

**İSTANBUL BİLGİ UNIVERSITY  
UNITED NATIONS GLOBAL COMPACT  
COMMUNICATION ON ENGAGEMENT  
2012-2014**



**İstanbul  
Bilgi University**

LAUREATE INTERNATIONAL UNIVERSITIES

## From the Rector

Since the establishment of our university in 1996, we have strived to establish the ties between science and "life" on solid foundations, by adopting the principle, "**Learn for life, not for school**" (Non scholae sed vitae discimus). The educational philosophy we have adopted in İstanbul Bilgi University (BİLGİ) is to create a university and learning environment which would facilitate raising young people who aim at being productive without being destructive; care about ethics, transparency, accountability and justice; have developed the skills of analysis, questioning and implementation; have big dreams, strong intuitions; learn throughout their lives, constantly improve themselves and think of the notion of sharing along with their wealth.

Our outlook on education, science and life makes us feel the responsibility to continue our journey as an academic institution which has strong ties to the society and high stakeholder awareness. Our work on social sensitivity, which has been an inseparable part of our culture since our establishment, continues to increase with enrichment. In the past two years, BİLGİ has continued to expand its area of influence in spreading the principles of the United Nations Global Compact, by way of the studies, researches, projects, courses, activities, publications and volunteer work conducted by the centers under its roof. Additionally, we are sharing, in a separate document, our progress on relevant programs within the scope of our integration of the Principles for Responsible Management Education, on a regular basis.

I am glad to state that this document named Communication on Engagement that we share is the second report in which we express our commitment to and support of the principles of the United Nations Global Compact.

Sincerely,  
**Prof. Dr. Mehmet Durman**  
**Rector**

## From the Chairman

In an age where every individual and institution sharing the life on earth hold a responsibility without any dispute to ensure the sustainability in the social, environmental and economic fields, İstanbul Bilgi University (BİLGİ) has always maintained its mentality of responsible corporate citizenship since it was established in 1996.

In accordance with its policies, BİLGİ strives to fulfill this responsibility by taking direct action or by raising awareness of all social actors to take action. As a democratic academic institution which respects human rights and supports diversity, BİLGİ has undertaken many projects with its centers, institutes, faculties, volunteers and other stakeholders in the past 20 years. Our sensitivity on this subject can be observed in wide range from the campus design to course contents, from academic activities to volunteer works.

We believe in the transformative power of the universities within communities. Therefore, we perform many activities in human rights, labor, environment and anti-corruption subjects which are the main headings of the UN Global Compact principles, we assume a role to educate the masses in order to perform those activities and we advocate the principles.

I am pleased to share, with this document, the activities carried out by İstanbul Bilgi University between 2012 and 2014 within the scope of its commitments to the United Nations Global Compact.

Sincerely,  
**Rifat Sarıcaoğlu**  
**Chairman, Board of Trustees**



## HUMAN RIGHTS

**Principle 1:** Businesses should support and respect the protection of internationally proclaimed human rights; and

**Principle 2:** Make sure that they are not complicit in human rights abuses.

Since the first component of the institutional values statement is **‘respect for universal rights and freedoms’**, BİLGİ implements many activities, besides the curricular activities, in this scope in support and respect of the protection of human rights. Human rights at BİLGİ comes forth, specifically in the context of programs and research in law, through several academic and social means such as programs in various levels, undergraduate and graduate courses, research, publications, professional training, the activities of student clubs and a vast library collection on human rights law.

Other major studies in the field of human rights are held at both the national and international level by units such as the Center for Civil Society Studies, the Human Rights Law Research Center, the the European Institute, and Center for Migration Research.



# LABOUR

**Principle 3:** Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;

**Principle 4:** The elimination of all forms of forced and compulsory labour;

**Principle 5:** The effective abolition of child labour; and

**Principle 6:** The elimination of discrimination in respect of employment and occupation.

As for the other activities within the university this issue has been taken into consideration by units such as the Center for Migration Research and the European Institute.



## ENVIRONMENT

**Principle 7:** Businesses should support a precautionary approach to environmental challenges;

**Principle 8:** Undertake initiatives to promote greater environmental responsibility;

**Principle 9:** Encourage the development and diffusion of environmentally friendly technologies.

BİLGİ is an active supporter of the respect and protection of the environment. In addition to being the first university to use carbon and sulfur free wind energy, **santral**istanbul (BİLGİ Campus in Eyüp) aspires to be an international platform for arts, culture and learning, inspired by a comprehensive, multi-dimensional and interdisciplinary vision which promotes urban regeneration.

Besides the studies of the Research Centre for the Environment, Energy and Sustainability, various activities are implemented throughout the campus.



## ANTI-CORRUPTION

**Principle 10:** Businesses should work against corruption in all its forms, including extortion and bribery.

**'Code of Conduct and Ethics'**, the major asset with regards to the reputation of BİLGİ, provides a baseline for working against corruption in all its forms. It sets out the principles of integrity and ethical behaviour, the responsibilities of all parties; academics, students, suppliers and the public. The Code is very detailed and defines; responsibilities, how to speak up, accurate records and reporting, assets and information, conflicts of interest, dealing with other parties and the administration of the Code.  
(<http://www.bilgi.edu.tr/en/university/ethics/>)

## Center for Sociology and Education Studies (SEÇBİR)



SEÇBİR (<http://secbir.org/en/>) aims to increase information and the sharing of knowledge between primary and secondary school teachers and academia by acting as a bridge between the two fields. SEÇBİR develops materials on how to deal with concepts such as identity, multilingual education, discrimination, democracy, citizenship, poverty, gender, sexual orientation and gender identity in primary and secondary schools, as well as the arranging of educational seminars and the conducting of field research in schools on these issues. Activities that are held in relation with UNGC Principles:

### **\*Symposium, Discrimination:**

Understanding, Analyzing, Struggling, 29th September 2012.





## Center for Civil Society Studies (STCM)



The main purpose of the Center for Civil Society Studies (<http://stcm.bilgi.edu.tr/default-en.htm>), established in 2008, is to support the development of a civil society both in Turkey and in the world. The Center aims to contribute to this progress by means of conducting scientific research, application and training programs, publications and documentation on the social, economic, and cultural dimensions of this development. Working in cooperation with official and private institutions, and non-governmental organizations, it strives to contribute to the accumulation of knowledge in related fields. STCM is an umbrella formation for the units NGO Research and Training Center, Child Studies Unit and Youth Studies Unit at BİLGİ.

