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KENNISINSTITUUT
VOOR EMANCIPATIE EN
VROUWENGESCHIEDENIS

DOES GENDER MATTER?

November 20th, 2014

Catherine Bij de Vaate

Policy Advisor MSc.

SHARING THE PAST
DEBATING THE PRESENT
CREATING THE FUTURE

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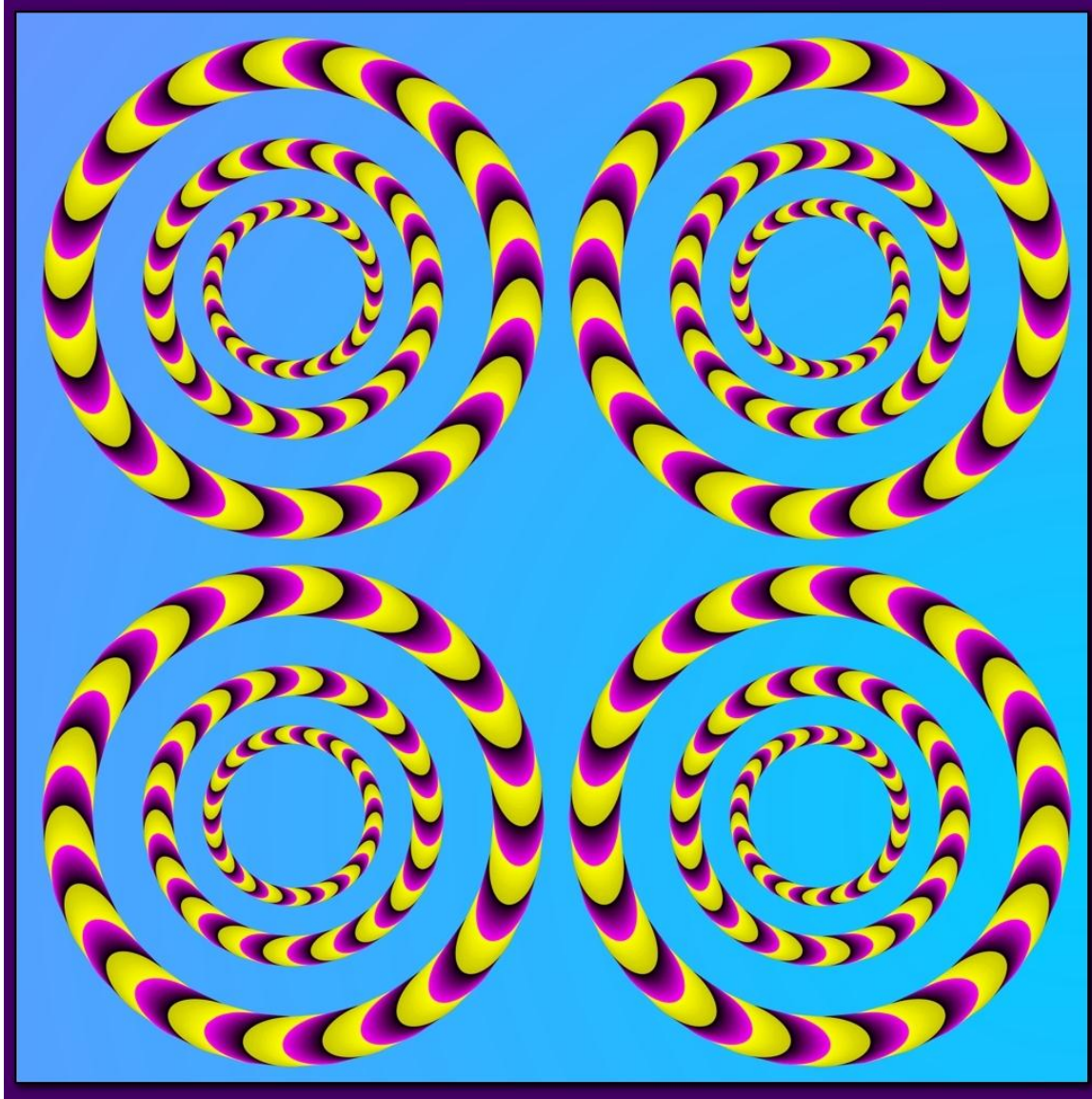
What comes into your mind
when you think of...

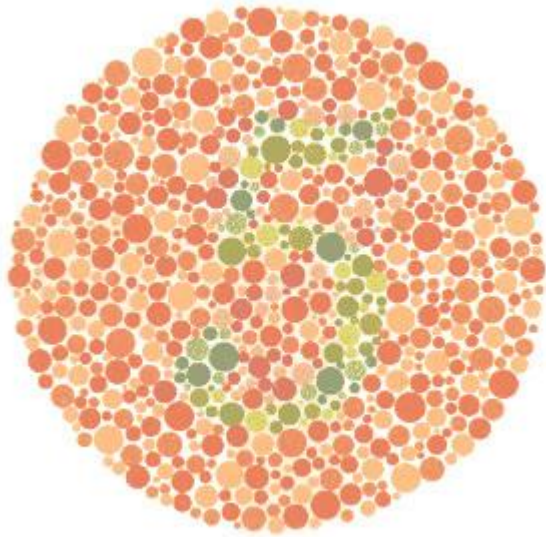
GENDER

A WOMAN

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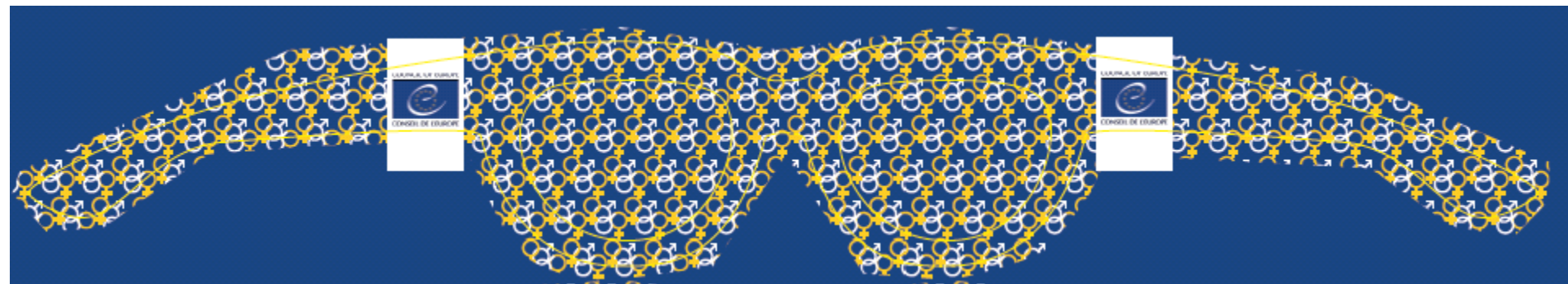
Automatic correction of the brain





- 5 Not colour-blind
- 2 Red-green color-blind
- Totally color-blind

Color blindness is the inability to perceive differences between some colors that other people can distinguish.



