

Gendersensitive Career-Counseling: Challenge for Boys and Girls?

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The situation in Austria

- Gender pay gap
- Education gap
- Career choices for boys and girls
- Initiatives: Gendersensitive Initiatives

Education paths and contents

- Differences in schooltypes
- Differences in vocational training
- Differences in choices of subjects
- Differences in work (full-time/part-time)

Gender gap report

The report examines four critical areas of inequality between men and women in 130 economies around the globe, over 93% of the world's population:

- Economic participation and opportunity – outcomes on salaries, participation levels and access to high-skilled employment
- Educational attainment – outcomes on access to basic and higher level education
- Political empowerment – outcomes on representation in decision-making structures
- Health and survival – outcomes on life expectancy and sex ratio

Situation in Austria 2012

- Rank 20 (1st place Iceland, 2nd Finland, 3rd Norway)
- 2011: Austria: rank 34 BUT in the area of economic equality 2012 only rank 70 vs. rank 77 in 2011

Gender gap → Equal pay day

How much longer do women have to work in order to have the same amount of money as men?

- Men earn approx. 25,5% more than women
- Method of calculation: 52×5 days of work = 260 days of work

25,5 % less earnings → 66 days of work

66 days of work in 2013 = April 5, 2013 = EPD Austria

Disadvantage in earnings of women per month when they enter the professional world

Tabelle 1-6: Einkommensnachteil von Frauen beim Berufseinstieg pro Monat

	2007	Veränderung 1995/2007
Lehre/öffentlicher Sektor	-19,0%	abgenommen
Lehre/marktorientierter Sektor	-27,6	abgenommen
BMS/öffentlicher Sektor	-14,6	zugenommen
BMS/marktorientierter Sektor	-24,1	zugenommen
AHS/BHS/öffentlicher Sektor	-9,1	zugenommen
AHS/BHS/marktorientierter Sektor	-20,8	zugenommen
Hochschule/öffentlicher Sektor	-16,9	zugenommen
Hochschule/marktorientierter Sektor	-20,8	zugenommen

Quelle: Gregoritsch et al. 2009:7.

Reasons for this gap in earnings

- Despite nearly equal level of education of women and men
→ 2 reasons
- Choice of careers
- Non equal distribution of „starting positions“ within the working working place hierarchy between women and men „In this context one can without any doubt speak about discrimination“ (Gregoritsch et al. (2009:8))

Earnings at entry level

Earnings at entry level in comparison

Mechanic: 1.890 Euro

Hairdresse: 1.425 Euro

Software Engineer: 2.045 Euro

Nursery teacher: 1.855 Euro

IT-specialist: 2.640 Euro

Social education worker: 2.515 Euro

Labour force participation rate (age/gender)

Tabelle 1-4: Erwerbsquoten nach Alter und Geschlecht 1971-2006

Alter	15-64	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64
Frauen											
1971	49,1	60,0	68,1	56,3	50,9	51,1	53,1	53,7	48,5	35,8	13,2
1981	54,3	53,7	74,0	65,5	61,0	61,7	60,3	57,3	53,5	32,4	9,5
1991	58,0	46,7	76,1	72,5	68,9	69,0	68,4	65,1	58,3	23,1	4,9
2001	65,0	36,8	75,7	84,7	83,6	82,1	81,6	77,9	58,6	26,2	6,0
2006	67,0	37,4	71,4	80,1	78,3	83,0	84,5	82,6	75,0	41,9	10,1
Männer											
1971	86,3	65,6	87,6	94,7	97,9	98,4	98,0	95,9	92,8	83,8	44,9
1981	84,7	62,3	85,8	93,1	97,4	97,9	97,8	96,3	91,5	77,3	23,3
1991	81,1	56,2	82,2	91,3	95,9	95,8	96,5	95,1	89,8	63,1	12,3
2001	80,9	50,4	82,3	92,3	97,0	97,5	96,9	95,2	89,1	65,0	14,0
2006	80,5	49,3	77,8	90,4	95,5	96,0	94,8	93,1	87,6	69,1	21,9

Quelle: 1971-2001: Volkszählungen (Lebensunterhaltskonzept⁶), 2006 Mikrozensus (Labour-Force-Konzept⁷), Statistik Austria 2007:71.

