

LEADERSHIP FOR EVERYONE



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TABLE OF CONTENTS

03
About the methodology

04
The power of women leaders

13
Key principles for working with young women

18
Getting started

20
Guidelines for facilitators

24
Leadership activities

38
Pathways to leadership

Leadership for Everyone

ABOUT THE METHODOLOGY

It's time for the world to acknowledge the advantages of having more women in leadership roles and commit to doing so.

Despite mounting evidence to the contrary, women are underrepresented in decision-making positions across all sectors. Women's involvement and inclusion continue to face cultural, societal, and educational challenges, which restricts their capacity to advance to leadership roles.

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THE POWER OF WOMEN LEADERS

The advancement of gender justice and gender equality—as well as the advancement of economic, social, and political growth for all—requires the participation of women as leaders and decision-makers at all levels. The likelihood that laws, rulings, and decisions will be inclusive, representative, and consider differing viewpoints increases when women are meaningfully represented and actively involved in leadership bodies, such as legislatures, courts, executive boards, and community councils.

Access to healthcare and education for families is improved when women are in leadership positions within their homes, including property ownership and household income decisions. Income inequality is lower in nations with higher percentages of women in legislative leadership positions. If women leaders participate in forming and implementing peace agreements, they are 35% more likely to persist for at least 15 years. Companies with higher gender diversity on executive teams are 21% more likely to outperform the national average due to women holding more executive leadership positions.

The benefits of elevating women in decision-making for politics, corporations, and communities make a case for balancing the power dynamics in leadership clearer than ever. Achieving the Sustainable Development Goals, including and beyond Sustainable Development Goal 5, "Achieve gender equality and empower all women and girls," is also inextricably related to women's leadership.



THE POWER OF WOMEN LEADERS

Progress can be made by tackling these systemic problems, even if there are still numerous and diverse challenges:

01 ***Established gender norms** maintain the unequal power dynamics that prevent women from rising to leadership positions. Uneven distribution of unpaid work, unequal pay, discriminatory tax provisions, unaffordable child care, and unbalanced parental leave are just a few policies and practices that reflect these norms. These policies and procedures penalize women by preventing their full and equal participation in the workforce and preventing them from taking advantage of opportunities for career advancement.*

02 ***Stereotypes** that devalue women and support **sex discrimination** continue to be significant obstacles. Women's perceived abilities are minimized, and their prospects of achieving leadership positions are reduced when girls and women are portrayed in media in traditional gender roles, for as, by emphasizing their marital status or attractiveness.*

03 *One of the biggest obstacles to women holding leadership positions is **gender-based violence**. Threats, insults, and sexual harassment against women come in many forms, which deters participation and blocks their access to leadership positions. To oppose established patriarchal demands to rise on the political ladder, female candidates and politicians are still too frequently detained, subjected to torture, and intimidated in other ways, both online and offline.*

04 *Power disparities between men and women are also maintained by the **sexual harassment** of women in corporate environments.*

THE POWER OF WOMEN LEADERS

Girls and women are prevented from accessing education, training, and resources that would otherwise give them the necessary, marketable skills to become leaders. Examples of such structures, practices, and policies include child marriage, unequal inheritance laws, and restricted access to family planning services.

Women's access to powerful networks and mentors is another barrier to advancement into more senior positions. Women's advancement in leadership and decision-making is further hindered by their continued limited access to financial and natural resources, time poverty, and low group membership rates.

The lack of gender-sensitive budgeting restricts government expenditure on programs that enable girls and women to realize their full potential and impedes efforts to hold government officials accountable. Reduced funding for women's civil society organizations limits women's capacity to lead community advocacy efforts successfully, lowers their visibility, and contributes to the phenomenon known as the "shrinking civic space," where advocacy efforts are stifled by repressive legislation and intimidation.

Additionally, visibility is restricted, and attempts to track advancements toward gender equality are hampered by the absence of sex-disaggregated data on women's inclusion, involvement, and leadership, such as in local governments.

These difficulties are made worse for marginalized groups, such as LGBTQIA+ communities or indigenous girls and women. Women experience disproportionate disadvantages in leadership and decision-making positions due to how interconnected power systems erect additional obstacles for the most marginalized people.

Status of women in leadership and decision-making positions

POLITICS

01

*Women held only 26,1% of all parliamentary positions in 2021.**

02

*Only five countries achieved gender parity in their single or lower-house parliaments in 2020: Mexico, Nicaragua, Cuba, Rwanda, and the United Arab Emirates.**

03

*Globally, 24,7% of ministers were women in 2021.***

04

*In 2021, approximately 12% of countries had a female head of state or head of government.***

* *Women in parliament in 2021. The year in review. 2022 – ISSN 1993-5196*

** <https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures>

Status of women in leadership and decision-making positions

BUSINESS

01

*In 2021, only 19% of all board seats were filled by women globally.**

02

*Globally, only 6,7% of board chairs and 5% of CEOs were women in 2021.**

03

*Women run just 4,8% of the companies on this year's Fortune Global 500 list, 2021.***

04

*In 2021, almost 25% of all Information Technology companies had all-male boards. Women occupy only 26% of jobs in computer-related sectors.****