**4 Year Old Girl angry
at Toy Marketing Strategies**

<http://www.youtube.com/watch?v=srnaXW9ZgZc>

*“Why do girls have to be
princesses and not superheroes? “*

**Meanwhile in The Netherlands
another 4 year old boy comes to
similar conclusions...**

*“Why does everyone say that pink
is not for boys? “*

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Queenie Home
Kwaliteitsartikelen waarmee kinderen de sfeer van het huishouden splendorwijs kunnen beleven en nabootsen.

BART'S TIP
ALLEEN BIJ BART SMIT

Queenie Home schoonmaak trolley
Vanaf 3 jaar.
Compleet met stoffer en blik, emmer en dweil.
Art.nr. 25571622
~~14,99~~
10,-
BART'S BODEMPRIJS

Queenie Home strijkbout
Vanaf 3 jaar.
Met licht geluid en sprayfunctie.
Met gratis batterijen.
Art.nr. 25565447

WERKT ECHT
Queenie Home
Vanaf 3 jaar.
Met gratis batterijen.

ALLEEN BIJ BART SMIT

ALLEEN BIJ BART SMIT

ALLEEN BIJ BART SMIT

Zo goed zijn als mama, dat wil je ook!

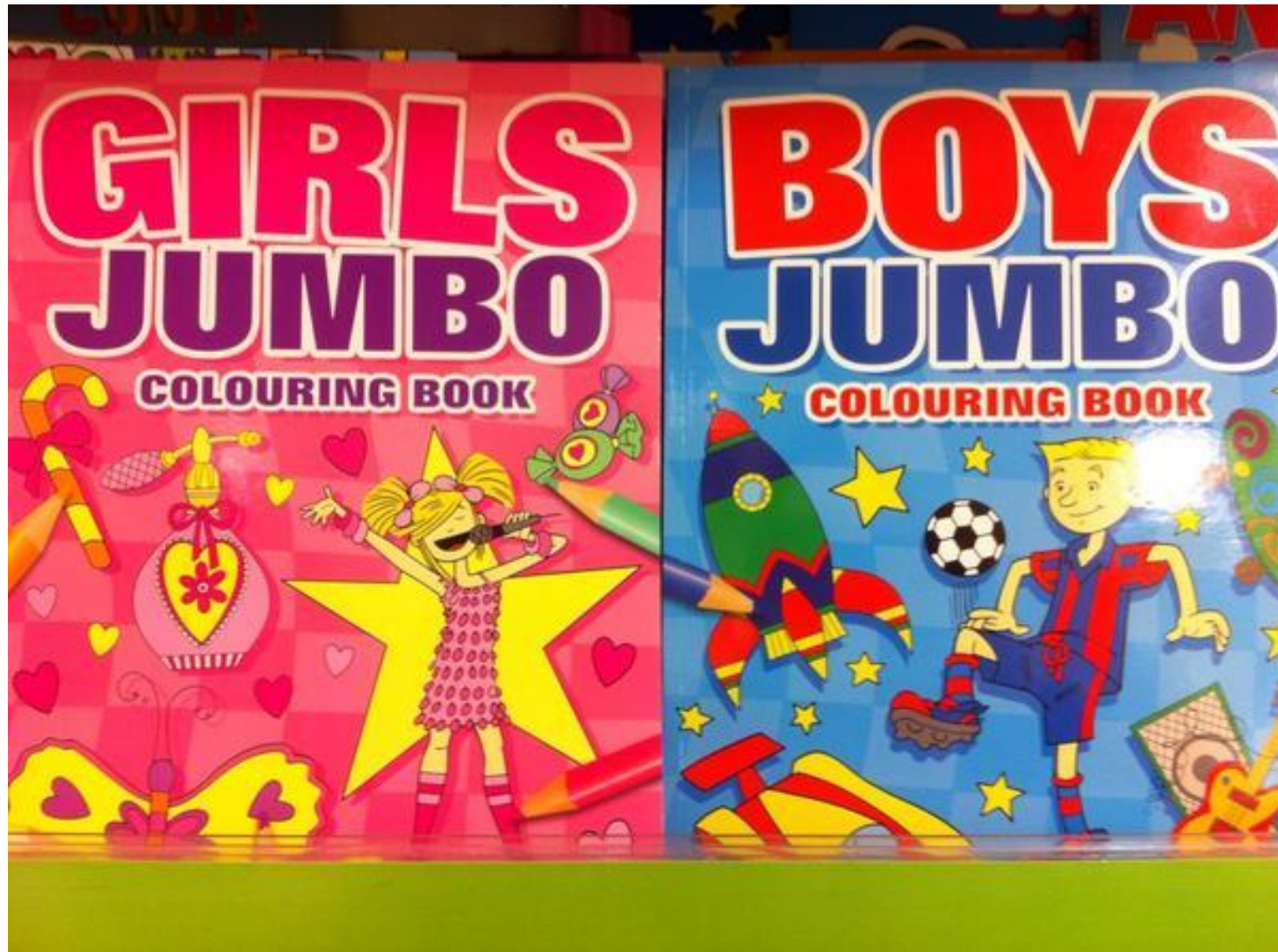
STOFZUIGER WERKT ECHT

Queenie Home schoonmaak-trolley met stofzuiger
Vanaf 3 jaar.
Met echte stofzuigergeluiden en stuerende stofballen.
Met gratis batterijen.
Art.nr. 25560411
~~29,99~~
24,99

Schoonmaakset
Vanaf 3 jaar.
Art.nr. 20979904
~~6,99~~

BOSCH
Bosch stofzuiger
Vanaf 3 jaar.
Met realistisch geluid en verwijderbare stofcontainer.
Met gratis batterijen.
Art.nr. 24521680
~~29,99~~
24,99

bart





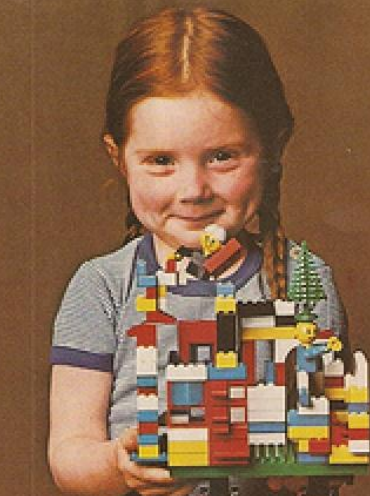
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Towards a segregated society?



