



**2022**  
**Sustainability Report**  
**SDG17**

**17** **PARTNERSHIPS**  
**FOR THE GOALS**



**ABDULLAH GÜL**  
**UNIVERSITY**



# SUSTAINABLE DEVELOPMENT GOALS

**17** PARTNERSHIPS  
FOR THE GOALS

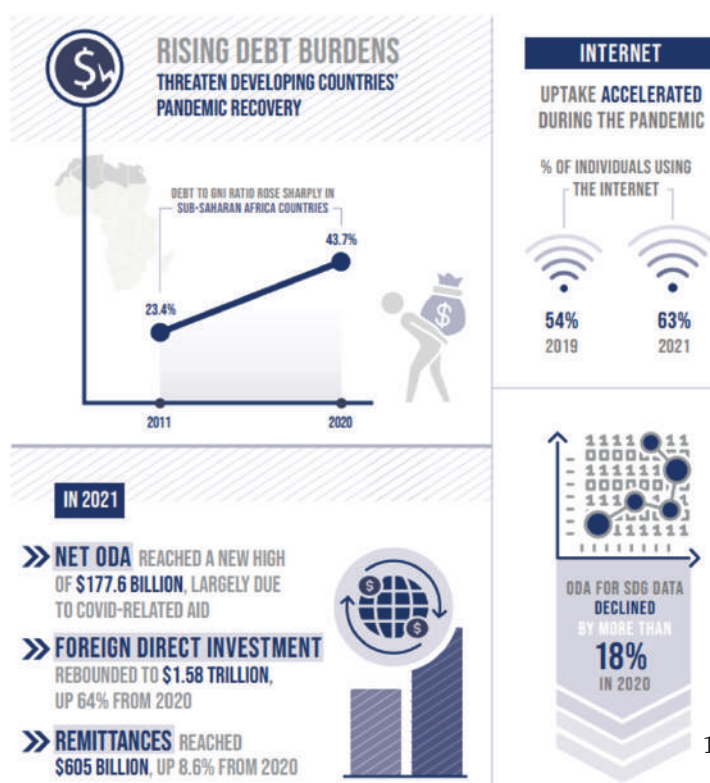


## SDG17: Partnerships for the Goals

SDG 17 aims to strengthen the means of implementation and revitalize the global partnership for sustainable development.

Many developing countries are struggling to recover from the pandemic despite a record-high level of official development assistance (ODA) and a strong rebound in global foreign direct investment (FDI) and remittance flows. Among other challenges, developing countries are battling record inflation, rising interest rates and looming debt burdens. With competing priorities and limited fiscal space, many are finding it harder than ever to recover economically. With the pandemic far from over and stark disparities in vaccine distribution among countries, there is also the threat of a “two-tiered” COVID-19 recovery. To build back better from the pandemic and rescue the Sustainable Development Goals (SDGs), a full-scale transformation of the international financial and debt architecture will be required.

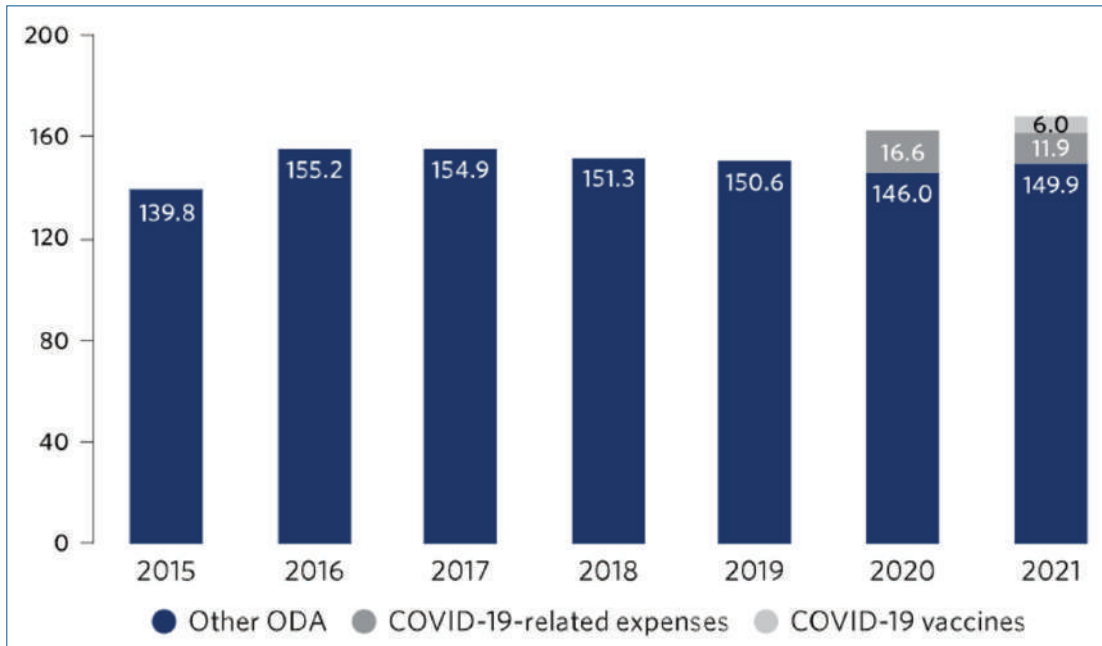
The world is facing a multitude of crises across the social, health, environmental, and peace and security spectrums. To find lasting solutions, international cooperation must be scaled up urgently. To stay ahead of crises, significantly more investment in data and statistics will be necessary.