* *Women in the boardroom: A global perspective.*

** <https://fortune.com/2022/08/03/female-ceos-global-500-thyssenkrupp-martina-merz-cvs-karen-lynch/>

*** <https://techjury.net/blog/women-in-technology-statistics/#gref>

Status of women in leadership and decision-making positions

COMMUNITY

01

*Studies show that women spend almost 5 hours a day doing unpaid care work as opposed to men who only spend around 1,5 hours.**

02

*61% of women think motherhood disrupts their progress opportunities.***

03

*Despite nearly half of all farmers being women, as of 2021, women still held less than 18% of all agricultural land.****

04

*In 2020, women made up over 70% of the nonprofit workforce, yet less than 45% of leadership positions.*****

* <https://womenscountblog.files.wordpress.com/2016/03/women-count-2016-leaders-in-he-020316.pdf>

** <https://teamstage.io/women-in-the-workforce-statistics/>

*** https://agriculture.ec.europa.eu/news/females-field-2021-03-08_en

**** <https://www.aauw.org/app/uploads/2020/03/women-in-leadership.pdf>

THE POWER OF WOMEN LEADERS

Young women face difficulties every day. In addition to sharing their communities' challenges with access to limited resources like jobs, land, and water, many regularly experience discrimination just for being female. This includes being subjected to physical and sexual abuse, getting expelled from school, having a disproportionately high risk of contracting HIV, and not having access to property or other rights.

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THE POWER OF WOMEN LEADERS

The pandemic has particularly badly hit women because many have had to forgo work or cut back on hours to care for family members, friends, or elderly relatives, due to changes in the work market.

However, young women all over the world have the potential to transform their own lives, their communities, and the world in which they live. Young women are always coming up with novel, practical methods to enhance their lives, just as they do in the face of daily obstacles. Young women are driving change by uniting their intellect and creativity.

The project Leadership for Everyone was created to help young women improve their abilities and give leadership on the problems that matter to them. It provides stimulating and engaging activities to inspire young women and provide them with the tools they need to believe in their capacity to bring about change and inspire others to do the same. It is a flexible tool for learning and exploring topics ranging from body image, self-esteem, and building leadership abilities to human rights, violence against women, and more.

This methodology prepares young women to spark good change in their communities and lives. The participating organizations are committed to creating young solid women leaders, and this manual was created by and for young women. This guide is intended to provide young women the power to educate themselves and empower themselves to act on important topics that impact their lives. The programs encourage individuals to take charge of their leadership development and understand their rights and strengths. It gives young women a valuable opportunity to choose and control the changes in their lives.

THE POWER OF WOMEN LEADERS

A resource group of young female activists and leaders from four countries was formed to direct the creation of this methodology. Through research and gender assessments, important topics that are extremely important to young women were identified.

Focusing on these issues, the methodology provides young women with information and tools to:

- **Gain insights** into the issues,
- **Facilitate training** to educate and mobilize their peers to collaborate on the issues,
- **Develop advocacy skills**, and take concrete action on the issues.

The methodology has been tested in Lithuania, Bosnia and Herzegovina, Italy, and Albania to ensure it is a practical and youth-friendly resource in diverse cultural settings.

Each module's workshop instructions are made to help young women successfully run enjoyable and interesting workshops without the assistance of "professional facilitators." The curriculum is adaptable and enables changes, such as adding special speakers or resources, to meet the requirements of the participants. The modules can be utilized individually or in any arrangement that best suits the participants' needs, interests, time, and resources.

Despite being primarily created as a tool for young women, organizations or people who work with young women may also find this methodology helpful.

The following guidelines for working with young women encourage intergenerational harmony and efficient program design.

KEY PRINCIPLES FOR WORKING WITH YOUNG WOMEN

01 RESPECT.

Believe in young women's leadership and ability to overcome obstacles. Give them the room and backing to take the lead.

02 CONSULT.

Young women can provide solutions to the issues they are facing. Make sure young women participate in decision-making if the decisions impact their lives.

03 P2P LEARNING.

The best people to teach young women life skills are other young women. Young women should be able to work together and share knowledge.

04 OPENNESS.

Be creative and flexible. Young women should be respected for their innovative problem-solving skills.

05 EXPERIENCE.

Young women learn best by doing so. It is essential to allow them to experience learning firsthand. Encourage them to take risks and learn from their mistakes.

06 HAVE FUN.

Keep in mind to smile and have fun. Even working tirelessly for social change, young women recognize the value of having a good time.

Why promote female leadership in young people?

As young women, they reject the victim label and understand that overcoming obstacles makes them the most competent change-makers and problem-solvers. Women are agents of change, and their leadership may inspire vigor, imagination, and bravery for social change. Women can motivate and inspire others to take constructive action. Systems and ideologies that restrict people's choices and way of life can be challenged. If they have the courage, they can fight against injustices that existed before they were even born. Young women ensure that social transformation will continue long after our generation has passed away by exercising leadership. This will only happen after everyone, and everything has access to peace, justice, health, and environmental protection. By helping one another, women maximize their ability to affect change and ensure that their leadership is robust in the face of unjust gender and age biases.

The counsel and guidance of older, wiser women are priceless as women continue to define and build their leadership. Women of all ages can support one another as they develop, make the most of their skills, and reach their full potential as change agents by cooperating.

On the other hand, men and boys should be engaged for gender equality. One of the most severe abuses of human rights occurring today is gender inequality. Men and boys must participate in the discussion and the solution to address this global issue and achieve gender equality.

