

# Learning *from* Experience Trust

## Unpaid Work:

## the Developing Potential For Accreditation

**a LET Discussion Document**

Linda Butler

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## FOREWORD

Unpaid work is work. Work is now increasingly recognised as a place where people learn. So the proposition, also increasingly accepted, that people at work can acquire knowledge and skill which under scrutiny may merit formal recognition in relation to public qualifications, necessarily means that unpaid work can have the same significance as paid work as a source of learning. Can have. Future development depends on the capacity of individuals to extract and articulate what they have learnt from their experience. Usually they need some help in so doing. But given that all the requisite criteria are met, higher education has no problem with awarding the necessary credit.

This discussion document speaks to the condition of a sizeable proportion of our population who seek recognition for the vast range of activities conducted as unpaid work in the home, in countless community agencies, and in the amazing variety which come under the general heading of voluntary work. For some it may be controversial. For all it is important.

Linda Butler prepared the text during her time at the Trust, and I am both grateful for it and glad that LET served as a vehicle for her to undertake this important piece of work funded by the National Council for Vocational Qualifications. It is offered as a contribution to a widening debate. As is usual with discussion documents it is important to say that the views expressed are those of the author and are not necessarily those of the Trust.

Norman Evans  
Director, Learning from Experience Trust  
March 1991

## INTRODUCTION

Many millions of individuals in the home, the community and in the voluntary sector engage in unpaid work which is the same as work undertaken elsewhere for pay. The potential for the achievement of accreditable academic learning and vocational competences from their working experience by these individuals is therefore as significant as it is for their counterparts in paid work. This discussion paper draws attention to the developing potential for such accreditation in unpaid work.

## UNPAID WORK

An enormous volume of unpaid work is carried out in the home, the community and in volunteering, by women and men who may or may not also be in paid work. As examples, 1.4 million women and men provide care in the home for more than 20 hours per week for a sick, disabled or elderly person; and if prompted to adopt a broad definition of volunteering, about one in two people would consider themselves as having undertaken some form of voluntary activity during the past year.

The range of unpaid work is equally great. It has been claimed that almost any kind of job done for pay is done by someone as a volunteer, and any single unpaid work setting, whether in the home, the community or in voluntary service, is likely to offer experience in dozens of different jobs. To illustrate this point, the extract shown as figure one is taken from a further education college's Assessment of Prior Learning (APL) counselling materials, and shows the simple taxonomy which one department had developed to put women candidates in touch with the range of knowledge, skills and understanding which they were likely to have acquired or developed as housewives and mothers.

The range of people engaged in unpaid work is as varied as the range of jobs. Managing a household, for example, may be undertaken by young single people, men or women caring for elderly relatives, wives and mothers, single parents, or unemployed people living alone or sharing with others.<sup>1</sup>

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<sup>1</sup> Perry, D., Rosenberg, H. and Ravitz, S. What else can a housewife do? MSC, COIC, 1983.

## VOCATION OR VOCATIONAL?

Why has such learning not been as acceptable in counting towards credit for qualifications as learning from unpaid work? The underpinning answer to this question lies in the fundamental and traditional perception of unpaid work as a vocation, and therefore different from paid work. This perceived difference has meant that the academic learning and vocational competences which people acquire in the course of their unpaid work have been largely unrecognised and uncounted in accreditation for qualifications.

Women, in particular, are still widely trained into unpaid work, especially unpaid work in the home. For example, domestic science subjects are still widely taught; they constitute around 25% of the adult education curriculum. But the status of this surreptitious vocational training of women is ambiguous. It is nearer to a vocation, a 'calling', and so it is something different and separate from vocational training, particularly vocational training for men.<sup>2</sup>

It is easy to see how this differentiation may be linked historically to the oppression of women. The occupation of housewife is argued to have emerged at the turn of the century to fill the 'domestic void' caused by the removal of women's home-based manufacturing to factories. The "isolated, invisible activity of homemaking....was part of the ideology which supported women's place as being in the home."<sup>3</sup> A dominant white male culture and value system could be supported by excluding large sections of the female population from the benefits of paid work, including status, power, salary and pension, in order consciously or unconsciously to maintain its own power base. Given this situation, we would expect that unpaid work to be marginalised and trivialised in terms of its place alongside the dominant economic culture.

