The relevance of gender in school-based vocational guidance and career education

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Outline of Presentation

1. Gender segregation in vocational education
2. Theories that might explain the relevance of gender in career choices
3. Career education and gender
Vocational Education and Training in Hamburg

• New dual apprenticeships in 2012: 14,148
  • women: 6,300 = 45%
  • men: 7,848 = 55%

• Students in vocational schools in 2011/12:
  • Dual vocational schools: 44% women (all together)
  • School-to-work-transition-system: 39% women
  • Schools for the healthcare-system: 78% women
The first 20 occupations chosen by 4.119 men (= 53% of all male apprenticeships)

- Of these are
- 2238 in male dominated jobs = 54% - like automotive mechatronics engineer, plumbing and heating installer, information scientist
- 1.764 in gender neutral jobs = 43% - mostly management assistant in different areas
- 117 in a female job = 3% - management assistant in office communication

The first 20 occupations chosen by 4.380 women (= 70% of all female apprenticeships)

- Of these are
- 2.265 in female dominated jobs = 52% - like medical and dental assistant, hairdresser, legal assistant or assistant tax consultant
- 2.043 in gender neutral jobs = 47%
- 72 in a male dominated job = 2% - cook
### Women enrolled in Colleges and Universities in Hamburg in 2012/13

<table>
<thead>
<tr>
<th></th>
<th>Colleges (Fachhochschulen)</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>First semester students</td>
<td>16.736 = 46,7%</td>
<td>20.006 = 49,2%</td>
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<tr>
<td>STEM</td>
<td>1.531 = 18,1%</td>
<td>5.497 = 33,5%</td>
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<tr>
<td>Liberal arts and humanities</td>
<td>1.167 = 70,6%</td>
<td>10.305 = 67,4%</td>
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<tr>
<td>Medical occupations</td>
<td>4.062 = 72,7%</td>
<td>2.090 = 59,4%</td>
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</tbody>
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1. Gender segregation in vocational education
Gender segregation in vocational education and training

• More women in schools (no pay, instead maybe fees)
• More men in dual vocational education
• More men in school-to-work-transition projects
• Women concentrate more on few occupations than men do
• Segregated labor market – medical assistents versus technical jobs
• Equal participation in university enrollment
• Segregation in STEM and liberal arts as well as medicine
• Efforts to make women choose STEM-occupations and men social ones (child care, primary school teacher)
John Holland-Model

RIASEC

Realistic

Intellectual

Artistic

Social

Entrepreneur

Conventional

2. Theories that might explain the relevance of gender in career choices
Linda Gottfredson: Circumscription of Aspirations According to Perceptions of Job-Self Compatibility

2. Theories that might explain the relevance of gender in career choices

(the example represents a hypothetical middle-class boy of average intelligence)
2. Theories that might explain the relevance of gender in career choices
Project: Career Education and future oriented Occupations

- Interviews with teachers in Hamburg and Munich and with educators in out of school education
- Reasons for the gender segregation: parents, peers, employers
- Career Education in school – their own role – was not in the focus
- Very little efforts to expand the „zone of acceptable alternatives“
- Little experience with jobs outside school
- Nearly no gender awareness, sensibility or competencies
Out of school Activities in Career Education

- Girls’ Day
  - „astonished“ how broad the zone of acceptable alternatives is
- Neue Wege für Jungs (New ways for boys)
  - „unaware“ of „untypical“ interests of boys
- MeetMETruck (Fiebig 2010)
  - Teachers’ mindset on gender is relevant
- Altogether: educators are misjudging interests of boys and girls

3. Career education and gender
Résumé

• Not enough research
• School is important in career educations processes
• Most educators are not „gender aware“
• Gender awareness
  • Knowledge of gender segregation processes
  • Knowledge of gender theories
  • Self-reflection of underlying gender image (what do I accept as gender appropriate?)
• Gender competency as a core requirement for educators
References

BIBB Datenbank http://www.bibb.de/de/63241.htm


References


https://www.bildungsmonitoring.de/bildung/online/data; Tabelle E7.1
Statistisches Bundesamt, Fachserie 11, Reihe 4.1, WS 2012/2013, Vorbericht, Tabelle 2.2
