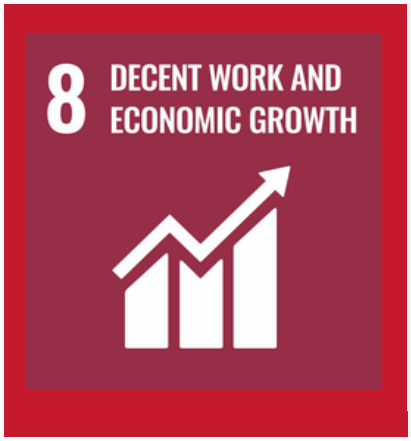
CAPPADOCIA UNIVERSITY
Logic - Wisdom - Equality - Tradition

SUSTAINABLE DEVELOPMENT GOALS • ANNUAL REPORT

From learning to lasting opportunity.

SDG 8 / DECENT WORK AND ECONOMIC GROWTH



An annual account of employability, professional skills, responsible working practices and regional prosperity.

Cappadocia University | Reporting Period: 2025



Career pathways, regional tourism planning and sustainable enterprise in 2025.

2025 • CAPPADOCIA UNIVERSITY • ENGLISH EDITION

THE 2025 STORY

Work, skills and regional opportunity

We connect practical higher education with professional experience, responsible working practices and the growth of local and international industries.

Our work in 2025 brought together career services, paid student employment, professional qualifications, industry partnerships and research-led regional development. We developed direct contact between students and employers through the April Career Fair, continued training for aviation and tourism professionals, and created opportunities for students to gain workplace experience during their studies.

These efforts extended beyond our campuses. We expanded cooperation with SunExpress in aircraft maintenance, trained aviation technicians in Azerbaijan, contributed tourism development plans for several Turkish provinces, and supported small producers and women entrepreneurs. Each activity forms part of our approach to a skilled workforce, inclusive economic participation and sustained regional opportunity.

2025 at a glance

145	44.40%	50
PAID STUDENT WORKERS	**GRADUATE EMPLOYMENT**	**AVIATION TECHNICIANS**
2024–2025 academic year	YÖK monitoring report 2025	April 2025 · Azerbaijan

Our decent-work priorities

Routes into employment	Learning and professional skills	Regional economic participation
Career services, paid student work, workplace education and employer relationships	Aviation qualifications, continuing education, sustainable tourism and staff development	Women's enterprise, local producer networks and research-informed tourism plans

INSTITUTIONAL APPROACH

Education connected to working life

Our applied learning model brings together students, graduates, employers and the communities served by our University.

Founded as Cappadocia Vocational College in 2005 and granted university status in 2017, our University has retained a strong practice-based educational orientation. Our Latest Knowledge First approach (SOBE) connects contemporary disciplinary knowledge with practical training and work in professional settings. The 2023–2028 Strategic Plan places education, research, institutional development, social contribution and sustainability within a shared framework for regional engagement.

We support the transition into work through our Career Management and Alumni Relations Office, academic departments, industry partnerships and Continuing Education Centre (SEM). Our approach encompasses career counselling, recruitment encounters, on-the-job training, lifelong learning and institutional measures that support safe and fair participation in working life.

CAREER PATHWAYS

Career fairs and employer engagement

Students and graduates met employers, sector specialists and alumni through our 2025 career programme.

We held the Cappadocia University Career Fair on 8–9 April 2025, bringing industry representatives to our campuses for professional talks, career advice and direct dialogue with students. Sessions covered health professions, aviation, tourism, information technology and business. The programme included mock interviews, vocational guidance and exchanges with graduates, helping students connect their academic preparation with the expectations of different workplaces.

Our İstanbul Sabiha Gökçen Campus hosted an additional aviation-focused Career Fair programme on 11 April 2025, with speakers from Pegasus Airlines, Gözen Holding, Turkish Technic, Etihad Airways and AJet. The series provided opportunities to discuss recruitment, cabin services, technical careers and professional development with industry practitioners.



Figure 1. Students, University representatives and professional guests at the Cappadocia University Career Fair on 8–9 April 2025. The event connected academic programmes with employment, placement and career-development opportunities.

Career learning throughout the year

The wider 2025 careers programme included entrepreneurship seminars, alumni encounters, interview preparation, technical visits and sector-specific career days. Individual events engaged students at different stages of professional preparation, from exploring occupations to acquiring recruitment and workplace communication skills.

Selected 2025 activity	Date	Recorded participation
Entrepreneurship IV: Business and Ethics	25 February	996
Flight and Beyond I — alumni encounter	26 February	226
Body Language in Interviews (Kariyer.net)	11 March	258
Aviation Industry Career Days	14 March	70
Working as Cabin Crew Abroad	11 April	75
Entrepreneurship VI: Competition, Strategy and Quality	15 April	316
International Flight Training Exhibition (IFTE) visit	10 May	46

GRADUATE OUTCOMES

Progress into employment

Career preparation is reinforced by the employment outcomes recorded for our graduates.

