Training Course on
Forging Pathways to Gender Equality in Statistical Leadership

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Module 1:
Overview of the Course

1-1.   Module Objectives

By the end of the module, participants will be able to:

- Explain the core objectives and structure of the training course.

- Name key topics and concepts covered in the training.

- Interrelate and articulate how participation in the training course aligns with their personal or professional development goals.

1-2.   Agenda for First Day of Training Course

The suggested program for the first day of the Training Course on Forging Pathways to Gender Equality in Statistical Leadership covers:

(a) an introduction to the three-component course (Module 1) and

(b) the five modules of the face-to-face component (Modules 2-6).

The suggested time allocation for the activities is shown below:

SUGGESTED TIME	TOPIC/ACTIVITY
8:30 – 8:40 (10 mins)	Opening Remarks
8:40 – 9:00 (20 mins)	Introduction of participants
9:00 – 9:10 (10 mins)	Module 1: Overview of the Training Course
9:10 – 9:50 (40 mins)	Module 2: Universal concepts and issues and the global picture of gender, gender equality and women's empowerment
9:50 – 10:35 (45 mins)	Module 3: National context- gender issues
10:35 – 10: 55 (20 mins)	COFFEE/TEA BREAK
10:55 – 11:45 (50 mins)	Module 4: Why is it important to have women leaders?
11:45 – 1:15 (90 mins)	Module 5: Assessing gender mainstreaming in the NSO and NSS
1:15 – 2:30 (75 mins)	LUNCH BREAK
2:30 – 4:30 (120 mins)	Module 6: Action planning for 'growing' women leaders in the NSO/NSS organizations
4:30 – 4:40 (10 mins)	Closing Remarks

Some notes for the Course Organizers on the agenda items:

- **Opening Remarks**: The opening remarks should be delivered by a *high-level official of the women's/gender equality ministry*. The message should focus on the importance of gender equality in statistical leadership. It should highlight the major challenges in attaining gender equality in the national statistical system. For this purpose, the Course Organizers should provide talking points to the guest speaker.

- **Introduction of participants:** This activity should be well planned. Box 1 shows how this activity could be conducted, assuming around 30 participants.

Box 1. Statement Stance Activity (20 minutes)

1. **Prepare Statements:** Organizers need to create a set of statements related to the training topics— in this case, this would include gender, gender equality, and gender parity in leadership in statistical offices. The statements should be thought-provoking and open-ended to encourage participants to express their opinions.

Conducting the activity:

2. **Pairing Participants:** Pair participants randomly or in small groups of 3-4.

3. **Instructions:** Explain that each pair/group will discuss one statement together for a few minutes. They should state their stance on the statement and share their opinions, experiences, and reasoning.

4. **Rotation:** After a set amount of time (about 5 minutes per statement), rotate the pairs/groups so that each participant interacts with different people for each statement.

5. **Report Back:** After discussing several statements, reconvene as a large group. Ask each pair/group to briefly summarize their discussions and share any interesting insights or differing opinions they heard.

6. **Open Discussion:** Facilitate an open discussion where participants can share their thoughts on the various statements and hear perspectives from others in the group.

7. **Reflection:** Encourage participants to reflect on the diversity of opinions within the group and how this might influence their learning experience during the course.

This activity allows participants to get to know each other by discussing meaningful topics. It provides valuable insights into their knowledge, opinions, and attitudes on the training course content. It sets a serious tone while still being engaging and interactive.

The following sections present the syllabus for the 10-minute Module 1—Overview of the Training Course. The syllabi for Modules 2-6 are available separately.

1-3. Course Overview

1-3-1. Why: Vision, Goal, and Objectives

Vision:

Our vision is to achieve gender equality in statistical leadership, fostering an environment where women are empowered to lead and contribute effectively to the national statistics office (NSO) and national statistical system (NSS) institutions.

Goal:

We aim to *proactively* identify and "grow" women leaders within the NSO and NSS institutions. Through targeted initiatives and support mechanisms, we strive to create pathways for women to ascend to leadership positions and play pivotal roles in shaping the statistical landscape.

Objectives:

As a result of the training course, the participants will be able to –

- Identify and critically evaluate the gender gaps in leadership in *their* statistical organization/unit and the NSS.

- Develop initial strategies to achieve gender equality in leadership in *their* statistical organizations/units and the NSS.

1-3-2. Who are the targeted participants? Who should be here?

The target participants are of two types:

Type 1: High-Level Officials (of statistical organizations/units)

High-level officials, both women and men, represent agencies within the NSS. This category includes individuals holding leadership positions within statistical organizations/units and those overseeing the operations and strategic direction of statistical activities. They also include these organizations' budget, human resources and training directors.

Type 2: Decision-Makers and Policy Makers (Enablers of the NSS)

Decision-makers and policymakers, both women and men, whose roles and responsibilities significantly influence the functioning and policies of statistical organizations/units within the NSS. This category encompasses individuals from government bodies, ministries, and other relevant institutions whose decisions impact statistical processes, resource allocation, and institutional arrangements.

1-3-3. How: The Strategy, Design and Approach of the Course

1-3-3-1. Three Components

The Training Course consists of three components, summarized in Figure 1 and further described below.

Component 1: Workshop (Modules 2-6)

Face-to-face Component: This course segment will involve interactive workshops spanning Modules 2 to 6, five modules whose contents will be covered on the first day of the Course. Participants will engage in face-to-face sessions to explore and understand gender gaps in leadership within their

statistical organizations. Through group discussions, case studies, and expert-led sessions, participants will delve into key concepts and strategies for promoting gender equality in leadership roles.
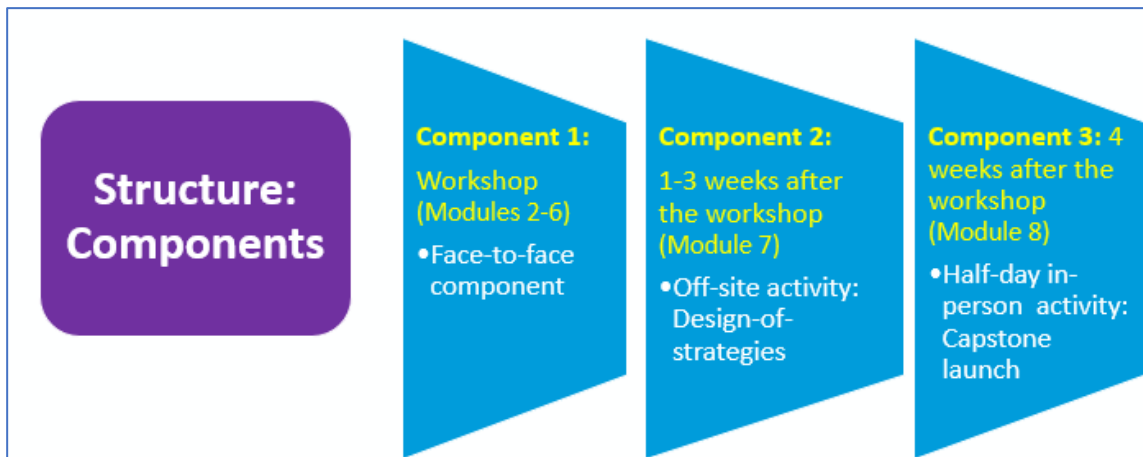
Figure 1-1. Three Components of the Training Course

Component 2: Off-Site Activity (Module 7)

1-3 Weeks After the Workshop: Following the face-to-face workshop, participants will engage in an off-site activity in their offices focused on designing strategies for 'growing' women leaders towards the vision of gender equality in statistical leadership. During this period, Type 1 participants can apply the knowledge and insights from the workshop to develop strategies and an action plan for growing women leaders in their respective organizations. Type 2 participants will engage with Type 1 participants to identify initiatives and mechanisms to support the implementation of the strategies and action plans. Specific guidance on the objectives and expected outputs of this activity is discussed in Module 6. This component allows for independent work and reflection, fostering creativity and innovation in strategy development. The output—strategies and an action plan—is the Capstone Project for the Course.

Component 3: Capstone Launch (Module 8)

4 Weeks After the Workshop: The final component of the course will be a half-day, in-person activity dedicated to launching the Capstone Projects developed by participants. This session serves as a culmination of the course, providing a platform for participants to present their strategies and receive feedback from peers and facilitators. Through collaborative discussions and presentations, Type 1 participants will showcase their proposed initiatives to advance gender equality in leadership within their statistical organization. Type 2 participants will present the supporting initiatives and mechanisms they propose to undertake and put in place.

Each organization represented in the Course will commit to (a) an organizational action plan for 'growing' women and (b) a collective effort through agreed-on mechanisms to attain gender equality in statistical leadership.

1-3-3-2. Design and approach for the Face-to-Face Component

The main topics covered in the Face-to-Face Component and suggested time allocation for a one-day training course are shown below:

MODULE	TIME ALLOCATION	MAIN TOPIC COVERED
2	40 mins	Universal concepts and issues and the global picture of gender, gender equality and women's empowerment
3	45 mins	National context- gender issues
4	50 mins	Why is it important to have women leaders?
5	90 mins	Assessing gender mainstreaming in the NSO and NSS
6	120 mins	Action planning for 'growing' women leaders in the NSO/NSS organizations

A mix of training activities will be employed across the modules, including:

- **Ice-breakers**: Test your knowledge!

- **Trigger presentations by course organizers**: to trigger recall, provoke thought, feed debates

- **Group activities**: discussions; role-plays; debate; case studies

- **Participant presentations**: gather statistics; share knowledge

- **Self-study of reading materials**: offers additional resources and perspectives that complement the course coverage, providing a broader and deeper view of the topic.

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Module 2:
Universal concepts and issues and the global picture of gender, gender equality and women's empowerment

2-1.   Module Objectives

By the end of the module, participants will be able to:

- Define the concepts of gender, gender equality, gender parity, gender issues and women's empowerment.

- Explain the cross-cutting nature of gender issues across the SDGs.

- Cite and discuss gender statistics that illustrate gender disparities in leadership in general and statistical leadership in particular.

- Debate the reasons for the gender gaps in leadership.

2-2.   Agenda for Module 2

SUGGESTED TIME (40 mins)	TOPIC/ACTIVITY
5 minutes	1- Setting the stage • Icebreaker 1: Women's representation at the highest level in NSOs: Global Picture • A closer look into the gender representation in NSOs
5 minutes	2- Gender, gender equality and gender issues: an Overview • The basics: defining gender, gender equality, gender parity and women's empowerment • Gender parity/disparity: Understanding the concepts o Icebreaker 2: Visualizing gender disparity • Gender issues targeted in the SDGs • Gender issues related to women's empowerment and global policy instruments that address these
25 minutes	3- Understanding gender gaps in leadership positions • A quick look at what data say about gender disparities • Gender disparity in leadership: The whys o Debate this! • Explaining gender gaps in leadership
5 minutes	4- Women's empowerment: Aiming for gender parity in leadership positions • Improving gender parity in the UN: An illustration of how to go about it in an organization • Improving gender parity: How NOT to go about it o Icebreaker 3: 'Tokenism'

2-3.   Setting the stage

2-3-1.   Icebreaker!

This is the first substantive discussion of the course, so to pique interest and raise participants' awareness of gender gaps in statistical leadership, this module will start with an icebreaker.

- <u>Suggested modality</u>: Question and Answer round with participants to stimulate their minds.
    - o   Suggested tool: MS PowerPoint Presentation, Slido/Mentimeter (accessing links or QR codes through mobile phones)

- The suggested icebreaker is described below.
    - o   The questions will be shown as PowerPoint slides, one at a time. Participants will have 10 seconds to respond.
    - o   Two possible response modes are using Slido/Mentimeter *or* raising hands. For the latter, the facilitator will record the responses on a whiteboard or flipchart.
    - o   Discussion of answers: After all questions have been asked and responses recorded, answers will be discussed. A PowerPoint slide will show the chart in Figure 2-1.

<u>Icebreaker 1: The Questions</u>

Let's start with women's representation at the highest level within NSOs!

Q1: IN 2021, what was the share of national statistical offices (NSOs) headed by women globally?

    A. less than 25%   B. close to 50%   C. close to 75%   D. more than 90%

Q2: In 2021, which region had the highest share of NSOs headed by women?

    A. Africa   B. Asia   C. Europe   D. North America

Q3: In 2021, which region had the lowest share of NSOs headed by women?

