

PROBLEMS IN WOMEN'S EDUCATION IN TURKEY IMPLEMENTATIONS AND SUGGESTED SOLUTIONS

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ABSTRACT

Women's human rights mean preventing all kinds of violence and discrimination against women, gender equality, equal participation of women in decision making processes and mechanisms, safety and freedom rights of women as individuals, equal protection of women by the law, right to pursue a healthy life, equal and proper work conditions, the right to not expose to inhumane demeaning acts, and as a base for all these rights, equal and non-discriminatory education right. Education is crucial to improve the social circumstances of women and along with health and income level, it is one of the basic indicators in "Human Development Report", the first of which was published in 1990 by "United Nations Development Programme". However, in spite of the developments in education in all parts of the world, education of women is still a major problem in many parts of the world. Women still benefit less from education opportunities and gender inequalities still continue. This study discusses the level of women's benefiting from education opportunities in Turkey, the implementations to increase women's education level, and problems and suggested solutions.

Key Words: Education, education of women, problems in education, educational status.

INTRODUCTION

"Education", which was defined as the process of changing behaviors for specific purposes in its broadest term, was defined in many different ways by many philosophers and educators. According to Tyler, education is the process of changing behavioral pattern of a person. In another definition, education is a regular interaction which is being carried out to make specific changes in personal qualities, which are considered important, such as information, skills, understanding, care, attitude, character (Sönmez, 2002: 31).

Education is a process, and at the end of this process some changes in a person's behaviors occur. In our era, education is the process of gaining behaviors in line with the necessities of our age and parallel to the needs of the community and the process of training people who have the necessary behaviors to meet modern needs and demands. This process, personally starts with birth and continues in family, school and work life. Socially, it is carried out in family environment, in society, in the environment in which schools and work institutions take place and by the mutual interaction of whole social environment with its economic, social, cultural and political dimensions. For this reason, achieving the goal of education process cannot be taught separated from environmental conditions in which it is in individual and social interaction (Sağlam, 1992: 263). However, in our age, education is highly associated with the education in schools. Schools forms the most important part of the education process (Demirel ve Kaya, 2006: 6).

Modern societies have developed different institutions to pursue social life. Schools have been established to institutionalize education. However, this does not mean limiting the concept of education with schools. All social and cultural institutions, facts and values in a society effect an individual's education. Yet, the institution that is responsible for the education of an individual and was established for this reason is school. Education continues in preschool time and school time and even after school it continues life long (Varış, 1998: 7).

Contemporary education is a form of education for training multi dimensional, participating, creative and sensitive people. The goal of contemporary education is to enable not only intellectual development of an individual but also develop him/her physically, socially and emotionally as a whole. In contemporary education individual differences, demands and interests of an individual must be important and an effort must be made to make him/her an adult and ready for the work life. Instead of memorizing, understanding, knowing how to reach the information and customized expertising is essential here. Today, all countries are in a struggle for making education widespread, or at least giving individuals basic education that will give them the responsibility and knowledge to become citizens. Yet, many people around the world still do not know how to read and write, which is the prerequisite for being contemporary. The imbalance between girls and boys in participating in education and therefore in social life is on the agenda as an important problem around the world (Oğuz, 1992: 234-235). Besides, with the wide acceptance of the fact that education enhances economic development and welfare, education of women and the educational gap between men and women is determined as a case that must be handled seriously when the economic and social dimensions are taken into consideration. Hence, along with giving importance to education, the fact that the content of education should be “not sexist, egalitarian” gained importance (Yumuş, 2014).

In our country, in the year 2014, there are still inequalities in benefiting from education opportunities of children when their families’ income and education levels in countryside and cities are considered. Those who are affected negatively from this situation are mostly girls however.

More exploitation of girls’ work power in our country, early marriages, late enrollment, lack of motivation for girls’ education, high cost of education, patriarchal culture and, correspondingly, the thought that education will not contribute to one’s future life continue to affect girls’ education negatively. (KSSGM, 1998:10) Not having social gender equality in our society and prioritizing traditional roles of girls lie at the bottom of all these reasons.

