



## Gender & Diversity in Vocational Education and Training (VET)

is a LEONARDO DA VINCI PROJECT that brings together 7 partners from 6 European countries targeted at the TRANSFER OF INNOVATION.

Implementation

Concept

Turkey



## Gender & Diversity in Vocational Education and Training (VET)

is a LEONARDO DA VINCI PROJECT that brings together 7 partners from 6 European countries targeted at the TRANSFER OF INNOVATION.

These 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](http://www.gender-and-diversity.eu) free of charges available till the end of November 2011.



This project has been funded with support from the European Commission. 2007 LLP-LdV-TOI-2007-RO-016

This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## P r e f a c e

The European Year of Intercultural Dialogue (EYID) 2008 recognises that Europe's great cultural diversity represents a unique advantage. It will encourage all those living in Europe to explore the benefits of our rich cultural heritage and opportunities to learn from different cultural traditions.

The European project "Gender & Diversity in Vocational Education and Training (VET)" is one specific example of how various target groups could benefit from the diversity – and in particular gender – issues. It aims at offering attractive alternatives to introduce gender equality and key elements of managing diversity into educational practice in Romania, Slovenia and Turkey. Furthermore its aim is also 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 and diversity equality into the vocational education, training and counselling service in Romania, Slovenia and in Turkey. This transfer of innovation project is focusing on the specific requirements arising in those three target countries.

The project partnership developed as one of the main products the "Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training" primarily to inform people responsible for the design and organisation of adult education measures as well as stakeholders in education policy on how to sensitise vis à vis gender and diversity issues as well as 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.

This document stresses the vital importance of education and training in reducing poverty and in development. As far as the main themes of Gender and Diversity in VET are concerned, it is helpful for approaching the ambits of: reduction of the existing gender-based inequalities in relation to access to education by promoting the participation of women; innovative approaches that go beyond the formal education sector, focusing on women in particular (promotion of self-employment and access too alternative forms of capital) and to address diversity issues by using innovative approaches.

Another product of the Gender & Diversity project is the "Guidelines". This complementary product for adult education organisations and vocational training institutions and, in addition, educational, vocational counsellors and tutors aims at offering didactic guidelines on how to incorporate the materials from the "Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training" within 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 Rumania, Slovenia and Turkey.

In order to carry out and to put into mainstream learning practices and to raise the interest of social partners and employer organisations an implementation concept is necessary. An implementation concept must define the necessary framework conditions for making it possible for the instruction to be operable and fulfil able by all employees, employers and social partners/ educational stakeholders.

The Gender & Diversity Implementation Concept provides a structured action plan for the localisation and organisation of putting the project results into practice. It sets up organisational models, suggests training delivery structures and provides a basis for assessing the potentials for introducing gender &

diversity issues in various learning practices. It also suggests possible partnerships for deployment.



# Table of Contents

1 Introduction .....	11
2 Goals .....	13
3 Target Groups .....	17
4 Approaches /Method .....	25
5 Definitions .....	29
6 Status quo: Outcome of needs analysis .....	33
7 Process organisation .....	41
8 Process Steering .....	43
9 Time Frames .....	47
10 Measures .....	53
11 Tools and Instruments .....	57
12 Resources .....	61
13 Evaluating and Controlling .....	75
14 Measures for ensuring acceptance.....	79
15 Literature & Links .....	91



## 1 Introduction

This manual aims to give an insight into the concept of diversity and gender and the importance of its consideration at the labor market and consequently in vocational training.

The advantages of overall strategic planning by means of an implementation concept are:

- the continued strategic procedure is defined,
- the implementation of Gender and Diversity in VET is concretized by means of individual working stages,
- the effect of being a binding internal plan.

An implementation concept consists of selecting the building blocks needed by the organisation and adapting them to the organisation's existing framework conditions. The success of an implementation concept depends on many different factors which can vary greatly from one organisation to the next, and can include different organisational cultures, different working processes, the existence or non-existence of support by the political leadership, the commitment of the employees and the present situation with regard to gender and diversity equality.



## 2 Goals

The aim of this document is:

- to produce, for each target country, an implementation concept demonstrating how to put these learning materials into the mainstream learning practice
- to raise, among adult education providers, social partners and employers, their interest to make use of the project's products and to incorporate them into their training concepts
- to raise, among education policy makers, their motivation to promote such educational concepts
- to achieve deeper sensitivity among Institutions and decision makers on G&D themes
- to help with the improvement of educational training tools

Another important aim is the reduction of inequalities and the overcoming of stereotypical social roles in education by systematically integrating gender equality and diversity perspective into the programmes of vocational training.

The implementation process is a continuous cycle which has four key stages:

- Commitment, which entails scoping the implementation process; planning for reviewing organisational practices; ensuring senior management commitment and securing adequate resources for the implementation process.

---

<sup>1</sup> <http://www.peopleinaid.org/code/implementation.aspx>

- Stakeholder engagement, which involves reviewing the organisation's current vision, values and policies, consulting with stakeholders to identify key issues, and generating commitment to the process of review and actions resulting from it.
- Reporting and auditing, during which stage organisations prepare a full report showing how the organisation has performed against its values, targets and objectives, and including a plan for future action. The report is externally audited to assess the accuracy of data, and whether it is a true and fair reflection of performance, and the findings are then communicated to stakeholders.
- Continuous Improvement, describing the stage where the organisation works to establish systems to embed the process, monitors achievements against objectives, and continues to collect information and audit in accordance with the social audit cycle.





### 3 Target Groups

The project's target groups can be subdivided into direct and final beneficiaries.

The direct beneficiaries group comprises:

- VET trainers and adult education operators
- Participants in adult education measures
- Representatives from training organisations, educational or other institutions who might be interested in implementing the innovative approach of the G&D Project

The final beneficiaries group comprises:

- Education providers, key actors for lifelong learning and language learning training policies: they will receive information about the project;
- Social partners: they will be involved in the dissemination process of the project results to their members.
- Co-operating partners & multipliers
- Human Resource Managers
- Course Designers
- Women/men and people who deviate from the accepted standards – and for this, disadvantaged – who benefit of tools and activities realized by direct beneficiaries

---

This programme affects many stakeholders, among these are:

- Institutions,
- Training bodies,
- Consultants,
- Experts,
- Researchers,
- Evaluators,
- Others.

The stakeholders should concern themselves with:

- The analysis of contents,
- The realization of materials,
- The suggestion of proposals,
- The promotion of activities and mainstream G&D issues.

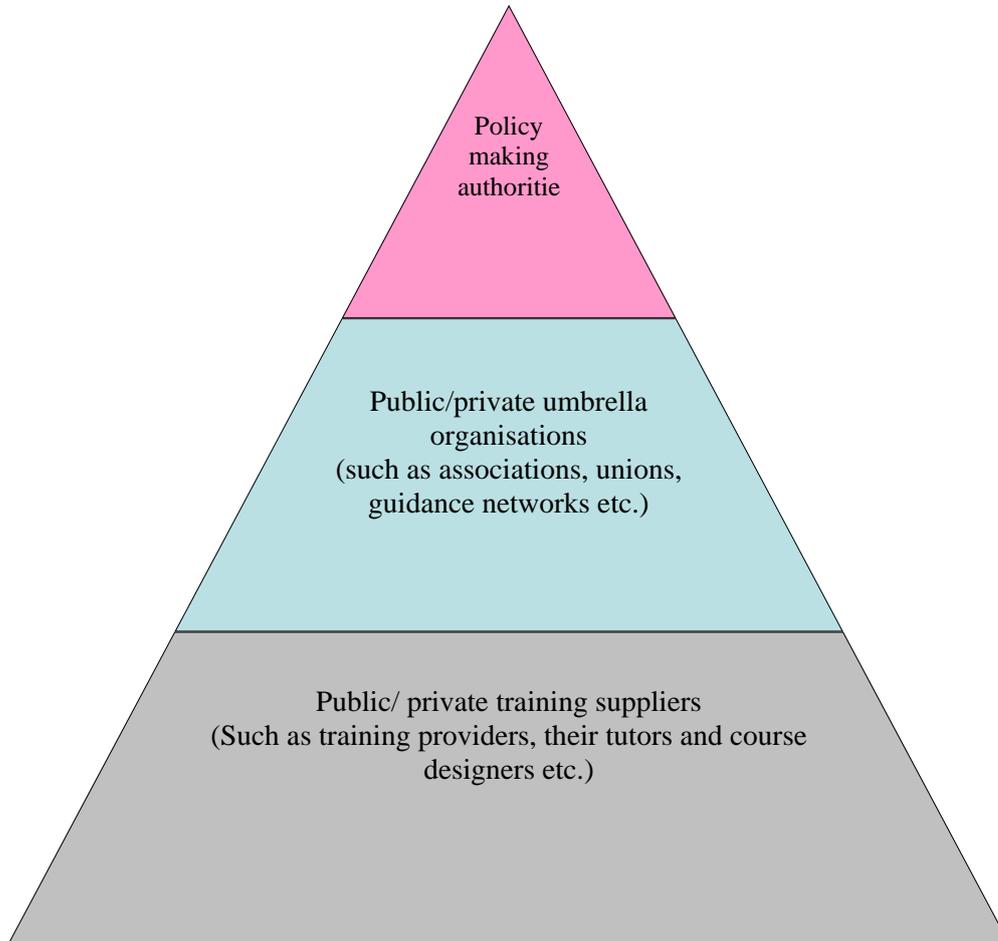
The project has to overcome some challenges in order to be successful and actors engaged with the implementation of this concept should remember that:

- Delivering an extended and diverse educational offer within the non-formal educational systems is often difficult. By facilitating and fostering the width of the educational offer there is a greater possibility to mainstream G&D issues

- Gender and diversity are two hard-to-define notions: sorting their nuances means allowing them to enter more steadily equality politics

If women are relieved of their commonly accepted responsibilities (in the sense of sharing them with men) they will have more chances to be included properly into the education systems and Labour market.

