CAPPADOCIA UNIVERSITY
Logic - Wisdom - Equality - Tradition

SUSTAINABLE DEVELOPMENT GOALS • ANNUAL REPORT

Inclusion turns opportunity into impact.

SDG 10 / REDUCED INEQUALITIES

10 REDUCED INEQUALITIES

Opening pathways through accessible education, equitable support, diversity and community partnership.

Reporting Period: 2025



Women pictured in the ELEVATE Project on reduced inequalities and participation.

2025 • CAPPADOCIA UNIVERSITY • ENGLISH EDITION

THE 2025 STORY

Inequality is addressed through access, support and participation

The year joined measurable educational opportunity with operational accessibility, institutional protection and community-facing inclusion.

Cappadocia University operates in a region where access to education, employment, cultural life and public services is shaped by geography, household circumstances, disability, mobility and the effects of economic and social disruption. Our 2025 approach to reduced inequalities connected formal admission opportunities with direct student support, accessible campus services, anti-discrimination safeguards and work with communities beyond the University.

Across 2025, institutional records describe the Accessible KÜN Unit's support for students with disabilities or chronic health conditions; targeted building-access improvements; a defined bursary and social-assistance framework; a gender-equality support and awareness programme; and the launch of digital-capacity training for women entrepreneurs affected by the 2023 earthquakes in Hatay.

571

FIRST-GENERATION ENTRANTS
2025 university return

25

STUDENTS IN UNIT FOLLOW-UP
2024–2025, includes chronic conditions

20

WOMEN IN FIRST ELEVATE GROUP
7 October 2025

What this report makes visible

An equitable university is measured not by the presence of a policy alone, but by the mechanisms through which people can seek support, use facilities and participate. This edition pairs practical arrangements with dates, responsible units and documented outputs. Its figures refer to different populations and should not be added together as one unique-beneficiary total.

A LINKED MODEL OF INCLUSION

Widening participation → removing physical and academic barriers → access to financial and social support → protection from discrimination → participation in society and work.

OUR UNIVERSITY

A place-based university with a wider social responsibility

Cappadocia's distinctive geography makes inclusion an issue of both campus practice and regional engagement.

Founded as a higher-education institution in 2005 and established as Cappadocia University in 2017, our University serves learners through academic programmes, research centres and continuing education, with key activities across Mustafapaşa, Ürgüp, Uçhisar and İstanbul. Our dispersed campus environment connects historic buildings, former industrial premises and contemporary learning spaces. Preserving this built heritage while improving accessibility requires carefully planned adaptations and practical alternatives.

Our educational philosophy—Latest Knowledge First Education–Teaching (SOBE)—prioritises current knowledge, active learning and the application of disciplinary skills. Alongside undergraduate and postgraduate programmes, students can access double-major and minor opportunities, career-oriented learning, internships, digital learning and international mobility pathways. These options matter for SDG 10 when accompanied by arrangements that recognise differences in resources, ability and personal circumstances.

Inclusion as a cross-university responsibility

Responsibility is distributed among the Rectorate, Accessible KÜN Unit, Student Dean's Office, Gender Equality Commission, Library and Documentation Directorate, Psychological Counselling and Guidance Unit, academic departments, Student Affairs and supporting administrative services. Regional partnerships extend this work to producers, women entrepreneurs, schools and public institutions.



Figure 1. Mustafapaşa and its built heritage illustrate the University's place-based setting, in which accessible learning and responsible adaptation must be addressed together.

2025 IN FOCUS

The institutional picture in numbers

Selected measures span new entrants, direct accessibility support, equality awareness and outreach to women entrepreneurs.

4,360
STUDENTS
2025 institutional return

1,515
NEW DEGREE ENTRANTS
2025 institutional return

571
FIRST-GENERATION ENTRANTS
2025 institutional return

25
STUDENTS MONITORED
Accessibility support, 2024–2025

100
SEMINAR ATTENDANCE
Gender equality, 16 April 2025

₺467k
ACCESS EXPENDITURE
2024–2025 realised expenditure

The 25-person Accessible KÜN follow-up caseload includes students with disabilities and students with chronic health conditions. It is a service-support figure, not a standalone count of students meeting the statistical disability definition. The spending amount records disability-accessibility infrastructure expenditure for the academic year ending in 2025.