WOMEN’S BENEFITTING FROM EDUCATION OPPORTUNITIES IN TURKEY

Education is crucial to improve the social circumstances of women and along with health and income level, it is one of the basic indicators in “Human Development Report”, the first of which was published in 1990 by “United Nations Development Programme”. However, in spite of the developments in education in all parts of the world, education of women is still a major problem in many parts of the world.

The situation is not different in Turkey either. Although women gained equal education rights with the “Law of Unification of Education” made in 1924, the inequality in practice is still an issue. The rate of illiteracy among women aged 6 and above is 8% whereas it is 1.7% among men. 8 in every 10 illiterate citizens are female. The rate of illiterate women in adult women population (15+) is 9,8% (KSGM, 2012: 12).

Despite the importance of girls’ education, there are still many factors hindering equality of opportunity in our country, as it is the case in many other developing countries. In spite of many campaigns in recent years the schooling rate has not reached the desired level in all stages of education starting from primary education. In World Economic Forum “Gender Gap Report” in which 135 countries were evaluated revealed that women are behind men in many ways in Turkey. According to the report, compared to the previous year Turkey slipped three places and ranked 124 out of 135 in women-men equality list. Women continue to have lower places in the list in education access. Turkey ranked 108 out of 135 in women’s education access.

Socialization shows the new members of a society what are the established customs, traditions, values and attitudes and ways how to adapt and learn them. Socialization process occurs in different social environments, with many people and in many ways. Parents, friends, spouses and teachers are those who contribute to this process in different environments. Socialization institutions are responsible for handing down the culture a society has and therefore very important. The most important of these institutions are family, religion, school, group of friends, sport activities, mass media and work atmosphere. Among these institutions, a more formal

and organized one is education and teachers- academicians in it. School life not only teaches a person information and skills but also it teaches social responsibilities (Özkalp, 2005: 109, 117, 120).

The concept of gender is one of the most significant terms used in women studies. Placing gender equality in master plan and policies is a strategy that came out in 1990s to have an access to gender equality. Gender refers to the social roles that are laid on women and men. Contrary to biologically innate features, gender roles are determined by society and therefore, gender builds sex. Gender, which can differ in respect to place, culture and time can take different forms. These roles, which are internalized by almost all individuals and institutions, are reproduced by internalizing by state policies, which are a natural reflection of society. Gender equality is defined by European Council (2004) as “ equal acceptance of differences between men and women and different roles in society and equal appreciation of these roles”. The concept of gender equality, which took the place of women-men equality in 1970s, was preferred by most academic circles due to involving both women and men and defining the problem better and therefore being more efficient in policy developing process Hence it became a very efficient term today (Baş, 2014).

In our society education is hypocritical when gender roles are taken into consideration. It can be seen that socio-economic status is a significant determiner in gender roles of a society. As the income level and social category increases, the difference in education between boys and girls decreases and the girls are also directed to the professions in which they can earn their lives. However, despite all these, the studies across the country have proved that the principal responsibility of women is limited to their house and children and the in-house service expectation of working women is not different. Women have to decrease their professional performance in order to deal with the responsibilities of both house and work (Navaro, 1997, p:2).

Education system reproduces stereotyped roles for women and men and these roles reflect on boys and girls' occupational and educational preferences. Girls generally participate in general education and vocational education programmes, which help them to have a woman job in the future. Studies reveal that families are influential in school decisions of girls in secondary school years. At university level, girls prefer social sciences while boys head for technical departments. (KSGM(1), 2008: 30) While the rate of female students in the faculties of Dentistry, Pharmacy, Literature, Language, History and Geography, Science, Education, Fine Arts, Theology and Architecture, it has been noticed that male students are predominant in the faculties of Medicine, Engineering, Agriculture, Veterinary, Economics and administrative Sciences. It has been also detected that more than 70% of students in technical sciences are male students. Women constitute 54,8% of students in Open Education Faculty, 58,9% of those who attend a four-year college (women rate in health college is 88%) and 37% of those who attend a two-year associate degree program. Women also constitute 41.3% of those who do Technical Masters Degree. When women's situation in academic staff is taken into account, it has been detected that the rate of women in the positions of professor, associate professor, assistant professor, instructor, research assistant is higher (41%) than many other countries. While this is a significant rate, male dominance (5,9%) continue in higher positions such as rectorship (KSGM, 2013: 15), (KSGM(2), 2008: 20).

