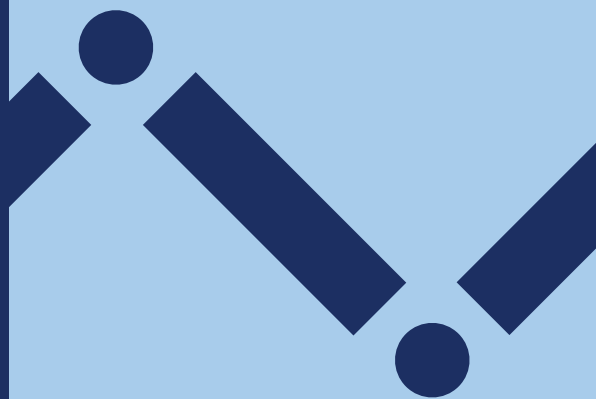


The Status of Women in Leadership in Economics and Financial Services in Kenya, Ethiopia, Nigeria, and India:

Methodology Supplement



November, 2022

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Acknowledgements

The Bill & Melinda Gates Foundation funded this research. The work completed in this formative research would not have been possible without respondents from Ethiopia, India, Kenya, and Nigeria, who took time out of their busy schedules to complete interviews. We appreciate project management support from BMGF, particularly input and collaboration from Alison Varco, Graham Snead, Victoria Griffith, and other program officers we interviewed during the inception phase. We acknowledge and appreciate the support of other partners in the implementation of this study, including Women in Economics and Policy (India), Mawazo Institute (Kenya), the development Research and Projects Centre - dRPC (Nigeria), and Partnership for Economic Policy - PEP (Kenya, Nigeria, Ethiopia, and India). Further, the study would not have been possible without our excellent enumerator team who supported data collection, namely, Austine Akwany Odiwuor, Emmah Omondi, Muluken Nigussie, Paul Gitonga, and Triza Purity Kadenya. Lastly, we thank team members at IDinsight, past and present: Ari Gandolfo, Dimple Kukreja, Divya Nair, Emma Kimani, Faith Kemunto Onkundi, Frida Njogu-Ndongwe, Kanali Luseno, Leah Mwangi, Maadhav Anand Kumar, Paul Omondi and Ruth Levine. We welcome further comments and thoughts to emma.kimani@idinsight.org. All errors remain our own.

About IDinsight

IDinsight uses data and evidence to help leaders combat poverty worldwide. Our collaborations deploy a large analytical toolkit to help clients design better policies, rigorously test what works, and use evidence to implement effectively at scale. We place special emphasis on using the right tool for the right question and tailor our rigorous methods to the real-world constraints of decision-makers. IDinsight works with governments, foundations, NGOs, multilaterals, and businesses across Africa and Asia. We work in all major sectors, including health, education, agriculture, governance, digital ID, financial access, and sanitation. We have remote team members and offices in Dakar, Lusaka, Manila, Nairobi, New Delhi, and Rabat.

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1. Introduction

1.1. Background

In partnership with the Bill & Melinda Gates Foundation (BMGF), IDinsight conducted formative research to improve understanding of the constraints and opportunities to advance women's leadership in economics and financial services in Sub-Saharan Africa and South Asia, focusing on India, Nigeria, Kenya, and Ethiopia; and inform the foundation's future investments and advocacy in these sectors and geographies. Among other activities, the year-long project (November 2021–October 2022) aimed to

1. Map women's education and career trajectories in economics and financial services and identify critical leakage points;
2. Identify enabling factors and barriers to women's leadership within the focus sectors and geographies;
3. Develop hypotheses on priority sectors and interventions to advance women's leadership, including providing the foundation with an inventory of promising organizations and their ongoing efforts;
4. existing disaggregated data to characterize the differential impacts on women who face discrimination based on multiple social identities (e.g., race, religion, caste, education);
5. Recommend monitoring, evaluation, and learning activities for future grantmaking.

The project entailed five main phases:

- **Inception phase:** In this phase, we aimed to learn from existing research and the perceptions of key stakeholders to inform subsequent phases of the project. Specifically, we sought to focus on the scope of the study and identify early themes related to enablers and constraints to women's participation in leadership to inform questions for future surveys of employees and students. We also aimed to explore how an intersectional lens (socioeconomic status, religion, culture, and other forms of identity) could add nuance to our methods and findings and understand how the project could build on and add value to BMGF's existing work.
- **Scoping phase:** In this phase, we aimed to identify and inventory key organizations with an explicit mission of advancing women's representation in economics and financial services in the focus regions and countries. We described the organizations' programmatic areas of focus and developed a typology of these organizations that would be useful for grantmaking decisions—including current budget, staff size, sources of revenue, and board composition—and described the impact measurement approach of key organizations. We hoped this would help inform potential grantmaking by BMGF and other funders.
- **Data collection, analysis, and mapping phase:** The broad objective of this phase was to map women's education and employment pathways in financial services and economics. We mapped these employment pathways by conducting Key Informant Interviews and collating and analyzing publicly available employee data to understand the average age proportions of women in different positions and describe the patterns and major differences across the focus countries and sectors.
- **Data assessment:** During this phase, we analyzed the availability and quality of data obtained in the project and assessed the potential for additional quantitative and qualitative data collection as an input into the overall Monitoring Evaluation and Learning (MEL) activities related to Gates Foundation investments in women in leadership.

This note focuses on the methodology employed during the data collection, analysis, and mapping phase.

1.2 Research questions

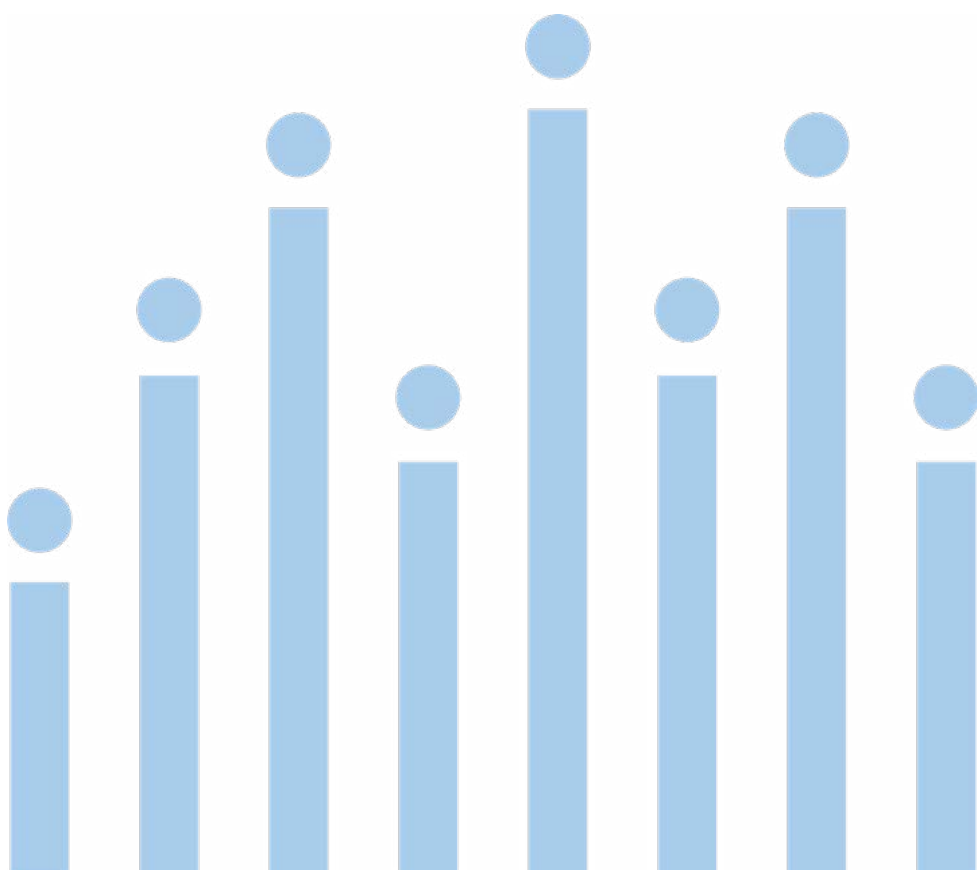
The study sought to answer the following research questions:

Primary Questions

- What is the representation of women in education and career pipelines in economics and financial services?
- What are the critical leakage points along the education and career pipelines in the economics and financial services sectors where women mostly drop off?
- Are there differences in representation or critical leakage points when compared by sector, intersectionality dimension, or country of focus?
- What are the enablers of and constraints to women's advancement into leadership positions in Kenya, Nigeria, India, and Ethiopia?

Secondary Questions

- In what priority organizations or interventions to advance women's leadership can the foundation invest?
- What are some enablers and constraints to the operation of such interventions or organizations?



2. Methodology

To answer the research questions in Section 1.2, IDinsight employed qualitative and quantitative methods. We collected primary data through qualitative interviews with key informants working in institutions in the financial services and economics sectors in the focus countries. The data from the Key Informant Interviews were complemented by brief tracer surveys targeting institutions that are implementing projects to promote women's progression into leadership positions and the collation and analysis of publicly available secondary data and literature sources. Below we provide more detail on each survey tool used for analysis.

2.1. Semi-structured Key Informant Interviews

The structured Key Informant Interviews sought to explore the extent to which enablers and constraints identified in the Inception Phase resonated with employees working in the economics and financial services sectors at different stages of the career pipeline.

Key Informant Interviews formed the larger part of this study, consisting of an implicit closed-form qualitative questionnaire focussing on the barriers and enabling factors in the respondent's professional growth. We conducted the interviews, which lasted 50-60 minutes on average, virtually on Google Meets and recorded their audio for transcribing.

