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How Can the Post-COVID-19 Economy of Turkey Help to Improve Gender Equality?

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Abstract

Gender equality is not only a fundamental human right, but it is also necessary for a peaceful society, the attainment of full human potential, and long-term progress. It can also play a significant role in the growth of any modern economy. Therefore, it is critical to realize that men and women may both contribute to societal growth. A holistic approach, sound policies, and long-term commitment by all levels of government are essential for women's empowerment to become a reality. In addition, gender equality must be a priority in developing national policies and initiatives. Despite improvements in Turkish women's social, political, and economic lives, women's empowerment has yet to be attained. This research explores the position of women in school and the labor market in Turkey before and after the emergence of COVID-19. The research highlights the problems and opportunities that women regarding participating in the Turkish economy.

Keywords: Gender equality, COVID-19, education, technology, green economy.

Jel Codes: J16, I10, I24, O13, O33.

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Covid-19 Sonrası Türkiye Ekonomisi Toplumsal Cinsiyet Eşitliğini Nasıl Geliştirebilir?

Öz

Toplumsal cinsiyet eşitliği yalnızca temel bir insan hakkı değil, aynı zamanda barışçıl bir toplum, insan potansiyelini tam kullanım ve uzun vadeli gelişmenin bir koşuludur. Bu nedenle, bir ekonominin gelişmesinde kilit bir rol oynayabilir. Erkeklerin ve kadınların sosyal kalkınmaya eşit derecede katkıda bulunabilecekleri gerçeğini benimsemek bu yüzden oldukça önemlidir. Kadınların güçlendirilmesinin gerçekleşmesi için bütüncül yaklaşım, sağlam politikalar ve uzun vadeli özveri gerekmektedir. Ayrıca, uygulanması hedeflenen ulusal politika ve programlar geliştirilirken, toplumsal cinsiyet eşitliği öncelikli olarak gözetilmelidir. Türk kadınının sosyal, siyasi ve ekonomik hayatındaki gelişmelere rağmen güçlendirmeleri henüz istenilen noktaya ulaşamamıştır. Bu çalışma, Türkiye'de Korona Virüsünün bir diğer adıyla Covid-19'un ortaya çıkmasından önce ve sonra kadınların eğitim ve işgücü piyasasındaki durumunu incelemektedir. Kadınların Türkiye ekonomisine katılımına ilişkin zorluklar ve fırsatlar analiz edilmektedir.

Anahtar Kelimeler: Cinsiyet eşitliği, COVID-19, eğitim, teknoloji, yeşil ekonomi.

Jel Kodları: J16, I10, I24, O13, O33.

1. Introduction

Beyond its effects on public health, the COVID-19 outbreak, which began in Wuhan, China, in December 2019 and quickly grew into a global pandemic in a matter of months, has generated a global crisis with terrible political, economic, and societal ramifications. Because of the pandemic's long duration and spread, which is still occurring as of 2021, governments' tactics and policies in this regard are critical for people's lives and livelihoods. Each government has pursued quite diverse strategies and policies in the face of the COVID-19 crisis. However, they share a common attitude in their various agendas: On the one hand, each country has attempted to gradually implement policies aimed at slowing the pace of the pandemic in a way that does not destroy the health system. On the other hand, each state has attempted to ensure the continuity of public services and key economic sectors. While doing all of these things and dealing with the COVID-19 pandemic, governments must also be "gender-sensitive" in their policymaking.

This study provides a mechanism for tracking the impact of government policies on inequality soon after they are implemented using recovery plans for both the economy and education. Inequality is a multidimensional concept that can encompass a variety of factors, such as income, wealth, education. Our research focuses on education, technological access, and economic consequences, which are particularly accurate indicators of gender inequality in Turkey. The ability to use very detailed data to develop a high-frequency measure of inequality allows policymakers to adjust policies to reduce inequality in general and among subgroups of the population, defined by educational level, gender, age, and income.