Global foreign direct investment flows showed a strong rebound in 2021, up 7% to an estimated \$1.65 trillion from less than \$1 trillion in 2020 and surpassing their pre-pandemic level.

Despite the COVID-19 pandemic, remittance flows to low- and middle-income countries were projected to have grown by a strong 7.3% to reach \$589 billion in 2021.

<sup>1</sup> <https://unstats.un.org/sdgs/report/2022/Goal-17/>



*Components of net official development assistance flows, 2015-2021*

### Information and communications technology

The latest data show that the uptake of the Internet accelerated during the pandemic. The number of users surged by 782 million to reach 4.9 billion people in 2021 or 63% of the population, up from 4.1 billion people in 2019. Globally, in 2020, 62% of men were using the Internet compared with 57% of women.

Fixed broadband subscriptions continue to grow steadily, attaining a level of 17 subscriptions per 100 inhabitants on a global average in 2021. In the least developed countries, despite double-digit growth, fixed broadband remains a privilege of the few, with only 1.4 subscriptions per 100 inhabitants.

Growth in trade of environmentally sound technologies over 2015–2020 was 5% which, while positive, represented a drop in the overall growth rate prior to the COVID-19 pandemic (the growth rate having been 8% over 2015–2019). While the pandemic has had a negative impact on international trade, those countries with strong economies, large manufacturing and/or financial bases and a focus on innovation are increasing their investment and trade in environmentally sound technologies.



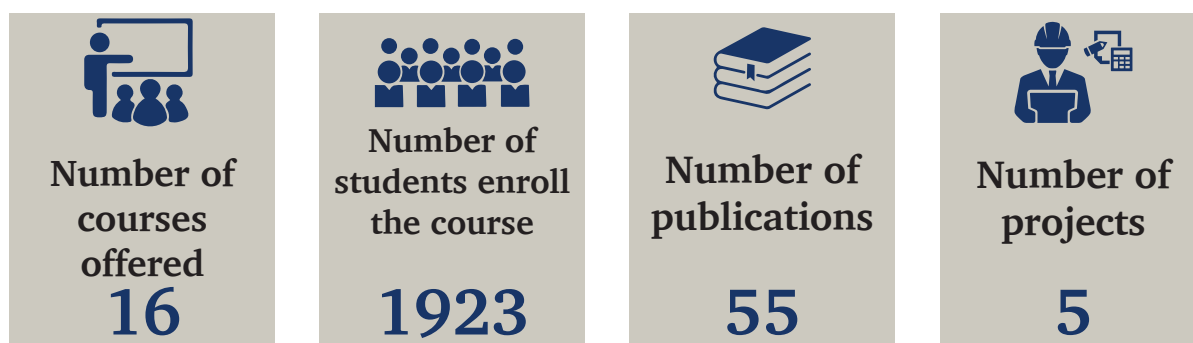
*The proportion of individuals using the Internet, 2021 (percentage)*

### Data, monitoring and accountability

In 2021, 142 countries and territories reported having national statistical legislation compliant with the Fundamental Principles of Official Statistics, up from 136 in 2020 and 107 in 2016.

In 2021, a total of 150 countries and territories reported implementing a national statistical plan, up from 132 in 2020, with 84 of the plans fully funded. The pandemic has delayed the development of new national statistical plans worldwide, meaning that many national statistical offices are implementing expired statistical plans which may not fully cover their evolving development objectives.

### AGU PROGRESS



SDG No.	2022	
	No. of Courses Offered	Total No. of Students Enrolled in the Courses
SDG 1	5	1492
SDG 2	4	1475
SDG 3	82	4332
SDG 4	18	2933
SDG 5	12	1741
SDG 6	8	1630
SDG 7	16	2041
SDG 8	51	3184
SDG 9	54	3186
SDG 10	15	1867
SDG 11	72	4429
SDG 12	41	2893
SDG 13	7	1501
SDG 14	4	1488
SDG 15	3	1463
SDG 16	32	3215
SDG 17	16	1923
<b>Total</b>	<b>440</b>	<b>40793</b>

## AGU'S POLICIES AND PRACTICES

A successful development agenda requires inclusive partnerships at the global, regional, national, and local levels built upon principles and values and upon a shared vision and shared goals placing people and the planet at the center. Sustainable development is the responsibility of every part of society across the world. Thus, it cannot be achieved without linkages across the goals and between institutions, governments, companies, NGOs, and people.

Strong international cooperation is needed now more than ever to ensure that countries have the means to recover from the pandemic, build back better and achieve SDGs.<sup>3</sup>

In this regard, Abdullah Gül University (AGU) is committed to supporting the implementation of the SDGs at local, regional, national, and global scales. Therefore, the University's organic and additional research is put at the disposal of its network to refine the gathering of data related to the SDGs and craft effective policies and actions.