WIDENING PARTICIPATION

A route into higher education for first-generation learners

Opening a degree pathway for learners without an immediate-family university history is one measurable dimension of opportunity.

The University's 2025 institutional figures report 1,515 students beginning a degree (excluding associate degree programmes), including 571 first-generation entrants, representing 37.7% of the new degree cohort. Corresponding 2024 figures were 1,437 new entrants, including 479 first-generation students (33.3%). Thus both the reported number and share of first-generation entrants were higher in 2025.

Participation measure	2024	2025
Students beginning a degree	1,437	1,515
First-generation entrants	479	571
Share of first-generation entrants	33.3%	37.7%

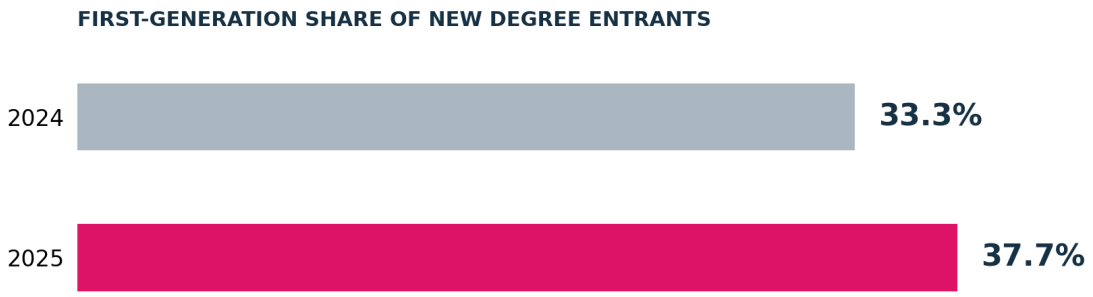


Figure 2. First-generation participation among new degree entrants. The bars show 2024 and 2025 institutional comparison data.

These figures are cohort-level statistics and not a measure of individual student progression or completion. Our approach links widening access to structures that can help students remain engaged: academic advice, library and online resources, scholarship pathways, wellbeing provision and individualised support when a disability or chronic condition affects participation.

EQUITY IN PRACTICE

Admission access is one stage in a longer educational pathway. The availability of financial assistance, inclusive teaching, accessible services and academic advice helps address barriers that can arise after enrolment.

STUDENT-CENTRED ACCESSIBILITY

One coordinating unit, many forms of support

Accessible KÜN connects the academic, physical and social dimensions of participation.

The Accessible KÜN Unit, operating under the Rectorate, identifies the administrative, physical, accommodation-related, academic and social needs of students with disabilities and chronic health conditions. Its 2024–2025 annual report documents a 15-member cross-functional governance structure and 25 students monitored by the unit.

Student requests during the reporting period concerned, among other matters, classroom or examination arrangements, assessment adaptation, attendance difficulties related to chronic illness and access to resources or facilities. An information route exists through programme advisers, student representatives and the unit's direct contact and disclosure form.

15	25	4
CROSS-FUNCTIONAL MEMBERS	**STUDENTS SUPPORTED**	**RECORDED MEETINGS**
Recorded governance composition	Disability or chronic-condition follow-up	Oct 2024–May 2025

Adjusting examinations and learning arrangements

At its meeting on 15 November 2024, the unit set out practical principles for requested examination-time adjustments, including additional time and suitable arrangements for readers or markers according to individual need. It also asked programme and department heads to help identify students requiring support early enough for the arrangements to be effective. These decisions demonstrate a defined reasonable-accommodation process rather than a generic access statement.

THE ORGANISING PRINCIPLE

The same student may need more than one intervention: a physical route to a classroom, an accessible learning resource, a revised examination arrangement and an informed academic adviser.

INCLUSIVE CAMPUS ENVIRONMENTS

Removing barriers from the routes people use

Physical accessibility improvements were planned and reviewed across historic and contemporary sites in 2025.

