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**REPORT
OF
THE REGIONAL WORKSHOP ON THE DEVELOPMENT OF
NATIONAL GENDER STATISTICS PROGRAMMES
IN THE ARAB COUNTRIES**

Tunis, 9-14 June 1997

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I. PURPOSE OF THE WORKSHOP

A. OVERVIEW

1. The Regional Workshop on the Development of National Gender Statistics Programmes in the Arab Countries was organized by the Economic and Social Commission for Western Asia (ESCWA) and the Center of Arab Women for Training and Research (CAWTAR) as part of the project funded by the United Nations Development Programme (UNDP) on the Development of National Gender Statistics Programmes in the Arab Countries. The Workshop was hosted by the Government of Tunisia and was held under the auspices of the Ministry of Women and Family Affairs in collaboration with the Centre de Recherches, de Documentation et d'Information sur la Femme (CREDIF) and the National Statistics Institute.
2. Other contributors to the Workshop included the United Nations Children's Fund (UNICEF) and the International Development Research Centre (IDRC) in Canada, which provided both financial and technical assistance. The programme for the Workshop was developed in consultation with the United Nations Statistics Division, which also provided training materials and technical support.
3. The Regional Workshop, the first of two envisaged within the context of the project, had the following major objectives:
 - (a) To provide training for the core members of the national working groups on gender statistics in:
 - (i) Identifying critical gender issues in their respective countries;
 - (ii) Specifying the statistics and indicators needed to assess and monitor the situation of women and men with respect to these issues;
 - (iii) Selecting statistical tables to be used to highlight the gaps and disparities between women and men;
 - (iv) Choosing effective ways of presenting and disseminating gender statistics information to a wide range of users;
 - (b) To establish a framework and formulate preliminary plans for the development of national gender statistics programmes, with particular emphasis on the production and distribution of booklets on women and men for each participating country.
4. The second regional workshop is expected to be held in 1998 for the purpose of following up the first Workshop, reviewing national experiences in the production of gender statistics, and developing a plan for disseminating these statistics at the national and regional levels.

B. PARTICIPATION

5. The Workshop was attended by producers and users of statistics from Algeria, Egypt, Jordan, Lebanon, Palestine, the Syrian Arab Republic, Tunisia and Yemen. Most of the statistics producers were associated with national statistics offices in the Arab region, while the users were linked to various governmental and non-governmental institutions and included planners, trainers, officers of national women's associations, researchers and gender experts. With the exception of Algeria, Lebanon and Palestine, each country/area was represented by two producers and two users. Algeria was represented by two researchers from the Centre National d'Etudes et d'Analyses pour la Planification (CENEAP), Lebanon

by a statistician from the Ministry for Social Affairs and two researchers, and Palestine by the Chief of the Women and Men Unit of the Palestinian Central Bureau of Statistics (annex I contains a list of Workshop participants).

1. Background in gender issues/statistics

6. The participants constituted a diverse group whose professional exposure to gender issues and/or gender statistics ranged from no prior experience in the area to the implementation of a national gender statistics project (among the producers) and work at the regional level on gender issues (among the users). Few of the statistics producers had professional experience relating specifically to gender statistics or gender issues, although almost all of them had worked with demographic or social statistics on women and men. Those who had worked in the field of gender statistics had only recently entered this field. Some of the producers of statistics had experience in collecting and compiling data. The users of statistics were involved in a wide variety of activities, including research, planning, training and the establishment of databases, and many reported having used gender statistics. A number of the users were also involved in work relating to gender issues. In general, however, participation in gender statistics programmes incorporating all stages of gender statistics production had been very limited.

2. Expectations of the Workshop

7. Most of the participants supported the objectives of the Workshop and hoped that they would be given the opportunity to better acquaint themselves with the field of gender statistics, to learn more about methods of analysing such statistics, to increase their capacity for using them effectively, and to gain some insight from the experiences of other Arab countries. The participants felt that the Workshop could provide them with information that would enable them to improve gender statistics in their own countries and could also contribute to standardizing mechanisms for identifying gender issues and gender statistics for the Arab countries. Some expected the Workshop to focus on the following: the improvement of gender statistics at the national level; the development of an information system and an analysis of the disparities between women and men; the formulation of objectives and programmes that would improve the situation of women and the identification of measures that would narrow the gender gap; the need for better coordination with government bodies; and the integration of the gender concept into the statistical system. There was also a great deal of interest in comparing situations in the different Arab countries.

C. ORGANIZATION

1. The training programme

8. The training programme comprised two main parts. The first part was a pre-Workshop assignment designed to help participants prepare for the Workshop and for the gender statistics project that would eventually be implemented in the participating countries. Specifically, participants were requested to do the following:

(a) Review relevant documents and interview officials from government departments and non-governmental organizations in order to identify some of the gender issues being addressed in national programmes and policies;

(b) Assess the availability of selected statistics and indicators and review the concepts used in data collection;

(c) Extract some basic statistical information from national data sources, for use in the trial exercises to be conducted during the Workshop.

The Workshop formed the second part of the training programme and combined plenary presentations and discussions with practical exercises conducted in group sessions (see annex II for the organization of work).

2. The training sessions

9. Seven sessions were held during the Workshop, each concentrating on one of the following themes:

- (a) Gender issues and development;
- (b) Statistics and indicators on gender issues;
- (c) The availability and quality of data;
- (d) The compilation and analysis of gender statistics;
- (e) The presentation of gender statistics;
- (f) Gender statistics products;
- (g) The development of gender statistics programmes.

During each session, a presentation was made by a resource person, a brief discussion was held during which participants sought clarification or provided additional information on their countries, and a group discussion was conducted for a more in-depth examination of the points raised in the plenary presentation. The participants then took part in exercises which gave them the opportunity to gain some practical experience in identifying gender issues, developing gender statistics on the basis of user-producer cooperation, and compiling and presenting gender statistics related to a particular set of gender issues.

3. Training materials and documentation

10. The principal training documents for the Workshop included *A Handbook for Producing National Statistical Reports on Women and Men* and *Engendering Statistics: A Tool for Change*.¹ Material was also taken from *The Human Development Report 1995* and *Presenting Data in Reports*,² and from national and regional gender statistics books, booklets, and wall charts. The list of documents distributed to participants is presented in annex III to the present report.

4. Organizational responsibilities

11. ESCWA assumed overall responsibility for the Workshop arrangements and provided both administrative and substantive supervision, while CAWTAR furnished logistical support and secretarial services. The resource persons, who introduced the topics for the sessions and facilitated discussions in the plenary and group sessions, included selected staff members of ESCWA, CAWTAR, IDRC, UNICEF and the United Nations Statistics Division.

¹ Birgitta Hedman, Francesca Perucci and Pehr Sunstrom, *Engendering Statistics: A Tool for Change* (Stockholm, Statistics Sweden, 1996); and United Nations, Department for Economic and Social Information and Policy Analysis, Statistics Division, *A Handbook for Producing National Statistical Reports on Women and Men*, Social Statistics and Indicators, Series K, No. 13, 1996 (United Nations publications, Sales No. E.96.XVII).

² United Nations Development Programme, *Human Development Report 1995* (New York and Oxford, Oxford University Press, 1995); and United Kingdom, National Audit Office, *Presenting Data in Reports* (London, November 1991).

5. *Language of the Workshop*

12. The Workshop was conducted mainly in Arabic, with English interpretation provided for the non-Arabic-speaking resource persons. Interpretation from English to Arabic was also provided to non-English-speaking participants when necessary.

D. EXPECTED OUTPUTS

13. The Workshop provided the participants with sufficient training to enable them to do the following: produce preliminary lists of gender issues for their respective countries; to collect the statistics and generate the indicators required for monitoring a selection of those issues which could serve as a basis for initiating work in the respective countries; and to formulate provisional national plans for the production and dissemination of gender statistics.

II. OPENING AND CLOSING SESSIONS

A. OPENING SESSION

14. The Director of CAWTAR thanked the Government of Tunisia, in particular the Ministry of Women and Family Affairs, CREDIF and the National Statistics Institute, for hosting the Workshop and expressed her appreciation for the support shown by the Governments of the countries represented at the Workshop. She stated that statistics on women and men were necessary for understanding gender relations within society and stressed the need to consolidate national statistical systems to enable them to respond more effectively to the demand for these statistics. Disaggregating data by sex also provided a sound basis for research and training in relation to women's issues, and it was for this reason that the Center had been collaborating with ESCWA since 1994 on the development of gender statistics for countries in the Arab region.
15. The Director reported that the Center was collaborating with ESCWA on the production of gender statistics outputs for the Arab region: a statistics book had been published then distributed in Beijing, during the Fourth World Conference on Women in 1995, and a wall chart had been prepared in 1996 and was being distributed to all Arab countries. She affirmed that CAWTAR was ready to cooperate with all regional and international, governmental, and non-governmental agencies in this area of work, thanked ESCWA for its collaboration and efforts in implementing the project, and expressed her appreciation to UNDP, UNICEF and IDRC for their support of the Workshop.
16. The Chief of the Statistics Division of ESCWA, emphasized that continuous efforts had been made by the United Nations to highlight the role of women as partners with men in the process of sustainable development. Through international meetings and conferences such as the International Conference on Population and Development held in Cairo in 1994, the World Summit for Social Development held in Copenhagen in 1995, and the Fourth World Conference on Women held in Beijing in 1995 the United Nations had advocated the development and adoption of frameworks for economic and social legislation that would ensure equal opportunities for women and remove the barriers impeding their progress.
17. The Workshop, which had brought together representatives from eight countries in the Arab region, had been organized in response to calls for a systematic approach to implementing international recommendations. The objectives of improving the quality of life, eradicating poverty and ensuring equality and justice among Arab women and men could be achieved only if the required data and information were provided for the development of plans and the monitoring of progress. Therefore, it would be necessary to ensure that the particularities of Arab Societies were taken into account in data collection and measurements.
18. The Chief of the ESCWA Statistics Division confirmed the Commission's readiness to work with all Arab, regional and international organizations in implementing the recommendations of the international conferences. He thanked UNDP for financing the gender statistics project, CAWTAR for its cooperation in implementing the project, IDRC and UNICEF for contributing to the Workshop, and the United Nations Statistics Division for providing technical support. In addition, he expressed his gratitude and appreciation to the Government of Tunisia for hosting the Workshop; special thanks went to the Ministry of Women and Family Affairs, CREDIF and the National Statistics Institute for their efforts to ensure the Workshop's success.
19. In his opening address, the Deputy Minister of Women and Family Affairs of Tunisia highlighted the importance of gender issues and statistics and their role in helping determine the choices and decisions made in the formulation of plans and programmes. He noted that the evidence gathered in recent decades had revealed that economic changes had not affected both sexes equally, a fact which made it necessary

consider gender a variable in development policies. Giving greater attention to gender considerations would contribute to bridging the gaps between women and men and could also be expected to result in women being given enhanced opportunities to develop their capacities and potential. Towards this end, the Government had been actively involved in the formulation of the laws and mechanisms needed to ensure women's equal status in society and to protect them from all forms of discrimination.

20. The Deputy Minister observed that the Eighth Development Plan for Tunisia further demonstrated that little could be achieved without adequate statistical information on women, which many agencies in Tunisia, led by the National Statistics Institute and CREDIF, were working to produce. Continuous efforts would have to be made to identify the multidimensional role of women in society so that theoretical and practical methodologies could be established for integrating gender into the process of development policy formulation. The Workshop, which had brought together professionals from various countries in the region, was expected to provide a suitable framework for developing a gender-sensitive monitoring system.

21. In conclusion, the Deputy Minister affirmed the Ministry's support for the project and communicated the Government's interest continuing to work for the benefit of women. Specific mention was made of the Government's desire to cooperate with other Arab countries and to encourage initiatives aimed at creating a better understanding of the importance of gender considerations in the process of sustainable development.

B. CLOSING SESSION

22. At the closing ceremony held on Saturday, 14 June 1997, the Chief of the ESCWA Statistics Division and the Director of CAWTAR made their closing remarks. They commended the participants for the seriousness with which they had approached the work of the training programme and encouraged them to organize and conduct national gender statistics activities in their respective countries. Following the closing statements, each participant was presented with a certificate for having completed the Workshop programme.

III. PRESENTATIONS AND DISCUSSIONS

A. INTRODUCTORY SESSION

23. The participants and resource persons introduced themselves, briefly stating their institutional affiliations, their experience with gender issues and/or statistics and their expectations regarding the Workshop.

24. A senior statistician at ESCWA provided an overview of the Workshop, describing its objectives and anticipated outputs and explaining that the Workshop was being held to prepare participants to undertake work on gender statistics in their respective countries. He then outlined the three main phases of the regional project. The regional project would provide technical support to participating countries at various stages, including assistance in conducting national producer-user workshops and the review of draft national gender statistics publications. A second regional workshop would be held to discuss the experiences of various countries in the production of gender statistics, identify needed statistics and data gaps, and recommend specific follow-up activities. On the basis of the data compiled through the national gender statistics programmes, ESCWA would produce a regional publication on Arab women and men, to be completed by the end of 1999.

