A BOOKLET ON HOW TO
PRODUCE, ANALYSE AND COMMUNICATE GENDER STATISTICS

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CENTRAL
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Acronyms and Abbreviations

CSA   Central Statistics Agency
ESCWA   Economic and Social Commission for Western Asia
FDRE   Federal Democratic Republic of Ethiopia
NSS   National Statistical System
OSCE   Organization for Security and Co-operation in Europe
UNDP   United Nations Development Programme
UNECE   United Nations Economic Commission for Europe
UN Women United Nations Entity for Gender Equality and the Empowerment of Women
UNSD   United Nations Statistics Division
WBI   World Bank Institute
WHO   World Health Organization
E.C   Ethiopian Calendar

Executive Summary

Achieving gender equality means the equal enjoyment of rights, opportunities, resources and rewards by women and men. Women and men do not play identical roles in any society, nor do they have equal access to education, work, career opportunities, and economic resources. In most instances, political and economic leadership and economic benefits are also unequally shared, which leads to gender disparities in the enjoyment of benefits from economic and social development. Gender statistics capture these specific realities in the lives of women and men through sex-disaggregated data, i.e., the data pertaining specifically to women and men that reflect specific gender issues. Most of the statistics that are available and presented for monitoring and evaluating interventions and for drafting policies and programmes do not reveal the realities of women who comprise half the world's population and thereby do not allow comparative studies between the male and female population. Moreover, the available data has not been utilized adequately to bring about sustainable change. The availability of adequate gender statistics demands the active participation and involvement of the entire statistical system as well as different statistical sources and fields. This booklet has been produced as a brief guide for users and practitioners in the National Statistical System on how to produce, analyse and communicate data with a strong gender dimension.

Chapter One

1.1 Background

Statistics reflect the existing situation in any given society. They are an essential numerical representation of the realities of the world and serve as valuable inputs for policy formulation and monitoring progress towards set targets (United Nations, 2016). For centuries, statistics did not concern itself with the realities of half of the world's population, the female population, and hence did not allow comparisons with the male population. The Third World Conference on Women held in Nairobi, Kenya, in 1985 emphasized the need for gender-specific statistics on women and men, marking the start of the development of national information systems that reflect the differences between the sexes. The importance of gender statistics was further reiterated in stronger terms during the Fourth World Conference on Women: Action for Equality, Development and Peace held in Beijing, China, in 1995.

Although in many countries sex-disaggregated data exists, it may not be utilized effectively to bring sustainable change as it is not framed in terms of gender statistics. Gender statistics, which are critical in addressing gender inequities, go beyond a simple disaggregation of data. For effective gender statistics to be in place, data must be collected and presented by sex as a primary and overall classification. In addition, the data must reflect gender issues and must be based on concepts and definitions that adequately reflect the diversity of women and men and capture all aspects of their lives. Another important criterium for gender statistics is the need for data collection methods to consider stereotypes and social and cultural factors that induce gender bias in data (United Nations, 2016).

Gender equality features as a main goal and target in all major international and regional commitments. Without gender statistics it is difficult to understand the real circumstances of women and men in a society, thus making it impossible to address gender inequalities. Gender statistics provide evidence for policies, enable different actors to monitor and evaluate the implementation and achievement of these policies from a gender perspective, and can persuade policymakers towards achieving policy change.

The government of Ethiopia has been taking extensive measures to guarantee gender equality and ensure that women benefit from the development of the country. Despite these efforts, women still face many challenges in almost all aspects of life. Even though women constitute half the population of the country, the gender gap is still persistent in agriculture, poverty-level, education, health and employment outcomes. Gender statistics will allow for a full understanding of these gendered differences.

The Central Statistics Agency (CSA) is responsible for collecting, compiling, processing, analysing and disseminating statistical data and manages the coordinating platform the National Statistical System (NSS). CSA produces reliable and nationwide data. In its National Statistics Development Strategy II (NSDS II), CSA has also decided to increase the magnitude and coverage of surveys to meet the growing demand for data and statistical output and improve the timeliness of its data production (The Central Statistics Agency of Ethiopia, 2016). Other sectors and institutions like ministries of education, health, agriculture, water, irrigation and energy also produce administrative data on matters related to them.

The mainstreaming of a gender perspective in the NSS resulted in a more efficient collection of data and analysis of gender-related topics. However, there are still gaps in producing gender statistics in various areas and sectors. Important statistical data are scattered everywhere and are not communicated in a timely and broad manner. Gender-specific data are often produced for mere supplementary concerns rather than to address the robust issues that require attention, which has led to the marginalization of these data and resulted in its failure to reach a broader audience. Due to these information

and communication gaps, decision-making bodies and policymakers are left with little evidence to complement their understanding of gender issues. Some of the main reasons for these gaps include the limited capacity of experts, lack of collaboration between stakeholders, and lack of commitment from officials. The preparation and dissemination of gender-specific data are considered a costly 'burden' and extra work.

The demand for gender statistics has increased over the years owing to international conventions and calls for gender mainstreaming in policies. The regional reviews of the implementation of the Beijing Declaration and Platform for Action (BDPfA)on its 25thanniversary in 2020 and recommendations on Ethiopia's 8thperiodic report on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) urge the importance of putting in place a strong system for the production, analysis and communication of gender statistics. Although many national statistical offices have attempted to produce, analyse, and communicate gender statistics, additional guidance is needed to improve the availability of gender data and to ensure its proper communication. This brief booklet aims to serve as a reference guide for producers and users of gender statistics.

1.2 Objectives of the Booklet

General objective

This booklet intends to contribute towards the development of data and statistics with a strong gender dimension.

Specific objectives

- To provide a handy tool to guide the production, analysis and communication of gender statistics among data producers and users.
- To promote the use of gender statistics for informed decision-making and policy prescription

1.3 Target audience

This booklet primarily targets producers and users of statistics in Ethiopia mainly in CSA, various government ministries, and civil society organisations that are responsible for the collection, production and publication of gender statistics.

