

# Every Child Counts

Using gender data to drive  
results for children

unicef   
for every child





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## Executive Summary

UNICEF understands the importance of collecting quality data on children during the vital first two decades of life. These data illuminate the areas where children's needs are not being met and allow us to guide policies and programmes to address the gaps, laying the groundwork for healthier, more productive adulthoods.

A global leader in monitoring the well-being of children, UNICEF is well positioned to ensure that our approach to data, including collection, analysis, dissemination and use, integrates a gender perspective so that a critical window for addressing gender inequality in the first two decades of life is not missed. With this mission comes the challenge of seeking new processes and methodologies to generate better, higher-quality gender data and leverage these effectively.

As the data revolution reshapes the way data are collected, analysed and used, the framework presented in the following pages examines UNICEF's existing work in gender statistics and considers the way forward. The framework begins with a definition of gender data, emphasizing that while disaggregating individual-level data by sex is a minimum requirement for understanding gender disparities, gender data – and

the statistics derived from them – must also be based on concepts and definitions that reflect the different experiences of women and men and girls and boys and on data collection methods that avoid gender bias.

After a brief overview of the growing global demand for gender statistics, the document describes the principles underlying UNICEF's approach to gender data and statistics, principles that are shaped by the organization's core commitments to gender equality, to supporting government systems and, ultimately, to results for children. Next, the framework highlights UNICEF's institutional modalities for strengthening capacity in gender data and analysis and then considers the wide range of gender data assets that position UNICEF as a global leader on gender data for children. The framework concludes by identifying priority future investments to build upon these assets.

In recognition that advancing gender data for children requires the participation and collaboration of stakeholders across, and outside of, UNICEF, readers are invited to view the framework as a starting point for considering how gender data may be more effectively integrated into their work so that the rights of every girl and boy are realized.



## I. What are gender data?

Gender data, and the gender statistics derived from them, are essential in assessing how effectively we are achieving equitable outcomes for boys and girls. Not only do they help us track progress, but they also identify gaps – telling us where more work and focus are needed. As defined by the United Nations, gender statistics “adequately reflect differences and inequalities in the situation of women and men and girls and boys in all areas of life.”<sup>1</sup> They include individual-level data that are collected, analysed and presented by sex as well as data that are not disaggregated by sex but “reflect the specific needs, opportunities and contributions made by women and girls in society.”<sup>2</sup> While disaggregating individual-level data by sex is a minimum requirement for producing gender statistics, “gender statistics are more than data disaggregated by sex.”<sup>3</sup> They must also be based on concepts and definitions that reflect the different experiences of women and men and girls and boys and on data collection methods that avoid gender bias.

When gender data are collected, the main objectives are to: 1) quantify and make visible gender-based

differences in women’s and girls’ roles and participation in society and their contributions to development, which have historically been ignored; 2) measure disparities in well-being among women and men and girls and boys, including changes in those disparities over time; 3) assess the impact of gender inequality on development outcomes; and 4) consider the differential impacts of development interventions on women’s and girls’ and men’s and boys’ well-being.<sup>4</sup>

Achieving these objectives requires integration of the gender perspective in all stages of the data production process. This means that gender issues and gender-based biases are systematically taken into account when selecting topics to be covered by the data collection, designing data collection instruments and samples, and conducting field operations, and during data processing, analysis and dissemination and communication. While it is beyond the scope of this document to provide detailed guidance on how to integrate gender into the data production process, Table 1 provides a general overview of key gender issues to consider at each stage of the process.<sup>5</sup>

**Table 1.** Integrating a gender perspective into the data production process<sup>6</sup>

Stages of data production	Gender considerations
<b>Assessment of gender data needs</b>	-Have policy-relevant questions or issues related to gender equality been identified and prioritised? -To address these questions/issues, has an assessment been made of whether a) existing data need to be better utilized or reprocessed through a recoding, retabulation or reanalysis of microdata; b) the methodology of existing data collections needs to be improved; or c) a new data collection is needed, either a completely new instrument or additions to existing instruments?
<b>Data collection planning</b>	- If a new data collection is needed, is a gender specialist with subject-matter expertise part of the planning team identifying the objectives and scope of the data collection?
<b>Instrument design</b>	- Are new concepts and methods needed to adequately reflect the realities of women and girls and men and boys? - Are questionnaires devoid of gender-biased language? - Are probing questions used to reduce gender bias in data accuracy?
<b>Sample design</b>	Do units of enumeration and of data collection adequately support the production of data that would show meaningful gender differences?
<b>Field operations</b>	Is training in gender-sensitive concepts and methods and related field protocols provided to field staff, including supervisors, enumerators and administrative officers, and reflected in training materials?
<b>Data processing</b>	Are assumptions based on gender stereotypes avoided during data processing, including coding, imputation and calculation of weights?
<b>Data analysis</b>	-Does the analysis of the data facilitate an understanding of differences between girls and boys and women and men and the drivers or consequences of those differences? -Are measures of association between variables used to assess whether differences observed for women and girls and men and boys are statistically significant? - Are data simultaneously disaggregated by sex and other theoretically relevant variables when sample sizes permit to inform analyses of how gender inequality intersects with other inequalities, such as those based on class, ethnicity, or disability?
<b>Data dissemination and communication</b>	- Does data dissemination and communication facilitate the use of gender statistics by: <ul style="list-style-type: none"> <li>• presenting meaningful comparisons between women and girls and men and boys in a transparent and impartial manner?</li> <li>• aiming to reach a wide range of users, including policymakers, advocates, researchers and analysts whose primary concerns are not necessarily focused on gender equality?</li> <li>• assessing the different needs and statistical capabilities of gender statistics users and tailoring dissemination strategies accordingly?</li> </ul>

## II. Why does UNICEF work on gender statistics?

Informed demand for gender data and statistics has increased with the growing recognition that gender equality is essential to the process of inclusive and sustainable development and to effective national development policies and programmes.<sup>7</sup> Defined as the state in which women and men and girls and boys enjoy the same rights, resources, opportunities and protections,<sup>8</sup> gender equality contributes to lifelong positive outcomes for children and their communities. Gender equality comes with considerable intergenerational payoffs, as children's rights and well-being often depend on the rights and well-being of women. As *The State of the World's Children 2007: Women and Children – The double dividend of gender equality* states, "Gender equality furthers the cause of child survival and development."<sup>9</sup>

The need for gender statistics was first globally articulated in 1975 by the inaugural UN World Conference of the International Women's Year, with the adoption of the World Plan of Action.<sup>10</sup> Twenty years later, the Beijing Declaration and the Platform for Action, which was adopted at the Fourth World Conference on Women in 1995, recommended that national, regional and international statistical services ensure that statistics related to women in 12 critical areas of concern are collected, compiled, analysed and disseminated to advance the goal of gender equality. The well-being of girls is one of the 12 areas,<sup>11</sup> in recognition that while the Convention on the Rights of the Child, which was adopted six years earlier, states that governments shall respect and ensure the rights set forth in the Convention to each child irrespective of the child's or the parents' sex, available indicators find that in many countries girls are discriminated against throughout childhood and into adulthood. As such, the Platform for Action calls upon States to ensure the disaggregation by sex and age of all data related to children in health, education and other sectors and to undertake analysis of the situation of girls. The results should then be integrated into the formulation of policies, programmes and decision-making that better protect girls and guide their way to a better future.<sup>12</sup>

More recently, the 2030 Agenda for Sustainable Development, adopted in 2015, explicitly recognizes the critical role of gender data in tracking progress

toward all 17 Sustainable Development Goals (SDGs), not just Goal 5 on gender equality and women's and girls' empowerment. Yet, gaps in gender data – vis-à-vis availability (does the indicator exist in national databases in any form?), granularity (is the indicator disaggregated by sex and other relevant characteristics?), timeliness (how often is the indicator produced?) and adherence to international standards – compromise the ability of the international community to meet the SDGs' commitment to leave no one behind, including girls and women.<sup>13</sup>

For example, a 2016 UNICEF review of data availability for the SDG indicator framework found that for approximately two thirds of indicators relevant to girls, data are either limited or non-existent. Where data do exist, they are not always utilized or made available in user-friendly formats. In some cases, data are not sufficiently disaggregated or analysed by sex and age. In other cases, there is insufficient data collection on issues unique to or of critical importance to girls.<sup>14</sup> Similarly, a review of 104 gender-relevant indicators in 15 selected Sub-Saharan African countries, found that on average, sex-disaggregated data were available for only 52 percent of the gender-relevant indicators.<sup>15</sup> As such, innovative approaches to gender data collection, analysis and use, as well as collaboration across stakeholders, "need to be part of the data revolution," the process by which statistics are fully integrated into decision-making, increased support for statistical systems is provided and open access to and use of data is promoted to realize the SDGs' ambitious agenda.<sup>16</sup>

