Statistics for Gender Responsive Planning

Sub-Regional Training on Using Population and Census Data for Sub-national Planning- Youth

5 – 9 August 2012, USP.

Dr Priya Chattier

Gender Studies Coordinator, USP

OUTLINE

- Introduction.

- Basic Gender Concepts – with a short exercise.

- Why Gender analysis

- Why Gender Matters in national planning- international & regional instruments.

- Commitment to gender statistics

- Case study – gender analysis of Fiji Census (focus on education, employment & migration)
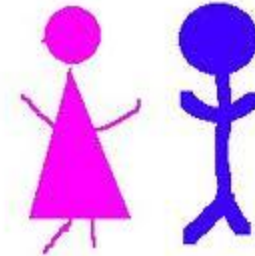
GENDER: THINK EQUAL?
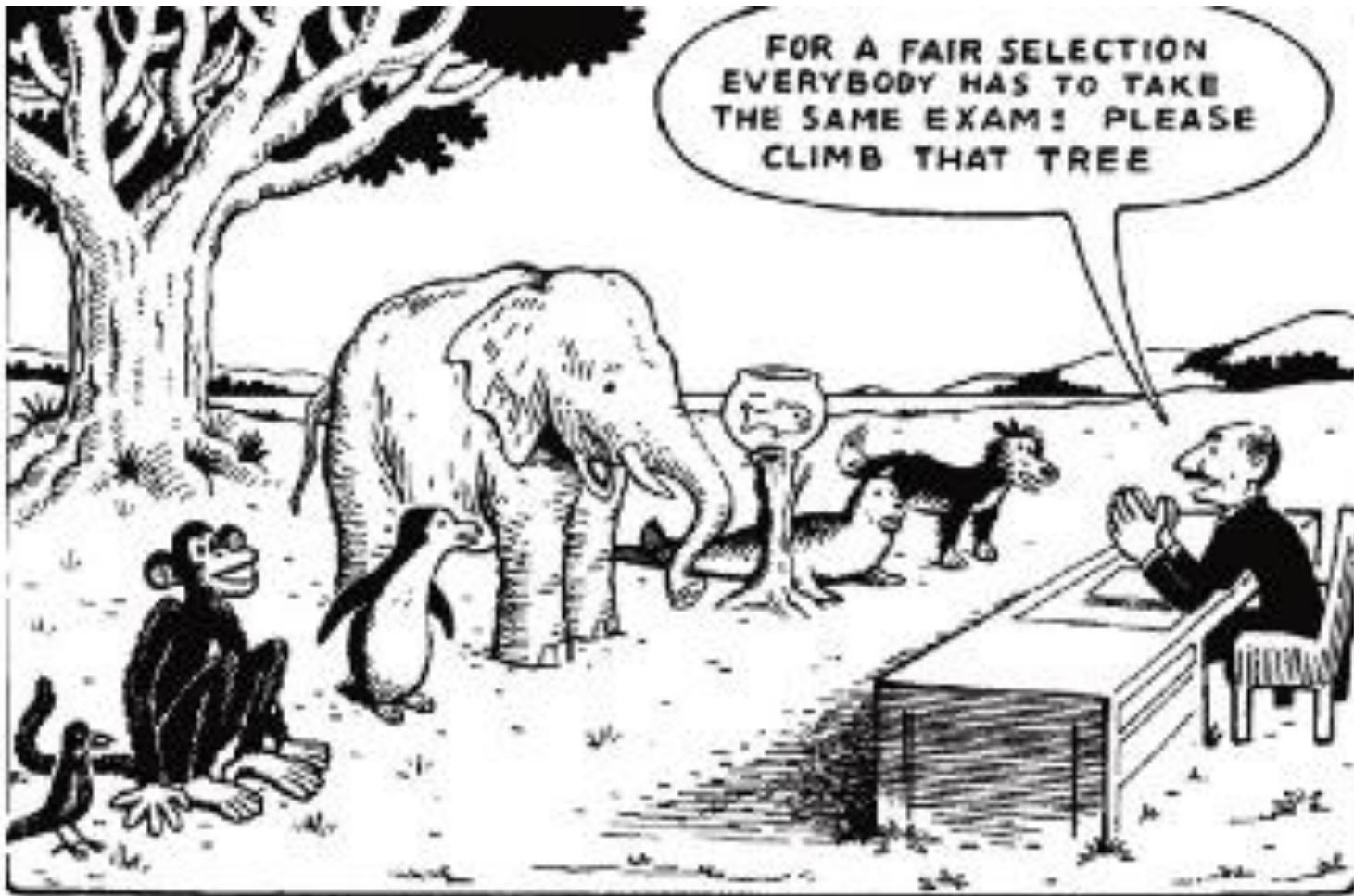
SO WHAT IS 'GENDER'?

Tell me what you think:

- When you hear the word 'gender'? What does it mean to you?

- Why is it important for policy planning?

is this real?!

SEX AND GENDER

SEX OR GENDER?

1.

Many reports on labour statistics present their data in a [...]-disaggregated way.

SEX OR GENDER?

2.

When completing visa application forms, you have to check a box to indicate your [...] ; marking whether you are a man or a woman.

SEX OR GENDER?

3.

More women are secretary and more men are in the police force. This has to do with their [...] roles in society.

SEX OR GENDER?

4.

There are many "missing girls" in parts of Asia; there are more boys then girls – there is [...] imbalance due to for example selective abortion.

SEX OR GENDER?

5.

The problem selective abortion is due to the higher value that parents give to boys. This is a result of [...] inequality.

SEX OR GENDER?

6.

Many women breastfeed their babies. The fact that women can breastfeed is a [...]-linked characteristic.

SEX OR GENDER

7.

In some societies women cannot inherit land. This is a [...]-related issue.

- **Sex** refers to the biological differences between men and women. They are generally permanent and universal.

- **Gender** refers to the norms, roles and social relations between men and women. It is socially constructed and varies from society to society. Gender roles can be changed.

