

SAY YES

THE QUARTERLY NEWSLETTER OF UNICEF TURKEY AUTUMN 2004

**NO STOPPING US NOW
— WE'RE AT SCHOOL!**

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY

unicef 

IN THIS ISSUE



These girls wore traditional finery as part of the celebrations for school opening day at 2002 Vakıflar Primary School, Şanlıurfa.

MORE THAN JUST COUGHS AND SNEEZES

For most children living in richer parts of the world, measles is a nasty fever which, given adequate care and attention, comes and goes in much the same way as a bad dose of flu.

Best known for its trademark symptom of a spotty rash, the disease is actually a respiratory infection characterised by a runny nose, reddening of the eyes, a hacking cough and a sometimes dangerously high fever that can reach 40°C.



However, for children in less developed countries, the disease is a scourge — the biggest cause of vaccine-preventable childhood deaths in the world.

Inadequate access to medical attention and other health care services can lead to complications such as pneumonia, hepatitis and encephalitis that are far more dangerous than the measles infection on its own — Diarrhoea, a common symptom, can lead to dehydration and death in countries where access to drinking water is poor.

TRT, the Turkish National Television channel created these nasty little microbes for a short series of animated promotional films supporting the Measles Immunisation programme.

More than half a million children's lives could be saved every year by immunising them against the measles. To this end, the World Health Organisation and UNICEF are supporting a global drive to eliminate the disease by 2010.

In Turkey, the second phase of the Ministry of Health's programme of measles Immunisation Days took place in the first two weeks of October with the support of UNICEF. Last year over 10 million children were immunised in a nationwide drive to reach school children between the ages of 6–14 years. This autumn, the second phase focused on infants and children who are out-of-school.



The programme was supported by a nationwide public awareness campaign tailored to inform both parents and children of the importance of immunisation.

See **Up Hill, Down Dale**, pp 10 & 11

MORE THAN AN EDUCATION CAMPAIGN

Now in its second phase, *Haydi Kizlar Okula!* — The Ministry of Education and UNICEF's campaign to get girls into school in Turkey — is proving to be more than an education campaign. *Haydi Kizlar Okula!* incorporates a number of strategies that address a broad spectrum of critically important social issues such as:

- addressing social exclusion by reaching out to families who keep their girls at home from school — the most marginalised, excluded and hardest to reach families;
- addressing poverty by attempting to provide people of low income with an education and a capacity for a better life;
- promoting behavioural change by appealing to people with strong traditional and/or religious beliefs which militate against women;
- providing a service by reaching out to those with little or no access to services;
- promoting and protecting children's rights by reaching out to those families where children's rights are regularly violated through the worst forms of child labour, early marriage and domestic violence;
- promoting gender equality by attempting to raise the status of girls and redressing the existing gender imbalance;
- improving health since better educated girls will themselves be healthier and they will have fewer but healthier children in the future;
- bolstering the economy by equipping more of the population with the basic skills necessary to compete in the job market;
- improving civil rights by seeking to increase rates of birth registration;
- protecting children by combating the neglect represented by keeping girls uneducated, the exploitation of child labour, discrimination against girls and the problem of early marriage.

See **A Campaign Notebook**, pp 6 – 13



This autumn has seen two major programmes in the areas of education and health shift up a gear.

The Ministry of National Education (MONE) and UNICEF's campaign to increase enrolment rates for girls in primary education by the end of 2005 has entered the second year. The original focus of *Haydi Kizlar Okula!* has expanded to include a further twenty-three provinces with the lowest enrolment rates. With only a year to go before the goal of closing the gender gap in basic education is achieved, a team of colleagues from MONE and UNICEF, including myself, visited many of the target provinces as preparations for the new school year were underway. It was quite an experience to see so many individuals and agencies — from families in the remotest communities right up to the Prime Minister and his wife — getting involved in the drive to enroll all Turkey's girls in school.

With the support of UNICEF, the Ministry of Health (MOH) is working hard to eliminate measles in Turkey — the largest campaign of its kind ever seen in Europe. Last year, virtually all school children were immunised and this year, the MOH launched a fortnight of Measles Immunisation Days to immunise all infants and children who are out-of-school.

From the evidence of recent months, it would seem that in saying "Yes!" for children two years ago, Turkey really meant "YES!"

Edmond McLoughney
UNICEF Representative, Turkey

Note: We very much like to hear readers reactions to the newsletter, so please feel free to contact us with your comments and suggestions.

