



# GENDER EQUALITY

## Core Indicators

## Description

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GENDER EQUALITY OBJECTIVE  
OUTPUTS

▶▶ *Index of the gaps between women and men in political, education and labour domains and in gender-equity legislative frameworks (objective outputs)*

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PERCEPTION OF GENDER  
EQUALITY

▶▶ *Degree of positive assessment of gender equality (subjective output)*

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## I. RELEVANCE OF THE DIMENSION FOR CULTURE AND DEVELOPMENT

Relations between women and men play an important role in shaping as well as challenging and transforming the cultural values, norms and practices of a society, which in turn determine these relations. Indeed, relations between women and men evolve over time and are influenced by a matrix of socio-economic, political and cultural factors. Changes in the combination of such factors can positively or negatively affect these relations. This can be seen over the past century, when important changes, such as large numbers of women entering the workforce and politics, or greater possibilities available for women to control their reproduction, greatly altered the status quo between women and men. How such socio-economic and political factors change, evolve and combine to impact on the relations between women and men, and in turn shape cultural values, norms and practices, are at the core of this dimension.<sup>1</sup>

“Gender” refers to the socio-cultural constructions that distinguish and shape the roles, perceptions and status of women and men in a given society. “Gender equality” refers to the existence of equal opportunities and rights between women and men across both private and public spheres, which allow and ensure that they can pursue the life they wish to lead. It is now internationally recognized that gender equality is a critical building block of sustainable development.<sup>2</sup>

Over the past half century, concerted efforts have been made by governments as well as civil society organizations to identify and implement policies that can create a more even “playing ground” for women and men, taking into consideration sex-specific issues (e.g. reproduction) and addressing key obstacles to the achievement of gender equality. The Convention on the Elimination of Discrimination against Women (CEDAW), the Beijing Platform for Action and other international agreements, and initiatives have established an international consensus and framework for action, resulting in impressive inroads in tackling gender gaps in education performance and salaries, among others.

However, in no country is gender equality the “norm” and there remain significant gaps to tackle. Benchmarking progress on gender equality is typically performed by analysing key output measures, such as the percentage of equal access to and distribution of resources and opportunities. These objective measures provide insights on the degree to which women and men are equally able to enjoy the same fundamental rights and possibilities for personal and professional development and contribute to their country’s development. This empirical snapshot of the status quo of gender equality is important for understanding the relationship between gender equality and development since the equal ability for women and men to participate in social, cultural, political and economic life ensures that public policies as well as cultural values, norms and practices reflect and take into consideration the experiences and interests of both sexes. Policies, actions and practices that take into consideration only half of the population’s interests create imbalances that are detrimental for the sustainable development of a country.<sup>3</sup>

Cultural attitudes towards, and perceptions of, gender equality have evolved considerably as a result of these targeted interventions and progress made in these output measures. This evolution is critical for the sustainability and sense of community understanding, ownership and support for gender equality: gender equality only becomes a reality if “top-down” measures are fully complimented by “bottom-up” support. In many countries, however, attitudes and perceptions remain negative to gender equality and women’s empowerment, often citing respect for cultural traditions, values and practices as a justification for maintaining the status quo. However, as United Nations Population Fund (UNFPA) argues, “cultural values should harmonize with human rights expectations”, that is, practices or traditions that impeach on the universal rights of individuals should adapt to the norms and frameworks universally set and agreed upon by the international community (e.g. the Universal Declaration of Human Rights, CEDAW, Declaration on the Elimination of Violence, etc).<sup>4</sup>

In other words, respecting cultural diversity and cultural rights can go hand in hand with gender equality when placed within a human rights framework that favours inclusion and equal access to rights and opportunities. As

1. D. Cliche et al, “Women and cultural policies”, in *Intergovernmental Conference on Cultural Policies for Development, Stockholm* (UNESCO, 1997).  
 2. “Any serious shift towards sustainable development requires gender equality. Half of humankind’s collective intelligence and capacity is a resource we must nurture and develop, for the sake of multiple generations to come.” *Resilient People, Resilient Planet*, the Report on the United Nations’ Secretary-General’s High-Level Panel on Global Sustainability, (2012), p. 14 [http://www.un.org/gsp/sites/default/files/attachments/GSP\\_Report\\_web\\_final.pdf](http://www.un.org/gsp/sites/default/files/attachments/GSP_Report_web_final.pdf)  
 3. “Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental prerequisite for equality, development and peace.” *Convention for the Elimination of Discrimination against Women*, 1979.  
 4. UNFPA, *State of the World’s Population. Reaching Common Ground: Culture, Gender and Human Rights* (2008), p. 9.



interventions targeting violence against women have shown, culture can be a powerful tool to counter negative, misogynist practices through a process of community-based dialogue, consensus and action. Indeed, culture and cultural values and attitudes are not static and have a strong capacity to foster social transformation, which is favourable for both women and men.<sup>5</sup> As the Convention for the Protection and Promotion of the Diversity of Cultural Expressions states, culture has important “potential for the enhancement of the status and role of women in society”.