2.1.1. Sample and sampling criteria

Overall, we interviewed 176 female and male respondents across India, Nigeria, Kenya, and Ethiopia. The sample was mainly composed of male and female professionals across the career pipeline (exploration, early career, mid-career, and late-career) in various organizations in the economics and financial services sectors. We aimed for a female-to-male ratio of approximately 2:1 to gain sufficient information from women but also document men's experiences.¹

As shown in figure 1 below, we targeted individuals working in the following sub-sectors:

1. Financial Services: Monetary and Regulatory Authorities, Deposit-Taking Corporations, Non-Deposit-Taking Corporations, and Fintechs
2. Economics: Think Tanks, Advocacy Organizations, Universities
3. Cross-cutting (across economics and finance): Multilateral Organizations and Government Ministries, Departments, and Agencies, including Parastatals.

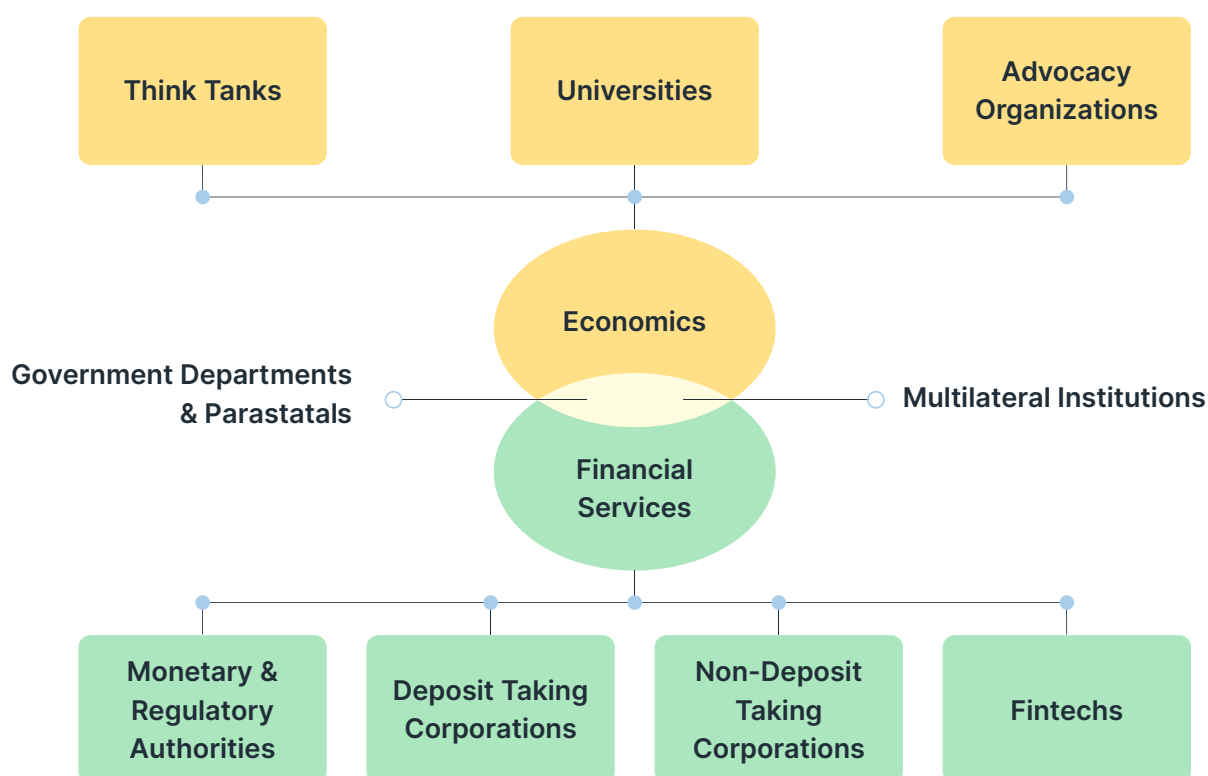
We developed these sub-sector definitions based on interviews and literature review conducted during the inception phase.

To define the economics sub-sector, we considered institutions where economics graduates (undergraduate, graduate, and post-graduate) tend to transition into after-school in the economics sector. Specifically, we will consider think tanks, universities, and advocacy organizations.

¹ This was our intended gender ratio. While we achieve it in our overall sample we could not do so by country.

Although financial services institutions are typically covered among the institutions which economists transition into, we will consider them a stand-alone sector due to the vastness of the institutions. Furthermore, this was separated to provide specific input on the needs of the *Financial Services for the Poor* program within BMGF. The definition of the financial services sector was based on the IMF Financial Access Survey Guidelines and Manual.² The IMF definition categorizes institutions into monetary authorities, deposit-taking corporations, and other financial institutions.

Figure 1: Sub-sectors in economics and financial services



While not included in traditional definitions of financial service providers, we include mobile money in deposit-taking corporations. This inclusion is informed by the fact that Financial Technology (Fintech) companies have been found to accelerate access to almost all formal financial services. Mobile money is among the most primarily adopted forms of Fintech in Sub-Saharan Africa and South Asia.

We sampled these respondents based on primary and secondary criteria. In the primary criteria, we chose the organizations based on the sub-sector representation. In the secondary criteria, we also considered the organization size and ownership (private vs public) and the diversification of respondents by demographic characteristics.

We predominantly relied on purposive, convenience, and snowballing sampling techniques to select target organizations and the individuals within them to interview. We used convenience and snowballing sampling techniques to avoid challenges that could arise from data protection policies inhibiting the release of large employee databases.

² International Monetary Fund, "Financial Access Survey Guidelines and Manual," 2019: <https://data.imf.org/?sk=E5DCAB7E-A5CA-4892-A6EA-598B5463A34C&slid=1460040555909>

Primary criteria

Based on the inception and scoping phases and in consultation with project stakeholders, we identified a list of target institutions from the economics and financial services sectors. We identified organizations from each of the sub-sector categories in figure 1 above by soliciting recommendations from project stakeholders and previous respondents (snowball approach) and using key internet search terms³ to broaden the pool in addition to those identified during the literature search and other earlier information-gathering in each of the focus countries.

Secondary criteria⁴

For the secondary criteria, we attempted to establish a balance between private and public entities. We prioritized locally-owned firms over private foreign-owned firms to ensure that we documented the experiences of local nationals in the focus countries. Due to limited contacts and response from some organizations, we also reached out to respondents directly on LinkedIn, where we lacked contacts such as the financial services sector in India; all sub-sectors except the universities in Ethiopia; deposit-taking corporations, government departments and parastatals, monetary authorities, and think tanks in Nigeria. In Kenya, we only used LinkedIn to increase overall respondent numbers, not fill sector gaps.

We also hoped to get a fair representation of organizational sizes, defined by the number of employees in the organization. While we tried to diversify outreach by organization size for Nigeria and Kenya, we deprioritized this targeting for outreach in India and Ethiopia when we struggled to find respondents. However, we got some diversity in both size and ownership, as shown in Table 1 below.

Table 1: KII respondents by organization characteristics

Sector	Ethiopia	India	Kenya	Nigeria	Total
Ownership					
Public	8 (32%)	10 (20%)	26 (42%)	11 (27%)	55 (31%)
Private	17 (68%)	39 (80%)	35 (57%)	30 (73%)	121 (69%)
Organization Size⁵					
Small	9 (36%)	14 (29%)	33 (54%)	20 (49%)	76 (43%)
Large	16 (64%)	35 (71%)	28 (46%)	21 (51%)	100 (57%)
Total	25	49	61	41	176

3 Some of the key internet search terms included: advocacy organizations, universities, banks, insurance companies, government departments and parastatals, FinTechs in Kenya, India, Nigeria and Ethiopia.

4 We hoped to diversify organizations by geographic dispersion, including large cities and small towns or different-tiered cities. However, given the difficulty in finding respondents we could not accommodate this criteria for any country.

5 In India and Ethiopia, we defined small organizations as those with fewer than 100 employees. In Nigeria and Kenya, we defined small organizations as those with fewer than 500 employees.

We used convenience and snowballing sampling approaches and cold messages to find respondents. In the convenience sampling approach, we contacted respondents from our internal and external networks based on the sub-sectors and organizations selected using the primary sampling criteria. We used the snowballing approach during interviews, requesting respondents for further contacts within their organizations. Here, we explicitly asked them for a mix of gender and position.

We used purposive sampling to maintain sample representation without random sampling. We created a tracker of organizations by sector and sub-sector for each country. As we exhausted our internal contacts, we focussed on sub-sectors where we lacked respondents. First, we requested our colleagues for contacts in those sub-sectors and asked them to consider a mix of gender and position. Second, we made lists of organizations in those sub-sectors, searched for their employees on LinkedIn, and messaged them.

During the interviews, we found that women were more responsive to our interview requests and more likely to recommend other women as contacts. As a result, we naturally got significantly more women than men as respondents. However, we often explicitly requested male contacts to ensure a gender balance. Table 3 below provides the breakdown of the respondents in each country by different intersectionality dimensions, i.e., gender, education, age group, religion, marital status, parental status, and work department.