Unpaid work, in the home especially, may thus be eulogised as valuable (so that people continue to do it) but as quite different from paid work. And because it is different, its skills need not be transferable. The vocation of unpaid work says this work is done for love, not money, for family approval rather than external awards, and for private satisfaction rather than paid work advancement.

The state's continuing ideological ambivalence, even confusion, about the status of unpaid work, particularly women's unpaid work, is well-illustrated in its policy and practice towards mothers caring full-time for their own children at home. Does the state's ascription of National Insurance contributions to mothers with children under school-leaving age, and the payment of Child Benefit to the mother, confirm the status of child-rearing as paid work? Yet a single parent in receipt of state benefit for her/his sole means of support is by Social Security definition not in paid work. Is the position different for the single parent wholly supported by her/his partner, and so not classified for Social Security purposes as in paid work?

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<sup>2</sup> I am grateful to Dr Mary Hughes of The Fawcett Society for this concept.

<sup>3</sup> Ehrenreich, B. and English, D. For her own good: 150 years of the experts' advice to women. Anchor Press/Doubleday, USA, 1978

## A NEW DEFINITION OF WORK

The association of the definition of work with paid remuneration is ideologically tainted, but it is also likely to be overtaken by changing patterns of employment for all sectors of the population. In this respect, women's unpaid work is being carried towards recognition by the dominant force of change in male employment patterns.

Thus, government projections suggest that up to four million people may be working from home, that is to say, in paid work from home, by the year 2000. Contemporary commentators on the nature of work follow the general theme of a working career evolving as an individual portfolio of paid work, fee work, free work, home work and study work<sup>4</sup>. The National Council for Vocational Qualifications (NCVQ) anticipates in its literature new patterns of employment, where more people are self-employed, work part-time and work at home, and where people move in and out of training as employment opportunities change.

This new view of work has its own theoretical base in functional analysis and other contemporary analytical tools which are applied to capturing the tasks and functions which people use in carrying out jobs and occupations. Functional analysis is the analytical tool deployed in the Department of Employment Training Agency's current development of occupational standards. It is used by all the industry lead bodies and is consequently the basis of all National Vocational Qualifications (NVQs).

In functional analysis, work can simply be defined as purposeful activity with critical outcomes. It is something done with intent, with purpose; and it has outcomes which are essential to the achievement of the purpose. Whether or not an individual is paid is not relevant to whether or not what she or he is doing is work.

This redefinition could allow a radical improvement in women's access to qualifications based on achievement at work, as well as much greater opportunity for personal development and change for all workers. Whether they are in paid or unpaid work, women without qualifications could have greater access to them, and women with qualifications to upgrading and extending them. Likewise, men in paid and unpaid work would benefit, whether they have existing vocational qualifications or not.

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<sup>4</sup> See, for example, Handy, C. *The Age of Unreason*, Business Books, 1989.

## DEVELOPING RESEARCH AND PRACTICE

Radical practice in women's access to education and training and employment has consistently questioned the dominant exclusive ideology, and explored the possibility of the identification and articulation of learning from unpaid work with learning in the paid workplace. Ekstrom's manual, 'How to get college credit for what you have learned as a homemaker and volunteer', was first published in the USA in 1977.<sup>5</sup> It is addressed directly to potential students interested in claiming college credit at first degree level and below for their domestically acquired learning. From a taxonomy of domestically acquired skills, women identify their own 'clusters' of skills and use them to negotiate a credit claim. The methods recommended for making such claims are very close to current British portfolio and APL practice: initial counselling; the identification of relevant significant learning experiences; their analysis into tasks and skills; the matching of skills against educational and vocational objectives; the negotiation of a credit claim; the accumulation of appropriate evidence; and assessment.

American educational institutions vary in their policy about accrediting such learning, as do individual departments within institutions. The picture appears to be that "There is no question at all about credit at degree level for volunteering and it is mentioned all the time in practice."<sup>6</sup> Accreditation arising from homemaking is rarer, partly because of the problems of authenticating evidence: people in the domestic workplace do not often have reason to keep records of their day-to-day work.

