



YASAR
ÜNİVERSİTESİ

External Gender Equality Assessment

Yasar University

European Union Research Center



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Executive Summary

In the context of the Horizon 2020 project, [CALIPER](#), the Yasar University (YU) has conducted an analysis in order to investigate the external conditions such as the legal and cultural framework and the existing national innovation ecosystems in Turkey and identify where gender imbalances occur, why they are created and by which factors they are influenced.

To perform this external assessment a quadruple helix approach was adopted, by involving stakeholders belonging to the following sectors:

- Academia and Universities
- Industry and Business
- Government and Public Sector
- Civil Society

The assessment focuses on the national legal and policy framework on gender equality. Moreover, it presents data about STEM students, researchers, patent registrations, innovative start-up founders within a gender perspective. Finally, it provides a mapping of the existing collaborations of YU with external stakeholders.

These findings may lay the grounds for the design of the YU's Gender Equality Plan and its implementation and exploitation by the Institution as envisioned by the [CALIPER](#) project, as well as for the set-up of a Research and Innovation Hub by YU to transfer the knowledge and best practices attained during the project beyond academia.



Introduction

Methodology

The external assessment was aimed at investigating YU's external conditions such as the legal and cultural framework and the existing local/national innovation ecosystems and identifying where gender imbalances occur, why they are created, and by which factors they are influenced.

A quadruple helix approach was adopted, by involving stakeholders belonging to the following sectors:

- Academia and Universities
- Industry and Business
- Government and Public Sector
- Civil Society

The first step of the analysis consisted , in defining the **national legal and policy framework** and in particular:

- the existence of any specific national (and/or regional) policies on gender in Higher Education and/or Scientific Research & Innovation;
- how the frameworks define the relationship between gender equality and quality/excellence in
 - research and/or in education;
- in case there are no specific frameworks, if broader national and/or regional policies on Research, Innovation, and Higher education include any measures on gender equality.

For exploring the national (and regional) policy frameworks two methods were proposed: a desk research/policy analysis and interviews with relevant stakeholders (complementary in case the desk research did not produce enough information).

The second step of the assessment focused on the **National and Regional Innovation Ecosystems**. A **context analysis** through a dedicated desk research eventually complemented with interviews with internal stakeholders was implemented. The aim of the context analysis was to have a clear picture of the challenges faced by YU in its own innovation ecosystem from a gender perspective. Indeed, the analysis was related to the identification of gaps and challenges related to gender inequalities at different levels (across education, scientific research and knowledge production, transfer to market of research outputs) within innovation ecosystems.

Besides the context analysis a **mapping** was conducted in order to identify existing and potential synergies with external stakeholders, through the following methods:

- a focus group with internal stakeholders¹;
- a survey for external stakeholders;
- a Social Network Analysis (SNA).

Both the focus group and the survey had the purpose of exploring the existing collaborations with external stakeholders from a gender perspective, as well identifying actions already undertaken by stakeholders in order to overcome gender inequalities, potential synergies and risks from further collaborations on gender issues.

¹ Suggested internal stakeholders to involve were: the President and/or vice president(s) research and/or innovation, professors leading researchers/coordinators of clusters or centres or subject areas with a high density of regional cooperation, the Head of administration and heads of research support office and technology transfer office, the Head of continuing professional development/continuing education office, the Head of start-up support service.



Yasar's researchers conducted the **focus group** on the 23rd September 2020 involving 9 internal stakeholders, while the survey was submitted by 17 external stakeholders.

Finally, a **SNA** was conducted by the Organisation's researchers with the aim at providing a broad view of national/regional/local networking activities that took place around YU through external projects or joint initiatives. It helped spotlighting gender gaps within every partner's institutions in the leadership of external interactions and identifying how frequently gender issues are taken into account in the external stakeholders' interactions. YU focused on collaborations on STEM, in order to narrow the analysis down.

The result of the SNA consists in visual maps spotlighting the collaborations in place with stakeholders belonging to the following categories:

- Academia & Universities
- Industry & Business
- Government & Public Sector
- Civil Society
- Schools
- Others

Per each category a map is created showing those collaborations having female leaderships (from the side of the YU) and those focusing and/or taking into account gender issues. KUMU² was used as tool in order to conduct the SNA.

² <https://kumu.io/>



Yasar University - European Union Research Center (Research Performing Organisation)

The Turkish national legal and policy framework

Overall strategic gender equality policies at national level

Specific legal texts/acts relevant to the field of gender equality policies in higher education do not exist. Gender equality is addressed within a broader concept of anti-discrimination and equality in various laws and acts. Crucial in this sense are the article 10 and the article 42 of the Turkish Constitution³. They regulate the equality before law and the right to free education for all citizens and guarantee equal access to education for both men and women.

The law on higher education⁴ (law n. 2547), which aims to define the goals and principles of higher education, only includes a clause on gender in its disciplinary and penal procedures. The clause foresees a stop in the progression or a penalty consisting in multiple deductions in salary, in case of discriminatory acts based on mother language, race, color, gender, political opinion, belief, religion and sect.

No other legal texts related to higher education, such as the Law on Higher Education Personnel, the Law on Supporting Research, Development and Design Activities, Regulation for Upgrading and Appointment to Faculty Membership and the Law on Scientific and Technological Research Council of Turkey, include any reference or provision with reference to gender equality.

In 2015, the Council of Higher Education (CoHE) in Turkey prepared and published a «Gender Mainstreaming» strategy and stance document⁵, which was later withdrew by the CoHE itself in 2019. The document was prepared based on the CEDAW, the equality article of the Turkish Constitution, the İstanbul Convention and the General Assembly Decision of Council of Higher Education. The purpose of the document was to guarantee gender equality provisions in higher education institutions. The document called for the development of compulsory or elective courses on gender equality, the organization of seminars and events to increase the awareness of academics, administrative staff and students, the set of measures to fight against sexual harassment in academia and the establishment of centers focusing on women's studies/gender studies. The document is said to be in revision and expected to be distributed to higher education institutions.

In 2019, The Scientific and Technological Research Council of Turkey (TÜBİTAK) has published its policy principles for increasing the participation of women researchers in its processes⁶. According to these principles, TÜBİTAK embraces gender balance in research, encourages female researchers to apply to R&D and innovation support mechanisms and promotes the publication of special calls for female researchers.

Although there are pieces of legislation for equality and institutional efforts to include a gender dimension in higher education, the lack of a national action plan for gender equality in academia and higher education, the lack of institutionalization of the gender studies, the lack of structured and collaborative research studies and the lack of data might be listed as the major problems in this area.

