



Yayına Geliş Tarihi:19/01/2023
Yayına Kabul Tarihi:06/03/2023
Online Yayın Tarihi:29/04/2023

Meriç Uluslararası Sosyal ve Stratejik
Araştırmalar Dergisi
Cilt:7, Sayı:18, Yıl:2023, Sayfa:24-47
ISSN: 2587-2206

AN OVERVIEW ON WOMEN'S DEVELOPMENT IN NON-FORMAL EDUCATION (PUBLIC EDUCATION CENTERS)

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Abstract

Non-formal education is important for people to renew themselves, to better adapt to the new conditions brought by social differentiation, and to complete some of their deficiencies in formal education. Since it includes individuals with age, education level, desire to learn, gender and different needs, it shows a very comprehensive and heterogeneous feature. The aim of non-formal education is to enable individuals to increase their abilities and at the same time to provide basic education opportunities to individuals who lack formal education. Information is also shared to help them solve personal problems. Non-formal education opens vocational courses for adults and especially women. Public Education Centers are the largest non-formal education institutions in Turkey. Establishment works have been started throughout the country since 1956 and its activities continue in provinces and districts. These centers help individuals develop and mature on issues such as ignorance, illiteracy, outmoded behaviors and beliefs, and abandonment of unreasonable behaviors. In addition, non-formal education activities are quite extensive due to the different expectations and needs of individuals from different statuses of the society, such as peasants, urbanites, workers, employers, farmers, tradesmen, housewives, and self-employed. Since the Public Education Centers mostly consist of female teachers specialized in women's handicrafts and clothing, the courses opened are mostly for these fields. In this study, within the scope of previous data, the activities of Public Education Centers courses in Turkey, the participation of women in the workforce, some activities carried out within the scope of non-formal education on hobby development and their importance were examined. In addition, it is aimed to contribute to the scientific studies that will be carried out later on Public Education Centers and women's employment.

Keywords: *Non-Formal Education, Public Education Centers, Course, Women*

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Atıf/Citation: Arabacı, H. & Özkan, N. (2023). An Overview on Women's Development in Non-Formal Education (Public Education Centers). *Meriç Uluslararası Sosyal ve Stratejik Araştırmalar Dergisi*, 7(18), 24-47.

YAYGIN EĞİTİMİN (HALK EĞİTİMİ MERKEZLERİ) KADIN GELİŞİMİ ÜZERİNE GENEL BİR BAKIŞ

Özet

Yaygın eğitim insanların kendilerini yenilemelerini, toplumsal farklılaşmanın getirmiş olduğu yeni koşullara daha iyi adapte olmalarını ve örgün eğitimde oluşan bazı eksikliklerini tamamlamaları yönünden önemlidir. Yaş, eğitim düzeyi, öğrenme isteği, cinsiyet ve farklı ihtiyaçları bulunan bireyleri hedef kitlesine aldığı için çok kapsamlı ve heterojen özellik göstermektedir. Yaygın eğitimin amacı bireyin yeteneklerini arttırmasını sağlamak ve aynı zamanda örgün eğitimi eksik olan bireylere temel eğitim imkânı sunmaktır. Kişisel sorunları çözmeleri yönünde bilgiler de paylaşılmaktadır. Yaygın eğitim içerik olarak yetişkin bireyler ve özellikle de kadınlar için meslek edindirme kursları açmaktadır. Türkiye'de en büyük yaygın eğitim veren kurum Halk Eğitimi Merkezleridir. 1956 yılından günümüze ülke genelinde kurulma çalışmalarına başlandı ve etkinlikleri il ve ilçelerde devam etmektedir. Bu merkezler bilgisizlik, okuma yazma eksikliği, demode davranış ve inançlar, akla dayanmayan davranışların terk edilmesi gibi konularda bireylerin kendilerini geliştirmelerine ve olgunlaşmasına yardım etmektedir. Ayrıca, köylü, kentli, işçi, işveren, çiftçi, esnaf, ev hanımı, serbest meslek gibi toplumun değişik statülerinde bulunan bireylerin farklı beklenti ve ihtiyaçları nedeniyle yaygın eğitim faaliyetleri oldukça kapsamlıdır. Halk Eğitimi Merkezleri çoğunlukla kadın el sanatları ve giyim alanında uzmanlaşmış bayan öğretmenlerden oluştuğu için, açılan kurslar da daha çok bu alanlara yönelik olmaktadır. Bu çalışmada daha önce yapılmış veriler kapsamında Türkiye'deki Halk Eğitimi Merkezleri kurslarının faaliyetleri, kadınların işgücüne katılımı, hobi geliştirme konusunda yaygın eğitim kapsamında yapılmış olan bazı faaliyetler ve önemleri ele alınarak incelenmiştir. Ayrıca Halk Eğitimi Merkezleri ve kadın istihdamı konusunda daha sonra yapılacak olan bilimsel çalışmalara da katkı sağlamak amaçlanmıştır.

