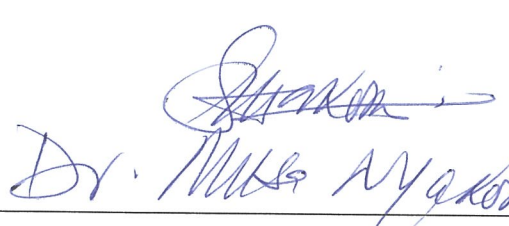Name and Signature of Candidate

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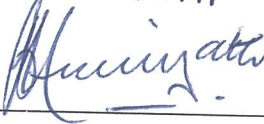
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APPROVAL SHEET

This dissertation entitled "Gender Training and Gender Equality in the United Nations Peacekeeping Operations: the Case of the United Nations Mission in Sudan (UNMIS)" prepared and submitted by Bernard Rukemanganizi in partial fulfillment of the requirements for the degree of Master of Arts in Public Administration has been examined and approved by the panel on oral examination with a grade of <u>PASSED</u>.

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DEDICATION

To my wonderful late mother for her affection and unwavering support for my education.

ACKNOWLEDGEMENT

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LIST OF ACRONYMS

ACCORD	African Centre for the Constructive Resolution of Disputes
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
DDR	Disarmament, demobilization and reintegration
DPKO	Department of Peacekeeping Operations
DPU	Development Planning Unit
ECOSOC	(United Nations) Economic and Social Council
FAO	Food and Agriculture Organization
FS	Field Service
ILO	International Labor Organization
OHRM	Office for Human Resource Management
P-Level	Professional Level
SAQ	Self Administered Questionnaire
SEA	Sexual Exploitation and Abuse
SCR	Security Council Resolution
SPLM	Sudan People's Liberation Movement
SPSS	Statistical Package for Social Sciences
SRSG	Special Representative of the Secretary General
TCC	Troup Contributing Country
UN	United Nations
UNIFEM	United Nations Development Fund for Women
UN-INSTRAW	UN International Research and Training Institute for the Advancement of Women
UNITAR	United Nations Institute for Training and Research
UNMIS	United Nations Mission in the Sudan
UNMO	United Nations Military Observer
UNPOL	United Nations Police
UNSC	United Nations Security Council
WID	Women in Development

| WID/GAD | Women in Development / Gender in Development |
| WIIS | Women in International Security |

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ABSTRACT

The study on Gender Training and Gender Equality in the United Nations Mission in the Sudan (UNMIS) focused on analyzing how gender awareness influences gender equality in UNMIS, how gender planning aspects influence gender equality in UNMIS, how gender analysis aspects influence gender equality in UNMIS and on analyzing factors that affect/influence gender training methods and content in UNMIS.

The study adopted a descriptive survey design. It also employed both quantitative and qualitative methods of data collection and analysis. Stratified random sampling techniques were used in selecting the 150 respondents from the three components of mission personnel, namely civilians, military and police. Data was collected using self administered questionnaires and interview guide.

The findings of the study state that gender training has a positive correlation with gender equality since it draws the awareness of peacekeepers on the need to uphold values of equal rights. Gender equality avails conditions for equal responsibilities and, most importantly, it instills conditions where opportunities are equally shared among men and women.

The study further concluded that gender awareness, gender planning and analysis aspects improve gender equality in UNMIS, though their effectiveness needs to be studied at length as not all respondents consented with the strategy's effectiveness. Finally, the study concluded that a number of factors affect/influence gender training methods and content at UNMIS.

The researcher recommended, among others, regular training for senior staff on gender issues; gender-balanced composition of Gender Unit staff for equal representation and balanced power relations between men and women; and establishment of joint gender planning mechanisms between peacekeeping missions and other gender-driven stakeholders to facilitate access to and sharing of information on gender issues.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

1.0 Background to the Study

Traditionally, United Nations (UN) peacekeeping operations have, since their inception in the 1940s, always functioned within the context of inter-state wars engaging "blue helmets" or "blue berets" in monitoring cease fires and patrolling boarders after the warring states had signed a peace agreement. Accordingly, much of the peacekeeping work carried out by the UN blue helmets on the ground involved mainly military tasks which were believed to be tough and tedious, requiring the use of much strength and endurance that only military men possess. This belief led to the exclusion of women from participating in all aspects of the United Nations peacekeeping operations for decades.

In the early 1990s, the nature of warfare took a different shape when conflicts began to take place within states. Peacekeeping missions were assigned to deal with internal conflicts of which actors were rebel groups, political groups, and tribal factions. As a result, the scope and nature of engagement of peacekeeping operations also evolved to include a variety of new functions not necessarily requiring the use of military force to successfully carry out the operations. The new functions involved humanitarian assistance, protection of human rights and promotion of the rule of law. Those new functions offered great potential for integrating gender perspectives into peacekeeping operations (UN DPKO, 2004). Moreover, this complexity of multidimensional peacekeeping operations required the expertise and knowledge of both men and women, particularly as the UN sought ways to end sexual exploitation and abuse by peacekeepers (WIIS, 2006).

In October 2000, the UN Security Council (UNSC) passed Resolution 1325 on women, peace and security (UNSC, 2000) stressing the need for gender

equality in post conflict societies and incorporation of large numbers of women in peacekeeping operations. The resolution was passed in response to the recommendations by the United Nations Fourth World Conference on Women (Beijing, 1995) and the subsequent "Windhoek Declaration" and "Namibia Plan of Action" (Namibia, 29-31 May 2000) which emphasized the need for gender balance and gender mainstreaming, incorporating mechanisms for conflict prevention and resolution and expanding the role of women in field-based missions.

In a study conducted by Camille Pampell Conaway and Jolynn Shoemaker (Camille, P. et al., 2008), it was found that having both men and women peacekeepers makes the missions look more representative of the population they serve. It was further found that the presence of women facilitates the approach to assist better their peers affected by the conflict without fear or embarrassment and that women's presence may restrict the possible lack of male discipline inside the missions. The studies also observed that peacekeeping missions were more effective if they included gender advisers and women active in the missions themselves. In addition, there was an awareness that excluding women from peacekeeping missions and keeping them out of the decision-making processes regarding conflicts was out of line with a commitment to gender equality.

The distinctive role played by women in peacekeeping operations was also commended during the UN's policy dialogue in New York on 28-29 March 2006 (UN, 2006) on enhancing the operational impact of peacekeeping operations. During this policy dialogue, it was unanimously recognized that women have a positive operational impact in peacekeeping operations. They enable stronger relationships with host post conflict communities and better results in the attainment of operational mandates such as in demobilization, disarmament and reintegration (DDR), elections, humanitarian and conflict prevention actions, as well as in enhancing morale, conduct and discipline within the mission. Despite the fact that women's importance for the success of

peacekeeping missions was widely recognized, their role was previously downplayed for decades (Markus, 2009).

Following the Department of Peacekeeping Operations' directive (DPKO, 2006), gender units were set up in peacekeeping missions and tasked with the responsibility for gender training as one of the strategies to ensuring gender equality within those missions. Gender training for peacekeepers (military, civilian police and civilians) aims at building their capacity to have a common understanding of UN values of equality and non discrimination (UN DPKO, 2004). It also helps to better understand the social context in which peacekeeping operations are carried out and in turn to help them become aware of the positive and negative impact their actions can have on the host country (Mackay, 2003). It is believed that better understanding of the context in which peacekeepers work would ultimately lead to making better-informed decisions, thereby leading to more operational effectiveness in the discharge of the mission's mandate. Further, it would reduce harmful forms of behavior such as sexual violence and other forms of violence against civilians by peacekeepers and unintended negative effects of mission policies and programs (UN DPKO, 2004).

In November 2000, shortly after the passage of Resolution 1325, the European Parliament also passed a resolution on increasing the representation of women peacekeepers at all level of peacekeeping missions to at least 40 percent of the personnel. At the time when both resolutions were passed, there was only one female head of mission or special representative; and just 3 percent of the military forces and 4 percent of the police force in UN peacekeeping missions were females. The then UN Secretary-General, Kofi Annan, vowed to achieve gender parity in the number of special representatives by 2015. However, fast forward to 2008, there was little to show for the much vaunted Resolution 1325, or the European Parliament's resolution on representation of women in peacekeeping missions (Camille, P. et al., 2008).

The United Nations Mission in Sudan (UNMIS) makes no exception in terms of little progress made in ensuring gender equality. Statistics from the UN Secretary General's (SG) reports on the Sudan dated respectively 12 September 2005 and 19 January 2010 (UN S/2005/579, 2005 & S/2010/31, 2010) indicate that since its inception in 2005, men have always occupied more positions at all levels of the mission than women. The table below illustrates the slow progress in ensuring gender equality in UNMIS as testified by gender statistics of the military and civilian police components.

Table 1: Military and Civilian Police Strengths in UNMIS as at 12 September 2005 and 19 January 2010

Reporting Date	Military Component						Civilian Police Component	
	UNMO		SO		TCC			
	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)
12/09/2005	99.3	0.6	99.34	0.65	99.8	0.19	89.53	10.04
19/01/2010	97.74	2.25	96.01	3.98	98.66	1.33	96.01	3.98

Source: *Reports of the Secretary General on the Sudan, S/2005/579 & S/2010/31*

From table 1 above, it can be observed that, as at 12 September 2005, few months after the inception of UNMIS, military and police component gender statistics indicate that 99.03% of United Nations Military Observers (UNMOs), 99.34% of Staff Officers (SOs), 99.8% of Troup Contributing Countries (TCCs) and 89.53% were males as compared to 0.6% of female UNMOs, 0.65% of female SOs, 0.19% of female TCCs and 10.04% of female UN police officers (UN, S/2005/579 & S/2010/31). Five years down the road, gender statistics for the military and civilian police components as at 19 January 2010 indicate a very insignificant progress. At the time of the SG report, 97.74% of United Nations Military Observers (UNMOs), 96.01% of Staff Officers (SOs), 98.66% of Troup Contributing Countries (TCCs) and 96.01% were males as compared to

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0.25% of female UNMOs, 3.98% of female SOs, 1.33% of female TCCs and 3.98% of female UN civilian police officers (UN, S/2005/579 & S/2010/31).

The above statistics show that in spite of all policies and efforts deployed in support of the initiative to advance gender equality in UNMIS, the advancement of gender equality within UNMIS leaves much to be desired. Considering the importance of gender equality in the success of UN mission as argued by various researchers, its absence may negatively affect the missions' operations and consequently, impede the achievement of its mandate. If therefore gender training was instituted as a strategy to ensuring gender equality, the question as to whether gender training contributes to ensuring gender equality in peacekeeping operations, particularly in UNMIS, remains unanswered. It is against this contextual framework that the researcher got the insight to conduct this study within UNMIS in order to establish the contribution of gender training in ensuring gender equality in UNMIS.

1.1 Statement of the Problem

Gender training was instituted as one of the strategies for ensuring gender equality in the United Nations peacekeeping operations. Gender training is conceptualized as awareness raising, gender planning training, gender analysis training and gender training methods and content. Gender equality offers equal rights, equal responsibilities, equal opportunities and equal conditions to both women and men and, for that matter, has the potential to increase organizational efficiency and effectiveness. However, effective gender equality at the United Nations Mission in Sudan (UNMIS) has always been a challenge since its inception in 2005.

According to the UN Secretary General's quarterly reports on the Sudan, for instance, between September 2005 and January 2010, males represented an average percentage of 98.5% compared with 1.5% of females among the military personnel, and 92.77% of civilian police officers were males against 7.23% of females (UN, S/2005/579 & S/2010/31). This means that at UNMIS men have always occupied more positions at all levels of the mission than

women and, consequently, men have more say on the mission's policies and operations. Therefore at UNMIS, the interests, needs and priorities of women, which may be different from those of men because of their differing roles and responsibilities, are largely not given equal weight in planning and in decision making, a problem that needs to be addressed. Since gender equality that is problematic in UNMIS can be ensured through gender training, this study sets to examined how gender training contributes to ensuring gender equality in UNMIS.

1.2 Purpose of the Study

The purpose of the study was to establish the influence of gender training on gender equality in the United Nations Mission in the Sudan (UNMIS).

1.3 Research Objectives

The objectives of the study were:
(i) To analyze how gender awareness influences gender equality in UNMIS.
(ii) To assess how gender-planning aspects influence gender equality in UNMIS.
(iii) To establish how gender analysis aspects influence gender equality in UNMIS.
(iv) To evaluate analyze factors that affect/influence gender training methods and content in UNMIS.

1.4 Research Questions

This research sought to answer the following questions:
(i) Does gender awareness influence gender equality in UNMIS?
(ii) Does gender planning influence gender equality in UNMIS?
(iii) Does gender analysis promote gender equality in UNMIS?
(iv) Does gender training methods and content enhance gender equality in UNMIS?

