



# **IMPACT OF THE WOMEN SCHOLARSHIP FOR PEACE INITIATIVE ON PARTICIPANTS' PROFESSIONAL LIVES AND CAREER**

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## **Abstract**

In the framework of the Regional Academy on the United Nations, our research group was assigned to work with the United Nations Office for Disarmament Affairs. The Vienna Office has developed the Disarmament and Non-Proliferation (DNP) Education Partnership initiative in collaboration with 28 partners from global and regional organizations, NGOs and academia. Under the Partnership UNODA Vienna launched the Women Scholarship for Peace (WSP) Global South initiative in 2016. This initiative targets young professional women from the Global South in order to level the playfield for access to knowledge in DNP issues. The WSP aims to offer educational packages to provide interdisciplinary training courses in disarmament, non-proliferation and development-related issues.

Our task during our research was to measure the impact of the programme made on professional lives of the participants based on surveys and questionnaires. The duration of the research was 8 months.

*Key words: UNODA, RAUN, DNP, WSP, disarmament, non-proliferation, impact, women, gender, education*

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ANNA NAGY, FLORENTINE SCHENNACH, IRYNA KOVAL

## 1. Introduction

UN Security Council Resolution 1325 (2000) on Women, Peace and Security has called for greater participation of women in peace and security decision making processes and underscored the importance of incorporating a gender perspective when addressing international peace and security challenges (UN Resolution 1325 2000). The UN General Assembly followed up on this theme in 2010 when it adopted Resolution 65/69 which urged UN Member States to promote the equitable representation of women and to strengthen women's effective participation in the field of disarmament—a call to action that since has been reiterated every two years.

The United Nations Office for Disarmament Affairs (UNODA) at Vienna was established in 2011 with the aim of “responding to the growing need for cooperation in all areas of disarmament, non-proliferation and arms control” (UNODA n.d.). It will especially improve collaboration among the Vienna-based organizations and specialized agencies.

UNODA at Vienna's main areas of activity include capacity-building and education initiatives. Under the Disarmament and Non-Proliferation (DNP) Education Partnership the Office has brought together more than 30 partners (as of December 2017), global and regional organizations, NGOs and academic institutions with the aim of developing a series of focused educational packages and trainings on issues related to disarmament and non-proliferation. In 2016-2017 the Office launched under the umbrella of the DNP Education Partnership the *Women Scholarship for Peace (WSP) Global South* initiative, which aimed at providing educational and training courses in an interdisciplinary manner, delivering a broad understanding of DNP and development-related issues to participants for women from the Global South. 138 women from 77 countries in four different regions (Africa, Asia Latin America/Caribbean and the Middle East) participated in online and in-person courses.

In addition, the Office organized the Women Higher Education for Peace Vienna Forum in 2016, which aimed to increase the number of women working on the field of DNP. 370 participants took part in this event, which brought all actors of DNP together. The Forum included a panel discussion and a job fair to discuss issues related to disarmament, non-proliferation and development, as well as showcasing career opportunities by entities active in related areas. 30 Scholarships were awarded for women from the Global South to attend the Forum.

The aim of this research is to find out to what extent the WSP has influenced the professional lives of the participants. An important part of our research is also to monitor whether this programme contributed to the United Nations' agenda on eliminating gender inequality within the institutions dealing with DNP. The focus, however, lies on analysing the impact the program had on the women's professional lives.

The general objective of the research is to measure the implementation and impact of the DNP Education project. Research Questions can be grouped into two categories regarding the achievement of the project objectives:

#### I. Impacting women's professional lives:

1. *What impact did the project have on women's lives and career?*
2. *How can the recipients of the Women Scholarship for Peace in Disarmament implement what they have learned in the program in their personal and professional lives?*
3. *How did the participation in the program change the awareness for disarmament and peacebuilding of the participating women?*

#### II. Awareness and gender sensitivity in the disarmament field:

1. *To what extent did the project increase disarmament and non-proliferation education and training opportunities?*
2. *How did the project help facilitate access to training and education opportunities -particularly for women from the Global South?*
3. *How far did the project increase awareness within disarmament and non-proliferation institutions of the gender gap and provide them with ideas and best practices how to overcome these gaps?*

While both categories pose equally relevant questions for measuring the achievement of the programs aims, the focus will be on the first category. Due to the fact that the focus of the agency is in the first category, the second category, asking for long term impacts of the program, might not be accessible by now, will not be focused on.

Regarding the research questions and our theoretical research on the topic (c.f. below), we formulated the following hypotheses concerning the impact of the DNP program.

Hypothesis 1: Women, who participated in the *WSP Global South* initiative, have currently more involvement in the field of DNP than applicants who did not attend the programme.

Hypothesis 2: The women who participated in the programme are now more active in the field of DNP and have more confidence than women, who did not participate in the program.

Hypothesis 3: The participants became more motivated to take actions on the field of DNP in the future than applicants, who did not participate.

## 2. Literature and state of research

Given the complexity of the topic we acquainted ourselves with the state of research by consulting several sources on numerous topics such as disarmament and non-proliferation in general, DNP education, gender and disarmament, and documents of the United Nations. After carefully consulting the relevant literature we decided to organize our background literature according to these three topics in order to gain a profound insight in how to approach the DNP Project from a theoretical point of view.

### *I. UN Documents*

UN Security Council Resolution 1325 (2000) on Women, Peace and Security has called for a greater participation for women in peace and security related decision-making processes which created one of the most important documents of our topic (UN Resolution 1325 2000). The General Assembly also adopted several resolutions on the topic of “Women, disarmament, non-proliferation and arms control”. The UN General Assembly in Resolution 65/69 (2010) urged Member States to involve women in disarmament and non-proliferation activities since women can play a special role in this field (UN Resolution 65/69 2010). Resolution 67/48 (2010) urged member states and UN organs, agencies to empower women on this specific area and asked all partners to help in promoting equal chances and opportunities (UN Resolution 67/48 2010). The same was written down in Resolution 68/33 (UN Resolution 68/33 2013). In Resolution 69/61 (2014) and Resolution 71/56 (2016) the previously mentioned goals and aims were strengthened and emphasized (UN Resolution 69/61 2014/ UN Resolution 71/56 2016).

Finally, the Women and Disarmament Conference held in May 2016 in Geneva connected the field of disarmament and women again and the member states stated their support again to increase the role of women on this area (Gender Perspective n.d.).

