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Method Form – W+ Domain: Leadership	
Method Number: W+ Leadership 2.0	
Name of the proponent:	WOCAN
Title of the proposed method:	Quantification of Increased Leadership for Women as a result of a Project or Program Level Intervention
Type to which the new proposed method (category) belongs to:	Type I Women's social and economic empowerment projects
The accompanying formula may need to be adapted according to numerical values attributed by women themselves for each of the variables in the formula. This method is to be used in conjunction with: • W+ Program Guide • Guidance on stakeholder process (<i>4 Step Process for Stakeholder Analysis</i>) • Project Design Document Template • Leadership Survey Questionnaire (including Do-no-harm Assessment) • Tool for Verification of Financial Payments to Primary Beneficiaries as a result of a Project or Program Level Intervention <i>*WOCAN gratefully acknowledges the review of this method (Version 1.0) by Rebecca Joy Howard, Ph.D. Candidate at the University of Leeds in May 2016.</i>	



Section A: Introduction

The following describes the key elements of the method:

A.1 Typical projects:

Typical projects that can apply this method are as follows:

- Introduction of technologies that decrease women's time in household and productive chores while increasing women's discretionary time
- Capacity development activities that are targeted for women's empowerment (e.g. increased collective strength, increased ability for decision making, public speaking and other such skills)
- Introducing activities that increase women's income and assets
- Gender mainstreaming activities within organizations

A.2 Type of benefit for women:

Project or program intervention results in women leaders being able to 'name' practices that they are already engaged in, while developing new skills (facilitation, negotiation, communication, etc.) to become more effective in their leadership positions. Additional benefits for women will result in increased confidence through external validation of their leadership positions and skills.

A.3 W+ Project Design Activities:

Project Developers describe the project design elements that are implemented to build readiness for the generation of the benefits for women identified in A.2 and to safe-guard the participation of women in relation to decisions about and control over the use of these benefits.

Typical activities include:

- Stakeholder consultations to raise awareness about the objectives and functioning of W+, identify women's empowerment needs and select domains of W+ to be used (see *W+ Program Guide*)
- Development of indicators, activities and monitoring plans and mechanisms (see *W+ Program Guide, Monitoring Report Template*)
- Establishment or use of existing women-controlled savings or micro-finance schemes for the processing of W+ linked payments (see *Tool for Monitoring, Reporting and Verification of Financial Payments to Primary Beneficiaries*)



Section B: Scope, Applicability, and Origination Period

B.1 Scope

The scope includes project interventions for use in residential, commercial or institutional applications.

B.2. Applicability

Increases in skills to negotiate challenges for women's leadership and subsequent outcomes from the effective application of such skills shall be accounted for all women assuming positions of leadership in community groups (e.g. informal and formal savings groups, community-based organizations, producer groups etc.).

The increases in skills to mitigate challenges and affect outcomes must be material and relevant for women by demonstrated as a result of stakeholder consultations, that Leadership is identified as a priority benefit by a simple majority of participants (refer to the guidance on stakeholder processes).

B.3. W+ Unit Origination period

The W+ Unit Origination period refers to the time-period of the project activity or program for which it is permitted to generate W+ units. The W+ Unit Origination period starts from the date of W+ project registration minus two years OR the start of project operation if project operation commenced less than two years after W+ registration.

B.4 Normative References

Project Developers need to refer to the following tools and guidance:

- W+ Program Guide
- Guidance on stakeholder process (*4 Step Process for Stakeholder Analysis*)
- W+ Leadership Survey Questionnaires (including Do-no-harm Assessment)
- Guidance on how to carry out survey and baseline (refer to Section C, Quantification of Outcomes)

B.5 Definitions

The definitions provided in the Annex I shall apply.

Section C: Quantification of Outcomes

C.1 Baseline Situation

The baseline is the prevailing practice prior to project implementation and prior to the implementation of W+ project design activities. It is established through user surveys (and potentially other means) by implementing the leadership survey with identified (representative sample size) of women leaders in the community. A baseline can be developed either 1) prior to the project implementation or 2) using a control group of non-users.