HAYDİ KIZLAR OKULA!



Both local and national media have been tremendously supportive of the campaign.

Edmond McLoughney, the UNICEF Representative in Turkey, accompanied by colleagues and Government officials, visited 16 provinces during August and September 2004 in connection with *Haydi Kizlar Okula!* — the UNICEF-supported Girls' Education Campaign. These are extracts from the notes he kept during that time.



Elif — pictured here when we visited her home — was determined to return to school and so she persisted until she managed to change her father's attitude.

3 September, Erzurum

As our two-car convoy journeyed from Ağrı to Erzurum, the leading car suddenly pulled over to meet a bus coming from the opposite direction. Our driver got out and collected a large brown package. As we continued on our way, a call to the driver revealed that the package was a supply of 'Say Yes' newsletters. This latest summer edition featured *Haydi Kizlar Okula!* and we needed copies for our meeting an hour later in Erzurum at 10am. The newsletters came overnight from Ankara and we were picking them up 800 kilometres away on a remote road in the East. If things can work with this kind of timing and efficiency, we figure that the campaign prospects are good.

At the Steering Committee meeting in Erzurum, the Deputy Governor spoke out strongly about what had to be done. The district governors were also very supportive. One of them was a woman — unusual in the sense that provincial and district officials tend to be male.

Visiting a village, we met the muhtar, or headman, who had kept his 14 year old daughter, Elif, out of school after grade 5, citing village 'tradition' as justification. Even so, Elif wouldn't let the matter drop. Every morning for a year she put her ID card in his

pocket before he left for work as a reminder that she "would cry all night, and not give him a moment's peace". In the end Elif's father gave in and let her resume her schooling.

Elif is two years older than the other children in grade 6 but she's not worried because she has the chance to realise her ambition of becoming a teacher. The muhtar assured us that he has since spoken to all the parents in his village about sending their girls to school. Let's hope they were listening.

On the road to Erzurum, we talked about how provincial officials frequently say: "there's no space" when the subject of getting more girls into school is raised and how families often complain that "we can't afford it". Yet, there's always space for the boys and the money to pay for them! In short, girls are seen as being inferior to boys. The campaign can go a long way towards changing these ingrained attitudes with house-to-house tactics. Just getting families into the habit of sending their girls off to school every morning can break the practice of generations. The attitudes of today's parents may not change greatly but their educated daughters will want to send their own girls to school — and they won't need to be pushed.

A CAMPAIGN NOTEBOOK

Marrying later, educated girls will have more confidence and self-esteem, a more equal partnership in marriage and they will have fewer children — and their children will be born in a Turkey which is in the EU. Literacy offers a chance to prosper whereas illiteracy, offering little more than misery and despair, only doubles the burden of poverty.

5 September, Gaziantep

After arriving in Gaziantep around 7pm, we visited a household where an 11 year old girl was out-of-school because of an eye problem — the family believed that reading would make her blind. We explained that they should at least take her to the school counsellor where they will hopefully be assured that study will not put her sight at risk.

The issue of disability often crops up as a barrier to girls attending school. Almost everywhere we go, we hear of girls being kept away from school because of the slightest disabilities. A disabled or chronically ill parent may also want a daughter to stay at home and help with the housework or care for the younger children.

In the evening, we reflected on how *Haydi Kızlar Okula!* is far more than just a way of getting more girls into school but also a catalyst for development, generating progress among the poorest, most marginalised and socially excluded children and families — the very families who keep their girls from school.

13 September, Şanlıurfa

Opening day at 2002 Vakıflar Primary School in Şanlıurfa was a big event. In his keynote speech, the Prime Minister stressed two issues which had been identified as barriers to girls' education. First he said that no school should charge 'unofficial' fees and that parents should not pay such fees if asked. Parents, he said, should be involved in the supervision of the matter through Parent Teacher Associations (PTAs). He added that principals of schools charging 'unofficial' fees would be investigated. Second, he said that corporal punishment should not be practiced in schools. The Prime Minister's stress on these issues can be used to promote practical solutions.

Significantly Mr Kemal Unakitan, the Minister of Finance, was present at the opening ceremony. As we awaited the arrival of the Prime Minister and his wife, I took the opportunity to ask him to give some more money to the Minister of National Education to pay for more schools, for incentives to teachers going to remote areas and to keep up the free school book scheme and other initiatives. He was very encouraging in his response, telling me that more money was now allocated to education than any other sector — pointedly, defence was no longer the top budgetary expense this year.

