

10



REDUCED
INEQUALITIES



REDUCED INEQUALITIES REPORT 2022



ISTANBUL

GELISIM UNIVERSITY



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10 REDUCED INEQUALITIES



SUSTAINABLE DEVELOPMENT GOALS



ISTANBUL GELISIM UNIVERSITY

SDG 10 REDUCED INEQUALITIES REPORT



REDUCED INEQUALITIES

IGU for Ecological, Social and Economic Sustainability





About Report

The SDG 10 2022 Report, prepared by İstanbul Gelişim University (IGU) for Reducing Inequalities, the 10th goal of the United Nations Sustainability Goals, provides a summary of all activities carried out under the roof of IGU and certain statistics reflecting the profile of the university.



REDUGED INEQUALITIES

IGU for Ecological, Social and Economic Sustainability





Remercy

We would like to thank IGU's esteemed academicians, administrative unit managers, employees, dear students, internal and external stakeholders who contributed to this content.





TABLE OF CONTENTS

1. IGU Research on Reducing Inequalities
2. IGU Student Profiles
 - 2.1 Student Profile Based on Gender
 - 2.2. Profile of First Generation Students Starting their Undergraduate Degree
 - 2.3. Foreign Student Profile
 - 2.4. Profile of Students from Developing Countries
 - 2.3. Profile of Students with Disabilities
3. IGU Employee Profile
4. IGU Policies to Reduce Inequalities
5. IGU Activities to Reduce Inequalities
6. IGU Projects to Reduce Inequalities
7. Application Center for Disadvantaged Groups
8. Accessible Opportunities and Support Services for Disadvantaged Groups
9. “Come to Gelisim”



1. IGU Research on Reducing Inequalities

The table below includes the titles, citation numbers and publication links of scientific research published on Reducing Inequalities.

Table 1. Scientific Research on Reducing Inequalities

Title	Citations	Publication Link
Environmental Kuznets Curve Hypothesis from Lens of Economic Complexity Index for BRICS: Evidence from Second Generation Panel Analysis	28	Scopus Link
The Role of Economic Freedom and Clean Energy in Environmental Sustainability: Implication for the G-20 Economies	19	Scopus Link
Examining the Interaction Effect of Control of Corruption and Income Level on Environmental Quality in Africa	14	Scopus Link
Tourism-Induced Emission in Sub-Saharan Africa: A Panel Study for Oil-Producing and Non-oil-Producing Countries	13	Scopus Link
Responding to the Environmental Effects of Remittances and Trade Liberalization in Net-Importing Economies: The Role of Renewable Energy in Sub-Saharan Africa	12	Scopus Link
Revisiting the Nexus between FDI, Financial Development and Economic Growth: Empirical Evidence from Nigeria	11	Scopus Link
Assessment of Foreign Direct Investment-Led Growth Argument in South Africa Amidst Urbanization and Industrialization: Evidence from Innovation Accounting Tests	5	Scopus Link
Economic Policy Uncertainty and Energy Prices: Empirical Evidence from Multivariate DCC-GARCH Models	5	Scopus Link
Modelling the Nexus between Financial Development, FDI, and CO2 Emission: Does Institutional Quality Matter?	3	Scopus Link
Unlocking the Investment Impact of Biomass Energy Utilization on Environmental Degradation for an Isolated Island	3	Scopus Link





External Financing for Inclusive Growth in Lower - Middle Income West African Countries: Foreign Direct Investment Versus Official Development Assistance	3	Scopus Link
Examining the Sustainable Development Approach of Migrants' Remittances and Financial Development in Sub-Saharan African Countries	2	Scopus Link
Toward Achieving Sustainable Development Agenda: Nexus between Agriculture, Trade Openness, and Oil Rents in Nigeria	2	Scopus Link
The Role of Foreign Aids and Income Inequality in Poverty Reduction: A Sustainable Development Approach for Africa?	1	Scopus Link
Revisiting the Nexus of FDI-Led Growth Hypothesis and Economic Development in Rwanda: a Johansen-ARDL Approach to Cointegration	1	Scopus Link
VIX or Investors Scare?	1	Scopus Link
High-Income Countries and the Feldstein-Horioka Puzzle: Econometric Evidence from Dynamic Common-Correlated Effects Model	0	Scopus Link
The Relationship of Classroom Behavior and Income Inequality to Literacy in Early Childhood	0	Scopus Link
The Association between Suicidal Behavior Severity, Perceived Gender Equality, and Childhood Traumas among Depressive Adolescent Girls: Differences between the Regions of Turkey	0	Scopus Link
The Effect of EPU, Trade Policy, and Financial Regulation on CO2 Emissions in the United States: Evidence from Wavelet Coherence and Frequency Domain Causality Techniques	0	Scopus Link

2. IGU Student Profiles

2.1 Student Profile Based on Gender

When the number of students studying at IGU is analyzed, it is seen that there is no significant difference between male and female students and they are numerically close to each other. Therefore, these rates are evidence that there is no gender-based discrimination at IGU. Figure 1 shows the number of students based on gender.

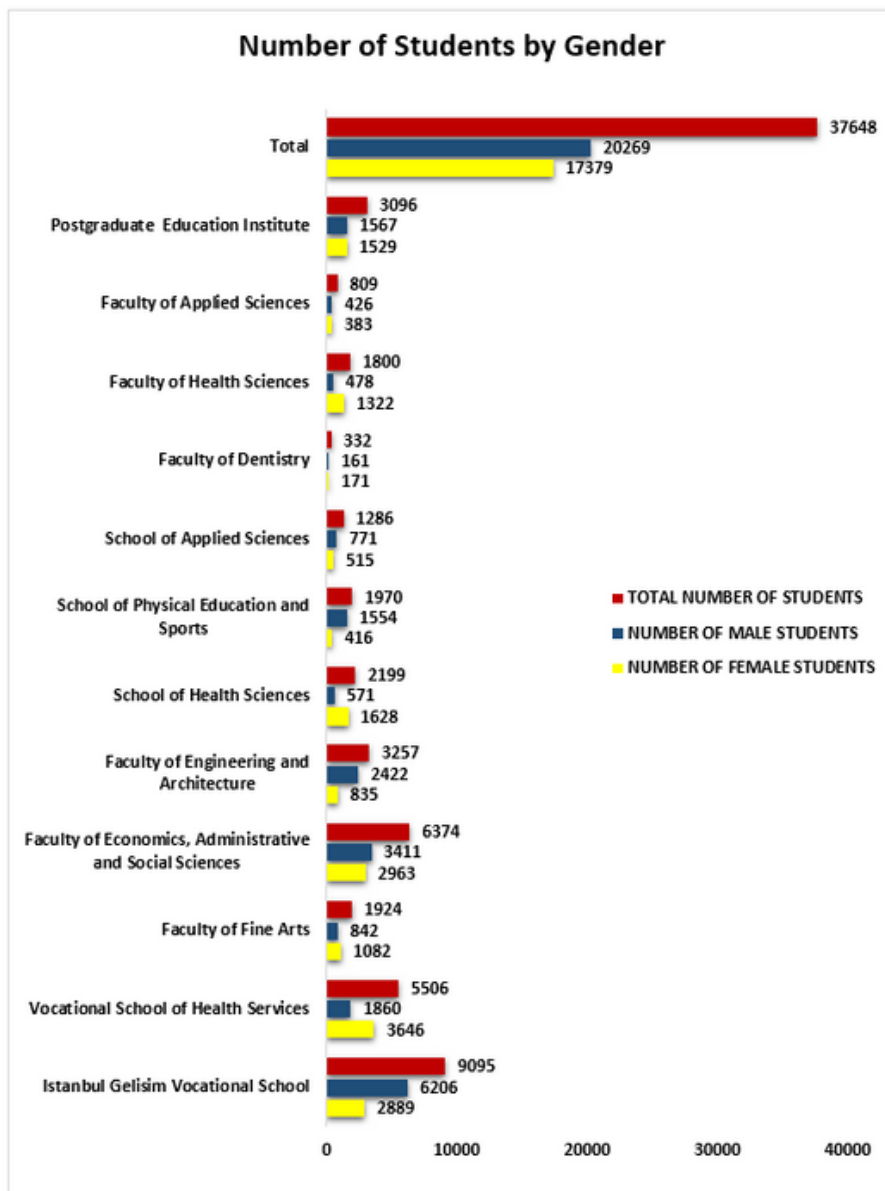


Figure 1. Number of Students by Gender



IGU continues its education and training life without discriminatory policies towards gender, arguing that all genders should equally benefit from fundamental rights such as the right to education. When the students graduating in 2022 are analyzed on the basis of gender, it is seen that the number of female students is higher. Figure 2 shows the students graduating in 2022, categorized by gender.

