

1 NO POVERTY



NUMBER OF
PUBLICATIONS & THESES

9



NUMBER OF
PROJECTS

0



NUMBER OF
EVENTS

9



NUMBER OF
COURSES OFFERED

5



NUMBER OF
COLLABORATIONS

0



NUMBER OF
AWARDS

0

SDG 1 NO POVERTY

End poverty in all its forms everywhere

Targets and Indicators

1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day

1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable

1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance

1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters

1.a Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

1.b Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions

Courses, Theses, Publications

Courses

PSY 510 Statistical Methods for Advanced Clinical Research

This course provided an in-depth understanding of advanced regression methods and statistical analysis, enabling students to design and conduct research that can identify factors contributing to social and economic inequalities. By interpreting data on health and socio-economic outcomes, students learned to draw implications for interventions aimed at reducing disparities.

ED 510 Introduction to Educational Statistics

Students gained foundational knowledge in statistics, including measures of central tendency, variability, and parametric and nonparametric methods. These skills allow the assessment of educational inequalities and the impact of policies on access to learning resources, particularly for under-resourced populations.

SOC 224 Social Anthropology

This course explored social structures, cultural practices, and systems of stratification including class, caste, gender, and age. Understanding these frameworks provides insights into the root causes of poverty and social exclusion, equipping students to propose culturally informed strategies to reduce inequality.

ECON 376 Economics of Artificial Intelligence

The course examined the economic impact of artificial intelligence, digital technologies, and platform economies. Students analyzed how technological advances can either exacerbate or reduce income inequality and poverty, and explored ways to design inclusive economic policies in the digital era.

PSIR 454 Politics of Imagined Futures

By studying political utopias and dystopias, including historical and contemporary socio-political thought, students critically analyzed visions of social justice and equitable futures. This course facilitated understanding of political frameworks that can support policies aimed at poverty reduction and inclusive development.

Events - Activities

Colorful Futures 3 Kuzuluk Primary School

Equal Opportunities for Children, IEEE, and Outdoor Sports Societies implemented Colorful Futures project at Kuzuluk Primary School in Sinop on May 18-19, 2024 (See Image 1). The project's first day included visiting the school, meeting with the students, painting the school, and decorating their classrooms for a colorful future. On the second day, celebrations for the May 19th Youth and Sports Day took place, followed by a short city tour.



Image 1. Colorful futures

Evidence: <https://avesis.tedu.edu.tr/etkinlik-organizasyonu/316bf9d4-4cfb-49ca-b8dc-4af3b7eeaf4/rengarenk-yarinlar-kuzuluk-ilkokulu>



EconTalks Humberto Lopez

Mr. Humberto Lopez, The World Bank Country Director of Türkiye, discussed what the World Bank is, what it does, and how its operation process in Turkey (See Image 2). These topics were evaluated from a historical perspective through the public sector (IBRD and IDA) and the private sector (IFC and MIGA). Improvements in poverty, capital, grants, loans, and income were conveyed to participants from all fields in the context of Turkey's journey with the World Bank, focusing on welfare, population, and global goals within regional contexts. The importance of sustainable production growth was examined through graphs on per capita gross national income and gross domestic product, income inequality, productivity, and PPP (Purchasing Power Parity).



Image 2: ECONTalks for Everyone

Evidence:

<https://society.tedu.edu.tr/en/whats-happening-tedu/econtalks-everyone-world-banks-turkey-perspective>

TED Volunteers Committee Spring Bazaar

This year, TED University hosted the annual spring bazaar, organized by the TED Volunteers committee (See Image 3). The bazaar, which drew a large number of visitors, featured numerous products sold for scholarship recipients, with proceeds going to a fund.



Image 3. Spring Bazaar

Evidence: <https://avesis.tedu.edu.tr/etkinlik-organizasyonu/dd2169f9-421d-4836-a84f-fd065442e96e/ted-gonulluler-komitesi-bahar-kermesi-etkinlik-organizasyonu>

Children's Hearts Beat at TEDU This April 23

TEDU enthusiastically celebrated April 23rd National Sovereignty and Children's Day on campus for the third time, with 120 children aged 4-10 from village schools in Haymana (See Image 4). The Association for Solidarity with Refugees and Migrants also attended the celebrations where various workshops with 16 different student groups were held.



