



2024 Sustainability Report SDG 5



GENDER EQUALITY

LETTER FROM THE REPORT RECTOR



Ege University is a leading university, an example of the Turkish higher education system, which has received Turkey's first Institutional Full Accreditation Certificate and has the identity of a Student-Focused Research University.

Our University, with its 69-year deep-rooted history, strong academic staff, qualified scientific studies, distinguished students, and graduates, is to make a supreme effort to build a solid future for new generations by being sensitive to the realities of the world, our country and the society we live in. Ege University is a strong research institution with an entrepreneurship and innovation ecosystem where R&D, innovation, knowledge, and technology transfer take place between industry and university.

Ege University has adopted all the goals of eliminating inequalities, strengthening economic growth and employment, improving cities and residential areas, ensuring industrialization, protecting oceans and ecosystems, producing and consuming energy more sustainably, combating climate change, developing sustainable production and consumption, and empowering human rights. Our university operates within an adequate ultrastructure designable to implement all academic and operational activities within the SDGs framework.

We steadfastly persist in our pursuit of elevating Ege University into a vanguard research institution dedicated to pioneering technological advancements in support of sustainable development.

This report not only contains in-depth information about Ege University's remarkable efforts in each of the United Nations Sustainable Development Goals throughout 2024 but also reveals the key strategies of our institution. Moreover, it serves as a guiding compass, not only illuminating our efforts but also enabling a keener determination of our evolving needs and strategic plans.

In harmonious unity, we ardently endeavor to steer our institution towards a guiding and pioneering role by meticulously realizing our objectives through a management philosophy of fairness, equity, and accessibility.

I appreciate all my esteemed colleagues whose collective efforts have shaped this report.

With warm regards and respect..."

Prof. Dr. Necdet BUDAK
Rector



LETTER FROM THE REPORT TEAM

As the Sustainability Report Team, Ege University, we are proud and excited to present the third annual Sustainability Report of Ege University, one of Turkey's pioneering universities, prepared to concretize the University's commitment to sustainability and enable you to follow our sustainability-related efforts closely.

Sustainability lies at the heart of Ege University's main objectives. Besides, our university bears the responsibility of leaving a more livable world to future generations, and it emphasizes its determination to integrate sustainability principles in the fields of education, research, social contribution, and campus management. Over the years, Ege University has built a strong track record of offering sustainable solutions to address the challenges facing the university and society. In 2020, all these efforts culminated in establishing the Rankings Office. This move not only strengthened the university's commitment to sustainability but also led to the formation of sub-commissions focusing on various Sustainable Development Goals. These sub-working groups brought together academics and administrative staff from every faculty and the Rectorate, each contributing diverse perspectives and professional expertise.

What makes the Rankings Office even more dynamic is its inclusion of the Sustainability Report Team, which actively participates in all activities, thus enhancing the visibility of the office across the university.

Ege University aims to extend influence far beyond the boundaries of our institution. The EGE Sustainability Team seeks to be a trailblazer in instilling a culture of sustainability in other higher education institutions. Our Sustainability Team and its sub-working groups are going to serve as advisors to our university as well as to other universities, offering insights into Sustainable Development Goals and impact management. Furthermore, we are going to continue to be actively involved in educational initiatives that support schools on their sustainability journeys.

Beyond our campuses, we actively engage with local communities, businesses, and government entities to foster sustainable relationships, collaborate on solving common issues, and share our wealth of knowledge.

Ege University is unwavering in its commitment to the responsible management of resources to mitigate their impact on society, the environment, and the economy. This report offers a transparent and current source of information, providing valuable guidance to universities and stakeholders seeking to expand their knowledge on sustainability.

EGE University is actively dedicated to advancing sustainability through research, education, and innovation to become a leading institution in Turkey and worldwide. Our primary focus is on enhancing the accessibility, inclusivity, and affordability of our university for the benefit of our community. We cultivate positive partnerships with industry leaders to strengthen our engagement and ensure the use of environmentally sustainable practices that support innovation and research.

This report offers insight into EGE UNI's position in 2024 regarding enhancing sustainability in Turkey. We share our initiatives and commitments related to environmental, social, and economic sustainability, along with their corresponding impacts. We extend our gratitude to our sub-working groups, the Sustainability Report team, our dedicated students, EGE's esteemed academicians, and the Rectorate for their unwavering efforts this year to further our sustainable impact.

Our journey towards securing the sustainability of our world is an extensive and long way one. As the EGE Sustainability Team, we place our trust in the dedication of our university's staff and students to continue their improvements this year and sustain their endeavors well into the future.

We appreciate your interest in the Ege University Sustainability Report and eagerly welcome the feedback of our readers.

Prof. Dr. Gökür ŞİŞMAN AYDIN

Coordinator

EU Sustainability Office

PERCENTAGE OF FIRST-GENERATION FEMALE STUDENTS

According to the data obtained from the website of the Student Affairs Office, the total number of female students currently enrolled is 26,863 (49,3% of the all students); the number of female students who started education is 5041. Among these 5041 female students (according to the data obtained from the Education and Training Services Branch Directorate), the total number of first-generation women who started education is 3885. Their share is 77%.

Annual Data Of 2024

NUMBER OF STUDENTS STUDYING			NUMBER OF GRADUATES		
MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
27599	26863	54462	3683	4938	8621

Source: Ege University Students Affairs Head Office.

STUDENT ACCESS METRICS

Multifaceted digital systems have been developed to systematically measure and monitor the female application rate and the acceptance or entry rate. Platforms that systematically measure and monitor the proportion of women starting university education: kimlik.ege.edu.tr, [Student Information System](#) (OBYS), [Sayılarla Ege](#) (Ege in Numbers) and a specific information system dedicated to [international students](#). The University also has a [Gender Equality Plan](#) (GEP). Within the framework of gender equality, the university recognizes that eliminating all forms of discrimination against women and girls is not only a human right but also crucial for accelerating sustainable development, and it implements its goals and plans accordingly.

- It supports scientific studies conducted in various units on gender equality.
- It maintains and carries out its work on preventing violence against women and protecting women's rights within the context of gender equality.
- It provides affordable childcare for the children of university staff and students.
- It supports a policy of non-discrimination within the framework of gender equality.
- It organizes and participates in national and international events related to gender equality, and collaborates with institutions and organizations.
- It supports the de-gendering of professions.
- It conducts academic studies to raise awareness of gender equality in the public.
- It supports increasing the number of senior academics by observing gender equality.
- It aims to promote gender equality in every unit of the university.

Social Responsibility Projects Coordination Office

Through projects that serve the community and contribute to its development, Ege University students, faculty members, and staff aim to discover their ability to influence social benefit by addressing the fundamental issues behind social problems and to achieve individual and social gains through social responsibility projects. Students have completed **3,467** social responsibility projects. Of these social responsibility projects, **2,480** were prepared **under the guidance of female mentors**.

Conferences, Symposia, Training Programs



On December 23, 2024, at 1:15 PM, Associate Professor Dr. Fatma TEKİN delivered a conference titled **"Women and Family in (Turkish) Proverbs"** in Classroom Z37 of the Faculty of Nursing. This event was organized by the Turkish Language Department.



On November 29, 2024, the **2nd International Symposium on Current Topics in Women's Health and Diseases Nursing in the Aegean Region** was held online from 10:00 AM to 4:00 PM, organized by the Department of Women's Health and Diseases Nursing at the Faculty of Nursing, Ege University.



October 11, 2024: Prof. Dr. Nazlı Burcu Özbaran, Coordinator for Supporting Gender Equality and Preventing Sexual Harassment and faculty member at the Faculty of Medicine, and Ebru Kalyoncu, instructor at the Atatürk Health Services Vocational School, Department of Child Care and Youth Services, held a discussion titled **Gender and Identity Development in Children and Youth**.



On May 10, 17, 24, 31, and June 7, 14, 2024, within the scope of the TÜBİTAK 3005 Innovative Solutions in Social and Human Sciences Research Projects Support Program, **The Training on Preparedness for Informing and Managing Violence Against Women for Health Professionals** was held in Meeting Room No. 216 by the Faculty of Nursing.



On March 29, 2024, a conference titled **Gender Fluidity Through the Lens of Feminist Theory** was held. This event, held at the Faculty of Medicine, addressed topics such as the struggle for the existence and recognition of female identity throughout history, the difficulties faced by women in childbearing, recognition in the workforce, academic life, and public administration, and the right to vote.





On March 8, 2024, at 1:30 PM, the Midwifery Department organized a World Women's Day event via Zoom under the title **"On Being a Woman and Motherhood."**



On March 7, 2024, Assoc. Prof. Dr. Zeynep ALAT gave a lecture titled **"Women in the Media"** at the faculty conference hall of the Ödemiş Faculty of Health Sciences.



On January 30, 2024, as part of the "SCORA 102" event organized by the Sexual and Reproductive Health Working Group, the event **"The Concept of Gender in the 21st Century"** was held with the participation of Prof. Dr. Nazlı Burcu Özbaran, Coordinator for Supporting Gender Equality and Preventing Sexual Harassment and faculty member at the Faculty of Medicine, and Specialist Dr. Begüm Yuluğ Taş.



On Friday, December 27, 2023, at 1:00 PM, the **Panel on Women in Islamic Thought and Islamic Societies** was organized by Birgivi Faculty of Theology.