What sets it apart from other forms of leadership?

By gaining a more excellent knowledge of how gender inequality prevents people, organizations, and communities from realizing their full personal, economic, and social potential, the Leadership for Everyone project inspires men and boys to take an active role in advancing gender equality. LEO methodology gives men the resources to address this injustice and act as change agents. Men can influence social norms positively by changing their behavior. They can also hold other men accountable and motivate them to get involved.

Men must join the fight for gender equality, but they must do it strategically, proactively, and in ways that support women's ongoing efforts and leadership. Women have been at the forefront of this campaign for gender equality for decades.

Following this idea and building on years of work for women's rights, the youth organizations from Italy, Lithuania, Bosnia and Herzegovina, and Albania created this methodology to engage men and make them partners in the cause of gender equality.

Why use the LEO methodology?



By fostering male-to-male conversations in a secure setting and amplifying women's voices in similar environments, the LEO methodology aims to inspire and engage men in the talk about gender equality. Although the LEO concept emphasizes male-to-male dialogue, the toolset also offers opportunities for women and men to discuss this crucial subject jointly.

How to use the LEO methodology?



This methodology serves as a resource for people seeking ways to engage the men in their community in pursuing gender equality. The following resources can be used separately to best suit the event's planners, audience, and time constraints. The following tools are available for organizers to use individually or with other tools to create a larger impact. Since there is a long way to go before gender equality, these tools should serve as a starting point for dialogue and a catalyst for change. Each tool offers detailed instructions on how to put the LEO methodology into practice. This includes a specific objective for the meeting, rules for organizational issues, guidance on how to moderate the conversation, and recommendations for valuable resources and future steps.

GETTING STARTED

KNOW YOUR AUDIENCE.

Before beginning, it's crucial to think about your target audience and the session's ultimate purpose. Do you intend to mobilize management merely, or do you also want to spread awareness among a larger group? Or maybe both? The main goal of the LEO methodology is to involve men in male-to-male conversations about the significance of attaining gender equality. The resources can be applied to mixed- or single-sex organizations (men only) (women and men together). To ensure a fruitful conversation on what men can do to advance gender equality, however, still, allow for male-to-male dialogues when the group is mixed. This can be accomplished by putting the participants into gender-based groups and locating male specialists who can participate as facilitators and speak about their experiences.

WARM UP THE AUDIENCE.

Inclusion of icebreakers, introductory, and tone-setting activities help to:

- *create a positive group environment;*
 - *calm participants;*
 - *dissolve social barriers;*
 - *energize & motivate;*
 - *inspire participants to think creatively;*
 - *allow participants to get to know one another.*
-

CHOOSE YOUR METHOD.

Each method has a specific objective, so choose the method (or methods) depending on the type of discussion you think the group would benefit from the most. Most methods can be adjusted to different audience levels with a few minor adjustments.

GETTING STARTED

BUILD PARTNERSHIPS.

To boost the leadership session or workshop, consider forming alliances with knowledgeable neighborhood NGOs and civil society leaders. Engaging partners to help create the schedule, run the event, or share their expertise at a panel discussion or as keynote speakers could be beneficial. Many NGOs and networks are working very hard to involve men and boys in the cause of gender equality. When starting a workshop, it is essential to recognize and support those who have blazed the trail and toiled persistently to make the world more gender equitable. Women's voices should be heard at leadership events, and partnerships offer ideal chances to ask female specialists to participate as speakers, panels, or co-organizers.

SELECT AND TRAIN FACILITATORS.

The facilitator is crucial to the leadership event's success. Thus, it is essential to pick them correctly. The facilitator should be an expert on the subject and have expertise in dealing with various groups of individuals. They should also have personal and professional experience looking at gender justice and inequality issues. This can be a coworker, a member of the neighborhood, or a global authority. The facilitator should be equipped to deal with opposition and mediate disputes. Think of using two facilitators to assist one another and, if necessary, diffuse and settle tensions.

GUIDELINES FOR FACILITATORS

During leadership events, facilitators, are responsible for:

- *Introducing the topic at the beginning of the session;*
- *Explaining the event's overall objective;*
- *Guiding and supporting discussion leaders during table discussions;*
- *Delivering final remarks, highlighting the major topics discussed, outlining potential solutions, and giving attendees practical resources to help them continue their journey toward becoming change agents for gender equality.*

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GUIDELINES FOR FACILITATORS

A skilled moderator guides the conversation by first recognizing a problem, then having a conversation with the participants about their thoughts and experiences, and ultimately assisting them in coming up with solutions to progress toward a more gender equal world.

As the organizer, you should be prepared to separate the attendees into groups based on gender. Ensure there is a conversation leader at each table who is knowledgeable about the questions and their intended purpose—select discussion moderators who command some authority inside the group and are well-liked by their peers.

The purpose of the discussion should be clear to the moderators, and they should be aware of the questions and their intent beforehand. They should be prepared to summarize the key conclusions and any solutions found during the conversation at their table.

Before the event, you are strongly encouraged to meet with the discussion leaders and facilitator to go through the subject and how you would want to see the discussion progress. Establish ground rules for what is appropriate during the discussion and how to address any potential issues with the facilitator and the discussion leaders.

