



REDUCED
INEQUALITIES
REPORT
2023



ISTANBUL GELISIM
UNIVERSITY



ISTANBUL
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UNIVERSITY

10 REDUCED INEQUALITIES



SUSTAINABLE DEVELOPMENT GOALS



ISTANBUL GELISIM UNIVERSITY

SDG 10 REDUCED INEQUALITIES REPORT



REDUCED INEQUALITIES

IGU for Ecological, Social and Economic Sustainability





About Report

Istanbul Gelisim University (IGU) advocates that all individuals in the society are equal regardless of language, religion, race and gender. Its management and education approach is also shaped in line with this principle. IGU has always prioritised inclusiveness and accessibility and has carried out various activities to this end.

This report, prepared in line with the 10th goal of the Sustainable Development Goals (SDGs), Reducing Inequalities, is a summary of all the activities and improvements that have been carried out under the roof of IGU. It also includes certain statistics reflecting the university's student and employee profile.





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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1. Research on Reducing Inequalities

1.1. Number of Scopus Researches, Citations and Views on Reducing IGU Inequalities

There are a total of **36** Scopus publications on Reducing Inequalities in 2023. The number of views is as shown in the table below. This data was written on 03.06.2024. It is expected that the number of citations and views will increase as of this date. The total number of views of the publications below is **916** and the total number of citations is **199**. The number of studies in the top 10% is **2**.

Table 1. Scopus Publications, Citation and Views

No	Title	Citations	Views	Publication Link	SDG
1.	Do financial development, foreign direct investment, and economic growth enhance industrial development? Fresh evidence from Sub-Sahara African countries	42	59	Scopus Link	
2.	Exploring the linkage between tourism, governance quality, and poverty reduction in Latin America	33	99	Scopus Link	
3.	Another look at the nexus between economic growth trajectory and emission within the context of developing country: fresh insights from a nonparametric causality-in-quantiles test	31	69	Scopus Link	
4.	Glasgow climate change conference (COP26) and its implications in sub-Sahara Africa economies	19	26	Scopus Link	
5.	A new trend among plant-based food ingredients in food processing technology: Aquafaba	13	26	Scopus Link	
6.	Stock Market Response to Quantitative Easing: Evidence from the Novel Rolling Windows Nonparametric Causality-in-Quantiles Approach	11	15	Scopus Link	
7.	Boosting Energy Efficiency in Turkey: The Role of Public–Private Partnership Investment	10	36	Scopus Link	

* Researches published in the first 10%










8.	An empirical assessment of the tripartite nexus between environmental pollution, economic growth, and agricultural production in Sub-Saharan African countries	7	23	Scopus Link	
9.	Ramadan effect and indices movement estimation: a case study from eight Arab countries	6	53	Scopus Link	
10.	Assessment of Foreign Direct Investment-Led Growth Argument in South Africa Amidst Urbanization and Industrialization: Evidence from Innovation Accounting Tests	5	71	Scopus Link	
11.	External Financing for Inclusive Growth in Lower - Middle Income West African Countries: Foreign Direct Investment versus Official Development Assistance	5	21	Scopus Link	
12.	Addictive smartphone use in the elderly: relationship with depression, anxiety and sleep quality	4	54	Scopus Link	
13.	The effect of real exchange rate uncertainty on Turkey's foreign trade: new evidences from SVAR model	3	31	Scopus Link	
14.	Illicit financial outflows, informal sector size and domestic resource mobilization in selected African countries	3	2	Scopus Link	
15.	Prenatal, perinatal, postnatal risk factors, and excess screen time in autism spectrum disorder	3	44	Scopus Link	
16.	Work-family conflict, subjective well-being, burnout, and their effects on presenteeism	2	34	Scopus Link	
17.	Determinants of carbon emissions: nexus among carbon emissions, coal, agriculture, trade and innovations	1	7	Scopus Link	
18.	The Effects of Daylight Saving Time (DST) Transition Cancellation on Work Accidents of Turkey	1	12	Scopus Link	
19.	Environmental implication of international migration on high- and middle-income countries: A comparative analysis	0	18	Scopus Link	





20.	Accessibility to dental services by immigrant and refugee children residing in Turkey	0	16	Scopus Link	
21.	The impact of natural disaster shocks on business confidence level and Istanbul Stock Exchange: A wavelet coherence approach	0	9	Scopus Link	
22.	Correction to: The role of foreign aids and income inequality in poverty reduction: A sustainable development approach for Africa?	0	19	Scopus Link	
23.	A comparative framework analysis of the strategies, challenges and opportunities for sustainable smart cities	0	36	Scopus Link	
24.	The determinants of income distribution: the role of progress in human capital	0	19	Scopus Link	
25.	Nationhood cleavages and ethnic conflict: A comparative analysis of postcommunist Bulgaria, Montenegro, and North Macedonia	0	7	Scopus Link	
26.	Acute Effect of KinesioTaping on Technical Skills of Wheelchair Basketball Players	0	2	Scopus Link	
27.	Effect of auditory deprivation on threshold of sound lateralization	0	5	Scopus Link	
28.	Childhood Emotional Neglect and Risks of Substance Misuse: Meaning and Purpose of Life as a Mediator	0	6	Scopus Link	
29.	*The Effects of Drugs Used by Children with Chronic Systemic Diseases on the Oral Cavity: Traditional Review	0	3	Scopus Link	
30.	Design of sustainable campus modal in Istanbul Gelisim University using fuzzy multicriteria decision making methods	0	10	Scopus Link	
31.	Evaluation of Children with Autism Spectrum Disorders by Distortion Product Otoacoustic Emission	0	3	Scopus Link	



32.	The Association between BMI and Body Weight Perception among Children in Turkey: A Cross-Sectional Study	0	6	Scopus Link	
33.	Optimizing the classroom environment to enhance literacy in the primary grades	0	39	Scopus Link	
34.	Impulsivity and substance misuse among Turkish people: Serial mediating effect of emotion dysregulation and general anxiety disorder	0	8	Scopus Link	
35.	*The Relationship Between Emotional Eating Behavior Awareness and Body Image of Women in Turkey During the Covid-19 Pandemic Period	0	3	Scopus Link	
36.	Second-hand clothing shopping: A summary of shopping orientations and shopping concerns	0	25	Scopus Link	

2. First Generation Students

The number of students who started their undergraduate degree at IGU in 2023 is **4529**. Among this number, the number of First Generation Students is **2532**. Below is the ratio of First Generation Students.

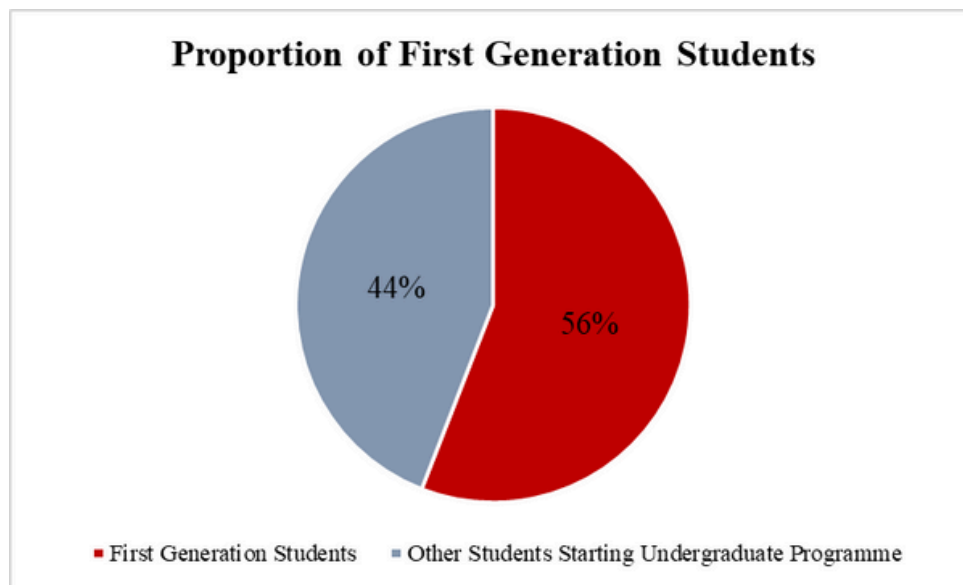


Figure 1. Proportion of First Generation Students





3. IGU Student and Employee Profile

When the number of students studying at IGU is analysed, the number of female students is 17,966 and the number of male students is 20,968. It is seen that there is no significant difference between male and female students and they are numerically close to each other. Therefore, these ratios are evidence that there is no gender-based discrimination at IGU. The figure below shows the number of students by gender.