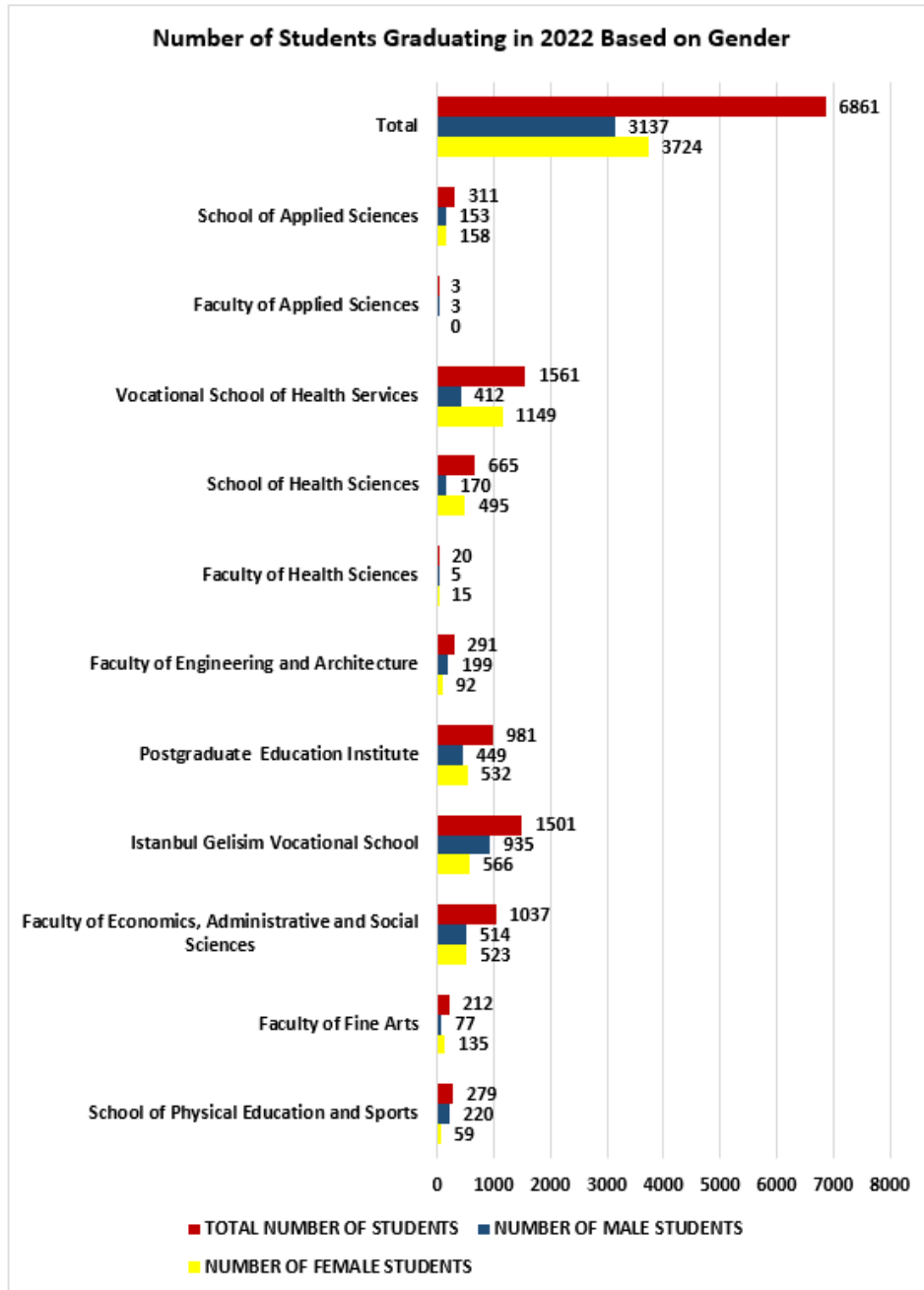


Figure 2. Number of Graduate Students Based on Gender



2.2. Profile of First Generation Students Starting their Undergraduate Degree

The graph below shows the first generation of students starting their bachelor's degree in 2022, organized by faculties.

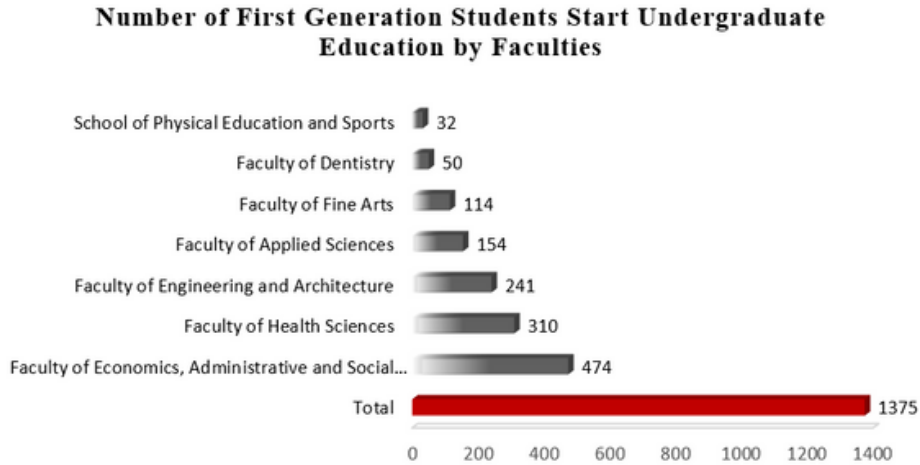


Figure 3. Number of First Generation Students by Faculties

When the number of first generation students is analyzed, it is observed that there is an increase compared to 2021. The difference between 2021 and 2022 total number of first generation students is presented in Figure 4 below.

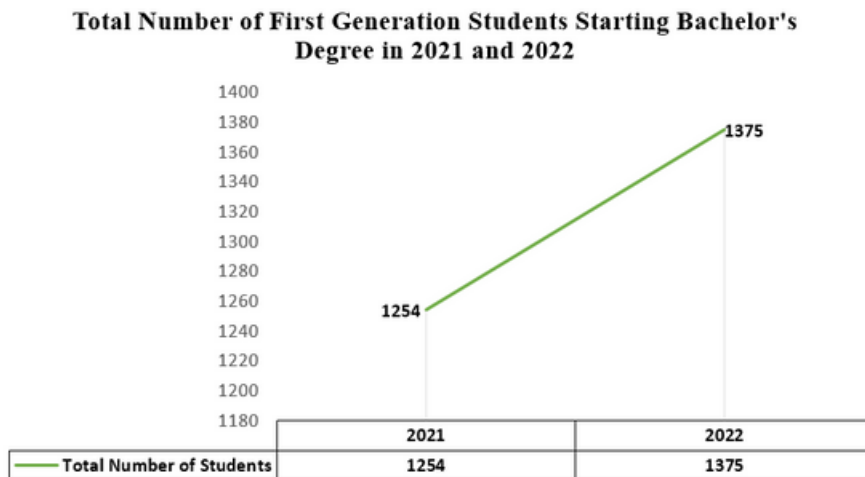


Figure 4. Comparison of 2021 and 2022 First Generation Students Starting Undergraduate Degrees



2.3. Foreign Student Profile

The number of foreign students studying at IGU is as shown in Figure 5 below

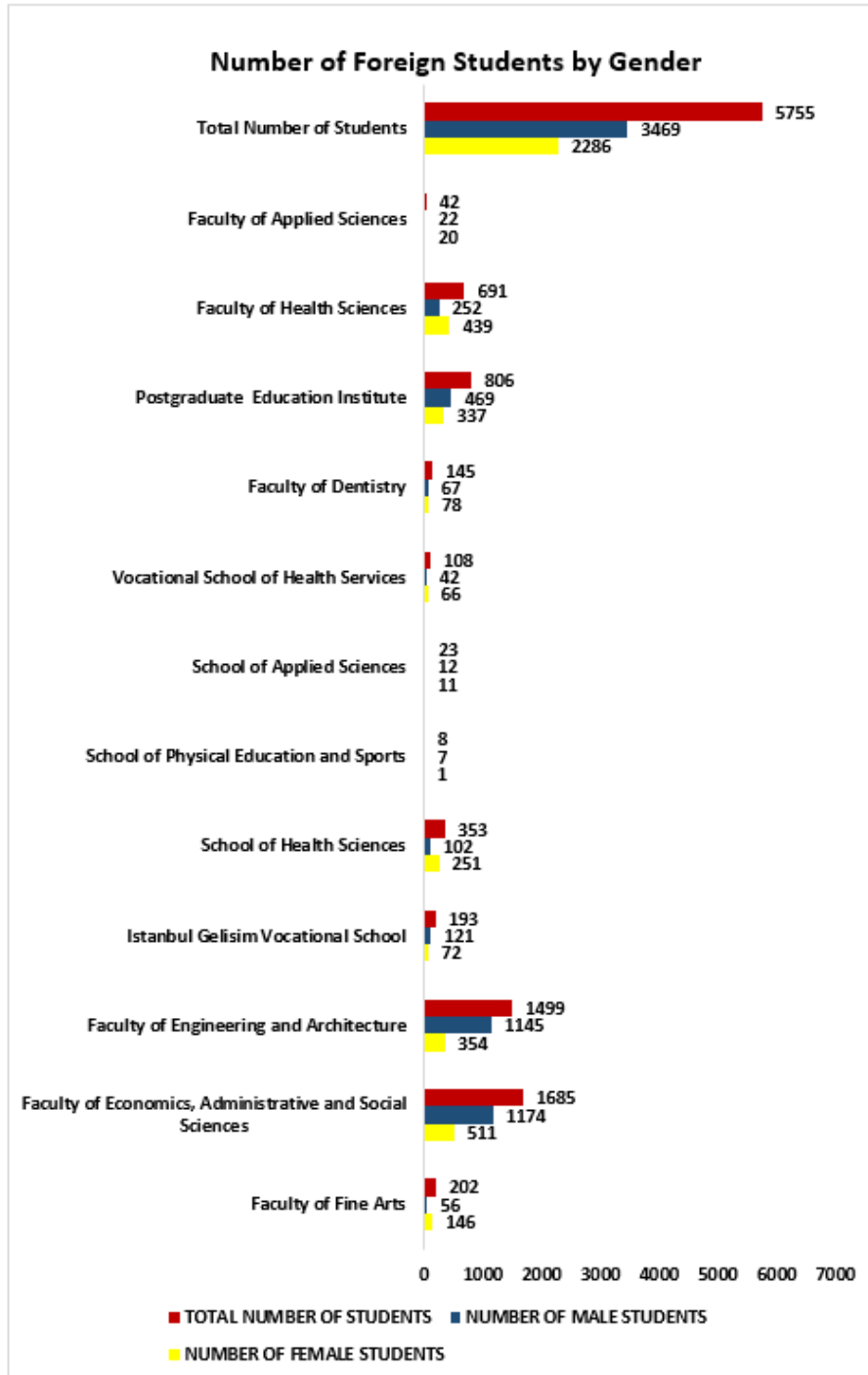


Figure 5. Number of Foreign Students by Gender



2.4. Profile of Students from Developing Countries

The total number of students coming from low and low-middle income countries to study is 3322. They are listed below, classified by country.