KII sample characteristics

Distribution by sector

Overall, the economics sector accounts for 49% of the respondents, while 38% are from the financial services sector. Cross-cutting organizations account for a small share of the respondents, except in Kenya, where they constitute 23% of the respondents. In India, we experienced challenges finding respondents in the financial services sector, and thus, the sector reflects only 29% of the respondents.⁶

Distribution by sub-sector

Across the four countries, we maintained a good balance in respondents across most subsectors but had fewer respondents in three sub-sectors, i.e., multilateral organizations; monetary and insurance regulatory authorities; government departments and parastatals. Respondents in the other sub-sectors constituted a variable share of the sample in some countries. For instance, in India, universities and think tanks constituted nearly half the sample (24/49). In Nigeria, of the 41 respondents, 12 were from advocacy organizations, whereas only two were from universities. In Kenya, apart from the three sub-sectors with fewer respondents, all the others had at least five respondents. Due to ongoing political instability and limited contact in Ethiopia, we only managed to interview 25 respondents. Table 2 below disaggregates the respondent sample by sector and sub-sector.

⁶ Respondents in the financial services sector in India were less responsive compared to other countries and in some cases they cited not having enough time to complete the interview or requiring additional consent from their organizations to participate in the interview. To boost response rates, we provided the option for a shortened version of the survey

Table 2: KII respondents by country and sector

Sector & sub-sector	Ethiopia	India	Kenya	Nigeria	Total
Economics	12 (48%)	31 (63%)	25 (41%)	19 (46%)	87 (49%)
Advocacy	2	7	7	12	28
Think Tanks	5	11	9	5	30
Universities	5	13	9	2	29
Finance	10 (40%)	14 (29%)	22 (36%)	21 (51%)	67 (38%)
Monetary/Regulatory Authorities	0	2	3	4	9
Deposit-taking Corporations	4	3	7	7	21
Non-deposit-taking Corporations	3	4	7	4	18
Fintech	3	5	5	6	19
Cross-cutting	3 (12%)	4 (8%)	14 (23%)	1 (2%)	22 (13%)
Govt Departments/ Parastatals	1	1	11	1	14
Multilaterals	2	3	3	0	8
Total	25 (100%)	49 (100%)	61 (100%)	41 (100%)	176 (100%)

Demographic characteristics

We integrated demographic questions into the survey to allow for equality monitoring and capture the extent to which different forms of identity have influenced women's recruitment and promotion experiences in leadership. We captured demographic characteristics such as gender, age, marital status, parental status, disability status,⁷ education, career stage, and religion. To capture sensitive aspects of tribe and caste, we asked respondents whether they considered belonging to a marginalized caste or tribe.

Table 3 below shows the proportion of respondents by demographic characteristics and organization ownership.

Women constituted a majority of the respondents (63%), with higher proportions in India (73%) and Kenya (69%). None of our respondents identified as non-binary.⁸

⁷ Only four respondents (~2%) considered themselves to have a physical or mental disability, thus, we have excluded it from the table.

⁸ In Ethiopia, the Institutional Review Board that reviewed our research advised to exclude the non-binary category as an identity, since it is not recognized as a norm in the country.

On average, the respondents were privileged⁹ as seen across various dimensions. Few respondents considered themselves to belong to a marginalized caste or tribe, except in Nigeria (30%). The respondents were also highly educated: over 70% of respondents in each country—and 95% in India—had at least a master's degree. Nearly half the respondents in each country had also studied abroad at some point in their higher education.

About half of the respondents were in their 30s across all countries. In Ethiopia and Kenya, respondents were relatively younger, with 31% and 27% in their 20s. Indian respondents were relatively older, with 41% being 40 years and above. Only 7% of respondents were over 50 years of age.

Most respondents (85%) belonged to their country's majority religion, especially in Ethiopia (92%) and Kenya (92%). Around 60% of the respondents in each country were parents and were married. Almost 90% of married respondents had children in most countries; however, India was an anomaly where 25% of the married respondents did not have children. In Kenya and Nigeria, a much larger share of respondents who were parents (61% and 73%, respectively) were not married (54% and 63%, respectively). Married men (38/47, 81%) and married women (47/59, 80%) were equally likely to be parents or guardians. 8.5% of respondents (15/175) were unmarried but parents, including 9.1% women (10/109) and 7.5% men (5/66).

Finally, we asked respondents about their work departments. About half of all the respondents worked in research departments, and nearly 80% were in either research or finance departments. The rest worked for HR, operations, sales, or ICT departments.

Table 3: KII respondent by demographic characteristics

Sector	Ethiopia	India	Kenya	Nigeria	Total
Gender					
Female	12 (48%)	36 (73%)	42 (69%)	20 (49%)	110 (63%)
Male	13 (52%)	13 (27%)	19 (31%)	21 (51%)	66 (37%)
Highest Education					
PhD	3 (12%)	26 (53%)	16 (26%)	8 (19%)	53 (30%)
Masters	16 (64%)	21 (43%)	28 (46%)	21 (51%)	86 (49%)
Undergraduate or below	6 (24%)	2 (4%)	17 (28%)	12 (29%)	36 (21%)
If studied abroad	11 (44%)	22 (45%)	27 (44%)	22 (53%)	82 (47%)
Age-groups (years)					
20-29	8 (32%)	4 (8%)	15 (25%)	5 (12%)	32 (18%)
30-39	12 (48%)	25 (51%)	29 (47%)	22 (53%)	88 (50%)
40-49	4 (16%)	18 (37%)	10 (16%)	12 (29%)	44 (25%)

50+	1 (4%)	2 (4%)	7 (11%)	2 (5%)	12 (7%)
Religion					
Christian	23 (92%)	1 (2%)	56 (92%)	31 (76%)	111 (63%)
Hindu	0	40 (82%)	0	0	40 (23%)
Muslim	1 (4%)	2 (4%)	0	10 (24%)	13 (7%)
Other ¹⁰	1 (4%)	6 (12%)	5 (8%)	0	12 (7%)
Marital Status					
Married	16 (64%)	31 (63%)	33 (54%)	26 (63%)	106 (60%)
Unmarried	9 (36%)	15 (31%)	26 (42%)	14 (34%)	64 (36%)
Other	0	3 (6%)	2 (4%)	1 (2%)	6 (4%)
Parental Status¹¹					
Parent/Guardian	13 (52%)	20 (41%)	37 (61%)	30 (73%)	100 (57%)
Neither parent/ guardian	11 (44%)	29 (59%)	24 (39%)	11 (27%)	75 (43%)
Married, but not parents	3 (12%)	12 (24%)	4 (7%)	2 (5%)	21 (12%)
Work Department					
Research	10 (40%)	38 (78%)	17 (45%)	12 (30%)	87 (49%)
Finance	8 (32%)	8 (16%)	23 (37%)	13 (32%)	52 (30%)
Other department	7 (28%)	3 (6%)	11 (18%)	16 (39%)	27 (21%)
Total	25	49	61	41	176

Table 4 below shows the respondents' age-groups and positions by sector and gender. The table shows how we captured men and women across different career stages in the career pipeline.

Most respondents in the economics sector belonged to junior or mid-level management. In particular, a few women (9%) were in senior management, and a few men (6%) were in mid-level management. In terms of age groups, we only captured one male in his 20s, and 28 (87%) were in their 30s or 40s. The share of men and women below 40 years was similar, with more men in their 30s (53% vs 39%) than women and fewer in their 20s (3% vs 18%).

¹⁰ Other include other religions and those that preferred to not give a religion.

¹¹ One respondent in Ethiopia had lost their children

In both sectors, a greater proportion of women (17% and 12% respectively) than men (6% and 4% respectively) were in middle-level management, and a roughly equal proportion were in early career and junior management positions. However, a higher share of men were in senior management positions (**36% men vs 21% women in the financial services sector**) and **16% men vs 9% women in the economics sector**).

In terms of age, we capture a similar share of men and women below their 40s. However, relative to men, there were more women (29% vs 16%) in their 20s and fewer in their 30s (50% vs 64%). Of the 30 respondents in senior management positions, 53% were below 40 (16/30), and 17% were below 30 (5/30). There was no significant difference by gender within the positions by age. Overall in both sectors, only one respondent was a trainee or intern, and only seven percent were 50 years or older.

Table 4: Respondents age and position by sector and gender

	Economics		Financial Services		Both ¹²
Item	Male	Female	Male	Female	Total
Position¹³					
Senior Management	5 (16%)	5 (9%)	9 (36%)	9 (21%)	28 (18%)
Mid-level Management	2 (6%)	9 (17%)	1 (4%)	5 (12%)	17 (11%)
Junior Management	13 (41%)	20 (37%)	9 (36%)	16 (38%)	58 (38%)
Early Career	12 (38%)	19 (35%)	6 (24%)	12 (29%)	49 (32%)
Trainees	0 (0%)	1 (2%)	0 (0%)	0 (0%)	1 (1%)
Age-group					
20-29	1 (3%)	10 (18%)	4 (16%)	12 (29%)	27 (18%)
30-39	17 (53%)	21 (39%)	16 (64%)	21 (50%)	75 (49%)
40-49	11 (34%)	18 (33%)	4 (16%)	8 (19%)	41 (27%)
50+	3 (9%)	5 (9%)	1 (4%)	1 (2%)	10 (7%)
Total	32	54	25	42	153 (100%)

12 Both include the economics and financial services sector. We have omitted cross-cutting organizations for brevity and presented it in the appendix instead.

13 Positions comprised of the following: Senior Management (e.g. CEO, Heads of Departments, Executives, Directors); Mid-level Management (e.g. Associate Directors, Senior Managers); Junior Management (e.g. Senior Officer, Supervisor, Manager); Early Career (e.g. Young Professionals); Trainees (e.g. Interns, Attachees).

2.1.2. Data collection procedure

The structured Key Informant Interviews took place between 8 June 2022 and 23 September 2022. This section provides an overview of the tools we used during data collection.

Data collection tool

We created a structured interview guide to streamline the data collection process.

