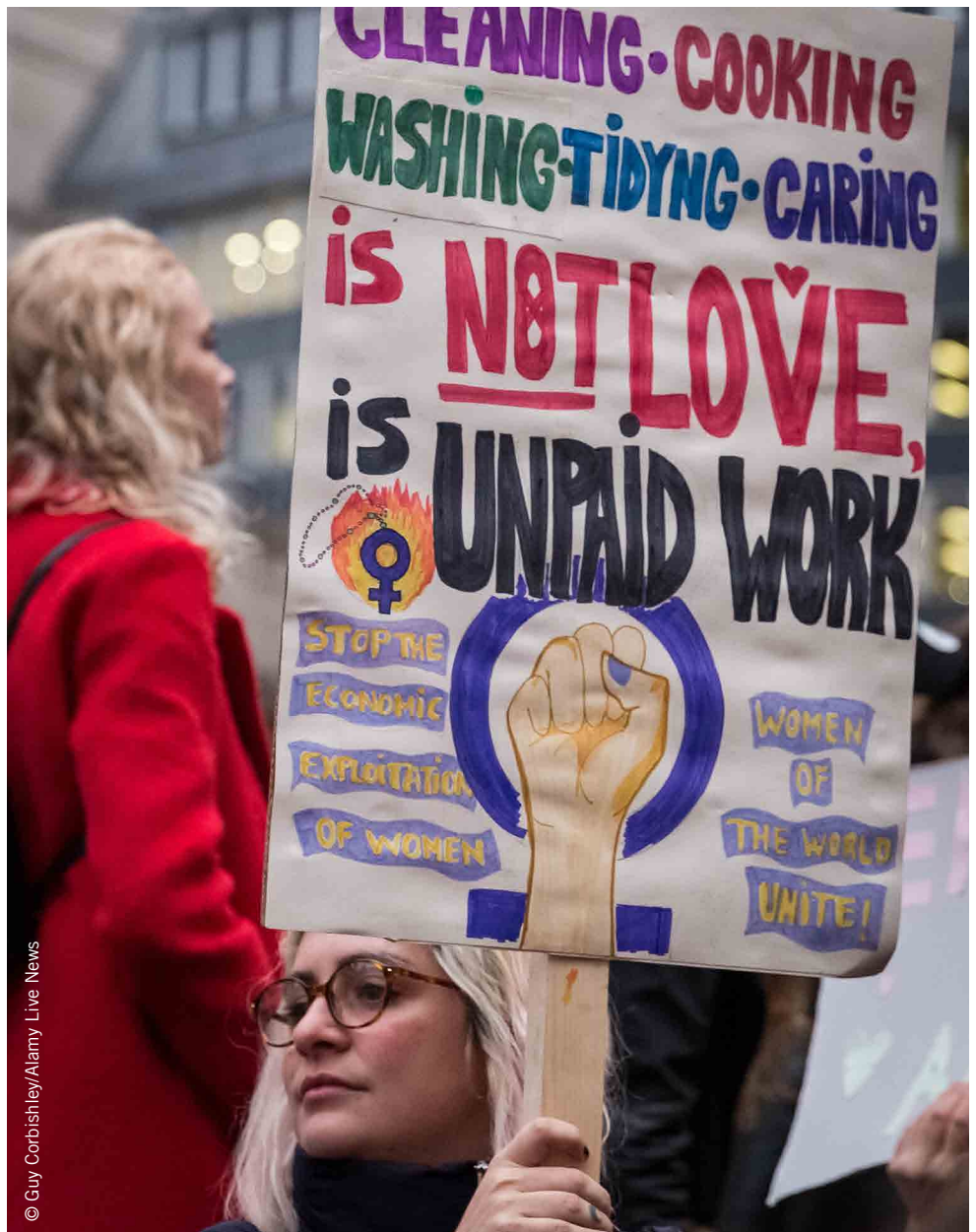


WOMEN AND UNPAID CARE WORK AGE 14-16



Around the world, women do three times as much unpaid care work as men. This means women with both roles work more hours than men, get less rest, are pushed into job roles that pay less and limit opportunities to progress in their career. How we address this issue has important implications for achieving gender equality.