Anahtar kelimeler: Yaygın Eğitim, Halk Eğitimi Merkezleri, Kurs, Kadın.

INTRODUCTION

The active contribution of women in social and economic development, their participation in the workforce and increasing their employment are an important factor in the creation of sustainable development in terms of individual and society. The existence of women's employment means preventing women from being poor and providing more income to the family and an increase in the standard of living (Karabıyık, 2012: 40; Türkoğlu and Uça, 2011: 2). Factors such as the globalization of the economy, a continuous competitive environment, the international level of production activities, the appreciation of quality, the rapid changes and developments in technology, the increase in productive employment, the increase in the unemployment factor in almost all countries and the greater contribution of women to the economy have made it possible to attach more importance to employment-targeted vocational education.

1. NON-FORMAL OF EDUCATION SYSTEM IN TURKEY AND THE IMPACT OF WOMEN

According to the National Education Basic Law No. 1739 and its 18th article, which was accepted in 1973, the Turkish National Education System is handled in two ways as "formal education" and "non-formal education". Formal education; pre-school education consists of primary education, secondary education and higher education. The Basic Law of National Education defines all educational activities outside of formal education as "non-formal education" (art.18) (National Education Basic Law No. 1739, RG. 24.06.1973-14574).

Organizations operating as non-formal education in Turkey include the Ministry of National Education, Turkish Employment Agency (İŞKUR), which is affiliated to the Ministry of Family, Labor and Social Services, Local Administrations (Metropolitan Municipalities and Municipalities), Foundations and Non-Governmental Organizations. Vocational, literacy, social and cultural courses conducted by Public Education Centers affiliated to the Ministry of National Education are particularly noteworthy. Within the scope of the education programs implemented by these institutions and organizations, there are non-formal education activities that include continuous education and lifelong learning (Geray, 2002; Sağlam and Korkmaz, 2019).

Non-formal education, with its complementary structure to formal education, is one of the most talked about concepts in recent years. Looking at the literature, adult education, public education and non-formal education take place in the same sense. Due to globalization, non-formal education, which includes "Lifelong" education, which has been mentioned frequently since the 1990s, is the redesigned state of the process that aims to improve the abilities of individuals from birth to death, together with formal education (Ayçiçek, 2012: 1; Geray, 2002; Yazar, 2012: 22).

Non-formal education is needed individually and nationally due to economic needs. Individually, non-formal education is effective in increasing the existing income of individuals. In addition, they contribute to national economic development by organizing training activities and employment-providing certificate programs for intermediate staff in central decision-making companies (Sağlam and Korkmaz, 2019).

The informal sector, which is not included in the scope of social security and national income calculations, is a sector where women are most often found, sometimes out of necessity and sometimes of their own will (Topoğlu, 2007: 43). Examples of this are working at home, cleaning the

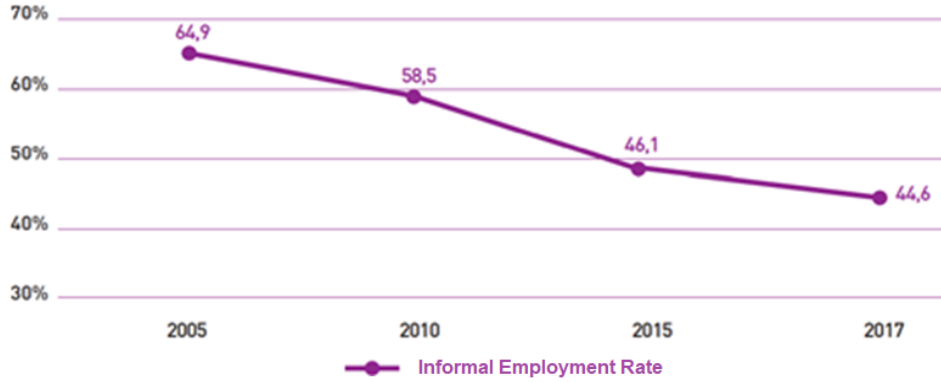
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house, babysitting and nursing, cooking at home, knitting, lace, and sewing, among the most common informal sectors that are made with economically low-income women and frequently encountered in daily life.

