CAPPADOCIA UNIVERSITY
Logic - Wisdom - Equality - Tradition

SUSTAINABLE DEVELOPMENT GOALS • ANNUAL IMPACT REPORT 2025

Working together.
Transforming together.

SDG 17 / PARTNERSHIPS FOR THE GOALS

17 PARTNERSHIPS FOR THE GOALS

Partnerships for sustainable development with public authorities, academia, civil society and international networks.

Reporting Period: 2025







Scenes of regional policy dialogue, local producer partnerships and sustainability engagement across our University community in 2025.

CAPPADOCIA UNIVERSITY / ENGLISH EDITION 2025

2025 IN PERSPECTIVE

Turning sustainable development into practice through partnerships

In 2025, we connected contributions to public policy, international cooperation, civil-society participation, research and education through an integrated institutional approach.

At Cappadocia University, we understand our responsibility under **SDG 17 – Partnerships for the Goals** as extending beyond individual agreements or events. During **2025**, we applied academic knowledge to public institutions' strategic planning, strengthened the capabilities of local producers and women entrepreneurs, contributed to the adaptation of international standards and shared sustainability education with audiences beyond our campuses.

We coordinated our work through our **2023–2028 Strategic Plan**, **Community Contribution Goals and Principles Policy (KÜN.PB.004)** and institutional sustainability governance mechanisms. Our **Sustainability Office**, **Sustainability Commission**, **Centre for Social and Strategic Studies**, **Environmental Humanities Application and Research Centre**, **Scientific Research Projects (BAP) Commission**, **Continuing Education Centre (SEM)** and student societies helped turn these partnerships into complementary areas of action.

Our 2025 activities, the educational and research records of the **2024–2025 academic year**, and the preparations undertaken in 2025 for collaborations continuing into subsequent years represent connected but distinct dimensions of institutional progress. We interpret participation records within the scope of each activity rather than adding them into one beneficiary total.



Figure 1. Five complementary dimensions of our 2025 partnership approach: public policy, community collaboration, international measurement and standards, education and research, and local implementation.

Our approach: We bring institutional expertise into shared policy processes and turn knowledge exchange into jointly developed, identifiable and monitorable outputs.

2025 PERFORMANCE OVERVIEW

Our principal results in 2025

The indicators below relate to different forms of partnership and learning. They do not measure the same population or the same dimension of institutional performance.

Table 1. Selected partnership, education and research outputs recorded in 2025

Indicator	2025 / 2024–2025 record	What it demonstrates
58 policies + 12 vision projects	Hatay Tourism Master Plan 2025–2030	Policy input and planning for post-earthquake regional recovery
20 women entrepreneurs	First ELEVATE training cohort; 7 October 2025	International project and local economic capacity-building
Approx. 50 representatives / 23 countries	Slow Food International Council gathering, May 2025	International civil-society dialogue
46 courses	2024–2025: 5 associate, 19 undergraduate, 22 postgraduate	Sustainability coverage in formal teaching
98 activities	2024–2025 sustainability-related extracurricular provision	University-wide optional learning and engagement
145 attendance records	April 2025 academic and administrative staff training	Institutional sustainability capacity

Indicator	2025 / 2024–2025 record	What it demonstrates
113 attendance records	Three sustainable tourism training programmes in 2025	Professional sustainability learning
26 scientific meetings	2024–2025 BAP support; 17 dated within 2025	Research, interdisciplinary dialogue and dissemination

In the following sections, we explain the institutional partners, dates, delivery settings and direct results behind these indicators. The figures can therefore be understood from the narrative and tables without relying on the charts alone.

INSTITUTIONAL FRAMEWORK

Governance and policy that sustain our partnerships

We treat cooperation for sustainable development as a university-wide governance responsibility, rather than a collection of isolated projects.

Our **2023–2028 Strategic Plan** identifies sustainability as a core institutional area alongside research, education, university management and community contribution. Objectives **D.1.1 and D.1.2** provide for expanding sustainability and climate-change content across education programmes and increasing training capacity. Objective **Ç.3.3** calls for wider lifelong-learning opportunities for people of different ages and professional backgrounds.

Under our **Community Contribution Goals and Principles Policy (KÜN.PB.004)**, we collaborate with local authorities, public institutions, professional organisations, businesses, NGOs and community groups. Strategic indicator **Ç.3.2.6** in our **2025 Institutional Self-Evaluation Report** monitors how we make our expertise available to local authorities and the public through joint projects and consultancy.