To ensure intersectionality considerations, we integrated questions that allow for equality monitoring¹⁴ into survey instruments to capture the extent to which different forms of identity have influenced women's recruitment and promotion experiences in leadership. Further, we probed whether respondents perceived their exposure to the barriers or enablers they experienced was influenced by their identity. We framed sensitive topics carefully to avoid uncovering past or ongoing trauma. For example, we reiterated the consent process when asking questions about sexual harassment.

The Structured Interview Guide is available in the Appendix below. For the financial services sector in India, we created a shortened form mid-way through our data collection to accommodate respondents' requests for shorter interviews. These forms shortened the survey to 35-40 minutes.

14 Disaggregation by forms of identity and social positioning.

2.2 Collation of publicly available employee data

To complement Key Informant Interviews, we sought to collate and analyze publicly available data and employee information to give us insight into women's representation within the target institutions' organizational structure disaggregated by age, gender, disability, and educational attainment.

Specifically, the goal of collating this information was to understand average proportions in specific positions, describe patterns, identify and contextualize any major differences across focus regions and countries, and assess the availability of public data.

We prepared an employee data survey that captured various demographic characteristics of an organization's staff for different positions, including gender and education levels. The different positions are categorized as the following: board, senior management, junior and mid-level management, early career staff, and trainees.

2.2.1. Sampling and data collection procedure

Our sample consisted of organizations in which our Key informant Interviewees worked in the four countries.

We first requested the interviewed organization's Human Resource officers to fill out a 30-minute questionnaire. However, most organizations hesitated to do so, given the sensitivity of the data and various approval steps required to obtain such data. We only received two completed submissions to the questions.

As an alternative, we searched for employee data on the organization's website, annual reports, and LinkedIn. Using this approach, we obtained information about the composition of their board and often their senior executive team. From this information, we found that overall employee data was missing for most organizations, and many organizations only mentioned the total number of employees on their website or annual reports; fewer organizations still disaggregated employee numbers by gender, and information on average age and education levels was seldom available on the websites and reports.

Therefore, when we could not find information on the number of employees on company websites or annual reports, we relied on rough estimates from LinkedIn company pages. We recognize that LinkedIn estimates may be inaccurate since some employees are likely not on LinkedIn or do not have updated profiles. Women, in particular, are less likely to have LinkedIn profiles.¹⁵ Table 5 below shows the table we used to collect employee data for each organization by gender. For brevity and to protect the organization's identity, we have not shown data for individual organizations. We have shown the aggregated data in Table 5 in the main report.

15 As of January 2022, only 42 percent of LinkedIn users worldwide were women.

Table 5: KII respondent by demographic characteristics

Parameter	No. of Male	No. of Female Staff	Total Staff	Source
Total				
Board				
General Management/ Senior Management, e.g. CEO, Heads of Departments/ Directors				
Junior & Mid-level Management, e.g. Managers or Senior Managers, Associate Directors				
Early career staff, e.g. 1-4 years of experience, and young professionals				

Data collection tool

We have linked the original table from which we planned to collect information in Table 11 in the appendix. However, we were unable to find most of the data and, thus, used table 5 above.

2.3. Alumni & network tracer survey

The Alumni & Network Tracer aimed to identify the key elements of programs that promote women's progression into leadership positions and capture its alum's career and education trajectories. Specifically, we had three objectives. We sought to

1. Describe the education and career trajectories of individuals who participated in programs that aim to advance women's progression into leadership
2. Identify the aspects of the interventions that most influenced their education or career trajectories, such as valuable competencies gained or networks developed
3. Collect feedback from participants to improve the implementation of the programs.

2.3.1. Sampling and data collection procedure

We identified target organizations with one or more of the following interventions: mentorship and coaching programs, fellowships, study scholarships, and networking interventions, including associations. Table 6 lists the partner institutions we identified and partnered with for the alumni tracer surveys. We contacted potential tracer survey respondents from partner organizations via email. We used an opt-in sampling approach whereby we sent out the survey to people who had participated in the program in the last two years. The respondents opted in and completed the voluntary tracer survey. We omitted potential respondents who did not respond to the voluntary tracer survey.

Table 6: Summary of partner institutions for tracer surveys

No.	Name of Institution	Country	Type of Intervention
1	Partnership for Economic Policy (PEP)	Kenya, India, Nigeria, and Ethiopia	PEP is a Global South-led global research and capacity-strengthening organization that supports development in all regions of the Global South by providing high-quality, locally-generated evidence to inform better decisions in policy and practice.
2	Mawazo Institute	Kenya	Mawazo is a women-led African organization based in Nairobi, Kenya supporting early-career women researchers and thought leaders in Africa to strengthen their research, policy influence and public engagement.
3	development Research and Projects Center (dRPC)	Nigeria	dRPC was established under Nigerian law to strengthen civil society organizations' technical capacity to design and implement transformative and sustainable interventions that engage the government and address the needs of the vulnerable and excluded such as women and girls.
4	Women in Economic Policy (WiEP)	India	WiEP India Association is a registered non-profit set up to create an accessible and inclusive space for women in economics and policy. WiEP undertakes targeted activities to reduce the gender representation problem in these fields by providing mentorship, resources, information and opportunities.

Table 7: Sample size per program

Alumni by Country					
Sector	Ethiopia	India	Kenya	Nigeria	Total
development Research and Projects Center (dRPC)	0	0	0	37	37
Women in Economic Policy (WiEP)	0	26	0	0	26
Mawazo Institute	0	0	17	0	17
Partnership for Economic Policy (PEP)	2	2	2	4	10
Total	2	28	19	41	90

Sample characteristics

For the alumni and network tracer survey, we received responses from four organizations covering Kenya, India, Nigeria, and Ethiopia, running programs focused on addressing barriers faced by individuals in economics, i.e., Mawazo Institute (Kenya), Partnership For Economic Policy (PEP - Kenya, Nigeria, Ethiopia, and India), Women in Econ & Policy (WiEP - India) and the Partnership for Advancing Women in Economic Development by the development Research and Projects Centre (dRPC- Nigeria).

Table 8 below shows the respondent demographic characteristics of the survey. We received 89 responses from the four partner organizations, including 17 from Mawazo, 10 from PEP, 25 from WiEP, and 37 from dRPC.

Nearly all (88%) of the respondents were women. dRPC had a relatively older sample, with 68% over 40 years old, whereas only 18% and 8% were over 40 years old in Mawazo and WiEP representatives, respectively. Partner organizations differed in the education levels of their respondents. Most respondents had at least a master's degree in Mawazo (100%), PEP (100%), and WiEP (54%). However, only 24% of the respondents had at least a master's degree in dRPC.

Table 8: Demographic characteristics of survey respondents

	Mawazo	PEP (all four countries)	WiEP (India)	dRPC (Nigeria)	Total
Sample	17	10	25¹⁶	37	89
Female	100%	60%	100%	81%	88%
40 years or older	18%	60%	8%	68%	39%
At least Master's Degree	100%	100%	54%	24%	56%
Pursuing Post-Graduate degree	94%	30%	68%	16%	47%
Currently Unemployed	29%	0%	40%	11%	21%
Participated in program before 2021	12%	70%	20%	10%	20%

Data collection tool

IDinsight, in collaboration with partner institutions, created a structured interview guide to streamline the data collection process. We collected information through a SurveyCTO webform and summarized it to describe career and education trajectories and program-specific feedback on strengths and weaknesses. Some parameters captured through the tracer surveys included employment status, level of education, professional and whether a respondent is in a leadership position. The [alumni and network tracer questionnaire](#) is available in Appendix 6.3 below.

16 26 respondents submitted the survey, however, we have omitted 1 respondent who did not voluntarily consent to participate in the alumni and network tracer survey.

3. Data collection protocols

3.1. Survey protocol & data management

Structured Key Informant Interviews

We conducted Key Informant Interviews privately via Google Meet. To ensure intersectionality considerations, we collected demographic information on the following: age, gender, ethnicity, educational attainment, disability status, marital status, parental status, nationality, religion, sector, sub-sector, position, and work department. We de-identified any other personally identifiable information, such as the respondent's or employer's names.

We used a SurveyCTO webform to document responses during the interviews. We stored and managed completed forms on encrypted SurveyCTO servers, whereby we stored each country's data separately.

We also recorded the interviews automatically on Survey CTO and often through an independent recording as a backup. We de-identified the recordings by replacing respondent names with IDs and stored them on Dropbox, encrypted using Boxcryptor. We then transcribed, paraphrased, and coded the recordings for qualitative analysis. After finishing the report, we will delete the recordings.

Alumni and network tracer surveys

We shared a SurveyCTO web form link to the alumni and network tracer survey with partner organizations to invite their alumni to participate in the survey subsequently. Partner organizations did not share their alumni's names, phone numbers, or email addresses with us. They maintained all subsequent communication with alumni to ensure confidentiality. If there was a low response rate, the program managers of partner organizations supported us in following up with the alumni.¹⁷ Some parameters captured through the tracer surveys included employment status, level of education, and whether a respondent was in a leadership position.

3.2. Survey team

The survey team consisted of two IDinsight Associates, based in Kenya and India, respectively; one Field Manager; and five enumerators. The two Associates conducted interviews till July, completing 64 of 176 interviews.

In July, we hired and trained five enumerators (four in Kenya and one in Ethiopia) to assist with data collection and transcription.

¹⁷ In all the four programs, program managers supported us in following up with the alumni at least once after they had shared the survey with their alumni. This helped boost response rates from alumni. Nonetheless, we still had a low response rate from Partnership For Economic Policy's alumni.

