A Guide To Gender Equality In Communications
A GUIDE TO

GENDER EQUALITY IN

COMMUNICATIONS
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Gender Equality in Communications Guidebook was prepared by Koç Holding Corporate Communications, External Affairs Directorate and Y+O Consulting.

This Guidebook’s methodology was developed by adapting 4R Method of Swedish Gender Mainstreaming Support Committee (JämStöd) to marketing and communications works. As a tool for analysing and surveying practices, 4R Method provides an overview of how activities can promote gender equality. Method questions have been adapted and diversified according to the Koç Group’s marketing and communications practices.

This work cannot be used, reproduced or published without being referenced.

Why was this Guide prepared?

Koç Group aims to reflect gender equality in all areas of its business. In this context, it undertakes a number of initiatives, including development of policy and principles, dissemination of practices to transform the workplace, and awareness-raising efforts for internal and collective action. Koç Group companies' corporate and brand communications offer a crucial platform for overcoming traditional stereotypes and creating the desired positioning for gender equality. With this Guide, it is aimed to develop a gender equality approach for the communications professionals at Koç Group and the agencies they work with.

Who would benefit from the Guide?

The Guide to Gender Equality in Communications was prepared for the teams in Koç Group Companies and agency representatives who work in marketing, corporate communications, social media communications, as well as event management.

How to read the Guide?

The content of this guide offers a unique method for gender-sensitive communications developed according to the needs of the Koç Group. While the guide describes a four-staged methodology under the “Who? What? Why? How?” headings, the Evaluation Form in the last section aims to check the works done within the scope of gender equality.

What are the opportunities?

By providing a practical methodology for ensuring gender equality, the guide brings an opportunity to become a pioneer in this area, stand out amongst competitors and create a more authentic communications approach.
What are the responsibilities related to the Guide?
The communication professionals working in Koç Group Companies are expected to apply the method outlined in the Guide while briefing the business partners, assessing the proposed work and ultimately in the approval process. The Evaluation Form at the end of the Guide has been positioned as a tool to be used particularly in the approval phase.
Since the desired outcome cannot be achieved unilaterally, it is expected from teams working in Koç Group Companies to ensure that the Guide is communicated, internalized and put into practice in cooperation with advertising, corporate communications, social media and event management agencies.

How to put the Guide into practice?
Each company can set its own method of putting the guide into practice. Since gender equality is very much influenced by existing stereotypes and it is a multi-dimensional subject, it is recommended to ensure diversity and inclusion in the teams and to avoid subjective evaluations.
Koç Group is a good reflection of Turkey in terms of cross-industry diversity and number of employees, and has a significant impact. Therefore, we believe the transformation that would take place in Koç Group will create a multiplier effect when supported by business partners and contribute to Turkey's progress in this area.

As Koç Holding, we undertake policies and practices to improve gender equality. The projects we have pioneered include:

- Signing of the Declaration of Equality at Work
- Publication of the Koç Group Equality Guidelines and Implementation Principles
- Creation of the Koç Group Equality at Work Implementation Committees
- Becoming HeForShe IMPACT Champion
- Signing of the Women’s Empowerment Principles (WEPs)
- Raising awareness among all employees and distributors through “I Support Gender Equality for My Country” initiative

Why do we care about gender-sensitive communications?

- Contributing to social transformation by bringing the gender equality filter to communications
- Breaking gender stereotypes through mass communications
- Being a pioneer in the business world through our sphere of influence
- Extending the value-based reputation management approach to all our business areas
- Increasing our brands' values by acting with social sensitivity

Koç Group’s brand values:

- Leadership
- Optimism
- Solidarity
- Value creation

While carrying out our communication activities within the framework of these values, we act with the principles of resilience, imagination, sharing, and being open to improvement. We currently carry out successful projects in alignment with these values and principles, thanks to your support, and we aim to strengthen our efforts through our gender-sensitive communications approach.
Gender stereotypes assign certain roles to women and men. Stereotyped roles lead to the identification of different responsibilities and tasks for women and men. The more socially embedded such responsibilities and roles get, the more gender inequality affects areas such as education, health services, and economic opportunities. Using these stereotypes as the basis of communication and marketing activities perpetuates them and reinforces inequality.

