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**GENDER TRAINING FOR LEADERS:
THE SWEDISH GENDER COACH PROGRAM**

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Gender Training for Leaders: The Swedish Gender Coach Program¹

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Introduction

The most widely used mechanism for capacity-building is gender training. Training should form part of a broader strategy, including incentive and accountability measures, clear guidelines and responsibilities, and follow-up to training, especially on-the-job application of acquired skills.⁴

United Nations 1997

The UN Secretary-General's reports following up on the recommendations of the 2015 High-level Independent Panel on Peace Operations (HIPPO Report) and the 2015 Global Study on UN Security Council Resolution 1325 underline the centrality of engaging senior leadership in peace operations to better implement UN Security Council resolutions on Women, Peace and Security (WPS).⁵ High-ranking leadership is instrumental both for creating demand for the organizational change as well as for ensuring an effective use of expert support functions, such as gender advisers. Arguably, therefore, succeeding with WPS requires senior decision-makers to have access to advanced and specialized gender training. Moreover, as senior leaders are a target group consisting of individuals motivated to advance their organizations' effectiveness, one ought to consider how gender training can best contribute to organizational development. To date, however, there are few discussions and papers on how to design and execute leadership training in gender equality and WPS.

To enhance our discussion, this paper draws on lessons and observations from studies on gender training more broadly and from an exclusive Swedish training program called "Gender Coach" more specifically. The program is designed to strengthen the ability of

senior leaders to better understand and practically enforce WPS and gender equality through their functional roles and in their organizations' core objectives. Thematically, the training program focused on **gender mainstreaming**, meaning the adaptation of core mandate implementation processes to the situation of both men and women. The purpose of mainstreaming is to ensure that women and men benefit equally, and, over time, efforts contribute to gender equality.⁶ The program also focused on improving the possibilities for women's equal employment in the work for peace and security, i.e., **creating more equal opportunities**.⁷ Practically, for about twelve months, the program provides each leader with access to a personal **gender coach** – a senior subject matter expert on WPS and gender equality. In addition, participants take part in a series of **seminars** where they obtain a joint framework of knowledge and exchange experiences. Finally, participants formulate an **individual development plan** that is used to strengthen the integration of the new knowledge and skills in the organization over time. The aim is to contribute to long-term progress as leaders enhance their capability both to create a demand for change and to make more effective use of their support tools, including their gender expert functions.⁸

First introduced in 2006, to date the program has been offered four times in Sweden for similar target audiences with a focus on either peace operations or broader issues of security and development. The target audience has included: the leadership of the Swedish Ministry for Foreign Affairs (MFA), with participants from the Director-General level and down; the Swedish Armed Forces, where both the current and former Supreme Commanders and the majority of the high-level leaders have undertaken the program; and senior leadership from the Folke Bernadotte Academy (FBA),⁹ including the Director-General; the Swedish Police, the Swedish Association of Military Officers, the Swedish Defence University, and the Swedish Civil Contingencies Agency. Most participants have been male leaders, as men continue to hold the highest positions in many of these institutions. The format and content of

the program have seen considerable development over time as the original organizations evolved and new ones started to use the program. Consequently, later training programs have been adapted in order to be part of more amplified internal processes on mainstreaming and equal opportunities. This demonstrates the flexibility of the program format making it useful in supporting organizational development as well as adaptable to different forms of mandates. This point is important for organizations responsible for peace operations where leaders of civilian, police, and military institutions have different needs concerning gender training.

While the Gender Coach program to date has primarily been organized in Sweden,¹⁰ the experience is relevant to ongoing international processes seeking to enforce gender equality and WPS in institutions responsible for peace operations.¹¹ Equivalent organizations internationally could, for example, include the leadership of the UN Department of Peacekeeping Operations (DPKO), the European External Action Services, or the OSCE Secretariat. In addition, the Gender Coach program speaks to broader questions when seeking to bridge theory and practice. In 2001, J. Ann Tickner stated that “[a] key task of feminist analysis is to extend the scope of the agenda rather than to answer questions about what is already on the agenda.”¹² The quote captures early efforts to apply the gender perspective to peace and security. Fifteen years later, however, when the previously gender blind box of security has been opened and empirical research on the gender specific effects of peace operations is quickly growing, we may ask: what now?¹³ What are constructive ways forward when we start to get not only increased interest but actual buy-in by key players at the highest decision-making levels to achieving real change? Do we continue a more distanced critical discussion? Or is it time we engage with decision-makers?

While the WPS research field remains divided on whether cooperating with decision-makers would mean cooptation or progress,¹⁴ we argue that it is important to connect research knowledge, lessons learned, and decision-making power in order to move forward

practically on realizing gender equality and WPS through organizations responsible for peace operations. Hence, constituting a tangible bridge between theory and practice, the Gender Coach program offers opportunities to discuss both pedagogical and practical challenges in such efforts. It has sought to channel the motivation of leadership to accomplish actual change without losing sight of the more in-depth transformative aims of gender training. In other words, the program has sought both to alter mindsets and to equip participants with the ability to make a practical difference.

The paper proceeds in the following manner: it begins with two sections, each discussing a basic issue: the role of senior management in contributing to gender equality and WPS, and considerations on designing gender training. Thereafter, two short overviews of the Swedish gender equality context – both national and organizational – place the Gender Coach program in the setting of ongoing processes.

The next section focuses directly on the Gender Coach program, outlining its main approach and in particular discussing the three program components of seminars, coaching, and the individual development plan. In the concluding section, we outline key lessons from the program, primarily useful for the headquarters level. That said, an adapted version of this training program could potentially be used for leaders in peace operations, such as Special Representatives of the Secretary-General, Police Commissioners, or Force Commanders. We will return to this in the conclusions.

Senior Leadership: Creating Demand and Using Support Tools

Why is it crucial to raise the level of knowledge and skills of senior leadership on gender equality and WPS? As noted in the UN's Global Study, the most senior leadership is a central actor for achieving the organizational changes necessary for successful

implementation. To succeed requires prioritizing and making decisions on the core objectives, practices, methods, recruitment and working culture, and resource distribution of an organization. These leadership decisions should be adapted to available resources and be part of a successive development strategy over time. A first step is to create demand for implementation by leading a discussion on, and then specifically deciding, how WPS and gender equality should be addressed concretely. While the WPS policy areas are vast,¹⁵ when moving from policy to practice, organizations have concrete and limited mandates in terms of scope into which gender should be mainstreamed.¹⁶ What adds an additional level of complexity for a leader is that gender mainstreaming and equal opportunities are connected to broader processes of social transformation in a society, i.e., they relate to the underlying structures of social injustice and gendered power distributions.¹⁷ For example, when seeking to improve the recruitment of women, broader patterns of the gendered distribution of labor roles in society, including responsibility for unpaid work in the home, play into the process.