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Backwards or forward?



**What it is
is beautiful.**

Have you ever seen anything like it? Not just what she's made, but how proud it's made her. It's a look you'll see whenever children build something all by themselves. No matter what they've created.

Younger children build for fun. LEGO® Universal Building Sets for children ages 3 to 7 have colorful bricks, wheels, and friendly LEGO people for lots and lots of fun.

Older children build for realism. LEGO Universal Building Sets for children 7-12 have more detailed pieces, like gears, rotors, and treaded tires for more realistic building. One set even has a motor.

LEGO Universal Building Sets will help your children discover something very, very special: themselves.

Universal Building Sets



3-7 years old

LEGO



WHAT HAPPENED TO WOMEN IN COMPUTER SCIENCE?

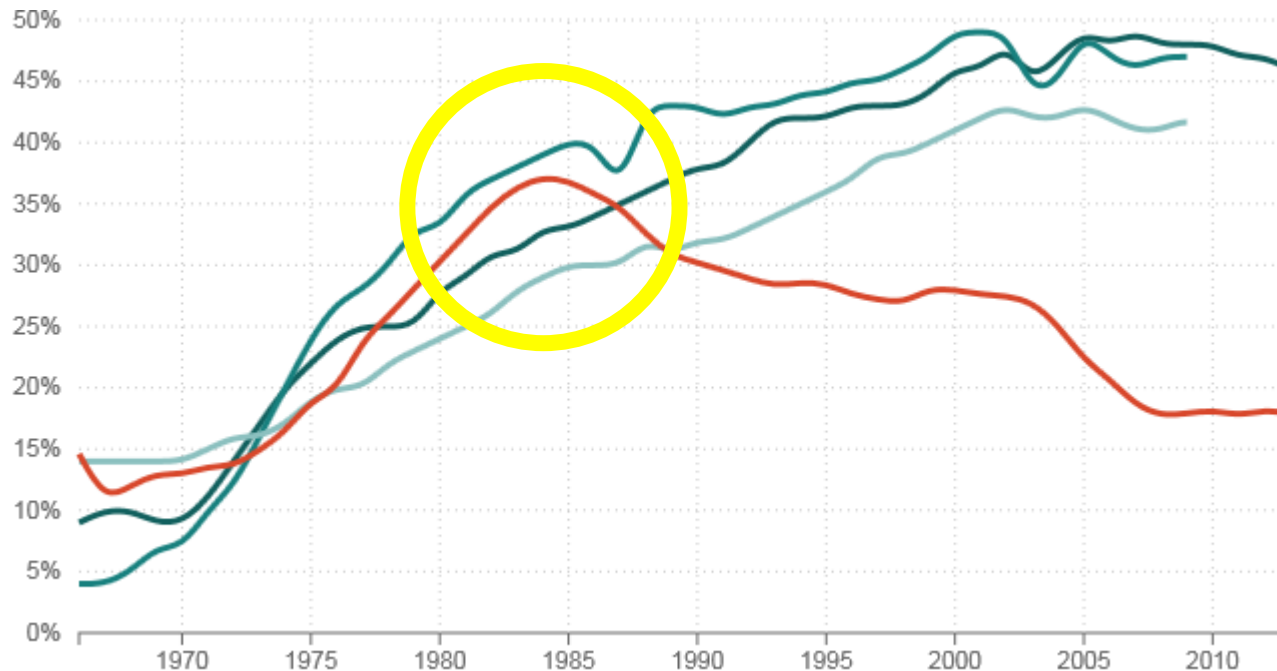
% Of Women Majors, By Field

Medical School

Law School

Physical Sciences

Computer science



Source: National Science Foundation, American Bar Association, American Association of Medical Colleges

Credit: Quoctrung Bui/NPR

BACK TO BASIS: GENDER (lens)

STEREOTYPES: Automatic programs

GENDER & POLICY MAKING

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BACK TO BASIS: GENDER (lens)

STEREOTYPES: Automatic programs

GENDER & POLICY MAKING

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BOY or GIRL?



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BOY or GIRL?



social convention of 1884

Franklin Roosevelt at about age 2, dressed — as children typically were at that time — in a **gender-neutral outfit** of frilly white dress, patent-leather shoes, feathery hat and long hair.



Franklin Delano Roosevelt

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Stereotype make over

The colors changed but not the stereotypes

Every generation brings a new definition of masculinity and femininity that manifests itself in children's dress.



June 1918 article from the trade publication *Earnshaw's Infants' Department* :

“The generally accepted rule is **pink for the boys**, and **blue for the girls**. The reason is that **pink, being a more decided and stronger color, is more suitable for the boy**, while **blue, which is more delicate and dainty, is prettier for the girl.**” Other sources said blue was flattering for blonds, pink for brunettes; or blue was for blue-eyed babies, pink for brown-eyed babies. (Jo B. Paoletti, *Pink and Blue: Telling the Girls From the Boys in America*)

NORM! ERROR MESSAGE ?