In his speech later, the Prime Minister alluded to this, saying that "education is the best form of defence". Bravo!



Discussing funding for Education with the Minister of Finance, Mr Kemal Unakitan



Families often value a girl's capacity to help with the household chores more than her capacity to develop with an education.

Many older girls have to look after younger members of the family at the expense of their own education.



HAYDİ KIZLAR OKULA!

The Prime Minister listens as Nurten Kızıl makes her speech with a little encouragement from his wife Emine ...



... and a word from Mr Erdoğan himself: "Education is the best form of defence".

Mr Unakitan also pointed out that the Prime Minister had told the cabinet that education was a national priority and that it should stay at the top of the list of annual budgetary allocations from now on. He added that he himself sees education as the key to national progress and development and that he was only too happy to follow the Prime Minister's guidance.

16 September, Diyarbakır

Our meeting in Diyarbakır took place three days after schools re-opened and it became clear that the following month could net the biggest number of extra enrolments for girls. Prior to the start of the new school year, it's hard to distinguish those girls who will enroll from those who won't. When school starts, however, 'out-of-school' girls can be easily identified in poor neighbourhoods during school hours. A girl over 6 in any of these situations could be a campaign 'target'.

To test the theory, we took an early afternoon stroll around a high-density neighbourhood. At first we were alarmed to find many children playing on the streets but to our vast relief we soon established that all but two of the many girls we spoke to had been to school that morning — a two-shift system was in operation to alleviate the space problem. Along with another four — sisters of the two we met — we had identified 6 girls who were out-of-school within 20 minutes.

Staff from the Willows NGO took the girls' details to follow up with the families later.

There are many associated advantages to be gained from the drive to close the gender gap in education:

Inclusion

Haydi Kızlar Okula! brings the government to the doorsteps of the most excluded families. One man tellingly observed that: "If the government (volunteers) care enough to visit me, then I will let my daughter go to school".

Awareness

Haydi Kızlar Okula! raises awareness of the hitherto overlooked issue of girls education among central government, provincial and district officials. Some remain apathetic — "it's their culture to keep girls from school, don't push them so much" said one official — but the campaign has awakened a determination to address the situation in the majority. The campaign focus has energised local NGOs, raised public awareness and rallied the media around a major children's rights issue.

Creative solutions

Haydi Kızlar Okula! has brought about many creative solutions and innovations such as:

- The Governors of Şırnak and Siirt who had the idea of using surplus prefabricated buildings from the earthquake area to expand classroom space;
- NGOs in Adana who collected donations to buy uniforms and school materials for poor families;



Minister of National Education, Dr Hüseyin Çelik has made it plain that all girls as well as boys should have a basic education at minimum.

A CAMPAIGN NOTEBOOK

- Awarding beehives to families in Taşlıçay, Ağrı, who send their girls to school;
- Getting the children themselves in Doğubeyazıt, Ağrı, to identify brothers, sisters and friends who are out-of-school;
- Gold coins in Mazıdağı, Mardin, for girls enrolling for the first time;
- Poultry for families in Çınar, Diyarbakır, who enroll their girls.

This handful of examples shows the wealth of creativity in the country's bureaucracy and demonstrates how they can be a positive force for development when there is a sure focus. The campaign has also mobilised resources from local businesses and individuals to build and repair schools and to make other contributions such as uniforms and materials.

A focus for Government

Haydi Kızlar Okula! has led to the Government confronting the issue of girls' education. It led to the Minister of National Education and his most senior officials mobilising around a major rights issue in order to find a solution. It has led to policy changes such as higher Conditional Cash Transfers (CCT) for girls who enroll and stay at school and the decision to pay an incentive to teachers who are posted in remote areas. It has also led to tackling the shortage of school space with prefabricated buildings.

A focus for UNICEF

Haydi Kızlar Okula! has given UNICEF the opportunity to make a real impact on our main constituency — the most socially excluded — allowing us a greater appreciation of the complexity of their situation. The campaign has concentrated our efforts on a serious children's rights issue. It has made us more empathetic, more understanding and more effective in the development of our strategies. We are now in a position to sharpen and refine our strategies in other areas of the country programme — especially in the promotion of behaviour change.