<sup>2</sup> <https://www.un.org/sustainabledevelopment/globalpartnerships/>

<sup>3</sup> <https://www.un.org/sustainabledevelopment/globalpartnerships/>

SAGU has “Values” that are implemented into every aspect of university life. In its values, AGU has committed to “promoting fundamental rights and freedoms for all, leading by example and progressing sustainably.” In this regard, AGU has adopted its policies based on these values.



*AGU Values*

Since 2013, AGU has started to position itself in higher education with the search conferences it has held with more than 900 external participants (local and foreign scientists, representatives of the business and industry world, and NGOs). AGU has focused on producing high-quality research outputs since its establishment and has defined itself as an innovative research university. Having a flexible and dynamic structure due to its newly established nature, AGU is able to reach the goals stated within the framework of the vision it has set relatively more easily and can also produce assertive and guiding outputs in research management processes. Acting with the awareness of this position, AGU has established a common Research Policy with the participation of all academic units, academic staff, and external stakeholders (business and industry world, NGOs, and public institutions), especially in relation to research processes. AGU’s research focus, in this sense, has been identified as a “sustainability theme.” The “17 SDGs,” set by the United Nations (UN), have formed the basis of the AGU research policy since 2018 as areas to which AGU research projects must contribute. Accordingly, AGU has research focusing specifically on advanced materials, health and medical biotechnology, smart systems, cities and societies, energy, innovation, and entrepreneurship. It is expected that all research projects, including theses at AGU, as the basic elements of the policy, will reveal their certain contributions to the SDGs. In addition, research scientist knowledge, skills and competence development processes are designed in line with these expectations.



## AGU'S PROGRESS

AGU tracks publications, projects, courses, theses, dissertations, and congress and symposium participation for all SDGs through AVESIS (Academic Data Management System).

## RESEARCH AND PROJECTS

AGU aims to ensure partnerships for the goals by conducting a lot of research and projects. Some of the projects carried out are Socio-Technical University Model for Higher Education, Kayseri 2050, Model Factory, Architectural Design for Pluralist Society, and 'Psychology Around the World' a project to improve cultural sensitivity. In addition, AGU has the AGU Foundation (AGUF) to support its research and projects.

### New Generation Socio-Technical University Model Project

AGU was created as a research and development project called "Socio-Technical University Model for Higher Education," an ongoing initiative started by the Turkish Ministry of Development and supported by the Turkish Higher Education Council. The project was defined with the help of about 20 search conferences and 40 workshops and has aimed at pioneering the new generation university model in Türkiye, with unique and innovative curricula and educational processes, thus disseminating its findings across all higher education institutions in the country and beyond to inspire and trigger the implementation of new educational and administrative systems, processes, and policies.

The Socio-Technical University Model Project has provided AGU with the necessary intellectual capital to be innovative and bring the universities' 3rd mission, "Societal Impact," to the Higher Education agenda in Türkiye and beyond.



### Kayseri 2050 Project

AGU collaborates with the Kayseri Municipality to help the city develop more sustainable, eco-friendly, cost-efficient, affordable facilities, including housing for residents. In this regard, a search conference was organized jointly by AGU and Kayseri Metropolitan Municipality on the "Kayseri 2050" theme and started to create shared wisdom and participatory planning.



Within the framework of university-industry R&D cooperation, AGU and Kayseri Transportation Inc. have partnerships on several projects to make transportation services more efficient. One of these projects is the “Artificial Intelligence and Graphic Theory Based Smart Intersection Management System Development Project” for Kayseri. It aims to minimize traffic problems by performing modeling activities of the intersection points of Kayseri Province. The other project is “Kayseri Public Transportation System Optimization (Preparatory Phase).” The long-term objectives of the project are as follows:

- Analyzing and evaluating the problems of the urban transportation sector and producing innovative solutions.
- Developing products for establishing a transportation structure with domestic, innovative, green, and smart systems.
- Ensuring the formation of a safe and sustainable transportation structure with high efficiency.
- Reducing fuel consumption and carbon emissions from urban transportation.
- Digital transformation for smart cities and infrastructures within the framework of the fourth industrial revolution (Industry 4.0) and sustainable support.



*Kayseri 2050 Project*

## **Model Factory**

In collaboration with the United Nations Development Programme (UNDP), the Turkish Ministry of Industry and Technology, KAYSO, and the KTO, AGU established a “Model Factory” on its Sümer Campus, which started running in 2019. The launch was made during a meeting held by KAYSO. This ambitious project falls within the framework of the Turkish government’s 100-day action plan of the national strategic plan 2019–2023. The project is partly financed by the German Investment Bank (KfW) as well as the UNDP, which has committed to invest about 14 million Turkish Liras.

## Architectural Design Project for Pluralist Society

The AGU Architecture Department participated in the “Architectural Design Project for Pluralist Society,” which aimed to teach design thinking for making cities and communities more inclusive and sustainable. It was a Capstone Design Project for the students of the Department of Architecture. This project aimed to design an innovative and collaborative City Hall for the governance of the 21st-century society at the municipal level, with stakeholders, and benefitting from national and international funds in Kocasinan, Kayseri. The process consists of city-level analyses, land use decisions, conceptual design ideas, and building envelope design proposals with sections and elevations – schematic 3D representations. It also hoped to develop a global attitude in design by using local problems as a reference for global issues.