Be mindful that conversations about touchy subjects like violence and sexual abuse might bring back painful memories and cause anxiety in those who such behaviors may have impacted. The conversation leaders and facilitator should be aware of this and prepared to direct participants to nearby support groups.

Facilitator's checklist

The following guidelines help facilitators provide a secure setting that promotes direct and active talk participation.

MAKE THE AREA SAFE AND COMFORTABLE

Discussions about delicate subjects and individual viewpoints should be comfortable for all participants. Instead of creating a classroom-like environment during conversations, have them sit in circles or half circles to promote interchange. They may choose to sit on seats or on the ground.

ESTABLISH GROUND RULES WITH PARTICIPANTS

These guidelines should cover participation, confidentiality, listening, and respect for others.

PROMOTE REFLECTION, ACTIVE LEARNING, AND NEUTRAL INFORMATION PRESENTATION

Recognize your power position. So, refrain from having a judgmental or authoritarian attitude. Never force your emotions or beliefs on a group. Rather than asking leading questions, offering advice, or promoting beliefs, ask open-ended questions. Provide brief comments to stimulate discussion and debate among participants, correct misconceptions as needed, and promote participation. Be welcoming and establish a connection with your audience.

Facilitator's checklist

ALWAYS BE CONSCIOUS OF THE LANGUAGE YOU USE AND YOUR BEHAVIOR

Review your personal beliefs, presumptions, and biases to ensure you're not bringing them to the group. Be mindful of how specific young people from particular social, cultural, or religious backgrounds make you feel, positively or negatively, as this could impact how well you perform in the group. Incorporate as much physical activity as possible to keep the participants engaged, aware, and interested. You should appear professional but approachable by dressing accordingly.

ENCOURAGE PARTICIPANTS TO BE HONEST AND OPEN-MINDED

Participants should be confident to bring up delicate topics for fear of receiving negative feedback or mockery from their peers. Sharing, taking advice from, and challenging entrenched beliefs about gender and masculinity are all part of this.

ARE YOU ABLE TO SEE FUTURE LEADERS?

To identify individuals who will be successful leaders in the transformation process, pay close attention to those who are particularly engaged and interested in advancing gender equality. Be alert for opportunities to engage them in advancing the topic after the event.

LEADERSHIP



ACTIVITIES

LEADERSHIP ACTIVITIES

If you ask 100 people what makes a good leader, you're likely to get 100 different answers. However, run leadership activities, and you'll be able to see right away who has the skills needed to step into that position and what you need to do to improve that potential.

A team can be made or broken by its leaders. While more people are being asked to take on leadership roles, becoming a good leader is a long and complex path.

Leadership activities are an excellent way to hone the skills and competencies required to be an effective leader. Learning these skills is difficult, especially when many leaders need practical training or support. In this section, we'll look at the leadership skills that women should learn to become better leaders.

One of the simplest ways to become a better leader is to learn the why and how of outstanding leadership and practical techniques and frameworks.

LEADERSHIP ACTIVITIES

WHAT EXACTLY ARE LEADERSHIP ACTIVITIES?

Leadership activities are exercises and games designed to help leaders develop their leadership skills and make them more effective in their roles. Activities such as problem-solving, active listening, and effective group management can be included to help train new leaders and improve core leadership skills.

The best leadership development activities will also provide leaders with tools and techniques they can use on the job. It's one thing to understand that leaders must be good listeners; it's quite another to be given a framework and toolkit that demonstrates you are a great listener who always makes your team feel heard and understood.

The leadership exercises listed below are excellent for training leaders and practical techniques that leaders can use with every team member immediately.

WHAT ARE THE PURPOSES OF LEADERSHIP ACTIVITIES?

While people's approaches to tasks may vary depending on their leadership style, there are skills and competencies that all leaders should learn to be the best they can be. Learning how to be a good leader on the job can be challenging, so using exercises and activities to improve your leadership skills is a wise decision for any group.

If your organization has a leadership development program, you could incorporate these activities into the training. Participants, for example, might work on improving a problem area with these activities after conducting a self-assessment and deciding how they want to develop as a leader.

These exercises are a great place to start if you're running a leadership training program for students and young people or developing youth workers internally.

