



Statistics
Canada

Statistique
Canada



Telling Canada's
story in numbers

PRASC



**Project for the Regional
Advancement of Statistics
in the Caribbean**

**Projet régional pour
l'avancement de la statistique
dans les Caraïbes**

Funded by the
Government
of Canada

Canada



Statistics
Canada

Statistique
Canada

Gender Statistics for Gender-based Analysis

www.statcan.gc.ca



CANADA 150

Telling Canada's
story in numbers



PRASC Household Survey Infrastructure Component

Tamara Hudon, Ph.D.

September 11 to 15, 2017

Canada 

Outline

- Definitions
- Canadian context for statistical work on gender
- Producing gender statistics for gender-based analysis
 - Requirements, international and CARICOM indicators, products
- Example of analysis using labour force data
- Bridging social and economic data
- Exercises



Sex vs. gender

- **Sex:** fixed biological differences between males and females
- **Gender:** socially constructed differences in the attributes associated with being female or male
 - Feminine – Masculine
 - Woman/girl – Man/boy

Gender statistics vs. gender-based analysis

- **Gender statistics** are statistics that reflect the situation of women, men, girls and boys, taking into account their different socioeconomic realities
- **Gender-based analysis** is an analytical tool for assessing whether and how **diverse groups** of people could be impacted by programs, policies, and other initiatives

Gender statistics are used to inform Gender-based Analysis

Gender
statistics



GBA

Gender statistics and GBA at Statistics Canada

- Social and Aboriginal Statistics Division provides expertise (champion, focal point) to other divisions, other federal departments, public etc.
- A lot of knowledge, analysis across the agency
- Data tables routinely disaggregated by sex, reflect gender issues
- Research articles often have a gender focus
- Cost-recovery work for Status of Women Canada – policy department focused on monitoring gender equality and application of GBA

