

# Training Course on Gender Statistics



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# Introduction



Please kindly introduce yourself:

- Name
- Occupation
- Working experience
- Knowledge on gender
- Need and expectation from the workshop

# Objective of Training Course

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1. To understand the concept of gender.
2. Is able to produce gender statistics.
3. To gain a better understanding on gender concerns in SDGs.

# Agenda: Day 1

1. What gender statistics are
2. Demographic indicators for gender statistics
3. Gender and economic activity

# Module 1:

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## Basic Concept of Gender Statistics

# Materials

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- What is gender?
- General skills for understanding and using statistics
- Key statistical concepts
- Understanding gender statistics

# What is Gender?

Anyone?

**Lets familiar with some CONCEPTS**



# Gender

**Refers to the economic, social, political, and cultural attributes and opportunities associated with being male or female.**

**The social definitions of what it means to be a woman or a man vary among cultures and change over time.**

# Sex vs. Gender

Sex	Gender
Male/Female	Social norms
Biology – How we are born	Expected roles of women, men, girls and boys
Relatively fixed	What it means to be 'masculine' and 'feminine'
	Can change over time

# Gender Equity & Equality

## Gender Equity

Process of being fair to women and men, including using measures to compensate for historical and social disadvantages that prevent men and women from operating on a level playing field.

CIDA, 1996

## Gender Equality

The state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources.

SIDA, 1997

# Gender Integration & Mainstreaming

## **Gender Integration**

Refers to strategies applied in program assessment, design, implementation, and evaluation to take gender norms into account and to compensate for gender-based inequalities.

## **Gender Mainstreaming**

The process of incorporating a gender perspective into policies, strategies, programs, project activities, and administrative functions, as well as institutional culture of an organization.

# Women's Empowerment & CME

## **Women's Empowerment**

Improving the status of women to enhance their decision-making capacity at all levels, especially as it relates to their sexuality and reproductive health.

## **Constructive Male Engagement**

Involves men in actively promoting gender equity with regard to reproductive health, increases men's support for women's reproductive health and children's well-being, and advances the reproductive health of both men and women.

# Framework

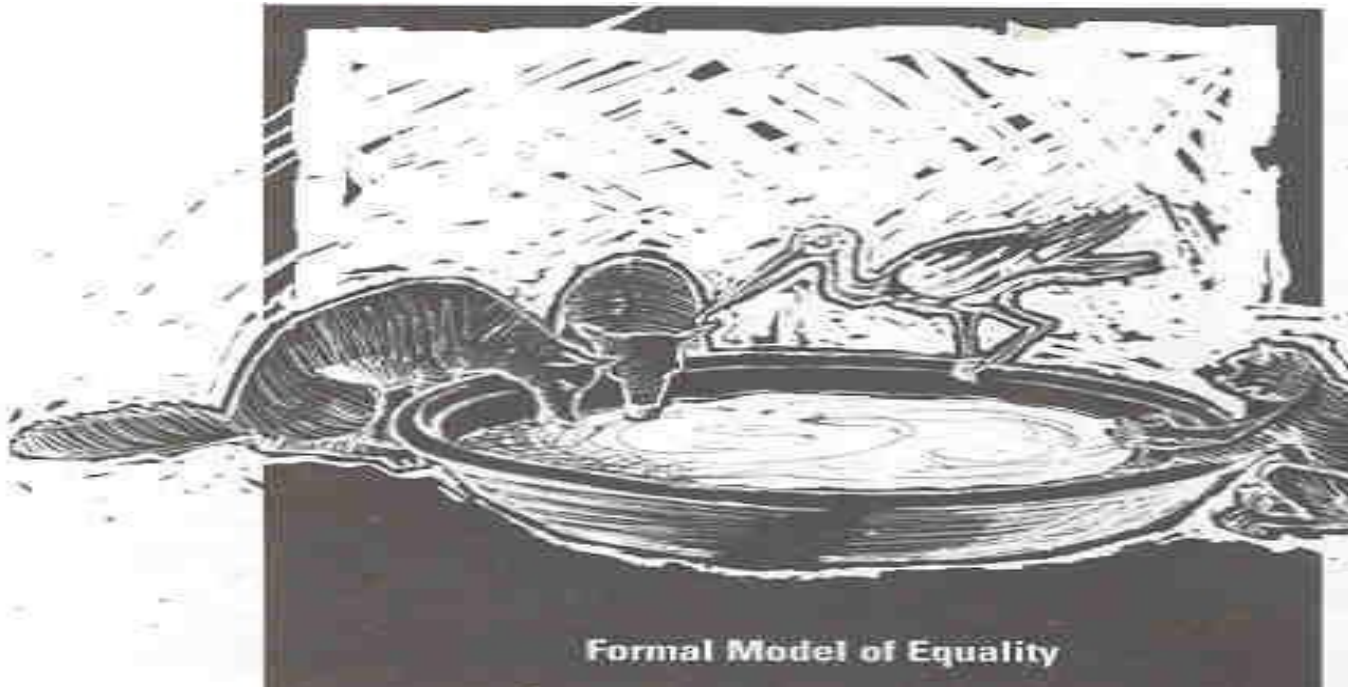
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**“All human beings are born free and equal in dignity and rights.”**

# What type of Equality?

## 1. Formal Equality

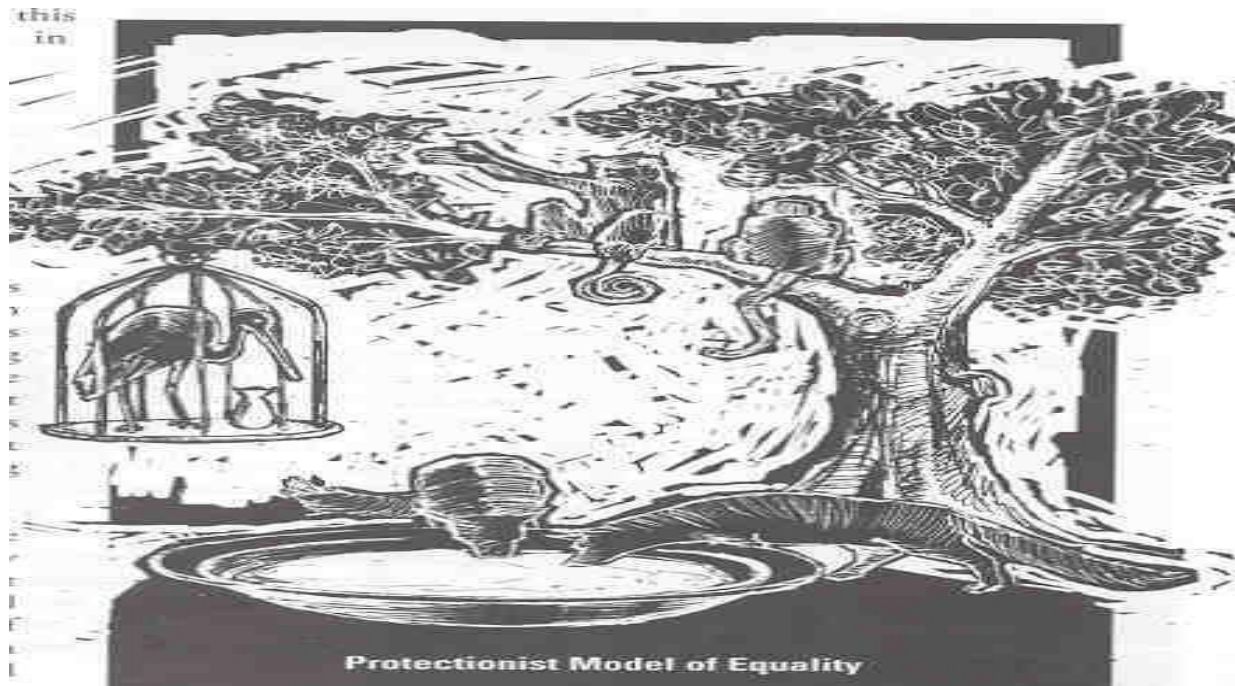
- *View:* Women and men are the same so treat them the same
- *Goal:* To achieve equal treatment



