Launch of Global Center of Excellence on Gender Statistics and the First Global Conference on Gender Equality and the Measurement of Unpaid Care and Domestic Work

10 – 11 September 2018
Mexico City
Measuring gender disparities in unpaid domestic and care work among children

Current methodology and planned developments
IMPORTANCE OF COLLECTING INFORMATION ON CHILDREN’S UNPAID DOMESTIC AND CARE WORK

CURRENT DATA COLLECTION

HIGHLIGHTS OF GENDER ANALYSIS OF UNEQUAL BURDEN OF HOUSEHOLD CHORES AMONG CHILDREN

PLANNED METHODOLOGICAL WORK ON CHILDREN’S TIME USE
Gender disparities in the burden of unpaid domestic and care work must be addressed in childhood before becoming cemented in adulthood.

Girls outlook and potential is limited by the types of chores they undertake and the time they spend on chores.

Girls’ ability to engage in childhood leisure, build social networks, and focus on school is stymied.

Girls and boys socialized to expect women to assume burden of unpaid work.

Source: Harnessing the Power of Data for Girls, UNICEF 2017
<table>
<thead>
<tr>
<th>Question</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL7. Since last (day of the week), did (name) fetch water for household use?</td>
<td>-</td>
</tr>
<tr>
<td>CL8. In total, how many hours did (name) spend on fetching water for household use, since last (day of the week)?  If less than one hour, record ‘00’.</td>
<td>-</td>
</tr>
<tr>
<td>CL9. Since last (day of the week), did (name) collect firewood for household use?</td>
<td>-</td>
</tr>
<tr>
<td>CL10. In total, how many hours did (name) spend on collecting firewood for household use, since last (day of the week)?  If less than one hour, record ‘00’.</td>
<td>-</td>
</tr>
<tr>
<td>CL12. Check CL11, [A]-[X]:</td>
<td>-</td>
</tr>
<tr>
<td>CL13. Since last (day of the week), about how many hours did (name) engage in (this activity/these activities), in total?  If less than one hour, record ‘00’</td>
<td>-</td>
</tr>
</tbody>
</table>

- **MICS collects data on unpaid domestic and care work in Child Labour module**
- **Stylized retrospective questions**
- **1 week ref. period**
- **Asked of primary caregiver for children aged 5-17 years**
Globally, girls aged 5-14 spend **160 MILLION** more hours every day on unpaid domestic and care work than boys their age.

Source: Harnessing the Power of Data for Girls, UNICEF 2016
Girls’ unpaid work increases steadily with age

Girls aged 5-9 spend an average of almost 4 hours per week on household chores.

Adolescent girls aged 10-14 spend around 9 hours per week on household chores.
14 plus hours per week of household chores

Among the 5 countries with the highest prevalence of involvement in household chores, on average, more than half of girls aged 5-14 in Somalia, Ethiopia and Rwanda, and more than one third of girls of the same age in Mozambique and Yemen spend at least 14 hours per week on household chores.

Source: Harnessing the Power of Data for Girls, UNICEF 2016
Girls engage in chores typically not valued by the family & community

In 15 countries with available data:
• 2/3 of girls aged 5-14 cook and clean
• 2/5 of girls aged 5-14 care for other children

Source: Harnessing the Power of Data for Girls, UNICEF 2017
Methodological development of expanded children’s time use module

Before we can evaluate how well children are doing and why some are doing better than others, it is important to understand what they are doing, with whom, and in which social contexts and institutions (Harding 1997).
Methodological development (cont’d.)

Development of standard tool to measure time spent on unpaid domestic and care work + sleep, play, school, other activities

Review of methods and country practices on children’s time use data collection

Qualitative testing & Piloting

Design of final survey module for inclusion in MICS7
Items for pilot testing

- Stylized questions vs. time diary
- Self vs. proxy reporting
  - Some evidence that parents underreport girls’ domestic work (Levison 2000)
- Context variables (where, with whom, etc.)
- Recording of simultaneous activities
- Integration into MICS
  - Overlap w/ Child Labour Module
  - Implications of randomly selecting diary days for field operations
  - Challenges of implementing in low education settings
  - Increase in respondent burden
THANK YOU