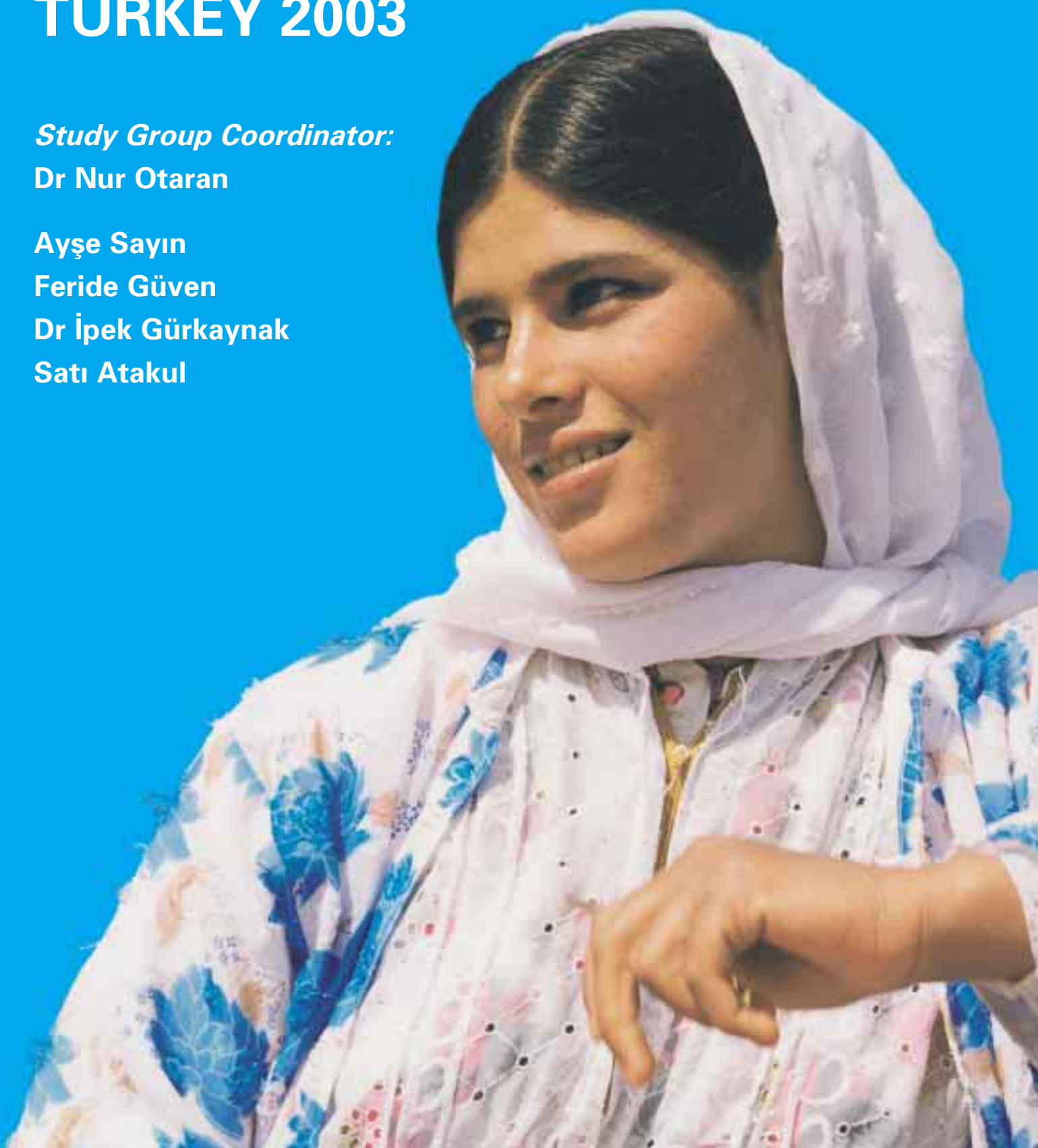


# A GENDER REVIEW IN EDUCATION, TURKEY 2003

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Basic Indicators (1)	Total	Female	Male
Population <sup>1</sup>	67,803,927	33,457,192	33,346,735
Population under 18 years <sup>2</sup>	24,472,133	11,830,105	12,642,028
Population under 5 years <sup>3</sup>	6,584,822	3,188,132	3,396,690

<sup>1</sup> 2000 Population Census Results, State Institute of Statistics (SIS) 2003.

<sup>2</sup> 2000 Population Census, Social and Economic Characteristics of Population, Turkey, Publication Number 2759, p140, SIS 2003.

<sup>3</sup> *ibidem*

Basic Indicators (2)	Average	Female	Male
Life expectancy at birth <sup>4</sup>	68.5 years	70.9 years	66.2 years
Urban Population <sup>5</sup>	59.2%	59.1%	59.4%
Urban Population <sup>6</sup>	64.9%	64.5%	65.3%
Income per capita <sup>7</sup>	US\$2,584	n/a	n/a
Under 5 Mortality Rate <sup>8</sup>	45.5‰	40.4‰	50.3‰

<sup>4</sup> Population Development and Indicators, *National Population Projection*, SIS 2002.

<sup>5</sup> The ratio of population living in urban settlements defined as 'urban places' with a population in excess of 20,001 to the general population. SIS, 2003.

<sup>6</sup> Populations of towns and townships are taken as urban places according to organisational definitions. *2000 Population Census, Social and Economic Characteristics of Population*, Turkey, Publication Number 2759, pp140, 141.

<sup>7</sup> SIS, 2002.

<sup>8</sup> SIS, 2003.



Index	Number of Countries	Rank
Human Development Index <sup>9</sup>	174	85
Gender-related Development Index <sup>10</sup>	146	71
Under 5 mortality <sup>11</sup>	192	79

<sup>9</sup> *Human Development Report, 2002*, UNDP, New York, 2003.

<sup>10</sup> *ibidem*

<sup>11</sup> *The State of the World's Children, 2003*, p99 New York, 2003.

#### NOTE ON SOURCES

*Population and Development Indicators* was established by the State Institute of Statistics in cooperation with the United Nations in order to present annual information in tabular and graphical form. Population and Development Indicators helps to evaluate and monitor programmes in the field of population and development.

The *Human Development Report* is an independent publication commissioned by UNDP. The reports, published annually,

contain thought provoking analyses of major issues, updated Human Development Indicators that compare the relative levels of human development of over 175 countries, and agendas to help transform development priorities.

*The State of the World's Children 2003* can be read online from headquarters in New York. UNICEF's flagship report is published annually in December.

## 2

Early Childhood	Total	Girls	Boys	Gender Gap
Percentage <sup>1</sup>	6.9%	6.7%	7.1%	0.4%
Number <sup>2</sup>	226,811	107,556	119,255	11,699

<sup>1</sup> Children in early childhood education (ECE) including public, private and community-based programmes. Temporary statistics for the academic year 2001–2002, MoNE Research, Planning and Coordination Committee (RPC) 2003.

<sup>2</sup> Total number of students in ECE. MoNE RPC 2002.