Existence of specific mechanisms to promote the under- represented gender in Higher Education and/or Scientific Research & Innovation at national or regional level

³ https://global.tbmm.gov.tr/docs/constitution_en.pdf

⁴ <http://www.lawsturkey.com/law/the-law-of-higher-education-2547>

⁵ http://www.ktu.edu.tr/dosyalar/kadinarastirmalari_e950b.pdf

⁶ <https://www.tubitak.gov.tr/en/news/policy-principles-for-increasing-the-participation-of-women-researchers-in-tubitak-processes-are>



There are “gender” monitoring bodies at the national level, and they include:

- 98 Research and Application Centers for Gender Equality at the Turkish Universities (YÖK, 2020⁷).
- Monitory body – Institutional level;
- Council of Higher Education;
- Ministry of Family and Social Policies.

These initiatives and policies are supported also by some projects coordinated by the Ministry of Family, Labor and Social Policies, such as “Engineer Girls of Turkey Project (2016-2020)”, “Mom’s Job, My Future Project (2013-2019)”, “the Young Ideas, Powerful Women Project (2012-2015)”, “Gender Parity Task Force of Turkey” (which was transformed into “Equality at Work Platform”) (2012-2015), “Women Labour Force Profile in Turkey and the Revision of Statistics from a Gender Equality Perspective (2014-2015)”, “the Project on Promotion of Women’s Access to Economic Opportunities (2012-2017)”, “Painter Forewomen Project (2016-2017)”, “UN Joint Programme on the Protection and Promotion of Women’s Human Rights: Gender Responsive Budgeting (2012-2015)”.

The Directorate on The Status of Women also supervises some other projects on gender equality.

Furthermore, in 2015 there was a workshop hosted for academics all over Turkey on Gender Sensitive Higher Education, which was launched by the Council of Higher Education of Turkey. A committee was set up after the workshop to provide guidance and support in the applications of gender equality activities in Universities across Turkey. The Council also published a position paper⁸ to all University Administrations with guidelines for promoting gender equality activities in three key sections such as implementing measures to combat sexual harassment in campus and provisions for obligatory or optional courses on gender studies and promoting the Centers of Gender and Women Studies.

Existence of national policies on implementation of quotas or targets for promoting the underrepresented gender in management positions and committees

According to the “Global Gender Gap Report 2020”⁹ prepared by the World Economic Forum, Turkey scores 3.63 (7 being the highest score) in advancement of women to leadership roles. The report also includes information on female leadership in firms. Indeed, according to the findings, female leadership in companies constitutes the 13.40% in the whole Turkey. The rate falls even below when it comes to female ownership of firms and female top management, with only a 3.9%.

Female employment is a priority area for national strategic documents such as the National Development Plan, the National Employment Strategy or other action plans. In particular, in the National Development Plan for 2019-2023¹⁰, there is a strategic objective about carrying out awareness raising and encouraging activities to ensure further involvement of women in the management and decision-making bodies both in the public and private sector.

References to quotas for women in management positions can be found in the “Official Communiqué on Determination and Implementation of Corporate Governance Principles” of the Capital Markets Board¹¹. The communique calls for at least one female board member in public companies. The aforementioned principle is not mandatory and the “Apply, Explain If You Don't Apply” principle applies. However, the Women's Empowerment Strategy document and action plan of the Ministry for Family, Labour and Social Services

⁷ <https://kadincalismalari.yok.gov.tr/Sayfalar/DuyuruDetay.aspx?did=11>

⁸ www.haberler.com, 2016

⁹ http://www3.weforum.org/docs/WEF_GGGR_2020.pdf

¹⁰ <https://www.sbb.gov.tr/wp-content/uploads/2019/07/OnbirinciKalkinmaPlani.pdf>

¹¹ <https://spk.gov.tr/Duyuru/Goster/20120211/0>



questions the effectiveness of this principle and argues that not including a sanction for the violation of such principle cannot provide the expected effect¹².

When analysing the low number of women in leadership position it is necessary to understand the reasons that prevent women from reaching such positions, which are mainly of two kinds:

- religious and cultural perceptions of the family role of women in society;
- many institutions and companies do not have policies in place allowing the advancement of women to leadership positions.

Existence of national legislation promoting equality and non-discrimination in employment

There are several pieces of legislation promoting gender equality and non-discrimination in employment.

The major piece of law governing employment is the Turkish Labor Law 4857¹³ which states that:

- employers can not discriminate either directly or indirectly against an employee in the conditions, execution and termination of the employment contracts on the grounds of gender or pregnancy;
- wages should be equal and gender, marital status and family obligations, pregnancy and childbirth will not be valid reasons for termination of an employment contract;
- if the worker is sexually harassed by the employer, another worker or by a third party and if the worker reports this situation to the employer but the necessary precautions are not taken, the worker has the right to terminate the work contract immediately;
- paid and unpaid maternity leave and nursing leave periods are granted to female employees. Paid maternity leave is sixteen weeks in total, eight weeks before confinement and eight weeks after confinement. In case of multiple pregnancy, an extra two week period are added to the eight weeks before confinement. The female employee shall be granted paid leaves for periodic examinations during her pregnancy. If the female employee wishes it, she can benefit of an unpaid leave of up to six months after the expiry of the sixteen weeks, or, in the case of multiple pregnancy, after the expiry of the eighteen weeks indicated above. This period shall not be considered in determining the employee's one year of service for entitlement to annual leave with pay. Female employees are allowed to benefit of one and a half hour of nursing leave per day, in order to enable them to feed their children below the age of one. The employee can decide when and how to use this leave. The length of the nursing leave are considered as part of the daily working time.

Other provisions on gender equality and non-discrimination include:

- The Prime Ministry Circular No. 2004/7 on “Acting in Accordance with the Principle of Equality in Staff Recruitment”, published in the official gazette on 22nd January 2004¹⁴.
- “The Regulation on the Employment Conditions of Pregnant or Breastfeeding Women, and Breastfeeding Rooms and Child Care Homes” published in the official gazette on 16th August 2013¹⁵.
- “The Regulation on the Night Shift Employment Conditions of Female Employees” published in the official gazette on 24th July 2013.

