

# COMMUNICATING GENDER STATISTICS

## Best Practices for Gender Factbooks



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# I. BACKGROUND

# Why Report on Gender Data?



- ✓ **Inform strategies, policies, and programs**
- ✓ **Increase awareness**
- ✓ **Monitor gender-related targets**



“To make progress toward the promise of gender equality and the empowerment of women and girls as outlined in the 2030 Agenda for Sustainable Development, to measure progress toward that promise, and to meet the demand for data during and after the COVID-19 pandemic, there is a need for more and better gender data”.

Source: Opendatawatch.com - <https://opendatawatch.com/publications/state-of-gender-data-financing-2021/>



# International and National Commitments



**Beijing Platform for Action's strategic objective H3:**  
“generate and disseminate gender disaggregated data and information for planning and evaluation actions to be taken”

**The Convention on the Elimination of All Forms of Discrimination against Women:**  
CEDAW calls for sex-disaggregated data in different sectors

**National Constitution**

**National Gender Policy**

**Others**



# What are Relevant Indicators?



## ➤ The [UN Minimum Set of Gender Indicators](#)

- Collection of 52 quantitative indicators and 11 qualitative indicators related to gender equality and women's empowering.
- United Nations Statistical Commission in 2013 (decision 42/102): a guide for national production and international compilation of gender statistics.
- Aligned with the Sustainable Development Indicators.
- Five domains: Economic structures and access to resources, Education, Health and related services, Public life and decision-making, and Human rights of women and child.
- Categorized into three tiers by methodology stage and data availability

## ➤ **SDG gender related indicators – country commitments** (<https://data.unwomen.org/country>)

- *As of December 2020: XX% of indicators needed to monitor the SDGs from a gender perspective available*
- *Gaps in key areas, in particular: violence against women, unpaid care and domestic work, labor market*
- *In addition, no comparable methodologies for regular monitoring in many areas such as gender and poverty, physical and sexual harassment, women's access to assets (including land), and gender and the environment*

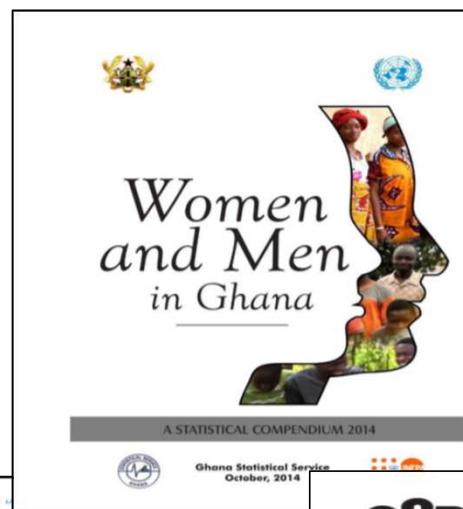




## II. MOTIVATION

# Why Gender Factbooks?

- Gender Factbooks are an effective way to document and communicate progress towards specific indicators.
- With factbooks you can:
  - Include key messages and insights into the gender data
  - Provide organized synthesis of data using a mix of visual formats
  - Tailor messages according to your audience
  - Present on key priority sectors according to main gender issues in the country
  - Easy to use format







# Gender Factbooks are used as a communication tool globally

A global inventory of Gender Factbooks found that:

- Most Gender Factbooks are posted on NSO websites; some countries (Ireland, Baltic countries) use online tools instead of downloadable publications.
- Ease of public access varies significantly across countries. In some cases, publications are very easy to find, some very hard...
- Titles differ across countries: Most have titles such as “women and men” and “...gender equality...”. However more than one had the publication under “international women’s day”.
- Majority of NSOs do not have gender as a “thematic area” that you can click on (even if they say that gender is one of their priorities).
- The scope, quality and length of factbooks vary a lot.

**Table: Countries in the world with Gender Factbooks.**

Region	Total number of countries	Number of countries with factbooks	%
Developed	50	38	76
Developing	145	74	51
<b>Total</b>	<b>195</b>	<b>107</b>	<b>57</b>

Source: World Bank.

This presentation highlights **best practices from a review of all Gender Factbooks** and provides ideas on how to improve an existing or planned publication on gender.