On a more specific level, The Gender and Diversity Implementation Concept addresses members of the following three different groups:



### **Policy making authorities**

The first group at policy making level includes ministries, governmental organisations in educational strategy building and similar stakeholders. They are key actors for lifelong learning and for programme designs in VET organisations. The implementation concept wants to address experts from all EU member states but in particular those of the three target countries, Romania, Slovenia and Turkey. For the implementation of gender & diversity issues they should be involved in a continuous information process. They could take part as strategic members of national steering committees.

### **Umbrella organisations**

The second group includes VET counselling organisations, networks or unions and similar bodies. Their main role is to work as umbrella organisation and foster the mainstreaming of the gender & diversity ideas. They should be involved in the dissemination process. Some could also use various materials for their daily counselling practice. One particular stakeholder is the social partners in other countries who should be included as steering committee members or working members in focus groups. They could take part in various dissemination events.

### **Training suppliers**

Finally, the public/ private training delivery level includes the target group of training providers, teachers and tutors, course designers and similar professions and organisations.

VET organisations should be addressed to use the gender & diversity products such as the project "Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training" and "Guidelines". They can inform and sensitise their staff about the introduction of gender sensitive teaching materials. Trainers can use the materials for detailed preparation of their lessons. Furthermore, they should be included when implementing the gender & diversity idea into the mainstreaming in the countries. Representatives of VET organisations could be important for the progress in different working teams in the gender & diversity perspective.

Members of all target groups should be included to mainstream the gender and diversity idea in the country following the gender and diversity principles.

---

## 3.1 Restrictions

There might be many restrictions to think of depending on the country specific status quo. One common reason against the implementation of the gender & diversity principles might be the costs.

Gender Mainstreaming & Diversity Management though should be seen as a long-term capital investment that contributes to the improvement of self-esteem, satisfaction and in consequence could help in increasing productivity and competitiveness.

## 3.2 Turkey

The project's target groups in Turkey are subdivided into 3 main groups

### **A- Policy making authorities**

- Ministry of National Education,
- Turkish Higher Education Council,
- Turkish Labour Office,

### **B - Umbrella Organizations**

- Turkish Republic Prime Ministry  
General Directorate on the Status of Women

### **C-Training suppliers**

- Researchers at the Educational and Technical Faculty,
- Instructors at the Two-Year College,
- Teachers at the High School,

**NATIONAL STRATEGIC PARTNERS IN TURKEY**

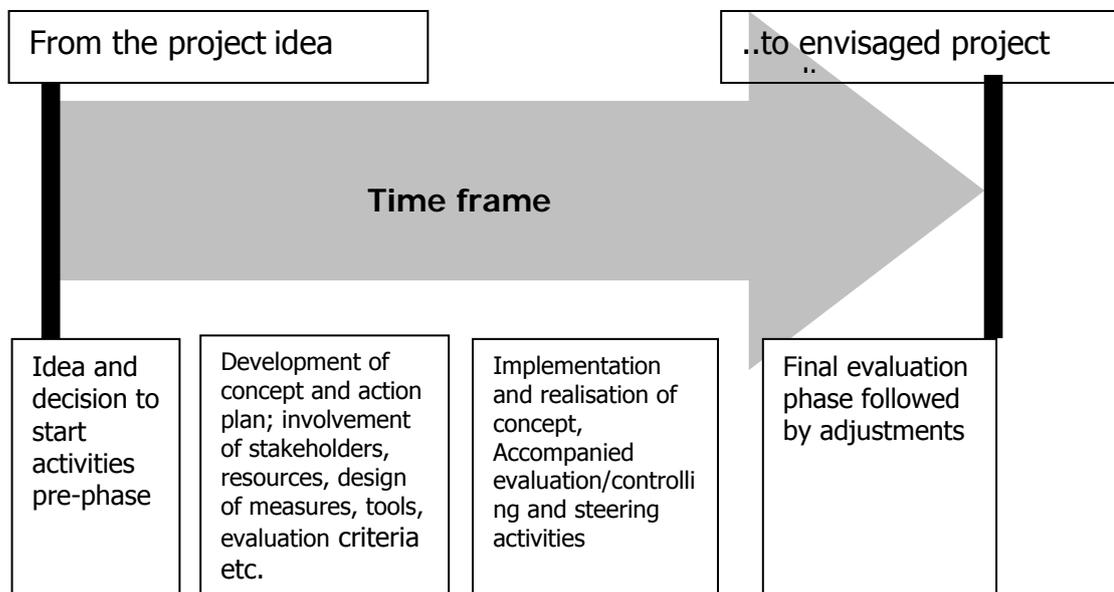
- Ministry of National Education
  - General Directorate of Girl Technical Education,
  - Educational Research and Development Department,
  - Special Educational and Counselling Department
- Turkish Labour Office (Manpower Training Department)
- Technician Education Culture Health Foundation
  - Cankaya University Educational Faculty
  - Gazi University Ankara Business College
  - Cankırı Karatekin University Technical and Business College



## 4 Approaches / Method

As mentioned in the introduction, one of the main aims of the implementation concept is to offer advice and ideas on how to put the project products into mainstream and how to raise the interest of stakeholders, social partners and employer organisations.

To give answers to the most important questions arising with this objective, the Gender & Diversity partnership tried to consider questions of who, what, when, how and why to follow the steps described in this document. In general, the selected approach can be described in the following table:



The structure of this document is meant to reflect the structure of the implementation process; therefore it is suggested to follow this implementation concept in the chronological order.

The Gender and Diversity Implementation Concept envisages in its action plan the consideration of the following factors:

- Definitions
- Status Quo in the Target countries
- Time Frames
- Measures
- Tools and Instruments
- Resources
- Evaluation and Controlling
- Measures for Ensuring Acceptance

To show the country specific implementation concepts, the following chapters will include a general view followed by examples and experiences of relevance in Slovenia, Romania and Turkey.





## 5 Definitions

In order to apply this concept effectively, it is important to define and explain a few terms.

### 5.1 Gender

As distinct from 'sex' (which is biological), gender usually refers to socially/culturally constructed (invented) characteristics which are then attributed to the different biological sexes. If sex is 'female and male'; then gender is 'femininity and masculinity'.<sup>2</sup>

The term "Gender" emphasises the fact that sex and gender are not so much a natural as a social phenomenon. This also means that ideas of "masculinity" and "femininity" are constantly shifting.

### 5.2 Sex

"Sex" describes the biological classification of male or female (based on genetic or physiological features).<sup>3</sup>

### 5.3 Gender Equality

Gender equality means equal treatment of women and men in laws and policies, and equal access to resources and services within families, communities and society at large - an absence of discrimination on the basis of a person's sex in opportunities and the allocation of resources or benefits or in access to services.<sup>4</sup>

---

<sup>2</sup> [http://royal-holloway.org.uk/ltsn/english/events/past/staffs/Holland\\_Arrowsmith/Critical%20Concepts%20edit.htm](http://royal-holloway.org.uk/ltsn/english/events/past/staffs/Holland_Arrowsmith/Critical%20Concepts%20edit.htm)

<sup>3</sup> <http://admin.utep.edu/Default.aspx?tabid=43916>

<sup>4</sup> <http://www.genderandhealth.ca/en/modules/introduction/introduction-glossary.jsp>

---

## 5.4 Gender Mainstreaming

In July 1997, the United Nations Economic and Social Council (ECOSOC) defined the concept of Gender Mainstreaming as follows:<sup>5</sup>

"Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality."

## 5.5 Diversity

This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups, i.e. diversity within the Asian-American culture includes Korean-Americans and Japanese-Americans. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term. The term also refers to the range of differences in such things as race, ethnicity, language, culture, religion, age, gender, socioeconomic status, family status, sexual orientation, political views, disability status, etc.<sup>6</sup>

For further definitions and explanations please refer to the "Manual for introducing gender mainstreaming into the daily practice of vocational education and training".