### AGUF

As AGU aspires to be a research and teaching university of international standards, an organization playing a key role in its development is the AGUF. Founded in 2011, the work of AGUF is dedicated to the overall goal of supporting the University with the following three specific aims: To provide financial incentives to successful students, students with financial needs, and alums looking for further study and career opportunities; To provide economic, cultural, and social support to the University’s employees; to fund developments in the University’s physical and technical-technological facilities and underwrite improvement efforts in education and research and opportunities for their application.

AGUF’s main areas of support are awarding and supporting successful students, providing all kinds of support to meet the economic, social and cultural needs of the academic and administrative staff, and supporting the development of education, research, projects, and application opportunities with its physical and technological infrastructure.

### EDUCATIONAL PROGRAMS AND COURSES

AGU offers many educational programs and courses. In addition to these courses, AGU offers educational programs such as the AGU Global Challenge Curriculum (GLB), Online Global Classroom, Sustainability-Focused Programs and Courses and units such as Technology Transfer Office, the Youth Factory, the Career and Professional Development Office, and the SDG Student Hub. AGU has also joined the SDG Academy, the education leg of the Sustainable Development Solutions Network (SDSN). Last but not least, AGU has created the Non-Academic Transcript (NAT), to ensure easy recognition of its students’ competencies.

AGU hosts multiple educational programs and courses, such as executive education programs and/or vocational training courses, open to the general public.

## AGU Global Challenge Curriculum (GLB)

AGU – as a research university seeking solutions to global challenges and aiming at developing citizens who can contribute to societies and shape the future (AGU’s Mission Statement) – developed an innovative GLB program composed of one mandatory course and several elective courses taught throughout the four undergraduate academic years. These courses focus on global topics such as the ones tackled by the United Nations (UN) SDGs.

AGU Global Courses Objectives: To help students comprehend and seek solutions to current and future world challenges in an innovative and stimulating class environment; to help students develop and improve soft and hard skills that are relevant to today’s job market; to establish a culture of dialogue, debate, “Learning by Doing,” teamwork, empathy, and participatory learning; to enable progress through the blending of all three contemporary university missions: education, research, and societal impact. Please see for more information about AGU’s Higher Education Curriculum for the SDGs.

### Online Global Classroom

AGU co-organizes “Online Global Classroom: SDG” sessions as part of its membership in the ATU-Net (Asia Technological University Network) Association. Several AGU students and instructors have joined the different lectures and group projects within this scope.

### Sustainability-Focused Programs and Courses

AGU’s focus on the SDGs is to launch programs integrating key topics of the SDGs. One such program is the Master’s program in Sustainable Urban Infrastructure Engineering, where students take courses such as Clean Water Access Infrastructure in Developing Countries, Hydrology and Water Resources Engineering, Water and Waste-water Treatment Engineering, Engineering for Sustainability, Sustainable Tourism, and Sustainable Agriculture.

Some lectures and workshops/seminars organized within the frame of this program are open to the general public. Regularly, and in collaboration with its international partners, AGU educates and promotes topics such as the use of 100% renewable energies.

### Creative Hub Training Program

Creative Hub, which encourages creative and innovative thinking of young entrepreneurial people, enables entrepreneurs from different disciplines to work together, and produces a new solution to the commercialization problem in the United States, the United Kingdom, and the leading countries of Europe, was implemented in Kayseri at AGU.

Within the project “Creative Hub: From Local to Global,” prepared by the AGU TTO and Youth Factory teams and submitted to the US Embassy Grant Programme, a center was established as it became one of the grant recipients. This center hosted workshops and competitions. In addition, long-term training programs were organized to increase entrepreneurs’ knowledge of design and software. Creative Hub’s training sessions were open to everyone, regardless of ethnicity, religion, disability, refugee status, or gender, within the scope of AGU’s equality and freedom policy. Participants were given certificates at the end of each training. Please see the final report for the Creative Hub Project for more details.

### **AGU Technology Transfer Office**

AGU Technology Transfer Office was established to encourage young entrepreneurs’ creative and innovative thinking. It offers participants free training sessions and workshops. AGU has launched a Social Entrepreneurship Network in Türkiye, which includes programs supporting and guiding active citizens and social entrepreneurs by providing them access to training. Please see AGU Technology Transfer Office’s SDG Awareness Training Series within the scope of social contribution.

### **AGU Youth Factory**

Moreover, the AGU Youth Factory collaborates with numerous international NGOs and therefore enables the university to create or join Erasmus+ funded projects dedicated to youth employability, social inclusion, innovation/entrepreneurship, cross-sectorial cooperation, etc. These projects include research activities and the creation of best practices. These activities entail research, non-formal education practices, and student volunteerism related to the SDGs. AGU is the organizer of the youth workshop program where experts in their fields share experiences for dialogues on (Inter)national Trends and Challenges. In addition, there are various projects run by the students, one of which is the Volunteer Bank, gathering nationwide NGOs and clubs dedicated to global issues. AGU also has the AGU Young TEMA (Turkish Forestry Foundation) Club, determined to apply the principles of TEMA, a national wide NGO, on the campus. Please see the AGU Youth Factory’s 2021 activity report for more details.

