

INTRODUCTION GUIDE

GUIDE FOR TRAINERS

Gender Statistics Training Curriculum

This product was developed under the guidance of the Subgroup on Gender Statistics Training.

Quick guide on the Gender Statistics Training Curriculum

Welcome to the **Gender Statistics Training Curriculum**! This Introduction Guide is relevant for trainers who intend on using the [Gender Statistics Training Curriculum](#), in part or in full, for the design and delivery of courses/ training on gender statistics. This document is expected to provide trainers with a detailed walk through of the curriculum and guide them on how to navigate and use the curriculum for planning and delivering training.

This Introduction Guide is based on the revised version of the Gender Statistics Training Curriculum released on Dec 2024, which features several enhancements to the content, exercises, tools, and resources in the curriculum.

Goals and objectives of the Gender Statistics Training Curriculum

The Gender Statistics Training Curriculum provides a structured approach for organizing and delivering training in gender statistics in a systematic and effective manner. The curriculum was developed out of a need to bolster efforts at building and strengthening institutional capacity in the production and use of gender statistics in the Asia-Pacific region. It therefore covers a wide scope of topics related to the production, use and analysis of gender data.

How can the curriculum support trainers in gender statistics?

The Gender Statistics Training Curriculum was developed as a tool to support trainers of courses/ trainings in gender statistics. It is expected to provide sufficient guidance to trainers on the tools for developing comprehensive training in gender statistics. It also provides information that trainers can use to guide learners in the learning process, ensuring that they acquire the knowledge, skills, and competencies related to the specific learning objectives of each module. Non trainers, who are interested in simply learning about gender statistics, are also welcome to use these materials for their own skill development.

The Gender Statistics Training Curriculum is intended to:

- Serve as a go-to/ one-stop resource for trainers with background knowledge and experience in gender statistics or gender issues.
- Ensure that content is aligned with international recommendations and standards.
- Aid as a public good for trainers on how to prepare and deliver training on gender statistics in a coherent and well-structured manner.
- Support people interested in learning more about gender statistics with acquiring key concepts and gaining knowledge about where to find out more on gender statistics.

Core features of the curriculum:

The main features of this Gender Statistics Training Curriculum are:

- **Modular structure and sequencing:** The curriculum is designed in a modular structure that allows for the modules to be used independently or organized sequentially for different courses, based on the objective of the training and target audience. The content in each module is further developed in a coherent and logical manner that helps learners progressively build on foundational knowledge and skills, as they move from basic to more advanced concepts. The ideal sequence of modules for different target groups is provided in “*How to use the curriculum*” section of this Introduction Guide.
- **Clarity of Objectives:** The goals and learning objectives to be achieved in each module are clearly defined at the start of each module. They are intended to guide both instructors and learners and support effective instruction and learning. Ultimately, they ensure that learners acquire the necessary knowledge, skills, and competencies under each major thematic area covered in the curriculum.
- **Training Resources:** Each module in the curriculum includes key resources along with recommendations to facilitate the delivery of the training in gender statistics. Those include relevant syllabi, exercises, power point presentations, pre-and post-tests, evaluations, and other useful materials.
- **Consistency:** The curriculum is structured to ensure consistency in training delivery, irrespective of the target audience or context/ training environment. This affords a standardized learning experience for all learners.
- **Educational/ Pedagogical methods/ approaches:** The educational strategies used in this curriculum supports a participatory and hands-on approach to teaching and learning about gender issues and gender statistics.
- **Assessment and Evaluation:** The curriculum provides a framework for designing assessments and evaluations to measure the effectiveness of the training and the achievement of learning objectives. It includes both pre- and post-tests for measuring learning as well as instruments for training evaluation corresponding to levels 1 – 4 of the Kirkpatrick Evaluation Model.
- **Adaptability:** The curriculum was designed to be flexible enough to be easily customized or adapted to different contexts (national/ regional), target audiences (data users or producers) and institutional settings.

How was the curriculum developed?

