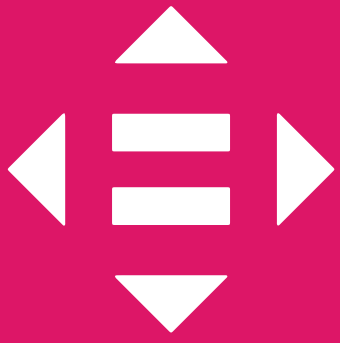
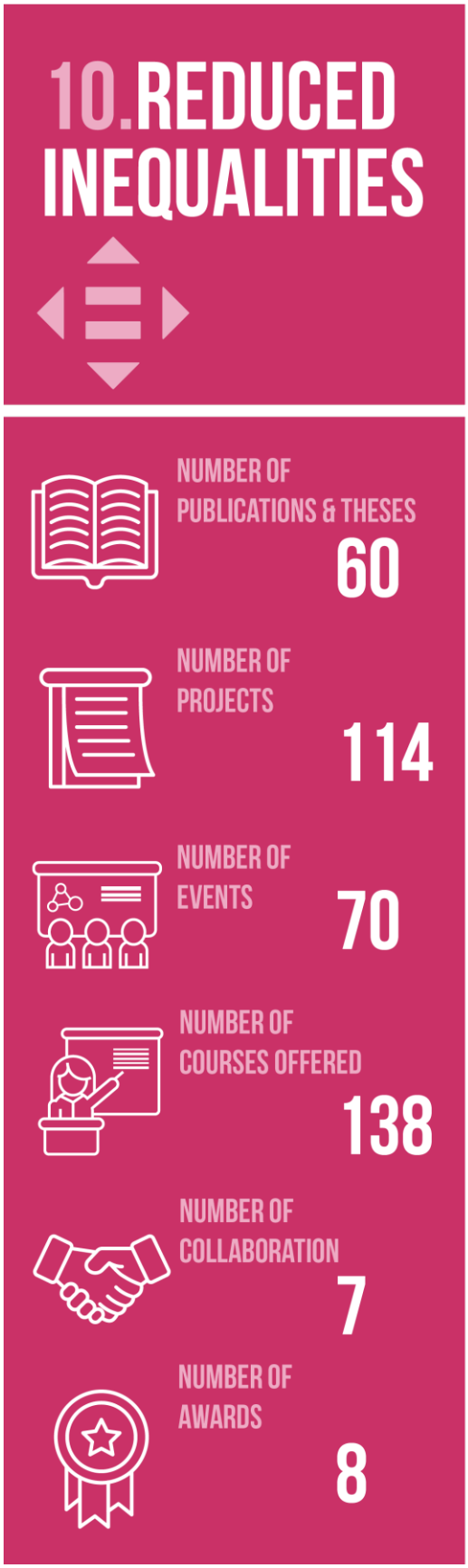
THE IMPACT RANKINGS

10 REDUCED INEQUALITIES





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

Different faculties at TEDU offer undergraduate and graduate courses that address reduced inequalities from varying perspectives. For example, *TEDU 102 Service Learning Course* is designed for all of the students and it enables them to learn how to serve for the communities out of the university. Similarly, *LIBE 140 Social and Political Studies* is another compulsory course for all TEDU students and it offers an introductory framework designed to equip learners with conceptual, theoretical and analytical tools that will enable them to recognize and analyse 'social' and 'political' matters and develop satisfactory responses to human/nature made crises. With a similar rationale behind, Migration Studies Master Program offers also courses to explore root causes and develop responses to humanitarian 'crises'. For instance, *MIGS 535 Critical Refugee Studies* discusses forced displacement and inequalities with reference to various vulnerabilities and insecurities experienced by refugees. Department of Foreign Language Education PhD program has also courses designed to scrutinize inequalities. For instance, *ELT 617 Foreign Language Education for Sustainable Development* course investigates about equitable access to resources and educational materials, particularly in multilingual or underrepresented communities.

34 thesis that address reduced inequalities were written by graduate students. Some of the titles are: "A comparative study on the L2 motivational self-system of Syrian refugee and Turkish learners of English"; "Experiences of female migrant care workers and protection of their rights by international organizations from a feminist perspective: The case of Filipina migrant care workers"; "The effect of morally framed messages on the attitudes of the local community toward Syrian refugees in Türkiye"; "Russian-speaking students' educational experience and integration process into Turkish society"; and "Assessment of gender-based asylum claims under the international protection regime: The case of Afghanistan". As these titles reflect, a significant amount of research focused on the intersectionality of inequalities prevalent in the world at global/regional/local levels.