Inequality also reveals itself in teaching profession as the number of women in executive positions is less than men. Placing gender equality in all education materials is utmost important since education is the most significant factor in getting rid of gender stereotypes (KSGM, 2008(1): 30).

1982 Constitution guarantees education for all people without making any discrimination with Article 42 “Primary education is compulsory for all male and female citizens and is free in state schools.” Depending on this, all legal arrangements such as laws, legislation and regulations etc. have been made by embracing all society without making gender discrimination. In Article 4 of Basic Law of National Education it is stated that “Educational institutions are open to everyone regardless of language, race, gender and religion discrimination.” and in Article 8 it is stated that “ Equality of opportunity is provided to all women and men in education.” In line with that, Article 2 in Primary Education Law states that “primary education is compulsory for girls and boys in school age and is free in state schools”. With the amendment made in 2012, compulsory

education period was regularized as 12 years including 4 years primary school, 4 years secondary school, and 4 years high school education (KSGM(2),2014).

In our country, there are not any laws preventing girls from benefiting from preschool education, primary, secondary, technical, vocational high schools or higher education. However, there are notable differences between women and men benefiting from educational facilities between rural- urban areas and the areas in different geographical region and cities at varied development level. (KSGM, 2010: 9.) According to 2013 data, in our country, where basic education has been compulsory since the foundation of the republic, the number of illiterate women is 2.205.315 while that of men is 449.328. In Table 1, literacy status and the rates by gender are displayed.

Table 1: Literacy Status and Population (6+age) by Gender 2013 Turkey

Literacy Status	Total	Woman	Man
Illiterate	2.654.643	2.205.315	449.328
Literate	64.374.134	31.275.805	33.098.329
Not Known	1.706.368	832.915	873.453
Total	68.735.145	34.314.035	34.421.110

Source: TÜİK National Education Statistics Data Base 2013 Results

When these numbers are taken into consideration, it can be clearly seen that women do not benefit enough from educational facilities. In Table 2, rates of women and men by completed education level are displayed.

Table 2: Population(6+age) by Gender and Completed Education Level 2013 Turkey

Completed Education Level	Total	Man	Woman
Illiterate	2.654.643	449.328	2.205.315
Literate but not graduated from a school	14.053.831	6.459.316	7.594.515
Primary school graduates	14.994.232	6.454.722	8.539.510
Primary education graduates	13.018.720	7.317.838	5.700.882
Secondary school and equivalent schools graduates	2.828.299	1.720.425	1.107.874
High school and equivalent school graduates	12.085.335	6.976.694	5.108.641
College or faculty graduates	6.706.780	3.762.530	2.944.250
MA graduates	532.757	313.397	219.360
PhD graduates	154.180	93.407	60.773
Not Known	1.706.368	873.453	832.915
Total	68.735.145	34.421.110	34.314.035

Source: TÜİK ADNKS Education, Culture and Sports Data Base 2013 Results

* Foreigners were not included.

Women's educational status around the world is not different from our country. According to 2011 World Education Report by UNESCO, more than half of the illiterates live in the countries where population is the densest around the world such as China, India, Bangladesh and Pakistan and two thirds of the illiterates are women. According to December 2010 Status of Women in Turkey Report by General Directorate on the Status of Women in Turkey, almost 4 million women are still illiterate. While 2.5 million of them are 50 and above, 220 thousand illiterate women are between the age of 6-24. This rate has gone down compared to data in 2013. As a result of some implementations, an increase in the literacy rate of women has been detected. While there has been an increase in the literacy rate and uprising education level of women, a hundred percent literacy level has not still been reached.

