CAPPADOCIA UNIVERSITY
Logic - Wisdom - Equality - Tradition

SUSTAINABLE DEVELOPMENT GOALS • ANNUAL REPORT

Education opens possibilities.

SDG 4 / QUALITY EDUCATION

4 QUALITY EDUCATION

An annual account of access, teaching excellence, lifelong learning and community knowledge.

Cappadocia University | Reporting Period: 2025



University-supported learning and community participation in Cappadocia.

2025 • CAPPADOCIA UNIVERSITY • ENGLISH EDITION

THE 2025 STORY

An education mission beyond the classroom

Our University's contribution to quality education connects formal learning with open scholarship, professional development and public participation.

The 2024–2025 academic year brought together work across academic departments, the Continuing Education Centre, Library and University Press, teaching development structures, student organisations and community-facing units. Together, these activities made learning more accessible to students, professionals, local residents and organisations beyond campus.

The year combined institutional educational provision with identifiable results. University records reported 4,360 students and 659 graduates. Continuing education reached 3,035 participants through 157 classes and 1,512 teaching hours during the academic year. The institutional repository included 2,296 open-access records, supporting independent access to research and learning materials.

OUR APPROACH

Teaching quality and educational equity are connected: effective programmes prepare graduates, open educational resources remove access barriers, and community outreach extends learning to people who may never enrol at the University.

What this edition includes

Teaching excellence — Learning outcomes, academic staff development and educational technology.

Routes into and through education — Graduation, teacher qualifications and access for first-generation students.

Knowledge without boundaries — Open access, digital resources and public-facing educational events.

Learning with communities — Continuing professional education, school outreach, regional partnerships and inclusive participation.

PERFORMANCE DASHBOARD

2025 in focus

A few connected measures convey the reach of the University's educational contribution.

4,360
STUDENTS
2025 return

659
GRADUATES
2025 return

74
TEACHING-QUALIFIED
2025 return

3,035
CONTINUING LEARNERS
2024–2025

2,296
OPEN-ACCESS ITEMS
2024–2025 stock

211
SCHOOL-COMMUNITY REACH
Oct–Dec 2025

Institutional performance in context

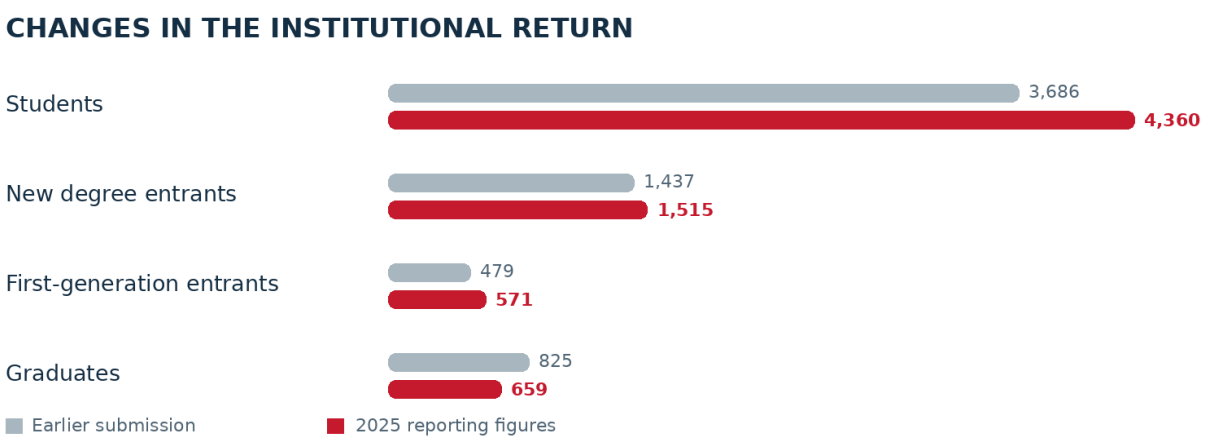


Figure 1. Comparison of the earlier institutional submission with the figures entered for the 2025 reporting period. Different year cohorts are not individual student trajectories.

The reported student population increased from 3,686 in the earlier submission to 4,360 in the 2025 return. New degree entrants rose from 1,437 to 1,515. First-generation entrants rose from 479 to 571, while graduate and teacher-qualification totals were lower than in the earlier return. These changes provide useful monitoring context alongside the substantive educational activities described throughout this report.

