



REDUCED  
INEQUALITIES  
REPORT  
2024

ISTANBUL GELISIM  
UNIVERSITY



10 REDUCED INEQUALITIES



SUSTAINABLE DEVELOPMENT GOALS



ISTANBUL GELISIM UNIVERSITY

# SDG 10 REDUCED INEQUALITIES REPORT



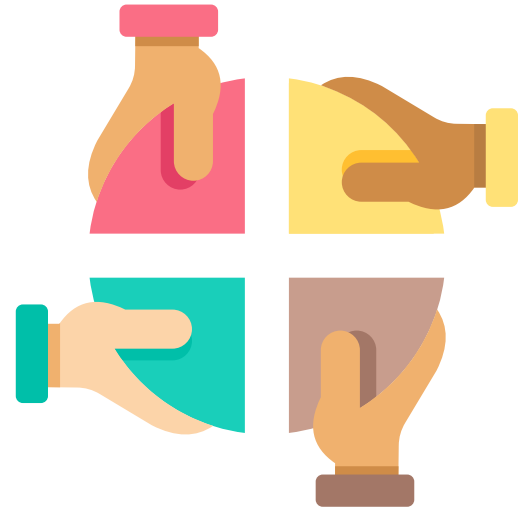
REDUCED INEQUALITIES

IGU for Ecological, Social and Economic Sustainability



## SDG 10: REDUCED INEQUALITIES

Among the Sustainable Development Goals (SDGs), SDG 10 aims to reduce inequalities within and among countries. Factors such as income disparity, gender inequality, disability, migration status, and socioeconomic differences create significant barriers to individuals' access to education, healthcare, employment, and social opportunities. In this context, SDG 10 emphasizes the necessity of developing inclusive policies, social protection mechanisms, and anti-discrimination regulations that ensure all individuals have equal access to rights and opportunities.



Universities contribute directly to this goal through knowledge production, inclusive educational practices, scholarship and support programs, disability-friendly infrastructure, and diversity-oriented policy development processes. In this regard, SDG 10 is not merely an equality objective; it stands as one of the fundamental pillars of social justice, equal opportunity, and sustainable development.





## IGU'S INSTITUTIONAL PROFILE

### VISION OF IGU

Istanbul Gelisim University (IGU) is a foundation university based in Istanbul, established in 2008 and granted university status in 2011. Since its foundation, IGU has operated with the mission of enhancing quality, accessibility, and diversity in higher education. The university considers education, research, and community service as its core areas of activity. IGU aims to educate students as internationally competent individuals who adhere to scientific ethical values, think creatively, and are conscious of sustainability. To this end, it continuously updates its student-centered educational programs and focuses on graduating qualified individuals who meet the needs of the modern era.

IGU's core values include respect for individual differences, openness and transparency, an interdisciplinary approach, the principle of sustainability, collaboration with the real sector, and a commitment to continuous improvement. IGU contributes to knowledge production by conducting research activities both nationally and internationally and strengthens its societal impact through social responsibility projects and public-private partnerships. Within the framework of its 2024–2028 Strategic Plan, IGU envisions generating a global impact in the field of higher education and contributing to societal development through qualified knowledge.

### IGU'S INSTITUTIONAL CAPACITY

Year of Establishment: 2008 (Vocational School), 2011 (University status)

Number of Faculties: 7

Number of Institutes: 1

Number of Schools: 1

Number of Vocational Schools: 2

Number of Research Centers: 22

Number of Laboratories and Workshops: 145

Total Number of Students (2024): 37.918

Campus Location: Avcılar, Istanbul, Türkiye

Library Facilities: 1 main library and 4 branch libraries

Strategic Plan Period: [2024–2028](#)





## About the Report

Istanbul Gelisim University (IGU) upholds the principle that all individuals are equal regardless of language, religion, race, gender, or any similar distinction, and shapes its governance and educational philosophy around this core value. The university consistently prioritizes inclusivity and accessibility as fundamental principles and has implemented a variety of practices that support this approach.

This report, prepared within the scope of Sustainable Development Goal (SDG) 10 – Reduced Inequalities, provides a summary of the activities and improvements carried out under the umbrella of IGU. It also includes specific statistics related to the university's student and staff profile, aiming to highlight institutional progress and development.



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## Acknowledgements

We extend our heartfelt thanks to IGU's esteemed academicians, administrative unit managers, staff, students, graduates, and both internal and external stakeholders who contributed to the creation of this report.

We also extend our gratitude to all members of the University who have embraced the sustainability-related goals outlined in this report and have diligently worked towards them. Additionally, we thank the University's Board of Trustees and the Rector's Office for their unwavering support of these efforts.

**Istanbul Gelisim University**



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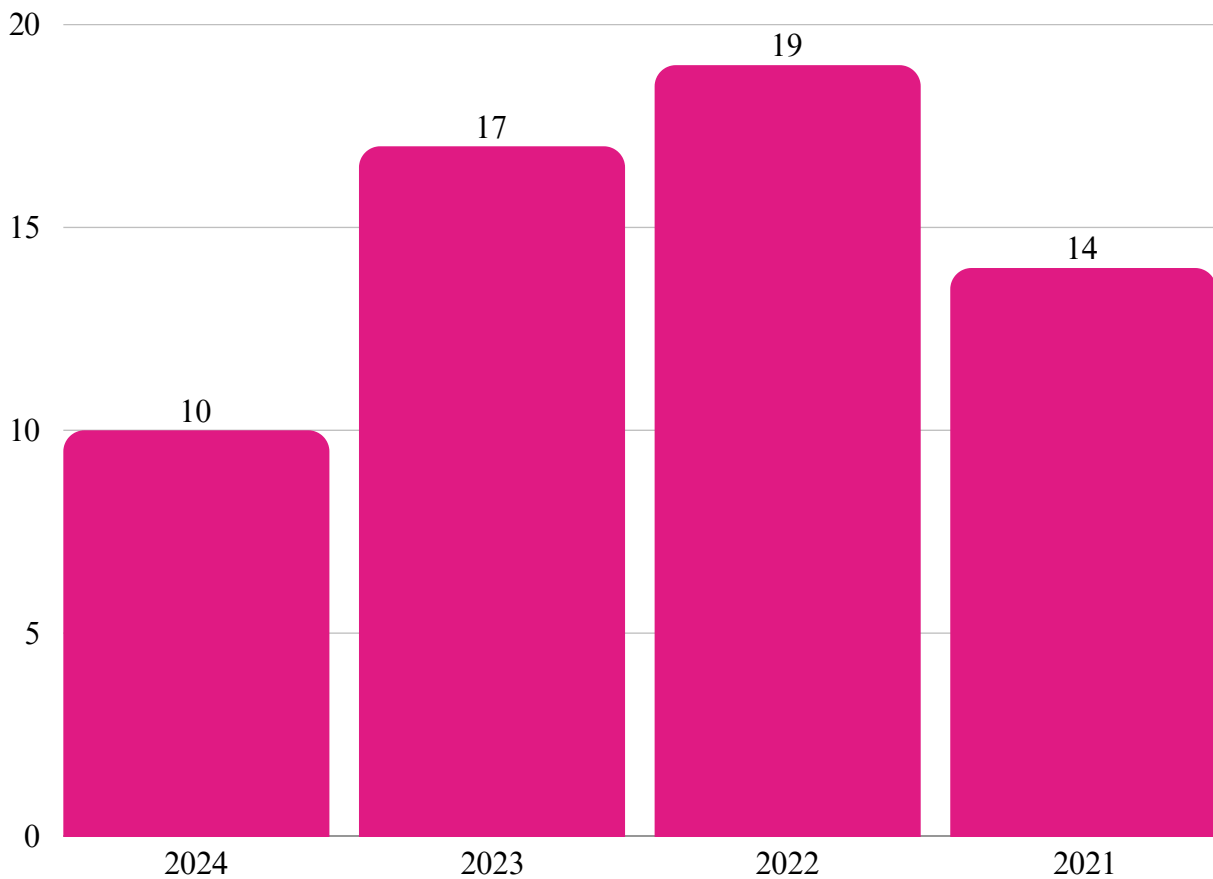
## 10.1. IGU Research on Reducing Inequalities

### 10.1.1. IGU Publications on Reducing Inequalities

In 2024, a total of 9 publications indexed in Scopus focused on the theme of Reducing Inequalities. The table below presents the number of publications produced by year.

You can access all publications related to Reducing Inequalities that have been published in Scopus so far by clicking the provided link.

 [Reducing Inequalities Scopus Publications](#)



**Figure 1.** Number of Scopus Publications by Year



## 10.2. First-Generation Students

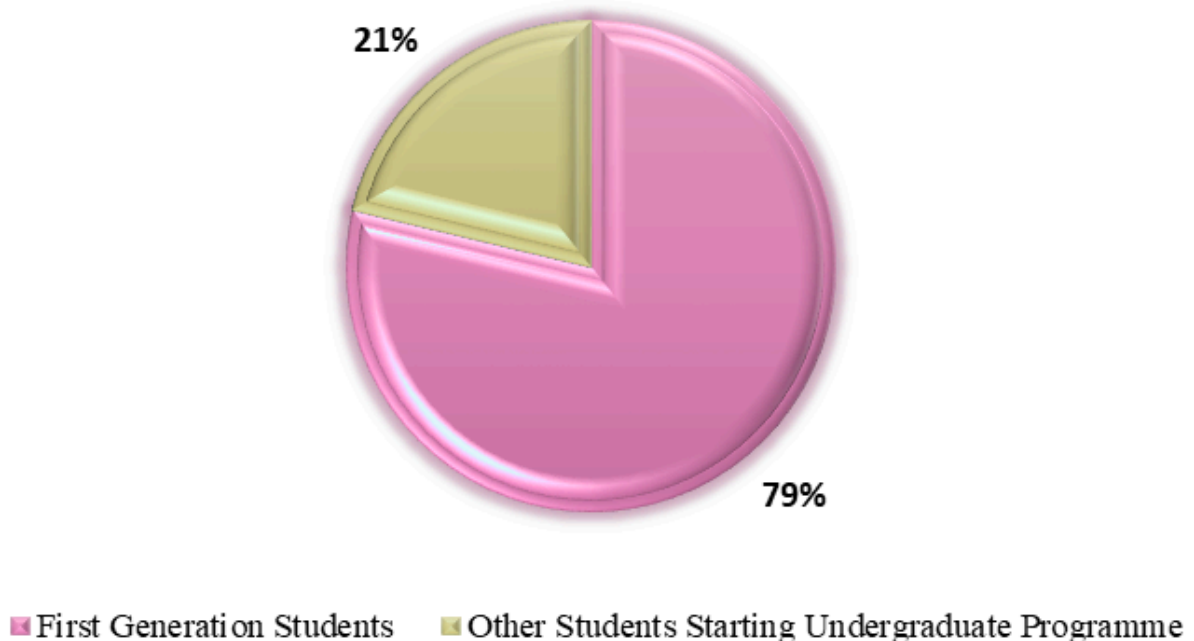
In 2024, a total of 5.057 students enrolled in undergraduate programs at IGU. Among these students, **3.981** are identified as first-generation students. A first-generation student is defined as an individual who is the first in their family to pursue higher education, meaning none of their immediate family members have previously attended a university.

### 10.2.1. Proportion of First-Generation Students

As of 2024, first-generation students constitute **79%** of the newly enrolled undergraduate population at IGU. This high percentage demonstrates the university’s mission to promote inclusivity and equal opportunity, particularly for individuals with limited access to higher education.

The chart below illustrates the proportion of first-generation students among those who began undergraduate programs in 2024.

## Proportion of First Generation Students



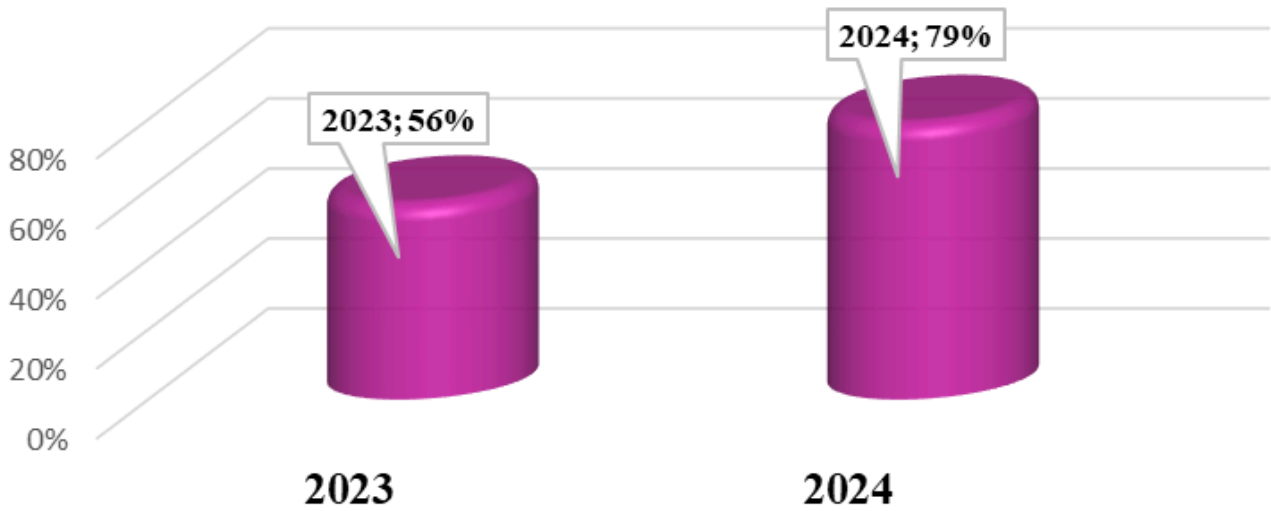
**Figure 2.** Proportion of First Generation Students



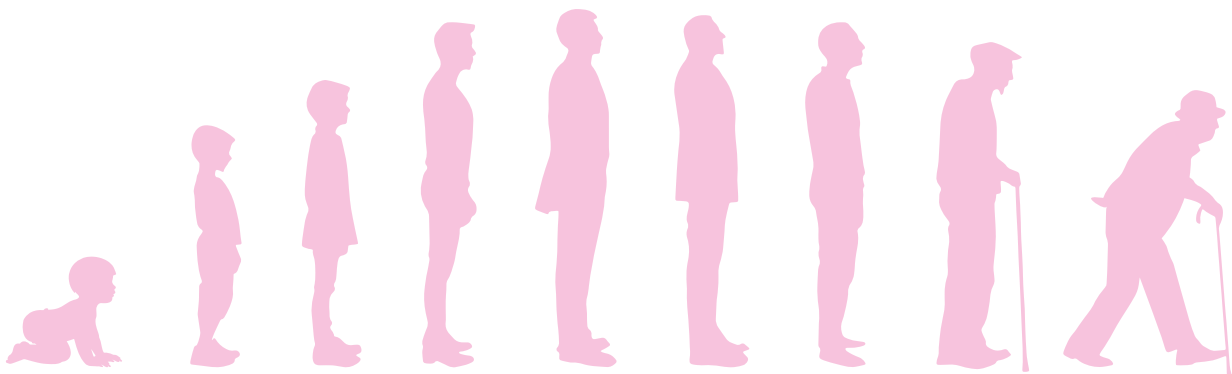
The proportion of first-generation students at IGU has shown a steady increase each year. While this rate was **56% in 2023**, it rose significantly to **79% in 2024**. This remarkable growth reflects the positive impact of the university’s scholarships, support mechanisms, and inclusive policies—particularly those aimed at students who face disadvantages in accessing higher education.

The rising participation of first-generation students aligns directly with IGU’s mission to strengthen equal opportunity. Through these efforts, access to university education for young individuals whose families have no prior higher education experience has increased, thereby contributing to the reduction of social inequalities.

The comparative chart below presents the proportion of first-generation students for the years 2023 and 2024.



**Figure 3.** Comparative Proportion of First-Generation Students (2023–2024)



### 10.3. International Students from Developing Countries

At IGU, the number of active students coming from low- and lower-middle-income countries increased from 4.560 in 2023 to **5.075** in 2024. The distribution of these students by gender and country of origin is presented in Table 1 below.