Primary	Total	Girls	Boys	Gender Gap
Gross Enrolment <sup>3</sup>	96.6%	93%	100%	7.8%
Net Enrolment <sup>4</sup>	89.8%	87%	92.4%	5.3%
Net Attendance <sup>5</sup>	n/a	70%	73%	3%
Out-of-school <sup>6</sup>	1,434,000	873,000	562,000	311,000
Repetition <sup>7</sup>	3.5%	n/a	n/a	n/a
Transfer to Secondary <sup>8</sup>	83%	n/a	n/a	n/a

<sup>3</sup> Temporary statistics for the beginning of the academic year 2001–2002, State Institute of Statistics 2001.

<sup>4</sup> *ibidem* Note: At the beginning of the academic year, the net enrolment rate to grades 6, 7 and 8 (the 12–14 age group) for girls was 67.3% in rural areas. The corresponding rate for boys was 82.2%. In urban areas, the rates were 79.8% and 89.8% respectively. SIS 2002.

<sup>5</sup> Between 1990 and 2001, the net primary school attendance rate for girls was 70% and 73% for boys. *The State of the World's Children 2003*, UNICEF, New York 2003.

<sup>6</sup> MoNE 2003.

<sup>7</sup> MoNE, Directorate General of Primary Education 2003.

<sup>8</sup> Of 1,054,941 students who graduated from primary school at the end of the academic year 2000–2001, 880,832 were enrolled for secondary education in 2001–2002. MoNE RPC 2002.

*Note:* Disaggregated figures for rural and urban net enrolment rates in primary education are not available — nor are figures for net attendance and completion. However, according to the MoNE Research, Planning and Coordination Committee, the transition rate from 5th to 6th grade in 2001 was 97%. The number of students enrolled in 1st grade in 1995–1996 was 1,345,391 and the number of those who enrolled in 8th grade in 2002–2003 was 1,114,011. MoNE, 2003.

## 2

Secondary	Total	Girls	Boys	Gender Gap
Gross Enrolment <sup>9</sup>	66%	57.2%	74.3%	17.1%
Out-of-school <sup>10</sup>	1,276,097	782,791	493,306	289,485
'Second Chance' <sup>11</sup>	562,056	187,333	374,723	187,390
Completion <sup>12</sup>	65%	n/a	n/a	n/a
Drop-out <sup>13</sup>	8%	6%	11%	5%
Transfer to Tertiary <sup>14</sup>	39.8%	11.6%	10.6%	1%

<sup>9</sup> Disaggregated figures for rural and urban gross enrolment rates in secondary education are not available — however, students from rural areas account for 6% of the gross enrolment rate with students from urban centres making up the majority of 94%. Figures for the academic year 2002–2003, MoNE RPC 2003.

<sup>10</sup> *ibidem*.

<sup>11</sup> *ibidem*.

<sup>12</sup> MoNE RPC, p125, 2001

<sup>13</sup> MoNE Under-secretariat 2002.

<sup>14</sup> *Öğrenci Seçme ve Yerleştirme Sınavı Sonuçları (Student Selection and Placement Examination Results)*, ÖSYM Publications, Ankara 2002. The transition rate to tertiary level education is higher than the tertiary enrolment rate (see page 8). This may be due to the fact that some students who have qualified to enter a university prefer not to enroll and try again the following year.

Note: Figures for rates of repetition in secondary education are not available.

## 2

Other Rates in Education	Total	Female	Male	Gender Gap
Gross Enrolment Tertiary <sup>15</sup>	21.3%	18.7%	24.3%	8.3%
15+ Literacy <sup>16</sup>	83.6%	75.4%	91.4%	16%
Adult Literacy <sup>17</sup>	562,056	187,333	374,723	187,390
Adult Literacy (Rural) <sup>18</sup>	80%	69.2%	91%	21.8%
Adult Literacy (Urban) <sup>19</sup>	89.9%	83.4%	96.1%	12.7%

<sup>15</sup> Temporary data, SIS 2001. The transition rate (see page 7) indicates those who are eligible to enter a university whereas the enrolment rate shows only those who actually take up a place.

<sup>16</sup> 2000 Population Census, SIS 2003.

<sup>17</sup> 2000 Population Census, Social and Economic Characteristics of Population, Turkey, Publication Number 2759, p90, SIS 2003.

<sup>18</sup> *ibidem* p155.

<sup>19</sup> *ibidem* pp153–154.

Impact of HIV/AIDS	Total	Female	Male	Gender Gap
Children Living with HIV <sup>20</sup>	30	15	15	0
Infection Rate <sup>21</sup>	0.0022	0.0007	0.0015	0.008
Infected Population <sup>22</sup>	1,515	473	1,042	569

<sup>20</sup> Statistics, Ministry of Health 2003.

<sup>21</sup> *ibidem*.

<sup>22</sup> *ibidem*.

Note: The number of children under fifteen years of age who have been orphaned by HIV/AIDS is not known in Turkey.



Do institutes and institutions dealing with gender issues exist?

## **Directorate General on the Status and Problems of Women (DGSPW)**

Responsible for dissemination of information on gender issues to other institutions, mainstreaming policies, advocating for girls and women's education, health and protection and the development of related legislation. *Established 1990*

## **Local Women's Status Units**

DGSPW units in fifteen provinces are hosted by provincial authorities. *Established 1997*

## **State Planning Organisation, Women's Sector**

Responsible for the development of future plans and projections on women's issues to empower women. *Established 1985*

## **Women's Issues Research and Implementation Centres**

Organises research and application projects in fourteen universities, develops educational programs and materials to raise awareness and promote the empowerment of women. *Established 1989*

## **Institute of Gender Research Departments in Universities**

Ankara University, Middle East Technical University, Istanbul University and Ege University MA run programmes targeted at producing academic information on women's issues, developing instruments and

methodologies, and also training for human resources in related fields. *Established 1993*

## **Women's Guest Houses (Shelters) and Community Centres under the Social Services and Child Protection Agency (SHÇEK)**

Guest houses provide temporary accommodation for women who have been subjected to domestic abuse and/or violence. Community Centres also offer protective and supportive training to families and women in lower income urban areas such as *gecekonduklar* (shanty towns). *Established 1990*

## **State Institute of Statistics Department of Social Structure and Statistics on Women**

In collaboration with UNICEF Turkey, SIS maintains a database on gender: the *Women's Information Network* (WIN) which in turn is complemented by the *Children's Information Network* (CIN). Both are hosted in English on the SIS website. *WIN Established 1993*

## **South Eastern Anatolia Project Regional Development Administration (GAP) Multi Purpose Community Centres**

GAP develops and administers programs on literacy, health, motherhood, and various skills-based courses for women between 14 and 50 years of age in order to integrate them into national development and so empower them. *Established 1995*

## The United Nations and Partnerships

### Is there a UN Gender Theme Group?

UNICEF is a member of the UN Gender Thematic Working Group, the working principles of which are shaped by the CCA/UNDAF process. The Group implements activities agreed by members and focuses mainly on increasing awareness of women's rights. The Group collaborates with universities and NGOs on events and activities. Members also support the

activities of the other member organisations. *Established 2002*

### Is there active collaboration within the UN Girls' Education Initiative?

There is no active collaboration within the UNGEI. Several UN agencies are working on girls' education but the Country Team and Resident Coordinator need further guidance on UNGEI.