## NGO Training and Research Center



The Center aims to strengthen NGO's that perform a vital role in pluralistic democracies. (<http://stk.bilgi.edu.tr/>)

### **\*Youth Campus for Social Rights** (1 March 2012 - 1 August 2013):

The objective of the project is to increase the awareness on human rights issues and promote the advocacy of young people and empower young people through advocacy and training.

### **\*NETWORK: Youth and Participation Project** (12 July 2012 - Ongoing)

NETWORK is a project for the participation of young citizens in the decision making process. The project objective is to strengthen the capacities of nongovernmental organizations (CSO) and of young citizens to improve the participation level of civil society organizations in public debate and the decision making process, and for young citizens to have strengthened capacities for better civil dialogue and participation.

## Child Studies Unit (ÇOÇA)



The Child Studies Unit (<http://www.cocukcalismalari.org/english/>) has worked in the training, research, and advocacy fields since 2007 with the aim of the realization of children's rights. With the active participation of the children, ÇOÇA endeavors to contribute to the policies developed concerning children in Turkey. The main stakeholders of ÇOÇA are children aged between 0-18, people and organizations working for and around children, and those who contribute to the development of child policies.



**\* Gender Equality Project II (April 2012-June 2013):** This project targeted students, families, and psychological counselors. The aims of the project are to analyse existing social and cultural values and attitudes that are the foundation of gender discrimination or the level of gender equity in the daily environment of children by means of a research to be carried out with fathers and mothers, to find out how the gender stereotypes of families can be changed positively, to develop an innovative seminar training tool (short film) for teachers to work with families about gender equality, to encourage teachers about promoting gender equality in children's lives by means of the dissemination of games which are the outcomes of the Learning Gender Equality Project.

Outcomes: A qualitative research presenting social gender perceptions and the experiences of children between the ages of 7-15 is reported.

Two separate educational games for the children between the ages of 7-9 and 10-15 for the purpose of developing gender awareness that can be implemented in schools was developed. A seminar packet and animation film for families were delivered.

**\*Respect for Diversity with Children Workshop (24 January 2012):** With the partnership of ING Bank and the Elim Sende Association, 6 to 12-year-old children were targeted to raise awareness about diversity via art and children rights workshops.

Outcomes: Pictures, posters, a short film.

**\*Schools on the Way to Democracy (March 2012-February 2013):**

The main aim was to establish a student council model that enabled child participation in schools. Five pilot schools participated in the modeling practices in the Sariyer district. Partners in this project were the Sariyer Municipality (applicant) and the ITU Development Foundation Private Dr. Natuk Birkan Primary and Secondary School.

Outcomes: A guide on student councils and model practices.

**\*Reinforcing the Participation of Civil Society in Preventing Violence against Children (March 2012-February 2013):**

With the partnership of the Agenda: Child! Association (applicant), civil society in the field of child rights was targeted. To reinforce the participation of civil society at local and national levels in the development, implementation, and monitoring of policies aimed at preventing violence against children was the objective of this project.

Outcomes: Strategic maps to prevent violence against children (6 maps, 6 regions) and strategic action plans for each map. Booklet on the round table meetings. Parliament visit to present the strategic action plans. 3 monthly newsletters.

**\*Towards Democratic Schools:**

Participation Practices Empowering Students and Schools (Ongoing): Started on 15 August 2013 with the aim of contributing to the empowerment of a democratic school culture in Turkey, realized with the partnership of Sabanci University Education Reform Initiative. 5th-8th grade students, teachers, managers and employees and families were targeted.

**\*Child-Friendly Local Initiative (Ongoing):**

Started on 15 August 2013 with the aim of establishing and popularizing a life culture through creating awareness and sensitivity in the social sphere regarding child rights and democratic life by means of cooperation and motivation of local initiative at targeted schools which protect and defend child rights. Realized with the partnership of the Sariyer Municipality and the ITU Development Foundation Private Dr. Natuk Birkan Primary and Secondary School. 5th-6th grade students, teachers in pilot schools from the Sariyer District, SAGEM employees were targeted.

**\*Youth Friendly Highschools (Ongoing):**

Started on 15 August 2013 with the aim of building a school culture based on human rights and gender equality, by raising the awareness of the target group on human rights issues and gender equality and establishing cooperation among teachers and families for a positive attitude change of youth's values about human rights and democratic citizenship. Realized with the partnership of the Celikel Education Foundation (applicant). 5th-8th grade students, teachers, managers and employees and families were targeted.

**Youth Studies Unit**



The Unit was founded in 2006 and has been working on 4 main programs namely the Networking Program, Advocacy Program, Research Program as well as the Modeling Program. The main areas of interest of the Unit are youth research, youth work related innovative projects, and youth policy. The Unit has been trying to implement a rights based approach in the area of youth work policy in Turkey since it has been founded.

## Center for Migration Research



Istanbul Bilgi University Center for Migration Research (<http://goc.bilgi.edu.tr/>), as the first migration research center to carry out large scale, multi-dimensional scientific researches in Turkey, started its studies as a unit of the Social, Economic and Political Research Center at BILGI and was founded in 2005. Historically Turkey has been affected by, and has produced, diverse forms of migratory movements and refugee flows. It is within such a climate that the Center for Migration Research has formulated its mission to strengthen institutional co-ordination among researchers through several networking activities, support new research and joint projects, and produce reliable information based on research findings that can contribute to realistic policy and decision-making processes.



**\*Conference “Seasonal Labour Migration in Agriculture”  
(6 October 2012):**

Aims to analyze the conditions and needs of seasonal agricultural worker families, intermediation and organization in seasonal agriculture and examples of public implementation. Target group of this conference is general public.

Outcomes: Papers at the conference focused on the needs of seasonal agricultural worker families, conditions of women and children, intermediation and organization in seasonal agriculture and the ongoing METIP Project (Project of Improving the Living and Working Conditions of Seasonal Migrant Agricultural Workers) by the Ministry of Labour and Social Security.

**\*Project “Tarlabasi Community Center” (December 2005-  
Ongoing):**

With the partnership of Accessible Life Association and Tarlabasi Community Support Association; children, youth and adults living in Tarlabası with social and economic disadvantages are targeted in this project. Tarlabası Community Center aims to provide educational, social and consultancy activities in order to enrich the life of the residents of Tarlabası, to strengthen their participation to urban facilities, to develop harmony among different ethnic, religious, social groups. The Community Center also tries to present a model for similar regions to contribute to solution through emphasizing the problems caused by migration, poverty and discrimination.