2. Literature Review

All crises have a significant gendered impact across a variety of factors, none more so than the current pandemic. Even though the virus affects more men than women in terms of fatalities (Wenham et al., 2020), women are more severely impacted in the job market. As a result of the pandemic's disproportionate impact on industries and professions and the unique positions of men and women in the labor market, more women than men have lost their jobs and are more likely to be among the furloughed employees, as has been extensively documented

(International Labour Organization, 2021). Unsurprisingly, women are over-represented in the limited sectors and vocations. They are also more likely to work from home, and they account for the bulk of “frontline” workers.

Furthermore, the most recent labor market shock for women has exacerbated some previously existing disparities. Many women who have been laid off or furloughed are low-wage workers, but women who earn more have been able to maintain their employment and transition to remote working.

The closure of schools and childcare centers in 2020, along with the significance of the home for both work and private life, has increased the double load of working and caring, especially for women. This burden, while shared by both genders, has had a much higher impact on women— who are largely responsible for childcare, according to survey figures (UN Women, 2020). Last but not least, the pandemic has brought to light an increase in marital violence as tighter confinement limitations are enforced.

Understanding the socio-structural environment is crucial to analyzing the impact of the pandemic on employment. Workforces and value chains work in a social context that is shaped by gender dynamics and hierarchies, which define roles and opportunities while also posing resource constraints. Women, for example, are overrepresented in low-paying and low-skilled industries and occupations, are more likely to work in the informal sector, and suffer disproportionate care and domestic work obligations. As a result, they earn less, invest less, and have fewer social security and health-care benefits than males. Women are generally the first to be laid off in times of crisis due to their inferior status in the job market. When parents try to return to work, they confront additional challenges, such as a lack of inexpensive and high-quality care for their children and other family members (such as the disabled and old people).

Systemic inequities can force women entrepreneurs to the economy's periphery, increasing their susceptibility and limiting their growth. Furthermore, in times of crisis and economic downturn, businesses owned by underrepresented groups, such as women, racialized groups and ethnic minorities, people with disabilities, Indigenous peoples, immigrants, refugees, and sexual and gender minorities, may be more vulnerable due to lower levels of capitalization, fewer investors, and a greater reliance on self-financing, as well as weaker customer and supplier relationships.

It can be said that the inequalities faced by women in every field make it difficult to raise the demands for gender equality on the agenda, and many inadequacies are at the forefront for women. In Turkey, where more conservative is being made demands and stronger patriarchy is experienced compared to Western societies, the integration of this structure with capitalism makes it difficult for equality policies to have a transformative effect on the system and policies. According to İçli (2018), when it comes to women's employment in Turkey, there is a class-layered structure, in addition to gender stratification. Women university graduates can purchase legal, institutional, or market services to access reconciliation mechanisms, and they can work in formal, secure, and relatively high-paying employment on a large scale. Conversely, low-educated women are forced to labor in risky, informal occupations that pay very little and require little expertise.

On the one hand, all these issues have significant implications for global development strategies and women's rights. During the so-called “lost decade” of the 1980s, feminist economists noted that it was quite useful for orthodox economists to neglect the unpaid work of women (Kalaycı & Kaya, 2020). However, since the late 1990s, women across the world have developed the desire to work, with workplaces becoming increasingly feminine, and there has

been a globalization of expectations and regulations to meet women-oriented needs, such as equal pay, equal employment, and unionized organizations. The conservative front of women's work is crumbling, however slowly; artificial obstacles and borders are being dismantled (Kalaycı, 2017). Raising social awareness about the social injustices, discriminations, and inequalities of opportunity that exist in society can help to bring about change (Akkaş, 2019).

3. The Obstacles to Gender Equality

The major barriers that have hindered the participation of Turkish women in the country's workforce could be traced to the unavailability of female role models, unregistered unemployment, social security exclusion; union structures that are dominated by males thereby excluding females; and a lack of social care services.