---

<sup>5</sup> <http://www.ilo.org/public/english/bureau/gender/newsite2002/about/defin.htm>

<sup>6</sup> <http://admin.utep.edu/Default.aspx?tabid=43916>





## 6 Status quo: Outcome of needs analysis

The purpose of this chapter is to take stock of the current situation in the three target countries in relation to Gender and Diversity issues, and to determine what further steps should be taken to foster countrywide gender and diversity mainstreaming.

The partnership of the Gender & Diversity project is totally aware of the fact that any gender and diversity analysis will need to be up-dated in each single country/ for single initiatives on a regular basis to meet the current requirements of Gender Mainstreaming and Diversity Management in the respective target country. The present implementation concept can therefore only offer essential support showing main key steps and ideas which should be considered in such programs.

Along the product development the target countries, Slovenia, Romania and Turkey engaged in desk and field research to determine the current situation of gender and diversity issues in their countries. The following results are part of the needs analysis outcomes.

## T u r k e y

### 6 . 1 L a w s a n d A c t s

Women in Turkey were granted the right to vote and to stand for election in 1926, which was earlier than in many other nations in the modern world. The 1980's have witnessed a strengthening of the women's movement both at the international level and in Turkey itself, leading to an increase in the public awareness of women's rights.

The constitutional amendments that were approved by the Turkish Grand National Assembly on 3 October 2001 and entered into force on 17 October 2001 state that "the family is the foundation of Turkish society and is based on equality between the spouses".

The General Directorate on the Status of Women was established in 1990, and adopted by the Parliament on 6 November 2004. The Main purpose of this organisation is the protection and development of women's rights and to support these rights through national, regional and international projects.

According to 10<sup>th</sup> article of Law 2709 of the Turkish Constitution all Turkish citizens are equal regarding their sex, religion or confession. The same law obliges in its articles 49 and 50 that all women and men have the same education and employment rights and Governments should provide all kinds of precautions to provide it.

## 6.2 Programmes and Projects

In order to improve the participation of girls in education, the Ministry of National Education started the Girls to Schools campaign (Haydi kızlar okula) in cooperation with UNICEF in June 2003. Results of the campaign are very successful and the number of the girls attending primary and secondary school has been increasing year by year.

Another EU-funded project is called "Strengthening of Vocational Education and Training". This project started in September 2002 and finished in 2007. The aim of this project was the modernization and adaptation of the VET system to social-economics needs of the country and the principles of Life-Long Learning. Education and Training programs for girls have been developed in this project scope.

The "Modernization of Vocational Education and Training" project is also funded by the European Union. It started in July 2003 and ended in September 2007. The objective of this project was to strengthen the capacity of Turkish authorities to organize and deliver a modern and efficient system of pre-service teacher training.

### **Twinning Project Promoting Gender Equality**

The 1st Component entitled Twinning Project "Promoting Gender Equality" has been prepared as a Twinning project. Twinning presents a general framework so as to strengthen relations between public institutions of candidate countries and member states of the EU. Twinning projects aim to help the candidate countries in the development of efficient administrations with the structures, human resources and management skills needed to implement the *acquis communautaire* to the same standards as Member States. Together they develop and implement a project that targets the transposition, enforcement and implementation of a specific part of the *acquis communautaire*.

The Twinning project "Promoting Gender Equality", implemented jointly by the Prime Ministry, General Directorate on the Status of Women and the Ministry of Social Affairs and Employment of the Netherlands was launched in March 2007 and it will be completed in November 2008. Aims of the Project are:

- To promote gender equality in Turkey through communication, training and other tools,
- To strengthen the institutional capacity of the General Directorate on the Status of Women in order to promote gender equality in Turkey,
- To ensure that the gender equality principle is incorporated into all public policies,
- To support the implementation of gender equality related laws through support and involvement of central government, local administrations and non-governmental organisations,
- To contribute to design a draft model for a Gender Equality Body in line with EU practices and the acquis

### **“Supporting women entrepreneurship” Project**

01 August 2007 - ECORYS and its partners UNIDO (Austria), the CUAO Foundation (Italy) and COTECNO S.r.l. (Italy) have launched the execution of the project Technical Assistance for Provision of Entrepreneurship and Management Training and Consultancy to Support Women Entrepreneurship through Training Centers and Relays in Turkey. The project has an ambitious aim to establish 9 training centers and 16 training relays in different parts of Turkey and to train and consult more than 5 000 women.

The contribution of women entrepreneurs to economic activity and employment has increased over time. Women entrepreneurs are a rapidly growing segment of the business population. This is important for the growth of any economy. According to the Global Entrepreneurship Monitor (GEM) report there is a strong correlation between economic growth and female entrepreneurship. The economic and social problem of women’s involvement in business in Turkey is identified as an important issue to be tackled by the

government. Education deficiency, lack of role models in entrepreneurship, gender issues that lead to weak social status, competing demands on time and access to finance can be defined as barriers to entrepreneurship for women in Turkey.

The policy documents and actions are directed in areas where effect can be achieved in relation to women. While the policy framework is there, there is a need of unified efforts to design and implement concrete sustainable measures to realise the policy. We see this project as reflecting this need and its success can be an example for the country as well as allow for duplications in a larger scale.

The present project addresses the low participation of women in Turkey's economic life. It is intended to contribute to the efforts of Turkey to promote entrepreneurship among Turkish women playing an active part in setting up and/or running small family businesses.

The project will support the formal economy of Turkey as well as provide development opportunities for Turkish women and enhance their role in society.

The main Beneficiary for this project is the Turkish Confederation of Tradesmen and Craftsmen (TESK; <http://www.tesk.org.tr/>). TESK is the biggest NGO in Turkey, having more than four million members through 3169 Chambers, 82 Unions and 13 Federations. TESK's coordination and representative role of tradesmen and craftsmen, chambers and federations and also its contribution to national and global economic development makes the organization a very competent beneficiary to partner with for the successful execution of this project.

While the overall objective of the project is to support women entrepreneurship and to get them to play a more active role in business, the purpose is to provide entrepreneurship and management training and consultancy for women entrepreneurs. The overall objective and the purpose will be achieved by means of a significant and focused intervention to bring the following results:

Institutional capacity of TESK and its regional offices regarding the sustainability of training centres and the replication of supporting women entrepreneurs' model in other regions.

Technical assistance provided on the establishment of nine (9) Training

---

Centres in Ankara, Antalya, Istanbul, Konya, Adana, Malatya, Manisa, Nevsehir, Samsun and sixteen (16) Training Relays in Duzce, Eskisehir, Kastamonu, Mugla, Tekirdag, Kirklareli, Hatay, Tunceli, Sivas, Erzurum, Balikesir, Usak, Yozgat, Amasya, Ordu, Tokat.

Minimum 4 500 women were trained and 1 500 women received consultancy on entrepreneurship related issues through training centres and relays.

## 6 . 3 C r i t i c a l I s s u e s

As a potential future candidate, Turkey pays special attention to EU regulations in arranging its education, finance, energy, social life, environment, management gender and diversity in VET and many issues.

Some statistical numbers related to Turkey in 2008

Reference: Turkish Statistics Organization, <http://www.tuik.gov.tr> )

- Women make up 23 % of the workforce in 2008
- Female workforce rate is %26 at private sector
- 43% of all students are female
- The percentage of women in Vocational and Technical Education amounts to 36%
- In academics the employment rate of women is 39%
- Female Professor rate is % 25 at the Turkish Universities
- Female architects rate is % 36
- 53.4% of the population leave school before graduation, 60.6% of whom are female

- % 55 youngest female between 15-24 age years old, are neither working nor studying. They are out of working life. This rate is %23 for male.
- While men receive an average of 6.8 years of education, with women this number falls to 5.3 years
- 20.1% of the Turkish female population is illiterate, compared to 4.7% of the male population
- The total employment rate in Turkey is 46.9%, compared to 62.9% in the EU



## 7 P r o c e s s o r g a n i s a t i o n

Process organisation involves the design of work processes. It entails organizing the way work is broken down in terms of content and space as well as the order in which it is carried out in time, and the use of funds and materials. Balanced consideration of all relevant differences results for one thing in staff being addressed as individuals, so that disappointments and the resulting loss of motivation can be avoided. The implementation should be linked strategically with the reorganisation of processes.

For successful implementation, corresponding knowledge and information management is vital. Process organisation thus aims at a work organisation that enables individual needs such as family responsibilities and the organisation's operational requirements to be harmonized. This refers especially to work-life balance and to giving staff the option to pursue vocational interests outside of work.

Implementation will exploit management best practices and the integrated information environment. Capability-based planning, activity-based management and performance measurement tools will be improved and exploited. Knowledge management, including the establishment of a learning environment with strong feedback mechanisms, will be fostered.

Therefore successful process organisation consists of the following steps:

- Breakdown of the work in terms of content and space
- Order in which work is carried out
- Use of funds and materials
- Link of implementation with reorganisation of processes
- Management of knowledge and information



## 8 P r o c e s s S t e e r i n g

Even if Gender Mainstreaming means that all staff will integrate gender equality and diversity management into their specialist work to give equal chances to people with various characteristics, this does not simply happen overnight. The implementation of Gender Mainstreaming & Diversity Management is a rather long term change process that must be steered. This means that the implementation concept must include the allocation of clear and effective responsibilities.