## Nationwide Policies or Plans

### Is girls' education reflected in national plans?

Yes, basic education is equally compulsory for boys and girls: discrimination is to be avoided (Constitution, Article 42). The need to equalise levels of education in the country for males and females and to increase the level of education and participation in the development and decision-making processes as well as employment is accepted as one of the main objectives of MoNE. *MoNE and the 8th Five Year Development Plan, State Planning Organisation 2000.*

The Education for All (EFA) 2000 Assessment of Turkey, states that "Full development of primary education by the year 2000 is within the domain of primary education." MoNE

### Has the Government introduced any gender-responsive policies in education?

Yes, there is a policy in accordance with EFA plan to encourage girls especially towards education. *Programmes and Policies, MoNE 2002.*

## Conventions and laws

### Is there a compulsory education law?

Yes — Compulsory status covering the ages between 6 and 14 years is dictated by the Constitution, (Article 42) and the term of compulsory primary education was increased to 8 years in 1997 (Act No. 4306). The law was first introduced in 1924 with subsequent revisions in 1962, 1980 and 1997.

### Is there a law to protect children against child labour?

Yes — Apart from the Constitution Article 42, Labour Law No. 1475, Article 67, the ILO Conventions 138,182 and UN Convention Article 32 are recognised so children are protected against child labour at both national and international levels. In practice however child labour is a common reality for groups in the lower socio-economic scale.

### Are there any laws or policies that ensure attendance by pregnant girls or the return to school of school-age mothers after birth of children?

No — On the contrary, married and/or pregnant girls cannot return to school owing to social pressure. Families do not send them to school nor are the schools ready to accept them. They are excluded once it is discovered that they are pregnant.

### Is there a law on age of marriage?

According to the latest Civil Code (01/01/2003), children of either sex can get married at 17 years of age with parental consent. In special cases, the age can be lowered to 16 by a court decision.

## Other Factors

### Are school or tuition fees charged?

No — Primary education is free with the exception of private schools which accommodate 2% of primary school children. However, some schools impose donations on families.

### Is information available on annual income levels by gender?

Yes — Female: US\$4,379, Male: US\$9,516 — purchasing power per capita for 2000 was estimated at US\$6,947. *Human Development Report 2002*, UNDP, New York 2003

### Is sex-disaggregated information available on any public professions?

Profession <sup>1</sup>	Women
Members of Parliament	4%
Civil Service	33%
Academia	36%
Law	19.7%
Medicine	33.8%
School Principals	4%

<sup>1</sup> *Women in Turkey (Türkiye’de Kadın) 2001, August 2001*, Directorate General on the Status and Problems of Women Ankara 2001.

## NOTE ON SOURCES

Education For All (EFA) is a commitment by the international community at the April 2000 World Education Forum in Senegal to achieve education for “every citizen in every society”. The key multi- and bi-lateral agencies, including the World Bank, UNESCO, UNICEF and DFID, are very actively engaged in promoting achievement of the EFA and Millennium Development Goals (MDG).

## Gender Issues in the Country Programme of Cooperation

## 4

**When was the last Situation Analysis completed?** 2000

RPC for all children in the 5–14 age group, within and without the formal education system. The survey results will be available by the end of 2003.

**Were gender issues explored in the Situation Analysis?**

Yes, although gender issues will be studied in a more detailed manner regarding education in the future analysis.

**Is girls' education a new area of focus for the Country Office?**

Not entirely — girls' education has previously been dealt with the general basic education program.

**Did the Country Office undertake a MICS2?**

No, but a 'mini' MICS is under way. Results are due in April 2003.

**Does the Country Office have a gender focal point?**

Yes, there is already guidance.

**What (and by what means) have UNICEF and the government identified as the main barriers to access to quality girls' education?**

A survey to identify the main barriers against access to quality education for girls in 81 provinces, has been planned by the MoNE,

**Has gender training for office staff taken place? If so, when?**

Yes, one-day training on 'gender sensitivity' in 2002 for all staff.

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**SOURCE**

See *Girls' Education*, in Programmes 2001—2005 on the UNICEF Turkey website.

## Early Childhood Education

**What percentage of parents is involved in parenting programmes?**

Figures are not available. However, limited numbers of parents have taken part in parenting programmes conducted by NGOs, MoNE and local administrations. With the participation MoNE Directorate General of Non-formal Education, Gazi University and the UNICEF trained 16,426 mother and child pairs in 59 provinces under the 0–4 Age Child and Mother Education Programme.

MoNE, the Mother and Child Education Foundation (AÇEV) and the World Bank conducted training to support child's development via parents in 59 provinces and 184 Public Education Centres. 92,500 mother

and child pairs have been educated.

MoNE Directorate General of Girls' Vocational Education also has parental training programs. Between 1998 and 2002, 1,008,162 people had training. Since 2001–2002, fathers have been invited to the program and last year 85,175 men and 225,631 women took part — a total of 310,806.

**Do girls and boys have equal opportunities for sleep, rest and play?**

No — girls, especially in rural areas, are expected to help with household chores, taking care of their younger brothers and sisters and even with agricultural production from early ages on.

## Birth Registration

**What is the estimated percentage of children registered at birth?**

Estimated percentages of unregistered children are not available. However, it is known that there are unregistered children.

**Are birth certificates required for entry into school or eligibility for examinations?**

No — A birth certificate is required after the completion of primary school education in order to prepare a diploma with accurate information about the diploma holder.

Births	Total	Girls	Boys	Gender Gap
Registered Births <sup>1</sup>	1,141,898	549,219	592,679	43,460

<sup>1</sup> Figures on the percentage of children registered at birth are not available. Ministry of Internal Affairs 2001.

## Working Children

Child Labour Figures	Total	Girls	Boys	Gender Gap
Working Children <sup>2</sup>	1,635,000	625,000	1,010,000	385,000
Working Children (6–14) <sup>3</sup>	511,000	212,000	299,000	87,000
Domestic (6–14) <sup>4</sup>	27.6%	39.3%	16.4%	22.9%

<sup>2</sup> Working children reached via household statistics. SIS, 1999.

<sup>3</sup> *ibidem*

<sup>4</sup> *CEDAW Country Report 2003, Annex: Girls in Rural Areas, Household Chores*, p15, (SIS 1999) CEDAW 2003.

#### Children who have been subjected to sexual exploitation, trafficking and other forms of violence?

No figures are available. Although sexual exploitation, trafficking and other forms of violence is banned by law, many children and/or parents decline from filing a complaint due to social and psychological factors. Furthermore these figures are not nationally compiled. *Association of Child Abuse and Neglect*, 2003.

#### Are there seasonal factors or certain tasks that keep children out of school at certain times?

Yes — due to seasonal agricultural work and excessive snow, rural children especially are kept out of school at certain times. Primary schools should open for 180 school days. Local authorities decide the dates.

## Crisis Conflict and Instability

5

**Has the country, or any part of the country, been affected by crisis (including natural disaster), conflict or instability in the last 10 years?**

Yes — an earthquake in the Marmara Region

in 1999 lead to the loss of approximately 17,000 lives and terrorism in last decade caused the loss of approximately 30,000 lives.

Several economic crises have led to high unemployment.