¹² <https://www.ailevecalismama.gov.tr/ksgm/ulusal-eylem-planlari/kadinin-guclenmesi-strateji-belgesi-ve-eylem-planlari-2018-2023/>

¹³ Dated 22/05/2003, numbered 8423 <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=4857&MevzuatTur=1&MevzuatTertip=5>

¹⁴ <https://www.resmigazete.gov.tr/eskiler/2004/01/20040122.htm#11>

¹⁵ <https://www.resmigazete.gov.tr/eskiler/2013/08/20130816-8.htm>



- “The Regulation Amending the Regulation on Heavy and Dangerous Occupations” dated 8th February 2013, which excluded a list of jobs from the category of heavy and dangerous jobs and enabled female employment in these areas.
- The Prime Ministry Circular No. 2010/14 on “Increasing Women’s Employment and Promotion of Equality in Opportunities” published in the official gazette on 25th May 2010.
- Article 26 of the Trade Unions and Collective Labor Agreement Law No. 6356, published in the official gazette on 7th November 2012, which urges organizations to comply with the principle of equality and discrimination prohibitions among their members in benefiting from the activities of unions and confederations. Organizations observe gender equality in their activities.

Existing policies at national level for reducing unequal gender division of labor related to housework and family care

The fundamental national policy regarding labour and employment is the national 5-year Development Plan. According to the 11th 5-year Development Plan for the period 2019-2023, empowering women in the labour market is a priority. In order to increase the participation of women in the labour market, measures such as increased childcare services, flexibility in employment forms are included. The plan calls for practices that harmonize work and family life.

The Ministry for Family, Social Security and Labor is the leading executive body for ensuring equal opportunities in employment and working conditions. The Ministry works in cooperation with other organizations to promote gender equality.

The National Employment Strategy¹⁶ calls for development of policies for equal opportunities in employment for groups which face difficulties in the labour market. The strategy points out that women are not represented enough in labour market due to lack of education, gender-based division of labour and lack of work-life balance mechanisms. Furthermore, the strategy stresses that gender based division of labor is observed based on sectors as well as occupations.

The data of the Turkish Statistic Institute¹⁷ on professions selected according to gender show that women constitute a very small part of these professions among senior civil servants, judges and ambassadors, and the big difference between men and women continues over the years.

Existing framework conditions regarding childcare facilities

The conditions for childcare facilities are regulated by “The Regulation on the Employment Conditions of Pregnant or Breastfeeding Women, and Breastfeeding Rooms and Child Care Homes” published in the official gazette on the 16th August 2013¹⁸.

Some of the selected measures of the regulation regarding childcare facilities are detailed below:

- *“Regardless of their age and marital status, in workplaces with 100-150 female employees, it is obligatory for the employer to establish a breastfeeding room that meets the conditions specified in Annex-IV, separate from the workplaces and at a maximum distance of 250 meters from the workplace”.*

¹⁶ <http://www.uis.gov.tr/media/1437/uis2014-2023.pdf>

¹⁷ <https://data.tuik.gov.tr/Kategori/GetKategori?p=istihdam-issizlik-ve-ucret-108&dil=1>

¹⁸ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=18728&MevzuatTur=7&MevzuatTertip=5>



- *“Regardless of their age and marital status, in workplaces with more than 150 female employees, the employer must establish childcare facilities for children aged 0-6 years. The qualifications and duties of the managers, health personnel and other personnel who will work in the rooms and dormitories are as regulated by this legislation”.*
- *“Necessary foods, breakfasts and meals are to be provided in facilities according to the needs of the children. Opinion of the workplace doctor is to be taken in the regulation of food lists and complementary nutrition.”*
- *“In child-care facilities, pre-school education is to be provided to children to ensure their psychosocial development”.*

Employment conditions at university and research organization

Employment conditions are governed by the Higher Education Law¹⁹, the Turkish Labour Law²⁰ (No: 4857) and internal procedures and regulations on appointment and promotions of academic staff at each higher education institution.

Female researchers benefit from social rights pertaining to the Turkish labour law in terms of maternity leave, breastfeeding leave and the possibility of part-time working opportunities. These provide flexible criteria for career progression during major life events like childbirth or care work for relatives. Academics can move institutionally without losing social or tenure rights.

Existence of national programs which promote the integration of gender in the content of scientific research

TÜBİTAK (The Scientific and Technological Research Council of Turkey) is the main scientific body which aims at promoting science and technology and spreading basic and applied academic research in Turkey. TÜBİTAK also provides research funding and scholarships for researchers. The following are the TUBITAK’s funding programmes for higher education institutions:

- 1000 - Support Program for Increasing Research and Development Potential of Universities
- 1001 - Scientific and Technological Research Projects Support Program
- 1002 - Quick Support Program
- 1003 - Priority Areas R&D Projects Support Program
- 1004 - Center of Excellence Support Program
- 1005 - National New Ideas and Products Research Support Program
- 1007- Public Institutions Research and Development Projects Support Program
- 3001 - Preliminary R&D Projects Support Program
- 3501 - Career Development Program

Furthermore, the Turkish Council of Higher Education (YÖK) provides scholarships to researchers and funding to higher education institutions. The following are the main funding opportunities of YÖK:

- YÖK Doctoral Scholarship
- YÖK Support Scholarship
- Project Based International Exchange Program
- International Research Scholarships

Unfortunately, none of the above programmes of TÜBİTAK or YÖK promote the integration of gender in the content of scientific research. Also, the analysis of the implementation principles of the above funding

¹⁹ <http://www.lawsturkey.com/law/the-law-of-higher-education-2547>

²⁰ <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=4857&MevzuatTur=1&MevzuatTertip=5>



programmes showed that gender is not as a criterion embedded in the evaluation processes to access those grants and resources.

However, as a positive note, on the 24th December 2019 TÜBİTAK announced the ‘Policy Principles for Increasing the Participation of Women Researchers in TÜBİTAK Processes’²¹, which aims to ensure and maintain the balance between male and female researchers in the field of R&D and innovation. The principles are the following:

1. *“Within the scope of R&D and innovation support programs, taking into account scientific excellence and/or research quality, TÜBİTAK adopts a balance regarding the participation of female and male researchers in the governance mechanisms established for decision-making (group executive boards and advisory boards), project evaluation and monitoring processes, and prioritizes increasing the ratio of female researchers in a way to ensure balance when deemed necessary”.*
2. *“TÜBİTAK promotes the inclusion of facilitating measures needed by researchers for their young children in the R&D and innovation support mechanisms legislation, in order to encourage female researchers to apply to R&D and innovation support mechanisms”.*
3. *“It encourages the inclusion of female researchers and/or scholars in the project teams formed within the scope of R&D and innovation projects supported by TÜBİTAK”.*
4. *“It encourages the publication of special calls for female researchers in the field of technology-based entrepreneurship”.*
5. *“Within the scope of R&D and innovation support programs and in the activities it conducts through R&D centers and institutes, TÜBİTAK regularly monitors the balance of female and male researchers through statistics”.*
6. *“TÜBİTAK pays attention at ensuring the balance of female and male researchers among researchers employed at research centers and institutes, taking care that the research quality is ensured”.*
7. *“It carries out awareness activities regarding the facilities provided and the importance given to female researchers in the activities carried out by TUBİTAK in the field of R&D and innovation”.*

