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Enhancement of Participatory Democracy in Turkey:  
**Gender Equality Monitoring Project**

# **Gender Equality in Education**

Mapping and Monitoring Study  
Full Summary

**Prof. Dr. Mine Gögüş Tan**



## CEİD PUBLICATIONS

Gender Equality in Education  
Mapping and Monitoring Study  
Full Summary

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## PREFACE

The present report is the outcome of a series of thematic mapping work and efforts to develop gender equality (GE) monitoring indicators under the *Enhancement of Participatory Democracy in Turkey: Gender Equality Monitoring Project*. The project took shape in the period 2013-2017 in a process involving meetings and exchange of opinion with many institutions and persons. The common point emerging in this process was the necessity of developing independent mechanisms for monitoring and evaluation at the stage that GE policies reached in Turkey. In other words, what was needed was an independent monitoring mechanism to assess the appropriateness and effectiveness of national legislation and action plans developed so far in translating GE into life. This also entailed the development of tools satisfying relevant scientific and technical requirements and facilitating systematic monitoring free from political and ideological polemics. To ensure compliance with international norms and sustainability, it was also necessary to develop monitoring indicators and assess these indicators through mapping and periodic reporting, which became the roadmap of the project. It was also among the objectives of the project to take initial steps to ensure the institutionalization needed for the sustainability of these efforts.

While delineating its field of work the *Enhancement of Participatory Democracy in Turkey: Gender Equality Monitoring Project* adopted a "gender sensitive rights-based" approach. The basic objectives of the project include the following: Supporting the inclusion of international norms and standards developed for GE in legislation, practices and monitoring policies in Turkey; reporting of GE related problem areas through mapping; contributing to institutionalization in Turkey of an independent, scientific and mainstreamed strategy by developing GE specific monitoring indicators; and enhancing government-civil society cooperation and monitoring capacity in the field of GE.

Starting in March 2017, the project was planned so as to be completed in 24 months. In the project funded by the European Union, the beneficiary is the Ministry of Foreign Affairs Directorate for EU Affairs, contracting authority is the Central Finance and Contracts Unit and the implementing party is the Association for Monitoring Gender Equality. The target group of the project comprises gender-focused civil society organizations, other civil organizations engaged in rights-based monitoring, relevant governmental agencies, governorates and metropolitan municipalities, and district municipalities as units of equality. Project stakeholders include the Ministry of Family, Labour and Social Services General Directorate on the Status of Women (KSGM), the TBMM (The Grand National Assembly of Turkey ) Commission on Equal Opportunities for Women and Men (KEFEK), Human Rights and Equality Institution of Turkey (TIHEK), and Ombudsman Institution (KDK).

**Mapping reports** and **monitoring indicators** were developed in ten thematic areas identified in line with the objective of the project (combating gender-based violence against women; gender equality in participation to political decision making, to education, employment, religious activities, sports, access to urban rights/services, media and combat against trafficking in women/human beings). Besides, to make project outputs as well as many sources and data

in relevant fields accessible to all, a **Gender Equality Monitoring Centre** was set up and made functional with its e-library. Mapping Reports on ten thematic areas and their summaries were made available in the electronic environment, printed in Turkish and their informative summaries were released in Turkish and English. On the basis of Mapping Reports, 1337 GE monitoring indicators were presented to the public for use, 515 of which have their presently available or accessible data and 822 proposed to be developed.

One important component of the project was intensive work carried out in selected pilot provinces for local-level sharing of data from reports and indicators developed. Training in gender-sensitive rights-based monitoring and in mapping reports and monitoring indicators accompanied by preparatory workshops on local equality monitoring action plans were the activities carried out in selected seven pilot provinces. Efforts were made to establish and maintain **Local Equality Monitoring Platforms**. In Adana, Ankara, İstanbul, İzmir, Kars, Gaziantep and Trabzon as pilot provinces, **Local Equality Monitoring Plans** were developed to assess and monitor whether services delivered at local level observe gender equality, and a **National Equality Monitoring Plan** was prepared to scale up this work countrywide and ensure its sustenance.

The longer-term durability of services developed by the project is possible with the presence of sustained support. We believe that this support will be available as project outputs are used and further improved by large sections of society.

There are so many organizations and individuals contributing to the project without which it would be simply an impossible endeavour. We are grateful to the project team working with full commitment and engagement throughout the process, experts completing mapping reports and indicators in a long and tiresome work, and to CEİD members supporting the management of the project in harmony from its start to completion. CEİD local coordinators and training experts facilitated the implementation of the project by their hard work at both central and local levels. Staff from public organizations and representatives from civil society organizations who prepared Local Equality Monitoring Plans by taking part in work conducted by Local Monitoring Platforms put this work in practice at the local level. In case this project is to be attributed any success, it is the outcome of efforts and contributions of many including those we could not mention here. We are indebted to all for what they have added to the *Enhancement of Participatory Democracy in Turkey: Gender Equality Monitoring Project*.

Association for Monitoring Gender Equality

Board of Directors

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## LIST OF ACRONYMS

<b>AÇEV</b>	Mother-Child Education Foundation
<b>ASPB</b>	Ministry of Family and Social Policies
<b>BBOM</b>	"A Different School is Possible" Association
<b>BPfA</b>	Beijing Platform for Action - Beijing Declaration
<b>CCPR</b>	International Covenant on Civil and Political Rights
<b>CEDAW</b>	Convention on the Elimination of All Forms of Discrimination against Women
<b>CESCR</b>	International Covenant on Economic, Social and Cultural Rights
<b>CoCEDAW</b>	Committee on the Convention on the Elimination of All Forms of Discrimination against Women
<b>CoCESCR</b>	Committee on International Covenant on Economic, Social and Cultural Rights
<b>CoRC</b>	Committee on the Rights of the Child
<b>CRC</b>	Convention on the Rights of the Child
<b>DFA</b>	Dakar Framework for Action
<b>EC</b>	Council of Europe
<b>ECoHR</b>	European Court of Human Rights
<b>EFA</b>	Education for All
<b>Eğitim-Bir-Sen</b>	Union of Educators
<b>Eğitim-İş</b>	Union of Education and Science Employees
<b>Eğitim-Sen</b>	Union of Education and Science Workers
<b>EIGE</b>	European Institute of Gender Equality
<b>ERG</b>	Educational Reform Initiative
<b>ETCEP</b>	Project on Promoting Gender Equality in Education
<b>EU</b>	European Union
<b>EWORA</b>	European Women Rectors Association
<b>GDI</b>	Gender Development Index
<b>GE</b>	Gender Equality
<b>GEI</b>	Gender Equity Index
<b>GGGI</b>	Global Gender Gap Index
<b>GSB</b>	Gender-Sensitive Budgeting
<b>HBÖGM</b>	General Directorate of Lifelong Learning

<b>HDI</b>	Human Development Index
<b>HUGO</b>	Hacettepe University Centre for Migration and Policy Studies
<b>İHL</b>	Religious High School
<b>İŞKUR</b>	General Directorate of Turkish Employment Agency
<b>Kaos GL</b>	Kaos Gay and Lesbian Cultural Studies and Solidarity Association
<b>KEFEK</b>	Human Rights and Equality Institution of Turkey
<b>KEP</b>	Girls Education Project
<b>KODA</b>	Village Schools Exchange Network Association
<b>KSGM</b>	General Directorate on the Status of Women
<b>KTML</b>	Girls' Technical and Vocational High Schools
<b>LGBTI</b>	Lesbian, Gay, Bisexual, Trans, Intersex
<b>LLL</b>	Lifelong Learning
<b>MDG</b>	Millennium Development Goals
<b>MEB</b>	Ministry of National Education
<b>METK</b>	Fundamental Law on National Education
<b>NUTS</b>	Nomenclature of Territorial Units for Statistics
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>ÖRAV</b>	Teachers Academy Foundation
<b>SDG</b>	Sustainable Development Goals
<b>SEÇ-BİR</b>	Bilgi University Sociology and Education Studies Unit
<b>SPoD</b>	Association for Social Policies, Gender Identity and Sexual Orientation Studies
<b>ŞEY</b>	Conditional Education Assistance
<b>ŞNT</b>	Conditional Cash Transfer
<b>TBMM</b>	The Grand National Assembly of Turkey
<b>TED</b>	Turkish Education Association
<b>TEDMEM</b>	Civil Society Activities under the Turkish Education Association
<b>TEGV</b>	Turkish Education Volunteers Foundation
<b>TESEV</b>	Turkish Economic and Social Studies Foundation
<b>TEV</b>	Turkish Education Foundation
<b>TKB</b>	Union of Turkish Women
<b>TOCEP</b>	Ankara University Gender Equality Action Plan
<b>TOÇEV</b>	Foundation for Educating Children

<b>TOG</b>	Community Volunteers Foundation
<b>TÜİK</b>	Turkish Statistical Agency
<b>TÜKD</b>	Turkish Association of University Women
<b>UDHR</b>	Universal Declaration of Human Rights
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNESCO GEM</b>	Global Education Monitoring Report
<b>UNGEI</b>	United Nations Girls' Education Initiative
<b>UNHCR</b>	UN Refugee Agency
<b>UNICEF</b>	United Nations Children's Fund
<b>WHR-NS</b>	Women's Human Rights-New Solutions Association
<b>YÖBİS</b>	Foreign Students Information System
<b>YÖK</b>	Higher Education Board

## Information on the Names of Institutions

Since this report was completed before the decrees mentioned below it does not reflect changes made in the names of some major institutions. The Decree No. 703 in Force of Law on 'Amendment of Some Laws and Decrees to Ensure Compliance with Constitutional Amendments' was published in the Official Gazette No. 30473 dated 9 July 2018. The decree introduced changes to the organization and mandate of some Ministries and institutions.

With the Presidential Decree No. 1 dated 10 July 2018 on the Organization of the Office of Presidency and the Presidential Decree No. 4 dated 15 July 2018 on the Organization of Agencies and Institutions Under, Related and Attached to Ministries and other Agencies and Institutions, organizational structure and mandate of some ministries and institutions were modified.

The ministries and institutions subject to modifications are listed below.

- The Ministry of Family and Social Policies (*Aile ve Sosyal Politikalar Bakanlığı*) and Ministry of Labour and Social Security (*Çalışma ve Sosyal Güvenlik Bakanlığı*) were merged and renamed as 'Ministry of Labour, Social Services and Family.' (*Çalışma, Sosyal Hizmetler ve Aile Bakanlığı*)  
Upon the Presidential Decree (Decree No. 15) dated 4 August 2018 on Amendments to Some Presidential Decrees, the Ministry of Labour, Social Services and Family (*Çalışma, Sosyal Hizmetler ve Aile Bakanlığı*) was renamed as Ministry of Family, Labour and Social Services (*Aile, Çalışma ve Sosyal Hizmetler Bakanlığı*).
- The Ministry of European Union (*Avrupa Birliği Bakanlığı*) was closed and the Department of European Union (*Avrupa Birliği Başkanlığı*) was established within the Ministry of Foreign Affairs.
- The Ministry of Science, Industry and Technology (*Bilim, Sanayi ve Teknoloji Bakanlığı*) and Ministry of Development (*Kalkınma Bakanlığı*) were merged and named as Ministry of Industry and Technology (*Sanayi ve Teknoloji Bakanlığı*).
- The Ministry of Customs and Trade (*Gümrük ve Ticaret Bakanlığı*) and Ministry of Economy (*Ekonomi Bakanlığı*) were merged and renamed as Ministry of Trade (*Ticaret Bakanlığı*).
- The Ministry of Food, Agriculture and Animal Husbandry (*Gıda, Tarım ve Hayvancılık Bakanlığı*) and Ministry of Forestry and Hydraulic Works (*Orman ve Su İşleri Bakanlığı*) were merged and renamed as Ministry of Agriculture and Forestry (*Tarım ve Orman Bakanlığı*).
- The Ministry of Finance (*Maliye Bakanlığı*) was renamed as Ministry of Treasury and Finance (*Hazine ve Maliye Bakanlığı*), and the Undersecretary of Treasury (*Hazine Müsteşarlığı*) which used to be under Deputy Prime Minister was transferred in the new structuring to the Ministry of Treasury and Finance.
- The Ministry of Transportation, Maritime Affairs and Communication (*Ulaştırma Denizcilik ve Haberleşme Bakanlığı*) was renamed as Ministry of Transportation and Infrastructure (*Ulaştırma ve Altyapı Bakanlığı*).

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# 1. Introduction

The present study, which takes as its point of departure the recognition of and advocacy for the obligation of states to practise gender equality, aims to contribute to the process of change in ensuring gender equality by supporting the emergence of a common understanding and cooperation among public and civil society organizations striving to translate the right to education into reality. Accordingly, it is expected that the following were to be accomplished: the use of mapping based on data relating to the present state of gender equality in education and changes therein as a tool for encouraging and/or advocating the realization of gender equality in education, countering tendencies to pull back from relevant achievements, and serving to promote gender mainstreaming by facilitating gender- and equality-sensitive monitoring in public policies in the field of education.

This report, starting with the short history of claiming the right of women to be educated, describes the first and second wave feminisms as the most important steps in the realization of the Universal Declaration of Human Rights (1948) and its reflection in the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW 1980). The Declaration (Article 26) not only emphasizes that everyone has this right, but also stipulates that, at least, in the elementary and fundamental stages education shall be free, elementary education shall be compulsory, technical and vocational education shall be made generally available, higher education shall be equally accessible to all on the basis of merit.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, Art. 10) was a milestone in that it defined discrimination against women by taking due account of changing ideas related to the concept of gender and set some goals for the realization of the right to education. With the 1985 Nairobi Forward-looking Strategies for the Advancement of Women, the 1993 Vienna World Conference on Human Rights and the 1995 Beijing Declaration and Platform for Action (BPfA), women's movements reached a more advanced stage, started to guide national policies and for the first time compelled governments to make binding commitments to incorporate a gender perspective into their policies and programmes concerning the right to education.

In spite of all these developments, the right to education and women's demands for equality in relation to this right still remain as crucial an item on the agenda of international platforms in the 2000s as they were in the first half of the 20th century due to the persistence of problems affecting both access to and the content of education.