### **AGU Career and Professional Development Office**

All events of the AGU Career and Professional Development Office are open to the public. The Office organizes educational events, conferences, and seminars and publishes its calls on social media for easy access by the public. The webpage of the Office also includes open data about platforms to find internships, scholarships, and jobs both domestically and internationally:

- Opportunities in Türkiye
- International Opportunities
- Graduate Programs

## AGU SDG Student Hub

The AGU SDG Student Hub is established at AGU as part of the SDG Students Program, which is an initiative of SDSN Youth aiming to engage students in higher education in the global effort to achieve the 2030 Agenda and the SDGs, as well as empower them with the knowledge, skills, and pathways to action to be effective agents of change today. Thus, the AGU SDG Student Hub is part of a family devoted to raising awareness and working for a better world in line with the UN SDGs.



# SDG Student Hub

Abdullah Gül University

## SDG Academy

AGU has joined the SDG Academy, the education leg of the Sustainable Development Solutions Network (SDSN). The SDG Academy is an online education platform that creates and delivers Massive Online Open Courses (MOOC) on interdisciplinary issues concerning 17 sustainable development goals determined by the United Nations. Course contents are being prepared by academics, practitioners, and experts working on sustainable development.

Following the application process led by Industrial Engineering Chair Prof. İbrahim Akgün and then Architecture Chair Assoc. Prof. Burak Asiliskender, AGU presented its work towards the sustainable development goals and joined the SDG Academy. AGU, particularly the Industrial Engineering and Architecture departments, will access all course materials of the SDG Academy, use them in classes, and create new contents with the SDG Academy's team of experts.

## NAT

With the coordination of the AGU Youth Factory and the Dean of Students Office, the Non-Academic Transcript (NAT) has been created at AGU and ensures easy recognition of students' competencies. Students' academic achievement is already recognized by a diploma and an academic transcript they receive when they graduate from their respective universities. Via NAT, students can also have any extracurricular activity they have participated in and competency (soft skill) they have acquired recognized. Competence is the combination of knowledge, skills, and attitudes necessary to succeed. Young people have the opportunity to develop the skills they need by experimenting, doing, and learning along with many different activities during their university education. By having awareness regarding this process, they can improve learning efficiency to a very high degree.



As AGU, we aim to enable our students to translate all activities into a learning process with this awareness or to participate in activities in accordance with the competencies they need during their learning process. The seven competencies listed below have been identified as the synthesis of the competencies stated in the sources of the UN, the World Economic Forum, ILO (International Labour Organization), the European Union, and Pearson and the ones determined in line with the AGU Vision.

#### NAT Competencies

- Communication
- Collaboration and Teamwork
- International and Multicultural Awareness
- Leadership and Taking Initiative
- Creativity, Innovation, and Flexibility
- Planning and Organization
- Discipline and Motivation



## COOPERATION AND EVENTS

AGU emphasizes the significance of the cooperation and events conducted in relation to the SDG 17. In this regard, some of the University's relevant cooperation and events are as follows.

### Cooperation

#### 1- ATHENA

AGU signed a cooperation agreement for ATHENA (Advanced Technology Higher Education Network Alliance), one of the federations of higher education institutions within the scope of the European Union's European Universities Initiative. Within ATHENA, universities combine their capacities, develop innovative solutions in education, research, and social contribution, and form working groups involving students, academics, and administrative staff from different departments and divisions, as well as external stakeholders. AGU will take its place in these groups with its innovative approach to education, research, and social contribution and help build a multicultural and interdisciplinary environment for addressing and solving social problems.

AGU will collaborate with the Polytechnic Institute of Porto (Portugal), Hellenic Mediterranean University (Greece), University of Siegen (Germany), University of Maribor (Slovenia), University Niccolò Cusano (Italy), University of Orléans (France), and Vilnius Gediminas Technical University (Lithuania) within ATHENA, a federation of higher education universities and one of the European Universities Initiative.

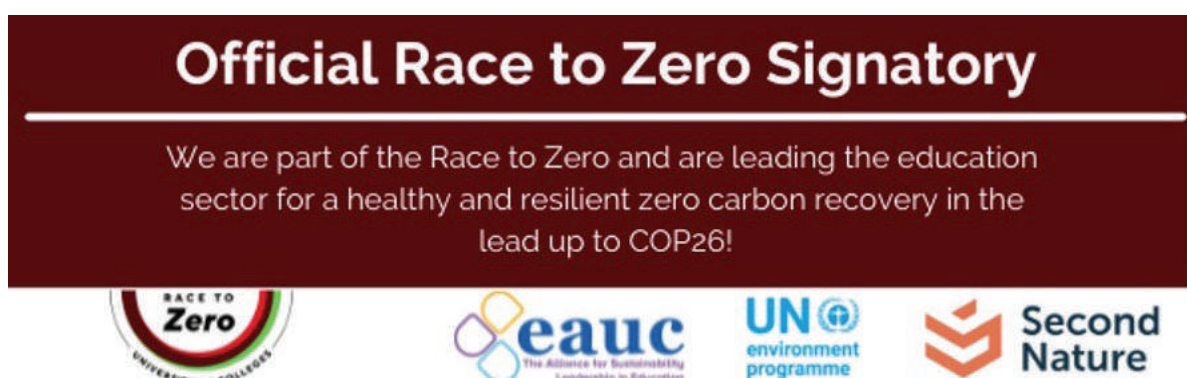


## 2- SDG Academy

AGU has joined the [SDG Academy](#), the education leg of the Sustainable Development Solutions Network (SDSN). The SDG Academy is an online education platform that creates and delivers Massive Online Open Courses (MOOC) on interdisciplinary issues concerning 17 SDGs determined by the United Nations. Course contents are being prepared by academics, practitioners, and experts working on sustainable development.

