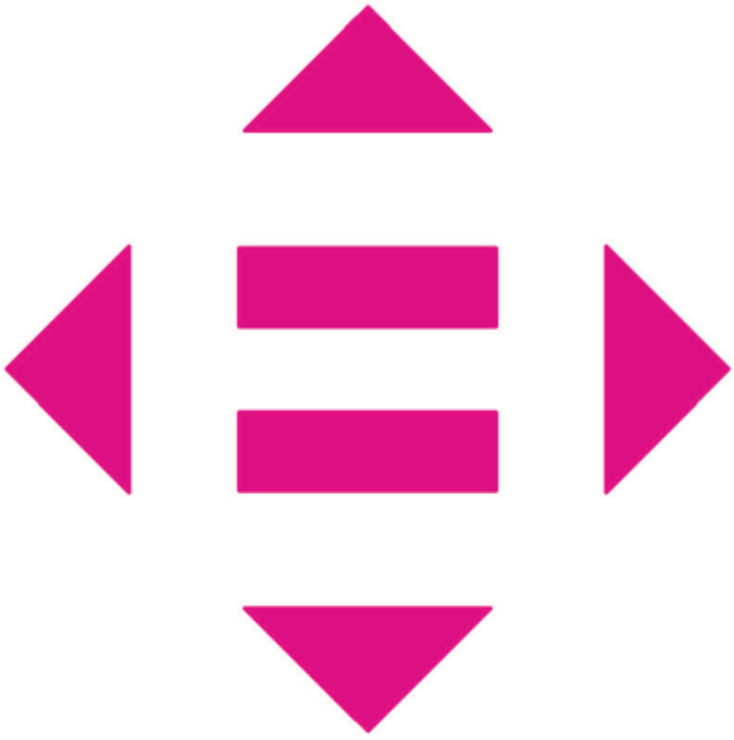
BAU BAHÇEŞEHİR UNIVERSITY

SDG 10: REDUCED INEQUALITIES



2024-2025

BAU AT A GLANCE

Since its foundation in 1998, the vision of BAU has been to be a global university known for its contribution to scientific, technological, and cultural knowledge through innovative education models and research approaches that reflect international standards as well as service to society. Currently, BAU Global Network comprises of 5 universities (Istanbul, Washington D.C., Berlin, Cyprus, Batumi), 5 liaison offices (BAU Global Azerbaijan Jordan, Uzbekistan, Mongolia, Pakistan) and 5 language schools.

Bahçeşehir University (BAU) is committed to advancing the wellbeing of local and global communities by integrating the United Nations Sustainable Development Goals (SDGs) into its institutional governance, operations, organisational culture, educational programmes, academic research and stakeholder partnerships. Through this integrated approach, BAU seeks to align its academic mission and institutional practices with sustainable development priorities and contribute to positive societal change.

Bringing together staff, students and alumni, BAU promotes a university community guided by ethical conduct, social responsibility and global citizenship. The University encourages its members to recognise their responsibilities towards one another, wider society and the environment, and to apply their knowledge and skills to building a more inclusive, equitable and sustainable future.

BAU IN THE TIMES HIGHER EDUCATION

BAU participates in the Times Higher Education (THE) Impact Rankings since 2019. According to the current rankings, BAU belongs to the 1000-12000 band in the World University Rankings, 59th in the Impact Rankings and the 251-300 in the Asia University Rankings 2026. Also, BAU is ranked as the top university in Türkiye.

The university continuously increases its standing in categories related to the UN Sustainable Development Goals. As of 2026, BAU holds the following standings in the THE Impact Rankings;

- 2nd in Gender Equality
- 6 th in Quality Education
- 77 th in Peace, Justice and Strong Institutions
- 89 th in Partnership for the Goals
- Ranks between 101-200 in Reducing Inequalities
- Ranks between 201-300 in Industry, Innovation and Infrastructure

The University takes the above-mentioned rankings as evaluation criteria for progress regarding its adherence and contribution to the UN Sustainable Development Goals and will continue to report its advancement in the rankings on a yearly basis.

Equality, Accessibility, and Inclusion at Bahçeşehir University

Bahçeşehir University (BAU) has adopted an institutional model grounded in equality, accessibility, and inclusion, ensuring that every member of its academic community can fully benefit from the university's educational and social opportunities. Operating in line with national higher education regulations and global best practices, BAU places human dignity, social justice, and diversity at the core of its institutional culture. Through comprehensive policies, dedicated support mechanisms, and inclusive governance principles, the university actively works to eliminate barriers that limit participation in education and campus life.

A cornerstone of this approach is BAUEQUAL, Bahçeşehir University's equality and diversity platform, which leads initiatives aimed at fostering inclusive learning environments, combating all forms of discrimination, and strengthening the representation of marginalized groups across academic and administrative structures. BAUEQUAL conducts awareness campaigns, training programs, and institutional projects to promote gender equality, accessibility, and social inclusion, integrating these values into university-wide strategies and policies.

BAU also provides a range of free-of-charge student services to ensure equal access to health, wellbeing, and learning opportunities. These include Free Medical and Emergency Services, Free Psychological Counseling Services, Free High-Speed Internet Access, and Free Access to Research and Innovation Laboratories—each contributing to the removal of financial and structural barriers that may hinder students' academic and personal development. The Bahçeşehir University Disability Support Unit, operating under a Senate-approved directive, further ensures accessibility for students with disabilities through personalized support systems, infrastructure improvements, and advocacy for inclusive education.

By implementing these initiatives, Bahçeşehir University demonstrates its strong institutional commitment to fostering social equity and equal opportunity across all dimensions of campus life. The university ensures that no student is left behind due to economic, social, or physical constraints, aligning its mission with the broader goal of reducing disparities within and among communities.

Furthermore, BAU's comprehensive scholarship and financial support systems guarantee that talented students from diverse socioeconomic backgrounds have equitable access to higher education. The ApplyBAU platform serves as a transparent and inclusive model for admissions, enabling students to apply for financial aid, scholarships, and flexible learning opportunities regardless of their economic status. Through these integrated systems, BAU upholds its dedication to accessible education and to building a community where equality is both a guiding value and a lived practice.

Through these continuous efforts, Bahçeşehir University reaffirms its vision of a fair, inclusive, and equitable institution that provides every student with the means to thrive academically and socially, thereby contributing directly to the global pursuit of equality and social justice.

BAU Equality and Inclusion Studies Commission (BAUEQUAL)

Complementing this academic framework, BAUEQUAL (BAU Equality and Inclusion Studies Commission) was established to institutionalize gender equality, prevent all forms of discrimination, and promote a violence-free campus environment. Announced in December 2019 through a formal declaration of intent, BAUEQUAL began its work in October 2020 with a dedicated team of experts committed to building an equitable and inclusive university culture. The commission's mission focuses on preventing gender-based, workplace, and sexual violence while promoting inclusivity through research-driven strategies, awareness programs, and policy development. To achieve these goals, BAUEQUAL conducted comprehensive internal analyses assessing perceptions of gender equality and inclusion among BAU students and staff. Based on these findings, it has implemented campus-wide initiatives including training programs, workshops, and awareness campaigns developed in cooperation with student clubs and administrative departments.

The BAUEQUAL Unit also serves as a formal reporting and support mechanism for individuals exposed to discrimination, psychological or sexual harassment, and gender-based violence. By ensuring accessibility, confidentiality, and protection, the unit embodies the university's dedication to upholding human dignity and justice. Through its commitment to participatory governance and evidence-based policymaking, BAUEQUAL continuously advances BAU's vision of a safe, inclusive, and gender-equal academic environment.

BAUEqual: Gender Equality Action Plan (2025–2029)

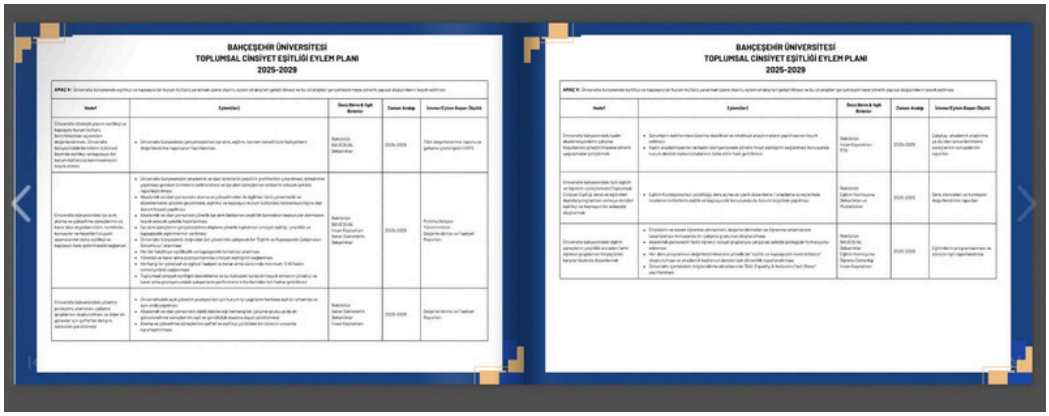
Bahçeşehir University has launched the BAUEqual Gender Equality Action Plan (2025–2029), a comprehensive institutional strategy designed to strengthen gender equality, inclusivity, and accountability across all levels of university life. The plan aligns with the principles of the United Nations Sustainable Development Goals and reflects the university's commitment to integrating gender-sensitive approaches into education, research, governance, and community engagement.

The Action Plan includes objectives focused on increasing gender awareness among students and staff, developing inclusive education programs, supporting women's leadership, and preventing gender-based violence. It outlines concrete actions such as gender equality-focused training, awareness-raising campaigns, academic modules, and support mechanisms for victims of discrimination and violence. In addition, it promotes equal representation in decision-making, inclusive recruitment practices, and gender-sensitive research and policy development.

By embedding equality and inclusivity into its institutional culture, Bahçeşehir University aims to ensure a safe, fair, and empowering environment for all members of its community. The BAUEqual framework represents a long-term commitment to structural transformation, ensuring that gender equality becomes a measurable and sustainable component of the university's strategy.

This initiative directly contributes to SDG 5: Gender Equality by institutionalizing equality and inclusivity, and it also aligns with SDG 4: Quality Education, SDG 10: Reduced Inequalities, and SDG 16: Peace, Justice and Strong Institutions through its comprehensive approach to inclusive governance, education, and policy development.





BAHÇEŞEHİR ÜNİVERSİTESİ
TOPLUMSAL CİNSİYET EŞİTLİĞİ EYLEM PLANI
2025-2029

BAHÇEŞEHİR ÜNİVERSİTESİ
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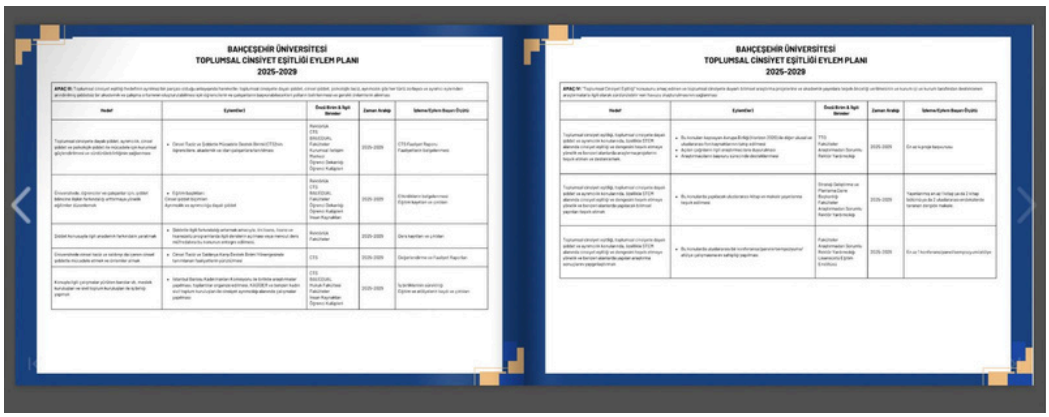

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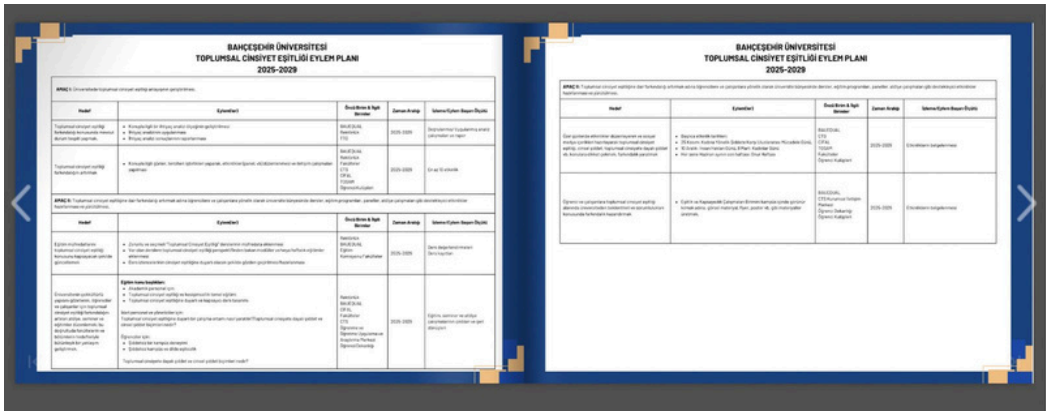

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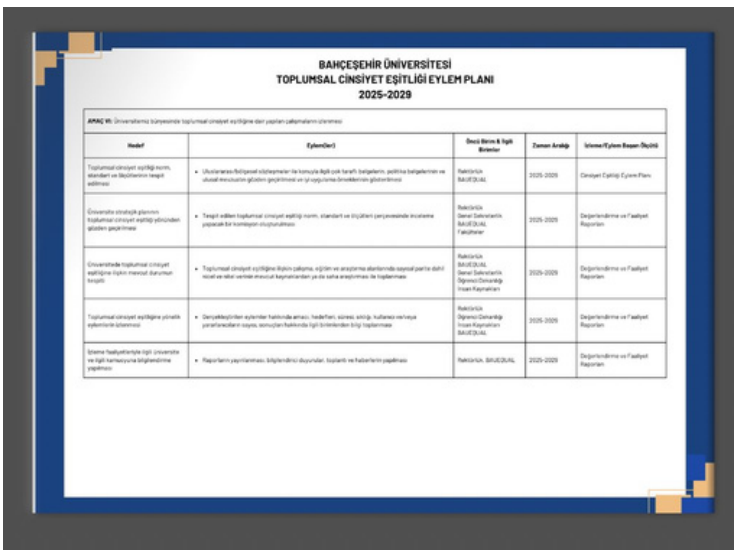

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TOPLUMSAL CİNSİYET EŞİTLİĞİ EYLEM PLANI
2025-2029

AMAÇ VI: Üniversitemiz bünyesinde toplumsal cinsiyet eşitliğine dair yapılan çalışmaların izlenmesi

Hedef	Eylem(ler)	Önceli Birim & İlgili Birimler	Zaman Aralığı	İzleme/Eylem Başarı Ölçütü
Toplumsal cinsiyet eşitliği norm, standart ve ilkelerinin tespit edilmesi	• Uluslararası/bölgesel sözleşmeler ile konuyla ilgili çok taraflı belgelerin, politika belgelerinin ve ulusal mevzuatın gözden geçirilmesi ve yıl yayılışına önemlerinin gösterilmesi	Rektörlük BAHÇEŞEHİL	2025-2029	Cinsiyet Eşitliği Eylem Planı
Üniversite stratejik planının toplumsal cinsiyet eşitliği eğilimden gözden geçirilmesi	• Tespit edilen toplumsal cinsiyet eşitliği norm, standart ve ilkelerin çerçevesinde incelenme yapacak bir komisyon oluşturulması	Rektörlük Genel Sekreterlik BAHÇEŞEHİL Fakülteler	2025-2029	Değerlendirme ve Faaliyet Raporları
Üniversitede toplumsal cinsiyet eşitliğine ilişkin mevcut durumun tespiti	• Toplumsal cinsiyet eşitliğine ilişkin çalışma, eğitim ve araştırma alanlarında sayısal/ parite dahil nicel ve nitel verinin mevcut kaynaklardan ya da saha araştırmaları ile toplanması	Rektörlük BAHÇEŞEHİL Genel Sekreterlik Öğrenci Deneyimi ve İnsan Kaynakları	2025-2029	Değerlendirme ve Faaliyet Raporları
Toplumsal cinsiyet eşitliğine yönelik eylemlerin izlenmesi	• Gerçekleştirilen eylemler hakkında amacı, hedefleri, süresi, sıklığı, kullanılan mevi/veya paralarıcıların sayısı, sonuçları hakkında ilgili birimlerden bilgi toplanması	Rektörlük Öğrenci Deneyimi İnsan Kaynakları BAHÇEŞEHİL	2025-2029	Değerlendirme ve Faaliyet Raporları
İzleme faaliyetleriyle ilgili üniversite ve ilgili kamuoyuna bilgilendirme yapılması	• Raporların yayınlanması, bilgilendirici duyurular, toplantı ve haberlerin yapılması	Rektörlük, BAHÇEŞEHİL	2025-2029	Değerlendirme ve Faaliyet Raporları

Ensuring Equal Access to Education through Comprehensive Scholarship and Financial Support Systems

Bahçeşehir University offers a comprehensive Scholarship and Financial Support System designed to ensure that no student's education is interrupted due to financial hardship. The Scholarship Unit serves as a key institutional mechanism for maintaining equitable access to higher education and addressing the financial challenges students may face throughout their academic journey. Students who encounter economic difficulties during their studies are invited to submit support requests, which are reviewed by the Scholarship and Finance Commissions in accordance with the University's Scholarship and Support Directive. Through this structure, Bahçeşehir University upholds its commitment to expanding financial inclusion and reducing the economic barriers that often limit access to higher education opportunities.