# What type of Equality?

## 2. Protectionism

- *View:* Women and men are different so should be treated differently
- *Goal:* To protect women

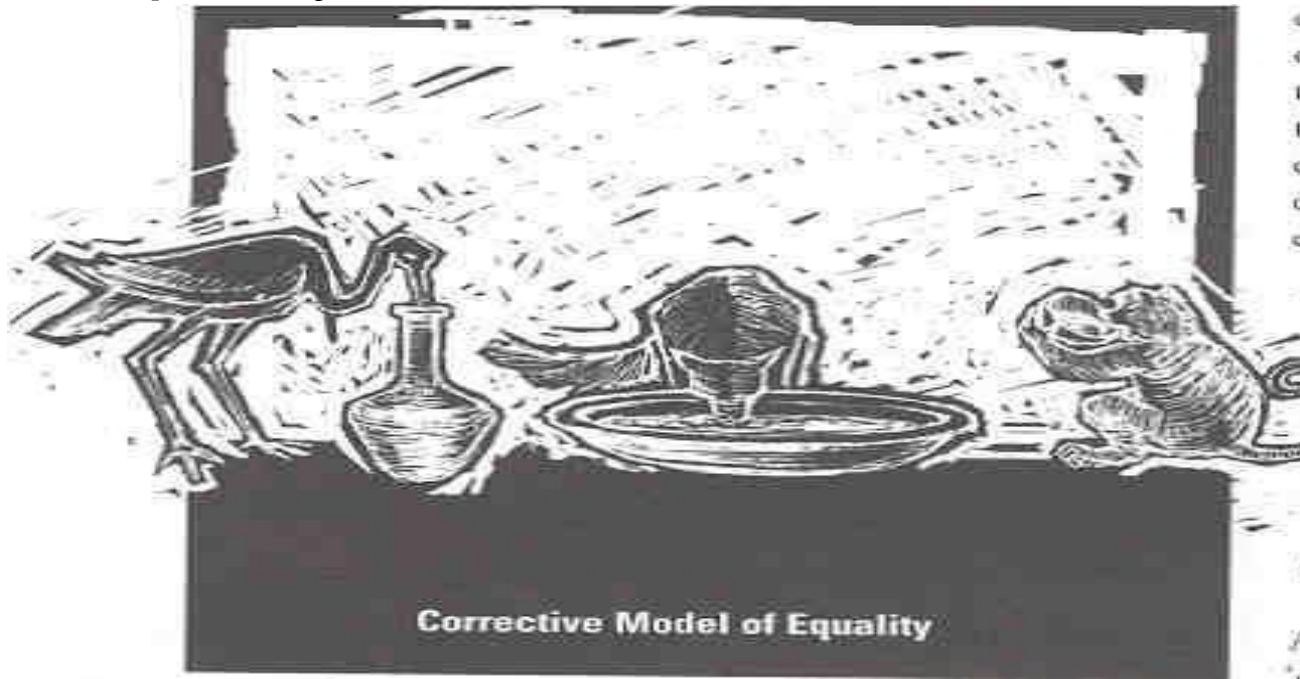




# What type of Equality?

## 3. Substantive equality

- *View:* There are differences in how women and men experience life and we should minimize negative effects of this
- *Goal:* Promote equality of outcomes



# What type of Equality?

That is the **Substantive Equality**

- Corrective approach
- Equal treatment can reinforce inequality
- Discrimination and inequality are social constructs
- Requires proactive measures
- Equality of opportunity, access and results

**Travel back in time...**

# Women - Development

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- Women IN Development (WID)
- Women AND Development (WAD)/GAD
- Gender Mainstreaming (GM) – Gender Integration

# Women In Development (WID)

- The benefits of development had not reached women.
- In some economic sectors women's position was undermined.
- Women should be integrated into the design and implementation of development programs through legal and administrative changes.

# WID advocates sought change:

WID advocates sought to change development practices by pushing governments and international organizations to:

- include women in development projects
- respond to specific concerns and problems of women,

# Women In Development (WID)

The emphasis on incorporating women into development processes succeeded in:

- Focusing attention on the shortcomings of development policies practiced in the 1950s and 1960s.
- Expanding the documentation, including sex disaggregated data, on women's roles in economic and social systems.
- Establishing goals and plans for improving women's status around the globe.
- Increasing the representation of women in official government positions.
- Changing many inequitable laws that discriminated against women.
- Mobilizing women at the grassroots level around the world.

# Critics for WID

- Accepted traditional liberal economic theory about the nature of development.
- Assumed women were not already integrated into economic production.
- Influenced by American feminism: accepted existing social and political structures.
- Assumed women all had common problems and interests.
- De-emphasized the family and community contexts affecting women's activities.
- Often resulted in separate projects for women apart from broad development programs.
- Non-confrontational, thus failed to transform the fundamental status of women.



# The critics leads to the WAD/GAD

WAD/GAD approaches argued that:

1. Development processes in poor countries or less-developed countries (LDCs) were deeply influenced by the inequitable structures of the international economic system.
2. Women have always been integrated into development processes, but those processes essentially flawed.
3. Men, as well as women, are hurt by development programs that do not alter repressive class, ethnic, and racial structures.
4. One cannot assume women's solidarity across class and racial lines, but patriarchal values and institutions may oppress women in every social-economic category.

# The critics leads to the WAD/GAD

5. Development policies should not isolate women's productive or reproductive roles: they are intertwined in women's lives.
6. Women are agents of change and must organize politically.
7. Successful development does not "**target**" women, it **empowers** them.

# Gender Mainstreaming

- 1985: Concept first introduced
- 1995: Further developed at UN Fourth World Conference on Women
- Beijing Platform: “Promote an active and visible policy of mainstreaming a gender perspective”
- Gender integration

# Gender Mainstreaming

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A Strategy to ensure women's and men's concerns and experiences are included in the design, implementation and evaluation of policies and programs

Goal: achieving gender equality

# Empowerment

- "*Empowerment*" is a relatively new term for the long-standing recognition that women and disadvantaged men must be organized to make a difference in the structures of power that confine them to secondary status.
- It is process through which women and men in disadvantaged positions increase their access to knowledge, resources, decision-making power, and raise their awareness of participation in their communities, in order to reach a level of control over their own environment.

# Major International Conferences

- The Rio de Janeiro conference on the environment and development (1992) acknowledged women's roles in protecting the environment, and the special impact of environmental degradation on women.
- The Vienna conference on human rights (1993) included "women's rights as human rights".
- The Cairo conference on population and development (1994) addressed women's needs for access to health, maternal care, and family planning facilities.
- The Fourth World Conference on Women in Beijing (1995) built on earlier international conferences, national government efforts, and lobbying by NGOs to develop gender-sensitive strategies in its Platform for Action.