C.2 Determination of Leadership Increase as Result of Project Activities

Leadership increases are determined by comparing the baseline results with the measurement results generated after an appropriate period determined by the Project

The survey design is in compliance with the general guidance on sampling, as found in Guidelines for Sampling and Surveys for CDM project activities and program of activities:

http://cdm.unfccc.int/Reference/Guidclarif/meth/meth_guid48.pdf.

Sample size calculations

a) Small-scale examples

For small-scale sampling, we require 90% confidence that the margin of error is not more than $\pm 10\%$ in relative terms.

b) Large -scale examples

For large-scale sampling, we require 95% confidence that the margin of error is not more than $\pm 10\%$ or $\pm 5\%$ in relative terms.

1. Calculation approach/Formula:

The total impact of women's leadership is calculated by the total sum of the difference between results (A) and obstacles (B) multiplied by the number of women in leadership positions within a verification period.

Numerical values are attached to each variable in the formula below and they can be found in the survey questionnaire.

$$LI = \text{\#women} \times \frac{[\text{Sum of (A+B) at the time of verification} - \text{Sum of (A+B) at baseline}]}{\text{Sum of (A+B) at baseline}} \times 100$$

where:

LI refers to **Leadership Impact**

women refers to the number of women age 16 and above in leadership positions within groups/organizations, and within a cluster of "like" projects within a verification period. Leadership positions in local groups/producer organizations can comprise of all executive positions (account manager, coordinator, group president or secretary etc.) and person (s) of influence identified by the group (e.g. group member who has past experience in holding group office, community elder, person with extensive networks etc.).



A refers to the results that are generated through leadership action. Such results are changes in one's leadership potential that are generated by engaging with the obstacles; generating counter narratives to challenge the status quo and power asymmetries; contributing and/or accessing funds for the group; and

contributing to or directly affecting behavioral changes in peers and others through modeling behavior and mentoring for others' growth and change.

A₁: Growing one's leadership potential by engaging with obstacles / challenges

Often, effective leaders find ways to grow their agency and one key component of leadership is the ability to transform one's potential by confronting the obstacles and challenges. The resolve required to engage with obstacles and challenges is an important emotional and intellectual skill that underscores effective and sustainable leadership practice.

A₂: Generating counter narratives

An often, overlooked outcome of leadership is the ability to generate 'counter narratives' that oppose the prevailing status quo. This is closely linked to individual agency, or the ability of an individual to expand the limiting boundaries (e.g. social, cultural, structural etc.) that inhibit or eclipse new ideas or ways of doing things that lead to innovation and change. An individual's ability to generate counter narratives is fraught with power relations and hence, requires effective skills of communication, negotiation, ability to make allies not only of those in favor of change, but even those members that are part of the existing status quo.

Counter narratives can serve as powerful tools for change, particularly when they are reflected in the behavior of role models for others to follow.

A₃: Affecting changes in the structure of the group

The changes in structure and behavior described below should be viewed as resulting through the contributing efforts of the leader. Changes in these domains cannot be attributed to the actions of one individual alone, nor to one single intervention/event. What is important however, is to ascertain the extent to which the leader's actions have contributed to structural and behavioral changes in others.

Changes affecting the group can be viewed as formal or informal. Informal changes usually do not require any 'official' approval process from the leadership or management of the group and can range from the use of leadership skills to negotiate one's own promotion, or if directed to others, it can take the form of alliance building for a common purpose. In some cases this may involve 'mentoring' and other support functions, usually provided to 'allies' involved in one's network of supporters. It can also mean greater acceptance of the leader and her ideas by members of partner and service providing agencies (NGOs, heads of regional government bodies, loan institutions, technical extension service providers etc.).

Usually, informal changes affect changes in attitudes, values of members with no concomitant change in the group's structure (e.g. policy, programming direction). Nevertheless, informal changes can create a powerful and enabling environment for new ideas and practices in the group.

Formal changes result in generation of funds and services for the group from external sources. It may also include changes in the policy and/or programming direction of the group (particularly if it involves larger producer groups). In mixed-sex groups, it may result in increased leadership positions for women with increased powers of decision-making, while in exclusive women's groups, it could lead to leadership opportunities for women from marginal groups (based on class, ethnicity etc.).

