



POLICY BRIEFING

WOMEN IN THE ECONOMY

IN WALES

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Lifelong Learning & Skills (DCELLS)
Welsh Assembly Government

February 2009

Briefing Paper (1)

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1 OVERVIEW OF KEY RECOMMENDATIONS

VISION

Since its inception in 1992, Chwarae Teg has continued to promote, support and develop the role of women's contribution to the Welsh economy. The organisation achieves this by raising awareness across all sectors – public, private and voluntary - by sensitising government strategy and policy to the barriers confronting women who wish to fully participate in the labour market.

Chwarae Teg works to support policy development that benefits both men and women. In recent months, the organisation has responded to policy consultations on matters including education and skills, equality and human rights, economic development, entrepreneurship and regeneration.ⁱ

The organisation is tasked, and funded, by the Welsh Assembly Government to provide expert advice to Ministers and policy makers on these matters.

This is the first policy briefing paper concerning women and the economy in Wales and summarises developments in equality trends and Welsh Assembly Government policy by applying a “**gendered lens**”, drawing upon the principles and tools of **Gender Mainstreaming** to highlight good practice and areas where gender analysis could lead to a more inclusive policy making in relation to **education and skills policy development**

Gender Mainstreaming

“Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas, and at all levels....”

UNECE, E.1997. L.O. Para 4. Adopted by ECOSOC, 17/7/1997

Evidence shows that girls and women are under-represented in certain sectors and over-represented in others within the labour market. In particular, women are under-represented in science, engineering and technology, whilst make up the majority of employees and apprenticeships in lower paid sectors, predominantly social care, hair and beauty and hospitality.

The problem is not only one of representation, but of perpetuation of job stereotyping and further concentration and segregation of the labour force. Furthermore, this segregation is a large contributing factor to the gender pay gap whilst undermining women's economic contribution.

“The under-valuation of women’s work is a thread which links together the three causes of the gender pay gap: occupational segregation, discrimination and women’s unequal share of family responsibilities”

(Undervaluing women’s work, EOC, Working Paper 53, Spring 2007)

A balance needs to be created where women and men are equally represented within the skills and higher paid sectors, but to achieve this aspiration, it is essential that stereotyping in schools and education is challenged as **a priority** to encourage more women into science, engineering and technology to meet the future skills needs of Wales and drive the engine of the economy.

One of the mechanisms for providing such advice is the preparation of bi-annual policy briefings to **policy makers** concerning particular issues relating to women and the economy in Wales.

The briefings summarise developments in equality trends and Assembly policy by applying a “gendered lens”; drawing upon the principles and tools of **Gender Mainstreaming** to highlight good practice and areas where gender analysis could lead to a **more inclusive policy making**.

RECOMMENDATIONS

Employer sponsored training

- ✚ It is recommended that the skills strategies could each benefit from associated supporting policies on flexible working (for staff and for delivery of services), childcare, respite care and a women returner policy

Gender Segregation

- ✚ We recommend that further and better research is conducted into the gendering of life chances in Wales, the phenomenon of gendered subject choice, and an awareness of non-stereotypical careers. The result would provide better information for those tasked with policy-making within the Inclusive Policymaking Methodology (IPM) resulting in policy which will have the desired impact in achieving the vision of increasing the skills base of Wales to meet future needs in the changing economic environment.

Employer Training

- ✚ We recommend that disaggregated data on training inequalities should be gathered by gender for industry, occupation and employment contract. The *Future Skills Wales* survey and research programmes could be refined to capture this data.
- ✚ We further recommend a mechanism for monitoring the take up of “Time to Train” requests and the benefit to both individual and employers. This data capture by gender, skills sector, occupation and contract status would also provide valuable information to measure the impact and possible indirect discrimination, in addition, to identifying under-utilisation of skills, attributes and experience.

Apprenticeships Programmes

- ✚ We recommend that all Modern Apprenticeship and Foundation Modern Apprenticeship training provision be organised upon flexible learning principles. Public procurement procedures should include social clauses, where possible, when awarding contracts and review processes in keeping with legislation in the forthcoming Single Equality Bill. Such measures would open up the programmes that flow from related policies to significant numbers of women of different ages, disabled people and older workers.
- ✚ We recommend that comprehensive interventions are developed to overcome barriers to occupational segregation, with emphasis on addressing **peer and parental pressures** in career choices
- ✚ We recommend a significant increase in apprenticeship opportunities **across all sectors** to fulfil the promise outlined in *The Government Apprentice Review 2008*.
- ✚ We recommend further initiatives such as Summitskills Sector for Building Services Engineering **Careers and Diversity Project** (funded via Sector Equality Fund) which is endeavouring to ascertain through qualitative research, the reasons why females and those from Black and Ethnic Minority (BME) communities do not see Building Engineering Services as a viable career option at all entry levels. This project will also determine parental and teacher perceptions of the sector to correspond with the student/adult female/BME groups interviewed.

