

WIR – Women In Rail

Seminar Reports



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These seminar reports have been elaborated with reasonable care. The project co-ordinator and the project team does not, however, accept responsibility for printing errors and/or other imperfections and potential (consequential) damage resulting thereof.

Content

Introduction

Seminar Berlin

Seminar Brussels

Seminar Rome

Annex



Introduction

In the framework of the European social dialogue project “Follow-up of the CER / ETF Joint Recommendations ‘Better Representation and Integration of Women in the Railway Sector’: Implementation – Evaluation – Review” three thematic seminars have been organised during the year 2011. The seminars addressed topics, which have been identified as crucial issues for women in the railway sector. The following table gives an overview of the seminars:

Topic	Date	Location
How to attract and retain women in the rail sector, especially in technical professions	13.-14. April	Berlin
Work organisation and work life balance	15.-16. June	Brussels
Gender pay gap and career opportunities for women	19.-20. September	Rome

The seminars had the primary function of deepening and widening the knowledge of the participants with view to the addressed topics. Representatives of railway companies and trade unions active in the railway sector¹ of ten different European countries came together to share knowledge and experiences. A key element of the seminars was the mutual learning of the participant as their work and national context broadly differs. The seminars objectives were as follows:

- The identification of problems and barriers within the sector and the organisations (companies and trade unions) with view to women in general and to the topics of the seminar in particular
- The discussion of the progress made and backlashes related particularly to the representation of women in the railway sector and generally to the situation of women in society
- The building of a network of people supporting gender equality issues in the sector
- The presentation and discussion of good practices
- The development of innovative solutions
- The discussion of adaptations of the Joint Recommendations

The three seminars were similarly structured. The research team of the Austrian Institute of SME Research supported the Steering Committee in designing the seminars and moderated them. The seminars included presentations, plenum discussions as well as group work exercises, using creativity techniques. The seminars dealt with the different topics through a theoretical, practical and experience-based approach.

¹ Some of them already participated in the former ETF-CER project.



This report presents the outcomes of the seminars by means of photo-minutes together with handouts of all presentations (original versions of the handouts in French and German can be found in the annex). The compilation of the minutes follows the chronology in which the seminars took place. Next to this report, a summary report summarising briefly the seminars by means of short descriptions of the content of the presentations and the outcomes of the group discussions is available.

The feedback of the participant concerning the seminars was (very) positive. They assessed the presentations as very interesting and were very satisfied with the design of the workshops. On a scale ranging from one ("excellent") to five ("unsatisfactory"), they scored the added value from the seminars by 1.8 and the global satisfaction by 2. The seminars met the expectations of the participants, gave them opportunity to network with colleagues from other countries, and offered them new insights relevant to their work. The seminar in Rome (1.7) and Berlin (1.8) got a better score in average than the one in Brussels (2.0).





WIR – Women In Rail

1st Thematic Seminar

**HOW TO ATTRACT AND RETAIN WOMEN IN THE
RAILWAY SECTOR - ESPECIALLY IN TECHNICAL
PROFESSIONS?**

HOW TO ENSURE ACCESS FOR WOMEN?

PROGRAMME

Date: April 13/14,2011

Location: Berlin, Hotel Alexander Plaza

[AGENDA]**Wednesday, April 13, 2011****Attracting women in the railway sector****Morning session** (*Moderation: Sabine Trier*)

9:00	Welcome, presentation of the WIR-project, aims and agenda of seminar <i>Sabine Trier, ETF</i>
9:30	Tour de table
10:15	Women in the railway sector in Germany: a historical review <i>Birgit Reinhardt, Deutsche Bahn AG</i>
10:45	Working as a woman in the railway sector: personnel experiences <i>NN, Interview: Eva Heckl</i>
11:15	Coffee break
11:30	Women in technical positions (facts & figures) <i>Eva Heckl, SME Research Institute Austria (external expert)</i>
12:00	Good practices of enterprises active in training and educating girls in male-dominated professions <i>Jutta Saf, Sprungbrett</i>
12:45	Lunch

Afternoon session (*Moderation: Eva Heckl / Aliette Dörflinger*)

14:15	Technical studies for women <i>Prof. Dr. Juliane Siegeris, Hochschule für Technik und Wirtschaft (HTW) Berlin</i>
15:00	Opening workshop (short introduction, methods, aims)
15:15	Attracting women in technical positions / in the railway sector: barriers and potentials <i>Working groups and plenum discussion</i>
16:15	Coffee break
16:30	How to attract women in the railway sector (especially in technical professions)? <i>Plenum discussion</i>
17:30	Reflection and closing
18:00	End of day 1





DAY 1

[TOPIC] HOW TO ATTRACT WOMEN IN THE RAILWAY SECTOR





[PRESENTATIONS]

1. **Women in the railway sector in Germany: a historical review¹**
Birgit Reinhardt, Deutsche Bahn AG
2. **Working as a woman in the railway sector: personal experiences**
Interview: Eva Heckl
3. **Women in technical positions (facts & figures)**
Eva Heckl, SME Research Institute Austria
4. **Good practices of enterprises active in training and educating girls in male-dominated professions**
Jutta Saf, Sprungbrett
5. **Technical studies for women**
Prof. Dr. Juliane Siegeris, Hochschule für Technik und Wirtschaft (HTW) Berlin

¹ Original German version can be found in the annex



Women in the German Railway Services

Deutsche Bahn AG

Birgit Reinhardt

HZ

13 April 2011

Women in the German Railway Services before the First World War

- Since the early 1870s, an increasing number of women were employed by railway companies. They were either unmarried or widows and had no children under age.
- 1873: Some women worked at ticket offices, in telegraphy and in luggage handling; daily wages were paid for the first time.
- 7 February 1882: Berlin's local railway services opened their first ticket offices and employed 27 female staff at its stations.
- The first women who worked for the railway companies were daughters of railway workers. Later the companies also employed railway workers' wives.
- From **1898** women were allowed to obtain **civil servant (officer) status** under certain conditions:
 - Qualification from a girls' grammar school or equivalent
 - Life-long marriage ban (celibacy): marriage led to a woman's dismissal and forfeiture of her pension entitlement
 - 42 to 60 working hours per week, including nights and weekends
- Women's wages were far below men's wages

- 9 January 1902: The first "infant care institution" was opened for pre-school children of railway officers and workers.
- A foundation for unmarried daughters of deceased workers and officers provided funding for their education.
- Courses of spa therapy treatment for sick children
- Orphanages for children of deceased railway officers
- The railway services gained an increasingly good reputation as employers due to their policy of functioning as family employers

Women in German Railway Unions before World War I

- 1905: Union of Female Railway Officers of the Prussian-Hessian State Railway Services was founded.
- The first chairwoman was Minna Neumann.
- **1909**: 238 out of 400 female railway officers were members of the local organisation.
- **1912**: 15 district unions, with a membership of 778 women, i.e. 71%

The aims:

- To prevent men from overruling women
- To abolish the marriage ban for female railway officers
- To create public awareness about women's employment in the railway services
- To ensure the recognition of women's work in society



Deutsche Bahn – HZ – Birgit Reinhardt

Women in the German Railway Services between World War I and 1939

- **3 March 1917**: Standardised regulations for "**female war assistants**" on the wearing of uniforms
15% of employees in Prussian-Hessian railway administration were female.
- Wages for "female war assistants" were below those of railway officers, i.e. **1,200 marks compared with 1,836 marks p.a.**
- End of war: most "female war assistants" were made redundant.
- **1922**: Female railway officers were given permanent tenures.
- **1923/24**: Staff cuts: female railway officers were forcibly made redundant.
- **1932**: "Law on the Legal Position of Female Civil Servants".
- **1933**: The Nazi minister of propaganda Goebbels outlined a new direction in a speech:
A woman's place is to be a mother and to bring up sons.
- Until autumn **1939** women could only be employed in positions which "by their nature required female staff", i.e. telegraphy, social services, laboratories and hospitals.



Deutsche Bahn – HZ – Birgit Reinhardt

Women in the German Railway Unions between World War I and 1939

- There was virtually no organisational representation for women, and women were banned from union membership
- "Female war assistants", however, did succeed in gaining membership and started to assert their rights.
- Unions started to recruit female members among workers.
- After the war interest in union membership declined.
- 1919: The German Railway Workers' Trade Union was founded; female railway officers entered Trade Union IV (Non-Technical Railway Officers); this was accompanied by the dissolution of independent unions for female railway officers.
- 1933: Female railway officers were forced to dissolve Trade Union IVa and to join the Association of German Railway Officers.
- From 1933 female railway officers no longer featured on the job scene.

Die Führergeburtstagspende der Beamtinnen



Deutsche Bahn – HZ – Birgit Reinhardt

Women in the German Railway Services during World War II

- During the first year of World War II women were recruited for the German railway services, *Reichsbahn*.
- 1941: Women were permitted to start careers as technical assistants, as it was anticipated that more staff would be needed over the next few years.
- As the railway services were competing on the labour market with the arms industry, a policy of "equal pay for equal work" was introduced.
- 1943/44: Staff shortages, so that more and more women were employed in all walks of life, which led to continuous adjustments of "decrees and regulations".
- End of 1943: 190,000 women were working in nearly all areas of the railway services.
Working hours: 54 to 56 per week
Women were permitted to work night shifts.
- 1944: "Regulation on the Deployment of Female Staff in the Total War Effort": 30% of all female railway staff had to be seconded to the war effort.
Exceptions: Dispatchers, telecommunications workers, switch operators, train conductors, ticket office staff where a certain amount of training was required, so that it was impossible to use prisoners.
- From 1945: Men returned from the war, so that women were considered supernumerary.

Deutsche Bahn – HZ – Birgit Reinhardt

From 1945: Women in the East and West German Railway Services

Deutsche Reichsbahn (East Germany)

- Equal pay for equal work
- Women received training by the East German railway services (Reichsbahn) during the first years after the war.
- 1949: The German Demographic Women's Association reported on the "Pankow-Heinersdorf Women's Railway Station": all its female employees had apparently undergone or were still taking further vocational training.
- Development of a dense network of child care centres
- Women admitted to executive functions: women in technical railway colleges and academies (1960: 20%, 1963: 21.8%); steady increase in the female proportion of students at railway engineering colleges (1960: 5.2%, 1963: 8.9%)
- 1965: a quarter of all railway employees were women

Deutsche Bundesbahn (West Germany)

- The US Zone of Occupation wanted to dismiss all female railway officers who were married and therefore provided for.
- No equal pay; it was planned that labour should be divided in the same way as under the Weimar Republic.
- Under Control Act No. 32 women could be used for the reconstruction effort, but were not given opportunities to obtain qualifications.
- August 1948: Record level of employment: 602,000; but 45,000 railway workers were made redundant by March 1949 (mainly women).
- Mid-1950s: "Charming stewardesses" (train secretaries) were employed.
- 1966: Women were permitted to become train conductors and operational service inspectors.
- 1970: Operational, transport and administrative services became accessible to men and women alike.
- 1972: First female doctor employed by railway services
- 1980: No mention of women in annual report

Deutsche Bahn – HZ – Birgit Reinhardt



Frauenbahnhof PANKOW-HEINERSDORF



Deutsche Bahn – HZ – Birgit Reinhardt



Deutsche Bahn – HZ – Birgit Reinhardt

Sources (text and images):

- ***Die Eisenbahn in Deutschland – Von den Anfängen bis zur Gegenwart***
by Lothar Gall and Manfred Pohl
C.H.Beck'sche Verlagsbuchhandlung, Munich 1999
- ***Unterm Flügelrad – Frauen bei der Eisenbahn***
Regine Zennss-Reimann,
Series: *Bausteine für das MVT*, Museumspädagogischer Dienst Berlin and
Museum for Transport and Technology 1993

Deutsche Bahn – HZ – Birgit Reinhardt



Women in technical professions – facts and figures on gender segregation

WIR Seminar, Berlin, 13th of April 2011
Eva Heckl

www.kmuforschung.ac.at

Labour market segregation

2/11

Horizontal segregation

- Women tend to be found in similar occupation groups and economic sectors
- Concentration for women even higher

