

10 REDUCED INEQUALITIES



NUMBER OF
PUBLICATIONS & THESES

35



NUMBER OF
PROJECTS

10



NUMBER OF
EVENTS

139



NUMBER OF
COURSES OFFERED

25



NUMBER OF
COLLABORATIONS

2



NUMBER OF
AWARDS

19

SDG REDUCED INEQUALITIES

Reduce inequality within and among countries

Targets and Indicators

10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations

10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies

10.a Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

10.b Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in



particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes

10.c By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

Courses, Theses, Publications

Courses

Different faculties at TEDU integrate social inclusion, equity, and cultural responsiveness into their teaching and research. These programs aim to equip future professionals with the knowledge and sensitivity required to challenge systemic inequalities and promote fair access to opportunity within education, counseling, and broader social contexts.

The course **PSCG 440: Culturally Sensitive Counseling** highlights the significance of cultural diversity in psychological practice. It encourages students to develop self-awareness of cultural identity and bias, expand their understanding of multicultural counseling theories, and apply culturally informed case formulations in therapeutic settings. By fostering intercultural competence and empathy, the course directly contributes to reducing inequalities in mental-health services and ensuring more inclusive professional practice.

Meanwhile, the course **ED 504: Adult Education and Lifelong Learning** addresses inequality from the perspective of access to education across the lifespan. It examines how adults' cognitive, social, and emotional development influences learning and explores strategies to reach marginalized and under-served groups through flexible, learner-centered pedagogies. By focusing on inclusive and equitable educational opportunities, this course advances the principles of SDG 10, empowering individuals to overcome social and economic disparities through lifelong learning.

Theses

In 2024, eight graduate theses at TEDU advanced interdisciplinary understanding of inequality, migration, and social inclusion, contributing to SDG 10: Reduced Inequalities. Collectively, these studies explored how structural, psychological, and institutional factors sustain inequality and how inclusive policies and practices can bridge divides across societies.

1. "The Situation of Turkish People Living in Germany in Terms of Crimmigration" examined how migration and criminalization intersect in the daily experiences of Turkish immigrants, revealing how integration barriers and discriminatory perceptions shape social exclusion.
2. "The European Union's Securitization of Syrian Migration: The Case of the Turkey–Greece Border" analyzed EU migration policies that frame mobility as a security challenge, highlighting their implications for humanitarian protection and regional stability.
3. "Exploring Xenophobic Tendencies: Humanitarian Aid Workers Engaged with Migrants in Turkey" investigated psychological and social predictors of prejudice, showing how empathy and professional training can mitigate bias among front-line humanitarian workers.
4. "Higher Education Content Lecturers' Attitudes towards English-Medium Instruction (EMI)" addressed linguistic inequality and access in tertiary education, identifying challenges and coping strategies that promote inclusion in multilingual learning environments.
5. "Exploring Implementations of Active Learning Strategies in an English Preparatory School" analyzed inclusive pedagogical practices that support diverse learners and equitable participation in language education.
6. "Workplace Nomads: Career Sustainability of Employees" examined inequality in employment



contexts, focusing on how career satisfaction, goal alignment, and organizational support affect long-term career sustainability.

7. “Examining the Effect of Emotional Dysregulation and Disclosure Concerns on Revictimization Risk” explored the psychosocial vulnerabilities of individuals with traumatic childhood experiences, contributing to a deeper understanding of inequality in mental health outcomes.
8. “The Influence of Rumination and Self-Complexity on Attention Inhibition” expanded knowledge on cognitive and emotional disparities, offering insights into how mental processes shape well-being and social participation.

Together, these graduate theses demonstrate TEDU's strong research commitment to addressing inequality across multiple dimensions—migration, education, employment, and mental health. By promoting evidence-based solutions and interdisciplinary inquiry, they contribute meaningfully to the realization of SDG 10: Reduced Inequalities within both national and global contexts.

Publications

In addition to graduate theses, TEDU faculty members have produced numerous scholarly works that examine the causes and consequences of inequality across different social domains. These publications contribute to the objectives of SDG 10: Reduced Inequalities by generating critical insights into how systems of power, access, and opportunity can be restructured to foster greater social justice and inclusion.