National/ policies and legal frameworks on sexual/gender harassment in the workplace

Sexual harassment is described as a crime in the Turkish Criminal Law²². According to article 105 *“A person who abuses another person for sexual purposes is sentenced to imprisonment from three months to two years, or to a judicial fine. If the crime is committed by taking advantage of the convenience of working in the same workplace (paragraph c) the penalty to be given is increased by half. If, due to this act, the victim had to leave her/his job, family leave or the school, the imprisonment to be imposed cannot be less than one year.”*

Furthermore, there are some provisions regarding sexual harassment in the Labour Law (No.4857). Articles n. 24 and 25 give the employee the right to terminate the employment contract immediately without having to take into account some specific notice periods in the following situations regarding sexual harassment:

- In the event that the employer sexually harassed the employee;
- In case the employee is subjected to sexual harassment at the workplace by another worker or third parties and the necessary precautions are not taken despite notifying the employer of this situation.

However, there is no specific regulation regarding the actions to be taken by the employer to prevent sexual harassment or other forms of diversity related harassment in the workplace.

Funding opportunities for collaborative actions on gender equality at national and regional level

²¹ <https://www.tubitak.gov.tr/tr/haber/tubitak-sureclerinde-kadin-arastirmacilarin-katiliminin-artirilmasina-yonelik-politika-ilkeleri>

²² Article n. 105 of Law n. 5237.



Turkey is not eligible for the ERDF funding, but there are many other national and international funding programmes focusing on gender, equality or empowerment of women. However, there are no specific programmes where gender in scientific research is promoted and funded.

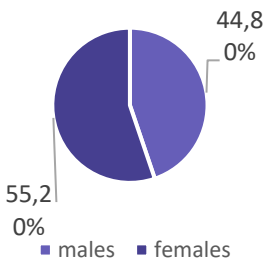
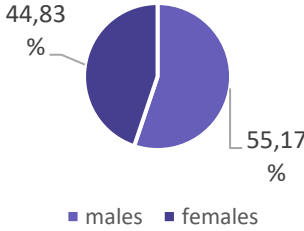
The following are some examples of the funding programmes focusing on gender issues:

- EU Funded Programmes:
 - Promoting Decent Future of Work Approach With A Focus of Gender Equality (EuropeAid/167108/ID/ACT/TR)
 - Strengthening Capacity of National and Local NGOs on Combating Violence Against Women Grant Scheme (EuropeAid/133168/M/ACT/TR)
 - Promoting Women’s Employment (PWE) Grant Scheme (EuropeAid/128148/D/ACT/TR)
 - Promotion and Protection Of Women’s Rights (CFCU/TR0501.02/A1)
 - Grant Scheme for Increasing School Attendance Rates Especially for Girls (EuropeAid / 133687/M/ACT/TR)
 - Family Support Centres Fund (funded by the Ministry of Family and Social Policies)



The innovation ecosystem context analysis at YASAR

The following table presents the results of the context analysis conducted by YASAR in terms of quantitative and qualitative indicators.

Area	Indicator	Results
Talents and workforce education and acquisition	High School and Higher Education students in STEM by gender, at regional and national levels	<p>STEM High school students (2018/2019)²³</p>  <p>STEM Higher education students (2018/2019)</p> 
	Researchers in STEM by gender in R&I, at national and regional levels	<p>STEM researchers in Turkey in 2020²⁴:</p> 
	Evolution of employment rate in R&I by gender	Data not available
Leadership	Patents registrations by gender	<p>Patent registrations in 2019: 1740²⁵</p> <p>No data available regarding the gender</p>

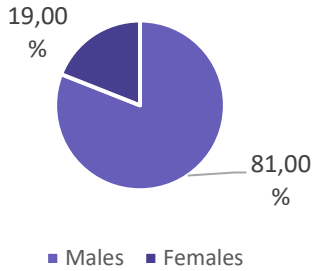
²³ Ministry of National Education yearly statistics (2018-2019), https://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=361

²⁴ <https://istatistik.yok.gov.tr/>

²⁵ Turkpatent, 2020



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	Founders and leaders of innovative enterprises and start-ups by gender	<p style="text-align: center;">Gender distribution of Startup Founders in Turkey 2018²⁶:</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Gender</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>81,00 %</td> </tr> <tr> <td>Females</td> <td>19,00 %</td> </tr> </tbody> </table>	Gender	Percentage	Males	81,00 %	Females	19,00 %
Gender	Percentage							
Males	81,00 %							
Females	19,00 %							
Knowledge and tech production issues	Level of integration of gender as a scientific research dimension	TÜBİTAK (The Scientific and Technological Research Council of Turkey) is the main scientific body which aims at promoting science and technology and spreading basic and applied academic research in Turkey. TÜBİTAK also provides research funding and scholarships for researchers. The analysis of the TÜBİTAK's regulations on funding shows that there is no specific arrangements or measures to promote the integration of gender as a scientific dimension in research. Furthermore, the analysis of other national documents and regulations shows that there is no specific policy aimed at integrating gender in research at both national or regional level.						
	Level of consideration of the gender dimension in product/service development	While there are several academic articles regarding the gendering of the certain products, there are no specific requirements or standards in terms of gender-sensitive product or service production. Furthermore, there are no information available regarding the level of integration of gender dimension in product/service development in Turkey.						
Broader issues featuring the R&I 'cultures'	Gender sensitiveness/family friendliness of supporting services to start up and entrepreneurship	<p>In Turkey, increasing women's employment appeared for the first time in the political agenda in the 1990's. From that period on, the topic started to be included in the Development Plans. Increasing women's employment and supporting female entrepreneurship gained momentum after Turkey gained the candidate status at the 1999 Helsinki Summit of the European Union. Since then, many initiatives, projects and funding mechanisms to support female entrepreneurship were developed. Some of the main mechanisms are listed below:</p> <ul style="list-style-type: none"> - KOSGEB Funds: KOSGEB (Small and Medium-Sized Enterprises Development and Support Administration) is the main body responsible for providing training and funding for the entrepreneurs in Turkey. The KOSGEB regulation regarding support programmes shows that there are some articles mentioning additional financial support for female entrepreneurs (article 7 of the 'Traditional Entrepreneur Support Program' and 'Advanced Entrepreneur Support Program'). Furthermore, according to recent news shared in the KOSGEB website, a special protocol between KOSGEB and DOĞTAŞ (a furniture production company) to support female entrepreneurship and employment was signed. According to it, 100 female entrepreneurs will be supported by both KOSGEB and DOĞTAŞ. - Social Assistance and Solidarity Foundation: it is an institution that provides financial support to low income people to start small businesses. The female applicants are prioritized in support decisions. - The Credit Guarantee Fund (KGF): it acts as a guarantor for SMEs and non-SME enterprises that cannot get credit due to insufficient warranty. KGF supports SMEs and non-SMEs' access to finance. KGF also helps women entrepreneurs get the loan they need. The maturity of the loans provided by KGF is offered to women entrepreneurs with a 2-year grace period and a 5-year maturity. 						

