



Republic of Zambia

Central Statistical Office

Analysing and Presenting Statistics with a Gender Lens:

Women and Men in Zambia

A tool on methodological guidelines and demonstration of analysis and presentation of gender statistics

2018

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Acronyms

AIDS	Acquired Immuno Deficiency Syndrome
CEDAW	Convention on the Elimination of all forms of Discrimination against Women
CSO	Central Statistical Office
GRZ	Government of the Republic of Zambia
HIV	Human Immuno Virus
ITP	International Training Programme
MoGE	Ministry of General Education
NGP	National Gender Policy
NSO	National Statistical Office
NSS	National Statistical System
R-SNDP	Revised Sixth National Development Plan
SADC	Southern African Development Cooperation
SIDA	Swedish International Development Agency
UN	United Nations
UNSD	United Nations Statistics Division

Acknowledgments

The International Training Program's (ITP) aim on supporting gender equality through the production of gender statistics has enabled the production of this booklet. The ITP enhanced the capacity in gender statistics for two officers from Central Statistical Office (CSO), namely; Sheila Shimwambwa Mudenda (Assistant Director - Information, Research and Dissemination) and Cecillia M. Munjita (Senior Gender Analyst). The Office would like to thank SIDA for the financial support to this valuable training program. Also, deep gratitude goes to Statistics Sweden and ITP staff for the technical support offered in the development of gender statistics in Zambia.



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Acting Director of Census and Statistics

20th April, 2018

Foreword

This booklet is a timely statistical instrument that will change the face of gender statistics in CSO. The booklet is simple and provides ways and options of presenting statistics on women and men in Zambia. The information is based on CSO censuses and surveys, but can be adapted to other data, such as administrative records. It is my sincere hope that partners dealing in the field of gender statistics will adopt the suggested ways of analysing and presenting data on women and men, girls and boys.

Owing to the type of statistics and its usefulness, it is in policy and advocacy utmost importance that the picture of women and men in various aspect of life is well represented and most importantly, easily and well understood.

Readers are encouraged to use the document and other materials on gender which are on the CSO website (www.zamstats.gov.zm) and data portal (<http://zambia.opendataforafrica.org>).

Gender Equality

In general, gender equality is achieved when women and men, girls and boys, have equal rights, life prospects and opportunities, and the power to shape their own lives and contribute to society.

Gender Equality in Zambia

The Government of the Republic of Zambia's vision on gender as is contained in the "Vision 2030" is to achieve gender equity and equality in the socio-economic development process by 2030. In this regard, the government adopted the National Gender Policy (NGP) in 2000 which addressed the need to build and strengthen national capacity for advocating and mainstreaming gender in the development process. The policy was aimed at "achieving full participation of both women and men in the development process at all levels in order to ensure sustainable development and attainment of equity and equality between sexes" (GRZ, 2014).

The National Gender Policy was revised in 2012, to address the shortcomings identified during the implementation of the first policy and takes into account the "changing socio-economic landscape and the persistence of feminization of poverty; HIV and AIDS as well as gender based violence" (GRZ 2014). While the revised Policy takes into account the priorities and aspirations of Government as set out in Development Plans such as the Vision 2030, Revised Sixth National Development Plan (R-SNDP), the then Millennium Development Goals (MDGs) and the SADC Protocol on Gender and Development. It also outlines a broad strategy for promoting gender equality. The Strategy includes the development of an Action Plan for promoting equality in all spheres and transforming mindsets, negative attitudes and negative cultural practices. It identifies several areas of action that include awareness campaigns on gender issues in communities; tackling gender-related land issues; and adherence to reproductive health rights especially for women and girls. The strategy and policy set priority areas of action at the national, sectoral, provincial, district and community levels in terms of planning, resource allocation and implementation of development programmes to redress gender imbalances. The ultimate objective of this policy is to create a Zambian society that is both informed and conscious of gender issues and concerns in the development process thus achieving the Vision of 'A nation where there is gender equity and equality for sustainable development'.

A vital tool in determining the progress made in development policies is **statistics of males and females**. This publication is therefore relevant in responding to the data needs of the NGP through the simple guidelines that lead to the provision of quality gender statistics.

Concepts and Definitions

Gross Enrollment Rate indicates the total enrollment of learners in a specific level, regardless of age in a given year expressed as a percentage of the official school-age population for that level.

Industry refers to an economic activity that takes place at the employed person's place of work.

Infant Mortality Rate is the probability of dying between birth and the first birthday.

Maternal Mortality Ratio (MM Ratio) is the number of maternal deaths during a given time period per 100,000 live births during the same time period.

Net Enrollment Rate indicates the total enrollment of learners in a specific level, expressed as a percentage of the official school-age population for that level.

Occupation is defined as the set of jobs whose main tasks and duties are characterized by high degree of similarity.

Population Growth shows how the number of people in a particular place is changing over time.

Total Fertility Rate is the average number of children a woman is expected to have in her entire reproductive age group (15–49 years) assuming the prevailing conditions remain constant throughout her reproductive period.

Guide for Readers

The information on the guidelines to produce gender statistics was obtained from materials provided by the International Training Program (ITP) in Gender Statistics and other United Nations (UN) sources. The statistics contained are based on the CSO Surveys and Censuses; the National Assembly and the Ministry of General Education (MoGE). The source of information for each indicator is indicated below each table or graph.

For statistics obtained from sample surveys and that require the use of confidence intervals to make inferences such as maternal mortality ratio, the confidence intervals are not reported in this publication. The reader can refer to the sources quoted for more information.

The tables mainly present information in absolute numbers presented in 1'000s and also proportions for both women and men. For all the indicators provided, either a sex or percentage distribution is given and in some some cases both proportions are used. The graphs also present absolute numbers and proportions.

Information on data quality for the indicators used in this publication can be obtained from the various sources quoted.

Introduction

CSO collects a lot of data from its various censuses (of population) and surveys. The United Nations and others make available Guidelines on bringing gender issues into statistics: specifically on the integration of a gender perspective into data collection, analysis and presentation of gender statistics.

This publication is aimed at providing a user-friendly and simplified guide in the analysis and presentation of gender statistics in Zambia. The overall goal of this booklet is to contribute to increased availability of quality gender statistics; through enhancement of adequate data analysis and presentation to ensure that meaningful differences and similarities between women and men are reflected in the disseminated statistics. Therefore, while advocating for improved visibility of situations of women and men/girls and boys, the booklet will also assist to strengthen capacity for NSO and NSS personnel involved in gender statistics production and use.

The booklet is developed using guidelines which are an adaptation of exemplary works done by some Gender Statistics giants under Statistics Sweden and the United Nations Statistics Division (UNSD)-Gender Statistics.

The authors' intentions for this is simply not to 're-invent the wheel', but use it to relate to the local context of analysis and presentation of gender statistics in Zambia and improve upon it.

The examples used in this booklet are in most cases a reflection of graphs and tables in some published materials of CSO. The subsequent correction of these graphs and tables should in no way be considered an assessment of the published information. Rather, it is purely to demonstrate the impact that this booklet will have in shaping the future work towards improved analysis and presentation of gender statistics within CSO and other institutions involved in producing gender statistics in the country. For instance, those producing administrative data can benefit from the approaches shared herein.

This booklet is presented in two main parts:

Part 1 provides guidelines to analyse and present sex disaggregated data in order to reflect the situation of women and men in our society.

Part 2 demonstrates the analysis, presentation and interpretation of selected gender statistics from available data on key socio-economic indicators in Zambia.

PART ONE: GUIDELINES TO ANALYSE AND PRESENT SEX DISAGGREGATED DATA

This section describes key terms and issues that are necessary as one deals with gender related data. Notably, one should understand the difference between “sex” and “gender.” The section further distinguishes the correct and erroneous ways of analysing and presenting data on women and men using tables and graphs. Some general guidelines on the interpretation of the presented data are also provided. In principle, Part One paves way for Part Two, citing CSO data.

Explaining Gender Equality and Gender Statistics

As is often done, gender statistics should not be equated to disaggregating statistics by sex, and worse still- ‘Women’s statistics’. Cognizance is made of the fact that it is the prior demands for statistics by Women Organisations and Women’s advocates to support new policies and programmes intended to reduce the disadvantages that women face that has highly contributed to this perception. As we learn however, “in terms of policies, the change of focus from women to gender stemmed from a recognition that isolating women’s concerns from mainstream development policies and strategies limits the impact of such policies and strategies whereas paying more attention to the roles and responsibilities of both women and men and their interrelationships can make policies and strategies more effective”. The UN defines gender statistics as a summary of the following characteristics:

- (i) Data are collected and presented by sex as a primary and overall classification;*
- (ii) Data reflect gender issues;*
- (iii) Data are based on concepts and definitions that adequately reflect the diversity of women and men and capture all aspects of their lives;*
- (iv) Data collection methods take into account stereotypes and social and cultural factors that may induce gender bias in the data.*

Perhaps it is important to understand the causes and consequences of gender inequality. As elaborated in the 2014 NGP, gender roles in all ethnic groups are determined and differentiated by one’s sex, socialization and culture. Cultural norms, values and taboos that lead to the perpetuation of gender imbalances are transmitted through the socialization process. For instance, girls are socialized to be wives and mothers who are generally expected to be submissive. Boys are socialized to be husbands and fathers who are domineering over women. This has proved to result in women being less assertive than men. This socialization also places a heavier burden on girls and women than boys and men in the division of labour particularly- in the

performance of household chores. Notwithstanding, women are overburdened with reproductive roles. Further, some cultural practices such as initiation ceremonies, child and forced marriages, sexual cleansing, spouse inheritance and property inheritance / grabbing, impact negatively on the well-being of women and children. Consequently, this tends to affect women's performance and participation in areas of education, reproductive health, labour and employment, agriculture, decision making at home, community and national levels. At the governance level, there exist limitations in political and economic participation of women in national affairs. At the community and household levels, women are in most cases restricted from participating in important decisions such as resource planning and use, family planning and access to services such as health and education.

