

TECHNICAL NOTES

GEOGRAPHICAL COVERAGE

Data is presented following the list of countries and their geographical area classification used by the United Nations Statistical Division in compiling *The World's Women 2000: Trends and Statistics*. In common with comparable UN and World Bank reports, this report does not include the following small countries, territories, islands and states owing to problems of data accessibility: American Samoa, Andorra, Antigua and Barbuda, Aruba, Bermuda, Dominica, French Guyana, French Dominica, Gaza Strip, Grenada, Guadeloupe, Guam, Kiribati, Liechtenstein, Macao, Marshall Islands, Martinique, Micronesia (Federal States of), Monaco, Netherlands Antilles, New Caledonia, Palau, Puerto Rico, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, San Marino, Sao Tome and Principe, Solomon Islands and U.S. Virgin Islands.

The designations do not imply the expression of any opinion on the part of UNIFEM concerning the legal status of any country, territory and area of its authorities, or concerning the delimitation of its frontiers or boundaries.

DATA SOURCES

Compiling an up-to-date and comprehensive set of figures has not been an easy task because of discrepancies and inconsistencies between different sources. We would particularly like to thank Jens Johansen at UNESCO, Sophia Lawrence at ILO and Emmanuel Boudard at the Human Development Report Office for their help.

The main data sources we have used are:

- MDG Database, Millennium Development Indicators and Series, <http://millenniumindicators.un.org>
- UNESCO Institute of Statistics, <http://portal.unesco.org/uis>
- International Labour Organization (ILO) Laboursta database, website <http://laborsta.ilo.org>
- ILO Bulletin of Labour Statistics, 2001 (no. 1-4)
- Electronic data file provided by ILO.
- Inter-Parliamentary Union (IPU), website <http://www.ipu.org>

GENDER EQUALITY IN EDUCATION Secondary School Enrolment

Chart 1 shows the ratio of girls' net enrolment rate to boys' net enrolment rate. This is the measure of gender disparity in education used by the Taskforce working on MDG 3 and by the Human Development Report. The MDG database provides a different measure: the ratio of the number of girls enrolled in school to the number of boys enrolled in school. The argument for the MDG database measure of gender disparity in education is that it only requires information on school attendance and not on the population of school age. However, its disadvantage is that it deflects attention away from the

issue of whether the same proportion of girls of school age are enrolled in school as are boys. This is the key issue, not the absolute numbers. A focus on enrolment rates is essential for understanding whether reductions in gender disparity are being achieved through increases in the enrolment of girls or decreases in the enrolment of boys. It is important not only to examine the gap between boys' and girls' secondary enrolment rates but also the level of enrolment of girls, the latest available data (2001) for which is shown in table 1. Due to recent changes in the UNESCO classification of levels of education, data on girls' net enrolment rates since 1997 are not compatible with the data on rates before 1997. Therefore it has not been possible to assess on a country by country basis how far there has been an improvement between 1997 and 2001. The MDG database does not provide this indicator.

We calculated the ratio of girls' net enrolment rate to boys' net enrolment rate for Chart 1 using data on net and gross enrolment rates for girls and boys from the UNESCO Institute for Statistics <http://portal.unesco.org/uis>.

The primary sources of enrolment data are national ministries of education, which collect the data from schools and report it to UNESCO. The reliability of data varies according to the effectiveness of record keeping in each school. Where resource allocation to schools depends upon enrolment numbers, there may be an incentive to over-report enrolment. Accurate calculations of enrolment rates also depend upon estimates of the population of school-age children, the reliability of which is variable.

Gross enrolment rates measure the number of children enrolled in primary or secondary school as a percentage of the total number of children in the relevant age group for that level. These rates can be greater than 100 per cent because many children of secondary school age may still be attending primary school, while young people who are past the normal age of completion of secondary school may still be attending secondary school if they have not yet attained the desired qualifications. Net enrolment rates show the number of children enrolled at a schooling level and belonging to the relevant age group for that level, expressed as a percentage of the total number of children in that age group. Net enrolment rates are better indicators and are used here whenever possible. Where this is not available we use the gross enrolment rate.