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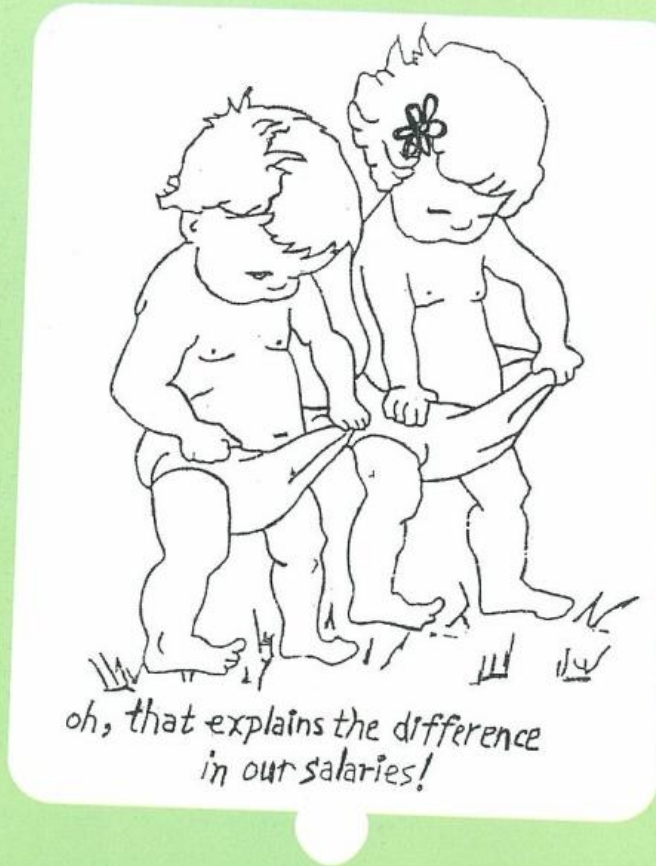Many women breastfeed their babies. The fact that women can breastfeed is a [...]-linked characteristic.

SEX

SEX OR GENDER

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In some societies women cannot inherit land. This is a [...]-related issue.

GENDER

SO WHAT'S YOUR SCORE LIKE? ☺

oh, that explains the difference in our salaries!

SO WHAT IS 'GENDER' ABOUT? BASIC DEFINITIONS

| Gender	This is different from 'sex':
Identifies the social relations between men and women. It refers to the relationship between men and women, boys and girls. It also identifies how these relationships are socially constructed. Gender roles are dynamic and change over time.	Identifies the biological differences between men and women. For example, women can give birth, and men provide sperm. These sex roles are universal.

SEX
is biology

GENDER
is social context

MEN   WOMEN
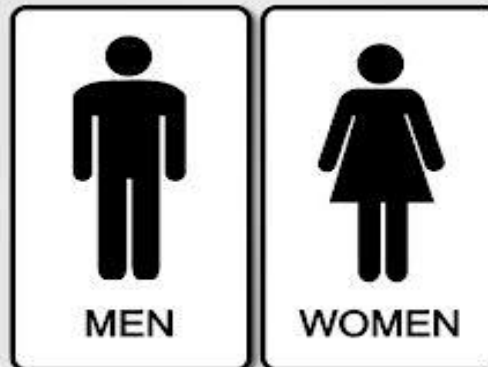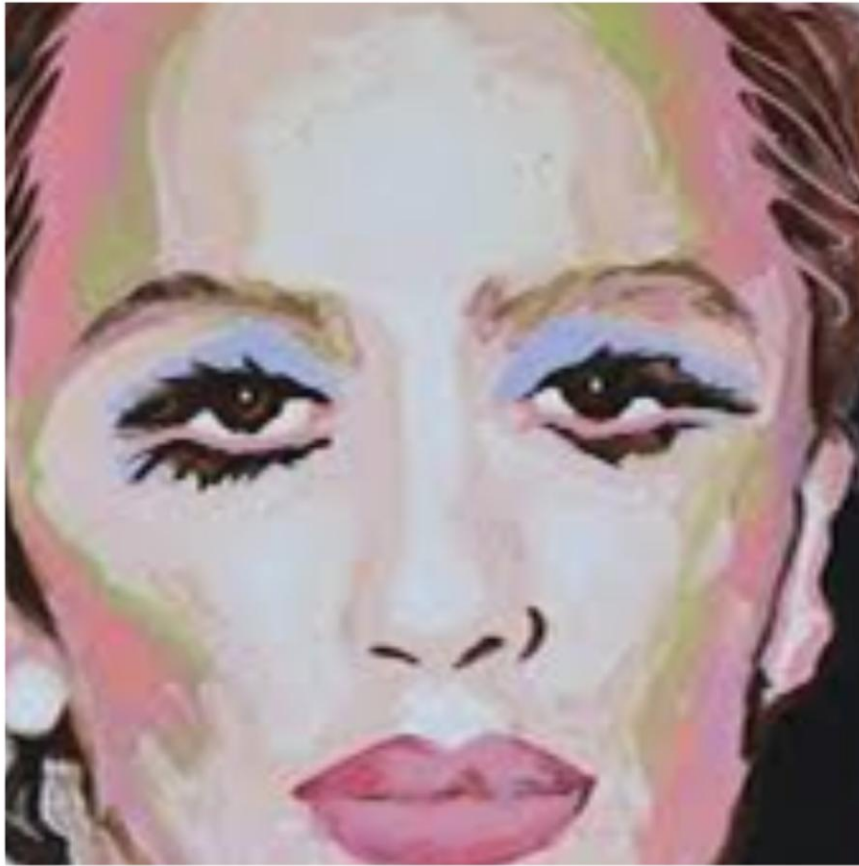
THE THIRD GENDER

In the Pacific, there is a rich diversity of social and cultural expressions of other gender identities such as, fa'afafine, fakaleiti, mahu avahine, aka'vine. Third gender is used to describe those who are neither male or female and are sexually transitioning- or swap 'genders' (transgender).

Third gender is officially recognized in Asia (India, Pakistan & Nepal) but not yet in the Pacific….

Gender Analysis = Identification of

Sexual Division of Labour

Profile of Males and Females, Young and Old, Poor and Rich
Patterns of access to and control over resources

↓

Analysis of Resulting Gender biases (patterns of discrimination)
Gender gaps   Gender issues

↓

Analysis of Constraints and Opportunities- Who gets what?

↓

Leading to Gender-Responsive Planning   Strategies to overcome
constraints and utilize opportunities

Gender Equality

FORMAL GENDER EQUALITY INSTRUMENTS: INTERNATIONAL OBLIGATIONS

- **1979** United Nations Convention on the Elimination of all forms of Discrimination against Women (CEDAW),

- **1994** Cairo International Conference on Population and Development Programme of Action (strong focus on women's rights)

  - Gender is referred to as a locus of discrimination under many Conventions

  - Gender equality is critical to the achievement of rights outlined in all Rights Conventions

- **1995** Beijing Platform for Action of 4th UN World Conference on Women
- **1999** Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women
- **2000** Resolution 1325 on Women, Peace and Security

AND: **Gender Equality is one of the MDGs (MDG 3)**

REGIONAL GENDER EQUALITY COMMITMENTS

- **2005** : Pacific Platform for Action

- **2009**: Revised Pacific Platform for Action

- **2009**: Cairns Compact

- **2012**: Pacific Leaders Gender Equality Declaration

- **2012**: Pacific Women Shaping Pacific Development Gender Equality Initiative (AusAID Funding of $320m over 10 years)

COMMITMENTS TO GENDER STATISTICS

- **Fourth World Conference on Women: Beijing, September 1995**

  - "Generate and disseminate gender-disaggregated data and information for planning and evaluation" (Strategic objective H.3.)

