

Does gender matter?

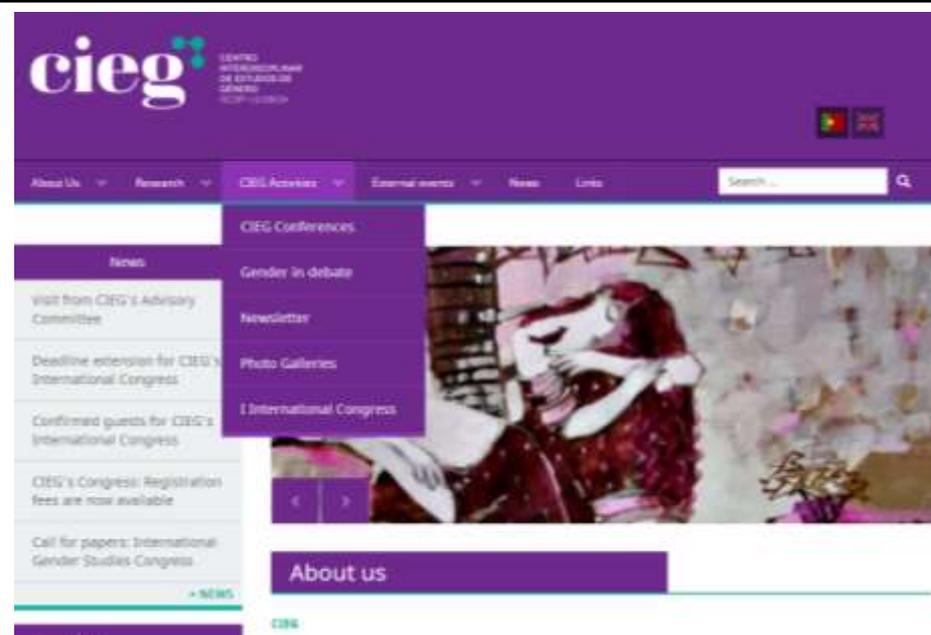
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CENTRO
INTERDISCIPLINAR
DE ESTUDOS DE
GÉNERO

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*New Challenges for Forest Research:
Looking back, moving forward*
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CEF, ISA -ULisboa

- Founded in 2012, hosted by the School of Social and Political Sciences of the University of Lisbon
- The first and only gender, feminist and women's studies research center in Portugal
- Awarded the rate of *Excellent* by the independent FCT panel
- 35 researchers from a variety of backgrounds (Sociology, Social Policy, Anthropology, Law, Humanities, Psychology,...)
- Research, Training, Publication, Dissemination