LITERACY

Chart 2 shows the ratio of female youth literacy rate to male youth literacy rate, 2002. 'Youth' is defined as people aged 15 to 24. Note that the MDG website refers to this indicator as "women to men parity index, as ratio of literacy rates, aged 15-24." Table 2 shows the level of female youth literacy in 2002 and Chart 3 presents the change in female youth literacy rate, 1995-2002. Data for both of the literacy indicators

is taken from the MDG database.

Literacy is the capacity to use the skills of reading and writing in everyday life. The primary source of data is national governments, who in turn report the data to UNESCO. The problem is that there is no standard test of literacy and different countries measure it in different ways. In some cases it is inferred on the basis of years of schooling rather than on the basis of demonstrated skills. This means that care must be exercised in using literacy data, particularly in comparing the achievements of different countries. UNESCO is leading an international effort to improve literacy data.

Neither the MDG database nor UNESCO, which supplies the data to the database, had up-to-date information on the following countries: **sub-Saharan Africa**-Angola, Gabon, Guinea, Reunion, Seychelles, Sierra Leone, Somalia; **Central and Western Asia**-Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Turkmenistan; **Asia and the Pacific**-Afghanistan, East Timor DR, Korea DPR, Samoa (Western), Vanuatu; **Latin America and the Caribbean**-Barbados, Suriname; **Eastern Europe**-Bosnia and Herzegovina, Czech Rep., Slovakia, Yugoslavia FR.; **Western Europe and Other Developed Countries** (with the exception of Greece, Italy, Malta, Portugal, Spain).

For Table 3: Length of Time Needed to Achieve 95% Female Youth Literacy Rate at Current Rates of Change, the calculation for Column 4-Number of Years Needed to Reach 95% Literacy Rate was performed using the following methodology:

$V = Aert$ expressing this in natural logarithm (ln = natural logarithm):

$\ln V = \ln(Aert)$

$\ln V = \ln A + rt \ln e$ (ln e=1)

Therefore,

$\ln V = \ln A + rt$

$\ln V - \ln A = rt$

$t = \frac{\ln V - \ln A}{r}$

V = target rate of female youth literacy

A = present female youth literacy rate, 2002

r = average annual rate of change

t = years

(Source: Chiang, A. 1984. *Fundamental Methods of Mathematical Economics*. McGraw-Hill, USA)

GENDER EQUALITY IN EMPLOYMENT

Table 4 shows the latest data available on female share of wage employment in the non-agricultural sector and Chart 4 shows changes in this share comparing the early 1980s, mid 1990s and latest data available. The ILO defines wage employment as that which relates "solely to employees (wage earners and salaried employees) in employment" (ILO Labour Statistics Yearbook, 1998). Non-agricultural economic activities (industry and services) are defined according to the International Standard Industrial Classification (ISIC) and include mining and

quarrying; manufacturing; electricity, gas and water; and construction and services (both private and public sector). The primary data is supplied to ILO by national governments, which collect it from a variety of sources: labour-related establishment surveys and censuses; official estimates; insurance records; labour force surveys; administrative records and related sources. This creates problems of compatibility; in some cases women's share is particularly low because of the reliance on surveys that exclude much of women's employment. A further problem is that many countries do not include all non-agricultural activities.

The MDG database does report this indicator but we found that the figures it gave were not always consistent with those in the ILO online Laboursta database. Fortunately we were able to benefit from the advice of Sophia Lawrence, statistician at the ILO, who provided us with a set of the latest unpublished data. We excluded Paraguay because data is reported for only four non-agricultural sectors: mining, manufacturing, construction, and transport. We found that this data file was not comprehensive and we have supplemented it with data from ILO's *Bulletin of Labour Statistics 2001, volume 4* (for Chile, Hong Kong [China], Hungary, Thailand) and from Laboursta (for Australia, Malaysia, Paraguay, Switzerland, USA). Nevertheless, it has not been possible to obtain data for many poor countries, especially in sub-Saharan Africa.

