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**Project Womatter: social brand against gender
stereotypes and professional discrimination of
women in France.**

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Project Womatter: social brand against gender stereotypes and professional discrimination in France.

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Keywords

Stereotypes, women, discrimination, professional, social brand.

Abstract

The thesis project is based on the importance of a social brand which aims to reduce stereotypes and professional discrimination of women in France. Different research in the theoretical framework as well as a survey have allowed to analyze the factors in depth details which impact on the full and complete integration of women in the professional world. These factors such as stereotypes which can be generated by education, may unfortunately reinforce discriminatory behaviors. Also, women are less represented in jobs in high position such as CEO, director. As a result, these different facts lead to the emergence of an average pay gap between men and women, difference in the kind of contracts women get, as well as it creates a strong difficulty for women to reach high job position. Furthermore, research has also been conducted on the importance of social branding in order to have an effective and interactive awareness campaign which aimed to create a community. The social brand through different impactful campaigns uses tools such as advertising, social media, to spread an interactive awareness message to address an important social issue which in the case is professional discrimination of women in France.

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INTRODUCTION

1.1 Context

France is recognized as the cradle of equality between human beings. According to the Declaration of the Rights of Man and of the Citizen¹ which, in 1789, lays down the principle of equality as stated in its article 1: “Men are born and remain free and equal in rights. Social distinctions can only be based on common utility”. In the labour market, discrimination is the result of unequal treatment of persons who are perfectly identical in terms of employability and performance. Professional discrimination is punishable under French law. According to the Ministry of Labour, any decision by the employer (hiring, promotion, sanctions, transfer, dismissal, training...) must be taken on the basis of professional criteria and not on personal considerations, based on elements outside the workplace (such as sex, religion, physical appearance, nationality, sexual orientation etc.).

Furthermore, on March 3, 1983, Yvette Roudy², Minister Delegate for Women's Rights, created the first bill which aimed on establishing professional equality between women and men. Women's right to work is progressing, but there are still many obstacles. Professional discrimination against women is a very visible problem in our society. Moreover, the metaphor of the glass ceiling that appeared in the late 1980s in the United States still persists in France. This metaphor refers to an invisible ceiling that minorities such as women face in order to advance their careers or occupy positions of high responsibility, and which therefore prevents them from advancing as far as men in their careers. Despite the legal provisions concerning professional equality between women and men, disparities persist on the labour market in terms of salaries, career paths and promotions within companies. According to the French newspaper

¹ Declaration of the Rights of Man and of the Citizen Amable Leroy (1789) (12/04/2020) legifrance.gouv.fr

² Act n° 83-635 of 13 July 1983 3 amending the Labour Code and the Criminal Code with regard to professional equality between women and men (12/04/2020) legifrance.gouv.fr

Le Monde³, French working men still earn, in 2020, on average 22.8% more than their female colleagues. Moreover, women are globally confronted with discrimination in access to high responsibility positions when they are of childbearing age. But also after having them, with negative repercussions on their career development. According to Carcillo and Valfort:

The results show that the arrival of children creates a long-term income gap between men and women of around 20%, due in roughly equal proportions to less participation in the labour market, fewer hours worked and lower hourly wages. (2018, p.60)

However, discrimination may even be present before labour market during the years of education and as so influences the acquisition of skills such as career choices. Inequalities in access to employment are therefore often formed upstream of the labour market, particularly from childhood, where behaviour is influenced by stereotypes.

Stereotypes are an integral part of society and in fact determine social relations and therefore lead to discrimination. However, these stereotypes have a negative impact on women's lives, both in the workplace and in the family sphere. Indeed, representing women in a certain way and attributing certain biological, behavioural and social characteristics to them will encourage society to develop a so-called discriminatory behaviour through the stereotypes and prejudices attributed to them. It is therefore essential to implement appropriate strategies to measure the exact extent of occupational discrimination against women, but also to understand its causes and consequences.

³ Cash Investigation investigated wage inequalities between men and women, Audrey Fournier, (19/04/2020) [lemonde.fr](https://www.lemonde.fr)

1.2 Theoretical framework

In the professional world, women are victims of stereotypes about their motivation, resulting in an unequal treatment of applicants with equal skills. In France, discrimination in access to employment is an important fact that can not be denied. Every day, cases of gender discrimination occur, preventing many women from making progress and growing up on a professional career. By denying some women the right to benefit from the fundamental principles of equality and non-discrimination, it has consequently impacted the society as a whole and for its future. Indeed, discrimination against women still persists. Unequal treatment and equality is a reality in the business environment, with women and men not being given the same role in society. According to Vouillot (2014),

43% of journalists are women, but only 9 hold strategic management positions. Barely 10% of women head national sports federations. 60% of senior managers and intellectual professions are men, while 76% of employees are women. Part-time work affects one in three women, compared to 7% of men.

Moreover, as stated by Vouillot (2017), in France, where women represent 53% of the electorate, 73% of deputies, 86% of mayors, and 95% of presidents of general councils are men, and 81% of the positions of responsibility in cultural administrations are held by men.

Discrimination against women affects their role in society, in the upbringing of children and in the economy. This reality engendered by stereotypes aggravates employers' prejudices and their reluctance to hire women for fear of being less available due to childcare and maternity leave. In addition, women are also discriminated against with regard to their wages. In 2020, women are still not paid equally, but maternity is also an obstacle to equal pay. There are still big differences between the two sexes, according to the French newspaper Le Figaro⁴ :

⁴ The 3 digits of wage inequality between men and women, Horia Mustafa Douine, (4 March 2019), lefigaro.fr

The most important gap is the one that compares wage earnings between men and women. In France, it is 24% [...] Part of the gap is still not explained by the fact that women occupy lower positions with higher hourly wages. They are also less present in the most remunerative sectors of activity. Wage differences are also clearly visible after the birth of a first child. INSEE, in an analysis published in February on the period 1995-2015, shows that wage differentials between men and women increase over the course of their lives, particularly when they have children. When mothers earn 11 per cent less than fathers at the age of 25, the difference can reach 25 per cent at the age of 45. Mothers' wages decrease after the birth of a child when fathers' wages increase.

Employers are dictated by preconceived ideas that are stereotypes. Indeed, if employers believe that on average women are less qualified, or more likely to leave their jobs than men, and that the cost of additional information on each candidate is excessive, then they will discriminate against women.

Stereotypes are barriers to the realization of individual choices for both men and women. They contribute to the persistence of inequalities by influencing the choice of education, training or employment paths, participation in domestic and family tasks, and representation in decision-making positions. Gaborit (2009)

According to the Interprofessional Agreement of 1 March 2004⁵, stereotypes associated with women are so ingrained and harmful to the working environment that they are the subject of this article on gender mix and professional equality between men and women: Cultural representations and stereotypes relating to the image of women and their family constraints in working life are a major hindrance to women's career development and the development of job diversity.

⁵ Gender balance and professional equality between men and women,(20/05/2020)
www.efigip.org

Sex stereotypes are defined from the earliest age, starting from the cradle with gender-differentiated parental education, with the school taking over from this initial segregation in gender-based assessments, encouragement and guidance.

In the field of guidance, parents wish for their boys to have vocational training that provides job security, with as much material success as family success, while they hope for their daughters to have a more general education, an interesting profession that allows them to develop and insist more on family happiness than on professional happiness. Parents' judgments and expectations are directly related to their children's self-image and take precedence over actual skills. From adolescence onwards, girls have lower self-esteem scores than boys: they internalize the Cinderella complex: they are afraid of professional success because it would be in conflict with their socially prescribed family destiny. (Petrovic, 2004 p.80)

Therefore, according to Bellat (2004), inequalities in orientation engendered by education, more than inequalities in achievement, shape career inequalities between genders and social groups. Finally, the company also makes extensive use of these stereotypical representations in its job definitions, recruitment and promotions. Women are thus discriminated against and excluded from certain jobs that are considered to be male.

Women are kept away from decision-making positions with high responsibility, which can only be accessed by men. According to l'usine nouvelle⁶, “Women executives represent only 35% of the French population. With the same profile, when women reach a position of high responsibility, they receive 10% less salary than men, compared to 8% overall”.

Employers have stereotypes about the skills of both sexes that stem from stereotypes or pure prejudice based on no concrete facts. Employers' perceptions will disadvantage women who wish to pursue a career. Sexism is also a discriminatory attitude, based on gender, sexual orientation, and the social roles of men and women. It is women who are most often victims of this form of prejudice. From an early age, sexism takes place, particularly in education. Children

⁶ Access to senior positions does not protect women managers from wage differentials with men quite the contrary. (25/05/2020), usinouvelle.com

often internalize sexist assumptions about women and men, femininity and masculinity, and gender relations can be reinforced by unequal conditions in school and society. These experiences can have negative consequences for the health, mental and physical well-being of young girls and women. Professional gender discrimination therefore has a human cost and social consequences on women.

According to Carcillo (2018), which confirmed that discriminated groups may be subject to the anxiety of confirming the negative image attributed to them. He defines this as the “threat of stereotypes”. This anxiety, which is an obstacle, destabilizes and prevents the realization of the potential of individuals:

In a famous experiment, Jeff Stone and his co-authors confirmed that it is indeed possible to make an individual lose his or her way, whether or not he or she belongs to the minority group, as long as one refers to a known negative stereotype about one's group. (Stéphane Carcillo, 2018, p.22).

The development of equality in the labour market is therefore not only a moral or economic imperative, but also a social obligation. The labour market must take into account the fact that discrimination weakens women, thus creating a source of exclusion. Professional discrimination changes the social relationship. Women are considered different and supposedly inferior, which consequently leads to a weakening of the representation of women as human beings and weakens these victims in their daily lives, thus leading to social withdrawal and a fall in self-esteem. Additional efforts must therefore be made to combat this scourge, which constitutes a cleavage in society. It is therefore essential to implement appropriate strategies to measure the exact extent of professional discrimination against women, but also stereotypes and prejudices in order to understand its causes and consequences.

To contribute to the the creation of a social brand not only improves understanding of the phenomena of woman professional discrimination, but also raises awareness and creates a powerful message to create a community.

It has been confirmed that social brands are indeed different from commercial brands in that they focus on behaviour aimed at achieving social good, not profit maximization. Following this finding, the role and measurement of social brands was studied, and it was found that social brands act as reminders and catalysts for specific behaviours and can be useful in bringing the community together to create broad societal change. (Rademeyer, 2014, p.9)

Nowadays, because of their influences in their world, brands can have an impact on a societal issue to fight against stereotypes and professional discrimination of women. Therefore, the creation of a social brand concerning the fight against professional discrimination of women in France would not only raise awareness of gender stereotypes and prejudices rooted in education, but also create a strong message of gender equality to prevent professional discrimination and create community.

1.3 Research problem and expected contributions

France is a country where professional discrimination is strongly present. Women are discriminated on a daily basis in the workplace. Discrimination must be combated because it creates a break in equality between people. The manifestation of discriminatory behaviour most often reflects the presence of stereotypes and reinforces them.

Sexist stereotypes and prejudices are defined from an early age with regard to the upbringing of children. Gender differentiation and inequality are rooted in society and gender stereotypes and prejudices are confirmed by employers, resulting in the emergence of an average gender pay gap that persists in the long term. Often, pay inequalities are due to a difference in the appreciation of work and performance of women and men. Jobs that are considered typically female are generally ranked lower on the pay scale. According to inequality observatory⁷ less than one in three businesses is run by a woman:

As the size of companies increases, there are fewer women at the head of the company. 36% of managers of companies without employees (self-employed and small entrepreneurs) are women.

⁷ Few women entrepreneurs,(26/06/2020), inegalite.fr

They are numerous among self-employed doctors and nurses, hairdressers and small traders, for example. In companies with five or more employees, only 20% of managers are women on average. As in politics, where local women elected representatives have difficulty gaining access to executive positions, the higher the level of power, the lower the proportion of women.

The qualifications required for activities predominantly carried out by women are insufficiently recognized and therefore underpaid. The labour market regularly generates employment disparities. While a punitive approach is necessary, it is not sufficient to combat discrimination against women in the labour market, discrimination against women can be very violent. Occupational discrimination against women has economic and social repercussions, but also has an impact on their social integration into society. The project of creating a social brand could improve the understanding of the phenomena of discrimination related to women in terms of access to employment, but also to raise awareness about education or persistent gender stereotypes and prejudices. The objective of the awareness campaign is to make the public understand the negative impacts that discrimination can have on women caused by stereotypes and prejudices.

Moreover, this project as well aims to provide a creative and innovative response to current social issues, to define gender discrimination at work, its causes and evolution, and to combat and remedy it. Through the creation of this social brand, the aim is to try to promote equality between men and women and to prevent discrimination in the world of work. In addition, its goal is to change the sexist stereotypes and prejudices deeply rooted in the minds of recruiters and to contribute to a better understanding of the phenomena of discrimination in terms of access to employment. Moreover, to provide information on the possible remedies and steps to be taken when women are victims of occupational discrimination, in order to make diversity an asset to succeed in breaking down unjustified representations, stereotypes and other gender prejudices, with the aim of disseminating a powerful message to create a community.

Regarding the methodology to be implemented, the first step is to research quantitative data in order to collect data on the rate of professional discrimination against women so it can be studied the current context in France, and therefore understand the rules of criminal procedure, which set the legal framework for gender equality. But also to collect qualitative sociological

data on gender stereotypes and prejudices in order to analyse the main factors, which will make it possible to study the social context. This will therefore make it possible to demonstrate that discrimination is engendered by stereotypes and prejudices. But also to study education where sexism persists.

In order to be able to communicate as much as possible on the subject of professional discrimination concerning women, it is also important to analyse art and feminist movements that have evolved throughout society, but also the place of women in advertising, which is a determining factor in the persistence of stereotypes. This will allow to understand the origin, the factors, but also the evolution of these discriminations against women, and finally to define what a social brand is and to analyse the importance that it can bring to the project.

As a result, it will be thus possible to create a social brand that communicate in the most effective way, therefore, it is important to create a questionnaire to analyse the opinion of people in France on the matter of the subject.

For this questionnaire, qualitative research is important. The survey will be carried out among 100 people (50 men and 50 women) in France and the questions will be open-ended in order to contribute to the understanding of the problem of discrimination in the workplace. Once the survey launched, the answers will be synthesized to give an overview of people's behaviour and perceptions, but will also make it possible to study their opinions on the subject of discrimination at work concerning women in greater depth than in a simple survey. This will make it possible to generate ideas and hypotheses that can help to understand how workplace discrimination is perceived by the population in France, but also to define or identify options related to this issue. This qualitative research is characterised by an approach that aims to describe and analyse the culture and behaviours of the French population in relation to gender stereotypes, prejudices and discrimination in the world of work.

After having collected the one-hundred responses, it will lead to the argue of the project, the next step is to create the social brand concept and carry out the process of creating the brand identity. This process will involve the creation of logos, typography, all the essential elements of a brand's graphic identity, and then the creation of the communication campaign. The next step is to develop the whole strategy of the communication campaign concerning the social brand and to

have an impact to contribute to the reduction of gender stereotypes and prejudices and professional discrimination in France.

1.4 State of The art

Society is established on a system that creates a difference based on biological sex as a fundamental difference. Society has created two genders: the masculine and the feminine, each gender is assigned qualities and skills, tastes and aptitudes inculcated through education. Feminists have fought to overcome these gender inequalities, to try to build a society in which women can develop their qualities and skills, and through numerous books, artistic works and social movements, they have defended the cause of women for equality between men and women for a society without stereotypes. This is especially the case of Mary Wollstonecraft, a pioneer of feminism. She has written several books on the theme of education and is an advocate for women's education and equal rights. In 1792, she wrote a philosophical work entitled “A Vindication of the Rights of Woman”. “It is time to make a revolution in women's morality, it is time to restore women's lost dignity and to make them contribute as members of the human species to the reform of the world”. This quote, which calls for gender equality, criticises the institution of marriage and the differentiated education given to women. In addition, Betty Friedan inspired the modern feminist movement and helped found NARAL (National Association for the Abolition of Abortion Laws). She also founded the National Organization of Women (NOW), the national women's organization in 1966. Also in 1963, Betty Goldstein Friedan published *The Feminine Mystique*, a book that provides a raw account of the daily lives of millions of American women who, since the end of World War II, have locked themselves into a domestic life. More than 50 years after the publication of her book, she talks about the evolution of women in today's society.⁸

Yes, today's woman doesn't have time to think about her situation enough, between the husband's career, the children's education, she doesn't have time to think about herself. To think

⁸ 1963, Betty Friedan published *The Mystified Woman: Where are we in 2019?* (27/06/2020) Businessofeminin.com

about what she's become. As long as women are not equal in themselves, and that will take several centuries, she will always be a mystified woman.

Indeed, many of these women had higher education and jobs, but they were quickly overtaken by the education of their children and married life. Inequality in domestic chores and child rearing has evolved but still persists today. As a result, the concept of mental load, first defined by the sociologist Haicault in 1984, emerged, which is defined as the difficulties for a woman to reconcile family and professional life. But also in 1996, Walzer defined mental load as the preferential feminisation of the arrival of a child in the home, which constitutes an imbalance in the sharing of responsibilities. The consequences are intellectual and emotional, which can have a significant impact on her working life and health.

In addition, Butler published a book entitled “Gender Trouble” in 1999. The philosopher Butler is now recognized as a figure of postmodern feminism. The originality of her thought has strongly influenced the field of feminist studies. She speaks of the flaws that appear on the margins of the more general upheaval of this power regime. At the same time, she raises the question of normative injunctions that constitute sexual subjects, as well as that of a gender disorder to define a feminist politics without a foundation of stable identity. Following Simone de Beauvoir’s “One is not born a woman, one becomes one” 1949, she defends the idea that gender is a construction that must be rethought.

There is no essence that expresses or externalizes gender, nor any objective ideal to which gender aspires. Since gender is not a fact, it could not exist without the acts that constitute it. It is therefore a construction whose genesis normally remains hidden; the tacit collective agreement to perform, produce and support finite and opposing genres as cultural fictions is masked by the credibility of these productions and the punishments that follow if we do not believe in them; the construction forces us to believe in its necessity and naturalness.

According to Elvan Zabunyan (2006), when discussing the notion of feminist art today, it is important to look at the late 1960s and early 1970s. This is a historical moment when the field

of art intersected with and was inspired by the women's liberation movement. But it was also a time when major transformations took place within art criticism and art history that began to integrate the tools offered by feminist theory into the humanities and social sciences.

Feminist art is also a battle for the visibility and recognition of women artists, and more broadly artists who are part of minorities and who are discriminated against in the art world because of the colour of their skin or their social class, because before, great women artists were not recognized. In response to this exclusion from the traditional artistic sphere, feminist artists are beginning to use group (non-mixed) exhibitions as a tool for activism but also as a means of dissemination. By allowing them to emancipate themselves from official institutions, feminist art in general allows artists to re-exploit subjects and media that are generally devalued and excluded from the artistic sphere.