The matter of steering of implementation is not finished with when competencies have been allocated. The implementation concept should establish the steering methods that are planned.

One kind of a steering process is called governance. Governance applies to the instruments, regulations and processes that define the institutional environment of an organisation. The knowledge of governance has application not only in determining the appropriate guiding mechanisms for an organisation, but also offers:

- a way of seeing, or co-ordination perspective on the workings of the institution
- a reference point to clinically probe and repair faltering organisations
- an analytical framework providing a language of problem reformulation; and
- a tool to generate alternative perspectives to provide insights into new ways to tackle problems of organisational design and social architecture

In order to guarantee the best steering and involvement of all necessary stakeholders, members of the three most important target groups should be involved from the start. These three groups comprise actors on the policy making level (Governmental offices, ministries, etc.), private and public umbrella

---

organisations (employment agencies, education providers, etc.) and the training organisations and their staff themselves.

It is recommended to organise the following entities for the steering process:

- National Steering committee
- Focus groups
- Working groups

The main task of the steering committee is to give recommendations at national or regional level, convey critical observation throughout different phases of the initiative(s) and to transfer the gender and diversity ideas and concepts into national strategies.

The focus groups could address specific topics, measures or perspectives and could therefore be formed by members of all target groups. Still, it has to be considered not to include too many people to avoid cumbersome processes. Their main tasks will consist of feedbacks of observations, contribution of specialists' perspectives and evaluation of implemented measures.

Working groups should include members who actually have the resources to contribute time and human resources to work out concepts, manage measures, implement tools and instruments and coordinate the whole implementation process.

Links and interfaces between these groups should be foreseen to foster continuous information and communication flow. A Diversity and/or Gender Mainstreaming Manager should steer all groups and the implementation process.

## T u r k e y

Steering group organizations (National Strategic partners) in Turkey is as below

- Policy makers from Ministry of National Education, Turkish Labour Office and General Directorate of the Status of Women
- Researchers at the Technical and Educational Faculties
- Non-Governmental Organizations

Steering committee (National Strategic Partners) will make recommendations at national and College's level how the project products are used effectively in Turkey.

Our target group is VET teachers at Colleges' level

3 teachers from Cankiri Karatekin University, 2 teachers from Gazi University will be selected as working group members to use the project documents at the courses as a pilot application and providing feedback to Steering Committee.

All the steering group members have different responsibilities for GENDER & DIVERSITY IN VET. activities in Turkey so each partner will use whatever they need. Researchers will use the project products to publish articles and will make some recommendations to steering committee to get high quality products.



## 9 Time Frames

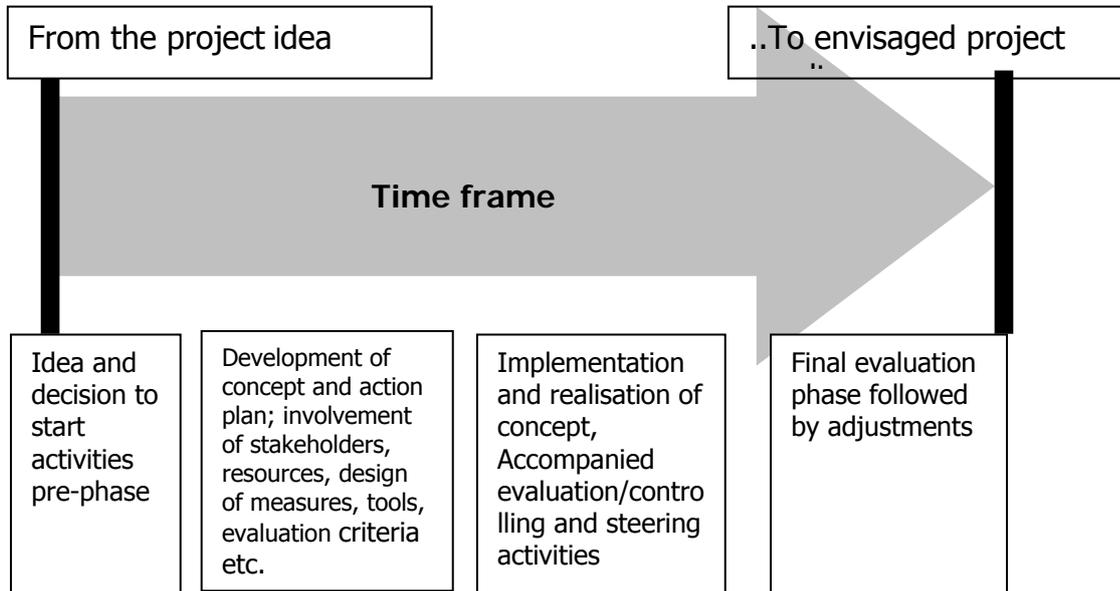
A time-frame should be established for the implementation of the Gender & Diversity project. The time frame should include short-term, mid-term and long-term goals particularly since Gender & Diversity issues might start up a long-term change process. It is important for the time-frame to be based on realistic variables, as otherwise a successful completion will depend on luck and coincidence and not on effort. This means that the set-up of the time-frame will depend on measures such as objectives, tools, indicators and evaluation criteria, resources, milestones, etc. and on how much time is realistically needed for their implementation.

A wide range of measures can be applied over a reasonable implementation timeline. If a particular measure proves to be unsuccessful, it can be exchanged for another measure. A successful implementation plan should have a combination of measures that can be implemented over short, medium, and long time frames. It is important to create a timeline of all the implementation components.

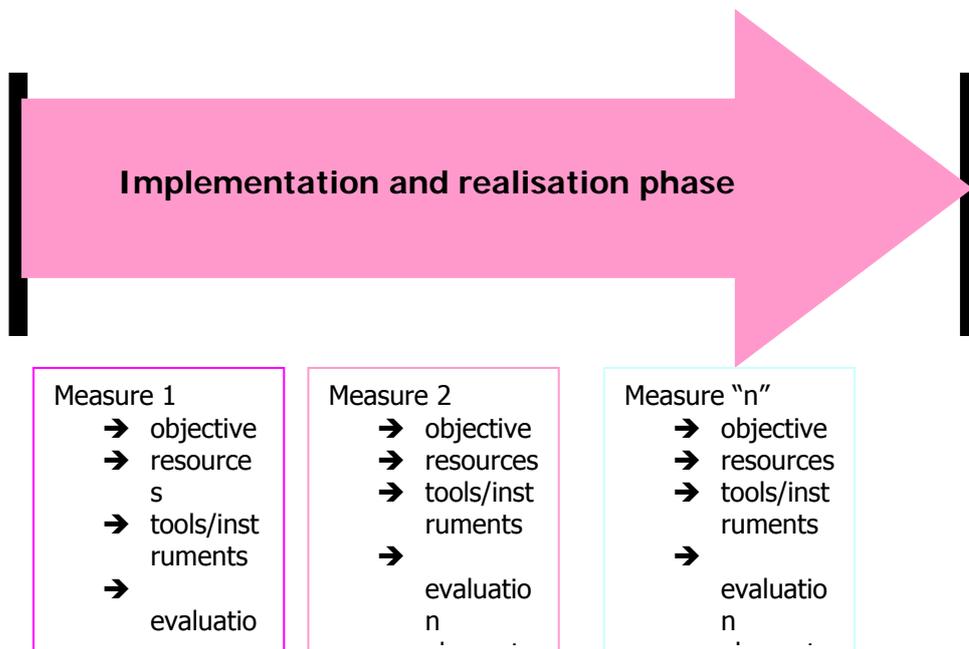
Furthermore, goals should be specific, measurable, time-bound and achievable. Thus the people involved will know exactly what their target(s) is/are, they will have to achieve within the set time frame and find appropriate indicators to help measuring these objectives.

Besides setting goals, the time frame should be divided in phases. And each phase should include or finish in one or several milestones. For evaluation purpose in addition to latter events indicators will help in qualitative and quantitative process control.

In general, along the time frame, various measures with specific objectives, resources, and tools/instruments to fulfil the targets will be allocated. Each single event as well as the process in general will be accomplished by evaluation and controlling measures. Regarding the whole time frame the following illustration will show typical project phases and events allocated to each one of them.



The overall time frame can then be separated and transferred to the respective project and programme phases. The following example shows the implementation and realisation phase:



Although there is not much flexibility in the endpoint for the implementation plan there is flexibility in the implementation component. This flexibility allows use of a wide range of solution measures applied over a reasonable implementation timeline. If it is demonstrated that a particular implementation measure cannot

be easily implemented, an extended implementation timeline may be justified. Care must be taken though not to depend upon only measures that are not easily implemented if other readily identifiable measures can be more easily and quickly implemented. A successful implementation plan will likely have a combination of measures that can be implemented over short, medium, and long time frames. A timeline of all implementation components must be created.

Certainly, any change in the selected implementation concept might affect the set time frame. Moreover, continuous evaluation and controlling will also have impact on the time frame. (Further details on evaluation issues will be included later in this document.)