B. GENDER ISSUES AND DEVELOPMENT

1. *Presentation*

25. The Director of the Training Unit at CAWTAR began her presentation with a brief definition of gender, then called on a number of participants to state what they understood the term to mean. Explaining the distinction between sex and gender, she said that sex represented the biological differentiation between the female and male, whereas gender referred to the social relationship between women and men. The differences between the sexes were fixed and unchangeable over time and from one culture to another, while gender differences were shaped through social relations and were thus more variable over time and between cultures.

26. The Director related gender issues to development. The concept of development was not based solely on economic considerations but also incorporated human and gender aspects. She explained that there could be no development without the active participation of all members of the population. She then described the manner in which the concept of women in development (WID) had evolved into the concept of gender and/in development (GAD/GID). The initial WID approach had focused exclusively on women; women's issues had been left for newly created women's offices and projects to handle, which had tended to isolate women's concerns. In contrast, GAD was concerned with effecting changes in the overall social, economic and political systems and existing structures to produce a more equitable development context for both women and men. As the concepts had evolved, so had approaches taken to improve the position of women in society. The four major approaches had included the following: the equity approach had focused on efforts to achieve equity for women in development; the anti-poverty approach had concentrated on increasing the productivity and income-generating capacity of poor women; the efficiency approach had involved attempts to integrate women into development; and the current approach sought to empower women by identifying gaps and biases in the economic and political systems and by meeting strategic gender needs.

27. Several gender-related issues and concerns which transcended national boundaries and cultures were identified, including: the unequal participation of women and men in decision-making; the imbalance in the distribution of work, in which women did most of the unpaid work and men most of the paid work; and the occupational segregation and segmentation of the labour-market, in which women and men had different

career opportunities, salaries and work hours. It was pointed out that the reproductive role of women and their non-market responsibilities, together with the fact that men contributed only marginally to housework and child care, had tended to limit women's opportunities over their life cycle. A number of urgent concerns outlined in the Platform for Action adopted in Beijing in 1995 were mentioned as well.

2. Gender issues at the national level

28. The participants discussed some gender issues of concern to their respective countries (these issues had been identified in the pre-Workshop assignments). The major gender-related concerns, drawn from national reports submitted to the Workshop, are summarized below.

(a) Egypt

29. Although there appears to be no overt discrimination against women with respect to educational opportunities, schooling or the curriculum, women are greatly disadvantaged in the labour market; their unemployment rates are reportedly as high as three times that of men. The training available to women is still concentrated in traditional fields and a limited number of other areas, so the income-earning potential and occupational status of this group have remained low.

(b) Jordan

30. Educational legislation makes no distinction between the rights of girls and the rights of boys, and in recent years many of the gaps have been bridged, as evidenced by educational statistics showing no significant differences in the enrolment of girls and boys at all levels and higher drop-out ratios for boys than for girls during the 1993/94 academic year. However, the illiteracy rate is still higher for women than for men, and work opportunities for Jordanian women are still largely confined to occupations in the education, medical services and public administration sectors; in the industrial sector women are engaged only in light industries such as the textile, electronics, medical and food industries. A number of legal provisions have been established in favour of women, including a law requiring that employers of 20 or more female workers provide a nursery for their children aged four years or older if the total number of children is at least 10. In recent years, a number of laws have been amended in support of women; among these laws are the labour, health insurance, and tenure and tenants laws, as well as the civil service, civil status and passport regulations.

(c) Syrian Arab Republic

31. The Constitution guarantees equal opportunities for women and men, with stipulation 45 expressly stating that the Government upholds the right of women to full participation in the country's political, social, cultural and economic life. Nevertheless, studies have shown that the status of women in the economic, cultural and social spheres is lower than that of men. For example, women account for only 17 per cent of the labour force, and their literacy rate, at 30 per cent, is one third the rate for men. Moreover, the proportion of women appointees to senior level positions in the political and civil service sectors has declined. However, there are some laws that protect the rights of women; for example, women are not permitted to work night shifts or to engage in work which involves physical risks.

(d) Tunisia

32. There are significant gaps between women and men with regard to key indicators such as illiteracy, schooling, age at marriage and economic activity. The illiteracy rate for women is double the rate for men, and even though the figures for girls' education have greatly improved in the last 15 years, schooling rates are still lower for girls than for boys. In addition, although more girls are pursuing higher education, few of

them are enrolled in technical courses, which significantly reduces their chances of employment. Women continue to have difficulty attaining decision-making positions in administration, and there are still substantially fewer women than men in Parliament. However, there is reason to hope for some improvement, as the Government has taken steps in recent years to enact more favourable laws for women and to establish supportive institutional mechanisms. For example, while earlier laws required a wife to observe her husband's authority and obey his orders, a 1992 amendment called upon the two parties to show kindness, provide good companionship and cause no harm to one another. Changes have also been made in the penal, labour and nationality codes to protect women against violence, establish the principle of non-discrimination and equality with regard to salary, and ensure the rights of women married to foreigners.

(e) *Yemen*

33. Although Yemen's Constitution acknowledges the equality of all citizens, the country's legal instruments do not always reflect this principle. For example, under the nationality law, a foreign man married to a Yemeni woman has the right to no more than a two-year residence permit, renewable under specific conditions, while the foreign wife of a Yemeni man is not bound by the same conditions. The education law guarantees that girls and boys have equal rights with respect to education, but at the cultural level, it is generally understood that the education girls receive will serve mainly to prepare them to be good housewives and good mothers who can educate the next generation. The civil service law supports the principle of equal opportunity in the area of public sector employment; however, another article of this law states that a woman must obtain her husband's consent before she is allowed to work. The gaps in the legal provisions may be ascribed, at least in part, to the absence of women's participation in the drafting and passing of laws.

3. *Group discussions*

34. The group discussions focused on the process of identifying gender issues: the first step involved identifying the main problems and concerns in gender and development for a given policy area in the countries represented in the group; the next step involved selecting one of the gender-related problems and discussing the major underlying causes or reasons for these problems and the likely consequences/effects.

35. The following policy areas were covered during two group discussion sessions:

- Family life
- Economic life
- Education
- Health
- Decision-making
- Resource allocation

4. *General discussion*

36. It was noted that in spite of the shift in orientation from women to gender, discussions still tended to focus on the problems of women. Greater effort was needed to maintain a balance in the situation of women and men in society in comparative terms. Participants were asked to reflect on instances in which men or boys were placed in disadvantaged positions relative to women or girls, and to include descriptions of such instances in their reports. It was reported that in Egypt, for example, men did receive pensions when their wives died, and nursing education was to some extent limited to women.

37. Another point made was that although national legislative instruments often supported the principle of non-discrimination with regard to women and men, disparities between the two were still apparent in all spheres of life. A combination of factors accounted for the discrepancies, among them the following:

- (a) The lack of awareness of the existence of female-male differentials;
- (b) An absence of clear strategies for effecting change;
- (c) Little or no acknowledgement among decision makers and planners of the part played by women in the various sectors.

C. STATISTICS AND INDICATORS ON GENDER ISSUES

1. *Presentation*

38. The theme for this session was introduced by a senior statistician at ESCWA and a representative of the United Nations Statistics Division at Headquarters.

39. In the first part of the presentation, the senior statistician reviewed a flow chart on gender statistics outlining the production process. He emphasized the need to work towards producing an output accessible to a wide range of users, and explained the correspondence between the Workshop programme and the phases of the production process. He noted that statistics on women and men were needed to promote changes, to constitute an unbiased basis for policies, and to monitor the success of interventions. As the flow chart of the production process clearly showed, cooperation between producers and users of statistics was an essential component of the production process. The Workshop had brought together the two groups from each country to facilitate and initiate a dialogue which would then be extended to include other producers and users of statistics in the implementation of the national programmes.

40. As a first step in the process, users and producers would need to work together to identify critical issues relating to gender which were either being addressed or needed to be addressed in national plans and policies. On the basis of these issues, which should be defined in terms of problems, questions, requirements for improving the situation of women and men, and goals for equal opportunity, the statistics and indicators needed to assess and monitor progress in society would be identified. The third phase of the process would involve determining the availability and sources of the statistics required, and the gaps existing with respect to content, measures, concepts and classification. Producer-user consultation would lead to a better understanding and appreciation of the needs of users. The fourth phase would consist of the compilation, analysis and presentation of available statistics; user input would also be required to provide clarification for the findings and to assess the effectiveness of the presentation in communicating the intended messages. Distributing the products and obtaining feedback on their usefulness constituted another important stage which was often neglected.

41. The senior statistician distinguished between various types of statistics producers and users, noting that not all users and producers were aware of gender issues or of the need for gender statistics, and that there were some users who were not trained in statistics. There was therefore a complementary role to be played by each group in promoting the production and dissemination of gender statistics.

42. The representative of the United Nations Statistics Division reviewed the changes that had been introduced in the conceptual framework and approach used to assess the situation of women relative to that of men. In the beginning, when the focus had been on WID, national women's associations and other advocacy groups had compiled statistics only on women. Within the context of the current approach, which focused on gender, statistics were disaggregated by sex and could be expected to be compiled by

national statistics offices for the use of policy makers, planners and the general public. When the emphasis had been on women, there had seemed to be almost no statistics available. However, it had later been determined that, while not all of the relevant statistics were available or critical and emerging gender issues, a lot of data did exist. These data needed further processing and formatting before they could be used by those who needed them. In sum, the basic requirements regarding gender statistics, as outlined in the strategic objectives of the Platform for Action adopted at the Fourth World Conference on Women in Beijing in 1995, were that all statistics related to individuals should be collected, compiled, analysed and presented by sex and age and should reflect problems, issues and questions related to women and men in society.

43. In discussing the steps of the production process, the representative explained that once the issues had been identified, a list was to be made of the statistics and indicators needed; all of the required statistics were to be included in the list, whether they were thought to be available or not. She informed participants that by following this process, and based on the method of analysis used in *The World's Women 1995: Trends and Statistics*,³ a list of statistics had been compiled and were included as source tables in the *Handbook*. She mentioned that, depending on the issues identified, countries might need to extend the list or to delete items from it. The national gender statistics publications also contained useful examples of indicators which might be considered.

2. Group discussions

44. In the second group exercise, which was also conducted in two parts, participants worked together as producers and users of statistics to determine which statistics and indicators were needed to address specific problems/concerns. The results of the group discussions in exercise 1 served as inputs for this group exercise.

45. The groups were required to list the statistics and indicators needed (specified in as much detail as possible) in relation to each problem or concern, each underlying cause, and each consequence/effect. The list was to be compiled without consideration for whether or not the data were believed to be available, since in some cases the availability of the data could not actually be confirmed until a thorough search had been conducted. Moreover, it was only when what was available was assessed in relation to what was needed that the adequacy of data and data gaps could be determined.

46. The statistics identified by the groups were later classified within the fields of population, families and households, work, economy, education, health, crime, and decision-making; this step was required not only to simplify the compilation of statistics but also to avoid duplication.

3. General discussion

47. A representative of IDRC cautioned that data was not to be equated with information. Unless data were packaged in a form which was usable by decision makers and others, they could not be considered information.

48. A UNICEF representative reported that indicators on child rights and gender and development were being defined. Although substantial progress had been made, greater effort was needed to ensure adequate

3 United Nations, Department for Economic and Social Information and Policy Analysis, Statistics Division, *The World's Women 1995: Trends and Statistics*, Social Statistics and Indicators, Series K., No. 12 (United Nations publication, sales No. E.95.XVII.2).

coordination among agencies. A preliminary list of statistics and indicators had been made available to ESCWA.

49. The UNICEF representative also emphasized the need to combine qualitative and quantitative indicators. Qualitative indicators were frequently excluded from consideration in official statistics, even though they could often provide valuable contextual information, and sometimes explanations, for the quantitative indicators compiled by national statistics offices. The need to collaborate with non-governmental organizations (NGOs) was also stressed.

D. AVAILABILITY AND QUALITY OF DATA

1. *Presentation*

50. The senior statistician from ESCWA gave a presentation on data availability and quality; the topics discussed included sources of data, data quality, sources of errors, and measurement problems.

51. The three main sources of data discussed during the presentation were population and housing censuses, national household surveys, and registers/administrative records. It was pointed out that data were available in many forms. Data could be collected, tabulated and published; collected, tabulated but not published; collected but not tabulated; collected but not processed; or not collected at all or not collected by sex.