LEADERSHIP PIZZA

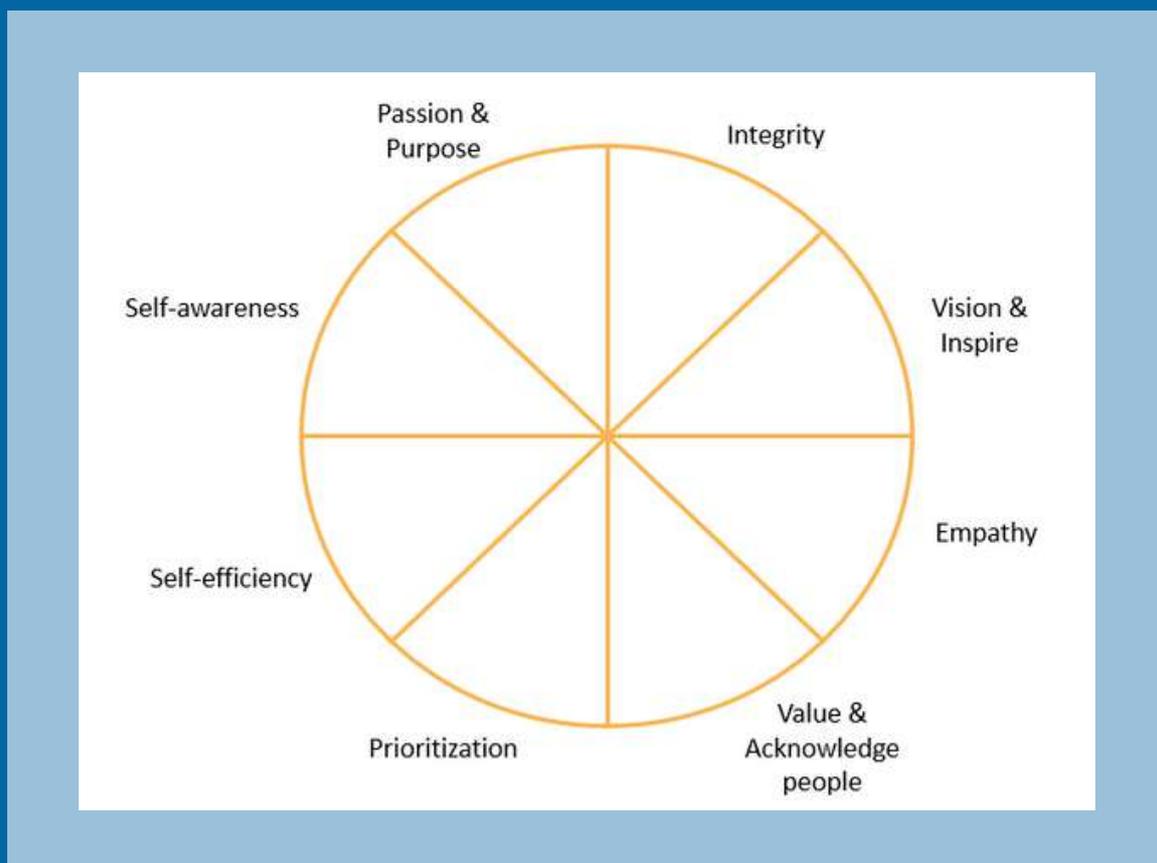
TIME: 30 MINUTES

OBJECTIVE:

A self-assessment framework for people to first identify what skills, attributes, and attitudes they find essential for effective leadership and then assess their development and initiate goal setting.

YOU WILL NEED:

- One facilitator
- Leadership pizza example
- Markers



ACTIVITY OVERVIEW:

Don't we all like pizza? Besides the excellent taste, the slices offer a leadership self-assessment opportunity this time. This exercise can help people reflect on the different dimensions of skills and attitudes they need to be good leaders.

LEADERSHIP PIZZA

INSTRUCTIONS FOR FACILITATOR:

1. You start the exercise by presenting the model of the Leadership Pizza: It is a reflection and self-assessment tool where you think about the essential skills and attitudes you need to master to be a great leader.
2. You may present your version of the leadership pizza to demonstrate an example. Emphasize that your version is just an example; they should consider what is essential for leadership from their perspective.
3. Assign time for participants to prepare their essential leadership skills and attributes, and ask them to draw a pizza shape and label the slices with the items they listed.
4. At this point, you may ask people to share their drawings with the group and explain which labels they have chosen. You may discuss certain decisions and identify common patterns in the group's perception of a good leader.
5. Ask participants to assess themselves on a scale of 1 to 10 for each slice. (10 is the edge of the slice, and 1 is the core of the pizza). This self-assessment should serve as a baseline for setting up their personal goals for leadership development. The areas where they find themselves weaker should focus more on their future development.

Encourage people to set up a follow-up action to revisit their Leadership Pizza within a few months. They should re-assess themselves, celebrate their development, and refine their goals.

CAR AND DRIVER

TIME: 45 MINUTES

OBJECTIVE:

To explore the emotional implications of leading and following.

YOU WILL NEED:

- One facilitator
- An enclosed space for participants to walk around
- Seats in a circle
- Flip chart, paper and markers

PREPARATION:

To make the exercise more challenging, you can scatter obstacles like chairs and tables throughout the space.

Arrange seats in a circle.

ACTIVITY OVERVIEW:

Participants are paired off and assigned the role of car or driver. The car must keep her eyes closed and follow the instructions of the driver who stays behind her giving instructions silently with a set of touch signals. It is the driver's responsibility to protect the car from collisions. Group discussions after the game explore the emotional implications of leading and blindly following.

INSTRUCTIONS FOR FACILITATOR:

1. Randomly divide group into pairs, and ask them to stand with their partner. For a more challenging exercise, put women who do not know each other well together.
2. Assign one woman from each pair to be the car. The other woman will be the driver.
3. Explain that the role of the car is to keep her eyes closed and follow the driver's instructions.
4. Explain that the driver's role is to keep her eyes open and protect the car from collisions.

CAR AND DRIVER

INSTRUCTIONS FOR FACILITATOR:

5. Tell participants that talking is not allowed, and drivers will communicate to cars with the following touch signals:

- Touch on the middle of the back means walk
- Subsequent touches on the middle of the back mean walk faster
- Touch on right shoulder means turn right
- Touch on left shoulder means turn left
- Touch on head means stop

Please note that cars should be touched gently.