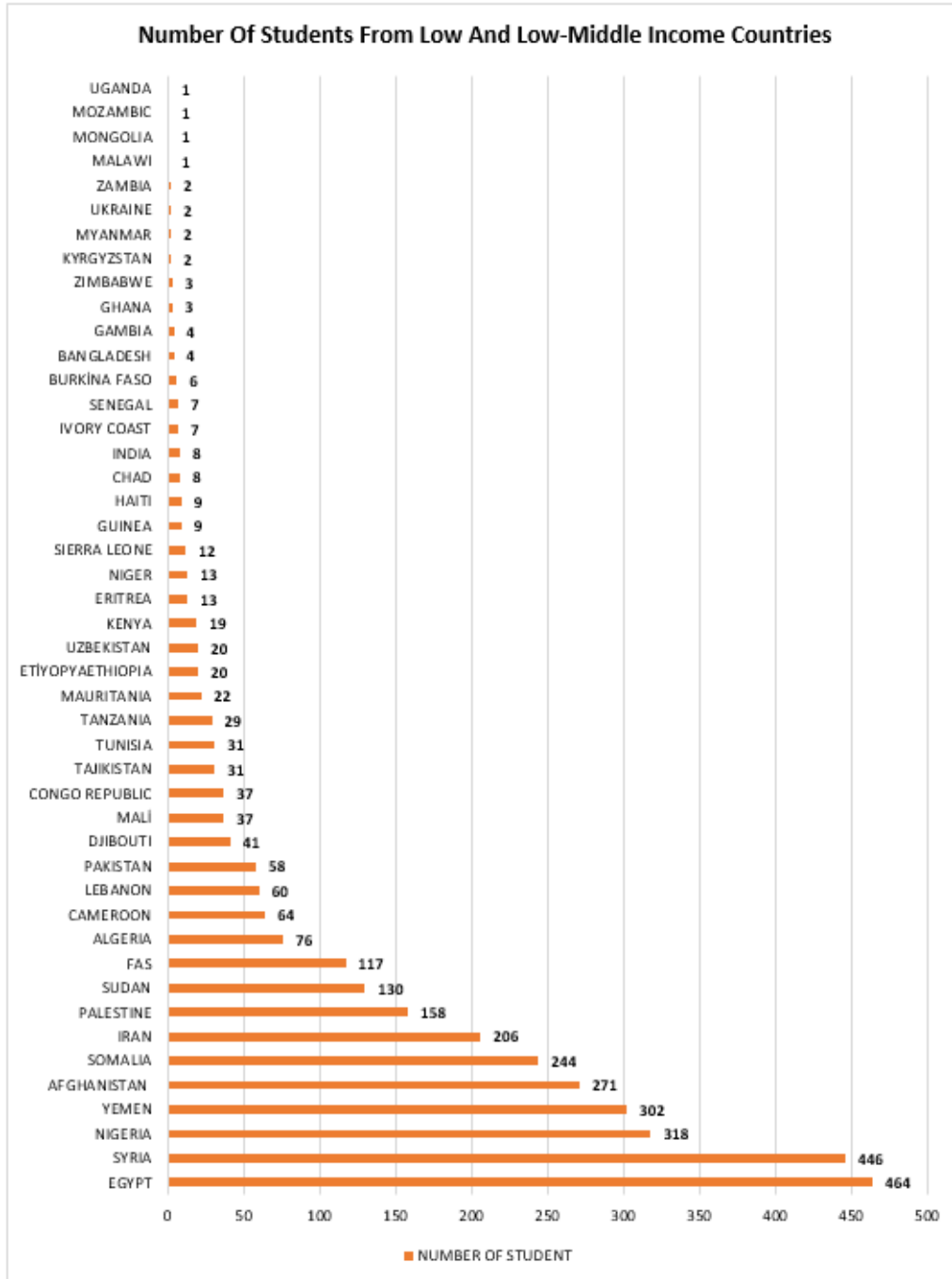


Figure 6. Number of Students from Low and Low-Middle Income Countries



2.3. Profile of Students with Disabilities

The number of students with disabilities studying at IGU is 149. The number of students with disabilities classified according to faculties is given in the figure below.

- The total number of students studying at IGU is 37,648.
- The number of students with disabilities studying at IGU is 149.
- The rate of students with disabilities at IGU is 0.39 %.

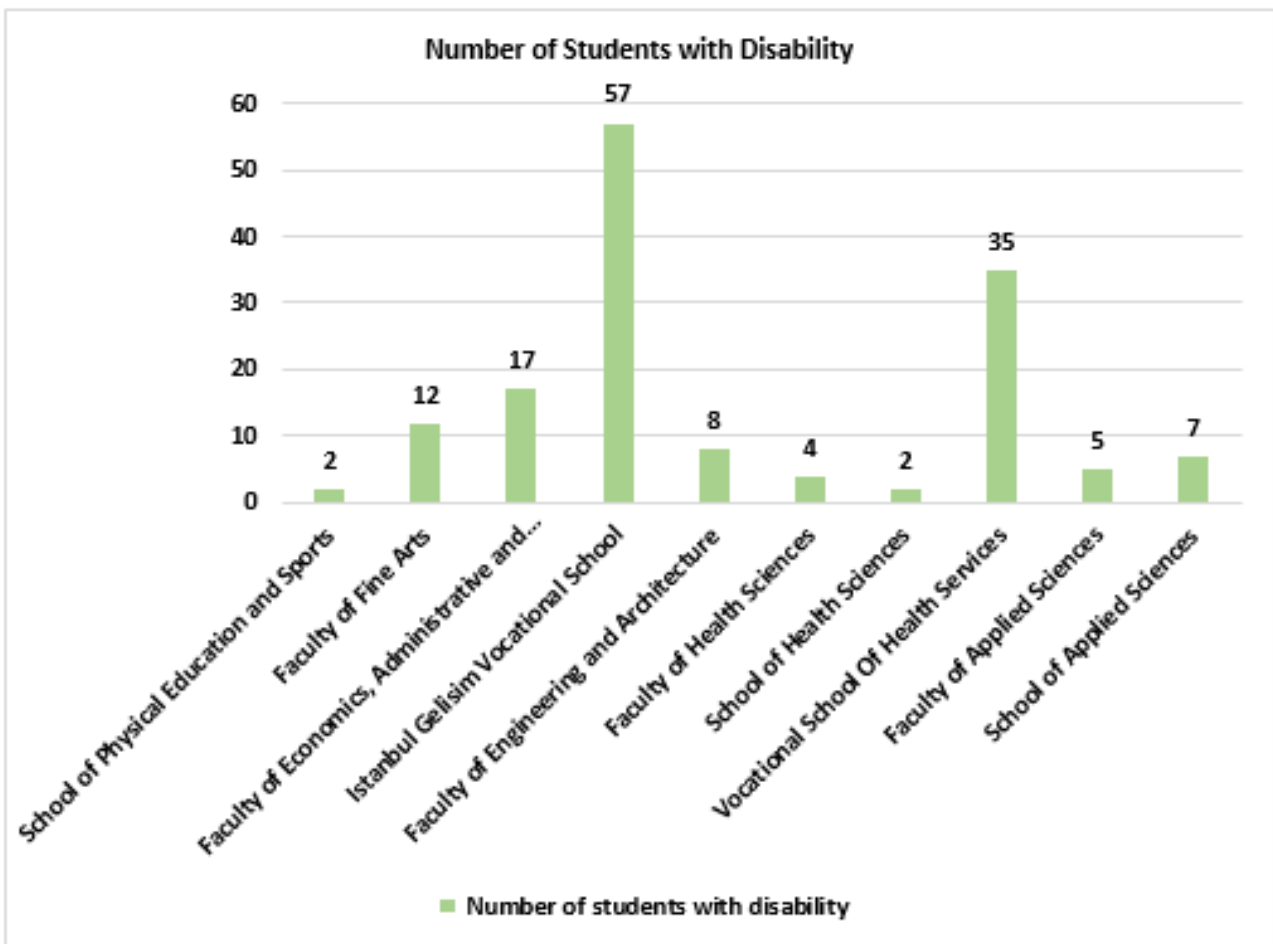


Figure 7. Number of Students by Faculties



3. IGU Employee Profile

IGU has demonstrated that it has an egalitarian attitude between genders with the gender ratios of its employees across the university. The figure below shows the employees working at IGU in 2022, categorized by gender.