Vertical segregation

- Women more concentrated at the lower or intermediate levels of hierarchies and professions
- Men over-represented in senior level positions

Top ten sectors for women and men

3/11

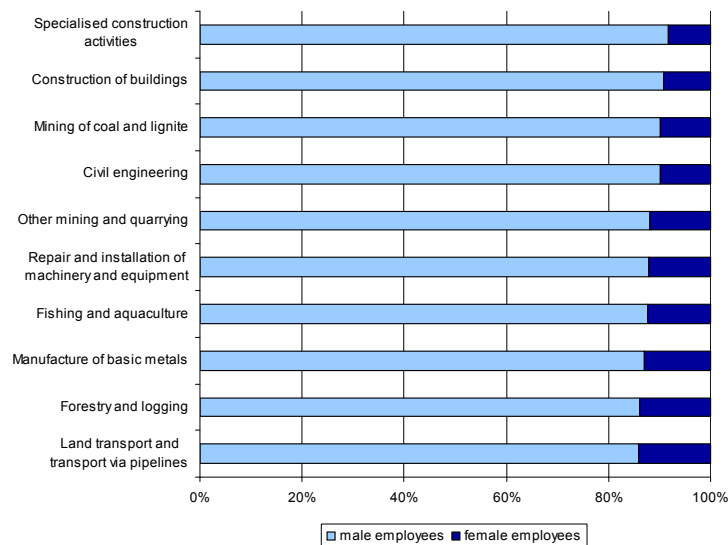
Rank	Women	in % of all women	Men	in % of all men
1	Retail trade	12,2	Specialised construction activities	7,2
2	Education	11,4	Public administration and defence; compulsory social security	7,1
3	Human health activities	10,0	Retail trade	6,0
4	Public administration and defence; compulsory social security	7,4	Crop and animal production, hunting and related service activities	4,8
5	Social work activities without accommodation	3,9	Construction of buildings	4,7
6	Food and beverage service activities	3,9	Land transport and transport via pipelines	4,4
7	Crop and animal production, hunting and related service activities	3,8	Wholesale trade	4,2
8	Residential care activities	3,5	Education	3,8
9	Wholesale trade	2,6	Wholesale and retail trade and repair of motor vehicles and motorcycles	2,9
10	Other personal service activities	2,3	Food and beverage service activities	2,8
	TOP 10	61,1	TOP 10	47,9

Source: Eurostat, LFS 2009, EU 27



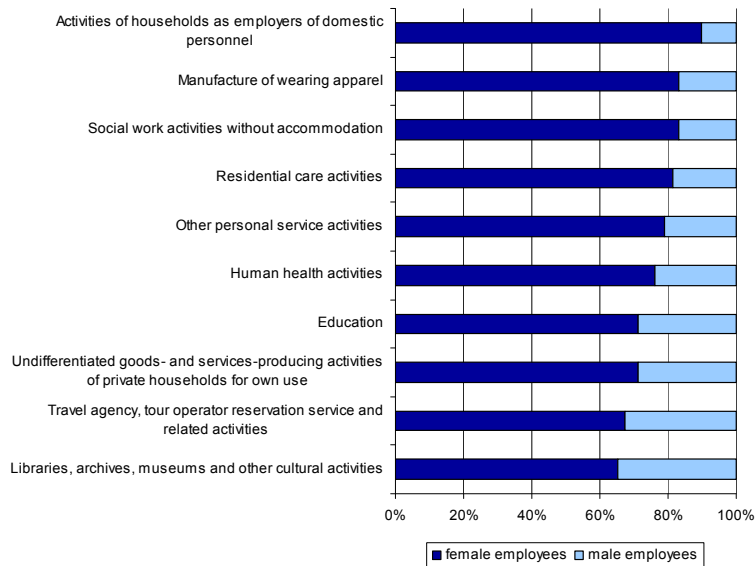
Male dominated sectors

4/11



Women dominated sectors

5/11



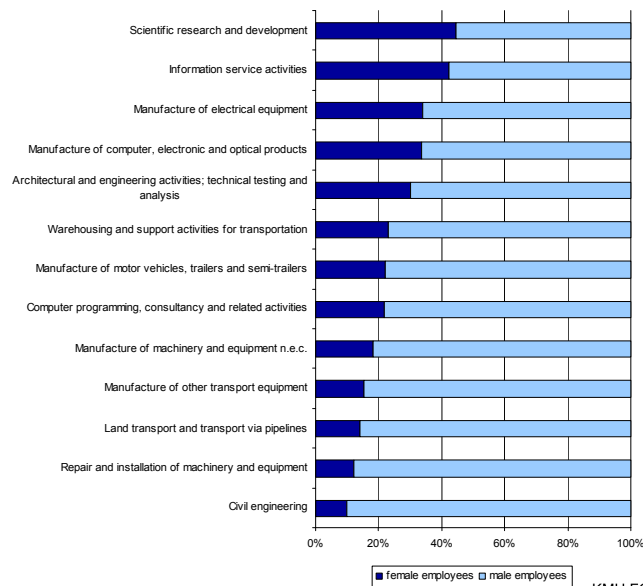
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Technical sectors

6/11



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Share of female employees in principal railway enterprises, 2008

7/11

	Number of principal railway enterprises	Number of employees in principal railway enterprises	Number of female employees	Share of female employees in %
Belgium	1	38,587	3,542	9.2
Czech Republic	23	56,054	25,556	45.6
Greece	3	6,801	719	10.6
Spain	8*	28,159	2,495	8.9
Italy**	-	91,500	10,295	11.3
Latvia	14	5,112	2,679	52.4
Lithuania	1	10,717	3,978	37.1
Austria*	27	14,167	1,054	7.4
Poland	43	117,077	32,546	27.8
Slovenia	1	7,984	1,122	14.1
Slovakia	12	33,468	8,566	25.6
Finland	1	9,922	1,290	13.0
Sweden	31	16,604	4,374	26.3
United Kingdom*	-	52,000	9,000	17.3

Source: Eurostat, Railway transport - enterprises, economic performances and employment, 2010

* data from 2007

** data from 2005

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Explanations for gender segregation (I)

8/11

- **Comparative advantages:** the biological argument
 - Physical differences
 - Differences in how the brain works
 - correlation with gender inequality
 - technological progress evens the role of physical characteristics
- **Under-investment**
 - Under-investment in education because of domestic production (anticipation of work discontinuity)
 - young women tend to be better educated than men

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Explanations for gender segregation (II)

9/11

- **Socialisation and stereotypes**
 - Preferences are socially constructed – gender stereotypes
 - Give orientation – statistical discrimination
 - explanations very general or detailed ex post
 - education and the media can remove association between occupations and gender
- **Entry barriers and organisational practices**
 - Legal barriers
 - Practices of recruitment
 - Practices of promotion (old-boys-network)
 - The more formal / transparent personnel practices, the weaker the association between job and workers' sex

Explanations for gender segregation (III)

10/11

- **Differential income roles**
 - Unequal commitment to securing monetary income
 - Pin money stereotype
 - accept lower wage to combine role of mother and wage earner
 - Equal share of household burden
 - Childcare facilities

Reasons to tackle gender segregation

11/11

- Accessing the full talent pool
- Customer's perspective
- Minimising risks and costs
- Being „the employer of choice“
- Gender equality correlates with profitability

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Social and Economic Research



AUSTRIAN COOPERATIVE RESEARCH
KOOPERATION MIT KOMPETENZ

Women in technical positions

girls/women in technical vocational apprenticeships

Dipl.Sp.ⁱⁿ Jutta SAF | Verein sprungbrett | Vienna

Berlin, 13. April 2011

about sprungbrett

- ➔ **sprungbrett**-employees: experts for the enhancement of girls/young women in the labour market
- ➔ emphasis on so called non-traditional vocations
- ➔ counselling of **girls/young women between age 12 to 21.**
- ➔ core issues in **sprungbrett's counselling work are:** occupational choice, empowerment and lobby work for girls/young women

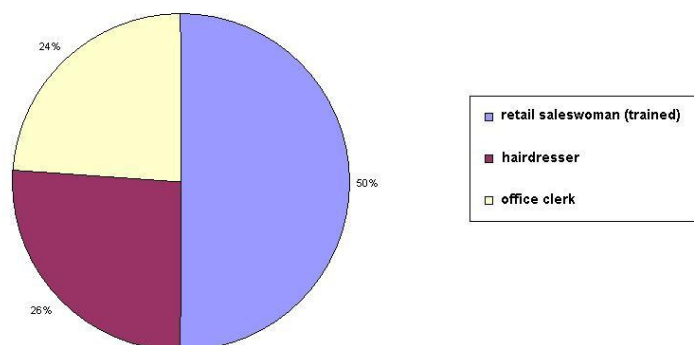


- ➔ **topics:** vocational apprenticeship, recruiting, coachings, monetary aids
- ➔ counselling enterprises in technical vocational apprenticeship of girls and young women
- ➔ about 1.000 companies in Vienna + surrounding
- ➔ Recruiting applicants in name of comp.
- ➔ Lobbying



3

AUSTRIA: 50% of all girls choose one of the following vocations (apprenticeship):



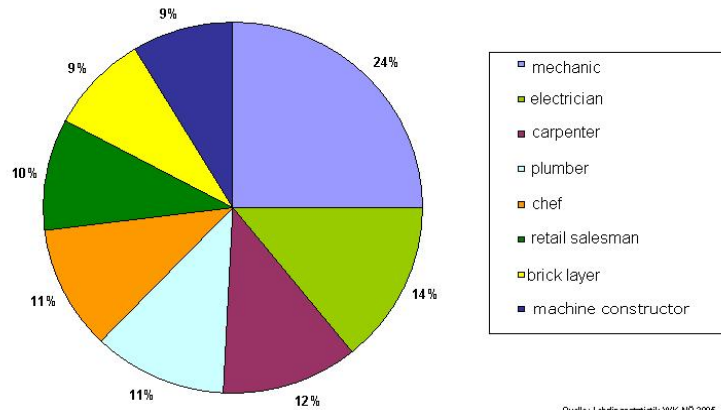
Quelle: Lehrlingsstatistik WKÖ 2009

13.04.2011

4

traditional vocational choice: boys

50% of all boys choose one of the following vocations:



13.04.2011

5

motivation of girls/young women

Why girls/young women are interested in technology?

- **well considered** decision
- capability and **talent**
- career and **better chances** in the labour-market
- **non-traditional** career
- **positive role-models**: (family of origin, social surrounding, famous women in science and technology)
- **being enhanced** and counselled about different labour opportunities
- **experience** in practical work (enterprises/schools)
- **excursions** in enterprises

6

motivation of enterprises

Why enterprises are interested in female workers?

- having a **better choice when recruiting** both sexes: more applicants
- **awareness** of equal opportunity rights
- **customer's aspects**
- **requested quotas** of females in governmental enterprises
- **challenges** that open up new perspectives
- to improve the **social climat**
- **mixed teams** are more profitable (**diversity aspect**)

7

examples of good practise

How enterprises promote girls/young women in technical vocations

8



explicit management targets

Oebb Shared Service Center Austria

- **Gender Charta**
- **Advertisements** with slogans of explicit callings for female applications
- **Cooperations** with girl's associations
- demand to present female applicants in the final round of the application procedure



explicit management targets

chimney sweeper in Vienna

- Action plan for women and work

electrical installations engineering, Fa. Hawlan Wien

- „Electrical installations engineering from women to women“

Governmental enterprise technology sector

- Till 2015 the enterprise will have a quota of 20 % of women in technical positions

positive role models

Wiener Linien GmbH & Co KG

- apprentice girls are promoted on posters, www, ...
- presentations of apprentice girls at vocational fairs
- first female instructor of mechatronics



positive role models

Firma Vermessung Angst (surveying technician office)

- One of 2 chief clerks is female and responsible for the apprentice girl

Installations and building technology Company

- Compatibility of motherhood and career (vocation: installations and building technology specialising in gas and sanitary technology)





awareness of gender roles

Peugeot Wien

- Mr. Haberler: „The argument of **physical strength** for the job in car repair shops is antiquated: Hard work is **replaced by technology**.“

Mazda Rainer

- apprentice girls are not expected to fulfill handlings known as typically female
- not to **brew coffee**
- **cleaning** is NOT a woman's job



accompanied externe coaching

During vocational apprenticeship trainers and vocational girls can be coached. Aims of these coachings are to avoid dropouts and to provide good conditions for both sides.