LEARNING & TEACHING

Teaching that evolves with learners

Academic quality requires educators, programmes and learning environments to develop together.

Our 2023–2028 Strategic Plan identifies education and teaching as a core strategic field, linking curriculum renewal, learning outcomes, assessment, student experience and the use of educational technology. During the academic year of 2024–2025, the University's Learning and Teaching Development Commission (ÖGEK) supported academic staff through ten professional development activities.

Investing in the people who teach

An extended 22-hour training-of-trainers programme, delivered online from 26 November to 4 December 2024, provided practical space to develop teaching competencies. Subsequent professional learning addressed generative artificial intelligence, course learning outcomes, alignment between programme qualifications and assessment, research ethics and teaching communication.

Learning focus	2024–2025 activity	Educational contribution
Teaching practice	22-hour training of trainers, Nov–Dec 2024	Strengthening pedagogical planning and delivery
Educational technology	AI and generative AI sessions, Jan–Feb 2025	Digital learning and staff readiness
Curriculum design	Learning-outcome alignment workshops, February 2025	Stronger connections between programmes and assessment
Quality enhancement	Plan–Do–Check–Act training, March 2025	Monitoring and continuous improvement

WHY THIS MATTERS

Teacher training is not a one-off administrative requirement. The documented activity programme creates opportunities for educators to review instructional methods, strengthen learning effectiveness and develop accessible approaches to learning.



Figure 2. University education and awareness activity recorded in the 2024–2025 sustainability report. Source: Cappadocia University.

GRADUATES & SKILLS

Preparing educators and professionals

Formal education contributes to society when graduates are equipped to apply their qualifications.

659	74	11.2%
GRADUATES	**PRIMARY-LEVEL TEACHING**	**SHARE OF GRADUATES**
2025 data	Qualified graduates	74 out of 659

The University's 2025 institutional return records 74 graduates who obtained qualifications entitling them to teach at primary-school level in Türkiye, among a total of 659 graduates. The graduate pathway is supported by the University's pedagogical formation and degree-completion records. These qualifications represent a contribution to the pool of trained educators available to the wider education system.

A bridge between education and work

The University also develops occupational capability through the combination of formal programmes, professional learning opportunities and practice-oriented continuing education. In Cappadocia, this connection is particularly relevant to aviation, tourism, hospitality, cultural heritage, health and local development. Work-based learning and vocational education help translate academic knowledge into sector-relevant skills.

2025 OUTCOME

Our 74 teaching-qualified graduates reflect the University's contribution to the professional preparation of future educators and to the wider national teaching workforce.

Quality in the digital learning environment

Institutional planning also provides for distance learning and blended learning capabilities. The Learning and Teaching Development Commission worked on interactive e-learning materials for areas including classroom management, learning outcomes, educational measurement and question-writing. These efforts support educators as digital tools become a more established part of teaching practice.

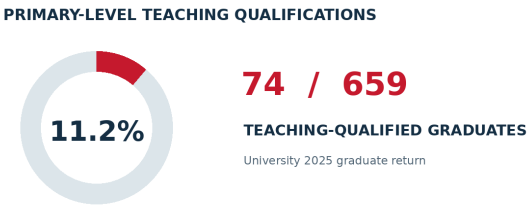


Figure 3. Teaching-qualification outcomes for the 2025 graduation cohort showing 74 graduates out of 659 with teaching qualifications .

OPEN SCHOLARSHIP

Knowledge that anyone can explore

Open educational resources extend the benefits of university scholarship beyond the enrolled student community.

2,705	2,296	84.9%
REPOSITORY RECORDS	**OPEN-ACCESS RECORDS**	**OPEN-ACCESS SHARE**
Cumulative stock	2024–2025	2,296 / 2,705

Our Open Science and Library Commission recorded 2,705 cumulative records within the institutional repository in the 2025 reporting period, of which 2,296 were classified as open access. By making scholarly materials discoverable to learners and professionals outside the University, the repository supports education access, independent study and knowledge exchange.

