

Gender Equality Online Training Information Booklet



Module 1: Code of Ethics and Preventing Discrimination

Since its foundation, Özyeğin University has been striving to create an inclusive learning, teaching, and living environment for everyone, especially our employees and students. In this context, one of the concrete steps we have taken to maintain the current environment we share safely and to advance our institutional culture is the establishment of the Code of Ethics¹. In 2015, we published our Code of Ethics, which outlines our institution's ethical values and principles. These values and principles not only guide us in academic matters but also outline a vision regarding the responsibilities of being a member of Özyeğin University in social life.

One of the Fundamental Values and Principles that form the foundation of this training we have prepared is Respecting Others. The concept of Respecting Others is defined as: "Members of Özyeğin University must respect and value differences among individuals, never allow discrimination or harassment, treat all colleagues, employees, students, stakeholders and external parties and individuals with kindness and respect; and protect the dignity and honor of all stakeholders." Our Code of Ethics also emphasizes that all members of Özyeğin University are obligated to "contribute to the prevention of violence and harassment within the campus premises and shared areas." In this training prepared by the ÖZÜ Gender Office, our primary aim is to examine the discrimination indicated in this clause, how it emerges, and what effects it has. Additionally, we aim to look at discrimination based on gender, sexual orientation, and gender identity, which is highlighted in this clause.

Fundamental Concepts of Discrimination, Stereotype, and Prejudice

Stereotypes: These are the images we form in our minds as a set of pre-constructed impressions and attributions that fill the gaps in our knowledge about a particular group, thus making it easier to make decisions about them. Especially when we encounter new phenomena, objects, or groups, our understanding of them is shaped in the light of such images. Thus, we perceive the new phenomenon/group according to our thought tendencies, not as it is or with its natural characteristics.

Prejudice: Refers to an attitude that evaluates others not based on their existence but on their group affiliations, together with negative, dogmatic beliefs. This concept leads us to create at least physical or social distance between ourselves and the individuals or groups we approach, and it is closely associated with discriminatory attitudes.

Discrimination: This concept involves a process related to all negative attitudes and behaviors towards a group or its members. The process described by this concept leads to negative thoughts towards a group or its members and attitudes that feature feelings such as dislike, disdain, avoidance, and hatred. While behaviors described by this concept may be directed towards individual persons, what distinguishes them from adverse and 'unkind' behaviors in interpersonal relationships, such as dislike and avoidance, is this: the individuals towards whom behaviors described by this concept are directed are the target of this behavior not because of their characteristics, but because of the discriminatory characteristics attributed to the group they belong.

Stereotypes, prejudice, and discrimination are mutually reinforcing processes in this context. People often generate quick judgments to make sense of new encounters in everyday life. It is an expected behavior to follow heuristics in the evaluation of the current situation, person, or object by drawing similarities with one's existing judgments rather than engaging with those directly. This is a type of behavior that makes sense of the unknown and makes one feel more secure. However, these quick shortcuts can grow like a snowball, first into prejudice and then into discrimination. Discrimination affects people's lives in direct and negative ways. People are discriminated against because of the characteristics attributed to their group. They may be excluded from society and even face difficulties accessing their fundamental rights and freedoms. Therefore, preventing discrimination is critical for everyone to have equal and free access to their rights. It is a humanitarian responsibility and a subject enshrined in national and international legal regulations.

You can visit genderoffice.ozyegin.edu.tr to access more resources on this topic, particularly regarding gender.