Visual, verbal, and written communication define the limits of thought and behavior. It’s possible to change thoughts and behaviors by managing the content of these means of communication. Our choices in visual, verbal, and written communications can have a role to either reproduce stereotypes or contribute to gender equality in our society.

**Gender-sensitive communications mean inclusive use of language and visuals as well as positioning of men and women so that they are equally represented, have equal access to resources and opportunities, enjoy balanced roles and have equal share in decision-making. It requires questioning gender stereotypes, serves and enables mainstreaming gender equality.**

This guide was prepared to support the Koç Group’s marketing and communication teams and their business partners in their gender-sensitive communication practices. It presents a methodology, checklist, and examples to develop a gender-sensitive perspective.

> "Achieving and sustaining equality in our lifetimes requires structural, systematic and behavioural change harnessed in tandem."

Phumzile Mlambo-Ngcuka
Under-Secretary-General and Executive Director of UN Women

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1 HeForShe Impact 10X10X10 Corporate Parity Report 2016 U.N. WOMEN
Adopting gender-equality

+ Inclusive approach in all kinds of communications
+ Equal representation in visual communications
  Equal access to services and products
+ Balanced positioning in decision-making processes
+ Equal distribution of responsibilities in domestic and non-domestic tasks

Acting ethically

+ Avoiding to define women and men through their gender roles
+ Avoiding to present women and men as objects of violence and sexuality
+ Avoiding to position children based on gender stereotypes

Using creativity

+ Enriching our creativity with equality and ethical values
+ Underlining women’s and men’s different characteristics
+ Embracing an approach that can change expectations and gender stereotypes
Gender equality is equal access to rights, resources, and opportunities by women and men, girls and boys, and the equal division of responsibilities in life. Gender equality does not mean women and men are exactly the same. It indicates that priorities, needs and expectations of both men and women need to be considered equally.

The first step towards ensuring gender equality, which is closely related to a country’s level of development, is to begin examining the concepts of sex and gender.

**Sex**
- *It relates to innate biological and physiological characteristics.*
- *It is not learned.*
- *Sex defines which reproductive organs, genetics, and hormonal structures an individual is born with.*
- *It’s universal*

**EXAMPLES:**
- “Women can give birth.”
- “A person, who has XY chromosomes, is genetically male”.
- “Men have 4.5 liters of blood in their bodies, compared with 3.6 liters in women.”
- “Men are more prone to hair loss when compared to women.”
- “The average life expectancy for men worldwide is 71.5 years, while the average life expectancy for women is 78 years.”

**Gender**
- *Gender is not innate, but learned. It is not based on biological differences.*
- *Gender entails expectations and beliefs about roles, responsibilities, abilities and attitudes attributed to men and women with no biological grounds.*
- *It’s shaped by culture, socioeconomic factors, education, beliefs, and ethnic factors as well as time and geography. Gender identity development begins in childhood and it’s reinforced by society.*
- *It is not universal.*
- *Most importantly, it can be changed.*

**FOR EXAMPLE:**
- “Women are good child caregivers.”
- “Men cannot cook.”
- “Women are emotional, men are rational.”
- “Men are strong.”
- “Women are not good at financial issues.”

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**SEX-GENDER**

- "Women can give birth."  "A person, who has XY chromosomes, is genetically male".
- "Men have 4.5 liters of blood in their bodies, compared with 3.6 liters in women."
- "Men are more prone to hair loss when compared to women."
- "The average life expectancy for men worldwide is 71.5 years, while the average life expectancy for women is 78 years."

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**FOR EXAMPLE:**
- "Women are good child caregivers."  "Men cannot cook."  "Women are emotional, men are rational."  "Men are strong."  "Women are not good at financial issues."
Gender stereotypes can be described as simple assumptions and ideas about women’s and men’s behavioral patterns. Gender stereotypes are practical reflections of a culture’s general gender perception. They have deep cultural roots that are fixed and accepted over time. Repeated every day, these assumptions and ideas standardize perceptions by limiting individual’s multi-faceted and complex differences.