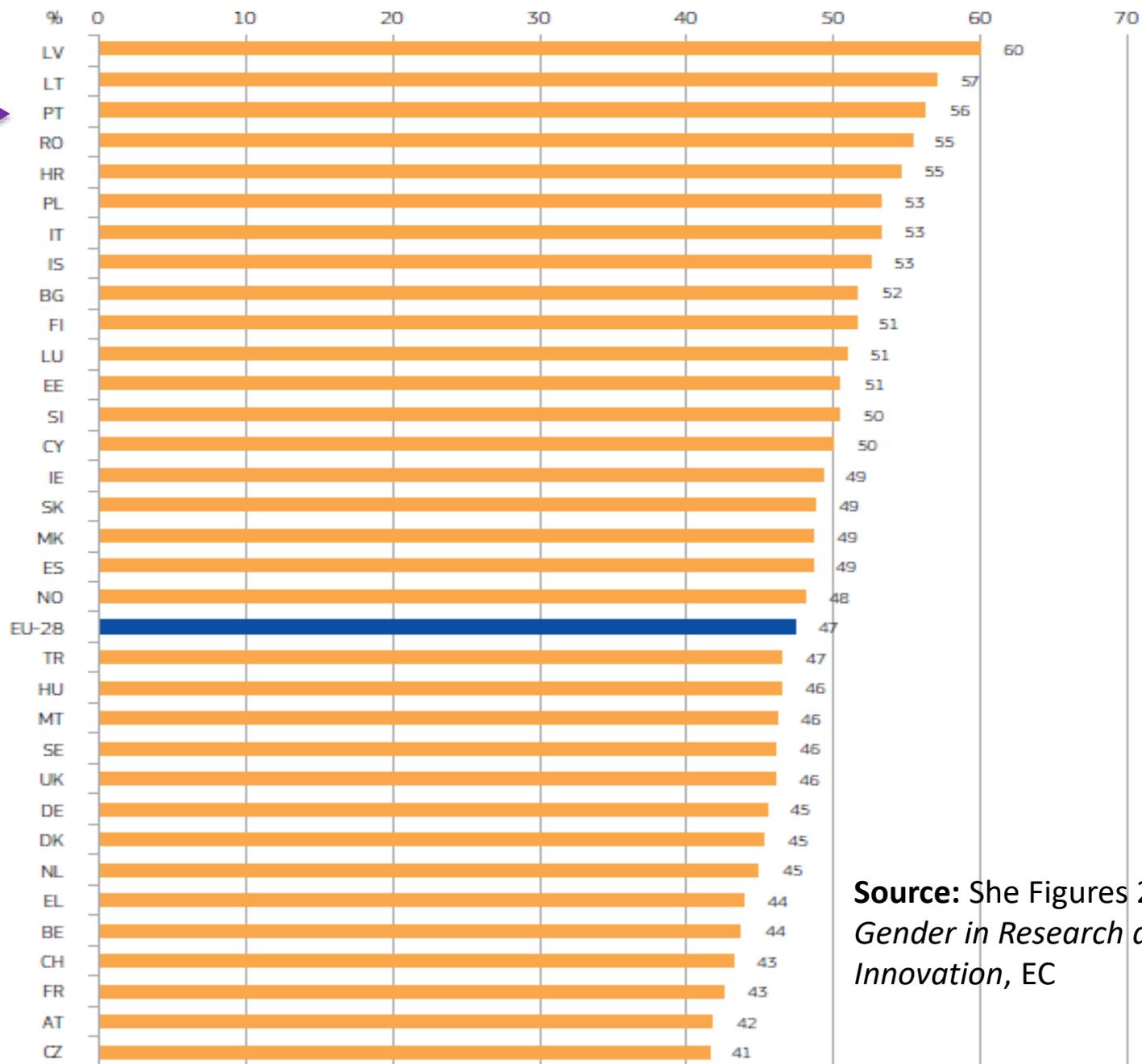


Just about two generations ago – what did women’s lives look like in Portugal?

- Early school drop-out
- Marriage
- Housewives – totally dedicated to husband and children



Figure 2.1. Proportion (%) of women ISCED 6 graduates, 2012



Source: She Figures 2015, Gender in Research and Innovation, EC

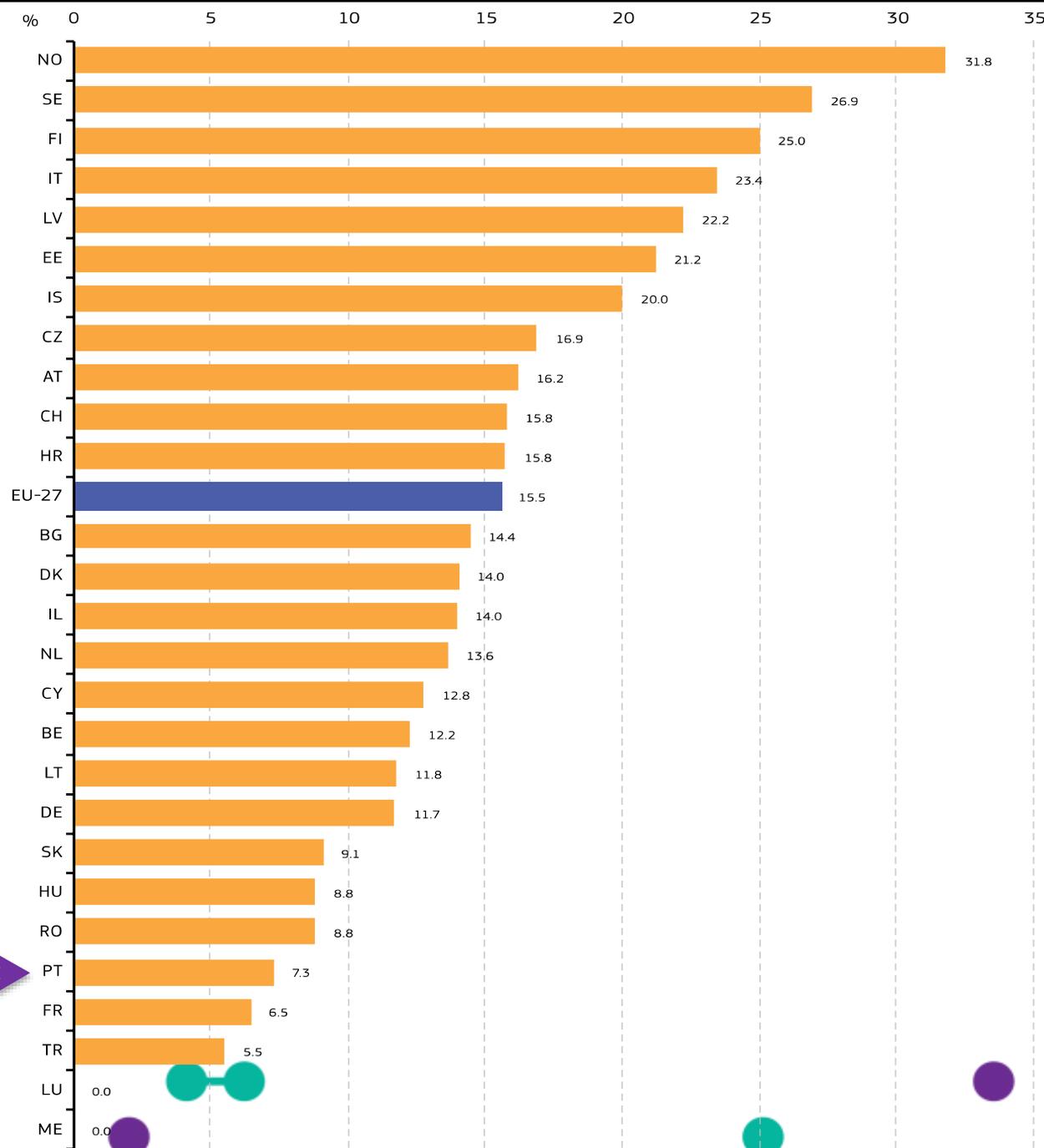
Table 2.2. Proportion (%) of women ISCED 6 graduates by broad field of study, 2012