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## 2. Normative Framework of Gender Equality in Education

As a fundamental human right, education is also a prerequisite for enjoying and seeking to attain other human rights. One of the principal components of this right is access. Yet, defining the right to education purely by rates of school enrolment at various levels may lead us to overlook certain other principal components such as the enjoyment of equal and quality education and respect in education processes and environments. As a matter of fact, it can be observed that the norms and standards developed by the international community have evolved in the course of time towards a holistic understanding that encompasses all of these principal components. The main sources of these norms and standards are global and regional human rights conventions, instruments adopted by states albeit not in the form of a convention, and recommendations of relevant committees of the United Nations.

The first part of the report provides information about fundamental norms in the field of education such as equality/gender equality, non-discrimination and respect for human dignity as well as standards including availability, accessibility, adaptability, special measures/empowerment, awareness building and mainstreaming. The criteria that determine, in international instruments, the levels that the right to education is expected to reach in a given time period as well as good practices on the international level are also addressed in the same part.

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### 2.1 Incorporation of the Demand for Gender Equality in Human Rights Instruments

#### 2.1.1 Global and Regional Human Rights Conventions Guaranteeing the Right to Education

The first document enshrining international recognition of the right to education is the 1948 Universal Declaration of Human Rights (UDHR). Since then, it has been stressed in all major instruments with State Parties that globally safeguard the right to education that this right is legally guaranteed without any discrimination; that States are obliged to respect, protect and practise this right; and that they shall be held responsible for any violation or denial of the right to education.

The following are the milestones in the development of the right to education:

- 1954 European Human Rights Convention (European Convention on Fundamental Rights and Freedoms, Annex Protocol no. 1, article 2)
- 1960 UNESCO Convention against Discrimination in Education (Turkey neither signed nor became a Party to this Convention)
- 1966 UN International Covenant on Economic, Social and Cultural Rights (ICESCR)

- 1989 UN Convention on the Rights of the Child (CRC)
- 1961 European Social Charter

The expression “Primary education shall be compulsory and available free to all” (Art. 13) used in the ICSCR for defining the right to education is interpreted as a right that must be “implemented immediately” (Art. 13/2-a). On the other hand, the statement “Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education” in the same article (Art. 13/2-c) suggests that the right to higher education is regarded as a right that can be promoted gradually.

Among international instruments on rights, the 1980 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW Art. 10) has a special place in providing that “States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women.”

### **2.1.2 Other Instruments Signed by States Parties**

One of the most important documents of this type, the Beijing Declaration and Platform for Action (BPfA 1995), confirms the commitment of States to ensure equal access to and equal treatment in education and health care for women and men alike as well as women’s equal access to economic resources, including [...] science and technology, vocational training, information, [...] as a means to further the advancement and empowerment of women and girls, including through the enhancement of their capacities to enjoy the benefits of equal access to these resources by means of international cooperation (Articles 30 and 35). In the Beijing Declaration, inequalities and gaps in access to education and teaching - including when it comes to access - constitute one of the 12 critical areas in which governments, the international community and civil society including non-governmental organizations and the private sector are called upon to launch strategic action.

While the outcome document of the meeting “Women 2000: Gender Equality, Development and Peace in the 21st Century” (Beijing +5) focused on efforts to ensure women’s equal access to education and enhancement of women’s sexual and reproductive health and education, the European Union Charter of Fundamental Rights (2000) stresses that the principle of equality between men and women does not preclude the adoption or maintenance of measures envisaging specific advantages favouring the sex that is not adequately represented (Art. 23).

The UNESCO World Declaration on Education for All (Jomtien, 1990), Education for All Dakar Framework for Action (2000, Goal 5), United Nations Millennium Goals (2000, Goal 2) and Sustainable Development Goals (2015, Goal 4) are important instruments that set goals and standards for ensuring gender equality in education.

There are also some other international instruments related to education that are not binding but vitally important in ensuring the right to education for those who are exposed to, in particular, multiple discrimination or cross-cutting inequalities. One of the economic targets of



the Europe (Europe 2020) strategy in the context of informed, sustainable and inclusive growth priorities is to bring down the rate of early school dropouts to 10% and to raise the proportion of higher education graduates in the age group 30-34 to at least 40%. Given that the proportion of girls and women is high in both early school dropouts and among those who could not have access to higher education, it is clear that this target is associated particularly closely with efforts to ensure gender equality in the field of education.

### **2.1.3 Recommendations by Relevant Committees of the United Nations**

As UN committees, the Committee on Economic and Social Rights and the CEDAW Committee have issued numerous recommendations to Member States in the context of country reports regarding both the right to education and women's empowerment through education. These recommendations serve as a guide in interpreting and implementing convention articles in the light of changing global and regional circumstances. Such recommendations by the CEDAW Committee shed light on such issues as positive discrimination, how to implement the norm on equality and prohibition of discrimination, and cases of multiple discrimination where LGBTI and migrant women are concerned. The CESR addressed the main difficulties in the education of girls and ways of overcoming these difficulties in both its General Comment no. 13 and concluding observations on reports by various States.

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## **2.2 Norms**

The principles and norms adopted by most fundamental human rights instruments in relation to education include equality/gender equality, prohibition of discrimination and respect for human dignity.

### **2.2.1 Equality/Gender Equality**

The idea of liberal feminism that a woman and a man are the "same" as human beings was influential in the drafting of the and reflected in The Article 26 of the Universal Declaration of Human Rights states that "everyone" should benefit from the right to education in the same way as others. In this vein, all, i.e. women and men, are equal before the law. De facto equality however, is the positive view that individuals and groups composed of individuals are not equal or the same. Equality of differences is based on the idea that the one who is in an unequal position (woman) should be treated differently through special and temporary measures until the realization of full equality; it envisages equality in both opportunities and outcomes.

The most important feature of transformative equality is that it defines sex categorically. According to this idea, inequality is the construct of power relations defined with reference to sex-related differences; it makes differences in relation to women and social groups such as LGBTI meaningful. The transformation of this construct targets the transformation of institutions of power and social relations on which its very existence is based. Consequently, the knowledge, experience and participation of rights-based local organizations are all essential for this type of transformation.

Article 10 of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979), which goes beyond equality before the law and provides for the right to education, envisages the provision of the same conditions in all categories and types of education (Art. 10 a, b), equal opportunities (Art. 10 d, e, g) and the adoption of special measures (Art. 10 f). Article 10 also lays down, in the context of transformative equality, strategies for transforming the education system and school culture in order to eliminate any stereotyped concepts that lead to gender inequality and women's exposure to discrimination (Art. 10 c).

The European Institute for Gender Equality (EIGE) holds that the most important problem in regard to education is the persistence of gender stereotypes and that fighting gender stereotypes and discrimination will raise the proportion of persons with a higher education diploma in the age group 30-34 to at least 40%, which is the Europe 2020 target (EIGE, 2017). In the context of transformative equality, the Istanbul Convention (2014) assigns the State and various governmental organizations the duty of training the public and professionals, including students, in gender issues in order to ensure a change in mentality.

### **2.2.2 Ban on Discrimination / Non-discrimination**

The Universal Declaration of Human Rights (UDHR) uses the term "discrimination" to denote acts of preventing or restricting the recognition and exercise by everybody of all rights and freedoms through distinction and exclusion or on the basis of race, colour, sex, language, religion, national or social origin, property, birth, political or other opinion. Each convention that provides for the right to education brings with it the obligation to safeguard this right without any discrimination whatsoever.

According to the Convention on the Elimination of Discrimination against Women (CEDAW Art. 1), discrimination against women means any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

### **2.2.3 Respect for Human Dignity**

As a social concept, human dignity refers both to a person's self-respect and others' respect for him or her. In this sense, the first part is expressed by such terms as self-respect, self-esteem and dignity, whereas the second is reflected in terms such as "honour" and "reputation."

The International Covenant on Economic, Social and Cultural Rights starts by emphasizing that "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world and these rights derive from the inherent dignity of the human person". In the covenant (Art. 13/1) States Parties agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms.

## 2.3 Standards, Criteria and Best Practices

In rights-based monitoring/evaluation work, the basic elements of the frame of reference include standards, criteria and good practices/examples existing in the field. Human rights standards are internationally recognized rules that are associated with relevant human rights norms and must be observed in the realization of these rights. Standards, which can be nationally and internationally recognized, determine the content, scope, form, function, etc. of implementation and it is these norms that are taken as a basis in arriving at concrete criteria relating to implementation. Criteria, are norms and standards relating to the field of rights in question in some cases and in others they refer to a specific level that is to be attained in the course of time for a right to be realized gradually.

### 2.3.1 Standards

The ICSCR is the most important document setting standards for education-related international documents and practices. The conceptual framework of the ICSCR known as the '4 A Scheme' - availability, accessibility, acceptability and adaptability - has subsequently been adopted by almost all human rights treaties and instruments:

#### a) Availability

The number of functioning education institutions and programmes within the jurisdiction of the State Party must be at a sufficient level.

#### b) Accessibility

Education institutions and programmes within the jurisdiction of the State Party must be accessible to all without any discrimination. According to the ICSCR Committee, accessibility is assessed with respect to three dimensions:

- **Non-discrimination:** In line with the prohibition of discrimination, education must be accessible to all - including the most vulnerable groups, i.e. girls - both by law and in practice.
- **Physical accessibility:** Education must be delivered on the basis of safe physical access or at appropriate geographical locations (i.e. neighbourhood schools) or through the use of modern technology (i.e. access to "distance learning" programmes).
- **Economic accessibility:** Education must be financially affordable for all. It is particularly important to provide boys and girls and women and men with the same opportunities to benefit from scholarships and other types of educational assistance (CEDAW Art.10 d).

#### c) Acceptability

The form and essence of the education, including the curriculum and teaching methods, must be acceptable to students and, where appropriate, parents (i.e. relevant, culturally fitting and of a good quality). This is subject to the objectives of education as foreseen by Article 13, paragraph 1 and some minimum education standards may be endorsed by the state. In this context, it is important in education to ensure minimum quality, safety and environmental health standards.

#### **d) Adaptability**

Education must be flexible. Flexibility enables adaptation to the changing needs of society and communities and responds to the needs of students from different social and cultural backgrounds. In this context, the UN Special Rapporteur on education, Tomaševski, stresses the importance of adaptability to the needs and circumstances of the disabled, working persons, migrants, minority groups in need of protection, etc. and draws attention to mutual relations between various components of the right to education and other human rights.

#### **e) Special Measures / Empowerment**

In both General Comment No. 13 on the right to education and in concluding observations on reports by various states the CESCR frequently expressed the need to combat gender roles and stereotypes as major obstacles to the education of girls as one of the most disadvantaged groups in terms of access to education. The CESCR notes that the situation of rural girls is even worse in this respect. The CEDAW Committee similarly recommends States Parties to use such temporary special measures as positive action, preferred treatment or quota systems more widely in order to ensure women's integration into education, the economy, politics and labour markets (Recommendation no. 5).

Recommendations by the CEDAW Committee include various examples relating to the full enjoyment of the right to education by girls and women and of other rights through education: the provision of training in reproductive health and family planning services as stipulated by Article 10 (h) (CEDAW Recommendation no. 21); informing elderly women about their rights and ways to access legal services (General Recommendation no. 27); encouraging girls and women to study mathematics and natural sciences as a precondition for technical education and training programmes; introduction of special measures and incentives for rural girls, etc.

#### **f) Building awareness**

CEDAW Article 10 (c) envisages "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."

There are also various examples of standards that place the role of education in ensuring changes in mentality / awareness building at the heart of transformative equality.

The CEDAW Committee suggests the following in its recommendations:

- The state shall actively launch education and public information programmes to help eliminate prejudices and current practices that hinder the full operation of the principle of social equality of women (General Recommendation No. 3);
- Gender training for judicial and enforcement personnel (Recommendation No. 19);
- Sufficient training and awareness-building programmes in gender and gender-based discrimination shall be provided to all government organs (Recommendation No. 27);
- Gender training for health workers (Recommendation No. 14)

The İstanbul Convention (2014) with its detailed provisions is particularly important in this regard:

- Providing gender training for students, society in general and professionals,
- Taking necessary steps to promote relevant principles in non-formal educational facilities, in sports, cultural and leisure facilities and the media (Article 14).

#### **g) Mainstreaming**

Ensuring the incorporation of gender equality into education... CEDAW Article 10 (c) requires 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.

The 2014 İstanbul Convention (Art. 14/1) states that “Parties shall take, where appropriate, the necessary steps to include teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners, in formal curricula and at all levels of education”

### **2.3.2 Criteria**

The magnitude of the problems relating to the right to education of girls and women as well as ever-increasing awareness around the issue have strengthened the tendency of women’s movements, other non-governmental organizations and relevant organs of the United Nations – particularly after the CEDAW – to identify criteria in international instruments for expediting and facilitating progress. The criteria in major international instruments related to education include:

#### **a) UNESCO Education for All (EFA) Goals and Criteria (1990),**

By the year 2000:

- Girls’ full entitlement to and enrolment in free, compulsory and quality primary education.
- Raising the level of equal access to basic and continuing education to 50%.
- Ensuring gender equality in primary and secondary education.

These early goals under the EFA could not be achieved within the timeframe set, but they were re-confirmed in 2000 with the Dakar Framework for Action (DFA) to be attained by 2015. As the 2015 Incheon World Forum on Education for All similarly found that DFA goals had not been attained, the goals were again renewed – this time as Sustainable Development Goals to be realized by 2030.

#### **b) Beijing + 5 Goals and Criteria (2000)**

In relation to education under CEDAW goals:

- Elimination of gender disparities in primary and secondary education by 2005; ensuring the right to free and compulsory primary education for all children, women and men, and abandoning policies that are found to widen gaps by 2015,
- Commitment to ensuring a decrease in the rate of illiteracy, particularly in adult women (at least by 50 percent until 2015).