How do these stereotypes affect the world of communications?
Gender stereotypes are embodied in four main categories: Character, physical characteristics, roles, and professions. While males are predominantly represented as aggressive, competitive, and outgoing; women are typically represented as passive, collaborative, and shy. Men are positioned to provide for the family and home, whereas women are assigned the role of mother/spouse/family caretaker. Physical characteristics and professions are also coded in femininity and masculinity stereotypes, regardless of individual characteristics.

Some examples of the most commonly used stereotypes in communications:

<table>
<thead>
<tr>
<th>FEMALE STEREOTYPES</th>
<th>MALE STEREOTYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Character</strong></td>
<td><strong>Character</strong></td>
</tr>
<tr>
<td>+ Polite</td>
<td>+ Outgoing</td>
</tr>
<tr>
<td>+ Fragile</td>
<td>+ Brave</td>
</tr>
<tr>
<td>+ Emotional</td>
<td>+ Competitive</td>
</tr>
<tr>
<td>+ Nagger</td>
<td>+ Hesitant</td>
</tr>
<tr>
<td>+ Gossiper</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Physical Characteristics</strong></th>
<th><strong>Physical Characteristics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Weak</td>
<td>+ Strong</td>
</tr>
<tr>
<td>+ Fancy</td>
<td>+ Sloppy</td>
</tr>
<tr>
<td>+ Elegant</td>
<td>+ Rude</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Role</strong></th>
<th><strong>Role</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Private domain</td>
<td>+ Public domain</td>
</tr>
<tr>
<td>+ Spouse and/or mother</td>
<td>+ Providing for the family and home</td>
</tr>
<tr>
<td>+ Responsible for household chores</td>
<td>+ Making rules/decisions</td>
</tr>
<tr>
<td>+ Taking care of the family</td>
<td>+ Protecting the family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Professions</strong></th>
<th><strong>Professions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Babysitter</td>
<td>+ Doctor</td>
</tr>
<tr>
<td>+ Nurse</td>
<td>+ Tradesperson</td>
</tr>
<tr>
<td>+ Hostess</td>
<td>+ Engineer</td>
</tr>
<tr>
<td>+ Teacher</td>
<td>+ Pilot</td>
</tr>
<tr>
<td>+ Secretary</td>
<td>+ Mechanic</td>
</tr>
</tbody>
</table>

+ Technician            |
+ Foreman               |
+ Judge                |
+ Manager
Recognizing gender stereotypes is the first step in creating change for a gender-sensitive communications approach. Unconscious bias is reflected in different forms during communications and appears under three main categories: Positioning, visuals and language/style.

1. POSITIONING
Gender roles are much more likely to cause particular gender groups to be associated with certain products and services. Women who are considered to be responsible for the care of the family are associated with home and/or childcare products, whereas men who are positioned more in the public domain are associated with automobiles and economic resources needed to sustain the family. When marketing and communications teams aim to determine their target segments as precisely as possible, they follow such associations. As a result, communications materials either do not represent women at all, or reflect women's home-based tasks such as cleaning, cooking, and motherhood, and men as breadwinners, business owners, and decision-makers in the business world.

However, every woman and man is different. Associating women and men with specific roles and characteristics is an obstacle to equal and inclusive representation.

How do these stereotypes affect the world of communications?
• The positioning of women at home and men outside the home
• Attributing chores such as cooking, dish washing, and cleaning to women, and working and earning money to men
• Placing men at the head of the table, and women at their side
• Communications that is based on generalities: Women shop a lot, want to hide their age, and are obsessively concerned about their appearance; men are untidy, constantly busy, and always strong

HINT: It is necessary to assess the most internalized and traditional statements in order to change gender stereotypes and adopt an equal and ethical approach. The constantly positioning of women at home and their isolation from public places (streets, banks, stadiums, workplaces, and so on) is one of the most basic assumptions in strengthening stereotypes. A change here will lead to the transformation of the most common stereotype: "A woman's place is in the home."
How do these stereotypes affect the world of communications?