A₄: Affecting behavioral changes

Affecting changes in one's own or others' behavior is an important component of leadership that requires vision, skillful communication and an ability to engage others with different views while not being perceived as a direct 'threat' to the existing status quo. These changes are often gauged by the increased respect and expectations of one's peers and leadership as well as by the increased levels of self-confidence one has generated over a period of time.

B = the obstacles to leadership that the leader is unable to resolve with any degree of satisfaction. The process of leadership action occurs in a contested context and it becomes important to feature the obstacles that present themselves to leaders. While such obstacles are common to male and female

leaders, the challenges are compounded for women leaders often manifesting through overt and implicit resistance from their group peers and those from service-providing organizations (e.g. loan, extension, market, local government agencies). Social and cultural attitudes combined with prevailing norms of leadership also inhibit or in some cases, prohibit women from assuming leadership roles and positions. Subsequently, it is not uncommon for women in leadership positions to question their own emotional 'competence' and the degree of 'compromise' required of them to sustain their leadership roles over a given period of time.

B₁: Resistance from peers and leadership within the group

Groups are not free from the social and cultural influences of the larger society in which they are situated and/or the values and attitudes of its members which are shaped by their own social norms and values. Hence, resistance towards women's leadership in particular can manifest in overt and implicit ways that are not always easy to 'name'. Overt and structural forms of organizational resistance to women's leadership (especially in mixed-sex groups) can present themselves through the proverbial glass ceiling that limit women from moving upward in the group's hierarchy; or the funding limitations for women's issues from local governments.

Implicit forms of resistance are more difficult to identify and 'name', but their impact on women leaders are nevertheless profound, and may even contribute to many women's reluctance to assume leadership positions. Often such forms of resistance are embedded in expressions of dominant masculinities from both male and female peers and expressed in values, attitudes and norms that are not conducive for women leaders.

In the most fundamental sense, leadership and its practice is about confronting existing power dynamics, in which gender asymmetries, determined by social and cultural values, create obstacles that are often times insurmountable for many women seeking leadership positions in local groups, particularly in mixed-sex groups.

B₂: Socio cultural challenges and obstacles

Perhaps some of the key obstacles for women's leadership come from their need to balance the often, competing interests of home and work. It is not uncommon for many women to assume the larger share of cooking, child-care and care for the elderly parents or in-laws while contributing to household productive work. Women are also more likely to be confronted with limited physical mobility and hence, limit themselves to opportunities such as attending self-improvement programs or those that require travel away from home (e.g. field visits, workshops, etc.).

In some cases, women may face 'opposition' from family members or peers from assuming leadership roles for a variety of reasons that range from 'proper' social roles for women to 'not wanting to expose daughters and wives to community gossip etc.

B₃: Emotional challenges

Due in large part to leadership being conceptualized and practiced in terms of 'dominant' masculinities, women who assume leadership positions are more prone than their male counterparts to be confronted with self-doubt and may become vulnerable to "stereotype threat", wherein an individual underperforms to suit social stereotypes of women (e.g. weak, indecisive, prone to gossip rather than work etc.)

Emotional challenges can also manifest in a high degree of uncertainty from not knowing where the change one has initiated will lead to or having to exert additional attention on not challenging the existing 'gendered'

Section D: Monitoring Plan for Output and Outcome Indicators

Description of the Monitoring Plan and System

Describe in the Project Design Document (PDD) how the project will measure results, through specific indicators, means of verification and procedures for obtaining, recording, compiling and analyzing data and information important for quantifying and reporting of increased leadership.

Explain the organization chart, and persons responsible for each task.

D.1 Data and Parameters Available at Validation and Verification of Output and Outcome Indicators

The monitoring of output and outcome indicators associated with leadership is required for the application of the W+ Leadership Domain.

The following should be described in the PDD and reported in the Monitoring Report:

- Expected Changes (based on qualitative and narrative indicators) that show a change in the ability to negotiate the obstacles and challenges to leadership and an increase in the results obtained through leadership practice.
- Project indicators, targets, and logic chain that link all the elements of the results chain, as below.

