

***Contribution by Turkey
for the implementation of the UN General Assembly's Resolution
74/235 (A/RES/74/235) on “Women in Development”***

STRATEGY AND BUDGET OFFICE OF THE PRESIDENCY OF TÜRKİYE

The active participation of women in the development process in our country, both in terms of producer and beneficiary, is accepted as a part of Turkey's future vision. In Turkey, empowering women in terms of economic, social and cultural dimensions and to use these gains effectively for development is considered as an indispensable component of our understanding of human-oriented development. In this context, many gains have been achieved in the legal field in terms of empowering women and ensuring equal opportunities for men and women; various institutional mechanisms have been established, and studies have been carried out by relevant institutions for the implementation of the legislation.

Preventing all kinds of discrimination against women, ensuring that women benefit equally from rights and opportunities in all areas of social life and they are empowered; are among the main objectives of the 11th Development Plan (2019-2023). In addition, policy-related activities and projects are included in the 2022 Presidential Annual Programme. (see Table 1)

Although the Covid-19 epidemic has multidimensional effects on all segments of the society, women have been disproportionately affected from the pandemic due to the significant increase in their household responsibilities, domestic violence, and the fact that the sectors in which they are heavily employed (such as services) are greatly affected by the pandemic. In this context, among the measures taken to eliminate the economic and social effects of the Covid-19 epidemic in our country are; working life, employment, social security, occupational health and safety, social services (family, women, disabled, elderly, children, etc.) and social assistance.

The monthly cash aid for women whose spouses passed away within the scope of Law No. 3294 increased from 275 TL to 325 TL, and the monthly cash aid for families of soldiers in need increased from 275 TL to 400 TL; the monthly amount of cash aid to the children of soldiers in need was increased from 100 TL to 150 TL. (Paragraph 10 of A/RES/74/235)

In women's shelters, which is one of the leading institutional service mechanisms for fighting against violence towards women, additional measures have been taken until the Covid-19 virus threat is eliminated. While receiving service from the women's shelter, a separate unit where social isolation is established for the applicants who were treated at the hospital due to health problems and discharged at the end of the treatment process, as well as the women who will receive service from the institution for the first time and their accompanying children.

As of March 10, 2020, when the first case was detected in Turkey, the efforts for the uninterrupted continuation of services for victims of violence and to avoid any disruptions, the General Directorate of the Status of Women in the center, and the Provincial Directorates of Family and Social Services, Violence Prevention and Monitoring Centers operating in 81 provinces. Necessary measures are taken urgently in cooperation with the Social Service Centers and Women's Shelters, and they continue with great devotion. In addition, in 2022, within the scope of the Social Research Project, “The Research on Violence Against Women

in Turkey with Prevention, Intervention, Policy Dimensions and the Effects of the Covid-19 Epidemic” was supported. (Paragraphs 16, 35 of A/RES/74/235)

The Covid-19 outbreak has brought many challenges at the global level in the context of human rights. Turkey actively follows the initiatives under the umbrella of the UN regarding the impact of Covid-19 on human rights, and supports draft resolutions regarding the effects of the epidemic on vulnerable groups such as women, children, the disabled, migrants and intersection of these form such as migrant women and women with disabled (Paragraphs 16, 43, 44 and 47 of A/RES/74/235)

Although significant progress has been made in terms of women’s participation to labor force in Turkey, the employment and labor force participation rates of women are still quite low compared to men. The pandemic period has also made the problem in this area more evident. In order to understand the problem more clearly during the pandemic period, the Business for Goals Platform organized webinar series both to meet the needs of businesses with the first survey analysis and to comply with the SDGs. These series also include “The effects of the Covid-19 epidemic on women in business life, equal access to support packages, special measures that employers can take for female employees, protection from domestic violence and what needs to be done to prevent violence”. The results obtained from this and similar studies are taken into account in the practices to be developed to support women in employment and who will newly join the workforce. (Paragraphs 31 and32 of A/RES/74/235)

Schools were suspended during the Covid-19 epidemic for a while in 2020, but steps were taken by the Ministry of National Education to continue education services and to meet some of the needs of the society. In order to establish a distance education system, the infrastructure of the Education Information Network (EBA), which serves as a digital education platform, was strengthened in cooperation with the Turkish Radio and Television Corporation (TRT), and distance education was put into practice over TRT EBA TV. In order not to interrupt the education in such cases, which are likely to occur in the next period, studies for the development of the remote education system infrastructure continue. (Paragraph 24 of A/RES/74/235)

Table 1: 2022 Presidential Annual Programme

Policy and Measure	Activities and Projects	Related Paragraph No of Resolution
The active participation of women in economic, social, cultural life and decision-making mechanisms at all levels will be encouraged, in the way of strengthening the equality of opportunity for men and women on the rights, especially beginning from the local level. (11th Development Plan para.600)		
Measure 600.6. The practices such as training, internship and on-the-job-training will be continued effectively in order to increase the active participation of women in economic life, by taking into consideration the different labor needs of the	1. In order to increase the employability of women, vocational training courses and on-the-job training programs will continue to be organized for women.	Paragraphs 31 and32 of A/RES/74/235

Policy and Measure	Activities and Projects	Related Paragraph No of Resolution
provinces.		
Full access and active participation of girls and women to all levels of education will be ensured. (11th Development Plan para.601)		
Measure 601.1. The enrolment, attendance and graduation rates of women and girls will be increased at all levels of education.	2. The education-related actions of the Women's Empowerment Strategy Document and Action Plan (2018-2023) for the year 2022 will be implemented	Paragraph 24 of A/RES/74/235
Social awareness raising activities will be accelerated in order to prevent violence against women, early and forced marriages and all kinds of abuse, and the effectiveness and capacity of protective and preventive services will be enhanced. (11th Development Plan para.602)		
Measure 602.1. The necessary studies will be done in order to ensure the effective enforcement of the regulations to prevent violence against women and early and forced marriages.	1. The Regulation on the Opening and Operation of Women's Shelters and the Regulation on Violence Prevention and Monitoring Centers will be reviewed within the scope of new needs and specialization studies. 2. A Study on Violence Against Women in Turkey with Prevention, Intervention and Policy Dimensions and the Effects of the Covid-19 will be conducted. 3. Ensuring the implementation of the 4 th National Action Plan Combating Violence Against Women, monitoring and evaluation studies will be carried out. 4. Activities will be carried out together with the Ministry of Family and Social Services and the United Nations Children's Fund (UNICEF) to strengthen the protection and development of disadvantaged children and	Paragraph 16 and 35 of A/RES/74/235

Policy and Measure	Activities and Projects	Related Paragraph No of Resolution
	<p>their ability to benefit from their right to participation.</p>	
<p>Measure 602.2. The awareness raising activities such as training, seminars will be carried on for all target groups, including the personnel of all public institutions and agencies, in order to prevent violence against women, early and forced marriages.</p>	<p>1. Awareness raising activities will be carried out for public personnel, citizens (women and men-dominated groups) and perpetrators of violence.</p>	<p>Paragraph 16 and 35 of A/RES/74/235</p>
<p>Measure 602.3. The capacities and inter-institutional coordination of the institutions providing services to the victims and perpetrators of violence will be increased in combating violence against women.</p>	<p>1. The capacities of the Contact Points for Combating Violence in Social Service Centers will be strengthened with service standards, guidelines and in-service training programs. 2. Studies with relevant organizations will continue within the scope of integration of data on violence.</p>	<p>Paragraph 16 and 35 of A/RES/74/235</p>