1.5 Scope

Geographically, the study concentrated on the United Nations Mission in Sudan (UNMIS). The staff members of the mission (civilians, police and military) constituted the unit of analysis and primary data were sought from them. In content, the study focused on gender training based on three approaches, namely gender awareness raising, gender planning aspects, gender analysis training aspect and analyzing constraints to gender training methods and content, in ensuring gender equality in UNMIS, with the ultimate goal being effectiveness and efficiency in the discharge of the mission's mandate.

1.6 Significance of the Study

The study will benefit various stakeholders of the UN and of UNMIS in particular, in a number of ways.

1. Policy makers will use the study to formulate more responsive policies to promote gender equality in peacekeeping operations in general, and in UNMIS in particular.

2. The study will be useful to various Administrators in the mission's three major components (military, police and civilian) in understanding the importance of gender training in achieving gender equality for effective peacekeeping operations, thereby instigating them to take actions aimed at supporting, promoting and fostering gender equality.

3. Basing on the findings and recommendations of the study, the mission's Gender Unit will develop the most appropriate gender training tools, methodology and best practices to ensure gender equality in UNMIS. The best practices could be in turn shared with other peacekeeping operations within the same contextual operational framework.

4. Finally, the study will prompt other researchers to conduct further studies on gender matters within peacekeeping operations with a view to improving the operational framework of peacekeeping missions and ultimately, to successfully achieve the UN missions' assigned mandates.

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responsibilities and opportunities are not dependent upon biological sex (ILO, 2000).

Gender mainstreaming

It is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres, such that inequality between men and women in not perpetuated (Agreed conclusions of ECOSOC Coordination Segment on Gender Mainstreaming, 2007).

Gender-Based Violence (GBV)

Gender-based violence is any harm committed against a person's will on the basis of gendered power inequities that exploit distinctions between and among males and females. Although women are most affected by GBV, it is perpetrated against men, women, girls and boys in all countries and across all cultures and contexts and includes physical, sexual, psychological, economic and socio-cultural violence. Examples of GBV include rape, human trafficking, sex-selective massacres, genital mutilation, and domestic violence (Jean Ward, 2002)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter provides a review of relevant literature to the study. The review of literature is presented in sub sections including the theoretical framework where gender theories that guided the study, the concepts, opinions and ideas from authors and experts will be discussed; the conceptual framework discussing the specific variables upon which hinges the study; and finally the related literature discussing past empirical investigations related to this study. The related studies will mainly explore the concept of gender awareness training as a means for achieving gender equality; analysis and gender equality in which are discussed how the analytical framework of gender training contributes to addressing the division of labor between men and women as well as their access to and control of resources; and planning and gender equality discussing the planning practices through the implementation of ongoing work.

2.1 Theoretical Framework

The theoretical framework explains how the gender inclusive theory is conceptualized to guide the study. The gender inclusive theory suggests that "gender equality is ensured through the process of gender mainstreaming, of which gender training is the catalyst" (Vijayakumar, 2006). The gender inclusive theory (gender mainstreaming) emanated from the UN circles to confront the gender specific theory which gave special consideration to the needs of one sex, in many a case, women.

According to this theory, Gender is not something 'extra', something that should be trivialized or an add-on. It flows naturally. It is an inherent part of society and all government responsibilities. It consciously promotes the transformation of society towards greater equality between men and women. It

is a strategy and a process of agenda setting and change at different levels within organizations and institutions. It is both a technical and a political process which requires shifts in organizational cultures and ways of thinking, as well as in the goals, structures and resource allocations of organizations. It requires as well as implies changes at different levels within institutions and organizations paying attention to equality between women and men in agenda setting, policy making, planning, budgeting, implementation, evaluation and in all decision-making procedures. Mainstreaming is not an objective or an end in itself. It is a means of achieving gender equality. The required end remains equality, human rights and justice, as well as fundamental change in power relation between women and men (Vijayakumar, 2006).

To be part of the mainstream means to have equitable access to society's resources including socially valued goods, rewards and opportunities and equal participation in influencing what is valued, shaping development directions and distributing opportunities. A masculine culture which talks about gender equality, but which does not provide the space for real engagement and practical implementation has to be addressed. It is also a misconception to believe that women's advancement can only occur at the expense of men who will in the process lose their rights (UNMIS, 2009).

True gender equality according to this theory will occur when all people are treated the same, regardless of sex. When senior management of an organization sees for instance that women have been excluded or only a few women were part of a strategic planning session, not because they were absent, but because they were not considered to be part of the planning session, then there is a problem of gender equality within that organization. The management should review its gender policy to ensure all people in the organization are given equal treatment, equal rights, equal participation and equal opportunities. Therefore according to this theory, for gender training to be effective, both women and men must be involved and seen to benefit equally from the training process and outcome. The process is gender mainstreaming and the outcome is gender equality.

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2.2 Conceptual Framework

In this study, the dependent variable is gender equality. According to Bureš, O. (Bureš, 2006), gender equality implies that the interests, needs and priorities of both women and men are taken into consideration – recognizing the diversity of different groups of women and men. With regard to this study, gender equality refers to equal rights, equal responsibilities, equal opportunities, equal treatment, equal participation and equal conditions of women and men and girls and boys. The independent variable in this study is gender training. Gender training according to the United Nations (UN-INSTRAW Gender Glossary) is 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. In this study, gender training will refer to a strategy for ensuring that gender awareness raising, gender analysis training and gender planning training are promoted within UNMIS. It is proposed basing on the gender inclusive theory that gender equality in the UN peacekeeping operations could be affected by gender training. The primary interest of the researcher was to find out why ensuring gender equality within UNMIS has been problematic in spite of all policies and efforts deployed in support (Amin, 2005). Figure 1 below provides a diagrammatical conceptual framework relating the variables in the study:

Figure 1: Conceptual framework or model relating gender training to gender equality developed basing on gender inclusive theory (Vijayakumar, 2006).

Source: Vijayakumar, 2006
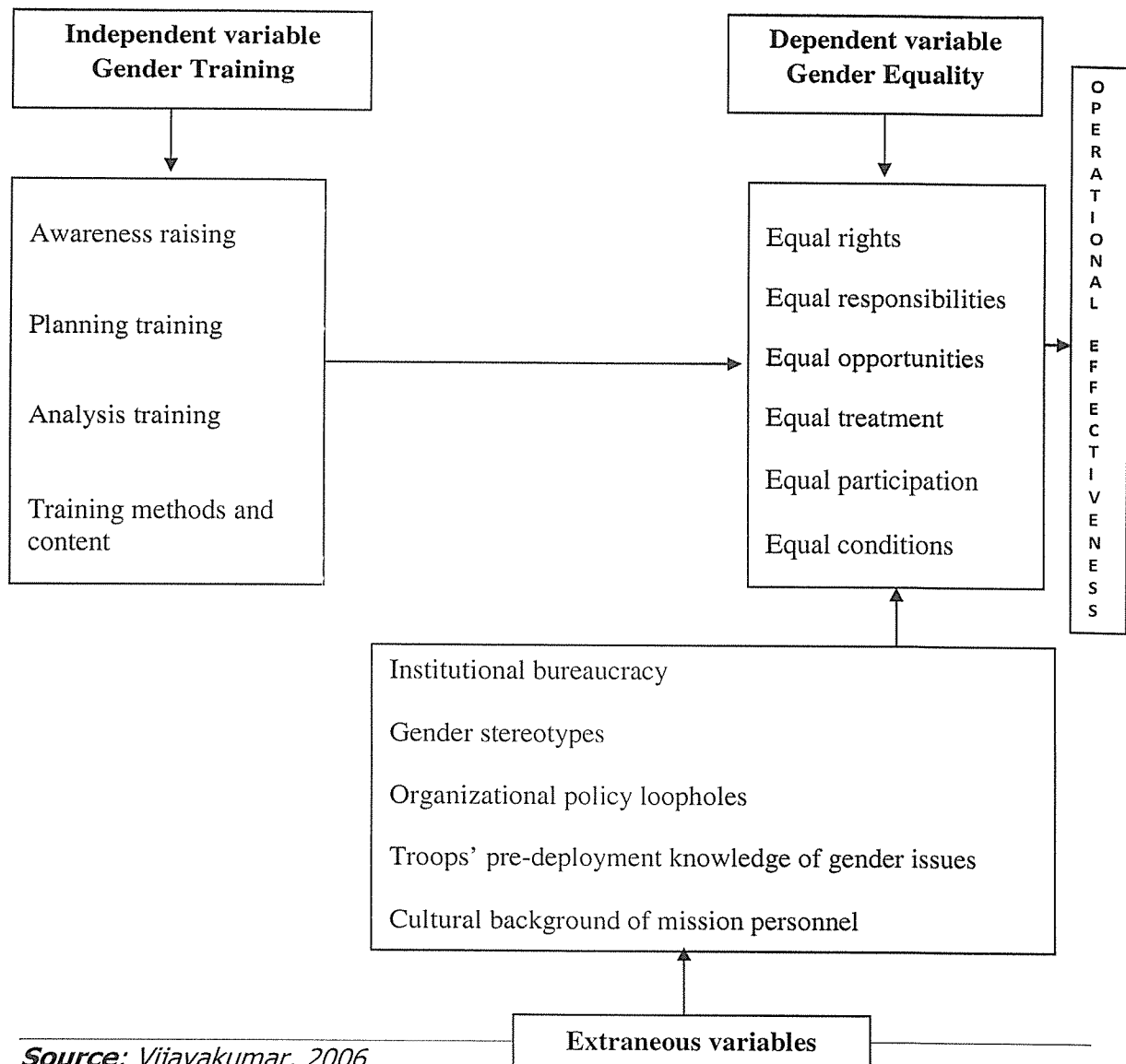
The above framework in Figure 1 above suggests that the independent variable, gender training, influences the dependent variable, gender equality, and the outcome is operational effectiveness and efficiency in achieving the mission's mandate. These variables were measured using the Likert scale. Questions relating the independent variables to the dependent variables were

formulated in a self- administered questionnaire (SAQ) and subjected to a Likert scale of 1 – 5, whereby 1 was the highest scoring factor (Strongly Agree) and 5 the lowest factor (Strongly Disagree). Respondents were asked to choose the level of their agreement or disagreement and their responses were later subjected to analysis using the Statistical Package for Social Sciences (SPSS) program.

The study also appreciated intervening (extraneous) variables with the potential to influence the outcome of the research. As a matter of fact, it was observed that the institutional bureaucracy; gender stereotypes, organizational policy loop holes, troops' pre-deployment knowledge of gender issues and cultural background of mission personnel could influence the research outcome. For example, Institutional bureaucracy may cause delay in the gender policy implementation, whereas gender stereotypes especially among male staff might affect their attitude towards gender training. However, the researcher designed the research instruments in a manner that controlled the possible interference of extraneous variables with the research results (Amin, 2005).

2.3 Related Literature

This section expresses the ideas and opinions of the writers who conceptualized the same ideas that make this study sounder in line with its objectives. The review of related literature will systematically analyze the concepts of gender training and gender equality as compared to how they had been theorized by previous researchers. In a word, the review of related literature will analyze and summarize what is known in the area of gender training and gender equality and at the same time show how gender training as a catalyst for change has been so far overlooked within UN and UNMIS, the result of which ensuring gender equality has stalled.

2.3.1 Gender Awareness and Gender Equality

Gender awareness involves the dissemination of knowledge and information about gender issues. This is in agreement with the long term goal of gender training which is to achieve a gender-equitable society. While many training courses combine objectives, this type of training aims at raising awareness and empowering the society to recognize the importance or role played by both men and women in a coherent work environment for development, which is inline with most early gender training courses that were pre-occupied with this objective (Bushra, 1996). Further awareness through training is a catalytic process in social transformation of gender equality at individual, institutional and community levels. As a catalytic process, it continues to nourish gender equality through provision of skills, concepts, tools and approaches which keep on evolving in response to work processes (Cornwall and Nancy, 1994). This suggests that gender equality is impossible unless there is a basic change awakening strategy or renewal of mind.

Achieving gender equality is impossible unless there is a basic change awakening or a renewal of the mind (Hare-Mustin, R.T., 1988). Accordingly, training that does not recognize this basic fact cannot claim to be contributing towards the principles of fairness and justice for men and women. Gender trainers, who respond to diverse training needs, develop modules and take responsibility in facilitating training sessions, should consider the transformational dimension of trainings they design. They are a key factor in changing attitudes and behavior for a more gender sensitive society. It is in this sense that gender training is transformative. As such, gender training is commonly seen as the way to increase gender awareness, which is a catalyst for behavior and attitude change. Therefore, this study will dig deep into factors as well as challenges that hinder social transformation for gender equality through gender awareness training in peacekeeping operations, particularly in UNMIS.