1.4   What are gender statistics?

Statistics that adequately show the differences and inequalities in the situation of women and men in society and all areas of life are termed gender statistics (United Nations, 2016). More specifically, gender statistics have the following characteristics:

- Data collection and presentation are disaggregated by sex as a form of primary and overall classification that reflects gender inequalities in numbers.
- Data reveal gender-based issues.
- Data are based on concepts and definitions that reveal the diversity of various groups of women and men, and effectively reflect varied aspects of their lives.
- Data collection methods consider the stereotypes and social and cultural factors that may result in gender biases.

- Sex is the overall basis for classification, but it is not always enough as there are other variables to consider that affect the lives of women and men. These variables include age, paid and unpaid work, place of residence, country of birth, ability and disability. Therefore, sex in combination with other variables make inequalities more visible and easier to analyse.

- The statistics for women and men should be presented throughout all tables and charts and should be shown side by side.
- The production of gender statistics should be undertaken with the close and continuous cooperation between users and producers.
- Gender statistics must also facilitate the monitoring of the policies that are in place and the evaluation of their effectiveness.

1.5 Why do we need gender statistics?

Gender statistics are needed:

- To identify critical gender issues and inequalities between men and women
- To raise consciousness about the gender gap

- As a basis for decision-making on gender issues
- To follow up on decisions and monitor progress
- To meet the need for information on different actors

Chapter Two

2.1 Gender statistics and gender equality

Gender equality refers to the equal enjoyment of rights, opportunities, resources and rewards by women and men. It also implies that the interests, needs and priorities of both women and men should be taken into consideration. It has been increasingly recognized as being essential for the process of sustainable development and in the formulation of effective national development policies and programmes. It is crucial to note that the objective of equality is not based on the idea that all genders are the same or that they must be forced to carry out the same activities, but on an understanding that gender differences must be taken into account to facilitate opportunities, rights and responsibilities.

The goal of achieving gender equality can be realized by first making the realities of women and men visible in statistics. Statistics and indicators that reflect the lived experiences of women and men are needed to describe women's and men's roles in society. Thus, gender statistics are used in monitoring progress towards the achievement of gender equality and generating data for informed decision-making and policy formulation.

2.2 Gender statistics in policymaking process

International commitments such as CEDAW and BDPfA call for the development of policies on the advancement of women and gender equality. In particular, they provide a mandate to deliver the statistics required for the achievement of these policies.

Many national governments also have their specific policies and legislative programmes to achieve gender equality. The availability and accessibility of gender-sensitive data are instrumental to the development and implementation of policies, thereby facilitating the achievement of national and international gender equality goals, and other development agendas.

Policymakers and lawmakers need to anchor their decisions on statistical data while formulating laws and policies. For them to effectively exploit the existing statistical data, data producers should closely work with policymakers and provide them with the type of data they need to formulate effective policies. The following steps are mostly observed while producing gender statistics:

i. Identification of gender issues in society: This step starts with the identification of gender issues in a society on which greater knowledge is needed. Examples of gender issues include gender-based violence, differential access to education, and unequal pay.

ii. Production of gender statistics: The next step, after the identification of gender issues, involves the production of statistics to measure it. This might involve the introduction of a completely new instrument such as a survey, or enhancement of existing data by adding one or more questions to a survey.

iii. Marketing and dissemination of gender statistics: Production of statistics is not an end in itself as it has to reach policymakers, advocates and other data users who can effect change, or can put pressure on policymakers for the necessary changes. The dissemination of gender statistics can follow different techniques in order to reach each audience.

Generally speaking, gender statistics draw the invisible line between men and women more accurately. In doing so statisticians are expected to improve definitions and data collection methods. However, international and national reviews and reports point out that statistics in many countries, including Ethiopia, need to be improved in order to better reflect gender relations and the roles of men and women in society.

2.3 Assessing users' interest

For the successful production and improvement of gender statistics, close and continuous cooperation between data users and producers is critical in any country. Users of statistics have different needs which producers of gender statistics have to meet with specific statistical products. This process begins with a dialogue between users and producers where in users formulate their demands based on their requirements and producers address the users' specific needs. However, users often do not have sufficient information about the availability of specific statistics and may also lack the skills to accurately frame their requests.

Hence, to improve gender statistics, statisticians need to have a sound knowledge of gender issues and problems that are being addressed in data collection while users must learn to effectively communicate their requirements to statisticians. The process of producing gender statistics requires the active involvement of statisticians in understanding a wide range of gender-based issues as well as in acquiring the knowledge and expertise to identify the causes and effects of problems and complex interconnections among various issues.

2.4 Identifying gender-sensitive indicators

A gender-sensitive indicator is defined as an indicator that measures changes related to gender in a society in a specific period. These indicators are represented as a single figure or a distribution. Figures can be expressed in numbers, percentages, rates or ratios. The use of gender-sensitive indicators can help us to understand how changes in gender relations enable more effective planning and delivery of future projects or programmes. As indicators are closely tied to specific objectives, the first step in the development of appropriate gender-sensitive indicators is to make sure that the objectives of your study have clearly defined gender-based goals that drive your gender analysis. These may include measures to improve the status of women in society or a clear statement on how the programme will benefit women and men equally (OXFAM GB, 2014). To develop your indicators, look at each of your key objectives and ask what you would like to achieve.

Gender-sensitive indicators (OXFAM GB, 2014) should be able to:

- Show the gap between women and men
- Measure the various roles, responsibilities and access to resources of various members of society
- Monitor the progress towards realising gender equality goals

- Demands data disaggregated by variables such as sex and age
- Enable gender analysis of data
- Assist the integration of issues related to gender equality across the various stages of formulation, implementation, monitoring and evaluation of a policy, programme or project
- Show the impact of variations in power relations between women and men

Selecting appropriate indicators requires:

- Developing indicators in a participatory fashion
- Making indicators relevant to the needs of the user, and at a level that the user can understand
- Disaggregating indicators by sex
- Using both qualitative and quantitative indicators
- Making indicators that are easy to use
- Making sure that indicators are clear and unambiguous
- Choosing a small and selected number of indicators
- Opting for indicators that measure trends over time

A list of gender indicators in the Sustainable Development Goals can be found in Annex I.

2.5 Concepts and Definitions

To avoid gender bias which is one type of error of particular concern for Gender Statistics, concepts and definitions of terms to be measured has to be addressed. Some of Gender related terms can be found in Annex II.

