



2022
Sustainability Report
SDG4





SUSTAINABLE DEVELOPMENT GOALS

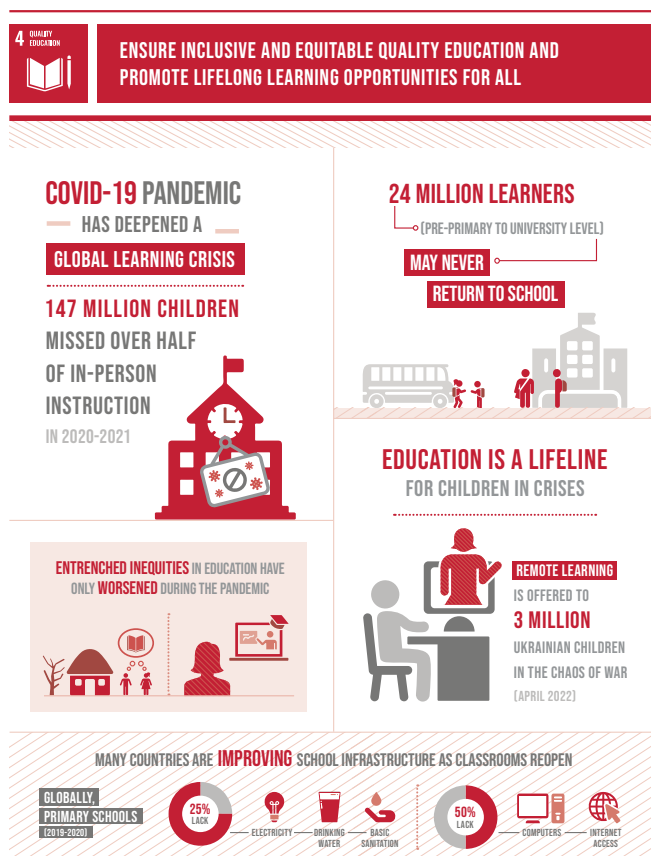
4 QUALITY EDUCATION



SDG4: Quality Education

SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The COVID-19 outbreak has caused a global education crisis. Most education systems in the world have been severely affected by education disruptions and have faced unprecedented challenges. School closures brought on by the pandemic have had devastating consequences for children’s learning and well-being. It is estimated that 147 million children missed more than half of their in-class instruction over the past two years. This generation of children could lose a combined total of \$17 trillion in lifetime earnings at present value. School closures have affected girls, children from disadvantaged backgrounds, those living in rural areas, children with disabilities, and children from ethnic minorities more than their peers.



THE SUSTAINABLE DEVELOPMENT GOALS REPORT 2022: UNSTATS.UN.ORG/SDGS/REPORT/2022/

The proportion of young people completing upper secondary school increased from 5% in 2015 to 58% in 2020, with completion slowing down relative to progress in the preceding five-year period. It is too early to predict the effect of the COVID-19 pandemic on completion. Early indications from low-income countries based on phone surveys point to a small decline in attendance upon a return to school but a larger increase in repetition, which may increase dropout rates in coming years.

¹ <https://unstats.un.org/sdgs/report/2022/goal-04/>

Data from 73 (mostly low- and middle-income) countries for the period of 2013–2021 indicate that about 7 in 10 children 3 and 4 years of age are developmentally on track, with no significant differences by child’s gender.

The participation rate in organized learning one year before the official primary entry age rose steadily in the years before the COVID-19 pandemic, from 69% in 2010 to 75% in 2020 but with considerable variation between countries (with the rate ranging from a figure as low as 13% to nearly 100%). This progress is being threatened by the COVID-19 pandemic, as children in early childhood education and early grades, especially from low- and middle-income countries, are the most affected by education disruption. In most countries, early education facilities and schools were partially or fully closed for more than a full school year.

Between 2016 and 2018, participation in formal and non-formal education and training in the previous 12 months in sub-Saharan African countries with available data typically stood at 5% or lower, in contrast to rates exceeding 40% in Northern American and many European countries.

Insufficient skills are often cited as a barrier to effectively utilizing information and communication technologies. Between 2017 and 2020, only 10% of countries had over 70% of individuals engaging in basic skills activities, like sending an email with an attachment, in the last three months. In just 15% of countries, more than 40% of the population possessed standard skills, such as creating electronic presentations using presentation software.