In addition to these theses, numerous publications on reduced inequalities have been published by TEDU members. Some of these research titles are "Women's rights organizations and Turkish state in the post-2011 era: ideological disengagement versus conservative alignment" (doi.org/10.1080/14683849.2018.1539622); "Local Governance Quality and the Environmental Cost of Forced Migration" (http://dx.doi.org/10.2139/ssrn.3586616); "Teacher candidates' intentions to teach: implications for recruiting and retaining teachers in urban schools" (doi.org/10.1080/02607476.2019.1674562); "Transformation of teachers' understandings of refugee families' engagement: multilingual family mathematics spaces" (doi.org/10.1080/09669760.2020.1765093) and "Obstacles to Birth Surname Retention Upon Marriage: How Do Hostile Sexism and System Justification Predict Support for Marital Surname Change Among Women?" (doi.org/10.3389/fpsyg.2021.702553). As the titles of the some selected works refer, different researches offered insights into mechanisms of inequalities across varying societal dimensions, highlighting areas for intervention to foster greater equality and social inclusivity in line with SDG 10.

Events – Activities

On February 6, 2023, two earthquakes with magnitudes of 7.7 and 7.6 struck our country. These earthquakes, centered in Kahramanmaraş, affected 11 provinces and caused the loss of more than 40,000 citizens. Immediately after this disaster and in the time that followed, those affected by the earthquake were deeply impacted, leading to inequalities in their daily lives, as well as in their social and professional lives. In response to the inequalities faced by these individuals, our University has carried out numerous initiatives. These efforts are primarily divided into two categories: initiatives for our students, alumni, and staff, and initiatives aimed at helping the

affected communities in the earthquake zone. Just hours after the disaster, our University established an emergency crisis desk and initiated disaster management efforts. Within this framework, TED University not only organized activities for students, alumni, and staff whose families or themselves were residing in the affected region, but also planned measures to ensure the continuation of the educational process in a healthy and effective manner. In the earthquake, 171 of our students, 37 alumni, and 28 staff members were directly affected. We first established contact with our members located in the affected areas through phone calls and SMS messages. As the internet infrastructure in the region improved, WhatsApp groups were created to facilitate communication. Thanks to this communication structure set up immediately after the earthquake, we were able to gather information from those affected and take action to address their needs.

In the first hours following the disaster, the initial requests focused on rescuing relatives trapped under the rubble. In response, we collaborated with AFAD (Disaster and Emergency Management Presidency), and AFAD teams were contacted and directed to the specified locations.

Sadly, in the aftermath of the disaster, E.... A...., a 2022-2023 graduate of the Faculty of Education, English Language Teaching, passed away. Upon receiving the news of her passing, we reached out to her family, assisted them with their physical needs, and provided psychological support through the University's Psychological Counseling Center.

When we were unable to contact our student İ... T..... after the earthquake, and it was reported that she and her family were trapped under the rubble, efforts were made by our Board of Trustees President Mr. Selçuk Pehlivanoğlu and our Rector Prof. Dr. İhsan Sabuncuoğlu to coordinate with AFAD. As a result, AFAD teams were dispatched to the region, and on the 70th hour, our student İ.... T..... and her sister M.... T..... were rescued alive from the rubble. Unfortunately, their mother, G..... G....., who was also trapped in the same rubble, passed away.

The health of our student and her sister, who were rescued from the rubble, was closely monitored, and all their needs were met by our institution. As the immediate effects of the earthquake subsided, the scholarship rate of our student, who was continuing her education with a 50% scholarship, was increased to 100%, and she was financially supported. Her sister, M..... T....., was also employed at the Turkish Education Association (TED). Both the student and her sister are still staying at the TED University dormitories free of charge, and their needs are being carefully attended to. Furthermore, whenever they have requested, psychological support has been provided to help them recover and maintain their psychological well-being.

After confirming that the health of other affected members of our community was stable, we identified the materials they needed to continue their lives and directed these supplies to them. Initially, these needs focused on food, water, and clothing, but as time went on, they evolved to include tents, gas canisters, cooking pots, and food. During this period, solidarity efforts were carried out with TED schools in the region, and in some cases, students and alumni were directed to school campuses for shelter. For members who wanted to relocate to areas not affected by the earthquake, such as Ankara, Konya, and Eskişehir, support was provided through a network that helped meet their accommodation needs.