„Fonds Soziales Wien“

- Initial vocational apprenticeship of a girl (IT-TechnikerIn) is accompanied by **sprungbrett** continuously

Malermeister (painter)

- enhance the two vocational girls
- counselling the chief

Girls/young women need...

- ➔ equal treatment and equal rights
- ➔ being respected and accepted
- ➔ instructors who speak up for them and who consequently take actions
- ➔ female colleagues/females to speak to (female mentors)
- ➔ fair and correct division of work
- ➔ future perspectives
- ➔ clean toilets and easy to reach



15

Girls/young women don't like...

- ➔ rough tone
- ➔ special treatment
- ➔ to have to be better than males (120% einsatz..)
- ➔ pin up posters
- ➔ sexualised wordings/ jokes, inappropriate, tasteless jokes (this is also part of sexual discrimination and punished by the Austrian Equal Treatment Commission)
- ➔ sexual harassment (i.e. stared at, to be touched, and stories about penis' length)

16

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factors of success

RECRUITMENT

- ➔ In the **advertisement of vacancy**:
 - „Girls/young women are especially welcome!!!“
 - „Applications of females are preferred.“
- ➔ Try to **admit** at least 2 girls/women in the beginning of apprenticeship girls
- ➔ Before you recruit girls/women, **discuss** the admission of females in all firm levels



factors of success

INTEGRATION OF NEW EMPLOYEES

- take prejudices **seriously**
- **Prepare** and discuss the employment/admission of the first girl/woman with **your crew/employees**
- Don't believe that the premier employment of a girl/young women is NOT a topic in your team
- Sanitary facilities: check up conditions of shower and changing rooms (law in Austria: more than 5 men & women → often an excuse)
- Discuss the topic **sexual harassment** on both sides: females and all employees



factors of success

REDUCE PREJUDICES

Reducing stereotypes

- professional training on gender-topics
- positive role models
- best-practise examples

CORRECT WORDING

- gender-neutral definitions
- avoid masculinized words

bad practises

- ➔ Pin up posters (2 photos: gollner/lindner geritzer)
- ➔ „No change“ (dirty toilets..)
- ➔ One female in between of 40 male workers
- ➔ Disappointment in apprenticing a woman: stopping to employ further females
- ➔ pregnancy as argument against an employment of women: Vereinbarkeit von Mutterschaft und Beruf



amaZone²⁰¹⁰ award

- ➔ amaZone is an annual **prize for enterprises** which are committed to the vocational training of girls and women in technical professions
- ➔ Initiative for the **visibility of businesses**
- ➔ Aims: convince and sensibelize industrial und technical enterprises that it is a profitable step to train women





sponsors



BUNDESKANZLERAMT FRAUEN

bm:uk

In laufenden Kooperationen mit:



18.10.2011

23



Thank you for your attention!



Association sprungbrett (=springboard)
1150 Vienna, Pilgerimgasse 22-24
www.sprungbrett.or.at
sprungbrett@sprungbrett.or.at
Phone: 0043(0)1/789 45 45

Counseling Hours : Mo thru We 13pm-17pm, Thr 9am-19pm



Frauenstudiengang Informatik und Wirtschaft



Frauenstudiengang Informatik und Wirtschaft

Wo in Berlin ?

Wie kam es dazu ?

Wie sieht das Curriculum aus?

Was ist anders?

Wie wird es angenommen ?

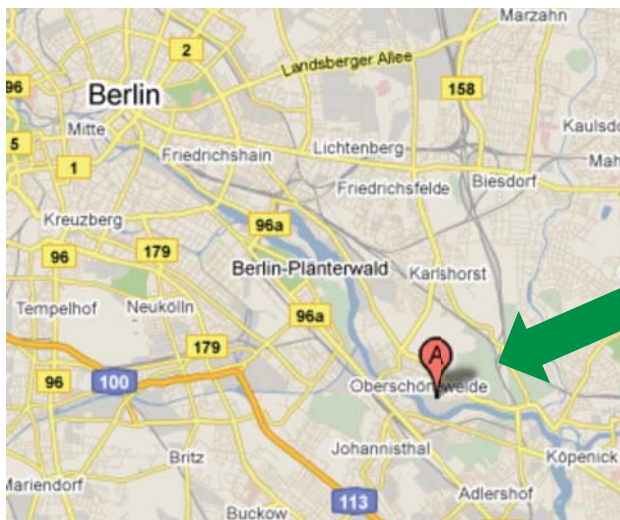
Welche Herausforderungen ?

Welche Chancen?





Neuer Campus Wilhelmshof



www.maps.google.de





Frauenstudiengang Informatik und Wirtschaft

1. Frauenstudiengang in Berlin

Gegründet auf Initiative der Hochschule

40 Plätze zu jedem Wintersemester

Aufnahme nach NC und Wartezeit

FIW@HTW



Frauenstudiengang Informatik und Wirtschaft

Bachelor-Studiengang

6 Semester

unterschiedliche
Masterstudiengänge an der
HTW





Frauenstudiengang Informatik und Wirtschaft

60 % Informatik

20 % Wirtschaft

15 % Soft Skills

5 % Fremdsprachen



Frauenstudiengang Informatik und Wirtschaft

IT

Rechnerarchitektur
Usability/Accessibility
Wirtschaftsinformatik
Firmenbesuche
Projekte aus Unternehmen
Datenbanksysteme
Programmierung 1
Programmierung 2
Rechnernetze
Software-Engineering
Webtechnologien
eCommerce

Wirtschaft

BWL
Rechnungswesen
Mathe und Statistik
Wirtschaftsrecht
Vertragsverhandlung

Soft Skills und Sprachen

Präsentation
Konfliktmanagement
Projektmanagement
Karrieremanagement
Existenzgründung
Englisch
andere Sprachen



**Praktikum
von 17
Wochen im
4. Semester**



E-Learning

Blockkurse in der vorlesungsfreien Zeit

Familienfreundlichkeit

Innovative sehr praxisnahe Lehrformen

Lehrende aus Unternehmen

Kleine Gruppen





Frauengruppen sind keine Männergruppen
und keine gemischten Gruppen !

Andere Arbeitsaufteilung

Anderes Selbstvertrauen

Andere Fragekultur



Der erste Zug (WS09/10)

130 Bewerbungen
40 Studienanfängerinnen

Der zweite Zug (WS10/11)

90 Bewerbungen
33
Studienanfängerinnen





2009

8 Mütter – 20 %

6 Migrantinnen – ca. 16 %

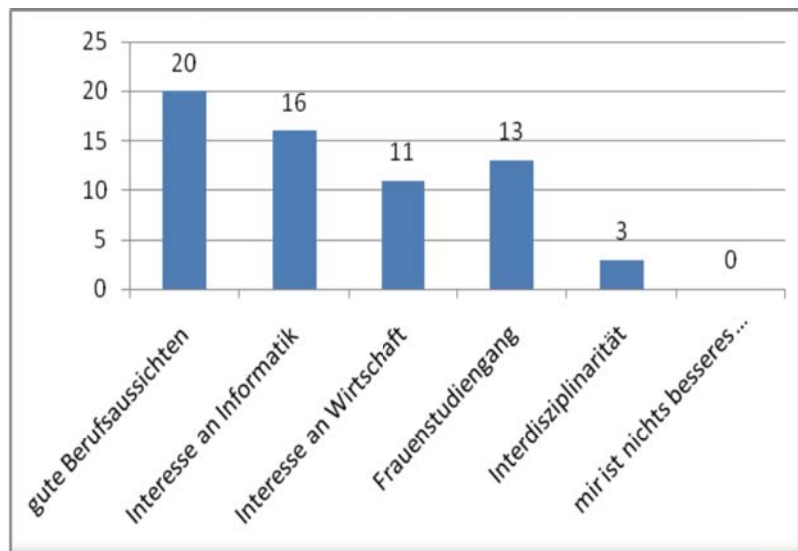
9 abgeschlossene Berufsausbildung

5 Studium (mit und ohne Abschluss)



**Warum haben Sie den Studiengang gewählt
(Mehrfachnennungen möglich)?**

2009





Märkische Allgemeine

**Wie ist die Resonanz
in der Presse ?**

Die Presse

Berliner Zeitung

taz.de

SPIEGEL ONLINE



ZEITUNG ONLINE



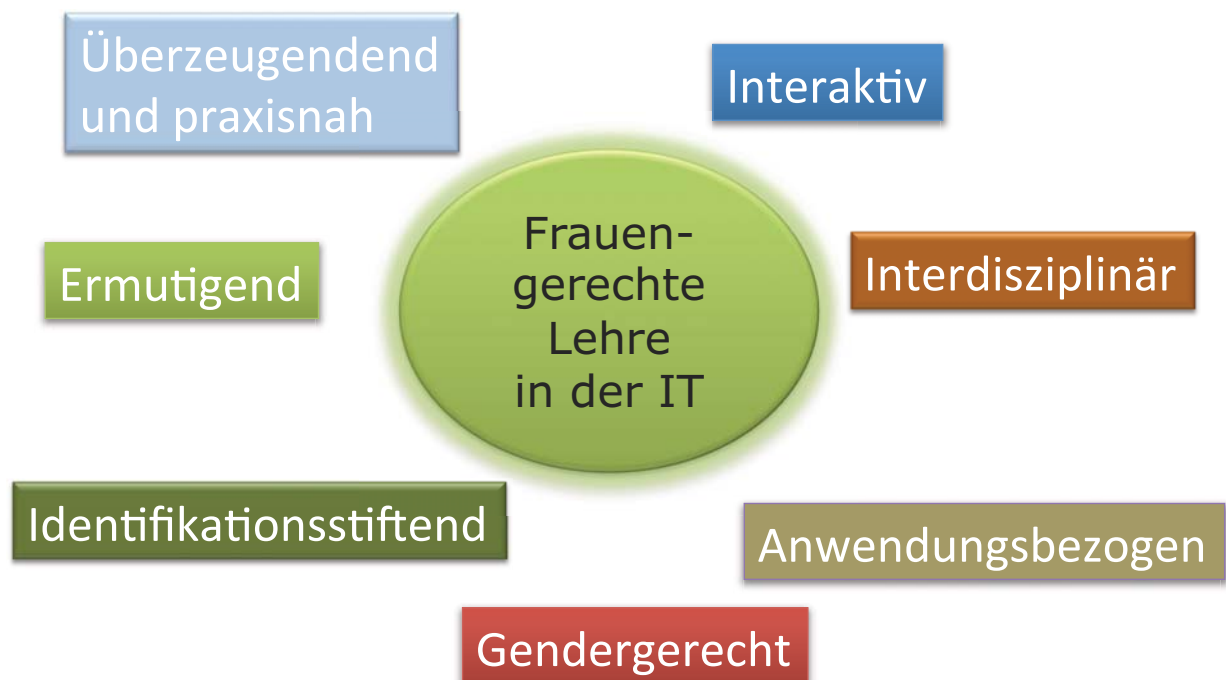
Wie ist die Resonanz bei den Unternehmen ?