### c) Criteria for Sustainable Development Goals (2015)

The fourth Sustainable Development Goal (SDG) is related to education and it envisages ensuring inclusive, equal and quality education for all and providing lifelong learning opportunities by 2030:

For further information: <http://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-4-quality-education/targets/>

**Table 1:** Sustainable Development Goals

<p><b>Target 4.1</b>                      By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes</p>
<p><b>Target 4.2</b>                      By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education</p>
<p><b>Target 4.3</b>                      By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p>
<p><b>Target 4.4</b>                      By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>
<p><b>Target 4.6</b>                      By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p>
<p><b>Target 4.7</b>                      By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>
<p><b>Target 4.A</b>                      Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all</p>
<p><b>Target 4.B</b>                      By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p>
<p><b>Target 4.C</b>                      By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states</p>

### d) The European Commission Roadmap Criteria for Equality between Women and Men

### **2006-2010 envisage:**

- Incorporation of a gender perspective so as to correct imbalances in this field and ensure women's appointment in leading positions in the public research sector by 25% by improving women's access to scientific and technical careers,
- Providing education and information to help eliminate gender-based violence,
- Engaging in a fight from the early years onwards to eliminate gender prejudices in education, culture and labour markets; reaching students and teachers with awareness-building training; supporting experiments in non-traditional education and training of young women and men; ensuring that education systems impart sufficient qualifications in youth; coping with the problem of early school dropouts; and attaching importance to lifelong learning strategies,
- Supporting awareness-building campaigns to promote non-traditional gender roles and sharing good practices in schools,
- Encouraging gender-based budgeting.

As can be seen from what has been said above, the repetition of the same targets and criteria in a plethora of documents indicates that outcomes have always lagged behind expectations. Even the Sustainable Development Goals, containing the most current standards and criteria, admit that illiteracy is still a burning problem for young and adult populations, most of whom are women. The deadline for the elimination of social inequalities in forms and types of education has now been extended to 2030. The same document further admits that the right to benefit from minimum, equal, free and quality education as laid down in original rights documents goes no farther than being a "target" for a world population in which women constitute the majority, and that states fail in fulfilling set criteria within the given time periods.

### **2.3.3 Best Practices**

The last sub-heading of the first part includes good practices or examples as one of the frames of reference in rights-based monitoring. In this context, it is intended that successful experiences of international organizations, various public actors and CSOs should be shared in the realization of women's rights. The United Nation Girls' Education Initiative's (UNGEI) Good Practices is one of the selected references in this respect. By creating a database of good practices and obstacles, the UNGEI seeks to set a global policy agenda in relation to gender equality and girls' education.

One of the most significant examples of gender equality in the academic field is the Athena SWAN Charter that has been in effect since 2005. The Athena SWAN recognizes and awards academic institutions that in their policies, practices, action plans and institutional cultures successfully live up to commitments which embody principles agreed upon for the promotion of gender equality. For instance, Queen's University Belfast in Northern Ireland was accorded the 'Top Employer for Women' award for its practices in promoting a culture of equal opportunities.

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## 3. Analysis of Present Situation in Turkey: Normative-Political Structure

The basic framework for realising the right to education in Turkey for all and with all its dimensions is mapped out by international human rights documents. The same framework is also the basis of rights-based monitoring. Turkey has taken important steps forward in this regard in line with international conventions to which the country is a signatory. As observed by the UN Special Rapporteur for Education (Tomaševski, 2001:17), it is frequently repeated that discrimination against girls or women is prohibited in Turkey. However, the distance between legislation and reality highlights that gender inequality cannot be overcome solely by bans and that there is a need to adopt a rights-based perspective and monitoring and fulfil the associated requirements.

Through gender-sensitive and rights-based monitoring and evaluation, the present situation analysis aims to contribute to the move towards equality by focusing on gender inequalities in public policies and practices, to ensure civil society's participation in policy processes via monitoring and help public policies comply with the requirements of gender equality, and to assess the harmonization of domestic legislation with education-related human rights instruments (structural monitoring).

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### 3.1. Evolution of Women's Demands for the Rights to Education in Turkey

The approach in Turkey to education in general and women's education in particular echoes the liberal/functionalist thinking of western societies of the 19th and 20th centuries. In this context education is regarded as key in policies of transition towards the new rather than a right in itself. The relationship that the Republic established between educational reforms and modernization has its reference point both in the western experience in one way and to the Ottoman in another. The reformation projects in the Ottoman period (1773, 1839 and 1908) were similarly based on the premise that changes for "civilization" start with the school.

The Regulation on General Education (1869) made it possible to increase the number of Muslim and Christian secondary schools and to launch teacher training schools (Dârülmüallimât) in response to the need for female teachers and midwife-nurse schools with a view to building specific professional skills. While there was an increase in the number of such schools during the reign of Abdülhamid II (1876-1909), the high school (idadi) level of education remained dramatically limited - particularly for girls.

Following the declaration of the Second Constitutional Monarchy in 1908 the number of women's periodicals increased and the demand for education was one of the dominant issues in these publications. These calls went beyond learning more about matters typically attributed to women such as motherhood and home management and included education for purposes



of pursuing an occupation, participating in working life and building self-confidence. Under the influence of these demands, women's participation in education at the higher education level started in 1914 with conferences organized in Darülfünun (University) and continued with the opening of İnas Darülfünun, a women's university, towards the end of the same year. The difference in the quality of education between men's and women's universities led women to raise their voices to study together with male students, and with the transition to coeducation in 1921 the first coeducational practice beyond primary education in Turkey came into existence.

In the school year 1927-28 financial difficulties presented by launching of separate secondary schools for girls and boys led to the solution of introducing mixed education (coeducation), which constituted one of the fundamental principles of the system (Fundamental Law on National Education, Art.15). Coeducation became a norm after single-sex schools were totally ruled out following an agreement reached in 1999.

In the period 1975-1985, which was declared to be the "Women's Decade" by the United Nations, the concepts of feminism and gender equality entered into the agenda of women much more visibly than before in Turkey, in common with many other parts of the world. This period also corresponds to the stage in which the role of education in perpetuating gender inequalities, with its discourse, curricula, teachers, textbooks, etc., started to be questioned from the perspective of women. Other topics of discussion in this period included how education should contribute to women's individual empowerment and improvement in their social status, the role education plays in building awareness in the context of the principle of transformative equality, and the ways in which the content, teachers, schools and climate of education can be made gender-sensitive.

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## **3.2. Mapping Domestic Legislation: Assessing the Compatibility of Legislation with Relevant Human Rights Instruments (Structural Monitoring)**

Legislation and policy documents are the sources that best reflect how a state's commitments made in international documents in the field of education and women's relevant demands find their echoes in the government sector. The next section thus includes an examination of, firstly, legislation in the field of education and then relevant policy documents. The section continues by mapping the capacity of civil society organizations and other public actors in regard to gender equality in education.

### **3.2.1. Domestic Legislation**

The legislative documents in Turkey providing for education, gender equality and the prohibition of discrimination include the Constitution, Fundamental Law on National Education, Law on Education and Primary Education, Law Decree on the Organization and Duties of the Ministry of National Education and the Law on Higher Education. Relevant articles of these texts are summarized in Table 2.

**Table 2:** Constitution and education-related legislation

Legislation	Relevant Article	Inclusion of Gender Equality and/or Right to Education	Education-Related Norm / Right
Turkish Constitution	Article 10	All individuals are equal without any discrimination before the law, irrespective of language, race, colour, sex, political opinion, philosophical belief, religion and sect, or any such considerations. ... Women and men have equal rights. The state is obliged to translate this equality into life... Measures adopted to this effect cannot be interpreted as running counter to the principle of equality... State organs and administrative authorities shall act in compliance with the principle of equality before the law in all their proceedings.	<ul style="list-style-type: none"> <li>■ Gender equality</li> <li>■ De jure equality (equal access)</li> <li>■ Transformative equality</li> <li>■ De facto equality (equality of outcome): Special measures of temporary nature</li> <li>■ Obligation of the state to implement the equality norm</li> </ul>
	Article 42	<p><b>No one shall be deprived of the right to education...</b>  <b>Primary education is compulsory for all citizens of both sexes and free of charge in state schools...</b></p> <p>The State shall provide scholarships and other means of assistance to enable students of merit lacking financial means to continue their education. The State shall take necessary measures to rehabilitate those in need of special training so as to render such people useful to society.</p>	<ul style="list-style-type: none"> <li>■ Ban on discrimination</li> <li>■ Right to free education</li> <li>■ Empowerment</li> <li>■ Special measures</li> </ul>
National Education Fundamental Law (Adopted: 14/6/1973)	Article 4	Education institutions are open to all without any discrimination on the basis of <b>language, race, sex, disability and religion.</b>	<ul style="list-style-type: none"> <li>■ De jure equality (equal access)</li> <li>■ Gender equality</li> <li>■ Ban on discrimination</li> </ul>
	Article 7	Every Turkish citizen has the right to primary education. <b>Citizens benefit from education institutions after primary education in line with their interests, talents and capabilities.</b>	<ul style="list-style-type: none"> <li>■ Right to education</li> <li>■ Right to education according to talent and choice</li> </ul>
	Article 8	In education equal opportunities are provided to all, <b>women and men.</b> Free boarding education, scholarships, loans and other support and assistance are provided to successful students with limited financial means to enable them to continue their education at highest levels. Special measures are taken for the education and training of children in need of special education and protection.	<ul style="list-style-type: none"> <li>■ Right to education</li> <li>■ Gender equality</li> <li>■ Empowerment</li> <li>■ Special measures</li> </ul>
	Article 9	It is essential that individuals continue their general and vocational education and training throughout life. Besides the education of young people, it is also a duty in the field of education to adopt measures to ensure continuing training of adults to help them adapt better to life and their fields of employment.	<ul style="list-style-type: none"> <li>■ Right to lifelong learning</li> <li>■ Empowerment</li> </ul>

Legislation	Relevant Article	Inclusion of Gender Equality and/or Right to Education	Education-Related Norm / Right
	Article 15	It is the principle to have <b>mixed education with female and male students</b> . However, some schools may be allocated exclusively to female or male students depending on the types, requirements and necessities of education	<ul style="list-style-type: none"> <li>■ Gender equality</li> <li>■ Ban on discrimination</li> <li>■ Mixed education</li> </ul>
Law on Primary Education and Teaching (Adopted: 5/1/1961)	Article 1	Primary education is the basic education and training that serves to physical, mental and moral development of all Turks, <b>women and men</b> , in line with national goals.	<ul style="list-style-type: none"> <li>■ Gender equality</li> <li>■ Ban on discrimination</li> <li>■ Empowerment</li> <li>■ Right to primary education</li> </ul>
	Article 2	Primary education is delivered by primary education institutions; it is <b>compulsory for all boys and girls at school age and free of charge in state schools</b> .	<ul style="list-style-type: none"> <li>■ Gender equality</li> <li>■ Ban on discrimination</li> <li>■ Right to free education</li> </ul>
Law Decree on the Organization and Duties of Ministry of National Education (Dated: 25/8/2011)	Article 2	(1) Duties of the Ministry of National Education: ç) Developing, implementing, monitoring and coordinating policies and strategies that facilitate access to education and ensure that all citizens <b>enjoy equally existing opportunities and possibilities of education</b> . d) Developing, implementing and coordinating policies and strategies to promote the participation in education of girls, persons with disabilities and other groups in need of special attention.	<ul style="list-style-type: none"> <li>■ Equality in opportunities and treatment</li> <li>■ Right to have access to education</li> <li>■ Combating cross-cutting inequalities</li> <li>■ Empowerment</li> <li>■ Special measures</li> <li>■ Mainstreaming</li> </ul>
Law on Higher Education 4/11/1981	Article 53	Acts entailing suspension of advancement in career are as follows: h) Engaging in discrimination on the basis of language, race, colour, sex, political and philosophical opinion, religion and sect and in behaviour unduly favouring or harming others while performing duty... Acts entailing dismissal from public service are as follows: b) Engaging in physical assault or <b>sexual harassment</b> to superiors, workmates, personnel, service beneficiaries or students. c) Engaging in <b>infamous and shameful acts</b> incompatible with the status of public service or faculty membership.	<ul style="list-style-type: none"> <li>■ Ban on discrimination</li> <li>■ Gender equality</li> <li>■ Combating cross-cutting inequalities</li> </ul>

## Other Legislative Texts Related to Education

The list includes:

- ASPB Directive on Organization and Duties of DGSW (KSGM) (Art.6),
- MEB Regulation for Secondary Education Institutions (Art.158),
- MEB Secondary Education Institutions Award and Discipline Regulation (Art. 12),
- MEB Vocational Training Centres Award and Discipline Regulation (Art. 19),
- MEB Regulation for Non-formal Education Institutions (Art. 21,46),
- MEB Regulation on Social Activities in Education Institutions (Art. 7),
- MEB Regulation for Preschool and Primary Education Institutions (Art. 44,55),
- MEB Regulation for Textbooks and Education Materials (Art. 6),
- Standards for Preschool and Primary Education Institutions

These documents contain standards and criteria related to the realization of the norms concerning the right to education.

### **3.2.2 Assessing the Compatibility of Legislation with Relevant Human Rights Instruments (Structural Monitoring)**

Turkey prides itself on being a signatory to all international treaties and conventions relating to education, children and women. The constitutions of 1924, 1961 and 1982 imparted general approaches to human rights in their provisions related to the right to and freedom of education and learning.

#### **a) Achievements**

As a whole, the national legislation relating to the prohibition of discrimination has explicit provisions adopting gender equality besides banning gender-based discrimination. Precepts include the provision of equal opportunities for all, women and men, in education; the openness of education institutions to all without any distinction in regard to language, race, sex, disability and religion; and the provision of compulsory primary education free of charge in state schools for all citizens, male and female.

The paragraph “Men and women have equal rights. The State has the obligation to ensure that that this equality exists in practice”, which was added to Article 10 in 2004, and the sentence “Measures taken for this purpose cannot be interpreted as contrary to the principle of equality” added in 2010 are designed to further the norm on equality. These additions imply that the State shall not be satisfied merely with the prevention of discrimination but also undertakes to adopt special measures to put into practice transformative equality.

Chapter 3 of the Turkish Constitution on “Social and Economic Rights and Duties” provides for the right to education. Article 42 states: “No one shall be deprived of the right to education. The scope of the right to education shall be defined and regulated by law... Primary education is compulsory for all citizens of both sexes and is free of charge in state schools... The State shall provide scholarships and other means of assistance to enable students of merit lacking

financial means to continue their education. The State shall take necessary measures to rehabilitate those in need of special education so as to render such people useful to society...”