On October 26, 2023, at 1:00 PM, a workshop titled **"Language and Gender"** was held at the Department of German Language and Literature, Faculty of Literature, with Prof. Dr. Eva Neuland from the University of Wuppertal.



On Friday, October 20, 2023, at 12:00 p.m., Prof. Dr. Gonca TEKANT gave an online lecture titled **"Female Physicians Who Contributed to the Turkish Republic."** This event was organized by the Faculty of Medicine.



On October 16, 2023, at 12:00 p.m., the **Rector's Cup Women's Volleyball Match** was held at the EÜ Grand Sports Hall. This event was organized by the Directorate of Health, Culture, and Sports.



ACTIVITIES OF THE EGE UNIVERSITY WOMEN'S STUDIES RESEARCH CENTER



On March 8, 2024, EKAM organized the Symposium for **Mothers of Children with Special Needs**. A book based on this symposium was published by Ege University Publications in the EKAM Series, edited by Prof. Dr. Şerife ÇAĞIN, Prof. Dr. Sevinç ÇIRAK-KARADAĞ, and Assoc. Prof. Dr. Dilek MAKTAL-CANKO.



On March 6, 7, and 8, 2024, the Ege University Ethnography Museum and EKAM collaborated to organize a week-long event in the name of **International Women's Day**.



On March 7, 2024, at 2:30 p.m., the **Museum Talks Art Panel** was held in collaboration with Ege University Ethnography Museum and EKAM.



Between March 6 and April 6, 2024, a group exhibition, in the name of March 8 Women's Day titled **"Beyond the Visible"** was organized in collaboration with Ege University Ethnography Museum.





Sportive Achievements Of Ege University Women's Teams

19 women's teams competed in the inter-faculty and inter-college volleyball tournament. **10** women's teams competed in inter-university tournaments (badminton, basketball, flag football, hado, kickboxing, table tennis, muay thai, pickleball, tennis, swimming).

In the team category, 1 silver medal was won in tennis and 1 bronze medal in pickleball. **In the individual category**, 2 silver medals were won in kickboxing and 1 bronze medal in muay thai.

Women's Access Projects

AROM (Research-Focused Student Center): AROM operates under the umbrella of EBİLTEM-TTO and provides,

- Research Student Orientation Programs,
- Academic Mentor Training, Certificate Programs on "Project Writing and Protection of Intellectual Property Rights" and "Entrepreneurship 101" for Graduate Students of the Institute of Health Sciences
- Online Project Writing Training for the TÜBİTAK 2209/A University Student Research Projects Support Program
- Ege University Academic Mentor Training
- Project Writing Training for the TÜBİTAK 2209-B Industry-Oriented Undergraduate Research Projects Support Program. See also the "[AROM Ambassadors](#)"; "[I need a mentor!](#)" and "[I can become a mentor!](#)" programs.

Ege University EBİLTEM - Technology Transfer Office

The Project Support Unit for academics and students provides support to all researchers, primarily those at Ege University, throughout the entire process from the idea stage to the completion of a project. It helps reduce the bureaucratic burden on researchers in their projects. In this context, support programs such as "I Want to Do a Project," "I Want to Do a Project with the Industrial Sector," "I Want to Explore International Collaborations," "I Want to Protect My Idea," and "I Want to Start a Company" are available. The percentage of women who have established companies within the Technology Park at Ege University is **27%**.

[The Social Responsibility Projects Coordination Office](#) aims to encourage Ege University students, faculty members, and staff to engage with social issues through projects that serve and develop the community. It seeks to achieve individual and societal gains through social responsibility projects. In the 2023-2024 academic year, there are **3,467** social responsibility projects carried out jointly by students and faculty members targeting disadvantaged groups. Of these social responsibility projects, **2,480** were implemented under the guidance of female mentors. **42** of these projects directly addressed gender and women's issues.

Alumni Relations

Through the alumni events organized annually by [Ege University's Alumni Relations Office](#), our graduates continue to inspire and mentor current students, particularly female students. Numerous events have been organized to invite female graduates to share their classroom experiences.

Women and Gender Studies Master Dissertations Completed in 2024

Master Dissertations Completed in the Master Program of Women's Studies

Dissertations are in Turkish with an abstract in English. To reach the dissertations please visit the web page of [Women Studies Research Centre](#)

Bengü LAÇİN. 2024. *Quo Vadis Humanitas: Margaret Atwood'un Maddaddam Üçlemesi'nde Ekofeminist Distopya* (*Quo Vadis Humanitas: Ecofeminist Dystopia in Margaret Atwood's Maddaddam Trilogy*) 102 pages. Supervisors: Dilek DİRENÇ, Nilsen GÖKÇEN-ULUK

Ebru GÜVEN-DOĞAN. 2024. *Eğitimde Cinsiyetçi Söylemler: Lise Öğretmenleri Üzerine Bir Araştırma* (*Sexist Discourses in Education: A Research on High School Teachers*) 120 pages. Supervisor: Gülgün MEŞE

Özlem ALTIPARMAK. 2024. *Çevre Mücadelesinde Kadınlar: Kirazlı ve Gökçealan Köyleri İncelemesi* (*Women in Environmental Struggle: An Analysis of Kirazlı and Gökçealan Villages*) 111 pages Supervisor: Gülgün MEŞE

Reyhan DEĞİRMENCİ. 2024. *Türk Mitolojisinde Yüce Ana Arketipi: Umay Üzerine Arketipsel Bir İnceleme* (*The Archetype of The Great Mother in Turkish Mythology: An Archetypal Study of Umay*) 154 pages Supervisor: Seçkin SARPKAYA

Serap DEMİR. 2024. *Yoğun Göç Alan ve Daha Az Göç Alan Bölgelerde Çalışan Öğretmenlerin Meslekî Adanmışlık ve Motivasyon Düzeylerinin Meslekî İyilik Hâlleri ile İlişkisi* (*Relationships Between Professional Well-Being, Professional Commitment and Motivation among Teachers Working in Areas with High or Low Influx of Immigrants*) 132 pages Supervisor: Sevinç ÇIRAK-KARADAĞ

Tuğba KARADENİZ. 2024. *Lisansüstü Eğitimde Okul Terkinin Toplumsal Cinsiyet Bağlamında İncelenmesi: Ege Üniversitesi Örneği* (*Examination of School Drop out in Graduate Education in the Context of Gender: Ege University Example*) 133 pages Supervisor: Gülgün MEŞE

Yusuf NAR. 2024. *Trans Kadın Nüfusun İkametgâh Hareketliliği ve Mekânsal Tercihleri: İzmir Örneği* (*Residential Mobility and Spatial Preferences of Transgender Women in the Case of Izmir*) 169 pages Supervisor: İlkay SÜDAŞ

Zeynep CESUR. 2024. *Kadın Öğretmenlerin Maruz Kaldığı Psikolojik Şiddetin Etkileri: Gözden Geçirme* (*The Effects of Psychological Violence that Female Teachers Are Exposed: A Review*) 97 pages Supervisor: Esra ENGİN

Master's Dissertations Completed in other Academic Departments of Ege University

Burcu CANBEY. 2024. *Şark Kadını dergisinin izahlı bibliyografyası* / Annotated bibliography of the Şark Kadını magazine 332 pages Supervisor: Yılmaz ÖZKAYA

Sinem ÇAPAR İLERİ. 2024. *Women's voices in British travel writing tradition: analysis of altered space and meaning in the example of Istanbul* / İngiliz seyahat yazınında kadınların sesleri: Değişen mekân ve anlamın İstanbul örneğinde incelenmesi 186 pages Supervisor: Aylin ATİLLA-MAT

Gözde Zülal SOLAK. 2024. *Sapphic identity in the 20th Century American Poetry: Poetry as performativity* / Yirminci Yüzyıl Amerikan şiirinde Sappho kimliği: Şiirin edimselliği 112 pages Supervisor: Özlem GÜMÜŞÇUBUK

Büşra CAN BEKİROĞLU. 2024. **Adölesan kadın voleybolcularda motor imgeleme eğitiminin sportif performans, kas kuvveti ve imgeleme becerisi üzerine etkisinin incelenmesi** / Investigation of the effect of motor imagery training on sports performance, muscle strength and imagery skills in adolescent women volleyball players 95 pages **Supervisor:** Serkan BAKIRHAN

Ece ÖZAYDINLI. 2024. **Üniversite öğrencilerinde toplumsal cinsiyet rolleri, öz şefkat ve psikolojik dayanıklılığın beden imgesi baş etme stratejilerini yordamadaki rolü** / The rol of gender roles, self-compassion and psychological resilience in predicting body image coping strategies among undergraduates 103 pages **Supervisor:** Serkan DENİZLİ

Bilgesu ERGEN KOCABIYIK. 2024. **Üniversite öğrencilerinin psikolojik iyi oluş düzeylerinin yordanmasında toplumsal cinsiyet rolleri ve temel psikolojik ihtiyaçların rolü** / The role of gender roles and basic psychological needs in predicting the psychological well-being levels of university students 125 pages **Supervisor:** Mine ALADAĞ

SCIENTIFIC RESEARCH PROJECTS ON WOMEN AND GENDER ISSUES

There are 5 BAP projects registered in the <https://unisis.ege.edu.tr/> information system that focus on SDG-5. Detailed information about these projects is provided below:

NO	TYPE		TITLE	CONDUCTOR	FACULTY
24200	Master's dissertation project	Completed	From Legendary to Contemporary: The Literary Evolution of Narratives through Retellings and Adaptations of The Iliad and The Odyssey	Aylin ATILLA MAT	Letters
25237	General Research Project	Completed	Effect of testosterone on Toll-like receptor levels in transgender men	B.Pinar SARER YÜREKLİ	Medicine
29685	General Research Project	Ongoing	Planning, Implementation and Evaluation of a Mentorship Program in Fisheries Engineering Education	Huriye GÖNCUOĞLU BODUR	Fisheries
32543	Early-career Project	Ongoing	Being a Woman Behind Bars: Literary Narratives of Women Prisoners in the US	Firuze GUZEL	Letters
32718	Research Uni. Support Program	Ongoing	CryoCancer-AI: An AI-Powered Cryogel-Based Lab-on-a-Chip and in vivo Cancer Model	Sinan AKGOL	Sciences

SCHOLARSHIPS / STUDENT SUPPORT

According to data obtained from the Health, Culture, and Sports Directorate, a total of 399 students receive meal scholarships, of which 242 are female and 157 are male. Students can also work on campus on a part-time basis. Of the 188 students employed part-time on campus during the 2023-2024 academic year, 101 were female.