TEDU COPES and the Student Development and Psychological Counseling Center have been providing psychological support services to affected members and, when necessary, to their families.

As the impact of the earthquake decreased, the educational process continued through online learning. During this period, to increase the inequalities among the students we first provided packages for internet connections to students affected by the earthquake and, later,

to the students who did not have the means to participate in online education. Additionally, laptops were provided to students who needed them to continue their studies.

TEDU has not only supported its own members but also carried out various initiatives to assist those affected by the earthquake. Two of our administrative staff, who are trained in search and rescue and listed as volunteers, worked in the Malatya region under AFAD coordination with rescue dogs. Similarly, one of our academic staff members served at the AFAD center. Following the earthquake, our university supported a relief campaign organized by TED in coordination with AFAD to meet the needs of the affected areas. As part of this support, our campus was turned into a collection center, and the donations gathered by volunteers were sent to TED. During this process, the university regularly updated the list of daily needs based on the requirements of the affected region and communicated these updates to stakeholders.

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On February 14, 2023, under the leadership of TEDU COPeS and the Student Development and Psychological Counseling Center, a "Psycho-Education Session on Earthquake Preparedness" was held, providing information on potential trauma resulting from the disaster and its aftermath.

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On February 15, 2023, in cooperation with the Teaching and Learning Centers of Bilkent University, Hacettepe University, Koç University and METU a seminar titled "Psychological First Aid in Traumatic Experiences" was organized.

https://ctl.tedu.edu.tr/etkinlikler/faculty-development-seminar-psychological-first-aid-traumatic-experiences

On February 20, 2023, a seminar titled "Post-Earthquake Adaptation to University Life" was held under the coordination of the Guidance and Psychological Counseling Department.

In 2023, a total of 70 events and activities have been carried out at TEDU to reduce the

inequalities. A significant portion of these events focused on providing support to those affected in the earthquake region and addressing the inequalities that emerged due to the disaster. These efforts, led by our student societies, have been actively participated in by our students, staff, and citizens. Below, evidence of the support activities organized by our student communities is presented.

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Another event specifically organized for the children who were the survivors of the February 6 earthquake, a devastating nature made crisis happened in South Eastern region of Türkiye. As in the case of all disasters, the most vulnerable ones, were children, and they were highly affected by the economic and psychological conditions. In order to relieve the children's pain, Spring Festival for Students Affected by the Earthquake (Depremden Etkilenen Çocuklar İçin Bahar Festivali) was held for those between the ages of 4-18 living in the earthquake zone. TEDU hosted the event and several workshops and activities like painting, games, and competitions were arranged

In another initiative, our Equal Opportunities for Children Community took action to establish a library to support the education of children in the Hatay Samandağ region, which was affected by the earthquake.

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"Tree of Little Wishes Project" is another example that crystallizes the importance of addressing inequalities from the very early stages of life. The event, that was carried out between November 3- December 13, gathered students from rural areas and they wrote their dream toys on a tree and volunteers made donations to get these toys. The toys were sent to the 5 different village schools in Kayseri and

Adana. In our community's annual event, a portion of the toys collected this year was directed to village schools in Adana that were affected by the earthquake disaster.

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With a similar rationale, National Sovereignty and Children's Day on the 23th of April is celebrated with children from two different village schools located in Çorum and Gölbaşı, as well as a total of 110 children from the earthquake zone and Ankara Child Protection Agency. This event is organized by a team of 23 different student clubs and the TEDU library team. The workshops were also held to raise awareness for lack of communication channels for children, especially in times of crisis and disasters.

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In addition to events held for communities affected by the earthquake, who thus experience inequality most deeply, efforts to reduce inequality nationwide continued throughout the year. One of these events was the 'Children's Rights Symposium with a Specific Focus on Times of Crises,' organized by PDR and PDOK. During the event, the emphasis was given to child abuse as a form of vulnerability and insecurity during complex humanitarian crises.

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Similarly, in 2023, the year we celebrated the 100th anniversary of the Republic, aid efforts were carried out for village schools in the historically significant Çanakkale region.