This Gender Statistics Training Curriculum was developed and launched in 2020 under the guidance of the Sub-Group on Gender Statistics Training, which is co-chaired by United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) and the Statistical Institute for Asia and the Pacific (SIAP). The Sub-Group was established in 2018 to support national statistical offices in the region to acquire necessary statistical capacities to effectively

produce and use gender data to monitor progress on the Sustainable Development Goals. Members of the Sub-Group are experts from NSOs, training institutes, universities and development partners.

The curriculum is intended to be a living document. As such, its contents, tools, exercises and training modules will be periodically updated to ensure continued relevance. The curriculum has undergone one comprehensive review since it was first launched in 2020. This review was undertaken between April and December 2023, and focused on updating its contents, exercises, and training materials to reflect methodological advancements and capture new and emerging gender issues. The updated version also includes additional content and exercises that were recommended by various users, who have used the curriculum as a resource for delivery trainings at different levels (national, regional) and types of audiences (NSO staff, policymakers, students). Those updates range from substantive additional content and exercises to editorial changes. They were all intended to further enhance the depth of the curriculum and provide additional learning support to users.

Who is the target audience for gender statistics training?

The Gender Statistics Training Curriculum provides a standardized approach for delivering training in gender statistics that targets two broad types of audiences: **data producers** (national statistics offices, designated national agencies responsible for production of official statistics) and **data users** (line ministries, gender bureaus, SDG focal points, universities, academia).

More specifically, the materials can be used to develop training that targets the following:

- **Statisticians** and other experts who wish to understand what gender statistics are and how these can be integrated across different areas of statistics.
- **Policymakers and decision-makers** in general, who are looking to enhance their use of gender data and statistics for evidence-based decision-making.
- **Academics** who wish to focus or inform their research using gender data.
- **Civil society organizations** that wish to enhance their use of gender data for advocacy or communication purposes.
- **Media personnel** interested in integrating gender data into their media products and presenting a more accurate and comprehensive picture.
- **Anyone** who wishes to find out what gender data is and how to use it.

What's inside?

The curriculum draws heavily from a range of resources, best practices, international standards that are relevant for producing and using gender statistics. Developed primarily for delivery in a face-to-face training setting, this curriculum comprises:

- 12 modules with a detailed syllabus/ trainers guide for each module that clearly lays out the core content for the related thematic topic

- Side decks (power point presentations) for each module
- Recommended exercises to assess learning and afford learners an opportunity for practical application of the new information and knowledge gained from the modules
- Quizzes for reinforcement of concepts along with pre- and post-tests to evaluate learning.
- List of reference material and supplementary resources.

Training Modules

The modules are the building blocks of the curriculum. A brief description of each module, target audience, estimated time for delivery and pre-requisites is summarized below:

Module # [Estimated duration]	Description	Target Audience		Prerequisites
Module 1 [30 – 60 mins]	What is gender data and how to use it for SDG Monitoring? <i>This module provides a general introduction to the concepts of sex and gender and highlights the multidisciplinary nature of gender statistics; along with an introduction to gender indicators, particularly in the context of monitoring the SDGs.</i>	-Statisticians	-Policymakers and decision makers -Academics -Media personnel -Anyone	No advanced knowledge of statistics is necessary; familiarity with SDGs is an asset
Module 2 [30 – 60 mins]	Gender data literacy and avoiding common mistakes <i>This module sets the foundation for subsequent modules on compiling gender data and official statistics. It introduces the basic concepts of data and statistics and key principles related to the proper production and use of data and statistics from a gender data perspective</i>	-Statisticians	- Policymakers and decision makers -Academics -Media personnel -Civil society organizations -Anyone	No advanced knowledge of statistics is necessary; familiarity with SDGs is an asset; Completion of module 1.
Module 3 [1 – 2 hours]	Calculating gender statistics for SDG monitoring <i>This module builds on learner’s understanding of the SDG indicators by providing methodological details for computing a selection of gender indicators that fall within the global SDG framework.</i>	-Statisticians	- Policymakers and decision makers -Academics -Media personnel -Civil society organizations -Anyone	Basic knowledge of statistics is necessary; Good understanding of SDGs; Completion of module 1, 2 and 9
Module 4 [30 – 60 mins]	User-Producer Dialogue <i>This module provides a deeper understanding of the importance of aligning the needs of users with the supply of gender data to maximize its use. It provides guidelines on conducting a user-producer dialogue</i>	-Statisticians	- Policymakers and decision makers -Academics -Media personnel -Civil society	No advanced knowledge of statistics is necessary; familiarity with SDGs is an asset; Completion of