Our **Sustainability Office** coordinates evidence and cross-unit cooperation; our **Sustainability Commission** supports policy and evaluation; academic departments contribute specialist research; the **BAP Commission** supports research and scientific meetings; and our **Continuing Education Centre** translates expertise into professional learning. This division of responsibilities helps partnerships generate educational, practical, data-related and monitoring outputs, rather than ending at the signature of an agreement.

Table 2. Institutional mechanisms supporting our partnerships in 2025

Institutional mechanism	Contribution to partnerships in 2025
Sustainability Office and Commission	Coordination, sustainability data, cross-unit engagement and monitoring
Centre for Social and Strategic Studies	Tourism master plans, municipal consultations and sustainable sector standards
Environmental Humanities Centre	EkoFilm, EurSafe, environmental humanities and international research networks
BAP Commission and research centres	Project support, scientific meetings and SDG-relevant publications
SEM and Student Dean’s Office / SKS	Professional education, student volunteering and learning open to the wider community

COOPERATION WITH PUBLIC AUTHORITIES

Our contribution to public policy and regional strategies

We brought research findings into the planning processes of municipalities and public institutions, helping to strengthen local capacity for sustainable development.

Hatay: 58 policies and 12 vision projects for post-earthquake recovery

On **3 March 2025**, we presented the **Hatay Tourism Master Plan 2025–2030** to **Hatay Metropolitan Municipality**. The plan considered the economic and social recovery needs arising from the 2023 earthquakes alongside tourism, gastronomy, cultural heritage and local livelihoods. We developed **58 policies and 12 vision projects**, translating academic research into a strategic roadmap available to public decision-makers.

Our contribution extended beyond tourism promotion to the protection of natural and cultural assets, the renewal of local businesses, skilled employment, sustainable destination management and coordination among stakeholders. These dimensions connect our regional recovery partnership with **SDGs 1, 8, 11 and 17**.

Gaziantep, Amasya, Kayseri, Konya and Uşak: participatory planning

On **11 April 2025**, we worked with **Gaziantep Metropolitan Municipality** to convene the **Tourism Economy and Roadmap 2030 Search Conference**, bringing together perspectives from government, academia, civil society and business. On **21 July 2025**, our **Amasya Tourism Master Plan** workshop engaged local stakeholders in discussions of heritage, infrastructure, visitor experience and priorities towards 2030.

On **26 November 2025**, we presented our work on the **Kayseri Tourism Master Plan**, followed by the **Konya Tourism Master Plan** on **18 December 2025**, to the relevant public stakeholders. On **23 December 2025**, we held a workshop with **Uşak Governorship** on strategic priorities for **2026–2030**. Across these activities, we sustained knowledge exchange with local authorities through research presentations, consultation, strategic proposals and preparation for implementation.





Figure 2. Consultation on the Hatay tourism strategy and the Amasya stakeholder workshop: linking academic expertise to public-sector decision-making in 2025.

Mustafapaşa: environmental cooperation and zero waste

Our **Zero Waste Cooperation Protocol**, signed with **Mustafapaşa Municipality on 30 April 2025**, and the technical coordination undertaken later in the year connected campus environmental management with local public services. We advanced shared approaches to waste management, implementation responsibilities and monitoring. This provides a tangible example of institutional coordination relevant to **SDGs 11, 12, 13 and 17**.

INTERNATIONAL CIVIL SOCIETY AND LOCAL PRODUCERS

Slow Food: translating a global food network into local development

We connected international good practice with our producers' needs for knowledge, access to markets and sustainable production.

Our project framework established with **Ahiler Development Agency** and relevant public partners on **11 February 2025** strengthened the basis for the **Cappadocia–Uçhisar Slow Food Earth Market**. From **24 March 2025**, we delivered learning activities for local producers on seasonal production, food safety, responsible packaging, waste reduction and direct producer–consumer exchange. An April peer-learning visit supported further exchange of experience.

During **22–24 May 2025**, we hosted an international Slow Food programme bringing together approximately **50 representatives from 23 countries**. With international guests including **Edward Mukiibi** and **Marta Messa**, we addressed biodiversity in food systems, agroecology, rural development and food justice. On **24 May 2025**, we opened the **Earth Market**, putting international civil-society principles into practice with the **Uçhisar Kadıneli Development Association**, local producers and our public-sector partners.

The initiative links **SDG 2** through sustainable food, **SDG 5** through women producers' visibility, **SDG 8** through local economic participation, **SDG 12** through responsible production and consumption, and **SDG 15** through biodiversity. In 2025, we completed international exchanges, producer education and the market opening, establishing a practical foundation for sustained cooperation.