Another group potentially experiencing inequality and to whom we, as a university, are attentive is international students. The issues that international students from different cultures might face while studying at our university, as well as efforts to make our university a more supportive environment for them in terms of education, culture, and social life, are closely monitored by university administration.

The Student Affairs Coordination organizes the Annual Rector-Student Meetings, one of which is always dedicated to meeting with international students. During these meetings, international students have the opportunity to

meet with our Rector, Vice Rectors, General Secretary, Director of International Programs Office (IPO), and the Student Affairs Coordinator. In these meetings international students can share the issues they are facing and propose suggestions for improvements directly with the university's top management. After the meeting, the issues raised are noted, and action is taken to address them, with improvements being implemented. In regular follow-up meetings, the improvements are shared with students, and any new concerns are discussed with them.

Various events have been organized to help students from different cultures come together, understand each other's experiences, and foster a positive campus environment. The Erasmus Student Network and International Students Society within our university organizes numerous events to both ease the adaptation process for students arriving through the Erasmus+ Program and to create social environments where international and Turkish students can come together. The Erasmus Student Network applied to ESN Turkey in 2023, and the outcome of the application is expected in 2024.

Evidence of some of these events is provided below.

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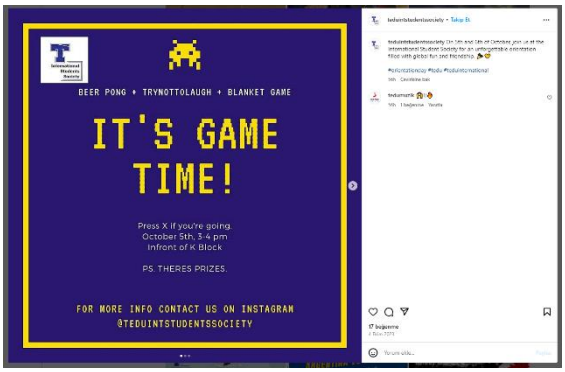

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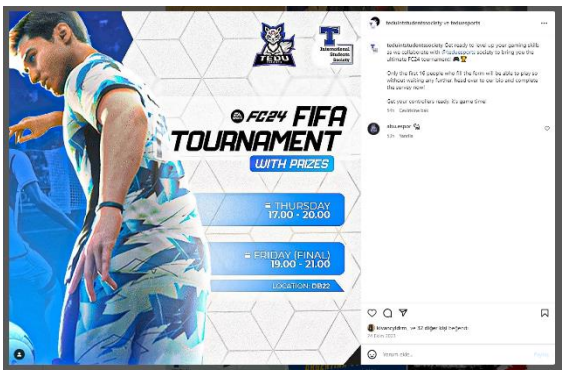

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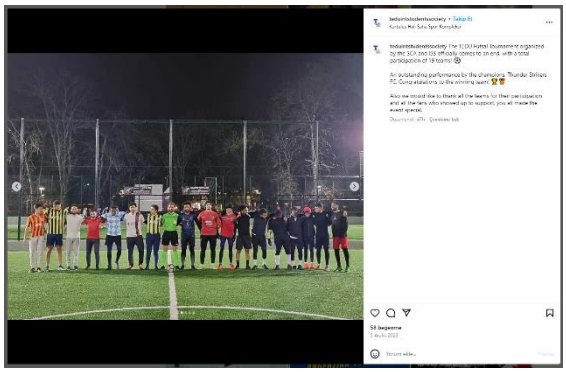

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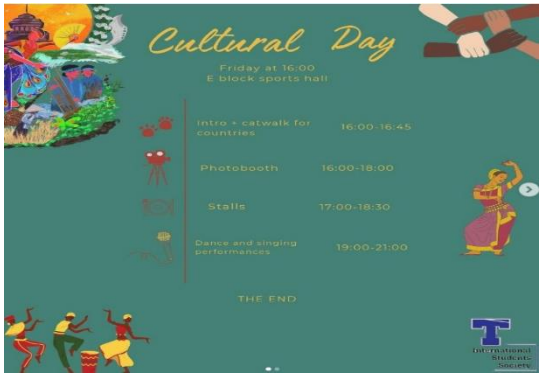
Another event aimed at alleviating the issues international students may face, reducing potential inequalities, and fostering cultural and social integration is *International Cultural Day*.