2 BACKGROUND to CHWARAE TEG

Vision and organisational purpose

To play a defining role in shaping the economic future for women in Wales.

Chwarae Teg's strategic objectives have been developed from sound evidence based on data and research, and through the organisation's significant experience in the fields of women's economic development and equality.

Chwarae Teg focuses its activity down four central themes:

- ✚ Education, Skills and Employment
- ✚ Flexible working and Work Life Balance
- ✚ Enterprise
- ✚ Policy and Research

Monitoring and review of policy and practice continually inform this knowledge base including the critical factors which drive economic, social, political and legislative change.

Women in Wales comprise approximately 47% of the working population, but their ability to participate fully in the Welsh economy continues to be compromised by:

- ✚ the persistence of occupational segregation
- ✚ the over-representation of women amongst the working poor
- ✚ the under-utilisation of women's skills
- ✚ the gender pay gap
- ✚ the lack of women in senior and management level positions
- ✚ the limited number of women in decision-making roles
- ✚ and,
- ✚ their disproportionate role in the respect of family and caring responsibilities

These factors continue to present a challenge to Welsh policy and practice. Besides being the key to growth in new businesses starts, women are the main resource for future employment in Wales.

Addressing their economic inactivity (34% are economically inactive), their under-employment (42% are contracted on a part-time basis in Wales), and the continuing pay disparity (approximately £90 a week in gross average earnings between women and men), would bring immense benefit to the economy of Wales.ⁱⁱ

This briefing summarises some of Chwarae Teg's observations and recommendations in relation to education and skills policy development.

3 Education and skills

3.1 Wales' Strategy for Skills

Chwarae Teg has responded to a series of Welsh Assembly Government education, skills and training consultations released under the over-arching strategy *Skills that Work for Wales*. The strategies address:

- ✚ new choices of academic and vocational curricula
- ✚ new arrangements for the organisation of delivery - transforming education and training
- ✚ efforts to reduce the number of young people not in education, employment or training

Together they aim to build a workforce that is highly, and relevantly, skilled for Wales.

The vision is to be applauded for the declared aim of reaching full employment by reducing the increasing marginalisation of the low skilled. The acknowledgement that this requires concentrated efforts to address gender segregation, the maintenance of older worker's attachment to the labour market, and the upskilling of migrant workers is especially welcome.

Measures to tackle labour market disadvantage for women who are economically inactive, under-employed and disproportionately in low wage, insecure low quality jobs, is a core aim of the *European Employment Strategy* plan for growth and jobs.

The challenge for Wales

The task in Wales is considerable given that women make up the majority of low waged workers, and that the employment rate gap between men and women who have dependent children under the age of 5 years remains stubbornly around 30% (Bevan Foundation 2006). Eighty six percent of fathers are working compared to only 55% of mothers. The employment gap between ethnic minority men and women in Wales is 27% (Bevan 2006).

There is an economic imperative to address the ebb of women's knowledge from professional and scientific sectorsⁱⁱⁱ and the loss of their skills from middle ranking jobs which occurs largely as a consequence of downgrading their careers in order to manage combining paid work and caring responsibilities.

In the UK, it is estimated that 30,000 women per annum are lost to the labour market following maternity leave, mostly due to inability to access **flexible working** (EOC 2005). The UK Equalities Review (Cabinet Office 2007) found that women with children under the age of eleven are 45% less likely to be in paid employment compared to men. The Review concluded that failure to

keep women (often highly qualified) in their jobs, is costing the UK economy between £15bn and £23bn annually.

Women continue to be the principal carers of adults; they comprise the majority of the *working age* population who provide 50+ hours per week of **unpaid care**. (ONS: Census of Population 2001)

Policy issue

The under-utilisation of skills through **outmoded inflexible working practices** is a fundamental structural issue which must be addressed if there is to be a truly cohesive approach to the skills and employment agenda. If not, Wales is in danger of wasting the skills and talents already present in the working-age population and of those who are in education now.