The data revolution, and concomitant calls for a gender data revolution, provide a salient opportunity for UNICEF to take stock of its existing work in the area of gender statistics and identify next steps. Building upon the Data for Children Strategic Framework,<sup>17</sup> this document presents the underlying principles of UNICEF's approach to gender data and statistics, summarizes existing gender data assets and identifies priorities for future work. As the lead international agency in monitoring the well-being of children, UNICEF is uniquely positioned to ensure that the gender data revolution realizes the rights of both girls and boys.<sup>18</sup>

### III. Which principles underlie UNICEF's approach to gender data and statistics?

UNICEF's principles of gender data and statistics build upon the five basic tenets of UNICEF's data work, as outlined in the Data for Children Strategic Framework: 1) data demand, supply and use are equally important; 2) data investments must support government data systems, not supplant them; 3) effective data systems must function both within and across sectors; 4) different data are appropriate for different uses and contexts; and 5) data for children is a team sport and working with partners is essential to create value.<sup>19</sup> As such, the principles are shaped by the organization's core commitments to gender equality, to supporting government systems and, ultimately, to results for children. In addition, UNICEF's approach to gender data and statistics:

- Recognizes that gender data span all domains of well-being, including health; nutrition; education; protection from violence and exploitation; poverty; and water, sanitation and hygiene;
  - Focuses on both girls and boys to identify disparities in their well-being that arise from socially constructed gender norms while also recognizing that because social norms and power dynamics across the world mostly privilege boys and men, measuring progress toward gender equality often requires a specific focus on girls and women;
  - Recognizes the instrumental role that women, as primary caregivers, play in fostering the well-being of children as well as the intrinsic importance of women's empowerment and well-being; and
  - Recognizes the importance of simultaneously disaggregating key indicators by the primary classification of sex as well as other characteristics, including age, location, wealth, ethnicity, disability and migration status, to better understand the intersecting inequalities faced by the most marginalized girls and boys.
- In alignment with the above principles, UNICEF produces, compiles, analyses and disseminates and communicates gender statistics across a wide range of sectors by:
- Adopting a cross-sectoral approach in the collection, compilation, analysis and dissemination of gender data;
  - Using protocols for ethical and safe data collection on sensitive issues to protect girls and boys from possible harm deriving from their involvement in data gathering;
  - Exploiting different sources of gender data, including administrative records, vital registrations, population censuses and household surveys to respond to policymakers' needs;
  - Using both quantitative and qualitative methods in the collection and analysis of gender data to better understand the gender-related barriers that impede successful outcomes for children;
  - Maintaining global databases on a variety of sex-disaggregated and gender-specific indicators to build the evidence base on gender equality and track progress toward the SDGs;
  - Simultaneously disaggregating key indicators used for global monitoring by sex and other characteristics, including age, wealth, and geographic location;
  - Developing innovative methodologies to fill gender data gaps in collaboration with key stakeholders; and
  - Supporting the use of gender statistics by policymakers, advocates, researchers, the media and the public by tailoring dissemination and communication strategies to their distinct needs.

## IV. Which modalities are used for institutional support?

The importance of generating robust data and evidence on gender equality has been recognized in UNICEF's two successive Gender Action Plans (GAPs), 2014-2017 and 2018-2021, which specify how gender equality will be promoted across the organization's work in alignment with UNICEF's Strategic Plans (2014-2017 and 2018-2021, respectively). Reflecting the gender-related priorities of many of the countries and regions where UNICEF works, the GAP 2018-2021 articulates two themes to make the integration of gender within programmatic results more tangible and actionable: 1) gender equality between girls and boys, which focuses on promoting equality for girls and boys from birth through adolescence in key life outcomes (health and nutrition, education, and protection against violence and exploitation) by addressing the gender-specific discrimination and disadvantages that generally affect girls, but also boys; and 2) gender equality in care and support for children, which addresses the support that all children – irrespective of age or sex – require from women in particular, but also from men, to survive and thrive.



The GAP places a special focus on disadvantaged adolescent girls, for whom investment in multiple, interlinked areas has the potential to bring about transformative change, with continuing multiplier effects for their families, communities, and especially the next generation. The plan prioritizes:

- Promotion of adolescent girls' nutrition, pregnancy care, and prevention of HIV/AIDS and human papillomavirus (HPV);
- Advancement of adolescent girls' secondary education, learning and skills, including STEM;
- Prevention and response to child marriage and early unions and to gender-based violence in emergencies; and
- Facilitation of accessible and dignified menstrual hygiene management.<sup>20</sup>

Annex 1 includes the subset of outcome indicators drawn from the final results framework of the UNICEF Strategic Plan, 2018-2021, which will be used to track progress on gender results.

To build the evidence base for UNICEF programming as well as to support more robust global monitoring of the status of women and children from a gender perspective, a Gender Statistics Specialist position was created in 2017 in the Division of Data, Analytics, Planning and Monitoring's Data & Analytics (D&A) section. With an overall objective of strengthening UNICEF's ability to produce and use gender data to deliver for children, and in collaboration with thematic focal points across D&A, the position has four main functions: 1) provide technical guidance on the integration of gender throughout the data production cycle; 2) strengthen informed demand for gender statistics and the capacity of UNICEF regional and country offices to analyse and use gender data; 3) identify gender data gaps that hinder UNICEF's ability to deliver for children and work to close those gaps; and 4) build awareness among stakeholders of UNICEF's expertise in gender data and statistics in order to catalyse a wider range of partnerships and drive informed demand for gender data. To achieve these goals, D&A works closely with the Gender Programming section at UNICEF headquarters as well as with gender advisors and gender focal points in UNICEF's regional and country offices, respectively.





## V. What are UNICEF's current gender data assets?

UNICEF has a wide range of data assets that places the organization in a global leadership position on gender data and analysis for children. These include<sup>21</sup>:

- Data and analytic experience across multiple sectors, including mortality, child and maternal health; HIV/AIDS, nutrition; education; protection from violence and exploitation; and water, sanitation and hygiene, alongside pioneering expertise in areas including the measurement of harmful practices and child labour;
- Success in linking data and other evidence for global advocacy, as evidenced in the UNFPA-UNICEF Joint Programme on Female Genital Mutilation and the UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage, both of which leverage data to accelerate action to end harmful practices through country-specific strategies;
- Country-led data innovation to identify and close gender data gaps, such as the partnership between UNICEF Nicaragua and Nicaragua's Institute of Forensic Medicine to measure the magnitude and consequences of cases of sexual violence against children treated at the institute;
- Country-level presence and strong relationships with government partners including supporting governments in generating, analysing and using data to establish baselines and monitor the SDGs as the custodian or co-custodian of 17 global indicators, eight of which are sex-disaggregated or gender-specific child-focused indicators (see Annex 2); and
- Strong partnerships throughout the UN system: UNICEF is a member of the Inter-agency and Expert Group on Gender Statistics, the Gender-Based Violence Information Management System, the Intersecretariat Working Group on Household Surveys (which UNICEF currently chairs), the Spotlight Initiative to End Violence against Women and Girls, and the UN Women Make Every Woman and Girl Count Steering Committee, among others.

Five additional assets place UNICEF at a comparative advantage in the collection, compilation, analysis and dissemination of gender data for children's well-being.

**First**, in the field of data collection, the **Multiple Indicator Cluster Surveys (MICS)** – a household survey methodology developed in the 1990s to assist countries to fill data gaps on children's and women's well-being – is UNICEF's main instrument to gather nationally relevant and globally comparable sex-disaggregated and gender-specific data on children, adolescents and adults. MICS data span a range of important areas: nutrition, child health, maternal health, education, HIV/AIDS, subjective well-being, and exposure to violence and exploitation. One of MICS' greatest assets is the ability to disaggregate representative data by many stratifiers, including age, educational attainment, residence, ethnicity, religion, household wealth, disability status, migratory status and marital status, and simultaneously by sex to identify the most marginalized children and women. More than 100 indicators are currently covered by MICS, including full or partial coverage of 33 household survey-based SDG indicators, 16 of which are sex disaggregated or gender specific in the SDG Indicator Framework, and about one third of indicators in the United Nations Minimum Set of Gender Indicators<sup>22</sup> (see Annex 3). Among large cross-country household surveys, MICS has the broadest coverage of education indicators featured in the Minimum Set.<sup>23</sup> A related strength of MICS is that it gathers nationally representative data across a range of outcomes for adolescent girls aged 10–14 years, an age group for which gender data is often scarce, examining female genital mutilation, unpaid domestic and care work, violent discipline, and functional disabilities. To highlight the gender data available in MICS and aid countries in analysing the data, the MICS6 Statistical Snapshot on Gender Equality and List of MICS6 Sex-Disaggregated and Gender-Specific Indicators were developed in 2018.