It has been tremendously heartening to see so many people in all walks of life, from the highest level of Government to families in the remotest eastern villages, mobilising for positive change on the issue of girls' education. However this little 'revolution' is not over: many issues remain to be addressed.



Beyond Grade 5

Although basic education is compulsory up to grade 8, thousands of village schools have not been upgraded to accommodate grades 6–8 since the new law was introduced in 1997. Children in grades 6 to 8 are expected to take a bus to a larger school which can be anywhere between 2.5 and 30 kilometres away and some need to travel as far as 60 kilometres — a gruelling daily journey that deters all but the most determined families from sending their children to school. Because of this, many children simply don't continue after 5th grade.

The provision of extra classrooms needs to be given a high priority. Prefabricated buildings which can be installed relatively quickly and cheaply may be a quick solution. The Minister has agreed that 'prefabs' can be a big part of the answer, but it remains to find the funding.

Staffing shortages and shortcomings

The shortage of teachers in rural areas is an issue in itself. There are plenty of teachers apparently, but they find all kinds of excuses to avoid being deployed in villages with scant basic services and poor housing. The Ministry of National Education (MONE) scheme to pay incentives has been hampered by civil service regulations and a lack of money. The scheme, currently awaiting a new policy on public personnel service, is due to go before Parliament sometime in the future. This is an area for continued advocacy obviously — and greater financial allocations.

Waving the flag — the children of today's Turkish girls will very probably be born within the EU and it is vitally important that they are prepared to compete with their European peers.



It is important that parents not only send their daughters to school but that they take pride in doing so — the best form of advocacy.

HAYDİ KIZLAR OKULA!



All set on their first day back at school — but there is much to be done before all girls can share their excitement.

The quality of education leaves much to be desired and it is not helped by overcrowded classrooms. The issue requires a new approach to the teacher-training curriculum and methods. However extensive re-training all 400,000 teachers could take a long time.

Unofficial school fees

The issue of 'unofficial' school fees is a major deterrent for many parents since it can amount to as much as 50 million lira (\$36). It would appear that the money is usually used to pay for maintenance personnel. However one journalist noted that parents bargained with the Principal on the amount to pay. Parents should be involved in collective decision-making about cleaning and maintenance and matters such as charging a fee only to those who can afford it.

Family 'values'

Some of the most intractable cases are those who cite 'tradition' — the "no girl ever went to school in this family" attitude. It could probably be argued that such cases might respond to a visit from the police although the state does not want to appear to be coercive. Threatening a fine may have some effect — on a more positive note they could be encouraged to apply for the CCT.

Birth registration

The problem of birth registration keeps cropping up. While children don't need a birth certificate or ID to go to school, principals often

insist on it — probably through ignorance of the regulations. A person without a birth certificate is compromised because he or she cannot have a citizen's ID card. This means that they:

- have no right to vote;
- can't get a green card or subsequent entitlement to free health treatment;
- can't get a school diploma;
- can't get married officially;
- can't have a passport;
- can't open a bank account;
- can't have a job in the formal sector;
- can't get welfare benefits such as the CCT;

Catch up education

'Catch Up' education is important since it allows out-of-school children to make up for lost time — especially those aged 10 or more who are not permitted to enroll in grade one. Still, the curriculum needs to be developed, materials need to be produced, teachers need to be trained and separate spaces need to be identified before the programme can be put into action.

Also a more intense social mobilisation will be needed since potential participants will be harder to persuade than younger girls. This is because the girls are older and more integrated into domestic or other kinds of labour. Also, parents see their older daughters



The tradition that a girl's place is limited to the home or working on the land is no longer compatible with Turkey's future — or any other country in the modern world for that matter.

A CAMPAIGN NOTEBOOK

as being closer to marriageable age and as such more able to generate income since they are physically stronger.

The next steps to get the remaining girls into school could incorporate the following:

Enrolment and attendance

Legally, children can be enrolled without the consent of their parents, so enrolments should continue all year round. Enrolment does not ensure attendance, of course, but it provides a name and address which can be followed up — having her name on a school register may be the only form of identity a girl may have. Repeat visits could be made to the household throughout the year and families can be invited to visit the school to reassure themselves.

Schoolspace

Pre-fabricated buildings should be set up as soon as possible in order to solve the space problem which is common in Eastern areas. Modern 'prefabs' have a long life-expectancy, are quick to install and also affordable. A new 'prefab' accommodating 40 children (80 over 2 shifts) can be bought for as little as \$11,000. About 4,000 'prefabs' are needed — a relatively modest investment for the next generation. Provinces which have long, harsh winters need slightly more expensive winterised versions. A good alternative would be to rent extra space.