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International Cultural Day was held on the 2nd of June in the E Block Sports Hall. It was an evening designed to celebrate diversity and inclusivity. It worked as an effective platform to welcome new voices on the campus and a safe space to discuss opportunities to tackle inequalities at personal and institutional levels.

Activities aimed at individuals and students who may experience inequality and are underrepresented have also continued throughout the year.

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Yaşayan Kütüphane (Living Library) is an event organized annually by the Logos Community during the Spring Festival, and it is open to outside participation. In 2023 *Yaşayan Kütüphane* (Living Library) was carried out at TEDU Sports Hall on Wednesday, June 14 with the motto of the activity was “all different all equal”. Through talks and exhibitions, the event did bring attention to the gender specific inequalities and discriminations. It did foster empathy and understanding, paving the way for discussions on national/global gendered inequalities.

Some events are being organized to ensure that our university provides a safe environment for LGBT+ students. Evidence of these events is provided below.

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The Logos Community also organizes many events for women, a vulnerable group that faces inequality

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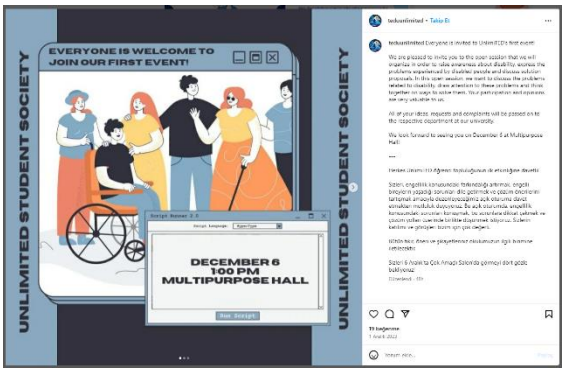
Specifically, our students and staff with disabilities, as well as the inequality faced by individuals with disabilities in general, is another important issue on our University's agenda. The TEDU Without Barriers Unit at our university, along with the Unlimited and Equal Opportunities for Children Communities, works to reduce the inequalities experienced by individuals with disabilities.

In addition, the Unlimited Community was established in 2023 and has begun its efforts in collaboration with the Equal Opportunities for Children Communities to reduce the inequalities faced by individuals with disabilities.



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Collaboration, Projects, Awards

Center for Gender Studies

The goal of the Center for Gender Studies is to realize academic, administrative, theoretical, and practical studies to create a university environment that is based on the principle of gender equality in general and gender equality in representation and that has heightened awareness and sensitivity on the issue of gender. For this, the center conducts and supports national and international scientific studies, reveals an interdisciplinary approach, keeps the issue of gender on the agenda by including all faculties, departments, and administrative units, realizes events, conferences, projects, and activities that would connect society and academy and finally aims to prevent all discrimination and sexual harassment related to sex or sexual orientation. Besides, as a future goal, the Center aims to open a graduate program of TED University Gender and/or Women's Studies.

https://genderstudies.tedu.edu.tr/en/organizational-goal-and-field-activity

Center for Teaching and Learning

The Mentor Support Program is designed to support our newly registered students in their adaptation process to TEDU. The program is carried out under the guidance of our mentors selected among our 2nd, 3rd or 4th grade students at TEDU and lasts for one academic year. Within the scope of the program, being a TEDU student, life in TEDU campus, TEDU student support services and LMS, portal etc. Guidance on systems is provided.

- Click here to access the Mentor Training Program list.
- Click here to access the Mentor Support Program promotional video.
- Click here to access the Mentor Support Program.

Peer Assisted Study Sessions is a peer-learning-based program that aims to increase success in selected courses. The aim of the program is to increase the academic success of the students (leaders), who have taken the relevant course a semester ago and completed it with high success (leaders), the instructors teaching the course at that time, and the Teaching and Learning Center team, who undertook the supervision of the program, in cooperation.

Throughout the program, the leaders hold weekly meetings with the lecturers who teach the relevant course and receive feedback on the appropriateness of the learning aid content they have prepared for the topic covered in the course that week. Instructors can guide leaders on what topics they should focus on in that week's study session. Leaders hold sessions at determined times each week and prepare the appropriate environment for students who need support in the relevant course to learn from each other. It is ensured that the exchange of information between students progresses in a controlled and structured way and that students become active participants in the learning process. Leaders evaluate sessions after weekly sessions and deliver reports to supervisors. Leaders consult with supervisors when needed and aim to contribute positively to students' learning processes with a mechanism that is open to change and responds to students' needs, based on feedback throughout the process.