Under the Fundamental Law on National Education (1973), education institutions are open to all without any distinction on the basis of language, race, sex, disability and religion (Art. 4). It is the principle that schools shall be coeducational. However, depending on the “type of education, means and specific necessities”, some schools may be allocated exclusively to male or female students.

According to the Decree Law on the Organization and Duties of the Ministry of National Education (2011), the duties of the Ministry include developing, implementing and coordinating policies and strategies to encourage and promote the participation of girls, persons with disabilities and vulnerable groups in education.

Under the Directive on the Organization and Duties of the General Directorate on the Status of Women, Ministry of Family and Social Policies (Art. 6), the Ministry is in charge of preventing all forms of discrimination against women, conducting activities and projects to promote women’s human rights, ensuring progress for women in areas including health and education in particular, and enhancing women’s participation in decision-making mechanisms.

The Ministry of National Education Secondary Education Institutions Award and Discipline Regulation (Art. 12) introduces punitive sanctions in various forms for acts intended to segregate, denounce and discredit other persons or groups on the “ground of sex” in addition to other grounds and for those who organize collective acts of a disruptive and destructive nature or participate in such acts and the organization thereof.

The Non-formal Education Institutions Regulation (2010) seeks to educate individuals regardless of any distinction on the basis of age, sex and level of education as participatory, sharing and productive citizens with their occupations and as voluntary representatives of a common culture.

Article 7 (1) of the MEB Regulation on Social Activities in Education Institutions (2017) envisages scientific, social, cultural, artistic and sporting activities for purposes of building awareness in issues related to gender equality,

The MEB Regulation on Textbooks and Education Materials (Art. 5 c) stipulates that textbooks cannot contain expressions invoking gender-based discrimination.

The Standards for Preschool and Primary Education Institutions (2015 Art. 3) stress the importance of gender sensitivity within the framework of decision-making mechanisms as well as implementation and evaluation processes as a means to close gender gaps. The sub-standard 2.2.1 envisages the encouragement of girls to take part in social, cultural and artistic activities in order to mitigate the possible impact of traditional attitudes towards girls’ education in particular as well as to promote sensitivity to gender balance in such activities, and includes provisions geared to ensuring gender equality and prohibiting discrimination.

**b) Reservations, gaps, interpretations and arrangements that may lead to discrimination**

All the above notwithstanding, it must be borne in mind that Turkey is not a Party to the UNESCO Convention prohibiting discrimination in education, and that the only article on which it has placed a reservation among all human rights instruments ratified so far is an article related to the “right to education.”

A gap in Turkish legislation in the context of alignment with international conventions is the absence of any provision regarding sexual health training which could serve a function in the prevention of sexual abuse and sexual exploitation.

Ambiguity in the content and limits of some concepts used in legislative texts or possibilities of different interpretation may lead to the perpetuation of inequality or discrimination, and the report cites some examples in this regard. For example, given the statement “depending on the type of education, means and necessities, some schools may be allocated exclusively to male or female students” in the second sentence of METK Article 15, it is debatable how the spread of girls-only schools will affect coeducation as one of the fundamental principles of CEDAW and the national education system. There is a need to evaluate the effects of developments in this direction on rates of school enrolment, attendance, completion and transition to higher stages of education.

### 3.2.3 Best Practices Developed in the Field of Education

Positive developments in the direction of alignment with international standards in the MEB and YÖK, as the highest bodies in the field of education, include, for example, MEB’s adoption of standards such as empowerment in the context of transformative equality, awareness building and mainstreaming in preschool and primary education. Comparable developments and a similar process of adoption can also be observed in Ankara University’s Gender Equality Action Plan and in the Outcome Report of The Council of Higher Education (YÖK) Workshop in Gender Sensitive University compiled following the murder of Özgecan.

- a) Ankara University Gender Equality Action Plan (TOCEP) 2014 aims to:
  - Build information and launch information/data networks to establish and strengthen the gender equality perspective in the university and to enhance awareness and sensitivity in this field
  - Impart a gender equality perspective as an administrative priority at the level of various university units and strengthen the position of women academics at top levels.
  - Strengthen institutional resources and support for all faculty members in line with a gender equality perspective.
- b) The Position Paper from the YÖK Workshop on Gender Equality Sensitive University 2015 includes provisions on:
  - Ensuring that “Gender Equality” is available as a compulsory or elective course in higher education programmes or organizing a scientific activity on the issue in each semester,
  - Strengthening, in cooperation with women’s issues research and implementation centres, health and culture units existing within universities in terms of accessibility in

cases of sexual harassment and assault, confidentiality and trust, and enabling these units to extend medical and psychological support,

- Training activities in higher education institutions to build awareness in issues of sexual harassment and sexual assault,
- Sensitivity to such issues as the organization of university campuses and classes, lighting and means of communication by considering, in particular, the safety of female students,
- Encouraging gender equality sensitive studies in post-graduate programmes.

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### **3.3 Mapping Relevant Policies: Assessing the Compatibility of Policy Documents with Human Rights Instruments (Structural Monitoring)**

This sub-section includes a mapping of, firstly, state institutions in the field of right to education/ education policies and then of local governments. Under this section heading, mission/ vision statements, strategic and action plans of the central and attached state institutions and metropolitan municipalities are tabulated separately in regard to inclusion of education-related gender equality.

#### **3.3.1 Mapping the Relationship of Education with Other Rights/Policy Areas in the Context of Gender Equality (GE)**

Our scanning of mission/vision statements as well as strategic and action plans reflecting the main policies of relevant institutions and agencies, which was conducted to monitor the realization of the right to education on the basis of gender equality and prohibition of discrimination, shows that there is no mention of gender equality by any of these institutions and agencies. Nor is there any mention of gender equality in mission and vision statements by the metropolitan municipalities of Adana, Ankara, Gaziantep, İstanbul, İzmir, Kars and Trabzon, which are the pilot provinces of the CEİD Project. In this context the only exception is the stress on “equality” found in the mission statement of İzmir Municipality.

Statements positioned most closely to the right to education/gender equality in strategic plans that constitute the fundamental policy documents of local governments are references to the 10th Development Plan, including the following: in the first place ensuring access to schooling in primary and secondary education for all, including girls; delivery of family counselling and training services under the heading “Family and Women”; improving women’s level of education and skills; and balancing of work and family life.

The leading policy documents of central government organizations examined in the context of the right to education include two documents that mainstream gender equality in their policies: The ASPB Gender Equality National Action Plan 2008-2013 and the National Action Plan for Combating Violence against Women.

##### **a) Gender Equality National Action Plan 2008-2013**

Women’s Empowerment Strategy Paper and Action Plan 2018-2023 (Kadının Güçlenmesi Strateji Belgesi ve Eylem Planı 2018-2023) was launched on 8 March 2018 and was disseminated

to public after 18 June 2018 on the writing of this report has been finalized. Gender Equality National Action Plan 2008-2013, on the other hand, touches upon the following in relation to the Present State of Women in Education:

Besides contributing to their self-development and welfare, improving the level of education of women also adds to the economic potential of Turkey and facilitates women's participation in the process of globalization. Further, the document notes that the "education system has an important role in overcoming gender stereotypes..." and defines empowerment with reference to enrolment rates (registration, retention and completion), improvements in female literacy and making educators, education programmes and materials sensitive to gender equality.

**b) National Action Plans for Combating Domestic Violence against Women, 2007-2010, 2012-2015, 2016-2020**

Three action plans have been developed in the context of combating domestic violence as one of the most burning issues in Turkey. In relation to gender equality and violence against women, all three plans include targets of building awareness and mentality change, which include measures in the following areas: organization of training programmes; elimination of negative gender role models in education materials; making curricula sensitive to issues of gender and violence; and training programmes for workers and personnel at each level of service delivery.

**c) Tenth Development Plan (2014-2018)**

Other than the ban on discrimination and the reiteration of general principles such as safeguarding citizens' fundamental rights and freedoms, the document includes no standard, criteria or target specific to education. Referring to CEDAW standards, data disaggregated by gender does not exist in the Tenth Development Plan. In the situation analysis, references to education consist of a sentence about improvements in family training programmes. As far as empowerment is concerned, there is mention of achievements including arrangements for preventing violence against women, inclusion in the Constitution of the principle of positive discrimination and establishment of TBMM-KEFEK without any reference to education.

**d) Turkish Statistical Institute (TÜİK) Strategic Plan (2017-2021)**

The TÜİK is of vital importance for rights-based monitoring and includes a special unit named "Vital and Gender Statistics Group". The TÜİK Strategic Plan (2017-2021) only has room for the following policies/actions under the Tenth Development Plan headings "2.1 Qualified People Strong Society" and "2.1.7 Family and Women":

- In the context of gender equality, the main goal is to strengthen the role of women in social, cultural and economic life, preserve the institution of the family and improve its status, and to consolidate social cohesion.
- Ensuring increased participation of women in decision-making mechanisms, increasing the employment of women and improving their level of education and skills.
- Building awareness in gender-sensitive budgeting and encouraging good practices in this regard.



e) Ministry of National Education's Strategic Plan 2015-2019

MEB's Strategic Plan period of 2015-2019 includes a commitment to attain an "innovative and dynamic system of national education" with the:

"capacity to respond to an increasing and diversifying demand for education; increased participation in education at all levels including, in the first place, preschool education; maximum access to education for vulnerable groups; and availability of opportunities for lifelong learning for all, at any place and any time." The Strategic Goal 1 is to ensure that all individuals have access to education and learning under equitable circumstances.

However, there is no information as to standards and criteria related to these goals including, in particular, those with reference to gender.

f) Reports by the TBMM (Grand National Assembly of Turkey) Commission on Equal Opportunities for Women and Men (KEFEK)

Since 2015 no new activity by the Commission has been added to the website of the TBMM. Nevertheless, three earlier reports include some assessments related to education. These are:

- Report on Investigation of Early Marriages, 2009
- Commission Report on Increasing Women's Employment in All Areas and Suggestions for Solution Report, 2013
- Commission Report on Gender-Sensitive Budgeting, 2014.

### 3.3.3 Committee's Education-Related Questions in relation to CEDAW 7th Periodic Country Report

- a) Please supply information about work, particularly in the media and textbooks, to eliminate stereotyped approaches to women who are exposed to various forms of discrimination on the basis of ethnic origin, age, disability, religion, sexual orientation, gender identity and other characteristic features.
- b) Please supply information about measures adopted to eliminate gender inequalities in the system of education and, in particular, to prevent the concentration of women in those fields of education that traditional approaches regard as fit for women.
- c) Please supply information about the new 4+4+4 compulsory education model, girls' school dropout rates at each level of education and its causes, monitoring mechanisms, and the risk of increase in the incidence of child labour as a result of the reform.
- d) Please give information whether there are plans for education in minority languages in preschools and in primary education.
- e) Please supply information about the revision of school textbooks to eliminate any gender stereotypes; indicate whether sexual health and reproductive health issues and related rights are included in school curricula with a gender perspective, taking due account of age groups, and are addressed by teachers in classes.

### **3.3.4 Financial Resources Allocated to Relevant Policy Implementation, Assessing Budget Capacity**

In the 2017 MEB budget, references to gender equality are related in general to comparisons of girls' and boys' gross enrolment rates at various levels in the school years 1997-1998, 2002-2003 and 2015-2016. Conditional Cash Transfer is among the information that can be considered to be related to financial resources and budget capacity.

Conditional Cash Transfer is a social assistance programme carried out by the General Directorate of Social Assistance under the Ministry of Family and Social Policies to ensure that the poorest 6 per cent of the population benefits from education services. Under the programme, families of girls and boys attending primary education are paid 40 TL and 35 TL a month, respectively, per child. Economic support is also accorded to families with children younger than 6 years on the condition that they regularly take their children for a medical examination. The programme pays 60 TL and 50 TL, respectively, for girls and boys attending secondary education.

In the budget, the number of girls' religious Anatolian high schools is increased in the regions of Eastern and South-eastern Anatolia in particular to boost girls' school enrolment. 372 new independent Anatolian high schools have been opened for girls. While it is stressed under the Project for Increasing the Rates of Attendance by Girls-2 (KEP-2) that there were 3,600 home visits to encourage enrolment and that these visits would continue until the end of the project, there is no mention of funds allocated to this work.

### **3.3.5 Policies Implemented in the Field of Education with National, Local or International Financial Support**

For the period subsequent to 2008, mention may be made of the existence of many projects carried out by CSOs other than those of the MEB and academic institutions. Some projects were also carried out by having these organizations in the role of stakeholders.

#### **a) MEB Projects**

Of MEB projects mainly focusing on girls' school enrolment and female literacy, the one which looks at gender equality in its broader sense and various implications is the Project for Promoting Gender Equality in Education (ETCEP). This project seeks to contribute to the promotion of the concept of gender equality in public and to impart a gender perspective to all components of the system of education. The project, which was jointly funded by the European Union and the Government of Turkey and coordinated by the Secondary Education Directorate General of the Ministry of National Education, was implemented in the period 2014-2016.

#### **b) Academic Projects**

Steps have been taken by some universities for mapping and implementation purposes to develop specific targets, standards, indicators and tools to ensure gender mainstreaming. The period from 2008 onwards was considered for academic projects undertaken in the context of EU framework programmes.

- İTÜ: FESTA, Female Empowerment in Science and Technology Academia (2012-2017)

An EU project with the participation of universities and research institutions from seven European countries. FESTA obtained implementation-oriented outputs from work packages examining daily life environments, formal and informal decision-making processes, convention cultures, counselling relations, perfection criteria used in recruitments and the resistance to the mainstreaming of gender equality measures among academics and researchers.

- Ankara University: GENOVATE Transforming Organizational Culture for Gender Equality in Research and Innovation (2013-2016)

An action-oriented research project carried out by seven European universities as partners. GENOVATE sought to pursue strategies for the transformation of institutional structures into more competent management organisations in terms of gender.