In the 1980s, feminist artists named the Guerrilla Girls, wearing gorilla costumes and pseudonyms linked to historical female figures, protested against the under-representation of women in the art world in the exhibition “An International Survey of Recent Painting and Sculpture at the Museum of Modern Art” in New York. They then created posters with the slogan “Do women have to be naked to enter the Metropolitan Museum? Less than 5% of the artists in the modern art section are women, but 85% of the nudes are female”. Favoring direct action, the activists putted up posters, and protectively demonstrated their anonymity with gorilla masks, which also contributed to their popularity and recognition.



Figure 1. *The original poster of the Guerilla Girls in 1985*

Source: <https://www.franceculture.fr/emissions/le-petit-salon/le-retour-des-guerilla-girls>

In addition, Barbara Kruger is a postmodern artist who emerged in the 1980's, who practices a photomontage that systematically interweaves texts with images, challenging traditional notions of masculine and feminine, and questioning the implications of a consumer society in which individuals and groups are increasingly forced to make decisions about their own lives. Known for a symbolic universe and ideological norms. Her style is very recognizable because she often uses the same elements such as a red frame, black and white images borrowed from the press or associated advertising through the technique of photomontage. She made a poster entitled "Your body is a battlefield" in 1989. This poster invited women and men to come together and demonstrate to protect women's right to free abortion, a right that the Bush administration at the time was trying to take away. The image consists of white text bars on a red background which is a metaphor for a war cry depicted. The background of the image is a frontal photograph of the face of a female model divided in two: from left to right, the image reverses from positive to negative. This symbolizes the knowledge that women are relegated to the background, that the words they use can only be those attributed to them in mass culture.

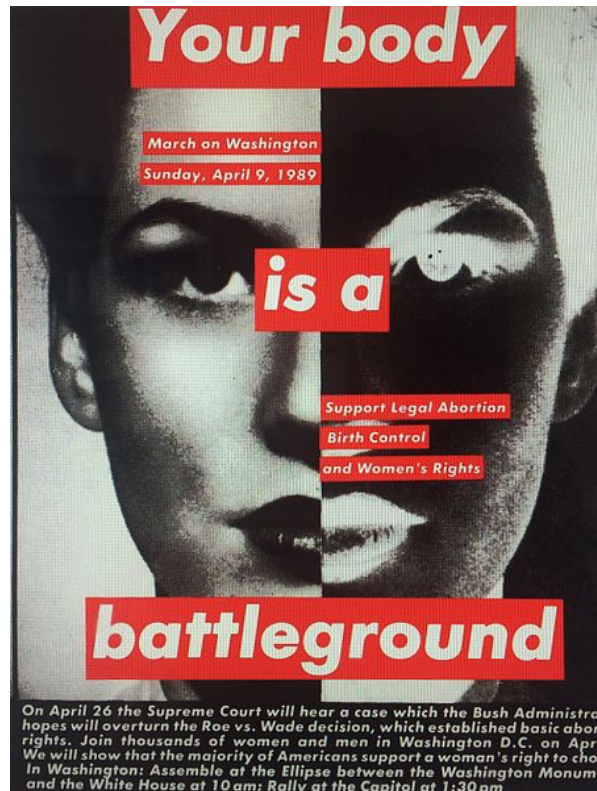


Figure 2. *Your Body Is A Battleground* 1989

Source: <http://www.silviaminguzzi.com/mfa/women-reproductive-rights/>



Figure.3 *It was never a dress* 2015

Source: <https://inspirad.com.br/it-was-never-a-dress-reimagina-icone-do-banheiro-feminino/>

The progress made by previous generations of feminist artists has had a great influence and has given women the necessary impetus to continue fighting gender inequality in various forms, such as the it was never a dress campaign in 2015. Tatina Katan, created the digital campaign with #ItWasNeverADress to break down barriers and change perceptions of women around the world. She used the pictogram of the toilet representing the woman by modifying the triangular dress to represent a superhero's cape. She changed the universal female symbol of the triangular dress into a powerful symbol of femininity. The aim of this campaign is to fight against the inequality of women in the professional world, but it is also an invitation to open our minds to small changes in perception that can create major changes in the conventional norms that hold us all back.



Figure 4. #MeToo movement 2006.

Source: <https://unothegateway.com/opinion-whats-next-for-the-metoo-movement-hope/>

In 2006, Tarana Burke, a New York native, launched a movement in support of victims of sexual assault in disadvantaged neighbourhoods. To build on empathy and solidarity, she chose to create a social movement with the hashtag: “Me too”. This movement was launched with the aim of creating awareness in society, but also to give women the confidence to testify. The watchword freeing the voice of victims of sexual assault and harassment quickly took on a viral

dimension on social networks as many world-famous stars have also testified. The #MeToo movement encourages women to speak out, to let people know that rape and sexual assault are more common than is often assumed, and to give victims a voice on the subject.



Figure.5 *HeForShe* logo

Sources: <https://feminista.pt/organizacoes/he-for-she-universidade-nova-de-lisboa>

He for she, is a United Nations global solidarity movement for gender equality created in 2014 by the United Nations Women's Fund. HeForShe is addressed to men and all people, regardless of their gender identity, to declare their solidarity with women in order to create a living, visible and united force for gender equality. Its aim is therefore to involve men and boys in the fight for gender equality and women's rights by encouraging them to take action against the inequalities faced by women and girls. On 23 January 2015, UN Women launches the HeForShe IMPACT 10x10x10 movement to promote gender equality and women's empowerment to governments, businesses and academia. The aim is to ask 10 heads of state, business and schools to be committed in improving gender equality in the workplace, education and politics. For example, the President of Malawi has announced that child marriages will now be banned, increasing the number of girls who can go to school. Bob Moritz, President of Price water house Coopers International Limited, described how his organisation has increased from 18 per cent female representation on the global management team to 47 per cent from January to December 2016.

Despite advances and social movements, women have been and are still subject to many stereotypes, particularly through advertising. From the 1900s to the present day, the role of women has evolved but still remains in the form of a negative stereotype. However, these stereotypical advertisements show social realities. Advertising, whether on television or on posters, must convey a short and effective message very quickly.

To do this, it uses easily identifiable characters, often caricatural. This explains why women are portrayed in advertisements through a number of stereotypes: first of all, it can be seen that the oldest and most widespread stereotype is that of the woman of the 1950s who is portrayed in advertising as a good mother educator at home, not working and looking after her children while the father works. The advertisement shows this housewife doing all kinds of household tasks throughout the day: cleaning, shopping, meal preparation, etc. The advertisement also shows this woman as a housewife doing all kinds of household chores throughout the day: cleaning, shopping, meal preparation, etc. The advertisement also shows this woman as an educator.



Figure 6. Campaign Van Heusen ties , 1950

Sources: <https://thesocietypages.org/socimages/2011/07/24/show-her-its-a-mans-world/>

This advertisement from the 50s for the tie brand Van Heusen also perfectly shows the image of the submissive woman to her husband. A man sitting in bed, arms behind his neck, wearing a shirt and a tie. The woman is crouching on the edge of the bed, bringing him his meal served on a tray, the slogan shows her that this is a man's world “And that makes her so happy”. It shows the inferiority of the woman who is devoted and submissive to her husband. The woman has no place in the world of work. She has to stay at home to take care of her husband. This image reminds us of the idea that the man does not take care of anything when he is at home, and that the woman has neither the position nor the role of working and bringing money into the home. These ads illustrate the sexist stereotypes of society in the 1950s. Women lived in a world where men had the power, but also the fact that their place was limited to caring for the home and doing the chores.



Figure 7. Advertising , Lexmark (1991)

Source: <https://leafaitsapub.wordpress.com/2012/03/07/la-femme-dans-notre-societe-vue-a-travers-la-publicite/>

In addition, in the 1970s and 1980s, women's rights in society improved and women were empowered at several levels. It was not until the late 1970s that women were portrayed in advertising as active women. Moreover, the model of the housewife is fading away: she is no longer destined to stay at home and take care of her husband, her children and her home, but is now a mother, a wife, an employee and above all a woman in her own right. Advertisements of that time show the multifaceted nature of the woman who works and cares for her home at the same time. This ad for the 1991 Lexmark printer brand shows the woman working in her professional environment. The slogan “60% entrepreneur, 40% superwoman” proves that she is a successful woman in her professional and private life.



Figure 8. *Eden Park campaign 2014*

Source: <http://leplus.nouvelobs.com/contribution/1221522-pub-for-you-guys-d-eden-park-une-campagne-provoc-tristement-sexiste.html>

From the beginnings of advertising to the present day, more or less obvious sexist stereotypes have been exploited by advertising, and while stereotypes have always been present, they have evolved over the years in society. From stereotypically portraying beauty as a symbol

of sexual pleasure to incensing the housewife in her kitchen, the portrayal of women in advertising represents gender stereotypes that are rooted in society and pervasive, designed to make an impression, shape our imagination and contribute to the construction of gender norms. Advertising becomes sexist when it reproduces prejudices about women, their character traits or their role in society, using humour or aesthetics as a pretext to present attitudes of discrimination based on sex. Thus, advertising conveys sexist stereotypes and reinforces discrimination. Combating sexist stereotypes helps to account for social representations of women and their consequences in society. Consequently, these existing stereotypes become legitimate. They therefore remain ingrained and can then generate occupational discrimination against women.

THEORETICAL DEVELOPMENT

2.1 Social context

2.1.1 Discrimination as an enactment of stereotypes and prejudice

Before talking about discrimination, stereotypes and prejudice, which are three related and interdependent concepts, it is important to define each concept.

According to Dovidio and Gaertner (1992), discrimination is defined as negative and unjustifiable behaviour directed against members of a group. Furthermore, according to Légal and Delouvé, (2018), social groups are defined as the perceived attitude towards a person and the feelings and emotions they inspire are influenced by the fact that the other person is considered a member of a group. These group affiliations refer to age, physical and/or dress appearance, gender, social class, type of education, etc. The feelings and emotions they inspire are influenced by the fact that the other person is considered a member of a group. However, an activity, a common goal, an appearance, can also be perceived as a group.

Members of groups that constitute a minority in the total population, such as ethnic, religious, sexual minorities, persons with disabilities, the elderly, etc., are discriminated against. Moreover, qualitative “minority” can also refer to groups that are potentially majorities in the total population but minorities in the labour market, which is the case of women. Discrimination is contrary to a fundamental principle of human rights where all individuals are equal in dignity and are entitled to the same fundamental rights in France 1789⁹. Discrimination is a negative behaviour that is expressed by exclusion, refusal to help or access to a benefit for a person or group of persons. Discrimination can be direct and indirect.

According to Sénat¹⁰, direct discrimination is a situation in which one person is treated less favourably than another is, has been or will be treated in a comparable situation on the basis

⁹ Act n° 83-635 of 13 July 1983 3 amending the Labour Code and the Criminal Code with regard to professional equality between women and men (12/04/2020) [legifrance.gouv.fr](https://www.legifrance.gouv.fr)

¹⁰ Draft law on various provisions adapting to Community law in the field of the fight against discrimination : Fight against discrimination, (06/08/2020), [senat.fr](https://www.senat.fr)

of or on the grounds of one of the “prohibited” criteria. It is clearly visible, even displayed or claimed. Indirect discrimination is any provision, criterion or practice which appears neutral on its face, but which is likely to put persons at a particular disadvantage compared with other persons, unless that provision, criterion or practice is objectively justified by a legitimate aim and the means of achieving that aim are necessary and appropriate. In other words, if the result of a provision leads to the unfavourable treatment of a person or a group of persons who may relate to a prohibited criterion (sex, age, sexual orientation, etc.), indirect discrimination may be deemed to occur. For example, the fact that women hold fewer senior positions in companies is a factor of indirect discrimination. Indirect discrimination is perceived in terms of the effects of a given policy or measure, which may appear neutral, but which in reality systematically disadvantages members of a minority compared to others.

Furthermore, discrimination arises through the attribution of schematic characteristics called stereotypes. Consequently, the concept of stereotypes was first introduced into the social sciences by Lippman in 1922, who considered stereotypes as: Images in our heads simplifying, relatively rigid, and not always of good quality that would function as filters between objective reality and the idea we have of it. Lippman identifies several characteristics of stereotypes:

- Stereotypes are consensual, socially shared ideas
- Stereotypes are rigid, that is, they resist proof to the contrary
- Stereotypes are over-generalizations;
- Stereotypes are false or unfounded

Nowadays the definition of stereotypes has evolved, there could be a “truth” foundation, called the “core of truth”, which is however extrapolated or erroneously transmitted by society. According to Isabelle Barth (2018), the environment is complex, so the individual is designed with the need to reduce the number of physical and social stimuli around him or her and make sense of them. Just as individuals categorize objects according to their shape, colour, or function, society also categorizes individuals according to their gender, age, origin, or appearance. This is defined as a process of categorization which is a major process in the construction of social

identity. Furthermore, categorization is therefore the basis for the construction of stereotypes. It is a universal mechanism of human perception, which consists in defining the surrounding world in categories based on characteristics. This process is automatic because it is rooted in society and distorts and negatively affects social reality by promoting stereotypes, reducing information processing time and promoting the production of rapid judgements. A stereotype is a simplified generalization attributed to an entire group of people without taking into account individual differences. Stereotypes are often used to justify the behaviour of one group towards another group and are so ingrained that they become unconscious in society. Moreover, stereotypes and prejudices are linked, but prejudices have an emotional dimension.

In addition, prejudice has an emotional dimension and was first defined by Gergen and Jutras (1993) as a predisposition to react unfavourably to a person because of his or her membership in a class or category of persons. Prejudice is a judgement without sufficient knowledge to determine the situation. It is experienced in a problematic way because it is mostly negative, unfavourable or even hostile towards a person or a group of people. A prejudice is therefore a schematic attribution of characteristics, it is a quick judgment without any knowledge of what the complex and evolving reality is. They lead to value judgements or preconceived ideas about individuals by attributing characteristics or behaviours that are not based on reality. Unlike stereotypes, which have knowledge value, prejudices are characterized by their emotional charge. Prejudices have three dimensions:

- An affective dimension, which refers to attraction or repulsion
- A cognitive dimension, which refers to beliefs and stereotypes
- And a motivational dimension, which refers to the tendency to act in a certain way towards a group. (Légal et Delouvé, 2018, p13)

Furthermore, the difference between stereotypes and prejudices is that prejudices are emotional because they are the feelings and emotions felt about a social group and its members, whereas stereotypes are fixed and simplified images that are created by generalizing the behaviour of a social group and its members due to a process of categorization. However, the two are linked because prejudice feeds on stereotypes that lead to discrimination. Stereotypes

and prejudices affect judgement and guide the way individuals are perceived as belonging to a group. Stereotypes help to explain why a person will discriminate against members of a particular group. Discriminatory behaviour in itself can maintain the existence of stereotypes and prejudices. Moreover, stereotypes and prejudices are in which individuals' reactions to others are guided, and stereotypes therefore fuel prejudice, which takes the form of discrimination. Discrimination is at the end of the process of categorization -> stereotype -> prejudice and refers to the behaviour that will concretize the previous judgment through action. For example, women are stereotyped in the world of work because they have been seen primarily as mothers since the 1950s.¹¹ They are stereotyped as housewives whose main role is to look after the children and carry out household chores in the family home. Women are stereotyped as being more dedicated to the family home than to their work, which is why they are classified as less ambitious women. But also that they are therefore less productive than men. This therefore leads to discrimination against women in the world of work, as they occupy fewer positions of responsibility in companies. Moreover, these stereotypes are therefore referred to as gender stereotypes.

In 1954, Allport defined sexism as “attitudes based on sex as a form of antipathy towards women that binds them to a lower status”.

Sexism is the use of physical and biological differences between the sexes to establish differences in status, position, and rights between men and women. This use of differences takes the form of words, gestures, behaviours or actions that exclude, or make one sex inferior to the other. Sexism almost always refers to the domination, conscious or unconscious, of men over women. Furthermore, Fiske (1996) suggest that sexist attitudes combine negative but also positive feelings that constitute sexism. In addition, Crawford and Unger (2004), define “sexism as a set of prejudices held by individuals that includes negative attitudes and judgments about women as a group”.

Sexism thus refers to all prejudices or discrimination based on sex, but extends to the concept of gender stereotyping and gender roles. Sexism legitimizes the fact that one sex or gender is

¹¹ Housekeeping Monthly, The Good Wife's Guide 1955, (26/06/2020) primer magazine.com

superior to the other. Thus, gender stereotypes create different expectations and attitudes towards men and women. They define the roles of men and women in the workplace and influence the behaviour of men and women, often unconsciously. The integration of these stereotypes reinforces discrimination, in particular against women in the workplace. Moreover, according to Michel, 2007, it is also a system that openly or subtly uses all institutional and ideological mechanisms (law, politics, economics, morality, science, medicine, fashion, culture, education, media, etc.) to reproduce this domination of men over women. Prejudices are gradually turning into legitimate stereotypes, and women who are thus subjected to the prejudices generated by stereotypes in the workplace will tend to devalue themselves. They will therefore withdraw from certain professions because society has taught them that men have superior abilities, which they do not possess. Being subjected to discriminatory behaviour therefore has a negative impact on women's self-esteem. Prejudice and discrimination constitute an attack on social identity which, when devalued in this way, can lead to a lowering of self-esteem. Prejudice and discrimination also have important emotional consequences. According to Légal and Delouvé (2018), “the consequences of repeated experiences of discrimination can also lead to a feeling of chronic lack of control and powerlessness in the face of events, which can lead to a deterioration in physical health”.

In addition, stereotypes can also have a negative impact on intellectual performance : women who are confronted with negative stereotypes are handicapped in their attitudes and therefore in their professional environment. It was demonstrated by Steele and Aronson (1995) through the phenomenon they called the threat of stereotyping. The threat of stereotyping is defined as “the pressure an individual is under when he or she is in a situation where he or she is at risk of confirming a negative stereotype about himself or herself”.

The existence of a stereotype such as inferiority in terms of performance of women in the workplace is a threat, which, if it is sufficiently important, can interfere with intellectual functioning and, consequently, alter performance in a given task. Stereotypes and prejudices often have discriminatory consequences for the victim. Stigma and humiliation destroy people's self-esteem and abilities in an invisible but profound way. They lead to withdrawal and feelings

of guilt. Because of their common origin, prejudice, stereotypes and discrimination constitute an obstacle in social relations.

Furthermore, gender stereotypes thus pose a double threat: they can become discriminatory, they can lead to treating or judging people less favourably on the basis of their gender, and they function as norms and descriptions that show people how to behave.

The sexist stereotypes with which women are associated are so enduring and harmful to their professional image that they are the subject of Article 1 of the inter-professional agreement of 1 March 2004 on gender mix and professional equality between men and women. “Cultural representations and stereotypes relating to the image of women and their family constraints in working life constitute a major obstacle to the career development of women and the development of job diversity”.

