WIR – Women In Rail
Seminar Reports
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:

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

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 sector 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)**

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

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

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

[**TOPIC**] HOW TO ATTRACT WOMEN IN THE RAILWAY SECTOR
[PRESENTATIONS]

1. **Women in the railway sector in Germany: a historical review**
   *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*

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1 Original German version can be found in the annex
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

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.
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.

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.
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
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 Flügelsrad – Frauen bei der Eisenbahn**
  Regine Zennss-Reimann,
  Series: *Bausteine für das MVT*, Museumspädagogischer Dienst Berlin and Museum for Transport and Technology 1993
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

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

<table>
<thead>
<tr>
<th>Rank</th>
<th>Women in % of all women</th>
<th>Women</th>
<th>in % of all men</th>
<th>Men</th>
<th>in % of all men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Retail trade 12.2</td>
<td>Specialised construction activities 7.2</td>
<td>Public administration and defence; compulsory social security 7.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Education 11.4</td>
<td>Public administration and defence; compulsory social security 7.1</td>
<td>7.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Human health activities 10.0</td>
<td>Retail trade 6.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Public administration and defence; compulsory social security 7.4</td>
<td>Crop and animal production, hunting and related service activities 4.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Social work activities without accommodation 3.9</td>
<td>Construction of buildings 4.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Food and beverage service activities 3.9</td>
<td>Land transport and transport via pipelines 4.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Crop and animal production, hunting and related service activities 3.8</td>
<td>Wholesale trade 4.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Residential care activities 3.3</td>
<td>Education 3.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Wholesale trade 2.6</td>
<td>Wholesale and retail trade and repair of motor vehicles and motorcycles 2.9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Other personal service activities 2.3</td>
<td>Food and beverage service activities 2.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOP 10</strong> 61.1</td>
<td><strong>TOP 10</strong> 47.9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Eurostat, LFS 2009, EU 27

### Male dominated sectors

- Specialised construction activities
- Construction of buildings
- Mining of coal and lignite
- Civil engineering
- Other mining and quarrying
- Repair and installation of machinery and equipment
- Fishing and aquaculture
- Manufacture of basic metals
- Forestry and logging
- Land transport and transport via pipelines

Source: Eurostat, LFS 2009, EU 27
Women dominated sectors

Activities of households as employers of domestic personnel
Manufacture of wearing apparel
Social work activities without accommodation
Residential care activities
Other personal service activities
Human health activities
Education
Undifferentiated goods- and services-producing activities of private households for own use
Travel agency, tour operator reservation service and related activities
Libraries, archives, museums and other cultural activities

Technical sectors

Scientific research and development
Information service activities
Manufacture of electrical equipment
Manufacture of computer, electronic and optical products
Architectural and engineering activities; technical testing and analysis
Warehousing and support activities for transportation
Manufacture of motor vehicles, trailers and semi-trailers
Computer programming, consultancy and related activities
Manufacture of machinery and equipment n.e.c.
Manufacture of other transport equipment
Land transport and transport via pipelines
Repair and installation of machinery and equipment
Civil engineering
### Share of female employees in principal railway enterprises, 2008

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

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

* data from 2007
** data from 2005

### Explanations for gender segregation (I)

- **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
Explanations for gender segregation (II)

- 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)

- 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

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

Thanks for your attention!

Website:
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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
sprungbrett business consulting

g - **topics**: vocational apprenticeship, recruiting, coachings, monetary aids

g - counselling enterprises in technical vocational apprenticeship of girls and young women

g - about 1.000 companies in Vienna + surrounding

g - Recruiting applicants in name of comp.

g - Lobbying

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traditional vocational choice: girls

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

- 30% retail saleswoman (trained)
- 30% hairdresser
- 20% office clerk

13.04.2011
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
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**)
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

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

Firma Vermessung Angst
(surveying technician office)

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

Installations and building technology Company

- Compability 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

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)
Girls/young women don´t like...