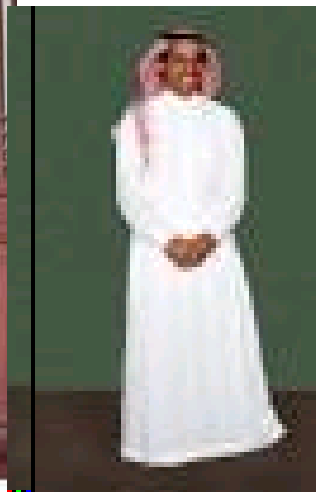
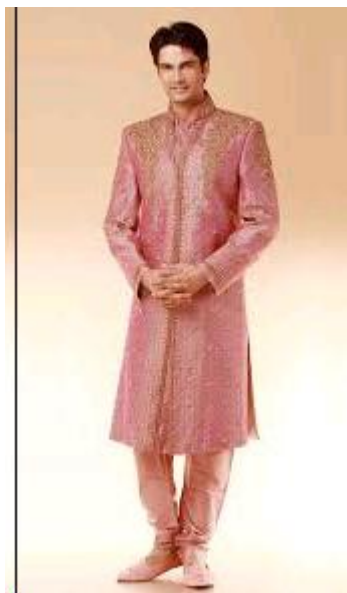


31.1.2013

→ Abolition of law forbidding French women to wear pants.

Error message if...
Women negotiate?

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POWER



Apart from referring to biological sexual differences, the concept of gender also concerns society's interpretation of 'masculinity' and 'femininity'.

“Socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men”.

Istanbul Convention on preventing and combating VAW.





Search ID: 600059

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- ❑ INDIVIDUAL AND SOCIETAL LEVEL
- ❑ SOCIALLY CONSTRUCTED
- ❑ LEARNED & INTERNALIZED (NORMS)
- ❑ STRUCTURES OF POWER
- ❑ CHANGEABLE OVER TIME
- ❑ VARIES WITHIN AND ACCROSS CULTURES

- DISCUSSION & PRESSURE ON GENDER
- TRANSLATION ISSUES
- INVEST IN AGREED LANGUAGE
- ACQUIS?
- AGREE TO DISAGREE...

MALE / FEMALE

GENDER NEUTRAL

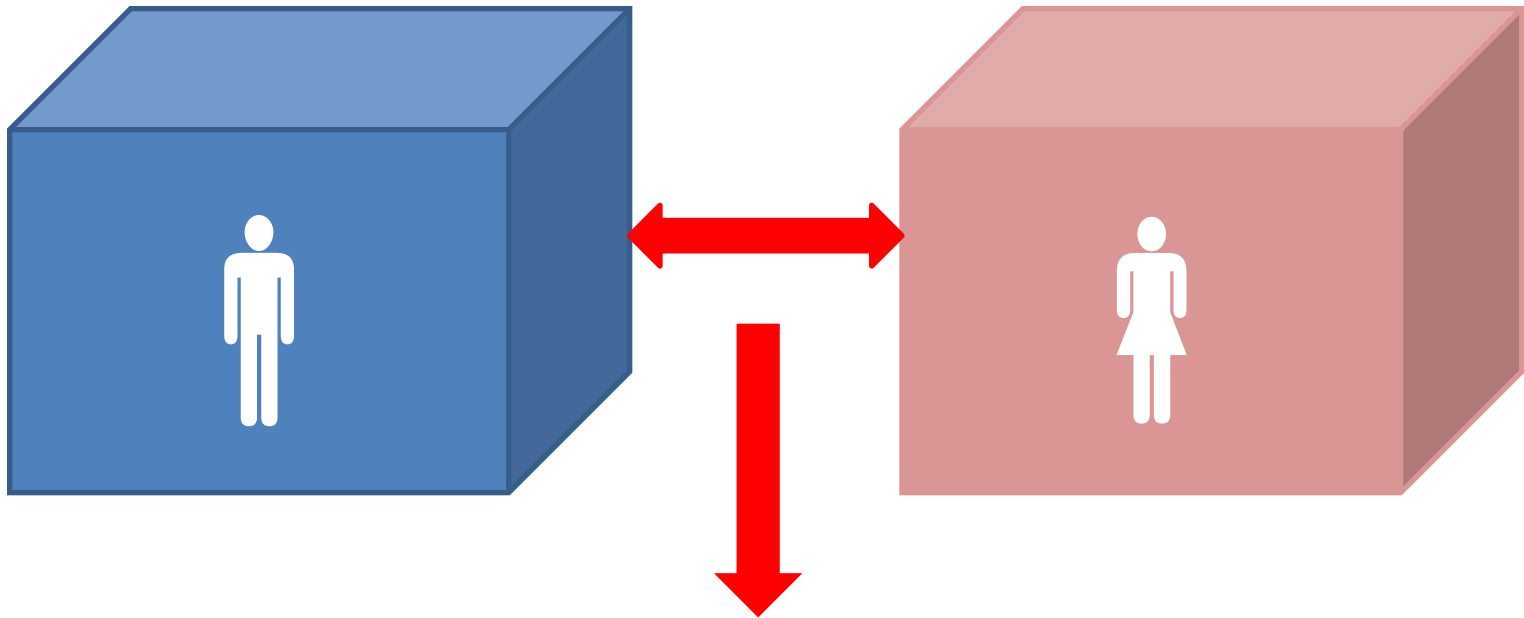
GENDER BLIND

MASCULINE / FEMININE

GENDER SENSITIVE

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Gender:
Think out of the box!



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Gender



Win win (win) situation

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Which woman?



dreamstime.com





BACK TO BASIS: GENDER (lens)