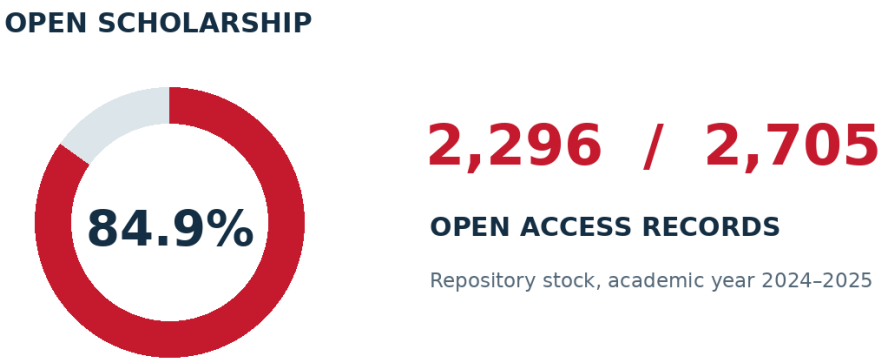


Figure 4. Open-access share of the University repository showing 2,296 records out of 2,705 in the 2025 stock.

Publishing that supports learning

The dated 2025 University Press and Library listing includes 12 book records and five open-access scholarly journal entries. Accessible academic literature covered areas such as artificial intelligence, disability and posthumanism, local heritage, gastronomy, health sciences and environmental humanities. University journals such as Ecocene contribute to interdisciplinary dialogue beyond a single classroom.

DIGITAL ACCESS

Education through public digital channels

Open access takes several forms: publications, university resources and public talks that can be followed remotely.

Publicly accessible online talks and recordings create opportunities for asynchronous and geographically unrestricted learning. In 2025 the University documented educational recordings on urbanisation and disaster prevention (21 March) and on food sustainability and community action (22 May). Digital delivery made this knowledge available beyond those physically present at the event.

Access is wider than enrolment

University Library resources, open-access books and journals, the institutional repository and official educational recordings form complementary elements of the public learning environment. The Continuing Education Centre adds structured short courses, while public seminars and student-led activities offer additional forms of participation.

A BROADER PUBLIC BENEFIT

These educational channels are relevant to people who are not registered students: regional practitioners, teachers, researchers, producers, prospective learners and members of local communities can locate materials and participate in accessible educational activities.



Figure 5. Selected university-hosted seminar documentation from the 2025 evidence collection showing Edward Mukiibi, the President of Slow Food International. Open-access publishing and public lectures support independent learning, from early encounters with research to continuing professional development.

LIFELONG LEARNING

Skills for changing professional lives

Continuing education develops competence beyond a degree, responding to the evolving requirements of industry and communities.

157	1,512	3,035
CLASSES	**TEACHING HOURS**	**PARTICIPANTS**
2024–2025	2024–2025	2024–2025

The University's Continuing Education Centre (SEM) reported 157 classes, 1,512 teaching hours and 3,035 participants for the 2024–2025 academic year, together with 25 newly introduced education programmes. Its January 2025 regulation authorises educational and certificate programmes beyond regular degree curricula and enables training for public authorities, private companies, civil society and individual learners.

Professional and vocational education

The Centre's range of offerings includes aviation safety, passenger and ground services, hot-air balloon operations, tourism management, communications, professional development and languages. Programmes address vocational skills and workplace readiness and provide structured opportunities to revisit professional knowledge as requirements change.

PROGRAMME REACH

The reported annual participant total captures attendance across Continuing Education Centre provision. It is not restricted to University degree students or to a single course, and it is not added to the student headcount.

Responding to a regional economy

Cappadocia's tourism and aviation sectors make professional learning a continuing necessity. Work-based and skills-oriented provision brings together University teaching expertise and the needs of employers, public partners and sector practitioners.



Figure 6. Continuing education responds through scheduled vocational programmes, free local training and tailored professional courses.

APPLIED LEARNING

From scheduled training to tailored responses

The 2025 course record demonstrates both a regular programme of short vocational education and responses to emerging sector needs.

Programme	2025 delivery	Documented scale
Guest Relations and Sales & Marketing in Tourism	28 January; 8 hours; face-to-face	45 participants; free of charge
Sustainable Tourism Management	17–18 February; 16 hours	57 participants; charged
Passenger Services Basic Training	5–9 May; 36 hours	16 participants
Load Control and Balance Basic Training	30 June–10 July; 72 hours	20 participants, two groups
Hot-Air Balloon Human Factors	January and July sessions	27 participants

Learning without a course fee

On 28 January 2025, a free eight-hour course in tourism guest relations, sales and marketing reached 45 participants, comprising 24 women and 21 men. The course was delivered face-to-face and illustrates how vocational education can be made available to people outside degree programmes without a participation charge.