52. With regard to data quality, the senior statistician noted that gender-based stereotypes and biases existing in reality were often reflected in the production of statistics. Errors in data could occur at any of the following stages in the data collection process: planning and designing the survey; advertising the survey; defining the coverage; defining the enumeration frame and the sample design; formulating concepts and definitions; designing the questionnaire; defining the reference period; selecting and training the enumerators; selecting and interviewing the respondents; and checking and coding the results.

53. The second part of the presentation highlighted various concepts, definitions, classifications, and measurement problems associated with the production of gender statistics. The senior statistician pointed out that many of the traditionally used concepts and definitions did not adequately reflect the situation of women and men in society. In particular need of review were those concepts relating to the household, household headship, marital status, economic activity, the economically active population, the non-economically active population, status in employment, unemployment, the informal sector, the population employed in the informal sector, and income.

54. Measurement problems were often experienced owing to the lack of adequate methods or the complexity of certain topics, in areas such as household composition, infant mortality, maternal mortality, access to safe water, internal and international migration, school enrolment, paid and unpaid work, time use, agricultural labour, access to resources, access to credit, and violence. It was further noted that some topics were not covered by regular data collection programmes because of the lack of communication between users and producers of data, the poor understanding of some areas of concern, or, in some cases, the lack of resources.

2. *General discussion*

55. The third exercise intended for group discussion was conducted in a plenary session. Participants were requested to assess the availability and quality of the statistics required in connection with the gender issues identified in exercise 2. For each set of statistics, the participants were to determine, based on the notes prepared for the pre-Workshop assignment, the likely data sources and the forms in which these data

were thought to be available. Issues relating to the quality of the data with respect to gender, including the consistency of the concept/definition used in data collection, variations or changes in definition from one source to another or between periods, and the appropriateness of the classification, were also discussed.

56. It was noted that in all countries maternal mortality rates were affected by undercounting, under-registration and/or the incorrect classification of deaths.

57. It was observed that, in certain cases, the concepts and definitions associated with the data, as well as the methods used in data collection, reflected gender-based biases which could lead to erroneous interpretations or conclusions. For example, the use of the term "housewife" instead of "homemaker" in Yemen as a category of the non-economically active population, implied that only women would be classified as such. In Egypt, the definition of unemployment required that the unemployed person be capable of working, want to work and be searching for work. Within such a context, the number of unemployed women would likely be undercounted because people in this category were less likely to register their lack of employment with labour offices or to seek employment in the formal sector.

58. Another problem cited was the changes in definitions between successive censuses or surveys. For example, in Jordan the definition of "urban" differed in the 1961, and 1994 censuses: the 1961 census identified 11 cities as urban; the 1979 census defined all centres of governorates, districts and subdistricts (a total of 28 settlements) as urban; and the 1994 census classified settlements inhabited by 5,000 or more persons by the end of 1992 as urban.

E. COMPILATION AND ANALYSIS OF GENDER STATISTICS

1. *Presentation*

59. In introducing the topic, the representative of the United Nations Statistics Division defined indicators and their uses, enumerated the various types of indicators and provided examples. Essentially, an indicator was a "pointer" which could be a number, a fact or a perception used to assess a situation or measure changes in a specific condition over time. She stressed that indicators must be simple, easy to use and understand by users, and sex-disaggregated, and it must be possible to compile them over time.

60. Indicators could be either quantitative or qualitative. They were deemed gender-sensitive when they could denote changes in the status and/or role of women and/or men over time. The two types of indicators originated from different sources: quantitative indicators derived from censuses and formal surveys, which were usually conducted by national statistics offices; and qualitative indicators came from non-formal surveys emanating from attitudinal studies, anthropological fieldwork and focus group discussions, which were generally conducted by NGOs and researchers.

61. Quantitative indicators could be defined using (a) absolute numbers or (b) relative frequencies expressed as proportions of a total, ratios or rates. Values could also be expressed as indices which related a number to a base year or value for a specified group selected as a point of reference for comparison. A composite index derived from two or more values combined through the use of a mathematical formula constituted another means of defining indicators; examples of such indices included the human development index (HDI) and the gender-related development index (GDI) proposed in the UNDP *Human Development Report 1995*.

62. A three-way table on Yemen's population aged 10 years and over, classified by activity status, marital status and sex (1994) was presented in order to illustrate the main types of indicators to be used in a gender statistics presentation. The following three types of proportions were expressed:

- (a) Percentages totalling 100 horizontally for women and for men, across marital status categories;
- (b) Percentages totalling 100 vertically for women and for men, across activity status categories;
- (c) Percentages totalling 100 for women and men for each marital status and activity status combination.

While one or more of these calculations could be used to analyse most variables, there were some standard formulas available for assessing other important variables which should be considered, including: labour force (or economic) activity rate, singulate mean age at marriage (SMAM), age-specific fertility rate, total fertility rate, life expectancy, and infant and child mortality rates.

63. The representative of the United Nations Statistics Division stressed that the choice of a formula should be guided by the issue being assessed and the main message to be communicated. It was usually necessary to evaluate the different forms of computation before deciding which would be most suitable for conveying message. The *Handbook* included specific examples of ways to compile statistics for selected topics and issues; reference was made to the source tables and working tables contained in this publication.

2. Group discussions

64. It was stated that one of the reasons statistics on women and men were believed to be difficult to find was that they were often spread over many different subject areas and were presented in complex tables which were of limited use to most potential users. The purpose of the current exercise was to introduce participants to the process of taking data from complex tables and arranging them in simple tables and charts in ways that would appeal to and could be easily understood by non-technical users.

65. The groups were given tables on Jordan's 1979 and 1984 population censuses, classified by age, marital status and sex, for the rural, urban, and total populations. They were asked to use the data on either the rural or the urban population for one of the years to complete their assigned task, which involved the following:

- (a) Identifying a gender concern that could be addressed by those statistics;
- (b) Analysing the table and presenting the statistics in a way that was simple and easy for all kinds of users to understand, exploring as many ways of presenting the data as possible;
- (c) Stating in a single sentence one important message that could derive from these statistics;
- (d) Preparing the tables and graphs.

F. PRESENTATION OF GENDER STATISTICS

1. Presentation

66. An ESCWA statistician reviewed the principles for disseminating statistics and indicators in user-friendly formats. Summarizing the main points of the earlier sessions, she examined how the demand and supply for gender statistics had evolved and reiterated the significance of user-producer collaboration in the process of formatting gender statistics outputs. Comparing the former and current approaches to data presentation, she stressed the need to produce and present data that reflected women's and men's conditions and their contributions to society, as well as their needs and specific problems, and emphasized the importance of integrating gender statistics into the national statistical systems. Acknowledging the

differences in the characteristics of users of gender statistics in comparison with the regular users of census and survey reports, towards whom statistics offices tended to direct their products, she called for a new orientation in the formatting of outputs. Transparencies were used to show examples of the ways data from censuses and surveys were presented in national statistical publications from Bahrain, Jordan, the Syrian Arab Republic and Yemen, revealing the complex nature of the tables.

67. The ESCWA statistician presented some justification for the changes called for in the Beijing Platform for Action. In discussing the different ways to present data, she elaborated on the four main elements of presentation (text, tables, charts and diagrams) and the basic requirements for each element. Brief recommendations were made relating to the construction of tables; it was emphasized that text tables must be kept simple and focused on a single message, while annex tables could include several indicators.

68. She explained the basic principles and techniques associated with charting gender statistics and indicators, including the methods used to select appropriate charts, that had a strong visual impact and through which gender messages could be clearly and easily imparted to consumers. Simplicity and effectiveness in communicating a message relating to a specific gender concern were among the most important selection criteria. The importance of a well-designed layout was conveyed to the participants through the presentation of several examples of diagrams, maps, flow charts and graphs. The participants were then shown a set of design steps that should be followed when presenting data. It was emphasized that, to facilitate comparison, data for women and men were always to be presented side by side in columns rather than along rows.

2. Group discussions

69. In a reversal of the traditional approach to presenting data, participants were requested in this group exercise to follow the production process for gender statistics explained in the earlier lectures; in other words, they were to begin with a gender-related problem/concern and present in a user-friendly format statistics which would serve to highlight the issue.

70. The groups reviewed the outputs of their previous discussions on the gender concern/problem, its underlying causes and effects, and the statistics and indicators needed; selected one main gender issue and the tables to be analysed; and presented the statistics and indicators in a way that non-statisticians would find easy to grasp, with a brief interpretation of the statistics, a note on other issues/questions raised by the analyses, and additional information that would be required to address these questions and issues.

3. General discussion

71. Some participants expressed their concern over the fact that the approach being proposed was a drastic departure from the current approach to statistical presentation and would therefore entail substantial costs. It was explained that a distinction should be made at the outset between surveys or census reports, which statistics offices usually produced for specific users (researchers), and the gender-sensitive analytical reports being proposed. Presenting data on women and men side by side would make comparisons easier; however, there were factors related to the availability of space and the limited audience for such data that had to be considered as well. If statistics offices were interested in generating more revenue for their products, a wider audience would need to be targeted. Experience from other countries had demonstrated that the demand for statistical information could increase if only the needs of gender statistics users were taken into account.

72. It was pointed out that data collection should be utilization-focused. To this end, statisticians had a responsibility to determine whether the data they produced were being used or not and to explore ways to improve data utilization by different groups of people. Regarding the need to simplify data, it was

suggested that analysts should review the data presented and determine whether they raised additional questions or issues requiring further investigation.

G. GENDER STATISTICS PRODUCTS

1. *Presentation*

73. A three-part presentation on gender statistics products was given by the representative of the United Nations Statistics Division, the ESCWA statistician, and an ESCWA statistics assistant.

74. The representative of the United Nations Statistics Division began by reviewing the gender statistics production process, pointing out that the presentation would focus on the last stage of the process, which dealt with the dissemination of information. Several types of products were discussed briefly, including books, booklets, posters, pamphlets, diskettes, tapes, compact discs (CDs), and on-line databases. The primary goal in producing any gender statistics output was to reach those in a position to effect change through policy interventions, programmes and projects, as well as those who needed to and were able to use the statistics to advocate change; therefore the product should be aimed at the wildest and most diverse target audience possible.

75. She noted that although computer-based products offered certain advantages (including a wider scope and greater flexibility in terms of applications) the potential for their large-scale distribution was limited, since access to certain technologies and computer facilities was required. As stated in the presentation during the second session, many of the targeted consumers were non-technical users who had neither the facilities nor the know-how to process data for their own needs. For that type of audience, the print media were more suitable. The magnetic and high-technology media required specific hardware and software to access, while printed outputs were generally available to a wide range of users. Moreover, among printed outputs, there were several types of products to choose from, each suited to different users and characterized by a well-defined yet diverse set of design options.

76. The participants were shown the various types of products through which gender statistics could be disseminated: copies of *The World's Women 1995: Trends and Statistics*, national gender statistics booklets, statistical profiles and fact sheets distributed to participants; several wall charts were displayed; and examples of other outputs were presented. There was a discussion about the appropriateness of the products for potential and intended audiences and their possible uses. It was emphasized that the type of output selected determines not only the audience (users) for the product, but also the output's content, design and degree of versatility. The audience and objectives would have to be established in accordance with the available resources in order to determine which types of outputs would be most suitable and feasible.

77. The second part of the presentation focused on how various elements could be combined to produce the different types of products. The ESCWA statistician explained that designing a layout, the text, tables, symbols and graphics should be arranged so that they appeared well-balanced, supported the messages and encouraged readership. She also emphasized the importance of balancing content with visual appeal. She offered some examples, describing the approaches that should be taken in producing the following three types of promotional materials:

(a) *For the production of a booklet*, a simple format combining graphics and tables could be used: the data would not be analysed in any detail. It was less costly than the larger publications, and because there was not much statistical interpretation, it required less time to produce. The use of photographs or artwork could improve the presentation and make it appeal to a wider audience.

(b) *A wall chart* combined charts, tables and maps and also contained a very limited amount of text. In a wall chart, text should only be used to convey the main message(s) and to provide a brief interpretation of each chart or graph. In general, the elements should be large enough to read from a reasonable distance away;

(c) *A brochure* provided a very brief summary of the principal elements of a larger publication and was often used as a tool for marketing that publication and informing users about it. Because it might also be used independently, it should be designed to clearly convey the messages selected. Only a limited number of issues could be presented or addressed in each brochure, owing to space limitations. As with other types of products, charts in the brochure should be very clear and simple.

78. The third presentation, given by the ESCWA statistics assistant, dealt with book design and production.

79. The statistics assistant provided an overview of the parts of a book and the parts of a page, emphasizing the importance of following the basic principles of design and layout in order to ensure consistency within and between all of the pages, sections and chapters of the book. He explained that margins and grids were the basic elements of a page and stressed that careful thought should be given to the selection of formats. A dynamic design such as the two-and-a-half-column grid was generally preferable to the one-column grid, which, though simple, did not offer the same degree of flexibility. Care should also be taken to ensure the alignment and consistency of all headers and footers (where applicable).

