SAKARYA ÜNİVERSİTESİ

2025



SDG REPORT

THE GLOBAL GOALS
For Sustainable Development

2025 Sustainable Development Goals Report

Sakarya University is committed to advancing sustainable development through its integrated approach to education, research, innovation, institutional governance, and community engagement. Guided by the United Nations 2030 Agenda for Sustainable Development, the University continues to incorporate the Sustainable Development Goals (SDGs) into its academic activities, institutional policies, campus operations, and engagement with society.

The Sakarya University Sustainable Development Goals Report 2025 presents the University's contributions to all 17 SDGs, highlighting institutional initiatives, research activities, educational programmes, sustainability practices, and collaborative projects undertaken throughout the reporting year. The report provides a comprehensive overview of how the University's academic expertise, institutional resources, and partnerships contribute to addressing environmental, social, and economic challenges at local, national, and international levels.

Throughout 2025, Sakarya University continued to strengthen its efforts in areas including environmental sustainability, climate action, clean energy, responsible consumption and production, inclusive education, social well-being, and sustainable innovation. These efforts are supported by interdisciplinary research, student engagement, community-oriented initiatives, and cooperation with public institutions, industry, civil society organisations, and international partners.

Beyond documenting institutional activities, this report reflects the University's commitment to transparency, accountability, and continuous improvement in sustainable development. By presenting its contributions across all 17 SDGs, Sakarya University seeks to support evidence-based evaluation, identify opportunities for further progress, and strengthen the integration of sustainability principles into its institutional development.

Sakarya University remains committed to contributing to a more sustainable, inclusive, and resilient future through scientific knowledge, responsible institutional practices, and meaningful partnerships. This report represents both a record of the University's efforts during 2025 and a foundation for advancing its contribution to the achievement of the Sustainable Development Goals.

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SAKARYA ÜNİVERSİTESİ

2025



SDG 1. NO POVERTY



SDG 1. NO POVERTY

1.3.1 – Bottom Financial Quintile Admission Target

Sakarya University (SAU) is committed to promoting equal opportunities and inclusivity in higher education by supporting economically disadvantaged students in accessing educational opportunities and continuing their studies. The University implements various financial and social support mechanisms to reduce the impact of economic hardship on students' access to food, accommodation, and other essential needs, thereby contributing to their academic participation and educational continuity.

In Türkiye, admission to higher education institutions is regulated under **Article 45 of Higher Education Law No. 2547**. Student placement in Sakarya University's associate and undergraduate degree programmes is conducted by the Measurement, Selection and Placement Centre (ÖSYM), in accordance with the **2025 Higher Education Institutions Examination (YKS) Guide to Higher Education Programmes and Quotas**. Accordingly, the University implements the nationally established admission and placement framework, ensuring that its admission procedures are aligned with the principles and regulations governing access to higher education in Türkiye.

Sakarya University's **2023–2027 Strategic Plan** provides an institutional framework for supporting disadvantaged students, strengthening inclusivity in education, and improving student welfare and social support opportunities. In line with this approach, the University implements financial assistance and student support programmes designed to help economically disadvantaged students overcome financial barriers and continue their higher education.

A key component of these efforts is the **SAU Meal Scholarship Programme**, administered by the Department of Health, Culture and Sports. Under the relevant directive, students' financial and family circumstances are assessed to identify those in need of assistance. Eligible students receive free meal support throughout the academic year. This ongoing programme helps meet students' basic nutritional needs and reduces the financial pressures that may negatively affect their educational experience.

The University's financial support framework is further strengthened through faculty-affiliated scholarship and assistance mechanisms. The **Sakarya University Faculty of Theology Foundation** provides scholarships and non-repayable assistance to students in need, including support for accommodation, healthcare, and clothing expenses. Its scholarship and social assistance activities are documented through information and announcements published on the Foundation's official website, demonstrating its contribution to addressing students' financial needs.

Similarly, the **Sakarya University Faculty of Medicine Scholarship Commission** evaluates scholarship applications from students requiring financial assistance and coordinates the distribution of donor-funded support through the Sakarya University Foundation. These scholarship activities and financial assistance mechanisms are documented through the **Faculty of Medicine Scholarship Reports** published on the Faculty's official website.

These support mechanisms operate within established institutional procedures, including relevant directives, application and evaluation processes, and documented scholarship

activities. Through these initiatives, the University seeks to facilitate access to essential support services, alleviate financial difficulties, and promote the academic participation, retention, and educational continuity of economically disadvantaged students.

Within Türkiye's national higher education admission framework, Sakarya University demonstrates its commitment to equal opportunities in education through strategic planning, needs-based scholarship programmes, assistance with essential living expenses, and faculty-level institutional support mechanisms. Together, these initiatives reflect the University's continued efforts to reduce socioeconomic barriers, strengthen educational inclusivity, and support low-income students in pursuing and completing their higher education**.**

1.3.2 – Bottom Financial Quintile Student Success

Sakarya University (SAU) is committed to promoting equal opportunities in higher education and supporting the academic success and educational continuity of economically disadvantaged students. The University implements academic monitoring, student advising, and financial and social support mechanisms to reduce barriers that may affect students' ability to continue and successfully complete their studies.

The University's **2023–2027 Strategic Plan** provides an institutional framework for improving the quality of education, monitoring student development, and strengthening student support services. Within this framework, academic advising and student information systems contribute to tracking students' academic progress and identifying their educational support needs.

In addition to academic advising services, Sakarya University provides various forms of financial and social support to students experiencing economic difficulties. The **SAU Meal Scholarship Programme** provides free meals to students in financial need throughout the academic year, helping to reduce essential living expenses and support educational continuity.

Financial support is further strengthened through faculty-level scholarship mechanisms. Scholarship and assistance activities carried out by the **Faculty of Theology Foundation** and the **Faculty of Medicine Scholarship Commission** contribute to alleviating financial difficulties that could otherwise negatively affect students' academic participation and their ability to complete their studies.

Through its academic monitoring mechanisms, institutional student support services, and needs-based financial assistance programmes, Sakarya University aims to support student retention, enhance academic achievement, and strengthen opportunities for economically disadvantaged students to successfully complete their higher education.

1.3.3 – Low-Income Student Support

Sakarya University (SAU) provides financial and social support mechanisms to help economically disadvantaged students continue and successfully complete their higher education. Through needs-based meal scholarships, part-time employment opportunities, access to national employment programmes, and faculty-level scholarship initiatives, the University aims to alleviate financial difficulties that may negatively affect students' educational continuity and academic achievement.

One of the University's primary support mechanisms is the **Meal Scholarship Programme**. In accordance with the **Sakarya University Meal Scholarship Directive**, free meals are provided to eligible students experiencing financial difficulties. Applications are assessed by considering students' family income, financial circumstances, and social conditions. The programme is implemented through coordination between academic units and the Department of Health, Culture and Sports (SKS), enabling eligible students to receive one free meal per day during the academic year. By reducing essential food expenses, the programme helps students maintain their participation in higher education.

Sakarya University also provides **part-time employment opportunities** that enable students to earn income while continuing their studies. Under the **Sakarya University Senate Regulations on Part-Time Student Employment**, applicants are generally required not to have an income equivalent to the minimum wage, excluding survivor's pensions and alimony (Article 7). Certain eligibility requirements are relaxed for students affected by natural disasters, children of fallen service members and veterans, and students with disabilities. According to Article 12, students receive payment for their work in University units and may work a maximum of 15 hours per week. Working schedules are arranged in consideration of students' academic commitments. This programme contributes to students' ability to meet essential living expenses without interrupting their education.

In addition to its institutional support mechanisms, Sakarya University facilitates students' access to the **İŞKUR Youth Programme**, implemented by the Turkish Employment Agency (İŞKUR). The programme provides eligible university students with opportunities to gain work experience and receive financial support while continuing their education.

According to the **İŞKUR Youth Programme Circular**, eligibility includes a household income condition. As a general rule, applicants whose household's total monthly non-employment income exceeds three times the net minimum wage are not eligible to participate, subject to the exceptions specified in the programme regulations. Participants may attend the programme for a maximum of three days and 22.5 hours per week, with arrangements taking their academic schedules into consideration. These provisions help students combine income-generating opportunities with their educational responsibilities.

For the **2025–2026 academic year**, Sakarya University communicated the programme's application process through its Department of Health, Culture and Sports. The University also published a dedicated webpage for the programme's lottery results, providing additional documentation of the student selection process.

Supporting evidence:

- **İŞKUR Youth Programme – 2025–2026 Application Announcement**
- **2025–2026 Lottery Results**

Financial support for students is further complemented by **faculty-level scholarship and assistance initiatives**. The **Faculty of Theology Foundation** provides scholarships and assistance to students in need, including support for accommodation, healthcare, and clothing expenses. The **Faculty of Medicine Scholarship Commission** also contributes to scholarship-related activities intended to support students during their education.

The University additionally promotes **social solidarity initiatives** that help address students' essential needs. During Ramadan in 2025, Sakarya University announced plans to provide

free iftar meals for approximately 2,000 people each evening on campus, with contributions from Sakarya Metropolitan Municipality, district municipalities, and other stakeholders. This initiative aimed to facilitate access to meals for members of the University community, including students. (**Sakarya University's Iftar Tradition to Continue**)

Furthermore, the University's **2023–2027 Strategic Plan** addresses student support services, including scholarships, nutrition, accommodation, and healthcare, as part of its institutional service framework. This reinforces the University's commitment to supporting students' educational participation and well-being.

Through needs-based meal scholarships, institutional part-time employment, access to the İŞKUR Youth Programme, faculty-level financial assistance, and social support initiatives, Sakarya University seeks to reduce the financial barriers faced by economically disadvantaged students. These complementary mechanisms support students in meeting their essential needs, maintaining their participation in higher education, and progressing towards the successful completion of their studies.

1.3.4 – Programmes or Initiatives to Support Students from the Bottom 20% of Household Income

Sakarya University (SAU) implements needs-based financial and social support programmes to assist economically disadvantaged students in meeting their essential living expenses and continuing their higher education. These initiatives are supported by institutional regulations, documented financial-need assessments, and coordinated administrative procedures.

A central component of this approach is the University's **Meal Scholarship Programme**, established under the **Sakarya University Meal Scholarship Directive**. Article 1 explicitly identifies successful students from low-income backgrounds as the intended beneficiaries of free lunch or dinner support. The programme covers eligible associate, undergraduate, and postgraduate students.

The programme applies a **structured, needs-based selection process**. Under Article 6 of the Directive, applications are evaluated on a 100-point scale and ranked according to students' level of financial need. The assessment considers household income, family circumstances, accommodation arrangements, dependent family members, siblings in education, and existing scholarships or student loans. Applicants are required to provide supporting documentation, including family income statements or salary slips, where applicable.

Furthermore, Article 8 establishes an income-related eligibility restriction: with specified exceptions, students who have regular employment or income at or above the minimum-wage level are not eligible for the meal scholarship. This provision reinforces the programme's focus on students experiencing financial disadvantage.

The programme is implemented through a **continuous and coordinated institutional mechanism**. Under Article 5, scholarship quotas are determined at the beginning of each academic year by the University Executive Board, considering identified needs and available financial resources. After the allocation for international students, 10% of the remaining quota is reserved for students in need identified by the Rectorate.

Applications are submitted through the University's student information system. Academic units verify the supporting documents and forward the lists of eligible students to the Department of Health, Culture and Sports (SKS). Following administrative verification, meal scholarship entitlements are activated through the student card system.

According to Article 9, eligible students receive **one free meal per day throughout the academic year**, excluding official holidays and weekends. This arrangement provides recurring assistance with essential food expenses and helps reduce the financial pressures that may affect students' ability to continue their studies.

The continuation of the programme is also documented through the University's **2025–2026 Academic Year Meal Scholarship Application Results** announcement. This institutional publication provides supporting evidence of the programme's application and selection process during the relevant academic year.

The University's needs-based assistance is complemented by **faculty-level scholarship and social support initiatives**. The **Sakarya University Faculty of Theology Foundation** provides scholarships and non-repayable assistance to students in need, including support for accommodation, healthcare, and clothing expenses.

Additional mechanisms, including the University's **Part-Time Student Employment Programme** and access to the **İŞKUR Youth Programme**, provide supplementary income-generating opportunities for eligible students. These programmes include income-related eligibility conditions but are not presented as exclusively targeting students in the lowest household-income quintile.

Overall, Sakarya University maintains a structured, recurring, and institutionally coordinated approach to supporting students experiencing financial hardship. Its needs-based meal scholarship programme, supported by documented financial assessments, annual selection procedures, and free meal provision, constitutes the University's principal targeted initiative for reducing essential living costs among low-income students. Complementary scholarships, social assistance, and student employment opportunities further contribute to mitigating financial barriers to higher education.

1.3.5 – Support for Students from Low or Lower-Middle-Income Countries

Sakarya University (SAU), in line with its **2023–2027 Strategic Plan**, supports international students' access to higher education and academic opportunities through established financial assistance and international mobility programmes.

Within this framework, the University participates in the **Erasmus+ KA171 International Credit Mobility Programme**, which provides grant-supported academic mobility opportunities for incoming students from partner countries, including lower-middle-income countries. During the **2025 reporting year**, students from lower-middle-income countries benefited from this programme, enabling their participation in educational and research activities at Sakarya University.

Furthermore, under the University's **Meal Scholarship Directive**, **10% of the total meal scholarship quota is reserved for international students**. This institutional support mechanism contributes to meeting students' basic food needs and reducing financial barriers

during their studies. The programme operates through established application and assessment procedures, as reflected in the **2025–2026 Meal Scholarship Results Announcement**.

Together, these initiatives demonstrate Sakarya University's commitment to supporting international students, including those from low and lower-middle-income countries, through structured financial assistance and academic mobility opportunities.

1.4.1–Local Start-up Assistance

Sakarya University (SAU) supports the development of innovative business ideas, their transformation into sustainable enterprises, and the strengthening of the local entrepreneurship ecosystem to contribute to local and regional development. In this context, the University provides aspiring entrepreneurs with **training, mentoring, consultancy services, and access to entrepreneurship infrastructure** through Sakarya Teknokent and the Füzyon Incubation Centre.

Sakarya Teknokent – Support for Entrepreneurs

Füzyon Incubation Centre

In **2025**, the **G-FAST/Fikir Sepeti Entrepreneurship Acceleration Programme** was implemented in collaboration between Sakarya Teknokent and the Sakarya Chamber of Commerce and Industry (SATSO). Aimed at supporting the local entrepreneurship ecosystem, the programme provided aspiring entrepreneurs with training and mentoring in areas such as business model development, company establishment and financial management, intellectual and industrial property rights, tax exemptions and incentives, and effective presentation techniques. The programme sought to help entrepreneurs transform innovative ideas into viable and economically sustainable business models.

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Entrepreneurship training sessions offered under the G-FAST/Fikir Sepeti Entrepreneurship Acceleration Programme.

G-FAST/Fikir Sepeti – 2025 Programme Announcement and Training Opportunities

The training activities organised under the programme were designed to strengthen participants' knowledge and skills in business establishment, financial planning, intellectual property protection, and access to available incentive mechanisms. Some of these training sessions were held at the **Füzyon Incubation Centre**, providing aspiring entrepreneurs with opportunities to benefit from the University's entrepreneurship infrastructure.





Entrepreneurship training activities and participant engagement at the Füzyon Incubation Centre.

Following a three-month training and mentoring process, **10 aspiring entrepreneurs** who completed the programme presented their technology-oriented business ideas to jury members and potential investors at the final event held on **7 May 2025** at the Sakarya University Turgut Özal Culture and Congress Centre. The event provided participants with opportunities to showcase their projects, establish connections with business representatives, and explore commercialisation opportunities.

G-FAST/Fikir Sepeti 2025-1 Final Event



Through these initiatives, Sakarya University contributes to strengthening the knowledge and skills of aspiring entrepreneurs within the local community, supporting the transformation of business ideas into economically sustainable enterprises, and facilitating access to institutional resources required for business establishment. The combined provision of training, mentoring, and incubation opportunities demonstrates the University's commitment to **supporting local entrepreneurship and sustainable economic development**.