A wide variety of scholarships are available, ranging from merit- and performance-based awards to need-based financial assistance. These include national placement exam scholarships (ÖSYM), preference and institutional scholarships, TÜBİTAK and special disadvantage scholarships, sports, science, arts, and cultural scholarships, academic excellence awards, sibling and alumni discounts, as well as scholarships for students with disabilities and international diploma holders. By diversifying scholarship categories and adjusting support rates according to student needs and achievements, Bahçeşehir University actively works to foster equal opportunities and social mobility.

Support for Students Affected by Disasters and Financial Hardship

Bahçeşehir University recognizes the profound impact that natural disasters and unexpected financial difficulties can have on students' educational journeys. Following the 2023 earthquake, the University provided scholarships, financial aid, and payment deferral opportunities to its students.

Moreover, in line with its humanitarian values, the Scholarship Commission approved full scholarships for students affected by the 2023 Gaza attacks, demonstrating the University's global awareness and compassion.

During the 2024–2025 academic year, Bahçeşehir University continued to provide these scholarships to the students concerned, sustaining its support for those affected by disasters, conflict and serious financial hardship. These students were also granted additional flexibility, including the right to take or extend a leave of absence without additional fees, allowing them time to address difficult personal and financial circumstances while maintaining their connection to higher education. Through these targeted support mechanisms, Bahçeşehir University ensures educational continuity for disadvantaged students and reinforces social resilience in the face of crisis.

Student Loan and Credit Support

To promote educational continuity and reduce the risk of dropouts due to financial hardship, Bahçeşehir University offers repayable student loans that help students manage tuition costs during their studies. As of the 2024–2025 academic year, the University extended this support to 113 students, allowing them to pursue their degrees without interruption. This model not only removes short-term financial barriers but also empowers students to complete their education and enter the workforce with confidence, reflecting the University's sustainable approach to inclusive education financing.

Support for Students with Disabilities and Inclusive Infrastructure

Through its Center for Students with Disabilities and inclusive campus infrastructure projects, Bahçeşehir University ensures full participation in academic and social life for all students. Physical accessibility improvements, adaptive technologies, and tailored academic support systems allow students with disabilities to engage in university life equally and independently. These measures embody the University's dedication to fostering an inclusive environment where every individual, regardless of physical ability, has the opportunity to thrive academically and socially.

Support for Athletes and Cultural Development

In alignment with its mission to nurture well-rounded individuals, Bahçeşehir University allocates significant resources to sports and cultural development programs. In 2024–2025, the University continued to extend sports scholarships and national athlete support programs, enabling talented students to balance their athletic and academic careers effectively. By promoting holistic development, the University contributes to personal growth, teamwork, and community engagement—key drivers of social inclusion and empowerment.

Scholarships and Educational Opportunities for University Staff

Bahçeşehir University also invests in the education and career development of its employees. During the 2024–2025 academic year, 192 staff members pursued fully funded master's or doctoral studies, supported through the University's employee scholarship scheme. Additionally, the children of Bahçeşehir University staff receive discounts ranging from 50% to full scholarships across Bahçeşehir Uğur Education Institutions, including preschools, primary, secondary, and high schools. These initiatives reinforce lifelong learning and promote equal access to quality education within the institutional community itself.

Publication Incentives Supporting Access to Financial Resources and Academic Participation

Bahçeşehir University provides publication incentives to support inclusive participation in academic research and foster an equitable environment in which eligible members of its community can contribute to scholarly knowledge. During the 2024–2025 academic year, Bahçeşehir University's Activity Report recorded ₺17,402,372.00 in incentive payments benefiting 496 recipients, corresponding to an average of ₺35,085.43 per recipient over the academic year. This average substantially exceeded the minimum payment established for publication incentives, highlighting the scale of the University's supplementary financial support. The publication incentive framework covers eligible academic and administrative staff, students and visiting academics, with eligible student article authors receiving half the applicable academic staff incentive amount.

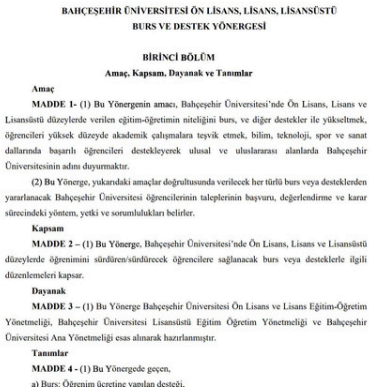
BAU Alumni Card: Continued Access and Financial Benefits

Through the BAU Alumni Card, Bahçeşehir University graduates retain access to all BAU campuses and libraries and benefit from exclusive discounts at more than 50 partner companies, helping reduce the cost of selected goods and services. The list of participating companies is available on the BAU Network website. By combining continued access to educational resources with savings on everyday expenses, the card helps ease financial pressures on graduates beyond their university years.

Through these extensive financial and social support mechanisms, Bahçeşehir University demonstrates its unwavering dedication to equitable education, social justice, and student well-being. Each program—whether for disaster-affected individuals, student-athletes, staff, or students with disabilities—represents a step toward building an inclusive academic environment where education remains a right, not a privilege.

This initiative also contributes to SDG 1 (No Poverty), SDG 4 (Quality Education), and SDG 10 (Reduced Inequalities) by addressing economic and social barriers, fostering inclusion, and enabling all students to access, continue, and succeed in higher education.




BAHÇEŞEHİR ÜNİVERSİTESİ ÖN LİSANS, LİSANS, LİSANSÜSTÜ BURS VE DESTEK YÖNERGESİ

BİRİNCİ BÖLÜM

Amaç, Kapsam, Dayanak ve Tanımlar

Amaç

MADDE 1- (1) Bu Yönergenin amacı, Bahçeşehir Üniversitesi'nde Ön Lisans, Lisans ve Lisansüstü düzeylerde verilen eğitim-öğretimin niteliğini burs, ve diğer destekler ile yükseltmek, öğrencileri yüksek düzeyde akademik çalışmalara teşvik etmek, bilim, teknoloji, spor ve sanat dallarında başarılı öğrencileri destekleyerek ulusal ve uluslararası alanlarda Bahçeşehir Üniversitesinin adını duyurmaktır.

(2) Bu Yönerge, yukarıdaki amaçlar doğrultusunda verilecek her türlü burs veya desteklerden yararlanacak Bahçeşehir Üniversitesi öğrencilerinin taleplerinin başvuru, değerlendirme ve karar sürecindeki yöntem, yetki ve sorumlulukları belirler.

Kapsam

MADDE 2 – (1) Bu Yönerge, Bahçeşehir Üniversitesi'nde Ön Lisans, Lisans ve Lisansüstü düzeylerde öğrenimini sürdüren/sürdürecek öğrencilere sağlanacak burs veya desteklerle ilgili düzenlemeleri kapsar.

Dayanak

MADDE 3 – (1) Bu Yönerge Bahçeşehir Üniversitesi Ön Lisans ve Lisans Eğitim-Öğretim Yönetmeliği, Bahçeşehir Üniversitesi Lisansüstü Eğitim Öğretim Yönetmeliği ve Bahçeşehir Üniversitesi Ana Yönetmeliği esas alınarak hazırlanmıştır.

Tanımlar

MADDE 4 - (1) Bu Yönergede geçen,

a) Burs: Öğrenim ücretine yapılan desteği.

FREE OF CHARGE SERVICES AT BAHÇEŞEHİR UNIVERSITY

Bahçeşehir University provides a comprehensive range of free services and facilities to enhance student welfare, academic performance, and personal development. These initiatives, available to all members of the university community, reflect the institution's commitment to inclusivity, accessibility, and the creation of an equitable learning environment that supports both well-being and academic excellence.

See below:

Free Medical and Emergency Services

The Medico-Social Directorate functions as an institutional health center offering free medical services to students, academic and administrative staff, retirees, and their dependents. The Directorate provides routine and emergency examinations, first aid, wound treatment, blood pressure monitoring, and general health consultations. In cases requiring further care, patients are referred to relevant healthcare institutions for specialized treatment, with laboratory and radiological analyses coordinated through the Directorate.

A free on-campus ambulance service ensures rapid response to medical emergencies, further strengthening the university's health infrastructure. The Directorate also organizes educational seminars and awareness campaigns aimed at promoting physical and mental well-being within the campus community.



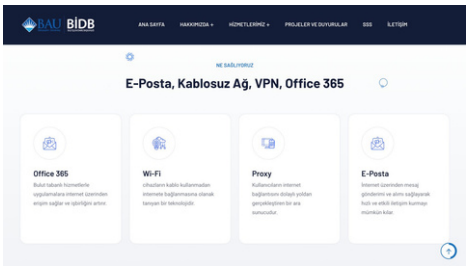
Free Psychological Counseling Services

The Psychological Counseling, Guidance and Research Center (PDRM) offers professional, confidential counseling services free of charge to Bahçeşehir University students. The Center operates in both the Beşiktaş and Kemerburgaz campuses, where qualified psychologists provide individual sessions in Turkish and English. Counseling focuses on academic, emotional, and social concerns such as stress management, adaptation to university life, family or relationship issues, and loss or trauma.

Each session typically lasts between 45 and 50 minutes, and appointments are scheduled weekly, bi-weekly, or monthly depending on individual needs. All services comply with the ethical standards of the Turkish Psychological Association, ensuring complete confidentiality and professional care.

Free High-Speed Internet Access

In order to strengthen its digital infrastructure, Bahçeşehir University has increased its campus-wide internet capacity to 15 Gbps, providing free, high-speed, and uninterrupted access to all students and staff. This enhancement enables a seamless digital experience that supports education, research, and innovation across all campuses. The University's robust connectivity framework ensures that every member of the academic community benefits from equal access to digital learning resources and global communication tools.





Free Access to Research and Innovation Laboratories

Bahçeşehir University offers free access to a wide range of advanced laboratories that support interdisciplinary research, innovation, and experiential learning. These facilities allow students to conduct scientific research, develop prototypes, and engage in technological experimentation as part of their education.

Among the key laboratories available to students are the Big Data Education and Research Center, Cyber Security Center, BAU-Stanford Robotics Laboratory, Machine Learning Research Laboratory, Quantum Technology Laboratory, Biomedical Prototype Testing Laboratory, Photonics and Nano-Optics Research Laboratory, VR and Eye-Tracking Laboratories, Maker and Robotics Laboratories (Code Camp), BUG Game Laboratory, Nutrition and Cell Culture Laboratories, and the Financial Research and Application Center (BFRC). Through these facilities, Bahçeşehir University ensures equal access to research opportunities and encourages students to take part in cutting-edge technological and scientific advancement regardless of their financial background.





The provision of free health, psychological, digital, and research services across Bahçeşehir University demonstrates the institution's dedication to equitable access to education and comprehensive student support. These efforts eliminate financial and social barriers, ensuring that all students can pursue their academic goals in a healthy, technologically advanced, and inclusive environment. This initiative contributes to SDG 1 (No Poverty), SDG 4 (Quality Education), and SDG 10 (Reduced Inequalities) by advancing universal access to essential student services and promoting equality within higher education.

ApplyBAU Scholarship

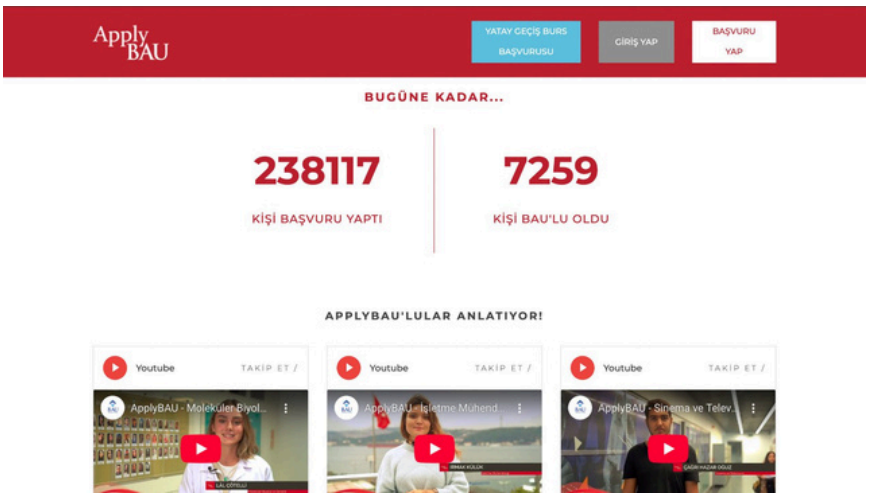
The ApplyBAU program, launched by Bahçeşehir University in 2013, represents Turkey's first and most innovative university admission and scholarship model. Rather than relying solely on exam-based evaluations, this model prioritizes students' individual talents, interests, and aspirations—creating an inclusive and holistic approach to higher education access. Through ApplyBAU, prospective students can apply for admission and scholarship opportunities based on their personal skills, creative projects, and social responsibility initiatives, rather than standardized test performance.

By allowing applicants to present autobiographies, project portfolios, and personal achievements, the system provides opportunities for students from diverse socioeconomic backgrounds to access higher education. Through this approach, Bahçeşehir University enhances equal access to educational opportunities and supports young people facing economic barriers to higher learning. Each application is carefully evaluated by faculty committees, which may include interviews or project-based assessments to better understand students' potential beyond academic grades.

In the 2024–2025 academic year, applicant students received ApplyBAU scholarships, with an average scholarship rate of 40%. The total value of financial support provided through ApplyBAU that year reached ₺121.100.000.

Furthermore, the ApplyBAU selection criteria explicitly reject all forms of discrimination, ensuring a transparent and equitable evaluation process. By recognizing students' diverse strengths and providing scholarships independent of economic or social constraints, Bahçeşehir University empowers individuals to overcome poverty-related barriers through education. The program also plays a crucial role in promoting equal opportunities for women, particularly in STEM fields where they are underrepresented, thereby contributing to a more inclusive academic environment.