Figure 3. Collaboration and shared learning among local producers, our University and international civil-society partners at the Cappadocia–Uçhisar Slow Food Earth Market in 2025.

WOMEN'S ECONOMIC PARTICIPATION

ELEVATE: international support for women entrepreneurs after the earthquakes

A practical learning model combining local needs with academic and community cooperation between the United Kingdom and Türkiye.

Through **ELEVATE**, supported by the **British Council**, we worked with the **University of Wolverhampton**, **Hatay Mustafa Kemal University**, **Tech West Midlands**, **CARE International Türkiye** and local public and community partners. We sought to develop the digital capabilities of women entrepreneurs affected by the **6 February 2023 earthquakes** in Hatay, help rebuild business activity and strengthen participation in economic life.

We began our first training cohort on **7 October 2025** with **20 women entrepreneurs**. The programme addressed digital literacy, e-commerce, online marketing, social media management, safe digital practice and foundational financial skills. At our **31 October 2025** institutional launch event, we brought international and local partners together. The first cohort established a practical basis for the project's longer-term objectives in women's enterprise and business development.



Figure 4. A 2025 institutional training and project-engagement image from the ELEVATE partnership; the first cohort in Hatay included 20 women entrepreneurs.

STUDENT VOLUNTEERING AND CIVIL SOCIETY

Creating community benefit with NGOs

We positioned our students as active partners in public health, solidarity and community participation, rather than simply as event audiences.

Our **Genç Kızılay** student society supported the **Turkish Red Crescent** blood-donation campaign on **6–7 May 2025** at our **Ürgüp Health Campus**. Student volunteering connected our campus community to the public-health mission of a national humanitarian organisation and supported awareness of access to lifesaving blood services.

On **16 January 2025**, **18 students** joined a visit to a residential-care home operated by **KASEV Foundation** in İstanbul. On **8 March 2025**, **15 students** from our Community Volunteers Society took part in a creative tote-bag painting activity with women residents at the **Hacıbektaş Rıfat Kartal** care home. We distinguish the foundation partnership with KASEV

from this separate volunteering activity hosted by a public residential-care institution. Both supported intergenerational engagement.

We also diversified our civil-society collaboration through **Yuvam Dünya Association** and the **EkoFilm Sustainable Production Platform Association**. Our joint work addressed climate communication, environmentally responsible media production and the development of accessible learning resources.

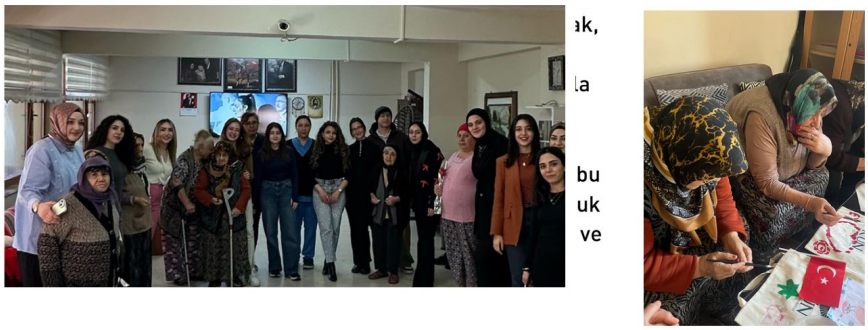


Figure 5. Student visits and intergenerational solidarity activities undertaken during 2025; the institutional partner is identified separately for each activity.

CROSS-SECTORAL DIALOGUE

Bringing public institutions, industry, academia and NGOs together

An important dimension of our partnerships is creating opportunities for different sectors to discuss shared sustainability challenges.

At the **PATA Annual Summit on 21–23 April 2025**, our Rector, **Professor Hasan Ali Karasar**, participated in a panel addressing the tourism industry's responsibility for the climate. The exchange brought higher-education expertise into an international professional dialogue on environmental responsibility and change in the tourism sector.

Through our cooperation with the **Global Sustainable Tourism Council (GSTC)**, we provided academic input into international sustainability criteria for **visitor attractions** and **MICE** (meetings, incentives, conferences and exhibitions). We considered how global standards addressing environmental management, accessibility, local economic benefit, resource use and cultural heritage could be adapted to sector-specific circumstances.

Our work in Gaziantep, Hatay and Amasya, together with the May Slow Food meetings, represents different forms of multi-stakeholder dialogue: we co-organised some events, provided research and policy input to others, and connected international practice with producers and sector partners in still others.



Figure 6. International dialogue on tourism-sector and academic responsibility for climate action at the PATA Annual Summit, 21–23 April 2025.