At the 7 May 2025 coordination meeting with the Sustainability Office, the Accessible KÜN Unit reported completed Braille signage in lifts, commenced tactile-guidance surface works and completed accessible toilet facilities at the Factory, Health and Uçhisar campuses. The report also records limitations in the accessibility of some buildings and a need for further adjustments informed by inspection findings.

A 20 September 2024 on-site audit of the Oktay Sinanoğlu Building identified practical improvements to routes, ramps, tactile guidance, handrails, floor levels, toilet fittings, turnstiles and information points. The institution's 27 February 2025 award applications concerned the accessibility of educational settings and premises; an application should not be read as an award achieved.



Figure 3. Campus tactile paving and related accessibility works.

2024–2025 access investment	Amount (TRY)
Budget provision	750,000
Realised accessibility expenditure	467,480
2023–2024 realised expenditure (comparison)	801,627.73

The expenditure represents recorded accessibility-related improvements, not the total cost of all disability services. Works and identified future needs are distinguished throughout the Accessibility Unit report.

EQUITY IN LEARNING

From an accessible doorway to an accessible education

Academic adjustments, specialist resources and digital channels help transform access into participation.

The University combines student-specific adjustments with digital learning, library provision and academic guidance. Accessible KÜN offers support with classroom and examination relocation, course resources, administrative transactions and pathways to bursary or part-time work opportunities when appropriate. Its 2025 planning decisions also considered orientation, accessible extracurricular activities and differentiated communication formats.

The University's institutional self-evaluation reporting documents a specialist room within the Ürgüp Health Campus Science Library for students with visual impairments, including equipment for accessing audio-library services. The example illustrates the connection between physical facilities and accessible knowledge resources.

Social and cultural participation

At a 20 May 2025 meeting, Accessible KÜN and the Health, Culture and Sports Department discussed measures such as disability-sensitive orientation and appropriate sign-language interpretation or audio description according to participation needs. These were planning decisions for subsequent implementation, rather than completed 2025 event outcomes.

ACCESS MEANS MORE THAN ATTENDANCE

Inclusive education depends on whether students can navigate facilities, obtain materials, engage in assessment, participate in social activities and request adjustments through a clear institutional mechanism.

FINANCIAL AND SOCIAL INCLUSION

Assistance informed by need and circumstance

Scholarships and welfare arrangements address economic barriers to entering and continuing university study.

Our Bursary and Social Assistance Directive (YNG-008), revised in August 2024 and applicable in 2025, establishes a structured scholarship and needs-based support framework. The directive's stated objectives include higher-education equality of opportunity, encouragement of academic success and assistance to students with financial difficulties. Applications for needs-based support are considered through documented income-related criteria and committee review.

Provision	Relevant basis and purpose
Entrance and regional bursaries	Defined scholarship routes for eligible students, including regional criteria
Needs-based bursary and social assistance	Income-related applications and committee evaluation
Academic and sporting merit bursaries	Recognition of achievement under published rules
Sibling and preference-based bursaries	Additional institutionally defined support routes
Part-time student employment	Separate established procedures; potential income and experience
Priority for students needing accessibility support	Accessible KÜN routes eligible students to bursary and part-time work consideration

The scheme describes the active framework and its access conditions.

HOW THE MECHANISM CONTRIBUTES TO EQUITY

A transparent application and review process offers a defined pathway for students for whom educational costs, family income or a change in personal circumstances create additional barriers.

EQUAL TREATMENT AND PROTECTION

An institutional commitment against discrimination

Equity depends on clear standards that apply across educational participation, employment and University-organised activities.

The Gender Equality Policy Document (KÜN.PB.013), issued in May 2024, rejects gender-based discrimination, harassment and violence in the University environment. It also establishes a broad public-access undertaking for University-organised events, covering ethnicity, nationality, religion, disability status, immigration status, age and gender. The policy is issued by the Rectorate and Board of Trustees and is intended to guide staff, students and external stakeholders.