- Associating children with gender roles
- Good girl, naughty boy representations
- Representing girls in mother roles and boys in father roles
- Showing girls playing with babies and boys playing with toy cars
- Associating boys with soldiers, policemen, heroic characters, war, and fighting
- Associating girls with housekeeping games, caring for home and the family
- Representing professions such as engineering, medicine, politics, science as “boys only”
- Representing professions such as teaching, nursing, and flight attendant as “girls only”
- Depicting girls with make-up and boys with mustaches and briefcases; children dressed as brides and grooms

CHILDREN’S VIEWPOINT

Children’s gender-related and innate genetic, biological, and physiological characteristics are limited. However, as they learn everything quickly, they also adopt gender stereotypes that are established in their families and society. Marketing and communications materials geared toward children and their parents shape children’s gender perceptions. Therefore, it’s very important to change gender stereotypes in movies, publications, advertisements, and videos that appeal to or are seen by children.

HINT:

We can prevent children from associating with stereotypical roles by keeping in mind that gender roles are learned, not innate. We should be careful to represent children as children and not according to roles assigned to women and men by society. We can let children live free from stereotypes rather than assigning them adult roles (doing housework, going to work), restricting their color choices (blue for boys, pink for girls), or limiting their dreams and careers with prejudices.
2. VISUAL WORLD

The use of visuals is critically important in gender equality. When gender stereotypes are reflected in visuals, a certain distinction is made between the representation of men and women as well as what they own. Gender stereotypes are fostered and reproduced via the positioning of camera angle, the use of costumes as well as the characters created.

Another commonly encountered problem in visual communication materials is the sexual objectification of individuals. This applies more frequently to women, but the use of the male body in a similar manner is also widespread. This approach carries the subliminal message that individuals can reach a physical ideal only by consuming a certain product, or they can achieve what they want only if they have ideal physical conditions.

How do these stereotypes affect the world of communications?

• Standardization of women and men through beauty standards
• Men shown as great and mighty with camera angles from below; while women are positioned at eye level, looking at the camera as if waiting for approval
• Displaying women as fragile and men as strong
• Commodification of male and female body
• Active/mobile representation of men as opposed to passive/static representation of women

HINT: An individual’s unique aspects can be appreciated without the standardization of physical characteristics. Similarly, women’s and men’s ages and clothing can vary. This diversity also helps to prevent the positioning of men and women as sexual objects.
3. LANGUAGE AND STYLE

The way we use language is one of the most significant and highly-visible aspect of gender equality. Language indicates a particular way of thinking and can reveal subconscious gender bias. Some expressions, idioms, and proverbs carry gender roles from generation to generation. These patterns, which are integrated into the way we use language, are often too difficult to recognize and constitute one of the most fundamental obstacles to gender equality.

How do these stereotypes affect the world of communications?

- Expressions such as statesman, mankind, businessman, fatherland, man of action, man power, like a man
- Expressions such as acting like a girl, old maid, ladylike
- Texts that specify women regardless of the context such as “female surgeon,” “female pilot,” “female driver”
- The use of sexist proverbs such as “behind every great man is a great woman,” “He who doesn’t beat his daughter beats his own knee,” “A woman who gives birth to a son should be proud, but one who gives birth to a daughter should beat herself out of shame,” and “Although she kneads dough for bread, she insists on interfering in man’s affairs”

It’s possible to question the concepts, expressions, idioms, and proverbs embedded in language and adapt them to reflect current values. Linguistic patterns that consider a particular gender as superior or inferior can be removed consciously. Avoiding the use of the word “female” as a distinctive adjective for occupations that are considered to be associated with men can normalize the notion that both genders can practice such professions. We can use the word “woman” without getting confused over genders, internalizing the fact that this specific word does not have a negative connotation.

On the other hand, the style used in communication and marketing materials should also consider gender equality and be inclusive. It’s important that speech texts and press bulletins not address one single gender, but rather treat both genders equally.

**HINT:** Language is a direct reflection of the way of thinking. That’s why the easiest and most effective way to achieve gender-neutral language is to consult with others when faced with questions regarding gender equality in proverbs, idioms, phrases, and everyday words used out of habit.
IF YOU CANNOT DECIDE:

If it seems strange to write, position, say, or represent "women and/or "men" interchangeably, the use in terms of gender equality is not appropriate.
WHO? WHAT? WHY? HOW?