80. The statistics assistant observed that choices regarding the size and length of the book were to a large extent determined by the budget and therefore required consideration in the early planning stages. Certain factors could be used to determine the best page size for each type of output in order to minimize wastage. Consultations with local publishers could yield further useful information.

81. Participants were encouraged to learn from the experiences of other countries by reviewing the content, format and design of some of their publications. Participants would benefit from a critical review of those outputs, as the information they would obtain regarding the content, selection of indicators/statistics, the types of charts and tables presented, the amount of text used, and the design and layout would provide them with the background they would need to make decisions relating to the format and combination of elements in the publications that would eventually be produced for their own countries.

2. General discussion

82. It was mentioned that there was a need to explore other ways of disseminating data among a wider range of users. More specifically, efforts should be made to reach non-conventional users, in particular those people in the communities who often supplied the information used for statistical research, but were never informed of the results. In order to reach that target audience, non-conventional ways of presenting and disseminating information would have to be explored, including the use of mass media such as radio and television.

H. DEVELOPMENT OF GENDER STATISTICS PROGRAMMES

1. Presentation

83. The presentation was divided into two parts. The first part, which focused on the features of the institutional arrangements necessary for the development of gender statistics at the national level, was given by the representative of the United Nations Statistics Division. The senior statistician at ESCWA then

outlined the main phases of the regional project and discussed the linkages that were required between national and regional level activities.

84. The representative of the United Nations Statistics Division noted that the ultimate goal with regard to gender statistics was to have all divisions and fields of statistics produce and disseminate gender statistics as part of the regular statistics production process. Until then, serious consideration would have to be given to the establishment of institutional mechanisms for implementing gender statistics programmes so that such programmes could be sustained beyond the project cycle. A review of national experiences in other regions that had ongoing projects in gender statistics had shown that gender statistics programmes tended to be isolated; they had often been assigned to a focal point, gender desk or project office consisting of one or two persons. The programmes generally suffered from a lack of resources and had few, if any, linkages with the regular statistics programmes. Involving more people in the work would ensure that gender statistics was not viewed as one person's responsibility and would also make it easier to replace staff in cases of promotion or turnover.

85. Many gender statistics programmes had been established through projects such as the ESCWA regional project; dependence on external funding was a problem to be contended with. In order to ensure that the activities of the project, in particular those of the gender statistics unit, would continue after the project's completion and that a publication could be issued on a regular basis, it would be necessary to establish an institutional set-up which included not only the technicians who would continue to contribute to the production of gender statistics but also high-level policy makers interested in promoting gender equality. One of the core activities of the project was the establishment of a gender statistics unit within each country's national statistics office. Each participating country was also to set up (a) a steering committee comprising policy makers and decision makers who had expressed a personal interest in or shown their commitment to improving the situation of women and men; and (b) an advisory committee or working group composed of technical and non-technical experts who could provide substantive direction and input at various stages in the production of the national publications.

86. The activities of the national plans should include consultations and meetings with the above-mentioned groups to review the progress made and to determine which additional activities should be undertaken. The national plans could also form the basis for discussions with donor agencies to solicit support for the initial phases of the work and for activities which the national statistics offices could not immediately absorb, such as the producer-user workshops and the launching and distribution of the national publications.

87. In his presentation on the proposed programme of ESCWA in the area of gender statistics, the senior statistician from ESCWA described the various activities in which the Commission had recently been involved. These included the following:

- (a) The development of the Arab Women Statistical Database;
- (b) The preparation of a wall chart on women and men in the Arab countries, published in 1996;
- (c) The preparation of a publication entitled *Arab Women 1995: Trends, Statistics and Indicators*, to be published in 1997.

The presentation also identified the objectives and the expected outputs of the regional project.

88. After the Workshop, each national team would be expected to do the following:

- (a) Prepare a report on the Workshop and submit it to the concerned officials;

- (b) Identify collaborating institutions and establish the national working group;
- (c) Establish the steering committee, inform the committee about the Workshop activities, and review the plan of action proposed at the Workshop;
- (d) Conduct the first national user-producer workshop, during which the following would be produced:
 - (i) A list of priority gender issues;
 - (ii) A list of the required statistics;
 - (iii) A plan for producing a national publication on women and men and other statistical outputs;
- (e) Compile statistics and indicators;
- (f) Analyse data and communicate results using related graphs, text and artwork;
- (g) Prepare the first draft of the publication as well as a data assessment of report;
- (h) Conduct the second user-producer workshop to review the draft publication on women and men;
- (i) Prepare a report on the second workshop and update the lists of gender issues and required statistics;
- (j) Revise the publication, taking into account the comments made at the workshop;
- (k) Send copies of all reports and outputs to ESCWA for review;
- (l) Attend the second regional user-producer workshop on gender statistics to obtain feedback on the draft national publication and to exchange views and ideas, and develop a plan for distributing the outputs;
- (m) Revise and edit the draft and finalize the output for publication in Arabic;
- (n) Launch and distribute the publication;
- (o) Translate the publication into English;
- (p) Develop a strategy for improving the national gender statistics programmes;
- (q) Conduct a one-day workshop to raise funds for the support of statistical activities.

2. Group discussions

89. In the final group discussion, each country team was required to develop a plan for implementing a national gender statistics programme under which two main outputs would be prepared, namely:

- (a) A national statistics booklet on women and men;
- (b) A report on the requirements for improving gender statistics.

The plan was to include specific activities and indicate the time allocated for each activity, in line with a set of general strategic objectives which included the following:

- (a) Exploring better ways of presenting and disseminating information on available statistics;
- (b) Reviewing measurements, concepts, definitions and classifications of data on a continuous basis to enable producers to respond to changing needs and emerging gender concerns;
- (c) Working towards the development of a more efficient and collaborative process in the production of statistics in order to eliminate data gaps.

3. General discussion

90. Participants identified some specific requirements at the national level. Mention was made of the need for technical expertise to develop concepts and improve methods and an appeal was made to United Nations agencies and donor agencies to provide assistance in that area. Other issues raised included the following:

- (a) The need to provide training for the staff of national statistics offices in order to ensure the sustainability of gender statistics programmes and the systematic integration of gender statistics into all fields of statistics;
- (b) The need to train users on how to make the best use of gender statistics reports and publications;
- (c) The need to enhance dissemination efforts to ensure that data is made available for users at all levels, with particular emphasis on community-level workers;
- (d) The need to incorporate the gender dimension into the demography and statistics training curricula at universities and other educational institutions;
- (e) The need to ensure that the national gender statistics publications would be produced on a regular basis;
- (f) The need to explore ways of disseminating information, in non-print form, to those from whom data were collected, as well as to the media, women's activists, grass-roots organizations, and politicians.

I. PLENARY DISCUSSIONS

91. Participants actively contributed to discussions relating to five major subject areas; details are provided below:

1. Gender indicators

92. During the discussion on gender indicators, participants emphasized the importance of:

- (a) Differentiating between the number of women appointed and the number of women elected to public positions and high government posts when compiling and tabulating gender statistics;

- (b) Developing an indicator on the number of women nominated for political posts and parliamentary councils;
- (c) Arriving at a standard measure for determining the use of time by women and men, including the time spent by each in market and non-market production and unpaid housework;
- (d) Standardizing the definitions used in the measurement of gender indicators to facilitate inter-country comparisons;
- (e) Developing an indicator on the awareness of Acquired Immune Deficiency Syndrome (AIDS) and its consequences among women and men;
- (f) Reaching a consensus on the definition of poverty and developing a methodology for measuring it;
- (g) Identifying region-specific indicators. Some participants noted that the indicators highlighted during the Workshop were widely used and available in most international manuals. Most of the participants agreed that the indicators discussed were applicable to Arab countries, where there was cradle-to-grave discrimination between women and men;
- (h) Carrying out surveys that would contribute to bridging the gaps in gender statistics;
- (i) Standardizing the labour force working age in the censuses and surveys conducted by Arab countries.

2. Gender issues

93. The following was discussed in relation to gender issues:

- (a) The prevalence of gender-insensitive legislation that discriminated between women and men in the areas of inheritance, marriage and divorce;
- (b) Problems relating to the implementation of legislation. Most Arab countries lack practical mechanisms for implementing legislation and policies; another contributing factor is the low level of coordination between people at the decision-making level and officials at the executive level;
- (c) The informal sector and child labour. In some countries male child labour was common, and in other countries both male and female children worked. The participants noted that while legislation prohibiting child labour existed, such legislation was not supported by measures or procedures guaranteeing the provision financial benefits or other forms of social security for the least fortunate groups in society;
- (d) The extent to which women's work was undervalued using conventional measures and the sexual division of labour within the home and in the market-place;
- (e) The necessity of maintaining gender equality with regard to the provision of a pension upon the death of a spouse (husband or wife);
- (f) The social and cultural heritage, which perpetuated gender discrimination, from an early age; parents often made future decisions regarding their offspring, and preference was generally given to boys;

(g) The importance of women's participation in producing radio and television programmes. The participants argued that until women become more involved in media production, there would likely be a kind of gender bias in the messages transmitted to the public;

(h) The meagre opportunities for career promotions. Where opportunities for promotion existed, preference was generally given to men over women;

(i) The issue of women's occupational segregation. Participants emphasized the importance of incorporating women in various occupations and called for the elimination of job feminization;

(j) The unjustifiable priority given to men in the provision of training and the acquisition of experience;

(k) The existence of legislation that prevented men from acquiring the nationality of their wives;

(l) The right of a child to acquire the nationality of his/her mother;

(m) The phenomenon of ceasing to participate in the educational system (dropping out);

(n) The fact that labour market conditions in the Arab countries were not conducive to women's employment. The participants discussed the low rate of economic activity in the Arab countries and the underlying socio-economic factors which deeply affected both the supply of and the demand for women in the labour force.

3. Data presentation and data availability

94. The participants unanimously agreed on the following:

(a) Most statistical data related to gender indicators are available; however, the tabulation and presentation of these data do not correspond with the methods used to tabulate gender statistics;

(b) Funds were inadequate for developing a new gender tabulation process. All of the participants acknowledged the importance of raising funds to cover the costs incurred in connection with the evolution of the new tabulation method;

(c) Coordination between the producers and the users of gender statistics was an essential element in the implementation of the national gender statistics programmes. The participants emphasized the need to strengthen such coordination between the sectoral-level statistical offices and the central statistical organizations;

(d) The lack of databases in some countries constituted an obstacle to the implementation of national gender statistics programmes and the production of national publications on women and men;

(e) There was a need to standardize the use of gender terms. Some participants enquired about the correct usage of the terms "male and female" and "women and men". Some manuals recommended the use of women and men, but not as synonyms for male and female. Participants were advised to use the terms male and female when dealing with education and to use women and men for other socio-economic issues and indicators;

(f) The media could play an important role in publicizing gender statistics and making them available to a wider range of people.

4. Institutional issues

95. The following points were brought up during the discussion on institutional issues:

(a) The participants enquired about the implementation mechanisms at the national level. Others remarked on the delays that might occur owing to the lack of many data;

(b) Some participants expressed their concern over the absence of implementing agencies responsible for the production of the national gender publications. The participants were referred to the project document, which called for the establishment of steering committees, with monitoring and coordination responsibilities. Each national committee would include representatives of the sectoral ministries and the central statistical organization. The establishment of a gender statistics unit in every participating country was considered a necessary step prior to the initiation of the gender project, as such a unit would ensure the continuity of work and the updating of the gender statistics publication. Participants were advised to refer to the project document, which described such a unit as an output rather than an input. The main tasks of this unit were to monitor and evaluate the implementation of the plan, update the indicators, and distribute the publication;

(c) The participants agreed that gender statistics should be integrated into the overall statistical system and reacted positively to the proposed systematic changes in the method of data presentation;

(d) Participants emphasized the need to establish communication mechanisms with international and other national organizations working in their countries, in order to help them secure the required financial and technical support;

(e) The participants noted that international organizations could play an important role in familiarizing both the users and the producers of gender statistics with new concepts and definitions so that these groups could adopt appropriate methods of measuring gender issues to their countries' particular socio-economic situations;

(f) Mention was made of the fact that the Geographical Information System (GIS) could be used for data presentation, specifically to convey data in relation to a country's geographical map, facilitating the recognition of gender differentials between various geographical regions.

5. The work plan

96. Each participating country prepared a work plan containing a detailed description of the main activities that would be executed according to an established timetable over a period of two-and-a-half years. The following issues were discussed:

(a) Some reiterated the need to establish a gender statistics unit before implementing the national gender statistics activities;

(b) Some participants suggested that universities should adopt curricula that were more gender sensitive;

(c) The participants asked how many workers could be required for the execution of the project activities.