    A. Africa   B. Asia   C. Europe   D. North America

<u>Icebreaker 1: The Answers</u>

Source: Share of national statistical organizations headed by women, by region and income group (2021) (Refer to Figure 2-1 below.)

Q1: In 2021, what was the share of national statistical offices (NSOs) headed by women globally?

    Answer: (A)- Less than a quarter of top leadership positions (Director General, Chief Statistician, or the like) among national or federal statistical offices (NSOs) worldwide are occupied by women.

Q2: Which region had the highest share of NSOs headed by women?

    Answer: (C) Europe (and LAC) have the highest share, at 29%, but this is still well below the 50% gender parity share.

Q3: Which region had the lowest share of NSOs headed by women?

    Answer: Africa has the lowest share at 16%.
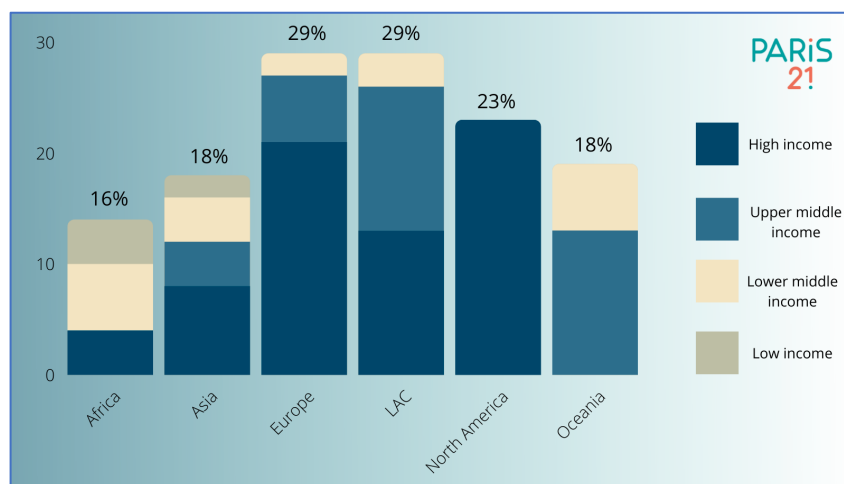
Source: Suchodolska, Liliana & A. Misra. 2021. The leadership gap in statistics– where are the women?

Figure 2-1. Share of national statistical organizations headed by women by region and income group (2021)

2-3-2. Looking closer: Survey of 13,300 National Statistical Office (NSO) Employees in 14 Latin American and Caribbean Countries

The survey was conducted between November 2021 and July 2022. It aims to gather data and information about the demographics, attitudes, competence, and management practices of statistics officials in Latin America and the Caribbean (LAC). The data analysis reveals that even though women and men are as effective in leadership positions as deemed by employees, women are underrepresented in such positions. The Report[1] on the survey provides statistics on the extent of gender disparity in the 14 countries covered.

(a) Most NSO employees are women (54 percent). Refer to Figure 2-2.

(b) Women are overrepresented in lower ranks and underrepresented in higher ranks. Women are dominant in administrative support and, to a lesser extent, technical-professional ranks but underrepresented in managerial ranks. Refer to Figure 2-3.

(c) In most NSOs, most managers are men, which is remarkable because most employees are women. There are only two countries where the share of female managers is higher than that of male employees. Refer to Figure 2-4.

NOTE: Training convenors for a country course could consider replicating this survey, in which the NSO and the other statistical units in the national statistical system are the responding units. The results can be presented in Module 3 of the course.

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[1] IDB. 2023. Making National Statistical Offices Work Better: Evidence from a Survey of 13,300 National Statistical Office (NSO) Employees in 14 Latin American and Caribbean Countries.
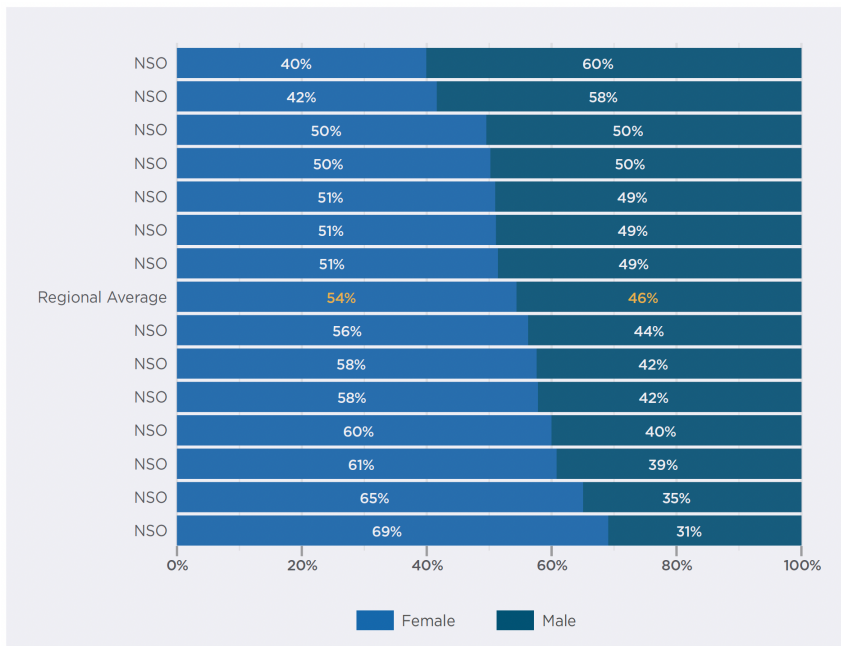
Notes: Each horizontal bar represents one NSO in the LAC sample. The names and locations of NSOs are not identified in this report to safeguard anonymity.

Figure 2-2. Percentage of women and men among NSO employees by country
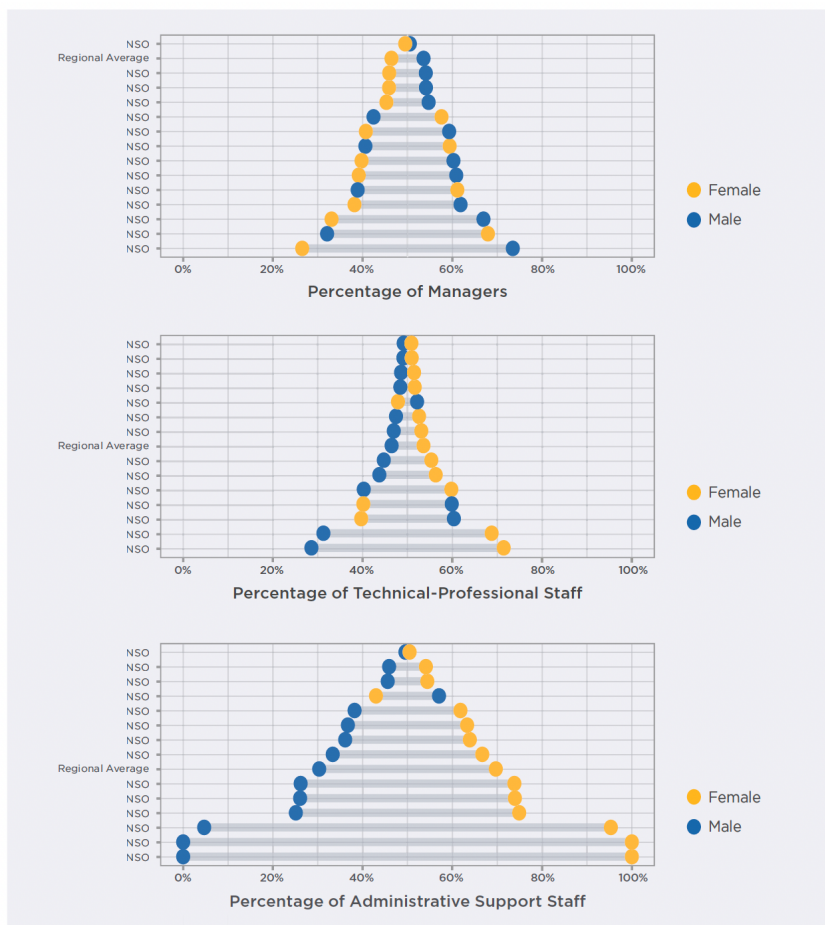
Figure 2-3. Percentage of women and men in different ranks by country
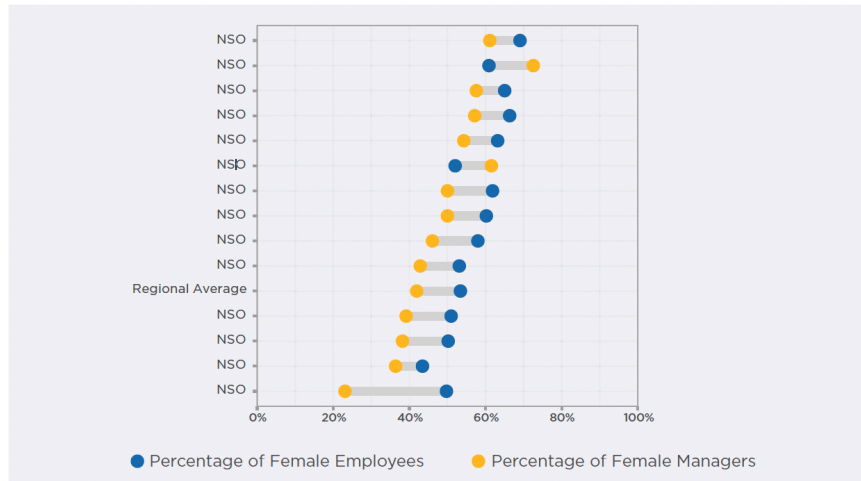
Figure 2-4. Gender representation in managerial ranks, by overall percentage of women by country

2-4. Gender, gender equality, gender parity, women's empowerment and gender issues: an overview

This subtopic covers definitions of key terms, gender issues targeted in the SDGs, and main gender equality instruments, including the Beijing PFA and CEDAW.

- **Suggested modality**: MS PowerPoint Presentation
  - o Suggested tools/materials: Infographic; information handouts; PDF links to reports/resources

2-4-1. The Basics: Defining Gender, Gender Equality, Gender Parity and Women's Empowerment

2-4-1-1. Gender

Source: UN Women (OSAGI Gender Mainstreaming)

Gender refers to the roles, behaviors, activities, and attributes a society considers appropriate for men and women at a given time. In addition to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, gender also refers to the relations between women and between men. These attributes, opportunities, and relationships are socially constructed and learned through socialization. They are context/ time-specific and changeable.

Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, and decision-making opportunities.

Gender is part of the broader socio-cultural context, as are other critical criteria for socio-cultural analysis, including class, race, poverty level, ethnic group, sexual orientation, age, etc.

2-4-1-2. Gender Equality

Gender equality (equality between women and men) refers to the equal rights, responsibilities, and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same; it means that their rights, responsibilities, and opportunities will not depend on whether they are born male or female.

Gender equality implies that the interests, needs and priorities of both women and men are considered, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen as a human rights issue and a precondition for and indicator of sustainable people-centered development.

2-4-1-3. Gender Parity

Gender parity refers to the equal representation and participation of women and men in various areas of society. As a goal, gender parity aims to ensure that opportunities, rights, and responsibilities are not determined by gender and is a critical component of broader gender equality efforts. It involves achieving balanced ratios of women to men in education, employment, and political and leadership representation, thereby promoting fairness and equality.

When the ratios of women to men are not balanced, we say that there is a gender "gap" or **_gender disparity_**.

Icebreaker 2: Visualizing gender disparity

Question: Referring to Figure 2-3, which rank exhibits the most significant gender disparity?

Answer: Administrative support

2-4-1-4. Women's Empowerment

Women's empowerment enables women to have more control over their lives and participate fully in all aspects of society. It involves creating an environment where women can make choices, have equal opportunities, and access resources and benefits. Critical elements of women's empowerment include:

1. **Economic Empowerment**: Ensuring women have equal access to resources, job opportunities, and fair wages. This also includes promoting women's entrepreneurship and financial independence.

2. **Education**: Providing equal access to education and encouraging girls to pursue higher education and vocational training. Education empowers women by giving them the knowledge and skills needed to succeed.

3. **Political Empowerment**: Encouraging women's participation in politics and decision-making at all levels, from local communities to national governments. This involves ensuring women have the right to vote, run for office, and hold leadership positions.

4. **Health and Well-being**: Ensuring women have access to healthcare services, reproductive rights, and the ability to make decisions about their bodies. This includes addressing maternal health, family planning, and safe and affordable healthcare access.