Policy and Measure	Activities and Projects	Related Paragraph No of Resolution
	<p>3. Meetings of the Monitoring Committee on Violence Against Women at the national level and Provincial Coordination Monitoring and Evaluation Commission for Combating Violence Against Women at the local level will be held.</p> <p>4. The minimum standards established within the scope of the specialization of women's shelters will be extended throughout the country, and the construction of a specialized women's shelter building in accordance with the relevant legislation and established standards will be started.</p>	

MINISTRY OF NATIONAL EDUCATION

There is no distinction between girls and boys in terms of educational opportunities in Turkey. It is clearly stated in our laws as follows:

- As per Article 10 of the Constitution of the Republic of Turkey, titled " Equality before the law", "Everyone is equal before the law without distinction as to language, race, color, sex, political opinion, philosophical belief, religion and sect, or any such grounds. (Paragraph added on May 7, 2004; Act No. 5170/Article 1) Men and women have equal rights. The State has the obligation to ensure that this equality exists in practice. (Sentence added on September 12, 2010; Act No. 5982/Article 1) Measures taken for this purpose shall not be interpreted as contrary to the principle of equality. (Paragraph added on September 12, 2010; Act No. 5982/Article 1) Measures to be taken for children, the elderly, disabled people, widows and orphans of martyrs as well as for the invalid and veterans shall not be considered as violation of the principle of equality. No privilege shall be granted to any individual, family, group or class. State organs and administrative authorities are obliged to act in compliance with the principle of equality before the law in all their proceedings.
- As per Article 42 of the Constitution of the Republic of Turkey, titled "Right and duty of education", "No one shall be deprived of the right of education [...] Primary education is compulsory for all citizens of both sexes and is free of charge in state schools [...] The State shall provide scholarships and other means of assistance to enable students of merit lacking financial means to continue their education. The State shall take necessary

measures to rehabilitate those in need of special education so as to render such people useful to society.”

- As per the Fundamental Law of National Education numbered 1739, “educational institutions are open to all regardless of race, sex, or religion and no privilege shall be granted to any person, family, group or class in education.”
- The prevention of discrimination in education is stated with the first 4 articles of the Primary Education and Training Law numbered 222;
- Article 1–Primary education is the basic schooling that serves all Turks of both sexes and their physical, mental and moral development in accordance with national aims.
- Article 2–Primary education is given in primary education institutions; it is compulsory for children of both sexes of school age and free of charge in state schools.
- Article 3–(Amendment: 30/3/2012 - 6287/1 art.) Primary education is compulsory for children aged between 6-13. This starts in the September of the year when the child finishes age 5 and ends at the end of the school year when he/she finishes 13 and enters 14 age.
- Article 4–Children of both sexes, citizens of Turkey, are obliged to have their primary education at state or private schools.

All studies carried out by the Ministry of National Education are implemented without any discrimination between boys and girls. For this reason, all of the studies conducted during the COVID-19 process cover both girls and boys in our country.

As in the researches of many international organizations, Türkiye is one of the countries with the highest schooling rates. According to data of Ministry of Education (the year 2020-2021) a total of 18.085.943 students, 9.352.605 boys and 8.733.338 girls, receive formal education at the level of pre-school, primary and secondary education.

NET Schooling Rates	Age 6-9	Age 10-13	Age 14-17
Total	97,23	98,55	90,76
Boy	97,16	98,64	91,01
Girl	97,31	98,45	90,49

-Note 1. The calculation of NET schooling percentage according to age groups (birth year) is obtained by dividing the total numbers of students in the relevant age group without considering the education level (type) of the students to the total population of the students in the relevant age group.

-Note 2. The population and the number of students who reside in Turkey as Turkish citizens are taken into consideration while the school enrollment rates of 2020-2021 are being calculated. Foreign nationals residing in Turkey and the number of foreign students are excluded from the calculation and the end of the latest completed calendar year's student numbers and the latest completed population numbers (31 December 2020) are used in calculations.

As seen in the chart, there is no significant difference between schooling rates of girls and boys in Türkiye. Turkey has made remarkable progress in increasing access to all levels of education, including secondary education, in recent decades. According to the National Education Statistics published annually by the Ministry of National Education, the net enrollment rate, which was 48% in 2002, reached 87.93% in 2021. In addition, as of the 2020-21 academic year, the Gender Ratio in Secondary Education was 95.42, which is important in terms of showing that the difference in schooling between men and women has decreased.

As the General Directorate of Secondary Education, necessary attention has been paid to the issue of ensuring full access to secondary education, especially for female students, in the studies carried out to ensure everyone's access to education at secondary education levels.

Studies Carried Out Within the Scope of Early Childhood Education and Primary Education

Considering the difficulties encountered in pre-school education in the context of the Covid-19 pandemic, there is no obstacle especially for girls, but the difficulties encountered in general can be counted as the closure of schools and problems in accessing distance education in distant places.

In this context, instruction was given to keep schools open in pre-school education, the daily education time was reduced, the number of children required to be in a classroom was reduced, activities were recommended to be held outdoors as much as possible, and a different distance education method was applied in pre-school education, apart from other education levels. In addition, new educational contents have been developed for children living in remote settlements, and the activity books prepared within this scope. The "My PlayBox" set, which was developed by Directorate General of Basic Education as a home-based model, were sent to children living in remote settlements.

In order to enrich pre-school education, the shooting of the "TRT EBA Anaokulu" program prepared for pre-school children on TRT EBA television was completed. This program broadcasted every weekday between 08:00-09:00 and 19:30-20:30 during 2020-2021 academic year.

Studies on Curriculum:

The following materials not only for girls but also for all primary and middle school students have been prepared and made available to the students and teachers. For our students not to be affected by the COVID-19 pandemic and to make them academically ready and qualified for a higher level, workbooks in each grade, digital contents, academic support materials, fascicles, supplemental materials for foreign languages, activity guides etc. have been prepared and published on <http://www.eba.gov.tr> and <http://tegmateriyal.eba.gov.tr/> websites.

Especially for the teachers and students at the schools having multigrade teaching in rural areas, 17 workbooks have been prepared for Turkish (for 1-2-3-4 grades and Beginner Reading and Writing Books), Mathematics (for 1-2-3-4 grades), Science (for 3- 4 grades), Life Science (for 1-2-3 grades), Social Studies (for the 4th grade) subjects. The materials have been prepared in accordance with the needs and readiness of the students, based on activities that teachers can use during assignment hours and that students can do individually or in groups. These materials were handed out in briefcases designed for the students at the schools having multigrade teaching for the first time in 2020-2021 academic year.

Workbooks for Turkish, Mathematics, Life Science, Science, Social Studies subjects for the students at 1-2-3-4 grades were prepared, published and handed out to the students in 2020-2021 academic year.

Worksheets (16 books) consisting 112 fascicules in total for Turkish, Mathematics, Social Sciences and Revolution History and Kemalism subjects for middle school students (5,6,7,8 grades) have been prepared.

Digital contents that are pedagogically strong and highly interactive, prioritize the cognitive depth, have the subject integrity were prepared for the primary and middle school students in Turkish, Mathematics, English and Music subjects.