The policy describes fair employment and progression arrangements, and sets strategic objectives for inclusive institutional culture, equal access to opportunities, monitoring and the improvement of response mechanisms. It complements—not replaces—the individual support arrangements administered by Accessible KÜN and other relevant units.

Equality mechanism	2025 institutional function
Formal policy KÜN.PB.013	Institutional commitment to non-discrimination and gender equality
Gender Equality Commission	Coordination of awareness, support and review activities
Accessible KÜN	Individual accessibility support and barrier identification
Bursary and Social Assistance Committee	Financial support application and review
Psychological Counselling and Guidance Unit	Preventive awareness, advice and psychosocial learning

SAFE PARTICIPATION

From policy to accessible reporting channels

Prevention, information and routes to confidential assistance are integral to a safe learning environment.

The Gender Equality Commission's annual report dated 29 August 2025 records the preparation of a sexual-harassment information and support guide, accompanying student-facing brochures and a confidential support contact route. The materials were made available across University campuses and communication channels.

The Commission also recorded awareness activities addressing gender roles, equality and more inclusive university environments, including an International Women's Day activity.

1	1	100
SUPPORT GUIDE	**CONTACT CHANNEL**	**STUDENTS AT SEMINAR**
Prepared during 2024–2025	Reported by Commission	16 April 2025

An evidenced public conversation

On 16 April 2025, the Psychological Counselling and Guidance Unit organised "Is Gender Equality Possible?", attended by 100 students. The session discussed gender roles, discrimination and the social conditions for equal treatment. This activity provides a directly dated example of preventative education with a defined audience.

ECONOMIC OPPORTUNITY BEYOND CAMPUS

Helping women rebuild livelihoods after disaster

Digital skills and entrepreneurship support connected inclusion with post-earthquake recovery in Hatay.

In October 2025, our University began the ELEVATE digital-capacity programme with partners in Türkiye and the United Kingdom. The initiative supports women entrepreneurs affected by the February 2023 earthquakes in Hatay, where disruptions to premises, customers and supply chains created additional barriers to participation in economic life. Its first cohort began on 7 October 2025 with 20 women entrepreneurs.

The programme focuses on digital literacy, e-commerce, social media management, digital marketing, online sales and related business capabilities. The October 2025 commencement and a University launch meeting later that month provide documented evidence of activity within the year. The wider training programme extends beyond 2025, and later participant outcomes are not represented here as 2025 results.

20	2025	5+
WOMEN ENTREPRENEURS	**TRAINING COMMENCED**	**LEARNING THEMES**
First cohort, 7 October	Hatay	Digital and enterprise skills

LINK TO SDG 10

Working with women whose enterprises were disrupted by disaster addresses unequal access to training, markets and digital infrastructure through a targeted, community-based intervention.



Figure 4. The ELEVATE project funded by the British Council.

INCLUSION AND SOLIDARITY

Community relationships beyond academic enrolment

Public engagement provides ways for different generations and social groups to take part in University life.

Our 2024–2025 sustainability reporting documents visits to care homes, student voluntary service and activities with the Turkish Red Crescent, alongside shared community events. These forms of public engagement bring students into contact with older people, health-related volunteering opportunities and local residents beyond the student population. They complement the University's education and cultural provision rather than forming a single numerical impact measure.

Participation also requires affordable mobility and access to shared spaces. In 2025, the University's operational records documented seven free shuttle vehicles and 90 bicycles available for use without charge; pedestrian-priority routes and accessibility features contributed to easier movement around dispersed campuses. These service counts are infrastructure measures, not estimates of journeys avoided or unique beneficiaries.

7

FREE SHUTTLE VEHICLES
2025 transport inventory

90

BICYCLES AVAILABLE
Free-use provision, 2025

2025

SHARED OUTREACH
Student and community activities



Figure 5. Pedestrian-oriented campus infrastructure supports walking and access to shared university spaces.

RESEARCH AND KNOWLEDGE

Understanding disability, identity and exclusion

Research, public scholarship and academic discussion provide conceptual foundations for more inclusive practice.