- to have to be better than males
- rough tone
- special treatment
- pin up posters
- sexualised wordings/jokes, unappropriate, tasteless jokes (sexual discrimination and punished by the Austrian Equal Treatment Comission)
- sexual harrasment (i.e. starred at, to be touched, and stories about penis’ length)

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 apprentising girls
- Before you recruit girls/women, discuss the admission of females in all firm levels
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

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

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 sensibilize industrial und technical enterprises that it is a profitable step to train women
In laufenden Kooperationen mit:

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

Thank you for your attention!
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?
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

Prof. Dr. Juliane Segeris

Wie kam es dazu?

13.4.2011 5

Frauenstudiengang Informatik und Wirtschaft

Bachelor-Studiengang

6 Semester

unterschiedliche Masterstudiengänge an der HTW

Prof. Dr. Juliane Segeris

Wie kam es dazu?

13.4.2011 6
Frauenstudiengang Informatik und Wirtschaft

60 % Informatik
20 % Wirtschaft
15 % Soft Skills
5 % Fremdsprachen

Wie sieht das Curriculum aus?

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
- Karriermanagement
- Existenzgründung
- Englisch
- andere Sprachen
Frauenstudiengang Informatik und Wirtschaft

Praktikum von 17 Wochen im 4. Semester

E-Learning
Blockkurse in der vorlesungsfreien Zeit
Familienfreundlichkeit
Innovative sehr praxisnahe Lehrformen
Lehrende aus Unternehmen
Kleine Gruppen

Wie sieht das Curriculum aus?

Was ist anders?
Frauenstudiengang Informatik und Wirtschaft

**Frauengruppen** sind keine Männergruppen und keine gemischten Gruppen!

Andere Arbeitsaufteilung

Andere Fragekultur

Anderes Selbstvertrauen

---

Der erste Zug (WS09/10)

130 Bewerbungen
40 Studienanfängerinnen

Der zweite Zug (WS10/11)

90 Bewerbungen
33 Studienanfängerinnen

---

Prof. Dr. Juliane Siegeris

Was ist anders? 13.4.2011 11

Prof. Dr. Juliane Siegeris

Wie wird es angenommen? 13.4.2011 12
Frauenstudiengang Informatik und Wirtschaft

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)?
Frauenstudiengang Informatik und Wirtschaft

Wie ist die Resonanz in der Presse?

- Märkische Allgemeine
- Die Presse
- Berliner Zeitung
- SPIEGEL Online
- taz.de
- Frankfurter Allgemeine
- Zeit Online

Prof. Dr. Juliane Siegeris

Wie wird es angenommen? 13.4.2011 15

Frauenstudiengang Informatik und Wirtschaft

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)
Frauenstudiengang Informatik und Wirtschaft

WERBUNG ÜBER:

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

Frauenstudiengang Informatik und Wirtschaft

Überzeugend und praxisnah

Interaktiv

Ermutigend

Frauen-gerechte Lehre in der IT

Interdisziplinär

Identifikationsstiftend

Anwendungsbezogen

Gendergerecht

Frauenstudiengang Informatik und Wirtschaft
Frauenstudiengang Informatik und Wirtschaft

Abbrecherquote

Unpassende Lehrende

Herausforderungen

Vorbehalte außerhalb der Hochschule

Vorbehalte innerhalb der Hochschule

Innovationen in die Hochschule

Kultur verändern

Chancen

neue Inhalte und Didaktik etablieren

mehr Role Models

Frauennetzwerke schaffen
Vielen Dank!
Attracting women in technical positions / in the railway sector: barriers and potential
Brain Walk Method

- 3 Flips = 3 topics
- 3 rounds
  1/10 3 alone write down associations example, silent
  15-20 2 small group discuss, comment
  15 3 presentation to the plenum presentation by one group member

- Shane -
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 ex services)
- Law (historical)
- Economic crisis (historical)
- Education → graduation or school preparation requested 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 comparable 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. Historical military attitude
   - Not seen as glamorous enough.
   - Very hierarchical structures
   - Working time
   - Working conditions
     - Difficulty in planning working hours and place (i.e. maintenance)
     - Modern means networks
     - Women lost their femininity (clothes; it’s dirty)
     - That’s what they think, and especially after a few years.