Since its establishment, the ApplyBAU model has become a cornerstone of Bahçeşehir University's mission to identify potential, cultivate individual growth, and make quality education accessible to all. By combining financial support with talent-based admissions, the University transforms higher education into a tool for empowerment, opportunity, and social mobility.



Empowering Students through On-Campus Assistantship Opportunities

Bahçeşehir University provides valuable on-campus assistantship opportunities that enable undergraduate students to gain professional experience while receiving financial support. These positions are regularly announced through university-wide emails, ensuring equal access for all eligible students. Selected assistants are placed in various academic and administrative departments according to institutional needs, where they contribute to the daily operations and ongoing projects of the University.

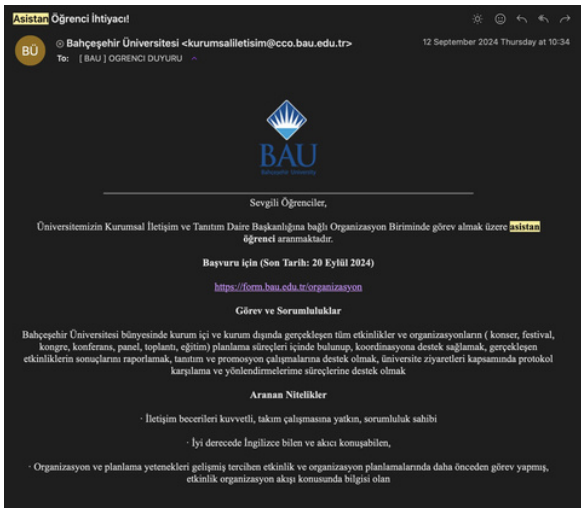
By offering paid part-time positions of up to 60 hours per month, Bahçeşehir University empowers its students to build financial independence and professional readiness while continuing their education. The compensation is determined by the University's guidelines and adjusted according to the total working hours. This initiative not only supports students facing economic constraints but also provides a structured environment for developing workplace competencies such as communication, organization, and teamwork.

During the 2024–2025 academic year, 253 undergraduate students worked as student assistants across Bahçeşehir University's academic and administrative departments. Their participation demonstrates the reach of this paid employment programme in providing financial support alongside practical work experience. By helping students meet education-related expenses while continuing their studies, the programme supports SDG 1: No Poverty through opportunities to earn an income within the university environment.

Each student's schedule is arranged in harmony with their academic timetable, ensuring that participation in the assistantship program does not interfere with coursework or exams. Through this approach, the University promotes economic inclusion and social empowerment by helping students cover their educational expenses and reduce the financial burdens that may limit their learning experience.

Furthermore, these assistantship roles foster a sense of belonging and institutional engagement by allowing students to actively contribute to their university community. By combining educational opportunity with financial support, Bahçeşehir University reinforces its mission to create equitable pathways for students to thrive both academically and economically.

This initiative also contributes to SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) by integrating learning with earning opportunities and strengthening students' transition from education to employment.


Asistan Öğrenci İhtiyacı!

Bahçeşehir Üniversitesi <kurumsalletisim@cco.bau.edu.tr>
To: [BAU] OGRENCI DUYURU
12 September 2024 Thursday at 10:34

Sevgili Öğrenciler,

Üniversitemizin Kurumsal İletişim ve Tanıtım Daire Başkanlığına bağlı Organizasyon Biriminde görev almak üzere asistan öğrenci aranmaktadır.

Başvuru için (Son Tarih: 20 Eylül 2024)

https://form.bau.edu.tr/organizasyon

Görev ve Sorumluluklar

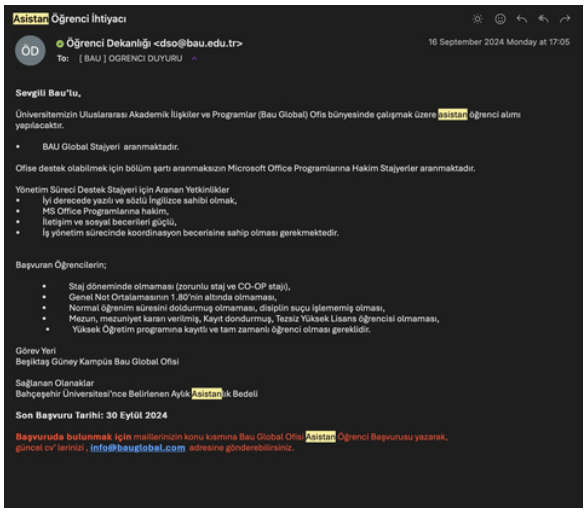
Bahçeşehir Üniversitesi bünyesinde kurum içi ve kurum dışında gerçekleşen tüm etkinlikler ve organizasyonların (konser, festival, kongre, konferans, panel, toplantı, eğitim) planlama süreçleri içinde bulunup, koordinasyona destek sağlamak, gerçekleşen etkinliklerin sonuçlarını raporlamak, tanıtım ve promosyon çalışmalarına destek olmak, üniversite ziyaretleri kapsamında protokol karşılama ve yönlendirmelerime süreçlerine destek olmak

Aranan Nitelikler

· İletişim becerileri kuvvetli, takım çalışmasına yatkın, sorumluluk sahibi

· İyi derecede İngilizce bilen ve akıcı konuşabilen,

· Organizasyon ve planlama yetenekleri gelişmiş tercihen etkinlik ve organizasyon planlamalarında daha önceden görev yapmış, etkinlik organizasyon akışı konusunda bilgisi olan


Asistan Öğrenci İhtiyacı

Öğrenci Dekanlığı <dso@bau.edu.tr>
To: [BAU] OGRENCI DUYURU
16 September 2024 Monday at 17:05

Sevgili Bau'lu,

Üniversitemizin Uluslararası Akademik İlişkiler ve Programlar (Bau Global) Ofis bünyesinde çalışmak üzere asistan öğrenci alımı yapılacaktır.

- BAU Global Stajyeri aranmaktadır.

Ofise destek olabilmek için bölüm şartı aranmaksızın Microsoft Office Programlarına Hakim Stajyerler aranmaktadır.

Yönetim Süreci Destek Stajyeri için Aranan Yetkinlikler
- İyi derecede yazılı ve sözlü İngilizce sahibi olmak,
- MS Office Programlarına hakim,
- İletişim ve sosyal becerileri güçlü,
- İş yönetim sürecinde koordinasyon becerisine sahip olması gerekmektedir.

Başvuran Öğrencilerin;

- Staj döneminde olmaması (zorunlu staj ve CO-OP staj),
- Genel Not Ortalamasının 1,80'nin altında olmaması,
- Normal öğrenim süresini doldurmuş olmaması, disiplin suçu işlememiş olması,
- Mezun, mezuniyet kararı verilmiş, Kayıt dondurmuş, Tezsiz Yüksek Lisans öğrencisi olmaması,
- Yüksek Öğretim programına kayıtlı ve tam zamanlı öğrenci olması gereklidir.

Görev Yeri
Beşiktaş Güney Kampüs Bau Global Ofisi

Sağlanan Olanaklar
Bahçeşehir Üniversitesi'nce Belirlenen Aylık Asistanlık Bedeli

Son Başvuru Tarihi: 30 Eylül 2024

Başvuruda bulunmak için maillerinizin konu kısmına Bau Global Ofisi Asistan Öğrenci Başvurusu yazarak, güncel cv'lerinizi , info@bauglobal.com adresine gönderebilirsiniz.

CO-OP Internship Opportunities

Bahçeşehir University's CO-OP Education Model, launched in 2008, bridges higher education with the professional world by placing students directly in partner institutions for extended internship experiences. Coordinated by the CO-OP & Career Center, the program provides a structured pathway for students—particularly those in their third and fourth years—to gain hands-on experience in real business environments while continuing their academic studies. Through its strong network of partner companies, both national and international, the Center regularly sends internship announcements via email, ensuring that all students have equal access to available opportunities.

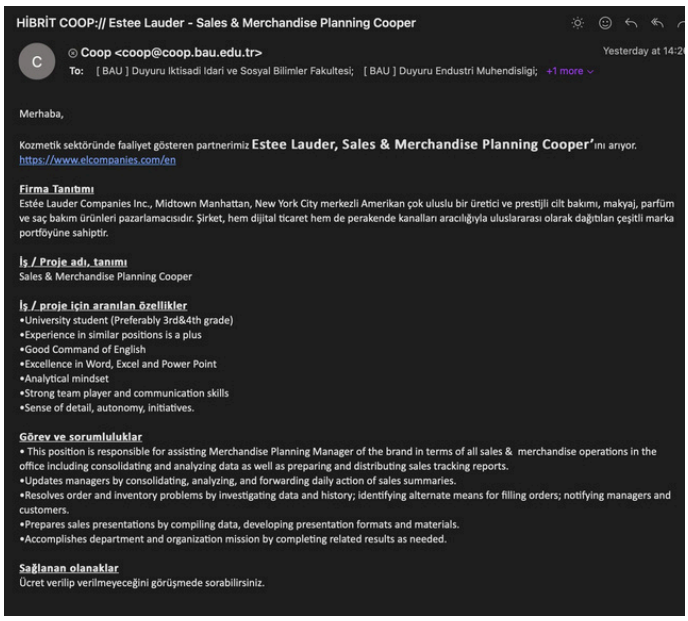
By integrating work experience into the curriculum, Bahçeşehir University enables students to strengthen their professional skills and enhance their long-term employability, supporting economic empowerment through education. CO-OP students participate in internships lasting from three to nine months, depending on mutual agreement with the hosting company. Throughout this process, the University maintains close coordination with Human Resources departments, facilitating interviews, mentoring, and the official placement of students. Insurance coverage and administrative support are provided by the University, ensuring equitable and safe participation for all.In the 2024-2025 academic year, a total of 981 BAU students benefited from the CO-OP internship program, highlighting the initiative's role in expanding access to professional experience, strengthening employability, and supporting students' transition into working life.

Through these internship placements, Bahçeşehir University fosters inclusive access to career opportunities, especially for students who might otherwise face barriers in entering the labor market. Continuous feedback and workplace evaluations guarantee that both students and employers benefit from meaningful, high-quality learning experiences. Even during challenging periods—such as the COVID-19 pandemic—the University adapted the model to include online and hybrid internships, allowing students to maintain professional engagement while ensuring their health and safety. Research conducted among 102 students and 76 partner firms demonstrated that both sides viewed online internships as highly productive and valuable for professional growth, leading to increased interest in hybrid work and internship models in the future.

In addition to internships, the CO-OP Career Management Programs, such as Business Camp and Career Camp, offer workshops, interview simulations, entrepreneurship seminars, and networking sessions with industry professionals. These programs help students identify suitable career paths, develop essential workplace skills, and transition smoothly from university to employment.

Through its CO-OP Education Model, Bahçeşehir University directly contributes to breaking the cycle of economic disadvantage by providing students with early work experience, professional networks, and income-generating opportunities. The program reflects the University's strong commitment to inclusive development and to equipping every student with the competencies needed for sustainable employment and social mobility.

This initiative contributes to SDG 4 (Quality Education) and SDG 1 (No Poverty) by integrating experiential learning with academic training, promoting equitable access to internships, and empowering youth to participate in productive and meaningful work.



HİBRİT COOP:// Estee Lauder - Sales & Merchandise Planning Cooper

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Coop <coop@coop.bau.edu.tr>

Yesterday at 14:2

To: [BAU] Duyuru Iktisadi Idari ve Sosyal Bilimler Fakultesi; [BAU] Duyuru Endustri Muhendisligi; +1 more

Merhaba,

Kozmetik sektöründe faaliyet gösteren partnerimiz **Estee Lauder, Sales & Merchandise Planning Cooper'**ını arıyor.
https://www.elcompanies.com/en

Firma Tanıtımı
Estée Lauder Companies Inc., Midtown Manhattan, New York City merkezli Amerikan çok uluslu bir üretici ve prestijli cilt bakımı, makyaj, parfüm ve saç bakım ürünleri pazarlamacısıdır. Şirket, hem dijital ticaret hem de perakende kanalları aracılığıyla uluslararası olarak dağıtılan çeşitli marka portföyüne sahiptir.

İş / Proje adı, tanımı
Sales & Merchandise Planning Cooper

İş / proje için aranılan özellikler
•University student (Preferably 3rd&4th grade)
•Experience in similar positions is a plus
•Good Command of English
•Excellence in Word, Excel and Power Point
•Analytical mindset
•Strong team player and communication skills
•Sense of detail, autonomy, initiatives.

Görev ve sorumluluklar
• This position is responsible for assisting Merchandise Planning Manager of the brand in terms of all sales & merchandise operations in the office including consolidating and analyzing data as well as preparing and distributing sales tracking reports.
•Updates managers by consolidating, analyzing, and forwarding daily action of sales summaries.
•Resolves order and inventory problems by investigating data and history; identifying alternate means for filling orders; notifying managers and customers.
•Prepares sales presentations by compiling data, developing presentation formats and materials.
•Accomplishes department and organization mission by completing related results as needed.

Sağlanan olanaklar
Ücret verilip verilmeyeceğini görüşmede sorabilirsiniz.

BAU: “Equal Opportunity Model” Certified University



BAU has been officially recognized as an “Equal Opportunity Model (FEM)” Certified University, a distinction developed and implemented by the Women Entrepreneurs Association of Türkiye (KAGİDER) with the support of the World Bank.

This certification affirms BAU’s strong institutional commitment to promoting gender equality, diversity, and women’s empowerment in education and employment.

The Equal Opportunity Model (FEM) is designed to identify and address inequalities in organizational processes such as recruitment, training, career development, and promotion, ensuring that gender does not influence access to opportunities or professional advancement.

The program—developed under the leadership of KAGİDER, with technical support from the World Bank and in collaboration with PricewaterhouseCoopers (PwC) and Ernst & Young (EY)—sets internationally recognized standards for gender equality and inclusion in the workplace.

Following a rigorous independent evaluation and audit process, Bahçeşehir University achieved certification by demonstrating comprehensive gender-sensitive practices and governance mechanisms across its institutional structure.

This achievement reflects BAU’s sustained efforts to create a fair, inclusive, and equitable working environment for all, reinforcing its leadership in aligning higher education with SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth).

By attaining the FEM certification, Bahçeşehir University stands as a national and international example of how academic institutions can integrate equal opportunity principles into their operational and human resources systems—ensuring that gender equality is not only a value but a lived practice across all levels of the organization.

Bahçeşehir University Disability Support Unit

BAHÇEŞEHİR ÜNİVERSİTESİ
ENGELLİ ÖĞRENCİ BİRİMİ YÖNERGESİ

BİRİNCİ BÖLÜM
Amaç, Kapsam, Dayanak, Tanımlar ve Kuruluş

Amaç

MADDE 1 – (1) Bu Yönergenin amacı, Bahçeşehir Üniversitesi'nde öğrenim gören engelli öğrencilerin öğrenim hayatlarını kolaylaştırmak ve bu kapsamda gerekli tedbirleri almak amacıyla Bahçeşehir Üniversitesi bünyesinde kurulan Engelli Öğrenci Birimi'nin çalışmalarına ilişkin usul ve esasları düzenlemektir.

Kapsam

MADDE 2 – (1) Bu Yönerge, Bahçeşehir Üniversitesi'nde öğrenim gören engelli öğrencilerin öğrenim hayatlarını kolaylaştırmak ve bu kapsamda gerekli tedbirleri almak amacıyla Bahçeşehir Üniversitesi bünyesinde kurulan Engelli Öğrenci Birimi'nin çalışmalarına ilişkin usul ve esasları kapsamaktadır.