Unemployment rates according to age and gender

Tabelle 1-5: Arbeitslosenquoten nach Alter/Jugendliche und Geschlecht 1998-2009

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Frauen													
Bis 19	5,8	5	4,7	5,2	5,9	6,2	6,2	6,5	5,9	5,3	5,2	5,9	5,6
20-24	7,3	6,3	5,7	6,1	6,8	7,1	7,1	7,6	7,1	6,6	6,3	7,6	7,7
Männer													
Bis 19	3,6	3,3	3,1	3,6	4,3	4,4	4,1	4,3	3,8	3,6	3,6	4,5	4,2
20- 24	8,2	7,4	6,7	7,7	9,6	10,2	9,9	10,5	9,6	8,6	8,1	11,4	10,1

Quelle: AMS Österreich (BALI-Datenbank, freie Abfrage Jänner 2011).

Course of Gainful occupation

Zentrale Übergänge im Lebenserwerbsverlauf von Frauen und Männern

Von der Ausbildung in die Erwerbsarbeit	
Eigenständige Existenzsicherung und berufliche Karriere	
Übergänge im Haupterwerbsalter	
Wechsel zwischen Erwerbsarbeit und Erwerbslosigkeit	Vereinbarkeit von Erwerbsarbeit und Elternschaft
Übergänge am Ende des Erwerbslebens	
Vereinbarkeit von Erwerbsarbeit und Betreuung von pflegebedürftigen Angehörigen	Ausstieg aus dem Erwerbsleben

Education

- 25-60 years old: gap between women and men decreased concerning levels of education
- BUT: differences in subjects!

Typical domains for girls and boys

... at school

...university

...jobs

Dream professions fo children

Girls: teacher (education), doctor, veterinarian (helping), actress, singer (being in the spotlight)

Boys: football professional, race driver (being in the spotlight), engine driver, computer engineer (technical) or police officer, soldier (military)

(Meixner 1996; Walper/Schröder 2002).

These dream professions change according to the reality of the child → process of „disillusionement“

(Meixner 1996). Quelle: Gender Datenreport

School types

- Austrian system: 4 years primary school, then students have to choose between different schooltypes most notably Gymnasium and Hauptschule; for 14 years old range of vocational schools
 - Vocational schools: technical: 11% girls vs. social work 93%, tourism: 69%
 - Special schools: 36% girls (low)
 - Gymnasium: 52% girls
- (Quelle: Statistik Austria)

Education gap

Women still have a lower level of education but gap closes and differs according to areas

- Matura (high school diploma): 41,7% women vs. 33,7% men (2010/2011)
- Lehre: percentage of women: 37,6%
- University: 55,5% of all final degrees were awarded to women BUT at doctorate level it changes: 58,5% of all doctorates are awarded to men (2010/2011)



Vocational trainings according to gender

LEHRLINGSSTATISTIK, Stichtag 31.12.2012



Lehrlinge nach Sparten, Lehrjahren und Geschlecht

Sparte	Lehrlinge			1. Lehrjahr			2. Lehrjahr			3. Lehrjahr			4. Lehrjahr		
	gesamt	m	w	gesamt	m	w	gesamt	m	w	gesamt	m	w	gesamt	m	w
Gewerbe und Handwerk	54.392	43.444	10.948	15.705	12.116	3.589	16.376	12.745	3.631	15.601	12.301	3.300	6.710	6.282	428
Industrie	16.056	13.581	2.475	4.411	3.712	699	4.649	3.846	803	4.129	3.418	711	2.867	2.605	262
Handel	18.804	6.332	12.472	6.118	2.085	4.033	6.564	2.205	4.359	6.023	1.989	4.034	99	53	46
Bank und Versicherung	1.333	647	686	364	178	186	501	259	242	466	208	258	2	2	0
Transport und Verkehr	2.801	2.038	763	768	561	207	836	593	243	871	585	286	326	299	27
Tourismus und Freizeitwirtschaft	11.304	5.202	6.102	3.693	1.715	1.978	3.602	1.647	1.955	3.439	1.590	1.849	570	250	320
Information und Consulting	2.745	1.540	1.205	693	393	300	910	458	452	827	440	387	315	249	66
Nichtkammer ¹⁾	8.272	3.418	4.854	2.310	919	1.391	2.724	982	1.742	2.690	1.035	1.655	548	482	66
Summe der Ausbildungsbetriebe	115.707	76.202	39.505	34.062	21.679	12.383	36.162	22.735	13.427	34.046	21.566	12.480	11.437	10.222	1.215
Überbetriebliche Lehrausbildung ²⁾	9.521	5.892	3.629	4.149	2.441	1.708	2.502	1.557	945	2.256	1.397	859	614	497	117
INSGESAMT	125.228 ³⁾	82.094	43.134	38.211	24.120	14.091	38.664	24.292	14.372	36.302	22.963	13.339	12.051	10.719	1.332

1) Nicht der Kammer der gewerblichen Wirtschaft zugehörige Betriebe (zB Rechtsanwälte, Magistrate, usw).

