



## **Programme of exchange of good practices on gender equality:**

### **GENDER STEREOTYPING IN GERMANY**

**Wednesday 13 – Thursday 14 May 2009, Köln**

## **SUMMARY REPORT**

The following summary is based on the exchange which took place in Köln on 13 and 14 May 2009 as well as on the national reports of the independent experts. The exchange is organised with the financial support of the Progress programme.

### **1. Introduction**

In the following sections, a short overview of the key aspects of the exchange will be provided.

#### **Context**

The exchanges are organised as a rolling programme, dedicated to two themes of the Roadmap for equality between women and men per year. Each theme is assessed and disseminated through exchange seminars hosted each time by a different EU member state or EEA country to showcase one of their good practices. Governmental representatives of EU Member States and other stakeholders will attend the seminars to engage in the debate, which will be based on country reports prepared by country independent experts.

In order to ensure a fruitful and effective debate and to better assess and disseminate the relevant outcomes of the seminar discussions, Focus Consultancy prepared guidelines for the national report of the host country as well as for the response reports of the other European independent national experts. For the first seminar of 2009, the host country report and response reports were collated as the document 'Gender Stereotyping in Germany, which was disseminated in advance of the seminar for use as a base document.

The seminar on gender stereotyping was held in Köln on Wednesday 13 and Thursday 14 May 2009. The seminar presented a platform for exchange, networking and exposure to similar or different solutions to common or specific challenges and specific initiatives regarding gender stereotyping in Europe. (The programme is attached as Appendix 1.) The Köln event brought together key representatives of EU governments with gender equality experts, relevant stakeholders and other social partners in discussion on different aspects of the main theme, gender stereotyping, and its impact on gender equality. The participating countries were Austria, Bulgaria, Denmark, Finland, Germany, Greece, Hungary, Lithuania, Luxembourg, Poland, Spain, Sweden and the United Kingdom.

The following report provides a concise overview of the key areas of debate and the conclusions of the various sessions. It is based on the methodology developed by Focus Consultancy and approved by the EC, defined as 'guidelines', and summarises the key issues raised at the seminar.

#### **Gender stereotyping and gender equality**

EU and government policies on gender stereotyping are a key element of gender equality and the reconciliation of work and family life. Gender equality policies are essential to

reach the objectives of full employment, quality and productivity at work, social cohesion and social inclusion.

Segregation is frequently linked to traditions and stereotypes. Whilst in some cases this may reflect personal choices, traditions and stereotypes may influence, for example, the choice of educational paths and, consequently, professional careers that girls and women make. While 58.9% of university graduated students in the EU in 2006 were women, they were a minority in fields like mathematics, computing and engineering. Only 18% graduated in engineering and 20% in computing. Consequently, there are fewer women working in scientific and technical jobs. In many cases this results in women working in lower valued and lower paid sectors of the economy. Because of traditions and stereotypes, women are expected to reduce their working hours or exit the labour market to carry out child or elder care. One of the outcomes is the big gap in earnings between men and women - still on average 17.4%. If the gender pay-gap is to be abolished, measures must be taken to tackle gender stereotyping at all levels.

One of the principal areas within which gender equality and gender stereotyping may be addressed is education and training (particularly concerning vocational skills and qualifications), by encouraging and guiding girls and boys to choose 'non-traditional' education sectors, combating gender stereotypes in professions, awareness-raising and providing an exchange of good practices between Member States.

## **2. National examples of good practices**

In addition to good practices from Germany, the following good practices from the national independent reports include:

**Austria:** In the context of the gender mainstreaming process of the provincial government of Styria, the project 'New Generation' sought answers as to how schools can effectively do away with gender stereotypes. A team of drama-education practitioners and gender experts evaluated the personal future scenarios of students in state schools aged between 6 and 15. Their approach caused considerable disturbance and elicited a strong commitment from teachers to systematically integrate the work on gender stereotypes into regular tuition. The schools involved have now submitted their own follow-up project, in which they intend to develop and test their own techniques for motivating students in all grades towards the deconstruction of male and female roles.

The systematic approach of the Austrian Employment Office which includes target indicators, guidelines and specifications for contractors can also be denoted as good practice - most notably the compulsory build-up of expertise within the organisation itself. For example, in addition to internal training for employees, all managers have had to attend seminars on gender mainstreaming.

Furthermore, the City of Graz has implemented gender mainstreaming in the course of two innovative and award-winning EQUAL projects. During the implementation, all members of the steering committees attended workshops in which they considered the impact of gender stereotypes during an application situation and in assessments.

**Bulgaria:** NGOs are very active in implementing projects oriented towards combating gender stereotypes. In 2003 there was a review of gender stereotypes in school text books; in 2005 a special roundtable was held on gender equality in the education system; in 2006 an educational module was created within the Socrates programme under the title 'WO-MEN: Gender equality creates Democracy'; In 2007 another project was implemented - 'Equal in school – equal in life'. However, these are not mainstreamed initiatives and their effect remains partial.

**Denmark:** In order to promote companies' work on equal treatment and equal pay, the government together with the labour market parties has prepared a guide to equal pay, together with guidelines for gender distribution and wage statistics, gathering all materials that may be of help for companies in ensuring equal pay.

In December 2006, as part of the government's action plan 'Employment, participation and equal opportunities for all', the Minister for Equal Treatment launched the campaign 'Why Not?'. The goal of the campaign is to ensure equal treatment by gender among women and men (as well as among boys and girls) whose ethnic background is other than Danish; as well as to break down gender barriers to integration in employment, education and organisational life.