**Second**, UNICEF maintains **global databases** sourced from administrative records, vital registrations, population censuses and household surveys on a variety of sex-disaggregated and gender-specific indicators to build the evidence base on gender equality and the rights and well-being of children. Examples include UNICEF databases on harmful practices, including child marriage and female genital mutilation, attitudes toward intimate partner violence, maternal mortality, and adolescent girls' access to essential maternal health care, as well as a new adolescent data portal. UNICEF

routinely updates databases on under-five mortality, child nutrition, child health, education and HIV, which contain gender-specific and sex-disaggregated data – and in several cases, data simultaneously disaggregated by sex and other key stratifiers such as age and residence. The statistics derived from these databases are used in several UNICEF and inter-agency publications, including 'Child Marriage: Latest trends and future prospects'<sup>24</sup> and 'Gender Counts: A quantitative assessment of gender inequality and its impact on children and adolescents' (Pacific edition).<sup>25</sup>

**Third**, UNICEF plays a crucial normative role in defining the types of data required to monitor progress on child rights from a gender perspective and establishing new international standards for measurement. UNICEF's work in the area of **methodological developments** includes the production of global estimates on relevant gender issues and the development of gender-sensitive indicators and associated data collection methods. An example of UNICEF's methodological work in promoting gender-sensitive indicators is represented by statistics on child labour. UNICEF has developed indicators of child labour that go beyond the production of goods and services to include unpaid domestic and care work – such as cleaning, cooking, and caring for children. This expanded definition is essential to estimating the burden of work on girls, who are more likely than boys to perform domestic chores in a household. In terms of **estimation work**, UNICEF has contributed to the preparation of sex-specific child mortality estimates, as part of the work of the Inter-agency Group for Mortality Estimation. Such estimates were released for the first time in 2013 and replicated in 2014 and 2015.



Other recent or current notable methodologies to close gender data gaps include:

- Development of guidelines on the measurement and collection of data on violence against children, including gender-based violence against women and girls;
- Development of indicators and corresponding household survey questions on women and adolescent girls' menstrual hygiene management, including use of appropriate menstrual hygiene materials and exclusion from work, education or social activities due to menstruation, as well as work on a core set of indicators to measure girls' access to single-sex sanitation facilities in schools and provisions for menstrual hygiene in outpatient areas of health care facilities;
- Ongoing work on the measurement of mental illness among adolescents, including the development of data collection tools to identify differences in prevalence of mental illnesses and in access to mental health services between adolescent boys and girls, which will also enable analysis of gendered risk factors for these illnesses; and
- Ongoing work on the development of a set of indicators to measure gender-related barriers to immunization coverage for boys and girls and the identification of priority interventions that will address those barriers and increase coverage.

**Fourth**, as a member of the **Gender-Based Violence Information Management System (GBVIMS)**, an inter-agency initiative created to harmonize data collection on gender-based violence (GBV) in humanitarian settings, UNICEF plays a key technical role for humanitarian actors responding to incidents of GBV. UNICEF efforts enable these actors to effectively and safely collect, store and analyse GBV data produced through service delivery in humanitarian contexts that are comparable across agencies and contexts. The agency's work also enables anonymized data to be ethically shared internally across project sites and externally with agencies, allowing for broader trends analysis and improved GBV coordination.

**Fifth**, as the lead international agency in **global advocacy** for girls, culminating annually in a series of assets for the International Day of the Girl,<sup>26</sup> UNICEF is uniquely positioned to ensure that the gender

data revolution does not leave girls behind. Although the 2030 Agenda for Sustainable Development has catalysed international attention to the importance of gender data for informing policy design, much of the methodological work to close gender data gaps, particularly among international agencies, is focused on women, without conceptualizing the distinct needs, preferences, vulnerabilities and opportunities of girls.<sup>27</sup> For example, at the 7th Global Forum on Gender Statistics – which brought together producers and users of gender statistics from national and international statistical offices, other government agencies, international organizations, academia, civil society, private sector and the donor community – panel sessions on women's economic empowerment, unpaid work and time use, and climate change and the environment failed to question how girls' gendered experiences in these domains are related to, but distinct from, women's experiences.

When quality gender data on children in the first two decades of life is not collected, a critical window to address gender inequality is missed for two main reasons. First, gender socialization, or the process by which people learn to behave according to the gender norms of a given society, begins at birth, intensifies during adolescence, and contributes to lifelong gender inequalities in the family, school and economy. For example, SDG indicator 5.4.1 on the proportion of time spent on unpaid domestic and care work targets the adult population;<sup>28</sup> however, UNICEF analysis of MICS and Demographic Health Survey data on children's household chores reveals that globally, girls aged 5–9 years and 10–14 years spend, respectively, 30 per cent and 50 per cent more of their time on unpaid domestic and care work than boys of the same age.<sup>29</sup> These gender disparities in the burden of unpaid domestic and care work must be addressed in childhood before becoming cemented in adulthood. Second, given the plasticity of adolescents' attitudes, especially in early adolescence, the period of adolescence is an important period in which to shape positive attitudes and behaviours across a range of outcomes essential to UNICEF's mandate, including gender equality, nutrition, health, education and employment. Thus, data on the attitudes, aspirations, and motivations of adolescent girls and boys is essential to achieve the targets of the 2030 Agenda and beyond.



## VI. What are the next steps to deliver on gender data for children?

As noted in UNICEF's Data for Children Strategic Framework, decisions about engaging in data work must be made in light of how the agency can contribute to and shape the larger data landscape.<sup>30</sup> Capitalizing on its comparative advantage in collecting, compiling, analysing and disseminating gender data for children's well-being, UNICEF will make new organization-wide investments in gender data based on the following criteria:

- Invest in gender data work that directly impacts the lives of children, or women as the primary caregivers of children;
- Invest in concentrated data workstreams on emerging and underaddressed issues for children that have a strong gender dimension – such as gender socialization, multidimensional child poverty, climate change adaptation and mitigation and adolescent girls' empowerment – while continuing to support the integration of a gender perspective in data collection, compilation, analysis and dissemination across key sectors that affect children;
- Respond to the gender data priorities of national stakeholders and UNICEF regional and country offices, including supporting governments in the collection and analysis of sex-disaggregated and gender-specific child-focused SDG indicators while providing quality assurance and analytics in those areas where gender data are already widely available;
- Support the gender data priorities articulated in UNICEF's GAP, 2018–2021;
- Strategically seize opportunities to integrate a gender perspective into nascent methodological work across the organization in recognition that gender integration is most successful when considered at the onset of the data production process; and
- Invest in UNICEF's presence at global-, regional- and country-level advocacy and technical venues (both those focused on gender issues and those that are not) to advocate for the use of gender data as it relates to the well-being of children.

### Priority investments in gender data and analysis

The UNICEF Data & Analytics team, which heads the agency's global efforts to generate, analyse and share data for children, will lead many of the following priority investments. But advancing gender data for children requires the participation and collaboration of stakeholders across the organization: In particular, regional and country offices are encouraged to identify priority investments they are best positioned to contribute to as well as any additional key priorities not identified below.

#### Developing a UNICEF gender data dashboard

The sex-disaggregated and gender-specific indicators featured in UNICEF's global databases are a key gender asset of the organization, one that would benefit from the creation of a dedicated interactive gender data dashboard. This is because gender statistics come from many different sources and deal with a wide variety of topics across several domains, making them potentially harder to locate and analyse than statistics on other topics. But like statistics on any topic, they are most valuable to users when they are easily found and accessed, and when users find them relevant and understandable.<sup>31</sup>

At the same time, there is growing recognition that disaggregating indicators by sex alone is not sufficient for pinpointing the children and women most marginalized by the intersecting inequalities they face. The development of a dedicated UNICEF gender data dashboard provides an opportunity to simultaneously disaggregate and present indicators by the primary classification of sex and other key characteristics, including age, wealth, geographic location, ethnicity, race, and migratory status. The dashboard will build on data work UNICEF is already undertaking, including acting as Chair of the Inter-secretariat Working Group on Household Surveys, which is developing guidance for reporting multidimensional disaggregation from household surveys. In conjunction with the newly developed gender landing page (available at <[www.data.unicef.org/topic/gender/overview](http://www.data.unicef.org/topic/gender/overview)>), a gender dashboard further brands UNICEF as one of the leading organizations with expertise in the collection and compilation of gender data, leveraging its ability to ensure that the gender data revolution considers the needs of children.

### Strengthening user capacity in gender statistics

The long-term sustainability of integrating a gender perspective throughout the data production cycle (from generation to dissemination and communication) to deliver on gender data for children requires UNICEF staff and national stakeholders to better understand, use and articulate informed demand for gender statistics. Though ad hoc technical support has been provided to regional and country offices, including providing guidance on gender data sources, data collection tools and analytical products, more systematic support is needed, particularly in the areas of analysis, visualization and communication of gender statistics for children. UNICEF's current gender assets, interagency partnerships and comparative advantage on gender data for children render it well positioned to undertake capacity strengthening in several ways.