For gender equality to become a reality between men and women with regard to employment, women will have to be provided with equal payment as well as social protection, the same access to full employment, safe work environments, and ensuring transportation to and from the workplace is 100% safe. Another way that equality needs to be ensured in the aspect of employment is by creating conditions that will enable women to work, regardless of their domestic duties. These could be paternity leave, paid paternity, improved maternity protection, distribution of domestic tasks equally among couples, and access to dependency and childcare services.

The gender differences regarding employment within the private sector can be reduced or eliminated by ensuring that skills taught at schools align with requirements of the labor market, women education is promoted, making the public and private sector programs are organized with the goal of improving the skills of women graduates in Turkey, and lifetime training programs are introduced. Also, public and private sector companies should be motivated or encouraged to invest heavily in programs that are aimed at improving women. These programs should help to build women who are aspiring to become successful entrepreneurs. All of these are crucial when it comes to improving gender equality in employment (International Labour Organization, 2020).

4. Turkish Education Equality and Policies—A Complete Analysis of Women

In the Global Gender Gap Report published by the World Economic Forum, 134 countries were assessed in women's freedoms and rights. The report showed that gender-based differences were quite huge based on four dimensions: political, health, education, and economic. A report released in 2020 showed that Turkey maintained position number 130 among 153 countries from different parts of the world on gender equality. Regarding the unrestricted access of women to education, the country was ranked in position number 113 according to the World Economic Forum (2020). Results like this show that Turkey still needs to do more for gender equality to be achieved. There are numerous studies/research that have analyzed Turkish gender equality and education, especially in the aspect of attainment, enrollment, and formal education completion rates for boys and girls (Gümüş & Chudgar, 2016; Demiray, 2015; O'Dwyer et al., 2010). The problem is that gender equality policies have paid more attention to justice instead of addressing the problems that girls are facing (Unterhalter, 2005; Murphy & Elwood, 1998; Francis & Skelton, 2005).

Disability and social class are major factors, but gender is not considered. Despite gender being separately added to the constitution via Article 10, charging the state to ensure that measures are taken to improve gender equality, it is quite disturbing that nothing has been added to the Basic Law of National Education in this regard. The Basic Law of National Education tends to address sensitivity toward people who are disabled and those with low social-economic status. However, the problem of girls being deprived of certain educational privileges has not been taken seriously. Some major obstacles that have hindered female education are early marriages, gender role attitudes, household poverty, girls labor in homes, and girl's chastity (Alat & Alat, 2011; Börkan et al., 2014; Gümüş & Chudgar, 2016). When equal opportunities are provided, there is this mindset of fair competition. This is crucial for achieving political stability. Whether people have been rewarded or not, there is always this belief that the rules of the system are fair. Also, for talented people to be identified, tests are carried out, therefore indicating that a fair system of choosing people is in place. In Turkey, vocational guidance is centered on fair competition as well as merit.

Between 2019 and 2020, statistics were revealed by Turkish Higher Education showed that most programs were characterized by clear gender-streaming. It showed that females made up most of the number of people in education, nursing, arts, and humanities. Conversely, males had a higher population in departments such as technology, economics, business administration, and engineering. For gender-streaming to be addressed by policies, policy makers need to understand why people choose these disciplines. For instance, it has been discovered that people choose fields of study based on emotions rather than individual preferences (Riordan, 1990; Pratt et al., 1984).

In Turkey, educational practices and policies are based on formal equality as well as meritocracy with the aim of ensuring that people are provided with equal opportunities. In the case of gender, formal equality is what educational policies are aiming to achieve. In other words, men and women are expected to be treated equally. There should not be any special treatment based on sex or other factors. There is something this approach has ignored, though, which is the power imbalance existing between women and men. Also, traditional cultural practices seem to favor men at the expense of women, while education policies tend to maintain a "gender-neutral" nature. This has succeeded in creating the wrong notion that men and women have equal opportunities. Such has only masked the problem of gender inequality the country is experiencing.