A LIST OF THE ONLINE NEWS PUBLISHED BY EGE UNIVERSITY'S NEWS AGENCY ([Ege Ajans](#))

ABOUT ACADEMIC ACTIVITIES ON THE THEME OF WOMEN AND GENDER

DATE	TITLE
23.12.2024	Babaların yenidoğan bakımına hazır oluştukları ile doğum sonu güvenlik hissi arasındaki ilişki araştırılacak
03.12.2024	EÜ'de "II. Uluslararası Ege Kadın Sağlığı ve Hastalıkları Hemşireliğinde Güncel Konular Sempozyumu" düzenlendi
21.11.2024	Kadına Şiddete Bilimsel Çözüm
14.11.2024	EÜ'de "Atatürk ve Cumhuriyet Döneminde Türk Kadını" söyleşi yapıldı
25.06.2024	Bu proje ile deprem sonrası menopozal dönemdeki kadınların sağlık ihtiyaçları belirlenecek
13.06.2024	Egeli akademisyene "Dünya Havacı Kadınlar Haftası" kapsamında uluslararası ödül
07.05.2024	Egeli öğrencilerden kadınların güçlendirilmesine yönelik proje
13.03.2024	EÜ Havacılık MYO "Dünya Havacı Kadınlar Haftası"nı coşkuyla kutladı
11.3.2024	'Görünenin Ötesinde' Sergisi Sanatseverlerle Buluştu
11.3.2024	Ege Üniversitesi'nden 'Dünya Kadınlar Günü'ne Özel Sergi
11.3.2024	Ege Üniversitesi'nden 'Dünya Kadınlar Günü'ne Özel Sergi
11.3.2024	Ege Üniversitesi'nden 'Dünya Kadınlar Günü'ne Özel Sergi
11.3.2024	Ege Üniversitesi'nden 'Dünya Kadınlar Günü'ne Özel Sergi: Görünenin Ötesinde
10.3.2024	EÜ'de "Özel Gereksinimli Çocuk Anneleri" Sempozyumu düzenlendi
07.03.2024	Kanser tanısı alan kadınlara yönelik önemli proje
6.3.2024	Ege Üniversitesi'nde "8 Mart Dünya Kadınlar Günü" Bir Dizi Etkinlikle Kutlanacak
6.3.2024	Ege Üniversitesi'nde 8 Mart Dünya Kadınlar Günü'ne Özel Etkinlikler: 8 Mart Haftası Etkinlikleri
6.3.2024	Ege'de '8 Mart' Heyecanı
6.3.2024	Ege Üniversitesi'nde 8 Mart'a Özel Etkinlik
05.03.2024	Egeli akademisyenler kadına yönelik şiddet konusunda sağlık profesyonellerini eğitecek
29.02.2024	"Kadınlık ve Annelik Üzerine"
15.02.2024	Egeli akademisyenin engelli kadınlara yönelik projesine AB'den destek
01.02.2024	Doç. Dr. Er Güneri "Afet sonrası menstrüel hijyen eksikliği kadınların üreme sağlığını etkiliyor"
29.01.2024	Bu proje ile kadınlar afetlerde daha etkin rol üstlenecekler
11.01.2024	Egeli bilim ekibi, afetlerde kadın sağlığını değerlendirmeye yönelik ölçüm aracı geliştirecek
10.01.2024	Prof. Dr. Çağın, "Kadınları, yaşamın her alanında görünür kılmalıyız"
05.12.2023	Egeli akademisyenlerden kadınların sağlık yolculuğunda sürekli bir rehber: EBEYE DANIŞ
23.11.2023	EGE Teknopark firması AnadOlive Gıda 'Halkbank Üreten Kadınlar Yarışması'nda birinci oldu
14.11.2023	EÜ'de kadının sanat tarihindeki yeri konuşuldu
18.10.2023	Ege'de "İzmir'de Bir Cumhuriyet Aydı: Vedide Baha Pars" Paneli Düzenlendi
09.10.2023	Avrupa Üniversiteli Kadınlar Birliği, EÜ İletişim Fakültesini ziyaret etti



PERCENTAGE OF SENIOR FEMALE ACADEMICS

At Ege University in the 2023-2024 academic year, when looking at the [number of academic staff](#) by title, 476 of the 943 professors are women, 203 of the 337 associate professors are women, 240 of the 432 assistant professors are women, 247 of the 469 lecturers are women, and 468 of the 809 research assistants are women. Furthermore, looking at the number of academic staff by gender, there are 1,634 female academicians (54.53%) and 1,356 male academicians (45.46%). The total number of academic staff is 2,990. The [number of senior female academics](#) is 476 (full professors).

According to information obtained from the Ege University Board of Directors there is one female Vice Rector, 9 female Deans, 21 Assistant Deans, 8 female Directors, and 16 female Assistant Directors have been appointed to decision-making mechanisms and senior management positions. There are 13 female members of the university senate.

Percentage of women receiving degrees (associate's, bachelor's, and graduate degrees:

The percentage of women receiving degrees is **57.3%**; total number of graduates is **8621**. According to data obtained from the Office of Student Affairs, **4,938** of the 8,621 graduates were female students and **3,683** were male students.

Number of graduates by field (Science, technology, engineering, and mathematics; Medicine; Fine Arts and Humanities, Social Sciences:

According to data obtained from the Student Affairs Directorate, **4,938** of the 8,621 graduates were female students, while **3,683** were male students. The number of graduates in Science, technology, engineering, and mathematics is **3,822**. The number of graduates in medicine: **2181**. The number of graduates in Fine Arts and Humanities/Social Sciences: **2618**

The total number of female graduates in all fields (STEM, medicine, arts and humanities and social sciences) is **4938**. **1795** were in STEM. **1519** were in medicine and the number of female graduates in Fine Arts and Humanities/Social Sciences was **1625**

Percentage of Women by Degree (Associate, Bachelor's, and Graduate):

In the 2023-2024 academic year, 4,938 of Ege University's 8,621 graduates were female and 3,683 were male. The percentage of female graduates (57.3%) was higher than that of male graduates. The number of graduates in science, technology, engineering, and mathematics was **3822**. The number of graduates in medicine was **2181**. The number of graduates in fine arts and humanities/social sciences was **2618**. The number of female graduates in science, technology, engineering, and mathematics was **1795**. The number of female graduates in the field of medicine (health) was **1519**. The striking numerical superiority of women in this field is due to the fact that nursing departments predominantly produce female graduates. The number of female graduates in the field of Fine Arts and Humanities/Social Sciences was **1925**.



METRICS OF WOMEN'S DEVELOPMENT

Ege University Gender Equality Plan (2022-2025)

Ege University recognizes the need [to eliminate all forms of discrimination against women and girls](#). Within the framework of gender equality, it implements its goals and plans not only from a human rights perspective but also to accelerate sustainable development. It supports scientific research conducted in various units related to gender equality. It houses units and centres dedicated to preventing violence against women and protecting women's rights. It offers affordable childcare options for the children of university staff and students. It supports a non-discrimination policy within the framework of gender equality. It organizes and participates in national and international events related to gender equality and collaborates with institutions and organizations. It supports the gender neutrality of professions. It conducts academic studies to spread awareness of gender equality in society. It supports increasing the number of senior academics with a view to gender equality. It aims to promote gender equality in every unit of the university.

[The Ege University Institutional Development Planning and Monitoring Coordination Office](#) evaluates policies and action plans that track women's applications, admissions, enrollments, and participation in the university in its annual Ege University Monitoring and Evaluation Reports. Plans for each target on the <https://surdurulebilir.ege.edu.tr> platform are prepared in relation to SDG 5.

Ege University Gender Equality Support and Sexual Harassment Prevention Unit Executive Board The Ege University Gender Equality Support and Sexual Harassment Prevention Unit Executive Board was established in accordance with the decision of the Board of Trustees of Ege University, pursuant to Article 6, Paragraph 3 of the "Ege University Gender Equality Support and Sexual Harassment Prevention Unit Directive". Its secretariat is managed [by the Ege University Gender Equality and Sexual Harassment Prevention Unit Coordination Office](#).