2.6 Production of gender statistics

The entire official statistical system, along with various statistical sources and statistical fields such as labour force, education and health, are concerned with the production of adequate gender statistics. The production of gender statistics needs the development and improvement of measures, concepts, methods, definitions and classifications. Similar to other forms of statistics, the process of generating gender statistics also includes a range of highly interrelated activities and the requirement of data disaggregated by sex. The quality of the final product is significantly affected by each of these activities and the way they are connected. Hence, the process of producing gender statistics needs to take a holistic approach, an end-to-end perspective, to make sure that all the activities are connected "efficiently and seamlessly" and "form a well-integrated package" (UNECE and WBI, 2010, p.11). Hence, well-articulated objectives and trusted measurement practices should guide the overall design of the process.

Key steps

Broadly, the process of producing, presenting and distributing gender statistics is similar across all fields of statistics (Birgitta Hedman and others, 1996).

i.   This process starts with a dialogue between users and producers. Users formulate their demands on the basis of their needs and producers have to address users' specific needs.

ii. The national statistical system produces gender statistics based on problems and related objectives recognized in national policies and plans. Thus, topics that need to be investigated at the national level are selected and specified to identify their underlying causes and effects.

iii. Once the required statistics are identified and listed, their availability in terms of relevance, level of disaggregation, timeliness, frequency, adherence to standards, and quality has to be evaluated to prevent stereotypes and biases.

iv. For available statistics, sources have to be identified and their quality relative to need, content, measures, concepts and classifications has to be improved.

v.   For data gaps, identify possible sources and the possibility to extend existing data collection programmes to provide needed statistics.

2.7 Assuring Data Quality

Data Quality is of the central concern for the production of data. Data Quality is defined in terms of seven components; Relevance, Accuracy, Timeliness, Punctuality, Accessibility, Clarity and Comparability (UNSD, 2010).

2.8 Presentation of gender statistics

Presentation of gender statistics must consider the following key points:

- The identification and organisation of data need an understanding of gender differentials and the specific roles and contributions of women, men, boys and girls in different spheres of life. It must also assess the potential and differential effects of policies and programmes on women and men, including those that are unintended, or which may negatively or positively impact women's and men's opportunities, health, socioeconomic status, and wellbeing.

- The indicators of interest in gender statistics are presented in terms of absolute values and proportions; ratios and rates; measures of central tendency (mode, median, arithmetic mean, geometric mean, and harmonic mean); measures

of dispersion (the range, the interquartile range, the mean deviation, the standard deviation, the variance, the coefficient of variation and the relative variance).

- Results from the analysis, which are mostly presented in tables and graphs, should be presented in a user-friendly manner.
- When we present outputs care should be taken to avoid gender bias and it should be communicated in a gender-sensitive manner.

- The way data are presented is crucial for their correct usage and interpretation.
- The statistics should always be presented for women and men throughout all tables and charts. This gives the complete picture for women and men and enables comparison.

2.9 Avoiding gender-blind presentations

In most documents, reports and presentations, the data on the status of different developments are presented in general terms without differentiating between the status of women and men on the particular phenomena.

Table 1 is an example of agender-blind table. Hence, we should move from gender-blind to gender-sensitive presentations.

Table 1 Number of teachers for general education in Ethiopia, 2010 E.C. (2017/18)

Level	Total
Kindergarten	33995
Primary	483339
Secondary	103320
Total	**620654**

Source: FDRE Ministry of Education 2010 E.C. annual abstract.

Statistics to a large extent are usually presented in a gender-blind manner showing only individual totals, without information on the number of women and men in each category, as demonstrated in the table above. The move from gender-blind to gender-sensitive presentation,

in which data on women and men are presented side by side, enables comparisons. The next section discusses gender-sensitive presentations and the necessary steps/procedures to prepare them (Birgitta Hedman and others, 1996).

2.9.1 Basic table

When producing statistics, the starting point is often a table with raw data. The raw data could be small or large, making it complex and difficult to understand. It is usually a good idea to calculate a basic table to make it easier to analyse the statistics. The basic table is very important as it is the foundation for the analysis of gender (in) equality. Table 2 shows data concerning the number of teachers at different educational levels in Ethiopia.

Table 2 Number of teachers for general education in Ethiopia 2010 E.C. (2017/18)

Level	Male	Female	Total
Kindergarten	3892	30103	33995
Primary	295047	188292	483339
Secondary	83663	19657	103320
Total	**382602**	**238052**	**620654**

Source: FDRE Ministry of Education 2010 E.C. annual abstract.

To make this table easier to analyse, we calculated the percentage distribution and the sex distribution. The total of percentage distributions in all categories should equal one hundred.

(a) Percentage distribution

	WOMEN	MEN
Category 1		
Category 2		
Category 3		
Category 4		
	100	100

The percentage distribution shows how female teachers and male teachers are distributed over different categories, which in this case are the different levels of education. The percentage distribution is presented in a separate column.

Table 3 Teachers for general education in Ethiopia, 2010 E.C. (2017/18)

Number, percentage and percentage distribution

Level	Male		Female		Total Number	Percentage Distribution	
	Number	Percentage	Number	Percentage		Male	Female
Kindergarten	3892	1.0172	30103	12.6456	33995	1	13
Primary	295047	77.1159	188292	79.0970	483339	77	79
Secondary	83663	21.8668	19657	8.2574	103320	22	8
Total	382602	100	238052	100	620654	100	100

Source: FDRE Ministry of Education 2010 E.C. annual abstract.

For instance, to calculate the percentage distribution for women we use the following formula:

$$\text{Percentage Distribution} = \frac{\text{Number of women in category X}}{\text{Total number of women}} * 100$$

While calculating the percentage distribution, the results come with decimal numbers which make them difficult to understand. In order to make the table easier to understand, the percentages with decimals are rounded off to simple percentages.