# **III. NUTS & BOLTS OF AN EFFECTIVE GENDER FACTBOOK**

## A. What does an effective Gender Factbook look like?

- Structure
- Presentation
- Best Practices



# Lessons from Guidelines



<p><a href="#"><u>Toolkit on Gender-sensitive Communication</u></a>, The European Institute for Gender Equality, 2019</p>	<p><a href="#"><u>Agri-gender Statistics Toolkit</u></a>, FAO, 2016.</p>	<p><a href="#"><u>Data and Metadata Reporting and Presentation Handbook</u></a>, OECD, 2007.</p>	<p><a href="#"><u>Guide to gender statistics and their presentation</u></a>, Pacific Community, 2015.</p>	<p><a href="#"><u>Making data count for all. Good practices in integrating gender in national statistical systems</u></a>, United Nations, 2017.</p>
<p><a href="#"><u>Making Data Meaningful. A guide to presenting statistics</u></a>, UNECE, 2009</p>	<p><a href="#"><u>Developing Gender Statistics: a practical tool</u></a>, UNECE, 2010.</p>	<p><a href="#"><u>Guidance on Communicating Gender Statistics</u></a>, UNECE, 2020.</p>	<p><a href="#"><u>Repository of good practices in communicating gender statistics</u></a>, UNECE, 2021.</p>	<p><a href="#"><u>Integrating a Gender Perspective into Statistics</u></a>, United Nations, 2016.</p>



# Structure



## *Forms of Presenting Data*

- Electronic – dedicated webpage
- Printed/ downloadable reports

## *Basic Structure*

- Cover
- Table of contents
- Presentation/ introduction
- Acronym list
- Table/graphs list
- Glossary/terminology definitions
- Data presented by topic (defined per country priorities and international commitments)
- References

## *Sources and Metadata*

- Include sources
- Include links to indicator metadata

## *Other Information*

- E.g., information on the country's gender policy/legal framework, guide for readers, etc.



- Audience will have different levels of expertise: presentation of gender statistics needs to be done in a simple way to guarantee understanding for all and avoid misinterpretation of data.
- Possible audience includes policy makers, planners, gender specialists, the media, non-governmental organizations, the general public and others.
- Political will needs to be present for collection, analysis and dissemination of gender statistics: different audiences might have different opinions and even prejudice levels about gender issues and might not like findings



# Presentation – How to Effectively Present your Indicators



- Data can be presented in a mix of tables, graphs, infographics, maps, text determined by the statistical office according to users' needs.
- Different audiences prefer different presentation forms:

<b>Tables</b>	▪ precise data, allows the examination of <b><i>exact values</i></b> by sex
<b>Graphs</b>	▪ good to display <b><i>patterns, trends and exceptions</i></b>
<b>Maps</b>	▪ very efficient to show <b><i>spatial patterns</i></b>
<b>Infographics</b>	▪ a mix of information, figures and graphs that give a <b><i>visual story</i></b>
<b>Text</b>	▪ writing about the numbers in an objective and clear way is essential to <b><i>convey the message</i></b>



In addition to presenting data in charts and tables, make sure to include an objective summary of the information

Keep it simple: decode technical jargon to make the data more accessible and easy to use



# Presentation – How to Effectively Present your Indicators (cont.)



- The way data are presented, the colors used, the font chosen, and other factors will all influence if the audience will want to read the factbook or not.
- **Be consistent** throughout your report. Examples:
  - Use the same color to represent women and another to represent men
  - Choose colors that can be printed in black and white
  - Use the same font for the entire document
  - Be consistent in use of font size for tables/graphs



Avoid colors and other elements that emphasize gender stereotypes such as pink and blue.



# Best Practices– Tables



## Required elements:

- ✓ Title (subtitle if needed)
- ✓ Column labels
- ✓ Row labels
- ✓ Geographic location
- ✓ Timeframes
- ✓ Unit of measurement
- ✓ Footnote
- ✓ Sources

**Use of Any Contraceptive Method by Married Women Age 15-49, 2007 and 2013-14**

*Percentage distribution and number in 1 000s*

Year	2007			2013-14		
	Any method	Not using	Number	Any method	Not using	Number
<b>Residence</b>						
Urban	48	52	1,540	57	43	3,953
Rural	37	63	2,863	44	56	5,905
<b>Education Level</b>						
No education	36	65	572	37	63	1,081
Primary	38	62	2,678	47	53	5,422
Secondary	49	51	959	56	44	2,905
More than secondary	57	43	193	63	37	451
<b>Total</b>	<b>41</b>	<b>59</b>	<b>4,402</b>	<b>49</b>	<b>51</b>	<b>9,859</b>