Module 2: Fundamental Concepts of Gender

Gender is a phenomenon we encounter from the moment we are born. From the first day the news of a baby's arrival is received, gender influences lives. The baby's gender is a matter of great importance for many families, affecting everything from gender reveal parties to the color of the items to be used even before the baby is born. Associating certain expectations with specific gender identities, assigning certain responsibilities only to certain genders, generation of stereotypes, prejudices, and even discrimination against these gender identities are some of the most common areas where the concept of gender is encountered. Although this situation may seem innocent during infancy, gender directly affects many aspects of individuals's lives from infancy to adulthood, from hobbies to competencies. For example, the stereotype that girls should play with dolls and boys with cars results in family members buying dolls for girls and cars for boys, perpetuating gender-based discrimination and introducing children to gender norms at an early age. Purchasing only certain toys for boys or girls, regardless of their interests and preferences, is related to gender norms and roles. For instance, although it may seem innocent to give dolls to girls or encourage them to play with toy irons, these actions are based on the stereotype that girls will provide caregiving labor in adulthood, preparing them for this future role. Similar patterns emerge in choices made for boys. However, babies and children of all genders can play with many different toys, and as they grow older, they can have more say in their toys in line with their interests and preferences. Toys are just one example. As time passes, games, hobbies, professions, and even likings are shaped by stereotypes related to gender norms. In this process, individuals' preferences, abilities, and interests are pushed to the back of the agenda. The motivations of those seeking to overcome these invisible barriers are shattered, leading to gender-based discrimination, one of society's most significant forms of discrimination. You can see these situations in detail below through the data provided.

Gender Based Data Study

Below are **the enrollment data for secondary education by year**. When the data is evaluated, it is observed that the enrollment rate for girls has lagged behind that of boys for many years. However, by the 2000s, this situation began to change with campaigns and policies aimed at increasing the enrollment rate of girls.

Academic Year	Secondary Education (High School) %		
	Total	Boys	Girls
2000 - 2001	43,9	48,3	39,2
2001 - 2002	48,1	53,0	43,0
2002 - 2003	50,6	55,7	45,2
2003 - 2004	53,4	58,0	48,5
2004 - 2005	54,9	59,1	50,5
2005 - 2006	56,6	61,1	52,0
2006 - 2007	56,5	60,7	52,2
2007 - 2008	58,6	61,2	55,8
2008 - 2009	58,5	60,6	56,3
2009 - 2010	65,0	67,6	62,2
2010 - 2011	66,1	68,2	63,9
2011 - 2012	67,4	68,5	66,1
2012 - 2013	70,1	70,8	69,3
2013 - 2014	76,7	77,2	76,1
2014 - 2015	79,4	79,5	79,3
2015 - 2016	79,8	79,4	80,2
2016 - 2017	82,5	82,7	82,4
2017 - 2018	83,6	83,8	83,4
2018 - 2019	84,2	84,5	83,9
2019 - 2020	85,0	85,2	84,9
2020 - 2021	87,9	88,1	87,8
2021 - 2022	89,7	90,0	89,3

Below is the data on the ratio of female-male students in different fields. In our previous assessment of the data, we mentioned that girls have more access to secondary education than in the past. However, the fact that the proportion of women is predominantly higher in professional care work fields such as childcare, social work, or education, while the proportion of men is higher in fields like engineering, allows us to evaluate the system of inequalities.