| | Education | Humanities and arts | Social sciences, business and law | Science, mathematics and computing | Engineering, manufacturing and construction | Agriculture and veterinary | Health and welfare |
|-------|------------|---------------------|-----------------------------------|------------------------------------|---|----------------------------|--------------------|
| EU-28 | 64 | 55 | 51 | 42 | 28 | 56 | 59 |
| EU-27 | 64 | 54 | 51 | 42 | 28 | 57 | 59 |
| BE | 83 (19/23) | 45 | 51 | 35 | 31 | 47 | 59 |
| BG | 60 | 59 | 58 | 53 | 32 | 41 | 51 |
| IE | 75 | 60 | 62 | 45 | 24 | 47 (7/15) | 55 |
| EL | 60 | 54 | 45 | 33 | 27 | 42 | 51 |
| ES | 55 | 52 | 47 | 47 | 30 | 56 | 56 |
| FR | 56 | 58 | 48 | 39 | 31 | : | 47 |
| HR | 50 | 68 | 60 | 60 | 34 | 37 | 53 |
| IT | 71 | 62 | 53 | 53 | 35 | 54 | 64 |
| CY | 25 (1/4) | 50 (3/6) | 64 (7/11) | 53 (10/19) | 38 (3/8) | : | : |
| LV | 80 (20/25) | 75 (18/24) | 82 | 45 | 25 | 80 (4/5) | 76 (16/21) |
| LT | 2 | 76 | 62 | 53 | 38 | 55 (16/29) | 74 |
| LU | 100 (1/1) | 50 (3/6) | 42 (5/12) | 59 (17/29) | 29 (2/7) | : | 50 (1/2) |
| HU | 68 | 49 | 51 | 38 | 22 | 59 | 52 |
| MT | : | 60 (3/5) | 100 (2/2) | 25 (1/4) | 33 (1/3) | : | 50 (1/2) |
| NL | 2 | 52 | 54 | 33 | 26 | 59 | 67 |
| AT | 80 | 51 | 49 | 35 | 23 | 58 | 51 |
| PL | - | 52 | 52 | 54 | 27 | 57 | 64 |
| PT | 77 | 52 | 55 | 58 | 38 | 74 | 70 |
| RO | 2 | 64 | 64 | 57 | 43 | 46 | 63 |
| SI | 58 (7/12) | 61 | 64 | 39 | 28 | 68 | 61 |
| SK | 79 | 50 | 54 | 50 | 33 | 52 | 60 |
| FI | 79 | 61 | 56 | 44 | 27 | 60 | 66 |
| SE | 63 | 54 | 49 | 42 | 26 | 53 | 62 |
| UK | 62 | 49 | 56 | 39 | 25 | 61 | 57 |