**+ The CDIS and the Millennium Development Goals:** This dimension is related to MDG 3 “Promote Gender Equality and Empower Women.”<sup>6</sup> Recognized by the international community for its cross-cutting positive impact on development areas, gender equality is also a development goal in its own right, as its prominence in the MDGs highlights.

## Objective of the Dimension

The premise that underpins this dimension is that the promotion and valorization of gender equality “is a matter of respecting human dignity, of enjoying the talents available in all strata of a society, and of making use of the full spectrum of views, works and challenges to achieve a truly “cultured” life.”<sup>7</sup>

This dimension seeks to assess the degree to which gender equality is viewed as important for national development, the respect for human rights (including cultural rights), and building open and inclusive societies. This can be measured by the extent to which women and men enjoy equal opportunities, resources and outcomes in key domains such as political participation, education and labour force participation, and the degree to which individuals’ attitudes are favourable towards gender equality.

Valorization of gender equality through targeted policies, interventions and investments can strongly influence attitudes and perceptions of gender roles and improve the levels of gender equality in practice. It is important to acknowledge the role of cultural attitudes and perceptions on the orientation and design of policies, actions and other measures in favour of gender equality as well as a range of other policy areas. Policies require people however: negative attitudes can hinder or undermine public policies, actions and measures in favour of gender equality since in order to be successful and sustainable such actions need to be endorsed and fully supported by members of the community. In order to provide insights into processes of and criteria for social change, this dimension is thus interested in understanding the correlations or gaps existing at the national level between, on the one hand, the promotion and valorization of gender equality through targeted policies and actions which aim to achieve the equitable performance outcomes of women and men across the four selected domains, and on the other hand, perceptions of gender equality.

## II. DEFINITIONS

**Gender equality:** is defined as “the equal rights, responsibilities and opportunities of women and men and girls and boys”. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men.<sup>8</sup>

**Gender equity:** is defined as “fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women.”<sup>9</sup>

5. UNFPA, *State of the World’s Population. Reaching Common Ground: Culture, Gender and Human Rights* (2008), p. 30

6. For more information: <http://www.un.org/millenniumgoals/gender.shtml>

7. D. Cliché et al, “Women and cultural policies”, p. 4

8. Office of the Special Advisor on Gender Issues and the Advancement of Women (OSAGI) <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

9. International Fund for Agricultural Development (IFAD): <http://www.ifad.org/gender/glossary.htm>



**Violence against women:** "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."<sup>10</sup> The CDIS has selected as 'proxies' sexual harassment, domestic violence and rape to reflect levels of violence against women at the national level.

**Empowerment:** "processes by which women and men take control and ownership of their lives through an expansion of their choices."<sup>11</sup>



**Note:** Standard statistical measures define women and men as those aged 15 and over, and girls and boys as those under the age of 15. If your country uses a different age range, please note it in the CDIS Dimension Data Table and the Technical Report.

### III. CORE INDICATORS

#### 1. GENDER EQUALITY OBJECTIVE OUTPUTS

##### Introduction

Over the past half century, significant improvements and investments have been made in reducing gaps between women and men, boys and girls across key social domains, such as health and education. These efforts have largely focused on empowering women and girls in recognition of the existing status quo and the positive externalities that result from eliminating sex-based inequalities and discrimination. Gender inequalities and gaps in education, political, economic and social domains negatively affect both individuals and their communities. Indeed, as the UNDP Human Development Report states, gender inequality is a detrimental factor blocking human development; countries with high levels of inequality between women and men are, for example, also characterized by low levels of human development.<sup>12</sup> The opposite is also true: greater gender equality correlates positively with higher GNP per capita.<sup>13</sup>