# Gender Mainstreaming: Through

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- Institution
- Policy
- Program

# Gender Mainstreaming

- Every policy and activity has a gender perspective or implication.
- Gender analysis improves the effectiveness of policies and programs.
- Needs and rights of all stakeholders are addressed



# Objective

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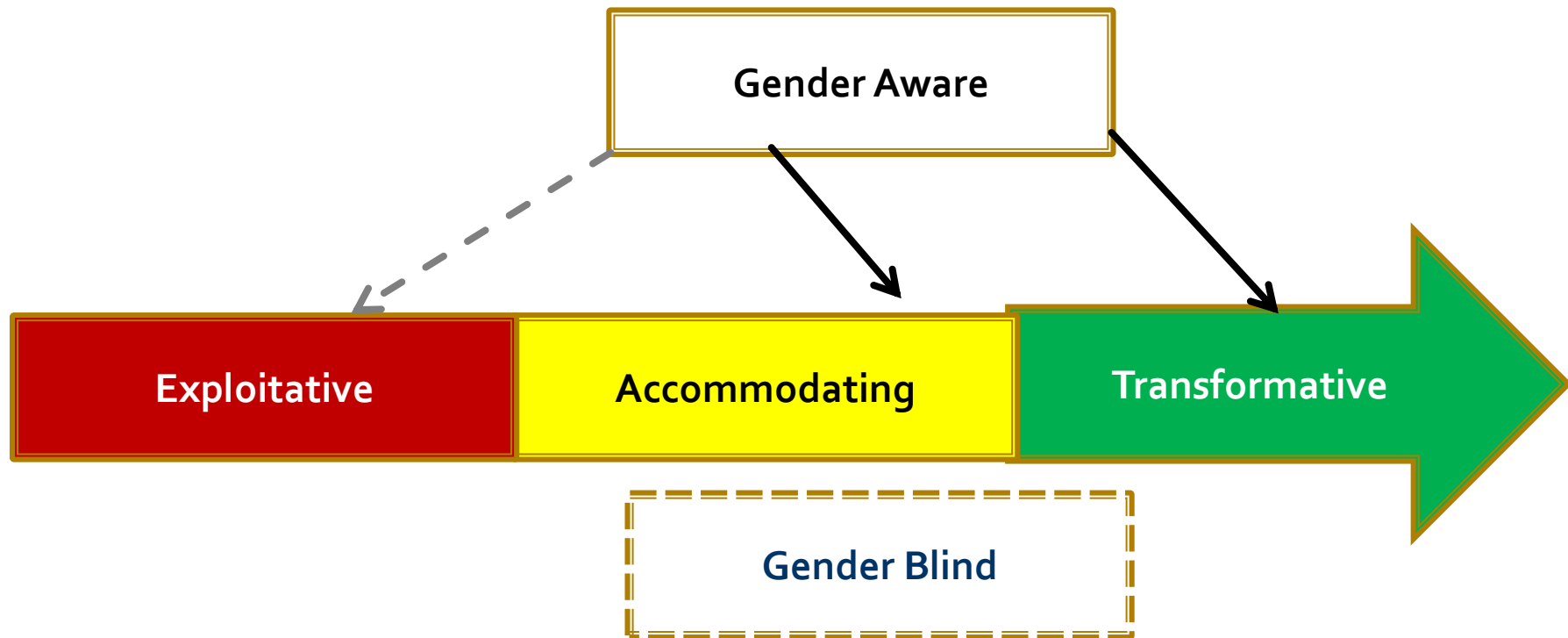
- Make gender more visible
- Transform institutions
- Ensure that power and resources are deployed equitably

# Some myths

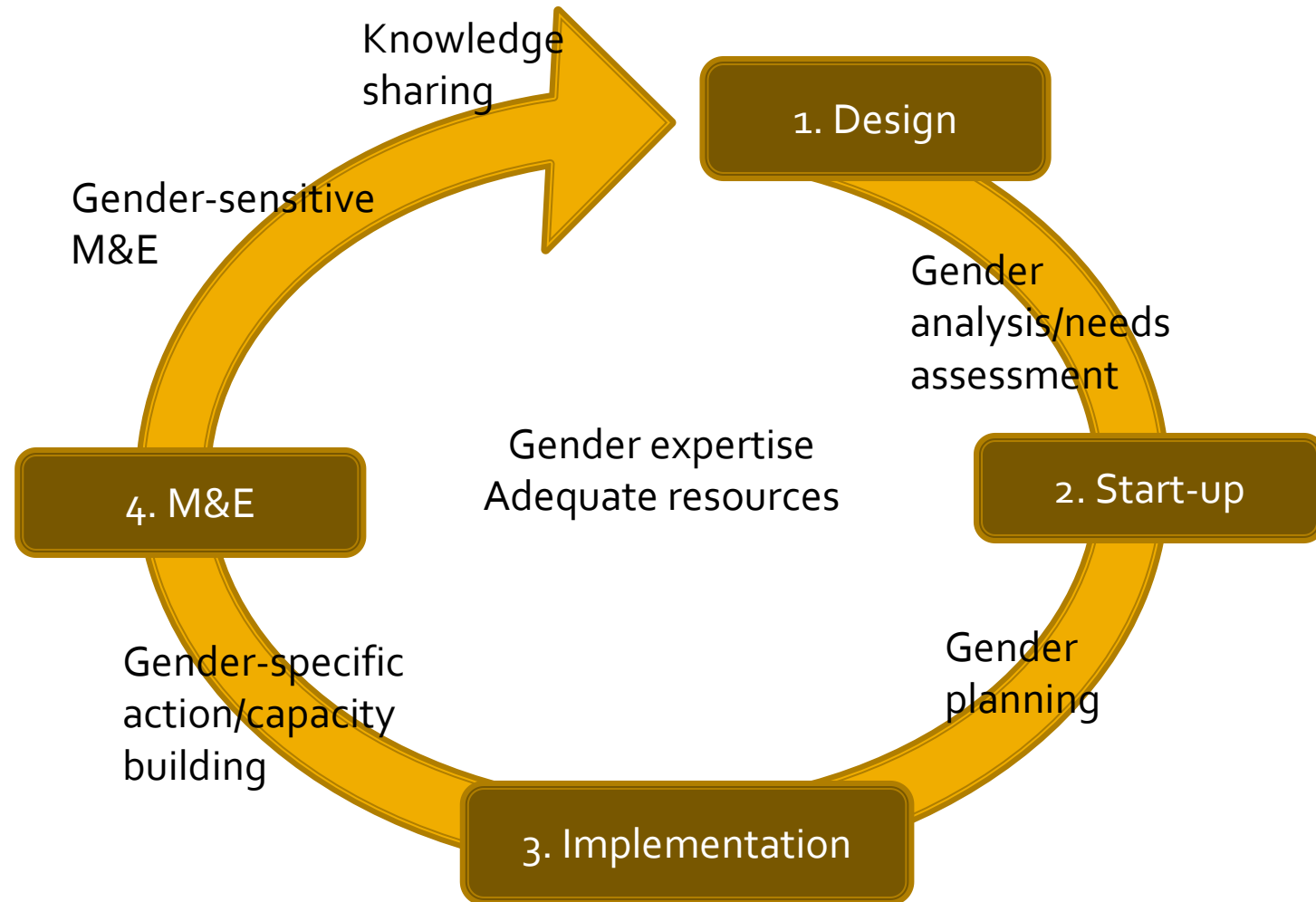
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- Favors women over men
- Women and men already equal
- Only for policies related to women and women's issues

