SESSION 2: WOMEN’S UNEQUAL ACCESS TO DECENT WORK:
CAUSES, EFFECTS AND SOLUTIONS

Age range: 14–19

Outline
Learners will identify some of the local and global inequalities regarding women’s access to decent work. They will use a why-why-why chain to think about the root causes of this. They will use an infographic containing statistics about the situation in Wales to design an issue tree outlining the causes and effects of women’s unequal access to decent work in Wales, and giving some possible solutions. They will work in groups to discuss the relative merits of some solutions by ranking them, while considering whether they would work for women locally and globally.

Learning objectives
• To use evidence to discuss the statement: Gender affects people’s access to decent work.
• To evaluate and assess statistics and other source material.
• To analyse the causes and effects of women’s unequal access to decent work, in Wales and around the world, and to consider possible solutions.

Learning outcomes
• Learners will identify the inequalities locally and globally between women and men trying to access decent work.
• Learners will analyse the issue of women and decent work in Wales and around the world, considering causes, effects and solutions.
• Learners will collaborate to reach a decision about which solution(s) would work best for Wales and for the world.

Key questions
• What effect does gender inequality have on women’s access to decent work?
• What causes this inequality?
• How can this inequality be addressed?
• Why is it important to implement the solutions?

Resources
• Decent Work for Women slideshow (slides 7–9)
• Resource sheets
  1. Women and decent work – Sources
  2. Women and decent work – Facts, statistics and opinions
  3. Decent work for women in Wales
  4. Possible solutions: Diamond 9 activity
• Activity sheets
  1. Why-why-why chain
  2. Issue tree
  3. Diamond 9
### Curriculum links

**Wales**

**Welsh Baccalaureate Foundation / National Key Stage 4 Global Citizenship Challenge**

- Identify potential solutions or responses and reasons for different views
- Be able to justify decisions
- Identify and develop arguments
- Critically assess the strength of options and arguments, take into account opposing views or alternative ideas, validity and reliability
- Demonstrate resilience and perseverance
Activity 2.1 [25 mins]

The relevance of gender to work

- Write the following statement on a flipchart or whiteboard, or display slide 8, and ask the learners to think about it: Gender affects people’s access to decent work.

- Resource sheet 1 contains four extracts from material about this topic from a variety of sources, local and global. Cut the sheets up and glue each extract onto a piece of A3 paper. Put learners into groups and ask them to discuss each extract in relation to the displayed statement, writing their responses and ideas around the extract or on sticky notes that they then attach to the piece of paper. Once they have done this, ask them to pass the information sheet to the next group so that this group can read what they’ve done and add or modify the ideas noted. The sheets should be passed on until all learners have read and annotated all information sheets featuring all four extracts.

- Bring learners back together and lead a discussion on the statement, allowing learners to share their ideas on the source material and the statistics and people featured.

- If your learners did Session 1, ask them to reflect on the work they did and to identify the factors that influence women’s job choices, such as the need for flexibility or part-time hours, or to leave time for childcare or the care of elderly relatives.

- Draw out from learners that women are more likely to take jobs that suit their external needs rather than jobs that they enjoy, will help them progress in their career or are better paid.

- You could also explore the idea that women’s unpaid work contributes to the economy as well. The fact that one partner looks after children and/or older relatives enables the other one to go out to work and earn money. Society could not function if children and old people or people in poor health were not looked after. In most countries, this work is done by women, though it can also be done by men. In the first source, Winnie Byanyima, Oxfam International’s Executive Director, says that if this work were paid, the wages of the people doing it would add up to $10 trillion dollars.¹

Activity 2.2 [45 mins]

Uncovering the root causes of the issue

- Resource sheet 2 contains 21 cards that give facts, statistics and opinions from around the world on the issue of gender and decent work. Put your learners into groups of four and give each group a copy of the resource sheet. Go through the text in each of the boxes, checking that learners understand the meaning and possible implications of each statement.


