



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
Kim Robertson, Statistics Advisor (Gender Equality), Social Development Division
kimr@spc.int
Noumea, New Caledonia, 27 July – 31 July 2015

Overview



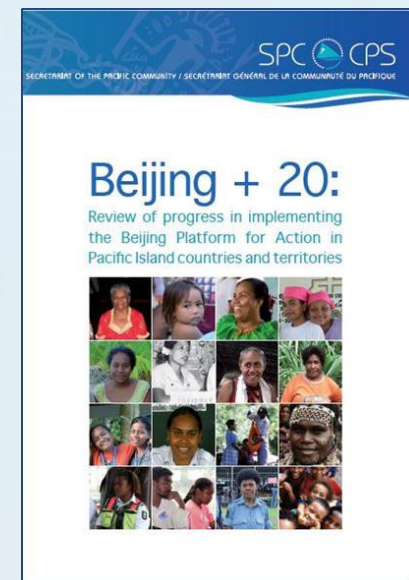
- Gender
 - UN Minimum Set of Gender Indicators
 - UNPA Guide on the Gender Analysis of Census Data
- Culture
 - UNESCO Framework for Cultural Statistics
- Youth
 - Commonwealth Youth Development Index



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?)



Cook Islands
2012 Gender Profile



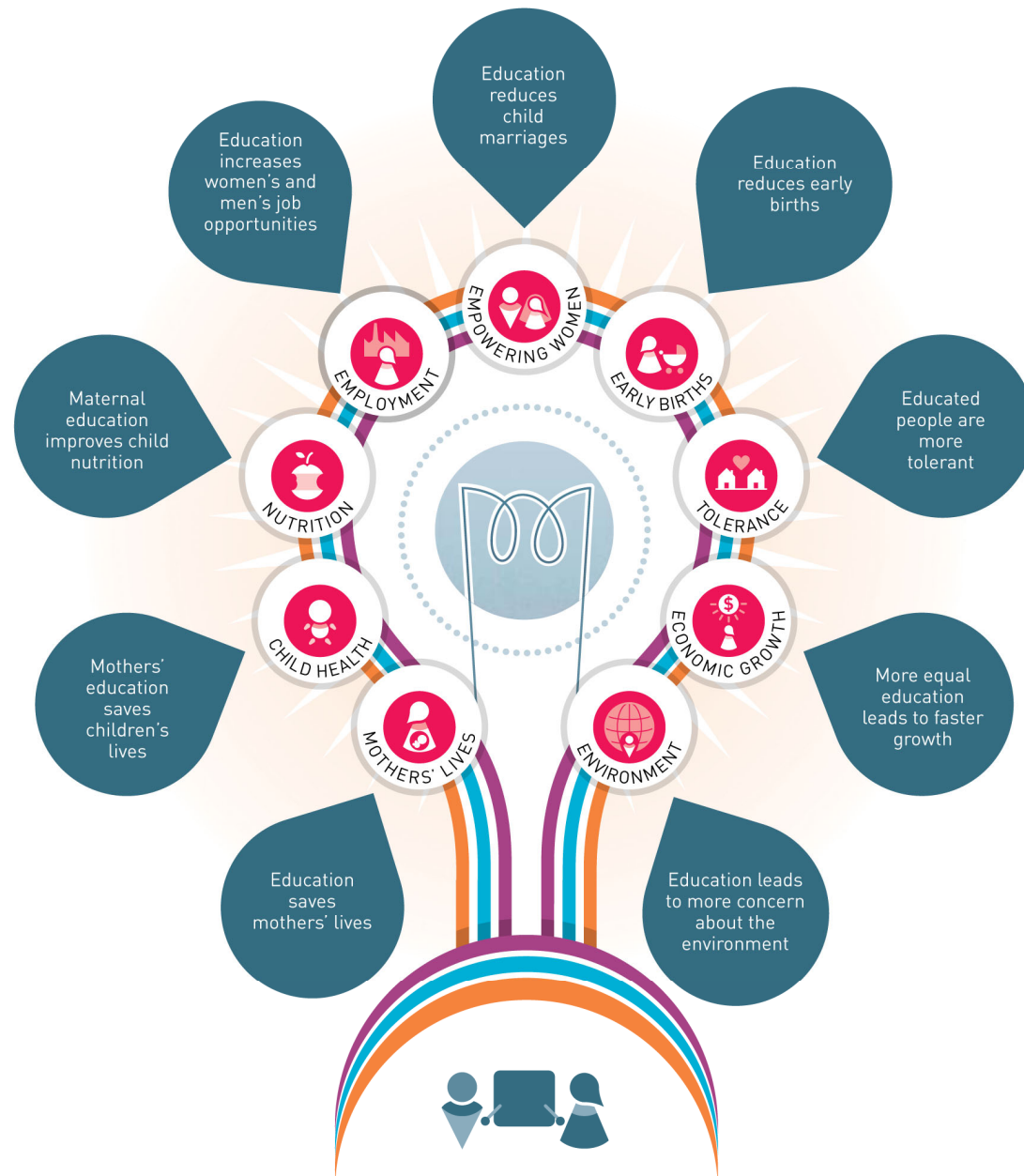
Education & Literacy



- 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



EDUCATION TRANSFORMS LIVES



- ◆ 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



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



- 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



☐ Daily
☐ Once a week
☐ Once a month
☐ Once a year
☐ Occasional
☐ Not at all

☐ Stone carving
☐ Wooden carving
☐ Weaving
☐ Tivaevae
☐ Painting
☐ Manuscripts/articles
☐ Other please specify

[illegible]

☐ Cook Island Maori

☐ English

☐ Samoan

☐ other language(s) please state:
eg. Filipino, Fijian, etc

[illegible]

<input type="checkbox"/>	Performer (singer, dancer)
<input type="checkbox"/>	Composer
<input type="checkbox"/>	Choreographer
<input type="checkbox"/>	Practicing traditional medicine
<input type="checkbox"/>	Carving
<input type="checkbox"/>	Spectator
<input type="checkbox"/>	Other activities, <i>please describe</i>

[illegible]

1. Yes
2. No

7

1. Speak
2. Read
3. Write
4. Understand

1. Proficient/Confident
2. Basic
3. Cannot

1. Yes
2. No

7

1. Yes
2. No

7

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 (*eg. participated in an awareness campaign*)
- ☐ Other interest group/organisation, specify:







gender statistics workshop

Nadi, 5-8 October

Pacific Women Shaping Pacific Development

