Gender (In)equality in the UK: Occupations, Tasks and Wages*

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Abstract

This study examines the relationship between gender, occupational sorting, task allocation, and wage disparities within the UK labour market. Utilising data from the Skills and Employment Survey, which offers repeated cross-sectional information on wages, occupations, and tasks, I investigate whether workers with similar occupations and education perform comparable tasks, explore the presence of wage differences for those undertaking analogous tasks, and assess patterns of occupational and task segregation by gender over time. Findings will enhance understanding of how task allocation contributes to wage gaps and inform policies to reduce gender inequality in the labour market.

Keywords: These, are, not, keywords.
JEL Codes: A, B, C.

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1 Introduction

Goldin (2014) highlights the need to look within occupations to understand how jobs are organized and compensated and how this might diferentially affect men and women.

A commonly used measure to summarize differences in the distribution of women and men across occupation categories is the index of segregation developed by Duncan (1955).

The index of occupational segregation by sex is computed as

$$D = 0.5 \sum_j |M_j - F_j|, \tag{1}$$

where M_j (F_j) is the fraction of all employed males (females) who work in occupation j. The index, which ranges between zero and one, indicates the proportion of women or men that would need to change occupations for the occupational distribution of men and women to be the same. In other words, if the distribution of men and women across occupational categories were identical (complete integration), the segregation index would equal zero. If all the occupations were either completely male or completely female (complete segregation), the segregation index would equal one.

2 Section

This is also a short section.

3 Conclusion

We may have reached the conclusion too quickly.

Table 1: Task Measures from the Skills and Employment Survey

Task	**Variables**
Literacy:	Reading written information, e.g. forms, notices, or signs Reading short documents, e.g. letters or memos Reading long documents, e.g. long reports, manuals, etc. Writing material such as forms, notices, or signs Writing short documents, e.g. letters or memos Writing long documents with correct spelling/grammar
Numeracy:	Adding, subtracting, multiplying, or dividing numbers Calculations using decimals, percentages, or fractions More advanced mathematical or statistical procedures
Professional communication:	Instructing, training, or teaching people Persuading or influencing others Making speeches or presentations Planning the activities of others Listening carefully to colleagues
Problem solving:	Spotting problems or faults Working out the cause of problems or faults Thinking of solutions to problems Analysing complex problems in depth
Computer use complexity:	Importance of computer use and complexity of computer use: Not at all = 0 Straightforward use = 1 Moderate use = 2 Complex use = 3 Advanced use = 4

Notes: Notes here

References

Goldin, C. (2014). A Grand Gender Convergence: Its Last Chapter. *American Economic Review*, *104*(4), 1091–1119. https://doi.org/10.1257/aer.104.4.1091

Appendices

A Appendix A

Proof of the shortness of the paper.

B Appendix B

This paper is robust to boring bits.

Online Appendix

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Reviewer Appendix

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