- METU: EGERA Effective Gender Equality in Academia and Research (2013-2017)

This initiative launched jointly by seven European countries pursued the following objectives: assessment of gender equality-related practices, arrangements and gender inequalities in academia; turning academia into a 'gender-friendly environment'; "strengthening the gender dimension in research"; and "training the academic community." The aspect common to relevant academic projects is the mainstreaming of gender equality and a focus on strategies geared to transforming institutional structures and cultures into more competent management organisations with respect to gender.

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### **3.4 Mapping the Capacity of Civil Society Organizations and other Public Actors<sup>1</sup> (Structural Monitoring)**

#### **3.4.1 Monitoring/Evaluation Reports by Women's Organizations in the Relevant Field**

Of the twelve women's organizations considered, four can be said to conduct rights-based monitoring: the Association of New Solutions for Women's Human Rights (KİH-YÇ), KAGİDER, the Union of Turkish Women (TKB) and the Women and Democracy Association (KADEM). These organizations are engaged in overall CEDAW monitoring and feature among women's CSOs contributing to Shadow Reports.

#### **3.4.2 Sensitivity to Women's Rights in Education-Related Reports of LGBTI Organizations**

One of the two organizations considered in this context, is the Kaos GL and the other is the Association of Social Policies, Sexual Identity and Sexual Orientation Studies (SPoD). While their monitoring activities are not of a continuous nature, their tenet includes opposing all forms of discrimination and they identify discrimination against sexual orientations and identities as their major area of combat.

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<sup>1</sup> As far as **public actors** are concerned no education related institution could be found in the lists of professional organizations of public status and state economic enterprises. As to those in the status of public benefit associations they are addressed together with CSOs. See Table 8.

### 3.4.3 Assessing Gender Sensitivity in Civil Society Organizations

Of the 21 civil society organizations considered, Eđitim-Sen, Eđitim-Bir-Sen, TEDMEM and ERG were found to be conducting rights-based monitoring regularly. The policies of Eđitim-Sen encompass mainstreaming of gender sensitivity and feminism. ERG has, since 2003, been engaged in independent work on gender equality, the training of teachers and various gatherings as well as the compilation of gender-sensitive and comparative reports relating to all areas of education by using MEB statistics. Monitoring conducted by both organizations also covers multiple discrimination.

Although the Human Rights Association does not publish annual monitoring reports on education, this organization is included in the list because it conducts human rights training programmes and also engages in education-focused work in cases where violations are observed. TÜSİAD has its own monitoring reports. The first, published in 2000, is entitled “March towards Equality between Women and Men: Education, Working Life and Politics”. The second, entitled “Gender Inequality in Turkey: Problems, Priorities and Suggestions for Solution” and published in 2008, is an update to the first report prepared together with KAGİDER.

Again from the list, Community Volunteers Foundation (TOG), Maternal and Child Training Foundation (AÇEV), Economic and Social Studies Foundation of Turkey (TESEV), Association “Another School is Possible” (BBOM) and Heinrich Böll Stiftung do not conduct rights-based monitoring, but they still engage in some work related to gender equality. The activism of Eđitim-Bir-Sen, the union with general authorization for collective bargaining in the education sector, presents an instance of struggle in its defence of female teachers and students who cover their heads in schools. Gender sensitivity here focuses on issues related to care services and maternity such as care for the disabled and breastfeeding leave. The management structure of CSOs included in the list is analysed with respect to gender equality as well.

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## 3.5 In-Service Training Activities in Public Institutions in the Context of CEDAW Recommendations

In the context of gender mainstreaming, Web sources indicate the following in-service training activities in gender equality covering judicial and health personnel as well as the security forces:

- Training in gender equality conducted by the Education Department of the Ministry of Justice,
- Training conducted in 26 selected pilot provinces by the General Directorate on the Status of Women in the Ministry of Family and Social Policies under the “Project on Combating Domestic Violence”, also with the Ministry of Justice as a stakeholder.
- “Training of Trainers in Combating Domestic Violence” and “Supervision Training in Combating Domestic Violence” delivered to domestic violence investigation bureaus in the Public Prosecutor’s Office, functionaries serving in family courts and social workers.
- “Training in Prevention of Violence against Women” delivered to physicians, nurses, midwives, social workers and others (i.e. heads of patients’and workers’ rights and safety units) under the Ministry of Health.

- “Awareness-Building Training in Promoting Women’s Employment and Ensuring Equal Opportunities” (pursuant to Prime Ministerial Circular No. 2010/14).
- Training of trainers in gender equality and training of supervisors in gender equality under the Project on Combating Domestic Violence in the security forces.
- Training in “Combating Violence against Women and Children” as a part of the “Human Rights” course delivered to officers, non-commissioned officers and students in the General Command of the Gendarmerie and Coastal Security Academy.

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## 4. Sources of Indicators and Data

Indicators are analytical tools that indicate what to look for in order to understand the existing situation in relation to a violation in an area subject to rights-based monitoring and evaluation or describe the status in the process of translating a specific right into reality. Women's education or gender equality in education constitutes one of the basic indicators used in measuring human development at the international level. In the "Sources of Indicators and Data" part of the report on gender equality, indexes developed by the United Nations are approached as global indexes whereas education-related EU indexes are considered on a regional level. The most up-to-date and comprehensive in these categories are the Sustainable Development Goals (SDG) - UNESCO GEM Indicators, which combine the Education for All (EFA) and Millennium Development Goals, and the EU's EIGE 2017 Gender Equality Index. The gender equality indexes developed by the United Nations are preferred for purposes of examining gender equality in different sectors and countries.

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### 4.1 Mapping Sources of Indicators

Below are some examples of international indexes and indicators commonly used in rights-based monitoring in the field of education:

#### 4.1.1 Human Development Index (HDI) and Indicators

- a) Average years of schooling of adults at age 25 and over
- b) Expected years of schooling of school-age children

#### 4.1.2 Gender Equality Development Index (GDI) and Indicators

- a) Average years of schooling of female and male adults at age 25 and over
- b) Average years of schooling of boys and girls.

#### 4.1.3 Gender Inequality Index (GII) and Indicators

- a) Reproductive health,
- b) Labour market participation,
- c) Empowerment

The empowerment dimension is measured by two indicators: Proportion of seats that each sex holds in the parliament and levels of participation in secondary and higher education.

#### 4.1.4 Global Gender Gap Index (GGGI) and Indicators

- a) Proportion of female rate of literacy to male rate of literacy,
- b) Proportion of net female enrolment rate to net male enrolment rate in primary education,

- c) Proportion of net female enrolment rate to net male enrolment rate in secondary education,
- d) Proportion of net female enrolment rate to net male enrolment rate in higher education.

#### 4.1.5 Sustainable Development Goals (SDG) and Indicators

Of the 17 Sustainable Development Goals, the fourth is related to education and it envisages inclusive and quality education for all and the promotion of lifelong learning opportunities. Indicators related to targets in education are given below:

**Table 3:** Indicators for SDG 4, Ensuring Inclusive and Equitable Quality Education and Promoting Lifelong Learning Opportunities

<p><b>Indicator 4.1.1</b> Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</p>
<p><b>Indicator 4.2.1</b> Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex</p>
<p><b>Indicator 4.2.2</b> Participation rate in organized learning (one year before the official primary entry age), by sex</p>
<p><b>Indicator 4.3.1</b> Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p>
<p><b>Indicator 4.4.1</b> Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill</p>
<p><b>Indicator 4.5.1</b> Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict affected, as data become available) for all education indicators on this list that can be disaggregated</p>
<p><b>Indicator 4.6.1</b> Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</p>
<p><b>Indicator 4.7.1</b> Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</p>

**Indicator 4.A.1.**

Proportion of schools with access to:

- (a) electricity;
- (b) the Internet for pedagogical purposes;
- (c) computers for pedagogical purposes;
- (d) adapted infrastructure and materials for students with disabilities;
- (e) basic drinking water;
- (f) single sex basic sanitation facilities; and
- (g) basic handwashing(toilet?) facilities (as per the WASH indicator definitions)

**Indicator 4.B.1**

Volume of official development assistance flows for scholarships by sector and type of study

**Indicator 4.C.1**

Proportion of teachers in:

- (a) pre-primary;
- (b) primary;
- (c) lower secondary; and
- (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

The fifth Sustainable Development Goal aims at ensuring gender equality and strengthening the social status of women and girls. Table 4 shows indicators for targets in this context that we regard as related to education:

**Table 4:** SDG 5: Gender Equality Indicators

**Indicator 5.1.1**

Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex

**Indicator 5.6.2**

Number of countries with laws and regulations that guarantee full and equal access to women aged 15 to 49 years to sexual and reproductive health information and education.

#### 4.1.6 EU Indexes and EIGE GEI 2017 Gender Equality Index

Education of women is the second goal of the Beijing Platform for Action (BPfA) which, in 1995, identified 12 critical areas of action for the empowerment of women. The European Council developed various quantitative and qualitative indicators in eleven of twelve critical areas to ensure annual monitoring of the BPfA in member states starting from 1999. The 2017 Gender Equality Index of the European Institute for Gender Equality (EIGE) consists of six core and two satellite domains. The domain of knowledge, as one of the core domains, shows differences between women and men with respect to education and learning. The components of the knowledge domain are access to education and discrimination in education. There are two basic indicators for access to education:

- a) Proportion of female and male graduates in higher education (%),
- b) Proportion of women and men in the population at age 15+ participating in formal or non-formal lifelong learning activities.

The basic indicator relating to discrimination in education is the proportion of women and men studying education, health, social work, humanities and arts in higher education.



The European Institute for Gender Equality asserts that persistent gender stereotypes are the most important problem in the domain of knowledge. In this context, it is remarkable that male participation in higher education fields such as education, health, social work, humanities and arts is low in the EU-28. The right to education free from gender bias is stressed as the principal component that must be reflected in the planning and implementation of quality education in the EU and its Member States.

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## 4.2 Mapping Relevant Data

### 4.2.1 Sources of Numeric Data in the Field of Education

The leading sources that are available for rights monitoring in the field of education and that are based on full coverage at the national level or can be representative of that level are data from the Turkish Statistical Institute (TÜİK), Higher Education Board (YÖK), Ministry of National Education (MEB) and Ministry of Family and Social Policies (ASPB). These data, which can be accessed online, are disaggregated by gender and include many indicators in line with relevant international standards. In addition to these national institutions, the report also includes data from international sources such as UNESCO, OECD, WB and EIGE which provide comparative information. Finally, there are also survey reports that can be used at both the international and national levels:

- a) Project for Promoting Gender Equality in Education (ETCEP), Survey Results
- b) Projects for Girls' Education (KEP), Survey Results
- c) ERG Education Monitoring Report 2016-17
- d) TEDMEM Education Monitoring Report 2016-17
- e) Eğitim-Bir-Sen Education Monitoring Report 2016-17
- f) HIPS Turkey Demographic and Health Survey 2013
- g) ERG and AÇEV, Information Note on Early Childhood Care and Participation in Preschool Education in Turkey, 2017
- h) Word Bank, State of Supply and Demand in Childcare Services in Turkey, 2015
- i) Report on, Class Repetition in Secondary Education, Causes of School Dropouts and Policy Suggestions for Children Remaining out of Formal Education, 2013
- j) Eğitim-Sen Report on Sexism in Education in the School Year 2016-2017
- k) Gender Differences in Education Outputs: Measures Adopted in Europe and Present Situation, 2010
- l) State of Children in Turkey 2011 Report
- m) Child Participation in Schools in Turkey: Situation Analysis
- n) Monitoring Report on Discrimination on the Basis of Sexual Orientation or Sexual Identity in Turkey
- o) 4th Democratic Education Congress: Right to Education
- p) UNESCO GEM Education for All (EFA) Global Monitoring Reports

- q) ERG, Gender Equality in Vocational High Schools: Cases of Ümraniye and Şişli Vocational and Technical Anadolu High Schools, Survey Report
- r) Wash-Friendly Schools: Basic Guide For School Directors, Teachers, Students, Parents and Administrators
- s) Gender Equality Report Card for 81 Provinces - 2016
- t) TEPAV Turkey Women Empowerment Index

#### 4.2.2 Assessments Relating to Data Shortages and/or Accessibility in the Field of Education

It may be stated that Turkey has an established convention of annual, regular and consistent data collection and publication in the field of education. It is also known, however, that this convention still has gaps and problems in terms of systematic monitoring of gender inequalities and breaches, particularly when it comes to the right to education. For example, TÜİK's periodic household labour force surveys cannot be regarded as a comprehensive source that can help with monitoring in education and teaching. Gender-related education data of TÜİK's 2014 Report "Children in Statistics" is found to be insufficient and outdated for both preschool and other levels and as yet no new report has been published since then.

The problems in data supply and access persist also in the case of data related to gender inequalities in the system and processes of education. In regard to various dimensions of education institutions and school environments, the fact that gender-disaggregated statistics are not produced and shared constitutes an important gap. The absence of disaggregated data is relevant, for example, in the areas listed below:

- the composition of management, decision-making, inspection, disciplinary bodies, etc. and other higher boards,
- the different levels of central bureaucracy and its local branches,
- benefitting from guidance and counselling services in choosing a field of study or branch,
- monitoring changes in and preferences of children before and after interviews,
- participation in creative and cultural activities,
- monitoring the distribution of grounds according to which persons are sanctioned or rewarded

It would be a substantial contribution to the field in terms of rights-based monitoring if these institutions were to engage in joint initiatives to produce and share relevant data.

In Turkey training activities in gender awareness are conducted in line with the recommendations of the CEDAW Committee and relevant articles of the İstanbul Convention and National Action Plans for Combatting Violence against Women. Yet there is no published information as to the number of MEB teachers, guidance teachers, managers and inspectors who benefit from in-service training.

Recently, there has been an increase in the periodic monitoring activities of civil society - for example those conducted by ERG, TEDMEM, Eğitim Sen and Eğitim-Bir-Sen. In such

comprehensive analyses, too, which are made on the basis of annual MEB data, gender-disaggregated data cannot be obtained for many indicators due to gaps in MEB's information sharing. Consequently, it can be said that gender is not actually mainstreamed but rather is covered by sectional measures or special capsules.