Despite improvements, disparities in educational participation and outcomes are persistent. Gender inequalities remain for many indicators. For example, most countries with data have not achieved gender parity in the proportion of children meeting minimum learning proficiency standards in reading and the lower secondary completion rate. For the lower secondary completion rate, only one-sixth of countries with data had parity between rural and urban areas and almost no countries achieved parity between children of the richest households and children of the poorest.²

AGU’S POLICIES AND PRACTICES

High-quality education should be an area where universities excel. Education is a crucial gateway out of inequalities, especially multi-generational ones. In addition to improving quality of life, inclusive education can help equip people with the tools required to develop innovative solutions to the world’s most significant problems. By the measures of SDG 4, AGU organizes events, training, and workshops not only for the students but also for the general public. AGU adapts policies ensuring access to all people and cooperates with partners within this context. AGU’s Policies on Equality and Freedom ensure that its lifelong learning activities are accessible for all, regardless of ethnicity, religion, disability, or gender.

² <https://unstats.un.org/sdgs/files/report/2022/secretary-general-sdg-report-2022--EN.pdf>

AGU was established 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.

AGU’s unique curriculum model geared towards Sustainable Development Goals (SDGs) and real-life-based projects aim to get students “ready for life” after graduation. The curriculum model combines research, learning, and societal impact and adopts a constructivist approach by considering competencies. The curriculum advances students within the framework of active learning, learning by doing, on-site learning, and peer learning in a transdisciplinary ecosystem. More information about the AGU Higher Education Curriculum for SDGs is available [here](#).

AGU has an innovative curriculum structure called “3DC.” It includes three different paths, namely “Personal Development,” “Global-Local (Glocal) Challenges,” and Professional Development,” and competency-based personalized program units called “Capsule Education System.” Capsules are taken as compulsory or optional and designed in line with the learning outcomes within real-life project modules, online-of-line content modules, and activity modules. The main goal of the capsules is to provide students with real-life experience throughout the curriculum. The curriculum contributes to AGU students’ profession- and society-oriented activities so that they can use their real-life experiences after graduation from the University. Personal Development Path, one of the original components of the AGU curriculum, is a program designed to increase students’ success in their personal lives at the University and in business life.

AGU has also followed the HyFlex education model, derived from hybrid and flexible, in its classrooms to ensure sustainability in education since the pandemic. With the HyFlex education model, AGU aims to integrate all activities relating to the learning and teaching processes in terms of technical and pedagogical aspects with its lecturers’ help and present them from a comprehensive perspective with its flexible structure and extensive technical equipment. The HyFlex education model provides students flexibility and allows them to attend classes face-to-face or online during the pandemic. There are computers available in different parts of the campus for students to work and connect to HyFlex sessions.

AGU uses many technological resources in all subject areas, either content-specific or related to professional development, for example, ‘Nearpod’ for presentation, ‘Screen-castify’ and ‘Educreations’ for video creation, and ‘EdPuzzle’ for video sharing.

AGU works to achieve its goal of making holistic contributions to individuals and societies by combining education, research, and societal impact missions in the “global” context. One of the most important ways to achieve this goal is graduating students from AGU as individuals striving for the development and change of the society in which they live by supporting them personally, socially, culturally, and professionally during their studies. As students strive to become ‘self-guided, community-sensitive, learning, researching, and changing’ individuals, their competencies play a vital role. AGU has adopted an educational approach that centers on competencies, structuring its curriculum accordingly to emphasize this key aspect in its students’ education.

AGU has an open campus. Non-AGU members may use the [library facilities](#) (books, tables, computers, internet access, [open access database](#), [off-campus access](#), etc.) free of charge (for visitor rules, see the [link](#)).



Open Campus

AGU'S PROGRESS

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

Student and Scientific Statistics



RESEARCH AND PROJECTS

AGU aims to increase quality education by conducting considerable research and projects and has undertaken many community outreach projects.

