

**GEBZE TECHNICAL UNIVERSITY (GTU) GENDER EQUALITY PLAN**

**2022-2027**

**PREPARED BY**

**GTU WOMEN AND FAMILY STUDIES APPLICATION AND RESEARCH CENTER**

**(GTÜ KUAM)**

**APPROVED BY**

**GTU EXECUTIVE BOARD**

**March 2022**

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# GTU GENDER EQUALITY PLAN

## Introduction

This document has been prepared by Gebze Technical University Women and Family Studies Application and Research Center (GTÜ KUAM) for Gebze Technical University's internal and external stakeholders based on the GEAR Step-by-Step Guide published by the European Institute for Gender Equality (EIGE) (<https://eige.europa.eu/gender-mainstreaming/toolkits/gear/step-step-guide>, last accessed: 16 March 2022) and the downloadable GEAR tool "Gender Equality in Academia and Research" on EIGE's website (<https://eige.europa.eu/gender-mainstreaming/toolkits/gear>, last accessed: 16 March 2022) taking into account the specific context of the university itself, and was approved by the Executive Board of Gebze Technical University (GTU), which is chaired by its Rector, on 24 March 2022. The document aims to determine the current situation at GTU regarding genders and gender equality, and sets out to define actions to promote gender equality among its internal and external stakeholders in the foreseeable future.

## 1. What is gender?

The Council of Europe's "Manual for Human Rights Education with Young People" counts gender among the human rights themes, and defines it as "the socially-constructed set of expectations, behaviours and activities of women and men which are attributed to them on the basis of their sex" (<https://www.coe.int/en/web/compass/gender>, last accessed: 11 March 2022). It should be noted that gender is not the same as "sex", which defines the individual's biological state at birth. "Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialisation processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context" (<https://eige.europa.eu/gender-mainstreaming/concepts-and-definitions>, last accessed: 16 March 2022).

## 2. What is gender equality?

According to the online glossary compiled by EIGE and which includes gender and gender equality-related concepts and definitions, "in most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities" (<https://eige.europa.eu/gender-mainstreaming/concepts-and-definitions>, last accessed: 16 March 2022)". As civilisation continues to develop, the efforts to eliminate the inequalities between genders have become increasingly common. The European Commission describes gender equality

as “promoting equal economic independence for women and men, closing the gender pay gap, advancing gender balance in decision making, ending gender based violence and promoting gender equality beyond the EU” ([https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality\\_en](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality_en), last accessed: 11 March 2022). As part of its “gender equality strategy”, the Commission has been trying to address gender inequality via its main funding instrument Horizon 2020 and Horizon Europe, the next Framework Programme for Research and Innovation (2021-2027), and within the European Research Area in collaboration with member countries and research organisations ([https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation\\_en](https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en), last accessed: 11 March 2022).

Speaking of gender equality, one should not think that it is a concept that just works in favor of women. Both women and men suffer from “gender stereotypes”, constructed by social and cultural norms. For example, men may refrain from showing it when they feel sad due to the typical gender roles associated with “being a man”, such as “men do not cry”, which may have negative effects such as stress and may lead to further problems later on. Gender equality calls for the elimination of such stereotypes both for men and women. Therefore, a gender equal environment will not only benefit women, but also men.

### 3. The Gebze Technical University context

As a university of the Republic of Türkiye, a country that is in the accession phase to EU membership, and as an institution which has been partnering with European institutions and organisations under Horizon projects, Gebze Technical University has set out to prepare this Gender Equality Plan, which it considers of prime importance for both its, thus Turkey’s development, and for the strengthening of ties with international institutions and organisations that also aim to eliminate gender inequality and promote gender equality.

The European Institute for Gender Equality has published a step-by-step guide on their website (<https://eige.europa.eu/gender-mainstreaming/toolkits/gear/step-step-guide/step-1>, last accessed: 13 March 2022) for gender equality in academia and research. Taking the “key contextual factors” referred to in this guide into account, here is an overview of the situation at Gebze Technical University:

**Location:** Gebze Technical University is located in the industrial city of Kocaeli in Turkey, next to Istanbul, at a key location that connects Asia and Europe. Kocaeli is the second most densely populated city of Turkey after Istanbul, with 49.5% female population ratio and 50.5% male population ratio, according to the 2021 data of Turkish Statistical Institute, TÜİK (<https://data.tuik.gov.tr/Bulten/Index?p=The-Results-of-Address-Based-Population-Registration-System-2021-45500>, last accessed: 13 March 2021)

**Economics:** Gebze Technical University is a public university, funded by the state. The university also generates income through the external services it provides, which accumulates in its “Directorate of Revolving Funds”, then is used to the benefit of the university. The recruitment processes for academic and administrative staff are different. Both academic and administrative staff positions may be announced on the Official Gazette of the Republic of Türkiye (<https://www.resmigazete.gov.tr/>) and at <https://www.ilan.gov.tr/> (last accessed: 22 March 2022). However, whereas the academic staff are required to take ALES (Academic Personnel and Postgraduate Education Entrance Exam) when first applying for recruitment at the university (for positions lower in rank than assistant professor) and a foreign language proficiency certificate, the administrative staff are required to take KPSS (Public Personnel Selection Exam) according to their field of study at the university or high school. The salaries for academic and administrative positions are not gender-dependent and are pre-determined by law; however, staff may acquire additional income through the projects, services, partnerships/collaborations they are involved in as a member of the university. An example of gender equal practice in favor of women that has long been applied at the universities in Turkey is that by law, all the academic and administrative staff at public universities are subject to the Law No. 657 of Civil Servants of the Republic of Türkiye. This law provides that women may take a compulsory maternity leave of 16 weeks (<https://www.mevzuat.gov.tr/mevzuatmetin/1.5.657.pdf>, last accessed: 13 March 2022).

**Institutional Characteristics:** Gebze Technical University is a public university that started off as Gebze Institute of Technology in 1992, which was offering only graduate education back then. It then started offering undergraduate education in the 2001-2022 Academic Year, and with the government’s decision, became a technical university in 2014, taking its current name. GTU has 5 faculties, which are the Faculty of Engineering, the Faculty of Science, the Faculty of Business Administration, the Faculty of Aerospace, and 9 institutes, which are the Institute of Natural and Applied Sciences, the Institute of Social Sciences, the Institute of Nanotechnology, the Institute of Information Technologies, the Institute of Energy Technologies, the Institute of Biotechnology, the Institute of Earth and Marine Sciences, the Institute of Transportation Technologies, the Institute of Defense Technologies. In addition to its laboratories for research, GTU has 10 research centers, which are Nanotechnology Application and Research Center, Renewable Energy Research Center, Aluminum Research and Application Center, Science and Technology Application and Research Center, Continuing Education Application and Research Center, Career and Professional Development Application and Research Center, Application and Research Center for Cultural Heritage Preservation, Central Research Application Lab, Smart Agriculture Research and Application Center, and the most recently-established Women and Family Studies Application and Research Center. GTU also has a recently-established technopark on its campus.

**History:** Gebze Technical University (GTU) is a university that was established upon the foundations and experience of Gebze Institute of Technology (GIT) with the decree dated 4 November 2014 of the Grand National Assembly of Turkey, inheriting and embracing GIT's 22-year heritage. With its infrastructure, capacity, and academic staff, GTU is one of the young but experienced universities of Turkey, set to become the most prominent scientific hub of the country. It was also designated with the mission of research by the Presidency of the Republic of Türkiye, and thus became a research university on 26 September 2017.

**Size:** There are 5 faculties, 21 departments and 9 institutes at Gebze Technical University; 403 administrative staff, 713 academic staff, and 9133 students.

**Leadership, Structure and Governance:** Gebze Technical University is headed by its Rector, who is assisted by Vice Rectors and advised by Advisers. The University Executive Board is the main administrative body to make decisions concerning the university, whereas the Senate is the main academic body to make decisions concerning the university. Both are chaired by the Rector. In fact, the organisational structure of the whole university is governed by “Üniversitelerde Akademik Teşkilat Yönetmeliği” (Regulation for Academic Organisation at Universities), published in the Official Gazette dated 18 February 1982, numbered 17609, and found at <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=10127&MevzuatTur=7&MevzuatTertip=5>, last accessed: 13 March 2022.

**Policies:** In terms of policies, Gebze Technical University is affiliated with “YÖK”, that is the Council of Higher Education (CoHE) of the Republic of Türkiye. As stated on its website, “The Council of Higher Education was established with the Law No. 2547 dated 6 November 1981. With this law, it has commenced in a restructuring process of academic, institutional and administrative aspects in higher education. With this law, all higher education institutions in Turkey have gathered under the roof of YÖK; academies, universities, educational institutions have been transformed into the faculties of education, and conservatories and vocational higher schools (VHS) have been affiliated to universities. YÖK became responsible for all higher education institutions as an institution that has autonomy and public identity within the framework of powers and duties given to it with the Article 130 and 131 in Constitution and the said provisions of Law. For this reason, YÖK has focused on being mainly responsible for the strategic planning of higher education, the coordination between universities, and most importantly establishing and maintaining quality assurance mechanisms” (<https://www.yok.gov.tr/en>, last accessed: 13 March 2022). For this reason, Gebze Technical University is bound by the policies of CoHE. CoHE has an “Akademide Kadın Çalışmaları Birimi” (Division of Women Studies in Academia), which was established for and works towards promoting gender equality in the academia (<https://kadincalismalari.yok.gov.tr/hakkimizda>, last accessed: 13 March 2022). In this vein, “women and family application and research centers” have started to be established at universities. Gebze Technical

University has thus established the GTÜ Kadın ve Aile Uygulama ve Araştırma Merkezi, GTÜ KUAM (GTU Women and Family Application and Research Center), in May 2021. The establishment purpose of GTÜ KUAM is “to carry out trainings/educational activities, research and studies to increase awareness, knowledge, and competence on any topic that is related to the socio-economic problems and status of women and the area of gender equality”

<https://www.gtu.edu.tr/icerik/9/14172/display.aspx?languageld=1>, last accessed: 21 March 2022).

