

## Achieving Gender Parity in Primary School Education in Turkey via the Campaign called “Haydi Kızlar Okula” (Girls, Let’s Go to School)\*

### Türkiye’ de “Haydi Kızlar Okula” Kampanyası Yardımı ile İlköğretimde Cinsiyet Eşitliğinin Sağlanması

Sedat GÜMÜŞ\*\*

Mustafa Kemal University

Emine GÜMÜŞ\*\*\*

Ataturk University

#### *Abstract*

Achieving gender parity in primary education is one of the most complex educational issues with which many developing countries, including Turkey, struggle. In 2007 alone, Turkey had approximately 640,000 children of primary school age who were out of school, and around 60% of those were girls (UNESCO, 2010). For this study, “Haydi Kızlar Okula”, which was one of the biggest and the most effective education campaigns implemented in Turkey, is analyzed to present a systematic evaluation of Turkey’s current efforts to increase gender parity in access to education via this campaign. The results of our analysis show that although Turkey is making strides toward closing the gender gap in primary school participation, it is important to extend this effort without losing momentum, especially in the areas where gender disparity in access to education is the highest. Hence, campaigns devoted to female education through collaboration between the Turkish government and national or international foundations in the last decade should continue with some necessary changes and modifications.

*Keywords:* Girls’ education, gender, primary schooling, school participation

#### *Öz*

İlköğretime katılımda cinsiyet eşitsizliği, Türkiye de dahil olmak üzere gelişmekte olan birçok ülkenin karşılaştığı en karmaşık eğitim sorunlarından biridir. Türkiye’de ilköğretim çağındaki yaklaşık 640,000 çocuk okula gitmemektedir ve cinsiyet eşitsizliğinden dolayı okul dışındaki bu çocukların %60’ını kız çocukları oluşturmaktadır (UNESCO, 2010). Bu çalışma, Türkiye’de uygulanan en geniş ve etkili kampanyalardan birisi olan “Haydi Kızlar Okula” kampanyası üzerinden Türkiye’nin eğitimde cinsiyet eşitliğini sağlamadaki çabalarını analiz etmektedir. Çalışmanın sonuçları Türkiye’nin eğitimde cinsiyet eşitliğinin sağlanması konusunda son yıllarda büyük aşamalar katettiğini, ancak bu çabaların özellikle en çok ihtiyaç duyulan bölgelerde hız kaybetmeden devam ettirilmesi gerektiğini ortaya koymaktadır. Bu kapsamda, son yıllarda ulusal veya uluslararası kurumlarla işbirliği içerisinde gerçekleştirilen ve kız çocuklarının eğitime katılımlarının artırılmasını amaçlayan kampanyaların gerekli değişiklikler yapılarak devam ettirilmesi gerekmektedir.

*Anahtar Sözcükler:* Kız çocuklarının eğitimi, cinsiyet, ilköğretim, okullaşma.

#### Introduction

Many advantages of formal education for children, especially for those at an early age are obvious. These advantages include, but are not limited to, the adjustment to the process of

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\*\* Dr. Sedat Gumus, Mustafa Kemal University, Hatay gumussed@gmail.com

\*\*\* Dr. Emine GÜMÜŞ Ataturk University, Erzurum, Turkey, emine.gumus@atauni.edu.tr

schooling, the improvement of cognitive skills, and the increase in employability. Formal education is globally accepted as the standard for children aged between 6–14 years old (Tietjen & Prather, 1991). Yet, millions of children in this age group still cannot attend a program of formal education due to the various socio-economic issues in many developing countries. As a response to this challenging issue, an international initiative, “Education for All” (EFA), was established through collaboration among national governments, non-governmental organizations, and international agencies such as UNESCO and The World Bank. EFA aims to bring the benefits of education to “every citizen in every society” by accomplishing six specific educational goals. In 2000, 189 countries—including Turkey—adopted two of the six EFA goals, which specifically focus on increasing educational participation at the primary level and decreasing gender disparities at both the primary and secondary levels. These goals are:\*\*\*\*

1) ensuring that by 2015 all children, particularly girls in difficult circumstances and those who belong to ethnic minorities, have access to and complete free and compulsory primary education of good quality; and

2) eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015 with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.