There is general consensus that women have remained subordinate to the more dominant position of men in all spheres of national development. This is supported by various research documents including the Sixth National Development Plan that acknowledges that discrimination against women in the country is embodied in traditional rules and practices that explicitly exclude them and negate their interests or give preference to men, resulting into lasting constraints on women's socio-economic empowerment and progress.

The impact of all these developmental challenges is that the 2012 United Nations Human Development Report ranks Zambia at 136 out of 186 countries with a Gender Inequality Index (GII) score of 0.623 where the GII range is from 0 – 1 with 0 being the desirable target as it entails equality whilst one (1) entails total inequality. The Gender inequality index measures women's disadvantages in three dimensions: reproductive health; empowerment; and the labour market. The score of 0.623, therefore, shows that women in Zambia continue to be disadvantaged.

"Sex" and "Gender": *same thing or not?*

The word "sex" refers to biological differences between women and men. Biological differences are fixed and almost unchangeable and do not vary across cultures or over time. In contrast, "gender", refers to socially-constructed differences in the attributes and opportunities associated with being female or male and to social interactions and relationships between women and men. Gender determines what is expected, allowed and valued in a woman or man in a given context. In most societies, there are differences and inequalities between women and men in terms of roles and responsibilities assigned, activities undertaken, access to and control over resources and decision-making opportunities. These differences and inequalities between the sexes are shaped by the history of social relations and change over time and across cultures (UNSD).

Presenting Gender Statistics in Tables and Charts

With definitions of ‘sex’ and ‘gender’ provided, what then is the distinction between “sex disaggregated data” and “gender statistics”?

Sex disaggregated data is achieved when statistics are presented for women and men throughout all tables and charts. Doing so provides a full picture of the situation of women and men and facilitates comparison of information.

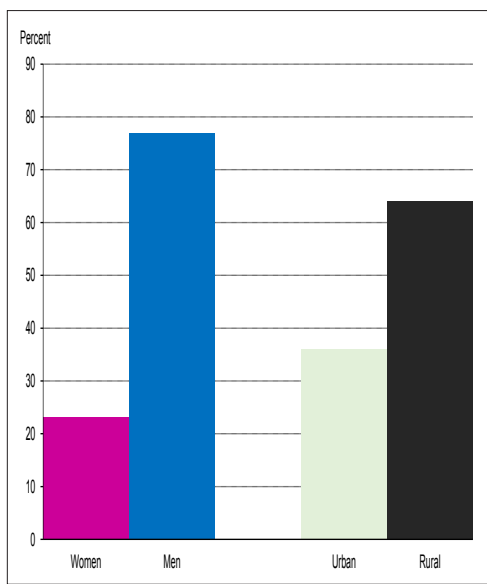
Gender Statistics are defined as statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life (United Nations, 2006). Gender statistics requires the cross-tabulation of at least two statistical variables: sex and the main characteristic that is studied, such as educational attainment or labour force participation.

Producing gender statistics entails disaggregating data by sex and other characteristics to reveal those differences or inequalities and collecting data on specific issues that affect one sex more than the other or relate to gender relations between women and men. Second, gender statistics should adequately reflect differences and inequalities in the situation of women and men. In other words, concepts and definitions used in data collection must be developed in such a way as to ensure that the diversity of various groups of women and men and their specific activities and challenges are captured.

This booklet opens with a demonstration in Figure 1a. and 1b. to demonstrate a simple transformation of gender blind statistics to not gender blind statistics. Notice that Figure 1a. does not show where there are any differences in urban and rural areas for women and men. Differences in household headship between women and men in urban and rural areas are now visible and can easily be compared in Figure 1.b.

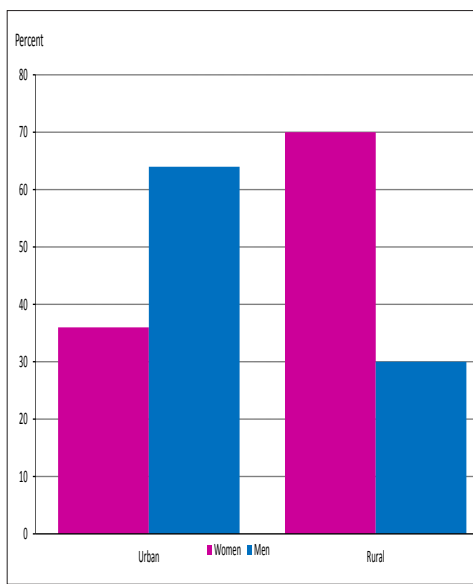
Example of gender blind statistics

Figure 1a: Household headship by sex and residence, 2015



Example of not gender blind statistics

Figure 1b: Household headship by sex and residence, 2015

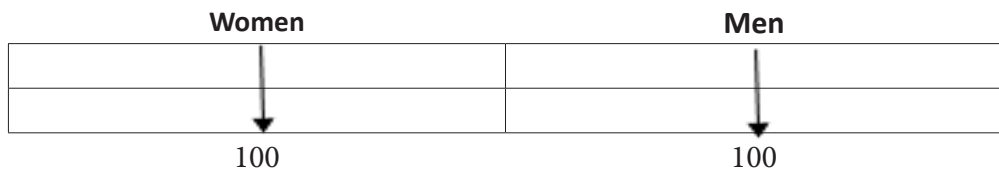


Percentage and Sex Distribution

It is important to note that for analysis both numbers and relative frequencies are needed. In arriving at good gender statistics, the analysis needs to differentiate **Column** and **Row** percent distributions:

Column Percent (Percentage Distribution)

This is a percentage distribution of the share of women and men, independently for a given variable.



Row Percent (Sex Distribution)

This refers to the information on sex distribution. This means that separate shares of women and men are relational to the total (both sexes).

Women	Men	
_____	_____	→ 100
_____	_____	→ 100
_____	_____	→ 100

Analysis and Presentation of Gender Statistics

Typically in an NSO, large amounts of data are provided, many times as absolute frequencies or counts of observations. This is called a **basic table**. It is considered an “analysis-friendly” table, and essentially is the foundation for any analysis on gender equality or inequality. The basic table comprises:

- *Absolute numbers*
- *Percentage distribution, and*
- *Sex distribution.*

The Basic Table

Table 1: Secondary School Enrollment by Level, Zambia 2015

Numbers, Percentage Distribution and Sex Distribution

Grade	Total	Girls		Boys		Sex Distribution	
		Number	Percent	Number	Percent	Girls	Boys
Grade 8	238,744	117,029	30	121,715	28	49	51
Grade 9	252,460	121,680	31	130,780	30	48	52
Grade 10	104,750	48,606	12	56,144	13	46	54
Grade 11	118,463	54,997	14	63,466	15	46	54
Grade 12	107,743	49,466	13	58,277	14	46	54
Total	822,160	391,778	100	430,382	100	48	52

Source: MESVTEE. 2016 Educational Statistical Bulletin

The basic table demonstrates the benefits on analysis from a good layout of statistics. For instance, Table 1 offers the reader the following insights:

- 49,466 girls and 58,277 boys are enrolled in Grade 12 (*absolute number*).
- 12 percent of all girls and 13 percent of all boys enrolled in secondary school are in Grade 10 (*percent distribution*).
- The sex distribution among those in Grades 10, 11 and 12 is 46 percent girls and 54 percent boys (*sex distribution*).

The Simplified Basic Table

Table shows how a good layout in the basic table above can be more accessible and easier to read if the:

- *numbers are rounded off*
- *percentages are displayed without decimals; and*
- *numbers for each subcategory are excluded (SCB, year?).*

Table 2: Secondary School Enrollment by Sex and Level, Zambia 2015

Grade	Percent Distribution		Sex Distribution	
	Girls	Boys	Girls	Boys
Grade 8	30	28	49	51
Grade 9	31	30	48	52
Grade 10	12	13	46	54
Grade 11	14	15	46	54
Grade 12	13	14	46	54
Total	391,778	430,382		

Source: MESVTEE. 2016 Educational Statistical Bulletin

For more user-friendly presentations, the simplified basic table is preferable in a publication.

Table with Rates

In statistical analysis, we encounter other common types of statistical values which are “rates”. A rate results from “a comparison of 2 measurements with different units” The values of a rate, unlike those in frequency tables, cannot be summarized.

Table 3: Literacy rate by age, 2015*Proportion (%) of Age Group*

Age Group	Women	Men
15-19	79	82
15-24	77	85
20-24	75	89
25-29	63	81
30-34	60	80
35-39	59	80
40-44	60	83
45-49	61	82
Total	68	83

Source: MESVTEE. 2016 Educational Statistical Bulletin

The lowest rate of literacy is found among women age 35-39 (59 percent) and the highest among men age 20-24 (89 percent). An example of another common type of rate that shows the sex distribution is “*Number of men per 1 000 women*”.

Rounding of Numbers using Table with Indicator:

While it may not be a problem for statisticians, long numbers are difficult and sometimes intimidating to look at. Presenting the table in thousands is one way of making it look user-friendly. In such a case, it is important to include the thousands delimitation to guide the reader (as in Table 4).

Table 4: Population by Province 2015*Number in Thousands and Number of Men per 1000 Women*

Province	Number		Number of men per 1 000 women
	Women	Men	
Central	763	752	986
Copperbelt	1,182	1,180	998
Eastern	916	898	981
Luapula	573	554	967
Lusaka	1,401	1,376	982
Muchinga	455	440	965
Northern	657	647	984
North Western	419	415	992
Southern	936	915	978
Western	513	478	932
National	7,818	7,656	979

Source: CSO. Zambia Census Projection 2011- 2035

Sorted Data

Keeping a focus on presenting user-friendly information, we can sort the regions by the number of men per 1000 women. The sorting changes the structure of the previous table (Table 4) giving way to information on the regions with most skewed sex ratio.