INTERNATIONAL RESEARCH AND SHARED GOOD PRACTICE

Developing standards, comparative research and knowledge exchange

We supported relationships between organisations with research-informed methods, educational materials and practical guidance.

GSTC: contributing to international criteria

Throughout the **2024–2025 academic year**, we contributed to the development of the **GSTC Attraction Criteria** and **GSTC MICE Criteria**. We considered comparative approaches to managing tourism facilities and events beyond accommodation, including environmental performance, local benefits and cultural-heritage protection. This was an active expert contribution to standards development, rather than simply an institutional membership.

EkoFilm: transferring educational approaches between the United Kingdom and Türkiye

With support from **British Council Connect4Innovation**, we worked with **Brunel University London** and the **EkoFilm Sustainable Production Platform** to bring sustainability into film and media production through education and research. Drawing on the **BAFTA albert** approach, we explored how internationally developed methods relating to energy, travel, materials, waste and production carbon footprints could be adapted to teaching and production conditions in Türkiye.

We connected three rounds of student training on **15–16 February**, **31 May–1 June** and **28–29 June 2025** with a sustainable film education workshop in **September 2025** and the **Film and Media Education Sustainability Roadmap**, published on **23 December 2025**. These were successive stages of shared knowledge development, linking teaching, industry practice and cross-border cooperation.



Figure 7. EkoFilm cooperation in 2025: student training, the sustainable film education workshop and the jointly developed education roadmap.

EurSafe: building an international academic agenda in 2025

Working with the **European Society for Agricultural and Food Ethics (EurSafe)** and **TARGET**, we contributed to scientific and organising committees for the **19th EurSafe Congress** planned in Cappadocia. The **2 April 2025 call for abstracts** initiated international research dialogue on agriculture and food systems, the ethics of artificial intelligence and digitalisation, food justice and sustainable production. We also developed scholarly publication preparations with **De Gruyter Brill**.

Our completed 2025 outputs were the international call, scientific governance arrangements and preparation for academic publication. The congress itself was scheduled for **9–12 September 2026**. We therefore distinguish 2025 preparation from the future event while recognising its relevance to research partnerships spanning **SDGs 2, 4, 9, 12, 13, 15 and 17**.

Our international knowledge networks and Ecocene

Our connections with **UNESCO MOST–BRIDGES**, the **Higher Education Sustainability Initiative (HESI)** and the **UN Sustainable Development Solutions Network (SDSN)** created opportunities to compare academic and institutional practice internationally. Through **Ecocene: Cappadocia Journal of Environmental Humanities**, we maintained interdisciplinary discussion and open scholarly communication in environmental humanities throughout **2025**. The comparative knowledge accessible through these networks complements our directly implemented research and community projects.

SHARING RESEARCH

SDG-relevant research and scientific dialogue supported by BAP

We linked our scientific output to interdisciplinary knowledge exchange and real-world sustainability challenges.

During the **2024–2025 academic year**, our **Scientific Research Projects (BAP) Commission** supported **26 scientific meetings**: **4 international**, **8 with international participation** and **14 national**. The dated register places **17 meetings between February and August 2025**. These categories reflect different modes of international cooperation and national scholarly communication; we do not combine them with attendance records.

Topics included tourism and sustainable destination management, agri-food technologies, climate and environmental responsibility, digital transformation, health and social inclusion. Through **UNIS** academic data management, we linked our research outputs to the SDGs, helping external partners identify our areas of expertise and relevant publications. This improves the visibility of the contribution of research across different sustainable development challenges.

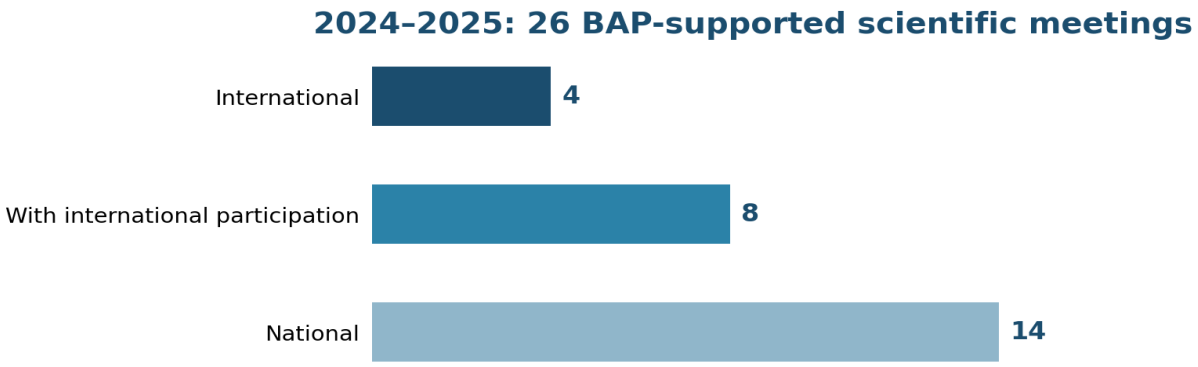


Figure 8. Distribution of 26 BAP-supported scientific meetings in the 2024–2025 academic year; 17 also appear in the dated calendar-year 2025 activity register.

