

Gender Data Collection and Analysis

Training in Gender Statistics
Turks and Caicos Islands

Virtual | 17-18 September 2024



UNITED NATIONS

ECLAC

UNITED NATIONS ECONOMIC COMMISSION FOR LATIN AMERICA AND THE CARIBBEAN, SUBREGIONAL HEADQUARTERS FOR THE CARIBBEAN

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Learning objectives

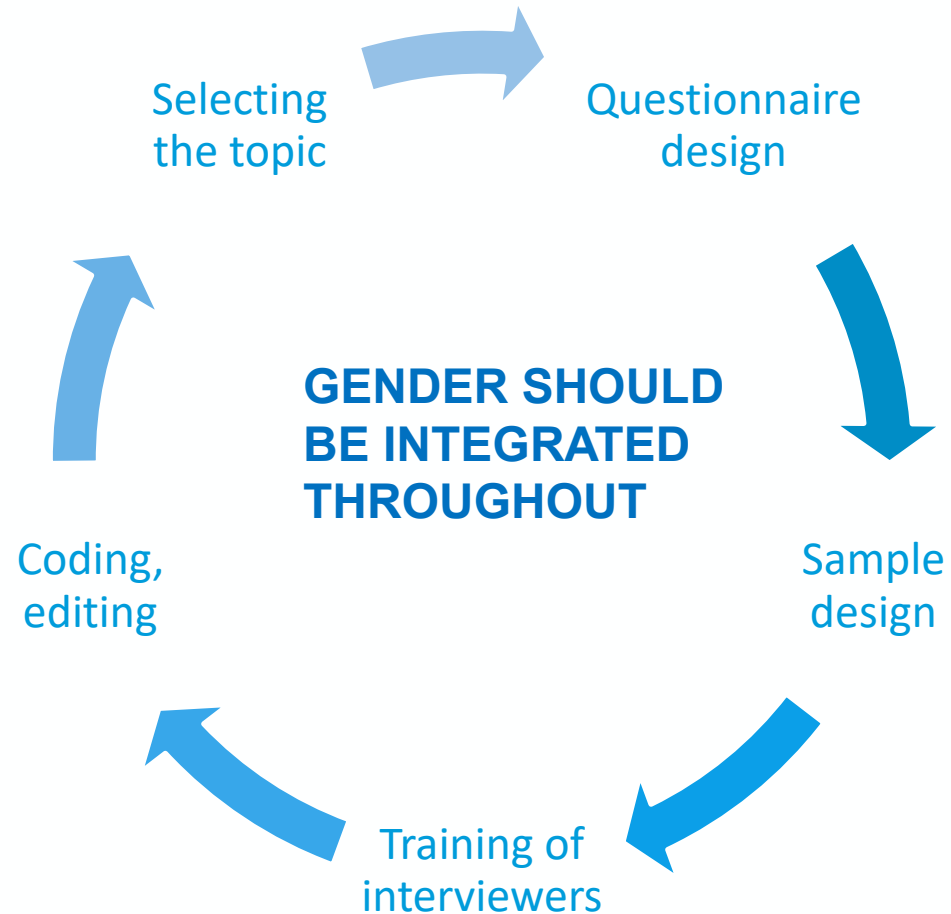
- Understand the importance of integrating gender across data collection and analysis processes
- Become familiar with gender biases in data collection tools and methods
- Get to know the tools to avoid gender biases in data collection and estimation
- Learn to integrate gender across data estimation and analysis

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Integrating gender into data collection

Integrating gender into data collection

Mainstreaming gender into the data collection process:



- Official gender statistics mainly come from:

1. Population censuses
2. Administrative records and registries
3. Household surveys

- Each data source poses different concerns for mainstreaming gender

Integrating gender into data collection

1. Population Census

Highly useful for gender analysis...

- Universal coverage allows analysis for marginalized groups
- Useful for disaggregation by migratory status, disability, race, ethnicity, etc.
- Can provide benchmark information for older women
- Data disaggregation is possible at multiple levels

BUT...