5. Access to Technology via Education

In recent times, digital transformation has succeeded in providing new platforms through which economic empowerment can become a reality. All of these are geared toward the achievement of gender equality. Mobile phones, digital platforms, the internet and financial services (digital) tend to provide opportunities that can address gender inequality. This is because they offer women opportunities to earn more income. Also, there are increased employment opportunities (OECD, 2018). Women also have access to general information and knowledge. Gender equality should be fostered in the labor market. This has a chance of improving the country's economic growth. With the advent of technology, a digital world can be built. It is a difficult task though. For instance, as compared to men, a smaller number of women own smartphones. This means they lack access to the internet connection. Very few women occupying ICT positions, let alone have top managerial jobs. Even in academic careers, it is the same situation. At the age of 15, only 0.5% of girls are aspire to work in ICT firms. On

the other hand, the number of boys aspiring to work in such positions is 5%. The funding received by start-ups which are owned by women is around 23% less compared to businesses owned by males, and those owned by women will have about 30% less positive exit (International Telecommunication Union, 2020).

The educational gaps throughout the world have increased due to the emergence of COVID-19. It may be novel but has already affected the world in various ways. For instance, academic disruptions have been created. Most countries are finding it hard to bring the situation under control. Now, every nation is vulnerable to the dangers of the coronavirus. Governments seem to be running short of ideas on how the situation can be arrested. The effects have not just been devastating, as these governments have also been overwhelmed. COVID-19 is a virus that does not seem to recognize any boundaries. Education has been seriously affected, as schools were closed in a bid to prevent the virus from spreading. Alternative learning opportunities must be adopted in order to help children. For instance, students from poor backgrounds seem to be the most affected whenever there is a problem like this, which can bring about pause in learning activities. Our learning systems have been exposed to this problem to a great extent. For instance, it shows that there is a lack of facilities required to facilitate online learning. Also, the environments required where such can happen without any hitches are not available. Finally, it shows that resources and needs have not been properly aligned (OECD, 2020a).

Universities and other higher institutions have also been affected by the COVID-19 pandemic. Their premises have been closed to prevent any further spread. To respond swiftly, countries are shutting down their borders. Even though e-learning has replaced face-to-face learning, both learning and examinations have been affected by these sudden closures. Even foreign students started feeling unsafe in their host countries. Most importantly, there have been questions regarding the quality and adequacy of education being offered by higher institutions is good enough (Schleicher, 2020). In other words, people are doubting whether the educational content that universities are offering students are adequate for the present-day challenges. It is important that universities come up with new learning surroundings. There should be more focus on digitalization within the school environment for them to remain relevant. Students have, however, not been affected equally because of the closure of schools during the period of the pandemic. For instance, less privileged students from poor backgrounds were more affected. Schools are now being encouraged to come up with programs that will aid learning from home. This is to ensure that distance learning is strictly practiced. Students are also being encouraged by governments to learn from television and radio lessons. Although parents who live in urban areas may not find anything wrong with these lessons since they can afford them, it is not the same for parents who are living in rural areas. For instance, statistics have shown that over 30% of people reside in rural areas where there is poor supply of electricity supply (Statista, 2020). This makes it challenging when it comes to learning via television and radio lessons. Schools operating in urban areas upload lessons and assignments via email, Google classroom, social media platforms, and other ways. Associated with online learning is also the problem of a lack of effective monitoring. In urban areas, the e-learning system may prove ineffective unless students are monitored. Urban and rural schools are not the same in any way. For instance, the former schools may have easy access to internet facilities and connection, as compared to the latter schools.

