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FOUNDATIONS, LEADERSHIP
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FREEDOM, AGENCY AND OPTIMISM: A FEMINIST CASE STUDY OF GIRLS' EDUCATION IN SOUTHEASTERN TURKEY (136 pp.)

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This feminist qualitative case study addressed the problem of understanding the role of girls' education through the perspective of girls in southeastern Turkey. The study focused on what they believe they will gain from school, how school empowers their lives, and the social, cultural, and gendered dimensions of their experience in school.

The findings include: (a) girls want the freedom to pursue whatever potential their hearts desire; (b) they wish to help other girls achieve dreams; and (c) they believe that their communities can be improved. The girls not only understand that education can bring them a better life, but also understand the need for all girls in Turkey to be educated so they can pursue their own potential and contribute to the betterment of their communities and their country.

This study underlines the need for research to *ask girls* about their goals and interest in school. Additionally, the implications for community action at the local and national level are to provide access for more girls to become involved in civil society monitoring groups, new school planning committees, and retention initiatives in middle and high schools. Policy implications for international organizations include scaling up compulsory high school educational opportunities.