The four domains covered by this core indicator (political participation, education, labour force participation, and the existence of targeted legislative frameworks in gender equity issues) reflect some of the key areas where reaching gender equality in outcomes and opportunities have had a proven positive impact on a range of development processes and which are critical for the respect of human rights, including cultural rights, and for building open and inclusive societies.<sup>14</sup>

**>> Participation of women in political life,** either through voting, taking part in decision-making processes or holding public office, has proven to have significant outcomes on good governance that affect the entire community. For instance, case studies and research indicate that the greater involvement of women in decision-making processes has led to increases in public expenditure on environmental (e.g. clean water) and health (teen health, nutrition) issues, and improved governance.<sup>15</sup> International legal instruments or recommendations (e.g. CEDAW, Beijing Platform for Action,<sup>16</sup> UN General Assembly resolution (A/66/455)), for this reason, strongly encourage transitional policy measures to encourage greater female participation in political life<sup>17</sup>.

10. *Declaration on the Elimination of Violence Against Women* (1993), art. 1. (UN General Assembly resolution A/RES/48/104).

11. "Equal participation of women and men in decision-making processes, with particular emphasis on political participation and leadership", Background Paper (UN DESA, 2005), p.6 [http://iknowpolitics.org/sites/default/files/women20and20men\\_decision\\_making\\_daw.pdf](http://iknowpolitics.org/sites/default/files/women20and20men_decision_making_daw.pdf)

12. See <http://hdr.undp.org/en/statistics/gii>

13. World Economic Forum's, *Global Gender Gap Report 2011*, cited in Michelle Bachelet, "Beyond Equal Rights", *Americas Quarterly*, July 2012.

14. Other domains, notably health, are also important to consider in an assessment of levels of gender equality in a given society. However, for the purpose of the CDIS, and on account of limitations of data availability, this dimension has chosen to focus on the four dimensions below.

15. *World Development Report 2012* (World Bank), pp.68-69

16. "Achieving the goal of equal participation of women and men in decision-making will provide a balance that more accurately reflects the composition of society and is needed in order to strengthen democracy and promote its proper functioning". *Beijing Platform for Action* G.181.

17. Advancement of women, Report of the Third Committee (A/66/455, United Nations General Assembly), [http://www.un.org/ga/search/view\\_doc.asp?symbol=A/66/455&referer=http://www.un.org/News/fr-press/docs//2011/AG11198.doc.htm&Lang=E](http://www.un.org/ga/search/view_doc.asp?symbol=A/66/455&referer=http://www.un.org/News/fr-press/docs//2011/AG11198.doc.htm&Lang=E)



>> **Education** is a form of empowering individuals with knowledge and skills, which help women and men to make informed choices about their professional and personal lives. Indeed, it is proved that the length of time girls spend in education has a direct impact on their health prospects (e.g. lower incidences of early marriage and maternal mortality) and on the education and health prospects of their children.<sup>18</sup> It is also closely interlinked with social and economic empowerment of women and their communities: "Educating girls yields a higher rate of return than any other investment in the developing world."<sup>19</sup>

>> **Labour force participation** is central to social and economic empowerment of individuals and their communities, providing them with more choices, autonomy and resources to lead the life they choose. Yet, despite the greater participation of women over the last three decades, there remain significant gender gaps. It is estimated that women represent over 40% of the active working population, however, they continue to face glass ceilings in terms of income remuneration and promotion to leadership positions, and are more likely to be over-represented in low-productivity economic sectors and/or the informal economy.<sup>20</sup>

>> **Targeted gender equity legislation** and other legal measures on gender-related topics reflects whether the State has recognized that certain inequalities require sex-specific measures to ensure gender equality and the respect of human rights. Such measures are typically classified as "gender equity". In this case, rape, sexual harassment and domestic violence are, statistically, problems more likely to be faced by women, and which, therefore, requires special legislation (and programmes) to protect their human rights, dignity and physical integrity. Quota systems are also temporary legislative measures intended to even the playing field in the political domain and countering negative stereotypes and other social taboos that restrict women's ability to fully participate in public political life of their countries. The right to take part in the political life of a country is protected under the Universal Declaration of Human Rights (art. 21) and quota systems and other similar temporary measures for women are recommended in the Convention for the Elimination of All Forms of Discrimination against Women (CEDAW) and the Beijing Platform for Action (G.1. 190).

Performance outcomes of women and men in these four selected domains tend to reflect the level of public commitment to gender equality, with better outcomes (i.e. equality) linked to the development and implementation of targeted actions, including policies, measures and other forms of investments, to reduce gaps and inequalities.