The Council of Higher Education's University Monitoring and Evaluation General Report 2025 recorded that 44.40% of our bachelor's degree graduates entered employment in Türkiye within the first six months after graduation. Cappadocia University ranked 18th nationally on this indicator. This result provides a significant institutional measure of the early transition from undergraduate education into the domestic labour market.

Our graduate relations work combines alumni contact, career coaching, job-search guidance and employer engagement. CV preparation, interviews, professional profiles and sector-specific advice remain important elements of this continuing relationship between graduates and the University.

PAID STUDENT EMPLOYMENT

Earning and learning during study

Paid part-time work offers students practical experience while supporting their participation in university life.

Our institutional records show that 145 students worked part-time in University units during the 2024–2025 academic year, compared with 108 in 2023–2024. The increase of 37 students represents 34.3% growth in participation. Opportunities were available across units such as Health, Culture and Sports, the Library and administrative services, allowing students to combine academic study with experience of professional responsibilities.

Our Part-Time Student Employment Directive (YNG.045) gives priority to students requiring financial support. It provides for assessment of applicants' financial circumstances, skills and class timetables, a written employment agreement and working time of up to 15 hours per week. These arrangements support participation in paid work within a defined institutional framework.

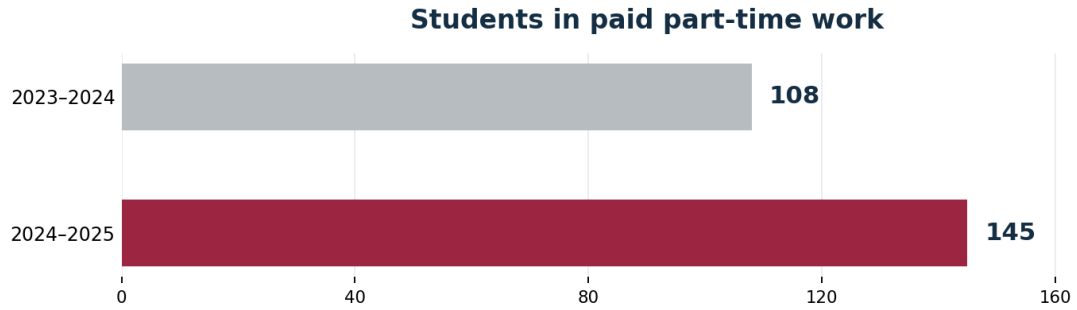


Figure 2. The number of students in paid part-time employment increased from 108 in 2023–2024 to 145 in 2024–2025, a rise of 37 students (34.3%). The figures refer to the respective academic-year institutional records.

AVIATION INDUSTRY PARTNERSHIPS

From technical education to employment

Our aviation partnerships create clear connections between academic learning, practical maintenance experience and professional opportunity.

On 20 November 2025 we announced a SunExpress cooperation protocol for the Aircraft Maintenance Technician Career Development and Support Programme. It connects students in Aircraft Airframe and Engine Maintenance and Aviation Electrical and Electronics with part-time work, workplace learning and compulsory placements within the airline's maintenance organisation.

The agreement aligns professional education with the requirements of commercial aircraft maintenance. Students successfully completing the programme can progress towards full-time employment opportunities after graduation. Through this partnership, we strengthened the links between academic study, technical practice and specialist employment.

International technician training in Azerbaijan

In April 2025, 50 aviation technicians completed our A1-category aircraft maintenance programme in cooperation with Azerbaijan Airlines (AZAL), the National Aviation Academy and Silkway Technic. Each training group received 800 hours of theoretical and practical professional education, including learning in aviation maintenance facilities.

The programme contributed specialist maintenance skills to the aviation workforce in Azerbaijan. Our students also undertook 2025 technical visits, simulation activities and practical learning connected to aircraft operations and maintenance.

CONTINUING PROFESSIONAL EDUCATION

Professional qualifications and lifelong learning

Our Continuing Education Centre combines occupation-specific training with the emerging skills of sustainable industries.

In 2024–2025, our Continuing Education Centre recorded 157 classes, 1,512 teaching hours and 3,035 programme participations. Aviation and sustainable tourism courses within this portfolio addressed specialised skills required by employers and professional bodies, extending structured professional education beyond degree programmes.

The Centre recorded 47 participations in GSTC Sustainable Tourism Training and nine in GSTC Sustainable Hotel Training. Other professional courses addressed human factors, gas turbine engine modules, aircraft maintenance English and emergency procedures. The participation figures are recorded separately for each programme.