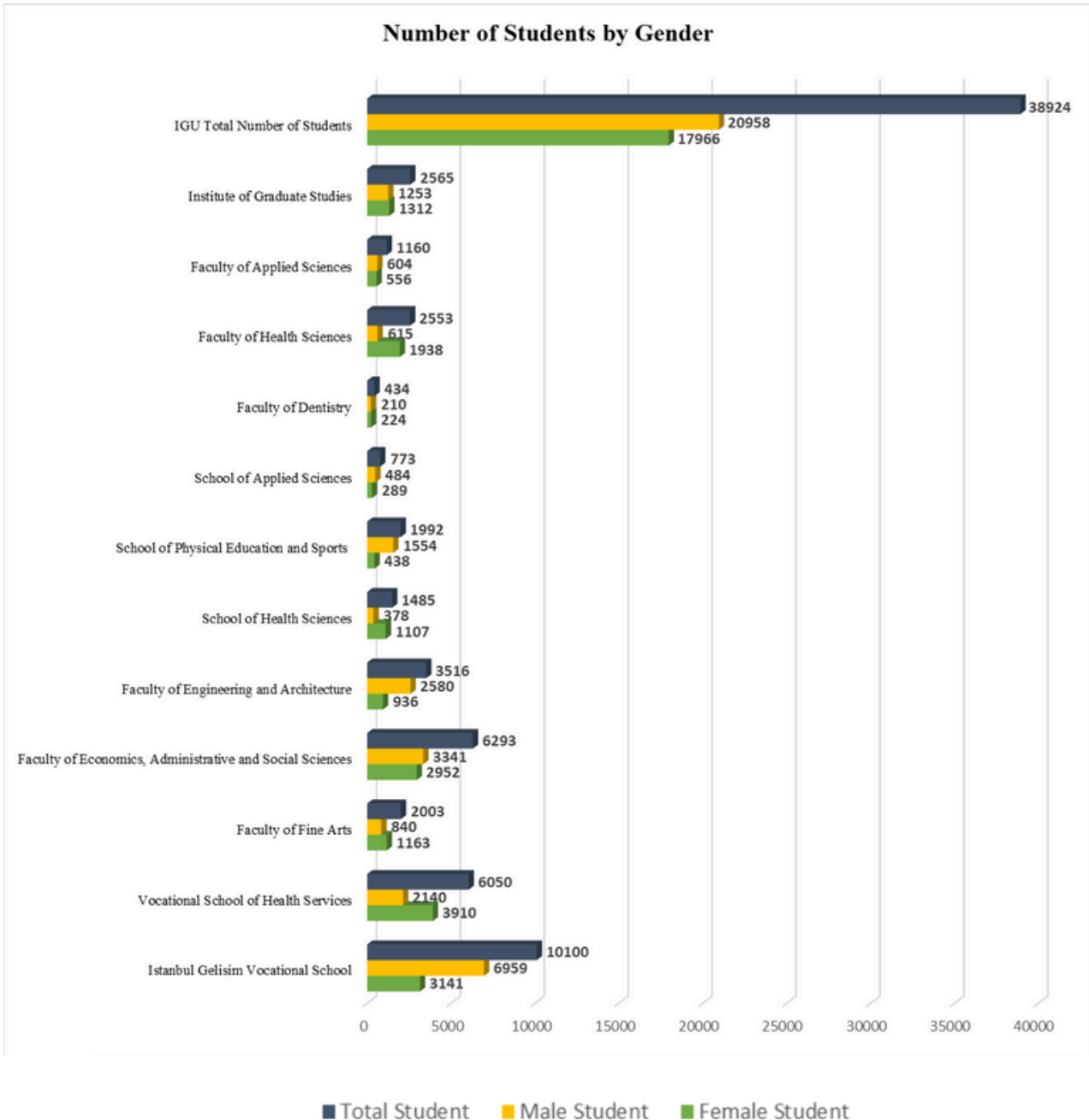


Figure 2. Number of Students by Gender





IGU maintains its education and training life without exhibiting discriminatory policies towards gender, arguing that all genders should benefit equally from fundamental rights such as the right to education. When the students graduating in 2023 are analysed on the basis of gender, it is seen that the number of female students is higher. Below is a breakdown of the students who graduated in 2023, categorised by gender.

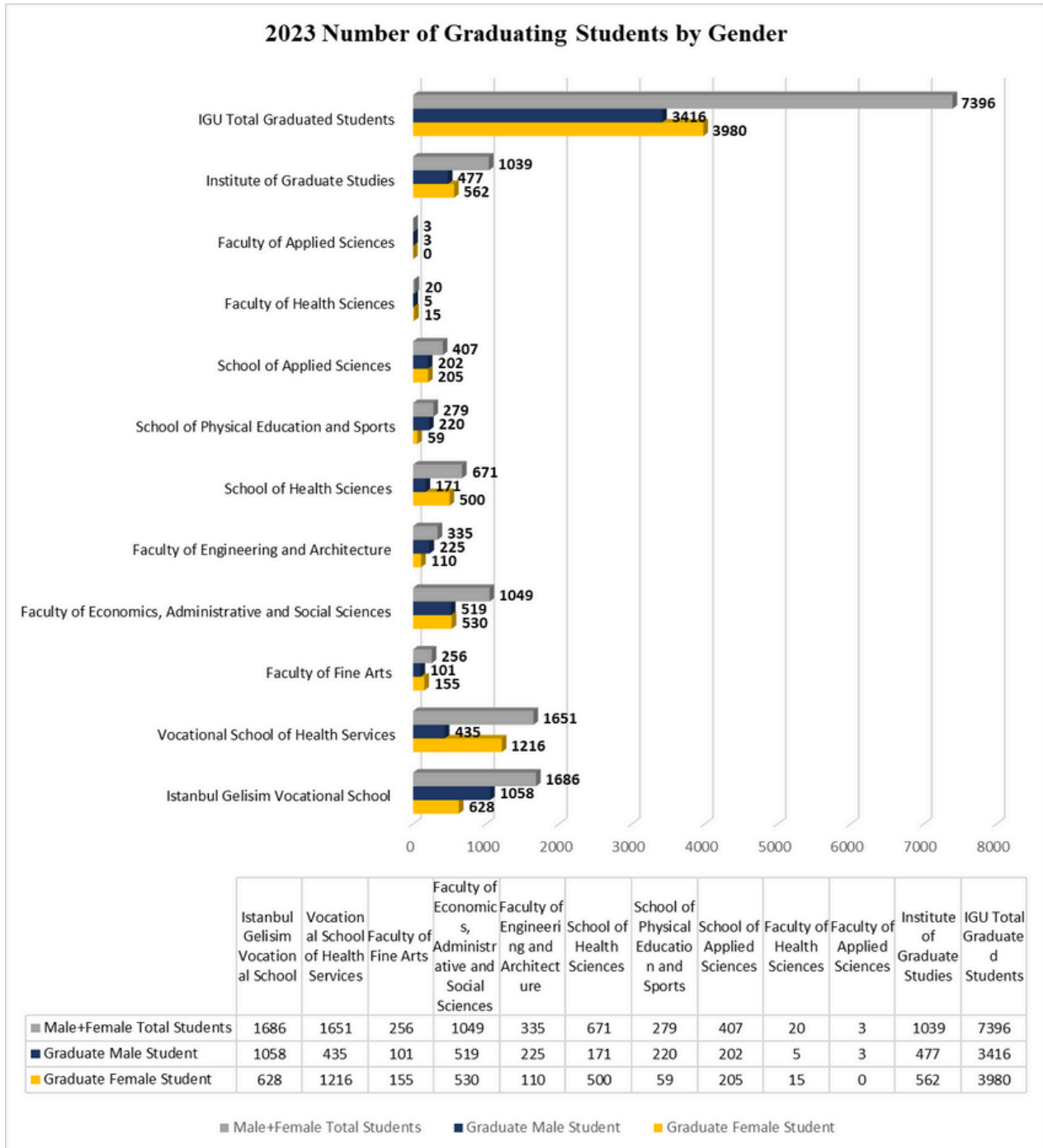


Figure 3. Number of Graduated Students by Gender in 2023





When the number of foreign students studying at IGU is analysed, the number of international students increased from 5755 in 2022 to 6480 in 2023. While the proportion of foreign students among 37,648 students was 15,29% in 2022, the proportion of foreign students among 38,924 students increased to 16,65% in 2023. As can be seen from this rising rate, IGU attaches importance to diversity and does not discriminate based on religion, language and race. The number of international students by gender is as shown in Figure 5 below.

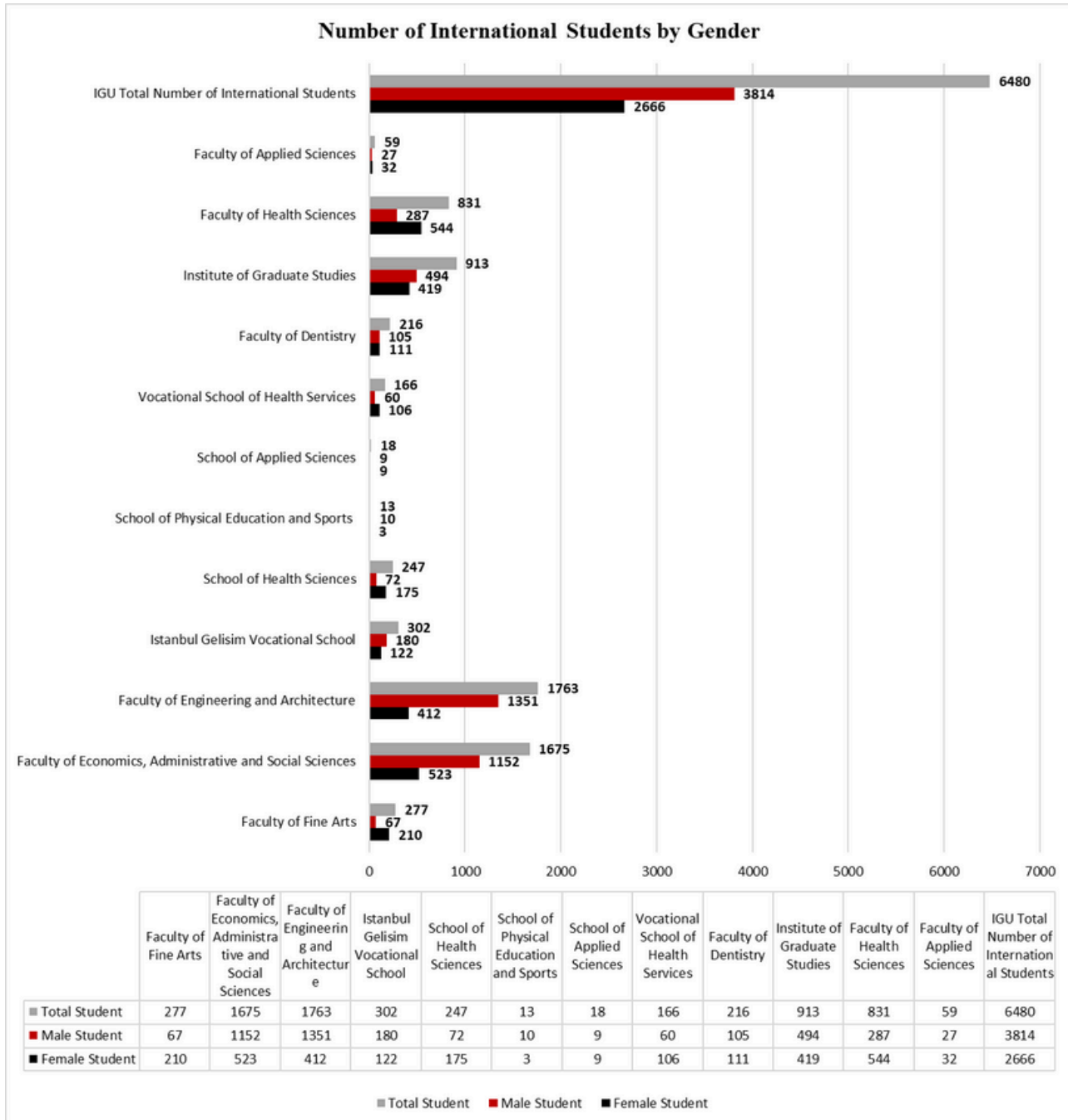


Figure 4. Number of International Students by Gender in 2023



A total of **1377** individuals work at IGU. When the distribution of employees by gender is analyzed; the number of female employees is **716** and the number of male employees is **661**. As can be understood from the numbers, IGU does not discriminate on the basis of gender, but the employment level of female employees is higher. At the same time, it values diversity and equality and does not discriminate against disadvantages such as race, language, religion, gender and disability. In this context, it has **56** foreign national employees and **2** disabled employees.