Image 4. Children's Hearts Beat

Evidence: <https://avesis.tedu.edu.tr/etkinlik-organizasyonu/9f25f3f1-ba14-4c80-b92f-0c92c9585521/bu-nisan-cocukların-kalbi-dude-atıyor-etkinligi-24-etkinlik-organizasyonu>

Iftar Dinner for TED Scholarship Students

An iftar dinner was held for the children and their families who were affected by the February 6 earthquake and received a TED scholarship.

Evidence: <https://avesis.tedu.edu.tr/etkinlik-organizasyonu/cc875185-eb36-42f8-8d9a->



50f47021e43e/ted-burslu-ogrenciler-icin-iftar-yemeqi

Rethinking the Relationship between Politics and Women in the lead-up to the Local Elections

TEDU Center for Gender Studies and TEDU Department of Political Science and International Relations invited Assoc. Dr. Zehra Yılmaz to make an online presentation titled "Rethinking the Relationship between Politics and Women in the lead-up to the Local Elections" on March 15, 2024 (See Image 5). The discussion explored how structural and policy-level gender inequalities shape women's access to decision-making spaces and create barriers that often intersect with economic marginalization.



See Image 5. Rethinking the Relationship between Politics and Women in the lead-up to the Local Elections

By promoting dialogue on empowering women in politics, the event indirectly contributes to **reducing poverty and vulnerability** through **inclusive governance**, **gender-sensitive policymaking**, and **equal opportunity frameworks** that support women's economic and social well-being.

Evidence:

<https://psir.tedu.edu.tr/etkinlikler/yerel-secimlere-dogru-kadin-ve-siyaset-iliskisini-yeniden-dusunmek>

From Yarns to Hearts

As part of the "From Yarns to Hearts" event, scarves were knitted for children with leukemia in collaboration with LÖSEV, an organization that provides **economic, social, and health assistance** to low-income families affected by leukemia,. Following the

LÖSEV seminar, members who volunteered became LÖSEV volunteers (See Image 6).



Image 6. From Yarns to Hearts

Evidence: <https://ds.tedu.edu.tr/gundemdeneler-var/yunlerden-kalplere-etkinligi>

By partnering with **LÖSEV** the initiative helped raise awareness of **health-related poverty** and mobilized community support. In this sense, the activity not only addressed immediate emotional and material needs but also reinforced the importance of **social solidarity and volunteerism** in reducing poverty and inequality linked to illness.

Collaborations, Projects, Awards

Service-Learning Projects

Student Initiative to Raise Awareness on Psychological Support Services: A group of TED University students carried out an awareness project to promote access to psychological support services within the university community. The primary goal of the project was to ensure that students receive more adequate, timely and free of charge psychological support (See Image 7)



Adequate Psychological Support for TEDU Students

Purpose of The Project

Our goal was to ensure that students at our school receive more adequate psychological support. Although our school offers this service, it is not sufficient. After discussing with the psychological counseling center and learning that we could not make changes to the service itself, we aimed to increase the visibility of this service. We hanged posters in five different locations informing students about the existence and location of the psychological counseling services and we conducted a survey to find out what students know about this service.

Steps of the Project

- Step 1: Contacted TEDU Student Development and Psychological Counseling Center and discussed possible actions.
- Step 2: Posted posters in five different locations around the school to inform students about the existence and location of the psychological counseling services.
- Step 3: Conducted a survey to measure students' awareness and expectations of the psychological counseling services.

	Yes	No
Support provided?	10	17
Free support?	0	18
Know location?	4	23
Support sufficient?	4	23
Received support?	1	28

Group Members

- Öykü Yurt
- Zeynep Kartal
- Zeynep Beyza Kılıç
- Zeynep Çiğdem Kaya
- İrem Göksu Yanık

Image 7. Adequate Psychological Support for TEDU Students

Although the university already provides counseling services through the Psychological Counseling Center, students identified that the existing level of awareness about these services was limited. After consulting with the center and learning that structural changes to the service itself were not feasible, the team decided to focus on increasing its visibility and accessibility.

As part of the initiative, students designed and displayed informative posters in five different campus locations, highlighting the existence, purpose, and contact details of the counseling services. Additionally, they conducted a survey to assess students' knowledge and perceptions regarding the availability of psychological support.

Through this project, students actively raised awareness about the university's Psychological Counseling Center and contributed to fostering a more supportive and inclusive environment where all students, regardless of background or circumstance, are encouraged to seek help when needed.

