

Gender Equality Online Training Information Booklet

Module 2
Fundamental Concepts of Gender



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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.

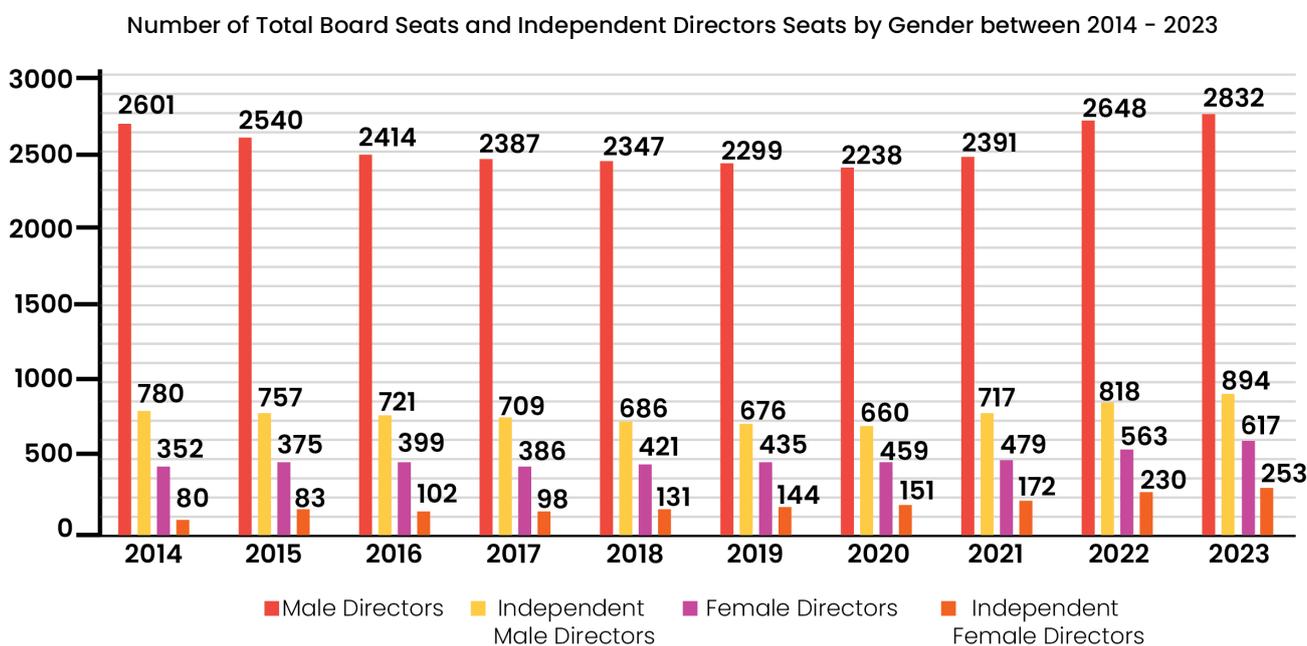
Jobs	Boys	Girls
Information and Communication Technologies	68,82	31,18
Biology	31,15	68,85
Physics	63,76	36,24
Chemistry	34,47	65,53
Mathematics and Statistics	51,13	48,87
Educational Sciences	38,78	61,22
Law	47,26	52,74
Business - Management	57,68	42,32
Construction	82,91	17,09
Architecture	41,57	58,43
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

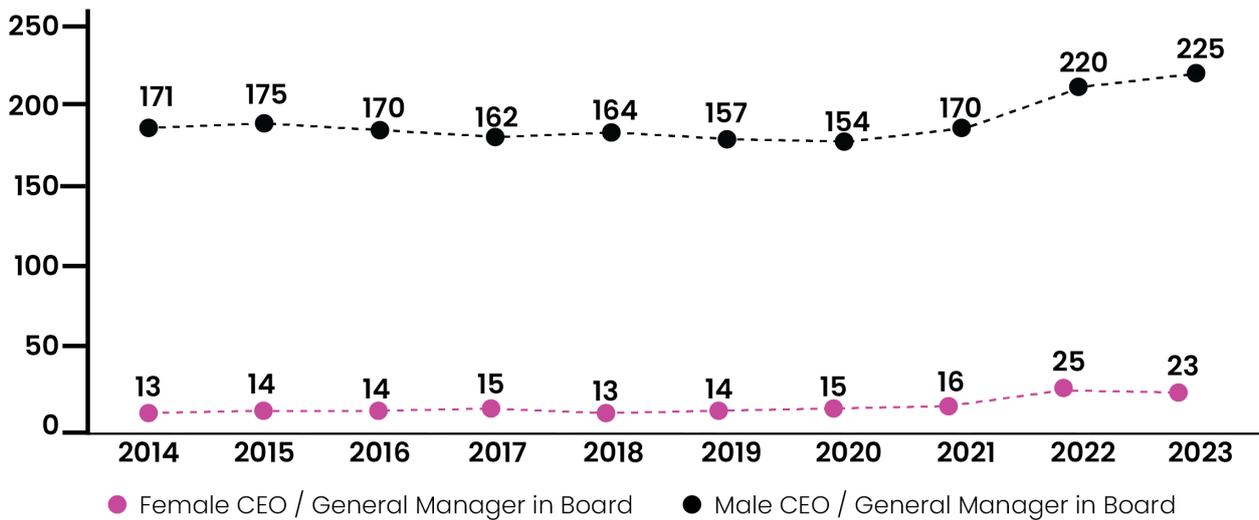
So, what kind of inequalities women experience after joining the labor force?

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.

Number of Female and Male CEO or General Manager on the Board between 2014 - 2023



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.







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