- Ask learners to use their cards to find the reasons for the issue: Why is women’s access to paid work unequal? They should write these on the activity sheet, in the boxes in the second column, which are linked to the issue box by arrows. Ask learners to think through the possible factors behind this first set of reasons. Each reason may have more than one contributing factor. Tell them

to repeat the process as many times as the issue will allow, starting a new column to the right of the previous one each time. The result will be a flow chart which highlights the complexity of the issue and shows the different layers of causation. Once the process has gone as far as it can, ask learners to look at the boxes on the right-hand side, and encourage them to answer the following questions in pairs: What are the root causes of gender inequality at work? Is it fair that this is happening? and What can be done to change things?

- Ask learners to look at the cards again and identify any possible solutions that they can see in the cards. For example, the establishment of the Fair Work Commission could lead to the implementation of legislation suitable for supporting women at work and enabling both parents to find jobs with flexible hours.
- Finally, encourage learners to think about what the local and global economies would be like if there wasn’t a gender pay gap, if policies took both genders into consideration and if women in all countries had equal access to paid work. Policies are a statement of a government’s intentions and can lead to new laws or legislation.

What a completed why-why-why chain might look like:

<table>
<thead>
<tr>
<th>Why is women’s access to paid work unequal?</th>
<th>Women are paid less</th>
<th>Why? Because only companies with over 250 employees are required to report their gender pay gap.</th>
<th>Why? Because existing laws aimed at ensuring that employers pay fair wages are not enforced.</th>
<th>Why? Because women’s needs are not taken seriously by governments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laws discriminate against women</td>
<td>Why? Because employers pay women less than men.</td>
<td>Why? Because the government has been slow to intervene (the Fair Work Commission was set up in July 2018).</td>
<td>Why? Because there are not enough policies to support equal pay for women.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why? Because in some countries husbands dictate what work their wives can do.</td>
<td>Why? Because certain jobs are seen as unsuitable for women.</td>
<td></td>
<td>Why? Because of gender stereotypes and discrimination.</td>
</tr>
</tbody>
</table>

Other strands in the chains could include childcare, lack of education, unpaid care, lack of role models, and stereotypes.

**Differentiation**

- Make it easier: complete some of the boxes of the why-why-why chain as a class or before distribution.
- Make it harder: ask learners to investigate laws for equal pay or the history of equal rights for women.

**Activity 2.3 (15 mins)**

Decent work for women in Wales quiz

- The infographic ‘Decent Work for Women in Wales’ (Resource sheet 3) is based on information in a report commissioned by Oxfam Cymru. The report outlines the impact that a lack of decent work has on poverty in Wales, particularly for women.

- Give each learner a copy of the resource sheet. As they will see, it outlines the problem in Wales: 710,000 people including 185,000 children, 405,000 working-age adults and 120,000 pensioners live in poverty in Wales. More women are living in poverty than men, despite the fact that the number of women in work is growing and girls are outperforming boys in education. It is clear from the research that women’s access to decent paid work is unequal to that of men.

- Show learners the first page of the infographic, What’s the problem? on slide 9 of the presentation and ask them to answer the following questions:
  1. How many people live in poverty in Wales?
  2. How many children live in poverty in Wales?
  3. How many women live in poverty in Wales?
  4. Why is question 3 difficult to answer?
  5. How much do women get paid compared to men?
  6. How many people earn less than the real Living Wage? How many of them are women?
  7. What percentage of women have part-time jobs compared to men?
  8. How many more women than men are unpaid domestic workers?

- In 10 words or fewer, ask the learners to summarize the problem of women and decent work in Wales, thinking about cause and effect. Learners may include points such as: more women than men have part-time jobs, which means that women are paid less; there is a gender pay gap because of the type of jobs that women tend to occupy; more women earn less than the real Living Wage because of low pay; women take jobs that are part time in order to care for children; women have to fit their work around domestic work, which affects their wages.