2. Image of the sector
   - too hard and “dirty” work (opinion?)
   - Work-life balance
   - Tradition (however better presented in administration)

3. Work culture (male dominated)
   - Lack of work orientation to the sector
     - Many female rail workers know about recruitment from friends or family
     - Not enough info & work opportunities at schools
   - No control, no public pressure
   - Men support men

In history:
   - Physical power
   - No new jobs

We should communicate that we don’t need of specific physical skills.

The interviews of people in change of recruitment is met at the top, and rather than 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
- Larger pool of talents for all kinds of positions
- Have different approach to the issue
- Improve creativity and different perspectives of implementation
- To increase the cohort of pain
- Better products & services for customers and markets
- Women are more motivated and reliable
- The diversity and innovation lead to competitive advantage
- More innovations
- Higher productivity
- Better position in competition
- More experiences
- Integrate different user perspective
- Work-life balance approves for men, too!
[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
  → LAWS
WOMEN as women? as mother?

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)**

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

**Afternoon session (Moderation: Aliette Dörflinger)**

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

How to retain women?
Input

1. **Work culture, corporate culture and gender stereotypes: theoretical input**
   Céline Freund, Deutsche Bahn AG

2. **Company good practice example in the automotive industry**
   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
Agenda

- 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
**Stereotypes**

**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
Gender Stereotypes

Definition

- 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.
Gender Stereotypes in Germany

The following characteristics are attributed to men and women:

**Men**
- Instrumental characteristics
  - aggressive
  - ambitious
  - objective
  - competitive
  - dominant
  - rational
  - assertive
  - self-assured
  - superior
  - disciplined
  - determined
  - …

**Women**
- Expressive characteristics
  - warm
  - gentle
  - fond of children
  - caring
  - shy
  - reticent
  - understanding
  - helpful
  - kind
  - sensitive
  - team-oriented
  - …

Attributes and behavioural patterns can be assessed differently.
### Gender Stereotypes and Gender Roles

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private function: raising children</td>
<td>Private function: breadwinners</td>
</tr>
<tr>
<td>Activities: housework</td>
<td>Activities: hard physical work</td>
</tr>
<tr>
<td>Job sectors: welfare, nursing and caring professions</td>
<td>Job sectors: technology, business</td>
</tr>
</tbody>
</table>

Deutsche Bahn AG, Céline Freund, HZ Programmes and Projects, 30/01/2012
Gender Stereotypes and Roles
Biologically Determined?

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

- 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

- 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)
Gender Stereotypes and Socialisation

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?

<table>
<thead>
<tr>
<th>Stereotypes have an important function</th>
<th>Stereotypes as the cause of discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Although gender stereotypes are quite variable, they do tend to be resistant to change</td>
<td></td>
</tr>
<tr>
<td>- This is due to their societal function</td>
<td></td>
</tr>
<tr>
<td>- People are incapable of perceiving their environment in its total complexity</td>
<td></td>
</tr>
<tr>
<td>- Stereotypes enable categories to be formed that render the environment less complex and make information easier to process</td>
<td></td>
</tr>
<tr>
<td>They are an integral part of our thinking</td>
<td></td>
</tr>
<tr>
<td>- The existence of gender stereotypes does not automatically result in discrimination</td>
<td></td>
</tr>
<tr>
<td>- It depends in what circumstances they are activated and whether this causes unfavourable treatment of the genders</td>
<td></td>
</tr>
<tr>
<td>- Areas in which information on the individual is lacking and is unconsciously replaced by stereotypes are prone to discrimination</td>
<td></td>
</tr>
<tr>
<td>Yet stereotyping is one of the most common causes of discrimination</td>
<td></td>
</tr>
</tbody>
</table>
"No, this is not Mel's secretary. This is Mel."
Gender Stereotypes Lead to Prejudice, Sexism and Harassment