INTERNATIONAL DATA COOPERATION

Making sustainability data internationally comparable

We supported standardised reporting, independent assessment and the joint development of international criteria through a coordinated approach to institutional data.

In **2025**, we compiled and submitted institutional sustainability data covering energy, climate, water, waste, transport, education, research, equality and community contribution to international assessment systems. Coordination between our **Sustainability Office**, **Sustainability Commission** and academic and administrative units strengthened our ability to organise measurements into comparable categories, improve data quality and review progress.

We participated for the first time in the **Times Higher Education Impact Rankings 2025**, announced on **18 June 2025**. Our position in the **1001–1500 global band** related to the **2022–2023 performance information** submitted for that assessment cycle. We therefore identify the result as a 2025 international assessment of an earlier reporting period, rather than as a newly measured 2025 academic-year result.

In **UI GreenMetric 2025**, announced on **17 December 2025**, we ranked **344th among 1,745 universities worldwide**, **37th among 142 universities in Türkiye** and **8th among 39 Turkish foundation universities**. We provided institution-level data across six environmental and education-related categories. Our **Biosphere sustainability certification**, renewed on **12 August 2025**, involved a separate international review of our institutional practices against all **17 SDGs**.

Each framework allows us to examine our institutional data through a different assessment method. Our work with GSTC on common criteria adds a sectoral standards-development dimension. We use these international measurement relationships to improve data quality, strengthen comparability and inform institutional learning.



Figure 9. Institutional visuals from international SDG data collection, comparative assessment and independent sustainability review undertaken during 2025.

UNIVERSITY-WIDE EDUCATION

Bringing sustainability into learning for all our students

We established a shared foundation for sustainability literacy through formal courses, compulsory advising-based learning and optional activities.

During the **2024–2025 academic year**, we delivered **46 sustainability-related courses**: **5 at associate-degree level**, **19 at undergraduate level** and **22 at postgraduate level**. Our institutional **Eco-Curriculum** also identifies **40 sustainability-related catalogue entries** across disciplines. These are different measures: 46 refers to courses recorded in academic-year teaching provision, while 40 describes the broader catalogue.

We engage with sustainability through climate and environmental studies, sustainable tourism, gastronomy, health, environmental psychology, cities and local government, culture, literature and business. University-wide electives such as **EOS171 – Ecological Literacy and Sustainability** enable our students to explore these themes beyond their degree specialisms.

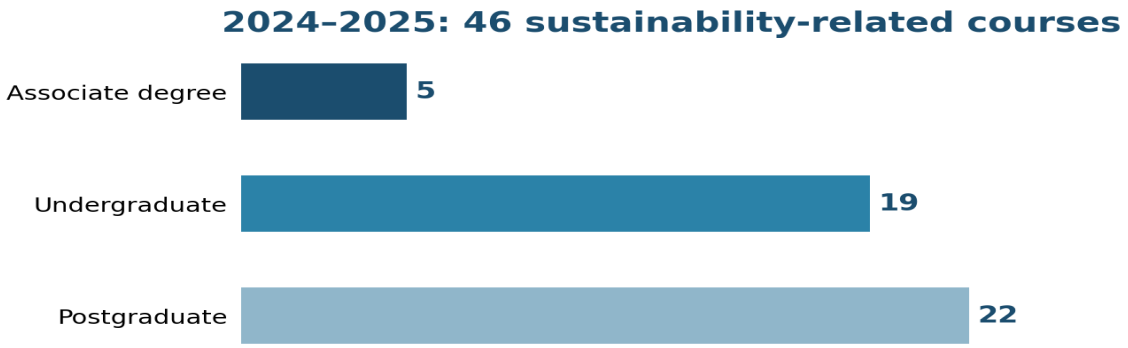


Figure 10. Distribution of 46 sustainability-related courses delivered across academic levels in 2024–2025: five associate-degree, 19 undergraduate and 22 postgraduate courses.