Unemployment <sup>5</sup>	Total	Female	Male	Gender Gap
Urban	29.5%	17%	12.5%	4.5%
Rural	7.3%	2.3%	5%	2.7%

<sup>5</sup> SIS 2002.

These call for special support programmes to restore learning opportunities for both parents and children, such as building new schools, conducting psycho-social education programmes for children and adults particularly for those who could not attend the school and those who have severe loss. Additional problems need to be dealt with due to internal migration caused by the crisis.

**Have any psychosocial programmes run for children and/or teachers?**

Yes — MoNE and UNICEF conducted the 'Psychosocial School Project' for children after the Marmara earthquake. 320 counsellors, 8,235 teachers and 13,000 students took part in the project until the end of February 2000. *Psychosocial School Project Evaluation Report*, MoNE-UNICEF 2001.

## NOTE ON SOURCES

The Association of Child Abuse and Neglect can be contacted through Türkiye Asma, Solicitor. Telephone +90 (0)312 417 9601.

More information about CEDAW in Turkey can be found on the *Women's Information Network (WIN)*, hosted by the State Institute of Statistics. CEDAW Country Reports are available online through 'WomenWatch' the *UN Internet Gateway on the Advancement and Empowerment of Women*.

# 6

## Curriculum Development

### Has a review of the curriculum been undertaken in the last five years?

Yes — with the implementation of eight-year compulsory education in 1997, the education system has been restructured and education programs for primary education, general secondary education, vocational secondary education, vocational courses and private schools and institutions have been reorganised.

MoNE, 2003

Within this framework, the curriculum for the following Primary School courses were either revised or newly developed:

- Citizenship and Human Rights, 1998
- Mathematics, 1998
- Social Studies, 1998
- Science Primary 4th–8th grades, 2000
- Religion and Ethics, 2000

Furthermore, foreign language courses have been added to the primary school curricula for grades four and five. MoNE, Research, Planning and Coordination Committee, p229, Ankara 2001

### Have basic learning competencies been defined?

No — General guidelines are given in the Basic Education Curriculum and goals and objectives are given separately for each course.

The main aim of the Turkish education system is defined as raising highly skilled, productive and creative individuals, ready for the information age, and committed to Atatürk's reforms and democratic values. They are to be equipped with advanced thinking, perception and problem solving skills, enabling them to interpret different cultures and contribute to contemporary

civilisation as well as mastering their own national culture. Furthermore, sense of personal responsibility and open-mindedness should be ensured. And the competencies have been defined accordingly. Grade level learning competencies for each course need to be defined.

MoNE

### If a curriculum reform was undertaken, what were the outcomes?

In 1997 a curriculum reform was undertaken as a part of a comprehensive education reform, which aimed at ensuring student centred education for all. The University of Ankara conducted research on 'Evaluation of the Social Impact of Primary Schools' in 2002. However, extensive quantitative and qualitative research to evaluate the outcomes of the education reform is still to be carried out.

### Is the curriculum developmentally appropriate for girls?

To avoid discrimination against girls, in Turkey, equal opportunities and obligations for both sexes replace gender bias. Although the curriculum is as appropriate for girls as it is for boys, certain specific components are not in place to overcome gender discrimination within the culture.

### Has a recent gender analysis of the curriculum been undertaken? No.

### Has a recent gender analysis of teaching learning materials (including textbooks) been undertaken?

No — The Directorate General on the Status and Problems of Women published two books and organised a panel discussion on sexism in textbooks and educational materials as an initial step towards the elimination of these from the curriculum and learning materials.



## 6

### Are teacher–training materials, including textbooks readily available?

Yes — textbook lists are published by the Supreme Board of Education of MoNE and specific selection of books is made by committees in schools. Textbooks are on the market before the schools are open. Books for needy students are provided by the State in some areas and/or by parents' associations. As part of the Basic Education Program, teacher training materials are provided by MoNE in 22,276 rural primary schools, 4,401 of which are central schools to which students are transported from surrounding villages. Books and stationery are provided for students in state boarding schools free of charge.

MoNE, Directorate General of Primary Education, Ankara 2003.

### Is life skills–based education included in the curriculum?

Yes — however, this is not properly conveyed in practice and in written materials.

### What learning areas or issues are addressed in life skills based education?

Interpersonal relations, being an efficient person in a democratic country, using necessary information in dealing with the social and natural environments, decision making, problem solving skills &c., are included in the curriculum besides literacy and numeracy.

MoNE, Directorate General of Apprenticeships and Non–formal Education and the Research, Planning and Coordination Committee, Ankara 2003

### Is writing (composition) included in the curriculum as well as reading?

Yes — there is a written discourse component besides reading.

## 7

## Teachers and Principals

Level	Total	Female	Male	Gender Gap
Primary School Teachers <sup>1</sup>	390,109	171,916	218,193	44,215
Primary School Principals <sup>2</sup>	16,454	477	15,977	15,500
Secondary School Teachers <sup>3</sup>	148,563	59,387	89,176	30,200
Secondary School Principals <sup>4</sup>	3,099	n/a	n/a	n/a
Teacher-training Programmes <sup>5</sup>	225,490	n/a	n/a	n/a

<sup>1</sup> MoNE Research Planning and Coordination Committee, 2003.

<sup>2</sup> There are an additional 14,340 primary schools in Turkey where deputy principles or teachers carry out administrative duties. MoNE Under-secretariat, 2003.

<sup>3</sup> *ibidem*,

<sup>4</sup> *ibidem*

<sup>5</sup> This figure represents the average annual intake to governmental teacher-training programmes. MoNE Research, Planning and Coordination Committee, p253, 2001.

*Note:* Disaggregated figures for primary and secondary school principals with training in school management and administration are not available. However, training in school management and administration is a prerequisite of becoming a school principal today. Consequently quite a number of school principals have been trained in recent years. For example, 10,216 primary and secondary school principals successfully completed management development courses conducted by MoNE of which 313 were women and 9,903 were men — a gender gap of 9,590. MoNE Under-secretariat, 2003.

# 7

## Qualifications

### What are the qualifications required for teaching at primary level?

In order to teach at primary school level, a BA or BS degree at least is required from appropriate departments of universities in addition to the regular civil service requirements.

### What is the percentage of qualified teachers at primary level?

Although figures for those qualified to teach at primary level are not available, it should be noted that in some Eastern Anatolian provinces, male university graduates work as teachers in lieu of obligatory military service and also in some schools in rural areas,

where numbers of teachers are insufficient, local people can teach on a part time basis. Both groups together constitute about 1% of the national total.

### Do modules for gender sensitivity in the classroom and beyond exist in teacher training programmes?

No — however, between 1995 and 2002 the University of Ankara Faculty of Educational Sciences offered an elective course on Gender. Some of the teachers may have attended as a part of their pre-service education.

### Have any school management programmes for gender sensitivity been introduced? No.

## Community and School Processes

### Are parent/teacher, community/school committees widely in existence?

Yes — each school must have a Parent Teacher Association and in some schools there are also Associations of School Care founded by parents, teachers and other interested parties which deal mostly with financial support for the students.