Employee ratios based on gender are shown in the graph below.

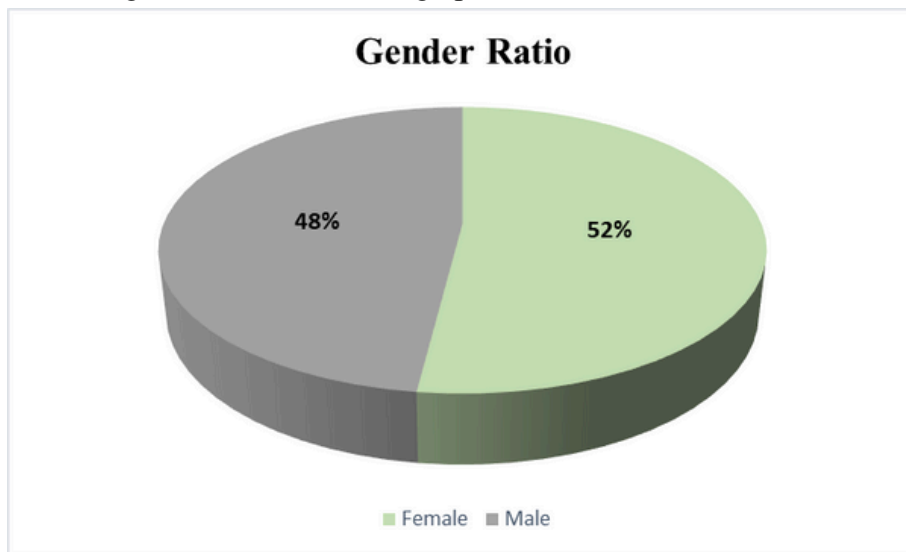


Figure 5. Employee Ratio by Gender in 2023

The graph prepared for the ages and working hours of IGU employees is as follows.

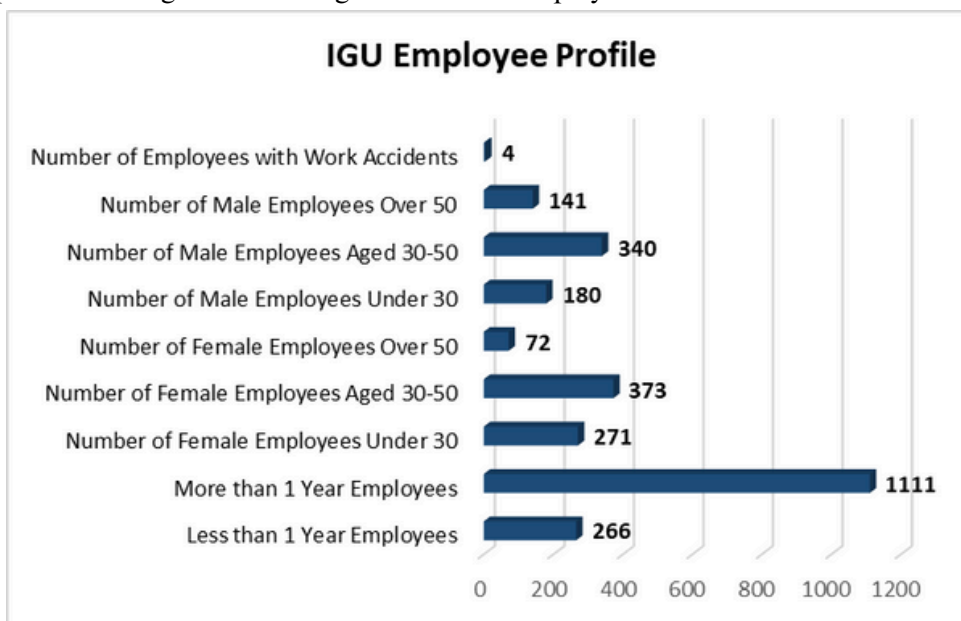


Figure 6. 2023 IGU Age-Based Employee Profile



4. International Students from Developing Countries

The number of active students from low and low-middle income countries studying at IGU increased from 3322 in 2022 to **4560** in **2023**. The classification of these students according to their gender and country of origin is as shown in Table 2 below.

Table 2. Number of Students from Developing Countries

Country	Number of Female Students	Number of Male Students	Total Number of Students
Afghanistan	109	211	320
Algeria	73	45	118
Bangladesh	1	5	6
Benin	1	2	3
Burkina Faso	1	8	9
Cameroon	36	59	95
Chad	2	8	10
Comoros Islands	1	0	1
Congo	3	4	7
Djibouti	17	32	49
Egypt	253	316	569
Eritrea	13	6	19
Ethiopia	11	16	27
Gambia	3	2	5
Ghana	1	2	3
Guinea	5	6	11
Haiti	4	5	9
India	6	7	13
Indonesia	4	0	4
Iran	217	178	395
Ivory Coast	2	8	10
Kenya	14	10	24
Kyrgyzstan	2	2	4
Lebanon	31	45	76
Malawi	1	0	1
Mali	31	31	62
Mauritania	10	23	33
Mongolia	0	1	1



Morocco	92	68	160
Mozambique	0	1	1
Myanmar	1	1	2
Nicaragua	0	1	1
Niger	5	15	20
Nigeria	121	268	389
Pakistan	34	45	79
Palestine	78	128	206
Rwanda	1	0	1
Senegal	4	3	7
Sierra Leone	6	9	15
Somalia	136	161	297
Sudan	60	127	187
Syria	265	389	654
Tajikistan	8	36	44
Tanzania	14	25	39
The Democratic Republic of the Congo	19	29	48
Togo	1	1	2
Tunisia	29	20	49
Uganda	1	1	2
Ukraine	1	3	4
Uzbekistan	15	24	39
Yemen	178	245	423
Zambia	1	1	2
Zimbabwe	5	0	5
Total	1927	2633	4560

5. Profile of Students with Disabilities

The rate of disabled students increased in 2023 compared to 2022. IGU, which continues its education and training life with the understanding of "Barrier-Free and Accessible University", has increased the rate of disabled students as a result of the arrangements it has made. As a result of the improvements it will realise, it aims to further increase the proportion of disabled students in the coming years.

Table 3. 2022-2023 Disabled Student Proportion Comparison

	2022	2023
Total Student Number	37.648	38.924
Number of Students with Disabilities	149	171
Proportion of Students with Disabilities	%0.39	%0.44



The number of students with disabilities categorised according to units is shown in Figure 7 below.

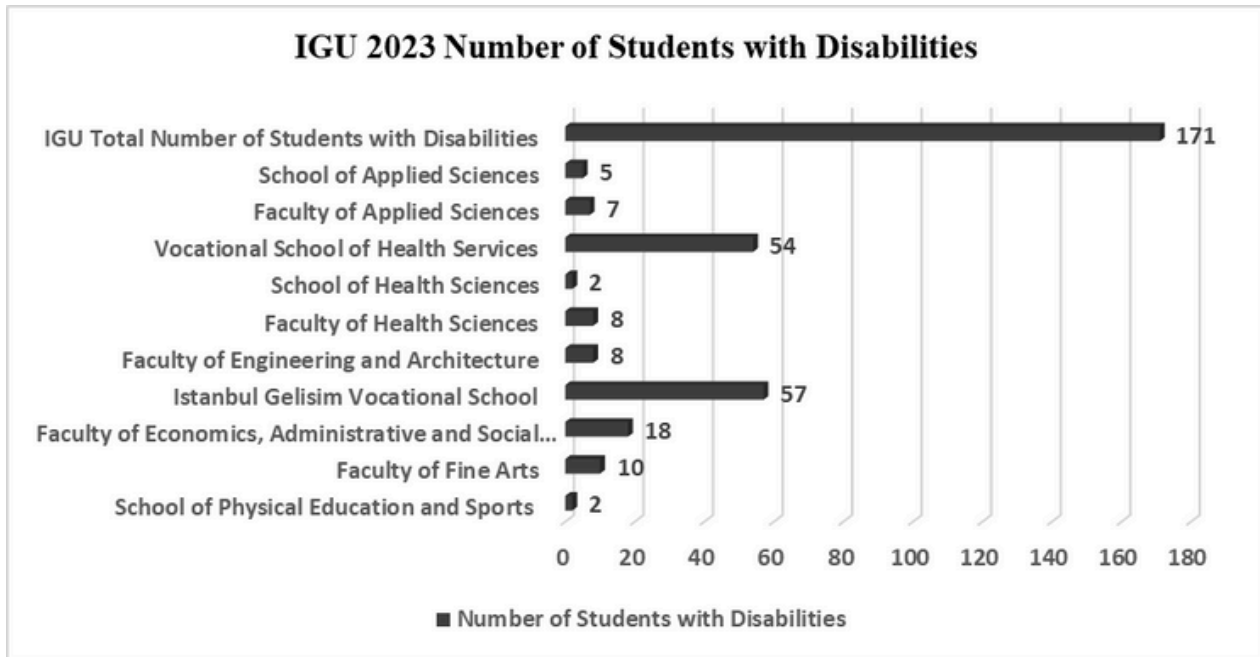


Figure 7. IGU 2023 Number of Students with Disabilities

6. Measures Against Discrimination

6.1. Access to Applications by Underrepresented Groups

IGU has established mentoring programs to facilitate the university life of active students, to serve underrepresented and disadvantaged groups in need of support in their studies and to prepare them for business life. The "Peer Mentor" Program was established by the [Career Development Centre](#) and within the framework of the principles determined by the Career Development Centre, a team of students studying in different departments, who have strong communication skills, are prone to teamwork, like to cooperate, and respect differences.