Provide data/parameter which will be required for calculation during validation and verification. Copy and paste a separate table for each parameter. Samples are found in the boxes below:

SL no.	1
Monitoring parameter name	Training and coaching on leadership skills
Indicator	
Data Sources	
Monitoring Requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	1
Monitoring parameter name	Resistance from peers and leaders from within the group
Indicator	Tokenism
Data Sources	Survey report
Monitoring Requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	2
Monitoring parameter name	Socio cultural challenges and obstacles
Indicator	Average number of hours women work in day Average scope of mobility outside home Norms/values/attitudes of men towards women's work, mobility, etc.
Data Sources	Survey report Mobility map Activity profile Time study
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	3
Monitoring parameter name	Emotional Challenges
Indicator	Ability to articulate predicaments Strategies to deal with predicaments
Data Sources	Survey report Strategy documents of groups Meeting minutes
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	4
Monitoring parameter name	Growing leadership through engaging with obstacles
Indicator	Length of time as leader Quality of leadership
Data Sources	Survey report Strategy documents of groups Meeting minutes
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	5
Monitoring parameter name	Generating counter narratives
Indicator	Ability to name and label personal dilemmas Generation of alternative stories
Data Sources	Survey report Personal statements
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	6
Monitoring parameter name	Affecting change in group structure/governance
Indicator	Changes in policy Gender-responsive budgets Gender-sensitive ToRs
Data Sources	Survey report Policy and Budgets ToRs
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

SL no.	7
Monitoring parameter name	Affecting behavioral change
Indicator	Confidence bestowed by others on leader Engaging others in group's decision making process Number of colleagues who are influenced
Data Sources	Survey report Colleagues' statements Minute of meetings
Monitoring requirements/frequency	At each survey At each verification
Justification of data source	Representative sample
QA/QC procedures	
Any comment	

Section E: Do No Harm Indicators

Do No harm Indicators specific to the Leadership Method are described below. Corresponding questions should be included in the survey questionnaire.

Do No Harm Indicators and Questions

Indicators for the Leadership Domain	Not less than 97% of both women and men report that the project has not caused a loss of leadership or other any unwelcome effects
Question (s) for the Leadership Domain	Has the increase in your leadership activities led to any physical or emotional abuse? (e.g. from peers, family members, etc.)

Section F: Stakeholder processes

Project Developers should refer to the **4 Step Process for Stakeholder Analysis** document for guidance on stakeholder processes.

Section G: Annexes

Annex 1 – Defining Leadership²

A distinction needs to be made between “leader” and “leadership”. A leader is an individual, while leadership is socially constructed. Meaning making, expectations, language, actions and attributive qualities are all involved in the social construction of leadership. The relationships between these processes and how they interact with one another need to be described and analyzed to generate a true understanding of how leadership is enacted and played out within the boundaries of organizations or larger territorial boundaries.



The relationships between 'leaders' and 'group members' needs to be the key analytical focus rather than on the attributes of so called 'leaders' alone.

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Despite the multitude of ways in which leadership has been conceptualized, the following components can be identified as central to the phenomenon:

- a) Leadership is a process: this means it is not a trait or characteristic that resides in the leader but rather a transactional event that occurs between the leader and the followers.
- b) Leadership involves influence: It is concerned with how the leader affects followers. Influence is the *sine quo non* of leadership. Without influence, leadership does not exist.
- c) Leadership occurs in groups: Leadership involves influencing group of individuals who have a common purpose. Leadership is about one individual influencing a group of others to accomplish common goals. Leadership training programs that teach people to lead themselves are not considered a part of leadership within the definition that is set forth in this discussion.
- d) Leadership involves common goals: leaders direct their energies toward individuals who are trying to achieve something together. By common, we mean that the leaders and followers have a mutual purpose. Attention to common goals gives leadership an ethical overtone because it stresses the need for leaders to work with followers to achieve selected goals. Stressing mutuality lessens the possibility that leaders might act toward followers in ways that are forced or unethical. It also increases the possibility that leaders and followers will work together toward a common goal.

² Source: adapted from **Leadership for the Twenty-First Century**, by J.C. Rost, 1991, New York: Praeger.