The following [legislation](#) is utilized to prevent discrimination against women, particularly all forms of discrimination.

LAWS

Law No. 657 on Civil Servants

Law No. 2547 on Higher Education

Law No. 4691 on Technology Development Zones

Law No. 5746 on the Support of Research, Development, and Design Activities

Law No. 6331 on Occupational Health and Safety

DECREE LAWS

Decree Law No. 124 on the Administrative Organization of Higher Education Institutions and Higher Education Institutions

Ege University Student Council works to ensure that the educational, health, sports, and socio-cultural needs of all registered students are met in the best possible way. It determines student opinions and protects student rights. By establishing effective communication among students, it conveys their expectations and requests to the administrative bodies and follows up on solutions. To ensure that student opinions are influential in decisions affecting students, student representatives participate in the administrative board meetings held at their respective faculties/vocational schools/institutes. The President of the Student Council also participates in the university's senate and administrative board meetings, representing students in university administration. The Student Council, which establishes effective communication with university administrative bodies and, when necessary, external institutions to find solutions to problems, evaluate different opinions, and make our university more advanced in every sense, represents Ege University in the best possible way both domestically and internationally.



Student Clubs

Our university has 67 student clubs established for students to spend their time outside of class in a meaningful way, working in the fields of culture, arts, sports, thought, and career. Among these clubs is the [Aegean Women's Studies Club](#). [Ege Kadın Çalışmaları Öğrenci Kulübü]

Ege University Information Package is a platform that provides convenience for information on standard of living, accommodation, nutrition, health, student affairs, students with disabilities, insurance, scholarship opportunities, work opportunities, international programs, information for exchange students, language courses, internship opportunities, social, cultural, and sporting activities, and student communities. This platform includes features that make university life easier.

EGESEM is a Lifelong Education Unit of Ege University. This unit organizes training courses and prepares certification programs. In 2024, 189 certificates were awarded on topics related to women and gender equality. EGESEM's duties also include the following:

- Organizing trips focused on gender equality and women's issues as part of training programs
- Measuring the impact of organized training through anonymous surveys
- Increasing the participation of male administrative staff in organized training programs
- Preparing special training programs on gender equality for faculties.
- Providing funding when necessary (including international experts on gender equality)
- Preparing training programs on preventing gender-based violence, including sexual harassment.

The duties and responsibilities of the Ege University Gender Equality Officer and Committee are outlined in the Gender Equality Plan to be published by E.Ü. in 2024. The duties and responsibilities defined for the Gender Equality Officer (GEO) are as follows:

- The GEO is the coordinator of the Gender Equality Committee.
- The GEO consults with relevant academic and administrative units at Ege University for the implementation of the Gender Equality Committee's actions.

Gender Equality Committee (TCEK)

- The TCEK committee consists of a gender equality officer and academic and administrative representatives from various units of Ege University.
- The committee consists of representatives from the Women's Issues Application and Research Center (EKAM) and the Gender Equality Support and Sexual Harassment Prevention Unit, as well as relevant communities and units.
- The committee meets at least three times a year to monitor the process and decide on priority actions for the following month(s).



Duties and Responsibilities:

- Systematically collect data related to monitoring gender equality.
- Review all institutional documents, procedures, and decision-making mechanisms from a gender equality perspective and make recommendations and regulations based on TCEK.
- Follow up on annual comparative evaluations of collected data.
- Design and develop a mechanism for monitoring and evaluating collected data.
- Evaluate actions, successes, and shortcomings at the end of the period.
- Follow up on updates for the relevant year and TCEK for the following year.
- Plan activities to raise awareness about TCEK and promote gender equality among everyone.
- Follow relevant funding opportunities for gender studies (e.g., national and international foundations, TÜBİTAK, and EU funds).

Non-Discrimination Policies for Transgender Persons

The Values of the University

The statement of core values in the university's 2019-2023 and [2024-2028](#) strategic plans is as follows: Scientific, research-oriented, innovative, sharing, participative, reliable, communicative, environmentalist, respectful towards diverse values, and leading. In the Strategic Document, "Respect for Values" includes transgender people. According to Article 11 of the Constitution of the Republic of Turkey, "The provisions of the Constitution are the fundamental rules of law binding the legislative, executive and judicial organs, administrative authorities and other organizations and persons". According to Article 90/5 of the Constitution, "In case of disputes arising out of differences between international treaties on fundamental rights and freedoms duly put into force and the laws on the same subject, the provisions of international treaties shall prevail."

Therefore, given that Turkey is a party to the UN Covenant on Civil and Political Rights, the UN Covenant on Economic and Cultural Rights and the Council of Europe conventions, there is no legal obstacle for universities and Ege University to make regulations that prohibit discrimination on the basis of sexual orientation, gender identity, gender expression, gender characteristics or include policies on the rights of transgender people."

As previously mentioned, Ege University Gender Equality Promotion and Sexual Harassment Prevention Unit Directive states that the Gender Equality Promotion and Sexual Harassment Prevention Unit was established in accordance with the Gender Equality Policy Document adopted by the Ege University Senate. The establishment of the unit is also based on the Gender Equality Position Paper of the General Assembly of the Council of Higher Education dated 28.05.2015. The Directive regulates the structure, duties and responsibilities, working procedures and principles of the unit. The purpose of the unit is defined in Article 5 of the Directive as raising awareness on gender equality for a university environment that respects gender equality, supporting equality in representation, raising awareness on violence, sexual harassment and assault based on gender inequality, and evaluating applications and complaints about these cases.

Ege University Directive on the Issuance of Diplomas, Diploma Supplements and Other Documents

Article 9: The procedures and principles regarding the issuance of diplomas, diploma supplements and similar documents of students graduating from Ege University are regulated. Information in the Diploma Article 9- a) The following information is included on the front and back of the diplomas to be prepared.

1- b) (Amendment: Senate Decision No. 18/6 dated 13.11.2018) Change of civil registration after graduation
1) In case of a change of civil registration with a court decision (except marriage and divorce): The person applies to the relevant unit that issued the original document together with the diploma / diploma supplement / minor certificate, court decision and a photocopy of the identity card. The unit board of directors examines the document and notifies the Student Affairs Department if the request is accepted. The duplicate of the diploma / diploma supplement / minor certificate is prepared in accordance with the diploma format in force, except for the titles of the relevant unit acquired later.



[Ege University](#) makes changes to diplomas, graduate IDs, and transcripts in cases where transgender graduates legally change their names, in accordance with the rights of transgender individuals.

Ege University HIV/AIDS Application and Research Centre Regulations

It is one of the support mechanisms also for transgender individuals:
Counselling services for people living with HIV (Patient Counseling Unit)

- Medical counselling
- Psychological counselling
- Nutrition counselling
- Peer counselling
- Educational activities
- Informing people living with HIV
- Training health workers
- Periodicals
- HIV Treatment Bulletin Other
- Publications
- Protection and prevention activities
- Scientific research.

Ege University Women's Studies Research Centre

EKAM's regulation covers transgender people. With its academic studies, activities and theses, EKAM works to ensure that there is no discrimination against transgender people: The Regulation sets out the procedures and principles regarding the purpose, fields of activity, organs, duties and working methods of Ege University Women's Issues Application and Research Center (EKAM).

19 Article 5 of the Regulation states that the purpose of EKAM is "to conduct national and international research and studies on women and women's issues from past to present by developing projects in cooperation with private or public institutions and various disciplines, to develop sensitivity towards women's issues, to publish publications and to ensure communication between the society and the University on the subject".

Article 6 of the Regulation lists the fields of activity of EKAM:

- a) To conduct or have conducted basic and applied research on women in various fields such as education, law, sociology, economy, culture, health and similar fields.
- b) To encourage and support scientific studies on women's issues in different units of the University; to encourage and encourage graduate and doctoral students to conduct research on women's issues and solutions.
- c) To carry out and encourage studies for the protection of women's rights acquired through Atatürk's Principles and Revolutions.
- ç) To cooperate and exchange information with various institutions and organizations working on women's issues in Turkey.
- d) To cooperate with similar centres abroad and organize international meetings.
- e) In order to increase knowledge and experience on issues related to women, to send personnel abroad for training, research and examination in accordance with the provisions of the relevant legislation, or to ensure that personnel are sent from abroad.



- f) To prepare training programs, organize seminars and conferences, and open skill courses in order to inform the society on women's issues and to publicize women's problems.
- g) To create an archive and library consisting of educational films, posters and printed works on women's issues and published works including research on women and family.
- ğ) Organizing conferences to inform women working in public and private sector workplaces on issues related to women's health, family planning and women's rights.
- h) To carry out studies on women and family in order to raise the status of women in society.
- ı) To develop social responsibility projects on women's studies with undergraduate and graduate students.
- i) To carry out other activities in accordance with the purpose of the establishment of the Centre and the purposes and principles of the Higher Education Law.
- j) To cooperate with other academic institutions and national and international voluntary agencies and organizations, especially the Ministry of National Education, the Ministry of Culture and Tourism, the Ministry of Health, the Ministry of Family, Labour and Social Services, and other national and international voluntary agencies and organizations on women's issues, especially women's education.
- k) To try to correct the misinformation and misconceptions about women in society by utilizing all kinds of means.
- l) To establish the necessary organs and boards and voluntary groups to carry out and support all these activities.