Further, the UN Secretary General on 13th July 2016 emphasized the importance of this issue (A/71/137) including country reports which described the efforts made on the area of women and disarmament (Report of the Secretary-General 2016). Besides Australia, Burkina Faso, Bahrain, Cuba, Jamaica, Lebanon, Portugal, Sweden and Ukraine, UN organs and other international organizations sent reports in- the Office of Disarmament Affairs as well. In this report the DNP Education Partnership is also mentioned as an important part of the progress made by the Office. The Report says that “the Scholarship aims to address the gender gap in the field of disarmament and non-proliferation in line with the recognition in Security Council resolution 1325 (2000) of the critical importance of the participation of women in international peace and security efforts” (UN Resolution 1325 2000).

### *II. DNP education*

The DNP Education Partnership program works on various complex levels, which need to be taken into consideration to reach the projects aims. Apart from the aspect of gender specific challenges and potentials in the field of disarmament and non-proliferation, which will be further elaborated below a main facet is the educational aspect of the project.

A great number of authors point out the central role of education in peacebuilding processes (i.e. Gill/Niens 2014, Parker 2016). While the importance of education for the promotion of peace and preventing violence seems to be evident to many scholars, the concrete pedagogical strategies to achieve a successful form of peacebuilding education are a subject of academic discourses and studies.

Holland and Martin (2014) for example analysed seven case studies in six countries in the Global South and compared their different practices and outcomes (Holland, Martin, 2014). Their study also takes into account the particular position of Human Rights Education within the field of peacebuilding education. This assumption is the basis for a number of studies by other authors like Reardon or Bajaj (Reardon 2011/ Bajaj 2004, 21-36). Gill and Niens (2014) focus on the theoretical framework that can provide applicable approaches for the challenges that may arise in the peacebuilding processes, especially in post-conflict regions (Gill, Niens, 2014, 10-31). While Parker (2016) takes overall a similar approach, she focusses more on the challenge in multicultural education (Parker, 2011, 104-140).

Erzurum and Eren (2014) point out that women play a crucial role in peacebuilding processes and have non-educational skills that are important in campaigning for peace. However, they argue that women are often excluded from peacebuilding processes due to their lack of education, which is why the promotion of education of women in peacebuilding is also an important instrument to foster inclusive policymaking (Erzurum, Eren, 2014, 251). The role of women in peacebuilding is also subject to many studies, of which we will give an overview hereafter.

### *III. Gender and DNP*

Another important aspect, which is increasingly gaining the attention of scholars throughout the world is the participation of women in disarmament and non-proliferation, most often discussed under the broader term 'peacebuilding'. There are multiple dimensions where studies of gender and armed conflict intersect: gender at war, gender-based violence, women in peacebuilding, women in peacekeeping, gender mainstreaming, gender and disarmament, demobilization and reintegration.

Several authors provide a general overview of women in peacebuilding, as well as highlight the importance of integrating women into peacekeeping missions (Olsson, Tryggstad, 2011/ Mazurana, Raven-Robert, Parpart, 2005/ Whitworth, 2004). The exclusion of women from peace operations is a matter of utmost concern for many scholars. For instance, Donna Pankhurst (2003) in her article "The Sex War and Other Wars: Towards a Feminist Approach to Peace Building" writes that despite the fact that women's role in peace processes have gained unprecedented attention in the past few decades, they remain marginal in peace negotiations and designing peace strategies (Pankhurst, 2003, 161). Swanee Hunt and Cristina Posa (2001), on the other hand, introduce the idea of "inclusive security" – a diverse, bottom-up approach to global stability, which emphasizes women's agency, not their vulnerability (Hunt, Posa, 2001, 124).

Women and girls are affected differently by armed conflicts. Elisabeth Rehn & Ellen Johnson Sirleaf (2003) made significant contribution towards understanding these differences, as well as

providing independent analysis of the progress made in implementing the United Nations Security Council Resolution 1325 (Rehn, Sirleaf, 2002).

Women and girls are also affected by violence related to the small arms and light weapons (SALW) proliferation. In this regard Jackson Thomas (2003) focuses his attention on a gender-specific violence committed by men using SALW, while Vanessa Farr (2008) stresses the importance of using the evidence of SALW to change social structures that perpetuate male violence against women, not only in times of war but also in 'peaceful' settings (Jackson, 2005, 26) (Farr, 2008, 45-59).

Very few scholars, however, have studied the role of education in promoting women's participation in peacebuilding and DNP. Patricia Smith (2007) in her article "The Daily Power of Women in Peace Building" speaks about the importance of bringing more women into policy making and peace negotiations, for example by allocating more funds for women's education. She further advocates for more research and exchange of cultural knowledge, while Jackie Kirk (2010) examines the potential of women teachers for building a gender-just peace (Globalist, 2007/ Kirk, 2014, 50-59).

### **3. Methodology**

In October 2017 UNODA launched an impact assessment survey aiming to capture the impact of the initiatives. The survey received 67 responses out of a sample of 158 participants. We used this provided database, where they asked among other things about the potential participants' motivations, the general features of the applicants and how they found out about the program.

In order to compare the treatment group with a control group we sent out another survey with the help of UNODA to a selected group of applicants, who were not chosen for the program. The survey was as similar as possible to the impact survey conducted by the Agency, with only minor changes being made in accordance to the fact that these applicants didn't participate in the program (see Annex).

With regards to possible influencing variables like less interest or motivation in the field of DNP than the participants of the program, we tried to choose a control group, which resembles the treatment group as closely as possible. We agreed with the Agency on basic criteria concerning the selection like the use of English in the application or sufficient answers (more than five words) to the crucial questions (work experience, benefits, contribution).

In view of our limited time frame and limited resources we were not able to rank the applicants according to the ranking criteria of the Agency. Nevertheless, we wanted to create a sample, which was a heterogenic group but was also as close to the selected participants as possible. That's why we used a disproportionate stratified sample and increased the percentage of applicants, who used one of the following words in their application: „disarmament“, „non-proliferation“. We assumed that applicants who used these words were more involved in the subject and thereby are closer to



the applicants who were selected for the program. We increased the percentage of these applicants from 37, 37% to 50%.

As the response rate for the impact survey conducted by the Agency was quite low (42%), we randomly selected 1000 applicants according to the process described above in order to receive as many responses as possible.

We gave the applicants one week to answer the survey and received 141 responses in the end. Those responses as well as those provided by the Agency from their impact assessment survey were analysed with the statistics program SPSS and compared accordingly. The findings we drew from this analysis will be presented in the following.

