PACIFIC LEADERS GENDER EQUALITY DECLARATION

Purpose

The Pacific Leaders Gender Equality Declaration was announced at the Pacific Islands Forum in August 2012 in Rarotonga.

It brought new determination and invigorated commitment to efforts to lift the status of women in the Pacific and empower them to be active participants in economic, political and social life.

Leaders expressed their deep concern that despite gains in girls' education and some positive initiatives to address violence against women, overall progress in the region towards gender equality is slow. In particular Leaders are concerned that women's representation in Pacific legislature remains the lowest in the world; violence against women is unacceptably high; and that women's economic opportunities remain limited.

Leaders agreed that progress on the economic, political and social positions of women should be reported on at each Forum Leaders meeting. They directed the Forum Secretariat, with the support of the Secretariat of the Pacific Community and Development Partners, to develop, as part of the Pacific Plan performance monitoring framework and annual report to Leaders on country progress in implementing the above commitments and moving towards achieving greater gender equality.

This paper sets out some principles and possible indicators for a reporting framework.

Principles

1. Progress indicators to be based on development outcomes relevant to the Declaration e.g. political participation, economic empowerment, violence against women, health, education.
2. Minimise reporting burden by using statistics, data and reporting requirements already available e.g. MDGs, Pacific Plan.
3. Indicators are to track individual country progress, not set regional targets or to compare countries.
5. Indicators will be based on existing, country level data and indicators where possible. Data must be available annually if possible. Census data is not helpful given variations in timing, methodologies across countries.
6. Aligned around current regional and global commitments
## Guide to the indicators

### Decision making dimension

<table>
<thead>
<tr>
<th>Indicator 1</th>
<th>Seats held by women in parliament</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>The indicator refers to the proportion of seats held by women in the national parliament as a percentage of all occupied seats.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>Women's representation in parliament, the highest level of political decision making, is one aspect of women's opportunities to influence political and public life, and it is therefore linked to women's empowerment.</td>
</tr>
<tr>
<td><strong>Unit of measurement</strong></td>
<td>Total percentage of the number of seats held by females of all seats in national parliament.</td>
</tr>
<tr>
<td><strong>Data type and source</strong></td>
<td>Parliamentary records or electoral commission (or equivalent).</td>
</tr>
<tr>
<td><strong>Compilation</strong></td>
<td>The indicator is compiled as the number of seats held by women in parliament divided by the number of all occupied seats, multiplied by 100 to give the percentage:</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>As per the election cycle or after a by-election.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>In terms of measuring women's real political decision-making, this indicator may not be sufficient, because women still face many obstacles in fully and efficiently carrying out their parliamentary mandate. Being a member of parliament does not guarantee that a woman has the resources, respect or constituency to exercise significant influence.</td>
</tr>
<tr>
<td><strong>NMDI data link</strong></td>
<td>This is a Millennium Development Goal indicator.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 2</th>
<th>Seats held by women in local government</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>The indicator refers to the proportion of seats held by women in local government (elected by popular vote) as a percentage of all local government occupied seats.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>Local Governments (state or province, municipal), are the level of governance closest to the citizens and as service providers and employers have an important role in creating the conditions that encourage women's political participation and contribute toward gender equality.</td>
</tr>
<tr>
<td><strong>Unit of measurement</strong></td>
<td>Total percentage of the number of seats held by females of all seats in local government (state/province and municipal level).</td>
</tr>
<tr>
<td><strong>Data type and source</strong></td>
<td>Electoral commission (or equivalent).</td>
</tr>
<tr>
<td><strong>Compilation</strong></td>
<td>The indicator is compiled as the number of seats held by women in local government divided by the number of all occupied seats, multiplied by 100 to give the percentage:</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>As per the election cycle or after a by-election.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>In terms of measuring women's real political decision-making, this indicator may not be sufficient, because women still face many obstacles in fully and efficiently carrying out their mandate. Being a member of local government does not guarantee that a woman has the resources, respect or constituency to exercise significant influence.</td>
</tr>
<tr>
<td><strong>NMDI data link</strong></td>
<td>This is not an NMDI indicator.</td>
</tr>
</tbody>
</table>
**Indicator 3: Women in Senior Management in Public Sector**

**Definition:** The indicator refers to the proportion of the three highest levels of positions held by women in the national public service, as a percentage of all occupied public service positions at the three highest levels.

**Justification:** Women’s representation in government at the highest levels is one aspect of women’s opportunities to influence decision making, policies and planning, and it is therefore linked to women’s empowerment.