Specific method of ensuring gender equality facilitates control of the process. "Who? What? Why? How?" is one of such method. This provides a general assessment of an asset or activity in terms of gender equality and provides guidance on the sort of change that’s required. The questions should be asked in the specific order. One should not move on to another question if the response determines that equality and/or diversity is not ensured.

The method can be summarized as follows:
"Who owns what and why? How should it be instead?"

The following results are expected by consistently applying this method to all communication documents:

+ Representing women and men equally
+ Distributing the resources between women and men equally
+ Identifying gender stereotypes and their effects
+ Defining measurable targets for gender-sensitive communications
Who?

- Ratio
- Roles
- Physical characteristics
- Age
- Clothing
The question "Who?" is related to "representation." Representation is important in terms of quantitative equality. Responding to questions related to "Who?" makes it possible to increase and ensure gender equality.

Quantitative answers should be given to the question "Who?"

+ How many women/girls and men/boys appear in the document?
The number of women/girls and men/boys should be balanced. Women should not be invisible.

+ How old are the people in the document?
Representing women and men in different age groups ensures that they are not fixed by physical stereotypes. Women are not to be exclusively positioned as slim and young; men are not to be exclusively represented with flawless physical characteristics.

+ How do people physically appear in the document?
Appearances should not conform to only one stereotype, images should be varied.

+ How does their clothing look in the document?
The use of stereotyped clothing should be questioned. There are ways to reflect diversity and avoid uniform appearances.

+ How are roles portrayed in the document?
It's important to represent gender equality by varying roles that go against stereotypes, such as depicting women as mothers and confining them to the house, or showing men in public as breadwinners. Women are doctors, police officers, engineers, teachers, athletes, bankers, drivers, pilots, and entrepreneurs, and should be represented as such.
What?

TIME

PLACE

DIALOGUES

MONEY/RESOURCES

DECISIONS
The question "What?" relates to the distribution of resources.

The answer to this question identifies whether or not resources are distributed equally between men and women.

**Quantitative** answers should be given to the question "What?"

"Who owns what? How are resources (money/time/space) distributed between men and women?

"Who OWNS what?

+ **Time:** Who uses time for what and for how long? Is there an equal distribution?
  Women and men should be provided with the same amount of time.

+ **Rooms in the house:** Who uses for what and for how long?
  One should make sure that certain sections of the house are not associated with either women or men. Keep in mind, for example, that both men and women prepare food in the kitchen.

+ **Money:** Who owns the resources? Who earns the money?
  Men should not be shown as the sole owner of material resources. It should be noted that women also provide financial resources.

+ **Domestic appliances (television, dishwasher):** Are they associated with one gender?
  Brooms are not only for women, televisions are not only for men.

+ **Public domain:** Who uses gyms, stadiums, streets, and other public areas, and for how long?
  Women and men should be shown equally in all public places including stadiums, streets, and banks.

+ **Information:** Who receives what information?
  Women and men can both get informed about shopping and loans.

+ **Responsibility:** Who is responsible for what? Who manages major projects?
  Purchasing responsibility for major projects, such as buying a house or choosing a car, should be distributed equally.

+ **Decisions:** Who makes the decisions? Who implements them?
  It must be ensured that women and men are equally represented as both decision-makers and executors. There should be representations of women and men making important decisions together.
Why?

"WHO OWNS WHAT AND WHY?"

WHY SHOULD OBJECTS OR SERVICES MEET THE NEEDS OF ONLY WOMEN OR ONLY MEN?

WHY DOES THE SLOGAN ADDRESS ONLY ONE GENDER?

WHY DO WE ASSIGN RESOURCES/ROLES TO ONLY ONE GENDER?
The question "Why?" should be asked to probe the reasons behind the answers to "Who?" and "What?" questions. The aim is to find out what is preventing equality in the representation and distribution of resources. Are the answers to the question "Why?" a repetition of gender stereotypes and patterns?

To identify and change the answers to the question "Why?" one should work with diversified teams where different opinions are factored into the evaluation process.