Outcomes: Until 2014, 5803 children and 2568 adult participated to the activities and services at the Community Center. The activities were realized with the support of 1671 volunteers and interns. More than 1.250.000 USD support was generated throughout 8 years including two projects funded by the European Union. Some other main supporters have been: İstanbul Bilgi University, Spunk Fund (USA), Olof Palme International Center (Sweden), Consulate General of the Netherlands, Consulate General of the UK, Consulate General of Sweden, İstanbul 2010 European Capital of Culture Agency, Turkcell, UNDP, IBM. The Community Center has received more than 1.500 visits from representatives of national and international public, civil, academic, professional institutions.

**\*Network on Seasonal Labour Migration (June 2010 - Ongoing):**

Academicians, representatives of local, national, international public and civil bodies, and individuals working on seasonal labor migration in Turkey are targeted. The aims of this network are to collect related information about seasonal labor migration in Turkey, to promote communication among those working in the field, to support collaborative studies, to develop public awareness about the problems of seasonal workers and their families, to remind all the related parties to realize their responsibilities and to develop solutions, to monitor the current practices, to support activities encouraging the inclusion of seasonal workers into decision making processes.

Outcomes: The network members hold meetings twice a year and share the information about their studies and experiences. Analysis about seasonal labour, problems and recommendations for solution are communicated to decision makers and the public through reports, press releases and press meetings.

**\*Workshop “Child Labour in Seasonal Migratory Agriculture” (6 June 2013- Ongoing):**

This workshop targets representatives of public authorities, NGOs, business, trade unions and academia working or interested in the field of child labour in seasonal migratory agriculture. It occurs with the partnership of Support to Life Association and Social Innovation Center. Aims of this workshop are to share knowledge and experience among all related parties and to contribute to the visibility of the problem. Since 2013, workshops have been organized at least twice a year.

**\*Seminar “Analysing Gender through Transnational Space and Migrations:**

Gendered Geographics of Power Framework” (10 June 2013): General participants are targeted. Aims to discuss gender transnationally through a multi-scalar framework -Gendered Geographies of Power- developed to address the complexities of gender lived locally to globally.



**\*Seminar “Awareness on Asylum-Seekers and Refugees in Turkey” (21 June 2013):**

With the Partnership of Supra Youth Group; targeted general participants. Raising awareness about the discrimination experienced by asylum-seekers and refugees in Turkey is aimed. The seminar was realized in two sessions. The documentary “Offside” by Reyan Tuvi was screened.

**Research Centre for the Environment, Energy and Sustainability**



The centre (<https://ces.bilgi.edu.tr/index-en.html>), established in Fall 2010, aims to contribute to studies carried out in the field of the environment, taking into account all aspects of environmental problems, including energy and sustainability. The center also targets to construct a bridge between all stakeholders (universities, NGOs, public institutions, private sector etc).

**\*Support for WWF Turkey:**

BİLGİ has been supporting the campaign organized by WWF since 2011. In order to raise awareness on global climate change, the lights are turned off on all 3 campuses for an hour every year on March 26. İstanbul Bilgi University is one of the few universities supporting the campaign in Turkey.

**\*Smart Stars Project (Ongoing):**

The Smart Stars Project aims to raise awareness about energy conservation among students in schools with designated partners. 4th grade students, their teachers and parents were targeted. The objectives of this project were; to train 250 teachers about energy saving, develop their skills and enhance their capacity through a total of 4000 hours of education and provide them with the materials about the subject. By educating teachers and presenting them with the methods and materials, the aim was to create a chain model that changed daily behaviors where teachers influence students and students influence their parents. It's expected to create a 10% positive change in the information level of the students who are involved. Organizing seminars for a total of 20,000 hours for 10,000 parents to inform them about the ways to save energy and encourage them to save energy were also aims. Providing easy access to design tools and methods through the web site to all teachers, students and parents across Turkey and reaching about 50,000 students with a total of 150,000 hours at the end of the project to raise awareness were also part of the objectives.

**\*Seminars on Awareness about Environment:**

This project was formed with the partnership of İMMİB (İstanbul Maden ve Metaller İhracatçı Birlikleri Genel Sekreterliği) and MyClimate İstanbul and aimed to increase awareness about the environment. The project targeted house wives and primary school students in the cities of Kilis, Mersin and Karabük.

## Human Rights Law Research Center



The Center (<http://insanhaklarimerkezi.bilgi.edu.tr/en/>) at BİLGİ was established in late 2000 with considerable support from BİLGİ Law Faculty. The Center's sphere of activity covers all fields of human rights law. Since its inception the Center, either alone or in cooperation with national or international partners have carried out research projects as well as trainings for various target groups, including judges and prosecutors, civil society organizations, local and central public authorities etc. The Center's research and training activities mainly focus on women's human rights, domestic and international human rights monitoring mechanisms, anti-discrimination, minority rights, refugee rights, rights of persons with disabilities, freedom of expression and internet freedoms, access to justice and judiciary, human rights education and human rights activism. The Center also supports the work of the other research and training units and programs at BİLGİ.

### Projects run by the Center:

#### **\*Pro-Bono Legal Assistance Network:**

Since 2006, the Center has been running a pro bono legal aid network. Just like its predecessors abroad, lawyers work voluntarily. Free legal advice is offered to the non-governmental organizations (NGOs) that have difficulties in access to justice because of scarce financial resources. Sometimes individual applicants, who otherwise would not be able to afford a lawyer or legal consultant, are referred through these NGOs for legal advice. This initiative encouraged law firms to establish social responsibility programs and facilitated social responsibility practices where such programs already existed. The pro bono network also participates in the European Pro Bono Forum.

The network continued its work in the reporting period.

**\*Awareness Raising Project in the Areas of Non-Discrimination and Equality Targeted at Civil Society Organisations (December 2010-June 2012):**

The overall goal of the project is to improve the impact and effectiveness of civil society organisations (CSO) with regard to the implementation of equality and non-discrimination legislation and policy. The project is managed by Human European Consultancy (HEC) in partnership with the Migration Policy Group (MPG). The project is supported by the EU Programme for Employment and Social Solidarity (PROGRESS). The project involves 32 countries (EU, EEA/EFTA, Croatia, FYROM, Serbia and Turkey) where local partners implement project activities. İstanbul Bilgi University Human Rights Law Research Center is designated as the local project partner in Turkey. The project aims to help strengthen the capacity of CSOs working on non-discrimination and equality by developing training materials and activities for 32 countries across Europe. Within the scope of the project, the Center organised two training seminars in İstanbul, first in 25-26 November 2011 and second in 10-11 February 2012. These seminars were attended by 48 people representing CSOs, as well as government institutions, universities and trade unions.