## 5. Gender Equality Mapping in Turkey

This part of the report examines the present state in education more than ten years after the Fourth and Fifth Combined Periodic Country Report submitted to the UN CEDAW Committee by Turkey, which admitted that women lag behind men at all levels of education in spite of some progress made. In 2006, Turkey ranked 105th in the listing of 115 countries according to the Gender Gap Index and 92nd in access to education. In 2017 the number of countries in the list was 144, with Turkey ranking 131st in general and 101st in access to education. The main headings describing the present status are arranged within the framework of the Sustainable Development Goals and Indicators, and we are guided in particular by indicators to be developed for the CEİD.

### 5.1 Gender Inequalities in Access to and Retention in Education

#### 5.1.1 Literacy: A Problem for Women Again

Turkey is still falling short of the target of 100% female literacy set for 2000, which was one of the Beijing commitments. In 2006, the rate of literacy was 96% for males and 80.4% for females; according to 2017 data, it is 98.2% for males and 91% for females. According to TÜİK calculations, the proportion of the illiterate female population is 5 times greater than the proportion of illiterate males. Furthermore, 62% of illiterates among the young population are women.

#### 5.1.2 Early Childhood Education is Still not Inclusive

In universal early childhood education, one of the SDGs that must be attained by 2030, Turkey lags behind all other OECD countries. While the rate of preschool enrolment for 3- and 4-year-old children is over 95% in many OECD countries, it remains under 60% in Turkey.

#### 5.1.3 School Enrolment: Still Not Fully Covering Age Population

While it is stated that gender gaps have been closed in primary (91.2% enrolment in girls and 91.1% in boys) and secondary education (82.4% enrolment in girls and 82.7% in boys), it must be noted that enrolment still does not cover the full age population and there are significant disparities among provinces. According to TÜİK data, 23.5% of men at age 25 and over are high school and equivalent graduates while for women the figure is 15.6%. The proportion of college or university graduates in the total male population is 17.9%, compared to 13.1% in the total female population.

#### 5.1.4 Access to Adult Education is Still Difficult

According to MEB 2016-17 data, 48.8% of trainees attending 12,737 non-formal education institutions, 52.3% of trainees in official institutions and 35.5% of trainees in private institutions are women. These data suggest that financial status is an important determinant in women's participation in non-formal education activities. Meanwhile, the majority of those attending official institutions are concentrated at Adult Education Centres, with 3,954,941 women (53.8%) out of total number of trainees of 7,348,387.

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## 5.2 Inequality in Education

### 5.2.1 Inequalities by Types of Education

Looking at disparities between types of education, it is interesting to note that the share of women among students of distance education religious high schools is the largest at 62.8%. In 2012, when the system known as 4+4+4 was introduced and secondary education was made compulsory, female students started to enrol in distant education schools - prompting debates about women's exclusion from coeducation opportunities and chances to attend school with their peers.

### 5.2.2 Inequalities in Outputs of Education

According to the latest survey (2015) conducted by the Programme for International Student Assessment (PISA), the average score for female students in scientific literacy is higher than for male students in all participating countries including Turkey. In reading skills, too, female students perform better than males, both in Turkey and in all other countries. In mathematical literacy, on the other hand, male students are more successful than female students in both Turkey and other countries. As was the case in earlier surveys, the PISA 2015 again reveals significant regional disparities. While average scores in reading, science and mathematics are 428, 425 and 420, respectively, for Turkey as a whole, the average scores in the regions of South-eastern Anatolia and eastern Anatolia remain under 400 in all three fields.

### 5.2.3 Under-representation in Higher Education, Academia and Decision Making Levels

Although the distribution of women by fields of study in higher education is more balanced than it is in OECD countries, there is a serious gender inequality in positions of decision-making and power at universities just as in management and inspection positions at MEB's central and local organizations. While 10 out of 65 private (foundation) universities have women presidents only 1.69% of presidents of state universities are women.

### 5.2.4 Problems Affecting Both Access to and Statistics on Information and Communication Technologies

According to the UNESCO 2017-2018 GEM report, the proportion of adults who can send e-mail messages with attachments is the lowest in Turkey among 16 selected European countries. Generation of data related to gender inequalities in this context is important in developing and monitoring ICT competencies among women and men.

### 5.2.5 Inadequacy in Combating Cross-cutting Inequalities and Coverage

In the context of eliminating cross-cutting inequalities and multiple-discrimination the SDG 4.5 mentions "vulnerable people". For the purposes of the CEİD Report we included in this category persons with disabilities, seasonal agricultural workers, the lowest wealth quintile, refugees, migrants and persons under temporary protection.

As regards female and male students (with disabilities) benefiting from special education services at various levels, males outweigh females with 63%. In the case of seasonal agricultural

workers, it is known that female children's chances of school enrolment and attendance are particularly limited. The gender-based disparity in school enrolment of Syrian children that was observed earlier has started to decrease. In this context, it is particularly important to produce data about seasonal agricultural workers and the lowest and highest wealth quintiles.

### **5.2.6 Gender Mainstreaming is yet to be Accomplished**

Article 10 (c) in CEDAW requires the elimination of stereotyped concepts of male and female roles in all forms and levels of education, while the European Council sets the goal of imparting gender equality in education policies and programmes as the fundamental principle of democratic citizenship. The SDG (4.7) and UNESCO GEM (Indicator 4.7.1) point to the importance of assessing to what extent gender equality, a culture of peace and non-violence are mainstreamed at all levels in national education policies, curricula, teacher training and student assessment. In the 2017/18 Global Monitoring Report (GEM) Turkey shares no information related to these indicators.

Gender awareness - in the sense that implications for women of the educational practises is taken into account- is not a fundamental regulatory principle within the general provisions of the Ministry of Education's philosophy of the latest curricula prepared in 2016-17. There is not any mention that reflect the current situation and asymmetry regarding the inequalities in women's participation in education. Regarding the program change, no suggestion is made to emphasize gender sensitivity of educators, administrators, supervisors and parents of the students.

Research on the textbooks, shows that successful female role models increased and the use of examples that define women only in domestic roles and the use of sexist language, women images in different roles have decreased. However, some of the findings of the research show that some books contain both good and problematic examples, weaker and negative characteristics for women and stronger and more positive personality traits for men are employed. There is also emphasis on patriarchal family structure.

### **5.2.7 Need for Empowerment Continues**

The Sustainable Development Goal 4.A refers to the empowerment role of education as it requires the provision and promotion of education opportunities sensitive to children, the disabled and gender equality and the creation of safe, violence-free, inclusive and quality education environments for all.

In Turkey 60% of young people in the age group 18-24 who have disabilities drop out of school early. This is the highest rate among 25 selected European countries. Physical infrastructure problems are observed to have further negative effects on schools attended by disadvantaged students. According to the GEM 2017 Report, 69% of school managers with disadvantaged students state that their education is adversely affected by physical infrastructure problems.

In relation to the same goal, there is no information from Turkey on UNESCO GEM 2017/18, Indicator 4.a.2, concerning the proportion of students experiencing peer bullying, beating,

sexual harassment, violence, discrimination and abuse in schools Nor does the report share any information from Turkey regarding Indicator 4.a.3, which is related to attacks on students, personnel and institutions.

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## 6. Indicators

Indicators included in this section that can be used in rights-based monitoring in Turkey were developed in line with international norms and standards and by taking account of the circumstances and needs in the country. Indicators are first divided into two main groups, namely indicators of participation in education and indicators of equality in education. Each main group is then tabulated separately for indicators in respect of data already produced in Turkey and for indicators in respect of which data needs to be produced pursuant to international goals and standards to which Turkey has committed. In classifying indicators, the following were taken as leading institutions and current policy documents for ensuring the realization of the right to education and monitoring of violations with respect to equality, gender equality, prohibition of discrimination and respect to human dignity:

- UN ICSCR and ICSCR Committee -in particular - General Comment No. 13,
- UNESCO EFA and Millennium Goals (MG), SDG and GEM as its confirmation and advancement
- CEDAW Art.10 and CEDAW Committee Decisions
- EIGE2017 monitoring the adaptation of BPfA to the countries of the European Union
- The 2014 İstanbul Convention was used particularly in relation to mainstreaming and awareness building. While indicator tables include references to such international indexes as HDI, GDI, GEI, GII, etc. developed in the context of these policy documents, they also seek to identify data sources that can be accessed.

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### 6.1 Indicators for Participation in Education

In line with international standards, indicators of access to education are classified by availability, accessibility and combating cross-cutting inequalities. The TÜİK and MEB have quite well-developed data in these fields. Statistics arranged according to the Classification of Territorial Units for Statistics, in particular, enable us to obtain a wealth of education data disaggregated by gender on the basis of provinces, rural-urban settlements and regions. Indicators of this type related to accessibility as shown in the tables below could serve as an example for conducting monitoring in other areas as well by making use of MEB statistics, particularly at the local level.



**Table 5:** Indicators for Participation in Education with Data Collected and Used in Turkey

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
Availability	Right to Education	Number of public education institutions at all levels ESKHUSK General Comment 13	International Conventions	Scanning MEB statistics	Annual
	Equality	Number of private education institutions at all levels ESKHUSK General Comment 13	MEB legislation YÖK legislation ASPB	Scanning CSOs' annual monitoring reports	
	TC Equality	Total number of education institutions * ESKHUSK General Comment 13	Reports by CSOs active in the field of education	Development Plan, MEB budget, ASPB budget, etc.	
	Right to non-discrimination	Total budget allocated to education ESKHUSK General Comment 13	MEB web ASPB YÖKSIS ÖSYM	Scanning Policy Documents Scanning MEB's Plans and reports on strategy and performance	
	Respect for human dignity	Budget allocated to education at all levels ESKHUSK General Comment 13	Official Gazette		
		Budget allocated to all types of education* ESKHUSK General Comment 13	YÖK web TÜİK Court of Accounts MEB Report		

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
Accessibility	Right to Education Equality TC Equality Right to non-discrimination	<p>Rates of female and male literacy in general population (%) SDG-UNESCO GEM 4.6, GDI</p> <p>Last education institution graduated from by sex in general population SDG-UNESCO GEM 4.1.4</p> <p>Proportion of boys and girls and women and men in general population benefiting from public education institutions at all levels/net school enrolment (%) HDI, GDI, GEI, GII, EFA, SDG, EIGE 2017</p> <p>Proportion of boys and girls and women and men in general population benefiting from private education institutions at all levels (%) HDI, GDI, GEI, GII, EFA, SDG, EIGE 2017</p> <p>Proportion of women and men at age 15+ in population benefiting from lifelong learning EIGE 2017</p> <p>Rate of participation in formal and non-formal education by adolescents and adults within the last 12 months by sex and age SDG-UNESCO GEM Indicator 4.3.1</p> <p>Sex ratio by level of education (primary and secondary school, secondary and higher education) SDG-UNESCO GEM 4.1.3, EIGE 2017</p> <p>Sex ratios in primary (primary-secondary school) and secondary education on <b>provincial basis</b> SDG-UNESCO GEM 4.1.3</p> <p>Rate of participation in formal education by sex (<b>a year before the official age for enrolment to primary school</b>) SDG-UNESCO GEM Indicator 4.2.2</p> <p>Classification of Territorial Units for Statistics Level 3**, proportion of boys and girls in preschool students by place of residence SDG 4, UNESCO GEM 4.2.2</p> <p>Classification of Territorial Units for Statistics Level 3**, proportion of f and m in school graduates by place of residence and level of education (rural-urban) HDI, GDI, GEI, GII, EFA, SDG, EIGE 2017</p> <p>Classification of Territorial Units for Statistics Level 3**, proportion of f and m in newly enrolled students by place of residence and level of education (rural-urban) (%) SDG-UNESCO GEM Indicator 4.5.1, EIGE 2017</p> <p>Classification of Territorial Units for Statistics Level 3**, proportion of f and m students in primary education by place of residence and date of birth (rural-urban) (%) HDI, GDI, GEI, GII, EFA, SDG</p>	<p>TÜİK National Education Statistics</p> <p>MEB Statistics</p> <p>YÖK e-School</p> <p>Lifelong Learning Strategy Document</p> <p>ERG and AÇEV Information Note on Early Childhood Care and Participation to Preschool Education in Turkey, 2017</p> <p>World Bank 2015 State of Supply and Demand in Childcare Services in Turkey</p> <p>ETCEP Project</p>	<p>Scanning statistics</p> <p>Scanning GEM and other international monitoring reports</p> <p>Scanning CSOs' annual monitoring reports</p>	Annual

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
		<p>Classification of Territorial Units for Statistics Level 3**, proportion of f and m students in secondary education by place of residence and date of birth (rural-urban) (%) HDI, GDI, GEI, GII, EFA, SDG Indicator 4.5.1</p> <p>Classification of Territorial Units for Statistics Level 3** proportion of boys and girls in public and private preschool, primary school, secondary school and secondary education students by place of residence (rural-urban) (%) KKAÖK recommendation</p> <p>Classification of Territorial Units for Statistics Level 3**, proportion of boys and girls in total students in <b>distant education secondary schools</b> (13 and 14+) (rural-urban) (%) Millennium Goals</p> <p>Classification of Territorial Units for Statistics Level 3**, proportion of f and m in total students in <b>distant education high schools</b> (rural-urban) (%) Millennium Goals</p> <p>Proportion of female and male distant education students in higher education (%) Millennium Goals</p> <p>Average years of schooling in adult women and men at <b>age 25 and over</b> HDI, GDI</p> <p>Proportion of boys and girls and women and men <b>enrolled/graduate</b> at all levels of education (%) HDI, GDI, GEI, GII, EFA, SDG, EIGE 2017</p> <p>Rate of participation in vocational and technical training by youth in the age group 15-24 by sex (%) SDG-UNESCO GEM Indicator 4.3.3</p> <p>Proportion of f and m students enrolled in/graduated from <b>Thematic Vocational High Schools</b> SDG-UNESCO GEM 4.3.1, 4.3.3</p> <p>Proportion of f and m in apprenticeship training students enrolled in/graduated from <b>Vocational Training Centres</b> SDG-UNESCO GEM 4.3.1, 4.3.3</p> <p>Proportion of boys and girls and female and male students in <b>single sex schools</b> among students enrolled in all levels of education CEDAW Art. 10</p>			