Selected professional training	Women	Men
GSTC Sustainable Tourism Training (Jan–Jul 2025)	24	23
GSTC Sustainable Hotel Training (7–14 Jul 2025)	6	3
Human Factors Basic Training (Jan/Jul 2025)	4	23
Module 15 Gas Turbine Engine preparation (May–Aug 2025)	2	79
Aircraft Maintenance Technician English (2024–2025)	3	81
Emergency Procedures Training (2024–2025)	108	239

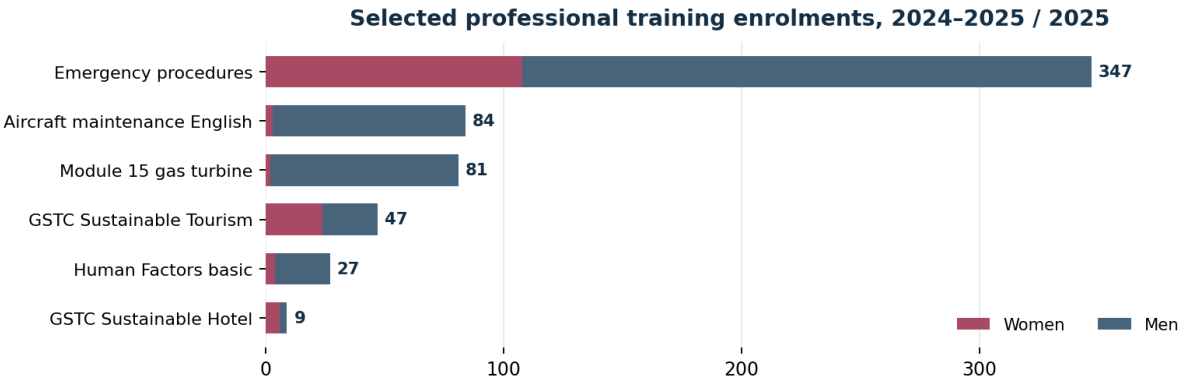


Figure 3. Recorded women and men in six selected aviation and sustainable tourism professional programmes. The corresponding course participation totals are 47, 9, 27, 81, 84 and 347; periods span 2024–2025 and specified 2025 delivery dates.



Figure 4. The Turkish-language announcement for GSTC Sustainable Hotel Training identifies a sustainable professional education programme held on 7–14 July 2025. The Centre's course register records 12 teaching hours and nine participations, comprising six women and three men.

Sustainable MICE skills

In cooperation with the Global Sustainable Tourism Council (GSTC), we organised the Sustainable MICE Online Course on 11–14 November 2025. MICE refers to meetings, incentives, conferences and exhibitions. The programme introduced the GSTC MICE Standard, developed in 2024, and practical approaches to sustainability in event-related operations. Training addressed professionals and auditors seeking to strengthen their competence in the responsible organisation and assessment of business events.

EMPLOYEE DEVELOPMENT AND SAFETY

Building a prepared working environment

Continuing professional development also supports the safety and resilience of our own academic and administrative teams.

We delivered Fire Safety Training at our Uçhisar Campus in November 2025 as part of our staff development activities. Academic and administrative personnel received guidance on responding to emergencies, selecting and using fire extinguishers, and applying appropriate intervention techniques. The course included practical demonstration, supporting more confident decision-making in potentially hazardous situations.

Our institutional human-resources and strategic planning arrangements place staff development, professional competence and service quality within the management of University operations. We connect these priorities with continuing education and applied learning so that occupational knowledge can develop alongside changing responsibilities and technical requirements.

ENTREPRENEURSHIP

Enterprise, initiative and business skills

Business knowledge and entrepreneurship training expand the professional options available to students and communities.

Our Entrepreneurship seminar series continued throughout 2025 with sessions on business ethics, competition, strategy and quality. The 25 February seminar, Entrepreneurship IV: Business and Ethics, recorded 996 participations, while Entrepreneurship VI: Competition, Strategy and Quality, on 15 April, recorded 316. These meetings brought practical business concerns into students' academic experience and opened discussions on responsible economic activity and enterprise management.

Entrepreneurial learning also formed part of our partnerships beyond the University. We combined business education with sector development, community-facing projects and opportunities for local producers to engage directly with customers. This approach linked entrepreneurial capability with actual regional production and market contexts.

RESEARCH AND ECONOMIC WELL-BEING

Research on prosperity and economic development

Our research connects economic performance with the wider conditions of human well-being and sustainable growth.

In 2025, our academic Hande Eren published "Evaluation of Prosperity Levels of OECD Countries with MEREC-TOPSIS and Entropy-TOPSIS Methods" in Third Sector Social Economic Review (60(2), 2011–2028; DOI 10.63556/tisej.2025.1487). The study compared prosperity across 38 OECD countries using multi-criteria decision-making techniques, examining economic and social dimensions together. Its findings draw attention to the importance of safety, personal freedom and governance in assessments of prosperity.

