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Pacific Island countries’ census planning meeting:

*International recommendations/standards, contemporary technologies and regional cooperation*

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**PART 4b: CENSUS USE: Human Development: gender, youth, culture, human rights**

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# PURPOSE

* 1. To inform on major regional and international initiatives on gender statistics and highlight improvements to enhance the usefulness of Population and Housing Census statistics for the analysis of gender, youth, culture and human rights.

# UNITED NATIONS MINIMUM SET OF GENDER INDICATORS

* 1. At the 2014 regional workshop on gender statistics, Pacific Island Countries (PICs) adopted the United Nations Statistics Division minimum set of gender indicators as the framework for producing, analysing and disseminating gender statistics, initially collecting and compiling the 47 Tier 1 quantitative indicators which are conceptually clear, with an agreed international definition and regularly produced by countries. **Annex 1** contains the Tier 1 UN minimum set of gender indicators, with 16 of these having high levels of data quality and reliability when derived from the Census of Population and Housing in the domains of: participation in productive activities and access to resources; education; health; human rights of women and girl children; and public life and decision making.
	2. The Tier 1 UN minimum set of gender indicators which can be derived from the Census of Population and Housing with data quality concerns relate to:
* **Education:** When the Census is conducted when the school year has ended data on current level of enrolment is not consistent with Ministry of Education administrative data for the school year. Not all PICs collect field of study for education and training qualifications and the International Standard Classification of Education (ISCED) is not used consistently. Years of schooling and educational attainment for lower- and upper-secondary levels is not consistently collected.
* **Participation in productive activities:** Labour force participation rates vary according to whether the main question on labour force status asks about ‘type of work’ or ‘main activity’ and the reference period of time used differs. Status in employment categories sometimes do not include contributing family workers. The age criteria for the reference population differs.
* **Access to resources:** Internet and mobile/cellular telephone use is not asked in all PICs and is sometimes included on the dwelling questionnaire (access) and sometimes on the individual questionnaire (access and use).

# UNFPA Guide on the Gender Analysis of Census Data[[1]](#footnote-1)

* 1. This comprehensive guide resulted from UNFPA and UN partners responding to National Statistics Office requests for the need to promote gender-responsive analysis of census data beyond sex-disaggregation to make core national statistics more relevant and comprehensive, and improve decision making for development planning and programmes. The guide examines the census as a data source for 10 key gender issues:
1. Fertility
2. Mortality
3. Sex Ratio at Birth and throughout the Life Cycle
4. Marital Status, Polygamy, Widowhood and Child Marriage
5. Households and Families
6. Income, Poverty and Living Conditions
7. Education and Literacy
8. Work, Economic Activities and Employment Benefits
9. Migration
10. Disability
	1. NSOs are encouraged to use the guide to improve the gender analysis of census data. PICs could use the UNFPA guide to make more use of census data for gender analysis in the areas of:
* **Households and families:** To identify changes in the size, structure and characteristics of family nuclei (or extended families) and households for the analysis of the stages in the life cycle of families and households (e.g. families with young children, families with a sole male or female parent and so on). To analyse households and families with specific characteristics, like young dependent children, male and female income earners, elderly persons with special needs, household members with disabilities and domestic servants. To analyse special kinds of households and living quarters such as employer provided accommodation, the homeless and refugee camps. The sex of the head of the household (or householder, reference person, respondent etc) can then be used as a further unit of analysis. Examples of questions included in **Annex 2**.

The census family and household data is usually derived from information collected about people’s relationship to a reference person, their living arrangements, usual residence, and census night address.

Derived family and household variables include household composition, whether there are extended families, child dependency status, dependent young person (NEET\*) and grandparents in a parental role.

*\* Not in Education, Employment or Training*

* **Work, Economic Activities and Employment Benefits:** To analyse population sub-groups such as migrant and seasonal workers, disaggregation of the economically inactive population by reason, care-giving activities and other forms of unpaid work in the home for household members and people living outside the household. Examples of questions included in **Annex 2**.
* **Income, Poverty and Living Conditions:** very few PICs collect income in the census. Poverty can be analysed from the census in terms of the population (male, female, young and old), households and families with unmet basic needs (or wellbeing), ownership of durables, vulnerability of housing materials, use of renewable or ‘clean’ sources of electricity and energy, out of school girls and boys and so on. For those PICs collecting income, poverty can be analysed in terms of the socio-economic characteristics lowest 25% of households (equivalised) income, source of income (wages/salary, business drawings (profit), remittances, pension/superannuation, welfare payments, etc), etc.

