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Introduction

This national report starts with showing some milestones in the history of gender perspectives in Denmark. Then it takes two focuses: One on women in engineering as a special picture of women and technology, and one on the background for establishing a training module for women with no vocational education or for women with vocational education.

1 History of Gender perspectives

	The first Primary Education Act:
1814	Order education as an obligation for both boys and girls
1857	Unmarried women full age is 25, they get the right for licence to trade and the same right of inheritance as men
1875	Women get the right to go to university
1880	Married women get the right to cash and administrate her own salary
1882	The first day nursery opens in Copenhagen
1899	Married women get the same rights as unmarried, and the husband's disposal of joint property is reduced by law
1901	Women working in industry get the right to 4 weeks maternity leave with possibility for financial support without the consequences connected to poor relief, e.g. pay back obligation
1903	Women obtain the right of voting for parish council and are eligible for parish council
1908	Women obtain the right of voting for and are eligible for local government under the same conditions as men. Widows get custody for own children
1915	Women obtain the right of voting for and are eligible for Parliament under the same conditions as men
1919	Principle of "equal salary for same type of work" for public servants
1921	Law of women's equal admission to all public offices and professions, except the clergy and military area
1922	Married women get custody for own children in the marriage, and obtain the right to get custody if divorced. The father is still the only natural guardian. Rules about mutual duty to support when separated or divorced. Every person of the age of 65 get the right for old age pension. Until 1947 the amount for single women is lower than for single men.

As can be seen in the milestones, the concern about equal rights according women's possibilities in the labour market has increased in the last 20 years. It can be seen within maternity leave, equal rights for employment and

equal pay, just to mention a few. But how is the picture of the women's situation and possibilities according employment and education especially with focus on possibilities within technical areas?

Important Milestones

1924	The first female minister is elected
1939	Right to 8 weeks maternity leave after giving birth, and a duty to 4 weeks maternity leave with subsistence after giving birth
1952	Married women get the right, but not the duty to sign the tax return. Women are equal with men according titles/decoration
1957	Parents are equal according to custody for own children The Danish Parliament adopt the Convention from ILO about equal pay for men and women. 14 weeks maternity leave for women with subsistence assurance, and 2 weeks for self-employed who have an assurance
1960	
1967	The P-pill is released
1973	The right for legal abortion is secured by law The Equal Pay Act. (Equal pay for work of the same value).
1976	EU directive about equal rights passes
1978	Law about equality among men and women concerning employment. The Equal Status Council is given statute form
1980	Pregnancy leave is 4 weeks before giving birth and maternity leave 14 weeks after giving birth
1982	Tax laws and name laws are gender neutral Law about equality among men and women when nominating members for public boards, committees etc. The Danish Aliment passes that the government must establish a plan for equal rights
1985	
1988	Equal Rights Act Between Men and Women prescribe public authorities to promote equality
1992	The Equal Status Council is given expanded authorities to axeman equal-pay cases

2 Some facts about women's employment and unemployment

Women constitute an increasing part of the labour force. The male part of the labour force has been quite stable within the last 30 years, but the female part has almost doubled from 700.000 in 1960 to 1.35 million in 1994. The growth of the workforce in this period is from 2.1 million to 2.9 million

From 1980 to 1994 the number of employed persons has increased by 33.000. This figure covers an increase (68.000) of employed women, and a decrease (35.000) of employed men. The part of women employment has grown from 44 pct in 1980 to 46 pct in 1994.

The situation is that women to a higher extent than men work on part time, but women's part time frequency is decreasing from 35 pct to 22 pct, and part time jobs for men is increasing from 8 pct to 10 pct. Especially the young and elderly have part time jobs. For women between 30 and 34 year the part time frequency is 7 pct in 1994 vs. 33 pct in 1982. Another change is that women to day work long-part time e.g. 6 hours per day.

Part time can be a choice because of children etc. But it seem to a greater extent to be a question about labour market structures: Within hotels, restaurants and retailing both women and men have rather high part time frequencies.

The unemployment ratio is higher for women than for men. Women make up 46 pct of employed persons, but make up 51 pct of the unemployed. In 1994 the women's unemployment was 14 pct, and the men's unemployment was 11 pct.

3 Women in engineering - an illustration

A special concern is the lack of women in technical areas of the education as well as in the labour market. Therefore a description of the situation of women in engineering in Denmark might illustrate some of the problems.

The enrolment to engineering education in Denmark has decreased dramatically over the last years, from close to 5.000 freshmen in 1990 to approximately 2.800 in 1995. Also the relative share of freshmen enrolled in engineering education decreased, from close to 10% (4.521 of 46.255 applicants) in 1989, to less than 5% (2.800 of 60.189) in 1995. During the same period the relative share of freshmen enrolled in humanities studies increased, from 4% in 1989 (1.800 of 46.255 applicants) to 8% in 1995 (5.000 of 60.189 applicants). Thus, both the

Danish government and Danish industry is very concerned about a threatening lack of well qualified engineers - and in this situation young women - once again - a potentially interesting group.