Bahçeşehir University has established the Disability Support Unit to promote equitable access to education for students with disabilities and to ensure that all individuals can fully participate in academic and social life without discrimination. The unit operates under the regulations of the Higher Education Institutions Disability Advisory and Coordination Directive (Official Gazette No. 27672, dated 14 August 2010) and aims to identify and eliminate barriers to education, participation, and inclusion.

Beyond educational accessibility, the unit contributes to the broader well-being of students with disabilities by recognising that academic participation is closely connected to physical accessibility, psychological support, social inclusion, and equal access to university services. Its activities therefore address interconnected dimensions of health, well-being, and social equality.

The Disability Support Unit consists of academic and administrative members appointed by the University Administrative Board and functions under the supervision of a vice-rector. Its primary mission is to assess the academic, physical, psychological, and social needs of students with disabilities and to recommend measures that enhance accessibility in all university spaces. It also develops informational materials, provides individual guidance, and coordinates efforts across departments to ensure that university services and facilities are inclusive.

From an SDG 3 (Good Health and Well-being) perspective, the unit's attention to students' psychological, physical, and social needs supports a university environment that recognises

well-being as an essential component of educational participation. By identifying individual support requirements, providing guidance, and coordinating institutional responses, the unit helps address barriers that may negatively affect students' emotional well-being, sense of belonging, and ability to participate fully in university life. These activities are particularly relevant to the broader objectives of SDG Target 3.4 concerning the promotion of mental health and well-being.

Through these actions, Bahçeşehir University reaffirms its strong commitment to creating an inclusive academic environment that guarantees equal access and opportunities for all students, regardless of disability status. This effort reflects the university's dedication to promoting equality within education systems and reducing structural and social disparities.

The unit's responsibilities include preparing accessible information materials, developing a database for students with disabilities, organizing seminars and awareness events, and ensuring that assessment and evaluation systems are fair and accommodating. It also provides recommendations to improve the university's physical and digital infrastructure, ensuring that all academic and administrative activities are accessible. Furthermore, the unit works to facilitate access to assistive devices for students facing financial hardship and advocates for their rights and needs within the university community.

These responsibilities establish a particularly strong connection with SDG 10 (Reduced Inequalities), especially SDG Target 10.2, which calls for the social, economic, and political inclusion of all people irrespective of disability or other status. By addressing physical, digital, academic, and financial barriers, the unit contributes to reducing disadvantages that may prevent students with disabilities from accessing the same educational opportunities and university experiences as their peers.

The unit's work also supports SDG Target 10.3, which focuses on ensuring equal opportunity and reducing inequalities of outcome through the elimination of discriminatory practices. Its coordination of accessibility measures, individual guidance, fair assessment arrangements, and institutional awareness activities demonstrates how universities can translate principles of non-discrimination into practical support mechanisms.

The provision of guidance concerning assistive devices for students experiencing financial hardship is especially relevant to the intersection of disability and economic inequality. By seeking to reduce barriers associated with the cost of accessibility-related resources, the unit supports more equitable participation in higher education.

By focusing on inclusive education practices and ensuring full participation of persons with disabilities in higher education, Bahçeşehir University actively contributes to creating a fairer, more accessible society—one that values diversity and removes barriers to equal participation.

The Disability Support Unit therefore contributes directly to SDG 10 (Reduced Inequalities) through its institutional mechanisms for accessibility, non-discrimination, reasonable accommodation, and equal participation. It also supports SDG 3 (Good Health and Well-being) through its attention to students' psychological and social needs, individual guidance, and the promotion of an inclusive environment that supports student well-being.

This initiative also supports SDG 4 (Quality Education) by promoting inclusive and equitable learning environments, SDG 5 (Gender Equality) by recognising the importance of addressing overlapping barriers that may affect women with disabilities, and SDG 16 (Peace, Justice and Strong Institutions) by fostering fairness, accountability, and equal access within institutional governance and practices.

Through the coordinated work of its Disability Support Unit, Bahçeşehir University demonstrates that meaningful inclusion requires more than formal access to education. It requires sustained institutional efforts to remove barriers, respond to individual needs, support student well-being, and ensure that disability does not determine a student's opportunities for academic achievement and participation in university life.

BAU Events and Initiatives Supporting SDG 10: Reduced Inequalities

Article: "Refugee Entrepreneurs: Typologies of Emancipation and Impact"



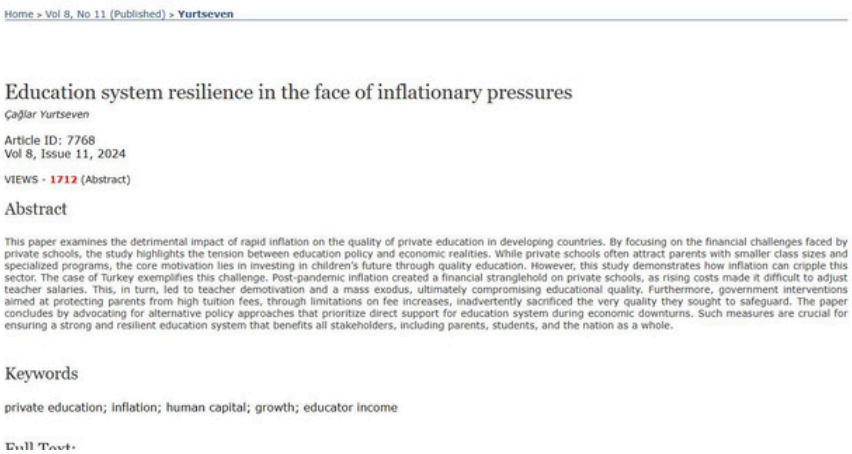
Published in 2025, in the International Small Business Journal (SSCI, Q1), the article "Refugee Entrepreneurs: Typologies of Emancipation and Impact", co-authored by BAU academics Dr. Çağla Yavuz Özgören, explores the transformative and emancipatory potential of refugee

entrepreneurship in promoting sustainable economic and social development. The study presents refugee entrepreneurs not merely as economic participants, but as active change agents who contribute to innovation, job creation, and inclusive economic growth.

By examining how entrepreneurial activities foster self-sufficiency, empowerment, and social mobility among refugees, the article advances SDG 8 (Decent Work and Economic Growth) through its focus on entrepreneurship-driven development. Simultaneously, it contributes to SDG 10 (Reduced Inequalities) by addressing social and economic inclusion, reducing disparities faced by displaced populations, and showcasing how equitable participation in economic life can drive more resilient and inclusive societies.

https://journals.sagepub.com/doi/10.1177/02662426241311052

Article: "Education System Resilience in the Face of Inflationary Pressures"



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Education system resilience in the face of inflationary pressures

Çağlar Yurtseven

Article ID: 7768
Vol 8, Issue 11, 2024

VIEWS - 1712 (Abstract)

Abstract

This paper examines the detrimental impact of rapid inflation on the quality of private education in developing countries. By focusing on the financial challenges faced by private schools, the study highlights the tension between education policy and economic realities. While private schools often attract parents with smaller class sizes and specialized programs, the core motivation lies in investing in children's future through quality education. However, this study demonstrates how inflation can cripple this sector. The case of Turkey exemplifies this challenge. Post-pandemic inflation created a financial stranglehold on private schools, as rising costs made it difficult to adjust teacher salaries. This, in turn, led to teacher demotivation and a mass exodus, ultimately compromising educational quality. Furthermore, government interventions aimed at protecting parents from high tuition fees, through limitations on fee increases, inadvertently sacrificed the very quality they sought to safeguard. The paper concludes by advocating for alternative policy approaches that prioritize direct support for education system during economic downturns. Such measures are crucial for ensuring a strong and resilient education system that benefits all stakeholders, including parents, students, and the nation as a whole.

Keywords

private education; inflation; human capital; growth; educator income

Full Text:

In the 2024-2025 academic year, published in the Journal of Infrastructure, Policy and Development, the article "Education System Resilience in the Face of Inflationary Pressures" by BAU academic Çiğdem Yurtseven examines strategies to strengthen the resilience of education systems amid economic instability. The study emphasizes the importance of increasing teachers' salaries and improving working conditions to attract and retain qualified educators, thereby ensuring long-term educational quality and sustainability.

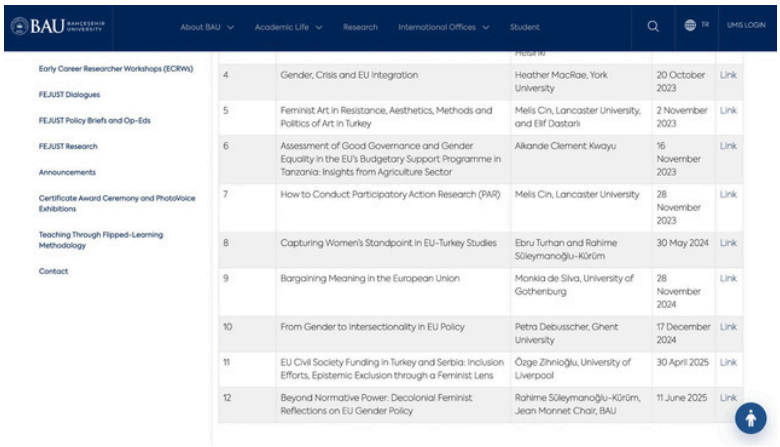
By focusing on fair compensation and workforce development, the article contributes to SDG 8 (Decent Work and Economic Growth) through promoting equitable employment practices within the education sector. At the same time, by addressing disparities that undermine access to quality education during economic crises, it supports SDG 10 (Reduced Inequalities). The research contributes to SDG 10 (Reduced Inequalities), particularly Target 10.3, by highlighting how inflation-driven disparities in teachers' compensation and working conditions can reinforce inequalities in educational opportunities. By advocating for fair remuneration, improved employment conditions, and a more resilient education workforce, the study provides insights into reducing structural disadvantages and promoting more equitable access to quality education, particularly during periods of economic instability.

FEJUST Guest Lectures and Open Access Materials (2024–2025)

As part of the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Bahçeşehir University organized a series of hybrid public lectures and online seminars under the title Gendering EU Politics during the 2024–2025 academic year. The initiative created a platform for critical discussions on gender and European integration, exploring how EU policymaking intersects with issues of equality, representation, and inclusion. The lectures were open to both BAU students and the general public, enabling broad participation through Zoom and YouTube Live. By ensuring free and open access to these academic discussions, Bahçeşehir University has reaffirmed its commitment to SDG 5 by promoting gender-sensitive knowledge production and expanding educational access to diverse audiences.

Additionally, lecture notes from the FEJUST undergraduate courses Gender Politics in the EU and Gender in International Development were made publicly available as open-access materials on the FEJUST website. This approach democratized education and empowered individuals outside academia to engage with feminist and equality-focused perspectives in international relations.

This initiative directly contributes to SDG 5: Gender Equality by fostering feminist scholarship and ensuring women's and gender perspectives are integrated into academic and policy discourse. It also aligns with SDG 4: Quality Education and SDG 10: Reduced Inequalities by promoting accessible, inclusive, and equitable learning opportunities.

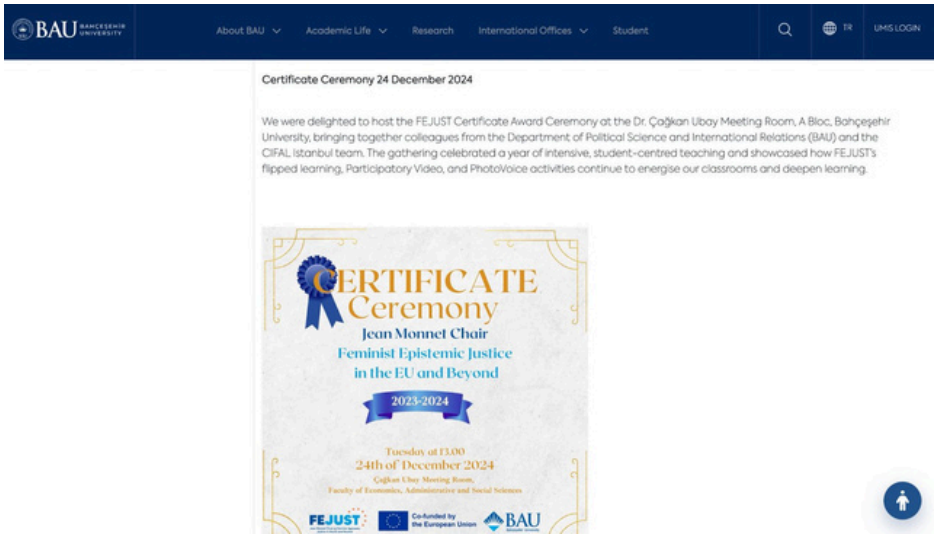


FEJUST Training Programme on Gender, Justice and Policy (2024-2025)

Within the framework of the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Bahçeşehir University launched the FEJUST Training Programme on Gender, Justice and Policy in 2022. The programme included certificate courses such as Gender in International Development, Gender in EU Politics (undergraduate level), Gender and Development, and Gender Politics in the EU Politics (postgraduate level), conducted between October 2022 and July 2025. These free and accessible courses were open to both university students and external participants, providing certificates co-funded by the European Union.

Through this initiative, Bahçeşehir University has strengthened its dedication to SDG 5 by advancing gender equality in education, promoting feminist perspectives in policymaking, and supporting women's participation in academic and policy-oriented fields. The training programme encouraged students to critically analyze gender dynamics within international and European political systems, fostering awareness of social justice and inclusive governance.

This initiative directly contributes to SDG 5: Gender Equality by empowering individuals with gender-sensitive knowledge and policy tools. It also supports SDG 4: Quality Education, SDG 10: Reduced Inequalities.The initiative contributes to SDG 10 (Reduced Inequalities), particularly Targets 10.2 and 10.3, by promoting social inclusion, equal opportunities, and awareness of gender-based inequalities through free and accessible education. By equipping students and external participants with knowledge of feminist epistemic justice, gender-sensitive policymaking, and inclusive governance, the programme strengthens.



FEJUST Mentorship and Research Support for Emerging Scholars (2024–2025)

Within the framework of the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Dr. Rahime Süleymanoğlu-Kürüm established mentoring and research-support mechanisms to enhance women's participation in academic publishing and EU studies. Undergraduate students Ceren Çolakoğlu and İbrahim Ekrem Sarı received close

guidance in drafting policy papers, one later published in Academicus and another in Panorama Global Academy. This mentoring process enabled students to gain authorship experience and visibility in debates on gender and EU policy.

Through the Feminist Eleştiri Journal special issue, undergraduate contributors were mentored throughout the writing and review process, marking their first academic publication experience. Collectively, these efforts reflect Bahçeşehir University's sustained commitment to fostering gender-responsive research culture and supporting young scholars in their professional growth.

This initiative directly contributes to SDG 5: Gender Equality by advancing women's participation and leadership in academic research, and it also aligns with SDG 4: Quality Education and SDG 10: Reduced Inequalities through its inclusive approach to mentorship and scholarly collaboration. The initiative contributes to SDG 10 (Reduced Inequalities), particularly Targets 10.2 and 10.3, by promoting inclusive participation and equal opportunities in academic research and publishing. Through targeted mentoring, research guidance, and support for first-time authors, the FEJUST initiative helps address barriers to scholarly participation, strengthens the visibility of underrepresented voices, and fosters a more equitable and inclusive academic environment.