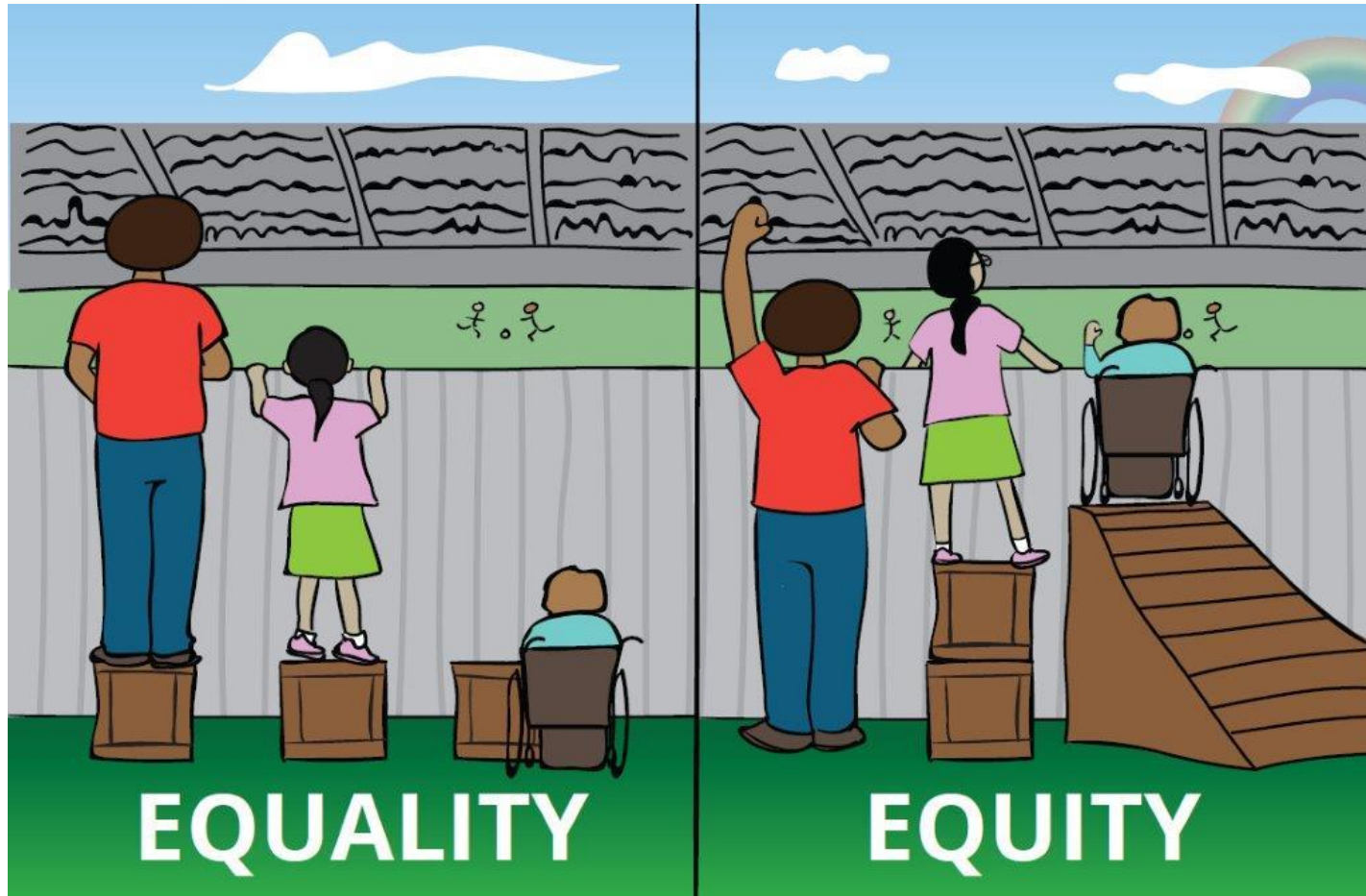


Canadian Charter of Rights and Freedoms

- All individuals are equal under and before the law
- All individuals have equal right to benefit from the law
- Sometimes affirmative action may be required to repair disadvantages historically experienced by certain groups – including women



Treatment vs. Outcomes





Canadian Human Rights Act

- Defines discriminatory practices
- Prohibits discrimination based on:
 - race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered

Milestones

- 1995 – Beijing Platform for Action
- 1995 – Federal Plan for Gender Equality
- 2009, 2016 – Auditor General’s Report
- 2009, 2016-2020 – Departmental Action Plan for Gender-Based Analysis
- 2015 – 2030 Agenda for Sustainable Development

Sustainable Development Goal 5

- Achieve gender equality and empower all women and girls
 - End discrimination
 - Eliminate violence
 - Eliminate harmful practices (e.g., child marriage, FGM)
 - Recognize and value unpaid work
 - Ensure participation and leadership
 - Ensure access to sexual and reproductive health and reproductive rights
 - Ensure equal rights to economic resources
 - Enhance use of enabling technology
 - Adopt and strengthen legislation for gender equality



Gender statistics are....

- Statistics that reflect the situation of women, men, girls and boys, taking into account their different socioeconomic realities

Gender statistics are used to....

- Assess whether diverse groups of people could be impacted differently by programs, policies, and other initiatives (i.e., GBA)
- Measure impact of programs, policies, and other initiatives
- Monitor progress towards gender equality, and identify persisting challenges

Requirements for gender statistics (UNSD)

- Data are collected and presented by sex
- Data are based on concepts and definitions that adequately reflect the diversity of women and men and capture all aspects of their lives
- Data collection methods take into account stereotypes and social and cultural factors that may introduce bias into the data
- Data reflect gender issues

Developing a global set of gender indicators

- In 2011, the UN Statistical Commission requested that the interagency and expert group on gender statistics (IAEG-GS) establish a minimum set of indicators to:
 - Facilitate global comparisons of the state of gender statistics
 - Evaluate the situation of women and men internationally

52 quantitative gender indicators cover a broad range of gender issues

- Economic structures, participation in productive activities and access to resources (19)
- Education (12)
- Health and related services (11)
- Public life and decision-making (5)
- Human rights of women and girls (5)

Minimum set of 11 qualitative gender indicators related to national norms

- Economic structures, participation in productive activities and access to resources (4)
- Public life and decision-making (3)
- Human rights of women and girls (4)



Indicators are categorized into three tiers

Tier 1 indicators:

- Address relevant issues related to gender equality/women's empowerment
- Are conceptually clear and have an international established methodologies and standards
- Are regularly produced by countries with sufficient coverage to allow tracking progress over time

Tier 2 indicators:

- Address relevant issues related to gender equality/women's empowerment;
- Are conceptually clear and have an international established methodologies and standards

Tier 3 indicators:

- Address relevant issues related to gender equality/women's empowerment

Example – economic structures, participation in productive activities and access to resources

E.g., Tier 1 indicator:

- Labour force participation rate for persons aged 15 to 24 and 15+, by sex

E.g., Tier 2 indicator:

- Proportion of employed working part-time, by sex

E.g., Tier 3 indicator:

- Proportion of population with access to credit, by sex

CARICOM Gender Equality Indicators (GEI) Model

- UN Women and CARICOM Regional Statistics Programme
- Goal: develop a set of indicators parallel to the global set of minimum gender indicators to identify, assess, measure and track the persistent gender equality concerns and disparities across the CARICOM region in accordance with the Sustainable Development Goals (SDGs)
- Minimum set of 25 indicators CARICOM members states agree to collectively measure
- Includes indicators most relevant to the CARICOM context

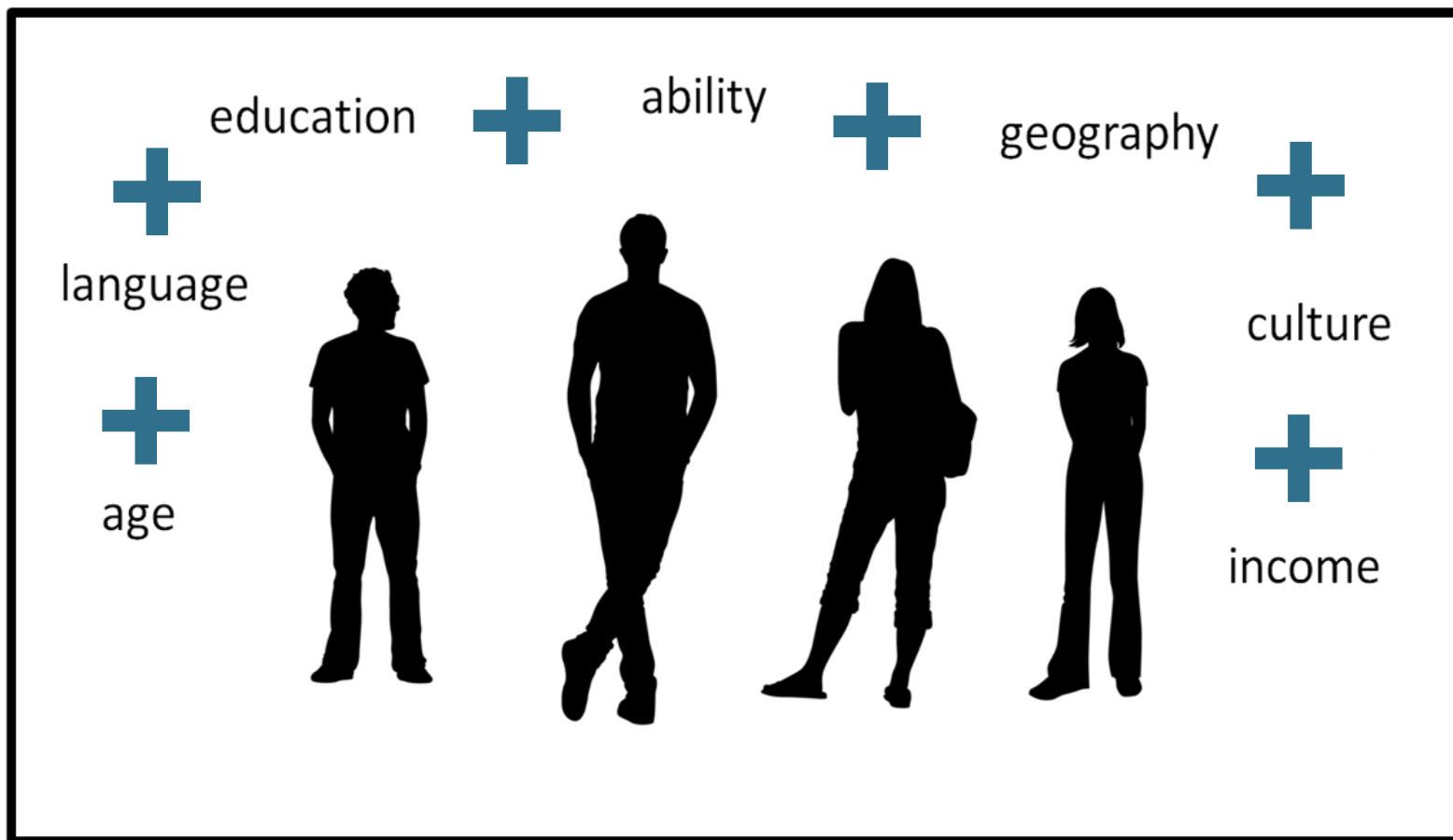


Gender-based Analysis Plus (GBA+)

- **Analytical tool** for assessing whether and how **diverse groups** of people could be impacted by programs, policies, and other initiatives



An intersectional approach – going beyond gender





The GBA+ Process





Example: Mining sector

- **Issue:** the mining and exploration sector will face a hiring requirement of up to 60,000 workers in the next decade

Example: Mining sector

- What are the current socio-demographic characteristics of the mining sector workforce? Are any subpopulations under-represented (e.g. women, younger workers)?
- What are the barriers to participation for under-represented groups (e.g. shift-work, employer stereotypes)? Can measures be developed to address any perceived or identified barriers?
- In developing your approach to the issue, have you consulted a wide-range of stakeholders, including under-represented groups?