# UNESCO Framework for Cultural Statistics[[2]](#footnote-2)

* 1. Culture is the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, that encompasses, not only art and literature, but lifestyles, ways of living together, value systems, traditions and beliefs (UNESCO, 2001). Culture defines societies and for the census the ‘head of the household’ is often defined by culture, as are people’s roles and responsibilities, social structures and stratification, gender identity, marriage or consensual unions, remarriage and age at first marriage, fertility and so on.
	2. The United Nations Educational, Scientific and Cultural Organization (UNESCO) Framework for Cultural Statistics (FCS) is a tool for organizing cultural statistics nationally, regionally and internationally. The FCS defines culture through the identification and measurement of the behaviours and practices resulting from the beliefs and values of a society or a social group in seven thematic areas: cultural and natural heritage, performance and celebration, visual arts and crafts, books and press, audio-visual and interactive media and design and creative services with intangible cultural heritage an aspect of all areas. Tourism and sports and recreation are defined as related domains. A person’s occupation (ISCO) and/or economic activity (ISIC) can be used from the census data to analyse cultural industries, noting that a cultural occupation could be a secondary type of work or employment and that volunteer and non-paid activities often play an important role in cultural employment.
	3. Languages are one of the ways intangible cultural heritage is expressed and transmitted and a way of comprehending and understanding the universe and the social and natural environment of a given group. In the census three types of language data typically collected are mother tongue (the language usually spoken in the individual's home in his or her early childhood), usual language (the language currently spoken, or most often spoken, by the individual in his or her present home), and ability to speak one or more designated languages.
	4. The Cook Islands collects census information on cultural capital and social capital in questions about historical objects (artefacts), traditional cooking, cultural activities and unpaid work (handicraft making) as well as languages able to have a conversation about a lot of everyday things. Examples of questions included in **Annex 2**.

# Youth

* 1. The analysis of the youth population sub-group should be mainstreamed across all census outputs to include the analysis of population growth rates, residence, birth place, migration, living arrangements, labour force status, work and employment status, education and training, languages spoken, teenage fertility and so on. The analysis should take into account the different ‘transition’ ages for youth in terms of education and training, employment, migration, marriage (including de facto), household and family formation and so on as done in the Vanuatu Youth Monograph which provides a comprehensive situation analysis of youth from the 2009 Census[[3]](#footnote-3).
	2. The international standard definition of youth is 15-24 years, however in some PICs the age group is defined by national policies or relevance criteria, such as teenage pregnancy rates reported for the age group 19 years and younger (Cook Islands) or labour force participation using the population aged 12 years and over (Solomon Islands).

# Commonwealth Youth Development Index

* 1. The Commonwealth Youth Development Index (YDI)[[4]](#footnote-4) provides a framework for monitoring youth development across five domains: education; health and wellbeing; employment; political participation; and civic participation. A technical working group is reviewing the weights used in the index, and while not all of the indicators are available in PICs, the following YDI indicators are derived from the census:
1. Mean Years of Schooling
2. Youth Literacy (15-24)
3. Youth Mortality Rate (15 - 29)
4. Teenage Pregnancy Rates
5. Tobacco Use (13-15)
6. Unemployment (15-24)
7. Youth to Total Employment Ratio (15-24)
	1. It would be possible, and practical, to include a question on active citizenship in the Census for the resident adult population, with the indicator providing important information the YDI ‘volunteering’ indicator as well as for States party reports for the Universal Periodic Review and other human rights periodic reports. Obviously PICs would have to develop and test the response categories for active citizenship for the adult resident population which could be based on a question like this:

|  |
| --- |
| **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 *(eg. participated in an awareness campaign)*⬜Other interest group/organisation, specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# Proposed Way Forward

* 1. Census data users are a very diverse group with varying levels of understanding about the census and household survey process, with some unable to actively participate in consultations about questionnaire content or information needs because of limited statistical literacy. There are a range of regional and international policies, commitments and standards with well-developed methodologies, concepts and definitions etc which users are aware of and utilise and NSOs could base consultations around these frameworks. The relevant frameworks have been presented in this working paper for the cross cutting census analytical variables of sex, culture and youth (age group).