*Source: CSO. 2007 and 2013-14 Zambia Demographic and Health Survey*

**Table 5**

**Population by mobility status five years ago and sex, Canada, 2011**

Mobility status	Females		Males	
	thousands	percentage	thousands	percentage
Non-movers	9,681.6	61.4	9,329.1	61.4
Movers	6,092.3	38.6	5,875.6	38.6
Non-migrants	3,295.6	20.9	3,172.1	20.9
Migrants	2,796.7	17.7	2,703.4	17.8
Internal migrants	2,182.3	13.8	2,115.5	13.9
Intraprovincial migrants	1,759.0	11.2	1,683.0	11.1
Interprovincial migrants	423.3	2.7	432.4	2.8
External migrants	614.4	3.9	588.0	3.9
<b>Total</b>	<b>15,773.9</b>	<b>100.0</b>	<b>15,204.7</b>	<b>100.0</b>

**Note:** Refers to the status of a person with regard to the place of residence on the reference day, May 10, 2011, in relation to the place of residence on the same date five years earlier. Persons who have not moved are referred to as non-movers and persons who have moved from one residence to another are referred to as movers. Movers include non-migrants and migrants. Non-migrants are persons who did move but remained in the same city, town, township, village or Indian reserve. Migrants include internal migrants who moved to a different city, town, township, village or Indian reserve within Canada. External migrants include persons who lived outside Canada at the earlier reference date.

**Source:** Statistics Canada, National Household Survey, 2011.



*These tables are presented in a clean format: no unnecessary borders, shading, gridlines and, alignment of numbers.*





# Best Practices – Graphs



Education

## What do boys and girls study?

Upper secondary pupils  
2016



### Upper secondary education and training. Programme for general studies

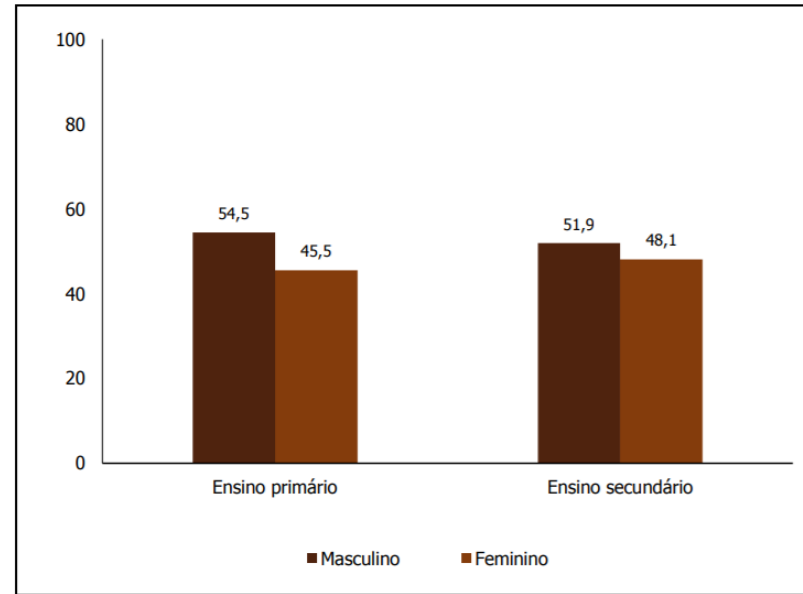


### Upper secondary education and training. Vocational education programme



Graphs are an excellent way of presenting a lot of information in a **clean and understandable format** allowing for quick understanding of gender differences.