The article *“My Body Is a Cage: A Qualitative Investigation into the Self-Discrepancy Experiences of Young Women with Metastatic Cancer”* (doi.org/10.1177/17423953231168014)

investigates the psychological and social inequalities experienced by young women confronting serious illness. Through a

qualitative exploration of identity, body image, and self-discrepancy, the study highlights how gendered expectations and health disparities intersect, offering implications for more equitable healthcare support systems.

The publication *“Artificial Intelligent Applications in Smart Cities”* (doi.org/10.1109/SIST61555.2024.10629408) focuses on the role of artificial intelligence in reducing infrastructural and technological inequalities. It examines how AI-driven solutions can enhance accessibility, optimize public services, and support inclusive urban development in a way of contributing to more equitable and sustainable city ecosystems.

Another study, *“Reading Care Work as a Borderland in My Cleaner, Muz Sesleri, and Lullaby”* (doi.org/10.1016/j.wsif.2023.102858) analyzes gendered labor and migration through the lens of literature, positioning care work as a site where social class, gender, and cultural boundaries intersect. By framing care work as both a space of vulnerability and resistance, the research deepens understanding of global labor inequalities and the complex dynamics of caregiving economies.

Together, these publications reinforce TEDU's institutional commitment to equity, inclusion, and social transformation. By addressing inequality from diverse perspectives—health, technology, and labor—they exemplify how academic research can inform policy and practice toward achieving the vision of SDG 10: Reduced Inequalities.

Events – Activities

In 2024, TEDU advanced SDG 10 by prioritizing campus-wide inclusion, cultural exchange, accessibility, civic engagement, and basic capabilities (e.g., language access, financial literacy). Student societies and academic units co-organized activities that strengthened participation of underrepresented groups, facilitated intercultural dialogue, and expanded opportunities for learning and wellbeing. The examples given below reflect the University's



adherence to this aim.

Little Wishes Tree: This social responsibility project aimed to promote equal opportunities for children by fulfilling their New Year wishes. Students, staff, and volunteers selected a child's wish tag from the "Little Wishes Tree" and provided personalized gifts, fostering community solidarity and social inclusion within the university (See Image 1. Little Wishes Tree Initiative).



Image 1. Little Wishes Tree Initiative

The initiative reflects TED University's commitment to reduce inequalities, as it encourages active participation in creating a more compassionate and equitable society. Through collective engagement, the project strengthened social cohesion and awareness of inequality, showcasing how small acts of generosity can contribute to broader goals of inclusion and shared well-being.

Evidence:

<https://www.instagram.com/p/DCCci6QtmCc/>

Children with Leukemia Week: As part of Children with Leukemia Week (2–8 November), TED University students and volunteers organized an awareness and fundraising event that brought together music and performance groups from across the campus. The initiative aimed to support children with leukemia and their families, while raising public consciousness about

health-related inequalities and the importance of social solidarity. By combining art, compassion, and community participation, the event strengthened TED University's commitment to SDG 10: Reduced Inequalities, emphasizing the role of inclusive engagement in improving the well-being of vulnerable groups (See Image 2. Children with Leukemia Week Awareness Event).



Image 2. Children with Leukemia Week Awareness Event

Evidence:

https://www.instagram.com/p/DB0ai8TNflt/?img_index=1

We Talk About Violence Against Women and the Istanbul Convention: Held in memory of all women whose lives were lost to gender-based violence, this event titled "We Talk About Violence Against Women and the Istanbul Convention" served as a platform for collective awareness, advocacy, and dialogue. Organized by TEDU students and faculty, the discussion emphasized the importance of the Istanbul Convention, the protection of women's rights, and the prevention of gender inequality (See Image 3. Istanbul Convention Awareness Event).





Image 3. Istanbul Convention Awareness Event

By fostering open discussion and civic engagement, the event demonstrated TED University's ongoing commitment to SDG 10: Reduced Inequalities and SDG 5: Gender Equality, highlighting the power of education and community action in promoting social justice and inclusive participation.