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” was presented at the International Conference of Teaching Innovation in Oviedo, Spain, between the dates of 24th-25th January 2022. Assoc. Prof. Dr. Ahmet Çoymak and Assist. Prof. Dr. Bilge Yalçındağ from AGU 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, Berta Cajal, Bilge Yalcindag, Ahmet Coymat y Birgit Schroeter



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

Village Schools Filled with Science: Introducing Science

This project by the AGU Science and Technology Club, conducted with the support of the Youth Factory and Kayseri Youth Centre, aims to introduce science to students living in villages through presentations, experiments, workshops, and games, and increase their curiosity towards science.

Within the project, six different village schools, and approximately 150 students were selected for the 2021-2022 academic year.

For the later phases of the project, visits are scheduled to Zile, Subaşı, Üçkuyu, and Düver Primary Schools. During these visits, presentations are planned on atoms and chemical reactions, electricity and Arduino circuit diagram, human anatomy, and cells and DNA. The primary purpose is to increase village students' interest in scientific issues with various experiments and workshops.



“Village Schools Filled with Science: Introducing Science” Project

New Country, One World: An Adaptation Program for Youth Solidarity in Kayseri

As part of the “Creathon” event, AGU students Caner Sağır, Mehpere Şahin, Mine Sude Pınar, and Seda Sarmaz implemented their project titled “New Country, One World: An Adaptation Program” in cooperation with the AGU Youth Factory and Kayseri Youth Centre.

As part of the project, addressing the adaptation of international students to the city and their universities has been a focus. A unique 4-week adaptation program covering cultures in Kayseri and Türkiye was prepared to facilitate their adaptation process. In the first week, 20 international students joined introductory training sessions on health, transportation, and educational opportunities. The following week included educational games and activities to develop friendships. The students performed paper marbling in the third week at the youth centre. A traditional event called “Sıra Gecesi”

AGU Library

As AGU adopted an open science policy, its library materials are freely accessible. AGU lectures and course materials are also available via “[Dspace](#).” Moreover, AGU Library carries out [activities](#) regularly in which all students, staff, and the general public can participate.

AGU Library Guest User Statistics by Years								
Year	Nursery	Preschool	Primary School	High School	High School Graduate	University	Public	TOTAL
2016				9713	2018	3534	204	15469
2017				8292	2366	2513	469	13640
2018	47	401	210	3300	2373	1883	58	8272
2019		348	715	3286	3200	1867	106	9522
2020		40		505	906	390	32	1873
2021	55	Only one school visited our library in 2021 due to the COVID-19 pandemic						
2022	145	240	472	59	71	56	15	1058

AGU Library’s Guest User Statistics by Year

AGU Institutional Repository is the digitally stored academic resources such as books, articles, dissertations, bulletins, reports, and research data published directly or indirectly by AGU. It is [open-access](#) to the public.

AGU Youth Factory

AGU focused on youth work and non-formal education and established a youth structure within the University called the Youth Factory. The [AGU Youth Factory](#) aims to serve not only the students but also the wider public, especially young people active in local, national, and international youth work with a wide variety of [training](#) and [online programs](#). The AGU Youth Factory is a non-formal education resource centre for the social and personal development of youth workers, youth leaders, youth trainers, and young people. Due to its regulations and structure, it ensures full access to all its [activities](#).

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. 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](#)

Kayseri Model Factory

In collaboration with the United Nations Development Programme (UNDP), the Turkish Ministry of Science, Industry, and Technology, the KAYSO and the KTO, AGU established a “Model Factory”(Kayseri MF) on its Sümer Campus, which started its operations in 2019. Theoretical-practical training in digital and lean transformation is offered to anyone who wants to know the relevant issues in Kayseri MF training halls.

[Click](#) to see training in digital transformation.



[Click](#) to see training in digital transformation.



AGU Children's University

The AGU Children's University aims to design learning activities for children. In this context, AGU aims to increase children's enthusiasm, self-esteem, confidence, and motivation, encourage curiosity and love of learning, build resilience, provide new life experiences, improve learning, and develop their personal skills.

AGU Global Issues and Responsibilities Curriculum (GLB)

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), AGU has 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.

Special Student Program

AGU has a special student program. Special students are those who are not officially registered at the University (following the official national examination and placement process) but can still attend courses if they fulfil the course requirements. Moreover, online summer school courses have been offered for non-AGU students.