For example, the MICS6 Statistical Snapshot on Gender Equality and the List of MICS6 Sex-Disaggregated and Gender-Specific Indicators were recently developed to aid countries to analyse MICS6 data through a gender lens; however, both are based on the MICS standard tabulation plan, which do not allow for in-depth gender analyses. Regional offices have expressed demand for support to develop in-depth analyses of the gender data that can be mined from MICS. Such support could take the form of a MICS6 Thematic Further Analysis Workshop, a series of topic-specific workshops that the Data Collection Unit began to roll out in 2019. More broadly, UNICEF may consider integrating a gender-data module into GenderPro, an e-learning capacity-building and credentialing programme aimed at professionalizing gender expertise across UNICEF and partner agencies.

### Strengthening government administrative data systems to close gender data gaps

As noted in UNICEF's Data for Children Strategic Framework, government administrative data is one of the fastest growing areas of UNICEF data work and holds the potential for improving results for children.<sup>32</sup> As such, a key data priority for UNICEF is working with governments to strengthen their administrative data systems. This presents an opportunity to assess the extent to which these systems can both yield relevant gender data for children and satisfy growing demand for data simultaneously disaggregated by sex and other key characteristics, given the limitations of population-based surveys to do so due to small sample sizes. Through select case studies of government

administrative data systems at varying levels of maturity, this workstream will take stock of the quality, granularity and interoperability of administrative data across sectors – for example, in health, education, WASH and humanitarian monitoring systems – and develop a framework for strengthening administrative data systems to close gender data gaps for a specified set of gender-and child focused indicators. At the request of the Inter-agency and Expert Group on Gender Statistics, UNICEF will lead this work as chair of a new advisory group on strengthening administrative data systems to close gender data gaps, comprised of national statistical offices and UN agencies.

### Supporting robust monitoring frameworks for gender-and-child focused policy

The mainstreaming of gender equality and women's and girls' empowerment across the 2030 Agenda for Sustainable Development has focused attention on country capacity to produce gender data. Less attention has been paid to whether countries have robust monitoring frameworks in place to track progress toward national/subnational gender- and child-focused policies independent of or complementary to the SDGs. Although monitoring frameworks are essential to track implementation processes and outcomes in all areas of policymaking, they are arguably even more critical for gender-responsive policy.

Historically, gender integration has suffered from policy evaporation; in other words, a gender perspective may be integrated into a given policy but is never actually implemented because the line agency responsible for doing so is not held accountable. To counter this type of 'policy waste', UNICEF can support countries in assessing the robustness of their monitoring frameworks for gender- and child-focused policies by mapping these policies and the corresponding indicators across key domains and assessing data availability for reporting needs. Following an initial assessment of a country's monitoring framework, UNICEF support could guide the development of new indicators and/or work with national statistical offices to assess the source of gender data gaps and how to close them. This could entail more effective dissemination of existing gender statistics, exploitation of existing data to obtain new gender statistics or collection of new types of gender data.

## Advancing methodologies to improve gender data for children

Among the gender data gaps that have been identified following adoption of the 2030 Agenda for Sustainable Development, UNICEF is well positioned to undertake methodological work in key areas that directly affect the lives of children. These measurements include:

### Children's time use from a gender perspective

Following the United Nations Statistical Commission's endorsement of the International Classification of Activities for Time Use Statistics (ICATUS 2016) in 2017, the global gender statistics community, under the leadership of the IAEG-GS, has urged countries to give high priority to time use statistics. This is due to increased demand for these statistics and the critical role they play in monitoring the SDGs, particularly Goal 5 on gender equality and empowerment of women and girls. However, methodological developments on time use data collections have largely focused on the adult population. Far less attention has been paid to children's time use despite existing evidence on gender disparities in the way children's time is allocated, including time spent on unpaid domestic and care work.

In collaboration with the Data Collection Unit, this workstream will develop a standardized household survey module and corresponding set of indicators on children's time use. These tools will build understanding of what girl and boys are doing, for how long and with whom, both as measures of their intrinsic well-being and as correlates of outcomes across the development spectrum, including in health, education and child protection. Following cognitive and field testing and analysis of the pilot data, an assessment will be made as to the feasibility of integrating the survey module

in MICS, with implications for its adaptability to other household survey programmes.

### Children's multidimensional poverty and well-being from a gender perspective

While there have been many advances in the empirical analysis of child poverty over the past 15 years, methodological challenges from a gender perspective remain. Ensuring that differentials in how girls and boys experience poverty are captured and inform policy and programming requires closer examination. By definition, a multidimensional children's poverty measure that uses individual-level sex-disaggregated indicators should reveal differences for boys and girls; however, existing measures yield small quantitative differences, both at the aggregate level and for most dimensions and domains. The lack of gender disparities in current estimates of multidimensional children's poverty may be due to indicators being selected without attention to which might best capture gender disparities (i.e., being 'gender blind'), to age specificity of the selected indicators limiting analysis of gender differences, or to potentially few gender disparities being observed in material deprivation, especially for young children.

Building on the work UNICEF is undertaking to develop a global methodology for measuring multidimensional children's poverty in support of SDG 1.2.2, this workstream will explore alternative approaches to constructing gender- and age-sensitive indices of multidimensional poverty using existing household survey data. It will also consider broader assessments of gender-specific vulnerabilities, opportunities and inequalities that have the potential to feed into planned work within UNICEF on a child well-being index.



## Gender socialization

Under the UNICEF Strategic Plan and GAP 2018–2021, UNICEF is expanding its work on gender socialization. It takes conscious and deliberate effort to identify how negative gender socialization happens and devise effective ways to counter it and create more just, egalitarian societies in which the rights, well-being and fulfilment of girls, boys, men and women are possible.<sup>33</sup>

There is a clear need to develop measures of gender norms to identify and understand how these normative influences drive observed outcomes across the development spectrum. In partnership with the Gender Programming Section, which is currently developing a conceptual framework on gender socialization, and an external technical advisory group comprising other international agencies, civil society and academia, this workstream will commence with a review of current approaches to the measurement of gender norms at community and individual levels. The review will examine different data sources and development of gender-sensitive indicators and corresponding questions for indicator construction, and undertake cognitive and field testing of the data collection methods.

## Adolescent girls' empowerment and participation

UNICEF's Strategic Plan 2018–2021 has ambitious and prominent results for adolescent girls and boys across its five goal areas. The plan demands that this work be accelerated and taken to scale by leveraging commitments to adolescents, strengthening systems that address adolescents' priorities and mobilizing resources. In this context, the concept of *empowerment* has emerged as one of growing interest across the organization. The Strategic Plan, as well as UNICEF's global framework on skills development, includes a focus on skills for personal empowerment (an essential element of capacity development for adolescents) under Goal Area 2. The GAP focuses on gender equality for girls and boys (captured under Goal Area 5 of the Strategic Plan), but also references empowerment (and well-being) explicitly as the intended outcome of the five targeted priorities for adolescent girls.

UNICEF has also played a role in catalysing the establishment of a new wide-ranging partnership that aims to ensure that every young person is in school, learning, training or employed by 2030. The partnership, Generation Unlimited, also emphasizes empowerment (especially for girls) as one of three areas of focus.



Despite this growing interest in adolescent girls' empowerment, and the increasing recognition that girls' empowerment is conceptually distinct from women's empowerment, no internationally harmonized standards exist to inform policymakers how to measure the success of interventions aimed at fostering adolescent girls' empowerment.

This data gap could be filled with investments that build upon the methodological work currently being undertaken by UNICEF on adolescent participation, defined as occurring when adolescent girls and boys, either individually or collectively, form and express their views and influence matters that concern them. The work aims to develop a universal measurement instrument capable of capturing participation across cultures and socio-economics contexts, that can be used by countries to collect internationally comparable, nationally representative and statistically sound data. Once finalized, this tool will allow policymakers to assess the extent to which adolescent girls and boys are able to participate in their families, communities and societies, and to measure the impacts of interventions aimed at fostering skills development.

## Strengthening sex- and age-disaggregated humanitarian data

Some of the grossest vulnerabilities children face globally come as the result of fragile and humanitarian situations, which are also among the most challenging contexts for data collection. Gaps in sex- and age-disaggregated data in these contexts mean that our



evidence base for designing and managing gender- and child-sensitive interventions to reach these children, address their most urgent humanitarian needs and build their resilience to future shocks is weak. UNICEF has the opportunity to champion efforts to strengthen these data through data preparedness and response, supporting government and civil society organization partners, including in its role as Cluster Lead Agency in nutrition, WASH, education and child protection.