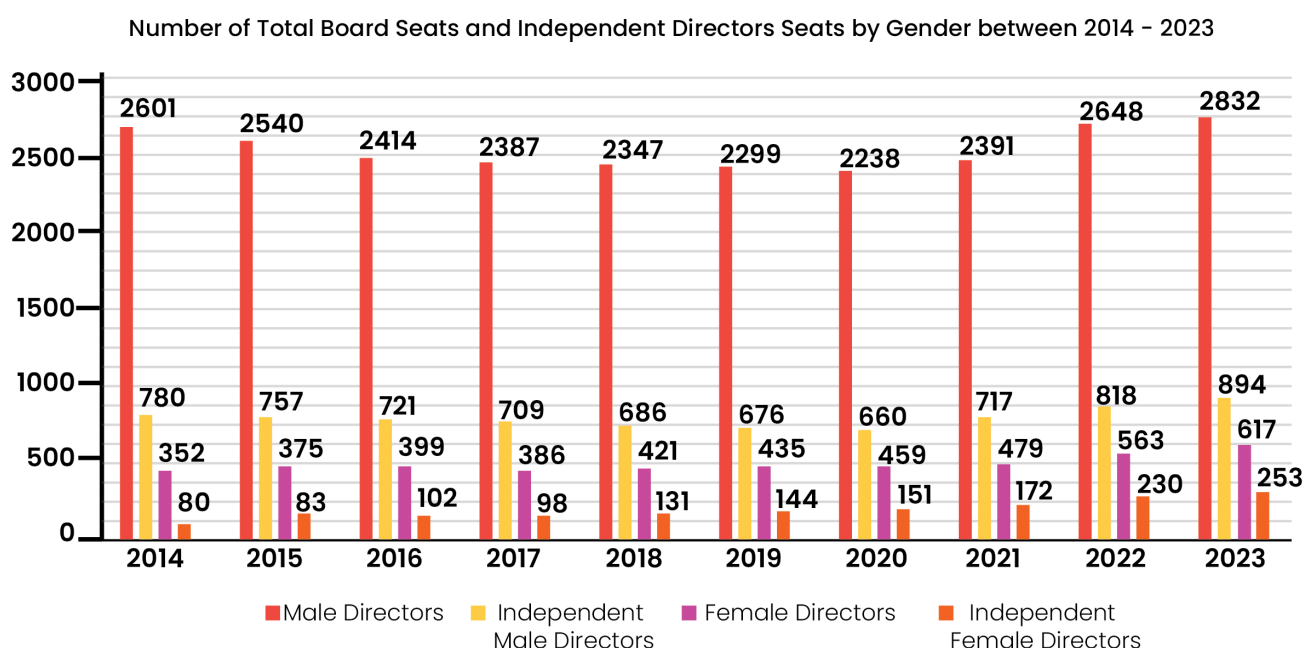
Jobs	Boys	Girls
Information and Communication Technologies	68,82	31,18
Biology	31,15	68,85
Physics	63,76	36,24
Chemistry	34,47	65,53
Mathematics and Statistics	51,13	48,87
Educational Sciences	38,78	61,22
Law	47,26	52,74
Business - Management	57,68	42,32
Construction	82,91	17,09
Architecture	41,57	58,43
Electricity - Electronics	79,59	20,41
Mechanical Engineering	85,36	14,64
Child Care - Development	7,59	92,41
Social Work	21,86	78,14
Health Sciences	34,57	65,43
Theology	37,62	62,38
Philosophy	45,66	54,34
History and Archaeology	61,90	38,10
Foreign Languages	34,04	65,96
Art Departments	44,67	55,33
Journalism	52,56	47,44
Library and Archiving	38,59	61,41
Economy	56,10	43,90
Psychology	22,23	77,77
Political Sciences	59,49	40,51
Sociology	36,90	63,10
Agriculture, forestry and veterinary medicine	64,21	35,79

From a gender equality perspective, when we look at **the data on economic participation**, we observe that inequalities persist in this area as well. One of the most striking reasons for the low labor force participation rates is the engagement in household chores. In Turkey, approximately 10 million people are occupied with household chores and are thus not working in professional jobs. Indeed, when examining the gender breakdown of the data, the number of women is close to 10 million, while that of men is below one thousand. As observed, almost all those unable to participate in the workforce are women.