Leadership then needs to hold the organization accountable for realizing the decisions made. Realistic goals in combination with accountability can, in turn, generate demand for gender-specific knowledge throughout an organization. Hence, it can help drive capacity-building through the regular chain of command structures.¹⁸ To increase pressure on leaders to take on this responsibility, the UN posits that “...mandated priorities related to women and peace and security should be included in senior leadership terms of reference and their performance should be assessed against these criteria.”¹⁹ Robust accountability processes on all levels can help address potential collective action problems that appear in gender mainstreaming strategies. While mainstreaming has to take place throughout an organization, if clear roles and specific obligations are not outlined in this process – specifying responsibilities on different levels and for different functions – everyone becomes responsible

and, hence, no one is. Moreover, a “...disconnection between form and function ... on gender mainstreaming renders it open to the charge that it is often largely symbolic.”²⁰

Providing leaders with training on gender equality and WPS can assist them in setting goals, clarifying responsibilities, and upholding accountability. This, in turn, can create demand-driven organizational change. In such a development strategy, there is often a need also to employ other tools – such as guidelines, action plans, and gender advisers – particularly at the initial stages where organizational capacity is low.²¹ If handled properly, such tools provide expert direction for organizational development, give technical support on how to adapt organizational processes, and can be used to coordinate efforts.²² In that sense, these tools can be characterized as supply-driven; they provide the organization with expertise and guidance. However, this also means that it can be quite difficult for supply-driven tools to generate a substantial amount of change on their own.²³

The use of leadership training efforts to coordinate demand-driven change with supply-driven tools in a coherent strategy could be a way forward. But what happens if such coordination is not made? This leads us to consider a key component of the Gender Coach program. This program’s pedagogical approach means that a parallel expert structure of coaches is established in addition to the already established system of internal gender experts. This could be seen as adding an extra layer of senior gender advisers with direct access to likewise senior leaders. A key question concerns what this means to existing support functions. In many organizations, existing internal advisers struggle to have access to decision-makers or face other institutional problems.²⁴ We will therefore take a closer look at potential challenges coordinating existing support functions and training programs.

Designing Gender Training

It is unlikely that successful and thorough training in gender issues can be achieved in a single classroom-based workshop. Training on or in gender demands long term intervention and attention. It also demands an approach that promotes reflection and exploration facilitated using an approach that allows participants to make choices about their gendered behaviors.²⁵

Laplonge, 2015

The use of training to enhance personnel capability and organizational development is by now well-established. For example, the Secretary-General, following up on the HIPPO recommendations, stated that he will strengthen the training for incoming senior leaders of peace operations.²⁶ As there is still a limited number of publications focusing specifically on gender training for senior leaders, we will draw on a broader range of publications on gender training to identify a few basic considerations. Here, as noted in the above quote by Laplonge, there appears to be a growing agreement that designing gender training programs requires careful consideration in order to be successful.

The range of existing training approaches stretches from basic awareness training to specialized functional training. The former is often more abstract, focusing on understanding the gender perspective or existing frameworks on WPS. The latter means enabling participants to connect the increased knowledge with the capacity to act in accordance with the responsibilities of their specific function (working role). At the strategic level, this can mean using the new knowledge to review and adapt the organization's core objectives and its existing methods and practices. To accomplish this result, the design of effective training requires careful analysis of the relationship between the training program and the desired organizational change.²⁷ This is not always standard practice. In fact, a study which reviewed the earliest training programs found that establishing common values and basic gender

awareness were often assumed to affect everyday work without the training actually connecting the dots between the new knowledge and what this meant for realizing the mandate objectives and developing the current methods of the organization.²⁸ That is, the training did not provide the skills to turn knowledge into action. In addition, a lack of analysis increases the risk that the training is not fully coordinated with other tools.²⁹

A pedagogical hurdle when seeking to provide leaders with sufficient knowledge and skills is the fact that the knowledge area is so vast. The WPS resolutions by now cover aspects of all conflicts, issues, and themes on the Security Council's wide agenda. Global gender equality conventions and frameworks, such as the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), are even more comprehensive.³⁰ On the national level, official policies seek to transform these international normative frameworks into realizable objectives on different state levels – from government, to ministry, and then on to government agency levels (where it is increasingly dissected into strategic, operational, and tactical levels). Together with relevant research and available policy reports the knowledge field becomes almost insurmountable.³¹ As a target group consisting of leaders has a wide range of responsibilities, time restraints during a course can make it challenging just to provide participants with an easy overview of relevant knowledge, let alone a sufficient in-depth understanding of the issues.

While the vastness of the knowledge area can be handled, a further impediment is its complexity. Translating international norms and policies on gender into practice involves interpretation of often vague formulations and arguments in a continuously evolving debate filled with contestations. As argued by Joachim and Schneiker, referring to Kardam³² and Walby,³³ gender mainstreaming is “a prime example of a vague and elusive norm” as it involves “at least two frames of reference: *gender equality* and the *mainstream*.”³⁴ The latter implies that participants not only need to comprehend evolving international norms on gender

but they also must know how to marry this knowledge to the objectives of their own organizations. In addition, according to Joachim and Schneiker, international norms do meet—and sometimes collide with—existing national norms during the translation into practice in a specific context. This can result in a “battle over meaning” which will affect how the international norm is eventually practiced or even rejected in a national context.³⁵ This includes which terms are used and how they resonate in different settings as central tools for communicating expectations, standpoints, and results. We will therefore take a closer look at what this complexity meant for the conduct of the Gender Coach program.

The National Context of the Gender Coach Program

While the Swedish Gender Coach programs took place at the organizational level, the national gender equality context is relevant.³⁶ Let us therefore begin by describing two processes related to gender mainstreaming and equal opportunities and their impact on the program. Sweden was among the first countries to sign and ratify CEDAW in the early 1980s. Gender mainstreaming was then established in 1994 as the main national strategy for enforcing gender equality, thereby complementing the earlier primarily legal approach to gender equality as a rights issue.³⁷ This was partly conducted in order to tackle an existing problem as pointed out by Åseskog:³⁸

Much of the equality-promoting work has so far been organized as projects outside ordinary policy processes, often financed by special funds for a limited time. It has been sidelined and not really affected societal structures. A Swedish researcher, Gertrud Åström, has described this sidelining as an “impressive equality annex, where activities can take place, leaving the rest of the political house largely undisturbed.”