The social world is complex and the brain tends to restrict and categorize information. Social categorization is a term that defines the process of simplifying the environment by creating categories based on characteristics that a particular set of people seem to have in common. For example, gender, age and skin colour. Through this mechanism, people place others in categories called social groups and then use these characteristics to guide their future interactions with individuals, thus leading to stereotypes and prejudices that result in discrimination. Stereotypes play a role in the education of children: by transmitting knowledge, school textbooks offer representations of society and can also convey stereotyped representations of gender and thus discrimination, therefore, the role of information and education is important in the fight against gender discrimination based on prejudice and stereotypes.

2.1.2 Gender stereotyping directly linked with Education

Education is a key factor in the creation of stereotypes. By transmitting knowledge, school textbooks offer representations of society and can also convey stereotypical representations, particularly of gender .

Despite the fact that in mixed education systems, girls and boys receive an education that is considered equal, women are under-represented in prestigious and labour-intensive fields of study. As a result, women face more difficulties in the world of work, they are more often

confronted with precarious jobs, forced part-time work and often less well paid. According to la tribune¹², women entrepreneurs earn 31% less than men. Consequently discrimination and inequality at work persist. According to Légal and Carcillo (2018) “Women are thus often discouraged from pursuing careers in science, technology or engineering because they are taught from an early age that these are not careers for them”. Furthermore, gender stereotyping, which assigns women and men predetermined roles determined by their sex, is a major obstacle to combating these inequalities. The concept of “sex” refers to the purely biological characteristics that differentiate between men and women. The concept of “gender” refers to the social differences between men and women. It is therefore important to define the concept of gender as a whole. According to the Larousse dictionary¹³, in sociology, gender is an identity, historical, cultural and symbolic dimension of biological belonging to the masculine or feminine sex. According to Vasquez (2014), in the 18th century, the term gender did not exist for women, so women were considered to be whole men with one difference: for women, female genital organ remained inside. Since the 1990s, the concept of gender has been adopted by the international scientific community, as well as by major bodies such as the UN, the European Union and most ONG¹⁴. It is a tool for exchange between the world of research, public authorities and civil society. The psychologist Vouillot defines the roles of women and men differentiated according to gender:

Sex roles define the models of femininity and masculinity in a given culture, and relate both to psychological traits and behaviours (what and how a boy, girl, man or woman should be), but also to social roles and activities reserved for one sex or the other. (2002, p488)

The concept of gender was therefore developed to study how societies think, organize and prioritize sex differentiation and normalize behaviour. Gender establishes the categories of women, men, sex, sexuality and the notions of femininity, masculinity, femininity and

¹² Women's rights: what is the status of professional equality? (29/06/2020) viepublique.fr

¹³ Gender sociology definition, Larousse French dictionary, (29/06/2020) larousse.fr

¹⁴ Gender equality, (29/06/2020) un.org

masculinity as social constructions, defined as gender. These social categorizations relate to the cultural and social expectations of individuals belonging to different sex categories. Femininity and masculinity are normative social models that do not develop naturally; they are learned from childhood. These social models are related to different forms of inequality and discrimination where the masculine dominates. According to Héritier (2002), “The different place that is universally given to both sexes on a table of values and signs the dominance of the masculine principle over the feminine principle”. Gender distinguishes between the masculine and feminine, hierarchizes them and gives the advantage to the masculine. These social models have become norms assimilated from a very young age by children. These social norms determine and organize all institutions according to an unequal system that influences stereotyped behaviour. Consequently, this leads to unequal treatment in society.

Education has a major role to play in learning about gender equality. According to the European Commission¹⁵ “Inclusive education aiming at equality, equity, non-discrimination and the development of civic competences”. However, stereotypes between girls and boys contribute to slowing down the progress towards gender equality. During education children are impacted by different gender norms through postures, clothing, toys, colours, educational books. A very clear differentiation is introduced into the child's familiar world which transmits the values and expectations of those around him. Consequently, the child is directed towards a gendered role linked to his or her anatomical sex. Gender is prescribed to children before they even recognize the sex to which they belong. Society imposes gender norms on children such as hairstyles or the colour of clothing that allows them to identify each sex. Moreover, Leray (2014) defines the phases of child learning and internalization of social norms. During the first years of life, the child thinks that gender is determined by social and cultural norms such as hair length, clothing, toys. At this stage, the child thinks that one can change sex and that a boy can put on a dress to become a girl. During this phase when the child does not perceive sex as a biological fact, he is an observer of his environment. It is only around 5-7 years of age, when the child has finished its sexual construction and integrates that sex is biologically determined and does not change through situations.

¹⁵ European Commission, Education and Formation , (29/06/2020) ec.europa.eu

The child will then observe his or her environment to determine the masculine and feminine. It is at this stage that toys, or fictional characters in books or textbooks contribute to the representation of gender roles. According to Martin and Halverson (1981), once children have acquired the ability to know their own and others' gender, they are ready to respond and classify information based on culturally reinforced gender roles. The impact of the toy world on child development is therefore very important as it is an object of learning and skill development. Children will therefore adopt most of the attributes and activities related to their gender, such as clothing or toys.

Similarly, Cherney, Glover, Ruane (2003) demonstrated that female toys elicit more complex behaviour in children than male toys. These findings suggest that stereotypical toys may encourage different and stereotypical behaviours and different learning opportunities. For example, if girls do not adopt the attitudes of classical female representations, they are blamed for being a “tomboy”, a failed woman who adopts masculine attitudes. On the other hand, the little boy should be virile from an early age. Moreover, the use of feminine attitudes, or of games reserved for girls, is dangerous for his future sexual orientation. Therefore Martin & Halverson (1981), define the gender pattern theory where children reason about sex according to a specific model. Young children decide whether a toy is intended for boys or girls based on what they have been taught about toys that are loved by both boys and girls. Therefore a boy will choose a car, because boys usually play with vehicles and because he is a boy, other boys would probably also like to play with vehicles. Moreover, these worlds are characterized by male and female stereotypes and thus by gender inequalities. Toy catalogues are also a vehicle for separating toys according to the sex for which they are intended, in particular through the use of colour codes. Picariello, Greenberg and Pillemer (1990) found that preschoolers use colour to predict the gender of other children and that the colour of clothing influences their prediction of the behaviours and attitudes of other children whose gender is known. In addition, the catalogues separate the toys according to the sex of the child for whom they are intended by separating the pages girls and boys, but also by using colour codes and by putting the toys in situation.

Toys are an important vehicle for stereotyping and are created on the basis of gender-specific social models and norms. This gender stereotype is therefore present in children's toys,

catalogues and toy advertisements such as the pink and blue pages, as well as in sales areas in shops. According to Ruiz (2015) the sex of toys, for example, prepares and consecrates the role assigned to women by and in society. The consequences of this separation according to sex on the construction of the child have a negative impact. All this will contribute to create gender universes where inequalities between girls and boys persist.

According to the Senate report in 2014, the distinction between girls' and boys' toys dates back to the early 1990s, when the influence of marketing methods on this industry helped to segment toy consumers into categories defined according to the combined criteria of sex.

Today, the toy world has evolved but is not definitively mixed. Furthermore, the consumer is faced with a choice of toys for girls and toys for boys. Toys for girls are defined according to 3 activities: maternal, domestic and aesthetic activities (doll, doll's house, dinette, merchant, cashier, stewardess, nurse, secretary, hairdresser, beautician). Boys' toys, for their part, enhance the value of many professions because of their technical nature or the risk they involve (adventurer, fireman, policeman, doctor, technician, scientist, etc.).

According to the Senate report¹⁶ (2014):

Toys are the source of identity “injunctions” that are in contradiction with the objective of sex equality. On the other hand, the stereotypes that characterize toys contribute to limiting the field of vocational guidance for girls and potentially aggravating the professional inequalities that the delegation wishes to combat.

Education offers girls the space of the domestic worker in relation to their mother's role, but not to identify with their mother in the professional field. Furthermore, these sexism stereotypes reinforce professional inequalities between men and women, and the world of toys is therefore a factor in the origin of gender stereotypes that promote gender inequality. Consequently, it limits the scope of professional orientation possibilities for both girls and boys. Equality is built from an early age. According to Le Figaro (2014)¹⁷, “toys must contribute to

¹⁶ Information report by Mrs. Chantal JOUANNO and Mr. Roland COURTEAU, made on behalf of the delegation for women's rights No. 183 (2014-2015) , (29/06/2020) www.senat.fr

¹⁷ Stereotypical toys: the fight for gender equality under the tree,(29/06/2020), madamlefigaro.fr

building a society of equality where girls and boys, men and women are offered the same opportunities for personal and professional development”.

Book is also an object of learning, through which the child will be confronted with the world that is proposed to him or her and assimilate images that will contribute to the construction of his or her identity, although the characters in the books sometimes offer a stereotypical sexist vision of social roles. Simone de Beauvoir, in *Le Deuxième Sexe* (1949), already analysed children's tales through the prism of gender and the hierarchisation between men and women in the representations present in the stories. Indeed, girls are mostly passive, gentle and fragile, and boys are courageous, strong and valiant. The representations of masculine and feminine in the books present gender stereotypes and may prevent women from making professional choices.

Furthermore, according to Daréoux (2007), in children's literature, there is not the same type of activity that is emphasized by the characters depending on whether they are female or male. Women and girls are more often portrayed within and in the family universe; women are practically excluded from the professional context, or are represented in little diversified professional roles. Work appears to be a male-dominated activity. But this is also the case with textbooks that reflect gender stereotypes where girls are mainly confined to a domestic role (indoors, with typically female toys or accessories, while boys engage in outdoor activities (sports, foolishness, with friends, in active roles). The same applies to the roles of adult women and men. Women only very rarely appear in the professional world, and most of the time they have a maternal role, or a role related to domestic tasks. However, men still have a variety of professional occupations. According to a study on gender stereotypes in school textbooks:

The representation of men and especially single men (55%) leads to the obliteration, to varying degrees, of women and especially single women (20%).[...]On the other hand, the most male-dominated spheres remain the political (70% of representations) and professional spheres (60%). [...]The gendered referent of textbooks is still a man who holds power and work. Thus, just by looking at the content of her textbooks, a young girl realizes that she is less visible than boys, and therefore less important. Lignon (2014)

Therefore, changing gender stereotypes in education remains essential for understanding and combating gender inequalities. The child is an actor in this construction of a gender schema based on the messages of the social environment. Once children have acquired the ability to know their own sex and that of others, they are bombarded with gender stereotypes engendered by education such as clothing, toys and books. Despite some progress, the representation of the place of girls and boys, women and men in society is still based on sexist stereotypes, such as the lack of parity, the unequal sharing of domestic and parental tasks and the imbalance between “female” and “male” professions.

Daréoux (2007) speaks of an effect of “recurring values”, which repeat the same thing and will have an impact on whether little boys will feel comfortable in some spaces and little girls in others. If we move them into inverted spaces, for example the girl in the boy's space, they will think that it is not theirs, that it is not their place.

The internalization of these beliefs thus generates stereotypes and social inequalities between the sexes, but also makes them appear natural. Social norms that differentiate between girls and boys give rise to stereotypes that can lead to prejudice and discrimination. Consequently, the modes of transmission, values and behaviours transmitted in education contribute to the reproduction of unequal gender relations in the labour market. Some sectors of activity are opposed to the idea that women are transmitted about their role in society. According to Lelièvre (2001), school textbooks describe men and women in a stereotypical way that does not reflect the diversity of roles. Thus, this can be seen as an implicit acceptance of existing inequalities and discrimination. Furthermore according to Morin-Messabel (2014):

Differences in orientation between girls and boys are still perceived as an expression of natural gender differences in terms of interest and ability. Girls and boys are still far too often locked into stereotyped gender roles and representations. The creation of a fully mixed and egalitarian professional world implies that everyone, girl and boy, can be guided, accompanied and encouraged to open up the field of possibilities.

Therefore, combating sexism is essential to achieving equality between women and men. By shaping gender representations as well as attitudes and behaviours, education is a key factor in the fight against stereotypes, but also a vector for social and cultural change. The promotion of gender equality in education is a key factor in achieving equality for women in the workplace.

2.1.4 Factors related to wage inequality between men and women

Gender stereotypes against women, particularly through education, maintain and transmit discrimination. Women's choices of specialization are therefore dictated by the role assigned to them by society. Consequently, gender inequalities in the world of work are one of the most pressing issues facing the world of work today. Women find themselves trapped in a predominantly male labour market by its leadership. Wage inequalities between men and women still persist. Women are statistically less inclined to occupy positions of high responsibility and are more often part-time than men. According to a study conducted by ESRI¹⁸ in 2020. In France, 88% of men with a higher education degree are employed, while 83% of women are employed, and the share of women researchers in French companies is only 21% in 2017. Moreover, 30 less after their master's degree, women are less well listed than men. Among Master's graduates in employment, the share of women in stable employment is 9 points lower than that of men. For management level jobs, the gap is 13 points. Moreover, women have less access to stable employment (-5 points compared to men), and at the managerial qualification level (-2 points) and their median net monthly salary is 190 euros lower than that of men. In spite of the law on equal pay, nowadays, pay inequality between men and women in companies is still present. Equality has not yet been won for women.

Furthermore, the French magazine, *Lemonde*¹⁹ in 2019 has a revealing headline: “From November 5 at 4:47 pm, French women will work for nothing”. This revealing title was created by Les Glorieuses, a feminist collective. Because according to this collective the wage gap between women and men is such that French women would have to stop working at 4:47 pm on

¹⁸ ESRI: key figures for gender equality, (10/03/2020), enseignementsup-recherche.gouv.fr

¹⁹ From November 5 at 4:47 p.m., French women will be working for nothing. (01/07/2020) lemonde.fr

Tuesday, November 5th if they wanted to be equal with their male colleagues. To try to make things move, this one launched the movement #5november16h47 in 2015 the date and time are updated every year.

According to Les Glorieuses, a feminist collective, the wage gap between women and men is such that French women would have to stop working at 4:47 pm on Tuesday 5 November if they wanted to be on equal pay with their male colleagues.

This calculation was established by Rebecca Amsellem, economist and founder of the Glorieuses. In 2016, she was inspired by a movement initiated by Icelandic women. At the time, these Icelandic women decided to leave their workplace on October 24th at 2:38 pm to protest against the pay inequalities between women and men, based on an official figure, that of Eurostat, setting the gender pay gap at 14% in 2010. Since 2015, Rebecca Amsellem has therefore applied the Eurostat statistics to France. In 2017, according to Eurostat, the average gross hourly wage gap between women and men was 15.4%. Rebecca Amsellem therefore reported this figure to the calendar, where this wage difference represents 38 fewer paid days for women than for men. However, these calculations are questioned, this date of 5 November 16:47 is therefore more symbolic and impacting than scientific, but nonetheless demonstrates the reality of wage inequalities and discrimination between women and men in the world of work.

In addition, in March 2020, the Ministry of Labour²⁰ unveils the figures of the indicator previously seen to measure the wage gaps between men and women within companies in France. It is calculated with companies with more or less than 250 employees, the index includes the gender pay gap, the distribution of increases, as well as promotion gaps. The overall situation improves in 2020, with an average score for all companies rising from 83 to 87. However 19 companies remain below the score of 75. As a result, they will be quickly warned by the Directorate General for Labour (DGT), which will remind them that they have two years to improve their score under a penalty, because if the corrective measures are not applied or are ineffective, the company is exposed to a financial penalty of up to 1% of its annual wage bill.

²⁰ Equal Employment Opportunity Index: Calculation and Questions & Answers, (02/07/2020) travail-emploi.gouv.fr

According to the Ministry of Labour, the indicator has allowed an improvement in equality between men to progress but the glass ceiling still persists in 2020.

A detailed analysis of the first results of companies with more than 1000 employees shows that they are meeting their gender equality obligations to a greater extent than last year.

The share of companies failing to meet their obligation to increase the number of women returning from maternity leave (indicator 4) rises from one third in 2019 to one in ten in 2020.

The “glass ceiling”, which often excludes women from top management, still exists: in one out of two companies, there are at least 9 men in the 10 highest paid positions.

The situation is therefore improving, but the road to equality is still long. As a result, the inequality between man and woman still persists because, according to the Figaro²¹ in 2020 in almost one out of every two large companies, men represent 90% of the highest salaries. Moreover, the difference between the gross salary income of men and women amounts to 24%. For the same job and skill level, the average pay gap falls to 9.3%. In the public service, the gap remains significant, in the order of 12%. However, there are limits to these statistics. Furthermore, according to the Inequality Observatory (2019)²², the pay gap between women and men is, in the vast majority of cases, presented from the male point of view. The percentages vary from one study to another, depending on the method by which they are calculated. Moreover, according to Carcillo and Valfort (2018), there are criteria to be taken into account when calculating the rates of pay inequality. Men and women do not work the same number of hours in the year, do not occupy the same positions and are not in the same proportions depending on the sector. This will therefore make comparisons of employment and wage rates difficult to interpret. The calculation of wage rates between men and women according to degree, professional experience, type of job, sector of activity, number of hours worked, marital status and number of children results in discrimination as a whole. Part-time work is a factor that may explain the pay gap between men and women and has been developing in France since the

²¹ March 8: Economic inequalities between men and women in four points, (02/07/2020) lefigaro.fr

²² Inequalities in the standard of living have not increased in the last five years, (03/07/2020) inegalites.fr

1990s. According to Le Figaro²³ in 2020 nearly 80% of women are part-time. Women work fewer hours and therefore their salary income is logically lower. The INSEE²⁴ defines part-time as employed persons (employees or self-employed) generally working less than 30 hours per week in their main job. These are persons aged 15 or over who report having done paid work for at least one hour during the reference week, or having worked in a job from which they were temporarily absent. This indicator shows the proportion of female or male part-time workers among the employed population and is also used to denote the incidence of part-time employment. According to the Ministry of Labour's 2019²⁵ study, when women are asked about working more hours, they answer that it is not a choice. When women choose to work part time, it is firstly to take care of children or other family members, the rate is 34%, before having free time or doing domestic work 16%, and when it comes to other work, studies or training, the percentage is 6.5%. The last reason given is health, which is 5.7%. Some women are in this situation because they have no other options due to the lack of childcare places for young children or the unequal sharing of domestic chores, which means that women with children are more likely to find themselves in part-time work. Conversely, men are more likely to work part-time when they have no dependent children. Employment conditions are more precarious when part-time work is experienced, resulting in a higher proportion of precarious jobs, lower pay, shorter contracts and more variable timetables.