- Questions are often asked to household heads (typically males) only
- Hence, they are not suitable for some gender indicators:
 - Reproductive health issues
 - Violence
 - Sexual orientation of household members in countries where this information is taboo

Integrating gender into data collection

1. Population Census

- Checklist for questionnaire design: UNSD recommendations:
 - ✓ Questionnaire designers are trained in gender-specific measurement issues
 - ✓ Short note on questionnaire for interviewer to: identify household head, fertility and child-survival-related information, to note ALL pregnancy-related deaths
 - ✓ Questionnaire includes probing questions for some areas (e.g. on economic activity)
 - ✓ Questionnaire includes separate categories for sex of each child born, surviving children, etc.
 - ✓ Questionnaire shows reference period for questions on economic activity, recent births, household deaths
 - ✓ Questionnaire tests should include both women and men with different social backgrounds

Integrating gender into data collection

1. Population Census

- ✓ Questions should go beyond sex
 - Example of UK Government's Guidance for Census 2021

What is your sex?

- Detailed notes include:
- *If you are one or more of non-binary, transgender, have variations of sex characteristics, sometimes also known as intersex, the answer you give can be different from what is on your birth certificate.*

Is your gender the same as the sex you were registered with at birth?

- *If you are not sure how to answer, use the sex registered on your official documents, such as passport or driving license, or whichever answer best describes your sex.*

Which of the following best describes your sexual orientation?

- *A later question gives the option to tell us if your gender is different from your sex registered at birth, and, if different, to record your gender.*

Integrating gender into data collection

1. Population Census

- Checklist for preparation of the census manual and training of interviewers:
 - ✓ Both women and men are selected as training instructors
 - ✓ Manual explains gender-related measurement issues, with descriptive examples and illustrations
 - ✓ All language and examples in manual should be free of gender bias
 - ✓ Training about sex-selective underreporting and misreporting
 - ✓ Special attention be given to:
 - Criteria to identify household head
 - Recording of members of household
 - Selecting women as respondents for information on children
 - All economic-related activities should be listed
 - Probing questions

Integrating gender into data collection

2. Administrative records and registries

Include highly useful information and are cost-effective

- Contain a large amount of information:
 - Demographic
 - Social
 - Cultural and environmental
- Information collected for regulatory purposes and to support government programmes:
 - Immigration regulations
 - Social security benefits
 - Education services
 - Public health services
- For gender statistics, civil registration and vital statistics (CRVS) are of particular importance. They provide information about important events in people's lives: births, death and its cause, marriage, divorce, adoption, etc.

BUT...Women and Girls face unique barriers

Integrating gender into data collection

2. Administrative records and registries

Barriers faced by women and girls...

- Legislative barriers:
 - Signature of husband or father mandatory on official registration documents, as per country's law
- Socioeconomic barriers:
 - Stigma associated with registering teenage pregnancies or single mothers
 - Costs associated with registrations (fees, travel)
 - Low levels of education
 - Information on customary marriages and teenage births/unwed mothers often remains unregistered

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2. Administrative records and registries

To overcome gender bias in administrative records and registration systems

- Recommendations: Centre of Excellence on Civil Registration and Vital Statistics
 - Calculate vital registration-based statistics by breaking down estimates by sex, wealth, urban/rural, race, ethnicity, etc.
 - Ask about marriage registration and certification in regular household survey instruments.
 - Identify and combat social or cultural reasons for the under-registration of women and girls' deaths.
 - Recognize and rely on women's first-hand knowledge to report on deaths and probable causes.
 - Encourage the uptake of WHO's verbal autopsy protocol for asserting causes of death, especially causes of maternal death.