There appears to be no research in the UK to parallel Ekstrom's, although an important but small-scale study by Howard of the managerial skills in homemaking, which has much in common with the Ekstrom work, was done in 1985 for the Equal Opportunities Commission (EOC). The job descriptions of a sample of housewives, and a sample of middle and senior managers, were drawn up, and the skills involved in each exhaustively analysed. From these data, Howard derived a list of similarities and differences and concluded that "There is a great overlap in the skills used. ....where there are differences, they are in skill areas where organisations normally provide specialised training."<sup>7</sup>

Figure 2 shows what Howard identified as the principal accountabilities of the home manager. However, this taxonomy was not widely tested at the time and, more critically, it has not been updated as a functional analysis, to keep it in line with the development of the Training Agency and industry lead body occupational standards.

Unpaid work competences are sometimes recognised for access to education, training and employment. As an example, women returner access courses such as NOW, WOW and Women into Management often try to encourage women to recognise the skills they have from their unpaid work experience in order to relate that experience in their CV to the requirements of paid employment. The same practice is adopted by some Employment

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<sup>5</sup> Ekstrom, R.B., Harris, A.M., Lockheed, M.E. How to get college credit for what you have learned as a homemaker and volunteer. Educational Testing Service, Princeton, USA. 1977.

<sup>6</sup> Author's conversation with Betty Menson, Ohio State University, September 1989.

<sup>7</sup> Howard, K. Managerial skills: Yes they can be developed in the home. Howard Affiliates Ltd. 1986.

Training schemes, for men as well as for women.

There are few examples of the articulation of unpaid work skills with educational and vocational awards. The Manchester Open College Federation has, over several years, accredited courses which are drawn directly or indirectly from women and men's home experience. Some of the awarding bodies, BTEC, City and Guilds and RSA, have developed new credit courses in subjects such as care, which are targeted at adults and which are said to have potential for accrediting competences acquired in unpaid work, especially in the home.

From 1990 it is likely, however, that there will be a major policy shift by the larger awarding bodies and the NCVQ in favour of the accreditation of learning acquired in the unpaid workplace. The RSA has issued (1990) a public policy statement outlining the board's support for the use of all its awards in the accreditation of achievement in unpaid work. The RSA's complete statement is shown as figure three. In addition, at the time of writing, the NCVQ is considering a similar public policy statement in the form of an information note.

These are important developments which have grown out of dispersed, sparse and hitherto largely unacknowledged practice in the field. Practitioners have used the opportunities inherent in NVQs, other competence-based awards, and APL, in different ways, but the key to opening the door has been the NCVQ's principle of the recognition of competence, however and whenever it is acquired. NVQs are based on outcomes of learning specified independently of any particular mode, duration or location of learning. This means that competence acquired in unpaid home, community or volunteering roles may be as susceptible of accreditation towards an NVQ or other competence-based award as competence acquired in paid work, provided that the appropriate evidence is offered in relation to each element of a unit, and that the detailed standards specified within each element of a unit are fully met.

Even where individuals are not able to satisfy the standards for accreditation for a complete award or a unit of an award, it may be possible to accredit them to competence in some elements. Individuals' prior or current learning may also be acknowledged through individualised, shortened learning programmes which acknowledge the progress they have already made, where they are not yet to the level of accreditation even for elements of an award. The examples discussed in the following paragraphs show how practice is developing across a range of possibilities in subject area and level, from responding to industry lead body draft standards to meeting the requirements of a fully accredited NVQ.

## FIELD EXAMPLES

One college uses the draft standards of the industry lead body for care (the Care Sector Consortium), its own modularised programme of social care courses from several awarding bodies, and a preliminary induction module which can include an APL component, to assess its prospective entrants to social care across a range of competences. Following the assessment, a learning programme is negotiated between the entrant and the department. The programme can take account of APL at entry and at later points in the agreed programme, and it allows the use of a variety of workplaces, including the home, for both assessing and developing current competences.

One large voluntary sector organisation and several local community organisations have been involved in piloting an RSA Advanced Diploma, for which the board is likely to seek NVQ Level III accreditation, in the organisation of community groups. Assessments of current and prior learning have been made from evidence of competence gathered in the community and volunteering. Evidence from the home has also been used, especially where individuals' other unpaid work activity does not offer the necessary opportunity to gather evidence. Thus, for example, many volunteers do not have the opportunity to control budgets within their organisation, but they can draw on a fund-raising project conducted from home to provide the necessary evidence of competence.

The Hairdressing and Beauty Therapy Department at one college finds it is able to accredit to competence in some elements many of its adult trainees in the Hairdressing Training Board/City and Guilds Level II Foundation Award in Hairdressing. Their competences have been acquired in the course of hairdressing for their family and friends, and acquiring product knowledge across the retail counter, as consumers. Candidates are assessed in the appropriate salon conditions on direct evidence of performance.