Outcomes: At the end of the project, MPG, together with HEC produced a training material with title Training Manual on Discrimination that aims at strengthening the capacity of CSOs to deal with non-discrimination and equality. This manual was translated into Turkish along with other European languages. In addition, experts from the Center prepared a report entitled Training Manual on Discrimination: National Context Material (in Turkish).

**\* JUSTMEN (2009-2012):**

The EU funded JUSTMEN (Menu for Justice) was a research project carried out to compare and investigate legal education in various EU countries at undergraduate and graduate levels.

**\* Women's Collaboration for Gender Justice (2012-2014):**

The project is led by Purple Roof Women's Shelter Foundation. Istanbul Bilgi University Human Rights Law Research Center, Van Women Association and Antalya Women's Solidarity Center are among the partner institutions. The overall objective of the project is to make problems faced by women who are subject to male violence in applying legal mechanisms and using their rights more visible; raise awareness of target groups to such issues; draw attention to the bond between legal arrangements and law enforcement; raise functionality of existing mechanisms in a way to enhance gender justice and gender equality. The project is funded by the European Union European Instrument for Democracy and Human Rights Programme (EIDHR).

**\* Technical Assistance for Prevention of Domestic Violence Against Women (July 2013-July 2015)**

The Project is a EU Technical Assistance Project that aims at strengthening the capacity of the General Command of Gendarmerie for the prevention of domestic violence against women in Turkey. The project is implemented by the consortium led by Ecorys Research and Consulting (TR) and composed of İstanbul Bilgi University Human Rights Law Research Center, Ecorys Research and Consulting (UK) and BOLT International Consulting (Greece).

The overall objective of the project is ensuring the respect of human rights among citizens based on gender equality and minimizing domestic violence incidents particularly against women. The purpose of the project is strengthening the capacity of the Gendarmerie in protection of human rights based on gender equality, particularly in the prevention of violence against women, and promoting reciprocal collaboration between the Gendarmerie and other national institutions for effective implementation of the law on violence against women. The Center took part in the training, capacity building, awareness raising and research components of project.

**The project is expected to achieve the following outcomes:**

**\*My Vocational High School is Youth Friendly (September 2013-July 2014)**

The project is launched by Çelikel Education Foundation aiming to help young people get the most out of their right to education and opportunities for their future life, to raise their awareness on rights and responsibilities and gender equality by taking into consideration the conditions peculiar to vocational high schools. In this project, İstanbul Bilgi University Human Rights Law Research Center cooperated with the Foundation by developing a human rights training program targeting vocational high school teachers, providing a two-day teacher training and facilitating experience sharing meetings with teachers upon teachers' implementation of human rights training in their schools.

**\*Capacity Development Program for Human Rights in Business (2012-2013)**

The project was implemented by Sabancı University Gender and Women's Studies Forum and Mikado Consultancy aiming at increasing awareness on human rights in the private sector and driving change by propagating best practices upon raised level of awareness and implementation of supporting activities. There were two-day "Human Rights Training in Business" training seminars held in October 2012 and January 2013. These seminars were run with the cooperation of İstanbul Bilgi University Human Rights Law Research Center.

**\*International Young Leadership Academy (2012)**

This project is run under the coordination of Habitat Centre for Development and Governance, with the support of United Cities and Local Governments Middle East and the West Asian Regional Section (UCLG-MEWA), CORIO, Save the Children (the Netherlands), World Academy of Local Governments and Democracy (WALD) and UNICEF. İstanbul Bilgi University Human Rights Law Research Center cooperated with IYLA by developing and providing the training seminar with topic "Combating Discrimination" held in December 2012 in İstanbul. Members of the Center contributed to the project as trainers.

### **Meetings organised by the Center:**

\*8th Gathering in İstanbul for Freedom of Expression, 9 June 2012;

\*Conference: Worldwide Movement for Accountability and Crimes Against Humanity, 14 March 2012;

\*Training for Lawyers: Housing Rights of Roma in Turkey: International Law and Constitutional Perspectives, 16-17 November 2013.

### **Books published by the Center:**

\*Urban Transformation and Human Rights (March 2013, in Turkish);

\*Gezi Park Events: An Assessment in Light of Human Rights Law and Political Discourse (Nov 2013, in Turkish).

### **EUROPEAN INSTITUTE**



The European Institute (<http://eu.bilgi.edu.tr/en/>) at İstanbul Bilgi University was established in 2007 with three main pillars: EU politics, EU economics and EU law. The Institute also works on and researches intensively issues such as perception of EU values (aka universal values such as democracy, human rights, gender equality, freedom of press, intercultural relations, ethics) in Turkey with a special focus on societal issues and civil society. The Institute has been involved in a large number of EU funded projects which allowed research and academic publications on these important themes. The European Institute also reaches out to different segments of civil society with the support of partnerships with local Authorities (Municipalities) and NGOs. The Institute has currently two Marie Curie Fellowships, two Horizon 2020 projects due to start in April 2016, as well as two Jean Monnet Chairs. It has also recently completed two Jean Monnet "Learning EU at School" Project (Digital EU: E-Book for High School students in Turkey I and II) which produced an E Book for high school students largely focusing on universal values and it's companion Teachers Manual. It is due to achievements such as these that in 2013 the Institute has been nominated for "Jean Monnet Centre of Excellence" with the "European Values at School - EUeducate" Project by the European Commission becoming the third research group to receive this title in Turkey. The European Institute has regular publications (newsletters, working paper series and academic publications) both in Turkish and English.

**\*European Values at School Project (EUducate) (1 September 2013 - 31 August 2016) (Ongoing):**

Partners of the project are the İstanbul National Education Directorate General, the İstanbul Beyoglu Municipality, and the Teachers Academy Foundation. This project targets particular segments of the Turkish civil society like high school teachers and high school students. The EUducate Project aims to reach out to high school teachers and high school students by means of life-long learning tools to promote universal values such as democracy, human rights, and social cohesion. The project aims to enhance knowledge and awareness of active citizenship based on the understanding and respect for human rights, democracy and the fundamental liberties and to encourage tolerance and respect for other people and cultures. The main tools used to achieve the project objectives are training seminars by Bilgi academics and experts for high school and vocational school students as well as Teacher Training Workshops and Focus Groups where training tools within the project are used.