**Unit of measurement:** Total percentage of the number of the three highest levels of positions held by females of all occupied positions in national government at the three highest levels.

**Data type and source:** Public Service Commission (or equivalent agency responsible for public sector employment). In some countries the public sector payroll can be used.

**Compilation:** The indicator is compiled as the number of positions held by women in at the three highest levels of government divided by the number of all occupied positions at the three highest levels, multiplied by 100 to give the percentage:

Three highest levels: The highest level is Permanent Secretaries or equivalent heads of ministries; the second level is their deputies and heads of departments; and the third level is determined by national structures and classifications of job titles (for example if the country has deputy permanent secretaries then directors would be at this third level).

**Frequency:** Annual.

**Comments:** In terms of measuring women’s ability to affect policies, planning and program development, this indicator may not be sufficient, because women still face many obstacles in introducing measures for gender empowerment and equality or might not be inclined to do so. Being a senior public service employee does not guarantee that a woman has the ability or inclination to exercise significant influence for gender equality.

It is difficult to obtain this data from the Public Service Commission which may not have computerised records or the data is not consolidated for the whole of the public service.

**NMDI data link:** This is an NMDI indicator with no data.

---

**Women’s economic empowerment dimension**

**Indicator 4: Basic needs poverty rate**

**Definition:** The indicator refers to the percentage of the total population living below the national poverty line.

Note that this indicator is not sex disaggregated. The proportion of the population (males and females) living below the national poverty line would be more appropriate for women’s economic empowerment. Likewise the proportion of the working poor, male and female would better capture women’s economic empowerment.

**Justification:** The indicator allows for monitoring the proportion of the national population that is considered poor by a national standard. Most poverty analysis work for countries is based on national poverty lines.

**Unit of measurement:** Total percentage of the number of people living below the national poverty line.

**Data type and source:** Household survey (Household Income and Expenditure Survey, Living Standards Measurement Survey)

Census of Population and Housing – if income questions are included some basic poverty analysis is possible

**Compilation:** In the Pacific this indicator is compiled using a poverty line derived from the average per capita adult equivalent expenditure on food and non-food items and market prices for these items in the lowest 40% of households ranked by expenditure deciles1. The average per capita household expenditure is used to define whether the household is poor or not, multiplied by 100 to give the percentage:

**Frequency:** As per the household survey cycle (5 – 7 years).
<table>
<thead>
<tr>
<th>Comments</th>
<th>This expenditure/consumption based poverty indicator does not fully reflect the other dimensions of poverty such as inequality, vulnerability, and lack of voice and power of the poor. The measure does not reflect important aspects of individual welfare. For example, the data is compiled at the household level so potential inequalities within households are ignored. This means that the poverty incidence is informative but should not be interpreted as a sufficient statistic for assessing the quality of people's lives. The national poverty rate does not capture income inequality among the poor or the depth of poverty: some people may be living just below the poverty line, while others experience far greater shortfalls. Household surveys are subject to sampling and non-sampling error, such as households not completing all the questionnaires, interviewers not going to the selected households, out of date sample frames (household listings) and respondents forgetting to include all of their income and expenditure. National poverty lines are not suitable for regional or international comparisons of poverty incidence as they tend to increase in purchasing power with the average level of income in a country. For regional or international comparisons the incidence of poverty based on US$ 1.25 per day (in purchasing power parity terms). This is a Millennium Development Goal indicator.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMDI data link</td>
<td><a href="http://www.spc.int/nmdi/MdiSummary2.aspx?minorGroup=2">http://www.spc.int/nmdi/MdiSummary2.aspx?minorGroup=2</a></td>
</tr>
</tbody>
</table>

### Indicator 5: Labour force participation: ratio women to men

#### Definition
The indicator refers to the proportion of adult women who are working or looking for work as a ratio of the proportion of adult males who are working or looking for work.

#### Justification
The indicator shows differential access of women and men to the labour market and the opportunity to earn income and gain economic empowerment.

#### Unit of measurement
Ratio of the female labour force participation rate (LFPR) to the male LFPR. The LFPR is the proportion of each sex aged 15 years and over (or retirement age as upper limit) who are working or looking for work as a percentage of each sex aged 15 years and over (or retirement age as upper limit).

#### Data type and source
- Census of Population and Housing
- Household Labour Force Survey
- Household survey (Household Income and Expenditure Survey, Living Standards Measurement Survey, DHS)

#### Compilation
The indicator is compiled in two steps. First the LFPR is derived for females and males for persons aged 15 years and over (or retirement age if this is used as the national standard). Then the female LFPR is divided by the male LFPR to give the ratio:

A ratio of 1 indicates equality in labour force participation between the sexes; a ratio less than 1 typically means that the LFPR is higher in favour of males; whereas a ratio greater than 1 indicates that the LFPR is higher in favour of females.