From 2008, a new e-learning tool is being developed to contribute to making gender mainstreaming a recognised and practical tool for the promotion of gender equality and for the purpose of improving the quality of public services. The tool is designed for employees in the state sector and is to be used by employees who have not necessarily any prior knowledge of gender mainstreaming.

**Finland:** One good practice is the tripartite model of the *Equal Pay Programme* initiated in 2006, administered by the Ministry of Social Affairs and Health. Its goal is to diminish the gender pay gap from 20% to 15% by 2015. The programme is a joint project between the government and central labour market organisations ([www.samapalkka.fi](http://www.samapalkka.fi)).

*The Gender Equality Barometer* is another good practice in Finland addressing gender stereotypes and gender equality. Gender equality is one of the basic values of Finnish society, and the Gender Equality Barometer describes its development from 1998-2008. A total of four barometers have been carried out with a focus on the attitudes and experiences of people aged 15-74 years. The reports describe the views of women and men on gender equality in working life, study and the family.

**Greece:** The most important tools for eliminating negative stereotypes are the educational process and the sensitisation of parents and in particular fathers - on which Greece is currently focusing. Special programmes aimed at minors and adults - both women and men, teachers and parents - have been implemented. At the level of secondary education and initial vocational training, a programme for the sensitisation of public school teachers has been launched and implemented in all regions of the country.

To reduce the pay gap, proactive measures were taken in collaboration with the private sector as well as employers' associations. A Protocol of Cooperation was signed between the state and top level employer associations, aimed at mobilising the business sector in favour of equal professional opportunities for women and men and equal pay in practice. Moreover, a Memorandum of Cooperation was signed between the General Secretariat for Gender Equality and the Greek Network for Corporate Social Responsibility in order to promote equal opportunities for men and women among the business members of the Network.

The Women's Rights Association grants annual awards to journalists who systematically promote gender equality, and the General Secretariat for Gender Equality has set an annual award for any article, report or research that highlights and promotes the issue of equality. In addition, the Greek Ombudsman has been tasked with the function of monitoring the implementation of equal treatment between men and women in employment, both in the public and in the private sector.

### **Hungary:**

**Culture:** The 'Advertisement and Genders' exhibition and conference on the sexist representation of women in the media was organised by feminist media-oriented NGOs in

partnership with fellow organisations in Visegrád countries. The Genderwise project, an International exchange of good practices in policy-making, focused on the changing roles of men in 2006-7, promoting collaboration among NGOs and scientific institutions and resulting in new ideas like Fathers' Day.

**Education:** An educational film series on gender stereotypes and women's rights as well as Stereocopia, a national competition to create public interest TV ads on gender stereotypes, gave publicity to the problem of gender stereotyping in an entertaining and popular manner. Electronic courses on gender stereotypes (aimed at raising awareness among school teachers) and on gender mainstreaming (informing public administrators and employers about principles and strategies) have been instrumental in spreading theoretical knowledge and good practices.

**Employment:** The introduction of a voucher system providing incentives to employers has enhanced the reintegration of young mothers in the labour market. Services offered to employers by the civil foundation Jól-lét in designing work-life balance policies and equal opportunities plans and hiring young mothers and part-time employees sharing full-time jobs contribute to structural innovations as well as the transformation of workplace culture to one that is family-friendly and gender-conscious.

**Lithuania:** In 2008 several projects aimed at changing gender stereotypes in the labour market were implemented with the support of the European Social Fund and Republic of Lithuania. The Gender Studies Centre of Vilnius University implemented a 3-year project on combating gender stereotypes aimed at local level target groups, training centres, labour exchange specialists and employers. Radio programmes and poster campaigns on gender stereotypes, gender equality and non-discrimination were organised and training sessions were conducted as well as a public opinion survey. Kaunas district's Women's Crisis Centre implemented national information campaigns: 'Attitudes towards men and women in careers', 'Politics and governance are not only men's issues', 'Equal pay for equal value jobs'.

The Women's Issues Information Centre has organised 'Equal workplace' contests since 2005. These aim to popularise the issues of gender equality in the workplace, to change gender stereotyping in the labour market and to encourage employers to enjoy the benefits of socially responsible policies at work.

The Women's Employment Information Centre of Kaunas implemented a project entitled 'Innovative Strategies for Educating Social Partners Seeking to Implement the Equal Opportunities Principle in Practice'. It initiated a weekly educational talk show on TV and a public information campaign, seeking to change stereotypes of traditional female and male roles in society, to encourage men to take equal responsibility for children and to change employers' attitudes towards women as a risk group.

**Luxembourg:** Examples of studies commissioned by the Ministry for Equal Opportunities include 'The gender aspect in personal and professional development for future teaching and educational staff' (University of Luxembourg), 'Assessment of the Impact of Parental Leave in the Grand-Duchy of Luxembourg' (KPMG) and 'Observatory on women's political participation in elections' (National Council of Women of Luxembourg).

The Ministry for Equal Opportunities has also organised several conferences, training seminars and media campaigns. It also subsidises not-for-profit organisations, to allow them to hire permanent staff and run campaigns and projects such as the above mentioned 'Observatory on women's political participation in elections', or the annual Boys and Girls Day.