Evidence:

<https://www.instagram.com/p/DBYOlaWNyW/>

Kim Mihri Documentary Screening: Another cultural initiative contributing to SDG 10: Reduced Inequalities was the screening and discussion of the documentary “Kim Mihri,” which highlighted the legacy of a historically under-recognized female artist in Turkish art history (See Image 4. Kim Mihri Documentary Screening and Discussion).

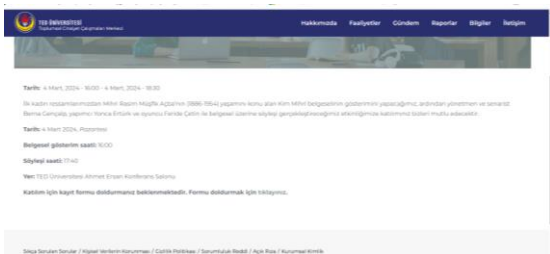


Image 4. Kim Mihri Documentary Screening and Discussion

The event advanced gender equity through representation and promoted inclusive access to arts and cultural heritage by engaging students, academics, and members

of the wider community in dialogue about women's visibility in history. By fostering education, critical reflection, and cultural inclusion, the screening contributed to reducing inequalities in cultural recognition and expanding access to artistic and historical knowledge

Evidence:

<https://genderstudies.tedu.edu.tr/etkinlikler/ki-mihri-belgesel-gosterimi-ve-soylesi>

Pride and Proud: Another student-community activity brought together students, staff, and allies for a relaxed outdoor picnic celebrating Pride Month and marking the end of the semester. (See Image 5. Pride and Proud Picnic Celebration).

With the theme “Happy Pride Month Queer!”, the event aimed to elevate visibility, promote inclusion of LGBTQIA+ identities, and strengthen social bonds within the university community. By fostering a sense of belonging and acceptance, the gathering highlighted TED University's commitment to diversity, equity, and SDG 10: Reduced Inequalities, reinforcing its dedication to creating an inclusive academic and social environment for all.



Image 5. Pride and Proud Picnic Celebration

Evidence: <https://avesis.tedu.edu.tr/etkinlik-organizasyonu/c08086f6-7e9a-4898-bc43-91863106413f/pride-and-proud-end-of-the-semester-picnic-etkinlik-organizasyonu>

Getting to Know Sign Language Workshop: Complementing these efforts, student communities at TED University organized a workshop titled “Getting to Know Sign Language,” designed to promote



accessibility and inclusive communication. Participants were introduced to basic sign-language vocabulary and took part in interactive exercises that deepened their understanding of communication barriers and the experiences of the deaf community (See Image 6. Sign Language Workshop for Accessibility and Inclusion).



Image 6. Sign Language Workshop for Accessibility and Inclusion

The event supported TED University's ongoing commitment to SDG 10: Reduced Inequalities by advancing awareness, empathy, and equitable participation across campus life.

Evidence:

<https://www.instagram.com/p/DDHnC-YNKO1/>

Erasmus+ Seminar: In line with its inclusive and rights-based approach, TED University's International Programs Office and the Erasmus Community hosted a comprehensive **Erasmus+ Seminar** on 22 February 2024.



Image 7. Erasmus+ Seminar on Inclusive Mobility Opportunities

The session covered eligibility criteria, partner universities, internship opportunities abroad, application procedures, and more, followed by an interactive Q&A segment. The event aimed to ensure equal access to international mobility opportunities, empowering all students—regardless of background—to participate in global education and intercultural exchange. Through its focus on accessibility and participation, the seminar directly contributed to SDG 10: Reduced Inequalities by promoting inclusive education and international collaboration (See Image 7. Erasmus+ Seminar on Inclusive Mobility Opportunities).

Evidence:

<https://society.tedu.edu.tr/gundemde-neler-var/erasmus-semineri>

Erasmus Experience Sharing Meeting: TEDU's student society TEDU LS organized an Erasmus Experience Sharing Meeting, where outgoing and incoming students came together to exchange reflections on their experiences abroad. (See Image 8. Erasmus Experience Sharing Meeting).



Image 8. Erasmus Experience Sharing Meeting

The session provided valuable insights into academic life, cultural adaptation, and personal growth, offering motivation and practical guidance for future Erasmus participants.