This initiative reflects TED University's ongoing commitment to student well-being, mental health accessibility, and social equity, aligning with its broader efforts to reduce inequalities in access to essential support services.

Feeding Furry Friends: In collaboration with the local municipality, a community support campaign was organized to provide aid for stray animals by supplying food resources (See Image 8).

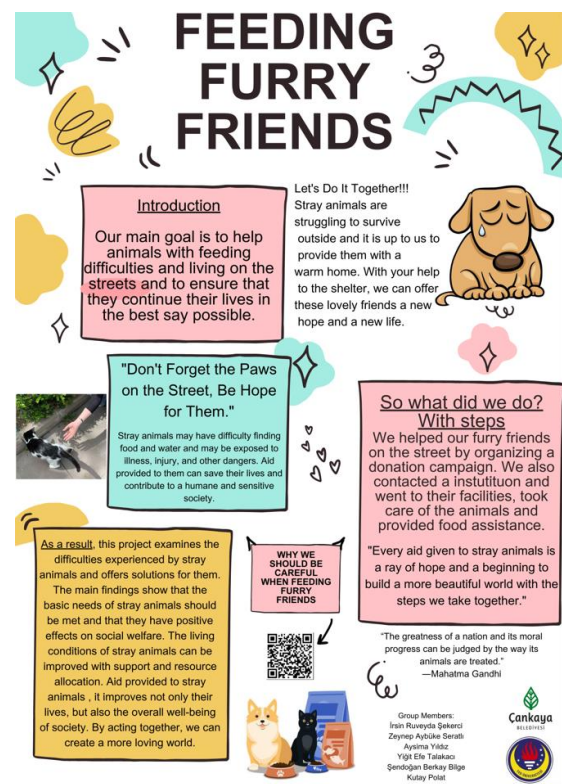


Image 8. Feeding Furry Friends

This initiative aimed to promote social responsibility and community engagement while addressing the broader concept of poverty and deprivation affecting all living beings. Through this collaboration, awareness was raised about compassion, shared resources, and collective welfare within the community.

Transportation Challenges in Turkey: Issues and Solutions for Foreigners and Local Citizens: This study examined the accessibility and efficiency of Türkiye's public transportation system, focusing on the



challenges experienced by both local residents and foreign visitors. Although the transportation network included various modes such as buses, metros, trams, and ferries, outdated infrastructure, overcrowding, and insufficient accessibility continued to pose significant problems. These challenges particularly affected individuals with limited financial means and newly arrived foreigners, who encountered difficulties related to language barriers, complex ticketing procedures, and the lack of easily obtainable transportation cards (See Image 9).



Image 9. Transportation challenges in Turkey

To address these issues, data were collected from social media platforms and online forums to identify recurring transportation problems. Based on the findings, several improvement strategies were proposed, including upgrading bus stops to provide modern and accessible facilities, optimizing bus routes to serve high-demand areas, and introducing temporary transportation cards for foreigners with multilingual support and usage guides.

The results demonstrated that improving the accessibility and inclusiveness of public transportation enhanced social participation and economic mobility. These efforts contributed to reducing inequality by ensuring that all individuals, regardless of income level or nationality, could access transportation services and participate more fully in urban life.

Reading Heading Hearts Project: The project aimed to support students attending village schools by providing age-appropriate reading books and reference materials. It was conducted in collaboration with the Foundation of Gökyüzü Sanatsal İyilik. As part of the implementation, two collection boxes were designed and placed in different areas of the university, and an Instagram page titled “teduokuyankalpler” was launched to inform potential donors and share announcements. TED University students were encouraged to donate surplus primary and secondary school books (See Image 10).