**Poland:** The Gender Index (2005-2008) was targeted at the labour market and counteracting gender stereotyping and discrimination against women in the field. Through

outdoor campaigns it reached decision-makers at the companies that influence recruitment and human resources management policies, who were provided with diversity management training with a strong focus on gender stereotypes and gender awareness. The aim of the project was to develop and popularise an effective model of company management that incorporates gender mainstreaming. A gender index measure was developed to monitor the situation of employed women and men in large and small institutions in private and public sectors.

The Crisis Intervention Association from Krakow ran the innovative 'Men for Change' project (2006), the only educational equality-focused initiative in Poland targeting exclusively and directly boys and men. The programme included a series of workshops in which teachers learned how to work with teenage boys in countering the belief that, to be a man, one has to be dominant and aggressive.

Motorola Poland, based in Krakow, has been running its 'Diversity' competition since 2001, as a result of the Motorola Company's decision to increase the number of women working as software engineers in Motorola software centres throughout the world. The aim of the Diversity competition is to influence the educational and professional choices of girls and to change the stereotype of software engineering and IT as areas reserved for boys and men.

Villa Decius Association from Krakow is running a one-year training-of-trainers programme in Poland entitled 'Anti-discrimination Training Academy' (2008-2009), which focuses on contemporary concepts and good practices in the field of human right protection and its implementation in ATA trainers' awareness, training methodology and practice, especially in terms of gender awareness, knowledge and gender-sensitive methodology in training adults.

Towards the Girls Association from Warsaw runs gender equality training for primary and secondary school teachers in Poland, and the Silesian Gender Zone group from the Silesia region ran a locally influential, small-scale and innovative project entitled 'Equality from Preschool' (2007), while the Technical University of Łódź's 'Girls to Technical Universtites!' local campaign (2007) aimed at recruiting female students from 12 local high schools, promoting locally both gender equality and the natural and technical sciences.

**Spain:** Numerous measures are being taken to improve the representation of women in senior or non-traditional areas of employment, both in the private sector and the public sector. For example, La Caixa, the Spanish savings bank, has a policy of promoting more women to senior positions in the financial sector. In the education sector there are already more women than men, although female university professors are rare.

For Transports Metropolitans de Barcelona, driving isn't a matter of gender, but of competence; employees are not gender-labelled as men or women but are termed 'servicers to the metro', which includes conductors, ticket box sales, office staff, station managers ... The majority of positions used to be gender specific: currently, 31% of TMB's employees are female, 85% of who are in positions that were traditionally male. They have an increasing number of female bus drivers (142) and train conductors (1,061), which is a radical change from just 6 years ago, when these positions were male only.

In the Spanish military, there is a shift towards changing the structure to accommodate the increasing number of women who are accessing the military world. The Minister of Defence of Spain is a woman and presently 12.26% of military personnel are female.

As far as campaigns and information and awareness raising are concerned, the Ministry of Equality is constantly promoting on TV and through printed media the incorporation of women in traditionally male oriented jobs, on the basis that, today, what counts in doing most of the jobs that have traditionally been male (construction sectors, warehousing, etc.)

is talent, not strength.

**Sweden:** A large number of changes in the laws, research studies, campaigns, development projects and other efforts have been performed over a number of years.

In 1971, separate income tax assessments for husbands and wives were introduced, an important step in encouraging women to take jobs on the labour market. In 1974, a law was passed entitling parents to share parental allowances upon childbirth and, in 1980, a law was passed against sex discrimination in employment. A national 5-year plan of action to promote equal opportunities was implemented in 1988 which included a timetable for the representation of women on state boards: 40% to be reached by 1995, 50% by 2000. The timetable was successful and has influenced the representation of women on other public boards as well as in politics. Today over 40% of Swedish parliament members are female.

In 1994, a national policy on equal opportunities included 21 experts in gender equality on county administrative boards, and 1998 saw the passing of the Act on Violence against Women and the tightening of the Equal Opportunities Act on sexual harassment. An amendment to the Act in 2001 brought in stricter regulations regarding equality analyses for wages.

In 2004, the Swedish Government adopted a strategy for the Gender Mainstreaming of Government offices, and in 2006 new national policy objectives were set out, of which the main objective was to give men and women the same power to shape society and their own lives.

The following year, the Government presented action plans against male violence towards women, honour-related violence and violence in same-sex relationships and, in 2008, an action plan against human trafficking for sexual purposes.

**UK:** There have been a wide range of initiatives to address gender stereotyping in careers guidance and particularly in later occupation segregation which is affected by careers choices.

The UK-wide WISE (Women into Science and Engineering) Campaign aims to break down gender stereotypes and encourages young women to study maths and physics and to consider careers in the areas of science, engineering and construction. The campaign has helped to double the percentage of female engineering graduates from 7% in 1984 to 15% today.

In Scotland in particular this perspective has been integrated into some good practice approaches to career guidance. Since 2003, Careers Scotland has developed some services that are specifically designed to combat stereotypical assumptions or discrimination on grounds of gender.

Another area that is important to gender stereotypes is the role of the school curriculum. The Women and Equality Unit of the Department of Trade and Industry has prepared a resource pack for teachers, with information, statistics and lesson plans.

There have been a number of initiatives to address gender stereotyping in the workplace. Under the EQUAL programme, the Agender Partnership in the Midlands (2007-2008) has aimed at promoting positive images of people in non-stereotypical jobs to enable women to aspire to higher-level careers not traditionally associated with women's employment. Another project, Gender Equality Race Inclusion (GERI) Development Partnership, has aimed at tackling the problem of under-utilisation of females' skills, by challenging outdated concepts of gender and ethnic occupational stereotyping.

