Part 4 - B:

Thematic use / applications of census data –
Gender, culture and youth

*International frameworks*

2020 World Round of Population and Housing Censuses –
Pacific Island countries’ census planning meeting
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Overview

- Gender
  - UN Minimum Set of Gender Indicators
  - UNPA Guide on the Gender Analysis of Census Data
- Culture
  - UNESCO Framework for Cultural Statistics
- Youth
  - Commonwealth Youth Development Index
General ‘user’ comments

- There is meta data ... and then there is meta data
  - ‘Detail’ differs greatly – at least have code lists
- More ‘short’ questionnaires
  - International tourists, non-private dwellings
- Outputs for total population and usually resident population, private dwellings
General ‘user’ comments

- Size of enumeration areas/PSUs – variation in number of h’holds /population contributes to higher relative standard errors
- Use more dictionaries – detailed responses pre-coded to classifications to speed up coding time (computer assisted coding?)
Education & Literacy

• Indicator Gaps
  – Standard concepts, definitions and questions for measuring literacy
    • Ability to read and understand a newspaper
  – Years of schooling
  – Attainment at lower- and upper-secondary level
  – Field of study (ISCED)

• Attainment, qualification or highest level completed
  – These are slightly different concepts

• Other uses
  – Population estimates for ratio denominators for EMIS data
- Reduces child marriages
- Reduces early births
- Educated people are more tolerant
- Leads to more concern about the environment
- Increases economic growth
- Saves mothers’ lives
- Saves children’s lives
- Improves child nutrition
- Increases women's and men's job opportunities
Main activity

• Question affects responses
  – Type of work or main activity?
    • Both undercount women’s work and employment

• Status in employment (work)
  – Vulnerable workers

• Informal employment
  – Important with new definition of employment
    • Need operational definitions/criteria for informal jobs and informal sector enterprises

• Migrant and seasonal workers

• Unpaid work in the home
  – Separate unpaid domestic housework from childcare and other care, cultural activities
HOW DO PEOPLE MAKE A LIVING HERE? DO WOMEN WORK?

NO, WE DON'T WORK... WE JUST STAY AT HOME.

WE FISH, LOOK FOR CRABS, SEA FOOD AND TAKE CARE OF THE CATTLE WHILE THE CHILDREN ARE IN SCHOOL.

AND YOUR HARVEST IS FOR YOUR FAMILY'S CONSUMPTION ONLY?

YES, WE FEED THEM WITH SOME OF IT...

REST IS PUT ASIDE TO BE SOLD AT THE MAIN MARKET IN TOWN ON SATURDAYS.

WE SELL OUR HARVESTS AT THE MARKET, AND SHOP FOR GROCERIES WITH MONEY EARNED FROM OUR SALES.

SO WHAT HAPPENS TO THE LEFTOVER MONEY?

IT FUNDS VILLAGE PROJECTS TO IMPROVE SCHOOLS, MEETING HALLS, ETC...
Households and families

• Beyond the sex of the household head or reference person
  – Analysis of nuclear/extended families
    • Sole male/female parent, stepfamilies, blended families, dependent children/older persons, disabled etc; working for pay/profit, NEET, families in vulnerable housing etc etc

• ‘Special’ households
  – Migrant/seasonal workers, employer provided housing, the homeless, refugee camps
Culture

• Cultural industries
  – ISCO and ISIC at the most detailed level
    • Secondary/informal activities (handicraft making)

• Cultural capital
  – Historical objects (artefacts)
  – Traditional tools

• Social capital
  – Traditional methods eg cooking, food preservation
  – Cultural activities

• Intangible cultural heritage
  – Language
D18 Traditional Cooking: Does your household practice or carry out "Umu" or "open fire" cooking? If so, how often? Remember to mark one box:
- Daily
- Once a week
- Once a month
- Once a year
- Occasional
- Not at all

D19 Historical objects: Does any member of your household have in their possession any of the following objects or documents dated 65 years or more?
- Stone carving
- Wooden carving
- Weaving
- Tapa
- Painting
- Manuscripts/articles
- Other please specify

P12a Is the Niue Language (Niuean) your mother tongue?
- Yes
- No

P12b State your proficiency in the Niue language:
1. Speak
2. Read
3. Write
4. Understand
- Proficient/Confident
- Basic
- Cannot

P14 Do you know how to weave a basket?
- Yes
- No

P15 Do you know how to husk a dry coconut?
- Yes
- No
Youth

- Transitions
  - Analysis of youth in school, left school, working, married, with children etc
    - Census Youth Monographs

- Commonwealth Youth Development Index
  - Civic engagement
    - Very useful for HR reporting

- Very similar data needs as for gender
  ... but for the ‘youth’ population of young men and women
Civic engagement: Mark as many spaces as you need to answer this question. In the last 4 weeks which of these have you participated in?

- Sports group
- Youth organisation/network
- Church youth group
- Local government consultations/decisions
- Village/community development planning
- Volunteered time to an organisation (e.g., participated in an awareness campaign)
- Other interest group/organisation, specify:
  ____________________________________________
GET ALL THE INFORMATION YOU CAN, WE'LL THINK OF A USE FOR IT LATER.