**Table 1.** Number of Students from Developing Countries

Country	Number of Female Students	Number of Male Students	Total Number of Students
Afghanistan	117	216	333
Algeria	73	61	134
Angola	1	0	1
Bangladesh	1	7	8
Benin	2	1	3
Burkina Faso	3	9	12
Cameroon	28	55	83
Chad	3	9	12
Comoros Islands	1	0	1
Congo	2	3	5
Djibouti	14	26	40
Egypt	261	406	667
Eritrea	13	7	20
Ethiopia	11	16	27
Gambia	4	4	8
Ghana	2	3	5
Guinea	4	7	11
Haiti	5	3	8
India	6	7	13
Indonesia	6	2	8
Iran	252	189	441
Ivory Coast	5	5	10
Kenya	16	9	25
Kyrgyzstan	4	2	6
Lebanon	38	43	81
Malawi	1	0	1
Mali	40	41	81
Mauritania	13	25	38



Country	Number of Female Students	Number of Male Students	Total Number of Students
Mongolia	0	1	1
Morocco	97	70	167
Myanmar	2	2	4
Nepal	0	1	1
Niger	8	18	26
Nigeria	107	232	339
Pakistan	42	56	98
Palestine	83	148	231
Rwanda	1	0	0
Senegal	4	2	6
Sierra Leone	7	9	16
Somalia	86	121	207
Sudan	72	152	224
Syria	365	491	856
Tajikistan	8	38	46
Tanzania	14	22	36
The Democratic Republic of the Congo	23	35	58
Togo	2	2	4
Tunisia	37	24	61
Uganda	2	1	3
Ukraine	1	2	3
Uzbekistan	45	69	114
Yemen	183	300	483
Zambia	4	1	5
Zimbabwe	3	0	3
<b>Toplam</b>	<b>2122</b>	<b>2953</b>	<b>5075</b>

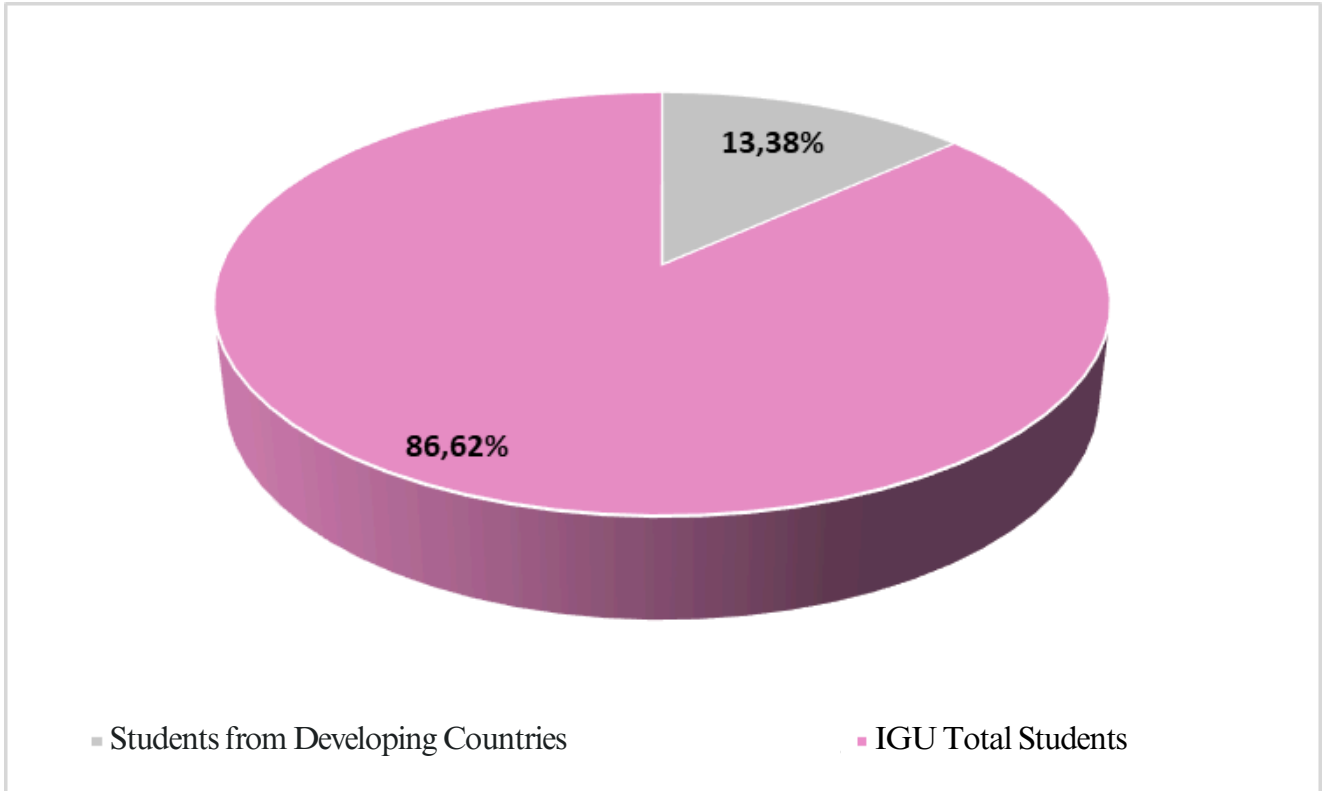
### 10. 3.1. Proportion of International Students from Developing Countries

Compared to the previous year, the proportion of international students from developing countries increased from 11,71% in 2023 to **13,38%** in 2024. In 2024, the total number of students studying at IGU was 37.918, of which **5.075** were international students from developing countries. The proportion of these students within the total student population is **13,38%**, as illustrated in the figure below.



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**Figure 4.** Proportion of International Students from Developing Countries

#### 10.4. Students with Disabilities

In line with its vision of being an “Accessible and Barrier-Free University,” IGU provides an increasingly accessible learning environment for students with disabilities through various physical, digital, and academic adaptations implemented each year. Within this framework, the proportion of students with disabilities has shown a steady increase, and this positive development is clearly illustrated in the table below.

##### 10.4.1. Proportion of Students with Disabilities

The table below presents the number and proportion of students with disabilities by year. The percentage of students with disabilities increased from 0,39% in 2022 to 0,44% in 2023, and further to **0,45% in 2024**.

**Table 2.** Number and Proportion of Students with Disabilities by Year

	2022	2023	2024
<i>Total Number of Students</i>	37.648	38.924	<b>37.918</b>
<i>Number of Students with Disabilities</i>	149	171	<b>174</b>
<i>Proportion of Students with Disabilities</i>	0,39%	0,44%	<b>0,45%</b>



The distribution of students with disabilities by academic unit is presented below.

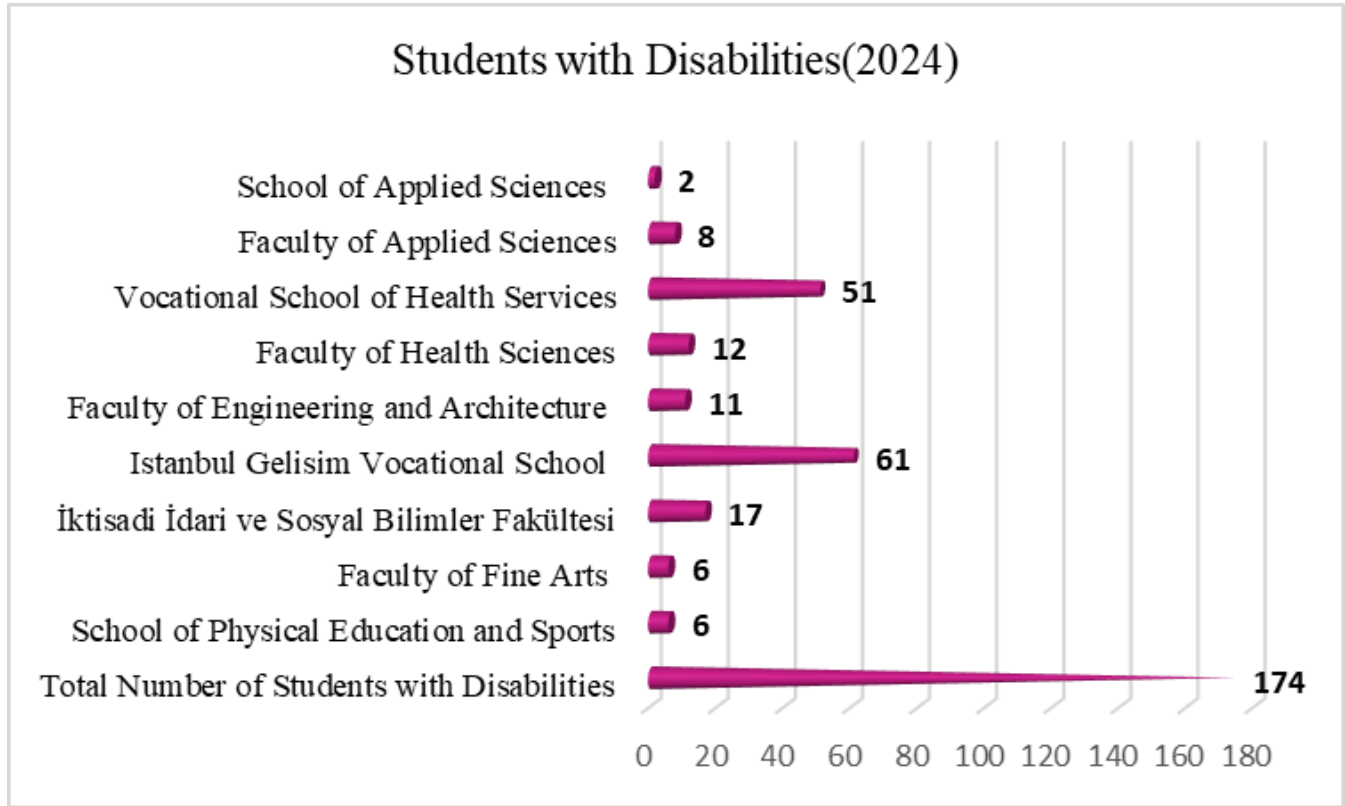


Figure 5. IGU Number of Students with Disabilities in 2024

### 10. 5. Employees with Disabilities

In 2024, the total number of employees at IGU was **1.428**. The distribution of employees by gender is presented below.

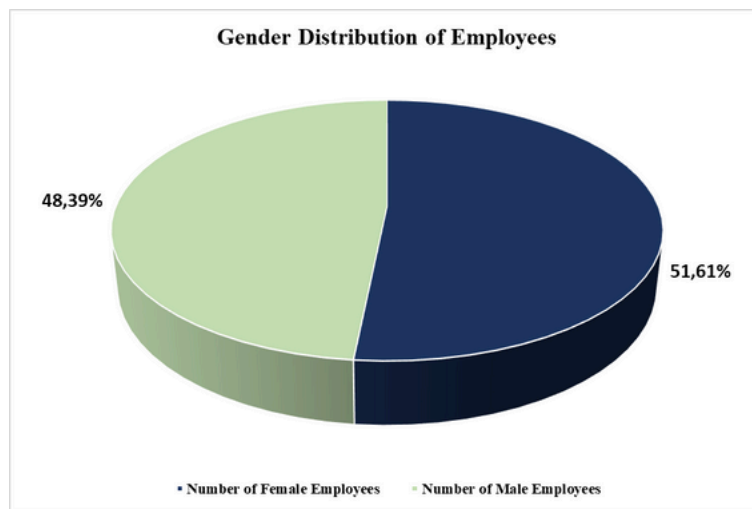


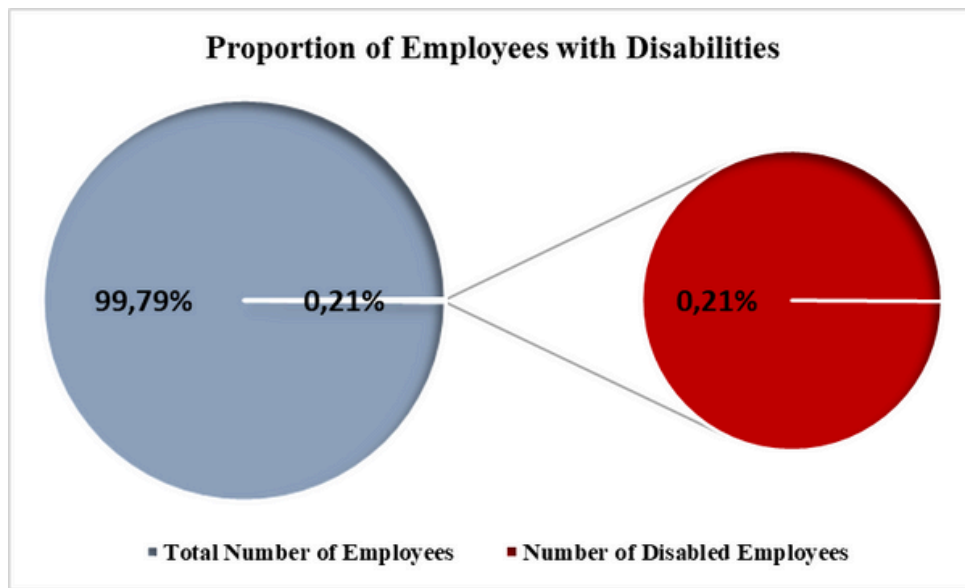
Figure 6. Number of Employees by Gender



In accordance with Article 30 of the Labor Law No. 4857 of the Republic of Türkiye, which requires public institutions to employ persons with disabilities at a rate of at least 3%, IGU operates in full compliance with this regulation. In line with its “Accessible and Barrier-Free University” principle, the university continues its efforts to foster an inclusive and equitable working environment. As a result of ongoing initiatives to promote the employment of individuals with disabilities, the number of staff members with disabilities at IGU has increased over time — rising from 2 employees in 2023 to 3 employees in 2024.

### 10.5.1. Proportion of Employees with Disabilities

In line with its commitment to promoting equal opportunity in the workplace, IGU places great importance on the employment of individuals with disabilities and continues to take steps each year to increase their representation. In 2023, the university employed a total of 1.377 staff members, of whom 2 were employees with disabilities, representing 0,15% of the total workforce. As of 2024, the total number of employees increased to **1.428**, while the number of employees with disabilities rose to **3**, bringing the overall rate to 0,21%. Through its inclusive employment approach, IGU remains dedicated to supporting the greater participation of individuals with disabilities in its institutional structure.



**Figure 7.** Proportion of employees with disabilities (2024)

The comparative table below presents the rate of employees with disabilities for the past two years.

**Table 3.** IGU Comparison of the Proportion of Employees with Disabilities (2023–2024)

	2023	2024
<i>Total Number of Employees</i>	1377	<b>1428</b>
<i>Number of Employees with Disabilities</i>	2	<b>3</b>
<i>Proportion of Employees with Disabilities</i>	0,15%	<b>0,21%</b>





## 10. 6. Measures Against Discrimination

IGU regards being a university that upholds equal opportunity in education, embraces diversity, and promotes inclusivity as one of its core values. In this context, the university considers combating all forms of discrimination a fundamental institutional responsibility, and develops various support policies for individuals with disabilities, low-income groups, migrants, and other underrepresented communities.

In addition to implementing equality-based admission practices, IGU has established monitoring, support, and development mechanisms to ensure the active participation of these groups in university life. Institution-wide initiatives, guidance systems, and support programs are carried out to prevent discrimination, while physical and academic accessibility processes are continuously improved.

IGU aims not only to accept diversity but also to empower it, fostering a learning environment where inclusion and equity are integral to the university culture.

### 10.6.1. Non-Discriminatory Admissions Policy

As a foundation higher education institution, IGU fully complies with the laws of the Republic of Türkiye, the regulations governing higher education, and national policies that prioritize public interest in all its activities. The university's operations are grounded in the principles of transparency, impartiality, reliability, confidentiality, and equal opportunity for all, ensuring a fair and inclusive approach to access to higher education.