#### Frequency
As per the household survey cycle (5 – 7 years).

#### Comments
The indicator does not reflect the inequalities in how men and women participate in the labour force. For example men might dominate professional occupations and have higher incomes than women who are concentrated in lower skilled and lower paid jobs, or in casual employment. Note that adults working as subsistence workers are included in the labour force.

The ratio changes due to structural and cyclical changes in the labour market. Cyclical changes are economic boom and bust periods while structural changes have to do with the demographic trends like the number of women and men aged 15 years and over or wage discrimination between women and men.

NMDI data link
### Indicator 6 | National retirement scheme: ratio women to men

**Definition**
The indicator refers to the proportion of women who are actively contributing to the national retirement or superannuation scheme (or its equivalent like social security) as a ratio of the proportion of men who are actively contributing to the national retirement scheme.

**Justification**
The indicator shows both differential access of women and men to the formal labour market and the social protection offered by the national retirement scheme. It also reflects the opportunity to earn income and gain economic empowerment.

**Unit of measurement**
Ratio of the total number of female contributors to the national retirement scheme to male contributors to the national retirement scheme.

**Data type and source**
National retirement scheme (or equivalent)

**Compilation**
The indicator is compiled as the ratio of the number of females contributing to the national retirement scheme divided by the number of males contributing:

\[
\text{Ratio} = \frac{\text{Number of female contributors}}{\text{Number of male contributors}}
\]

A ratio of 1 indicates equality in retirement scheme contributors between the sexes; a ratio less than 1 typically means that there are more male contributors; whereas a ratio greater than 1 indicates that there are more female contributors.

**Frequency**
Annual. Typically the last month or quarter of the year is used as the annual number or the average of active contributors over the year.

**Comments**
The number of employed persons contributing to the national retirement scheme affects this indicator and if there is significant non-compliance the indicator will be distorted. Not all national retirement schemes are compulsory and have different income thresholds for compliance.

If the data is taken at 'a point in time' checks must be made to ensure that the data has not been affected by late filing of contributions.

The indicator does not reflect the inequalities in how men and women participate in the labour force. For example men might dominate professional occupations and have higher incomes than women who are concentrated in lower skilled and lower paid jobs or in casual employment.

The ratio changes due to structural and cyclical changes in the labour market. Cyclical changes are economic boom and bust periods while structural changes have to do with the demographic trends like the number of women and men aged 15 years and over or wage discrimination between women and men.

**NMDI data link**
This is not an NMDI indicator.

### Indicator 7 | Share of women in wage employment in the non-agricultural sector

**Definition**
The share of women in wage employment in the non-agricultural sector (industry and services sectors) is the share of female workers in the non-agricultural sector expressed as a percentage of total employment in the sector.

**Justification**
The indicator measures the degree to which labour markets are open to women in industry and service sectors, which affects not only equal employment opportunity for women but also economic efficiency through flexibility of the labour market and, therefore, the economy’s ability to adapt to change and so on.

**Unit of measurement**
Total percentage of females of all wage workers in the industry and services sectors.

**Data type and source**
Census of Population and Housing

Household Labour Force Survey (or equivalent)

Household survey (Household Income and Expenditure Survey, Living Standards Measurement Survey, DHS)

Business enterprise surveys (not common in the Pacific)

**Compilation**
The indicator is compiled as the total number of women in paid employment in the industry and services sectors divided by the total number of people in paid employment in the same sectors:

\[
\text{Percentage} = \frac{\text{Number of female wage workers}}{\text{Total number of wage workers}} \times 100
\]

**Frequency**
As per survey schedule (5 or more years).
The employment share of the agricultural sector is severely underreported. In addition, studies have shown that employment activity questions in standard censuses tend to grossly underestimate the extent of female employment of any kind.

The indicator does not reflect the inequalities in how men and women participate in the service and industry sectors of the economy. For example men might dominate professional occupations and have higher incomes than women who are concentrated in lower skilled and lower paid jobs or in casual employment. The ratio changes due to changes in the economy.

This is an MDG indicator.