These examples in the recognition of the competences acquired in unpaid work have been shown to bring several benefits to clients. Many women and men coming back into institutional education and training and paid work are described as having poor self-esteem, and therefore low education, training and career aspirations. Accrediting, or in other ways acknowledging adults' existing competences is reported to aid self-esteem and raise vocational aspirations beyond stereotypic expectations, both in level and range. This is a particularly rich area for development, given the extent of the competences which it is possible to acquire in unpaid work. Accrediting existing competences may also increase motivation to further study, as well as significantly reduce further study time, a particularly relevant factor for older adults.

## **BARRIERS TO CHANGE**

There has undeniably been important progress in policy and practice in the last year or so in mending the historical severance of the learning acquired in unpaid work, and that accredited in qualifications, especially vocational qualifications. The new position is that whether learning or competences were acquired currently or in the recent past, or whether or not they arise from unpaid work, is irrelevant to their potential for accreditation. This new position is, of course, largely untested; and there are considerable grounds for scepticism about its durability.

It would be naive to assume that the relaxation of regulations by awarding bodies and others would be sufficient to lower the barriers to access to qualifications and employment for those whose main work experience is in unpaid work. The cultural context in which individual women and men seek education, training and employment represents an enormous barrier to anything other than marginal change. And this context itself shapes the very system which is apparently opening the doors: the industry lead bodies, the awarding bodies, institutional providers and functional analysis.

## REALISING INDIVIDUAL OPPORTUNITY

The published research and professional practice with so-called women returners points to the many and fundamental barriers to women's equal access to education, training and employment. This section is limited to recent research and other information which throws light on the pushes and pulls operating on the realisation by individual women of their unpaid work competences either as enhanced qualifications, or as employment prospects.

The first major issue is what is known, either in theory or in practice, about the range and level of unpaid work. In the mid-80s, Ekstrom extended her earlier work in the USA on a taxonomy of unpaid work competences to job-matching and recruitment into employment. She found that "the typical adult woman returning to the paid workforce was most likely to find opportunities that matched her experience in office and clerical work; managerial and office work; communications work; counselling or work requiring interpersonal skills; or work requiring problem solving. The next best areas for paid work opportunities that matched unpaid work experiences appeared to be in the financial, sales and marketing; and teaching, training and tutoring areas".

There is, however, as noted earlier in this paper, no UK taxonomy of the range and levels of competences acquired in unpaid work. It follows that there is also no rigorous evaluation, parallel with Ekstrom's, of the relationship of unpaid work learning and competences to paid employment and recruitment opportunities in the UK. This leaves the market value of unpaid work open to a variety of stereotypic assumptions, as the following unattributed example shows:

"Even if you have had a very long time out of the job market, you may have undertaken some voluntary work or community work which will have given you some skills and experience that you can present positively in a C.V. You may also have some hobbies that have enabled you to develop a skill or skills that can be used when applying for a job. Even if you haven't got any hobbies or haven't done any voluntary or community work, the everyday tasks at home in themselves are enough to persuade an employer that you have something to offer. Many secretaries' jobs, for instance, involve organising the boss in various ways - getting him to catch the correct train, ensuring that his travel and accommodation arrangements are made for a conference or exhibition. When you think about it, this sort of organising is very similar to the sort of organising that a women will do at home for the family holiday or even to ensure that her husband or partner gets the train on time to work every morning. So if a job description lists 'organising conferences' or 'organising travel' as one of these tasks for the vacancy, then you can quote your experience with your family on this front."

This quotation clearly points up one of two associated responses to the recognition of learning and competences acquired in unpaid work, and their relationship to paid employment, in the absence of a rigorous research base. The first is that unpaid work can be, and is stereotypically viewed by individuals, education and training providers, and employers, as limited in range of application and low-level, suggesting training and

employment options which are similarly limited and subordinate. On this basis, some individuals understandably reject the relevance of their unpaid work competences to their future employment. The second and related response is that individuals, providers and employers may be entirely competence-blind. They do not see any association at all between vocational competences, educational qualifications, vocational qualifications, employment aspirations and unpaid work experience.

