

Appendix 1:

Technical explanations of statistics

National statistics (non-SI)

Adolescent fertility rate: The adolescent fertility rate is defined as the annual number of live births born to women aged 15 to 19 years per 1,000 women in the same age group. The indicator is used to monitor adolescent reproductive behaviour and to assess the relative contribution of adolescent fertility to the total fertility rate. *Sources:* United Nations, Department of Economic and Social Affairs, Population Division (2009), World Population Prospects: The 2008 Revision. CD-ROM Edition; supplemented by official national statistics published in United Nations Demographic Yearbook 2005, 2006, 2007 and 2008, available from the United Nations Statistics Division website, and data compiled by the Secretariat of the Pacific Community (SPC) Statistics and Demography Programme, available from the SPC website.

GDP (\$USD): GDP at purchaser's prices is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. Data are in current U.S. dollars. Dollar figures for GDP are converted from domestic currencies using single year official exchange rates. For a few countries where the official exchange rate does not reflect the rate effectively applied to actual foreign exchange transactions, an alternative conversion factor is used. *Sources:* World Bank national accounts data, and OECD National Accounts data files.

Gender inequality index: This index is a composite measure reflecting inequality in achievements between women and men in three dimensions: reproductive health, empowerment and the labour market. It varies between zero (when women and men fare equally) and one (when men or women fare poorly compared to the other in all dimensions). The health dimension is measured by two indicators: maternal mortality ratio and the adolescent fertility rate. The empowerment dimension is also measured by two indicators: the share of parliamentary seats held by each sex and by secondary and higher education attainment levels. The labour dimension is measured by women's participation in the work force. The Gender Inequality Index is designed to reveal the extent to which national human development achievements are eroded by gender inequality, and to provide empirical foundations for policy analysis and advocacy efforts. *Sources:* The Gender Inequality Index relies on data from major publicly available databases, including maternal mortality ratio from UNICEF's The State of the World's Children, adolescent fertility rates from the UN Department of Economic and Social Affairs' World Population Prospects, educational attainment statistics from Barro-Lee data sets, parliamentary representation from the International Parliamentary Union, and labour market participation from the International Labour Organization's LABORSTA database.

Gender parity index and ratios: Ratio of girls to boys in primary, secondary and tertiary education is the ratio of the number of female students enrolled at primary, secondary and tertiary levels of education to the number of male students in each level. To standardise the effects of the population structure of the appropriate age groups, the Gender Parity Index (Gender Parity Index) of the Gross Enrolment Ratio (GER) for each level of education is used. The GER is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. To calculate the Gross Enrolment Ratio one must first determine the population of official school age for each level of education by reference to the theoretical starting ages and durations of the International Standard Classification of Education (ISCED97) Level 1 (primary education) and Levels 2 and 3 (secondary education) as reported by the country. The population of the official age for tertiary education is the 5-year age group immediately following the end of secondary education. Then, the

number of pupils or students enrolled in each level of education is divided by the population of official school age for that level of education, and the result is multiplied by 100.

The Gross Enrolment Ratios for males and females are calculated separately. The Gender Parity Index (Gender Parity Index) is then calculated by dividing the female Gross Enrolment Ratio by the male Gross Enrolment Ratio for the given level of education. This method requires information on the structure of education (i.e. theoretical entrance age and duration of ISCED97 Level 1 and Levels 2 and 3), enrolments in each level of education and the populations of the age groups corresponding to the given levels of education. Separate figures for males and females are required. A Gender Parity Index of 1 indicates parity between the sexes; a Gender Parity Index that varies between 0 and 1 typically means a disparity in favour of males; whereas a Gender Parity Index greater than 1 indicates a disparity in favour of females.

The indicator is an imperfect measure of the accessibility of schooling for girls because it does not allow a determination of whether improvements in the ratio reflect increases in girls' school enrolment (desirable) or decreases in boys' enrolment (undesirable). It also does not show whether the overall level of participation in education is low or high. Source: The UNESCO Institute for Statistics (UIS) produces time series based on enrolments reported by education ministries or national statistical offices and UN population estimates. These data are gathered through questionnaires sent annually to countries that are typically completed by ministries of education and/or national statistical offices. Countries are asked to report data according to the levels of education defined in ISCED97 to ensure international comparability of resulting indicators. The data received by UIS are validated using electronic error detection systems that check for arithmetic errors & inconsistencies and trend analysis for implausible results. Queries are taken up with the country representatives. The UIS also, if necessary, adjusts nationally reported data in order to take account either of under-reporting (i.e. data gaps) or over-reporting (i.e. inclusion of education programmes not covered by its surveys) before calculating indicators. In such cases, the results – if published – will normally be designated as UIS estimates (denoted by ** in UIS publications).