Example: Mining sector

- NSO role mainly involves the first three steps of the process:
 - Identify the issue
 - Challenge assumptions
 - Gather the facts – research and consult
- Accomplished by publishing data and analytical products that take an **intersectional** approach to understanding social and economic phenomena

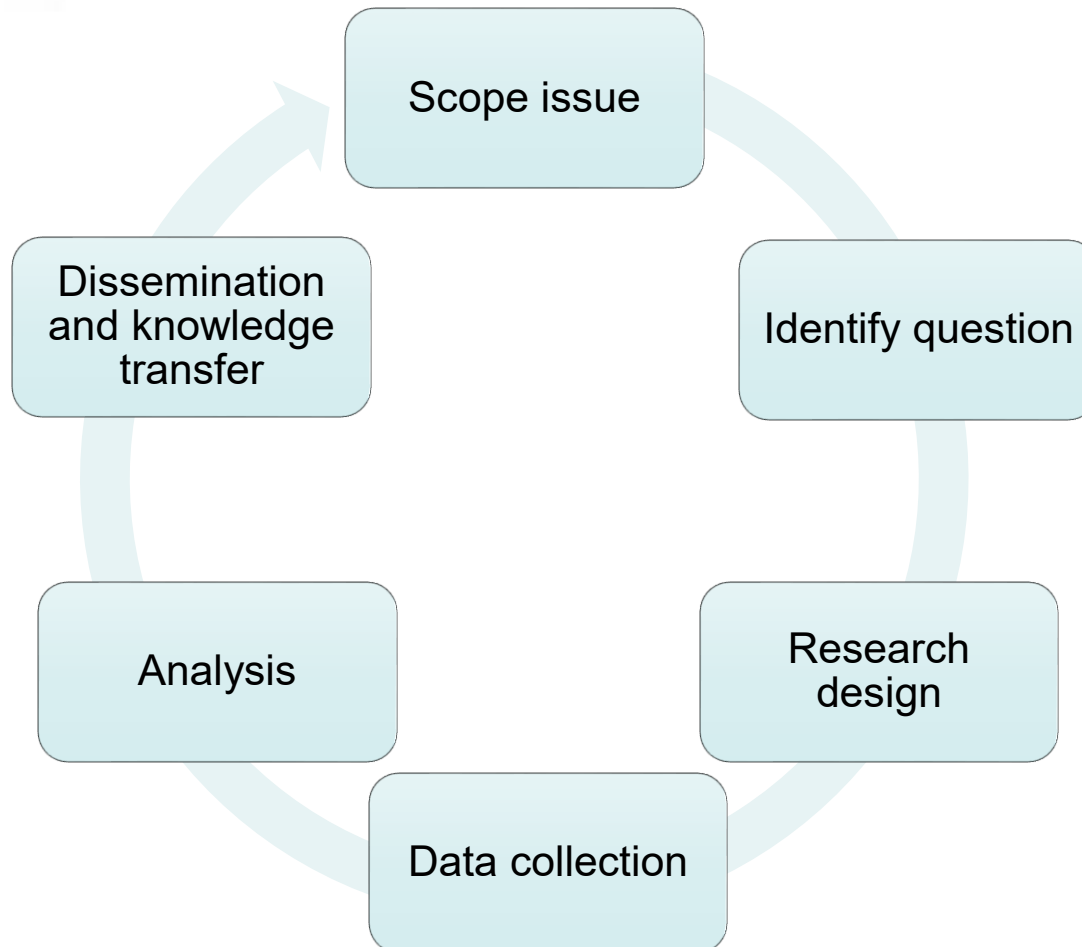


Example: financial literacy

- Gender differences in the financial knowledge of Canadians (Drolet, 2016)
 - Women had lower financial literacy scores than men
 - Women were less likely to consider themselves financially knowledgeable
 - Gender differences were **more** pronounced among older Canadians, the **university-educated** and **higher-income workers**



GBA+ and the research cycle



Scope the issue

- Set parameters of the research project
- Will a gender and diversity lens be applied?
- What specific groups will be analysed?
- See previous literature to uncover known gender issues



Identify research questions

- Use this stage as an opportunity to explicitly define the work as intersectional
- E.g., “Are any segments of the population under-represented in the mining industry?”