- Studentenprojekt mit SAP
- Studienreise zu HP im April (nächste Woche)
- Exkursionen zu Daimler, T-Systems, KPMG, INIT, Vattenfall, gematik, Flammsyscomp und Charité
- Praktika u.a. bei KPMG, SAP, INIT, ...
- Kooperation mit Microsoft (im Aufbau)



WERBUNG ÜBER:

- Webportale
- Presse
- Radio
- Schulen
- BIZ
- Verbände
- und und und





Frauenstudiengang Informatik und Wirtschaft

Abbrecherquote

Unpassende
Lehrende

Herausfor-
derungen

Vorbehalte
außerhalb der
Hochschule

Vorbehalte
innerhalb der
Hochschule



Frauenstudiengang Informatik und Wirtschaft

Innovationen in die Hochschule

Kultur verändern

Chancen

neue Inhalte und
Didaktik etablieren

mehr Role Models

Frauennetzwerke schaffen



Frauenstudiengang Informatik und Wirtschaft



Vielen Dank !

[GROUP WORK] Attracting women in technical positions / in the railway sector:
barriers and potential

→ Barriers ?

→ Potential ?

↳ Brain-walk

Brain Walk Method

- 3 Flips = 3 topics

- 3 "Rounds"

10 1) alone

write down associations
example, SILENT

15-20 2) small group

discuss,
comment

15 3) presentation to the
plenum

presentation
by one group member
- share -



[GROUP WORK] Results: „why are women underrepresented in technical professions?“

Why are women underrepresented in technical professions?

- few women as a model in those professions
- organization of working hours
- Historic reasons (women should be secretaries etc.)
- the organization of the shifts,
→ working place not designed for women or services
- Law (Historical)
- Economic crisis (Historical)
- Education → graduation or school preparation requested is for courses ^{mostly} attended by boys
- perception of „weak rational thinking“
Attitude in school and family, stereotypes
- Late emancipation
- late qualification
- conservative family life
- traditionally taken as heavy jobs (changing now)
- prejudice (goes both ways - management of employers, but also women themselves)
- vested interests for men
- women don't feel ~~capable~~ ^{adequate} abilities to exercise these professions



[GROUP WORK] Results: „why are women underrepresented in the railway sector“

why are women underrepresented in the railway sector?

① in history: physical power

Not Seen As Glamorous Enough.

historical military attitude
very hierarchical structures

workingtime

WORKING CONDITIONS (hard work)

③ Difficulty in planning working-hours and -place (ie. maintenance)

ES gibt keine Frauengruppe (there is no women's group)

② Image of the sector / attractiveness as employer is mixed

too hard and 'dirty' work (= opinion?)

Work/life balance

Tradition (however better presented in administration)

work culture (male dominated)

a gender environment

④ - lack of work orientation to the sector (many female rail workers know about recruitment from friends or family)

- NOT ENOUGH INFO & WORK ORIENTATION at schools

- no control, no public pressure

⑤ - men support men

modern men's networks

- The women lost their femininity (clothes, "it's dirty") (that's what they think, and especially after any years).

(Competition) we should communicate that we don't need of specific physical skills.

The interviews of people in charge of recruitment is met at "the top", and rather their choice.



[GROUP WORK] Results: „why should more women enter the sector? What's the potential behind?“

Why should more women enter the sector? what's the potential behind?

- Mixed team defines and solves problems more creative and inclusive
- improved company/team culture
- (partly) solution for challenges caused by demographic change
- ↳ bigger pool of talents for all kinds of positions
- have different approach to the tasks
- *increase creativity and different perspectives of implementation*
- to increase the cohort of pairs
- better products & services (→ customers and markets)
- *(Women are more motivated and reliable)*
- *Die Frauen sind zuverlässiger und motivierter als Männer*
- *Bessere Ergebnisse durch unterschiedliche Zugänge*
- *(better results through diverse approaches)*
- *Wider innovations*
- *Higher productivity*
- Better position in competition
- more experienced
- integrate different user perspectives
- work-life-balance approves for men, too!

Women in the minority improve conditions for males

need to and still represent the 1/2 of the national economy

→ (legal lines)

- capacity to solve "many problems" in the same time!

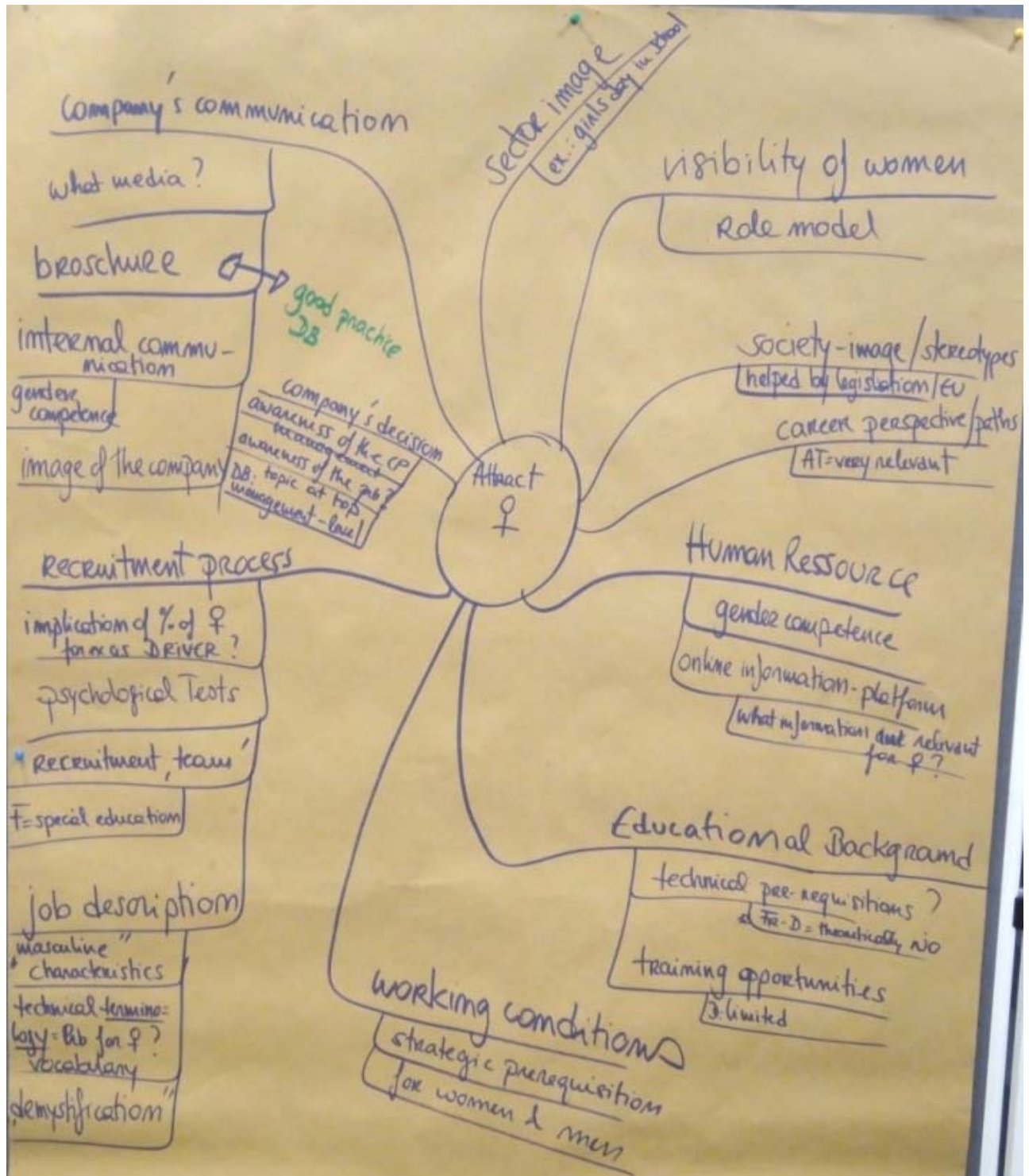
Create better way of doing things

- quality
- policies

less competitive behaviour within teams/ organizations

- ↳ more cooperative approach of work
- ↳ less conflict oriented

[PLENUM DISCUSSION] How to attract more women in the railway sector (especially in technical professions)?



! what is said !

! what is actually done !

B : homepage with promotion film

→ job descriptions, both by
men & women

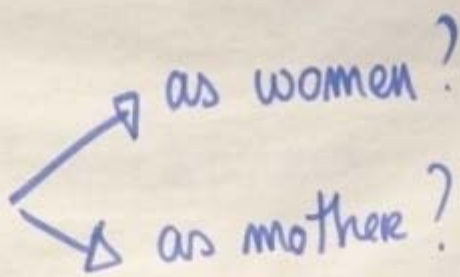
→ women presenting technical jobs

? drop out rate of women

Hungary = still big problems for women

→ LAW S



Women 

F : „train pour l'emploi”

„Yes you can

(temps partiel) - Part-time jobs

more ♀ = loss of „virility”?!?

„Resistance” : first step of acceptance?

demographic changes!

└ market
economic pressure
+
└ political discussion



Thursday, April 14, 2011

Work culture and gender equality: How to retain Women in (technical professions) the rail sector?

Morning session (*Moderation: Eva Heckl*)

9:00	Welcome and agenda
9:10	Opening, reflection of day before <i>Aliette Dörflinger, SME Research Institute Austria (external expert)</i>
10:00	Work culture, corporate culture and gender stereotypes: theoretical input <i>Birgit Reinhardt, Deutsche Bahn AG</i>
10:45	Coffee break
11:00	Company good practice example in the automotive industry <i>Ute Hasler, Works Council Daimler AG</i>
12:00	Lunch

Afternoon session (*Moderation: Aliette Dörflinger*)

13:30	Opening workshop (short introduction, methods, aims)
13:45	Identification of main hampering factors to arrive at a corporate culture which supports gender equality <i>Plenum discussion</i>
14:30	Coffee break
14:45	How to create a corporate culture which supports gender equality? <i>Plenum discussion</i>
15:30	Reflection of the results and their implications (for the social dialogue) Reflection of the seminar <i>Plenum</i>
15:50	Closing remarks <i>ETF/CER</i>
16:00	End of seminar



DAY 2

Work culture

&

Gender Equality

How TO RETAIN WOMEN ?



[PRESENTATIONS]



Input

1. **Work culture, corporate culture and gender stereotypes: theoretical input²**
Céline Freund, Deutsche Bahn AG
2. **Company good practice example in the automotive industry³**
Ute Hasler, Work council Daimler AG

² Original German version can be found in the annex

³ Original German version can be found in the annex



Gender Stereotypes

Deutsche Bahn AG

Céline Freund

HZ Programmes and Projects

Berlin, 14.04.2011

Agenda



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Definition of Stereotype

Gender Stereotypes

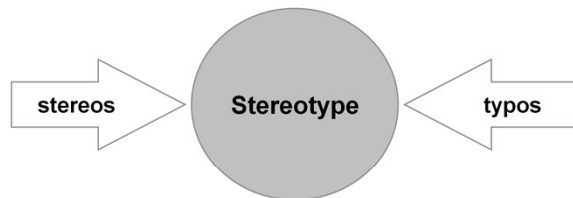
Gender Stereotypes and Gender Roles

Causes of Gender Stereotypes

Assessment of Gender Stereotypes

The Impact of Gender Stereotypes on Corporate Culture

Definition



- Stereos (Greek) = hard, fixed, rigid
- Typos (Greek) = fixed, characteristic standard, type

- “Stereotypes cover behavioural patterns, viewpoints, characteristics and convictions that can be ascribed to groups of people”
- The attributions relate to a person’s belonging to a group and not to the person him/herself
- We differentiate between auto-stereotypes and hetero-stereotypes