6. Make sure everyone understands their roles, and the signals, then start the exercise.

7. After one or two minutes stop the exercise and have each pair switch roles. Cars become drivers and vice versa.

8. Stop the second round after one or two minutes and have the group return to their seats.

9. Lead a discussion on the activity using the notes provided.

DISCUSSION NOTES

1. How did it feel being a car?
2. How did it feel being a driver?
3. Which did you prefer? Why?
4. What were some of the challenges of being the car?
5. What were some of the challenges of being the driver?
6. What did you enjoy most about each role?
7. What did this exercise teach you about leadership?
8. What does it mean to be an effective leader?
9. Is there any value in following? Does following have a role in leadership? If yes, what role?

GOOD LEADER/BAD LEADER

TIME: 1 HOUR

OBJECTIVE:

To explore the qualities of good and bad leadership.

YOU WILL NEED:

- One facilitator
- At least one blank sheet of paper per participant
- Pens or pencils for all participants
- Flip chart, paper and markers

PREPARATION:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle.

Make two columns on a sheet of flip chart paper. Write Good Leader at the top of one column and Bad Leader at the top of the other.

ACTIVITY OVERVIEW:

Participants are asked to think of a leader they admire as well as one they dislike and write down three qualities they feel make them a good or bad leader. Discussions explore what makes an effective leader and how to avoid negative leadership.

INSTRUCTIONS FOR FACILITATOR:

1. Hand out paper and pencils or pens to each participant.
2. Instruct participants to think of a leader they admire (e.g. mother, community leader, celebrity, politician) and write down three qualities they believe makes them effective leaders.
3. Next, ask participants to think of a leader they dislike (e.g. Adolf Hitler, Vladimir Putin, etc.) and write three qualities that make them bad leaders.
4. Allow approximately ten minutes for this, then ask each young woman to share what she has written. Record the qualities listed on the flip chart paper under the column 'Good Leader' or 'Bad Leader'.
5. Discuss the similarities and differences in the qualities that came out. Was anything surprising? Are there any similarities with the qualities for a good leader and for a bad leader? Do the leaders we do not admire have similar qualities to ones we do admire? How can we avoid becoming bad leaders? What can we do to be effective leaders?
6. Following the discussion ask each young woman to reflect on all the qualities that the group has identified for both good and bad leaders and list:
 - a. Positive qualities she believes that she already has
 - b. Positive qualities she would like to develop
 - c. Negative qualities she would like to manage or eliminate
7. Ask participants to keep their lists for later.

MISS LEADER

TIME: 4 HOURS

OBJECTIVE:

To enable participants to discover their leadership styles and qualities through hands-on experience.

YOU WILL NEED:

- One facilitator
- At least one blank sheet of paper per participant
- Pens or pencils for all participants
- Several sheets of flipchart paper
- Several old newspapers
- Enough art supplies for all participants including scissors, scotch tape, glue, markers or crayons. Optional inclusions could be scraps of cloth, leaves, stones, glitter, etc.
- Several sweets or other small tokens for prizes
- List of challenges (provided)

PREPARATION:

Set up an art supplies table with all materials.

ACTIVITY OVERVIEW

Participants are divided into groups of four or five. Each young woman takes a turn leading the group in a timed challenge, allowing her to explore her leadership style.

INSTRUCTIONS FOR FACILITATOR:

1. Hand out paper and pencils or pens to each participant.
2. Divide participants into teams of equal numbers (either four or five)
3. Explain to the group that they will be given a series of challenges, and each challenge must be completed in 15 minutes. A different team member will lead each new challenge, and no team member should lead more than one challenge unless everyone else has had a turn. At the end of each challenge the winning teams, i.e. those who complete the challenge in the allotted time, will receive small prizes.
4. Let participants know that at the end of each challenge they will be given 5 minutes to evaluate the team leader for that challenge. The leader should also evaluate herself at this time. Encourage participants to list qualities that made the leadership effective and areas where the leadership could have been improved. These notes should be saved for the group discussion to follow up on the challenges.

MISS LEADER

INSTRUCTIONS FOR FACILITATOR:

5. When everyone understands the instructions tell the groups the first challenge and give them one minute to choose a leader before you begin timing the challenge. All groups do the same challenge simultaneously. The groups who complete the tasks within the allotted timeframe can receive small prizes.
6. At the end of the activity, when every participant has had an opportunity to lead her team, bring the group together in a circle to discuss what they learned. Use the discussion guidelines provided.

DISCUSSION GUIDELINES

1. Give each participant a chance to hear her teammates' comments on her leadership style. Emphasize the importance of being respectful in comments. Ask for both positive comments and comments on something the leader could improve.
2. After listening to the comments allow the participant to share what the leadership experience was like for her. What did she enjoy? What was challenging to deal with? What did she learn about leadership? What did she learn about herself? Were the leadership qualities she displayed with her team the same as she wrote down in "Good Leader Bad Leader" activity? Or were there some surprises?
3. Allow every participant the opportunity to hear from her peers and share her own reflections.
4. Give each participant a maximum of 5 minutes of talk time.

