



Gender & Diversity in Vocational Education and Training (VET)

Materialising gender mainstreaming and diversity issues from theory into educational practice
a transfer system into three different European societies

Guidelines
Turkey ↙

Gender & Diversity in Vocational Education and Training (VET)

"Gender and Diversity in VET "is a LEONARDO DA VINCI PROJECT that brings together 7 partners from 6 European countries targeted at the TRANSFER OF INNOVATION.

The project partners are:



This product has been achieved by the contributions of all partners. It may be downloaded from the project website for non-commercial purpose: www.gender-and-diversity.eu free of charges until end of November 2011.



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P r e f a c e

Gender & Diversity in Vocational Education and Training (VET) aims at offering attractive ways of introducing gender equality and key elements of managing diversity into educational practice in Romania, Slovenia and Turkey. Furthermore, its aim is to prepare the grounds at the political level, by including key organisations and stakeholders into the Strategic Advisory Committee and Strategic Advisory Group in those three countries. The methodology applied is the transfer of innovative practice for personal development of female and male learners by introducing gender equality into the vocational education, training and counselling services in Romania, Slovenia and in Turkey. This transfer of innovation project focuses on the specific requirements arising in those three target countries.

The project partnership has developed the "Guidelines" as a complementary product for adult education organisations and vocational training institutions and, in addition, educational and vocational counsellors and tutors. The objective is to offer didactic guidelines on how to incorporate the materials from the manual into the framework of existing teaching schemes considering the specific requirements of the respective target countries - in particular the specific learning cultures and the requirements of vocational training providers in Romania, Slovenia and Turkey.

The main product is the "Manual for introducing gender mainstreaming into the daily practice of vocational education and training". Its purpose is to inform those responsible for the design and organisation of adult education measures as well as stakeholders in education policy on how to heighten awareness to gender and diversity issues. It shall also provide information on how to implement various activities and measures into vocational education training, enriching existing learning contents. The collection of materials and methods can thus be used for a wide variety of measures and interactions.

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Gender & Diversity

A d v i c e o n t h e u s e o f t h e G u i d e l i n e s

The aim of this document is to give a deep insight into gender and diversity issues and to underline the importance of using this document in the work environment and vocational education and training.

The handbook of Gender and Diversity in VET consists of six parts. Each part focuses on VET, consultancy services and related organizations.

The first part gives the terminologies in vocational education and training and describes the stations of the Turkish labour market in regard to diversity issues. It gives an account of situations where gender and diversity is not being managed successfully.

The second part contains information which shall encourage reflection on diversity issues and which shall help to create a learning environment of equality.

In the third part of the handbook, educational and training materials for vocational education and teacher training are presented. These materials take gender and diversity issues into account and promote the students. In addition, it gives key advice to teachers about management of learning environment.

The fourth part provides sources for vocational education and teacher training. The handbook contains a check list for VET teachers to help them realize the relevance of gender and diversity projects.

In the fifth part, educational programmes and necessary educational materials which minimize discrimination on the grounds of gender and diversity are presented.

In the sixth part, sources and web addresses are listed.

PART 1
Gender
Equality &
Diversity

1 General aspects of gender and diversity management

Social gender equality means equal opportunities, rights and responsibilities for men and women in public and private areas.

Social gender equality does not mean equality in numbers but equality in action and reality.

The inequality in sharing the responsibilities and rights between men and women causes a secondary social status and insufficient social power for women.

The existing gender inequality does not only represent a problem for women but also for democracy and freedom in general.

Gender and diversity management is one of the most discussed issues in today's world. UNICEF, UN and other international organizations and related EU commissions are taking preventive measures against ethnical and other types of distinctions.

The term "diversity" describes the concept of a society which consists of different groups with distinctive characteristics like sex, age, social background, religion, ethnicity etc. Unfortunately, these different groups do not have equal opportunities in social and occupational life. Some of them are discriminated against due to their affiliation to a certain group.

The concept of diversity has developed out of the principle of "gender mainstreaming" and "intercultural training".

The treaty of Amsterdam of 1997 contains an anti- discrimination policy, which should guarantee equal opportunities for all in occupational life and prohibit the

discrimination based on ethnic or religious background, disability, sexual orientation, age and gender.

Three years later, in the year 2000, The Declaration of the Future of the Union and the Charter of Fundamental Rights of the European Union was adopted in the meeting of the European Council in Nice. In the same year, the Union adopted two directives: "The Racial Equality Directive" and "The Employment Equality Directive", which had the following objectives:

The Racial Equality Directive 2000

- Implements the principle of equal treatment between people irrespective of racial or ethnic origin.
- Protects against discrimination in employment and training, education, social security, healthcare and access to goods and services.
- Contains definitions of direct and indirect discrimination, harassment and victimization.
- Gives victims of discrimination a right to make a complaint through a judicial or administrative procedure, associated with appropriate penalties for those who discriminate.
- Shares the burden of proof between the complainant and the respondent in civil and administrative cases.
- Provides for the establishment of an organization in each Member State to promote equal treatment and provide independent assistance to victims of racial discrimination.

The Employment Equality Directive 2000

- Implements the principle of equal treatment in employment and training irrespective of religion or belief, sexual orientation and age in employment and training.
- Includes identical provisions as the Racial Equality Directive on definitions of discrimination, rights of legal redress and the sharing of the burden of proof
- Requires employers to provide the necessary infrastructure to meet the needs of a person with a disability who is qualified to do the job in question.
- Allows for limited exceptions to the principle of equal treatment, for example to preserve the ethos of religious organizations or to allow special schemes to promote the integration of older or younger workers into the labour market.

To achieve this goal the following actions can be implemented:

- Analysis of the factors linked to discrimination
- Development of capacities; translational co-operations and development of European networks of NGOs.
- Awareness raising and promotion of values

It followed the Community Action Programmed PROGRESS (Programmed for Employment and Social Solidarity) with the programming period from 2007-2013.