## 4. Results

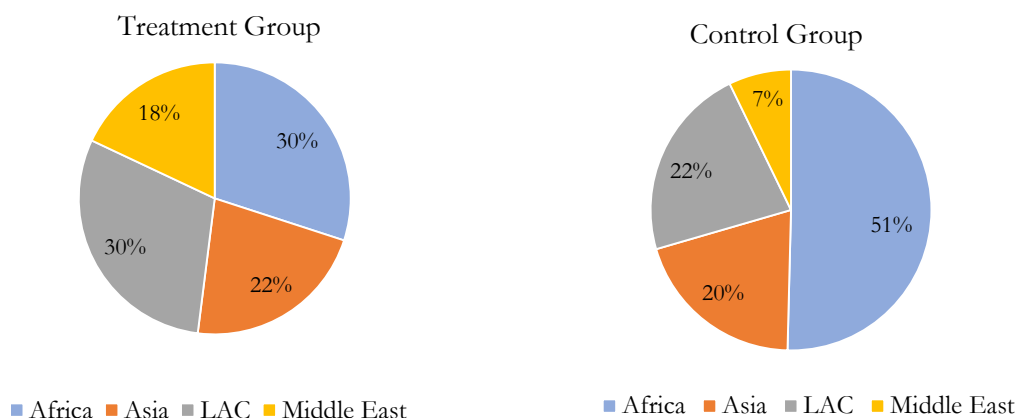
The data for the final analysis was obtained by comparing results of the Impact survey with the Control group survey conducted as part of our research. The comparative analysis consists of the following parts:

1. *Sociodemographic information*
2. *Motivation and expectations*
3. *Career developments in DNP*
4. *Future plans in DNP*

The complete Control group questionnaire is provided in Appendix.

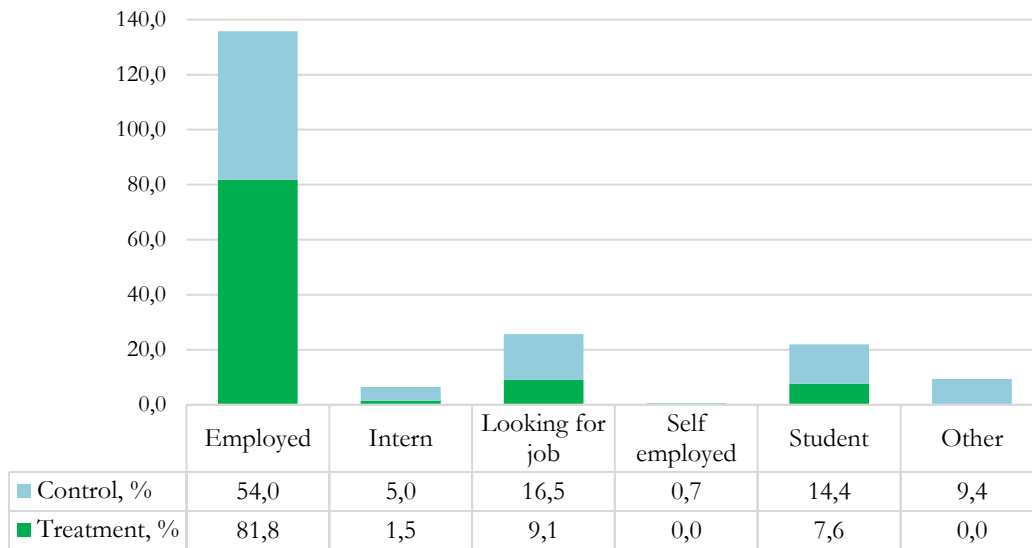
1. *Sociodemographic information*

### 1.1. Geographical distribution of the responses



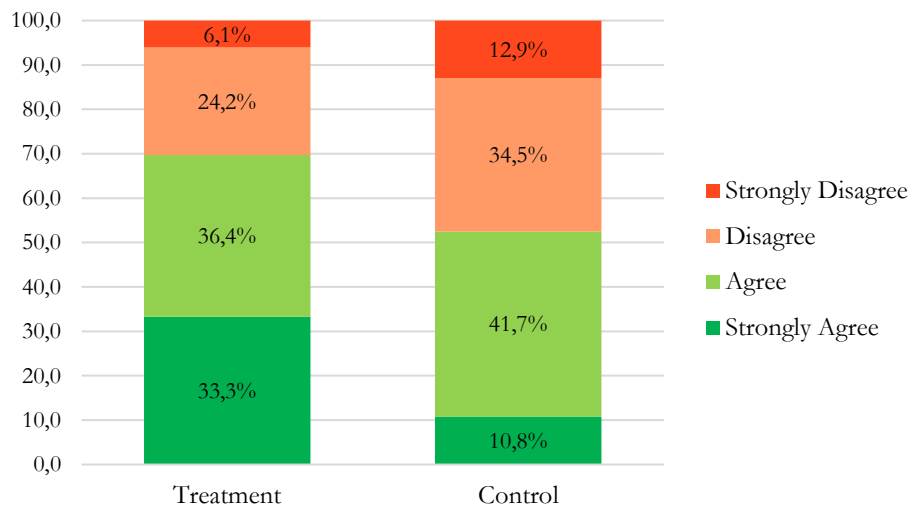
While the geographical distribution of the responses was quite balanced in the Impact survey (with an adequate representation of all the four regions: Middle East, Africa, Asia, Latin America and the Caribbean), there were significantly more responses from women from Africa in our survey.

## 1.2. Current occupation



## 1.3. Occupation in the DNP-related field

*My current occupation is in a field related to disarmament and non-proliferation:*



As shown in the first graph ('Current occupation'), there is significant difference (27,9%) in the level of employment between the two groups in favour of the treatment group. However, we don't know if this can be attributed to the success of the educational initiative or other factors. Also, whether these 82% of women work in the field of disarmament and non-proliferation or elsewhere.

The second graph partly addresses this concern by showing significant prevalence of DNP-related occupations (69,7% as compared to 30,3% in non-DNP) in the treatment group and a slight prevalence (52,5% as compared to 47,5% in non-DNP) in the control group.

