

16 Peace, Justice and Strong Institutions

‘Social Entrepreneurship and Cooperation Model' in TRB1 Region’

The 'Social Entrepreneurship and Collaboration Model Study' component of the 'Sustainable Integration of Disadvantaged Persons in TRB1 Region into the Labor Market Project' funded by the European Union was carried out in partnership with IstasyonTEDU, Impact Hub Ankara and Renao Global.

On September 5-9, 2022, a field study was carried out in TRB1 Region (Malatya, Elazığ, Tunceli, Bingöl) within the scope of the Project. During the fieldwork, social enterprises and supporting institutions, especially women's cooperatives, were visited. The project aimed to understand the region's social entrepreneurship potential, identify needs and design a roadmap for the establishment of a social entrepreneurship center in the region by the end of 2022.

Roadmap for the Establishment of a Social Entrepreneurship Center in TRB1 Region Delivered. The study is planned to be published as open source in early 2023.

More : <https://www.tedu.edu.tr/en/academic-boards>



Civil Voices Festival

The fifth edition of the “Sivil Sesler” (Civil Voices) Festival, which brings rights-based organizations and activists from Turkey and around the world together, was hosted by TED University between 30 September - 1 October 2022. During the two-day festival, panels discussing the issues on the agenda of civil society, workshops organized by CSOs, events, various exhibitions and stage performances were held.

More: [Sivil Sesler Festivali 2022 - YouTube](#)



Basic of Migration Management & Identity Management

Tommaso De Cataldo, Migration Management Coordinator of the International Organization for Migration (IOM) Turkey, delivered a speech titled "Basic of Migration Management & Identity Management" at an event hosted by the Department of Political Science and International Relations to honoring the 77th anniversary of the United Nations.

More : [TEDU FEAS TEDÜ İİBF LinkedIn'de: Tommaso De Cataldo, Migration Management Coordinator of the International...](#)



“TEDU Code of Ethical Conduct” is revised

TEDU code of ethics document has been enriched by updating the title "Fighting Against Bribery and Corruption" in 2022.

More: <https://www.tedu.edu.tr/en/code-ethical-conduct>

Understanding the opportunities and challenges in the ecosystem

In the scope of The World Bank’s “Strengthening Economic Opportunities for Syrians under Temporary Protection and Turkish Citizens in Selected Localities” Project, on behalf of the Turkish Social Entrepreneurship Network (TSGA); under the direction of the Koç University Social Impact Forum (KUSIF) and in partnership with Mikado Sustainable Development Consultancy, Impact Hub Istanbul, Impact Hub Ankara and IstasyonTEDU, “Social Entrepreneurship in Türkiye” Research is carried out.

The research is about understanding the opportunities and challenges in the ecosystem, identifying emerging gaps, creating strategies to deal with it, mobilizing resources effectively, determining the place of the existing actors in the ecosystem in order to facilitate efficient cooperation, produce correct policy recommendations.

“Social Entrepreneurship in Turkey” Research aims to produce the information, data, suggestions and resources that will serve the needs of the actors including social enterprises active in Turkey, cooperatives, public institutions working in the field of social entrepreneurship, intermediary institutions such as incubators, policy makers and funders.

More: <https://www.istasyon.tedu.edu.tr/en/worldbank>




The World Bank is pleased to partner with the Ministry of National Education and the Ministry of Health to support the development of the social entrepreneurship ecosystem in Turkey.

Türkiye'de Sosyal Girişimciliği Araştırıyoruz.

İzle, katıl, dönüştür.

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Social Entrepreneurship in Türkiye

MoNE & UNICEF Project: Improving Mathematics Teaching Skills of Primary School Teachers

The members of the Primary Education Department, Dr. Kübra ÇELİKDEMİR (lecturer), Sinem SÖZEN ÖZDOĞAN (research assistant), and Yavuz KAMACI (research assistant) took part as consultants and educators in the 'Improving Mathematics Teaching Skills of Primary School Teachers' Project, which was initiated in partnership with MoNE and UNICEF. Within the scope of the project, a project content evaluation workshop was first organized on August 15-18 with the participation of academics and teachers. After the workshop, train-the-trainer courses were organized for primary school teachers at in-service training institutes in Aksaray, Rize, and Mersin on different dates.