Table 5: Population by Province 2015

Number in Thousands and Number of Men per 1000 Women

Province	Number		Number of men per 1 000 women
	Women	Men	
North Western	419	415	992
Muchinga	455	440	965
Western	513	478	932
Luapula	573	554	967
Northern	657	647	984
Central	763	752	986
Eastern	916	898	981
Southern	936	915	978
Copperbelt	1,182	1,180	998
Lusaka	1,401	1,376	982
National	7,818	7,656	979

Source: CSO. Zambia Census Projection 2011- 2035

For better presentation, ensure to leave some space between the last region and the total (i.e. national).

The Totals:

The total represents the overall situation, for both women and men. As a matter of preference, the total can either be presented in a table or not. It is however gender blind and not useful in gender analysis.

In graphs, totals are best left out, so that making comparisons between women and men is easy and clear.

HIV Prevalence Rates by Residence, 2013-14 with Total

Region	Women	Men	Total
Urban	21.0	15.0	18.2
Rural	9.9	8.1	9.1
Total	15.1	11.3	13.3

Source: CSO. 2013-14 Zambia Demographic and Health Survey

HIV Prevalence Rates by Residence, 2013-14 without Total

	Women	Men
Urban	21.0	15.0
Rural	9.9	8.1
Total	15.1	11.3

Source: CSO. 2013-14 Zambia Demographic and Health Survey

Sex Distribution:

Sex distribution is an important aspect of gender analysis as it provides useful information in making comparisons between women and men/girls and boys. In all essence, it shows “how even or uneven a group is based on gender”. In deciding a “chart” gives a quick impression on sex distribution. If you need exact figures use the table

Example 1:

Public Welfare Assistance Scheme Beneficiaries, 2011-2015

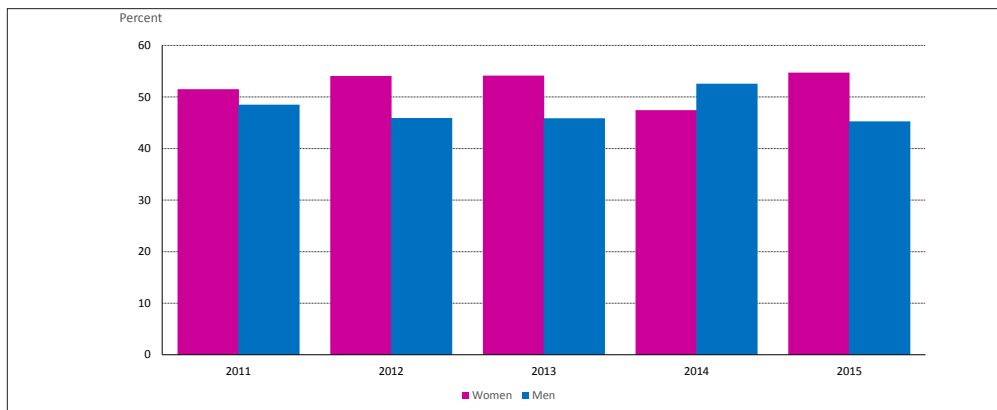
Number and sex distribution

Year	Number	Sex Distribution	
		Women	Men
2011	75,469	51	49
2012	87,359	54	46
2013	75,895	54	46
2014	33,477	47	53
2015	20,050	55	45

Example 2:

Public Welfare Assistance Scheme Beneficiaries, 2011-2015

Sex Distribution



Source: Ministry of Community Development and Social Welfare

Creating and Presenting Charts

Clear titles: What comprises these?

We are guided that the table and chart titles should always answer the following three questions:

- What?
- Where?
- When?

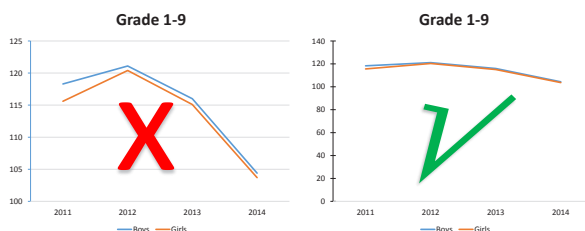
In answering these, it is important that the titles are kept short and concise. This is best achieved by having both titles (in bold), and subtitles (in italics). Tip: For a publication in A6-format, use bold Arial 10 as font for titles and italic Arial 9 as font for subtitles.

Useful Tips when Making Charts!!

1. Start at zero on the y-axis

When you start at any other scale other than zero, the differences in any variable between the two sexes will appear to be larger than it really is. Try for instance: "Starting at 100 instead of 0 when charting enrollment in primary school between boys and girls".

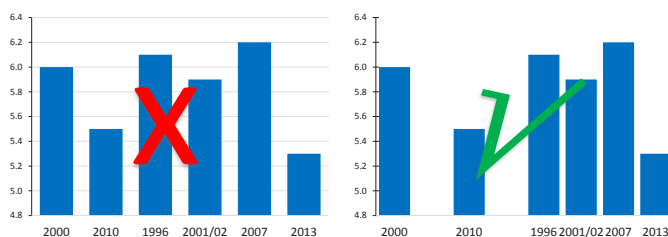
Gross Enrolment Rate by Level of School Education and Sex, 2011 - 2014



2. The same distance between the years

If in one graph, spacing of bars in charts for a series of years or periods must be the same. For instance: the years 2001 to 2017 must have similar interval showing the single year between them. While inter-censal years of 1980, 1990 and 2000 must be displayed with a larger interval between them, denoting the 10-year interval.

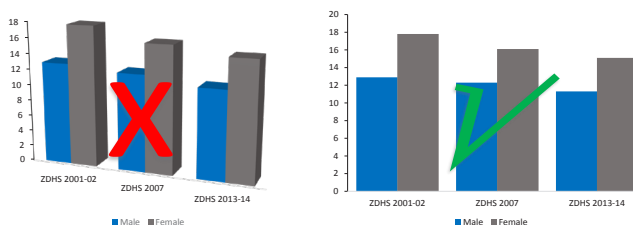
Trends in Total Fertility Rate, Zambia, 2000 - 2010



3. Avoid some chart types

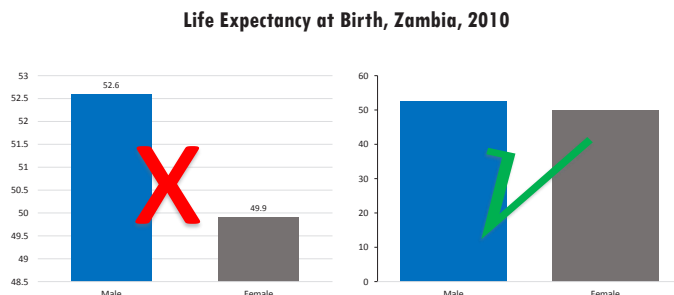
An example of a chart to avoid in publications is a 3D-chart. This chart can be confusing as it does not display clearly to the reader which are the correct data points.

Trends in HIV Prevalence among Adults Aged 15 - 49 Years by Sex, Zambia 2001-02, 2007 and 2013-14



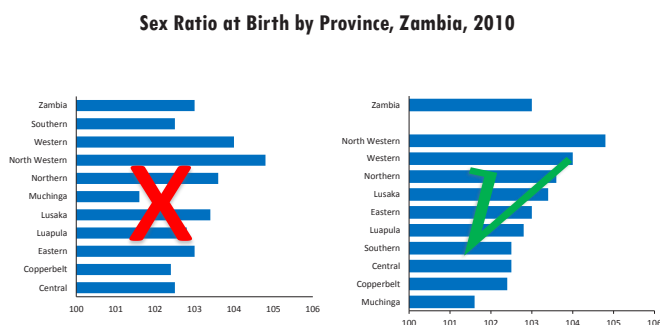
4. Avoid written values in a chart

Visible data values in graphs must be avoided, except in pie charts.



5. Presentation of regional differences

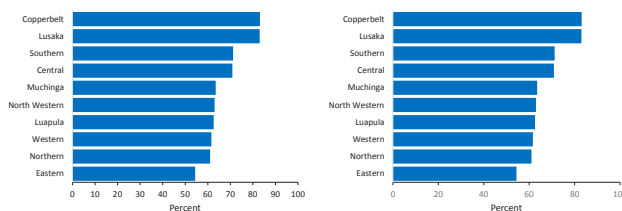
These can be presented in a horizontal bar chart, which displays differences clearly. Ensure to separate bar with the total from the regional bars (with good spacing). Ensure to sort, as sorted values give a better picture of female where surplus is highest



6. The same scale on charts that should be compared

Essentially, the scale must go up to 100 percent. However, in cases where a/some values of a category are so small compared to others (to the extent that they become invisible), it is advisable to cut the scale to below 100 percent. Be careful to use the same scale IF comparing 2 charts, EVEN IF one of the charts has big enough category values.

Literacy Rates for Persons Aged 5 Years and Older by Province, 2010



Making Charts in Excel

This section provides useful ideas in making and presenting charts in Microsoft Excel for gender statistics publications. Excel is an accessible tool to many producers of statistics, whose strength is nonetheless not always fully explored. Statistics Sweden training materials for the ITP in Gender Statistics 2017 provides explicit steps in making charts in excel and particular recommendations suitable for a pocket size publication with A6 format.