The fourth section of this initiative is dedicated to "Anti- discrimination and diversity" and aims at the implementation of the anti- discrimination principle and the promotion of diversity mainstreaming in all EU policies through the following actions:

- Awareness raising
- Analyses, studies and statistics with the purpose of getting a better understanding of the situation of disadvantaged groups within the EU
- Monitoring, seminars and the establishment of networks to support the EU anti- discrimination legislation
- Development of capacities within the European networks to establish strategies and policies to eliminate discrimination

2007 was the “European Year of Equal Opportunities for All” which had the purpose of informing EU citizens about their rights to equal treatment and a life without discrimination on the basis of sex, ethnic and religious background, disability, age or sexual orientation. Equal opportunities were promoted and a debate on the benefits of diversity for societies and individuals was launched.

Some meetings were organized that convey that diversity is an advantage in a society for individuals and for all. Equal opportunities for all are promoted.

To promote diversity in the EU the first step has to be raising awareness of the society. In addition, extra precautions have to be taken for disadvantaged groups.

There must be new strategies for these people to find jobs and new regulations and education organizations for them to overcome discrimination in work life.

Diversity can be divided into two areas. One includes gender, ethnic origin, sexual preferences, religion and age, while the other comprises family status, education, work history, urban or rural origin, work field, function in the company.

2 Gender and diversity in Turkey

In 10 years after the foundation of the new republic in 1923, the reforms that were realized provided new rights and equality to women and the reconstruction of the society. After this reformation, women could enter the areas of politics, work, education and the government promoted women to act in any area of the society. From that time on, governments continuously renewed the laws in criminal code, work area, civilization, protection of family (no 4320) and municipality. But still, there is inequality for women in economic, social and political indications and real equality has not been established. The problem lies in the fact that traditional gender roles define the life of women, and create a gap between the written laws and their actual application.

The law of protection of women against discrimination (CEDAW) in the UN was accepted in 1981 and Turkey signed the agreement in 1985. It was put into power in 1986.

In 1987, an advisory board for women was established in the Government Planning Organization (DPT). In 1990, the General Directorate of Women's Status and Problems was established and in 2004 it was reorganized.

The women movement was supported by foundations and associations. In universities, women's rights departments were founded and research and application centers for women's problems were established.

Education

Education is a right and opportunity for every Turkish citizen. In the 2007/2008 education year, 14.817.654 students were studying in Turkey. Among these, 6.985.335 students were female (47.1%). This proportion decreases in universities to 42.8%. In 1986, the minimum education level for adults was 88.1%. This is 80.4% for women and 96% for men. The gender diversity among

young people is much less. In 2006, the minimum level of education among young people between 15-24 years age was 94.1% for girls and 98.4% for boys. The portion of non-educated women increases from young to old, from cities to provinces, from west to east.

Factors preventing equal opportunities in education for girls;

- Traditional gender roles, patriarchal family structure and traditional mentality.
- Early marriage of girls.
- Economic difficulties and low income.
- Children engaged in seasonal agricultural work.
- Regional development differences.
- Problems in recording the births.
- Dispersed locations in the rural areas, insufficient transportation.
- Teachers do not tend to stay in rural areas and they do not become role models.

The target for Turkey for the year 2010 is to increase schooling to 100% for all children.

For this purpose;

- In 1997, 8 years of compulsory education was introduced
- Boarding schools constructed for children.
- Number of boarding schools increased and the quota for girls increased.

- Scholarship system is established for 6, 7 and 8 years.
- Campaign like "Schooling the girls campaign - Come on let's go to school", "Send me to school, dad", "Snowdrops-contemporary Turkey and Turkish contemporary girls".
- Projects like "Support education" and "Support basic education" are being run.
- Public education centres, GAP regional development office and Social organizations are offering educational courses.

The percentage of women at universities is 36%, the proportion of woman professors is 25%, the proportion of female architectures is 36.5%, that of female doctors and operators is 29% and that of female lawyers is 33%.

The participation of women in work life is low and continuously decreasing.

The reasons for this decrease are;

- Population rate,
- Immigration from villages to cities.
- Hardly any creation of new job opportunities.
- Low education level of women
- Traditional stereotypes

The employment rate for women in 2006 was 22.3% and the distribution according to sectors was:

- 48.5% in agriculture
- 14.4% in industry

- 37.1% in the service sector
- 23.6% in the governmental sector
- 26.4% in the private sector
- 14.3% of workers are entrepreneurs.
- 2.7% in top jobs (glass ceiling)
- Black employment rate is 48.5% in general, 66% for women and 42.3% for men.
- Women mostly work for the family (76.8%) and generally at home centred jobs, textile, clothes, packing and food processing.

New changes have been introduced in the 10th and 90th article of the constitution in 2004.

The most important changes realised in occupational law in 2003;

- Human rights do not allow any unequal treatment between men and women
- Right to parental leave
- Working conditions for pregnant and nursing women, nursing rooms, childcare and schools regulations are reorganized.
- Tax relief on home made production (2007).
- Printed notice from the ministry of governmental employment that no discrimination based on gender is possible (2004).
- Active work power programmes.
- National employment strategies which are well-adjusted to EU strategies.

- The precautions taken in 9th development plan during 2007-2013.
- Bank loan programmes to support female entrepreneurs.
- Entrepreneurs support package from Turkish Public Bank.
- Entrepreneurs support package from Garanti Bank.
- Turkish small entrepreneurs association establishes women entrepreneur board (TOBB)
- Projects which are run to increase female employment and entrepreneurship.
- Micro loan applications.

Authorities and Policy makers

Women were granted political rights in 1930-1934. Women are represented with 50 members in parliament (9.1%).

According to the 2004 elections, 0.6% of the head of municipalities, 2.3% of the municipality administrative board and 1.8% of the city council is represented by women.

In governmental offices, the percentage of women in the top executive places is low. In diplomatic jobs, 15 ambassadors in foreign ministries are women.

In high courts, 29% of all judges are women and still only 28 women are governors or vice governors.

Difficulties of women participating in politics and policy making boards;

The society does not often accept women as politicians and it gives a different social role to women.

Preference is given to male candidates even if men and women hold the exactly same educational level. Women often depend on men economically. Usually, the management of the family is under the responsibility of men.

The political system, the political party structure as well as culture-related issues prevent women from participating fully in political action.

Violence against women

Violence against women is a social problem with many negative effects on society and represents a human rights abuse. We need to fight violence against women mainly through social transformation.