More:

https://www.instagram.com/p/Ciuv7hJoacN/?utm_source=ig_web_copy_link&igshid=MzRIODBiNWFIZA

Cooperation between TEDU and Ministry of Environment, Urbanization and Climate Change

With the leadership of TED University Education Faculty Preschool Education Department, a cooperation protocol was signed between TED University and the Ministry of Environment, Urbanization and Climate on January 13, 2022. With this signed protocol, it is aimed to strengthen the institutional cooperation capacity between the Kindergarten and Day Care Center under the Ministry of Environment, Urbanization and Climate and the TEDU Education Faculty Preschool Education Department and to support a more qualified education, teacher training and employment. The protocol was signed by TED University Acting Rector Prof. Dr. İhsan Sabuncuoğlu and Ahmet Sami Kulaklıoğlu, Head of Support Services Department of the Ministry of Environment, Urbanization and Climate Change. The Dean of the Faculty of Education, the heads of the departments and the Faculty Members of the Pre-School Education Department, the Branch Managers of the Ministry of Environment, Urbanization and Climate, Nursery Managers and education coordinators attended the signing ceremony.

More:

<https://ece.tedu.edu.tr/en/ece/agenda/news/cooperation-betw-teduand-ministry-of-environment-urbanization-and-climate-change>

TEDU Migration Studies MIGS Talks with Hilal Arslan, January 18, 2022

The first MIGS Talks event of TEDU Migration Studies Master Program in 2022 will be on January 18, 2022, with Dr. Hilal Arslan's speech titled "Suriyeli Göçmenlerin Nesnel ve Öznel İyilik Hali".

More: <https://migs.tedu.edu.tr/migs/gundem/etkinlikler/tedu-goc-calismalari-migs-talks-hilal-arслан-18-ocak-2022-etkinligi>



Capital Teacher Workshops

Başkent Teacher Workshops is a project of Ankara Directorate of National Education. TEDU Faculty of Education has been providing support to this project since 2019 within the scope of the protocol signed with the Directorate of National Education. The aim of the project is to contribute to their continuous professional and personal development.

More: <https://www.tedu.edu.tr/en/node/18921>

Mart Ayı Programı

- **Dr. Öğr. Üyesi Seçil Yücelyigit**
Algoritmik Düşünce ve Erken Çocuklukta Kodlama
08.03.2022 (19:00-20:00)
- **Dr. Öğr. Üyesi Çağla Öneren Şendil**
Okul Öncesi Dönem Çocuklarının İlkokula Hazırlanışları
15.03.2022 (18:00-19:30)
- **Dr. Öğr. Üyesi Özlem Canaran**
A Flash of Inspiration for the English Language Classroom
22.03.2022 (18:00-19:30)
- **Dr. Öğr. Üyesi S. Burcu Uçok**
Çocuklarda ve Ergenlerde Öfke Kontrolü
23.03.2022 (20:00-21:30)
- **Dr. Öğr. Üyesi Arzu Kanat-Mutluoğlu**
The Place of Willingness to Communicate in L2 Classrooms
28.03.2022 (18:00-19:00)
- **Dr. Öğr. Üyesi Kürşad Demirutku**
Karakter ve Değer Eğitimi
29.03.2022 (20:00-21:30)
- **Dr. Öğr. Üyesi Özlem Erden Başaran**
Öğrenmede Evrensel Tasarım ve Uygulamaları
30.03.2022 (18:00-19:00)

Some Projects

1. Exploring the hegemonic masculinity hierarchy's reconstruction and deconstruction in traditional tales and anti-tales

Akyüz Tursun S., Akdemir (Team Leader) Ç.(Executive), Başar B., Ayvaz D.

Project Supported by Higher Education Institutions, 2022 - 2023

- **Project Type:** Project Supported by Higher Education Institutions
- **Begin Date:** June 2022
- **End Date:** April 2023