In a 2004 review of ongoing gender mainstreaming efforts in EU countries,³⁹ Sweden was perceived to be one of a few countries where the mainstreaming approach had started to create more in-depth changes.⁴⁰ In 2013, in a systematic effort to further advance gender equality developments, the Swedish government decided to give a number of government agencies, including the Swedish Armed Forces and the Swedish Civil Contingencies Agency, the assignment to systematically gender mainstream their work, a program called *Gender Mainstreaming in Government Agencies*. By 2016, this assignment had been extended to over 59 government agencies, including all agencies involved in the Gender Coach programs.⁴¹

By comparison, Swedish efforts to realize WPS operated on a distinct track from the ongoing work for national gender equality.⁴² Until recently, the WPS track focused almost entirely on external work for peace and security based on the aims of the UN resolutions rather than enforcing the objectives of the national gender equality policies. Sweden adopted its first National Action Plan on WPS in 2006, a second in 2009, and a third in 2016. The first and second plan do not amalgamate the external with national gender equality policies.⁴³ As a result, the understanding of “gender mainstreaming” in the work for peace and security differed from the “gender equality mainstreaming” developed nationally from 1994. While the essence was the same, the terms and focus differed somewhat. This did not start to change until the 2013 Gender Mainstreaming in Government Agencies program targeted agencies involved in international peace and security work. With the adoption of a Feminist Foreign Policy in 2014, more formal efforts have also been made to explicitly connect the Swedish work for gender equality to its work for peace and security internationally.⁴⁴ For example, Foreign Minister Wallström has stated that this means gender equality is “a fundamental aim of Sweden’s foreign policy.”⁴⁵ This dynamic, where national gender equality mainstreaming

meets the international norms of WPS, impacted the content of the Gender Coach program, not least by contributing to the battle over meaning.

Concerning equal opportunities, the removal of discrimination in the labor market has been a major theme of Sweden's gender equality efforts since the 1970s. A notable change in the area of peace and security was the opening up of military positions for women. In 1976, 11,000 out of the 46,000 members of the Swedish Armed Forces were women, but they were restricted to civilian functions and therefore had limited chances for career advancement. In 1978, the Swedish Riksdag (parliament) enabled women to become officers in a few non-combat positions.⁴⁶ Over the next decade, all positions, including combat, were then opened. Today, even the law on conscription is gender neutral, meaning that both men and women are called on to serve. While formal restrictions have been removed since 1989, the number of women in military positions remains low. In 2015, 94 percent of all officers were men, and when counting all military personnel, 11 percent were women – 16 percent if civilian functions are included.⁴⁷ In other peace- and security-related fields, we have seen a stronger numerical change. In 2015, for example, the staff of the Ministry for Foreign Affairs was 59 percent women.⁴⁸ While the employment of women in ministries and government agencies is a very concrete example of formal transformation, the normative changes have been more gradual and perhaps less progressive. Security debates and perceptions remain more conservative, making them more male-dominated.⁴⁹

Program Background and Organizational Context

While looking at the national level provides insights into processes that affected the conduct of the leadership program, the actual program dynamics primarily played out at the organizational level. In 2004, WPS efforts by Swedish government agencies working on peace operations were strengthened by the launch of a European Union-funded project called

Genderforce. Genderforce was a cooperation between the Swedish Armed Forces, the Swedish Civil Contingencies Agency,⁵⁰ the Swedish Police, and non-governmental organizations, such as the Kvinna till Kvinna Foundation. The latter is an NGO focusing on strengthening women's participation in the work for international peace and security. Leading persons included Charlotte Isaksson in the Swedish Armed Forces (later working for NATO and the EU), and Eva Zillén at the Kvinna till Kvinna Foundation. Genderforce developed and implemented a range of sub-projects of which the first Gender Coach program (2006-2007) was one. Other sub-projects included strengthening the gender expert functions, reviewing recruitment strategies to remove obstacles for women being sent out on international missions, and developing checklists for integrating a gender perspective into mandates and steering documents.⁵¹ After 2007, when EU funding ended, the Genderforce project was terminated and eventually turned into a voluntary cooperation, this time between the Swedish Armed Forces, the Swedish Civil Contingencies Agency, the Swedish Police, the Folke Bernadotte Academy, and the Kvinna till Kvinna Foundation. Building on the earlier training format, second and third Gender Coach programs were set up within this cooperation in 2013-2015 and in 2015-2017. A fourth program was organized by the Folke Bernadotte Academy for the Swedish Foreign Ministry, which runs 2016-17.

The period 2004-2017 captures a time where the concerned organizations substantially changed the way in which they addressed gender equality and WPS. At the time of the initial program in 2006, Sweden had just established its first National Action Plan and was developing organizational policies and other tools. By comparison, the most recent programs, starting in 2015/2016, took place in a situation where a third National Action Plan was being developed and adopted – a plan which places responsibility for implementation on the leadership – and where quite detailed internal plans, support functions, and processes on gender equality and WPS had been established in the participating organizations.⁵² This meant

that the Gender Coach programs took place in an increasingly elaborate policy framework on gender equality and WPS, and with more established internal gender expert functions.

During the same time period, two other more general processes are central for understanding the development of the program. The first was increased attention to national security compared to the earlier focus on international peace operations. As the Gender Coach Program aims to be a tailor-made training helping senior management to enforce gender mainstreaming and equal opportunities through their core business, this development altered the mainstream objectives to which gender should be connected. Second, was the explicit amalgamation of the internal Swedish work for gender equality with WPS at the organizational level, enforced through the 2013 *Gender Mainstreaming in Government Agencies* program and the 2014 adoption of the Feminist Foreign Policy. This resulted in a battle over meaning, including a mix of terminology, which particularly affected the program running in 2013-2015.

The Swedish Gender Coach Program

Set in the above context of national and organizational developments, we will now look more closely at the four Gender Coach programs in detail (see **Table 1** below). We will make use of working material, evaluations, and participatory observations in describing and discussing general trends in how the programs have been designed and executed.⁵³ In addition, points and questions drawn from previous studies on gender training will be used to bring out lessons from this material which can be useful for continued discussions on how to promote gender training for senior leaders. The section begins with a description of the overarching approach of the program. It then proceeds to give a picture of efforts to adapt the program to organizational needs and aims. Thereafter, we discuss the three program components of seminars, coaching and individual development plans.