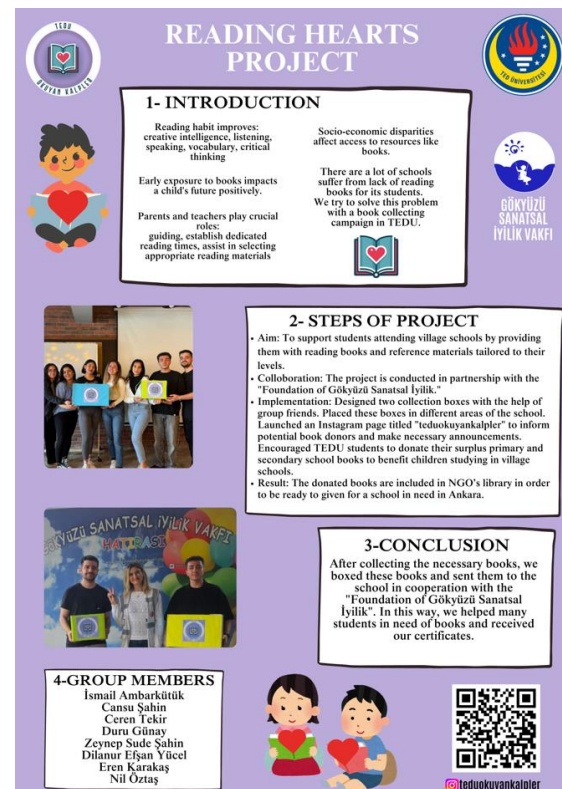


Image 10. Reading Hearts Project



As a result, the donated books were added to the NGO's library and prepared to be distributed to schools in need in Ankara. The project contributed to reducing educational inequality by increasing access to learning materials for students from under-resourced communities.

A Sound and a Step for English: This project aimed to provide English learners with free access to pedagogically prepared audiobooks through a dedicated YouTube channel. Student-teachers selected culturally relevant and engaging Turkish stories, translated them into English, and added voice-overs, subtitles, and appropriate images to create accessible audiobooks (See Image 11).

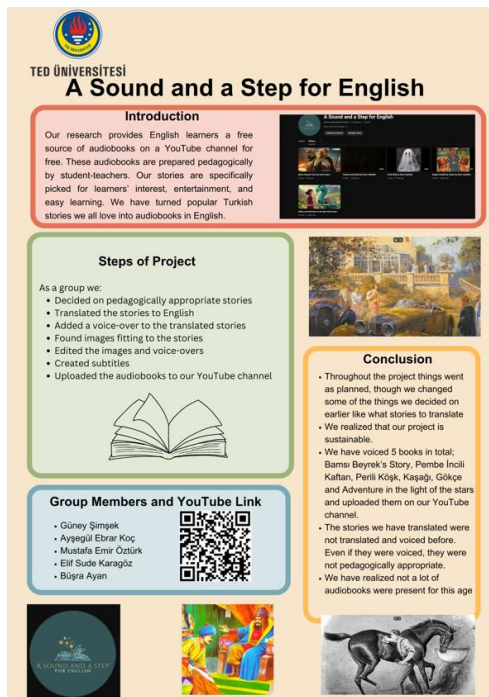


Image 11. A Sound and Step for English

Throughout the project, five stories—Bamsı Beyrek's Story, Pembe Incili Kaftan, Perili Köşk, Kaşığı, Gökçe and Adventure in the Light of the Stars—were successfully transformed into audiobooks and uploaded to the channel. The team noted that these stories had not been previously available as pedagogically structured English audiobooks for the target age group, filling a gap in educational resources.

The project increased equitable access to learning materials for students who might not have financial means to purchase books or attend additional language programs, thereby contributing to reducing educational inequality and supporting inclusive learning opportunities.

Campus, Collaborations

Free dormitory opportunity: TED University supports equitable access to higher education for students from outside the Ankara city center who demonstrate high academic achievement (See Image 12).



Image 12. Dormitory Room

Students who are placed in fully funded programs and rank within the top 3,000 in language-based score types or the top 30,000 in other score types are granted free on-campus accommodation in four-person rooms, including breakfast and dinner. This policy eliminates housing expenses for high-achieving students from different regions, thereby reducing economic inequalities and promoting inclusive access to education.

Evidence: <https://aday.tedu.edu.tr/burslar-ve-ucretler>

Part-Time Employment Opportunity: TED University provides a **Part-Time Employment Opportunity** for undergraduate students as a means to support those with financial needs and to promote equal access to education. This initiative enables students to earn an income while gaining professional experience by working in academic and administrative units of the University.



Under this program, students can work up to **10 hours per week** and **40 hours per month**, receiving an hourly wage.

Eligibility for this opportunity is based on both **academic performance** and **financial need**. Applicants must have completed at least one academic year and have a minimum **GPA of 2.00/4.00**. Applications are accepted within the dates specified in the University's annual scholarship calendar.

The part-time employment opportunity is granted for one academic year and may be extended to the summer period upon the student's request and the approval of the relevant unit. Students are expected to reapply each academic year for reassessment.

