

Turkey

Good Practice: TR GP2

Armağan Erdoğan
Kadir Onur Unutulmaz
Suna Guzin Aydemir Decker
M. Murat Erdoğan



"Women Entrepreneurs in Soma"

Main features of the GP programme:

| Type of programme | Type of organisation | Field of practice for organisation | Programme scope | Programme duration | Programme occurrence/frequency | Type of funding for GP |
|-------------------|-------------------------|--|-----------------|--------------------|--------------------------------|------------------------|
| VET | Non-profit organisation | Women entrepreneurs – Economic sectors | Local | 3 months | continuous | External (Private) |

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

© EduMAP, 2018

The sole responsibility of this working paper lies with the author/s. The European Union is not responsible for any use that may be made of the information contained therein.

1. What – Focus (theme, orientation)

The programme consisted of a combination of training in two specific vocations, machine tailoring and ornamental planting, with several modules of training in entrepreneurship, marketing, advertisement, body language, leadership, time management, and so on.

2. For whom – Target group(s)

This adult education programme was designed and implemented for the vulnerable women of the mining town Soma in Western Turkey. Soma had just been devastated by a tragic mining disaster that killed 301 miners in 2014. This programme primarily targeted women that were directly affected by this disaster by losing their relatives.

3. Requirements and access

In principle, the programme was open for application of all women in Soma. The application process was very simple and the necessary documents were limited to passport photographs and identification documents. The machine-tailoring course accepted 30 and the ornamental planting course accepted 20 female learners aged between 19 to over 50 years.

4. Elements of good practice

The distinguishing characteristic of this programme is definitely the clear emphasis on women-entrepreneurship. It did not only aim at training women to merely produce certain products, but to oversee the complete process starting from planning, obtaining the raw materials, optimizing production, establishing advertisement channels, finding customers, and delivering the product.

This programme has a strong emphasis on the economic and financial independence of women. While the VET trainings were provided by the local educators who have been working in the sector for many years, these other modules focusing on diverse aspects of entrepreneurship were designed and taught by academics from prestigious universities. Furthermore the programme also included psychological counselling and social and cultural events.

More than anything, this project aims at helping women to realize their own potential and at equipping them, if they wish. Against this background, the most crucial component of the programme is that after the training, women have the opportunity to join a cooperative that successfully produces and sells various products, thereby both ensuring employment for the learners and providing an opportunity for the implementation of the skills and knowledge acquired during the programme.

5. Perceived challenges

This AE programme aimed at reaching out primarily to the women who were directly affected by the mining disaster. Overall, those women constitute a tiny minority of the learners that have been registered to the courses. The second group targeted

was the poor and uneducated women, who are in a vulnerable position in this small mining town. The profile of the initial group of learners reflects this expectation. However, the more the programme became successful and the cooperative achieved economic success, the profile of the new learner registering to the course started to change. Increasingly women who already had an entrepreneurial outlook and who are in a less vulnerable position started to enrol. While, of course, there is no problem in helping less vulnerable women, the programme needs to make a larger effort to access to those women who need such training the most.

6. Testimonials

"I learned to embroider when I went to the public training courses. But the things I did were dowry for myself. What happened when we met here? Vodafone gave us the order, 16 thousand pieces of lavender sacs as new year presents of the firm. We earned money from our work. Many women made money for the first time in their lives. It was very emotional that I saw many women crying."

(Learner)

7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)