To support our students in all 4 language skills (speaking, listening, reading and writing), English activity guides have been prepared for the use of teachers and students from the 2nd grade to the 8th grade. Materials in question also consist of activity guides that include student-centered projects with different disciplines like Mathematics, Science, Social Studies and Visual Arts with an interdisciplinary approach. From the 2nd grade to the 8th grade in primary school, 70 fascicules in total, 7 books with 1642 pages and audio files containing listening texts have been prepared.

Project-Based Studies:

Increasing Quality of and Access to Early Childhood Education (ECE) Project, which is co-financed by the Republic of Türkiye and European Union, has been implemented since November 1, 2022. The purpose of this Project is to increase quality of and access to ECE services for 0-to-6-year-old children especially in the most vulnerable communities.

Home-Based Early Childhood Education and Care (ECCE) Service Model was developed for children who do not have an Access to ECE services. Within the scope of this Model, My Play Box learning kit, which includes materials supporting the development of children as well as the guide books for families, was prepared for children who do not have Access to ECE services, especially the most vulnerable ones. 3000 My Play Box learning kit was distributed and 2000 more will be distributed in the 2022-2023 education year.

Opening TRT EBA TV Channels:

Distance education has been started for primary and secondary school students over Education Information Network (EBA) and TRT between 23 March and 29 June 2020. In the 2021-2022 academic year, publications continue to eliminate learning deficiencies and to support their social, emotional and cognitive development. In the same academic year, lessons videos with short lectures and question solutions were prepared and published for the students to prepare for the exams and to repeat the subject. The questions prepared in this context are acquisition and skill-based questions, and the shooting of the said videos continues.

- Between 23 March - 19 June 2020, 770 hours of broadcasting were carried out in 77 days on the EBA TV Secondary School channel, and 681 broadcasts were made in 68 days on the TRT EBA TV Primary School channel. Nearly 300 Extracurricular activities have been published.
- As part of the summer school, 216 hours of course content were broadcast on TRT EBA TV Secondary School channel and 261 hours on TRT EBA TV primary school channel. "I Can Read and Write" Tv program for students who need support in the field of literacy and English lesson has been published for students to receive English education at A1 and A2 levels.

- In the 2020 – 2021 academic year, 1085 lesson videos were shot for the TRT EBA TV Secondary School channel and 978 lesson videos were shot for the TRT EBA TV Primary School channel.
- In the 2021-2022 academic year, a total of 500 lesson videos were shot (434 middle school weekend support videos + 66 first grade lesson videos) on TRT EBA TV Secondary and Primary School channel, and new video shootings continue. Short lectures and question solution videos are published in preparation for national and international exams at the weekends. In addition, documentaries and educational programs are broadcasted.
- Nearly 1000 extracurricular videos were published in the 2020-2021 academic year.
- In the 2019-2020, 2020-2021, 2021-2022 academic year, 185 episodes were shot in the “Öğretmenler Odası” and “Bizden” programs and new video shootings continue.

In order to enrich pre-school education, the shooting of the 392 episodes “TRT EBA Kindergarten” program prepared for pre-school children on TRT EBA television was completed. Every day, in the morning and evening hours, the development of approximately 4 million children aged 3, 4 and 5 in our country and thousands of children abroad is supported with quality content. This program was published every weekday during the 2020-2021 academic year and continues to be broadcast in the 2021-2022 academic year. In order for children to receive more and more qualified education in every environment and at every opportunity, the program in question is also supported by a generation under the name of “Family”.

Studies Carried Out Within The Scope of Secondary Education

During COIVD-19 necessary attention has been paid to the issue of ensuring full access to secondary education, especially for female students. In this context, those projects carried out hereinbelow:

- **Technical Assistance Project for the Promotion of Gender Equality in Education (ETCEP):** Implemented with a budget of 3.1 million euros between 2014 and 2016 within the scope of IPA I, the project aims to promote gender equality in schools and an equality and gender-sensitive approach throughout the education system.
- **Secondary Education Integration Program (Ortaöğretime Uyum Programı):** The program was launched within the cooperation of UNICEF in order to reduce the absenteeism of students and to reduce the risk of school dropout during high school education. The program consists of a series of activities to be carried out with students and parents in the first days of the academic year. These activities are designed to achieve four main goals defined as informing parents and students about all aspects of high school education (including school buildings, activities, personnel and what is expected of them), equipping students with skills that will facilitate their adaptation to secondary education, supporting students' academic and professional development, and creating a protective and supportive educational environment. The Secondary Education Integration Program, which was approved as a national program by the Ministry of National Education in September 2018, is implemented in all secondary schools at the beginning of the academic year every year.
- **Project on Establishment of Design-Skill Laboratories in Secondary Education Institutions (Ortaöğretim Kurumlarında Tasarım-Beceri Laboratuvarlarının Kurulması Projesi):** As a part of the “2023 Education Vision”, MoNE has started to establish “Design Skills Laboratories” emphasizing that schools are not only institutions

where knowledge is acquired, but also places where design, construction and production are carried out. These laboratories aim to provide learning environments in which 21st century skills such as problem solving, critical thinking, productivity, teamwork, multiple literacy and social emotional skills can be developed. In addition to equipping young people with the skills required by the new age, these laboratories are expected to play an important role in reducing absenteeism and early school leaving problems by providing helpful learning environments.

- The principle of ensuring equal access to services for women and men will be one of the main criteria in the selection of beneficiaries within the scope of IPA-II Operation to Increase Attendance and Schooling Rates in Secondary Education (IPA-II Ortaöğretimde Devam ve Okullaşma Oranlarının Artırılması Operasyonu), which will be carried out in 14 provinces and 50 schools throughout Turkey.

In addition to those projects mentioned above, many measures has been taken to alleviate the impact of the COVID-19 pandemic on education for high school students:

- Science Board Member of Ministry of Health Prof. Dr. Firdevs AKTAŞ provided information to the managers and assistant personnel working in the official school hostels of our Ministry through distance education.
- Measures taken by KYK (Credit and Dormitories Institution) and private student dormitories and institutions providing accommodation services in our country, and measures taken in institutions providing accommodation services in Germany, France, Belgium, Austria, Azerbaijan, Russia, Netherlands, Switzerland and England were examined. A guide on the precautions to be taken in school hostels was prepared in consultation with the Science Board and the Ministry of Health, General Directorate of Public Health.
- The final installments of the students staying in the official school boarding houses of our Ministry were cancelled with the approval of the authority, and the installments were refunded to the paying parents. The meal fees which had been paid in advance were refunded to daytime students receiving food service from school boarding houses.
- As a precaution against the pandemic in official school hostels affiliated to our Ministry, necessary studies were carried out to reduce the quotas for 81 provincial governors and to accommodate boarding students who will enter YKS (Higher Education Institutions Exam).
- The official school hostels affiliated to our Ministry supported the process as shelter service during the pandemic, and the school hostels served our citizens, health workers and police personnel within the framework of quarantine practices.
- Scholarship payments were made to the students' accounts on a timely and regular basis.
- On days when there was a curfew under the age of 18, necessary procedures have been taken to ensure that students with scholarships do not suffer from unjust treatment, so that their parents or guardians could receive their scholarship fees from the bank.
- Videos were shot on awareness of disaster protection, hygiene education and healthy nutrition to be broadcasted on EBA TV.
- Through distance education, in service training was given to school principals working in boarding schools on Occupational Health and Safety, Hygiene and Sanitation.