1.4.2 – Local Start-up Financial Assistance (2025)

Sakarya University (SAU) contributes to initiatives aimed at promoting local entrepreneurship, facilitating access to financial resources, and supporting sustainable economic activities through its academic expertise, research centres, and institutional partnerships. In this context, the University plays a role in developing social finance mechanisms that support the economic participation of low-income individuals and encourage innovative entrepreneurial initiatives.

As highlighted in Sakarya University's official news article, **"İSEFAM's Community Engagement Initiative"**, the Islamic Economics Research and Application Association (İKSAR), established through the initiative of Sakarya University academics, implements a Qard Hasan-based microfinance programme. The initiative, also documented by the **Research and Application Centre for Islamic Economics and Finance (İSEFAM)**, supports low-income individuals who face difficulties accessing finance in establishing new businesses or developing existing enterprises. Under the programme, **interest-free, repayable financial assistance** is provided to individuals residing in Sakarya who intend to engage in income-generating economic activities.

The **İKSAR 2025 Activity Report** demonstrates that the Qard Hasan programme continued to operate in 2025, providing financial support to local entrepreneurs. Applications are assessed by considering the feasibility and income-generating potential of the proposed or existing businesses. The report presents concrete examples of support, including the establishment of a food service business, the development of printing operations, and the procurement of raw materials to maintain production activities. These initiatives contribute to strengthening the economic activities of low-income individuals and supporting the continuity of local production.

Another initiative supported through Sakarya University's entrepreneurship ecosystem is the **G-FAST/Fikir Sepeti Entrepreneurship Acceleration Programme**, implemented in collaboration between Sakarya Teknokent and the Sakarya Chamber of Commerce and Industry (SATSO). During the 2025 programme, aspiring entrepreneurs who completed training and mentoring activities presented their innovative business ideas to jury members and potential investors. At the **G-FAST/Fikir Sepeti 2025-1 Final Event**, successful entrepreneurial initiatives received financial awards, encouraging the commercialisation of innovative business ideas and their transformation into sustainable enterprises.

These initiatives demonstrate Sakarya University's contribution to the development of financial support mechanisms for local entrepreneurs through its academic expertise, entrepreneurship infrastructure, and institutional partnerships. Interest-free microfinance initiatives and entrepreneurship programmes aim to expand economic opportunities, encourage the

establishment of new businesses, and support the long-term sustainability of existing enterprises.

1.4.3 Programmes to Improve Access to Basic Services

Sakarya University (SAU) promotes educational, awareness-raising, volunteering, and social support programmes aimed at improving access to basic services for students and the wider community. In line with its commitment to social responsibility and sustainable development, the University supports initiatives addressing essential needs, particularly **clean drinking water, healthcare, hygiene, nutrition, and assistance for disadvantaged individuals**.

Through its academic units, student organisations, local authorities, and civil society partners, SAU encourages community engagement and collaborative initiatives that help reduce economic and social barriers to essential services. During the 2025 reporting period, these efforts focused on raising awareness, supporting vulnerable groups, and encouraging students to participate actively in community-based solutions.

1. Health and Hygiene Education Programmes

Sakarya University recognises health literacy and preventive healthcare awareness as important elements in improving access to essential health services.





The **Uganda Sanitary Pad Distribution and Women's Health Education Initiative** combines the provision of essential menstrual hygiene products with educational activities addressing women's health. By integrating hygiene-related material assistance with health education, the initiative aims to improve awareness of women's health needs and promote healthier hygiene practices, as documented through its activity photographs and educational materials.

The University's **Addiction Prevention and Research Centre (BAMER)** also supports education, research, and awareness-raising activities concerning addiction prevention, public health, and healthy lifestyles. Its institutional activities address the recognition of addiction-

related risks, the promotion of healthier behaviours, and awareness of available support mechanisms.

In addition, health literacy is supported through activities addressing **cancer early detection and awareness**, as well as scientific seminars on food safety and healthy nutrition. An example is the **"Food Safety = Healthy Tomorrows" scientific seminar**, which focuses on food safety and its importance for public health.

Photographs, event announcements, educational materials, and participant records from relevant 2025 health education activities provide additional documentation of these efforts.

2. Programmes Supporting Access to Clean Drinking Water

Sakarya University promotes student-led volunteering and community engagement initiatives that address access to clean drinking water as an essential human need.

On **3 December 2025**, university students organised the **"Solidarity Charity Bazaar for Access to Clean Water"** to support a water well initiative in a community in Bangladesh experiencing difficulties in accessing clean drinking water. Sakarya University contributed to the organisation by providing the venue and necessary infrastructure.

The initiative encouraged students to engage with challenges related to clean water access while promoting community solidarity and voluntary participation in addressing essential needs beyond the University campus.



The **Hayat Baharı Water Well Project**, documented through project photographs and activity records, represents another volunteering initiative associated with efforts to improve access to clean drinking water. The project reflects the importance of community participation and social responsibility in addressing basic needs.

3. Supporting Access to Food and Nutrition Services



Sakarya University supports social solidarity initiatives that contribute to meeting the nutritional needs of students and members of the wider community.

During Ramadan 2025, the University announced the continuation of its **traditional communal iftar programmes** at the staff dining hall and Campus Mosque, with participation open to students and members of the public. Organised with contributions from Sakarya Metropolitan Municipality, Serdivan Municipality, Adapazarı Municipality, and other supporters, the announced programme aimed to provide **iftar meals for 2,000 people each evening**.

By making its campus facilities available for these activities, Sakarya University supported community cooperation and initiatives intended to facilitate access to meals.



Another initiative contributing to affordable food access for university students was **Kampüs Mutfak (Campus Kitchen)**, launched in 2025 by **Sakarya Metropolitan Municipality** in the university campus area. The service provides students with affordable meal options, helping reduce daily food expenses and improve access to prepared meals.

According to the municipality's 2025 announcement, Campus Kitchen recorded **more than 30,000 student visits during its first month of operation**. The municipality subsequently reported the **continued use of Campus Kitchen by university students**, highlighting the role of affordable food services in supporting students' daily needs.

The **free soup distribution initiative for students**, implemented by Sakarya Metropolitan Municipality, is another example of local efforts to support access to food.

4. Supporting the Basic Needs of Disadvantaged Individuals

Sakarya University encourages student-led social responsibility and volunteering activities aimed at assisting individuals and families experiencing economic or social difficulties.

Between **21 and 25 April 2025**, a charity bazaar supporting individuals with special needs was organised through student volunteering activities. Proceeds from the event were used to purchase a **wheelchair for a child in need**, as documented in the University's 2025 student volunteering activity report and related event photographs. Sakarya University supported the organisation of the event by providing venue and logistical assistance.

This initiative represents a tangible example of community support addressing an individual's mobility-related needs and helping improve accessibility in daily life.

Furthermore, on **22 December 2025**, students organised a charity bazaar to support a family in need, as recorded in the University's 2025 volunteering activity documentation. The activity encouraged student participation in voluntary community assistance and social solidarity.

5. Complementary Institutional Measures Facilitating Access to Basic Services

Free Laundry Services for Students

A free laundry service available in the university campus area supports students' access to essential hygiene and sanitation facilities. By enabling students to wash their clothes free of charge, the service helps reduce daily living expenses and supports their personal hygiene needs.

This initiative contributes to improving students' living conditions and reducing financial barriers to basic services, particularly for students experiencing economic difficulties.

The service is documented through information on free laundry facilities for university students and supporting photographs.

Sakarya University complements its educational and community engagement activities with campus facilities and institutional information services designed to facilitate access to essential resources.



The University introduced a **filtered drinking water refill station opposite the Central Library**, providing students with access to drinking water free of charge. By allowing students to refill their own bottles, the facility helps reduce personal expenditure on drinking water while encouraging reusable containers and reducing single-use plastic consumption.

The University also provides **health insurance information for international students**, helping them understand the relevant procedures for accessing healthcare coverage during their studies.

Furthermore, the **Accessible Sakarya University Information System** and the University's published information on **architectural accessibility expenditure and budgeting** demonstrate institutional measures intended to improve accessibility and reduce barriers to participation in campus life.

Conclusion

Sakarya University adopts a collaborative approach to improving access to basic services by combining **education, health awareness, student volunteering, social solidarity, and partnerships with local stakeholders**.

Initiatives addressing women's health and hygiene, student-led clean water projects, food assistance activities, and support for disadvantaged individuals demonstrate the University's commitment to promoting social inclusion and addressing essential needs.

These activities contribute to **Sustainable Development Goal 1 (No Poverty)** by supporting efforts to reduce economic and social barriers to basic services. They also illustrate how Sakarya University mobilises its academic expertise, student engagement, institutional resources, and community partnerships to generate positive social impact.

1.4.4 Policy Addressing Poverty

Sakarya University (SAU) contributes to **local and regional public policy development addressing poverty, social exclusion and socioeconomic inequalities** through cooperation with government institutions and participation in provincial action plans.

During **2025**, SAU academics were formally appointed to working groups and technical committees coordinated by the Sakarya Governorship and the Ministry of Family and Social Services.

Roma Inclusion and Social Policy: Prof. Dr. Hasan Hüseyin Taylan and Research Assistant Cengizhan Aynacı were appointed to the **Roma Strategy Document Provincial Action Plan Working Group** in 2025, contributing academic expertise to policies addressing disadvantaged Roma communities. This engagement builds on SAU's **2024 Workshop on the Problems and Solution Proposals of Roma Citizens in Sakarya**, organised within the framework of the **2023–2025 Provincial Action Plan**, where poverty, employment, housing, education and social exclusion were discussed and policy-related recommendations were identified.



Family Welfare and Social Protection: SAU representatives participated in the **Provincial Technical Committee for the Protection and Strengthening of Families** and related policy-development activities. The **Ministry's official announcement** confirms that the provincial action plan was prepared in 2025 and that implementation activities were monitored. These efforts support family welfare, social protection and responses to socioeconomic vulnerability.



Women's Empowerment and Equal Opportunities: SAU academics participated in the consultation process for the **Provincial Women's Empowerment Action Plan**. The **Ministry's official workshop announcement** documents the involvement of public institutions, universities and civil society organisations in developing recommendations to strengthen women's economic and social participation.

Global Policy Engagement – SETA: Sakarya University (SAU) supports international policy discussions through its academic engagement with the Foundation for Political, Economic and Social Research (SETA). This engagement contributes to comparative research and policy analysis addressing socioeconomic inequalities, educational opportunities and social inclusion. SETA's 2025 research on the contributions of international students to Türkiye examines international student mobility, cross-country experiences and policy recommendations. These research activities provide a broader international perspective on economic participation, equal opportunities and inclusive development, complementing the University's local and regional policy engagement in support of SDG 1 – No Poverty.

These contributions align with SAU's **2025–2027 Strategic Plan** and **Social Contribution and Sustainability Policies**.

Through its documented participation in government-led working groups, policy consultations and provincial action-plan processes, **Sakarya University supports evidence-informed public policy development addressing the social and structural dimensions of poverty, in alignment with SDG 1 – No Poverty.**

SAKARYA ÜNİVERSİTESİ

2025



SDG 2. ZERO HUNGER



SDG 2. ZERO HUNGER

2.2.1 Campus Food Waste Tracking

Sakarya University (SAU) has established an institutional waste management system aimed at the separation, monitoring, and reduction of waste generated across its campuses, including food waste from catering services. Waste management practices in university dining halls, cafeterias, and other food service facilities are implemented in accordance with the Sakarya University Zero Waste Directive.

Article 7 of the Zero Waste Directive, adopted by the University Senate on 4 November 2021, establishes requirements for the separate collection of organic waste and food leftovers generated in dining halls, cafeterias, and tea service areas. The same article also provides for regular monitoring of the Zero Waste Management System and the maintenance of records concerning waste quantities transferred to licensed facilities and the outcomes of waste management activities.



T.C.
SAKARYA VALİLİĞİ
Çevre ve Şehircilik İl Müdürlüğü

SIFIR ATIK

Belge No: TS/54/B2/6/4

Tarih: 12/01/2021

SIFIR ATIK BELGESİ
(Temel Seviye)

Adı : **SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ**
Adresi : **SAKARYA, Sakarya Üniversitesi Esentepe Kampüsü Kemalpaşa Mahallesi Üniversite Caddesi Rektörlük Binası 54050 , SERDİVAN, TÜRKİYE**
Vergi No : **7400019721**

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Sakarya University Zero Waste Certificate (Valid During the 2025 Reporting Period)

As part of the University's Zero Waste Practices, waste is separated by type, collected, and directed to appropriate recovery or disposal processes. These practices support the University's institutional approach to the systematic management of waste generated across its campuses.

Furthermore, **Article 9 of the Zero Waste Directive** provides for the preparation of an annual University Zero Waste Management Report. This reporting mechanism establishes an institutional framework for monitoring and evaluating waste management activities.

The University's **2025 Catering Service Technical Specification** also defines the responsibilities of the contracted catering provider regarding waste separation, collection, and zero waste practices. Accordingly, food service operations are incorporated into the University's institutional waste management framework.

Within this framework, Sakarya University has established institutional arrangements for the separate collection and monitoring of food waste generated by campus catering services. **Verification of food waste quantities and measurement records for the 2025 reporting period** remains necessary to assess the implementation outcomes of these practices.

2.3.1 Student Food Insecurity and Hunger Intervention Programme

Sakarya University (SAU) implements a **Meal Scholarship Programme** to reduce the difficulties students may face in accessing adequate and regular meals due to financial constraints. The programme constitutes a **regular and coordinated institutional support mechanism** aimed at reducing the risk of food insecurity among students through the identification of financial needs, evaluation of applications, selection of eligible beneficiaries, and provision of free meals.

Under the Sakarya University Meal Scholarship Directive, the programme aims to provide free lunch or dinner to academically successful students from low-income backgrounds. It is available to associate, undergraduate, and postgraduate students, helping to reduce the potential adverse effects of financial difficulties on their education.

As outlined on the University's Meal Scholarship Information Page, applications are announced each academic year and submitted through the university's student information system. Applications are evaluated according to established criteria, taking into account household income, family circumstances, and other socioeconomic indicators. This structured process enables the University to identify eligible students and provide targeted food assistance based on financial need.

For the **2025–2026 academic year**, meal scholarship applications were accepted through the Sakarya University Information System (SABİS) between **22 September and 1 October 2025**. Following the evaluation process, the meal scholarship results were officially announced on 8 October 2025. Eligible students were required to verify their declared information through supporting documentation, reinforcing the transparency and accountability of the programme.

Through its Meal Scholarship Programme, Sakarya University aims to **improve students' access to adequate and regular meals**, reduce the risk of food insecurity arising from financial hardship, and support the continuity of their education. The programme's implementation each academic year demonstrates the University's sustained and institutionally coordinated approach to addressing student hunger and food insecurity.

2.3.2 Student Hunger Interventions

Sakarya University (SAU) implements free meal support programmes and collaborative food assistance initiatives with local authorities to improve students' access to adequate and regular nutrition and reduce the risk of food insecurity arising from financial difficulties.

Through the University's Meal Scholarship Programme, students who require financial assistance and qualify for the scholarship are provided with free meals at university dining halls. The publication of the 2025–2026 academic year meal scholarship results demonstrates the continuation of this institutional support programme in 2025.



Another direct food assistance initiative available to students on campus is the **free soup distribution organised by Serdivan Municipality**. According to the municipality's official announcement, free hot soup is offered to students on weekday mornings at Sakarya University's campus. This initiative provides supplementary nutritional support and helps students access food during their daily academic activities.

During **Ramadan 2025**, communal iftar meals were also organised on Sakarya University's campus to provide students with access to free hot meals. As reported in the University's official announcement, *Sakarya University's Iftar Tradition Will Continue*, these iftar programmes were organised at the Campus Mosque and staff dining hall with contributions from Sakarya Metropolitan Municipality, Serdivan Municipality, Adapazarı Municipality, and charitable donors.