Table 1

Courses	Participants (organization)	Number of participants⁵⁴
Gender Coach 2006-2007	Swedish Armed Forces, Swedish Association of Military Officers, Swedish Police	12 (11 men, 1 woman)
Gender Coach 2013-2015	Folke Bernadotte Academy, Swedish Armed Forces, Swedish Civil Contingencies Agency	11 (7 men, 4 women)
Gender Coach 2015-2017	Swedish Armed Forces, Swedish Defence University, Swedish Police	13 (12 men, 1 woman)
Gender Coach 2016-2017	Swedish Ministry for Foreign Affairs	8 (5 men, 3 women)

The Main Outline of the Program

The program seeks to strengthen leaders' ability to better understand and practically enforce WPS and gender equality through their functional roles and in their organization's core objectives. It constitutes a substantial investment in this key group of personnel, including their work time. Practically, the program consists of a series of seminars and the provision of a personal gender coach to each leader for about 12 months. With a slight

variation, the programs have used a progressive set-up moving from a broader knowledge framework towards increasingly concrete skills and practices. At the end of the first year, the participants continue to work on their own for another 10-12 months. The fact that the program stretches over two years provides time to reflect continuously over a longer time period. That said, the total time for the actual training sessions (seminars and coaching) during this 24-month time period is around two and a half to three weeks.⁵⁵

The pedagogical approach involves a transactional model of learning, in which those being coached are encouraged to examine how their own personal frames of reference influence their thinking, beliefs, and actions. The role of dialogue with the coach is crucial to this transactional model of building knowledge, reviewing attitudes, and acquiring skills. The process is facilitated by the fact that coaches have a similar level of seniority as the leaders with whom they work and are thus able to work with senior leadership on a more equal footing.⁵⁶

Adapting to Organizational Needs and Aims?

According to previous studies, gender training should ideally be part of a broader strategy in order to contribute to long-term change. This requires both an analysis of existing needs and processes and successfully tailoring the program for the specific target audience to strengthen ongoing organizational developments. How did the different course teams responsible for the Gender Coach programs prepare the training?

The 2006-2007 program had a target audience from the Swedish Police, the Swedish Association of Military Officers, and the Swedish Armed Forces, including the Supreme Commander (2009-2015). It was run by specially assigned project leaders who asked participants and coaches to write a personal letter and then conducted interviews. The purpose

of the letter and interview was to establish the level of knowledge and the needs of each participant. In addition, the first part of the program was dedicated to developing a common platform, including a formulation of mutual problems to address in the program.⁵⁷

Course teams consisting primarily of gender experts from the concerned organizations operated the later programs. The target audience for the 2013-2014 program was from the Folke Bernadotte Academy, including the Director General, the Swedish Armed Forces, and the Swedish Civil Contingencies Agency. Participation was through appointment by the highest leadership of the agencies (some of whom also then themselves participated in the program). The program was based on the organizational needs and challenges as identified by the gender experts in the course team, and on the objectives of existing policies (international, national, and organizational). No interviews with participants were conducted in order to shape the content of the program. In the internal review conducted at the end of the program, this was considered one of the weaknesses which needed to be addressed.⁵⁸

The 2015-17 program targeted senior leaders from the Swedish Armed Forces, including the new Supreme Commander, and senior leaders from the Swedish Defence University and the Swedish Police. No formal training needs analysis was conducted but the program made use of an external evaluation report focusing on lessons and views of the former participants from the Swedish Armed Forces who had taken the course in 2013-14,⁵⁹ and the goals of national and organizational policies in order to form the content. As with the earlier program, participation was by appointment by the highest leadership of the agencies, some of whom then also participated in the program.⁶⁰

The program for the Ministry for Foreign Affairs 2016-2017 was conducted by a working group with experts from the FBA and members from the Ministry. Participation was by appointment of the most senior management at the ministry. The working group used both a short survey and semi-structured interviews with participants and other central persons at

the ministry to identify training needs. The content also related to the Action Plan for the Feminist Foreign Policy and the new National Action Plan on WPS, although no formal review of existing goals in internal ministry policy documents was undertaken.⁶¹

It is important at this juncture to explore if an established and specific connection was made between the training content and the desired organizational change, as identified by Laponge (2015). As noted in the descriptions above, these indicate that all programs have struggled to explicitly connect content and objectives to a broader strategy. While all have used some components of a training needs analysis (for example, the review of policies and goals), none seem to have conducted a more thorough and systematic one, apart, perhaps, from the first program run in 2006-07. Interestingly, that program still illustrates the complexity of utilizing the program for broader strategy for change. The final evaluation suggests that participants were generally pleased with the content of the course but stated that the program could have planned for a continuation in order for senior management to be able to advance the process in a structured manner.⁶²

The Role of Program Seminars

The seminars are used to generate a common knowledge platform and present useful tools to turn knowledge into practice (for example, a gender analysis). Equally important, the seminars allowed participants to exchange knowledge and experience with seniors at their own level.⁶³ If several members of an organization's senior management group participate in the same course, seminars can also offer the opportunity for coordination and for identifying more joint organizational advances.

The specific number, structure, and content of the seminars have varied between the Gender Coach programs. A few common elements do exist, however, particularly among the

later programs. The first seminar outlines the aims and content of the program and the participants are introduced to their coach. Thereafter, a series of about 3-5 seminars is conducted.⁶⁴ On an overarching level, the content of these seminars has followed three broad themes: 1) describing existing problems, background, and policy frameworks on gender equality and WPS; 2) identifying and discussing organizational challenges related to realizing equal opportunities and gender mainstreaming; and 3) discussing the role of leadership and support structures for creating gender equality and forwarding WPS.⁶⁵

As identified by Joachim and Schneiker,⁶⁶ pedagogically exposing how “gender” is already present in the core business constitutes a central challenge. Therefore, in all programs, efforts were made to move away from a “women-focused” perspective to a gender perspective. This is central, as underlined in previous research, as a women-centered approach tends to overlook questions of power distribution and how masculine norms have been institutionalized. While the seminars here provide important arenas for such discussions on organizational objectives and equal opportunities, the limitation of using only seminars to promote more in-depth understanding has become apparent.⁶⁷ To be able to create sufficient insights into culture and stereotypes, long-term dialogue and reflections are necessary, as pointed out by Laplonge.⁶⁸ Hence, to achieve transformative learning it could be central that the seminar and coaching components of the program work in tandem as the coaching offers more opportunities for such reflection.