- ✿ In accordance with Article 7 of [Law No. 6114 issued](#) by the Measurement, Selection and Placement Center (ÖSYM), all application and placement processes are carried out on the basis of equality, without any form of discrimination among applicants. Furthermore, as stipulated in Article 10 of the [Constitution of the Republic of Türkiye](#), discrimination based on language, religion, race, color, gender, political opinion, philosophical belief, sect, ethnic origin, nationality, disability, marital status, age, social status, educational background, or sexual orientation is strictly prohibited. All actions are guided by the constitutional principle that all individuals are equal before the law.
- ✿ In line with its goal of internationalization in higher education, IGU provides an equal, transparent, and non-discriminatory admission process for students from diverse countries. All application requirements, evaluation criteria, and necessary documents related to international student admissions are publicly disclosed, and the admission process is conducted based on objective and measurable standards.

[Click here for the Application and Enrollment Process.](#)

[Click here for the Admission Criteria.](#)



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- During the admission process, no distinctions based on religion, language, race, nationality, ethnic origin, gender, social status, disability, or any similar characteristic are considered grounds for discrimination in the evaluation of applications. This approach is formally guaranteed through the official policies and guidelines listed below.
  - [Policy of Equal Opportunity](#)
  - [Internationalization Policies](#)
  - [Directive on Admission of International or Foreign Students](#)
  - [Application Directive on Foreign Student Admission, Application and Registration Procedures for Graduate Programmes](#)

Within the framework of the principles defined in these documents, applications are evaluated based on internationally recognized examinations, diploma types, and academic achievement criteria approved by the University Senate. Each applicant is granted the right to be assessed with equal opportunities.

To support the participation of individuals with disabilities in higher education, the [Consulting and Coordination Office for Disabled](#) operates actively within IGU. Through this unit, academic, physical, and social accessibility is ensured for students with disabilities, promoting their equal participation in educational processes and campus life.

All procedures are carried out in accordance with the [Legislation on Disabled Students](#) and the [Disabled Advisory and Coordination Unit Directive](#), ensuring equal protection of the right to education for every applicant with a disability. Necessary arrangements are made in academic processes such as class participation, examination practices, and access to learning materials, taking into account the specific needs arising from disabilities.

Within this scope, all activities carried out at the university aim to ensure equitable conditions that enable every individual to realize their potential. Discrimination is not tolerated under any circumstances, and each individual's right to access, participation, and development on an equal and dignified basis is unconditionally guaranteed.





### 10.6.2. Access to University Track Underrepresented Groups Applications

In line with its goal of ensuring equal opportunity in access to higher education, IGU develops various admission practices and support mechanisms aimed at increasing the participation of underrepresented groups in the university. These groups include socioeconomically disadvantaged individuals, first-generation university students, persons with disabilities, and female students, among others. Through this inclusive approach, the university implements comprehensive practices in areas such as guidance, scholarship opportunities, academic support, and accessibility during both admission and enrollment processes. These practices make a significant contribution to strengthening social justice and enhancing diversity in access to higher education.

In accordance with its policies supporting gender equality in access to higher education, IGU implements initiatives that encourage the participation of female students in university education. An examination of the 2023 and 2024 enrollment data shows that female students constitute approximately 46% of the total student population. This rate demonstrates the university’s consistent commitment to supporting women’s access to higher education in a sustainable manner.

The general overview of equal opportunity for female students (2023–2024) is presented in the table below.

**Table 4.** Comparison of the Female Student Proportion at IGU (2023–2024)

Year	Female Students	Male Student	Total	Proportion of Female Students	Proportion of Male Students
2023	17.966	20.958	38.924	46,2%	53,8%
2024	17.471	20.447	38.918	46.1%	53,9%

The distribution of student numbers for 2024 by faculty and gender is presented clearly in the table below.

An analysis of the 2024 data presented below by faculty shows that female students demonstrate strong participation in higher education across many academic units of IGU. The high number of female students in units such as the Vocational School of Health Services (3.716), the Faculty of Health Sciences (2.456), the Faculty of Economics, Administrative and Social Sciences (2.970), and the Istanbul Gelisim Vocational School (2.933) reveals that women’s access to higher education is effectively supported, particularly in the fields of health and social sciences.

On the other hand, there are some faculties where male students are predominant. However, it is noteworthy that the proportion of female students in these units has increased compared to previous years. For example, the percentage of female students in the School of Physical Education and Sports rose from 28,19% in 2023 to 32,89% in 2024. This increase reflects the positive impact of the university’s ongoing efforts to promote gender equality.



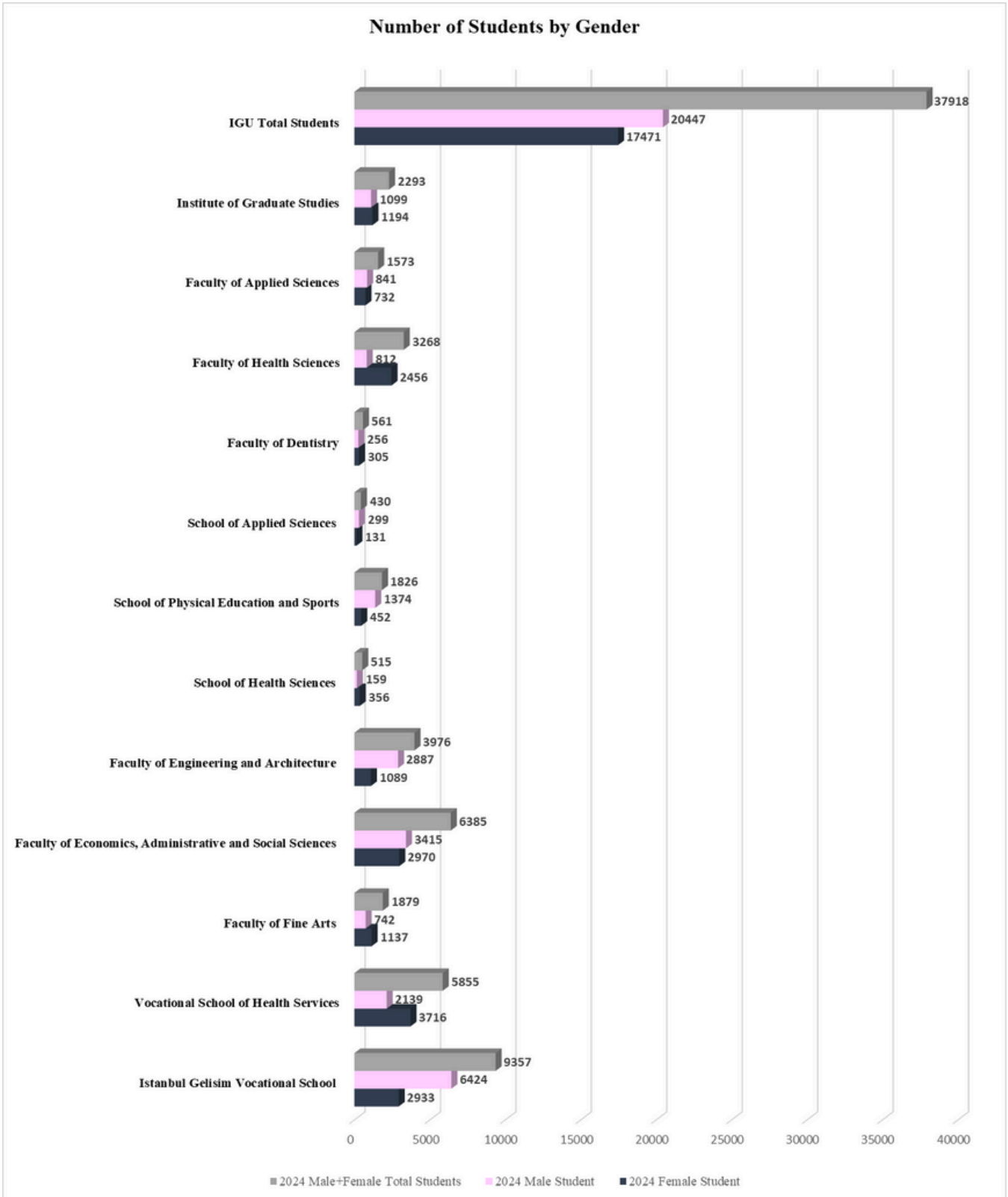


Figure 8. IGU 2024 Gender-Based Student Profile



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IGU continues to uphold gender equality not only during the admission process but also in graduation rates. In 2023, among a total of 7.396 graduates, 53,8% were female students (3.980) and 46,2% were male students (3.416). When examining the 2024 data, this proportion further increased in favor of female students, reaching **55,7%** (4.353 female / 3.461 male; total 7.814 graduates). This increase indicates that female students have a higher rate of program completion and reflects the effectiveness of IGU’s policies that support the academic continuity of female students.

The following figure presents the classification of 2024 graduates by academic unit and gender.

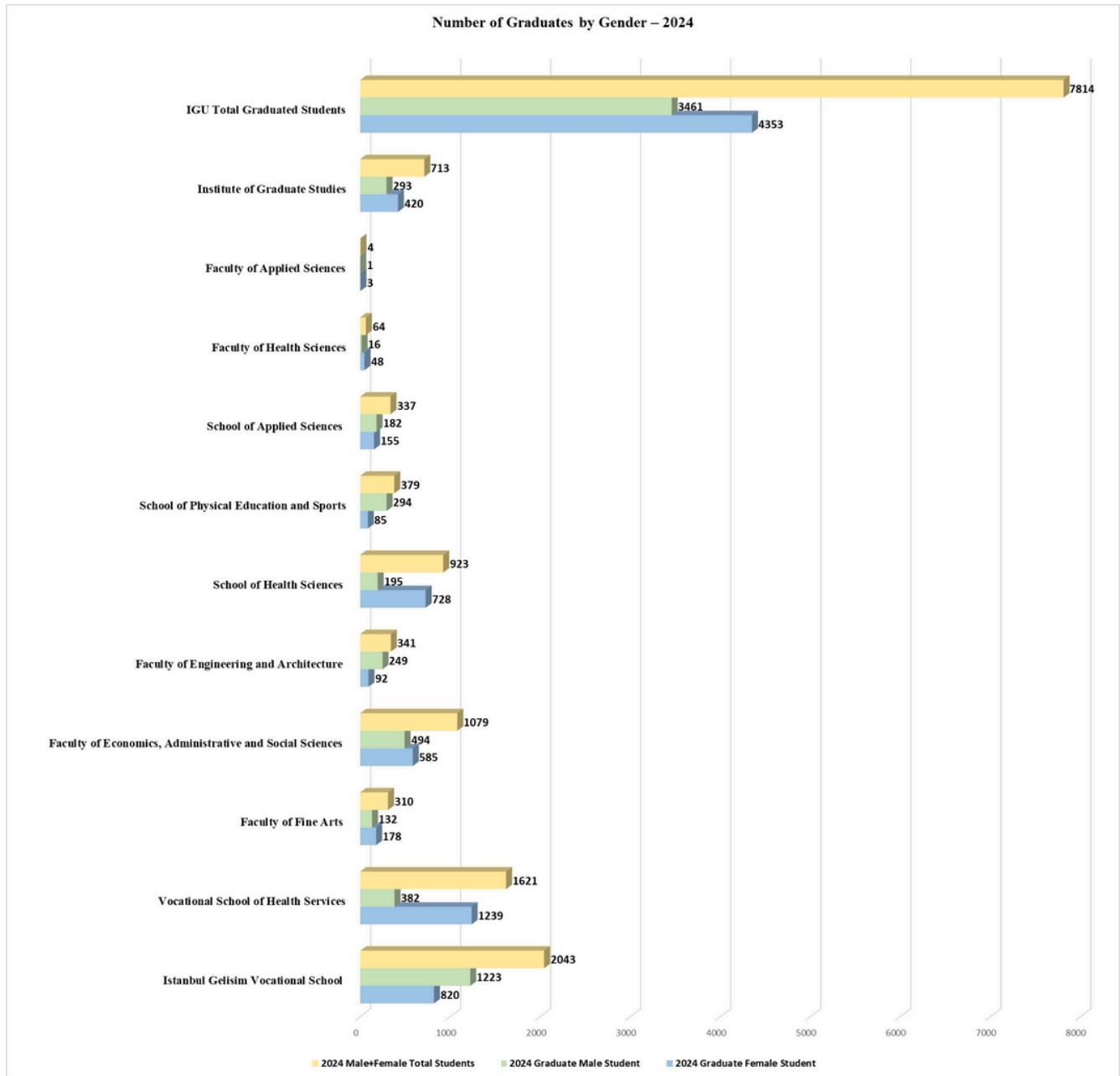


Figure 9. IGU 2024 Gender-Based Graduate Student Profile





## IGU Scholarship Practices

IGU implements a comprehensive scholarship policy to strengthen equal opportunity and support the access of underrepresented groups to higher education. The scholarship opportunities offered by the university are detailed below.

### ÖSYM Scholarships

These are non-repayable scholarships granted to students placed through the Higher Education Institutions Exam (YKS). Covering a specific portion of tuition fees, these scholarships continue throughout the standard period of study without interruption. They are among the key initiatives that facilitate access to higher education, particularly for students from low-income backgrounds.

### Preference Scholarship

This scholarship is offered to students who list Istanbul Gelisim University among their top five preferences and are placed in one of its programs. It reduces educational costs for students who direct their preferences toward the university, thereby enhancing access to higher education. Candidates who select all their preferences from IGU may be eligible for the scholarship without the top-five preference requirement.

### Institutional Scholarships

These scholarships are designed for students coming from partner educational institutions who choose to study at IGU. The initiative aims to support access to higher education for students from specific social and educational backgrounds.

### On-Campus Preference Scholarship

To enhance awareness among prospective students and promote informed decision-making, IGU has introduced the On-Campus Preference Scholarship during its orientation and promotion days. This scholarship is offered to students who visit the campus, participate in information sessions, and meet one-on-one with academic advisors. Through face-to-face interaction, students can have their questions answered directly, strengthening their decision-making process and motivation to apply.

The On-Campus Preference Scholarship is valid not only at IGU's main campus but also at national student fairs in which the university participates. In this way, the scholarship program ensures accessibility for candidates who cannot visit the campus due to geographical or socioeconomic constraints, making the initiative more inclusive in scope.



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## Sibling Scholarship

This scholarship is provided when more than one student from the same family is enrolled at IGU. It helps reduce the family's educational expenses and supports the continuous education of students without financial interruption. The practice offers essential assistance for families with multiple dependents in higher education, facilitating their access to university.

## Come To Gelişim Scholarship

The Come To Gelişim Scholarship is an innovative and inclusive scholarship program launched by IGU in 2019. Rather than focusing solely on exam performance, this scholarship offers opportunities to students who stand out through creativity, entrepreneurship, social responsibility, leadership, artistic talent, original project ideas, or individual achievements. Candidates who do not find traditional academic evaluation sufficient, or who have demonstrated their potential in different areas, apply with a motivation letter.

Applications are comprehensively evaluated by a special committee established within the university, and scholarship rates are determined based on the students' individual abilities. The Come To Gelişim Scholarship aims to facilitate university access for candidates from underrepresented groups who possess strong potential and a desire for self-development. In this regard, it is a significant initiative that supports social diversity and inclusiveness based on the principle of equal opportunity.

## Board of Trustees Scholarships

IGU aims to promote equal opportunity in education through scholarship models that reward academic excellence and support potential in diverse fields. Within this scope:

- Students who achieve top ranks in the YKS and are placed in scholarship programs at the university are awarded a High Achievement Scholarship. This scholarship is granted at rates determined by the students' achievement level and approved by the Board of Trustees.
- Students who demonstrate outstanding academic performance throughout their studies at the university are granted a Merit Scholarship, based on the criteria set by the Board of Trustees.
- Students who develop innovative, entrepreneurial, and research-oriented projects within the university are awarded an Research and Development (R&D) Incentive Scholarship, encouraging active participation in research and enhancing scientific productivity.

These three types of scholarships not only reward traditional academic achievement but also support process-oriented, productive, and creative forms of learning—serving as key mechanisms that foster the access and development of students with diverse competencies in higher education.



## Part-Time Student Employment Program

To reduce economic inequalities in access to higher education, IGU offers part-time employment opportunities for its students. This initiative serves as both a source of income and a personal development opportunity, particularly for students from underrepresented groups who are in financial need.

Students working part-time are employed for a limited number of hours per week in various university departments—such as library services, student affairs, research centers, cultural and artistic events, and the international student office—where they take on active roles.