- *Make the chart in the same size that it should be in Word. Do NOT change the size of the chart in Word.*
- *Paste charts in Word as a picture (enhanced metafile)*
- *Colour should be used only if it is to be printed in colour. Use greyscale otherwise.*
- *Use the same colour/greyscale tone for women and men throughout the report- This helps the readers.*
- *Avoid black colour on bars and lines. It gives a heavy and hard impression.*
- *Make the title of the chart in Word.*
- *Titles should be in bold Arial of specific font size (e.g. 10), subtitles should be in italic Arial of specific size (e.g. 9)*
- *Remember to always put the source under the chart, Use Arial 7.*

Interpretation

This section is a brief description of what the statistics say and mean. “such interpretation also entails describing conclusions and exploring implications or explanations for the findings. The interpretation should address certain basic issues:

- The general significance of the characteristic or indicator
- Acceptable or expected levels of the indicator and any gender differentials shown by the data,
- Specific types of variation to look for and what a variation might mean,
- Whether observed patterns are similar or differ markedly across all categories of the characteristics being analysed.
- Recent trends indicated by the results.

The above can be termed as first attempts to interpret the data series, and may require further exploration of data. “Interpretation of the statistics and indicators may be facilitated or guided by other related studies, policy documents or similar publications (on gender and statistics) at national, regional and international levels.

Depending on the type of publication, these publications are a source of information on the relevant gender issues in the region and present a basis for comparing achievements at the national level with those of neighbouring countries or countries in other regions.

PART TWO: ILLUSTRATIONS WITH SELECTED INDICATORS

With all the knowledge and skills shared in Part One of this publication, Part Two now demonstrates improved ways of presenting statistics on women and men. The authors use tables and graphs with data from CSO and other institutions. The analysis and presentation of these uses indicators from the following topics:

- *Population*
- *Health*
- *Education*
- *Work and the Economy*
- *Decision-making*

Population

Table 2.1: Changes in Population, 2010-2017

Numbers in 1 000s

Year	2010	2011	2012	2013	2014	2015	2016	2017
Women	6,638	6,932	7,148	7,368	7,591	7,818	8,050	8,287
Men	6,455	6,787	6,997	7,213	7,432	7,656	7,884	8,118
Total	13,093	13,719	14,145	14,580	15,023	15,474	15,934	16,405

Source: CSO. Zambia Census Projection 2011- 2035

Annual Population Growth Rate for 2011-2020

Average Regional and National

Zambia	Annual Growth Rate
Rural	2.2
Urban	3.4
National	2.7

Source: CSO. Zambia Census Projection 2011- 2035

Between 2011-2020, the population is expected to grow at an average annual growth rate of 2.7 percent. Urban average growth rate is higher than rural.

Table 2.2: Households by Marital Status of Household Head 2010

Number in 1 000s and Percentage and Sex Distribution

Type of Household Head	Number		Percentage Distribution		Sex Distribution	
	Women	Men	Women	Men	Women	Men
Never married	59	101	11	6	37	63
Married	91	1,571	17	86	5	95
Divorced	91	25	17	1	78	22
Separated	55	22	10	1	72	28
Widowed	237	32	43	2	88	12
Cohabiting	13	67	2	4	17	83
Total	547	1,818	100	100	23	77

Source: CSO. 2010 Census of Population and Housing

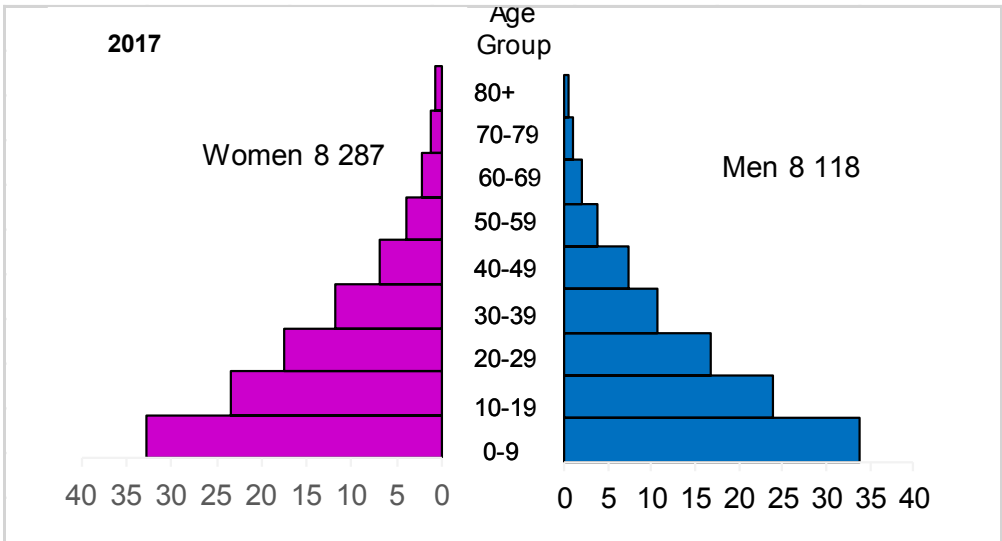
The majority of women head of households are widowed at 43 percent while the majority of men household heads are married at 86 percent.

A high proportion of widows suggests the persistence of the vulnerability as they are high poverty levels, low education and unpaid employment observed among most women.

More men (83 percent) than women (17 percent) are prone to cohabit. Among the married household heads, 95 percent were men while only 5 percent were women.

Population by 10 Year Age Groups 2017

Percentage of all women and men



Source: CSO. Zambia Census Projection 2011- 2035

The country has a young population as about 46 percent of the population is below the age of 15 years.

The 2017 population structure for women and men seems proportional. The age group with the highest composition is the 0-9 years with 33 percent girls and 34 percent boys. The age groups 70-79 years and 80+ years have composition of 1 percent each and the same for women and men in each age group.

Health

Table 2.3: Median Age at First Marriage for Women Aged 20-49, and Men Aged 25-59, 1996, 2001-2, 2007 and 2013-14

<i>Year and age</i>		
Year	Women	Men
1996	18.0	23.5
2001-2	18.1	23.2
2007	18.4	23.5
2013-14	18.7	23.9

Source: CSO. 2013-14 Zambia Demographic and Health Survey

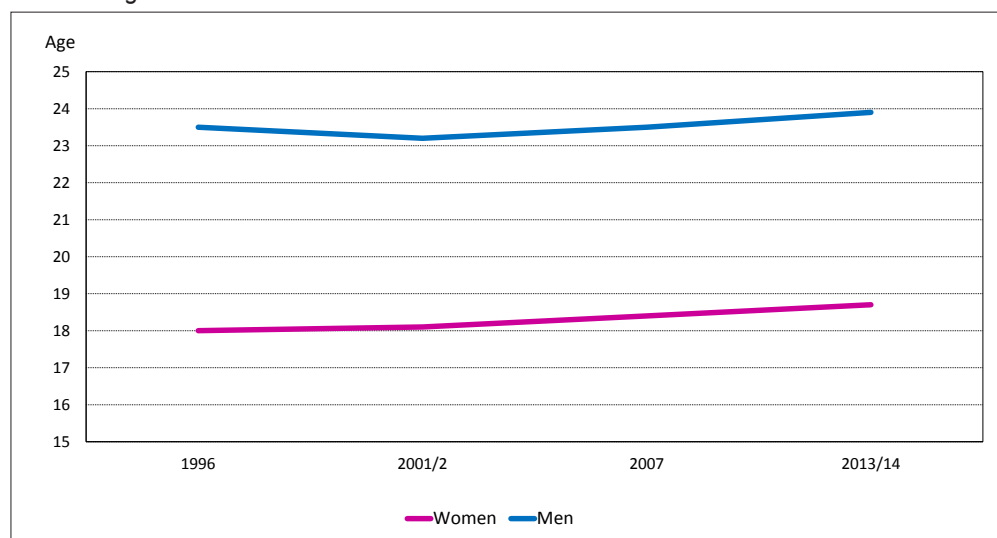
The median age at first marriage for women has been increasing while that of men has been less varied. The median age at first marriage for women increased from 18.0 years in 1996 to 18.7 years in 2013-14. For men, the median age at first marriage has been an average of 24 years over the review period.

Early marriages are associated with a number of causes. Among them include poverty or financial burden. Parents or guardians may give off their daughters early in marriage in order to financially secure the future of not only their daughters but that of themselves. The early giving of girls in marriage comes from certain cultural norms and traditions which stress the role of girls/women as that restricted to domestic chores. Hence, when girls come of age, parents see them as homemakers other than individuals who need to improve their formal and economic potential.

Early marriage interferes with the education and career development of particularly women than men as it often results in early child bearing and high fertility rate for women. This precipitates low education and literacy levels, low gainful employment leading to economic dependency on men, and unequal power distribution among women and men.