A printed notice from the prime ministry (2006) includes:

Preparation and validity of "National struggle against the violence against women action plan",

Validity of the alteration of law of family protection (article 4230),

Setting the instructions about the above mentioned law in March 2008,

Education protocol of procedures that will be applied for the prevention of the violence against women,

Education protocol of procedures applied for the struggle against domestic violence and the health service's role in this struggle,

Education protocol of procedures applied for the prevention of violence against women and the role of religious services,

Increasing the social sensitivity by media,

With the help of the “Project of developing social gender equality” the reflection of gender equality enters national policy.

Field studies on domestic violence against women have been conducted.

For social gender equality women should:

- Be able to benefit more from education opportunities,
- Participate more frequently in occupational life,
- Work in a wider range of sectors,
- Be able to hold high positions,
- Have easier access to health services.

We must also continue our struggle against domestic and structural violence against women.

Things to be done in the future

The following measures have to be taken in future:

The percentage of girls/women in education has to be increased at any level of education.

The courses of basic and vocational education for women have to be widened all over the country considering labour market needs.

The policy eliminating employment obstacles of women must be put into action.

The supporting activities on the equal sharing of family responsibilities and equal participation in political, public and professional areas are to be set and continued.

The programmes that increase the sensitivity and consciousness about diversity issues have to be widened.

Women entrepreneurship must be supported and widened.

The legitimate measures for parental leave must be taken

Representation of women in decision making boards and places has to be increased

Cooperation for social gender equality;

Gender equality must be secured at a legal level considering all necessary areas, since equality brings power.

Resource: Fatma KARAKOÇ, Prime Ministry General Directorate of Women status, Head of empowerment of economic status of women, www.ksgm.gov.tr, June 2008

PART 2

Gender and Diversity in Vocational Education

1 Educations of Girls and Women in Turkey

Education in Turkey is under the control of the Ministry of National Education (MoNE) due to the Union in Education application. The private educational institutions are also delivering education according to the principles and rules determined by the Ministry of National Education. Higher education (university) is provided according to the frame of Law Numbered 2547. Thus, the responsible authorities for the education of girls and women are the upper management of MoNE and especially the Directorate of Education and Training Council, universities, and the upper managements of lower academic units of them. According to a study among boys and girls in school age, 600 thousand girls are not sent to school in Turkey. Most of these are the children of the families from Eastern and South Eastern Anatolia Regions. There is also an imbalance against the girls in Secondary Education (TUIK 2008 data). The situation is even worse in occupational life. Only 23% of the registered working population is female but most of the unregistered people are also women.

According to the report of the Ankara Chamber of Commerce published in 2008, the main problem lies in the young generation between 15-24 years.

4.4 million Young people between the ages of 15-24 are out of education and production in Turkey.

23 of every 100 young men and 55 of every 100 young women are not in education or working life.

In EU countries, 87% of the young population are not in working life as they are still in education and training but the according percentage in Turkey is only 49%. The situation is worse for young women. 3,182,000 of the 5,830,000 young women are neither working in education. 72% of the unemployed young population is represented by women. According to the data in 2007, the working rate of women in juridical organs is 29%; the rate of female professors at universities is 25%. The rate of women in the private sector is 20%.

The Turkish Government is employing positive discrimination towards women in order to make them benefit from education at the utmost level.

UNICEF and MoNE have achieved success with the project "Let girls go to school," which started in 2003 to help girls go to school in Eastern and South Eastern Anatolia Regions. According to data from 2008, 600 thousand girls are entering primary education every year.

The secret of the "Let the girls go to school" project.

Cooperation within the sectors is a crucial factor in the success of the project. The Steering Committee consisting of the Vice-Undersecretaries from MoNE, the Ministry of Internal Affairs, the Ministry of Health (MoH), the Ministry of Agriculture and Rural Affairs, the Ministry of Labour and Social Security and authorities from Social Services and the Society for the Protection of Children Head Office (SHCEK), the Presidency of Religious Affairs and UNICEF is an evidence for the importance given to the project.

The UN Country Team accepted the education of girls as a Turkish initiative of The United Nations Girls' Education Initiative (UNGEI).

Visual materials, posters, brochures, pins and videos were prepared. The media were encouraged to spread information on the "Let the girls go to school" project, thus the awareness of the public was stimulated.

TV spots were prepared with celebrities and well-known people. In these spots, the Minister of National Education, the President of Religious Affairs and the Prime Minister took part. Thus, also the upper level decision makers demonstrated their determination for the targets of the project.

There should be similar cooperation for the education of girls and females in future.

The major obstacles in the education of adult females:

Family pressure,

Incorrect comments on religious beliefs and traditions

Lack of infrastructure required for the education (illiteracy)

Physical impossibilities

Time Problem (housework, child care, work etc.)

The obstacles in the education of girls

- School and classroom insufficiencies;
- Schools being away from the settlements and the unwillingness of the families to send their girls to far away;
- Unwillingness of the families to send their girls to schools which have insufficient infrastructure (no toilets, no water supply etc.);
- Financial problems of many families;
- The traditional prejudices of families that prefer men;
- The tendency to contribute to the family budget by forcing children to work at home;
- The idea of marrying off the girls as soon as possible rather than providing education to them;
- The decreased interest for primary education caused by the limited possibilities of secondary education.

1.1 The Authorized Institutions Responsible for Female Education in Turkey

1.1.1. Ministry of National Education (MoNE)

The responsible units for female education (formal and non-formal) under the umbrella of MoNE are given below. Among these, the General Directorate of Apprenticeship and Non-formal Education is responsible for non-formal education, and the General Directorate of Women's Technical Training and the General Directorate of Commerce and Tourism Education are responsible for formal education. In addition to formal education, they are also responsible for the formal vocational education activities for coeducation or only female education.

- General Directorate of Apprenticeship and Non-formal Education
- General Directorate of Ladies Technical Training
- General Directorate of Commerce and Tourism Education

1. General Directorate of Apprenticeship and Non-formal Education

The activities of this general directorate are delivered in two main groups: Apprenticeship Education Centres and Public Education Centres. As the Apprenticeship Education Centres address mostly males, we will just consider the Public Education Centres.

1.1 Public Education Centres

Public Education Centres are the largest non-formal education services for adults and have the largest education network in Turkey.

The courses in the education centres are delivered in three groups: literacy studies, vocational courses (non-formal vocational education courses) and social and cultural courses.