Evidence: <https://ele.tedu.edu.tr/gundemde-neler-var/tedu-ls-tarafindan-erasmus-deneyim-paylasimi-toplantisi-duzenlendi>



Lights Up: In line with its inclusive and rights-based approach, TED University's Dance & Musical Group staged a performance titled "Lights Up!" on 3 January 2024 at the University Multi-Purpose Hall. The event celebrated community spirit, creativity, and solidarity through the performing arts, with all ticket revenues dedicated to supporting children affected by the earthquakes. (See Image 9. All for One: Lights Up! Performance for Solidarity).

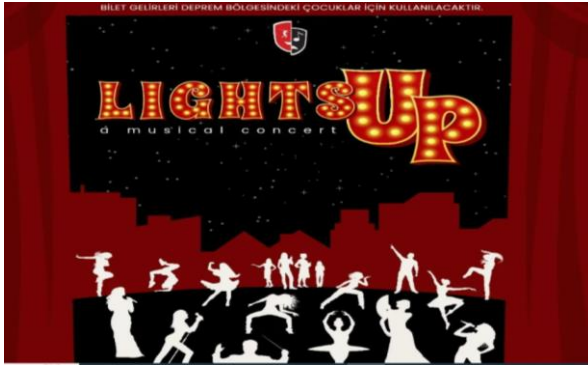


Image 9. All for One: Lights Up! Performance for Solidarity

Evidence: <https://avesis.tedu.edu.tr/etkinlik-organizasyonu/a32f6f34-03ef-4af3-8116-05f6b69ff038/lights-up-etkinlik-organizasyonu>

Animal Shelter Visit: Expanding the notion of inclusivity, the TEDU Animal Lovers Society organized a visit to animal shelters, encouraging students to engage in volunteerism and community service. Participants spent time with shelter animals and contributed essential supplies, fostering a culture of empathy and active citizenship. The initiative emphasized compassion, civic engagement, and social responsibility as integral dimensions of inclusive education and community development. By extending care beyond human-centered contexts, this activity aligned with SDG 10: Reduced Inequalities, demonstrating how inclusive practices can build broader social awareness and shared responsibility (See Image 10. TEDU Animal Lovers Society Shelter Visit).



Image 10. TEDU Animal Lovers Society Shelter Visit

Evidence:

<https://www.instagram.com/p/DPjGpPdDOKY/>

Collectively, these 2024 activities promoted equal participation, cultural and linguistic accessibility, gender equity, financial capability, and student voice, thereby reducing barriers for diverse groups across campus life and strengthening TEDU's contribution to SDG 10: Reduced Inequalities.

Collaboration, Projects, Awards

Collaborations

In 2024, TEDU reaffirmed its commitment to reduced inequalities by also expanding its network of institutional collaborations and strategic partnerships with a wide range of public and private organizations. These alliances aim to broaden academic, technological, and social engagement opportunities for students, faculty, and the wider community, ensuring that inclusivity and accessibility remain central to the university's mission.

New partnerships were established with companies, research institutions, and universities to enhance educational access, professional training, and research capacity.



Each collaboration reflects TED University's dedication to equity, digital inclusion, and social responsibility, enabling diverse groups to participate fully in education, research, and professional development.

Some of these collaborations include:

- Deniz Call Center Ltd. partnered with TED University to improve the Customer Relationship Management (CRM) infrastructure, ensuring effective and accessible communication with students, alumni, and applicants through multiple channels. This initiative strengthens equal access to institutional services and information.
- Emeklilik Gözetim Merkezi A.Ş. (EGM) formalized a data-sharing protocol to ensure the secure and transparent exchange of personal information in compliance with national legislation, enhancing digital trust and equitable governance.
- LEDCRAFT Electronics provided network support and maintenance for the main campus, expanding digital access and connectivity that facilitates inclusive learning and research environments.
- Mobiliz Information and Communication Technologies Inc. signed a comprehensive collaboration protocol to support joint academic projects, conferences, internships, and discounted graduate education for company employees, fostering lifelong learning and workforce inclusivity.
- Hasmer Automotive Investment and Marketing Inc. entered into an academic collaboration agreement that includes shared research, internships, and discounted postgraduate education opportunities, encouraging professional mobility and skills development across industries.