2.3.2 Gender Analysis Training and Gender Equality

Gender training transfers skills in gender analysis and diagnosis. The objective of such training is to impart the necessary skills to gender-aware participants to enable them undertake gender analysis and diagnosis. While the specific tools may vary, their purpose is to enable participants to analyze a number of variables. These include the gender division of labor, access to and control over resources, gender needs assessment and the underlying policy approaches to women in development (UN, 2004). These tools can be used in gender diagnosis of concrete development context. They also can be used to appraise, to evaluate the ongoing policies, programs and projects of many different agencies working in various sectors.

Gender analysis explores the different roles and activities that women, men, girls and boys have in particular society and the social relationship between them. This means gender analysis attempts to answer questions like "who does what?", "who makes decisions?", "who derives benefits?", "who uses resources such as land and credit", "who controls those resources?" and "what other factors influence relationships?" Appropriate responses to such questions on aspects of a society can be reached at by designing and employing gender analysis tools. All in all, examining these aspects of a society reveals that there are differences in the experiences of women, men, girls and boys as well as the differences in their respective needs (UN, 2004).

Gender analysis training originated in 1980 when the World Bank Women in Development Adviser commissioned a team headed by James Austin, a well known case-method trainer at Harvard University, to conduct a series of workshops for World Bank staff and Catherine Overholt, Mary Anderson and Kathleen Cloud – who formed what is known as the 'Harvard Team'. The basis of the Harvard approach is gender analysis. This is identified as a diagnostic tool. It consists of a sequential, three-fold analytical framework to address the division of labor between men and women and their different access to and control of resources. The analytical framework developed for the analysis uses

four interrelated components: active profile; access and control profile; analysis of factors influencing activities, access and control; and project-cycle analysis (Akilu, 1991).

2.3.3 Gender Planning and Gender Equality

Gender training means also the translation of skills into planning practices. This ensures that participants develop the capacity to translate their 'theoretical' apparatus into 'practice', through its implementation in ongoing work. It aims to achieve the integration of gender planning methodology into both the institutional structures and the operational procedures of the organization in which participants work. By its very definition, gender planning training places greatest emphasis on this aspect (UN-INSTRAW Gender Glossary).

In collaboration with colleagues at Gender and Planning Associates, Caroline O. N. Moser was responsible for the development of gender training planning approach. This began in 1984 with a course, 'Planning with Women for Development', initiated at the Development Planning Unit (DPU), University College, London, in collaboration with Caren Levy. She further developed gender planning procedures such as gender diagnosis and entry strategies. Finally, this methodology has been used to advise such institutions as Food and Agriculture Organization (FAO), International Labor Organization (ILO), United Nations Development Fund for Women (UNIFEM) and World Bank on the development of their training strategies. The basis of this approach is planning, rather than analysis, and gender planning, rather than planning for women in development. The purpose of the training is, therefore, to provide tools, not only for diagnosis, but also for translation of skills into practice. These relate to the productive, reproductive and community managing roles of women, to decision-making within the household and to the nature of women's subordination. The purpose of simplification is to translate these concerns into specific interventions in planning practice. Tools such as the "triple role", gender practical and strategic needs assessment, the WID/GAD matrix and gendered participatory planning procedures help planners to undertake gender

diagnosis, define gender objectives and identify gender-entry points. In addition, it assists them to recognize the constraints and opportunities in institutionalizing and operationalizing gender planning within their own organizations (Lyytikainen, 2007).

In the context of peacekeeping operations, gender planning tools may for instance be used to select and assign the right personnel to the right areas of operation. While qualification and experience variables constitute generally the basis for selecting competent personnel during the recruitment process, variables such as gender, ethnicity and religion play an important role in addressing the sensitive issues related with identifying which type of personnel to deploy to what area of operation. As an example, in a study conducted on the factors for success and failures of peacekeeping operations in Sudan, it was found that the deployment of the Egyptian contingent made up of Muslim Arabs to Southern Kordofan under authority of SPLM was not ideal as these Arabs were perceived by the local populations and SPLM as partisans of the central government (Van der Lijn, 2008). Consequently, their work on the ground could be negatively affected due to lack of support from host populations.

CHAPTER THREE

METHODOLOGY

3.0 Research Design

The researcher was guided by the descriptive survey design in conducting the study. Both qualitative and quantitative methods were employed in collecting and analyzing data. Quantitative methods were used because of the need to generate quantifiable information about gender training and how it affects gender equality in peacekeeping operations in general. However qualitative methods were used to generate indicative information for assessing gender sensitivity in UNMIS, thereby allowing to cover the gaps and supplement the information from the quantitative methods. This design was selected because it enables the researcher to collect data from the primary source in order to describe the existing phenomena with regard to gender training and gender equality.

3.1 Population

The population was comprised of all United Nations Mission in the Sudan (UNMIS) personnel totaling 10,315 peacekeepers (SG Report on UNMIS, January 2010). The target population to which the researcher ultimately wanted to generalize the results was 1,500 peacekeepers / staff. Out of the target population of 1,500 peacekeepers, the researcher picked a sample size of 150 peacekeepers from the three components of UNMIS personnel namely the civilians, the military and the police.

3.2 Sample Size and Sampling Procedure

The sample size for this population-based survey was determined by three factors: (i) the estimated prevalence of the variable of interest – gender inequality in this instance, (ii) the desired level of confidence and (iii) the acceptable margin of error. Accordingly, the following formulae was used to arrive at the appropriate sample size: $n = t^2 * p(1p)/m^2$, where: n = required

sample size; t = Confidence level at 95% (standard value of 1.96); p = estimated prevalence of phenomenon in the project area; and m = margin of error at 5% (standard value of 0.05) (Mugenda, M. O. & Mugenda, G. A., 2003).

Stratified random sampling technique was used to select the sample. Proportional samples including male and female respondents were selected from each of the three components of peacekeeping mission personnel, that is: the civilian, police and military. Primary data were obtained from these sampled respondents.

3.3 Research Instruments

The researcher in this study used structured self administered questionnaires (SAQs) and an interview guide to solicit the views during the data collection and fact finding process from the selected respondents. The questionnaire was designed in a matrix questions format sharing the same set of response categories (scales) for ease of data collection and analysis and for consistency of responses, while the interview guide enlisted a number of questions to guide the interviews with key informants.

The structured questionnaire enlisted views from selected staff members across the military, police and civilian components. These acted as survey respondents from which primary data was sought. To ease administration of the questionnaire, a Likert Type Scale of 1-5, whereby 1 was the highest scoring factor (strongly agree) and 5 the lowest factor (strongly disagree) were used (Mugenda, M. O. & Mugenda, G. A., 2003).

The interview guide was designed to conduct semi-structured interviews with selected personnel to generate information about gender sensitivity in UNMIS and how gender training affects gender equality in peacekeeping operations in Sudan. The researcher solicited views from key informants who were purposively selected and interviewed. Interviews were held under the

agreement that there would be no direct quotations and that references should not be traceable to persons directly.

3.4 Validity and Reliability

The researcher ensured content validity of the above-mentioned instruments by ensuring that questions or items within those questions conform to the study's objectives and conceptual framework (Fig.1). The instruments were also administered first to a few respondents (staff) in select divisions in order to evaluate the relevance, wording and clarity of questions or items in the instruments (pre-testing).

To ensure reliability of the instrument, Cronbach's Coefficient Alpha was computed to check for the internal consistency of the questionnaires, using the reliability function in SPSS that determines how items within the questionnaire correlate among themselves. Further, information collected through interviews was reviewed to analyze and appreciate the sensitivity of gender issues in UNMIS and how gender training affects gender equality in peacekeeping operations.

3.5 Data Gathering Procedures

After developing the research instruments, the researcher distributed some questionnaires to a small number of people to fill them out and give feedback on the clarity of questions. Similarly, the interview guide was also tested on a small number of people in the mission. The researcher finalized the questionnaire and interview guide, taking into account the feedback and comments received. Before sending out the questionnaire, the researcher appointed volunteer research assistants at every sector headquarters in all the six sectors distributed across the mission area (Sudan territory). Those research assistants were meant to collect completed questionnaires from participants based on the field without access to internet or mission intranet and forward them to the researcher.

authorization letter was presented to the Chief of Gender Unit as well as to the respondents who participated in the study.

3.8 Limitations

The context chosen (i.e. UNMIS) may not be very representative of the United Nations peacekeeping operations vis-a-vis gender training because it started in 2005, five years after the adoption of SCR 1325 in October 2000 that inspired the incorporation of gender perspectives in UN peacekeeping operations. However, the researcher is very familiar with UNMIS which, since its inception, is one of the peacekeeping missions having a Gender Unit in charge of gender training in the mission's day-to-day operations. Therefore, it is most likely that UNMIS shares the same experiences and challenges with other missions.

On operational level, data collection exercise coincided incidentally with the Presidential and Parliamentary elections in Sudan when potential participants to the study were busy and focused on electoral support related activities. As such, they did not have time to concentrate on the study, particularly on filling out the questionnaire, and this resulted in the data collection exercise to take longer than expected. Nonetheless, the researcher was aware of the electoral process at hand and anticipated doubling the number of questionnaire copies that he distributed to potential respondents to increase the chance of reaching the desired sample size.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the results of the study following the study objectives respectively. It adopts descriptive statistics, hence making use of a broad variety of different tables and figures for frequencies and percentages to visualise the quantitative and/or quantified data. Presentation and interpretation of data is done with the use of cross-tabulations, frequencies and percentages.

4.1 Profile of the Respondents

Respondents were stratified according to variables of age, sex and level of education. The tables below show the frequency distribution of the respondents by the variables of interest for this study which are sex, age and level of education.

4.1.1 Gender of the Respondents

Table 2: Gender of the respondents

Sex	Frequency	Percentage
Male	92	61.3
Female	58	38.7
Total	150	100.0

Source: Primary data

Table 2 above presents data on the respondents by sex. Research findings indicate that the majority of the respondents are male, constituting 61.3% compared to their counterparts who also constituted 38.7%. This suggests that men dominate women in UNMIS, thus confirming the research problem statement that gender equality at UNMIS is problematic. According to the

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feedback from my survey assistants (enumerators), some places in the mission area like the logistic base do not have or have very few female personnel deployed to those areas.

4.1.2 Age of the Respondents

Table 3: Age of the respondents

Age group	Frequency	Percentage
51-60	10	6.7
51-60	10	6.7
41-50	47	31.3
31-40	70	46.7
21-30	22	14.7
Others	1	0.7
Total	150	100.0

Source: Primary data

According to table 3 above, the majority of the respondents were within the age bracket of 31-40 who made up 46.7%, followed by those in the bracket of 41-50 at 31.3%. Those in the bracket of 21-30 were only 14.7% with those in the bracket of 51-60 the least with hardly 6.7%. This implies that young people are very few in this organization, which explains the old-timers, predominantly the men, are the ones masking the jobs. Upcoming ladies have fewer opportunities. This suggests that gender training is not given priority, a reason why gender equality is still a challenge in the gender mainstreaming process.

4.1.3 Education Level of the Respondents

Table 4: Education level of the respondents

Level of Education	Frequency	Percentage
PhD	2	1.3
Masters	38	25.3
Bachelors	61	40.7
Diploma	32	21.3
High School	15	10.0
Other	2	1.3
Total	150	100.0

Source: *Primary data*

Table 4 above presents the education status of the respondents. Accordingly, the majority were Bachelor's holders (having one degree) at 40.7% followed by master's holders at 25.3%. Twenty one point three percent were diploma holders, 10% ended at high school. According to the table, only two (2) respondents hold PhD and they made up only 1.3%. This implies that the education level of majority of respondents, that is Bachelor's holders and above (67.3%), is high enough to facilitate gender training activities in the mission, thereby creating greater awareness that is essential for promoting the spirit of equality. However, the remaining 42.7% still constitute a significant proportion posing a challenge to put in place appropriate training methods that can match their training needs.