## 3- Race to Zero

AGU has joined the “[Race to Zero](#)” campaign, which is carried out jointly by the UN Environment Programme (UNEP), the Second Nature organization, and the Alliance for Sustainability Leadership in Education (EAUC), an association aiming at sustainability in education. The campaign, a global initiative for zero carbon emissions and open to universities from all over the world, includes 832 institutions from different regions of the world. The campaign, in which universities are expected to create strategies and plans for “zero carbon emission” targets in the future, aims for a healthy and zero carbon emission recovery that prevents threats to the future, provides decent job opportunities and paves the way for inclusive sustainable development.



## 4- SDG Universities (SDGsUni)

AGU has a partnership with [SDGsUni](#) to achieve its SDGs.

[SDGsUni](#) aims to bring together universities and research institutions from across the world in a global forum to collaborate and reconnect with the discourse of Sustainable Development. SDGsUni will therefore help universities and research institutions to play a critical role, as recommended by the World Bank’s [World Development Report 2016](#), enabling their countries to reap the benefits from the global growth in the knowledge economy particularly for the country’s Digital Natives (Youth). SDGsUni aims to critically examine several issues relating to the role and relevance of universities and research institutions to the contemporary discourse of countries’ sustainable inclusive knowledge-based development such as the role of universities in supporting and enhancing the process of economic and social development in their country; identify all major obstacles that universities face in their countries including any governments components and most importantly how can these obstacles best be overcome; and what is the new role(s) of universities in the post-COVID-19 era.

## 5- Global Solutions Initiative (GSI)

### AGU signed a Memorandum of Understanding with the GSI.

The GSI is a globally collaborative enterprise to propose policy responses to major global problems, addressed by the G20, the G7 and other global governance fora. The policy recommendations and strategic visions are generated through a disciplined research program by leading research organizations, elaborated in policy dialogues between researchers, policymakers, business leaders and civil society representatives.

AGU and the GSI partnered formally in the following fields: AGU faculty members' participation in the GSI group research, discussions, networks, workshops, research and exchange programs; AGU members' active participation in the GSI Annual Summit; AGU students' involvement in the Young Global Changers program; AGU members' involvement in the co-creation of training courses or camps for participants in the Young Global Changers program; joint commitment and efforts towards aligning the business sector with societal needs to enable a symbiotic economic and social progress, recoupling economic and social prosperity. The agreement also leaves the door open for further potential collaboration projects both AGU and GSI would like to pursue.



*The Global Solutions Initiative Summit – The World Policy Forum*

## 6- Sustainable Development Solutions Network (SDSN) Global

AGU is an official partner of the SDSN Global. As such, AGU is committed to supporting the implementation of the SDGs at all scales. This partnership also contributed to the AGU Global (GLB) Courses. AGU developed an innovative Global Challenge Curriculum composed of one mandatory course and several elective courses, such as “Clean Water Access Infrastructure in Developing Countries,” Hydrology and Water Resources Engineering, Materials for Sustainable Built Environment, Construction Waste Management, Sustainable Concrete Technology, Sustainable Energy Resources, Engineering for Sustainability, Water and Wastewater Treatment Engineering, etc. taught throughout the four undergraduate academic years. These courses focus on global topics such as the ones tackled by the UN SDGs. In addition, students are required to connect their graduation theses with at least one SDG. Every year, AGU starts its mandatory GLB course set with introductory sessions by SDSN-Türkiye Coordinator Bahar Özay (PhDc) for a dialogue on Global Challenges and SDGs.

## 7- SDG Accord

AGU is a “SDG Accord” member and participated in the SDG Accord data collection campaigns to analyze and evaluate universities’ commitment to the UN SDGs.



AGU signed the SDG Accord in 2021 (see AGU listed among the Reporting Signatories in the 2022 SDG Accord Report [here](#)) to highlight the work that has been done in our institution to integrate the UN SDGs into all aspects of our teaching and university life, as well as to commit to continuing further interweaving the SDG objectives into our activities at all levels.

## 8- UN Academic Impact

AGU became a member of the UN Academic Impact (UNAI) initiative, launched by the UN to support the realization of its goals, increase awareness about the protection of human rights, advance educational opportunities for all, and support the realization of the SDGs.

UNAI is an initiative that aligns institutions of higher education with the UN in supporting and contributing to the realization of UN goals and mandates, including the promotion and protection of human rights, access to education, sustainability and conflict resolution.