### **3. Transferability of Good Practice**

The overall aim of the programme is to stimulate more uniformity in and transferability of gender equality measures. The following summaries highlight the perspectives of the independent national experts in response to the question, **What do you consider to be the main pre-conditions for addressing gender stereotyping so that it contributes to gender equality?**

**Austria:** The main pre-conditions are:

- A clear difference between family policy and gender policy – as long as women's issues are almost exclusively focused as 'Mother's issues' stereotypes will be reproduced.
- A substantiated process for relevant key agents to build up competence regarding Gender Mainstreaming.
- Especially in times of market crisis, gender equality and addressing gender stereotyping run the risk of being seen as an unaffordable luxury. Therefore resources to ring-fence the necessary funds are essential. Even now we can observe a setback regarding tackling gender stereotypes: it is unlikely that money will be spent on campaigns against gender stereotypes and raising competences without strong European pressure.

**Bulgaria:** The main pre-condition for addressing gender stereotyping is the political will expressed in supporting both the development and implementation of new text books free of gender stereotypes from an early school age, and the introduction of affirmative measures and support for both girls and boys to enrol in training courses according to their choice, and not according to market niches and stereotypical attitudes. Another pre-condition would be the equal sharing of family responsibilities and, last but not least, a decrease in the gender pay gap.

**Denmark:** The main pre-conditions are:

- Education in primary school consisting of training in equal treatment, equal opportunities and diversity, including teaching materials reflecting the opportunities of women in their private and professional lives, and telling stories that motivate boys to choose in later life traditionally female careers, use their entitlement to parental leave, etc.
- Training of civil servants, police officers, teachers, journalists, labour market organisations in the societal need for representation of both men and women in decision-making bodies, boards, management and executive positions, as well as in gender equality as a fundamental principle and value.
- Campaigns against prejudice against women in management and decision-making bodies.
- Specific measures, including e.g. target figures and quotas, to ensure balanced representation of men and women in politics, decision-making bodies, boards and executive positions in the public and private sectors.
- Stakeholder dialogues on issues such as the societal need for representation of both men and women in decision-making bodies, boards, management and executive positions, as well as in gender equality as a fundamental principle and value.

**Finland:** One of the concerns is that most projects are short-term. Another is that they mostly focus on women and girls, particularly when carried out in educational settings. More men and boys should be included. A broader perspective should also be applied, one which takes into account other central issues contributing to gender equality. Also, the interplay between structural and individual factors should be taken into account.

**Greece:** Equality policies must be improved within the next decade and the application of a cohesive scheme on 'gender sensitive' actions, programmes, studies and positive

actions is necessary in order to achieve a positive impact in combating stereotypes in employment, education and mass media fields. The increasing participation of women in the labour market must not be the sole goal. Raising public awareness will contribute to eliminating gender stereotypes in education and the media and will improve employment opportunities for women and reduce horizontal and vertical segregation in the labour market and in society in general.

So, raising awareness in society must be a top priority and a focus of concern for the elimination of gender stereotypes in these areas.

In the educational sector in particular, an evaluation of secondary education textbooks and a revision of their content is essential from the viewpoint of the gender dimension and equal opportunities. A redefinition of school vocational orientation in the direction of eliminating gender-based gaps, with a parallel implementation of the mainstreaming policy in syllabuses of vocational orientation, is necessary. Programmes aimed at training and awareness-raising of teachers and pupils on matters of gender equality and relations between the sexes must be extended to primary education, and school counselling projects must be developed in order to improve careers guidance for both sexes, in order that boys and girls may pursue non-traditional careers, particularly in the scientific and technical fields.

**Hungary:** The main preconditions are:

- Informed judgments, based on clarity of concepts, involving the breaking of taboos and pointing out the interrelationship among the several forms of gender-based inequality and injustice (promoted by educational, training and media programmes as well as public debates).
- Cooperation among stakeholders and good connections with politicians and companies (social dialogue).
- Sufficient number of women in decision-making (both a pre-condition and a result).
- Sufficient number of agents and role models who are willing to present themselves to the public.
- Consequential and effective scrutiny of media messages and the publication of problematic cases.
- Gender education starting from early childhood.

**Lithuania:** The main pre-conditions are:

- Strong political will and a national strategy for tackling stereotypes in all fields of life.
- Appropriate training for politicians and decision-makers.
- Specialised training for journalists.
- Penalties for the media for promoting stereotypical images.
- Active community leaders showing positive examples.
- Educational project activities for different target groups.

**Luxembourg:** The main pre-conditions are:

- Clear and strong political commitment in favour of gender equality.
- Involvement of all relevant players (trade unions, civil society...).
- Promotion of gender studies.
- Capacity to question the present family and work models.
- According gender equality clear visibility by not mixing it with minority discrimination.

**Poland:** The main pre-conditions are:

- Questioning the social gender contract that divides life into public and private parts - the former designated for men and the latter for women - and discussing its consequences.



- Focus on the role of education (hidden curriculum) in reinforcing gender stereotyping from the early stages of life.
- Promotion of gender awareness at the level of governmental authorities.
- Authorities' commitment to the idea of gender equality, gender mainstreaming and counteracting gender-based discrimination and discrimination against women in particular.
- Top-down approach followed by making use of feminist and gender researchers' and practitioners' expertise.