**Annex 1: Tier 1 Minimum Set of Gender Indicators**

| **Tier 1 Minimum Set of Gender Indicators** | **Census rating\*** | **Notes** | **Domain** |
| --- | --- | --- | --- |
| Youth unemployment rate for persons aged 15-24, by sex  | 1 |  | Economic structures, participation in productive activities and access to resources |
| Proportion of individuals using the Internet, by sex  | 2 | Sometimes dwelling level sometimes individual (and age group varies) | Economic structures, participation in productive activities and access to resources |
| Proportion of individuals using mobile/cellular telephones, by sex  | 2 | Sometimes dwelling level sometimes individual (and age group varies) | Economic structures, participation in productive activities and access to resources |
| Labour force participation rate for persons aged 15-24, by sex  | 2 | Depends on whether 'work' or 'main activity' question principles are used | Economic structures, participation in productive activities and access to resources |
| Labour force participation rate for persons aged 15+, by sex  | 2 | Depends on whether 'work' or 'main activity' question principles are used | Economic structures, participation in productive activities and access to resources |
| Proportion of employed who are own-account workers, by sex  | 1 |  | Economic structures, participation in productive activities and access to resources |
| Proportion of employed who are contributing family workers, by  | 1 |  | Economic structures, participation in productive activities and access to resources |
| Proportion of employed who are employers, by sex  | 1 |  | Economic structures, participation in productive activities and access to resources |
| Percentage distribution of employed population in agricultural sector, by sex  | 1 |  | Economic structures, participation in productive activities and access to resources |
| Percentage distribution of employed population in industrial sector, by sex  | 1 |  | Economic structures, participation in productive activities and access to resources |
| Percentage distribution of employed population in service sector, by sex  | 1 |  | Economic structures, participation in productive activities and access to resources |
| Youth literacy rate of persons (15-24 years), by sex  | 3 |  | Education  |
| Adjusted net enrolment rate in primary education by sex  | 2 | Census date affects quality of enrolment statistics  | Education  |
| Gross enrolment ratio in secondary education, by sex  | 2 | Census date affects quality of enrolment statistics  | Education  |
| Gross enrolment ratio in tertiary education, by sex  | 2 | Census date affects quality of enrolment statistics  | Education  |
| Gender parity index of the gross enrolment ratio in primary  | 2 | Census date affects quality of enrolment statistics  | Education  |
| Gender parity index of the gross enrolment ratio in secondary education  | 2 | Census date affects quality of enrolment statistics  | Education  |
| Gender parity index of the gross enrolment ratio in tertiary education  | 2 | Census date affects quality of enrolment statistics  | Education  |
| Share of female science, engineering, manufacturing and construction graduates at tertiary level  | 2/3 | Assuming field of study is collected, no information about year qualification obtained | Education  |
| Proportion of females among tertiary education teachers or professors  | 2 | Assuming ISCO '08 at the most detailed level is used | Education  |
| Adjusted net intake rate to the first grade of primary education, by sex  | 2 | Census date affects quality of enrolment statistics  | Education  |
| Primary education completion rate (proxy), by sex  | 3 | Indirect estimation method not as accurate as EMIS | Education  |
| Gross graduation ratio from lower secondary education, by sex  | 3 | Indirect estimation method not as accurate as EMIS | Education  |
| Effective transition rate from primary to secondary education (general programmes), by sex  | 3 | Indirect estimation method not as accurate as EMIS | Education  |
| Educational attainment (primary) of the population aged 25 and older, by sex  | 1 |  | Education  |
| Educational attainment (lower secondary) of the population aged 25 and older, by sex  | 1 | Need to make sure question separates lower- and upper-secondary | Education  |
| Educational attainment (upper secondary) of the population aged 25 and older, by sex  | 1 | Need to make sure question separates lower- and upper-secondary | Education  |
| Educational attainment (post-secondary) of the population aged 25 and older, by sex  | 1 | Assumes ISCED is going to be used for education and training qualification coding  | Education  |
| Educational attainment (tertiary) of the population aged 25 and older, by sex  | 1 |  | Education  |
| Contraceptive prevalence among women who are married or in a union, aged 15-49  | 9 |  | Health and related services  |
| Under-five mortality rate, by sex  | 1 |  | Health and related services  |
| Maternal mortality  | 3 | Survival of the sisters of adult household members is not asked in PICs | Health and related services  |
| Antenatal care coverage, at least one visit | 9 |  | Health and related services  |
| Antenatal care coverage, at least four visits  | 9 |  | Health and related services  |
| Proportion of births attended by skilled health professional | 9 |  | Health and related services  |
| Smoking prevalence among persons aged 15 and over, by sex  | 2 | STEPS preferred source | Health and related services  |
| Proportion of adults who are obese, by sex  | 9 |  | Health and related services  |
| Women’s share of population aged 15-49 living with HIV/AIDS | 9 |  | Health and related services  |
| Access to anti-retroviral drug, by sex  | 9 |  | Health and related services  |
| Life expectancy at age 60, by sex  | 1 |  | Health and related services  |
| Adult mortality 15-34 years by cause  | 9 |  | Health and related services  |
| Adult mortality 35-59 years by cause  | 9 |  | Health and related services  |
| Percentage of women aged 20-24 years old who were married or in a union before age  | 2 | Indirect estimation methods | Human rights of women and girl children  |
| Adolescent birth rate  | 1 |  | Human rights of women and girl children  |
| Women’s share of government ministerial positions  | 3 |  | Public life and decision-making  |
| Proportion of seats held by women in national parliament  | 3 |  | Public life and decision-making  |
| Women’s share of managerial positions  | 1 |  | Public life and decision-making  |