5. **Social and Cultural Empowerment**: Challenging and changing societal norms and stereotypes that limit women's roles and opportunities. This includes promoting gender equality, preventing violence against women, and supporting women's rights and freedoms.

6. **Legal Rights**: Ensuring women have equal rights under the law, including property rights, inheritance rights, and protection against discrimination and violence.

Overall, women's empowerment is about creating a society where women are valued equally and have the freedom and opportunities to reach their full potential.

2-4-2. Gender issues targeted in the Sustainable Development Goals (SDGs)

Around the world, governments have made legally binding commitments to respect, protect and fulfill women's human rights. The 2030 Agenda builds on these commitments, recognizing the indivisibility and interdependence of *rights*, the interlinkages between *gender equality* and the three dimensions of *sustainable development*, and the need for an integrated approach to implementation. Maintaining the focus on human rights will be critical to keeping the achievement of the SDGs on track and ensuring that the means to achieve them respond to the experiences of women and girls on the ground.

In the lives of women and girls, different dimensions of well-being and deprivation are deeply intertwined: A girl born into a poor household (Target 1.2) and forced into early marriage (Target 5.3), for example, is more likely to drop out of school (Target 4.1), give birth at an early age (Target 3.7), suffer complications during childbirth (Target 3.1), and experience violence (Target 5.2) than a girl from a higher-income household who marries at a later age. At the end of this chain of events, the girl born into poverty stands almost no chance of moving out of it. During implementation, policymakers must aim to break this vicious cycle and respond to the interdependent experiences of exclusion and deprivation by providing integrated responses: A woman leaving an abusive relationship, for example, needs access to justice (Target 16.3) as well as a safe place to live (Target 11.1), medical care (Target 3.8), and a decent job (Target 8.5) so she can maintain an adequate standard of living for herself and any dependents she may have.

This means that while progress on SDG 5 will be critical, it cannot be the sole focus of gender-responsive implementation, monitoring and accountability. Progress on some fronts may be undermined by regression or stagnation on others, and potential synergies may be lost if siloed approaches to implementation take precedence over integrated, multi-sectoral strategies. This is why there is both a stand-alone goal on gender equality as well as integrating gender equality across other goals and targets, drawing attention to the gender dimensions of poverty, hunger, health, education, water and sanitation, employment, climate change, environmental degradation, urbanization, conflict and peace, and financing for development.

NOTE: Information on progress on SDG5 in the country will be provided in Module 3.

2-4-3. Gender issues related to leadership and global policy instruments that address these

Gender issues at the leadership level relate to the underrepresentation of women in positions of power and decision-making, as well as the need to remove barriers that directly or indirectly discriminate against the participation of women.

Women are often excluded from decision-making processes and may face career advancement barriers. This can be due to a variety of factors, including gender stereotypes, unconscious bias, and a lack of support for work-life balance. Gender issues at the leadership level can have significant implications for society as a whole, as they can impact policies and decisions that affect the lives of women and girls.

2-4-3-1. Beijing Declaration and Platform for Action

In 1995, 189 governments were joined by 17,000 participants and 30,000 non-governmental activists in Beijing for the opening of the Fourth World Conference on Women. For two weeks, government

representatives worked on producing a document of agreed written targets for achieving gender equality. Through their lobbying efforts, civil society pressured governments to make meaningful commitments that would ensure gender equity across all domains for all individuals. The outcome of this momentous conference was the Beijing Declaration and Platform for Action (BPfA)-- *"the most progressive blueprint ever for advancing women's rights" (UN Women).*

The BPfA identifies 12 critical areas of concern (See Figure 2-5). The areas of concern relating to women's leadership are:

- Women in power and decision-making
- Education and training of women
- Institutional mechanisms for the advancement of women

"In each critical area of concern, the problem is diagnosed, and strategic objectives are proposed with concrete actions to be taken by various actors to achieve those objectives" (BPfA). In this way, the BPfA is a comprehensive guide to understanding and combating the critical barriers to gender equality.

'12 Critical Areas of Concern', image courtesy of UN Women, click the image to view UN Women website.

· Women and the environment
· Women in power and decision-making
· The girl child
· Women and the economy
· Women and poverty
· Violence against women
· Human rights of women
· Education and training of women
· Institutional mechanisms for the advancement of women
· Women and health
· Women and the media
· Women and armed conflict

Figure 2-5. Twelve critical areas of concern of the Beijing Platform for Action

Every five years, starting in 2000, a review of the progress in attaining gender equality in the areas of concern of the BPfA is conducted by countries and at the regional level. The reviews and appraisals are discussed at the year's Commission on the Status of Women[2] (CSW) session, where countries declare the progress towards achieving gender equality and pledge to undertake further action to ensure the full and accelerated implementation of the BPFA.

Note: Course materials for Module 3 will include the review of the country's progress in Beijing +25 (2020) during Module 3.

2-4-3-2.   Convention on the Elimination of Discrimination Against Women (CEDAW)

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is an international treaty adopted in 1979 by the United Nations General Assembly. Described as an

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[2] The United Nations Commission on the Status of Women was established in 1946 to monitor women's situation and promote women's rights.

international bill of rights for women, it was instituted on 3 September 1981 and ratified by 189 states. The Convention was the culmination of more than thirty years of work by the CSW.

CEDAW has been a vital tool for advancing women's rights and gender equality worldwide, providing the basis for judicial decisions and constitutional, legal and policy reforms at the country level. Because of CEDAW, women and girls worldwide have been empowered to claim their human rights. Countries have adopted equal opportunity acts aimed at improving women's position, established quotas to increase the number of women in elected office, and enacted new legislation and action plans to prevent and address violence against women. In many countries, CEDAW has helped strengthen provisions in constitutions guaranteeing equality between women and men and providing a constitutional basis for the protection of women's human rights. Legislation prohibiting general discrimination and specific areas such as employment has become a standard component of legal frameworks.

CEDAW is overseen by a treaty body called the Committee on the Elimination of Discrimination Against Women. The Committee is responsible for reviewing each State party's progress and challenges in implementing the Convention. After the CEDAW Committee reviews a State party's progress and the challenges it experiences in implementing the Convention, the Committee issues its Concluding Observations, which provide specific guidance on how this performance could be improved in the national context. They note successful steps that have been taken to achieve gender equality, then identify the most critical measures that need to be taken in the future to implement the Convention.

The Concluding Observations are significant resources for gender equality work. They provide authoritative guidance about what CEDAW requires in individual country contexts and are valuable advocacy tools for gender equality advocates to press for needed changes in their countries.

Further information on the CEDAW and its related processes can be found @ https://asiapacific.unwomen.org/en/focus-areas/cedaw-human-rights/faq#whatiscedaw.

NOTE: In Module 3, materials to be made available will be the latest national CEDAW report and the Committee's Concluding Observations.

2-5. Understanding gender gaps in leadership positions

This subtopic provides data-based examples of gender disparities and the challenges of empowering women. An initial exploration of reasons for the gender gaps in leadership will be undertaken. The UN Strategy for Gender Parity is introduced as a powerful way of attaining gender parity in leadership positions. It also features a discussion to raise participants' awareness of 'tokenism'.

- Suggested modality: MS PowerPoint Presentations, Debate and Argumentation, Icebreaker

2-5-1. A quick look at data that reveal gender disparities in leadership

According to the 2023 Gender Snapshot, globally, women hold just:

26.7% of **parliamentary seats,**
35.5% of **local government seats**
and only
28.2% of **management positions**
in the workplace.

Furthermore,

With the current slow pace of change, **women's share of workplace management positions** will reach only **30%** by 2050.
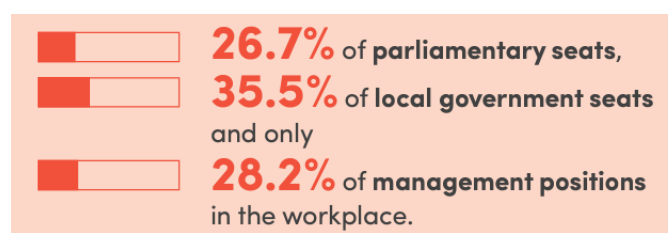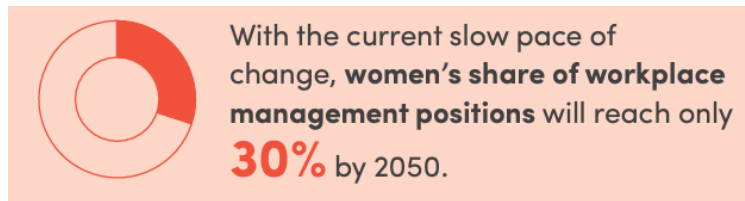
For more information on the following, refer to **Facts and Figures: Women's Leadership and Political Participation**:

- Women in executive government positions

- Women in national parliaments

- Women in local government

2-5-2. Gender disparities in leadership—the WHYS: Debate this!

The proposed structure of the debate is as follows:

- There will be a moderator

  - Briefly introduce the topic.

  - State the importance of understanding gender gaps in leadership.

  - Outline the rules and format of the debate.

- There will be two teams:

  - Men participants - proposing factors contributing to gender gaps

  - Women participants - arguing against the proposed common factors or suggesting alternatives

- Main arguments
  - Men participants' presentation:

    - Detailed argument on each factor (e.g., societal conditioning, lack of mentorship, biased corporate policies).

    - Presentation of data and examples supporting each factor.

  - Women participants' Presentation:

    - Counter-arguments to the men's participants' points.

    - Presentation of their viewpoint with support (e.g., increasing female leadership in specific sectors, the impact of educational choices).

- Rebuttal

  - Address specific points by the opposing team.

  - Reinforce their arguments with additional evidence or clarification.

- Conclusion by the Moderator:

  - Sum up the points made by both teams.

2-5-3.   Explaining gender gaps in leadership

Several factors contribute to these gaps:

- One factor is **gender stereotypes**, which are deeply ingrained cultural beliefs about the roles and abilities of men and women. These stereotypes can lead to biased recruitment and promotion processes and performance evaluations. For example, women may be seen as less competent or less committed to their careers than men, even if they have the same qualifications and experience.
- Another factor is the need for more **support for work-life balance**. Women are often expected to take on most caregiving responsibilities, making advancing their careers difficult. This can be due to a lack of policies and practices that support work-life balance, such as flexible work arrangements or parental leave.
- A third factor is the persistence of **gender-based discrimination and bias**. Women may face harassment, bullying, or other forms of discrimination in the workplace, which can make it difficult for them to succeed in leadership positions. This can be due to a lack of awareness or enforcement of anti-discrimination policies, as well as a lack of support for victims of discrimination.

These factors contribute to the gender gaps in leadership, which have significant societal implications. When women are excluded from leadership positions, their perspectives and experiences are not represented in decision-making processes. This can lead to policies and decisions that do not consider the needs and interests of women and girls. Addressing the gender gaps in leadership is therefore essential for achieving gender equality and promoting the well-being of all members of society.

2-6.   Women's Empowerment: Aiming for Gender Parity in Leadership

2-6-1.   Improving gender parity in the UN: An illustration of how to go about it in an organization

The Situation:

In the United Nations, progress in attaining gender parity within entities and across the staffing categories from 2019 to 2021 is summarized in Figure 2-5.

Significant progress has been made over the period. However, as the Office of the Focal Point for Women in the UN System reports (refer to Figure 2.6):

> *"… challenges remain. Throughout the reporting period, women's representation continued to be highest at entry levels, specifically P-1 and P-2. However, this representation gradually declined as positions ascended to middle to senior management levels. Gaps persist at the P-4 level and above, with a noticeable gap at the D-2 level. The overall representation of women continues to be negatively correlated with seniority."*

The number of United Nations entities that have reached gender parity increased from **5 in 2017 to 27** in 2023.

The representation of women in the Professional and higher categories in the United Nations system increased from **45.3 per cent to 47 per cent** from 2019-2021

Women's representation at headquarters locations achieved parity for the first time, with **51.3 per cent.**

Representation by Level

	31 December 2019		31 December 2021
UG	41%	UG	47%
D-2	38%	D-2	37%
D-1	38%	D-1	42%
P-5	39%	P-5	42%
P-4	44%	P-4	46%
P-3	47%	P-3	49%
P-2	58%	P-2	59%
P-1	71%	P-1	66%

UG Footnote: The UG level encompasses all levels above D-2, including Under-Secretary-General, Assistant Secretary-General, heads of specialized agencies and heads of funds and programmes.