It is worth reviewing how gender segregation continues to affect the efficient operation of labour markets, and how it impacts on girls' and women's choices and opportunities to participate in education and training.

3.2 Occupational segregation and career choice

Strategic context

The Wales Assembly Government's strategy to raise the skill levels of the workforce in sectors that will contribute to future prosperity is set out in *Wales: A Vibrant Economy and Skills that Work for Wales* and focuses on ten sectors identified as the most important to the Welsh economy. These are:

- ✚ automotive
- ✚ aerospace
- ✚ agri-food
- ✚ high technology
- ✚ pharmaceuticals/bio-chemicals
- ✚ financial services
- ✚ creative industries
- ✚ construction
- ✚ hospitality, leisure and tourism
- ✚ social care

With the exception of the last two sectors (hospitality, leisure and tourism and social care), men make up the overwhelmingly majority of key actors and decision-makers. **Without supported policies** for sectors where women predominate and targeted action to enable women to move **into non-traditional sectors**, policy can sometimes, inadvertently, effect the increasing inequality between and women; gender segregation is perpetuated leading to skill shortages and lack of industry-relevant qualifications.

Gendered employment patterns in horizontally segregated labour markets (resulting in women working in different sectors to men), vertically segregated

occupational hierarchies (which restrict women to working at lower levels within sectors and organisations) and employment contract segregation where they are more often employed on casual hours, fixed term or part-time hours, all work to the disadvantage of women ^{IV}

Example:

Chwarae Teg's own Ready, SET, Go project funded through the European Social Fund, supported by Welsh Assembly Government and Careers Wales, was successful in encouraging women to consider training and career opportunities in non-traditional sectors such as construction/carpentry, conservation, environmental conservation, digital imaging, painting and decorating. Working in collaboration with colleges of Further Education and private training providers, these short term interventions were preparatory measures to introduce women to sectors not previously considered and provided a route into mainstream training or employment.

The project provided a holistic approach by working with employers to raise awareness of the value of equality and diversity in the workplace and with educators, trainers and referral agencies and others who can influence career choice. .

Table 1. Higher Education Students by subject and gender

Subject	Women	Men	Total
Subjects allied to medicine	232,145	48,660	280,805
Engineering and Technology	14,640	82,790	97,430
Social Studies	109,780	61,330	171,115
Computer Science	18,680	67,210	85,890

Source: Table 2e - All Higher Education (HE) students by level of study, mode of study, subject of study (#1), domicile and gender at the UK level 2006/07. Higher Education Statistics Authority Limited 2008

The table above shows gender segregation between key academic disciplines at all levels of study in Higher Education. In 2006/7, women comprised 59% of all Higher Education Students. Men were clustered in Engineering, Technology and Computer Science, whilst women were clustered in Subjects allied to Medicine (SaM) and Social Studies.

Women's domination of this category is due to 67% of all women SaM students studying Nursing. SaM also includes subjects such as Anatomy, Pharmacology and Ophthalmics.

Although women dominate Social Studies as a discipline, men cluster in what is termed the "hard sciences" within Social Sciences; Economics and Politics.

These traditional career choices impact on the value of the occupations and rewards available.

Table 2: Proportion of UK men and women of working age in different industrial sectors (actual figures are in brackets). Not seasonally adjusted.

Industry sector	Article I Men (16-64 yrs)		Article II Women (16- 59 yrs)	
	% of all in employment*	% of all in this industry†	% of all in employment*	% of all in this industry†
Manufacturing	17.6 (2,782,144)	74.6	7.1 (949,625)	25.4
Construction	13.8 (2,165,772)	90.0	1.8 (240,750)	10.0
Distribution, hotels & restaurants	17.6 (2,782,144)	49.6	21.1 (2,822,125)	50.4
Transport & communication	9.5 (1,490,930)	74.6	3.8 (508,250)	25.4
Banking, finance & insurance etc	16.8 (2,636,592)	56.7	15.1 (2,019,625)	43.3
Public admin, education & health	15.7 (2,463,958)	30.1	42.9 (5,737,875)	69.9

Source: Table abstracted from the *Tackling Occupational Segregation Fact Sheet*, produced by the Women's Economic Participation Team 23 May 2007, published by Department for Communities and Local Government.¹ Original data source: Labour Force Survey (the three months ending December 2006).