### Has gender training been undertaken at the community level for any of the groups?

Yes — courses with gender sensitivity components are conducted at multipurpose community centres in the South-Eastern Anatolian Region and at the community centres of the Social Services and Child

Protection Agency. (SHÇEK) with the collaboration of various NGOs. There are also seminars on gender issues for women's institutions, political parties, labour unions and professional associations organised by Women's Research Centres at the universities.

Directorate General for Status and Problems of Women, 2003

### Have child-seeking policies such as school mapping been introduced at the national, community or school level?

MoNE has initiated school mapping. However, no comprehensive school mapping exercise has been completed so far.

## UNICEF and Partnerships

## 7

**What non-formal approaches are currently used by UNICEF and partners?**

UNICEF Turkey together with ILO, UNDP and UNFPA initiated a project in 5 provinces — Erzurum, Van (Muradiye), Yozgat, Ankara and Bolu (Düzce) — setting up eight Open Primary Learning Centres for Girls and ten support units in primary schools for girls attending open primary education. The centres were equipped with computers, overhead projectors, video players and television sets for the girls to enhance their learning. So far more than 1,000 girls have been enrolled.

The Family and Child Training program for parents with children under 6 years of age

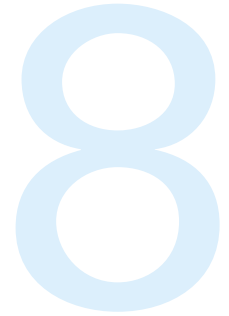
focuses on early childhood care and development. Until now 16,000 mothers have attended with their children. The programme is conducted by UNICEF, the Ministry of Health, the Ministry of Agriculture, SHÇEK and the Trade Unions. EFA National Plan of Action, 2002.

**How many children in the 6–14 age group benefit from non-formal approaches?**

208,472<sup>1</sup> — This covers practical girls' vocational schools and institutes; Vocational courses opened by code number 3308; Public training courses; Qur'an Courses; Private vocational courses; Private Colleges, & c.

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<sup>1</sup> The figure represents the number of places taken on courses — a child may be counted more than once if he or she attends more than one course. *1998–1999 Academic Year, SIS, 2003.*



## Infrastructure and Distance to School

### How many schools are there in Turkey?

Total Number of Schools <sup>1</sup>	Preschool	Primary	Secondary
52,616	11,314	35,168	6,134

<sup>1</sup> MoNE Research, Planning and Coordination Committee, 2003.

The number of schools is not adequate when compared to the number of children of school age since it was declared that the class size at basic education level should be reduced to a maximum of 30 students by the year 2000. This has yet to happen — particularly in urban areas where two thirds of students continue to be educated in schools with double shifts.

### What is the average distance that children are required to travel to attend school?

Figures are unavailable since distances to school in rural and urban areas vary. In rural areas where children usually walk to school, the maximum distance for a child to travel by her or himself is accepted as 2.5km. Children in urban areas tend to have shorter distances to travel. In accordance with Law No 4306, the State provides transport for children in rural areas who live further than 2.5km from school. A total of 661,757

students are bussed to 5,484 schools. MoNE RPC, 2003.

### How would you generally describe the physical conditions of school buildings?

Fair to moderate — it is difficult to make a generalisation in the absence of a national school mapping exercise. However, the majority of the schools in the country are in need of upgrading. School sanitation and hygiene are also areas which require more attention.

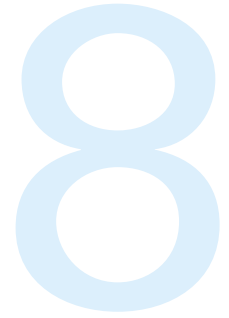
## Inside the Classroom

### What is the average size and teacher–pupil ratio of a class?

Primary school classes average 38.6 students (MoNE Directorate General of Primary Education, 2003) and teacher–pupil ratios are 1:32 for primary schools and 1:18 for secondary schools. MoNE RPC, p201, 2001.

### What teacher training methods are employed?

Methods are mostly teacher–centred — however in recent years teachers have been trained in vast numbers and they are encouraged to use a wide range of other teaching methods including student empowering methodologies.



## School Hygiene

### Do all schools have latrines for boys and girls?

Yes — all schools have separate latrines for boys and girls, as dictated by the standard architectural projects implemented throughout the country in public schools. MoNE, Directorate General of Primary Education, 2003.

Ministry of Health and MoNE have started a project on improving health conditions including improving physical and psychosocial environments in schools. So far the project has been implemented in 40 day schools and 10 boarding schools. Ministry of Health, 2003.

### Does the country have health-promoting schools?

Yes — under the European Network of Health Promoting Schools project, the

**Is the FRESH (Focused Resources on Effective School Health) partnership active in the country?** No.

## Safety and Security in Schools

### Provide details on use of corporal punishment in schools, and the existence of any laws banning its practice.

Criminal Code Article 447 and the following articles and Civil Servants Law 657 regulate the acts. Although corporal punishment in schools is against the law, the practice is still common. Boys are particularly subject to physical punishment for 'disciplinary' purposes. However, complaints regarding the issue lead to investigation and punishment of the staff responsible.

### Is violence considered to be a problematic issue in your country's schools? Describe any initiatives to combat violence and in particular gender-based violence and harassment (including sexual violence) in schools.

No — however, in some larger city schools, bullying can constitute a problem. The police, school administration and parent/teachers associations cooperate in severe cases where consequences could exceed the limits of school measures. Gender-based violence and harassment including sexual harassment in schools is uncommon and usually occurs in the form of verbal assault where it is dealt with by the school administration.

### Provide any details and sources relating to gender-based violence, harassment or discrimination in schools.

There is insufficient data or documented evidence at present.

## Nationally Defined Learning Outcomes

**Are there nationally defined learning outcomes for literacy?**

Yes — the main aim of the Turkish education system is defined as raising highly skilled, productive and creative individuals, ready for the information age, and committed to Atatürk's reforms and democratic values. They are to be equipped with advanced thinking, perception and problem solving skills, enabling them to interpret different cultures and contribute to contemporary civilisation as well as mastering their own national culture. Furthermore, sense of personal responsibility and open-mindedness should be ensured. MoNE

**Are there nationally defined learning outcomes for numeracy?**

Yes — as a part of 'functional literacy' every individual is expected to be able to use basic numerical skills.

**Are there nationally defined learning outcomes in life-skills based education?**

Yes — MoNE expects all students in basic education to be individuals who can work in teams efficiently, make decisions, are aware of themselves and their responsibilities, who are respectful to nature, and who are life-long learners. MoNE, RPC 1997.

**Provide details of standard assessment procedures for all nationally defined learning areas.**

Local and national grade-level academic achievement tests for grades 4 upwards are administered at primary and secondary

school levels. MoNE became a member of the International Association for the Evaluation of Educational Achievement (IEA) in 1988 and the Third International Mathematics and Science Study Repeat (TIMSS-R) for 8th graders; Progress in the International Reading Literacy Study (for 4th graders) has been made. As a member of the OECD, Turkey also takes part in the Program for International Student Assessment (PISA) for 9th graders. MoNE Educational Research and Improvement Department (EARGED), 2003.

**How often are learning outcomes measured? At what level, and how are results analysed?**

Learning outcomes are measured on a course basis, where the absorption and utilisation of the information presented by the teacher and/or produced by the student is assessed by means of periodic written and oral tests as well as group and/or individual projects and/or homework.