This is noticed with mixed feelings, because to some extent it is a "deja vue"-situation. In the early 80-ties a similar interest in attracting young women to engineering education and jobs resulted in a number of awareness-raising seminars and conferences, recruitment campaigns, information material and other initiatives. The women responded positively: Female participation rates increased from below 10% in 1980 to around 25% in 1990, although unevenly distributed between branches of engineering. After graduation, however, the women often found themselves without a job, since unemployment among engineers increased from approximately 2.5% in 1985 to close to 9% in 1993 but with female unemployment rates being twice as high as male. Whether unemployment rates or the "time spirit" has caused it - the fact is that the decrease of female freshmen in engineering has been unproportionally high: From 25% in 1990 to around 17% in 1995.

In the following section a more detailed statistics is given about women in engineering education and in the labour market. The third section describes initiatives already underway to increase the female participation rate.

3.1 Women in Engineering

There are a total of eight engineering educational institutions in Denmark: two universities which award Masters and Bachelors degrees and six engineering colleges which award Bachelors degrees. At the Faculty of Engineering and Science, Aalborg University (AAU), the female ratio of students has decreased slightly, from 20% in 1990 to 17% in 1996. Enrolment to the Basic Educational Year took a sharper decline, from 24% in 1990 to 13% in 1994. The distribution to the different engineering branches is very uneven and has been throughout

the years, with biological and chemical engineering having more than 30% women, while electronics and electrical engineering has less than 5%.

There are not many female role models to be found among staff at engineering institutions: At Aalborg University only 8.2% of the tenured staff (corresponding to 22 persons) are women, and of these 7 are employed with the Department of Chemistry and Applied Engineering.

3.2 Engineer labour market

Most engineers in Denmark are organised in the Society of Danish Engineers. Out of more than 45.000 members only 11% are women. Recent statistics on the employment situation are not available but female engineers are more often employed in the public workforce rather than in private industry.

As mentioned above the unemployment rate for female engineers is and has consistently been twice as high as for male engineers. In week 38, 1996, the unemployment rates were 6.8% overall, 6.2% for men and 11.8% for women. But also here the variations between branches are very pronounced, the branches that women prefer being most prone to unemployment. Thus, among export engineers - the branch with the highest ratio of women - the overall unemployment rate is 15.8%. Also, the unemployment rate among new graduates is considerably higher than the average, the age group from 20 to 30 years having an unemployment rate of 13.0%. Since the ratio of female engineers is higher among the younger, this is part of the reason why the unemployment rate for women is higher than for men.

3.3 Initiatives undertaken

In the 80ties

A lot of initiatives were taken in the '80-ties to attract young women to engineering and other male dominated education and jobs. The majority of initiatives were in the form of information and recruitment campaigns, aimed at "changing the women" rather than changing norms and values in engineering at large. Only few attempts were made to change study forms, curriculum content etc.

In the 90ties

The initiatives taken in the '90ties so far are still in an initial phase: The Engineering Educational Co-operative Council (IngeniørUddannelsernes Samråd, IUS) has established a Women's Committee with the aim of looking at means and ways of attracting young women to engineering. In the Committee there is great awareness of the mistakes made in the '80ties, and therefore wishes are to work not only with the women but also with the education and with the employers. A catalogue of project proposals has been sent to the Ministry of Education for consideration. If the response is positive and funding is granted different initiatives, like technical and scientific activities for primary and secondary school pupils, support to primary and secondary school teachers from the engineering institutions, tutorial programmes for female students and gender-awareness raising seminars at the engineering institutions. The tough task of approaching the employers is still to be undertaken.

3.4 Conclusion

Concerning changes of curriculum contents Aalborg University is involved in a pilot programme called Curriculum for Women and Technology (CuWat) under the Leonardo- programme for educational cooperation. The aim of the project is to develop good guidelines for gender-inclusive curriculum development.

A 3 ½ year engineering curriculum should be developed, based on values of caring and respect, for human beings and for the nature. Social and human aspects will be integrated as part of the technological studies. The study form should be problem oriented, project organised group work, with a shift in focus from teacher-centred teaching to student-centred learning, with emphasis on the student's responsibility for her own learning. There are a number of good reasons for considering a change of curriculum. In prioritised order they are:

- The global ecological crisis has made very visible the lack of caring potential within the technological culture. This may be changed with another curriculum - and with more women participating in technological development.
- Qualifications for the next millennium are for example: Quality consciousness; Responsibility; Independent problem solving; Creativity and Flexibility. Such qualifications can be consciously natured by a changed curriculum and - especially - by a change in study form.
- A comparison of the relative enrolment shares for engineering and humanities mentioned in the beginning of this paper would seem to indicate that an integration of more human aspects in engineering might attract more young people, women and men alike, to the engineering studies.