STEREOTYPES: automatic programs

GENDER & POLICY MAKING

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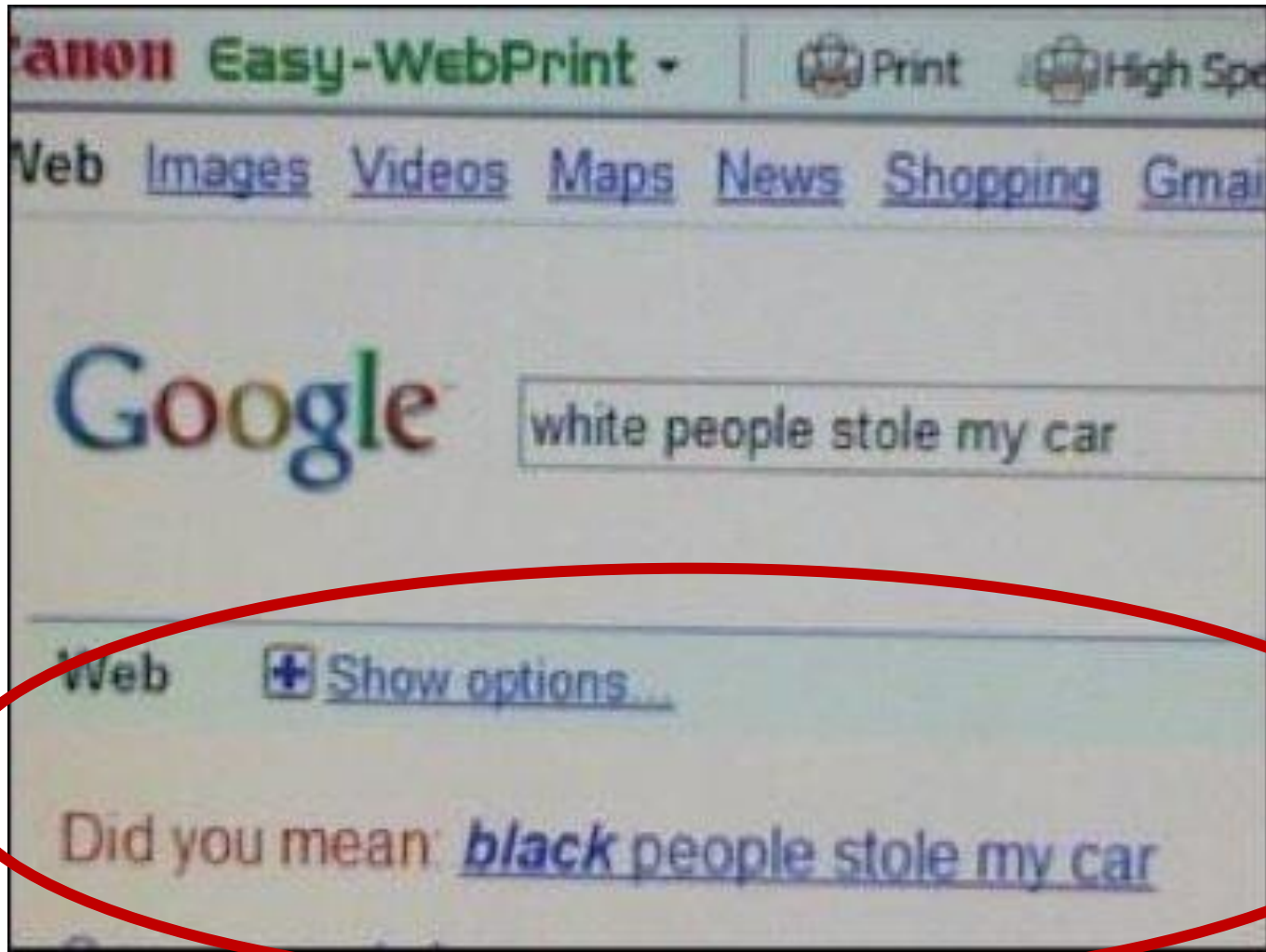
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Google
automatic correction



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(unconscious) Influence
on behavior



Conscious experience provides an immediate, compelling, and incomplete account of the mind.

Much of perception, thinking, and action occurs outside of conscious awareness or conscious control.

Because of that, judgment and action can be unintentionally influenced by factors that we do not recognize, and may not value.

Investigating the gap between intentions and actions

Investigating thoughts & feelings existing outside of conscious awareness or conscious control.

The screenshot shows the Project Implicit website homepage in a browser window. The browser's address bar displays "http://www.projectimplicit.net/index.html". The website features a navigation menu with links for HOME, ABOUT US, FOR ORGANIZATIONS, FOR RESEARCHERS, PRODUCTS AND SERVICES, and CONTACT US. The main content area is titled "IMPLICIT SOCIAL COGNITION" and includes the subtitle "INVESTIGATING THE GAP BETWEEN INTENTIONS AND ACTIONS". A descriptive paragraph states: "Project Implicit investigates thoughts and feelings that exist outside of conscious awareness or conscious control. Visit the research or demonstration websites to try out some tests and learn more about the research and yourself!" Below this text is a yellow "PARTICIPATE" button. Two columns are visible below the main content: "FOR RESEARCHERS" with a "READ MORE" button, and "FOR ORGANIZATIONS" with a "READ MORE" button. At the bottom, there are sections for "WELCOME TO PROJECT IMPLICIT !" and "OUR SERVICES", which lists "Research: Development and hosting" and "Lectures and training: Leadership, diversity, and". The Windows taskbar at the bottom shows the time as 18:17 on 15-11-2014.

Project Implicit®

TRY A TEST

HOME ABOUT US FOR ORGANIZATIONS FOR RESEARCHERS PRODUCTS AND SERVICES CONTACT US

IMPLICIT SOCIAL COGNITION

INVESTIGATING THE GAP BETWEEN INTENTIONS AND ACTIONS

Project Implicit investigates thoughts and feelings that exist outside of conscious awareness or conscious control. Visit the research or demonstration websites to try out some tests and learn more about the research and yourself!

[PARTICIPATE](#)

FOR RESEARCHERS

Find out how to use Project Implicit infrastructure, consult with the team, or just find articles, measures, or data for your own research.

[READ MORE](#)

FOR ORGANIZATIONS

Find out how to apply Project Implicit research in your organization: diversity training, custom web modules, and consulting services

[READ MORE](#)

WELCOME TO PROJECT IMPLICIT !

Project Implicit is a non-profit organization and international collaborative network of researchers investigating implicit social cognition - thoughts and feelings outside of conscious awareness and

OUR SERVICES

- ✓ Research: Development and hosting
- ✓ Lectures and training: Leadership, diversity, and

18:17
15-11-2014

The screenshot shows a web browser window with the URL <https://implicit.harvard.edu/implicit/>. The page features the Project Implicit logo, which consists of a blue square containing a white silhouette of a person with an upward-pointing arrow. Below the logo, the text "Project Implicit®" is displayed.

On the right side of the page, there is a promotional banner for the book "BLIND SPOT" by Mahzarin R. Haslam, with the text "The 2013 general audience book that fully explains the IAT".