  - Collect, compile, analyze and present on a regular basis data disaggregated by age, sex, socio-economic and other relevant indicators, including number of dependants, for utilization in policy and programme planning and implementation and to reflect problems and questions related to men and women in society (209 (b)).

  - Ensure that producers and users of statistics in each country regularly review the adequacy of official statistical system and its coverage of gender issues, and prepare a plan for needed improvements, where necessary. (210 (b))
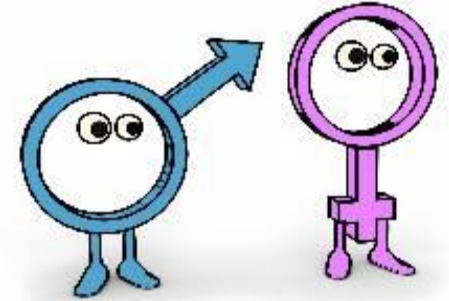
Gender

56% | 44%
- female
- male
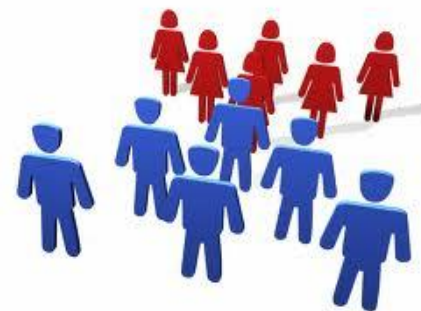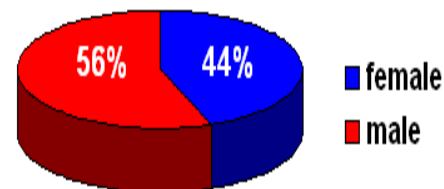
REGIONAL COMMITMENT TO GENDER STATISTICS

- A comprehensive multi-sectoral framework of gender indicators was finalized in late 2008 by SPC and is being rolled out through a series of workshops and national technical support.

- The objective is to enhance the collection, analysis, reporting and use of gender statistics for improved gender-responsive policy-making and planning, and to strengthen the capacity of National Women's Machinery and Statistics offices to work with these indicators.

- Use more gender sensitive data in the formulation of policy and implementation of programmes and projects (210 (d))

NOW LET'S LOOK AT FIJI: A CASE STUDY

- UNFPA funding & technical assistance to FBOS to produce monographs from the recent 2007 census data.

- USP academics were part of the team in this project.

- I worked with another colleague in writing the Gender Monograph.

- Focus areas: demography, marriage & family, <u>education, employment</u>, earnings and <u>migration</u>.

'SEX' CATEGORY IN EXISTING FIJI CENSUS

- A separate sex question is included to give equal opportunity.

- To disseminate results of the different topics to be disaggregated by gender.

- Giving equal opportunity for both sexes to answer, for example "Who is the head of household (male or female), educational attainment, Labor and mainly unpaid family work of woman, occupation & many other variables and indicators.

GENDER MONOGRAPH (FIJI)

Objectives:

- To examine the trends and assess progress on some key gender equality indicators in meeting international goals and targets on gender equality and women's empowerment.

- To better understand the gaps between gender in respective sectors.

- Develop plans of action bringing out equity and equality in human development.

- To identify gaps and suggest the need for further research in collection of more gender disaggregated data from the census

EDUCATION

- **Educational attainment**

- **Enrolment Ratios by Age, Gender and Location**
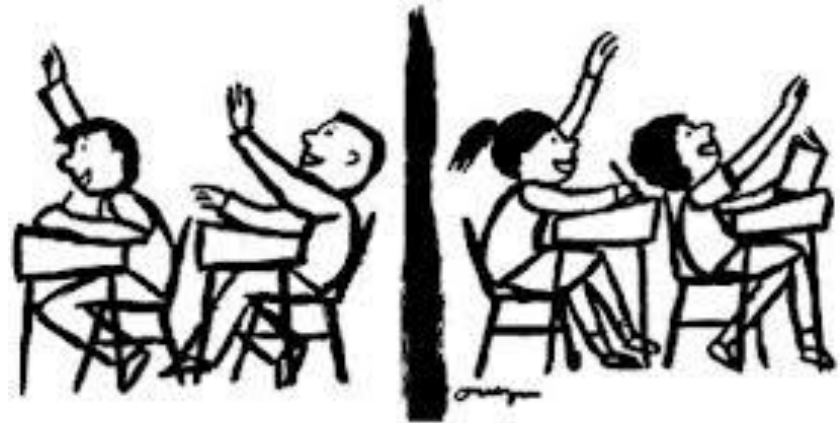
TABLE 1: PERCENTAGE NOT ATTENDING SCHOOL BY GENDER, 1986-2007

Age (years)	1986		1996		2007	
	Total Males	Total Females	Total Males	Total Females	Total Males	Total Females
6	15.6	15.5	1.4	1.1	0.0	0.0
7	3.6	3.4	1.6	1.3	0.0	0.0
8	2.8	2.3	1.6	1.3	0.0	0.0
9	3	2.5	1.9	1.5	0.0	0.0
10	3.9	2.9	2.3	1.6	0.1	0.0
11	5.2	4	3.2	2	0.1	0.0
12	8.4	6.8	5	3.6	0.2	0.0
13	16.7	14.3	8.6	5.8	0.1	0.0
14	27.6	25	14.7	11.1	0.1	0.3
15	40.5	39.2	24.9	19.1	2.6	1.6
16	51.5	53.5	34.7	28	10.4	7.9
17	78.6	73.3	47.2	40.7	26.9	21.9
18	81.2	83.5	59	58.1	47.0	42.2
19	90.7	91.7	73.4	75.2	61.1	59.0
20	100	100	91.4	91.4	69.0	68.9

- Table shows a significant drop for younger age cohorts not attending school over the last 30 years.

- In 1986, there were no significant gaps between male and female % not attending school.

- But in 1996 there were more boys over the age of 14 not attending school than girls.

- Even in 2007 there are more boys dropping out of school than girls from the age of 10 and onwards.

- In 2007- 7799 youths aged 10-14 were classified as being in the labour force. These youths are predominantly rural Fijian males, many of them Class 8 drop-outs engaged in subsistence activities.

- Some also drop out either to seek employment, or join vocational training centers.