Incentives

It is vitally important to ensure that all parents who are entitled to the CCT are aware of the grant and that they get help in completing the application since many are themselves illiterate. In this case a comprehensive birth registration drive is necessary since poor families cannot otherwise apply for the benefit.

In Mazıdağı for example, the CCT scheme has led to 1,500 new birth registrations in the past year — 17% of the population — showing how CCT works well as an incentive for birth registration as well as for school and green cards.

The incentive for teachers working in remote rural areas needs to be activated in order to solve the problem of staffing shortages.

Travel

The school transport system simply does not work in many areas for long periods of the



year when roads are closed by heavy snow. Ideally the schools should be brought to the children, not children to the schools, so opening more village schools is the best way to ensure access throughout the school year.

Schools participation

School principals have much to offer to the campaign and meetings should be organised in order to clarify their key role: they can assign staff to follow up on enrolments and non-attendance with household visits; they can help with birth registration and applications for the CCT; they can waive 'unofficial' school fees; they can involve parents in the running of the school through PTAs and they can make their schools more 'child-friendly'.

Principals can use their substantial influence and appeal to the self-interest of reluctant parents with strong and simple arguments such as "an educated daughter will be better able to take care of you in your old age".

A last word

Little more than a year remains for us to ensure that Turkey's gender gap in education is closed for good and that every girl enjoys a quality basic education. The political and social will to achieve this goal is evident by what has been done in the past eighteen months — the next twelve promise to be hard but nonetheless rewarding work for all concerned.

According to the World Bank, the return on investment in girls' education is no lower than the return for boys and it is often significantly higher.



Repeated exposure to the campaign's simple message, 'Let's go to school, girls!' should certainly increase the odds that this child's family will send her to school — but it is not a matter that should be left to chance.

UP HILL, DOWN DALE ...

Measles Immunisation Day in the remote hills of Muş — a good opportunity to 'top-up' on routine vaccinations such as the oral polio vaccine.



According to WHO, 3% of children in developing countries who contract measles will die. In Turkey, the campaign to eliminate this most deadly of vaccine-preventable childhood diseases is now in its second phase. "Our main objective is to ensure that no child is left out of the measles vaccination programme" said Health Minister, Dr Recep Akdağ, at the launch of the UNICEF supported Ministry of Health (MOH) programme of Measles Immunisation Days in 10 provinces this Autumn. "Our slogan is *Let's eliminate measles altogether*" Dr Akdağ said.



Every year, between 8,000–30,000 children in Turkey are infected by measles. The Measles Elimination campaign was launched last year with the target of immunising all school children — 10 million — against the disease. The MOH announced a success rate of 97% following this first phase.

During this second phase of Immunisation Days, 1,250,000 children between the ages of 9 months and 5 years of age and also children under the age of 15 years who are out-of-school were targeted over a fortnight between 1–15 October. A coverage rate of 90% was set for this group, taking the 'hard-to-reach' factor into account. A total of 6,000 health personnel were mobilised to ensure the fullest result.

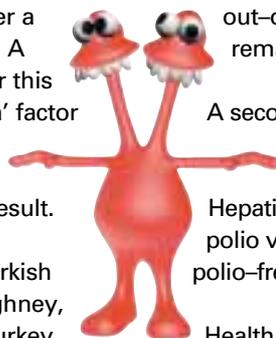
"This is an important day for Turkish children," said Edmond McLoughney, the UNICEF Representative in Turkey at the campaign launch. "Measles should be completely eliminated through this programme by the year 2010."

"This campaign is a cornerstone of a healthier future for children" said Dr Akdağ. "Turkey was very successful in the elimination of polio and we aim for the same result with measles."

The campaign focused on ten priority provinces of Ağrı, Batman, Bingöl, Bitlis, Diyarbakır, Hakkari, Muş, Şırnak, Tunceli and Van because these provinces have the lowest rates of routine vaccinations, including measles, in the country. As many as 250,000 children in this area were considered to be out-of-school although the exact figure remains under dispute.