2. General Directorate of Women's Technical Training

This General Directorate is responsible for vocational and technical training for the females. The vocational and technical education and training activities for females are delivered via Anatolian Women's Vocational High Schools and Maturation Institutions.

2.1. Anatolian Women's Vocational and Women's Vocational High Schools

These schools are the formal educational institutions that deliver vocational education in modular programmes for women who have completed their formal compulsory education, dropped out of it or have never been in this system.

In these institutions, various course programmes such as clothing, needlework, child development, crafts, painting, house management and nourishment, ready-made clothing, leather ready-made clothing, tailoring, hand weaving, knitwear, knitting, graphics, ceramics, and hairdressing are delivered besides supplementary education.

2.2. Maturation Institutions

These are two-year adult educational institutions specialised on Turkish clothing and crafts. Women who have completed their education in the Women's Vocational High Schools or Practical Women's Vocational Schools can acquire knowledge and competences in order to develop a profession or craft.

3. General Directorate of Commerce and Tourism Education

Commerce Vocational High Schools, Anatolian Commerce Vocational High Schools, Anatolian Tourism and Hotel Management Vocational High Schools, Multi Programmed High Schools and Vocational and Technical Education Centres are affiliated to this General Directorate.

3.1. Vocational Course

The commerce and tourism teaching schools (commerce vocational High Schools, tourism and hotel management vocational high schools, etc) affiliated to General Directorate of Commerce and Tourism Education provide various vocational courses for adults beside their formal education. The target groups of these courses are:

- Adults that could not continue their education after primary school and secondary school drop outs,
- General secondary school graduates who could not go to university,
- Working adults who want to develop their vocational knowledge and competences and
- Adults who want to find a new job or acquire a new profession.

1.2.2 Private Course (Education) Centres and Municipality Education Centres

In Private Education Centres, vocational courses are organized with the approval of MoNE. Recently, the Metropolitan Municipalities have been delivering vocational courses to the unemployed in their education centres (ISMEK, BELMEK etc.) The larger part of these consists of females.

1.2.3 Courses organized by Public Institutions

Some other Ministries besides the MoNE are also running various projects that address women with funds from the EU and World Bank. A large number of women were trained in Turkish Labour Institution work force training courses and Regional Development Projects supported by the State Planning Organization and were then able to open their own businesses. Some significant projects among the others are; "supporting the woman entrepreneurs" project of the Turkish Chamber of Trade and Craft, "Developing women employment" and "Social Gender Equality" projects by the Prime Ministry of Women Status General Directorate.

1.2.4 Courses Organized by Vocational Colleges

Colleges of universities offering vocational and technical education courses besides their formal diploma education represent important services in women's

education. For that reason, these colleges, of which there are more than five hundred all over the country, should be taken into consideration when planning vocational and technical education courses for the women.

1.2.5 Types of Courses

Courses for women include the traditional classroom type as well as web based blended ones (web and classroom). The type of the course should be determined by demand and the facilities of the institution offering the course.

1.2.6 Conclusion and Suggestions

As mentioned above, the formal and non-formal education services (both coeducation and female only) are primarily delivered by MoNE, but also by public and private institutions. These multiple stakeholders must be addressed in the course plan for women in order to increase the success. The types of the courses can be planned as classroom education; web based education and blended depending on demand and facilities.

PART 3

Facing Gender

Diversity

1 Materials for Gender Equality Education

In the 3rd Section of the “Gender and Diversity” project, different educational materials are developed in order to deliver gender and diversity education in VET effectively. The providers are expected to use these educational materials according to the underlying cultural structures of the educational institutions in the target countries. Some of the developed materials listed are given below:

- Questions, which shall encourage the students to reflect their own ideas and attitudes,
- Gender Sensitive scenarios and games,
- The usage of gender sensitive language in conversations and presentations,
- The usage of body language in the presentations,
- Group discussions and interactive questions and answers,
- A camcorder to record gender sensitive roles, VCD or DVD and VCD or DVD player.

Courses should be supervised by the teaching staff but the students should always be in the center of learning. The students can study in small teams, in pairs or alone. A helping and sharing environment between students and teachers should be guaranteed in education and training. Students should be motivated.

A possibility to express themselves in equal conditions should be provided to the students. Thus, the students will recognize that every individual should be treated equally.

Beside competences regarding gender and diversity, the respective materials will develop the social, communication as well as IT competences of the students and increase their self-esteem and happiness.

1.1 Gender and the Gender Based Violence Concept

Objectives

- Increasing the participants' knowledge and understanding of the topic.
- Increasing awareness regarding sexual abuse as gender based violence.
- Introducing national and international laws and regulations related to the subject to the participants

Recommendations for the Target Training Group

- There is no universal definition of sexual abuse. However, a central characteristic of any abuse is the dominant position of a person that allows him or her to force or coerce another person into sexual activity. Many people, including your students, could be victims of sexual violence. If you suspect that one of your students is being abused, you should ask for professional support.

- A crucial part of your work is establishing a protected environment for listening, reaction and reflections. You should propagate a feeling of respect to the participants.
- You should be flexible as for the adjustment of the exercises. Act with the group and read the dynamics of the group (give a break when required). However, do not forget that the topics should be concluded.

TITLE	LEARNING OBJECTIVES	FACTS	AVERAGE DURATION
1. Introduction and first exercises	<p>The objectives of this session:</p> <ul style="list-style-type: none"> Making sure that the aims of the workshop are understood. Determining the needs and interests of the participants. Introducing the participants to each other. Establishing an environment of respect and trust. Finding out the personal and cultural diversities. 	Overview on the objectives.	10 min
		Sharing the fears and expectations of the participants	20 min
		Exercise 1.3: Name game: meanings of our names.	30 min
		Exercise 1.4: Establishing strict rules for the workshop.	30 min
2. Introduction to Gender: How should we see the world through "gender glasses"?	<p>The objectives of this session:</p> <ul style="list-style-type: none"> Trying to understand the difference between sex and gender. Finding out the expectations and attitudes of the participants as male and female personalities. 	Exercise 2.1: Gender game: Establishing the difference between sex and gender.	40 min
		Optional exercise 2.2: Finding out the clichés and beliefs within the group on what women and men should/ shouldn't do.	30 min
3. Discussing gender based violence: Reasons and effects	<p>The specific objectives of this session:</p> <ul style="list-style-type: none"> Defining the various types of gender based violence. (including sexual abuse) Understanding the reasons and effects of gender based violence. Understanding gender-inequality as a reason of gender based violence. 	Exercise 3.1: Gender based violence tree: Gender based violence: reasons and results	2 hours
4. National and International laws and regulations	<p>The objectives of this session:</p> <ul style="list-style-type: none"> Introducing national and international laws and regulations to the participants. 	4.1 Briefing and discussion	1 hour 30 min
TOTAL DURATION			Avg. 6 hours

1.2 Course and Application Design

General view to the objectives:

The teacher presents the objectives of the day clearly and answers any arising questions.