**>> Description: Index of the gaps between women and men in political, education and labour domains and in gender-equity legislative frameworks (objective outputs)**

## Purpose

Building on the premise that gender inequality reduces the potential of human development, this indicator measures the gaps between women and men in respect to their opportunities and rights to take part in the cultural, social, economic and political life of their country. This is a reflection of the levels of public investment and intervention in favour of gender equality as a factor contributing to building open, equitable and inclusive societies.

## Data Sources

This composite core indicator is composed of several individual indicators, which cover four domains: political participation, mean years of education, labour force participation, and the existence of gender-equity legislation in the national legislative framework.

Below are the recommended data sources for each domain. The most recent data available for your country should be used for the construction of the CDIS composite indicator.

>> Political participation:

- "Women in Parliaments Database", Inter- Parliamentary Union: <http://www.ipu.org/wmn-e/classif.htm>

18. For this reason, the Millennium Development Goals has included a number of targets that recognizes the link between maternal health, infant mortality and education.

19. Laurence Summers, former Chief Economist of the World Bank in 1992. Cited in <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:21054645~menuPK:617572~pagePK:148956~piPK:216618~theSitePK:282386,00.html>

20. *Égalité des genres et développement*, p. 10



>> Education:

- Barro and Lee data: <http://www.barrolee.com>
- National sources, obtainable from the Ministry of Education.
- UNESCO Institute for Statistics (forthcoming)

>> Labour force participation:

- Statistical Annex 4, "Gender Inequality Index and related indicators" in the UNDP Human Development Report: <http://hdr.undp.org/en/reports>

>> Gender-equity legislation:

- Gender, Institutions, and Development database (GID-DB): <http://stats.oecd.org/Index.aspx?datasetcode=GIDDB2012>.



**Note:** This core indicator has adopted the approach of measuring gaps between women and men in each of the four areas studied. This approach highlights differences in levels of performance, achievement and status between women and men as a reflection of public investment and intervention in favour of gender equality. When collecting data and constructing the indicator in the Data Table, it is therefore important to always note results for both women and men.

## Calculation Method

Results for all individual indicators are easily obtainable from the data sources listed above and no calculations will be required. The Data Table will automatically generate the final result for the composite core indicator once all relevant data is inputted into the appropriate cells.

1. **Political participation:** using the Inter-Parliamentary Union's Women in National Parliaments database, note the results for the percentage of women in the lower house of parliament in the relevant cell of the Data Table.
2. **Education:** using the recommended data sources provided above, note the results for the mean years of education for women and the total population above 25 years old in the appropriate cells.

If you use the recommended Barro and Lee data source (for the most recent year available), you will obtain data on:

- the average years of education of women (25 and over),
- the population (female, 25 and over),
- the average years of education of the total population (25 and over), and
- the total population (25 and over).

Please introduce this data in the relevant cells of the Data Table. The data for the education attainment of men (25 and over) will automatically be constructed from the above data in the Data Table, using the following formula:

$$Edu_m = \frac{Edu_m \times Pop_t}{(Pop_t \times Edu_f) Pop_m}$$

Where:

- $Edu_t$  is the education attainment of the total population above 25 years (including men and women);
- $Pop_f$  is the total female population above 25 years;
- $Edu_f$  is the education attainment of women above 25 years;
- $Pop_m$  is the total male population above 25 years;
- $Pop_t$  is the total population above 25 years;
- $Edu_m$  is the education attainment of men above 25 years.



The calculation and normalization of results will be conducted automatically when the data are inputted into the appropriate cells. The range of the final normalized result will be from 0 to 10, with the final result representing the mean years of education, with 10 as the best result and 0 as the lowest result.



**Note:** If using national data sources to construct this indicator, please follow the instructions provided in the technical note prepared by UNDP.<sup>21</sup>

**3. Labour force participation:** Using the most recent version of the UNDP *Human Development Report*, please introduce the labour force participation rates for females and males in the appropriate cells of the Data Table. This data can be found in the statistical annexes of the *Human Development Report*.



**Note:** If using other data sources, please be careful to note the male and female participation rates.

#### 4. Targeted gender-equity legislation

As proxies for measuring the degree to which gender equality is promoted within national legislation, two key gender issues have been selected: i) the existence of legislation on violence against women, which covers sexual harassment, rape and domestic violence; and ii) the existence of legislation or measures that introduce quota systems for political participation.