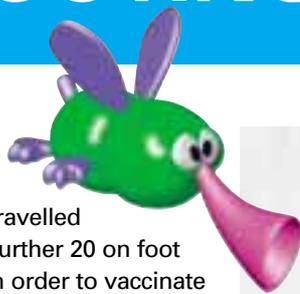
A secondary objective of the campaign was to accelerate routine vaccinations for Diphtheria, Pertussis, Tetanus and Hepatitis B and also administration of the oral polio vaccine ensuring that Turkey's polio-free status is maintained.

Health staff working in teams of two or three (one to record and write vaccination cards, the others to administer vaccinations), made house-calls in the villages and hamlets of



The humorously grotesque little characters decorating these pages were featured in promotional broadcast spots for the campaign by TRT, the national television channel.

... ROUTING MEASLES



some of Turkey's most notoriously difficult areas to reach. In one case, staff travelled 60 kilometres by car and a further 20 on foot — a journey of 6 hours — in order to vaccinate 150 children in the village of İnardi in Muş.

"This is the first time I've travelled to an area like this," said Sultan Göktaş, "some of these mountain slopes are so dangerous to get around — but it was vitally important to get these children vaccinated."

To give some idea of the local scale of the immunisation drive, in the province of Muş alone, 350 personnel were allocated in 136 teams to cover 350 villages and 180 hamlets. In 2003, 71,255 primary school students were vaccinated. This year, 100,000 infants and children who are out-of-school were targeted.

Of course there were the universal problems with children offering strong resistance at the sight of a vaccination needle — an unpredictable element in even the best laid plans. Health Staff, sorely pressed for time to meet their schedules, are nevertheless experienced in overcoming such tribulations.



An intensive advocacy campaign involving the press and television was launched in support of the drive.

The cast of 'Bir İstanbul Masalı' (A Tale of İstanbul) got together to make promotional television spots urging people to ensure that their children did not miss the opportunity of immunisation. The television series enjoys tremendous popularity in the Eastern target provinces and the actors' contribution was undoubtedly a positive influence.

Özcan Deniz, star of 'Asmalı Konak' (Château) another incredibly popular series and



talkshow host, Okan Bayülgen, also made similar broadcast spots.

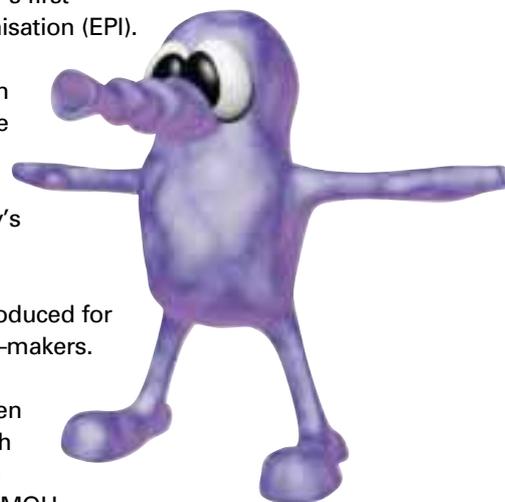
Media support for this leg of the immunisation drive was given an initial boost with a conference in Diyarbakır attended by 33 local and national journalists.

An interesting contribution was added by Metin Akpınar and Zeki Alasya who revisited a series of comic scenarios they made for an earlier measles vaccination drive over nineteen years ago during Turkey's first Expanded Programme on Immunisation (EPI). The actors updated the original 'two-hander' sketches for children with a fresh television appearance re-introducing the characters and pointing out that the original target audience are today's parents.

Briefing kits on the issue were produced for the benefit of high-level decision-makers.

All provincial managers were given training on the importance of both routine vaccinations and measles immunisation. Together with the MOH, UNICEF supported training of the managers using the cascade model whereby they were able to reproduce their training with other health staff at the local level.

Over 6,000 health workers working in teams of two and three were mobilised to reach infants and children who were out-of-school or living in hard to reach areas.