# Continuum of Gender Mainstreaming



# GM – Life cycle



# GM - Strategies

- Involve women and men in consultations.
- Include sex-disaggregated data.
- Formulate gender-sensitive and/or specific objectives, indicators and activities
- Strive for gender balance in staff/experts
- Enable women and men to participate equally and benefit equally
- Include gender in evaluations

# GENDER MAINSTREAMING STRATEGIES/TOOLS

- Strive for gender balance in staff/experts
- Enable women and men to participate equally and benefit equally
- Include gender in evaluations



# Discussion

Lets have some discussions

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# Gender Analysis

Gender analysis draws on social science methods to **examine relational differences** in women's and men's and girls' and boys'

- roles and identities
- needs and interests
- access to and exercise of power

and the **impact of these differences** in their lives and health.



# Gender Analysis

- Can be undertaken at any stage but most effective if included in design
- Systematic way of analyzing different roles and impacts
- Asks the “who” questions
- How will this affect women and men?

# Gender relations

Examine different domains of gender relations



# Different Contexts

Gender constraints and opportunities need to be investigated in specific contexts, as they vary over time and across ...

## Social Relationships

- Partnerships
- Households
- Communities
- Civil society and governmental organizations/institutions

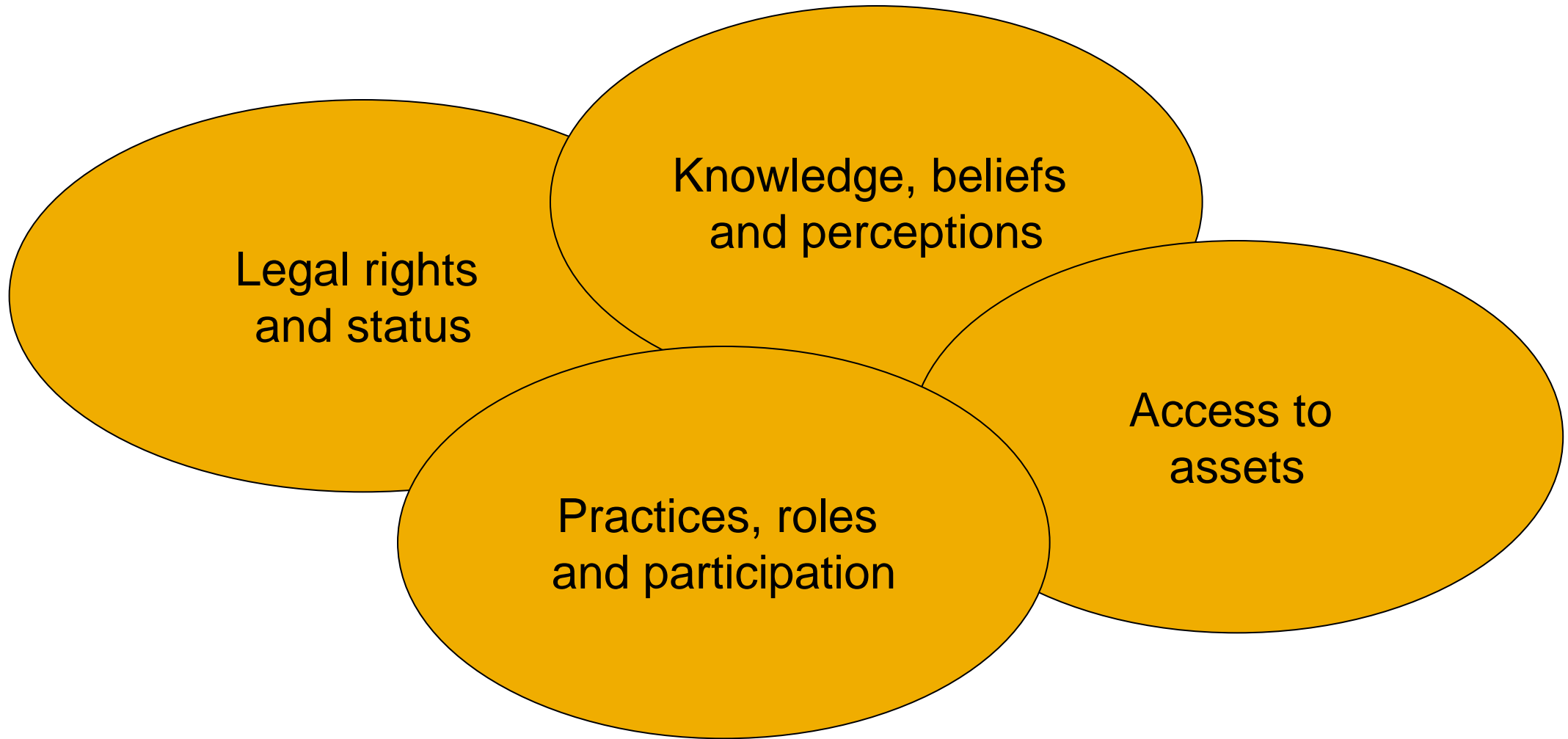
## Sociocultural Contexts

- Ethnicity
- Class
- Race
- Residence
- Age

# What different constraints and opportunities do women and men face?

- How do gender relations (in different domains of activity) affect the achievement of sustainable results?
- How will proposed results affect the relative status of men and women (in different domains of activity)?

# Different Domains of Gender Analysis



# Gender Analysis

## Gender-based Opportunities

= gender relations (in different domains) that **facilitate** men's or women's access to resources or opportunities of any type.

## Gender-based Constraints

= gender relations (in different domains) that **inhibit** men's or women's access to resources or opportunities of any type.

# Gender Statistics

Statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life. Gender statistics are the sum of the following characteristics:

- data are collected and presented disaggregated by sex as a primary and overall classification;
- data are reflecting gender issues;
- data are based on concepts and definitions that adequately reflect the diversity of women and men and capture all aspects of their lives; and
- data collection methods take into account stereotypes and social and cultural factors that may induce gender biases.

# General skills for understanding and using statistics

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- data awareness
- the ability to understand statistical concepts
- the ability to analyse, interpret and evaluate statistical information, and
- the ability to communicate statistical information and understandings



## Key statistical concepts

Indicator	Ratio
Concept	Rate
Population	Index
Variable	Data Source
Classification	Metadata
Proportions and Percentage	

# Practice calculating rates

The **employment rate** is the percentage of the total adult population (aged 15 and above) who are employed. It is calculated by dividing the employed population by the total population, and then multiplying the result by 100 to get a percentage figure (usually expressed to one decimal point).