**a. Violence against women:** using the OECD's Social Institutions and Gender Inequality (SIGI) Index, please note in the appropriate cells of the Data Table the data of the three sub-categories of "Rape", "Domestic Violence," and "Sexual Harassment" situated under the category of "Violence against Women (Laws)".



**Note:** The OECD's SIGI indicators measure the existence of women's legal protection from rape, domestic violence and sexual harassment. The results range from 0 to 1.

- a result of 0 means that there is specific legislation in place;
- a result of 0.25 means that there is specific legislation in place, but there are widespread reported problems with implementation;
- a result of 0.5 means that there is general legislation in place, or that specific legislation is inadequate (e.g. rape laws do not criminalize marital rape);
- a result of 0.75 means that legislation is being planned, drafted or reviewed or existing legislation is highly inadequate; and
- a result of 1 means that there is no legislation.

In the Data Table, the values of the three indicators will be automatically reversed and normalized in order to facilitate the calculation and interpretation of the final composite CDIS indicator.

**b. Quota systems for women:** using the OECD's Social Institutions and Gender Inequality (SIGI) Index, please note in the appropriate cell of the Data Table the data listed in the sub-category "Quotas" situated under the category of "Civil Liberties".



**Note:** The OECD's SIGI indicator measures the existence of legal measures to promote women's political participation. The results range from 0 to 1. Scores are assigned based on the existence of legal quotas to promote women's political participation at national and/or sub-national levels.

- a result of 0 means that there are legal quotas to promote women's political participation at national and sub-national levels;
- a result of 0.5 means that there are legal quotas to promote women's political participation at national or sub-national levels and
- a result of 1 means that there are no legal quotas to promote women's political participation.

In the Data Table, the result of the indicator will be automatically reversed and normalized in order to facilitate the calculation and interpretation of the final composite CDIS indicator.

21. The following link gives advice on how to construct this indicator based on national data sources: [http://hdr.undp.org/en/media/Note\\_on\\_updating\\_MYS.pdf](http://hdr.undp.org/en/media/Note_on_updating_MYS.pdf)

22. Social Institutions and Gender Index, <http://stats.oecd.org/Index.aspx?datasetcode=GIDDB2012>





In the CDIS Data Table, the existence of legislation or other measures enacted by the State with the intention to promote gender equity is valued at 1. The indicators assume that this legislation to protect and promote women's rights is required to ensure that they can fully enjoy the same rights as men. The value of 0 is given when no legislation or other gender equity measures have been put in place to address the "gap" in the ability for women and men to have their human rights equally respected, protected and promoted.

5. Once all the relevant data is included in the appropriate cells of the Data Table, a final result for **the composite core indicator will be automatically produced** by converting the inputted data into an average of the gaps across the four selected domains: political participation, education attainment, labour force participation and targeted gender-equity legislation.
6. **The final score will appear in the "final" cell.** Please note that the final score will be rescaled automatically in order to allow for a greater appreciation and comparative analysis of nuances and gaps between results obtained across all countries. Thus, the "raw" score will be redistributed to fit a scale where 0.6 (instead of 0) will be deemed the lowest result possible.



**Note:** While the result obtained is classified as the "core" result within the CDIS matrix, it is also necessary to explain and analyse the results of each of the four domains covered in order to identify areas of strength or weakness.

### Guidelines for the interpretation of results

- This is a benchmark indicator. It assesses gaps between women and men in relation to their opportunities and rights to take part in and benefit from the cultural, social, economic and political life of their country. This indicator thus provides a snapshot of the status quo of performance outcomes of women and men across the four selected domains, (i.e. political participation, education, labour force participation, and the adoption and implementation of gender equity legislation), which have been chosen as examples of areas where gender equality is known to strengthen national development processes and ensure the respect of human rights.
- At the same time, this indicator also allows for an evaluation of the level of public investment and interventions (policies and other measures) in favour of gender equality and the degree to which such actions have resulted in equitable performance outcomes for women and men. The "gap analysis" approach was adopted to illustrate whether 1) there are differences in opportunities and outcomes between women and men to take part in and benefit from the cultural, social, economic and political life; and 2) such gaps reflect areas to improve in public investments and interventions.
- The headline result for this indicator consists of the average of the gaps between women and men across the four domains. It will range from 0 to 1, where 0 represents "no gender equality" and 1 represents a "high degree of gender equality". As noted in the introduction, no country enjoys "full gender equality". Therefore, a result of 1 should be considered a goal against which a country's progress should be measured. A low result, and particularly a result close to 0, will highlight the existence of large gaps between women and men in relation to their opportunities and rights to take part in the cultural, social, economic and political life and thus insufficient levels of public investment and intervention in favour of gender equality as a vehicle for development. Appropriate and targeted public investments, including the elaboration and implementation of targeted normative frameworks, policies and measures supported by civil society will thus be needed in order to promote gender equality and take advantage of its direct and indirect effects on development.
- When interpreting and contextualizing the results of the indicator, it is important to consider that there is often a time lag between the enactment of a law or strategy and the manifestation of concrete outputs that can be captured through statistics. Thus, when analysing the results, it is important to take into account any recent significant initiatives undertaken at the national level to address the gaps between women and men in political, education and labour domains as well as to elaborate, adapt or implement gender-equity