In addition, we delivered **compulsory Sustainability Awareness Training** to **all students through academic advising classes** during the **2024–2025 academic year**. This made foundational environmental and sustainability learning part of our institutional educational provision, rather than something accessible only to volunteers. Our students also explored SDG interconnections, resource efficiency, climate action and social equity through coursework and applied learning.

We organised **98 sustainability-related extracurricular activities** in **2024–2025**. Sustainability talks, environment-focused exhibitions, a climate photography competition, waste-sorting activities, film screenings, nature visits and student knowledge competitions helped connect concepts taught in class with experience across campus and the wider community.



Figure 11. A University activity image from 2025 showing student engagement in recycling, waste sorting and sustainability awareness.

SPECIALIST PROGRAMMES AND STAFF CAPACITY

Embedding sustainability across institutional learning

We shared sustainability knowledge across our institution and professional sectors through academic qualifications, staff development and specialist training.

Our specialist postgraduate programmes

We offer both **thesis and non-thesis master's pathways in Sustainable Tourism Management**. Compulsory modules including **STY502 – Global Sustainable Tourism Criteria**, **STY505 – Green Business Management** and **STY504 – Sustainable Supply Chains and Green Logistics** make sustainability an identifiable postgraduate specialism. Our postgraduate programmes in **Urban, Environmental and Local Government Studies** complement this capacity through environmental governance, urban sustainability and public policy.

Strengthening a shared language among academic and administrative staff

In **2025**, we prepared our **Guide for Aligning Academic Activities with the United Nations Sustainable Development Goals** to help map academic work to the SDGs. On **22 March 2025**, with contributions from **Professor İlhan Öztürk**, **Associate Professor Sinan Akıllı** and **Assistant Professor Selda Öztürk**, we delivered training on **UNIS academic profile management and SDG mapping**.

On **12 April 2025**, our training for administrative staff recorded **64 attendances**; on **19 April 2025**, a session for academic staff recorded **81 attendances**. Together these represent **145 attendance records** across two sessions. The programme addressed water and energy efficiency, waste management, carbon footprints, cultural and social sustainability, and academic and institutional responsibilities.

Within **Erasmus+**, staff-mobility acceptance documents were issued for an exchange with **Ca' Foscari University of Venice** scheduled for **27–31 October 2025**. On **22 February 2025**, we also shared sustainability education with members of the Sustainable Development Student Society of **Hasan Kalyoncu University**, extending knowledge exchange beyond our institution.

Professional learning accessible to sector specialists

During **2024–2025**, our **Continuing Education Centre** delivered **157 classes**, **1,512 teaching hours** and **3,035 attendance records**, while introducing **25 new programmes**. Within this wider lifelong-learning provision, three sustainability-specific programmes delivered in **2025** accounted for **113 attendance records**: **9** in GSTC Sustainable Hotel training, **47** in GSTC Sustainable Tourism training and **57** in Sustainable Tourism Management.

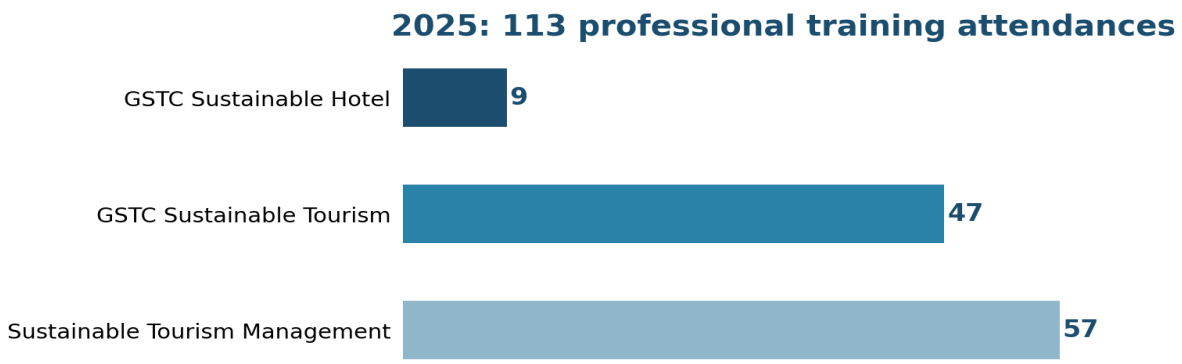


Figure 12. Distribution of 113 attendance records across three sustainability-related professional programmes delivered through our Continuing Education Centre in 2025.