Cappadocia University Press published Emre Taşgın's *Engellilik, Posthümanizm ve Türkiye* (Disability, Posthumanism and Türkiye) in August 2025. Developed from postgraduate research at Cappadocia University, the book explores disability models, inclusion, social barriers and the relationship between disability studies and posthumanist theory. The publication provides a clear 2025 academic contribution to disability scholarship and debates on structural exclusion.

A further 2025 conference contribution by Mehmet Serkan Demirci and M. Yaşar Sönmez addressed identity formation and Syrian adolescent refugees, with a focus on female asylum seekers. It is appropriately described as a conference contribution rather than a peer-reviewed journal article. Together, the examples show how research and academic discussion can examine social identity, displacement, disability and the conditions under which inequality is experienced.

Selected 2025 contribution	Format and access
Taşgın, E. — Engellilik, Posthümanizm ve Türkiye	Cappadocia University Press; August 2025; DOI: 10.35250/kun/9786259645100
Demirci, M. S. & Sönmez, M. Y. — study of Syrian female asylum seekers and adolescent identity	Conference contribution listed in University's 2024–2025 sustainability report

PUBLIC SCHOLARSHIP AND INCLUSION

Publishing work on disability and social identity expands access to evidence and critical perspectives that can inform education, community understanding and institutional reflection.

RESULTS AND INTERPRETATION

What the 2025 evidence demonstrates

Different measures describe distinct mechanisms of inclusion: participation, access, policy and community support.

Dimension	Documented evidence	Institutional meaning
Widening entry	571 of 1,515 entrants were first-generation	Participation by learners without immediate-family university history
Student accessibility	25 students in Accessible KÜN follow-up	Identifiable coordinated support across academic and physical needs
Accessible environment	Braille signage, tactile routes and accessible toilets recorded; TRY 467,480 spent	Infrastructure measures with ongoing improvement needs
Equal treatment	2024 formal policy; guide, contact channel and 2025 activities	Prevention and reporting mechanisms
Economic participation	First ELEVATE group of 20 women in October	Targeted digital inclusion in post-earthquake recovery
Public knowledge	2025 disability studies book with DOI	Research and debate addressing exclusion and rights

These outputs should not be interpreted as a single aggregate headcount. The Accessible KÜN caseload, first-generation admissions statistics, seminar participation and first ELEVATE cohort concern different activities and populations. Nor does the report infer disability prevalence from the unit's caseload, or infer social outcomes without follow-up data.

A PRACTICAL ASSESSMENT OF PROGRESS

The strongest 2025 evidence joins formally adopted arrangements with functioning services and named activities. Gaps in access caused by the circumstances of the historic sites and longer-term outcomes remain priorities for better monitoring.

LOOKING AHEAD

A sustained commitment to opportunity for all

The year establishes a base for deeper measurement and wider participation.

Priority 1 — Strengthen accessible facilities and communication

Continue the campus-based work identified by Accessible KÜN, prioritising routes, ramps, building entry points, learning resources and communications formats in line with individual needs and the requirements of protected historic settings.

Priority 2 — Connect financial support to sustained participation

Maintain clear application pathways for bursaries and assistance, and strengthen aggregated, privacy-respecting reporting on participation and student support without disclosing sensitive student information.

Priority 3 — Extend practical prevention and awareness

Continue the Gender Equality Commission's guidance and reporting channels, and build upon student-facing education on discrimination, wellbeing and respectful participation.

Priority 4 — Build community-centred partnerships

Develop learning and enterprise support with women entrepreneurs and communities experiencing disruption, ensuring that future impact is evaluated through training completion and practical outcomes as well as activity counts.

Connection to the Sustainable Development Goals

Our 2025 work contributes directly to SDG 10 — Reduced Inequalities through first-generation access, disability inclusion, institutional protection and opportunity-building for disadvantaged groups. It supports SDG 4 through inclusive education, SDG 5 through gender equality and women's empowerment, SDG 8 through entrepreneurship and employability, SDG 3 through wellbeing support, SDG 11 through accessible shared spaces, and SDG 17 through collaborative delivery.