## T u r k e y

Turkey has short-term and long-term goals for GENDER & DIVERSITY IN VET project. There are not courses which have similar aims and targets identified in the GENDER & DIVERSITY IN VET project.

A short-term goal is to use the project documents at college's level as pilot project, gender trainers to develop and carry out trainings for other trainers and different target groups at colleges

Long-term goal is the support for the gender training and trainers by the government, which includes regulations and the allocation of financial resources.

It will be possible to arrange the web oriented gender and diversity courses. So, many organizations such as College, Training centres of municipalities, governmental and non-governmental organizations in Turkey can be utilized from project documents (Manual and Guidelines).

This seems to be the best method to transfer the project products Turkey wide. Cankiri Karatekin University has good experience with web oriented course design and implementation (please look web page of OBELFA project) and this experience will be used on the Gender and Diversity in VET project. Cankiri



---

Karatekin University Technical and Business College has been supporting GENDER & DIVERSITY IN VET project since the beginning of the project and this support will continue during and after the completion of the project.

<http://obelfa.cmyo.ankara.edu.tr/moodle/>

TEK-SAV and Global will arrange the 2 days seminar to introduce How to use the project products effectively and efficiently for policy makers, Researchers and especially VET teachers on the validation phase of project. Then Cankiri Karatekin University Technical and Business College will support them if they want to use web based project materials, by giving them password and username.





## 1 0 M e a s u r e s

It is important to implement measures that will help to achieve the programme's goal. Some of these potential measures are being described below.

- The systematic education and vocational training of teaching and counselling staff on gender and diversity equality should be introduced into the national education sectors.
- It is necessary to establish a standardized procedure for the attestation of teaching material from the gender & diversity equality perspective and the proposal for amendments to the existing teaching material that fail to comply with these standards.
- Another measure is the completion of criteria for the attestation of schoolbooks and the continuous monitoring of schoolbooks and other teaching material from the gender & diversity equality perspective.
- Recommendations, guidelines and instructions for teachers on how to include education for gender equality in all subjects need to be adopted.
- Systematic education and vocational training should include the gender & diversity equality perspective.
- Scholarships should be set up, which promote female students in fields traditionally dominated by men, and male student in fields traditionally dominated by women e.g. technology or education.

As the specific situation in each country determines which implementation strategy will be most successful, examples of Gender and Diversity implementation in the target countries will be numerated on the following pages.

## T u r k e y

In Turkey following measures could be effective in promoting gender and diversity equality in VET system

- Manual and Guidelines of Gender and Diversity in VET project will be the first training material for Gender Equality and Diversity as far as we know. This offers both a challenge and opportunities but at the same time it carries some risks. It will take time for VET teachers and policy makers to be familiar and to use the project materials in courses.
- Gender equality concept should be included in laws, regulations and other legislative papers as well as in all public call for applications for job and others.
- Strong and sustainable Network among governmental and Non-Governmental organizations should be established to support the gender equality and diversity in country.
- European Union should continue to support gender equality and all kind of women/girl training and education projects in Turkey.
- At governmental and private organizations sensitivity should be raised for gender and diversity equality among workers and employees.
- Researchers and academic staff should research gender equality and should publish articles about it.
- Almost equal numbers women and men should be in charge of working groups or executive boards of governmental organizations and other private organizations

Some legal regulations and training programmes and projects are needed to improve competences of women and so it helps to solve the gender problems in Turkey. Specifically, governmental organisations should get take more responsibility in these matters.





## 11 Tools and Instruments

Tools are working materials which facilitate a thorough gender and diversity equality orientation. They include websites, checklists, guidelines, handbooks, helping hands, leaflets, toolbox, etc.

As one of the main products the Gender & Diversity Project elaborated the “Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training”. One part of it, the “Toolbox”, offers various activities and measures for vocational education training. The materials included therein can be used for a wide variety of measures and interactions in VET but also in any other Gender & Diversity sensitive learning practice.

Tools must be constantly developed with the participation of the actors and with reference to them in order to adapt them to changed routines and procedural rules as well as to new scientific findings.

Certain conditions must be met in the organisation itself for tools to be applied effectively, some of which are the following:

- Senior management must bring about binding application on a formal level and ensure actual application by employees,
- Previous measures of equality policy must be placed in a meaningful context with new measures within the framework and not in competition with them,
- Structures must be created to guarantee that tools are regularly evaluated and if necessary optimised.

The selection of tools should go hand in hand with the measures’ objectives, target groups, resources and time frame.

---

## T u r k e y

Various scientific materials have been published on the topic of Gender and Diversity Management in Turkey. These include:

- "Equal opportunities for men and women in Turkey"  
Speech by Vladimír 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  
[www.referenet.org.uk](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, Elazığ- Turkey
- "Recent Developments Regarding Gender Equality In Turkey"  
<http://www.turkemb.se/default.asp?id=36&ACT=5&content=74&mnu=36> ,Turkish Embassy in Sweden (Stockholm)
- "Placement of Women Training in the Non-Formal Education in Turkey"  
by Prof. Dr Yuksel 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”
- “Gender Equality in the Turkish Community” Turkish presentation  
Fatma KARAKOÇ, General Directorate of Women Status, June 2008
- “Twinning Project Promoting Gender Equality”  
<http://www.ksgm.gov.tr/twinning.html>
- “Final Report on the 49th Session of the Commission on the Status of Women”  
<http://www.ksgm.gov.tr/>
- “Response of The Republic of Turkey to the Questionnaire on Implementation of The Beijing Platform For Action (2004)”  
<http://www.ksgm.gov.tr/>
- “Gender Equality in the Turkish Community”  
Fatma KARAKOÇ, General Directorate of Women Status, June 2008



## 1 2 R e s o u r c e s

One important part of Gender and Diversity Management is the procurement of resources. These include money, time and people. Binding commitments to provide them should be obtained, and it should be set out how the resources are to be used. Monitoring and controlling of these resources should take place throughout the whole project. Later chapters will describe these aspects in more details. For further information please refer to: "Manual for introducing gender mainstreaming into the daily practice of vocational education and training".

### 1 2 . 1 H u m a n R e s o u r c e s

The most important resources of an organisation are its people. In relation to the implementation of Gender and Diversity Management, it is imperative to choose the right people on whom to confer duties and responsibilities regarding this process. In light of the philosophy of the top-down process, it is advantageous to choose people who are equipped with the necessary authority, competencies and responsibility to carry out the job at hand. For more information on these competencies and responsibilities please refer to the following chapters.

As already mentioned in the introduction, the human resources refer not only to staff in educational organisations, but to all stakeholders involved. Therefore public institutions, ministries, social partners, etc. should also take time to carefully consider which persons they want to involve with the implementation of the Gender and Diversity implementation process.

---

## 1 2 . 1 . 1 Training

As already established, it is necessary to equip the people in charge with the skills they need to successfully implement the Gender and Diversity project. Before this can be done, it is necessary to take stock of the situation within the education and training systems, as well as counselling services offered by private and governmental organisations of the partner countries or any other stakeholder involved, and to determine which qualifications are necessary for implementation from a gender and diversity viewpoint.

In order to ensure teachers have the necessary qualifications, training courses should be provided for staff as well as measures for qualifying staff. The same applies to counsellors or staff members in ministries, guiding organisations and any other organisation that would be important for the mainstreaming of the gender and diversity ideas and concepts.

Labour office advisers, counsellors and job mediators for example assist clients with information, advice, guidance and active support preserving the principle of equal treatment for men and women and any other diversity aspects as regards access to employment, vocational training and promotion and working conditions. They therefore should be ready to apply Gender Mainstreaming and Diversity Management in their contact with clients, superiors and peers. Other stakeholders at policy making level who deal with the general strategies, action plans and measures in this respect should also be open to Gender Mainstreaming and diversity issues regarding the policy level.

It is important to discover how to ensure that training centres become learning centres which are multi-purpose and accessible to everyone, using the most

appropriate methods tailored to the broad diversity of the target groups; prevent exclusion from the knowledge-based society by defining priority actions for minorities, the elderly, people with disabilities, under-qualified and women.

For counsellors, labour office advisers, job mediators and other stakeholders it is also important to assist their staff members in finding access to the Gender Mainstreaming and Diversity Management issues in their daily work to consider equality aspects in policies, designs and customer relation.

Gender Mainstreaming and Diversity Management places new demands on staff. As Gender competence is only seldom being communicated in the general training phase, many employees will not be knowledgeable on Gender and Diversity issues. Therefore it is crucial that staff will be supported and assisted in their task of successfully implement Gender and Diversity Mainstreaming. A good way of doing this is by providing training courses for staff.

These courses should be designed to help office advisers, counsellors, case managers, job mediators and any other stakeholder in this matter to develop gender and diversity awareness. One of the Gender & Diversity Project's main products, the "Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training", is dedicated to the didactical background for the planning of gender mainstreaming and diversity trainings. It includes various activities and measures that can be used in Gender Mainstreaming and Diversity Management courses to widen specific competences and benefit from different experiences.