Home work environments became widespread in the 80s. By taking a job home, the home turns into a production area. Most of the domestic/home-based workers are women. The patriarchal family structure is the main reason for this. Taking care of children, the elderly, the disabled and the sick, which is considered as women's work, made women dependent on the home. Some women may prefer not to leave the house due to the pressure of their spouses or to work at home as their own choice. Working in a home environment is generally an environment where labor-exploitation is high and the salary is low (Sağlam, 2015; Şener, 2011: 22).

This unregistered employment of women has led to an increase in the number of women workers all over the world. Such global economic changes result from restructuring and the increase in flexible and insecure work. Considering the Turkish society, although women's employment is generally unregistered and not included in official statistics, women in Turkey are constantly decreasing in terms of labor activities. The decline in female employment is counterproductive when compared to other developing countries such as Latin America and Southeast Asian countries. The employment status of women in the mentioned countries is constantly increasing with export-based studies (Dedeoğlu, 2012).

As of 2005, the rate of women working without being registered with any social security institution due to their job (such as working at home) is 64.9%. This rate decreased to 44.6% in 2017 (Chart 1). In the same period, the rate of male informal employment was found to be 29.2% (ASPB, 2014).

Chart 1. Change in unregistered employment rates of women by years



Source: TurkStat, Labor Force Statistics

Business owners need to employ qualified individuals who have vocational training and skills in order to follow developments and gain success in today's competitive world. As a result, the importance of vocational education has increased as the employment of individuals who have gained professional characteristics has increased. Getting the vocational education that an individual is interested in and intends to do in the future and gaining success in this profession is defined as "vocational education". In the globalizing world, with the increase in women's economic, social and political participation in business life, there is an increase in education levels. Therefore, women's participation in the workforce has increased and they have started to come to the fore in vocational training initiatives. Public Education Centers mostly focus on the courses opened for women and providing vocational training.

2. THE EFFECT OF NON-FORMAL EDUCATION ON WOMAN EMPLOYMENT

Approximately 9.8 million individuals benefit from non-formal education courses, which are accepted as an effective mechanism for women's active participation in life socially and economically in Turkey. Almost 4.8 million of these numbers are women. It is understood from these numerical values that the active participation of women in non-formal education courses has a significant impact on their preparation for social life. In addition, the rate of benefiting from Public Education Centers is higher compared to vocational training centers and vocational courses where women have the opportunity to work directly (Table 1).

Vocational courses in non-formal education are very important for almost every country in today's conditions. It provides benefits in achieving

many social, political, economic and individual goals. But the factor that makes it important is that it enables the individual to increase all her skills in a versatile way thanks to non-formal education. Thanks to vocational training, women who are included in the workforce increase their participation in the workforce with the hobbies that are suitable for them. When the literature is examined (Taşpınar, 2013; Ayçiçek, 2012; Temiz, 2009; Abay et al., 1999; İçli et al., 1999), studies indicate that vocational courses included in non-formal education increase female employment. Vocational training courses that enable trainees to acquire a profession in parallel with economic developments and according to the employment policy of the country by providing short-term and gradual training are important (Öksüz, 2007).

Table 1. Number of individuals attending courses by types of non-formal education institutions

	2015-2016		
	Woman	Male	Total
General Education Grand Total	4.813.854 %48,8	5.050.295 %51,2	9.864.149
Public Education Centers	3.954.941 %53,8	3.393.446 %46,2	7.348.387
Institute of Technical Maturation for Girls	9.170 %72,4	3.485 %27,6	12.655
Vocational Training Center	38.581 %17,1	185.818 %82,9	224.399
Vocational Courses (According to Law No. 3308)	28.361 %35,4	51.549 %64,6	79.910

Source: National Education Statistics Formal Education 2015-2016

According to the applied program, in courses not longer than one year, evaluation of success is done in total or individually for each of the courses. Evaluations are made by written, oral and practical exams and, if appropriate, by homework and projects. The course completion exam is administered by the Directorates of Guidance and Research Units of National Education to evaluate the success of the trainees at the end of the course program.