Courses designed for particular needs

In October 2025, the University announced tailored training for commercial T2 paragliding pilots, responding to the needs identified by sector stakeholders and relevant authorities. Teaching windows during October–December demonstrate the ability to adapt professional education to specific regulatory and occupational contexts.



Figure 7. University-hosted professional and sustainability dialogue during the 2025 reporting cycle.

PUBLIC ENGAGEMENT

Learning in the places people live

Community education connects academic expertise with local producers, families, schools and residents.



Figure 8. Community-facing education and cooperation involving University units and external participants (ELEVATE Project).

The University's community contribution approach treats education as a public responsibility. The policy on Community Contribution Goals and Principles supports outreach to local residents, school communities and external organisations. In 2025, this approach was evident in public seminars, vocational learning, off-campus psychosocial education, student volunteering and collaborative community projects.

Working through partnerships

Educational outreach is delivered through cooperation rather than a single campus unit. The Psychological Counselling and Guidance Unit, Social and Strategic Studies Centre, Sustainability Office, Health, Culture and Sports Department, Continuing Education Centre and student societies contribute different kinds of expertise. Partnerships with public bodies, local authorities, community groups and professional networks extend the reach of the work.

FOOD SYSTEMS & SUSTAINABILITY

Shared learning on food, culture and biodiversity

Public seminars connect food sustainability with the region's producers, practitioners and communities.

The public Meet Slow Food Leaders in Cappadocia programme took place on 22–24 May 2025. University announcements invited public participation and indicated that the programme would also be broadcast on the University's YouTube channel. Speakers explored local food systems, agroecological farming, biodiversity, the role of farmers' markets and community-led approaches to sustainability.



Figure 9. Public Slow Food seminar in Cappadocia, May 2025.

From expertise to everyday decisions

On 22 May, seminars at the Uçhisar Art Campus brought together culinary professionals and specialists, including Chef Esteban Tapia, Chef Sinem Özler and Chef Sefa Birinci. The public setting connected disciplinary expertise and regional food practices, helping build awareness of responsible consumption, sustainable agriculture and locally relevant food innovation.

LEARNING CONTRIBUTION

Education for sustainability is strongest when people can connect concepts with daily choices: the future of local production, resilient food systems, biodiversity conservation and the role of communities in shaping a sustainable economy.

PUBLIC EDUCATION

Health, wellbeing and practical learning

Open events diversify access to knowledge by meeting local audiences with relevant subjects and formats.

2025 community records include Health Talks for Women from Mustafapaşa on 12 April and a public Pilates workshop at the Fabrika Campus on 17 May. The records identify five participants for the women's health session and ten for the Pilates workshop. The activities combine public educational provision with practical health knowledge and wellbeing awareness.

A portfolio of open and charged provision

Community-facing learning does not take a single financial form. The Centre's register identifies the 28 January tourism course as free of charge and a 17–18 February sustainable tourism management course as fee-paying. Other public events were documented as open to the general public, although the record of public eligibility is distinct from an explicit statement of free admission.

Event or training	2025 date	Recorded participation / access
Public women's health talk	12 April	5 recorded participants
Public Pilates workshop	17 May	10 recorded participants
Slow Food public seminar programme	22–24 May	Public invitation and online broadcast
Guest relations and tourism training	28 January	Free; 45 participants

The activities were designed for different learners rather than as one uniform programme. This range helps the University provide access through health education, practical wellbeing, food systems knowledge and professional learning.



Figure 10. Public-facing learning and regional participation during the May 2025 Slow Food programme.

SCHOOLS & FAMILIES

Supporting learning beyond campus

Two completed programmes with Nevşehir guidance services reached pupils, teachers and parents in late 2025.

211	81	130
PARTICIPANTS	**DERINKUYU**	**GÜLŞEHIR**
Across two schools	28 October	24 December

Working with the Nevşehir Guidance and Research Centre (RAM), the University's Psychological Counselling and Guidance Unit delivered structured education in schools without their own school counsellor. On 28 October 2025, seminars took place at Yazıhüyük Muhsin Yazıcıoğlu Primary School in Derinkuyu; a further programme followed on 24 December at Karavezir Primary School in Gülşehir.

For pupils in Years 3 and 4, the sessions addressed peer bullying, cyberbullying and technology addiction. Teachers and parents engaged with conscious media use, neglect and abuse, and family communication. The two programmes reached 211 learners, teachers and parents in total: 81 in Derinkuyu and 130 in Gülşehir.