Moreover, women's precariousness also manifests itself in interruptions of activity at the time of the birth of children. They will therefore make more frequent use of long parental leave and most of the time do not return to work afterwards. The leave granted to young parents must be improved, to enable equal parenting from the birth of the child. Paternity leave is too short and poorly compensated and does not encourage fathers to stop working. The stereotypes ingrained in society concerning the fact that a woman's role is primarily that of a mother and that

²³ The 3 digits of the wage inequality between men and women, (03/07/2020) figaro.fr

²⁴ Tables of the French economy 2020 Edition, (03/07/2020) insee.fr

²⁵ Part-time work is stabilizing, (03/07/2020) observationsociete.fr

she must take care of the children. According to INSEE²⁶, 96% of parental leave for child-rearing is still taken by mothers. Maternity leave varies according to the number of children already dependent and the number of children to be born. For a single birth, and up to one already dependent child, the number of days of maternity leave is set at 16 weeks: 6 weeks before the presumed date of birth (prenatal leave), and 10 weeks after birth (post-natal leave). The duration of paternity leave varies only according to the number of children to be born: it is set at 11 calendar days for a single birth and 18 calendar days for a multiple birth (twins, triplets, etc.). The pregnant employee has no time limit to notify her employer of her state of pregnancy and therefore of her maternity leave. Conversely, the father of the child is obliged to inform his employer within a maximum period of one month before the date chosen for the start of paternity leave. Here again, the company has a role to play, by accompanying employees on their return from leave. Career paths, particularly those of women after maternity leave, must be secured through dialogue and training when they return to work.

An INSEE ²⁷study in 2019 proves that one of the major obstacles to equal pay between the two sexes comes from maternity. The birth of a child coincides with a drop in wages for mothers but not for fathers, so mothers' wages after the birth of a child drop, on average, by 2% to 3%, while fathers' wages, with equal skills in the same company, benefit from a slight increase (+3%). The gap between fathers and mothers widens over time. Furthermore, women are thus more discriminated against in access to employment when their age implies a risk of maternity, particularly when they apply for jobs with high responsibilities.

However, discrimination based on pregnancy still persists in France. According to Les défenseurs des droits²⁸, “Pregnancy discrimination is a reality. One in four women is reported to be a victim of pregnancy discrimination. If a woman is old enough to have children, the common question is “Are you married, do you want children?” During job interviews.

²⁶ After childbirth, one in nine men reduces or temporarily stops working compared to one in two women. (06/07/2020) [insee.fr](https://www.insee.fr)

²⁷ Companies, children: what are the roles in wage inequalities between women and men? (06/07/2020) [insee.fr](https://www.insee.fr)

²⁸ Discrimination related to pregnancy status, (15/07/2020) [defenseursdesdroits.fr](https://www.defenseursdesdroits.fr)

Generally speaking, a pregnant employee is under no obligation to disclose her state of pregnancy: neither at the time of hiring, even under a fixed-term contract, nor during the trial period, nor during the execution of the employment contract, except to benefit from legal protection and contractual benefits. Thus, since there is no legal obligation to disclose the state of pregnancy at the time of the job interview, an employer cannot subsequently accuse an employee of having concealed her state of pregnancy at the time of hiring. According to rights advocates, pregnant women are even the most affected by inequalities in the workplace: unfair dismissal, non-employment, refusal of promotion, derogatory remarks, termination of probationary period. Pregnancy discrimination is not in the process of disappearing and can therefore occur in a wide range of situations: parental leave, part-time work, absences due to sick children, end-of-day working hours, lack of geographical mobility, etc. However, discrimination against pregnancy is protected by French law: Article L 1132-1 of the Labour Code²⁹, which prohibits discrimination in the workplace, specifically protects pregnant women against any discrimination, particularly with regard to hiring, remuneration or dismissal. However, despite the law, women with children are still discriminated against when they wish to apply for senior positions. Women with children are considered to be less ambitious, paying more attention to child rearing.

2.1.5 The professions of power do they have a gender?

Women's participation in the labour market has been steadily increasing since the 1960s. However, today women do not hold the same jobs as men and they do not work in the same sectors. In general, women are under-represented in power-related sectors. In general, women are under-represented in power-related sectors of activity, especially in high-ranking positions such as management. Indeed, only 37% of management positions in companies in the European Union were held by women in 2019, according to observatoire des inégalités³⁰, which means that only 20% of French senior managers are women. In 2018, only 9% of French start-ups were headed

²⁹ Protection against discrimination, (15/07/2020) travail-emploi.gouv.fr

³⁰ Few women entrepreneurs, (20/07/2020), inegalites.fr

by women, and women are still under-represented in senior management and positions of power in large companies.

Furthermore, Sheryl Sandberg, No. 2 on Facebook, made a Ted talk in 2010, entitled “Why Women We Have Too Few Leaders”. She is also releasing a book called “Lean In”, in 2013, in which she analyses why, despite all the feminist advances of the 20th century, Western women today still fail to be considered equal to men in the workplace. As a result, this hinders women's access to leadership positions. She encourages women to become senior managers. She talks about the fact that as soon as men have to explain their success, they will invoke their qualities and skills. She talks about the fact that as soon as men have to explain their success, they will invoke their qualities and skills, whereas if a woman is asked, she will attribute her success to external factors, insisting that she did well because she worked hard or was lucky to be helped. Moreover, she advocates a more egalitarian system that would benefit both men and women, and believes that while men need to change some of their behaviour, women also need to realize that they have gradually locked themselves into a negative way of thinking. Women do not apply for senior positions because they do not feel ready.

According to Latour (2008), women are less ambitious and combative because they are more devoted to their families than men. They are therefore more prone to self-censorship. She defines, self-censorship is a censorship that humans apply to themselves, in a preventive way, on what they say, do or achieve. Women do not apply for high positions of responsibility because they have lower self-esteem due to gender stereotypes. Indeed, the weight of gender norms is a mechanism of self-censorship, because girls and boys are not brought up in the same way and are encouraged to develop different skills. The internalization of norms centred on caring for others and on the home therefore has a negative impact on the potential of women who self-censor themselves.

In France, the article 17 of 21 April 1944³¹ provides that “women are voters and eligible for election under the same conditions as men”. However, women are also under-represented in

³¹ women's right to vote: the ordinance of April 21, 1944, (20/07/2020) egalite-femmes-hommes.gouv.fr

politics. According to Libération (2019)³², progress has been made over the years. However, women remain a minority in the French political landscape, both at the national and local levels. However, women remain a minority in the French political landscape, both at the national and local levels. In 2017, women accounted for 39 per cent of deputies, compared with 10.9 per cent in 1997, and 29 per cent of senators, compared with 5.9 per cent in 1998. At the local level, in 2014, only 40.3 per cent of municipal councillors were women, compared with 21.7 per cent in 1995, and only 16 per cent of mayors are women. Furthermore, at the end of 2019, according to Madame Figaro,³³ they were only 16.9% to be mayors, and 29% first deputies against 40% municipal councillors. Consequently, the presence of women in the political sphere has increased over the years but still remains a minority compared to men.

The reasons for this under-representation are explained by Eyméoud and Vertier, published the study “Gender Discrimination and Local Elections” in March 2020. They demonstrate the internalization of gender inequality as a barrier that may explain the under-representation of women in politics, and therefore women will go less naturally into politics. The internalization of these gender inequalities are therefore a vector of discrimination of voters against women. But also the fact that political life is incompatible with family life. According to the INSEE,³⁴ domestic and parental tasks are still mainly performed by women. Women devote no less than three hours twenty-six per day to domestic tasks. In this article, they explain why she was appointed director of the Department of Policy Planning at the U.S. Department of State when Hillary Clinton was secretary of state in 2009. Yet, after less than two years, she chose to resign her position and return to teaching at the university which allowed her to spend more time with her family. In this article, she describes the burden of parenthood as a slippery slope undermined by stereotypes, but also by the fact that pioneering feminists have hermetically sealed their personal lives from their professional lives so that they are not discriminated against because of insufficient investment in their work.

³² Women in politics, equality impeded , (20/07/2020) liberation.fr

³³ Women Mayors Raise the Debate, (20/07/2020) madame.lefigaro.fr

³⁴ Domestic and parental time men and women :what factors have changed in 25 years (21/07/2020) insee.fr

Difficulties in reconciling family and working life are defined as “mental load”. It is therefore a phenomenon that explains the low rate of women in power-related professions. The origin of this expression dates back to 1984, when the sociologist Haicault first used it. The notion of mental load therefore corresponds to the sphere of domestic work, to refer to the specific mental load of married women, mothers of families, in active employment. It refers to the daily management of salaried work and domestic work, specific to the place of women in class and gender relations. But also having to think about things from two physically separate worlds at the same time. Therefore the fact that as an active woman, her mind remained preoccupied with household chores and running the household. But also having to think about things from two physically separate worlds at the same time. Therefore the fact that as an active woman, her mind remained preoccupied with household chores and running the household. In addition, in 1996 Walzer used the term “invisible work” to define mental load. He defines mental load as the preferential feminization of the arrival of a child in the home. It is therefore an imbalance in the sharing of responsibilities. The consequences are intellectual and emotional, which can have a significant impact on his or her working life and health. The avoidance of this mental load phenomenon leads women not to apply for positions of high responsibility when they feel that it would disturb their life balance. Mental load is linked to gender norms embedded in society. Therefore, gender equality for women in power also requires the deconstruction of gender stereotypes embedded in society. The gendered representations conveyed by education, the strength of stereotypes and sexist socialization are factors in the under-representation of women in high high-profile jobs.

Moreover, in France, the legal provisions are not sufficient to fully combat occupational discrimination between women and men. Consequently, this inequality engendered by stereotypes and prejudices generates discrimination that creates a glass ceiling. The glass ceiling theory that appeared in 1997 still persists in 2020. It is defined by Laufer as “the invisible and artificial obstacles, created by behavioural and organisational prejudices, which prevent women from reaching the highest positions of responsibility”. But also “all the visible or invisible obstacles that may explain a certain scarcity of women in positions of power”. Moreover, gender stereotypes are one of the reasons for the glass ceiling as they are an obstacle to women's career

development. The glass ceiling is therefore the observation that there is an invisible ceiling that women face in advancing their careers or taking on high responsibilities, which prevents them from progressing as quickly and as much as men. This glass ceiling is therefore explained by the fact that today women continue to be under-represented in the labour market and over-represented in part-time jobs and in the lowest paid sectors. But they also receive lower hourly wages than men. Women of childbearing age are also discriminated against and women with children are seen as having fewer opportunities in the workplace. These many obstacles to gender equality must be removed in order to make career paths more secure, but also to enhance the value of professions and achieve parity in management positions.

2.1.6 Social brand, a factor of community

The brands are everywhere. They dress us and inhabit us. It shapes, the social identity. Therefore the creation of a social brand could contribute to deconstructing gender stereotypes and promote gender equality in the world of work.

We have entered an era in which, when we can't designate an action or a feeling, the solution is to use brand verbs. As soon as you start a search on the Internet, now you use the term “Googler”. When it's a video call, it's called “Skype”. Not to mention the terms “Tweeter”, “Facebooker”, “Facetimer”, “Instagramer”, “Tweeter”, “Facebooker”, “Facetimer”, “Instagramer”, “Instagramer”, etc. Everything happens as if our actions were “marked” even if we are not ourselves customers or users of the brands in question. In this way, brands are indirectly part of our daily lives. Cova (2017)

Nowadays, brands are invited to innovate and create a positive and lasting impact in the lives of consumers. Beyond proving to consumers the usefulness of the brand or providing them with fun and rewarding experiences, most individuals aspire to give a new meaning to their consumption and wish, in their work as well as in their purchasing acts, that their actions are more consistent with their values and that they are part of a global project, a collective work.

As such, brands are increasingly expected to become social brands and to invest in society, for a specific cause or for the common good. According to Richard et Hugon:

While the very idea of consumption tends to be structured around its relational dimension, brands are now expected to become the curators of a social experience, their role being to ensure a quality experience in which consumers are the stakeholders.³⁵

Brands have started to take a stand, as visibly as possible, on a wide range of social issues and have started to look for a real social mission. The communication objectives remain those of notoriety and sales, technology and in particular social media, have overturned the codes and practices by adding commitment as an objective. According to Klein (2001) brands have gradually become cultural accessories and lifestyle philosophies. Over time, the social value of a brand can change. For example, in the 1980s the social value of a computer was not claimed to be positive. Owning one and using one categorized people as geeks from a negative point of view. But little by little its use value, the trivialization of its image by brands such as Apple increased its social value to the point of making it positive. The term telephone is no longer used, it has been replaced by the term Iphone. The same goes for the word computer, it has been replaced by the word Mac. Brands have a considerable influence on the way of life of everyone, even our vocabulary. Brands create social representations of society.

Furthermore Gardès, Beguinet and Liquet (2013) define the concept of brand association as the support of social representation, retaining only the information that is consistent with the individual's frame of reference. Consequently, the notions of brand association are close to one of the founding notions of social psychology: social representation.

According to Abric (1987), social representation translates into a thought, a perception, a mental image of an object such as thing, person, situation, etc., in the subject's environment (individual or society), and allows it to be made sensitive, to be appropriated, by means of words, signs, symbols, etc. According to Mitchel (1999), since the individual is a social being, the representation he produces is said to be social because it is constructed by interaction between

³⁵ Brand social mission: how to choose the right fight and avoid « greenwashing ». (25/07/2020) leseclaireuses.com

the subject and society, reflecting the codes and values commonly accepted by his environment. Each individual then interprets and understands a situation according to the knowledge he has previously stored and influenced by society.

Individuals behave and understand the world according to social representations. They are social because they are shared by the individuals in a group. Brands are therefore social representations and influence individuals on their way of thinking, which in turn will influence their way of acting, because social brands reflect positioning on social issues that convey values that the individual will identify with and appropriate.

A brand differs by the values it conveys, determined by its personality. Aaker (1997) defines brand personality as the set of human characteristics associated with a brand. Furthermore, according to Plummer (1984), the brand can also be defined depending on different characteristics: physical attributes, (the consequences and benefits associated with the consumption of the branded product) and social characteristics of the brand (the personality of the brand). Consumers receive and interpret the multiple messages issued by brands and form an idea of the brand's behaviour, which is perceived as an influence in their daily lives. As a result, the brand will have a personality since the consumer will attribute to it a series of traits deduced from its behaviour and the consumer-brand relationship. According to Levy (1959) and Fournier (1998), personality is the development of the communication of a brand, the emotional aspects increase the personal meaning for the consumer. The personality of the brand will reflect the values that each individual will internalize. Therefore this personality, which the brand will have, will influence the target on his buying act. The consumer's act of purchase is not determined by the product, but by the image and values that the brand conveys.

According to Phau and Lau (2001), in contrast to the attributes of the goods, which tend to fulfil a utilitarian function for consumers, the personality of the trade mark has a symbolic and expressive function of self. A brand is associated with an image that it conveys even before it is associated with a product. Brand personalization has become essential to understanding brands and their relationship with consumers. Brands are a way for consumers to assert their identity and develop their concept of self-concept.

Each person will therefore identify with the values conveyed by the brand. The personality traits reflected in the brand will allow consumers to identify with it the association of personality traits with brands finally allows the consumer to express his or her conception of himself or herself. Whether it is a brand of clothing, cars or high-tech, a large part of their value is the reinforcement of the image of each individual, which they provide in front of oneself and others. The social referents conveyed by the brands allow the individual to confront his concept of self with himself and others. Each individual tends to enhance the feeling he has of himself by referring to the values that the brand conveys through his personality. Each individual tends to enhance the feeling of self by referring to the values conveyed by the brand because of his personality.

Brands have become real actors of communication and social representations because they carry messages, promises, values, cultural references, etc. Nowadays, brands put forward a new facet of marketing which consists in creating social links. According to Walter (1941), “Products are manufactured in factories, but brands are created in the mind”. The distance from the product related to not just selling is an important differentiating factor. It has now become important to sell ideas. The notion of sharing implies that the targets take ownership of the brand's values, so the creation of a social brand regarding gender stereotypes and occupational discrimination against women will enable consumers to adopt the brand's values and disseminate them to combat gender inequality. This would create fundamental values on the deconstruction of gender stereotypes. But also to create a relationship based on the common values of gender equality in order to create a community that will raise awareness of the negative effects that discrimination can have on women due to stereotypes and prejudices. The brand will then be perceived as a community that creates values for the professional discrimination of women, which will allow to participate in the understanding of this phenomenon and in the collective formation of the world. The social brand will therefore represent a commitment to its community and a social responsibility on the discrimination of women at work to combat and remedy it.

PROJECT DEVELOPMENT

3.1.1 Design of brand identity

3.1.1 Project introduction

As mentioned throughout the theoretical framework, the culmination of this thesis was the development of a social brand to combat gender stereotypes and professional discrimination against women. The aim is to provide a creative response through a communication campaign aimed at impacting people on gender stereotypes in education but also on the realities of inequalities between women and men in the world of work.

This social branding project was carried out by analysing the positive and negative points of feminist movements and sexist advertising campaigns, as well as analysing the causes and consequences of gender inequality in order to create a social brand and spread an impactful awareness message. The campaign has been developed taking into account the digital reality and the best way for the social brand to be able to spread its message. The poster campaign will take place in France and the posters will be interactive using a Qr code so that the targets become actors and can spread an awareness message and create a community. A strategy on social networks will also be present with the creation of a hashtag that will create a link between the social brand and the targets, but also to create commitment and sharing.

3.1.2 Process of creation

The beginning of the creation of a social brand through a communication campaign, like other projects, comes from an idea or a goal. To create a brand identity it is important to address an issue from a conceptual point of view. In this case, everything arose from the objective of providing and developing a creative solution to an important societal problem which is the professional discrimination of women. The aim is to create a creative and awareness-raising message with sufficient force to deconstruct the gender stereotypes engendered by education and break up the inequalities of women in the professional world. After the definition of this objective, and its presentation to the director of this thesis project, the idea was born. The best

way for the social brand to spread its message in an impactful way would be to communicate through an awareness campaign about gender stereotypes and professional inequalities between women and men. In addition, it is essential for a social brand to create a link with its audience in order to create a community. Therefore, the main objective is for the social brand to spread an impactful awareness message but also for the targets to become actors of the brand to spread the message in an important way. Moreover, the idea is to create an interactive communication campaign where the targets can participate in the diffusion of the message. The communication strategy of the campaign is therefore the implementation of Qrcode on each poster so that the targets can scan and interact with the brand. After defining the objectives and the concept of communication of the social brand, the idea was to create a strong logo with an impactful and universal symbol representing the brand. The objective is to use this graphic symbol throughout the communication of the brand for a direct recognition and memorization of the brand's identity. Subsequently, the most appropriate means for the communication campaign were also chosen, taking into account the target audience and the objectives of the project. After analysis and selection of the communication formats to be implemented, it was opted for an interactive A4 poster campaign in France. But also the creation of a website and a digital strategy through instagram and the creation of a hashtag. Therefore, it allows to create sharing and create a community to develop engagement with the latter, but also to develop visibility and therefore notoriety.