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
Combating cross-cutting inequalities / adaptability	Right to Education Right to Benefit from Transformative Equality	Classification of Territorial Units for Statistics Level 3**, proportion of f and m and f and m students in special education institutions*** by type of school, place of residence and date of birth SDG-UNESCO GEM 4.5.1  Classification of Territorial Units for Statistics Level 3**, proportion of f and m and f and m students in special education institutions*** by level, place of residence and date of birth SDG-UNESCO GEM 4.5.1	MEB Statistics	Scanning international and national monitoring reports Scanning statistics Academic Sources	Annual

\* Indicators common to one or all other thematic areas

\*\* <http://www.planlama.org/index.php/tuerkiyede-boelgesel-kalknma-ajanslar/tuerkiyedeki-statistiksel-boelge-birimleri-bb> Data is classified by provinces in indicators of the table for which the term "İBB" is used

\*\*\* Special education institutions are those serving persons in need of special education, staffed by specially trained personnel and where specially developed education programmes are followed.[http://sgb.meb.gov.tr/meb\\_iys\\_dosyalar/2017\\_09/028\\_meb\\_statistics\\_orgun\\_egitim\\_2016\\_2017.pdf](http://sgb.meb.gov.tr/meb_iys_dosyalar/2017_09/028_meb_statistics_orgun_egitim_2016_2017.pdf) 81513

**Table 6:** Participation in Education Indicators Suggested for Use in Turkey

Heading	Relevant human right/ rights	Indicator	Data Source	Data collection method	Frequency in Data Collection
Availability	Right to Education Equality TC Equality Ban on discrimination	Existence of legislative frameworks ensuring non-discrimination on the basis of gender, gender identity and sexual orientation, supporting equality, putting into effect implementation and monitoring * SDG Indicator 5.1.1  Existence of strategic plans ensuring non-discrimination on the basis of gender, gender identity and sexual orientation, supporting equality, putting into effect implementation and monitoring * SDG Indicator 5.1.1  Existence of action plans ensuring non-discrimination on the basis of gender, gender identity and sexual orientation, supporting equality, putting into effect implementation and monitoring * SDG Indicator 5.1.1  Gender budgeting* EC Strategy for Equality between Women and Men	TÜİK web MEB web YÖK web  Official Gazette  Court of Accounts MEB Report  Monitoring reports by CSOs in the fields of education, women and LGBTI  Central, relevant and attached government organizations and agencies	Scanning legislation  Scanning Official Gazette  Scanning TÜİK Arrangements  Reports by Relevant TBMM Commissions  Scanning reports by relevant CSOs in education, women and	Annual

Heading	Relevant human right/ rights	Indicator	Data Source	Data collection method	Frequency in Data Collection
Accessibility	Right to Education	In a specific age group, by gender	MEB Statistics	Scanning Statistics	Annual
	Equality	Proportion of population at a specific level of competence in numerical skills (%) SDG Indicator 4.6.1	PISA Reports	Scanning PISA Reports	Once in 3 years for PISA reports
		Proportion of boys and girls and f and m students in absentees (%) GII, SDG 4.1.3	YÖK		
	TC Equality Right to non-discrimination	Proportion of boys and girls in absentees (%) from primary to secondary school (%) SDG 4.1.4	Central, relevant and attached government organizations and agencies	Requesting data from central, relevant and attached government organizations and agencies	
		Proportion of f and m students in absentees (%) from primary to secondary education (%) SDG 4.1	Local governments Reports and studies by CSOs in the field of education	Scanning annual monitoring reports by CSOs	
		Proportion of f and m among candidates applying for and placed in higher education programmes by ÖSYS school type and educational status (%) EIGE 2017	OECD GID-DB UNESCO GEM Report Academic sources Universities	Interviews with local governments Scanning researches Developing joint projects with Women Studies and Implementation Centres of Universities	
		Average duration of education among boys and girls at school age HDI, GDI			
	Physical accessibility of education institutions ESKHUSK General Comment 13				
	Physical accessibility of dormitories of education institutions ESKHUSK General Comment 13				

Heading	Relevant human right/ rights	Indicator	Data Source	Data collection method	Frequency in Data Collection	
Combating cross-cutting inequalities/ Adaptability Inclusiveness	Right to Education	Proportion of boys and girls and women and men benefitting from education at all levels in the poorest 20% and wealthiest 20% of population (%) SDG Indicator 4.5.1	TÜİK MEB	Scanning statistics	Annual	
	Right to non-discrimination	Proportion of boys and girls and women and men among seasonal workers benefitting from education at all levels (%) SDG Indicator 4.5.1	Human Rights and Equality Institution of Turkey (TIHEK)	Requesting data from central, relevant and attached government organizations and agencies		
	Right to Equal Treatment	Proportion of boys and girls and women and men among migrants benefitting from education at all levels (%) SDG Indicator 4.5.1	ASAM Hacettepe University Migration and Politics Research Centre (HUGO)			
	Human dignity	Proportion of boys and girls and women and men among asylum seekers benefitting from education at all levels (%) SDG Indicator 4.5.1	Immigration Administration (For persons under temporary protection)	Examining annual monitoring reports by CSOs		
	Gender Equality	Proportion of boys and girls and women and men among persons under temporary protection benefitting from education at all levels (%) SDG Indicator 4.5.1				
	Right to Benefit from Transformative Equality		Arrangements for the education of vulnerable boys and girls and men and women SDG Indicator 4.A.1 METK Art.8	UNHCR		Developing joint projects with relevant governmental organizations
			Arrangements for the education of boys and girls and men and women with disabilities SDG Indicator 4.a.1 METK Art.8			
			Arrangements for the education of rural boys and girls and men and women SDG Indicator 4.5.3 METK Art.8			
		Arrangements for the education of boys and girls, men and women who are seasonal workers SDG Indicator 4.5.3 METK Art.8		World Economic Forum World Social Forum ETCEP data	Developing joint projects with Women Studies and Implementation Centres of Universities	
		Arrangements for the education of refugee boys and girls and men and women SDG Indicator 4.5.3				

Heading	Relevant human right/ rights	Indicator	Data Source	Data collection method	Frequency in Data Collection
		<p><i>Arrangements for the education of migrant boys and girls and men and women</i> SDG Indicator 4.5.3</p> <p><i>Arrangements for the education of asylum-seeking boys and girls and men and women</i> SDG Indicator 4.5.3</p> <p><i>Arrangements for the education of boys and girls and men and women under temporary protection</i> SDG Indicator 4.5.3</p> <p><i>Budget allocation for the education of vulnerable boys and girls and men and women</i> SDG Indicator 4.5.3</p> <p><i>Budget allocation for the education of boys and girls and men and women with disabilities</i> SDG Indicator 4.5.3</p> <p><i>Budget allocation for the education of rural boys and girls and men and women</i> SDG Indicator 4.5.3</p> <p><i>Budget allocation for the education of boys and girls, men and women who are seasonal workers</i> SDG Indicator 4.5.3</p> <p><i>Budget allocation for the education of refugee boys and girls and men and women</i> SDG Indicator 4.5.3</p> <p><i>Budget allocation for the education of migrant boys and girls and men and women</i> SDG Indicator 4.5.3</p> <p><i>Budget allocation for the education of asylum-seeking boys and girls and men and women</i> SDG Indicator 4.5.3</p> <p><i>Budget allocation for the education of boys and girls and men and women under temporary protection</i> SDG Indicator 4.5.3</p>			



Heading	Relevant human right/ rights	Indicator	Data Source	Data collection method	Frequency in Data Collection
		Availability in schools of infrastructure and equipment adapted for students with disabilities SDG Indicator 4.A.1 METK Art. 8 Availability of simple hand-washing/toilet facilities (under WASH indicator definition for each) for boys and girls and women and men SDG Indicator 4.A.1 METK Art. 8			

\*Indicators common to one or all other thematic areas

## 6.2 Indicators for Equality in Education

Table 7 and Table 8 list examples of indicators that are based on standards continuously cited for the elimination of all forms of gender inequality in education within the framework of CEDAW Article 10, UNESCO's World Declaration on Education For All (Jomtien, 1990), Education for All Dakar Framework for Action (2000, Goal 5), United Nations Millennium Goals (2000, Goal 2) and Sustainable Development Goals (2015, Goal 4). Indicators selected for equality in education are arranged with respect to themes such as non-discrimination, empowerment and mainstreaming /development of a culture of gender equality, peace and non-violence.

**Table 7:** Equality in Education Indicators for which Data is Collected and Used in Turkey

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
Equality in Educational Outputs	Equality  Gender Equality	Proportion of children by gender in 2/3 grades with competence at least in reading (%) SDG Indicator 4.1.1 PISA	PISA Outcomes Relevant MEB reports Monitoring reports by CSOs in education, women and LGBTI	Examination of PISA outcomes	Once in every 3 years only for PISA outcomes and annually for other indicators
		Proportion of children by gender in 2/3 grades with competence at least in mathematics (%) SDG Indicator 4.1.1 PISA		Examination of Reports and Studies of CSOs active in the field of education	
		Proportion of children by gender with competence in reading at least at the end of primary school (%) SDG Indicator 4.1.1 PISA	UNESCO GEM Report	Examination of UNESCO GEM and other international monitoring reports	
		Proportion of children by gender with competence in mathematics at least at the end of primary school (%) SDG Indicator 4.1.1 PISA		Academic sources	
		Proportion of children by gender with competence in reading at least at the end of primary school (%) SDG Indicator 4.1.1 PISA			
		Proportion of children by gender with competence in mathematics at least at the end of primary school (%) SDG Indicator 4.1.1 PISA			

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
Non-discrimination	<p>Right to Education Equality Gender Equality</p> <p>Right to Benefit from Transformative Equality</p>	<p>Proportion of f and m students in secondary education institutions by <b>programme types</b> (%) HDI, GDI, GEI, GII, EFA, SDG, EIGE 2017</p> <p>Proportion of enrolled/graduate f and m students in different <b>Vocational and Technical Training fields</b> (%) SDG Indicator 4.3.3</p> <p>Proportion of f and m trainees by <b>different types of non-formal training institutions</b> (%) CEDAW Art.10 EIGE 2017</p> <p>Proportion of f and m enrolled/graduate <b>students</b> in different fields of higher education (%)** CEDAW Art.10 EIGE 2017</p> <p>Proportion of f and m enrolled/graduate <b>post-graduate students</b> in different fields of higher education (%)** CEDAW Art.10 EIGE 2017</p> <p>Proportion of f and m enrolled/graduate <b>doctoral students</b> in different fields of higher education (%)** CEDAW Art. 10</p> <p>Proportion of enrolled/graduate female and male students in <b>different fields of distant</b> higher education (%)** Millennium Goals</p> <p>Proportion of f and m teachers by <b>school types</b> (%)** Constitution Art. 10, SDG 4.5</p> <p>Proportion of f and m teachers, by gender, who have received minimum pre- and in-service training for teaching in <b>preschool education</b> (%)** SDG Indicator 4.c.1, SDG 4.5</p>	<p>MEB Statistics</p> <p>YÖK Statistics</p> <p>TÜİK</p> <p>Statistics</p> <p>UNESCO GEM Reports</p>	<p>Scanning statistics</p> <p>Examination of Reports and Studies of CSOs active in the field of education</p> <p>Examination of UNESCO GEM and other international monitoring reports</p> <p>Academic sources</p>	Annual

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
		<p>Proportion of f and m teachers, by gender, who have received minimum pre- and in-service training for teaching in primary school (%)** SDG Indicator 4.c.1, SDG 4.5</p> <p>Proportion of f and m teachers, by gender, who have received minimum pre- and in-service training for teaching in secondary school (%)** SDG Indicator 4.c.1 SDG 4.5</p> <p>Proportion of f and m teachers, by gender, who have received minimum pre- and in-service training for teaching in secondary education (%)** SDG Indicator 4.c.1 SDG 4.5</p> <p>Proportion of f and m teachers by <b>types of non-formal education institutions</b> (%)** Constitution Art. 10 SDG 4.5</p> <p>Proportion of female and male faculty members in higher education (%)** Constitution Art. 10 SDG 4.5</p> <p>Gender distribution of faculty members on the basis of <b>academic title</b>** Action Plan for EC Strategy for Equality between Women and Men, SDG 4.5</p> <p>Gender distribution of faculty members in <b>different academic branches</b> ** Action Plan for EC Strategy for Equality between Women and Men</p>			

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
Empowerment / Special Measures	Right to Education Ban on discrimination Equality Gender Equality Right to Benefit from Transformative Equality	<p>Proportion of boys and girls and f and m in students applying to guidance and psychological counselling units (%) CEDAW Art. 10</p> <p>SDG Indicator 4.5.1 MEB Standards for Preschool and Primary Education Institutions Art.4</p> <p>Proportion of f and m primary school students covered by school bussing (%) CEDAW Art. 10</p> <p>Proportion of boys and girls and f and m in students attending special education institutions * (%) SDG Indicator 4.5.1</p> <p>Proportion of f and m in special education* students covered by school bussing (%) SDG Indicator 4.5.1</p> <p>Proportion of f and m in special education* trainees covered by school bussing (%) SDG Indicator 4.5.1</p> <p>Proportion of persons receiving special education* at care-rehabilitation centres under the General Directorate of Services for Persons with Disabilities and the Elderly (%) SDG Indicator 4.5.1</p> <p>Proportion of boys and girls and f and m in total students benefitting from scholarships (%) CEDAW Art. 10</p> <p>Proportion of f and m students in basic education benefitting from scholarships (%) CEDAW Art. 10</p>	<p>MEB statistics <a href="http://sgb.meb.gov.tr/meb_iys_dosyalar/2017_09/08151328_meb_statistics_orgun_egitim_2016_2017.pdf">http://sgb.meb.gov.tr/meb_iys_dosyalar/2017_09/08151328_meb_statistics_orgun_egitim_2016_2017.pdf</a></p> <p>ASPB statistics Statistics by the Student Loan and Dormitories Institution</p> <p>Reports by educational, women's and LGBTI organizations</p> <p>Support projects by governmental organization and agencies</p>	<p>Scanning statistics</p> <p>Examination of Reports and Studies of CSOs active in the field of education</p> <p>Examination of UNESCO GEM and other international monitoring reports</p> <p>Academic sources</p> <p>Developing joint projects with Women and Gender Studies Centres and Units of Universities</p> <p>Developing joint projects with relevant CSOs</p>	Annual

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
		Proportion of f and m students in total students in secondary education benefitting from scholarships (%) CEDAW Art. 10			
		Proportion of f and m students in total students in vocational and technical training benefitting from scholarships (%) CEDAW Art. 10			
		Proportion of f and m students benefitting from scholarship in religious education (%) CEDAW Art. 10			
		Proportion of f and m students in total students benefitting from scholarships in special education and guidance services (%) CEDAW Art. 10			
		Proportion of boys and girls and f and m among students benefitting from conditional cash transfer (%) CEDAW Art. 10			
		Proportion of f and m students staying in MEB hostels (%) CEDAW Art. 10			
		Proportion of public and private hostel facilities used by boys and girls and female and male students (%) CEDAW Art. 10			
		Proportion of public and private dormitory facilities used by boys and girls and female and male students (%) CEDAW Art. 10			
		Capacity of f and m dormitories under the Higher Education Student Loans and Dormitories Institution CEDAW Art. 10			

\*Special institutions for students with disabilities [gb.meb.gov.tr/meb\\_iys\\_dosyalar/2017\\_09/08151328\\_meb\\_statistics\\_orgun\\_egitim\\_2016\\_2017.pdf](http://gb.meb.gov.tr/meb_iys_dosyalar/2017_09/08151328_meb_statistics_orgun_egitim_2016_2017.pdf) \*\*Common indicators for other thematic areas

Our study shows that it is possible to collect data for a significant number of indicators at the national level in relation to non-discrimination in education and monitoring empowerment. However, it is not possible to say the same when it comes to mainstreaming / gender and promotion of a culture of non-violence. Table 8 includes suggested indicators that are expected to help in collecting data at a local level and in conducting studies together with sources that can be referred to.