Module # [Estimated duration]	Description	Target Audience		Prerequisites
	<i>along with tools and examples to conduct effective dialogues.</i>		organizations -Anyone	modules 1, 2 and 3.
Module 5 [30 – 60 mins]	Methods for gender data collection and estimation <i>This module elaborates on the importance of integrating gender into the data collection and analysis process. It covers common gender biases in data collection tools and methods and educates learners on avoiding such biases. It also presents several techniques/ good practices for incorporating gender into the data estimation and analysis process.</i>	-Statisticians	- Policymakers and decision makers -Academics -Civil society organizations -Anyone	Knowledge of statistical processes, including data collection processes
Module 6 [2 – 3 hours]	Analyzing microdata with a gender angle <i>This module focuses on advanced statistical analysis techniques beyond descriptive statistics, such as regression analysis, to better understand complex multidimensional gender statistics.</i>	-Statisticians	- Policymakers and decision makers -Academics -Civil society organizations -Anyone	Basic knowledge of statistical estimation, significance testing and regression modeling
Module 7 [30 – 60 mins]	Multilevel disaggregation analysis to monitor the SDGs from a Leave No One Behind perspective <i>This module delves into the concept of Leave No One Behind, with a focus on the practical application through data analysis in R. It stresses the importance of disaggregating data by sex and other variables to reveal gender inequalities and the multiple effects of discrimination on women's well-being.</i>	-Statisticians	-Academics -Data journalists and civil society organizations -Anyone	Familiarity with basic statistical concepts and have some understanding of coding using statistical software, (R or STATA). Basic understanding of SDGs
Module 9 [1 – 1.5 hours]	Finding the right gender data and conducting basic analysis <i>This module provides learners with a broad understanding of the dimensions and standards associated with good quality data. It explores the key sources of gender data and official and non-official gender macro- and micro-data. It also introduces learners to the elements and principles for sound gender data analysis that are key to facilitating accurate interpretation</i>	-Statisticians	- Policymakers and decision makers -Academics -Media personnel -Civil society organizations -Anyone	No advanced knowledge of statistics is necessary; familiarity with SDGs is an asset; Completion of modules 1 and 2.

Module # [Estimated duration]	Description	Target Audience		Prerequisites
	<i>of data.</i>			
Module 10 [2 – 3 hours]	Communicating gender data <i>This module introduces the concept of data communication, making a clear distinction between data communication and data dissemination. It explores the key elements of gender data communication strategies, detailing the different communication channels and products, as well as tips and best practices for effectively communicating gender data.</i>	-Statisticians	- Policymakers and decision makers -Academics -Media personnel -Civil society organizations -Anyone	No advanced knowledge of statistics is necessary; familiarity with SDGs is an asset; Completion of modules 1, 2 and 9.
Module 11 [1 – 2 hours]	Using gender data for policy making <i>This module includes introductory information on how to integrate a gender perspective throughout all stages of the policymaking process. It explains the importance of gender statistics for policy making, underscoring the critical role played by statisticians at each stage of the process.</i>	-Statisticians	- Policymakers and decision makers -Academics -Media personnel -Civil society organizations -Anyone	No advanced knowledge on statistics is necessary.
Module 12 [1-2 hours]	Non-Conventional Data Sources (Big Data for gender equality) <i>This module aims to equip learners with the knowledge and skills necessary to effectively understand and use Big Data for advancing gender equality and contributing to the achievement of Sustainable Development Goals. It explores the characteristics of Big Data and how it can be used as a source of data for producing gender statistics</i>	-statisticians	- Policymakers and decision makers -Academics -Civil society organizations -Anyone	No advanced knowledge of statistics is necessary; familiarity with SDGs is an asset; Completion of modules 1, 2,5 and 9.
Annex 1	Integrating the training curriculums into national curriculums			
Annex 2 [2 – 3 hours]	Integrating survey and geospatial information data for gender analysis	-Statisticians	- Policymakers and decision makers -Academics --Anyone	