Median Age at First marriage for Women Aged 20-49, and Men Aged 25-59, 1996, 2001-2, 2007 and 2013/14

Year and age



Source: CSO. 2013-14 Zambia Demographic and Health Survey

Total Fertility Rate for Women 15-49 Years, 1996, 2001-2, 2007 and 2013-14

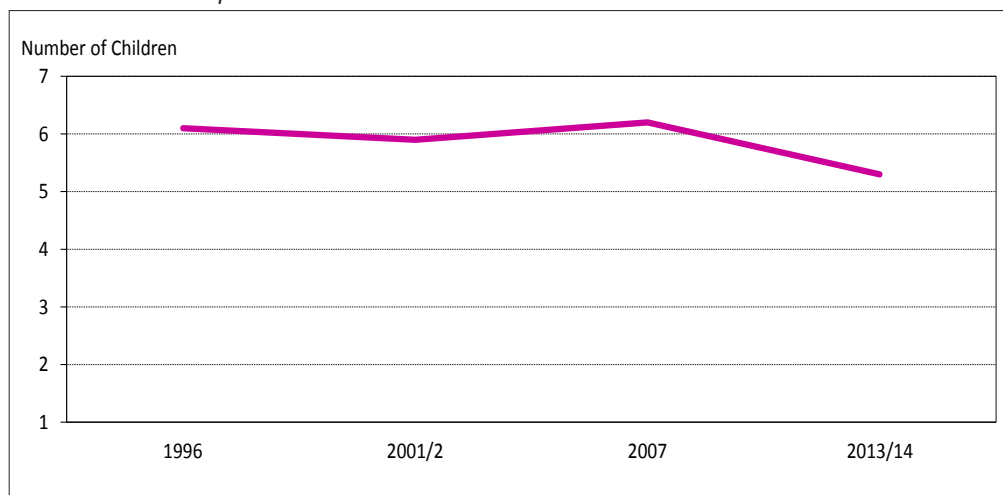
Number of children per woman

Year	Rate
1996	6.1
2001/2	5.9
2007	6.2
2013/14	5.3

Source: CSO. 2013-14 Zambia Demographic and Health Survey

Total Fertility Rate for Women 15-49 Years, 1996, 2001-2, 2007 and 2013-14

Number of children per woman



Source: CSO. 1996, 2001/2, 2007 and 2013-14 Zambia Demographic and Health Survey

Trends in total fertility rate among women aged 15-49 years show a decline in the number of births per woman from 6.1 births per woman in 1996 to 5.3 births per woman in 2013-14

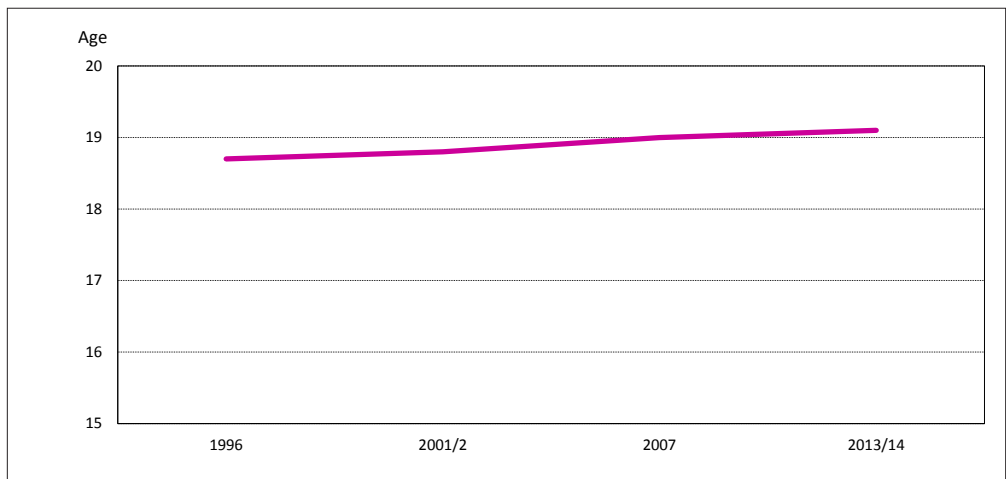
Median Age at First Birth for Women 20-49 Years, 1996, 2001-2, 2007 and 2013-14

Year and age

Year	Age
1996	18.7
2001/2	18.8
2007	19.0
2013/14	19.1

Median Age at First Birth for Women 20-49 Years, 1996, 2001/2, 2007 and 2013/14

Year and age



Source: CSO. 1996, 2001/2, 2007 and 2013-14 Zambia Demographic and Health Survey

There has been an upward adjustment in the age at which women become first time mothers. The median age at first birth raised from 18.7 years in 1996 to 19.1 years in 2013/14

A major bearing on this factor is the age at which women become married. Like early marriage, early child birth can inhibit the education and professional progression of women as they accustom themselves to child rearing responsibilities. This can have adverse economic and health consequences at households and national level.

Use of Any Contraceptive Method by Married Women Age 15-49, 2007 and 2013-14

Percentage distribution and number in 1 000s

Year	2007			2013-14		
	Any method	Not using	Number	Any method	Not using	Number
Residence						
Urban	48	52	1,540	57	43	3,953
Rural	37	63	2,863	44	56	5,905
Education Level						
No education	36	65	572	37	63	1,081
Primary	38	62	2,678	47	53	5,422
Secondary	49	51	959	56	44	2,905
More than secondary	57	43	193	63	37	451
Total	41	59	4,402	49	51	9,859

Source: CSO. 2007 and 2013-14 Zambia Demographic and Health Survey

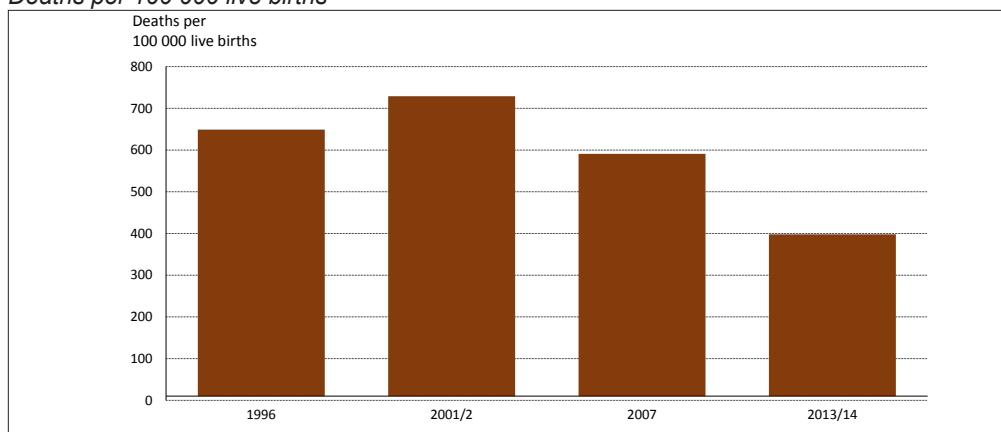
The percentage of women using some form of contraceptive method has increased from 41 percent in 2007 to 49 percent in 2013-14. There are more women in urban than rural areas who use some form of contraceptive method.

The percentage of use of any contraceptive methods is higher among women with more than secondary education than among women with no education in the two years.

The use of contraceptives is associated with the desired or planned spacing of child birth intervals. The method enables women a measure of control over their child bearing responsibility. It also helps to improve the health of mothers as it enables them to bear children in a relatively risk free pattern. Women might not use contraceptives particularly when they have no authority to make decisions in the household or when they are not able to understand the role of contraceptives. Low usage of contraceptives by married women can result in unplanned and regular interval child births.

Maternal Mortality Ratio for Women Aged 15-49, 1996, 2001/2, 2007 and 2013-14

Deaths per 100 000 live births



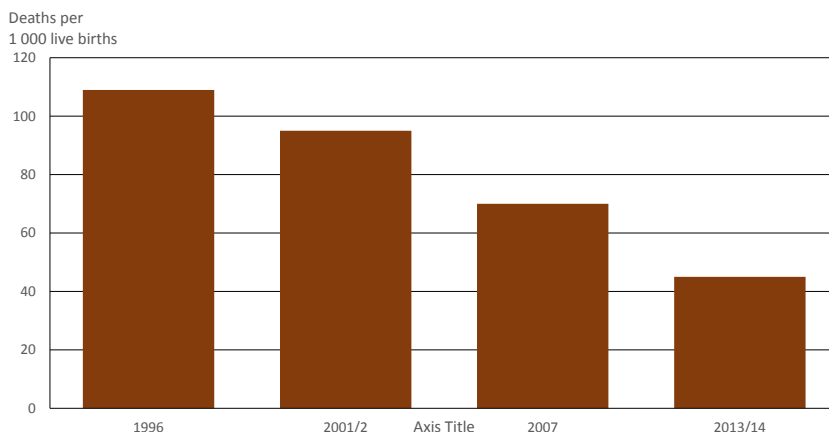
Source: CSO. 1996, 2001/2, 2007 and 2013-14 Zambia Demographic and Health Survey

Trends in maternal mortality ratio show a significant downward trend from 649 deaths per 100 000 live births in 1996 to 398 deaths per 100 000 live births in 2013/14.

The reduced maternal mortality rate reflects the gender responsiveness of the health system. An improvement in health accessibility and care of pregnant women has a direct impact on maternal mortality. Antenatal visits, institutional deliveries, delivery by skilled health personnel as well as child birth intervals are among the factors that affect women during the child bearing phase.

Infant Mortality Rate, 1996, 2001/2, 2007 and 2013-14

Deaths per 1 000 Live Births



Source: CSO. 1996, 2001/2, 2007 and 2013-14 Zambia Demographic and Health Survey

Infant mortality has been declining in the past four survey years period. The mortality rate in 1996 was 109 deaths per 1 000 live births and declined to 45 deaths per 1 000 live births in 2013/14.

The decline in the infant mortality rate indicates the comprehensiveness of the measures available for child wellbeing. This includes measures related to the health systems, home environment as well as the health knowledge of mothers as they all contribute to the child wellbeing.

Education

Literacy Rate by Age Group, 2013-14

Proportion (%) of all in Each Group

Age Group	Women	Men
15-19	79	82
15-24	77	85
20-24	75	89
25-29	63	81
30-34	60	80
35-39	59	80
40-44	60	83
45-49	61	82
Total	68	83

Source: CSO. 2013-14 Zambia Demographic and Health Survey

Literacy is higher among men (83 percent) than women (68 percent). The age group with the highest proportion of literacy is the 15-19 years among women and the 20-24 among men.

Low literacy among women give insight into social, economic and cultural aspects of society. Early marriage, unequal distribution of household chores, school dropout rates and the preference to send boys other than girls by families with little financial resources all escalate illiteracy among women.

