

ANNEX 1

INTEGRATING THE TRAINING CURRICULUM MATERIALS INTO NATIONAL CURRICULUMS

Curriculum on Gender Statistics Training

This product was developed under the guidance of the Subgroup on Gender Statistics Training, within the Asia-Pacific Network of Statistical Training Institutes.

Utilizing gender data to inform policymaking, enhance accountability, advocate for change and track progress towards the achievement of the Sustainable Development Goals (SDGs) is critical to keeping the promise of leaving no one behind. Gender data, even when available, is often underutilized and misinterpreted due to factors such as: a disconnect between the priorities of data users and producers, limited open data accessibility, limited statistical literacy on the part of data users such as policymakers and the media; and difficulty on the part of data producers to formulate data messages in accessible ways for consumers.

The Gender Statistics Training Curriculum (hereafter referred to as GSTC) has been designed by the Subgroup on Gender Statistics Training with the aim of making learning materials on gender statistics widely accessible. These materials have been designed with the intention to help trainers from national statistical training institutes, national statistical offices, universities and other academic institutions, in the conceptualization and design of their learning curriculums. The materials are suited to inform training courses on statistics, communication, journalism, economics, social sciences, political sciences and other disciplines. In addition, the materials can also be used by learners directly. The focus of this annex, however, will be on providing guidelines for the integration of these materials into training curriculums.

Designing a training curriculum with these materials

Whether designing a brand-new training curriculum or simply integrating these materials into existing curricula, trainers should consider the following recommendations to ensure that these materials are useful to trainees:

1. **Assess the training needs:** There may be different motivations behind trainees accessing this training, from enhancing their knowledge on gender statistics specifically, to maintaining levels of competence on the topic, to responding to professional or academic demands. Thus, prior to integrating all of these training modules into existing training programmes, it is important to assess trainees' needs, including by:
 - a. Observing workers'/students' performance vis-à-vis existing needs. For instance, when responding to data production needs, are all national statisticians able to generate gender data consistently across a variety of topics? Or, when writing a news article, are journalists able to find the gender data they need and use it accurately and consistently?
 - b. Interviewing prospective trainees. This can be achieved either by selecting a small focus group or conducting an online needs assessment survey. It is important to note, however, that gender statistics often get overlooked as a "need" due to the cross-cutting nature of the topic. Thus, prospective trainees won't typically list this area among priority training needs when asked to list priority areas. An alternative way of finding out whether training on gender statistics is necessary is to survey prospective trainees on how to generate estimates for a certain gender indicator or how to write a data-driven article on a gendered topic.
 - c. Examining the training record of prospective trainees. By reviewing existing curricula that trainees have already completed, and mapping the modules/topics to those of the GSTC, gaps can be easily identified.
2. **Define the learning objectives of the training programme:** These should be derived from the training needs assessment mentioned in point 1, above. The learning objectives should

include observable, measurable actions that each learner will be able to demonstrate after the training¹. For instance, data producers working in a National Statistics Office's department of Social Statistics may benefit from the modules covering the calculation of gender-related SDG indicators, those focusing on microdata analysis, and those focusing on data exchanges. Specific learning objectives are listed in each of the modules, but in this case could include the generation of estimates for select SDG indicators. On the other hand, university students majoring in communications and media may benefit from the modules on introduction to gender statistics, basic gender data literacy, as well as communicating gender data. Specific learning objectives in this case may include the ability to create compelling news stories based on quality data. To support trainers with the identification of the most adequate modules for each trainee, the first page of each training module includes suggestions on the potential target trainee. Some are recommended for data producers, others for data users, and others for both.