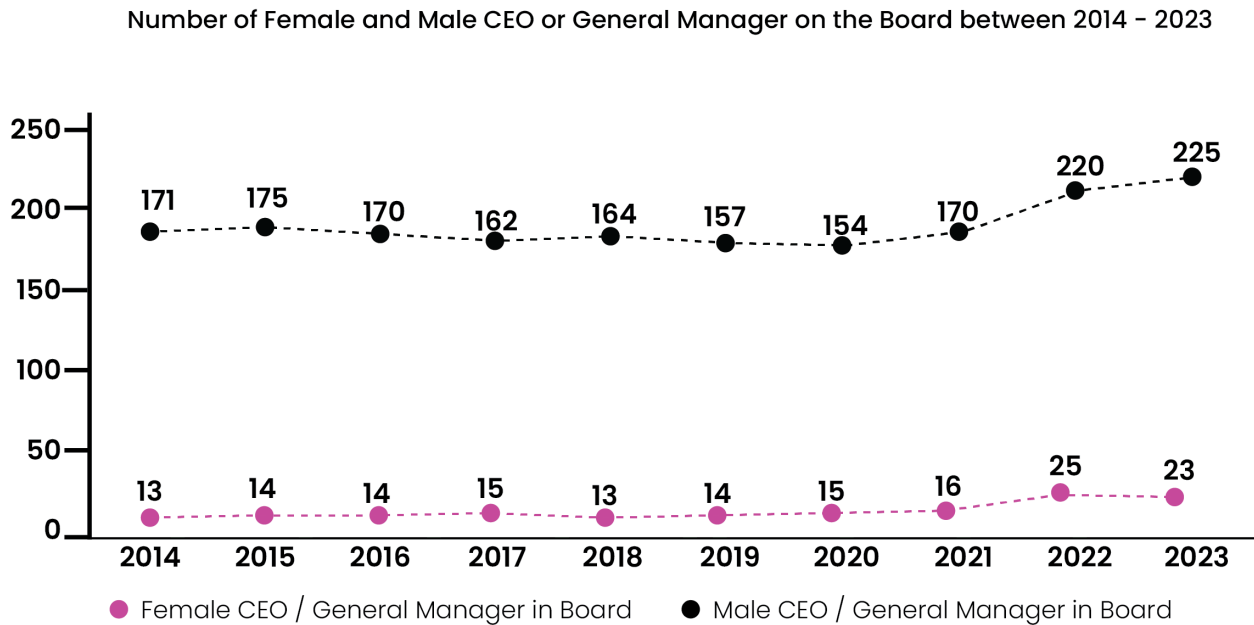
	Total	Boys	Girls
Those not participating in the workforce	30.634.000	9.420.000	21.215.000
Those who have given up on finding a job	1.671.000	760.000	911.000
Those capable of working but not actively seeking employment	1.407.000	452.000	955.000
Those looking for a job but unable to start working	135.000	53.000	81.000
Busy with household chores	9.264.000	0	9.264.000
Education/ Training	4.554.000	2.022.000	2.532.000
Retired	5.182.000	3.880.000	1.302.000
Unable to work	5.326.000	1.695.000	3.631.000
Other	3.095.000	557.000	2.538.000

So, what kind of inequalities women experience after joining the labor force?

The most common example in this regard is the obstacles that prevent women from moving up the career ladder. For example, look at the boards of directors of companies operating in Borsa Istanbul. You can see the distribution of the executives serving on these boards by gender on the screen. In this data context, it is noted that the representation of women in senior management positions is less than 30%.



When looking at gender breakdowns at higher title levels, such as CEO or Chairman of the Board, we encounter a sharper gap between genders. These data indicate that even if barriers to joining the labor force are overcome, there are still serious obstacles for women when moving up in the labor force.



Fundamental Concepts of Gender

Gender: It refers to the social attributes and relationships associated with being male or female. These qualifications, opportunities, and relationships are socially constructed and learned through socialization. They are context- and time-specific and can change. The situation this concept defines determines what is expected from, permitted for, and valued in a woman or a man in a particular context. Therefore, in most societies, there are differences and inequalities between women and men in terms of responsibilities assigned, activities undertaken, access to resources, control over resources, and opportunities for decision-making.

(Assigned) sex: The biological and physiological characteristics that define people as female or male.

Gender identity: Each person's deeply felt internal and individual experience of gender. It may or may not correspond to the sex assigned at birth.

Sexual orientation: The term refers to each individual's emotional and/or sexual attraction to individuals of a different gender, the same gender, or more than one gender.

Gender expression: People's expression of their gender identity and the one that is perceived by others. It relates to how an individual presents their gender to the world.

You can visit the website genderoffice.ozyegin.edu.tr to access fundamental gender-related concepts and various resources.