IV. MAIN OUTPUTS OF THE WORKSHOP

A. SAMPLE LIST OF GENDER ISSUES AND INDICATORS

97. The Workshop participants identified a number of gender issues and indicators relating to specific policy areas; examples are provided below.

1. *Policy area No. 1: Decision-making*

- (a) Problem/concern: Inequality between women and men in decision-making at all levels.
- (b) Underlying causes:
 - (i) Low educational attainment among women;
 - (ii) The lack of social and economic independence among women;
 - (iii) Low levels of economic participation among women;
 - (iv) The failure to acknowledge the importance of women's work in the household;
 - (v) The prevailing tribal and patriarchal social structure;
 - (vi) The misinterpretation of religious precepts;
 - (vii) The absence of strategies for women's empowerment;
 - (viii) Women's lack of awareness of their rights;
 - (ix) The media's continued emphasis on women's traditional reproductive role and their failure to acknowledge women's productive role;
 - (x) The failure to apply or enforce legislation already enacted.
- (c) Consequences:
 - (i) High levels of fertility;
 - (ii) Predominantly male decision-making at socio-economic and political levels;
 - (iii) Minimal attention given to the health and education of female members of the family;
 - (iv) A male-dominated society;
 - (v) The continued existence of socio-economic and political disparities between women and men in society;
 - (vi) The reinforcement of existing mechanisms perpetuating women's segregation in the labour market.

(d) Statistics and indicators:

- (i) Average age at first marriage, by sex;
- (ii) Average number of children per woman aged 45-49;
- (iii) Activity rates for men and women, by age group;
- (iv) Employment rates for men and women, by age group;
- (v) Percentage of active population, by sex and marital status;
- (vi) Broadcasting hours devoted to the perpetuation of women's traditional roles (percentage of total);
- (vii) Percentage distribution of elected and appointed women, by level of political leadership;
- (viii) Sex composition of elected and appointed officials at various levels of Government;
- (ix) Sex composition within public order and public safety occupations;
- (x) Percentage distribution of managers of public and private enterprises, by type of establishment and by sex;
- (xi) Shares of women and men managing public and private sector enterprises, by type of establishment;
- (xii) Percentage distribution of senior officials (from the deputy director of department to the ministerial level), by sex and by field;
- (xiii) Sex composition of senior level positions below deputy permanent secretary level, by field.

2. Policy area No. 2: Resource allocation

(a) Problem/concern: imbalances between women and men in their access to resources.

(b) Underlying causes:

- (i) Traditions, habits, economic dependency, and laws based on religion;
- (ii) Unequal opportunities to acquire land (especially agricultural land);
- (iii) Labour market forces that discriminate against women;
- (iv) The prevalence of traditional norms that consider men the breadwinners;
- (v) Unequal access to technical training opportunities;
- (vi) Unequal opportunities in education;
- (vii) Lower pay for women;
- (viii) The priority given to men in issuing loans and ensuring financial security;
- (ix) The poor educational attainments of women;
- (x) Women's lack of economic independence;
- (xi) Unequal access of women to investment capital;
- (xii) The lack of labour market planning.

(c) Consequences:

- (i) Fewer women than men in the labour market;
- (ii) More women than men lacking social and economic security;
- (iii) Poverty's evolution into a women's issue;
- (iv) The continued emphasis on the reproductive role of women;
- (v) Women's continued responsibility for unpaid household work;
- (vi) The prevalence of polygamy;
- (vii) More women than men working in low-paying seasonal and part-time occupations;
- (viii) More women than men working in low-status jobs in the services and informal sectors.

(d) Statistics and indicators:

- (i) Distribution of land ownership among rural and urban areas, by sex;
- (ii) Women's percentage share of agricultural land;
- (iii) Percentage of industrialists who are women;
- (iv) Women's share of investment loans, by economic sector;
- (v) Total deposits in banks, by sex;
- (vi) Total bank credit, by sex;
- (vii) Women's average earnings or wage rates as percentages of men's for selected occupations and/or branches of activity;
- (viii) Percentages of women and men not economically active, by age group;
- (ix) Sex composition of the economically active population in the fields of agriculture, industry and services;
- (x) Total population and non-economically active population, by functional category and by sex;
- (xi) Percentage of the economically active population, by branch of activity and by sex;
- (xii) Percentage of economically active women and men employed in the informal sector, by branch of activity.

3. Policy area No. 3: Family life

(a) Problem/concern: discrimination against the girl child.

(b) Underlying causes:

- (i) Low literacy levels among women;
- (ii) Inheritance laws and the misinterpretation of religious precepts;
- (iii) Poverty;
- (iv) Inadequacies in the provision of services;

- (v) The prevalence of traditional norms giving priority to the male child;
 - (vi) Other psychological and social factors.
- (c) Consequences:
- (i) High fertility rates;
 - (ii) Early marriage;
 - (iii) Low standards of living among families;
 - (iv) High drop-out rates among females;
 - (v) High female infant mortality rates;
 - (vi) The prevalence of girls' circumcision in the rural areas of some Arab countries;
 - (vii) Higher rates of malnutrition among girls than among boys;
 - (viii) The assignment of household chores to girls;
 - (ix) Child abuse and violence directed against girl children.
- (d) Statistics and indicators:
- (i) Female infant mortality rates;
 - (ii) Under-five mortality rates for females;
 - (iii) Life expectancy, by age group;
 - (iv) The incidence of low birth weight among infants;
 - (v) Age-specific fertility rates;
 - (vi) Percentage of girls who have been victims of violence;
 - (vii) Ratio of female to male enrolment in various grades at the primary and secondary levels;
 - (viii) Sex composition of primary and secondary school drop-outs;
 - (ix) Gross enrolment ratios at the primary and secondary levels, by sex;
 - (x) Average age at first marriage, by sex;
 - (xi) Average number of households headed by women.

4. Policy area No. 4: Economic life

- (a) Problem/concern: women's low level of participation in paid work.
- (b) Underlying causes:
- (i) Low literacy levels among women;
 - (ii) Fewer training opportunities for women than for men;
 - (iii) Labour market demand favouring men;
 - (iv) Differentials in the wages of women and men;
 - (v) Traditional norms emphasizing the importance of women's reproductive role;
 - (vi) The prevalence of unemployment among women as the result of biased selection;
 - (vii) The stereotypical division of labour;
 - (viii) The restructuring of the public sector;
 - (ix) The failure of women's organizations to support women.
- (c) Consequences:
- (i) Inequality between women and men in decision-making at all levels;
 - (ii) High rates of unemployment among women;
 - (iii) A low standard of living for families;
 - (iv) Women's inability to achieve economic independence;

- (v) Male-dominated labour markets;
 - (vi) A preponderance of women in unpaid housework situations;
 - (vii) A preponderance of women in the informal sector;
 - (viii) Women's poverty.
- (d) Statistics and indicators:
- (i) Average number of hours per day spent by women and men in paid work and unpaid housework;
 - (ii) Activity rates for women and men in rural and urban areas, by age group;
 - (iii) Employment rates for women and men in rural and urban areas, by age group;
 - (iv) Unemployment rates for women and men, by age group;
 - (v) Percentages of economically active women and men, by marital status;
 - (vi) Percentages of non-economically active women and men, by age group;
 - (vii) Percentages of women among the non-economically active population in rural, urban and all areas, by functional category of non-economic activity and by age group;
 - (viii) Sex composition within categories of non-economic activity;
 - (ix) Total population and non-economically active population in rural, urban and all areas, by functional category, age group and sex;
 - (x) Percentage of the economically active population, by employment status and by sex;
 - (xi) Percentage of the economically active population, by branch of activity and by sex;
 - (xii) Percentages of economically active women and men employed in the informal sector, by branch of activity;
 - (xiii) Sex composition of the economically active population in the fields of agriculture, industry and services, by employment status;
 - (xiv) Percentage distribution of the economically active population aged 15 and above, by major occupational group;
 - (xv) Sex composition within the major occupational groups.

5. Policy area No. 5: Education

- (a) Problem/concern: high illiteracy rates among women.
- (b) Underlying causes:
 - (i) Early marriage;

- (ii) Traditions that give preference to males;
 - (iii) Poverty;
 - (iv) The inadequate provision of schooling;
 - (v) Traditional norms emphasizing the importance of the reproductive role of women;
 - (vi) The large numbers of children in most families and the need to keep girls at home to help with the housework;
 - (vii) The involvement of girl children in the labour market.
- (c) Consequences:
- (i) High fertility rates;
 - (ii) Low literacy levels among women;
 - (iii) A low standard of living for families;
 - (iv) Low rates of contraceptive use;
 - (v) Inadequate health care provided for children;
 - (vi) High infant mortality rates;
 - (vii) Inadequate nutrition;
 - (viii) Low levels of economic participation;
 - (ix) Women's inability to make decisions at the household level;
 - (x) High unemployment rates among women;
 - (xi) A lack of economic independence among women;
 - (xii) Low average earnings/wages among women.
- (d) Statistics and indicators:
- (i) Illiteracy rates in rural and urban areas, by sex;
 - (ii) Age-specific illiteracy rates in rural and urban areas;
 - (iii) Percentage distribution of women and men in selected age groups, by level of schooling completed;
 - (iv) Average years of schooling for selected age groups;
 - (v) Female and male enrolment rates for selected age groups at the primary and secondary levels;
 - (vi) Female and male drop-out rates;
 - (vii) Completion rates at the primary and secondary levels;
 - (viii) Sex composition of the primary and secondary school drop-outs;
 - (ix) Ratio of female to male enrolment in various grades at the primary and secondary levels;
 - (x) Gross enrolment ratios at the primary and secondary level, by sex;

- (xi) Proportions of women and men in various fields of study.

6. Policy area No. 6: Health

(a) Problem/concern: differences between women and men in life expectancy at birth and for selected age groups.

(b) Underlying causes:

- (i) Social and cultural factors;
- (ii) Early marriage;
- (iii) High illiteracy levels among women;
- (iv) Poverty;
- (v) The lack of health services for women;
- (vi) The lack of safe drinking water and inadequate sanitation;
- (vii) The low level of health awareness among women;
- (viii) Violence against women, including rape;
- (ix) Child abuse including female circumcision;
- (x) The failure of many men to assume family responsibilities.

(c) Consequences

- (i) Differences between women and men in life expectancy at birth and for different age groups;
- (ii) Higher infant mortality rates for females than for males;
- (iii) Higher rates of death among women during pregnancy and childbirth;
- (iv) A greater number of women than men likely to suffer from malnutrition;
- (v) Women's increasing dependence on secret and unsafe abortions;
- (vi) Unsafe childbirth techniques;
- (vii) High rates of anaemia among pregnant women.

(d) Statistics and indicators:

- (i) Life expectancy at birth and for selected ages, by sex;
- (ii) Infant mortality rates, by sex;
- (iii) Mortality rates for girls and boys aged one to four;
- (iv) Maternal mortality rates;
- (v) Proportion of maternal deaths resulting from abortion;
- (vi) Percentage distribution of major groups of causes of death for women and men.

- (vii) Numbers and proportions of births attended by trained personnel;
- (viii) Prevalence of anaemia among women and men aged 15-49;
- (ix) Percentage distribution of women and men aged 15-44 using contraception, by method used;
- (x) Average birth intervals between marriage and first birth and between the first and subsequent births;
- (xi) Numbers and proportions of women and men infected with Human Immunodeficiency Virus (HIV);
- (xii) Prevalence of substance abuse among women and men aged 15 and above;
- (xiii) Proportions of women and men aged 15 and above who are at risk from traditional practices;
- (xiv) Prevalence of attribute (xiii) among women and men aged 15 and above;
- (xv) Percentage of women among persons with attribute (xiii);
- (xvi) Average number of doctor's visits over a specified period of time for children under five years of age (males and females);
- (xvii) Proportion of children under five years of age who fall below -2 standard deviation from the median weight for age of the NCHS/WHO reference population;
- (xviii) Proportion of children under five years of age who fall below minus-3 standard deviation from the median weight for age of the NCHS/WHO reference population;
- (xix) Proportion of children under five years of age who fall below minus-2 standard deviation from the median weight for height of the NCHS/WHO reference population;
- (xx) Proportion of babies born weighing less than 2500 grams (live births);
- (xxi) Proportion of infants under four months of age who are exclusively breast-fed;
- (xxii) Proportion of children 20 to 23 months of age who are breast-feeding;
- (xxiii) Percentage of households with access to safe drinking water, sanitation, light and cooking fuel, total and by sex of head of household for urban and rural areas;
- (xxiv) Percentage of males and females who have visited psychiatric clinics.

B. DRAFT NATIONAL WORK PLANS FOR THE DEVELOPMENT OF NATIONAL GENDER STATISTICS PROGRAMMES

98. This section contains lists of the project activities that are to be carried out under the respective work plans of the participating countries. Most of the subsections conclude with a tabular timetable indicating the stage of implementation and the duration of each activity.