IMPLEMENTATIONS FOR INCREASING EDUCATION LEVEL OF WOMEN

In many countries in Europe, the institutionalization process in gender equality occurred in 1970s, however, in Turkey, the institutionalization process of woman and man equality in state institutions was established in 1987 with the installation of Women Policy Consultation Committee within the Directorate General of Social Planning under the roof of SPO. The Convention on the Elimination of All Forms of Discrimination against Woman, 6th Five-Year Development Plan, and Nairobi Forward-looking Startegies have required to establish a coordinator or executive unit about woman. To give a well deserved status for women in social, economic, cultural and political fields, by its current name "General Directorate on the Status of Women" was established by the name of "Presidency of the Women's Status and Problems " by Decree Law No. 422 published in the Official Gazette dated April 20, 1990. General Directorate on the Status of Women was restructured as one of the main service units of the Ministry of Family and Social Policies by Decree Law No. 633 on Organization and Functions of Ministry of Family and Social Policies, which was published in the Official Gazette dated 8 June 2011 and by Decree Law No. 662 on Organization and Functions of Ministry of Family and Social Policies, which was published in the Official Gazette dated 2 December 2011 and Decree Law on Amending Certain Law and Decree Laws (KSGM(1), 2014).

General Directorate on the Status of Women has been carrying out varied projects by the help of the funds it receives from international institutions and the outcomes of these projects have been taken into consideration in forming woman policies in our country. General Directorate, which is engaged in protecting and developing status of women and solving the problems, has still been functioning under the authority of the Ministry of Family and Social Policies. On the education of women, apart from the Ministry of National Education, the Ministry of Health, the Ministry of Aggriculture and Rural Affairs, the Ministry of Industry and Commerce, voluntary agencies and universities have also been functioning. The Ministry of National Education General Directorate of Technical Education for Girls has also been carrying out formal and informal educational activities nationwide for vocational- technical education of women (KTOGM, 1992: 85-86).

Turkey has showed that it has become a party to raising the status of women generally and educating women and girls specifically by signing some international documents on these subjects such as "The Convention on the Elimination of All Forms of Discrimination against Woman (CEDAW)", "Beijing Platform for Action", "Nairobi Forward-looking Startegies for the Advancement of Women". Besides these, "Declaration of the Rights of the Child", which states that children need to be supported and protected in order to complete their education (1994, Article 28), " World Declaration on Education for All" (Jomtien-Tayland, 1990), which gives a special importance to gender discrimination in education, "World Conference on Human Rights and Programme of Action" (Viyana, 1993) and " International Conference on Population and Development and Action Plan" (Kahire, 1994) are also signed by Turkey. However, gender inequality has not still been removed in the country (Gök, 2004: 36-37).

Turkey has been committed to develop education policies, to establish legal regulations, and to implement these laws by ratifying international conventions such as the Convention on the Rights of the Child (ratified in 1990), and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, ratified in 1985). The CEDAW is one of the most important international human rights documents concerning equal rights and equal access to opportunities. Article 10, titled "Right to Education" brings the obligation to States Parties to take all appropriate measures to eliminate discrimination against women in order to ensure them equal rights compared to men in the field of education. In Article 10 of the Convention it is stated that the States Parties will take the following measures:

- a. The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-primary, general, technical, professional and higher technical education, as well as in all types of vocational training;
- b. Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

- c. The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- d. The same opportunities to benefit from scholarships and other study grants;
- e. The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
- f. The reduction of female student dropout rates and the organisation of programmes for girls and women who have left school prematurely;
- g. The same opportunities to participate actively in sports and physical education;
- h. Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

The Convention on the Rights of the Child has been transformed into Turkish national law with the adoption of Law No. 4058 in 1994. In the Convention on the Rights of the Child it has been stated that States Parties recognize the right of the child to education, and in achieving this right on the basis of "equal opportunity" they will take the following measures:

- a. Make primary education compulsory and available to all free of charge;
- b. Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- c. Make higher education accessible to all on the basis of capacity by every appropriate means;
- d. Make educational and vocational information and guidance available and accessible to all children;
- e. Take measures to encourage regular attendance at schools and the reduction of dropout rates (KSGM(2), 2008: 6-7).