Literacy is a vital skill as it enables access to knowledge and information for informed decision making. Illiteracy promotes inequality between women and men. The low literacy among women mean that they are less capable of professional interaction and are less likely to fulfill the social and political demands of life.

Highest Education Attained for Persons Aged 15-49, 2013-14

Percentage Distribution and Number in 1 000s

Education Level	Women	Men
No Education	8	4
Some Primary	31	23
Primary	16	16
Some Secondary	32	35
Secondary	8	14
More than Secondary	5	8
Number	16,411	14,773

Source: CSO. 2013-14 Zambia Demographic and Health Survey

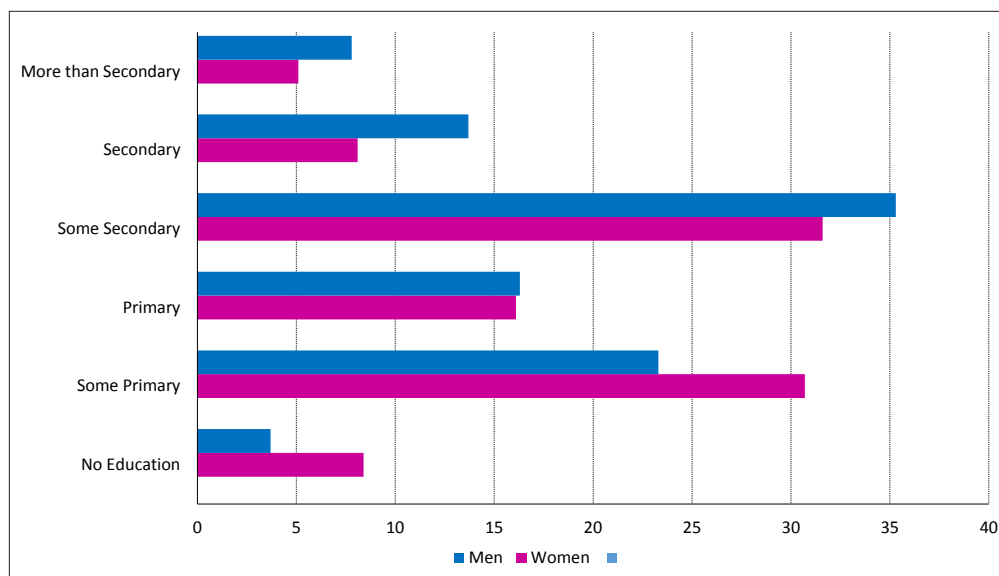
The proportion of men who have attained more than secondary education is higher (8 percent) than women (5 percent). The highest proportion of both women and men who have attained some secondary with 32 percent and 35 percent for women and men, respectively.

Causes of the marginal differences in education attainment between women and men include early marriage as median age at first marriage is approximate to the age for persons in secondary school; pregnancy related dropouts as well as low school enrollment for girls. Women will continue to be excluded from gainful employment if the causes to low education attainment are not addressed.

The lower level education attainment for women heightens unequal access to the labour market and hinders their competitiveness with men for specialized training and gainful employment. The women's unequal participation in the education particularly that which is higher than secondary promotes inequality and poverty.

Highest education attained by persons aged 15-49 2013-14

Percent Distribution



Source: CSO. 2013-14 Zambia Demographic and Health Survey

Gross Enrollment Rate by Education Level, 2013-2016

Percentage Distribution

Year	Grades 1- 7		Grades 8 - 12	
	Girls	Boys	Girls	Boys
2013	128	127	30	36
2014	114	113	30	35
2015	111	111	43	48
2016	106	105	43	48

Sources: MESVTEE. 2016 Educational Statistical Bulletin

The gross enrollment for both girls and boys are higher in grade 1- 7 than in grade 8-12 for the four year period. Also there are marginal gaps between girls and boys gross enrollment rate in the two grade levels and across the years.

The rates which are over 100 percent in grades 1-7 indicates the success in universal education at primary school level.

At grade 8-12, the gross enrollment rates are less than 50 percent for both girls and boys from 2013 to 2016

Net Enrollment Rate by Education Level, 2013-2016

Percentage Distribution

Year	Grades 1- 7		Grades 8 - 12	
	Girls	Boys	Girls	Boys
2013	108	106	25	31
2014	95	93	25	31
2015	91	90	26	31
2016	92	89	24	27

Source: MESVTEE. 2016 Educational Statistical Bulletin

The year 2013 had the highest net enrollment for girls and boys in grade 1-7 with 108 girls and 106 boys. There are marginal differences in the net enrollment rate among the girls and boys in grade 1-7 and across the years.

Dropout Rate by Education Level, 2013-2016

Percentage Distribution

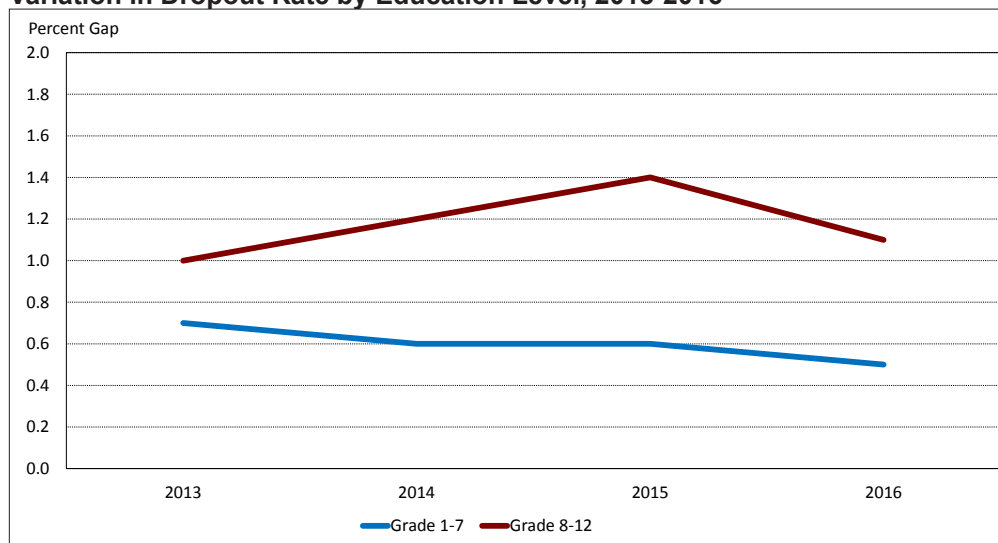
Year	Grades 1- 7		Grades 8 - 12	
	Girls	Boys	Girls	Boys
2013	2.1	1.4	1.7	0.7
2014	2.1	1.5	1.8	0.6
2015	1.9	1.3	1.9	0.5
2016	1.8	1.3	1.8	0.7

Source: MESVTEE. 2016 Educational Statistical Bulletin

There has been a decline in the proportion of girls who drop out of school in grade 1-7 from 2.1 percent in 2013 to 1.8 percent in 2016. Though relatively lower than that of girls, the proportion of boys who drop out of school has been the same in the four-year period.

While the dropout rates at grade 8-12 are relatively lower for both girls and boys, the gap between girls and boys tends to increase at secondary school level.

Variation in Dropout Rate by Education Level, 2013-2016



Source: MESVTEE. 2016 Educational Statistical Bulletin

Completion Rate for Grade 9 and 12, 2013-2016

Percentage Distribution

Year	Grade 9		Grade 12	
	Girls	Boys	Girls	Boys
2013	60	69	27	35
2014	55	61	29	35
2015	55	60	27	34
2016	68	69	41	64

Sources: MESVTEE. 2016 Educational Statistical Bulletin

Boys have higher completion rates than girls in the two grades. The lowest completion rates are among the girls in grade 12.

For the two grades, the rates for girls and boys at grade 9 are higher than those at grade 12. The year 2016 had the highest percentage increase in completion rates for the two grades.

Getting pregnant and getting married are among the reasons that contribute to the low completion rates among girls in grade 12.