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3 Claire Evans (2017) In-work poverty and the search for decent work for women in Wales, Cardiff: Oxfam Cymru, repository.cardiffmet.ac.uk/handle/10369/9676
Differentiation

- Make it easier: provide a writing frame containing words and phrases such as ‘because’, ‘due to’, ‘which means that’.
- Make it harder: ask learners to find out more about the gender pay gap in Wales and the current work that the government is undertaking to solve the problem.

Activity 2.4 [30 mins]
Designing an issue tree

- If you have not done Activity 2.2 with your learners, start by discussing the meanings of the words ‘cause’, ‘effect’ and ‘solution’. Give each learner a copy of Resource sheet 3, ‘Decent Work for Women in Wales’, and ask them to read it and identify the possible causes and effects of women’s unequal access to decent work and the possible solutions to this problem (either as a class or in small groups).
- The issue tree is a useful method for analysing an issue. It helps to identify and summarize causes and effects, as well as possible solutions, and to reveal the connections between them all. Put the learners into groups and give each group a copy of Activity sheet 2, ‘Issue Tree’, as well as a large piece of paper (A3 size) and some marker pens. Tell them to draw the outline of a tree on their piece of paper, like the one on the activity sheet but without the words, and then complete their issue tree by writing the issue (women’s unequal access to decent work) in the trunk of the tree, the causes of the issue in its roots, the effects of the issue in its branches and the solutions to the issue in its leaves or fruit. The activity sheet shows how this should be done.
- Do the learners agree with what the infographic suggests as the causes and effects of women’s unequal access to decent work and as the solutions to it? For example, how relevant are the suggested causes and effects? How effective would the solutions be? What do learners think the causes, effects and solutions are? Do they think that policies to make things fairer should be aimed at both genders, or should they be aimed only at women? Should both men and women be given equal rights to flexible working? Should employers have to give everyone the right to flexible working or would this be bad for business? Are there occasions when zero-hour contracts are acceptable, for example, for music festivals?

Activity 2.5 [15 mins]
Diamond 9

- Firstly, draw out from learners the main reasons why women in Wales find it difficult to escape low-paid employment:
  - gender stereotyping
  - unequal responsibility for unpaid care
  - scarcity of good jobs
  - a lack of policies to support women.
Women in Wales often find themselves on casual or temporary contracts with unpredictable hours while they try to fit their paid work around childcare and other care and domestic commitments. Mothers returning to work often find themselves in jobs for which they are over-qualified, with few opportunities for training or progression. There are several reasons for this, which could include:

- gender stereotyping and discrimination in the workplace, where men achieve career goals more quickly than their female peers
- a lack of suitable policies to ensure that women are able to progress in a career while working part time
- the fact that women make childcare a higher priority than paid work.

Tell learners that they are now to become decision makers. It is their task to think critically about the issue of women and decent work and to decide what they would do to improve women’s access to decent work in Wales.

Put learners into groups of three or four. Explain to them that they will be considering the solutions to the problem of women’s unequal access to decent work in Wales, as outlined in the infographic they used in Activity 2.3. These are summarized on Resource sheet 4. Give each group a copy of the resource sheet and ask them to cut up the solutions on the sheet into nine cards.

Give each group a copy of Activity sheet 3 and explain to them how they should do the activity. Tell them to decide, as a group, which are the best solutions, and to rank them in a diamond shape, with the best solution at the top, the two next best solutions underneath it, the three next best solutions under that, and so on. The activity sheet shows what formation they should use. Emphasize that there is no right or wrong answer – there will be advantages and disadvantages to every option, and learners should rank the solutions as they think best.

When most groups have agreed on their formation, stop the class and ask for feedback. Explore the choices they have made and their reasons for them. What criteria did they use to make their decisions? Perhaps feasibility, cost or impact were discussed.