Gráfico 3.3 Distribuição percentual de alunos desistentes por sexo, segundo nível de ensino, Moçambique 2017



Fonte: Calculado com base em dados do MINEDH – Aproveitamento Escolar, 2017



*These clean graphs with straight to the point information give the reader an intuitive understanding of the information.*



# Best Practices– Trend Charts



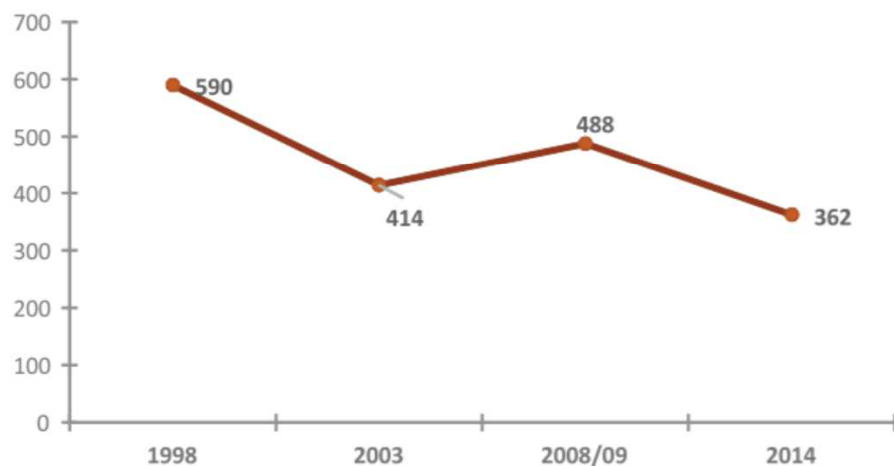
**Trend charts** can be an important tool to assess the impacts of policies over time.



*This trend chart is properly labeled, and definitions and sources are provided such that the development of Kenya's maternal mortality ratio over the years becomes clear.*

## Maternal Mortality Ratio

*Number of women who die as a result of complications of pregnancy or childbearing in a given year per 100,000 live births*



Source: Kenya Demographic and Health Survey, various editions

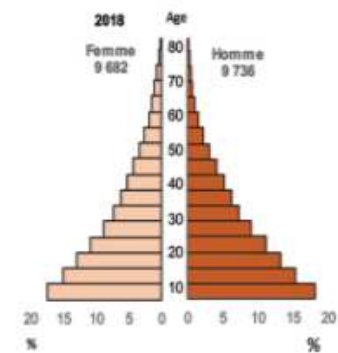
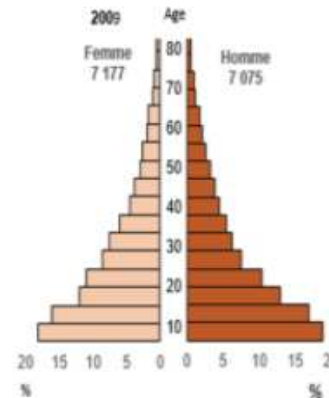
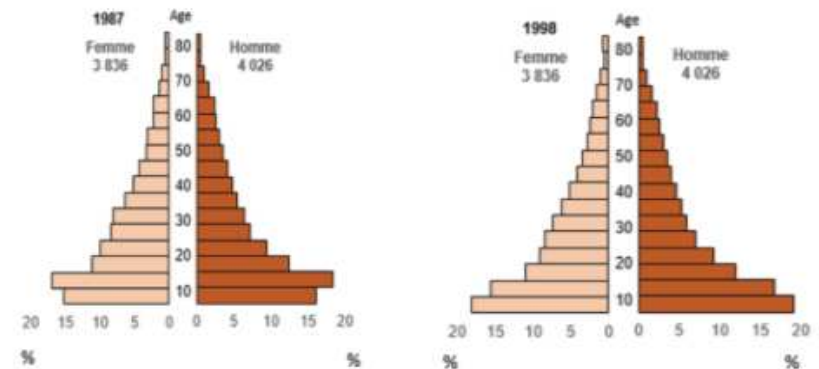


# Best Practices– Population Pyramids



**Population pyramids** show the distribution of population by sex for different decades.

*Pyramide des âges de la population malienne, 1976-2018  
Distribution en pourcentage et nombre en 1000*



*These population pyramids use simple and consistent colors and graphs to allow for easy comparison across time.*