4.2 The Influence of Gender Awareness on Gender Equality

Table 5: Response on whether gender training creates awareness on gender issues

Gender Training Creates Awareness on Gender Issues		
Level of Agreement	**Frequency**	**Percentage (%)**
Strongly Agree	47	31.3
Agree	67	44.7
Not Sure	18	12.0
Disagree	13	8.7
Strongly Disagree	5	3.3
Total	150	100.0

Source: Primary data

From table 5 above, it is evident that the majority of the respondents indicated that gender training creates gender awareness with close to 45% and 31% of the respondents who agreed and strongly agreed on the strategy's effectiveness in highlighting gender issues in UNMIS. However, close to 12% of the respondents indicated that gender training does not create awareness on gender issues in UNMIS with percentages of 8.7 and 3.3 respectively. Only 12% of the respondents were not certain as to whether gender training enhances gender awareness issues or not. Interviews with majority of key informants corroborated the view that gender training creates gender awareness. This finding agrees with the UN Security Council Resolution 1325 (2000) on women, peace and security which states that peacekeeping personnel, whether civilian, police or military, receive training on the protection, rights and the particular needs of women as well as on the importance of involving women in all peacekeeping and peace building missions.

Table 6: Response on whether gender awareness ensures equal rights within UNMIS

Gender Awareness Ensured Equal Rights within UNMIS		
Level of Agreement	Frequency	Percentage
Strongly Agree	34	22.7
Agree	53	35.3
Not Sure	38	25.3
Disagree	18	12.0
Strongly Disagree	7	4.7
Total	150	100.0

Source: Primary data

Table 6 above shows that the majority of the respondents (35.3%) agree that gender awareness ensured equal rights within UNMIS, just as another 22.7% strongly agree with the effectiveness of the strategy. However, close to 17% of the respondents indicated that gender awareness does not ensure equal rights between men and women in UNMIS with 12% and about 5% strongly disagreeing and disagreeing respectively. During interview schedules, majority of respondents up to about 70% also reiterated that gender awareness has ensured equal rights in UNMIS. Such findings suggest that staff at UNMIS appreciate that gender awareness contributes to equal rights between males and females, though a small percentage thought otherwise. This is a good thing because it provides a strong foundation for the establishment of an effective corporate gender policy.

Table 7: Response on whether gender awareness promotes equal opportunities in UNMIS

Gender Awareness Promotes Equal Opportunities in UNMIS		
Level of Agreement	Frequency	Percentage
Strongly Agree	33	22.0
Agree	57	38.0
Not Sure	33	22.0
Disagree	19	12.7
Strongly Disagree	8	5.3
Total	150	100.0

Source: Primary data

From table 7 above, it can be observed that 38% of respondents agree that gender awareness promoted equal opportunities in UNMIS and 22% strongly agree. On the contrary, close to 13% and 5.3% of the respondents disagreed and strongly disagreed with the strategy. In addition, 22% are not certain of whether or not awareness programs enhance equal opportunities between men and women in UNMIS. This implies that an equal opportunities policy in UNMIS can easily be formulated in UNMIS and even replicated in other UN Missions. But this is only possible if gender awareness is effective.

Table 8: Response on whether gender awareness fosters conditions for equal treatment in UNMIS

Gender Awareness Helped to Foster Conditions for Equal Treatment in UNMIS		
Level of Agreement	Frequency	Percentage
Strongly Agree	30	20.0
Agree	64	42.7
Not Sure	36	24.0
Disagree	13	8.7
Strongly Disagree	7	4.7
Total	150	100.0

Source: Primary data

Table 8 above shows that 42.7% of UNMIS staff agreed that gender awareness has helped to foster conditions for equal treatment in UNMIS just as another 20% strongly agreed on the same. Twenty four percent of the respondents were not sure. Only 8.7% and 4.7% disagreed and strongly disagreed, implying that to them, gender awareness does not promote equal treatment in UNMIS. Of the key informants who were interviewed on this question, more than half of them (58%) were in agreement that gender awareness has helped to foster conditions for equal treatment within UNMIS, while the remaining were not sure. This not only promotes good staff relations, but also ensures that the UN special measures for protection against sexual exploitation and abuse are followed both within the UN staff hierarchy and the host populations.

Table 9: Response on whether gender awareness ensures equal responsibilities in UNMIS

Gender Awareness Ensured Equal Responsibilities within UNMIS		
Level of Agreement	Frequency	Percentage
Strongly Agree	25	16.7
Agree	66	44.0
Not Sure	29	19.3
Disagree	25	16.7
Strongly Disagree	5	3.3
Total	150	100.0

Source: Primary data

From table 9 above, it can be observed that close to 61% of the respondents consented that gender awareness ensured equal responsibilities within UNMIS, whereby 16.7% strongly agreed, 44% agreed while only 20% either disagreed (16.7%) or strongly disagreed (3.3%). Although this may be true, it is not reflected in the sharing of positions at UNMIS between women and men. This implies that gross gender imbalance in position allocation between men and women is given due attention, though men still take a lions' share, especially in occupying senior management positions. The percentage also confirms the

male dominance in the mission considering that the number of male respondents was even higher than that of female respondents.

4.3 The Influence of Gender Planning Training on Gender Equality

Table 10: Response on whether gender planning has ensured equal rights in UNMIS

Gender Planning Aspects Have Ensured Equal Rights in UNMIS		
Level of Agreement	Frequency	Percentage
Strongly Agree	16	10.7
Agree	72	48.0
Not Sure	36	24.0
Disagree	19	12.7
Strongly Disagree	7	4.7
Total	150	100.0

Source: Primary data

From table 10 above, it can be observed that majority staff (48%) agreed that gender planning has ensured equal rights in UNMIS with another 10.7% strongly agreeing. On the contrary, while only 12.7% and 4.7% refuted the view that gender planning aspects ensured equal rights in UNMIS. The finding implies that UNMIS upholds the principles of meritocracy and most staffs don't feel discriminated against because of their gender. However, during interview discussions with participants, it emerged that equal rights are enjoyed not because of good gender planning, but because of good leadership. As a matter of fact, there isn't any specific gender planning reflected in the Sections' work plans (General Services Section Work plan 2010 – 2011), nor is there direct working relationship between the Gender Unit and support sections as far as gender planning is concerned.

Table 11: Response on whether gender planning aspects has ensured equal responsibilities in UNMIS

Gender Planning Aspects Have Ensured Equal Responsibilities in UNMIS		
Level of Agreement	Frequency	Percentage
Strongly Agree	24	16.0
Agree	55	36.7
Not Sure	43	28.7
Disagree	23	15.3
Strongly Disagree	5	3.3
Total	150	100.0

Source: Primary data

Table 11 above shows that 36.7% of the respondents agree that gender planning has ensured equal opportunities in UNMIS, with another 16% strongly agreeing compared with only 15.3% and 3.3% who thought otherwise. However, close to 29% of the staff in UNMIS are not informed whether or not gender planning aspects can ensure equal responsibilities in their respective localities. This finding agrees with the fact that at UNMIS, gender policies and institutional framework ensure an equitable distribution of tasks in respective positions as staff members assume different responsibilities.

Table 12: Response on whether gender planning promotes equal opportunities in UNMIS

Gender Planning Aspects Have Promoted Equal Opportunities in UNMIS		
Level of Agreement	Frequency	Percentage
Strongly Agree	24	16.0
Agree	59	39.3
Not Sure	43	28.7
Disagree	19	12.7
Strongly Disagree	5	3.3
Total	150	100.0

Source: Primary data

From table 12 above, it can be observed that 39.3% of the respondents agreed that gender planning has promoted equal opportunities with another 16% strongly agreeing. Close to 13% of the respondents and 3.3% disagreed and strongly disagreed with the strategy, while almost 29% were not certain on the effectiveness of the strategy. Overall, there is almost an equal distribution of respondents who agree or strongly agree (55.3%) and those who either disagree or strongly disagree or simply not sure (54.7%) that gender planning aspects have promoted equal opportunities in UNMIS. The latter percentage implies that a significant number of respondents do not agree that staff at UNMIS enjoy equal opportunities as far as gender planning aspects are concerned. This implies that at UNMIS, the contributions of men and women in planning are not given equal weight. As a matter of fact, the existing disparity between men and women at UNMIS gives men more opportunity to participate in all aspects of planning and decision making.

4.4 The Influence of Gender Analysis Aspects on Gender Equality

Table 13: Response on whether gender analysis aspects have ensured equal rights in UNMIS

Gender Analysis Aspects Have Ensured Equal Rights in UNMIS		
Level of Agreement	Frequency	Percentage
Strongly agree	25	16.7
Agree	48	32.0
Not Sure	46	30.7
Disagree	27	18.0
Strongly Disagree	4	2.7
Total	150	100.0

Source: Primary data

From table 13 above, it can be observed that majority staff (32%) agreed that gender analysis aspects has ensured equal rights in UNMIS, just as another close to 17% strongly agreed. Eighteen percent and about 3% of the respondents thought otherwise, whereas nearly 31% of the respondents were

not sure whether gender analysis aspects ensure equal rights in UNMIS or not. The implication of all this is that the tools used in gender analysis at UNMIS are either appropriate or not.

Table 14: Response on whether gender analysis aspects ensure equal responsibilities in UNMIS

Gender Analysis Aspects Have Ensured Equal Responsibilities in UNMIS		
Level of Agreement	Frequency	Percentage
Strongly Agree	22	14.7
Agree	48	32.0
Not Sure	57	38.0
Disagree	22	14.7
Strongly Disagree	1	.7
Total	150	100.0

Source: Primary data

From table 14 above, it can be observed that majority staff (38%) are not sure whether gender analysis aspects has ensured equal responsibilities in UNMIS. 32% agreed and another close to 15% strongly supported that gender analysis aspects ensures equal responsibilities in UNMIS. About 15% of the respondents disagreed on the effectiveness of gender analysis aspects in ensuring equal responsibilities. This is true given the fact that there is unequal representation between men and women at UNMIS.

Table 15: Response on whether Gender analysis aspects promotes equal opportunities in UNMIS

Gender Analysis Aspects Have Promoted Equal Opportunities in UNMIS		
Level of Agreement	Frequency	Percentage
Strongly Agree	21	14.0
Agree	53	35.3
Not Sure	47	31.3
Disagree	22	14.7
Strongly Disagree	7	4.7
Total	150	100.0

Source: Primary data

Table 15 above shows that majority staffs (i.e. 35.3% + 14%) agreed and strongly agreed respectively that gender analysis aspects has promoted equal opportunities in UNMIS. However, this majority is not sufficient enough to conclude that gender analysis aspects have really promoted equal opportunities at UNMIS. The fact is that more opportunities still go to the men, an issue that needs to be addressed.

4.5 Factors Affecting Gender Training Methods and Content in UNMIS

Table 16: Response on whether the UNMIS organizational politics affect gender training methods and content

UNMIS Organizational Politics Affect Gender Training Methods and Content		
Level of Agreement	Frequency	Percentage
Strongly Agree	25	16.7
Agree	50	33.3
Not Sure	42	28.0
Disagree	23	15.3
Strongly Disagree	10	6.7
Total	150	100.0

Source: Primary data

From table 16 above, it can be observed that 33.3% of the respondents agree that UNMIS organizational politics influence gender training methods and content, just as 16.7% strongly agreed while 28% are not sure. Only 15.3% and 6.7% disagreed and strongly disagreed on the view that the organization's politics affect gender training methods and content. From the interview discussions, study participants contended that training alone as an activity is insufficient to produce gender equality outcomes. Training would only be meaningful if it were accompanied by organizational politics that are conducive and supportive to social change. However best the training methods and content could be, they would not bring about any change in gender skills awareness that would ultimately lead to gender equality, if there are no supportive organizational politics.

Table 17: Response on whether UNMIS organizational culture affects gender training and content

UNMIS Organizational Culture Affects Gender Training Methods and Content		
Level of Agreement	**Frequency**	**Percentage**
Strongly Agree	19	12.7
Agree	54	36.0
Not Sure	43	28.7
Disagree	22	14.7
Strongly Disagree	12	8.0
Total	150	100.0

Source: Primary data

From table 17 above, it can be observed that 36% of the respondents agreed that UNMIS organizational culture affects gender training methods and content. This, together with close to 13% who strongly agreed, means that majority staffs are in agreement. About 29% compared with only 8% disagreed and strongly disagreed. However, a considerable number of respondents (i.e. 28.7%) are not sure whether organizational culture is a hindrance to training

methods and content. This implies that the uncertainty about the influence of organizational culture on gender training methods and content is an indication that most participants are less informed of gender issues because majority of them (up to 62%) have never attended gender training, either during their service tenure with or prior to their deployment to UNMIS. Of those who have attended (38 – 42.7%), 36% could be assumed as being gender aware, able to discern whether or not organization culture influences gender training methods and content. Nonetheless, the majority (36 out of 38 - 42.7%) of those who received gender training are in agreement that indeed organizational culture influences gender training methods and content. This finding supports the theory which asserts that institutional context is paramount in shaping the methods and content of any gender training initiatives, be it those aimed to develop skills (awareness raising) or affecting behavior and changing attitudes (Mukhopadhyay, M. & Appel, M., 1998).