Learning Objectives:

- Increasing the participants' knowledge and understanding of the subject.
- Defining sexual abuse as gender based violence.
- Introducing national and international laws and regulations related to the subject to the participants.

Sharing the fears and expectations of the workshop participants:

- The participants are asked to write their expectations and fears onto two different cards.
- The participants put these cards somewhere where they can be seen easily and someone reads them out loud.
- A discussion on common fears, interests and areas that require more information can be held.

Application 1: Ice Breaking Exercise

	<p>Exercise 1.3: Name Game: Meaning of our names</p> <p>Duration: 30 min</p> <p>Document: unavailable</p>
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Objectives	<p>Introducing the participants to each other.</p> <p>Establishing an environment of respect and trust.</p> <p>Finding out the personal and cultural diversities.</p>
Materials	Big white paper, pen
Method (25 min)	<p>Fix the big paper somewhere. Write down everybody's names and their meanings. Add your name as well.</p> <p>The names can be the full names or nick names. Do not forget that names can have different meanings in different cultures and that they reflect culture, race and class diversities.</p> <p>With a short discussion, determine the gender specifications of the names by explaining the sources of the names and special meanings of them.</p>
Recommendations for teachers (15 min)	<p>In many communities men's names are different from women's names even if they are pronounced with the same sounds.</p> <p>It should be understood that names and gender are closely related. Meanings of names contain the expectations and roles accepted by the community. For instance, women's names generally carry meanings such as politeness, elegance and obedience whereas men's names include magnitude, heroism and pride. Thereby it becomes obvious that our gender influences the expectations put upon us and consequently our personality.</p>

Application 2: Establishing strict rules

	<p>Exercise 1.4: Establishing strict rules for the workshop.</p> <p>Duration: 20 min</p> <p>Document: unavailable</p>
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Objectives	Providing a commonly respected environment during the workshop.
Materials	Big white paper, pen
Method	<p>Inform the participants that we need a series of rules for our personality.</p> <p>Collect suggestions for such rules from the group. Make sure that all group members agree on the chosen rules.</p> <p>Write the rules down and fix them on the wall. Keep them until the end of the workshop.</p>
Recommendations for teachers	<p>Some examples for rules:</p> <p>Be punctual.</p> <p>Do not smoke inside.</p> <p>Do not interrupt while somebody is speaking.</p> <p>Everyone should learn to listen.</p> <p>No gossiping.</p> <p>Respect others and their experiences.</p> <p>Do not be arrogant.</p> <p>Do not judge others.</p>

Application 3: Gender Game

	<p>Exercise 2.1: Gender game: Establishing the difference between sex and gender.</p> <p>Duration: 40 min.</p> <p>Document: Gender game</p>
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Objectives	Trying to understand the difference between sex and gender.
Materials	Paper, pen
Methods (5 min)	<p>Ask the group whether they understand the difference between gender and sex or not.</p> <p>Explain the difference shortly (while sex is a biological concept, gender is a social construction.)</p>
(15 min)	<p>Divide the participants into small groups and distribute the game pages.</p> <p>Ask them to read the sentences on the pages and allocate them either to gender or to sex .i.e. "1" for gender and "2" for sex. If they are not sure or do not agree within the group, ask them to write a note in front of the sentence.</p>
(20 min)	<p>Read the answers out loud and discuss them with the group.</p> <p>Example:</p> <p>Women give birth but men don't (2)</p> <p>Girls are polite but boys are more rude (1)</p> <p>Women workers earn less than men workers. (1)</p> <p>Women nurse babies, men give baby bottles.(2)</p> <p>All building site workers in Turkey are men.(1)</p> <p>In Ancient Egypt, men were used to stay at home and knit. Women were used to be responsible for family works. Women could inherit but men couldn't. (1)</p> <p>Boys' voices become hoarse in puberty but girls' voices</p>

	<p>don't.(2)</p> <p style="padding-left: 40px;">According to a study on 224 different cultures, men always cook in 5 of them and women do construction works in 36 of them.(1)</p> <p style="padding-left: 40px;">According to UN statistics, although women do 67% of the work in the world, they earn only 10% of the profit.</p> <p>(1)</p> <p>Let's focus on these questions and key ideas:</p> <p style="padding-left: 40px;">Are there any surprising questions?</p> <p style="padding-left: 40px;">Did you know the concept of gender previously or did you learn it from these sentences?</p> <p style="padding-left: 40px;">Gender roles are perceived differently depending on the community.</p> <p style="padding-left: 40px;">Age, race and class are important factors that determine our gender roles in the community.</p> <p style="padding-left: 40px;">Women in each country face gender-related difficulties and discomfort in different ways.</p>
<p>Recommendations for teachers</p>	<p>This activity is good for participants who have very little or no sensitivity on gender. The exercise can also be used to refresh gender-related knowledge.</p> <p>Adaptation: Alternatively, the teacher could read out loud all sentences related to gender and sex, while the participants mark the sentences: "1" for gender, "2" for sex. Then the teacher reads the results and starts a discussion.</p>
<p>Source</p>	<p>Media, written newspaper or magazine news dealing with the differences between the genders, all written or electronic publications related to the topic.</p>