3.1.3 Insight

As mentioned earlier, this project was developed with the aim of creating something disruptive and relevant to today's society. For this, it is necessary that the campaign is based on good knowledge. This knowledge must therefore provide statistical data, proving to be effective in building an awareness campaign. The survey on stereotypes and professional discrimination against women found that stereotypes are a factor of discrimination, but also that women are disadvantaged in the world of work on many points such as salary, promotions and high-responsibility jobs. Moreover, to understand or confirm, the need for change in education to

improve gender inequality. Other information found in the survey shows that there is a lack of awareness, prevention and therefore communication on the subject of gender inequality in the workplace. But also to underline the importance of the creation of an awareness-raising campaign on stereotypes and the reality of woman professional discrimination. The different analyses and studies carried out on the influence of a social brand, have also contributed to the development of the communication strategy, the campaign and the positioning of the brand. The studies have highlighted that the notions of brand association are close to one of the founding notions of social psychology: social representation. Therefore, adopting a positioning on social issues will allow to convey values that the individual will identify with and appropriate

2.2.4 Target and positioning

This survey has been conducted in France, among 100 people (50 men and 50 women), the questions are based on all forms of discrimination and inequality between women and men in the professional world, but also on the consequences that stereotypes can have on this discrimination. These questions helped to measure the importance of women's occupational discrimination. Moreover, it helped to develop ideas and hypotheses to understand how discrimination at work is perceived by the population in France and also, to define or identify any ideas related to this inequality in order to be able to communicate in a way that has an powerful impact on the subject.

Additionally, questions about the efficiency of a social brand were also necessary in order to take into account pertinent considerations in the development of the social brand.

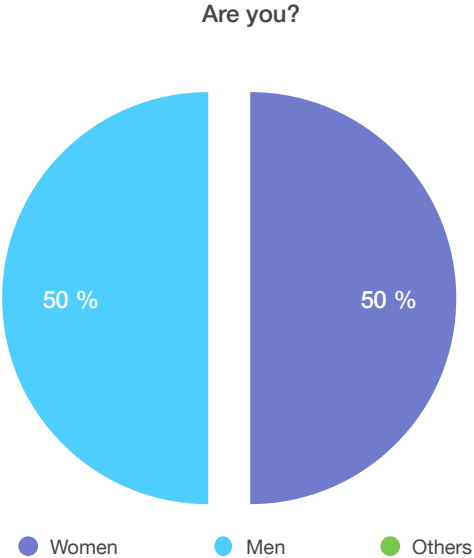
The last question of the survey is open in order to have a deep focus and ideas from the respondents, on change that could reduce stereotypes and occupational discrimination against women. Indeed, this allows to study opinions on the subject of discrimination against women in the workplace in greater depth than in a simple survey.

Sex

100 RESPONSES

Are You?

PARTICIPANT		100
Women		50
Men		50
Others		0



1

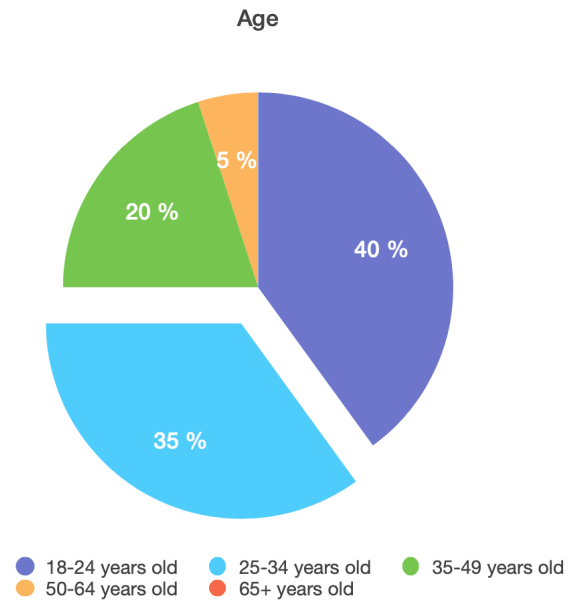
Graphic.1 Sex

Source - Google Forms fil "Women Professional Discrimination in France"

Age

100 RESPONSES

Age	
PARTICIPANT	100
18-24 years old	40
25-34 years old	35
35-49 years old	20
50-64 years old	5
65+ years old	0



2

Graphic. 2 Age

Source - Google Forms fil "Women Professional Discrimination in France"

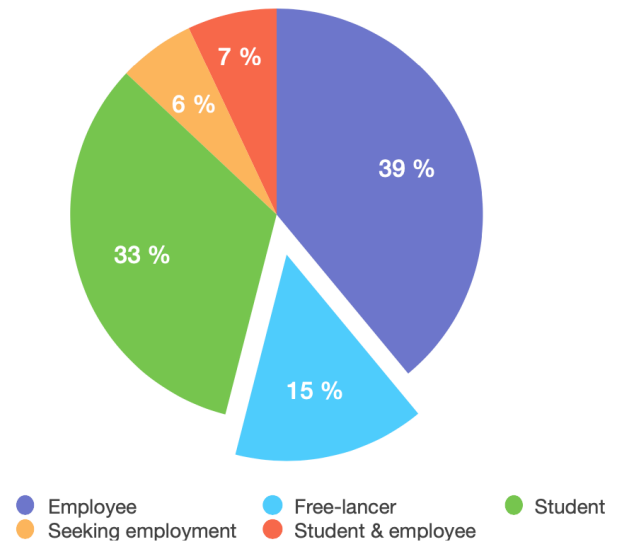
What is your status?

100 RESPONSES

What is your status?

PARTICIPANT	100
Employee	39
Free-lancer	15
Student	33
Seeking employment	6
Student & employee	7

What is your status?



3

Graphic. 3 Status

Source - Google Forms fil “Women Professional Discrimination in France”

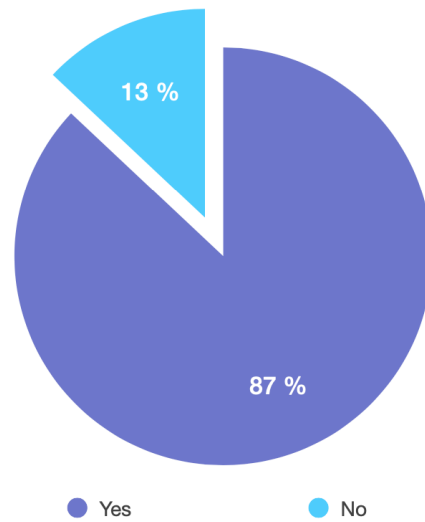
In your opinion, is professional discrimination against women still present in France?

100 RESPONSES

In your opinion, is professional discrimination against women still present in France?

PARTICIPANT	100
Yes	87
No	13

In your opinion, is professional discrimination against women still present in France?



4

Graphic. 4 *Professional discrimination*

Source - Google Forms fil "Women Professional Discrimination in France"

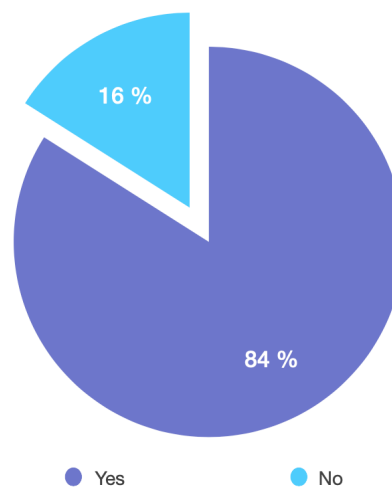
Are gender stereotypes and discrimination related?

100 RESPONSES

Are gender stereotypes and discrimination related?

PARTICIPANT	100
Yes	84
No	16

Are gender stereotypes and discrimination related?



5

Graphic. 5 *Stereotypes*

Source - Google Forms fil "Women Professional Discrimination in France"

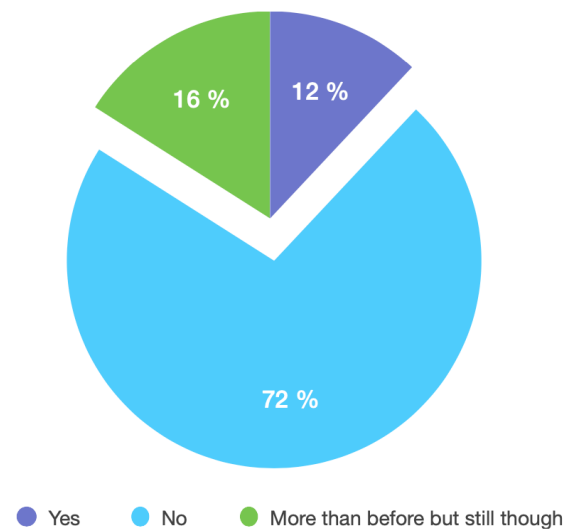
Do you think that gender equality in French companies is respected?

100 RESPONSES

Do you think that gender equality in French companies is respected?

PARTICIPANT	100
Yes	12
No	72
More than before but still though	16

Do you think that gender equality in French companies is respected?



6

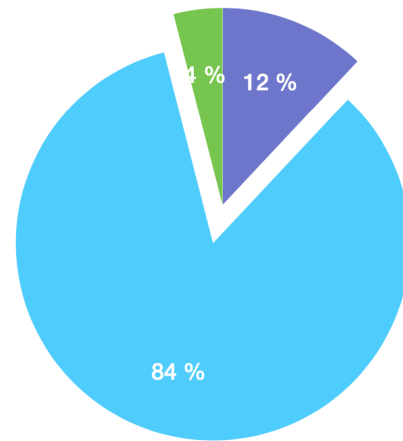
Graphic. 6 *Gender equality companies*

Source - Google Forms fil "Women Professional Discrimination in France"

According to you, women are paid the same as men in France?

100 RESPONSES

According to you, women are paid the same as men in France?



● Yes ● No ● In some companies yes, but not everywhere

According to you, women are paid the same as men in France?

PARTICIPANT	100
Yes	12
No	84
In some companies yes, but not everywhere	4

7

Graphic. 7 Salary

Source - Google Forms fil “Women Professional Discrimination in France”

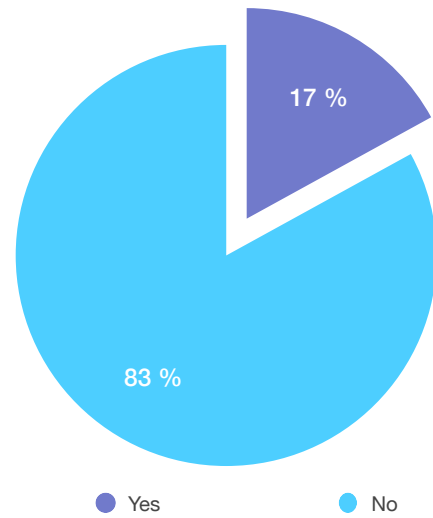
Is the promotion of women equal to men?

100 RESPONSES

Is the promotion of women equal to men?

PARTICIPANT	100
Yes	17
No	83

Is the promotion of women equal to men?



8

Source - Google Forms fil "Women Professional Discrimination in France"

Graphic. 8 Promotion

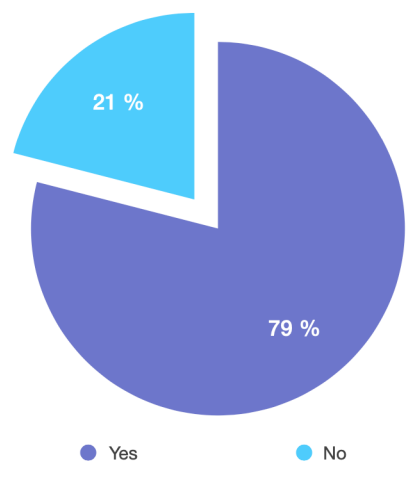
Do you think that wanting or having children penalizes women professionally?

100 RESPONSES

Do you think that wanting or having children penalizes women professionally?

PARTICIPANT	100
Yes	79
No	21

Do you think that wanting or having children penalizes women professionally?



9

Graphic 9. Child

Source - Google Forms fil "Women Professional Discrimination in France"

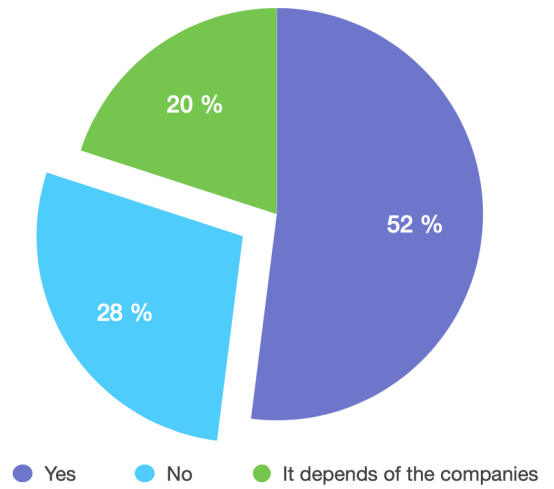
Are women penalized in return for maternity leave?

100 RESPONSES

Are women penalized in return for maternity leave?

PARTICIPANT	100
Yes	52
No	28
It depends of the companies	20

Are women penalized in return for maternity leave?



10

Graphic 10. Maternity

Source - Google Forms fil "Women Professional Discrimination in France"

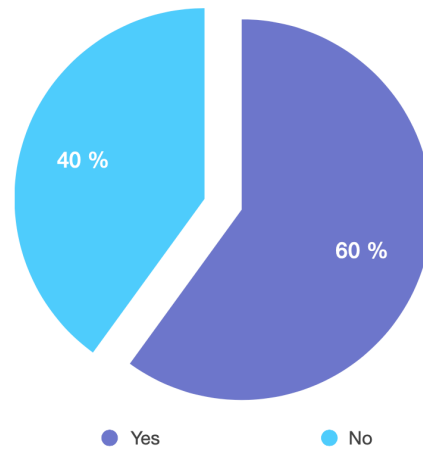
Are women less likely to become entrepreneurs than men?

100 RESPONSES

Are women less likely to become entrepreneurs than men?

PARTICIPANT	100
Yes	60
No	40

Are women less likely to become entrepreneurs than men?



11

Graphic 11. *Entrepreneurs*

Source - Google Forms fil “Women Professional Discrimination in France”

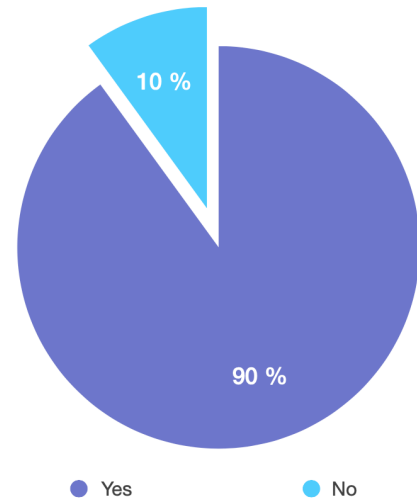
Do you think women are subjected to sexist comments in the workplace?

100 RESPONSES

Do you think women are subjected to sexist comments in the workplace?

PARTICIPANT	100
Yes	81
No	9

Do you think women are subjected to sexist comments in the workplace?



12

Graphic 12. *Sexism*

Source - Google Forms fil "Women Professional Discrimination in France"

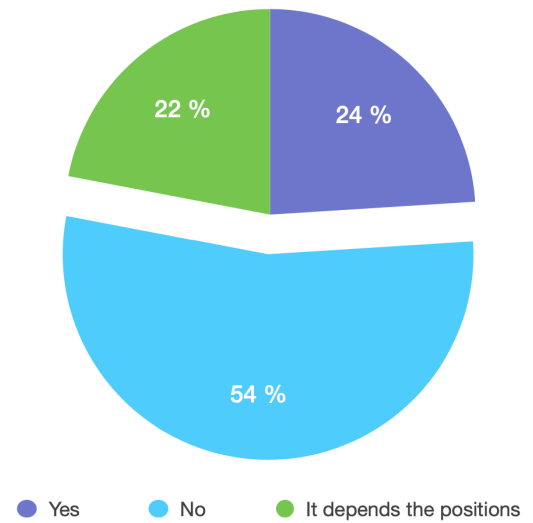
Do you think that women and men have equal positions of responsibility?

100 RESPONSES

Do you think that women and men have equal positions of responsibility?

PARTICIPANT	100
Yes	24
No	54
It depends the positions	22

Do you think that women and men have equal positions of responsibility?



13

Graphic 13. Responsibility

Source - Google Forms fil "Women Professional Discrimination in France"

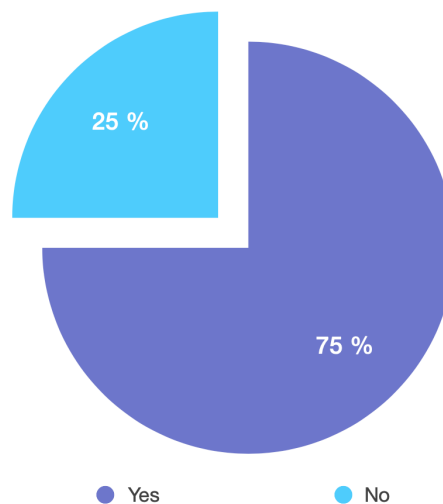
Do you think that being a man is favourable in the professional environment?

100 RESPONSES

Do you think that being a man is favourable in the professional environment?

PARTICIPANT	100
Yes	75
No	25

Do you think that being a man is favourable in the professional environment?



14

Graphic 14. *Professionale environment*

Source - Google Forms fil "Women Professional Discrimination in France"

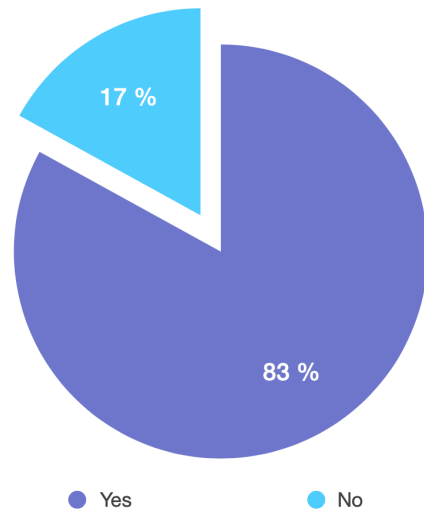
Do you think that education is a factor in gender stereotyping?

100 RESPONSES

Do you think that education is a factor in gender stereotyping?

PARTICIPANT	100
Yes	83
No	17

Do you think that education is a factor in gender stereotyping?



15

Graphic 15. *Education*

Source - Google Forms fil “Women Professional Discrimination in France”

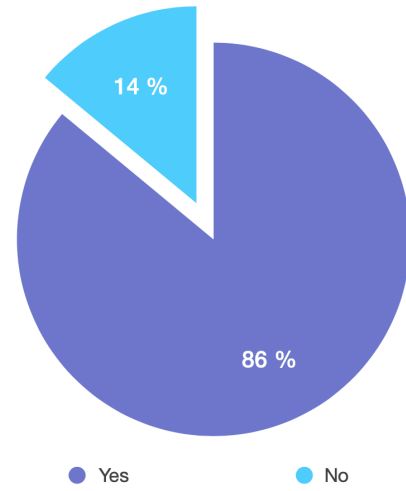
Do you think a change in education is needed to contribute to gender equality?