TABLE 1. TIMETABLE FOR IMPLEMENTING THE GENDER STATISTICS PROGRAMME IN TUNISIA

Activities	Months																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Prepare a report on the first Regional Workshop																								
Establish an advisory group																								
Establish a national working group																								
Evaluate gender statistics																								
Organize a national user-producer workshop																								
Expand the national working group																								
Determine the format of the publication																								
Compile statistics																								
Analyse data																								
Prepare the draft publication																								
Organize the second user-producer workshop																								
Amend the publication according to participants' observations																								
Distribute the publication																								
Organize a training course on gender statistics																								
Persuade universities to incorporate statistics and gender issues into their curricula																								

1. *Tunisia*

(a) Organization and Development:

- (i) Prepare a report on the first Regional Workshop and submit it to the concerned officials for approval;
- (ii) Establish an advisory group to monitor the development of the gender statistics programme;
- (iii) Consult various data producers to assess data availability;
- (iv) Establish a national working group;
- (v) Distribute a questionnaire/survey to various data producers and users to evaluate the current status of gender statistics, identify data gaps and assess gender sensitivity levels;
- (vi) Prepare the results of the questionnaire as a preparatory step for the organization of a national workshop on gender issue sensitization.

(b) Compilation and analysis of statistics:

- (i) Compile published and unpublished gender statistics;
- (ii) Analyse and disseminate data and diagrams on gender statistics.

(c) Production of the publication:

- (i) Select the publication format;
- (ii) Draft the publication;
- (iii) Amend the publication on the basis of participant observations.

(d) Distribution of statistical products:

- (i) Produce and distribute the publication;
- (ii) Contact university departments dealing with demography, sociology, economics and statistics and persuade them to incorporate gender issues in their curricula;
- (iii) Conduct training courses and seminars for specialists.

2. *Jordan*

(a) Preparation:

- (i) Prepare a report on the first Regional Workshop and submit it to the concerned officials for approval;
- (ii) Establish a national working group on gender statistics;
- (iii) Establish an advisory group;

TABLE 2. TIMETABLE FOR IMPLEMENTING THE GENDER STATISTICS PROGRAMME IN JORDAN

Activities	Months																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Prepare a report on the first Regional Workshop																								
Establish a national working group on gender statistics																								
Establish an advisory committee																								
Recommend the establishment of a gender statistics unit																								
Train the national working group																								
Examine the experiences of other countries																								
Train the specialists of the gender statistics unit																								
Assign a budget for the project																								
Organize a meeting for possible donors																								
Conduct a national user-producer workshop																								
Identify the required data and statistics																								
Collect data from available sources (three rounds)																								
Specify data gaps																								
Design a strategy for data collection																								
Coordinate efforts with other concerned organizations																								
Review available surveys																								
Calculate statistical indicators and analyse data																								
Design the national publication format																								
Draft and print publication																								
Provide ESCWA with copies of the publication																								
Submit publication to the national workshop																								
Modify publication based on participants' observations																								
Submit publication to the second regional workshop																								
Distribute publication																								

- (iv) Recommend the establishment of a gender statistics unit.
- (b) Training:
- (i) Train the national working group;
 - (ii) Acquaint the trainees with the experiences of other countries;
 - (iii) Train the women and men working within the gender statistics unit;
 - (iv) Assign a budget for the project;
 - (v) Hold a meeting for possible donors;
 - (vi) Conduct a national workshop for data users and producers.
- (d) Compilation and analysis of statistics:
- (i) Identify the required data and statistics;
 - (ii) Compile the available data;
 - (iii) Specify data gaps;
 - (iv) Design a strategy to enhance collaboration among various statistical units in order to enhance the production of gender statistics;
 - (v) Review the available surveys;
 - (vi) Assess the status of gender statistics at the country level;
 - (vii) Specify statistics measurements;
 - (viii) Analyse data.
- (e) Production and distribution of the publication:
- (i) Design the format of the national gender statistics;
 - (ii) Type the draft publication and insert the diagrams;
 - (iii) Provide ESCWA with a copy of the draft publication;
 - (iv) Conduct a national workshop and obtain recommendations;
 - (v) Revise the publication based on the recommendations;
 - (vi) Hold a regional workshop and present recommendations;
 - (vii) Prepare and print a final version of the publication;
 - (viii) Distribute the publication to the focal points.

3. *Lebanon*

- (a) Objective: to harmonize gender statistics development with socio-economic requirements.
- (b) Project institutions:
 - (i) Establish a unit which exclusively represents data users and producers from both the public and private sectors and which will be responsible for monitoring and designing plans for the gender statistics programme;

- (ii) Establish a technical group to implement the various activities of the programme.
- (c) Activities:
 - (i) Produce a list of gender issues and related statistical indicators, ranked according to urgency;
 - (ii) Assess data availability in areas relating to population, economics, social issues from governmental and non-governmental organizations, international institutions and the private sector;
 - (iii) Compile and analyse available data: to obtain the information needed for presentations on gender statistics;
 - (iv) Upgrade the available data so that they can be used in analyses, presentations, and the formulation of the necessary indicators;
 - (v) Consult data users and producers in order to establish a comprehensive development plan; gender should be incorporated in all fields.
 - (vi) Prepare a preliminary publication based on available data that can be used by users and producers in discussions relating to gender statistics;
 - (vii) Distribute the publication;
 - (viii) Organize workshops exclusively for State officials in order to clarify the main concepts and objectives associated with gender statistics;
 - (ix) Carry out fieldwork aimed at surmounting problems related to gender statistics and data gaps;
 - (x) Create a multidimensional database which includes the following:
 - a. Information on economics, health, education and other topics;
 - b. Information on institutions, organizations and researchers, classified according to area of interest and area of specialization;
 - c. A database bibliography comprising lists of researchers, studies, other works, and references pertaining to development in areas relating to gender issues;
 - (xi) Make the data and studies available for project use;⁴

4. Syrian Arab Republic

(a) Project framework: the extension of the Syrian Arab Republic's national gender statistics programme, to be implemented in collaboration with various United Nations agencies, until the year 2005, with the aim of contributing further to the following:

⁴ No timetable was submitted for the implementation of Lebanon's gender statistics programme.

- (i) Population policies and strategies;
 - (ii) Programme promotion policies;
 - (iii) Other policies pertaining to family planning, reproductive health, information, education and communication.
- (b) Objectives:
- (i) To make gender statistics an essential component of the established statistical system in the Syrian Arab Republic, in particular with regard to the following topics:
 - a. Family life;
 - b. Quality of life;
 - c. Education;
 - d. Health;
 - e. Public life;
 - (ii) To identify the required gender statistics and related indicators in different fields;
 - (iii) To assess gender in relation to available national statistics and specifying the gaps;
 - (iv) To make data on gender statistics accessible;
 - (v) To periodically designing strategies and activities aimed at the development of gender statistics.
- (c) Work plan and organization:
- (i) Establish an advisory group led by the head of the Central Bureau of Statistics and comprising various users and producers of gender statistics. This group will be responsible for overseeing the following:
 - a. The implementation of the plan of action and the identification of the statistics and indicators required;
 - b. The work of the technical group;
 - c. The fund-raising process;
 - (ii) Establish a technical group comprised of experts and technocrats from various bodies such as the Central Bureau of Statistics, the Planning Commission, the Ministry of Health, the Ministry of Social Affairs and selected non-governmental organizations.
- (d) Activities:
- (i) Carry out preparatory activities;
 - (ii) Formulate a plan of action;
 - (iii) Draft a project proposal;

- (iv) Compile data from various statistical units and specify the related indicators needed by data users;
 - (v) Analyse statistics and design diagrams in preparation for the production of the draft publication;
 - (vi) Introduce statistics through reports, publications and seminars for various strata of data users.
- (e) Production and distribution of the publication:
- (i) Produce and publish the publications;
 - (ii) Distribute the publication among users and producers of gender statistics.
- (f) Assessment and evaluation:
- (i) Evaluate the available data and identify data gaps;
 - (ii) Prepare a survey/report on the insufficiency of data.⁵

5. Yemen

- (a) Phase I: establishment of institutional and legal frameworks:
- (i) Establish a gender statistics unit;
 - (ii) Establish an advisory committee, or steering committee, for the project;
 - (iii) Establish a national working group;
- (b) Phase II: collection of statistics and indicators on gender issues:
- (i) Identify gender issues;
 - (ii) Compile statistics and indicators on gender issues;
 - (iii) Specify sources of data;
 - (iv) Calculate the indicators;
 - (v) Analyse the gender statistics data;
 - (vi) Arrange the data in a presentable form;
 - (vii) Secure the services of a specialized United Nations adviser to evaluate the gender data collected;
 - (viii) Secure the services of a specialized United Nations adviser to prepare a plan for the production of the publication;
 - (ix) Prepare the preliminary draft of the publication (a book or booklet).

⁵ No timetable was submitted for the implementation of the gender statistics programme in the Syrian Arab Republic.

TABLE 3. TIMETABLE FOR IMPLEMENTING THE GENDER STATISTICS PROGRAMME IN YEMEN

Activities	Months																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Establish a gender statistics unit																								
Establish an advisory committee																								
Establish a national working group																								
Identify sources of data																								
Identify gender issues																								
Compile statistics and indicators on gender issues																								
Calculate indicators																								
Analyse data																								
Present data																								
Designate a United Nations adviser on gender statistics																								
Select a United Nations adviser to establish a plan for producing the publication																								
Specify data gaps in gender statistics																								
Consult experts on gender statistics																								
Compose the draft book/booklet																								
Select a format for the publication																								
Present user-friendly tables, diagrams and charts																								
Prepare a final draft of the publication																								
Print and distribute the publication																								
Translate the publication into English																								
Review difficulties and obstacles																								
Sustain data production																								

- (d) Phase III: workshop-related activities:
 - (i) Organize a workshop for data users and producers;
 - (ii) Evaluate the publication at the workshop;
- (e) Phase IV: production of the publication:
 - (i) Design the format and diagrams for the publication;
 - (ii) Prepare diagrams, charts and tables that convey the information clearly;
 - (iii) Prepare the final draft and print the publication;
 - (iv) Distribute the publication;
 - (v) Translate the publication into English;
 - (vi) Review the problems encountered in preparing the publication.
- (f) Phase V: assessment and evaluation:
 - (i) Identify those data gaps affecting the production of gender statistics;
 - (ii) Follow the guidelines of gender experts in exploring possibilities for filling in data gaps;
 - (iii) Sustain data production into the next stage of gender statistics development in order to ensure the continuity of work.

6. Egypt

- (a) Objectives: the initiation of a programme aimed at the development of gender statistics. In connection with this goal, the following should be considered:
 - (i) Gender statistics is a relatively new field, so its potential for contributing to the development of gender policies aimed at diminishing gender gaps and biases has not yet been realized;
 - (ii) There are discrepancies among various countries and regions in statistical concepts, definitions and data presentation;
 - (iii) The discontinuities in the data collection have contributed to the creation of data gaps.
- (b) Institutions:
 - (i) Establish a steering committee headed by the president of the Central Agency for Public Mobilization and Statistics (CAPMAS) and comprised of the following members:
 - a. Two representatives of the National Planning Institute;
 - b. One representative of the National Motherhood and Childhood Council;
 - c. One representative of the Ministry of Education;
 - d. One representative of the Ministry of Health and Population;
 - e. One representative of the Ministry of Social Affairs;
 - f. Two representatives of the Ministry of Higher Education;
 - g. One representative of the Ministry of Information;

TABLE 4. TIMETABLE FOR IMPLEMENTING THE GENDER STATISTICS PROGRAMME IN EGYPT

Activities	Months																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Prepare a report on the first Regional Workshop																								
Establish a steering committee																								
Establish a national working group																								
Evaluate the experiences of other countries																								
Assign a project budget																								
Organize the first national user-producer workshop																								
Collect data																								
Specify data gaps																								
Calculate indicators and analyse data																								
Design the publications																								
Draft the publication																								
Review the publication																								
Organize the second national workshop																								
Produce a final version of the publication																								
Print and distribute the publication																								
Translate the publication into English																								

- (ii) Establish a national working group responsible for collecting the required data and for analysing and disseminating gender statistics; the working group is to be composed of the following members:
 - a. Representatives of CAPMAS as data producers;
 - b. Representatives of the National Planning Institute as data users.
- (c) Activities:
 - (i) Preparatory work:
 - a. Prepare a report on the first Regional Workshop;
 - b. Establish a steering committee;
 - c. Establish a national working group;
 - (ii) Study phase:
 - a. Acquaint the members of the working group with the experiences of other countries;
 - b. Assign a project budget;
 - c. Conduct the first national workshop to identify the required data and related indicators;
 - (iii) Compilation and evaluation of data:
 - a. Compile data;
 - b. Specify gaps;
 - c. Specify measurements for the indicators;
 - d. Analyse data.
- (d) Production and distribution of the publication:
 - (i) Prepare the data and design the format;
 - (ii) Draft the publication;
 - (iii) Revise the publication;
 - (iv) Conduct a second national workshop to evaluate the draft publication;
 - (v) Amend the publication based on the workshop recommendations;
 - (vi) Produce a final version of the publication;
 - (vii) Translate the publication into English;
 - (viii) Distribute the publication.