UNICEF's focus on data solutions that best allow a stronger gender- and age- perspective cuts across a range of intervention entry points. These include, for example, investing in the use of household surveys in humanitarian situations; marrying elements of quick humanitarian SMART surveys with those from more robust MICS; and testing and expanding facility-based surveys in contexts where household surveys are not possible, such as multisectoral school-based surveys, surveys in health facilities and child-friendly spaces. UNICEF's implementation of commitments around Accountability to Affected Populations and the related investment in feedback mechanisms across humanitarian response programming also offer a critical entry point for a range of gender- and child-focused approaches for more qualitative data collection with a specific focus on vulnerable groups. This effort includes making the powerful connection between data collection from feedback mechanisms and creating spaces where women and girls can participate in decision-making around services and systems affecting their lives. Given finite resources, the field would further benefit from more analysis to understand, both within and across sectors, where sex- and age-disaggregated data and gender and generational analyses matter most and can best contribute to effective programming.<sup>34</sup>

### Exploring big data to cull gendered insights

While UNICEF rightfully eschews a tools-first approach to data collection and analysis in favour of commencing with a clear understanding of analytic needs, there is potential to experiment with the use of big data (including telecom, social media and geographic information systems (GIS)) to garner insights on gender issues of relevance to children and women that are not easily captured in official statistics. One such project already underway at UNICEF is a data collaborative between UNICEF, GovLab, Telefonica and other partners that combines a wide range of data sets in Santiago, Chile, including mobile phone call

detail records and high-resolution satellite data. The projects aims to understand differences in how women and men move around the city with a view toward informing evidence-based and gender-inclusive urban planning.

Future projects may wish to capitalize on the integration of big data with traditional datasets – both quantitative and qualitative – to improve understanding of aspects of girls' lives that would benefit from granular temporal and spatial information, such as their mobility patterns in humanitarian contexts, or that are often difficult to quantify, such as their schooling and employment aspirations.

UNICEF also has a role to play in protecting the data privacy and security concerns of girls, who may be less able than boys to participate in debates about the use of big data in societies in which gender norms restrict girls' participation in public life.<sup>35</sup>

### Integrating qualitative approaches to gender data and measurement

As UNICEF scales up its investments in gender data, it is important to recognize that quantitative data cannot always capture the complex realities of girls and women's lives or give voice to their multifaceted aspirations. Qualitative methodologies – including focus group discussions, life histories, direct observation, and participatory research methods – that place girls and women at the centre of the data production process are equally critical investments. They are also essential for unpacking how gender inequalities intersect with other inequalities, including those based on class, race-ethnicity and ability. To take this area of work forward, UNICEF will partner with feminist data institutes and researchers, exploring how qualitative evidence can further our understanding of women's and girls' lives and hold stakeholders accountable for ensuring that women and girls are not left behind.

*Gender equality is core to UNICEF's mission to realize the rights of all children, especially the most disadvantaged. By investing in the opportunities for action identified in this Strategic Framework, UNICEF will leverage global momentum and unleash the power of data for every girl and boy.*

## Annex 1

### UNICEF Gender Action Plan, 2018–2021:

#### Indicator matrix, outcome indicators

The tables below provide the subset of gender outcome indicators drawn from the final results framework of the UNICEF Strategic Plan, 2018–2021, which will be used to track progress on programmatic gender results.<sup>36</sup> The indicators follow the logical hierarchy of the Strategic Plan results and are mapped by the five Goal Areas, organized in two sections: integrated gender results (Table A), corresponding to the themes of gender equality for girls and boys and gender equality in care and support for all children, and targeted priorities corresponding to the well-being and empowerment of adolescent girls (Table B).

**Table A. Outcome Indicators on Integrated Gender Results**

Gender equality for girls and boys and gender equality in care and support for all children

Goal Area 1: Every child survives and thrives		
Outcome indicator	Baseline	Milestone (2021)
1.1. Percentage of pregnant women receiving at least four antenatal visits	51%	65%
1.2. Percentage of live births attended by skilled health personnel (home and facilities)	73%	77%
1.4. (a) Percentage of mothers receiving postnatal care	48%	52%
1.12. Percentage of women with anaemia	37%	27%
1.17. Percentage of girls and boys with severe acute malnutrition who are: (a) admitted for treatment and default, or (b) admitted for treatment and recover, through UNICEF-supported programmes (disaggregated by sex)	(a) 9%; (b) 84%	(a) <15%; (b) >75%
1.18. Percentage of girls and boys living with HIV who receive antiretroviral therapy (disaggregated by age and sex)	Aged 0–14: 50%; Aged 10–19: 68%	Aged 0–14: 81%; Aged 10–19: 81%
Goal Area 2: Every child learns		
Outcome indicator	Baseline	Milestone (2021)
2.1. Percentage of countries with gender disparity	Girls are disadvantaged	Girls are disadvantaged: Primary, 18% Lower secondary, 26%;
	(GPI<0.97):	Upper secondary, 28%
	Primary, 23%; Lower secondary, 31%;	Boys are disadvantaged:
	Upper secondary, 36%	Primary, 19%; Lower secondary, 30%;
	Boys are disadvantaged	Upper secondary, 35%
(GPI>1.03):	Primary, 25%; Lower secondary, 40%; Upper secondary, 45%	

2.2. Adjusted net attendance rate of children from the poorest quintile in primary and lower and upper secondary education and attendance rate in early childhood education of children from the poorest quintile (disaggregated by educational level and sex)	Early childhood education (ECE), 18%; Primary, 69% (Girls, 67%; Boys, 71%)  Lower secondary, 36% (Girls, 36%; Boys, 36%)  Upper secondary, 20% (Girls, 19; Boys, 21%)	ECE, 30%; Primary, 75%; Lower secondary, 44%; Upper secondary, 28%
2.3. Gross enrolment rate in pre-primary education (disaggregated by sex)	44% (Girls, 44%; Boys, 44%)	50% (Girls, 50%; Boys, 50%)
2.4. Out-of-school rate for girls and boys of primary and lower secondary school age (disaggregated by educational level and sex)	Girls: Primary, 10%; Lower secondary, 18%  Boys: Primary, 9%; Lower secondary, 19%	Girls: Primary, 7%; Lower secondary, 16%  Boys: Primary, 7%; Lower secondary, 16%
2.5. Percentage of countries showing improvement in learning outcomes (disaggregated by sex)	Girls: 62% (33/53);  Boys: 60% (32/53)	Girls: 79% (42/53);  Boys: 79% (42/53)
<b>Goal Area 3: Every child is protected from violence and exploitation</b>		
<b>Outcome indicator</b>	<b>Baseline</b>	<b>Milestone (2021)</b>
3.1. Percentage of girls and boys who have ever experienced any sexual violence and sought help from a professional (percentage of girls aged 15–17 years; data coverage insufficient to calculate an aggregate for boys)	4%	10%
3.4. Percentage of women and men who believe that female genital mutilation/cutting should be eliminated	Women: 61%;  Men: 57%	Women: 71%;  Men: 67%
<b>Goal Area 4: Every child lives in a safe and clean environment</b>		
<b>Outcome indicator</b>	<b>Baseline</b>	<b>Milestone (2021)</b>
4.2. Number of additional people with access to a safe drinking water services through UNICEF-supported programmes (disaggregated by sex)	NA	60 million (cumulative)
4.4. Number of additional people with access to basic sanitation services through UNICEF-supported programmes (disaggregated by sex)	NA	60 million (cumulative)
<b>Goal Area 5: Every child has an equitable chance in life</b>		
<b>Outcome indicator</b>	<b>Baseline</b>	<b>Milestone (2021)</b>
5.6. Percentage of countries where legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex	NA	NA

**Table B. Indicators on Targeted Priorities of the Gender Action Plan**

## Adolescent girls' well-being and empowerment

<b>Goal Area 1: Every child survives and thrives</b>		
<b>Outcome indicator</b>	<b>Baseline</b>	<b>Milestone (2021)</b>
1.1. Percentage of pregnant women (aged 15–19 years) receiving at least four antenatal visits	52%	57%
1.4. Percentage of mothers (aged 15–19 years) receiving postnatal care	48%	52%
1.12. Percentage of girls (aged 15–19 years) with anaemia	48%	36%
1.22. Percentage of live births attended by skilled health personnel (mothers aged 15–19 years)	67%	71%
1.23. Percentage of adolescent girls vaccinated against HPV in selected districts in target counties	NA	NA
<b>Goal Area 2: Every child learns</b>		
<b>Outcome indicator</b>	<b>Baseline</b>	<b>Milestone (2021)</b>
2.2. Adjusted net attendance rate of children from the poorest quintile in lower and upper secondary education and attendance rate in early childhood education of children from the poorest quintile (disaggregated by educational level and sex)	Lower secondary, Girls: 36%; Boys: 36%	Lower secondary, 44%
	Upper secondary, Girls: 19%; Boys: 21%	Upper secondary, 28%
2.4. Out-of-school rate for girls and boys of lower secondary school age (disaggregated by educational level and sex)	Lower secondary, Girls: 18%; Boys: 19%	Lower secondary, Girls: 16%; Boys: 16%
2.5. Percentage of countries showing improvement in learning outcomes (disaggregated by sex)	Girls: 62% (33/53); Boys: 60% (32/53)	Girls: 79% (42/53); Boys: 79% (42/53)
2.7. Percentage of adolescents not in employment, education or training (disaggregated by sex)	Female: 36%; Male: 9%	Female: 32%; Male: 8%
Percentage of countries with transition rates from primary to lower secondary education above 75%	Girls: 88%; Boys: 89%	Girls: 93.2%; Boys: 91.6%
<b>Goal Area 3: Every child is protected from violence and exploitation</b>		
<b>Outcome indicator</b>	<b>Baseline</b>	<b>Milestone (2021)</b>
3.5. Number of adolescent girls receiving prevention and care interventions to address child marriage through UNICEF-supported programmes	635,000	670,000