What the document “Gender Equality Law in 33 European Countries: How are EU rules transposed into national law in 2014?” states about Turkey overall is as follows:

Turkey is highly responsive to change and it has taken initiative in the adaptation process by developing new legal rules and innovative policies. The EU dimension of the promotion of gender equality is taken into consideration in the preparation of new legislation, legislative amendments, government programmes, policies, projects and development programmes. The institutional dimension of gender equality (the establishment of new institutions to promote gender equality) and the formulation of gender mainstreaming policies are prioritised. ([https://eige.europa.eu/sites/default/files/ge\\_law\\_33\\_european\\_countries\\_2015\\_en.pdf](https://eige.europa.eu/sites/default/files/ge_law_33_european_countries_2015_en.pdf), pp. 250-251, last accessed: 13 March 2022).

**Culture:** While Kocaeli, where GTU is located, is an industrial city, GTU has a campus intertwined with nature. In collaboration with local authorities, GTU has hosted morning walks and exercises for local women on its campus. Also on campus, there is a preschool/kindergarten facility, which is available for the university staff and the local community. The kindergarten particularly benefits the working mothers at the university. The university also has many student societies, among which is “Toplum Gönüllüleri Topluluğu” (Community Volunteers Society), which is a university branch of the NGO “Toplum Gönüllüleri Vakfı” (Community Volunteers Foundation), which provides voluntary trainings for gender equality (<https://www.tog.org.tr/toplumsal-cinsiyet-egitimleri/>, last accessed: 13 March 2022).

**Research and Innovation:** The university receives research grants from institutions such as TÜBİTAK (The Scientific and Technological Research Council of Turkey), which is also actively involved in EU projects. In terms of research grants, our female faculty and students have up to now put their signature under important successes. Just to give an example, Assoc. Prof. Dr. Rezan Demir-Çakan from our Department of Chemical Engineering was awarded the L’Oréal-UNESCO For Women in Science Award in 2016, and Science Academy’s Young Scientist Award (BAGEP) in 2015. In fact, according to the SHE Figures 2021, in nine EU-27 Member States and Associated Countries among which is Turkey, the proportion of researchers out of every thousand active women was higher than the corresponding proportion for men researchers, the proportion for Turkey being approximately 1.5 per thousand (<https://op.europa.eu/en/web/eu-law-and-publications/publication-detail/-/publication/67d5a207-4da1-11ec-91ac-01aa75ed71a1>, last accessed: 22 March 2022, p. 97). In addition, according to the same document, for teams composed of mostly female inventors, the highest average annual growth rate was observed in Turkey (0.28%), (<https://op.europa.eu/en/web/eu-law-and-publications/publication-detail/-/publication/67d5a207-4da1-11ec-91ac-01aa75ed71a1>, last accessed: 22 March 2022, p. 252).

#### 4. The current situation of genders at Gebze Technical University

Following are some tables including the facts and figures that indicate the current situation of genders at Gebze Technical University as of 15 March 2022, as retrieved from the databases of GTU's Directorate of Personnel Affairs, Directorate of Students Affairs, and Technology Transfer Office:

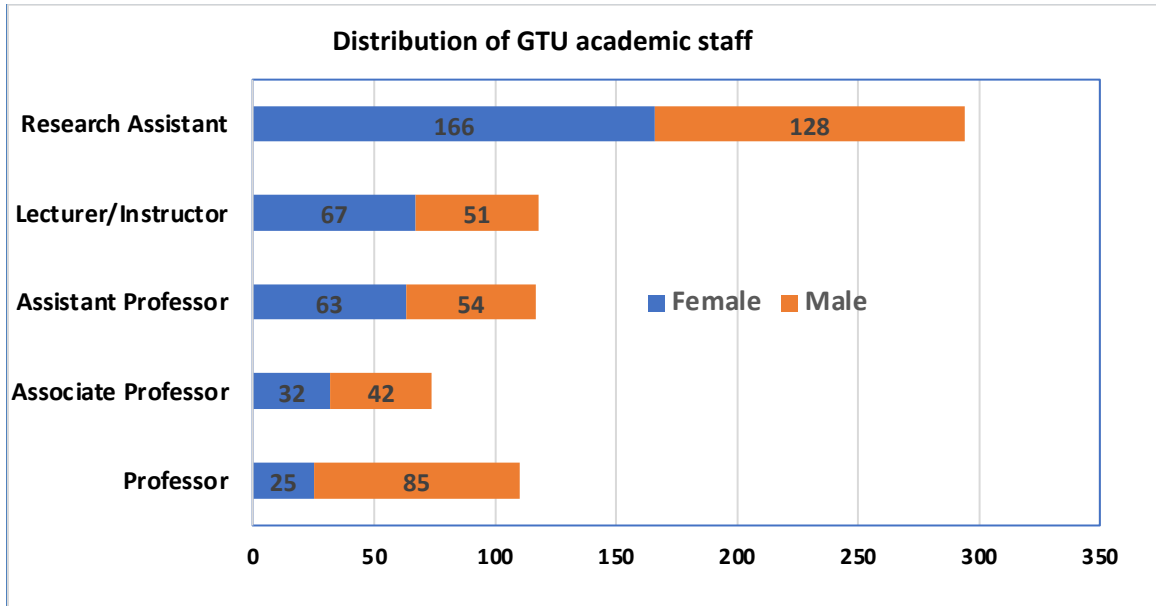


Figure1. Distribution of GTU academic staff by rank (Total academic staff: 713)