Ege University Hospital Ethics Committee Directive

Transgender people have the right to receive all kinds of medical services:

The Directive was adopted by the Ege University Senate on 20.07.1999.20 The Ege University Hospital Hospital Ethics Committee (HEC) is defined as a committee that finds solutions to ethical problems encountered in the provision of all kinds of routine health services, develops recommendations for the highest level of execution of these services, establishes principles in accordance with international standards, examines and monitors whether these rules are followed, strives for the adoption of ethical rules by all hospital employees and service beneficiaries, prepares training/education program proposals for this purpose, implements them when necessary, and makes decisions. The right to receive medical services in order to live as a healthy individual, which is directly related to the right to life, is protected in Article 25 of the Universal Declaration of Human Rights, Article 12 of the United Nations Covenant on Economic, Social and Cultural Rights and Article 56 of the Constitution.

Ege University Student Council Directive

The rights of gender changers are respected in accordance with the principle of participation in the student council.

13.06.2020 The Directive, which was prepared in line with the Regulation on Student Councils of Higher Education Institutions published in the Official Gazette on June 2020, regulates the principles regarding the establishment, duties, powers and activities of student councils that enable higher education students and institutions and administrative bodies to establish effective communication, aim to cooperate and implement the principle of participation, protect the rights of students and work to meet their educational, health, sports and cultural needs.



Ege University Student Communities Directive

In accordance with the student community directive for gender changers, they can form a community based on the procedures and principles to evaluate extracurricular time and to carry out the following related activities. An application has been made on this subject.

The directive dated 16.08.2017 sets out the procedures and principles regarding the establishment and functioning of student communities for educational, health, sports, social, artistic, scientific and cultural purposes to make use of the extracurricular time of Ege University students.

Ege University Curriculum

The academic studies on transgender people in the curriculum are listed below:

Faculty of Literature: There is a course called "Gender" in the Faculty Common Elective Courses and it includes Gender Theories and Queer Theory. Among the program outcomes of the English Language and Literature department, it is stated that "it is aimed that students acquire a worldview that is aware of and questions elements such as language, religion, gender, cultural and sexual identities and differences". The Contemporary Critical Theory course of the same department includes "queer theory, feminist theory, lesbian/gay criticism". Gender and Literature course is among the elective courses of the department. The learning outcomes of the course include the sentence "to master the terminology related to gender: sex, gender, gender roles, stereotype, patriarchal system, feminism, misogyny, gender discrimination, ideology, power, nature/culture distinction, etc." and the curriculum of the course includes the concept of gender.

Faculty of Nursing in the Department of Nursing, only the elective Sexual and Reproductive Health course includes the topic of gender. The course outcomes include the statement "to be able to define the concepts of sexuality/gender, sexual identity, gender, gender equality and gender equity".

Faculty of Communication: The Media and Society elective course of the Department of Radio, Television and Cinema includes the topic of "representations of gender and race in the media". The content of the elective course "Genres in Cinema" includes the subject of "examining women's films, LGBTI films with examples from around the world". Modernization and Communication Policies in Turkey elective course includes "Kemalist Modernization and the Press: Construction of Gender Roles and Good Manners". The content of the Rights Journalism compulsory course includes "women-oriented journalism" and "LGBTI-oriented journalism". The learning outcomes of the Gender Equality compulsory course include the following statements: "explain the basic concepts and theories of sex and gender, explain masculinity studies and hegemonic masculinity in the context of gender, explain gender stereotypes and their characteristics, explain examples of gender inequality in traditional and social media". The content of the course includes "sex, gender and related concepts, gender stereotypes, gender theories, feminist research and methodology, media and gender, women's labour and gender, politics and gender, gender and violence, queer theory, masculinity studies, gender and education".

Institute of Social Sciences: Clinical Psychology, Family Counselling, Communication Studies, Women's Studies programs have created content in the context of LGBTI+.

Six doctoral programs have created LGBTI+ content in their curricula.



Institute of Educational Sciences: “feminist therapy and postmodern approaches” are among the topics of the compulsory Advanced Psychological Counselling Theories and Techniques course in the Guidance and Psychological Counselling doctoral program. Advanced Psychopathology I (Child and Adolescent) elective course includes “sexual identity problems and paraphilias”. Advanced Psychopathology II (Adult) elective course includes “sexual dysfunctions, sexual identity problems, paraphilias”. Psychological Counselling with Different Populations elective course includes “counselling with LGBTI individuals”.

Psychological Development and Counselling Centre

There is a Psychological Development and Counselling Centre (PGDM) within the University. According to the description available on the website, the centre was “established to provide a professional environment where students can receive psychotherapy services from expert clinical psychologists and share their problems.” The centre offers this service free of charge to all students. The fact that the university offers psychological counselling free of charge is very important for transgender students, including those who have received support for gender reassignment.

Ege University Faculty of Medicine Campus Polyclinic

It is structured as a place where physicians and nurses from the university work and provide first intervention and necessary referrals. The fact that the university provides basic health services for transgender students is a very important center that is also inclusive of transgender students.

Ege University Student Village, which started its operations in 2006-2007 academic year to meet the accommodation needs of Ege University students, offers accommodation to 2007 students (1097 female students; 910 male students) between 2023-2024 (December). This service also includes transgender students. In this context, the dormitory is also inclusive of transgender students.

Academic Studies on Transgender People during the Academic Year 2023-2024

In 2024, a book titled **Cinsiyet Kavramına Psikiyatrik Yaklaşım Ve Anlayış** [Psychiatric Approach and Understanding of the Concept of Gender] was edited by Prof. Dr. N. Burcu Özbaran from the Faculty of Medicine and published by the Ege University Press.

A master dissertation titled **Trans Kadın Nüfusun İkametgâh Hareketliliği ve Mekânsal Tercihleri: İzmir Örneği** [Residential Mobility and Spatial Preferences of Transgender Women: The Case of İzmir] was supervised by Assoc. Prof. Dr. İlkey Südaş from the Faculty of Letters, Geography Department. The dissertation was written by Yusuf Nar at the Women Studies Master Program in 2024. Based on this dissertation, Yusuf Nar and İlkey Südaş (2024) presented a paper titled **“The City as A Riskscape: Residential Mobility and Spatial Experiences of Transgender Women in the City of İzmir”** at the Ege University 19th International Cultural Studies Symposium (May 8–10, 2024), themed “Risk Narratives” at the Faculty of Letters.,

Assoc. Prof. Dr. Banu Pınar ŞARER YÜREKLİ from the Faculty of Medicine initiated a research project titled **“Trans erkeklerde testosteronun Toll like reseptör seviyelerine etkisi”** [Effect of testosterone on Toll-like receptor levels in transgender men] This project is supported by the Ege University Research Projects Office.



Following the amendments made to the Civil Servants Law No. 657 by the Law on Amendments to the Income Tax Law and Certain Other Laws, dated 29/1/2016 and numbered 6663, published in the Official Gazette dated 10/2/2016 and numbered 29620, it has been deemed necessary to make the following explanations in order to ensure uniform application among public institutions and organizations regarding the use of leave granted for birth and adoption.

1. LEAVE GRANTED FOR BIRTH

A) Maternity Leave

Paragraph (A) of Article 104 of Law No. 657, amended by Law No. 6663 dated 29/1/2016, states: "Female civil servants shall be granted maternity leave for a total of sixteen weeks, consisting of eight weeks before and eight weeks after childbirth. In the case of multiple pregnancies, two weeks shall be added to the eight-week maternity leave period before childbirth. However, if a female civil servant can prove with a doctor's report that her health condition is suitable for work up to eight weeks before the expected date of childbirth, she may work at her institution for up to three weeks before childbirth if she so desires. In this case, the actual period worked before the birth based on this report is added to the postnatal maternity leave period. If the birth occurs early, the unused portion of the prenatal maternity leave is also added to the postnatal maternity leave period. In cases where the birth occurs before the date on which the pre-birth maternity leave should begin, the period between the date of birth and the date on which the maternity leave should begin is added to the post-birth maternity leave. In the event of the mother's death during or after the use of maternity leave, the father, if he is a civil servant, is granted leave for the same period as that provided for the mother, upon request.

Explanations regarding the application of maternity leave to be granted under paragraph (A) of Article 104 of Law No. 657, as amended, are provided below:

1) Duration of maternity leave

- a) Civil servants shall be granted a total of sixteen weeks of maternity leave, consisting of eight weeks before the expected date of birth and eight weeks after giving birth.
- b) In cases of multiple pregnancies (twins, triplets, etc.), an additional two weeks shall be added to the eight-week pre-birth maternity leave period. Thus, in cases of multiple pregnancies, the pre-birth maternity leave period is ten weeks.

2) Use of maternity leave

- a) Except in the event of the mother's death, only female civil servants are entitled to maternity leave.
- b) Maternity leave must be taken consecutively and cannot be taken in separate periods.