Later programs also demonstrate challenges regarding training personnel on a knowledge area which includes vague norms and terms. This weakness surfaced during the 2013-2014 program, as it took place at the time of the increased intermarrying of the internal Swedish work for gender equality with the work to implement WPS. This made it more complicated for participants to get an overview of issues and problems that WPS and gender equality policies seek to address and how they relate to each other.⁶⁹ The evaluation indicates

almost a competition where the learning objectives on gender equality were fulfilled to a higher degree than those on WPS, and that women's participation in the military was equated with succeeding with WPS.⁷⁰ Additionally, senior management often move between different national and international policy arenas where diverse understandings and terms exist.⁷¹ Hence, one and the same term can potentially have several different meanings and political connotations. For example, in the Swedish Armed Forces, "gender" is often used to signal the need for mainstreaming of the mandate, whereas "gender equality" is used to signal the need for equal opportunities. This is not the common usage in other Swedish government agencies.⁷²

Unclear terminology can affect the ability of leaders to correctly portray and signal the standpoint of their organization. As some states and international actors have become more openly opposed to the WPS agenda and to gender equality, this problem has become even more pertinent.⁷³ A practical example from the program for the Ministry for Foreign Affairs shows that these participants not only cope with a number of national terms but also a number of uses in different politicized international arenas. A common "course dictionary" was therefore developed. The intent was to enable a focused discussion at seminars.⁷⁴ That said, it is obvious that the more fundamental underlying political dimensions require additional recognition in gender training. Leaders encounter a number of views on gender equality, from the more social liberal feminist perspectives to critical and radical feminist understandings, but also all the way to more hyper-masculine dominated ideologies and ideas.⁷⁵

The Key Role of Coaching

In addition to seminars, each participant of the program is assigned a personal gender coach with whom the participating manager should plan and hold monthly one-on-one

sessions. The coaching sessions should be strictly confidential, enabling open and productive discussions. Coaching takes place over the course of 12 months (about 2-3 hours per month). Given the very pressed schedules of senior managers, this approach allows for the course participant to plan most of the training course based on his/her own calendar. This makes the program quite flexible in terms of time planning.⁷⁶ Coaching is also flexible in the sense that it is adapted to the specific needs of the participant's work and responsibilities. In addition, both coach and participant need to function well together, i.e., be a good personal match because coaching builds on trust and takes the format of a dialogue driven by the requests and questions of the senior manager. Taken together, these aspects make the matching of coaches and participants one of the most critical parts of organizing the program.⁷⁷

Who are the coaches? The “gender coach” is not a regular coach in the sense of traditional leadership coaching. Rather, it is a specialist chosen for his/her particular expertise within the field of gender equality and WPS. That said, the coach needs to have substantial pedagogical skills as the actual work of the coach is, in effect, a mix between teaching, mentoring, and coaching. As this is a complex role, several of the program coaches have asked for support in developing their coaching skills,⁷⁸ and some of the programs have provided training in coaching (for example, the MFA program 2016-2017). In addition, the 2013-2014 program used lessons learned seminars for the coaches to exchange tips and experiences, although these discussions could only be held on a very abstract level in order to protect participant-coach confidentiality.⁷⁹

While open and in-depth discussions are absolutely central for realizing the aims of the program, it does mean that a parallel gender expert structure is established in addition to the internal gender support structures. As we have noted, the later Gender Coach programs take place in a setting of substantial ongoing internal processes on gender equality and WPS. Hence, adding a parallel structure brings great benefits but also constitutes a potential

challenge for ongoing organizational processes. One benefit is that the coaches are both senior and external, thereby able to raise questions and problematize issues that might be trickier for the internal experts to handle. Since they are external actors, coaches are also able to put organizational problems and issues into perspective, allowing for the discovery of new aspects and ideas. For the participant, conversing with an external expert means that any question and issue could be raised in a confidential environment where there is no risk of losing face to one's own subordinates. A main challenge, on the other hand, could arise if the external support structures trump the internal gender advisers in terms of seniority and access to senior management on interpreting and leading the internal work.

In fact, there has been relatively little discussion on the role of the coach in relation to existing internal functions. An exception is that following the program run in 2013-2014, it was discussed if the program could include tripartite meetings between the leader, his/her gender adviser, and the coach to increase coordination. This was not followed up in a systematic fashion in later programs. Some coaches have also requested more and better information about organizational policies and participants' ongoing work in order for them to be able to better support the leadership.⁸⁰ In this manner, the question of senior external experts underlines the importance of considering how the program can become part of a broader strategy for change.

The Role of Formulating Individual Development Plans

The final evaluation of the first program, 2006-07, describes how the program had started to have a positive effect on the involved agencies and organizations, including on increasing leaders' motivation. In order to build systematically upon the program's gains, the evaluation identifies the participants' wish for a more formalized continuation of the program after the first year.⁸¹ As a result, the 2013 program course team tried to devise ways to do this

which would strengthen the institutionalization of the knowledge in the organization and improve function over time.⁸² As a result, the concept of the “individual development plan” was developed as an attempt to ensure long-term changes.⁸³

The individual development plan should be produced by the participant during the latter half of the program and identify a few realizable goals and activities that can be conducted within a given time frame (10-12 months). The plan allows the participants to continue to work systematically, learn from the process, and be able to follow up on the results of the program over time. The plan should then be followed up at a final program seminar.⁸⁴

Two important points were raised when the plan was first introduced. First, the line between a personal plan and the integration of the plan’s goals into regular organizational plans is more fluid when it comes to this highly executive target audience. Therefore, there was a pedagogical need to signal clearly that the personal plan was primarily for individual and functional development. That said, the program does seek to contribute to organizational change which means that the results of realizing the plan cannot stay only with the function. The second lesson was that, given this highly executive target group, there was a risk that the participants would go directly to more technical problem-solving rather than begin with a more in-depth problem analysis. While such cases might have appeared, the use of the plan did underline the different modes of learning; some participants found the plan very useful as a basis for systematizing their thinking and then doing a more in-depth analysis of the central components that exist within their functional area of responsibility.⁸⁵

Conclusions and Looking Ahead

Gender training 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. The goal of gender training is to enable participants to understand the different roles and needs of both women and men in society, to challenge gender-biased and discriminatory behaviors, structures and socially-constructed inequalities, and to apply this new knowledge to their day-to-day work.⁸⁶

In many respects, the Gender Coach program has sought to tick the box of many of the main components as identified in the above quote by Lyytikäinen. What can we then learn from this program on using gender training for senior leaders? And, more particularly, how can we use this to develop training for leadership in peace operations, both at headquarters level and in missions and operations?