FEJUST Research

Title	Authors	Link
FE Dergi Special Issue, "In Search for Epistemic Justice in the EU and Beyond"	Edited by Rahime Süleymanoğlu-Kürüm, Jean Monnet Chair	View
New Face of European Far-right: Femonationalism as a Tool for Anti-migration in EU and Beyond	İbrahim Ekrem Sarı, Ceren Orhan, Aybüke Ceren Çolakoğlu	View
Ecofeminist struggle for epistemic recognition beyond the EU? The case of Akbelen Forest in Turkey	Digdem Soyaltin-Colella, Defne Gönenç	View
Capturing Women's Standpoint in EU–Turkey Studies: The Evolution of Gendered Publication and Citation Patterns	Rahime Süleymanoğlu-Kürüm, Ebru Turhan	View
Alternative modernities and epistemic struggles for recognition in Turkish media: Deconstructing Eurocentrism?	Rahime Süleymanoğlu-Kürüm, Elif Gençkal-Eroler	View
The leader, the competitor, and the protector: tracing (neo)colonial and gendered logics in the European Green Deal	Mine Nur Küçük - Selin Türkeş-Kılıç	View
EU civil society funds in Turkey and Serbia: promoting inclusion, creating epistemic exclusion	Özge Zihnioğlu	View

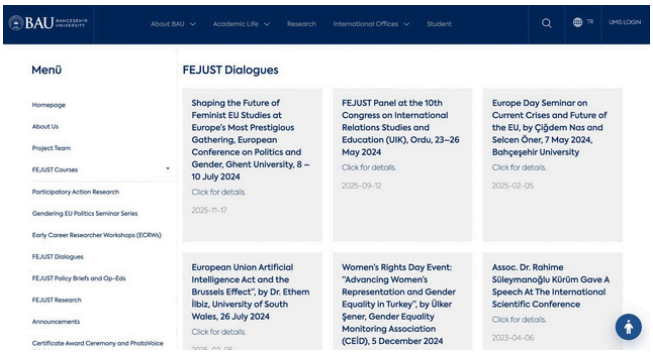
FEJUST Early Career Researcher Workshops and Dialogues (2024–2025)

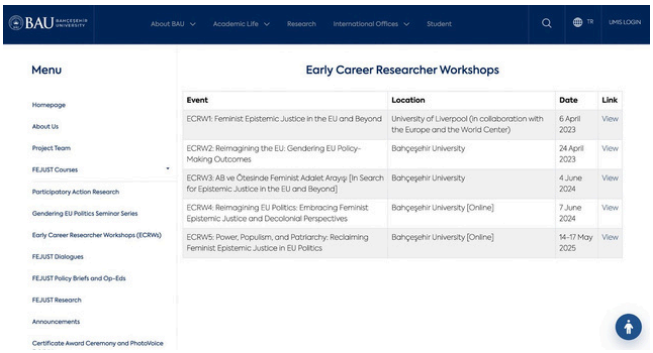
Under the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Bahçeşehir University launched a series of Early Career Researcher Workshops (ECRWs) and FEJUST Dialogues to strengthen gender equality and epistemic justice within EU studies. Organized in collaboration with the University of Liverpool's Europe and the World Centre, the ECRW series brought together emerging scholars from Turkey, the UK, and across Europe for mentoring, paper presentations, and structured academic feedback.

Each workshop served as an international capacity-building forum, where participants—many of them early-career women—received detailed guidance on research design, writing, and presentation. The FEJUST Dialogues extended this engagement to civil society through partnerships with organizations such as the Gender Equality Monitoring Association (CEİD), featuring events that marked Women's Rights Day and Europe Day.

Through these collaborative activities, Bahçeşehir University promoted inclusive knowledge production and cross-sectoral dialogue, helping embed feminist and participatory perspectives in both academic and policy contexts.

This initiative directly contributes to SDG 5: Gender Equality by empowering early-career women researchers and promoting inclusive research ecosystems. It also aligns with SDG 4: Quality Education, SDG 10: Reduced Inequalities, and SDG 17: Partnerships for the Goals, through its emphasis on equitable learning, diversity in academia, and international collaboration.





Promoting Equality and Inclusion through FEJUST Policy Briefs (2024–2025)

Under the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Bahçeşehir University integrated equality and anti-discrimination principles into its teaching, research, and outreach activities. Alongside inclusive course design and public events, FEJUST produced a series of EU co-funded policy briefs addressing the politics of gender, diversity, and representation.

The first brief, "Beyond "Brussels So White!": Towards an EU of Epistemic Justice and Inclusive Diversity," examined racial and gender inclusivity gaps in EU policymaking. The second, "When 'Protecting Our Women' Harms Them: How Nationalist Masculinity is Remaking Europe," analyzed gender-based exclusion in political discourse.

Through these open-access publications, Bahçeşehir University contributed to advancing the EU Gender Equality Strategy (2020–2025) and embedding inclusive, gender-aware perspectives into academic and policy discussions.

This initiative directly contributes to SDG 5: Gender Equality by promoting feminist knowledge production and combating discrimination, and it also aligns with SDG 10: Reduced Inequalities, SDG 16: Peace, Justice and Strong Institutions, and SDG 17: Partnerships for the Goals through its emphasis on inclusivity, justice, and international collaboration.

The initiative contributes to SDG 10 (Reduced Inequalities), particularly Targets 10.2 and 10.3, by promoting inclusive participation and equal opportunities in academic research and publishing. Through targeted mentoring, research guidance, and support for first-time authors, the FEJUST initiative helps address barriers to scholarly participation, strengthens the visibility of underrepresented voices, and fosters a more equitable and inclusive academic environment.





Embedding Equality through Participatory Research and FEJUST Policy Work (2024–2025)

Under the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Bahçeşehir University integrated the principles of equality and anti-discrimination into both research design and publication processes. Students were trained in Participatory Action Research (PAR) methodologies—such as photovoice and video documentation—to capture lived experiences of gender, inclusion, and social justice.

The PAR Synthesis Reports (2024–2025), co-authored by Dr. Rahime Süleymanoğlu-Kürüm and her students, exemplify inclusive and non-hierarchical authorship by representing youth and women's perspectives equitably. Together with the FEJUST Policy Briefs on diversity and epistemic justice, these works demonstrate how Bahçeşehir University transforms equality principles into practice by giving visibility to marginalized voices within academic research and policy dialogue.

This initiative directly contributes to SDG 5: Gender Equality through participatory and inclusive research practices, and it also aligns with SDG 4: Quality Education, SDG 10: Reduced Inequalities, and SDG 16: Peace, Justice and Strong Institutions by fostering equity, representation, and democratic knowledge production.

https://cdn.bau.edu.tr/content/q8eg2yqnip4v5-PAR%20Synthesis%20Report%203.pdf



PAR Synthesis Report: Issue 1 — 16 September 2025

PARTICIPATORY ACTION (PAR) RESERCH ON GENDER INEQUALITY: INSIGHTS FROM FEJUST STUDENT PROJECTS

POL2332-GENDER İN INTERNATİONAL DEVELOPMENT

2024-2025 FALL

Executive Summary

The 2024 -2025 Gender in International Development cohort conducted its third cycle of Participatory Action Research (PAR) within the framework of the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST). Twenty-four undergraduate students – the most internationally diverse cohort to date – worked collaboratively to investigate how gender inequality shapes development outcomes in Turkey and across the Middle East, Europe, and the Global South. Through photovoice and film-based methodologies, students examined urgent and interlocking themes: domestic violence and femicide, child marriage, gender inequality in education, workplace discrimination and the "glass ceiling," the Pink Tax and the commodification of women's bodies, self-sexualisation, and restrictions on freedom of clothing. Their work demonstrated how gender inequality is not a discrete issue but a systemic developmental barrier rooted in the political economy of patriarchy. They linked each topic directly to global frameworks – the Sustainable Development Goals (SDGs), CEDAW, the Istanbul Convention, and EU equality strategies – highlighting development as a process of ensuring safety, autonomy, and recognition.

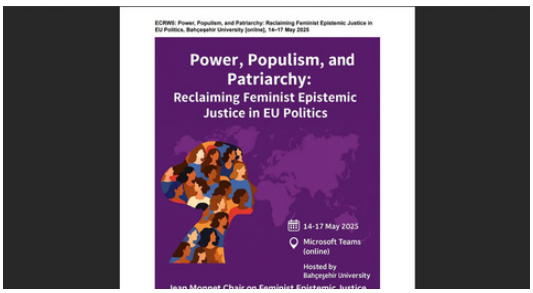
The 2024 -2025 cohort also contributed new epistemic insights. They showed how violence in private spaces reduces women's labour-force participation and mental health; how pricing systems and neoliberal markets extract

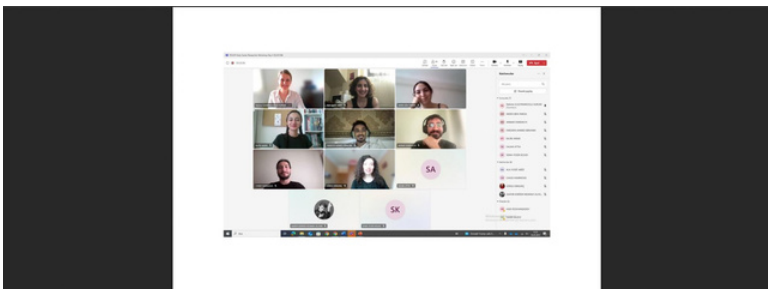
Mentoring Through FEJUST Teaching and Integrating Undergraduate and Postgraduate Students into Early Career Researcher Workshops (2024–2025)

Within the framework of the Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), Bahçeşehir University embedded mentoring into both teaching and research-development activities. In the undergraduate and postgraduate course Gender Politics in the EU, students followed a structured research and writing process resembling professional academic supervision. They developed individualized reading lists and two sequential term papers, receiving detailed feedback at each stage—from reading selection to final submission.

Students also presented their preliminary findings during the Early Career Researcher Workshop series, where they benefited from peer and expert commentary. This mentoring process enhanced research design, critical thinking, and academic writing competencies, while particularly supporting women students in pursuing independent research and postgraduate studies. Several mentees later published or presented their work in academic venues such as Academicus, Panorama Global Academy, and Feminist Eleştiri, illustrating the tangible outcomes of this mentoring model.

This initiative directly contributes to SDG 5: Gender Equality by strengthening women's participation and leadership in academic research, and it also aligns with SDG 4: Quality Education and SDG 10: Reduced Inequalities through its inclusive and supportive approach to higher education mentorship.





Panel: “War and Women: Examining Human Rights Violations in the Syrian Civil War”



In 2024-2025 academic year, held at Bahçeşehir University Faculty of Law and jointly organized by BAU TOSAM (Center for Health, Society, Behavior, and Prevention Studies) and ULMER-HLO (Human Rights and Law Organization), this panel examined the gendered dimensions of human rights violations during the Syrian Civil War. Moderated by Prof. Dr. Esra Albayrakoğlu, the event convened experts, academics, and practitioners to discuss the systemic effects of war on women’s rights and wellbeing.

Prof. Dr. Nilüfer Narlı presented an analysis of human rights violations against women during forced displacement, exploring the physical, psychological, and social impacts of armed conflict. Hayrunnisa Çiçek complemented this perspective with insights drawn from field research, shedding light on issues such as sexual violence, forced migration, and the long-term social marginalization of affected women.

By fostering an evidence-based dialogue on protection, justice, and empowerment, the panel directly contributed to SDG 5 by advocating for women’s rights and equality in conflict settings, SDG 10 by addressing the vulnerabilities and disparities faced by displaced populations. The panel contributes to SDG 10 (Reduced Inequalities), particularly Targets 10.2 and 10.3, by addressing the disproportionate impact of armed conflict, forced displacement, and gender-based violence on women affected by the Syrian Civil War. Through academic analysis and field-based evidence, the discussions highlighted structural discrimination, social marginalization, and barriers to equal rights and opportunities, promoting greater awareness of the need for inclusive protection policies, social integration, and equitable access to justice for displaced and vulnerable populations.

It also supports SDG 16 by promoting human rights, accountability, and peacebuilding efforts through interdisciplinary collaboration and policy engagement.

Public Engagement Activities

In 2024-2025 academic year, between September and December of 2024, Prof. Dr. Pınar Melis Yelsalı Parmaksız from Bahçeşehir University, engaged in a series of invited talks, public discussions, and collaborative events with academic institutions and civil society organizations. These activities aimed to raise awareness and foster critical dialogue on gender, family policies, and the evolving roles of women in Turkish modernization. By making academic expertise accessible to broader audiences—including students, NGOs, and the general public—Bahçeşehir University strengthened its role in promoting inclusive and lifelong learning opportunities.

This initiative directly contributes to SDG 5: Gender Equality through its focus on women's empowerment and inclusive participation, and it also aligns with SDG 4: Quality Education and SDG 10: Reduced Inequalities by extending equitable learning beyond formal education.

The initiative contributes to SDG 10 (Reduced Inequalities), particularly Targets 10.2 and 10.3, by raising public awareness of gender-based inequalities, discriminatory social structures, and the historical factors shaping women's opportunities and participation in society. Through invited talks on family policies in the Republican era and women's roles in Turkish modernization, Prof. Dr. Pınar Melis Yelsalı Parmaksız encouraged dialogue among academic institutions, civil society organizations, and the wider public, promoting inclusive knowledge-sharing and greater understanding of the social and institutional barriers to equality.

1- Invited Talk: "Family Policies in the Republican Era", Feminist Buluşmalar, Women's Human Rights Association, Istanbul



2- Invited Talk: "Women in Turkish Modernization", Turkish Women's Union, Kayseri Branch, Kayseri



Politics and Society Seminar Series: Bridging Justice and Gender – Analyzing Organizational Dynamics in Istanbul's Local Governance through Studying Up and Scorecard Analysis

In 2024-2025 academic year, delivered by Bahçeşehir University alumna Melis Arıksoy, this seminar examined the intersection of gender justice and organizational structures in local governance. Drawing from practical insights, the discussion highlighted how data-driven approaches such as scorecard analysis can evaluate institutional performance and promote fairness, accountability, and inclusivity in municipal contexts.

By linking gender equality with transparent and participatory governance, Bahçeşehir University underscored the importance of education, dialogue, and research in strengthening institutions and fostering a culture of equality and justice.

This initiative directly contributes to SDG 5: Gender Equality by promoting gender-sensitive governance and decision-making, and it also aligns with SDG 4: Quality Education, SDG 10: Reduced Inequalities, and SDG 16: Peace, Justice and Strong Institutions through its emphasis on inclusive learning, equitable structures, and ethical public administration.

The seminar contributes to SDG 10 (Reduced Inequalities), particularly Targets 10.2 and 10.3, by promoting equal opportunities, inclusive governance, and the reduction of gender-based disparities within local institutions. Delivered by Bahçeşehir University alumna Melis Arıksoy,

the session explored how data-driven tools, including scorecard analysis, can help assess institutional performance, identify inequalities, and strengthen accountability in municipal governance. By encouraging gender-sensitive decision-making and transparent organizational practices, the initiative supported greater awareness of structural inequalities and the importance of equitable public administration.



Women's Human Rights and Participatory Democracy

In 2024-2025 academic year, held on the occasion of Women's Rights Day, this webinar titled "Women's Rights and Participatory Democracy" was co-organized by FEJUST, the Gender Equality Monitoring Association (CEİD), Bahçeşehir University's Political Science and International Relations Club, CIFAL Istanbul, UNITAR, and Bahçeşehir University. The event examined the relationship between women's rights and democratic participation, emphasizing the importance of inclusion, representation, and civic engagement in advancing social justice.

Through expert discussions and participant interaction, the webinar fostered awareness of how strengthening women's voices in governance contributes to more equitable, participatory, and transparent decision-making processes.

This initiative directly contributes to SDG 5: Gender Equality by promoting women's empowerment and active participation in political life, and it also aligns with SDG 10: Reduced Inequalities, SDG 16: Peace, Justice and Strong Institutions, and SDG 17: Partnerships for the Goals through its collaborative approach to inclusive democracy and equality.