The main content area is divided into three sections:

- PROJECT IMPLICIT SOCIAL ATTITUDES**: "Log in or register to find out your implicit associations about race, gender, sexual orientation, and other topics!" Below this is an input field for "E-mail Address" with "LOGIN" and "REGISTER" buttons.
- PROJECT IMPLICIT MENTAL HEALTH**: "Find out your implicit associations about self-esteem, anxiety, alcohol, and other topics!" with a "GO!" button.
- PROJECT IMPLICIT FEATURED TASK**: "Do pets like some groups of people more than others? Tell us your opinion and learn your own implicit attitudes regarding race." with a "GO!" button.

Below the "PROJECT IMPLICIT SOCIAL ATTITUDES" section, there is a note: "Or, continue as a guest by selecting from our available language/nation demonstration sites:". Below this is a dropdown menu showing "United States (English)" with a "GO!" button.

The footer contains navigation links: HOME, ABOUT US, FOR ORGANIZATIONS, FOR RESEARCHERS, PRODUCTS AND SERVICES, CONTACT US. On the right, it says "Copyright 2011 All rights Reserved" and lists "Disclaimer" and "Privacy Policy".

The Windows taskbar at the bottom shows the Start button, Internet Explorer, and other applications. The system tray on the right shows the time as 18:16 and the date as 15-11-2014.

WESTERN

Helen
Mary
Mohammed
Paul
Bill
Alex
Tom
Rachida
Ali
Peter
Farid
El Batoul
Hafida
Banashe
Sherin
Lucy

NOT WESTERN

NEGATIVE

Happy
Glorious
Failure
Laughter
Wonderful
Love
Pleasure
Horrible
Evil
Joy
Terrible
Hurt
Nasty
Awful
Agony
Glorious

POSITIVE

**POSITIVE
or
WESTERN**

Helen
Love
Mohammed
Paul
Wonderful
Alex
Pleasure
Rachida
Evil
Peter
Failure
El Batoul
Hafida
Nasty
Horrible
Joy

**NEGATIVE
or
NOT WESTERN**

POSITIVE
or
NOT WESTERN

Ali
Love
Peter
Helen
Wonderful
Alex
Pleasure
Banashe
Evil
Peter
Failure
El Batoul
Hafida
Nasty
Horrible
Joy

NEGATIVE
or
WESTERN

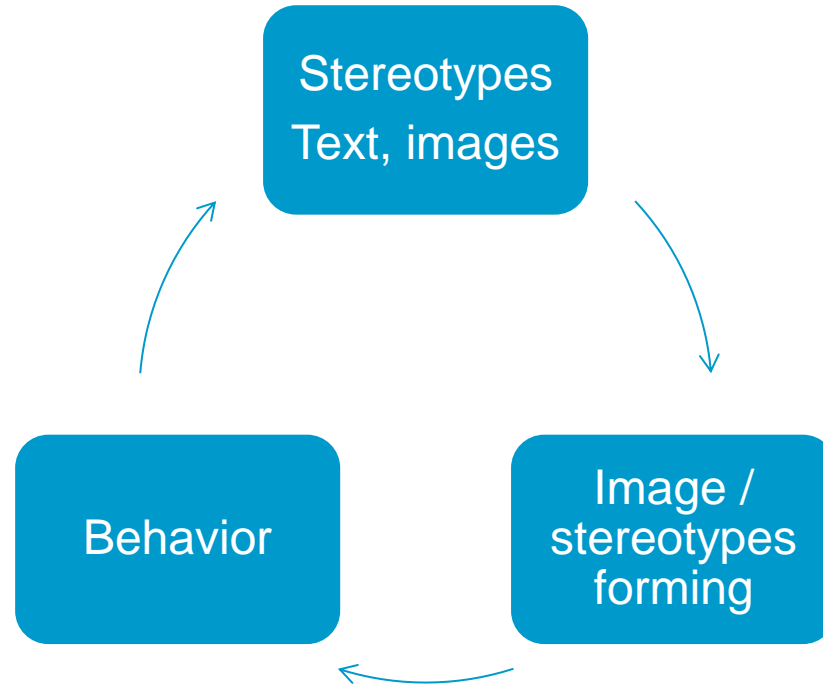
“mental images of reality, obtained through a process of image forming*”

*Source: Effectief beeldvormen, theorie analyse en praktijk van beeldvormingsprocessen, Annerie Smelik

- ❑ MENTAL IMAGES
- ❑ CATEGORIES
- ❑ **NECESSARY FUNCTION OF THE BRAIN**
- ❑ TO UNDERSTAND THE WORLD
- ❑ MAKE PREDICTIONS
- ❑ REACT FAST
- ❑ PROCESS LARGE AMOUNT OF INFORMATION
- ❑ (unconscious) INFLUENCE BEHAVIOR

→ **FIRST WE DEFINE THEN WE SEE**

- ✓ From the Greek **“Solid impression”**
- ✓ From the printing trade **“duplicate printing plate”**
(duplicated any typography and was used for printing instead of the original)
- ✓ 1850 First reference in English outside of printing
“image perpetuated without change”
- ✓ 1922 use in modern psychological sense



Stereotyping in image and language influences our way of thinking and our behavior, which again confirms and reinforces stereotyping.

