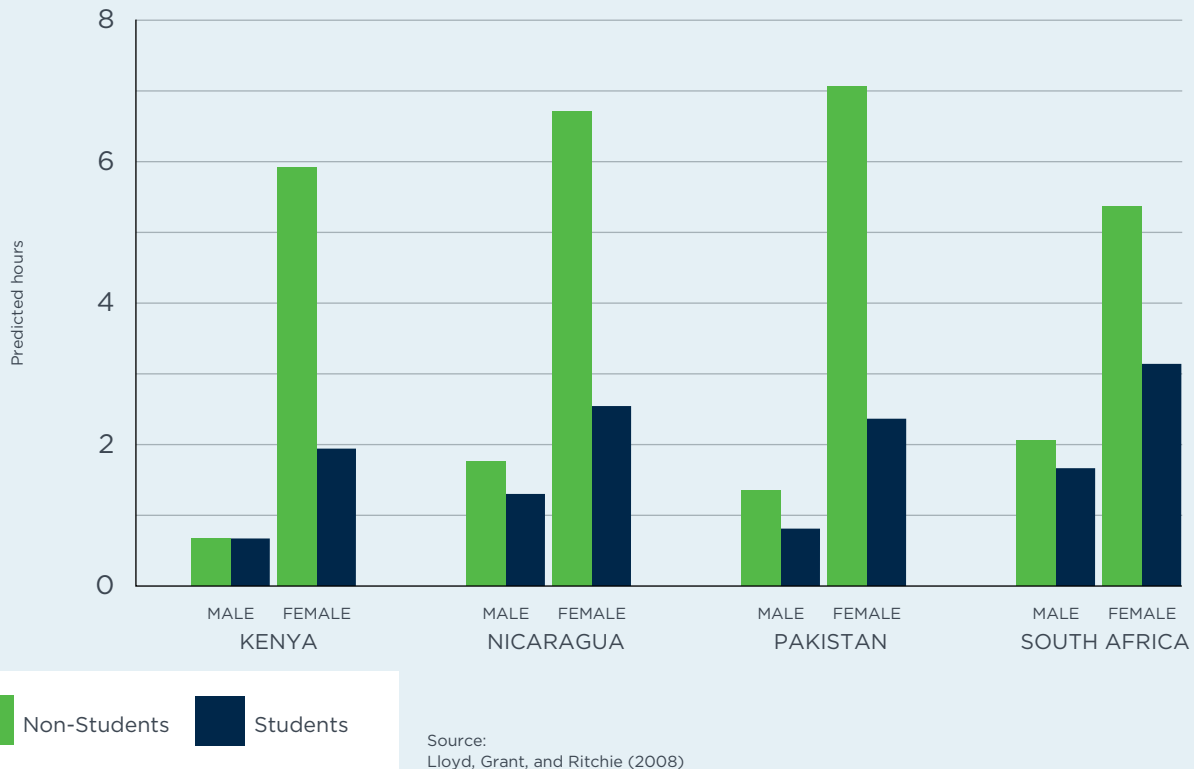


FIGURE 3.1

Average daily hours in household work for rural, unmarried 15–16-year-olds, by sex and enrollment status

Gender differences in time spent on domestic chores are much greater among those out of school than among students.



Greater gender equality: If we explore the time-use patterns of adolescent girls and boys according to school attendance, we see that girls who remain students at ages 15–16 work many fewer daily hours in domestic (non-market household) work than those who are not enrolled (Lloyd et al. 2008). Time-use data from diverse rural settings in Kenya, Nicaragua, Pakistan, and South Africa show that the daily hours girls spent in domestic work when they were students ranged from two to three hours a day (Figure 3.1). By contrast, their non-enrolled peers spent upwards of six to seven hours daily in domestic work. On the other hand, boys’ enrollment status had little impact on their time spent in domestic work. When boys attend school, their daily lives are reason-

ably similar to girls’ (even though female students still put in one to two more daily hours in domestic work than male students do), while the lives of boys and girls diverge sharply when they leave school, as girls take up heavy domestic responsibilities and boys enter the workforce.

Thus, for girls, extending schooling into adolescence can be a first step on a pathway toward greater gender equality, not only because of the learning that takes place in school but also because school attendance brings adolescent boys and girls together to spend their time similarly during a critical phase of their transition to adulthood. School allows them to focus on their own development and learning, to