Since 2010, UNAI has created a vibrant and diverse network of students, academics, scientists, researchers, think tanks, institutions of higher education, continuing education and educational associations. There are over 1400 member institutions in more than 147 countries that reach over 25 million people in the education and research sectors around the world representing a global diversity of regions and a thematic wealth of disciplines.



The work of these institutions is vital to achieving the SDGs as they serve as incubators of new ideas and solutions to the many global challenges we face. The UN Academic Impact provides an integral link to these stakeholders to ensure that the international community harnesses the energy and innovation of young people and the research community in service to humanity. AGU carries out many activities to achieve the SDGs. The collaboration with the UN Academic Impact is only one of those activities.



### 9- International City/County Management Association (ICMA)

AGU is accepted as a member of the ICMA student chapter. ICMA, an NGO, is the leading organization of local government professionals dedicated to building and sustaining thriving communities worldwide. ICMA identifies long-term trends and policy issues affecting local governments. It works with state and national organizations representing cities and counties, brings the professional management voice into national policy debates, regulatory issues and problem-solving discussions with federal government leaders, and provides educational and networking opportunities for its members. AGU's faculty students have also been officially accepted into the ICMA university student chapter.

### 10- Anatolian Tigresses Mentorship Programme

The partnership between AGU and Anatolian Tigresses Mentorship Programme, initiated in 2014 and still ongoing, has resulted in the organization of several training and networking sessions where AGU students met with prominent CEOs, who provided valuable insights on their career trajectories and facilitated interactive workshops focusing on bolstering students' ambitions and employability. All participants have the opportunity to apply to Anatolian Tigresses Mentorship Programme.



*Anatolian Tigresses Mentorship Programme*

## 11- Association for Developing Women Collaboration (KIGDER)

AGU and KIGDER signed a Mentorship (Career Consultancy) Cooperation Protocol. The protocol states that KIGDER members will be career consultants for AGU students. Speaking at the meeting, KIGDER President Dr. Sema Karaoğlu said their purpose was to improve women legally, socially and politically first in Kayseri and then in all countries and help them produce added value. Dr. Karaoğlu also added that they did not discriminate based on gender, but it was extra important for them to offer career consultancy to female students, and they would offer the same service to male students as well.



*Career Consultancy Cooperation Protocol*

## 12- University-Industry Research Cooperation Foundation (USAIV)

USAIV is a foundation established in cooperation with AGU, Erciyes University, Kayseri University and KAYSO in Kayseri. The objectives of USAIV are as follows:

- To ensure university-industry cooperation in order to conduct research for industry in accordance with today's technology.
- To support researches carried out in universities according to the latest technology for industry. In this context, to establish laboratories, workshops, to provide tools and equipment and to inform industrialists about the latest developments.
- To provide successful disadvantaged students with the opportunity to do internship, specialisation and doctorate at home and abroad,
- To open and operate student dormitories, libraries, canteens, work-places in places deemed appropriate by the Board of Directors of the Foundation,
- To provide opportunities to train personnel and scientists in technical fields related to today's technology. In this direction, to organise seminars, conferences and symposiums in order to ensure that university students and industrialists benefit from international developments in science branches.
- To establish companies, to become partners in existing enterprises and to operate them.
- To promote teaching, training and research, to publish all kinds of publications such as magazines, bulletins, newspapers and books related to the technological developments of the day, to organise competitions, to give awards.

## Events

### A Cooperation Protocol with Ardahan City Council

A cooperation protocol was signed between Abdullah Gül University (AGU) and Ardahan City Council, under which joint work will be carried out for the workshop program on sustainable development goals within the framework of climate change. The protocol was signed by Prof. Dr. Cengiz Yılmaz, the Rector of AGU, and Burak Taştan, President of Ardahan City Council. With the protocol between the two institutions, within the framework of United Nations (UN) Sustainable Development Goals, joint activities will be carried out including topics such as climate change, water footprint, carbon footprint, food waste, quality of Education, Culture, sustainability, smart cities and communities, clean energy, terrestrial and aquatic ecosystems. Within the scope of the protocol, studies will also be conducted on teachers working at all levels in Ardahan and the trainings that will be given to students studying in primary, secondary and high schools.



*Cooperation Protocol with Ardahan City Council*

### Cooperation Protocol with the Municipality of Goreme

A cooperation protocol has been signed between AGU and the Municipality of Goreme in Nevşehir, one of the important tourism centers of Turkey. Ömer Eren, Mayor of Goreme visited AGU Rector Prof. Dr. Cengiz Yılmaz at his office. The protocol was signed between Mayor Eren and Rector Yılmaz. According to the protocol, AGU and Goreme Municipality will carry out cooperation activities in areas such as education, science, art, culture, health, sports, research, collaborative project development and implementation activities.



*The protocol was signed between Mayor Eren and Rector Yılmaz.*





## Horizon Europe Program Conference

AGU Psychology Department faculty member Ph.D. Bilge Yalçındağ and Research Assistant Adar Cem Lağap attended the Horizon Europe Program Conference, which had been jointly organized by the Scientific and Research Council of Turkey (TÜBİTAK) at Kayseri Wyndham Grand Hotel on how to increase the active role of researchers from Turkey has been discussed.