The webinar contributes to SDG 10 (Reduced Inequalities), particularly Targets 10.2 and 10.3, by addressing gender-based inequalities in political representation, civic participation, and democratic decision-making. Through discussions on women's rights and participatory

democracy, the initiative raised awareness of barriers to equal opportunities and emphasized the importance of inclusive governance, equitable representation, and women's meaningful participation in public life. The collaboration between Bahçeşehir University, CIFAL Istanbul, UNITAR, FEJUST, and civil society organizations further supported dialogue on reducing structural inequalities and promoting social and political inclusion.



"Hear Me" Mosaic Concert

Organized by CIFAL Istanbul, UNITAR, and Bahçeşehir University, the "Hear Me" Mosaic Concert brought attention to the physical, psychological, and economic challenges faced by women, particularly in post-crisis contexts. The event aimed to raise awareness on gender equality and social inclusion while encouraging solidarity and community resilience through art and collective expression.

All proceeds from the concert were donated to the Hatay Hayat Cooperative to support women and children affected by the February 6 earthquakes in Hatay, reflecting the university's strong commitment to empathy-driven action and partnership-based social impact.

This initiative directly contributes to SDG 5: Gender Equality by supporting women's empowerment and recovery efforts, and it also aligns with SDG 1: No Poverty, SDG 10: Reduced Inequalities and SDG 17: Partnerships for the Goals through its emphasis on inclusivity, cooperation, and shared responsibility in times of crisis.

The “Hear Me” Mosaic Concert contributes to SDG 10 (Reduced Inequalities), particularly Targets 10.2 and 10.3, by addressing the social and economic vulnerabilities experienced by women and children affected by the February 6 earthquakes in Hatay. Organized by CIFAL Istanbul, UNITAR, and Bahçeşehir University, the initiative promoted social inclusion, solidarity, and equitable recovery opportunities through art and community engagement. By donating all concert proceeds to the Hatay Hayat Cooperative, the event provided direct support to earthquake-affected communities, helping address post-disaster inequalities and supporting the social and economic inclusion of vulnerable groups.





BAU Bi'Soluk Student Club: Monthly Solidarity Activities with "Çorbada Tuzun Olsun" Association

The BAU Bi'Soluk Student Club, in collaboration with the BAU Gastronomy Club and the "Çorbada Tuzun Olsun" Association, continues its regular monthly social responsibility activities throughout the 2024–2025 academic year. These volunteer-based efforts aim to support individuals facing poverty and homelessness, foster empathy, and strengthen community solidarity among students.

By promoting compassion, active citizenship, and inclusivity, Bahçeşehir University encourages its students to take an active role in addressing social inequalities. This initiative directly contributes to SDG 1: No Poverty by supporting vulnerable groups, and it also aligns with SDG 5: Gender Equality, SDG 10: Reduced Inequalities, and SDG 17: Partnerships for the Goals through its emphasis on equitable participation, solidarity, and collaborative community action.

The initiative contributes to SDG 10, particularly Target 10.2, by promoting the social inclusion and dignity of individuals experiencing poverty and homelessness. Through monthly volunteer activities organized by the BAU Bi'Soluk Student Club, in collaboration with the BAU Gastronomy Club and the Çorbada Tuzun Olsun Association, students engage directly with vulnerable communities, helping address social exclusion and strengthen community solidarity. By encouraging active citizenship, empathy, and inclusive participation, the initiative raises awareness of socioeconomic inequalities and supports a more equitable and socially inclusive society.

Seminar: "Healthy Individuals, Healthy Future: HIV Awareness"

In the 2024-2025 academic year, hosted by Bahçeşehir University's Faculty of Health Sciences, Department of Nursing, this seminar titled "Healthy Individuals, Healthy Future: HIV Awareness" was delivered by Lecturer Handan Eriten Tilaver at the South Campus. The event aimed to raise awareness about HIV prevention, testing, and treatment, emphasizing the importance of public health education and the reduction of social stigma surrounding HIV.

By promoting accurate information and inclusive dialogue on health and equality, Bahçeşehir University highlighted the critical link between education, awareness, and well-being. This initiative directly contributes to SDG 5: Gender Equality through its focus on equitable access to health knowledge and empowerment, and it also aligns with SDG 3: Good Health and Well-Being and SDG 10: Reduced Inequalities by fostering awareness, reducing prejudice, and promoting inclusive health education.

The seminar contributes to SDG 10 (Reduced Inequalities), particularly Targets 10.2 and 10.3, by addressing HIV-related stigma, discrimination, and barriers to equitable access to health information and services. Hosted by Bahçeşehir University's Department of Nursing and delivered by Lecturer Handan Eriten Tilaver, the event promoted accurate knowledge of HIV prevention, testing, and treatment while encouraging inclusive dialogue and respect for individuals living with HIV. By challenging prejudice and raising awareness of health-related inequalities, the initiative supports social inclusion, equal opportunities, and a more equitable approach to public health education.



Human Rights Day Seminar – Inequalities and the Right to Work

In the 2024-2025 academic year, organized in observance of Human Rights Day, this seminar explored structural inequalities in modern societies through two key themes: children's rights and the right to work. Av. Çağla Gül Bulut from the Istanbul Bar Association's Child Rights Center discussed legal and social mechanisms for protecting children's welfare, while FMV Işık Schools philosophy teacher Serhat Durup examined labor rights and human dignity in consumer-driven economies.

By fostering dialogue on justice, equal opportunity, and human rights, Bahçeşehir University encouraged critical reflection on the systemic causes of inequality and the importance of inclusive social policies. This initiative directly contributes to SDG 10: Reduced Inequalities by promoting awareness, legal literacy, and social responsibility in addressing disparities affecting both children and working individuals.

The seminar contributes to SDG 10 (Reduced Inequalities), particularly Targets 10.2 and 10.3, by raising awareness of structural inequalities affecting children and working individuals. Organized by Bahçeşehir University in observance of Human Rights Day, the event examined children's rights, labor rights, and human dignity through legal and philosophical perspectives. By encouraging dialogue on discrimination, social exclusion, and unequal opportunities, the initiative promoted human rights awareness, legal literacy, and greater understanding of the need for inclusive policies that protect vulnerable groups and reduce social and economic disparities.



After the February 6 Earthquakes Conference: The Psychological and Social Impacts of Disaster

In the 2024-2025 academic year, held in collaboration with UNICEF and the Association for Trauma and Disaster Mental Health Studies (TARDE), this scientific event at Bahçeşehir University focused on examining the long-term social and psychological effects of the February 6 earthquakes. The conference presented findings from a comprehensive social impact analysis, highlighting the effectiveness and outcomes of psychosocial support activities conducted over the past year and a half. Discussions centered on ongoing mental health needs, social inequalities in disaster response, and community-based strategies to strengthen resilience and recovery.

The event brought together Bahçeşehir University faculty members and students, TARDE field researchers, UNICEF representatives, and professionals from public institutions and NGOs working in the field. This interdisciplinary exchange of knowledge and experience fostered inclusive collaboration between academic, humanitarian, and institutional actors, emphasizing the importance of equality in post-disaster recovery. This initiative directly contributes to SDG 10: Reduced Inequalities by addressing social disparities in access to psychological and social support, amplifying the needs of vulnerable populations, and promoting inclusive, equitable, and sustainable recovery efforts.

The conference contributes to SDG 10 (Reduced Inequalities), particularly Target 10.2, by addressing disparities in access to psychosocial support and recovery services among communities affected by the February 6 earthquakes. Organized at Bahçeşehir University in collaboration with UNICEF and TARDE, the event presented findings from a comprehensive social impact analysis, highlighting the long-term psychological and social needs of vulnerable populations. By bringing together researchers, humanitarian organizations, public institutions, and civil society representatives, the initiative promoted evidence-based dialogue on equitable disaster recovery, inclusive mental health support, and community resilience, emphasizing the importance of ensuring that disadvantaged groups are not left behind in post-disaster rehabilitation efforts.



Empowering Future Generations: Darüşşafaka High School Students Career Development Programme – Collaboration Between Bahçeşehir University, CIFAL Istanbul–UNITAR, CO-OP, and Darüşşafaka Society (2024-2025 Academic Year)

1	CO-OP Programme Introduction – The Business World and Youth: Current Trends in Career Management
2	DISCOVER YOURSELF – CAREER WORKSHOP
3	NETWORKING AND EFFECTIVE COMMUNICATION IN DIGITAL ENVIRONMENTS
4	SECTOR PANEL: CREATIVE THINKING AND PROBLEM-SOLVING SKILLS IN THE WORKPLACE
5	ENTREPRENEURSHIP AND INNOVATION CULTURE
6	SOCIAL MEDIA, DIGITAL COMMUNICATION AND BRAND MANAGEMENT
7	CEO SESSION: HOW I BUILT MY OWN BRAND
8	E-COMMERCE AND DIGITAL ECONOMY
9	ARTIFICIAL INTELLIGENCE AND DIGITAL TRANSFORMATION
10	TECHNOLOGY AND CREATIVITY: PRODUCTIVE YOUTH
11	SUSTAINABILITY AND THE FUTURE OF WORK
12	NEXT-GENERATION DIGITAL LEARNING PLATFORMS
13	CYBERSECURITY AND DIGITAL ETHICS



Originally launched in 2023, the program continued in the 2024-2025 Academic Year. The High School Students Career Development Programme has been led by Bahçeşehir University as a part of its CO-OP Responsibility initiative. The programme embodies Bahçeşehir University's commitment to ensuring equal opportunities in education and expanding access to quality learning experiences beyond the university campus.

Through interactive sessions such as "Artificial Intelligence and Digital Transformation," "Sustainability and the Future of Work," "Technology and Creativity," and "Cybersecurity and Digital Ethics," participants explored how innovation, ethics, and environmental responsibility shape modern professions. The program encouraged students to use technology as a means to create positive social and environmental impact, rather than merely as a career instrument.

The initiative contributed particularly to SDG 10: Reduced Inequalities by expanding young people's access to career information, contemporary skills and learning experiences that can support more equitable participation in higher education and future employment. By helping students engage with fields that may otherwise remain inaccessible to them, the programme sought to reduce inequalities in exposure to professional pathways and opportunities for personal development. It also advanced SDG 4: Quality Education, SDG 8: Decent Work and Economic Growth, SDG 9: Industry, Innovation and Infrastructure, and SDG 13: Climate Action through its interdisciplinary content. Its collaborative structure further supported SDG 17: Partnerships for the Goals by bringing together academia, international organizations and the education sector to empower future generations.





Istanbul Labour Market and Women's Employment Field Research



Conducted under the coordination of the Bahçeşehir University Center for Economic and Social Research (BETAM), the Istanbul Labour Market and Women's Employment field research advanced data-driven understanding of women's employment, labour-force participation and economic inclusion across Türkiye's largest metropolitan area. Following fieldwork conducted in December 2024, the study was published in 2025 and drew on extensive household surveys and firm-level interviews carried out by Etik Research under BETAM's supervision across 38 districts of Istanbul.

The research contributed particularly to SDG 10: Reduced Inequalities by examining the barriers that prevent women from participating in the labour market on equal terms. By producing evidence on differences in employment opportunities, workplace participation and access to economic resources, the study helped make structural inequalities more visible and provided a basis for policies designed to expand the social and economic inclusion of women. Its district-wide approach also supported a more detailed understanding of how employment conditions and disadvantages may vary across different parts of Istanbul.

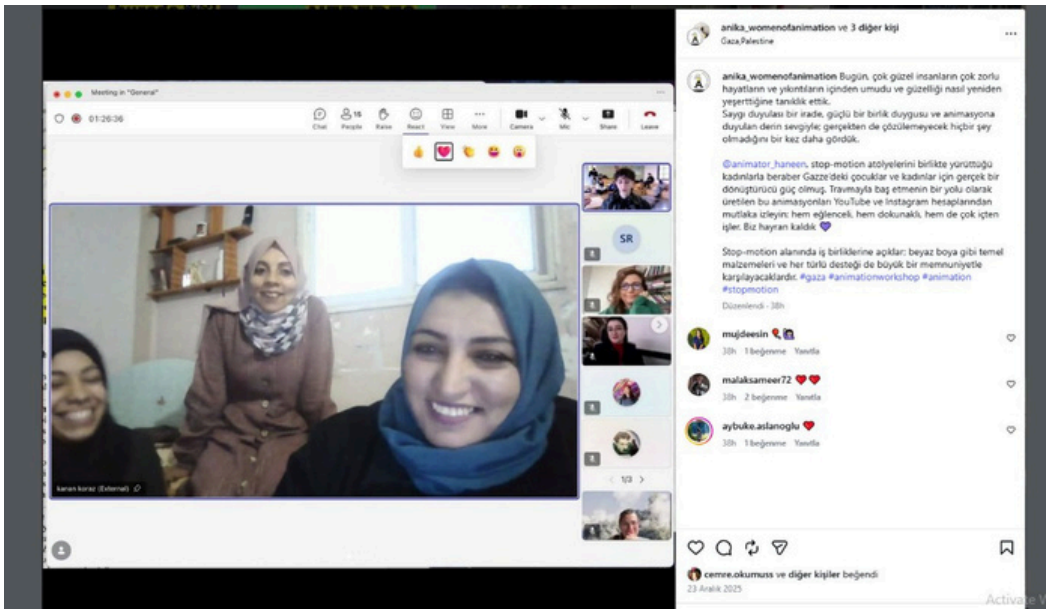
The project additionally supported SDG 5: Gender Equality by addressing gender disparities in employment and identifying obstacles to women's economic empowerment. It contributed to SDG 8: Decent Work and Economic Growth by generating knowledge relevant to fairer labour practices, inclusive employment strategies and broader participation in economic life. Through evidence-based research capable of informing public policy and institutional decision-making, the initiative also aligned with SDG 16: Peace, Justice and Strong Institutions, reflecting Bahçeşehir University's commitment to transparent, accountable and socially inclusive governance.

Open Public Informational Seminar: Art as a Tool for Psychosocial Healing—Gaza Stop-Motion Animation Seminar for Solidarity

During the 2024–2025 academic year, Bahçeşehir University organized the Art as a Tool for Psychosocial Healing: Gaza Stop-Motion Animation Seminar for Solidarity as an open informational session focusing on humanitarian stop-motion workshops led by animator Haneen for displaced children and women in Gaza. The seminar explored how animation and participatory art practices can facilitate emotional expression, trauma processing and psychosocial relief among communities affected by conflict, while drawing attention to the distinct needs of displaced and vulnerable groups during humanitarian crises.

The initiative contributed particularly to SDG 10: Reduced Inequalities by focusing on children and women whose displacement, exposure to conflict and limited access to psychosocial and creative resources place them at heightened risk of exclusion. By highlighting art as an accessible means of expression and supporting the provision of essential art materials, the session promoted more equitable access to opportunities for participation, recovery and emotional support. It also created space for experiences that are often marginalized within public narratives, reinforcing the dignity, agency and visibility of conflict-affected communities.

By framing creative production as a pathway for healing and resilience, the seminar also supported SDG 3: Good Health and Well-Being through its emphasis on mental health, trauma-informed practice and psychosocial support. Its use of participatory learning and socially engaged artistic practice aligned with SDG 4: Quality Education, while its attention to displaced women contributed to SDG 5: Gender Equality. Through its focus on human dignity, solidarity and the protection of conflict-affected civilians, the initiative is further related to SDG 16: Peace, Justice and Strong Institutions.



Seminar on "Advertising that is Offensive to Chinese Consumers" in Collaboration With Hong Kong Baptist University

On 13 December 2025, as part of the AMONG US Guest Speaker Series, organized by Bahçeşehir University's Faculty of Communication and Creative Industries Center, Prof. Dr. Kara Chan from the School of Communication at Hong Kong Baptist University met with students to discuss cultural perspectives on advertising and consumer responses.