**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**
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

<table>
<thead>
<tr>
<th></th>
<th>Lack-of-fit model</th>
<th>Token effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The attributes a woman possesses do not meet the requirements of the job advertised or the company</td>
<td>Token means that there is only one woman among the men</td>
</tr>
<tr>
<td></td>
<td>e.g. women in typical male jobs</td>
<td>The behaviour and attitudes of the majority male group dominate</td>
</tr>
<tr>
<td></td>
<td>The result: women are rejected out of hand and are excluded from the company</td>
<td>The result: women adapt to men OR leave the company</td>
</tr>
<tr>
<td></td>
<td>Means an invisible, almost impenetrable barrier of prejudice and discrimination</td>
<td>It is precisely women who are successful in male-dominated jobs that concede to gender stereotypes and reject the women’s movement</td>
</tr>
<tr>
<td></td>
<td>This applies to women who are after a career</td>
<td>The existing structures are beneficial to them</td>
</tr>
<tr>
<td></td>
<td>The result: women give in OR leave the company</td>
<td>The result: other women are disadvantaged</td>
</tr>
</tbody>
</table>

### Glass ceiling

- Means an invisible, almost impenetrable barrier of prejudice and discrimination
- This applies to women who are after a career
- The result: women give in OR leave the company

### Queen bee syndrome

- It is precisely women who are successful in male-dominated jobs that concede to gender stereotypes and reject the women’s movement
- The existing structures are beneficial to them
- The result: other women are disadvantaged
What can be done to counter gender stereotypes?

Companies can take action on different levels

- **Female staff**
  - Female staff must be made aware
  - This can be done by (gender) training courses
  - Advice on conflict services can be offered (mediation)

- **Additional regulations**
  - Additional regulations should be brought in forbidding stereotyping in the company
  - e.g. Code of Conduct, ethical standards
  - Highlighting values

- **Corporate culture**

- **Processes**
  - Every in-house process ought to be scrutinised for stereotypical assumptions
  - e.g. HR processes: recruiting, appraisal, development etc.

- **Communication:**
  - Stereotypes can be broken down by open communication
  - e.g. by being careful about how women are portrayed in in-house media
  - e.g. gender-neutral language
What Can be Done to Counter Gender Stereotypes?

**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?

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
Promoting Women at Daimler

Ute Hass, BR, Berlin operation
14.04.2011

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.

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

Daimler Berlin factory

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active workforce</td>
<td>2,667</td>
<td>2,411</td>
<td>256</td>
<td>9.6%</td>
</tr>
<tr>
<td>Production</td>
<td>1,543</td>
<td>1,467</td>
<td>76</td>
<td>4.9%</td>
</tr>
<tr>
<td>Production-related</td>
<td>323</td>
<td>310</td>
<td>13</td>
<td>4.0%</td>
</tr>
<tr>
<td>Administration</td>
<td>688</td>
<td>541</td>
<td>147</td>
<td>21.4%</td>
</tr>
<tr>
<td>Apprentices</td>
<td>113</td>
<td>93</td>
<td>20</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

History of the Women’s Project Group

Started: 1998
Working group Staff Development: 11/98 – 05/99

Company agreements:
Part-time work: 2000
Family leave: 2000
Childcare: 2008
Home care: 2008
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
### Percentage of Women at the Sites