**Qualitative answers should be given to the question "Why?"

**Who owns what and why?**

The answer to "Why?" is not simple or measurable. It helps to question, analyze, and discuss stereotypical situations. It helps to discuss roles, values, traditions, and how changes should be made.

Change is possible if the answer to the question "Why?" is rooted in a stereotyped gender role determined by society.
How?

The question "How?" is asked to determine a new direction once the first three questions are analyzed. Each brand will determine a unique road map for gender-sensitive communications.

How? The ideal answer to this question should be “gender-sensitive.”
+ How should my approach ensure gender equality?
Answering the first three basic questions ("Who?" "What?" "Why?") makes it possible to develop a new approach to gender equality that meets the needs of both women and men.

+ Is a new framework possible?
The stereotyped gender approach to services/products/subjects should be examined.

+ Can it change?
A new approach should be targeted toward achieving gender equality.

Examples: Two women spend 50% of their small-talk time about obtaining a car loan.

A man and a woman talk about buying a new car and a woman announces the advantages of the loan program.

A woman receives quotes on health insurance options to get a plan for all family members.

A father chooses diapers and formula for his baby.

A group of men and women walk towards the stadium and decide together where to eat.

A woman makes important decisions that have a positive impact in the workplace.

A father comes home from work to make dinner for his children.

Men chat about the best detergent.

Women buy coffee machines for their boyfriends, and men buy PlayStation consoles for their girlfriends.

Why not?

HINT: "WHO?" "WHAT?" "WHY?" I "HOW?"
+ This method is more effective when applied through teamwork.

+ These four questions will yield results when applied consistently to all kinds of communication projects.
A significant difference in marketing communications can be made if a gender-sensitive approach is demonstrated. In today’s world, the way women and men are represented and positioned is limited to traditional gender roles. Male and female stereotypes, which are reflections of traditional roles, mirror the problematic areas of gender inequality in society. However, a transformation can start by reaching the masses through marketing and advertising channels. From the target audience description, to the selection of the wording and visuals, a gender-sensitive approach can be adopted for many communication platforms. Marketing and communications professionals who integrate this approach into their business practices will differentiate themselves from their competitors.
Gender-sensitive communications via print, visual, and social media channels should be developed by taking into consideration the positioning, language, style, and visuals. Within this framework, it is recommended that spokespeople who are in contact with the media be informed and trained about gender equality.

What should be done to avoid gender stereotypes in media communications?

• The sequence of speakers at a press conference should be planned according to gender equality.
• Women should not be limited to the roles of presenter or moderator.
• Gender stereotypes should be avoided in the spokesperson’s speeches, press bulletins, and social media messages.
• Quotations should be distributed equally between men and women.
• When selecting images and photos for print, visual, and social media, they should be carefully vetted to ensure that women and men are represented equally.
• Men and women should not be depicted in traditional roles in photo layouts and visuals. (Ref. gender stereotypes)
During events, gender equality should be reflected as a balanced representation of male and female participants and speakers. Careful attention should be paid to avoid sharp distinctions in the distribution of tasks and professions. Women’s needs and viewpoints should be taken into account in the planning of meetings, as well as while preparing the content. It should not be forgotten that innovative ideas come up more easily at events where diversity is demonstrated.

What should be done to make sure that gender stereotypes are not reflected in the content and management of an event?

- Plan and manage events on equal terms for women and men.
- Distribution of basic tasks and side jobs should be independent of gender.
- Determine panelists and speakers by taking into account the balance of women and men.
- Be sure that men and women are given equal amounts of time.
- When deciding on proposed speaker or panelists, question whether gender equality is being considered in the selection.
# Checklist for Gender-Sensitive Communications