HDI rank: The Human Development Index (HDI) is a summary composite index that measures a country's average achievements in three basic aspects of human development: health, knowledge, and income. It was first developed by for the first Human Development Report in 1990. It was introduced as an alternative to conventional measures of national development, such as level of income and the rate of economic growth. Sources: Life expectancy at birth is provided by the UN Department of Economic and Social Affairs; mean years of schooling by Barro and Lee (2010); expected years of schooling by the UNESCO Institute for Statistics; and GNI per capita by the World Bank and the International Monetary Fund. For few countries, mean years of schooling are estimated from nationally representative household surveys. Many data gaps still exist in even some very basic areas of human development indicators. While actively advocating for the improvement of human development data, as a principle and for practical reasons, the Human Development Report Office does not collect data directly from countries or make estimates to fill these data gaps. In 2010, countries were ranked out of 169. 1 is the highest. 169 is the lowest.

Life expectancy at birth: Life expectancy at birth is an estimate of the number of years to be lived by a female or male newborn, based on current age-specific mortality rates. Life expectancy at birth by sex gives a statistical summary of current differences in male and female mortality across all ages. In areas with high infant and child mortality rates, the indicator is strongly influenced by trends and differentials in infant and child mortality. Sources: United Nations, Department of Economic and Social Affairs, Population Division (2009), World Population Prospects: The 2008 Revision. CD-ROM Edition; supplemented by official national statistics published in United Nations Demographic Yearbook 2005, 2006, 2007 and 2008, available from the United Nations Statistics Division website, and data compiled by the Secretariat of the Pacific Community (SPC) Statistics and Demography Programme, available from the SPC website.

Literacy rates: The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines a literate person as someone who can both read and write with understanding, a short, simple statement on his or her everyday life. A person who can only read but not write, or can write but not read is considered to be illiterate. A person who can only write figures, his or her name or a memorized ritual phrase is also not considered literate. This definition of literacy is widely used in national population censuses and surveys but its interpretation and application may vary to some extent among countries, depending on national, social and cultural circumstances. Furthermore, this concept of literacy includes persons who, though familiar with the basics of reading and writing, might still be considered functionally illiterate. For many countries or areas, literacy rates are not available for one or more of the following reasons: (a) illiteracy is believed to have been reduced to minimal levels through several decades of universal primary education, (b) it has not been possible to establish revised estimates following recent mass literacy campaigns, (c) not even a minimal database is available for making rough estimates, or (d) countries have preferred that no estimate be published. Source: UNESCO Institute for Statistics.

Percent parliamentary seats held by women: The percentage of parliamentary seats occupied by women is calculated for the lower chamber in countries with a bicameral assembly only. Source: Inter-Parliamentary Union. Women in National Parliaments. Situation as of 31 May 2010, available from IPU website, <http://www.ipu.org/wmn-e/classif-arc.htm>.

Population (in thousands): Projections of the total population and population by sex are prepared by the Population Division of the United Nations Secretariat and revised every two years in order to incorporate new data. The preparation of projections involves two distinct processes: (a) the incorporation of all relevant information regarding past demographic dynamics of the population of each country or area of the world; and (b) the formulation of detailed assumptions about the future paths of fertility, mortality, and international migration. Sources: United Nations, Department of Economic and Social Affairs, Population Division (2009), World Population Prospects: The 2008 Revision. CD-ROM Edition; supplemented by official national statistics published in the United Nations Demographic Yearbook 2008, available from the United Nations Statistics Division website, and data compiled by the Secretariat of the Pacific Community (SPC) Statistics and Demography Programme, available from the SPC website.

Population aged 15-19 ever married (%): The percentage of ever married women and men in the age group 15 to 19 years refers to the percentage of women and men in that age group who are currently married and those who had been married in the past and are currently divorced or widowed. In general, these percentages are derived from census or survey data on the population classified by their current marital status, sex and age group. The indicator is a useful measure of the prevalence of marriage at young ages. Sources: United Nations, Department of Economic and Social Affairs, Population Division (2009), World Marriage Data 2008.

Primary completion rate: Primary Completion measured by the Gross Intake Ratio to Last Grade of Primary Education is the total number of new entrants in the last grade of primary education (according to the International Standard Classification of Education or ISCED97), regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary. Primary education is defined by ISCED97 as programmes normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music.