**Is there an expectation of positive learning outcomes by children?**

No — data on children's expectations is not systematically collected. However, it is difficult to claim that the majority of children have positive learning outcome expectations.

### Education in Turkey in the 2000's

Despite the fact that various laws and regulations have supported basic education in Turkey since Ottoman times, the state of education remains a barrier to development — especially with respect to women. Following the proclamation of the Turkish Republic, primary education was declared to be compulsory and this status was subsequently secured by Article 42 of the 1982 Constitution. However, statistics reflect that illiteracy and relatively low school enrolment rates continue to be a problem. Gender differences in literacy (80.6% for women as opposed to 93.9% for men according to the 2000 census) and current school enrolment rates (91.8% for girls and 100% boys at the primary level) show inequality in access to education.

Gender differences are greater in rural than in urban areas. Of women in urban areas, 16.6% cannot read or write and as much as 30.8% of their rural counterparts are illiterate while only 3.9% of urban and 9% of rural men are illiterate. Migration from the eastern to western region, usually from rural to urban settlements, is still common in Turkey so the

problem of female illiteracy is carried to towns. Large numbers of rural migrants settle in the squatter areas or gecekondu quarters of many Turkish cities. Consequently female illiteracy and lack of access to education constitutes a serious problem in these areas. (State Institute of Statistics 2003)

Regional distribution of female illiteracy is another point which deserves attention: illiteracy rates show a decline from the Southeast to Northwestern region. The most striking illiteracy rate is observed in the Southeast where 39% of women are illiterate, followed by the East and Black Sea regions where rates are 35% and 21% respectively. (2000 Population Census, SIS 2003.)

Despite stipulations in the Universal Declaration of Human Rights, the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Convention on the Rights of the Child and Education for All (EFA), illiteracy rates in Turkey show that the obligation to ensure equal access to education for women has not been fulfilled by the State.

### The Basic Education Programme

The 1990's have witnessed great strides in overcoming problems related to education in Turkey. In August 1997, Parliament approved a new Basic Education Law (4306) which extended the duration of compulsory schooling from five to eight years and mandated improvements in the quality and relevance of basic education. Implementation of the Basic Education Program was facilitated by the extension of a World Bank loan to supplement governmental funds and donations.

The fundamental targets of the Basic Education Program are summarised as follows:

1. Expanding eight year continuous primary education;
  2. Increasing the quality of primary education;
  3. Making the system more efficient.
- (Education for All 2000 Assessment, Country Report Turkey.)

Since the Programme's inception, the net enrolment rate in basic education has increased from 75.6% to 91.8%. Girls' enrolment rates in rural areas show the most rapid progress where enrolment in grade six (the first of the extended years) increased by 162% in the first year of the Programme. Since then rates have continued to improve. (UNICEF 2002)

The Ministry of National Education (MoNE) have constructed new basic education classrooms, 13 regional boarding schools (11 of which are exclusively for girls) and schools with hostels (pension schools) creating additional capacity for more than 3,000,000 students in basic education. Complete sets of free textbooks are provided for needy students in basic education in 36 provinces. Free school meals are being served to basic education students in the school-bussing



programme, basic education students in boarding schools and also for students in the Marmara earthquake region. Also 635,000 students from villages where schools cannot accommodate the 6th to 8th grades are daily transported to larger population centres where such schools are available.

In 2002, the Social Solidarity Fund distributed financial aid to families of students from the lowest 6% income group in six provinces as an incentive to promote school attendance.

Meanwhile the Ministry of National Education has provided computers as part of a plan to equip all basic education schools with facilities for ICT. TQM applications have begun on a limited scale and a high percentage of administrators and teachers have attended in-service training courses — especially those courses which focus on teaching methods and information technologies. The success of such measures are reflected in enrolment rates for 2001–2002 (Table 1).

**Table 1**

Net Enrolment 2002–2003 <sup>1</sup>	Total	Girls	Boys	Gender Gap
Preschool	7.6%	7.3%	7.8%	0.5%
Primary	96.3%	91.8%	100%	8.2%
Secondary	66%	57.2%	74.3%	17.1%
Tertiary	34.9%	29.7%	39.9%	10.2%

<sup>1</sup> MoNE Research, Planning and Coordination Committee, 2003.

At present, pre-school education is available for only a limited number of children. Within the framework of the Basic Education Project, some 1,900 village schools which became redundant following the transport of children to central schools by the State are now being re-used for pre-school education. Furthermore various education programs have been initiated with contributions from NGOs.

Figures show that the work undertaken has led to a considerable increase in enrolment and literacy rates. For example the illiteracy rate has been reduced from 17% in 1990 to 13.5% in 2002. SIS figures also indicate a considerable increase in enrolment rates for girls and boys in primary schools. Table 2 shows rates of primary school enrolment over the past five academic years.

**Table 2**

Net Enrolment <sup>2</sup>	Total	Girls	Boys	Gender Gap
1997–1998	81%	75.6%	86.3%	10.7%
1998–1999	83.6%	75.8%	91%	15.2%
1999–2000	90.7%	85.7%	95.5%	9.8%
2000–2001 <sup>3</sup>	90.8%	87.8%	93.6%	5.8%
2001–2002 <sup>4</sup>	89.8%	87%	92.4%	5.4%

<sup>2</sup> SIS 2003. Note: For the 2002–2003 academic year, the Ministry of Education gives these figures as 96.3% for the total, 100% for boys (due to repetition) and 91.8% for girls. If the repetition figure is excluded, the gender gap is 4.5%.

<sup>3</sup> Temporary data. SIS 2001.

<sup>4</sup> *ibidem*

## The Status of Teaching Materials with Respect to Gender Sensitivity

# 10

In spite of recent developments, the gender issue remains something of a bottleneck in the development of eight-year education programmes and teaching materials.

Turkey has undersigned two documents which aim for the provision of greater gender sensitivity in education:

The 'Girls and Education' section of the 'Final Resolutions of Beijing+5' stresses that "The insistent utilisation of gender stereotypes in the education materials impedes the accessibility and persistence of girls in school". The Beijing Action Plan requests the formulation and implementation of gender sensitive curricula at all levels of education. Furthermore, this document renders the signatory states responsible for "designating policies in order to free education from insistent stereotypes, within the framework of changing gender roles and responsibilities of boys and men".

Article 5 of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) requires that signatory states are responsible for "the abolition of all custom, practice, traditional behaviour and prejudices that serve the degradation of one gender with respect to the other, or claim the superiority of one sex to the other, or envisage roles based on stereotypes". Paragraph (c) of Article 10

pertaining to education in the same document, envisages "... consolidation of education and promotion of other forms of education, reviewing of the school curricula and particularly the school books, and redesigning of the teaching methods" to reach this aim.

In Turkey, however, there has been no gender cleansing of the curriculum, textbooks or teacher-training materials. Textbooks still contain elements that attribute an active role to men and a passive role to women — so, while men are encouraged to take part in the public sphere, women are being limited by their husbands and children and responsibility for domestic work<sup>1</sup>.

It is possible to conclude that schools in Turkey actually contribute significantly to the reproduction of traditional gender roles. Teaching of stereotypical gender roles also occurs within the scope of literacy courses for grown-ups<sup>2</sup>. Course materials often perpetuate and reinforce the traditional roles that prevail amongst learners.