Target groups comprised of senior leaders are motivated to contribute to a continuous advancement of their organizations' capacity to perform effectively. Therefore, at an overarching level, we argue that the answers to the above questions depend on how the training program can contribute to increasing demand-driven change and how training can support an effective use of supply-driven tools, such as gender advisers, to strengthen that process. This means that gender training for senior leaders requires substantial consideration regarding design. For example, existing tools need to be properly coordinated with the training program. In many international and regional organizations, responsible for peace operations, guidelines, action plans, and support functions on gender equality and WPS have already been adopted.

Training programs for an organization's executive group needs to ensure that ongoing efforts consider, and, ideally, contribute to creating a more coherent and leadership driven strategy for the organization. Ironically, to accomplish this goal requires pre-existing

ownership and insights by the target audience of the program. To tackle this challenge, programs could utilize the seminars to identify and outline potential ways to contribute to common goals. If the Gender Coach program should become a shorter and more condensed version that can be launched in a peace operation, the design would still have to enforce organizational development plans and policies existing at headquarters. That said, while a shorter term program held in a peace operation should draw on existing terms and policies, it still needs to include information on the terminologies and perspectives of other actors operating in the same area, displaying the complexity of bridging feminist theories with practice in a specific setting.

Another lesson from the Swedish experience concerns the use of subject matter experts. The program brought out interesting new challenges as it involved a parallel support structure of senior experts who can discuss with managers on a more equal footing. That said, the latter programs took place in a setting where the agencies had already established internal experts. One benefit of using a parallel expert structure was the possibility of bringing up potentially sensitive issues and being able to reflect over a longer time period. Potential disadvantages could surface if there is a lack of consistency between the extra support structures and the internal processes. This, again, demonstrates the importance of considering the program in relation to an organizational strategy. Such a strategy would ideally consider what the end results of the work for gender equality and WPS might look like in the affected organization and how the different tools used can contribute to these objectives.

Finally, the examination of the gender training of a highly executive target audience confirms the necessity of such carefully-designed programs. More research, policy studies, and evaluations are now needed to further inform the discussion. In such endeavors, the program's target group is a principal resource. While some aspects of realizing WPS and gender equality are specific to these issues, they involve to a substantial degree general

challenges when seeking to enforce organizational change. For example, one commonly encountered obstacle to progress that leaders often face concerns handling and involving middle management. As one former program participant contends, the key needs include: 1) strong leadership commitment, 2) perseverance, 3) institutionalization, and 4) education of personnel to build broader organizational capacity.⁸⁷ The importance of ensuring ownership by decision-makers themselves, and of using seminars for an exchange between leaders on how to create long-term change cannot be overstated.

As initial results from the four programs indicate, it is possible to move from words to action on gender equality and WPS, but it is not easy, not even for this powerful group of participants. And as noted earlier, the HIPPO Report and the Global Study, as well as the Secretary-General's following reports, all underline the substantial amount of work which remains for senior management. Peace operations need to become better at effectively delivering on gender equality and WPS.⁸⁸ As part of the solution, it is vital to develop the design of gender training for senior leaders.

Notes

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⁴ United Nations, "Mainstreaming the gender perspective into all policies and programmes in the United Nations." *Report of the Secretary-General*. E/1997/100. (New York: United Nations, 1997).

⁵ United Nations Secretary-General, *The future of United Nations peace operations: implementation of the recommendations of the High-level Independent Panel on Peace Operations*, A/70/357-S/2015/682, 2 September 2015; United Nations, *Report of the Secretary General on women, peace and security*, S/2015/716 (New York: United Nations, 2015). See also United Nations, *Report of the High-level Independent Panel on Peace Operations on uniting our strengths for peace: politics, partnership and people* (United Nations: New York, 2015); UN Women, *Preventing Conflict, Transforming Justice, Securing the Peace. A Global Study on the Implementation of United Nations Security Council resolution 1325* (New York: United Nations, 2015).

⁶ Gender mainstreaming has been defined by the United Nations Economic and Social Council in 1997 as: "... the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."

⁷ In the resolutions on WPS, women's participation is much broader. However, here we focus on women employed in the government agencies involved in work for peace and security.

⁸ Anna Björsson, "The Swedish Gender Coach Programme," in *IHL and gender – Swedish Experiences*, eds. Cecilia Tengroth and Kristina Lindvall (Stockholm: Swedish Red Cross, 2016).

⁹ A government agency under the Ministry for Foreign Affairs.

¹⁰ Interest in the concept is growing. For example, a modified version of the program has been executed in Macedonia, and a program is being planned for the European External Action Service.

¹¹ See Minna Lyytikäinen, "Gender Training for Peacekeepers: Preliminary overview of United Nations peace support operations." *Gender, Peace & Security Working Paper 4* (Santo Domingo: INSTRAW, 2007); United Nations, *Report of the High-level Independent Panel* and UN Women, *Preventing Conflict*.

¹² J. Ann Tickner, *Gendering World Politics* (New York: Columbia University Press, 2001): 29.

¹³ See Sabrina Karim and Kyle Beardsley, *Equal Opportunity Peacekeeping* (Oxford University Press: Oxford, 2017); Theodora-Ismene Gizelis and Louise Olsson eds., *Gender, Peace and Security: Implementing UN Security Council Resolution 1325* (New York: Routledge, 2015); Louise Olsson and Theodora-Ismene Gizelis, "Advancing Gender and Peacekeeping Research," *International Peacekeeping* 21:4 (2014).

¹⁴ See Paul Kirby and Laura J. Shepherd, "The futures past of the Women, Peace and Security agenda," *International Affairs*, 92:2 (2016); Melissa Labonte and Gaynel Curry, "Women, Peace and Security: Are We There Yet?," *Global Governance*, 22 (2016); Maryam Khalid, "Feminist perspectives on militarism and war" in *The Oxford Handbook of Transnational Feminist Movements*, eds. Rawwida Baksh and Wendy Harcourt (Oxford: Oxford University Press, 2015); Gina Heathcote and Dianne Otto, eds. *Rethinking peacekeeping, gender equality and collective security* (Houndmills: Palgrave Macmillan, 2012).

¹⁵ Exemplified in the 400-plus page report evaluating the work on UNSCR 1325 in 2015. See UN Women, *Preventing Conflict*.

¹⁶ For a longer discussion on the role of leadership based on suggestions in the Global Study, the HIPPO report, and the following Secretary-General reports, see Louise Olsson, *Leading the way to a more equal peace: Senior Management and Gender Mainstreaming*. Policy brief 4 (Stockholm: The International Forum for the Challenges of Peace Operations, 2016). See also the European Institute for Gender Equality, *Effective gender equality training* (Luxembourg: Publications Office of the European Union, 2016).

https://bookshop.europa.eu/en/eige-european-institute-for-gender-equality-cb6e2ep2IxbqUAAAEnyIRL_Yq4/.