To calculate the indicator, one must first determine the population of the theoretical entrance age to the last grade of primary by reference to the theoretical starting age and duration of primary education (ISCED97 Level 1) as reported by the country. Divide then, the number of new entrants in the last grade of

primary education, irrespective of age, is divided by the population of the theoretical entrance age to the last grade of primary, and multiply the result is multiplied by 100.

This method requires information on the structure of education (i.e. theoretical entrance age and duration of ISCED97 Level 1), enrolment and repeaters in the last grade of primary education, and population of the theoretical entrance age to the last grade of primary. Source: The UNESCO Institute for Statistics (UIS) produces time series based on enrolments and repeaters data reported by education ministries or national statistical offices and UN population estimates. Enrolments and repeaters by grade are gathered through questionnaires sent annually to countries that are typically completed by ministries of education and/or national statistical offices. Countries are asked to report data according to the levels of education defined in ISCED97 to ensure international comparability of resulting indicators. The data received by UIS are validated using electronic error detection systems that check for arithmetic errors & inconsistencies and trend analysis for implausible results. Queries are taken up with the country representatives reporting the data in order that corrections can be made (of errors) or explanations given (of implausible but correct results). In addition, countries also have an opportunity to see and comment on the main indicators the UIS produces in our annual “country review” of indicators. The UIS also, if necessary, adjusts nationally reported data in order to take account either of under-reporting (i.e. data gaps) or over-reporting (i.e. inclusion of education programmes not covered by its surveys) before calculating indicators. In such cases, the results – if published – will normally be designated as UIS estimates (denoted by ** in UIS publications).

Public expenditure on education as % of GDP: Public expenditure on education consists of current and capital public expenditure on education and includes government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other private entities). Source: United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics.

Public expenditure on education as % of total government expenditure: Public expenditure on education consists of current and capital public expenditure on education including government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other private entities). Source: United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics.

Public expenditure per pupil as a % of GDP per capita: Public expenditure per student is the public current spending on education divided by the total number of students by level, as a percentage of GDP per capita. Public expenditure (current and capital) includes government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other private entities). Source: United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics.

Rate of primary school age children out of school: To calculate these numbers, UNICEF first identified the primary school net enrolment rate (NER) or net attendance rate (NAR) in each country, relying mainly on enrolment data from the UNESCO Institute for Statistics and attendance data from MICS and DHS household surveys. Next, regional averages of the NER or NAR were calculated, using each country’s population of primary school age as a weight. By applying the average NER or NAR to each region’s population of primary school age, the number of children in and out of school at the regional level can be calculated. The sum of the regional numbers yields the global number of children out of school. The NER or NAR was also applied to the population of primary school age in each country to calculate national estimates of the number of children out of school. Because of missing data for some countries, the sum of

the national values is slightly smaller than the sum of the regional values. Source: Primary school net enrolment rate (NER): UNESCO Institute for Statistics (UIS), Data Centre, May 2008. Primary school net attendance rate (NAR): Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS), 2000–2007. Population: United Nations Population Division, World population prospects: The 2006 revision, 2007. Official school ages: UNESCO Institute for Statistics (UIS), Data Centre, May 2008.

Singulate mean age at marriage: The singulate mean age at marriage is an estimate of the average number of years lived in the single state among those who marry before age 50. It is calculated on the basis of a single census or survey according to procedures described by Hajnal in "Age at marriage and proportions marrying" (Population Studies, vol. 7, No. 2. 1953). Sources: United Nations, Department of Economic and Social Affairs, Population Division (2009), World Marriage Data 2008.

Teaching staff: Teachers refer to persons employed full-time or part-time in an official capacity to guide and direct the learning experience of pupils and students, irrespective of their qualifications or the delivery mechanism, i.e. face-to-face and/or at a distance. Excluded from this category are educational personnel who have no active teaching duties (e.g. headmasters, headmistresses or principals who do not teach) and persons who work occasionally or in a voluntary capacity. Definitions of primary, secondary and tertiary education are elaborated in the 1997 International Standard Classification of Education (ISCED 97).

The percentage of female teachers at each level of education refers to the number of female teachers at each level of education expressed as a percentage of the total number of teachers (male and female) at the same level in a given school-year. This indicator shows the gender composition of the teaching force. It helps also in assessing the need for opportunities and/or incentives to encourage women and men to participate in teaching activities at a given level of education. A percentage of female teachers approaching 50% indicates gender parity in the composition of the teaching force at a given level of education. A value greater than 50% reveals a concentration of women in teaching at a specified level. Source: Statistics on teachers (teaching staff) are compiled by the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics (UIS) from data provided by national Governments.