In its official announcement dated 4 March 2025, Sakarya Metropolitan Municipality confirmed that the campus iftar tent had begun operating and that meals prepared in the municipality's public kitchen were being served to students. This initiative, implemented throughout Ramadan, provided free hot meals to students from diverse socioeconomic and cultural backgrounds.

Through its institutional meal scholarship programme and free food assistance initiatives implemented on campus in collaboration with local stakeholders, **Sakarya University facilitates students' access to adequate nutrition and contributes to reducing the risks of hunger and food insecurity**.

2.3.3 Sustainable Food Choices on Campus

Sakarya University (SAU) provides **vegetarian-friendly, meat-free main course alternatives** alongside its standard menus in university dining halls to accommodate different dietary preferences among students and staff and promote access to plant-based food options.

According to the official statement of the Cafeterias and Catering Services Branch Directorate, meat-free main course options are available for vegetarian students in university dining halls. Furthermore, the University's Frequently Asked Questions page explains that students who prefer not to consume meat can request a meat-free main course directly from the food service staff.

The University **regularly publishes its meal menus and makes them publicly accessible** through the SABİS Monthly Meal Menu platform. These menus also include meat-free alternatives featuring legumes and vegetables, allowing students and staff to review available meal options in advance.

Through its **vegetarian-friendly meal alternatives, main course selection system, and publicly accessible meal menus**, Sakarya University supports access to plant-based food options and enables students and staff with different dietary preferences to benefit from university dining services.

2.3.4 Healthy and Affordable Food Choices on Campus

Sakarya University (SAU) supports students' and staff members' access to **healthy, balanced, and affordable food options**. As outlined in the University's 2025 Administrative Performance Programme, the University is committed to maintaining food services for students based on the principles of **affordability and high quality**.

Food services are managed by the University's Cafeterias and Catering Services Branch Directorate. Meal menus are prepared with the support of dietitians, taking into account students' daily energy requirements. The menus are designed to provide approximately **900–1,200 calories, excluding bread**, and offer four-course meals with a choice of main dishes. Food engineers monitor the quality certifications of ingredients and their compliance with technical specifications. The University also regularly publishes its daily and monthly meal menus, making them publicly accessible.

University dining services are provided at the student and staff dining halls on Esentepe Campus, as well as at the Faculties of Education, Medicine, and Dentistry and the Vocational School of Health Services. Students and staff access these services through a card-based automated system.

The University applies different meal contribution fees for students and staff, with the applicable rates published on the Meal Price List page of the Department of Health, Culture and Sports. This approach promotes transparency in meal pricing and supports consideration of students' financial circumstances.

Additionally, **Campus Kitchen (Kampüs Mutfak)**, opened by Sakarya Metropolitan Municipality in the university campus area in **2025**, provides students with a variety of affordable hot meal options prepared under hygienic conditions. According to the municipality's official announcement, the facility offers 12–15 different dishes daily. Under its student-specific pricing scheme in April 2025, soups were offered at TRY 15, traditional hot dishes at TRY 20, chicken dishes at TRY 25, and meat dishes at TRY 40.

According to Sakarya Metropolitan Municipality's 2025 service evaluation, Campus Kitchen provided approximately **105,000 student meal services between April and December 2025**. The same announcement stated that students could access a meal consisting of soup, rice, and a main dish for an average of TRY 75.

Through **nutritionally planned meals prepared under professional supervision, dining services across different campuses, publicly available meal prices, and affordable food alternatives in the campus area**, Sakarya University supports students' and staff members' access to healthy and economically accessible meals.

2.3.5 Staff Hunger Interventions

Sakarya University (SAU) implements institutional dining services and food assistance arrangements to support **academic staff, administrative personnel, and permanent workers in accessing adequate, regular, and affordable meals**. These practices aim to facilitate access to daily nutrition, reduce the financial burden of food expenses, and promote continued access to meals throughout the working day.

The University's dining services are coordinated by the Cafeterias and Catering Services Branch Directorate and provided through dining halls located on Esentepe Campus and other university campuses. Meal menus are prepared with the support of qualified professionals, taking nutritional requirements into consideration, and are regularly published through the publicly accessible SABİS Monthly Meal Menu. This system provides an institutional framework that supports employees' access to regular meals during the working day.

For academic and administrative personnel, access to dining services is supported through food assistance arrangements established under national public-sector regulations. In accordance with the 2025 Regulation on the Implementation of the Food Assistance Scheme for Civil Servants, institutional contributions and employee meal contributions are applied according to the relevant provisions. As indicated in Sakarya University's Meal Price List, meal contribution rates for academic and administrative personnel vary according to additional salary indicator levels and applicable remuneration criteria. This arrangement supports employees' access to university dining services through an established and publicly available pricing framework.

For permanent workers, support for meal expenses is also regulated through **collective bargaining agreements**. The First Collective Labour Agreement, signed between Sakarya University Rectorate and the Koop-İş Trade Union, explicitly includes meal allowances among employees' social and financial entitlements. The University's Second Collective Labour Agreement is also publicly available on its institutional website. Furthermore, the Frequently Asked Questions page of the Personnel Department provides information on the implementation of meal allowances for permanent workers. These arrangements demonstrate institutional mechanisms designed to contribute to employees' food-related expenses.

Through **food assistance arrangements for different employee groups, institutional dining services, and structured meal pricing practices**, Sakarya University facilitates staff access to regular meals and helps alleviate the financial burden of food expenses. These measures contribute to meeting employees' daily nutritional needs and support efforts to mitigate the risk of food insecurity among university staff.

2.5.1 Access to Food Security and Sustainable Agriculture Knowledge for Local Farmers

Sakarya University (SAU) supports local farmers and agricultural producers in accessing **scientific knowledge and technologies related to food security, sustainable agricultural practices, and the protection of agricultural production**. By sharing its academic expertise with local producers, the University aims to strengthen agricultural pest management, reduce crop losses, and contribute to the sustainability of regional agricultural production.

In this context, on **3 June 2025**, Sakarya University organised a farmer outreach event entitled "How to Combat the Brown Marmorated Stink Bug" in Paralı Village, Karasu District, as part of its Science Communication activities, with the support of Sakarya Metropolitan Municipality and the Paralı Village Headman's Office. During the event, Sakarya University faculty members Prof. Dr. Mustafa Zengin and Prof. Dr. Mustafa Arslan provided local farmers with scientific and practical information about the damage caused by the brown marmorated stink bug to agricultural crops, its spread, and methods for controlling the pest.

The knowledge shared with farmers included **the use of pheromone traps, monitoring of pest populations, and identification of appropriate pest management methods**. Particular emphasis was placed on controlling this pest, which threatens hazelnut, maize, and fruit production, and providing technical guidance to help farmers reduce agricultural losses. Through this initiative, the University's scientific expertise was translated into practical knowledge addressing challenges faced by local agricultural producers.

This initiative is further supported by research on locally developed pheromone trap technology for controlling the brown marmorated stink bug, conducted by Sakarya University academics. The pheromone traps developed through the University's research aim to reduce crop losses by facilitating pest monitoring and control while limiting reliance on chemical pest management methods. These studies contribute to connecting scientific research outcomes with sustainable agricultural practices.

Furthermore, Sakarya University academics contributed to the Sustainable Rural Development Workshop, held in Pamukova with the participation of local producers and agricultural sector representatives. The workshop provided an opportunity to share knowledge and exchange perspectives on agricultural production capacity, production risks, and sustainable farming practices.

Through **direct scientific knowledge sharing with local farmers, technological research on agricultural pest management, and activities involving agricultural producers**, Sakarya University facilitates access to knowledge related to food security and sustainable agriculture. These initiatives aim to support informed decision-making among local farmers, reduce agricultural losses, and strengthen the resilience of regional food production.

2.5.2 Events for Local Farmers on Sustainable Agriculture

Sakarya University (SAU) supports **farmer outreach events, scientific discussions, and workshops organised in collaboration with local stakeholders** to improve local farmers' and agricultural producers' knowledge of sustainable agricultural practices, food security, and agricultural production methods. By bringing academic expertise together with local producers, the University contributes to addressing agricultural challenges, promoting sustainable farming methods, and strengthening regional food production.

In this context, on **3 June 2025**, a farmer outreach event entitled "How to Combat the Brown Marmorated Stink Bug" was held in Paralı Village, Karasu District, as part of Sakarya University's Science Communication activities, with the support of Sakarya Metropolitan Municipality and the Paralı Village Headman's Office. During the event, Sakarya University faculty members Prof. Dr. Mustafa Zengin and Prof. Dr. Mustafa Arslan met with local farmers

to discuss the impact of the brown marmorated stink bug on agricultural crops, its spread, and appropriate pest management methods.

The event provided practical information on **the use of pheromone traps, monitoring of pest populations, and effective pest control strategies**. Focusing particularly on reducing crop losses in hazelnut, maize, and fruit production, the programme helped raise farmers' awareness of scientifically informed agricultural pest management practices.

Furthermore, in **2025**, Sakarya University academics participated in the Sustainable Rural Development Workshop, hosted by Pamukova Municipality, alongside representatives of the Chamber of Agriculture, the District Directorate of Agriculture, and local producers. The workshop addressed Pamukova's agricultural production capacity, existing production challenges, risk management, and sustainable farming practices. Participants discussed potential solutions for integrating scientific methods into agricultural production, promoting modern farming practices, and supporting local producers.

Through these activities, Sakarya University facilitates **knowledge exchange and collaboration among local farmers, academics, public institutions, and agricultural sector representatives**. Farmer outreach events and multi-stakeholder workshops contribute to promoting sustainable agricultural practices, raising awareness of agricultural production risks, and supporting efforts to strengthen regional food security.

2.5.3 Access to University Facilities for Local Farmers and Food Producers

Sakarya University (SAU) supports local farmers, agricultural producers, and food industry stakeholders by facilitating access to scientific knowledge, research infrastructure, specialised laboratories, and technical expertise. Through cooperation between academic researchers and local producers, the University contributes to the application of scientific methods, innovative technologies, and sustainable practices in agricultural and food production.

Under academic supervision and in accordance with laboratory safety procedures, cooperation with local farmers and food producers can involve relevant research facilities, technical equipment, and specialised technologies. These include research capabilities associated with plant tissue culture, food biotechnology, dairy technology, food microbiology, food packaging and preservation, and sustainable food processing.

The University's Department of Food Engineering Laboratories provides scientific infrastructure supporting food microbiology, product development, food processing, packaging, preservation technologies, and quality assessment. These facilities enable research and technical activities aimed at addressing production challenges, improving food quality and safety, and exploring more sustainable processing methods.

Through academic collaboration, local producers can engage with university researchers to explore practical applications of laboratory research, including product and process development, microbiological testing, quality assessment, packaging technologies, shelf-life studies, and food preservation methods. Such cooperation helps connect scientific knowledge with the technical needs of agricultural producers and food businesses.

Furthermore, the Food Analysis Laboratory, operating within Sakarya University's Department of Food Engineering, offers advanced analytical capabilities for evaluating the physical and chemical characteristics of food products. These include analyses of protein content, fatty acid composition, sugars, dietary fibre, antioxidant activity, and other quality-related parameters. The laboratory uses analytical technologies such as gas chromatography, high-performance liquid chromatography (HPLC), and spectrophotometry to support scientific assessment and product evaluation.

Sakarya University also encourages knowledge exchange between academics, local farmers, food producers, and agricultural stakeholders. Through research activities and technical collaboration, producers can benefit from scientific expertise relevant to improving production processes, addressing food safety challenges, developing innovative products, and adopting environmentally responsible practices.

By connecting its laboratory infrastructure, specialised equipment, and academic expertise with the needs of local agricultural and food producers, Sakarya University supports the transfer of scientific knowledge into practical applications. These activities contribute to food quality improvement, sustainable production practices, innovation, and the development of a more resilient regional food system.

2.5.4 Sustainable Food Procurement

Sakarya University (SAU) adopts institutional procurement policies aimed at supporting the local economy, reducing the environmental impact of supply chains, and promoting sustainable purchasing practices. This approach also provides a sustainability-oriented framework for food procurement processes associated with the University's catering services.

The University's **Sustainable Purchasing Policy**, published on its Institutional Values and Policies page, identifies **prioritising local suppliers** as one of its key principles. The policy aims to support the local economy, reduce carbon emissions associated with transportation, promote environmentally friendly products, and encourage the efficient use of resources.

Furthermore, Sakarya University encourages collaboration with suppliers and contractors to promote sustainability principles throughout its supply chain. This institutional approach provides a policy framework for considering **local sourcing, environmental impacts, and sustainability criteria** in the procurement of food products used in university catering services.

Through its **procurement policy prioritising local suppliers, environmentally responsible purchasing practices, and commitment to sustainable supply chains**, Sakarya University supports responsible procurement. These principles aim to contribute to local agricultural production, reduce the environmental impact of food supply chains, and promote the development of more sustainable food systems.

SAKARYA ÜNİVERSİTESİ

2025



SDG 3. GOOD HEALTH AND WELL-BEING



SDG 3 - GOOD HEALTH AND WELL-BEING

Sharing Sports Facilities with the Local Community

Sakarya University provides free access to its sports facilities and activity areas for the local community, extending the use of university infrastructure beyond its students and staff. Access to its social and activity areas is free and open to the public. Local institutions and sports clubs can also use the University's activity areas to organise sports activities.

The University provides outdoor sports facilities with a total area of 11,695 m², including football pitches, tennis courts, basketball courts and volleyball courts, along with 280 m² of indoor support facilities for changing and showering. Access to open sports facilities is organised through the University's SABİS system under the "SKS Sports Reservation" service.

By making sports facilities available beyond the campus community, Sakarya University supports opportunities for local residents and community organisations to participate in physical activity and sport. This facility-sharing approach contributes to community access to recreational infrastructure and promotes active lifestyles and physical well-being.

National Health Services Collaboration – Hospital School Project

Sakarya University has established and maintained a formal collaboration with the Sakarya Provincial Directorate of Health, a public health authority in Türkiye, through the Hospital School Project. This collaboration provides health and well-being support to children receiving hospital treatment at the Paediatric Oncology Department of Sakarya Training and Research Hospital (SEAH).

The programme combines university-based educational and social support with the healthcare environment. During the 2025 spring semester, the 13-week programme offered activities such as memory games, sports, music workshops, and educational games for children undergoing treatment. The programme continued during the 2025–2026 academic year with a further 10-week programme that included handicraft workshops, music performances, puppet activities, and creative imagination workshops.

The collaboration directly benefits children receiving medical treatment in a hospital setting by supporting their psychological well-being, social participation, motivation and continuity of educational and developmental activities during treatment. Sakarya University students and student societies actively contribute to the delivery of these activities in cooperation with the public health authority.

This is a sustained local and national collaboration between a university and a public health institution that provides direct health-related support for well-being to a vulnerable patient group.



Figure 1. Hospital School Project

National Health and Rehabilitation Collaboration – Sevgiye Engel Yok Project

Sakarya University has established a continuing collaboration with the Sakarya Provincial Directorate of Family and Social Services, a public social services authority in Türkiye, through the "Sevgiye Engel Yok" (No Barrier to Love) project.

The collaboration is implemented at the Sakarya Day Care, Rehabilitation and Family Counselling Centre, providing social, well-being and rehabilitation-oriented support to individuals receiving care and services at the centre. The project has been implemented over two consecutive years, demonstrating a sustained institutional partnership rather than a one-time activity.



Figure 2. “Sevgiye Engel Yok” (No Barrier to Love) project.

During the 2025 spring semester, the programme delivered 19 activities involving Sakarya University students and student societies. Activities included art, music, photography, hand-skills, educational games, memory activities and other structured social and developmental activities. The collaboration continued during the 2025–2026 academic year with a further 10-week programme including music, theatre, educational games and recycling workshops.

The partnership supports the well-being, social participation, rehabilitation and quality of life of individuals receiving social and care services. University students contribute directly to programme delivery in cooperation with the public service institution.