Turkey, which has started an educational campaign for achieving equal participation of girls and boys in education, has opened primary education boarding schools on the purpose of ensuring children in primary education age in villages and rural settlements and children of poor families to have access to the primary education. By the help of some campaigns such as "Come on Girls, Let's Go to School", "Dad, Send Me to School", "Snowdrops" and projects like "Support to Basic Education Project" reducing female students dropout rates and organization of programmes for girls and women who have left school prematurely are targeted (KSGM, 2013: 18).

On the subject of education, a big sensitivity has been created and this sensitivity has transformed into national campaigns in which media took place. "Support Girls Education Campaign" started in 53 cities and later on spreaded to 81 cities in Turkey. To support the families that cannot send their children to school due to poverty, economic aid on a regular basis has also started. In the implementation of the aid, a temporary measurement has been applied and for the first time girls have been given more financial aid than boys (KSGM, 2007: 48). In 2011, "Project for Increasing Enrollment Rates Especially for Girls II (ISEG)" started and in the second phase of the project, raising the quality and capacity of secondary education in vocational and technical schools in particular, increasing the enrollment rate especially for girls and women by increasing the accessibility of girls' and women's professional skills and competence to the labour market have been targeted. In this way, a more developed vocational and technical programs, a more effective monitoring system for school dropouts and unattendance, carrier and professional guidance services and improving the quality of current services by educating the relevant staff in public enterprises have also been aimed. By "Supporting Gender Equality in Education" Project, removing negative effects of gender stereotypes, supporting gender equality, developing gender equality for girls and boys in schools and placing a gender sensitive attitude in educational system are also aimed (KSGM(2), 2014).

Turkey's goal in education was to increase the schooling rate for girls and boys to 100%. Many projects and campaigns have started within this scope. In these projects, the supports of international institutions,

nongovernmental organizations and private sector have been received. As it was the case in previous development plans, in the 9th Development Plan covering 2007-2013 objectives such as empowering social status of woman, enlarging their activity area, increasing their educational level to make sure that they benefit from equal opportunities and facilities, more participation of women in development process, work life and decision making mechanisms, developing projects for increasing literacy of women took place. Based on the importance of providing gender equality in education, one of five sub-committees of "Gender Working Group" assembled for the 10th Development Plan (2014-2018) has been determined as "Education Sub-committee". In 2013 Programme, the following provisions were included: Children who do not continue their compulsory education will be brought in education, the transfer rate between stages will be raised, the transfer rate between stages will be raised by building boarding houses for especially girls (KSGM, 2013: 17).

Apart from these efforts, in our country, other attempts such as organizing literacy courses to increase woman literacy rate, providing women with an employable occupation and increasing the quality and the scope of informal education which aims giving suitable skills for women for the necessities of work life have been continuing (KSGM, 2007: 49).

Informal education includes all programmed education activities, along with and apart from formal education, for providing information, skills, occupation and individual and social development. The abundance and variety of educational activities in Turkey are notable. In addition to informal educational activities of the Ministry of National Education, which have been performed by vocational and technical schools and institutions, a lot of nongovernmental organizations also give literacy and vocational courses for women, of Southeastern Anatolia Project Administration and in Society Centers of Social Services and Children Protection Institution similar activities have been carried out. When the number of people who finish courses in public training centers is taken into account, it can be seen that 54,2 % of those who finish occupational courses, 53% of those who finish socio-cultural courses and 67,5% of those who finish literacy courses are women (KSGM(1), 2008: 29).

Although there are significant developments in legal arrangements on women's education all around the world, a complete success has not still been fulfilled. The number of illiterate women in underdeveloped and developing countries has reached millions in 2014 in spite of all technological developments.