Individuals who have completed non-formal education courses are presented with documents, certificates or similar documents according to the program. Documents and certificates are issued by the centers (Picture 1) (Yayla, 2009).

Picture 1. Giving certificate of achievement to the trainees who have completed the development and integration course



Source: URL 1

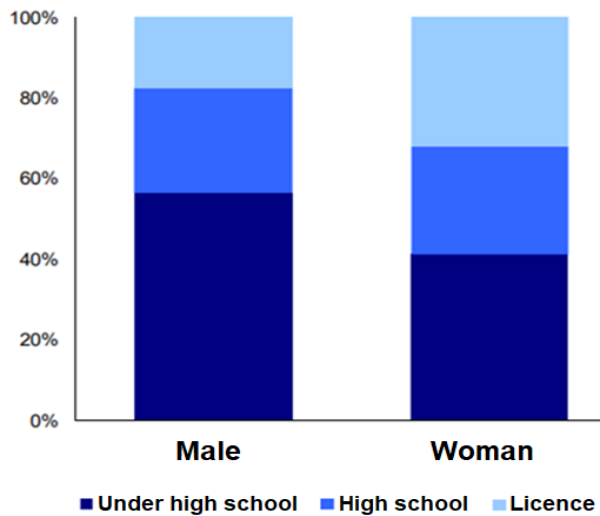
The most important obstacle in women's labor force participation is the problem of education. Developing a solution to this problem will be beneficial for the country's economy by providing employment for many women. For this reason, non-formal education is aimed for adult women who have been deprived of formal education to support their participation in the workforce. In Turkey, women who attend courses opened only on behalf of women or in a mixed manner at different times and who prepare themselves for working life by studying in many different fields are not few in number. The Ministry of National Education is at the forefront of institutions and organizations providing adult education services. It is followed by ministries, municipalities and other public institutions, voluntary organizations and private institutions, respectively. Among these institutions, Public Education Centers differ from other institutions due to their target audience, the

programs they prepare and the main task of providing the education of adults. Today, a large number of adult women access vocational training courses held within the scope of local administrations (municipalities).

Almost half of the women who have completed their courses are high school graduates, followed by primary school graduates and university/college students. The fact that three quarters of the trainees are between the ages of 18 and 24 is accepted as an indication that the female population in Turkey is increasingly sensitive to participating in the paid workforce and the young population to gain economic independence.

The existence of a strong relationship between women's education level and labor force participation rate also contributes to the education level composition of employment. When Figure 1 is examined, while the level of high school and higher education has a great impact on women's employment, the employment level of men below high school is high (Figure 1).

Figure 1. Composition of employment by education level (15+ years, 2008)



Source: TURKSTAT, Periodic Results of the Household Labor Force Survey

Courses that enable adults and especially women to acquire a profession in non-formal education are organized by Public Education Centers operating under the Ministry of National Education. Other vocational courses are outside the scope of the Ministry of National Education (Sağlam and Korkmaz, 2019; Taş, 2009: 156). The purpose of vocational training courses in Public Education Centers is to provide occupations to non-professional citizens or to make them contribute more to the family and national economy by improving their profession. More than 120 vocational courses are offered annually from the centers. Generally, traditional branches

such as sewing-sewing, hand embroidery, handicrafts-embroidery, clothing, carpet making and machine embroidery have a significant weight for women.

In the 1994-95 academic year, 21,881 vocational courses were opened in 905 Public Education Centers and the number of people who completed the course is 325,679. 86.8% (282,697) of the data consists of women. 5.029 of the instructors who took part in the courses are permanent trainers. Since 1990-91, the number of courses has been reduced due to austerity measures. The annual average number of those who took vocational courses in the last five years is 540,380 (URL 2).