(b) Sex distribution

The sex distribution shows the sex distribution in each category, which in this case is the level of education. The sex distribution shows the share of women and men in a specific category, and the result is presented in a row.
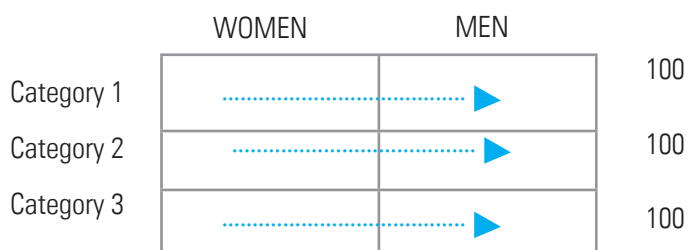
Table 4: Teachers for General Education in Ethiopia in 2010 E.C. (2017/18)

Number, percentage and sex distribution (%)

Level	Male		Female		Total Number	Sex Distribution	
	Number	Percentage	Number	Percentage		Male	Female
Kindergarten	3892	11.4487	30103	88.5513	33995	11	89
Primary	295047	61.0435	188292	38.9565	483339	61	39
Secondary	83663	80.9746	19657	19.0254	103320	81	19
Total	382602	61.6450	238052	38.3550	620654	62	38

Source: FDRE Ministry of Education 2010 E.C. annual abstract.

To calculate the sex distribution, we use the following formula:

$$Sex\ Distribution = \frac{Number\ of\ women\ in\ category\ X}{Total\ number\ of\ women\ and\ men\ in\ category\ X} * 100$$

While calculating the sex distribution, the results come with decimal numbers which makes them difficult to understand. To further simplify the table, rounding off the percentage with decimals similar to the percentage distribution is recommended.

(c) Simplified basic table

To make the table simpler exclude the numbers in all categories, leaving only the percentage distribution, sex distribution and total numbers of males and females simplified into thousands and in percentage.

Percentage distribution and sex distribution (%)

Level	Percentage Distribution		Sex Distribution	
	Male	Female	Male	Female
Kindergarten	1	13	11	89
Primary	77	79	61	39
Secondary	22	8	81	19
Total(in percentage)	100	100	62	38
Total(in thousands)	383	238		

The simplified basic table above illustrates that in the general education system in Ethiopia in 2010, about 77 percent of male teachers and 79 percent of female teachers taught in primary education. This data shows that most of the teachers from both sexes were teaching in primary education. Among the total number of teachers in secondary education, 81 percent were male teachers and only 19 percent were female teachers.

2.9.2 Charts

Charts are another tool that can be used to present data. Charts are easy to read and understand. While presenting data using charts, there are some points to keep in mind:

- The scale should always begin with zero in the value axis
- The colours of the bars for the female and male column heads have to be the same, yet also easy to differentiate both in colour and grayscale printing throughout the document
- The spacing between the bars has to be the same
- Include a title that shows what the information in the chart is about, including the place and period of information
- Make sure to put the source at the bottom of the chart
- Avoid using the 3-D style, rather use 2-D as much as possible

While selecting the appropriate type of chart, keep in mind that:

- The vertical bar chart is for comparing frequencies for different categories
- The stacked bar chart is to compare segments of totals
- The pie chart is to compare segments of totals
- The horizontal bar chart is for regional comparisons
- The line chart is to visualise data over time, looking for trends

Steps to make (vertical bar, stacked bar, pie, horizontal bar, and line charts):

Step1.Copy the data in table 4 and paste it into a new Excel sheet
Step2.Select the data and choose the type of chart you need from the chart menu
Step3. Select the proper colour
Step4. Copy and paste the chart in the proper place needed for display

The example presented below is a stacked bar chart that shows the number of teachers in general education in Ethiopia for 2010 E.C (2017/18) using the data in table 4 as mentioned earlier.

The example presented below is a stacked bar chart that shows the number of teachers in general education in Ethiopia for 2010 E.C (2017/18) using the data in table 4 as mentioned earlier.

Chart 1 Number of teachers in general education in Ethiopia, 2010
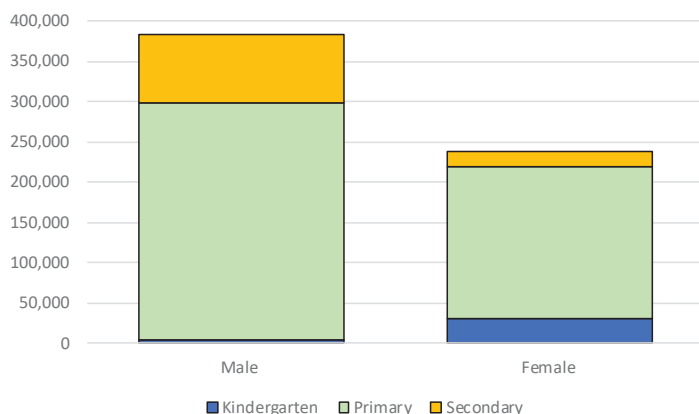
Source: FDRE Ministry of Education 2010 E.C. annual abstract.

The stacked bar chart is used when we compare segments of totals. In this chart, we can observe that the total number of male teachers is higher than the total number of female teachers. We can also see that only the number of female teachers in kindergarten is higher than the number of male teachers at the same level of education. Hence, charts can easily convey key messages.

(a) Percentage distribution

A bar chart is a good way to present percentage distributions. Taking the data from the table above the percentage distribution can also be presented using this chart.

Chart 2 Teachers in general education in Ethiopia, 2010 E.C (2017/18)

Percentage distribution
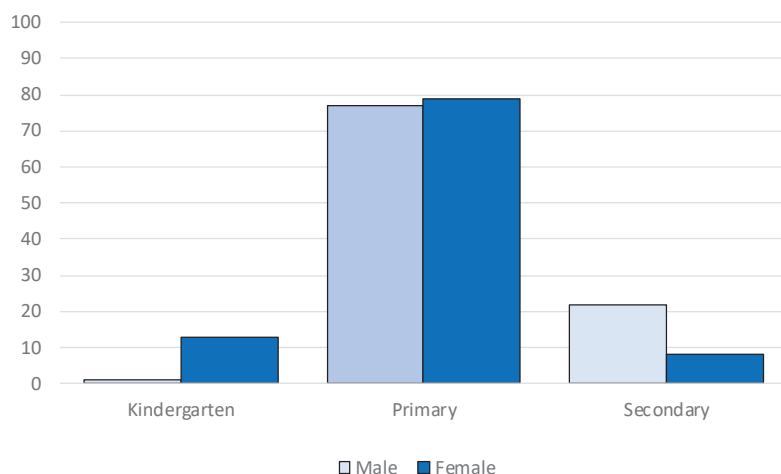
Source: FDRE Ministry of Education 2010 E.C. annual abstract.