PROBLEMS IN WOMEN'S EDUCATION

"The Convention on the Elimination of All Forms of Discrimination against Women", to which Turkey has become a party, promises women's full access to their education rights. Besides, Turkey promised to raise the literacy rate among women to 100% in the year 2000 by acknowledging Beijing Declaration and the Action Plan affirmed at UN Fourth World Conference on Women. Education and Training of Women is one of 12 critical areas of concern committed at Beijing Declaration and Platform for Action to advance equality, development, and peace for all women. According to the Article 42 of Turkish Constitution, "Primary education is compulsory for all citizens of both sexes and is free of charge in state schools". With this provision, education rights are granted for every individual without any discrimination. However, the majority of women in Turkey do not have the educational opportunities, and this has negative impacts on their employment, and their place in politics and decision-making mechanisms. In most of the cases, this deprivation ends up with a kind of domestic violence to endure. For the bright future of Turkey, forcing girls into marriage at a young age should be avoided and all children should be given equal opportunities for access to contemporary education. If women, half of the population, remain deprived of educational opportunities, the country's development and democratization process is hindered. The key to empowering women in the society is education (TÜKD; 2014).

Ongoing gender discrimination in the family related to gender roles prevents providing equal opportunities to children of both sexes. Boys are often given preferential treatment when there is a family decision on the opportunities in the topics like education, health, nourishment as well as sharing house chores. In this sense, education of girls is not given as much importance as that of boys, and male stereotypes about male roles affect parents' attitudes towards education of girls, the duration of the education for the girls, the following school type after completing compulsory education and the kind of the curriculum that they will follow.

Moreover; majority of the times, due to the fact that they have become socialized based on the stereotyped roles, male-female girls are influenced by their friends and environment and conform to their parents' decision. They can even regard it as their own decision. The stereotyped roles also affect teacher attitudes towards education of girls and gender discrimination occurs in education atmosphere in the selection of school books, curriculums and school and programs (Akhun, 2000:6).

Since women are overwhelmed by heavy responsibilities in their private and social lives, they tend to choose jobs that are suitable for their gender roles and keep away from the ones that require higher level of authority. Even if they reach the highest position in their profession, they cannot elude their responsibilities in their private lives unlike men who can fully commit themselves to their jobs. This causes them to willingly avoid high-level professional positions that mean constant responsibility. In order to procure a higher rate for women in these positions, all family members should share the responsibilities in their family life and the number of institutions that can help women in the society should be increased (KSGM(1), 2008: 30).

Gender discrimination is most widely discussed at professional work life and at education facilities in which the conditions to start of the work life is determined. Social guidance differs for girls and boys when it comes to choosing jobs. For example; in course books, car mechanics, managers, inspectors, engineers are described as jobs for men and nurses, librarians, secretaries are described as women. Social conditioning also canalizes women to certain kinds of jobs (Acar et. al., 1999: 6-7).

Traditional norms and values related to stereotyped women roles in education are drawing girls away from school. Some of them still experience forced marriage at young ages. Another obstacle in this respect is low income. Families with low income have hard times sending their girls to school. In relatively underdeveloped regions such as Eastern and Southeastern Anatolia, average education level is lower. Settlement pattern in rural areas, especially where transportation is poor, causes a disadvantage for providing educational facilities. The students in these areas have to cover long distances to go to school. School attendance rates decrease more in winter when roads are covered with snow and closed. In some cities, the biggest obstacle for education of girls is infrastructure of schools (dining hall, toilets, etc.) (KSGM(1), 2008: 30).

Despite the increasing awareness on the necessity of education of women to ensure gender equality and the gainings attached such as the increase in the alternative educational programs for women who needs special protection, the goals have not been fulfilled yet. This failure to reach the goals is because of insufficient sources, infrastructure problems and lack of a strong political will in education. Discriminating gender stereotypes in school books, negative women clichés, unshared childcare and some traditional attitudes and behaviors are still an obstacle to women's education. In some countries, misformulation of structural adjustment policies or problems in implementation have affected education sector negatively. In addition, the failure to understand the close relationship between employment market dynamics and women's access and attendance to higher education is another obstacle to the issue (KSGM(3), 2014).

Modern woman has to be aware, creative, productive, self-confident and have a recognized status in society. Along with this, it is very important for women to become individuals in society and education is the most effective way to empower women to become individuals and to advance the social conditions they are in.