# Best Practices– Maps

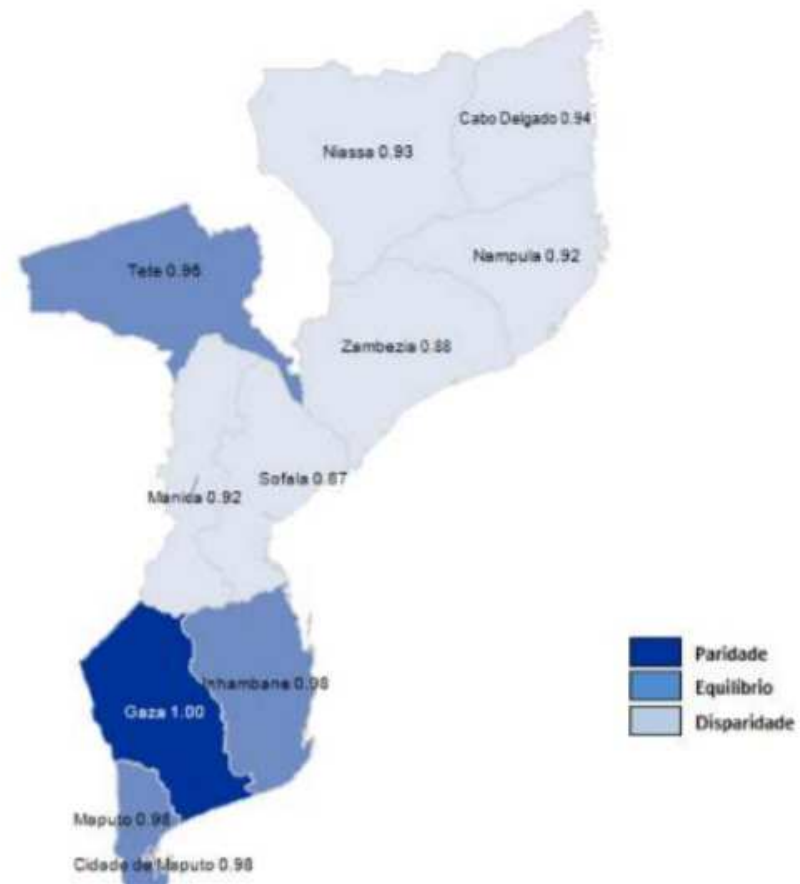


**Maps** are a great way to show regional differences



*This map provides a clear visualization of differences in gender parity index in primary school enrollment.*

**Mapa 3.1 Índice de Paridade de Género de alunos matriculados nas escolas públicas do ensino primário por província, Moçambique 2017**



# Best Practices– Infographics



## Women and Men in Ireland 2019



**Infographics** are one of the preferred ways of the media because they are visually engaging. They can be a great complement to gender factbooks and highlight important messages on gender issues.



*These infographics synthesize the main messages in a visually appealing way.*



# Best Practices— Supporting Text



**Text** comes as a support to help understand tables and graphs. As such, it should be engaging, objective and straight to the point.

- Clear and accurate messages.
- Non-emotive language.

## Labor force participation in Sweden

The number of women employed in the public sector increased during the 1970s and 1980s. This was mainly due to a doubling of the number of women in the municipal sector. During the 1980s and 1990s, about as many women were employed in the municipal sector as in the private sector. Today, the private sector is the single largest sector among women. Men mostly worked in the private sector during the entire period. The decrease in the central government sector was partly due to cutbacks in staff, as well as the transformation of several government agencies into commercial enterprises during the 1990s. Employees in these enterprises are included in the private sector



*This supporting paragraph summarizes main findings and provides context to explain the findings.*



# Best Practices– Combination of Graphs and Text

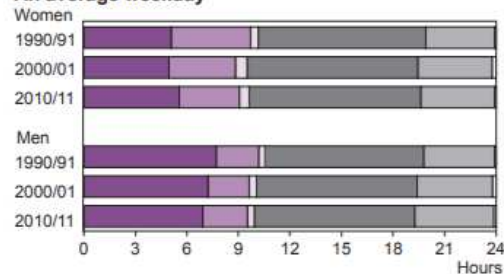


## TIME USE

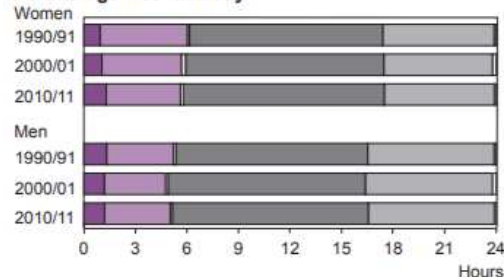
Average time use for persons aged 20–64, 1990/91, 2000/01 and 2010/2011