Total fertility rate: The total fertility rate is a widely used summary indicator of fertility. It refers to the number of children a woman would bear if her child-bearing follows the current fertility patterns and she lives through her entire child-bearing years. It is a synthetic measure that provides a good picture of how many children women are currently having. Sources: United Nations, Department of Economic and Social Affairs, Population Division (2009), World Population Prospects: The 2008 Revision. CD-ROM Edition; supplemented by official national statistics published in United Nations Demographic Yearbook 2005, 2006, 2007 and 2008, available from the United Nations Statistics Division website, and data compiled by the Secretariat of the Pacific Community (SPC) Statistics and Demography Programme, available from the SPC website.

Women legislators and managers: The indicator refers to the number of women legislators and managers as a percentage of all workers in this occupational group. It provides an indication of the presence of women in decision-making positions. The indicator is derived from statistics on the distribution of the employed population (in some cases of the economically active population) by occupation, collected mainly through labour force surveys. Where labour force surveys are not available, other household surveys and population censuses can also provide the requisite information. The category "legislators and managers" refers to major group 1 of the 1988 revision of the International Standard Classification of Occupations (ISCO-88) and includes the following sub-groups: (a) legislators and senior officials; (b) corporate managers; and (c) general managers. For those countries reporting employment statistics according to the earlier International Standard Classification of Occupations 1968 edition (ISCO-68), the

category "administrative and managerial workers" includes the following sub-groups: (a) legislative officials and government administrators and (b) managers. Source: Calculated by the United Nations Statistics Division based on data published by the International Labour Office in Table 2C Total employment, by occupation, available from ILO LABORSTA website, <http://laborsta.ilo.org/> (accessed December 2010).

Women/100 Men: The sex ratio is calculated as the number of females per 100 males. *Sources:* United Nations, Department of Economic and Social Affairs, Population Division (2009), World Population Prospects: The 2008 Revision. CD-ROM Edition; supplemented by official national statistics published in the United Nations Demographic Yearbook 2008, available from the United Nations Statistics Division website, and data compiled by the Secretariat of the Pacific Community (SPC) Statistics and Demography Programme, available from the SPC website.

SI Statistics

Number of education projects: Federations reported on the total number of projects undertaken at club level under the objective of ensuring equal access to education and training for women and girls throughout their lifespan

% education projects: Calculated as the number of education projects divided by the total number of projects

Number of leadership projects: Federations reported on the total number of projects undertaken at club level under the objective of assuring women's advancement in management, politics and decision making

% leadership projects: Calculated as the number of leadership projects divided by the total number of projects

Beneficiaries: Education: total number of non-Soroptimist women and girls who benefitted from education projects

% education: Calculated as the number of women and girls benefitting from education projects divided by the total number of beneficiaries

Beneficiaries: Leadership: total number of non-Soroptimist women and girls who benefitted from leadership projects

% leadership: Calculated as the number of women and girls benefitting from leadership projects divided by the total number of beneficiaries

Funds raised: Total, in \$USD, raised by Soroptimists to support work under the banner of education and leadership

Total projects: Education projects plus leadership projects

Total beneficiaries: Education beneficiaries plus leadership beneficiaries

Total clubs: Total number of chartered clubs in good standing in country, as of June 2010

Total members: Total number of Soroptimists in country, as of June 2010

Ratio of education projects: number of clubs: This indicator is used to estimate, on average, how many clubs have undertaken projects under the objective of ensuring equal access to education and training for women and girls throughout their lifespan. Calculated by dividing total number of education projects by total number of clubs.

Ratio of leadership projects: number of clubs: This indicator is used to estimate, on average, how many clubs are undertaken projects under the objective of assuring women's advancement in management, politics and decision making. Calculated by dividing total number of leadership projects by total number of clubs

Beneficiary: club ratio: Here we estimate how many women and girls benefit as compared to how many clubs there are, on average. In other words, for each Soroptimist club in any given country, how many women and girls benefit from SI work? Calculated by dividing total number of beneficiaries by total number of clubs.

Beneficiary: member ratio: Here we estimate how many women and girls benefit as compared to how many Soroptimists there are, on average. In other words, for each Soroptimist in any given country, how many women and girls benefit from SI work? Calculated by dividing total number of beneficiaries by total number of members

Beneficiary per project total/education/leadership: This indicator explores, on average, how many beneficiaries each SI project has. Calculated by dividing total number of beneficiaries by total number of projects/projects in each category.