In her talk, titled "What Kinds of Advertising Are Offensive to Chinese Consumers?", Prof. Dr. Chan shared insights into how Chinese consumers perceive potentially offensive advertising, highlighting the importance of cultural values and sensitivities in advertising communication. The session provided students with an international and cross-cultural perspective on consumer behavior and encouraged them to consider how advertising messages may be interpreted differently across cultural contexts.

The event contributed particularly to SDG 10: Reduced Inequalities by raising awareness of how culturally insensitive or offensive advertising can reinforce stereotypes, marginalize particular communities and reproduce unequal forms of representation in public communication. By encouraging future communication professionals to recognize cultural differences and develop more respectful and inclusive advertising practices, the seminar supported the equitable representation of diverse identities and communities within media. It also contributed to SDG 4: Quality Education by enriching students' learning through international academic expertise and supported SDG 17: Partnerships for the Goals by promoting academic exchange and knowledge sharing between Bahçeşehir University and Hong Kong Baptist University.



BAU Students' Site Visit to Hrant Dink Foundation

Hrant Dink Foundation is an organization established in 2007, in the memory of late journalist Hrant Dink. Among the organization's specific goals are to monitor hate speech in Turkey, to study history from a non-nationalist perspective especially using oral history, build relationships between Turkey, Armenia and Europe, and improve democratization and human rights in Turkey. The Foundation defines the development of a culture of dialogue, empathy and peace as the basis of all its activities, which concentrate by working toward equal opportunity among children and young people, and supporting their creativity, ensuring that cultural diversity is recognised as a richness and differences are acknowledged as a right, developing cultural relations among the peoples of Turkey, Armenia and Europe, supporting Turkey's democratization process, and supporting efforts to write histories devoid of nationalism and racism.

In the 2024-2025 academic year, as part of the NMD4901 Media, Diversity and Discrimination course, Bahçeşehir University students visited the Hrant Dink Foundation to raise awareness about minority rights and social peace, directly relating to SDG 10: Reduced Inequalities and SDG 16: Peace, Justice and Strong Institutions. This event is also related to SDG17: Partnerships for the Goals, because the NMD4901 Media, Diversity and Discrimination course has been partnering with the Hrant Dink Foundation to create awareness about minority rights, peace and journalism among the undergraduate level students.



City and Democracy Workshop with the Hrant Dink Foundation

On 11 November 2025, as part of the NMD4102 Political Economy of Media course, the Hrant Dink Foundation met with New Media students at Bahçeşehir University and conducted the City of Democracy workshop. Drawing on the Foundation's work in promoting minority and cultural rights, equal citizenship, pluralism, and the elimination of discrimination, the workshop

invited students to consider how democratic life can become more inclusive of different identities, experiences, and voices.

By examining equality as a fundamental condition of democratic participation, the workshop contributed directly to SDG 10 (Reduced Inequalities), particularly its emphasis on social and political inclusion regardless of identity or background. Its focus on dialogue, coexistence, and equal citizenship also supported SDG 16 (Peace, Justice and Strong Institutions) by encouraging students to reflect on the role of human rights, non-discrimination, and inclusive institutions in building peaceful and democratic societies. Through this collaboration, BAU integrated rights-based civil society perspectives into media education and strengthened students' awareness of how media and public discourse can either reproduce inequalities or contribute to a more equitable society.



TÜBİTAK 1001 Research Project on Cyberbullying and Adolescent Bystanders

Bahçeşehir University's research project titled "A Field Study on the Effect of Perceived Legitimization of Cyberbullying on Adolescents' Cyber Bystander Roles," led by Seda Gökçe Turan, was awarded funding under the TÜBİTAK 1001 Scientific and Technological Research Projects Funding Programme in August 2025. Planned to run for 13 months, the project investigates how adolescents' perceptions of cyberbullying as acceptable or justified influence their responses when witnessing harmful online behavior. By examining the factors that shape young people's roles as digital bystanders, the research seeks to generate evidence that can inform cyberbullying prevention strategies, digital citizenship education, and interventions promoting responsible online behavior among adolescents.

The project primarily contributes to SDG 10: Reduced Inequalities by addressing cyberbullying as a form of online harm that can reinforce exclusion, discrimination, and unequal participation in digital spaces. Its findings have the potential to support educational strategies that protect young people from online victimization, challenge the normalization of discriminatory behavior, and foster safer digital environments in which all adolescents can participate on more equal terms.

The initiative also supports SDG 4: Quality Education by advancing research on inclusive learning environments and strengthening students' digital awareness, social responsibility, and understanding of online harassment. It aligns with SDG 3: Good Health and Well-Being by addressing a significant threat to adolescents' psychological well-being and emotional development, while contributing to SDG 16: Peace, Justice and Strong Institutions through its emphasis on nonviolence, accountability, and responsible conduct within digital communities.



New Pedagogies: Pedagogies of Empowerment in the Context of Cancel Culture, Social Media, and Inclusive Education

Authored by BAU scholar Seda Gökçe Turan, this peer-reviewed chapter was published in Need for a New Paradigm in Education: From the Newtonian Paradigm to the Quantum Paradigm by Peter Lang. The chapter examines how the intersection of cancel culture, social media, and inclusive education is reshaping contemporary pedagogical approaches. It considers digital environments as spaces that can create opportunities for empowerment while also exposing learners and educators to exclusion, vulnerability, and unequal participation. Bahçeşehir University

The chapter contributes particularly to SDG 10: Reduced Inequalities by advocating pedagogical frameworks that respect learner diversity and promote equity, inclusion, and meaningful participation. Its emphasis on empowerment pedagogies highlights the importance of enabling learners from different backgrounds to express themselves, develop agency, and navigate digital spaces without being marginalized or silenced. By fostering empathy, resilience, and critical consciousness, the study supports educational practices capable of challenging exclusionary dynamics both within and beyond the classroom.

The publication also directly supports SDG 4: Quality Education by encouraging inclusive, learner-centred approaches that equip students with the critical and social competencies required in the digital age. Through this contribution, Bahçeşehir University advances academic discussion on how education can respond to emerging forms of inequality while creating more inclusive and empowering learning environments.



Femicide at the Intersection of Law and Resistance: Gender-Based Violence and Structural Inequalities

The event “Femicide at the Intersection of Law and Resistance” held on 13 May 2025, brought together expert perspectives from Türkiye and Mexico to examine how structural inequalities, discriminatory gender norms and unequal power relations contribute to violence against women. The discussion highlighted that gender-based violence is both a consequence and a mechanism of inequality, restricting women’s safety, autonomy and ability to participate equally in social, educational, economic and public life.

The event explored the relationship between legislation, judicial enforcement, institutional accountability and civil society resistance. It emphasized that reducing these inequalities requires more than the formal existence of laws: protective measures and judicial remedies must be equally accessible, institutions must respond effectively to women from different

social backgrounds, and perpetrators must be held accountable. Contributions from Türkiye and Mexico enabled participants to consider shared challenges and different approaches to combating impunity, protecting survivors and dismantling the structural conditions that sustain femicide.

The event contributed primarily to SDG 10: Reduced Inequalities by addressing the social and institutional disparities that expose women to violence and limit their equal enjoyment of fundamental rights. It also directly supported SDG 5: Gender Equality through its focus on eliminating violence and discrimination against women, and SDG 16: Peace, Justice and Strong Institutions by advancing dialogue on access to justice, legal protection and institutional accountability. Through expert-led human-rights education and the exchange of perspectives between Türkiye and Mexico, the event additionally aligned with SDG 4: Quality Education and SDG 17: Partnerships for the Goals.



Advancing Digital Literacy and Women's Empowerment Beyond Campus: Bahçeşehir University's Digital Skills Training for Women-Led Agricultural Cooperatives in Ankara



On October 9, 2025, Bahçeşehir University's (BAU) Science Communication Office and CIFAL Istanbul contributed to the design and delivery of the “Digital Skills Development Training for Women-Led Cooperatives”, held in Ankara as part of World Food Day activities. The training was organized within the framework of the Food and Agriculture Organization of the United Nations (FAO) Digital Villages Initiative (DVI), in collaboration with the Republic of Türkiye Ministry of Agriculture and Forestry and Bahçeşehir University.

The initiative aimed to strengthen the digital competencies of women producers, enhance their access to digital markets, and support the sustainable development of rural communities. By delivering educational activities directly to agricultural stakeholders outside the university environment, BAU extended its academic expertise and educational resources to women entrepreneurs and local producers, demonstrating its commitment to community-oriented education, knowledge transfer, and lifelong learning.

The training provided practical, hands-on learning opportunities focused on the effective use of digital tools, online sales and marketing strategies, and social media management. Through applied learning activities, participants explored how digital platforms could be used to promote agricultural products, improve online visibility, communicate with potential customers, and reach broader markets.

A central objective of the programme was to address the digital literacy needs of women-led agricultural cooperatives, particularly in rural communities where access to specialized

training and technological resources may be limited. By introducing accessible digital tools and practical communication strategies, the initiative supported participants in developing competencies relevant to their entrepreneurial activities and everyday business operations.

Bahçeşehir University's contribution through its Science Communication Office and CIFAL Istanbul connected academic knowledge with the practical educational needs of women producers. Rather than limiting university-supported learning to formal degree programmes or campus-based activities, the training brought specialized knowledge directly to a community of agricultural entrepreneurs, enabling participants to engage with digital technologies in ways relevant to their professional activities.

The programme also demonstrated the importance of collaboration between universities, international organizations, and public institutions in expanding access to education. By combining FAO's rural development framework, the Ministry of Agriculture and Forestry's engagement with agricultural communities, and BAU's educational contribution, the initiative created a platform for knowledge exchange and practical skills development.

Importantly, the training was designed for women producers and cooperative members outside Bahçeşehir University's enrolled student population. Its emphasis on applied digital competencies and community-based delivery illustrates BAU's approach to educational outreach beyond campus, particularly for groups that can benefit from greater access to professional learning opportunities.

This event strongly aligns with SDG 5 (Gender Equality) by supporting women's digital competencies, entrepreneurship, and economic participation, and SDG 10 (Reduced Inequalities) by addressing digital skills gaps affecting rural communities. The programme further supports SDG 8 (Decent Work and Economic Growth) through its emphasis on entrepreneurship, digital market access, and sustainable business development.

Through the Digital Skills Development Training for Women-Led Cooperatives in Ankara, Bahçeşehir University demonstrates its commitment to extending educational opportunities beyond campus, strengthening digital literacy among women producers, and supporting inclusive economic participation through community-based learning. The initiative illustrates how university expertise can contribute to practical capacity-building and sustainable development within rural communities.





Book Donation to Support Access to Educational Resources at Bağcılar Primary School in Mersin with BAU BiSoluk Student Club and CIFAL Istanbul Youth Platform



On 25 February 2025, Bahçeşehir University's BiSoluk Student Club and the CIFAL Istanbul Youth Platform, within CIFAL Istanbul, UNITAR, collaborated on a book donation initiative at Bağcılar Primary School in Mersin. The initiative provided students with books to encourage reading habits, strengthen learning motivation and expand access to educational materials. By connecting university students with a local school, the activity also promoted community solidarity and student participation in addressing educational needs.

The initiative supports SDG 1: No Poverty through the provision of in-kind educational resources. Access to books can depend on households' ability to meet expenses beyond their basic needs. Making books available without requiring families to purchase them helps ease this potential financial barrier and supports children's participation in learning. The donation offered a practical form of community support by directing material resources towards primary school education.

The activity also contributes to SDG 10: Reduced Inequalities by helping address differences in access to learning materials. Providing books through a school-based initiative can broaden opportunities for children whose access to reading resources outside the classroom may vary. In this context, the collaboration supported a more inclusive learning environment by making additional educational materials available to students.

Alongside these contributions, the initiative supports SDG 4: Quality Education by encouraging reading and providing resources that complement classroom learning. The collaboration between the student club, the youth platform and the school illustrates how university community engagement can mobilise educational support while strengthening awareness of unequal access to learning opportunities.



Public Educational Panel: The Epistemic and Development Dimensions of Gender – International Women's Day



On March 7, 2025, in recognition of International Women's Day, Bahçeşehir University (BAU), through its Department of Political Science and International Relations, organized a public educational panel titled "The Epistemic and Development Dimensions of Gender." Open to the general public, including individuals beyond the BAU academic community, the event provided an opportunity to explore the relationship between gender equality, knowledge production, and social and economic development.

The panel examined how gender influences the production, recognition, and dissemination of knowledge, as well as the ways in which gender inequalities shape development processes and opportunities for participation. Particular attention was given to the importance of recognizing women's experiences, perspectives, and contributions in academic, social, and institutional contexts.

By addressing the epistemic dimensions of gender, the discussion encouraged participants to reflect on whose knowledge is recognized, whose perspectives are represented, and how gender-based inequalities may influence the creation and application of knowledge. The development dimension further highlighted the importance of women's empowerment, equal participation, and inclusive approaches to social and economic progress.

The initiative contributes directly to SDG 4 (Quality Education) by providing publicly accessible educational opportunities, promoting critical thinking, and supporting lifelong learning on gender equality and inclusive development. It also strongly supports SDG 5 (Gender Equality) by advancing awareness of women's empowerment, equal participation, and the recognition of women's knowledge and contributions. Additionally, the panel aligns with SDG 10 (Reduced Inequalities) by addressing structural barriers to inclusion and equitable participation in knowledge production and development processes.

Time Travel: Youth and Wisdom Meeting—Intergenerational Inclusion and Solidarity

On 10 April 2025, as part of a social responsibility and community outreach initiative, students and faculty members from Bahçeşehir University's Department of International Trade and Business visited Darülaceze. The meeting brought younger and older generations together in an environment of conversation, companionship and mutual learning, enabling participants to share experiences and strengthen intergenerational understanding.

By creating opportunities for meaningful social interaction, the visit supported the social connections, sense of belonging and psychological well-being of elderly individuals. The initiative also recognized older people not merely as recipients of social support but as valued members of society whose experiences and knowledge can contribute to younger generations. In this respect, the programme promoted reciprocal learning while addressing the loneliness and social isolation that can affect older adults.

The activity contributed to SDG 10: Reduced Inequalities by supporting the social inclusion of older people, who may face age-based exclusion and reduced participation in community life. It also aligned with SDG 3: Good Health and Well-being through its emphasis on psychological well-being, social connection and active engagement. Through this intergenerational outreach, Bahçeşehir University strengthened community solidarity and encouraged a more inclusive understanding of aging.

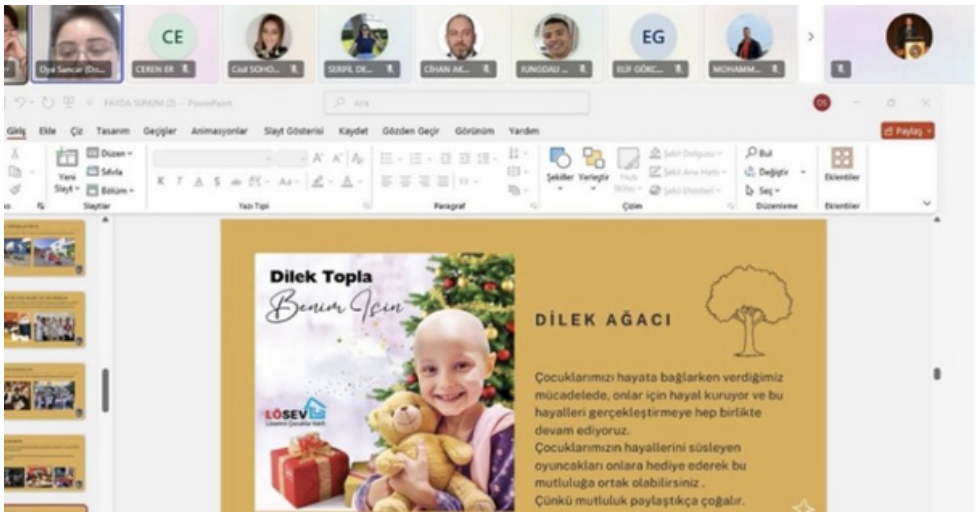


GEP0602 Community Service Applications: Volunteering, Social Inclusion and Solidarity with LÖSEV

On 22 April 2025, within the scope of the GEP0602 Community Service Practices and Volunteering course, CIFAL Istanbul, UNITAR and LÖSEV—the Foundation for Children with Leukemia—jointly organized a training and awareness session focused on volunteering, civil society participation and social responsibility. The programme introduced students to the role of organized volunteering in responding to social needs and supporting individuals and families affected by serious illness.