- Policymakers may need to address the trend of slightly lower literacy among boys of age cohorts 10-14

Chart 4.2: Percentage Not Attending School by Gender, 1986-2007
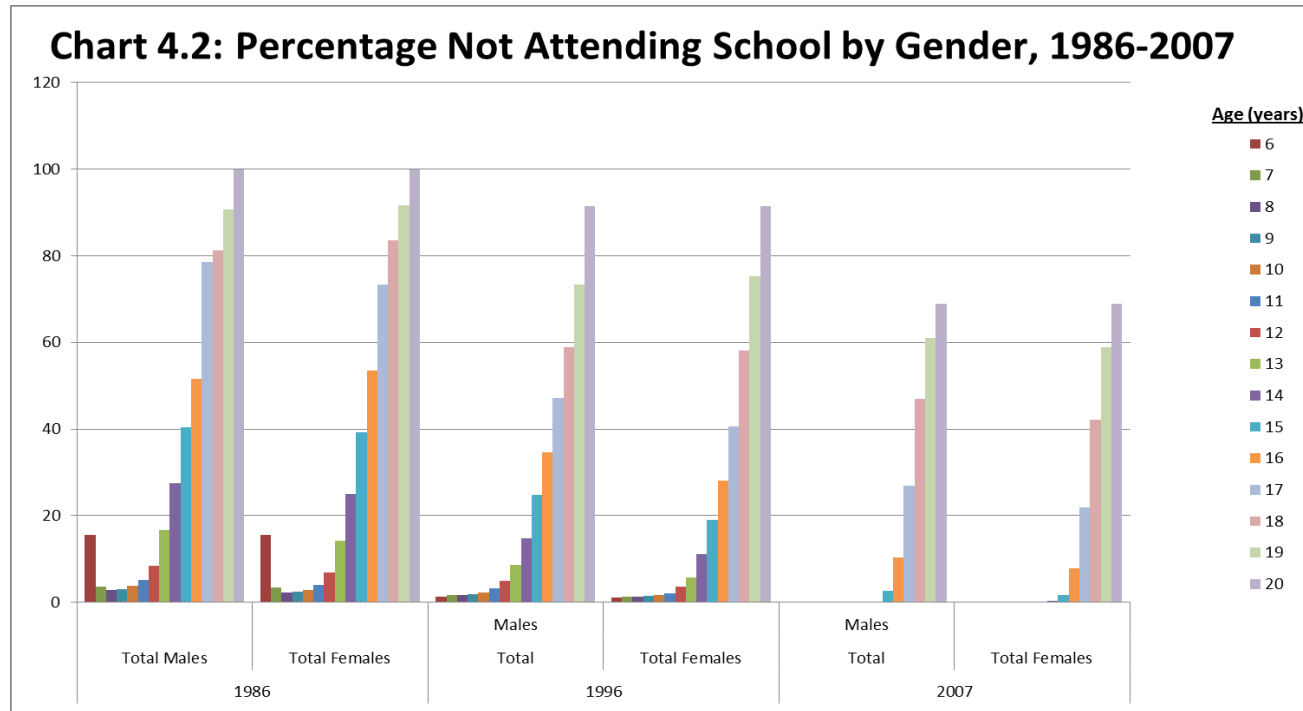
- The general trend shows that the percentage of males and females not attending school has been declining over the last 3 decades.

- This corresponds with higher primary school completion rates and the emphasis placed in ensuring that children complete primary education. The government has introduced a number of policies, such as free transportation and education for primary and secondary school students.

- The higher percentages not attending school at the age of 16-20 could be explained by dropout rates and non-affordability or lack of scholarships for tertiary education. The higher male drop out rates were indicated in 2007 Census - of the total youths (aged 10 years and above) in labourfoce, 4503 of them were males and 3296 females. The majority are Fijians (5162) and 2121 are Indians.

- However, an interesting trend seen- from 1986-2007, female percentage not attending school has been declining. In both primary and secondary schools, females are enrolled in greater numbers than males.

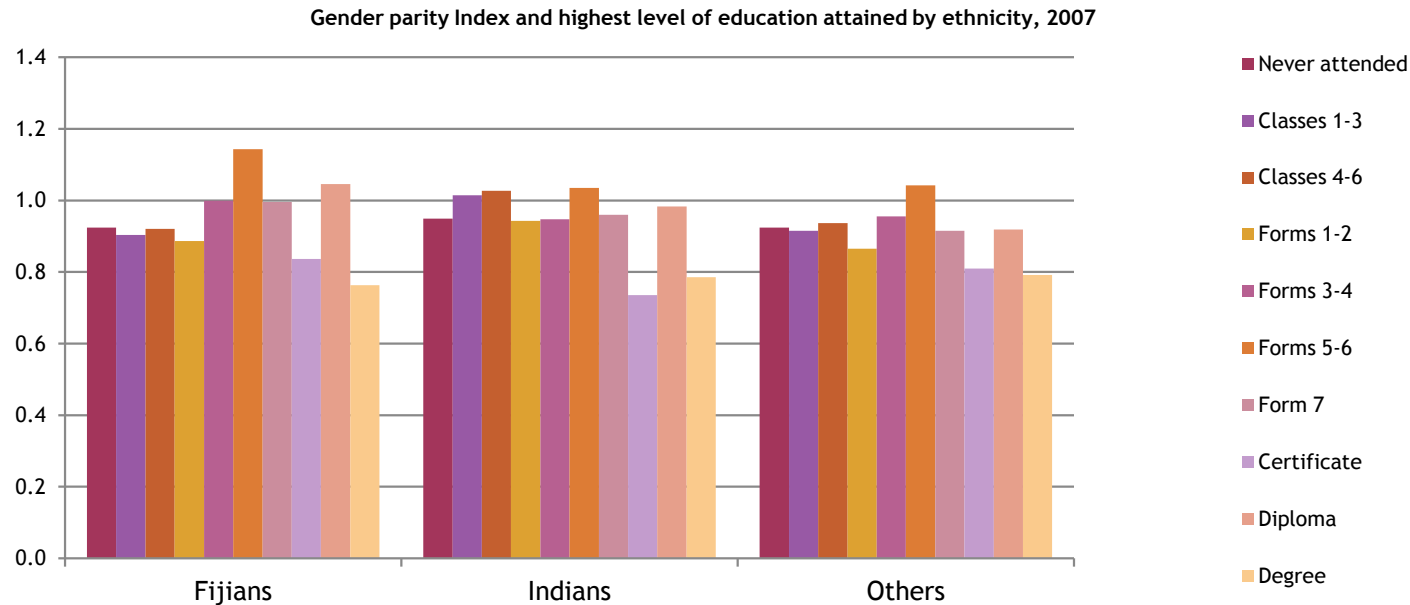| Year and age (years)	Urban		Rural	
	Male	Female	Male	Female
6	0.0	0.0	0.0	0.0
7	0.0	0.0	0.0	0.0
8	0.1	0.1	0.0	0.0
9	0.0	0.1	0.0	0.0
10	0.1	0.0	0.1	0.0
11	0.1	0.0	0.0	0.0
12	0.4	0.0	0.0	0.0
13	0.3	0.1	0.0	0.0
14	0.2	0.6	0.0	0.0
15	1.2	1.2	4.0	2.1
16	5.6	4.0	15.1	12.6
17	20.4	17.2	33.8	27.5
18	38.9	36.1	56.1	50.0
19	52.1	51.1	72.2	70.4
20	61.0	60.7	79.2	81.1

- In the urban areas, there are slightly more females in school (both primary and secondary) and also at tertiary levels.