Integrating gender into data collection

3. Household surveys

- Essential sources of social statistics
- Information on a wide range of development indicators
- Information about population, health, nutrition, employment, consumption, etc.
- Best suited to collect information on sensitive issues: violence against women, reproductive health

Some recommendations on mainstreaming gender in surveys:

- **Selecting topics for surveys**
 - Selection after extensive user-producer dialogue
 - Identify priority gender areas according to national strategies or key policy needs
- **Questionnaire design and testing**
 - Gender bias should be avoided when drafting questions, posing questions, recording answers
 - Questions about women should be asked to women themselves directly
 - Coding experts, field supervisors, data processing staff and data analysts must consult gender experts

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3. Household surveys

- Manuals

- Define and describe gender-related terms in detail
- Include detailed explanations on questions that can potentially lead to underreporting/misreporting
- Manual's language should be free from gender bias
- Supporting examples should not reinforce gender stereotypes

- Sampling

- Sample should cover all groups and subgroups of population/households/agricultural holdings
- Sample design should produce detailed statistics for women and men
- Allow disaggregation at multiple levels

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3. Household surveys

- **Selecting and training interviewers and supervisors**
 - Training on how to handle sensitive questions (e.g. violence-related/women's earnings)
 - Specialized training on violence- and crime-related questions
 - Specialized training for the case where multiple household members are respondents
 - Sex of interviewer matters
 - e.g. women are more likely to disclose information on violence-related matters to women interviewers
- **Data coding and editing**
 - Pre-coded responses facilitate consistency
 - Consult gender specialists for coding, editing and imputing data

Integrating gender into data collection

To avoid gender bias in questionnaires...

- Include notes and explanations of concepts and terms for the interviewers to refer to when conducting the interview
- Include probing questions
- Categorize and pre-code potential answers to questions
- Keep the questions short and free from ambiguity and use everyday common terms
- Make sure questions are not leading
- Make sure questions maintain their meaning when translated
- Test questionnaires to make sure both men and women understand the questions in the same way

Integrating gender into data collection

Specific recommendations for Time-Use Surveys

- **Classification of activities for time-use:**
 - United Nations recommends the use of ICATUS (International Classification of Activities for Time-Use Statistics)
 - Data collected must be as detailed as possible
 - e.g. instead of one category of care, more categories should be defined, such as care of children, care of ill adults, care of the elderly and care of the disabled
 - Activities where large gender gaps exist must not be clustered at the stage of coding, analysis and presentation of data
- **Contextual information**
 - Background information is crucial to interpret data meaningfully

Integrating gender into data collection

Specific recommendations for Time-Use Surveys

- **Recording simultaneous activities**
 - 24-hour time diaries best capture simultaneous activities
 - Record primary as well as secondary activities
 - Unpaid care activities are often secondary and go unrecorded in other measurement instruments
- **Coverage of relevant individual and household characteristics**
 - Collect data on respondent's background characteristics (e.g. sex, age, marital status, presence of children, level of education and employment status)
 - This allows data disaggregation at the level of particular groups and subgroups of women & men

Integrating gender into data collection

Specific recommendations for Time-Use Surveys

- Sampling
 - Sample should cover relevant population groups and subgroups
 - Collect information from multiple household members to measure intrahousehold inequalities

Integrating gender into data collection

Specific recommendations for Violence Against Women (VAW) Surveys

- Surveys are best suited to capture VAW prevalence data
- This can be achieved through dedicated surveys or through modules attached to parent surveys
- Can provide a wide range of information:
 - Occurrence of violence
 - Groups of women and girls at higher risk of violence
 - Characteristics of perpetrators
 - Barriers faced by women in seeking support
 - Justification of attitudes towards VAW

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Specific recommendations for Violence Against Women Surveys

- **Concepts and measurement**
 - Survey should include different acts of violence
 - Severity of violence should be based on frequency of violence and consequences suffered
 - Partner violence should include all types of partnerships (formal + informal)
- **Questionnaire design**
 - Should facilitate participation of respondents and disclosure of information
 - Must be presented as a general survey of women's health/safety issues
 - Sequence of questions should be carefully thought through
 - Non-sensitive questions first, followed by more sensitive/personal questions
 - Include behaviour-specific terms