Underlying both these responses is the cultural devaluation, shared by women and men, of competences acquired in unpaid work in so far as they relate to qualifications and paid employment. They are, as discussed earlier in this paper, a vocation but not vocational, and a low-level and narrow vocation at that. Small wonder that so-called women returners are so often reported to be lacking in confidence and lacking in ambition in the paid work world.

The second major issue is the consequently unsurprising fact that women are demotivated in the paid work world from seeking training or qualifications. A recent study confirms many others. Women employed as unskilled operatives gave these reasons for not seeking training or qualifications:

- Lack of self-confidence.
- Low job expectations and aspirations.
- Not wanting to put career forward or before husband's.
- Anxiety about supervising others.
- Not being able to imagine supervising others.
- Feeling satisfied with current job performance: "I'd rather do this job well than have more responsibility and not be able to cope".<sup>8</sup>

These findings are particularly poignant in view of so little authoritative research as there is in the UK to show clearly the relationship between unpaid home work and management and supervisory skills.

Individual women do not operate within a cultural and economic vacuum; the conditions they experience are determined by the dominant ideology, which, as argued earlier, works so as to exclude women from the power and other benefits of paid work. Our understanding of the impact of this third, crucial issue has been refreshed by the 1989 study by the Institute of Manpower Studies of women's place in paid employment, from which figure four is taken. The study quantifies the impact of discrimination, lower pay, Social Security disincentives, lack of childcare and other dependent relative care, limitations on job choice, inflexible working hours, and shortcomings in training, on women's participation in the labour market.

All these constraints impact on individual women's training and occupational expectations. They all carry messages to individual women from employers, the state, education and training providers and the family itself about women's ambiguous position

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<sup>8</sup> Saunders, M., Fuller, A. and Loble, D. Emerging issues in the Utilisation of NVQs. NCVQ Research Report No 5, 1990.

in paid work. Indeed, the IMS study itself comments that the constraints are “interrelated and stem firstly from women’s roles as bearers and carers of children and secondly from employers’ tendency to treat lifelong, full-time work as the norm.”<sup>9</sup> Readers of this paper will take a surprised step back from the assertion that bearing and caring for children is different from lifelong, full-time work.

The interaction of these three issues suggests that women will have a very limited view of the value of their unpaid work competences in further education or training or in paid employment, or that they view them as quite distinct and separate. We would expect to find that education and training providers and employers would find it hard to make anything other than stereotypic links themselves. We would also expect that women going into paid work will do so with very limited expectations of achievement and reward, and that given the operation of systematic indirect and direct discrimination from a number of sources, limited achievement and reward will be the outcome they experience.

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<sup>9</sup> Metcalf, H. and Leighton, P. *The Under-Utilisation of Women in the Labour Market: a report for the Equal Opportunities Commission. IMS Report No 172. Institute of Manpower Studies, 1989.*

## **BARRIERS TO SYSTEM CHANGE**

As was noted earlier, the context in which individual women operate also shapes the very system which is apparently opening the doors: the industry lead bodies, functional analysis, the awarding bodies, and education and training providers.

At the time of writing there are approximately 140 industry lead bodies. It is claimed that by 1992 most of the UK workforce will be covered by the occupational standards they produce. There have, however, been consistent claims that these bodies are not adequately representative of their industries, for example, that large companies are over-represented when most British companies are small. This lack of representation is apparent in other ways. The volunteering and other unpaid sectors are barely represented across the whole of LB membership. In addition, the number of women on most LBs is very small, even on the retailing or administration, business and commerce bodies; and gender monitoring apparently non-existent.

Functional analysis is often reputed to have a positive impact on the way workers in the industry concerned regard their contribution to the work they do and on the way they value themselves, since it requires workers to identify what they do and why. At the same time, it is essentially a tool which captures the understanding of the industry lead body, and those whom such bodies decide to consult in the field, as to what competence and underpinning knowledge and understanding is required in that industry. Functional analysis must therefore reflect the ideological position of those consulted, and in their language.

Likewise the awarding bodies, who in the case of NVQs work directly with lead bodies in the development of these new awards. With their own non-NVQ products, the major awarding bodies have until recently been generally even more cautious in admitting the possibility of non-traditional settings for the acquisition of competence, and of the acceptability of non-traditional evidence of learning. In the course of this research, the author has heard senior members of awarding bodies talk of their role in controlling access to qualifications in terms of upholding standards and maintaining traditional values, and challenging from this position the admissibility of 'amateurs' and 'unsupervised evidence'.