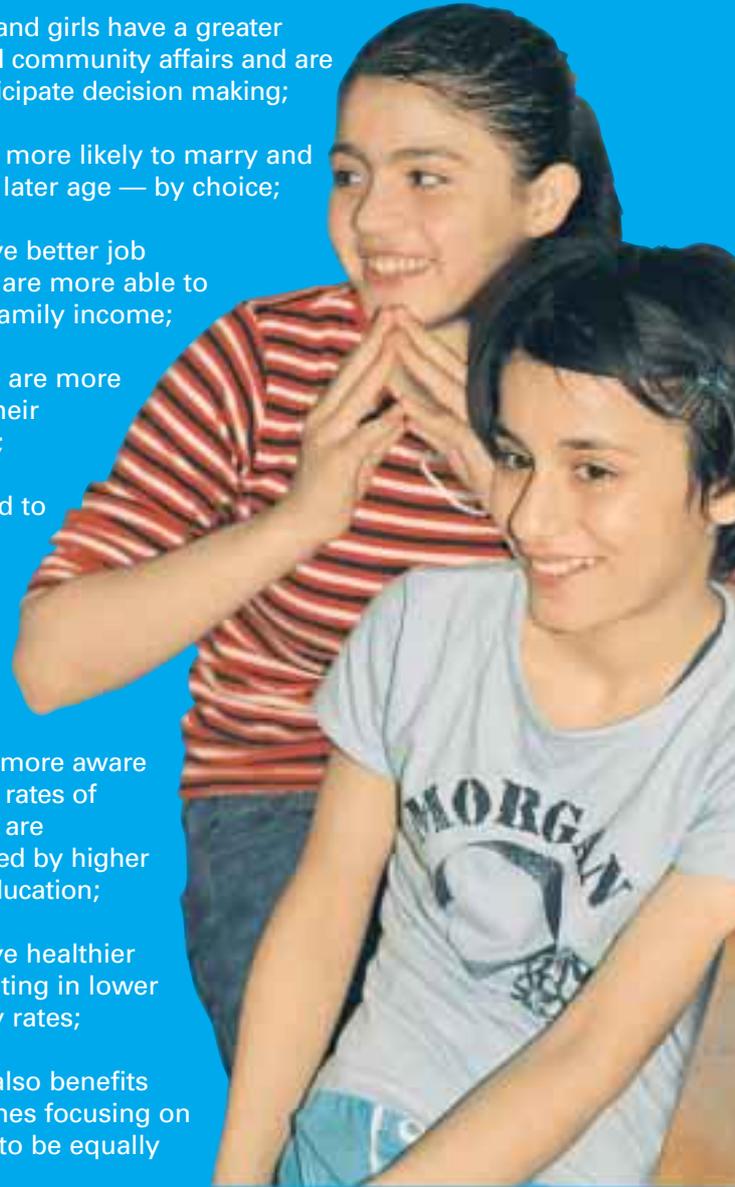


HAYDİ KIZLAR OKULA!

OUR EXPECTED RESULTS FOR 2005

- Rates of enrolment for girls in primary education on a par with rates of enrolment for boys;
- Infant Mortality Rate reduced from 43% (1998) to under 30%;
- Maternal Mortality Rate reduced by 50%;
- Rates of exclusive breastfeeding during the first six months of life increased;
- All children free of Iodine Deficiency Disorders;
- Three million mothers and fathers actively applying positive child rearing practices;
- Adolescents aware of HIV/AIDS and other STIs and methods of protection against these diseases;
- Numbers of children in need of special protection significantly reduced;
- Turkey's legislation fully compliant with CRC/CEDAW;
- All sectors and resources mobilised for the better implementation of children's rights;
- The national budgetary allocation for children increased.

- Educated women and girls have better opportunities and life choices;
- Educated women and girls have a greater voice in family and community affairs and are more likely to participate decision making;
- Educated girls are more likely to marry and have children at a later age — by choice;
- Educated girls have better job opportunities and are more able to contribute to the family income;
- Educated mothers are more likely to send *all* their children to school;
- Educated girls tend to have fewer and healthier children — child mortality rates drop with higher levels of female education;
- Educated girls are more aware of health issues — rates of HIV/AIDS infection are significantly reduced by higher levels of female education;
- Educated girls have healthier pregnancies, resulting in lower maternal mortality rates;
- Attention to girls also benefits boys — programmes focusing on girls have proven to be equally beneficial to boys;



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- can't get welfare benefits such as the CCT;

Catch up education

'Catch Up' education is important since it allows out-of-school children to make up for lost time — especially those aged 10 or more who are not permitted to enroll in grade one. Still, the curriculum needs to be developed, materials need to be produced, teachers need to be trained and separate spaces need to be identified before the programme can be put into action.

Also a more intense social mobilisation will be needed since potential participants will be harder to persuade than younger girls. This is because the girls are older and more integrated into domestic or other kinds of labour. Also, parents see their older daughters



The tradition that a girl's place is limited to the home or working on the land is no longer compatible with Turkey's future — or any other country in the modern world for that matter.