AGU Talks

AGU organizes various educational events all year round. These events are open to the general public and focus on different topics and target different audiences, including young children, high school students, and adults. One example is the AGU Talks. It was created as a platform for inspiring professionals, academics, and scientists to come before AGU youth as well as non-AGU members, and share their experiences, milestones, and advices to contribute to attendees' personal and professional development. The AGU Talks is a platform in which not only students but also other individuals from society come together to benefit from speakers' contributions regardless of their different backgrounds and experiences.

Volunteering Course

Within the scope of the protocol between the Ministry of Youth and Sports and the Presidency of the Council of Higher Education to encourage and disseminate volunteer activities in national universities, the Volunteering course has been included in the curriculum at our University.

As part of the protocol, Lecturer Bora Akince talked about the importance of the course and the content of the syllabus. Mr. Ali İhsan Kabakçı, Provincial Director of Youth and Sports, who attended the first Volunteering course, shared the activities of the Provincial Directorate of Youth and Sports.



Volunteering Course

Public Education Seminars

AGU has organized awareness-raising seminars by academics within the scope of the “Public Education Seminar Series”. These seminars were also broadcast live on AGU TV, AGU’s official YouTube channel. The public can attend the seminars live or watch them online via the following link:

<https://www.youtube.com/playlist?list=PLwAJUPrWQpVxRUaEVC380KBzs8g7p6T7V>

Halka Açık Eğitim Seminerleri Serisi

Abdullah Gül Üniversitesi - 1 / 14

↺ ↻

- 3  **Milli İlaç Sanayisi ve Abdullah Gül Üniversitesi'nin Katkısı - ...**
Abdullah Gül Üniversitesi
- 4  **Dijital Teknolojiler: Nesnelerin İnterneti ve Yapay Zeka - ...**
Abdullah Gül Üniversitesi
- 5  **Ergenlerde Duygu Düzeltme, Kaygı ve Kaygı ile Baş Etme - ...**
Abdullah Gül Üniversitesi
- 6  **Nanoteknoloji Günümüzü Nasıl Değiştiriyor ? - (Halka Açık...**
Abdullah Gül Üniversitesi
- 7  **Beslenme ve Sağlık- (Halka Açık Eğitim Seminerleri Serisi)**
Abdullah Gül Üniversitesi

Halka Açık Eğitim Seminerleri Serisi

Abdullah Gül Üniversitesi - 1 / 14

↺ ↻

- 9  **Yaşamın İçinde Makine Mühendisliği - (Halka Açık...**
Abdullah Gül Üniversitesi
- 10  **Türkiye'de Savunma Sanayinin Gelişimi - (Halka Açık Eğitim...**
Abdullah Gül Üniversitesi
- 11  **Kentsel Değişim/Dönüşüm Kavramının AB Yeşil Mut. Kap...**
Abdullah Gül Üniversitesi
- 12  **Nadir Hastalıklarla Mücadelede Yeni Dönem - ...**
Abdullah Gül Üniversitesi
- 13  **Toplumsal Eşitsizlikler ve Diziler - (Halka Açık Eğitim...**
Abdullah Gül Üniversitesi

Public Education Seminars

COOPERATION AND EVENTS

AGU emphasizes the significance of the cooperation and events conducted in relation to the SDG 4. Some of the events organized in this regard are as follows.

Sustainable Development Dialog Day

A ‘Dialogue Day’ was organized as part of the ‘NGOs for Sustainable Development’ project, which received coordination and support from the Directorate for EU Affairs. This initiative was developed in collaboration with the Association of Construction Material Industrialists of Türkiye (Türkiye İnşaat Malzeme Sanayicileri Derneği) and ÇEDBİK (Environmentally Friendly Buildings Association). During an online presentation, Professor Dr. Burak Uzal, the Head of the Department of Civil Engineering at AGU, assessed the impact of Sustainable Development Goals on the construction sector. He also discussed what the industry can expect in the future and identified priority areas for both the construction sector and contractor activities, as well as the construction materials industry.



Sustainable Development Dialog Day

World Engineering Day for Sustainable Development

AGU Personal Networking, AGU Society of Women Engineers (AGU SWE), AGU Women in Business (AGU WIB) clubs, and Youth Factory collaborated with KİGDER President Dr. Sema Karaoğlu, Sefes Furniture founder Şafak Çivici, and Çemen’s founder Hülya Tiritoğlu to meet with AGU students at the Presidential Abdullah Gül Museum.