Ask them to critically evaluate their ideas: will their ideas help women in Wales, the UK and/or around the world?

Challenge learners to think about how and why the problems for women may be the same or different across the world.

How representative do they think the Welsh situation is of women’s experiences across the UK, in Europe or in the global South?

**Welsh Baccalaureate skills development**

Independent research and critical analysis of sources

Watch the following videos, which were created by people campaigning for gender equality. Identify the problems and solutions outlined in each video. The first two videos are linked to campaigns and

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4 This activity is adapted from a resource produced by the Future Youth Schools Forum project. See [fys-forums.eu/en/](http://fys-forums.eu/en/)
publicity for the Sustainable Development Goals (also known as the Global Goals), one of which is focused on gender equality.

- **Take Action for Girls and Women with the Global Goals**
  
  For more information on the Global Goals, see [www.globalgoals.org/](http://www.globalgoals.org/)

- **Hurdles (featuring Emma Watson)**

- **International Day of the Girl**

- What do the three films want their audience to know, feel and do?

- Are there other ways of communicating their messages? What are they?

- Are these films reliable sources of information? Consider the use of facts and opinion, any bias and the films’ credibility.

- Challenge learners to plan their own film on gender inequality. What would be their main message? Who would feature in their film from their school or local community? What would their solution be to gender inequalities around the world and globally? They may wish to use any films that they make for an awareness-raising campaign.

**PESTLE – political, economic, social, technological, legal and environmental factors**

- First, explain what the initials PESTLE mean. Tell learners that PESTLE factors are used in business and in projects, to analyse an idea from different angles.
  
  - **P** = Political. This factor relates to the rules and regulations made by government, or the stability of governments or the internal politics of organizations.
  
  - **E** = Economic. What effect will the economic environment have? Is the project cost-effective? Will new policies and laws affect tax, economic growth, jobs, prosperity, the minimum wage, the cost of living or working hours?

  - **S** = Social. This factor looks at lifestyle, cultural trends and demographics. How will different groups be affected by any changes? How will families be affected? Will there be an impact on health or education?

  - **T** = Technological. What technology is needed for the solution? Is it expensive? Are innovative solutions needed? Will technology or access to technology affect the solution?

  - **L** = Law. What are the policies and laws that affect the solution? Do these include any human rights laws?

  - **E** = Environmental. This takes into account environmental factors and how these affect humans, for example, climate, weather, pollution and geographical location.

- Put the learners into groups. Allocate one or two aspects of PESTLE to each group.

- Ask learners to consider how women’s unequal access to decent work can be related to the factor(s) they have been allocated. For example, the group that has been allocated ‘Technological’ might consider that women take less interest in technology, possibly as a result of gender stereotyping, or women to be poorer than men overall, so they may not have access to the latest technology.

- Tell them to see if they can find a solution to the problem, again considering the aspect of PESTLE that they have been allocated.

- Ask the groups to feed their ideas back to the class.

- Ask the question: If women were able to access decent work, what would the world be like? Which of the PESTLE factors is most likely to help achieve these solutions, and which is most likely to prevent them from being achieved? They could consider the impact of climate change on women in the global South, or the impact of technology on the changing job market in Wales.
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Source 1: ‘Why economic inequality is a feminist issue’

Extract from a speech given by Winnie Byanyima, Chief Executive of Oxfam International

‘First, by some conservative estimates, women contribute around $10 trillion – yes, trillion! – to the [global] economy in unpaid care and domestic work. For free. Our economies would crash without it, yet we rarely see it discussed by policy makers.

‘Second, the World Bank counted 104 countries that have laws that prevent women from working in certain jobs, like manufacturing and construction, because of outdated, paternalistic ideas of what a woman can and should do.

‘And at Oxfam’s last check, there were around 2,043 billionaires worldwide; nine out of ten of them were men. Data from the World Economic Forum show that at current rates of change it will take 217 years to close the gap in pay and employment opportunities between women and men. Economic inequality between women and men translates into inequality in power – how can we expect an equal world for women when the purse strings are so clearly held by men?