Project abstract; Hegemonic masculinity is an ideal that is impossible to reach, consisting of being violent, competitive, heroic, powerful, and heterosexual (Connell, 1990). Such a hierarchical system sets women, sexually and gender diverse individuals who were frequently the subjects of masculine violence, powerless while rendering those who conform to the traditionally masculine roles and perpetrate this violence vulnerable to negative mental health outcomes (Levant & Pollack, 1995; Wong et al., 2017). One of hegemonic masculinity hierarchy's perpetrators, fairy tales that continue their existence through tradition with the aforementioned messages are constructed in order to sustain the dominant ideology, and the basic dynamics of the society from generation to generation and are turned into a means of oppression (Agvan, 2021; Agvan & Asutay, 2018). Fairy tales, as a product of a collective unconscious, influencing and being influenced by society, are one of the genres most dependent on a tradition among all other literary genres, and therefore, the essential traditions are permeated without paying much attention to the changes in the conditions of the new age (Sezer, 2020). They build value judgments, give hidden messages and create societal norms (Köse, 2015). A new understanding of fairy tales, anti-tales, has emerged to bring a different discourse to the traditional tales, arguing that they should be freed from subtexts and instrumentalization of the imposition of social norms and hegemonic masculine expression (Agvan & Asutay, 2018). Hegemony establishes the binary gender system through the tales, which is one of the institutions and ensures its continuity by producing related representations. Hegemonic masculinity formulation includes a holistic understanding of gender inequality that recognizes the agency of subordinated groups as much as the strength of hegemonic groups and includes the mutual conditioning or intersection of gender with other social inequalities such as class, race, and age (Connell, 2000; Messerschmidt, 2019). Also, gender role tension occurs due to the difference between an individual's "real gender self" and "the gender self that should be" according to cultural-social rules (Sakallı & Türkoğlu, 2019). Altogether, fairy tales can be considered as one of the tools that reinforce the hegemonic masculinity ideal and its expectations and re-construct the hegemonic masculinity hierarchy. Implicit or non-implicit messages regarding the hegemonic discourses, gender regimes, gender roles, gender inequality, and gender role strain can be given through fairy tales (Sezer, 2020). Therefore, this project aims to examine the traditional tales and anti-tales in terms of hegemonic masculinity and seeks an answer to the question: "How hegemonic masculinity was re-constructed in traditional tales and was deconstructed in anti-tales?" Anti-tales and the corresponding traditional tales will be selected via the inclusion criteria from various libraries/websites through purposeful sampling. The tales will be analyzed by the deductive content analysis via the codebook to be adapted. The re-construction of hegemonic masculinity in traditional tales and anti-tales will be evaluated via the codebook to transform the data from qualitative into quantitative. Thus, the two versions will be compared in terms of the extent to which the hegemonic masculinity hierarchy was re-constructed, using frequency and percentage.

More: <https://gpc.tedu.edu.tr/en/whats-happening-tedu/our-students-research-project-received-tedu-lad-fund>



2. Examining the education rates of refugees from the perspective of gender inequality : The Case of Ankara

Yeşilyurt Gündüz Z., Gürhan C.(Executive), Armağan A., Ömeroğlu Ö. Z., Gürün Z.

Project Supported by Higher Education Institutions, 2022 - 2022

- **Project Type:** Project Supported by Higher Education Institutions
- **Begin Date:** February 2022
- **End Date:** September 2022

Project Abstract ; In terms of migration routes and transit countries, Turkey is one of the most preferred countries for refugees due to its geopolitical location and hosts citizens from many different nationalities. Since the start of the Syrian “Crisis” in March 2011, in which approximately six and a half million people were forcibly displaced and thirteen and a half million people in need of humanitarian assistance (UNHCR, 2019), Turkey has followed an open-door policy. According to the latest data, the number of Syrian refugee children aged 10-18 under temporary protection registered in Turkey is 682 thousand 382 (Mülteciler Derneği, 2021). Young people fleeing the war and coming to Turkey as refugees are struggling to start a new life and encounter many obstacles in different fields such as housing, access to health services, and education. The literature review revealed that out of 4 million registered refugees in Turkey, there are 680.000 children enrolled in school, while nearly 400.000 children cannot have access to education (UNICEF, 2019). Language problems, economic difficulties, and access to school are presented as the biggest factors that create educational barriers. However, although these reasons exemplify the difficulties that refugees face in obtaining education, the main question of this proposed research is to examine refugee girls and boys aged 12-18 with specific emphasis on their schooling and address the question of what are the ways in which their access to education is hindered. This age range has been preferred because primary education is compulsory in Turkey, but secondary education is not, and the 12-18 age range is compatible with the adolescence age. To focus more clearly, participation in secondary education can be compatible with the socio-economic status and personal views of the families. The most frequent rate of child and forced marriage is included in this scope due to adolescence, which in this context can also be an obstacle to participation in secondary education and is compatible with the personal views or socio-economic conditions of the family. Therefore, the study aims to examine the reasons behind refugee children’s low level of schooling with a gender lens. It will be conducted in Ankara, which is preferred due to its

cheapness and other working opportunities (Bakioğlu, Artar and İzmir 2018) compared to Istanbul. The project aims to reach refugees through the support of the “Earth is Home International Solidarity Association”, a NGO working with refugees, and to advance by using the focus group research technique by providing the refugees with the place where the meetings will be held, together with the support of the association. With their support throughout the conduct of the study, it is planned to meet with 20 refugee families who approved participating in the focus group discussions. The focus group discussions will be held in March 2022. Afterward, the data will be analyzed based on psychological, social, and economic reasons and those differences will be compared with reference to the literature on gender inequalities in schooling, especially in the field of forced migration.