4 Education, choice of subjects and different opportunities

Men more often than women get a vocational education. (34 pct vs. 22 pct). A few more women than men get a short or medium length further education, but 3 times as many men as women get a further and higher education. (4 pct vs. 1 pct).

Since 1981 the educational level in general has increased, but most among women. From 1981 to 1994 the part of women and men with a basic vocational education or a further and higher education has increased. In 1981 1 pct. of women had a further and higher education vs. 3. pct. in 1994. In spite of this increase still in 1994 double as many men as women have a further and higher education.

There are great differences concerning men's and women's choice of subjects. In high school fewer girls than boys chose math. (48 pct vs. 79 pct). In vocational education the dominance of boys is within iron and steel industry and the construction and building sector, while girls are within health, trade and office, and the service sector.

One third of boys and girls who left the basic school in the beginning of 1980 has not got any education which gives occupational competence. They are defined as belonging to a "leftover-group".¹ This group is getting smaller, but not much.

Courses for adults (voksenuddannelseskurser) are addressed to the groups who have not got any education except for 7 - 10 years in primary school (unskilled workers) or those who want to renew their education. A series of courses are called "general education for adults", and a big part of the participants in these courses do not have any vocational education (48 pct of the female participants and 35 pct of the male participants). Other courses are labour market courses and extended courses for skilled workers.

In the general education courses for adults there are more women than male participants (70 pct vs. 30 pct). But in the labour market courses there is an overweight of men (66 pct vs. 43 pct). The education picture shows that from the beginning girls and boys get different opportunities because of their choice of subject which count for high school as for vocational education. There is a rather big "left-over group" which never get any vocational competence. For this group there are possibilities later in life starting on courses or education. In general rather many grown up people get some kind of education: in 1993/94 95.388 persons took part in the vocational school's general courses for adults, 95.838 persons participated in labour market courses (courses for semi-skilled persons), and 62.308 persons took part in extended education for skilled workers

5 The division of the labour market

The division of labour is rather visible. There are occupations for women, and occupations for men. Much has been done to change this tendency, but with little success. Said in a rigid way: Women are occupied within services and caring, and men within production, transport and building. (See table 1)

This rigidity in the labour market in general can be seen when looking at the concrete company, which to a large extend is divided so women work in specific functions, and men in other functions. This creates barriers for the employees as well as for the companies. The consequences for the companies might be bottlenecks. For the people in search for work, who want to get into an occupational area which is dominated of the other sex, the traditional employment policy might imply that it is difficult or impossible to get a job.

Table 1: Percentage of women and men within different branches 1993

Branches	Women	Men
Social and health services	82 pct	18 pct
Other services	56 pct	44 pct
Bank and insurance	44 pct	56 pct
Trade and hotel	42 pct	58 pct
Production	30 pct	70 pct
Transport	28 pct	72 pct

¹ A leftover - group is defined as those of a particular year who don't finish an education which gives occupational competence.

Farming, fishing, etc.	22 pct	78 pct
Building and construction	12 pct	82

Source: Statistiske efterretninger, Arbejdsmarked

But it is even more problematic that young people, who have to make decisions about their first educational or occupational choice very often need knowledge about the working areas which “belong” to the other sex. This count also for people when they have been in the labour market for several years. (Dalsgaard Nielsen 1993)

5.1 Initiatives taken

In Denmark the work for equal rights is in the labour market organised within unions, and in connection with job placement services under the Ministry of Labour. There are 15 equal right consultants, one in each county.

In the 80-ties equality work was directed towards the public sector. The equality work within the job placement services has lately been directed towards companies. In the beginning by establishing larger courses with in-built work based training for unemployed women.

In 1987 the first CNC - course took place in which employed and unemployed women were educated as CNC-operators. The unemployed women were trained for a start, and then they replaced the employed when they went on course. This kind of “rotation” courses have been a great success. They have resulted in real jobs for many women.

6 Conclusion

The experience according the “equal right” work is, that one has to walk on two legs. The main strategy is to integrate equal right aspects in the job placement services towards companies and those women who are in search of work and education. At the same time it is necessary with specific women projects directed toward specific branches and with specific goals. It is not the aim to change the women to fit into a male dominated area. The goal is to develop and support the women’s resources into new qualifications, so they can contribute to a company development. At the same time it is important to find the branches where there are potentials for using a workforce with new qualifications.

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