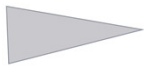
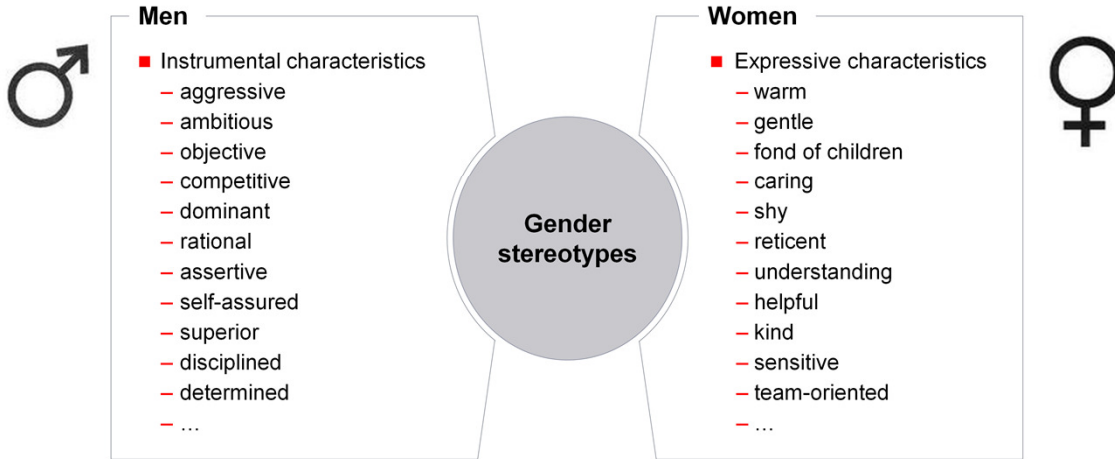
Definition

Gender stereotypes

- Gender stereotypes are grossly simplifying conceptions of male and female attributes and behavioural patterns
- Unlike other features such as age they remain constant
- It cannot be proven that men and women actually correspond to these stereotypes because of the diversity
- The way gender stereotypes are approached has changed: what used to be expressed is often not said openly today
- Men and women are regarded as opposite poles



The following characteristics are attributed to men and women:



Attributes and behavioural patterns can be assessed differently

Gender Stereotypes and Gender Roles



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Women

- Private function: raising children
- Activities: housework
- Job sectors: welfare, nursing and caring professions



Men

- Private function: breadwinners
- Activities: hard physical work
- Job sectors: technology, business



Gender Stereotypes and Roles Biologically Determined?



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Biology

- "Men are stronger and tougher than women by nature"
- Men and women are different in their physical and mental abilities, and so they have their roles in society



If gender roles were simply a matter of biology:

- | | | |
|--|---|---|
| ■ Gender roles would not vary between cultures | ■ Gender roles would not vary through history | ■ The genders would show differences in behaviour and attributes from birth |
|--|---|---|

Gender Stereotypes and Cultures



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Intercultural differences

- In Germany most doctors are men, whereas in Russia they are women
- In Germany men are responsible for physical work. In some African countries, however, women do the physical tasks like carrying firewood, building houses etc.



Gender Stereotypes and Historical Developments



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Historical differences

- A look back into Germany's past shows the change in gender roles:
 - In 1908 women were admitted into universities
 - In 1933 the role of women was restricted to the home again
 - During World War II women were put to work in factories
 - After World War II the rubble women rebuilt towns and cities from the ruins
 - In the 1960s women were again allocated the role of housewife (FRG)



Social differences

- Boys and girls have the same physical abilities in their early years. They climb trees, play football, sing, paint and play
- Girls obtain better marks in natural sciences in the early years of schooling. It is only after puberty that boys become better than them
- Society has many expectations of children
- Girls and boys learn very quickly to adapt to these expectations



How Are Gender Stereotypes and Roles to be Assessed?



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Stereotypes have an important function

- Although gender stereotypes are quite variable, they do tend to be resistant to change
- This is due to their societal function
- People are incapable of perceiving their environment in its total complexity
- Stereotypes enable categories to be formed that render the environment less complex and make information easier to process

They are an integral part of our thinking

Stereotypes as the cause of discrimination

- The existence of gender stereotypes does not automatically result in discrimination
- It depends in what circumstances they are activated and whether this causes unfavourable treatment of the genders
- Areas in which information on the individual is lacking and is unconsciously replaced by stereotypes are prone to discrimination

Yet stereotyping is one of the most common causes of discrimination

Gender Stereotypes in the World of Work



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Gender Stereotypes Lead to Prejudice, Sexism and Harassment



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Prejudice

- Is disapproving and hostile behaviour towards a person belonging to a specific group because that person displays certain characteristics typical of the group
- Is a pre-judgement resulting in an act

Sexism

- Is a social construct of sexual differences between people and the resultant norms and guidelines
- Sexism stresses gender differences
- Is based on the belief in the inferiority of women

Harassment

- Psychological terror at work aimed at bullying the victims out of the company
- Other people are constantly /repeatedly and regularly victimised, tormented and mentally injured

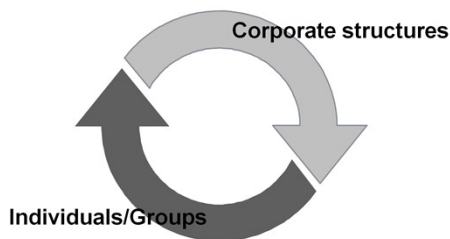


Discrimination

Gender Stereotypes and Corporate Cultures

Starting point corporate culture:

- Structures influence a company's individuals and groups
- The individuals and groups themselves influence the structures by applying their options in the processes



- In most companies, power and resources are distributed in favour of men
- Hence chiefly male status advantages become entrenched in corporate cultures
- Even if the groups of men and women change, they frequently come up against the unaltered gender structures of organisations
- Because once the structures are consolidated it is not easy to deconstruct them (reproduction)
- The result is: the male gender hierarchy excludes women who do not correspond to the traditional image of men (discrimination)

Discrimination based on stereotypes has a negative influence not only on the co-existence of teams but ultimately on work results as well

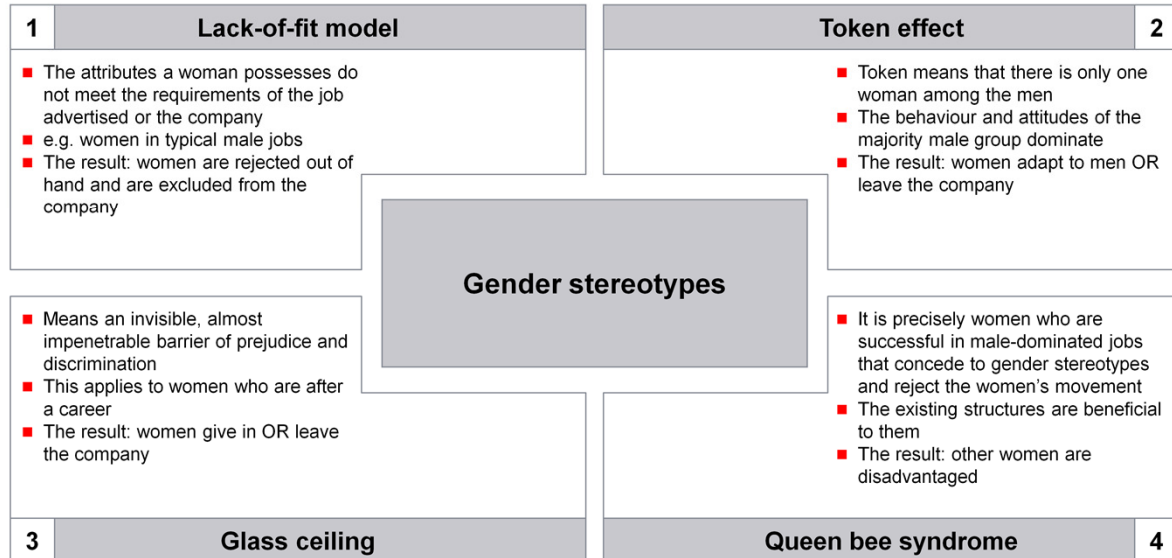
The Consequences of Gender Stereotyping



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What can be done to counter gender stereotypes?



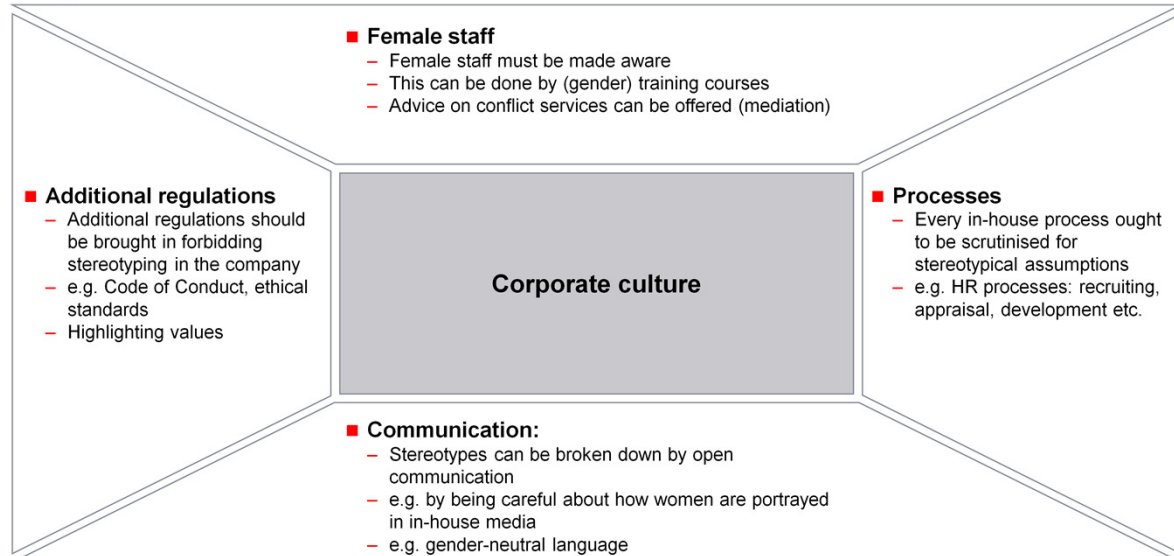
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Companies can take action on different levels



What Can be Done to Counter Gender Stereotypes?



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Practical examples at Deutsche Bahn AG

Advice

- In the event of a conflict we give female staff the opportunity to settle it calmly and dispassionately
- The Ombudswoman and a team of mediators are on hand to help mediate between the conflicting parties



Communication

- The “We are DB” campaign explicitly made sure that men and women are depicted on posters and photos in proportion to their percentage in the company



Company Agreement

- The Company Agreement on acting in partnership at work applies to every female member of staff
- It regulates how employees treat one another and forbids any kind of discrimination



What Can You Do Against Gender Stereotypes?



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1.) Question your own assumptions:

- If you use expressions like "These people..." or "Women...", then people are grouped into stereotypes
- You should not concentrate on differences but seek things you have in common
- Question: Are they stereotypical assumptions or facts?

2.) Question others' stereotypes:

- When you notice that someone is using stereotypes you can react directly
- Produce a counter-example
- Question the experiences of others

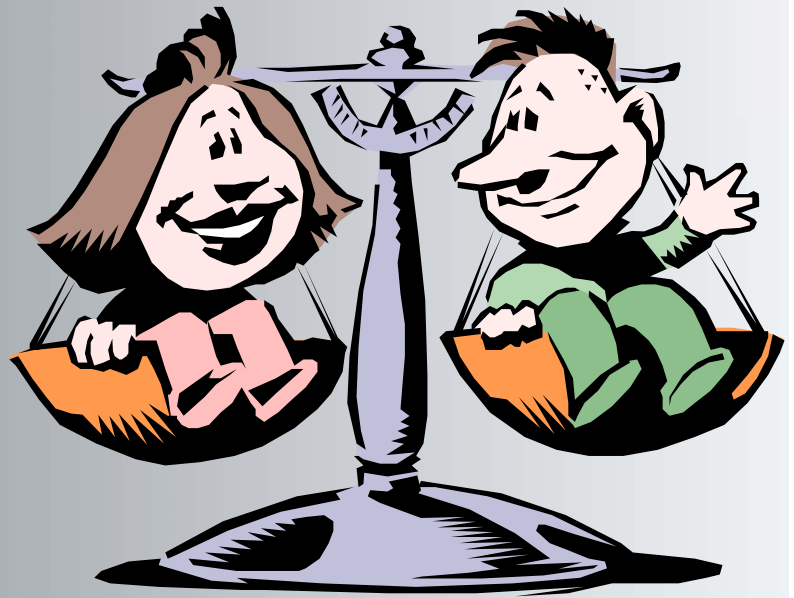
3.) Broaden the perspective:

- Create space for encounters with the "others"
- Contact with other groups creates new experiences

Thank you for your attention



Mercedes-Benz



Promoting Women at Daimler

Ute Hass, BR, Berlin operation

14.04.2011



Mercedes-Benz

Production



Another focus is product development, design and production of components and parts.

