

LEARNING CASE 1: ANALYZING DATA AT A COUNTRY LEVEL

(TIME REQUIRED: 15 MINUTES FOR INDIVIDUAL GROUP DISCUSSION, 15 MINUTES FOR GENERAL DISCUSSION).

Divide participants into small groups and ask them to come to some gender-related conclusions based on the following facts in an imaginary country.

	Country X				Region		Low- income	
	1980	1990	1995	2000	1980	2000	1980	2000
GNP per capital (US\$)	440	380	260	350	660	480	350	410
Population								
Total (millions)	16.6	23.4	26.7	30.1	383.2	658.3	1,561.8	2,406.5
Female population (% of total)	50.3	50.3	50.3	49.9	50.2	50.5	49.1	49.3
Life expectancy at birth (years)								
Male	53	55	52	47	46	46	52	58
Female	57	59	53	47	49	47	53	60
Adult illiteracy rate (% of people aged 15+)								
Male	30.1	19.1	14.8	11.1	50.8	30.3	43.7	29.4
Female	57.4	39.2	31.1	24.0	72.4	46.8	67.9	48.5
LABOR FORCE PARTICIPATION								
Total labor force (millions)	8	11	13	16	173	290	683	1,088
Female labor force (% of total)	46	46	46	46	42	42	37	38
Unemployment								
Total (% of total labor force)	..	..	21.3	..	..	..	..	..
Female (% of female labor force)	..	..	28.4	..	..	..	..	..
EDUCATION ACCESS AND ATTAINMENT								
Net primary enrolment rate (% of age group)								
Male	92	..	..	68	..	..	..	85
Female	89	..	..	69	..	..	..	74
Progression to grade 5 (% of cohort)								
Male	60	..	..	..	..	..	..	66
Female	62	..	..	..	..	..	..	68
Primary completion rates								
Male	..	..	..	..	..	..	..	..
Female	..	..	..	..	..	..	..	..
Youth illiteracy rate (% of people aged 15-24)								
Male	12.5	7.1	5.3	4.0	34.4	17.9	31.2	19.1
Female	31.5	13.3	8.8	5.8	56.2	27.5	52.4	31.6
HEALTH								
Total fertility rate (births per woman)	7.8	5.6	4.9	4.4	6.6	5.3	5.5	3.7
Contraceptive prevalence (% of women aged 15-49)	..	27	33	39	..	..	..	..
Births attended by skilled health staff (% of total)	..	50	45	44	..	..	..	..

Maternal mortality rates (per 100,000 live births)	..	..	..	1,000	..	917	..	657
Child malnutrition-weight for age (% of children under 5)	..	..	23	22	..	..	..	42
Prevalence of HIV (%of people aged 15-24)								
Male	..	..	..	<i>6.4</i>	..	<i>4.4</i>	..	<i>1.2</i>
Female	..	..	..	<i>13</i>	..	<i>9</i>	..	<i>2.2</i>

Note: Data in italics refer to the most recent data available with the two years of the year indicated.

Notes for Instructor:

Objective: To show participants how to analyze information in a gender-aware manner. This table is taken from the World Bank's Gender Net (GenderStats) and is about Kenya. You may pick a different country from the same Web site to suit the needs of your participants (<http://devdata.worldbank.org/genderstats/home.asp>).

Questions for Discussion:

- What are the key gender education/health issues at a country level?

Points could include:

The female population is lower than the male population. What does this tell us?

Generally, baby girls are stronger, and the world average for women to men is roughly 990 women for every 1,000 men. In some regions, such as Western Europe, there are as many as 1,063 women to every 1000 men.

- What percentage of women have attended births?

(Illiteracy rates are declining for both males and females and the male-female illiteracy gap rates are declining. Fertility rates have decreased over the years.)

- Is it correct to say that primary enrolments for girls has improved? If so, why?
- Probe them what the counterfactual would be.
- The indicators for men?
- The regional indicators?
- How have they improved?
- Is there a gender gap?
- What can you say about female unemployment?
(Female employment has decreased, but is still above average. It is still much above the unemployment rate in the region.)
- Have maternal mortality rates changed over the years?
(Point out that the lack of data for a set of consistent indicators over a period of time continues to be a problem for policy makers and development experts. There is inadequate information to come to any conclusion on this.)
- Has the overall gender situation improved from a gender point of view in these areas? If so, why? If not, why not?
- Is the gender status comparable to other countries in the same region?
- How does our country fare in relation to these benchmarks?

- Are these appropriate benchmarks?
- What kinds of information can you obtain from such data?
- Where else can you look to supplement this information?
Talk to them about the lack of availability of sex-disaggregated data and emphasize the need for collecting such data whether it is in research or in any other work they are doing.