Outcomes: The main outcomes of the The Jean Monnet Centre of Excellence -European Values at School EUducate Project are:  
A quantitative research on the perception of EU related values by teachers and the ensuing report.

Training Seminars for 3600 high school and vocational school students on democracy, human rights, freedom of speech, gender equality and universal values.

Seminars and Workshops for Teachers (circa 200 Teachers in 3 years) and dissemination of the results to a Turkey wide teachers network via the Teachers Academy Foundation (NGO)'s network.  
Training Materials for the Teachers.

Academic workshops, academic publications and policy recommendations with regards to the above mentioned subjects.



# OTHER UNITS and ACTIVITIES

## **BİLGİ Legal Clinic**



The clinical legal education program at BİLGİ (Faculty of Law) commenced in 2003. It is a legal education model that was initiated in the US in the 1960s but meanwhile has spread all over the world. The method is based on “learning by doing”. Typically, students would have two options: They may choose to help those who cannot afford an attorney to solve their legal problems. This involves interviewing them, researching the legal issue at hand and writing legal memoranda. Students may also accompany these people in their visits to government offices and help them filling out application forms or writing petitions (Private Law Clinic). Alternatively, students may visit prisons located in Istanbul and provide convicts with legal education for about nine weeks on issues they might need to know during and after their imprisonment (Street Law Clinic). While establishing its programs, BİLGİ Legal Clinic has taken foreign experiences as a model for itself. A cooperation was established with the American University and Georgetown University in Washington DC, USA, Eötvös Lorand University (ELTE) in Budapest, Hungary and University of KwaZulu, Natal in South Africa. The clinics have been visited by scholars from Egypt, Syria, Iran, Pakistan, Jordan, Palestine, Afghanistan and Lebanon while trainings were also provided by BİLGİ Legal Clinic in Lebanon and Pakistan.

## **BİLGİ Young Social Entrepreneur Awards**



The BİLGİ Young Social Entrepreneur Awards ([www.bilgiggo.org](http://www.bilgiggo.org)), initiated by the leadership of İstanbul Bilgi University, is a national affiliate of the International Youth Foundation's (IYF) YouthAction-Net® program. The project is supported by the Laureate International Universities network, of which İstanbul Bilgi University is a member. The Awards seek to identify and support young social entrepreneurs who have succeeded in making positive contributions to their communities. Awardees are young leaders who work relentlessly every day to bring peace, justice and prosperity to their communities. They are expected to have devoted themselves to their projects and, by using their creativity and leadership skills, to have served as role models to others in achieving a more egalitarian world. The ten social entrepreneurs selected annually receive mentoring to develop their leadership skills and strengthen their impact in the community, attend customized training programs, and are honored at an awards ceremony. Each finalist also becomes eligible to receive cash awards to enable them to improve their projects.

Over time, the Awards seek to develop an expanding network of social entrepreneurs throughout Turkey who share their knowledge and experience with their peers both inside the country and internationally through the YouthActionNet Global Network.

## İstanbul Bilgi University Alumni Association (BİLGİM)



The İstanbul Bilgi University Alumni Association - BİLGİM (<http://www.bilgim.org.tr/en/>), was founded on 16 November 2009. The aim of the association is to organize activities that contribute to the alumni's social, cultural, sporting, professional and academic lives by gathering alumni groups together. The association builds and develops networks among alumni, the university and current students. The association has organized two activities within the report period with the partnership of Hayata Dokun Derneği (An association that works against the discrimination of women and supports children's rights):

### \*Jehan Barbur Concert (26 April 2013):

With the income of this concert, children living with their detainee mothers in prisons were supported.

### \* BESIK Project (8 December 2013):

This projects aims to train adults before adoption or foster family processes. BİLGİM provided classrooms for training.

## İstanbul Bilgi University Publishing



İstanbul Bilgi University Publishing has completed its fourteenth year of activity, and has made a significant contribution to the world of academic publishing, critical thinking, and freedom of thought in Turkey. (<http://www.bilgi.edu.tr/en/university/bilgi-publishing/>) Publications related with UNGC principles are:

### \*Book: Discrimination –Sample Course Practices, Editor:

Kenan Çayır - Ayşe Alan, Date: September,2012.

### \*Book: Discrimination – Multi Dimensional Approaches, Editors:

Kenan Çayır; Müge Ayan Ceyhan, September, 2012.

## Volunteers at BİLGİ



Adım Adım: By taking the familiar model of fundraising through endurance sports such as running swimming and biking, and adapting it to local customs Adım Adım is achieving much more than leveraging resources. Adım Adım was initiated by two entrepreneurs (one of them is an academic member of BİLGİ- Itir Erhart, PhD) in 2008, prioritizing the needs of NGO's in Turkey. Both BİLGİ members and students in growing numbers are participating in this cause.

Volunteering for Child Studies Unit: The unit calls for volunteers due to the needs of the projects that are on going. Students are trained and participate in the volunteering actions of the unit.

Course Based Volunteering: The Pub 311 course is designed to enable students to do volunteer work with NGO partners and raise their awareness about civil actions.

## BİLGİ Student Council:



The Council aims to contribute to the development of İstanbul Bilgi University students, solve their problems, and relay their opinion and suggestions to the relevant departments.

**\*Seminar:** Conversations on Ethics 1 (15 March 2013)

**\*NGOs' Summit** (13 May 2013)

## Career Center:



The BİLGİ Career Center offers İstanbul Bilgi University students and alumni advice and guidance on career planning, preparation of CVs and cover letters, interview techniques, assistance with internships and jobs at the **santral**istanbul campus. With more than 900 corporate members, the website of BİLGİ Career Center ([www.bilgikariyer.com](http://www.bilgikariyer.com)) provides a platform for students and alumni to engage directly with recruiters and companies. Aside from advice and guidance, the BİLGİ Career Center offers year-round training programs.

### **\*Preparation for Business Life Seminars (5 -19 March 2013):**

This seminar, with the partnership of Secretcv.com, Grafton and Ranstad, provided technical and practical knowledge about job applications and career planning to BİLGİ alumni and students.

### **\*Career Planning Seminars (5 November 2013-ongoing):**

Educating students and BİLGİ alumni about the job application process including interviews.

