

Academic Impact (/en/academicimpact)

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UNAI Activity Report

Name of the Institution *

Country *

Focal Point Name *

Focal Point Title *

Focal Point E-mail *

How many academic programs in the undergraduate and graduate levels, associated with one or more of the SDGs or the UNAI principles, were developed and/or offered in 2023? *

- 0-3
 4-6
 7-9
 10 or more
 Information not available

Do you have any system to map academic courses to the SDGs? *

- Yes
 No
 In Progress

Do you have any system to embed the SDGs into existing academic courses? *

- Yes
 No
 In Progress

How many books (including e-books) did your institution publish in the past year that addressed either one or more of the SDGs or the UNAI principles? *

- 0-3
 4-6
 7-9
 10 or more
 Information not available

How many peer-reviewed or scholarly articles written by faculty or researchers of your institution were published in the past year that addressed either one or more of the SDGs of the UNAI principles? *

- 0-3
 4-6
 7-9
 10 or more
 Information not available

How many research projects within your institution were finalized in the past year that addressed either one or more of the SDGs or the UNAI principles? *

- 0-3
 4-6
 7-9

- 10 or more
- Information not available

How many research projects within your institution are currently being carried out within your institution, addressing either one or more of the SDGs or the UNAI principles? *

- 0-3
- 4-6
- 7-9
- 10 or more
- Information not available

How many events (regardless of format) did your institution held in the past year that addressed either one or more of the SDGs or the UNAI principles? *

- 0-3
- 4-6
- 7-9
- 10 or more
- Information not available

What type of events were these? [Multiple choices possible] *

- Conferences and symposiums
- Lectures
- Training sessions
- Workshops
- Other

What was the format of these events? *

- In-person
- Virtual
- Hybrid
- All three options

How many attendees/participants, in total, took part in these events? (Including those who watched video recordings, if available) *

- 50-100
- 101-200
- 201-300
- 301-301 and beyond
- Information not available

Which SDGs were covered in these events? [Multiple choices possible] *

- No poverty
- Zero hunger
- Good health and well-being
- Quality Education
- Gender equality
- Clean water and sanitation
- Affordable and clean energy
- Decent work and economic growth
- Industry, innovation and infrastructure
- Reduced inequality
- Sustainable cities and communities
- Responsible consumption and production
- Climate action
- Life below water
- Life on land
- Peace, justice and strong institutions
- Partnership for the Goals

How many activities or initiatives with governments, civil society and non-governmental organizations, and/or the private sector, did your institution developed, hosted and/or organize the past year? *

- 0-3
- 4-6
- 7-9
- 10 or more
- Information not available

Which are the primary languages of instruction used in your university? [Multiple choices possible] *

- English
- French
- Spanish
- Arabic
- Chinese
- Russian
- Other

Among these, what were the most supported SDG on your campus? [Multiple choices possible] *

- No poverty
- Zero hunger
- Good health and well-being
- Quality Education
- Gender equality
- Clean water and sanitation
- Affordable and clean energy
- Decent work and economic growth
- Industry, innovation and infrastructure
- Reduced inequality
- Sustainable cities and communities
- Responsible consumption and production
- Climate action
- Life below water
- Life on land
- Peace, justice and strong institutions
- Partnership for the Goals

Among these, what were the most supported UNAI principles on your campus? [Multiple choices possible] *

- A commitment to addressing issues of poverty through education
- A commitment to building capacity in higher education systems across the world
- A commitment to educational opportunity for all people
- A commitment to encouraging global citizenship through education
- A commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education
- A commitment to human rights
- A commitment to promoting intercultural dialogue and understanding
- A commitment to advancing peace and conflict resolution through education
- A commitment to promoting sustainability through education
- A commitment to the principles inherent in the United Nations Charter

[OPTIONAL] Please highlight up to 5 academic programs related to either the SDGs or the UNAI principles, that were developed and/or offered in 2023: 500-character limit

Content limited to 500 characters, remaining: 500

[OPTIONAL] Please highlight up to 5 initiatives or programs to map or embed the SDGs, or teaching initiatives that were developed and/or launched in 2023: 500-character limit

Content limited to 500 characters, remaining: 500

[OPTIONAL] Please highlight up to 5 research articles, books and/or projects with concrete or tangible results, related to the SDGs, that were published and/or developed in 2023: 500-character limit

Content limited to 500 characters, remaining: 500

[OPTIONAL] Please highlight up to 5 events or community engagement actions, and any initiative involving governments, civil society, the private sector or the United Nations, related to the SDGs: 500-character limit

Content limited to 500 characters, remaining: 500

[OPTIONAL] If you have a digital or online version of the SDGs report of your institution, please indicate the link to it below.