EDUCATIONAL SIGNIFICANCE

These school-community sessions took educational expertise outside the campus into primary-school environments, supporting children and the adults around them. The programme links education access, protective learning and family engagement through public-sector collaboration.



Figure 11. Two school-based programmes delivered in Derinkuyu and Gülşehir, October–December 2025.

OPPORTUNITY & PARTICIPATION

Building capability with local communities

Learning opportunities can also strengthen participation in economic and civic life.

The ELEVATE digital capacity programme launched in October 2025 to support women entrepreneurs in Hatay. The initial training group comprised 20 women entrepreneurs, with delivery supported by external partners. Its educational purpose was to build practical digital capabilities and wider opportunity for local women in business.

Community education also includes learning opportunities developed with local producers and community networks. Slow Food Earth Market activities supported producer education in food sustainability and local development, while student volunteer initiatives connected participation with practical skills and service learning.

Education shaped by local needs

The University's work spans different scales: a free tourism course for 45 local participants, a series of public educational seminars, digital learning for women entrepreneurs, and tailored learning sessions in primary schools. Each serves a different audience, yet all extend access to knowledge beyond ordinary degree enrolment.

A LINKED CONTRIBUTION

Professional skills, digital literacy, educational equity and community participation reinforce one another. These activities align directly with SDG 4 and also support opportunities connected to SDG 5, SDG 8, SDG 10 and SDG 11.



Figure 12. Women participants pictured in the University's ELEVATE project reporting.

INCLUSIVE LEARNING

Access and educational equity

Institutional policy and learning provision together shape whether education is available to diverse participants.

1,515	571	37.7%
NEW DEGREE ENTRANTS	FIRST-GENERATION ENTRANTS	SHARE OF NEW ENTRANTS
2025	2025	571 / 1,515

The University's 2025 return records 1,515 students starting a degree and 571 first-generation students within that entering cohort. The first-generation measure captures the participation of students who identify as the first person in their immediate family to attend university, highlighting the significance of widened access to higher education.

An explicit equal-access commitment

Cappadocia University's Gender Equality Policy Document (issued May 2024) establishes non-discriminatory access to University-organised activities regardless of ethnic origin, nationality, religion, disability status, immigration status, age or gender. The Community Contribution Policy, revised November 2023, complements this commitment through public learning and engagement.

Inclusive education is realised through the design of opportunities as well as the principle of equal treatment. Library resources, open digital learning channels, public events, vocational training and community outreach make different kinds of learning available to people with different needs and circumstances.

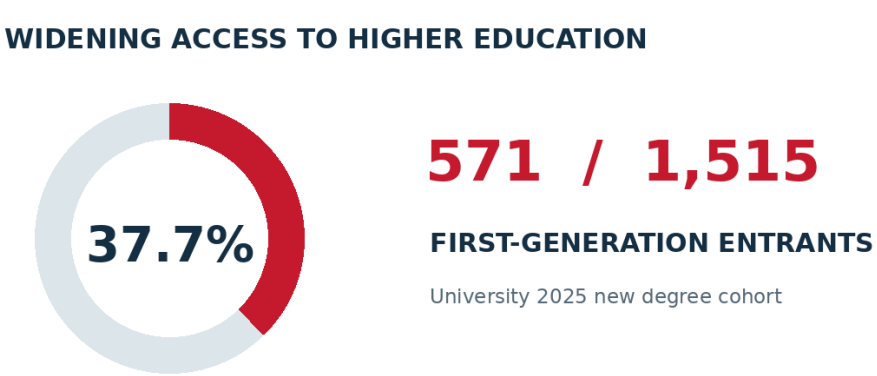


Figure 13. First-generation participation within the 2025 new degree entrant cohort showing 571 first generation entrants out of the total of 1,515, with the ratio corresponding to 37.7%.

PLACE-BASED LEARNING

Cappadocia as a learning environment

Regional heritage and sustainable development create opportunities for experiential and interdisciplinary education.

Learning in Cappadocia is enriched by the region's cultural landscapes, sustainable tourism challenges, food heritage and local enterprise. The University's education and community work encourages students and public learners to connect academic concepts with situations they can observe in their surroundings.

University initiatives during 2025 included activities related to local food systems, regional heritage, environmental education, cultural dialogue and community participation. Through its Sustainability Office and relevant research and teaching units, the University shares knowledge of biodiversity, sustainable consumption, local production and climate-related challenges with a wider audience.