Research design – collecting new data

- Sampling strategy
 - Representative (sex, age, region, diversity characteristics)
 - Over-sampling smaller groups
- Survey design
 - Steps to mitigate gender (and other) bias
 - Qualitative testing with diverse groups of women and men
 - Concepts are clear and accurately reflect population diversity
 - If proxy response is required, are respondents willing and able to accurately answer for someone else?



Data collection

- Take gender considerations into account
 - Interviewers are trained / gender balance
 - Who can you reach
 - Are there any social or cultural factors that may prevent you from reaching some segments of the population?
 - When you can reach respondents (time of day)
 - How you can reach respondents
 - Collection method (e.g., in-person, by phone, Internet questionnaire)

Analysis

- Which data source(s) will you use?
- Best practice is to use multiple data sources
 - Convergent validity
- Data limitations
 - Are some groups excluded (e.g., region)?
 - Are some groups not possible to analyse due to small sample sizes?
- Analytical approach
 - Descriptive, modelling

Dissemination

- It's not only about analysing the data from a GBA+ perspective, it's also getting data to the data users
- Analysis is available in different formats targeting different types of data users:
 - Infographics
 - Short articles
 - Longer, more technical pieces
- Other considerations: language, accessibility, format (i.e., in print, online), cost



Questions

- What are some of the research questions you are currently thinking about?
- How might you apply a gender lens to this research?
- Do you have any assumptions?
- What are some of the relevant intersecting identity characteristics to take into consideration?

Women in Canada: A gender-based statistical report

- Largest compendium of gender statistics and analysis
- Produced in collaboration with Status of Women Canada
- First published in 1985
 - Same year as the United Nations Third World Conference on Women in Nairobi
- Since then, published every 5 years
- Consultation process
- Available for free
- Online only as of this edition

Women in Canada: A gender-based statistical report, 7th edition

- ✓ Female population
- ✓ Families and living arrangements
- ✓ Health
- ✓ Education
- ✓ Criminal justice system (victims and offenders)
- ✓ Paid Work
- ✓ Senior women (65+)
- ✓ The girl child
- ✓ Indigenous women (First Nations, Métis and Inuit)
- ✓ Immigrant women
- ✓ Visible minority women
- ✓ Women with disabilities
 - Economic well-being
 - Time use (unpaid work)