For education to continue despite cities being on lockdown, higher institutions decided to make the most of technology via online classes. This was supposed to be an alternative to in-time class, which is the traditional way of learning. The problem is that most institutions and

universities were short of ideas when it comes to adopting new ways of learning. They still depended on the old ways in which assignments and instructions are delivered to students. The process by which students learn was greatly disrupted. Even though many institutions still offered e-learning systems prior to the pandemic, students never saw it as a perfect replacement for the physical and offline learning system. For instance, the percentage of students who enrolled for distance learning in 2020 was 63% (Işık et al., 2021). International students do not have any other option or choice but to embrace the system of online learning. This is because the pandemic has brought changes across various systems. For instance, academic calendars have been greatly compromised. Also, there is no clear date on when international movements will be allowed by various governments. The reality is that everything is on a standstill right now.

6. Economic Implications of the Pandemic on the Turkish System

Until March 11, 2020, it can be said that Turkey did everything right to prevent the pandemic from entering its geographical space. It was on that date that its first case of COVID-19 was announced. Prior to this period, the economy experienced a growth of around 2.7%. It is worthy of note to point out that its previous growth rate was 0.9%. It was even predicted that the country's economy would benefit immensely from such an outbreak, especially if the government could implement focused policies (OECD, 2019). Expectations were high in the tourist sector as a boom was predicted. Also, there were predictions in favor of increased international demand for food, iron and steel, furniture, and textiles. However, just like other countries, Turkey was affected economically by the pandemic.

Since the year 2018, Turkey has been experiencing a very high rate of unemployment (13.7%), according to the Turkish Statistical Institute [TUIK] (2020). From all indications, it can be said that the country is about to experience something even worse. Workers engaging in blue-collar jobs are expected to be more affected. Employees in the service sector will also be affected due to the problem of bankruptcies. Workplaces and factories may also experience closures. Putting all these together, it can be said that the country will suffer huge economic losses as a result of the pandemic. As a result, Turkey's Gross Domestic Product (GDP) is expected to drop significantly. Workers will also experience income losses. In March 2020, it was reported that Turkey's CPI experienced an annual increment of 11.86%, which is 0.57% monthly. According to TUIK (2020), some goods and services experienced an increase in price, such as non-alcoholic beverages (1.95%), food (2.78%), and miscellaneous products (1.24%). Similar to every other part of the world, an increase like this is expected to bring about inflation. In 2019, Turkey generated about \$34.5 billion from tourism and had approximately 50 million visitors as explained by TUIK (2020). Since the international movement of people has been restricted, this sector has been badly affected.

Investors have also experienced many uncertainties. The Economic Confidence Index of Turkey dropped to 91.8 from 97.5 according to TUIK (2020). There was also a decrease in its real sector confidence to 99.7 from 106.9 according to a report submitted by the Central Bank of the Republic of Turkey in 2020, when a comparison was made with the previous month before the emergence of COVID-19. The bank made efforts to ensure that the country's inflation rate was reduced to 9.75% from 10.75% to improve Turkey's economy. As of April 7th, 2020, Turkey's credit default swap (five years) had a rather high premium value of around 652.3 points, compared to the 230 points recorded at the start of 2020 (World Government Bonds, 2020). Based on this, it is easy to conclude that the economy of Turkey is facing too much

pressure. With such a high CDS, Turkey’s borrowing interest can start to increase. On the 18th of March 2020, the government of Turkey announced an economic stimulus package to the tune of \$15.4 billion (İnal, 2020). To help businesses and citizens, there were strategies like increased pension payouts, payment deferrals, and tax cuts. However, long-term measures will have to be in place to avoid further damage to the economy, as jobs may be lost, and more companies are likely to shut down. Also compared to many other countries, Turkey seems to have the largest number of refugees. Syrians who have been displaced due to war outbreak are seeking shelter inside the country (International Crisis Group, 2018; Bahar Özvarış et al., 2020). This puts a greater financial pressure and burden on the government in its bid to offer such people some protection. However, as Turkey imports energy, the reduction in oil prices can help in decreasing its petroleum bill, thus improving the country’s economy to a great extent.