Application 4: Discovering gender clichés and accepted prejudices

	<p>Exercise 2.2: Women should do this, women shouldn't do this... men should do this, men shouldn't do this...</p> <p>Duration: 30 min.</p> <p>Document: Unavailable</p>
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Objectives	Discovering gender-related expectations and prejudices and showing ways of changing them.
Material	Big paper, pen
Method	<p>Place 4 big sheets of paper on the floor. On each, write one of the titles listed below:</p> <p>1) Women should do this. 2) Women shouldn't do this 3) Men should do this 4) Men shouldn't do this</p> <p>Divide the participants into 4 groups and give each group one of the posters/ titles. Ask them to write down what they have heard or experienced in relation to the title. Then encourage them to read the results out loud.</p> <p>Discuss what should/shouldn't women or men do. Reflect stereotypical behaviours, clichés, and accepted prejudices. Discuss how the participants perceive these messages and how these do/don't rules shape the communities.</p>
Source	Development Studies Institution, Gender Workshop, Brighton, England October 2001

Application 5: Gender Based Violence Tree

	<p>Exercise 3.1: Gender Based Violence Tree: Causes and Effects</p> <p>Time: 2 hours</p> <p>Document: None</p>
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Goals	<p>To determine forms of gender based violence,</p> <p>To understand the causes and effects of gender based violence,</p> <p>To understand that gender inequality is the most important reason for gender based violence.</p>
Material	A big sheet of paper, pencil
Step 1 Gender based violence forms (GBVF)	<p>Ask the participants what they understand by "Gender based violence". (Gender based violence is a form of physical, mental and social violence that results in physical, sexual or mental harm or suffering of women or men)</p> <p>Ask the participants for definitions of some gender based violence forms. Draw a tree on the sheet of paper. Use 2/3 of the upper part of the paper. Use 1/3 of the paper for the participation. Write down the forms of gender based violence that is defined by the participants on the main branches of the tree.</p>
Tips for teachers	<p>Some Forms of gender based violence:</p> <p>Sexual assault, rape, assault with intended rape, forced prostitution, disturbing woman drivers, bothering women at home or at school, violence at home, beating, deprivation of liberty, emotional degeneration, pornography, early and forced marriage, lack of dowry, cursing, etc.</p> <p>It is necessary to encourage all thoughts and ideas. Make sure that all kinds of GBVFs are examined. Make clear that also boys / men might be exposed to sexual violence, even though women are more frequently affected. The focus of</p>

	<p>this workshop is sexual abuse and cursing which is an important form of GBV.</p> <p>Make a summary</p> <p>While violence has many sources, understand that gender inequality is the most important source.</p> <p>In most cultures, violence is generally directed against men. Still, it should be emphasized that everyone must be protected from any form of violence.</p> <p style="padding-left: 40px;">Violence is not always visible. Threatening and forcing are also forms of violence.</p>
<p>Step 2</p> <p>Results (30 minutes)</p>	<p>The results can be discussed in four general fields.</p> <p style="padding-left: 40px;">Health</p> <p style="padding-left: 40px;">Emotional, social, physical aspect</p> <p style="padding-left: 40px;">Legal/judicial system</p> <p style="padding-left: 40px;">Society, physical security and safety.</p> <p>Divide the participants into four groups. Give them instructions according to the four groups above and ask them to do the following things:</p> <p style="padding-left: 40px;">Revise the GBVFs beginning from the step 1</p> <p style="padding-left: 40px;">List and debate results/outputs of GBV in the respective field. Add effects for the injured party and others (family, society, government, etc.)</p> <p style="padding-left: 40px;">Write down group results on the big paper.</p> <p style="padding-left: 40px;">While each group is reading their own list, the teacher writes the results on the branches of the tree.</p>
<p>Tips for the teachers</p>	<p>Some results of Gender Based Violence:</p> <p>Health:</p> <p>Personal effects on the injured party:</p> <p style="padding-left: 40px;">Injury, disability or death. Sexually transmitted diseases (such as AIDS). Harm of fertility, sexual health problems, childbearing problems, infections, abortion, unwanted pregnancy, dangerous abortion, depression and diseases causing chronic physical complications, shock, infection, extreme bleeding and death, long lasting</p>

	<p>emotional depression, harm, irritability, fear, anxiety, self hatred, lack of sexual desire or refusal of sexual intercourse, difficult pregnancy, chronic aches and infections, infertility.</p> <p style="text-align: center;">Its effect to society</p> <p>terioration of the medical system.</p> <p>Emotional / Physical:</p> <p>Personal Effects on the injured party</p> <p>Nervousness, fear, anxiety, self hatred, shame, feeling insecure, loss of skills and not being able to do daily activities. Feeling of depression and isolation. Sleeping and eating disorders. Mental disorders, loss of hope, suicide. Gossips, being judged, blaming the victim.</p> <p>Its effect to society</p> <p>Loss of community resources; family, neighbours, friends, school, community leaders, social services, etc. No longer being accepted as a member of the community; not looking after his/her children, quitting work. If the criminals are not caught, it encourages others to commit a crime.</p>
	<p>Legal / Judicial System</p> <p style="text-align: center;">Cutting access to the legal system, not knowing the current laws. Idleness of security forces. Apathy in judges' decisions. The losses of the victim which must be compensated.</p> <p>Safety, the Physical Environment of the Community</p> <p style="text-align: center;">Not feeling safe, anxiety, fear. Particularly women feel unsafe, not free. Not being able to go to school, work or any other place because of fear.</p>
<p>Step 3 Causes and contributing factors</p>	<p style="text-align: center;">Ask the participants about the causes of GBV and the factors that contribute to violent behaviour. Write the ideas that emerged on the 1/3 of the remaining paper. Share the</p>

	ideas among the groups.
	<p>Some potential causes that must be emphasized / factors that contribute</p> <p>Can gender inequality lead to unequal power relations? Do men feel superior to women? Are there any prejudices about women and men that are not questioned? What about political motives? Is there a lack of community and family support? Are there any cultural and traditional factors? What role do religious beliefs play? What about alcohol/ drugs? What about boredom or lack of necessary services? Are family and community structures dominated by men? What role do judiciary structures play? Are the laws appropriate for fighting GBV? Could it be that people are sure not to be punished?</p>
Tips for the teachers	<p>These points that must be emphasized while summarizing:</p> <p style="padding-left: 40px;">It is crucial to know that unequal gender relations are the source of gender-related violence. For this reason, to take precautions against sexual abuse, gender diversity must also be discussed. The causes of GBV must be scrutinized, and any form of GBV must be openly discussed. It must be emphasized that verbal harassment also represents a kind of GBV.</p> <p style="padding-left: 40px;">GBV may have very deep effects on woman and the society at large. To oppose GBV, suitable approaches must be designed and they must be spread to other fields.</p> <p style="padding-left: 40px;">There are many different factors that contribute to gender diversity – consider all of them!</p>
Source	Variations of GBV-blocking and protecting, workshop of country planning. Design for field test. Adviser, September 2000.