KEY: Colour coding of table cells

Introductory	Intermediate	Advanced	Levels
	Data Producers		
	Data Users		

Training materials accompanying each module

Each module has several resources that are developed for use by trainers and structured in a similar manner to facilitate easy navigation and use.

Syllabus: The syllabus lays out all the content covered under each module/ topic. Each syllabus starts with preliminary information on the target audience, length of time needed for delivery and the learning objectives followed by the key points (substantive content) to be covered in the training. Users are advised to read through each syllabus carefully before the training.

Slide decks: The information in the syllabus is packaged in the form of slide decks, to facilitate delivery of the training.

Exercises: For each module, there are suggested exercises that can be used to assess learners' understanding of the material and provide them with an opportunity to apply the information and new knowledge. The exercises also help for reinforcement of main concepts. Solutions to the exercises are also provided. Trainers may also choose to use additional exercises that fit the context of their training.

Assessments: Modules are supplemented with pre- and post-tests that measure learning. Unlike the exercises, they give a more general appraisal of learning. Trainers may wish to use those as part of their assessment.

List of resources: A list of reference materials is provided as a source of supplementary information for both trainers and learners.

Evaluation instruments: The curriculum also includes tools to facilitate an assessment of the training (learners' perspective) as well as tools that can be used by the trainer to provide feedback on the training materials.

How to use the curriculum?

You should use this curriculum as a step-by-step guide for preparing and delivering a training programme on gender statistics. The curriculum can also be used as a reference document for learner who wishes to enhance their knowledge of gender statistics or who are generally interested in understanding more about gender related topics through self-learning.

Customized learning tracks

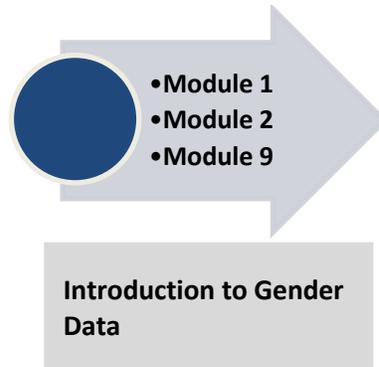
The curriculum targets varied audiences with different backgrounds and needs. Its modular design allows for flexibility in its implementation, according to the type of audience and their backgrounds. Trainers can use modules in the curriculum to design multiple learning tracks that allow for customized experiences for different target audiences.

Below are some of the recommended combinations and sequencing of modules, based on the anticipated needs and backgrounds of a range of different audiences: non-experts and experts.

A. Non-data-experts:

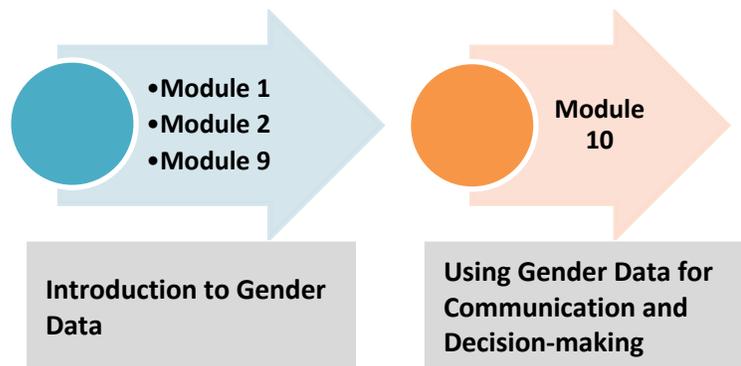
(i) Government Officials:

If you are planning to deliver training to government officials, as part of an orientation on gender statistics, the recommended combination and sequencing of the modules is as follows:



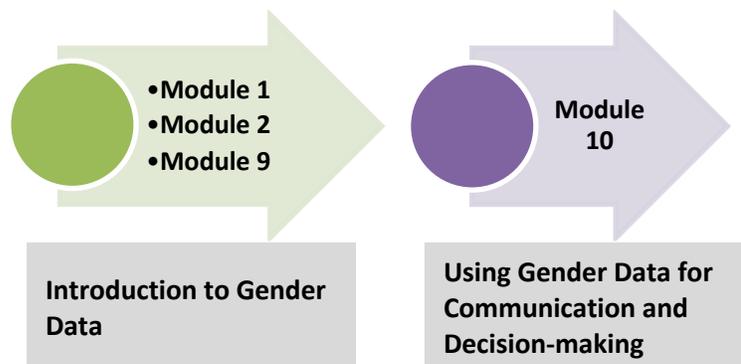
(ii) Civil society organizations (CSOs):

If you are planning to deliver training to civil society organizations that may be interested in enhancing their use of gender data for advocacy and communication purposes, the recommended combination and sequencing of the modules is as follows:



(iii) Media Personnel:

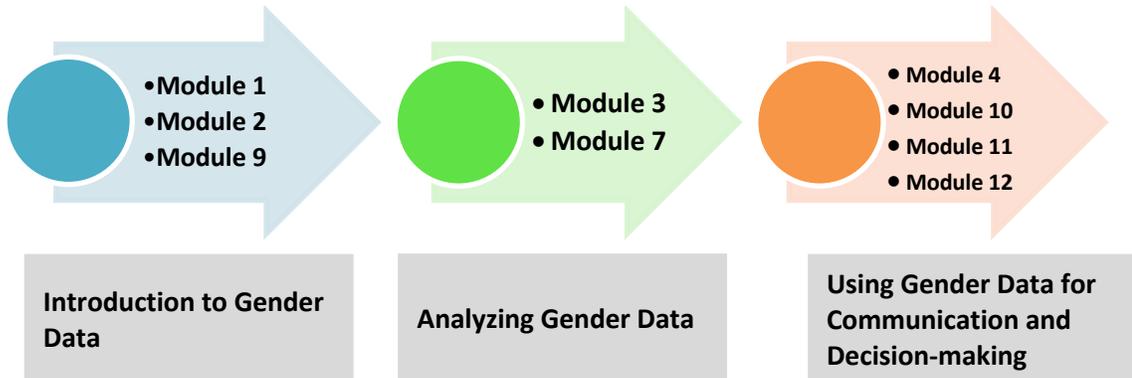
If you are planning to deliver training to media personnel who may be interested in integrating gender in their media products and presenting facts more accurately, the recommended combination and sequencing of the modules is as follows:



B. Data Experts:

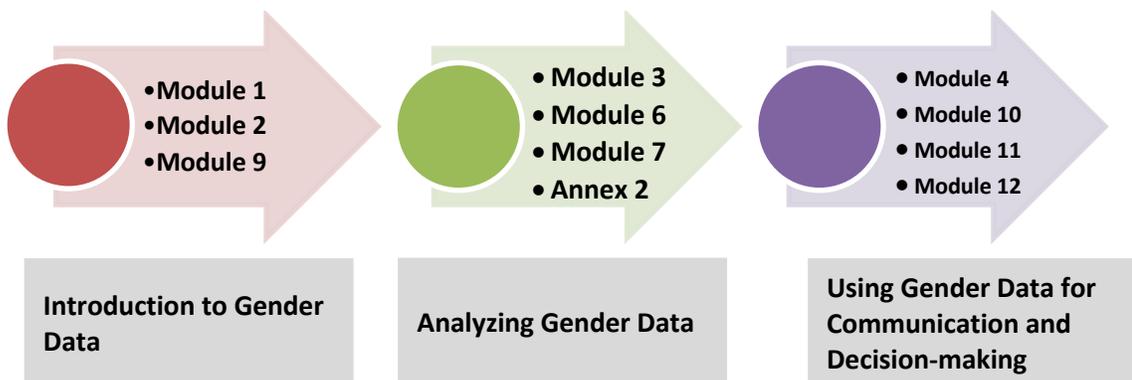
(i) Policymakers and decision makers:

If you are planning to deliver training to policymakers or decisionmakers, the recommended combination and sequencing of the modules is as follows:



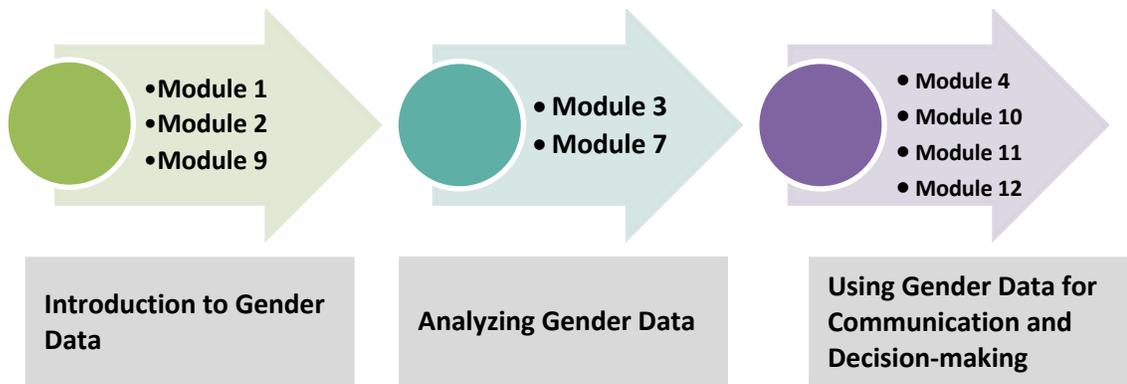
(ii) Statisticians (Data Analysts):

If you are planning to deliver training to statisticians, the recommended combination and sequencing of the modules is as follows:



(iii) Academics:

If you are planning to deliver training to academics, who may be interested in gender data and statistics for research purposes, the recommended combination and sequencing of the modules is as follows:



Terms of use the Gender Statistics Training Curriculum materials and resources

The content of the Gender Statistics Training Curriculum (syllabus, slide decks, assessments, evaluation instruments) can be used solely for personal, educational/ training and non-commercial purposes. No permission is required for use of the contents provided that proper credits are given. Materials must be reproduced with the standard credit line: “From the Gender Statistics Training Curriculum developed by UN Women and SIAP, under the guidance of the Subgroup on Gender statistics Training”.

It is also required that, where applicable, users of the training resources provide/ embed a link to the Gender Statistics Training Materials (<https://data.unwomen.org/resources/gender-statistics-training-curriculum>).

Basic tips for trainers (facilitation)

The Gender Statistics Training Curriculum includes the key tools needed to support planning and organizing training on gender statistics. However, delivering effective training involves more than just tools and resources. It also entails a combination of careful planning, active engagement with learners, the use of facilitation techniques, and attitudes that contribute to creating a positive and productive learning environment.

This section provides some key tips that trainers should consider when designing and preparing to deliver training in gender statistics.

Some of the key elements of good training facilitation:

Knowledge and Expertise:

As a key prerequisite, trainers who wish to use the curriculum to design and or deliver training must have a solid understanding of gender statistics and gender issues. The trainers' knowledge and expertise are critical in building their credibility and fostering trust among learners.

Self-preparation before the training

Familiarize yourself with the curriculum:

Careful planning and preparation to use this curriculum must first begin with familiarity of the content of the curriculum. As such, trainers must thoroughly read (re-read) all the modules to be covered in the training to get a clear understanding of the structure, objectives, and the topics covered. Trainers should take note of the prerequisites and recommended background knowledge. Trainers should also work through the different recommended exercises and solutions.