Average raised in support of goal per club/member: Looks at how much, on average, each club/ member raises in support of education and leadership. Calculated by dividing total funds raised by total number of clubs/members. It is worth noting that we calculate over the total number of clubs/members, not just the clubs working on education and leadership.

Average cost of projects/spend per beneficiary: Used to show how funds are used and how far reaching the benefit stretches. Calculated by dividing funds raised by total number of projects or total number of beneficiaries.

Appendix 2:

Compendium of SoroptiTips:

Here is a summary of all the SoroptiTips featured in the Global Impact Report.

Education

- Sometimes it's not just about the teaching, but about the environment in which the teaching takes place. For example, having gender appropriate and sensitive sanitation facilities is absolutely critical to achieving the best possible educational outcome for girls and young women.
- Don't forget about female teachers. They need proper sanitation facilities in order to perform their jobs. Being absent from work each month due to menstruation is clearly unacceptable. Adults should also not share toilets with children.
- Ability to attend school is not just about fees, but also about safe and secure physical access to school. Safe and reliable transport and accommodation are crucial.
- Literacy and reading skills are often overlooked in education programmes, particularly for adult women who were not afforded learning opportunities earlier in life.
- Improving access to higher education opportunities for marginalised women truly meets a need. Not only do the women themselves benefit, but their communities will also benefit.
- Practical skill acquisition can be a huge confidence boost! Having the skills and knowledge to be able to fix their own homes or to manage money, for example, is an incredible resource for women. First Aid is another example. This is an innovative and strategic way to utilise access to education to improve the lives of women and girls. The women and girls acquire new skills, gain confidence, and are able to contribute in a tangible way to the health of their villages and communities.
- Establishing a proper selection committee is of the utmost importance, especially in access to education projects. There are countless stories of exploitation of women seeking scholarships and sponsorships. Taking an active part in the selection and awarding of the scholarship ensures good governance and accountability.

Leadership:

- Adolescent girls face huge challenges with self-esteem, confidence, and access to leadership positions. Creating an entire day, just for adolescent girls, focussing particularly on leadership achieves many goals and can have a profound impact on the attendees.
- Focussing on those at the bottom of the socio-economic spectrum benefits everyone in the society. Projects that target particularly vulnerable women who are often marginalised and overlooked in society can therefore have a significant local impact.
- Increasing access to leadership skills is important for all women – even those who may already have promising career prospects. The more women are trained in effective leadership, the more they can achieve.
- Transitions are often the most difficult time for women. Focussing on the transition between tertiary education and career is a critical time to ensure that women are able to navigate through to achieve their fullest potential.

All Projects

- Getting the community involved is a great way to reduce the cost while getting everyone interested and engaged. Everyone has 'ownership' of the project and can take part in celebrating the incredible outcomes. Seeking support from local government, businesses, and community members will only add to the success of such an event, particularly in planning for the future.

- Working in partnership with a local NGO creates instant local knowledge and accountability. Making a personal connection with local organisations opens the door to future work – many clubs report that they have carried out additional activities in partnership.
- Project coordinators should receive regular reports on the project progress. Proper monitoring and evaluation allows project coordinators to respond appropriately to challenges and opportunities.
- It is important to recognise that “women” are not a homogenous group, but rather each individual woman has a different background, a different story, and a different set of challenges. Development is not possible without including those affected **by** the decisions **in** the decisions. Remember to talk to your target group first!
- Taking the same tried and true message, but delivering it in a locally appropriate manner has a profound impact and will reach the maximum number of girls and young women in need.
- Focussing on one woman per year has no less impact than running a project for many women. Offering this kind of once in a lifetime opportunity to a woman will, truly, change the course of her life.
- Sometimes the simplest things make the biggest difference.
- Sustainability is so important. Remember to consider how you see the project working in the years to come.
- When working with local schools, try to involve as many different schools as possible to create a more stimulating and collegial atmosphere – bringing in fresh and different perspectives, perhaps girls from different backgrounds, gives the attendees the opportunity to meet new friends.
- Using locally relevant, evidence based, peer reviewed research is a cornerstone of strong programme and project design.
- Microfinance is a very “hot” topic these days. But microfinance only really works if the women recipients are provided with the necessary skills and learning to best handle funds. Training which focuses on financial literacy is absolutely necessary for any microfinance initiative.