- Çekirdek-Bilkent Yuva agreed to provide discounted childcare services for TED University personnel and internship placements for pre-school education students, advancing work-life balance, experiential learning, and educational equity.

- One Dose Health Technologies Inc. implemented a pilot program offering 24/7 remote health-monitoring services for TEDU employees with chronic health conditions, contributing to accessible, technology-driven health support and inclusive workplace well-being.

TED University also reinforced its academic partnerships with leading national universities to advance collaborative learning, research excellence, and equitable access to academic resources:

- Ankara University, Gazi University, Middle East Technical University (METU), İhsan Doğramacı Bilkent University, and TOBB University of Economics and Technology signed agreements for mutual library access and faculty/student exchange programs, strengthening knowledge sharing and mobility across institutions.
- Ankara University further expanded its cooperation with TEDU through a comprehensive protocol on faculty exchange, joint research, and organization of scientific meetings, reinforcing academic collaboration and equal access to expertise.
- Lokman Hekim University entered into an agreement granting full-scholarship female students free accommodation in TED University dormitories, exemplifying gender-sensitive policy and educational equity in higher education.

Further collaborations included:

- The Turkish Education Volunteers Foundation (TEGV), partnering with



TED University to deliver professional education programs and discounted access to postgraduate studies, promoting capacity building and equal professional opportunities.

- The Ankara University Rectorate, which formalized an agreement to promote joint scientific activities and facilitate the mutual use of institutional expertise and research resources, encouraging collaborative innovation and academic inclusivity.

Together, these agreements demonstrate TED University's ongoing commitment to social responsibility, inclusive education, and sustainable partnership development. By linking academic excellence with social impact, the university continues to play a key role in advancing the objectives of SDG 10: Reduced Inequalities, fostering a more equitable, collaborative, and globally connected academic environment.

Projects

TEDU continues to actively contribute to research and innovation projects that advance equality, access to education, and social transformation in line with the United Nations Sustainable Development Goals.

In 2024, several national and international projects coordinated or co-led by TEDU faculty members received prestigious funding from Erasmus+, TÜBİTAK, and European Union programmes.

Among them, the Erasmus+ KA2 Project "Digital Transformation of Language Teacher Education with Data-Informed Evidence (DigiLTE)" focuses on developing a digital, corpus-based video archive of classroom interaction for foreign language education. Using Conversation Analysis, the project creates open-access interactive catalogues that serve as teacher training tools across partner institutions in Europe.

Another Erasmus+ KA2 initiative, "Optimizing Digital Task Implementation in School Teaching", led by TEDU's Faculty of Education, builds on the university's digital learning innovations. The project aims to

integrate the *DigiTask* application, designed for technology-mediated, task-based English language teaching, into secondary schools in Türkiye, Austria, and Italy, fostering accessible, data-driven, and equitable digital learning environments.

Within the field of STEM education, TEDU researchers lead "Innovative Training for International Software Quality Standards (IT-ISQS)", another Erasmus+ project designed to raise awareness of global software quality standards in higher education. The initiative utilizes gamification, AI integration, and interactive learning to modernize curricula and ensure compliance with international standards.

TEDU's engagement in TÜBİTAK-supported research further highlights its societal focus. The 1001 Project "Evaluating Post-Earthquake Internal Migration after the February 6 Kahramanmaraş Earthquakes: The Cases of Ankara and Mersin" investigates disaster-induced internal mobility through a justice-in-mobility framework, employing mixed methods to inform policy and promote social equity for displaced populations.

Another TÜBİTAK 3501 project, "The Formation of (In)Equalities in Mathematics Education: A Cultural Analysis of Thought Systems and Pedagogical Practices Structuring Opportunities to Learn Mathematics", aims to develop inclusive mathematics education modules that enhance teachers' sensitivity to equality and foster equitable learning opportunities. Complementarily, the 1001 Project "Developing Early-Career Mathematics Teachers' Skills in Designing and Implementing Higher-Order Cognitive Tasks through Coaching" explores professional development and pedagogical equity through mathematics coaching.