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Specific recommendations for Violence Against Women Surveys

- Sample coverage
 - Large sample size to allow in-depth gender analysis
- Selection of interviewers
 - ALL interviewers on VAW survey should be women
 - Field supervisors must be women in face-to-face interview situations
 - In specific contexts, teams with both women and men are better
 - Interviewers' age matters (if too young, they can be seen as inappropriate for interviewing older women)

Integrating gender into data collection

Specific recommendations for Violence Against Women Surveys

- Training of interviewers
 - Interviewers must be skilled to build rapport, understand ethical considerations
 - Interviewers must be given sensitivity training
 - Trained on how to control the interviewing environment to ensure safety of respondents
 - Trained to identify their own emotional reactions and reduce their stress

The background is a solid blue color with several overlapping, semi-transparent shapes in various shades of blue. These shapes include a large circle on the left, a large irregular shape at the bottom, and a smaller circle on the right. The text "An Illustration" is centered in the middle of the image.

An Illustration

Ministry of Home Affairs, Public Safety and Utilities and The Telecommunications Commission
DEPARTMENT OF GENDER AFFAIRS
Turks and Caicos Islands

Questionnaire to Determine Level of Statistical Preparation for Training in Gender Statistics

Name: _____

Email address: _____

Q1. In which Ministry/Department/Agency or organization are you currently working?	
Q2. Please indicate your area(s) of work in your current job (Please check all that apply).	1. <input type="checkbox"/> Administrative/Clerical 2. <input type="checkbox"/> Technical/Analytical 3. <input type="checkbox"/> Policy formulation 4. <input type="checkbox"/> Monitoring and Evaluation 5. <input type="checkbox"/> Management
Q3. What is your highest level of education completed? (Please check only one option)	1. <input type="checkbox"/> Secondary school [Go to Q5] 2. <input type="checkbox"/> Post-Secondary and higher
Q4. Please indicate your fields of study for all post-secondary qualifications that you have (Please check all that apply).	1. <input type="checkbox"/> Statistics 2. <input type="checkbox"/> Economics 3. <input type="checkbox"/> Demography 4. <input type="checkbox"/> Mathematics 5. <input type="checkbox"/> Sociology 6. <input type="checkbox"/> Other (please specify) 6.1 _____ 6.2 _____ 6.3 _____
Q5. How would you rate your current statistical knowledge? (Please check only one option)	1. <input type="checkbox"/> Beginner 2. <input type="checkbox"/> Basic 3. <input type="checkbox"/> Intermediate 4. <input type="checkbox"/> Advanced 5. <input type="checkbox"/> Expert 6. <input type="checkbox"/> None
Q6. How would you describe your level of expertise with Excel? (Please check only one option)	1. <input type="checkbox"/> Beginner- I can do data entry 2. <input type="checkbox"/> Basic- I can perform descriptive analyses and produce graphs and tables 3. <input type="checkbox"/> Intermediate-I can perform inferential analyses, produce advanced visualizations, and create databases 4. <input type="checkbox"/> Advanced-I can code 5. <input type="checkbox"/> Expert- Others come to me when they encounter a problem in statistic/with data 6. <input type="checkbox"/> None

Thank You for your participation.