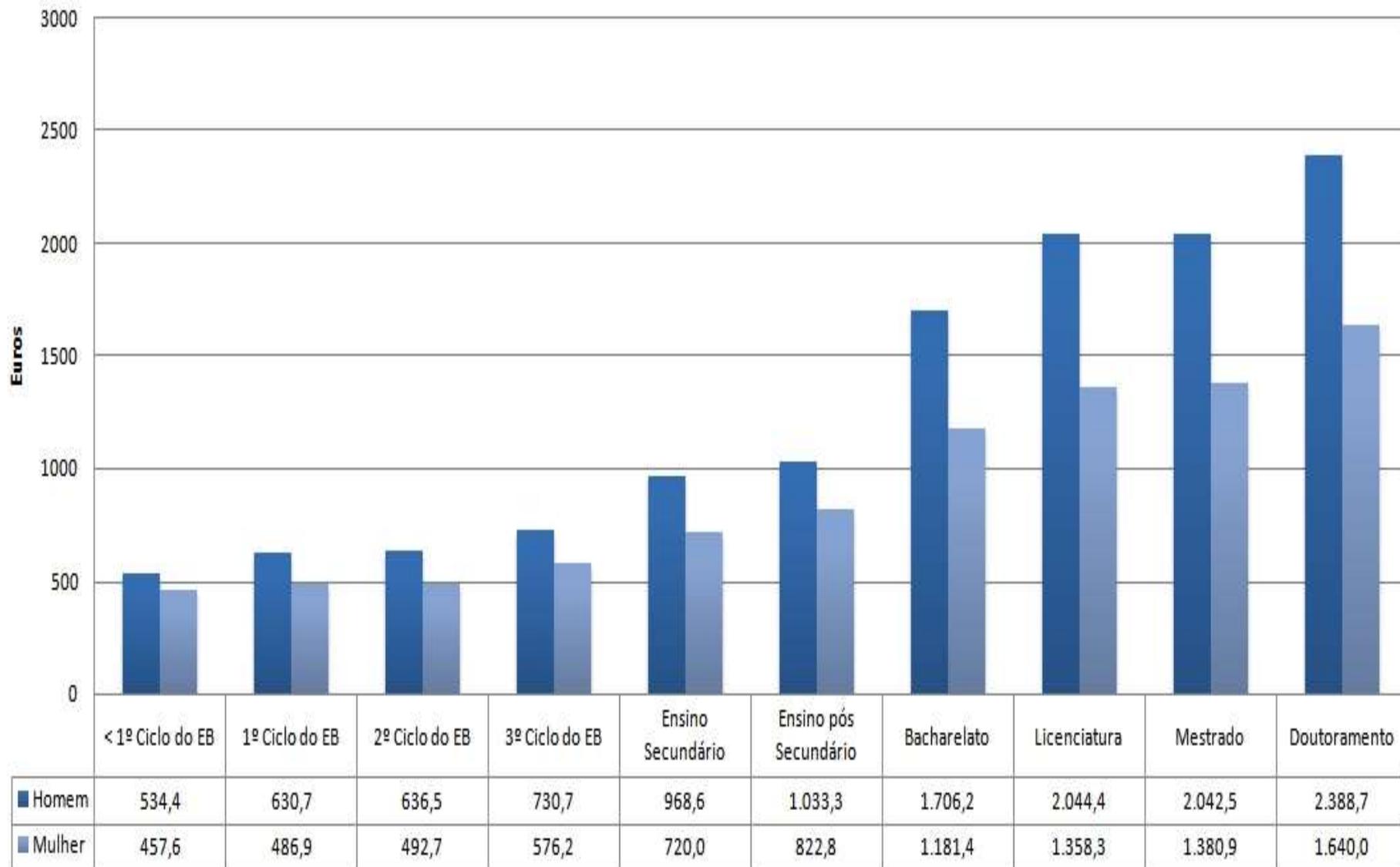
Table 2.4. Evolution of the proportion (%) of women ISCED 6 graduates by narrow field of study in natural sciences and engineering (fields EF4 and EF5), 2004 and 2012