Data is of 31 December 2021, covering staff on fixed/permanent/continuous appointments and provided by UN entities, unless otherwise noted. Prepared by the Office of the Focal Point for Women in the UN System at UN-Women.

Figure 2-5. Progress in achieving gender parity in the United Nations: 2019-2021
Source: Office of the Focal Point for Women in the UN System, UN Women

P-1	P-2	P-3	P-4	P-5	D-1	D-2
66%	59%	49%	46%	42%	42%	37%

Junior to Senior

UG Footnote: The UG level encompasses all levels above D-2, including Under-Secretary-General, Assistant Secretary-General, heads of specialized agencies and heads of funds and programmes.
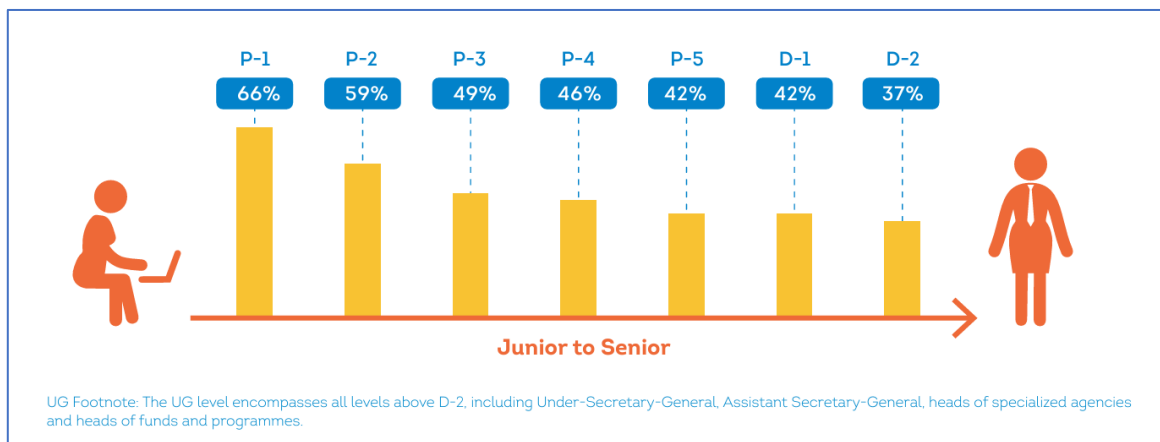
Figure 2-6. Representation of Women in the UN System, by position: 2019-2021
Source: Office of the Focal Point for Women in the UN System, UN Women

The Solution:

The Secretary-General's System-wide Strategy on Gender Parity includes six UN Women–specific recommendations found in the UN Women's Implementation Plan (2017):

1. Good practices guidelines for creating an inclusive organizational culture;

2. Collaborate with civil society partners to encourage shadow reporting on the overall strategy;

3. Implement a dedicated strategy to significantly increase the numbers of women peacekeepers and police in peacekeeping missions;

4. Launch a new public information, social, and digital media campaign promoting women in UN field missions;

5. Establish a Database of Women National Officers;

6. Develop a communications strategy, including internal and external messaging.

Source: UN Women. 2017. System-Wide Strategy on Gender Parity: UN Women Implementation Plan.

NOTE: Course convenors and participants should consider the UN Strategy for Gender Parity and the UN Women Implementation Plan when developing their Capstone Project (Module 7).

2-6-2. Improving gender parity: How NOT to go about it

Icebreaker 3:

Question: Regarding gender representation in media, what does the term "tokenism" mean?

    A) A strategy to include more women in media roles

    B) A technique to ensure equal representation of all genders in media content

    C) The practice of including a few individuals from underrepresented groups to create a false sense of diversity

    D) A policy that promotes positive portrayals of women in the media

Answer: C

Tokenism—a definition:

Tokenism refers to the practice of making a symbolic effort to include members of underrepresented groups to give the appearance of equality and inclusivity without genuinely addressing or remedying underlying issues of discrimination or inequality. This can occur in various contexts, such as workplaces, media representation, or social and political organizations. For example, hiring a small number of women or people from minority backgrounds to create an impression of diversity while not providing them with meaningful roles or opportunities for advancement would be considered tokenism.

1. **Proportion of women speakers of parliament**

Globally, what is the proportion of women Speakers of Parliament in 2020?

> Answer: The proportion of women Speakers of Parliament, all chambers combined, was 22% in 2020. This represents an increase from 10.5% in 1995.

Which region has the highest proportion of women Speakers of Parliament? Which has the lowest?

> Answer: Significant regional variations exist in women's representation in leadership positions. In the Americas, women make up 31.5% of Speakers, while in the Middle East and North Africa, there were no registered women Speakers of Parliament in 2020.

Source:
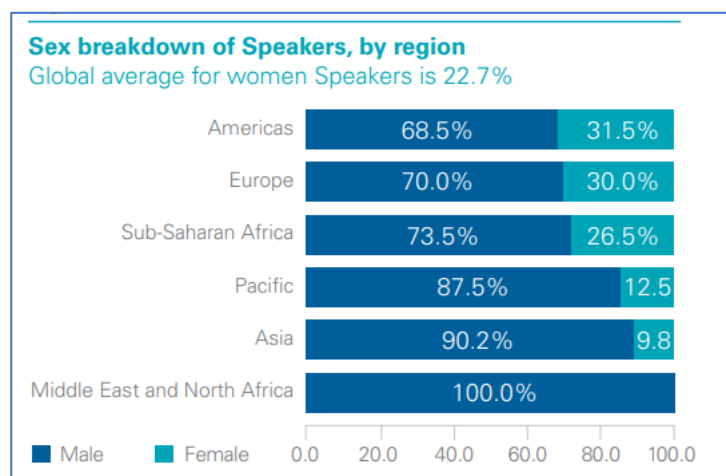
2. **Gender Disparities in Employment**

- Vulnerable Employment: According to the International Labour Organization (ILO), women often engage in vulnerable employment, like own-account work and unpaid family labor.
- Part-Time Work and Low-Paid Jobs: Women tend to work part-time and hold lower-paid occupations.
- Family Responsibilities as Barrier: An ILO survey of 1,300 private-sector companies in 39 developing countries confirmed that family responsibilities borne by women were the No. 1 barrier to women's leadership.

3. **Gender Disparity in STEM Fields**

- STEM Field Underrepresentation: According to UNESCO, only around 33% of female students globally opt for STEM fields in higher education. Women constitute just 35% of STEM students in tertiary education.
- STEM Occupation Gap: Only 33% of researchers in STEM occupations are women. Fields like engineering and computer science exhibit significant gender gaps.
- Tackling stereotypes, promoting girls' STEM education, and supporting women in STEM careers are vital for reducing the gender gap in STEM.

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Training Course on
Forging Pathways to Gender Equality in Statistical Leadership

Module 3:
National Context - Gender Issues

3-1.   Module Objectives

By the end of the module, participants will be able to:

- Understand their country's legal policies and frameworks in place that address gender equality and women's empowerment (GEWE)

- Describe to what extent gender is mainstreamed in statistical processes in their national statistical system

- Explain what factors influence women's access to leadership roles and opportunities in the national context.

3-2. Agenda for Module 3

SUGGESTED TIME (50 mins)	TOPIC/ACTIVITY
12 minutes	1- An Overview of Gender Equality and Women's Empowerment in [Country] ▪ [6 minutes] a- Presentation by *national women's machinery representative*: Status of gender equality and women's empowerment. *This presentation can be based on country reports, e.g.: latest reports on SDG5 in VNR; Beijing Platform for Action; CEDAW report* ▪ [6 minutes]: b- Presentation by *national women's machinery representative*: National legal policies and frameworks in place on GEWE. *This presentation should cover gender equality laws (e.g., non-discrimination on basis of sex; VAW; gender quotas in elective positions)*

8 minutes	2- Mainstreaming gender in official statistics processes
	 ▪ Presentation by *national statistics office* on the following aspects:
	   o Overview of the state of gender statistics and indicators in the country
	   o Enabling environment for gender statistics
	     ▪ Gender in the Statistics Law, NSDS, Budgeting
	     ▪ Policies on gender statistics (e.g., data collection, data processing, tabulations and sex/gender disaggregation; facilitating gender data use mechanisms)
	   o Illustration of how a recent statistical activity has been 'engendered'
	     ▪ Data use plan; data collection; outputs; dissemination

20 minutes	3- Group reflections on barriers to women in leadership roles ▪ [15 minutes] In small groups, participants will reflect on how gender issues affect opportunities for women in leadership roles. Participants will share their own experiences (at work, in other organizations they

SUGGESTED TIME (50 mins)	TOPIC/ACTIVITY
	are members of, at home, etc) or observations from media or experiences shared by others ▪ [5 minutes] Summarizing and identifying the gender issues
5 minutes	4- Sharing of group reflections: Identifying the gender-based barriers to women reaching leadership positions
5 minutes	5- Improving gender parity: How NOT to go about it ▪ Icebreaker 3: 'Tokenism'

3-3.   Preparatory Activities for Topics 1 and 2

3-3-1.   For Topic 1: National Women's Machinery Representative (as trainer)

- Topic 1a: Gather policy documents, relevant data, research papers, or case studies that provide a comprehensive overview of the status of gender equality and women's empowerment (GEWE) in the country

- Topic 1b: Gather policy documents, relevant data, research papers, or case studies that provide a comprehensive overview of national legal policies and frameworks on GEWE in place

- Prepare slides, handouts, or reading materials to support the presentation and discussions.

Box 3-1. Suggested Outline of the Presentation on Topic 1

1. Purpose of the presentation and importance of the topic
2. Topic 1a: Up-to-date statistics to illustrate the current state of gender issues:
   - Gender-specific Sustainable Development Goal (SDG) indicators in latest report
   - Data on gender disparities: wage gaps, unpaid care and domestic work, violence against women, and underrepresentation in leadership
3. Topic 1b: Country's legal, policy, and institutional frameworks on GEWE
   - The Constitution
   - Legislations (e.g., Magna Carta of Women, anti-discrimination laws, violence against women law, quotas in parliament), including examples of how these have been implemented (or not), such as existing programs and initiatives aimed at promoting women's empowerment (e.g., leadership training programs)
   - Policies (e.g., national gender policy or strategy, national care policy), including examples of where gender policies have significantly improved women's lives.

NOTE: Refer to the accompanying PPT template. This can be used as a guide. Presenters should adapt the content to the country context.

3-3-2.   For Topic 2: National Statistics Office (as trainer)

- Gather policy documents, relevant data, research papers, or case studies demonstrating the extent to which gender is mainstreamed in statistical processes, including operations and assuring quality.

- Prepare slides, handouts, or reading materials to support the presentation and discussions.

Box 3-2. Suggested Outline of the Presentation on Topic 2

1. Purpose of the presentation and importance of the topic

2. Existing indicator frameworks of national commitments and agendas regarding gender equality (e.g., localized SDG indicator framework, country's core/minimum set of gender indicators)

3. Overview of the current quality, availability, and limitations of the country's gender data

4. Gender mainstreaming in statistical operations, to include gender integration in:

   o Legal frameworks (e.g., Statistics Law)

   o Institutional framework (e.g., national statistical system, coordination mechanisms)

   o Policies and strategies (e.g., national strategy for the development of statistics, statistical budgeting,

   o Data production through censuses, surveys and registers; administrative data; other non-traditional data

   o Communicating statistics with a gender lens

   o Use cases

NOTE: Refer to the accompanying PPT template. This can be used as a guide. Presenters should adapt the content to the country context.

3-4.   Group Reflection: How gender issues affect opportunities for women in leadership roles in the country

- This session must provide all participants with an open, safe space to facilitate an inclusive environment.

   o This group activity should ensure that all participants feel safe expressing their opinions and experiences. All participants must share their voices during the reflection.

- The group will break into smaller groups to allow for more intimate discussion and ensure everyone has a chance to speak (e.g., if there are 30 participants, the suggestion is to have five small groups).

   o The group should be mixed, with Types 1 and 2 participants, as well as women and men, well-distributed across the groups.

- Each group will assign a facilitator and a rapporteur. The facilitator will guide the discussion, ensuring that all viewpoints are heard and the discussion stays on track. The rapporteur will report back to the larger group on the critical points of the discussion.

- The following are suggested guide questions:

1. What are the most significant gender-based barriers that prevent women from reaching leadership positions in our country?