1.3 Legal Frames of Gender Based Violence

Briefing and debate (1 hour)

Document: Human Rights Instruments

This part must express the national law and sanctions related with GBV and must inform the participants about international legal frameworks. A lecturer should be invited and special reference materials that will be used in the struggle against GBV should be presented to the participants.

National Laws on GBV Subject:

This part should be implemented by the relevant state authorities with support of the local women's institutions. Criminal sanctions for forms of GBV such as abuse, domestic violence and sexual intercourse with close relatives should be discussed. Non-governmental organizations should be included in this process. Studies of UNICEF and other international institutions should be presented.

International Laws on GBV: Human Rights Instruments

GBV is violating many international human rights: such as the right to live, the right to be treated equally, the right to personal security, the right to equality in front of the law, the right to protection from torture, the right to protection from inhuman treatment and humiliation.

PART 4

Handbook and

Check List for

VET

Consultants

1 Recommendations for Consultants

The fourth part of this handbook provides recommendations for consultants. It was prepared to help the consultants with the evaluation of the degree of interest in gender and diversity projects. Consultants will find important information on what they should pay attention to.

Curriculum vitae and professional prerequisites should always be analysed in terms of gender and diversity by the consultants.

To give a professional consultancy, consultants should know the educational and professional competence of the potential participants. Factors such as household responsibilities, health, or long time unemployment are important for the analysis and evaluation.

Consultants, at the same time, should know all career-related data of the participants. They should also know the competences which the participants have acquired during their working period and the professional interests they had but could not follow.

Consultants should look at the present private life of the applicant or potential participant. He should know how many children he/she has got, where he/she lives, how much energy he/she has got for professional education. To provide the most suitable education to a person, the culture and environment that he/she is living in should be considered.

It is necessary to respect the previously acquired knowledge and experiences of the participants, and to be prepared that they may behave and think in different ways. Consultants should think about how to integrate them into the target groups by examining their past.

People who are working in consultancy services should know that the education system is still patriarchal in many places and women are often victims of discrimination. Responsibility sharing at home reduces women's disadvantages.

In group studies evaluation, women tend to prefer to present results as a contribution from the whole group, while men tend to prefer to present them individually. Therefore, consultants may need to consider these differences and apply appropriate learning methods instead of traditional education methods.

Furthermore, the chance of self-evaluation (evaluation of their own work) may be given to the participants. This way they might be able to increase their self-confidence. Consultants should encourage the participants to speak freely. If they do not speak voluntarily the consultant should motivate them by asking questions. This is important because in many cultures people, and especially women, are not encouraged to make oral contributions.

It must not be forgotten that marginal groups are not given equal rights in social and work life. Some of them are continuously discriminated against by the dominant group(s).

There is a primary and a secondary dimension of diversity. While the primary dimension includes issues such as gender, ethnicity, sexual preference, religion and age, the secondary dimension comprises family status, education, professional biography, country or city origin, working field and his/her functions in the company. The two dimensions are equally important, thus discrimination on basis of both dimensions must be equally fought.

Consultants should point at external factors that affect the participants' point of view towards gender and diversity. Such factors could include music and videos with strong sexual contents. Consultants should take cultural structures into consideration and they should be familiar with the influence of the media on women and men.

Participants should be encouraged to reveal their social expectations about the issue of gender and about their own personality. If participants have biased ideas about gender, consultants should deal with them and try to annihilate them. The purpose of this is to help the participants develop critical thinking regarding clichés and prejudices. They should learn to detect instances of discrimination in their community.

PART 5

Gender

Education

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1 Tips for Gender and Diversity Education

In the fifth part of this handbook, some proposals are presented for planning education for gender equality and diversity. Therefore, this part is aimed at MTE providers, education designers and other people who are dealing with gender equality and diversity issues.

Please consult the previous chapters of this handbook for the concepts of gender, discrimination and diversity.

Gender equality does not mean equal treatment and equal opportunities. It means to constitute equal chances for each gender in the gender based approaches in daily life.

Gender equality education should provide some learning opportunities from the underlying concepts and should provide opportunities to apply them in daily life.

“Diversity” is a concept describing differences in a community such as gender, age or religion. According to this concept, all members of the community must have equal opportunities. Gender Equality education should design approaches, methods and materials to constitute equal chances, and to learn something from diversity.

1.1 A Sample Course Programme

Aim: To inform the Vocational and Technical Higher School instructors and lecturers who are on duty in vocational and technical education and the teachers of Vocational High Schools about gender equality and diversity, and provide them two-day applied education.

Goals:

- To inform VET instructors and teachers about Gender Equality and Diversity Management in Vocational and Technical Education
- To show how to use the educational materials which were developed for gender equality and diversity in VET.?
- To show how to evaluate the workshops.

Special Comments

- During this course, the "Handbook" and "Consultancy Document," which were developed within the scope of the "Gender and Diversity in VET" project, are used. The target group of this course are instructors and teachers and they should be in the centre of the interactive lesson. Topics should be related to daily life and should be attractive to the target group.
- This lesson is aimed at the concept of "Gender Equality and Diversity in VET" designed for Vocational Higher Schools and Vocational High Schools. Therefore, all chosen examples should be from daily life and school life. It shall result in a change of behaviour of instructors and teachers according to the criteria defined in the project documents. It is not enough to put the problem forward. True solutions or proposals are needed.

- While having a lesson, instructors and teachers in the target group should acquire the following knowledge and skills:
- They should have self-confidence about issues of gender equality and diversity management.
- They should be able to find sources of information easily and use them,
- They should express their thoughts,
- They should share the information they found,
- They should decide quickly and correctly,
- They should use modern communication technology in presentations,
- They should solve problems,
- They should make proposals,
- They should comment,
- They should use their knowledge and skills,
- They should spread their newly acquired knowledge.