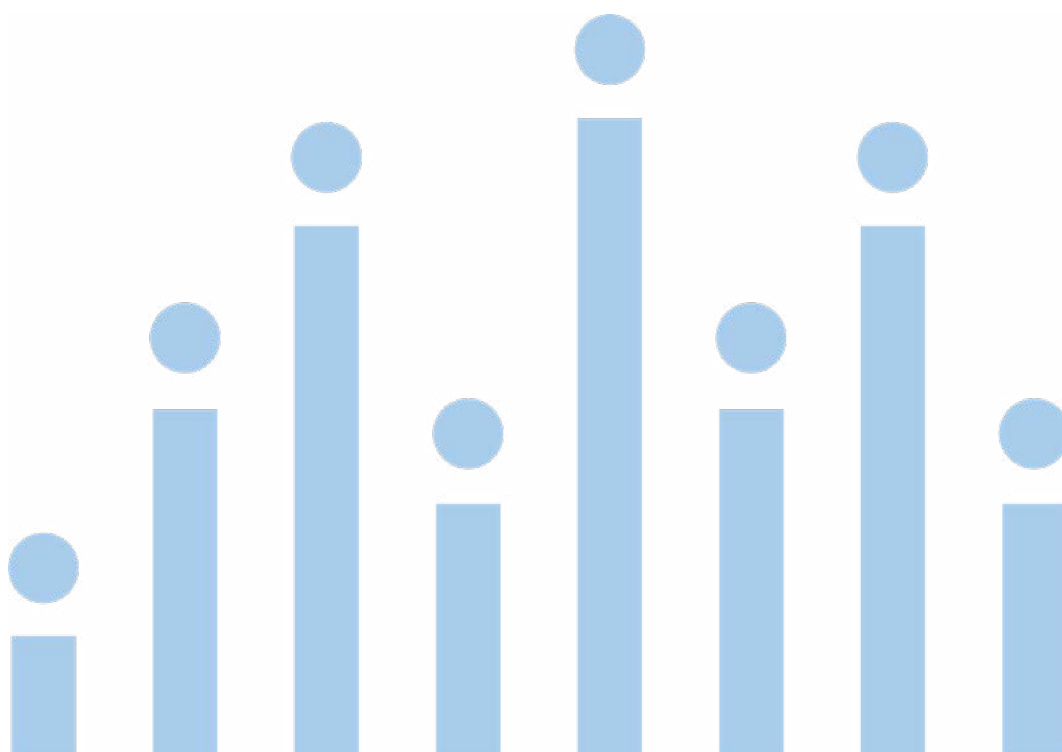
4. Data analysis

We used two different data analysis approaches based on the data collected.

- **Quantifiable metrics:** For quantitative data from the Key Informant Interviews, the collation of employee data and the alumni tracer survey, we cleaned and summarized the data and reported descriptive statistics based on the research questions and the category of respondents.
- **Thematic content analysis:** We conducted a thematic content analysis to analyze qualitative responses from the Key Informant Interviews. We described and summarized the data by (1) differentiating, combining, and categorizing themes within each interview and across the interviews based on the research question and (2) using the categorized themes to generate descriptive and analytical insights in a structured and rigorous way. Details of the steps followed are in Table 9 below.

Table 9: Data analysis approach for semi-structured interviews

Step	Description
Arrange the data to facilitate analysis based on respondents and questions asked.	During data collection, we took notes on our SCTO application. We complemented that with verbatim transcriptions of our recordings into an excel spreadsheet to facilitate data analysis.
Internal reviews of data collection Instruments	For the first few interviews, we debriefed as a team to see if we needed to revise our data collection instruments.
Code and categorize ideas and concepts	After data collection was complete, we coded all the responses to each question to combine similar ideas into meaningful categories and themes.
Final analysis	We used codes and themes to organize and describe the data based on how they answered our research questions.



5. Informed consent, risks, and benefits

5.1. Informed consent

We obtained respondents' full consent before proceeding with any survey instrument.

For the Key Informant Interviews, we obtained the respondent's consent before and during the interviews. During the interview, we informed respondents of the interviewer's identity, the study's purpose, their right to withdraw from the interview at any time or not answer any question, data confidentiality, and the person to contact for more information about the study.

Before the interview, we attached an informed consent script containing the above information in our email invites and requested respondents to sign it. Unfortunately, while we sent this to all our respondents, we could not get everyone's signatures despite follow-ups.

We also read the same script during the interview, allowed the respondent to ask questions, and informed them that we were recording the interview. We then recorded their verbal consent before proceeding with the interview and recording it.

Given the sensitive nature of the sexual harassment section, we obtained separate additional consent for it. We read the script and offered respondents the option to not answer questions from this section or to stop the recording for this section. We then recorded their verbal consent before proceeding with the section.

Please see below the consent form we used for the KIIs and the interview guide in the appendix, including the questionnaire and the consent script for the interview and the sexual harassment section.

5.2. Risks and benefits

5.2.1. Risks

The risks associated with participation in this study were minimal. We majorly asked questions on respondent's education, career trajectories and experiences, which were of relatively low sensitivity. We also asked a few questions on sexual harassment with relatively higher sensitivity. It is possible that questions that alluded to sexual harassment might have caused emotional distress to participants. If a participant felt discomfort, enumerators and IDinsight staff had contacts of relevant authorities or support groups to refer them to. We also informed participants that if they felt any discomfort participating in the study, they had the right to skip uncomfortable questions or leave the interview, without explaining themselves and without any repercussions.

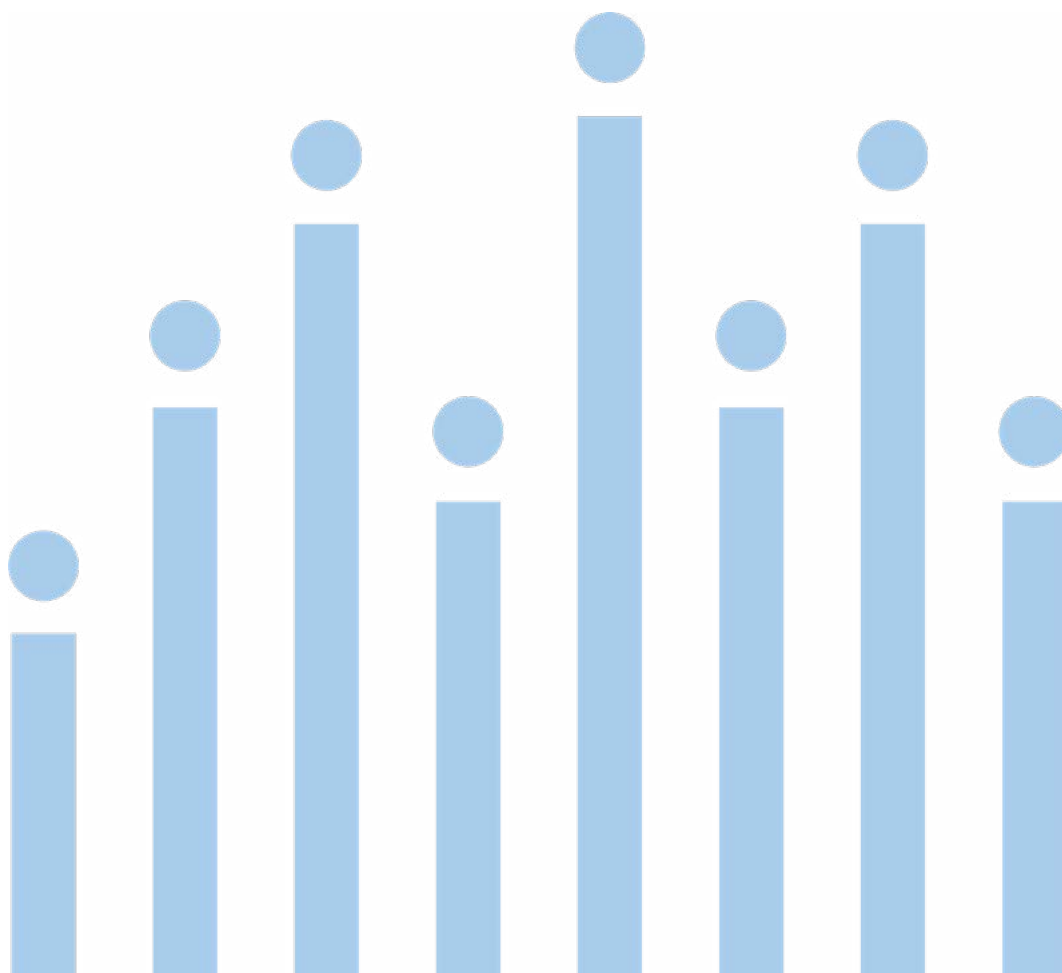
We did not explicitly link data to individuals or target institutions, and this survey was not intended to provide individual-level feedback on specific employees or target institutions. We conducted interviews via Google Meet and did not meet the respondents in person to mitigate the small risk of coronavirus transmission among IDinsight staff, enumerators, and respondents.

We used the data collected only for research purposes and to inform the BMGF's advocacy and investment strategy. We do not expect any direct benefits to individuals from participating in the study. However, participants could indirectly benefit in the future depending on BMGF's decisions on programs funded to promote women's advancement into leadership roles.

5.2.2. Data security, confidentiality and privacy

We used Google Drive and Dropbox folders accessible to our team to store data. We downloaded the data collected on Survey CTO in CSV format. We stored recordings done through independent apps on Google Drive and those done automatically through SurveyCTO on our Dropbox. After the interview, we removed all personally identifiable information—personal or of the employer—to protect our respondents. Instead, we used an anonymized identification number to identify respondents uniquely.