NMDI data link http://www.spc.int/nmdi/MdiSummary2.aspx?minorGroup=7

<table>
<thead>
<tr>
<th>Indicator 8</th>
<th>Ratio of women's average wage to men's average wage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>The ratio of women's average wage to men's average wage is the average female wage as a ratio of the average male wage, on an hourly basis.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>Wage discrimination occurs when workers of equal productivity are paid unequally even though laws ensure that women and men should be paid equal amounts for the same work. This is to do with discrimination in starting salaries, the concentration of women in minimum wage employment, differences in the types of positions held by men and women, differences in the pay of jobs men typically go into as opposed to women, and differences in amount of work experience, and breaks in employment. There is debate about whether the wage gap is due to explicit discrimination, as well as over the extent to which women and men are forced to make certain choices due to social norms.</td>
</tr>
<tr>
<td><strong>Unit of measurement</strong></td>
<td>Total average (arithmetic mean) of hourly wages for females and males.</td>
</tr>
<tr>
<td><strong>Data type and source</strong></td>
<td>Labour Force Survey (or equivalent)</td>
</tr>
<tr>
<td></td>
<td>Household survey (Household Income and Expenditure Survey, Living Standards Measurement Survey, DHS)</td>
</tr>
<tr>
<td></td>
<td>Household Census of Population and Housing (proxy gross measures if income and hours worked are asked because income can be from sources other than wages)</td>
</tr>
<tr>
<td></td>
<td>Business enterprise surveys (not common in the Pacific).</td>
</tr>
<tr>
<td><strong>Compilation</strong></td>
<td>The indicator is compiled as the arithmetic mean of hourly wages paid to women as a ratio of those paid to men: A ratio of 1 indicates equality in average wages between the sexes; a ratio less than 1 typically means that there are male average wages are higher; whereas a ratio greater than 1 indicates that female average wages are higher.</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>As per survey schedule (5 or more years).</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>The reporting of hourly wages is problematic – it is very difficult to get accurate data about hourly wages to derive this indicator. The rate is closely linked with women's, and men's, accumulated labour market experience. It is difficult to determine precisely how much of the pay gap is due to discrimination and how much is due to differences in choices or preferences between women and men. The indicator is distorted if there are inequalities in wage rates, regardless of gender because then occupational concentration and segregation effect the averages.</td>
</tr>
<tr>
<td><strong>NMDI data link</strong></td>
<td>This is not an NMDI indicator.</td>
</tr>
</tbody>
</table>
### Ending violence against women dimension

<table>
<thead>
<tr>
<th>Indicator 9</th>
<th>Number of incident Police reports on domestic violence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>The indicator refers to the number of police incident reports completed by the police based on a complaint of domestic violence. A police incident report is a police agency’s compiling of basic public information related to arrests, accidents or investigations made by law enforcement.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>Domestic violence is a major human rights issue across the world, and one of the most serious social issues in most Pacific countries. Domestic violence is a pervasive, life-threatening crime that impacts on the victims and witnesses with serious physical, psychological and economic effects. Most forms of domestic violence are crimes, yet only a minority of victims report domestic violence to the police. Rates of domestic violence can only decrease if both prevention initiatives and intervention services are accessed by the victims of domestic violence, and the witnesses who are often children. Examples of criminal offences that occur in domestic violence situations include assault, sexual assault, making threats about a person’s physical safety, stalking, damage or stealing of property and breaching Restraining Orders (or equivalent).</td>
</tr>
<tr>
<td><strong>Unit of measurement</strong></td>
<td>Total number of police incident reports filed in one year.</td>
</tr>
<tr>
<td><strong>Data type and source</strong></td>
<td>The Police. In many countries incident reports are kept in a database and are reasonably easy to access; in others there is no computerised system and the information must be manually compiled.</td>
</tr>
<tr>
<td><strong>Compilation</strong></td>
<td>The indicator is compiled as the number of police incident reports for domestic violence.</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>Annual.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Some countries have good reporting systems for managing police incident reports, others do not. In some countries incident reports are not raised for domestic violence if the police are able to settle the dispute. If cases of domestic violence are presented to and resolved by traditional justice systems (chiefs) it should be noted that cases are settled outside the formal justice system.</td>
</tr>
<tr>
<td><strong>NMDI data link</strong></td>
<td>This is not an NMDI indicator.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 10</th>
<th>Number of women accessing support services for victims of violence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>The indicator refers to the number of women registering for or using support services for victims of violence in the form of counselling.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>Most forms of domestic violence are crimes, yet only a minority of victims report domestic violence to the police. Victims use support services such as short term and crisis counselling and support groups, information and referral services, hotlines, legal advice and support, victim advocates and support groups, shelters or temporary accommodation. Often these non government organisations also provide community education and prevention programs and work closely with government on initiatives to reduce domestic violence.</td>
</tr>
<tr>
<td><strong>Unit of measurement</strong></td>
<td>Total number of clients registered with organisations specialising in providing support services for victims of violence in one year.</td>
</tr>
<tr>
<td><strong>Data type and source</strong></td>
<td>Organisations specialising in providing support services for victims of violence.</td>
</tr>
<tr>
<td><strong>Compilation</strong></td>
<td>The indicator is compiled as the number of clients registered in organisations providing support services for victims of violence.</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>Annual.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Some countries have good reporting systems for these kind of services when they are offered by specialist providers. If providing support services for victims of violence is not the primary function of the organisation (such as the church) there are often no records of support offered.</td>
</tr>
<tr>
<td><strong>NMDI data link</strong></td>
<td>This is not an NMDI indicator.</td>
</tr>
</tbody>
</table>
## Education dimension