## 1 2 . 1 . 2 T u r k e y

In Turkey there are special education and training methods applied for women, that take place on-line and in class. Women are also being directed towards Vocational and Technical Education through the introduction of vocations. But there is a strong need for action which will improve Gender equality and Diversity in VET.

In Turkey there are no programmes or courses that specifically deal with gender and diversity, but there are some governmental and Non-Governmental organizations which influence the government and community. These are:

1. The Prime Ministry, General Directorate of Women Status
2. There are 13 Institutes or Research Centre at the different Turkish Universities to increase the sensitivities gender and equality and to develop women rights in community.
3. Women Entrepreneurs Association (KAGIDER) in Turkey was established in Istanbul to support the Entrepreneurship activities and Training programmes for women and girls.
4. There are many women's associations and foundations in Turkey to develop women's rights and they are making some slight pressure on local authorities and government to increase the sensitivity for gender equality in the life.

Uniform agreement that there is a need for further education in the form of workshops or trainings on gender and diversity equality issues for public administration, for decision-makers and policy-makers , is needed.

One of the actions taking place is a submission of improved curricula to the Ministry of National Education.

## 1 2 . 2 F i n a n c i a l R e s o u r c e s

### **Money - makes the world go round...**

Financing of gender and diversity mainstreaming activities and diversity management projects can take place within an organisation or with funds outside of one's own organisation.

One important financing option that needs to be taken into account is the possibility of grants. Grants can be defined as the award of public funds that are non-repayable or repayable only under certain circumstances at federal, state or local authority level. Thus the local, regional and national authorities and public bodies have an important role. They should be involved in an early phase of gender and diversity activities and be considered and contacted to apply for public funds.

Despite these funds, international grants might also apply in some cases. Still the national authorities could help with further information in this aspect. Examples for international grants are EU-funded projects or projects with support from the World Bank, who offers financial and technical assistance to countries around the world.

The importance of the planned measures must be made clear to those responsible for providing resources and if necessary they need to be reminded – particularly in case of in-house funding - of their top-down responsibility within the scope of their own organisations.

Regarding the specific situation in the Gender & Diversity target countries, the following pages will offer some examples.

---

## T u r k e y

Turkish governments pay special attention to develop women rights and gender equality in the normal life and working life.

General Directorate of Women Status was established in 1990 and structure was redesigned in 2004. Non-Governmental Organizations were supported to empower the gender equality activities in Turkey. Some universities have opened the Women Research Centres and these centres have been supported by Turkish governments.

On the other side European commission has been supporting some project to develop the Women in Turkey. Turkish governments are also transferring money to concerning governmental organizations and universities to develop gender equality issues.

[http://www.avrupa.info.tr/AB\\_Mali\\_Destegi/AB\\_Program\\_Bilgileri,Programprojemerge.html](http://www.avrupa.info.tr/AB_Mali_Destegi/AB_Program_Bilgileri,Programprojemerge.html)

Reference: <http://www.kadindestek.org/>

## 1 2 . 3 A l l o c a t i o n o f c l e a r a n d e f f e c t i v e r e s p o n s i b i l i t y

Referring to time and people as kinds of “resources” this chapter will give more details on effective allocation of resources and responsibility.

The implementation of the principle of diversity in an organisation and society entails a change process. Recommendations foresee that in the first step the sensitization should start at the top level (top down process) such as the stakeholders, policy makers and shakers. The second step is the bottom up process, thus the sensitization of the public in general should follow.

If the top organisation of a system is not convinced of the effectiveness of diversity management or gender mainstreaming within the system - within the society - the objective of equal opportunities can become cumbersome or difficult to reach.

Since change processes are rather cumbersome and long-term endeavours, it is necessary to establish a clear hierarchy of responsibility and to determine who is responsible for which stages of the process. Many stakeholders should be included here, not least of whom governmental institutions like Ministries of Education or Offices for Equal Opportunities. Wherever possible synergies should be identified and made use of.

When it comes to carrying out the steps of the plan, there will be individuals, groups, or entities that will be responsible for carrying out the elements of the

---

plan, while other individuals, groups or entities may do the actual work. The first group is called the responsible party and the second group is the active party. It is necessary to clearly identify the relationship between these two parties.

In many organisations for similar projects the Diversity Manager and Gender Mainstreaming Manager have been introduced. At the beginning he/she should even come from the outside, as not having been involved in the organisation before helps to realize strengths and weaknesses of the system in general. People, who are working within a system, have difficulties in distancing themselves from it and do not even notice the errors they and their colleagues make. Thus the Diversity Manager and Gender Mainstreaming Manager is not only an expert in the respective perspectives but also have to work as counsellor and adviser during this phase. (For further information see also the "Manual for introducing gender mainstreaming into the daily practice of vocational education and training")

If performance goals or endpoints are not achieved in the time allocated in the implementation plan, then there should be a consequence to the responsible parties. This consequence can take the form either of loss of some incentive or trigger for a disincentive. All incentive and disincentives must be clearly identified and be of sufficient magnitude to provide assurance that implementation will proceed. This of course poses a significant challenge as people will be put into a difficult situation during that time and a lack of role models will have a negative influence on their willingness to change. The allocation of suitable indicators in the evaluation and controlling of such projects will be one key element to take into consideration.

The following pages will again present a few examples of the target countries.

## T u r k e y

In Turkey the Ministry of National education is responsible for all kinds of education and training from primary education to Higher Education, whereas the Turkish Higher Education Council is responsible for Higher Education.

While the National Strategic partners have declared to support the Gender and Diversity project, the main problem is the approval of the content of the curricula by the Ministry of National Education. This approval is very important as the critical point of the project is to provide a strong collaboration with the Ministry of National Education.

---

## 1 2 . 4 C o m p e t e n c i e s

Scientific writings state that there are at least three different kinds of competencies:<sup>7</sup>

- Competencies for process steering
- Competencies for specialist steering
- Competencies for specialist processing

Competencies must as a whole be allocated in such a way that they satisfy the requirements for a comprehensive and systematically steered process at all levels of administrative action. The allocation of a certain task within an official apparatus affects the way the task is carried out. When allocating tasks and competencies, consideration should be given to the various hierarchical and functional levels within an organisation, such as the differences from senior management level down to sub-departmental level. This means allocating tasks and competencies to each level in accordance with its decision-making possibilities.

When competency structures are being established for Gender and Diversity Mainstreaming, it should be kept in mind that equality is a cross-sectional task which is not just important for any one specific topic. As a result, no special structures should be created, but instead existing structures should be used.

Overall, care should be taken to provide the necessary competence development for all staff when allocating competencies for the implementing of Gender and Diversity Mainstreaming. Nobody can carry out a new task well if she or he has not been taught the skills to do it. The necessary competence required for the implementation of Gender and Diversity Mainstreaming should therefore be passed on by means of training. Specialist competence development can also be attained by involving external consultants.

---

<sup>7</sup> <http://www.genderkompetenz.info/eng/gendermainstreaming/implementation/competencies/>

If Gender and Diversity Mainstreaming is to be seen as a task for all staff, then this particular competence must be included in job function descriptions. On the stakeholder level it is important that Gender and Diversity Mainstreaming is a visible part of an organisation's identity and included in all official publications, e.g. mission statement, annual reports, etc.

Gender and Diversity Competence is the ability of people to recognise gender or diversity perspectives in their work and policy fields and concentrate on them towards the goal of gender and diversity equality. This competence is a prerequisite for successful Gender and Diversity Mainstreaming. At the same time, new competence is produced through the implementation of Gender and Diversity Mainstreaming.

Experience of implementing Gender Mainstreaming in federal and state government administrations so far shows that employees need support in the task of integrating gender and diversity perspectives into their daily work. There is often a lack of any exact conception of how this mainstreaming can be implemented in practice into their specific areas of work. The question of who is to fulfil which task and thus who is responsible for the completion of the task is answered in an administrative organisation by means of the Allocation of Competencies, which exists to assign responsibility clearly and permit tasks to be allocated in as meaningful a way as possible.

The implementation of the diversity principle in an organization requires the following minimum competences of all the persons involved:

### **Social competence**

- Intercultural communication, which can be adapted to the colleagues or to the clients
- Time management with consideration of the cultural environment
- Conflict culture

### Professional competence

- Language trainings for the language of the country or the working language
- Empowerment
- Education and further education

It is a good idea to create the position of Diversity Manager, at least during the initial stages of Diversity Management. Such a Diversity Manager has to be endowed with a wide-ranging span of competences. Among them are

- Communicative competence
- Full identification with the diversity issue
- High sensitivity, to be able to identify the needs of the individuals and different groups.
- The ability to convince the organization of the advantages of diversity for all persons involved. He/she has to be able to give good arguments for the implementation of diversity management otherwise the staff will not take the approach seriously.

Thus the major skills and competences belong to social competences, intercultural communication, conflict management, language skills and any other that might influence the individuals behavior and thoughts vis à vis people of other sex, age, social background, religion, ethnicity etc. A detailed overview may be found in the Gender & Diversity “Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training”.