## Annex 2

### The Sustainable Development Goals and Gender:

Sex-disaggregated and gender-specific child-focused indicators<sup>37</sup>

SDG indicator	UNICEF is global custodian	UNICEF is a global co-custodian
1.1.1 Proportion of population below the international poverty line, by sex, age, employment status and geographical location (urban/rural)		
1.2.1 Proportion of population living below the national poverty line, by sex and age		
1.2.2 Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions		
1.3.1 Proportion of population covered by social protection floors/systems, by sex, distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, newborns, work-injury victims and the poor and the vulnerable		
3.1.1 Maternal mortality ratio per 1,000 live births		
3.1.2 Proportion of births attended by skilled health personnel	X	
3.3.1 Number of new HIV infections per 1,000 uninfected population, by sex, age and key populations		
3.7.2 Adolescent birth rate per 1,000 women		
3.8.1 Coverage of essential health services (defined as the average coverage of essential services based on tracer interventions that include reproductive, maternal, newborn and child health, infectious diseases, non-communicable diseases and service capacity and access, among the general and the most disadvantaged population)		
4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex		
4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	X	
4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex		
5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age		X
5.2.2 Proportion of women and girls aged 15–19 years subjected to sexual violence by persons other than an intimate partner		X
5.3.1 Proportion of women aged 20–24 years who were married or in a union before age 15 and before age 18	X	
5.3.2 Proportion of girls and women aged 15–49 years who have undergone female genital mutilation/cutting, by age	X	
8.7.1 Proportion and number of children aged 5–17 years engaged in child labour, by sex and age		X
16.1.1 Number of victims of intentional homicide per 100,000 population, by sex and age		
16.1.2 Conflict-related deaths per 100,000 population, by sex, age and cause		
16.2.3 Proportion of young women and men aged 18–29 years who experienced sexual violence by age 18	X	

## Annex 3

### Multiple Indicator Cluster Surveys and Gender:

Sex-disaggregated and gender-specific indicators in MICS6<sup>38,39</sup>

Indicator name	Indicator definition	Corresponding SDG indicator <sup>40 [N]</sup>	Corresponding UN Minimum Set of Gender Indicators <sup>41</sup>
<b>DEMOGRAPHY</b>			
Sex ratio at birth	Number of males born for every 100 females born		
<b>POVERTY</b>			
Multidimensional poverty	Proportion of children aged 0–17 years living in poverty in all its dimensions, by selected measures of multidimensional poverty <sup>42</sup>	1.2.2	
<b>CHILD MORTALITY</b>			
Infant mortality rate	Probability of dying between birth and the first birthday, by sex		
Under-five mortality rate	Probability of dying between birth and the fifth birthday, by sex	3.2.1 <sup>[N]</sup>	33
<b>CHILD NUTRITION</b>			
Stunting prevalence	Percentage of children under age 5 falling below -2 standard deviations (moderate and severe) from the median height-for-age of the reference population, by sex	2.2.1 <sup>[N]</sup>	
Wasting prevalence	Percentage of children under age 5 falling below -2 standard deviations (moderate and severe) from the median weight-for-height of the reference population, by sex	2.2.2 <sup>[N]</sup>	
Overweight prevalence	Percentage of children under age 5 falling above 2 standard deviations (moderate and severe) from the median weight-for-height of the reference population, by sex	2.2.2 <sup>[N]</sup>	
<b>EARLY CHILDHOOD DEVELOPMENT</b>			
Early child development index	Number of children aged 36–59 months who are developmentally on track in at least three of the following four domains: literacy-numeracy, physical, social-emotional, and learning, by sex	4.2.1	
Early stimulation and responsive care by adult	Proportion of children aged 36–59 months with whom an adult has engaged in four or more activities to promote learning and school readiness in the last three days, by person interacting with child and sex of child		
<b>CHILD PROTECTION</b>			
Birth registration	Proportion of children under age 5 whose births are reported and registered with a civil authority, by sex	16.9.1 <sup>[N]</sup>	
Violent discipline	Proportion of children aged 1–14 years who experienced any physical punishment and/or psychological aggression by caregivers in the past one month, by sex	16.2.1 <sup>[N]</sup>	
Attitudes toward physical punishment	Proportion of caretakers who believe that physical punishment is needed to bring up, raise or educate a child properly, by sex of caretaker		
Child labour	Number of children aged 5–17 years who are involved in child labour, by sex <sup>43</sup>	8.7.1	
School attendance among child labourers	Proportion of children aged 5–17 years who are involved in child labour and are currently attending school, by sex		

Indicator name	Indicator definition	Corresponding SDG indicator <sup>40 [N]</sup>	Corresponding UN Minimum Set of Gender Indicators <sup>41</sup>
<b>CHILD HEALTH COVERAGE</b>			
Care-seeking for pneumonia	Percentage of children born in the five years preceding the survey with acute respiratory infection taken to a health facility, by sex of child		
Care-seeking for children with diarrhoea	Percentage of children with diarrhoea for whom advice or treatment was sought from a health facility or provider, by sex of child		
Care-seeking for children under age 5 with fever	Among children under age 5 with fever in the two weeks preceding the survey, the percentage for whom advice or treatment was sought, by sex of child		
Children under age 5 sleeping under an insecticide-treated net (ITN)	Percentage of children under age 5 who slept under an ITN the night prior to the survey, by sex of child		
<b>REPRODUCTIVE AND MATERNAL HEALTH</b>			
Contraceptive prevalence	Proportion of women aged 15–49 years currently married or in union who are using (or whose partner is using) a (modern or traditional) contraceptive method		
Met need	Proportion of females aged 15–49 years who have their need for family planning satisfied with modern methods	3.7.1	32
Adolescent birth rate	Age-specific fertility rate for women aged 15–19 years per 1,000 women	3.7.1	52
Early childbearing	Proportion of women aged 20–24 years who had at least one live birth before age 18		
Maternal mortality ratio	Deaths during pregnancy, childbirth, or within two months after delivery or termination of pregnancy, per 100,000 births within the seven-year period preceding the survey	3.1.1	34
Antenatal care coverage	Proportion of women aged 15–49 years with a live birth in the last two years who were attended during their last pregnancy that led to a live birth  (a) at least once by skilled health personnel  (b) at least four times by any provider		35
Content of antenatal care	Proportion of females aged 15–19 years with a live birth in the last two years who had their blood pressure measured and gave urine and blood samples during the last pregnancy that led to a live birth		
Skilled attendant at delivery	Proportion of women aged 15–49 years with a live birth in the last two years who were attended by skilled health personnel during their most recent live birth	3.1.2	36
Institutional deliveries	Proportion of women aged 15–49 years whose most recent live birth in the last two years was delivered in a health facility		
Caesarean section	Proportion of women aged 15–49 years whose most recent live birth in the last two years was delivered by caesarean section		
Pregnant women who slept under an ITN	Proportion of pregnant women aged 15–49 years who slept under an ITN the previous night		