2. How do societal attitudes towards gender roles affect women's career advancement?

3. What policies could support a more balanced representation of genders in leadership roles?

4. How can men in leadership positions be allies in promoting gender equality in leadership?

3-5. Summary of the Group Reflection

- The trainers will summarize the key points and insights gained from the discussion.

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Training Course on
Forging Pathways to Gender Equality in Statistical Leadership

Module 4:
Why is it important to have women leaders?

4-1.   Module Objectives

By the end of the presentation, participants will be able to:

- Analyze the landscape of gender representation in leadership in select sectors of the country

- Identify and articulate the benefits of gender diversity in leadership

- Discuss the impact of women leaders on organizational culture and ethics

4-2.   Agenda for Module 4

SUGGESTED TIME (50 mins)	TOPICS/Activity
10 minutes	1- What research says about the importance of women leaders ■ Presentation by *trainer*
30 minutes	2- Group activity: Role-playing—Why is it important to have women leaders in the national statistical office and statistical units of the national statistical system?
10 minutes	3- Identifying actionable conclusions: Summary by *trainer* ■ Impact of women leaders on organizational culture and ethics

4-3.   What research says on the importance of women leaders

- **Contents**: Based on articles from business/industry research

- **Suggested modality**: Presentation

  o Suggested tool: MS PowerPoint Presentation; PDF links to reports/resources

Research on the importance of women leaders spans various industries and sectors, emphasizing the positive impact of gender diversity in leadership roles. Below are some key findings and references from the research:

4-3-1.   Improved decision-making

- Research has shown that diverse leadership teams tend to make better decisions. A McKinsey & Company report, "Delivering Through Diversity," found that companies with greater gender diversity on executive teams were 21% more likely to outperform on profitability.

4-3-2.   Enhanced innovation

- A study published in the Harvard Business Review, "How and Where Diversity Drives Financial Performance," surveyed 1,700 companies across eight countries (the U.S.,

France, Germany, China, Brazil, India, Switzerland, and Austria) indicates that diverse leadership fosters innovation and creativity. Women leaders often bring different perspectives and ideas to the table. With higher diversity, companies showcased 19% points higher innovation revenues.

4-3-3. Better problem-solving

- Research conducted by Catalyst, a global nonprofit focused on advancing women in business, highlights that gender-diverse teams are more effective at solving complex problems. This is because diverse teams consider a broader range of viewpoints and solutions. Catalyst research finds that leaders who embrace a more holistic view of diversity, equity, and inclusion can build a more innovative and collaborative workforce associated with increased productivity and better business results.

4-3-4. Increased employee engagement

- A Gallup study, "State of the American Workplace," found that gender-diverse leadership positively correlates with higher employee engagement. Women leaders often excel in communication and mentorship, boosting team morale. With one exception, women are more engaged than men in every type of job, including management, professional, service and support jobs (30% vs. 36%). In leadership roles, however, men are more engaged than women (50% vs. 35%).

4-3-5. Effective policies

- Research by the Peterson Institute for International Economics, "Is Gender Diversity Profitable? a global survey of 21,980 firms from 91 countries, suggests that the presence of women in corporate leadership positions may improve firm performance. Women's presence in corporate leadership positively correlates with firm characteristics such as size and national factors such as girls' math scores, the absence of discriminatory attitudes toward female executives, and the availability of paternal leave.

4-3-6. Transparency and trust

- PwC's "Time to Talk: What Has to Change for Women at Work" suggests a significant issue exists with the relationship between women and their organizations. A survey shows that women worldwide don't trust what their bosses tell them about promotions, pay, or what helps or hurts their careers.

4-3-7. Risk management

- The International Finance Corporation (IFC) published a report, "Investing in Women's Employment: Good for Business, Good for Development," indicating that gender-diverse leadership can contribute to better risk management practices.

4-3-8. Organizational reputation

- A study by Weber Shandwick and KRC Research, "Gender Equality in the Executive Ranks: A Paradox - The Journey to 2030," underscores that gender diversity in leadership enhances a company's reputation and attractiveness to customers and investors.

4-4. National context—Why is it important to have women leaders in the NSO/NSS?

- **Contents**: Various scenarios to depict the research findings discussed in 4-3

- **Suggested modality**: Group discussion through role-playing activity

  o Suggested tool: Guide Questions

  o The group will break into smaller groups to ensure everyone can participate in the group activity (e.g., if there are 30 participants, the suggestion is to have five small groups).

  o The group should be mixed, with Types 1 and 2 participants, as well as women and men, well-distributed across the groups.

  o Each group will be asked to do a role-playing exercise using an assigned scenario. These scenarios are provided to spark meaningful discussions among senior statistical leaders about the importance of women leaders in NSO/ NSS within the country's landscape.

Below are suggested scenarios for role-playing, which can be assigned to a group.

4-4-1. Scenario 1: Decision-making

Scenario: *The NSO is preparing for a labor force survey, and the leaders and statisticians have gathered to discuss the data collection strategy. Leader A emphasizes the importance of a comprehensive, gender-sensitive approach that considers the specific needs of women in the workforce. Leader B argues for a more traditional approach, citing cost and time constraints.*

- Consider a critical decision related to data collection, analysis, or policy formulation that needs to be made within an NSO/NSS. Have participants play the roles of leaders in the NSO/NSS.

- Discussion points:

  o How does the gender of the leader influence the decision-making process and outcomes?

  o What perspectives or considerations related to gender issues emerge during the decision-making process?

4-4-2. Scenario 2: Data collection and quality

Scenario: *The NSO plans to conduct a survey on Violence against women due to the rise in reportage of violence during the pandemic. Leaders are in a dilemma to decide whether to collect sensitive data such as Violence against women (which is traditionally collected face-to-face) remotely or not in the event of a crisis.*

- Participants will simulate a data collection exercise. Assign leadership roles to participants.

- Discussion points:

  o How does the leader's gender impact the approach to data collection and the quality of gender-disaggregated data obtained?

  o What strategies do women leaders employ to ensure gender-sensitive data collection practices?

4-4-3. Scenario 3: Stakeholder engagement

Scenario: *The meeting focuses on incorporating gender-disaggregated data into the national development agenda. With the upcoming experimental statistics from various offices, non-traditional data sources such as citizen data are often discussed. Leaders conduct stakeholder meetings to decide whether to pursue this new approach.*

- Create a role-play scenario involving interactions with various stakeholders, such as government officials, NGOs, or international organizations. Have participants take on leadership roles.

- Discussion points:

    o How do women leaders engage with stakeholders differently, especially when discussing gender-related data and policies?

    o What advantages does gender-diverse leadership bring to stakeholder interactions and negotiations?

4-4-4. Scenario 4: Workplace culture and inclusivity

Scenario: *The meeting's primary agenda is to discuss strategies for fostering a more inclusive and gender-sensitive organizational culture. Each leader will present ideas and perspectives on this topic.*

- Simulate a workplace scenario where leaders are tasked with promoting a more inclusive and gender-sensitive organizational culture.

- Discussion points:

    o How can women leaders foster a workplace culture that encourages gender equality and empowers staff?

    o What strategies can address any resistance or challenges to creating an inclusive environment?

4-4-5. Scenario 5: Policy formulation and implementation

Scenario: *The meeting aims to discuss the critical components of a gender-responsive statistical policy, including data collection, analysis, and reporting, and the roles of various stakeholders in its development and implementation. Each leader will present ideas and perspectives on this topic.*

- Assign participants roles in a role-play focused on developing and implementing a gender-responsive statistical policy.

- Discussion points:

    o How do women leaders contribute to formulating policies that address gender disparities in data and statistical processes?

    o What approaches do women leaders take to ensure effective policy implementation and monitoring?

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Training Course on
Forging Pathways to Gender Equality in Statistical Leadership

Module 5:
Assessing gender 'mainstreaming' in the NSO and NSS

5-1.   Module Objectives

At the end of the module, participants will be able to:

- Identify the critical leadership positions within the organization and analyze the gender distribution among staff occupying these roles.

- Examine the factors contributing to the gender gap in various leadership positions, including systemic biases, cultural norms, and organizational barriers.

- Evaluate the extent to which statistics laws and the national statistics development strategy incorporate gender equality goals, considering factors such as explicit references to gender, targets for gender representation in statistical leadership roles, and gender mainstreaming approaches.

- Assess the impact of gender-sensitive statistical leadership on the production, dissemination, and use of data for policy-making and decision-making processes.

5-2.   Agenda for Module 5

SUGGESTED TIME (90 mins)	TOPIC/ACTIVITY
25 mins	**1a- Participants present**: Gender-responsive statistics on human resources in their organizations by leadership positions and discuss possible reasons for any gender gaps (or none) that the statistics reveal
5 mins	**1b- Convenor's Summary**: Gender gaps in statistical leadership and why
10 mins	**2a- Presentation by NSO**: *Enabling environment—To what extent does the statistics legislation and the strategy for statistics development promote gender equality in statistical leadership?*
5 mins	**2b- Plenary discussion**: Contributions from the floor
15 mins	3a- **Roundtable Discussion** • On a scale of 1 (Needs lots of improvement (e.g., in coverage, timeliness, accuracy, usage rate) to 5 (Meets needs of policy makers, policy and programme implementation, and other users, is fit for purpose), how would you rate the state of gender statistics in your country? Why do you say so?

SUGGESTED TIME (90 mins)	TOPIC/ACTIVITY
	• Is the person who leads the development and production of gender statistics in your organization a man or a woman? Why not a woman (if a man)? Why not a man (if a woman)?
25 mins	3b- **Debate this: Gender matters**. *The gender of the person who leads the development and production of gender statistics significantly impacts the degree to which gender statistics meets the needs for policy and programme formulation and implementation and other users within a country.*
5 mins	**Wrap-up**: Take-aways for action plans towards growing women leaders in statistical leadership

5-3. Gender gaps in statistical leadership and why—What the data tell us

- **Contents**: Gender gap analysis of statistics on human resources in statistical organization/units of participants by leadership positions

- **Suggested modality**:

  o Presentation by *participants* of gender gap analysis of their human resources statistics (PPT template to be provided). *The presentation materials should be provided to the convenors before the start of the Training Course*.

  o Summary of findings by *convenor*.

5-3-1. Organizational hierarchy levels

The presentation should include

a) an organizational chart showing the number of staff in each organizational unit and

b) a table showing the number of positions by hierarchy level disaggregated by sex for each organizational unit.

A classification of positions by hierarchy, from entry-level to executive-level positions, is provided in Box 5-1 below. Participants can use this to build a hierarchy of positions to identify the senior leadership positions in their organizations.

In this hierarchy, senior leadership positions are those in groups D, E and F.

Box 5-1. Organizational hierarchy levels

(A)   Entry-Level Positions: Intern, Assistant, Trainee, Junior

(B)   Mid-Level Positions: Specialist, Coordinator, Analyst, Associate, Supervisor

(C)   Managerial Positions: Manager, Team Leader, Project Manager, Department Head

(D)   Senior-Level Positions: Senior Manager, Director, Senior Director, Vice President (VP), Senior Vice President (SVP),

(E)   Executive-Level Positions: Deputy Chief Statistician, Chief Officer (e.g., Chief Human Resources Officer, Chief Financial Officer, Chief Administrative Officer)

(F)   Chief Statistician: President, Chief Executive Officer (CEO)

5-3-2.   Reasons for gender gaps in senior leadership positions

A useful way of summarizing reasons for gender gaps in senior leadership positions is the listing shown in Box 5-2.

Box 5-2. Some reasons for gender gaps in senior leadership roles in statistical organizations/units

1. **Historical Gender Bias**: Statistical offices have historically been male-dominated, like many other fields. This historical bias has contributed to the underrepresentation of women in leadership positions.

2. **Pipeline Issues**: Fewer women may enter the field of statistics and related disciplines than men. This can create a smaller pool of qualified female candidates for leadership positions.

3. **Barriers to Advancement**: Women often encounter obstacles, such as the "glass ceiling," that inhibit their career progression into senior leadership roles. Discriminatory practices, implicit biases, and gender stereotypes may impede women's advancement to senior and executive-level positions, even when they possess the necessary qualifications and experience.

4. **Work-Life Balance Challenges**: The demanding nature of senior leadership roles, which may involve long hours and extensive travel, can pose challenges for individuals with caregiving responsibilities. Women, who still disproportionately bear the burden of childcare and household duties, may need help balancing work and family commitments, impacting their ability to pursue or sustain leadership positions.