The session encouraged participants to become actively involved in social-impact initiatives and to consider how civil society organizations help reach groups facing health-related, social and economic disadvantages. By connecting academic learning with the experience of LÖSEV, the programme strengthened students' awareness of social vulnerability, solidarity and the importance of sustained community support.

The initiative contributed to SDG 10: Reduced Inequalities by promoting voluntary action that supports vulnerable groups and helps address disparities in access to social support and participation. It also aligned with SDG 3: Good Health and Well-being through its cooperation with an organization supporting children with leukemia and their families, and with SDG 4: Quality Education by integrating civic responsibility and experiential learning into the curriculum. The collaboration among Bahçeşehir University, CIFAL Istanbul, UNITAR and LÖSEV further supported SDG 17: Partnerships for the Goals by bringing academia, an international training network and civil society together around inclusive social impact.



Skills-Based Career Preparation Programme with SheWorks: Supporting Displaced Women's Access to Employment



The Skills-Based Career Preparation Social Responsibility Programme was delivered face-to-face between 18 August and 5 September 2025, in collaboration with SheWorks and BAUMUS, supporting university-graduate women from Syria and the MENA region residing in Türkiye. Over three weeks, the programme provided English-language training through three separate cohorts, each completing five days of sessions. Participants explored self-awareness, motivation and career goal setting, alongside practical preparation in CV writing, LinkedIn profile development, effective communication and job interviews. One-to-one mentorship complemented the training, offering individual guidance as participants considered their strengths, professional aspirations and next steps towards employment.

The programme contributed to SDG 5: Gender Equality by supporting women's ability to pursue careers and challenge restrictive expectations about their roles. Its combination of career planning, practical training and individual mentorship addressed the importance of women recognising their qualifications and presenting their expertise with confidence. For graduate women seeking to establish a professional life in Türkiye, these opportunities supported greater agency in career decisions and preparation for economic participation. The programme connected personal development with the wider objective of enabling women to pursue employment on more equal terms.

The programme supported SDG 10: Reduced Inequalities by offering targeted career preparation to women whose access to professional opportunities may be affected by intersecting gender, migration and regional-background barriers. Bringing university-graduate women from Syria and the MENA region into a structured learning and mentoring environment recognised the importance of making employment support accessible to groups facing additional obstacles. Through the collaboration with SheWorks and BAUMUS, the initiative provided practical resources to help participants navigate recruitment processes and pursue fuller participation in Türkiye's economic and professional life.

Its contribution to SDG 8: Decent Work and Economic Growth centred on strengthening participants' preparation for recruitment and professional opportunities. CV and LinkedIn sessions helped women communicate their education and competencies, while interview and communication training supported their ability to present themselves to potential employers. Career goal setting and mentorship also helped participants consider how their existing qualifications could inform their employment pathways. These activities supported the transition from academic achievement to participation in working life.



Autism Spectrum Disorder from a Child Psychiatrist's Perspective



On 3 December 2025, BAUKOM hosted the seminar “autism spectrum disorder from a Child Psychiatrist’s Perspective,” delivered by Assoc. Prof. Helin Kafalı. The face-to-face session was open to BAU fourth-year Speech and Language Therapy students and graduate students, while students from other BAU year groups could participate online. Participation was free of charge, enabling students at different educational levels to benefit from the programme.

The seminar examined autism spectrum disorder through an interdisciplinary medical perspective, addressing current diagnostic criteria and clinical considerations relevant to communication professionals. By bringing child psychiatry and speech-language therapy perspectives together, the session strengthened students’ understanding of assessment, referral processes, co-occurring needs, early support, and collaborative care. This integrated approach can help future professionals provide more responsive and individualized services to autistic children and their families.

The programme placed particular emphasis on SDG 10: Reduced Inequalities by strengthening future professionals’ capacity to recognize the diverse needs of autistic individuals and respond through inclusive, respectful, and informed practices. Improved professional awareness can help challenge stigma, reduce barriers to assessment and support services, and promote the equitable participation of autistic children in healthcare, education, and community life.

The initiative also contributed directly to SDG 3: Good Health and Well-Being by advancing interdisciplinary knowledge related to autism assessment, communication needs, and coordinated care. It supported SDG 4: Quality Education by equipping future speech and language therapists with the knowledge required to deliver inclusive and evidence-informed professional services.

Stuttering and Cluttering Seminar



In the 2024-2025 academic year, BAUKOM hosted Prof. Ahmet Konrot for a specialist seminar on stuttering and cluttering. The programme was designed for BAU Speech and Language Therapy students: third- and fourth-year undergraduate students and graduate students participated in person, while first- and second-year students were able to join online. Participation was free of charge, enabling students at different stages of their professional training to benefit from the session.

The seminar provided structured learning on two major fluency disorders, strengthening participants' understanding of their clinical characteristics and the issues associated with assessment and intervention. The initiative contributed to SDG 10: Reduced Inequalities by preparing future professionals to address the communication barriers, stigma, and social disadvantages experienced by individuals who stutter or clutter. Greater clinical awareness can improve access to appropriate support and promote the fuller participation of people with fluency disorders in education, employment, and social life.

Applied Behavior Analysis: Common Misconceptions—in Collaboration with Tohum Autism Foundation



On 7 May 2025, BAUKOM organized the seminar "Applied Behavior Analysis: Common Misconceptions" with Dr. Nursinem Şirin, Director of Education R&D and Projects at Tohum Autism Foundation. Held at BAU South Campus in collaboration with the Foundation, the event was open free of charge to undergraduate and graduate Speech and Language Therapy students as well as SLP graduates.

The seminar examined common misconceptions surrounding applied behavior analysis and presented contemporary perspectives on its use in educational and intervention practices related to autism. By facilitating direct engagement with expertise developed through community-based autism services and projects, the session encouraged participants to approach intervention methods in an informed, ethical, individualized, and evidence-based manner.

The seminar supported SDG 10: Reduced Inequalities by promoting informed and inclusive professional practices that can help reduce misconceptions, stigma, and barriers encountered by autistic individuals. It contributed to SDG 17: Partnerships for the Goals through cooperation between Bahçeşehir University and Tohum Autism Foundation and to SDG 4: Quality Education by providing free specialist learning and professional development opportunities.

Interdisciplinary Approaches in Family-Based Services Panel



In alignment with the Presidency's declaration of 2025 as the "Year of the Family," Bahçeşehir University's Vocational School of Health Services, Department of Child Care and Youth Services organized the "Interdisciplinary Approaches in Family-Based Services Panel." Held on 9 May 2026, the event facilitated the sharing of interdisciplinary approaches, methods, and practices among experts working with children and families across various fields. Featuring esteemed speakers such as Lect. Ayşen Yalın, Res. Asst. Tuna Şahsuvaroğlu, Specialist Social Worker Ahmet Emin Baysal, Feryal Demir, Tuba Özel, and Eren Kutluk, the panel specifically aimed to strengthen family structures and enhance professional collaboration.

Through this initiative, Bahçeşehir University has strengthened its dedication to societal contribution and the empowerment of disadvantaged groups by advancing interdisciplinary cooperation in family and child services. The panel encouraged participants to holistically evaluate the multifaceted needs of families, promoting lifelong learning and robust community support systems. By bringing together diverse experts, the event fostered awareness of inclusive social practices and holistic well-being.

This initiative directly contributes to SDG 10: Reduced Inequalities by focusing on the empowerment of disadvantaged groups and providing support for vulnerable family structures. It also supports SDG 3: Good Health and Well-being and SDG 4: Quality Education through its emphasis on societal well-being, lifelong learning, and the continuous education of professionals and students in child and family services.

Foster Family and Adoption Seminar



In collaboration with the Ministry of Family and Social Services, Bahçeşehir University's Vocational School of Health Services, Department of Child Care and Youth Services organized the "Foster Family and Adoption Seminar" on March 20, 2025. The seminar provided comprehensive information on the frameworks and practices of foster care and adoption. Featuring expert speakers such as Lect. Ayşen Yalın and Specialist Child Development Expert Cansu Gökbek, the event aimed to raise awareness and educate participants on the vital role of family-based care for vulnerable children.

Through this initiative, Bahçeşehir University has strengthened its dedication to societal contribution and the empowerment of disadvantaged groups. The seminar encouraged participants to deeply understand the social, psychological, and institutional dimensions of adoption and foster care, promoting lifelong learning and community responsibility. By collaborating directly with governmental bodies, the event fostered awareness of inclusive social practices and the protection of children's rights to a healthy and supportive family environment.

This initiative directly contributes to SDG 10: Reduced Inequalities by focusing on the empowerment of disadvantaged groups, particularly vulnerable children in need of protective care. It also supports SDG 4: Quality Education through its emphasis on lifelong learning and raising public awareness, as well as SDG 16: Peace, Justice and Strong Institutions by working in partnership with the Ministry to promote effective, accountable, and inclusive social service mechanisms.

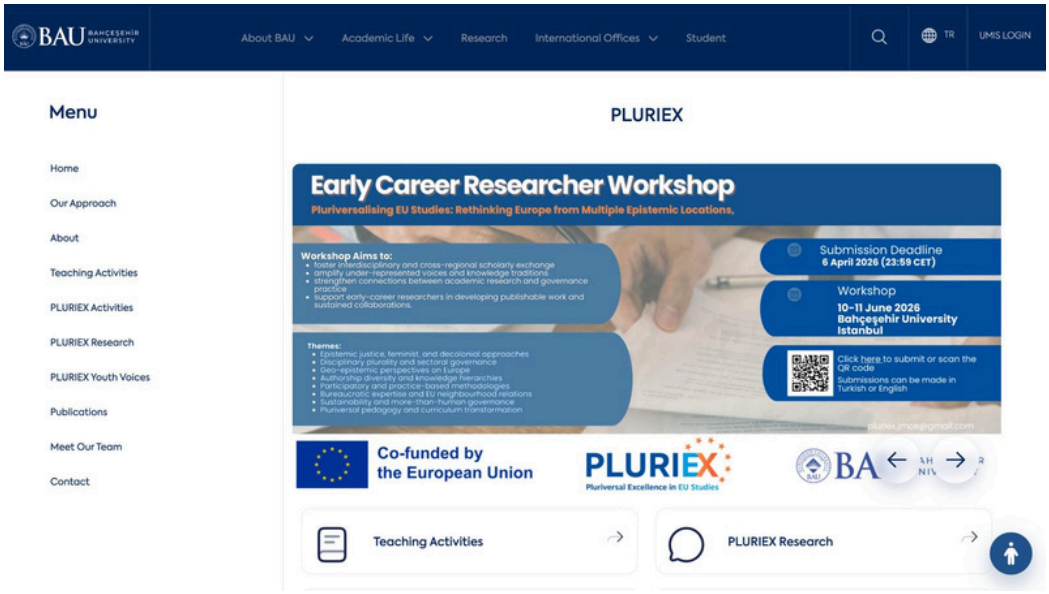
PLURIEX Jean Monnet Centre of Excellence: Plural Knowledge, Inclusive EU Governance and International Cooperation



Established at Bahçeşehir University, PLURIEX is a Jean Monnet Centre of Excellence designed to advance epistemic pluriversality in European Union studies. It expands conventional approaches to Europe by integrating interdisciplinary expertise, diverse intellectual traditions and perspectives historically marginalised in the production of European knowledge. Through teaching, research, expert panels, policy seminars, early-career researcher workshops, writing retreats and the participatory Youth Voices platform, PLURIEX connects students and researchers with policymakers, public administrators, EU practitioners, regulatory experts and civil society actors. Its work addresses areas including EU–Türkiye relations, migration governance, digital transformation, energy transition, environmental regulation and regulatory harmonisation.

The Centre supports SDG 10: Reduced Inequalities by expanding the representation of marginalised, overlooked and non-European perspectives within academic and public discussion of Europe. PLURIEX deliberately includes the scholarship and experiences of Black, Muslim, Asian, Latin American, African and other underrepresented communities, connecting European debates with perspectives from the Global South. Its open and non-hierarchical Youth Voices platform further enables students, young researchers, activists and engaged young citizens—including those not formally affiliated with the project—to contribute policy reflections, research-based outputs and creative work. Through these mechanisms, BAU reduces inequalities in knowledge production by treating young people and historically excluded groups as active producers of knowledge rather than solely as recipients of established narratives.

PLURIEX contributes to SDG 5: Gender Equality by challenging male-dominated narratives in EU studies and placing feminist scholarship, gender politics and epistemic justice within its teaching and research agenda. Building on BAU's Jean Monnet Chair on Feminist Epistemic Justice in the EU and Beyond (FEJUST), the Centre continues the Gender Politics in the EU course, which examines the relationship between gender, nationalism and policymaking. By incorporating feminist perspectives and increasing the visibility of women and other underrepresented knowledge producers, PLURIEX addresses not only women's participation in academic life but also the gendered structures that influence whose knowledge is recognised in political and institutional decision-making.

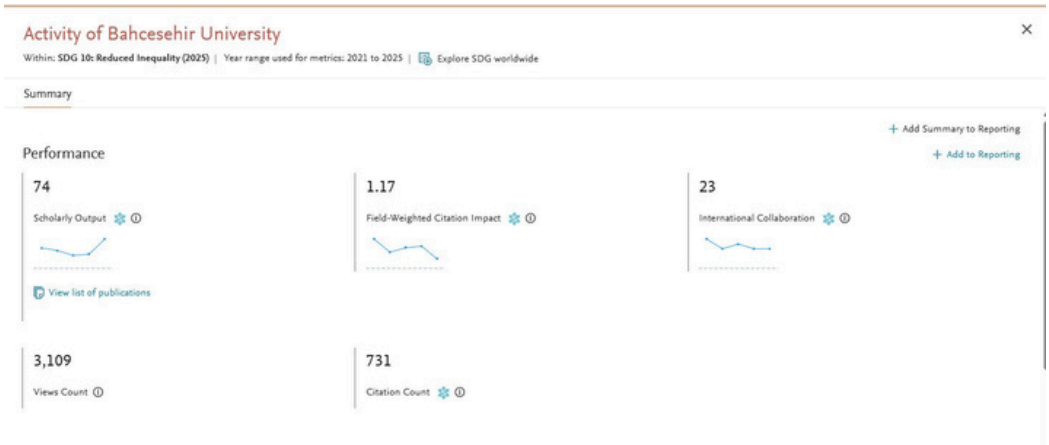


Bahçeşehir University's Research Performance in SDG 10: Reduced Inequalities (2021–2025)

According to SciVal data, Bahçeşehir University produced 74 publications classified under SDG 10: Reduced Inequalities during the 2021–2025 period. These publications achieved a Field-Weighted Citation Impact (FWCI) of 1.17, indicating citation performance 17% above the global average for comparable publications, adjusted for subject field, publication year and publication type.

The research output received 731 citations and recorded 3,109 views, reflecting its visibility and uptake within the academic community. These indicators highlight BAU's contribution to the scientific knowledge base relevant to understanding inequalities and advancing inclusion, providing resources for further research and informed discussion of social and economic disparities.

The figure below presents SciVal's overview of Bahçeşehir University's research performance under SDG 10 for the 2021–2025 period, including scholarly output, citation impact, international collaboration and publication views.





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