We stored and encrypted call metadata and survey data electronically. We also password-protected devices used for data collection and used software that included built-in security features, such as Secure Sockets Layer (SSL) technology, as well as encryption to prevent access to data if devices were lost or stolen. We gave all respondents a unique identification code, saved Personally Identifiable Information (PII) in separate files from the survey responses and stored them on a secure, encrypted IDinsight server. We used a secure encryption system such as Boxcryptor for transferring data among IDinsight, BMGF, and other partner institutions. We did not share raw data containing PII with BMGF or other third parties.



6. Appendix

6.1. Structured Key Informant Interview guide

Informed consent form script

Introduction

Hello, my name is <NAME>, and I work for IDinsight, a non-profit research organization that partners with organizations to generate and use evidence to inform decisions and maximize social impact.

Study Background

IDinsight is currently conducting a study to improve understanding of the constraints and opportunities to advance women's leadership in economics and financial services in South Asia and Sub-Saharan Africa, with a focus on four countries: India, Nigeria, Kenya, and Ethiopia. This will serve as valuable information for decision-making by the foundation as it seeks to refine its strategy for grantmaking in this area.

Participants Involvement

Duration: This interview should last 45-60 minutes

Procedure: We will appreciate your participation in this study. If you choose to participate, I will ask you questions about your personal experiences working in <economics or financial services> and your observations of the sector.

Voluntary Participation: Your participation is entirely voluntary, and you are free to take part or withdraw at any time. You may choose to answer some or all of the questions posed.

Confidentiality: Any information you provide will be kept private, and your identity will be kept confidential. None of the information you provide will be used in connection with your name or other identifying information.

Potential Risks: This conversation will not be shared with your employer, colleagues, or anyone outside of the small research team. Additionally, the study will not be used to provide individual-level feedback on specific employees or target institutions.

Table 10: Structured Key Informant Interview guide

Q. No.	Question	Choices
Section 1: Informed Consent Script		
	Introduction	Hello, my name is <NAME>, and I work for IDinsight, which is a non-profit research organization that partners with organizations to generate and use evidence to inform decisions and maximize social impact.
	Study Background	IDinsight is currently conducting a study to improve understanding of the constraints and opportunities to advance women's leadership in economics and financial services in South Asia and Sub-Saharan Africa, with a focus on four countries: India, Nigeria, Kenya, and Ethiopia. This will serve as valuable information for decision-making by the foundation as it seeks to refine its strategy for grant-making in this area.
	Participants Involvement	<p>Duration: This interview should last 45-60 minutes</p> <p>Procedure: We will appreciate your participation in this study. If you choose to participate, I will ask you questions about your personal experiences working in <economics or financial services> and your observations of the sector.</p> <p>Voluntary Participation: Your participation is entirely voluntary, and you are free to take part or withdraw at any time. You may choose to answer some or all of the questions posed.</p> <p>Confidentiality: Any information you provide will be kept private, and your identity will be kept confidential. None of the information you provide will be used in connection with your name or other identifying information.</p> <p>Potential Risks: This conversation will not be shared with your employer, colleagues, or anyone outside of the small research team. Additionally, the study will not be used to provide individual-level feedback on specific employees or target institutions.</p>
Section 2: Consent		
2.1.	<p>Do you have any questions about IDinsight or the study?</p> <p>Hint: If the respondent says yes, give them some time to ask any questions they may have. Note down the questions raised and share them during the daily debrief.</p>	<p>0- No 1 - Yes</p>

2.2.	Do you voluntarily consent to participation in this interview? <Yes/ No>	0- No 1 - Yes
Section 3: Demographic Information		
3.1.	Year of Birth	
3.2.	What is your gender identity?	0- Male 1- Female 2-Non-binary 997- Prefer to self-describe (specify) 999- I'd rather not say
3.3.	What is your ethnic identity? (check as many boxes as apply to the respondent)	1. Asian: South Asian 2. Asian: Southeast Asian 3. Asian: East Asian 4. Black: African 5. Black: African American 6. Black: European of African Origin 7. Black: Caribbean 8. Black: Latin White European 9. White: North American 10. White: Latin American/South American 11. White: Other 12. American/South American 13. Middle Eastern 14. Near Eastern 15. Magreb/North African 16. Hispanic/Latinx: North American 17. Hispanic/Latinx: Central America 18. Hispanic/Latinx: South America 19. Hispanic/Latinx: Caribbean 997- Other 999- I'd rather not say
3.4.	Highest Level of Educational Attainment	1. High School Diploma 2. Technical and Vocational Training Diploma 3. Undergraduate Degree 4. Masters Degree 5. Postdoctoral diploma/degree 997- Other (If other, please specify) 999- I'd rather not say
3.5.	Do you consider yourself to have a disability?	1. Yes 2. No 997- Other (If other, please specify) 999- I'd rather not say

3.5.a	Type of Disability	<ol style="list-style-type: none"> 1. Vision Impairment. 2. Deaf or hard of hearing. 3. Mental health conditions. 4. Intellectual disability. 5. Acquired brain injury. 6. Autism spectrum disorder. 7. Physical disability <p>997- Other (If other, please specify) 999- I'd rather not say</p>
3.6.	Marital Status	<ol style="list-style-type: none"> 1. Married 2. Unmarried 3. Widowed 4. Separated 5. Live with partner <p>999- I'd rather not say</p>
3.7.	Parental Status	<ol style="list-style-type: none"> 1. Parent 2. Not a parent <p>999- I'd rather not say</p>
3.8.	Nationality <i>Hint: Allow respondents to select all that apply.</i>	<ol style="list-style-type: none"> 1. Kenyan 2. Nigerian 3. Indian 4. Ethiopian 5. American 6. English <p>997- Other (If other, please specify) 999- I'd rather not say</p>
3.9.	Religion	<ol style="list-style-type: none"> 1. Christianity 2. Islam 3. Atheist 4. Hinduism <p>997- Other (If other, please specify) 999- I'd rather not say</p>
3.10.	Which sector best describes the organization you work for?	<ol style="list-style-type: none"> 1. Economics 2. Financial Services <p>997- Other (If other, please specify) 999- I'd rather not say</p>
3.10a	Which sub-sector best describes the organization you work for?	<ol style="list-style-type: none"> 1. Monetary Authorities 2. Deposit Taking Corporations 3. Non-Deposit Taking Corporations 4. Fintech <p>997- Other (If other, please specify) 999- I'd rather not say</p>

3.10b	Sub-sector (Economics)	<ol style="list-style-type: none"> 1. Think Tanks 2. Ministries Departments 3. Agencies including parastatals 4. Universities 5. Advocacy organizations <p>997- Other (If other, please specify) 999- I'd rather not say</p>
3.11.	How many years have you worked in <the Economics and Financial Services> sector?	
3.12.	Position within the organization	<ol style="list-style-type: none"> 1. Intern/attache 2. Young professional 3. Program Associate/ Officer 4. Manager 5. Director 6. Vice President/ Regional Director 7. Chief Executive Officer/ Executive Director/President <p>997- Other (If other, please specify) 999- I'd rather not say</p>
Section 4: Barriers		
4.1.	<p>What barriers have you faced in employment that you believe have slowed down or halted your progression into leadership since you joined the <sector>?</p> <p><i>Hint: Do not read all the choice options. Allow the respondents to respond and select all that apply.</i></p>	<ol style="list-style-type: none"> 1. Patriarchal society 2. Socio-cultural norms like early marriages 3. Gender norms encouraging women to pursue specific career choices 4. Unpaid care work including marital and parental responsibilities 5. Power dynamics between spouses 6. Power dynamics with male counterparts 7. Discriminatory hiring and promotion practices 8. Public humiliation by male counterparts during conferences, meetings and other public speaking opportunities 9. Little consideration of women's opinions 10. Culture of sexual harassment 11. Imposter syndrome <p>997- Other (If other, please specify) 999- I'd rather not say</p>
4.2.	At what point in your career were <the barrier from 4.1.> most pronounced?	<ol style="list-style-type: none"> 1. Exploration/ Pre-service (Less than 10 years) 2. Early Career (Up to 10 years) 3. Mid Career (10-15 years) 4. Late Career (15+ years) <p>997- Other (If other, please specify) 999- I'd rather not say</p>

4.3.	Of the barriers you have mentioned, which barriers would you say made you consider leaving your job or degree program, or consider changing careers?	<ol style="list-style-type: none"> 1. Patriarchal society 2. Socio-cultural and gender norms relating to career choice 3. Unpaid care work including marital and parental responsibilities 4. Power dynamics between spouses 5. Power dynamics with male counterparts 6. Discriminatory hiring and promotion practices 7. Public humiliation by male counterparts and little consideration of women's opinions 8. Culture of sexual harassment 9. Low self confidence 10. Imposter syndrome <p>997- Other (If other, please specify) 999- I'd rather not say</p>
4.4.	Have you ever turned down a promotion or professional development opportunity?	<p>0-No 1- Yes</p> <p>999- I'd rather not say</p>
4.4.a.	If yes, what is the reason you turned down the promotion or career development opportunity?	<ol style="list-style-type: none"> 1. I did not want more responsibility 2. Low self confidence and imposter syndrome 3. I had competing marital responsibilities 4. I had competing parental responsibilities 5. My husband's job was superior to mine <p>997- Other (If other, please specify) 999- I'd rather not say</p>
4.5.	Do you think that your identity influenced your exposure to some of the barriers you mentioned you experienced at the workplace? Please tick all factors that you feel influenced your experience.	<ol style="list-style-type: none"> 1. Yes, my ethnicity 2. Yes, my gender 3. Yes, my gender identity 4. Yes, my disability status 5. Yes, my age 6. Yes, my sexual orientation 7. Yes, my religion or belief 8. Yes, my marriage or civil partnership status 9. Yes, my pregnancy 10. No <p>997- Other (If other, please specify) 999- I'd rather not say</p>
4.5.a.	Please describe how the identify forms you mentioned made you more vulnerable to exposure to the barriers you have experienced	
Section 5: Sexual Harassment		
<p><i>Note: Now I am going to ask you some questions about sexual harassment. These questions will help us understand other unspoken barriers that people experience in the advancement of their careers. We realize that this is a sensitive topic, and would like to remind you that you can choose not to respond all of the questions related to sexual harassment. Alternatively, you can provide consent, but if at any point you feel triggered by the questions you can withdraw consent and choose not to answer some or all of the remaining questions. <Add Relevant Helpline></i></p>		