‘In other words, economic inequality is absolutely a feminist issue.’


Source 2: Working very hard for low pay in Vietnam

Extract from a report by Francesca Rhodes, Gender Policy Advisor at Oxfam GB

As the world economy has globalized, many women have been brought into new employment opportunities, especially in manufacturing and agricultural export sectors, for example in East Asia’s textile and food sectors. The garment industry, where 80% of manufacturing workers are women, is an example of a sector where wages are set too low. In Vietnam, Oxfam has interviewed women working in garment factories who, despite working 12 hours a day, six days a week, struggle to meet their basic needs with the wages they receive. One worker interviewed, Tham, earns less than $1 an hour. She said:

‘My working hours and salary are unfair. We, as workers, cannot do anything to influence management. In case of urgent orders and difficulties the overtime and salary are decided by management. We only follow those decisions.’

Source 3: Social norms and work in Uganda

Extract from a report by Francesca Rhodes, Gender Policy Advisor at Oxfam GB

Florence says: ‘When we got married I was living at my husband’s extended family home. We left after I had my second child. It was a big family of about 20 people, and I was among the few who were doing most of the household chores and the farming. I would leave the field to go to prepare lunch and return to the field until 6pm. My brother-in-law’s wife and I used to do most of the work. We would work a lot, just the two of us, to produce food for the entire family. There was nothing like division of labour.’ For Florence, long hours spent doing unpaid farming and domestic work meant she had little time to spend on income-earning activities.

Photo: Julius Ceaser Kasujja/Oxfam

From: Francesca Rhodes (2017) ‘Three ways to change the economy to make it work for women’, views-voices.oxfam.org.uk/2017/03/three-ways-to-change-the-economy-to-make-it-work-for-women/

Source 4: In-work poverty and the search for decent work for women in Wales

Summary of a report by Claire Evans, Cardiff Metropolitan University

UK figures show that mothers in the caring, leisure and other service sectors (where women are overrepresented) are more likely to say that they felt forced to leave their job (19% compared to an average of 11% across all sectors); to experience risk to or impact on their health (54% compared to an average of 41%); or to report having a negative experience (82% compared to an average of 77%). They are also more likely to say that they felt unsupported by their employer during their pregnancy (8% compared to an average of 3%).

From: Claire Evans (2017) In-work poverty and the search for decent work for women in Wales, Cardiff: Oxfam Cymru, repository.cardiffmet.ac.uk/handle/10369/9676

Photo: By without you – Flickr, CC BY 2.0, commons.wikimedia.org/w/index.php?curid=2142632
### Women and decent work – Facts, statistics and opinions