Engines, components and parts

The Berlin factory, located in the south of the capital, is the oldest Daimler AG factory.

Besides V8-cylinder diesel and V12-cylinder gasoline engines, and the "Type 12" engine for the Maybach luxury limousine, the factory now produces one of the cleanest diesel engines in its class:

V6 diesel as a BlueTEC variant.



Mercedes-Benz

Composition of the workforce

Daimler Berlin factory



	Total		Men	Women	Percentage
Active workforce	2,667	2,411	256		9.6%
Production	1,543	1,467	76		4.9%
Production-related	323	310	13		4.0%
Administration	688	541	147		21.4%
Apprentices	113	93	20		17.7%



Mercedes-Benz



History of the Women's Project Group

Started: 1998

Working group Staff Development: 11/98 – 05/99

Company agreements:

Promotion of Women: 2000, 2006, 2010

Part-time work: 2000

Family leave: 2000

Childcare: 2008

Home care: 2008





Mercedes-Benz



Equal Opportunities

at DaimlerChrysler

Promotion of women

Company agreement on
family leave

Part-time work

Agreement on the
integration of the
severely disabled

Principles of fairness at
the workplace



Mercedes-Benz

Company-wide agreement on the promotion of women

Reporting/controlling

1 Field of activity

Promotion of women

1.1 Percentage of women in the total workforce

1.2 Apprentices

1.3 Women in management positions

1.4 Target ranges and prospects

1.5 Qualification structure

1.6 Flexitime models

1.7 Compatibility of job and family

1.8 Age structure, seniority





Stand- orte	Direkte ArbeiterInnen			Indirekte ArbeiterInnen			Summe ArbeiterInnen			Summe Angestellte			Summe Aktive Belegsch.		
	Gesamt	davon Frauen	%Anteil Frauen	Gesamt	davon Frauen	%Anteil Frauen	Gesamt	davon Frauen	%Anteil Frauen	Gesamt	davon Frauen	%Anteil Frauen	Gesamt	davon Frauen	%Anteil Frauen
W 00	0	0	0,00%	21	0	0,00%	21	0	0,00%	1.368	542	39,62%	1.389	542	39,02%
W 01	0	0	0,00%	0	0	0,00%	0	0	0,00%	1.495	459	30,70%	1.495	459	30,70%
W02	0	0	0,00%	1	0	0,00%	1	0	0,00%	2.090	607	29,04%	2.091	607	29,03%
W06	0	0	0,00%	1.672	122	7,30%	1.672	122	7,30%	1.295	411	31,74%	2.967	533	17,96%
W 10	10.107	300	2,97%	3.292	253	7,69%	13.399	553	4,13%	3.504	475	13,56%	16.903	1.028	6,08%
W 19	0	0	0,00%	1.133	23	2,03%	1.133	23	2,03%	4.235	535	12,63%	5.368	558	10,39%
W 20	3.192	130	4,07%	824	51	6,19%	4.016	181	4,51%	1.079	220	20,39%	5.095	401	7,87%
W 30	3.654	200	5,47%	1.069	73	6,83%	4.723	273	5,78%	1.403	351	25,02%	6.126	624	10,19%
W 40	1.706	89	5,22%	355	14	3,94%	2.061	103	5,00%	716	143	19,97%	2.777	246	8,86%
W 50	16.272	1.213	7,45%	4.273	230	5,38%	20.545	1.443	7,02%	6.706	1.363	20,33%	27.251	2.806	10,30%
W 54	3.858	267	6,92%	533	42	7,88%	4.391	309	7,04%	1.063	193	18,16%	5.454	502	9,20%
W 59	1	0	0,00%	1.142	22	1,93%	1.143	22	1,92%	7.502	1.007	13,42%	8.645	1.029	11,90%
W 60	6.954	312	4,49%	1.220	109	8,93%	8.174	421	5,15%	2.935	648	22,08%	11.109	1.069	9,62%
W 65	5.021	171	3,41%	1.141	22	1,93%	6.162	193	3,13%	1.013	204	20,14%	7.175	397	5,53%
W 67	8.239	227	2,76%	1.809	61	3,37%	10.048	288	2,87%	2.414	405	16,78%	12.462	693	5,56%
W 68	1.546	44	2,85%	273	4	1,47%	1.819	48	2,64%	558	103	18,46%	2.377	151	6,35%
W 69	1.640	30	1,83%	478	18	3,77%	2.118	48	2,27%	705	140	19,86%	2.823	188	6,66%
W 80	4.262	26	0,61%	2.487	323	12,99%	6.749	349	5,17%	8.973	3.051	34,00%	15.722	3.400	21,63%
W 96	0	0	0,00%	45	17	37,78%	45	17	37,78%	3.534	1.712	48,44%	3.579	1.729	48,31%
W 201	0	0	0,00%	0	0	0,00%	0	0	0,00%	1.086	369	33,98%	1.086	369	33,98%
Summe	66.452	3.009	4,53%	21.768	1.384	6,36%	88.220	4.393	4,98%	53.674	12.938	24,10%	141.894	17.331	12,21%



Standort / Werkskennziffer	Ausbildung			Kaufmännische Ausbildung			Gewerbliche Ausbildung		
	Gesamt	Anzahl Frauen	%Anteil	Gesamt	Anzahl Frauen	%Anteil	Gesamt	Anzahl Frauen	%Anteil
W 00 (Zentr. Bereiche MCG)	0	0	0,00%	0	0	0,00%	0	0	0,00%
W 01 (Zentr. Bereiche CVD)	0	0	0,00%	0	0	0,00%	0	0	0,00%
W 02 (Zentr. Bereiche Vertrieb)	0	0	0,00%	0	0	0,00%	0	0	0,00%
W 06 (Germersheim)	0	0	0,00%	0	0	0,00%	0	0	0,00%
W 10 (Untertürkheim)	1.038	116	11,18%	0	0	0,00%	1.038	116	11,18%
W 19 (Versuch UT)	0	0	0,00%	0	0	0,00%	0	0	0,00%
W 20 (Mannheim MOT)	242	24	9,92%	13	8	61,54%	229	16	6,99%
W 30 (Gaggenau WTB)	431	63	14,62%	36	19	52,78%	395	44	11,14%
W 40 (Berlin)	163	26	15,95%	8	8	100,00%	155	18	11,61%
W 50 (Sindelfingen)	1.281	274	21,39%	114	74	64,91%	1.167	200	17,14%
W 54 (Rastatt)	219	23	10,50%	0	0	0,00%	219	23	10,50%
W 59 (Entwicklung Sifi)	0	0	0,00%	0	0	0,00%	0	0	0,00%
W 60 (Wörth)	492	109	22,15%	152	77	50,66%	340	32	9,41%
W 65 (Düsseldorf)	239	39	16,32%	26	18	69,23%	213	21	9,86%
W 67 (Bremen)	437	63	14,42%	49	26	53,06%	388	37	9,54%
W 68 (Hamburg)	161	25	15,53%	7	4	57,14%	154	21	13,64%
W 69 (Kassel)	176	19	10,80%	9	6	66,67%	167	13	7,78%
W 80 (Niederlassungen)	1.895	482	25,44%	764	403	52,75%	1.131	79	6,98%
W 96 (Funktionalressorts)	226	150	66,37%	218	143	65,60%	8	7	87,50%
W 201 (DCVD Zentrale)	3	2	66,67%	3	2	66,67%	0	0	0,00%
DCAG	7.003	1.415	20,21%	1.399	788	56,33%	5.604	627	11,19%





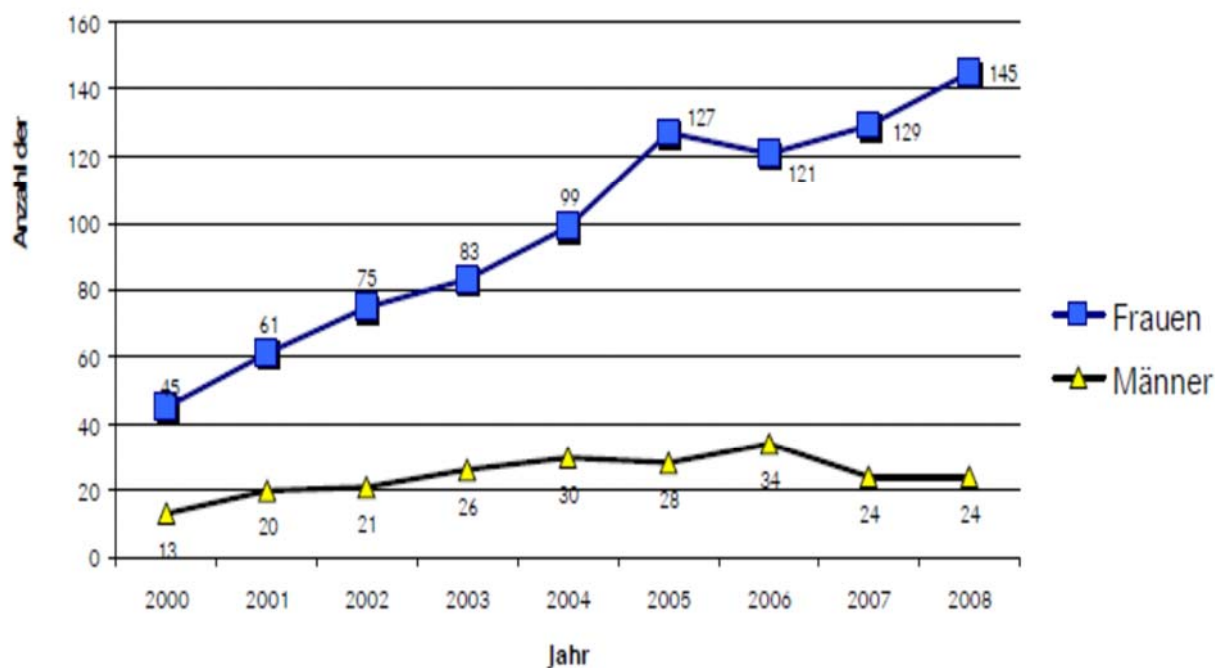
Jahr	E1/Level C			E2			E3			E4			E5		
	Gesamt	Frauen	in %	Gesamt	Frauen	in %	Gesamt	Frauen	in %	Gesamt	Frauen	in %	Gesamt	Frauen	in %
2008	73	2	2,74%	359	16	4,46%	1.598	141	8,82%	7.203	804	11,16%	4.004	130	3,25%
2007	69	2	2,90%	359	15	4,18%	1.602	130	8,11%	7.339	774	10,55%	4.055	111	2,74%
2006	72	2	2,78%	374	14	3,74%	1.654	113	6,83%	7.429	734	9,88%	4.138	113	2,73%
2005	75	1	1,33%	421	16	3,80%	1.801	119	6,61%	7.645	737	9,64%	4.322	112	2,59%
2004	68	0	0,00%	412	14	3,40%	1.792	107	5,97%	7.828	722	9,22%	4.096	46	1,12%
2003	80	0	0,00%	399	13	3,26%	1.752	96	5,48%	7.650	660	8,63%	4.173	46	1,10%
2002	75	1	1,33%	396	13	3,28%	1.776	87	4,90%	7.481	605	8,09%	4.176	49	1,17%