5.1.	Are you willing to respond to the questions on sexual harassment?	0- No 1 - Yes
5.2.	<p>Read the Definition to the respondent: Sexual harassment is unwanted behaviour of a sexual nature which violates your dignity, makes you feel intimidated, degraded or humiliated and creates a hostile or offensive work environment. It is about how you feel rather than the intention of the harasser. This can include physical contact, invasion of personal space, suggestive remarks, stalking, unwanted comments on dress and appearance, jokes of a sexual nature or the display of sexually offensive material in a public space.</p> <p>Have you personally experienced or witnessed sexual harassment in the workplace?</p> <p><i>Note: The workplace includes business trips, company, organized events, and meetings outside the office that are work related.</i></p>	0- No 1 - Yes, I have watched someone experience 2- Yes, I have personally experienced 999- I'd rather not say
5.3.	Please describe the form or forms of sexual harassment you personally experienced or witnessed being perpetuated at the workplace Enumerator Note: Do not read all the choices, instead select	
5.4.	Who was or were the perpetrator(s) of the form(s) of sexual harassment you experienced or witnessed?	1. Supervisor or senior colleague 2. Service provider in the organization 3. A colleague at the same level 4. A subordinate 5. I don't know the person 997- Other (If other, please specify) 999- I'd rather not say
5.5.	Does your organization or institution have any policy in place to address sexual harassment?	0- No 1 - Yes 999- I'd rather not say
5.6.	What are some of the interventions your institution has taken to prevent sexual harassment?	

5.7.	<p>What action did you or your colleague take when you/ they experienced sexual harassment?</p> <p><i>Pick all that apply.</i></p>	<ol style="list-style-type: none"> 1. No action was taken 2. Respondent/victim stood up to the harasser 3. Incident was reported to friend or family 4. Incident was reported to a colleague 5. Incident was reported to HR 6. left the organization 7. Incident was to reported to the authorities 8. Respondent/ victim did not know what their options were <p>997- Other (If other, please specify) 999- I'd rather not say</p>
5.8.	<p>Why was the incident not reported to HR or the authorities?</p> <p><i>Hint: Select all options that apply.</i></p>	<ol style="list-style-type: none"> 1. Was not aware of the options 2. Reporting the incident was unlikely to have an effect 3. Confidentiality Concerns <p>997- Other (If other, please specify) 999- I'd rather not say</p>
Section 6: Enablers		
6.1.	<p>What enablers do you believe have most contributed to your professional development so far (For men: have you observed to most contribute to the professional development of your female counterparts)?</p>	<ol style="list-style-type: none"> 1. Global and regional campaigns to promote gender equality 2. National policies, strategies, and legislation 3. Organizational policies 4. Presence of female leadership at my organization 5. Networking and mentorship <p>997- Other (If other, please specify) 999- I'd rather not say</p>
6.1.a.	<p>Why do you think <intervention from 6.1.> had the most contribution to your professional development?</p> <p><i>Hint: Respondents can mention useful competencies, skills or opportunities acquired through the intervention.</i></p>	
6.2.	<p>At what point in your career were <intervention from 6.1.> most impactful?</p>	<ol style="list-style-type: none"> 1. Exploration/ Pre-service (Less than 10 years) 2. Early Career (Up to 10 years) 3. Mid Career (10-15 years) 4. Late Career (15+ years) <p>997- Other (If other, please specify) 999- I'd rather not say</p>

6.3.	<p>What attributes did leaders that were enablers to your career progression have that supported your professional development?</p>	<ol style="list-style-type: none"> 1. Less hierarchical 2. Was empathetic to my needs 3. Encouraged the adoption of policies to respond to my needs 4. Did not consider themselves the locus of control and allowed me to contribute to discussions 5. Adopted a coaching approach 6. Age 7. Gender <p>997- Other (If other, please specify) 999- I'd rather not say</p>
6.4.	<p>Do you think that your identity influenced your access to the enablers you mentioned contributed to your professional development? Please tick all factors that you feel influenced your experience.</p>	<ol style="list-style-type: none"> 1. Yes, my ethnicity or race 2. Yes, my gender 3. Yes, my gender identity 4. Yes, my disability status 5. Yes, my age 6. Yes, my sexual orientation 7. Yes, my religion or belief 8. Yes, my marriage or civil partnership status 9. Yes, my pregnancy 10. No <p>997- Other (If other, please specify) 999- I'd rather not say</p>
6.5.	<p>Please describe how the identify forms you mentioned influenced your access to the enablers you mentioned contributed to your professional development</p>	
6.6.	<p>What government policy actions do you know that promote the creation of an enabling environment for women in the workplace?</p> <p><i>Hint: Do not read out the choices to the respondent. Only select those that the respondent mentions.</i></p>	<ol style="list-style-type: none"> 1. Maternity Regulations 2. Anti-discrimination policies captured in labour/ employment acts or the Constitution 3. Paternity Regulations 4. Sexual Harassment Regulations 5. Affirmative action quotas for women in employment and leadership 6. Requirements of employers to mitigate safety risks for women <p>997- Other (If other, please specify) 999- I'd rather not say</p>
6.7.	<p>To what extent do you think the <Policy action in 3.2.> are being enforced and are impactful?</p>	<ol style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree <p>999- I'd rather not say</p>
6.8.	<p>Why do you think the <Policy action in 3.2.> is not being implemented or is not having the intended impact?</p>	

6.9.	What interventions has your organization introduced to create an enabling environment for women?	<ol style="list-style-type: none"> 1. Enhanced maternity benefits 2. Post maternity leave bridge programs 3. Lactation, and breastfeeding policies 4. Menstrual health policies 5. Flexible working hours 6. Crèches 7. Diversity in leadership programs <p>996- None of the above 997- Other (If other, please specify) 999- I'd rather not say</p>
6.10.	What was the response of male employees to the implementation of these policies?	
6.11.	To what extent do you think the <Organization level policy action in 3.4.> are being enforced and are impactful in promoting retention and progression of women to positions of leadership?	<ol style="list-style-type: none"> 1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree <p>999- I'd rather not say</p>
6.12.	Why do you think the <Organization level action in 3.2.> is not being implemented or is not having the intended impact?	
6.13.	Why do you think your organization currently does not have any interventions to create an enabling environment for women?	
6.14.	What are the top 3 things you consider when opting into a job?	<ol style="list-style-type: none"> 1. Salary 2. Professional Development opportunities 3. Maternity/ paternity policies 4. Flexible working hours 5. My qualifications 6. Job description 7. Organizational culture <p>996- None of the above 997- Other (If other, please specify) 999- I'd rather not say</p>
6.15.	What are the top 3 things you consider when remaining in an organization?	<ol style="list-style-type: none"> 1. Salary 2. Professional Development opportunities 3. Maternity/ paternity policies 4. Flexible working hours 5. My qualifications 6. Job description 7. Organizational culture <p>996- None of the above 997- Other (If other, please specify) 999- I'd rather not say</p>

6.2. Employee data survey

Table 11: Employee data survey

Parameter	No. of Male	No. of Female	Total	No. of Persons with Disabilities	Average Age (Female)	Average Age (Male)	Average Level of Educational Attainment ¹⁸ (Female)	Average Level of Educational Attainment ¹⁹ (Male)
Board								
General Management/ Senior Management e.g. CEO, Heads of Departments/ Directors								
Junior & Mid-level Management e.g. Managers or Senior Managers, Associate Directors								
Early career staff e.g. 1-4 years of experience, and young professionals								
Trainees e.g. Interns/ Attachees								