Content limited to 500 characters, remaining: 500

SUBMIT

UNITED NATIONS

- [UN Charter \(https://www.un.org/en/charter-united-nations/\)](https://www.un.org/en/charter-united-nations/)
- [Universal Declaration of Human Rights \(https://www.un.org/en/universal-declaration-human-rights/\)](https://www.un.org/en/universal-declaration-human-rights/)
- [Sustainable Development Goals \(https://www.un.org/sustainabledevelopment/sustainable-development-goals/\)](https://www.un.org/sustainabledevelopment/sustainable-development-goals/)
- [UN Agencies \(https://www.un.org/en/isotope-articles/10610\)](https://www.un.org/en/isotope-articles/10610)
- [UN Information Centres \(https://unic.un.org/\)](https://unic.un.org/)

TAKE ACTION

- [Lazy Person's Guide \(https://www.un.org/sustainabledevelopment/takeaction/\)](https://www.un.org/sustainabledevelopment/takeaction/)
- [Internships \(https://www.un.org/en/academic-impact/page/internships\)](https://www.un.org/en/academic-impact/page/internships)
- [UN Volunteers \(https://www.unv.org/\)](https://www.unv.org/)
- [Youth Engagement \(https://www.un.org/youthenvoy/\)](https://www.un.org/youthenvoy/)
- [Past Contests and Scholarships \(https://www.un.org/en/collection/59098/10389\)](https://www.un.org/en/collection/59098/10389)
- [Model UN \(https://www.un.org/en/mun/\)](https://www.un.org/en/mun/)
- [Request a Speaker \(https://www.un.org/en/visit/briefings\)](https://www.un.org/en/visit/briefings)
- [Visit the UN \(https://visit.un.org/\)](https://visit.un.org/)

NEWS AND MEDIA

- [UN News Centre \(https://news.un.org/en/\)](https://news.un.org/en/)
- [Press Releases \(http://www.un.org/press/en/\)](http://www.un.org/press/en/)
- [Briefings \(http://www.un.org/press/en/content/noon-briefings\)](http://www.un.org/press/en/content/noon-briefings)
- [Office of the Spokesperson \(http://www.un.org/sg/spokesperson/\)](http://www.un.org/sg/spokesperson/)
- [UN Photo \(http://www.unmultimedia.org/photo/\)](http://www.unmultimedia.org/photo/)
- [UNifeed \(http://www.unmultimedia.org/tv/unifeed/\)](http://www.unmultimedia.org/tv/unifeed/)
- [UN Web TV \(https://media.un.org/en/webtv/\)](https://media.un.org/en/webtv/)
- [UN in Action \(http://www.unmultimedia.org/tv/unia/\)](http://www.unmultimedia.org/tv/unia/)
- [UN Social Media \(https://www.un.org/en/sections/about-website/un-social-media/\)](https://www.un.org/en/sections/about-website/un-social-media/)
- [The Essential UN \(http://www.un.org/en/essential-un/\)](http://www.un.org/en/essential-un/)

ISSUES AND CAMPAIGNS

- [COVID-19 \(https://www.un.org/en/coronavirus\)](https://www.un.org/en/coronavirus)
- [SDG of the Month \(https://www.un.org/sustainabledevelopment/goal-of-the-month/\)](https://www.un.org/sustainabledevelopment/goal-of-the-month/)
- [Observances and Commemorations \(https://www.un.org/en/sections/observances/united-nations-observances/\)](https://www.un.org/en/sections/observances/united-nations-observances/)
- [Celebrity Advocates for the UN \(https://www.un.org/en/mop\)](https://www.un.org/en/mop)

[\(https://www.un.org/en/\)](https://www.un.org/en/)

[DONATE \(/EN/ABOUT-US/HOW-TO-DONATE-TO-THE-UN-SYSTEM\)](#)



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Please highlight up to 5 academic programs related to either the SDGs or the UNAI principles, that were developed and/or offered in 2023: 500-character limit

Thesis of Graduate Schools: Abdullah Gül University (AGU) has Graduate School of Natural and Applied Sciences and Graduate School of Social Sciences. All theses written by AGU students must be associated with at least one of SDGs. AGU master and PhD students have to include a chapter on specific contribution to SDGs in their thesis.

Global Courses: AGU – as a research university seeking solutions to global challenges and aiming at supporting citizens who can contribute to societies and shape the future (AGU Mission Statement) – has developed an innovative Global Challenge Curriculum (GLB) composed of one mandatory course and several elective courses taught throughout the four Undergraduate academic years. GLB courses focus on global topics such as the ones tackled by the United Nations Sustainable Development Goals.