3) Periods that may be added to postnatal maternity leave

- a) Upon request, the employee may continue to work at the Institution for up to three weeks prior to the expected date of delivery, provided that she submits a medical report certifying that her health condition is suitable for work.
- b) A civil servant who wishes to continue working at their institution for up to three weeks prior to the expected date of birth must submit a medical report confirming that their health condition is suitable for work to the institution at the beginning of the pre-birth maternity leave period.
- c) The medical report certifying that the employee's health condition is suitable for work up to three weeks before the expected date of birth may be obtained from a healthcare provider contracted or not contracted with the Social Security Institution.



ç) Only the periods during which the employee actually worked at the Institution prior to the birth based solely on the medical report (maximum five weeks for single pregnancies, maximum seven weeks for multiple pregnancies) will be added to the post-birth maternity leave period. The periods during which the employee continues to work at the Institution without documenting that their health condition is suitable for work with a medical report will not be added to the postnatal maternity leave period.

d) An employee who has been approved by a doctor's report to work at the Institution up to three weeks before the expected date of birth may use their statutory leave (sick leave, leave of absence, annual leave, etc.) during this period. However, these statutory leave periods will not be added to the postnatal maternity leave period.

e) Under no circumstances may the employee work at the Institution during the three weeks prior to the expected date of birth.

4) Maternity leave in case of premature birth

a) For an employee who gives birth before the expected date of delivery, the period of prenatal maternity leave that could not be used prior to delivery shall be added to the postnatal maternity leave period.

aa) For a public servant who has taken eight weeks of maternity leave (ten weeks in the case of multiple pregnancies) before the expected date of birth and gives birth prematurely during this period, the period of prenatal maternity leave that could not be used due to the premature birth shall be added to the postnatal maternity leave period.

ab) If a female employee who has been actively working at the Institution for up to three weeks prior to the expected date of birth gives birth prematurely during the last three weeks of her pre-birth maternity leave, the period of maternity leave she was unable to use before birth shall be added to her post-birth maternity leave, together with the periods she spent actively working at the Institution.

ac) If a female employee who continues to work at her institution by obtaining a doctor's report stating that her health condition is suitable for work, without taking prenatal maternity leave (ten weeks of maternity leave in cases of multiple pregnancies) eight weeks before the expected date of birth, gives birth prematurely during this period, the period of prenatal maternity leave that could not be used due to the early birth, together with the periods spent actually working at the institution, shall be added to the postnatal maternity leave period.

a) In cases of birth occurring before the date on which prenatal maternity leave should commence (the 32nd week in single pregnancies and the 30th week in multiple pregnancies), the eight-week period of prenatal maternity leave that could not be used due to the premature birth, along with the period from the date of birth to the date when prenatal maternity leave should have started, will be added to the postnatal maternity leave period.

Example: If a single pregnant employee gives birth in the 29th week, the three-week period up to the 32nd week, when prenatal maternity leave should begin, will be added to the postnatal maternity leave period, along with the eight weeks of prenatal maternity leave that could not be used due to premature birth. Thus, the employee's postnatal maternity leave period will be 19 weeks.

b) For employees who give birth before the date on which their prenatal maternity leave should begin and who are covered by Article 104 of Law No. 657, as amended by Law No. 6663 dated 29/1/2016, (A) of Article 104 of Law No. 657, as amended by Law No. 6663 dated 29/1/2016, on 10/2/2016, the period between the date of birth and the date on which the pre-birth maternity-leave began shall be added to the post-birth maternity leave period.

5) Maternity leave in case of late birth

a) If the birth occurs after the expected date, the additional period shall not be deducted from the postnatal maternity leave period.



6) Maternity leave in case of stillbirth

- a) A public servant who has a stillbirth shall be entitled to the same prenatal and postnatal maternity leave as a public servant who has a live birth.
- b) The decision will be made based on the report issued by the physician regarding whether the employee had a miscarriage or a stillbirth.

7) Leave granted to the father in the event of the mother's death

- a) In the event of the mother's death during childbirth or while using maternity leave after childbirth, the father, if he is a civil servant, will be granted leave for the same period as that provided for the mother, upon request.

8) Maternity leave for civil servants who give birth while on unpaid leave

- a) In accordance with the relevant legislation, a pregnant civil servant who is on unpaid leave shall be granted pre- and post-natal maternity leave, upon request, without the requirement to return to work, by terminating her unpaid leave.

9) Maternity leave to be granted in the event of appointment to civil service within the eight weeks before and after childbirth

- a) A person appointed to civil service within the eight-week period preceding the expected date of birth (ten weeks in the case of multiple pregnancies) shall be granted the remaining portion of the pre-birth maternity leave period and post-birth maternity leave, provided that they commence their duties.
- b) A person appointed to civil service within the eight-week period after birth shall be granted only the remaining portion of the eight-week postnatal maternity leave period, provided that they commence their duties.

10) Maternity leave granted to teachers

- a) For teachers who give birth before the expected date of birth during the summer vacation, the pre-birth maternity leave period that could not be used due to early birth shall be added to the post-birth maternity leave period.
- b) The five-week (seven weeks in the case of multiple pregnancies) pre-birth maternity leave period, which coincides with the summer vacation and can be added to the post-birth maternity leave period if the teacher actually works, will not be added to the post-birth maternity leave period.

B) Breastfeeding Leave

Article 104(D) of Law No. 657 states, "Female civil servants shall be granted breastfeeding leave for three hours per day during the first six months and one and a half hours per day during the second six months following the end of postnatal maternity leave to breastfeed their children. The hours during which breastfeeding leave is taken and the number of times per day are determined by the female employee's preference." On the other hand, paragraph (F) of the same article states that female employees who have given birth are entitled to

1) Request for breastfeeding leave

- a) The employee shall notify the institution where she works in writing whether she wishes to take advantage of the half-day leave entitlement or breastfeeding leave after the end of the postnatal maternity leave period.



2) Duration of breastfeeding leave

- a) A public servant shall be granted three hours of breastfeeding leave per day for the first six months and one and a half hours per day for the second six months, starting from the end date of the postnatal maternity leave period.
- b) The duration of breastfeeding leave is the same in cases of multiple births.

3) Use of breastfeeding leave

- a) Only female employees are entitled to breastfeeding leave.
- b) The employee determines the hours and number of times per day that breastfeeding leave is used.
- c) An employee cannot simultaneously use breastfeeding leave and the half-day leave entitlement provided for in Article 104(F) of Law No. 657.
- c) Since breastfeeding leave is a leave entitlement that the employee must use daily to breastfeed their child, this leave cannot be combined and used on subsequent days.
- d) If the child dies while the employee is using breastfeeding leave, the employee cannot use the remaining period of this leave.

4) Transition from half-day leave entitlement to breastfeeding leave

- a) An employee who chooses to use half-day leave after the end of postnatal maternity leave and requests to stop using the half-day leave entitlement and use breastfeeding leave instead shall be entitled to the remaining portion of the breastfeeding leave period.
- b) An employee who requests to use the half-day leave entitlement after the end of the postnatal maternity leave period and whose entitlement period has expired shall be entitled to the remaining portion of the breastfeeding leave.

5) Breastfeeding leave for female civil servants who gave birth before being appointed to civil service

- a) A civil servant who gave birth before being appointed to civil service shall be entitled to the remaining portion of the breastfeeding leave period following the completion of the eight-week period after childbirth.

C) Half-Day Leave

Paragraph (F) added to Article 104 of Law No. 657 by Law No. 6663 dated 29/1/2016 states: "At the end of the postnatal maternity leave period, female civil servants may, upon request and provided that the child is alive, work for half of the daily working hours for two months after the first birth, four months for the second birth, and six months for subsequent births, working half of the daily working hours. In cases of multiple births, one month is added to these periods. In cases where the child is born with a disability or the child's disability is determined within twelve months after birth, these periods shall be applied as twelve months... The periods during which the employee will work shall be determined by the relevant institution."

Explanations regarding the application of half-day leave that can be taken after the end of the postnatal maternity leave period, as regulated in paragraph (F) of Article 104 of Law No. 657, are provided below:

1) Request for half-day leave

- a) The use of half-day leave after the end of the postnatal maternity leave period is subject to the employee submitting a written request. The request shall be granted by the institution provided that the child is alive.

2) Half-day leave period

- a) The civil servant's half-day leave period shall be two months for the first birth, four months for the second birth, and six months for subsequent births, starting from the end of postnatal maternity leave.



b) The half-day leave period shall be determined based on the employee's delivery, and this period shall not be determined according to the number of the employee's living children.

Example: If an employee has a stillbirth followed by the birth of a child and the child is alive on the date of the half-day leave request, the employee's half-day leave period shall be four months.

3) Use of half-day leave

a) Only female employees are entitled to half-day leave.

b) Employees who take advantage of half-day leave will not be granted additional breastfeeding leave.

c) If the child dies while the employee is using their half-day leave entitlement, the employee cannot use the remaining period of this leave.

ç) The start and end times of the periods during which the employee will work will be determined by the institution.

d) The daily working hours of an employee benefiting from half-day leave entitlement shall be half of the daily working hours determined in accordance with Article 100 of Law No. 657.

e) The working pattern of an employee benefiting from half-day leave entitlement who performs services that require 24-hour continuity shall be arranged by the institutions by taking into account the weekly 20-hour working period. 4) Transition from half-day leave entitlement to breastfeeding leave

a) An employee who chooses to use half-day leave after the end of postnatal maternity leave and requests to stop using the half-day leave entitlement and use breastfeeding leave instead shall be entitled to the remaining portion of the breastfeeding leave period.