5. **Lack of Mentorship and Sponsorship**: Women may need more mentorship and sponsorship opportunities crucial for career advancement. Access to guidance and support from more senior colleagues is necessary for women to navigate the complexities of organizational politics and develop the networks required for reaching senior leadership positions.

6. **Implicit Bias and Stereotypes**: Implicit biases and gender stereotypes may influence perceptions of leadership effectiveness and competence, disadvantaging women in executive selection processes. These biases can manifest in performance evaluations, promotion decisions, and opportunities for high-profile assignments, limiting women's access to senior leadership roles.

7. **Organizational Culture**: Organizational cultures prioritizing masculine traits and behaviors, such as assertiveness and competitiveness, may disadvantage women with different leadership styles. Without inclusive cultures that value diversity of thought and experience, women may encounter resistance or discrimination when seeking senior leadership roles.

5-4.   Enabling Environment for Gender Equality in Statistical Leadership

- **Contents**: Assessment of the extent to which the statistics legislation and the strategy for statistics development (NSDS) promote gender equality in statistical leadership.

- **Suggested modality**: NSO representative presents an assessment of the Statistics Act and the current NSDS on their impact on gender equality in statistical leadership

5-4-1.   Statistics Law—What provisions does it have to promote gender equality in statistical leadership?

Provisions that promote gender equality in statistical leadership include:

1. **Gender Quotas:** Introducing quotas or targets through legislation can ensure a more balanced representation of genders in statistical leadership positions. This can consist of quotas for boards, committees, or executive positions, encouraging organizations to recruit and promote women actively.

2. **Anti-Discrimination Provisions:** Strengthening anti-discrimination provisions to prohibit gender-based discrimination in hiring, promotion, and retention practices can create a more inclusive environment for women in statistical leadership. This can involve measures to prevent recruitment bias and ensure fair treatment throughout the career progression.

3. **Supportive Policies:** Promoting policies such as flexible working arrangements, parental leave, and childcare support can facilitate a better work-life balance for both genders in statistical leadership roles. This can help mitigate women's challenges in balancing their professional and personal responsibilities.

4. **Establishment of Gender Equality Committees or Task Forces:** The law can establish gender equality committees or task forces within statistical agencies and organizations to oversee the implementation of gender equality initiatives. These committees can monitor progress, identify barriers to gender equality, and propose strategies for improvement.

5-4-2.   NSDS—What strategies does it have to promote gender equality in statistical leadership?

Strategies that promote gender equality in statistical leadership include:

1. **Gender-Disaggregated Data Collection:** NSDS can prioritize the collection, analysis, and dissemination of gender-disaggregated data related to employment, education, and participation in leadership roles within statistical agencies and organizations. This data can serve as a baseline for monitoring progress toward gender equality in statistical leadership.

2. **Capacity Building for Women:** NSDS can allocate resources for targeted capacity-building programs to enhance women's skills and expertise in statistics. These may include training workshops, scholarships, mentoring programs, and leadership development initiatives tailored to address women's specific needs and challenges in statistical careers.

3. **Promotion of Gender-Responsive Policies:** NSDS can advocate adopting gender-responsive policies within statistical agencies and organizations. This may involve promoting flexible working arrangements, parental leave policies, childcare support, and other measures to support women's work-life balance in statistical leadership roles.

4. **Gender-Neutral Recruitment and Promotion Practices:** NSDS can encourage statistical agencies and organizations to implement gender-neutral recruitment and promotion practices to ensure fair and equal opportunities for men and women. This may include revising job descriptions, eliminating biases in selection criteria, and establishing transparent promotion processes.

5. **Engagement with Civil Society and Women's Organizations:** NSDS can promote partnerships and collaboration with civil society organizations, women's groups, and other stakeholders on gender equality issues. This collaboration can facilitate knowledge sharing, advocacy efforts, and the exchange of best practices to promote gender equality in statistical leadership.

6. **Promotion of Gender-Responsive Research and Analysis:** NSDS can encourage the integration of gender perspectives into statistical research, analysis, and reporting. This may involve conducting gender impact assessments of policies and programs and producing gender-sensitive statistical publications and reports to inform evidence-based decision-making.

7. **Public Awareness Campaigns:** Launching public awareness campaigns to challenge stereotypes and biases related to gender and leadership can contribute to changing societal attitudes. By promoting positive role models and highlighting the contributions of women in statistical leadership, these campaigns can inspire more women to aspire to such positions.

5-5. State of gender statistics in the country: Is there a 'correlation' between women in leadership and state of gender statistics? How and why?

- **Contents**:
  - Assessment of the state of gender statistics in the country
  - Is the state of gender statistics in the country correlated with whether or not the senior leadership role in gender statistics is a woman?

- **Suggested modalities**:
  - Roundtable discussion
  - Debate

5-5-1. Contents

The relationship between women in leadership and the state of gender statistics in a country is complex and context-dependent. While there is no one-size-fits-all answer, research and studies have shown evidence of a positive correlation between women in leadership and the availability and quality of gender statistics. Recognizing that the relationship can vary based on numerous factors, including political, cultural, and economic contexts, is essential. Nonetheless, the presence of women in leadership roles can play a pivotal role in advancing gender data collection, analysis, and policymaking.

How:

- **Prioritization of Gender Data**: Women in leadership positions often prioritize gender data collection and analysis. They are more likely to advocate for policies that mandate the collection of gender-disaggregated data, leading to a more comprehensive understanding of gender disparities.

- **Promotion of Data Quality**: Gender-sensitive leadership fosters a culture of data quality and accuracy. It encourages statistical agencies to collect and analyze gender-disaggregated data meticulously.

Why:

- **Representation Matters**: The presence of women in leadership positions reflects a more inclusive and diverse decision-making process. This encourages a broader perspective on data collection and analysis, addressing the needs and experiences of women and marginalized groups (World Economic Forum, 2020).

- **Gender Equality and Sustainable Development** (UN Women, 2014)
  - Alignment with International Commitments: Many countries have international commitments related to gender equality and data disaggregation, such as the Sustainable Development Goals (SDGs). Female leaders are often more attuned to these commitments and work to align national statistical efforts accordingly.

  - Gender equality and sustainable development can reinforce each other in powerful ways (Agarwal, 2002; Buckingham-Hatfield, 2002; Cela, Dankelman and Stern, 2013; Johnsson-Latham, 2007).

Case Study:

Rwanda: Rwanda is often cited as an example of the correlation between women in leadership and gender statistics. The country has a high representation of women in parliament (over 60%), which is linked to Rwanda's comprehensive gender data collection and analysis efforts.

- According to the World Economic Forum's Gender Gap Index, Rwanda ranked 12th out of 146 countries in 2023. The index cited better performances in political representation and health while noting that areas of employment and economic opportunities/involvement needed improvement.

- The International Journal of Sociology paper concluded that the impact of such transformational changes has been mixed. On one hand, it has led to undeniable progress in inclusion, with women at the top levels of government. Laws on issues like education, gender-based violence, and rural poverty – which matter to women in particular – have been passed.

5-5-2. Training modalities

5-5-2-1.   Roundtable Discussion:

- Each participant briefly answers the following question:

- *On a scale of 1 (Needs lots of improvement (e.g., in coverage, timeliness, accuracy, usage rate) to 5 (Meets needs of policymakers, policy and program implementation, and other users, is fit for purpose), how would you rate the state of gender statistics in your country? Why do you say so?*

  o Show of hands and count:
    - *Is the person who leads the development and production of gender statistics in your organization a man or a woman?*

  o Follow-up question- lightning answers:
    - *Why not a woman (if a man)? Why not a man (if a woman)?*

5-5-2-2. Debate this!

The gender of the person who leads the development and production of gender statistics significantly impacts the degree to which gender statistics meets the needs for policy and program formulation and implementation and other users within a country

- Proposed structure:
  o There will be a moderator
    - Briefly introduce the topic.
    - Outline the rules and format of the debate.
  o There will be two teams:
    - Men participants – Affirmative side
    - Women participants – Negative side
  o Main arguments
    - Men participants' presentation
    - Women participants' presentation
  o Rebuttal
    - Address specific points by the opposing team.
    - Reinforce their arguments with additional evidence or clarification.
  o Conclusion by the Moderator:
    - Sum up the points made by both teams.

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Training Course on
Forging Pathways to Gender Equality in Statistical Leadership

Module 6:
Action planning for "growing" women leaders in NSO/NSS organizations

6-1.   Module Objectives

At the end of the module, participants will be able to:

- Identify common barriers to women's leadership roles in organizational settings

- Recognize strategies to overcome the obstacles to women's leadership

- Develop proficiency in utilizing diverse assessment tools to gather relevant data on women's representation in leadership roles

- Interpret assessment results to identify strengths, weaknesses, and areas for improvement regarding gender equality in leadership

- Develop an action plan outlining concrete steps and milestones for implementing identified strategies and interventions and monitoring progress toward achieving gender equality goals in leadership

6-2.   Agenda for Module 6

SUGGESTED TIME (85 mins)	TOPIC/ACTIVITY
15 mins	1a- Trigger presentation on *Barriers to gender equality in women's leadership in statistical organizations/units*
20 mins	1b- Small-Group discussion and reporting back (Plenary): *Reflections by participants on barriers to women's leadership in statistical organizations/units*
15 mins	2- Evaluating where the organization is with respect to women in leadership positions: *Illustrating how-to's of assessment tools*
15 mins	3a- Trigger presentation on *Matching barriers to strategies*
20 mins	3b- Small-Group discussion: and reporting back (Plenary): *Reflections by participants on challenges in designing strategies for growing women leaders in statistical organizations*

6-3.   Barriers to Gender Equality in Women's Leadership in Statistical Organizations/Units

6-3-1. Contents

Various factors can contribute to the underrepresentation of women in statistical leadership roles. These include:

1. **Historical Gender Disparities**: Many statistics-related fields, such as mathematics and computer science, have traditionally been male-dominated. This historical trend can create barriers for women entering these fields and advancing to leadership positions.

2. **Societal Expectations and Stereotypes**: Societal norms and stereotypes can influence women's career choices. Stereotypes suggesting that women are less capable in quantitative fields can discourage them from pursuing careers in statistics or related areas.

3. **Workplace Bias and Discrimination**: Women may face bias and discrimination in hiring, promotion, and recognition processes, hindering their progression into leadership roles. This bias can be both explicit and implicit.

4. **Work-Life Balance Challenges**: Family responsibilities and career advancement can be more challenging for women due to societal expectations and traditional gender roles. This can impact their ability to devote time and energy to pursuing leadership positions.

5. **Lack of Representation and Mentorship**: The lack of female role models and mentors in statistical leadership positions can make it more difficult for women to envision themselves in similar roles and navigate the path to leadership.

6. **Unconscious Bias**: Even well-intentioned individuals may hold unconscious biases that affect their perceptions and decisions regarding women's leadership potential.

Addressing these issues requires a multi-faceted approach involving changes in organizational culture, policies promoting gender equality, targeted mentorship and support programs for women, and efforts to challenge and mitigate unconscious biases.

6-3-2. Training activity: *Reflections by participants on barriers to women's leadership in statistical organizations/units*

(10 mins) **Break-out groups** of about six participants with a mix of gender and Type 1 and Type 2 participants will reflect on the following:

1. What specific examples have you observed or experienced barriers to women's advancement into leadership roles within your organization?

2. Give examples of how your organizational policies, practices, and cultural norms potentially create obstacles or barriers for women aspiring to leadership roles.

3. Identify any implicit biases or stereotypes that may influence perceptions of women's leadership capabilities or suitability for specific positions within your organization.

(5 mins) **Gallery Viewing**

The results of discussions will be documented on Flipcharts, and participants will go around to read them. The convenor can point out the reflections that are most common across groups.

6-4. Assessment Tools

The following assessment tools can help institutions identify barriers to women's leadership and develop targeted action plans to promote the growth of women leaders within the organization. In carrying out these assessments, it is essential to involve women at all levels of the organization in the assessment process and in developing and implementing action plans.

1. **Gender Gap Analysis**: Conduct a comprehensive gender gap analysis to identify disparities in leadership roles and decision-making positions within the organization. This analysis can help pinpoint areas where women are underrepresented and inform the development of targeted action plans. The data can also be used to track progress in closing gaps in leadership.