The contributions of this program can be summarized as follows:

- Provides financial support: Enables students to earn additional income while meeting their financial needs during their studies.
- Facilitates access to education: Supports the continuity of education, especially for low-income students.
- Offers institutional experience: Develops students' professional work discipline, communication skills, and sense of responsibility.
- Strengthens connection with the university: Enhances student–university interaction and fosters a sense of belonging.
- Prepares students for professional life: Eases the transition of students into the workforce after graduation.

Applications are received through the [Part-Time Student Program Application Form](#), which can be completed online, and the selection process is conducted in an open, fair, and accessible manner. In addition, students accepted into this program gain visibility and recognition through official university bulletins published monthly, where their participation and achievements are publicly announced.

This practice goes beyond providing financial support; it represents a holistic approach that strengthens students' connection with the university, enhances their social engagement, and promotes equality in access to higher education.



- [Part-Time Student Program Application Form](#)
- [Opportunity to Gain On-Campus Experience through the Part-Time Student Program](#)



## Practices that Strengthen the Access of Students with Disabilities to Higher Education

IGU provides comprehensive accessibility support to ensure the equal and independent participation of individuals with disabilities in higher education. The Consulting and Coordination Office for Disabled, operating within the university, conducts multidimensional studies in areas such as accessible campus life, academic accommodation, awareness, and support services.

Some of the accessibility practices implemented for students with disabilities are as follows:

- **Spatial Accessibility:** Arrangements have been made across all campuses to eliminate physical barriers to access. Elevators, ramps, directional signs, accessible restrooms, and emergency exit systems have been designed in accordance with accessibility principles.
- **Academic Accommodation Support:** Depending on individual needs, students with disabilities are provided with access to course materials, exam accommodations (such as extended time, quiet exam environments, or large-print texts), and academic assistance. This process is personalized through coordination between the student and the relevant university unit.
- **Awareness and Inclusion Activities:** Awareness seminars, accessibility-themed events, and special activities on occasions such as December 3 – International Day of Persons with Disabilities are organized for staff and students across the university. These activities aim not only to ensure accessibility for students with disabilities but also to strengthen their social inclusion.

All activities conducted under the framework of Reducing Inequalities are detailed in the corresponding section; however, one example of such an activity is presented below.

### Event Example

**Event Name:** Hearing Loss Awareness

**Event Date:** 04.03.2024

**Event Content:** Held in recognition of World Hearing Day on March 3, the event emphasized that the most effective way to minimize the negative effects of hearing loss on individuals is through early intervention. It highlighted the importance of detecting hearing loss at an early stage for successful intervention. Accordingly, the main aim of the event was to raise public awareness about hearing health and to draw attention to the crucial role of early diagnosis of hearing loss in improving quality of life.



[Click here for the event link.](#)





- **Digital and Information Accessibility:** Accessible design principles are adopted across the university's web pages and online platforms to provide suitable digital content for individuals with visual and hearing impairments. Online access to course materials and on-campus information systems facilitates information accessibility for students with disabilities and significantly reduces structural barriers they may face.
- **Transparent Communication and Feedback:** Through the website engelsiz.gelisim.edu.tr, all activities, initiatives, and communication channels of the Consulting and Coordination Office for Disabled are publicly shared. Students can submit their requests and track updates via this platform.

These practices reflect IGU's inclusive higher education policies, which not only ensure access to the university but also promote equal participation in academic, social, and cultural life for all individuals.



### Educational and Awareness Programs Supporting Access for High School Students

IGU organizes free, inclusive, and multifaceted seminar and academy programs to increase higher education awareness among high school students—particularly those from underrepresented groups—support their career orientation, and facilitate access to information during the university transition process. These initiatives help students become acquainted with university life at an early stage and aim to support their academic and personal development.

Some of the programs carried out within this scope include:

- **Career Journey Academy:** A multi-session development program designed to help university-bound students enhance their career orientation, define their goals, and structure their career plans.



[Click here for the Career Journey Academy.](#)



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- **Well-Being Academy:** This program consists of seminar and practice-based sessions that enable students to gain knowledge in areas such as psychological resilience, self-awareness, stress management, and emotional balance.

[Click here for the Well-Being Academy.](#)

- **Science, Technology and Innovation Academy:** Aims to enhance young people's abilities in scientific thinking, research, and keeping up with technological advancements. Students are introduced to STEM fields and engaged with project-based learning experiences.

[Click here for the Science, Technology and Innovation Academy.](#)

- **Financial Literacy Academy:** Structured to raise financial awareness at the high school level, focusing on essential topics such as personal budgeting, saving, investment, and economic decision-making.

[Click here for the Financial Literacy Academy.](#)

- **Language Academy:** Established to enhance students' foreign language awareness and promote pre-university language development, while also aiming to foster positive attitudes toward multilingualism.

[Click here for the Language Academy.](#)

- **Art and Culture Academy:** Supports the aesthetic development of young individuals through creative activities and cultural expressions across various fields of art.

[Click here for the Art and Culture Academy.](#)

- **Special Talent Exam Seminars in Sports:** Provides information to high school students who aspire to pursue a career in sports about special talent exams and offers guidance throughout the preparation process.

[Click here for the Special Talent Exam Seminars in Sports.](#)





- **High School Winter Academy:** Organized annually under the slogan “I develop with Gelişim, I decide on my profession,” this program provides high school students with the opportunity to experience university life and explore professional fields firsthand. Held between January 23–26, 2024, the academy featured hands-on workshops in various disciplines such as Architecture, Aviation, Computer Programming, Art Therapy, Nursing, Dentistry, E-Commerce, Blockchain, and Management Information Systems. Students gained practical experience in their chosen fields, helping them shape their career goals. Applications were open to the public and free of charge through [winterschool.gelisim.edu.tr](http://winterschool.gelisim.edu.tr).

[Click here for the High School Winter Academy.](http://winterschool.gelisim.edu.tr)

- **High School Summer Academy:** This program, conducted during the summer term, offers high school students the opportunity to study on a university campus, participate in social activities, and attend courses in various disciplines to experience university life. Within the scope of the program, hands-on training is provided in fields such as Stage Makeup and Photography, Aerial Imaging Techniques with Drones, Aircraft Engineering, Creative Drama, Nursing, Dentistry, and Computer Programming. Participating students explore academic departments aligned with their interests, allowing them to plan their career paths more consciously. The program is entirely free of charge, and applications are accepted through [summerschool.gelisim.edu.tr](http://summerschool.gelisim.edu.tr).

[Click here for the High School Summer Academy.](http://summerschool.gelisim.edu.tr)

- **Open Day Events:** As part of the Open Day activities, IGU opened the doors of all its faculties, schools, and vocational schools to high school students. During these events, departments were introduced, and students engaged in one-on-one conversations with academic staff to gain in-depth insights into their fields of interest. In addition, participants attended university lectures and numerous hands-on workshops. Open Day events provided high school students—particularly first-generation university candidates and those with limited prior exposure to higher education—with a guiding and inspiring experience of university life. Many participants stated that this experience was a determining factor in their choice of department and strengthened their sense of belonging and motivation toward university education.

[Click here for the Faculty of Health Sciences Open Day.](#)

[Click here for the Faculty of Applied Sciences Open Day.](#)

[Click here for the Vocational School of Health Services Open Day.](#)

[Click here for the Faculty of Fine Arts Open Day.](#)

[Click here for the Faculty of Engineering and Architecture Open Day.](#)

[Click here for the Istanbul Gelisim Vocational School Open Day.](#)

CLICK HERE!



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- **Continuing Education Application and Research Center (SEM) Trainings:** IGU's SEM offers a wide range of free face-to-face and online training programs to support lifelong learning and strengthen the interaction of individuals—particularly those outside the university—with higher education institutions. The trainings are organized in diverse fields such as personal development, professional skill acquisition, digital literacy, entrepreneurship, communication, health, psychology, and many others, and are open to participants of all ages and socioeconomic backgrounds. These programs, organized by SEM, provide individuals with limited access to higher education the opportunity to gain knowledge, develop themselves, and establish a connection with the university. Offered entirely free of charge, these trainings serve as an important tool for enhancing social inclusion and promoting the participation of underrepresented groups in educational environments.

### [Creative Solutions for Combating Peer Bullying](#)



### [DIR Floortime](#)



### [A1-A2 Level English Language Training](#)



In addition, online **Career Development Academies** have been organized for high school students to support accessibility in digital environments. Through these programs, students from different cities and those facing disadvantages in accessing educational opportunities were able to interact with the university simultaneously. All these activities are carried out in line with IGU's vision of social responsibility and equal opportunity, and are designed to be free of charge and open to everyone. In this respect, they serve as supportive and inclusive practices, particularly for students who face social or structural barriers in accessing higher education.

## **Accessibility Support within the Erasmus+ Program**

IGU provides additional accessibility support for students applying to the Erasmus+ Learning Mobility Program. Specifically, +10 points are granted to students with disabilities, +10 points to students under state protection as defined by Law No. 2828 on Social Services, and +10 points to students or their first-degree relatives who have received disaster aid from AFAD (Disaster and Emergency Management Authority).

This regulation is publicly included in the Application Guide, ensuring a fair and transparent selection process. In addition, students with disabilities who are accepted into the exchange program are assigned a dedicated advisor who provides individualized guidance throughout the mobility period. This inclusive approach is also explicitly stated in the **Erasmus+ Policy Statement**.

**[Click here for the Erasmus+ Program.](#)**



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## Information and Accessibility Practices for International Students

IGU supports the access of international students to higher education through comprehensive promotional, informational, and guidance services. On the website of the [Directorate of International Students](#), multilingual information is provided on critical topics such as digital brochures, application procedures, tuition fees, academic programs, and scholarship opportunities.



The "[Internationalization Policy](#)" and the "[Directive on Admission of International or Foreign Students](#)", published on the website, demonstrate an inclusive and equitable approach to the admission of international students, ensuring transparency and equal opportunity throughout the application and placement processes.

These structures establish a transparent, accessible, and supportive framework for students from diverse countries who may face various challenges in accessing higher education.



IGU secures all of these practices that support access to higher education for underrepresented groups through institutional policy documents. The Gender Equality Policy, Equal Opportunity Policy, Support to Women and Learners with Disadvantages Policy, and Internationalization Policy adopted by the university clearly demonstrate that all student admission and application processes are grounded in the principles of fairness, transparency, and inclusiveness. These policies are publicly accessible and form the foundation of the university's sustainable access vision.

[Click here for the Gender Equality Policy.](#) 🖱️

[Click here for the Policy of Equal Opportunity.](#) 🖱️

[Click here for the Policy of Support to Women and Learners with Disadvantages.](#) 🖱️

As clearly stated above, all these practices reflect IGU's institutional commitment to ensuring equal access to higher education, supporting underrepresented groups, and fostering an inclusive learning environment.



### 10.6.3. Access to University Underrepresented Groups Recruit

IGU bases its human resources policies on the principles of equality, inclusiveness, and equal opportunity, and actively supports the employment of underrepresented groups within the university through a range of comprehensive practices.

#### Employment of Individuals with Disabilities

The employment of individuals with disabilities is not only a legal obligation but also one of the university's key institutional priorities, reflecting its strong sense of social responsibility. In accordance with [Article 30 of the Turkish Labor Law No. 4857](#), special job postings are created to fulfill the 3% employment quota for individuals with disabilities in private sector workplaces. Placement in suitable positions is carried out by taking into account personal needs and professional competencies.

In addition, in line with the objectives outlined in the university's [2024–2028 Strategic Plan](#), the commitment to increasing the number of accessible buildings has been publicly announced.

#### Representation and Leadership of Women Employees

Women are recognized as one of the underrepresented groups in the workforce, and IGU continues to implement inclusive policies in this area. As detailed in the earlier sections of this report, the proportion of women employees across the university stands at **51,61%**, exceeding that of male employees. This demonstrates the university's employment approach grounded in the principle of gender equality and serves as a tangible reflection of its commitment to inclusivity.

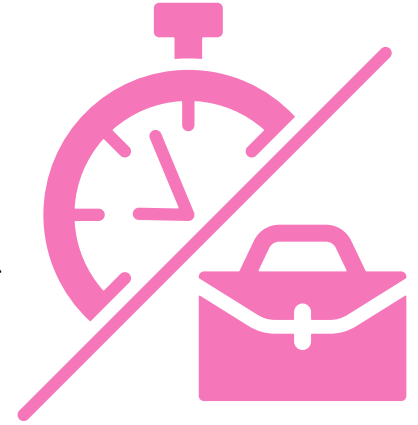
- ✓ The proportion of women in managerial positions increased from 38,46% in 2023 to **41,18%** in 2024.
- ✓ The number of women employees aged 30–50 rose from 373 to **448**,
- ✓ While the number of women employees aged 50 and above increased from 72 to **86**.

These increases are concrete indicators of IGU's strong commitment to promoting women's employment and leadership.



## Part-Time Employment for Socioeconomically Disadvantaged Students

The university implements a part-time student employment program to support the educational journey of students from socioeconomically disadvantaged backgrounds. Students who apply to the program are employed in suitable departments within the university, allowing them to earn income while also gaining professional experience. The names of employed students are publicly announced through official university bulletins.



### Part-Time Student Employment



## Representation of International Employees

IGU places great emphasis on employing international academic and administrative staff to promote cultural diversity within the institution.

- The number of international academic staff increased from 47 in 2023 to 48 in 2024.
- The number of international administrative staff rose from 9 to 19.
- The number of international male managers increased from 2 to 3.

These developments demonstrate that the university upholds an employment policy that values not only local inclusion but also international diversity and representation.

## Principle of Equality and Legal Assurance

IGU operates in line with the principles of equal opportunity, human rights, rule of law, and justice. As clearly stated in its core institutional documents—such as the “[Policy of Equal Opportunity](#)”, “[Gender Equality Policy](#)” and “[Human Rights, Rule of Law and Justice Policy](#)”—the university maintains the following commitments;

- ✓ No religious belief or professional test is adopted or imposed in any recruitment, assignment, or privilege process within the university.
- ✓ In accordance with Article 10 of the Constitution of the Republic of Türkiye, no discrimination is made on the basis of language, religion, race, color, gender, political opinion, sect, ethnic origin, nationality, disability, marital status, age, social status, educational background, or sexual orientation; equality before the law is upheld for all individuals.
- ✓ The university continuously monitors demographic data and updates its recruitment and promotion strategies in alignment with its mission of inclusivity and social justice.





This holistic approach demonstrates that IGU is committed not only to its students but also to ensuring equal representation, inclusivity, and a fair institutional culture for all employees.

In addition, the university's institutional framework includes an “[Ethical Employment Policy](#)” which guarantees that all recruitment, task distribution, working conditions, and institutional communication processes are conducted in accordance with the principles of integrity, impartiality, respect, and responsibility. This ethics-based approach both supports the employment of underrepresented groups and contributes to maintaining a fair, respectful, and transparent working environment for all employees.

#### 10.6.4. Anti-Discrimination Policy

IGU upholds a zero-tolerance policy against all forms of discrimination and recognizes that all individuals possess equal rights. The university is firmly committed to providing a fair, inclusive, and safe environment for all students and employees—regardless of language, religion, race, ethnic origin, gender, age, disability status, socioeconomic background, or political opinion.

This approach is guaranteed not only through institutional policies but also under the laws of the Republic of Türkiye:

- [Article 10 of the Constitution of the Republic of Türkiye](#), regulates the principle of equality before the law, stating that no individual, family, or class may be granted privileges, and that no discrimination shall be made on the grounds of language, race, gender, political opinion, philosophical belief, religion, or sect.
- The [Law No. 6701 on the Human Rights and Equality Institution of Türkiye](#), prohibits all forms of discrimination in education and employment and establishes sanctions in cases of violation.
- In addition, [Article \(h\) under the Disciplinary and Penal Provisions section of the Higher Education Law No. 2547](#) explicitly prohibits discrimination within higher education institutions by stating: “Engaging in discriminatory behavior based on language, race, color, gender, political opinion, philosophical belief, religion, or sect, or acting contrary to the requirements of duty in a way that benefits or harms individuals.”

In addition to this legal framework, IGU has implemented its own institutional regulations. In particular, the [Respect for Diversity Policy](#), [Policy of Equal Opportunity](#), [Gender Equality Policy](#) and [Human Rights, Rule of Law and Justice Policy](#), together form a strong institutional foundation for combating discrimination.