3. **Create a training programme to improve performance:** To do this, it is important to take into account the experience and educational levels of the prospective trainees, as well as the time and resources available for the training. As a result, training programmes can range from a short intervention (e.g. single day or single week training) to a longer-term coaching, either on-the-job or through schooling. For instance, if statisticians working in the Ministry of Environment do not produce data from a gender perspective, it may be necessary to prepare training for them on how to generate estimates for environment indicators from a gender angle. This may require a week-long training to convey technical information about methodology, data sources and dissemination techniques. In addition, it may be useful to complement this training with longer-term coaching to ensure the gender data is indeed generated consistently throughout the statistical operations of the Ministry. In educational settings, such as universities, it may be worth considering the creation of a separate course on gender statistics, that can be applied to students of journalism, communications, social sciences, economics, statistics, psychology, biology, etc. Depending on the students' knowledge and the learning objectives, specialized gender statistics courses may be necessary for each of the disciplines, or the same course may be suitable throughout.
4. **Design your training with engagement in mind:** A training's success is directly connected with its ability to keep trainees engaged. To ensure engagement, it is important to mix methods and media. For instance, lectures should be alternated with discussions, case studies, exercises, games and role-playing. To support trainers, each of the modules of the GSTC is accompanied by an example Power Point presentation, and example exercises that a trainer can use to keep the trainees engaged. Furthermore, digital content will also accompany some of the modules.
5. **Adapt the GSTC to trainee's needs and national contexts:** Because the ultimate purpose of a training is to enhance performance, it is important that trainees easily understand the usefulness of training. This may require adding new modules to the GSTC or adapting its content to match local needs. Adding country-specific examples to the materials to make them contextually relevant is key to promote this understanding. Additionally, the training must be implemented taking into consideration the skill level of the target audience.

¹ Management Sciences for Health. 2020. Human Resources Management. <https://www.msh.org/sites/msh.org/files/mds3-ch52-training-mar2012.pdf>

6. **Design evaluation tools from the get-go:** Training evaluation should not be left for the end of the training alone. It is recommended to include evaluation exercises at different stages of the training programme. To facilitate this, the GSTC includes a sample test for trainers to utilize to test trainee's knowledge. These tests can be useful to monitor trainee's learning progress and therefore adjust the content of the lessons as needed to meet trainee's needs. However, trainers are encouraged to also assess trainee's satisfaction periodically. This is also critical to guarantee engagement. It is also advisable that trainee's knowledge is evaluated both immediately after training completion, as well as six months after completion. During medium-term evaluation exercises, it is important to assess whether the learnings have been used by the trainee to improve his or her performance at school or at work.

Promoting gender statistics training

Although many organizations will find gender statistics training useful to enhance employee and student performance, the possibility of designing and conducting additional training does not always exist. Financial, human and time limitations may hinder the possibility of organizing gender statistics training. The following tips may be useful to ensure the importance of gender statistics training is fully understood and taken into consideration:

- Convince decision-makers (including, but not limited to Ministries of Education, Heads of National Training Institutes, Heads of National Statistics Offices, etc.) who may be responsible for leading educational and training programmes.
- Contact media, NGOs and other partners to raise awareness about the importance of gender statistics training. In implementing the GSTC, a starting point will be to make key decision-makers and implementing bodies aware of the training curriculum and understand its importance. One way to pitch the GSTC could be to highlight how it can contribute to the country's progress in light of the SDGs or the national mandate on gender equality and empowerment of women and girls.
- Contact the Department of Education or National Institutes for Training and Research for the integration of this training across national educational curricula (at least some modules). If necessary, you may consider promoting the generation of national rules and regulations to promote the integration of this training through national educational programmes.
- Conduct Training of Trainers (TOT) to create a snowball effect of gender statistics knowledge and skills. When a trainer receives training on gender statistics, they can be expected to impart this new knowledge to their trainees. Additionally, this can ensure people have more direct and frequent follow-ups with the trainer and can reduce training costs.
- Ensure this GSTC is integrated into existing training across disciplines. For instance, you could promote the integration of the GSTC as an add-on module or as a full-fledged stand-alone course, depending on the training needs.
- Translate the GSTC materials into local languages. This will increase both the chances of uptake, as well as trainee's engagement and learning pace. If translation is necessary, allocate enough time for the translation process, as some of the materials are long. Also, it is important

to make sure that all the statistical words and technical concepts are translated correctly, and that translations are not misleading.

- Plan for regular TOT and regular advocacy on the importance of GST to deal with high turnover rates in select organizations.

In case of any questions regarding this GSTC and how to utilize it, please contact gender.statistics.apro@unwomen.org