**Spain:** A fundamental precondition for gender stereotyping to contribute to gender equality is a research study to prove that in general work does not have gender requirements, except for a few very specific cases.

Thereafter, the first barrier to accessing any sector is the woman's attitude and confidence level toward the subjects she can study. In order to overcome this barrier, the assertiveness and confidence of women must be raised to abolish the idea that there are certain 'gender careers', particularly in the areas of science and engineering.

Secondly, women have to study and train in professions and careers - i.e. science and engineering - which have generally been carried out by men, but which now, in some cases, due to technology, can be performed by women.

Thirdly, government and institutions must provide support by carrying out awareness campaigns.

Similarly, companies must evaluate people, particularly women, by results rather than presence/length of time at work, etc - which will itself then influence selection, promotion and retention processes.

Fourthly, government must create support infrastructures so that women can carry out their 'caring' responsibilities both for children and older people, and thus enter the labour market with a reasonable work-life balance. In order to do this and to effect a transition in behaviour generally towards non-discrimination, there must be a deep understanding of the social culture related to gender stereotypes.

**Sweden:** Gender equality work should be considered as quality improvement. This is the purpose of gender mainstreaming. When we put on 'gender glasses', we become aware of our gender prejudices and are in a better position to see, meet and treat men and women individually.

It is necessary to take steps beyond the assumption of people's goodwill. Hardly anybody in Sweden is openly against gender equality, but more need to become openly and actively in favour of it.

It is also important to put more effort into following up and evaluating laws, policies, projects and other developments. Regional gender equality experts should become more involved in this and have more authority.

But the most important point is to stop trying to adjust life to paid work: instead we should adjust paid work to life. Only then can men and women become equal and share both paid and unpaid work, for unpaid work is an essential prerequisite for paid work.

**UK:** The following pre-conditions are important:

- Having a strategic approach to gender stereotyping that cuts across the actions of all public authorities, governmental and non-governmental agencies, employer and trade union organisations. It is essential that gender stereotyping becomes a requirement under legislation and in actions on gender mainstreaming in the future.

- Multi-stakeholder participation in raising awareness and challenging stereotypes: government, local authorities, schools, colleges and universities, employers' organisations, trade unions, media organisations etc.
- Resources for awareness-raising campaigns and guidance materials.
- Integration of awareness of how to address gender stereotyping in teacher training, the curriculum, careers guidance, media and cultural events, government policy etc.: these means ensuring that gender stereotypes form part of the framework for gender mainstreaming initiatives. The focus should be on girls and boys; women and men.
- The importance of raising awareness of how family roles, childcare and domestic responsibilities impact on women's participation in the labour market and the relevance of the sharing of work and family responsibilities to action to change gender stereotypes.
- Raising awareness with and participation of girls and young women, including consultations to identify best practice approaches.
- Ensuring that awareness-raising on gender stereotypes addresses the attitudes and behaviour of boys and men, particularly in areas such as violence against women and the sexualisation of women in society and in the workplace.
- Addressing gender stereotyping of black and minority ethnic girls and women, older women and disabled women. In the UK this is particularly important in relation to the new legislation for an Equality Duty and to highlighting the intersection of gender with race, disability, sexual orientation and age.

#### **4. Report on Gender Stereotyping Seminar Held in Köln, 13-14 May 2009**

The biannual thematic and interactive seminars provide an opportunity for the stimulation of debate and the exchange of experiences between governmental representatives, independent gender equality experts and other relevant stakeholders. The following provides a summary overview of the key exchanges of the Köln seminar.

##### **WELCOME & GENERIC INTRODUCTION**

##### **Renate Augstein, Deputy Head of Department for Gender Equality, Federal Ministry of Family Affairs, Senior Citizens, Women & Youth**

Policy for gender equality is linked inseparably with the discussion about gender stereotypes. In fact, gender stereotypes lie at the core of the unequal treatment of men and women and are thus one of the main reasons for unequal opportunities for both genders. A movement for gender equality has therefore to tackle gender stereotypes and the underlying mechanisms.

Ms Augstein went on to explain the historical differences between West Germany and the GDR in terms of gender stereotyping/gender roles. Although women in GDR were better integrated into workforce, men did not take on a correspondingly bigger role in family responsibilities.

The German labour market today shows a strong horizontal and vertical segregation – there are a lot more women in part-time work, and it is predominantly women who take parental leave.

The Federal Government has launched a range of activities in the last 30 years to address gender stereotypes, such as: recent initiatives to tackle male stereotypes and to encourage more men to take on family responsibilities; the introduction of 'partner months' to encourage men to take a more active role in childcare; the exhibition 'Changing role images' funded by the European Social Fund; and a media package for schools, to encourage discussion about gender role models and personal life plans.

However, it has to be admitted that in spite of all efforts to date, gender stereotypes are still prevalent. There are various reasons for this but the most important lies in the very nature of gender stereotypes: we all learn gender roles from our first breath. Several times when the government has tried to challenge traditional gender role models, there has been a wave of criticism from those who saw this as over-control or 'political correctness gone mad'.

Three essential lessons have been learned in Germany:

1. Changing traditional role models takes a long time and unwavering attention to the task.
2. It is therefore best to focus on particular areas such as career choices where gender stereotypes have a major effect on the lives of women and men and society.
3. Such long-term efforts need to be based on a broad network, with supportive partners.