<table>
<thead>
<tr>
<th>Positioning</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the positioning of women and men designed in a way to avoid the reproduction of gender stereotypes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a balance between male and female spokespersons in communications materials?</td>
<td></td>
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<tr>
<td>Does the physical positioning of women and men reflect equality?</td>
<td></td>
<td></td>
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<tr>
<td>Is the social positioning of women and men equal?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is standardization avoided with respect to perceptions of “excellence” in the “ideal woman” or “ideal man”?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has reducing men only to power symbols been avoided?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the balance between women and men as decision makers been taken into account?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the balance between women and men as decision implementers been taken into account?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has it been confirmed that women are not positioned in the primary role of mother attending household chores?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has it been confirmed that men are not restricted to the role of “head of the household” and sole decision maker in the family?</td>
<td></td>
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</tr>
<tr>
<td>Has the stereotype “All the financial burdens in the house should be cared for by men” been avoided?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has it been confirmed that there is no reference to the stereotype “Women handle the house cleaning, cooking, and child care tasks?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the panelists and speakers in the event been given equal representation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the content of the event show equal sensitivity to women and men?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has equality been considered when preparing participant lists to an event?</td>
<td></td>
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<tr>
<td>Has gender equality been taken into account when distributing the tasks related to the event?</td>
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<tr>
<td>Has it been confirmed that women’s discussions are not limited to food, beauty, marriage, and relationships?</td>
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<tr>
<td>Is there a balance of men and women in public?</td>
<td></td>
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<tr>
<td>In portraying families with children, has the positioning of girls as playing with dolls and doing housework and boys as playing with toy cars and going to work been avoided?</td>
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<tr>
<td>Have the presenters been informed about gender equality?</td>
<td></td>
<td></td>
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<tr>
<td>Has it been confirmed that children are not positioned to reinforce gender roles?</td>
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<td></td>
</tr>
<tr>
<td>Question</td>
<td>VISUAL WORLD</td>
<td>YES</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Is the number of women and men balanced in communications materials?</td>
<td></td>
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<tr>
<td>Has it been avoided to depict women as extremely sensitive, naive or fragile?</td>
<td></td>
<td></td>
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<tr>
<td>Has it been avoided to depict men as commanding, invincible, robust, and assertive individuals who also hide their emotions?</td>
<td></td>
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<tr>
<td>Have standardized descriptions of men and women been avoided?</td>
<td></td>
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<tr>
<td>Has emphasis on the character of a person according to his/her gender been avoided?</td>
<td></td>
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<tr>
<td>Has the depiction of women as happy despite doing heavy household chores been avoided? For example, using an image of a happy woman wiping the floor…</td>
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<tr>
<td>Has it been ensured that beauty is not defined only by certain stereotypes?</td>
<td></td>
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<tr>
<td>Has commodification of male and female body been avoided?</td>
<td></td>
<td></td>
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<tr>
<td>Is the diversity of the target audience reflected in visual materials?</td>
<td></td>
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<tr>
<td>If women and men changed roles, would the content and visual choices stay the same?</td>
<td></td>
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<tr>
<td>Has the association of girls with pink and boys with blue been avoided?</td>
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<tr>
<td>Is equal time given to women and men in commercials and films?</td>
<td></td>
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<tr>
<td>CHECKLIST FOR GENDER-SENSITIVE COMMUNICATIONS</td>
<td>LANGUAGE AND STYLE</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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<tr>
<td>Does the language in communications materials reflect gender equality?</td>
<td></td>
<td></td>
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<tr>
<td>Have sexist proverbs, idioms, and terms been avoided?</td>
<td></td>
<td></td>
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<tr>
<td>Are adjectives free from repeating gender stereotypes?</td>
<td></td>
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<tr>
<td>Are jokes at the expense of an individual because of his/her gender avoided?</td>
<td></td>
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<tr>
<td>Is there an emphasis on “female” professions (such as female pilot, female surgeon)? If yes, would the same emphasis be relevant for men?</td>
<td></td>
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<tr>
<td>Does the text avoid exaggerated stereotypes that match the target audience with specific roles and characteristics?</td>
<td></td>
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<tr>
<td>Whose voice communicates the main message? Was the use of a female voice-over considered?</td>
<td></td>
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<tr>
<td>Are relating female audiences with emotions and male audiences with rationality avoided?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are men and women given balanced representation in stories and quotes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have adjectives such as “cute, sweet” for girls and “my hero” for boys been avoided?</td>
<td></td>
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</tbody>
</table>

Combating Sexist Hate Speech Report. (2016) Strasbourg: Council of Europe


Gender Equality Glossary. (2016) Strasbourg: Council of Europe


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