4) Half-day leave period in multiple births

a) In multiple births (twins, triplets, etc.), one month shall be added to the half-day leave period.

Example: If the employee has twins in the first birth, the half-day leave period is three months. If the same employee has twins again in the second birth, the half-day leave period is five months.

5) Half-day leave period in case of a child's disability

a) If the child is born with a disability, the half-day leave period is twelve months from the end of the postnatal maternity leave period.

b) If the child's disability is determined within twelve months after birth, the employee's half-day leave period is the remaining part of the twelve-month period from the end of the postnatal maternity leave period.

6) Transition from breastfeeding leave to half-day leave entitlement

a) An employee who chooses to use breastfeeding leave after the end of the postnatal maternity leave period and requests half-day leave entitlement by discontinuing breastfeeding leave shall be entitled to this leave entitlement for the remaining portion of the half-day leave period.

7) Half-day leave for civil servants who gave birth before being appointed to civil service

a) A person who gave birth and was appointed to civil service after giving birth may request half-day leave, provided that the child is alive. However, the half-day leave period for this civil servant shall be the remaining part of the two-month period for the first birth, the four-month period for the second birth, and the six-month period for subsequent births, starting from the end of the eight-week period after the birth.

8) Half-day leave for civil servants who gave birth before February 10, 2016

a) An employee who was using maternity leave on February 10, 2016, when paragraph (A) of Article 104 of Law No. 657, amended by Law No. 6663 dated January 29, 2016, came into effect, is entitled to request half-day leave at the end of the postnatal maternity leave period.



b) Civil servants whose maternity leave period had ended before the effective date of Article 104(A) of Law No. 657, as amended by Law No. 6663 dated 29/1/2016, and who were using their breastfeeding leave as of the effective date, shall be entitled to half-day leave for the remaining portion of the two-month period for the first birth, four months for the second birth, and six months for subsequent births, upon request, starting from the end of the maternity leave period.

C) Leave Without Pay Granted Due to Childbirth

Article 108(B) of Law No. 657, amended by Law No. 6663 dated January 29, 2016, states: "Upon the expiration of the postnatal maternity leave granted to a female employee who has given birth pursuant to Article 104 or the leave granted pursuant to paragraph (F) of the same article; and to a public servant whose spouse has given birth, unpaid leave of up to twenty-four months shall be granted upon request, starting from the date of birth."

Explanations regarding unpaid leave to be granted due to childbirth, as stipulated in paragraph (B) of Article 108 of Law No. 657, are provided below:

1) Duration of unpaid leave

a) Unpaid leave of up to twenty-four months shall be granted upon request to female civil servants who have given birth and to male civil servants whose spouses have given birth.

2) Use of unpaid leave

a) The start date of unpaid leave granted to the civil servant who gave birth shall be the end of the postnatal maternity leave period or, if applicable, the end of the leave period granted in accordance with Article 104(F) of Law No. 657; the start date of unpaid leave granted to the spouse of the civil servant who gave birth shall be the date of birth.

b) A public servant whose spouse has given birth shall be granted unpaid leave for up to twenty-four months upon request, regardless of whether their spouse is a public servant.

c) If both spouses are public servants, the unpaid leave granted due to childbirth may be used by both spouses during the same period or consecutively within the specified timeframes.

ç) Unpaid leave granted due to childbirth may be taken in installments, provided that the twenty-four-month period is not exceeded.

3) Granting unpaid leave due to childbirth to civil servants who give birth or whose spouse gives birth while on unpaid leave

a) In accordance with the relevant legislation, an employee who gives birth while on unpaid leave shall be granted unpaid leave for the period requested, without exceeding the twenty-four-month period, starting from the end of the post-birth maternity leave if she uses her maternity leave, or from the end of the eight-week period following the birth if she does not use her maternity leave. without requiring a return to duty, for as long as requested.

b) In accordance with the relevant legislation, a public servant whose spouse gives birth while on unpaid leave shall be granted unpaid leave for up to twenty-four months from the date of birth, upon request, without requiring a return to duty.

4) Unpaid leave in case of stillbirth

a) Unpaid leave granted for childbirth shall not be granted to civil servants who have had a stillbirth or to civil servants whose spouse has had a stillbirth.



5) Unpaid leave for civil servants who gave birth or whose spouse gave birth before being appointed to civil service

- a) A person who gave birth and was subsequently appointed to civil service shall be granted unpaid leave, upon request and subject to commencement of duty, for a period not exceeding twenty-four months from the end of the eight-week post-birth period or, if applicable, the end of the half-day leave period.
- b) A public servant whose spouse gave birth before their appointment to public service shall be granted unpaid leave for up to twenty-four months from the date of birth, upon request.

6) Unpaid leave for civil servants who gave birth before February 10, 2016

- a) For female civil servants who gave birth before February 10, 2016, the effective date of paragraph (B) of Article 108 of Law No. 657, as amended by Law No. 6663 dated January 29, 2016, if they avail themselves of the remaining portion of their half-day leave entitlement, the starting date of the twenty-four-month unpaid leave shall be determined as the end date of the half-day leave period.

Employees eligible for leave rights granted due to adoption. The following public servants shall be entitled to leave granted for adoption:

- Public servants who adopt a child under the age of three together with their spouse,
- Single or married public servants who adopt a child under the age of three individually,
- Public servants whose spouse, who is not a public servant, adopts a child under the age of three individually.

No discrimination shall be made between female and male civil servants in benefiting from leave entitlements due to adoption.

Childcare Facilities for Staff, Academics and Students

[Ege University Nursery and Kindergarten](#) serves under the Department of Health, Culture and Sports. The nursery has a capacity of 24 children and the kindergarten has a capacity of 150 children. Between September 2023 and August 2024, 177 students benefited from the nursery school and 1181 students benefited from the kindergarten. Our students benefit from this service.

EGE UNIVERSITY Nursery School and Kindergarten: Ege University Kindergarten was established to provide self-care and education services to the children of our university staff who have been working on campus for more than 40 years. Our institution employs a Child Development Specialist director, vice director, nurse, preschool teachers, auxiliary staff, secretary, cook-kitchen-cleaning staff and male auxiliary staff.

Purpose

- In line with the basic principles and objectives of National Education, to support the physical, mental, social-emotional, self-care, language and sensory development of preschool children; to develop daily life skills; to provide rich stimulating learning environments that encourage curiosity, research, questioning and discovery.
- It aims to prepare pre-school children for life by providing them with modern, universal and scientific educational opportunities; to raise happy individuals who participate in culture, art and sports activities, respect people, nature, problem-solve, assimilate and develop their own culture and respect different cultures.

Educational Principles:

- Contemporary and scientific educational program models based on the MEB Preschool Education Program are applied.
- Education plans aiming to raise children as individuals who embrace the love of Atatürk, homeland, nation, flag, family, human, nature and animals, who are loyal to national and spiritual values, who are self-confident, who can communicate well with their environment, who are honest, who know their rights and responsibilities, who are respectful and tolerant in cultural diversity are implemented.

- Rich stimulating learning environments that support children's self-care, cognitive, cognitive, motor, social, emotional and language development; develop life skills; and encourage curiosity, research, inquiry and discovery are offered.
- Children's ages, interests and needs, individual differences and special requirements are taken into account in educational planning.
- The development of children's positive self-perception is supported and support is provided for them to grow up as self-expressive, self-controlled and independent individuals.
- At the end of the year, the extent to which educational goals have been achieved is evaluated and the results are reflected in education.

In our school, children's creativity and all-round development are supported by taking into account their individual development, and their individual differences, development levels and interests are determined; it is aimed to bring them into society as self-confident, independent and leadership, researcher, curious, careful, environmentalist, problem-solving individuals.

Health Hygiene: The condition of our children who get sick during the day is evaluated by our full-time nurse. Daily fever measurements are made and regularly recorded by our nurse responsible for the health status of the child, weight and height are monitored throughout the year and families are informed by evaluating their physical development. In addition, families ensure that children are checked for parasites once a year and children with infectious diseases are not allowed to attend school until the incubation period has passed, considering the health of other children.

2- With the application at kim.ege.edu.tr, our students primarily benefit from E.U. Hospital free of charge.

Faculty of Medicine serves in diverse subbranches of [pediatrics](#) such as, Pediatric Surgery, Pediatric Urology, Pediatric Emergency, Pediatric Endocrinology, Pediatric Infectious Diseases, Pediatric Gastroenterology, Pediatric Genetic Diseases, Pediatric Pulmonology, Pediatric Hematology and Oncology, Pediatric Immunology, Pediatric Allergy Diseases, Pediatric Cardiology, Pediatric Cardiovascular Surgery, Pediatric Metabolic Diseases, Pediatric Nephrology, Pediatric Neurology, Pediatric Rheumatology, Pediatric Intensive Care, Division of Neonatology, Division of Social Pediatrics and Child Psychiatry.

[A Child Care Certificate Program](#) was organized by Lifelong Learning Unit of the Ege University, EGESSEM. The general content of the training was as follows:

- What is communication and its methods?
- Development and communication in infancy and early childhood
- Points to be considered in communication
- Effective listening to a child and attitudes that improve self-esteem
- Family-child communication and guidance
- Problem solving techniques in communication
- Hygiene and Self-Care
- Communication with children with developmental problems or special needs

Social Responsibility Projects Mentored by Women

There are 3467 social responsibility projects carried out by students and faculty members for disadvantaged groups. Of these social responsibility projects, **2480 were prepared under the guidance of women mentors** and **42** projects were about the themes on gender and women issues as can be seen in the table below.

