DOES GENDER MATTER?

November 20th, 2014

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Policy Advisor MSc.
What comes into your mind when you think of...

- GENDER
- A WOMAN
Automatic correction of the brain
Color blindness is the inability to perceive differences between some colors that other people can distinguish.

- **5** Not colour-blind
- **2** Red-green color-blind
- **-** Totally color-blind
La vérité sort de la bouche des enfants

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

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

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?“
YOU WANT TO BE AS GOOD AS MUMMY!

BART’S TIP

ALLEEN BIJ BARTSMIT

Qweenie Home schoonmaak trolley
Voor 3 jaar
Complete set stoffen en blik, emmer en dweil
Art.nr. 23571632
14,99

ZO GOED ZIJN ALS MAMA, DAT WIL JE OOK!

Qweenie Home schoonmaak trolley met stofzuiger
Met echte stofzuigerbuis
Met werkelijk geluid
Met gratis batterijen
Art.nr. 23556541
6,99

Schoonmaaksset
Voor 3 jaar
Art.nr. 20977904

STOFZUIGER WERKT ECHT

Bosch stofzuiger
Voor 3 jaar
Met werkelijk geluid en verwijderbare vuilcontainer
Met gratis batterijen
Art.nr. 24321680
29,99
24,99
What do children learn?

GIRLS JUMBO
Colouring Book

BOYS JUMBO
Colouring Book
Which message do we internalize?
Towards a segregated society?
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 skill you’ve seen 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 3-7 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.
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

http://www.npr.org/blogs/money/2014/10/21/357629765/when-women-stopped-coding
BACK TO BASIS: GENDER (lens)

STEREOTYPES: Automatic programs

GENDER & POLICY MAKING
BACK TO BASIS: GENDER (lens)

STEREOTYPES: Automatic programs

GENDER & POLICY MAKING
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.

BOY or GIRL?

Franklin Delano Roosevelt
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*)
31.1.2013
→ Abolition of law forbidding French women to wear pants.

Error message if...
Women negotiate?
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.
Gender

ALORS GA T'AS PLU CETTE JOURNÉE D'INITIATION ?

QU'EST-CE QUE TU VEUX FAIRE PLUS TARD ?

HEU... GARÇON ! JE CROIS...
"...but we don't pay you less because you're a woman...we pay you less because we're men!"
- INDIVIDUAL AND SOCIETAL LEVEL
- SOCIALLY CONSTRUCTED
- LEARNED & INTERNALIZED (NORMS)
- STRUCTURES OF POWER
- CHANGEABLE OVER TIME
- VARIES WITHIN AND ACROSS CULTURES
DISCUSSION & PRESSURE ON GENDER
TRANSLATION ISSUES
INVEST IN AGREED LANGUAGE
ACQUIS?
AGREE TO DISAGREE...

MALE / FEMALE
GENDER NEUTRAL
MASCULINE / FEMININE
GENDER SENSITIVE
GENDER BLIND
Gender: Think out of the box!
Win win (win) situation
Which woman?
BACK TO BASIS: GENDER (lens)

STEREOTYPES: automatic programs

GENDER & POLICY MAKING
white people stole my car
Google automatic correction

Did you mean: **black** people stole my car
(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.
WESTERN

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

NOT WESTERN
<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>POSITIVE</th>
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<tbody>
<tr>
<td>Happy</td>
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<td>Glorious</td>
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<td>Failure</td>
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<td>POSITIVE or WESTERN</td>
<td>NEGATIVE or NOT WESTERN</td>
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POSITIVE
or
NOT WESTERN

Ali
Love
Peter
Helen
Wonderful
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Pleasure
Banashe
Evil
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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
STEREOTYPES

- 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

Lippman (1922, first to describe stereotypes) Allport (1954, The nature of prejudice)
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.
TACKLE (GENDER) 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

I often rely on my intuition

Listening to others’ stories comes natural to me

My empathy is an important resource to me

It is important to me to keep my deadlines

I must know the truth

It is important to me to attain my goals

DO NOT GIVE STEREOTYPES A MAKE OVER!
Would you recognize this madarine everywhere?
Bas van der Schot

LEVENSLANG LEREN
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?

**Waste and water management – Information & Awareness Action - Report**

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.

**Analysis**

✓ Approximately one in five residents attended the meeting, which is viewed as reasonably good participation.
DATA DISAGREGATED 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

<table>
<thead>
<tr>
<th>Identified gender differences</th>
<th>Resulting analysis and conclusions</th>
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</thead>
<tbody>
<tr>
<td>Women were in low attendance at the meeting because:</td>
<td>Women’s low participation in the meeting will not have any negative consequences, since they will benefit from the new solutions anyway.</td>
</tr>
<tr>
<td>• Women are <strong>not interested</strong> in waste and water management.</td>
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<tr>
<td>• Women have <strong>no knowledge about</strong> waste and water management.</td>
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<tr>
<td>• <strong>Men are better decision makers and leaders</strong> than women on issues of waste and water management.</td>
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→ 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.
## Data disaggregated by sex & Analysis of gender differences that includes a gender perspective, based on established gender theories

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### 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.
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


✓ 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