Table 1
The COVID-19 pandemic and its effects

Sources of Vulnerabilities	Effects of the COVID-19 Pandemic	Mitigation Measures
Women have a less chance of being in the labor force as compared to men (34% versus 73%), as explained by Cebeci (2015).	The chances of women have been reduced due to their domestic and caretaking duties. As the crisis is reaches its peak, these roles increase for women.	Unpaid leave support and short-term work allowance
Economic sectors which have been affected by the pandemic are agriculture (15%), manufacture (11%), wholesale & retail (10%), human, and health & social work (9%).	There has been an increase in domestic roles. Household shores increased as people have remained in their homes.	Households have been supported with cash
Primary caregivers both for elderly people and children. Compared to women, men are more likely to be entrepreneurs (self-employed). The percentage rate is 22% (men) to 9% (women)	Businesses owned and managed by women are more affected. The crisis made them to have limited access to finance.	More credit opportunities
As compared to the remaining population, both skilled and unskilled labor has been affected.	Poor internet access has limited the rate at which children should have continued their education during the lock down period.	Having children pulled out of school.

Note. Adapted from a literature survey by the author.

Due to the emergence of COVID-19, there are many sectors of Turkey’s economy that have become vulnerable. These sectors include retail and wholesale trade, storage and transportation, and construction. As some of these sectors have performing loans that are weak, they can easily experience financial instability. In these sectors, many employed people risk losing their jobs. Unfortunately, although there are sectors that can work from home, compared to those vulnerable sectors stated above, they do not employ many workers. Based on all these factors, it can be said that the COVID-19 pandemic will have some very serious effects on the standard of living in Turkey. This is especially true of poor people since they are most vulnerable. According to TUIK (2020), this can increase the poverty rate in Turkey to 14.4% from 10.4%. However, there is every reason to believe that the policies of the government in place can help to cushion the effects of the COVID-19 pandemic. TUIK (2020) pointed out that such measures can reduce the poverty rate to 11.8% from 14.4%.

6.1 Environmental effects of the COVID-19 pandemic

There have been some climate concerns already impacting Turkey's economy. In other words, the country had been suffering from environmental issues before COVID-19 struck. The lockdown offered the perfect platform where strategies could be analyzed in a bid to combat the problem of poor waste management. There are less than 10 years remaining for the achievement of the sustainable development agenda, which notably includes mitigation of climate change effects. There is every reason to believe that the COVID-19 pandemic has made our environment more vulnerable. With climate change, there is risk of future pandemics occurring.

While the COVID-19 pandemic has had a massive impact on society and the economy, it has also aided in the recovery of some environmental harm (Chakraborty & Maity, 2020). Due to the complete or partial implementation of the Kyoto Protocol, greenhouse gas (GHG) emissions, nitrogen dioxide, water pollution, noise pollution, and pollution on beaches have all decreased considerably. Studies, however, do not support GHG emissions reduction in the long run because once the lockdown is lifted, economic activity and energy consumption will likely return to normal as large-scale industrial activities resume. This will result in increased energy consumption and GHG emissions, which will likely exceed the lockdown period emissions (Wang & Su, 2020). In addition, the rising volume of household and medical waste, which can be hazardous and potentially spread diseases to others if not properly handled, can have severe environmental implications.

6.2 Compatibility of the “new normal” with nature

Adopting a “new normal” is one of the most reliable ways. This must, however, align with our planet's boundaries. There should be sustainable ideas and solutions. How the world has responded to the COVID-19 pandemic has further shown that a new normal can become a reality. This is because some practices have been developed during this period, such as working from home, reduced traveling, and contact-free services and more. This shows that a world of low-carbon emissions and green model can be achieved, and they are practices that should be embraced even after the pandemic is over. Changes such as these need to be supported to ensure renewable investments and that low-carbon emissions becomes the future practice.