In the field of social sciences, TEDU researchers contribute to feminist and intersectional perspectives through the "Digital Feminist Foreign Policy School", a training and research project promoting gender equality and democratic values in international relations. This project well reflects TEDU's holistic approach to reducing



inequalities through inclusive social policies at national and international levels.

Additionally, the Higher Education Studies Project “The Transformation of Higher Education in the Republic of Türkiye: Continuities, Ruptures, and a Roadmap for the Future”, funded under the 1001 Program’s *Republic Centennial Special Call*, systematically examines the evolution of higher education in Türkiye, offering a conceptual and digital framework for inclusive and sustainable reform.

Finally, the BAP Research Project “Ruling the Future: Implicit Motivators of People’s Gendered Perceptions and Preferences of Voice Assistants” investigates gender biases embedded in artificial intelligence, focusing on cross-cultural perceptions of gendered and gender-neutral voice assistants in Turkish and English contexts, with implications for gender equality in technology.

TED University also took part in EU-funded initiatives such as the Joint Postgraduate Programme Development Project between Türkiye and the UK, designed to foster international mobility through an innovative dual-degree model, enhance access to higher education, and contribute to the Sustainable Development Goals of quality education and reduced inequalities.

Student Projects

Draw Your Dreams Project: As part of the **TEDU 102 Service Learning Course**, the “Draw Your Dreams” project was carried out in collaboration with a child welfare institution. The initiative invited children to create drawings that represented their self-perceptions, which were later transformed into wearable items such as printed T-shirts for daily use (See Image 11. Draw Your Dreams – Inclusive Art and Empowerment Project).



Image 11. Draw Your Dreams – Inclusive Art and Empowerment Project

The project process involved selecting the institution, establishing communication, conducting background research, facilitating creative sessions, and producing the final items. By offering disadvantaged children a platform for self-expression, creativity, and recognition, the project addressed social inequality and inclusion through meaningful engagement. Aligned with SDG 10: Reduced Inequalities, the initiative fostered equal opportunities, empowered marginalized children, and enhanced their participation in **cultural and social life**.

Audio Library for Visually Impaired Children:

This project was initiated to enhance access to literature for visually impaired children by creating an audio library. Volunteers selected and read books that would appeal to children, and the recordings will be made available on the TED University Ayşe İlicak Library website by April 23, 2025, with a target of 2,000 books (See Image 12. Audio Library for Visually Impaired Children Project).





Image 12. Audio Library for Visually Impaired Children Project

By providing inclusive access to educational and recreational materials, the project addresses inequalities in educational opportunities and promotes social inclusion. The initiative not only fosters empathy and moral engagement among volunteers but also contributes to reducing barriers for visually impaired children, thereby supporting the objectives of SDG 10 by promoting equal access to knowledge and cultural resources.

Social Integration Support for Immigrant Children Project: This project aimed to strengthen the social integration and well-being of immigrant children through emotional and psychological assistance. Conducted in collaboration with the Migrant Rights and Social Integration Association (GÖÇDER), the project engaged ten children over a six-week period in structured activities, including games, art, and music sessions. These activities supported the development of social skills, emotional expression, and cultural adaptation, helping children feel welcomed, safe, and valued within a supportive community environment. By

promoting equal opportunities for participation and enhancing children's capacity to integrate successfully into society, the initiative directly contributes to reducing social and cultural inequalities. The project aligns closely with SDG 10: Reduced Inequalities, addressing the needs of marginalized and displaced populations while fostering inclusive, empathetic, and resilient communities.

Awards

In 2024, TED University received several distinguished recognitions and formal acknowledgments for its contributions to equality, inclusion, and social responsibility.