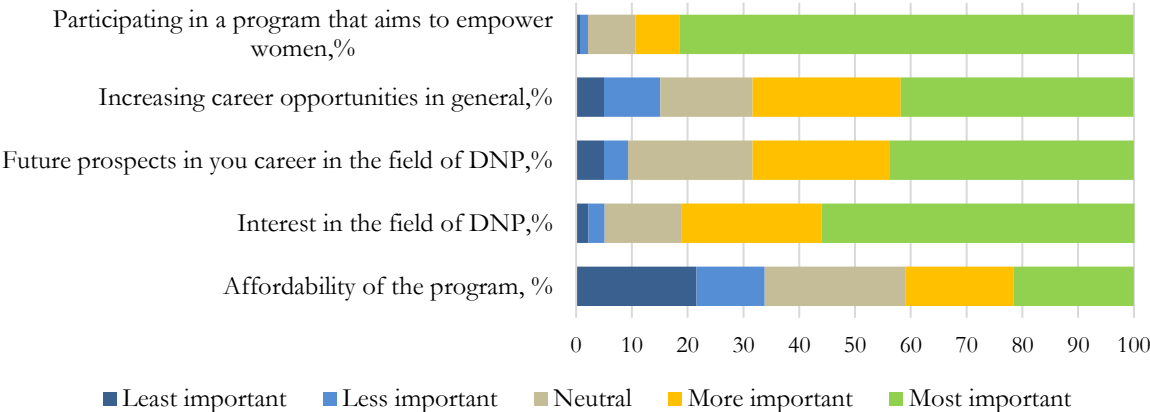
## 2. Motivation and expectations

This is a new section introduced only for the control group. Its aim is to better understand candidates' motivation to apply for the scholarship, as well as capture their expectations in relation

to the four key pillars of the program: knowledge, capacity, network of contacts and access to career opportunities. The obtained results are further compared with candidates' achievements in the "Career developments in DNP" section.

2.1. Motivation

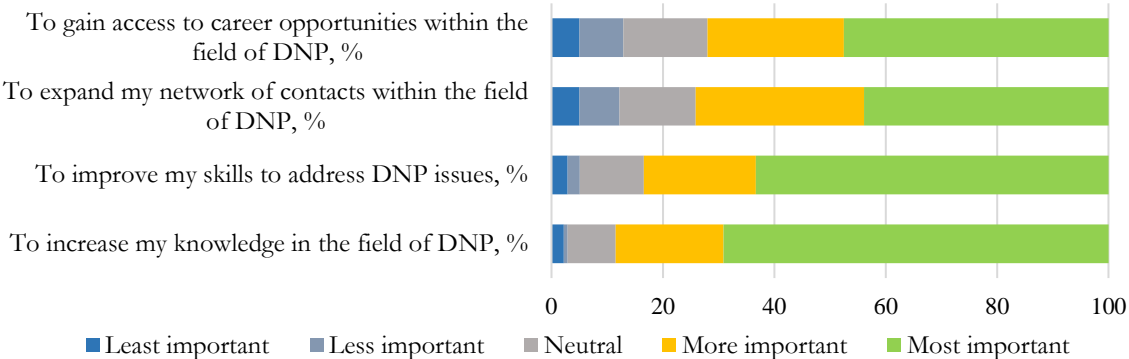
*What was your motivation to apply for the Women Scholarship for Peace (WSP)?*



As it can be seen from the graph, over 80% of candidates applied for the program because they sought empowerment, as well as due to their general interest in the field of disarmament and non-proliferation (56%). Slightly less, 44% and 42% of responses respectively showed interest in the prospects for DNP-related career and increasing career opportunities in general. Only 21,6% of candidates find affordability of the program to be the most important factor in their decision to apply for the scholarship.

2.2. Expectations from the program

*What were your expectations from the program?*



While all four expectations received quite high support in our survey, they can be prioritized in the following way: increasing knowledge in the field of DNP (70%), improving skills to address NDP issues (63%), expanding network of contacts (44%) and gaining access to opportunities within the field of DNP (48%).

### 3. Career developments in DNP

This section aims to 1) measure candidates' achievement of expectations (see „Motivation and expectations“) despite not being selected for the program and 2) compare them with the same results of treatment group obtained during the Impact assessment. It also contains part on specific actions taken in the field of disarmament and non-proliferation.

#### 3.1. Achievement of expectations: Control group

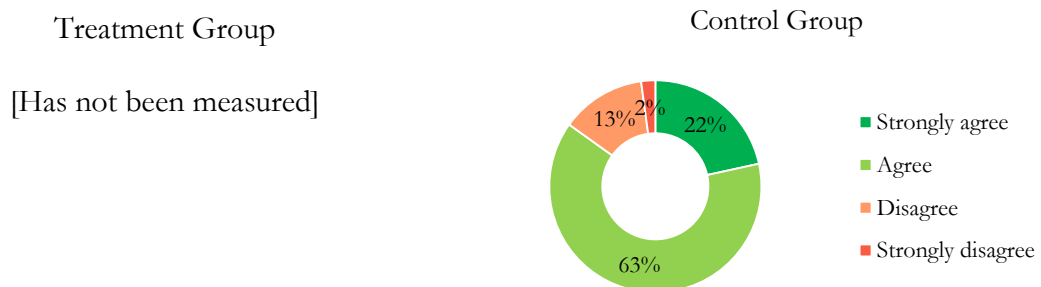
Expectations:	Plan	Fact	Achievement, %
To increase my knowledge in the field of DNP	88,5	84,9	95,90
To improve my skills to address DNP issues	83,4	74,1	88,80
To expand my network of contacts within the field of DNP	74,1	50,3	67,90
To gain access to career opportunities within the field of DNP	72	44,6	61,90

The table above compares candidates' scores for each of the four expectations for the program (see column 'plan') with what they actually achieved in the same four categories over the period of one year despite not being selected for the program (column 'fact'). Although this is a very rough estimate, the table suggests that on average candidates were able to achieve very good results in two expectations (knowledge increase - 96% and skills improvement - 89%) and slightly less satisfactory results in the other two (network of contacts – 68% and career opportunities - 62%). This presents an interesting finding: while the skills and knowledge in disarmament and non-proliferation can still be obtained without the program, networking and access to career opportunities within the field are much harder to get without the WSP experience.