#### Resource sheet 2

<table>
<thead>
<tr>
<th>If the mean average gender pay gap for full-time workers in the UK of 14.1% closes at the rate it has been closing over the last five years, it won’t reach 0% until 2117.</th>
<th>Change will only happen if we are able to shift culture and attitudes so that the care of children and elderly relatives is no longer seen as a woman’s task.</th>
<th>Workplaces need to enable parents to balance work and childcare.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to have laws that protect women from being discriminated against because they are pregnant or have children.</td>
<td>Women are underrepresented in STEM [science, technology, engineering and maths] occupations. They make up 14.4% of all people working in STEM in the UK.</td>
<td>Jobs in STEM sectors, where men dominate, will become even more important in the future job market.</td>
</tr>
<tr>
<td>In the EU, women account for only 7% of board chairs and presidents and 8% of chief executives in the largest companies.</td>
<td>In 100 countries, women are prevented from pursuing certain careers because of their gender.</td>
<td>18% of pensioners living in the UK are now living in poverty. The majority of them are women.</td>
</tr>
<tr>
<td>Wales has the UK’s widest gender pay gap. In Blaenau Gwent there is a 32% difference between the average pay of men and women.</td>
<td>By law, companies with more than 250 employees must publish their gender pay gap.</td>
<td>In 18 countries, women have to have their husband’s approval to get a job.</td>
</tr>
<tr>
<td>The Welsh government has established a ‘Fair Work Commission’ to encourage fair employment practices among employers in Wales.</td>
<td>Women contribute 10 trillion dollars to the global economy through their unpaid care and domestic work.</td>
<td>Three-quarters of 11- to 21-year-old girls and young women believe there are fewer women business leaders because women are treated less fairly than men.</td>
</tr>
<tr>
<td>‘I am very excited about getting a job and I am looking forward to starting the training. I am most excited about the hours, as I can still fit the school run around the job.’ Oxfam Skills for Life programme participant</td>
<td>Men are seen as breadwinners. Women are seen as the main carers.</td>
<td>Women tend to work part time, take career breaks and be seen as less committed to work; as a consequence, employers discriminate against them.</td>
</tr>
<tr>
<td>If female employment levels in the UK matched those in other countries, then the GDP would rise by 9%.</td>
<td>Reducing the gender pay gap could boost the country’s economy by £150 billion.</td>
<td>Advancing gender equality could add $12 trillion to the global economy.</td>
</tr>
</tbody>
</table>

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11. Claire Evans (2017) ‘In-work poverty and the search for decent work for women in Wales’, Cardiff: Oxfam Cymru, [repository.cardiffmet.ac.uk/handle/10369/9676](http://repository.cardiffmet.ac.uk/handle/10369/9676)
Decent work for women in Wales

What’s the problem?

1 in 4 people in Wales live in poverty

- 120,000 pensioners
- 185,000 children
- 405,000 working age adults

That’s 710,000 people

24.9% of employees earn less than the real Living Wage

- 172,000 were women
- 113,000

That’s 285,000 employees

3.3x more women than men are unpaid domestic workers

More women are living in poverty than men
despite the number of women in work growing and outperforming men in education. As income is calculated at household level, the true extent of poverty according to gender is difficult to determine. We do know that women are not participating equally in the economy.

Women are paid 80% of the figure paid to men

This includes women working part-time and full-time, the part-time pay rate affects the total figure.

80% of part-time jobs are held by women

Women hold:

- 23% FTSE 100 board members in the UK
  *rounded up from 22.6%

- 4% Chief Executives of the top 100 businesses in Wales

- 31% Board members of major Welsh Government sponsored bodies

An infographic based on the research outlined in:
In-work poverty and the search for decent work for women in Wales: A literature review by Dr Claire Evans, written for Oxfam Cymru (July 2017)
https://repository.cardiffmet.ac.uk/handle/10399/8676
What are the effects on women in work?

- There is a higher percentage of working women in part-time work: 44% compared to 12%.

- Over 70% earn less than the real Living Wage.

- The zero hours or casualised contracts workforce is 55% women.
  - Including: Agency work, Short hours contracts, Fixed-term contracts.

- 7% of people were on temporary contracts in 2016.
  - 37,000 men, 46,000 women, that's 83,000 employees.

- 75% of part-time jobs are in the 5 C’s:
  - Catering, Cashiering, Cleaning, Clerical, Caring.

- 1 in 5 of all people working in social care are on zero hour contracts.

- 75% of workers in low paid jobs are there for over a decade.

- More women than men find it difficult to move out of low paid jobs.

- Gender affects an individual’s interaction with the world of work and the provision of decent work should reflect these differences.

- Less women than men fill decision making roles in government and business.