Studies Carried out within the Scope of Lifelong Learning:

Studies Carried out within the Scope of Increasing Access to Education

7 course programs were prepared within the scope of distance education by the General Directorate of Lifelong Learning. These courses are accessible at <https://hboakademi.eba.gov.tr>.

1. Hygiene Training Course Program for Employees in the Food and Water Sector
Between 01.01.2021 and 31.12.2021, 2.619 people participated in this program under the conditions of COVID. Of the course attendees, 1.152 are men and 1.467 are women.

2. First Aid (Distance Education)
Between 01.01.2021 and 31.12.2021, 289 people participated in this program under COVID conditions. Of the course attendees, 244 are men and 45 are women.

3. Turkish A1 Level Course Program
1468 people participated in this program between 01.01.2021 and 31.12.2021 under the conditions of COVID. 334 of the participants were men and 1084 of them were women.

4. Turkish A2 Level Course Program
Between 01.01.2021 and 31.12.2021, 395 people participated in this program under COVID conditions. 84 of the participants were men and 311 were women.

5. Turkish B1 Level Course Program
Between 01.01.2021 and 31.12.2021, 3,908 people participated in this program under the conditions of COVID. 1,172 of the participants were men and 2,736 were women.

Also during the epidemic, 2 course programs were prepared by the MoNE, General Directorate of Lifelong Learning for the development of digital skills within the scope of distance education. These courses are accessible at <https://hboakademi.eba.gov.tr> too.

1. Digital Marketing Training
Between 01.01.2021 and 31.12.2021, 1744 people participated in this program prepared within the scope of the Digital My Job Project, which aims to increase the digital skills of women in particular, under COVID conditions. 12 of the participants were men and 1732 of them were women.

2. Digital Literacy Education
Between 01.01.2021 and 31.12.2021, 3,371 people participated in this program prepared within the scope of the Digital My Job Project, which aims to increase the digital skills of women in particular, under the conditions of COVID. All participants are women.

Also within the scope of the "**Project for Supporting the Integration of Syrian Children into the Turkish Education System (PIKTES)**", a "Teaching Turkish as a Foreign Language Program" has been prepared in cooperation with the Turkish Maarif Foundation to be used in teaching Turkish to foreign students in our country. In addition, annual framework plans were prepared for foreign students to facilitate their adaptation to courses and the education system.

“Language Learning Portal” was opened in cooperation with YEĞİTEK on the digital education platform of the Ministry of National Education, EBA. In addition to the Turkish tab, Arabic and other languages have been added to the portal, making it easier for foreign students to access. There is open access (no password) to the portal. On the portal; Textbooks, storybooks, placement tests, worksheets, educational games, programs, etc. materials are accessible to all foreigners.

Educational videos of the "Turkish for Foreign Students" and "Turkish for Integration" courses (236+120 pieces) prepared for the distance education activities of foreign students at primary, secondary and high school level in our country were broadcast on TRT EBA TV and PIKTES Youtube corporate channel. In the 2021-2022 academic year, course videos continue to be broadcast to students at all three levels.

Teacher's Handbook Set with Activity Content" has been prepared in accordance with language teaching with drama and game method. Also, 120 lesson presentation files were prepared for teachers to use in live lessons and uploaded to the official website along with other materials.

"Arabic Classes” have continued to be provided by MoNE through EBA-TV as an emergency response to COVID-19. All the Syrian students could follow the classes according to their Arabic level.

The EBA TV Programme for the academic year and the summer period was shared with the students and families through PIKTES web site and social media accounts so that they could continue Arabic classes at their level. Also, the videos prepared by DG Religious Education for Arabic training were shared on PIKTES YouTube Channel to reach the project target group and to inform the students about these classes.

PIKTES Arabic Teachers have been providing Arabic Language Courses face-to-face or remotely depending on the situation in the schools. Also during this period, PIKTES Arabic teachers were activated to communicate with Syrian students and inform their families. They started making phone calls regularly with families and students.

At back-up classes, the normal curricula was followed by MoNE teachers to support Syrian students. All the lessons at the normal curricula of Turkish public schools were broadcasted on TRT EBA-TV therefore students could follow their classes.

Students could also repeat the classes that they attended as back-up courses without any time limitations as all the course videos were available on EBA Digital Platform.

During Covid-19 period, maintaining the access to regular courses was an important objective of PIKTES. Until today, educational opportunities, mediums and tools that students and parents could benefit have been shared through the web-site and social media channels of the project regularly. Also, an informative brochure was prepared by PIKTES and distributed to Syrian families in cooperation with Türk Kızılayı and UNICEF.

Studies Carried Out Within the Scope of Children Under Temporary Protection and Refugees

The Ministry of National Education (MoNE) has been carrying out works that about Syrian children have education in our country since the flow of mass migration started. Education is not only a fundamental right for Syrian children, but also evaluated a vital importance subject because of getting through the difficult period where they live and be able to build in their own future.

Efforts have been continuing to increase educational opportunities and develop education policies for Syrian children as guests in Turkey. With the education services it provides to Syrian citizens under temporary protection in Turkey, the Ministry of National Education aims to build a good future for them and prevent Syrian children from becoming a lost generation.

Every child in our country has the right to benefit from equal and quality education opportunities in accordance with international agreements and legislation. Following the deepening of the Syrian crisis and the understanding that the process would not end in the short term, a circular numbered 2014/21 on 'Education and Training Services for Foreigners' was published by the Ministry of National Education in order to remove the obstacles to foreigners' access to education. New legislative arrangements are needed to do in this subject. For this reason, new circulars and legislation studies have been continuing by MoNE. Especially in order to increase the access of Syrian students under temporary protection to education and to adapt themselves to the Turkish education system under equal and quality conditions.

Currently, Turkey is hosting 5.013.631 foreigners and 1 million 384 thousand of them are school-age children (5-17). Today, %69 of foreigner children are enrolled in Turkish schools and receive the same qualified and comprehensive education as Turkish students.

As of 2021-2022, the enrolment rates by education levels are; 34% in pre-primary level, 77% in primary level, 81% in lower-secondary level and 49% in upper secondary level.

In the 2021-2022 academic year, 928,485 students were included in education and 454.902 of these students are female students.

The Conditional Cash Programme for Education (CCTE) is a national social assistance measure that has been implemented by the Ministry of Family and Social Services (MoFSS) since 2003. The extension of the cash component of the CCTE to foreigners throughout the country and the protection component has been implemented through a partnership between MoFSS, MoNE, Turkish Red Crescent Society (TRCS) and UNICEF since 2017. CCTE exists primarily to encourage regular school attendance. In November 2021, 706.067 beneficiaries were receiving CCTE.

Within the scope of the program, the monthly payments made to female students are higher than male students in order to encourage female students to continue their education and to prevent school dropouts. In addition, at the beginning of each academic year, an additional payment is made to all beneficiaries and an incentive payment is made to secondary and high school students.

Also in 2020, there are a total of 156,332 trainees from 135 different countries benefiting from public education centers in our country. 67,423 (43%) of these trainees are male and 88,909 (57%) are female. 83,214 of the trainees completed the courses and received certificates. The

completion rate of the courses is 56.43%. Based on this information, it is possible to say that the majority of foreign trainees are women. The highest number of trainees among foreign nationals consists of Syrians. In 2020, women mostly enrolled in the Turkish for Foreigners Level A1 program. In 2020, 10,344 women participated in the Turkish for Foreigners Level A1 program.