²⁶ <http://startupmonitor.eu/EU-Startup-Monitor-2018-Report-WEB.pdf>



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		<ul style="list-style-type: none"> - The Women Entrepreneurs Association of Turkey (KAGIDER): it is a non-governmental organization aimed at strengthening women entrepreneurs not only economically but also socially and politically. KAGIDER provides training, counselling and mentorship activities to empowering women economically and strengthening women entrepreneurs. - Turkey Grameen Microfinance Program (TGMP): it is Turkey's first and only microfinance institution. TGMP provides financial services to women living in poverty. TGMP aims to support low-income families, providing appropriate financial services to women and encouraging them to make their own income-generating activities, economic and financial means to improve their social status and to create a sustainable living conditions.
	Perception of existing stereotypes/bias on gender and innovation/entrepreneurship	<p>Turkey is ranked 45th among 77 countries in The Global Entrepreneurship and Development Institute's (GEDI) Female Entrepreneurship Index 2015. According to the mentioned GEDI report Turkey is one of the countries that shows the biggest entrepreneurship gender inequalities. There are growing literature on female entrepreneurship in Turkey. In the literature, the problems faced by women entrepreneurs in Turkey were generally categorized under three headings:</p> <ul style="list-style-type: none"> - Problems faced at the business establishment stage; - Problems faced after the establishment of the business; - Existing structural problems. <p>About the main issues/barriers/challenges faced by women entrepreneurs in Turkey, the following ones are the main ones reported in the literature and reports:</p> <ul style="list-style-type: none"> - Domestic responsibilities of women (such as burden of child, home and family care); - The socio-economic status of women (mainly low-income, home-based activities); - Traditional beliefs and pressure of the society; - Lack of education, training, knowledge and experience; - Lack of savings to establish their own business and difficulties in accessing financial resources. <p>In terms of gender stereotypes and media representation, literature shows that the existing social role of women is reinforced through advertisements and TV shows. However, there are growing number of media initiatives (social media posts, viral videos, etc.), especially during the week of March 8th (World Women's Day), which try to break gender stereotypes²⁷.</p>

Table 1_ Results of the context analysis conducted by YASAR

²⁷ Examples of initiatives: I can do both venture and career! <https://www.hurriyet.com.tr/yazarlar/dilek-dayinlarli/girisim-de-yaparim-kariyer-de-40563458>

I can have both baby and career! <https://pazarlamasyon.com/cocuk-da-yaparim-kariyer-de/>

Success has no gender https://www.youtube.com/watch?v=PGQjMaasdU4&feature=emb_title

Let's break glass ceilings together! https://www.youtube.com/watch?v=D8mesupTeTE&feature=emb_title

I am a Woman! https://www.youtube.com/watch?v=OhX0Do8BYhA&feature=emb_title

Celebrate your Power! https://www.youtube.com/watch?v=XxnDkvQBwWk&feature=emb_title

Fly for your Dreams! https://www.youtube.com/watch?v=fH93Spf0e-o&feature=emb_title

Know us like this! https://www.youtube.com/watch?v=tYh9aCW_DyI&feature=emb_title

Examples of Viral Twits: <https://sosyalmedya.co/8-mart-dunya-kadinlar-gununde-markalardan-dikkat-ceken-paylasimlar/>



YASAR Mapping of external stakeholders and SNA

Results of the focus group with internal stakeholders

YASAR's researchers conducted the **focus group** on the 23rd September 2020 involving 9 internal stakeholders (3 males and 9 females) among mid-level managers, project experts in technology transfer, employees of the international office and the EU research center.

Concerning the **existing or prospective collaborations with external stakeholders** on broader areas, participants reported that Yasar University collaborates with a wide range of stakeholders: from other universities and education agencies, to public institutions such as ministries, TÜBİTAK (The Scientific and Technological Research Council of Turkey), KOSGEB (Small and Medium Enterprises Development Organization of Turkey), but also NGOs, youth organizations and companies. While collaborations with public institutions, development agencies and other universities happen with the top management of such institutions, the ones with the business sector normally involve more “technical” people. In general, participants do not see any issue with reference to gender inequalities with universities, but they reported how in public bodies (like the Turkish Patent and Trademark Office), project teams and managers are usually male, while more women can be seen in collaborations with private stakeholders (companies and NGOs), especially for those collaborations concerning migration, project management, intercultural learning, youth, entrepreneurship and gender. A participants also stated that in some cases there might be even some imbalance regarding remuneration policies between men and women. Female participants reported that they experienced some difficulties as women in the African and Middle East markets due to cultural differences.

Concerning the ways in which gender inequalities **challenge** external stakeholders, in general participants stated that challenges are related to inequalities in salaries, gender balance in management positions, inequalities about women getting married and having children. However, they stressed how it depends on the specific field. For instance, in the university's Incubation Center, the difference between female and male entrepreneurs is quite big, teams tend to prefer male candidates since women are considered fragile and not patient. Also in educational agencies, there is a predominance of male employees, because partners prefer dealing with men in crucial phases of a partnership since they believe they are ones that can decide. About international offices, instead, women are the majority since “marketing” is considered a more suitable field for them, the same for EU offices, because gender equality is a priority for EU projects, therefore in such environments people are very much aware of the topic. Participants agreed that removing gender inequalities would benefit all collaborations with stakeholders.

About **actions** that external stakeholders put in place, this also depends on the specific field. Positive discriminations are made at International offices of universities in order to attract more female students. Concerning the EU projects office, the representative reported that their stakeholders, which are mainly other HEIs, youth organizations and NGOs have adopted measures to ensure gender equality, such as the implementation of quotas and other GE policies and practices.