The table above shows UK industry sectors where gender segregation is most prevalent and the table depicts the concentration of men in construction, transport and manufacturing whilst women are over-represented in education, health and public administration. Contract segregation will impact where the availability of part-time working adheres to the traditionally lower paid, low skilled sectors such as health, retail and administration. Part-time working is less evident in construction, manufacturing and finance.

Statistics to the same to the same level of detail are not available for Wales. However, such data as is available shows that Wales largely mirrors the UK in respect of occupational segregation by gender.

Currently women make up 78% of those employed, or self employed, full-time in Administrative and associated occupations; 84% of workers in Personal Service occupations and 68% of those engaged in Sales and Customer Service occupations.

¹ www.womenandequalityunit.gov.uk/publications/occupseg_facts_jun07.doc

Occupations where men predominate include Managerial and Senior positions, Skilled Trades and Process Plant and Machinery Operators where they comprise 64%, 91% and 85% respectively^v.

3.3 GENDER DISPARITY in TRAINING

Employer sponsored training

Distribution, hotels and restaurants, together with public administration, education and health are typified by lower availability or investment in work based training. In these sectors, where women predominate, a high proportion of the workforce is employed on part-time contracts – contracts characterised by few opportunities to progress and the least access to employer support for training^{vi} (Callender 1997)

Employers have historically tended to allocate a lower training budget to women, and women themselves often have less labour market history on which to build their Human Capital (McDowell 1992)^{vii} over the lifetime. Human capital theory predicts that women will access less education and training than men, and will have less time to reap rewards of investment because skills acquired will be outdated during periods away from the labour market.

In this context, the proposal that individual learners and companies should contribute to the cost of training (*Skills that Work for Wales*, s1.6) could be a further detrimental effect on the ability of marginal employees to increase their skills. Such gender disparity may also confound the aims behind the proposed **Right to Request Time to Train** which seeks to encourage 42% of organisations who offer little or no “off the job” training in Wales (*Future Skills Wales:2005*) to do so.

Women comprise 76% of the part-time workforce in Wales^{viii} (Table 001524, ‘Employee Jobs by gender and Pattern of Work’ 2006, *Annual Population Survey*. 390,000 part-time employees, of whom 298,000 are women).

They also comprise the **majority of those who request flexible working** in order to provide childcare and/or adult dependent care in their working age years. Consistent refusal to grant requests for training from part-time employees who are working flexibly could result in claims of indirect discrimination – quite apart from the impact such refusals have on the company’s ability to get the best out of its workforce. To ensure that the **Right to Request** works to the advantage of all, employees and employers, and therefore creates the benefits it aims to achieve, Government will need to monitor the implementation of the “Right” by gender and by contract.

The Future Skills survey data which underpins the skills strategies could assist with such monitoring. Currently, however, it provides no data

analysis of employees receiving training in combination with their gender, industry sector, occupation and type of contract (full-time or part-time).

In *Delivering Skills for Wales and Transforming Education in Wales*, training providers and further education institutions will work in partnership to deliver integrated services focused on the customer. It is crucial that these partnerships **understand the impact of the gendered organisation of work and family life** and the impact this has on the aspirations and requirements of their customers. Just as SMEs have different training needs when compared to larger organisations, so too do men and women have specific requirements regarding access to, and delivery of, training. Delivery mechanisms must be tailored to meet these needs and to address the barriers many women face in accessing industry related training.

Thus, **it is recommended** that the skills strategies could each benefit from associated supporting policies on **flexible working** (for staff and for delivery of services), childcare, respite care and a women returners policy.

3.4 MODERN APPRENTICESHIPS

Modern Apprenticeships (MAs) and Foundation Modern Apprenticeships (FMAs) underpin the *Skills that Work for Wales* strategies. Patterns of persistent gender segregation in these programmes have promoted recent analyses. The reports of the TUC (2008), *EOC General Formal Investigation into Occupation* (2004), and the *Women and Work Commission* (2006), all find that although the Modern Apprenticeship programme is capable of addressing skills gaps, it is failing to do so because the method of operation is **perpetuating gender inequality and occupational segregation**.