To this end, the projects Girls' Day and New Paths for Boys focus on the career choices of girls and boys, are scheduled on a long-term basis and are based on broad networks. Moreover, the projects respond to real needs in economy and society. Girls and boys have to broaden their horizons in a changing society; companies, on the other hand, need the best employees they can get.

### **GIRLS' DAY AND NEW PATHS FOR BOYS: Discover talents – break gender stereotypes**

**Professor Barbara Schwarze, President of the Board, Competence Centre Technology Diversity-Equal Chances e V**

The Competence Centre develops and carries out a wide range of initiatives and projects that exploit the potential of women and men to make equal opportunity a reality in all spheres of society. Their three areas of expertise are digital integration; training, further education and careers; and higher education, science and research. Two projects designed to foster new ways of thinking about career orientation and life planning beyond gender stereotypes are Girls' Day and New Paths for Boys. Every 4<sup>th</sup> Thursday of April, businesses, universities and research centres are invited to hold an open day for girls aged 10 upwards, when professions in technology, natural sciences and crafts are showcased, to motivate girls to take advantage of career opportunities. The whole Girls' Day experience has a positive influence not only on vocational choices but also on recruitment policies and popular views. Since its inception in 2001, around 900,000 girls have attended over 50,000 events. The New Paths for Boys project commenced in 2005 as a way of empowering local initiatives dealing with the career- and life planning of boys on a national basis, breaking new grounds for boys by supporting new male role models. Today Girls' Days in particular take place in many countries throughout Europe.

*This presentation is available at:*

*<https://teams.gopa.de/genderequality/cologne/default.aspx>*

### **GIRLS' DAY FROM PERSPECTIVE OF EMPLOYERS**

**Wolfgang Gollub, Head of Young Professional Recruiting, Think Ing, Gesamtmetalle V**

Because of the economic crisis, there has been a substantial drop in the number of engineers; engineering companies are trying to retain their skilled employees, knowing that when times improve they will need them again. Employers support Girls' Day because of its success in attracting women into engineering and IT. Data from autumn 2008 shows, for example, that 13.5% more girls embarked on a career in IT and 16.3% in mechanical engineering. In fact, the number of girls in this field has doubled in the last 10 years. Gesamtmetall/Think Ing supports Girls' Day in many ways – for example, by sponsoring

the 2009 flyer; disseminating information to their members (associations and companies) and in the media generally; and participating in many of the 9,000 events.

*This presentation is available at:*

<https://teams.gopa.de/genderequality/cologne/default.aspx>

## **GIRLS' DAY FROM PERSPECTIVE OF THE UNIONS**

**Jenny Huschke, Head of Unit for Women's and Gender Equality Policy / Member of the Federal Presidium, Confederation of German Trade Unions (DGB)**

These days girls graduate from schools with better examination results than boys. However, they seem unable to maintain this position when they enter the labour market. Girls still mainly prefer the traditional areas such as the public sector and service industries, retail, nursing, education, social science, social work, etc. There is a gender pay gap of 23% and a lack of female business leaders. This situation is essentially due to male dominance in the technical professions and natural sciences, and gender stereotyping in society as a whole.

The DGB promotes gender equality by supporting gender-sensitive vocational orientation and trying to reduce barriers for women at the occupational level. Its education policy includes a commitment to influencing the career choices of girls and boys, and since 2001 DGB has been working as a very active member of Girls' Day Federal Presidium.

## **GIRLS' DAY CONCRETE**

**Dr Angela Kohler-Krutzfelds, Teacher of Chemistry, Romain-Rollnad-Oberschule (Gymnasium), Berlin-Reinickendorf**

Dr Kohler-Krutzfelds described the way in which Girls' Day is implemented in the school where she teaches:

A female colleague dedicates herself to the organisation of Girls Day and acts as a contact point for pupils, teachers and parents. Information on the Day is distributed at least 2 months before the April deadline, and class teachers inform parents about opportunities for girls and new paths for boys.

On the Day itself, there are many different placement options available, and girls are encouraged to discover talents in areas which are not normally available to them. Afterwards, teachers and some of the companies involved ask for feedback, so that they can consider improvements for the following year.

At RRG, female and male pupils from approximately 10 to 16 take part, and last time 100 girls and 10 boys were involved. Several girls showed an interest in carrying out their work experience, which takes place in the 9<sup>th</sup> year (approx 15), in a company that they had visited on Girls' Day.

However, a single day is not sufficient to stabilise a girl's interest, so other measures are necessary – eg, additional excursions to companies/universities; encouragement to participate in competitions; afternoon workshops linked to themes such as protection of the environment or the benefits of natural science/technology.

*This presentation is available at:*

<https://teams.gopa.de/genderequality/cologne/default.aspx>

## **NEW PATHS FOR BOYS CONCRETE**

**Gregor Stach, Social Education Worker, Oppenheimschule (Real- und Hauptschule), Berlin-Charlottenburg**

Following the success of Girls' Day, boys needed to be shown prospects in careers atypical for men, to address prejudices in a positive way. At the end of 2007 it was decided

on the initiative of the Youth Welfare Office and the Federal project, New Paths for Boys, that an annual boys' future day would be held as a counterpart to Girls' Day.

GS described how the New Paths for Boys is implemented in his school where many students are of ethnic minority origin. GS took on the organisation of this day in Oppenheimschule, informing boys about the project class by class and giving them information to take home to their parents. In 2008, 120 boys aged between 13 and 16 took part in the job tasting day; in 2009, 200 attended the event and were able to learn about careers in education, floristry, bakery, law, bookselling, care, nursing, etc.