Despite urgent need, policies and mechanisms on "the inspection of education materials with a gender sensitive approach ... training of persons to conduct this inspection" and the "production of new texts following the removal of sexist elements" are yet to be formulated.

<sup>1</sup> Helvacioğlu, F, *Ders Kitaplarında Cinsiyetçilik 1928–1995 (Gender in Schoolbooks 1928–1995)*, Kaynak Publishing, İstanbul 1996 and Altan, S, *Ders Kitaplarında Cinsiyetçilik (Gender in Schoolbooks)*, Directorate General for Status and Problems of Women, Ankara 2000.

<sup>2</sup> First Level Education Programme in Reading and Writing for Adults, MoNE 2000.

## Education Processes Affecting Girls' Education

## 10

By law, girls and boys have had equal access to all levels of education since the inception of the Republic. Primary school is compulsory and further levels of education are left to the discretion of students and their families. In practice, however, the absence of an egalitarian approach to boys and girls and positive discrimination to balance the negative forces at play, tends to favour boys at all stages of education. The enrolment of a boy child is preferred to enrolment of a girl child particularly in cases where a choice between the two has to be made. Traditional reluctance to send or to keep the girl child in school still persists in the lower income bracket and rural areas.

Gender discrimination is frequently observed in the education processes as well. Elements such as teachers' background as well as their modes of socialisation and education usually prevent them from acquiring the necessary awareness to question what is traditional. Research indicates that teachers tend to

overlook issues on whether or not their schools are male dominated or question the conservative and even gender biased content of textbooks and thus pay little attention to sexist approaches. The refusal to perceive gender segregation can be interpreted as an indication of the internalisation of traditional gender roles.<sup>1,2,3</sup>

Another important factor in education processes regarding girls' education is the gender ratio of staff in schools. Only 3% of school principals in primary schools are women. Women constitute 44% of primary school teachers and 39% of secondary school teachers. In universities, the gender gap is still greater. The prevalence of males in the upper echelons of education, teaching more 'important' subjects such as mathematics and physics enforces the message that higher levels of knowledge are the 'domain of men' while female teachers, more frequent in lower grades, are occupied in teaching subjects such as reading or writing.

<sup>1</sup> Gök, F, *Türkiye'de Eğitim ve Kadınlar (Education and Women in Turkey)*, 1993 — see: Tekeli, Ş, Derleyen (Anthologist), *1980'ler Türkiye'sinde Kadın Bakış Açısından Kadınlar (The Woman's Point of View on Women in Turkey in the 1980's)*, İletişim Publishing, İstanbul 1995;

<sup>2</sup> Gök, F, ve Okçabol, R, *Öğretmen Profili Araştırma Raporu (Teacher Profiling Research Report)*, Eğitim Sen, İstanbul 1999.

<sup>3</sup> Türkoğlu, H, *Kadın Öğretmenler ve Sendikal Katılım (Women Teachers and Trade Union Participation)*, Eğitim Sen Örneği, Yüksek Lisans Tezi (Bachelor Degree Thesis), Ankara University, Ankara 1999.

## The Learning Environment

10

The learning environment for girls has various dimensions. Although systematic data regarding the psychological environment for girls is not available, numerous researches and observations provide an overall idea of the implications. School as a psychological environment is by nature a stressful place for students where they are subject to the control of authority not only in the process of learning but also in the details of their personal appearance such as fingernails, hair, clothes, inter-student relationships and so forth. Girls especially are under meticulous surveillance by teachers who frequently add further limitations on loudness of speech, manners &c. Consequently girls tend to refrain from asking questions or contributing to discussions and decisions in order to minimise the risk of attracting attention — at the same time they also inhibit the necessary interaction required for efficient learning. As a result of this strategy girls have less

discipline problems but they also tend to volunteer more in accordance with gender expectancies for cleaning, services, solidarity in extra-curricular activities & c., — especially in rural areas.<sup>1</sup>

In general schools have negligible safety and security problems. Major physical upgrading activities have been undertaken to meet the building standards of MoNE, yet continued efforts are necessary.

The learning environment is not confined to school buildings alone: there are schools in the outskirts of urban areas and in some rural areas which are difficult to reach particularly in the winter. However, State provision of bus services to schools further than 2.5km has improved the access of girls to school. Regional boarding schools are another positive application to minimise the negative effects of long travelling distances.

<sup>1</sup> Acar, F, Ayata, AG, Varoğlu, D, Cinsiyete Dayalı Ayrımcılık: Türkiye’de Eğitim Sektörü Örneği (Gender Discrimination: Examples from Turkey’s Education Sector), DGSPW, Ankara 1999.

## Finance

Looking at the shares of MoNE budget within GNP a slight increase can be observed from 1.7% in 1997 to 2.6% in 2002 which still falls short of covering need. Table 3 shows a comparison of these figures with some neighbouring countries and with some developed countries.

**Table 3 Public Expenditure on Education as a percentage of GNP<sup>2</sup>**

Country	1985–1987	1995–1997
Turkey	1.2%	2.2%
Bulgaria	5.4%	3.2%
Syria	4.8%	4.2%
Iran	3.7%	4%
Greece	2.2%	3.1%
Spain	3.7%	5%
United Kingdom	4.8%	5.3%
United States of America	5%	5.4%
Norway	6.5%	7.7%

<sup>2</sup> Human Development Report 2002, pp178–179, UNDP New York, 2002.

## Conclusion

Analysis shows that the gender gap is apparent in all areas of education and that girls cannot benefit from educational services sufficiently. The problem lies mainly in rural areas of the eastern and southeastern provinces and squatter or gecekondu areas of urban centres.

Obviously a great deal has been achieved with the implementation of the Basic Education Program particularly in relation to the physical condition of schools. However, there are still children — particularly girls — who face problems of access to schools not

only because of physical distance but also due to financial and social barriers. There is also a severe deficiency of early childhood education irrespective of gender.

Preliminary analysis reveals that schools need qualitative improvement such as a gender-sensitive curriculum and teacher-training processes. Operational realities such as child labour (particularly domestic labour for girl children), opportunity and cost of education, illiterate parents and patriarchal values &c... remain to be addressed.



## School Enrolment and Attendance

### Problem Areas Before

- Low literacy rates of mothers;
- Failure to register girl children at birth;
- Low rates of birth registration;
- Limited access to early childhood education.
- Insufficient attraction of schools for girls;
- Failure to enroll girls at school;
- Late enrolment;

### Possible Interventions Before

- Campaign for birth registration;
- Advocacy for early childhood education;
- Upgrading of schools as child-friendly learning environments;
- Campaigns stressing the correlation between education and national/individual welfare;
- Incentives (scholarships, food and nutrition packs, &c);
- Provision of basic health services;

### Problem Areas After

- Low school attendance;
- Low rates of primary school completion;
- High drop-out rates for girls;
- Withdrawal of girls, post-puberty, from schools by families;
- Early marriage of girls;
- Lack of marriage registration;
- Lack of hope for secondary education and employment.