Within the scope of this policy, transparent application and complaint mechanisms are actively implemented, and regular awareness trainings are conducted. In cases of discrimination, both students and employees can submit their complaints directly through the [IGUMER system](#). Managed by the [Dean of Students](#) this platform ensures that complaints, requests, and suggestions are transparently recorded, reviewed, and resolved, serving as a key institutional mechanism in the fight against discrimination.

Additionally, the system is audited annually by independent external reviewers, ensuring that the process is carried out transparently and fairly. IGU approaches anti-discrimination efforts not only as a protective but also as a preventive process, providing an equitable, inclusive, and safe university environment for all students and employees.



### 10.6.5. University Diversity Officer

IGU positions diversity, equality, inclusiveness, and human rights among its institutional priorities and carries out activities in these areas through various structures that support related policies and practices. Authorized by the university administration, these structures contribute to the implementation of diversity- and equality-oriented policies, the execution of programs, and the organization of awareness trainings. In doing so, IGU ensures the sustainability of an inclusive and equitable university environment. A few examples of these institutional structures are presented below.

	<u><a href="#">Dean of Students</a></u>	It organizes activities that promote diversity and aim to create equal opportunities among students.
	<u><a href="#">Department of Human Resources</a></u>	It upholds equal opportunity for employees and implements diversity and inclusion policies.
	<u><a href="#">Psychological Counselling Services</a></u>	Providing support for students' psychosocial needs creates an inclusive environment.
	<u><a href="#">Consulting and Coordination Office for Disabled</a></u>	It ensures equal and accessible participation of students with special needs in educational processes.
	<u><a href="#">Sustainable Environment and Society Application and Research Centre</a></u>	Developing sustainability solutions in environmental, economic and social areas; guiding the policies of the university; conducting awareness activities for an equitable and sustainable society.
	<u><a href="#">University Executive Board</a></u>	It ensures the adoption, implementation and sustainability of diversity and equality policies at strategic level.
	<u><a href="#">Culture Days</a></u>	Making cultural diversity visible on campus contributes to the representation of different identities.
	<u><a href="#">Mindset Student Club</a></u>	To create equal opportunities among students, it organises activities that embrace diversity.
	<u><a href="#">Directorate of International Students</a></u>	Facilitating the adaptation of students from different countries to the university, supporting cultural diversity and providing equal opportunities for international students.



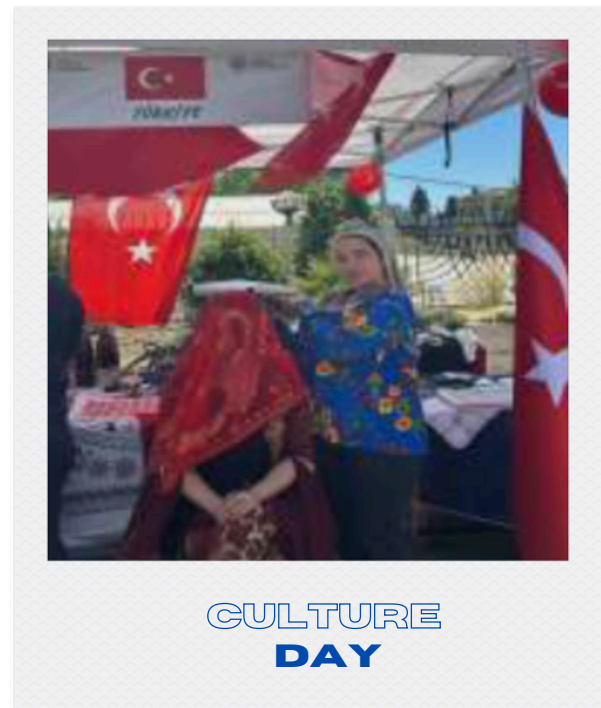
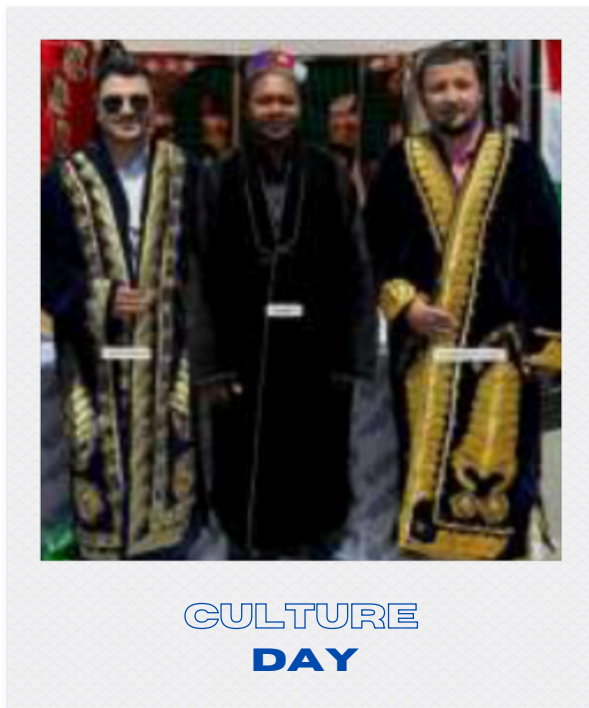
These structures support the development of a holistic approach to equal opportunity, inclusiveness, and sustainability for both students and employees.

To implement its diversity and inclusion policies at an institutional level, IGU carries out initiatives through the Directorate of International Students and other relevant units. These efforts not only foster academic development but also promote cultural, social, and personal growth, thereby strengthening students' sense of belonging within the university community.

### Events Supporting Cultural Diversity

arious events are organized to encourage students from different nationalities to present their own cultures and to promote intercultural interaction.

- **Culture Day:** An event attended by students from 45 countries, featuring dance performances, traditional cuisines, and stage shows celebrating cultural diversity and global unity.



- **Syrian Culture and Introduction Day:** Organized by Syrian students, this event brought together more than 800 participants, providing an opportunity to showcase and celebrate the rich cultural heritage of Syria.



## Academic and Social Integration Activities for International Students

Various activities are organized to help students adapt to university life and meet their academic and social needs:

- **Orientation Programs:** Orientation sessions are held to provide academic guidance, psychological counseling, and success-oriented seminars for international students, supporting their smooth integration into university life.



- **Campus Tours:** Campus tours have been organized for students from various countries to introduce them to the university's faculties, laboratories, and social facilities.



Details of several activities carried out within or outside the university in relation to diversity, inclusion, and equality are listed below.

### 10.6.6. Support for Underrepresented Groups

IGU implements various mentorship, counseling, scholarship, and peer support programs to empower underrepresented groups among its students, alumni, and academic and administrative staff. The main goal of these initiatives is to enhance equal opportunity in higher education, ensure the full participation of disadvantaged groups in university life, and foster an inclusive academic environment.

#### 1. [Career Development Center](#) and [Alumni Web Page](#)

The Career Development Center and the Alumni and Members Coordination Office organize interview simulations, training seminars, and career summits to support the career development of both students and graduates.





Programs broadcast on YouTube feature interviews with students, alumni, and industry professionals, providing role models and inspirational examples for current students.

Career counseling, mentorship, and application guidance offer significant support, particularly for first-generation university students and those with limited access to professional networks.

## **2. Peer Mentorship Program**

The Peer Mentorship Program is an important initiative that ensures equal opportunities, particularly for students who need support in adapting to university life. Conducted as an experimental model, the program examines the effects of peer mentoring on students' career decision-making processes and career stress variables, thereby contributing to the scientific literature. At the same time, it encourages stronger academic and social participation among students from disadvantaged or underrepresented groups.

### **Peer Mentor Selection Criteria**

Students selected as mentors serve as exemplary role models with strong academic and social skills. The main criteria for selection include:

- Being a 2nd-, 3rd-, or 4th-year undergraduate student at Istanbul Gelisim University,
- Demonstrating strong communication skills and openness to innovation,
- Preferably having proficiency in a foreign language and experience in student clubs or projects,
- Having participated in social responsibility projects,
- Being open to self-development, research-oriented, and eager to build new connections,
- Having experience in delivering departmental presentations.

### **Program Contributions**

The Peer Mentorship Program provides multidimensional benefits, especially for students who are new to university life or need academic/social support:

- Free access to special mentor training sessions,
- Free participation in a self-awareness inventory,
- An official "Mentorship Certificate" upon completion,
- Opportunities to build a professional network,
- Development of counseling and event organization skills,
- Participation in at least one social responsibility project,
- Experience in multiple presentations and event planning by the end of the program.

This program not only supports individual development but also contributes to strengthening an inclusive learning environment within the university, enhancing the academic and social engagement of underrepresented student groups.



### 3. Psychological Counseling and Guidance Unit

- The university provides free psychological counseling services for both students and staff.
- The unit offers targeted support in areas such as stress management, adaptation, and resilience, particularly for disadvantaged and at-risk students.
- Through various workshops, the unit aims to enhance students’ emotional well-being and foster an inclusive and supportive campus environment.

### 4. Scholarships and “Come to Gelişim” Programme

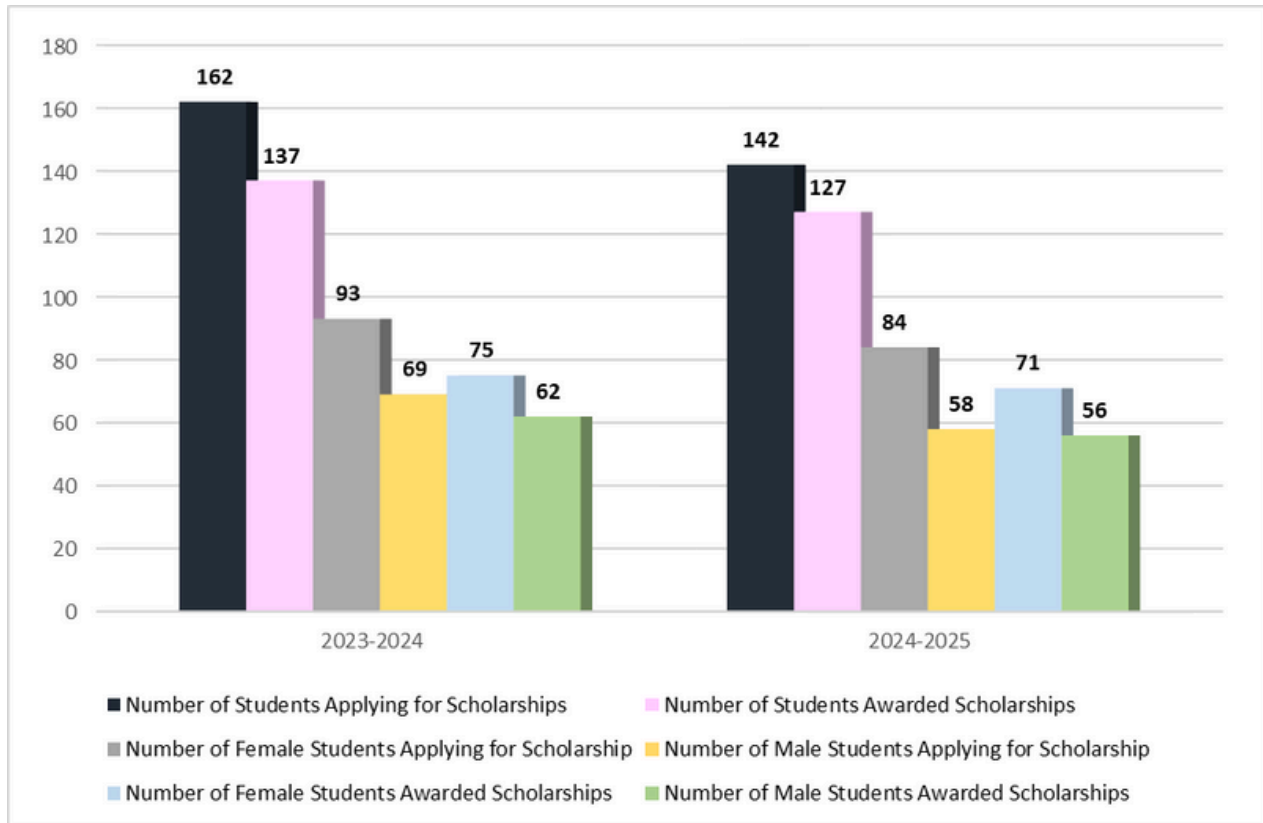
In addition to the ÖSYM scholarships, IGU offers special scholarship opportunities for students from diverse socio-economic backgrounds.

#### *Come to Gelişim Program:*

This is an innovative admission and scholarship program that provides additional financial support to students who stand out with their talents, ideas, projects, or achievements.

Applicants submit motivation letters highlighting their unique qualities and areas for improvement. Applications are evaluated by a dedicated committee, and special scholarship support is granted to help reduce financial inequalities among students.

The following figure presents the number of students benefiting from the Come to Gelişim Scholarship Program.



**Figure 10.** Number of Students Benefiting from the “Come to Gelişim” Scholarship Program



## 5. Academic and Social Support Mechanisms

- IGU provides comprehensive academic, social, and personal development support to ensure that all students—particularly those from underrepresented or disadvantaged backgrounds—can thrive in a fair and inclusive university environment.
- These supports include advising, mentoring, and career guidance services, all aimed at fostering both academic success and holistic growth.

### *Support for First-Generation University Students:*

- Special mechanisms such as mentorship programs, scholarships, and orientation activities are provided for students who are the first in their families to attend university, helping them adapt to academic life and build confidence in their higher education journey.

### *Support for Students with Disabilities:*

- IGU implements accessibility initiatives, including adapted course materials, accessible campus infrastructure, and personalized academic adjustments to ensure equal participation in education.

### *Support for International Students:*

- International students benefit from Turkish language assistance, cultural orientation sessions, and social integration programs to facilitate their adaptation to academic and campus life.

### *Community Engagement and Volunteering:*

- Students from socioeconomically disadvantaged regions are encouraged to participate in community service projects and volunteer mentorship initiatives, contributing to social inclusion while developing civic awareness and empathy.

At IGU, support for underrepresented groups extends beyond administrative and academic mechanisms—it is reinforced through various student clubs, faculties, directorates, and administrative units that organize events, projects, and community initiatives.

A selection of examples from these inclusive practices is presented below.

### 1. Activity Name : [There is Hope in Gelişim](#)

**Activity Date :** 15.02.2024

**Activity Content:** In order to enhance social awareness and support students' access to educational opportunities, a humanitarian aid project was carried out for village schools in the earthquake-affected region. Within the scope of the project, Mızraklı Primary School and Kenan Ahmet Öztürk Primary School located in Samandağ District of Hatay—which had been merged into a single institution due to structural damage—were supported. A total of 420 students from different age groups were studying in these schools. The project provided clothing and essential school supplies (notebooks, pencils, erasers, books, sharpeners, etc.) to meet the students' basic educational needs. The quantities were carefully planned and collected before being delivered directly to the schools. This initiative made a meaningful contribution to supporting students in disadvantaged regions, strengthening educational equity and promoting social solidarity—core principles of IGU's social responsibility mission.



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## 2. Activity Name : Managing Differences – Intercultural Communication

**Activity Date :** 19.02.2024-22.02.2024

**Activity Content:** This training program was organized to enhance institutional sensitivity to cultural diversity and strengthen intercultural competence among university staff.

The main objective of the training was to reduce potential biases that may arise between different national or subcultures and the dominant culture, equip participants with intercultural communication skills, and foster an inclusive communication environment at the institutional level.

- Intercultural Awareness: Participants learned how cultural differences can influence communication processes and developed the ability to anticipate and resolve possible misunderstandings or “communication accidents.”
- Intercultural Conflict Management: The training also covered the impact of cultural variations on work and lifestyle patterns, providing participants with strategies to prevent and manage conflicts or crises arising from these differences.

Delivered by an expert trainer through interactive methods, the program emphasized practical engagement alongside theoretical learning.

This initiative significantly contributed to strengthening employees’ intercultural competence and promoting a more inclusive and empathetic institutional culture, aligned with IGU’s diversity and equality principles.