One of the most notable ceremonies was the Honorary Doctorate awarded to Dr. Armin Laschet, a member of the German Bundestag since 2021 and Vice President of the Parliamentary Assembly of the Council of Europe. Dr. Laschet has been recognized for his advocacy of an *inclusive and accepting Germany*, promoting an immigration policy based on equality, an education system ensuring equal opportunities for all, and rejecting stereotypes that confine individuals to educational disadvantage due to their ethnic or religious backgrounds. His lifelong commitment to tolerance, coexistence, and equality was honored by TED University through this degree, reflecting the University's dedication to fostering democratic values, diversity, and social justice in higher education (See Image 13. Honorary Doctorate Ceremony for Dr. Armin Laschet).



Image 13. Honorary Doctorate Ceremony for Dr. Armin Laschet

Another milestone achievement of 2024 was the collaboration protocol signed with the Association for Equal Opportunities for Children (*Çocuklar İçin Fırsat Eşitliği Derneği*). (See Image 14. Collaboration with the Association for Equal Opportunities for Children).



Image 14. Collaboration with the Association for Equal Opportunities for Children

Originally founded in 2020 by TEDU students, the association has reached over 2,000 children in just three years. The organization provides academic and social support to children from disadvantaged backgrounds. This partnership illustrates TEDU's pride in nurturing socially aware and responsible young people, and its commitment to maintaining long-term collaborations with its alumni who carry forward the spirit of TEDU's vision of equity and inclusion.

In the same year, TEDU also achieved an important international recognition by becoming an official Erasmus Student Network (ESN) Section. Following active participation in the Maltepe Section Presidents' Meeting and two National Assemblies in Samsun and Erciyes, TEDU was announced as the 40th ESN section in Türkiye. This milestone strengthens TEDU's engagement with internationalization, cultural

exchange, and inclusivity, providing its students with enhanced opportunities to connect, collaborate, and contribute to intercultural learning. See Image 15. TEDU Becomes an Official Erasmus Student Network (Section).



Image 15. TEDU Becomes an Official Erasmus Student Network Section

According to the 2024 results of the Turkey University Satisfaction Survey (TÜMA), conducted to assess students' levels of satisfaction with their universities, TEDU ranked first in "Academic Support and Engagement" nationwide and in "Most Satisfying Universities in Ankara", and second among foundation universities. Within this survey, students were asked questions such as: *"Does the university administration and academic staff treat all students equally?"*, *"Are counseling, guidance, and accessibility services fair and inclusive?"*, and *"Are underrepresented groups (including students with disabilities, low-income students, and international students) satisfied with the university's services and support?"*. The results highlight the university's commitment to equitable treatment, inclusive support, and ensuring all students have access to necessary services (See Image 16. TED University Tops TÜMA 2024 Rankings).



Image 16. TED University Tops TÜMA 2024 Rankings

Evidence : <https://www.tedu.edu.tr/en/whats-happening-tedu/tedu-ranks-top-again-according-tuma-2024-results>

These awards and recognitions collectively reaffirm TEDU's ongoing commitment to equality, accessibility, intercultural dialogue, and student empowerment — key pillars of its contribution to the United Nations Sustainable Development Goals.

Campus

Within the framework of SDG 10: Reduced Inequalities, TED University actively promotes equality, inclusion, and representation across its campus through the work of its specialized centers. These units play a crucial role in ensuring that diversity, accessibility, and equality are embedded in both academic and social life at the University.

Center for Gender Studies: This center leads institutional efforts to create a campus environment grounded in gender equality and inclusive representation. Through research, events, and collaborations across all faculties and administrative units, the Center advances awareness and sensitivity on gender-related issues, supports academic and community-based projects, and works to prevent all forms of discrimination and sexual harassment. Looking ahead, the Center aims to launch a graduate program in Gender and/or Women's Studies to further strengthen its academic contribution to equality.

Evidence: [TEDU Commission for the Prevention of Sexual Harassment and Assault | TED Üniversitesi](#)

Center for Teaching and Learning: Complementing these efforts, the Center for Teaching and Learning contributes to reduce inequalities in access to education and student participation through its Mentor Support Program. The program pairs newly enrolled students with upper-year mentors to help them navigate academic and social life at TEDU, access institutional resources, and

adapt smoothly to university systems. By fostering peer support and inclusion, the program ensures that all students—regardless of background—can engage fully and equally in the university experience.