Modern Apprenticeship Programmes 2006/07 (TUC, 2008)

Sector	Male	Female
Construction*	98.7%	1.3%
Vehicle Maintenance*	98.6%	1.4%
Engineering*	97.5%	2.5%
Hairdressing	8.3%	91.7%
Childcare and Learning Development	2.9%	97.1%
* 2002/03		
Engineering Apprenticeships	95.5%	4.5%
Vehicle Maintenance	97.1%	2.9%

According to findings from a qualitative survey asking why young people feel uncomfortable crossing the gender barrier, low pay was one of the main reasons boys do not opt for “girls” sectors (Fuller *et al.* 2005)

The TUC report (2008) found that both large employers and SMEs experienced gendered training for gendered jobs. The *Government Apprentice Review 2008* calls for a significant expansion of apprenticeship schemes, ensuring there is an apprenticeship place for every 16-18 year old should they want it. *Skills that Work for Wales* intends to fulfil this promise.

We fully commend this proposal, but are cognisant that there are many barriers to overcome in challenging occupational segregation - **peer and parental pressure and gender stereotyping in career choices** - notwithstanding the need for a significant increase in apprenticeship **opportunities across all sectors**, to fulfil this vision.

In addition to the above, the Careers Wales report found that

***“16 year olds were still making stereotypical choices in 2007. More young women chose to continue in full time education and more young men entered employment or training. Of those 16 year olds who entered work or training, the young men continued to choose the traditionally male occupations such as Construction and Vehicle trades, and the young women favoured traditionally female roles such as Childcare, Hairdressing and Beauty.*”**

Pupil Destinations 2007, Careers Wales

From this evidence, significant interventions are needed to encourage more young people to take up apprenticeship programmes, especially in sectors not usually associated with their gender. Within the *Skills that Work for Wales*, proposals, outlined by the TUC for ‘*piloting to achieve a ‘critical mass’ in ‘atypical apprenticeships’* (2008:8), could be supported by Sector Skills Councils setting equality targets.

In 2007, 39,396 Year 11 pupils in Wales completed statutory education², comprising 51% male and 49% female. In summarising the findings, Careers Wales state:

“2.0% (804) individuals entered work based training³ with employed status. This route was the least popular for both genders but proved more popular with boys, with 3.1% (618) and 1.0% (186) of females choosing this route.”

And,

“Gender differences continue to follow a similar pattern over the five year period recorded here.

Pupil destinations from schools in Wales 200, Gyfra Cymru/Careers Wales

² Gyfra Cymru/Careers Wales, Pupil destinations from schools in Wales 2007

³ Work-based training – employed status, includes Modern Apprenticeships etc

It also appears that remaining in full-time education is preferable to the vocational route to employment and there is still a perception of one being more valuable than the other. **The lack of “parity of esteem” will continue unless the profile of Modern Apprenticeships and Foundation Modern Apprenticeships is raised, and educators, parents and young people continue to see the vocational route as secondary to full time education.**

With fewer young people entering the labour market, and the economic imperative of addressing the skills agenda, there is an opportunity to target and recruit more people, especially women over 25 years of age, through the Adult Modern Apprenticeship schemes.

We recommend that all Modern Apprenticeship and Foundation Modern Apprenticeship training provision be organised upon flexible learning principles. Public procurement procedures should include social clauses, where possible, when awarding contracts and review processes in keeping with legislation in the forthcoming *Single Equality Bill*. Such measures would open up the programmes that flow from related policies to significant numbers of women of different ages, disabled people and older workers.

4 POLICY RECOMMENDATIONS

OCCUPATIONAL SEGREGATION AND CAREER CHOICE

Although gendered education and skills issues were acknowledged in the raft of strategies under the *Skills that Work for Wales* umbrella, there was little detailed consideration of how to address, within each proposed measure, the barriers that constrain opportunities for girls and women to invest in acquiring skills for the most **valued, industry-relevant and well paid occupational destinations**.

Factors such as gendered subject choices, the requirement to pay for training and **the reduction of crèche facilities (or other care provision)** in Further Education colleges, all have a very different impact on women in comparison to men. Without proper consideration of these, and other related factors, the skills strategies will not work to the full advantage of women, and will therefore fail to achieve their targets. This will be to the detriment of the Welsh economy, in particular, as the demography changes over the next ten years, with a decrease in the numbers of young people entering the workforce.

We recommend that further and better research is conducted into the **gendering of life chances** in Wales, the phenomenon of gendered subject choice, and an awareness of opportunities in non-stereotypical careers. The result would provide better information for those tasked with policy-making within the Inclusive Policymaking Methodology (IPM) resulting in policy which will have the desired **impact in achieving the vision of increasing the skills base** of Wales to meet future needs in the changing economic environment.