Module 3: Fundamental Concepts of Gender-Based Violence

Gender-Based Violence: Violence directed against a person because of that person's gender, sexual orientation, or gender expression or which affects individuals of a particular gender disproportionately. It can take the form of physical, psychological, economic, and sexual forms of violence. Stalking, dating violence, and cyber violence are different forms of it. However, gender-based violence can target not only the mentioned groups but also all individuals, including all age groups, genders, and sexual orientations. Gender-based violence can occur in public spaces such as workplaces, streets, cafes, public transportation, as well as at home. The perpetrators of violence are often closely known individuals such as employers, family members, spouses, friends, and partners, but they can also be unknown strangers. After incidents of violence, it is possible to observe violence being legitimized and even blamed on the survivor/victim of violence with statements such as "What was she doing there?", "she shouldn't have gone there!" "She shouldn't have worn that outfit," "She should have broken up before," "Why didn't she break up before?", "Why did she enter a relationship?". As can be seen, the concept of victim blaming is defined as an approach that exonerates the perpetrator by attaching the blame for victimization to the person who has been victimized on various grounds. One of the most important steps to prevent gender-based violence is to define the concept of "consent" and to know how to respect people's boundaries. Consent means willingly saying "yes" to any situation, action, or behavior. A "no" answer is not consent. Not responding or remaining silent does not mean the person has consented. Another aspect of the concept of consent is the "construction of consent." Construction of consent is defined as "behaviors that involve pressure and coercion to obtain consent from a person who has not given consent." Emotional manipulation, compliments, and occasionally threats can be seen in the construction of consent. The main aim is to persuade the person by making them feel bad and exerting pressure on them. Sentences such as "Don't you trust me?", "You don't love me as much as I love you" are examples of sentences that can be heard frequently during the construction of consent. Gender-based violence can apply to anyone and can manifest in various forms of relationships.

Fundamental Concepts

Violence: Violence includes actions that result in or are likely to result in harm or suffering to an individual physically, psychologically, economically, or sexually. It also encompasses threats and coercion related to such actions, as well as the arbitrary restriction of freedom.

Gender-Based Violence: Violence directed against a person because of that person's gender, sexual orientation, or gender expression or which affects individuals of a particular gender disproportionately.

Types of Gender-Based Violence

Physical violence: Forcing a person into unwanted behaviors and/or contact by using physical force. Physical violence can take the form of, among others, serious and minor assault, deprivation of liberty, and murder—examples: hitting, slapping, pushing, kicking, pulling hair, or throwing something.

Psychological violence: Any words or behaviors that aim to control and pressure a person without using physical force, undermining their sense of security and restricting their freedom. It can occur in various forms, such as love bombing, ghosting, and gaslighting. Examples: manipulating, belittling, demeaning, yelling, invading personal space, restricting, threatening, isolating.

Economic violence: Any behavior that restricts a person's financial freedom. Examples: controlling bank accounts, seizing money, not allowing the person to work in a paid job, forcing them to work.

Sexual violence: Engaging in any verbal/physical sexual behavior without the person's consent. It is also used as an umbrella term for sexual harassment and assault. Examples: making sexual jokes, harassment, rape, coercing consent for sexual intercourse, forcing the transmission of sexual photos/videos.

Sexual harassment: Sexual expressions, gestures, and other behaviors performed without physical contact and the person's consent. Depending on the environment and context in which it occurs, persistent repetitions of actions or a single action can be considered sexual harassment. The relevant words, gestures, or other behaviors need not be continuous. However, the persistence of harassment actions aggravates the nature of the harassment.

Sexual assault: The violation of a person's bodily integrity through sexual behaviors without the person's consent, without the need for persistence. Example: in the absence of the person's consent hugging, kissing, touching, or raping someone.

Cyber violence: Behaviors aimed at coercion, control, or restriction of a person's freedom carried out in digital/virtual environments or through digital/virtual tools. Examples: Browsing someone's phone, asking for social media passwords, checking social media accounts.

Dating violence: Any words or behaviors applied by one partner to keep the other under pressure, restrict their freedom, and/or control them during or after a romantic, emotional, and/or sexual relationship. Examples: preventing a partner from seeing friends, persistent following, imposing rules in the relationship, acting beyond the person's consent.