This session helps students identify the share of unpaid care work women do at home and the affects this can have. Students look at stereotypical ideas about women, the jobs that leads them to and discuss ways to change this.

This is part of our Women's Rights and Gender Equality resource materials.

‘Every day young women are told to work for nothing: caring, cooking, cleaning and making sure everyone else is OK. But young women are not OK.’

Sophie Walker, Young Women’s Trust

Aims

- To gain an understanding of unpaid care work in the home
- To consider the implications for those doing unpaid care work
- To discuss their own opinions about rights for girls and women

You will need

Sticky notes

Handout: CEDAW diamond nine activity (optional)

Teacher note We recognise that there are a variety of gender identities, including non-binary. However, this session specifically looks at women and girls based on the statistics that the amount of unpaid care work is done by them based on traditional norms and identities.

INTRODUCTION 10 minutes

Ask the class if they have heard the saying ‘A woman’s work is never done’ or ‘That’s women’s work’ and ‘That’s men’s work’.

Did they know? Women on average do three times as much unpaid care and household work as men do (Source: UN Women).

Do students know what unpaid care work is?

Unpaid care work is everyday routine household work such as cooking, cleaning, shopping, washing, caring for children, the sick and the elderly. This work subsidises the cost of care that sustains families, supports economies and often fills in for the lack of social services yet it is rarely recognised as ‘work’.

Ask students to write down on a sticky note who in their house does the most unpaid work (or chores) and what that person does. For example, cooking, setting the table, putting the washing or bins out, hoovering, tidying rooms. Take in the sticky notes (you will come back to them later).

TASK 1 20 minutes

Unpaid work and who does it

Watch the short clip *What is the real value of unpaid work?* by the United Nations (search title on YouTube, 2:53 mins)

Ask the class to write down three pieces of information from the clip. What surprised them?

Explain that unpaid care work is essential for households and economies to function so why is it valued less than paid work?

Revisit the sticky notes. Is there a gender split in who is doing unpaid work in their households? Do they also do unpaid work in their home? If yes, what? Is there a pattern emerging in who does more unpaid care work?

If one person does the most, how do they feel about this? Should everyone split the work 50:50 so that it’s fair? If yes, what actions could they encourage others to take to share unpaid care work?

What small actions could be done to share out the load in their house? Can they commit to doing one of these actions over the next week and report back next lesson about how it went?

If you're a young carer in your family for a parent or sibling, you can access information and support by calling the Carers Direct helpline on 0300 123 1053, or by visiting www.carersuk.org

What is 'women's work'?

Draw a mind map on the board and ask students to share their answers to this question: Why does taking on unpaid care work penalise women?

- Often don't have the time to do full-time paid work with a decent wage.
- It limits the chances of pursuing career goals or promotions.
- Less time to relax, study and gain qualifications.

Surveys from around the world reveal that when paid and unpaid work are combined, women do longer hours overall than men do. (Source: UN Women)

Explain that women are more likely to take a break during their careers to have children or accept so-called 'women's jobs' that offer more flexibility to make it easier to manage their family responsibilities. These types of jobs are often part-time as well as being low pay, low status with limited prospects for progression. They often don't come with contracts, paid holidays, sick pay and company pensions.

These jobs are sometimes referred to as the 5Cs: cleaning, catering, cashiering (retail), clerical and caring.

This is another reason for the pay gap between men and women, and for inequality between men and women. What actions can we take to change this?

TASK 2 20 minutes

Undervaluing women's work

Despite advances for girls and women in education and the work market, women and men are still segregated into jobs and industries based on gender stereotypes. The paid care sector (health and social work) is a classic example.

Ask the class to come up with a list of caring jobs.

Then, discuss:

What skills are needed for the job?

Who would generally go for these jobs? Why?

Are they done mostly by men or mostly by women? Why?

Explain that paid care work has historically been seen as an extension of 'women's work'. It is assumed that because women carry out similar roles in the home, they have the 'natural' skills that make them more suitable for caring jobs. As a result, the work is not fairly paid compared to other forms of paid work involving similar levels of skills and training.

Women account for more than three-quarters of all jobs in the health and social work sector

Source: Official National Statistics, Workforce jobs series, via Nomis

Activity

In small groups, ask students to look at the table of jobs, average salary and % workforce split.