Boys' Day enables boys to slip into the skin of the opposite sex and so negotiate unknown terrain. Their choice of profession is extended, and they are sensitised to equality issues.

*This presentation is available at:*

<https://teams.gopa.de/genderequality/cologne/default.aspx>

## **THE GERMAN EXPERIENCE OF GENDER STEREOTYPING**

**Professor Dr Susanne Baer, National Independent Expert, Germany**

There is a difference between stereotypes and stereotyping: we all carry stereotypes – we have to address stereotyping. We all stereotype people according to gender, age, ethnicity, etc; we thus dichotomise the world, engage in 'groupism' and hence perpetuate inequalities. As well as prejudice against women/girls, there is also resistance towards those who want to change the situation of women/girls. There is a false equality assumption.

Stereotyping is essentially the drawing of rapid conclusions based on stereotypes - which leads to false judgement in terms of evaluation, selection and support; this amounts to discrimination. The various activities that the German government has initiated against stereotyping (such as Girls' Day, New Paths for Boys and other projects) address girls and women and sometimes boys, but they generally do not address people with decision-making powers who are able to influence the structures in society. There is thus a tendency to focus on women as the problem, rather than the institutions, structures and circumstances in which we live.

There needs to be a coherent and holistic strategy to address/understand all strands of stereotyping, only then can it be possible to eliminate them. Rather than establish an ideal family model, the German government needs to allow for all the different types of family model that people might want.

To address 'gender bias' in policy making, policies, and effects, one needs to integrate the perspective of gender equality. This means: gender mainstreaming; a strategy to enhance the quality of data – data on the European context is needed; a national programme and action plan on gender equality with clear messages on and moves against stereotypes; and a strategy against pay discrimination that goes beyond the work-life balance, which tackles the pay gap and the stereotyping which produces it, on all relevant levels.

We need to create the necessary competence to act on these fronts through good quality data and research, training, commitment and incentives. The follow-up of the Roadmap needs to address stereotypes and stereotyping on all levels.

*This presentation is available at:*

<https://teams.gopa.de/genderequality/cologne/default.aspx>

## **Reports from Workshops**

### **FIGHTING GENDER STEREOTYPES IN EARLY STAGES OF THE LIFE CYCLE: THE**

## CONTRIBUTION OF NATIONWIDE PROJECTS AND ACTION DAYS

### WORKSHOP 1 (moderated by Barbara Roche)

#### Participants:

EC – Ana Garcia  
BULGARIA - Jivka Marinova, National Independent Expert  
BULGARIA - Petia Moeva, National Delegate  
GERMANY - Angela Köhler-Krützfeldt, National Delegate  
GERMANY – Prof Dr Susanne Baer, National Independent Expert  
GERMANY - Renate Augstein, National Delegate, Deputy Head of Department for Gender Equality, Federal Ministry of Family Affairs, Senior Citizens, Women & Youth  
GREECE - Stamatina-Amalia Sarri, National Delegate  
HUNGARY - Zsuzsanna Sebestyén, National Delegate  
HUNGARY - Roza Vajda, National Independent Expert  
LUXEMBOURG - Christa Brömmel, National Delegate  
POLAND - Natalia Sarata, National Independent Expert  
POLAND - Monika Ksieniewicz, National Delegate  
SWEDEN - Paula Caleca Costa Hallberg, National Delegate

### WORKSHOP 2 (moderated by Jane Pillinger; also National Independent Expert for UK)

#### Participants:

EC – Els Mortier  
AUSTRIA – Irina Viola Kappel, National Delegate  
DENMARK – Bodil Liv Holm, National Delegate  
FINLAND – Kaisa Kauppinen, National Independent Expert  
GERMANY – Andrea Köhnen, National Delegate, Federal Ministry for Family Affairs, Senior Citizens, Women and Youth  
LITHUANIA – Ieva Kunigelyte, National Delegate  
LITHUANIA – Jurgita Peciuriene, National Independent Expert  
SPAIN – Mercedes Alicia Fernandez Perez, National Delegate  
SPAIN – Myrtha Casanova Mederos, National Independent Expert  
UK – Rob Batho, National Delegate

The following questions were discussed in both workshops:

- What national policy provisions have been introduced in your country to address gender stereotyping (for example, in legislation, in policies of specific government departments, local authorities, companies or by the social partners)? What practical examples exist in your country? What has been the impact of these initiatives on gender equality?
- What elements of these examples do you consider to be transferable? Regarding the German experience, what elements do you think are transferable to your country? Identify two aspects that could be transferred to your own country. What would be the changes you would need to put in place to implement these good practices?
- What do you consider to be the main gaps and challenges that need addressing at the national level in fighting gender stereotypes in education, employment and the media?
- What do you consider to be the main gaps and challenges that need addressing at the national level in fighting gender stereotypes in education, employment and the media?