Jahr	E1/Level C - E3			E1 - E4			alle Ebenen		
	Gesamt	Frauen	in %	Gesamt	Frauen	in %	Gesamt	Frauen	in %
2008	2.030	159	7,83%	9.222	963	10,44%	13.237	1.093	8,26%
2007	2.030	147	7,24%	9.357	921	9,84%	13.424	1.032	7,69%
2006	2.100	129	6,14%	9.529	863	9,06%	13.667	976	7,14%
2005	2.297	136	5,92%	9.942	873	8,78%	14.264	985	6,91%
2004	2.272	121	5,33%	10.100	843	8,35%	14.196	889	6,26%
2003	2.231	109	4,89%	9.881	769	7,78%	14.054	815	5,80%
2002	2.247	101	4,49%	9.728	706	7,26%	13.904	755	5,43%



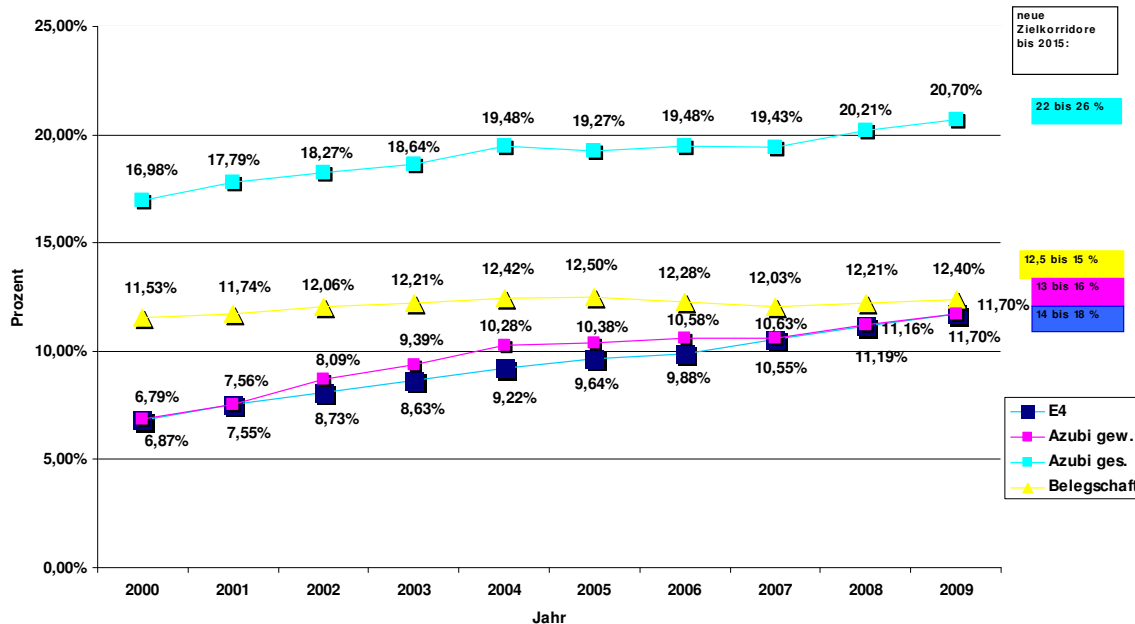
Ebene	Männer			Frauen			Summe		
	Gesamt	davon in Teilzeit	Anteil	Gesamt	davon in Teilzeit	Anteil	Gesamt	davon in Teilzeit	Anteil
E1/ C	71	0	0,0%	2	0	0,0%	73	0	0,0%
E2	343	0	0,0%	16	1	6,3%	359	1	0,3%
E3	1.457	1	0,1%	141	11	7,8%	1.598	12	0,8%
E4	6.399	17	0,3%	804	124	15,4%	7.203	141	2,0%
E5	3.874	6	0,2%	130	9	6,9%	4.004	15	0,4%
Gesamt	12.144	24	0,2%	1.093	145	13,3%	13.237	169	1,3%





Standort	Arbeiter			Angestellte			Führungskräfte E3 - E5			Gesamt		
	Frauen	Männer	Gesamt	Frauen	Männer	Gesamt	Frauen	Männer	Gesamt	Frauen	Männer	Gesamt
06 Germersheim	4	16	20	30	13	43	1	1	2	35	30	65
10 Untertürkheim	40	51	91	52	14	66	5	0	5	97	65	162
20 Mannheim	5	10	15	12	8	20	0	1	1	17	19	36
30 Gaggenau	13	5	18	15	2	17	0	0	0	28	7	35
40 Berlin	7	12	19	17	5	22	1	1	2	25	18	43
50 Sindelfingen	69	70	139	152	52	204	18	4	22	239	126	365
54 Rastatt	26	3	29	30	3	33	0	0	0	56	6	62
60 Wörth	7	39	46	21	15	36	0	3	3	28	57	85
65 Düsseldorf	11	5	16	6	0	6	0	0	0	17	5	22
67 Bremen	23	6	29	11	0	11	0	0	0	34	6	40
68 Hamburg	2	2	4	8	0	8	0	0	0	10	2	12
69 Kassel	5	3	8	7	0	7	0	0	0	12	3	15
96 Zentrale/ 59 Sindelfingen	2	5	7	142	23	165	43	5	48	187	33	220
98 DFS	0	0	0	30	0	30	7	1	8	37	1	38
201 Zentraler Vertrieb	0	0	0	57	0	57	0	0	0	57	0	57
Daimler AG gesamt	214	227	441	560	135	695	68	15	83	842	377	1.219





Standorte	Anzahl Betreuungsplätze (0-3 Jahre, BoM-Beschluß vom 08.04.2008)		
	31.01.2010	30.04.2010	
Stuttgart (UT)	99	99	11 Gruppen mit 9 Plätzen bereits realisiert.
Sindelfingen	108	108	12 Gruppen mit 9 Plätzen bereits realisiert.
ES/Mettingen	54	54	6 Gruppen mit 9 Plätzen ab 2011/2012 geplant.
Bremen	16	16	2 Gruppen mit 8 Plätzen bereits realisiert. Eine Erweiterung von 8 Plätzen ist vereinbart.
Berlin - Marienfelde	32 (+4)=36	27 (+9)=36	3 Gruppen mit 9 Plätzen bereits realisiert. Eine Erweiterung auf 36 Plätze ist in 2011 geplant.
Germersheim	20	20	2 Gruppen mit 10 Plätzen ab 2011 geplant. Landesregelung.
Hamburg	18	18	2 Gruppen mit 9 Plätzen ab 2011 geplant.
Rastatt	36	36	4 Gruppen mit 9 Plätzen ab 2011 geplant.
Ludwigsfelde	27	27	3 Gruppen mit 9 Plätzen ab 2011/2012 geplant.
Düsseldorf	24	24	Bau mit der Kommune: 61 kommunale Plätze, 24 Daimler Krippenplätze ab 11/2010 geplant.
Kassel	30	30	3 Gruppen mit 10 Plätzen ab 07/2010 geplant. Landesregelung.
Gaggenau	36	36	4 Gruppen mit 9 Plätzen bereits realisiert.
Mannheim	36	36	4 Gruppen mit 9 Plätzen bereits realisiert.
Wörth	30	30	Offene Konzeption, keine Gruppenteilung. 30 Plätze bereits realisiert.
Gesamt:	570	570	



Involvement in Girls Day

“Girls and Technology” events

Involvement in trade fairs

Supervision of sponsored schools (also Works Council and Youth and Apprentices Representative)

Informative events for schoolchildren and teachers

Practical training for girls, Open Days

Apprentices present the training to their girlfriends



Femtec joint venture

Femtec is a University Career Centre for Women in Engineering and Natural Sciences based at Berlin University of Technology.

Together with its associates from business and science Femtec offers:

- A career-building scheme for ambitious female students
- Technology workshops for girls and young women
- Qualifications and assistance on the career path
- Research and advice



tech@school Project

Daimler engineers give an insight into the world of technology

Focus on the “Green Technology” future issue

Nationwide project implemented in over a hundred grammar schools

Technology you can touch and engineers you can discuss with - that is the concept of the Daimler AG tech@school initiative. “We want to make young people enthusiastic about technology and show them that there is fascinating engineering in our vehicles”, says Stefan Schneider, HR Director for Mercedes-Benz Cars und Vans.



In 2010, under the “tech@school” initiative, Daimler AG engineers went out to a hundred grammar schools around the various Mercedes-Benz sites in Stuttgart, Sindelfingen, Rastatt, Germersheim, Düsseldorf, Hamburg, Bremen, Berlin and Ludwigsfelde.

Daimler has been pooling the group-wide educational activities for children and young people under the “Genius” umbrella since 2009.

The aim of the Genius knowledge community is to generate enthusiasm for Natural Sciences and Technology. It is Daimler’s intention to counter the flagging interest among young people in technical subjects in the long term and to make the next generation enthusiastic about engineering professions. Genius is primarily aimed at girls as they are still under-represented in the technical disciplines.



Diploma thesis on:

What measures are conducive to acquiring women for technical vocational training



Workshops for master craftswomen

Targeted promotion through special assignments/projects

Create and cultivate networks

Nominations for master craftsmen/-women development schemes

Diversity training for managers

Surveys to find out which women have a master craftswoman's certificate

Targeted approach to women with high potential

Promotion schemes

Mentoring schemes

.....



Mercedes-Benz

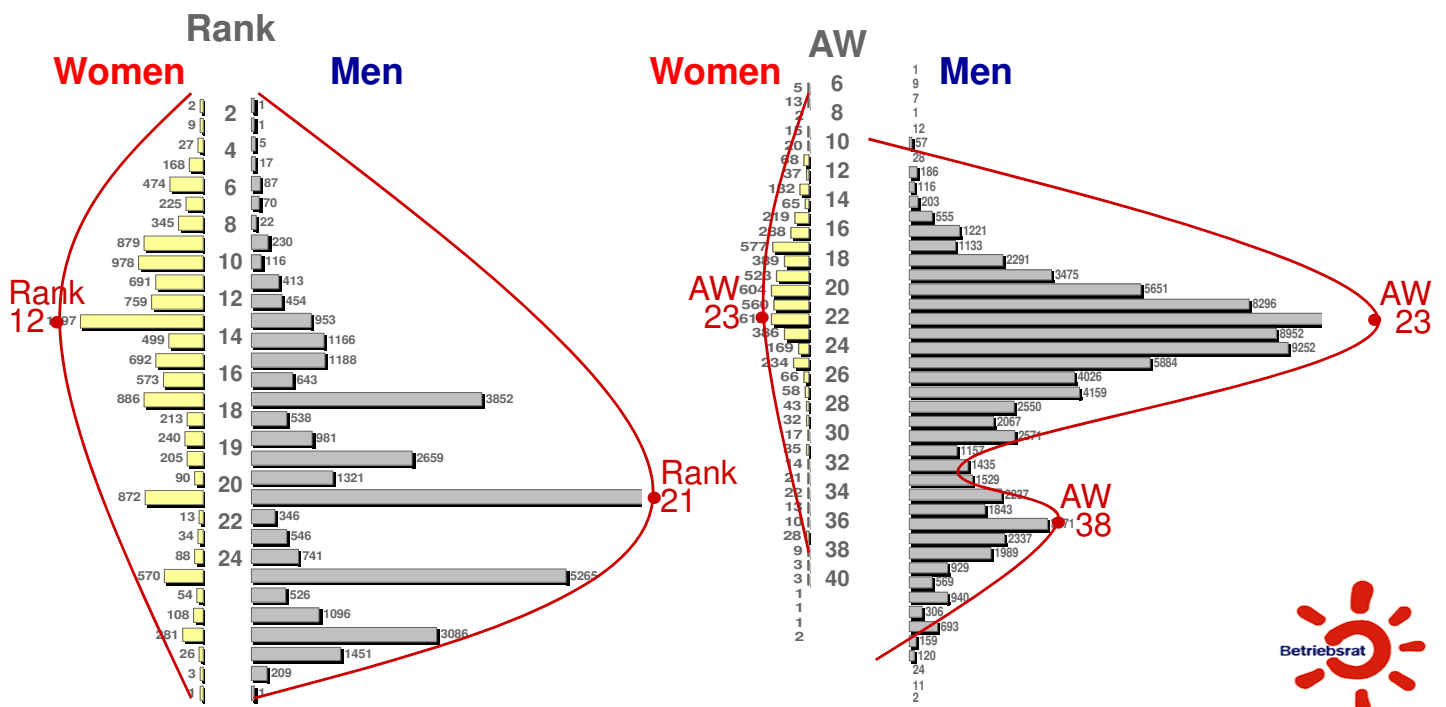
Women's Day 2011

The Face of Commitment



Mercedes-Benz

As per 12/2001





Mercedes-Benz



Thank you



[PLENUM DISCUSSION] Identification of main hampering factors to arrive at a corporate culture which supports gender equality