Before the training:

Trainers should take time to carefully organize the following well in advance of the training dates:

- Clearly define the training goals and learning objectives
- Identify the target audience/ learners
- Develop and circulate the training agenda/ programme
- Share any supplementary resources that can facilitate learners' preparation for the training
- Arrange all relevant logistics (training venue, technology to be used)

At the start of the training:

Establish and encourage a positive learning environment:

Cultivating a positive learning environment is important in determining how effectively learning takes place. As such, one of the first duties of a trainer is to set an environment where learners feel safe to ask questions and share ideas. This influences learner's approach to learning as well as their interaction with the trainers and also determines the overall learning experience. Throughout the training, trainers should celebrate successes and encourage a positive attitude towards learning. They should also create and sustain a supportive atmosphere that values each learner's contributions.

Establish clear learning objectives:

The curriculum lays out clear learning objectives for each module. Trainers must ensure that those objectives are clearly defined in the training materials and to communicate those to the learners at the beginning of the session. Trainers should also ensure learners understand what they are expected to gain from the training.

During the training**Use effective forms of communication:**

Clear and concise communication is an indispensable part of good facilitation. It is a two-way process that goes beyond conveying information to learners and helping them to acquire, retain, and apply knowledge and skills. It also calls for active listening skills that enable facilitators to understand learner's needs and concerns.

Customization and adaption to audience/ learners:

Trainers should employ flexibility in adjusting the training approach to meet the needs of diverse learners. This also entails adapting to unexpected changes or challenges during the training session.

Engagement and interaction:

Trainers have a responsibility to set an enabling environment for learning. To achieve this, trainers should: (i) encourage active participation and engagement from all learners; (ii) use varied teaching methods to cater to different learning styles.

Apply different facilitation methods:

Good facilitation is about the ability of trainers to guide discussions, manage group dynamics, and keep the session on track. It also entails the use of varied techniques to encourage active learner engagement. Some of those techniques that are applicable for this curriculum include:

- Case study
- Demonstration
- Discussion (small and open group)
- **Group work**
- Ice breakers/warm up
- Practical exercise
- **Presentation**

Specific activities incorporating those different techniques are interspersed throughout the different modules. Trainers are also encouraged to adapt based on their target audience and nature of the training.

Time management

Each module of the curriculum provides guidelines on the estimated amount of time needed for delivery of the content in a face-to-face setting. Trainers should ensure attention is given to efficiently allocating the recommended amount time for each training session.

Use of technology:

As far as possible trainers should appropriately integrate technology to enhance learning

experiences. Of course, this presumes that the trainer is proficient in the tools or platforms that are selected for use during the training.

Assessment and feedback:

Assessments are integral part of training process. They are important for evaluating the effectiveness of training by measuring the knowledge, skills, and competencies acquired by learners. They also provide a means of measuring whether the training objectives were met. Trainers should integrate assessments (formative/ summative) to gauge learners' understanding of the materials and based on those assessments offer constructive feedback to help learners improve.

NOTE: The curriculum includes both pre- and post-tests for each module along with instruments for evaluating the training (both immediate outcomes and medium-term). Trainers are encouraged to use those resources and allocate time to incorporate them into the training.

Assessments also provide valuable feedback for trainers. Trainers can use this feedback to refine their teaching methods and materials; identify trends, assess the overall effectiveness of the training, and make data-driven decisions to enhance future trainings.

At the end of the training

Post training evaluation

It is recommended that trainers also gather insights and feedback from learners on their learning experience and the effectiveness of the training. To that end, trainers are encouraged to use the evaluation instruments contained in the curriculum to elicit learners' opinions on the training content, delivery, value added, effectiveness and usefulness for their current assignments. Ideally, those evaluations should be administered at the end of the final day of the training and as far as possible learners' insights should be given anonymously.

Debriefing/reflection

Reflect on the training – identify what worked well and what can be improved in future training. Use the feedback provided by participants through the evaluation to improve the design and delivery of future training.