Reasons for Leaving School by Region, 2015

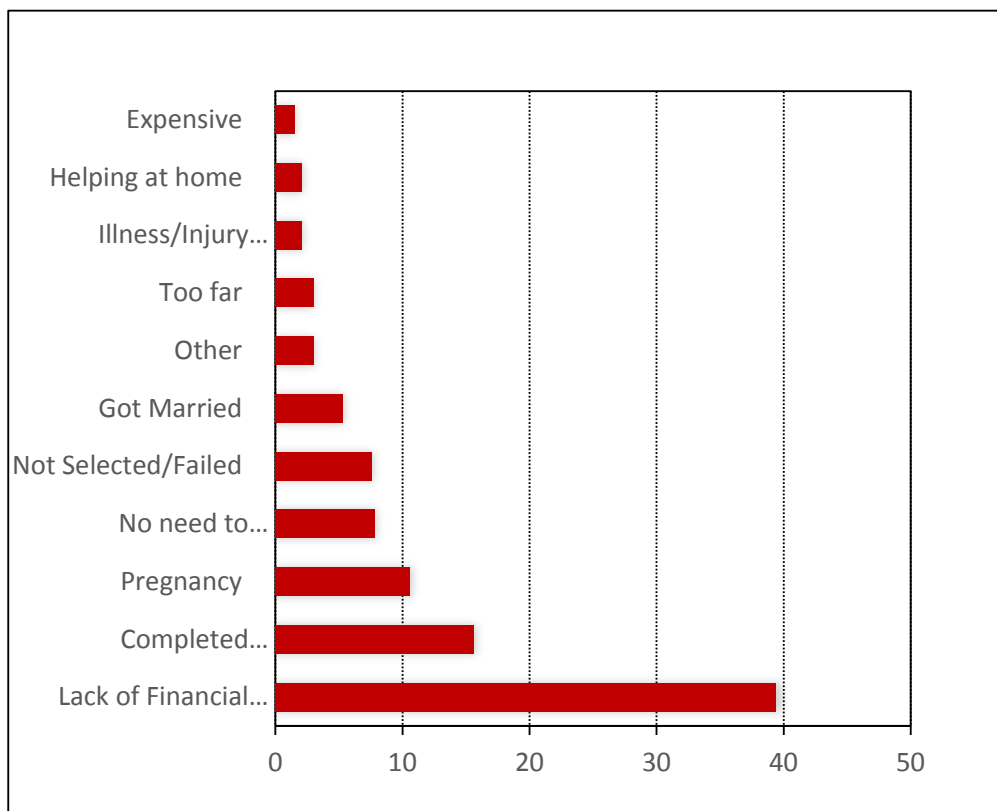
Percentage Distribution

Reason for Leaving school	Region		Sex		Total Percent
	Rural	Urban	Girls	Boys	
Lack of Financial support	45	36	39	42	41
Completed Studies/School	8	35	16	25	20
Not Selected/Failed	9	7	8	8	8
No need to continue school	8	3	6	6	6
Pregnancy	6	5	11	0	5
School Not Important	6	2	4	4	4
Got Married	3	3	5	1	3
Too far	4	1	3	2	3
Illness/Injury /Disabled	3	1	2	2	2
Started working/Business	1	3	1	3	2
Needed to help out at home	3	1	2	1	2
Expensive	1	2	2	2	2
Unsafe to travel to school	1	0	1	1	1
Death of Parent(s)/Guardian/Sponsor	1	1	1	0	1
Made girl pregnant	1	0	0	1	0
Other	0	0	0	0	0
Expelled	0	0	0	1	0
Relocation/Resettlement	0	0	0	0	0

Source: CSO. 2015 Living Conditions Monitoring Survey

Overall, a high proportion of pupils leave school for lack of financial support with, 39 percent among girls and 42 percent among boys. This problem is more pronounced in rural (45 percent) than in urban areas (36 percent). Failing exams is also another major reason why both girls and boys fail to complete school at 8 percent for both.

Percentage Distribution of Reasons for Leaving School for Girls, Zambia, 2015.

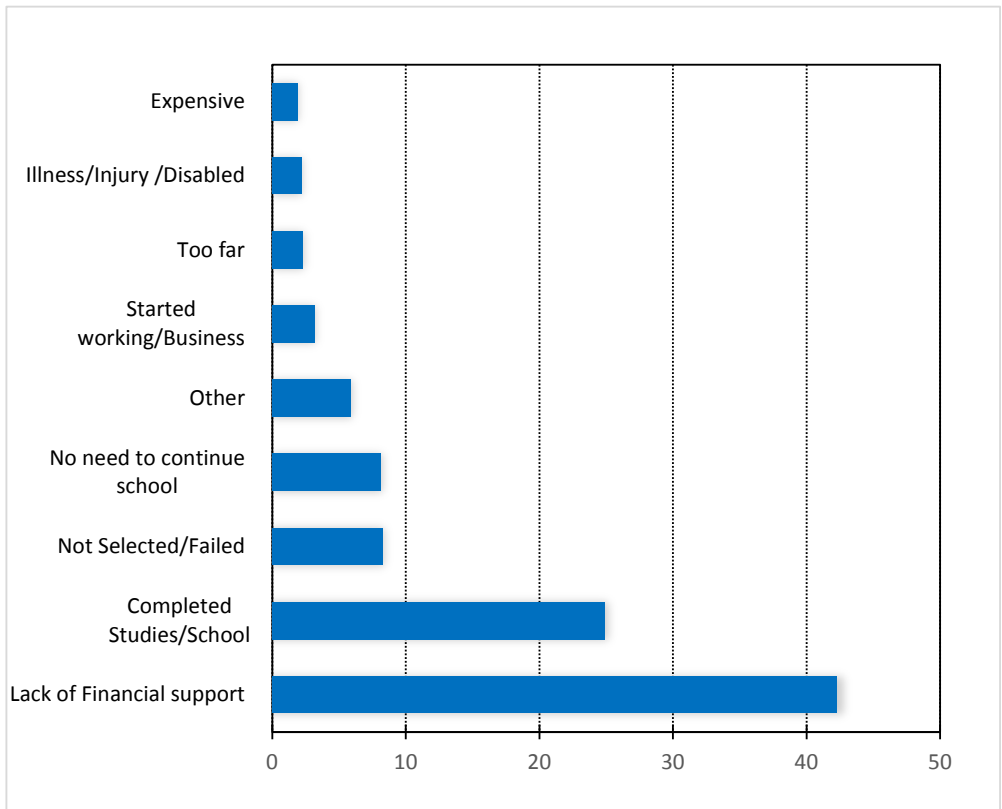


Source: CSO. 2015 Living Conditions Monitoring Survey

Pregnancies and early marriages are among the factors that affect school attendance for girls. Eleven (11) percent left school because they got pregnant and 5 percent left school to get married.

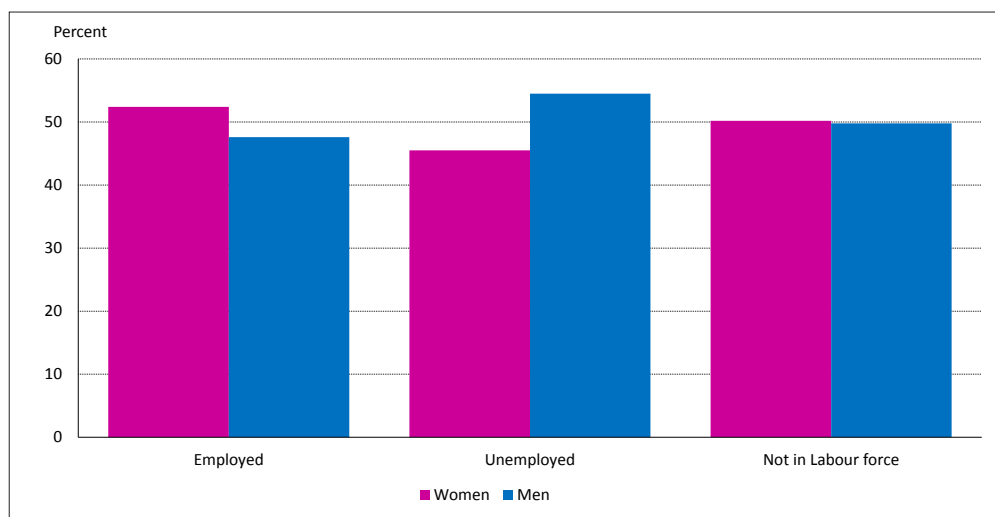
Among the reasons for leaving school for boys include that they did not see the need to continue school at 8 percent and that they started working/business at 3 percent.

Percentage Distribution of Reasons for Leaving School for Boys, Zambia, 2015.



Source: CSO. 2015 Living Conditions Monitoring Survey

Work and Economy



Source: CSO. 2014 Labour Force Survey

More women than men were in employment with 52.4 percent for women and 47.6 percent for men. There was a marginal difference in the percentage of those not in the labour force with 50.2 percent and 49.8 percent for women and men, respectively.

Population 15 Years or Older not in Labour Force by Reason, 2014

Number in 1 000s and sex distribution

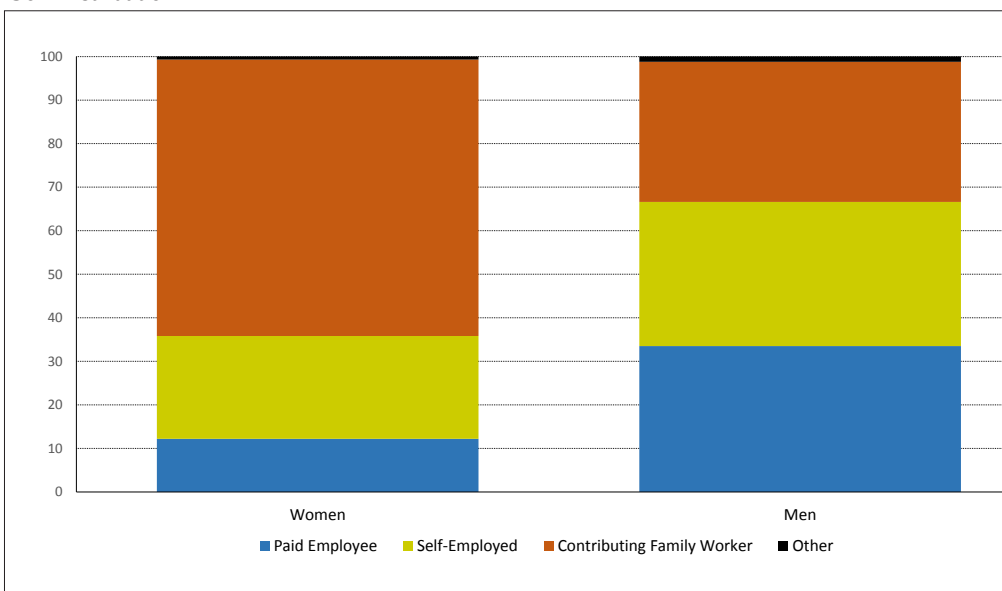
Reason for Inactivity	Number	Percent	Sex Distribution	
			Women	Men
In school/training	1,032	54	45	55
Family responsibil./house-work	376	20	84	16
Pregnancy	58	3	100	0
Illness	93	5	55	45
Injury	8	0	47	53
Disability	22	1	49	51
Retired	22	1	27	73
No desire to work	123	6	58	42
Too old to work	134	7	64	36
Low pay	11	1	39	61
Other				53
	40	2	47	
Total	1,918	100	57	43

Source: CSO. 2014 Labour Force Survey

Overall, 20 percent of both women and men were outside the labour force due to family responsibility or housework.