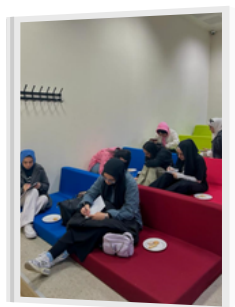
## 3. Activity Name : Unity in Diversity with IGU

**Activity Date :** 19.02.2024

**Activity Content:** The project aims to promote respect for the rights of individuals from different cultural, religious, ethnic, and linguistic groups, strengthen equal opportunities, and enhance social cohesion.

Within the scope of the project: social tolerance and intercultural understanding were supported, the principles of social justice and equality were emphasized, awareness was raised to combat discrimination, and the preservation and promotion of cultural heritage were ensured.

This project contributes to enabling minority groups to realize their potential and actively participate in society. In this way, it supports the construction of a more inclusive, fair, and equitable society.





#### 4. Activity Name : [Professional Experiences of Women in Business Life](#)

Activity Date : 07.03.2024

**Activity Content:** This event focused on the professional experiences of women, who are among underrepresented groups in the workforce. Female graduates from the Department of Interior Architecture and Environmental Design, who are actively working in the sector, shared the challenges they face in professional life and the strategies they use to overcome them.

The event aimed to increase the visibility of women in professional life, draw attention to the inequalities they encounter, and promote social awareness through role model experiences. Conducted in the form of panel discussions and talk sessions, this activity both shed light on the career journeys of female students and contributed to the university's commitment to gender equality and inclusivity.

#### [Social Media Link](#)



#### 5. Activity Name : [Queens of the Sky](#)

Activity Date : 08.03.2024

**Activity Content:** This event focused on the experiences of women—an underrepresented group—in the aviation industry. Discussions addressed the distribution of female workers in the sector, the role of women in engineering, and the challenges of working as a woman in aviation. The purpose of the event was to make women's professional achievements more visible, raise awareness about gender equality and women's rights, and present female role models to younger generations. During the talk, speakers shared how they overcame obstacles in their careers and the paths they followed to achieve success. This activity served as an inspiration for female students in their career development and contributed to the university's goals of inclusivity, gender equality, and equal opportunity.



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## 6. Activity Name : [The Importance of Gender Equality Education in Building the Future](#)

Activity Date : 08.03.2024

**Activity Content:** Organized by the IGU Center for Gender Studies on the occasion of International Women's Day, this event aimed to highlight the importance of gender equality education. During the talk held within the event, key information regarding gender equality education was shared, with the goal of encouraging participants to integrate these principles into their daily lives. Raising awareness of gender equality among university students is considered essential for strengthening a culture of social justice, equality, and inclusivity. This activity not only supported the empowerment of women and other disadvantaged groups but also contributed to the university's fulfillment of its responsibilities in the field of gender equality.



## 7. Activity Name : [Women's Cooperatives in Türkiye](#)

Activity Date : 12.03.2024

**Activity Content:** The event addressed women's participation in economic life and their social empowerment. In the first session, a student-produced documentary titled "Legacy from the Future: Cooperativism for Sustainable Societies" was screened. The documentary explored women's cooperatives in the Aegean Region, emphasizing their contributions to production and sustainable social development through solidarity. The second session focused on the current status of women's cooperatives in Türkiye, the challenges they face, and their roles within the economic system. As a result of the event, participants gained knowledge about the functioning of women's cooperatives and developed greater awareness of strengthening women's positions in social and economic life. Additionally, the event aimed to promote further academic research on women's cooperatives.



Salı, 12 Mart 2024  
12:00 - 14:00  
K BLOK-KULE / GELİŞİM TOWER  
FIRNAS



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## 8. Activity Name : Women in the Axis of Gender

Activity Date : 26.03.2024

**Activity Content:** The event titled “Women in the Axis of Gender” opened a discussion on the impact of sexist and offensive discourse toward women on social media on gender equality. The event aimed to encourage participants to question how such discourse influences women’s social positions and roles, raise awareness, and promote conscious reflection. Within the framework of gender equality, academic studies on the subject were discussed, and the role of sexist language in combating violence against women was evaluated. As a result, participants were expected to gain a deeper understanding of how the language used on social media affects gender equality, to reconsider women’s social status and roles, and to develop a stronger sense of social responsibility.



## 9. Activity Name : Current Developments in the Russia–Ukraine War

Activity Date : 28.03.2024

**Activity Content:** The event aimed to encourage students to examine the war not only in terms of international political dynamics but also from the perspective of displaced civilians, Ukrainians forced into migrant status, and other disadvantaged groups most affected by the conflict. During the session, the speaker discussed recent developments in the war, with particular emphasis on the challenges faced by vulnerable groups such as women, children, and refugees. In the subsequent Q&A session, students exchanged ideas on the humanitarian dimension of the war, migration movements, and international initiatives aimed at protecting these groups.

This activity contributed to students’ understanding of a current international conflict from both political and social inequality perspectives and aimed to raise awareness of the challenges faced by underrepresented and vulnerable populations.

THE DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS (ENGLISH)  
CURRENT DEVELOPMENTS IN THE RUSSIA-UKRAINE WAR



Assoc. Prof. Ahmet Sapmaz

March 28, 2024  
Thursday

11.00 - 12.00

K Blok Firnas Auditorium



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## 10. Activity Name : Current Developments in the Middle East

Activity Date : 26.03.2024

**Activity Content:** The event focused on current developments in the Middle East within the context of the Israel–Palestine conflict, drawing attention to the issues faced by Palestinians such as displacement, forced migration, and lack of representation. The primary aim was to enhance students' understanding of the humanitarian crises in the region and raise awareness of the challenges and rights violations experienced by disadvantaged groups. During the event, students had the opportunity to discuss the problems faced by Palestinians from the perspectives of international law, migration, and human rights. In doing so, the activity encouraged participants to better understand the situation of underrepresented groups and to relate it to the broader concepts of global social justice and equality.



## 11. Activity Name : Panel on Current Social Issues

Activity Date : 29.04.2024

**Activity Content:** The panel addressed four major social issues: the impact of consumerism on family well-being, violence against women and femicides, the portrayal of motherhood experiences on social media, and gender-based inequalities in education and employment.

The overall aim of the panel was to raise awareness of key contemporary social problems—such as the effects of consumption habits on family structures, gender-based violence, the relationship between media and gender, and inequalities in educational and employment opportunities—and to provide students with the opportunity to reflect on and discuss these issues critically.



## 12. Activity Name : Theatre at the University: Türkland Play and Discussion on Migration

**Activity Date :** 10.05.2024

**Activity Content:** The theatre play Türkland sheds light on the experiences of migrants by portraying the search for belonging of individuals struggling with multicultural identity conflicts. Addressing themes such as migration, identity, gender, inequality, and cultural belonging from a universal perspective, the play offered participants an opportunity to develop empathy toward the challenges faced by people with diverse identities. Following the performance, a discussion and Q&A session were held, during which the psychological and social effects of migration were explored. The event helped students gain awareness of the struggles of underrepresented groups and contributed to fostering a perspective sensitive to cultural diversity and social inclusion.



## 13. Activity Name : Rethinking the Role of Social Work in Addressing Social Issues in Local and Global Contexts

**Activity Date :** 13.05.2024

**Activity Content:** The event explored the evolving roles, opportunities, and challenges of social work in addressing emerging social issues within the changing global order, particularly in relation to vulnerable and underrepresented groups. This symposium, held with contributions from academics from various universities, presented multidimensional discussions on how social work can function as an inclusive discipline for migrants, women, children, individuals with disabilities, and other disadvantaged populations. Conducted with simultaneous interpretation in Turkish and English, the event enhanced students' awareness and understanding of these groups while providing faculty members with new opportunities for international research and collaboration. In this respect, the symposium contributed to the development of support mechanisms for underrepresented groups from a social work perspective.

[Social Media Link](#)



**14. Activity Name :** Migration and Non-Governmental Organizations: A Case Study on Services Provided to Syrian Women

**Activity Date :** 17.05.2024

**Activity Content:** The event highlighted the challenges faced by Syrian migrant women living in Türkiye and opened a discussion on the role of non-governmental organizations (NGOs) in addressing these issues. Within the scope of the training, the relationship between migration, gender, and civil society was explored, and data obtained from fieldwork and social work practices were shared with participants. In addition to examining the social and economic barriers encountered by Syrian women, the event also evaluated the services provided to these groups, offering participants up-to-date, field-based insights into the living conditions of migrant women. In this regard, the activity contributed to making the problems of disadvantaged groups more visible and raising awareness about potential solutions.



**15. Activity Name :** Gender Debates

**Activity Date :** 28.05.2024

**Activity Content:** The event examined the gender regime that emerged during the formation of the Islamic Republic of Iran and the “ideal woman image” constructed by the state as part of its identity-building process. Following the 1979 Revolution, gender became a central element of the new sociopolitical order, leading to the redefinition of women’s roles in public life. The program discussed the implications of this transformation on women’s social positions, the emergence of contemporary resistance movements such as “Woman, Life, Freedom,” and the social inequalities resulting from the state’s harsh responses. After a presentation based on feminist discourse analysis, a Q&A session was held, allowing participants to critically evaluate the impact of Iran’s gender regime on women’s lives. The event aimed to raise awareness of gender equality and make women’s struggles for rights more visible.



**16. Activity Name : Symposium on Social Work and Urban Justice – I**

**Activity Date :** 05.06.2024

**Activity Content:** The event focused on issues of social justice in urban contexts and the challenges faced by disadvantaged groups in city life. Discussions addressed social inequalities observed in urban areas, injustices experienced by vulnerable populations, and the societal implications of urban equity processes.

The main goal was to bring together social work professionals, academics, students, and urban studies experts to foster awareness and develop solutions for urban equity and justice. Comprising presentations, panel discussions, and student projects, the symposium explored social policies and intervention strategies. It also provided participants with opportunities to build new collaborations aimed at supporting fair living conditions and equitable access to urban resources for disadvantaged communities.

**Social Media Link**



**17. Activity Name : 9th International Middle East Symposium**

**Activity Date :** 15.10.2024-16.10.2024

**Activity Content:** The 9th International Middle East Symposium opened discussions on the effects of occupation, terrorism, illegal migration, and ethnic and sectarian conflicts on state sovereignty and social life in the region. The symposium examined how disadvantaged groups—such as migrants and ethnic or sectarian minorities—have been affected by these geopolitical disruptions, analyzing the issues through multidimensional academic perspectives encompassing political, economic, and social dimensions. The event aimed both to highlight the risks posed to regional stability and to raise awareness of the human rights violations experienced by underrepresented and vulnerable populations.



18. Activity Name : [KAGİ 3rd Workshop on Multidisciplinary Approaches](#)

Activity Date : 30.10.2024

Activity Content: Organized by the Women's Power Initiative (Kadın Gücü İnisiyatifi), the workshop brought together female scientists, researchers, and legal professionals from various disciplines to make women's contributions in scientific, social, and legal fields more visible. Hosted by IGU, the event opened discussions on gender-based inequalities faced by women in academia, politics, governance, and the arts, while also encouraging interdisciplinary collaborations to develop solutions to these challenges.



Workshop sessions covered topics such as the role of female leaders in disaster management, women's political representation, the limitations of gender auditing, solidarity patterns in combating domestic violence, and art therapy. In addition, discussions on motherhood and voluntary caregiving roles explored the reflections of gender equality on family and social life.

This event provided an inclusive platform for women to share their diverse experiences, contributed to raising awareness of underrepresented groups, strengthened solidarity networks, and supported the generation of innovative solutions in the field of gender equality.

[Social Media Link](#)



**19. Activity Name : Creating Change Through Social Responsibility**

**Activity Date :** 05.06.2024

**Activity Content:** The event aimed to demonstrate how social responsibility serves as an effective tool for improving societal well-being and to raise awareness about enhancing the living conditions of disadvantaged groups. Participants were informed about how they could contribute—both individually and institutionally—to areas such as environmental protection, education, health, and poverty reduction. Within the scope of the program, global examples of social responsibility initiatives were discussed, and issues faced by different social groups were highlighted through novels, stories, and films. In this way, the event sought to increase participants’ sensitivity toward underrepresented groups and encourage them to develop a more inclusive perspective grounded in social responsibility.

**Social Media Link**



**20. Activity Name : Visit to Neve Shalom Sephardic Synagogues Foundation Barınyurt Nursing Home**

**Activity Date :** 26.12.2024

**Activity Content:** Organized by the Sociology Club, this nursing home visit aimed to draw attention to the challenges faced by elderly individuals in social life and to enhance students’ awareness of this often underrepresented group. The activity encouraged students to engage directly with older adults to better understand their living conditions, needs, and social positions.

The visit not only helped the residents feel valued but also provided students with the opportunity to strengthen their sense of volunteerism, observe theoretical knowledge in practice, and develop their social responsibility skills. In this respect, the event contributed to increasing the visibility of the elderly—one of the most vulnerable and frequently overlooked groups in society—while fostering greater empathy and sensitivity among students toward these individuals.



### 10.6.7. Accessible Facilities

IGU implements practices that prioritize spatial and educational accessibility to ensure the full and equal participation of students, academic and administrative staff, and visitors with disabilities in campus life. The university carries out arrangements across all faculties and campuses to facilitate the independent mobility of individuals with disabilities, adhering to accessibility standards in buildings, classrooms, libraries, social areas, and emergency systems. In addition, these efforts have been nationally recognized through awards and nominations received under the Barrier-Free University Flag Awards organized by the Council of Higher Education (YÖK).

#### Barrier-Free University Awards (2024)

IGU achieved significant success in 2024 through its accessibility-focused initiatives under the [Barrier-Free University Flag Awards](#). The program aims to enhance the accessibility of spaces, educational opportunities, and socio-cultural activities for individuals with disabilities, while promoting inclusivity across higher education.

As a result of the 2024 evaluations:

- The J Block Tower Campus, which houses the Faculty of Fine Arts (GSF) and the Faculty of Engineering and Architecture (MMF), received the [“Orange Flag”](#) in the Physical Accessibility category.
- The Faculty of Economics, Administrative and Social Sciences (İİSBF) earned the “Orange Flag” nomination in the Physical Accessibility category and the “Green Flag” nomination in the Educational Accessibility category.
- The Istanbul Gelisim Vocational School (İGMYO) was nominated for the “Green Flag” in the Educational Accessibility category.
- The Faculty of Applied Sciences (UBF) was nominated for the “Orange Flag” in the Physical Accessibility category.

These achievements stand as concrete evidence of IGU’s strong commitment to advancing equality of opportunity in both education and physical environments for students with disabilities.





## Barrier-Free University Awards (2024)



## Accessibility Arrangements on Campus

At IGU, numerous arrangements have been completed to ensure the equal and independent participation of individuals with disabilities in campus life. In accordance with the relevant provisions of Law No. 5378 on Persons with Disabilities, all necessary procedures for physical accessibility have been planned and initiated across all buildings. In addition, the requirements outlined in the Zoning Law No. 3194 and related regulations have been implemented, taking into account national accessibility standards such as TS 9111 (Accessibility requirements in buildings for persons with disabilities and limited mobility) and TS ISO 23599–13536 (Tactile walking surface indicators for persons with visual impairments).

Some of the implemented accessibility practices are summarized below:

- *Elevators:* Accessible elevators for staff, students, and visitors with disabilities are available in all buildings. Elevator panels include Braille-marked buttons for visually impaired users (notably in Blocks A and F).
- *Building Entrances:* All buildings feature flat entrances adjacent to turnstiles for wheelchair users, and ramps are installed in areas with level differences.
- *Library Access:* Each block's library is accessible via elevators with doorways of sufficient width. Library staff assist users in retrieving books from upper shelves when needed.
- *Emergency Systems:* Visual alarm systems are installed for hearing-impaired individuals to ensure safety during emergencies.
- *Accessible Restrooms:* Dedicated accessible restrooms are available in Blocks E, K, H, J, I, and G.
- *Conference Halls:* Portable ramps are provided to ensure stage access for individuals with physical disabilities; these are placed before events as needed.
- *Exam Accommodations:* Exams for students with disabilities are conducted in separate rooms under supervision; for visually impaired students, large-print exam papers are provided.
- *Social Areas:* Accessibility has been largely achieved in cafeterias, dining halls, and other social spaces, ensuring equal participation.
- *Participatory Approach:* Feedback from students with disabilities is regularly collected, and awareness-raising events are organized based on their experiences and needs.