This chart shows that among the total number of female and male teachers, almost 80 percent of them are teaching in primary education and the share of female and male teachers working in primary education is almost the same. However, in secondary education the chart shows that the share of male teachers is higher than the share of female teachers.

(b) Sex distribution

The sex distribution can be presented using a horizontal bar chart or a pie chart. Since the sex distribution shows the share of female and male teachers in a specific category, the horizontal bar chart is a simpler way to show this.

Chart 3 Teachers in general education in Ethiopia, 2010 E.C. (2017/18)

Sex Distribution (%)
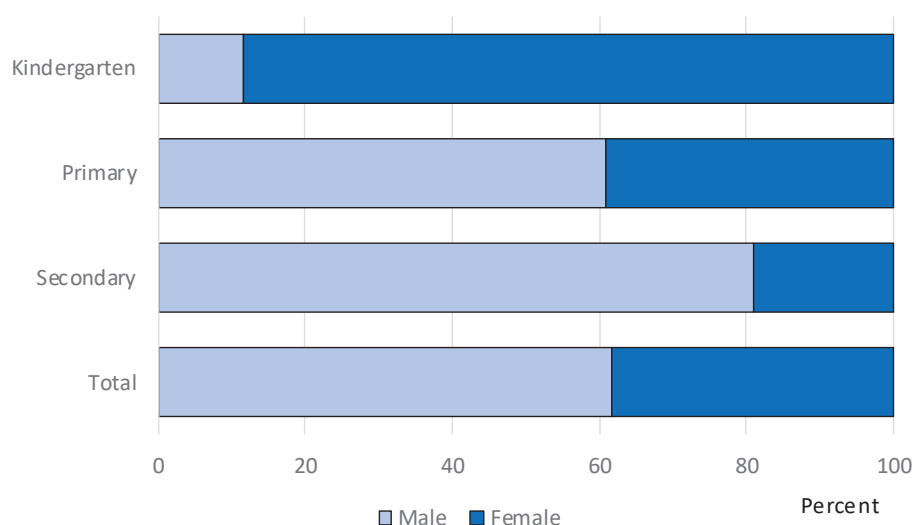
Source: FDRE Ministry of Education 2010 E.C. annual abstract.

This chart shows that the share of male teachers in kindergarten is lower than the share of female teachers, while the share of male teachers in primary and secondary education is higher than the share of female teachers.

Chart 4 Teachers in general education in Ethiopia, 2010 E.C. (2017/18)

Sex Distribution (%)
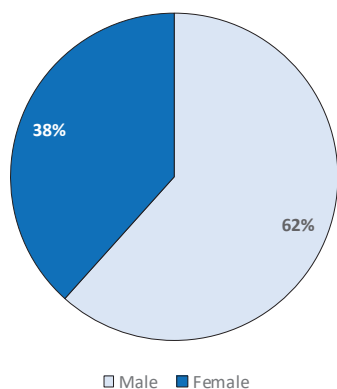
Source: FDRE Ministry of Education 2010 E.C. annual abstract.

The pie chart above shows that among the total number of teachers in general education, a majority of them (62 per cent) are male while the remaining 38 per cent are female.

(c) Showing trends

The sex distribution is also used to show the trend of female and male in a specific category throughout a given period. In this case, there is data showing the trend in the number of teachers for general education in Ethiopia from 2003 to 2010 E.C.

Table 6 Trends in the number of teachers in general education in Ethiopia, 2003–2010 E.C. (2010/11–2017/18)

Number, sex distribution (%)

| | | | | Sex Distribution | |
Year	Male	Female	Total	Male	Female
2003 E.C (2010/11)	240660	134114	374774	64	36
2004 E.C (2011/12)	254905	138818	393723	65	35
2005 E.C (2012/13)	266930	145740	412670	65	35
2006 E.C (2013/14)	294438	159675	454113	65	35
2007 E.C (2014/15)	311852	185885	497737	63	37
2008 E.C (2015/16)	333592	205070	538662	62	38
2009 E.C (2016/17)	359382	224079	583461	62	38
2010 E.C (2017/18)	382602	238052	620654	62	38

Source: FDRE Ministry of Education 2008, 2009 & 2010 E.C annual abstract.

(d) Line chart

A line chart is an easy way to show trends in a specific period. In this case, using data from Table 6 that shows the trends in the number of teachers in general education, a line chart can be constructed to present the trend more clearly.

Chart 5 Teachers in general education in Ethiopia 2003-2010 E.C. (2010/11-2017/18) Sex distribution (%)

| 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| (2010/11) | (2011/12) | (2012/13) | (2013/14) | (2014/15) | (2015/16) | (2016/17) | (2 |

——— Male   ——— Female
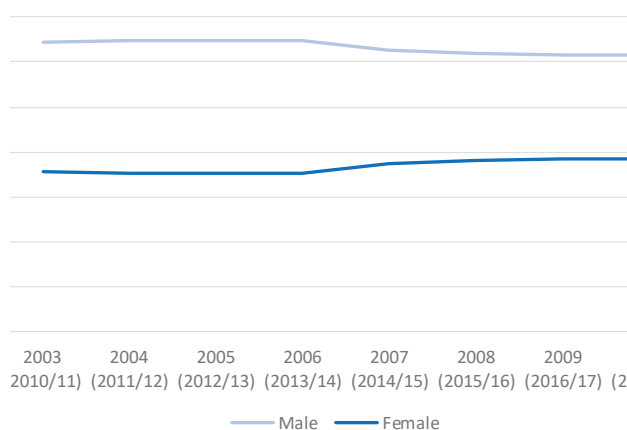
Source: FDRE Ministry of Education 2008, 2009 & 2010 E.C. annual abstract.

The above table and chart show that the share of female teachers in general education increased from 36 per cent to 38 per cent between 2003 and 2010, while the share of male teachers decreased from 64 per cent to 62 per cent in the same period.