Studies Carried Out Within the Scope of the Students with Special Education Needs

The measures taken to alleviate the impact of the COVID-19 pandemic on education for all students with special educational needs, male and female, are as follows:

- Considering that our students with special education needs do not receive face-to-face education for a long time, and that they are also affected by the pandemic process in behavioral and social-emotional aspects, "Adaptation Education Guidance Program for Special Education Students" and "Adaptation Program for Special Education Students" have been created.
- For the use of all our stakeholders, as of April 19, the Private Education Mobile Application has been launched on Google Play and IOS AppStore. In this application, all content, activities, practices and textbooks on special education are offered free of charge to our students, parents and teachers.
- 19 applications has been published at www.eba.gov.tr, www.orgm.meb.gov.tr. Applications with approximately 4000 interfaces and animations prepared for all our special education students have been included in the mobile application. In addition, the Treasure in Me application, developed in cooperation with Turkcell, consisting of approximately 100000 interfaces and animations, has been also offered to our students with moderate to severe mental and autism spectrum disorders through our mobile application. It is thought that these applications have reached approximately 400,000 students.
- Filming of 40 short informative event videos, 60 instructional videos and 40 family information videos to be broadcast on TRT EBA TV was completed. It has been broadcasted on TRT EBA TV gradually.
- A Calendar of Fun Events with Our Special Children has been prepared and put into service during the distance education process. The calendar, which includes the writing and design of 10 daily events, has been prepared in 3 volumes.
- A set of 1500 pages and 6 books has been prepared for our students who receive education through Integration/Integration. With the "Preparation for Mathematics", "Numbers, Operations", "Geometric Operations", "Data Processing" and "Measurement" books included in the set, it is aimed to provide our students with the basic mathematical skills they may need. With our set, which we have adapted for our students to integrate activities related to the achievements in the 1-8th grade general education curriculum, it is aimed that the subject-achievements are permanent for our students. Our Inclusion/Integration students will be able to support the subjects and achievements they will need, with the help of teachers, by using the book and interactive digital program. 3000 copies of these sets were printed and delivered to 81 provinces.
- For the teachers of our students with special education needs and their families once a week or twice a week with digital meeting applications by academicians working in the field of special education. Training was given on issues such as what to do after the distance education process and the process of adaptation to school.

- "Effective Special Education in 7 Regions" meetings were held. At the first meeting attended by 850 of our stakeholders, the implementation process of distance education and framework programs was evaluated.
- Teleconferences were held with administrators working in the field of special education in order to effectively carry out the special education services offered during this period.
- The ways to be followed in the training to be given in the distance education and face-to-face education process were announced to the Governorships, and it was aimed to inform the administrators, teachers, students and parents about the process in this way.
- In order for the students with special education needs to benefit from the educational services for a longer period of time and to minimize the negative effects of the pandemic process, legal arrangements have been made so that the students studying in special education schools and special education classrooms can repeat a grade upon the request of their parents.

Literacy Studies

The Literacy Campaign, which was initiated in February 2018 under the auspices of our President, Mrs. Recep Tayyip Erdoğan and their spouse, Mrs. Emine Erdoğan, continued in 2021 as well.

1. Five adult literacy courses teaching materials have been prepared to be used in adult literacy courses that will be opened in public education centers starting from the 2021-2022 academic year.
2. The approval of the Board of Education was obtained for the prepared teaching materials.
3. A total of 473,000 copies of the newly prepared and approved adult literacy course teaching materials were sent to public education centers.
4. Adult literacy books are open to access on the Lifelong Learning Portal so that those who cannot attend adult literacy courses for various reasons and those who will take level determination exams can access the books.
5. A total of 82,128 female trainees attended the adult literacy courses opened in 2021. 52,382 of them are illiterate female trainees. 29,746 female trainees are in the II. Level continued their secondary education.
6. In the Literacy Campaign, which started in 2018, 960,424 female trainees were reached by the end of 2021.

Number of Courses and Trainees of Adult Literacy Courses Opened in 2021

Course/Level Determination Exam			Participant		
Level	Type	number of courses	Total	Man	Woman
I. Level	Literacy Course	7.677	47.660	9.541	38.119
	Level Determination Exam	3.561	28.764	14.501	14.263
	Total	11.238	76.424	24.042	52.382
II. Level	Literacy Course	2.472	13.268	3.421	9.847

	Level Determination Exam	4.041	37.676	17.777	19.899
	Total	6.513	50.944	21.198	29.746
GRAND TOTAL		17.751	127.368	45.240	82.128

MINISTRY OF LABOUR AND SOCIAL SECURITY (MOLSS)

STATIONERY TRADESMEN SUPPORT PROGRAM

Within the scope of the projects carried out in partnership with Ministry of Labour and Social Security (MoLSS) and the International Labor Organization (ILO) Turkey Office, grant support was provided to 1200 stationery tradesmen in order to alleviate the negative economic and social effects of the Covid-19 pandemic. During the Covid-19 pandemic, distance education has become more common, the stationery needs of students and parents have decreased significantly, and the sales of stationery tradesmen have declined. For these reasons, it was aimed to support stationery tradesmen through grants.

Tradesmen operating in one of the 14 project provinces (Ankara, Istanbul, Bursa, Konya, Gaziantep, Şanlıurfa, Adana, Mersin, Hatay, İzmir, Kahramanmaraş, Eskişehir, Denizli, Ordu) were entitled to benefit from the program and received a grant payment of 5000 TL. Eligible beneficiaries have been selected considering the following:

- Whether to receive a pension or old-age pay,
- Keeping books on the basis of operating account,
- The date of starting the activity,
- Being a woman,
- Being youngster,
- Whether the workplace is rented or not.

PROMOTING DECENT FUTURE OF WORK APPROACH WITH A FOCUS OF GENDER EQUALITY

The Project titled “Promoting Decent Future of Work Approach With a Focus of Gender Equality” has been initiated for the period of 2020-2023 in order to promote employment and employability of current and future labour force with regards to needs of decent future of work while respecting gender equality.

The project in question includes two components as the grant component, which is developed within the framework of gender equality and decent work of the future through education and research activities, as well as service component to increase the institutional capacity of our Ministry through a variety of activities.

YOUNG WOMEN BUILDING THEIR FUTURE PROJECT

“Young Women Building Their Future” project has been launched on 2022 with aim to make the problems and needs of the NEET women visible and establish mechanisms to address these

problems and needs. The project will also increase the social and economic participation of the NEET women by empowering them.

The project, funded by Sabancı Foundation, is implemented by the United Nations Development Program (UNDP) and the Sabancı Foundation in cooperation with the Ministry of Family and Social Services and the Ministry of Labor and Social Security.

Some activities are field research: baseline and needs assessments, capacity building and awareness raising trainings, trainings on improving vocational skills, mentorship and internship, digital portal including the opportunities map, awareness raising campaigns, international symposium and grant program.