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ECLAC

	Name	Organization	Contact	Admin/Clerical	Technical/Analytical	Policy	M&E	Management	Education Level	Statistics	Economics	Demography	Mathematics	Sociology
1		Health		No	No	No	No	Yes	Post-Secondary	No	No	No	No	No
2		Health		No	No	No	Yes	No	Post-Secondary	No	No	No	No	No
3		Health		No	No	Yes	No	Yes	Post-Secondary	No	No	No	No	No
4		TCI Hospital		Yes	No	No	No	No	Post-Secondary	No	No	No	No	No
5		TCI Hospital		Yes	No	No	No	No	Post-Secondary	Yes	No	No	No	No
6		TCI Hospital		No	Yes	No	Yes	Yes	Post-Secondary	Yes	No	No	Yes	No
7		TCI Hospital		Yes	No	No	No	No	Post-Secondary	Yes	No	No	No	No
8		Hospital		No	Yes	No	No	No	Post-Secondary	Yes	No	No	Yes	No
9		Police		No	No	No	No	No	Post-Secondary	No	No	No	Yes	Yes
10		Police		No	No	No	No	No	Post-Secondary	No	Yes	No	No	No
11		Police		No	No	No	No	Yes	Post-Secondary	No	No	No	No	No
12		Police		No	Yes	No	No	No	Secondary					
13		Office of Public Prosecutions												
14		Office of Public Prosecutions												
15		Attorney General Chambers												
16		Disaster Management												
17		Disaster Management												
18		Education		No	No	Yes	No	Yes	Post-Secondary	No	No	No	No	No
19		Education		No	No	No	Yes	No	Post-Secondary	No	No	No	No	No
20		Education		No	No	Yes	No	No	Post-Secondary	Yes	No	No	No	No
21		Invest TCI		No	No	No	No	Yes	Post-Secondary	Yes	No	No	No	No
22		Invest TCI		Yes	No	No	Yes	No	Post-Secondary	No	No	No	No	No
23		Invest TCI		No	No	Yes	No	No	Post-Secondary	No	No	No	No	No
24		Invest TCI		No	No	No	Yes	No	Post-Secondary	No	No	No	No	No
25		Finance/Budget												
26		Finance/Trade												
27		Social Development		No	No	No	No	Yes	Post-Secondary	No	No	No	No	No
28		Gender Affairs		No	No	No	Yes	No	Post-Secondary	No	No	No	No	No
29		Gender Affairs		Yes	Yes	No	No	No	Post-Secondary	No	No	No	No	No
30		Gender Affairs		No	Yes	Yes	No	Yes	Post-Secondary	No	Yes	Yes	No	Yes
31		Gender Affairs		Yes	Yes	No	No	No	Post-Secondary	No	No	No	No	No
32		Gender Affairs		No	No	Yes	No	No	Post-Secondary	Yes	No	No	Yes	Yes
33		Statistics Authority		No	No	No	No	Yes	Post-Secondary	Yes	No	No	No	No
34		Statistics Authority		No	Yes	No	No	No	Secondary	N/A	No	No	No	No
35		Statistics Authority		No	Yes	No	No	Yes	Post-Secondary	Yes	Yes	No	No	No
36		Social Development		No	No	No	Yes	No	Post-Secondary	Yes	No	No	No	Yes
37		Social Development		No	No	No	Yes	No	Post-Secondary					
38		Gender Affairs		No	No	No	No	Yes	Post-Secondary	No	No	No	No	No
39		TCI Red Cross												
40		Social Development		No	Yes	No	No	No	Post-Secondary	No	No	No	No	No
41		Judiciary												



Admin/Clerical	Technical/Analytical	Policy	M&E	Management	Education Level	Statistics	Economics	Demography	Mathematics	Sociology
No	Yes	Yes	Yes	Yes	Post-Secondary	No	No	No	No	No
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No	Yes	No	No	Yes	Post-Secondary	Yes	Yes	No	No	No
Yes	No	No	No	No	Post-Secondary	No	No	No	No	No
Yes	No	No	No	No	Post-Secondary	Yes	No	No	No	No
No	Yes	No	Yes	Yes	Post-Secondary	Yes	No	No	Yes	No
Yes	No	No	No	No	Post-Secondary	Yes	No	No	No	No
No	No	No	Yes	No	Post-Secondary	No	No	No	No	No



Admin/Clerical	Technical/Analytical	Policy	M&E	Management	Education Level	Statistics	Economics	Demography	Mathematics	Sociology
No	Yes	Yes	Yes	Yes	Post-Secondary	No	No	No	No	No
No	Yes	No	Yes	No	Post-Secondary	No	No	No	Yes	No
No	Yes	No	No	Yes	Post-Secondary	No	No	No	No	No
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No	Yes	No	No	No	Post-Secondary	Yes	No	No	Yes	No
No	No	No	No	Yes	Post-Secondary	Yes	No	No	No	No