In general, a more simple and easy presentation of data in a gender statistics publication can make the information more readable and eye-catching. This can help the readers understand and process gender-specific data more readily and effectively.

2.10 Analysis of gender statistics

Gender analysis encompasses a variety of methods used to understand gendered relations, differential access of women and men to resources, gendered roles and activities, and constraints faced by them. Gender analysis is a type of socio-economic analysis that uncovers how gender relations affect a developmental issue. The goal can either be simple, as in to demonstrate any effect gender relations may have on the solution, or complex, as in to show how gender relations will affect the solution and what could be done.

One of the main requirements in producing gender statistics is the collection and tabulation of data that is obtained separately for women and men. With sex-disaggregated data, the differences between women and men on various social and economic dimensions can be measured. However, gender statistics are more than the data disaggregated by sex. Simply having data based on sex as a variable does not guarantee their utility in

gender-based statistics and gender issues. To achieve this, concepts, definitions and methods used in data production need to be conceived to reflect gender roles, relations and inequalities in society. Hence, by using gender-specific indicators and other variables such as age, location and type of employment, gender statistics can effectively capture the realities of men and women.

After analysis, the information about the tables and graphs in the text should:

- Define the indicators, provide a rationale for the table or graph, and give background information or context

- We don't need to describe every background variable but only those that show marked impact

- Be short and concise

- The focus should be on key findings, and policy briefs should be presented in bullet point format

Chapter Three

3.1 Communication of gender statistics

Gender statistics are valuable resources when used in the understanding of gender-based issues. For example, if a national statistical office released a publication on the Participation of Women and Men in the Labour Force and then stopped there, they would be limiting the potential of these statistical data. Hence, communication is crucial if we want our target groups to know about the statistical products and the facts discussed in them. Communication incorporates important activities that can improve awareness, understanding and usage of data. The purpose of effective communication between users and producers of gender statistics is often to influence policymakers, lawmakers, development planners, and other relevant stakeholders into making decisions that address issues concerning gender inequality.

While most data producers agree that the data they produce are not utilized as fully and effectively as they should be, the problem is more severe for gender statistics.

This is because gender-related data are sometimes not published at all or are not available in an accessible and attractive form. Given the importance of understanding gender differences, special efforts are needed to ensure that gender statistics are used. Gender statistics have to be publicly available, must be easily understandable, and readily accessible.

Some of the important questions related to communication are: **who** are the target groups or users of the product that we are going to produce; **what** are the needs of the target groups; **when** do the target groups need the product and what do we want/need the target group to do with it, to use it for; **How** should we communicate gender statistics is also an important question that needs to be addressed? Hence, when we plan to produce and communicate gender statistics, we have to raise these significant questions.

3.2 Target group identification

Gender statistics have a wide audience, and it is important to identify the various target groups. Some of the core target groups of gender statistics are governing bodies (including the Ethiopian Ministry of labour and Social Affairs, and Ministry of Women, Children and Youth), women's organisations, feminist organisations, non-governmental organisations, political parties, trade

unions, the parliament, regional and municipal decision-making bodies, magazines, publications and information centres, the media, international organisations, and the public in general. When you know who your target groups are you can start to think about how to reach them using the right communication channel.

3.3 Communication channels

There are no perfect communication channels. What is important is to choose the smartest or the most effective way to reach out to target groups. Hence, selecting the type of communication and dissemination channel is very important. For instance, some users may have better internet access than others while some others may prefer using library books and journals. Hence, both the interest of the user as well as the availability of the communication channel must be considered in order to make the data more visible and accessible.

Every country has its own unique way of spreading information about the availability of new statistics to users. Most national statistical offices use their website to inform the public of new statistical products. They usually provide specific links that take a data user directly to the available data and its gendered analysis. The media is also another platform to disseminate information about new statistical data. The timing of the release of a data product can affect the amount of attention it receives from the media. For instance, if the publication of the data

coincides with international or national events like the International Women's Day (8thMarch), it is more likely to reach its target groups.

Gender statistics can be disseminated through publications, databases and other electronic forms. The data can also be presented in different forms such as tables, charts and maps, and can be accompanied by some textual description to provide context to the statistics and to explain its meaning and analysis.

Statistics required for gender analysis belong to various statistical fields and are often disseminated in various publications or stored in different databases, thereby making it difficult to locate them. These various statistical products must ideally reflect the realities of women and men by presenting an accurate measurement of their participation in social and economic life. To enable access to statistical data that is spread across fields, gender-relevant data should be organised and made available in the form of a single statistical product, such as a publication or a diskette, that is tailored to the users' requirements. In other words, statisticians need to prepare statistical products as per the specific needs of its user. The wide range of users of statistical products includes policymakers, planners, teachers, students, researchers, media professionals, and the public.

Data can be organised and presented as booklets, books, posters, fact sheets, and exhibitions or digitally stored in databases on diskettes, tapes, or compact discs. Depending on the target groups and the intended use, the statistical product can vary from a simple and broad publication with basic indicators concerning main policy areas to databases with detailed information about specific statistical fields. Moreover, the internet and social media are effective communication channels to increase the reach of statistical products to a wider group of users, including the media, the general public, teachers and students. The target audience and presentation requirements for each product need to be identified early on in the production process (Birgitta Hedman and others, 1996).

The way data are presented is also important for its correct usage and interpretation. For instance, tables, charts and graphs should convey clear messages, appeal to readers, encourage further analysis, and increase demand for more information. A successful plan to disseminate information about available data includes activities to reach the media and the wider public. These activities involve press releases, press conferences, and promotional materials including flyers and posters that are tailored to attract target groups. Other events at which the product can be presented include workshops wherein users are informed about the contents of the publication, and seminars and courses given by statisticians where gender statistics and gender-based issues are discussed.

3.4   Key messages

Key messages are the core messages we expect our target groups to pay attention to and keep in mind. They create meaning and headline the issues we want to discuss. They allow us to regulate communication, improve the quality of our relationships with the intended audience, and are a crucial feature of a communication campaign. Key messages also serve as a guide when designing our communication. What do we need to tell the audience for the key message to make sense?