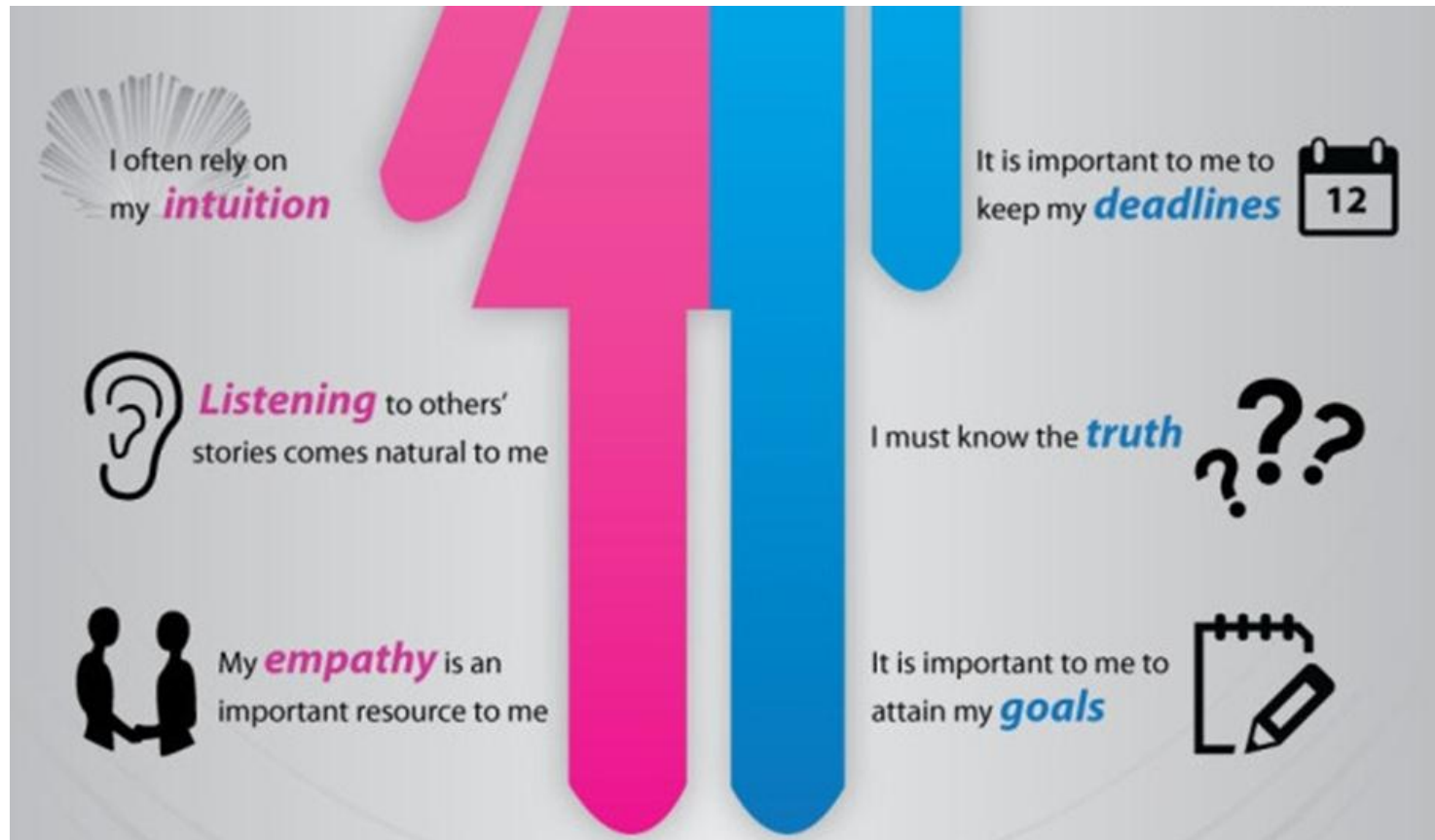
- ✓ **AWARENESS OF (OWN) STEREOTYPING**
- ✓ **LEARN TO IDENTIFY STEREOTYPING**
- ✓ **CHALLENGE (OWN) STEREOTYPES**
- ✓ **“TIME OUT”**



AVOID PITFALLS:

- ✓ **IT IS NOT ABOUT HAVING NO STEREOTYPING**
- ✓ **DO NOT REPLACE A STEREOTYPE WITH ANOTHER ONE**
- ✓ **DO NOT GIVE STEREOTYPE A MAKE OVER**

M/F LEADERSHIP



DO NOT GIVE STEREOTYPES A MAKE OVER!

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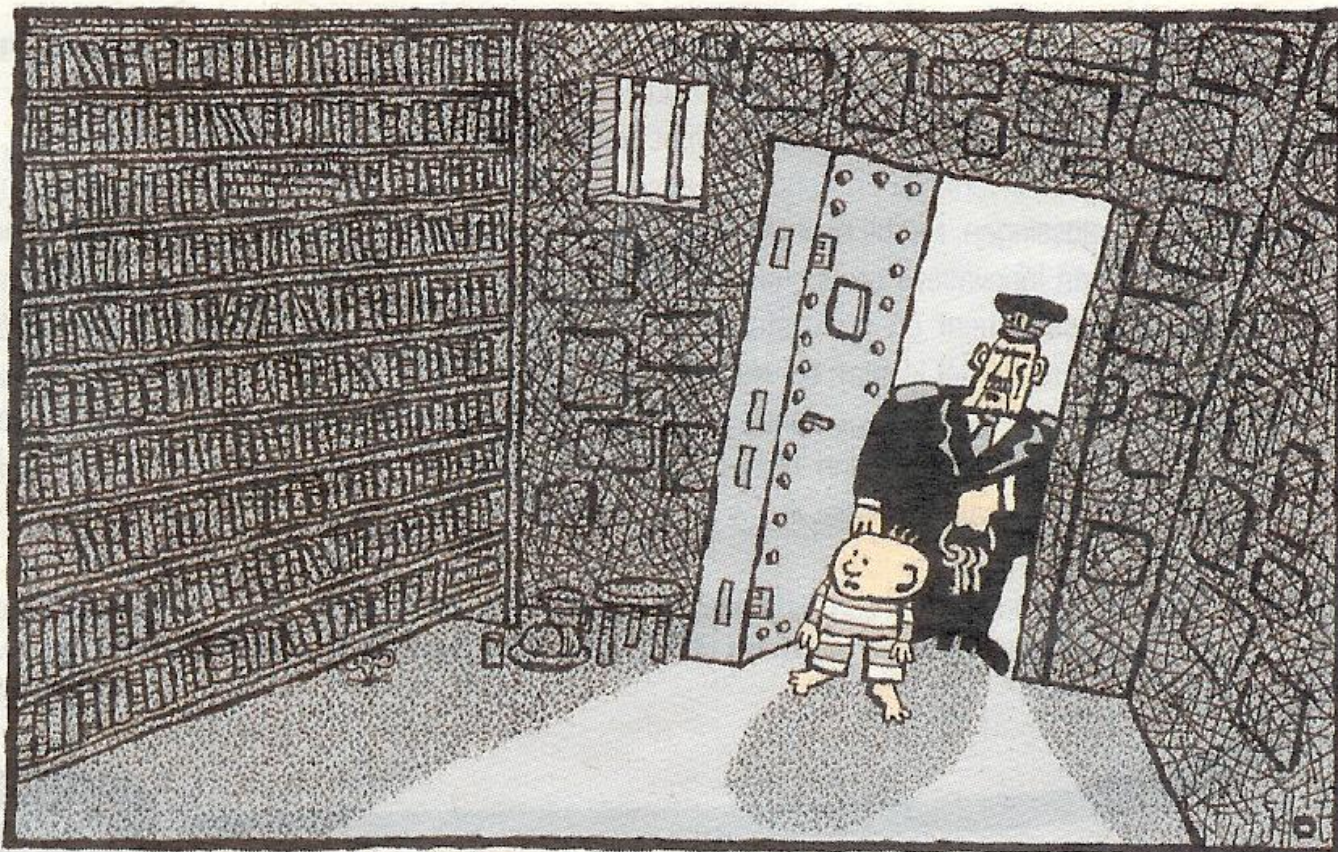
Would you recognize
this madarine everywhere?