<table>
<thead>
<tr>
<th>Indicator 11</th>
<th>Primary education: ratio of girls to boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Ratio of girls to boys (gender parity index) in primary education is the ratio of the number of female students enrolled at primary level of education to the number of male students. To standardise the effects of the population structure of the appropriate age groups, the Gender Parity Index (GPI) of the Gross Enrolment Ratio (GER) for primary level is used for a school year.</td>
</tr>
<tr>
<td></td>
<td>GER is the number of students enrolled at primary level, regardless of age, divided by the population of official school age for primary level separately for girls and boys.</td>
</tr>
<tr>
<td></td>
<td>GPI is the value for girls divided by the value for boys. In this case it is calculated by dividing the female GER by the male GER for primary level of education.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>The indicator of equality of educational opportunity, measured in terms of school enrolment, is a measure of both fairness and efficiency. Education is one of the most important aspects of human development. Eliminating gender disparity at all levels of education would help to increase the status and capabilities of women. Female education is also an important determinant of economic development. Gender disparities should not be evident in access, completion, transition, retention, and performance rates.</td>
</tr>
<tr>
<td><strong>Unit of measurement</strong></td>
<td>Ratio of the female GER to the male GER for primary level education.</td>
</tr>
<tr>
<td><strong>Data type and source</strong></td>
<td>Ministry of Education primary school enrolment</td>
</tr>
<tr>
<td></td>
<td>Census of Population and Housing population girls and boys of official primary school age and primary school enrolment (actual number in Census year and estimates in other years).</td>
</tr>
<tr>
<td><strong>Compilation</strong></td>
<td>The indicator is compiled in two steps. First the GER is derived for girls and boys at primary level. Then the female GER is divided by the male GER to give the ratio: A GPI of 1 indicates parity between the sexes; a GPI less than 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females.</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>As per Ministry of Education enrolment statistics (annual).</td>
</tr>
<tr>
<td></td>
<td>Some countries produce this indicator from the Census because enrolment statistics from the Education authority are not considered reliable due to coverage concerns. This means its frequency depends on the Census cycle.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>The indicator is not an accurate measure of the accessibility of schooling for girls because there is no way of knowing whether improvements in the ratio are because of increases in girl’s school enrolment (desirable) or decreases in boy’s enrolment (undesirable). It also does not show whether the overall level of participation in education, that is enrolment, is low or high.</td>
</tr>
<tr>
<td></td>
<td>Countries should state what grades are included in primary level education from K, 1, 2, 3, 4, 5, 6, (7 to 8). The national government definition of primary school should be used.</td>
</tr>
<tr>
<td></td>
<td>This is an MDG indicator.</td>
</tr>
<tr>
<td><strong>NMDI data link</strong></td>
<td><a href="http://www.spc.int/nmdi/MdiSummary2.aspx?minorGroup=3">http://www.spc.int/nmdi/MdiSummary2.aspx?minorGroup=3</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator 12</th>
<th>Secondary education: ratio of girls to boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Ratio of girls to boys (gender parity index) in secondary education is the ratio of the number of female students enrolled at secondary level of education to the number of male students. To standardise the effects of the population structure of the appropriate age groups, the Gender Parity Index (GPI) of the Gross Enrolment Ratio (GER) for secondary level is used for a school year.</td>
</tr>
<tr>
<td></td>
<td>GER is the number of students enrolled at secondary level, regardless of age, divided by the population of official school age for secondary level separately for girls and boys.</td>
</tr>
<tr>
<td></td>
<td>GPI is the value for girls divided by the value for boys. In this case it is calculated by dividing the female GER by the male GER for secondary level of education.</td>
</tr>
</tbody>
</table>
### Justification

The indicator of equality of educational opportunity, measured in terms of school enrolment, is a measure of both fairness and efficiency. Education is one of the most important aspects of human development, and while much progress has been made towards gender equality at primary level, progress has been slower at secondary level. Eliminating gender disparity at all levels of education would help to increase the status and capabilities of women. Female education is also an important determinant of economic development. Gender disparities should not be evident in access, completion, transition, retention, and performance rates.