Sustainability education in practice

The Slow Food seminars linked agroecological production and biodiversity to responsible consumption, while professional courses addressed sustainability management in tourism. Teaching development programmes also strengthened the educational environment in which such issues can be discussed and investigated. Together these activities connect sustainability education with skills that learners can apply in professional and community settings.

EDUCATIONAL REACH

An education system rooted in place can help learners understand global challenges through direct engagement with local people, institutions and landscapes. This is particularly relevant to the link between inclusive learning, sustainable communities and responsible production.



Figure 14. Regional sustainability and community learning through the 2025 Earth Market and Slow Food programme.

RESULTS & INTERPRETATION

What the year's evidence shows

Our impact is best understood across complementary dimensions of education, not through a single aggregate total.

Dimension	Documented 2025 / 2024–2025 result	Meaning for quality education
Teaching and qualifications	Ten educator-development activities; 74 teaching-qualified graduates	Professional teaching capacity and pedagogical readiness
Access to learning materials	2,296 open-access records (out of 2,705)	Independent access for learners outside the University
Continuing education	157 classes; 1,512 hours; 3,035 participants	Vocational and lifelong learning capacity
Free community learning	45 participants in an eight-hour tourism course	Access without a participation fee
School-based education	211 children, teachers and parents in two school programmes	Learning support beyond the campus
Widening participation	571 first-generation among 1,515 degree entrants	Monitoring equality of educational opportunity

The indicators describe different populations, services and time frames. The same individual may participate in more than one activity; accordingly, these figures are reported as separate educational outputs rather than merged into a single beneficiary total.

From provision to outcomes

Next steps in institutional monitoring include more consistent records of attendance and completion, public access and educational materials, feedback from learners, and the outcomes of professional and community education. These measures can support better understanding of teaching effectiveness, accessibility and the longer-term value of educational participation.

LOOKING AHEAD

A continued commitment to education for all

The University's 2025 activities provide a foundation for deeper, measurable educational impact.

Keep improving teaching. Strengthen professional development in learning outcomes, educational technology, assessment practice and inclusive learning.

Widen access to knowledge. Maintain open-access publishing, library provision and digital resources that reach people outside University enrolment.

Develop work-relevant learning. Continue short professional programmes and tailored vocational education in response to changing skills needs.

Build lasting community relationships. Work with schools, regional producers, local authorities and community organisations to design education with clear public benefit.

Make results easier to follow. Report defined populations, reporting periods, programme outputs and public evidence consistently from one annual cycle to the next.

Connection to the Sustainable Development Goals

This work contributes directly to SDG 4 — Quality Education through inclusive access, educator development, formal qualifications, open learning, vocational education and public educational activities. It also supports related aims of SDG 5 — Gender Equality through opportunities for women and institutional equal-access policy; SDG 8 — Decent Work and Economic Growth through professional skills; SDG 10 — Reduced Inequalities through widened participation; SDG 11 — Sustainable Cities and Communities through local educational outreach; and SDG 12 — Responsible Consumption and Production through learning on food systems and sustainability.

INSTITUTIONAL PERSPECTIVE

Our responsibility extends beyond the delivery of courses. It includes providing trustworthy learning resources, strengthening educational practice and creating opportunities for communities to access and apply knowledge.



Figure 15. Student sustainability engagement and practical participation, showing students at a upcycling workshop organised by the Sustainability Office.

SELECTED ACTIVITIES

A year of learning, at a glance

Dated examples demonstrating educational activity in different settings.

Date	Programme / activity	Educational audience or focus
28 Jan 2025	Free tourism guest-relations course	45 participants; practical tourism skills
12 Apr 2025	Health Talks for Women from Mustafapaşa	5 participants; health information
17 May 2025	Public Pilates workshop, Fabrika Campus	10 participants; physical wellbeing
22–24 May 2025	Meet Slow Food Leaders in Cappadocia	Public education; food systems and biodiversity
7 Oct 2025	ELEVATE digital capability training launched	Initial group of 20 women entrepreneurs
28 Oct 2025	Derinkuyu primary-school education	81 pupils, teachers and parents
24 Dec 2025	Gülşehir primary-school education	130 pupils, teachers and parents

University learning as a shared resource

Public resources, professional education, community engagement, student participation and responsible institutional policies all contribute to a wider learning environment. The programmes in this report were implemented by different University units and partners, but their common purpose was to expand access to useful, relevant and equitable education.