There are generally vocational and technical, social, cultural and literacy courses in Public Education Centers (URL 3). 28.6% of the participants work in gender-restricted courses (such as jewellery and wood painting courses, preschool teaching) (Picture 2). Although 42.8% have no gender restrictions and 28.6% have no gender restrictions, they are active only in courses preferred by women (such as needle lace, sewing embroidery, and jewellery design). After the training received in the courses, the areas where women are most employed are child development and education (71.4%), patient and elderly services (71.4%), computerized accounting (42.9%), cookery / pastry (42%, 9) and also hairdressing, clothing and handicrafts. Problems faced by women in terms of attending the courses; First of all, difficulties experienced in child care (85.7%), spouses not giving permission (71.4%), work at home (42.9%) and additionally low education, course costs, transportation and course hours. Disruption of children's care and housework (100%) may cause women to experience difficulties in starting and continuing the course (42.9%) and quitting the courses (Soylu et al., 2017).

Picture 2. Exhibition of jewellery made in public education centers



Source: URL 1

3. DEVELOPMENTAL EFFECTS OF PUBLIC EDUCATION CENTERS ON ADULT EDUCATION

The first and most important task of Public Education Centers and other institutions providing adult education services is to raise awareness of adult education for adults living in the region. If the relationship between what is expected from adult education in Turkish society and the level of development of today's conditions is examined, according to Yayla (2009), administrators and teachers state that expectations in adult education in Turkish society are behind today's conditions. It can be considered as an indicator that the activities organized in Public Education Centers to support adults generally concentrate on women's handicrafts and clothing. If the aim is the development of the society, the activities should be more effective and more diverse. Only operating on certain issues for years will not benefit the achievement of education goals and the advancement of society. In Table 2, the impact of the Public Education Centers, which ensure the development of societies, has been investigated by asking the officials working in the Public Education Centers.

Table 2. Impact status of public education centers ensuring the development of societies

GROUPS	NONE		LITTLE		MIDDLELOTS		COMPLETELY		TOTAL			
	f	%	f	%	f	%	f	%	f	%		
Manager	7	8,6	36	13,6	139	52,7	69	26,1	13	4,9	264	100
Assistant Manager	30	37,0	203	22,3	447	49,2	191	21,0	38	4,2	909	100
Teacher	44	54,3	221	23,9	449	48,5	182	19,7	30	3,2	926	100

According to Table 2, when the impact status of Public Education Centers on social development is examined, it is seen that the directors of Public Education Centers have a positive effect of 31%, assistant principals of 25.2% and teachers 22.9%. According to these rates, Public Education Centers do not have a sufficient effect on social development. In Table 3, the effect status of the centers in training qualified manpower was investigated (Yayla, 2009).

Table 3. Impact of public education centers in training qualified manpower

GROUPS	NONE		LITTE		MIDDLELOTS		COMPLETELY		TOTAL			
	f	%	f	%	f	%	f	%	f	%		
Manager	6	2,3	42	15,9	144	54,5	56	21,2	16	6,1	264	100
Assistant Manager	35	3,9	234	25,7	442	48,6	168	18,5	30	3,3	909	100
Teacher	44	4,8	216	23,3	467	50,4	165	17,8	34	3,7	926	100

When Table 3 is examined, the impact status of Public Education Centers in raising qualified manpower is evaluated at a moderate level, with an average of 50% in groups. The findings show that the studies of vocational courses do not reach their target at a sufficient level. Assistant principals and teachers state that the centers have no or little effect on the training of qualified manpower at a rate of 28-30%. The importance of adult education in meeting the basic learning needs of the society in Turkey is discussed in Table 4.

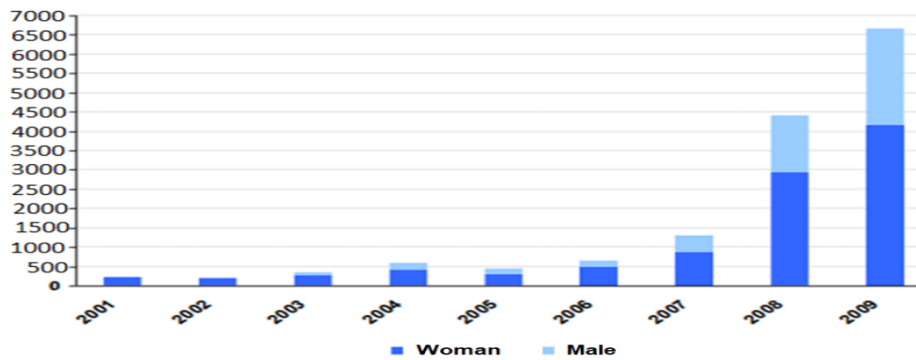
Table 4. Meeting the basic learning needs of the society in adult education in Turkey