- But after the age of 14 (most probably after finishing Fiji Junior Examination), the percentage not attending school rapidly increases for both genders in all geographical localities.

- The proportion is higher for males and in rural areas.

- This could be explained by factors such as failure in public examinations, such as the Fiji Eighth Year Examinations and Fiji Junior Exam.

- Other social and economic factors such as poverty may also be pushing the males to leave school and join the labour force as noted earlier.

TABLE 3: GENDER PARITY INDEX IN SCHOOL ENROLMENT RATIO BY AGE COHORTS (1986-2007)

| Age (years)	1986	1996	2007
6	0.9	0.9	0.9
7	0.9	0.9	1.0
8	1.0	0.9	0.9
9	0.9	1.0	1.0
10	1.0	1.0	1.0
11	1.0	1.0	1.0
12	1.0	1.0	1.0
13	1.0	1.0	1.0
14	1.0	1.1	1.1
15	1.0	1.0	1.2
16	1.0	1.1	1.1
17	0.8	1.2	1.2
18	0.5	1.0	1.2

- The Gender Parity Index (GPI) is a comparison between males and females based on the gross attendance ratio (proportion of children of any age attending primary/secondary school of the total number of official primary/secondary school age).

- In 1986 male age cohorts had a slight advantage over female cohorts and the GPI for ages at primary school was 0.9.

- Quite a large gender gap in favor of males at the age of 18. The GPI of 0.5 at age 18 in 1986 implies that the proportion of males attending higher secondary and tertiary school was 50% higher than the proportion females.

- By 1996 the gender gaps in enrolment had largely disappeared. By 2007, the balance appears to have shifted to the disadvantage of boys, with GPI values exceeding unity after age 13.

Gender parity Index and highest level of education attained by ethnicity, 2007

Legend:
- Never attended
- Classes 1-3
- Classes 4-6
- Forms 1-2
- Forms 3-4
- Forms 5-6
- Form 7
- Certificate
- Diploma
- Degree

- Ethnic-based comparisons of GPI suggest that GPI is near unity for Indo-Fijians at primary school in comparison to ethnic-Fijians and Other ethnic group.

- In fact, GPI is in favor of ethnic-Fijian females in comparison to males at year 11 and 12 levels.

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CHART 3: ENROLMENT RATIOS BY AGE AND GENDER, 1986-2007

Enrolment Ratio by Age and Gender, 1986-2007
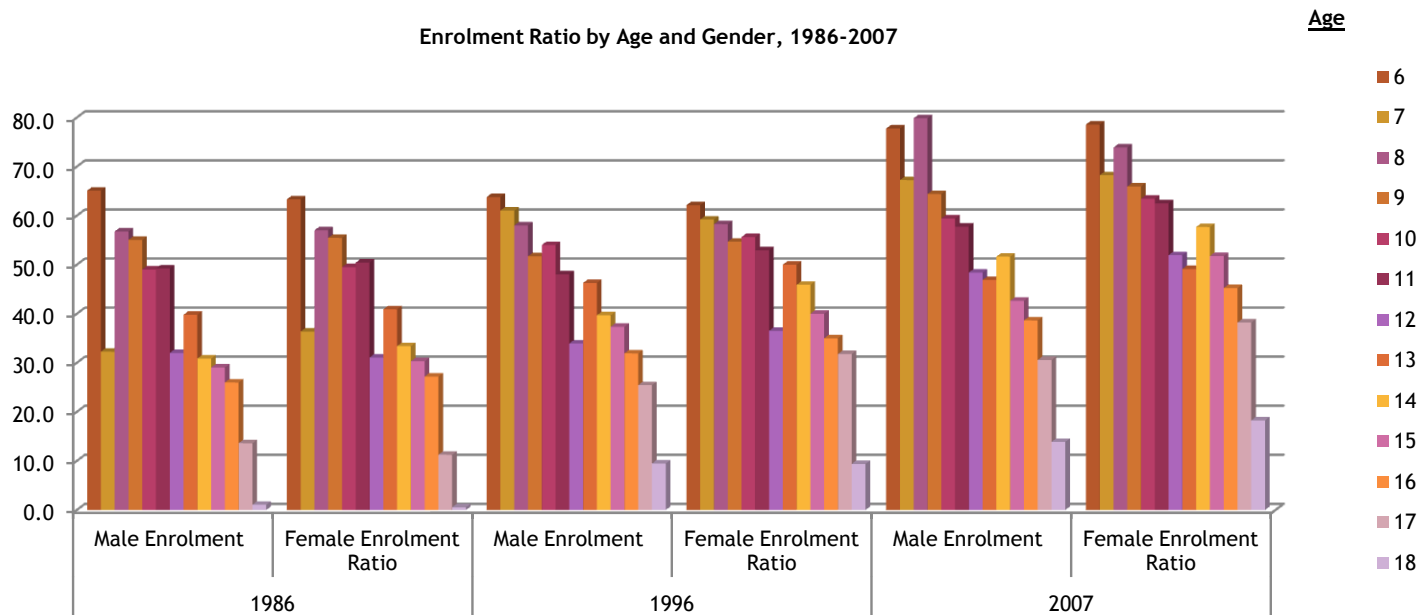
- Net enrolment in primary education has increased for both males & females.

- Fiji made progress towards universal primary education.

- The rate of primary school age girls enrolled in schools increased over the years, & also for male cohorts.

- But enrolment rates for girls have improved significantly for primary and secondary schools.