World Engineering Day for Sustainable Development

Participation in Career Days at High School

AGU Rector Prof. Dr. Cengiz Yılmaz participated in the "Career Days" event of Kilim Social Sciences High School, and gave a seminar to high school students on career planning and career choice.



Sustainable Development Goals for Children

Sustainable Development Goals for Children

The 10th "Sustainable Development Goals for Children" workshop program was organized by AGU Faculty of Architecture within the scope of "International World Light Day". The workshop, attended by Hikmet Kozan Middle School 7th grade students, focused on SDG 7 Accessible and Clean Energy.

Sustainable Development Workshop for Secondary School Students

AGU hosted a workshop for 5th-grade students from Mustafabeyli Hacı İzzet Kurmel Regional Boarding Secondary School for Girls in Mustafabeyli Village, Yahyalı District, Kayseri. The workshop aimed to raise awareness among students about global issues, including ending hunger and poverty, combating climate change, ensuring gender equality, promoting quality education, and responsible production and consumption.



Sustainable Development Workshop for Secondary School Students

Workshops for Children on Sustainable Development Goals

Children were informed about the SDG 14 Life below Water, regarding the importance of water for human life, the impact of humanity on water resources and keeping the nature clean, followed by water-themed designs.



Sustainable Development Workshops for Children

Sustainable Development Workshops for Children 13

At the 13th Sustainable Development Workshops for Children held at the Sümer Campus Rectorate Seminar Hall, the SDG 2 Zero Hunger was addressed. Students from Fatoş Büyükuşoğlu Primary School in Melikgazi district, Kayseri, participated in the workshop. The workshop involved a design-based activity aimed at raising awareness about humanitarian aid, drawing attention to food awareness, and addressing the issue of food waste.



Sustainable Development Workshops for Children

Learn and Transform Project from Kayseri Model Factory

The “Learn and Transform Project” of Kayseri Model Factory, which operates in partnership with AGU, Kayseri Chamber of Industry (KAYSO), and Kayseri Chamber of Commerce (KTO), was introduced at the second launch meeting.



Learn-Transform Project from Kayseri Model Factory

Sectoral Visit

Students of the Department of Architecture, accompanied by faculty member Dr. Sinan Akyüz, took a technical trip to Mondi Inc. The company officials’ sharing of their sectoral experience added practical value to the students’ theoretical training, directly contributing to the goal of SDG 4, Quality Education.



Sectoral Visit to Mondi A.Ş

Insights from Academics: Sharing Experiences with Students

Several experience-sharing sessions were organized, featuring academicians from various departments who gathered with undergraduate and graduate students to share their insights acquired during their academic and professional journeys.

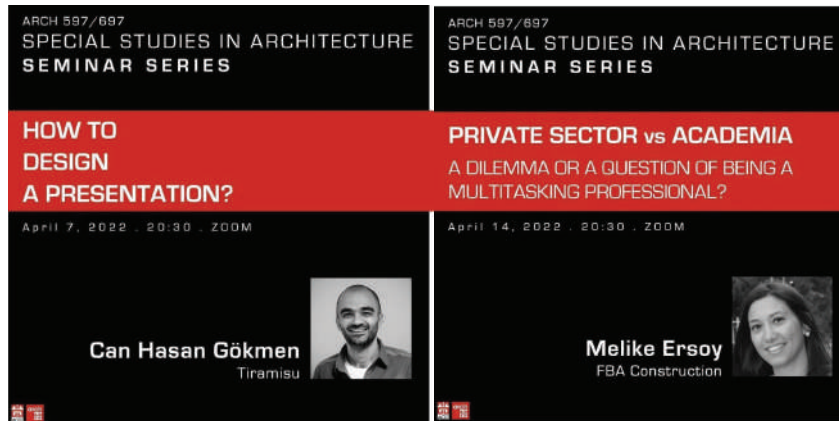
In this context, Melih Utkan, a research assistant, conducted a seminar on the PhD Proficiency Exam for PhD students. Dr. Özlem Kevseroğlu, a faculty member from the Department of Architecture, shared her PhD experience with MA and PhD students. Dr. Faruk Güven, a faculty member in the Department of Business Administration, met with students from the Language School, offering them insights for their future plans and goals.