¹⁷ Jenni Karlsson, "Gender mainstreaming in a South African provincial education department: a transformative shift or technical fix for oppressive gender relations?" *Compare: A Journal of Comparative and International Education*, 40 (2010), 497-514; Olsson and Gizelis, "Advancing"; Theodora-Ismene Gizelis and Jana Krause, "Exploring gender mainstreaming in security and development" in *Gender, Peace and Security: Implementing UN Security Council Resolution 1325*, eds. Theodora-Ismene Gizelis and Louise Olsson (New York: Routledge, 2015).

¹⁸ For an example of recent developments, see United Nations *Report of the High-level Independent Panel*.

¹⁹ United Nations, *Report of the Secretary General on women, peace and security*, 52.

²⁰ Karlsson, "Gender mainstreaming", 510-511.

²¹ For a discussion, see Lyytikäinen, "Gender Training".

²² Robert Egnell, Petter Hojem, and Hannes Berts, *Implementing a Gender Perspective in Military Organisations and Operations. The Swedish Armed Forces Model* (Uppsala: Dept. of Peace and Conflict Research, 2013).

²³ European Institute for Gender Equality, *Effective*.

²⁴ Egnell, Hojem, and Berts, *Implementing a Gender Perspective in Military Organizations and Operations*; Karim and Beardsley, *Equal Opportunity Peacekeeping*; Olsson, *Leading the way*; UN Women, *Preventing Conflict*. See also Louise Olsson, et al, *Gender Peace and Security in the European Union's Field Missions* (Stockholm: FBA 2015) for a discussion on gender advisers.

²⁵ Dean Laplonge, "The Absence of Masculinity in Gender Training for UN Peacekeepers," *Peace Review*, 27:1 (2015): 92.

²⁶ United Nations Secretary-General, *The Future*.

²⁷ Laplonge, "The Absence of Masculinity"; European Institute for Gender Equality, "Effective".

²⁸ Lyytikäinen, "Gender Training", 7; European Institute for Gender Equality, "Effective"; See also Louise Olsson, "Military Operations and UN Security Council Resolution 1325: The Gender Integration Process in the Nordic Battlegroup," *Internasjonal Politikk* 71:3 (2013).

²⁹ Laplonge, "The Absence of Masculinity"; Lyytikäinen, "Gender Training"; Angela Makay, "Mainstreaming Gender in United Nations Peacekeeping Training: Examples from East Timor, Ethiopia, and Eritrea" in *Gender, Conflict, and Peacekeeping* ed. Dyan Mazurana et al (Oxford: Rowman and Littlefield Publishers, 2005).

³⁰ See Gizelis and Olsson, eds., *Gender, Peace and Security: Implementing UN Security Resolution 1325* (2015).

³¹ See Louise Olsson, *Leading the way to a More Equal Peace: Senior Management and Gender Mainstreaming in Global Peace Operations Review*, (New York: New York University, 2016).

³² Nuket Kardam, "The emerging global gender equality regime from Neoliberal and constructivist perspectives in international relations," *International Feminist Journal of Politics*, 6:1 (2004).

³³ Syliva Walby, "Gender mainstreaming: Productive tensions in theory and practice," *Social Politics: International Studies in Gender, State & Society*. 12:3 (2005).

³⁴ Jutta Joachim and Andrea Schneider, "Changing discourses, changing practices? Gender mainstreaming and security," *Comparative European Politics*, 5:10 (2012): 529.

³⁵ *Ibid.*, 529.

³⁶ For an overview, see Gertrud Åström, "A Human Development," in *Nordic Ways*, ed. Debra L. Cogan (Washington: Center for Transatlantic Relations SAIS, 2016)

³⁷ "Fakta om Jämställdhetsintegrering," Nationella sekretariatet för genusforskning, accessed October 19, 2016, <http://www.jamstall.nu/fakta/jamstalldhetsintegrering/>.

³⁸ Birgitta Åseskog, "National machinery for gender equality in Sweden and other Nordic countries" in *Mainstreaming gender, democratizing the state? Institutional mechanisms for the advancement of women* ed. Shirin M. Rai (Manchester and New York: Manchester University Press, 2003): 155.

³⁹ Gender mainstreaming was adopted by the EU as a main approach to achieve gender equality in 1997. For more information, go to the homepage of the European Institute for Gender Equality (EIGE) which is an autonomous body of the European Union.