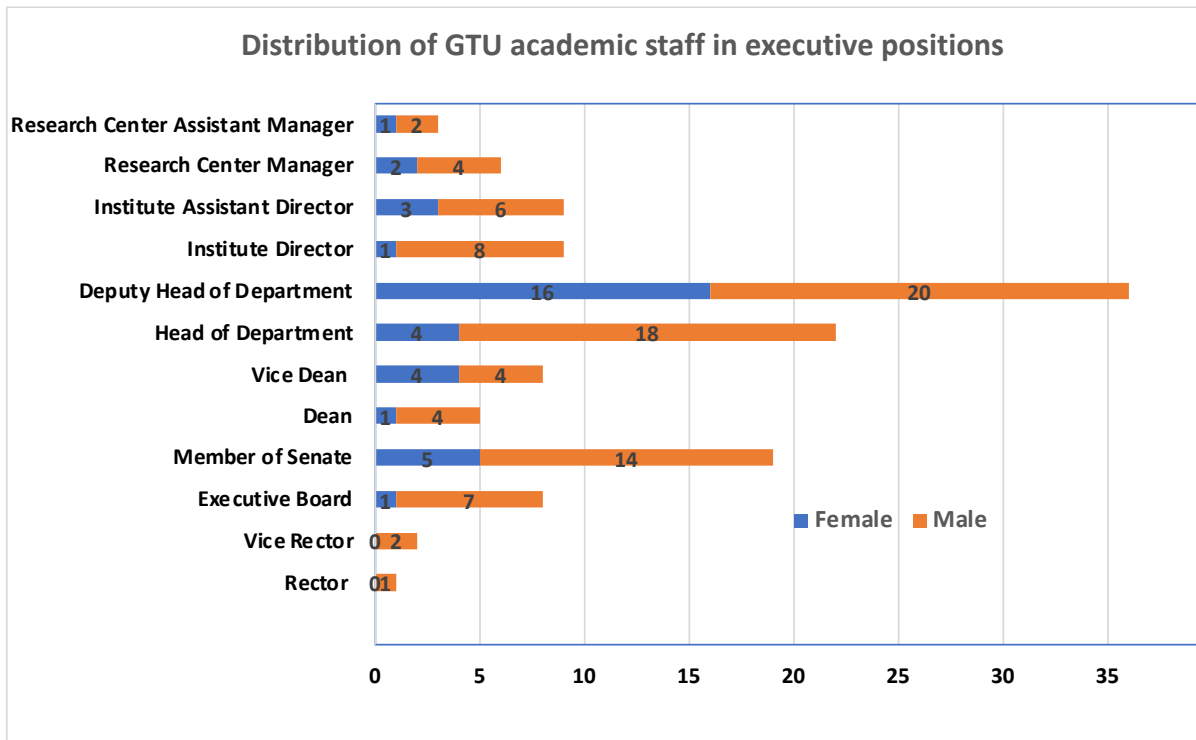


Figure 2. Distribution of GTU academic staff in executive positions



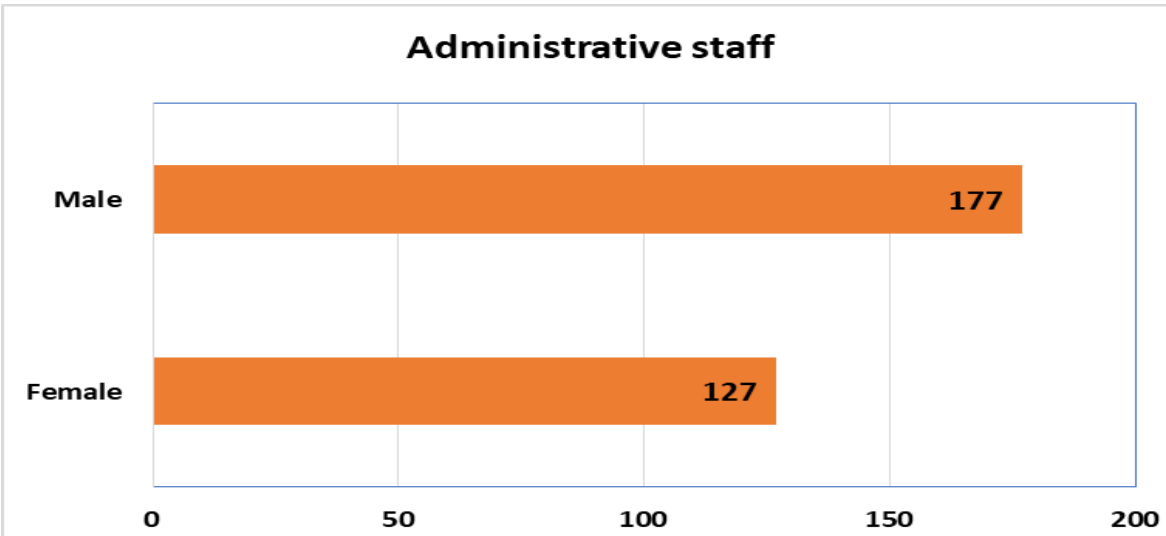


Figure 3. Distribution of GTU administrative staff (Total administrative staff: 304)

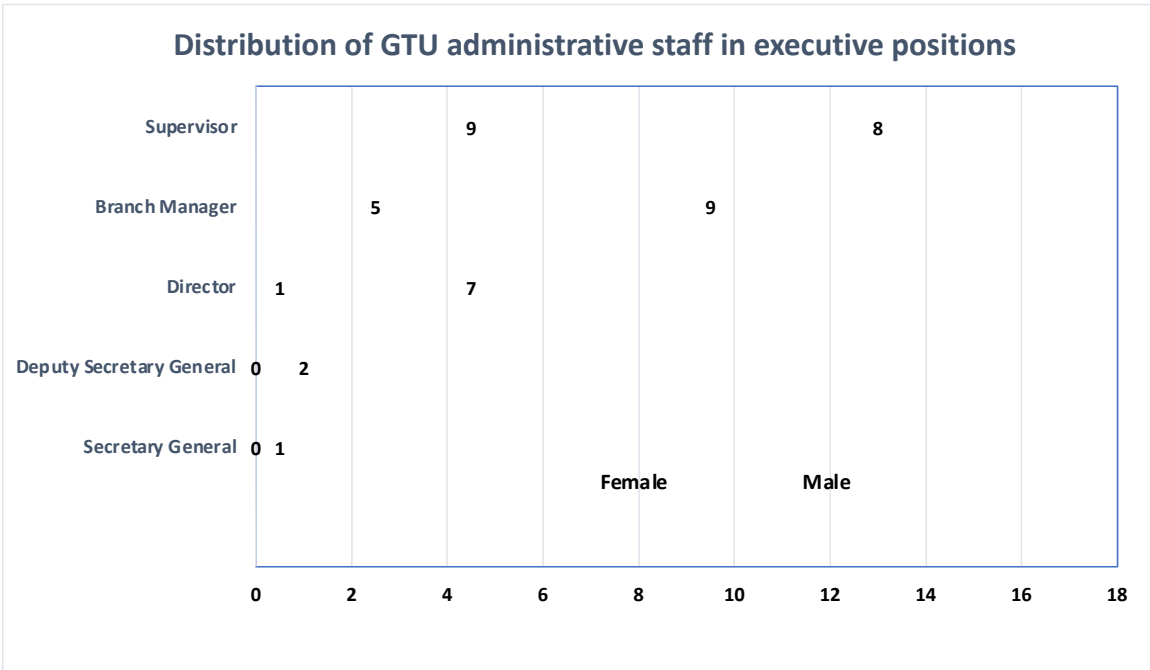


Figure 4. Distribution of GTU administrative staff in executive positions

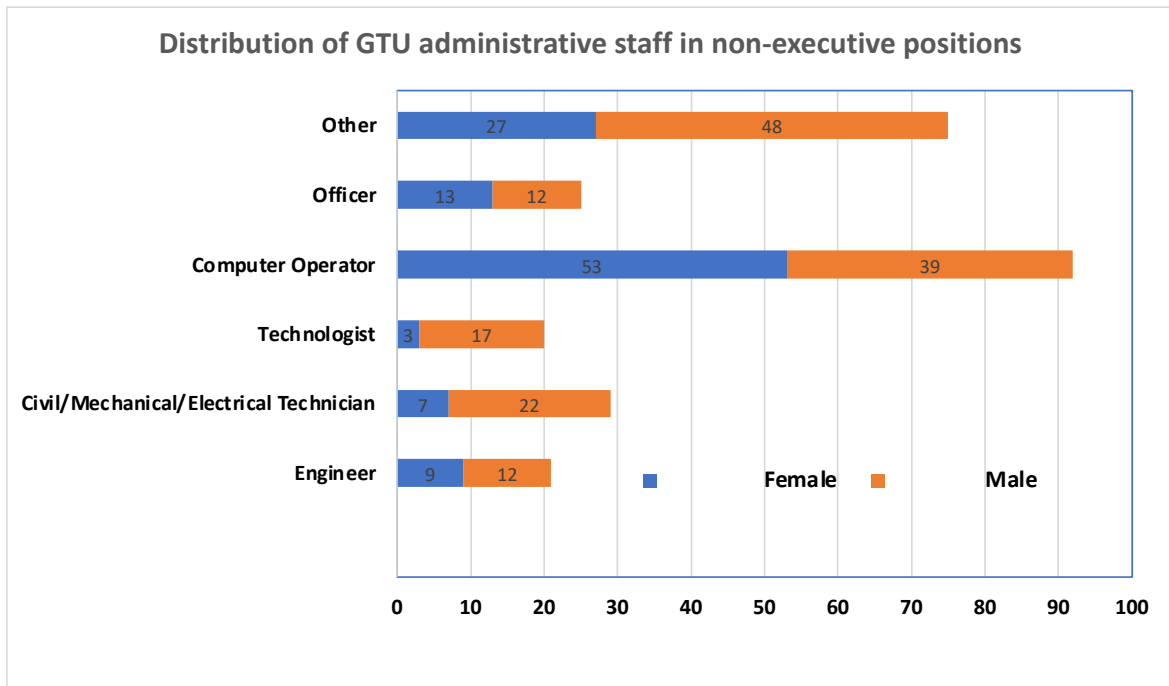


Figure 5. Distribution of GTU administrative staff in non-executive positions

What we can understand from the first 5 figures is that the top executives positions seem to be dominated by males, whereas in other domains the distribution is more diffused.