Educational and training providers are in many ways the servants of this system rather than its masters. It is significant that the field examples quoted in the paper were hard to find. They were also all initiated or led by women, in what are traditional areas of female employment - hairdressing, care and voluntary work. Two of the three met strategic difficulties, in the form of obstruction from the lead body, or stereotyping from the awarding body.

## CONCLUSIONS

Despite these problems, there has surely never been a better time to initiate radical change in women's access to vocational qualifications and to employment via the recognition of unpaid work. The incentive to change is demographic pressure which will affect the education and training industry as much, or more, than other industries and employers. The structures are almost in place. The NCVQ has been the key and is sympathetic to recognising unpaid work. As more standards and competence-based awards come into being, so more areas of qualification and employment are to some degree more accessible to non-standard entrants than before, including through the greater acceptability of APL. Some industry lead bodies will undoubtedly help women in unpaid and paid employment by offering less obstructed ladders to progression in their industry. More education and training providers will become aware of, and prepared to take risks, in developing opportunities for their clients.

However, what has to be faced is that so far the current system has merely held up a mirror to itself and declared that to be the true image. The extent of change is dependent on movement away from the heavy conditioning of all those with investment in the existing system, from LBs and awarding bodies to education and training institutions and the clients themselves; away from the manifestation of the existing system of standards and associated training and assessment programmes, which are inhospitable to unpaid work; and away from the system's as yet unbroken silence about or hostility to the potential of such relationships.

## APPENDICES: 1

Candidate – Housewife/Mother

Roles

Teacher, Laundry Worker, Electrician, Nurse, Carer, Housekeeper, Counsellor, Cook, Painte/Decorator, Taxi Driver

Tasks	Skills	Knowledge	Show Understanding	Application
<b>Banking</b>	Filling in forms, cheques, etc. Communication Social	Numeracy, literacy Approaching bank personnel	Deposit/withdraw correct amount Keep record in cheque/paying in book Query/interpret statements	
<b>Shopping</b>	Make lists Problem solving Decision making Interpretation	Numeracy, literacy Valuations Geography	Having correct amount of money. Interpret recipes. Evaluate amount of goods needed. Know where to shop	
<b>Paying Bills</b>	Writing cheques Filling out payment forms Calculate finances	Numeracy, literacy Postal system Companies policies	Pay bills on time. Organise budget on other payment system Visit office etc. to pay	
<b>Budgeting</b>	Calculation Interpretation Evaluation Problem solving	Numeracy, literacy Knowledge of events Likely to influence budget	Shop economically. Pay bills on time. Have money for busy times e.g. new uniforms, Christmas	

## Appendix 2

### Principal Accountabilities

1. Plans and provides nutritious food for family through growing, collecting, freezing, drying, preserving, purchasing, planning menus, preparing and presenting the food to the family.
2. Creates a warm, supportive, emotional environment where children feel able to explore and experiment.
3. Creates an interesting and stimulating environment, both within and outside the home, in order to maximise the children's development, and fulfills their potential.
4. Nurses family during sickness, and ensures they obtain the appropriate level of preventative and crisis health care.
5. Develops the children's awareness of cultural and family norms and standards.
6. Ensures a safe working and living environment, and that safe working practices are followed.
7. Develops, justifies, and works within budget. This budget includes working from the total family income to establish the most cost-effective way of providing housing, clothing, nutrition and entertainment.
8. Keeps informed on all issues relevant to home management, including home finance, nutrition, equipment, methods of work and work aids, theories on children's upbringing, local amenities and facilities e.g. dustbins on bank holidays.
9. Ensures the provision of an adequate supply of suitable clean clothes through purchases, making, adapting, repairing and cleaning clothes.
10. Plans and ensures the upkeep of the home either directly or through employment of subcontractors to clean, decorate, repair and renovate.
11. Plans and implements the development and upkeep of the garden either directly or through the provision of direct labour. Prepares the ground, plants and maintains.
12. Manages a chauffeur service, including agreeing car requirements, purchase, obtaining driving qualifications, repairing minor problems, liaising with the garage and motoring organisations and chauffeuring husband, and more usually children, to activities.
13. Identifies suitable holiday areas, negotiates agreement with family, books, plans and arranges facilities, clothes etc.
14. Liaises with community services to optimise the family's utilisation of such services eg libraries, swimming pools, clubs, public transport, etc.
15. Manages home removal, including agreeing criteria for new home, identifying possible new homes, negotiating with solicitors, building societies, estate agents, lawyers and vendors, purchasers, and removal forms, and after agreeing sale and purchase, organising the move.
16. Develops and keeps social/friend/family relationships through socialising, counselling, telephone contact.