Here are some points to consider when writing our key messages:

- Is it believable? – Make sure that our core message is supported by evidence

- Is it easy to understand? – Make our language concise, professional and to the point

- Is it positive? – Be positive and use active language

- Is it purposeful? – Make sure our message represents our agenda appropriately

- It should be quite short for the audience to remember and repeat

3.5 Communication planning

Communication is vital when trying to raise the level of understanding of gender statistics during the implementation of a change. To effectively deliver information regarding the change, it is essential to use multiple platforms or media resources to communicate the same message and determine who will communicate the gender statistics needed for change. One of the biggest concerns will be in developing written messages that define the values and principles and set expectations for stakeholders to execute the proposed strategies and achieve the project goals. The messages should explain the nature of the upcoming change, the process of the change, and the role every individual or team will play in the implementation of this change. The planning should start early in the process and keep evolving as the process moves forward.

Annex 1: Core Set of Gender Indicators in Sustainable Development Goals

1. Proportion of population below the international poverty line, by sex, age, employment status and geographical location (urban/rural)
2. Proportion of population living below the national poverty line, by sex and age
3. Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions
4. Proportion of population covered by social protection floors/systems, by sex, distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, newborns, work-injury victims and the poor and the vulnerable
5. Proportion of population living in households with access to basic services
6. Proportion of total adult population with secure tenure rights to land, with legally recognized documentation and who perceive their rights to land as secure, by sex and by type of tenure
7. Number of deaths, missing persons and persons affected by disaster per 100,000 people
8. Proportion of total government spending on essential services (education, health and social protection)
9. Proportion of government recurrent and capital spending to sectors that disproportionately benefit women, the poor and vulnerable groups
10. Prevalence of undernourishment
11. Prevalence of stunting (height for age <-2 standard deviation from the median of the World Health Organization (WHO) Child Growth Standards) among children under 5 years of age
12. Prevalence of malnutrition (weight for height >+2 or <-2 standard deviation from the median of the WHO Child Growth Standards) among children under 5 years of age
13. Average income of small-scale food producers, by sex and indigenous status
14. Maternal mortality ratio
15. Proportion of births attended by skilled health personnel
16. Under-five mortality rate
17. Neonatal mortality rate
18. Number of new HIV infections per 1,000 uninfected population, by sex, age and key populations
19. Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease
20. Suicide mortality rate
21. Proportion of women of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods
22. Adolescent birth rate (aged 10-14 years and aged 15-19 years) per 1,000 women in that age group
23. Coverage of essential health services (defined as the average coverage of essential services based on tracer interventions that include reproductive, maternal, newborn and child health, infectious diseases, non-communicable diseases, and service capacity and access among the general and the most disadvantaged population)
24. Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene (exposure to unsafe WASH services)
25. Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
26. Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
27. Participation rate in organized learning (one year before the official primary entry age), by sex
28. Participation rate of youth and adults in formal and non-formal education and training in the last 12 months, by sex
29. Proportion of youth and adults with information and communications technology skills, by type of skill
30. Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

31. Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

32. Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

33. Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic hand washing facilities (as per the WASH indicator definitions)

34. Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

35. Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex

36. Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age

37. Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence

38. Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18

39. Proportion of girls and women aged 15-49 years who have undergone female genital mutilation/cutting, by age

40. Proportion of time spent on unpaid domestic and care work, by sex, age and location

41. Proportion of seats held by women in national parliaments and local governments

42. Proportion of women in managerial positions

43. Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care

44. Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education

45. (a) Proportion of total agricultural population with ownership or secure rights over agricultural land, by sex; and (b) share of women among owners or rights-bearers of agricultural land, by type of tenure

46. Proportion of countries where the legal framework (including customary law) guarantees women's equal rights to land ownership and/or control

47. Proportion of individuals who own a mobile telephone, by sex

48. Proportion of countries with systems to track and make public allocations for gender equality and women's empowerment

49. Proportion of population using safely managed drinking water services

50. Proportion of population using safely managed sanitation services, including a hand-washing facility with soap and water

51. Proportion of population with access to electricity

52. Proportion of population with primary reliance on clean fuels and technology

53. Proportion of informal employment in non-agricultural employment, by sex

54. Average hourly earnings of female and male employees, by occupation, age and persons with disabilities

55. Unemployment rate, by sex, age and persons with disabilities

56. Proportion and number of children aged 5-17 years engaged in child labour, by sex and age

57. Frequency rates of fatal and non-fatal occupational injuries, by sex and migrant status

58. Increase in national compliance of labour rights (freedom of association and collective bargaining) based on International Labour Organization textual sources and national legislation, by sex and migrant status

59. Number of jobs in tourism industries as a proportion of total jobs and growth rate of jobs, by sex

60. Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service provider

61. Proportion of the rural population who live within 2 km of an all-season road

62. Proportion of population covered by a mobile network, by technology

63. Growth rates of household expenditure or income per capita among the bottom 40 per cent of the population and the total population

64. Proportion of people living below 50 per cent of median income, by age, sex and persons with disabilities

65. Proportion of the population reporting having personally felt discriminated against or harassed within the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law

66. Labour share of GDP , comprising wages and social protection transfers

67. Proportion of urban population living in slums, informal settlements or inadequate housing

68. Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities

69. Number of deaths, missing persons and persons affected by disaster per 100,000 people

70. Average share of the built-up area of cities that is open space for public use for all, by sex, age and persons with disabilities

71. Proportion of persons victim of physical or sexual harassment, by sex, age, disability status and place of occurrence, in the previous 12 months

72. Number of deaths, missing persons and persons affected by disaster per 100,000 people

73. Number of least developed countries and small island developing States that are receiving specialized support, and amount of support, including finance, technology and capacity-building, for mechanisms for raising capacities for effective climate change-related planning and management, including focusing on women, youth and local and marginalized communities

74. Number of victims of intentional homicide per 100,000 population, by sex and age

75. Conflict-related deaths per 100,000 population, by sex, age and cause

76. Proportion of population subjected to physical, psychological or sexual violence in the previous 12 months

77. Proportion of population that feel safe walking alone around the area they live

78. Proportion of children aged 1-17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month

79. Number of victims of human trafficking per 100,000 population, by sex, age and form of exploitation

80. Proportion of young women and men aged 18-29 years who experienced sexual violence by age 18

81. Proportion of victims of violence in the previous 12 months who reported their victimization to competent authorities or other officially recognized conflict resolution mechanisms