2) Ausbildungseinrichtungen nach dem Berufsausbildungsgesetz (zB Überbetriebliche Lehrausbildungen im Auftrag des AMS, selbständige Ausbildungseinrichtungen).

3) Davon haben 5.741 Jugendliche einen Ausbildungsplatz in der integrativen Berufsausbildung (4.237 in verlängerten Lehrausbildungen und 1.504 in Teilqualifizierungen, davon werden 3.521 in Unternehmungen und 2.220 in Einrichtungen ausgebildet).

Quelle: LEHRLINGSSTATISTIK 2012, Wirtschaftskammern Österreichs

Field of studies according to gender

Tabelle 1-3: Belegte Studien an öffentlichen Universitäten und Fachhochschulen 2008/2009

Hauptstudienrichtung/Universität	Frauen	Männer
Rechtswissenschaften	17.657	15.489
Sozial- und Wirtschaftswissenschaften	29.752	32.054
Humanmedizin	7.915	6.811
Geisteswissenschaften	64.127	26.350
Naturwissenschaften	28.064	17.864
Technik	9.438	33.964
Montanwissenschaften	719	2.404
Bodenkultur	3.820	4.437
Veterinärmedizin	1.493	350
Ausbildungsbereich/Fachhochschulen		
Technik/Ingenieurwissenschaften	2.493	10.096
Wirtschaftswissenschaften	8.480	6.047
Sozialwissenschaften	2.094	816
Gesundheitswissenschaften	1.801	393
Naturwissenschaften	171	118
Militär- und Sicherheitswissenschaften	354	19

Quelle: Hochschulstatistik 2008/09 (Statistik Austria 2010:35)

Unpaid work

House-work... still a female issue!

Study of time-use 2008/2009

- 2/3 of unpaid work is done by women
- Housework: Women 81%, men 78%
- Childcare: Women 14%, Men 12%
- Other formal or informal help: Women 5%, Men 10%

(Forba 2010)

Initiatives for boys and girls

- Boysday, girls' day
- Programmes to support girls to enter technical occupations (MINT, mut)
- Gender and school
- IBOBB: Online-Portal
- Gendersensitive youth work e.g. poika

At university level

- Advancement of women Paragraph 19 UOG 2002
- Support programmes for women in science and technology (Fforte-Frauen)

Gendersensitive Initiatives



Gender theoretical implications

Gender as being

- polar (opposing)
- dual (man/woman)
- Hierarchical

Equality vs. difference

„Women and men are equal“

„Women and men are naturally different“

Predicament of equality approach: Adaption of women to male habits, ways etc.

Predicament of difference approach:
Emphasizing differences cements them



search ID: rj00287

"Do you ever worry you've had to sacrifice your femininity to succeed in the male business world."

Approaches within gendersensitive counseling

- Recognition of discrimination because of one's gender
- Recognition of „real“ differences between girls and boys
- Recognition of differencecy within one gender
- Recognition of intersectionality (gender and other forms of discrimination)
- Recognition of exisiting power structures

Teach Gendersensitivity

Games:

e.g... what are your parents' profession?

- Hidden curriculum
- Indicate „unknown professions“
- Indicate work-life-balance, challenges of careers (differences for men and women), structural dispositions (earnings, child care possibilities)
- Modells of partnership

Hidden curriculum



These areas are often not accessible for boys

Games that

- ...further interest in household and child care
- .. where relationships between persons are central
- .. emphasize fine motoric skills (knitting..)
- .. that allow boys to experience calmness and peace
- .. have realistic contents
- .. allow to be weak (nach Leeb 2012)

These areas are often not accessible for girls

Games...

- ..that further interest in the technical and mechanical
- .. that focus on things
- .. in which girls can produce functional objects
- .. that further demarcation and assertiveness
- .. where strength can be experienced
- .. that allow to take space
- .. which allow to feel invincibile
- .. that further a positive way to deal with aggression

These areas are often closed for both genders

- Be as you are! beyond
Impositions tied to genderstereostypes with
(still) a disadvantage for girls
- Be a man! → Be strong!
- Be a women! → Be strong and gentle at the
same time!

Gendersensitive Counseling

- Holistic
- No devaluation of feminine connotated professions
- Considering Intersectionality: what other factors are relevant besides gender
- Reflection of one's own biography

Strategies from boys' and girls' work

Accompany and support

- Verbalization of feelings
- Appreciation of one's own (gender, interest....)
- Appreciation of the other's (gender, interest..)
- For girls: Empowerment!
- For boys: No to sexism and violence!





- Thank you for your attention