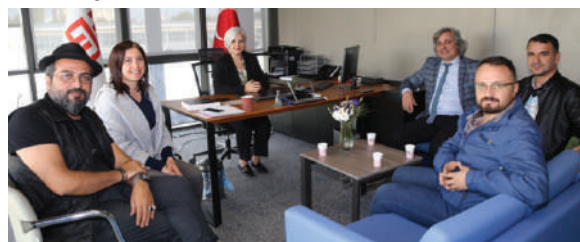


Horizon Europe Program Conference

## Cooperation of AGU and Kocasinan Counseling and Research Center

Kocasinan Counseling and Research Center (RAM) signed a cooperation protocol with AGU to carry out joint activities and projects. Recently, RAM representatives visited the Faculty of Humanities and Social Sciences. Kocasinan RAM Director Hayri Altun, Guidance Services Department Head Ahmet Hbek, and Counselors Murat Yazanel and Esin Uğuz Çoymak met Humanities and Social Sciences Dean Prof. Dr. Saniye Dedeođlu and Psychology Department Head Assoc. Prof. Ahmet Çoymak during their visit.

The parties discussed bolstering the cooperation between the two institutions and exchanged views on future joint activities, projects, collaborations, and future steps covering the United Nations (UN) Sustainable Development Goals (SDG)



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## International Collaboration in Teaching Innovation: Psychology Around the World (PAW) Study Protocol

A paper titled “International collaboration in teaching innovation: Psychology Around the World (PAW) Study Protocol” have been presented at the International Conference of Teaching Innovation in Oviedo, Spain, between the dates of 24th-25th January 2022. Associate Professor Ahmet Çoymak and Assistant Professor Bilge Yalçındağ from Abdullah Gul University Psychology Department have attended the protocol. The conference’s main aim was to address new methodologies in teaching and inter-culturally discuss innovative ways of collaboration in education. What is more, it is planned to present the same paper in another upcoming conference, namely 8th International Conference on Higher Education. Thus, it will be a great opportunity to share the results of the project and understand inter-cultural sensitivities across countries.



### International collaboration in teaching innovation: ‘Psychology Around the World’ (PAW) study protocol

Elena Gervilla, Alba González-Roz, Federico Leguizamo, Yasmina Castaño, Rafael Jiménez, Juan José Montaña, Bercajal, Bilge Yalcindag, Ahmet Coymat y Birgit Schroeter



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## Renewal of Erasmus Inter-Institutional Agreements

AGU's existing partnership agreements with Vsb - Technical University of Ostrava, Brest Business School - Esc Force Ouest, University of Thessaly, D'Annunzio University of Chieti - Pescara have been renewed. The agreement with Brest Business School will be valid until 2028. Other agreements will be valid until 2029.



## New Erasmus Partnerships

AGU has increased its partnerships by signing new Erasmus agreements with Ovidius University of Constanța, Danube University Krems, University of Rijeka, University of the Aegean, SRH University of Applied Sciences Heidelberg. Ovidius University of Constanța is a public higher education institution founded in 1961 and transformed into a comprehensive university in 1990. It has study programs in medical and natural sciences, humanities and engineering, social and economic sciences, law and administrative sciences, theology and arts.

Ovidius University of Constanța offers nationally and internationally accredited programs at all three levels of study, the bachelor's, master's and doctoral degrees offered being recognized in the entire European Union and beyond. With over 15,000 students, of which about 1200 are international, it is the largest university in South-East Romania and the largest university of the European Union at the Black Sea.



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**Danube University Krems** is an Austrian university specialized in postgraduate education. It is located in Krems an der Donau, Lower Austria. Today, more than 8,000 students from over 90 countries study at Danube University Krems. The majority of the students already have a university degree and attend a postgraduate course at Danube University. 30 percent of the students come from foreign countries. They focus on health and medicine, business and globalization, education, arts and architecture.



*New Partnership with Danube University Krems*

**The University of Rijeka** Founded in 1973 has matured into a modern European university and center of excellence whose impact extends beyond the region. With a total of 13 faculties, 2 departments and 1 academy, we are a research, science, and education-oriented university that supports social and economic development in our community, the City of Rijeka, and the wider region.



*Partnership with University of Rijeka*

**The University of the Aegean** is a public, multi-campus university located in Lesvos, Chios, Samos, Rhodes, Syros and Lemnos, Greece. It was founded on March 20, 1984, by the Presidential Act 83/1984 and its administrative headquarters are located in the town of Mytilene, on the island of Lesvos.

The university today comprises five Schools and 18 Departments offering undergraduate and post-graduate degrees programmes. This growth was based on the administration's belief that its sustainability could only be based on its potential to grow into a substantially large institute, initially in department numbers supporting its educational side and secondly in postgraduate courses in support of its research nature.



*New Partnership with The University of the Aegean*

**The SRH University of Applied Sciences Heidelberg** is a state-recognized private university in Heidelberg. The university opened on October 1, 1969 as a “facility for the professional rehabilitation of people with disabilities in the tertiary education sector”. In 1991, it was opened to private customers.

Since then, the proportion of students with disabilities has dropped to around 5%. In 2004 it was accredited by the Science Council. SRH University uses “Competence Oriented Research and Education” (The CORE principle) study model.



*New Partnership with The SRH University of Applied Sciences Heidelberg*