Click to view: [Peer Mentor](#)

The "Come to Gelisim" Project, launched by IGU in 2019, is a university admission program that offers additional scholarships to students who want to achieve success with their talent, experience, idea or project. It offers prospective students preparing for university the opportunity to create their own success criteria and defines "special scholarships" in order to evaluate the areas they are open to development. The Gelisim scholarship, where underrepresented groups can also apply with their projects or ideas, is open to all prospective students.

Click to view: [Come to Gelisim](#)





There is a "Consulting and Coordination Office for Disabled" to identify the needs and difficulties faced by disadvantaged students in various fields during their education, to provide and evaluate services to meet the identified needs and eliminate difficulties, to provide social skills and to provide counseling programs on career support. This unit co-operates with municipalities to determine the deficiencies of IGU campuses and to increase their accessibility levels.

Click to view: [Consulting and Coordination Office for Disabled](#)

IGU allows underrepresented groups to work part-time in order to reduce the socio-economic disadvantages of its students, increase equality in education, and increase students' personal competencies in various units. The part-time work program has been announced by the Department of Human Resources as the "Student Assistant Program" and accepts applications online.

Click to view: [Department of Human Resources](#)  [Student Assistant Program](#)

"Psychological Counseling And Guidance Office" was established in order to protect the psychological health of underrepresented groups, to improve their social skills, to increase their individual competencies, and to guide and support their individual, social and academic development during their university life. The unit provides services to employees and students by appointment system. The unit is staffed by an international Clinical Psychologist for international students and employees.

Click to view: [Psychological Counseling and Guidance Office](#)

The "Development Ambassadors" application was created to ensure that underrepresented high school students obtain information from the right source, to facilitate access to information if they are socio-economically disadvantaged, and to benefit from the experiences of university students. All high school students contact university students studying at IGU by creating an appointment online.

Click to view: [Development Ambassadors](#)

IGU has a Career Development Centre, which is a bridge between the business sectors of all students and graduates studying at IGU, makes individual plans in accordance with their personal development, competencies or limitations, creates a sectoral network, and carries out career planning by offering various and free training.

Click to view: [Career Development Centre](#)

In Erasmus+ Learning Mobility applications, additional points are defined for underrepresented groups while determining the noble list by scoring. They are evaluated by adding +10 points for those who receive disaster victim assistance by AFAD (Disaster and Emergency Management Presidency) for themselves or their 1st degree relatives; +10 points for students who have been granted protection, care and shelter under the Social Services Law No. 2828; +15 points for children of martyrs and veterans and +10 points for disabled students. The relevant criteria are included in the Application Guidelines made available to the public. In addition, the selection of students to benefit from the Erasmus Programme is based on fairness. Students are assessed without gender, racial, ethnic, religious and social discrimination. A counsellor is appointed for students with disabilities who receive Erasmus+ exchange acceptance and supports these students by staying in contact with them during the exchange period. It is also publicised in the Erasmus Policy Statement.

Click to view: [2023 Erasmus+ Application Guide](#)

 [Erasmus Policy Statement](#)



6.2. Access to Recruitment of Underrepresented Groups

In the recruitment process at IGU, recruitment is carried out by offering equal rights according to individual competencies, regardless of the disadvantage of individuals. At the same time, the recruitment process is carried out by opening employment quotas that only disabled individuals can apply for. It is among IGU's goals to allocate at least 3% of the number of employees to disabled employees. In the recruitment processes of underrepresented groups, public announcements are made in cooperation with various institutions and the job advertisement is expected to reach a wide audience. IGU carries out the process with a fair and transparent approach in recruitment, promotion, remuneration, rewarding and social rights practices. Equality and fairness in recruitment processes are ensured by the "[Ethical Employment Policy](#)".

6.3. Anti-Discrimination Policies

Many efforts have been made to prevent discrimination at IGU. It has adopted a holistic perspective for disadvantaged individuals to have equal rights. It has many policies towards the values it adopts. It has 9 policies to combat disadvantage and discrimination. By clicking on the titles of the policies briefly mentioned below, you can access the details of their details presented to the public.

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

IGU undertakes to take all necessary measures and precautions for the students, academic and administrative employees, all persons and business employees to work in a peaceful environment. The University is against sexual harassment and mobbing with high sensitivity. It carries out preventive studies on sexual harassment and mobbing, as well as organising activities to raise awareness. In the event of an incident of sexual harassment or mobbing, procedural, psychological and legal support is provided to the victims. If the support in question is not within the university facilities, it is directed to appropriate resources. While making the relevant referrals or carrying out administrative and legal processes, care is taken to protect the confidentiality of the identities of the victims and complainants. One of the aims of the policy, which has basic values such as human rights, awareness raising, confidentiality principle, encouraging disclosure and providing support, is to create a peaceful and safe educational and working environment that is in line with human rights.





- **Respect for Diversity Policy**

IGU is an institution that recognises, respects and encourages diversity as a richness, manages and manages diversity, and accordingly develops diversity as a positive force in university life, adopting and implementing inclusive policies and strategies. The University explicitly addresses the social, ethical and religious dimensions of the questions it faces in education, research and service. The University recognises and supports the freedom of individuals within the University to express their ideas and opinions within legal and ethical boundaries, while respecting the rights of others to adhere to their cultural traditions, without fear of discrimination, harassment or bullying. Valuing the diversity of the University community and appreciating the importance of intercultural knowledge are among the core values of the policy. An important goal is to facilitate the contribution and successful participation of students and staff from diverse backgrounds in various educational activities and events within the University.

- **Policy of Equal Opportunity**

IGU is an institution that aims to teach all its students to follow the intellectuality, scientific knowledge, aesthetic understanding and professional practices produced on a world scale, to transfer their knowledge and to learn. The core values of the Equal Opportunity Policy are freedom, equality, security, effectiveness, participation, universality, gender inclusiveness, human orientation, suitability, race/gender/language/opinion/status and body-based equal opportunities, supportive infrastructure, professional support and accountability. The main objectives of the policy are to remove physical, psychological and sociological barriers and to provide a free, egalitarian and safe environment.

- **Human Rights, Rule of Law and Justice Policy**

At IGU, education is provided in accordance with all national and international legal regulations on human rights and a suitable working environment is created. All administrative and academic work and transactions are carried out within the framework of the relevant legal regulations, especially the constitution. Other values of the policy, which places human rights at the center of its core values, include education and management in accordance with the legislation, a fair working environment and a fair educational environment. The objectives of the Human Rights, Rule of Law and Justice Policy are in line with these fundamental values. In this context, IGU provides an equal and fair education and working environment for its students and employees by respecting differences in religion, language, race, sect, ethnic origin, political thought and similar differences.

- **Internationalization Policy**

IGU has adopted the goal of increasing its human, social, cultural, intellectual and organizational capital through internationalization. In order to achieve this goal, the university pursues the strategy of establishing a multinational human resource, a multinational student body, multinational research and development activities, multinational university-sector collaborations, and a multinational community service capability and capacity. Multiculturalism, diversity, respect for individual differences and international membership are among the values adopted by the policy.





- **Decent Work and Fair Wage Policy**

IGU aims to provide job opportunities where everyone is productive, receives fair wages, workplace safety is ensured, social protection opportunities are available for employees, and people expect more personal development and social harmony. In the management of wages and benefits; fair, objective, high performance appreciating, competitive, rewarding and motivating criteria are taken into account. Language, race, color, gender, political opinion, belief, religion, sect, age, physical disability and similar characteristics are not accepted as criteria in remuneration and no discrimination is made. Being measurable and balanced, transparent, sustainable and fair are among the core values of the policy. The main objectives of the remuneration policy are to make remuneration by emphasizing the concepts of job size, performance, contribution to the job, knowledge/skills and competencies, to increase the loyalty of the employees by motivating them, and to recruit the labor force with appropriate competencies that will enable the university to achieve its goals.

- **Policy of Support to Women and Learners with Disadvantages**

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

- **Gender Equality Policy**

IGU is an institution where an internalized culture of quality and tolerance is dominant by adding value to society and humanity. With its mission of education, research and advocacy in the field of gender equality, it aims to ensure gender equality between women and men and to develop remedial policies to remove the obstacles to women's career development due to prejudices created by established social roles. In line with these objectives, the essence of the gender equality policy is to create positive effects at a level that will affect the society in general, and to carry out activities aimed at raising awareness, raising awareness and putting into practice in mutual cooperation with both the management structure and the members of the education and training structure. Positive discrimination and equality between women and men are among the fundamental values. Establishing information data networks on gender equality and removing the obstacles to the advancement of female employees are among the goals that are considered valuable.



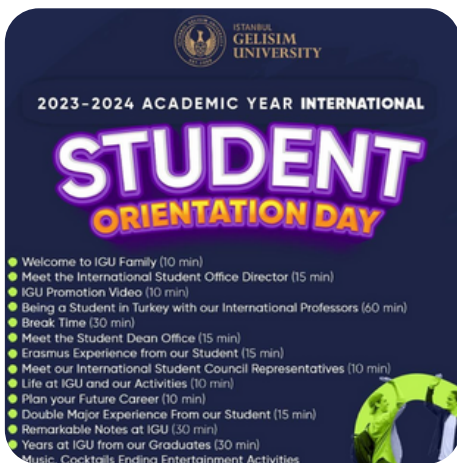
• [Open Online Course Policy](#)

The fact that open online education programs are free of charge is to ensure that social masses who cannot allocate additional resources to education due to their financial means participate in this process. It is aimed to provide an opportunity to people who want to take a step for personal development but have not been able to do so due to financial or other reasons. Open online education programs enable physically disadvantaged segments of society to participate in the processes without time and space constraints by taking advantage of the opportunities provided by today's technologies. IGU aims to reach out to all segments of society within the scope of its responsibility to serve society and to ensure that individuals in society take part in sustainable development networks.

6.4. Policies and Practices for Diversity

In order to support diversity and harmonious coexistence of differences, many practices and events have been implemented at IGU. There is a [Directorate of International Students](#) that facilitates the adaptation of international students coming from many countries and cultures, to inform them about their legal obligations in the country, and to provide direct support on issues such as dormitories, diplomas and education that they need in their university life. This department provides guidance to international students by informing them about the issues they request. The department holds an orientation program for international students every year at the beginning of their academic life. During the orientation program, information about the university, diploma equivalency, health insurance, dormitories, scholarships and policies are provided. At the same time, a variety of entertainment content is included in order to strengthen students' communication with each other.