¹⁸ Highschool diploma, Undergraduate degree, Masters degree, Doctorate

¹⁹ See note 18

6.3. Alumni & network tracer guide

Table 12: Alumni & network tracer survey guide

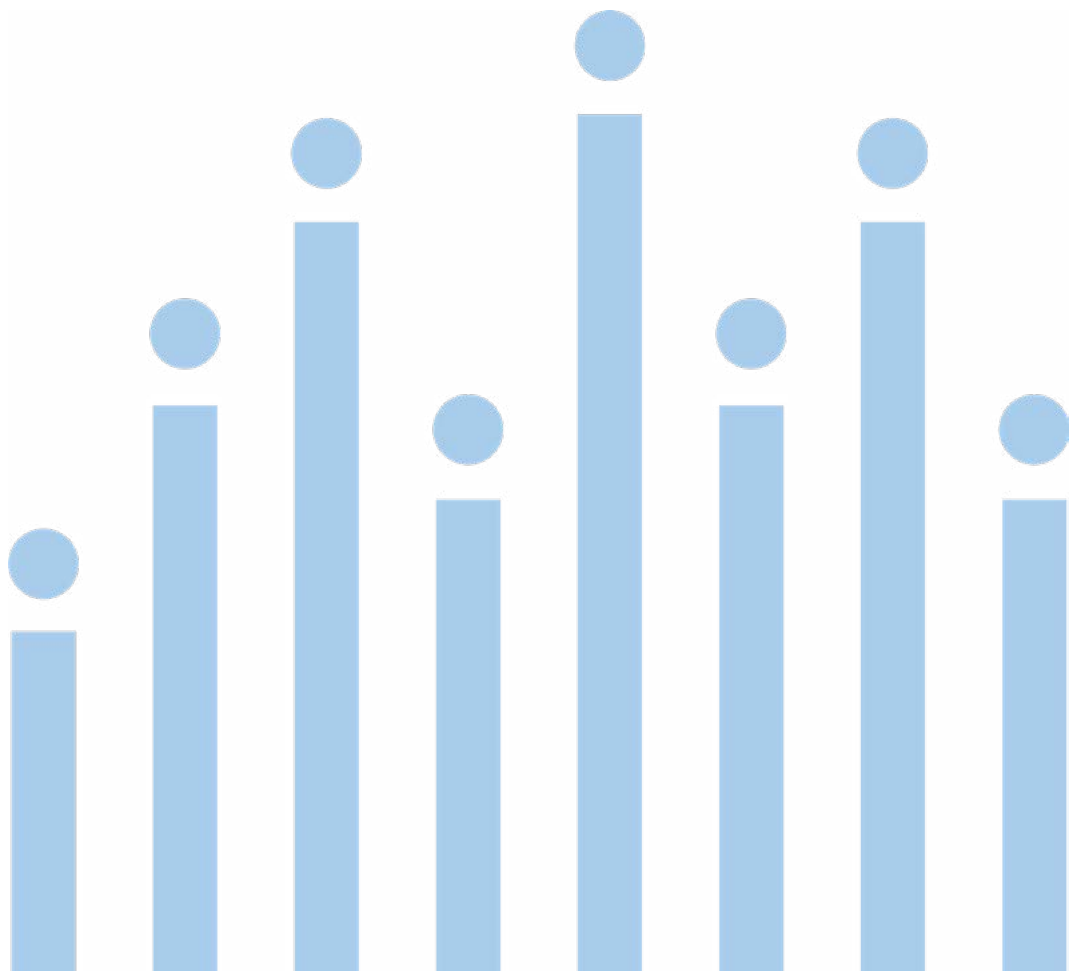
Q. No.	Question	Choices
Section 1: Informed Consent		
	Introduction	Hello, my name is <NAME>, and I work for IDinsight, which is a non-profit research organization that partners with organizations to generate and use evidence to inform decisions and maximize social impact.
	Study Background	IDinsight is currently working to improve understanding of the constraints and opportunities to advance women's leadership in economics, banking, and financial services. As part of the study, we are also working with partner institutions that are implementing programs that equip women with the capacity to advance into leadership positions to assess the effectiveness of the programs and to provide recommendations for improvement. <Name of partner institution> is among the target institutions we have identified as being at the forefront of advancing the agenda of women's inclusion in leadership through various programs.
	Participants Involvement	<p>Duration: This survey should last 15-30 minutes</p> <p>Procedure: We will appreciate your participation in this study. If you choose to participate, you will answer questions about your personal experience on the program you are a beneficiary of.</p> <p>Voluntary Participation: Your participation is entirely voluntary and you are free to take part or withdraw at any time. You may choose to answer some or all of the questions posed.</p> <p>Confidentiality: Any information you provide will be kept private and your identity will be kept confidential. The data from the study will be stored in an encrypted folder. None of the information you provide will be used in connection with your name or other identifying information.</p> <p>Potential Risks: This survey will not affect your standing with your employer. Additionally, the information you provide will not be used to assess your performance in any way if you are still working for the program implementer.</p>
Section 2: Demographic Data		
2.1.	Gender	
2.2.	Age	
2.3.	Do you consider yourself to have a disability?	<p>1. Yes</p> <p>2. No</p> <p>997- Other (If other, please specify)</p> <p>999- I'd rather not say</p>

2.3. a	Type of Disability	<ol style="list-style-type: none"> 1. Vision Impairment. 2. Deaf or hard of hearing. 3. Mental health conditions. 4. Intellectual disability. 5. Acquired brain injury. 6. Autism spectrum disorder. 7. Physical disability <p>997- Other (If other, please specify) 999- I'd rather not say</p>
2.4.	Highest level of education	<ol style="list-style-type: none"> 1. Secondary Diploma 2. Technical and Vocational Training Diploma 3. Undergraduate Degree 4. Masters Degree 5. Postdoctoral diploma/degree <p>997- Other (If other, please specify) 999- I'd rather not say</p>
2.5.	Which of the following best describes the program you attended?	<ol style="list-style-type: none"> 1. KIPPRA Young Professional's Program 2. AERC Scholar 3. Member of NFNV Network- Kenya 4. Recipient of NFNV Mentorship Program- Kenya 5. Member of NFNV Network- Nigeria 6. Recipient of NFNV Mentorship Program- Nigeria 7. Member of NFNV Network- Ethiopia 8. Recipient of NFNV Mentorship Program- Ethiopia 9. Graduate of XLRI 10. Ethiopian Women's Leadership Program Fellow 11. Women in Economic/Policy 12. Mawazo Learning Exchange (MLEx) Fellowship Program 13. dRPC Program(s) 14. Partnership for Economic Policy - MPIA (Macro-micro development policy modeling) 15. Partnership for Economic Policy - PMMA (Microeconomic non-experimental analysis) 16. Partnership for Economic Policy - PIERI (Experimental research) 17. Partnership for Economic Policy - CBMS (Community-based monitoring system) <p>997- Other (Please specify)</p>
2.6.	Year you completed or participated in the program	
Section 3: Education		
3.1.	Are you currently pursuing a postgraduate degree?	0- No 1- Yes
3.1.a.	Please specify the type of degree	<ol style="list-style-type: none"> 1. Masters 2. PhD 3. Postgraduate Diploma <p>997- Other</p>
3.1.b.	If other, please specify	

3.2.	Which of the following best describes the sector within which your postgraduate degree lies under?	1. Economics 2. Financial Services 997- Other
3.3.a.	If other, please specify	
3.4.	Why aren't you pursuing further education?	1. I don't think it's necessary for my career progression 2. I do not have access to funding for a postgraduate degree 3. My current job does not make provisions for study leave 997- Other
3.4.a.	If other, please specify	
Section 4: Employment Status		
4.1.	Are you currently employed?	1. Yes, I am employed 2. Yes, I am self-employed 3. No
4.2.	Type of Organization	1. Private 2. Public/ Government 3. INGO/CSO
4.3.	Employment Type	1. Full Time 2. Part-Time
4.4.	Which of the following best describes your position where you work?	1. Intern/attache 2. Young professional/ Part of a Fellowship Programme 3. Program Associate/ Officer 4. Manager 5. Director 6. Chief Executive Officer/ Executive 997- Other (If other, please specify)
4.4.a.	If other, please specify	
4.5.	How many years have you been in employment?	
4.5.	How long after your undergraduate degree did it take you to get into a leadership position?	
4.6.	How long (in months) after program completion did you get full-time employment?	
4.7.	Which tools have you used to search for jobs? Pick all that apply	1. I filled out online applications 2. I leveraged my networks 3. I was headhunted on LinkedIn or other platforms 997- Other
4.7.a.	If other, please specify	

4.8	Which of the job search tools that you mentioned did you find most effective?	1. I filled out online applications 2. I leveraged my networks 3. I was headhunted on LinkedIn or other platforms 997- Other
4.9.	To what extent do you agree with the following statements <i>"The competencies I learnt through the fellowship/ training or networking program have been useful and have influenced my career trajectory"</i>	1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree 999- I'd rather not say
4.10.	Please specify 2 things you learnt on the program or through the network that have been most useful to you.	
Section 5: Program Review		
5.1.	What would you say are the strengths of the program you attended?	1. The program provided me with valuable work experience 2. The program was important for my personal development as a professional 3. The program helped me build a professional network 997- Other
5.1.a.	Please specify	
5.2.	In what 3 ways do you think the program can adapt to better suit the needs of the job market?	
Section 6: Drop Out Questions		
6.1.	How many months have you been out of work or education?	
6.2.	During this time, have you been actively seeking employment?	0- No 1- Yes
6.3	Which tools have you used to search for jobs? Pick all that apply	1. I filled out an online applications 2. I leveraged my networks 3. I was headhunted on LinkedIn or other platforms 997-Other
6.4	Have you been invited for interviews since you began applying?	0- No 1- Yes
6.5.	Have you ever turned down a job opportunity?	0- No 1- Yes

6.5.a.	Why did you turn down the job opportunity?	<ol style="list-style-type: none"> 1. I did not want more responsibility 2. Low self-confidence and imposter syndrome 3. I had competing marital responsibilities 4. I had competing parental responsibilities 5. My spouse's job was superior to mine <p>997- Other</p>
6.6.	What would you say are the main barriers that resulted in you not working or pursuing further education?	<ol style="list-style-type: none"> 1. Patriarchal society 2. Socio-cultural such as early marriages 3. Gender norms relating to career choice 4. Unpaid care work, including marital and parental responsibilities 5. Power dynamics between spouses 6. Power dynamics with male counterparts 7. Discriminatory hiring and promotion practices 8. Public humiliation by male counterparts and little consideration of women's opinions 9. Culture of sexual harassment 10. Low self-confidence/ Imposter syndrome 11. Not able to find employment after program completion <p>997- Other (If other, please specify) 999- I'd rather not say</p>



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