This represents a local and national university–public service collaboration addressing the well-being and rehabilitation needs of a vulnerable community group.

National Health and Well-being Collaboration – Bir Tatlı Huzur Project

Sakarya University collaborates with the Sakarya Provincial Directorate of Family and Social Services, a public social services authority in Türkiye, through the “Bir Tatlı Huzur” (A Peaceful Sweetness) intergenerational programme.



Figure 3. “Bir Tatlı Huzur” (A Peaceful Sweetness) intergenerational programme.

The programme was implemented at Hendek Melek Nişancı Nursing Home as a 10-week university–public service collaboration involving university students and older adults receiving residential care. The programme aims to strengthen the health, well-being, social participation and quality of life of older adults.

Activities included ceramic workshops, wood-painting activities, information competitions and health screenings. These activities combined social interaction and participation with direct health-related support for older residents.

The collaboration enables Sakarya University students to work directly with older adults in a public residential care setting and contributes to their social and health-related well-being.

This represents a local and national collaboration between a university and a public social services institution, with direct benefits for older adults receiving institutional care.

National Public Health Collaboration – Suicide Prevention and Mental Health Awareness

Sakarya University collaborated with the Serdivan District Health Directorate, a public health authority in Türkiye, to deliver a mental health and suicide prevention awareness programme for university students, academic staff and administrative personnel.

The programme was delivered by a psychologist from the Mental Health Unit of the Serdivan Healthy Life Centre and focused specifically on suicide prevention among university students. The programme addressed mental health risks, warning signs, depression, suicide prevention, access to professional psychological support, referral mechanisms and the reduction of stigma associated with mental health.

The collaboration connects the university community directly with a public health service provider and increases awareness of available professional mental health services and referral pathways. It therefore contributes to mental health promotion, suicide prevention, early recognition of psychological risks and access to appropriate professional support.



Figure 4. Suicide prevention awareness programme for university students, academic staff and administrative personnel

This represents a national collaboration between a university and a public health authority addressing a significant public health and mental health issue among the university population.

Global Health Collaboration – Sakarya University and Samarkand State Medical University

Sakarya University established a formal international collaboration in the field of health and medical education with Samarkand State Medical University in Uzbekistan, a specialised medical university.

The institutional cooperation protocol provides a framework for academic exchange, joint scientific activities, short-term academic programmes and collaborative activities in the health field. The partnership connects Sakarya University with an international medical institution and creates opportunities for knowledge exchange, joint activities and cooperation in health and medical education.

The collaboration strengthens Sakarya University's global engagement in the health sector by establishing an institutional partnership with a foreign medical university and creating a framework for sustained international cooperation.

This represents a global collaboration between a university and a medical university in the health field, extending Sakarya University's health-related institutional partnerships beyond Türkiye.



Figure 5. Sakarya University established a formal international collaboration in the field of health and medical education with Samarkand State Medical University in Uzbekistan

Campus Healthcare Services and Healthcare Access Agreements for University Staff, Students and Their Families

Sakarya University supports access to healthcare through free on-campus medical services and institutional discount agreements with external healthcare providers. The university's on-campus medical service is available free of charge to both university staff and students, helping them access healthcare support without direct service fees.

In addition, Sakarya University has established discount agreements with external providers, including dental hospitals, optical providers and hearing aid providers. These agreements enable university staff and their first-degree family members to access eligible healthcare services and health-related products at discounted rates, helping reduce out-of-pocket costs and improve access to dental care, vision care and hearing-related support.

The agreements and relevant protocols are publicly available on the university's official website, providing transparent and verifiable evidence of the university's arrangements with external providers. Together, the free campus medical service and the discount agreements demonstrate Sakarya University's commitment to facilitating access to healthcare, supporting preventive health and well-being, and extending healthcare-related benefits to its staff, students and their families. The external agreements also demonstrate collaboration with healthcare and related service providers to improve access to healthcare services and products.

Health Outreach Programmes for Local Communities

Sakarya University delivers community outreach and public awareness activities to promote health and well-being among local communities in Sakarya, Türkiye. Through its Science Communication Office, academic staff and student-led initiatives, the University shares accessible, evidence-based information on health-related topics with members of the public and school communities.

Key activities include:

- ***Food Safety and Nutrition Awareness*** – "Reading Food Labels Can Save Lives": A public science communication session covering food safety, food literacy, food labelling, food waste, cross-contamination and safe food handling. The session provided practical information to help participants make informed food choices and reduce food-related health risks.



Public evidence: https://haber.sakarya.edu.tr/etiket-okumak-hayat-kurtarabilir

- ***Mental Health and Stress Management:*** A science communication session delivered by a specialist psychologist from Sakarya University's Mediko service for students at Prof. Dr. Tansu Çiller Vocational and Technical Anatolian High School. The session addressed examination anxiety, stress management, emotional awareness, psychological resilience and practical coping techniques.



Public evidence: https://haber.sakarya.edu.tr/snav-kaygs-ve-stresle-baa-kma-yollar-ele-alnd

- ***Autism Awareness and Early Identification:*** A public awareness session at Sakarya Metropolitan Municipality's Social Development Centre. The programme explained autism spectrum differences, early developmental signs, the importance of early identification and specialised education, family support, and inclusive attitudes towards autistic children.

Public evidence: https://haber.sakarya.edu.tr/otizm-hastalik-degil-farkliliktir-h109429

These outreach activities extend the University's health and well-being knowledge beyond campus, reaching local residents and school communities through practical health information, prevention-oriented education, and awareness-raising.

Health and Well-being Outreach for Disadvantaged and Vulnerable Groups

Sakarya University conducts community outreach programmes to promote health-related well-being, social participation and quality of life among vulnerable groups in Sakarya, Türkiye. These programmes combine student volunteering, academic expertise and community engagement to support people who may face additional barriers to participation, social interaction or well-being.

1. Hospital School Project – Children Receiving Cancer Treatment

In collaboration with the Sakarya Provincial Directorate of Health, Sakarya University runs the Hospital School Project at Sakarya Training and Research Hospital's Paediatric Oncology Department. The programme provides educational, creative and social activities for children receiving hospital treatment. During the spring semester of 2025, the programme ran for 13 weeks and included memory games, sports activities, music workshops and educational

games. It continued during the 2025–2026 academic year with a further 10-week programme featuring handicrafts, music, puppet activities and creative workshops. These activities aim to support children's emotional well-being, motivation and social interaction during treatment.



Public evidence: https://haber.sakarya.edu.tr/hastane-okulu-projesi-bahar-dnemi-tamamland

2. Sevgiye Engel Yok – Individuals with Disabilities and Special Needs

Sakarya University works with the Sakarya Provincial Directorate of Family and Social Services through the "Sevgiye Engel Yok" project at the Sakarya Day Care and Rehabilitation Centre. During the spring semester of 2025, the programme delivered 19 activities, including art, music and photography workshops, memory games, educational games and activities supporting practical skills. A further 10-week programme took place during the 2025–2026 academic year. Student volunteers support social interaction, inclusion, participation and well-being among individuals receiving care and rehabilitation services.



Public evidence: https://haber.sakarya.edu.tr/sevgiye-engel-yok-projesi-bahar-dnemi-tamamland

3. Bir Tatlı Huzur – Older Adults in Residential Care

Sakarya University collaborates with the Sakarya Provincial Directorate of Family and Social Services through the “Bir Tatlı Huzur” programme at Hendek Melek Nişancı Nursing Home. The 10-week programme brings university students and older residents together through intergenerational activities, including ceramic workshops, wood-painting activities, information competitions and health screenings. The programme promotes social participation, interaction between generations and the well-being of older adults living in residential care.



Public evidence: https://haber.sakarya.edu.tr/kuaklar-bulutur an-bir-tatl-huzurda-gz-dnemi-tamamland

Together, these programmes demonstrate sustained university outreach to vulnerable groups, with activities tailored to the needs of children receiving medical treatment, individuals with disabilities and older adults in residential care. Student volunteers and university units contribute directly to the delivery of activities that promote well-being, inclusion and community participation.

Health-Access Engagement with Migrant Communities (2025)

In 2025, Sakarya University contributed to improving healthcare access for migrant communities through an applied, community-engaged research project on communication barriers faced by Arabic-speaking foreign patients in Türkiye. Supported by the University's Scientific Research Projects Coordination Office (project 2024-25-55-22), the study surveyed

420 Arabic-speaking foreign patients residing in nine provinces across the TR1 and TR4 regions. Published on 31 August 2025, the findings showed that 87.14% had insufficient Turkish proficiency and only 13.81% had accessed professional interpreting services. The research examined telephone interpreting as a means of reducing communication barriers, delayed care and unequal access to public healthcare. Complementing this work, Sakarya University's Mediko-Social Centre provides on-campus medical and psychological support to students. Together, these activities contribute to understanding healthcare needs and promoting accessible health services for culturally and linguistically diverse communities.

Students Access to Health-Care Services

Institutional access to student health services

Sakarya University provides access to health care through its on-campus Medico-Social Centre and established referral pathways to specialist providers. Its official Students' Access to Health-Care Services statement explicitly includes confidential sexual and reproductive health support within routine student provision. It describes clinical counselling, prevention-related information, timely assessment and referral for specialist care when indicated, under confidentiality safeguards. This institutional arrangement forms the basis for student access to sexual and reproductive health care. University statement

Medico-Social Centre: first contact and onward referral

The Medico-Social Centre provides students with polyclinic and preventive health services, psychological counselling and guidance, and connections to other healthcare providers. The university's public service description lists general examinations, laboratory and vaccination-related services and indicates that students can request examination without a prior appointment. For needs requiring specialist assessment, the university's published health-access pathway describes referral to the training and research hospital. The centre is therefore a practical entry point for students seeking advice and appropriate onward care, including sensitive health concerns. Official Medico-Social service description

Sexual and reproductive health information and education

In the 2025–2026 academic curriculum, specialised learning opportunities provide structured information on sexual health, reproductive rights, contraception and family planning. Documented course examples include:

- **Sexual Health Education (RPD 001):** sexual health knowledge, misconceptions, protective measures, informed decision-making and safer sexual behaviour. Course entry
- **Reproductive Health and Family Planning (SHE 310):** reproductive health and rights, contraception, family-planning counselling and reproductive health issues across life stages. Course entry
- **Reproductive Health (EBE 226):** reproductive health services, rights, determinants of reproductive health and approaches to health challenges. Course entry
- **Family Planning Counselling (HMS 548):** counselling methods, infection prevention, contraception and delivery of family-planning information. Course entry

Documented student-facing outreach in 2025

On 21 October 2025, the Sakarya Provincial Directorate of Family and Social Services provided information directly to students during Sakarya University's student-society introduction week. Its on-campus stands covered family education, family counselling, individual counselling and related support services. This activity complements the university's clinical and curricular provision by making family-related support information accessible to students; it is not presented here as a specialist sexual-health clinic. Official provincial announcement

Contribution to SDG 3.3.4

Together, the documented institutional healthcare pathway and student education resources show that Sakarya University provides routes to confidential sexual and reproductive health advice, first-line health assessment and referral, alongside subject-specific learning on sexual health and family planning. For the 2025 evidence year, the university's established clinical access framework is documented alongside the 2025–2026 curriculum and the dated student-facing information activity delivered on campus in October 2025.

Students Access to Mental Health Support

Sakarya University provides students with access to free, professional psychological counselling through its Medico-Social Centre and Psychological Counselling and Guidance Services. The service aims to support students' emotional well-being, help them manage psychological difficulties and encourage them to seek assistance when needed.

Accessing Psychological Support

Students can request appointments with the University's psychologists through the official Psychological Counselling and Guidance Services (PDR) contact channels. The University also provides a telepsychology option, allowing students to access counselling remotely.

Psychological consultations are free of charge for students. Students can find the current contact details and appointment instructions on the Medico-Social Centre's Psychological Counselling and Guidance Services page. Information about the service and appointment arrangements is also available on the Centre's Frequently Asked Questions page.

https://mediko.sakarya.edu.tr/tr

Prevention, Awareness and Well-being Activities

In addition to individual counselling, Sakarya University promotes mental well-being through educational and awareness-raising activities.

In 2025, the University organised a Self-Compassion Workshop, led by a specialist psychologist, that encouraged students to develop psychological awareness, self-understanding, and a more compassionate approach towards themselves in challenging situations.



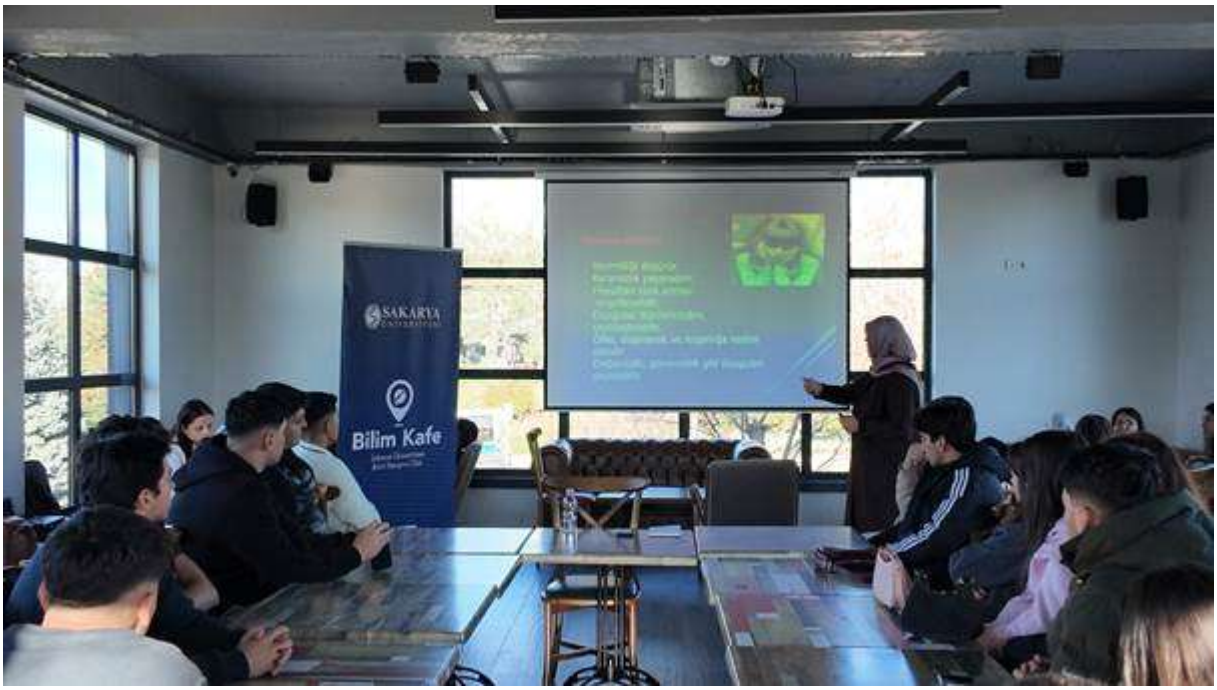
https://haber.sakarya.edu.tr/saude-z-efkat-atlyesi-sreci-deerlendirildi?

The University also hosted the “Not Suicide, but Hope” programme in collaboration with the Serdivan District Health Directorate. The programme raised awareness of suicide prevention, warning signs and the importance of professional support.



https://haber.sakarya.edu.tr/nt-nleme?

Other activities addressed stress management, anxiety and practical techniques for improving focus and emotional regulation. These initiatives complement individual counselling by helping participants recognise psychological challenges and learn strategies for coping with everyday stress.



https://haber.sakarya.edu.tr/snav-kaygs-ve-stresle-baa-kma-yollar-ele-alnd?

Through free psychological counselling, remote access options, and preventive awareness activities, Sakarya University seeks to make mental health support accessible and to foster a supportive university environment.

Smoke-Free Campus and Policy

Sakarya University implements a formal Smoke-Free Air Policy to protect students, staff, visitors and other members of the university community from the harmful effects of tobacco use and second-hand smoke. The policy is governed by the University's Senate-approved Smoke-Free Air Directive, adopted on 4 October 2024, and applies to indoor and outdoor university campus areas.