Persistent Stalking: Based on Turkish Law No. 6284, persistent stalking refers to any attitude or behavior, whether physical, verbal, written, or through any means of communication, that causes fear and helplessness in the victim in terms of physical and psychological aspects regardless of whether there is a family bond or relationship between the individuals involved. Example: frequently calling, following, and sending messages.

Perpetrator (violence offender): Refers to a person who intentionally engages in behaviors involving violence and harassment to control their partner, ex-partner, or anyone else, regardless of whether they have been accused, prosecuted, or convicted.

Victim / Survivor: Refers to individuals who have been subjected to any form of gender-based violence.

To prevent all forms of violence and discrimination, particularly gender-based violence, the Prevention of Discrimination and Violence Unit was established in 2024. For more information on this topic, you can visit asob.ozyegin.edu.tr

Module 4: Gender-Sensitive Communication

What can we do for gender equality?

Certain good-natured statements, attitudes, or actions we innocently display daily may perpetuate gender inequality. Therefore, it can be an essential step towards achieving equality to evaluate every action and behavior through a series of questions focusing on gender equality before engaging in them. In this context, there are two fundamental topics we would like to address: Gender-Sensitive Communication and Incorporating a Gender Equality Perspective into Scientific Research.

1. Gender-Sensitive Communication

The language we use begins to take shape within the framework of the thought system of the society we live in from the moment we are born. Therefore, language is a tool that facilitates the internalization of gender norms, shaping how we perceive life and guiding our behavior in various situations. In this context, the words we consciously or unconsciously choose during communication with a person reflect our thoughts about the outside world and reproduce gender stereotypes. This can be observed in workplace interactions, such as interrupting female employees, addressing a female academic as "lady" instead of "professor," or using terms like "my dear" when referring to female colleagues.

We can illustrate what has been described with a poster as follows.

Is the poster below prepared with a gender-equal approach, in your opinion?



We can answer this question as follows.

Before evaluating the design language, let's look at the panel line-up. Assuming the poster shows the actual speakers of the panel. A panel that is so far away from equal representation is problematic about gender equality. This poster exemplifies what is referred to in the literature as "All Male Panels." When planning events, we should approach them with this perspective and strive for a gender balance of at least 40–60%. We can facilitate more accessible access to female experts through LinkedIn, Academia, and Google Scholar profile searches. If you find it challenging to locate female experts in the field, platforms like "Sensiz Olmaz Sessiz Olmaz" that keep a pool of experts can be utilized. This poster, even if it shows a group of researchers symbolically rather than the actual speakers at the panel, would still be problematic due to the overrepresentation of men. We see that out of the seven characters, six are male. In the poster, men are more prominent quantitatively and in terms of their appearance because they are larger and in the foreground. Also, using design elements like bold and large fonts would indirectly create a hierarchy among the components. We should ensure that such hierarchies do not map onto and reflect existing gender inequalities. We see that the representation of a female character in a seminar related to science and technology does not resemble a scientist but rather someone more involved in administrative tasks. This situation reflects stereotypes, prejudices, and discrimination based on gender. Even if unintentionally, a final look at our work with this perspective will be an essential step in not reproducing these judgments and discrimination in our design

In light of these evaluations, the checklist to be created for the poster project is as follows:

- 1- Is the language used gender-sensitive? For example, are the terms employed more like scientist, human, and businessperson rather than man of science, mankind, and businessman?
- 2- Do the representations feature an equal number of women and men?
- 3- Are all genders represented equally?
- 4- Have all genders been represented in connection with the subject matter?

Indeed, a gender-sensitive poster project created in light of all this information would look as follows.



With the example of a poster, we saw how print material can become more gender inclusive with the support of a checklist. We have shared the checklists we created on two different themes during the training, and we will also share them below. You can download them to your computer and use them in future work. These examples can inspire you to create checklists tailored to your specific focus. A repository of such checklists, including similar ones, will be developed and updated on the Özü Gender Office website and social media accounts in the future. If you have checklists you'd like to suggest, you can reach us via email.