2. **SWOT Analysis**:
   - **S**trengths: Identify organizational strengths that support women's leadership, such as a diverse workforce, inclusive policies, or supportive leadership.
   - Weaknesses: Identify internal weaknesses or challenges that hinder women's leadership advancement, such as gender bias in recruitment or promotion processes, lack of mentorship opportunities, or limited representation of women in senior leadership.
   - **O**pportunities: Identify external opportunities for promoting women's leadership, such as changing societal attitudes towards gender equality, emerging talent pipelines of qualified women, or industry trends prioritizing gender equality.
   - **T**hreats: Identify external threats or challenges that may impede progress towards gender equality goals, such as legal or regulatory constraints, cultural resistance to change, or competitive pressures.

3. **PESTLE** Analysis:
   - **P**olitical Factors: Consider how political factors, such as government policies or regulations related to gender equality, may impact opportunities for women's leadership within the organization.
   - **E**conomic Factors: Assess how economic conditions, such as wage disparities or access to funding for leadership development programs, may affect women's ability to advance into leadership roles.
   - **S**ocial Factors: Examine societal norms, cultural attitudes, and social expectations regarding gender roles and leadership and how these factors influence women's career trajectories.
   - **T**echnological Factors: Explore how technological advancements and digital transformation initiatives within the organization may create opportunities or challenges for women's leadership, such as remote work arrangements or digital skills gaps.
   - **L**egal Factors: Consider legal obligations related to gender discrimination, harassment, and equal employment opportunities, and ensure compliance with relevant laws and regulations.
   - **E**nvironmental Factors: Evaluate the organization's environmental sustainability goals and initiatives and consider how they intersect with gender equality efforts.

4. **Benchmarking and Comparative Analysis**: Compare the representation of women in leadership roles within the organization with other similar organizations or international benchmarks. Benchmarking can provide insights into how the organization compares with industry standards and identify areas for improvement.

5. **Gender Mainstreaming Assessment**: Assess the integration of gender considerations in policies, practices, and programs. Determine how gender is mainstreamed throughout the systems' verticals, from data collection to decision-making processes.

6. **Employee Surveys**: Conduct surveys to gather feedback from employees, including women, about their experiences, perceptions of gender equality, and barriers to career progression. Use the survey results to inform gender-sensitive leadership development initiatives.

7. **Stakeholder Consultations**: Engage with key stakeholders, including women employees, to gather their perspectives on the barriers and opportunities for women leaders within the NSO or NSS. Stakeholder input can inform action planning.

8. **Legal and Policy Review**: Evaluate existing policies, practices, and legal frameworks related to gender equality and leadership within the organization.

9. **360-Degree Feedback**: Implementing a 360-degree feedback process that solicits input from peers, supervisors, and subordinates can provide a holistic view of leadership capabilities and identify potential biases in performance evaluations. Analyzing feedback through a gender lens can uncover patterns of prejudice and discrimination.

10. **Gender Budgeting Analysis**: Conduct gender budgeting to assess how financial resources support gender equality, women's empowerment, and leadership development initiatives.

Box 6-1 provides a list of questions that can be used to design surveys and consultations.

Box 6-1. Some questions that can be asked in surveys and consultations:

1. In your opinion, does our organization value gender equality and women's empowerment?

2. Do you feel comfortable expressing your opinions and ideas in team meetings or discussions?

3. Have you witnessed or experienced any discrimination or harassment based on gender in the past year?

4. Do you believe that women have equal opportunities for advancement and career growth within our organization?

5. Have you observed gender disparities in allocating work assignments or project opportunities?

6. How satisfied are you with gender diversity among leadership positions within our organization?

7. Do you feel your contributions are equally recognized and rewarded regardless of gender?

8. Are there any specific organizational policies or practices that you believe may unintentionally disadvantage women?

9. How effective do you think our organization is at addressing issues related to gender diversity and inclusion?

10. Have you received training or education on unconscious bias, diversity, or inclusive leadership?

11. Do you believe that gender equality and women's empowerment are adequately prioritized in decision-making processes within our organization?

Selecting assessment tools that align with the organization's goals, culture, and context is essential. Combining multiple assessment methods can provide a more comprehensive understanding of barriers to women's leadership and inform the development of targeted strategies and actions for improvement.

6-5.   Matching Barriers to Strategies/Actions

6-5-1.   Contents

6-5-1-1.   Strategies/Actions for "growing' women leaders

Some strategies and actions for growing women leaders are listed below.

1. **Mentorship and Sponsorship Programs**: to support women in their leadership development

2. **Flexible Work Policies**: to accommodate the needs of employees balancing work and caregiving responsibilities

3. **Leadership Development Initiatives**: targeted leadership development programs and workshops for aspiring women leaders

4. **Promotion and Recognition**: programs to acknowledge and reward women's leadership contributions

5. **Metrics and Monitoring**: to track progress on women's leadership initiatives and regularly review data

6. **Review and Revise Policies**: Ensure policies support gender diversity and inclusion.

7. **Create Leadership Programs**: Develop tailored leadership development initiatives for women.

8. **Ensure Fair Recruitment**: Eliminate bias in recruitment and promotion processes.

9. **Regular Progress Reviews**: Conduct gender diversity audits to track progress.

10. **Transparent Reporting**: Publish gender diversity reports regularly.

11. **Celebrate Successes**: Recognize and highlight women leaders' achievements.

12. **Seek External Partnerships**: Collaborate with organizations promoting gender equality.

13. **Ensure Equal Access to Training**: Provide equitable access to training and capacity-building.

14. **Engage Men as Allies**: Encourage men to support and mentor women leaders.

6-5-1-2.   Matching Strategies/Actions to Address Barriers/Gaps

Table 6-1 below illustrates matching action points to address barriers and gaps in women's leadership.

Table 6-1. Matching barriers to action points

Barriers/Gaps	Description	Action Points
Limited Representation of Women in Leadership Positions	Gender disparity at the leadership level is a common issue in many organizations, including NSO/NSS. This gap hinders diversity and inclusivity, resulting in missed perspectives and ideas.	• Gender Gap Analysis: Conduct a comprehensive gender gap analysis to identify existing disparities in leadership roles and decision-making positions within the NSO or NSS. • Develop and monitor diversity and inclusion metrics related to women's representation in leadership positions using surveys and data analysis to identify underrepresentation. Regularly review these metrics to track progress and adjust action plans accordingly. • Use 360-degree feedback assessments to evaluate leadership skills and competencies and offer targeted leadership development programs for women. • Transparent Reporting: Publish gender gap reports regularly.
Lack of Mentoring and Role Models for Women	Without proper mentoring and role models, women may lack guidance and inspiration to reach leadership positions.	• Implement mentorship programs and utilize self-assessment tools to identify potential mentors and mentees.
Gender Bias and Stereotypes in Decision-Making	Gender bias and stereotypes can affect the perception of women's abilities and suitability for leadership roles. This can lead to discrimination and unequal opportunities.	• Create awareness through implicit bias assessments and training programs to challenge and change biased perceptions. • Analyze decision-making processes using decision analysis tools to identify gender biases and promote inclusivity.
Unequal Access to Leadership Development Opportunities	Unequal access to leadership development opportunities, such as training and mentorship, can hinder the growth of women leaders.	• Implement a skills gap analysis using competency assessments to identify training needs for women and provide equal access to leadership development programs. • Use 360-degree assessments and performance appraisals to evaluate and promote women based on their skills and contributions.

Barriers/Gaps	Description	Action Points
Work-Life Balance Challenges	Balancing leadership roles with family and personal life can be a significant challenge for women. This can lead to burnout and hinder career progression.	• Conduct work-life balance assessments to identify challenges faced by women and create policies that support a healthy work-life balance. • Promote Work-Life Balance: Implement family-friendly policies and flexible work arrangements.
Limited Networking and Visibility Opportunities	Building professional networks and gaining visibility are essential for career growth. Women may face barriers to access such opportunities.	• Utilize social network analysis to identify networking gaps and encourage women to build professional connections within the organization. • Develop assessment tools to measure and track the visibility of women in key projects and leadership roles.
Insufficient Leadership Development Programs	Inadequate leadership development programs tailored for women's needs can hinder their professional growth.	• Use leadership competency assessments to identify skills gaps and tailor training programs to address specific areas for women. • Compare the representation of women in leadership roles within the NSO or NSS with other similar organizations or international benchmarks. Benchmarking can provide insights into how the organization compares with industry standards and identify areas for improvement. • Ensure Equal Access to Training: Provide equitable access to training and capacity-building.
Resistance to Cultural Change	Organizational culture may resist changes necessary for promoting women leaders.	• Use cultural assessments and employee engagement surveys to understand organizational culture and address resistance to change. • Communicate and Create Awareness: Promote the importance of gender diversity through awareness campaigns.

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Lack of Mentoring and Role Models for Women	Without proper mentoring and role models, women may lack guidance and inspiration to reach leadership positions.	• Implement mentorship programs and utilize self-assessment tools to identify potential mentors and mentees. • Encourage the use of psychometric assessments to identify leadership potential and match women with suitable role models.
Gender Bias and Stereotypes in Decision-Making	Gender bias and stereotypes can affect the perception of women's abilities and suitability for leadership roles. This can lead to discrimination and unequal opportunities.	• Create awareness through implicit bias assessments and training programs to challenge and change biased perceptions. • Analyze decision-making processes using decision analysis tools to identify gender biases and promote inclusivity.
Unequal Access to Leadership Development Opportunities	Unequal access to leadership development opportunities, such as training and mentorship, can hinder the growth of women leaders.	• Implement a skills gap analysis using competency assessments to identify training needs for women and provide equal access to leadership development programs. • Use 360-degree assessments and performance appraisals to evaluate and promote women based on their skills and contributions.

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Resistance to Cultural Change	Organizational culture may resist changes necessary for promoting women leaders.	• Use cultural assessments and employee engagement surveys to understand organizational culture and address resistance to change. • Communicate and Create Awareness: Promote the importance of gender diversity through awareness campaigns.

A Sample Template

This action plan template provides a structured framework for implementing strategies to address barriers to women's leadership. It outlines specific tasks, responsibilities, timelines, and deliverables to guide the implementation process effectively.

Goal: Increase the representation of women in leadership positions within [Organization Name].

Objective: Address barriers to women's advancement in leadership roles by implementing targeted strategies and initiatives.

For each strategy/action selected, include the following information

1- Description of action to be taken

2- Specific task/tasks

3- Responsible Party

4- Timeline

5- Deliverable

6- Targets and indicators

Illustrations

1. Conduct a Barrier Assessment

   Task: Use assessment tools to identify barriers to women's leadership within the organization.

   Responsible Party: Growing Women Leaders Committee.

   Timeline: Month 1-2.

   Deliverable: Report highlighting key findings and recommendations.

   Targets and Indicators

   o Target: Complete assessment within two months.

   o Indicator: Percentage of assessment tasks completed on schedule

2. Raise Awareness and Training

   Task: Develop and deliver training sessions on unconscious bias, gender stereotypes, and inclusive leadership

   Responsible Party: Human Resources Department

   Timeline: Month 3-4

   Deliverable: Training materials and attendance records

   Targets and Indicators:

   o Target: Conduct training sessions for at least 80% of employees

   o Indicator: Attendance rate for training sessions

Supporting Actions

(a) Evaluation

Regularly assess the effectiveness of implemented strategies through surveys, focus groups, and performance reviews. Adjust action plan based on feedback and evolving organizational needs.

(b) Communication

Ensure transparent communication about women's leadership initiatives across all levels of the organization through newsletters, intranet updates, town hall meetings and similar mechanisms.

Sustainability

Promoting gender equality and women's empowerment (GEWE) in organizational culture and practices ensures long-term commitment and sustainability of efforts 'to grow' women leaders. This involves promoting GEWE in every aspect of the organization's operations, policies, and decision-making processes. Thus, 'growing' women leaders become a fundamental part of the organization's operations rather than just a standalone initiative or program.

Examples of what is needed to achieve sustainability include:

1. Leadership Commitment to "growing" women leaders and GEWE

2. Gender-responsive Policies and Practices (recruitment, hiring, promotion, compensation, and employee benefits)

3. Increasing representation of women's voices in leadership positions, decision-making bodies, and employee resource groups

4. Continuous Learning and Development for all on topics such as gender equality, unconscious bias, and inclusive leadership skills

6-5-1-4.   Challenges to designing strategies—what are these?