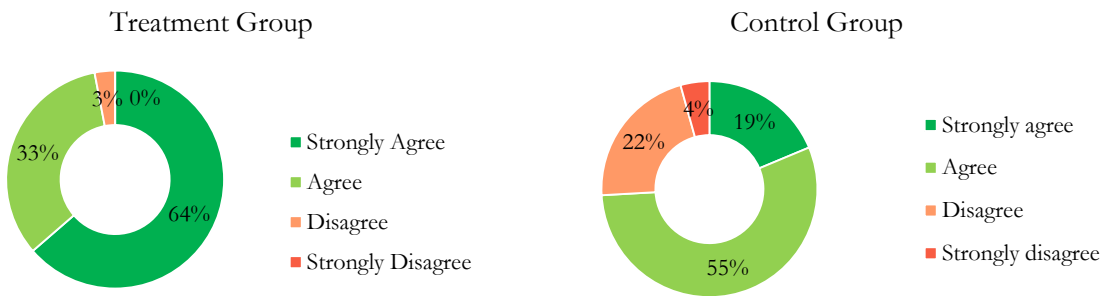
#### 3.2. Achievement of expectations: Treatment vs Control comparison

*In the past one year I:*

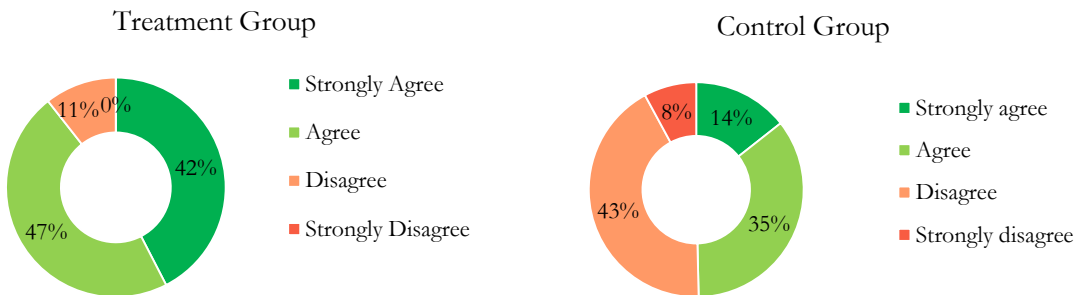
*“...Increased knowledge on issues related to disarmament and non-proliferation”:*



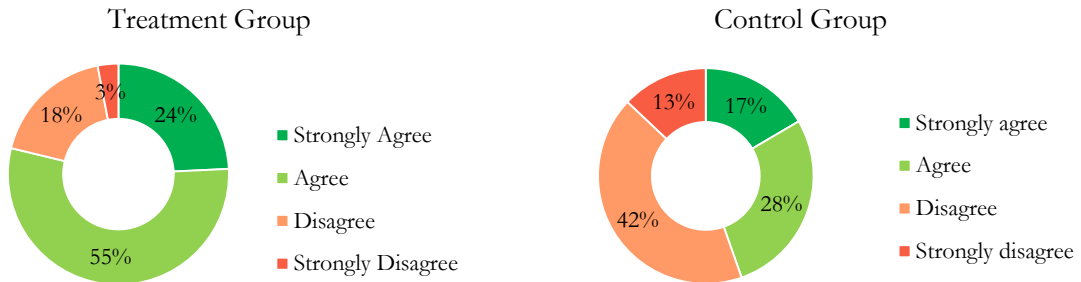
„...Improved capacity to address disarmament and non-proliferation issues“:



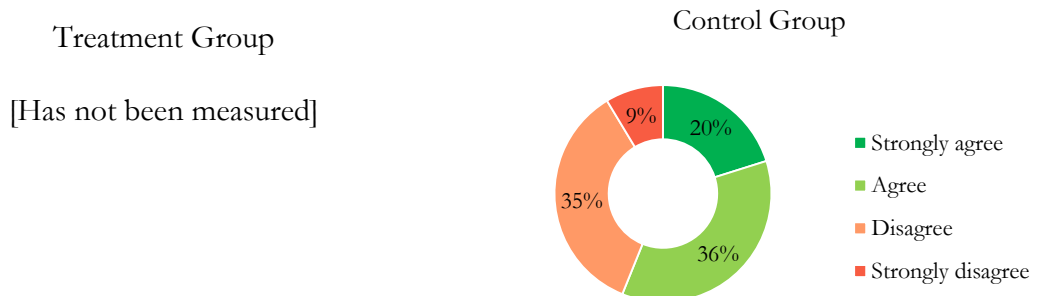
„...Expanded network of contacts within the field of disarmament and non-proliferation“:



„...Gained access to career opportunities within the field of disarmament and non-proliferation“:

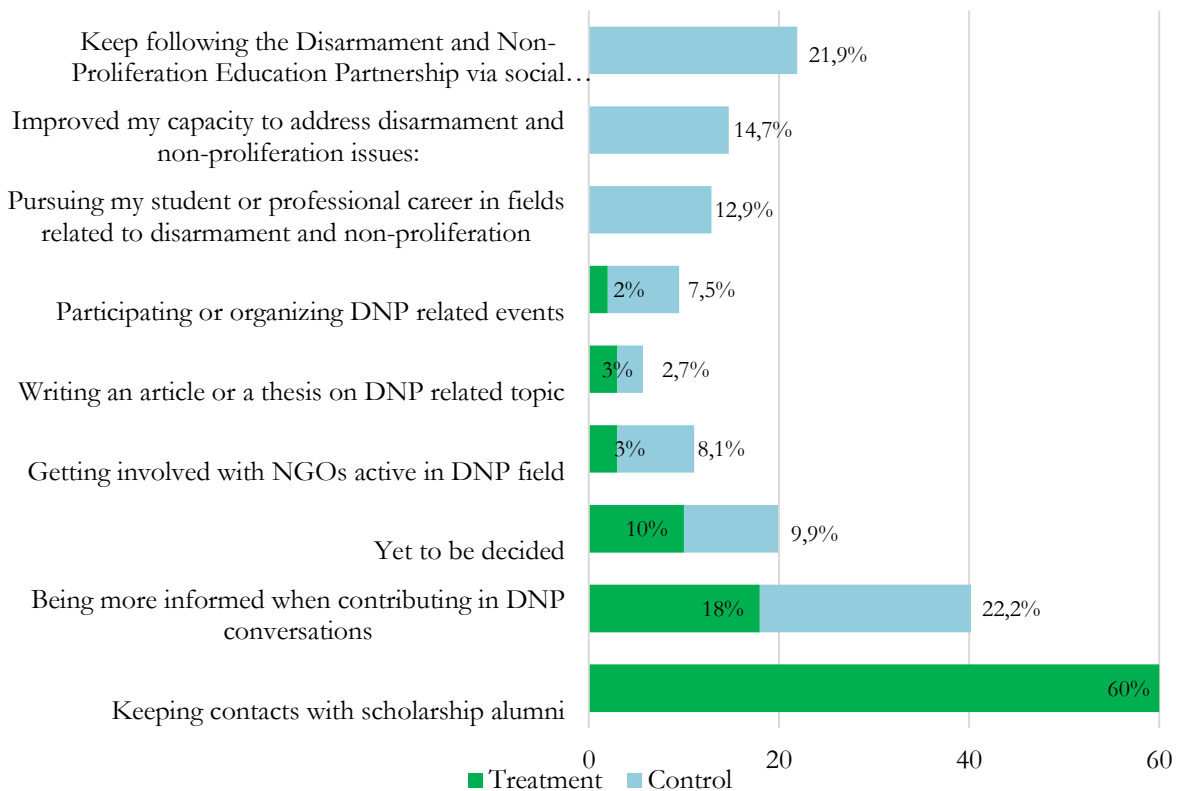


„...Participated in other educational initiatives related to disarmament and non-proliferation“:



### 3.3. Actions taken in the field of disarmament and non-proliferation

*In the past year, I have taken following actions in the field of disarmament and non-proliferation:*



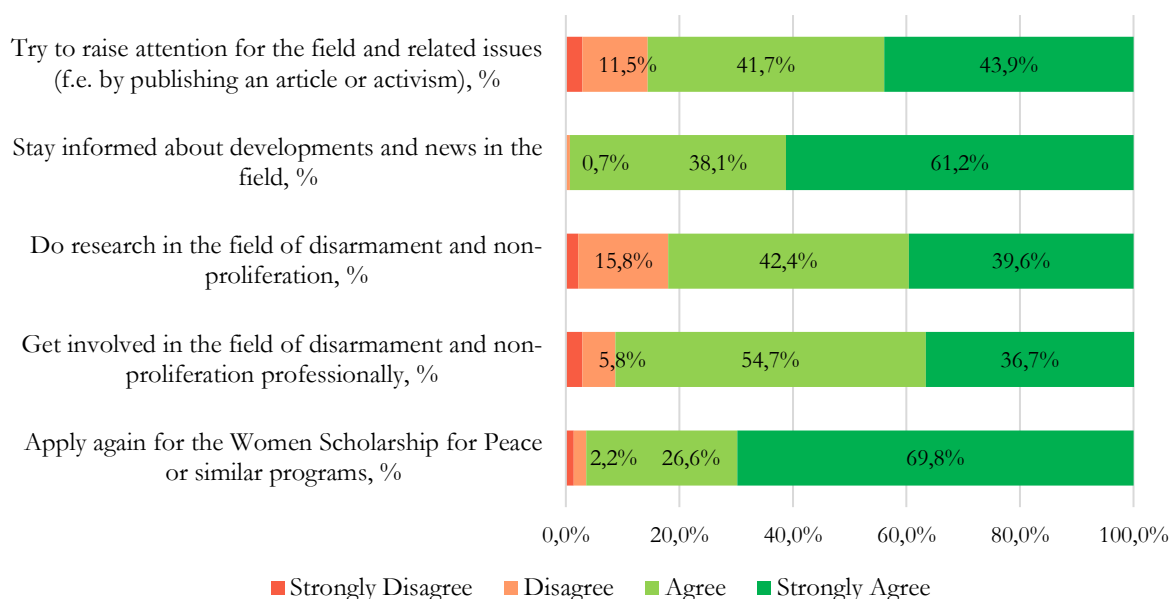
Sections 3.2 and 3.3 offer a comparative view of career developments in DNP for participants from treatment and control groups during the evaluation period.

Section 3.2 suggests that while both, treatment and control group, showed continuous interest and involvement in the field of disarmament and non-proliferation, there is significant difference in the scale of those developments. For instance, there is a 23% difference in the positive answers to “improved capacity to address disarmament and non-proliferation issues” between the treatment and control group respondents (74% comparing to 97% respectively), 40% difference in the “ability to expand network of contacts within the DNP field” (49% comparing to 89%) and 34% - in the “gained access to career opportunities within the field of disarmament and non-proliferation” (45% comparing to 79%).

When it comes to specific actions, however, (see Section 3.3.) the result is less obvious and depends on activity in question.

#### 4. *Future plans in DNP*

*In order to stay involved with the field of disarmament and non-proliferation in the future, I intend to:*



The final section of our study is only concerned with control group participants and gives an insight into women’s plans for future involvement with the field of disarmament and non-proliferation. Based on the survey, 96,4% of women intend to apply again for the Women Scholarship for peace or similar programs which speaks of their high interest and determination to develop in the field of DNP. 99,3% of women plan to stay informed about the field and 91,4% expressed desire to get involved in the field professionally. Only slightly less, 85,5% of all respondents consider raising attention for the field with the help of media or activism and 82% want to dedicate their career to academic research on the topic.

## 5. Main conclusions and findings

### 5.1. Occupation in field related to disarmament and non-proliferation

Our first hypothesis was that women, who have participated in the WSP initiative and/or the Vienna Forum are professionally more involved in the field of disarmament and non-proliferation than the women, who were not selected for the program.

The analysis of the data showed that the participants of the initiative actually have a higher employment rate (82%) than the women within the control group (54%). Moreover, while 17% of the women within the control group are currently looking for a job, only 9% of the participants were job seeking at the moment of the inquiry.

Concerning their field of employment 69% of the women, who participated in the initiative stated that their current occupation is related to the field of disarmament and non-proliferation, while only 51% of the women, who were not selected for the initiative indicated that their profession is

related to the field. However, 48% stated that they were currently involved in activities related to the field of disarmament and non-proliferation.

While our hypothesis focused on the gain of the participants in relation to the content of the initiative, the data revealed that the more significant outcome in comparison to the control group was related to the expansion of their network of contacts within the field as well as the gain of career opportunities.

## **5.2. Activism and confidence within the field of disarmament and non-proliferation**

With regards to the second hypothesis, which aimed at measuring the impact of the program on the activism of women within the field of disarmament and non-proliferation by stating that participants are more actively involved in the field of disarmament and non-proliferation than applicants, who did not attend the program?

Contradicting our hypothesis, we found that the women within the control group stated to have taken various actions within the field of DNP over the last year. 13% pursued their student or professional careers in fields related to disarmament and non-proliferation. 8% were involved with NGOs in the field and the same percentage participated or organised events related to the topic. 3% of the women within the control group wrote an article on the subject. Within the treatment group percentage of women who took the same actions were the same rate at most, most of them even significantly lower. Therefore, we concluded that the participation of the program did not lead to more activism within the field of DNP for the participants.

Another part of our hypothesis was that women, who participated in the WSP initiative were more confident when talking about topics related to disarmament and non-proliferation than women within the control group. Actually, 22% of the women in the control group stated that they were more informed when contributing in conversations concerning disarmament and non-proliferation, while only 18% of women within the treatment group felt more informed.