ACTIVITIES OF PUBLIC EMPLOYMENT AGENCY (İŞKUR)

1. Job and Vocational Counselling Activities

Within the scope of job and vocational consultancy services, with the Job Clubs activities carried out within the body of İŞKUR, intensive consultancy services are provided to our citizens who are in groups that require special policies in the labour market, such as women, youth, the disabled, ex-convicts and the long-term unemployed. Job Clubs provide both theoretical and practical training on topics such as job search channels; CV preparation and interview techniques to groups requiring special policies and employers are invited to the Job Club to meet job seekers. During the pandemic period, business clubs continued their activities by moving to the online environment. The data regarding the consultancy practices in the COVID-19 period in general terms is given below:

- As of April 2022, 33.470 women benefited from Job Clubs operating in 95 units in 81 provinces in 2021 and 1,240 of those were women staying in women's shelters.
- In the January-April period of 2022, 17.767 women benefited and 421 of those were women staying in women's shelters. Since 2017, when Job Clubs started operating, 103.583 women benefited from Job Club services.

2. Employment Incentives

Particularly within the framework of the COVID-19 pandemic, one of the most important services implemented by İŞKUR for women has been the financing of employment incentives. With employment incentives, employers who employ the unemployed who meet certain conditions are provided with premium, tax or wage support for varying periods and amounts. Applications of "Additional Employment Incentive" and "Incentive for Women, Young People and Holders of Vocational Qualification Certificate" have been extended until 31.12.2022.

With the "**Additional Employment Incentive**", all premiums and taxes of each insured employed in addition to the average number of insured persons in the previous year are covered by private sector employers. In this context, support is provided (between 1,876.50 TL and 5,004 TL per insured per month, which is high for the informatics and manufacturing sector). Where **young people (18-25 years old), women and disabled** citizens are recruited, the benefit period is applied as 18 months.

Within the scope of the "**Incentive for Women, Youth and Those Who Have a Vocational Qualification Certificate**", the employer's share of social security premiums from 6 months to 54 months (from 1,025.82 to 7,693.65 TL) up to the upper limit of the earning subject to

premium has been covered since 2011. In order to benefit from this incentive, additional employment must be provided according to the 6-month average number of insured. The periods of benefiting from this incentive for groups requiring special policies are also given below:

- 24 to 54 months for workplaces employing women aged 18 and over,
- 12 to 54 months for workplaces employing men between 18-29,18-29 years of age,
- 6 to 30 months for businesses employing men aged 29 and over.

3. Practices within the Framework of Active Labour Market Programs

The current situation

Active labour programs which are organized to train qualified workforce, develop their skills and increase employment are implemented with a target audience focus. In this context, activities are carried out on the basis of different target groups within the scope of vocational training courses, on-the-job training programs, special policies and practices.

From 2002 to the end of April 2022, 4.662.144 people benefited from the courses and programs organized within the scope of Active Labour Market Programs and as of March 1, 2020, 892.210 people benefited from the courses and programs during the pandemic period. 53.5% of the participants are women. (477.385 people)

On the Job Training Programs

On-the-job training programs are organized for job seekers to reinforce their previously acquired theoretical knowledge through practice or to gain professional experience. With these programs, job seekers gain professional experience and work experience and employers who have difficulty in finding qualified workforce are provided with the opportunity to observe, train and recruit the people they will hire for a certain period of time. As of March 1, 2020, 713.080 people benefited from on-the-job training programs during the pandemic period and 49.3% of the participants were women. (351.205 people)

Vocational Training Courses

Vocational training courses are organized for those who do not have a profession or want to improve their professional qualifications. As of March 1, 2020, 179.130 people have benefited from vocational training courses during the pandemic period and 70.4% of the trainees are women. (126.180 people)

Specific Policies and Practices

Mother at Work Project

With the Mother at Work Project, women with children below the age of 16 are given higher pocket money to benefit from vocational training courses and on-the-job training programs. Before the course or program, women who benefit from the Mother at Work Project receive intensive job and career counselling services in business clubs. 63.152 women benefited from this practice, which started in 2018 and ended as of the end of 2021 and as of March 1, 2020, a total of 34.982 women benefited from the project and participated in courses and programs during the pandemic period.

Child Care Support Application

In 2018, within the scope of the development of our courses and programs in line with the needs, the Child Care Support application was initiated for mothers who attend courses and programs in the industry sector. Within the scope of the application, women who participate in

employment guaranteed vocational training courses and on-the-job training programs are provided with a monthly care support of 400 TL for their children between the ages of 2-5 who go to kindergarten. A total of 721 women benefited from this application, which started in 2018 and ended as of the end of 2021, and as of March 1, 2020, a total of 160 women benefited from the project during the pandemic period.

4. Practices within the Framework of Passive Labour Market Policies

As of March 2022, when the COVID-19 pandemic began to be seen in Turkey, some negative effects began to emerge in the labour market of our country, as in the whole world. Within the scope of the fight against the pandemic, urgent measures were taken in our country with the “Economic Stability Shield” measures announced by our President. In this context;

- Taking into account the negative effects of the COVID-19 pandemic on the labour market, the İŞKUR Board of Directors has decided to accept short-time work applications with the justification of “Compelling Reason Due to Periodic Situations Arising from External Effects”.
- It has been ensured that short-term employment applications, which were previously received in the physical environment, can be made via e-Government.
- With the provisional article 23 added to the Unemployment Insurance Law No. 4447, the eligibility conditions for short-time working applications due to COVID-19 were stretched and the condition of paying a premium for 600 days in the last 3 years, which is required for the worker to be entitled to the benefit was reduced to 450 days, the condition to be subject to a service contract for the last 120 days was reduced to 60 days.
- The principle of paying short-time working allowance for short-time employment applications for COVID-19 reasons, in line with the declarations of the employers, and making the eligibility determination later by the labour inspectors affiliated to the Guidance and Inspection Department has been introduced.
- With the Law No. 7244 dated 16/04/2020, the provisional article 10 was added to the Labour Law No. 4857 and the prohibition of termination was started. With the same Law, a provisional article 24 was added to the Unemployment Insurance Law No. 4447. With the regulation that entered into force on April 17, 2020, the principles regarding the payment of cash wage support were determined.
- Within the scope of cash wage support, workers who are on unpaid leave and cannot benefit from short-time working allowance in accordance with the provisional article 10 of the Labour Law No. 4857 and those who cannot benefit from unemployment benefits despite the termination of their employment contract after March 15, 2020 to qualify for unemployment benefits the payment has been made provided that they do not receive an old-age pension from any social security institution not exceeding the period the termination that cannot be made.
- During the process, improvement studies were realized regarding the amount and scope of the cash wage support.
- Finally, both applications ended by the end of June 2021.

Except for the measures mentioned above, a new passive labour market application was not implemented directly for women during the pandemic period, but the half-time work allowance after birth and adoption, which was implemented in 2016, continued to be applied intensively in this period as well. Within the scope of the application;

- For those who used unpaid leave for half of the weekly working time who meet the necessary application and premium payment conditions, during the period between 60 and 360 days, depending on the number and status of births, from the end of the maternity leave and the female or male employees who have adopted a child under the age of 3, “Half Working Allowance After Birth and Adoption” is paid.
- In order to benefit from the half working allowance after birth and adoption, unemployment insurance premium must be paid for at least 600 days in the last three years before the birth or adoption date, half of the weekly working time must be actually worked, and it is required to apply to the nearest İŞKUR unit within 30 days from the end of the maternity leave.
- The daily amount of half-working allowance after birth and adoption is equal to the gross amount of the daily minimum wage. Half-working allowance is not subject to any tax or deduction, except for stamp duty. For the year 2022, a monthly payment of 2,483,01 TL is made.
- Half-working allowance is an important practice that paves the way for women to take care of their children without moving away from working life, aims to maintain work and family life in harmony and supports the protection of women’s employment.
- Those who are entitled to receive half-working allowance, a total of 32.5% premium is paid to the relevant social security institutions from the Unemployment Insurance Fund, as invalidity, old-age and survivors insurance premiums, and workers' and employers' shares of general health insurance premiums over the minimum wage for the allowance periods.