legislation (e.g. development strategies with a strong gender equality focus; introduction of new laws on violence against women; mechanisms to promote women's labour force participation, investments in the education systems to reduce gender inequalities etc.).

- In addition to the headline result, that is, the average of gaps between women and men across the four domains, it is also important to take into account and analyse the result for each domain in order to shed light on particular policy needs or strengths.
- Finally, it is worth comparing the result of this indicator with data obtained from other CDIS dimensions such as Economy, Education or Social Participation, particularly when these results have been disaggregated by sex.

## 2. PERCEPTION OF GENDER EQUALITY

### Introduction

While gender equality is primarily assessed by the levels of equal opportunities, rights and achievements of women and men across key output measures related to areas such as education, health, or labour force participation, such indicators of progress reveal only part of the "bigger picture" of gender relations. Cultural practices, values, attitudes and traditions shape and underlie the nature and quality of gender relations at the individual and community levels and are key determinants of the extent to which women and men are able to choose the lives they wish to lead, and to contribute to and benefit from their country's cultural, political, economic and social development.

For the most part, culture is often posited as posing limits on gender equality and is used to justify resistance to public strategies and investments on promoting gender equality on the grounds that they conflict with cultural and traditional practices. In this way, culture is used as "an effective tool... to prevent change by justifying the existing order of things".<sup>23</sup> This understanding and use of culture as a justification for maintaining the gender status quo undermines its dynamism and capacity to adapt to the changing contexts and values of societies, and to be an effective force of positive social transformation. Respect for cultural diversity, cultural traditions and cultural rights is perfectly compatible with gender equality since equality signifies that all individuals, both women and men, have equal access and opportunities to take part in and help shape their culture. It serves to enrich and add value to cultural processes of change, giving more choices and voices and ensuring that the interests and creativity of all individuals can be expressed.

In order to ensure that gender equality is valorized and promoted not only through public interventions and investments (policies and other measures) but also by individuals and communities, gender equality needs to be recognized from the "bottom-up" as well as "top-down" as a human right and a motor for development. Indeed, common cultural practices, values and attitudes contribute in a significant manner to shape and determine the content and the direction of public strategies and commitments related to gender equality. Likewise, public strategies and commitments that are gender-sensitive and are designed to target gender equality can also nurture and foster the evolution and recreation of cultural practices, values, attitudes and perceptions related to the role of women and men in a society. Moreover, public actions towards building open and inclusive societies that fully respect the rights of both sexes are strengthened and the results are more sustainable when they're understood and supported by the individuals and communities to which they are directed. This requires a process of dialogue, consensus and participatory governance to instil ownership and understanding of how gender equality is beneficial for all.

**>> Description: Degree of positive assessment of gender equality (subjective output)**

23. M. Afkhami, "A vision of gender in culture", in *Culture in Sustainable Development: Investing in Culture and Natural Endowments*, eds. Ismail Serageldin and Joan Martin-Brown, (World Bank, 1999), p. 48



## Purpose

This core indicator measures the extent to which gender equality is positively perceived and supported amongst members of a society by focusing on attitudes towards gender equality in selected domains, notably labour force participation, political participation and education. These are domains where cultural practices and values can strongly influence the ability of women and men to enjoy equal opportunities and rights, and to reach equivalent performance outcomes.

This indicator aims to bring a complimentary subjective approach to the focus on objective outputs of the first core indicator of this dimension. It contributes to assess, along with the results of the first indicator, the degree to which there are gaps in the valorization of gender equality between public strategies and commitments and individuals' perceptions.