In preparing chart 4, we were handicapped by the lack of new data for the following countries: **sub-Saharan Africa**-Burkina Faso, Cote d'Ivoire, Ethiopia, Kenya, Niger, Swaziland; **Central and Western Asia**-Jordan, Syria; **Asia and the Pacific**-Fiji, Indonesia, Malaysia, Pakistan; **Latin America and the Caribbean**-Bahamas, Barbados, El Salvador, Honduras, Jamaica; **Eastern Europe**-Albania; **Western Europe and Other Developed Countries**-Austria. The data for the mid 1990s for these countries is taken from Table 4, *Progress of the World's Women 2000*.

GENDER EQUALITY IN POLITICAL PARTICIPATION

Table 7 shows women's share of seats in the national parliament and changes in this share are shown in Chart 5. The data is taken primarily from the Inter-Parliamentary Union (IPU) website for 1 July 2002 and 25 January 2000. The data for 2000 are taken from Human Development Report 1999 table 3, pp.142-44 for the following countries: **sub-Saharan Africa**-Botswana, Togo; **Asia and the Pacific**-Indonesia, Pakistan, Thailand; **Latin American and the Caribbean**-Panama.

A number of countries have both upper and lower chambers of parliament (bicameral legislatures): **sub-Saharan Africa**-Burundi, Ethiopia, Gabon, Lesotho, Liberia, Madagascar, Mauritania, Namibia, Nigeria, South Africa, Swaziland; **North Africa**-



A French soldier salutes French Defense Minister Michelle Alliot-Marie in Kabul, 2002.

Algeria, Morocco; **Central and Western Asia**-Jordan, Kazakhstan, Kyrgyzstan, Tajikistan; **Asia and the Pacific**-Cambodia, Fiji, India, Malaysia, Nepal, Philippines, Thailand; **Latin America and the Caribbean**-Argentina, Barbados, Belize, Bolivia, Brazil, Chile, Colombia, Dominican Rep., Haiti, Jamaica, Mexico, Paraguay, Trinidad & Tobago, Uruguay; **Eastern Europe**-Belarus, Bosnia and Herzegovina, Croatia, Czech Rep., Hungary, Poland, Romania, Russian Fed., Yugoslavia FR; **Western Europe and Other Developed Countries**-Australia, Austria, Belgium, Canada, France, Germany, Ireland, Italy, Japan, Netherlands, Spain, Switzerland, United Kingdom, United States. In such cases, we follow the procedure used in the *Human Development Report*, and data in the table and chart for 2000 and 2002 usually refer to women's share of seats in the combined chambers (number of women in lower house plus number of women in upper house divided by total number of seats in lower house plus upper house). But note that shares for 2000 for Ethiopia, South Africa, Cambodia, Haiti and the United Kingdom are lower house while 2002 shares for all of these countries are combined (upper and lower houses). For Mauritania the share in 2000 is for combined houses, while for 2002 it is for the upper house. In a few cases, for the latest elections, only women's share of seats in the lower chamber is reported: Burundi and Madagascar in sub-Saharan Africa; Fiji and Nepal in Asia and the Pacific; Trinidad & Tobago in Latin America and the Caribbean. In some cases new election results were not reported in time for inclusion: Chad, Comoros, Libya, Sierra Leone in sub-Saharan and North Africa; Bahamas in Latin America and the Caribbean; and Vanuatu in Asia and Pacific.

Data for 1987 is taken from *The World's Women 1995: Trends and Statistics*, Table 14, pp.171-75, and includes data only for women's share of seats in the lower chamber of bicameral parliaments. The primary source of this data is IPU, *Distribution of Seats between Men and Women in the 144 National Assemblies*, Series Reports and Documents No. 14 (Geneva 1987).

PHOTO BY PHILIPPE LOPEZ-AFP

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