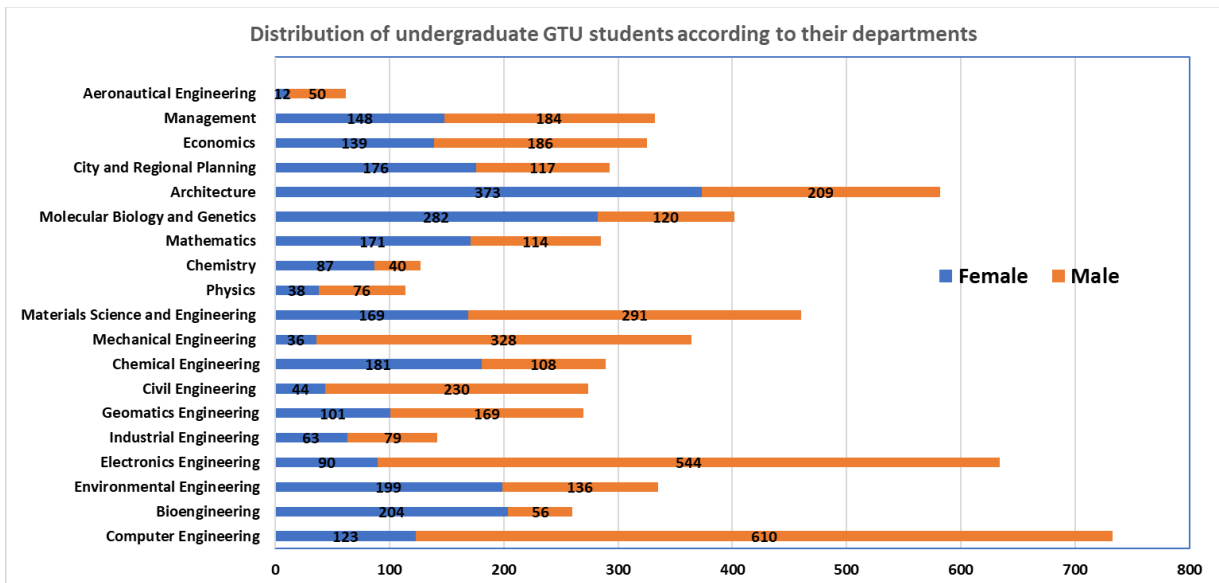
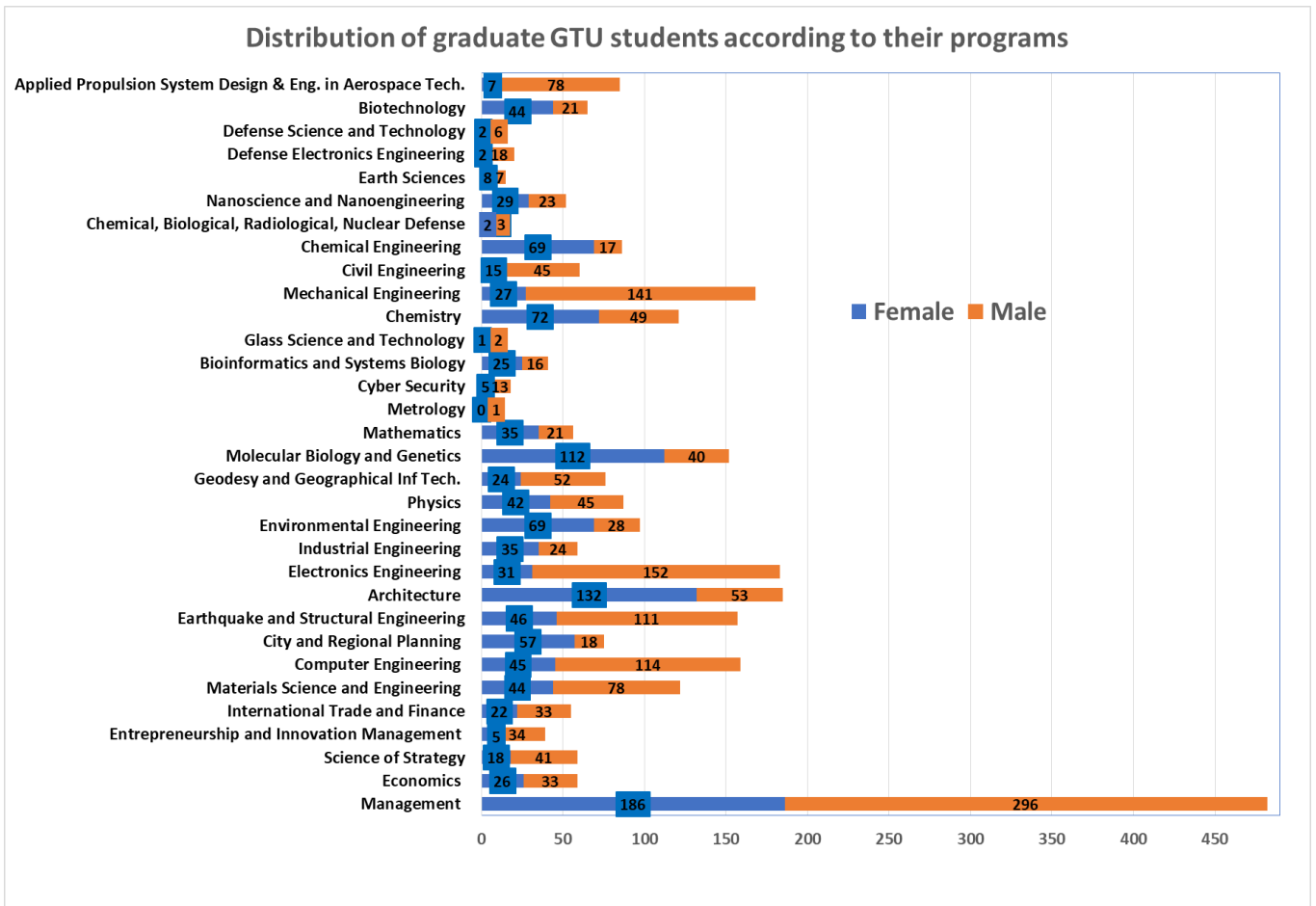


Figure 6. Distribution of undergraduate GTU students according to their departments



**Figure 7. Distribution of graduate GTU students according to their programs\***

According to SHE Figures 2021, which can be found at <https://op.europa.eu/en/web/eu-law-and-publications/publication-detail/-/publication/67d5a207-4da1-11ec-91ac-01aa75ed71a1> (last accessed: 22 March 2022), in the field of Mathematics & Statistics, Turkey is a country where the proportion of doctoral graduates was gender-balanced (52%) along with Portugal (p. 39). When we look at Figures 6 and 7 above, although the figures do not indicate graduates, only the currently studying students, we may still say that the field of mathematics is an equally preferred field at GTU.

\*Graduate students include both master's (second cycle) and doctoral (third cycle) program students