3

Integrating gender into data estimation

Integrating gender into data estimation

Research questions

- Specifically refer to inequalities between women and men
- Should be in line with information needs required to design, implement and monitor policies
- Questions can arise from anecdotal or qualitative evidence of existing inequalities

Identifying appropriate concepts, methodologies and measurement tools

- Assess whether internationally agreed methodology and guidelines exist to generate indicators of interest
- These must guide the estimation process
- e.g. to calculate sex-disaggregated unemployment rates:
 - Understand key concepts and definitions
 - Address questions such as: “what does it mean to be unemployed?”; “what if someone has a seasonal job?”; “what if someone runs their own family business?”
 - Refer to internationally agreed definitions, standards and classifications

Integrating gender into data estimation

- Some metadata repositories for methodological guidance :
 - Global SDG metadata repository <https://unstats.un.org/sdgs/metadata/>
 - ILOSTAT metadata <https://www.ilo.org/ilostat/faces/ilostat-home/metadata>
 - UIS Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030 http://uis.unesco.org/sites/default/files/documents/metadata-global-thematic-indicators-sdg4-education2030-2017-en_1.pdf
 - WHO Indicator Metadata Registry <http://apps.who.int/gho/data/node.wrapper.imr?x-id=1>
 - FAOSTAT <http://www.fao.org/faostat/en/#data>

Integrating gender into data estimation

Tabulation plans for estimation

- Producing tabulation plans is a useful technique to assist survey design plans
- These include dummy tables or draft tables, which include everything but actual data
- Tabulation plans should specify (in as much detail as possible):
 - Table titles
 - Columns stubs
 - Identify substantive variables
 - Background variables
 - Population groups (survey objects/elements/units)
 - Keep gender in mind (gender gaps may exist even if indicator does not specify sex disaggregation)
 - Scope for data disaggregated by sex
 - Disaggregation at various levels (simultaneous disaggregation by more than 1 variable) e.g. by sex; by sex and location; by sex, location and ethnicity

4

Key takeaways

Key takeaways

- Gender should be integrated at all stages of the data-collection process, starting with selecting the topic, designing the questionnaire, manual and sample, training the interviewers and finally, coding and editing the data.
- Gender should be integrated in the data-collection process of all primary data sources, such as administrative records and registries, household surveys and population census.
- When designing the census, questionnaires should include detailed notes for interviewers on how to identify respondents, how to probe for questions related to economic activities, to select women as respondents for information regarding children, pregnancy-related death, reproductive health, etc.
- Both women and men should be selected as training instructors and guidelines and manuals should include gender-sensitive examples.
- To integrate gender in the collection of administrative records and registries, estimates should be disaggregated by sex, and other variables of social exclusion, and ask about marriage registration and certification in regular household surveys.

Key takeaways

- *Civil Registration and Vital Statistics systems emphasize the need to identify sociocultural reasons for under-registration of women and girls' deaths, recognize reasons underlying women and girls' deaths as well as undertake WHO's verbal autopsy for asserting cause of death.*
- *Gender should be made an integral part of all stages of survey data collection, starting with selecting gender relevant topics, designing gender-sensitive questionnaires and manuals, selecting samples that cover all groups and subgroups of population and allow for multi-level disaggregation, training interviewers and supervisors to handle sensitive questions and include pre-coded responses.*
- *Gender specialists should be consulted when conducting time-use and violence against women surveys.*
- *Research questions should specifically refer to inequalities between women and men and indicators produced should be in line with internationally agreed indicators, classifications, methodologies and measurement tools.*
- *Survey and census tabulation plans should consistently include disaggregation at various levels, including utilizing several disaggregation variables simultaneously.*
- *As this module is a brief summary of materials produced by other partners, such as UNSD, the user is strongly recommended to refer to the resources included in the list of additional resources attached to this module for further details.*