Additionally, Dr. Fatma Selen Madenoğlu, a faculty member in the Department of Business Administration, delivered a presentation introducing our university to students from Seyide Daloğlu Anatolian High School during their visit to AGU.



Presentation about AGU

Melike Ersoy was invited to share her practical industry and academic experiences with graduate students specializing in Construction and Construction Technologies, aimed at providing support for their thesis studies and processes. Likewise, Can Hasan Gökmen conducted a seminar on presentation design for graduate students in the same field, contributing to their thesis research and processes.



Special Studies in Architecture Seminar Series

Training Seminars & Workshops

SDG Training for Primary School Teachers

21 primary school teachers from Kayseri and neighbouring provinces were given a 5-day training supported by TÜBİTAK on the role and importance of SDG in education and how to deliver SDG education.



Alternative Construction Methods” Course

Matthieu Peddergana shared his experiences and story on natural structures as part of the elective course, ARCD 203 Alternative Construction Methods.



Alternative Construction Methods Course

The Department of Architecture organized the Rammed Earth Workshop with Monoearth as part of the elective course ARCD 203 Alternative Construction Methods.



ARCD 203 Alternative Construction Methods

ARCD 111 Architectural Photography, one of the undergraduate courses at the Department of Architecture, was held at the Milli Mücadele Müzesi (National Struggle Museum) in the historical building of Kayseri High School, which has an important place in the history of the city of Kayseri. Mehmet Badr, a member of UFAD and also the Deputy Director of Kayseri High School, gave a presentation on "Composition in Photography".



Conservation Talks

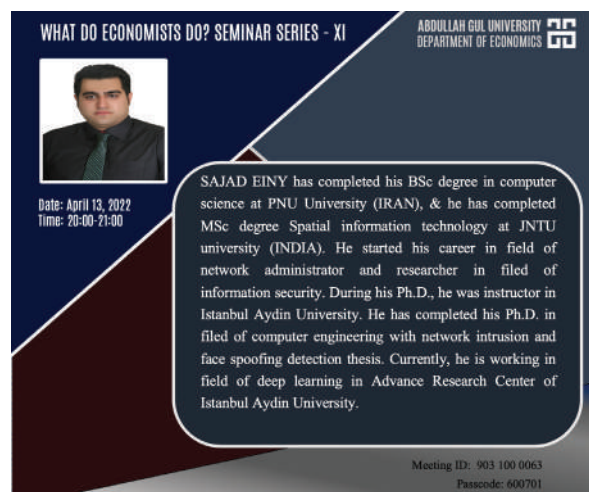
The inaugural event of the 'Conservation Talks,' organized by AGU's Faculty of Architecture, Department of Conservation of Cultural Heritage, featured a seminar by Prof. Zeynep Ahunbay. Her presentation, titled 'Sinan the Architect and World Heritage,' provided insights into the works of Sinan the Architect that hold the status of world heritage in both Istanbul and abroad, along with their current conditions.



Conversation Talks” Series-1

“What Do Economists Do?” Seminar Series

The seminar series help students to develop their career goals, to provide qualified educational conditions.



“What Do Economists Do?” Seminar Series

The seminar, organized by the Department of Economics, featured Ömer ADIGÜZEL, currently employed as a Data Scientist at the Adecco Group. The event offered valuable insights into potential career paths for students, guiding them on the steps to take and emphasizing the importance of receiving a quality education.



What Do Economists Do?" Seminar Series

Architecture at the Intersection of Practice and Concept

As part of the AGU Architecture Seminars on March 3, 2022, architect Ece Doğan, an executive at ARCH 202 Design Studio 2, presented 'Architecture at the Intersection of Practice and Concept' to our students.



Architecture at the Intersection of Practice and Concept

Architectural Photography Course

The AGU Department of Architecture organized a meeting as part of the undergraduate course, ARCD 111 Architectural Photography, at the historic Hunat Hatun Madrasa in Kayseri. Derya Yılmaz gave a presentation on Photography Techniques and Smartphone Recommendations.



Architectural Photography Course