CONCLUSION AND SUGGESTIONS

Women's human rights mean preventing all kinds of violence and discrimination against women, gender equality, equal participation of women in decision making processes and mechanisms, safety and freedom rights of women as individuals, equal protection of women by the law, right to pursue a healthy life, equal and proper work conditions, the right to not expose to inhumane demeaning acts, and as a base for all these rights, equal and non-discriminatory education right (KSSGM, 2000: V).

Education is directly related to the development and liberation of a person. To realize this, education should be arranged in the direction of democratic and scientific principles. Education right is a right that has a very special

quality. It can directly or indirectly affect and facilitate the establishment of other rights since it gives people a potential to improve one's personality and to liberate. It has a significant role in establishing human rights. It is effective in gaining and benefiting from rights and freedoms such as right to work, right to live, freedom of speech. In all nations, it is a constitutional imperative for governments to implement education rights. This mission is clearly stated in Article 42 of current Turkish Constitution as "No one shall be deprived of the right of learning and education." (Koç and Güçlüer, 1999 :79).

Involvement of girls in education is important in terms of both level of welfare and life standard of the country as well as personal gains it will bring. It is known that countries that fail increasing education level of women so that it reaches that of men encounter less growth and decreasing level of income. Educating girls could also decrease the imbalances among regions. As the literacy level increase, women will act in a more conscious manner against outdated practices and contribute to the modernization of the society (KSGM, 2008(1): 5).

Literacy of women and getting an education is the key to improve family health, nourishment and education and to involve them in decision-making processes. It has been proved that investing in formal and informal education of women and girls is one of the best ways for achieving sustainable development and economic growth let alone its high economic and social gain.

Providing equal education opportunities and forming a gender sensitive education system with the intend of full and equal involvement of women in administration, policy and decision-making processes related to education is crucial. Countries have to realize social, economic and political development of women at any age and increase the education capacity to give them the necessary knowledge, capacity, skills, ability and moral values for involving in these processes fully and under equal conditions and create equal opportunities in terms of accessibility of men and women. Besides, it is also necessary to eliminate gender differences by providing equal accesibiliy for women to carrier development, vocational education, scholarships, research funds and by adopting positive discrimination when necessary (KSSGM, 1995: 43-47).

This inequality in gender causes an artificial discrimination in benefitting from opportunities, allocating and using sources, getting the services and in other jobs that women can do. For women to take part in such jobs in a higher rate, it is required to share the responsibilities of them in private life equally by family members and to generalize and enhance the institutions that can help women in society. Moreover, individuals should be raised with the concept of equality in gender by means of family that is effective in socialization process, educational institutions and the mass media. In addition to this, all occupations should be open to women and they should be able to choose an occupation not because of the guidance of society but in line with their abilities and desires.

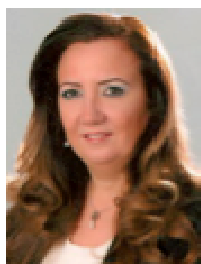
"Education for Women" is a vast field. First of all, education should be seen as a tool for having an empowering and liberating effect in women's life. In our country, apart from giving women a licensed education at primary, secondary and higher education level, distance education programs, which will contribute much to women's having a job and encouraging work, raising their awareness of woman rights, becoming a self esteemed, socially successful and modern individuals, are necessary to be opened. These services for women are crucial for our national progress, women's personal improvement and eliminating gender inequalities. The role of reaching a certain education level is significant for women to get out of their secondary position in social life and to have an equal life opportunities with men.

Apart form these institutional efforts, for providing gender equality, women and men should be informed in formal and informal education institutions about laws, gained rights, international agreements and decrees. The mass media should also include the functions of governmental and nongovernmental organizations, their activities, publicity and contacts and amendmends in laws in their programs. Necessary precautions should be taken to make people conscious about violence. Mass media is a powerful education tool. Educators, governmental institutions, nongovernmental organizations could use mass media for the education od women and development. Computerized education has gradually become more important in learning and spreading information in our lives. Therefore, while educators are utilizing these materials, they should be doing it in a

way that gender discrimination can be eliminated. This is significant in terms of forming a consciousness that will let women gain their individuality in society.

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