In spite of these considerable efforts, many developing countries are still struggling to provide all children, especially girls, with the opportunity to attend primary school. To illustrate, there were 72 million primary school-age children globally out of school in 2007, and more than half of these children were girls because of the high gender inequality in access to education in many countries. Turkey is also among the countries that have been experiencing significant gender inequality in school participation. For example, in 2007 there were approximately 640,000 out-of-primary school children in Turkey. Girls exemplified the significant gender disparities in access to basic education in Turkey, making up 60% of these out-of-school children (UNESCO, 2010). Within the EFA framework, however, the Turkish government has initiated several attempts to eliminate gender disparities and increase overall educational attainment across the country. One of these efforts, perhaps the most effective one, is the campaign called “Haydi Kızlar Okula” (“Girls, Let’s Go to School”). In the following sections, the efforts of Turkey to eliminate gender disparity in primary school education with the help of this campaign, as well as how successful the campaign was in achieving this goal will be investigated.

#### *Reasons for the Turkish Government to Pursue the Policy of Achieving Gender Parity in Primary School Education*

A strong link between females’ education and many socio-economic variables has been illustrated in the literature. It is widely recognized that increasing women’s access to formal education is one of the vital contributing factors to their human development. Moreover, the positive impacts of women’s education on the human development of other family members and on the economic growth of their countries make women’s education more crucial for and attractive to developing countries (UNDP, 1996). The high gender disparity in access to education, therefore, is considered a significant threat to the growth of developing countries (Tomul, 2011). In this context, the goal of achieving gender parity in education has begun to receive significant attention from many governments across the world. In addition, great emphasis is being placed on this goal by international agencies such as the United Nations, UNICEF, and the World Bank.

Todaro (2000) pointed to the importance of closing the gender gap in education in developing countries because of the greater roles that more educated women can play in the social and economic development of their countries. Extensive evidence of the significant rates of return on women’s education in many countries also supports this argument (Psacharopoulos, 1985). It is well documented that increasing girls’ opportunities for education is among the most beneficial

\*\*\*\* <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20374062-menuPK:540090-pagePK:148956-piPK:216618-theSitePK:282386,00.html>

development investments because it results in prominent socio-economic impacts, such as reducing infant and child mortality, protecting against the spread of HIV/AIDS, and enhancing family welfare (World Bank, 2001). As a result, it can be argued that providing girls with more opportunities to attend primary education has many socio-economic benefits, especially in developing countries.

Although the 42<sup>nd</sup> Clause of the Turkish Constitution makes primary education compulsory and free for all girls and boys in the country, there is still significant gap in school participation between boys and girls, even at the compulsory primary school level. According to a World Bank education sector study in 2005, females constitute nearly three-fourths of all primary school-age children who were out of school in Turkey. Turkey's performance in terms of both general school enrollment rates and gender parity in enrollment also does not seem very promising compared to other countries in the region. According to the 2008 Education for All (EFA) Global Monitoring Report, Turkey has the lowest Gender Parity Indices (GPIs) of primary Gross Enrollment Ratio (GER)(1) with 0.95 in Central and Eastern Europe in 2005, while the average GPIs were 0.98 in the region. Furthermore, according to this report, Turkey is not expected to achieve gender parity in primary education (GPIs between 0.97 and 1.03) until 2015, while fifteen of the eighteen countries in the region had already achieved this goal by 2005. According to the EFA report, Turkey has the most non-enrolled school-age children in addition to the lowest gender parity ratio, both in primary and secondary education, among the countries in Central and Eastern Europe (UNESCO, 2008).

Compulsory primary education is seen as a venue for teaching everyone the "core knowledge" they'll need in their daily lives. Because of the unique role of individuals in their own societies and in the world, it is crucial to be equipped with this "core knowledge" (Toprakci, 2010). There is extensive evidence of the importance of primary school education as it relates to both the economic growth and the social development of nations (Lockheed et al., 1990). For example, primary schooling was found to be the most beneficial educational investment globally, followed by secondary education (Psacharopoulos, 1985). Psacharopoulos (1994) verified this argument by showing that both the social and private returns on investment of education are significantly higher at the primary level compared to the secondary level and compared to those from higher education. In addition, returns on investment in education were found to be higher for low-income countries at all levels of education and for both the social and private returns. Similarly, Todaro (2000) argued that the social returns of primary education are substantially higher in developing countries than developed countries.

