

# Chapter 5

## Teacher Candidates' Views on the Theme of Gender Equality in Curricula: The Case of Turkey

**İpek Derman**

 <https://orcid.org/0000-0002-2024-2619>  
Hacettepe University, Turkey

### **ABSTRACT**

*This study aims to determine the awareness of teacher candidates about gender equality to reveal their views on the emphasis on gender equality in national curricula and the importance of gender equality in teacher education. For this purpose, in the research designed according to the phenomenology design, it was ensured that teacher candidates examine the national curricula of their own branches under the theme of “gender equality” and reveal their views on gender equality based on the national curricula. The data obtained through semi-structured interview questions were analyzed by content analysis. The findings of the study indicate that the national curricula and teacher education programs in practice need to be reconsidered from the perspective of gender equality.*

### **INTRODUCTION**

The concept of sustainability emerged with the recognition of the finite resources of the planet we inhabit. While sustainability was initially addressed within the context of environmental factors, it is now approached from a much broader perspective that

DOI: 10.4018/978-1-6684-9601-5.ch005

includes economic and social dimensions. Education has also found its place within this comprehensive outlook. The United Nations (UN) emphasizes the importance of a holistic approach in creating conscious awareness about sustainability and highlights the significant role of education in transitioning to a new sustainable development model since the 1990s (Ferrer-Estevez & Chalmeta, 2021).

The concept of “Sustainable Development and Education” was first introduced in the comprehensive action plan formulated at the Earth Summit in Rio de Janeiro in 1992, which brought together 178 countries. Subsequently, significant concrete steps were taken through various institutional initiatives such as the United Nations Decade of Education for Sustainable Development (2005-2014) and the UN SDG Global Action Program (2014) (UN, 2023). Education takes center stage in the 2030 Agenda, launched in 2015, with Sustainable Development Goal (SDG) 4.7 defined as “ensuring that all learners acquire the knowledge and skills needed to promote sustainable development and sustainable lifestyles.” Within this context, by 2030, education aims to promote sustainable development through the acquisition of knowledge and skills required for sustainable living, human rights, gender equality, the promotion of a culture of peace and non-violence, fostering global citizenship and appreciation of cultural diversity (UN, 2015). Education is seen as both a fundamental right for creating a more just, prosperous, and inclusive world and a force for economic, social, and political transformation (UNESCO, 2019). Consequently, many higher education institutions strive to incorporate the goal of “Qualified Education” into their action plans.

One of the significant aspects of quality education in higher education that needs to be reflected not only in action plans but also in implementation is gender equality. Gender equality in education refers to ensuring equal access to education and equal benefits from education for individuals of all genders, as well as avoiding discrimination or stereotypes based on gender within educational systems (Acar-Erdol & Gözütok, 2019; Pollock et al., 2021; Spencer et al., 2015). UNESCO (2023) calls for attention to gender equality in every component of the education system, from access to education, content, teaching practices, and learning outcomes, as well as life and employment opportunities. In many studies, the significance of gender equality initiatives in higher education is emphasized, weaknesses are identified, and improvement efforts are being sustained (CEPES, 2011; Enge, 2014; Okenwa-Emgwa & Straus, 2018; Yar et al, 2022).

Teachers play a critical role in creating educational environments where gender equality is ensured and awareness is fostered. To effectively fulfill this crucial role, it is deemed necessary to instill this awareness in the teacher training process. By providing a quality teacher education that promotes gender equality in education, more competent teachers can be trained, thereby supporting the success of SDGs. In this context, gender equality, which holds an important place among the sustainable

27 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/teacher-candidates-views-on-the-theme-of-gender-equality-in-curricula/331279](http://www.igi-global.com/chapter/teacher-candidates-views-on-the-theme-of-gender-equality-in-curricula/331279)

## Related Content

---

### A Conceptual Model of Green HRM Adoption Towards Sustainability in Hospitality Industry

Yusmani Mohd Yusoffand Mehran Nejati (2018). *Driving Green Consumerism Through Strategic Sustainability Marketing* (pp. 229-250).

[www.irma-international.org/chapter/a-conceptual-model-of-green-hrm-adoption-towards-sustainability-in-hospitality-industry/191872](http://www.irma-international.org/chapter/a-conceptual-model-of-green-hrm-adoption-towards-sustainability-in-hospitality-industry/191872)

### Bagging Approach for Medical Plants Recognition Based on Their DNA Sequences

Mohamed Elhadi Rahmani, Abdelmalek Amineand Reda Mohamed Hamou (2018). *International Journal of Social Ecology and Sustainable Development* (pp. 45-60).

[www.irma-international.org/article/bagging-approach-for-medical-plants-recognition-based-on-their-dna-sequences/211228](http://www.irma-international.org/article/bagging-approach-for-medical-plants-recognition-based-on-their-dna-sequences/211228)

### Climate Change as a Risk Multiplier in Supply Chains in the Arab Region: Sustainability Challenges and Adaptation Strategies

Hassiba Almi, Zakaria Hamzaand Aboubaker Khoualed (2026). *Sustainable and Resilient Supply Chain Management in MENA: Challenges, Innovations, and Policy Perspectives* (pp. 85-116).

[www.irma-international.org/chapter/climate-change-as-a-risk-multiplier-in-supply-chains-in-the-arab-region/406865](http://www.irma-international.org/chapter/climate-change-as-a-risk-multiplier-in-supply-chains-in-the-arab-region/406865)

### Drudgery Reduction by Adoption of New Practices: An Assessment of Farmers in India

Debesh Mishra, Suchismita Satapathy, Manish Rai, Anil Suresh Tiwari, Rashmi Ranjan Swain, Ajay Soniand Aarti Upadhyay (2022). *International Journal of Social Ecology and Sustainable Development* (pp. 1-14).

[www.irma-international.org/article/drudgery-reduction-by-adoption-of-new-practices/301253](http://www.irma-international.org/article/drudgery-reduction-by-adoption-of-new-practices/301253)

## Political Clientelism and Sustainable Development: A Case of Kenyan Forest Policy

Zedekia Sidha (2022). *Research Anthology on Measuring and Achieving Sustainable Development Goals* (pp. 1147-1160).

[www.irma-international.org/chapter/political-clientelism-and-sustainable-development/290961](http://www.irma-international.org/chapter/political-clientelism-and-sustainable-development/290961)