7. Palestine

99. The Palestinian Central Bureau of Statistics (PCBS) is currently implementing a separate project to develop its national statistics programme. The UNDP-funded project, which commenced in November 1996, is expected to last for a year and a half. The Palestinian representative, during her presentation at the Workshop, noted that a significant portion of the project had already been implemented.

(a) Objective No. 1: to strengthen national capabilities for the production and publication of national gender statistics in Palestine, primarily through the establishment of a gender statistics unit within the PCBS. The various activities carried out to achieve this objective will focus on the following:

- (i) Coordinating the efforts of the new unit with those of various sections of the PCBS, stressing the need for impartiality in collecting data and analysing statistical output;
- (ii) Maintaining coordination with data users by conducting courses and workshops and ensuring that the outputs produced meet their needs;
- (iii) Developing a database on women and men and presenting relevant data in statistical brochures in preparation for the production of a comprehensive statistical book;
- (iv) Ascertaining that available data are sufficient to meet demand. Such data should be used to produce a comprehensive report which will provide the basis for discussion between PCBS officials and data users;
- (v) Furnishing concerned institutions with gender statistics relating to various fields;
- (vi) Providing international organizations with data on Palestinian women;
- (vii) Maintaining linkages with the various users of gender statistics;
- (viii) Compiling and analysing gender statistics to cover new issues.

(b) Objective No. 2: to produce specialized statistical publications for policy makers and planners in order to increase their awareness of the importance of gender statistics. Relevant activities will include the following:

- (i) Coordinating with users to identify areas related to gender statistics;
- (ii) Conducting a workshop for users and producers on social statistics to facilitate the discussion of various problems; a list of issues should be compiled, and relevant data and indicators later presented in a statistical publication;
- (iii) Establishing an advisory committee to oversee the preparation of a specialized statistical publication;
- (iv) Formulating a plan for the production of a publication;
- (v) Specifying the sources of data within the PCBS and compiling the necessary data and indicators;
- (vi) Preparing a draft statistical publication to be distributed to users for their comments and recommendations, then incorporating the necessary changes in the final edition of the publication;
- (vii) Distributing the publication to users and to the media, and conducting a study course.

(c) Objective No. 3: to provide specialized training to PCBS employees in the area of gender statistics; particular attention will be given to teaching PCBS staff how to produce a gender statistics publication. Relevant activities will include the following:

- (i) Training groups of women and men from the PCBS to produce statistical publications;
- (ii) Providing basic training on gender statistics to entire sections and divisions of the PCBS;
- (iii) Conveying the underlying concepts to gender statistics staff by providing more specialized training (this programme includes a visit to Statistics Sweden);
- (iv) Providing statistical employees with information on the underlying concepts and techniques associated with the collection and presentation of data on gender statistics.

ANNEXES

Annex I

LIST OF PARTICIPANTS

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B. UNITED NATIONS AND OTHER INTERNATIONAL AND REGIONAL ORGANIZATIONS

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Annex II

ORGANIZATION OF WORK

Sunday, 8 June 1997

5 - 7 p.m. Registration.

Monday, 9 June 1997

8 - 9 a.m. Registration (*continued*).

9 - 10 a.m. Opening ceremony.

10 - 10.30 a.m. Break.

10.30 - 11.45 a.m. Introduction and orientation: presentation of the programme, information on the Workshop, and introduction of participants and resource persons.

Session I: Gender issues and development

(Suggested reading: * *Handbook*, chapter 2; and *Engendering Statistics*, chapter 2)

11.45 a.m. - 12.30 p.m. Presentation on gender issues.

12.30 - 1 p.m. National gender issues.

1 - 2.30 p.m. Lunch.

2.30 - 3.30 p.m. Working Group 1, part A.

3.30 - 4.20 p.m. Plenary: presentation and discussion of group work.

4.20 - 4.45 p.m. Break.

4.45 - 5.30 p.m. Working Group 1, part B.

Tuesday, 10 June 1997

8.45 - 9.30 a.m. Plenary: presentation and discussion of group work.

* The reference texts for the Workshop include two training publications: United Nations, Department for Economic and Social Information and Policy Analysis, Statistics Division, *A Handbook for Producing National Statistical Reports on Women and Men*, Social Statistics and Indicators, Series K, No. 13 (United Nations publication, Sales No. E.96.XVII....); and Birgitta Hedman, Francesca Perucci and Pehr Sunstrom, *Engendering Statistics: A Tool for Change* (Stockholm, Statistics Sweden, 1996) (ISBN No. 91-618-0859-8).

Tuesday, 10 June 1997 (continued)

Session II: Statistics and indicators on gender issues

(Suggested reading: *Handbook*, chapters 2 and 3; and *Engendering Statistics*, chapters 1 and 3)

- | | |
|-------------------|---|
| 9.30 - 10.30 a.m. | Plenary: presentation on statistics and indicators on gender issues. |
| 10.45 - 11 a.m. | Break. |
| 11.00 a.m. - noon | Working Group 2, part A. |
| Noon - 1 p.m. | Plenary: presentation and discussion of group work. |
| 1 - 2.30 p.m. | Lunch. |
| 2.30 - 5.30 p.m. | Visit to the Centre de Recherches, de Documentation et d'Information sur la Femme (CREDIF). |

Wednesday, 11 June 1997

Session III: Availability and quality of data

(Suggested reading: *Handbook*, chapters 2 and 3; and *Engendering Statistics*, chapter 4)

- | | |
|-------------------|---|
| 8.45 - 10.30 a.m. | Working Group 2, part B. |
| 10.30 - 11 a.m. | Break. |
| 11 a.m. - noon | Plenary: presentation and discussion of group work. |
| Noon - 1 p.m. | Plenary: presentation on the availability and quality of data. |
| 1 - 2.30 p.m. | Lunch. |
| 2.30 - 4.15 p.m. | Plenary: discussion on assessing the availability and quality of the data needed. |
| 4.15 - 4.45 p.m. | Break. |

Session IV: Compilation and analysis of gender statistics

(Suggested reading: *Handbook*, chapters 2 and 3; and *Engendering Statistics*, chapter 5)

- | | |
|------------------|---|
| 4.45 - 5.30 p.m. | Plenary: presentation on the compilation and analysis of gender statistics. |
|------------------|---|

Thursday, 12 June 1997

Session V: Presentation of gender statistics

(Suggested reading: *Handbook*, chapters 4 and 5; and *Engendering Statistics*, chapter 5)

- | | |
|--------------------|--|
| 8.45 - 10.15 a.m. | Plenary: principles for disseminating statistics and indicators in a user-friendly format. |
| 10.15 - 10.45 a.m. | Break. |

Thursday, 12 June 1997 (continued)

10.45 a.m. - noon	Working group discussions, part A.
Noon - 12.45 p.m.	Plenary: presentation of group work and discussion.
12.45 - 1.15 p.m.	Plenary: presentation on designing the layout of a publication.
1.15 - 1.30 p.m.	Plenary: introduction to the group exercise.
1.30 - 3 p.m.	Lunch.
3 - 5.30 p.m.	Working group discussions, part B.

Friday, 13 June 1997

8.45 - 10.30 a.m.	Preparation of group reports.
10.30 - 11 a.m.	Break.
11 a.m. - 1 p.m.	Plenary: presentation and discussion of group work.
1 - 2.30 p.m.	Lunch.

Session VI: Gender statistics products

(Suggested reading: *Handbook*, annexes; and *Engendering Statistics*, chapter 6)

2.30 - 4 p.m.	Plenary: presentation on various types of products and their respective target audiences.
4 - 4.30 p.m.	Break.
4.30 - 5.30 p.m.	Plenary: presentation on the development of gender statistics at the national and regional levels.

Saturday, 14 June 1997

Session VII: Development of gender statistics programmes

(Suggested reading: *Handbook*, chapter 1; and *Engendering Statistics*, chapter 1)

8.45 - 9.30 a.m.	Plenary: presentation on regional activities.
9.30 - 11 a.m.	Plenary: presentation and discussion of national plans.
11 - 11.30 a.m.	Break.
11.30 a.m. - noon	Evaluation of the Workshop.
Noon - 12.45 p.m.	Closing.

Annex III

LIST OF DOCUMENTS

A. ESCWA DOCUMENTS

Title	Symbol
<i>Workshop papers</i>	
Provisional list of documents	E/ESCWA/STAT/1997/WG.1/INF.1
Information for participants	E/ESCWA/STAT/1997/WG.1/INF.2
Provisional list of participants	E/ESCWA/STAT/1997/WG.1/INF.3
Provisional agenda	E/ESCWA/STAT/1997/WG.1/L.1
Annotated provisional agenda	E/ESCWA/STAT/1997/WG.1/L.1/Add.1
Proposed organization of work	E/ESCWA/STAT/1997/WG.1/L.2
The Development of National Gender Statistics Programmes in the Arab Countries (Project RAB/96/007/A/01/55)	E/ESCWA/STAT/1997/WG.1/3
Outline for group discussions on the preparation of national gender statistics publications	E/ESCWA/STAT/1997/WG.1/4
Arab Plan of Action for the Advancement of Women to the year 2005 (English/Arabic)	E/ESCWA/SD/1994/9

B. OTHER PUBLICATIONS

- Hedmen, Birgitta, Francesca Perucci and Pehr Sunstrom. *Engendering Statistics: A Tool for Change*. Stockholm, Statistics Sweden, 1996. ISBN No. 91-618-0859-8.
- Osterberg, Christina, and Birgitta Hedman. *Women and Men in the Nordic Countries: Facts on Equal Opportunities Yesterday, Today and Tomorrow*. Copenhagen, Nordic Council of Ministers, n.d.
- Philippines. National Statistical Coordination Board and others. *Women and Men in the Philippines: A Statistical Handbook*.
- Russian Federation. St. Petersburg Committee of State Statistics. *Women and Men in St. Petersburg*. Produced in cooperation with Statistics Sweden; supplementary information provided by the International Institute, Woman and Management, St. Petersburg. Fact sheet financed by Sida. 1996.
- Sri Lanka. Department of Census and Statistics. *Women and Men in Sri Lanka*. ISBN No. 955-577-147-2.

Sweden. *Women and Men in Sweden: Facts and Figures 1995*. Stockholm, Statistics Sweden, 1995. ISBN No. 91-618-0781-8.

Thailand. National Statistical Office, Office of the Prime Minister. Project on Improving Statistics on Gender Issues. *Statistical Booklet on Thai Women and Men*. Bangkok, August 1995.

United Kingdom, National Audit Office. *Presenting Data in Reports*. London, November 1991.

United Nations. Department for Economic and Social Information and Policy Analysis. Statistics Division. *A Handbook for Producing National Statistical Reports on Women and Men*. Social Statistics and Indicators, Series K, No. 13. 1996. United Nations publication, Sales No. E.96.XVII.

_____. *The World's Women 1970-1995: Trends and Statistics*. Social Statistics and Indicators, Series K, No. 8. United Nations publication, Sales No. not available (in Arabic and French).

_____. *The World's Women 1995: Trends and Statistics*. Social Statistics and Indicators, Series K, No. 12. United Nations publication, Sales No. E.95.XVII.2 (in Arabic and French).

United Nations Development Programme. *Human Development Report 1995*. New York and Oxford, Oxford University Press, 1995.

United Nations. Economic and Social Commission for Asia and the Pacific. *Women in the Philippines: A Country Profile*. Statistical Profiles, No. 3.

_____. *Women in Thailand: A Country Profile*. Statistical Profiles, No. 5.

United States Department of Commerce. Economic and Statistics Administration. Bureau of the Census. Population Division. International Programs Center. *Women in Poland*. July 1995. WID/95-1.

Annex IV

PARTICIPANT EVALUATION OF THE WORKSHOP

Twenty-nine participants attended the six-day Regional Workshop on the Development of National Gender Statistics Programmes in the Arab Countries. Twenty-three of them completed the evaluation questionnaires, the results of which are summarized below.

A. OVERALL WORKSHOP EVALUATION

All of the participants stated that they had benefited from the workshop; 59 per cent of them had not received any gender training prior to the workshop.

By the end of the Workshop, all of the participants felt confident that they would be able to conduct a user-producer workshop in their countries based on what they had learned in sessions I and II of the Workshop programme.

The majority (91 per cent) of the participants rated the level of the Workshop “just right”, though a few (4.5 per cent found it “too simple”; 35 per cent found the duration of the Workshop “just right”, while 41 per cent thought it should have been shorter.