Here, another question arises. Although primary school education is compulsory, free, and equally crucial for both boys and girls, why is the participation of girls in primary schooling still low in Turkey? UNICEF's Gender Review in Education (2003) provides a comprehensive answer to this question. According to this review, some of the obstacles that girls face in terms of their access to primary school education in Turkey are:

- an inadequate number of schools and the low quality of infrastructure (especially in rural areas),
- a lack of secondary school education opportunities, a gender biased curriculum,
- an early marriage age for girls, a tendency for girls to work at home for economic contributions, the low status of women in society, and traditional gender role expectations.

Furthermore, although primary school education is free of charge, the fees parents have to pay for school uniforms, school materials, and unofficial fees can be a barrier for girls' parents, especially for those from poor and larger families and those who live in rural areas. It should be also noted here that it is necessary to be aware of these barriers and the socio-economic context behind them in the process of achieving gender parity in access to education.

#### *Factors Contributing to Gender Disparity in Access to Education in Turkey*

A previous World Bank Education Sector Study (World Bank, 2005) indicated that the

gender gap in education was extremely high in certain geographic regions of Turkey. Two eastern regions of Turkey, Eastern Anatolia and Southeastern Anatolia, have faced challenges with extreme gender disparities in access to education at all levels, while western regions showed relatively small gaps between the schooling of girls and boys (Bakis, et. al., 2009; Duman, 2010; Smits & Gunduz-Hosgor, 2006). The Turkey Demographic and Health Survey-2003 (TDHS) also indicated significant disparities in primary school attendance rates between different statistical regions of Turkey, as seen in Table 1. Specifically, net attendance rates in the eastern regions were considerably lower than net attendance rates in the rest of the country. For example, the net attendance ratio for females is 95.6 in the Aegean region and 92.3 in the city of Istanbul compared with 70.9 in the Southeast Anatolian region and 73.3 in the Central East Anatolian region. Furthermore, there were much higher disparities between girls' and boys' net attendance rates in the eastern regions of Turkey when compared to western regions.

Table 1.

*Net Attendance Ratios (NAR) at Primary School Level by Regions*

Regions	2003		GPI*
	Male	Female	
Istanbul	94.6	92.3	0.98
West Marmara	94.7	91.7	0.97
Aegean	92.2	95.6	1.04
East Marmara	95.1	88.9	0.93
West Anatolia	91.2	91.2	1.00
Mediterranean	91.7	90.0	0.98
Central Anatolia	92.4	94.8	1.03
West Black Sea	90.6	92	1.02
East Black Sea	92.0	88.2	0.96
Northeast Anatolia	88.1	78.9	0.90
Central East Anatolia	81.6	73.3	0.90
Southeast Anatolia	85.4	70.9	0.83
Total	90.6	87.0	0.96

*Source: Hacettepe University Institute of Population Studies (2004).*

\* *Gender Parity Index (The ratio of the NAR for females to the NAR for males)*

In Turkey, children who live in urban areas have important advantages in terms of participating in formal education, similar to many other developing countries. Goksel (2009) has found that gender differences at the compulsory primary education level differ significantly between rural and urban areas. In urban areas, girls attend school much more than girls in rural areas. This may be caused in part by the fact that girls in urban areas generally have better social support and future employment possibilities compared to girls in rural areas. Furthermore, it was found that living in an urban area had a greater positive impact on girls' schooling compared to boys' schooling in Turkey (Duman, 2010; Tansel, 2002). Gaining access to schooling for children could be a significant challenge in rural areas, since many of these students either have to travel long distances to get to school or have to attend boarding schools. This situation may create particular disadvantages for girls given the traditional attitudes toward gender roles.

It is also known that the gender inequality in access to education is strongly linked to the socio-cultural norms and structures in Turkey. The traditional cultural values generally assume that girls will stay at home and deal with household chores rather than participating in formal education (Bakis, et. al., 2009; Smits & Gunduz-Hosgor, 2006). This situation undeniably affects

girls' schooling in more traditional and patriarchal communities. It may also partly account for the high gender disparity in access to education in the eastern regions and rural areas of Turkey. Similarly, a significant association between the status of women in society and girls' schooling is obvious. It has been found in many studies that the mother's educational attainment has a much stronger impact on girls' schooling compared with boys' schooling (Bakis, et. al., 2009; Duman, 2010; Smits & Gunduz-Hosgor, 2008; Tansel, 2002; Tomul, 2008). In addition, the mother's traditional gender role attitudes and their ability to speak Turkish are significant predictors of girls' school participation, while these factors were not important for boys' schooling (Smits & Gunduz-Hosgor, 2008).