Table 18: Response on whether the level of education of UNMIS staff affects gender training methods and content

The Level of Education of UNMIS Personnel Affects Gender Training Methods and Content		
Level of Agreement	**Frequency**	**Percentage**
Strongly Agree	19	12.7
Agree	62	41.3
Not Sure	42	28.0
Disagree	17	11.3
Strongly Disagree	10	6.7
Total	150	100.0

Source: Primary data

From table 18 above, it can be observed that majority respondents (41.3%) agree that the level of education of UNMIS personnel affects gender training methods and content. Close to 13% strongly agreed, while 11.3% and only 6.7% strongly disagreed. This refers to the general characteristics of

respondents on the level of education. As illustrated on table 4.1.3, majority of respondents are Bachelor's degree holders and above (67.3%) while the remaining 32.6% have completed high school (10%) or have a diploma (21.3%). The gender training content and methodology developed by UNMIS gender trainers are not necessarily tailored to suit equally the different educational backgrounds of above personnel. While some would easily grasp what is being taught (content) and adapt to the methodology used, others would hardly understand due to their level of comprehension, thereby also producing different levels of transformational effects on them in regard to knowledge and attitudes. This implies that gender training, tools and methodology, approaches should be used and adapted to suit the different educational, social and cultural backgrounds of personnel if they are to be effective.

Table 19: Response on whether UNMIS Gender Unit Budget affects gender training methods and content

The UNMIS Gender Unit Budget Affects Gender Training Methods and Content		
Level of Agreement	Frequency	Percentage
Strongly Agree	17	11.3
Agree	45	30.0
Not Sure	64	42.7
Disagree	16	10.7
Strongly Disagree	8	5.3
Total	150	100.0

Source: Primary data

From table 19 above, it can be observed that majority staff respondents (42.7%) are not sure that UNMIS Gender Unit budget affects gender training methods and content. Only 30% agreed. This means that UNMIS personnel are non committal on this issue. In other words, most UNMIS staff members are not aware of the existence of a specific budget allocated to gender training.

Table 20: Response on whether gender composition of UNMIS Gender Unit staff affects gender training methods and content

Gender Composition of UNMIS Gender Unit Staff Affects Gender Training Methods and Content		
Level of Agreement	Frequency	Percentage
Strongly Agree	21	14.0
Agree	51	34.0
Not Sure	48	32.0
Disagree	20	13.3
Strongly Disagree	10	6.7
Total	150	100.0

Source: Primary data

From table 20 above, it can be observed that 34% of staff respondents agree that the gender composition of UNMIS Gender Unit staff affects gender training methods and content. Thirty two percent are not sure, while 6.7% strongly disagree. This finding illustrates the extent to which some methodological considerations of gender training may have negative implications on the gender training outcomes. During interview discussions with key informants, one critical observation was raised on the issue that has not been explored in earlier literature or studies on gender training. On the question of whether gender composition of UNMIS Gender Unit staff influences gender training, informants with whom the researcher held interviews noted that most, if not all, gender trainers at UNMIS are females. They underscored that female gender trainers, in their opinion, do not necessarily challenge the gender power relations that they themselves are part of. As such, for gender training to be most meaningful and effective, it is important that both males and females get involved in delivering the gender training. The implications therefore are that Gender should not be conceived as a political practice for interest's sake, but as a pedagogical practice aimed at imparting gender knowledge to the trainees and instigate their transformational change.

Table 21: Response on whether life experiences of the participants affects gender training methods and content

Life Experiences of the Gender Training Participants Affect Gender Training Methods and Content		
Level of Agreement	Frequency	Percentage
Strongly Agree	29	19.3
Agree	61	40.7
Not Sure	33	22.0
Disagree	18	12.0
Strongly Disagree	9	6.0
Total	150	100.0

Source: Primary data

Table 21 above shows that majority staff respondents (40.7%) agree that prior life experiences of the training participants influence gender training methods and content. Within the framework of UN peacekeeping missions operating in a multi-cultural context involving multiple crossings of language, socioeconomic, cultural and institutional contexts, this finding is relevant and agrees with existing theories that what is being trained (content), the methodology employed and the cultural and socio-economic background of both the participants and the trainers alike are mutually influential. Henk van Dam for instance acknowledged that it is very important to adapt content and methods to local and language contexts when conducting gender training (Mukhopadhyay, M. & Wong, F., 2007). As an example, the interviews with some UN Police Officers, some from a Western developed country and others from a sub-Saharan developing country, revealed that the two groups of UN Police Officers had differing opinions on the concepts of gender equality and their operationalization in the African and Western contexts is different. As a matter of fact, the roles and responsibilities of men and women in the Western societies are typically different from those of men and women in the African societies because of their different cultural and socio-economic statuses. This implies that Gender training tools, methods and approaches should be

CHAPTER FIVE
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses and summarises the main findings of the study; draws conclusions and puts forward recommendations following the study objectives. Areas for further research are also explored and included.

5.1 Discussions of the Findings

This section shows how the results of the study are conceived in relation with the study objectives, which gave the researcher a basis to generate appropriate solutions. Discussions demonstrate how training of peacekeepers on gender awareness, gender planning and analysis aspects have contributed to ensuring gender equality in UNMIS.

5.1.1 How Gender Awareness Influences Gender Equality in UNMIS

In its Resolution 1325 (UNSC, 2000) on women, peace and security, the Security Council requested that peacekeeping personnel, whether civilian, civilian police or military, receive training on the "protection, rights and the particular needs of women, as well as on the importance of involving women in all peacekeeping and peace-building measures". Such training generally corresponds to what is termed as gender awareness training.

Training on gender awareness ensures that peacekeepers (military, civilian police and civilian personnel) have a common understanding of the values they are to uphold when working for the United Nations. These include the principles of equality between women and men and non-discrimination based on sex. In addition, training helps peacekeepers understand the social context in which peacekeeping operations are carried out. This in turn will help them become aware of the positive or negative impact that their actions can have on the host country. Training on gender awareness is therefore not a luxury, but a requirement for improving the effective discharge of the missions' mandate and

reducing both harmful forms of behaviour by peacekeeping personnel and unintended negative effects of mission policies and programmes.

In the UNMIS, it can be observed that the majority of staff respondents (44.7%) agree that gender training created great awareness of personnel on gender issues. Thirty one percent strongly agree, 12% are not sure while only 3.3% strongly disagree. This finding agrees with the UN Security Council resolution 1325 (2000) on women, peace and security. In UNMIS, gender awareness ensures equal rights between men and women as supported by 35.3% of the respondents who agreed and another 22.7% who strongly agreed on the effectiveness of the strategy. This portrays the importance of drawing the attention of the masses on gender issues through sensitization programs so that people can understand and appreciate the need to treat one another equally on the different aspects of life in the mission and on planet earth as a whole.

Gender awareness in addition ensures that both men and women share equal opportunities in their operating environment so that one party (especially the men) does not over step on their counterpart's feet (the women). This is supported by 38% and 22% of the respondents who revealed that in UNMIS, awareness programs ensures that opportunities are competed for equally between the male and their female counterparts.

5.1.2 How Gender Planning Aspects Influence Gender Equality in UNMIS

In Security Council Resolution 1325 (2000) on women, peace and security, the Council expresses its willingness to incorporate a gender perspective into peacekeeping operations, and urges the Secretary General to ensure that, where appropriate, field operations include a gender component. Ensuring that a gender perspective is adequately incorporated into peacekeeping operations requires taking the concerns of women and men and girls and boys into account from the very beginning of the planning process. This point was underlined in the Security Council's presidential statement adopted on the

second anniversary of Resolution 1325 (2000), where the Council undertook to integrate gender perspectives into the mandates of all peacekeeping missions and reiterated its request that all reports submitted to the Security Council systematically address gender perspectives. In 2003, the Secretary General also stated to the General Assembly that "gender mainstreaming must ensure that the contributions, needs and priorities of women and men, boys and girls are taken into account in the planning and implementation of peacekeeping operations." This same report goes on to emphasize that the UN Department of Peacekeeping Operations' Gender Advisor will "support the incorporation of gender perspectives into concepts of operations, mission plans, and associated resource requests, prior to implementation of peacekeeping mandates, as well as into the mandates themselves".

In the UNMIS, it can be observed that gender planning aspects to a big extent ensures equal rights between men and women so that they can have shared footings and decision-making in their day to day affairs. This is supported by majority staffs (48%) who agreed that gender planning training has ensured equal rights in UNMIS and 16% who strongly agreed on the effectiveness of the strategy.

Gender planning aspects further is influential in ensuring that both men and women share equal responsibilities in UNMIS. This important aspect brings women on board in deciding which way development needs should be shaped and designed so as to match the aspirations of members of society putting in mind the vital role of women in our respective societies which cannot be underestimated. This is supported by 36.7% and 16% of the respondents who respectively agreed and strongly agreed on how gender planning aspects are important in ensuring equal responsibilities.

Beyond ensuring equal responsibilities, gender planning aspects further ensures that a conducive climate of equal opportunities is brought on ground where both the men and women are given the privilege to access equally the opportunities within their disposal. This is paramount in the sense that it allows

most especially the female to have access to meaningful life through the acquisition of necessary resources needed to boost their development challenges.

5.1.3 How Gender Analysis Aspects Influence Gender Equality in UNMIS

The objective of gender analysis training is to impart the necessary skills to gender-aware participants to enable them undertake gender analysis and diagnosis in order to ensure gender equality. While the specific tools may vary, their purpose is to enable participants to analyze a number of variables. These include the gender division of labor, access to and control over resources, gender needs assessment and the underlying policy approaches to women in development (WID). These tools can be used in gender diagnosis of concrete development context.

In UNMIS, it can be observed that majority staffs (32%) agree that gender analysis training has ensured equal rights in UNMIS. Sixteen point seven percent (16.7%) strongly agree while only 2.7% strongly disagree. The implication of all this is that the tools used in gender analysis at UNMIS could be appropriate. However, since 30.7% of the respondents are not sure about the effectiveness of the strategy, then it leaves a lot to be desired as to how policy implementers can help put in place gender analysis tools that shall bring all the stakeholders on board so that they are able to appreciate and take part in the strategy.

In addition, whereas gender analysis aspects has fostered conditions for equal responsibilities among men and women in UNMIS as supported by 32% and about 15% of the respondents, a lot still need to be corrected since 38% of the respondents revealed that they are not sure whether the strategy ensures equal responsibilities. This shows the extent to which gender analysis tools are not open to all and the various stakeholders are not fully incorporated in the program.

With regard to gender analysis ensuring equal opportunities among staffs at UNMIS, 35.3% and 14% of the respondents consented about bits effectiveness. However, still another 31.3% were not certain about the visibility of the program on ground so as to promote a condition of equal opportunities among the men and women in UNMIS. Since those who doubt the effectiveness of the strategy are almost like those who support it, then more emphasis need to be put in place in order to make the strategy more effective.

5.1.4 Factors that Affect Gender Training Methods and Content in UNMIS

According to the study findings, there are several factors that affect or influence gender training methods and content in UNMIS. These include: UNMIS Organizational politics; UNMIS Organizational culture; the level of education of UNMIS personnel; UNMIS Gender Unit budget, the gender composition of the UNMIS Gender Unit staff and the life experiences of the training participants. Of the above mentioned factors that hinder gender training methods and content at UNMIS, life experiences of the participants especially among the host populations pose a big challenge as revealed by about 60% of the respondents. This research finding truly reflects the true situation on ground given the fact that most people could be traumatized by the civil wars that left many lose their loved ones and therefore cannot really gazette enough time to conceptualize and internalize what is taught to them due to the psychological torture at hand.

Besides the above mentioned factors that affect gender training method and content, the level of education accounts for yet another big hindrance at about 54% of both the respondents who agreed and strongly agreed. This therefore corresponds to table 4.1.3 where the majority staff hold one degree and diplomas and thus unable to put in place appropriate training methods that can match the needs of the various stakeholders (both men and women) in UNMIS.

5.2 Conclusions

The study based on the gender-inclusive theory (mainstreaming) to establish the contribution of gender training in ensuring gender equality in the United Nations Mission in the Sudan (UNMIS). The theory maintains that gender is not something 'extra', something that should be trivialized or an add-on. It flows naturally. It is an inherent part of society and all government responsibilities. It consciously promotes the transformation of society towards greater equality between men and women. (Vijayakumar, 2006).