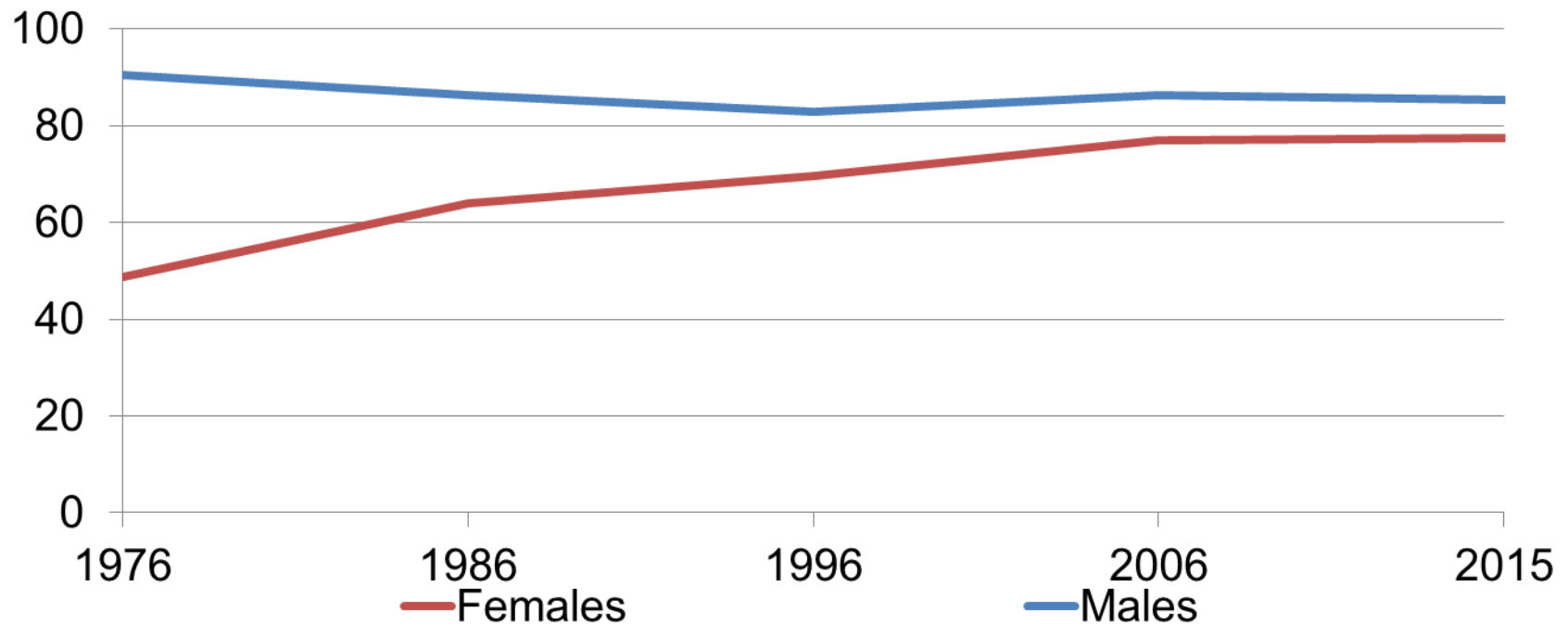
Example: gender statistics → GBA+

- Employment
- **Intersectionality:** sex, age, immigrant status, period of immigration
- This is Statcan data and analysis, but we will think about how it could be used by someone doing GBA+ for a new employment initiative

Employment trends

Employment rate, population aged 25 to 54, by sex, Canada, 1976-2015

percent



Employment rates are lower for immigrant women

Employment rates, by immigrant status, age group and sex, Canada, 2011

Age group	Females			Males		
	Canadian-born	Total immigrants	Recent immigrants	Canadian-born	Total immigrants	Recent immigrants
	percentage			percentage		
15 and over	58.9	51.3	50.1	65.6	63.2	66.0
15 to 24	53.4	41.7	35.7	51.3	41.2	36.6
25 to 54	79.2	69.7	57.1	85.1	83.9	77.2
55 to 64	52.9	52.9	33.6	62.9	68.8	55.9
65 and over	8.7	8.4	9.5	17.5	16.9	16.0

Source: Statistics Canada, National Household Survey, 2011.



Unemployment rates higher for immigrant women

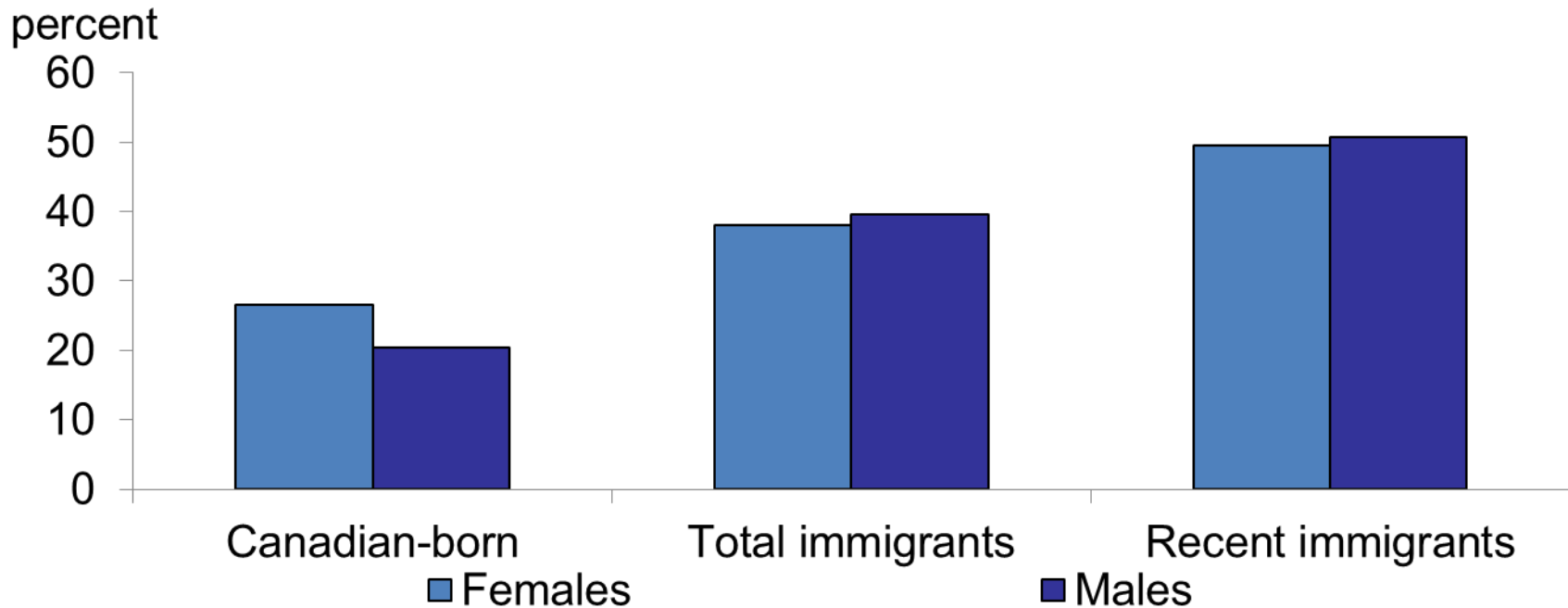
Labour force status, population aged 25 to 54, by immigrant status, period of immigration and sex, 2011