*The Educational Initiatives Implemented to Eliminate Gender Disparity in Turkey*

Turkey has been making strides toward achieving universal primary education and eliminating gender disparities in education within the context of "Education for All," supported by UNESCO. Along with legislation and governmental regulations, efforts for supplying more equal educational opportunities for boys and girls and several campaigns devoted to female education have been implemented through the collaboration of the Turkish government with national or international foundations (such as UNICEF) in the last decade.

In an effort to convince families to be more consistent in sending their daughters to school, the government has set up several projects related to girls' education. First, the government implemented a new civil code that gives women equal rights with men and the minimum marriage age for girls was raised from 15 to 17. Raising this legal age has afforded girls two more years during which the decision to attend school is not affected by their marital status, a condition that has traditionally kept girls from going to school, especially in eastern Turkey (UNICEF, 2003). In addition to government projects and aid, there are also several campaigns that have been implemented by private foundations in Turkey. The ongoing campaign called "Kardelenler" (snowdrops), which annually supports the educational expenses of 5,000 girls, was started in 2001 through a collaboration of the Ministry of Education and a national non-profit foundation. Another campaign, "Baba Beni Okula Gönder" (Daddy, Send Me to School), was started by a national newspaper (Milliyet) when it collaborated with different foundations and individuals to gather money to support girls' education (Sayılan, 2006).

As demonstrated above, achieving gender parity in educational participation is a challenging problem in Turkey. The Turkish Government, therefore, has made targeted efforts to achieve gender parity in primary school education via different campaigns with the help of several national and international foundations. Although there are several Turkish programs dedicated to achieving gender parity in education, "Haydi Kızlar Okula" (Girls, Let's Go to School) is the most effective and broad. This campaign's aim has been to achieve 100% enrollment of all children, especially girls at the primary school age, who are out of the educational system for any reason. The campaign has targeted all out-of-school children who are between the ages of 6 and 14 years old, particularly in the provinces where girls' school enrollment and attendance is lower. Therefore, this campaign was implemented first in ten Turkish provinces through collaboration with the Ministry of Education and UNICEF in 2003. These provinces are in the south-eastern part of Turkey, where gender disparity is the highest and school attendance is the lowest. After its successful performance in the first year as shown below in Table 2, the campaign was expanded to 33 cities in 2004. Finally, all 81 cities in Turkey were included in the campaign in 2006.

In accordance with this effort, the Turkish Ministry of Education has, since 2003, distributed primary school books freely to all students and provided a Conditional Cash Transfer for poor families who send their children to school, with an extra 20% incentive for girls. Furthermore, the government has provided mobile schools, mobile teachers, and busing opportunities for disadvantaged students, especially for girls in rural areas. In addition, training for volunteers and teachers has been provided in provinces where the campaign was implemented and an intensive door-to-door campaign was launched prior to the new school year in order to persuade parents

to send their daughters to school. Electronic and print media were also used intensively at both the national and local levels in order to raise awareness. In this context, television broadcast spots with celebrities and well-known public figures were produced. The Minister of Education, the Head of Religious Affairs, and the Prime Minister himself took part in these short films to demonstrate their commitment to the campaign objectives (UNICEF, 2006).

*The Impact of the Campaign “Haydi Kızlar Okula” (Girls, Let’s Go to School) on Attaining Gender Parity Goal*

As seen in Table 2, a considerable increase in the number of enrolled students occurred following the implementation of this campaign. After the first year of the campaign, almost 40,000 more children were enrolled in school compared to the previous year. This number includes 30,000 girls, which is almost three times the increase in boys’ enrollment. Thus, the numbers clearly show the campaign’s success in its first year, with a 5.83% increase on average in girls’ enrollment in the ten cities where the campaign was implemented. Individually, several cities made remarkable increases in girls’ enrollment; for example, see Siirt with an increase of 19.49%, Van with 11.08%, and Bitlis with 6.47%.

Table 2.