An infographic based on the research outlined in:
- In-work poverty and the search for decent work for women in Wales: A literature review by Dr Claire Evans written for Oxfam Cymru (July 2017)
- https://repository.cardiffmet.ac.uk/handle/10360/9876
**Why do gender barriers & stereotypes affect women more?**

**3 in 4** Women believe that they have the main responsibility for childcare in the home.

**Women are seen as being responsible for home and family (this includes unpaid domestic work and caring for an ageing population).**

**Men are traditionally the “breadwinner” and women deprioritise their career, balancing the benefits of promotion with the impact it will have on their working hours and level of commitment.**

**Men are in the workforce for more years than women and are more likely to work continuously in a full-time capacity - making progression easier.**

**Skills and experience in female dominated occupations are rewarded unfairly and undervalued.**

**Women return to work to jobs they are often over-skilled for or lack the confidence to apply for better jobs.**

An infographic based on the research outlined in:

*In-work poverty and the search for decent work for women in Wales: A literature review by Dr Claire Evans written for Oxfam Cymru (July 2017)*

https://repository.cardiffmet.ac.uk/handle/10360/9676
Decent Work for Women in Wales

Policy-makers
- Develop a measure of fair work, gendered policy making and budgeting and establish a body whose aim is to improve working conditions.
- Value work such as social care and pay more for it to be done.
- Provide affordable, good quality childcare for atypical hours and encourage shared parental leave.

Employers
- Adopt the real Living Wage.
- Provide holiday and sick pay, flexible return to work after maternity leave, flexible part-time good quality work and limit zero-hour contracts.
- Provide mentors and work coaches.

Public Awareness and Education
- Raise awareness of gender inequality and stereotyping and challenge social norms through education.

Apprenticeships and Training
- Provide better careers guidance, advice and non-gendered apprenticeships with good quality and cost effective childcare.
- Encourage girls to consider non-traditional career and study options, increase the availability of role models and mentors for girls from aspirational women and widen female aspirations in STEM jobs.

The Future
- Tackling economic inequality and poverty with a gender lens must be a top priority for Wales.
- Government estimates indicate that by reducing the gender pay gap the UK economy would benefit by £150 billion.
- If female employment levels in the UK matched those in other countries, the UK GDP would be raised by 9%.
Possible solutions: Diamond 9 activity

<table>
<thead>
<tr>
<th>Possible solutions</th>
<th>Resource sheet 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Welsh government</strong> should set up a body to improve the working conditions of low-paid employees and protect their rights.</td>
<td><strong>Encourage employers to see that mothers or fathers returning to work will benefit from being able to work part time, which will in turn benefit the employer.</strong></td>
</tr>
<tr>
<td><strong>The public should be better informed about gender inequality and stereotyping, so that ideas about gender roles in work and in society can be challenged more readily.</strong></td>
<td><strong>The Welsh government should support, encourage and fund social enterprise initiatives and cooperatives between employers and employees, especially in the provision of childcare and elder care.</strong></td>
</tr>
<tr>
<td><strong>Training should be available to women when they re-enter the job market. It should focus on transferable core skills that they can use in different sectors but in particular in higher-paying industries such as construction, IT and telecoms and nuclear fuel production.</strong></td>
<td><strong>Educators and career-support providers should encourage girls to consider careers and courses that are not traditionally carried out by women, in order to widen female aspirations and provide opportunities for more secure future employment, for example in the STEM sectors.</strong></td>
</tr>
<tr>
<td><strong>Apprenticeships should be flexible and non-gendered, and should provide good-quality childcare that is cost-effective and close to the place of work.</strong></td>
<td><strong>Good-quality childcare should be available in non-traditional working hours.</strong></td>
</tr>
<tr>
<td><strong>Shared parental leave should be taken advantage of when offered to workers in the public sector.</strong></td>
<td><strong>Shared parental leave should be taken advantage of when offered to workers in the public sector.</strong></td>
</tr>
</tbody>
</table>
Issue Why is women’s access to paid work unequal?

Why?

Why?

Why?

Why?

Why?

Why?
The tree trunk – The issue: women’s unequal access to decent work
The roots – The causes of the issue
The branches – The effects of the issue
The fruit – The solutions to the issue