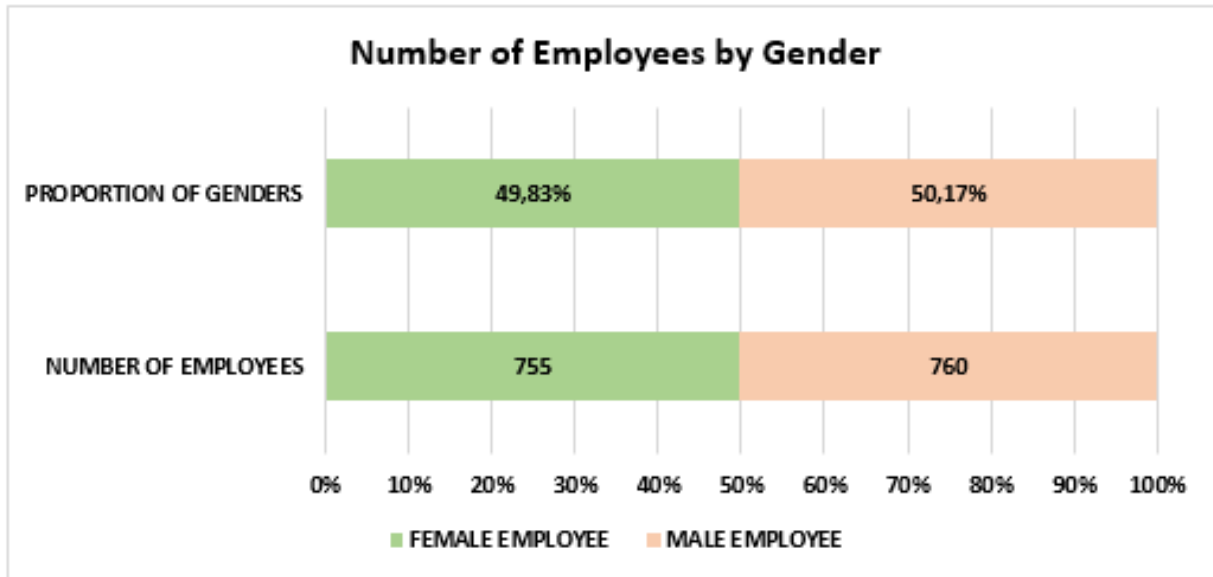


Figure 8. Number of Employees by Gender

The number of employees working at IGU in 2022 is categorized in Table 2 below.

Table 2. Categorised Number of Employees

NUMBER OF EMPLOYEES					
	Blue-Collar Employee	White-Collar Employee	White-Collar Academic	Academic	Total
NUMBER OF EMPLOYEES	87	311	91	1026	1515
RATIO	5,74%	20,52%	6%	67,74%	100%



The table below shows the working years of the employees in IGU according to the period until 2022.

Table 3. Number of Employees According to Working Periods

NUMBER OF EMPLOYEES ACCORDING TO WORKING TIME		
	LESS THAN 1 YEAR	MORE THAN 1 YEAR
NUMBER OF EMPLOYEES	484	1031
RATIO	31,95%	68,05%

Rates of occupational accidents and occupational diseases among IGU employees are given below.

Table 4. Number of Employees by Age

NUMBER OF EMPLOYEES ACCORDING TO AGE		
YAŞ	FEMALE	MALE
>30	212	200
30-50	430	428
50<	113	132
TOPLAM	755	760

Rates of occupational accidents and occupational diseases among IGU employees are given below.

Table 5. Work Accidents and Occupational Disease

WORK ACCIDENT AND OCCUPATIONAL DISEASE RATES			
	TOTAL EMPLOYEE	WORK ACCIDENT	OCCUPATIONAL DISEASE
NUMBERS	1.515	13	0
RATIO		0,85%	0,00%

IGU has expressed the egalitarian attitude it has adopted throughout the university with its staff working in managerial positions. The figure below shows the number and ratios of employees in managerial positions at IGU's categorized according to their gender.

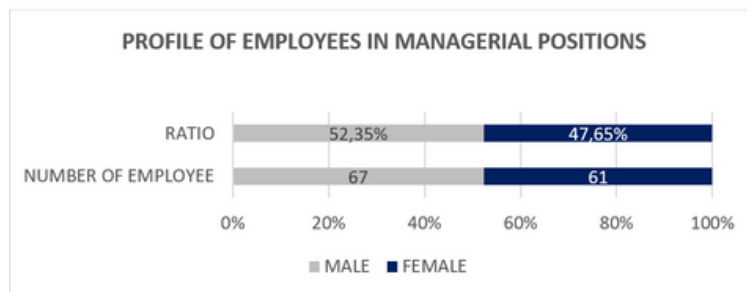


Figure 8. Profile of Employees in Managerial Positions





IGU has tried to minimize disadvantages by including disabled employees in its staff and has made assignments in accordance with their disability groups. Within this scope, there are 4 disabled employees.

4. IGU Policies to Reduce Inequalities

MATERNITY POLICY

İstanbul Gelişim University is committed to supporting best practice on motherhood, recognizing the value of achieving a gender diverse workforce, retaining, developing and promoting female talent. The purpose of the Maternity Policy is to offer employees the opportunity to integrate their career development with their family responsibilities. This policy sets out the maternity provisions to which workers are entitled before and after the birth of their children. The Maternity Policy has fundamental values such as pregnancy notification and legal rights, prenatal follow-up, maternity leave, working time, compassionate leave, continuity of service and annual leave. Providing career opportunities integrated with the social responsibilities of its employees is among the objectives of the policy.

- [Maternity Policy](#)

FLEXIBLE WORKING POLICY

İstanbul Gelişim University (IGU) applies flexible working methods for special positions for the needs of the institution in terms of both academic and administrative staff. IGU has adopted flexible working models such as part-time working, remote working and compensation in case of overtime. Policy; It has core values such as contributing to employment in remote areas, independence from time and place, and increasing productivity. It is among the objectives of the policy to provide options for current situations that will ensure personnel continuity in order to strengthen institutional memory and create corporate culture.

- [Flexible Working Policy](#)

POLICY AGAINST SEXUAL HARASSMENT AND MOBBING

Istanbul Gelişim University undertakes that it will take all necessary measures and precautions for students, academic and administrative employees, all persons and business employees to work in a peaceful environment. The University is highly sensitive to sexual harassment and mobbing. In addition to carrying out preventive work against sexual harassment and mobbing, it also organizes events to raise awareness. In case of an incident related to sexual harassment or mobbing, procedural, psychological and legal support is provided to the victims. If the support in question is not within the university's resources, it is directed to appropriate resources. While making relevant referrals or carrying out administrative and legal processes, taken care to ensure the confidentiality of the identities of the victims and the persons complained about. One of the aims of the policy, which has core values such as human rights, continuous creation, confidentiality principle, encouraging and supporting disclosure, is to create a peaceful and safe education and working environment in connection with human rights.

- [Policy Against Sexual Harassment and Mobbing](#)





ETHICAL EMPLOYMENT POLICY

Known as professional, fair, honest and reputable by its employees, business partners and stakeholders, Istanbul Gelisim University carefully protects this reputation. The benefits of all stakeholders are taken into consideration within the scope of the works carried out and the decisions taken depending on these works. At the same time, decisions are made based on ethical values with an awareness of social responsibility. It adopts honesty, fair behavior, confidentiality, respect for individuals and solidarity as its core values. It has goals such as ensuring fair distribution of workload, supporting the principle of equal work and equal pay, introducing fair and reliable practices for all stakeholders, and highlighting humane criteria for the development of social rights.

- [Ethical Employment Policy](#)

RESPECT FOR DIVERSITY POLICY

Istanbul Gelisim University; It is an organization that accepts differences as wealth, respects and encourages them, manages them, and accordingly develops diversity as a positive force in university life, adopting and implementing inclusive policies and strategies. The University explicitly addresses the social, ethical and religious dimensions of the questions it faces in education, research and service. The University recognizes and supports the freedom of individuals within the University to express their ideas and opinions within legal and ethical boundaries, adhering to their cultural traditions, respecting the rights of others without fear of discrimination, harassment or bullying. Valuing the diversity of the University community and appreciating the importance of intercultural knowledge are among the core values of the policy. One of its important goals is to facilitate the contribution and successful participation of students and staff with various backgrounds in various educational activities and events within the university.

- [Respect for Diversity Policy](#)

POLICY OF EQUAL OPPORTUNITY

Istanbul Gelisim University is an organization that aims to teach all its students to follow the intellectuality, scientific knowledge, aesthetic understanding and professional practices produced on a world scale, to transfer their knowledge and to learn. The core values of the Equal Opportunity Policy are freedom, equality, safety, effectiveness, efficiency, participation, universality, gender inclusiveness, human-centeredness, relevance, race/gender/language/opinion/status and body-based equal opportunities, supportive infrastructure, provision of professional support and accountability. Eliminate physical, psychological and sociological barriers and providing a free, equal and safe environment are the main objectives of the policy.

- [Policy of Equal Opportunity](#)

HUMAN RIGHTS, RULE OF LAW AND JUSTICE POLICY

At Istanbul Gelisim University, education is provided in accordance with all national and international legal regulations regarding human rights and a suitable working environment is created. All administrative and academic work and transactions are carried out within the framework of the relevant legal regulations, especially the constitution. Other values of the policy, which places human rights at the center of its core values, include education and management in accordance with the legislation, a fair working environment and a fair education environment.





The objectives of the Human Rights, Rule of Law and Justice Policy are in line with these fundamental values it has adopted. In this context, IGU provides an equal and fair education and working environment for its students and employees by respecting differences in religion, language, race, sect, ethnicity, ethnic origin, political thought and similar differences.

- [Human Rights, Rule of Law and Justice Policy](#)

DECENT WORK AND FAIR WAGE POLICY

Istanbul Gelisim University aims to provide job opportunities where everyone is productive, receives fair wages, workplace safety is ensured, social protection opportunities are available for employees, and people expect more personal development and social cohesion. In the management of wages and benefits; fair, objective, high performance appreciating, competitive, rewarding and motivating criteria are taken into consideration. In charging language, race, color, gender, political thought, belief, religion, sect, age, physical disability and similar characteristics are not accepted as criteria and no discrimination is made. Being measurable and balanced, transparent, sustainable and fair are among the fundamental values of the policy. The main objectives of the wage policy are; Remuneration is made by highlighting the concepts of job size, performance, contribution to the job, knowledge/skills and competencies, motivating employees and increasing their commitment, and providing the university with a workforce with appropriate competencies that will enable the university's goals to be achieved.