82. Proportions of positions (by sex, age, persons with disabilities, and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions

83. Proportion of population who believe decision-making is inclusive and responsive, by sex, age, disability and population group

84. Proportion of children under 5 years of age whose births have been registered with a civil authority, by age

85. Number of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists, associated media personnel, trade unionists and human rights advocates in the previous 12 months

86. Proportion of sustainable development indicators produced at the national level with full disaggregation when relevant to the target, in accordance with the Fundamental Principles of Official Statistics

87. Proportion of countries that (a) have conducted at least one population and housing census in the last 10 years; and (b) have achieved 100 per cent birth registration and 80 per cent death registration

Annex 2: Glossary of Gender-Related Terms

The following is the glossary of gender-related terms that are used in this project. It is compiled using various sources and is mainly intended for the benefit of users of this booklet.

Gender and Sex

Gender: Gender refers to socially constructed differences in attributes and opportunities associated with being female or male, and to the social interactions and relations between women and men. Gender determines what is expected, allowed and valued in a woman or a man in a given context (United Nations, 2013, p.2).

Sex: This refers to the biological difference between men and women and the biological characteristics that define humans as female or male. Biological differences in sex are fixed and unchangeable and do not vary across cultures or overtime (United Nations, 2013, p.2).

Gender Equality

Gender equality means equal opportunities, rights and responsibilities for women and men, and girls and boys. Equality does not mean that women and men are the same, but that the opportunities, rights and responsibilities of women and men do not depend on whether they are born female or male(United Nations, 2002, as cited in United Nations, 2013, p.3).

Gender Equity

Gender equity refers to the process of being fair to women and men, and girls and boys, by taking into account the different needs of women and men, cultural barriers and (past and present) discrimination against a specific group (United Nations, 2013, p.192)

Gender Balance

Gender balance is commonly used in reference to human resources and the equal participation of women and men in all areas of work, project or programme (United Nations, 2013, p.192).

Gender Gap

It can be attributed to differences between men and women in terms of perspectives, economic and social preferences, experiences and autonomy.

Gender Issues

Gender issues refer to questions, problems and concerns related to all aspects of the lives of women and men, including their specific needs, opportunities or contributions to society (United Nations, 2013, p.1).

Gender Roles

Gender roles are social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine differences in the responsibilities and tasks assigned to women, men, girls, and boys inside and outside the private sphere of their household (United Nations, 2013, p.193).

Gender Stereotypes

Gender stereotypes, or gender bias, are generic attitudes, opinions or roles applied to a particular gender and which function as unjustifiably fixed assumptions (OSCE, 2006, p.3).

Gender Discrimination

Gender discrimination refers to any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms that prevents a person from enjoying full human rights (OSCE, 2006, p.2).

Sex-Disaggregated Data

Sex-disaggregated data are data collected and tabulated separately for women and men. It is needed to show the differences that exist between women and men in a given society. Data must be disaggregated by sex in order to analyse gender-related issues. However, this alone is not always sufficient for gender analysis (UNSD, 2013).

Gender Statistics

Gender statistics are defined as statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life (United Nations, 2006, as cited in United Nations, 2013, p.1).It is a field of statistics which cuts across the traditional fields to identify, produce and disseminate statistics that reflect the realities of the lives of women and men, and help in raising policy issues related to gender equality.

Gender Analysis

Gender analysis is the critical examination of how differences in gender roles, activities, needs, opportunities, rights and entitlements affect women, men, girls and boys in certain situations or contexts (United Nations, 2013, p.191).It is the process of examining why disparities between men and women exist and how they are constructed, sustained and benefit either groups in given circumstances and situations.

Indicators

In general, indicators are statistics with a reference point (a norm or a benchmark) against which value judgments can be made. Indicators have a normative nature, in the sense that a change from the reference point in a particular direction can be interpreted as 'good' or 'bad'(Canadian International Development Agency 1997, as cited in United Nations, 2013, p.3). Indicators differ from statistical data in that, rather than merely presenting facts indicators involve comparison. They are statistical information chosen specifically to shed light on a specific economic, demographic or social problem or question.

Gender-Sensitive Indicators

Gender-sensitive indicators provide information about the progress made towards achieving gender equality. Such indicators can serve as a signal or a pointer to the different impacts that policies, work plans, activities, resource inputs, budgets, and other services have on women and men (OSCE, 2006, p.3).

Gender Blindness

Gender blindness is the failure to recognize that the roles and responsibilities of men and boys, and women and girls are assigned to them in specific social, cultural, economic and political contexts and backgrounds (United Nations, 2013, p.191).

Gender Neutral

Gender neutral means not being associated with either women or men and may refer to various aspects such as concepts or style of language (United Nations, 2013, p.192).

Gender Mainstreaming in National Statistics

Gender mainstreaming in national statistics is to systematically take into account gender issues and gender biases in the production of all official statistics and at all stages of data production (United Nations, 2013, p.192).

Gender Parity

Gender parity (or more accurately, sex parity) is a numerical concept. Gender parity concerns relative equality in terms of numbers and proportions of women and men, and girls and boys (United Nations, 2013, p.192).

Gender Perspective

A gender perspective is a way of understanding how gender may be addressed or related to a particular issue. This form of understanding is applied in the designing, planning, implementation and evaluation of policies and programmes. It is the notion that problems and solutions should be examined with sensitivity to their implications for gender issues and concerns (OSCE, 2006, p.2).

Gender Planning

Gender planning is an approach based on gender analysis and awareness that seeks to include women, on an equal basis with men, as participants and beneficiaries. Gender planning also attempts to redress gender disparities created or intensified by socio-cultural factors (ESCWA, 2020).

Gender-Sensitive Concepts and Methods of Data Collection

Gender-sensitive concepts and methods of data collection consider the diversity of various groups of women and men, their specific activities and challenges. The aim is to reduce sex and gender bias in data collection, such as underreporting of women's economic activity, underreporting of violence against women, or undercounting of girls, and their births and deaths (United Nations, 2013, p.1).

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