

# GENDER ANALYSIS ESSAY SAMPLE

Equality is a prerequisite for achieving equality of women and men, and has historically been achieved through the right of women to participate in the public and through the right to education and the right to participate in the field of work. Gender equality is contrary to gender inequality, which does not know and disregards gender differences. Contemporary interpretation of equality and equality "starts from the systematic criticism of the patriarchal structure of power that distorts the understanding of gender equality and supports discrimination through cognitive prejudice, education and politics. The concept of gender equality is a social value, meaning that every society that wants and wants to promote this social value has to emphasize this within its political decisions. The right to knowledge, not just on education but also on education, is probably the most idiosyncratic and the oldest requirement. This right also imposes other rights such as emancipation, work, progress, creation, satisfaction. Perrot & Schmitt (1992) point out that this request is accompanied by the tremendous effort of reading, writing and acquiring training. It is well-known that the woman did not sufficiently participate in many areas of social life throughout history. Women have not become famous in the art, science, and various facets of men, so many important women are lost in history. Since there have always been more educated men, women have often been discriminated against because of this.

As the past to new knowledge came to a much slower, generational transfer of knowledge acquisition was sufficient to gain a certain degree of interest. Women, moreover, did not have any public patterns because they were introduced to the achievements of men based on the patriarchal pattern during the schooling and later in the profession. Modern times, in which new discoveries are needed daily to perform various tasks, require other forms of education and learning because the acquisition of basic education or just generational knowledge transfer is insufficient. More and more women are educated and thus change their values that they then transfer to their children. In this way, patriarchal families where women are deprived of education are safe and slowly eradicated because they are "less intelligent". Basic transformations of gender relations in the contemporary world affect the economy and all forms of social relations.

Changes triggered higher education of women and their paid employment and new forms of political representation of women's interests. (Walby, 1997). These changes do not only reflect the position of women in the wider society, but also the overall economy as well as the state. The system of gender relations is also changing; women were mostly limited to the family sphere, while they are present in the



public sphere, although they are still often in an unequal position. The change derives "from the political civil rights that has emerged as the first wave of feminism in the early twentieth century in the context of growing demand for women's labor force in developing economies and opportunities for women's education at all levels.

The result was a change in the form of inequality between men and women, but in complex ways because gender re-structuring has a different impact on the position of women, not only in ethnic and class relations, but also within different forms of households. Women's history is invisible. Women in history were mostly excluded, both as explorers and as researchers, and were often suppressed and invisible. Men have largely written history and women are neglected as active participants in shaping civilization. In comparison to men, women did not have opportunities for career advancement and participation in social life. This was also influenced by the fact that public life is a male role, while privacy is the domain of women. Women have been under the burden of banning knowledge ever since, and since it was sacred, knowledge was the privilege of God and man. The Church's prohibition of knowledge in women has been explained by the fact that men have bigger heads, and thus larger brains and more reason than women. The books, therefore, according to these thoughts, only corrupt female brains themselves weakening. It was argued that women's education does not bring economic benefits, on the contrary, it can cause direct economic damage because no one wants to marry a woman who is smarter than a man, which would eventually cause marital dislocation. Women's ignorance and their inadequate education served as a lesser value testimony and exposed them to torture and abuse. Because the woman belonged to her husband, she belonged to her work and her fruits. In the handbooks from the beginning of the new era, the activities that all girls have to learn to marry - list, weave, skim and make garments of all kinds, cook, care for garden and domestic animals are listed ... It is noticeable that growing up of women was an endless job. Since the time of the French Revolution of 1789, the essence of society is freedom and equality, since all must be equal, regardless of the differences between people. The French revolution is important because of the fact that it is considered the beginning of the struggle for women's right to vote, and it is the first time publicly stated that women must also acquire certain rights. The Women's Rights Movement, the Sufferers, was founded in the second half of the 19th century in England. The First World War significantly changes the position of women in society, since women, besides mimicking and nurturing war-torn men, also perform numerous men's duties, such as managing plows and cars, grenade launching, handling and receiving money. Therefore, in a number of European countries during the



post-war period, as a thank-you for the war effort, women are given the right to vote.

Only after the Second World War women in the world are more likely to get the right to vote, but the short term benefit of the right to vote is not noticeable because social attitudes continue to discriminate against women. At a global level, women's education, after the Second World War, became the subject of international "redeemable" political declarations that were believed to have a positive effect.

## References

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2. Walby, S. (1997). Gender Transformations, London: Routledge.
3. Bacchi, C. (2005). Discourse, Discourse Everywhere: Subject 'Agency' in Feminist Discourse Methodology, *Nordic Journal of Women's Studies* 13 (3): 198 - 209