Indicator name	Indicator definition	Corresponding SDG indicator <sup>40 [N]</sup>	Corresponding UN Minimum Set of Gender Indicators <sup>41</sup>
<b>HIV/AIDS AND SEXUAL BEHAVIOUR</b>			
Knowledge about HIV prevention	Number of women aged 15–24 years who correctly identify ways of preventing the sexual transmission of HIV, and who reject major misconceptions about HIV transmission?		
Comprehensive knowledge about HIV	Proportion of adolescents and adults aged 15–49 years who correctly identify two ways of preventing HIV infection, know that a healthy-looking person can have HIV, and reject the two most common misconceptions about HIV transmission, by sex		
Knowledge of mother-to-child transmission of HIV	Proportion of adolescents and adults aged 15–49 years who correctly identify means of HIV transmission from mother to child, by sex		
Discriminatory attitudes towards people living with HIV	Proportion of adolescents and adults aged 15–49 years who have heard of AIDS who report discriminating attitudes towards people living with HIV, by sex		
Know where to be tested for HIV	Proportion of adolescents and adults aged 15–49 years who know where to get an HIV test, by sex		
Have ever been tested and know the results	Proportion of adolescents and adults aged 15–49 years who have ever been tested for HIV and know the result of the most recent test, by sex		
Sexually active who have been tested and know results	Proportion of adolescents and adults aged 15–49 years who have been sexually active in the last 12 months, who have been tested for HIV in the last 12 months and who know the results, by sex		
HIV counselling during antenatal care	Proportion of females aged 15–49 years who had a live birth in the last two years and received antenatal care during the pregnancy of their most recent birth, reporting that during an ANC visit they received  (a) counselling on HIV  (b) information or counselling on HIV after receiving the HIV test results		
HIV testing during antenatal care	Proportion of women aged 15–49 years who gave birth in the last two years and received antenatal care during the pregnancy of their most recent birth, reporting that they were offered and accepted an HIV test during antenatal care and received their results		
Sex before age 15 among youth	Proportion of youth aged 15–24 years who have had sex before age 15, by sex		
Age-mixing among sexual partners	Proportion of female youth aged 15–24 years who had sex in the last 12 months with a partner who was 10 or more years older		
Multiple sexual partnerships	Proportion of adolescents and adults aged 15–49 years who had sex with more than one partner in the last 12 months, by sex		
Condom use at last sex among people with multiple sexual partnerships	Proportion of adolescents and adults aged 15–49 years who report having had more than one sexual partner in the last 12 months who also reported that a condom was used the last time they had sex, by sex		

Indicator name	Indicator definition	Corresponding SDG indicator <sup>40 [N]</sup>	Corresponding UN Minimum Set of Gender Indicators <sup>41</sup>
Sex with non-regular partners	Proportion of youth aged 15–24 years who had sex with a non-marital, non-cohabitating partner in the last 12 months, by sex		
Condom use with non-regular partners	Proportion of youth aged 15–24 years reporting the use of a condom the last time they had sex with a non-marital, non-cohabiting sex partner in the last 12 months, by sex		
Male circumcision	Proportion of men aged 15–49 years who report having been circumcised		
<b>HARMFUL PRACTICES</b>			
Early marriage	Proportion of females aged 20–24 years who were first married or in union: (a) before age 15 (b) before age 18	5.3.1	51
Adolescent girls aged 15–19 years currently married or in union	Proportion of females aged 15–19 years who are currently married or in union		
Polygyny	Proportion of females aged 15–49 years currently married or in union who are in a polygynous marriage or union		
Spousal age difference	Proportion of women aged 15–19 years currently married or in union whose spouse is 10 or more years older Proportion of women aged 20–24 years currently married or in union whose spouse is 10 or more years older		
Prevalence of female genital mutilation among women	Proportion of females aged 15–49 years who report to have undergone any form of female genital mutilation	5.3.2	50
Prevalence of female genital mutilation among girls	Proportion of females aged 10–14 years who have undergone any form of female genital mutilation, as reported by mothers aged 15–49 years		
Approval for female genital mutilation	Proportion of females aged 15–49 years who state that female genital mutilation should be continued		
Attitudes towards intimate partner violence	Proportion of adolescents and adults age 15–49 years who state that a husband is justified in hitting or beating his wife in at least one of the following circumstances: (1) she goes out without telling him, (2) she neglects the children, (3) she argues with him, (4) she refuses sex with him, (5) she burns the food, by sex		
<b>LITERACY AND EDUCATION</b>			
Literacy rate among youth	Proportion of youth aged 15–24 years who are able to read a short simple statement about everyday life or who attended secondary or higher education, by sex		20
Participation rate in organized learning	Proportion of children in the relevant age group (one year before the official primary entry age) who are attending an early childhood education programme, by sex	4.2.2	
Primary school net attendance ratio (adjusted)	Proportion of children of primary school age currently attending primary or secondary school, by sex		
Lower secondary school net attendance ratio (adjusted)	Proportion of children of lower secondary school age currently attending lower secondary school or higher, by sex		

Indicator name	Indicator definition	Corresponding SDG indicator <sup>40 [N]</sup>	Corresponding UN Minimum Set of Gender Indicators <sup>41</sup>
Upper secondary school net attendance ratio (adjusted)	Proportion of children of upper secondary school age currently attending upper secondary school or higher, by sex		
Out-of-school rate for children of primary school age	Proportion of children of primary school age who are not attending primary or secondary school, by sex		
Out-of-school rate for children of lower secondary school age	Proportion of children of lower secondary school age who are not attending primary school, secondary school or higher, by sex		
Out-of-school rate for children of upper secondary school age	Proportion of children of upper secondary school age who are not attending primary school, secondary school or higher, by sex		
Primary completion rate	Proportion of children aged 3–5 years above the intended age for the last grade of primary education who have completed that grade, by sex		28
Lower secondary school completion rate	Proportion of children aged 3–5 years above the intended age for the last grade of lower secondary education who have completed that grade, by sex		
Upper secondary school completion rate	Proportion of children aged 3–5 years above the intended age for the last grade of upper secondary education who have completed that grade, by sex		
Effective transition rate to secondary school	Proportion of children attending the last grade of primary school during the previous school year who are in the first grade of secondary school during the current school year, by sex		30
Education gender parity indices	The ratio of female to male net attendance (adjusted) ratios for: (a) lower secondary school (b) upper secondary school		
Educational attainment of population age 25 and older	Proportion of adults aged 25 years and older, by education level and sex		31
Support with homework	Proportion of children aged 7–14 years attending school who have homework and receive help with homework, by sex		
Availability of books at home	Proportion of children aged 7–14 years with three or more books to read at home, by sex of child		
Reading habits at home	Proportion of children aged 7–14 years who read books or are read to at home, by sex of child		
Foundational reading and numeracy skills	Proportional of children aged 7–14 years, by sex, who successfully complete: (a) three foundational reading tasks (b) four foundational numerical tasks	4.1.1	

Indicator name	Indicator definition	Corresponding SDG indicator <sup>40 [N]</sup>	Corresponding UN Minimum Set of Gender Indicators <sup>41</sup>
<b>WATER, SANITATION AND HYGIENE</b>			
Person primarily responsible for water collection	Sex and age of person primarily responsible for water collection in households without drinking water on premises, by age		
Time spent collecting water by person primarily responsible for water collection	Average time spent collecting water per day by sex and age of person usually responsible for water collection		
Time spent collecting water by childrent	Average number of hours children aged 5–17 years spend collecting water per week, by sex and age		
Menstrual hygiene management	Proportion of women using menstrual hygiene materials with a private place to wash and change while at home		
Exclusion from activities during menstruation	Proportion of women who did not participate in social activities, school or work due to their last menstruation in the last 12 months		
<b>TOBACCO AND ALCOHOL USE</b>			
Current tobacco use	Proportion of adolescents and adults aged 15–49 years who smoked cigarettes, or used smoked or smokeless tobacco products at any time during the last one month, by sex	3.a.1 <sup>[N]</sup>	37
Smoking before age 15	Proportion of adolescents and adults aged 15–49 years who smoked a whole cigarette before age 15, by sex		
Current use of alcohol	Proportion of adolescents and adults aged 15–49 years who had at least one alcoholic drink at any time during the last one month, by sex		
Use of alcohol before age 15	Proportion of adolescents and adults aged 15–49 years who had at least one alcoholic drink before age 15, by sex		
<b>MASS MEDIA AND USE OF INFORMATION/COMMUNICATION TECHNOLOGY</b>			
Exposure to mass media	Proportion of adolescents and adults aged 15–49 years who, at least once a week, read a newspaper or magazine, listen to the radio, and watch television, by sex		19
Use of internet	Proportion of adolescents and adults aged 15–49 who used the internet, by sex: (a) during the last three months (b) at least once a week during the last three months	17.8.1 <sup>[N]</sup>	17
ICT skills	Proportion of adolescents and adults aged 15–49 years who have carried out at least one of the following nine specific computer-related activities in the last three months, by sex: (a) copied or moved a file or folder (b) used a copy and paste tool to duplicate or move information within a document (c) sent email with attached file, such as a document, picture or video (d) used a basic arithmetic formula in a spreadsheet (e) connected and installed a new device, such as a modem, camera or printer (f) found, downloaded, installed and configured software (g) created an electronic presentation with presentation software, including text, images, sound, video or charts (h) transferred a file between a computer and other device (i) wrote a computer programme in any programming language		