| | Life Science (EF42) | | Physical Science (EF44) | | Mathematics and Statistics (EF46) | | Computing (EF48) | | Engineering and Engineering Trades (EF52) | | Manufacturing and Processing (EF54) | | Architecture and Building (EF58) | |
|-------|---------------------|---------------|-------------------------|---------------|-----------------------------------|--------------|------------------|--------------|---|------|-------------------------------------|---------------|----------------------------------|---------------|
| | 2004 | 2012 | 2004 | 2012 | 2004 | 2012 | 2004 | 2012 | 2004 | 2012 | 2004 | 2012 | 2004 | 2012 |
| EU-28 | 53 | 58 | 34 | 37 | 31 | 35 | 18 | 21 | 19 | 25 | 30 | 36 | 36 | 38 |
| EU-27 | 53 | 58 | 34 | 37 | 31 | 36 | 18 | 21 | 19 | 25 | 30 | 35 | 36 | 38 |
| BE | 30 | 57 | 34 | 31 | 37 | 32 | 5 | 9 | 15 | 30 | 25 (1/4) | 50 (6/12) | 37 (7/19) | 37 |
| BG | 56 (10/18) | 70 | 57 | 53 | 54 (7/13) | 31 (4/13) | : | 29 (7/24) | 42 | 31 | 27 (3/11) | 35 (6/17) | 38 (3/8) | 36 (9/25) |
| CZ | 53 | 59 | 31 | 33 | 23 | 38 | 10 | 10 | 17 | 14 | 31 | 59 | 32 | 29 |
| DK | : | : | : | : | 26 | 48 | : | : | 28 | 30 | : | : | : | : |
| DE | 47 | 59 | 22 | 33 | 28 | 25 | 10 | 18 | 9 | 15 | 19 | 29 | 21 | 26 |
| EE | 48 | 67 | 27 (4/15) | 52 (13/25) | 80 (4/5) | 100 (1/1) | 33 (1/3) | 14 (2/14) | 38 (5/13) | 29 | : | : | 50 (1/2) | : |
| IE | 50 | 45 | 47 | 45 | : | 46 | 21 | 45 | 25 | 24 | 54 (7/13) | 24 | 33 (1/3) | 24 |
| EL | 37 | 37 | 35 | 37 | 36 | 24 | 12 | 31 | 17 | 23 | 24 (5/21) | : | 38 (6/16) | 40 |
| ES | 60 | 62 | 47 | 46 | 39 | 34 | 22 | 22 | 21 | 29 | 48 (11/23) | 19 (3/16) | 41 | 38 |
| FR | 50 | 56 | 31 | 34 | 24 | 24 | 18 | 19 | 27 | 26 | 63 | 55 | 32 | 37 |
| IT | 70 | 66 | 45 | 47 | 41 | 43 | 33 | 24 | 16 | 22 | 26 | 30 | 48 | 51 |
| LV | 100 (2/2) | 50 (5/10) | 71 (5/7) | 61 (14/23) | 100 (1/1) | 40 (2/5) | : | 20 (3/15) | 30 (3/10) | 18 | 100 (1/1) | 67 (2/3) | 50 (1/2) | 44 (4/9) |
| LT | 78 (18/23) | 61 (17/28) | 57 | 53 | 25 (2/8) | 40 (4/10) | 100 (2/2) | 25 (1/4) | 33 | 34 | : | : | 43 (3/7) | 53 (10/19) |
| HR | 79 (11/14) | 71 | 39 | 54 | 33 (4/12) | 27 (4/15) | : | 33 (4/12) | 17 | 21 | 44 (4/9) | 63 | 43 (6/14) | 45 |
| HU | 34 | 49 | 33 | 37 | 40 (4/10) | 33 (8/24) | 11 (1/9) | 6 | : | 15 | 40 (8/20) | 38 (11/29) | 33 (4/12) | 18 (2/11) |
| AT | 56 | 61 | 34 | 32 | 9 | 21 | 8 | 15 | 14 | 23 | 30 | 20 (3/15) | 22 | 23 |
| PT | 73 | 72 | 46 | 48 | 55 | 61 | 24 | 30 | 30 | 36 | 51 | 51 | 43 | 38 |

Proportion of female head of institutions in the HES, 2010



Average salary per level of education, by sex (2006)



Fonte – Quadros de Pessoal 2006 (GEP/MTSS).