## Appendix 3

### RSA Policy Statement

#### Accreditation of Achievement in Unpaid Work

The RSA Examinations Board believes that competence may be demonstrated during a variety of activities other than paid employment, including work undertaken in the home, in the community or for voluntary organisations. It is not necessary for individuals to undertake paid employment in order to qualify for access, or to demonstrate their achievements.

This statement is consistent with the RSA's policy on equal opportunities and open access, which states that: "The principles of open and equal opportunity for all is promoted in all areas of RSA's assessment activity (with an aim to overcome any inequality in relation to gender, race, religion, age and disability)". It is also consistent with RSA's commitment to credit accumulation and transfer and accreditation of prior achievement, to ensure the maximum flexibility for the recognition of competence.

The Advanced Diploma in the Organisation of Community Groups is one RSA vocational qualification which has immediate relevancy to many people involved in unpaid work. It is a competence-based qualification and candidates provide proof of their achievements through the cumulative assessment record and supporting evidence. This evidence may be drawn from any aspect of the candidate's experience, provided that it can be shown to be valid, reliable and authentic, and the currency of the skills can be confirmed.

All of RSA's vocational qualifications lend themselves readily to the accreditation of achievement in unpaid work using the same system of assessment as that described above.

Centres that are particularly interested in developing this area of work are invited to contact Diana Farmer at RSA for further information.

## Appendix 4

### **All Women** (10 million in paid work, 6 million not in paid work)

- \* Discrimination, on the grounds of gender, motherhood or potential motherhood, in selection, promotion and training: effect unknown, but potentially a cause of under-utilisation among all working women (10.3 million) and a disincentive to participate to all who have withdrawn (six million) or ever worked part-time.

### **Married Women** (6 million in paid work, 3.5 million not in paid work)

- \* Lower pay as a disincentive to participation: effect unknown, but is strong on married women and therefore could constrain up to 3.5 million women.
- \* Social Security: family income as the basis of entitlement: a disincentive to participation for women with an unemployed husband claiming social security; effect unknown, but could be as high as 504,000 women.

### **All Women with Children** (3 million in paid work, 2.7 million not in paid work)

- \* Lower participation due to cost or availability of pre-school childcare; estimated to reduce participation or hours for 467,000 women.
- \* Lower participation and reduced hours due to cost or availability of after school care.
- \* Lower participation due to limited job and earnings choice for those limited by lack of childcare to part-time, temporary or casual jobs; effect unknown, but 23.7 million women do not participate and at least 2 million work part-time.
- \* Loss of human capital due to occupational change or downgrading due to limited job choice; effect unknown.
- \* Employers' attitudes to working time: a disincentive to participation in most who wish to work part-time, and a cause of under-utilisation of potentially all women who have worked part-time.
- \* Shortcomings in non-employer provision of training: effect unknown but could potentially affect all who have ever withdrawn or who have worked part-time.
- \* Barriers to training, in particular:
  - The nature of courses provided by evening classes.
  - The awareness of or availability of women returner courses.
  - The eligibility criteria for Employment Training and its emphasis on full-time places
  - The lack of provision of many courses part-time.
  - The cost of courses.
  - The lack of childcare provision to attend course.

These barriers will particularly affect women with children, who, due to childcare constraints, are likely to wish to study part-time.

### **Women with Other Dependents** (1,216,000 in paid work, 964,000 not in paid work)

- \* 222,000 women caring for the elderly or infirm may be prevented from participating in the labour market. The constraints are similar to those for women with dependent children.
- \* 146,000 women may have their hours and occupations constrained by caring for dependent relatives.

### **Lone Mothers** (400,00 in paid work, 570,000 not in paid work)

- \* Lower pay as a disincentive to participation: effect unknown, but is strong on lone mothers, and therefore could constrain up to 570,000.
- \* Social Security for lone mothers: a disincentive to participation or to working a small number of hours; effect unknown, but could be as high as 588,000 women.