On how gender awareness influences gender equality in UNMIS, it is true to assert that gender awareness influences gender equality at UNMIS. When gender awareness in conducted in such a way that it involves both men and women through training programs, stakeholders become informed of various gender issues and in turn, give respect and recognition to such issues as access to information, equality in rights between men and women, equal access to opportunities between both men and women. All the above considerations shall put both parties in an equal footing in all spheres of life as compared to situations where men dominate all privileges and leaving out their development partners in a dilemma (the women) and yet they are very instrumental in development processes.

Regarding how gender planning aspects influence gender equality in UNMIS from the research findings, it is apparent to conclude that gender planning aspects do improve gender equality programs at UNMIS, though their effectiveness need to be studied at length given the fact that not all respondents consented with the strategy's effectiveness. From this standpoint, gender planning aspects lead to equal rights between men and women, increased responsibilities between the two parties and lastly, but not least, shared access to opportunities shape development needs of society.

With regard to how gender analysis aspects influence gender equality in UNMIS basing on the research findings, a conclusion can be made to the effect that gender analysis aspects, if properly conducted, has the potential of fostering

equal rights between men and women, improves and calls women to take up more managerial responsibilities and above all, leads to gaining access to opportunities at UNMIS. However, what is missing out is the actual involvement and transparency of the program so that all stakeholders at UNMIS for example look at it as a workable solution since about 38% of the respondents showed that they are not sure whether it can lead to increased access to responsibilities.

Concerning factors that affect gender training methods and content in UNMIS, study findings on this part can lead to the conclusion that several factors affect/influence gender training methods and content at UNMIS. What is missing out is how to correct the several weaknesses in the organization so that every hindrance is put to bay. An organization's culture, education level of staffs, life experiences of staffs if not well attended to in designing gender training tools and methodology and can lead to total failure of achieving an organization's goals and objectives.

5.3 Recommendations

1. For gender awareness to promote gender equality, there is need for sensitization programs for all staffs of UNMIS so that they can uphold the principles of gender equality. Without such sensitization programs, gender equality will remain a song that cannot be repeated by policy implementers. Training on gender issues should be required for all levels and categories of staff, including national and international personnel. Such training is often overlooked for middle and senior management, yet it is essential to include them. Since they play key decision-making roles in peacekeeping missions and influence work practices. In addition, when designing gender awareness courses in peacekeeping missions, trainers should take advantage of local resources, such as women's organizations on the ground, as well as UN entities with specialist knowledge on gender issues, such as those from the UN Development Fund for Women (UNIFEM).

2. For gender planning aspects to promote gender equality, mechanisms for mainstreaming gender (e. g. a working group on gender mainstreaming) should be established between functional areas within the mission, between UN agencies working under the lead of the mission, and between the mission and relevant external partners. This will ensure a coordinated approach to gender mainstreaming, minimize duplication of efforts and provide opportunities for cooperation. Representative of the peacekeeping operation such as the Senior Gender Advisor should participate in any inter-agency coordination mechanisms on gender issues between UN Agencies already in place in Sudan. For example, in some countries, the UN Country Team establishes a Gender Working Group (which may be led by UNIFEM). In addition, a representative of the peacekeeping operation should participate in any coordination mechanisms on gender issues between the mission and local partners including government and civil society organizations.

3. For improving gender training methods and content, there is need for involving senior managers in gender training programs at all levels, irrespective of whether they are male or female managers. Such gender sensitive managers will always uphold and give recognition of gender issues and concerns while planning and making decisions in their respective organizations. Organizational rigidities in terms of cultures that still work on the assumption that men are better performers than women need to be changed into one that gives equal access and privileges to both parties to show their abilities and potential. This stems from traditional cultures that look at men as the bread earners and women as reproductive assets that take care of the families.

4. Gender composition of the Organization's staffs especially those in charge of gender training is yet another important variable that needs to be given constant attention, more especially when recruiting staff members. This calls for a fifty-fifty composition of both men and women to ensure their interests are fully and equally represented in the different forums in which

they find themselves and also to address the power imbalance relations between men and women. Moreover, joint planning and coordination mechanisms between the peacekeeping mission and other gender-driven stakeholders should be put in place to facilitate access to and sharing of information on issues of concern on gender matters in the mission. Those gender stakeholders could be from the government, non-governmental organizations and the UN agencies operating in the mission area.

5.4 Areas for Further Research

Further research need to be undertaken to establish other variables that surrounds gender equality in peacekeeping and in our respective communities since it is on top of agenda of most countries, more so in the developing world. Areas that can be researched on include:

- ✓ The impact of gender training on the behaviors and performance of peacekeepers.
- ✓ Gender awareness and gender training in peacekeeping operations.
- ✓ The role of peacekeepers in combating gender based violence.
- ✓ The role of women in peace building initiatives in the developing world.

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APPENDIX I: QUESTIONNAIRE

Dear respondent, I am Bernard Rukemanganizi, Reg No. MPA/22872/72/DF, completing my studies of a Master's Degree in Public Administration at Kampala International University and, as part of my course, I am conducting a study on the contribution of gender training in ensuring gender equality in UNMIS. As one of the staff/client, your opinions are very important to the study. All information provided herein will be used for academic purposes only and will be treated with strict confidentiality. You do not need to disclose your name.

Thank you for your co-operation.

SECTION A: BACKGROUND CHARACTERISTICS

In this part of the questionnaire, please tick (√) the box of your answer, if not among the choice probe to see where it fits or directly write it in the space provided for "Other (specify)".

1. Age of respondent:

   51 – 60 ☐   41 – 50 ☐   31 – 40 ☐   21 -30   others ☐

2. Sex of respondent:

   Male ☐   Female ☐

3. Highest level of education:

   PhD ☐   Masters ☐   Bachelors ☐   Diploma ☐

   High School ☐   Other ☐   (specify): ....

4. Job Category:

   Professional (P - Level) ☐   Field Staff (FS - Level) ☐   National Staff ☐

   UNV ☐   MILOB ☐   UNPOL ☐   Staff Officer ☐

   Contractor ☐   Other (specify) ☐

5. Management responsibilities:

Senior Management ☐ Middle Management ☐ Supervisory Staff ☐
Ordinary (Support) Staff ☐

6. Years spent with UN:

Less than a year ☐ 1 – 2 years ☐ 2 – 5 years ☐ Over 5 years ☐

SECTION B: THE INFLUENCE OF AWARENESS, ANALYSIS AND PLANNING ASPECTS OF GENDER TRAINING ON GENDER EQUALITY IN UNMIS

In the following section, choose only one option by ticking *(√)* in the box corresponding to your level of agreement or disagreement, following the scale of 1-5, whereby 1 is the highest scoring factor (Strongly Agree) and 5 the lowest factor (Strongly Disagree), on how the different gender training aspects influence gender equality in UNMIS.

		1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree
7.	Gender training has created great awareness of personnel on gender issues in UNMIS.					
8.	Gender awareness has ensured equal rights within UNMIS.					
9.	Gender awareness has promoted equal opportunities in UNMIS.					
10.	Gender awareness has helped to foster conditions for equal treatment in UNMIS					

11.	Gender awareness has ensured equal responsibilities within UNMIS.					
12.	Gender awareness has contributed positively in addressing issues of gender inequality and gender discrimination in UNMIS					
13.	Gender analysis aspects of gender training have ensured equal rights in the UNMIS.					
14.	Gender analysis aspects of gender training have ensured equal responsibilities in the UNMIS.					
15.	Gender analysis aspects of gender training have promoted equal opportunities in the UNMIS.					
16.	Gender planning aspects of gender training have ensured equal rights in the UNMIS.					
17.	Gender planning aspects of gender training has ensured equal responsibilities in the UNMIS.					
18.	Gender planning aspects of gender training have promoted equal opportunities in the UNMIS.					
19.	Gender equality at UNMIS is hampered by lack of institutional support.					
20.	Cultural background of personnel has hindered the promotion of gender equality in UNMIS.					

SECTION C: THE FACTORS INFLUENCING GENDER TRAINING METHODS AND CONTENT IN UNMIS

In the following section, choose only one option by ticking *(√)* in the box corresponding to your level of agreement or disagreement, following the scale of 1-5, whereby 1 is the highest scoring factor (Strongly Agree) and 5 the lowest factor (Strongly Disagree), on the factors influencing gender training methods and content in UNMIS.

		1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree
21.	I have attended gender training organized by the UNMIS Gender Unit.					
22.	I have attended gender training organized by my country prior to being deployed in UNMIS.					
23.	I have attended more than one in-mission gender training organized by the UNMIS Gender Unit.					
24.	The gender training methods and content employed by UNMIS Gender Unit are appropriate and effective.					
25.	The gender training methods and content employed by my country are appropriate and effective.					
26.	UN organizational politics influences gender training methods & content.					

27.	UNMIS organizational culture influences gender training methods & content.					
28.	The level of education of UNMIS personnel influences gender training methods & content.					
29.	The UNMIS Gender Unit budget influences gender training methods & content.					
30.	The gender composition of UNMIS Gender Unit staff influences gender training methods & content.					
31.	The life experiences of the training participants influences gender training methods & content.					

SECTION D: <u>STRATEGIES FOR IMPROVING GENDER TRAINING AND EQUALITY IN UNMIS.</u>

In the following section, choose only one option by ticking *(√)* in the box corresponding to your level of agreement or disagreement, following the scale of 1-5, whereby 1 is the highest scoring factor (Strongly Agree) and 5 the lowest factor (Strongly Disagree), on the strategies for improving gender training and equality in UNMIS.

		1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree
32.	Employ only gender specialists to conduct the trainings.					

33.	Outsource the gender training function to specialist firms.					
34.	Train staff regularly on gender issues.					
35.	Gender Mainstreaming					
36.	Engage strategic partnerships with other sectors like Universities					
37.	Organize regular gender training for senior management staff (P-4 and above).					
38.	Include in the Senior Management staff's E-PAS the accountability for promotion of gender equality.					

END

Planning and Gender Equality:

13. Are gender issues integrated into the planning process of UNMIS?
14. Has gender planning ensured equal rights at the UNMIS?
15. Has gender planning ensured equal responsibilities in the UNMIS?
16. Based on your experience, do you feel men & women at UNMIS are treated equally in recruitment, selection and promotion?
17. What gender planning strategies are most appropriate to ensuring gender equality at UNMIS?

Analysis and Gender Equality:

18. Have you been involved in gender analysis training?
19. What gender analysis tools are being used during gender training sessions at UNMIS?
20. Are the tools used in gender analysis appropriate to the diverse nature of UNMIS?
21. Has training in gender analysis ensured skills transfer to staff of UNMIS?
22. What gender analysis strategies are most appropriate to ensuring gender equality at UNMIS?

Gender Training Methods and Content:

21. What are the gender training methods / approaches used at the UNMIS?
22. Are the training methods/approach used appropriate for the diverse mission personnel?
23. Does the UN Organizational politics and culture influence gender training methods & content.
24. Do you think the Gender Unit at UNMIS is up to the task of ensuring that appropriate gender training methods & content are used to promote gender equality?
25. Are there any strategies / measures, such as E-PAS processes, for holding senior management staff accountable for not promoting gender equality in UNMIS?

APPENDIX III: CALCULATIONS FOR VALIDITY AND RELIABILITY OF INSTRUMENTS

Formulae used to arrive at the sample size: $n = t^2 * p(1-p)/m^2$, where

n = required sample size.

t = confidence level at 95% (standard value of 1.96).

p = estimated prevalence of phenomenon in the project area. In this study the phenemenon is gender inequality and its estimated prevalence is 89%.

m = margin of error at 5% (standard value of 0.05).

Calculation

$n = t^2 * p(1-p)/m^2$

$= 1.96*1.96*0.89(1-0.89)/0.05*0.05$

$= 3.8416*0.89(0.11)/0.0025$

$= 3.8416*0.0979/0.0025$

$= 0.37609264/0.0025$

$= 150$

Validity was done by administering the questionnaire first to a few respondents in select Sections in order to evaluate the relevance, wording and clarity of questions or items in the questionnaire (pre-testing).

To ensure reliability of the research instruments, the Cronbach's reliability test was run to establish the reliability of the scales used in the questionnaires. The reliability results are summarized in the table below.

Results of Cronbach Reliability Test

Variable	Anchor	Cronbach's Alpha Value
Gender Awareness	5 point	0.890
Gender Analysis Training	3 point	0.873
Gender Planning Training	3 point	0.852

Source: *Primary Data.*

All constructs had their alpha coefficient above the cut point of 0.6. Thus the instruments used in this study were considered consistent and reliable (Sekaran, 2000).