## T u r k e y

Some of the important institutions responsible for the implementation of Gender and Diversity Management are:

- Ministry of National Education General Vocational and Technical High School
- General Directorate of Technical Education for Boys
- General Directorate of Technical Education for Girls
- General Directorate of Commerce and Tourism
- General Directorate of Special Education and Guidance Service
- General Directorate of Religion Education
- General Directorate of Apprenticeship and Non Formal Education Institutions
- Turkish Labour Office
- Prime Ministry, General Directorate on the Status of Women
- Two-Year Colleges (after high school)
- Municipalities and Non-Governmental Organisations
- Private Training Organisations
- University
- Apprenticeship and Non-Formal Education Department
- Educational Research and Development Department
- Special Education Guidance and Counselling Services



## 1 3 E v a l u a t i n g a n d C o n t r o l l i n g

Good work results require stable steering and support. The implementation of Gender and Diversity Management requires stable steering and support. As the implementation is a dynamic process that needs watching, the findings gained should be continuously fed back into the process. It is therefore necessary to plan what kind of evaluation and monitoring control will be employed.

Regular meeting dates and times should therefore also be built into the specific implementation concept. The experience gathered can then be set to enable coordination and reporting. These meetings can be used for monitoring and coordination as well as for the final evaluation of the project. On-going monitoring is critical for successful events and provides early warning if things begin to deviate from the plan. This monitoring will determine whether goals are being achieved in the time allocated for them or whether a new time-frame needs to be established.

One method of monitoring is an adaptive implementation component. The parties responsible for conducting and paying for this monitoring must be identified. Monitoring can refer to quantitative and qualitative data and take the form of various evaluation methods (surveys, questionnaires, interviews, observations, focus groups, meetings ...)

In addition to the definition of the methodology employed, it is necessary to define which indicators and milestones will be used to evaluate the success of the implementation process. These have to be taken into account during the planning stage of the Gender and Diversity project. The following are examples for milestones and indicators.

## Indicators

When sending out leaflets to inform your stakeholders about your project, a success indicator is the number of calls you received in return, how many of your stakeholders plan to attend the event you are informing them about, etc.

## Milestones

One of the measures set out in the implementation plan is the systematic education and vocational training of teaching and counselling staff on gender and diversity equality. A milestone could be the time when a certain percentage of staff, have actually received this training.

It is important to formulate exactly what constitutes a success indicator a milestone. In relation to the examples above this means that a measure will only be regarded as being successful if for example 10% of recipients reply to a leaflet, or if 50% of staff have been trained within a certain amount of time. In relation to the leaflet it is important to remember that the number of respondents could be lower if information is sent out by a private organisation in comparison with a governmental office. Therefore it is recommended that private organisations try to collaborate with official institutions whenever possible. In any event, a leaflet campaign can be regarded as successful only if the response rate amounts to at least 10%.

With reference to the above mentioned milestone, the rate at which staff can be trained depends of course on the number of private and public education institutions in one country as well as on the number of teachers and trainers available for holding these courses on gender and diversity equality. Current information from the target countries suggests that there is a considerable lack in such professionals. When a milestone is defined, all these factors need to be taken into account then.

“Social audit” is another kind of monitoring. This is a comprehensive process of dialogue and continuous improvement, which provides a way of measuring an organisation’s performance against its values and objectives and the expectations of its stakeholders, especially as it is verified externally in order to enhance its credibility. This process enables organisations to get a clearer picture of how their stakeholders view them and to build more favourable relationships with them.

## T u r k e y

In Turkey the Ministry of National Education controls whether measures for observing the principle of gender equality and treatment between boy and girls at the primary and high school level and Universities are independent organizations in Turkey.

Rector and Deans of faculties are responsible to assure the application of the measures for observing equal chances and treatment between boys and girls in management policies and strategies concerning university level.

Governors of cities are also responsible for developing gender equality and keeping diversity in city level. Almost each city in Turkey has a women’s association; they organize some meetings and activities to improve the women’s rights in the city and in the country.



## 1 4 Measures for ensuring acceptance

An implementation plan of gender and diversity issues has to include a section on how acceptance can be ensured. As most successful implementations rely on a top-down approach, it is crucial for top and middle management to perceive acceptance as essential.

Top-down implementation here means ensuring acceptance being perceived as an essential task for top and middle management respectively policy making bodies or authorities that might act as “multipliers” according to their role and task in the respective topic.

According to the GenderKompetenzZentrum there are a few building blocks that have proved useful for proactively ensuring acceptance:<sup>8</sup>

### **1. Binding goals and credible communication**

Gender and Diversity Mainstreaming should be perceived as a binding cross-sectional task, giving it legal and organisational status. Those involved need to know who is to do precisely what by when. Managers can help by using their function as examples and by making resources available.

### **2. Information on Gender and Diversity**

Clear information on what Gender and Diversity signifies and how the aim of the strategy can promote acceptance by staff. Information on good tools that support the implementation is especially important.

### **3. Training and consultancy**

---

<sup>8</sup> [http://www.genderkompetenz.info/eng/gendermainstreaming/implementation/securing\\_acceptance/](http://www.genderkompetenz.info/eng/gendermainstreaming/implementation/securing_acceptance/)

---

Training courses can be used to communicate the necessary knowledge. Consultancy is a particularly effective way of clearing up existing uncertainty and supporting practical implementation in specialist work by example.

#### **4. Good example**

By using specific examples from specialist work areas, it can be demonstrated how successful implementation can improve the quality of work. Best practice can thus persuade and motivate even those people who have hitherto known little about it. These examples are frequently convincing if they relate, for example, to pilot projects in their own organisation. By means of such examples, it becomes particularly clear that it is doable in their organisation as well and, as a best case scenario, productive competitive thinking is stimulated.

Because project implementation concerns everyone in the organisation, it is vital that staff understand what's involved and why they should buy into the process. The support of the entire staff is crucial and successful implementation depends on the support of managers on all levels.

Another option for ensuring acceptances is the awarding of a special certificate, which recognizes that an organisation has achieved gender and diversity equality, which is connected to special bonuses for staff that helped with the implementation.

## 1 4 . 1 C o m m u n i c a t i o n

As Communication is extremely important not only for ensuring acceptance, but for the success of the whole implementation process, the following chapter will deal specifically with this topic and the different communication methods that can be applied.

In putting top-down responsibility into action, the top and middle management levels respectively the policy making bodies and the Diversity and/or Gender Mainstreaming Managers should communicate the cross-sectional task and provide continuous information on the steps in the implementation of Gender and Diversity Management. The relevant means of communication should be used for this, such as events, internal announcements, intranet, internet, etc. It is also important for private and public organisations to keep a flow of constant communication and information exchange operating.

As in most areas of life, communication is crucial when it comes to successfully implementing change in organisations. Communication needs to be held on all levels and with as many stakeholders as possible. In order to achieve this goal, a communication plan can prove to be helpful.

A communication plan is used

- To help think through what kind of communication mechanisms will be needed for a successful project.
- to establish expectations of proactive communication between team members, co-operation partners and multipliers
- to document what status reporting will be done
- to provide transparency on what meetings will be held to stay aligned and synchronized, how decisions will get documented, who will participate in activities

- to identify the stakeholders who need to be involved in project communication
- to define the information and communication channels such as emails, voice mails, SMS informal conversations, virtual meetings, teleconference, prints etc.
- to allocate specific communication channels along the time frame of the gender & diversity programme

The communication plan not only makes it clear how the project communication will work; it also lets people outside the core team know what to expect. It can also document communication that should occur between related projects.

The most common communication channels of use to address both single stakeholders as well as general public (thus one to one and one to many measures) are the following:

### **Web Sites**

Specific websites but also existing homepages can provide information on the gender & diversity initiatives. They can offer detailed information to anyone who is interested. Via web links to/from other homepages and relevant websites publicity can even be broadened from local to international level. In general, websites have the advantage to offer downloads of documents and print materials for further detailed information.

### **PowerPoint presentations**

Presentation can provide all general information. They may inform key actors, politicians, training providers, teachers and trainers about the program design, its specific approach and strategy in the country specific context regarding gender mainstreaming and diversity management. Presentations can be offered as print

outs or as electronic versions for free download at websites; they could be included in DVDs or CD-ROMs produced also to raise public awareness or held at various events.

### **Leaflets and flyers**

Leaflets can contain a short description of the overall gender & diversity activities. They can be distributed to key actors and relevant stakeholders and to interested public. They could also be included at a website for free download.

### **Posters**

The aim of posters in general is to raise interest and to inform about the current gender & diversity initiatives. They could be used at various events and offered for free download at websites.

### **DVD and CD-ROMs**

DVDs and CD-ROMs could offer audio, video or text based information on gender & diversity events or the program in general. They could be handed out at conferences, workshops or at free disposal in various organisations like ministries, social partner organisations, and educational providers.