EMPLOYMENT & UNEMPLOYMENT

- Economically active population

- Labor force participation by age groups, ethnicity and gender

- Unemployment and gender

- Formal sector employment: occupational categories and gender

- A brief note on migration
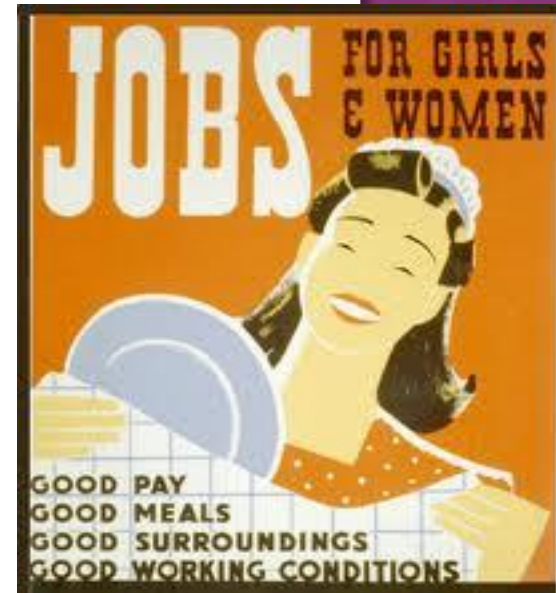
Population Type	Population >15 years	Economically Active Population	Precent Economically Active
Total Fijians	319664	178884	56.0
Fijian Males	161507	113541	70.3
Fijian Females	158157	65343	41.3
Total Indo-Fijian	240787	129045	53.6
Indian Males	122468	92028	75.1
Indian Females	118319	37017	31.3
Total Others	33705	18567	55.1
'Others' Males	17543	11599	66.1
'Others' Females	16162	6968	43.1
Total Males	301518	217168	72.0
Total Females	292638	109328	37.4
Total All	**594156**	**326496**	**55.0**

- Substantial proportions of women from various ethnic groups in Fiji are economically active and are engaged in meaningful employment.

- The proportion of women in employment in 2007 has increased over the last two Census periods.

- However, the proportions of women employed are significantly smaller than the corresponding proportion of males.

- According to the 2007 Census data, only 37.4% of all women are economically active compared to 72% of men.

Chart 5.1: Economically Active Population by Ethnicity and Gender (2007)
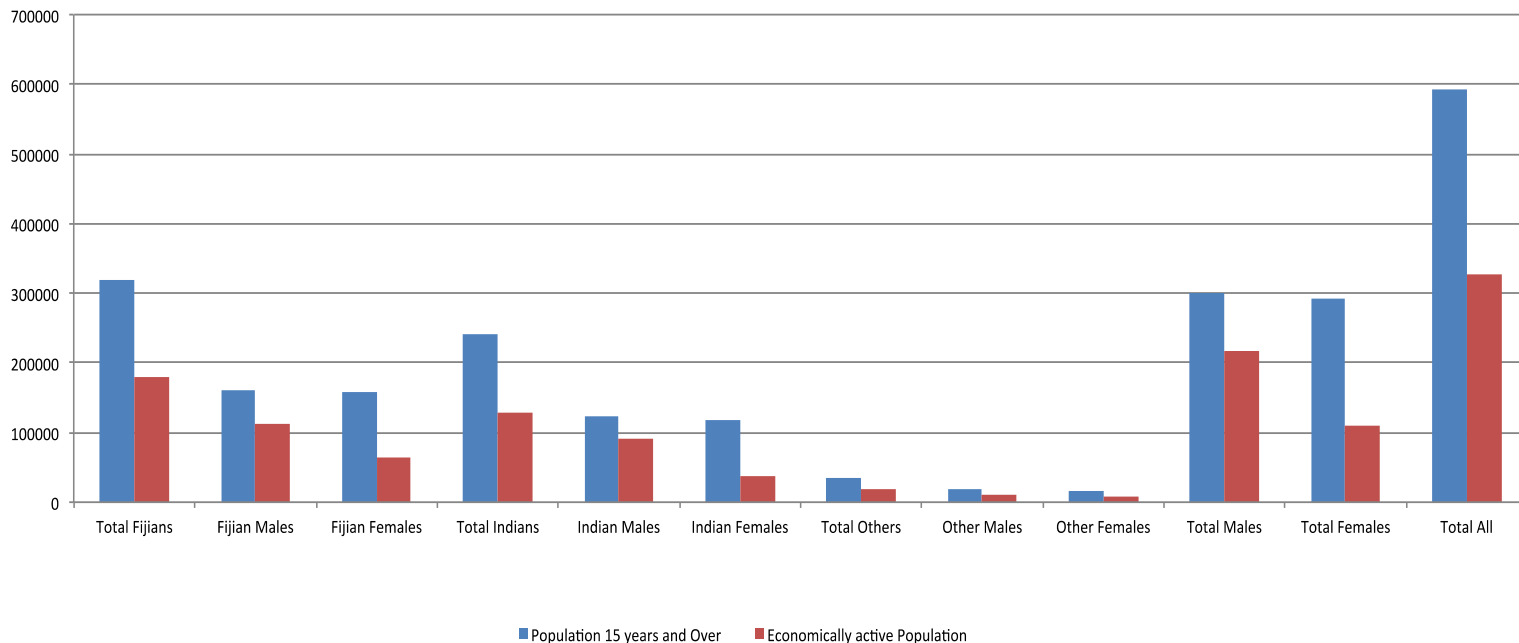
- Chart shows how economically active population varies across ethnic groups and gender.

- The second and third set of bars from the right shows the difference in the proportion of economically active population between female and male counterparts. Overall, economically active females are only half the number of males.

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TABLE 5: LABOUR FORCE PARTICIPATION RATES, 1986-2007

| Ethnic Groups	1986	1996	2007	Δ in % Participation Rate 1986 –1996	Δ in % Participation Rate 1996- 2007
Total Fijians	56.9	64.0	56.0	7.1	-8.0
Fijian Males	85.6	78.9	70.3	-6.7	-8.6
Fijian Females	27.8	48.9	41.3	21.1	-7.6
Total Indians	52.1	54.8	53.6	2.7	-1.2
Indian Males	86.2	80.5	75.1	-5.7	-5.4
Indian Females	17.9	28.7	31.3	10.8	2.6
Total Others	57.8	57.3	55.1	-0.5	-2.2
Other Males	77.7	70.7	66.1	-7.0	-4.6
Other Females	35.9	42.9	43.1	7.0	0.2
Total Males	85.4	79.2	72.0	-6.2	-7.2
Total Females	23.3	39.4	37.4	16.1	-2.0
Total All	54.6	59.4	55.0	4.8	-4.4

- The overall proportion of women in employment has not changed significantly. Only a slight change of 0.7% is observed for 2007 census from 1996.

- The rate of increase varied widely between ethnic groups. For Fijian females the increase in labour participation for the period 1986-1996 was 21.1% points where as a decline of 7.6% points is observed for the 1996-2007 period. The increase for Indian females for the period 1986-1996 is observed to be 10.8%. Unlike the ethnic-Fijian women, the participation rate for Indian females increased by 2.6% points between 1996 and 2007.

- Higher labour participation rate for women over the period 1986 to 1996 are consistent with the education data for Fiji which shows significant improvement in female enrolments at all levels. The increase can also be attributed to the growth of the garment sector where large numbers of women were employed in 1990s.

- The decrease in the participation rate of ethnic-Fijian women over the period 1996-2007 could be due to various factors. One could be the changing demographic structure of the Fijian population (high fertility rates amongst Fijian females than Indian females) and declining Tourism industry after 2006 coup.