- [Decent Work and Fair Wage Policy](#)

POLICY OF SUPPORT TO WOMEN AND LEARNERS WITH DISADVANTAGES

The university, which is a place where universal knowledge is produced and disseminated, can survive to the extent that it benefits or reaches every member of society. As long as the university does not separate the society that created it, it can be a place where education and training are truly implemented. It is among the basic policies of Istanbul Gelisim University to establish and carry out an education system at the university that takes steps towards the needs of disadvantaged individuals and acts with an equal and unifying understanding between races, languages, colors, religions, sects and genders. Education, quality, equal opportunity, needs analysis, gender inclusion, continuity, social responsibility awareness and professional support are among the basic values adopted by this policy. In line with the goals of the Women and Disadvantaged Student Support Policy, the university aims to make the university a place where every member of society can receive education and to be an educational institution where everyone can express themselves freely with their differences.

- [Policy of Support to Women and Learners with Disadvantages](#)

GENDER EQUALITY POLICY

Istanbul Gelisim University is an institution where an internalized culture of quality and tolerance is dominant by adding value to the society and humanity in which it exists. With its mission of education, research and advocacy in the field of gender equality, it aims to ensure gender equality between women and men and to develop remedial policies to remove obstacles to women's career development due to prejudices created by established social roles. In line with these objectives, creating positive effects that will affect the society in general and carrying out activities aimed at raising awareness and implementation in mutual cooperation with both the management structure and the members of the education-training structure constitute the essence of the gender equality policy.



Positive discrimination and gender equality are among its core values. Establishing information and data networks on gender equality and removing obstacles to the advancement of female employees are among the goals it considers valuable.

- [Gender Equality Policy](#)

COMMUNITY SERVICE POLICY

Working for a fair, good and sustainable world is the moral and scientific obligation of Istanbul Gelişim University. Istanbul Gelişim University aims to contribute to the formation of a livable society at the global level; to contribute to the solution of the human, social, economic and ecological problems of the region where it is located at the local level, and to the well-being of the society and the region through studies that can be carried out within the framework of social responsibility. While conducting education, research, social, cultural, artistic and sports activities, it adopts "serving the society" as a primary duty and field of activity in order to ensure that what is produced on campus reaches the society, spreads and serves humanity in this way. In this regard, it develops and implements measures and incentives. Being aware that serving the society is a social and intellectual responsibility, Istanbul Gelişim University has adopted this as one of the core values of its policy. One of its main goals is to increase the budget for community service activities and the revenues generated from these activities.

- [Community Service Policy](#)

5. IGU Activities to Reduce Inequalities

Activities organised by student clubs, faculties or administrative units at IGU on the topic of Reducing Inequalities are shown in Table 6.

Table 6. Activities to Reduce Inequalities

<p>1-</p>		<p>“Art Therapy with Special Needs Children” Information was shared about the applications of art therapy with special children at IGU, which adopts to be a barrier-free and egalitarian university.</p> <p>Activity Link</p>	
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2-		<p>“Sociological, Psychological and Legal Perspectives on Violence against Women and Femicide”</p> <p>It was organized to raise awareness about violence against women at IGU, which has always supported the establishment of gender equality as a corporate culture. Information on preventive intervention activities was provided.</p> <p>Activity Link</p>	
3-		<p>“ Women are Strong with Sports”</p> <p>A sports event was organized on March 8, International Women's Day to ensure that all women have equal access to sports and healthy bodies.</p> <p>Activity Link</p>	
4-		<p>“ I Am Aware, I Become Conscious, I Prevent Emotional Violence”</p> <p>It is aimed to raise awareness about emotional violence.</p> <p>Activity Link</p>	





5-		<p>“ Box of Happiness ”</p> <p>For the benefit of children with leucemia, food aid was collected according to the list of needs determined for the month of Ramadan for three days and delivered to children with leucemia.</p> <p>Activity Link</p>	
6-		<p>“ Gender and Media Workshop ”</p> <p>Awareness-raising activities on gender equality were carried out by explaining media representations on gender and appropriate media content.</p> <p>Activity Link</p>	
7-		<p>“Syntactic Processing Skills in Children with Specific Language Disorders ”</p> <p>Information was given about the language structures and cognitive skills of individuals with language speech disorders.</p> <p>Activity Link</p>	
8-		<p>“ Our Women Painters-1 ”</p> <p>An exhibition of paintings made by women painters was organized.</p> <p>Activity Link</p>	





9-		<p>“Collection of Toys, Stationery, etc. to send to Child Protection Institution”</p> <p>Books, stationery and toys brought by students and employees of the university were delivered to children in child protection institutions to ensure equal opportunities.</p> <p>Activity Link</p>	
10-		<p>“From One Child to a Thousand Futures”</p> <p>An awareness seminar on gender equality was held, stating that gender equality should be achieved at a young age.</p> <p>Activity Link</p>	
11-		<p>“Strong Woman Bright Future”</p> <p>A conversation was held about the gender inequalities that women face.</p> <p>Activity Link</p>	
12-		<p>“Refugee Law and Migration Studies”</p> <p>In order for the projects carried out with critical refugee groups within the Kızılay to become widespread in the field, it is aimed to provide social work students with a legal basis in the relevant field and to share information about the institution's work.</p> <p>Activity Link</p>	





13-		<p>“Theory and Models in Ergotherapy/ Case Analysis”</p> <p>A seminar on theories in ergotherapy and elaboration on specific case studies was held in the presence of invited guests.</p> <p>Activity Link</p>	
14-		<p>“Substance Abuse”</p> <p>The first of the information series aimed at combating addictions and raising awareness has been completed.</p> <p>Activity Link</p>	
15-		<p>“Recognizing and Managing Substance Abuse”</p> <p>By defining substance addiction in detail, information on prevention activities was provided.</p> <p>Activity Link</p>	



6. IGU Projects to Reduce Inequalities

The table below shows the in-house projects on Reducing Inequalities.

Table 7. Internal Projects for Reducing Inequalities

Project Name	Total Number of Academic Staff	Project Budget
1- Places Become Colorful with Children	13	1000 TL
2- The Projection of Fear on the City: The Perception of City and Fear of Syrian Migrants in Sultangazi District	4	24000 TL
3- We Make Children's Creams Come True with Make-a-wish	6	1000 TL
4- A Case Study on Determining Clothing Problems and Clothing Preferences of Children with Down Syndrome and Producing Functional Design Clothing for Children with Down Syndrome	3	14330 TL
5- Special Education Cinema Days Social Responsibility Project	4	3250 TL
6- Perceptions and Awareness of Law Enforcement Personnel on Gender Equality and Violence against Women	1	10000 TL

The projects described in detail on the following pages are Social Responsibility Projects carried out at IGU.





Name of the Project: Special Education Cinema Days Project

Social Responsibility Project Summary: Under the leadership of Istanbul Gelisim University Faculty of Fine Arts Radio, Television and Cinema department and in cooperation with Samyeli Private Educational Institutions, cinema days were organized for special education students who could not find the opportunity to watch movies in movie theaters or enter social environments due to their special circumstances.

Date, Time and Location Information for the First Stage of the Project: Cinema Day was held with the Down Syndrome Special Education Group at IGU FFA Pocket Cinema on July 26, 2022.

Date, Time and Location Information for the Second Stage of the Project: A Special Cinema Day for 0-6 Age Group Special Education Students was held at IGU FFA Pocket Cinema on September 29, 2022.

Date, Time and Location Information for the Third Stage of the Project: A Special Cinema Day for the Learning Disability Special Education Group was held at IGU FFA Pocket Cinema on October 5, 2022.

Links to the Project:

- [Link 1](#) [Link 2](#) [Link 3](#)

Images of the Project:



Image 1. Image of the project



Image 2. Image 2 of the project



Image 3. Poster 1 of the project



Image 4. Poster 2 of the project



Image 5. Image 3 of the project





Name of the Project: Sustainability Themed Color and Painting Event with Kindergarten Students

Social Responsibility Project Summary: The "Sustainability-themed Coloring and Painting Activity Project with Preschool Students" is a social responsibility project aimed at strengthening the visual perception and contributing to the development of critical thinking skills of children aged 5-6 who attend the Special Seyrantepe Masal Ağacı Preschool, while also raising awareness about the concept of sustainability.

Date, Time and Location Information for the First Stage of the Project: On September 20, 2022, a day of education and coloring activities was conducted with children in the 5-6 age group at the preschool. After getting to know the children, a presentation was given on the concept of "sustainability." Sustainable materials used indoors were also exemplified to illustrate the concept. Following this, a brief training session on coloring/painting/shading was provided, and sample pictures were shown.

Date, Time and Location Information for the Second Stage of the Project: On October 5, 2022, a coloring activity day was held at the Special Seyrantepe Masal Ağacı Preschool.

Date, Time and Location Information for the Third Stage of the Project: On November 23, 2022, an exhibition was opened at the Istanbul Gelisim University Gelisim Art Gallery, featuring the children's artworks and activity photographs.

Links to the project:

- [Link 1](#)
- [Link 2](#)
- [Link 3](#)

Images of the Project:



Image 6. Image 1 of the project



Image 7. Image 2 of the project





Name of the Project: Effective Communication Education Project

Social Responsibility Project Summary: The Effective Communication Training project is a social responsibility project aimed at contributing to the development of Sabancı Olgunlaşma Institute students' skills throughout their lifelong learning journey.

Date, Time and Location Information for the First Stage of the Project: On September 27, 2022, "Interpersonal Communication Training" was conducted at Sabancı Olgunlaşma Institute.