There were more women (84 percent) than men (16 percent) who were outside the labour force because of family responsibilities or housework. 58 percent of women and 42 percent of men had no desire to work.

Employed Population 15 Years or Older by Status in Employment, 2014 Sex Distribution



Source: CSO. 2014 Labour Force Survey

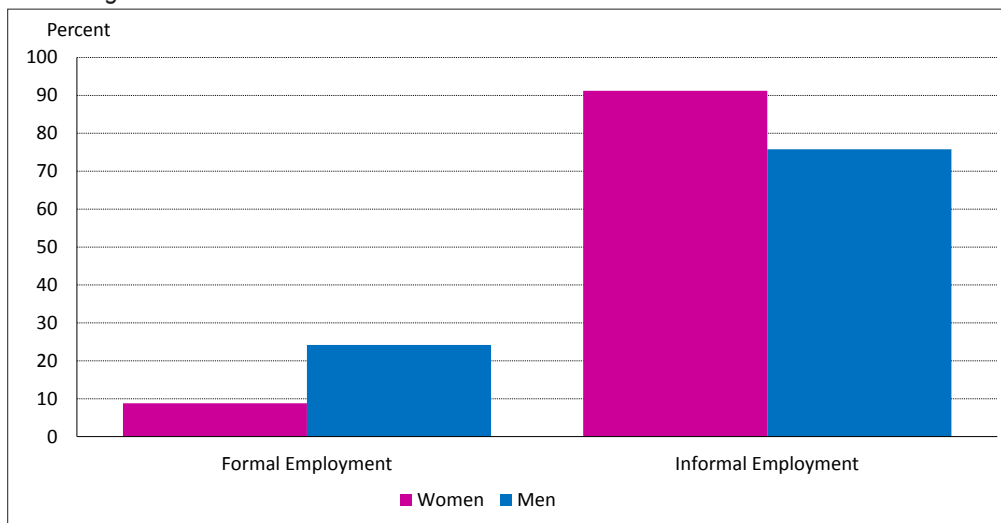
Note* The Other consists categories with less than 0.5 percent such as "Employer" with 0.4 percent

The percentage distribution of men in paid employment is higher than that of women with 33.5 percent among men and 12.2 percent among women. A high proportion of employed women are contributing family workers with 63.5 percent compared with 32.2 percent for men.

The low participation of women in paid employment can be attributed to a number of dynamic factors. Among them include the low education and literacy levels among women and the unequal distribution of unpaid or household work usually caused by cultural norms that incline women to domestic roles.

The consequence for this scenario is the unequal power relation between women and men. The concentration of women in unpaid work means less or no income for women which impairs their acquisition of assets, their participation in household decision making and promotes their dependency on men. It deters women from achieving economic independence.

Employed Population 15 Years or Older by Sector, 2014 *Percentage Distribution*



Source: CSO. 2014 Labour Force Survey

There are more women than men in informal employment. Ninety one percent of employed women are in the informal sector while 76 percent of the employed men are in the informal sector.

Literacy, education attainment and gender roles and responsibilities can affect women's participation in the formal sector. Employment in the formal sector attracts social security benefits during and after a person leaves employment, thus low formal sector participation by women prescribes for continued inequality among women and men.

Employed Population 15 Years or Older by Industry, 2014

Number in 1 000s and Percentage Distribution

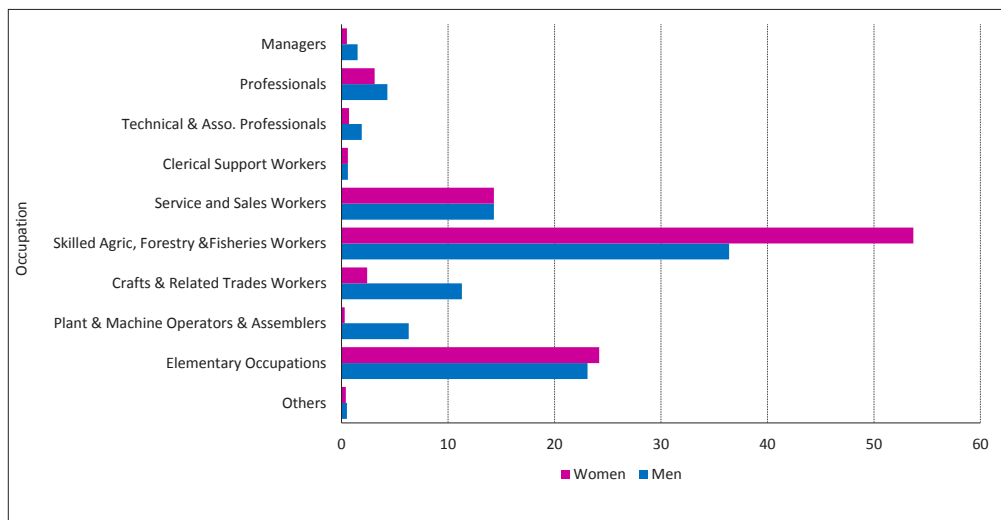
Industry	Number	Percentage Distribution	
		Women	Men
Agriculture, Forestry and Fishing	2,864	56.2	40.8
Mining and Quarrying	83	0.2	2.7
Manufacturing	224	2.2	5.6
Electricity, Gas, Steam and Air Conditioning Supply	16	0.1	0.5
Water Supply: Sewerage, Waste Management And Remediation Activities	11	0.1	0.3
Construction	183	0.2	6.4
Wholesale & Retail Trade; Repair Of Motor Vehicles And Motorcycles	692	12.3	11.2
Transportation And Storage	152	0.2	5.2
Accommodation And Food Service Activities	72	1.2	1.2
Information And Communication	20	0.3	0.4
Financial & Insurance Activities	17	0.3	0.3
Real Estate	5	0.1	0.1
Professional, Scientific And Technical Activities	14	0.1	0.4
Administrative & Support Activities	53	0.2	1.6
Public Administration	73	0.3	2.2
Education	159	2.5	2.9
Human Health And Social Work Activities	63	1.1	1.1
Arts, Entertainment & Recreation	10	0.1	0.2
Other Service Activities	107	2.1	1.6
Activities of households as employer	1,020	19.8	14.8
Activities of extraterritorial organisations and bodies	4	0.0	0.1
Not elsewhere classified			0.3
	17	0.3	
Total	5,859	52.4	47.6

Source: CSO. 2014 Labour Force Survey

A high proportion of employed women work as skilled agriculture, forestry and fisheries workers with 54 percent compared to 36 percent of employed men. Only a small percentage among both women and men work as managers.

Employed population 15 years or older by occupation, 2014

Percentage Distribution



Source: CSO. 2014 Labour Force Survey

Decision Making

Elected to Parliament 2011 – 2015

Number distribution

Year	Total	Sex	
		Women	Men
2011	150	18	132
2012	149	18	131
2013	144	18	126
2014	143	20	123
2015	149	21	128
2016	156	25	131

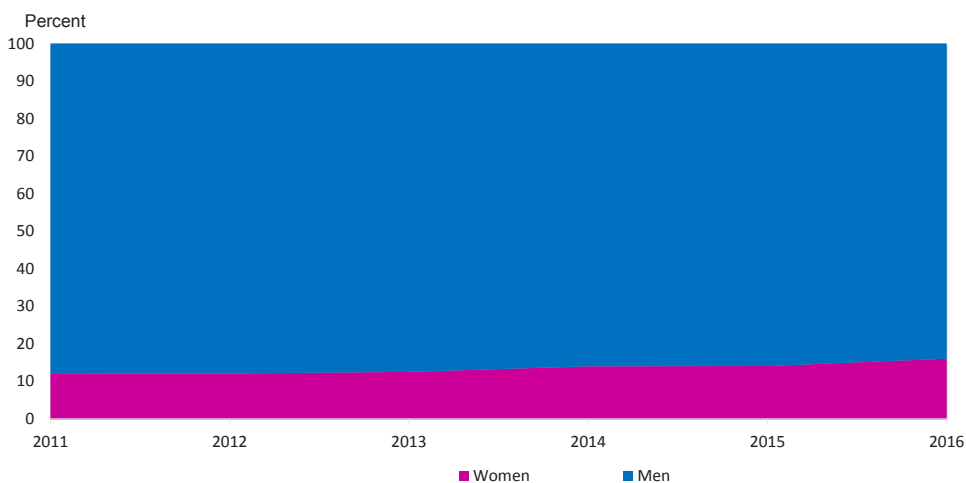
Source: National Assembly, 2015

The number of women representation in parliament has been increasing in the past 6 years reviewed. The number of elected female Members of Parliament increased from 18 in 2011-2013 to 25 in 2016.

An equal participation of women and men in parliament can enable the attainment of national equity. Compared to men, women also have varied needs that if met can contribute to a fulfilled life. A well represented woman candidature in parliament can ensure that women's needs and interest are articulated and defended.

Elected to Parliament 2011 – 2015

Percentage Distribution



Source: National Assembly, 2015

Cabinet Ministers 2011 – 2015

Number and Sex Distribution (%)

Year	Number		Sex Distribution	
	Women	Men	Women	Men
2011	2	15	12	88
2012	4	16	20	80
2013	4	16	20	80
2014	4	16	20	80
2015	4	15	21	79
2016	6	18	25	75

Source: National Assembly, 2015

The percentage of women cabinet ministers has been increasing from 12 percent in 2011 to 25 percent in 2016.

Several reasons can be attributed to the low participation of women in leadership positions. Low education attainment, low literacy levels and society socialization process with regard to femininity and masculinity roles all contribute to the low numbers of women in decision making positions.

Such trends sustain inequality as they do not accord equal power to both women and men in national decision making.