## Data Sources

- World Values Survey (WVS): <http://www.worldvaluessurvey.org>
- Official National Surveys: These are typically conducted by the national statistical agency or the Ministry of Women's Affairs (or its national equivalent)
- Regional Surveys

## Calculation Method

The calculation method will differ depending on the data source available.

### 1. World Values Survey

For constructing the indicator, please refer to the following questions:

- a. (V44) When Jobs are scarce: Men should have more right to a job than women
- b. (V61) Men make better political leaders than women do
- c. (V62) University is more important for a boy than for a girl

Look up results for V44, V61 and V62 using the online data analysis of the World Values Survey.

- a. For V44, there are three possible answers for this question: "Agree", "Disagree", and "Neither".

Note in the relevant cells of the Data Table only the results for "Disagree", obtainable by clicking on the tab, "Marginals".

- b. For V61, there are numerous possible answers for this question: 1 Agree strongly; 2 Agree; 3 Disagree; 4 Strongly disagree; -1 Don't know; -2 No answer; -3 Not applicable; -4 Not asked in survey; -5 Missing-Unknown.

Note in the relevant cells of the Data Table only the results for "Disagree" and "Strongly disagree", obtainable by clicking on the tab, "Marginals".

- c. For V62, there are numerous possible answers for this question: 1 Agree strongly; 2 Agree; 3 Disagree; 4 Strongly disagree; -1 Don't know; -2 No answer; -3 Not applicable; -4 Not asked in survey; -5 Missing-Unknown.

Note in the relevant cells of the Data Table only the results for "Disagree" and "Strongly disagree", obtainable by clicking on the tab, "Marginals."



**Note:** It is recommended to disaggregate the results for V44, V61 and V62 by two key demographic variables: gender of respondent and age group. To this end, using the online analysis of the World Values Survey, click on the tab “Cross-tabs” and select as crossing variables, “gender of respondent” and “age.” In the Data Table, input the disaggregated results for V44, V61 and V62 in the designated cells, indicating clearly and separately: the results for males only; and the results for females only.

The average of the three results will automatically be generated in the Data Table. The final score will appear in the “result” cell.

## 2. National or regional surveys

It is worthwhile to verify whether any national or regional surveys exist that include questions identical to those posed above. The exact phrasing of the question and all the possible responses should be noted in the Technical Report and the Data Table.

If the questions and their possible responses in the national or regional surveys are identical to the World Value Survey, the indicator will be constructed in the same manner as presented above. In the case that the questions and/or the possible responses are not identical to the World Values Survey questions, please consult the following section on alternative indicators.



**Note:** Whenever possible, all data should be disaggregated by gender and age groups as requested in the Data Table. Additional breakdowns according to variables such as education level, urbanization, income levels, etc. are also recommended whenever the available data source allows it. For example, WVS proposes: age of the respondent, education level, employment status, gender, marital status, occupation, religious practice and subjective social class (head of household).

## Guidelines for the interpretation of results

- This is a descriptive indicator measuring the extent to which gender equality is positively perceived and supported amongst members of a society. The final score will range from 0% to 100%. 100% is an ideal result indicating that gender equality holds an important position within a society, and is strongly supported by individuals. Such an ideal result should be considered a goal or benchmark against which a country’s progress should be measured.
- When analysing and contextualising the results, it may be useful to refer to the recommended disaggregation of the final score by gender and age group (as well as by any additional key variables available such as rural/urban or income quintiles groups) as they can furnish interesting insights into how gender equality is perceived across different social and demographic groups and help to pinpoint the factors that either undermine or encourage the valorization of gender equality. Moreover, as the subjective indicators complement the areas covered by the objective indicators of this dimension (labour force participation, political participation and education), it may be interesting to correlate the results obtained for each of these particular areas.
- By reading the results of this qualitative, subjective indicator along with the results of the first objective indicator of the Gender Dimension, it may be possible to observe the correlations between the valorization of gender equality fostered through public commitment, policies and actions, and individuals’ perceptions on gender equality, which are strongly influenced by cultural practices and values. In other words, the relationship between the objective and the subjective indicators of this dimension can shed some light on:
  - a. the degree to which public investments and commitments to gender equality have become embedded into individual perceptions and attitudes and influenced cultural values, perceptions and practices on gender equality, and;