What do they notice? Ask students to write down three conclusions from the findings.

Jobs	Average UK full time pay £	% women	% men
Nursery nurse and assistant	£16,987	96%	4%
Teaching assistant	£17,091	90%	10%
Cleaner and domestics	£17,380	77%	23%
Nurse	£33,242	85%	15%
Receptionist	£18,358	91%	9%
Police officer	£41,284	31%	69%
Web design and development	£32,000	24%	76%
Civil engineer	£41,117	13%	87%
Finance and investment analysts and advisers	£36,596	42%	58%

Source: Office for National Statistics – Annual Survey of Hours and Earnings 2019, annual full-time gross pay, and Gender pay gap in the UK: 2019

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The gender pay gap This is the difference between the average hourly earnings of men and women. In 2019, women working full time earn 8.9 per cent less than men working full time. This means that for every £1 a man earns, a woman earns 91.1p.

How does it feel to know that there is a gender pay gap? What thoughts do you have looking at the table? What actions could we take to change this?

Think equality

Introduce the Convention on the Elimination of All Forms of Discrimination Against Women, often referred to as CEDAW (see handout).

It is a key treaty addressing gender-based discrimination and providing specific protections for women's rights. The convention says that governments must do all that they can to end discrimination against girls and women, for example by introducing and enforcing laws on marriage, education, healthcare and employment.

Article 1 defines discrimination against girls and women: discrimination against girls and women means directly or indirectly treating girls and women differently from boys and men in a way which prevents them from enjoying their rights.

Article 5 says governments must work to change stereotypes about girls and women and boys and men, especially if these roles are based on boys and men being considered better than women and girls. For example, the belief that boys and men should not do household work.

Article 11 says women must have the same chances as men to find work.

Optional activity

Using the worksheet, ask students to do a diamond nine activity to rank the articles in CEDAW in order of what they feel is the most important first. Why did they choose that order?

Ask the class:

Why should everyone care about CEDAW? Why does this convention exist?

TASK 4 10 minutes

Make a start

Ask students to think about what they have learnt in this lesson.

Explain that to make further progress towards gender equality at work we have to address the fact that it is neither 'normal' nor 'natural' for women and girls to be performing most of the unpaid work in the house.

Discuss: What can be done to help women who take on too much unpaid care work? Who needs to make these changes?

Look at what the government can do to change this situation for women. Discuss examples such as flexible hours in full-time work, redistributing unpaid care work within the family, unified parental leave, quality and affordable care.

Link back to the first activity and their sticky notes. Ask students if they think that unpaid care work needs to be shared differently in their house? Who should it be shared amongst? Why? Ask them to share suggestions with the class.

FINALLY... 10 minutes

Discuss with the class:

Has this session made them think about their own future?

What jobs are they considering?

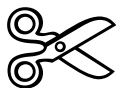
Do they think gender stereotyping in the workplace starts early?

Do they feel they are already being funnelled into different subjects, told how they're supposed to be and discouraged to go into certain job routes? If yes, how does this make them feel and what can be changed to enable them to feel supported to go into any role that they would like?

EXTENSION

Imagine that we have moved 100 years into the future. What will have changed for women around unpaid care work and paid work in general? Would things be more equal? What have people done to make this change? Are there new laws in place? Write a 250-character tweet or message to highlight what the changes are and how those changes came about.

CEDAW DIAMOND NINE ACTIVITY



The Convention on the Elimination of All Forms of Discrimination Against Women is often referred to as CEDAW. Cut out the following articles and place them in order of importance.

Governments shall take concrete steps to eliminate discrimination against women.

Governments can adopt temporary special measures to accelerate equality for women, ie affirmative action.

Governments shall take appropriate measures to eliminate sexist stereotyping.

The right of women to vote, to participate in forming and implementing government policies and to join public and political organisations.

Women and girls should receive career and vocational guidance and have access to education opportunities on par with men and boys.

Women have an equal right to work with men, which includes pay, promotions, training, health and safety.

Women have the right to family planning services.

Women have a right to family benefits, bank loans, mortgages and other forms of financial credit.

Women have the same rights as their husbands in marriage, childcare and family life.

Women are to be equal before the law.