Click to view: [Orientation Program](#)





In order to strengthen diversity “[Yemeni Summer Festival](#)” was organized. The event included singing songs of Yemeni culture and dance performances alongside information about their culture.

Click to view: [Yemeni Summer Festival](#)



IGU Policies for Diversity

Click to view:

- [Respect for Diversity Policy](#)
- [Human Rights, Rule of Law and Justice Policy](#)
- [Internationalisation Policy](#)

Click here to access all policies of IGU:



[All Policies](#)



REDUCED INEQUALITIES

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7. Accessible Facilities

7.1. Activities to Reduce Inequalities

19 activity accessible to all individuals were organized to address the Reducing Inequalities in IGU. Details and evidence of the activities are provided below.

1. Activity Name: World Food Day Symposium

Activity Date: 16.10.2023

Activity Content: In the symposium, with the slogan “Water is Life, Water Means Food”, District Agriculture Directors of the Republic of Turkey, distinguished academicians who are experts in their fields and representatives of the food sector came together and evaluated water and sustainability from their own perspectives and conveyed them to students and external participants.



2. Activity Name: Recycling Labour in the Context of Poverty and Social Exclusion

Activity Date: 01.12.2023

Activity Content: The event focused on the well-being of recycling workers working for environmental sustainability. Throughout its history, urban space has also hosted the dynamics of segregation and exclusion depending on different criteria. In other words, the powerful and dominant groups in cities have excluded those who are not like them, spatially separated them from themselves and created their own others. Therefore, the dynamics of segregation-exclusion have always reproduced disadvantaged groups in cities. Depending on socio-economic characteristics, spatial segregation is clearly observed in both work processes and spatial settlement stages in cities. In this framework, recycling workers constitute one of the disadvantaged groups according to their work and spatial positioning. In this presentation, an assessment of the working and living conditions of recycling workers is made within the framework of the concepts of urban poverty and urban exclusion.



3. Activity Name: Happiness Distribution Social Responsibility Project with Çorbada Tuzun Olsun

Activity Date: 27.10.2023

Activity Content: In this project, which will be carried out in cooperation with the Çorbada Tuzun Olsun Association, firstly, the association was visited by volunteer students and general information was obtained about the establishment, aims and projects of the association and a protocol was signed. In the second and third stages, a team of volunteer students distributed soup and clothes to the homeless and orphans living on the streets in Istiklal Street in Istanbul. The aim was to support them with a warm smile to make them feel that they are not alone and that they are not segregated due to the disadvantages they experience.

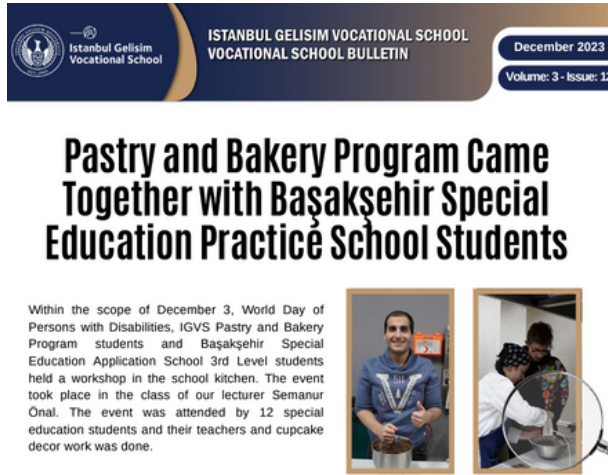




4. Activity Name: [In the Kitchen with Special Education Students](#)

Activity Date : 13.12.2023

Activity Content: On December 3, a culinary event was organized within the scope of World Disability Day. The aim was to bring together the students who will participate in the event and the students of the department, to respect differences by bringing them together in a common project, and to prevent the segregation and marginalization of individuals in society.



5. Activity Name: [Happiness Distribution Social Responsibility Project 2nd Stage with Çorbada Tuzun Olsun Association](#)

Activity Date: 13.12.2023

Activity Content: It is aimed to be able to communicate with the homeless while meeting their basic needs through basic humanitarian aid distributions; to ensure their social reintegration into the society (social integration) with the established communication and to realize social development without leaving anyone behind the society by raising awareness on this issue. As a bridge between the homeless who isolate themselves from the society and the society, it is aimed to make transfers within the framework of the vision of building a society that can be sheltered.



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IGU for Ecological, Social and Economic Sustainability





6. Activity Name: VI. International New Media Conference

Activity Date: 26-27.10.2023

Activity Content: “International New Media Conference” was organized by the Department of New Media and Communication, Faculty of Economics, Administrative and Social Sciences. In the 6th conference, many scientists from Turkey and abroad discussed the economic and political structure of new media and conveyed it to students and external participants.



7. Activity Name: 8th International Middle East Symposium

Faaliyet Tarihi: 24-26.10.2023

Activity Content: Within the framework of the topics in the symposium content, it is aimed to increase the quality of education by informing the participants together with the stakeholders.



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8. Activity Name: Panel on Sustainability in Aviation

Activity Date: 24.10.2023

Activity Content: The panel, which emphasized the importance of sustainability, one of the most important issues of recent years, in the aviation sector, was held with external participants and listeners who are experts in their fields. The panel, which aimed to lay the foundations for a sustainable future and raising conscious aviators, lasted for two days and emphasized the “Sustainable Development Goals”.



9. Activity Name: 9th International Student Symposium

Activity Date: 14.11.2023

Faaliyet İçeriği: At the symposium, students coming from different countries of the world and studying in Turkey presented their papers to the participants in the fields of social sciences and humanities, international studentship, science and engineering sciences. Accepted papers were published in proceedings books on the symposium website. The symposium was open to all participants who registered free of charge.



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10. Activity Name: "Unity in Diversity with IGU" Social Responsibility Project

Activity Date: 28.11.2023

Activity Content: “Within the scope of the interview, which constitutes the first stage of the social responsibility project “Unity in Diversity with IGU”, students from the English and Turkish departments of Interior Architecture and Environmental Design were interviewed and the main theme of the interview was determined as “Being a Minority Student in a University Environment”. In the interview program;

- Discrimination and Attitudes
- Cultural Adaptation and Identity Balance
- Education System and Policies
- Suggestions and Improvements The undesirable attitudes that the students encountered inside and outside the school, the stories of their experiences were listened to and conversations were held on these issues. At the end of the conversation, a short film titled “Smile More” on the theme of “racism in schools” was screened and discussions on the subject were held.



11. Activity Name: English Speaking Activity

Activity Date: 01.12.2023

Activity Content: The details of the concept of global citizenship with topics such as what a global citizen means, what are the ways of being a global citizen and what role they play in society are discussed in a way to improve speaking, listening and comprehension practices in English.



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12. Activity Name: [How to Talk to Children in War and Natural Disasters?](#)

Activity Date: 12.12.2023

Activity Content: In this session, William Mosier informed the participants about the right ways to talk to children in times of distress, such as disasters and wars. The scope of the talk included traumatized children as well as children exposed to news on television and the internet.



13. Activity Name: [Education and Disability](#)

Activity Date: 15.12.2023

Activity Content: It is aimed to raise awareness about how educators should approach students with disabilities, to provide an environment where they can be integrated into society without being marginalized in the classroom environment, to inform about the communication to be established with disadvantaged students and what should be the appropriate educational tools and materials according to the types of disadvantage.





14. Activity Name: [Social Movements: The Case of Iran](#)

Activity Date: 13.12.2023

Activity Content: Organized by the Department of Sociology, Faculty of Economics, Administrative and Social Sciences, the event was attended by Political Scientist - Middle East Expert Arif Keskin as a speaker and moderated by Dr. Lecturer Ayşe Aydın. The event, moderated by Dr. Ayşe Aydın, took place online and face-to-face. Keskin argued that the anti-regime protests in Iran, which started with the murder of Masha Amini, are not just about today, and that the protests are an explosion of social, political, cultural, psychological and moral problems that have accumulated between the society and the regime called the Islamic Republic of Iran since 1979. Keskin also touched upon the role of women in the protests and pointed out that these protests witnessed major changes in the position of women in Iran.



15. Activity Name: [Sociological Discussions Panel on Family](#)

Activity Date: 20.12.2023

Activity Content: All discussions in the sociological literature on the family have been addressed in all its dimensions. Different family structures were examined and the relationship with reality was conveyed by taking the opinions of the participants. Respecting differences is one of the aims of the panel.





16. Activity Name: Graphic Design Programme Technical Trip

Activity Date: 13.12.2023

Activity Content: It is aimed to inform the participants about all departments of the printing industry. The production story of the works to be printed in the printing house, the working principles of printing systems, machines, molds, inks, printing materials and usage areas, observing the application examples on site, transforming the theoretical knowledge into practice with visual expression in printing enterprises are among the aims of the technical trip. These are important activities in order to provide equality of opportunity in education with the financial and transportation support provided by the university for participants who do not have financial means.



17. Activity Name: Panel on Sociological Discussions on Old Age

Activity Date: 26.12.2023

Activity Content: Old age is a period of life in which the individual's physical and mental health functions may be negatively affected. The perspectives in the Sociology literature on old age were discussed and conveyed to the participants.





18. Activity Name: "Unity in Diversity with IGU" Social Responsibility Project" 2nd Stage

Activity Date: 26.12.2023

Activity Content: Within the scope of the project, a “new year concept inclusion workshop” was organized. In the 2nd stage of the project, our students were encouraged to make their own personal decorations by providing them with materials to make New Year's decorations within the scope of the workshop. New Year decorations, adhesives, glitters, colored ribbons and other decoration materials were prepared for use. With a team of 12 people, our workshop was planned to be completed in 1 day. Cohesion workshops such as the planned workshop are intended to increase group cohesion and create a more productive and positive working environment. Such activities are important to improve their ability to work better as a group. Within the scope of this workshop, it is aimed to ensure cohesion and to create awareness with the experiences that emerge.