Gender/Women-themed Social Responsibility Projects (September 2023-December 2024)

23DGF0140165	Forensic Medical Indexes and Gender Reassignment	H. GÜLER
24SSP0030012	Women, War, and Migration in Ancient Tragedies	Y. AYÖNÜ
24SSP0010033	Atatürk and Turkish Women in the Republican Era	F. DİNDAROĞLU
23SSP0281013	Ending Gender-Based Occupational Discrimination	D. MACİT
24SSP0281014	Violence Against Women: A World Shame	D. MACİT
23SSP0170006	Women at Ege University are dancing	H. YAMANER OKDAN
23SSP0181023	Being a Woman in Society from Different Aspects!	S. UTANIR ALTAY
23DGF0010223	The Importance of Oral and Dental Health for Women Planning Pregnancy	T. AKÇAY
24SSP0221015	Women Shedding Light on the Future	H. KAYA YILMAZ
23SSP0270011	Art with Unwearable Clothes	Ş. TÜMER, B. AYBARTÜRK
23DGF0070002	Stronger Bones, Stronger Women	F. ORGUN
24SSP0141017	Let's Talk: Sexual and Reproductive Health for Women	M. ÇİÇEKLİOĞLU
24SSP0760003	Topics in Islamic Sciences I: The Quran and Women	M. H. PALABIYIK
23SSP0760009	Being a Woman in an Islamic Society	Y. ÖKSÜZ
24SSP0091046	We Will Increase Women's Solidarity	S. BİTİRİM OKMEYDAN
23SSP0051113	Women's Rights Statistics	E. KOZAN
24SSP0690034	Women's Human Rights and Gender Awareness	A. GÜNAL
24SSP0281021	End Violence Against Women: Empowerment Through Awareness	D. MACİT
24SSP0261016	The Role and Importance of Women in Business Life	A. KARABAL
24SSP0081026	Sanitary Pad Project for Girls' Toilets	B. ARACIOĞLU, A. E. ZALLUHOĞLU
24SSP0081001	Sanitary Pad Project for Girls' Toilets	B. TÜRKCAN
24SSP0081002	Sanitary Pad Project for Girls' Toilets	Z. S. BALCI
24SSP0030010	From Mythology to Folk Beliefs: The Family Hearth and Women	Y. AYÖNÜ
24SSP0691084	A Talk on Engineering and Women	M. DÜKKÂNCI
24SSP0151022	A Theatre Performance in a Village with Illiterate Women	Ç. ŞEREMET
23DGF0690239	A Talk on Women's History in Art	A. İLDİZLİ
24SSP0691059	Zero Discrimination Seminar	E. ULU ERCAN
23DGF0220004	SOCAR Women's Intern Collaboration	S. ŞENER
23DGF0220005	SOCAR Women's Intern Collaboration	S. ŞENER
23DGF0220006	SOCAR Women's Intern Collaboration	S. ŞENER

23DGF0220007	SOCAR Women's Intern Collaboration	S. ŞENER
23DGF0220008	SOCAR Women's Intern Collaboration	S. ŞENER
23DGF0220009	SOCAR Women's Intern Collaboration	S. ŞENER
23DGF0220010	SOCAR Women's Intern Collaboration	S. ŞENER
23DGF0220011	SOCAR Women's Intern Collaboration	S. ŞENER
24SSP0110008	Women's Signature in Sustainability	Ö.KÜÇÜKERDÖNMEZ,R.N.AKDER
23SSP0301001	Women in Technology: 15 Women, 15 Inventions	Y. AKTAŞ
23SSP0051182	Gender Equality	M. İS
24SSP0081015	Gender Equality Awareness and Report	Z. S. BALCI
23DGF0070005	Being a Woman in Traffic	F. ORGUN
23SSP0051107	Turkey Women's Volleyball Team Statistical Analysis	E. KOZAN
24SSP0051029	Various Activities for Girls Living in Orphanages	R. DEVECİ

Social Responsibility Projects Office

Monitoring women's graduation rates

Digital platforms have been prepared to monitor or measure the graduation rates of women compared to men. [Ege University Information Systems](#): This is a web system where all Ege University students are registered. Actual student numbers can be monitored from website Ege in Numbers (Sayılarla Ege). Ege University has an alumni information system. As stated in Ege University's five-year strategic plan covering the years 2024-2028, women's graduation rates are monitored. Ege University Institutional Development Planning and Monitoring Coordination Office publishes an annual E.Ü. Monitoring and Evaluation Report, which evaluates policies and action plans that monitor women's applications, admission, entry and participation in the university.

[Alumni Relations Office](#) has adopted the principle of strengthening its relationship with its alumni and ensuring the continuity of communication. Graduation rates of women are monitored. This system aims to improve and maintain our cooperation with our graduates, to help our graduates transfer their academic knowledge to business life, to adapt to business life, to assist in the transition process with various trainings and seminars, to increase the personal development of our graduates and graduate candidates, and to develop as individuals who can create value for society. As the Alumni Relations Office, the Alumni Card application has been created for our graduates in order to ensure the continuity of the graduates to benefit from the opportunities of our University in their academic, personal, social and professional development and to improve the social and cultural ties of our graduates with our University. In this way, our relations with our graduates are strengthened and the continuity of our communication is ensured and the post-university status of our graduates can be monitored. Each semester, fall and spring, graduates are invited to classes to share their experiences with the bachelor students. [Ege University Alumni Association](#), founded in 2001, also continues to work to build a bridge between its alumni and Ege university.

Policies to protect those reporting gender discrimination in education or employment are followed. Ege University provides legal consultancy. There is also a service by [Turquoise Desk Solution Center](#) and the [Ege University Gender Equality Promotion and Sexual Harassment Prevention Unit](#).



THE Impact Rankings Methodology 2026 & GRI Index Matrix

THE	Impact Rankings Methodology 2026 Version 1.1	GRI	Disclosure	Reported	Page
5.1	Research on gender equality			Fully	2-4 6-7
5.2	Proportion of graduates with teaching qualification			Fully	
5.2.1	Proportion of women first-generation			Fully	1
	Number of women starting a degree			Fully	1
	Number of first-generation women starting a degree			Fully	1
5.3	Student access measures			Fully	1
5.3.1	Tracking access measures Systematically measure and track women's application rate, acceptance or entry rate, and study completion rate at the university.			Fully	1
5.3.2	Policy for women applications and entry Have a policy (e.g., an Access and Participation plan) addressing women's applications, acceptance, entry, and participation at the university.			Fully	1
5.3.3	Women's access schemes Provide women's access schemes, including mentoring, scholarships, or other provision			Fully	1
5.3.4	Women's application in underrepresented subjects Encourage applications by women in subjects where they are underrepresented. Through university outreach or through collaboration with other universities, community groups, government or NGOs in regional or national campaigns.			Fully	2-8
5.4	Proportion of senior female academics			Fully	9
5.4.1	Proportion of senior female academics	GRI 401: Employment 2016 GRI 405: Diversity and Equal Opportunity 2016	401-1 405-1	Fully	9
	Number of senior academic staff			Fully	9
	Number of female senior academic staff			Fully	9
5.5	Proportion of women receiving degrees			Fully	9
5.5.1	Proportion of female degrees awarded	GRI 202: Market Presence 2016	202-1	Fully	9
	Number of graduates: Total			Fully	9
	Number of graduates by subject area (STEM, Medicine, Arts & Humanities/Social Sciences): Total			Fully	9
	Number of graduates: STEM			Fully	9
	Number of graduates: Medicine			Fully	9
	Number of graduates: Arts & Humanities/Social Sciences			Fully	9
	Number of female graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total			Fully	9
	Number of female graduates: STEM			Fully	9
	Number of female graduates: Medicine			Fully	9
5.6	Women's progress measures			Fully	10-12
5.6.1	Policy of non-discrimination against women Have a policy of non-discrimination against women	GRI 2: General Disclosures 2021	Disclosure 2-23 Policy commitments	Fully	10-12
5.6.2	Non-discrimination policies for transgender Have a policy of non-discrimination for transgender people.			Fully	12-16
5.6.3	Maternity policy Have maternity policy that support women's participation.	GRI 401: Employment 2016	401-3	Fully	17-23
5.6.4	Childcare facilities for students Have accessible childcare facilities for students which allow recent mothers to attend university courses.			Fully	23-24
5.6.5	Childcare facilities for staff and faculty Have childcare facilities for staff and faculty	GRI 401: Employment 2016	401-3	Fully	23-24
5.6.6	Women's mentoring schemes Have women's mentoring schemes, in which at least 10% of female students participate.			Fully	24-26
5.6.7	Track women's graduation rate Have measurement or tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap.			Fully	26
5.6.8	Policies protecting those reporting discrimination. Have a policy that protects those reporting discrimination from educational or employment disadvantage	GRI 2: General Disclosures 2021	2-23 Policy commitments	Fully	10-12
5.6.9	Have paternity policy Have a maternity policy that supports women's participation.				17-23

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