Immigrant status and immigration period	Participation rate		Employment rate		Unemployment rate	
	Females	Males	Females	Males	Females	Males
	percentage					
Canadian-born	83.6	90.6	79.8	85.1	5.2	6.1
Period of immigration						
2006 to 2011	67.0	85.8	57.1	77.2	14.7	10.0
2001 to 2005	74.6	91.3	67.2	85.5	9.9	6.4
1991 to 2000	78.0	90.7	71.9	85.2	7.8	6.0
Before 1991	81.9	90.7	77.1	85.8	5.9	5.5

Source: Statistics Canada, National Household Survey, 2011.

Immigrants are more likely than Canadian-born to have a degree

Proportion of population aged 25 to 54 with a university degree, by immigrant status and sex, Canada, 2011





Job-to-education mismatch higher for immigrant women

Occupational skill level, population aged 25 to 54 with a university degree, by immigrant status and sex, 2011

Skill level required for occupation	Females			Males		
	Canadian-born	Total immigrants	Recent immigrants	Canadian-born	Total immigrants	Recent immigrants
	percentage			percentage		
Managers and Professionals	70.0	51.3	39.9	71.7	59.0	50.1
College or apprenticeship training	18.9	23.4	23.1	17.9	21.1	21.7
High school or job-specific training	9.9	19.6	25.7	8.7	15.8	20.6
On-the-job training	1.2	5.8	11.3	1.6	4.1	7.6

Source: Statistics Canada, National Household Survey, 2011.

Challenges integrating into the labour force

- Among recent immigrants, most common difficulty was transferring foreign qualifications or job experience (LSIC, 2005)
 - 37% of women aged 25 to 44
 - 41% of men aged 25 to 44
- Language problems also a barrier
 - 19% of immigrant women aged 25 to 44
 - 13% of immigrant men aged 25 to 44



Other factors to consider...

- Immigrant women in couples have larger families than Canadian-born women; family size is negatively correlated with labour force participation (Morissette and Galarneau, 2016)
- Immigrant women and Canadian-born women who are not married or in common-law relationships have similar labour market participation rates



Questions

- How could the work in the previous slides help to:
 - Define the issue(s)?
 - Challenge assumptions?
 - Develop options?
 - Monitor and evaluate?
- Is there information missing? What follow up research could be requested?



Gender and the economy

- First step – **consider the people**
- **Consumers:** purchasing power, access to/control over family wealth
- **Producers:** business ownership
- **Workers:** labour force status, FT/PT work, hours of work, sector of work



Examples from UN Women

- “If women’s paid employment rates were raised to the same level as men’s, the USA gross domestic product would be an estimated 9 per cent higher, the Euro zone’s would climb by 13 per cent and Japan’s would be boosted by 16 per cent.” – UN Women, “Economic Empowerment of Women”



Examples from UN Women

- “If women had the same access as men to productive assets, agricultural output in 34 developing countries would rise by an estimated average of up to 4 per cent. This could reduce the number of undernourished people in those countries by as much as 17 per cent, translating to up to 150 million fewer hungry people.” – UN Women, “Economic Empowerment of Women”

The Social Institutions and Gender Index (SIGI), OECD

- Discriminatory social institutions are defined as formal and informal laws, attitudes and practices that restrict the rights, justice and empowerment opportunities of women and girls.
- SIGI is a cross-country measure of discrimination against women in social institutions across 160 countries.