Policy and Implementation

Smoking and the use of tobacco products are permitted only in designated smoking areas. All other campus areas are non-smoking zones. In particular, smoking is prohibited at building entrances and within the surrounding areas specified by the Directive.

The Directive establishes requirements for visible warning signs, designated inspection responsibilities and administrative sanctions for violations. These measures provide a formal framework for implementing the policy and promoting compliance across campus.

The University publishes a campus map of designated smoking areas to help students, staff and visitors identify where smoking is permitted. The Smoke-Free Air Directive is also available online.

Prevention and Health Awareness

Sakarya University supports the smoke-free policy through its Smoke-Free Campus initiative and institutional efforts to prevent tobacco-related harm. The University's Smoke-Free Campus project explains the objectives of reducing second-hand smoke exposure, improving the campus environment and encouraging healthier lifestyles.

In 2026, the University's Addiction Prevention Application and Research Centre also emphasised the importance of implementing the Smoke-Free Campus Application Guide, developed through cooperation among the Ministry of Health, the Council of Higher Education, and the Turkish Green Crescent Society. The guidance highlights the importance of reducing tobacco use, expanding smoke-free areas, raising awareness and strengthening support for tobacco cessation.

Through a formal policy, designated smoking areas, visible information and institutional prevention efforts, Sakarya University promotes a healthier campus environment and seeks to protect its community from involuntary exposure to tobacco smoke.

Staff Access to Mental Health Support

Sakarya University supports the mental well-being of its employees through psychological counselling and guidance services provided by the Medico-Social Centre. University employees can access the Centre's health services, including psychological counselling. Psychological consultations are provided free of charge and arranged by appointment.

Psychological Counselling and Guidance

The Medico-Social Centre provides psychological counselling and guidance as part of its institutional health services. These services provide staff with a point of access to psychological support and guidance. Further information on the service and appointment arrangements is available through the Medico-Social Centre's official website and its frequently asked questions page.

Staff Well-Being Activities in 2025

Alongside access to counselling, Sakarya University organised activities to promote psychological awareness, self-care and resilience among employees.

The Cinema Therapy workshop was organised jointly by the Personnel Department's In-Service Training Branch and the Medico-Social Branch. It began in February 2025 and concluded in June, with sessions held at regular intervals. Led by a clinical psychologist, the workshop used cinema as a supportive tool for reflection on emotional, cognitive and behavioural experiences.

In December 2025, the University held the Self-Compassion and Self-Care workshop in three sessions. Organised by the Personnel Department and the Medico-Social Branch, the programme focused on personal awareness, self-compassion and psychological resilience. Activities included breathing exercises, mindfulness practices, art-based exercises and opportunities for participants to reflect on their experiences.



https://haber.sakarya.edu.tr/sakarya-niversitesinde-sinema-terapi-atlyesi-tamamland



https://haber.sakarya.edu.tr/sau-personeline-z-efkat-atlyesi

Through its psychological counselling services and staff well-being activities, Sakarya University demonstrates an institutional commitment to supporting employees' mental health, strengthening coping resources and fostering a healthier working environment.

SAKARYA ÜNİVERSİTESİ

2025



SDG 4. QUALITY EDUCATION



SDG 4 - QUALITY EDUCATION

4.3.1 Public access to educational resources

Reporting period 1 January – 31 December 2025

Free online educational resources

Sakarya University supports access to educational resources for **people who are not enrolled at the University** through open digital collections and publicly available learning materials. The Library and Documentation Department's 2025 Activity Report records **11,538 full-text publications** available through the Institutional Open Academic Archive. The report also identifies these resources as accessible to people who do not study at the University. This figure represents the reported stock of accessible resources in 2025. [1]

A dated example is the April 2025 issue of the Sakarya University Journal of Education. External readers can read and download all seven research articles **free of charge** under the journal's published access policy. This issue provides a direct route to educational research for teachers and other readers outside the University. [13]

The Library maintains a public directory of **open-access databases**, providing routes to freely accessible scholarly and educational information. It also publishes online user-training materials. A specific example is the recording linked from its official announcement following the training session held on 22 July 2025, which explains the use of clinical information resources. [3, 5] The FAQ also confirms that the Library's educational videos can be watched **free of charge**. [2]

ILA Talks advertised a free online session for practising preschool educators on 1 October 2025. Its announcement named Sakarya University as a partner, identified an SAÜ lecturer and offered participating educators a bilingual digital certificate. [14, 15]

The University Library's publicly accessible digital portal (kutuphane.sakarya.edu.tr) provides open access to a range of language learning resources including the '50 Languages', BBC Learning English, and Open Culture platforms. The portal additionally offers a Virtual Library gateway linking to open courseware, encyclopaedias, and digital archives, as well as the University's Open Academic Archive, which makes research outputs freely available to external users [6].

Kriterler	Sayı /Oran	
	2024	2025
Üniversite kütüphanesinde öğrenci başına düşen basılı kitap sayısı	5,31	5,60

Tablo 30. Üniversite İzleme ve Değerlendirme Verileri

YÖKSİS- Üniversite Kütüphaneleri Veri Toplama Sistemi verileri kullanılmıştır.

Kriterler	Sayı /Oran	
	2024	2025
Kütüphanelerde kamu erişimi (Kitaplar ve yayınlar dahil olmak üzere) sağlanan açık erişimli yayın sayısı	11.202	11.538
Halka açık kaynak (Üniversitede okumayanlar için erişim sağlanan eğitim kaynakları) sayısı	11.202	11.538

Tablo 31. THE-Times Higher Education Verileri

THE-Times Higher Education verileri, SAÜ Kurumsal Açık Akademik Arşiv sisteminden alınarak hazırlanmıştır.

5.3. Kullanıcı Hizmetleri Şube Müdürlüğü

Kullanıcı Hizmetleri Şube Müdürlüğü, bilgi kaynaklarından ve kütüphaneden kullanıcıların en verimli şekilde yararlanmalarını sağlamak amacıyla eğitimler düzenlemektedir. Bunun için sosyal medya, kütüphane web sayfası ve e-posta gibi çeşitli araçlar kullanılmaktadır. Ödünç verme/iade alma işlemleri ise basılı yayınlar, bilgisayar ve üniversitelerarası ödünç verme işlemleri üç başlık altında toplanmıştır.

Kullanıcı anketleri, Kütüphane Hizmetlerinin Değerlendirilmesi Anketi %85,05 ve Kütüphane Kullanıcı Eğitimi Değerlendirilmesi Anketi %89,67 oranı ile sonuçlanmıştır.

5.3.1. Bilgi Hizmetleri Eğitim ve Tanıtım Birimi

Kütüphane kullanıcılarının kütüphane hizmetlerinden daha etkin ve verimli yararlanabilmeleri amacıyla oryantasyon programları, elektronik veri tabanlarına erişim eğitimi ve uygulamalı kullanıcı eğitimleri sunulmaktadır. Satın alınan, abone olunan ve ücretsiz erişilebilen elektronik veri tabanları kütüphane web sayfası aracılığıyla kullanıcıların hizmetine sunularak, kütüphane ve bilgi kaynaklarının kullanımı hakkında bilgilendirme ve tanıtım hizmetleri yürütülmektedir.

2021 yılında başlatılan ve bu yıl beşincisi düzenlenen *"İki Dönem Arası, Kütüphane Molası"* adlı etkinlik, Üniversitemiz mensuplarının çocuklarına (anaokulu–ilkokul, ortaokul ve lise düzeyleri) yönelik olarak gerçekleştirilmektedir. Bu etkinlik ile personel çocuklarının hayat boyu öğrenmeye hazırlanması ve kuruma aidiyet duygusunun güçlendirilmesi amaçlanmaktadır. Etkinlik kapsamında her yaş grubuna özel olarak Kütüphane Oryantasyon Eğitimi verilmekte; geleceğin üniversite öğrencilerine kütüphane hizmetleri, kaynak kullanımı ve kütüphane kuralları konusunda farkındalık kazandırılmaktadır.

2025-2026 Öğretim Dönemi için üniversite aday öğrencilerine yönelik gerçekleştirilen Tanıtım Günleri ile 2025-2026 Güz Döneminde düzenlenen öğrenci toplulukları tanıtım günlerinde, kütüphane hizmetlerini tanıtmak amacıyla bilgilendirme standı kurulmuştur. Stant aracılığıyla aday ve mevcut öğrencilere kütüphane hizmetleri, kaynaklar ve kullanım olanakları hakkında bilgilendirme yapılmıştır.

5.3.2.Tanıtım Birimi

Kütüphane hizmetleri ve koleksiyonların tanıtımı ile düzenlenen eğitimlere ilişkin bilgilendirme süreçleri düzenli olarak yürütülmektedir. Bu kapsamda, web sayfası ve sosyal medya kanalları

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Figure 1. Original 2025 Library Activity Report, PDF page 15 (printed page 14), including Table 31 on resources accessible to non-students. Source [1]

Gösterge Türü	Gösterge Adı	2024	2025
Süreç Faaliyetleri	Bağış yoluyla gelen Türkçe dergi/gazete sayısı	37	36
	Abone olunan basılı süreli yayın sayısı	0	0

Tablo 26. Süreli Yayınlar Birim Faaliyetleri

5.2.4. Kurumsal Akademik Açık Arşiv Birimi

Sakarya Üniversitesi mensubu araştırmacıların yaptığı akademik çalışmaların ve araştırmaların arşivlenmesi, yönetilmesi ve istatistiki verilerinin düzenlenmesi gibi işlemleri yürüten birimdir. Bu birim, araştırmacıların eserlerinin düzenli bir şekilde depolanmasını, erişime açılmasını ve akademik katkılarının takip edilmesini sağlamaktadır. Aşağıda, Kurumsal Akademik Açık Arşiv verileri ile ilgili detaylı bilgiler yer almaktadır.

Gösterge Türü	Gösterge Adı	2024	2025
Süreç Faaliyetleri	Akademik Arşiv Üst Veri Bilgileri Bulunan *(WoS, Scopus, PUBMed, TR-Dizin)* Açık Erişim Yayın Sayısı	14.422	14.424
	Tam Metin Erişime Açık Olan Yayın Sayısı	11.202	11.538

Tablo 27. Kurumsal Akademik Açık Arşiv Birim Faaliyetleri

5.2.5. Dijitalleştirme Birimi

SAÜ Kurumsal Açık Akademik Sistemi'nde ve Sakarya Koleksiyonu'nda, kullanıcıların erişimine sunulması amacıyla 5846 Sayılı Fikir ve Sanat Eserleri Kanunu çerçevesinde dijitalleştirme çalışmaları yürütülmektedir.

Gösterge Türü	Gösterge Adı	2024	2025
Süreç Faaliyetleri	Dijitalleştirilen Kitap Sayısı	104	106
	Kitapların Düzenlenen Sayfa Sayısı	10.650	20.824
	Dijitalleştirilen Süreli Yayın Sayısı	1	0
	Dijitalleştirilen Fotoğraf Sayısı	5.500	250

Tablo 28. Dijitalleştirme Birim Faaliyetleri

5.2.6. İstatistik ve Raporlama Birimi

Kütüphane süreç verileri, ulusal ve/veya uluslararası kurumların talep ettiği veriler, akademik birimlerin akreditasyon süreçleriyle ilgili kütüphane verileri, ilgili birimlerin talepleri doğrultusunda hazırlanmaktadır. Bu veriler, ilgili platformlara giriş yapılarak ya da resmi yazı ekinde ilgili kurum ve kuruluşlara gönderilmektedir. İstatistik ve Raporlama biriminin hazırladığı veriler aşağıdaki Tablo 29'da gösterilmiştir.

Gösterge	Periyodu
Birim Performans Hedef ve Gerçekleşen Değerleri	6 Aylık
Birim Stratejik Hedef ve Gerçekleşen Değerleri	Yıllık
İdari Birim Faaliyet Raporu	Yıllık
Kurumsal Akademik Arşiv Formu	Yıllık
Performans Göstergesi Gerçekleşmeleri İzleme Formu	3 Aylık
TÜİK-Üniversite Kütüphaneleri Yıllık İstatistik Formu	Yıllık
YÖKAK Raporu Verileri	Yıllık
YÖKSİS-Kütüphane Bilgi Formu	Yıllık

Tablo 29. İstatistik ve Raporlama Birimi Kütüphane Paylaşım Verileri

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Figure 2. Annual activity report on library collections and online resources. PDF p. 14. Source [1]

Library access for external users

The Library's published FAQ, accessed on 6 November 2026, confirms that visiting researchers may consult information resources on site **free of charge**, **without borrowing rights**. Primary, secondary and high-school classes may visit with their teachers by prior appointment for a library orientation of up to one hour. Appointments can be requested at kutuphanekullanici@sakarya.edu.tr or by telephone on +90 264 295 6992 / +90 264 295 5363. [2]

Sakarya University | Library and Documentation Department

Public FAQ | Transcribed source excerpt

Misafir araştırmacılar kütüphanemizdeki bilgi kaynaklarından ücretsiz olarak yararlanabilir; ancak bu kaynakları ödünç alamaz, yalnızca kütüphane içinde kullanabilirler.

Source [2] | Accessed 6 November 2026

Figure 3. Free on-site use by visiting researchers, with no borrowing rights. Transcribed excerpt from the Library FAQ, accessed 6 November 2026. Source [2]

Documented external engagement in 2025

The 2025 Library Activity Report records **58 user-training sessions**, including **22 library orientation sessions** for groups from outside the University. It also records the publication of online training recordings on the Library's official video channel. [1]

üzerinden kütüphane hizmetleri ile bilgi kaynaklarının kullanımı hakkında bilgilendirme ve tanıtım faaliyetleri gerçekleştirilmekte; bu amaçla hazırlanan dokümanlar yayımlanmaktadır

Gösterge Türü	Gösterge Adı	2024	2025
Süreç Faaliyetleri	Sosyal medya takipçi sayısı	5.918	6.548
	Sosyal medya paylaşım sayısı	1.533	1.532

Tablo 32. Tanıtım Birim Faaliyetleri

5.3.3.Eğitim Birimi

Kütüphane kullanıcılarının kütüphaneyi daha etkin ve verimli kullanabilmeleri ile hayat boyu öğrenme süreçlerinin desteklenmesi amacıyla çeşitli eğitimler düzenlenmektedir. Bu eğitimler; oryantasyon programları, genel kullanıcı eğitimleri ile anabilim ve bilim dallarına yönelik alan özelinde planlanan eğitimler şeklinde çeşitlilik göstermektedir.

Gösterge Türü	Gösterge Adı	2024	2025
Süreç Faaliyetleri	Düzenlenen kullanıcı eğitim sayısı	49	58
	Kullanıcı eğitimi alan kullanıcı sayısı	8.556	8.615

Tablo 33. Eğitim Birim Faaliyetleri

Kütüphane kullanıcılarının kütüphaneyi daha etkin kullanabilmeleri amacıyla verilen eğitimler, türlerine göre sınıflandırılmış olup sayısal verilere Tablo 33'te yer verilmiştir. Çevrimiçi olarak düzenlenen eğitimler Google Meet ve benzeri platformlar üzerinden gerçekleştirilmiş; eğitimlere ait video kayıtları ise kütüphanenin resmî YouTube sayfasında yayımlanmıştır.

Eğitimin Türü	Eğitim Sayısı	
	Çevrimiçi	Yüz Yüze
Kütüphane Oryantasyon Eğitimi (Kurum İçi)	-	6
Kütüphane Oryantasyon Eğitimi (Kurum Dışı)	-	22
Yazar Çalıştayları	2	-
Fakülte/Bölüm(ler)e Yönelik Eğitimler	-	11
Veri Tabanı Firmaları Tarafından Verilen Eğitimler	14	3
TOPLAM	**16**	**42**

Tablo 34. Eğitim Türlerine Göre Düzenlenen Eğitim Sayıları

Kurum içi kullanıcılar için yapılan *Kütüphane Oryantasyon Eğitimleri, Kütüphane Kullanıcı Eğitimleri ve Veri Tabanı Firmaları Tarafından Verilen Eğitimler* akademik takvime göre planlanarak birim web sayfasında Kullanıcı Eğitim Takvimi altında yayımlanmakta ve akademik birimlere yazı ile duyurulmaktadır. Bu eğitim takvimi hazırlanırken sınav tarihleri dikkate alınmakta ve eğitimlerin, öğretim dönemi boyunca haftalık olarak düzenlenmesine özen gösterilmektedir.