**Table 8:** Equality in Education Indicators Suggested for Use in Turkey

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
Non-discrimination	Right to Education	<i>Proportion of women and men in education management posts at all levels (%)*</i> Constitution Art. 10	MEB	Request of data from relevant governmental organizations and agencies	Annual
	Equality		YÖK		
	Gender	<i>Proportion of women and men in education inspection duties at all levels (%)*</i> Constitution Art. 10	Universities		
	Equality				
	Equitability	<i>Proportion of women and men in educational decision making organs (TTK, Board of Discipline, Senate, Management Board, etc.) at all levels (%)*</i> TC Constitution Art. 10	Academic sources	Scanning academic studies	
	Right to Benefit from Transformative Equality			Developing joint projects with Women and Gender Studies Centres and Units of Universities	
	Right to Work	<i>Proportion of women and man in <b>management staff</b> of higher education institutions including: a) Presidency b) Deputy Presidency c) Senate b) Board of Management c) Deanship d) Deputy Deanship, etc. (%)*</i> TC Constitution Art. 10	EWORA		
	<i>Proportion of women and man in university <b>administrative personnel</b> (%)*</i> Constitution Art. 10				
	<i>Proportion of women and men in YÖK personnel (%)*</i> Constitution Art. 10	TÜBİTAK	Developing joint projects with relevant CSOs		

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
		<p>Proportion of women and men benefitting from international <b>student mobility</b> opportunities by gender including; a) ERASMUS b) National agency, etc. (%)* CEDAW Art. 10</p> <p>Proportion of female and male academics enjoying <b>personnel mobility</b> opportunities in higher education (%)* Constitution Art. 10</p> <p>Proportion of female and male academics taking part in <b>national research projects</b> (%)* Constitution Art. 10</p> <p>Proportion of female and male academics taking part in international research projects (%)* Constitution Art. 10</p>			
Empowerment/ Special measures	<p>Gender Equality, development of peace and non-violence culture Providing sexual health knowledge</p> <p>Equitability</p> <p>Right to Benefit from Transformative Equality</p> <p>Right to health</p>	<p>Rates of job finding by women and men completing lifelong/adult/non-formal education and training institutions (%)* SDG Goal 4.4</p> <p>Proportion of young persons and adults competent in information and communication technologies (ICT) by gender and type of skills (%) SDG Indicator 4.4.1 Action Plan for EC Strategy for Equality between Women and Men</p> <p>Providing students with reproductive health information appropriate for each level in education * CEDAW Art. 10</p>	<p>MEB ASPB (-4 age and for ŞNT information e-school İŞKUR YÖK Universities Schools Loan and dormitories Institution SB and related organizations and institutions</p>	<p>Request of data from MEB and İŞKUR Request of data from Loan and Dormitories Institution</p> <p>Scanning academic studies Developing joint projects with relevant CSOs</p> <p>Developing joint projects with relevant CSOs</p>	Annual



Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
Empowerment/ Special measures	Gender Equality, development of peace and non- violence culture Providing sexual health knowledge	<i>According equal opportunities to males for their active participation in sports and physical education activities (%)*</i> CEDAW Art. 10	MEB ASPB (-4 age and for ŞNT information e-school İŞKUR	Request of data from MEB and İŞKUR Request of data from Loan and Dormitories Institution	Annual
	Equitability	<i>Proportion of f and m students receiving <b>scholarship, learning and contribution loans</b> from the Student Loan and Dormitories institution and amount of loans *</i> CEDAW Art. 10	YÖK Universities Schools	Scanning academic studies Developing joint projects with relevant CSOs	
	Right to Benefit from Transformative Equality	<i>Proportion of f and m in students with scholarship studying <b>abroad</b> by countries, levels of education and branches (%)*</i> CEDAW Art. 10	Loan and dormitories Institution MoH and related organizations and institutions	Developing joint projects with relevant CSOs	
	Right to health	<i>Provision of mentorship to female academics for their preparation and candidanship for management posts in higher education *</i> Constitution Art. 10			
		<i>Proportion of female and male personnel from education institutions benefiting from institutional childcare facilities geared to ensuring work-life balance (%)*</i> 10. Development Plan Policy Action 351			
		<i>Proportion of female and male personnel from education institutions benefiting from institutional elderly and childcare facilities geared to ensuring work-life balance (%)*</i> 10. Development Plan Policy Action 351			

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
Empowerment/ Special measures	Gender Equality, development of peace and non-violence culture Providing sexual health knowledge	<i>Gender sensitivity in joint ASPB-MEB training delivered to newly married couples at Adult Education Centres *</i> CEDAW Art. 10	MEB ASPB (-4 age and for ŞNT information e-school İŞKUR	Request of data from MEB and İŞKUR Request of data from Loan and Dormitories Institution	Annual
	Equitability	<i>Percentage distribution by gender, age group, education, disability, place of residence and marital status of youth in the age group 10-24 with basic sexual and reproductive health information (%)*</i> CEDAW Art. 10	YÖK Universities Schools	Scanning academic studies Developing joint projects with relevant CSOs	
	Right to Benefit from Transformative Equality	<i>Access to training in sexual health of all women and young girls including sex workers and trafficked women *</i> CEDAW Art. 10	Loan and dormitories Institution MoH and related organizations and institutions	Developing joint projects with relevant CSOs	
	Right to health	<i>Percentage distribution of adolescent birth rates by age groups (12-14, 15-17, 18-19), level of education and place of residence *</i> SDG 4 UNESCO GEM			

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
Mainstreaming Promotion of a culture of gender equality, peace and freedom from violence Provision of information on reproductive health	Right to education Right to live free of violence Right to Health  CEDAW Article 10 İstanbul Convention 2014 CEDAWC Recommendation No. 10 SDG 4 EIGE	<i>Inclusion in all levels of MEB and higher education policies of information and skills to be imparted to all students for the development of a culture of gender equality, peace and non-violence *</i> <i>SDG Indicator 4.7.1 EC Strategy for Equality between Women and Men Action Plan for İstanbul Convention 2014</i> <i>Inclusion in all levels of curricula under MEB and higher education of information and skills to be imparted to all students</i> <i>SDG Indicator 4.7.1 İstanbul Convention 2014</i> <i>Inclusion in student assessments at all levels of teacher training under MEB and higher education of information and skills to be imparted to all students</i> <i>SDG Indicator 4.7.1 EC Strategy for Equality between Women and Men Action Plan for İstanbul Convention 2014 CEDAWC Recommendation No. 3</i> <i>Inclusion of gender equality awareness in student assessments at all levels under MEB and higher education of information and skills to be imparted to all students*</i> <i>SDG Indicator 4.7.1</i> <i>İstanbul Convention 2014</i> <i>Conducting scientific studies to build awareness in gender equality issues</i> <i>İstanbul Convention 2014</i>	MEB	Request of data from relevant organizations	Annual
			TTK		
			UNESCO GEM Report 2016	Developing joint projects with Women and Gender Studies Centres and Units of Universities	
			YÖK		
			Universities		
			YÖK Position Paper	Developing joint projects with relevant CSOs	
			MEB	Scanning academic studies	
			Education		
			Institutions		
			Social Activities		
Regulation					
Preschool and Primary Education Institutions Standards Chapter 2, Art. 3-4					
Academic Studies					
Women and Gender Studies Centres and Units of Universities					

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
		<p>Ministry of National Education Regulation on Social Activities in Education Institutions</p> <p>YÖK Position Paper</p> <p>Allocation of budget to <b>sociocultural-artistic</b> activities geared to building awareness of gender equality issues</p> <p>Ministry of National Education Regulation on Social Activities in Education Institutions</p> <p>Budget allocated to sociocultural-artistic activities geared to building awareness of gender equality issues</p> <p>Ministry of National Education Regulation on Social Activities in Education Institutions</p> <p>YÖK Position Paper</p> <p>Inclusion of gender equality in the content of <b>textbooks</b> and education materials *</p> <p>CEDAW Art. 10</p> <p>İstanbul Convention</p> <p>Inclusion of the criteria of compatibility with gender equality in criteria used as the basis of assessment in examining MEB's textbooks and education materials</p> <p>CEDAW Art. 10</p> <p>Inclusion of the issue of gender equality in courses on Fundamental Human Rights and Freedoms</p> <p>CEDAW Art. 10</p> <p>Inclusion of the issue of gender equality in Values Education</p> <p>CEDAW Art. 10</p>			

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
		<p>Inclusion of the issue of gender equality in-service training programmes * CEDAW Art. 10 CEDAWC Recommendation No.3</p> <p>Proportion of those among management and inspection staff in education who have received any gender awareness training (%)* CEDAWC Recommendation No. 3 Istanbul Convention</p> <p>Proportion of those among teachers/faculty members who have received any gender awareness training (%)* CEDAWC Recommendation No. 3 YÖK Position Paper</p> <p>Provision of gender awareness training to teachers in Psychological Counselling and Guidance Services CEDAWC Recommendation No. 3 YÖK Position Paper</p> <p>Proportion of Guidance and Research Centre (GRC) personnel who have undergone training in gender awareness (%) CEDAWC Recommendation No. 3 YÖK Position Paper</p> <p>Inclusion of gender/women studies in <b>undergraduate programmes*</b> CEDAW Art.10 YÖK Position Paper</p> <p>Inclusion of the field of gender/women studies courses in <b>post-graduate programmes*</b> CEDAW Art. 10 YÖK Position Paper</p>			

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
		<p>Inclusion of gender/women studies courses in <b>doctoral programmes*</b></p> <p>CEDAW Art. 10                      Action Plan for EC Strategy for Equality between Women and Men                      YÖK Position Paper</p> <p>Number/percentage of theses and research projects focusing on gender *</p> <p>CEDAW Art. 10                      Action Plan for EC Strategy for Equality between Women and Men                      YÖK Position Paper</p> <p>Number/percentage of theses and research projects containing gender analysis *</p> <p>CEDAW Art. 10                      Action Plan for EC Strategy for Equality between Women and Men                      YÖK Position Paper</p> <p>Number/percentage of gender-focused projects supported by units in charge of scientific research projects *</p> <p>CEDAW Art. 10                      Action Plan for EC Strategy for Equality between Women and Men                      YÖK Position Paper</p> <p>Number of universities offering training in gender awareness to academic and administrative personnel *</p> <p>CEDAWC                      Recommendation No. 3                      EC Strategy for Equality between Women and Men                      YÖK Position Paper</p>			

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
		<p>Development of gender action plans in higher education *</p> <p>Action Plan for EC Strategy for Equality between Women and Men YÖK Position Paper</p> <p>Existence of a Directive for Preventing Sexual Harassment in Higher Education *</p> <p>Action Plan for EC Strategy for Equality between Women and Men YÖK Position Paper</p> <p>Percentage of students experiencing peer bullying, physical punishment, harassment, violence, sex discrimination and abuse* SDG-UNESCO GEM 4.a.2</p> <p>Inclusion in national curricula of activities addressing all forms of violence against women as appropriate for different levels of education * İstanbul Convention 2014</p> <p>Incorporation into pre-service training programmes for education personnel and professions extending services to victims of violence of training activities addressing all forms of violence against women (peer bullying, cyber violence, violence in flirting, violence against teachers, harassment, etc.) * İstanbul Convention 2014</p> <p>Inclusion in in-service training programmes of training activities addressing all forms of violence against women * İstanbul Convention 2014</p>			

Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
		Availability of training in violence against women for management and inspection staff in education * İstanbul Convention 2014			
		Availability of training in violence against women and children for teachers engaged in psychological counselling and guidance services * İstanbul Convention 2014			
		Presence of experts trained in violence against women and children in Guidance Centres * İstanbul Convention 2014			
		Inclusion of the criterion of position against violence against women in criteria used in assessing MEB textbooks and education materials * İstanbul Convention 2014			
		Presence of experts trained in reproductive health in guidance and psychological counselling units of education institutions * CEDAW Art. 10			
		Percentage of education institutions training health workers that include in their curricula a course in women's human rights, gender and violence against women * CEDAW Art. 10, SDG UNESCO GEM 4.7.2			
		Inclusion of gender equality sensitivity in the curriculum and textbook of the course Health Information and Traffic Culture * CEDAW Art. 10			



Heading	Relevant Human Right/Rights	Indicator	Data Source	Data Collection Method	Frequency in Data Collection
		Percentage of schools giving life skills-based education in AIDS and sexual health SDG UNESCO GEM 4.7.2			

\*Indicators common to one or all other thematic areas.

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