MINISTRY OF INDUSTRY AND TECHNOLOGY

Coronavirus has caused radical changes in many areas: such as politics, diplomacy, trade and education, in terms of its spreading rate and global effects. We can obviously witness a period where state leaders hold video conferences over the internet, trade is centered on websites, bureaucracy is made functional over computers, and education is provided on television or the internet. According to the report published by the International Labor Organization (ILO) in April 2020, it is estimated that the manufacturing sector, which employs 463 million people worldwide, is among the sectors that received the heaviest blow. Other sectors within this highly influential group include accommodation and food services; repair of motor vehicles and motorcycles; real estate, administrative and support service activities; wholesale and retail trade business areas. (ILO, 2020).

However, while unwanted impacts are experienced in the listed business lines striking with Covid-19, there are many sectors that can turn this crisis into an opportunity and create new service areas, especially in areas such as e-commerce and e-health. Parallel to this, we can say that this crisis brought about new investments and new initiatives for technological device manufacturers and health-oriented machinery and equipment manufacturers.

KOSGEB (Small and Medium Enterprises Development Organization) has implemented many applications for businesses to survive the COVID 19 process without any damage. In the field of activity of our department, especially the extension of the program durations by 4 months has relieved the enterprises. This has meant giving businesses additional terms for reimbursed supports. In addition, some revisions were made in the support of other departments. Especially in this process, the production of masks, hygienic products, cleaning materials and medical consumables, where demand was intense, was considered to be of strategic importance and these areas were included in the scope of support. During the COVID

19 process; We continued our entrepreneurship support to facilitate entrepreneurs to start a business and to prolong their survival. Entrepreneurship training, which is a prerequisite for using our supports, has been moved to the online platform. Thus, it was tried to develop the skills of entrepreneurs with trainings open to remote access. The summary information and figures of our supports, in which some privileges for women are defined, are given below.

A) KOSGEB Online Entrepreneurship Trainings

The aim of KOSGEB Entrepreneurship trainings is to increase the knowledge and skills of entrepreneurs in establishing, developing and running a business. KOSGEB Online Entrepreneurship Training Program is provided free of charge as a prerequisite to benefit from KOSGEB Entrepreneurship Supports. Two different training programs were modeled according to the support program to be applied. If the entrepreneur is going to apply for the Traditional Support Program, he must complete the Traditional Entrepreneurship Training consisting of 8 modules. Traditional Entrepreneurship Training, designed for entrepreneurs who plan to take part in service sectors, covers the following topics:

- 1- Basic concepts in entrepreneurship
- 2- Entrepreneurial opportunities and creating/developing ideas
- 3- Feasibility analysis
- 4- Business models, customers, value propositions and revenue sources
- 5- Economy, industry, competition and customer analysis
- 6- Legal background
- 7- Ethical foundations of the enterprise
- 8- Marketing principles and management

Entrepreneurs who will operate in the field of manufacturing should complete the Advanced Entrepreneur Training, which consists of 8 different modules, together with the Traditional Entrepreneurship Training. Advanced Entrepreneur Education is offered to cover the following topics:

- 1- Networking
- 2- Determination and management of the financial structure of the enterprise
- 3- Access to financial resources for new ventures
- 4- Innovation management
- 5- Intellectual property rights
- 6- Professional management of enterprise and strategic management in SMEs
- 7- Management of the growth process and growth strategies
- 8- Developing a business plan

The trainings given face-to-face in the classroom environment before 2019 were later moved to online platforms. The continuation of the trainings without interruption during the pandemic process has proven the appropriateness of this policy. The table below shows the total number of entrepreneurs who received face-to-face training. Accordingly, 47% of 1.2 million people who received face-to-face training since 2009 were women.

Table1: Applied Entrepreneurship Training Data

Years	#Women	#Men	Total	% Women
2009	6	10	16	37,50
2010	3.158	4.337	7.495	42,13
2011	17.498	22.910	40.408	43,30
2012	24.787	31.682	56.469	43,89
2013	38.761	45.565	84.326	45,97
2014	52.613	58.879	111.492	47,19
2015	56.186	62.557	118.743	47,32
2016	104.711	128.202	232.913	44,96
2017	134.237	145.064	279.301	48,06
2018	101.390	101.151	202.541	50,06
2019	55.961	59.019	114.980	48,67
2020	1.815	1.893	3.708	48,95
TOTAL	591.123	661.269	1.252.392	47,20

Source: KOSGEB Report Service Data

Entrepreneurship training data, which started to be given online free of charge with KOSGEB e-Academy in July 2019, is summarized in the table below.

Table2: Online Entrepreneurship Training Data

Type	Gender	2019		2020		2021	
		#Entrepreneur	%	#Entrepreneur	%	#Entrepreneur	%
Traditional Entrepreneurship Education (Online)	Men	15.423	61,64	70.628	60,98	97.004	58,62
	Women	9.599	38,36	45.189	39,02	68.476	41,38
	TOTAL	25.022		115.817		165.480	
Advanced Entrepreneurship Education (Online)	Men	6.384	68,49	33.819	65,80	50.596	62,38
	Women	2.937	31,51	17.578	34,20	30.512	37,62
	TOTAL	9.321		51.397		81.108	

Source: KOSGEB Report Service Data

In summary, approximately 45% of those who received Entrepreneurship Training since 2009 are women. In addition, 41% of the 84,490 entrepreneurs who were certified in 2022 are women.

B) KOSGEB ENTREPRENEURSHIP SUPPORTS

There is no clear definition of Start-ups in the literature. Generally; it can be defined as entrepreneurial ideas that are designed for rapid growth and use technology that are suitable for this, appeal to large masses and deliver the service to the user, meet and create needs, have continuity and are suitable for development. KOSGEB Advanced Entrepreneur Support Program we offer within the scope of the Entrepreneurship Supports can be evaluated within this scope.

The aims of KOSGEB's Entrepreneurship Supports can be defined as;

- To develop the culture of entrepreneurship and increase cooperation among the actors in the entrepreneurial ecosystem
- To improve the knowledge and skills of entrepreneurs in starting and executing their business
- To increase the survival rate of the newly established enterprises
- To promote entrepreneurship by supporting the foundation of Technology/Business Incubators

After Entrepreneurship Training; an entrepreneur establishes his/her own firm.

The enterprises which;

- Established by entrepreneurs who completed the related Entrepreneurship Training (Traditional/Advanced)
- Trained entrepreneur with at least 50% shareholding
- Trained entrepreneur no private company or there should not have 30% or more share in any company established as equity in last 3 years for the

are eligible to apply the support programme.