Kurum dışından kütüphanemize ziyarete gelmek isteyen ortaöğretim (lise) öğrenci grupları için Kütüphane Kullanıcı Eğitim takvimine uygun bir zamana randevu verilerek Kütüphane Oryantasyon Eğitimleri yapılmaktadır. Bu eğitimler kapsamında kütüphanenin genel hizmetleri ve kuralları hakkında bilgilendirme yapılarak uygulamalı kütüphane kullanımları gerçekleştirilmekte ve gruplara yönelik uygun bilgi kaynakları tanıtılmaktadır.

Fakültelere/bölümlere yönelik yapılan eğitimler ise, talep eden ilgili birime, Kütüphane Kullanıcı Eğitim takvimine uygun bir zamana randevu verilerek gerçekleştirilmektedir. Bu eğitimler kapsamında

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Figure 4. Original 2025 Library Activity Report, PDF page 16 (printed page 15), including Tables 33 and 34 on user training and 22 external-group orientation sessions. Source [1]

Kütüphane Web Sayfası, Kampüs Dışı Erişim, Katalog Tarama, Türkçe Veri Tabanları Kullanımı ve E-kitap İndirme Seçenekleri, Ulusal ve Uluslararası Veri Tabanları ve Kullanımı başlıkları altında kullanıcı gruplarına özel bilgi kaynaklarının tanıtımı yapılmaktadır.

5.3.4. Ödünç Verme/İade Alma Birimi

5.3.4.1. Basılı Yayınlar Ödünç Verme/İade Alma

Üniversitemiz öğrenci, akademik ve idari personeline Kütüphane Yönergesine göre ödünç verilen kitapların ödünç verme/iade alma işlemleri yapılmaktadır.

Açık raf sistemiyle hizmet veren kütüphanemizde 7 gün 24 saat, 2 Self Check (personelsiz ödünç cihazı) ile kullanıcı kendi kendine ödünç verme iade işlemleri yapabilmektedir. Kullanıcılar süre uzatma, ayırtma, eser istekler ile ilgili işlemlerini web sayfasında bulunan Kütüphane hesapları menüsünden veya Cep Kütüphanem uygulamasıyla cep telefonuyla yapabilmektedir.

Gösterge Türü	Gösterge Adı	2024	2025
Süreç Faaliyetleri	Ödünç Verilen Kitap Sayısı	28.123	22.836
	İade Alınan Kitap Sayısı	29.194	23.364

Tablo 35. Ödünç Verme Servisi Faaliyetleri

5.3.4.2. ILL- Kütüphaneler arası Ödünç Verme/İade Alma

Üniversitemiz kütüphanelerinde bulunmayan kitap ve makalelerin, yurt içinde bulunan diğer kütüphanelerden sağlanarak akademik çalışmaları desteklemek amacıyla sunulan bu hizmet, Kütüphaneler Arası Ödünç Verme (ILL) kapsamında yürütülmektedir. Kütüphaneler arası ödünç verme hizmetlerinden öğretim elemanları ile doktora ve yüksek lisans öğrencileri yararlanabilmektedir.

Gösterge Türü	Gösterge Adı	2024	2025
Süreç Faaliyetleri	Ödünç Alınan Kitap	112	51
	Ödünç Verilen Kitap	71	44
	Fotokopisi Alınan Makaleler	196	100
	Fotokopisi Karşılanan Makaleler	10	28
	Fotokopisi Alınan Kitap Bölümleri	68	42
	Fotokopisi Karşılanan Kitap Bölümleri	43	22

Tablo 36. Kütüphaneler arası Ödünç Verme Birimi Faaliyetleri

5.3.4.3. Bilgisayar Ödünç Verme-İade Alma

Üniversitemiz öğrencilerine Kütüphane Yönergesi'ne göre dizüstü bilgisayarların ödünç verme/iade alma işlemleri yapılmaktadır.

Gösterge Türü	Gösterge Adı	2024	2025
Süreç Faaliyetleri	Ödünç Verilen Bilgisayar Sayısı	326	320
	İade Alınan Bilgisayar Sayısı	382	323

Tablo 37. Bilgisayar Ödünç Verme Servisi Faaliyetleri

5.3.5. Nadir ve Özel Koleksiyon Hizmetleri

Merkez Kütüphane'de bulunan Sakarya Koleksiyonu, Tez Koleksiyonu, Nadir Eser Koleksiyonu ve Gazete Koleksiyonu kapalı raf sistemi aracılığıyla kullanıcıların istifadesine sunulmaktadır.

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Figure 5. Library user education and online instruction in the 2025 activity report. PDF p. 17. Source [1]

The University's completion report for Geleceğime Yön Veriyorum, published on 21 May 2025, documents secondary-school pupils visiting the Central Library and learning about its collections and arrangements. Photographs accompanying the report show the school group at the library entrance and among the collections. [4]



Figure 6. School group at the Central Library entrance. Official gallery accompanying the completion report published on 21 May 2025. Source [4]



Figure 7. School pupils among the library collections. Official gallery accompanying the same completion report. Source [4]



Figure 8. School visits in the University's May 2025 completion report. The photograph illustrates the wider programme. Source [4]

The University and the Provincial Directorate of National Education continued the 'Geleceğime Yön Veriyorum' school outreach programme in autumn 2025. One group visited the Faculty of Law. [7a, 7b]

Sakarya University published recordings of science talks on its YouTube channel, giving the public access to the talks after the events. [8a, 8b]

The University's 2025 Sustainability Report also records that publicly accessible historical and cultural heritage content is provided through the 'Sakarya City Memory' (Sakarya Şehir Belleği) digital platform, extending the University's portfolio of freely accessible online resources to audiences beyond those reached by the Library's academic and language-learning collections. [9]

The July 2025 Year of the Family programme invited foster families, older people, people with disabilities and their families to campus. The announced programme included parent–child workshops on 8 July and health and safety education on 17 and 31 July. [10]

In August the University invited families to workshops and talks on entrepreneurship, parenting, health and technology. Its 19 August report describes families taking part in the 'From Idea to Invention' workshop and visiting partner organisations' information stands. [11, 12]

Keywords: Public access; Free educational resources; Library access; Open academic archive; Open-access publications; External learners

4.3.2 Public educational events

Reporting period 1 January – 31 December 2025

Science communication for educators and parents

The Science Communication in Education Summit took place on **19–20 September 2025** at the University's Turgut Özal Culture and Congress Centre. Organised by the Faculty of Education, Science Communication Office and SAU Foundation Schools, it brought together teachers, education administrators, parents, students and academics. Its published aims included making educational research accessible to teachers, pupils, parents and education professionals. [4, 5]



Figure 1. Science Communication in Education Summit, 19–20 September 2025. Official photograph accompanying the Faculty of Education completion report. Source [4]

For the **19–20 September 2025** summit, the Graduate School of Education stated that **participation was free**. The Faculty of Education's completion report identifies the Turgut Özal Culture and Congress Centre as the venue and records attendance by teachers, education managers and parents alongside university participants. The fee statement applies specifically to this summit. [22] [4]



Figure 2. Science Communication in Education Summit, Faculty of Education gallery, September 2025. Source [4]

The completed programme comprised **three panels, four workshops, 36 oral presentations and 16 poster presentations**. Topics included artificial intelligence, relationships in the digital environment, bullying and sustainability literacy. [4]



Figure 3. Science Communication in Education Summit, Faculty of Education gallery, September 2025. Source [4]

Other campus events with published fee information

Sakarya University and local organisers published the following invitations for events on campus.

A public notice on 30 April 2025 invited students and other interested people to a free sports interpreting talk by Beşiktaş JK interpreter Fatih Nar. The notice scheduled the talk for 18:30 that day at the Turgut Özal Culture and Congress Centre. [14]

The Culture and Civilisation Workshops opened with sessions on Yunus Emre and Yusuf Has Hacib. The 7 May announcement advertised free participation at the Turgut Özal Culture and Congress Centre. [15, 16]

On 8 April 2025, a public notice invited music enthusiasts to attend the State Conservatory's Turkish Folk Music Concert free of charge at the Turgut Özal Culture and Congress Centre at 20:00. [17]

The Faculty of Art, Design and Architecture invited students to a free screening of award-winning films from the 21st Akbank Short Film Festival. Its notice scheduled the campus screening for 23 December 2025 at 13:30 in Gizem Firit Hall. [18]

Sakarya University hosted campus-based educational activities for families, educators and children during 2025. Public invitations and reports of completed activities document opportunities for people beyond the enrolled student population to engage with university expertise.

Educational activities for families

The Culture Branch invited families to Esentepe Campus for its programme of 7–31 July 2025. The schedule included a parent–child workshop on 8 July, health activities on 17 July and safety education and archery on 31 July. [19]

The University's 15 July notice invited pupils attending summer Qur'an courses to Wednesday learning sessions at the campus green space behind the former SAÜSEM building and at Genç Ofis. Activities included first aid, entrepreneurship and creative thinking. [8a, 8b, 20]

From 30 July to 1 August 2025, prospective students and their families met academic and administrative staff at the University's Promotion Days. Staff answered questions about degree programmes, double majors, Erasmus+, careers, accommodation and scholarships. [21]

The University's public invitation of 18 August 2025 **welcomed all families** to its Family Year campus programme, scheduled for 18–22 and 25–29 August. Educational activities included information stands and workshops on entrepreneurship, family life, health and social issues. [1]

A follow-up report published on 19 August documents information stands operating on the campus walkway and families attending the From Idea to Invention entrepreneurship workshop delivered with Sakarya Teknokent. The participating public institutions provided information on family services, safety and culture. [2]



Figure 4. Public information stands on the University campus during the Family Year programme. Official gallery published on 19 August 2025. Source [2]



Figure 5. Family Year campus programme, August 2025. Source [2]

A separate report published by the Sakarya Provincial Directorate of Family and Social Services on 26 August confirms an on-campus foster-family information activity. Families received individual explanations about foster care and informative brochures. [3]



Figure 6. Family and Social Services information stand in the same campus programme. Official gallery published on 19 August 2025. Source [2]

The University announced a school-holiday programme for children aged 6–11 on campus for 20–31 January 2025. It offered hands-on educational activities for the semester break. [7]

In summer 2025, the University launched and completed its 'Kampüste Öğren, Kampüste Keşfet' (Learn on Campus, Discover on Campus) project, a campus-based summer programme for children offering guided discovery and educational activities. The programme's launch and successful completion were each reported on the University's news portal [8a, 8b].

In 2025, the University's Accessible Life and Support Coordination Office organised a Family Festival for Children with Special Needs (30 May 2025), hosting families of Nilüfer Special Education Practice School on campus. Student communities (Special Education, Altın Adımlar, Turkuaz Preschool and Social Work) prepared games and activities for the children, with the aim of raising awareness and supporting families' participation in social life [12].

On 7 May 2025, Sakarya University established a Science Communication Office (Bilim İletişimi Ofisi) under the auspices of the Council of Higher Education (YÖK). The office aims to share academic knowledge with the wider public and serves as an institutional platform for public engagement with university research [9].

In 2025, the Science Communication Office delivered a series of public science talks ('Bilim Söyleşileri') **open to the local community** through the 'Bilim Kafe' (Science Café) format. Topics addressed included earthquake preparedness in Turkey, food safety and label literacy, digital addiction among young people, and autism awareness. The autism awareness session

was held at the Sakarya Metropolitan Municipality Social Development Centre. Sessions were recorded and made available on the University's YouTube channel [10a, 10b, 10c, 10d].

Science learning for local schoolchildren

On **24 December 2025**, the Faculty of Education hosted an Early Childhood Science Education exhibition from 11.30 to 14.00. **Approximately 400 children** aged 48–72 months from four local schools participated. Student teachers facilitated practical activities on rain formation, day and night, seasons, life cycles and shadows. [6]



Figure 7. Early Childhood Science Education exhibition, 24 December 2025. Official Faculty of Education photograph. Source [6]



Figure 8. Early Childhood Science Education exhibition, Faculty of Education gallery, December 2025. Source [6]



Figure 9. Early Childhood Science Education exhibition, Faculty of Education gallery, December 2025. Source [6]

In 2025, Sakarya University hosted the European Researchers' Night event on campus. Secondary school and high school students participated in hands-on science experiments, engaging directly with university researchers and gaining first-hand experience of the scientific process [11].

The 'Gelecek'ten Gelecek' (Future from the Future) project, run by the Fikir ile Gelecek student community with support from the Ministry of Youth and Sports and completed in June 2025, offered a three-day programme for high-school-level participants: introductions to university departments (Medicine, Psychology, Management Information Systems, Law, Mechanical

Engineering, International Trade and Gastronomy), a career talk with Vice-Rector Prof. Dr. Özer Köseoğlu, and sessions with alumni speakers [13].

Keywords: Public educational events; Community engagement; Science communication; Family learning; Campus outreach; Lifelong learning

4.3.3 Public vocational training

Reporting period 1 January – 31 December 2025

Sakarya University's Continuing Education Application and Research Centre (SAÜSEM) offered short vocational courses to **external professionals** in 2025. Course-specific entry requirements included professional experience or occupational eligibility. [1, 2]

Scheduled professional training on campus

On 30 May 2025, SAÜSEM and the Faculty of Law announced applications for basic and refresher expert-witness training. Basic training was offered to people with **at least five years of professional experience**. The programme comprised **24 hours of face-to-face teaching**, equally divided between theory and practice, covering legal and ethical responsibilities, report writing and the expert-witness information system. Four-day groups were scheduled at Sakarya University in June, July and August. [1]



Figure 1. Official expert-witness training announcement, published on 30 May 2025. Source [1]

SAÜSEM offered registered expert witnesses a face-to-face refresher course of **at least six hours** at Esentepe Campus. The announcement required full attendance and set out the documents issued on completion. [1]

Sakarya Üniversitesi Hukuk Fakültesi ve Sürekli Eğitim Uygulama ve Araştırma Merkezi (SAÜSEM) iş birliği ile Adalet Bakanlığı onayıyla Bilirkişilik Temel Eğitimi ve Bilirkişilik Yenileme Eğitimi için başvurular başladı.

Bilirkişilik Temel Eğitimi

Figure 2. Expert-witness training announcement and enrolment information. Extract from the published web text (print layout). Source [1]

The Continuing Education Centre's public catalogue lists professional training in areas including employment counselling, sign language, legal secretarial practice and personnel administration. [4a, 4b]

Additional online vocational provision

An announcement published on 11 July 2025 offered occupational health and safety training for employers and employer representatives at low-hazard workplaces with fewer than 50 employees. Applications closed on 15 July; online delivery was scheduled for 16–31 July. The **paid programme** covered workplace risks, prevention, occupational accidents and diseases, legislation and documentation, with a completion document for successful participants. This online offer complemented the campus-based training opportunities. [2]

Recorded annual vocational certification

The 2025 Administrative Activity Report records **8,540 vocational certificates** issued by the Continuing Education and Language Centres. Quarterly totals were 1,606, 2,321, 2,673 and 1,940. The report separately records **11,886 people** who applied to education programmes. [3]



Figure 3. Administrative Activity Report 2025, PDF page 77, printed page 65. Row 4 reports vocational certificates; row 2 reports applicants to education programmes. Source [3]

The University's 2025 Performance Programme defines the annual certificate measure for the two centres. Members of the public who **meet the course entry criteria** may enrol. Successful participants receive certificates. [9]

Teachers and education managers joined the Science Communication in Education Summit at the Turgut Özal Culture and Congress Centre on 19–20 September 2025. The organisers advertised free admission. Teachers and students shared classroom practice in 16 poster presentations. [7, 8]



Figure 4. University announcement concerning the REACT Teacher Academy partnership. Source [5]



Figure 5. Science Communication in Education Summit for education professionals, September 2025. Source [8]



Figure 6. Science Communication in Education Summit for education professionals, September 2025. Source [8]

Sakarya Üniversitesi | Eğitim Fakültesi | Duyuru | Eğitimde Bilim İletişimi Zirvesi Sakarya Üniversitesinde Tamamlandı.