APPENDIX IV: INTRODUCTION LETTER FOR RESEARCH

KAMPALA
INTERNATIONAL
UNIVERSITY

Ggaba Road, Kansanga PO BOX 20000 Kampala, Uganda
Tel: +256(0) 41-266813 * Fax: +256 (0) 41-501 974
E-mail: admin@kiu.ac.ug *website: http: // www.kiu.ac.ug

INSTITUTE OF OPEN AND DISTANCE LEARNING

OFFICE OF THE DIRECTOR

31st May 2010

THE CHIEF OF STAFF
UNITED NATIONS MISSION IN SUDAN.
P.O. BOX 69.
KHARTOUM-SUDAN

Dear Sir/Madam,

INTRODUCTION LETTER FOR RESEARCH

I have the pleasure to introduce Bernard Rukemanganizi **Reg.No. MPA/22872/72/DF** to you. He is a student of Masters Degree in Public Administration at Kampala International University. He is carrying out his research on "Gender **Training and Gender Equality in United Nations** Peacekeeping operations; the **Case Study United Nations Mission in Sudan (UNMIS)**". He is at the data collection stage and your Institution / Organization has been identified as his area of study. It will therefore be appreciated if you can give the best assistance to him for a dependable research work.

The university will be counting on your kind cooperation.

J.S. Owoeye. Ph.D
Director-IODL
Inst. of Continuing &
Distance Studies
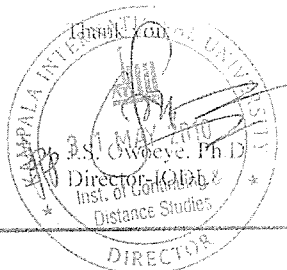
"Exploring the Heights"

S/2010/31

UNMIS
January 2010

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.

Sector boundary
International boundary
State boundary
National capital
Airport
Main road
Railroad

Temporary Operating Bases
Ⓐ Agok   Ⓒ Julud
Ⓑ Diffra   Ⓓ Talodi

Military Force Protection deployment of less than company strength is not depicted on this map.

Additional Operating Bases
① Raja   ③ Kauda   KENYA   EGYPT (-)   UNMO   UNMO
② Bor   ④ Kurmuk   INDIA (-)   PAKISTAN   UNMO   UNMO

EGYPT

NORTHERN

Nubian Desert

RED SEA

Port Sudan
Suakin

KHARTOUM   Khartoum   KASSALA
Omdurman

ERITREA   Asmara

SUDAN

NORTHERN KORDOFAN

NORTHERN DARFUR

CHAD

WESTERN DARFUR

CENTRAL AFRICAN REPUBLIC

SOUTHERN DARFUR

NORTHERN BAHR EL GHAZAL

WESTERN BAHR EL GHAZAL

WARRAB

SOUTHERN KORDOFAN

WHITE NILE

SENNAR

GEDAREF

GEZIRA

BLUE NILE

ETHIOPIA

Ādīs Ābeba
(Addis Ababa)

UPPER NILE

JONGLEI

LAKES

WESTERN EQUATORIA

CENTRAL EQUATORIA

EASTERN EQUATORIA

KENYA

DEMOCRATIC REPUBLIC OF THE CONGO

UGANDA

Juba   Torit   Yei

0   100   200   300 km
0   100   200 mi

Map No. 4249 Rev. 13   UNITED NATIONS
January 2010

Department of Field Support
Cartographic Section

22

10-20966

64

APPENDIX VI: RESEARCHER'S CURRICULUM VITAE

	Bernard RUKEMANGANIZI

CURRENT EMPLOYEE

1. UN Index Number	*2. Category/Grade*
934439	FS-4

3. Start Date of Appointment	*4. End Date, if any*
Feb 2008	

5. Organization or Agency

Peacekeeping Operations and Missions

6. Department, office or mission

United Nations Mission in Sudan

1. Family Name	*First Name*	*Middle Name*	*Maiden Name, if any*
Rukemanganizi	Bernard		

2. Date of Birth	*3. City of Birth*	*Country of Birth*
29 Jul 1968	Byumba - Rwanda	Rwanda

4. Country of Nationality at Birth	*Second Nationality (if any)*	*5. Country of Present Nationality*	*Second Nationality (if any)*
Rwanda	Rwanda	Rwanda	

6. Gender	*7. Height [cm]*	*8. Weight [kg]*	*9. Marital Status*
Male	173	90	Married

10. Email Address

rukemanganizi@un.org or bernaruk@yahoo.com

CONTACT ADDRESS AND TELEPHONE

Home	Permanent	Office
6137 Avenue du Costebelle, App. 402 Quebec City Canada	Kaniga Sector - Gicumbi District - Northern Province Byumba Rwanda	United Nations Mission in Sudan (UNMIS) UNMIS HQ, P. O. Box 69, Khartoum 11111, Sudan Khartoum Sudan
Telephone Number +1 418 7041183 +249 926208015	+250 788520698	Telephone Number +249 921907511 Extension 7511 +249 926208015

EDUCATION

List all university degrees or equivalent qualifications obtained.

University Name	City, Country	Attended From - To
Kampala International University (KIU)	Kampala, Uganda	May 2008 - Oct 2010
Main Course of Study	Field of Study	
Business & Administration	Public Administration	
Degree or Equivalent	Exact Title of Degree (Do Not Equate)	
Masters	Master of Arts in Public Administration - in completion process by end of October 2010	
University Name	City, Country	Attended From - To
National University of Rwanda (NUR)	Butare, Rwanda	Oct 1991 - Oct 1993
Main Course of Study	Field of Study	
Humanities	Other Humanities	

Degree or Equivalent	Exact Title of Degree (Do Not Equate)
Bachelor of Arts	Bachelor of Arts in English

List schools or other formal training or education from age 14 (e.g. high school, technical school or apprenticeship)

School	City, Country	Attended From - To
The United Nations Institute for Training and Research (UNITAR): Programme of Correspondence Instruction in Peacekeeping Operations	New York, United States of America	May 2004 - Jul 2004

Main Course of Study	Certificates or Diplomas obtained
Logistical Support to UN Peacekeeping Operations	Certificate of Completion

School	City, Country	Attended From - To
Collège du Christ Roi	Nyanza , Rwanda	Sep 1984 -Jun 1990

Main Course of Study	Certificates or Diplomas obtained
Latin and Modern Languages (English, French and Swahili)	High School Diploma

EMPLOYMENT

Starting with your present post, list in reverse order every employment you have had:

Job Title	Type of Business	From - To
Claims and Property Survey Assistant	Handle claims and property survey matters relating to maintaining the secretariat of the	Feb 2008 - Present

	Claims Review Board (CRB) and the Local Property Survey Board (LPSB) in compliance with UN rules and regulations.		
Name of Employer United Nations Mission in Sudan (UNMIS)	*Name of Supervisor* Anastase Rwegayura / Andrew Robertson	*Is this a Civil Servant Position of your Government?* No	*Is this a position within the UN Common System?* Yes

Telephone Number +249 921907511 Extension 7511	*Fax Number*	*Email Address* rukemanganizi@un.org OR bernaruk@yahoo.com

Description of Duties

Within the delegated authority, my responsibilities as Claims and Property Survey Assistant include to assist the Unit Chief in the management of the Unit and to ensure its operations are effective and efficient; to assist in the provision of secretarial support to the Chief of the Unit, the Chairperson of the Local Property Survey Board (LPSB), the Chairperson of the Local Claims Review Board (LCRB) and act as Secretary of the LPSB and/or LCRB; to review and analyze compensation claims and documentation received from other sources (Local Police, Contingents, staff members and/or third party claimants or their legal representatives), in connection with loss or damage to third party property; to process compensation claims' cases for the presentation to Claims Review Board through the Unit Chief; to prepare correspondence to claimants, lawyers, insurance companies and others; to participate in claim survey missions (on-site visits) within the area of operations, in order to verify discrepancies, contradictions in evidence, or to secure additional information as necessary; to prepare and disseminate recommendations and approvals of LCRB, LPSB, HCRB, HPSB or Head of Mission Support to concerned parties for action and follow-up on actions to be taken; to initiate the timely submission of Automobile Accident Loss Reports (AALR) to the insurer or their representatives

(Adjusters); to screen, analyze and process write-off requests from SAUs and prepare A, AW and SB write-off presentations for submission to DMS or Local Property Survey Board; to prepare documentation, briefings and guidance documents for Boards of Survey; Update the Galileo/FACS Write-off and Disposal Module (WODM) of written-off property; to assist in the preparation of semi-annual and annual property write-off financial reports and to maintain proper CRB and PSB filing system.

Summarize Any Of Your Achievements.

Settlement of third party claims involving property damage and/or injury or death resulting from UN vehicle accidents and other incidents are timely processed in coordination with UNMIS Insurer (Savanna Ins. Co.) for vehicular accident cases; claims for loss of or damage to personal effects of personnel have been handled and, where necessary, compensated in due time as per applicable UN rules and regulations; Cases of loss, theft or damage to UN property with UNMIS are reviewed and necessary actions taken according to applicable UN rules and regulations; AW, A and SB cases particularly those involving write-off of property or cost of repair are being processed in a timely manner; Provision of high quality secretarial and administrative support to the mission's LCRB and LPSB regularly ensured; The Unit's database packages (the Claims and PSB Lotus Notes-based databases and Galileo databases for property Write-Off and Disposal) are continuously monitored and updated and the generation of required reports and statistical information regularly done.

Job Title	Type of Business	From - To
Claims and Property Survey Assistant	Handle claims and property survey matters relating to maintaining the secretariat of the Claims Review Board (CRB) and the Local Property Survey Board (LPSB) in compliance with UN rules and regulations.	Jan 2006 - Dec 2007

Name of Employer	Name of Supervisor	Is this a Civil Servant Position of your Government?	Is this a position within the UN Common System?
United Nations Integrated Office in Sierra Leone (UNIOSIL)	Ms. Deborah Hopper (6 months) and Mr. Ilpo Mikkola (1 year & 6 months)	No	No

Telephone Number	Fax Number	Email Address
+232 22 295287 Extension 6287		rukemanganizi@un.org OR bernaruk@yahoo.com

Description of Duties

Under the direct supervision of the Chief, Boards and Committees Secretariat in the General Service Section, my responsibilities as "Claims and Property Survey Assistant" included, inter alia, to: - Assist in the management of the Unit and in the provision of the secretarial support to the Unit Supervisor, the Chairperson of the Claims Review Board (CRB) and the Chairperson of the Local Property Survey Board (LPSB) and act as Secretary of the CRB and LPSB of the mission; - Initiate the timely submission of Automobile Accident Loss Reports to the local insurance representative (Adjuster); - Review and analyze compensation claims and documentation received from other sources (local police, staff members, UN security, and/or third party claimants or their lawyers) in connection with loss or damage to property; - Liaise with global insurer on issues pertaining to settlement of third party claims and timely follow-up on reimbursements to the mission; - Process compensation claim cases for presentation to the Claims Review Board (CRB) through the Unit Supervisor; - Prepare correspondence to claimants, lawyers, insurance companies and others; - Initiate recovery notes to third parties liable for damage to UN property; - Screen, analyze and process write-off requests and prepare AW, A and SB write-off presentations for submission to CAO and Local Property Survey Board; - Prepare documentation, briefings and guidance documents for Board of Survey (BOS); - Prepare and disseminate recommendations and approvals of the CRB, LPSB or Head of Administration to concerned parties for follow-up actions. - Liaise with HQ Property Survey Board (HPSB) and HQ Claims Claims Review Board (HCRB) in the management and processing of claims settlement and property survey cases; - Update

the claims and property survey databases, the FACS & Galileo Write-off & Disposal Modules, and maintain proper CRB and LPSB filing system; - Prepare reports & statistical information.

Summarize Any Of Your Achievements.

Settlement of third party claims involving property damage and/or injury or death resulting from UN vehicle accidents or helicopters incidents were timely processed in coordination with UN global insurers (AIG/ALICO for vehicular accident cases and MARSH for helicopter cases) and the local insurance adjuster; Cases of loss, theft or damage to UN property for both UNIOSIL and UNAMSIL liquidation were surveyed and necessary actions taken according to applicable UN rules and regulations; AW, A and SB cases particularly those involving write-off of property or cost of repair were timely processed for both UNAMSIL Liquidation and UNIOSIL; Tracking on reimbursement and recovery of funds from aircraft insurers (MARSH) through UNHQ, from vehicle insurer through AIG/ALICO and from third parties responsible for damage to UN property was timely made; Provision of high quality secretarial and administrative support to the mission's LCRB and LPSB regularly ensured; The Unit's database packages (the Claims and PSB Lotus Notes-based databases, the FACS and Galileo databases for property Write-Off and Disposal) were continuously monitored and updated and the generation of required reports and statistical information regularly done.