REGIONAL DEVELOPMENT

Tourism planning and sustainable local economies

Our regional research partnerships support destination planning, sector coordination and the long-term development of local economies.

In 2025 our Social and Strategic Studies Application and Research Centre worked with public authorities and sector partners on tourism master plans and destination development. The 2025 programme brought together local stakeholders, national decision-makers and academic researchers to examine the potential of cultural heritage, visitor services, infrastructure and regional economic diversification.

Date	Regional activity	Economic-development focus
3 March 2025	Hatay Tourism Master Plan consultation	Post-earthquake recovery and tourism strategy
15 May 2025	Kütahya Tourism Master Plan presentation	Destination planning and sector coordination
11 June 2025	Konya Tourism Master Plan workshop	Regional competitiveness and tourism strategy
20 August 2025	Mardin Tourism Master Plan workshop	Local participation and sustainable visitor economy
26 November 2025	Kayseri Tourism Master Plan presentation	Year-round tourism development priorities
18 December 2025	Konya and Sille destination discussions	Coordination with local authorities

The Konya Tourism Master Plan 2025–2030 incorporated tourism product development, competitiveness and sustainability. Our work on Kütahya drew upon the province's ceramic heritage, thermal resources and historic sites. In Mardin, stakeholder consultation supported strategic thinking on protecting heritage while strengthening the local visitor economy. The Kayseri plan was presented at the Ministry of Culture and Tourism on 26 November 2025, bringing together public authorities and regional expertise.



Figure 5. The 11 June 2025 Konya Tourism Master Plan workshop brought regional stakeholders together to consider long-term tourism development. The presentation addressed the Konya 2025–2030 strategy and the role of heritage, infrastructure and competitiveness in regional economic activity.

INCLUSIVE LOCAL ECONOMIES

Local producers and women's entrepreneurship

Direct market access and digital business training connect inclusion with local economic resilience.

We helped establish the Cappadocia–Uçhisar Slow Food Earth Market, which opened on 24 May 2025. Developed with regional partners and supported through the Social Development Support Programme (SOGEP), the market creates direct relationships between small-scale producers and consumers. It supports the visibility of local foods, traditional production practices and opportunities for women producers to participate in regional commerce.



Figure 6. The opening of the Cappadocia–Uçhisar Slow Food Earth Market on 24 May 2025 brought institutional partners and local producers together. The market provides a venue for direct producer–consumer exchange and greater visibility for small-scale regional enterprise.

In earthquake-affected Hatay, we participated in the British Council-supported ELEVATE project with the University of Wolverhampton, Hatay Mustafa Kemal University and other partners. The first group of 20 women entrepreneurs began digital-capacity training on 7 October 2025. The programme, planned over nine months, covers e-commerce, marketing, online visibility and practical digital tools to help participants rebuild and develop their enterprises.



Figure 7. Our ELEVATE project presentation on 31 October 2025 addressed digital entrepreneurship and post-earthquake economic recovery in Hatay. The first group of 20 women entrepreneurs began training on 7 October.

2025 ACHIEVEMENTS

A year of practical economic engagement

Professional learning, industry partnerships and community programmes connected our education mission with economic opportunity.

Date / period	2025 activity	Professional or economic contribution
2024–2025	145 students employed part-time	Paid work experience alongside degree education
8–11 April	Career Fair programmes	Direct contact with employers and alumni
April 2025	AZAL aviation technician programme	50 technicians completing professional training
24 May	Cappadocia–Uçhisar Earth Market opening	Direct regional producer–consumer networks
July 2025	GSTC Sustainable Hotel Training	Hospitality skills and responsible operations
7 October	ELEVATE initial training cohort	20 women entrepreneurs in Hatay
11–14 November	GSTC Sustainable MICE Online Course	Industry competence in sustainable events
20 November	SunExpress cooperation protocol	Workplace learning and employment pathways
2025	Tourism master planning across several provinces	Regional strategy and stakeholder collaboration

Across 2025, we expanded professional contact for students and graduates, advanced technical education through national and international partnerships, and continued programmes that support the local visitor economy. Our work combined immediate activities—training, employment experience, consultations and market openings—with longer-term cooperation in workforce development and regional economic planning.

Relations with other Sustainable Development Goals

Our SDG 8 activities connect with SDG 1 through paid student work and income opportunities; SDG 4 through professional education and lifelong learning; SDG 5 through women's entrepreneurship; SDG 9 through technical aviation learning and industry collaboration; SDG 11 through place-based destination planning; SDG 12 through responsible tourism and local producer markets; and SDG 17 through cooperation with public authorities, employers and international partners.