19. Activity Name: An Overview of the Coups in the History of the Republic from the Perspective of Public Administration

Activity Date: 05.12.2023

Activity Content: Coups are shown as the reason for the interruptions in the history of Turkish democracy in certain interim periods. In order to make various determinations on the consequences of these coups in terms of public administration, visuals were used to guide undergraduate students. Video content that has been used by the mainstream media in the recent past and can be accessed through open access has been shared.





7.2. Projects Aiming to Reduce Inequalities

A total of 34 projects are being carried out at IGU with the goal of Reducing Inequalities in 2023. Details of the projects and accessible online links are as follows.

TUBITAK: Scientific and Technological Research Council of Türkiye	BAP-K: Office of Scientific Research Projects
HZP: Rapid Support Project	ISTKA: Istanbul Development Agency
IUE: Istanbul Esenyurt University	KBDP: Career Start Support Project
ISTUN: Istinye University	YKDP: Higher Education Institutions Supported Project
YTU: Yıldız Technical University	TUSEB: Health Institutes of Türkiye
AB: European Union	KBU: Karabuk University
	AB: European Union

Table 4. IGU Projects with the Aim of Reducing Inequalities

No	Project Name	Project Budget	Project Type	Project Partner	Access
1.	Avrupa Yeşil Mutakabati Çerçevesinde Tarım Sektörü ve Çevrenin Uyumu: Girdi-Çıktı ve Mevcut Durum-Baskı-Tepki Modelleri Işığında Türkiye ve Avrupa Birliği Ülkelerine Yönelik Karşılaştırmalı Bir Analiz	173.424 TL	TUBITAK	Akdeniz University	Link
2.	İGÜ Siber Akademi	6.500.000 TL	ISTKA	Industry	Link
3.	Tedarik Zincirinde Dijitalleşme Yönüyle Bilginin Analiz Edilmesi ve Paylaşılması Konusunda Kullanılan Yazılım Programlarından Yurtiçi Kara Taşımacılığı Modülü Uluslararası Kara Taşımacılığı Modülü ve Hava Kargo Taşımacılığı Modülü Bilgisayar Programlarının Kullanımının Lojistik Bölümü Öğrencilerine Öğretilmesi Süreci	3000 TL	HZP	IGU SRPC	Link
4.	İstanbul Gelişim Üniversitesi Meslek Yüksekokulu Sayısal Elektronik Laboratuvar Dersinin Sanal Gerçeklik Ortamına Aktarılması	13.999 TL	KBDP	IGU BAP-K	Link
5.	Evde Yaşlı Bakım Eğitiminin Etkinliğinin Değerlendirilmesi	2.277 TL	YKDP	IGU BAP-K	Link
6.	Korkunun Kente İzdüşümü: Sultangazi İlçesindeki Suriyeli Göçmenlerin Kent ve Korku Algısı	22.056 TL	IEU	IEU	Link
7.	Deprem Mağdurlarının Belirsiz Kayıp Durumları ve Depreme İlişkin (Öncesi-Sırası-Sonrası) Yaşantıları	75.000 TL	TUBITAK	GU BAP-K	Link
8.	Dijital Ebeveynliği Destekleyici Web Uygulamaları: Bebeklik Döneminde Öz Bakım Becerileri	115.284 TL	TUSEB	KBU	Link





9.	Sağlık Çalışanlarının Stres Düzeylerinin Hasta Memnuniyeti Üzerindeki Etkisini Belirlemeye Yönelik Bir Araştırma	3.240 TL	TUBITAK	Student	Link
10.	Rekreatif Amaçlı Parklarda Egzersiz Aletlerini Kullanan Bireylerin Rekreatif Spor İyi Oluş Düzeyleri ile Akış Deneyimleri İlişkisinin İncelenmesi	4.500 TL	TÜBİTAK	Student	Link
11.	Hemşirelik Öğrencilerinin Hasta Güvenliği Alguları Ve Etkileyen Faktörler	5.000 TL	TUBITAK	Student	Link
12.	Sağlık Bilimleri Fakültesi Öğrencilerinin Afete Müdahale Öz-Yeterlik Düzeylerinin Belirlenmesi	5.000 TL	TUBITAK	Student	Link
13.	Sağlık Bilimleri Fakültesi Öğrencilerinin Organ Bağışı Bilgi Düzeyleri ile Organ Bağışına İlişkin Tutumları Arasındaki İlişkinin Belirlenmesi	5.000 TL	TUBITAK	Student	Link
14.	Drone Lojistiğinin Deprem Sahasına Entegrasyonunun Değerlendirilmesi	6.000 TL	TUBITAK	Student	Link
15.	Şubat 2023 Kahramanmaraş Depremi Sonrası Dask Sigorta Poliçe Sayısı Değişimi ve Sigortalılık Penetrasyonu Üzerine Bir Çalışma	6.000 TL	TUBITAK	Student	Link
16.	Yerli ve Fonksiyonel Afet Gıdası Üretimi	6.000 TL	TUBITAK	Student	Link
17.	Fonksiyonel Sağlıklı Bir Ürün Geliştirilmesi: Besin Değeri Zenginleştirilmiş Bebek Krakeri Üretimi	6.000 TL	TUBITAK	Student	Link
18.	Yapay Zekâ Tabanlı Su Kaynaklarının Entegre Yönetimi		TUBITAK	Student	Link
19.	Covid-19 Dönemi ve Sonrasında Havacılık İşletmeleri Çalışanlarının Pozitif Psikolojik Sermayesi ve Ozel İyi Oluşlarının Takım Performansına Etkileri Üzerine Bir Araştırma	4.000 TL	TUBITAK	Student	Link
20.	Daha Sağlıklı, Kaliteli ve Sürdürülebilir Bir Yaşam Planı İçin Tıbbi Bitkilerin Günlük Hayatta Doğru Biçimde Kullanımının Yaygınlaştırılması Amaçlı Reçetelerin Hazırlanması	5.500 TL	TUBITAK	Student	Link
21.	6-12 Aylık Bebeği Olan Annelerin Diyet Triptofan Miktarlarının Bebek ve Anne Uyku Kalitesine Etkisi	6.000 TL	TUBITAK	Student	Link
22.	Deprem Sonrası Algılanan Stresin, Endişenin ve Anksiyetenin Beslenme Üzerine Etkisinin İncelenmesi: Deprem Bölgesi Örneği	6.000 TL	TUBITAK	Student	Link
23.	Egzersiz ve Spor Bilimleri Öğrencilerinin Besin Takviyelerine Olan İnancı ve Takviye Kullanımının Egzersiz ve Beslenme Davranışları Üzerine Etkisi	6.000 TL	TUBITAK	Student	Link
24.	Polifenol Alımının Uyku Kalitesi, Depresyon, Anksiyete ve Stres Üzerine Etkisi	6.000 TL	TUBITAK	Student	Link
25.	Sağlık Bilimleri Fakültesi Üniversite Öğrencilerinin Depresyon, Anksiyete, Stres Düzeyleri ile Sağlıklı Beslenme Tutumları ve İyilik Durumu Arasındaki İlişki	6.000 TL	TUBITAK	Student	Link
26.	Üniversite Birinci Sınıf Öğrencilerinin Depresyon, Anksiyete, Stres Düzeylerinin Besin Seçimleri Ve Beslenme Davranışları ile İlişkisi	6.000 TL	TUBITAK	Student	Link





27.	Ev Hanımları ve Çalışan Kadınlarda Okupasyonel Rol Yükündeki Farklılığın Boyun, Bel Ağrısı ve Stres Düzeyi Üzerine Etkisinin İncelenmesi	9.000 TL	TUBITAK	Student	Link
28.	İstanbul'daki Engelli Çocuklar Tarafından Kullanılan Engelsiz Parkların Kullanıma Uygunluğunun İncelenmesi	9.000 TL	TUBITAK	Student	Link
29.	Yıkıntıların İçinden Geleceğe Öğretiler: 6 Şubat Depremi Arşiv Belgeleri Üzerinden İç Mimari Uygulama Fikirleri		TUBITAK	Student	Link
30.	My Business Partner Project İş Ortağım Projesi	20.000 EU	EU Supported Projects	International	Link
31.	Coping With War Through God: Islamic-Based Cbt and the Promotion of Mental Health and Prosociality Among Refugees	80.000 USD	Supported by International Universities	International	Link
32.	Regulating Short-Term Rentals: a Comparative Study On The Effect Of Airbnb On The Housing Sector in Istanbul and Dublin	8.400 EU	TUBITAK	International	Link
33.	Genç Araştırmacılar da Mental İyi Oluşu Güçlendirme: Psikolojik Sağlık, Belirsizliğe Tahammülsüzlük ve Gelecek Kaygısına Yönelik Çok Aşamalı Bir Çalışma	900.000 TL	TUBITAK	YTU	Link

7.3. Accesible Campus

IGU, which aims to facilitate access to the campus for disadvantaged individuals, has won an award as a result of the improvements it has made in this context. IGU Faculty of Health Sciences and Vocational School won the "Orange Flag" award and the "Green Flag" award in the "Access in Education" and "Accessibility in Space" category at the Barrier-Free University Awards organized within the scope of the Council of Higher Education Barrier-Free University Program, which aims to raise awareness about the access of disabled people studying in higher education institutions to spaces, educational opportunities and socio-cultural activities; works in cooperation with all higher education institutions for disadvantaged students.

Click to view: [Barrier-Free University Rewards](#)



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a) Physical Arrangements Implemented as Part of the Accessible Campus

As per the relevant provisions of the Law No. 5378 on Persons with Disabilities on physical accessibility, necessary procedures have been planned and initiated in all buildings. In addition; referred to by the 3194 zoning law and the directives and regulations published in accordance with these laws, TS 9111 (accessibility requirements in buildings for people with disabilities and mobility limitations) and TS ISO 23599-13536 (auxiliary products for the visually impaired or partially sighted, tactile walking surface signs) were taken into consideration.