# COURSES RELATED with UNGC PRINCIPLES

## **Pre-Bachelor's**

### **MET 101 Professional Ethics**

The concepts of ethics and morality, ethical and unethical behaviors are held in terms of professional ethics within this course.

### **MET 103 Business Ethics**

The concepts of ethics and morality, ethical and unethical behaviors are held in terms of business ethics within this course.

## **Undergraduate**

### **BUS 481 Business Ethics**

The course aims to provide an understanding of ethical issues in the contemporary business world. Within this framework, concepts of ethics, values, morality and the development of these concepts through history in different contexts will be studied. At the end of this course, students will develop a critical approach toward evaluating ethical behavior of organizations in relation to topics like consumerism, environmental responsibility and work ethics.

### **GE 101 Introduction to Practical Ethics**

This online course on practical ethics will deal with everyday situations and value-based choices that individuals make within their own context. Students will discuss and analyse concepts such as responsibility, morality and values around a variety of cases within daily life, business and work life, education, health, social life and other forms of public confrontations. Controversial cases will be analysed through readings, case studies, infographics, cartoons and videos as well as interactive web sites prepared by relevant NGOs. The course will use active learning methodology and a variety of interactive methods including live online courses, documentary and fiction movies, forum debate, case studies and online discussions. The course is designed to address students from all departments and doesn't require a philosophy background.

### **GE 200 Social Responsibility, Civil Society and İstanbul**

This course is designed in a way so that the students would develop a local view of civil society in a metropolitan city referring to the everyday activism practices of NGOs (including associations, unions, foundations, initiatives) in İstanbul. Theoretical as well as practical issues would be discussed in the lecture, through both analyzing and discussing key concepts, such as volunteerism, democracy and advocacy. Right-based issues of women and youth are mainstream issues in all discussions of the lecture. Fieldwork composed of meeting activists and visiting NGOs is an integral part of the lecture. In this respect it is expected that the students would spend time outside the lectures in the city establishing face to face connections with people involved in civil activism. The students would be encouraged to develop a plan for action in order for social change on issues which they think would be in close relation with being a resident of İstanbul.

### **GE 280 Ecological Entrepreneurship**

The course aims to examine fundamental problems such as ecological damage, extinction of habitats and species, unhealthy food production, the energy crisis, economic and social crises and unsustainable cycles of production and consumption together with suggested solutions holistically and on site. Starting from the assumption that these vital problems stem from the weakening of human-nature relations, the workings of nature and the universe and examples of traditional systems of living that take these into account will be observed in their own settings. On the basis of examples they observe, students will develop scenarios for solving some of these problems created by life styles that are far removed from nature. The course program will build a holistic view of sustainability and harmony with nature step by step, using presentations, discussion sessions, role play, exercises, and visits to sites with a technical focus. Learning process will be supported by documentary films and other sources of information on exemplary lives. Throughout 7 days of full time course, students will experience applied programs and explanatory site visits with ecological farms, enterprises and artisans living around the Kazdagi/İda mountains, near the Çamtepe Ecological Living Center and Dedetepe Ecological Farm in Kucukkuyu, Canakkale, where the course and accomodation will be held. The most striking aspect of the program is experiencing an ecologically sound and self-sufficient life style for a full week and resulting emphasis on daily life, awareness of present living conditions, and each person's responsibility to be someone who makes a difference for life. For more information on the course: <http://ekososyalgirisim.wordpress.com/>

### **LAW-EP 102 Introduction to International Human Rights Law with Special Emphasis on Turkey**

The aim of this course is to provide a comprehensive introduction to international human rights law. Throughout the course, substantive and procedural aspects of human rights will be illustrated with a considerable number of Turkey-related case-studies. This will enable the students to grasp the practical implications of human rights law in the daily life and to analyze the current situation of human rights in Turkey.

### **LAW 461 Human Rights Law**

The aim of this course is to explore the substance of International Human Rights Law as well as international human rights monitoring mechanisms. In this context, firstly the judicial and non-judicial methods regarding international human rights monitoring and their practical effects and functions will be examined in details. In this regard, the United Nations and Council of Europe human rights monitoring mechanisms will be critically analyzed on the basis of case studies concerning fundamental rights and freedoms. Parallel to the functioning of these monitoring mechanisms, various rights and freedoms, as well as state obligations regarding the promotion and protection of these rights and freedoms will be discussed mainly based on the relevant international case-law. Discussion of the current national and international human rights issues will also be part of the course.

### **LAW 405 Street Law Clinic I- LAW 406 Street Law Clinic II**

These courses, started in 2003 at BİLGİ, remain a rare example of a course being taught in a prison setting anywhere in the world. These courses aim to empower vulnerable persons through the provision of legal information relevant to their lives by law students. In these courses, for nine weeks students teach convicts and those detained for trial in women's and men's prisons in İstanbul. In taking this course, students have the opportunity to view the law through the eyes of those who live it and develop first-hand experience regarding prisons while also developing skills such as teaching with interactive methods, speaking in public and responding to spontaneous questions.



### **MED 378 Media and Human Rights**

This course aims to expand students' understanding of the term 'human rights' in theory and practice. It will interrogate the complex relationship between media and human rights with a focus on the rights of children, the elderly and the disabled, and issues such as terrorism, immigration, discrimination, hate speech, genocide and the death penalty. The monitoring and reporting of human rights violations will also be discussed.

84 students, taken this course, mentioned that; the information they were taught was so unique that they could never get it from the books, their awareness is increased about the human rights violations on media. 5 out of 84 students started to volunteer for NGO's after taking this course.

### **GE 201 Social Responsibility Project I**

This course with a general aim to raise students' awareness about human rights, democracy and associated values and to improve their abilities to conceptualize the problems they face/witness in daily life within a human rights framework, aspires to enrich students' attitudes to position themselves against human rights violations and their sense of respect about diversities in and multicultural aspects of society. It is also designed as a conceptual base to make it possible that aforementioned educational gains can be transformed into voluntary experiences from an active citizenship point of view. The course is being carried out in a participatory and student-centered way making use of group work and discussions based on students' experiences. By applying non-formal, participatory experiential learning methods, it is intended to provide a space for students where they can learn from each others' experiences and from other active agencies in civil society. Throughout the semester, following the first part of the course where concepts such as democracy, voluntarism/active citizenship, civil society, human rights, youth and social rights are discussed using experiential learning techniques; thematic workshops about children's rights, women's rights, environmental rights etc are conducted with the assistance of different NGOs and people working there. In the last part, students are expected to work in small groups in the project cycle management framework step by step and develop a social responsibility project proposal that they can realize in following semesters.