Gender pay gap in the 'Scientific Research and development' sector, by age group, 2010

| | Scientific research and development services statistics | | | | |
|-------|---|-------|-------|------|-------|
| | <35 | 35-44 | 45-54 | 55+ | Total |
| EU-28 | 7.3 | 14.8 | 17.5 | 23.0 | 17.9 |
| BE | -2.3 | 14.8 | 24.0 | 26.5 | 15.9 |
| BG | 7.3 | -5.3 | 2.5 | 3.7 | 4.2 |
| CZ | 19.7 | 35.9 | 23.7 | 24.4 | 24.0 |
| DK | 14.5 | 18.5 | 21.6 | 22.0 | 19.7 |
| DE | 6.9 | 19.9 | 26.7 | 26.0 | 19.3 |
| EE | 20.4 | 2.7 | 42.1 | 34.3 | 25.8 |
| IE | 2.9 | 25.9 | 5.9 | c | 25.2 |
| EL | 13.1 | 20.5 | 13.1 | 19.6 | 18.0 |
| ES | 6.0 | 14.5 | 18.6 | 13.2 | 17.7 |
| FR | 3.9 | 12.0 | 10.7 | 21.7 | 15.6 |
| HR | 2.6 | 13.8 | 12.3 | 11.9 | 11.7 |
| IT | 6.6 | 5.1 | 0.4 | 11.3 | 7.4 |
| CY | c | c | c | c | 26.7 |
| LV | 15.1 | 2.8 | 23.5 | 18.7 | 15.3 |
| LT | 2.1 | -0.6 | 26.0 | 27.5 | 16.2 |
| LU | c | c | c | c | 6.7 |
| HU | 6.9 | 10.3 | 27.0 | 27.5 | 17.7 |
| MT | : | : | : | : | : |
| NL | -6.2 | 13.6 | 33.8 | 43.5 | 25.1 |
| AT | 8.1 | 22.4 | 28.1 | 22.6 | 19.5 |
| PL | 12.2 | 11.3 | 7.0 | 11.3 | 10.7 |
| PT | 0.2 | 9.1 | 42.0 | c | 11.9 |

- Very positive indicators regarding female participation in **all** scientific areas, placing **Portugal in a top position at European level** - runs against all gender-based stereotypes (e.g. women's lack of "skills" or "interest" in math, engineering,...)
- Surprised? Not so much, as research that helps explaining these outcomes exists. But this research lacks social visibility...
- Drawing from gender and feminist theories as well as women's studies CIEG aims to address and explain inequalities such as this one, which tend to persist.



- These are complex issues that require **rigorous, well supported and clearly demonstrated analyses**, as in any other scientific domain. Research that, as in the life sciences or forest research, is required in order to guide our intervention on a reality that we aim to change.
- Because there are **paradoxical issues** here:
 - We know now that there are **more intra-sex than inter-sex differences** and that it is all about the **social construction of difference**



- And yet the naturalistic/biologic obstacles persist, and we fail to see that, more than biological differences, the **different life experiences**, the **differential access to resources** and the **power inequalities** are determinant.
- Moreover, as we were able to make some progress in the law – although we can still do better – this makes us believe that there is equality; when in fact the more we affirm an equality of rights, **the greater the paradox of persisting inequalities** – and not just of gender but also of class, race, sexual orientation, and so on.

- Without such an analysis, how to understand that in the 21st century, in the all new University of Lisbon there is just one woman in the rectoral executive board (and 9 men + male rector)?
- **Gender studies help to explain this outcome:**
 - Not as a conspiracy of men against women
 - Rather they show that it is **the social networks** and the **relationships of trust** among peers that prevail, which tend to not be mixed - but we can change that with a quota law, for instance (as we have done in politics)
 - It is also about **power**, masculine domination and the devaluation of the feminine and female subordination - as in domestic violence, but in the academia and the science and research sector this seems awkward



- We are not saying that it is just a matter of having women in decision-making positions – although they deserve to be there by their own merit and they are not – but it's not just about having them there; but about **instilling a gender perspective in people and institutions**
- Research shows that the exact same CV is differently assessed when it has the name of a man or the name of a woman on it - **more positive evaluations tend to be provided to men**, by both men and by women – greater 'value' and 'prestige' assigned to the masculine;

- So yes, **gender does matter!**
- We live in a cultural environment where subtle, and more overt, norms and stereotypes surround us, shaping our behaviours and leading many of us to reproduce these disparities.
- We need to break them down but we face a lot of **resistance in recognising even their existence**
- And we need to continue doing research on these topics to reveal patterns of inequalities and contribute to new policies that address persisting gaps.



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Thank you so much for your
attention