Chart 5.2: Labour Participation Rate (1986–2007)

Percentage

Sourse: Fiji Census 1986; 1996; 2007
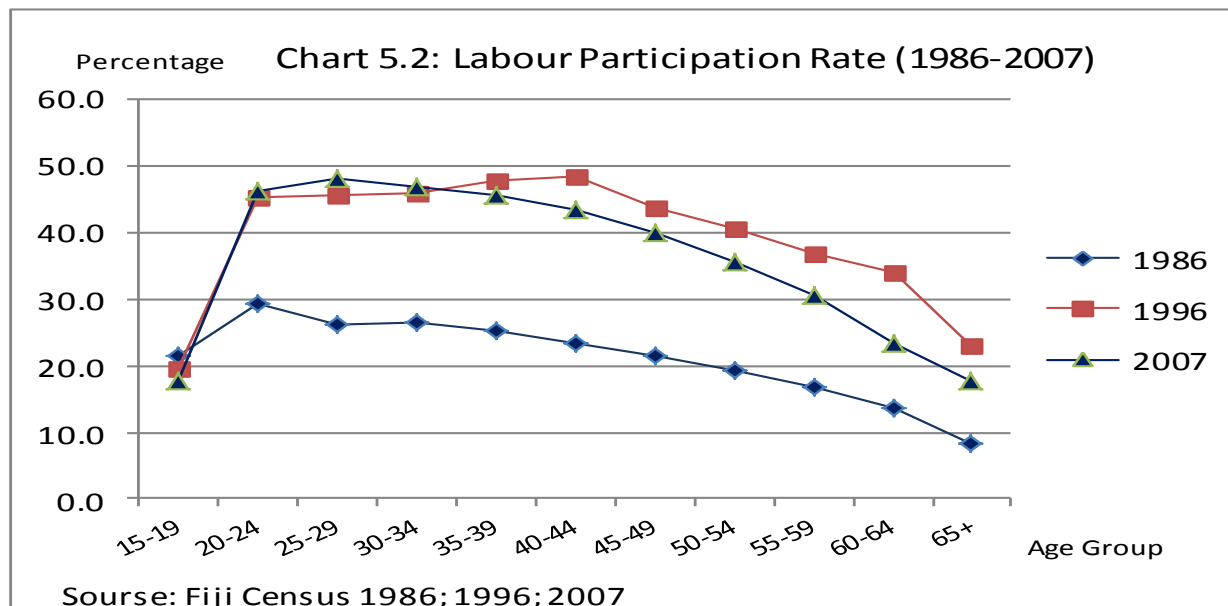
- The chart shows highest female labour participation rate for the 1996 Census.

- The overall age structure of employment for women has changed over time quite significantly. A sustained level of female participation is observed for the age group 20-44 years with only a slight declining trend.

- The female-labour employing industries such as the Garment sector have declined over the period 1996-2007 and a large proportion of economically active women are opting not to work These women could be described as discouraged workers

- The participation rates males show consistent decline for the period 1996 to 2007. This could be due to declining employment opportunities generally and partly due to displacement phenomenon led by increasing Female LFPR.

Chart 5.3: Ethnic Groups Labour Participation across Age Cohorts

Source: Fiji Census 2007
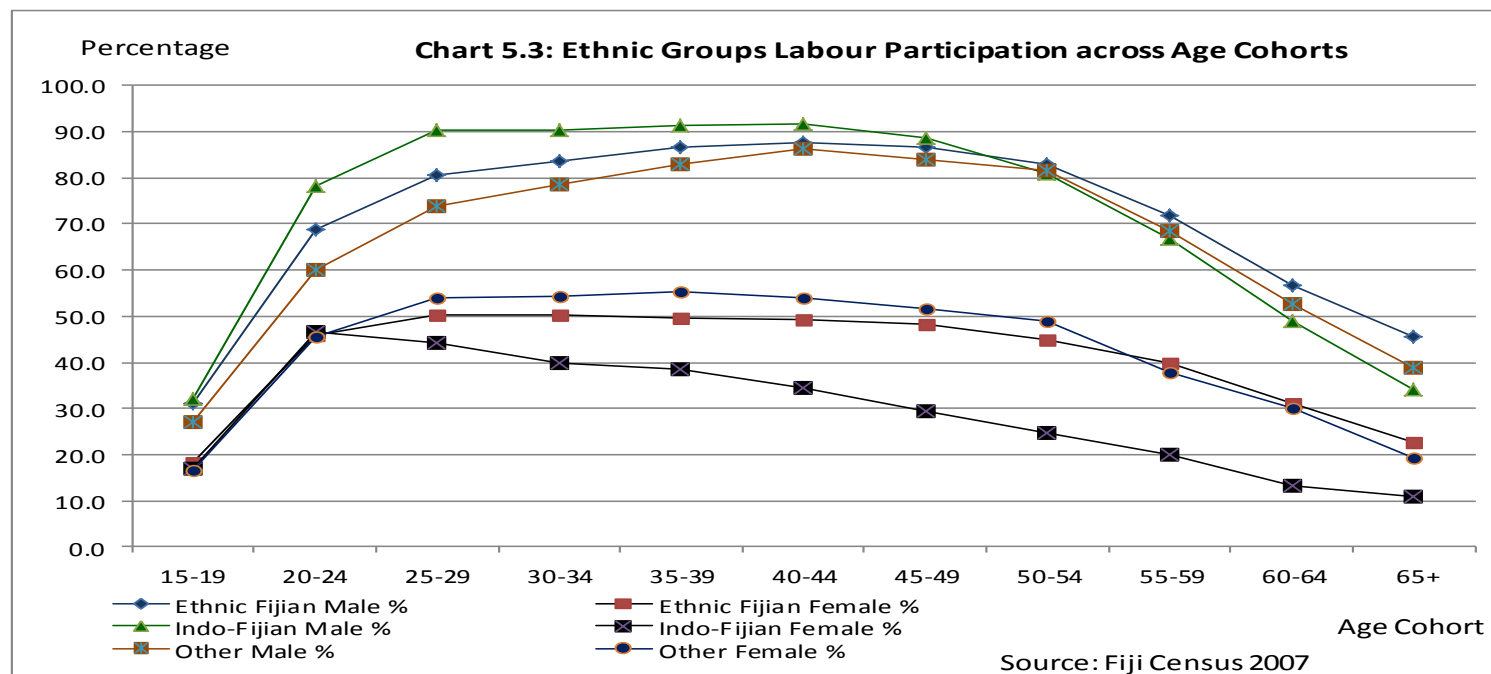
- The three graphs on the upper side of Chart are for male counterparts while those clustered at the lower end are for females of three different ethnic groups.