### **GE 202 Social Responsibility Project II**

This course, designed to provide opportunities for students where they can take part in activities of non-governmental organizations and have an experience of right-based voluntarism, and to increase their motivation to volunteer, also makes it possible for students implement the project proposal they have developed in the GE 201 course. Throughout the semester, students do not meet weekly as a whole class except for some thematic workshops and training programs to empower their knowledge and skills related to their project work. Instead, students work in small project groups under the supervision of the lecturer. As important outcomes of the project implementation phase, it is expected that students are going to make use of and learn from opportunities to get acquainted and work with with people and social groups coming from different socio-economic backgrounds and that connections between students, student clubs and research centers at university and the non-governmental organizations the centers used to collaborate with, is strengthened, beside the social contributions of the project.

### **PUB 311 Corporate Social Responsibility Practicum**

Actors of corporate social responsibility, NGO's and volunteering are held in the first four weeks. This course is completed with volunteer work.

### **PUB 313 Corporate Responsibility**

With the growing global interest in sustainable development and the role of corporate sector towards a better, greener future; today consumers, investors, governments and even employees are becoming more aware of good corporate behavior. Corporate social responsibility (CSR) or Corporate Sustainability is the accepted term used to describe the business world's effort to contribute towards a better more sustainable world. This course examines why and how CSR emerged in late 1980s, matured in the 1990s, evolved into a leading global management practice complete with performance indicators and assurance standards and how companies incorporate social, environmental and economic sustainability into their strategic business planning processes.

### **BUS 434 Corporate Governance**

A decade ago, the term corporate governance was largely academic jargon. Today, due to high profile corporate collapses such as Enron and WorldCom, the media regularly discusses corporate governance. The Turkish business community and policy makers have also started to question the current corporate governance practice in Turkey. The course aims to build on a sound theoretical base and encompasses the latest developments in this field. This course will help students understand the context in which corporate governance develops by highlighting the legal structure and capital market characteristics.

### **BUS 495 Projects in Social Entrepreneurship**

Interested students working with faculty members in this course will be able to work in groups on a real-life issue that addresses a societal need. The live projects will help students as a group to get involved with the problems of their immediate community or other organizations. The projects have to be 'live' (a real problem) and are to be completed in real time, with a clearly defined end result. In this course real and theoretical, practice and education are not separated and students have to find creative solutions to the issue tackled. During this course, besides completing a real project that fulfills a societal need, students will be able to experience team work, group processes, project management and project delivery.

### **EC 179 Social Issues and Critical Thinking I**

The main goal of this course is to improve the analytical skills of students in a framework at which their social awareness is triggered. The students are introduced several related controversial topics of socioeconomic focus, such as the roots of global inequality, globalization and environmental concerns. For each topic covered, as a sample of complementary and conflicting approaches in the literature is introduced, the course provides a platform for students to discuss and compare these approaches. The course also targets developing the skills of students to express themselves effectively in written and oral context.

### **JUS 222 Labour Law**

This course will cover the basics of labour law, such as concepts of employee, employer, employer representative, subcontractor, workplace and undertaking. Regulation of employment contracts, rights and obligations of employees and employers, working hours, vacation days, and ending of employment contract will be discussed in more detail.

### **ESEN 408 Energy, Environment and Law**

In this course, the energy-environment legislation, environmental impact assessment procedure for energy investments, climate change and carbon trading, green economy policy will be evaluated in the scope of “sustainable development” principle. Energy production, transmission, distribution and retail processes, institutions and organizations located within these processes will be evaluated within the legal perspective; energy law legislation will be discussed within the framework of general principles of law.

### **GE 104 Contemporary Issues in Environment and Ecology**

This course aims at developing an understanding of the issues concerning the environment and ecology from a multidisciplinary perspective, especially focusing on problems arising from human intervention and attempted solutions thereof, trying to develop a universal approach by starting from everyday life and problems in Europe, Turkey and İstanbul. Within this framework, earth system, ecosystems and their dynamics and the impact of human intervention will be analyzed by dealing with: a) causes like resource use (renewable and non-renewable practices), industrialism and industrial production and consumption practices, global trade and consumption economy, waste, energy (production and use) and urbanisation: b) effects like loss of biodiversity and natural habitats, global climate change and deterioration of urban environment: c) impacts and reflections on human health, ecosystem resilience, human rights, cultural rights, gender equality, social justice and politics. Finally, various responses addressing these problems will be discussed: technologist responses and sustainable development, environmental policies, economic responses, international (including EU level) and national environmental law, voluntaristic approaches like corporate responsibility and individual solutions as well as environmentalist, ecologist and green movements and campaigns and environmental NGOs will be discussed from a perspective of citizenship, ecocriticism, and new social movements. The course will be run in an interactive way via film and documentary debates, case analysis, role playing and simulations, group work, guest speakers and field visits.

### **NUT 235 Food and Ecology**

This course involves environmental ecology, food production and distribution, the effect of food production, packaging and distribution systems on consumers' health, harmful substances used in daily life, genetically modified organisms (GMO).

### **Graduate**

### **PUB 513 Corporate Responsibility and Sustainability**

Corporate responsibility and sustainability are widely discussed terms in today's world. As the need for a greener world grows, both civil and corporate actors have to take action for future generations. This course aims to understand the main concepts and the actors that can create a cleaner future.

### **LAW 517 Human Rights Activism-I**

This course aims to analyze and discuss the meaning and function of the different forms of social organizations which are dealing with to protect and promote of human rights. Today, the activities which are called as 'activism' and realized by society organizations or NGOs have an important role in parallel with the traditionally established remedies with having an impact even over those remedies to transform their characteristics. In this context, an activism study with such priorities, it is crucially important to discuss the conceptual framework which is mainly based on the post-war social thought. So, this course gives an opportunity to the students to present and share their educational background with others and accelerates the interdisciplinary output. New social movements, post-colonialist rights discourse, human rights - civil rights discussion, "regarding the pain of others" (Susan Sontag), activism and philanthropy, are among the topics which will be discussed in this course.