SDG Programs for Children and Teachers: AGU has organized regular training courses for primary and secondary school students to increase awareness to SDGs. In 2023, 605 beneficiaries were participated in 14 workshops.

Volunteerism Course: Volunteerism course at AGU is taught from a perspective based on active participation of students. The aim of the course is to enable students to develop projects related to SDGs voluntarily and to implement them in the field. In this way, 8 projects related to SDGs was implemented by the students in 2023.

[OPTIONAL] Please highlight up to 5 initiatives or programs to map or embed the SDGs, or teaching initiatives that were developed and/or launched in 2023: 500-character limit

Abdullah Gul University Youth Work Implementation and Research Center (AGU Youth Factory): The activities organized by this center are mostly directly related to the SDGs. In 2023, 5 projects supported by the European Union were carried out by the AGU Youth Factory. Besides, 14 local projects and 101 activities related to SDGs were carried out, reaching 8519 people.

Erasmus+ Youth Accreditation: In 2023, AGU organized 2 international mobility projects and 50 youth workers and 30 young people from Turkey, Portugal, Romania and Spain participated in the activities. A road map has been developed to facilitate the use of the SDGs by NGOs working in the field of youth in these activities.

Social Incubation Center: In 2023, an acceleration program was started to develop projects related to SDGs within the Incubation Center. In this context, 8 projects were accepted to the Social Incubation Center.

European Solidarity Corps (ESC) Program: AGU is an accredited institution within the scope of ESC. Within this framework, AGU students carry out voluntary activities based on SDGs abroad.

ISO 14064, ISO14046, ISO50001 Certificate: AGU has been entitled to receive certificates regarding its activities within the framework of environmental sustainability.

[OPTIONAL] Please highlight up to 5 research articles, books and/or projects with concrete or tangible results, related to the SDGs, that were published and/or developed in 2023: 500-character limit

MADENOGLU, F. S. (2023). Cluster Analysis of OECD Countries During the Covid-19 Pandemic, International Journal of Economic and Administrative Academic Research. Vol. 3, No. 2, p.p. 163 – 180 (SDG 3)

GÜZEL M. A., BAŞOKÇU T.O. (2023). Knowledge about others' knowledge: how accurately do teachers estimate their students' test scores?, Metacognition and Learning, Vol.1, p.p. 1-18. (SDG – 4)

ŞENOL ARSLAN D., GÜL A., Dizge N., Ocakoglu K., UZAL N. (2023). The different impacts of g-C₃N₄ nanosheets on PVDF and PSF ultrafiltration membranes for Remazol black 5 dye rejection, Journal of Applied Polymer Science, Vol.140. (SDG 6)

KOLUKISA B., BAKIR GUNGOR B. (2023). Ensemble feature selection and classification methods for machine learning-based coronary artery disease diagnosis, Computer Standards and Interfaces, Vol.84. (SDG 9)

ŞENER FİDAN F., KIZILKAYA AYDOĞAN E., UZAL N. (2023). The impact of organic cotton use and consumer habits in the sustainability of jean production using the LCA approach, Environmental Science and Pollution Research, Vol.30, p.p. 8853-8867. (SDG – 13).

[OPTIONAL] Please highlight up to 5 events or community engagement actions, and any initiative involving governments, civil society, the private sector or the United Nations, related to the SDGs: 500-character limit

Colors of Life: Within the scope of the project, sports and activities are organized to integrate special education students into society, and a theater show is also planned.

Sky Orchestra: Activities are implemented to support the rehabilitation processes of children and young people aged 13 to 21 who are in prison, and children between the ages of 2 and 6 who are staying with their mothers in prison by AGU Students.

AGU Academic Audio Library Project: This is a project of book vocalization for visually impaired students in collaboration with AGU Library. Book vocalizations are made by students for the visually impaired persons. This project aims to reduce the inequality of individuals due to visual impairment.

SDG Speaking Club: AGU Students organized English Speaking Club for 90 High School students in Kayseri increasing awareness about SDGs for 8 weeks period.

SDG Training Program for Refugees: With the partnership of Abdullah Gül University Kayseri Provincial Directorate of Migration and Kayseri Provincial Directorate of National Education, SDG training was provided to 200 foreigners under temporary protection status in Kayseri in 2023.

[OPTIONAL] If you have a digital or online version of the SDGs report of your institution, please indicate the link to it below.

Reports covering 17 SDGs have been prepared by AGU for the activities carried out within the scope of each SDG: <https://sustainability.agu.edu.tr/sdg-reports>

Web site of AGU Sustainability: <https://sustainability.agu.edu.tr/>

SDG Road Map for NGOs:

https://drive.google.com/file/d/1zvnKBRudGYmDT1Lv73VCs_yoYV7s5fy2/view