- The highest participation rate is observed for Indian males and the least participation rates are observed for Indian females.

- Among females, the highest rates are observed for the 'other' ethnic group, which is a composite of many different small ethnic communities.

Age Group	Fijian		Indians		Others	
	Male %	Female %	Male %	Female %	Male %	Female %
15-19	12.6	20.7	10.2	19.7	8.1	15.6
20-24	17.0	25.5	8.8	18.5	15.4	20.1
25-29	12.7	17.3	5.5	13.3	9.5	11.6
30-34	8.8	11.7	4.7	11.4	7.1	8.1
35-39	6.1	8.8	3.2	8.9	4.9	8.0
40-44	4.9	7.4	3.1	8.9	3.8	7.6
45-49	4.1	6.1	2.8	7.9	4.3	6.4
50-54	3.3	4.5	3.4	7.1	3.4	5.9
55-59	3.2	4.3	2.8	7.1	3.2	5.9
60-64	3.1	4.0	3.5	8.6	2.4	5.7
65+	3.4	4.7	3.5	8.3	2.8	6.8

- The unemployment rates tend to decline with age for all ethnic categories.

- The highest unemployment rate is recorded for 20-24 years age cohorts among Fijian and 'Others' category.

- 2007 was one of the worst economic years for Fiji, as a result of political instability in 2006. The worst hit group was ethnic Fijian females for which the unemployment rate in 2007 increased by 9.1 percentage points compared to 1996 rates. This observation is consistent with the sectoral decline of the Fijian economy in 2007. The tourism sector had experienced the worst depression among sectors due to the political disturbances. This is the sector that employs the highest number of ethnic Fijian females.

Chart 7: Employment Types by Gender. Source: Fiji Census 297
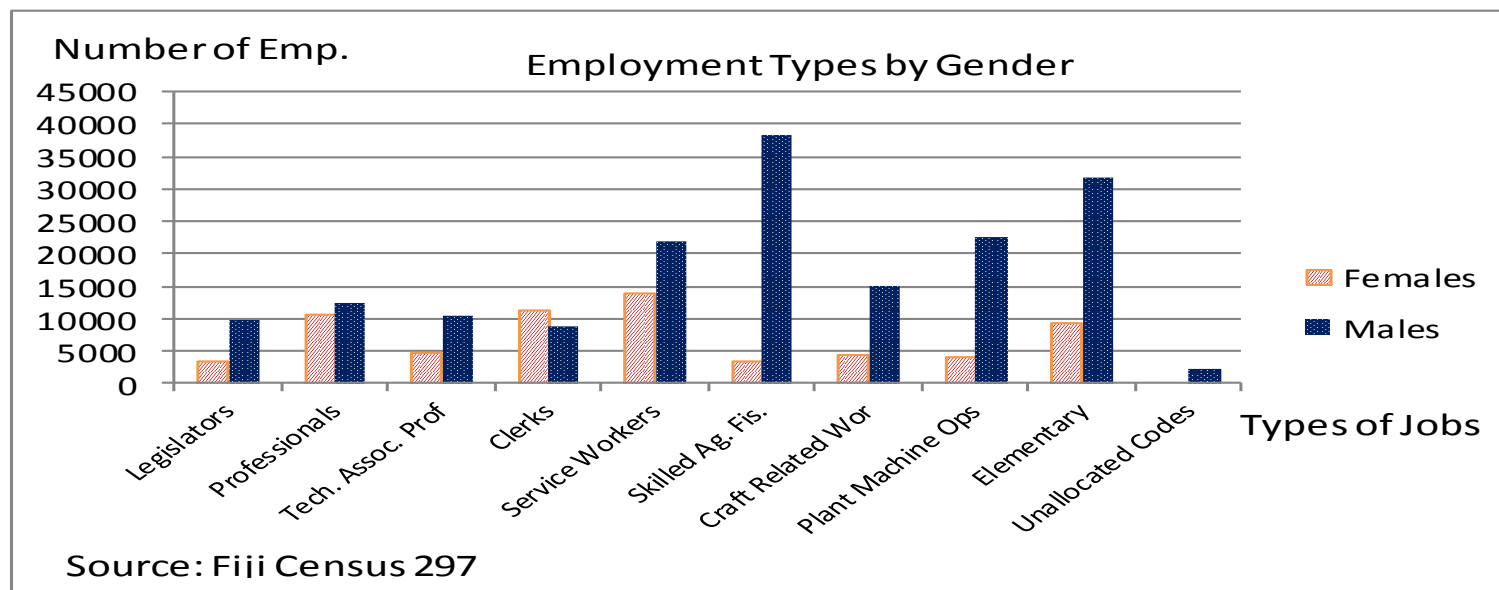
- Data shows that women represent only 27.5% (66309 of 240,908) of professional occupations as a whole.

- Women dominate in only one occupational category described as 'clerks'.

- The representation of females in the 'professional' category is marginally less than males.

MIGRATION

⦿ Sex ratios in urban locations suggest that there are more females in urban than rural locations.

⦿ Even school attendance for females are higher in urban areas than rural areas.

⦿A trend showing feminization of internal migrant flows in Fiji.

⦿More women are moving independently for educational and employment reasons.

⦿Therefore, urban centers have many opportunities for women and men, promoting rural to urban migration.

⦿Some may also move due to marriage alliances.
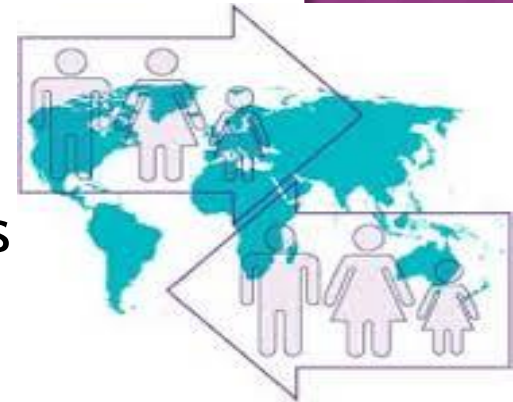
Key Messages for Youth Policy (Fiji)

- Higher male drop out rates from school.

- Gender parity in favor of girls at primary and secondary school level.

- But how does it translate into employment?

- Female LFPR increasing, but not as high as male LFPR.

- Female LFPR is concentrated in informal sector and low paid jobs.

- There are some ethnic variations amongst females due to fertility, delays in marriage and age at marriage affecting LFPR.

- Migration- young females are migrating for work and education.

GENDER STATISTICS: NOT ONLY A MORAL ISSUE BUT ALSO A DEVELOPMENT ISSUE

- Gender statistics increase awareness of gender issues

- Gender statistics allows us to observe and monitor inequality between men and women

- Gender statistics tell us that men and women face different socioeconomic realities.

- Gender statistics are important for gender sensitive policy formulation

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