The Advanced Entrepreneurship Support Program consists of the following support items;

- Establishment Support: 5000-TL for private companies and 10.000-TL for Equity companies.
 - Performance Support: According to the number of employees, 20,000-TL at the end of the first year and 20,000-TL at the end of the second year, with an upper limit of 40,000 TL. + 5.000 TL additional support for each period if the owner of the enterprise is young (<30 years old), female, disabled, veteran or first-degree relative of martyr.
 - Certificate Support: A total of 5000-TL upper limit, 1000-TL for each certificate
 - Machinery, Equipment and Software Support: Upper limits of grants
 - Companies operating at medium-low and low technology levels: 100.000TL
 - Companies operating at medium and medium high technology levels: 200.000TL
 - Companies operating at high technology levels: 300.000TL
- Support Ratio % 75 and Support rate is increased by 15% if the Machinery, Equipment and Software are domestic goods (needed to verify with formal documents)

Equipment and Software are domestic goods (needed to verify with formal documents)

- Mentoring, Coaching & Consultancy Support: It can be used for; Mentoring Service, Coaching Service Support, Consultancy Service Support in the upper limit of 10.000-TL and %75 support Ratio

The amount of support provided in the last 5 years and the number of supported businesses is summarized in the table below:

Table3: Entrepreneurship Supports Data (2018-2022)

Years	Number of businesses supported	Support Amount (TL)
2018	31.494	588.552.788
2019	30.238	597.147.148
2020	21.474	408.010.020
2021	32.063	821.713.140
2022	14.002	299.654.200
TOTAL	129.271	2.715.077.296

Note: It was filtered from IT data dated 13.05.2022.

MINISTRY OF FAMILY AND SOCIAL SERVICES (MOFSS)

- Empowering women in the labor market and increasing women’s labor force participation are among the main priorities of Türkiye. The 11th Development Plan of Türkiye has increased targets for female employment rates in all categories from the previous Plan. The female labor force participation rate target is 38.5 percent by the end of 2023. The target for women as a share of employed persons is now 34 percent; as a share of the self-employed, 20 percent; and as a share of business owners (with employees), 10 percent.
- The main objectives under the “Women” heading of the 11th Development Plan of Türkiye are intended to prevent discrimination against women; to ensure that women equally benefit from all rights, opportunities, and facilities in all areas of social life; and to empower women.
- The National Employment Strategy is built on sector policies with four main policy axes. The policy axis “Increasing the Employment of Groups Requiring Special Policies” aims to eliminate obstacles to labor and employment participation of groups requiring special policies. It focuses on women, people with disabilities, young people, and long-term unemployed people, and it includes targets, policies and measures for these groups.
- The Annual Presidential Programme includes many measures to support and increase female employment.
- The “National Monitoring and Coordination Board on Women’s Employment” was established in order to monitor and evaluate the activities carried out by all stakeholders for identification of existing problems in women’s employment, to eliminate these problems, and to ensure coordination and cooperation.
- Türkiye ratified two fundamental ILO Conventions on equality between women and men: The Equal Remuneration Convention (No. 100) and the Discrimination (Employment and Occupation) Convention (No. 111).
- In order to eliminate discrimination against women in working life and to provide women with equal opportunities at all levels of the labor market, including the formal sector, many legal arrangements listed below have been adopted.
- The “Cooperation Protocol on Strengthening Women’s Cooperatives” was signed on 30 October 2018 in cooperation with the MoFSS, Ministry of Agriculture and Forestry, and Ministry of Trade. In order to ensure implementation of the protocol locally and to guide

its practitioners, the “Women’s Cooperatives Working Group” was established in all provinces, annual work plans were prepared, and various events and meetings were organized.

- To support women's cooperatives that had to stop their activities due to the COVID-19 outbreak, guidance was given to Provincial Directorates for the organization and support of women's cooperatives. The cooperatives were referred to the COVID-19 Struggle and Resilience Program carried out by Development Agencies.

COVID-19

- In crises and emergency situations, social support programs become the lifeline for people. In this respect, Türkiye was one of the rare countries that sustained minimal damage during the first year of the pandemic due to its economic and social policies.
- Türkiye successfully implemented measures to preserve employment through social protection. Large income losses were prevented with practices such as temporary unemployment payments, restriction on the termination of labor contracts, cash wage support, and normalization support.
- The Social Protection Shield Program is built upon four pillars: “working life”, “social security”, “social services” and “social assistance”.
- During the pandemic, financial support to women was enhanced by increasing the number of payment programs that specifically target women’s needs. Nearly 65% of social assistance beneficiaries are women in Türkiye.
- In order to facilitate women's participation in the labor market – especially in the post-pandemic period – women’s sustainable employment with active labor market programs are supported. Since 2002, more than four million people have benefited from these programs. Half of the beneficiaries of the Active Labour Force Services are women.
- Vocational training programs and on-the-job-training for jobseekers (most of whom are women) are provided.
- The existence of effective social services during times of crisis is very crucial. The Ministry of Family and Social Services oversees:
 - women's shelters,
 - children's home sites,
 - elderly care and rehabilitation centers, and
 - nursing homes and disabled care centers.
- Almost 100 thousand people receive social service from these institutions. MoFSS began to take additional measures in these institutions, even before the first case was detected in Turkey.
- The effects of the pandemic on women's lives require special attention. During these hard times, the family responsibilities and burdens on women have increased significantly due to lockdowns. Unfortunately, the risk of exposure to violence for women has increased during the pandemic. Thus, MoFSS continues its efforts, without compromising the principle of “zero tolerance” against violence.
- Violence Prevention and Monitoring Centres and women's shelters in all provinces offer services to victims.
- Seventy-one additional facilities have been put into service, to meet the shelter needs of victims of violence.
- Children living with their mothers in shelters continued their education through the national distance learning platform (EBA TV).

- At the beginning of the outbreak, a “prioritization” process was begun for calls to the “Social Support Line”, ensuring the women subjected to violence were able to reach the relevant support staff without waiting.
- During the coronavirus outbreak, services for victims of violence have continued without interruptions or major problems, thanks to the measures taken since the first case was detected in Turkey.
- Necessary measures have been taken to ensure that guidance and consultancy services are not interrupted.
- Service recipients are informed about the institutions available to them when experiencing or at risk of violence by telephone and text messaging services.
- In response to an increase in calls to the ALO 183 Social Support Helpline as of March, a prioritization process has been implemented. Victims of violence calling the helpline can access support staff directly by pressing "0".
- The Women's Support System (KADES) application was developed in cooperation with the Ministry of Interior and the Ministry of Family and Social Services and is under continuing development and support. Its purpose is to provide effective and rapid intervention for women who are victims of violence or at risk of violence, by benefiting from the opportunities offered by communication technology. In case of an emergency, the closest law enforcement unit is sent to the victim's position based on the notification to the call center. Violence Prevention and Monitoring Centers (VPMC) are also involved when necessary.
- The women and children receiving services from shelters, and those who work in our establishments (service users / service providers) are sent to healthcare providers if they have complaints such as fever, cough, respiratory distress, rapid breathing and chest pain. If necessary, individuals are tested for COVID-19.
- Service providers and personnel were informed about taking protective measures, means of infection, and what to do to protect themselves.
- In order to monitor the efforts carried out due to the coronavirus outbreak and to evaluate the planned programs, online information and consultation meetings were held with the VPMC and women's shelter managers in all provinces.