100 RESPONSES

Do you think a change in education is needed to contribute to gender equality?

PARTICIPANT	100
Yes	86
No	14

Do you think a change in education is needed to contribute to gender equality?



16

Graphic 16. *Education gender equality*

Source - Google Forms fil “Women Professional Discrimination in France”

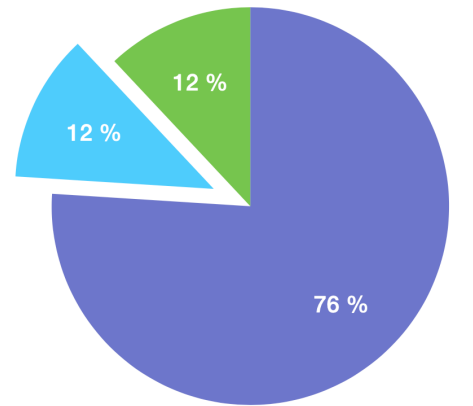
Do you think that a brand of awareness regarding education could contribute to the reduction of workplace discrimination?

100 RESPONSES

Do you think that a brand of awareness regarding education could contribute to the reduction of workplace discrimination?

Do you think that a brand of awareness regarding education could contribute to the reduction of workplace discrimination?

PARTICIPANT	100
Yes	76
No	12
I have no idea	12



● Yes ● No ● I have no idea

17

Graphic 17. Brand

Source - Google Forms fil “Women Professional Discrimination in France”

Also, the results of the opened question which was “What would you do to reduce professional discrimination against women in France?” was analysed through a Wordle analysis. The analysis helped to define and developed the communication strategy’s of Womatter. From the 100 answers obtained, Wordle formed a figure that represents the frequency of words that appear the most in respondents' feedback about the question.

For this questionnaire, the survey is conducted among 100 people (50 men and 50 women) in France. The interest of this questionnaire is to have a perfect parity between the sexes, in order to have fair and equitable data. The survey shows that the most frequent age group is 18-24 and 25-34 years old, but also 87% of people think that professional discrimination against women persists in France. This reveals that despite the changes, this problem still persists in 2020. In addition, 84% think that equal pay between men and women is not respected, and 75% think that being a man in a company is an advantage. These survey data reveal that there are still several obstacles that limit the full integration of women into the professional world. As a result, the fight for equality between women and men in the workplace is still not won and present. Furthermore, 84% think that stereotyping and discrimination are related. 83% think that education is a factor in gender stereotyping and 86% think that change is needed for gender equality. Moreover, 76% believe that a social brand could reduce discrimination. These survey data reveal that stereotypes are a barrier to professional equality between men and women. Therefore, to reduce professional discrimination against women it is important to fight against stereotypes generated in education.

In addition to being disruptive and creative, this campaign will need to reach the right audience to be effective. According to the survey data, the target audience chosen is the French Millennium generation born between 1980 and 2000. It is therefore an age group between 20 and 40 years old that constitutes our world of tomorrow. The millennium is a generation characterized by a digital, interactive and immediate culture. This target audience is therefore sensitive to the concept of interactive campaigns and digital strategy. This target audience will therefore potentially have children and will therefore influence education to create a change regarding gender stereotypes and inequality in the world of work. Furthermore, the campaign is in France but all brand and campaign communication is in English. France is a multicultural

country, with different nationalities, English is an international language that will allow the brand to communicate with a wider audience.

3.1.5 Brand identity

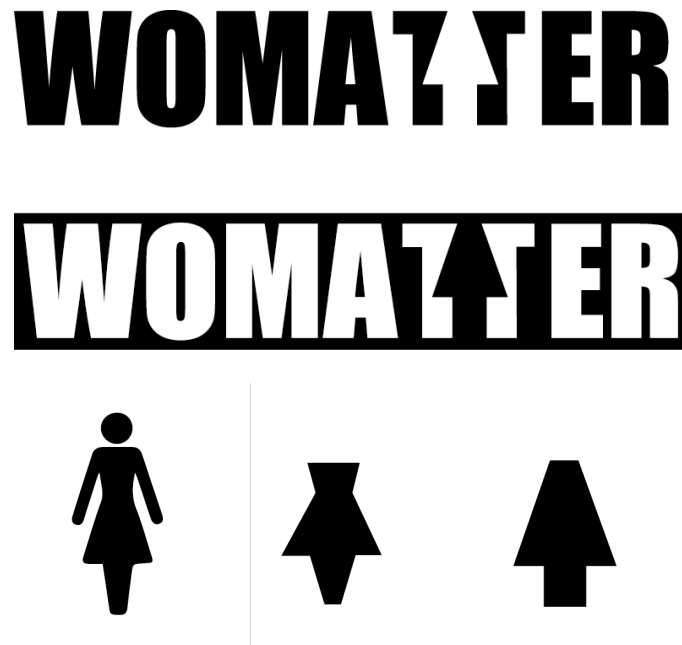


Figure 9. Logo

In the world of work where men predominate, the name of the social brand was born out of a desire to fight discrimination against a minority such as women in the workplace. The brand name is called Womatter, born out of the word woman and the word “matter”. The brand name symbolises the fight against gender inequality in the world of work. Womatter wants to highlight the same opportunities and rights that women should have in the professional world to succeed in their careers. The brand name aims to show the place of women in the professional world too long remain in the shadows. The brand name wants to encourage women to assert themselves professionally.

To create a brand identity it is important to create a logo as a mean of identification and communication essential to any essential representation of the brand.

According to Sinclair (2018), the concept of branding allows, above all, to put in place from the beginning of a project a concrete framework for the visual language to be built. The design of a logo remains the main tool for brand positioning. It is the first essential point of contact between a brand and its targets. In order for the logo to deliver an easily identifiable message, its graphic design was created in connection with the pictogram representing women often used as a signage to indicate the roofs. For the logo to be immediately understandable the idea was therefore to use a representation of women through the pictogram which is a universal means of communication. According to Budelmann, Kim and Wozniak (2013), the more literal a figurative logo is, the more it is easy for a potential target to interpret. Furthermore, the pictogram of the woman is anchored in memory because it is used as a signage around the world to differentiate between genders. The major representation of women in the pictogram is therefore the triangular dress. Therefore the triangular dress has been transformed to represent an upward arrow in order to symbolize the ascension of the woman. The aim is to use the universal symbol of the woman but to transform it for those who represent the place of the woman in an important way. The arrow is a very common sign in communication, either as a linguistic sign in the diagrams or as a pictogram where it indicates the path to follow. It is also used in a scientific way in the diagrams to indicate transformation, change. The arrow symbolizes the direction of change. The triangular dress representing an upward arrow symbolizes the representation of the woman who evolves to symbolize an evolution but also the ascent of the place of the woman in the work. Furthermore, according to Sinclair (2018) “A good logo is a whole language that serves as a starting point for a distinctive graphic language, in which the visual elements that make up the brand identity can be deconstructed and reused in different ways”. Therefore the arrow symbol represented in the logo is the main element of the brand identity that will be used throughout the graphic communication of the brand in different ways on different media.

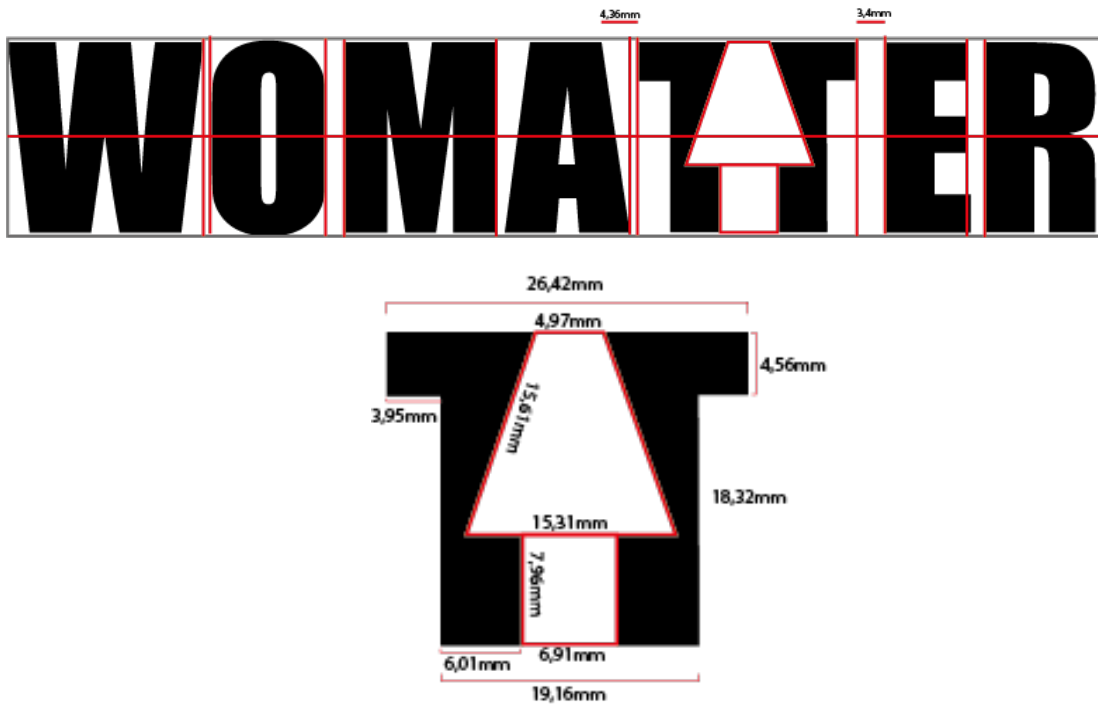


Figure 10. *Logo dimensions*

The typography used for the logo is regular impact which is a without serif typography allowing a direct and impactful legibility. The arrow is represented in the T of the logo so as to create a contrast to be visible and powerful. Positive and negative options were also created to maintain integrity and allow the logo to be visible. The colour black was chosen to create contrast and to assist in reading. The space between the characters must be redefined to keep the logo's kerning in balance, while preserving its strength. When the logo is placed over an image, it must be legible and maintain the integrity of its shape. Therefore, for images with a light background, the black logo should be used and for images with a dark background, the white logo should be used to maintain its legibility. Furthermore, to ensure that a brand identity works, the test consists of seeing how the logo fits into different environments. Still according to Sinclair, it is important to place the logo's anchor points in a consistent and precise manner. “The rigor and fluidity of the lines and the spacing of the different graphics contribute to the effectiveness of the logo”. When the logo is used with other graphic elements, the safety margin must be respected. The empty space around the logo must be at least the size of its symbol, which is the arrow, to ensure that the logo retains its visual impact.

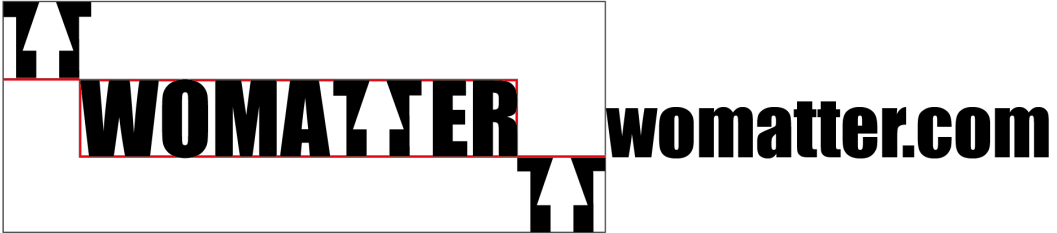
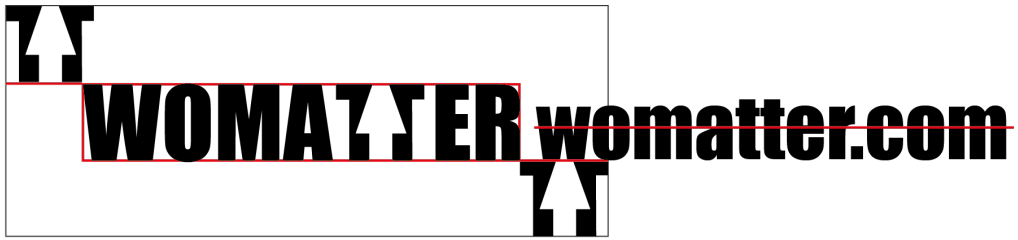


Figure 11. Logo applications



Figure 12. Logo black business card



Figure 13. Logo black business card



Figure 14. Primary colors and typography

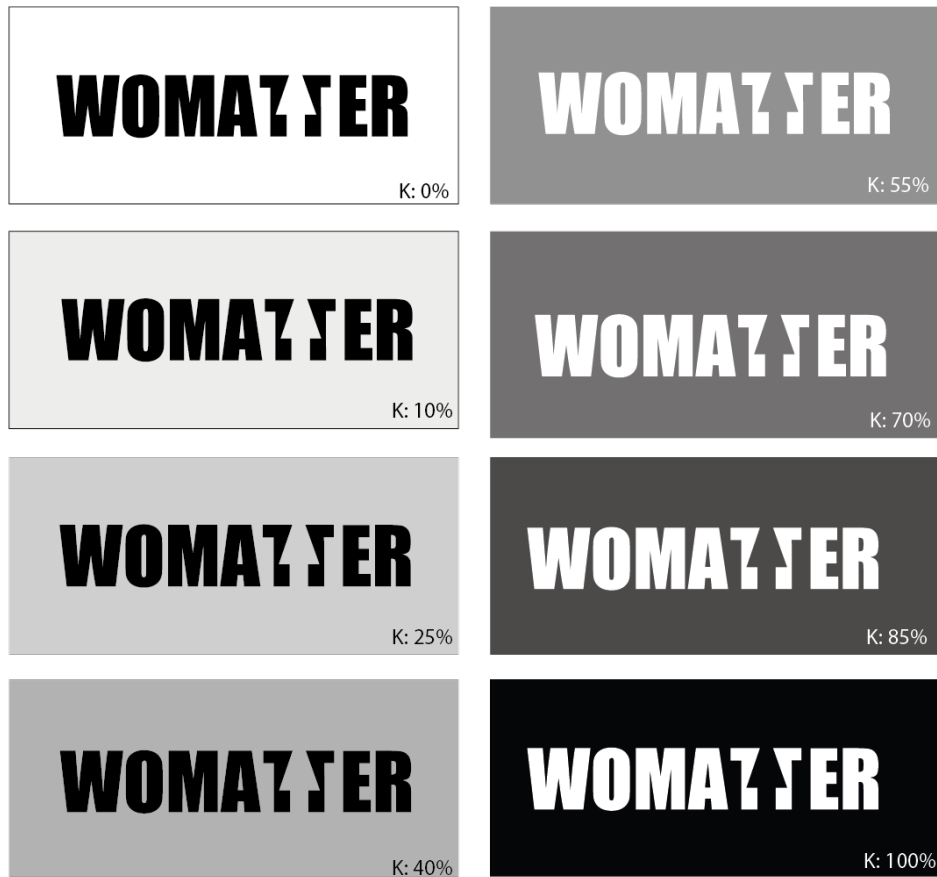


Figure 15. Monochrome versions

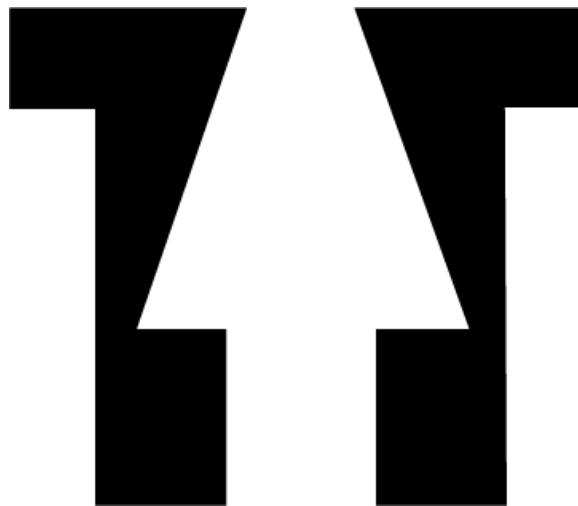


Figure 16. Responsive logo

In a context where logo display media are increasingly varied in nature and size, responsive logo design or creation allows the Womatter brand to adapt to different environments in which display space is particularly limited. Therefore to represent the logo in a responsive way the use of the arrow is impactful and allows an instant recognition of the brand. This allows Womatter to adapt to all digital media to have a better understanding of the logo and guarantee a perfect user experience. But also for the brand to move the branding from a fixed and rigid model to a more flexible and contextual system.

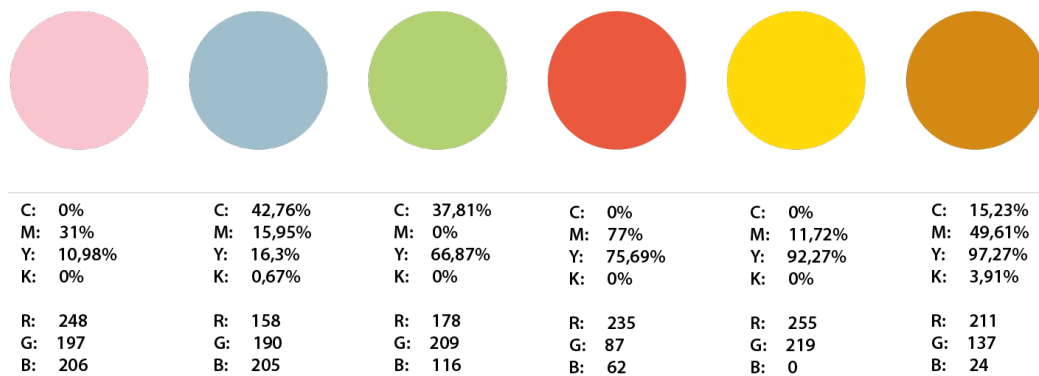


Figure 17. Secondary Color

These colours will be used throughout the brand's communication and are an integral part of the graphic charter. They will be used in the posters but also in the communication on Instagram and on the brand's website. The colour pink symbolizes the world of stereotyped girls, while the colour blue corresponds to the world of stereotyped boys. Both colours are used to show the comparison of the two genders in the world of work and also in education. In addition, the color red is used to refer to the off button. It symbolizes the obstacles that women may face in their careers. The green represents the light button, but also the money to symbolize the advantages that men can have in the professional world. The colour yellow and dark orange represents money to communicate about wage inequality in the professional world.