Afternoon Session

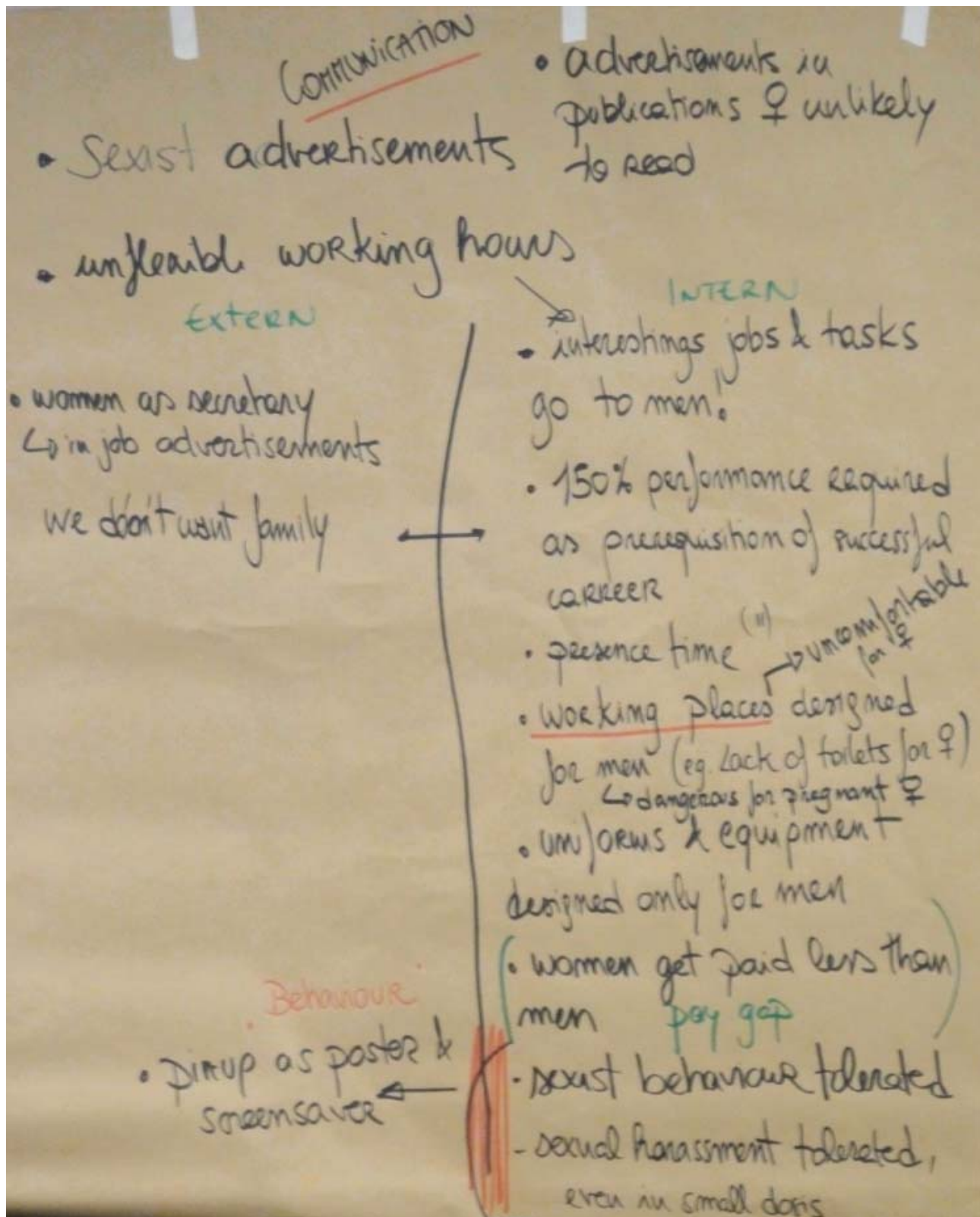
➡ Identification of
main hampering
factors to arrive at a
corporate culture
supporting Gender Equality

Problem Reversal method

- new solutions to a problem
- by doing a purposeful Reversal of the scope

What are the
characteristics of a
company (& its corporate
culture) that is
really unattractive
to women?

[PLENUM DISCUSSION] Results of the „reversed“ question



- leisure activities for ♂
(extreme sport, etc)
- „male“ sport sponsoring
(formula 1, etc..)

job segregation

women only as cook &
cleansing staff

penalisation

poor maternity policy
↳ dismissal of women after
maternal leave

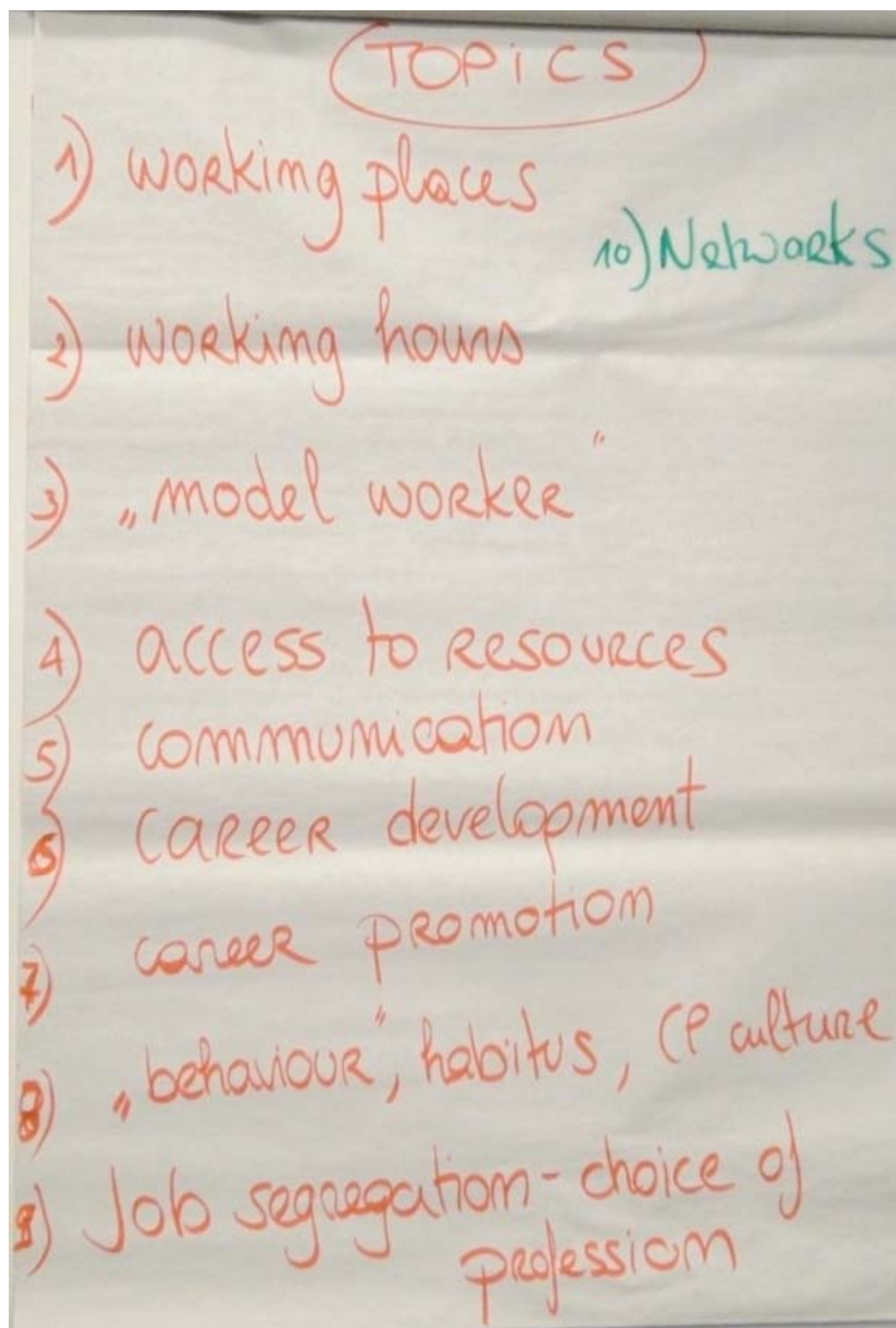
[PLENUM DISCUSSION] Results of the „reversed“ question

choice: career dev. / „model worker“

- ~~model~~ uniformisation of management methods
- Praising macho behaviour (e.g. striptease bar) (after working meetings)
- men as „faces“ of the company
- training opportunities only career
- job → ACCESS TO RESOURCES → through informal channels (late evening, toilets)
- key information doesn't go to ♀
- presence time ⇒ productivity
- label „man-friendly“

work time

[PLENUM DISCUSSION] Results: How to create a corporate culture which supports gender equality? – topics to be addressed

- 
- A photograph of a piece of paper with a handwritten list of topics. The word 'TOPICS' is written in red and circled at the top. Below it, a list of 10 items is written in red ink, numbered 1 through 10. Item 10, 'Networks', is written in green ink. The list includes: 1) working places, 2) working hours, 3) "model worker", 4) access to resources, 5) communication, 6) career development, 7) career promotion, 8) "behaviour", habitus, (P) culture, and 9) Job segregation - choice of profession.
- (TOPICS)
- 1) working places
 - 2) working hours
 - 3) "model worker"
 - 4) access to resources
 - 5) communication
 - 6) career development
 - 7) career promotion
 - 8) "behaviour", habitus, (P) culture
 - 9) Job segregation - choice of profession
 - 10) Networks

[PLENUM DISCUSSION] Results: How to create a corporate culture which supports gender equality? – examples of already implemented measures

[6] F additional compensation in case of training not held during working hours
↳ for monoparental employees

[2] D general measures, also ⊕ for ♀ regarding working hours
↳ Project, Workshop: what's the need of the employee regarding shift-timetables, working hours
↳ "individualisation"

[2] F Part-time model

[8] D Komzeen-Agreements = Prohibition of mobbing, discrimination, etc.
"Partnerschaftliches Handeln"

[10] D, AT women network (management-level)
↓
[6] mentoring programme

"charta" in the company
commitment e.g. through total quality management processes
e.g. measurable objectives + DATAs

[2] SWE allocation for holidays taken in periods of less needs
[2] intranet = working hour organisation through internal software system (fixed framework + flexible)
↳ film
↳ intranet site
↳ internal/external communication

[PLENUM DISCUSSION] Results: How to create a corporate culture which supports gender equality?

- "individualisation"

↳ ⚠ discriminatory elements

e.g. employee with / without children

- "context" of implementation of the measure → ex: country legal...

- satisfaction of the employee at the end

- countries - differences

↳ post-collectivistic society
≠ context than "western" countries

- measures "jungle"

↳ ~~be~~ relevant measures

find it out in dialogue with

Feedback

3 cards

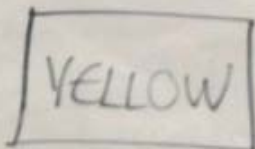


how did you feel?

group dynam
etc.



content



workshop design



[REFLECTION] Feedback to the seminar – overview results

- exchange - communication
- lively group
- new knowledge
- Learning - Studiengang
for ♀
- good -
- practises, ≠ companies, ≠ country
- inspiring
- barriers, potentials
- similar problems in ≠ countries

- a lot of entrance to the topic
 - multilevel
 - address a lot of areas
- intensive discussion
- concrete measures ???
- good presentations, discussion
 - ! personal experiences