### Unit of measurement

Ratio of the female GER to the male GER for secondary level education.

### Data type and source

- Ministry of Education secondary school enrolment
- Census of Population and Housing population girls and boys of official secondary school age and secondary school enrolment (actual number in Census year and estimates in other years).

### Compilation

The indicator is compiled in two steps. First the GER is derived for girls and boys at secondary level. Then the female GER is divided by the male GER to give the ratio:

\[
\frac{\text{Female GER}}{\text{Male GER}}
\]

A GPI of 1 indicates parity between the sexes; a GPI less than 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females.

### Frequency

As per Ministry of Education enrolment statistics (annual).

Some countries produce this indicator from the Census because enrolment statistics from the Education authority are not considered reliable due to coverage concerns. This means its frequency depends on the Census cycle.

### Comments

The indicator is not an accurate measure of the accessibility of schooling for girls because there is no way of knowing whether improvements in the ratio are because of increases in girl’s school enrolment (desirable) or decreases in boy’s enrolment (undesirable). It also does not show whether the overall level of participation in education, that is enrolment, is low or high.

Countries should state what grades are included in primary level education from (7, 8), 9, 10, 11, 12, 13, (14). The national government definition of secondary school should be used.

This is an MDG indicator.

### NMDI data link

http://www.spc.int/nmdi/MdiSummary2.aspx?minorGroup=3

---

### Indicator 13

#### Tertiary education: ratio of females to males

| Definition | Ratio of females to males (gender parity index) in tertiary education is the ratio of the number of female students enrolled at tertiary level of education to the number of male students. To standardise the effects of the population structure of the appropriate age groups, the Gender Parity Index (GPI) of the Gross Enrolment Ratio (GER) for tertiary level is used for an academic year. The population of the official age for tertiary education is the 5-year age group immediately following the end of secondary education. GER is the number of students enrolled at tertiary level, regardless of age, divided by the population of official age for tertiary level separately for females and males. GPI is the value for females divided by the value for males. In this case it is calculated by dividing the female GER by the male GER for tertiary level of education. |
| Justification | Higher education plays a key role in shaping society and building active citizens. Most leaders and decision makers in powerful and influential roles in a society have a background in higher education. This means that gender equality in higher education has a large long term impact on gender equality within the society. The indicator of equality of educational opportunity, measured in terms of tertiary enrolment, is a measure of both fairness and efficiency. Education is one of the most important aspects of human development, and while much progress has been made towards gender equality at school level, progress has been slow at tertiary level. Eliminating gender disparity at all levels of education would help to increase the status and capabilities of women. Female education is also an important determinant of economic development. Gender disparities should not be evident in access, completion, retention, and performance rates. |
Unit of measurement | Ratio of the female GER to the male GER for tertiary level education.
--- | ---
Data type and source | National authority responsible for coordinating tertiary education – in some countries this is the Ministry of Education, in others it is a national committee or body. Census of Population and Housing population females and males of official tertiary age and tertiary institution enrolment (actual number in Census year and estimates in other years).
Compilation | The indicator is compiled in two steps. First the GER is derived for females and males at tertiary level. Then the female GER is divided by the male GER to give the ratio:
A GPI of 1 indicates parity between the sexes; a GPI less than 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females.
Frequency | As per tertiary enrolment statistics (annual).
Comments | Some countries produce this indicator from the Census because enrolment statistics from the education authority are not considered reliable due to coverage concerns. This means its frequency depends on the Census cycle.