- There are elevators for disabled staff, students and visitors in all blocks.
- All floors are well accessible, and all the elevators have Braille alphabet embossments in addition to the keypad for the visually impaired.
- At the entrance of all buildings and in places where there is a level difference ramps for wheelchair users have been installed.
- Libraries in all blocks are accessible by elevators.
- The library entrance is of suitable width and size for the disabled.
- An employee has been assigned to the library during working hours to assist disabled students or staff who want to take books from the upper shelves.
- “Illuminated emergency alarm systems” have been installed in all blocks for the hearing impaired.
- There are disabled restrooms in IGU blocks.
- In conference halls, 1 portable ramp has been arranged for physically disabled people to access the stage. Depending on the event, transportation to the relevant area is provided in advance.
- Disabled students, staff and visitors have access to canteens, dining halls and other social areas.
- There are directional signs in all blocks.
- Stairs, emergency exits and entrances, handrails, lifting and pushing platform are designed in a way suitable for the disadvantaged.
- Classrooms are designed for access by the disadvantaged.
- Common circulation areas are designed for the disadvantaged.
- Wet area applications are available.
- Doors and windows are also designed to be accessible to disadvantaged students.



[Stairs](#)



[Handrails](#)



[Interior Space](#)



[Passage, Halls and Corridors](#)



[Direction Signs](#)



[Lifts](#)



[Windows](#)



[Cafeteria](#)



[Emergency Exits](#)



[Ramps](#)



[Doors](#)



[Wet Areas](#)



[Entrances](#)



[Classrooms](#)

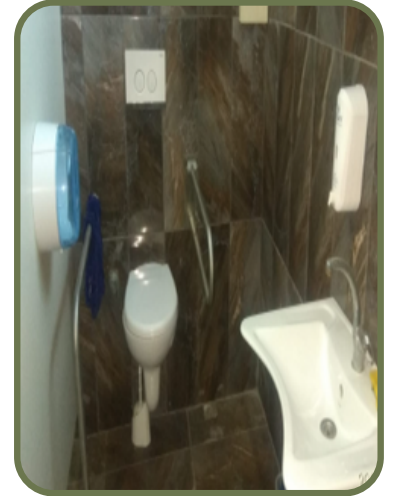


[Reach Ranges](#)





Accessible Campus



REDUCED INEQUALITIES

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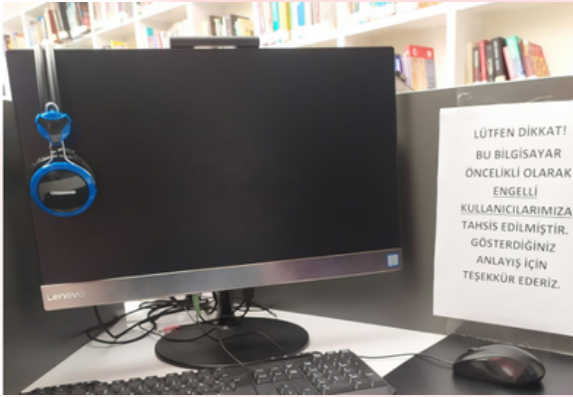




b) Library Access

A report was prepared within the IGU Library and Documentation Department in order to facilitate access to the library for disadvantaged people; library equipment for disabled users, the current status of services, and the status of the central library and branch libraries in 2023. Services and equipment for the disabled are gradually increasing in libraries. The absence of stairs at the entrances of the campus, buildings and libraries, the availability of disabled ramps, disabled-friendly elevators, and computers allocated primarily for disabled users are among the increasing applications for disabled people. Libraries in the blocks can be accessed by elevators. The entrance to the library is wide and large enough for the disabled. Staff in charge of the library are available during working hours to provide assistance in case of any need.

- Click to view: [Barrier-Free Library](#)



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Audio library service is provided for visually impaired users. In addition to the visually impaired, the service also covers individuals who cannot make unlimited use of printed resources due to other types of disabilities (paralyzed, dyslexic). The works in the internet library are available in electronic text, human voice and computer voice formats.

Moreover, all users can access the library's electronic resources 24 hours a day, 7 days a week, regardless of time and place. For this, each user needs to set the proxy settings on their own computer. After these settings are made, all electronic content of the library can be accessed from all over the world.

Click to view: [Library Equipment and Services for Disabled Users](#)

c) Access to Contents of Exams and Courses

Exams for students with disabilities are held with an additional proctor in a separate area according to the type of disability. Among disadvantaged groups, especially for students with low vision, large font question papers and marker support are provided for exams, and marker reader and printer support is provided for students with visual impairments and physical disabilities. Screen readers are installed in both libraries and laboratory computers for visually impaired students. Individual differences of students are taken into consideration when developing teaching materials. In this context, videos of each online course conducted by the lecturer/staff are transferred to ALMS so that students can follow the course again with audio. In addition, the documents of each lecture can be uploaded to the system in PDF format so that they can be viewed by students. For face-to-face courses, the content used in the course is uploaded to ALMS in the same way and is accessible to all students.

● Various situations of students with disabilities (especially visual and auditory disabilities) are taken into account with the arrangements made. Before each exam period, an online Excel spreadsheet is shared via email to the online examiners of distance education courses to indicate the students with disabilities in their faculties/schools/vocational schools and the courses they take. A special exam paper with large font size is prepared for the specified students and sent to faculties/schools/vocational schools.

7.4. Accessible Programs and Units

IGU has established mentoring programs to facilitate the university life of active students, to serve underrepresented and disadvantaged groups in need of support in their education and to prepare them for business life. The “Peer Mentor” Program was created by the Career Development Center and within the framework of the principles determined by the Career Development Center, a team of students who are studying in different departments; students who have strong communication skills, are prone to teamwork, love cooperation, and respect differences.

Click to view: [Peer Mentor](#) 

The “Development Ambassadors” application was created to enable disadvantaged high school students to obtain information from the right source, to facilitate access to information if they are socio-economically disadvantaged, and to benefit from the experiences of university students. All high school students contact university students studying at IGU by creating an appointment online. Click to view: [Development Ambassadors](#)





IGU has a [Career Development Center](#), which is a bridge between the business sectors of all students and graduates studying at IGU, makes individual plans in accordance with their personal development, competencies or limitations, creates a sectoral network, and carries out career planning by offering various and free trainings.

[Open Access](#), all academic resources such as books, articles, theses, dissertations, papers, reports, research data, etc. produced directly and indirectly by IGU in 2023 are stored in a digital environment at international standards. It mediates the monitoring of the academic performance of the university, stores the resources for a long time and presents them in accordance with copyright to increase the impact of publications. With its “[Open Access Policy](#)”, the University has declared that the academic studies produced should be compiled and protected for the long term and that the academic studies produced should be made available to the widest possible circles.

IGU offers open online education services by utilizing e-learning technologies in line with its goals of contributing to society. With the online education service offered within the university, it aims to provide lifelong sustainable learning to all participants free of charge, continuously and efficiently through distance education and protects equal opportunity in education. It has publicized these objectives by securing them with the “[Open Online Course Policy](#)”.

"Psychological Counseling And Guidance Office" was established in order to protect the psychological health of underrepresented groups, to improve their social skills, to increase their individual competencies, and to guide and support their individual, social and academic development during their university life. The unit provides services to employees and students by appointment system. The unit is staffed by an international Clinical Psychologist for international students and employees.

Click to view: [Psychological Counseling and Guidance Office](#) 

There is the International Student Directorate, which carries out different national and international activities aiming to reach every international student, establishes partnerships with higher education institutions around the world, and is the unit where international students receive consultation and support on all issues they need in their education life.

Click to view: [Directorate of International Students](#) 

There is a “Consulting And Coordination Office For Disabled” to identify the needs and difficulties faced by disadvantaged students in various fields during their education, to provide and evaluate services to meet the identified needs and eliminate difficulties, to provide social skills and to provide counseling programs on career support. This unit cooperates with municipalities to identify the deficiencies of IGU campuses and to increase their accessibility.

Click to view: [Consulting and Coordination Office for Disabled](#) 





The Come to Gelisim Project, launched by IGU in 2019, is a university admission program that offers additional scholarships to students who want to achieve success with their talent, experience, idea or project. This program is open to all candidates. [Come to Gelisim](#) offers prospective students preparing for university the opportunity to create their own success criteria and defines a “special scholarship” to evaluate their areas of improvement. This special scholarship aims to reduce financial inequalities. Prospective students apply to Come to Gelisim with a motivation letter detailing the characteristics and talents that make them different. The applications evaluated by the commission are awarded a scholarship in addition to the ÖSYM scholarship at the rate determined by the commission. Covering the year 2023, the number of students who applied for and were awarded scholarships is as follows.

Table 5. Come to Gelisim Application Profile

	2022-2023	2023-2024
Number of Students Applying for Scholarship	903	162
Number of Students Awarded Scholarships	829	137

The figure prepared according to gender distribution is as follows.