SIGI sub-indices

Social Institutions and Gender Index

Discriminatory family code

- Legal age of marriage
- Early marriage
- Parental authority
- Inheritance

Restricted physical integrity

- Violence against women
- Female genital mutilation
- Reproductive autonomy

Son bias

- Missing women
- Fertility preferences

Restricted resources and assets

- Secure access to land
- Secure access to non-land assets
- Access to financial services

Restricted civil liberties

- Access to public space
- Political voice



Economic cost of discriminatory social institutions

- Gender-based discrimination in social institutions costs up to USD 12 trillion for the global economy
- USD 6.1 trillion in OECD countries
- USD 658 billion in Latin America and the Caribbean (includes data from 19 countries)
- Gradually reducing discrimination in social institutions could lead to an average increase in the world GDP growth rate of .03 to .6 percentage points by 2030.

Ferrant, G. and Kolev, K. (2016). Does gender discrimination in social institutions matter for long-term growth? OECD Development Centre Working Papers, ISSN: 1815-1949.



Questions

- Can you think of any interesting research questions to explore the link between gender and the economy in St. Vincent and the Grenadines?
- What kinds of data might you require?

Exercise #1

- Break into groups of 3 to 5 people
- Write a title for a press release announcing this data
- Summarize the key points of the table provided (point form)



Labour force characteristics, by age and sex

	Men			Women		
	15 to 24	25 to 54	55+	15 to 24	25 to 54	55+
Total population (15 and over)	9,349	22,957	9,858	9,052	22,693	9,338
Labour Force	4,391	20,784	5,429	4,103	17,475	2,552
Employed	2,736	17,397	4,520	2,129	13,479	2,147
Unemployed	1,654	3,387	908	1,974	3,996	405
Participation rate (%)	47.0	90.5	55.1	45.3	77.0	27.3
Employment rate (%)	29.3	75.8	45.9	23.5	59.4	23.0
Unemployment rate (%)	37.7	16.3	16.7	48.1	22.9	15.9

x suppressed to meet the confidentiality requirements of the *Statistics Act*

Source: Statistical Office of St Vincent and the Grenadines, Labour Force Survey, June 2015.



Exercise #2

- In the same groups
- Write an outline for a press release for this data
- Include a title and up to three subheadings
- Underneath each subheading, summarize the key findings with data points
- Incorporate contextual information, based on your knowledge of St. Vincent and the Grenadines
 - i.e., the people, the economy, current events etc.



Labour force characteristics, by sex

	Men	Women
Population (15 and over)	42,164	41,082
Total population		
Labour force	55,258	41,885
Employed	24,654	17,755
Part-Time	4,539	4,506
Full-Time	20,115	13,249
Unemployed	5,950	6,375
Participation rate (%)	19.4	26.4
Employment rate (%)	58.5	43.2
Unemployment rate (%)	72.6	58.7

Note: Those working fewer than 35 hours in the week ending June 20, 2015 were considered to be part-time workers.

Source: Statistical Office of St Vincent and the Grenadines, Labour Force Survey, June 2015.



Proportion of part-time workers, total and by reason and sex

	Men	Women
	percentage	
Part-time employment, all reasons	18.4	25.4
Reasons for working part-time		
Does not want to work more than 35 hours	8.4	3.0
Holiday, vacation	5.0	4.2
Personal, family responsibilities	4.2	4.7
Down time in production	9.6	2.9
Slow down of business activities	9.7	6.1
Job started/ended within reference period	4.3	2.5
Could not find more work	13.8	15.1
Normal work is less than 35 hours	34.3	46.1
Other	3.9	3.4

x suppressed to meet the confidentiality requirements of the *Statistics Act*

Note: Part-time is considered to be less than 35 hours a week.

Source: Statistical Office of St Vincent and the Grenadines, Labour Force Survey, June 2015.



Discussion

- Areas of opportunity for gender-related work in SVG
- Data and analytical challenges in SVG
- Points of similarity/difference between SVG and Canada?

Resources

- UN Gender Statistics Manual
<http://unstats.un.org/unsd/genderstatmanual/What-are-gender-stats.ashx>
- UN Gender Statistics minimum set of indicators
<http://genderstats.un.org/>
- The Social Institutions and Gender Index (SIGI)
www.genderindex.org
- Guide to GBA+ <http://www.swc-cfc.gc.ca/gba-accs/index-en.html>
- Free introduction to GBA+ course <http://www.swc-cfc.gc.ca/gba-accs/course-cours-en.html>
- Women in Canada, a Gender-based Statistical Report
<http://www.statcan.gc.ca/pub/89-503-x/89-503-x2015001-eng.htm>



You can contact the PRASC team at:

statcan.prasc-prasc.statcan@canada.ca

Canada