- *Staff with Disabilities:* When assigning duties, the health conditions of employees are carefully taken into consideration to ensure a supportive and inclusive work environment.

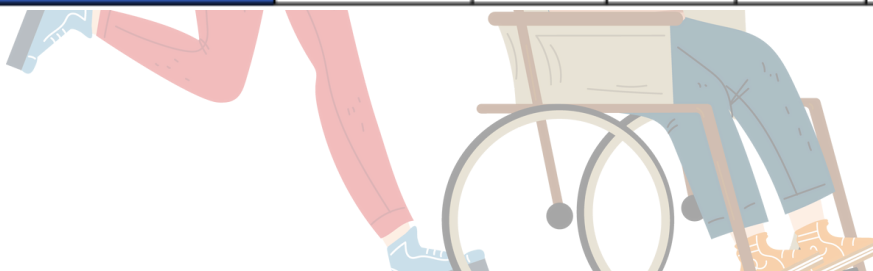
These arrangements reflect IGU’s comprehensive approach to accessibility—one that extends beyond physical spaces to include education, social participation, and professional life. This holistic perspective demonstrates the university’s strong commitment to fostering an equitable and inclusive campus for all members of its community.

Within the [2024–2028 Strategic Plan](#), under the objective “Strengthening Institutional Capacity,” the goal “Enhancing Social, Technological, and Physical Infrastructure” includes increasing the number of accessible buildings as a key strategic indicator. The plan outlines that the number of accessible buildings, which was two in 2023, will be gradually increased to seven by 2028.

This approach demonstrates that IGU follows a development-oriented and measurable policy on accessibility, emphasizing continuous improvement rather than one-time compliance. Moreover, the integration of this target into the official strategic plan indicates that accessibility is not merely a declaration of goodwill but a formally monitored and institutionalized objective.

The visual below presents the indicators associated with Objective 4 (SA 4): Strengthening Institutional Capacity, as defined in the 2024–2028 Strategic Plan.

Purpose 4 (SP 4)		To strengthen institutional capacity					
Goal 2 (SG 2): To improve social, technological and physical infrastructure		Plan Starting Value 2023	2024	2025	2026	2027	2028
4.2.1	Number of processes integrated into the WOC ERP system	1	1	2	2	3	3
4.2.2	Number of support personnel competent in information technologies	10	12	14	16	18	20
4.2.3	Number of barrier-free buildings	2	3	4	5	6	7
4.2.4	Socio-cultural area per capita (m2)	1,8	2	2,1	2,2	2,3	2,4
4.2.5	Internet access rate in campus living areas (Indoor/Outdoor) (%)	90/70	91/72	92/73	93/74	94/75	95/76



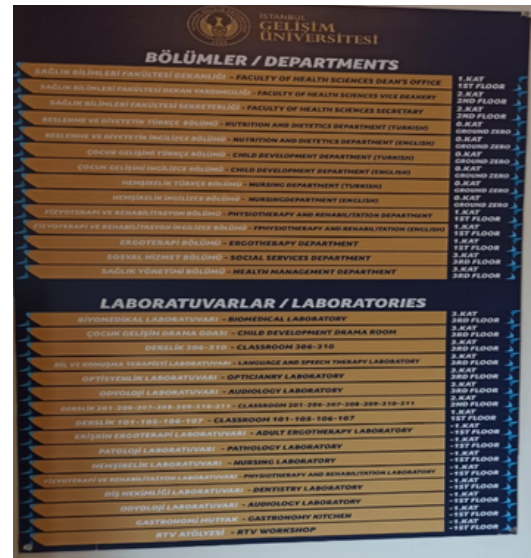


The physical arrangements implemented across IGU campuses aim to strengthen accessibility standards and support individuals with disabilities in moving safely, independently, and equally within the campus environment. Within this framework, elements such as directional signage, stairways, ramps, and other structural adaptations constitute key components of the university's accessible campus approach.

Below are several examples of these arrangements, presented together with their corresponding visuals, illustrating IGU's ongoing commitment to building an inclusive and barrier-free campus infrastructure.

### Direction Signs

The directional signage used across the campus incorporates Braille lettering, visual symbols, and accessible placement, facilitating the independent mobility of individuals with disabilities and ensuring their safety within the campus environment.



### Stairs

The stairways across the campuses are equipped with tactile surfaces, visual and auditory signals, and handrails positioned at appropriate heights, while ramps and elevators provide alternative means of access, ensuring safe and convenient mobility for all individuals.





### Emergency Exits

Emergency exits and pathways have been designed with sufficient width to accommodate wheelchair users and are supported by Braille signage, illuminated indicators, and audible alarm systems, ensuring a safe and accessible evacuation process for all individuals.



### Entrances

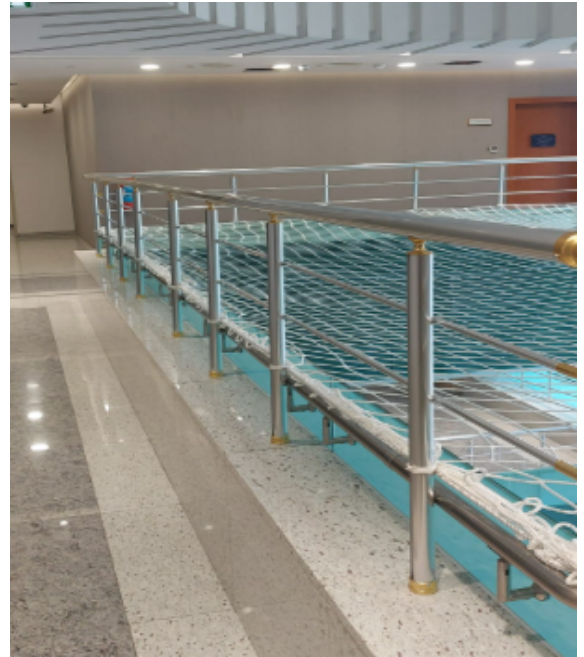
Building entrances are equipped with wheelchair ramps, wide doorways, tactile surfaces, Braille signage, and visual indicators, ensuring safe and independent access for individuals with disabilities.





### Handrails

Along stairways and ramps, handrails with appropriate height, durable materials, and non-slip surfaces have been installed, while the starting and ending points are clearly marked to support the safe and independent movement of individuals with disabilities.



### Lifting and Transfer Platform

A lifting and transfer platform is installed in specific areas of the campus to facilitate access for individuals with physical disabilities. These platforms enable safe and independent vertical movement between different floor levels, complementing the accessibility features provided by ramps and elevators.



### Elevators

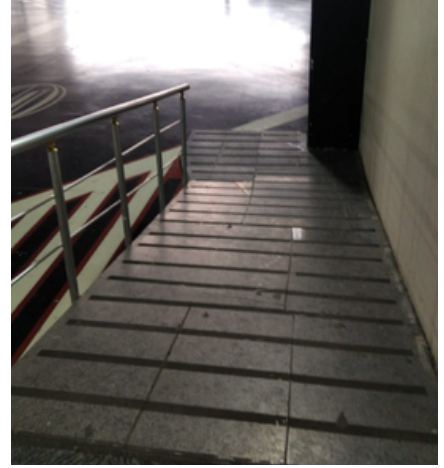
The elevators in campus buildings ensure safe and independent access for individuals with disabilities through wide entrances, accessible door mechanisms, Braille-marked buttons, audible announcements, and illuminated warning systems.





### Ramps

Ramps located at campus entrances and floor transitions are designed with an appropriate slope angle, non-slip surfaces, handrails on both sides, and clear markings, ensuring safe and independent access for individuals with disabilities.



### Classrooms

Classrooms have been made accessible to students with disabilities through wide corridors, appropriately sized desks, and organized seating layouts, while visual and auditory materials are utilized to support equal participation in course content.



### Interior Space

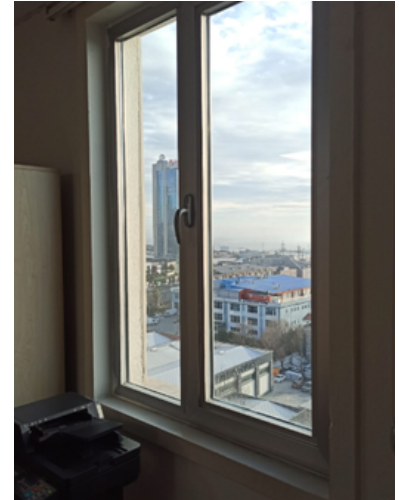
Indoor campus spaces are organized with wide passageways, appropriately arranged furniture, tactile indicators, auditory guidance systems, and visual notifications, supporting the safe and independent mobility of individuals with disabilities.





### Windows

Windows across the campus are designed with accessible heights, easy-to-operate mechanisms, and contrasting markings, allowing individuals with disabilities to access natural light and ventilation independently.



### Doors

Doors are designed to provide sufficient width for wheelchair users and feature easy-to-open mechanisms. They are supported by automatic systems, contrasting markings, and audible alerts, ensuring independent and safe access for individuals with disabilities.



### Passage, Halls and Corridors

Passageways and corridors designed with spacious, obstacle-free floors, adequate lighting, low-height furniture, and emergency alarm systems support the safe and independent movement of individuals with disabilities.





**Reach Ranges**

Frequently used areas such as cabinets, countertops, and switches are arranged at accessible heights and securely positioned to ensure stability, thereby supporting the independence and quality of life of individuals with disabilities.



**Cafeterias**

Cafeterias are designed to support the comfortable movement, meal selection, and social interaction of students with disabilities through wide corridors, appropriately sized tables, Braille and high-contrast menu signage, and visual indicators.



**Wet Areas**

Wet areas, supported by spacious maneuvering zones, appropriately positioned fixtures, grab bars, and tactile and visual indicators, ensure the safe and independent use of facilities by individuals with disabilities.





## Library Accessibility

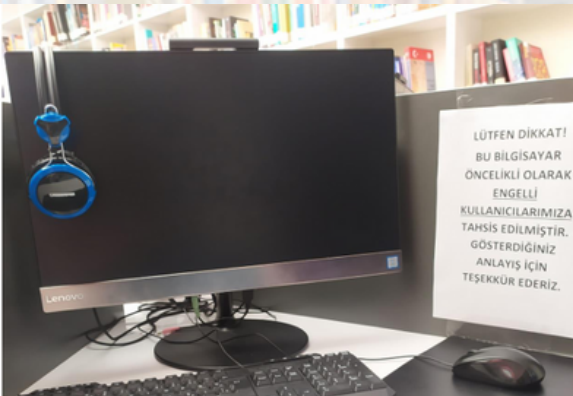
To facilitate access to library services for disadvantaged individuals, the IGU Library and Documentation Department prepared a comprehensive report for 2024 outlining existing services and facilities. This report highlights the development of accessibility practices implemented for users with disabilities across both the main library and branch libraries.

Accessibility services for individuals with disabilities have been expanding each year. The use of step-free entrances, accessible ramps, and disability-friendly elevators at campus and building entry points greatly enhances access. In addition, computers reserved primarily for users with disabilities are available in library facilities.

All libraries located within different blocks are accessible via elevators, and library entrances are designed with appropriate width and dimensions to accommodate wheelchair users. Throughout operating hours, library staff members provide continuous assistance to meet the needs of users with disabilities.

These arrangements strengthen IGU's commitment to inclusive education by ensuring that individuals with disabilities have equal and independent access to information and academic resources.

- [Click here: Barrier-Free Library](#)



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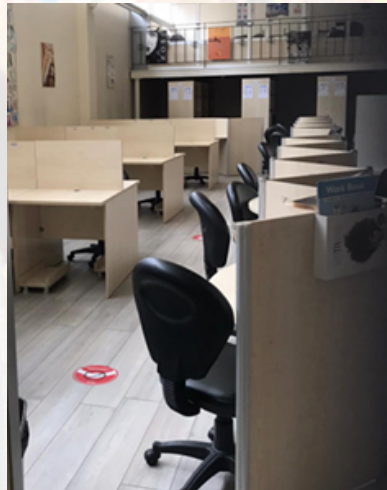


At IGU libraries, audio library services are provided for users with visual impairments. This service is not limited to individuals who are blind but also supports people from other disability groups—such as those with paralysis or dyslexia—who face challenges in fully benefiting from printed materials.

The works available in the online library are offered in electronic text, human voice, and computer-generated audio formats, thereby diversifying access options to information and learning resources.

Moreover, all users have 24/7 remote access to the library's electronic resources, independent of time and location. Once proxy settings are configured, the university's entire electronic content collection becomes accessible from anywhere in the world, further enhancing equality of opportunity in access to information.

[Click here: Library Equipment and Services for Users with Disabilities \(2023–2024\)](#)





### 10.6.8. Disability Support Services

IGU provides comprehensive support services designed to meet the academic, social, and psychological needs of individuals with disabilities.

Within the university, the [Consulting and Coordination Office for Disabled](#) operates in collaboration with Disability Commissions established in each faculty, school, and vocational school. These commissions identify the specific needs of students with disabilities and develop practical solutions to ensure accessibility, inclusion, and equal participation in university life.

A few examples of faculty-level Disability Commissions are listed below.

[Click here for the Faculty of Health Sciences \(SBF\) Disability Commission.](#)

[Click here for the Faculty of Applied Sciences \(UBF\) Disability Commission.](#)

[Click here for the Vocational School of Health Services \(SHMYO\) Disability Commission.](#)

In addition, the [Accessible IGU Student Club](#), actively promotes the participation of students with disabilities in university life by organizing various social and cultural activities. The club also aims to raise awareness about disability and inclusion. Through its initiatives, the club contributes significantly to fostering an inclusive and supportive campus culture among students.

The needs, requests, complaints, and suggestions of students with disabilities are received through the [IGUMER](#) platform, after which they are reviewed by the [Dean of Students](#) and forwarded to the relevant units for action. This process ensures that students' issues are promptly recorded and that appropriate measures are taken to address them. The system also contributes to the direct inclusion of students' perspectives and needs in the university's decision-making processes, thereby strengthening participatory and responsive governance.

### Psychological and Social Support

To address the psychosocial needs of students with disabilities, the [Psychological Counseling And Guidance Office](#) provides active and ongoing support services. Students can receive individual counseling and guidance, which not only assists them in managing their academic lives but also promotes social adaptation and emotional well-being throughout their university experience.

### Peer Mentoring

The [Peer Mentoring Program](#), implemented at the university plays a key role in facilitating the academic and social integration of students with disabilities. Senior students voluntarily serve as mentors, providing guidance and support to newly enrolled or students in need of assistance, thereby fostering a more inclusive and supportive learning environment.



### Exams and Access to Course Content

To ensure the equal participation of students with disabilities in academic processes, special accommodations are made during examinations. Students who require additional support take their exams in separate rooms, with extra proctors assigned when necessary. For students with visual impairments, exam papers are prepared in 24-point font size by default—adjustable based on individual requests—and reader/writer assistance is provided when needed. All arrangements are planned according to the specific requirements of each disability group.

Before every examination period, faculties, schools, and vocational schools are informed to ensure the preparation of materials adapted to the needs of students with disabilities. In addition, online courses are made available in both audio and PDF formats, while face-to-face course materials are also uploaded to the system, ensuring equal access to learning resources for all students.

### Library and Technological Support

Screen reader software has been installed on library and laboratory computers to assist students with visual impairments. In addition, the audio library service is available not only for visually impaired students but also for those who, due to conditions such as dyslexia or paralysis, cannot fully utilize printed materials. The available works can be accessed in electronic text, human voice, and computer-generated audio formats, providing diverse options for accessing information. Furthermore, all students have 24/7 remote access to the [library's electronic](#) resources, ensuring continuous and equitable access to academic content.

### Support in International Mobility

Within the Erasmus+ learning mobility program, students with disabilities are granted an additional 10-point advantage during the selection process. Throughout the mobility period, each participating student is also assigned an advisor who provides continuous guidance and support. As explicitly stated in the Erasmus Policy Statement, IGU is committed to ensuring the maximum participation of students with disabilities in academic life and to fostering equal opportunities in international education.