TEDU-LAD is a research support fund provided to encourage undergraduate students about academic research activities and to embolden them to take part in scientific research processes. TEDU-LAD Call for proposals is launched twice a year, in October and March. This is a unique opportunity for students especially the ones who are underrepresented or disadvantaged. They gain access to research opportunities that they might not have. As a significant way of engaging with relevant social issues, students investigate complex problems and inspire action within their communities.

TEDU acknowledges the significance of an holistic research ecosystem and the active ownership of students well illustrates this ideal. In addition to TEDU-LAD projects, there are also courses that are explicitly designed for students that requires them to conduct a project and present it to a wider audience.

TEDU 102 and graduation projects of different departments, for instance the Department of Political Science and International Relations, mostly address different layers of inequalities like representation of vulnerable groups, multiple insecurities, economic challenges, digital literacy, disabilities etc. In addition to the Faculty of Administrative Sciences, students of the Faculty of Engineering also developed significant contributions to tackle with inequalities.

For example, students from ENGR 490 – *Contemporary Issues in Engineering* course developed “Health Applications Employing Wearable Sensors”. Students aptly argued that such applications have capacity to increase the life quality of patients.

Another remarkable example of TEDU being an holistic research ecosystem for all members is TEDU 102 Service Learning course. One of the projects conducted in this context was ‘Be Aware of the Disabled’. The students aimed to reveal the difficulties that disabled persons are struggling during their everyday live encounters. Another example is a significant informative project on LOSEV – one of Türkiye’s important NGOs that work for the fight against cancer. Students informed university staff and students about the goals of LOSEV and increased awareness.

TED University researchers also conducted projects that directly contribute to the aim of reducing inequalities. One of these projects conducted by Dr. Fatma Zehra Ünlü Kaynakçı is entitled as “Acculturation Stress and Mental Health: A Meta-Analysis Study.” The project discusses international students’ acculturation stress and related depression.

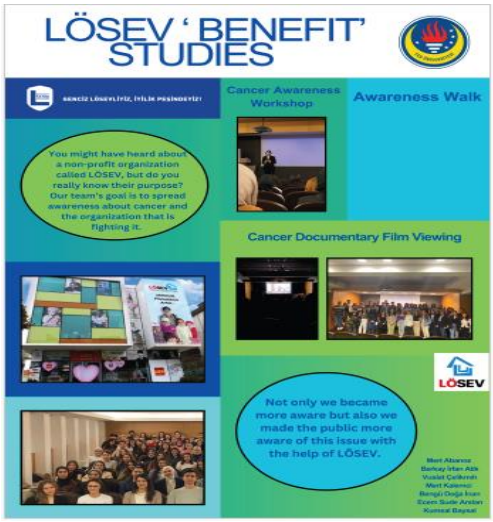


Figure 10: Respiration Sensor

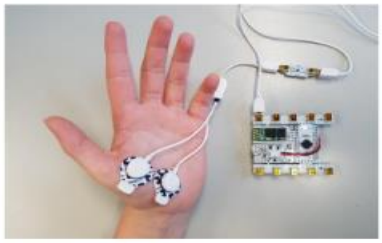
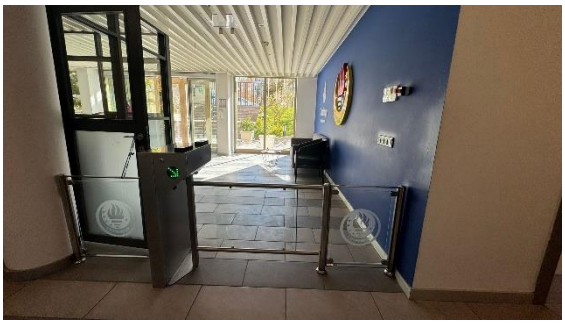


Figure 11: Electrodermal Activity Sensor

The TEDU Without Barriers Unit (https://engelsiz.tedu.edu.tr/en) is established to support students and staff with disabilities within the university. Its purpose is to support individuals with physical or learning disabilities in fully and equally participating in university life and to minimize the obstacles the disabled students face in their educational processes. This unit identifies the needs of students with disabilities and makes appropriate academic and social arrangements (accessibility adjustments, academic support, counseling and guidance, information, and awareness)