### Possible Interventions After

- Incentives based on merit targeted at girls that increase according to retention at school.
- Campaign for marriage registration;

**Possible partners for interventions in favour of school enrolment and attendance would include** NGOs; the Ministry of National Education; the Ministry of Health; Local Authorities and television channels.



## Attitudes and Practices

### Problem Areas

- Traditional and religious beliefs;
- Gender stereotypes;
- Internalised gender roles reproduced by child rearing and curriculum;
- Gender-differentiated child rearing.
- Education is seen as being irrelevant or in conflict with the accepted roles of women in society;
- Early marriage and low status of women in society.

### Possible Interventions

- Media programmes and motivational materials;
- Introduction of national girls' enrolment days;
- Gender sensitivity training for parents and local leaders;
- Better parenting programmes;
- Promote community and parental involvement in girls' education.

**Possible partners for interventions to change attitudes and practices would include** the Media; the Ministry of National Education; NGOs and Local Authorities.





## Costs of Schooling (particularly in *gecekondu* areas and villages)

### Direct Costs

- School books and supplies;
- Clothing and shoes;
- Food and transportation;
- Families who are unable to meet the cost of schooling for all children prefer to send their boys to school instead of their girls.

### Possible Interventions

- Incentive programs offering:
- small scholarships;
  - free meals or nutrition packs;
  - free school supplies;
  - free or subsidised school uniforms, shoes &c...

### Indirect Costs

- Child labour;
- Opportunity costs;
- Families cannot afford the loss of income or the labour contribution of their children, especially girls, by sending them to school.

### Possible Interventions

- Anti child labour campaigns;
- Parent awareness programmes;
- Promotion of free or subsidised community child care facilities for families with girl students and younger brothers or sisters;
- Free meals or nutrition packs.

**Possible partners for interventions to counteract direct and indirect costs of schooling for low income families would include** the Ministry of National Education; NGOs; Local Authorities and the Social Solidarity Fund Administration.



## Education

### Curriculum Development

- Content of the curriculum;
- Inappropriate gender-biased content;
- Inadequate gender-insensitive learning materials;
- Learners are not provided with relevant functional literacy, numeracy and life skills compatible with their age and level of development;
- Reinforcement of discrimination and gender stereotypes.

### Possible Interventions

- Gender review of quality in education;
- Gender-sensitive curriculum reform through:
  - i. Definition of general competencies in literacy, numeracy and life-skills based learning areas including rights, gender equality, health and nutrition and peace and respect for diversity;
  - ii. Cleansing and production of gender-sensitive materials that do not reinforce stereotypes;
  - iii. Gender-sensitive education and training of authors and producers of learning materials;
- Campaigns for the provision and equitable distribution of supplies.

**Possible partners for a gender-sensitive review of the educational system would include** the Ministry of National Education and the Directorate General for Status and Problems of Women.



## Education Processes

### Problem Areas

- Insufficient pre-service and in service teacher-training (including human rights and gender sensitivity);
- Vaguely defined learner outcomes and assessment tools;
- Outdated teaching methodologies and techniques;
- Inflexible school calendars and timetables;
- Insufficient application of systematic assessment and follow up;
- Need for continuous professional development;
- Learners fail to develop to their full potential;
- Fewer female teachers;
- Lack of gender-sensitivity or active discrimination in teaching and learning processes;
- Gender inequality in outcomes.

### Possible Interventions

- Provision of quality teacher-training programmes;
- Incentives to use female teachers as role models;
- Gender sensitive workshops focusing on eliminating disparity and dealing with discrimination;
- Promotion of participatory approaches to learning;
- Appropriate curriculum commensurate with needs targeted to vocational and/or professional training in order to secure marketable employment in the future;
- Flexible school timetables;
- Partnerships with NGOs and academia for the provision of information and communication technologies software and training especially for girls.

**Possible partners for interventions to improve educational processes would include** the Ministry of National Education; NGOs and universities.



## Laws and Policies

### Lack of Enforcement

There is insufficient enforcement of existing laws and policies relating to:

- Corporal punishment;
- Child labour;
- Donations imposed on families by schools in gecekondü areas.

Failure to enforce the law in these areas leads to the increased likelihood of non-enrollment, non-attendance and drop-out of girls from the educational system.

### Possible Interventions

- Strengthening the school-parent partnership;
- Training for teachers administrators and local officials on their legal obligations and children's rights;
- Workshops and information networks to inform parents of their rights and legal support groups for family empowerment against imposed donations;
- Budgetary allocations of schools should be increased sufficiently to meet need.

**Possible partners for interventions to enforce laws and policies in support of the educational process would include** the Ministry of National Education; the Ministry of Justice; the Ministry of Labour and NGOs.



## Budgetary Allocation

### Education Budget

The national budgetary allocation for primary education is insufficient:

- Insufficient number of teachers;
- Insufficient number of schools;
- Schools are difficult to reach;
- Inadequate physical environment and comfort level of schools;
- Current expenditures cannot be fully met by schools from annual budgetary allowances which sometimes leads to:
  - i. poorly heated classrooms;
  - ii. overcrowded classrooms
  - iii. poor upkeep of premises;
  - iv. parents' reluctance to send their daughters to school when they have to make donations.

### Possible Interventions

- Campaigns for wide-scale acceptance of the need for a higher percentage allocated to education from the national budget;
- Organisations of partnerships for additional financing and meeting of needs of the schools;
- Legal arrangements to promote voluntary donations such as income tax exemption.
- Set up an organisation to facilitate and monitor girls' education at every level.

**Possible partners for interventions to improve budgetary allocation to the educational system would include** the Ministry of Finance; the Ministry of National Education; the Media and NGOs.



## Crisis

### Social Disruption

- Natural disasters: floods, earthquakes, &c...
- Man-made disasters, terrorism, war in neighbouring countries, leading to:
  - i. Economic crises;
  - ii. Rural-urban migration;
- Increased need for labour contribution of girls;
- Increased non-enrolment and drop-out rates for girls.

### Possible Interventions

- Provision of psychosocial assistance to increase coping capacity;
- Promotion of partnerships in order to meet the needs of girl students;
- Flexible school hours;
- Assistance during out of school hours.

**Possible partners to support girls' education during times of crisis or natural disaster would include** NGOs and the Ministry of National Education.

## Gender-based Data Regarding Education

### Problem Area

Data on gender issues in education is generally insufficient and/or misaggregated.

### Possible Interventions

- Opinion surveys to identify gender-based data needed;
- Mechanisms for accuracy appraisals and assessments of gender-based statistics such as cross-checking, random sampling, &c...
- Electronic storage and retrieval of gender-based statistics.

**Possible partners for interventions to improve and build data on gender issues in education would include** the Ministry of National Education and the State Institute of Statistics.

- 2000 Genel Nüfus Sayımı, Nüfusun Sosyal ve Ekonomik Nitelikleri, Türkiye (2000 Population Census, Social and Economic Characteristics of Population, Turkey), Publication Number 2759 State Institute of Statistics, Ankara 2003;
- 2003 CEDAW Country Report, Annex: Girls in Rural Areas, Household Chores (Kırsal Alanlardaki Kızlar, Ev İşleri), State Institute of Statistics, Ankara 2003;
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- Beijing +5, Fourth World Conference on Women;
- Civil Code*, Turkey, (01/01/2003);
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