Hours

### An average weekday



### An average weekend day



Paid work<sup>1)</sup>
 Personal needs  
 Unpaid work
  Leisure time  
 Education
  Other

<sup>1</sup> Including lunch and travel to and from work.  
Source: Time use study, Statistics Sweden

### Time use

Seen over an entire week, women and men aged 20-64 work an average of 8 hours a day. Work refers to paid work, gainful employment, unpaid work and housework.

**ON AN AVERAGE WEEKDAY**, women devote more time to unpaid work than men, about 1 hour. Men spend more time on paid work than women, about 90 minutes.

Since the early 1990s, women have increased their paid working time by about 30 minutes each weekday, while at the same time men have decreased their paid working time by about 45 minutes.

Women spend 3.5 hours on unpaid work during a weekday, a decrease compared with the beginning of the 1990s by slightly more than 1 hour. Today, men spend 2.5 hours on unpaid work, which is an increase of 8 minutes.

**SEEN OVER AN ENTIRE WEEK** women are gainfully employed about 30 hours, compared with 27 hours in the early 1990s. Today, men are gainfully employed for an average of 37 hours during the week, compared to 41 hours earlier.

During a week, women carry out unpaid work for average of 26 hours, and men carry out about 21 hours unpaid work. In the early 1990s, women spent an average of 33 hours on unpaid work per week, while the corresponding figure for men was 21 hours.

The amount of time spent on various activities varies considerably, not only between women and men, but also over the different stages of the life cycle.



*The narrative about the graph increases understanding and provides important complementary information.*



# Gender Factbooks - Examples



Country	Publication	Link
Burkina Faso	Femmes et Hommes au Burkina Faso en 2018	<a href="http://www.insd.bf/contenu/pub_periodiques/Livret_genre/Livret%20genre_2019.pdf">http://www.insd.bf/contenu/pub_periodiques/Livret_genre/Livret%20genre_2019.pdf</a>
Canada	Women in Canada: A Gender-based Statistical Report	<a href="https://www150.statcan.gc.ca/n1/pub/89-503-x/89-503-x2015001-eng.htm">https://www150.statcan.gc.ca/n1/pub/89-503-x/89-503-x2015001-eng.htm</a>
Colombia	Mujeres y Hombres : Brechas de Género en Colombia	<a href="https://colombia.unwomen.org/es/biblioteca/publicaciones/2020/11/mujeres-y-hombres-brechas-de-genero-en-colombia">https://colombia.unwomen.org/es/biblioteca/publicaciones/2020/11/mujeres-y-hombres-brechas-de-genero-en-colombia</a>
Georgia	Women and Men in Georgia	<a href="https://www.geostat.ge/en/single-categories/115/gender-statistics">https://www.geostat.ge/en/single-categories/115/gender-statistics</a>
Ghana	Women and Men in Ghana	<a href="https://www.statsghana.gov.gh/gssmain/fileUpload/pressrelease/W&amp;M%202014.pdf">https://www.statsghana.gov.gh/gssmain/fileUpload/pressrelease/W&amp;M%202014.pdf</a>
Ireland	Women and Men in Ireland	<a href="https://www.cso.ie/en/statistics/womenandmeninireland/">https://www.cso.ie/en/statistics/womenandmeninireland/</a>
Kenya	Women and Men in Kenya – Facts and Figures	<a href="https://www.genderinkenya.org/wp-content/uploads/2018/10/Women-and-Men-in-Kenya-Facts-and-Figures-2017.pdf">https://www.genderinkenya.org/wp-content/uploads/2018/10/Women-and-Men-in-Kenya-Facts-and-Figures-2017.pdf</a>
Mali	Femmes et Hommes au Mali	<a href="https://www.instat-mali.org/laravel-filemanager/files/shares/eq/livret-instat-homme-femme_eq.pdf">https://www.instat-mali.org/laravel-filemanager/files/shares/eq/livret-instat-homme-femme_eq.pdf</a>
Mozambique	Mulheres e Homens em Moçambique	<a href="http://www.ine.gov.mz/estatisticas/publicacoes/mulheres-e-homens">http://www.ine.gov.mz/estatisticas/publicacoes/mulheres-e-homens</a>
Spain	Mujeres y Hombres	<a href="https://www.ine.es/ss/Satellite?L=es_ES&amp;c=INEPublicacion_C&amp;cid=1259924822888&amp;p=1254735110672&amp;pagename=ProductosYServicios%2FPYSLayout&amp;param1=PYSDetalleGratuitas">https://www.ine.es/ss/Satellite?L=es_ES&amp;c=INEPublicacion_C&amp;cid=1259924822888&amp;p=1254735110672&amp;pagename=ProductosYServicios%2FPYSLayout&amp;param1=PYSDetalleGratuitas</a>
Tanzania	Women and Men– Facts and Figures	<a href="https://www.nbs.go.tz/index.php/en/census-surveys/gender-statistics/421-women-and-men-facts-and-figures-2018">https://www.nbs.go.tz/index.php/en/census-surveys/gender-statistics/421-women-and-men-facts-and-figures-2018</a>
Zambia	Women and Men in Zambia	<a href="https://www.zamstats.gov.zm/phocadownload/Gender/Analysing%20and%20Presenting%20Statistics%20with%20a%20Gender%20Lens%20-%20Women%20and%20Men%202018.pdf">https://www.zamstats.gov.zm/phocadownload/Gender/Analysing%20and%20Presenting%20Statistics%20with%20a%20Gender%20Lens%20-%20Women%20and%20Men%202018.pdf</a>