**\* Census Rating:** 1 = best source; 2 = some quality concerns; 3 = extensive quality concerns 9 = not a valid data source

**Annex 2: Examples of questions**

**a) Households and families**

|  |  |
| --- | --- |
| New Zealand, Census 2013 Dwelling Questionnaire  | New Zealand, Census 2013 Personal Questionnaire |
|  |  |
| *All census night residents and usual residents absent on census night* | *Usual residents* |
| Commonwealth of the Northern Mariana Islands, Census 2010 Household Questionnaire |
|  |  |

**b) Work, economic activities and employment benefits**

Cook Islands, Census 2011 Personal Questionnaire


*Usual residents aged 15 years and over*

**c) Culture**

Cook Islands, Census 2011 Dwelling Questionnaire

  

Cook Islands, Census 2011 Personal Questionnaire

|  |  |
| --- | --- |
|  |   |
| *All usual residents* | *Usual residents aged 15 years and over*  |

**References**

UNESCO (2001). UNESCO Universal Declaration on Cultural Diversity. Paris: UNESCO.

1. *Methodological Guidelines for the Gender Analysis of National Population and Housing Census Data, 2014, Technical Division of the United Nations Population Fund (UNFPA), Population and Development Branch, Gender, Human Rights and Culture Branch.* [*http://www.unfpa.org/publications/methodological-guidelines-gender-analysis-national-population-and-housing-census-data*](http://www.unfpa.org/publications/methodological-guidelines-gender-analysis-national-population-and-housing-census-data) [↑](#footnote-ref-1)
2. *Framework for Cultural Statistics, UNESCO Institute for Statistics, 2009, ISBN 978-92-9189-075-0.* [*http://www.uis.unesco.org/culture/Pages/framework-cultural-statistics.aspx*](http://www.uis.unesco.org/culture/Pages/framework-cultural-statistics.aspx) [↑](#footnote-ref-2)
3. *Available for download from* [*http://www.vnso.gov.vu/*](http://www.vnso.gov.vu/) [↑](#footnote-ref-3)
4. *The Commonwealth Youth Development Index (YDI) is available at* [*http://youthdevelopmentindex.org/views/index.php#OVER*](http://youthdevelopmentindex.org/views/index.php#OVER) [↑](#footnote-ref-4)