Regarding **complementarities or synergies** with Yasar universities, experts mentioned the development of specific projects. For instance, they recalled the project in place with the Women Entrepreneurship cooperative and the first co-working space in Izmir founded by women. Other activities can be related to providing case studies to women who want to become entrepreneurs and encouraging them to apply for funds and manage projects. Another form of synergy would concern the involvement of policy makers, in order to have more resources for further supporting women.



Results of the survey to external stakeholders

The survey was submitted by 17 external stakeholders, 8 civil society organizations, 3 universities, 2 private companies, 2 public bodies, 1 foundation and 1 international organization. Stakeholders deal with a variety of activities/business:

- Media (companies)
- EU and social projects and funding (public bodies)
- Women rights and gender equality (universities and civil society organizations)
- Migration, refugees, integration issues (civil society organizations)
- Education, research, culture and art (universities and the foundation)
- Sustainable development, agriculture, economy (civil society organizations)
- Youth and mobility (civil society organizations)
- Health (civil society organizations)

The kind of collaborations in place with the Yasar University mainly concerns:

- EU funded projects
- Technical, research and educational cooperation
- Organization of seminars and events
- Trainings

Concerning the ways in which gender inequalities represent a **challenge** for the external stakeholders, almost half of the participants in the survey reported that gender inequalities do not represent a challenge for their own institution, since there is gender balance at all levels, and gender inequalities is an issue that women mainly experience outside their working place or that features other stakeholders the single institutions collaborate with. Universities reported that the challenge of gender inequalities is nestled in the culture of the country and well visible in the male-dominated structure of the administrative levels of public institutions (including universities). They claimed that there are some clear disadvantages for females in academic life compared to men. For female academics, obligations such as home and children make it difficult for them to participate in academic meetings and prevent them from taking part in administrative positions. Rectors and vice rectors are mostly men. Concerning students, gender inequalities differ in terms of departments. Science and engineering faculties are predominately male. The prejudice that women cannot be as successful as men in engineering and science fields influences a lot women choices. Interesting insights are provided by NOGs. One of them reported that since they work with refugees, their primary target are women and children. Women can be exposed to physical and sexual violence. Most of them do not work and do not have opportunities for socializing outside their own families, and this does not facilitate their participation to the activities organized by the NGO. Other civil society organizations stressed the important role of governmental institutions in setting policies in the area of gender, in order to raise the awareness on the issue and help the work of NGOs and academic institutions to be more effective.

As far as the potential **benefits** in solving gender inequalities challenges are concerned, the following ones were raised:



- More women in higher positions;
- More equal and peaceful work environments;
- Increase of the productivity, performance and efficiency;
- New perspectives, projects and collaborations;
- A more balanced and inclusive management approach;
- A healthier society structure and a more democratic university;
- Increased participation of women in social and economic life with consequent positive effects on the economic well-being of the country and social welfare of individuals.

About **measures** taken by the external stakeholders to tackle gender inequalities, companies reported paying attention in order to avoid gender discrimination in salary, working hours and work division and adopting the WEP's principles²⁸. 2 out of 3 universities did not report any measures, while the other explained having a dedicated unit for sexual violence and harassment. Civil society organizations instead have many measures in place, for instance one of them reported having undertaken the Global Compact Women's Empowerment Turkey Izmir Platform's executive tasks; another one explained being member of associations and partner in relevant projects such as the Business Against Domestic Violence Project, in partnership with UNFPA and Sabancı University, for which they conduct studies about gender equality and domestic violence; another NGO explained having a team working on an action plan over the issue of gender based violence; another one provides training to youngsters on the topic; again a NGO reported guaranteeing gender balance in the volunteering teams, while another one organizes meetings at women's own houses in order to foster their participation. Public institutions reported paying attention to gender equality in the recruitment process as well as in the implementation of projects and other activities.

Regarding any **potential planned action**, only NGOs reported having planned any. The most interesting are the increase the number of women in the board and the development of a business model for women.

Concerning **additional collaborations or synergies** with Yasar University, the most relevant that were highlighted are the following ones:

- The development of jointly projects on the topic of gender equality;
- The organization of awareness events, meetings, lectures;
- Professional experience transfer;
- The organization of training programs on gender equality;
- Foster gender equality within university-industry collaborations;
- Jointly research activities/studies focusing on gender equality.

About **overlapping and competitive** areas, an university reported that often gender equality is seen as an abstract concept, while people need to see the practical benefits of it in order to take it seriously. Therefore, projects need to focus not only in studies but also in concrete outputs in order to strengthen the cooperation. Only an NGO identified the one of training as a possible competitive area. Another NGO reported that the principles of Yasar university and the NGO's values on the topic of GE overlap and this is positive also in terms of developing more effective and sustainable activities/projects, on the basis that the cooperation between an HE institution and NGO can create complementing rather than competing areas. Finally, another NGO explained that there should not be any competition as a result of the collaboration between institutions, but the overlapping of priority areas should be the main starting point for the cooperation itself.

Regarding **risks and obstacles** in the cooperation process, only a few were reported and are the followings:

²⁸ <https://www.weeps.org/about>



- Gender equality is a sensitive topic in Turkey and this can be an obstacle and reduce the effectiveness of the collaboration;
- There is the risk that gender equality topics are brought only at academic and theoretical level, therefore an innovative approach should be adopted;
- Different political views on gender equality can be an obstacle, as well as the perspective of the political power;
- The difference between the factors that motivate academics working in the public and in the private sectors.

Results of the SNA

Regarding of the process followed by Yasar researchers, first of all it is important to highlight that the SNA excel was prepared according to the information provided by Knowledge Technology Transfer Office (responsible for local and national research and development projects funded by local or national funding organizations), the Project Support Office (responsible for research projects funded by Yaşar University using the institution's own funds) and the European Union Research and Application Center (responsible for all international and EU funded projects and collaborations). The EU Center coordinated the data collection process and compiled all the information on the excel to make it ready for uploading to Kumu system.

It is important to specify that collaborations tracked through the SNA represent only a part of the whole collaboration structure of the University. Indeed, the analysis only includes funded project partnerships while excludes collaborations that do not have local partners. Spontaneous cooperations and consultancies are not included in this analysis as it is difficult to trace them and document the nature and the scope of the collaborations.

Overall **39 external stakeholders** were included in the mapping. Many collaborations are with “civil society” stakeholders (16 out of 39 stakeholders, representing the 41%), followed by “industry & business” stakeholders (11, representing the 28%), “government & public sector” stakeholders (8, representing the 20,5%), “academy ad universities” stakeholders (3, representing the 7,7%) and “school” (1, representing the 2,6%). Among the listed collaborations, the most relevant are the ones with non-governmental organizations, governmental organizations and other research institutions, which represent the main group of stakeholders Yaşar University collaborates with in the frame of various projects.