### **LAW 585 Human Rights Activism-II**

Human Rights Activism - II could be taken after completing the course LAW 517 (Human Rights Activism - I) or separately. This course aims analyzing and discussing the living human rights activism, a way of political and social opposition, not through the interpretation of legal instruments but through the activities, initiatives, campaigns, etc., briefly considering the real activism, occurred in the city of İstanbul mainly and in Turkey or in the world. In this framework what tried to be seen is the discourse and methods through which the human rights activism carries out for the empowerment of rights. In this context, understanding the social, political and cultural environment of rights activism and discussing the innovation and dynamism in varying tools and methods developed in activist movements is another aim of the course. Dealing with the past, strategy and tactics in human rights activism, tactical analysis, tactical mapping exercise, effect of artistic expression over activist discourse will be some titles which will be discussed throughout the course. The course also covers off-campus visits and guest speakers.

### **LAW 518 Human Rights of Women**

The aim of this course is to discuss the theory of human rights from a women's rights perspective. Human rights of women is a relatively recent phenomenon as compared to the development of the general human rights framework. The human rights standards did not take into consideration women's needs and experiences. As a consequence, the struggle to incorporate the human rights of women into the body and mechanisms of the international human rights framework took place. This struggle has culminated in the adoption of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and its Optional Protocol by the United Nations, as well as the adoption of other international documents and protection mechanisms by regional organizations. Concepts such as gender, women's human rights, discrimination against women, equality between men and women, domestic violence and women's access to justice will be analyzed in this course. The historical development of the women's rights movement and feminism in the world and in Turkey will also be discussed. Violations of women's human rights and selected cases will be examined.

### **LAW 542 International Human Rights Law-Monitoring Mechanisms**

This course aims to analyze and discuss the structural elements of today's world human rights system as international judicial and non-judicial mechanisms for protecting human rights. Use of these mechanisms and their effectiveness will be discussed on the basis of cases. In the beginning, the conceptual framework of the terms victim, violation and remedy will be analyzed, after which major international regimes within the UN, Council of Europe, EU and OSCE systems and Inter-American and African regional organizations will be scrutinized. Turkey's position and contributions regarding these mechanisms will also be discussed by using case-law and practice.

### **HRM 506 Labour Relations and Labour Law**

This course is designed to introduce students the basic functions of employment law in the context of the individual employment relationship and to enable them to understand law and its implications on the employment context. It is aimed to provide a basic knowledge of the principles of employment law and the legal structure of the conclusion, terms and termination of the employment contract. At the end of this course, students are expected to be able to recognize the legal nature of the human resource management procedures.

### **LAW 638 Business and Human Rights (Law)**

Legal developments relating to the protection of human rights are not limited to the activities of persons who act on behalf of governmental authorities. It is possible to encounter cases between private persons which may be defined as human rights violations and the law should also function in this area. So, the legal discipline, "human rights law", should consider this fact. The course "Human Rights in the Business World" aims to discuss the international legal standards on protecting human rights in establishing, managing or ending business relations with special reference to existent cases at the national or transnational level. In this course, the effects of globalization on national and international business relations will also be discussed in the light of the existent or developing international human rights norms. In this framework, the in-house relations of a corporation will also be covered. The investment conditions and local or transnational effects of the activities of corporations toward people or the environment will be discussed in the same context.

### **LAW 616 International Environmental Law**

The course will provide the student with an in-depth understanding of the fundamentals of international environmental law, including negotiations, drafting and implementation of international environmental agreements and the related institutional framework. The course will emphasize recent developments in international climate change and international carbon trade.

### **LAW 636 Selected Topics of Labour Law**

The Act No. 6356 on the Trade Unions and Collective Agreements has been adopted by the Parliament. To bring Turkish legislation in conformity with the ILO Conventions and *acquis communautaire* is the fundamental aim of the legislative change. The main problem has been arisen from the approach of abrogated Acts Nos. 2821 and 2822 to freedom of association and collective bargaining. Nevertheless, Act No. 6356 developed a similar approach. The aim of this course is to examine current issues, which may be summarized as follows: principles of unionization and freedom of association, trade unions and democracy, suspension of union activities and dissolution of unions, the nature and characteristics of collective agreement, relations between collective agreement and the contract of employment, collective labor disputes, strikes and lock-outs.

### **Doctorate**

### **LAW 818 Business and Human Rights (Public Law)**

Legal developments regarding the protection of human rights are not anymore dealing with the reviewing over the state's activities only. It is quite possible to face with the cases among private persons which could be easily defined as human rights violations and it is expected that the human rights law should cover this issues. In this course, the transactions made by the non-state business actors (national, international, transnational corporations) will be scrutinized in the light of the human rights responsibility. It is inevitable to think about the nature of today's business relations first. On the other hand, it is another phenomenon that today's business relations which transborders the state territory got a global character. So, from human rights angle, it is also needed to be discussed the business relations which are under the influence of globalization. In this atmosphere in which the market phenomenon and the human rights and freedoms encounters, pure 'market regulation' policy without having a vision regarding the protection of human rights is also be critically discussed. In this course, recent institutional developments and initiatives and the related applications for standard-setting within international organizations like the UN will also be immensely covered.

### **LAW 807 Mandatory Nature of Labour Law**

The mandatory nature is one of the characteristics of the Labor Law. This course aims to examine the nature, structure and particularities of mandatory rules in Labor Law.



# LOOKING AHEAD...

In accordance with our commitment to and support for UN Global Compact principles, we intend to take action on allied subjects which correspond to BİLGİ's identity in the time ahead.

We believe that every moral institutional action has to be supported on a vigorous basis. This basis has to be solid and defined very clearly. In addition to the generated 'Code of Ethics', other documents related with anti-corruption are being focused on.

Studies and projects about civil society, one of the major topics since our establishment, find a very distinctive scope of application at BİLGİ. The 'Incubation Center' is one of the upcoming implementations of our supportive approach. By enabling participation and supporting individual contributions to society, we provide careful consideration to volunteerism. The formation of existing volunteer actions throughout the university is also on our agenda.

Sustainability has become an increasingly crucial topic as the damage to the natural environment due to human activities has soared in recent years. As an academic institution we work on contributing to the three pillars of sustainability - environment, society, and economy. A balanced sharing of resources means a sustainable life. The second condition of sustainability in the ecological sense is that environmental pollution is minimized. As universities are among the top institutions that guide societies, their decisions and actions on sustainability will be perceived as a role model by the society. BİLGİ shows its sensitivity to this issue through its initiatives and implementations for energy and water conservation, transportation, and recycling.

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