GROUPS	NONE		LITTLE		MIDDLE		LOTS		COMPLETELY		TOTAL	
	f	%	f	%	f	%	f	%	f	%	f	%
Manager	7	2,7	33	12,5	114	43,2	75	28,4	35	13,3	264	100
Assistant Manager	18	2,0	190	20,9	420	46,2	213	23,4	468	7,5	909	100
Teacher	34	3,7	189	20,4	440	47,5	197	21,3	366	7,1	926	100

According to Table 4, Public Education Center principals stated that 41.7%, assistant principals 31.1%, and teachers 28.4% had an impact on meeting a significant part of the basic social needs thanks to adult education in Turkey. These figures show that the activities of Public Education Centers in Turkey do not meet adult education sufficiently (Yayla, 2009).

People who want to start their own business are usually unemployed people who attend courses. Most of the individuals who have attended the courses since 2001 are women (Figure 2). Considering the numbers, the rate of participation in the courses opened has increased considerably since 2006. At the end of 2009, it reached 6,655 people (Figure 2). Of the 6,655 people who attended the courses in 2009, 4,165 were women (Betam, 2010).

Figure 2. Participants of courses for those who will start their own business



Source: İŞKUR

4. STUDIES AND EMPLOYMENT OF TRAINEE WOMEN AT THE PUBLIC EDUCATION CENTER

Edirnekari, mis soap (Figure 3), sultan doll (Picture 4), souvenirs such as leather and glass mosaic embroidery, which are local products, are produced by the trainees of Edirne Public Education Center by taking orders in the numbers requested by the tradesmen. Thus, it is ensured that both the tradesmen, the producers and Edirne win. Domestic and foreign tourists coming to the city see the cultural richness of the city and contribute to tourism. Handmade products (Picture 5) are sold by the shopkeepers at reasonable prices (URL 1).

Picture 3. Edirnekari, mis soap and woodwork produced in public education centers



Source: URL 1

Picture 4. Sultan doll produced in Public Education Centers



Source: URL 1

Picture 5. Wood and jewelry craftsmanship produced in Public Education Centers



Source: URL 1

The trainees also want to receive hands-on training on food production (yogurt, cheese, canned food, jam, pickles) and increasingly forgotten handicrafts (rug, knitting, embroidery, jewelry). After the trainings that do not create much budget and time loss, women contribute to the family economy by selling the products they produce and become strong women without being dependent on their husbands. After the trainings taken by protecting local values, women unite to form a unity and bring solutions to the problems encountered with common decisions. Such entrepreneurial activities will enable women to become more and more empowered.

Efforts are made to increase women's participation in the labor market and to encourage entrepreneurship. One of the examples of this is the project carried out in Soma on 13 May 2014 to increase the social integration and employability of women who showed a disadvantaged situation after the mining accident. The project titled "Soma Women Enlighten the Future", named KAGIDER, is within the scope of the Ministry of Labor and Social Security European Union Coordination Department - Improving Social Integration and Employability of Disadvantaged Persons Grant Program. It

An Overview on Women's Development... The Meric Journal Cilt:7 Sayı:18 Yıl:2023 started to be implemented between October 2016 - October 2017. With the project, the support of the Soma Public Education Center was provided, and it was aimed that the target group participate in the labor market and establish their own business. Vocational skill trainings on ornamental plants and machine sewing were provided. Another team provided trainings on social empowerment and basic competence in the fields of law, financial legislation, marketing and sales management and communication to the target audience at Soma. Apart from these trainings, KAGIDER also provided women with services such as mentoring, consulting, day care services for children, and participation in cultural organizations (Güvenli, 2017).

Within the scope of cultural services organized by Yeşilyurt Municipality, 5,297 citizens benefited from 248 vocational and hobby courses in 55 different fields opened by Yeşilkonak, Culture and Art Centers, and trainers who were experts in their fields took part. The people of Yeşilyurt showed great interest in vocational courses and some hobby courses aimed at increasing the individual skills of the citizens, improving their professional and artistic knowledge, providing active production instead of being passive consumers, contributing to income generation and increasing employability. Afterwards, the trainees who successfully completed their courses were given certificates approved by the Ministry of National Education.