6.3 Shifting to a green economy

Turkey needs to start considering plans to shift to a green economy. A green economy will not be affected by the COVID-19 pandemic or any other virus in the future because it is an economy that is digitalized. This green economy ensures that the vulnerable are protected from any shock that may arise from low income or job loss. Re-experiencing a similar crisis again without any adequate preparation implies disaster for not only Turkey but also other countries (OECD, 2020c). This, therefore, provides an opportunity for the green economy to become a reality. Governments around the world need to start thinking outside the box to protect their economies from bleeding due to any lockdown or halt in business activities. A green and sustainable economy is the only way out of this challenge.

7. Conclusion

The worldwide health crisis triggered state-imposed lockdowns, causing significant and sudden disruptions to labor markets, livelihoods, global supply networks, and enormous human migratory patterns. For the first time in modern economic history, governments placed severe limitations on economic activity in order to safeguard people's health. Women employees have

been disproportionately impacted by labor market interruptions, according to reports from around the world, particularly in two areas: job losses in sectors worst hit by the shutdowns, and their overrepresentation in frontline positions that are deemed vital. The millions of domestic workers, whose jobs frequently fall outside the sphere of labor law and social protection and 80% of whom are women, who clean, cook, and care for families throughout the world and fill in gaps left by states and markets, have been profoundly affected by labor market failures and economic instability (OECD, 2020b). Domestic worker unions and groups have raised several complaints regarding abuses of employees' rights from the beginning of the COVID-19 pandemic, ranging from not being permitted to leave their employers' houses to having their hours terminated without compensation.

The COVID-19 pandemic provides the worst scenario for some people (such as younger ones) leaving out their educational problems untouched. Although efforts are being made to increase enrollment rates, the desired level has not been attained at all educational stages. Unfortunately, the pandemic creates a disaster for young people in every part of their lives.

Turkey has implemented restrictive measures to reduce gathering and formations of crowds since March 17, 2020, until now. Schools were also affected by these lockdowns and had to close entirely until the beginning of 2021. For these reasons, nurseries, schools, and universities have been looking for alternative ways to provide access to education. Regarding home schooling, students, regardless of their ages, are still being remotely educated, using technology such as online courses, video classes, and electronic textbooks. However, not having access to a computer and/or the internet, a lack of 3G or 4G network, and not finding a quiet place to study and the right technology are still the leading problems that at least half of the student's face. Therefore, the government can start to encourage online education and remote lecturing at all educational levels. In addition, a hybrid educational system will be a good alternative to face-to-face classrooms until the COVID-19 pandemic is over within the country.

The main challenge we confront is to restore, broaden, and deepen democratic participation and consultative decision-making opportunities that have been systematically lost in recent decades as a result of expanding economic inequality and attacks on hard-won rights, as we have already stated.

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ETHICS

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CONFLICT OF INTEREST

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Genişletilmiş Özet

Dünya çapındaki sağlık krizi, devlet tarafından dayatılan karantinaları tetikleyerek işgücü piyasalarında, geçim kaynaklarında, küresel tedarik ağlarında ve insanların göç kararlarında önemli kararların verilmesine neden oldu. Ekonomi tarihinde ilk kez, insanların sağlığını korumak için ekonomik faaliyetlere ciddi sınırlamalar getirildi. Dünyanın dört bir yanından gelen raporlara göre, kadın çalışanlar, özellikle kapanmalardan en çok etkilenen sektörlerde iş kayıpları sonucu işgücü piyasasındaki çalışan kadınlar orantısız bir şekilde etkilenmektedir.

Ayrıca kadın çalışanların evden çalışma olasılıkları daha yüksektir ve "ön saflardaki" çalışanların büyük bir kısmını oluştururlar. Kadınlar için en son işgücü piyasası şoku, daha önce var olan bazı eşitsizlikleri daha da kötüleştirdi. İşten çıkarılan veya izne çıkarılan kadınların çoğu düşük ücretli işçilerdir, ancak daha fazla kazanan kadınlar işlerini sürdürebilmiş ve evlerine yerleşmişlerdir.