Evaluation Table

After a short theory part, a practical part will follow, including individual and group work. The percentage of the individual subjects should be changed according to the target group. The success of the participants and whether the target is achieved or not is determined through observations and surveys.

Subjects	Percentage of the subjects (%)
A General Overview on Gender Equality and Diversity Management	20
Gender Equality and Diversity Management in VET	20
Materials that will be used in Education	30
Tips for gender Equality and Diversity Management	15
Education Model Proposal	15

PART 6

References

1 Publications and Reports related to Gender and Diversity in Turkey

"Equal opportunities for men and women in Turkey" Speech by Vladimir Špidla, Member of the European Commission responsible for Employment, Social Affairs and Equal Opportunities. March 06, 2006 Ankara

"Achieving the Lisbon Goal Country Report: Turkey" by Ms Milena Corradini , ETF Country manager for Turkey and others <http://www.referenet.org.uk>

"Strategy of Population/Development and Education of Women" Report, Prof Dr Mine Gogus Tan, Turkish Academy of Science <http://www.tuba.gov.tr>

"Gender and Equality from a Constitutional Perspective- The Case of Turkey" by Hilal Elver, University of California , Santa Barbara, USA , paper 39, 2006

"Challenges Gender Equality in Turkey "by Lisa Pavon - Woolf , Director of Employment and Social Affairs European Commission Horizontal and International Affairs, May 2005, Elazig- Turkey

"Recent Developments Regarding Gender Equality In Turkey"
Turkish Embassy in Sweden (Stockholm)

"Placement of Women Training in the Non-Formal Education in Turkey" by Prof. Dr Yuksek Kavak, Journal of Ministry of National Education, Number 144, pp: 31-38

"Data within Gender and Development's TEK-SAV and GLOBAL Country report about Turkish education and training system"

"Final Report on the 49th Session of the Commission on the Status of Women
<http://www.ksgm.gov.tr>

“Türk Toplumunda Cinsiyet Eşitliği -Gender Equality in the Turkish Community”
Fatma KARAKOÇ, the Prime Ministry General Directorate of Women Status,
June 2008

1 . 1 . W e b s i t e s r e l a t e d t o G e n d e r a n d D i v e r s i t y

Mesleki ve Teknik Eğitimde Cinsiyet Eşitliği ve Çeşitlilik Projesi
<http://www.gender-and-diversity.eu/trkce/ho-geldiniz/682.htm>

Gendernet Projesi (Transfer Edilen Proje)
<http://www.gendernet.at/opencms/opencms/gnet/de/>

Başbakanlık Kadının Statüsü Genel Müdürlüğü
www.ksgm.gov.tr/

Türkiye de Kadın Bilgi Ağı
<http://www.die.gov.tr/tkba/istatistikler.htm>

Kadın Girişimcileri Destekleme Projesi
<http://www.kadindestek.org>

Milli Eğitim Bakanlığı Kız Teknik Öğretim Genel Müdürlüğü
<http://ktogm.meb.gov.tr/>

Milli Eğitim Bakanlığı Ticaret ve Turizm Eğitimi Genel Müdürlüğü
<http://ttogm.meb.gov.tr/>

Çıraklık ve Yaygın Eğitim Genel Müdürlüğü
<http://cygm.meb.gov.tr/>

MEB Eğitim Araştırma ve Geliştirme Daire Başkanlığı
<http://earged.meb.gov.tr/>

Mesleki Eğitim ve Öğretim Sistemini Güçlendirme Projesi (MEGEP)
<http://megep.meb.gov.tr/indextr.html>

Türk İş Kurumu (İstihdamda Kadınlar ve Bayan destek poşeleri)
<http://www.iskur.gov.tr>

Türk İstatistik Kurumu (Cinsiyetle ilgili istatistik Bilgiler İçin)
http://www.tuik.gov.tr/PreTablo.do?tb_id=25&ust_id=8

Üniversite Kadın Sorunları Araştırma ve Uygulama Merkezleri
<http://www.ksgm.gov.tr/uni.html>

İstanbul Üniversitesi Sorunları Araştırma ve Uygulama Merkezi
<http://www.istanbul.edu.tr/merkezler/webkaum/1htm.html>

Hacettepe Üniversitesi Kadın Sorunları Uygulama Ve Araştırma Merkezi,
<http://www.huksam.hacettepe.edu.tr/Turkce/Default.php>

Ankara Üniversitesi Kadın Sorunları Araştırma ve Uygulama Merkezi
<http://kasaum.ankara.edu.tr/>

EKAM – Ege Üniversitesi Kadın Sorunları Araştırma Ve Uygulama Merkezi
<http://ekam.ege.edu.tr>

İstanbul Kadın Araştırmaları Merkezi
<http://www.ikam.org/demo/index.php>

KA-DER – Kadın Adayları Destekleme ve Eğitim Derneđi
<http://www.ka-der.org.tr>

Kadın Çalışmaları Dergisi
(İBB-KKM İstanbul Büyükşehir Belediyesi Kadın Koordinasyon Merkezi)
<http://www.kadincalismalari.org>

Yurt Dışındaki Bazı Kadın ve Cinsiyet Eşitliğini Destekleyen Kurumlarının İnternet sitesi

<http://www.ikam.org/demo/default.php?sayfa=linkler>

Ege Üniversitesi Kadın Sorunları Araştırma ve Uygulama Merkezi

<http://ekam.ege.edu.tr/index2.html>

Türkiye Kadın Girişimcileri Derneği

<http://www.kagider.org>

Uçan Süpürge

<http://www.ucansupurge.org>

Avrupa Komisyonu Türkiye Delegasyonu

<http://www.avrupa.info.tr/DelegasyonPortal.html?LanguageID=1>

Toplumsal Cinsiyet Eşitliği konusunda Avrupa Komisyonu seçilmiş projeleri

http://ec.europa.eu/employment_social/gender_equality/gender_mainstreaming/work_programme_en.html

Avrupa Birliği Toplumsal Cinsiyet Çerçeve Stratejisi

<http://europa.eu/scadplus/leg/en/cha/c10932.htm>

Avrupa Konseyi Kadın Erkek Eşitliği Yönetim Komitesi

http://www.coe.int/t/e/human_rights/equality

European Women's Lobby

http://www.womenlobby.org/site/form_3.asp