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A PERSONAL STORY

Bas van der Schot



LEVENSLANG LEREN

. 122 .

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BACK TO BASIS: GENDER (lens)

STEREOTYPES: Automatic programs

GENDER & POLICY MAKING

“A peace agreement that calls itself
“gender neutral” is, by definition,
discriminatory against women and
likely to fail.”

Ambassadeur Donald Steinberg, US Aid

An example from Sweden

<http://www.youtube.com/watch?v=xYikioYiilU>

“the (re)organization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making.”

(Council of Europe, 1998)



1. Might differences between men and women play a role?
2. Which relevant social and cultural differences between men and women might play a role?
3. How should the suggested activity/ text/ policy take those differences into account?

Human behavior and habits are key issues in waste and water management.

You receive a report on the effectiveness of the policy measures aiming at increasing awareness of citizens.

How do you approach the results and analysis presented?

What do you do?

<p>Waste and water management – Information & Awareness Action - Report</p>	
<p>156 residents of an apartment block complex attended a meeting on new waste and water management systems for their community. A total of 750 adults live in this complex.</p>	
<p>Analysis</p> <ul style="list-style-type: none"> ✓ Approximately one in five residents attended the meeting, which is viewed as reasonably good participation. 	

Waste and water management – Information & Awareness Action - Report
Data disaggregated by sex

156 residents of an apartment block complex attended a meeting on new waste and water management systems for their community. **133 were men and 23 were women.** A total of 750 adults live in this complex, **with an approximately even split between men and women.**

Analysis

- ✓ Approximately one in five residents attended the meeting, which is viewed as reasonably good participation.
- ✓ **Nearly six times as many men attended as did women.**

Difference(s) noted, but no analysis of the causes or consequences of the difference(s).

Identified gender differences & resulting analysis and conclusions

Women were in low attendance at the meeting because:

- Women are **not interested** in waste and water management.
- Women have **no knowledge about** waste and water management.
- **Men are better decision makers and leaders** than women **on issues** of waste and water management.

→ Women's low participation in the meeting will not have any negative consequences, since **they will benefit from the new solutions anyway.**

Analysis of gender differences that does not consider established theories about gender relations



Analysis of gender differences that includes a gender perspective, based on established gender theories

Because women are primarily responsible for tasks involving waste and water management, their low attendance must be due to other factors than “not interested, no understanding of topic, no leadership quality”:

- Was the meeting at a time when women could attend?
- Were women informed about the meeting?
- Are women systemically shut out of community decision-making processes?

→ Because women are the primary managers of waste and water in the home, **their low participation at the meeting is likely to result in less effective and sustainable solutions.**

Waste and water management – Information & Awareness Action – Report
Data disaggregated by sex & Analysis of gender differences that includes a gender perspective, based on established gender theories

156 residents of an apartment block complex attended a meeting on new waste and water management systems for their community. **133 were men and 23 were women.** A total of 750 adults live in this complex, **with an approximately even split between men and women.**

Analysis

- ✓ Approximately one in five residents attended the meeting, which is viewed as reasonably good participation.
- ✓ **Nearly six times as many men attended as did women.**
- ✓ **Because women are the primary managers of waste and water in the home, their low participation at the meeting is likely to result in less effective and sustainable solutions.**
- ✓ **In future make sure in advance that women can attend meetings and are involved in early stage of all measures.**

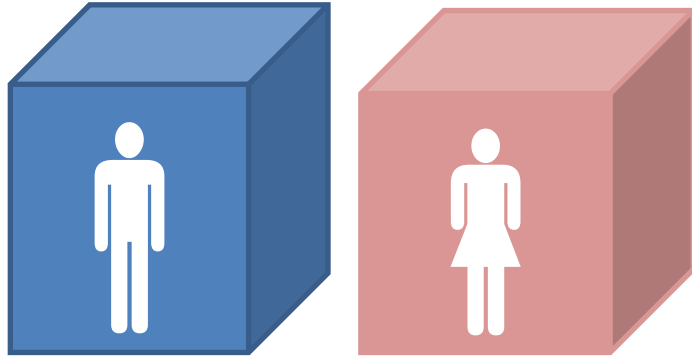
What if this gender analysis had been done at the beginning ?

Money and time would have been spent more effectively. Results would be better.

An iceberg floating in the ocean. The small tip above the water surface represents the visible part of the data, while the much larger part submerged below the surface represents the hidden or unexplored aspects of the data. The text is overlaid on the submerged part of the iceberg.

Gender disaggregated data
+ Gender perspective
+ Analysis

= Gender analysis



“We cannot solve our problems with the same thinking we used when we created them.”

Albert Einstein

“He who knows all the answers has not been asked all the questions.” — Confucius

- ✓ **Brochures developed for Council Of Europe – GE Rapporteurs and Gender Equality Unit**
- ✓ **Gender mainstreaming.** Conceptual framework, methodology and presentation of good practices, Council of Europe, Strasbourg, 1998
- ✓ **MAGEEQ:** research on gender mainstreaming in the EU and at national level www.mageeq.net
- ✓ **Manual for gender mainstreaming, Employment, social inclusion and social protection policies,** European Commission, 2008.
<http://ec.europa.eu/social/BlobServlet?docId=2045&langId=en>
- ✓ www.siyanda.org an on-line database of gender and development materials. It is also an interactive space where gender practitioners can share ideas, experiences and resources.
- ✓ **EIGE** European Institute for Gender Equality
www.eige.europa.eu
- ✓ Google

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Q&A





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