## **5.3. Future involvement in the field of disarmament and non-proliferation**

We assumed that the participation in the WSP initiative would have led to a higher motivation to stay involved in the field of disarmament and non-proliferation in the future. While 99% of the participants answered positively to the question of the UNODA whether the scholarship experience motivated them to become more involved in the field in the future, the rates for positive responses on the questions concerning future involvement within the control group were also very high. For every possible future involvement that was mentioned within the survey over 80% of the women in the control group answered positively about intending to take these actions. As the UNODA did not ask about the motivation on future involvement in the field more detailed, we can only draw a comparison from the general question on motivation within the treatment group.



Although the answers to the question clearly show that the participants of the initiative were highly motivated impact on taking further action within the field and even stated the initiative as a reason for that motivation, we cannot argue that it was more motivating than other actions or initiatives the women might have taken in the meantime or even that their motivation was not merely drawn from their general interest in the field.

This outcome was quite surprising as we assumed that the declination for the scholarship might have a demotivating impact on the applicants. However, there are some factors which might influence the answers to this question, for example the involvement of the women before the application which we did not measure. As we tried to create a sample which resembles the treatment group as closely as possible that also might affect the outcome concerning the motivation for future involvement in the field as we selected women who were already highly interested in the field of disarmament and non-proliferation at the time of their application. These mentioned limitations already show some of the difficulties we faced in analysing the data. In the following chapter, we will elaborate more on the issue of boundaries of our research and some of the relevant reflections we made within the research process.

## **6. Limitations and reflections**

As mentioned above there were some limitations to our research frame, which we want to elaborate in the following. Apart from our personal biases as researchers, there are other factors which influenced our research process. In light of aspiration for transparency we will go into these factors as well in a reflection on our work.

### *Methodological limitations*

Earlier, we already mentioned some considerations concerning restraints to our methodology. First of all, we used two different data sets gathered by different research groups at different times. Concerning the findings this research frame calls for a very differential dealing with the data we collected. There are many factors that might have influenced the results of the survey apart from the treatment (participation in the initiative). For example, there is the issue of time, as the impact survey conducted by the UNODA was launched half a year after the end of the initiative. Accordingly, the time frame which the questions referred to was just six months, whereas we asked in our survey about the time frame of one year. This time frame is not only problematic concerning the difference between the two groups, but also in terms of possible other factors that could influence the involvement of women in the field of disarmament and non-proliferation.

Furthermore, the selection process of the treatment group and the control group was not the same. Although we tried to take this in consideration in creating the sample, it still poses some restrictions to the comparison of the final groups (compare 3).

Another limitation is caused by the difference between the surveys. While there is obviously a necessity to rephrase some of the questions as the groups differentiate in some general aspects, this is also a potential factor for falsifying the results. Additionally, it poses some limitations to the

possibility of comparing the two groups as some questions we posed were not asked in the survey of the UNODA and vice versa.

Concerning the distribution of the survey we were very grateful for the help of the UNODA in providing the contacts of the women selected for the control group as well as distributing our survey to them. Our consideration behind this way of contribution was, in accordance with the UNODA, that an official contact from an UN Agency combined with their offer of a download of a publication about disarmament and non-proliferation when completing the survey, might lead to a higher response rate. On the other hand, the women, who were addressed for the sample all applied for the WSP initiative and were not selected. They might still want to apply for a similar program or hope for some sort of benefit through their participation in the survey, which might also have affected their answers. The data was collected anonymously, which was also stated at the beginning of the survey and the introduction also explained that the data was collected for a research group of the Regional Academy on the United Nations and would be used in a scientific framework only. While these explanations might relativize the influence of social desirability, we still feel like it should be mentioned here.

## **7. Conclusions**

The Women Scholarship for Global South initiative launched by the United Nations Office for Disarmament Affairs aimed at enabling young professional women from the global south to gain a profound education on disarmament and non-proliferation issues. This educational background should give the women access to a career field which has been and still is highly dominated by men, while at the same time highly affecting the lives of women. By comparing a group of women, who participated in the initiative with a group of women who applied but were not selected, we aimed at gaining an insight to the impacts of the education initiative.

The main conclusion from our research is that, while the program motivated the participating women to stay or get involved in the field of disarmament and non-proliferation and provided them with knowledge on the topic, which makes them more confident in working in the field, the women within the control group were also highly active and involved in the field. However, a main benefit from the program seems to have been the expansion of the career network of the participating women in comparison to the women in the control group.

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## 9. Appendix

### 9.1. Appendix 1- UNODA's Impact Assessment Survey

#### Women Scholarship for Peace

#### Women Higher Education for Peace: Vienna Forum Impact Assessment Survey

#### Proposed questions

1. **Birth date**  
Month Day Year
2. **Country or territory of current nationality**
3. **I participated in**  
Women Scholarship for Peace Training course  
Women Higher Education for Peace: Vienna Forum Both
4. **What is your current occupation?**  
Student  
Intern  
Employed  
Looking for work  
Other\_\_\_\_\_please specify
5. **My current occupation is in a DNP related field:**  
Strongly agree  
Agree  
Disagree  
Strongly disagree
6. **The scholarship was helpful in accessing career opportunities within the DNP field:**  
Strongly agree  
Agree  
Disagree  
Strongly disagree
7. **I am regularly applying the knowledge gained with the scholarship in my professional/student life:**  
Strongly agree  
Agree  
Disagree  
Strongly disagree

**8. The scholarship experience enhanced my capacity to address disarmament and non- proliferation issues:**

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**9. Please rate the relevance of each topic to your professional life or study**

	Not relevant	somehow relevant	relevant	very relevant
Disarmament and development				
Weapons of mass destruction				
Gender and other issues				
Impact of conflict on neighbouring countries				
Select multilateral cooperation initiatives				
Conventional weapons				

**10. The scholarship was useful to expand my network of contacts within the field of Disarmament and Non-Proliferation:**

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**11. The scholarship experience motivated me to become more involved in DNP issues:**

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**12. Since completing the scholarship, I have taken action in the DNP field: (more than one reply possible)**

- Shifting my student or professional career towards DNP related fields
- Writing an article or a thesis on DNP related topic
- Participating or organising DNP related events
- Getting involved with NGOs active in DNP field
- Being more informed when contributing in DNP conversations
- Keeping contacts with scholarship alumni
- Yet to be decided

Other\_\_\_\_\_please specify

- 13. Please provide more details on the actions you took (title of the article or thesis, details on the events... etc)**
- 14. Do you have any recommendation or other comments you would like to share?**