The key points that arose from the discussions were:

- **Monitoring and evaluation:** How is it that we can have girls doing well in the educational system but this is not translated into the labour market? The importance of monitoring systems for projects like Girls' Days.
- **How does one influence schools?** How can one truly have an impact on schools so that they carry out these policies? Although guidelines may be in operation, the schools are independent.
- **Importance of NGOs/civil society:** Is there a role for civil society undertaking some of these programmes to build public support? Despite the existence of the best possible anti-discrimination programmes/material in schools, there is still a difference in pay rates and occupational job segregation, especially in the private sector.
- **The importance of dealing with gender stereotyping in all sectors and across all the economy:** Importance of having legislative strategy to provide the framework, while allowing partners at the level of school/workplace to be creative in understanding how policies can be transferred/become realisable.
- **National support:** Also crucial to have support at national level (media, etc) and the resources to enable initiatives to be developed at grassroots level.
- **Lessons learned:** Need to have a national framework and the involvement of all sectors/partners – buy-in at all levels.
- **Visibility of women in decision-making and particularly in the way that companies operate.**
- **Social infrastructures:** Need to see how gender isn't an area that problematizes women - society must deal with the infra-structure issues which currently prevent equality of opportunities, especially in the labour market.
- **Girls Day/Boys Day:** They provide an offer rather than a proscription. A one-off event on its own is not enough: importance of a long-term strategy, building in long-term resources to follow through on, eg, Girls Day.
- **Political will:** This is absolutely critical to progress.
- **Main lesson:** Having the framework that empowers people on the ground to work creatively, to look at solutions appropriate to their context. Most gender stereotyping work has taken place at school/careers guidance level: need to take this up to governmental level.

## **APPENDIX 1 – SEMINAR PROGRAMME**

### **GENDER STEREOTYPING IN GERMANY**

**Programme of exchange of good practices on gender equality**

#### **PROGRAMME**

**13-14 May 2009, Hotel Intercontinental, Koln**

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#### **WEDNESDAY 13 MAY 2009**

08h30 – 09h00

**Registration**

09h00 – 09h15

**Welcome & introduction:**

European Commission/Focus/GOPA-Cartermill

#### **MORNING SESSION**

Moderator: *Dr Jane Pillinger*, Focus/GOPA-Cartermill

09h15 – 09h30

**Welcome address and generic introduction:**

*Ms Renate Augstein*

Deputy Head of Department for Gender Equality,  
Federal Ministry of Family Affairs, Senior Citizens, Women & Youth

09h30 – 9h45

**Girls' Day and new paths for boys:**

**Discover talents – break gender stereotypes:**

*Prof Barbara Schwarze*

President of the Board,  
Competence Centre Technology-Diversity-Equal Chances e. V.

9h45 – 10h00

**Girls' Day from perspective of employers**

*Wolfgang Gollub*

Head of Young Professional Recruiting,  
Think Ing, Gesamtemetall e.V. (Umbrella Association of the Regional  
Employers' Associations in the German Metal and Electrical (M&E) Industry)  
Title: "In search for young female professionals for engineering and IT –  
employers supporting Girls' Day"

10h00 – 10h15

**Girls' Day from perspective of the unions**

*Jenny Huschke*

Head of Unit for Women's and Gender Equality Policy, Member of the  
Federal Presidium  
Confederation of German Trade Unions (DGB)  
Title: "Good qualifications – unequal choices – unions promoting gender  
equality"

10h15 – 10h35

**Girls' Day concrete**

*Dr Angela Köhler-Krützfeldt*

Teacher of Chemistry,  
Romain-Rolland-Oberschule (Gymnasium), Berlin-Reinickendorf

**New Paths for Boys concrete**

Gregor Stach, social education worker

Oppenheimschule (Real- und Hauptschule), Berlin-Charlottenburg

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10h35 – 11h05	<b>Questions and answers</b>
<b>11h05 – 11h30</b>	<b>Coffee Break</b>
11h30 – 12h00	<b>National Report on the German experience of gender stereotyping – Independent Expert’s report</b> <i>Prof Dr Susanne Baer, Focus/GOPA-Cartermill</i>
12h00 – 12h15	<b>Questions and answers</b>
<b>12h30 – 13h45</b>	<b>Lunch</b>
	<b><u>AFTERNOON VISIT</u></b>
14h00 – 14h45	Travel to Julich
15h00 – 17h00	Centre visit
<b>19h30</b>	<b>Dinner at hotel</b>

**THURSDAY 14 MAY 2009, MORNING ONLY**

09h30 – 09h45	<b>Overview of previous day and short intro to today’s session</b> Moderators: <i>Dr Jane Pillinger, Focus/GOPA-Cartermill</i> <i>Barbara Roche, Focus/GOPA-Cartermill</i>
	<b>Parallel workshops</b>
09h45 – 11h00	<b>Workshop I</b> Moderator: <i>Barbara Roche, Focus/Gopa-Cartermill</i> <i>Fighting gender stereotypes in early stages of the life cycle: The contribution of nation wide cooperation projects and action days</i>  <i>Main gaps and challenges at the national level in fighting gender stereotypes in education, employment and the media</i>  <i>What are the key elements of good practice and transferability of measures? Please provide concrete examples</i>
	<b>Workshop II</b> Moderator: <i>Dr Jane Pillinger, Focus/Gopa-Cartermill</i> <i>Fighting gender stereotypes in early stages of the life cycle: The contribution of nation wide cooperation projects and action days</i>  <i>Main gaps and challenges at the national level in fighting gender stereotypes in education, employment and the media</i>  <i>What are the key elements of good practice and transferability of measures? Please provide concrete examples</i>
<b>11h00 – 11h15</b>	<b>Coffee Break</b>

11h15 – 12h15	<b>Plenary concluding session</b> Exchanges between experts focused on lessons learned and best practices
12h15 – 12h45	<b>Closing of seminar</b>
<b>13h00</b>	<b>Lunch</b>