About the **intensity** of collaborations with external stakeholders, most of them (29 out of 40, representing the 72,5%) are “one time” collaborations. Among “one time” collaborations, 11 are with “civil society” stakeholders, 10 with “industry & business” stakeholders, 4 are with the “government & public sector”, 3 are with “academia & universities” stakeholders and 1 with “schools”. Then, 10 (representing the 25%) are “frequent” collaborations and only 1 (representing the 2,5%) is a “solid” collaboration.

Concerning the **topic** of the collaborations, many of them (17 out of 40, representing the 42,5%) are about “scientific research”, followed by “education” (16 out of 40, representing the 40%), while 3 collaborations are about “transfer to market” and 4 about “science communication”.

Yasar University has effectively engaged in EU funded projects regarding gender equality. Gender is extremely relevant to the strategic objectives of the institution since it creates the opportunity for transferring good practices and encouraging local as well as international collaboration.

In total, **28 collaborations are led by women** at Yaşar University (72%). 13 of them concern collaborations with “civil society” stakeholders (46%) most of them from the Department of Science Culture, 8 with “industry and business stakeholders” (29%), 5 with “government and public sector” stakeholders (18%), while 2 regard projects in place with “academia & universities” stakeholders (7%).

Concerning collaborations taking into account or focusing on **gender issues**, only 8 out of 40 (representing 20%) have such feature. The projects focusing on gender issues include projects in the frame of the European Researchers' Night programme, the Erasmus+ programme and a service provision for the local women entrepreneurship cooperative. One of the four main themes of the ERN Project of the university was "science unites genders" and a series of activities and workshops were implemented to foster scientific curiosity of especially young girls. Partners of the project included four public bodies and a youth NGO. The Erasmus+ strategic partnership Project "Gender Perspective in EU Mobility Program" aimed at mainstreaming gender issues in EU Mobility Programs and increasing the visibility of gender issues in youth organizations. For this Project, the university collaborated with four youth organizations. University also provided technical expertise to the local women entrepreneurship cooperative in another collaborative Project.

All the mentioned projects take gender into account through their themes, objectives, activities, outputs and results.

The following pictures represent the results of the SNA conducted by YASAR according to the kind of stakeholders. Therefore, 5 different maps are displayed, one for each category of stakeholders: "academia & university", "industry & business", "government & public sector", "civil society" and "schools".

Per each map it is possible to identify the different departments of YASAR involved in the collaborations with the different external stakeholders (the nodes with a small green circle), the collaborations having female leaderships (the yellow nodes) and the collaborations focusing or considering gender (the connections in red).