Citizens who want to gain new information and have a useful and enjoyable time in addition to contributing to the home economy in vocational courses opened in Malatya to contribute to employment and to train personnel who have received training in various fields, develop themselves in branches that are suitable for their skills with planned trainings (Celep, 2003). Yeşilyurt Municipality, in cooperation with İŞ-KUR and Malatya Family Education Association, help women to contribute to the country's economy. In Kiltepe Vocational Training Center, the trainees who attend the Textile Course and work to have a profession are provided with the necessary support for establishing their own business or for employment in factories in organized industrial zones. Looking at the courses that have been opened: Literacy, Cake Making and Presentation, Meat Processing and Department Staff, Guitar, Needle and Crochet Knitting, Living Room Sets, Painting, Women's Clothing-Assistant Modelist, Industrial Machine, Jewelry Drawing, Home Textile Products, Clothes Modifier, Folk Dances, Flat Sewing Machine, Tile Processing, Baglama, Holy Quran, Sign Language, Bedroom Textile, Tile Application, Local Cloth Weaving, Wood Painting, Uşak Carpet Weaving, Hairdressing, Garment Weaving, Theatre, Basketball, Women's Clothing, Piano, Beekeeping, Sewing-Embroidery, Carpet Weaving (Picture 6), Hat Making, Wood Decoration, Music, Baby Clothes, Tailor, Violin, Women's

Blouses, Hand Embroidery, Soap and Candle Carving, Orc, Sound Training, Paper Relief, Short Film Production, Crochet Knitting, Plain Kirkitli, Dart, Kutnu Weaving, Overglaze Decoration, Hand Drawn, Turkish Embroidery (URL 4).

Konya Vocational Training Courses (KOMEK), which are opened in the center and districts of Konya under the Konya Metropolitan Municipality, are trying to increase the quality of life of the people and increase the welfare of the society. For this reason, it aims to provide individuals of all ages with learning, business and life skills for lifelong learning purposes, especially the young population, where they can demonstrate their skills. By organizing courses in 35 different fields such as food and beverage services, handicrafts, construction, marketing, accounting, child development and care services, significant contributions are made primarily to the vocational training of young people. From the 2016-2017 academic year, training is provided in 300 different fields in 55 course centers in Konya. These are 28 course centers, 9 Family Art and Education Centers, 6 of which are located in the center and 3 in the districts, and 18 Lifelong Learning Centers. Most of the participants in the courses are women. Vocational training given to non-professional women provides a significant benefit for them to have a job more easily and to establish their own business (Karabulut and Mızırak, 2017).

Picture 6. Women's contribution to the country's economy by learning the carpet weaving business



Source: URL 5

In the Traditional Handicrafts Course opened by the Ağrı Public Education Center in the village of Yakinca in the center of Ağrı, the young girls in the village benefit from both making use of their spare time, preparing their own dowry, and also selling what they produce in the course. The 15

An Overview on Women's Development... The Meric Journal Cilt:7 Sayı:18 Yıl:2023
students who attend the course and are usually engaged girls, have a good time with the course instructors and receive orders. There are three courses in the village, which provide employment for women. Likewise, there are courses in painting, music and other arts (Picture 7) (URL 5).

Picture 7. Traditional Handicrafts Course opened by Ağrı Public Education Center



Source. URL 6

Battalgazi Municipality has also opened many courses and organized sewing and embroidery courses, which generally contribute to the personal development of disadvantaged women and aim to gain a profession. The course opened at the Non-formal Culture Center in Battalgazi Municipality, supported by İŞKUR and Public Education Directorate, provided the benefit of many trainees. The course, which lasts for 4.5 months, provides training to women with master trainers. The course provides training on the use of new technology sewing machines and clothing design in different models. Women who learn a profession by sewing and embroidery in the course, where mainly clothing lessons are given, on the one hand, provide their individual development and find the opportunity to help their home economy. Women of all ages showed great interest in the course (Picture 6).