Designing strategies to address barriers to women's leadership can accompany several challenges and difficulties. Some of these challenges include:

1. **Resistance to Change**: Implementing new strategies to promote women's leadership may face resistance from individuals or groups within the organization who are comfortable with the status quo or who perceive the changes as threatening their positions or power dynamics.

2. **Cultural Norms and Bias**: Deep-rooted cultural norms and biases within the organization or society may perpetuate stereotypes and discriminatory attitudes toward women in leadership roles, making it challenging to shift perceptions and behaviors.

3. **Lack of Awareness or Understanding**: Some stakeholders may need more awareness or understanding of the systemic barriers women face in leadership positions, which can hinder their ability to recognize the need for intervention or to advocate for change effectively.

4. **Resource Constraints**: Limited financial and human resources may constrain the organization's ability to implement comprehensive strategies to address barriers to women's leadership. This can include budgetary limitations for training programs, mentorship initiatives, or organizational restructuring efforts.

5.   **Complexity of Intersectionality**: Women's experiences and barriers to leadership are often shaped by intersecting factors such as race, ethnicity, socioeconomic status, sexual orientation, and disability. Designing strategies that adequately address the intersectional nature of these barriers requires careful consideration and may pose additional challenges.

6.   **Retention and Advancement**: Even if initial barriers to entry into leadership roles are addressed, ensuring the retention and advancement of women within the organization's leadership pipeline can be challenging. Issues such as work-life balance, access to development opportunities, and unconscious bias in promotion processes may continue to impede progress.

7.   **Sustainability and Accountability**: Developing sustainable strategies embedded into the organizational culture and practices and establishing accountability and progress-tracking mechanisms are crucial for long-term success. However, maintaining momentum and commitment to gender equality and women's empowerment initiatives over time can be challenging amidst competing priorities and leadership turnover.

6-5-2.   Training activity: *Reflections by participants on challenges in designing strategies for growing women leaders in statistical organizations*

(10 mins) **Break-out groups** of about six participants with a mix of gender and Type 1 and Type 2 participants will reflect on the following:

1.   What obstacles or challenges do you anticipate when designing strategies to promote women's leadership within our organization?

2.   How might differing perspectives and priorities among stakeholders influence the design and implementation of gender-inclusive leadership initiatives?

3.   In what ways do organizational culture and existing power structures present challenges or opportunities for implementing effective strategies to address barriers to women's leadership?

4.   Identify potential unintended consequences or risks associated with specific strategies to promote gender equality in leadership positions.

(5 mins) **Gallery Viewing**

The results of discussions will be documented on Flipcharts, and participants will go around to read them. The convenor can point out the reflections that are most common across groups.

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Module 7:
Capstone Project Development

7-1.   Module Objectives

The 3–4-week off-site component of this training course has been designed so participants can apply the knowledge and skills acquired from the Course to

- develop an action plan that implements evidence-based strategies and interventions to promote gender equality in leadership roles within statistical organizations/units.

At the end of the 3-4 weeks, each organization represented in the training will have

- developed an action plan that will be presented and discussed in Module 8 – Capstone Launch-- of the Course.

7-2.   Capstone Project Development Work Plan

7-2-1. Key Tasks

The key tasks in developing the Capstone Project are:

1. Conducting a comprehensive assessment to identify barriers to 'growing' women leaders within their statistical organization/unit

2. Designing strategies and targeted actions and initiatives aimed at addressing identified barriers and promoting gender equality in leadership roles

3. Preparing a Capstone Project document, copies of which will be shared with Course participants during Module 8 of the Course

7-2-2. Work Plan

The main steps for developing an implementable action plan for 'growing' women leaders are listed and described below.

1. **Capstone Project Initiation and Planning**

   (a)   Define the project scope, objectives, and deliverables.

   (b)   Establish project timelines and milestones.

   (c)   Identify project team members. *Note: All training participants of the Course from the Organization should be part of the team.*

   (d)   Conduct an initial project kickoff meeting to align expectations and clarify the roles and responsibilities of Project team members. Note: In the case of team members who are

not Course participants (e.g., colleagues from the Human Resource Department, Senior Management), these members should have *training that echoes the Course contents.*

2. **Situational analysis**

- Assess to identify specific barriers, challenges, gaps, and opportunities related to gender equality in leadership within the organization using SWOT (Strengths, Weaknesses, Opportunities, or Threats) or PESTLE (Political, Economic, Social, Technological, Legal, and Environmental), as discussed in Module 6.
- As indicated in Module 6, collect data through surveys, interviews, focus groups, or other methods to complement the SWOT or PESTLE analyses and gain insights into stakeholders' perspectives and experiences.

3. **Design of strategies**

- Based on the assessment findings, strategies, interventions, and initiatives to address the identified barrier will be designed and developed, as discussed and illustrated in Module 6.

4. **Developing implementation plan**

- Develop an implementation plan for taking action on the interventions and initiatives
- Identify who will be responsible for the implementation activities/tasks
- Set timelines for implementation activities

5. **Resource allocation**

- Prepare a financial plan for the implementation of the action plan
- Include resource mobilization initiatives in the implementation plan

6. **Developing the Results Framework**

- Define the expected results and the monitoring indicators for the strategies and actions to be taken, as illustrated in Module 6.
- Identify mechanisms to be established for monitoring and evaluating the impact of the interventions on gender equality in leadership.
- Identify processes to evaluate the effectiveness of interventions and identify areas for improvement.
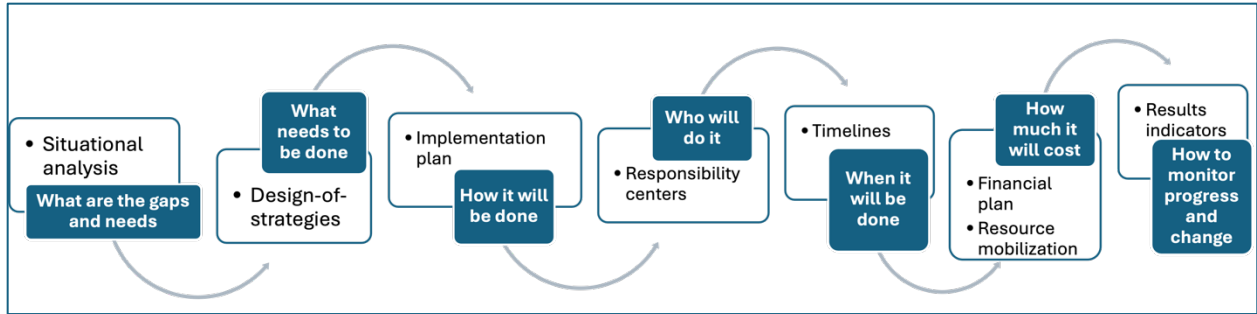
Figure 7-1. Main contents of the Capstone Document

7-3.   Capstone Project Document

The project document's main contents are summarized in Figure 7-1. The main chapters of the document are listed below:

1- What are the gaps, barriers and needs

2- What needs to be done

3- How it will be done

4- Who will do it

5- When it will be done

6- How much it will cost

7- Results framework and indicators

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Training Course on
Forging Pathways to Gender Equality in Statistical Leadership

Module 8:
Capstone Launch

8-1.   Module Objective

At the end of this half-day session, participants will have committed to implementing action plans for 'growing' women leaders in their respective organizations and collectively as members and enablers of the national statistical system. The strategies and action plans for' growing' women leaders developed during Module 7—Design of Strategies of the Course will be presented and discussed.

8-2.   Agenda for Module 8

Below is a suggested agenda for a four-hour half-day session or a "Capstone Launch" where participants will present and discuss their proposals for strategies and action plans for 'growing' women leaders in the national statistical system.

The total time for the session could be less, depending on the number of organizations making presentations in activities 3 and 4. In this sample agenda, the assumption is that there are five (5) presenters representing five (5) statistical organizations/units (Type 1 participants) and three (3) presenters representing three (3) enablers and stakeholders of the NSS (Type 2 participants). Each presenter is allocated 10 minutes to present. A 10-minute Q&A follows each group of presenters.

SUGGESTED TIME	TOPIC/ACTIVITY	RESPONSIBLE
10 mins	1- Welcome Remarks	Guest Speaker
10 mins	2- Explanation of the Session Objectives and Expected Outcomes	Convenor
60 mins	3- Five presentations: Strategies and action plans for 'growing' women leaders for statistical leadership in statistical organizations/units (10 minutes each presenting organization) with Q&A	Type 1 organizations
40 mins	4- Presentations: Strategies and action plans supporting statistical organizations in 'growing' women leaders by enablers and stakeholders of the national statistical system (10 minutes each presenting organization) with Q&A	Type 2 organizations
30 mins	B R E A K	
30 mins	5- Break-out groups for group discussion on *agreeing on a collective way forward*	• Convenor • Participants

SUGGESTED TIME	TOPIC/ACTIVITY	RESPONSIBLE
30 mins	6- Plenary: Group presentations and summary of discussions	Convenor
30 mins	7- Closing Ceremony	• Guest Speaker • Convenor

8-3. Description of Agenda Activities

Activity 1- Welcome Remarks

It is suggested that an eminent Guest (a champion or strong supporter of gender equality and, if available, a champion of official statistics) be invited to the Capstone Launch. The Guest will open the session with the welcome remarks and be at the closing ceremony. The Welcome Remarks will highlight the importance of having and implementing an action plan for gender equality in statistical leadership.

Activity 2- Explanation of the Session Objectives and Expected Outcomes

At the end of this Session, participants will have committed to implementing action plans for 'growing' women leaders in their respective organizations and collectively as members and enablers of the national statistical system.

The expected outcomes of the Session are:

- To have each organization represented in the Course commit to an organizational action plan for 'growing' women leaders to attain gender equality in statistical leadership

- to have organizations represented in the Course commit to a collective effort to attain gender equality in statistical leadership

These will be achieved when participants can interrelate strategies across organizations through the sharing of action plans and strategies (Activities 3 and 4), providing feedback and information on supporting initiatives and identifying common strategies and actions (Activity 5) and arriving at a consensus on collective actions to take to ensure successful implementation of plans (Activity 6).

Activity 3- Presentations by Type 1 Organizations: Strategies and action plans for 'growing' women leaders for statistical leadership in statistical organizations/units with Q&A

Materials needed:

- Each organization provides Course participants with a hard copy of the strategy and action plan document prepared in Module 7.

- A PowerPoint presentation to be given to Convenors before Capstone Launch

Each organization provides a 10-minute presentation of the strategies and action plan developed during Module 7 of the Course. After the presentations, a 10-minute Q&A session follows.

Activity 4- Presentations by Type 2 Organizations: Strategies and action plans supporting statistical organizations in 'growing' women leaders by enablers and stakeholders of the national statistical system

Materials needed:

- Each organization provides Course participants with a hard copy of the strategy and action plan document prepared in Module 7.

- A PowerPoint presentation to be given to Convenors before Capstone Launch

Each organization provides a 10-minute presentation of the strategies and action plan developed during Module 7 of the Course. After the presentations, a 10-minute Q&A session follows.

Activity 5- Break out groups for group discussion on agreeing on a collective way forward

1- The suggested composition of the breakout group is six participants from different organizations, a 50-50 mix of Type 1 and Type 2 participants, and a mix of women and men.

2- The groups will:

   a. Identify up to three strategies and actions they think would be doable, resulting in "quick" wins.

   b. Suggest a mechanism for collectively monitoring and periodically reviewing the progress and outcomes of implementing the strategies. The reviews will provide opportunities for sharing experiences, assessing how challenges have been addressed and identifying areas where strategies may need to be changed.

   c. Recommend a follow-up date for the first periodic review.

3- Materials needed: means of documenting the discussion agreements from 2a-2c above (e.g., flipcharts; PowerPoint slides)

Activity 6- Plenary: Group presentations and summary of discussions

1- Assuming five groups, each group gives a 5-minute presentation of the results of their discussion.

2- The convenor summarizes the group discussions, identifying up to three strategies and actions that could lead to "quick" wins. Then, the convenor lists the mechanisms suggested for collective monitoring and periodic reviews and gets a consensus from the group about which to adopt. Finally, the convenor gets a consensus on the follow-up date for the first periodic review.

Activity 7- Closing Ceremony

Recommend that the Closing Ceremony should include:

1- A "pledge of commitment" formal segment (e.g., signing of commitment statement; pledging together to be led by the Guest Speaker) to emphasize that gender equality in statistical leadership by growing women leaders is to be taken seriously as an institutional and collective goal.

2- Inspirational Message from the Guest Speaker