MISS LEADER

CHALLENGES

- Build the biggest and most beautiful building. (all teams must be provided with the same materials in the exact quantities. Materials can include flipchart paper, scissors, tape, markers, and other art supplies.)
- Build a human-machine using all team members. Teams must be able to explain what the machine does and what each team member's function is within the machine.
- Put on a 2-minute dramatic piece that begins with the line "Is she still breathing?"
- Create a name for an imaginary country and design its national flag. Team members must be able to explain the significance of each element of the flag's design.
- Design and make the national costume of an imaginary country from old newspapers and any available art supplies. One team member must model the costume, and all team members must be able to explain the significance of the costume to the fictional nation.
- Write a tribute to a national hero from your imaginary country.
- Choreograph a dance and explain what it represents, e.g. rain dance, wedding dance, etc. All team members must participate in the dance.
- Create a game. All team members must be able to explain the rules of the game, and how it is played.
- Create a product and a television commercial for it.
- Put on a 2-minute dramatic piece that begins with the line "Is it really that big?"

I HAVE A DREAM

TIME: 2 HOURS

OBJECTIVE:

To enable participants to set goals and develop a plan for their leadership development.

To help participants develop strategic planning skills.

To promote solidarity and support among young women leaders.

YOU WILL NEED:

- One facilitator
- A clean floor or enough sheets or blankets to cover a space for participants to lie on the floor
- At least one large sheet of drawing paper per participant
- Pens, pencils, and other art supplies
- Flip chart, paper and markers
- Soft, soothing music (optional)

PREPARATION:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone. Write out the acronyms SMART and SWOT on a sheet of flip chart paper.

Spreadsheets or blankets are out in the area where participants will lie.

ACTIVITY OVERVIEW

Participants are divided into groups of four or five. Each young woman takes a turn leading the group in a timed challenge, allowing her to explore her leadership style.

INSTRUCTIONS FOR FACILITATOR:

1. Invite participants to lie on the floor and relax with closed eyes.
2. Encourage them to take deep breaths and completely relax their minds and bodies.
3. Encourage the participants to consider their communities, why they adore them, and what they wish they could change.
4. Ask participants about their communities in the next five years. This time they should not try to be realistic but allow their minds to dream of a beautiful future for their communities.
5. Ask participants to open their eyes and return to their seats whenever they are ready.
6. Once everyone is seated, hand out paper and art supplies.

I HAVE A DREAM

INSTRUCTIONS FOR FACILITATOR:

7. Ask everyone to write quick notes about their communities' current reality and their dream for the future. Encourage participants to think about how they can work with men and boys to make their dreams a reality.
8. After five minutes, ask participants to write how they think they can contribute to this dream future becoming a reality and draw a road map from the present to the future.
9. Explain that the map must include a personal SWOT analysis and SMART goals.
10. Explain that SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. Therefore, a SWOT analysis involves exploring the strengths to be maximized, weaknesses to be addressed, opportunities to be seized, and threats to be avoided.
11. Explain that SMART goals are Specific, Measurable, Attainable, Realistic, and Tangible.
12. Allow participants 45 minutes to work on the road map individually.
13. When road maps have been completed, ask participants to choose a partner to review their plan and share her comments. Ask both partners to take responsibility for helping each other carry out their plan.
14. Display all completed road maps at the end of the session and give each participant a chance to share her SWOT analysis and SMART goals with the group.

You can even design your own leadership activities with a little imagination for a truly customized experience. Choose a leadership trait to encourage and create a game or task that allows participants to practice that trait.

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PATHWAYS TO LEADERSHIP



Women have made significant progress in leadership over the past few decades. Today, more women are in power positions in politics, industry, and society. Policies, tactics, and projects have successfully achieved a balance between men and women in leadership roles, even though development is still gradual, unequal, and unevenly distributed.

PUTTING GENDER-SENSITIVE POLICIES IN PLACE:

INSTITUTING TRANSITIONAL GENDER QUOTAS.

Reserving seats for women, requiring a certain percentage of women to serve on corporate boards or political candidate lists, or including policies in political party statutes have all promoted female leadership. According to estimates, women gained over 30% of political seats globally in 21 countries with transitional quotas in 2017, as opposed to 15.4% of seats in 19 nations without such quotas. There are now more women on corporate boards in Belgium, France, Italy, Germany, and the Netherlands due to the smart use of transitional quotas in business.

CREATING WOMEN-FRIENDLY WORKPLACES.

Companies are crucial actors, enablers, and influencers in advancing gender equality. Women can advance to leadership roles when policies are in place that addresses underlying gender disparities in the distribution of unpaid work and gender stereotypes in the workplace. According to research of 22,000 businesses in 91 countries, there is a direct link between providing paternity leave and the rising proportion of women on board directors. Employer-sponsored childcare programs have boosted gender diversity and women's employee retention. In addition to helping women in the enterprises where they are implemented, changes in workplace policies can persuade other businesses, decision-makers, and the broader public to support and invest in gender equality.

PROMOTING WOMEN'S REPRODUCTIVE RIGHTS.

Providing women with the freedom to make decisions about their bodies helps create an environment where they can thrive. Since childbearing and career-building years overlap significantly, women unable to exercise their full reproductive rights may pass up leadership possibilities. Family planning services and comprehensive sex education must be made available to girls and women at all stages of life to enhance the proportion of women in leadership and decision-making roles.

DEALING WITH NEGATIVE GENDER NORMS:

FIGHTING SEXUAL VIOLENCE IN BUSINESS AND POLITICS.