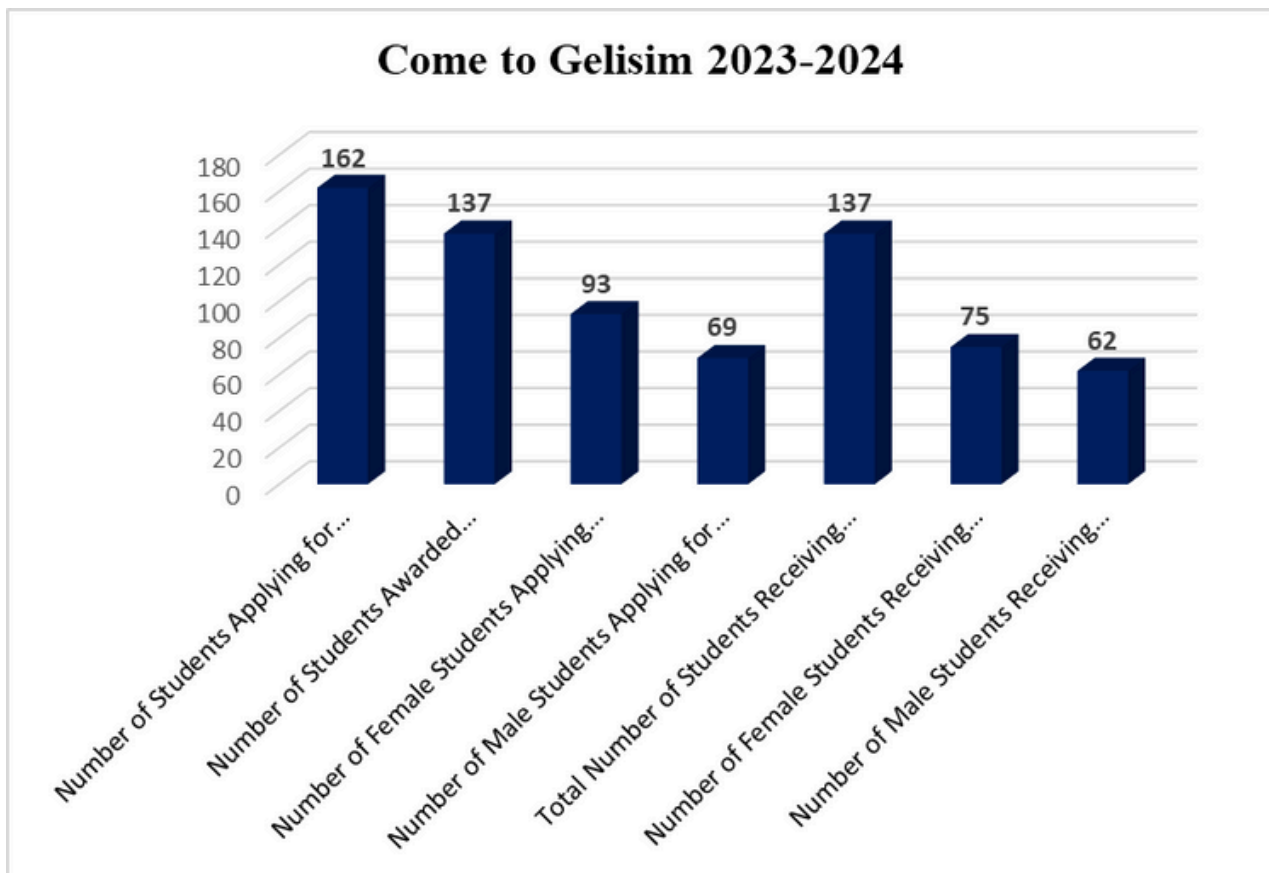


Figure 8. Gender Based Come to Development Profile





8. Disability Support Services

IGU has established the [Consulting and Coordination Office for Disabled](#) with the motto “IGU without Barriers”. The Unit carries out its activities within the framework of the IGU Disabled Advisory And Coordination Unit Directive under the Directorate of Health, Culture And Sports. The unit analyzes the needs of disabled individuals in academic, administrative and student staff in various fields and identifies the disadvantageous situations they experience. Studies are carried out to eliminate the difficulties for disabled individuals related to the identified situations. Various studies are carried out in order for disabled individuals to participate in social and cultural activities in school or business life and to create common awareness. Support services related to the areas (physical, academic, social) where improvements are desired for disabled individuals are developed, offered and evaluated. Services are developed to increase the level of awareness and sensitivity of university employees and students about disability. It is aware that the right to education is one of the most important constitutional rights for all individuals who make up the society. For this reason, necessary measures are taken to facilitate the academic, administrative, physical, psychological, housing and social needs of students with disabilities and to facilitate their educational life in this direction. Arrangements are made in line with the measures taken and the results of the studies are evaluated. IGU, which aims to become a globally active university that is recognized, followed and preferred by everyone in the world of science and education, conducts studies to minimize the disadvantageous situations of groups.

[Disabled Advisory and Coordination Unit Directive](#)

IGU has a "[Legislation on Disabled Students](#)" in order to facilitate the educational life of disabled students and to ensure equality with other students in the exams they will take. The legislation, which protects and secures the rights of students with disabilities, has been created with an egalitarian approach, taking into account all disadvantaged situations.


All IGU campuses have elevators for disabled staff, students, and visitors and have access to all floors. Inside the elevators, in addition to the keypad for the visually impaired, there are Braille embossing. At the entrance of the buildings, there is a flat entrance on the side of the turnstiles for wheelchair users. There is a wheelchair ramp where there is a level difference at the building entrances. Emergency alarm systems are illuminated for access to hearing impaired individuals.

There are disabled restrooms and emergency exit voice announcement system in the campuses. In the conference halls, there is a portable ramp for physically disabled people to access the stage and they are provided with transportation to the relevant area in advance depending on the event. Physical arrangements have been realized by taking into account the technical specifications of special layered embossing map on alukobont, technical specifications of Braille alphabet embossed signs, Braille embossed information board, warning tape for glass spaces, disabled parking sign, TPU-based adhesive model technical specifications and TPU-free taped warning guide surface technical specifications.

[Click here for the physical arrangements for the disabled.](#)



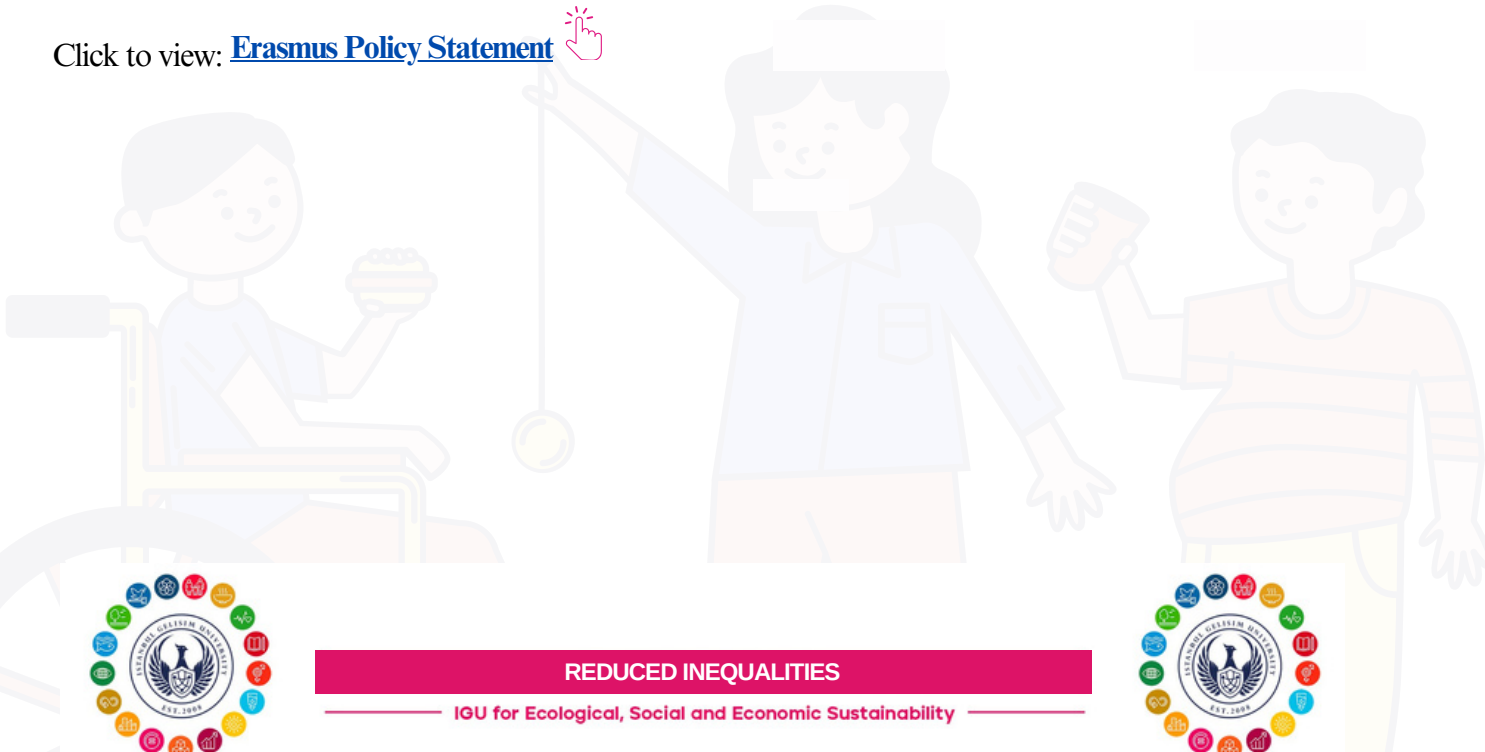
As a result of the support provided by IGU, two of its campuses were awarded the “Orange Flag” award in the “Access in Space” category within the scope of the [Barrier-Free University](#) Program by the Council of Higher Education (YÖK), while IGU was entitled to be a candidate for the “Green Flag” award in the “Access in Education” category.

 [Audio library](#) service is provided for visually impaired users. Anyone who certifies that they are visually impaired through a medical report or a disabled ID card can become a member and access the works in the library 24/7 from anywhere with internet or telephone access. The works can be listened to directly on the website or downloaded to devices such as portable mp3 players and read anywhere. In addition to the visually impaired, it also includes individuals who cannot make unlimited use of printed resources due to other types of disabilities (paralyzed, dyslexic). The works in the Internet library are available in electronic text, human voice and computer voice formats.

In order to ensure equality of opportunity in education, IGU allows students to work part-time in various units to increase their personal competencies. The part-time work program is announced by the Human Resources Department as the [Assistant Student Program](#) and accepts applications online. For students with disabilities, they are placed in units where they can work in accordance with their disadvantage.

In Erasmus + Learning Mobility applications, while determining the list of the noble list by scoring according to the criteria, disabled students are evaluated by adding +10 points. Information on the subject is included in the Application Guide presented to the public. A counsellor is appointed for disabled students who receive Erasmus+ exchange acceptance and supports them by staying in contact with them during the exchange period. It is also publicised in the Erasmus Policy Statement.

Click to view: [Erasmus Policy Statement](#) 



9. Disabled Access Program

IGU maintains an inclusive management approach by providing equal access to resources for people with disabilities, ensuring their full participation in education and training, and respecting individual differences. This management approach is anchored in various policies and directives. IGU has established the [Consulting and Coordination Office for Disabled](#) within the framework of [IGU Disabled Advisory and Coordination Unit Directive](#) in order to ensure that disabled individuals do not experience any access problems during their studies at IGU and to take the necessary measures to minimize the limitations of their disadvantaged situation, to make the necessary arrangements, to provide social support and to set the necessary goals to facilitate access. In order to protect the rights of students with disabilities in their educational lives, it has created and publicized the [Legislation on Disabled Students](#). In order for students with disabilities to achieve full equality in education; It has created and publicized the [Policy of Equal Opportunity](#), which adopts goals such as removing physical, psychological, sociological barriers, providing a libertarian, egalitarian and safe environment.

[Exercise And Sports For Disabled](#)

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





ISTANBUL GELISIM UNIVERSITY

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