*Ratio of Increasing Girls’ School Attendance in the First Ten Cities of Implementation in 2003 and 2004*

Cities	Number of Students Enrolled in 2002–2003			Number of Students Enrolled in 2003–2004			Increase (Girls)
	Total	Boys	Girls	Total	Boys	Girls	%
Ağrı	100,880	61,291	39,589	104,492	62,513	41,979	6.04
Batman	108,256	61,273	46,983	107,879	59,989	47,890	1.93
Bitlis	60,611	36,835	23,776	63,523	38,209	25,314	6.47
Diyarbakır	283,013	163,494	119,519	290,350	165,197	125,153	4.71
Hakkâri	49,604	28,693	20,911	51,059	29,127	21,932	4.88
Muş	80,906	49,088	31,818	84,039	50,203	33,836	6.34
Siirt	60,589	35,722	24,867	66,836	37,122	29,714	19.49
Şanlıurfa	263,346	157,848	105,498	264,118	156,569	107,549	1.94
Şırnak	70,429	42,549	27,880	72,563	42,929	29,634	6.29
Van	174,391	107,329	67,062	187,328	112,835	74,493	11.08
Total	1,252,025	744,122	507,903	1,292,187	754,693	537,494	5.83

*Source: Ministry of National Education of Turkey (MEB, 2010a)*

After the extremely successful outcome of its first year, the campaign gradually expanded to all the cities in Turkey over the next four years, making the campaign nationwide by 2006. During the life of the campaign, 239,112 girls who were not previously attending school had enrolled in primary school by the end of 2007.

Table 3.

*Number of Girls Who Enrolled with the Help of the Campaign*

2003 (10 Provinces)	2004 (33 Provinces)	2005 (53 Provinces)	2006 (All provinces)	2007 (All provinces)	General Total
40,000	73,200	62,251	47,349	16,312	239,112

*Source: Ministry of National Education of Turkey (MEB, 2010b)*

As clearly shown in Table 3, making the campaign nationwide reduced its effectiveness. The number of girls who enrolled after the campaign was reported as 73,200 in 2004, 62,251 in 2005, 47,349 in 2006, and 16,312 in 2007. After 2006, the number of girls who attended school with the help of the campaign dramatically decreased, even though there were still excessive numbers of primary school-age girls who were out of school in Turkey. Furthermore, the results of the campaign after 2007 have not been announced, although the campaign has officially continued. The campaign is losing its momentum and effectiveness. This may be caused by a decrease in support from the government and other stakeholders to the campaign over time. Inadequate resources could be another reason for this decrease; the amount of donations and other supports may be diminished while the campaign is continued as public and media interest also decreases. However, we believe that the most important factor that has caused a decline the campaign’s effectiveness is making it nationwide. Essentially, the gender inequality in Turkey is concentrated in certain regions. Even though many cities in Turkey reached absolute gender parity in primary education or came very close to it, several cities, mostly located in the eastern part of the country, struggle with extremely high gender disparities. In this case, rather than making the campaign nationwide and splitting the resources and attention, concentrating on the most disadvantaged areas, which have both low general school attainment and high gender disparity, would be more useful.

In general, several campaigns, including “Haydi Kızlar Okula” (Girls, Let’s Go to School), have positively affected girls’ school enrollment ratio at the primary level, as seen in Table 4. As seen in Table 4, the sex ratio in primary school enrollment has increased to 98.91 in the 2009-2010 educational year from 91.1 in the 2002-2003 educational year. Furthermore, a significant increase in girls’ enrollment at the secondary level (88.59 in 2009/2010 as compared to 72.32 in 2002-2003) was also observed, especially a couple of years after the campaign was started. This rise at the secondary level may imply that simply making girls enroll in primary school could also result in a higher level of educational opportunity for them. Statistically shown, these campaigns’ attempts have proved successful overall in getting girls into school and may possibly play a major role in overcoming some cultural barriers regarding girls’ education. This may also assist in Turkey’s efforts to become a truly modernized nation. According to OECD (2007: p. 42), “Haydi Kızlar Okula” (Girls, Let’s Go to School) in particular made significant progress in enrolling students from the hardest-to-reach areas where parental attitudes, school conditions, and economic conditions discouraged girls’ school participation.

Table 4.