This program demonstrates TED University's commitment to **reducing the impact of poverty on education** by supporting students facing financial hardship.

Evidence: <https://aday.tedu.edu.tr/burslar-ve-ucretler>

Student Development and Psychological Counseling Center Services: TED University provides psychological counseling and guidance services through the Student Development and Psychological Counseling Center (OGPDM) to support students in coping with the challenges they may encounter in their academic, personal, and social lives.

Students who apply to the Center have the opportunity to receive free professional support for any current issues that negatively affect their daily functioning and educational progress. Within this framework, individual counseling sessions are conducted to strengthen students' psychological well-being, enhance their academic success, and improve their overall quality of life.

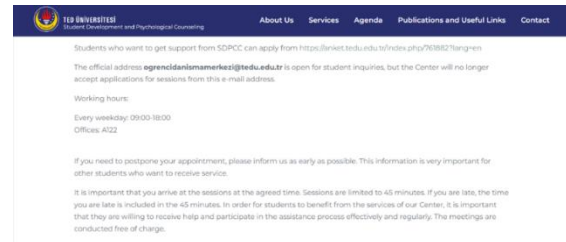


Image 13. Student Development and Psychological Counseling Center Services

All counseling services are provided to students free of charge. The free provision of these services ensures that students from economically disadvantaged backgrounds have equal and accessible opportunities to receive psychological support. This practice reflects the University's commitment to social justice, inclusivity, and equal opportunity, guaranteeing that students from all income levels can benefit from mental health support.

Participation in counseling sessions is voluntary, and there is no obligation to continue after the initial meeting. All sessions are conducted in accordance with confidentiality and ethical principles.

Evidence: <https://csc.tedu.edu.tr/en/apply>

TEDU-GO: TED University's Entrepreneurship Office (TEDU-GO) aims to empower individuals capable of developing innovative solutions to local and global challenges by supporting them in transforming these ideas into successful commercial or social enterprises (See Image 14).



Image 14. TEDU-GO Meeting



Within this framework, the TEDU-GO Virtual Incubation Program has been designed to provide comprehensive support for entrepreneurial initiatives from the idea stage to business planning, prototype or service modeling, and ultimately commercialization.

By fostering entrepreneurial capacity and providing access to mentoring, training, and innovation networks, TED University contributes to poverty reduction (SDG 1) through the creation of sustainable employment opportunities, inclusive economic growth, and socially beneficial enterprises.

Evidence:

<https://go.tedu.edu.tr/en/events/go2-begins>

TED University Free Dormitory for Non-TEDU Students: According to the Land Allocation Protocol signed between TED University and Çankaya Municipality on October 1, 2015, for 29 years, 20% of the TED University dormitory capacity continues to accommodate students in need free of charge in TED University dormitories (See Image 15).



Image 15. TEDU Student Dormitory

This initiative ensures equitable access to safe housing and reducing economic barriers for university students from low-income backgrounds. Through the long-term land allocation protocol with Çankaya Municipality, TED University guarantees that 20% of its dormitory capacity is reserved for students in need completely free of charge (See Image

16). This model demonstrates a sustainable approach to poverty alleviation as it enables financially disadvantaged students to pursue higher education without the burden of accommodation costs, thereby promoting social inclusion, equal opportunity, and long-term economic empowerment.

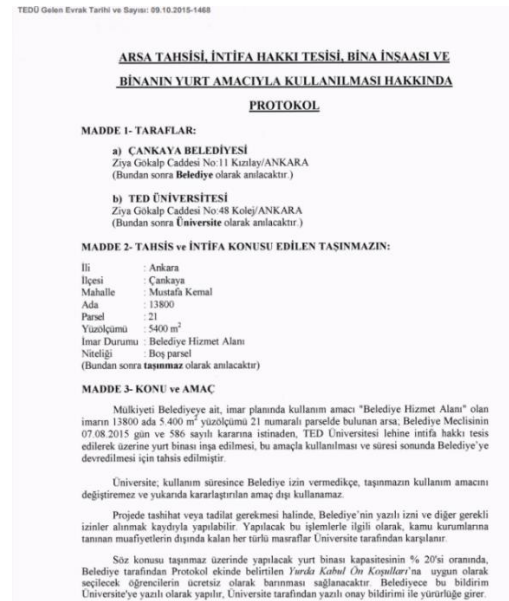


Image 16. Free Dormitory Protocol