<table>
<thead>
<tr>
<th>Standorte</th>
<th>Direkte ArbeiterInnen</th>
<th>Indirekte ArbeiterInnen</th>
<th>Summe ArbeiterInnen</th>
<th>Summe Angehöre</th>
<th>Summe Aktive Belegschaft</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gesamt</td>
<td>Gäste</td>
<td>Gesamt</td>
<td>Gesamt</td>
<td>Gesamt</td>
</tr>
<tr>
<td></td>
<td>Frauen</td>
<td>%Anteil Frauen</td>
<td>Frauen</td>
<td>%Anteil Frauen</td>
<td>Frauen</td>
</tr>
<tr>
<td>W 00</td>
<td>0</td>
<td>0.00%</td>
<td>21</td>
<td>0.00%</td>
<td>21</td>
</tr>
<tr>
<td>W 01</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>W 02</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>0.00%</td>
<td>1</td>
</tr>
<tr>
<td>W 06</td>
<td>0</td>
<td>0.00%</td>
<td>1.572</td>
<td>122</td>
<td>1.734</td>
</tr>
<tr>
<td>W 10</td>
<td>10.107</td>
<td>300</td>
<td>3.292</td>
<td>253</td>
<td>3.545</td>
</tr>
<tr>
<td>W 19</td>
<td>0</td>
<td>0.00%</td>
<td>1.133</td>
<td>23</td>
<td>1.156</td>
</tr>
<tr>
<td>W 20</td>
<td>3.182</td>
<td>130</td>
<td>324</td>
<td>51</td>
<td>3.666</td>
</tr>
<tr>
<td>W 30</td>
<td>3.654</td>
<td>200</td>
<td>1.069</td>
<td>73</td>
<td>4.723</td>
</tr>
<tr>
<td>W 40</td>
<td>1.706</td>
<td>99</td>
<td>354</td>
<td>14</td>
<td>2.061</td>
</tr>
<tr>
<td>W 50</td>
<td>16.272</td>
<td>1.213</td>
<td>4.273</td>
<td>230</td>
<td>20.545</td>
</tr>
<tr>
<td>W 54</td>
<td>3.858</td>
<td>287</td>
<td>333</td>
<td>42</td>
<td>4.391</td>
</tr>
<tr>
<td>W 59</td>
<td>1</td>
<td>2.00%</td>
<td>1.142</td>
<td>22</td>
<td>1.164</td>
</tr>
<tr>
<td>W 70</td>
<td>6.954</td>
<td>312</td>
<td>1.220</td>
<td>69</td>
<td>8.174</td>
</tr>
<tr>
<td>W 75</td>
<td>5.021</td>
<td>171</td>
<td>1.144</td>
<td>22</td>
<td>6.162</td>
</tr>
<tr>
<td>W 76</td>
<td>3.229</td>
<td>227</td>
<td>1.909</td>
<td>61</td>
<td>2.414</td>
</tr>
<tr>
<td>W 80</td>
<td>1.546</td>
<td>44</td>
<td>0.734</td>
<td>14</td>
<td>1.878</td>
</tr>
<tr>
<td>W 95</td>
<td>0</td>
<td>0.00%</td>
<td>45</td>
<td>17</td>
<td>62</td>
</tr>
<tr>
<td>W 201</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Summe</td>
<td>65.452</td>
<td>3.009</td>
<td>21.768</td>
<td>1.364</td>
<td>63.836</td>
</tr>
</tbody>
</table>

### Percentage of Female Apprentices

<table>
<thead>
<tr>
<th>Standort / Werkskennzeichen</th>
<th>Ausbildung</th>
<th>Kaufmännische Ausbildung</th>
<th>Gewerbliche Ausbildung</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gesamt</td>
<td>Frauen</td>
<td>%Anteil</td>
</tr>
<tr>
<td>W 00 (Zentral, Bereich MOG)</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>W 01 (Zentral, Bereich CVB)</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>W 02 (Zentral, Bereich Vertrieb)</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>W 06 (Gerbersheim)</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>W 10 (Untertürkheim)</td>
<td>1.035</td>
<td>118</td>
<td>11.1%</td>
</tr>
<tr>
<td>W 19 (Versuch UT)</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>W 20 (Mannheim)</td>
<td>241</td>
<td>24</td>
<td>9.9%</td>
</tr>
<tr>
<td>W 30 (Gaggenau W/F)</td>
<td>431</td>
<td>63</td>
<td>14.2%</td>
</tr>
<tr>
<td>W 40 (Berlin)</td>
<td>163</td>
<td>26</td>
<td>15.8%</td>
</tr>
<tr>
<td>W 50 (Sindelfingen)</td>
<td>1.281</td>
<td>274</td>
<td>21.3%</td>
</tr>
<tr>
<td>W 54 (Rastatt)</td>
<td>219</td>
<td>23</td>
<td>10.6%</td>
</tr>
<tr>
<td>W 59 (Entwicklung Stg)</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>W 60 (Würzburger)</td>
<td>462</td>
<td>109</td>
<td>23.0%</td>
</tr>
<tr>
<td>W 65 (Düsseldorf)</td>
<td>239</td>
<td>39</td>
<td>16.3%</td>
</tr>
<tr>
<td>W 67 (Bremen)</td>
<td>437</td>
<td>63</td>
<td>14.2%</td>
</tr>
<tr>
<td>W 68 (Hamburg)</td>
<td>161</td>
<td>25</td>
<td>15.5%</td>
</tr>
<tr>
<td>W 69 (Kassel)</td>
<td>176</td>
<td>19</td>
<td>10.8%</td>
</tr>
<tr>
<td>W 80 (Niederlassungen)</td>
<td>1.685</td>
<td>452</td>
<td>27.0%</td>
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<tr>
<td>W 96 (Funktionsstellen)</td>
<td>226</td>
<td>150</td>
<td>66.7%</td>
</tr>
<tr>
<td>W 201 (POVO Zentrale)</td>
<td>3</td>
<td>2</td>
<td>66.7%</td>
</tr>
<tr>
<td>DCAG</td>
<td>7.003</td>
<td>1.415</td>
<td>20.2%</td>
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</table>
**Percentage of Female Managers**