Checklist for Gender-Sensitive Communication in Workplace Relationships

- ☐ I strive to use a professional tone when addressing my colleagues, avoiding expressions that assert superiority.
- ☐ I do not use expressions like "dear," "girl," "sister," "honey," "brother," or "uncle" while addressing my colleagues.
- ☐ I address the person I am speaking to in a way that they prefer to be addressed.
- ☐ During English communication, I address individuals with the pronouns they prefer.
- ☐ I do not refer to male academics as "professors" and female academics as "madam."
- ☐ Regardless of hierarchy, I establish physical boundaries when communicating face-to-face with colleagues.
- ☐ Even in jest, I do not touch my colleagues without their permission.
- ☐ Regardless of hierarchy, I do not stare in a way that would make any colleague uncomfortable or uneasy.
- ☐ I do not interrupt my female colleagues when they speak.
- ☐ I refrain from making observations or judgments based on traditional gender roles.

Checklist for Gender Equality in Communication Tools

- ☐ I balance the number of women and men in visual communication tools (posters, flyers, banners).
- ☐ In visual materials, I pay attention to the position and depictions of different genders with gender equality in mind.
- ☐ I strive to be as inclusive as possible in all communication materials.
- ☐ I avoid communication models based on socially accepted generalizations.
- ☐ I take care not to use expressions containing prejudice and stereotypes.
- ☐ I avoid expressions that glorify masculinity.
- ☐ I use expressions such as "properly" instead of "man-like," "humanity" instead of "mankind," "businessperson" instead of "businessman," and "scientist" instead of "man of science."

2. Incorporating a Gender Equality Perspective into Scientific Research

At our university, through the work we conduct, we shed light on the future. Therefore, gender equality and the gender perspective play a significant role in interpersonal relationships and the academic activities we pursue. Unfortunately, research, too, is not independent of gender-based prejudice and stereotypes. Gender is often overlooked in research designs, leading to a departure from scientific rigor due to neglecting an essential factor in the studied subjects. This narrow focus limits the impact of research and may restrict the functionality of derived applications for certain groups, and in some cases, it may even pose significant risks. For example, political science studies incorporating the gender factor into their agendas can achieve different outcomes than those that ignore it².

Additionally, using a gender-sensitive perspective when discussing the implications of fields like artificial intelligence on domains such as healthcare can enhance our research vision. Studies on chronic pain are often influenced by societal gender norms, which makes it difficult for women to receive a correct and timely diagnosis³. In this context, various studies reveal that chronic pain experienced by women is more often attributed to psychological rather than physical causes compared to men. It is argued that the fundamental reason for women not being taken seriously and facing difficulties in accessing treatment for chronic pain, which turns into discrimination, lies in the societal gender norms that impose prejudices and stereotypes on women⁴. These stereotypes include unsupported beliefs such as women being fragile, easily affected, prone to exaggeration, or hysterical. It is possible to diversify the examples of discrimination arising from research deficiencies that adversely affect daily life. Design based on research plays a crucial role in this regard. For example, a widespread discussion today highlights how crash test dummies and seat belts that are designed based on the male body norm increase the likelihood of injury and death for women in accidents⁵. The gender perspective, although often unseen, is a significant factor in the quality of research and the impact of research outcomes on daily life. Therefore, integrating a gender equality perspective into our research, starting from our everyday relationships, continues to be transformative for humanity.

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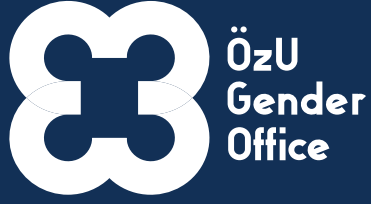
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4. Samulowitz, A., Gremyr, I., Eriksson, E., & Hensing, G. (2018). "Brave Men" and "Emotional Women": A Theory-Guided Literature Review on Gender Bias in Health Care and Gendered Norms towards Patients with Chronic Pain. *Pain research & management*, 2018, 6358624. <https://doi.org/10.1155/2018/6358624>

5. Perez, C. C. (2019). *Invisible Women: Data Bias in a World Designed for Men*. Abrams Press.







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