Indicator name	Indicator definition	Corresponding SDG indicator <sup>40 [N]</sup>	Corresponding UN Minimum Set of Gender Indicators <sup>41</sup>
Ownership of mobile phone	Proportion of adolescents and adults aged 15–49 years who own a mobile phone, by sex	5.b.1	18
Use of mobile phone	Proportion of adolescents and adults aged 15–49 years who used a mobile telephone during the last three months, by sex		
<b>SAFETY AND SECURITY</b>			
Feeling safe in neighbourhood	Proportion of adolescents and adults aged 15–49 years who feel safe walking alone in their neighbourhood after dark, by sex	16.1.4 <sup>[N]</sup>	
Feeling safe at home	Proportion of adolescents and adults aged 15–49 years who feel safe home alone after dark, by sex		
Gender-based discrimination	Proportion of adolescents and adults, by sex, who in the past 12 months have felt discriminated against or harassed based on their: <ul style="list-style-type: none"> <li>(a) gender</li> <li>(b) sexual orientation</li> <li>(c) ethnic or immigration origin</li> <li>(d) age</li> <li>(e) religion or belief</li> <li>(f) disability</li> </ul>	10.3.1 & 16.b.1	
Victimization	Proportion of adolescents and adults aged 15–49 years who experienced physical violence of robbery or assault in the last year, by sex		
Reporting of victimization	Proportion of adults aged 15–49 years for whom the last incident of physical violence of robbery and/or assault in the last year was reported to the police, by sex	16.3.1 <sup>[N]</sup>	
<b>SOCIAL TRANSFERS</b>			
Health insurance coverage	Proportion of adolescents and adults aged 15–49 years with health insurance, by sex  Proportion of children aged 0–17 years with health insurance, by sex	1.3.1	
<b>SUBJECTIVE WELL-BEING</b>			
Overall life satisfaction index	Average life satisfaction score among adolescents and adults aged 15–49 years, by sex and age		
Perception of a better life	Percentage of adults aged 15–49 who expect that their lives will get better in one year, by sex and age		
Happiness	Percentage of adolescents and adults aged 15–49 years whose life improved during the last one year, and who expect that their life will be better after one year, by sex and age		

## Endnotes

1. United Nations, 'Integrating a Gender Perspective into Statistics', 2016, available at: <[www.un.org/development/desa/capacity-development/tools/tool/integrating-a-gender-perspective-into-statistics](http://www.un.org/development/desa/capacity-development/tools/tool/integrating-a-gender-perspective-into-statistics)>.
2. UN Women, 'Turning Promises into Action: Gender Equality in the 2030 Agenda for Sustainable Development', 2018.
3. United Nations, 'Integrating a Gender Perspective into Statistics', 2016.
4. Data2x, 'Mapping Gender Data Gaps', 2016.
5. Several manuals and toolkits on integrating a gender perspective into official statistics are available for further guidance. For materials produce by United Nations regional commissions and agencies, see: <[unstats.un.org/unsd/demographic-social/gender/index.cshhtml#capacity](http://unstats.un.org/unsd/demographic-social/gender/index.cshhtml#capacity)>.
6. Table 1 draws from 'Integrating a Gender Perspective into Statistics'.
7. Ibid.
8. United Nations Children's Fund, 'UNICEF Gender Action Plan, 2018–2021', 2017.
9. United Nations Children's Fund, The State of the World's Children 2007: Women and Children: The double dividend of gender equality, UNICEF, New York, 2007.
10. Curry, John, 'Establishment of a Core Set of Gender-sensitive Indicators for the Agricultural Sector: A preliminary proposal', working paper no. 14 (Summary), Statistical Commission and Economic Commission for Europe – Conference of European Statisticians – ECE Work Session on Gender Statistics, Geneva, 23-25 September 2002.
11. The 12 Critical Areas of Concern in the Beijing Platform for Action are: women and poverty; women and education and training; women and health; violence against women; women and armed conflict; women and the economy; women in power and decision-making; institutional mechanisms for the advancement of women; human rights of women; women and media; women and environment; and well-being of girls.
12. United Nations, Beijing Declaration and Platform of Action, adopted at the Fourth World Conference on Women, 27 October 1995, available at: <[www.refworld.org/docid/3dde04324.html](http://www.refworld.org/docid/3dde04324.html)>, accessed 12 September 2019.
13. Open Data Watch and Data2x, Bridging the Data Gap: Mapping data gender availability in Africa, 2019.
14. United Nations Children's Fund, 'Harnessing the Power of Data for Girls: Taking stock and looking ahead to 2030', UNICEF, New York, 2016.
15. Data2X, 'Bridging the Gap: Mapping Data Availability in Africa', 2019.
16. UN Women, 'Turning Promises into Action: Gender equality in the 2030 Agenda for Sustainable Development', 2018.
17. United Nations Children's Fund, 'Data for Children Strategic Framework', 2017.
18. While UNICEF creates and uses its own data for internal monitoring and evaluation, which is essential for integrating a gender perspective across the organization, these data are not the focus of this document.
19. United Nations Children's Fund, 'Data for Children Strategic Framework', 2017.
20. 'UNICEF Gender Action Plan'.
21. Ibid.
22. The United Nations Minimum Set of Gender Indicators is a set of 52 quantitative indicators and 11 qualitative indicators that measure gender equality and women's empowerment across five domains: economic structures, participation in productive activities and access to resources; education; health and related services; human rights of women and the well-being of girls; and public life and decision-making. The Minimum Set of Gender Indicators was endorsed by the United Nations Statistical Commission in 2013.
23. International Household Survey Network, 'How Well Are Gender Issues Covered in Household Surveys and Censuses? An analysis using the IHSN-World Bank Gender Data Navigator', 2015. United Nations Children's Fund, 'Child Marriage: Latest trends and future prospects', 2018.
24. United Nations Children's Fund, Gender Counts: A quantitative assessment of gender inequality and its impact on girls and boys in East and Southeast Asia, UNICEF East Asia and the Pacific, Bangkok, 2019.
25. Between 8–12 October 2018, UNICEF's advocacy for International Day of the Girl, which focused on equipping girls with skills for decent work, potentially reached over 505.6 million and engaged 661,193 users (although total reach was likely higher as API changes for Instagram have limited metadata from non-owned channels, including follower count, without which the reach for Instagram cannot be calculated).
26. An obvious exception, given the age of the target population, is the education sector.
27. While the SDG Indicator Framework recommends disaggregation by sex and age for SDG indicator 5.4.1, the Inter-agency and Expert Group on Gender Statistics has recommended a minimum age of 15 years for global monitoring.
28. 'Harnessing the Power of Data for Girls'.
29. 'Data for Children Strategic Framework'.
30. United Nations Economic Commission for Europe, 'Terms of Reference for the Task Force on Communicating Gender Statistics', 2018.
31. 'Data for Children Strategic Framework'.
32. United Nations Children's Fund, 'Global Mapping of Existing UNICEF Programming on Gender Socialization', internal document, April 2019.

33. Mazurana, Dyan, et al., *Sex and Age Matter: Improving humanitarian response in emergencies*, Feinstein International Center, Tufts University, Medford, 2011.
34. Data2X, “Big Data, Big Impact? Towards Gender-Sensitive Data Systems”, 2019.
35. Output indicators are not featured in the table as they are beyond the scope of this document.
36. Sex-disaggregated and gender-specific indicators refer to SDG indicators that: 1) explicitly call for disaggregation by sex; 2) specify women or girls as the targeted population; or 3) refer to gender equality as the underlying objective of the target.
37. This list is intended to give a detailed overview but is not exhaustive.
38. All MICS sex-disaggregated and gender-specific indicators can be disaggregated – where relevant and sample sizes permit – by age, wealth quintiles, ethnicity, migratory status, disability, geographic location, educational level, marital status, mother’s age at birth, and mother’s education level or other characteristics, as recommended by the Inter-agency Expert Group on SDG Indicators: <unstats.un.org/sdgs/indicators/Official%20List%20of%20Proposed%20SDG%20Indicators.pdf>, accessed 12 September 2019.
39. Sustainable Development Goal indicators, <unstats.un.org/sdgs/indicators/indicators-list>, accessed 12 September 2019. MICS covers many SDG indicators with an exact match of their definitions, while some indicators are only partially covered by MICS. The latter cases are included here as long as the current international methodology allows for only the way that the MICS indicator is defined, and/or a significant part of the SDG indicator can be generated by the MICS indicator. For more information on the metadata of the SDG indicators, see <unstats.un.org/sdgs/metadata>, accessed 12 September 2019.
40. [N] Because the SDG indicator framework does not explicitly call for disaggregation of this indicator by sex, it is not classified as a sex-disaggregated SDG indicator.
41. The Minimum Set of Gender Indicators is a set of 52 quantitative indicators and 11 qualitative indicators that measure gender equality and women’s empowerment across five domains: economic structures, participation in productive activities and access to resources; education; health and related services; human rights of women and the well-being of girls; and public life and decision-making. The Minimum Set of Gender Indicators was endorsed by the United Nations Statistical Commission in 2013.
42. While the SDG indicator is defined according to national measures of multidimensional poverty, UNICEF is developing a global methodology for estimating children’s multidimensional poverty from a gender perspective.
43. Children involved in child labour are defined as children involved in economic activities above the age-specific thresholds, children involved in household chores above the age-specific thresholds, and children involved in hazardous work. See the MICS tabulation plan for more detailed information on thresholds and classifications.

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