<table>
<thead>
<tr>
<th>Jahr</th>
<th>E1/Level C</th>
<th>E2</th>
<th>E3</th>
<th>E4</th>
<th>E5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gesamt</td>
<td>Frauen</td>
<td>in %</td>
<td>Gesamt</td>
<td>Frauen</td>
</tr>
<tr>
<td>2008</td>
<td>73</td>
<td>2</td>
<td>2,74%</td>
<td>389</td>
<td>16</td>
</tr>
<tr>
<td>2007</td>
<td>69</td>
<td>2</td>
<td>2,96%</td>
<td>389</td>
<td>15</td>
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<tr>
<td>2006</td>
<td>72</td>
<td>2</td>
<td>2,78%</td>
<td>374</td>
<td>14</td>
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<tr>
<td>2005</td>
<td>75</td>
<td>1</td>
<td>1,33%</td>
<td>421</td>
<td>16</td>
</tr>
<tr>
<td>2004</td>
<td>68</td>
<td>0</td>
<td>0,00%</td>
<td>412</td>
<td>14</td>
</tr>
<tr>
<td>2003</td>
<td>80</td>
<td>0</td>
<td>0,00%</td>
<td>399</td>
<td>13</td>
</tr>
<tr>
<td>2002</td>
<td>75</td>
<td>1</td>
<td>1,33%</td>
<td>394</td>
<td>13</td>
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</table>

<table>
<thead>
<tr>
<th>Jahr</th>
<th>E1-Level C - E3</th>
<th>E1 - E4</th>
<th>alle Ebenen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gesamt</td>
<td>Frauen</td>
<td>in %</td>
</tr>
<tr>
<td>2008</td>
<td>2,030</td>
<td>159</td>
<td>7,83%</td>
</tr>
<tr>
<td>2007</td>
<td>2,030</td>
<td>147</td>
<td>7,24%</td>
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<tr>
<td>2006</td>
<td>2,100</td>
<td>120</td>
<td>5,71%</td>
</tr>
<tr>
<td>2005</td>
<td>2,197</td>
<td>136</td>
<td>6,22%</td>
</tr>
<tr>
<td>2004</td>
<td>2,272</td>
<td>121</td>
<td>5,33%</td>
</tr>
<tr>
<td>2003</td>
<td>2,231</td>
<td>109</td>
<td>4,89%</td>
</tr>
<tr>
<td>2002</td>
<td>2,247</td>
<td>101</td>
<td>4,49%</td>
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</table>

**Managers Working Part Time**

<table>
<thead>
<tr>
<th>Ebene</th>
<th>Männer</th>
<th>Frauen</th>
<th>Summe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gesamt</td>
<td>davon in Teilzeit</td>
<td>Anteil</td>
</tr>
<tr>
<td>E1/C</td>
<td>71</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>E2</td>
<td>343</td>
<td>0</td>
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</tr>
<tr>
<td>E3</td>
<td>1,457</td>
<td>1</td>
<td>0,1%</td>
</tr>
<tr>
<td>E4</td>
<td>6,399</td>
<td>17</td>
<td>0,3%</td>
</tr>
<tr>
<td>E5</td>
<td>3,874</td>
<td>6</td>
<td>0,2%</td>
</tr>
<tr>
<td>Gesamt</td>
<td>12,144</td>
<td>24</td>
<td>0,2%</td>
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</tbody>
</table>
Managers Working Part Time