The formulas for calculating female and male rates are below:

$$\frac{\text{Female employed age 15 +}}{\text{Female population aged 15 +}} \times 100 = \text{Female employment rate (\%)}$$

$$\frac{\text{Male employed age 15 +}}{\text{Male population aged 15 +}} \times 100 = \text{Male employment rate (\%)}$$

# Employment rate (%) for population aged 15 and above, by sex, selected countries, year as indicated

	Year	Population aged 15		Employed age 15+		Employment rate (%)		Gender gap (male - female)
		Female	Male	Female	Male	Female	Male	
Azerbaijan	2010	3,616,857	3,405,782	2,102,000	2,227,000	58.1	65.4	7.3
Belarus	2012	4,364,517	3,655,027	2,352,000	2,225,000	53.9	60.9	7.0
Georgia	2010	1,976,206	1,718,460	777,000	851,000	39.3	49.5	10.2
Kazakhstan	2012	6,632,986	5,930,058	4,131,000	4,376,000	62.3	73.8	11.5
Kyrgyzstan	2010	1,952,835	1,850,895	926,000	1,318,000	47.4	71.2	23.8
Moldova, Republic of	2010	1,522,172	1,409,368	570,000	573,000	37.4	40.7	3.2
Russian Federation	2010	66,242,404	54,929,054	34,304,000	35,500,000	51.8	64.6	12.8
Bangladesh								-
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# Some comments regarding the table?

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End of Module 1.

## **Module 2:**

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# **Demographic indicators for gender analysis**

# Materials

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- Importance of demographic indicators for gender analysis
- Data sources
- Understanding the key indicators

# Importance of demographic indicators for gender analysis

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- What is demography?
- Demography and gender

# Data Sources

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- Population censuses
- Demographic and Health
- Administrative registers

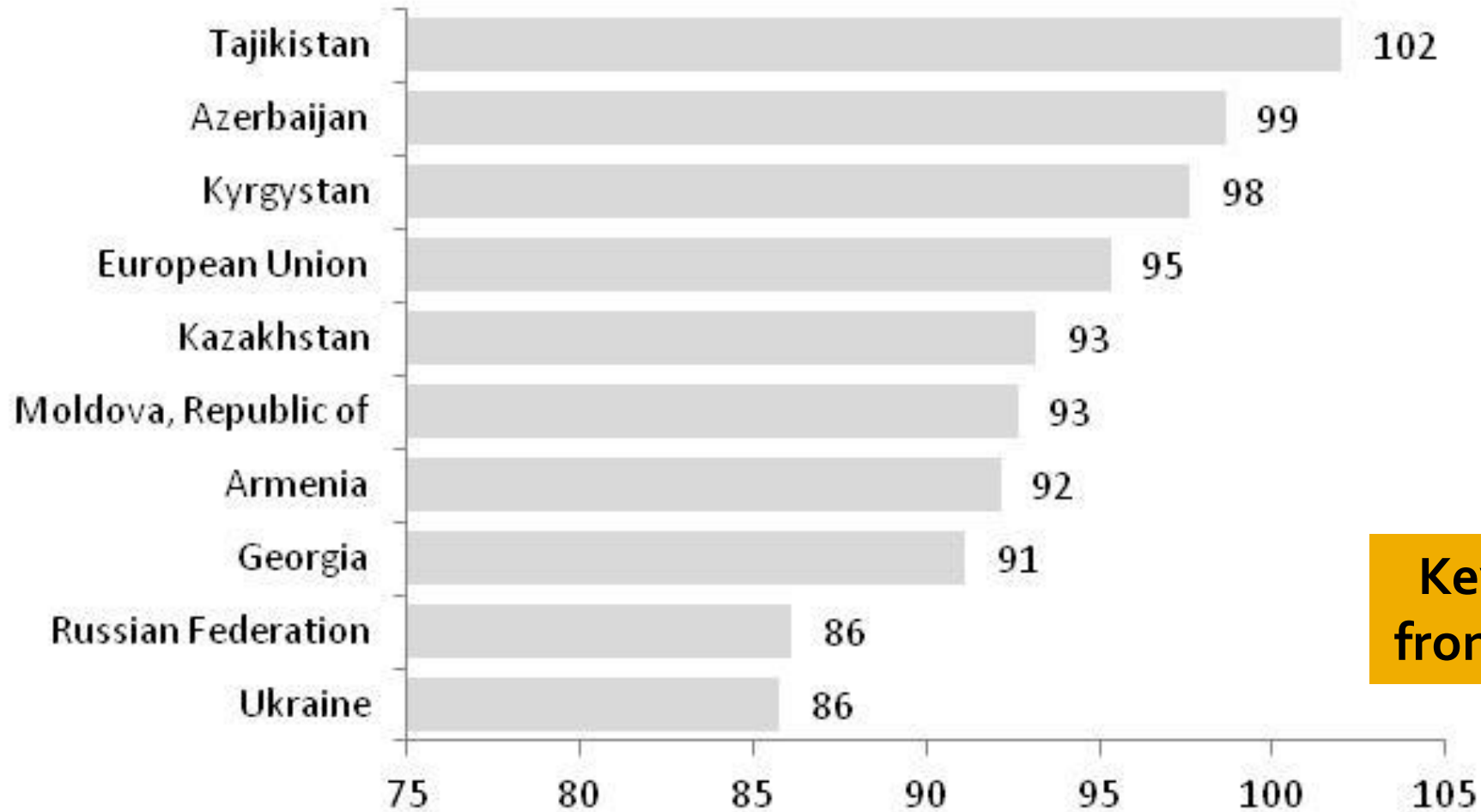


# Understanding the key indicators

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- Sex ratio for total population
- Infant mortality
- Mean age at first marriage
- Total fertility rate

# Sex Ratio



**Key messages  
from the graph?**

# Sex ratio: What impacts on sex ratio?

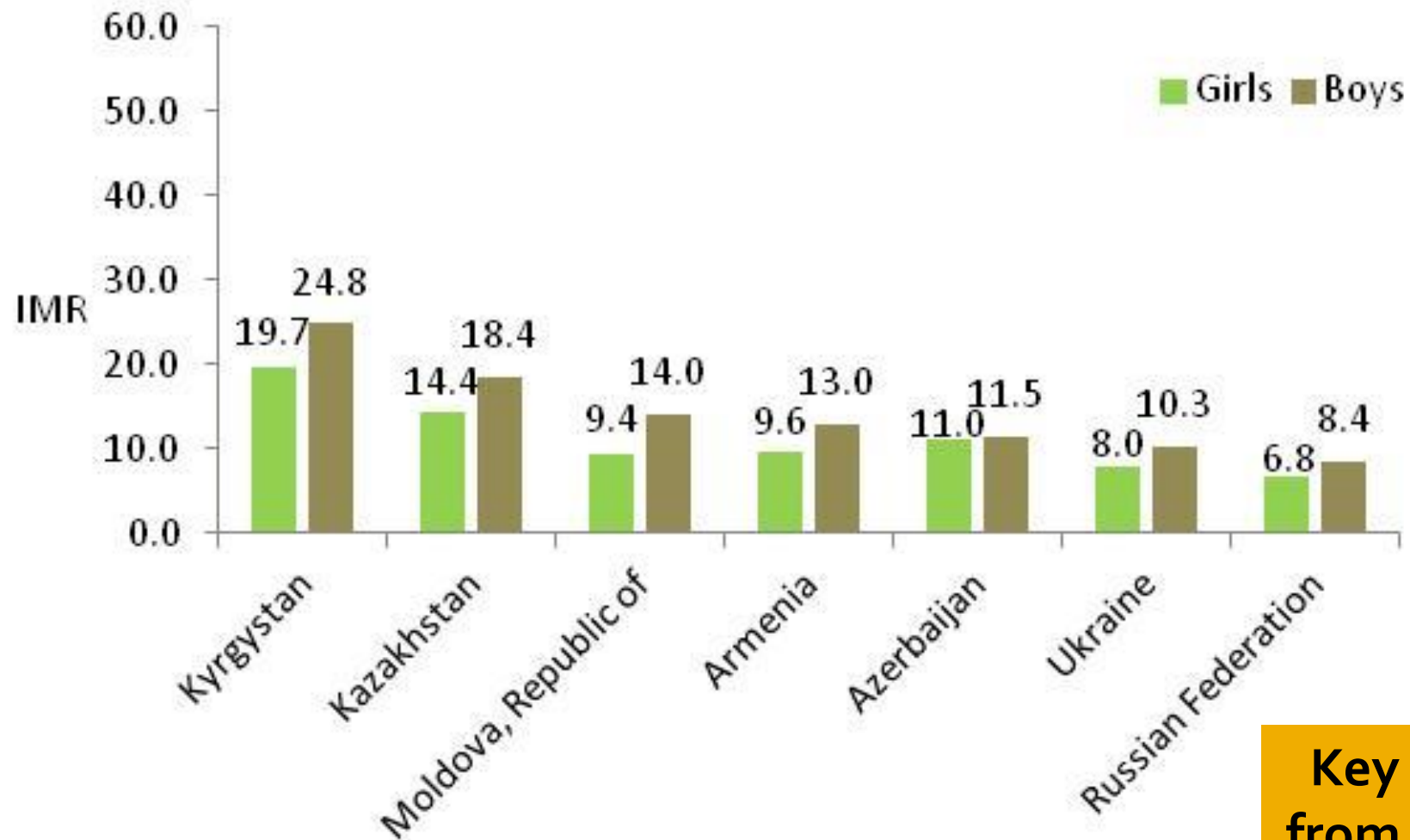
- Tendency for women to live longer
- Son preference
- Employment-related migration
- Risks to health, such as alcohol, smoking and violence
- Wars and conflicts