Date, Time and Location Information for the Second Stage of the Project: On October 25, 2022, "Feedback Training" was provided at Sabancı Olgunlaşma Institute.

Date, Time and Location Information for the Third Stage of the Project: On November 29, 2022, "Persuasion and Body Language Training" took place at Sabancı Olgunlaşma Institute.

Links to the Project:

- [Link 1](#)
- [Link 2](#)
- [Link 3](#)

Images of the Project:



Image 8. Image 1 of the project



Image 9. Image 2 of the project





Name of the Project: We Make Children's Dreams Come True with the Make a Wish Association

Social Responsibility Project Summary: The "Make a Wish with Conversation, Marathon, and Workshop Activity Project" is a social responsibility project that, in collaboration with the Make-A-Wish Foundation Turkey, aims to raise awareness about life-threatening illnesses in children. It begins with a conversation to introduce the organization and its work, followed by participation in the Istanbul Marathon to create awareness. Finally, a workshop is organized where volunteer students design e-cards to help children realize their dreams.

Date, Time and Location Information for the First Stage of the Project: On October 10, 2022, a conversation with Make-A-Wish Foundation took place at the IGU Tower Mehmet Akif Ersoy Conference Hall.

Date, Time and Location Information for the Second Stage of the Project: On November 6, 2022, a team of 20 students participated in the Istanbul Marathon.

Date, Time and Location Information for the Third Stage of the Project: From December 3 to December 11, 2022, participants consisting of volunteer students attended an e-card design workshop at the IGU Faculty of Fine Arts PC Lab.

Links to the Project:

- [Link 1](#)
- [Link 2](#)
- [Link 3](#)

Images of the Project:



Image 10. Image 1 of the project



Image 11. Image 2 of the project





Name of the Project: Kitchen Transformation and Development Minimal Kitchen Trainings

Social Responsibility Project Summary: The "Kitchen Transformation and Development Minimal Kitchen Trainings" project is a social responsibility initiative that aims to introduce children aged 7-12 living in foster homes to the field of gastronomy and involve them in the production process. The project not only imparts the value of production to children but also raises their awareness of topics such as zero waste and recycling.

Date, Time and Location Information for the First Stage of the Project: On October 1, 2022, on Saturday at 11:00, the first session of minimal kitchen workshops was held. Participants engaged in production using natural products and the coloring method. Throughout the process, guidance and theoretical information related to the theme were provided by research assistants and volunteer students from the Gastronomy and Culinary Arts Department. After production, a tasting session was conducted.

Date, Time and Location Information for the Second Stage of the Project: On October 22, 2022, on Saturday at 11:00, the second session of minimal kitchen workshops took place. The theme of this session was "Zero Waste Kitchen." Participants were informed about how variety in production can be achieved using a single material without generating waste, and they carried out production accordingly. After production, a tasting session was held.

Date, Time and Location Information for the Third Stage of the Project: On November 12, 2022, on Saturday at 11:00, the third session of minimal kitchen workshops occurred. The theme of this session was "Alternative Product Usage." Participants were informed about how alternative productions can be achieved using the available products, and they carried out production accordingly. After production, a tasting session was conducted.

Date, Time and Location Information for the Fourth Stage of the Project: On December 3, 2022, on Saturday at 12:00, a graduation session was held to conclude the kitchen workshops. During the previous three sessions, participants watched footage captured and edited into a video by research assistants and volunteer students from the Radio, Television, and Cinema department. Following this, a screening of films/short films/animations in line with the theme was presented. At the end of the session, certificates were awarded to the participants.

Links to the Project:

- [Link 1](#) [Link 2](#) [Link 3](#) [Link 4](#)

Images of the Project:



Image 12. Image 1 of the project



Image 13. Image 2 of the project



Image 14. Image 3 of the project





Name of the Project: There is Development in Nature Project

Social Responsibility Project Summary: The "There is Development in Nature" Social Responsibility Project is an initiative that aims to enhance environmental sustainability and environmental awareness among university students through various talks and guided tours.

Date, Time and Location Information for the First Stage of the Project: "Environmental Sustainability and Environmental Awareness" Themed Talk: On October 19, 2022, Wednesday, from 14:00 to 16:00, a talk titled "Environmental Sustainability and Environmental Awareness" was organized to raise awareness about environmental sustainability and environmental consciousness. Songül Çağışlar, the Avcılar District Responsible for TEMA Foundation, participated in this event, which was held at the IGU Tower Mehmet Akif Ersoy Conference Hall. Students from the Faculty of Fine Arts participated in the event.

Date, Time and Location Information for the Second Stage of the Project: Guided Botanical Garden Tour-I: On November 2, 2022, Wednesday, at 9:30, a guided botanical garden tour with the participation of 15 students took place at Nezahat Gökyiğit Botanical Garden (NGBB).

Date, Time and Location Information for the Third Stage of the Project: Guided Botanical Garden Tour-II: On November 9, 2022, Wednesday, at 9:30, another guided botanical garden tour with the participation of 15 students was held at Nezahat Gökyiğit Botanical Garden (NGBB).

Date, Time and Location Information for the Fourth Stage of the Project: Photo Exhibition: An exhibition of photographs was opened at the IGU Gelisim Art Gallery from December 12 to December 23, 2022.

Links to the Project:

- [Link 1](#) [Link 2](#) [Link 3](#)

Images of the Project:



Image 15. Image 1 of the project



Image 16. Image 2 of the project



Image 17. Image 3 of the project





The projects listed on the following pages describe the details of externally funded projects covering the Reducing Inequalities objective.

Project Name: Exchanging good practices for the PProfessional integration of adults with Chronic Kidney Disease (ProCKD)

Project Budget: 76.115,00 EUR

IGU's Share: 12.060,00 EUR

Project Objective: The project aims to reduce inequalities due to disadvantage by focusing on how actively employed kidney patients (whose characteristics require dialysis) can continue their work after starting dialysis, how they can be encouraged to continue their education and training, and how unemployed patients can be helped to find meaningful employment. Understanding the factors that influence employability can help patients to have more fulfilling professional lives. For this, it aimed to exchange good practice between partner countries.

Project Coordinator: [Federación Nacional de Asociaciones ALCER Madrid, Spain](#)

Project Partners:

- Istanbul Gelisim University, Turkey
- Stichting Dutch Foundation Innovation Welfare 2 Work, the Netherlands
- Greek Carers Network EPIONI, Greece
- Saronic Nephrologil Center Ltd, Greece
- Universidad Autonoma De Madrid, Spain

Related Links:

- <https://prockd.eu/>
- <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES01-KA204-082015>
- <https://prockd.eu>
- <https://prockd.eu/layouts/>





Project Name: My Business Partner

Project Budget: 26.658,29 EUR

IGU's Share: 26.658,29 EUR

Project Objective: My Business Partner Project, which is funded by the European Union and implemented by the International Center for Migration Policy Development (ICMPD) within the scope of the ENHANCER Project coordinated by the General Directorate of Development Agencies of the Ministry of Industry and Technology, aims to socially and economically integrate Syrians under temporary protection (SuTP) through various training and workshop activities.

Project Coordinator: [Istanbul Gelisim University](#), Turkey

Project Partners:

- [Refugees Association](#), Turkey

Related Links:

- <https://mybusinesspartner.org/tr/idari-anasayfa>
- <https://gelisim.edu.tr/tr/gelisim-haber-uluslararası-goc-politikası-gelistirme-merkezinden-iguye-basari-sertifikasi>





Proje Name: Rural independent life: “From institutionalization to comprehensive support for an independent life of people with disabilities in rural areas” training program for professionals

Project Budget: 372.147,00 EUR

IGU’s Share: 31.462,00 EUR

Project Objective: To ensure social inclusion for people with disabilities living in rural areas and reduce their disadvantage by promoting independent living for them . The project is developing a digital training platform for adult education professionals working with people with disabilities (social workers, adult educators, professionals working in municipal services). This means that professionals are expected to promote the personal assistant app that supports independent living of people with disabilities and its innovative role and mentor people with disabilities.

Project Coordinator: [Federacion Provincial De Asociaciones De Personas Con Discapacidad Fisica Y Organica De Sevilla](#), Spain

Project Partners:

- Istanbul Gelisim University, Turkey
- Ozara Storitveno in Invalidsko Podjetje Doo, Slovenia
- Fondazione Istituto dei Sordi di Torino ONLUS, Italy
- European Society for Quality and Safety in Family Practice (EQuiP), Denmark
- Federacion Coordinadora de Personas con Discapacidad física y/u orgánica de Bizkaia Spain País Vasco, Spain
- Federación de Asociaciones de atención a personas con discapacidad física yorgánica de la Comunidad de, Spain

Related Links:

- <https://www.ruralinlife.eu/>
- <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES01-KA204-082423>
- <https://www.ruralinlife.eu/tr/anasayfa/>
- <https://www.ruralinlife.eu/partners/>
- <https://prockd.eu/>





Project Name: Social Entrepreneurship Skills to Young CARE givers of people with chronic illness (Sesycare)

Project Budget: 53.135,00 EUR

IGU's Share: 9.830,00 EUR

Project Objective: The project targets young caregivers who are informal family members, young professionals working as caregivers and entrepreneurs. It aims to provide learning opportunities for the identified target group to develop their social entrepreneurship skills. Young caregivers are recognized as a group at risk of social exclusion; career and educational opportunities are often limited by the roles they play in the family. This requires professional support from multiple sources. The project aims to exchange good practices between partner countries.