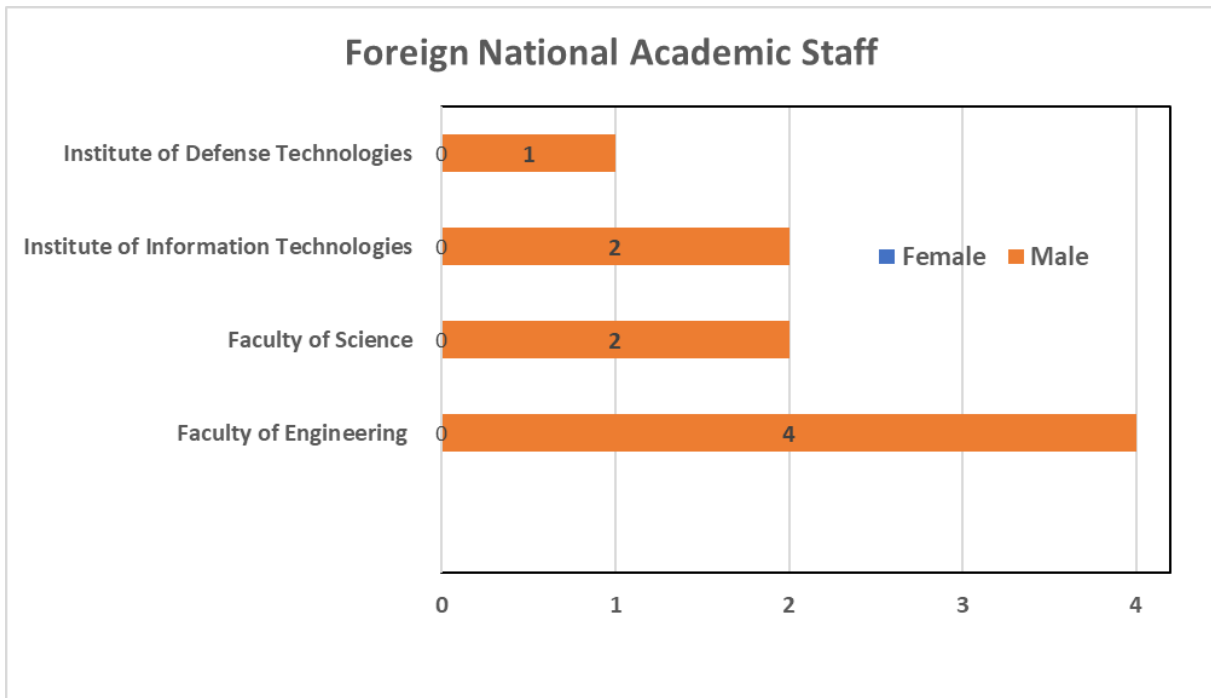


Figure 8. Distribution of foreign national academic staff at GTU

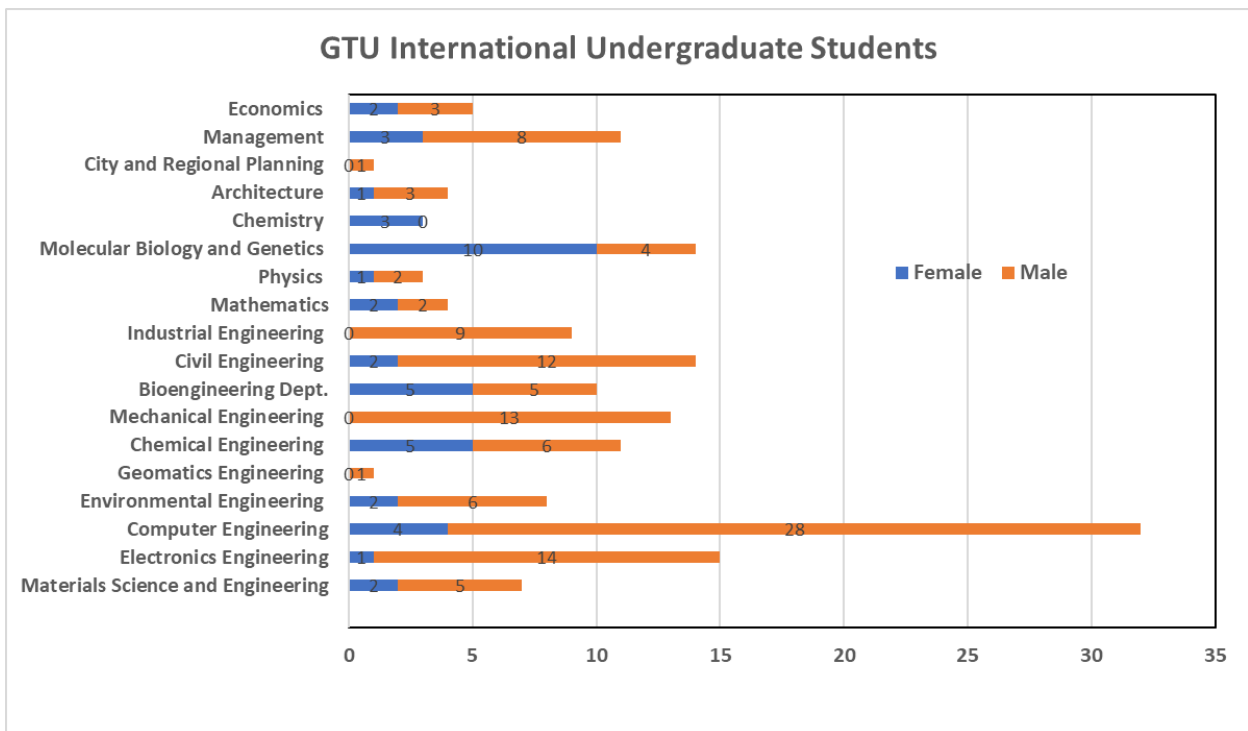


Figure 9. Distribution of international undergraduate students at GTU

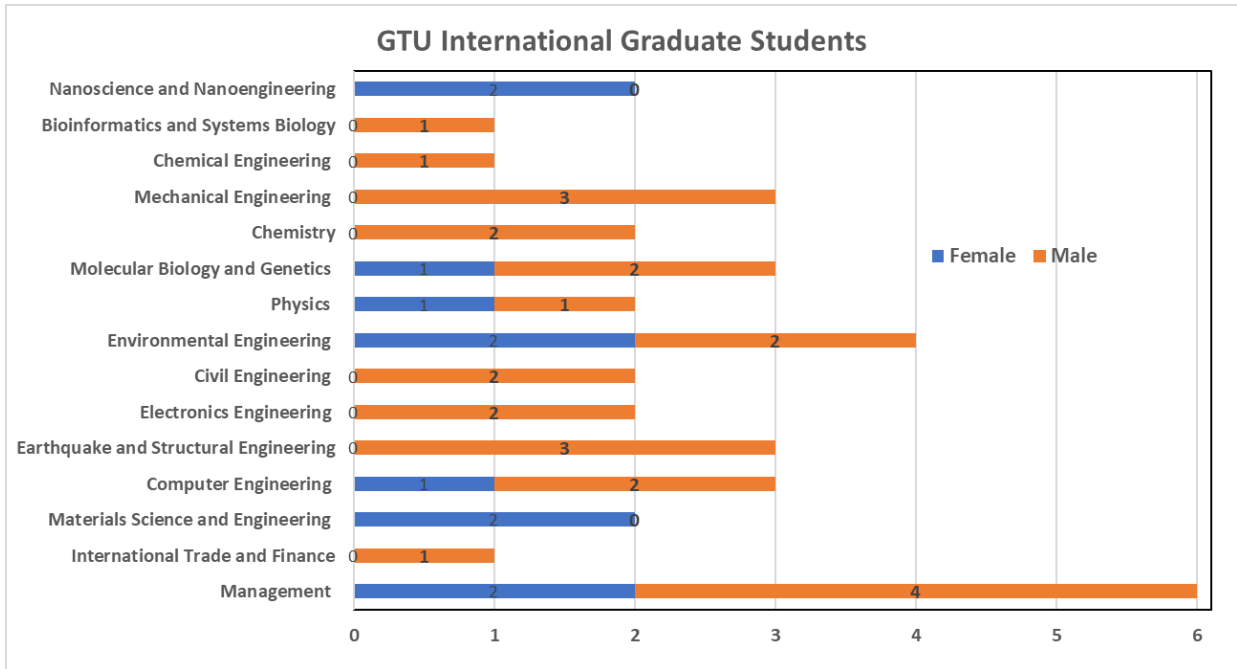


Figure 10. Distribution of international graduate students at GTU

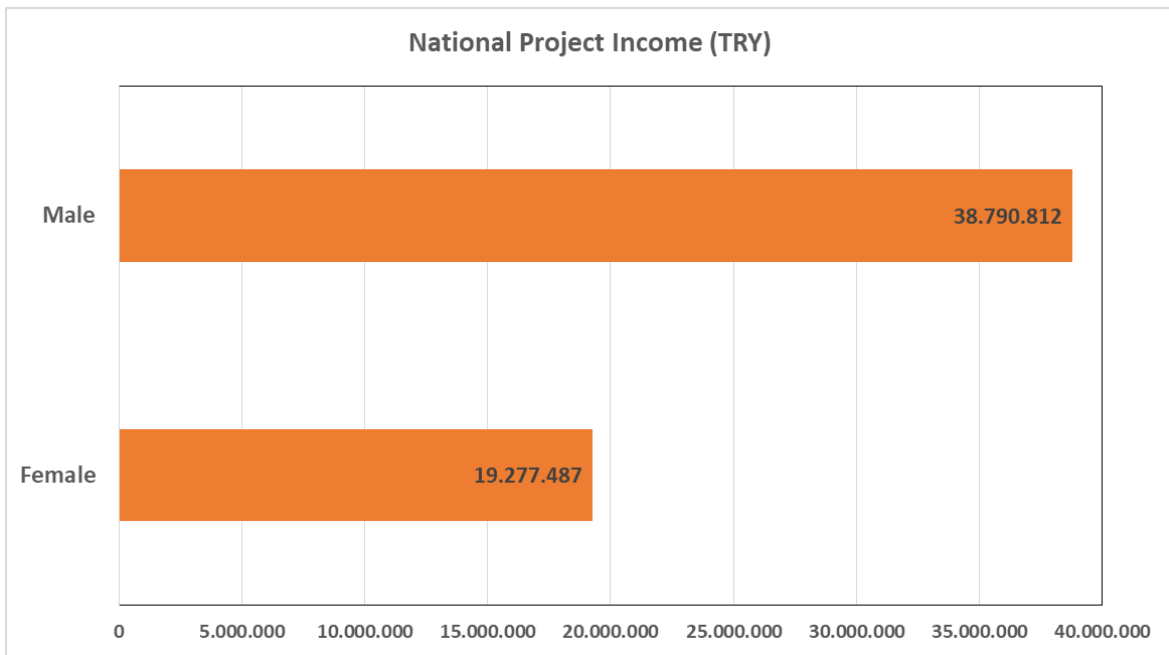


Figure 11. GTU national project income in TRY\*

\*National projects consist of TUBITAK (The Scientific And Technological Research Council Of Turkey), DMKA-Doğu Marmara Kalkınma Ajansı (East Marmara Development Agency), T.C. Gençlik ve Spor Bakanlığı (The Ministry of Youth and Sports of Turkish Republic), AFAD (Disaster And Emergency Management Presidency), DPT (State Planning Organization of Turkey), TUSEB (Health Institute of Turkey) and UDAP (The Disaster and Emergency Management Presidency of Turkey).