“Pathways to peace”

The "Pathway to Peace" seminar series, jointly organized with the Department of Political Science and International Relations, aims to highlight the different pathways to peace, with guest speakers from different fields in each seminar:

- A seminar titled "Peace and Environment: COP27" was held on 8 December. At the event, participants were informed about the concepts of peace and human rights and environmental activities were discussed.
- An event was organized to discuss the environmental impacts of the "Sustainable Development Goals" and their contributions to world peace, with Defne Arısoy and Halil Durutürk as speakers, and information on this subject was provided to the participants.
- A seminar titled "Iran - Women, Life, Freedom" was held on Wednesday, December 14. The event aimed to raise awareness among the participants about the concepts of freedom and human rights.

More: <https://www.instagram.com/p/ClRqAWoSDW/igshid=MzRIODBiNWFIZA%3D%3D>

<https://www.instagram.com/p/Cmbi58UlaIV/igshid=MzRIODBiNWFIZA%3D%3D>

<https://www.instagram.com/p/CmCQ6pIIWKM/?igshid=MzRIODBiNWFIZA==>

TED ÜNİVERSİTESİ
BARIŞA GİDEN YOLLAR XX
'Pathways to Peace XX'

**Barış ve Kadın:
İran - Kadın, Yaşam, Özgürlük**

Dr. Öğr. Üyesi Gülriz Şen
14 Aralık 2022 Çarşamba, 14:00
Ahmet Ersan Konferans Salonu

TED ÜNİVERSİTESİ
BARIŞA GİDEN YOLLAR XIX
'Pathways to Peace XIX'

Barış ve Çevre: COP27

Dr. Mühdan Sağlam, Artı Gerçek Ankara Temsilcisi
8 Aralık 2022 Perşembe, 15:00
Ahmet Ersan Konferans Salonu

Community Name: Model United Nations Society

“TEDUMUN Training”

TEDU Model United Nations (TEDUMUN) conducted a Training and Development Conference of 2022. Model UN is a simulation of the UN General Assembly and its other multilateral bodies where students perform an ambassador role while debating topics such as gender equality, climate action, global health, and more.

More: <https://www.instagram.com/p/CknUdNMKq3a/>



Community Name: International Students Society

“ MultiCultural Day / The International Festival “

The International Festival was held on 27th of May which brought together the diverse cultures of international students. It is aimed for international students to introduce their culture to other students and have fun.

More: <https://www.instagram.com/p/CejNI7roNOJ/?igshid=MzRIODBiNWFIZA%3D%3D>



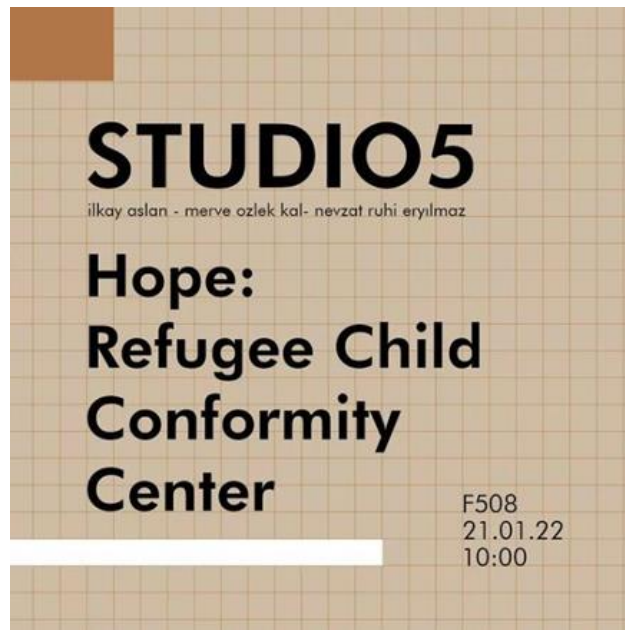
“Hope: Refugee Child Conformity Center, Studio 5”

The studio course main aim was promoting peaceful and inclusive environments by providing spatial sequence for refugee children. The project is to make students understand and have the notion of how the well-being of a community that face with the problem of resettlement. The project focused was creating safe and nurturing environment where children begging to recreate their lives after the war and the thought conditions emerged. The main activities are reading, getting, playing etc. In this set of activities, the design criteria developed on the notion of cultural exchange/sensitivity, educational and development, psychological /mental support, family reunification support. All the activity environments, mainly the playing areas, design according to support with the needs and safety of children.

The title of the main concept in the project based on the ideas of **hope**. The project captures the activities of library, class (educational areas), and playing area. The given settlement was built from a set of containers. The main aim in the settlement was easy of quick production and transportation of interior design. The interior space features such as furnishing and materials were design for support, maximum efficiency of the activity both in terms of physical and psychological needs.

As a conclusion in this course students practiced and developed with a deep sense of awareness in the promoting peaceful and inclusive environments for resilient and potential supporting environments for refugee children.

More: <https://www.instagram.com/p/CYoLRcjoX46/>



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