Project Coordinator: [Greek Carers Network EPIONI Athens](#), Greece

Project Partners:

- Istanbul Gelisim University, Turkey
- Consorzio Cooperative Sociali SGS Servizi Globali Sociosanitari, Italy
- Stichting Dutch Foundation of Innovation Welfare 2 Work, Holland
- Anemos Ananeosis Koinoniki Synetairistiki Epicheirisi Syllogikis Kai Koinonikis Ofeleias, Greece

Related Links:

- <https://sesycare.eu/>
- <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-2-EL02-KA205-006146>
- <https://sesycare.eu/?lang=en>
- <https://sesycare.eu/partners/?lang=en>





Project Name: Network for social inclusion of people with disabilities in The EU rural areas through mentoring and leadership training program (EU- RUDISNET)

Project Budget: 356.700,00 EUR

IGU's Share: 41.752,00 EUR

Project Objective: To create a professional network for the social inclusion of people with disabilities living in rural areas of the European Union and to design a digital training programme to develop their mentoring and leadership skills. Through the training program to be developed, it is aimed to improve cooperation and encourage the formation of civil partnerships in rural areas and to minimise inequalities.

Project Coordinator: [Federacion Provincial De Asociaciones De Personas Con Discapacidad Fisica Y Organica De Sevilla](#), Spain

Project Partners:

- Istanbul Gelisim University, Turkey
- Ozara Storitveno in Invalidsko Podjetje Doo, Slovenia
- Consorzio Cooperative Sociali SGS Servizi Globali Sociosanitari, Italy
- Ländliche Erwachsenen bildung Thüringene.V, Germany
- Viesoji Istaiga Baltijos Edukaciniu Technologiju Institutas, Lithuania

Related Links:

- <https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-ES01-KA220-ADU-000033482>
- <https://www.eurudisnet.eu/>
- <https://www.eurudisnet.eu/tr/partners-tr/>
- <https://gelisim.edu.tr/tr/gelisim-haber-eu-rudisnet-projesi-egitim-degerlendirme-toplantisi-yapildi>





Project Name: Design Thinking and Individual Creativity with Mindfulness- Based Cognitive Therapy in Economic and Social Crisis: A project for Supporting Women with Physical Disability and Female Caregivers of Disabled Person at Home

Project Budget: 197.762,00 EUR

IGU's Payment: 40.525,00 EUR

Project Objective: One of the main objectives is to help women with physical disabilities, as well as women caring for people with disabilities at home, to feel better psycho-socially in times of crisis (e.g. pandemic outbreak). The project aimed to help these women both manage their stress levels and gain economic independence. Within the scope of the project, a 3-module digital platform is being developed. In the first module of the training platform, mindfulness-based cognitive therapy sessions will be provided. The second and third modules aim to teach handicrafts that can be made at home and increase the ability of women to market their products on the digital market. The digital education platform continues to be developed in 3 modules and 6 languages.

Project Coordinator: [Istanbul Gelisim University](#), Turkey

Project Partners:

- Consorzio Cooperative Sociali SGS Servizi Globali Sociosanitari, Italy
- EPIONI, Greece
- KAIROS, Spain
- Academia Creteil, France
- Beylikduzu Municipality, Turkey

Related Links:

- <https://creativitywithmbct.eu/>
- <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-TR01-KA227-ADU-098491>
- <https://creativitywithmbct.eu>
- <https://creativitywithmbct.eu/istanbul-gelisim-universitesi/>





Project Name: Sharing experiences against exclusion and discrimination (SEED)

Project Budget: 56.270,00 EUR

IGU's Share: 13.292,00 EUR

Project Objective: Project Objective: The overall objective of the project is to focus on the challenges faced by young people with disabilities who are often discriminated against in educational or training settings. This discrimination is always linked to early school leaving. This project aimed at exchanging good practices between partner countries in order to create a summary document of useful results that could be disseminated to employment and training professionals who advise, support and assist these young people.

Project Coordinator: **Lycee Technologique Pierre De Coubertin**, France

Project Partners:

- Istanbul Gelisim University, Turkey
- Consorzio Cooperative Sociali SGS Servizi Globali Sociosanitari, Italy
- Federacion Provincial de Asociaciones De Personas Con Discapacidad Fisica Y Organica De Sevilla, Spain

Related Links:

- <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-3-FR02-KA205-016677>



7. Application Center for Disadvantaged Groups

Istanbul Gelişim University has established the Disabled Consultation and Coordination Unit with the motto "IGU without disabilities". The unit carries out its activities within the framework of the IGU Disabled Advisory and Coordination Unit Directive, affiliated with the Department of Health, Culture and Sports (SKSDB). The unit analyzes the needs of disabled individuals in academic, administrative and student staff in various areas and identifies the disadvantages they experience. Studies are carried out to eliminate difficulties for disabled individuals regarding the identified situations. Various studies are carried out to ensure that disabled individuals participate in social and cultural activities in school or business life and to create common awareness. Support services related to the areas (physical, academic, social) where improvement is required for disabled individuals are developed, offered and evaluated. Services are developed to increase the awareness and sensitivity level of university employees and students regarding disability. IGU recognizes that the right to education is one of the most important constitutional rights for all members of society. For this reason, students with disabilities; necessary measures are taken to facilitate their education life accordingly by determining their needs regarding academic, administrative, physical, psychological, accommodation and social areas. Arrangements are made in line with the measures taken and the results of the work carried out are evaluated. IGU, which aims to be a university that is active on a global scale in the world of science and education and is recognized, followed and preferred by everyone, carries out studies to minimize the disadvantages of groups.

- [Consulting And Coordination Office For Disabled](#)
- [IGU Consulting And Coordination Office For Disabled Directive](#)

IGU has a "Disabled Student Legislation" in order to facilitate the educational life of disabled students within IGU and to ensure equality with other students in the exams that these students will take. The legislation protects and guarantees the rights of students with disabilities and is designed with an egalitarian approach, taking into account all disadvantaged situations.

- [Legislation on Disabled Students](#)



8. Accessible Opportunities and Support Services for Disadvantaged Groups

All IGU campuses have elevators for disabled staff, students and visitors and have access to all floors. In the elevators, there are additional Braille alphabet reliefs on the keypads for the visually impaired. At the entrance of the buildings, there is a flat entrance on the side of the turnstiles for wheelchair users. Wheelchair ramps are available where there is a level difference at the building entrances. Emergency alarm systems are illuminated for access to hearing impaired individuals. There are disabled toilets and emergency exit voice announcement system in the campuses. In the conference halls, there is a portable ramp for physically disabled people to access the stage and they are provided in advance to be transported to the relevant area according to the event. Physical arrangements were carried out by taking into account the technical specifications of the special layered relief map on alukobont, Braille alphabet embossed signs technical specifications, Braille embossed information board, warning tape for glass spaces, disabled parking sign, TPU-based adhesive model technical specifications and TPU-free taped warning guide surface technical specifications.

A report was prepared within the IGU Library and Documentation Department, including library equipment for disabled users, the current status of services, and the status of the central library and branch libraries in 2022. Services and equipment for people with disabilities are increasing in libraries. The absence of stairs at the entrances of the campus, buildings and libraries, the presence of disabled ramps, disabled-friendly elevators, and computers primarily allocated to disabled users are among the increasing practices for the disabled. Libraries in the blocks are accessible by elevator. The entrance to the library is wide and large enough for the disabled. People in charge of the library are available in the library during working hours to assist students and staff with disabilities with issues such as taking books from the upper shelves.

• [Library Equipment and Services for Disabled Users](#)

Exams for students with disabilities are held in a separate area with a proctor. Large print question papers and marker support are provided for students in disadvantaged groups, especially those with low vision, while marker reader and printer support is provided for students with visual impairments and physical disabilities. Screen readers have been installed in both libraries and laboratory computers for visually impaired students. Individual differences of students are taken into account when developing distance education materials. In this context, videos of each live lecture given by the lecturer are transferred to ALMS so that students can follow the lecture again with audio. In addition, the documents of each course held can be uploaded to the system in PDF format and can be viewed by students. The various conditions of students with disabilities (especially visual and auditory disabilities) are taken into account in the arrangements created. Before each exam period, an online Excel table is shared via e-mail to the online examiners of distance education courses to indicate the students with disabilities in their faculties/schools/vocational schools and the courses they take. A special exam paper with large font size is prepared for the specified students and sent to faculties/schools/vocational schools.





As a result of the improvements made, the Orange Flag (access in space) award was received on behalf of the Faculty of Applied Sciences (UBF) in the applications made to the Barrier-Free University Flag and Badge Awards in the 2021-2022 academic year.

- ["Orange Flag" Award to IGU at the Barrier-Free University Awards](#)



Image 18. Orange Flag Award



Image 19. Barrier-Free University Awards Nomination Right





IGU aims to facilitate the lives of people with disabilities and works to minimize disadvantages. Within this scope, the School of Physical Education and Sports has a Department of Exercise and Sports Sciences for Disabled People. The aim of the department is to train qualified exercise and sports specialists who can prepare exercise programs taking into account the special needs of individuals, measure, evaluate and analyze to improve motor skills, physical fitness, performance and fitness characteristics, follow scientific and technological developments, adopt the principle of facilitating the life skills of individuals of all ages and disability groups within the framework of ethical rules and aim to continuously improve themselves. In addition to enabling individuals with special needs to socialize through exercise and sports by raising individuals who respect themselves and their environment; to train qualified specialists who aim to spread disabled sports to the masses and are equipped to support awareness and positive attitude change towards special groups in society.

- [Exercise And Sports For Disabled](#)

Some visuals of the physical changes and improvements made for persons with disabilities are presented below.