Paneller, Çalıştaylar ve Sunumlarla Yoğun Bir Program

Zirvede iki gün boyunca eğitimde bilim iletişiminin farklı boyutları ele alındı:

Figure 7. Faculty completion account on the summit panels and workshops. Extract from the published web text (print layout). Source [8]

The 2025 Sustainability Report describes short courses and certificate programmes offered to the wider public through the Continuing Education and Distance Education Centres, including occupational health and safety, hygiene, fire safety and basic sign language. [6, p. 45]

Renewable Energy Sources, Agriculture-Based Renewable Energies, Introduction to Disaster Science and Fire, and Energy Supply in Disasters.

Of the PhD program courses, **620 are linked to the Sustainable Development Goals**. Some of these courses include Watersheds, Risk Assessments in Water Management and Climate Change, Sustainability and Integrated Reporting, Rural Development (Agriculture, Tourism, Culture), Clean Energy, Geotechnical Earthquake Engineering, and the Use of Treatment Sludges in Agriculture.

4.2.3. Distance Education and Lifelong Learning

Sakarya University aims to enhance accessibility in education by providing opportunities for distance education and lifelong learning. Distance education programs offer students a flexible learning environment, allowing them to learn at their own pace. Additionally, various certificate programs and short courses are available to promote lifelong learning.

Some of the trainings provided by the Sakarya University Continuous Education Application and Research Center include:

- Sustainable Development Training for Climate Change Adaptation – SDG 13 (*Climate Action*)
- Certificate Program in Building and Collective Structure Management – SDG 11 (*Sustainable Cities and Communities*)
- Occupational Health and Safety Training – SDG 3 (*Good Health and Well-Being*) and SDG 8 (*Decent Work and Economic Growth*)
- Hygiene Certification Program – SDG 3 (*Good Health and Well-Being*)
- Fire Safety and Risk Prevention Training – SDG 11 (*Sustainable Cities and Communities*) and SDG 3 (*Good Health and Well-Being*)
- Basic Sign Language Training Program – SDG 10 (*Reduced Inequalities*)
- Child Privacy Education Certificate Program – SDG 4 (*Quality Education*) and SDG 16 (*Peace, Justice and Strong Institutions*)

45

Figure 8. Distance education and continuing professional learning in the institutional report. PDF p. 49. Source [6]

Keywords: Vocational training; Continuing education; Professional development; External professionals; Certificate programmes; Short courses

4.3.4 Educational outreach beyond campus

Reporting period 1 January – 31 December 2025

Sakarya University delivered educational outreach in local schools, a hospital, a community rehabilitation centre and a prison during 2025. University students and staff brought learning activities to community settings **beyond campus**. Completed spring programmes demonstrate repeated delivery, alongside an individually documented training session for prison residents. [1, 2, 3, 4]

Educational outreach in local schools

On 25 February 2025, members of Sakarya University student clubs supported a GençTek STEM event at Şehit Erol Olçok Anatolian High School. Pupils from 22 schools attended with their teachers. After the STEM presentations, pupils from different schools worked in teams on a Digital Walk task. They developed solutions, presented their work to their peers and answered questions. [11a, 11b]

The School Climate awareness project was completed by Social Work students under academic supervision, in collaboration with the University's Social Contribution and Sustainability Coordination Office (TOKAS) and the Sakarya Provincial Directorate of National Education. The completion report, published on 20 June 2025, records **17 activities in 17 schools**, delivered by 54 university students as part of their School Social Work course. School pupils explored bullying and cyberbullying, responsible internet use, technology dependency, disaster awareness and related social issues. The figure of 54 refers to university students delivering the activities. [1]



Figure 1. School classroom activity pictured in the School Climate completion report published on 20 June 2025. Source [1]

In autumn 2025, the 'Çekirdekten Güçlü Yarınlara' (From the Seed to Strong Futures) project placed university students in local pre-school classrooms to carry out structured activities

supporting child development. The programme ran throughout the autumn term and its successful completion was reported under the title ’Minik Kalplere Dokunan Yolculuk Tamamlandı’ (The Journey That Touched Little Hearts Completed) [5a, 5b].



Figure 2. Preschool outreach project, official University account. Source [5a]

Community science talks beyond campus

In a report published on 23 October 2025, the University described a Science Talks session hosted by the Sakarya Federation of Neighbourhood Heads. Dr Ece Ergül discussed how neighbourhood representatives can use social media to communicate with residents. [10]



Figure 3. Science communication for neighbourhood heads, October 2025. Source [10]

Programmed learning at the hospital

The Hospital School spring programme ran from 18 February to 13 May 2025 over **13 weeks**. Coordinated by the University's Health, Culture and Sports Department, Culture Branch, with the Provincial Health Directorate, student societies delivered activities in the classroom established in the paediatric oncology service at Sakarya Training and Research Hospital. Children receiving treatment took part in educational and memory games, music workshops and other activities. The official report published on 4 June confirms completion of the spring programme. [2]



Figure 4. Hospital classroom photograph accompanying the spring programme completion report published on 4 June 2025. Source [2]

In autumn 2025, the Hospital School programme completed its tenth consecutive week of activities at the paediatric oncology ward of Sakarya Training and Research Hospital (SEAH), running from 21 October to 23 December 2025. The programme was coordinated by the University's Health, Culture and Sports Directorate (SKS) in cooperation with the Provincial Health Directorate. Activities included handcraft workshops, theatre, painting, music recitals, puppetry, creative imagination workshops, and photography sessions. Ten student clubs participated: Social Work, Civil Engineering, Traditional Turkish Archery, Computer, Gençkal, Translation, Public Relations and Advertising, International Relations, Damla, and Eurodesk [6].



Figure 5. Hospital School outreach, autumn completion report. Source [6]

Programmed learning at a community care centre

The Sevgiye Engel Yok project delivered **19 activity programmes** between 20 February and 15 May 2025 at Sakarya Day Care and Rehabilitation Centre. University student societies organised painting, music and photography workshops, cognitive and memory games, handicrafts and simple experiments for people with special needs. The University's Culture Branch coordinated the programme with the Provincial Directorate of Family and Social Services. A completion report was published on 4 June 2025. [3]



Figure 6. Community care-centre project photograph accompanying the spring completion report published on 4 June 2025. Source [3]

In autumn 2025, the ’Sevgiye Engel Yok’ (No Barriers to Love) programme completed **ten weeks** of outreach at Sakarya Day Care and Rehabilitation Centre, in cooperation with the Provincial Directorate of Family and Social Services. Ten student clubs delivered activities including music recitals, theatre, educational games, recycling workshops, and artistic sessions for participants with disabilities [7].



Figure 7. Autumn programme at the community day care and rehabilitation centre. Source [7]

Intergenerational outreach at a nursing home

In autumn 2025, Sakarya University’s “Bir Tatlı Huzur” (A Sweet Peace) programme delivered **ten weeks** of educational and intergenerational activities at Hendek Melek Nişancı Nursing Home, outside the university campus. Coordinated by the Culture Branch of the Department of Health, Culture and Sports in cooperation with the Provincial Directorate of Family and Social Services, the programme brought university student societies and nursing home residents together each week. Activities included **ceramics workshops, wood painting and knowledge quizzes**, combining practical creative activities with opportunities for knowledge sharing. Residents also shared their life experiences with students, supporting reciprocal learning between generations. The University documented the programme’s completion in its report published on 30 December 2025 [8].



Figure 8. Bir Tatlı Huzur intergenerational programme, autumn completion report. Source [8]

Educational outreach and institutional cooperation in a prison setting

On **8 January 2025**, University sociologist Ali Kılıçaslan delivered an interactive educational session entitled “Psychological Resilience and Hope” at Ferizli No. 2 L-Type Closed Prison, in cooperation with TOKAS. The session addressed ways to strengthen resilience, maintain hope in difficult circumstances and develop relevant personal skills. TOKAS’s published account confirms that the session was delivered to prison residents, documenting a completed educational outreach activity beyond the university campus [4].



Figure 9. Exterior of the Sakarya Penitentiary Campus, shown for location. TOKAS’s account describes the session delivered to prison residents on 8 January 2025. Source [4]

Separately, a University announcement published on 26 September 2025 reported the signing of a **two-year cooperation protocol** with Sakarya No. 2 L-Type Closed Penitentiary Institution. The agreement establishes a framework for educational activities, vocational training and rehabilitation programmes involving university students and academic staff. Planned activities include seminars, conferences, panels and workshops, alongside contributions to the institution's library collection, programmes addressing addiction and violence, and professional development opportunities for prison staff. The protocol documents the agreed framework for further cooperation [9].



Figure 10. University and penitentiary cooperation protocol. The photograph documents the agreement. Source [9]

Keywords: Educational outreach; Off-campus learning; School partnerships; Hospital education; Intergenerational learning; Community education

4.3.5 Equitable access to lifelong learning

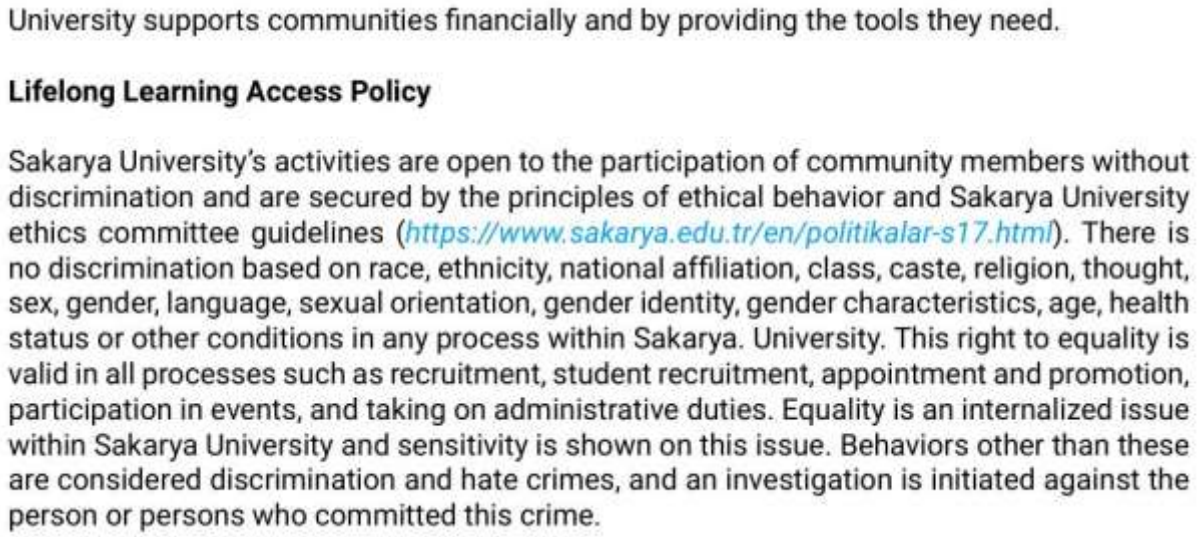
Reporting period 1 January – 31 December 2025

Sakarya University opens lifelong learning to the wider community. Its published equality statement names ethnicity, religion, disability, refugee status and gender. The continuing education and Turkish language centres have separate provisions for public participation, and a Senate directive sets out how people with disabilities can request adjustments. [1, 3, 10, 11, 12, 13]

Published commitment to equal access

The University's 2022 Sustainability Report sets out its lifelong learning access policy under that name. It extends participation in University activities to members of the public and applies **equal treatment** to participation in events. It lists, among other grounds, ethnicity, religion, gender and "national affiliation". The University's public equal-access statement also names

disability and refugee status and expressly covers lifelong learning, professional training and community activities. [10, printed p. 16]; [1]

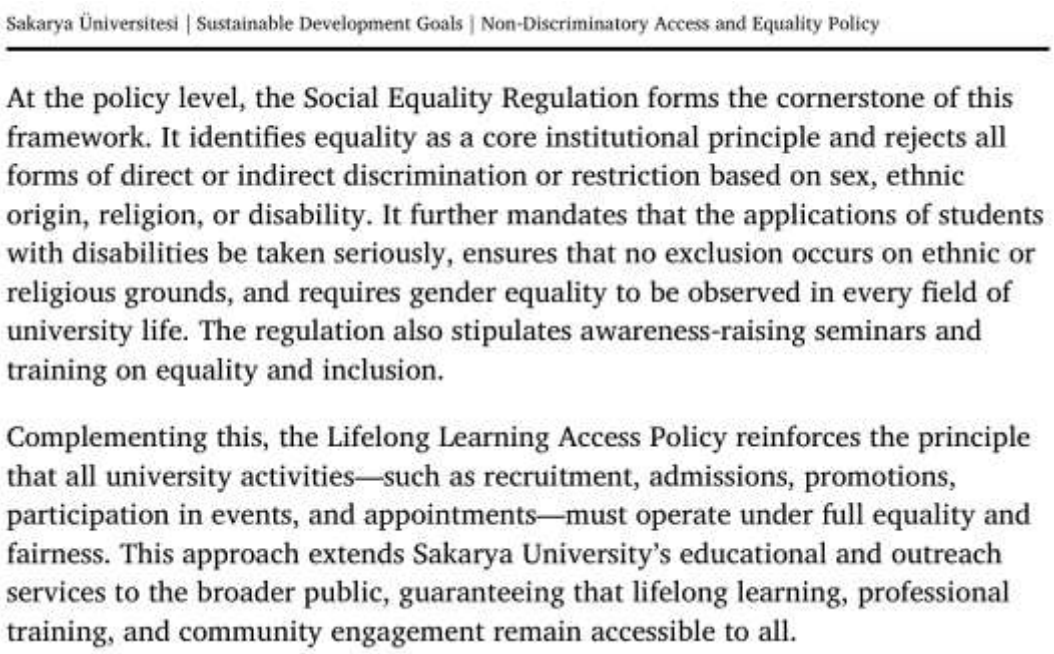


University supports communities financially and by providing the tools they need.

Lifelong Learning Access Policy

Sakarya University's activities are open to the participation of community members without discrimination and are secured by the principles of ethical behavior and Sakarya University ethics committee guidelines (*https://www.sakarya.edu.tr/en/politikalar-s17.html*). There is no discrimination based on race, ethnicity, national affiliation, class, caste, religion, thought, sex, gender, language, sexual orientation, gender identity, gender characteristics, age, health status or other conditions in any process within Sakarya. University. This right to equality is valid in all processes such as recruitment, student recruitment, appointment and promotion, participation in events, and taking on administrative duties. Equality is an internalized issue within Sakarya University and sensitivity is shown on this issue. Behaviors other than these are considered discrimination and hate crimes, and an investigation is initiated against the person or persons who committed this crime.

Figure 1. Earlier institutional account of the lifelong learning access policy. PDF p. 16. Source [10]



Sakarya Üniversitesi | Sustainable Development Goals | Non-Discriminatory Access and Equality Policy

At the policy level, the Social Equality Regulation forms the cornerstone of this framework. It identifies equality as a core institutional principle and rejects all forms of direct or indirect discrimination or restriction based on sex, ethnic origin, religion, or disability. It further mandates that the applications of students with disabilities be taken seriously, ensures that no exclusion occurs on ethnic or religious grounds, and requires gender equality to be observed in every field of university life. The regulation also stipulates awareness-raising seminars and training on equality and inclusion.

Complementing this, the Lifelong Learning Access Policy reinforces the principle that all university activities—such as recruitment, admissions, promotions, participation in events, and appointments—must operate under full equality and fairness. This approach extends Sakarya University's educational and outreach services to the broader public, guaranteeing that lifelong learning, professional training, and community engagement remain accessible to all.