Parental Leave

<table>
<thead>
<tr>
<th>Standort</th>
<th>Arbeiter</th>
<th>Angestellte</th>
<th>Führungskräfte E3-E5</th>
<th>Gesamt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frauen</td>
<td>Männer</td>
<td>Gesamt</td>
<td>Frauen</td>
</tr>
<tr>
<td>06 Germersheim</td>
<td>4</td>
<td>16</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>10 Untertürkheim</td>
<td>40</td>
<td>51</td>
<td>91</td>
<td>52</td>
</tr>
<tr>
<td>20 Mannheim</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>30 Gaggenau</td>
<td>13</td>
<td>5</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>40 Berlin</td>
<td>7</td>
<td>12</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>50 Sindelfingen</td>
<td>69</td>
<td>70</td>
<td>139</td>
<td>152</td>
</tr>
<tr>
<td>54 Rastatt</td>
<td>26</td>
<td>3</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>60 Wörth</td>
<td>7</td>
<td>39</td>
<td>46</td>
<td>21</td>
</tr>
<tr>
<td>63 Düsseldorf</td>
<td>11</td>
<td>5</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>67 Bremen</td>
<td>23</td>
<td>6</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>68 Hamburg</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>69 Kassel</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>96 Zentrale / 59</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>142</td>
</tr>
<tr>
<td>Sindelfingen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>98 DFS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>201 Zentraler Vertrieb</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>57</td>
</tr>
<tr>
<td>Daimler AG gesamt</td>
<td>214</td>
<td>227</td>
<td>441</td>
<td>500</td>
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</tbody>
</table>

Note: The table provides data on the number of employees and management levels by gender across various locations and departments within Mercedes-Benz for the years 2000 to 2008.
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 Ludwigshafen.

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.
Technical Vocational Training Activities

Diploma thesis on:

What measures are conducive to acquiring women for technical vocational training

---

Master Craftswomen Activities

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

........
The Face of Commitment

100 Jahre Internationaler Frauentag

As per 12/2001
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 (and its corporate culture) that is really unattractive to women?
PLENUM DISCUSSION: Results of the „reversed“ question

- Sexist advertisements
- Unflexible working hours
- Women as secretaries
- Women in job advertisements: we don’t want family

Communication

- Advertisements in publications unlikely to read

INTERN
- Interesting jobs & tasks go to men.
- 150% performance required as pre-requisite of successful career
- Presence time unbearable

EXTERNAL
- Working places designed for men (e.g., lack of toilets for women)
- Dangerous for pregnant women
- Uniforms & equipment designed only for men
- Women get paid less than men (pay gap)
- Sexist behaviour tolerated
- Sexual harassment tolerated, even in small dots
Results of the "reversed" question

- Leisure activities for $\sigma$
  - (extreme sport, etc.)
- "Male" sport sponsorship
  - (formula 1, etc.

- Women only as cook & cleansing staff
- Poor maternity policy
  - Gender dismissal of women after
    maternal leave
[PLENUM DISCUSSION] Results of the „reversed“ question

- more to uniformisation of management methods
- praising macho behaviour (e.g. striptease bar after working meetings)
- men as „faces“ of the company
- training opportunities only for „ACCESS TO RESOURCES“
- key information doesn’t go to women
- presence time $\rightarrow$ productivity
- label „man-friendly“
[PLENUM DISCUSSION] Results: How to create a corporate culture which supports gender equality? – topics to be addressed

1. Working places
2. Working hours
3. „Model worker”
4. Access to resources
5. Communication
6. Career development
7. Career promotion
8. „Behaviour”, habitus, CP 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

- additional compensation in case of training not held during working hours
- implementation of monoparental employees
- general measures, also for male and female regarding working hours
- project, workshop: what's the need of the employee regarding shift timetables, working hours
- individualisation
- part-time model
- protection - prohibition of mobbing, discrimination, etc.
- “partnerschaftliches Handeln”
- women network (management level)
- mentoring programme: charter in the company
- commitment, e.g. through total quality management processes
- measurable objectives + DATA's
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?

- content

[Yellow] workshop design

[Group dynamics, etc.]

REFLECTION Feedback to the seminar - Method
[REFLECTION] Feedback to the seminar – Overview results
Feedback to the seminar – overview results

- exchange - communication
- lively group
- new knowledge
- Learning
- 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