These programmes connected internationally recognised sustainability standards with local application and professional skills among tourism businesses, hotel employees, managers and other practitioners. The **7–14 July 2025 GSTC Sustainable Hotel** programme, the **January and June–July 2025 GSTC Sustainable Tourism** sessions and the **17–18 February 2025 Sustainable Tourism Management** programme were separate learning streams with distinct participant groups.

LEARNING OPEN TO THE COMMUNITY

Extending education beyond the boundaries of our campuses

We created routes into learning for graduates, local producers, children, families, sector professionals and communities affected by disasters.

At our **Career Fair on 8–9 April 2025**, we brought graduates and employers together to share practical learning on interviews, CV preparation and career direction. We extended **42 invitations to alumni**; these invitations indicate outreach, rather than a verified count of attendees. On **22 December 2025**, an online body-language session continued our work with alumni on professional development and lifelong learning.

At our **Slow Food Earth Market**, we shared knowledge with producers, chefs, families and local residents on agroecology, local food, biodiversity, food safety and waste reduction. The **22 May 2025** session on agroecological agriculture and social justice and the **23 May 2025** seminar on biodiversity in food systems connected our academic expertise with community priorities.

School-based health and environmental education is another route connecting our work on **SDGs 3, 4 and 17**. On **16 April 2025**, we delivered preventive oral-health education to **110 pupils** in Mustafapaşa. On **19 November 2025**, our oral-health education and screening activity at **Cappadocia Montessori Kindergarten** reached **41 people**. The **98% overall programme evaluation** reflects participant feedback on the educational activity, not a clinical outcome. We involved schools and families in widening access to practical health knowledge.

While **ELEVATE** provided skills development for women entrepreneurs affected by earthquakes, our public-sector and NGO partnerships helped sustainability education reach other audiences. We recorded **62 attendances** at a sustainability discussion on environmental challenges on **5 March 2025**, **120 attendances** at a programme on urbanisation and disaster risks on **21 March 2025**, and **38 attendances** at a recycling exhibition and workshop on **17 May 2025**. These are separate event-specific participation measures.

ASSESSING LEARNING

Assessing sustainability literacy beyond attendance

We incorporate learning outcomes, interactive questions and applied problem-solving into our approach to assessment.

In academic courses, we assess sustainability-related knowledge and skills through **examinations, assignments, projects, presentations, rubrics and learning outcomes**. Beyond formal teaching, we use practical knowledge competitions with scored questions on waste separation and responsible resource use. We distinguish records of participation from direct assessment of knowledge.

Our **2024–2025 Waste Sorting Knowledge Competition** question bank contains **57 numbered examples**: **17 multiple-choice questions**, **20 true-or-false questions**, **10 visual-recognition questions** and **10 situational or scenario-based questions**. The questions assess whether students can apply knowledge of recycling, hazardous waste, composting, the consequences of incorrect separation and everyday campus decisions. Interactive tools such as **Kahoot** and **Mentimeter** support immediate response checking.

The **"Green Minds Compete" event on 28 May 2025** recorded **34 attendances**. On **13 October 2025**, we continued waste-sorting and knowledge-competition activities at different campuses. On **2 October 2025**, our Sustainability Office and academic advising representatives also coordinated the integration of sustainability awareness into advising classes, further structuring a university-wide educational approach.

We began preparing our **micro-credential framework in 2025**, with further regulations and programme designs incorporating measurable learning outcomes developed in **2026**. The **2026 MYO275 examination**, micro-credential directive and **13 October 2026 application form** represent subsequent formalisation of the assessment approach developed during 2025; they are not presented as completed 2025 outputs.

2025 CHRONOLOGY

How our partnerships progressed through the year

Selected milestones in date order, each showing the form of cooperation or output documented at that point in 2025.

Table 3. Selected 2025 milestones relating to SDG 17

Date	Partner / activity	Documented 2025 output
16 January	KASEV	Residential-care visit with 18 students
22 February	Hasan Kalyoncu University	Inter-university sustainability education exchange
3 March	Hatay Metropolitan Municipality	Presentation of master plan containing 58 policies and 12 vision projects
22 March	UNIS / internal academic development	SDG mapping and academic-profile training
11 April	Gaziantep Metropolitan Municipality	Participatory search conference for the 2030 roadmap
12 and 19 April	Academic / administrative staff	Sustainability training, 145 attendance records
21–23 April	PATA Annual Summit	International tourism and climate-responsibility dialogue
6–7 May	Turkish Red Crescent	Student support for blood-donation campaign
22–24 May	Slow Food International	Knowledge exchange with approximately 50 delegates from 23 countries
24 May	Uçhisar producers and public partners	Earth Market opening
21 July	Amasya stakeholders	Tourism master-plan workshop
7 October	ELEVATE partners	First training cohort of 20 women entrepreneurs
17 December	International sustainability assessment	Publication of 2025 comparative sustainability results
23 December	EkoFilm / Uşak Governorship	Education roadmap publication and a separate regional strategy workshop

LINKS TO THE OTHER 16 GOALS

Connecting our work across the other Sustainable Development Goals

We relate our partnership contribution to the 16 separate annual SDG reports. This section identifies the role of cooperation; it does not merge the reports into a single institutional sustainability account.