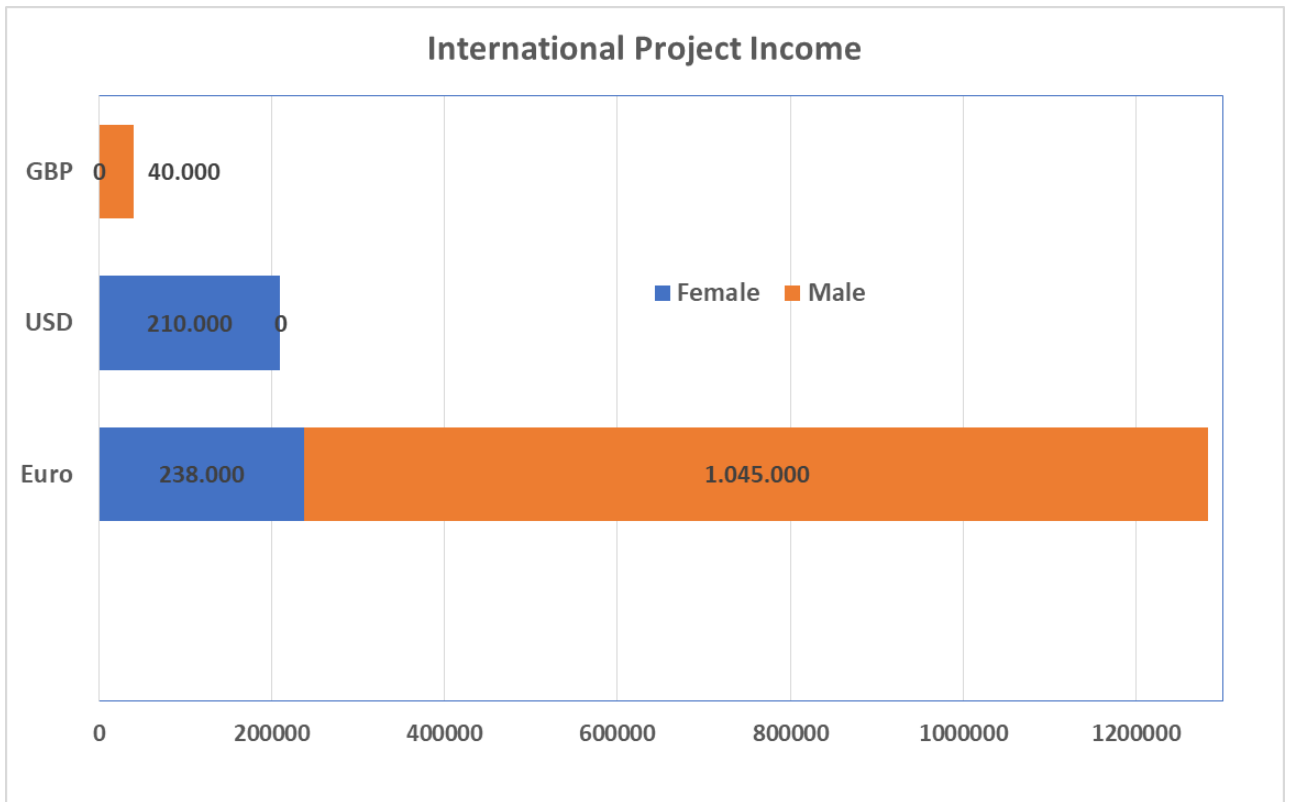
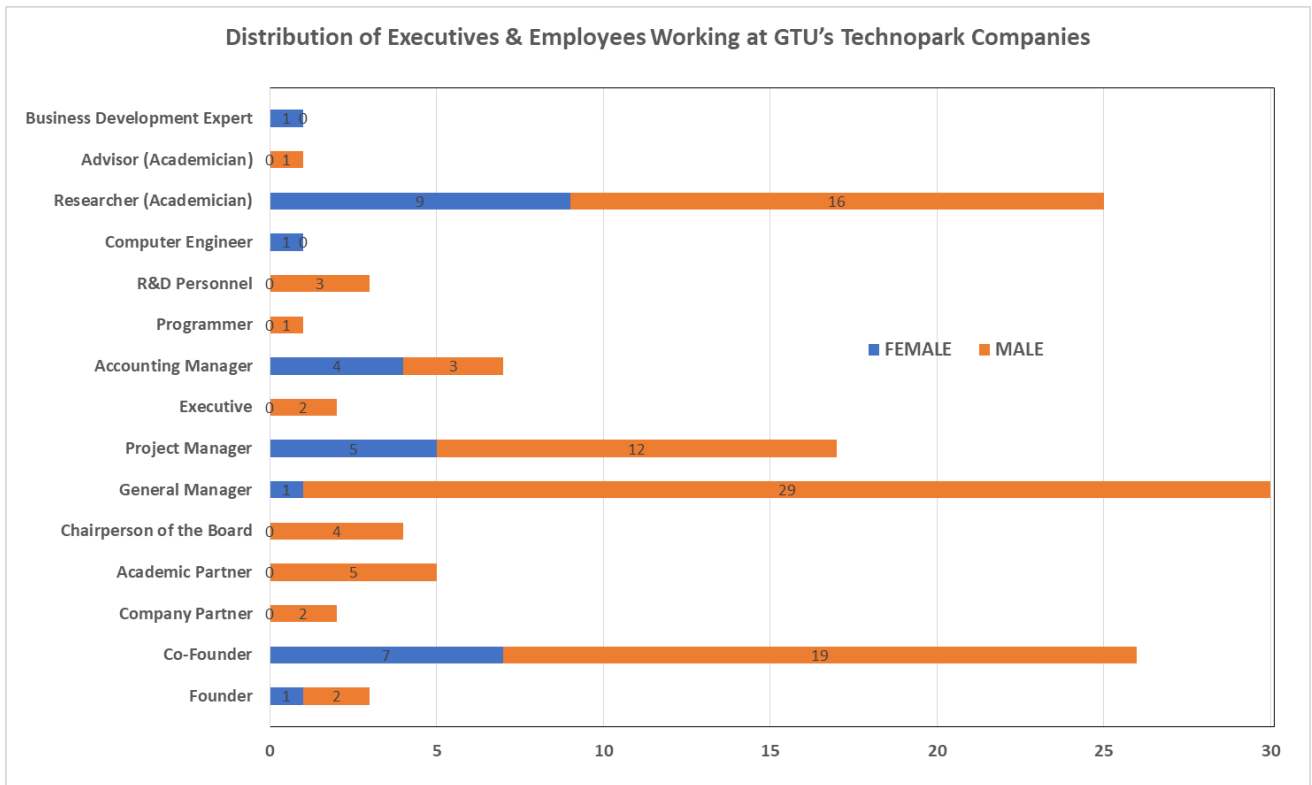


Figure 12. GTU international project income in GBP, USD, and Euros\*

\*International projects consist of European Union projects (Horizon 2020 & Black Sea Cross Border Cooperation, EMPIR), NATO (The North Atlantic Treaty Organization), AFORS- Air Force Office of Scientific Research-USA and Royal Society, Newton-Katip Çelebi Fund.



**Figure 13. Distribution of executives and employees working at GTU's Technopark companies**



## 5. Results and analysis of the survey related to gender equality at Gebze Technical University

In addition to the existing data provided in Section 3, Gebze Technical University Women and Family Application and Research Center (GTÜ KUAM) conducted a preliminary survey between 16 March 2022 and 17 March 2022 in the form of an online questionnaire to determine and analyse its internal stakeholders' opinions on gender equality, and define actions based on the survey's results. The questionnaire was titled "GTU Gender Equality Questionnaire", it was shared and conducted online with GTU's academic and administrative staff and students. Responders accessed the questionnaire by logging in with their GTU e-mail addresses to maintain institutional privacy, while their e-mail addresses and identities remained anonymous to ensure individual privacy. Following are the survey questions and results (the questionnaire was conducted in Turkish, the questions and responses have been translated into English by the university's translator, and the results have been analysed by GTU's Quality and Statistics Division):

## GTU Gender Equality Survey Questions

GTU Gender Equality Questionnaire has been prepared by GTU Women and Family Studies Application and Research Center, which has recently been established within our university, to determine the current situation regarding gender equality at our university and plan actions towards improving gender equality based on the obtained results. Your responses will strictly be kept confidential, while a report consisting of survey results will be included in the Gender Equality Plan to be created for our university.

1. Do you agree to answer the questionnaire?
  - Yes
  - No
2. Your position at the university:
  - Academic staff
  - Administrative staff
  - Student
3. What is your sex?
  - Female
  - Male
  - I prefer not to answer
4. Have you ever heard of the notion of “gender” before?
  - Yes
  - Partly
  - No
5. Do you think women and men should have equal rights?
  - Yes
  - Partly
  - No
6. Do you think the women and men at our university have equal rights?
  - Yes
  - Partly
  - No

\* If you answered “Partly” and “No” for the 6<sup>th</sup> question, could you indicate the reason(s) for it? (You can select more than one option)

- Individual attitudes/opinions



- The institution's own attitude/policy
- The attitude/policy of the upper bodies the institution is affiliated with
- Other (please specify):

7. What kind of activities would you like to see at our university towards improving gender equality? (You can select more than one option)

- Trainings
- Talks
- Cultural Events
- I have no idea
- There is no need for any activity
- Other (please specify):

#### GTU Gender Equality Survey Results and Analysis

A total of 262 respondents answered the questionnaire. Following are the related results and analysis:

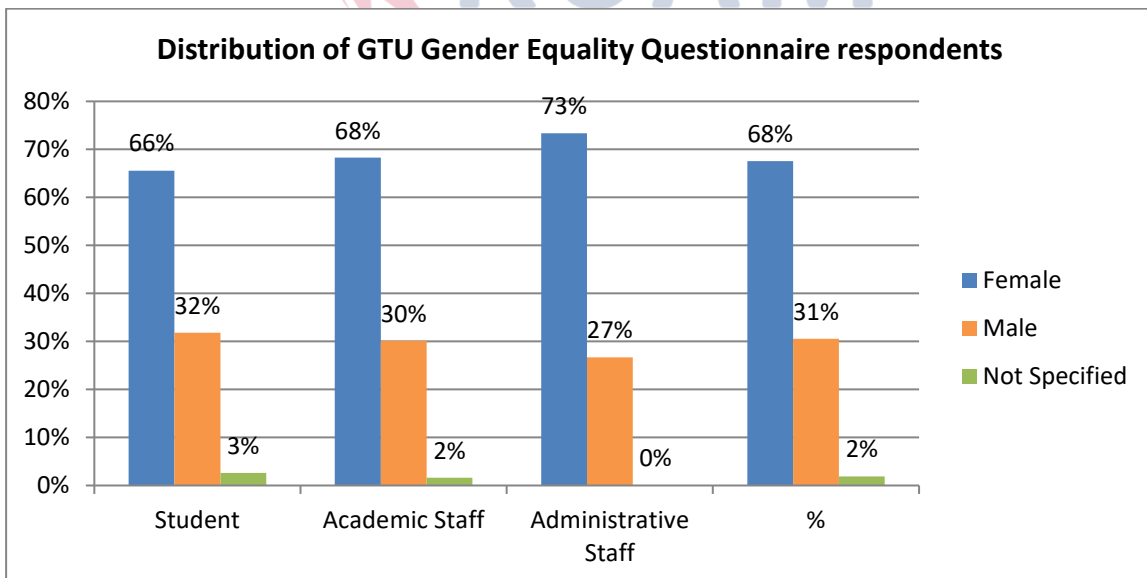


Figure 14. Distribution of GTU Gender Equality Questionnaire respondents

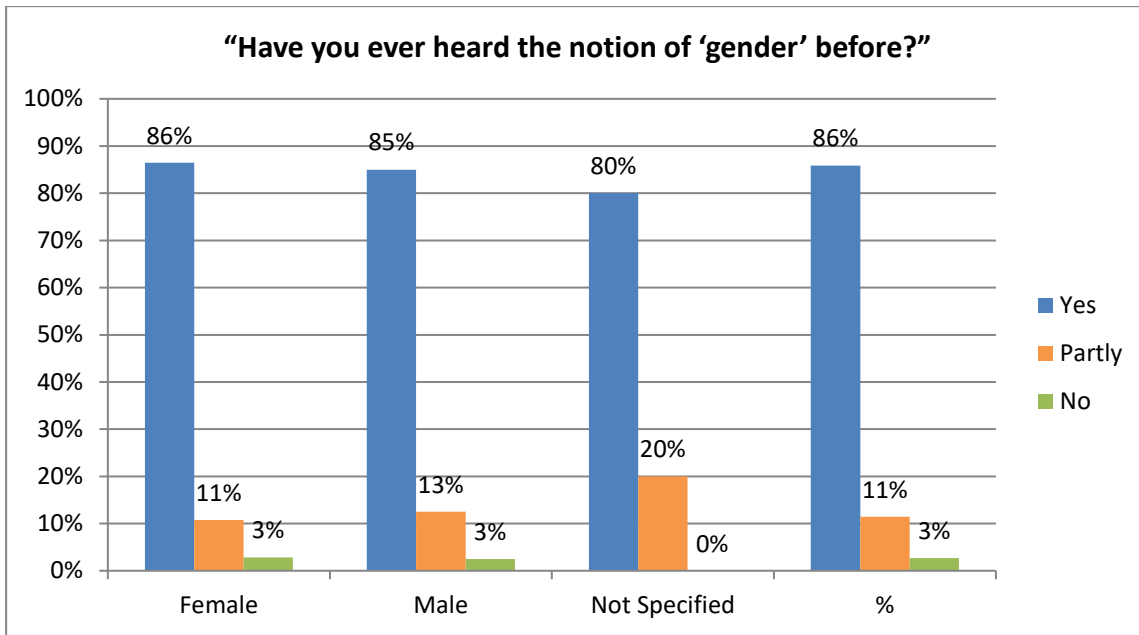


Figure 15. Distribution of responses to the question “Have you ever heard the notion of ‘gender’ before?”

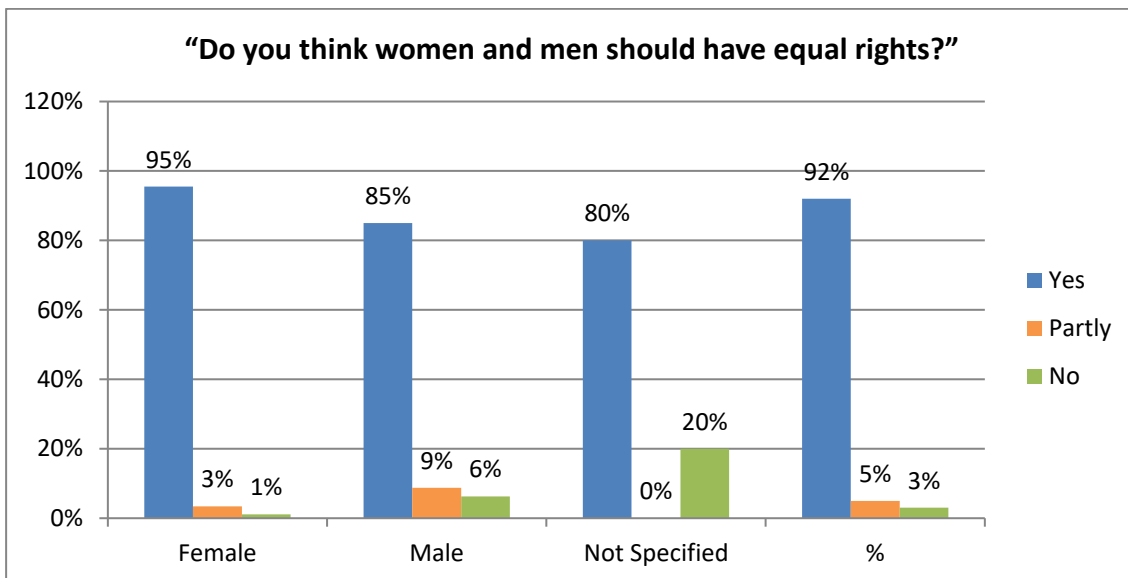


Figure 16. Distribution of responses to the question “Do you think women and men should have equal rights?”

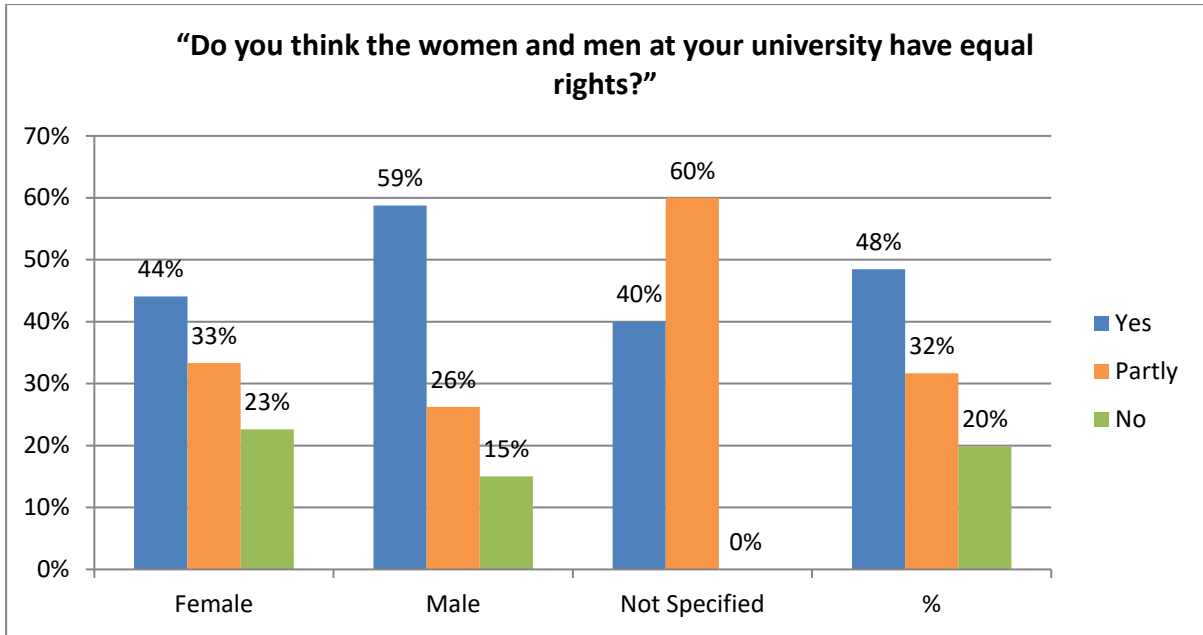


Figure 17. Distribution of responses to the question “Do you think the women and men at your university have equal rights?”