[Click here: 2024 Project Year Erasmus+ Internship Mobility Application Guide.](#)

[Click here: Erasmus Policy Statement.](#)



IGU carries out a variety of activities throughout the year to support the academic, social, and personal development of students with disabilities. These activities aim not only to raise awareness but also to develop support mechanisms that directly respond to the needs of individuals with disabilities.

Below are several examples of events and initiatives organized within the scope of IGU's disability support services.





## 1. Activity Name : [Awareness of Hearing Loss](#)

Activity Date : 04.03.2024

**Activity Content:** The event emphasized that hearing loss can negatively affect not only speech and language development but also cognitive, motor, social, and emotional growth. It highlighted the crucial role of family, peers, and teachers in supporting the social participation of individuals with hearing impairments and drew attention to the potential challenges that communication barriers may pose to social adaptation and self-esteem. Participants were informed about the importance of early intervention, the need to develop support mechanisms, and the value of raising societal awareness. The event aimed to strengthen an inclusive approach toward the educational, social, and psychological development of individuals with hearing impairments.



## 2. Activity Name : [Down Syndrome Awareness Week – “Be Your Own Kind of Beautiful”](#)

Activity Date : 29.03.2024

**Activity Content:** As part of Down Syndrome Awareness Week, an exhibition was organized to enhance the social visibility of individuals with Down syndrome and to raise public awareness. The exhibition featured the outcomes of a scientific research project conducted with children with Down syndrome. In addition, a creative workshop was held in collaboration with students from Gülseren Özdemir Special Education School, where participants designed prints on T-shirts and hats. This activity provided an opportunity for individuals with special needs to express their creativity, while also fostering social interaction among students and participants. As a result, the event made a significant contribution to promoting social inclusion and awareness.

### [Social Media Link](#)





### 3. Activity Name : [Accessible Design Workshop](#)

**Activity Date :** 15.04.2024-19.04.2024

**Activity Content:** A workshop was organized to develop accessible furniture and interior design solutions aimed at improving the mobility and comfort of individuals with disabilities in their living spaces. Interior Design students worked in groups to create furniture and spatial designs that facilitate daily life and enhance accessibility. Throughout the workshop, students prepared plans, sections, elevations, models, and scale prototypes, gaining awareness and hands-on experience in accessible design under the guidance of faculty members. The completed designs were exhibited at the end of the event, and the creation of a booklet compiling all student projects was planned. This activity promoted the development of creative solutions tailored to the needs of individuals with disabilities and contributed to strengthening a culture of inclusive design within the university.



### 4. Activity Name : [World Disability Week](#)

**Activity Date :** 08.05.2024

**Activity Content:** The event was organized to highlight the challenges faced by individuals with disabilities, raise social awareness, and encourage discussions on disability rights. During the panel, participants addressed the everyday difficulties encountered by individuals with disabilities, focused on potential solutions, and shared insights aimed at promoting equitable policies. The event provided a platform for individuals with disabilities to express their voices while helping participants gain a deeper understanding of disability-related issues. Additionally, it raised awareness about the importance of supportive practices and the full inclusion of individuals with disabilities in social life.

[Social Media Link](#)



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## 5. Activity Name : Social Awareness Talk for an Accessible World

Activity Date : 14.05.2024

**Activity Content:** An important event encouraging theoretical and practical reflection on disability was held in two sessions.

- First Session: "Social Sciences and Disability." In this part, the concept of disability was discussed from a social sciences perspective. The discussions on disability studies revealed the relationship between the concept of "normal" and social constructs, aiming to help participants develop perspectives beyond conventional perceptions of disability.
- Second Session: "Albinism and Awareness." The session focused on albinism, a rare condition, addressing social prejudices, misinformation, and risks of discrimination. Information was shared about association activities in the field, and individuals with albinism shared their daily life experiences.

This talk aimed to raise awareness both academically and socially, providing participants with a productive discussion environment to question social prejudices related to disability and different health conditions.



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## 6. Activity Name : [DIR® Floortime™ Training](#)

**Activity Date :** 17.05.2024 - 18.05.2024

**Activity Content:** This training program, designed for children with diverse developmental characteristics, introduced the DIR® Floortime™ approach, which supports children's social, emotional, and cognitive development. Applicable for children diagnosed with Autism Spectrum Disorder, Down Syndrome, developmental disorders, and speech/language difficulties, this model is implemented in therapy and education processes by considering each child's individual traits and strengths. Within the scope of the training, participants learned about the effects of individual differences—such as sensory processing, motor planning, and language acquisition—on development, as well as the stages of emotional-functional growth and the role of child-adult interaction. Practical examples of Floortime strategies applicable in both clinical and home environments were also shared. Through this program, awareness of early intervention approaches for children with disabilities and special needs was enhanced, and families and professionals were equipped with supportive knowledge and skills.

### [Social Media Link](#)



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## 7. Activity Name : [Visit and Workshop at Beylikdüzü Municipality Barrier-Free Life Center](#)

**Activity Date :** 20.05.2024

**Activity Content:** An event was organized to help students gain practical experience in social work and learn about the services provided by local governments for individuals with disabilities. During the event, the responsibilities of municipalities in the fields of psychosocial services and social rehabilitation were introduced, and participants were informed about current practices related to disability.

As part of the program, students participated in art workshop activities with individuals receiving services at the center. This experience contributed to nurturing students as individuals sensitive to diversity, while also generating meaningful outcomes in terms of reducing inequalities, enhancing social participation, and improving the quality of life of people with disabilities.



## 8. Activity Name : Social Work Experiences with Individuals with Disabilities

**Activity Date :** 20.05.2024

**Activity Content:** Social work with individuals with disabilities is one of the professional fields most associated with burnout risk. Therefore, an experience-sharing event was organized to support career development and guide students through real-world insights. During the event, a specialist with many years of experience in disability-focused social work interventions shared their professional journey and discussed the role of social workers through various case examples.

This event not only enhanced students' professional awareness but also contributed significantly to the promotion of an equitable society, the development of accessibility awareness, and the encouragement of social participation and quality of life for individuals with disabilities.



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### 9. Activity Name : [“Rural in Life Project” Introduction Event](#)

**Activity Date :** 10.10.2024

**Activity Content:** The event introduced the “Rural in Life” project, which aims to facilitate the social integration of individuals with disabilities living in rural areas. Developed within the scope of the European Union Erasmus+ KA2 program, the project focuses on increasing equal opportunities in education and employment for disadvantaged groups.

During the event, the long-term impacts of the project, implementation examples from different countries, and best practice models were presented, followed by an exchange of ideas among participants. The event aimed to promote sustainable models addressing the challenges faced by individuals with disabilities in rural settings and to raise social awareness on the topic.

Organized with the participation of both institutional and external stakeholders, the event served as a valuable platform for sharing knowledge and experience related to the development and implementation of sustainable projects that support the active inclusion of individuals with disabilities in society.



### 10. Activity Name : [Audio Book Project for the Visually Impaired](#)

**Activity Date :** 11.11.2024

**Activity Content:** The project aims to facilitate access to information and literature for individuals with visual impairments. Within the scope of the project, volunteer students prepared audio books that not only promote equal access to educational and cultural resources but also help raise social awareness.

The project’s objectives include:

- Increasing access to information and literature for individuals with visual impairments,
- Promoting social awareness and sensitivity,
- Strengthening students’ sense of social responsibility,
- Enriching the IGU Library’s collection with audio books to expand service diversity, and
- Contributing to equal opportunities in education..

Through this initiative, the active participation of visually impaired individuals in social life has been supported, while students have enhanced their social responsibility awareness.

[Social Media Link](#)



REDUCED INEQUALITIES

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## 11. Activity Name : [DIR Floortime Modeline Giriş](#)

**Activity Date :** 29.11.2024-30.11.2024

**Activity Content:** Organized by IGU, this training introduced the DIR Floortime Model, a developmental approach used to support children with developmental delays or Autism Spectrum Disorder (ASD). The model aims to promote social, emotional, and cognitive development through natural, spontaneous interactions that follow the child's lead.

The model is based on three core principles:

- **Developmental:** Understanding the child's individual developmental level,
- **Individual Differences:** Recognizing each child's sensory and emotional needs,
- **Relationship-Based:** Building strong emotional connections with caregivers, educators, and therapists.

Through Floortime sessions, children engage in play activities tailored to their developmental level, which supports the enhancement of social skills, communication, and emotional bonding. The event aimed to raise awareness among both families and professionals about early intervention and holistic developmental support.

[Social Media Link](#)



## 12. Activity Name : [Visit to the Istanbul Dialogue Museum – Participation in “Dialogue in the Dark” Session](#)

**Activity Date :** 29.11.2024

**Activity Content:** The event aimed to challenge existing societal prejudices toward individuals with disabilities, enhance participants' empathy skills, and promote respect for disadvantaged groups. In addition to raising awareness, the activity sought to create social impact and strengthen students' social sensitivity through direct experiential learning.

[Social Media Link](#)



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### 13. Activity Name : [Employment and Education for Individuals with Disabilities](#)

Activity Date : 04.12.2024

**Activity Content:** Organized as part of International Day of Persons with Disabilities (December 3), this event focused on the challenges faced by individuals with disabilities in education and employment. The discussion addressed the social and structural barriers encountered by individuals with intellectual disabilities in professional life and explored potential solutions to these challenges.

Participants received insights on how to strengthen educational processes, support integration into the workforce, and raise social awareness regarding disability inclusion. The event aimed to promote the development of supportive mechanisms that foster equal opportunities for individuals with disabilities.

#### [Social Media Link](#)



#### 10.6.9. Disability Access Scheme

IGU has comprehensive accessibility programs designed to ensure the equal participation of students with disabilities in academic, social, and cultural life. These programs extend beyond physical space arrangements, encompassing a wide range of areas—from access to educational materials and support services to social inclusion activities. The university adopts the elimination of barriers and the creation of an inclusive learning environment as a fundamental principle.

#### Institutional Structures and Administrative Arrangements

The [Consulting and Coordination Office for Disabled](#) coordinates the academic and social support required by students with disabilities.

In addition, Disability Commissions established within faculties, schools, and vocational schools evaluate students' requests and develop appropriate solutions to address their needs effectively.



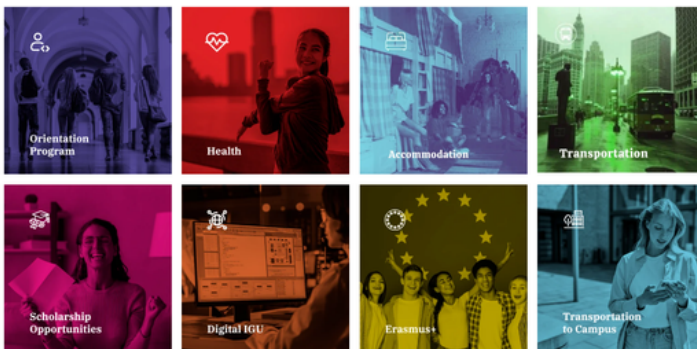
The university has structured its accessibility policies within a systematic framework in accordance with the [Legislation on Disabled Students](#) and the “[Istanbul Gelisim University Disabled Advisory and Coordination Unit Directive](#)”.

The accessibility arrangements across the university—such as elevators, ramps, auditory and visual warning systems, accessible classrooms, and library facilities—ensure barrier-free access for students with disabilities to physical spaces. The [Directorate of Construction And Technical Works](#) evaluates requests received from students with disabilities and implements the necessary adjustments and improvements throughout the campus to enhance physical accessibility.

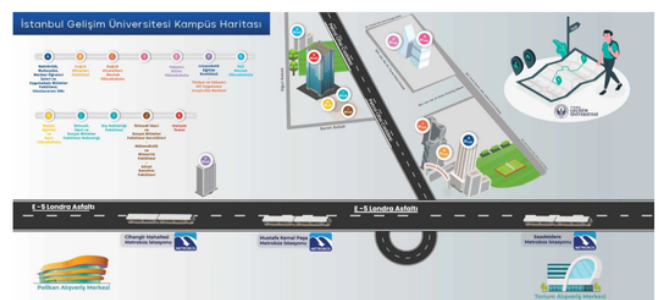
Through the “[Welcome to Gelişim](#)” web page, operated under the Office of the Dean of Students, students can access comprehensive information via the digital campus platform on topics such as health services, accommodation, transportation, scholarships, Wi-Fi use, email activation, online university platforms, orientation programs, and Erasmus opportunities. This page particularly helps new and disabled students adapt more easily to university life.

Additionally, the campus map available on the same page clearly illustrates faculty buildings, administrative units, social areas, and public transportation links, enabling students to navigate the campus with ease. [The map](#) has been designed with special attention to accessibility, featuring visual elements that facilitate wayfinding for all users.

Discover IGU



Settlement Sketch



In conclusion, all existing facilities and services at IGU are equally available to all students without discrimination. Every student—whether with or without a disability—can benefit equally from the opportunities provided by the university. Furthermore, in cases where accessibility issues are identified, related requests are received and promptly evaluated, and the necessary adjustments are implemented by the relevant units to ensure an inclusive and equitable learning environment for everyone.





### 10.6.10. Disability Accommodation Policy

IGU supports reasonable accommodations to ensure that students with disabilities benefit from equal and inclusive housing opportunities during their stay.

The [dormitories affiliated with the university](#) are arranged in accordance with accessibility standards, providing facilities suitable for the use of students with disabilities. Shared living spaces, restrooms, bathrooms, elevators, and ramps are all designed to meet accessibility criteria, ensuring comfort, safety, and independence for all residents.

The university not only provides dormitory options but also offers guidance on renting apartments and hotel accommodations for students. Through the directions and resources available on the [official website](#), students can explore accessible housing or hotel options in the vicinity of the university. This approach facilitates easier access to diverse accommodation alternatives for students with disabilities, ensuring flexibility and inclusivity in their living arrangements.

From a financial perspective, the Consulting and Coordination Office for Disabled prepares an annual report detailing the use of funds and expenditures allocated for disability-related services. These reports are documented and presented during Council of Higher Education (YÖK) audits, demonstrating that the resources designated for students with disabilities are managed transparently and accountably.

### 10.6.11. Anti-Harassment Policy

IGU upholds the principle that all members of its community—including students, academic, and administrative staff—are entitled to a safe, respectful, and inclusive environment. In this context, the [Policy Against Sexual Harassment and Mobbing](#) is actively enforced within the university. The policy explicitly states that harassment, mobbing, discrimination, and mistreatment are unacceptable under any circumstances.

This anti-harassment policy applies not only to students but also to all employees and university stakeholders, remaining in effect across all university settings—from classrooms and dormitories to workplaces and social areas—ensuring a campus culture grounded in mutual respect and equality.

#### *Enforcement and Complaint Mechanisms:*

Students and staff can report any incidents of harassment or mobbing to official university bodies such as the Office of the Dean of Students, the Human Resources Department, or the Psychological Counseling and Guidance Unit.

All submissions are handled confidentially, ensuring the protection of victims' rights, the fair execution of the process, and the implementation of preventive and deterrent measures as fundamental principles of the university's approach.

The [Satisfaction and Complaint Management Policy](#) ensures that all complaints and requests are systematically recorded, reviewed, and resolved, guaranteeing a transparent and accountable process for addressing concerns within the university community.





### *Preventive Actions*

The university regularly strengthens its culture of preventing harassment through awareness trainings, seminars, panels, and orientation programs, ensuring that all members of the community are informed, empowered, and actively engaged in maintaining a safe and respectful campus environment.

Together with the [Gender Equality Policy](#), the [Policy of Equal Opportunity](#), and the [Policy of Support to Women and Learners with Disadvantages](#), the university prioritizes the protection and empowerment of women and disadvantaged groups, ensuring fairness, inclusivity, and equal participation across all areas of academic and social life.

### *Institutional Commitment:*

Istanbul Gelisim University is committed to upholding universal human rights through its [Human Rights, Rule of Law and Justice Policy](#), and to ensuring a fair, safe, and ethical working and learning environment for all members of its community through the [Ethical Employment Policy](#).

Through these comprehensive policies and strategies, the university continues to foster an academic and social environment free from harassment, safeguarding the dignity, safety, and well-being of all individuals within its community.





# ISTANBUL GELISIM UNIVERSITY

## THE GLOBAL GOALS For Sustainable Development