*Sex Ratio by Educational Year and Level of Education* <sup>(2)</sup>

Year	Primary education	Secondary education	Higher education
2000-2001	89.64	74.41	73.56
2001-2002	90.71	75.87	75.17
2002-2003	91.10	72.32	74.33
2003-2004	91.86	78.01	74.09
2004-2005	92.33	78.72	74.66
2005-2006	93.33	78.76	77.20
2006-2007	94.11	79.65	77.65
2007-2008	96.39	85.81	88.04
2008-2009	97.91	88.99	80.08
2009-2010	98.91	88.59	-

Source: National Education Statistics, Formal Education 2009–2010 (MEB, 2010c)

### Conclusions

Providing equal educational opportunities for all members of society is key to the ability of developing countries to support their socio-economic development. Real equity requires directing special attention to educational access of different groups, especially the ones that have been disadvantaged historically. However, this is not very easy for developing countries for various reasons (Lincove, 2006). For example, girls generally receive less education in many developing countries around the world, and this problem is not one that can be solved in a short time (Todaro, 2000). As a developing country, Turkey has also experienced this issue, almost from the beginning of its history. In addition, the problem of girls' access to formal education has been much greater in certain parts of the country. Therefore, it is obvious that the Turkey's education policy should be designed to promote girls' education, especially in regions where the problem is more intensified.

On this account, the Turkish government has been taking significant steps to promote girls' primary school education via several projects such as "Haydi Kızlar Okula" (Girls, Let's Go to School) in recent years. In this way, the government has been trying to ensure that all children, particularly girls, have access to a completely free and compulsory primary education by 2015 in alignment with EFA goals. With the help of these recent attempts, the gender gap between boys and girls in primary school has begun to decrease. From 2003 to 2009, the percentage of primary school-age girls who enrolled increased from 91.10 to 97.91 (as seen in Table 4). At the same time, although the target of most of the campaigns has been girls' participation in primary school, the percentages of girls' enrollment in secondary school also increased from 72.32 to 88.99. This increase illustrates the success of this campaign (along with other efforts) in regards to decreasing dropouts after primary school and enrolling girls in primary education.

Current attempts to increase girls' educational attainment have also helped to create an eagerness for change in the country by raising public awareness and support through media, analyzing the barriers to girls' education and proposing solutions for them, and obtaining private-sector funding to promote girls' education. However, there still is a massive number of primary school-aged girls who are out of school. Many girls drop out by fifth and sixth grades of their primary education. Achieving enrollment of all children, especially for girls, at the primary school level has not been reached yet. The "Haydi Kızlar Okula" campaign is ongoing in an effort to achieve the gender parity goal by 2015, but it is not as effective as it once was. At present, the campaign is implemented all over the country (81 provinces) and as a result of this, it has lost effectiveness in the regions that need it most.

It is important for the Turkish government to extend its efforts to close gender gaps in access to education by refocusing the campaigns devoted to female education. We offer several suggestions for this process based on the current literature and the findings of this study. First of all, as the literature suggests, gender disparity in education is concentrated in certain regions and rural areas. Therefore, these areas should be given priority. In addition, girls living in traditional contexts and who have less educated parents should be targeted. The Turkish government's economic interventions, such as providing conditional cash assistance to poor families and distributing all school books for free, are also valuable and should be continued. However, it is often argued by researchers that a solely economic approach to increasing girls' educational involvement may not be effective because it ignores the high correlation between the status of women and gender disparity in education (Smits & Gunduz-Hosgor, 2006). Therefore, interventions aiming to change traditional gender role attitudes and increase the status of women in society, such as promoting educated women as role models, decreasing illiteracy among women, and increasing women's employment, can also greatly contribute to the aim of closing the gender gap in access to education in Turkey.

In conclusion, the situation of gender disparity in Turkey is an undeniable problem, but it can be eliminated if approached properly. In addition to governmental regulations, several



campaigns devoted to female education have been implemented in the last decade through the collaboration of the Turkish government with national or international foundations. The results of our analysis show that although Turkey is making strides toward closing the gender gap in primary school participation, it is important to extend this effort without losing momentum, especially in the areas where girls are most at risk. In this context, campaigns devoted to female education in the last decade should be continued with necessary changes and modifications. Concentrating on the right kinds of aid and programs to the most desperately unequal areas might be a way to solve this problem. Therefore, it is important to learn from previous failures and successes in order to make informed decisions and ameliorate the current situation in terms of the educational attainment of both girls and boys.

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#### Notes

1 - Within this scale, a 1 indicates complete gender parity; below a 1 indicates a system that favors boys, and above a 1 indicates a system that favors girls.

2 - Student sex ratio indicates the relative greatness of female gross schooling ratio as compared to male gross schooling ratio in a specific educational year and level of education. It is obtained by dividing the female gross schooling ratio by the male gross schooling ratio multiplied by 100.