TEDU Without Barriers: In parallel, TEDU Without Barriers works to create a fully accessible campus. "TEDU Without Barriers is a team of faculty members who are knowledgeable about the challenges that students with disabilities may face in daily life, provide guidance in this regard, and aim to facilitate access to education for all students with disabilities."

Together, these centers and units embody TEDU's commitment to building an inclusive, equitable, and supportive academic environment where every individual has the opportunity to thrive.

In our administrative and academic job postings, we do not specify the gender of candidates.

The birth congratulation email template is sent without any image indicating the baby's gender. Additionally, according to the law, employees can take up to 6 months of unpaid leave after childbirth. At TEDU, employees can take up to 2 years of unpaid leave.

Center for Gender Studies: TEDU has established this initiative to promote diversity, equity, inclusion, and human rights across the campus. It is mandated to provide advice to the university administration and governing bodies on related policies, programs, and training initiatives, as well as to implement and monitor them. They regularly organize activities, develop institutional policies, and oversee their effective execution. Members of the academic staff, ensuring scholarly guidance and institutional integration, lead both units. In addition, commissions and sub-working groups have been established to support these units and to coordinate and mainstream their efforts throughout the university community.

Evidence: <https://genderstudies.tedu.edu.tr/en>



Accessible TEDU Unit: In accordance with Article 5 of the *Directive on the Accessible TEDU Unit*, the Unit is responsible for providing guidance and counseling services to support students, staff, and faculty members with disabilities, as well as for carrying out related activities aimed at fostering inclusion and accessibility within the university. Similarly, the *Student Development and Psychological Counseling Center* has continued its activities throughout the year to promote the well-being and personal development of all students, including those from underrepresented groups.

Evidence: <https://engelsiz.tedu.edu.tr/en>

Inclusion and Diversity Strategy 2021–2027: Furthermore, within the scope of the Erasmus+ Programme, TEDU has explicitly committed to supporting underrepresented and disadvantaged groups through the “Inclusion and Diversity Strategy 2021–2027.” This policy framework outlines the University’s dedication to ensuring equitable access, participation, and support for individuals with fewer opportunities across all stages of Erasmus+ mobility and engagement.

Evidence:
https://www.tedu.edu.tr/sites/default/files/docs/kys-yn-22_engelsiztedubirimiyonergesi_0.pdf

<https://ipo.tedu.edu.tr/erasmus-programme>

Accessibility Flags Awards: In 2023, within the framework of the “Accessible Education and Accessibility” initiatives led by the Council of Higher Education (YÖK), TEDU was awarded **eight accessibility flags** in recognition of its efforts (See Image 17. Accessibility Flags Recognition).



Image 17. Accessibility Flags Recognition Ceremony

This award is valid for a period of three years, and the University continues its activities with the aim of increasing the number of flags in future evaluations. As an urban university, TEDU places significant emphasis on ensuring the full, effective, and equitable participation of individuals with disabilities across its campus and remains committed to continuous development in this area.

Evidence: [BARRIER-FREE TEDU! | TED Üniversitesini](#)

Student Dormitories with Accessible Restrooms: TEDU provides all students with disabilities the opportunity to reside in specially designed, fully accessible rooms within its dormitories, ensuring equitable access to campus housing and supporting their full participation in university life (See Image 18. Accessible Restrooms)





Image 18. Accessible Restrooms in Student Dormitories

Evidence:

<https://yurtlar.tedu.edu.tr/en/general-information>

Monitoring Access and Admissions of Underrepresented Groups: TEDU systematically measures and monitors the applications and admissions of underrepresented and potentially underrepresented groups — including women, students with disabilities, refugees, and those from low-income or non-traditional backgrounds — through institutional data and annual reporting within the TEDU Report, ensuring that access and inclusivity in higher education are continuously tracked and evaluated with quantitative indicators. Additionally, the Council of Higher Education (YÖK) in Türkiye implements a special policy for students who are earthquake survivors or relatives of martyrs. Within the scope of this policy, a certain number of students are admitted to TEDU each year with 100% scholarships through this quota system.

Evidence:

https://www.tedu.edu.tr/sites/default/files/inline-files/SAYILARLATEДУ_GUZ_2024.pdf