Feminist movements such as #MeToo, #BalancetonPorc, #NiUnaMenos, and many others are making sexual harassment, misogyny, and gender-based violence more prevalent in society at large, including in businesses, institutions of higher learning, governments, and the media. The movements have sparked discussions in legislatures about how to prevent and address gender-based violence. This has resulted in the creation of advisory boards that focus on harassment and political party programs to create circumstances where women may thrive and exercise their human rights.

CHANGING THE NARRATIVE.

By shifting the global narrative about girls and women from one of being victims and weak people to one of being the engine of progress, the chances of these groups becoming leaders are increased. Women who identify as agents of change and are depicted in that way are strong role models who can impact their peers, communities, and future generations. The media has a significant impact on how the story is told. The UN Women-convened Unstereotype Alliance was established in 2017 to utilize the influence of advertising to combat harmful masculinities and gender inequalities. Leading consumer brands and Fortune 500 corporations are among the 39 Members who have committed to portraying all people as empowered actors, tackling unconscious bias in commercials, and challenging one another to produce the best, least stereotypical marketing materials.

COMMITTING TO GENDER PARITY:

WALKING THE TALK.

Companies that publicly pledge to improve gender diversity in senior roles are more likely to raise the proportion of women leaders in their organizations and establish accountability frameworks to achieve these objectives. Numerous high-performing businesses that pledge to promote gender diversity in the workplace have special initiatives to increase the proportion of women hired and promoted. As of August 2021, nearly 5,500 companies have committed to the Women's Empowerment Principles (WEPs), which call for implementing gender-sensitive practices that appoint women to managerial, executive, and board positions.

Women's Empowerment Principles	
Principle 1	Establish high-level corporate leadership for gender equality.
Principle 2	Treat all women and men fairly at work – respect and support human rights and non-discrimination.
Principle 3	Ensure the health, safety, and well-being of all women and men workers.
Principle 4	Promote education, training, and professional development for women.
Principle 5	Implement enterprise development, supply chain, and marketing practices that empower women.
Principle 6	Promote equality through community initiatives and advocacy.
Principle 7	Measure and publicly report on progress to achieve gender equality.

FOLLOWING THE (WOMAN) LEADER.

Women who hold leadership positions frequently inspire other women to do the same, and more women are employed across the board. Companies with female CEOs typically have 29% more women serving on their boards compared to those with male CEOs, at 15% each. Countries with female leaders in politics have taken on "role-model" status, influencing politics within parties and between nations.

INVESTING IN WOMEN:

MENTORSHIPS & TRAININGS BASED ON SKILLS FOR WOMEN.

Women can be fully engaged in the workplace and flourish in leadership roles thanks to programs that prioritize and support their leadership through educational and skill-building initiatives for professional development. This includes funding and assistance for programs like peer networks, mentorships, and training. A qualitative study of women leaders in academia showed that women in senior positions benefited from mentoring connections throughout their careers. This finding supports the idea that mentoring programs for women can increase the proportion of women in decision-making positions.

FUNDING WOMEN'S ORGANIZATIONS.

Organizations and movements for women's rights and participation in policy discussions are significant drivers of social change. They are essential in pushing for modifications to laws, attitudes, behaviors, conventions, and practices. Strong autonomous women's movements were found in a study of 70 countries to be the most significant factor in influencing and achieving a wide range of government responses to violence against women, thus removing a significant obstacle to women's ability to participate in leadership and decision-making opportunities fully.

PATHWAYS TO LEADERSHIP

Women's leadership advancement won't happen automatically. To foster an atmosphere that encourages and facilitates women in leadership, governments, businesses, and civil society organizations should commit to the following steps:

- Vow to achieve gender equality in leadership. Make a public pledge to achieve gender parity in executive and decision-making roles. Reflect goals for gender equality in activities, policies, and budgets, as well as in supportive governance structures. Tie executive salary and career prospects to advancement in gender-balance pledges.
- Put in place laws and rules that ensure a free and open atmosphere for women to participate in leadership positions. Adopt laws and rules to hasten development, such as putting sexual harassment and gender-based violence under legal protection, eliminating anti-women tax clauses, and ensuring accessible justice systems.
- Create laws and procedures that support women in leadership positions and gender equality. Adopt measures and procedures that can help change the gender power dynamic, such as reducing the wage gap, ensuring accessible childcare and paid parental leave, requiring gender-sensitive budgeting, auditing, and procurement, and gathering and evaluating statistics broken down by gender.



PATHWAYS TO LEADERSHIP

Invest in structures and initiatives that support and foster diverse leadership. Create and maintain programs, mentorships, and networks that promote and serve as role models for strong female leaders. Establish continuing frameworks to support women's career and personal growth.

Uphold the agency of women. Ensure that women's and girls' rights to bodily autonomy and self-determination, including the pursuit of education and family planning, are upheld.

Women's groups and movements should be encouraged and supported. Give women's organizations a place and a chance to meet and organize without worrying about being persecuted or punished. Dedicate funds to establishing relationships, conducting research, growing your movement, and honing your leadership abilities.

Alter the perception of women in leadership roles and address the sociocultural factors contributing to gender inequity. In marketing, political campaigns, and other public endeavors, portray and position women as capable leaders and role models. Men and young people should be involved in campaigns to alter damaging gender stereotypes at all levels.

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