### **Newsletters**

Based on regular up-dates, newsletters can be offered in print or as electronic version for free download at a web site e.g. They can be used to give general program information but also to show current activities and raise awareness among various target groups.

## Guidelines

The Gender & Diversity products could be disseminated to inform adult education providers, teachers and trainers as well as course designers on how to sensitise their target groups and how to implement various materials into their learning practices. Similar products could be used as complementary materials.

## Conferences

The organisation of specific gender & diversity conferences along the program time frame would be a key element in the range of awareness raising events. Different target groups could be addressed and various focuses could be set. The organisation of work shops along the conference could also provide input and feedback of participants.

All these communication events have particular advantages and disadvantages. Some can be used better for specific target groups and/or events; some can be used in any occasion. The communication plan will have to consider strengths and weaknesses as well as resources available and the set objectives.

Regarding public relation activities and the organisation of effective dissemination events the G&D Implementation Concept would recommend to consider with the communication plan the following phases in the organisation of dissemination events like conferences, seminars or workshops:

- Planning of the event (event concept, feasibility, PR and media work, monitoring,..) Objective (why run this event?), Target group/beneficiaries (Who to run the event for?)
- Event preparation and delivery
- Post event follow up

### Planning of the event

Planning of dissemination events entails the elaboration of an event concept, the resource plan and a monitoring and controlling concept.

The event concept should clarify which objective(s) was/were selected and how these objective(s) will be communicated. The objective(s) will influence the decision of the communication channel(s) and narrow down what the organisers should include. Some common aims and objectives are

- to promote the gender and diversity idea, concept or single measure to newcomers
- to inform general public about the gender and diversity perspectives,
- to raise awareness regarding gender & diversity issues
- to obtain media coverage in general
- to deliver benefits to stakeholders and/or members

At the same time the organisers should clarify in the event concept who the dissemination event is being organised for. As mentioned above, the selected target groups – that might go hand in hand with the desired objectives – will narrow down the decision of the communication channel(s). In general, gender and diversity issues could be of interest to

- education and training providers and their staff
- key players, members of umbrella organisations and stakeholders for lifelong learning and education policies and strategies at national or international level,
- a broad public
- General supporters or even sponsors

- 
- Direct beneficiaries of the G&D measures or products
  - media

The event concept also has to show the selected communication channel(s) such as flyers, posters, DVDs etc to accompany the dissemination event. Then venue and time frame/dates should be planned as well as entities and people to manage preparation, delivery and post event activities. Thinking of entities and people who will help and support all phases of the dissemination event will also include task and role descriptions and responsibility allocation as well as a communication plan to tell who will have to communicate which kind of information to whom, when. If there is time enough to train people who have not acquired the necessary skills and competences yet, it might be of advantage to rely on people you trust and invite them into the event organisation team. Otherwise you should engage in headhunting and search for new staff members.

A very important part of the event concept will include the funding of the dissemination event. To decide whether resources will cover costs and work to achieve the desired objectives, a feasibility plan will help. When the feasibility is determined and the decision to run the dissemination event is made, a monitoring plan should be elaborated. The monitoring plan will include selected evaluation methods and tools (like postal questionnaires, interviews, observations) and indicators to assess whether the dissemination event was successful. Some typical qualitative and quantitative indicators would be the collation of data like the number of participants, the satisfaction of the attendants, the public opinion or the financial resources gained by sponsoring. The evaluation should additionally include a risk management plan, which foresees the most likely problems and solutions that should be applied.

Finally the concept should also include a PR and media work plan. Public relation as such deals with influencing public opinion, through the presentation of a

client's image, message, or product, while a media work plan is concerned with the aim of obtaining the best media coverage.

To generate the journalists' interest, press releases could be distributed. Even if the media styles may differ from country to country, the "KISS" approach will apply for most of them. First media releases should be kept short and simple. For further information background material could be supplied or an interview could be offered.

### **Event preparation and delivery**

The event preparation and delivery should both run smoothly if based on a good event and monitoring concept. Still, this phase might be more hectic than the others. Therefore time management and process monitoring are key elements to a successful dissemination event. If the organisers have considered risk management issues in their evaluation concept, many problems can be solved later more efficiently.

### **Post event Follow Up**

The post event phase of the dissemination event is also of major importance. The results should be analysed and communicated, financial issues might be dealt with even some time after the event took place. Finally, all people and entities who contributed to the organisation of this event should be informed and addressed as well according to your communication and media work plan.

---

<sup>9</sup> <http://www.marketingnews.co.in/glossary/4>

---

Every event is a learning experience. No matter how well planned, problems, which the event/ risk concept has not foreseen yet, might occur. To learn for future dissemination events the G&D implementation concept would recommend storing documents, write a short summary on organisational issues and record progress and lessons learned. A well elaborated evaluation and control concept will support you in this final duty.

## T u r k e y

Turkey has been able to implement a few programmes successfully in recent years, which aim to achieve gender and diversity equality in education.

- Women Entrepreneurship Support Project

This EU-funded project aims to help Turkish women to become entrepreneurs and to support women entrepreneurs to grow their businesses. For this purpose, The Turkish Confederation of Tradesmen and Craftsmen (TESK) through the Unions of Chambers of Tradesmen and Craftsmen (ESOBs) are establishing support centres and relays in 25 provinces. During 2008, some 4,500 women will receive entrepreneurship and management trainings, consultancy and mentoring services at these centres and relays. A Technical Assistance Team that is comprised of foreign and local trainers and consultants are bringing their competency and experience to the project in order to support potential and existing women entrepreneurs.

- The Twinning project "Promoting Gender Equality",

This project was implemented jointly by the Prime Ministry, General Directorate on the Status of Women and the Ministry of Social Affairs and Employment of the Netherlands. It was launched in March 2007 and it will be completed in November 2008. This project aspires to:

- promote gender equality in Turkey through communication, training and other tools

- strengthen the institutional capacity of the General Directorate on the Status of Women in order to promote gender equality in Turkey
- ensure that the gender equality principle is incorporated into all public policies
- support the implementation of gender equality related laws through support and involvement of central government, local administrations and non-governmental organisations

## Turkey: 'Hey Girls, Let's Go To School! Project

This project is being supported by UNICEF and Ministry of National Education. Eastern province of Turkey, many girls do not attend the education. In Van, where the nationwide campaign was launched in 2003, poverty and cultural traditions have historically kept girls at home.

From the 2003 up to now 600.000 girls have enrolled school. This project was very successful to include the girls' Turkish education system. Turkish government pays some amount of money to mother of girls and Directors of National Education and local authorities are observing the project if girls are attending school or not.



## 15 Literature & Links

Prime Ministry, General Directorate of Women Status

Başbakanlık Kadının Statüsü Genel Müdürlüğü

[www.ksgm.gov.tr/](http://www.ksgm.gov.tr/)

Women Network in Turkey

Türkiye de Kadın Bilgi Ağı

<http://www.die.gov.tr/tkba/istatistikler.htm>

Supporting Women Entrepreneur

Kadın Girişimcileri Destekleme Projesi

<http://www.kadindestek.org>

Ministry of National Education, General Directorate of Girl Technical Education

Milli Eğitim Bakanlığı Kız Teknik Öğretim Genel Müdürlüğü

<http://ktogm.meb.gov.tr/>

Ministry of National Education, General Directorate of Commerce and Tourism  
Education

Milli Eğitim Bakanlığı Ticaret ve Turizm Eğitimi Genel Müdürlüğü

<http://ttogm.meb.gov.tr/>

Ministry of National Education, General Directorate of Apprenticeship and Non-  
Formal Education

Çıraklık ve Yaygın Eğitim Genel Müdürlüğü

<http://cygm.meb.gov.tr/>

---

MONE Educational Research and Development Department

MEB Eğitim Araştırma ve Geliştirme Daire Başkanlığı

<http://earged.meb.gov.tr/>

Strengthening Vocational and Technical Education Project

Mesleki Eğitim ve Öğretim Sistemini Güçlendirme Projesi (MEGEP)

<http://megep.meb.gov.tr/indextr.html>

Turkish Labour Office (Women Supporting Projects)

Türk İş Kurumu (İstihdamda Kadınlar ve Bayan destek projeleri)

<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](http://www.tuik.gov.tr/PreTablo.do?tb_id=25&ust_id=8)

Women Research and Application Centers of Universities (13 Centers)

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 Derneği

<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](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](http://www.coe.int/t/e/human_rights/equality)

European Women's Lobby

[http://www.womenlobby.org/site/form\\_3.asp](http://www.womenlobby.org/site/form_3.asp)

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/>

Gender Mainstreaming in EU (Work Programme for Gender Equality) (English)

[http://ec.europa.eu/employment\\_social/gender\\_equality/gender\\_mainstreaming\\_work\\_programme\\_en.html](http://ec.europa.eu/employment_social/gender_equality/gender_mainstreaming_work_programme_en.html)

European Commission Delegation to Turkey (Supporting Women Entrepreneurs Project)

[www.avrupa.info.tr/DelegasyonPortal.html](http://www.avrupa.info.tr/DelegasyonPortal.html)