**Policy implications?**

# Infant mortality rate (IMR)

- Infant mortality rate is the probability of a child born in a specific year or period dying before reaching the age of one, expressed as rate per 1,000 live births.
- Infant
- Mortality rate
- Live births

# Infant Mortality Rate, by sex, selected countries, 2010



Key messages  
from the graph?

# How to interpret this indicator

- Aiming for low rates over time
- Rates tend to be higher for males
- Examine variation between sub-populations

**Policy Implications?**

# Mean age at first marriage

- The mean age at first marriage is the mean age of men or women at first marriage if subject throughout their lives to the age-specific marriage rates of first marriages only in a given year.
- Marriage
- Mean age

# How to interpret this indicator

- Age at first marriage for many women represents the time they are first exposed to risks of pregnancy and childbearing. Therefore, younger age of first marriage is generally associated with higher fertility rates. Globally, the trend over time is that the age at first marriage is increasing.
- Child marriage
- Look at changes over time
- Look at differences between men and women
- Consider related indicators

**Policy Implications?**



# Total Fertility Rate

- The Total Fertility Rate (TFR) is calculated based on age-specific fertility rates and is expressed as the number of children per woman.
- The total fertility rate is defined as the average number of children that would be born alive to a woman during her lifetime if she were to pass through her childbearing years conforming to the age-specific fertility rates of a given year.

# How to interpret this indicator

## **Gender issues impact on fertility:**

Factors that could be considered in analysis of trends in fertility:

- Status of women
- Marital status
- Son preference

Family planning

Adolescent fertility rate

Male fertility

**Policy implications ?**

# Total Fertility Rate, selected countries, 1980-2010

Year	Armenia	Azerbaijan	Belarus	Georgia	Kazakhstan	Kyrgyzstan	Moldova	Russian Federation	Tajikistan	Turkmenistan	Ukraine	Uzbekistan
1980	2.4	3.3	2.1	2.3	3	4	2.5	1.9	5.7	5	2	5.1
1985	2.5	3	2.1	2.3	3	4.1	2.6	2.1	5.5	4.7	2.1	4.5
1990	2.5	3	1.9	2.2	2.8	3.9	2.4	1.9	5.2	4.3	1.9	4.2
1995	1.8	2.6	1.5	1.9	2.2	3.3	1.9	1.3	4.6	3.5	1.4	3.2
2000	1.3	2	1.2	1.6	1.9	2.7	1.6	1.2	4	2.8	1.1	2.7
2005	1.4	2	1.3	1.7	2.3	2.6	1.5	1.3	3.6	2.6	1.3	2.5
2010	1.6	2	1.5	1.8	2.5	3	1.5	1.6	3.8	2.4	1.4	2.4

# Key messages

- Fertility is highest in Tajikistan, with an average of 3.8 children per woman in 2010.
- Fertility is low in Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Russian Federation, and Ukraine, with rates at or below 2.0 children per woman since 2000.
- Changes in fertility tend to take place slowly over time, although rates have declined swiftly in Uzbekistan, Turkmenistan and Tajikistan since 1980.

**Policy implications?**

# Discussion

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End of Module 2

# Module 3:

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## Gender and economic activity

# Materials

- Relationship between gender and economic activity
- Overview of how economic activity is measured
- Productive, non-productive, economic and non-economic activities
- Labour force (employed + unemployed) and economic inactivity (outside the labour force)
- Data sources
- Understanding the key indicators

# Gender and economic activity

Typical gender gaps in economic activity:

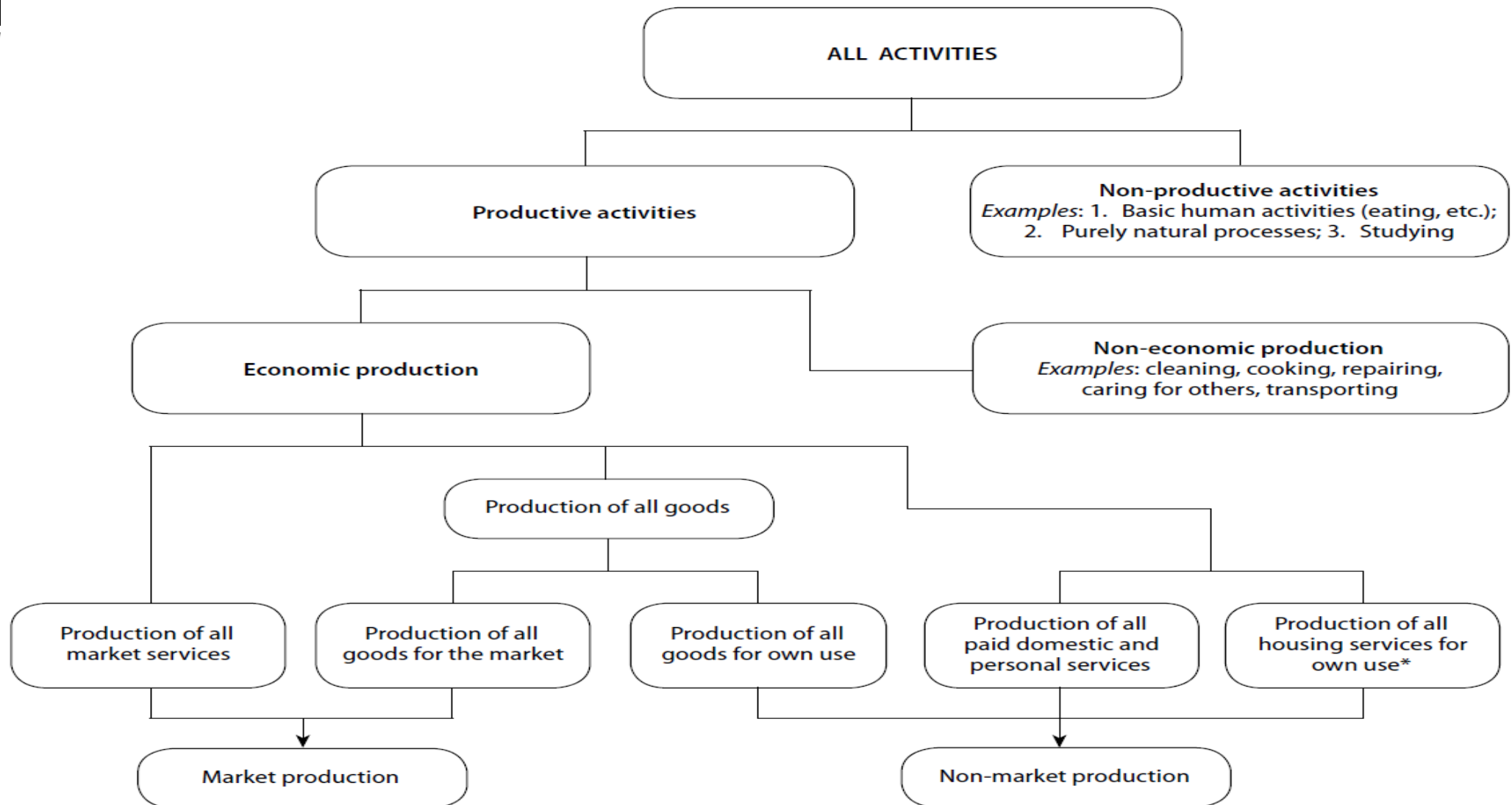
- Women are less likely to participate in the labour force than men
- Employed women work less hours in employment than men
- Women earn less income than men
- Men are more likely to work in mining and construction industries
- Women are more likely to work in the services sector



# Overview of how economic activity is measured

- Measuring economic activity involves clear definitions of work
- Activities are either productive or non-productive
- Activities that are considered as 'economic production' count towards the gross domestic product (GDP)

# Economic production as defined by system of national account



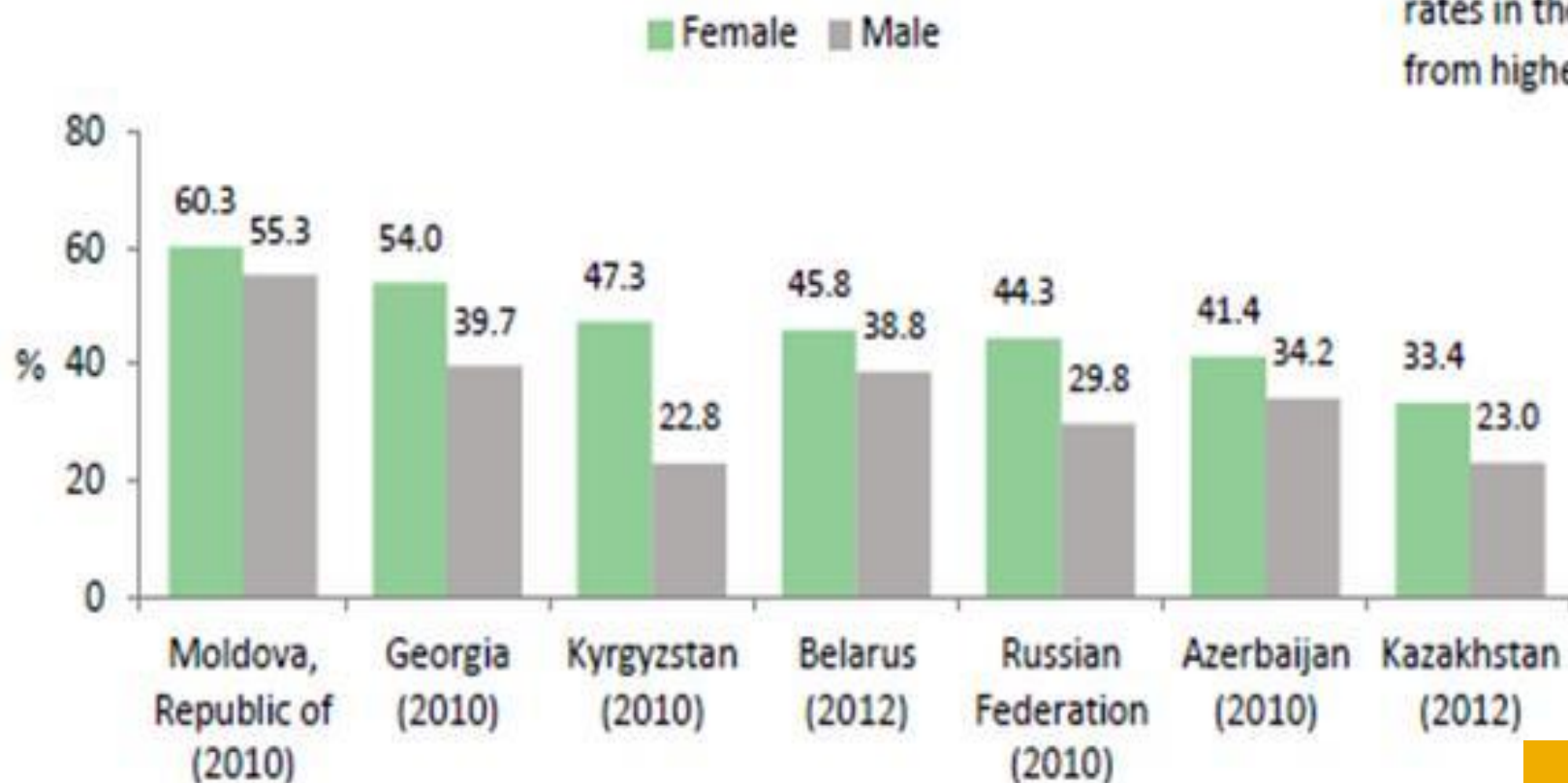
\* No labour input.

# Different forms of work

1. Own-use production work comprising production of goods and services for own final use.
2. employment work comprising work performed for others in exchange for pay or profit.
3. Unpaid trainee work comprising work performed for others without pay to acquire workplace experience or skills.
4. Volunteer work comprising non-compulsory work performed for others without pay.
5. Other work activities (not defined in the ILO resolution).

Inactivity rate (%) for population aged 15 and above, by sex, various countries, year as indicated

This graph shows the inactivity rates in the table above, sorted from highest to lowest.