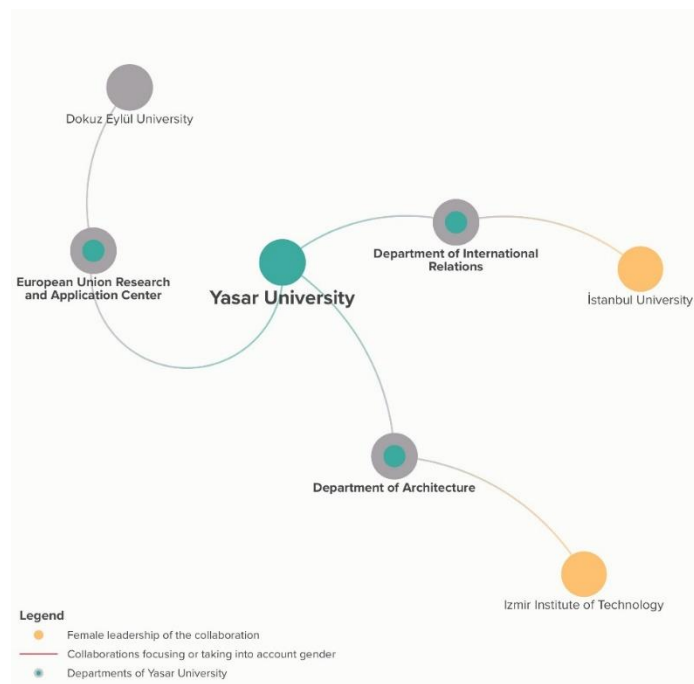


Figure 1_Yasar collaborations with "Academia & universities" stakeholders



External Gender Equality Assessment – YU

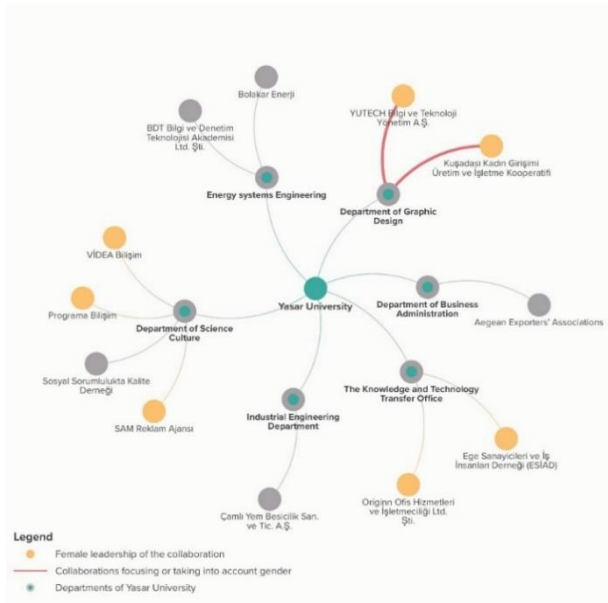


Figure 2_Yasar collaborations with "Industry & business" stakeholders

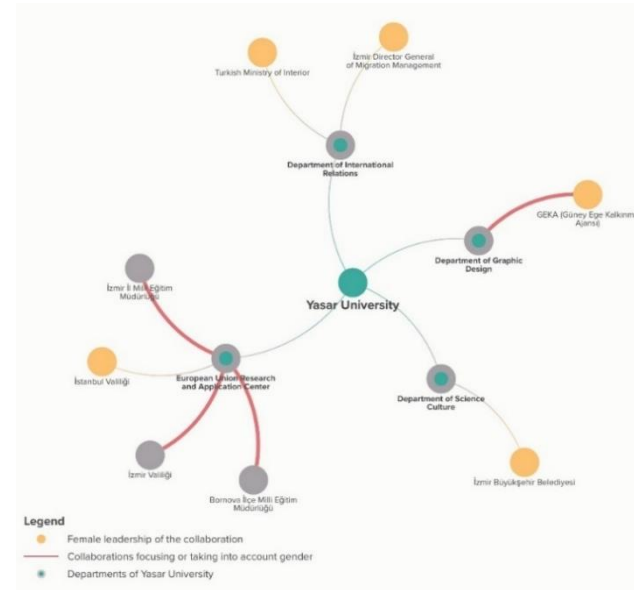


Figure 3_Yasar collaborations with "Government & public sector" stakeholders

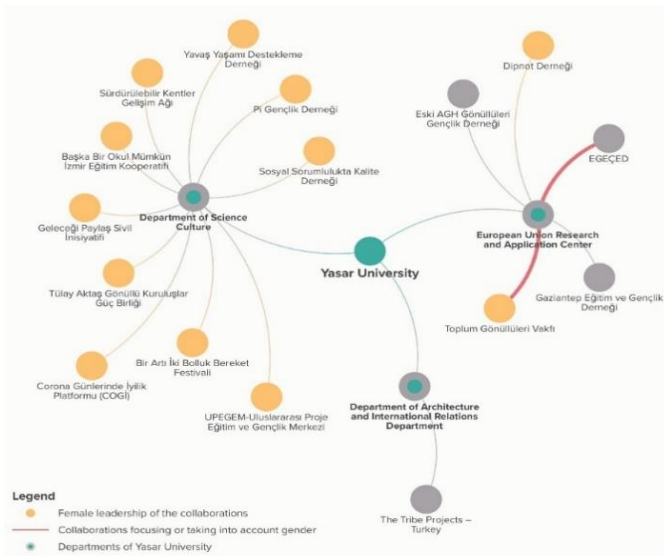


Figure 4_Yasar collaborations with "Civil society" stakeholders

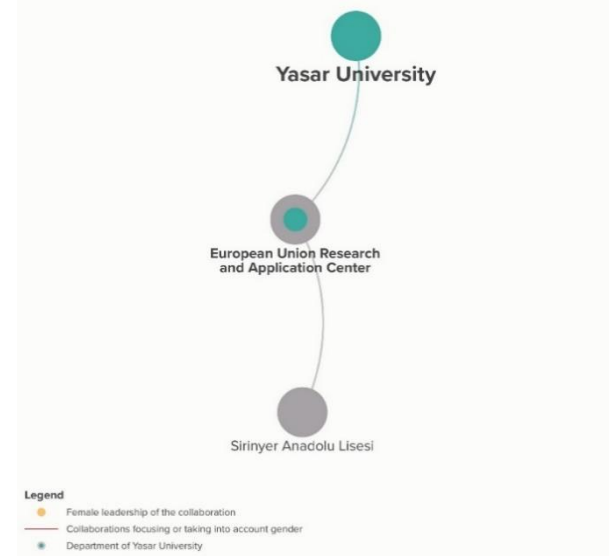


Figure 5_Yasar collaborations with "Schools"



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Final remarks on the external assessment of YASAR

In Turkey specific legal texts/acts relevant to the field of gender equality policies in higher education do not exist. Gender equality is addressed within a broader concept of anti-discrimination and equality in various laws and acts included the Turkish Constitution. In 2015 a “Gender Mainstreaming” strategy was prepared by the Council of Higher Education. The strategy, which is under revision and is expected to be distributed to education institutions is aimed at guaranteeing gender equality provisions in higher education institutions. Dedicated policies of increasing the women’s participation in research were recently adopted by the Scientific and Technological Research Council of Turkey. Therefore, although there are pieces of legislation for equality and institutional efforts to include a gender dimension in higher education, the main issues in the area are: the lack of a national action plan for gender equality in academia and higher education, the lack of institutionalization of the gender studies, the lack of structured and collaborative research studies and the lack of data.

Female employment is a priority area for national strategic documents and dedicated provisions (even if not mandatory) exist in terms of quotas in management positions. However, female leadership in companies constitutes only the 13.40% in the whole Turkey. The rate falls even below when it comes to female ownership of firms and female top management, with only a 3.9%. Two are the main reasons identified that prevent women from reaching management positions: **religious and cultural perception of the family role of women** and lack of policies allowing the advancement of women by institutions and companies.

In order to increase the participation of women in the labour market, measures such as increased childcare services and flexibility in employment forms are foreseen. Also the maternity leave is regulated, while the paternity leave does not apply. Interesting provisions are foreseen with regards to childcare facilities (e.g. breastfeeding rooms in workplaces, childcare facilities for children 0-6 years old in big companies and possibility of part-time work).

An ad hoc legislation is foreseen as concerns sexual harassment, even though there is no specific regulation regarding the actions to be taken by the employer to prevent sexual harassment or other forms of diversity related harassment in the workplace.

Data collected regarding STEM students show that the share of female STEM students is higher than the male one as concern High School but then it dramatically decreases in Higher Education (from the 55,2% to the 28,18%). A lighter imbalance persists also about STEM researchers. Particularly low is also the share of women among founders and leaders of start-ups (19%).

No regulations are in place in terms of promoting the integration of gender as a scientific dimension in research both at national and regional level, neither any requirements or standards exist in terms of gender-sensitive product or service production.

Concerning the analysis of the collaborations in place with external stakeholders, YASAR collaborates with a wide range of stakeholders: from other universities, to public institutions, NGOs, youth organizations and companies. Even though many of the stakeholders involved in the survey reported that gender inequalities do not represent a challenge for them, from the survey and the focus groups it emerged that **gender inequalities are more visible in the projects’ team compositions, especially in case of public entities, in management positions and in salaries.** As far as actions already undertaken by stakeholder in order to fight gender inequalities are concerned, the implementation of quotas, such as measures for avoiding gender pay-gaps, discriminations in working hours and work division were reported by some of them. Many stated having adopted measures specifically addressing the issue of sexual harassment and GBV. Among the potential further synergies with YASAR on the topic, the main one that were identified by the internal and external stakeholders were the development of joint projects on gender equality, the organization of raising



awareness events and trainings and the involvement of policy makers. Indeed, being gender equality a very sensitive and controversial topic in Turkey, at political level, not involving policy makers might result in scarce results of the actions carried out.

As far as the SNA is concerned, 39 stakeholders were tracked, many of them belonging to the “civil society” sector. The analysis only included funded projects partnerships, among which EU funded projects regarding gender equality are counted. This explains the high number of collaborations led by women (28 out of 39). Concerning collaborations taking into account or focusing on **gender issues**, only 8 have such feature.