Son bir yılda okulların ve kreşlerin kapanması, evin hem iş hem de özel yaşam için önemi ile birlikte, özellikle kadınlar için çalışma ve bakım yükünü iki katına çıkardı. Bu yük, her iki cinsiyet tarafından da paylaşılsa da, anket rakamlarına göre, çocuk bakımından büyük ölçüde sorumlu olan kadınlar üzerinde çok daha fazla etki yarattı. Son olarak, salgında daha sıkı karantina sınırlamaları uygulandığından aile içi şiddetin artmasına sebep oldu.

Sistemik eşitsizlikler, kadın girişimcileri ekonominin çeperine itebilir, duyarlılıklarını artırabilir ve büyümelerini sınırlayabilir. Ayrıca, kriz ve ekonomik gerileme zamanlarında, kadınlar, ırksallaştırılmış gruplar ve etnik azınlıklar, engelliler, yerli halklar, göçmenler, mülteciler ve cinsel ve cinsiyete dayalı azınlıklar gibi yeterince temsil edilmeyen grupların sahip olduğu işletmeler, düşük sermayelendirme seviyeleri, daha az yatırımcı ve kendi kendini finanse etmeye daha fazla güvenmenin yanı sıra daha zayıf müşteri ve tedarikçi ilişkileri oluşmaktadır.

Kadınların her alanda karşılaştıkları eşitsizliklerin toplumsal cinsiyet eşitliği taleplerinin gündeme getirilmesini zorlaştırdığı ve kadınlar için birçok yetersizliğin ön plana çıktığı söylenebilir. Batı toplumlarına göre daha muhafazakar taleplerin ve daha güçlü bir ataerkilliğin yaşandığı Türkiye'de bu yapının kapitalizmle bütünleşmesi eşitlik politikalarının sistem ve politikalar üzerinde dönüştürücü bir etki yaratmasını zorlaştırmaktadır.

Bu çalışma, hem ekonomi hem de eğitim için kurtarma planları kullanılarak uygulandıktan hemen sonra hükümet politikalarının eşitsizlik üzerindeki etkisini izlemek için bir mekanizma sunmaktadır. Eşitsizlik, gelir, servet, eğitim gibi çeşitli faktörleri kapsayabilen çok boyutlu bir kavramdır. Araştırmamız, Türkiye'de cinsiyet eşitsizliğinin özellikle doğru göstergeleri olan eğitim, teknolojik erişim ve ekonomik sonuçlarına odaklanmaktadır. Yüksek frekanslı bir eşitsizlik ölçüsü geliştirmek için çok ayrıntılı verileri kullanma yeteneği, politika yapımcıların politikaları genel olarak ve eğitim düzeyi, cinsiyet, yaş ve gelir ile tanımlanan nüfusun alt grupları arasında eşitsizliği azaltmak için ayarlamalarına imkan sağlamaktadır.

Kovid-19'un etkisi ile kreşler, okullar ve üniversiteler eğitime erişimi sağlamak için alternatif yollar aradılar. Çevrimiçi eğitim açısından bakıldığında, öğrenciler yaşları kaç olursa olsun, çevrimiçi kurslar, video sınıflar, elektronik ders kitapları gibi teknolojiyi kullanılarak hala uzaktan eğitim görmektedirler. Ancak bir kısım öğrencinin hala bilgisayara ya da internete erişimi yoktur. Bunlara ek olarak, ders dinlemek ya da çalışmak için uygun ortamı bulamamak da hala öğrencilerin en az yarısının yaşadığı sorunların başında gelmektedir. Bu nedenle devlet, tüm eğitim seviyelerine çevrimiçi eğitimi ve uzaktan ders vermeyi teşvik ederek bu durumu uygulanabilir kılmaya çalışabilir. Ayrıca ülke içinde Kovid-19 bitene kadar hibrit eğitim sistemi yüz yüze sınıflar için iyi bir çözüm olacaktır.