**Key messages  
from the graph?**

# How to interpret this indicator

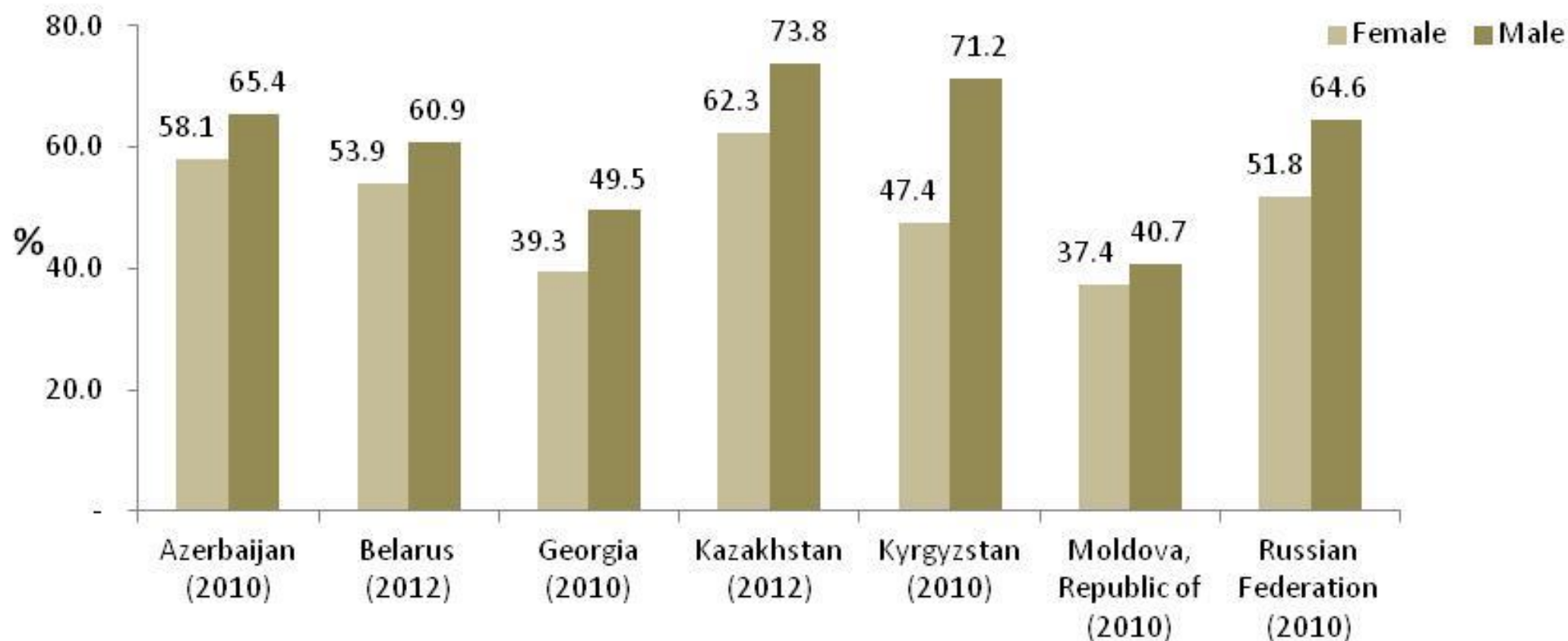
- Look for differences between men and women -
- Look at reasons for inactivity
- Look for differences between certain age-groups and family situations
- Consider the impacts of events
- Compare to other countries

**Policy implications ?**

# Employment rate (%)

- The employment rate is the share of employed persons in a particular population (e.g. rural based women aged 15-49, or all men aged 15 and above). It is also known as the employment to population ratio.
- Key definitions:
  - Employment
  - In kind

# Employment rate (%) for population aged 15 and above, by sex, various countries, year as indicated



**Key messages  
from the graph?**

# How to interpret this indicator

- Look for differences between men and women -
- Look for changes over time
- Look for differences between certain age-groups and family situations
- Consider the impacts of events
- Compare to other countries
- Accuracy of the data

**Policy implications ?**



# Gender pay gap

The difference between men's and women's average earnings from employment, shown as a percentage of men's average earnings.

**Gender Pay Gap in hourly wage rates refers** to the gender gap in average hourly earnings. This indicator aims to capture the difference between men's and women's overall position in the labour market. It measures the difference between men's and women's wage rates independent of the number of hours worked, the type of activity or the type of occupation.

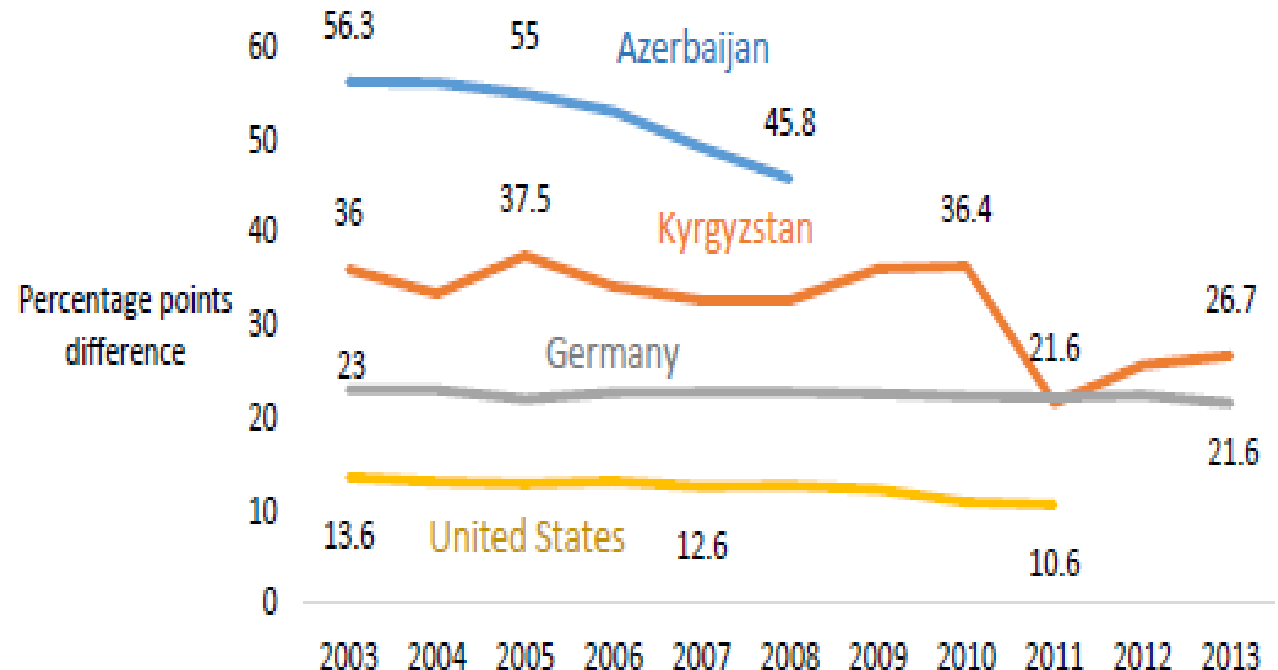
**Gender Pay Gap in monthly earnings refers** to the gender gap in average monthly earnings. This indicator aims to capture the variance between men's and women's earnings over a specific period of time. It reflects differences in time worked and type of work performed, which translates into gender differences in economic autonomy.

# Gender pay gap

## How to calculate:

The gender pay gap is the difference between average hourly wage rates of men and women, expressed as a percentage of average hourly wage rates of men. If a woman earns 70% percent of what a man earns, then the gender gap is 30 percentage points.

Gender pay gap in average hourly wage rates, selected countries, 2003-2013



**Key messages  
from the graph?**

# How to interpret this indicator

- Understand what the number represents
- Examine particular professions and industries
- Explore how the gap varies by age and family situation

**Policy implications?**

# Discussion?

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End of Module 3