Picture 8. Sewing training at ESMEK



Source. URL 6

Since this region is rural, participation in the courses is intense and the courses are followed closely. Women who attend the course are also paid by İŞKUR. With the certificates obtained from the course, they attempt to open their own workplaces later on and the documents increase their employment opportunities (URL 7)

Esmek; It is a non-formal education organization that complements formal education, established for reasons such as increasing the personal savings of the people of Erbaa, increasing their professional and artistic knowledge, improving the urban culture and life skills in the city, providing assistance to become an active producer from passive consumption, supporting income earning, and increasing job opportunities. ESMEK aims to reveal the skills of the citizens of Erbaa, to increase their employment capacity, to increase their awareness and knowledge, to earn income by producing. Individuals who receive education show cosmopolitan characteristics in areas such as age, religion, language, race, nationality, gender, profession and status. Thanks to the trainings given at ESMEK, the trainees gain the position of producers and open up areas where they can sell their handmade products. They prepare exhibitions for art lovers by continuing their production in the fields they have been trained in. As a result, trainees turn what they produce into income and earn income economically (URL 8).

DISCUSSION

Public Education Centers, which have a wide organizational structure located in all provincial and district centers throughout Turkey, open course places affiliated to the centers in towns, villages and neighborhoods in parallel with the needs and conditions. The majority of adult education studies in Turkey are carried out in Public Education Centers and although there is no gender restriction in participation in the courses, only women prefer to attend some of the courses.

Public Education Centers have to determine the training needs of the places where they are served and plan according to the needs. One of the factors to be considered while determining the educational needs is the innovations and developments in the fields and subjects that will have an impact on social life and contribute to the region. When the distribution of courses opened by Public Education Centers according to years and subjects is examined, it has been determined that most of them are repeated every year, and the activities are repetitions of the previous year. Such a result causes the expectations of adults from Public Education Centers to be limited and causes them not to meet today's needs.

Although there are many certificate programs in public education, it has been determined that the public is not well-informed on this subject. The scope of the certificated programs should be informed firstly in the province and then throughout Turkey, and the active participation of the people in the development of the country should be ensured (Türkoğlu and Uça, 2011).

Adult education institutions should provide a skill to meet intermediate manpower needs in the industry and service sectors, mostly to the unemployed people with low basic education levels and most of them "young adult", which provides a job or income. Since the teachers of Public Education Centers generally include female teachers in the fields of women's handicrafts and clothing, courses are opened in this direction. Public Education Centers should play an effective role in the education philosophy throughout life with vocational courses in providing qualified manpower. First of all, in order to train qualified manpower, Public Education Centers are not at a sufficient level as a contribution (Yayla, 2009).

Women attending the courses are generally between the ages of 29-34 and their marital status is balanced, but married individuals are in the majority group. 72% of women have a high school or higher education. In 84.8% of women, the family consists of four or less people. Most of the women have 1-2 children and 68.8% of them have a total income of 2000TL or more at home. 61.2% of women who attended vocational training courses and

An Overview on Women's Development... The Meric Journal Cilt:7 Sayı:18 Yıl:2023
received certificates are working in a job. The reason for women to attend the courses is that working women increase their professional knowledge and skills.

In most of the studies conducted, all of the trainees share the same view that vocational training courses positively affect the continuity of women's working life. Thus, it is a driving force for the courses to become widespread and for women to be included in employment.

The reason for non-working women to join is usually to find a job and earn money. The income provided by the women themselves reduces their economic dependence on their husbands/family and increases their self-confidence towards themselves and their environment.

Among the problems encountered in public education are insufficient budget and physical conditions, insufficient personnel, inadequacy of formal and non-formal education relations, inadequacy of program content, and non-functional courses offered (Türkoğlu and Uça, 2011).

Non-formal vocational education services designed for mixed or women in Turkey are first organized by the Ministry of National Education. In addition, there are courses with multi-dimensional features carried out by different institutions as public institutions and private course areas. The Ministry of National Education officials, who use vocational education as a tool to increase employment, have started many projects to improve the capacity of non-formal vocational education and integrate it in employment, by making use of external resources as well as national resources, and the number of these projects needs to be increased. Undoubtedly, it is necessary to accelerate the work towards the increasing expansion of vocational education and projects that create opportunities for the development of young girls and women and increase women's employment.

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