1. Benefits

The participants felt that the workshop had accomplished the following:

- (a) Increased their awareness of gender issues and the relevant statistics and indicators in the Arab region;
- (b) Acquainted them with the most effective data collection methods for compiling data from different statistical sources to enable them to evaluate, analyse and present them in a user-friendly format;
- (c) Convinced them of the need to establish close collaboration between data producers and data users to facilitate the production of statistical works relating to the status of women and men in society;
- (d) Provided a forum for them to share their gender statistics experiences;
- (e) Familiarized them with the role of certain governmental and non-governmental organizations in promoting the empowerment of women and the achievement of full equality between women and men;
- (f) Specified data gaps in the available gender statistics and stressed the importance of improving their quality and coverage;
- (g) Introduced them to gender statistics experiences of other countries worldwide (through the publications distributed to the Workshop participants);
- (h) Identified both gender issues and relevant statistics;
- (i) Familiarized the participants with novel methods of data presentation based on the use of simplified tables corroborated by graphs to convey clear messages;

- (j) Established a time schedule for the production of national statistical publications on the status of women and men in society;
- (k) Emphasized the importance of utilizing advanced desktop publishing software to improve the efficiency of the statistical production and publishing process;
- (l) Demonstrated that identifying target groups was a necessary part of the process of producing statistics on women and men.

2. Application of information

The participants indicated that much of what they had learned during the Workshop would help them in their current work as well as in any gender statistics work they might do. Within this context, they felt that they had gained the following from the various Workshop activities and presentations:

- (a) Greater awareness of the significance of gender statistics classifications and the need to monitor the progress made in efforts to achieve full equality among women and men;
- (b) Recognition of the distinction between the terms sex and gender: sex implies biological differences, while gender relates to the social relationships between women and men;
- (c) Increased capabilities in compiling lists of gender issues;
- (d) Greater awareness of the need to identify data sources relevant to gender issues;
- (e) Recognition of the need for cooperation between producers and users;
- (f) Greater awareness of the urgent need to establish uniform definitions and statistical concepts and to maintain updated records of these;
- (g) An understanding of the need to simplify data presentation and to keep formats user-friendly;
- (h) An understanding of the need to produce different types of publications compatible with the needs and backgrounds of various target groups;
- (i) Awareness of the benefits associated with holding workshops in which both the producers and the users of gender statistics participate;
- (j) Recognition of the usefulness of dealing with gender issues within the gender and development (GAD) context rather than the women in development (WID) context;
- (k) Awareness of the need to establish a gender statistics unit and to integrate it into the central statistical system; such a unit should be actively involved in statistical production processes to ensure the incorporation of gender statistics at all levels;
- (l) Recognition of the importance of offering users versatile statistical publications.

B. BACKGROUND AND PREPARATORY WORK

The participants rated the pre-Workshop information they had received in their countries on a scale of 1 to 5 (1= poor; 5= very good); the mean scores were as follows:

Amount	3.35	(good/very good: 70 per cent)
Content	4.00	(good/very good: 81 per cent)
Timeliness	3.45	(good/very good: 50 per cent)

The participants also evaluated the usefulness of the pre-Workshop assignment (see annex table 1).

Annex table 1. The usefulness of the pre-Workshop assignment

Increasing the participants awareness of:	Very useful	Useful	Not useful
Gender Issues	35%	65%	0%
Availability of statistics	56%	44%	0%
Activities/programmes	29%	71%	0%

1. Contributions to the pre-Workshop assignment

In preparing the national report for the pre-Workshop assignment, the participants were responsible for the following:

- (a) Preparing gender statistics and evaluating and calculating the indicators which were to form a vital part of the national report;
- (b) Interviewing respondents selected from various governmental and non-governmental organizations in order to identify gender issues to be included in the national report;
- (c) Assessing, in collaboration with various government departments, the quality of data and indicators, before their integration into the national report;
- (d) Identifying legal provisions relating to women that could be integrated into development plans and population policies in order to improve the role and status of women in society;
- (e) Interviewing data users in order to identify gender issues.

2. Requests for advance information

The participants felt that much of the documentation they received should have been sent to them well in advance of the Workshop in order to give them sufficient time to familiarize themselves with gender-related concepts and issues. The following materials were specifically noted: information on gender statistics experiences in pioneering States (in particular information on classified statistics related to gender issues); abstracts or summaries of the national reports of other countries participating in the Workshop; and samples of the statistical references and other works distributed just before the Workshop began.

3. Pre-Workshop activities

The participants noted the following with regard to the pre-Workshop assignment and/or related information:

- (a) The information provided to participants regarding pre-Workshop assignment was sufficient: the combination of gender issues and related statistics and indicators gave participants a clear idea of the nature of future activities related to the development project on the gender statistics production process in the Arab countries;

(b) Summaries or abstracts of the national reports and copies of the experts' lectures should have been sent to the participants before the Workshop began;

(c) The pre-Workshop preparation time was insufficient.

C. TRAINING PROGRAMME

1. *Ratings of Workshop components*

The participants rated the content of the main sessions of the Workshop, as well as the quality of the training and resource materials provided during these sessions on a scale of 1 to 5 (1 = poor; 5 = very good); the mean scores are shown in annex table 2.

Annex table 2. Content, quality and resource materials ratings

Subject	Content	Quality	Materials
Gender issues and development	4.27	4.23	4.24
Statistics and indicators on gender issues	3.86	3.82	3.91
Availability and quality of data	4.00	3.90	3.95
Compilation and analysis of gender statistics	3.76	3.70	3.76
Presentation of gender statistics	4.23	4.18	4.27
Gender statistics products	4.20	3.95	3.95
Development of gender statistics programmes	3.95	3.91	3.91

The participants also commented on the time allocated to each component of the main sessions, including the introductory presentations, group work and presentation of group reports (see annex tables 3 to 5).

Annex table 3. Assessment of the time allocated to Workshop presentations

Subject	Too long	About right	Too short
Gender issues and development	22%	57%	22%
Statistics and indicators on gender issues	5%	67%	5%
Availability and quality of data	5%	71%	5%
Compilation and analysis of gender statistics	5%	77%	5%
Presentation of gender statistics	10%	71%	5%
Gender statistics products	14%	59%	14%
Development of gender statistics programmes	9%	59%	9%

Annex table 4. Assessment of the time allocated to group work

Subject	Too long	About right	Too short
Gender issues and development	9%	59%	32%
Statistics and indicators on gender issues	0%	55%	43%
Availability and quality of data	0%	59%	36%
Compilation and analysis of gender statistics	9%	55%	36%
Presentation of gender statistics	9%	50%	41%
Gender statistics products	14%	50%	36%
Development of gender statistics programmes	9%	45%	45%

Annex table 5. Assessment of the time allocated to the presentation of group reports

Subject	Too long	About right	Too short
Gender issues and development	20%	60%	20%
Statistics and indicators on gender issues	15%	60%	25%
Availability and quality of data	14%	52%	33%
Compilation and analysis of gender statistics	19 %	67%	14%
Presentation of gender statistics	19%	52%	29%
Gender statistics products	24%	48%	29%
Development of gender statistics programmes	19%	48%	33%

2. Most important topics discussed

The participants indicated that they had benefited most during the Workshop from the information and/or activities related to the following:

- (a) Topics pertaining to classified data collection and to the evaluation, analysis and dissemination of gender statistics;
- (b) The process of developing classified programmes relating to gender statistics;
- (c) The Workshop methodology applied. Dividing the participants into working groups encouraged them to focus on specific tasks, while the plenary sessions allowed them to familiarize themselves with gender issues in other Arab countries and provided a forum for an enriching dialogue on vital issues of concern to all;
- (d) Statistics on gender issues and related indicators;
- (e) The methodology underlying preparations for the national work plan;
- (f) The focus on greater simplicity, clarity and diversification in data presentation;
- (g) The emphasis on the need for coordination among data producers and users;
- (h) The techniques used for the production of gender statistics;
- (i) The design of statistical tables and graphs;
- (j) The collection of statistical data, with emphasis placed on the importance of evaluating its quality and identifying both the sources of error and the problems associated with the methods of measurement;
- (k) Practical training on developing gender-based policies and relevant statistics and indicators.

The participants indicated that they had benefited from all aspects of the Workshop, but felt that the time allotted to the topics was unevenly distributed.

3. *Topic suggestions*

The participants felt that the following topics should have been discussed during the Workshop:

- (a) The design of national programmes, underlying methodologies relating to gender statistics, and budget allocations for the national workshops;
- (b) The employment and unemployment of women;
- (c) The application of techniques for strengthening cooperation among all parties concerned with the development of the gender statistics project.

D. ORGANIZATION AND RESOURCE PERSONS

1. *Ratings*

The participants rated the level of technical/administrative support provided during the Workshop on a scale of 1 to 5 (1 = poor; 5 = very good); the mean scores were as follows:

Resource persons	4.50	(good/very good: 83 per cent)
Organizers	4.35	(good/very good: 91 per cent)
Secretarial staff	4.48	(good/very good: 95 per cent)

The organization of the Workshop was rated as follows (mean scores):

Overall organization	4.09	(good/very good: 87 per cent)
Preparatory/introductory work	4.00	(good/very good: 83 per cent)
Travel arrangements	4.42	(good/very good: 90 per cent)
Registration formalities	4.50	(good/very good: 95 per cent)
Accommodations	3.74	(good/very good: 53 per cent)
Conference facilities	4.33	(good/very good: 85 per cent)

2. *Comments and suggestions*

The participants made the following comments with regard to the organization and staff of the Workshop:

- (a) That national teams should have been given more time to prepare their national reports, that is, sufficient time to allow them to contact governmental and non-governmental organizations and to identify gender statistics and related indicators;
- (b) Materials documenting other countries' experiences relevant to the production of statistical publications on women and men should have been distributed before the Workshop began to enable the participants to benefit more fully;
- (c) Working group sessions should have been longer;
- (d) It would have been preferable to omit the lunch breaks and proceed with the lectures;
- (e) The time scheduled for the Workshop was insufficient;

- (f) All relevant training documentation and literature should have been translated into Arabic;
- (g) Insufficient time was given to the entertainment programme during the Workshop period.

3. *Facilitating work in gender statistics*

The participants indicated that ESCWA and CAWTAR could facilitate their work in the field of gender statistics by doing the following:

- (a) Providing technical support to the countries participating in the regional project on gender statistics;
- (b) Furnishing the countries participating in the project with information on the latest statistical topics relating to gender issues, development and related indicators;
- (c) Maintaining contact with the concerned parties in the participating countries to ensure the timely implementation of project activities, as stipulated in the project document;
- (d) Assisting the countries participating in the project in training their enumerators;
- (e) Furnishing the countries participating in the regional project with bibliographies including documents and monographs available from the United Nations (in Arabic, English and French);
- (f) Furnishing countries participating in the regional project with all available databases and data sets related to gender statistics;
- (g) Providing financial support for the project (ESCWA);
- (h) Providing member States with ESCWA documents on women, including *Arab Women 1995: Trends, Statistics and Indicators*.

4. *Improving future workshops*

The participants indicated that the organizers could improve future workshops by doing the following:

- (a) Investing more time in practical training on gender statistics production;
- (b) Omitting lunch breaks;
- (c) Adhering more strictly to the scheduled lectures;
- (d) Establishing a system to facilitate the exchange of experiences among the States participating in the project;
- (e) Dispatching documents and printed matter well ahead of time (prior to the commencement of any workshop);
- (f) Translating all relevant documents into Arabic;
- (g) Providing simultaneous translation for all workshop presentations.

E. THE APPLICATION OF TRAINING

The participants indicated that they would use the training they had received from the Workshop to do the following:

- (a) Train statisticians, with the aim of creating gender-sensitive cadres;
- (b) Develop national gender statistics programmes and produce versatile statistical publications; efforts would also be made to distribute these publications among officials in order to increase the momentum of efforts directed at improving the status of women in society and achieving full equality between men and women;
- (c) Establish a mechanism for sustainable coordination between the Government and the project management in each country, based on their shared interest in gender issues, and to then compile a list of the most important gender concerns, ranked according to their urgency;
- (d) Implement the proposed national plan;
- (e) Formulate a plan for assessing of statistical work; this plan should complement efforts to create and sustain dialogue and consultations between users and producers;
- (f) Ensure the active involvement of the working groups in the various phases of the project;
- (g) Call on officials to integrate gender issues in academic curricula at all levels in order to increase gender awareness and sensitivity;
- (h) Establish a specialized gender statistics unit in each country and create a network that will allow these units to exchange information on gender statistics issues and specific project-related concerns;
- (i) Develop a module to be used in training data producers and users on the gender statistics production process;
- (j) Convene a national workshop for producers and users;
- (k) Assess available statistics and identify the reasons for the data gaps.