<table>
<thead>
<tr>
<th>Indicator 14</th>
<th>Government scholarships: ratio women to men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Ratio of women to men (gender parity index) in government scholarships is the ratio of the number of female students on scholarships funded by their national government to the number of male recipients.</td>
</tr>
<tr>
<td>Justification</td>
<td>Higher education plays a key role in shaping society and building active citizens and government can implement affirmative action towards gender equality by ensuring that the ratio is even: half scholarships are awarded to males, half to females.</td>
</tr>
<tr>
<td>Unit of measurement</td>
<td>Ratio of the number of government scholarships awarded to females to the number awarded to males.</td>
</tr>
<tr>
<td>Data type and source</td>
<td>National authority responsible for issuing government scholarships – in some countries this is a department within the Ministry of Education, in others it is a separate agency.</td>
</tr>
<tr>
<td>Compilation</td>
<td>The indicator is compiled as the number of government scholarships awarded to females divided by those awarded to males to give the GPI or ratio: A GPI of 1 indicates parity between the sexes; a GPI less than 1 typically means a disparity in favour of males; whereas a GPI greater than 1 indicates a disparity in favour of females.</td>
</tr>
<tr>
<td>Frequency</td>
<td>As per scholarship schedule statistics (annual).</td>
</tr>
<tr>
<td>Comments</td>
<td>The data used should be scholarships funded by the national government only, and exclude scholarships managed by the national government on behalf of development partners.</td>
</tr>
<tr>
<td>NMDI data link</td>
<td>This is not an NMDI indicator.</td>
</tr>
</tbody>
</table>
### Health dimension