3.1.6 Campaign

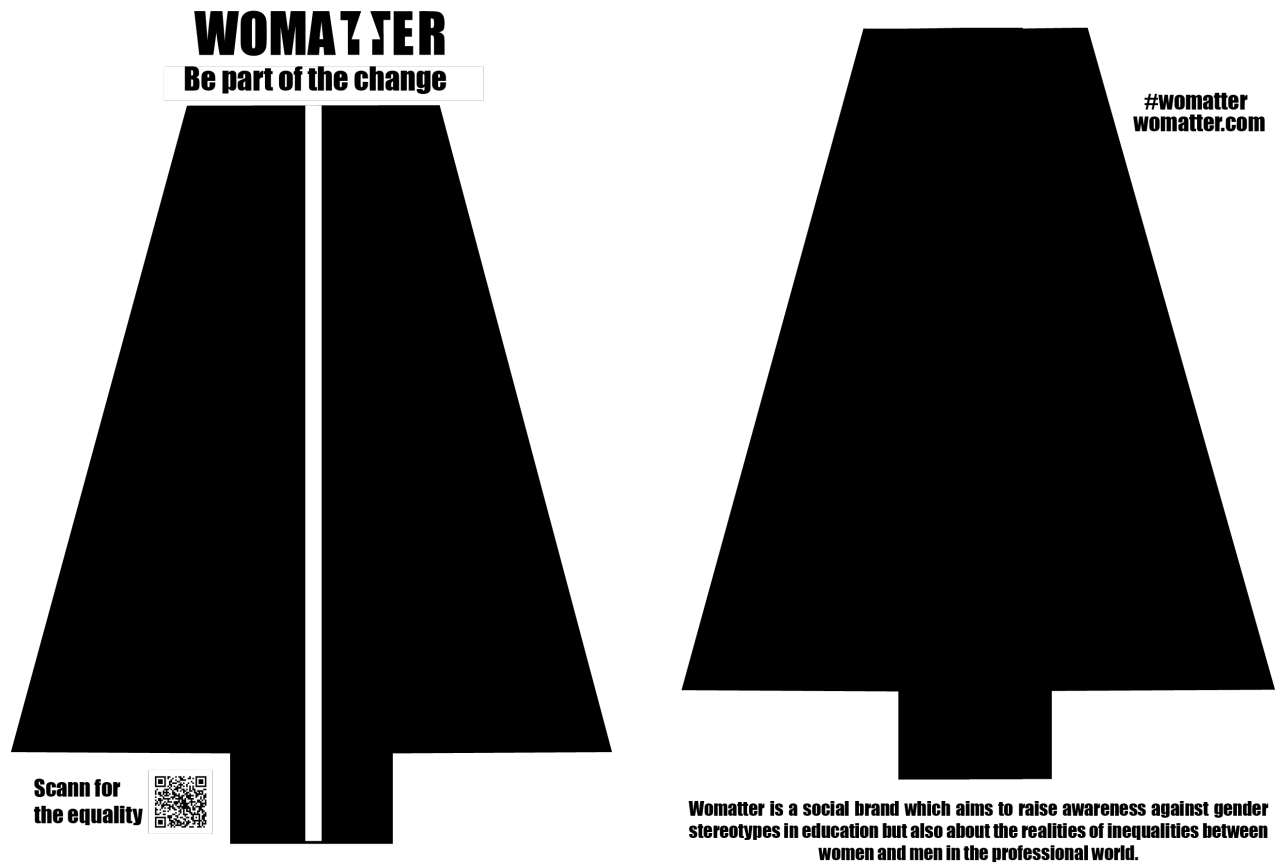


Figure 18. *Campaign identity*

The communication concept of the campaign was created with several objectives to achieve. First of all, the goal was to captivate a French audience between 20 and 40 years old, to create a creative and awareness-raising message with enough force to deconstruct gender stereotypes generated by education and break down the inequalities of women in the professional world. Furthermore, to create interaction with the targets and as so, to create a community.

Subsequently, to create a wish for the targets to take action. Therefore the awareness campaign will be an interactive A4 print campaign with the presence of a Qr code, which the targets will have to scan. On the first poster with the Qr code visuals denouncing stereotypes and inequalities between men and women will be illustrated. Once the poster has been scanned, a second poster will appear with a second illustration as an answer to the problem. This strategy allows the campaign to be dynamic to create a link with these targets, so that they interact with the brand and become actors of the message that the brand conveys.

A relevant communication requires originality, distinction, graphics and aesthetics, therefore the choice of illustration is the most effective and important. A communication support that includes illustration is an eye-catcher. In addition, stereotypes and professional discrimination of women is a complex subject, illustration allows the subject to understand in a simpler and more impactful way. An image that is too direct, such as a photograph, can also create discomfort or be perceived as violent by the reader. Thus, choosing the illustration appears to be an effective way to reach your audience, without negatively impacting it. Moreover, illustration is a very frequent tool in the education of children. Therefore, the objective is to use this tool by using it to denounce discrimination and stereotypes. Therefore the targets will be impacted on the power of education which legitimizes stereotypes and transmits professional discrimination.

Furthermore, the eye will always notice a poorly positioned image, therefore a prioritization of the poster information is important for efficient reading and compression by the targets. The poster information must be placed in an efficient way to make the layout intelligible. Therefore, on the first poster the arrow, which is the symbol of the brand identity, is placed as a visual element in the centre of the campaign poster. The white line separating the arrow in two will be used in a different way than in the logo to illustrate the separation of the world of women and men. In addition to the logo itself, a complete and structured graphic language must be developed for a better reading of the poster as a whole. The logo is located above the arrow, with the slogan “Be the part of the change”. This slogan encourages the targets to become aware of the power of their act in the society, but also that thanks to them an evolution and change can take place. The qr code is located at the bottom left of the poster, with the slogan scan for

equality to push the targets to take action. In addition, in the second poster that the targets will have scanned, the arrow is always present as the main visual element of the poster. However, the arrow is positioned higher up, allowing an explanatory text to appear on the marker at the bottom. In addition, the hashtag wommatter and the website are placed on the top right to allow the targets to show the presence of the brand on social networks and to increase its notoriety.



MOD-195.IADEV00; 07-02-2020

Figure 19. Campaign 1, advertising

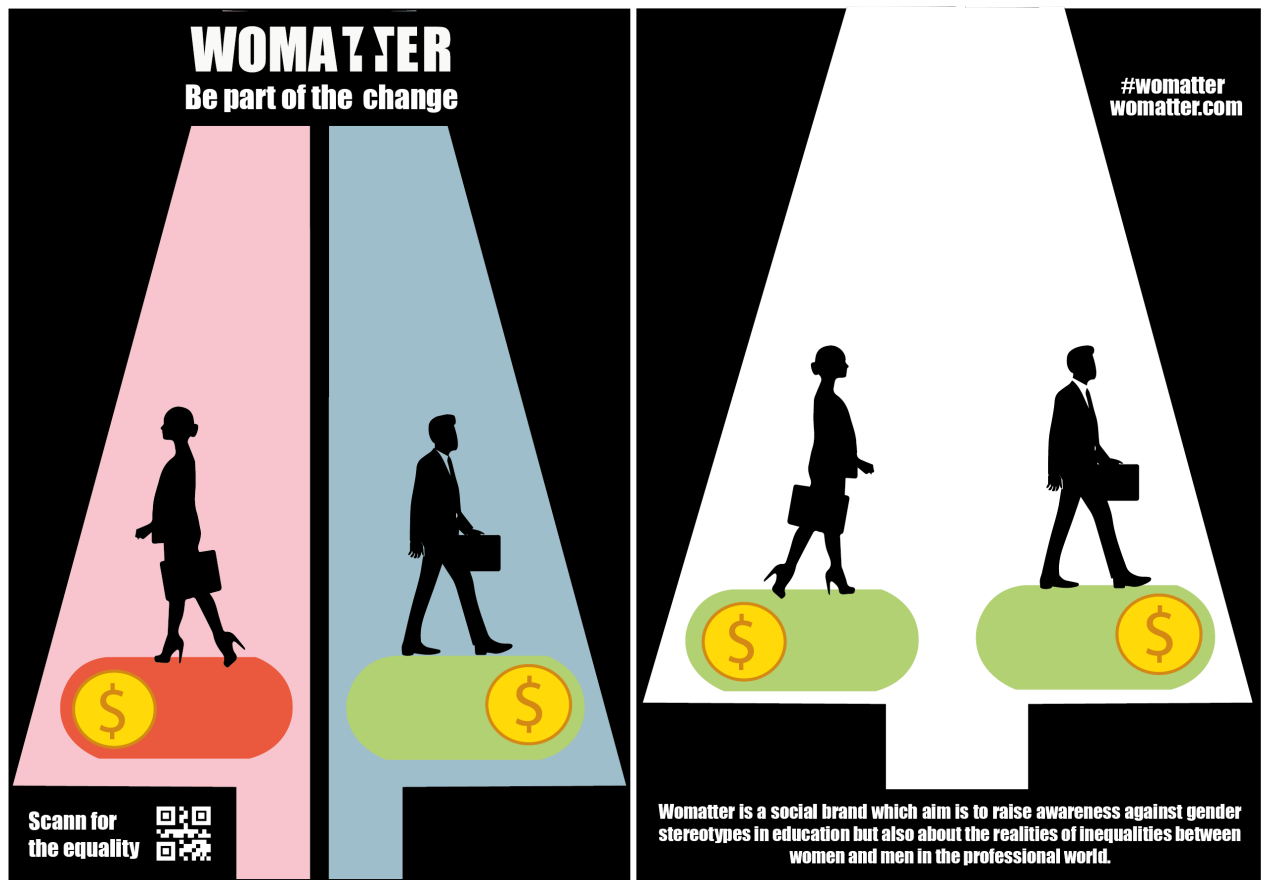


Figure 20. Campaign 1 poster wage inequality between men and women

The first poster of the campaign illustrates the subject of unequal pay between women and men in the world of work. The arrow represented in the logo is therefore placed in the centre of the poster. It is however declined in a different way than in the logo for a dynamic visual identity. The first part of the arrow on the left is pink and the second part is blue. These colors represented in the arrow are the stereotypical colors taught in childhood. The choice of these two colours in the arrow allows to make a comparison, from the professional world in which the woman and the man live. This comparison thus makes it possible to denounce gender inequalities. On the poster it is shown a woman on a red button, with the symbol of money. This red button refers to the off button, which is used in universal signalling, on telephones or several electronic devices, but also on traffic lights. Therefore the use of this red button denounces the fact that the woman is as if locked to her salary in comparison to the The woman's silhouette

represents a woman in work clothes. It is pointing to the left, symbolizing that there is no financial development for women's wages. On the right side of the poster, the man's silhouette is placed on a green button, to refer to the lit button. This shows that the man's salary is therefore not locked or extinguished unlike that of the woman. The illustration of the man is turned to the right to show his salary evolution. In the second poster, the color pink and blue were replaced by the color white without a boundary line in the middle. This color thus symbolizes the union, as well as the equality. Moreover the silhouette of the woman is on the button lit in the same direction as the man to symbolize a future where equal pay would be possible.



Figure 21. Campaign 2, advertising

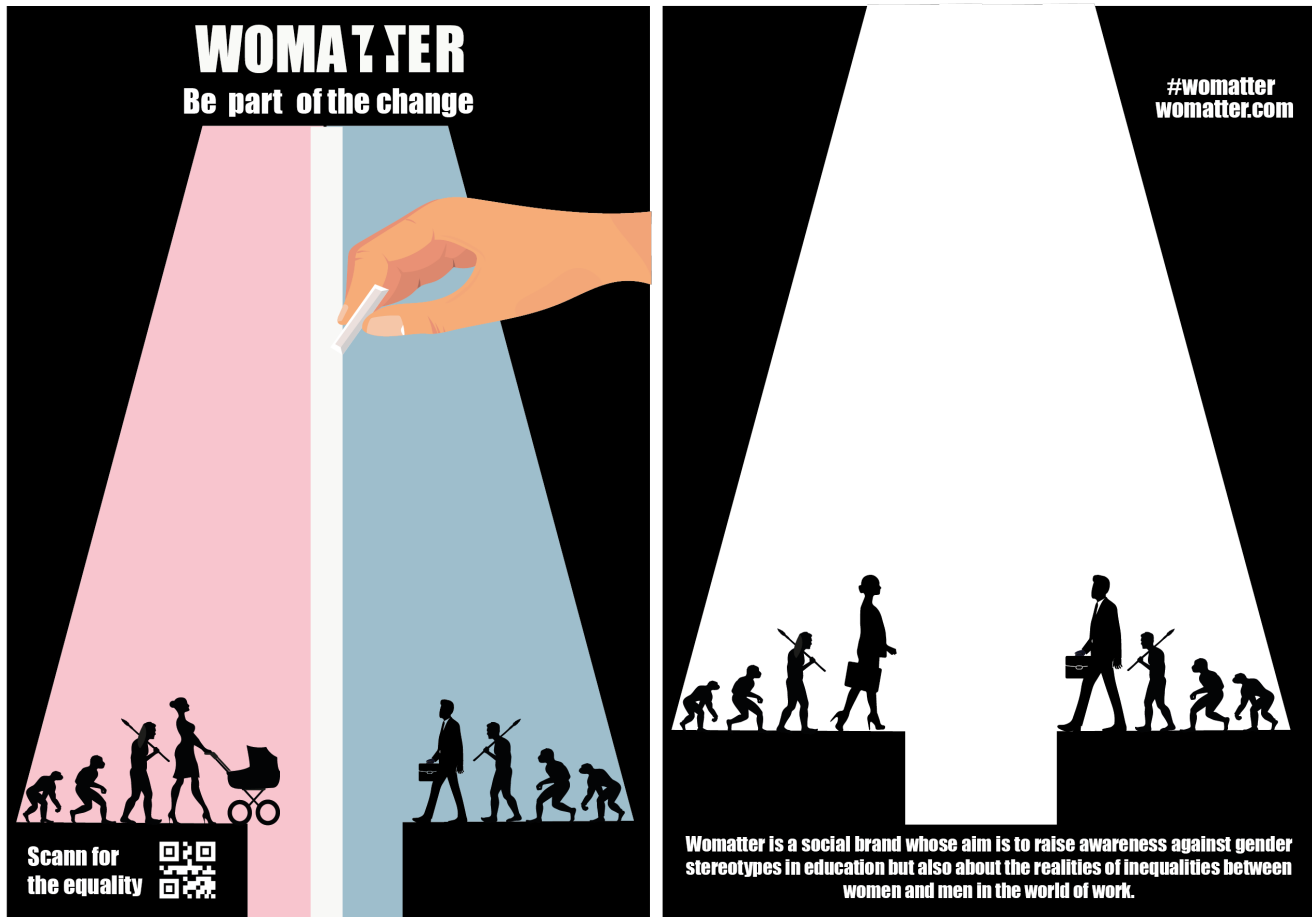


Figure 22. Campaign 2, poster stereotypes education

In this second declination of the campaign the graphic charter remains the same while illustrating however a different subject. On the first poster, silhouettes are represented with reference to the evolutionary history of man. In the pink side of the arrow the silhouettes represent the finality of the evolution of the woman who inevitably ends up in the role of mother. In the blue side of the arrow the evolution of man is represented by a man in the professional world. Moreover the hand in the center of the arrow with a chalk draws a separation illustrating the differences in education between a woman and a man. This poster refers to and denounces all the gender stereotypes present in education. As seen previously these gender stereotypes have a considerable impact on the inequality between men and women in the world of work. In the second scanned poster, the graphic codes remain the same as in the previous posters with the use of the color white. The illustration of the woman with a stroller was replaced

by a woman in work clothes. This illustration shows that a woman has her place in the professional world just like a man.



Figure 23. Campaign 3, advertising

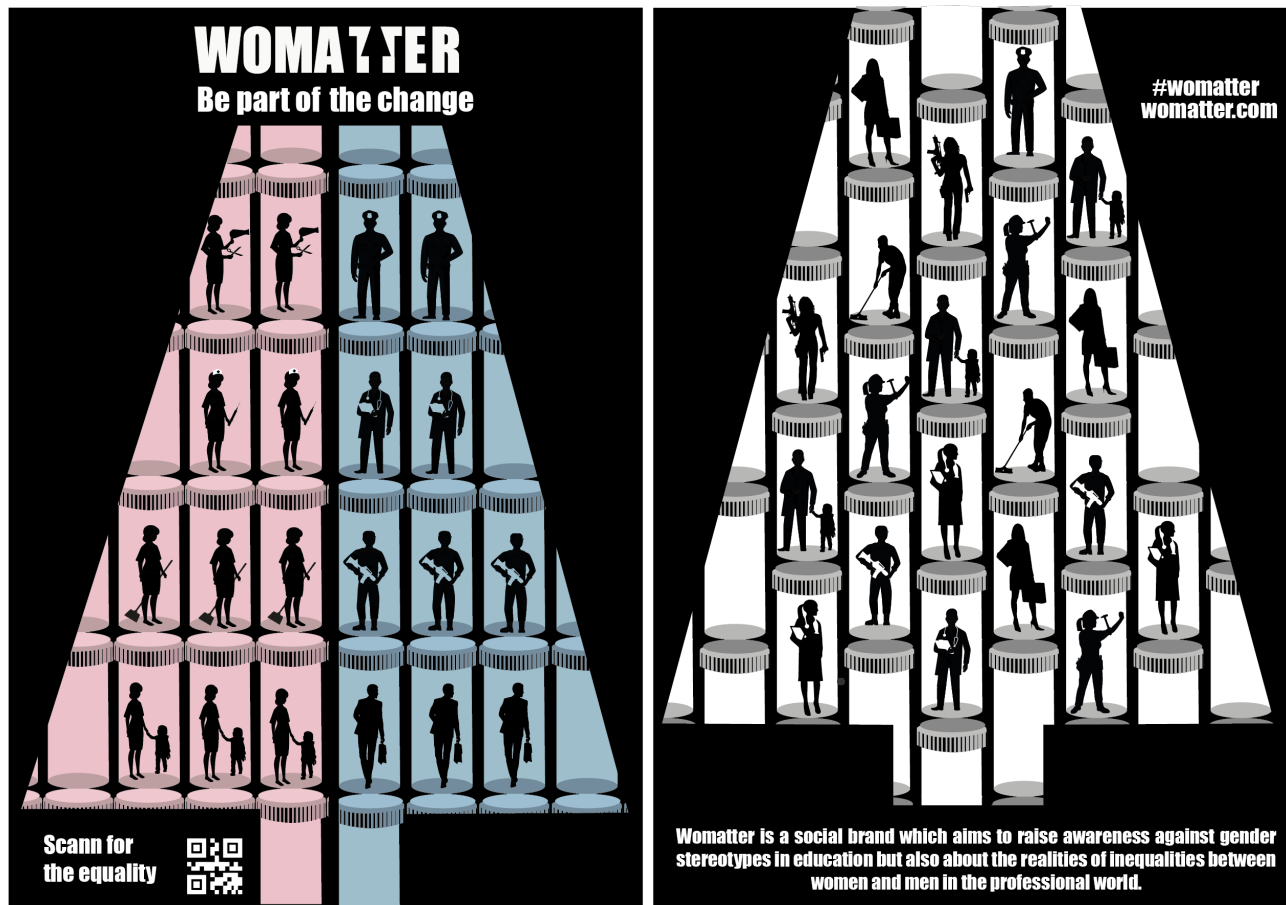


Figure 24. Campaign 3, stéréotypes jobs

In this third version of the campaign, the goal is to show the stereotypes and discrimination related to the professions. In childhood, toys are representative of the separation of the so-called “female and male” professions. A little boy will play with cars, or weapons toys, a little girl will most certainly play with toys related to hairdressing or dressing. In certain sectors of activity, women are under-represented because, due to their gender, these professions are not intended for them. The poster depicts silhouettes in boxes in order to refer to toys that represent trades that are given to children. In addition, on the pink side of the arrow, so-called feminine professions are attributed as nanny, nurse, cleaning woman, secretary. On the blue side of the arrow, masculine professions are illustrated as surgeon, policeman, businessman, do-it-yourselfer. They are represented in the form of silhouette to refer to children's toys and denounced the education gender stereotypes. The purpose of this illustration is therefore to

compare and denounce trades attributed solely to men or solely to women. In the scanned poster the boxes are arranged in a different way, so as not to differentiate or categorise occupations according to gender. Therefore the illustrations represent mixed trades. The poster, therefore shows the possibility of a professional world with a perfect mix of professions without stereotypes or discrimination.