Job Title	Type of Business	From - To
Supervisor - Property Disposal Operations	Carry out duties related with receiving and storing of different mission's written-off assets (both non-expendable and expendable assets) awaiting final disposal in the disposal yard and generated hazardous and non-hazardous wastes	Jan 2004 - Dec 2005

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	(both solid and liquid wastes) as well as supervising assets' disposal operations.		
Name of Employer United Nations Mission in Sierra Leone (UNAMSIL)	Name of Supervisor Emmanuel K. Mollel	Is this a Civil Servant Position of your Government? No	Is this a position within the UN Common System? N/A
Telephone Number +232 22 295287 Extension 6287	Fax Number	Email Address rukemanganizi@un.org OR bernaruk@yahoo.com	

Description of Duties

The main activities included to:- Ensure proper reception of the missions written-off assets (expendable and non expendable assets) and generated hazardous waste (used oil, batteries, oil filters, etc) brought to Assets Disposal & Environmental Protection Unit (ADEPU) for final disposal; - Ensure the proper storage and documentation of received and released written-off assets;- Cross-check quantities of assets brought to / released from the yard for disposal to ensure consistency with accompanying documents at all times;- Supervise the processing of assets disposal operations in the disposal yard as they are carried out according to the H/LPSB's recommended method of disposal; - Ensure adherence to safety measures by all Yard Attendants and Labourers while handling hazardous wastes (used batteries, used oil / oil filters, acid, etc);- Supervise the physical counting of stored assets during regular inventory checks;- Assist ADEPU Asset Disposal Officer in the preparation of sales and auctions; - Observe and enforce safety, security and environmental practices in the ADEPU yard and its surrounding.- Inspect documentation, equipment and general supplies to be disposed of to ensure proper processing throughout the write-off and disposal processes;- Assist the Asset Disposal Cell Supervisor in operating the units Assets Tracking Database;- Assist the Asset Disposal Officer to identify requirements for future assets disposal processing;- Supervise

ADEPU yard operations staff including MHE (forklift) operator, scheduling and inspection of work;- Operate the MHE (forklift) as and when required, especially during the operators absence.

Summarize Any Of Your Achievements.

Main achievements include:- Proper and more organized storage of different assets awaiting final disposal and other material/tools used in disposal activities by the unit;- Proper handling and successful disposal of hazardous wastes generated at mission's installations (used oil, oil filters, battery acids, etc.);- Timely and successful processing of final disposal of expendable and non-expendable assets received by the unit for final disposal through different methods of disposal (sales, scrapping, destruction, etc) as recommended by the H/LPSB; - The unit's inventory tracking database of written-off assets awaiting final disposal has been constantly updated and reports on disposal activities timely produced.

Job Title	*Type of Business*	*From - To*	
Human Resources Manager	Ensure overall management of the organization's country office human resources.	Jul 2000 - Jan 2004	
Name of Employer	*Name of Supervisor*	*Is this a Civil Servant Position of your Government?*	*Is this a position within the UN Common System?*
CARE International in Rwanda	André Semakamba	No	No
Telephone Number	*Fax Number*	*Email Address*	
+250 78583147	+250 78520038	care@care.org.rw	

Description of Duties

- Develop, implement and train staff on the organizations HR policies and systems, initiate their regular reviews and refinements to ensure compliance with the host

country's labour laws (Rwanda) as well as consistency with the new organizational changes; - Oversee and coordinate all staff recruitment procedures including preparing and posting job announcements, reviewing applications, coordinating the screening and shortlist of candidates, arranging interviews and assisting requesting managers in conducting them and selecting suitable candidates;- Advise staff on administrative procedures, processes and practices; and on management of all actions pertaining to administration of the organizations HR such as, issuance of job contracts, salary allocation, probation, confirmation of employment; promotions, transfers, re-positioning, termination of contracts, leave administration, staff training, allocation of fringe benefits, payment of termination liabilities, exit interviews, etc.; - Conduct research on a range of HR related issues such as compensation package analysis, skills inventory, succession planning, organizational climate, gender & diversity, and make recommendations for improved policies, procedures, and process changes required to foster conducive working environment among staff; - Develop and administer the organizations performance management system (PMS) which include periodic reviews and training of all staff on PMS involving performance planning (development of individual job descriptions or individual operating plans), performance monitoring (coaching for transformation and regular feedback) and performance evaluations (probationary, mid-term and annual performance evaluations). - Ensure and maintain a user-friendly and easily accessible filing system for personnel files and all correspondences and documents pertaining to the organizations HR management; - Member & Secretary (taking and filing minutes) of the Country Office's Senior Management Team.

Summarize Any Of Your Achievements.

- I initiated and implemented an effective and efficient HR Department within CARE Rwanda's organizational structure;- I initiated and successfully implemented performance management system (PMS) within CARE Rwanda's human resources management and drafted a simplified PMS Handbook to ensure continued and long term guidance to staff;
- I also drafted a comprehensive human resources manual (personnel policies, procedures and practices) for the country office; - I conducted regular salary studies and compensation policy reviews that led to the development of a balanced and competitive salary scale for CARE International in Rwanda; - As a member of CARE'S East and Central

Africa Regional Human Resources Advisory Group, I contributed in designing the CARE International's Regional Staff Development Strategy and in implementing the same at country office level; - I introduced a number of initiatives in support of good human resources management practices such as development & application of a competency model in staff recruitments for both program and program support, application of rights based approach and diversity in staffing, development and implementation of a succession planning and management policy;- together with HR routine tasks, I successfully coordinated the implementation of a CARE Rwanda's Africa Fund Staff Development Project (worth $91,500), which included development and follow-up of the project's work plan, budget utilization and monitoring, and production of progress reports for the donor.

Job Title	Type of Business	From - To
Personnel Administrator	Administration / Personnel Management	Sep 1999 - Jun 2000

Name of Employer	Name of Supervisor	Is this a Civil Servant Position of your Government?	Is this a position within the UN Common System?
CARE International in Rwanda	André Semakamba	No	No

Telephone Number	Fax Number	Email Address
+250 78583147	+250 78520038	care@care.org.rw

Description of Duties
- Oversee staff recruitment, preparation and issuance of employment contracts, placement, promotions, termination of contracts for regular and temporary staff members and ensure those actions taken fully comply with the labour laws and CARE standards; - Provide information and training to staff members regarding conditions of service, duties and responsibilities, privileges and entitlements under the organizations internal personnel manual; - Schedule and monitor utilization of all types of leave and report on the same;- Provide training on performance management and ensure performance

appraisals are carried out according to the set principles and established schedules; Liaise with sub/office administrative officers to ensure the day-to-day administration of staff in their respective sub-offices is in respect with the established policies and regulations; - Manage the country offices inventory of non-expendable assets which included receiving, inspection and assigning inventory numbers (CARE Tag) to the assets upon their delivery, maintaining the organization's assets inventory database, carrying out regular physical inventory controls and producing related reports;- Administer and ensure easy accessibility and user-friendly organization of the country offices filing system; - maintain files of personnel related correspondence, staff files, internal rules and regulations and administrative memos / instructions;- Represent the organization on matters pertaining to personnel administrative issues, and network with like NGOs to share personnel management experiences and best practices.

Summarize Any Of Your Achievements.

- Staff awareness of their duties and obligations as well as those of the employer remarkably increased thanks to training of staff on personnel administrative issues; - I successfully coordinated the development / update of all staff job descriptions; - Awareness of staff on the usefulness of performance management system increased thanks to my training sessions and performance appraisals introduced and carried out in a more objective and timely manner; Loss and theft of the organizations non-expendable property was significantly minimized thanks to the control measures I instituted; - I organized the personnel department's filing system for personnel files, documents, administrative memos and instructions into a more accessible and user-friendly filing system.

Job Title	Type of Business	From - To
Translator / Interpreter	Translate documents from English to French or vice versa; and provide simultaneous interpretation services to the organization in the	Nov 1997 - Sep 1999

	above languages.		
Name of Employer CARE International in Rwanda	Name of Supervisor M. J. Conway	Is this a Civil Servant Position of your Government? No	Is this a position within the UN Common System? No
Telephone Number +250 78583147	Fax Number +250 78520038	Email Address care@care.org.rw	

Description of Duties

- Translation of documents (project proposals, reports, modules, letters, etc.) from English to French or Kinyarwanda (local language) and vice versa;- Ensure occasional interpretations in meetings; workshops, or training cessions, etc. ;- Serve as a liaison officer with technical line ministries on issues pertaining to implementation of projects in different sectoral areas across the country;- Counterpart to consultants both local and international) in conducting evaluations of on-going and closing projects and in designing new ones.

Summarize Any Of Your Achievements.

- Equal access to programme documents by both English and French speaking staff and partners was made possible thanks to my translations;- Improved working relations were fostered between the organization (CARE) and government partners thanks to the good liaisoning I instituted and improved sharing of information (letters and other documents translated into desired languages);- Important country office's documents were made available in both English and French for ease of reference by all staff and partners.

Job Title	Type of Business	From - To
Warehouse / Field Logistics Manager	Supervision of activities for storage and distribution of aid supplies to returnees	Mar 1997 - Oct 1997

Name of Employer	Name of Supervisor	Is this a Civil Servant Position of your Government?	Is this a position within the UN Common System?
CARE Australia - Rwanda Emergency Programme	David Williams	No	No

Telephone Number	Fax Number	Email Address

Description of Duties

- Prepare, based on numbers of returnees availed by local authorities, aid supply requests for later submission to WFP and other contracted suppliers after approval by the Program Coordinator;- Receive food and non food supplies from WFP and other suppliers, maintain related records and ensure proper filing of all the paperwork (waybills, delivery notes / issue vouchers, etc);- Maintain and update records of incoming and outgoing aid supplies to/from the organizations main warehouse;- Ensure dispatch of aid supplies from the main warehouse is carried out in accordance with established procedures (obtainment of required approvals, use of different forms put in place for orders, transportation, delivery, and receipt of aid supplies);- Conduct monthly physical stock controls, monitor stock movements and levels for timely replenishment in order to avoid stock shortfalls and produce monthly reports on the same;- Develop and implement food and non-food distribution systems and best practices in consultation with local authorities and representatives of concerned beneficiaries;- Prepare weekly distribution plans including amounts of aid supplies and logistical support (man power for loading/off-loading and trucks) required for same;- Conduct regular supervisory visits to distribution sites to assess the efficiency of the distribution systems put in place, the capacity and accountability of staff at distribution sites and in site stores;- Liaise with site storekeepers to ensure correct storekeeping procedures and processes are adhered to at all times; - Ensure storage facilities (the main warehouse and site stores) are appropriate for storage (lighting, ventilation, etc.) and secure (protected against theft or other hazards such as fire). - Coordinate disposal activities (dumping or incineration) of damaged food commodities from the warehouse and site stores.

to avoid injury (gloves), intoxication (masks) and others;- Keep track on stock movements (receipts and disbursements) and recommended minimum stock balances for timely replenishment so as to avoid stock shortfalls;- Raise requisitions for supply of drugs to OPDs and organize their delivery to OPD drug stores;- Coordinate disposal activities (dumping or incineration) of solid wastes generated at all OPD facilities;- Conduct weekly/monthly physical stock controls to check on compliance of figures on bin cards with the physical stock at the warehouse and OPD levels and produce reports on the same;- Compile monthly morbidity data and reconcile with drugs consumed on a case-by-case basis and submit reports to the Program Manager;- Translate / interpret for expatriate staff as required and serve as a link of communication between the expatriate and local staff.

Summarize Any Of Your Achievements.

- I coordinated the overall support activities (personnel management, coordination of drug supplies to clinics, storage and control of drug supplies, security) to the health emergency programme in a responsive and effective manner throughout the lifetime of the camp.

List any of the Official Languages of the United Nations you know.

Language	Mother Tongue	Read	Write	Speak	Understand
English	No	Easily	Easily	Easily	Easily
French	No	Easily	Easily	Easily	Easily

References

Reference Name	Business or Occupation	Telephone Number	Address
Sally Brown	WHO Consultant	+44 1273329538 *Country* United Kingdom	86 Coleridge Street, Hove, East Sussex, BN3 5AA Brighton & Hove *Email Address* sal@salbrown.freeserve.co.uk

Reference Name Norma Hinchcliffe	*Business or Occupation* Medical Administrative Officer	*Telephone Number* *Country* Australia	*Address* Australian Defence Force 23 Hutchins Street, Yaralumla, ACT 2600 Canberra *Email Address* norma.hinchliffe@defence.gov.au
Reference Name Samuel Munyankindi	*Business or Occupation* Human Resource Manager	*Telephone Number* +250 788304099 *Country* Rwanda	*Address* CARE International in Rwanda Kigali *Email Address* samuelm@care.org.rw