## B. How do you get there?

- How to Select Relevant Indicators
- Developing Metadata
- Engaging Stakeholders



# How to Select Relevant Indicators



## ➤ Check for Data Availability

- *Household Surveys*
  - Assessment of gender-relevant data collected in household and census questionnaires
  - Data availability by sex and other relevant groups (age, rural/urban, ethnicity, religion, etc.)
- *Administrative Data*
  - Assessment of availability of administrative gender data (for instance, education and health records)

## ➤ Development of sex-disaggregated indicators - definition of priorities

- Identification of gender issues that impact the development of an equal and inclusive society and that require detailed information
- *By priority sectors:* education, health, violence against, women
- *By relevant sub-groups:* age, rural/urban, department level, ethnicity, etc.
- *Time-series data* to assess trends for monitoring progress



# Developing Metadata



- Develop indicators' metadata or adapt metadata from international indicators frameworks and make it accessible to the audience.
  - This is very important to assess if data can be **comparable across countries and time**, to avoid misinterpretation and for transparency.
  
- UN SDG metadata repository provides a good example of a metadata repository <https://unstats.un.org/sdgs/metadata/> -

## Goal 5. Achieve gender equality and empower all women and girls

### Target 5.1: End all forms of discrimination against all women and girls everywhere

- **Indicator 5.1.1:** Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex

See metadata :  



# Engaging Stakeholders



“Dialogue between national statistical offices and interested stakeholders can enable data users to understand, gain access to and use gender statistics more effectively and help to increase the capacity of statisticians to identify and understand gender issues and to present data in formats that better address the needs of users”.

Source: United Nations, 2013. *Integrating a gender perspective into statistics*. UN.

- Engage all relevant stakeholders
  - Policy-makers, politicians, general public, gender specialists in the government and other sectors, VAWG support centers, media
- Develop a communication and dissemination plan
  - Ensure that the factbook is shared widely and in the appropriate channels
- Establish a plan and coordinating mechanisms with other agencies to update gender statistics on a systematic basis as well as for dissemination purposes.





## IV. DISCUSSION

# Discussion Questions



- Who would be the relevant stakeholders? What information would they most be interested in?
- Which data sources could be drawn on to develop the Gender Factbook?
- Is the expected timing bound to any upcoming survey (for that data to be included)?
- Do you prefer a comprehensive compendium of gender statistics, or would you consider focusing on a specific data source or theme?
  - If the latter: What should be the focus/theme of the Gender Factbook? (Hint: SGS project can support economic indicators)
- What would be a realistic timeline for the development of an outline, a draft, and final factbook?
- Which human resources can you dedicate to this activity?
- What would be the expected review/ approval process we should be aware of?



Thank you