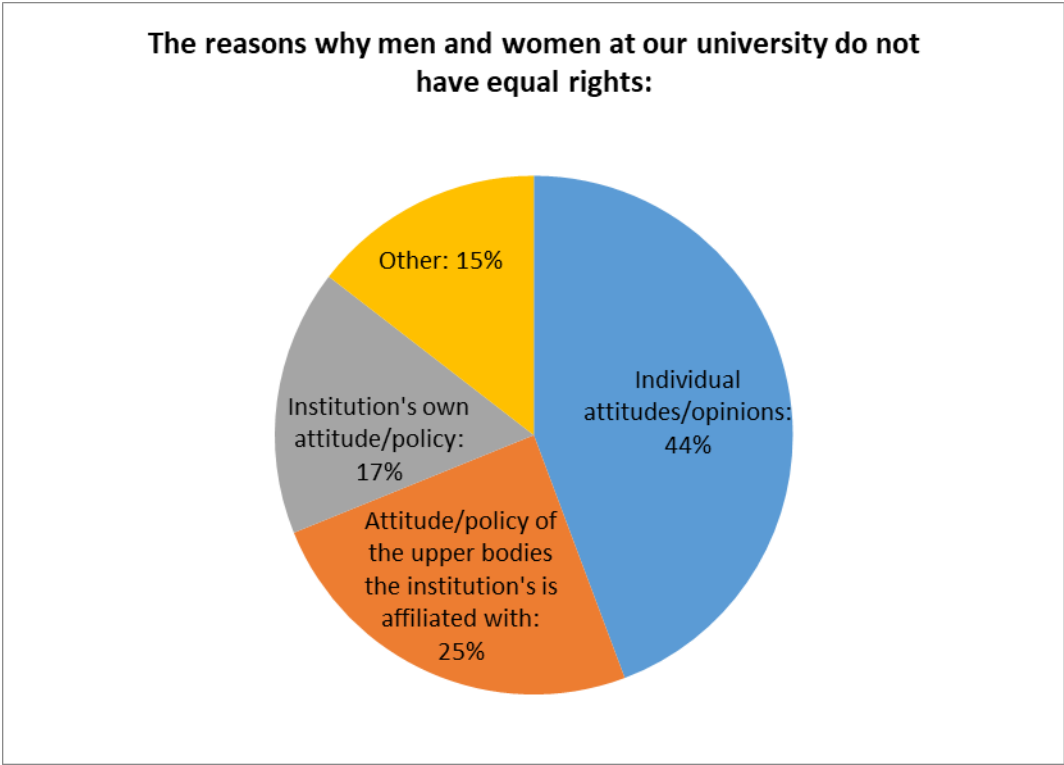


Figure 18. Responds to “Other” for the reasons why men and women at our university do not have equal rights

A total of 21 responses were found in the “Other” section for the question in Figure 18. When analysed, the reasons predominantly include the following:

- Lack of awareness/knowledge in terms of gender equality across the institution/society
- Lack of trainings to raise awareness in terms of gender equality
- Patriarchal structure of the society and institutions in general
- Men and women are different by nature

It must be made clear that the responses that held the belief that women and men are different by nature as a reason also defended the idea that women and have should have equal rights and responsibilities. Particularly, one response stated that the fact that responsibilities such as military duty and financially taking care of the family are laid on men causing the women to take a secondary status compared to men. Even this response alone may hint that men may be overburdened with the gender roles expected of them. Another response stated that women workers are given tasks that normally men would do, then are criticized for not carrying out these tasks properly. While the referred tasks are not specified, this response might suggest that the respondent has on their mind some stereotyped tasks that they might be associating with men.

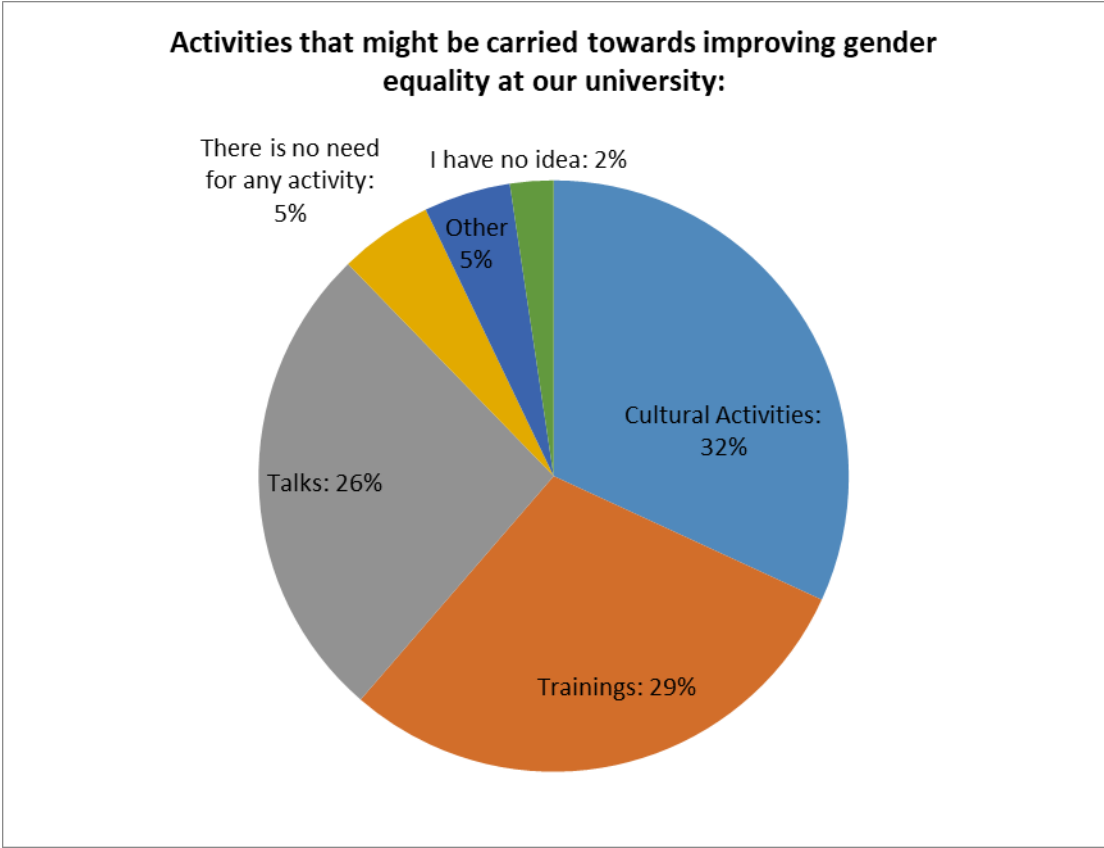


Figure 19. Responds to “Other” for the activities that might be carried towards improving gender equality at our university:

A total of 28 responses were found in the “Other” section for the question in Figure 19. When analysed, the suggestions predominantly include the following:

- Improvements in/changes to institutional policies and regulations
- Changes involving decision makers
- Enabling equal participation of female students in activities under student societies/teams
- Inclusion of more women’s works in the institution’s library and development of women-focused projects
- Establishment of student societies towards gender equality
- Organisation of trainings for academic and administrative staff and opening of a compulsory course
- Establishment of non-governmental organisations
- Regularisation of policies/creation of rules in a way that will prevent individual-dependent practices
- Establishment of centers that employ experts to prevent violence and to apply to in the event of violence, harassment, bullying against women on campus
- Establishment of an audit mechanism for both men and women as equality is also needed for men
- Preparation of short newsletters and sharing via e-mail
- Awarding of those who demonstrate gender sensitivity in daily life for such behaviours to be reinforced and become permanent
- Integration of gender equality into courses

In addition to these suggestions, among all responses were 3 responses that opposed the idea of gender equality and activities towards improving it.

What we can infer from this survey’s results and analyses is that a clear definition of gender equality, thus activities towards the understanding of gender equality across the institution, is very much needed in the first place.

## 6. Actions towards gender equality at Gebze Technical University

Drawing on aforementioned existing data and its gender equality survey results, Gebze Technical University has defined actions to improve gender equality. It should be noted that some of these actions are already included in the Regulation on the Establishment of GTU Women and Family Studies Application and Research Center. The actions and the areas they are related to are as follows:

- To create a gender equality team within the structure of GTU Women and Family Studies Application and Research Center (institutional structure)
- To create a division against violence and harassment on campus within the structure of GTU Women and Family Studies Application and Research Center (institutional structure)
- To include gender equality in the university's mission and vision statements (institutional policy)
- To integrate gender equality-oriented actions in the university's future institutional strategic plan (institutional policy)
- To start an optional or a compulsory "gender equality course" (education)
- To establish collaborations with similar institutions/organisations and that have a gender equality plan in place and individual leaders that work towards gender equality (external relations)
- To organise or help organise trainings, talks, and other events to raise staff, student, and local community awareness related to gender equality (education/culture)
- To develop projects involving the local community in its region to promote gender equality also in terms of its external stakeholders (research and innovation)
- To allocate more space on its technopark land for companies owned by women entrepreneurs (university-industry relations)
- To grant extra five points for eligibility for female administrative staff and students during Erasmus+ mobility applications, if agreed by Türkiye Ulusal Ajansı/Turkish National Agency (education)
- To investigate the underlying reasons where there is gender inequality for domains referred to in the tables in this document, regularly conduct surveys to collect data regarding the current state of gender equality on campus, publish these surveys' results, and revise its related actions (institutional policy)
- To create job/internship opportunities for students at workplaces that value gender equality (university-industry collaboration)
- To include more women's works in the institution's library (education/culture)
- To prepare and share newsletters on gender equality (communication/culture)
-

## **7. Implementation, monitoring and evaluation**

The implementation, monitoring, and evaluation of the actions defined in the Section 5 of this Gender Equality Plan will be conducted by Gebze Technical University's Women and Family Application and Research Center (GTÜ KUAM), which may be contacted at: [kuam@gtu.edu.tr](mailto:kuam@gtu.edu.tr)

## **APPROVED**

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