## 9.2. Appendix 2- Questionnaire on Women Scholarship for Peace (WSP)

### Disarmament and non-proliferation - Survey

#### Motivation and Expectations

- 1. What was your motivation to apply for the Women Scholarship for Peace (WSP)?**  
**1= least important, 5= most important \***

	1	2	3	4	5
Affordability of the program					
Interest in the field of disarmament and non-proliferation					
Future prospects in you career in the field of disarmament and non- proliferation					
Increasing career opportunities in general					
Participating in a program that aims to empower women					

- 2. What were your expectations from the program? 1= least important, 5= most important \***

	1	2	3	4	5
To increase my knowledge in the field of disarmament and non-proliferation					
To improve my skills to address disarmament and non-proliferation issues					
To expand my network of contacts within the field of disarmament and non-proliferation					
To gain access to career opportunities within the field of disarmament and non-proliferation					

#### Occupation

- 3. What is your current occupation? \***

	Student
	Intern
	Employed
	Looking for a job
	Other:

- 4. My current occupation is in a field related to disarmament and non-proliferation:**  
**\***

	Strongly agree
	Agree
	Disagree
	Strongly disagree

#### Continued involvement



**5. In the past year I continued to: \***

	Strongly agree	Agree	Disagree	Strongly disagree
Increase my knowledge on issues related to disarmament and non-proliferation				
Improve my capacity to address disarmament and non-proliferation issues				
Expand my network of contacts within the field of disarmament and non-proliferation				
Gain access to career opportunities within the field of disarmament and non-proliferation				
Participate in other educational initiatives related to disarmament and non-proliferation				

**6. In the past year I have taken following actions in the field of disarmament and non-proliferation: \***

	Pursuing my student or professional career in fields related to disarmament and non-proliferation
	Writing an article or a thesis on a topic related to disarmament and non-proliferation
	Improved my capacity to address disarmament and non-proliferation issues:
	Participating or organising disarmament and non-proliferation related events
	Getting involved with NGOs active in the field of disarmament and non-proliferation
	Being more informed when contributing in conversations concerning disarmament and non-proliferation
	Keep following the Disarmament and Non-proliferation Education Partnership via social media and/or visiting their website
	Yet to be decided
	Other:

**7. Please provide more details on the actions you have taken (title of the article or thesis, details on the events... etc.) \***

**8. Are you currently involved in any activities related to the field of disarmament and non-proliferation? \***

	Yes, on full-time basis
	Yes, on part-time/project basis
	Yes, on occasional basis
	No

**Future involvement and sociodemographic information**

**9. In order to stay involved with the field of disarmament and non-proliferation in the future, I intend to: \***

	Strongly agree	Agree	Disagree	Strongly disagree
Apply again for the Women Scholarship for Peace or similar programs				
Get involved in the field of disarmament and non-proliferation professionally				
Do research in the field of disarmament and non-proliferation				
Stay informed about developments and news in the field				
Try to raise attention for the field and related issues (f.e. by publishing an article or activism)				

**10. Date of Birth \***

**11. Country or territory of your current nationality \***

Afghanistan

Albania

Algeria

Andorra

Angola

Antigua and Barbuda

Argentina

Armenia

Australia

Austria

Azerbaijan

Bahamas

Bahrain

Bangladesh

Barbados

Belarus

Belgium  
Belize  
Benin  
Bhutan  
Bolivia  
Bosnia and Herzegovina  
Botswana  
Brazil  
Brunei  
Bulgaria  
Burkina Faso  
Burundi  
Cabo Verde  
Cambodia  
Cameroon  
Canada  
Central African Republic (CAR)  
Chad  
Chile  
China  
Colombia  
Comoros  
Democratic Republic of the Congo  
Republic of the Congo  
Costa Rica  
Cote d'Ivoire  
Croatia  
Cuba  
Cyprus

Czech Republic  
Denmark  
Djibouti  
Dominica  
Dominican Republic  
Ecuador  
Egypt  
El Salvador  
Equatorial Guinea  
Eritrea  
Estonia  
Ethiopia  
Fiji  
Finland  
France  
Gabon  
Gambia  
Georgia  
Germany  
Ghana  
Greece  
Grenada  
Guatemala  
Guinea  
Guinea-Bissau  
Guyana  
Haiti  
Honduras  
Hungary

Iceland  
India  
Indonesia  
Iran  
Iraq  
Ireland  
Israel  
Italy  
Jamaica  
Japan  
Jordan  
Kazakhstan  
Kenya  
Kiribati  
Kosovo  
Kuwait  
Kyrgyzstan  
Laos  
Latvia  
Lebanon  
Lesotho  
Liberia  
Libya  
Liechtenstein  
Lithuania  
Luxembourg  
Macedonia (FYROM)  
Madagascar  
Malawi

Malaysia  
Maldives  
Mali  
Malta  
Marshall Islands  
Mauritania  
Mauritius  
Mexico  
Micronesia  
Moldova  
Monaco  
Mongolia  
Montenegro  
Morocco  
Mozambique  
Myanmar (Burma)  
Namibia  
Nauru  
Nepal  
Netherlands  
New Zealand  
Nicaragua  
Niger  
Nigeria  
North Korea  
Norway  
Oman  
Pakistan  
Palau

Palestine  
Panama  
Papua New Guinea  
Paraguay  
Peru  
Philippines  
Poland  
Portugal  
Qatar  
Romania  
Russia  
Rwanda  
Saint Kitts and Nevis Saint Lucia  
Saint Vincent and the Grenadines Samoa  
San Marino  
Sao Tome and Principe  
Saudi Arabia  
Senegal  
Serbia  
Seychelles  
Sierra Leone  
Singapore  
Slovakia  
Slovenia  
Solomon Islands  
Somalia  
South Africa  
South Korea  
South Sudan

Spain  
Sri Lanka  
Sudan  
Suriname  
Swaziland  
Sweden  
Switzerland  
Syria  
Taiwan  
Tajikistan  
Tanzania  
Thailand  
Timor-Leste  
Togo  
Tonga  
Trinidad and Tobago  
Tunisia  
Turkey  
Turkmenistan  
Tuvalu  
Uganda  
Ukraine  
United Arab Emirates (UAE)  
United Kingdom (UK)  
United States of America (USA)  
Uruguay  
Uzbekistan  
Vanuatu  
Vatican City (Holy See)



Venezuela

Vietnam

Yemen

Zambia

Zimbabwe

**12. Please indicate your marital status \***

	Married
	Widowed
	Single
	Divorced
	Other:

**Thank you for your time. Your participation is highly appreciated!**