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- ⁴⁰ Regine Bendl, "Gender Mainstreaming: An Assessment of Its Conceptual Value for Gender Equality," *Gender, work, and organization*, 20: 4 (2013).
- ⁴¹ "GMGA: Gender Mainstreaming in Government Agencies", Swedish Secretariat for Gender Research, accessed October 19, 2016, <http://www.genus.se/en/about-us/our-assignments/gmga/>.
- ⁴² A phenomenon also observed in other countries in relation to the localization of international norms. See Sarai B. Aharoni (2014) "Internal Variation in Norm Localization: Implementing Security Council Resolution 1325 in Israel," *Social Politics: International Studies in Gender, State and Society*. 21: 1 (2014).
- ⁴³ Utrikesdepartementet, *Regeringens handlingsplan för perioden 2009-2012 för att genomföra säkerhetsrådets resolution 1325 (2000) om kvinnor, fred och säkerhet* (Stockholm: Utrikesdepartementet: 2009).
- Utrikesdepartementet, *Sweden's National Action Plan for the implementation of the United Nations Security Council Resolutions on Women, Peace and Security 2016-2020* (Stockholm: Utrikesdepartementet, 2016).
- ⁴⁴ For further description, see Swedish Ministry for Foreign Affairs, *Swedish Foreign Service action plan for feminist foreign policy 2015-2018 including focus areas for 2016* (Stockholm: Utrikesdepartementet, 2015); "Utrikesutskottets betänkande 2015/16:UU9", Utrikesdepartementet, accessed October 19, 2016 <https://data.riksdagen.se/fil/F9B31BDF-03AB-4EE6-BA16-360FDA7EC134>.
- ⁴⁵ See Briana Mawby, "Feminist Foreign Policy: Focusing on Rights, Representation & Resources" *GIWPS Blog*, Georgetown Institute for Women, Peace and Security (Georgetown University, 2016). <http://blog.giwps.georgetown.edu/feminist-foreign-policy-focusing-on-rights-representation-resources/>.
- ⁴⁶ "Proposition 1977/78: 185 om kvinnors anställning som befäl i det militära försvaret mm." Riksdagen, accessed October 19, 2016, <https://data.riksdagen.se/fil/17E4A1BA-0D9A-4756-8EBE-D00997880FDC>.
- ⁴⁷ Swedish Armed Forces' report in Folke Bernadotte Academy, *Svenska myndigheters genomförande av FN:s Säkerhetsrådsresolution 1325*. FBA dnr: 1.1.1-15-00242 (Stockholm: Folke Bernadotte Academy, 2016).
- ⁴⁸ "Regeringskansliets anställda," accessed September 12, 2016, <http://www.regeringen.se/regeringskansliet/regeringskansliets-anstallda/>.
- ⁴⁹ Annica Kronsell, *Gender, sex, and the postnational defense: militarism and peacekeeping* (Oxford: Oxford University Press, 2012).
- ⁵⁰ Then called "Räddningsverket/Swedish emergency services".
- ⁵¹ Tuula Eriksson, *GENDER COACH – ett nytt sätt att coacha chefer med fokus på gender perspektiv... – Utvärdering av delprojekt 7 inom ramen för Genderforceprojektet* (Uppsala: Institutionen för Stad och Land, 2007): 7-8; For example see Fredrik Bondestam and Elisabeth Jansson, *Bryt mönstret – inspiration för dig om utbildar om kvinnor, fred och säkerhet* (Genderforce, 2007): 32-33.
- ⁵² Folke Bernadotte Academy, *Svenska myndigheters*.
- ⁵³ As such, this constitutes a first attempt to identify fruitful lessons from the programs for developing leadership training. Further research and structured evaluations are needed, for example, in making good use of in-depth interviews and surveys to bring out more systematic lessons and contributions. Ideally, this should also connect to research on leadership training more broadly.
- ⁵⁴ Measured at the start of the program. In some of the programs, changes in the number and gender balance have taken place later due to personnel changes. In fact, personnel rotations and reorganization constitute a challenge for conducting gender training for senior management.
- ⁵⁵ The actual financial costs have varied greatly between the programs depending on level of ambition and time span. Therefore, an average cost per participant is difficult to estimate. For example, one of the main budget posts in later programs has been for coaching. This still depends, however, on the number of hours and months per participant, and if there is a need to use external consultants as coaches (the first program used a system of voluntary coaches).
- ⁵⁶ Björsson, "The Swedish Gender Coach Programme."
- ⁵⁷ Eriksson, *GENDER COACH*, 10-11.
- ⁵⁸ Gender Coach Working Group, *Anteckningar från uppsamlingsmöte för Gender Coach-programmet 2013-2014, 30 mars 2014*. Unpublished internal working paper.
- ⁵⁹ Misse Wester, *Utvärdering av Försvarmaktens Gender Coach-program 2013-2014* (Stockholm: FOI, 2016).
- ⁶⁰ Genderforce, *Gender Coach-programmet 2015-2017. Koncept avseende syfte, utbildning och myndighetssamverkan*. October 2015, internal working paper, unpublished.
- ⁶¹ FBA, *Projektplan*. 2015-11-19. Unpublished internal working paper.
- ⁶² Eriksson, *GENDER COACH*, 14.

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- ⁶³ Gender Coach Working Group, *Anteckningar*; Genderforce, *Gender Coach*; FBA *Projektplan*.
- ⁶⁴ Gender Coach Working Group, *Anteckningar*; Genderforce, *Gender Coach*; FBA *Projektplan*
- ⁶⁵ Gender Coach Working Group, *Anteckningar*; Genderforce, *Gender Coach*; FBA *Projektplan*
- ⁶⁶ Joachim and Schneiker, “Changing discourses, changing practices”.
- ⁶⁷ Eriksson, *GENDER COACH*, Gender Coach Working Group, *Anteckningar*; Genderforce, *Gender Coach*; FBA *Projektplan*, FBA *Summering från seminarium II*. Internal working paper, Unpublished, May 13, 2016.
- ⁶⁸ Laplonge, “The Absence of Masculinity”.
- ⁶⁹ Gender Coach Working Group, *Anteckningar*.
- ⁷⁰ Wester, *Utvärdering*.
- ⁷¹ Gender Coach Working Group, *Anteckningar*; Genderforce, *Gender Coach*; FBA *Projektplan*, FBA *Summering från seminarium II*. Unpublished internal working paper, May 13, 2016.
- ⁷² See Folke Bernadotte Academy, *Svenska myndigheters* for a discussion.
- ⁷³ See Gizelis and Olsson *Gender, Peace and Security*.
- ⁷⁴ Gender Coach Working Group, *Anteckningar*; Genderforce, *Gender Coach*; FBA *Projektplan*, FBA *Summering*. Similarly, the Genderforce cooperation developed term explanations. See Bondestam and Jansson, *Bryt mönstret*, 46-47.
- ⁷⁵ For a discussion on this, see Zehra Arat, “Feminisms, Women's Rights, and the UN: Would Achieving Gender Equality Empower Women?”, *The American Political Science Review*, 109: 4 (2015); Maryam Khalid, “Feminist perspectives on militarism and war” in eds. Rawwida Baksh and Wendy Harcourt, *The Oxford handbook of Transnational Feminist movements*. (Oxford: Oxford University Press, 2015), 632-650; Gizelis and Olsson *Gender, Peace and Security*; and Gizelis and Krause, *Exploring gender mainstreaming*.
- ⁷⁶ Björsson, *The Swedish Gender Coach Programme*.
- ⁷⁷ Eriksson, *GENDER COACH*; Gender Coach Working Group, *Anteckningar*; Genderforce, *Gender Coach*; FBA *Projektplan*.
- ⁷⁸ Eriksson, *GENDER COACH*.
- ⁷⁹ Gender Coach Working Group, *Anteckningar*.
- ⁸⁰ Gender Coach Working Group, *Anteckningar*.
- ⁸¹ Eriksson, *GENDER COACH*, 14
- ⁸² Gender Coach Working Group, *Anteckningar*.
- ⁸³ Bendl, “Gender Mainstreaming.”
- ⁸⁴ Gender Coach Working Group, *Anteckningar*; Genderforce, *Gender Coach*; FBA *Projektplan*.
- ⁸⁵ Gender Coach Working Group, *Anteckningar*; Genderforce, *Gender Coach*; FBA *Projektplan*.
- ⁸⁶ Lyytikäinen, “Gender Training,” 8.
- ⁸⁷ Seminar presentation, Rånäs castle. Unpublished notes, December 7, 2016.
- ⁸⁸ United Nations, *Report of the High-level Independent Panel*; UN Women, *Preventing Conflict*.