Image 20. Campus Entrance



REDUCED INEQUALITIES

IGU for Ecological, Social and Economic Sustainability





Image 21. Disabled Friendly Lift

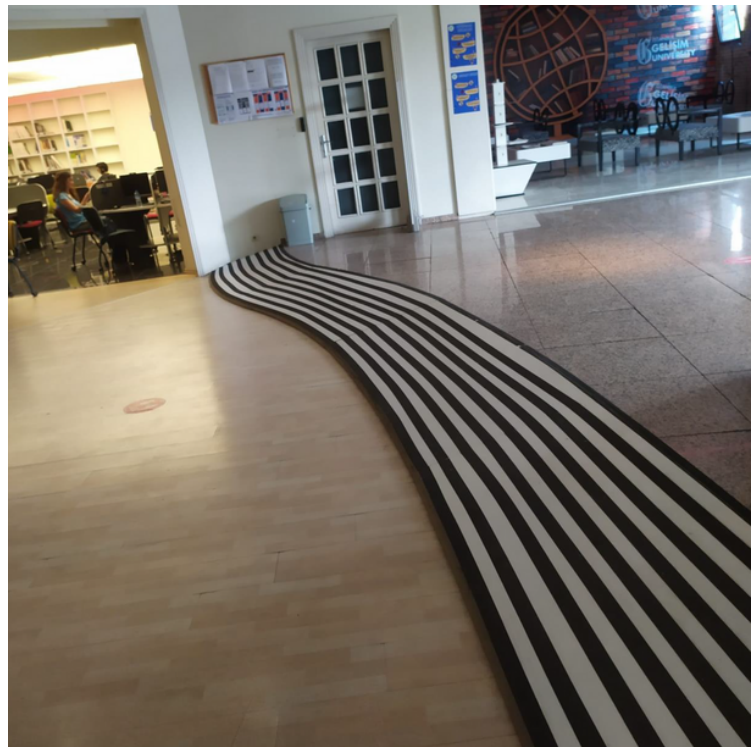
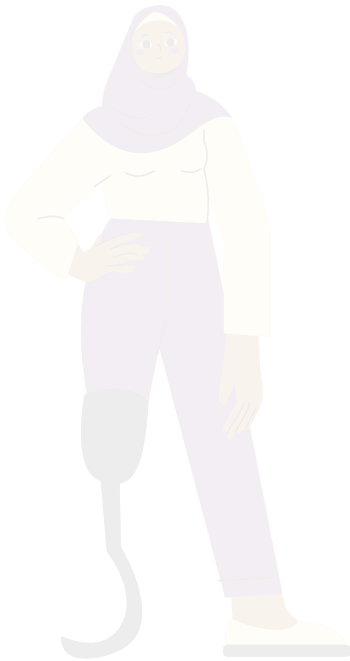


Image 22. Disabled Ramp



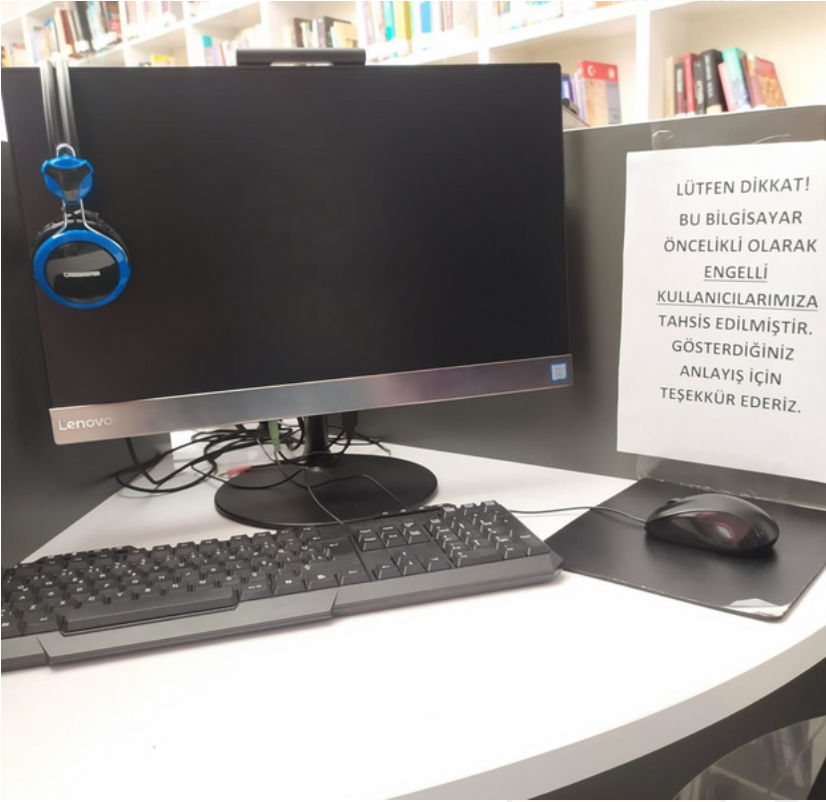


Image 23. Library Computer Allocated for Disabled Use



Image 24. Alternative Campus Entrance





Image 25. Stepless Floor



Image 26. Disabled Friendly Lift with Braille Alphabet Keypad





9. Come to Gelişim

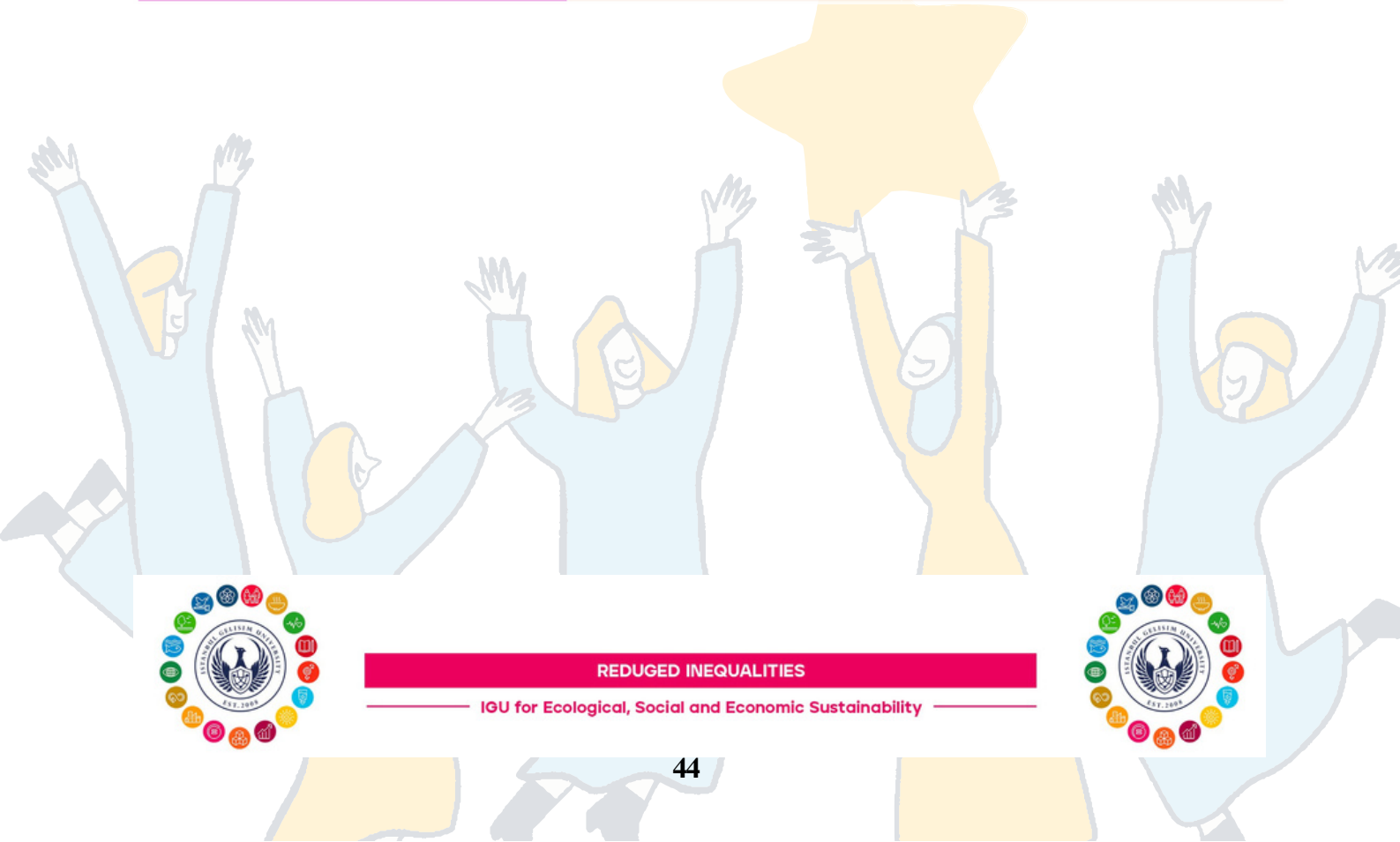
The Come to Gelişim Project, launched by Istanbul Gelişim University in 2019, is a university admission program that offers additional scholarships to students who want to achieve success with their talent, experience, idea or project. Come to Gelişim offers prospective students preparing for university the opportunity to create their own success criteria and defines "special scholarships" to evaluate their areas of improvement. This special scholarship aims to reduce financial inequalities. The prospective student applies to Come to Gelişim with a motivation letter in which he/she writes in detail about what makes him/her different and his/her talents. The applications evaluated by the commission are entitled to a scholarship in addition to the ÖSYM scholarship at the rate determined by the commission.

- [Come to Gelişim](#)

The number of students who benefited from Come to Development scholarship opportunities in 2022 is given in the table below.

Table 8. Number of Come to Development Applicants and Scholarship Recipients

Academic Year	2021-2022	2022-2023
Total Number of Applications	933	903
Number of Undergraduate Students Receiving Scholarships	846	829





ISTANBUL GELISIM UNIVERSITY



THE GLOBAL GOALS For Sustainable Development