Table 4. Direct and supporting relationships between SDG 17 and the other 16 Sustainable Development Goals

Related goal	Our partnership and practical contribution in 2025
SDG 1 – No Poverty	ELEVATE: digital economic capacity for women entrepreneurs after the earthquakes; Hatay recovery partnership

Related goal	Our partnership and practical contribution in 2025
SDG 2 – Zero Hunger	Producer education, rural food systems and the Earth Market with Slow Food and Uçhisar Kadıneli
SDG 3 – Good Health and Well-being	Prevention, health outreach and volunteering with the Turkish Red Crescent and healthcare/community partners
SDG 4 – Quality Education	46 courses, compulsory awareness in advising classes, SEM and community-facing education partnerships
SDG 5 – Gender Equality	ELEVATE's first group of 20 women entrepreneurs and links with women producer associations
SDG 6 – Clean Water and Sanitation	Campus water management, environmental research, monitoring and exchange with local environmental stakeholders
SDG 7 – Affordable and Clean Energy	Shared energy/climate data, renewable systems and professional sustainability learning
SDG 8 – Decent Work and Economic Growth	Tourism master plans, sustainable tourism standards, professional learning and entrepreneurship partnerships
SDG 9 – Industry, Innovation and Infrastructure	BAP-supported research, technology and sector cooperation, and digital-skills transfer
SDG 10 – Reduced Inequalities	KASEV, inclusive learning, community support and access to opportunities for women
SDG 11 – Sustainable Cities and Communities	Municipal master plans, local consultations, cultural heritage and settlement-scale action
SDG 12 – Responsible Consumption and Production	Slow Food producer networks, zero-waste protocol and EkoFilm sustainable production
SDG 13 – Climate Action	Yuvam Dünya, PATA, EkoFilm, GSTC and multi-stakeholder climate education and action
SDG 14 – Life Below Water	Knowledge sharing on water quality and freshwater ecosystems with public and environmental stakeholders
SDG 15 – Life on Land	Biodiversity knowledge, Slow Food agroecology and community nature education
SDG 16 – Peace, Justice and Strong Institutions	Participatory public strategies, social dialogue, accountability and transparent cooperation

These relationships do not mean that an activity makes an equal or direct contribution to every goal. For example, our Hatay planning programme is primarily a partnership for local governance and economic recovery; the Slow Food initiative connects producers, environment and community; and the Eco-Curriculum is a mechanism for education and knowledge sharing. **SDG 17** makes the collaborative capacity behind these different activities visible.

OUR 2025 ASSESSMENT

What our partnerships mean for institutions and communities

Our experience in 2025 shows that sustainable development depends on sustained cooperation across organisations.

Contribution to public policy: We brought research into public planning through master plans and local-government workshops. **Civil-society implementation:** With Slow Food, the Turkish Red Crescent, KASEV and ELEVATE partners, we supported producer education, solidarity and skills development. **International good practice:** With GSTC, EkoFilm, EurSafe and global research networks, we engaged in comparative methodologies and the development of standards.

Education and knowledge dissemination: We made shared learning an institutional practice through **46 courses**, compulsory sustainability awareness, **98 extracurricular activities**, **145 staff-training attendance records** and **113 sustainability-related professional-training attendance records**. **Monitoring and transparency:** We compared institutional sustainability indicators through international systems while keeping dates, measurement scopes and delivery status explicit.

Our separate **2025 annual reports for the Sustainable Development Goals** support the thematic organisation of institutional records and the monitoring of shared programmes. This **SDG 17** annual assessment identifies the cooperation between public authorities, civil society, academia and professional sectors that connects work undertaken across these separate goals.

Continuity and next steps

To make our partnerships more effective, we aim to improve the joint recording of **partnership objectives, responsible units, activity dates, delivered outputs and monitoring indicators**. We will continue strengthening cross-sector knowledge exchange, the assessment of sustainability literacy and open academic scholarship. Our micro-credential and interdisciplinary minor developments in **2026** build on this foundation but are distinguished here from completed work in **2025**.