<table>
<thead>
<tr>
<th><strong>Indicator 15</strong></th>
<th><strong>Maternal mortality ratio</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>The indicator refers to the number of women who die from any cause related to or aggravated by pregnancy during pregnancy and childbirth or within 42 days of termination of pregnancy per 100,000 live births.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>The indicator monitors deaths related to pregnancy and childbirth and is widely acknowledged as a general indicator of the overall health of a population and the functioning of the health system. It reflects the capacity of the health systems to provide effective health care in preventing and addressing the complications occurring during pregnancy and childbirth.</td>
</tr>
<tr>
<td><strong>Unit of measurement</strong></td>
<td>Rate per 1,000,000 live births.</td>
</tr>
<tr>
<td><strong>Data type and source</strong></td>
<td>Health information system – Ministry of Health</td>
</tr>
<tr>
<td><strong>Data type and source</strong></td>
<td>Information from Household Surveys (Demographic and Health Survey).</td>
</tr>
<tr>
<td><strong>Compilation</strong></td>
<td>The indicator is compiled as the number of deaths during pregnancy and childbirth or within 42 days of termination of pregnancy divided by the number of live births, multiplied by 1,000,000 to give the rate:</td>
</tr>
<tr>
<td><strong>Maternal deaths include death during pregnancy or its management (excluding accidental or incidental causes) during pregnancy and childbirth or within 42 days of termination of pregnancy, irrespective of the duration and site of the pregnancy.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>Annual if based on health information system; DHS five or more years.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Maternal mortality is difficult to measure. Maternal deaths are difficult to investigate because of their comparative rarity on a population basis, as well other context-specific factors, such as reluctance to report abortion-related deaths, problems of memory recall, or lack of medical attribution. This means that no single source or data collection method is adequate for investigating all aspects of maternal mortality in all settings.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>The number of maternal deaths reported depends on the coverage of vital registration and health information systems – deaths outside the health system are not reported. Even when such systems are good, there are problems with misclassification and underreporting of maternal deaths.</td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Because it is a relatively rare event, relatively large sample sizes are needed if household surveys like the DHS are used. The DHS measures maternal mortality by asking respondents about survivorship of sisters.</td>
</tr>
<tr>
<td><strong>NMDI data link</strong></td>
<td><a href="http://www.spc.int/nmdi/MdiSummary2.aspx?minorGroup=22">http://www.spc.int/nmdi/MdiSummary2.aspx?minorGroup=22</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Indicator 16</strong></th>
<th><strong>Contraceptive prevalence rate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>The indicator refers to percentage of women of reproductive age (15-49 years) who are married or in union currently using, or whose sexual partner is using, a method of contraception among women of reproductive age (usually aged 15-49) who are married or in union.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>The contraceptive prevalence rate is an indicator of health, population, development and women's empowerment. It also serves as a proxy measure of access to reproductive health services. It commonly used to measure the outcomes for family planning programs in countries.</td>
</tr>
<tr>
<td><strong>Unit of measurement</strong></td>
<td>Total percentage of the number of females aged 15 to 49 years in marital or consensual unions.</td>
</tr>
<tr>
<td><strong>Data type and source</strong></td>
<td>Health information system – Ministry of Health</td>
</tr>
<tr>
<td><strong>Data type and source</strong></td>
<td>Information from Household Surveys (Demographic and Health Survey).</td>
</tr>
<tr>
<td><strong>Compilation</strong></td>
<td>The indicator is compiled as the number of women aged 15 – 49 years in marital or consensual unions who report that they are practising (or whose sexual partners are practising) contraception divided by the number of women aged 15 – 49 years in marital or consensual unions, multiplied by 100 to give the percentage:</td>
</tr>
<tr>
<td><strong>Contraceptive methods include condoms, female and male sterilization, injectable and oral hormones, intrauterine devices, diaphragms, spermicides and natural family planning, as well as lactational amenorrhoea (lack of menstruation during breastfeeding) where it is cited as a method.</strong></td>
<td></td>
</tr>
<tr>
<td>Indicator 17</td>
<td>Adolescent birth rate (also called Teenage fertility rate)</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td>The indicator refers to the number of births to adolescent females aged 15 to 19 years per 1,000 females aged 15 to 19 per year. It is also referred to as the teenage fertility rate or the age-specific fertility rate for women aged 15 to 19 years.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>Teen pregnancy and childbearing bring substantial social and economic costs through immediate and long-term impacts on teen parents and their children. In many cases teenage mothers do not reach their full potential in economic and social spheres or are excluded to varying degrees in their communities. There are health (physical and psychological) risks to young mothers and their baby before, during and after delivery. Government policy influences the rate to an extent by the minimum age of consent, pregnant girls and young mothers access to education and training, and the provision of broader welfare and related social services.</td>
</tr>
<tr>
<td><strong>Unit of measurement</strong></td>
<td>Rate per 1,000 females aged 15 to 19 years</td>
</tr>
</tbody>
</table>
| **Data type and source** | Health information system – Ministry of Health  
Birth registration system – Civil Status Office (or equivalent)  
Census of Population, Fertility module – National Statistics Office  
Information from Household Surveys (Demographic and Health Survey) |
<p>| <strong>Compilation</strong> | The indicator is compiled as the number of births to women aged 15 – 19 years divided by the number of women aged 15 – 19 years, multiplied by 1,000 to give the rate per 1,000 women aged 15 – 19 years: |
| <strong>Frequency</strong> | Annual if based on health information system; DHS five or more years. |
| <strong>Comments</strong> | There are a number of limitations in the rates based on the data source used. For civil registration and health information systems, it depends the completeness of birth registration, the reliability of the information relating to age of the mother, and the inclusion of births from previous periods. For DHS and census data, the main limitations concern age misreporting, not reporting births, misreporting the date of birth of the child, and sampling variability in the case of DHS. |
| <strong>NMDI data link</strong> | <a href="http://www.spc.int/nmdi/MdiSummary2.aspx?minorGroup=22">http://www.spc.int/nmdi/MdiSummary2.aspx?minorGroup=22</a> |</p>
<table>
<thead>
<tr>
<th>Indicator 18</th>
<th>Births attended by skilled health worker</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>The indicator refers to the proportion of childbirths attended by skilled health personnel per year. Skilled health personnel are trained to give the necessary supervision, care and advice to women during pregnancy, labour and the post-partum period; to conduct deliveries on their own; and to care for new borns. In the Pacific skilled health personnel are qualified doctors, nurse practitioners, nurses and midwives.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>The health and wellbeing of the mother and child during and after delivery greatly depend on access to obstetric services, the quality of these services and the actual circumstances of the delivery. All of these are influenced by government health policy to promote and provide professional and skilled health workers as well as the provision of health services, equipment and supplies.</td>
</tr>
<tr>
<td><strong>Unit of measurement</strong></td>
<td>Total percentage of the number of deliveries.</td>
</tr>
</tbody>
</table>
| **Data type and source** | Health information system – Ministry of Health  
Information from Household Surveys (Demographic and Health Survey). |
| **Compilation** | The indicator is compiled as the percentage of births attended by skilled health personnel (doctors, nurses or midwives) to the total number of deliveries: |
| **Frequency** | Annual if based on health information system; DHS five or more years. |
| **Comments** | Skilled health personnel include only those who are properly trained and who have appropriate equipment and drugs. Traditional birth attendants, even if they have received short training, are not included.  
Health information systems often do not have coverage of births and deliveries occurring outside of government health facilities which means that this indicator is often over reported. In countries where a high proportion of births occur in the home or outside the coverage of the health information system this data should not be used. In this situation the preferred data source is a Demographic and Health Survey (DHS) or similar. Countries with small populations and high annual variation in the percentage should consider using the average rates, or moving average rates, for more than three years based on technical advice from statisticians.  
This is a Millennium Development Goal indicator. |
| **NMDi data link** | http://www.spc.int/nmdi/MdiSummary2.aspx?minorGroup=22 |

1 Method developed and applied by UNDP. See various national country poverty and hardship analysis reports for methodology applied.