At the beginning of each academic year, the TEDU Without Barriers Unit reaches out to students with physical and psychological disabilities and works diligently to address their needs during their university life. Their needs regarding accommodation, education, social and cultural environments are addressed individually, and measures are taken to improve their experiences. Examples of physical accessibility features on TED University's campus include accessible ramps and elevators, accessible restrooms, and guidance and warning signs. In the field of education, examples of support provided include access to course materials, exam arrangements, and awareness and training seminars. Additionally, the university aims to enrich students' university experience by supporting their participation in social and cultural opportunities; examples of these include accessibility in social events and support for participation in cultural activities. Considering the accommodation needs of students, there are rooms available for students with disabilities in TEDU dormitories (https://yurtlar.tedu.edu.tr/en/general-information) .

Throughout this process, the Unit collaborates with the Dormitory Administration, Educational Program Planning Unit, Faculty Deanships, Social and Cultural Affairs Directorate, and other relevant departments.



In 2023, the "TEDU Without Barriers Unit Directive" was also prepared and put into effect. With this regulation, policies have been implemented to take measures aimed at improving the living conditions of individuals with disabilities on campus.

The 2023 Barrier-Free University Awards is another milestone for TEDU in terms of its fight against inequalities. Out of 1091 applications from 97 universities, 56 universities were awarded 295 flags. TEDU received 8 flags from this award ceremony, which was initiated by the Council of Higher Education of Türkiye within the scope of the studies carried out with the themes of “Barrier-Free Access and Barrier-Free Education”. The number of flags obtained is equal to the maximum number of flags the University can receive. With this achievement, our University has been awarded for its efforts in accessibility for individuals with disabilities, considering its 5 faculties, institute, campus area, and the social and cultural events it organizes.

As a city university, great importance to the full, effective and equal participation of disabled individuals within the campus borders is attached.

Another significant event that was held at TEDU was the first honorary doctorate ceremony. German politician Dr. Armin Laschet was awarded an honorary doctorate degree for his stance against racism, xenophobia, Islamophobia, discrimination; his contribution to the peace process in the Middle East; his efforts on the environment and sustainability; his services to academia and his contributions to the realization of the United Nations’ Sustainable Development Goals. The degree acknowledges outstanding contributions in varying socio-economic issues and celebrate excellence.

A remarkable example of TEDU’s overall aim of reducing social inequalities was the obtainment of the 2023 Raci Bademli İyi Uygulamalar Ödülü (2023 Raci Bademli Good Implementation Award) by “Tamirhane; Zabıta Müdürlüğünü Kamusal Alan Olarak Yeniden Düşünme Projesi” (Tamirhane; The Project of Rethinking the Police Directorate as a Public Space) prepared by Gizem Cebeci, Zeynep Aybüke Multu and Emre Güzel. In this Project, the team cooperated with Bursa Nilüfer Municipality. The project aims to increase social equality by ensuring the participation of local communities. Different groups of people including students, shopkeepers, and citizens participated and collaborated for the Project and strengthened social solidarity with their participation.

Last but not least, in addition to these awards and achievements, TEDU have developed significant cooperation with other universities and institutions. Such collaborations address various inequalities at educational areas. Especially decreasing economic disparities and social marginalization among the students and enabling access to education were among the targets that such mutual work may reach.

Some of these cooperations were common use of different universities’ libraries. Within the scope of these cooperations, TEDU had an agreement with Gazi University, TOBB University, İhsan Doğramacı Bilkent University, and Middle East Technical University. TED University also had agreement with Lokman Hekim University about the use of its dormitories. According to this agreement, female students having full scholarship had opportunity to free use of TEDU dormitories. TEDU also had agreement with One Dose Sağlık Teknolojileri about Pilot Study Protocol for 24/7 Remote Health Presentation Service. According to this protocol, selected TEDU workers (patients) had access to remote health facilities and control.

Campus

The Higher Education Council (YÖK) made a significant decision following the 2023 Higher Education Institutions Examination (YKS) to address the inequalities caused by the earthquake on February 6, 2023. According to this decision, 25% additional quotas were allocated for earthquake-affected students in public universities located in the earthquake zone. Furthermore, private universities were also required to allocate at least one additional quota per program for earthquake-affected students. Our university also accepted students under these special additional quotas for earthquake-affected individuals based on the 2023 central university exam results.