- b. the degree to which cultural values and attitudes influence the orientation and design of such public actions.
- Such an analysis will provide additional insights on the gaps that remain to be addressed, both from a “top-down” and a “bottom-up” approach, for the full potential of gender equality for development to be realised.
- For instance, a high result both for the objective and subjective indicators will suggest that national legislation, programmes and actions as well as perceptions of civil society are in line. In this case, cultural values and attitudes towards gender equality are not only positive, but help to reinforce the sustainability of actions taken to promote gender equality.
- A low result both for the objective and subjective indicators will suggest that gender equality is not prioritized or invested in as a vehicle for development and that there exists resistance to gender equality, which is engrained and reflected in public policies and actions. It would be recommended in such a case to elaborate policies that target multiple levels in order to actually improve the promotion of gender equality across areas such as labour force and political participation as well as education (and other policy areas), and to encourage awareness amongst the community of the added value of gender equality for sustainable socio-economic development, social justice and human rights, and the achievement of other social externalities.
- A “mixed” result, when there is a discrepancy between the objective and the subjective indicators may offer different readings and interpretations.
  - a. High levels of gender equality across the four selected domains (political and labour force participation, education and gender equity in national legislation) but low levels of valorization of gender equality in attitudes points to a gap or discord between forward-looking public actions in advancing gender equality and attitudes and values. Such resistance can undermine the sustainability of these performance outcomes since, as discussed above, policies and other measures that advance gender equality are strengthened, and rely on support from individuals and communities to ensure that the practices and principles of gender equality become successfully embedded into cultural values and attitudes, and recognized as valuable by all members of the community. This indicates a need for greater advocacy efforts targeting attitudes, for example through community discussions where policies for gender equality are explained or the added value of gender equality demonstrated with evidence and collectively debated. Since cultural values and attitudes strongly shape perceptions towards gender equality, it is critical to prove that gender equality can complement and be compatible with cultural values and attitudes, and indeed, an influential factor in the retransmission of cultural values to future generations, for building inclusive and egalitarian societies, and for the respect of human rights. Moreover, it would be interesting to observe changes over time to see to what extent forward-looking policies in favour of gender equality can lead to influence and penetrate cultural values and attitudes, given that these are in constant evolution.
  - b. Low levels of gender equality across the four selected domains but high levels of valorization of gender equality in attitudes points to an important deficiency in public commitment, policies and measures in responding to and reflecting the values and attitudes of the community. That is, gender equality is valorized by the community but appropriate measures, programmes and investments are not available to support translating them into tangible outcomes for women and men. Such a situation would require a significant revision of existing policies in order to ensure that gender equality and the values of the community are taken into account and reflected in the performance outcome and opportunities of women and men.

### Alternative Indicator

If your country is not covered by the WVS and does not have an equivalent national or regional data source available, an alternative data source including relevant questions on gender equality could be considered for the construction of an alternative indicator. Please contact the UNESCO CDIS Team in order to determine if an alternative indicator is possible and to establish the method of calculation.



Ideally, the questions in the alternative source should be presented in the same form as the questions of the WVS, allowing for responses in the form of 'disagree' or 'strongly disagree.'

In the Technical Report, be sure to note the exact wording of the questions used to construct the alternative indicator, as well as all the possible responses and the results obtained for each of them. Create a new sheet for the alternative indicator in the Data Table of the Gender Equality dimension, and insert the final result and raw data, specifying the calculations used.



**Note:** If using the **Latino Barometer**, please refer to the following questions:

- (A505302): It is preferable that a woman concentrates on the home and a man on his work;
- (A505303): Men are better political leaders than women.

Please note only the results for "Disagree" and "Strongly disagree" and introduce the results in the Data Table. In order to correspond to the core indicator, please calculate the average result by:

1. adding the results for "Disagree" and "Strongly disagree" for each individual question; and
2. dividing this result by the number of questions. For example, if two questions are chosen, then divide by two.



**Note:** If using the **Afro Barometer**, please refer to the following questions:

- Which of the following statements is closest to your view? Statement 1: Men make better political leaders than women, and should be elected rather than women. Statement 2: Women should have the same chance of being elected to political office as men.
- Which of the following statements is closest to your view? Statement 1: If funds for schooling are limited, a boy should always receive an education in school before a girl. Statement 2: If funds for schooling are limited, a family should send the child with greatest ability to learn.

Please note only the results for "Agree" and "Agree very strongly" to Statement 2 for each individual question and introduce the results in the Data Table. In order to correspond to the core indicator, please calculate the average result by:

1. adding the results for "Agree" and "Agree very strongly" to Statement 2 for each individual question; and
2. dividing this result by the number of questions. For example, if two questions are chosen, then divide by two.