Figure 25. Campaign all the poster

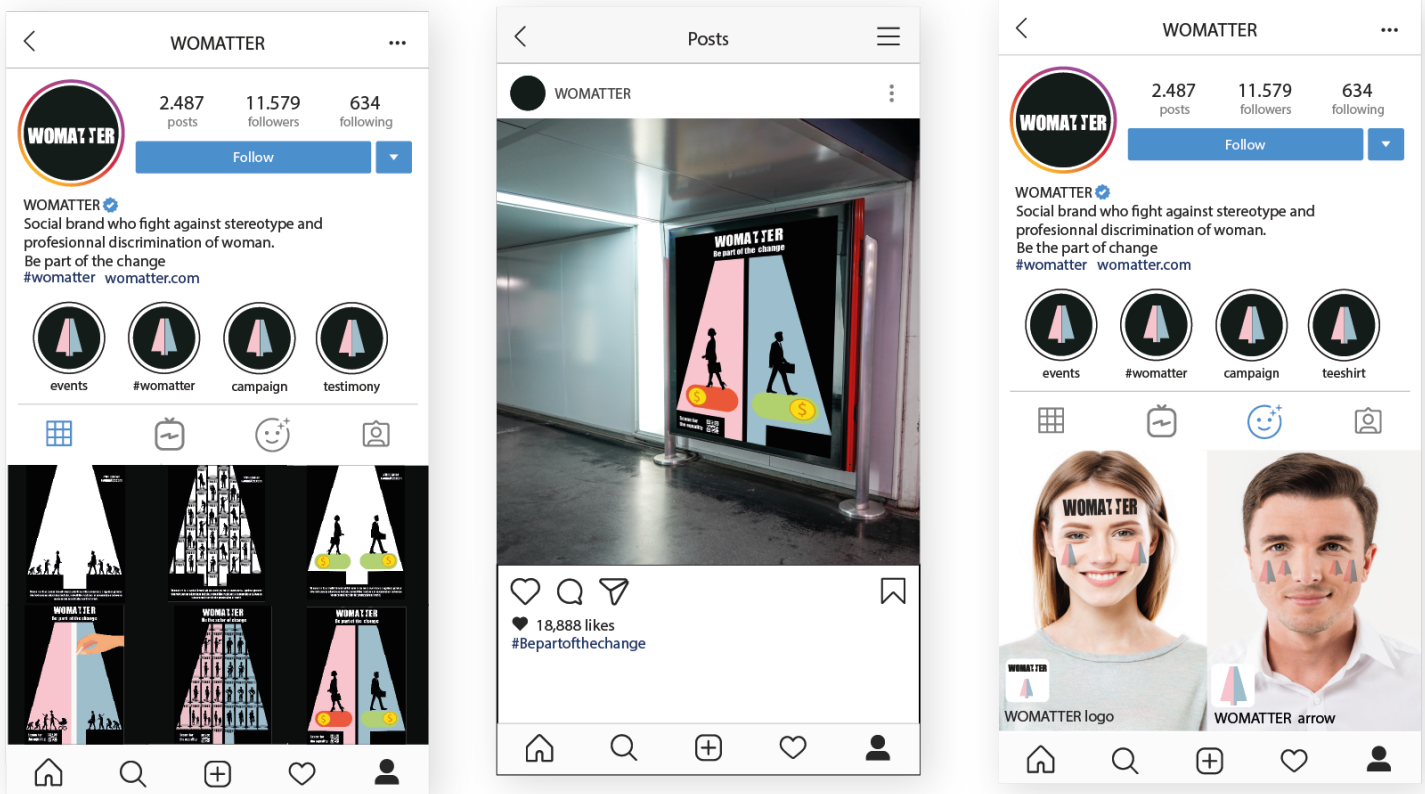


Figure 26. Instagram

Taking into account the target audience and the objectives of the campaign, the implementation of a digital strategy with Instagram will allow the brand to create a community where Instagram users are much more active and engaged than other social networks. Indeed, since 2016, business accounts can access features that provide publication statistics, including visibility of images and interactions; and account statistics, including subscriber data and account visibility. Publication statistics include the number of likes, comments, and image registrations, as well as profile visits and subscriptions. The account statistics show the trend of subscriptions over the previous 7 days, subscriber demographics, as well as impressions, reach and views of the profile.

According to Statista³⁶ Instagram is the most engaging platform according to French influencers in terms of comments, likes and shares left by their community on the Internet in 2018. In that year, more than 70% of those surveyed responded that Instagram was the most engaging network of all. Therefore Instagram will enable the Womatter brand to create community, engagement, and facilitate interaction with the audience and followers. In addition, the creation of #womatter will allow the brand to increase its message regarding the fight for women's professional equality. Publications containing hashtags will get more engagement and increase visibility and brand awareness. It is also important to build a coherent graphic universe. Therefore, all campaign visuals will be relayed on Instagram, with stories about brand events and testimonials about women's employment discrimination. Filters representing the brand logo and the pink and blue arrow symbol in the posters will be available. This will allow Womatter's communication to be personalized, but will also provide a positive interactive experience for users, which can create a sense of commitment to the brand. As a result, subscribers will be able to share the brand identity. This will therefore increase brand awareness as it will encourage subscribers to share the filter story for the most part to make their subscribers' experience as well.

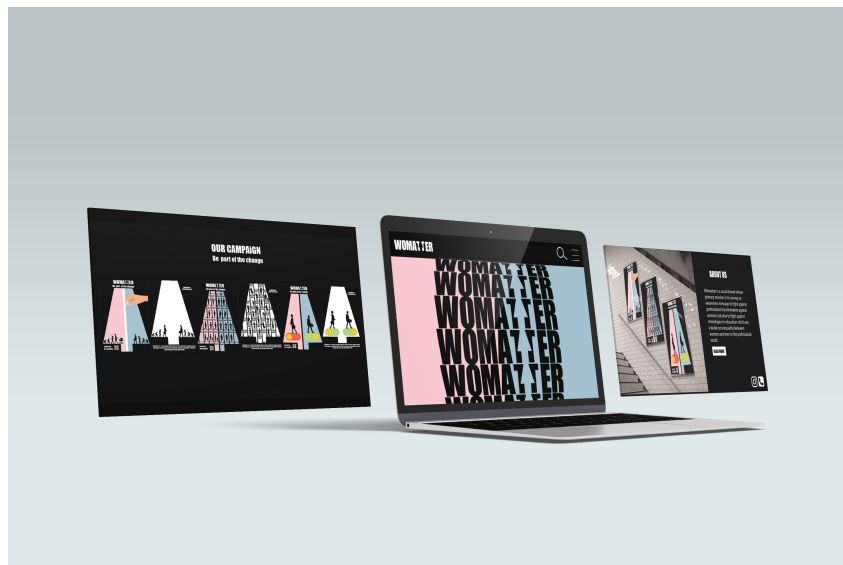


Figure 27. *Website*

³⁶ Platforms where French influencers perceive the most commitment 2018, [fr.satista.com](https://www.fr.satista.com)



Figure 28. Website home page



Figure 29. Website menu

As seen previously, the communication strategy of the brand adopted is to be active on the networks. Therefore the creation of a website will allow Womatter to strengthen the visibility of the brand in order to create a community. The main page of the site have colors present in the communication of the brand, pink and blue, and black for a coherent graphic charter and an instant identification of the identity of the brand. The black Womatter logo is present in the form of a scrolling wheel like the one in the casino slots on the entire home page to bring dynamism. The logo is also present on the left side of the home page in small size as well as a search and menu icon on the right side for a clear hierarchy of information and an easy and efficient use of the site.

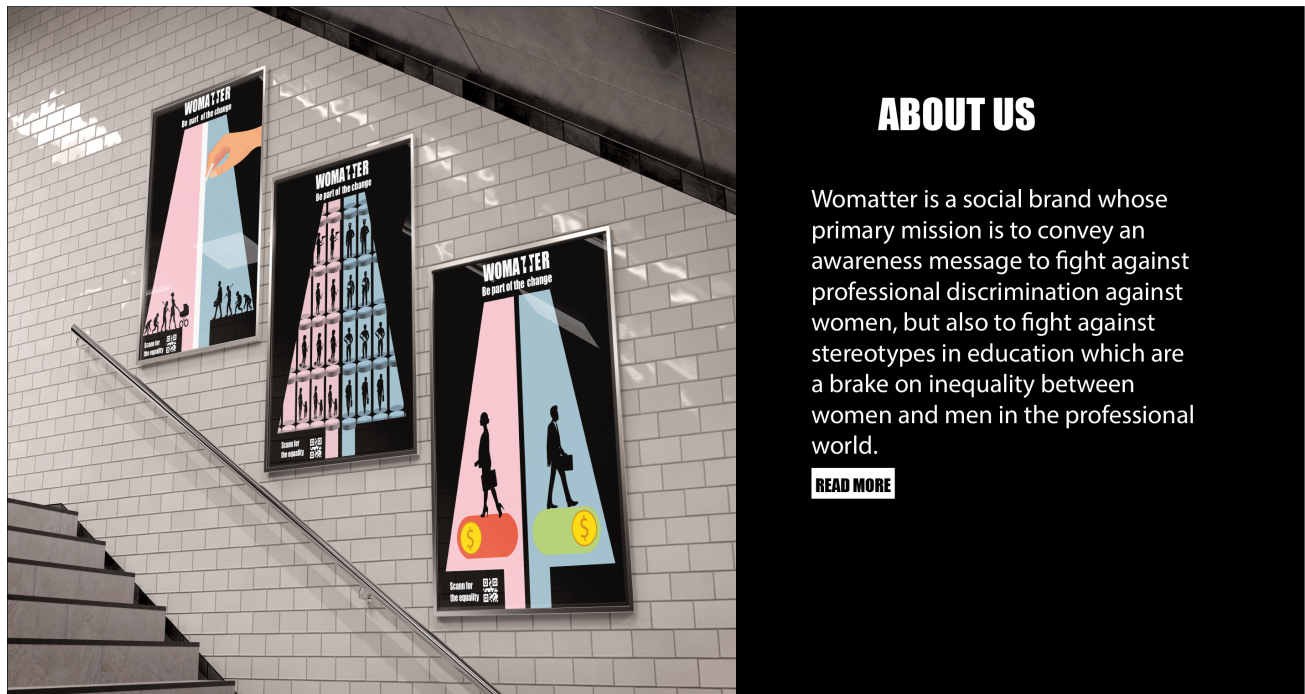


Figure 30. Website about us

The about us page allows users to have clear information about the objectives of the brand creation. On the left is a photo of the 3 posters used in the awareness campaign to remind the identity of the brand communication. On the right is placed the text on a black background, so that the page is austere and the information is visible in order to guarantee a visual impact and a fluid use of the site.



Figure 31. Website our campaign

The page our campaigns allows to relay the campaign on the website in order to increase visibility and easy accessibility for all targets. But also a permanent layout of the campaign. The posters are all of the same size in the center on a black background allowing a respect of the graphic charter and to emphasize the posters and the message in an impactful way.

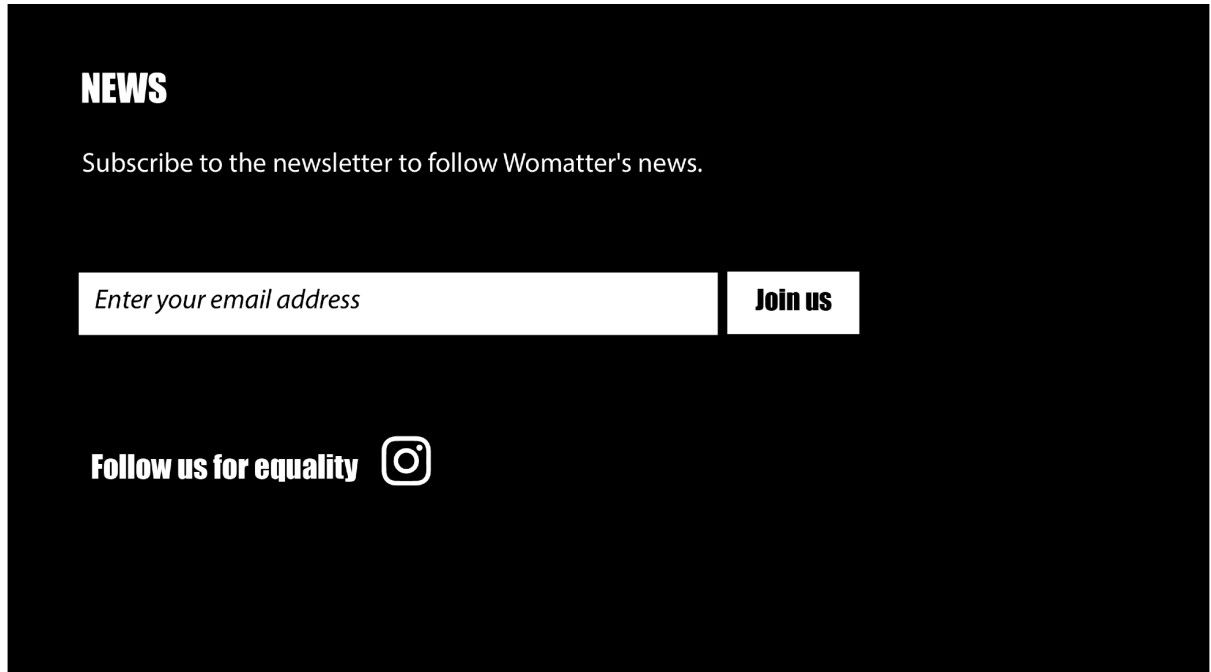


Figure 32. *Website newsletter*

The newsletter remains a marketing tool adapted to reinforce the communication of the Womatter brand with these targets and consequently to reinforce the links with its community. It also allows to facilitate targeting with, the organization of the database and the selection of information can allow to target with enough precision the sendings. The newsletter subscriber can thus immediately grasp the details of the title or formula that has attracted his attention. With this tool, it is possible to personalize the communication of the brand with the addition of a name field in the newsletter subscription, for example by using this name in the title of the newsletter, in order to increase the emotional involvement of the target. In addition, the title follow us for equality helps to draw attention to the instagram profile to follow and generate visibility and notoriety.



Figure 33. *Testimony*

The Womatter brand shares testimonials from its community on the subject of gender stereotyping and professional discrimination against women.

This allows us to share each woman's experiences and highlight their struggles for equality, and therefore, it can give women confidence in the steps they can take to fight against gender discrimination in the workplace. It also strengthens the bond between the brand and its community.

IV. Final considerations, limitations & future research

It has been seen that, over time, women are discriminated on a daily basis in the workplace. Professional discrimination against women must be fought because it creates a break in gender equality. Although we can affirm that this discrimination has evolved, there are still several obstacles that limit the full integration of women in the professional world. Through research and surveys conducted on the subject of professional discrimination against women, it has been found that many obstacles that do not allow the integration of women in society are the persistence of stereotypes that hinder the equality of men and women. The manifestation of discriminatory behaviour most often reflects the presence of stereotypes and reinforces them.

As explained previously, the choice of creating the social brand was made with the aim of promoting equality between men and women and preventing discrimination against women in the world of work. The entire campaign has been developed with the aim of denouncing and changing entrenched gender stereotypes in order to promote gender equality in the professional world. Convinced that advertising has a vital role in society and that it can really make a difference by having an impact on the target audience, it was decided to use it as a tool to spread an interactive awareness message, with the aim of creating a community. Something that should be unusual, considering all the advertising projects related to this theme. This led to the launch of an impactful campaign to create a community. This advertising project was built with the aim of providing a creative and innovative solution to an important social problem. The fact that it is a theme taken as an issue of human and societal inequality and sensitive, did not reveal any obstacle to the creation of something innovative and challenging.

In the realization of the theoretical framework of this project, research was carried out on the causes and consequences of women's occupational discrimination in order to be able to communicate effectively and impactfully on the subject with the aim of creating a successful campaign and community building. With this objective in mind, it was necessary to develop a study of the relevant factors that would contribute to building a social brand through an awareness campaign, In addition, it was important to analyze the art and feminist movements

that have evolved in society, but also the place of women in advertising, which is a determining factor in the persistence of stereotypes. This has made it possible to understand the origin, the factors, but also the evolution of these discriminations against women. Moreover it has allowed to conduct a survey on how discrimination against women in the workplace is perceived by the population in France. From this survey emerged elements such as, the choice of the right target audience, to highlight that education is a factor of sexist stereotyping, that a change regarding education is necessary to contribute to equality but also that awareness raising is a communication tool that would make it possible to change the stereotypes rooted in society to reduce the professional discrimination of women. All these factors were taken into account in the development of the creation of the womatter brand as well as in the awareness campaign. The launch of the campaign was done through several brainstorming sessions, during which the targets were defined, the objectives to be achieved with the implementation of this campaign, and elements such as the creative logic, the communication concept, the tone of the communication and the graphic aesthetics of the whole project.

As a result of the study carried out within the theoretical framework, it was also possible to choose the most appropriate media for the diffusion of this campaign, opting for poster media as well as social networks. Thus, providing the opportunity to create an interactive awareness message, so that the targets become actors of the brand.

As mentioned earlier, through the development of a social brand through a unique but comprehensive interactive awareness communication concept, it will be possible to create future projects, linked to those already presented. In addition to the suggestions presented, other campaign activations can be carried out. The realization of this project can also lead to the creation of an educational brand for children, teaching a society without gender roles and social norms imposed and assigned according to gender. Educating boys and girls in the same way, without stereotypes, is today an important societal issue in order to have an egalitarian society at the political, family and professional levels.

Therefore, an educational brand would be essential to the continuity of the project aimed at achieving equality between women and men and reducing discrimination. By shaping gender

representations as well as attitudes and behaviours, an educational brand would be a key factor in the fight against stereotypes, but also a vector for social and cultural change.

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