GENDER DISPARITY IN TRAINING

We recommend that disaggregated data on training inequalities should be gathered by gender for industry, occupation and employment contract. The *Future Skill Wales* survey and research programmes could be refined to capture this data.

We further recommend a mechanism for monitoring the take up of “**Time to Train**” requests and the benefit to both individuals and employers. This data capture by gender, skills sector, occupation and contract status would also provide valuable information to measure the impact and possible indirect discrimination, in addition, to identifying the under-utilisation of skills, attributes and experience.

Adopting a positive, proactive approach to promoting inequality, such as that promised by the **Gender Equality Duty** (GED), provides policy development with the remit to consider how the “**Right to Request**” could be implemented in ways that might encourage employers to grant requests to those who currently enjoy less work based or “off the job” training.

Similarly, the **Gender Equality Duty** can be drawn upon to initiate targeted funding mechanisms that encourage **women and men** to participate in awareness-raising/taster courses in gender “**atypical industries**”, thus helping to address occupational segregation and skills shortages. Such actions are justified in so far as they may assist with making the outcomes of the new skills strategies **gender neutral**, whilst addressing social norms and contributing to the wider economic benefits for Wales.

5 CONCLUSIONS

To ensure funding contributions and Government initiatives to boost economic growth in Wales achieve their targets, **they must benefit both men and women**. For this to be achieved, occupational segregation – both vertical and horizontal – must be addressed.

Government can now use the **Gender Equality Duty**⁴ to legitimate policy supports to assist girls and women to break the constraints of “gendered jobs”, moving more women into employment in high growth sectors so that they too benefit from Government investment.

Recruiting from a wider pool of talent and skills is conducive to a productive and competitive economy. **A country as small as Wales must draw upon all its talent and maximise the potential of all its people.**

⁴ For information on the Public Sector Gender Equality Duty, see <http://www.equalityhumanrights.com>

Research into the '*pipeline theory*' has disproved its assertion that merely having more women in the workplace would, over time, ensure their greater proportion of rewards and resources in the labour market, and their rise to the top of management structures and professions. (Rusamen-Waigmann, H., Sohlberg, R., Rees, T., et. Al 2003). We now know that *specific measures* must be taken to ensure women's participation is equitable

There is opportunity to use *policy, the Gender Equality Duty, the new proposals for using public procurement to encourage equality and diversity in the Single Equality Bill, and the provision for positive action policies within all the regulations that have flowed from the Equal Treatment Directive 2000, to encourage systems change.* Chosen education and skills providers should be those who demonstrate a detailed understanding of the mechanisms of gender disadvantage and can design programmes which address the gendering of jobs, training and skills.

The skills strategies, specifically Skills that Work for Wales, as they stand, require significant adaptation to ensure delivery for women and girls, as well as men and boys. Gender differences and their effects are clearly evident across training and skills, pay, poverty, occupational segregation, career choices and organisation of our labour markets, influencing by gender who works where and under what conditions.

For Wales to fully embrace gender mainstreaming, there is a need to ensure that "***all legislation, policies or programmes, in all areas, and at all levels....***" leads to a more inclusive policy making process. Implementing the recommendations made in this report would add significantly to the Welsh Assembly Government's ability to produce policy which can confidently be expected to deliver across the whole population of Wales. ***The benefits to individual women and men, families, and the economy as a whole, would be considerable.***

6 BIBLIOGRAPHY

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- ⁱ Policy Consultations can be found on-line at www.chwaraeteg.com
- ⁱⁱ References for this are drawn from: *The Annual Population Survey: Employment Status of those working age by local authority*. Year ending 30 June 2007 (Stats Wales table 00339), and *Quarterly Labour Force Survey, Activity and Employment Rates, seasonally adjusted*, UK centres (ONS), for the period November 2007 to June 2008. Viewed at Stats Wales, 20/3/08.
- ⁱⁱⁱ Rubsamen-Waigmann *et al.*, 2003,
- ^{iv} Rees, 1992, 1998, 2002, 2006
- ^v (Table 005518, 'Employment levels by occupation', Year ending 31/3/08, *Annual Population Survey*)
- ^{vi} Callender, 1997
- ^{vii} McDowell 1992
- ^{viii} Table 001524, 'Employee Jobs by gender and pattern of Work' 2006, *Annual Population Survey*