Figure 2. Published institutional statement on equitable participation. Extract from the published web text (print layout). Source [1]

Access to continuing education for external learners

The SAÜSEM Regulation gives the Continuing Education Centre an explicit remit to offer classes open to the general public, courses based on learners' interests, and online or blended education for people of all ages and groups. In its 2025 Performance Programme, the University describes vocational training offered by the continuing education and language centres as **open to everyone who meets the requirements** of the particular course. [11, Article 6(1)(k) and (l)]; [12, indicator 4]

MADDE 5 – (1) Merkezin amacı; örgün, uzaktan ve karma olmak üzere ön lisans, lisans ve yüksek lisans programları dışında verilecek tüm eğitim programları, ulusal ve uluslararası ilgili standartlara uygun olarak ulusal ve uluslararası alanlarda her türlü belgelendirme, TS EN ISO/IEC 17024 ve uluslararası ilgili standartlara uygun olarak personel belgelendirme, danışmanlık hizmeti, seminerler, konferanslar, kongreler, çalıştaylar, alan araştırmaları, sınav organizasyonları, her türlü eserlerin yayını ve ulusal düzeyde Avrupa Birliği normlarına uyum sağlamak amacıyla meslek standartları geliştirmeye yönelik çalışmaları düzenlemek ve Üniversitenin kamu, özel sektör ve uluslararası kuruluşlarla işbirliğini geliştirmesini sağlamaktır.

Faaliyet alanları

MADDE 6 – (1) Merkezin faaliyet alanları şunlardır:

a) Bilimsel bilgiyi yetişkinler ve kurumlarla paylaşarak, kuramsal bilgiyi uygulama ile bütünleştirerek toplum yararına sunmak ve bu süreçleri geliştirerek bireysel ve toplumsal sorunların çözümüne katkıda bulunmak.

b) Kamu, özel sektör ve uluslararası kuruluş ve kişilere ihtiyaç duydukları her türlü alanlarda, ulusal ve uluslararası düzeyde, eğitim programları, kurslar, seminerler, konferanslar planlamak, düzenlemek veya düzenletmek,

c) Rektörlüğe bağlı bölümlerde bu amaçla yürütülen her türlü etkinliğin koordinasyonunu sağlamak,

ç) Öğrencilerin yanı sıra, sanayi ve hizmet kuruluşlarının çalışanlarına yönelik olarak, eğitim programları veya danışmanlık sunmak veya sunulmasına aracılık etmek,

d) Bölümlerin bağlantılı olduğu diğer programlar konusunda öğrencilerin yetişmesini sağlamak,

e) Bölümlere destek olacak alanlarda yapılacak sertifika programları ile öğrencileri çoklu becerilerle donatmak,

f) Tam donanımlı insan gücünü yetiştirmek için gerekli çalışmalar yapmak,

g) Amaçları doğrultusundaki tüm etkinliklerini, yaşam boyu öğrenme, meslek içi eğitim, kurumlara eğitim, sertifika programları, önceden programlanmış seminerler, çeşitli kesimlere yönelik konferanslar gibi yollarla gerçekleştirmek,

ğ) Hayat boyu öğrenme çerçevesinde eğitim programları düzenlemek,

h) Faaliyet alanları ile ilgili olarak ilgili taraflarla görüşmeler yapmak, projeler hazırlamak ya da hazırlatmak, ihalelere katılmak, sözleşmeler yapmak ve yükümlülük altına girmek,

ı) Farklı şehirlerde Merkeze ait şubeler veya eğitim, danışmanlık vb. birimleri açmak veya açtırmak,

i) Yurtiçi ve yurt dışındaki üniversiteler ile Merkezin amaçlarına uygun işbirliği yapmak,

j) Faaliyet alanları ile ilgili her türlü danışmanlık hizmeti vermek veya almak,

k) Genel katılıma açık dersler ve ilgiye dayalı kurslar düzenlemek,

l) İnternet veya karma eğitim yoluyla her yaş ve gruplara yönelik elektronik eğitim programları sunmak,

m) Ulusal ve uluslararası seminerler, konferanslar, kongreler, çalıştaylar, alan araştırmalarını organize etmek veya ettirmek,

n) Ara eleman yetiştirmeye yönelik kurslar açmak veya her tür yöntemle eğitim hizmeti sunmak,

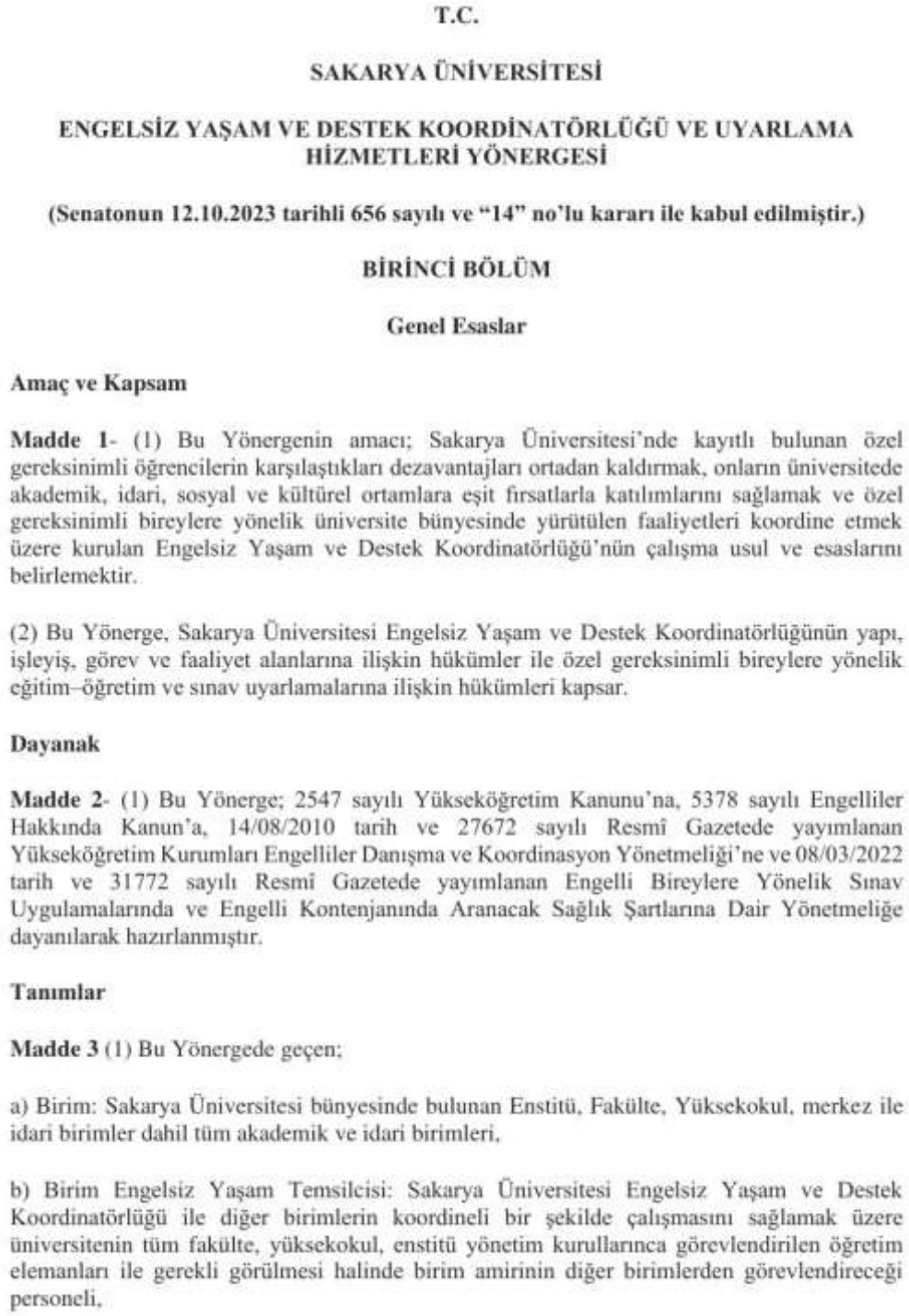
Figure 3. Continuing Education Centre regulation, remit and activities. PDF p. 2. Source [11]

Under Article 5(1)(ı) of the TÖMER Regulation, foreign nationals living in or around Sakarya who are students, academics or workers may request Turkish language instruction. The University's public statement on lifelong learning separately lists refugee status among the grounds for equal access. [13, Article 5(1)(ı)] [1]

Formal accessibility provisions

The Disability Coordination and Accommodation Directive was adopted by the Senate on **12 October 2023**, meeting 656, decision 14. Under Article 17, the Directive **entered into force**

on the date of its adoption [3]. Article 3 includes University courses and training within its definition of teaching. Article 4 requires accessibility considerations in University activities and partnerships, with reasonable accommodations where needed. [3]



T.C.

SAKARYA ÜNİVERSİTESİ

ENGELSİZ YAŞAM VE DESTEK KOORDİNATÖRLÜĞÜ VE UYARLAMA HİZMETLERİ YÖNERGESİ

(Senatonun 12.10.2023 tarihli 656 sayılı ve "14" no'lu kararı ile kabul edilmiştir.)

BİRİNCİ BÖLÜM

Genel Esaslar

Amaç ve Kapsam

Madde 1- (1) Bu Yönergenin amacı; Sakarya Üniversitesi'nde kayıtlı bulunan özel gereksinimli öğrencilerin karşılaştıkları dezavantajları ortadan kaldırmak, onların üniversitede akademik, idari, sosyal ve kültürel ortamlara eşit fırsatlarla katılımlarını sağlamak ve özel gereksinimli bireylere yönelik üniversite bünyesinde yürütülen faaliyetleri koordine etmek üzere kurulan Engelsiz Yaşam ve Destek Koordinatörlüğü'nün çalışma usul ve esaslarını belirlemektir.

(2) Bu Yönerge, Sakarya Üniversitesi Engelsiz Yaşam ve Destek Koordinatörlüğünün yapı, işleyiş, görev ve faaliyet alanlarına ilişkin hükümler ile özel gereksinimli bireylere yönelik eğitim–öğretim ve sınav uyarlamalarına ilişkin hükümleri kapsar.

Dayanak

Madde 2- (1) Bu Yönerge; 2547 sayılı Yükseköğretim Kanunu'na, 5378 sayılı Engelliler Hakkında Kanun'a, 14/08/2010 tarih ve 27672 sayılı Resmî Gazetede yayımlanan Yükseköğretim Kurumları Engelliler Danışma ve Koordinasyon Yönetmeliği'ne ve 08/03/2022 tarih ve 31772 sayılı Resmî Gazetede yayımlanan Engelli Bireylere Yönelik Sınav Uygulamalarında ve Engelli Kontenjanında Aranacak Sağlık Şartlarına Dair Yönetmeliğe dayanılarak hazırlanmıştır.

Tanımlar

Madde 3 (1) Bu Yönergede geçen;

a) Birim: Sakarya Üniversitesi bünyesinde bulunan Enstitü, Fakülte, Yüksekokul, merkez ile idari birimler dahil tüm akademik ve idari birimleri,

b) Birim Engelsiz Yaşam Temsilcisi: Sakarya Üniversitesi Engelsiz Yaşam ve Destek Koordinatörlüğü ile diğer birimlerin koordineli bir şekilde çalışmasını sağlamak üzere üniversitenin tüm fakülte, yüksekokul, enstitü yönetim kurullarınca görevlendirilen öğretim elemanları ile gerekli görülmesi halinde birim amirinin diğer birimlerden görevlendireceği personeli,

Figure 4. Directive page 1, showing the Senate approval record. Source [3]

Article 4(3) covers activities organised by the University and those undertaken with partners. If accessibility standards cannot be met, **reasonable adjustments** must be made. Article 4(4) extends the services and adjustments available to students with special needs to **staff and other people with special needs**, as appropriate to the activity and taking available resources

into account. A person seeking an adjustment applies to the Barrier-Free Life and Support Coordination Office under Article 5(1). The Office may request supporting information where necessary. [3, Articles 4(3)–(4) and 5(1), PDF p. 3]

(2) Üniversitenin tüm birimlerince özel gereksinimli bireylere yönelik olarak yapılacak faaliyet ve düzenlemelerde, Koordinatörlüğün görüşü alınır ve akabinde yapılan faaliyetler hakkında koordinatörlüğe bilgi verilir.

(3) Üniversitenin doğrudan kendi bünyesinde yaptığı faaliyetlerin, yaptığı iş birliklerinin ve üçüncü taraflarla birlikte gerçekleştirdiği protokol, ihale ve sözleşmeler dahil faaliyet ve işlemlerin erişilebilirlik standartları göz önünde bulundurularak yapılması sağlanır. Bunun mümkün olmaması halinde gerekli makul uyarlamalar yapılır.

(4) Bu yönergede özel gereksinimli öğrenciler için belirtilen hizmet ve uyarlamalar, işin doğasına uyduğu ölçüde ve imkanlar göz önünde bulundurularak özel gereksinimli personel ve diğer kişiler için de sağlanır.

Hizmetlerden ve Uyarlamalardan Yararlanma Usulü

Madde 5- (1) Bu yönergede sayılanlarla sınırlı olmamak üzere özel gereksinimi nedeniyle uyarlamalardan yararlanmak isteyen kişiler, koordinatörlüğe başvurur. Üniversite, yapılan başvuruda gerek görülürse yetkili hastanelerden usulünce alınan, özel gereksinim belirten sağlık kurulu raporu ve talep edilen uyarlamaları açıklayıcı bilgi isteyebilir. Bu belge ve bilgilerin özellikleri, ilgililere ayrıca bildirilebilir.

(2) Uyarlama faaliyetlerini Koordinatörlük ilgili mevzuata göre takip ve koordine eder. İvedi haller dışında, uyarlamaların belirlenmesi konusunda koordinatörlük, başvuruların yapılması için bir süre belirleyebilir.

(3) Özel gereksinimli bireylere yönelik eğitim-öğretim ve sınav uyarlamaları, Koordinatörlüğe yapılan başvurular veya Koordinatörlüğün doğrudan yapabileceği değerlendirmeler neticesinde Koordinatörlük tarafından belirlenir ve mevzuat uyarınca senato, birim yönetim kurulu veya ilgili kamu görevlisince karara bağlanır. İvedi durumlarda veya ilgili merciinin kararının beklenemeyeceği hallerde Koordinatörlüğün desteği alınarak yönerge kapsamındaki uyarlamalar doğrudan ilgili birim/öğretim elemanı tarafından gerçekleştirilir.

(4) Özel gereksinimli bireylere yönelik faaliyetlerin ve uyarlamaların gereği gibi yürütülmesini ilgili birimde görevlendirilen bir dekan/müdür yardımcısı, birim engelsiz yaşam temsilcileri ile birlikte sağlar.

İKİNCİ BÖLÜM

Engelsiz Yaşam ve Destek Koordinatörlüğünün Yapılanması ve Görevleri

Madde 6- (1) Özel gereksinimli bireylerin idari, fiziksel, barınma ihtiyaçları ile sosyal, kültürel ve akademik alanlarla ilgili ihtiyaçlarını tespit etmek ve bu ihtiyaçların karşılanması için yapılması gerekenleri belirleyip, yapılacak çalışmaları planlamak, uygulamak, geliştirmek ve yapılan çalışmaların sonuçlarını değerlendirmek üzere kurulan Engelsiz Yaşam ve Destek Koordinatörlüğü Rektörlüğe bağlı olarak görev yapar.

(2) Koordinatörlük; koordinatör, koordinatör yardımcıları, birim engelsiz yaşam temsilcileri, Engelsiz Yaşam ve Destek Komisyonu, sosyal çalışmacılar ve diğer personelden oluşur.

Figure 5. Directive page 3, including Article 4(4) and Article 5. Source [3]

The Barrier-Free Life and Support Coordination Office coordinates accessibility services. On 27 December 2024, the Office and the In-Service Training Unit ran a workshop on accessible social media. Staff practised describing images in text and adding captions or narration to videos. [4a, 4b, 8]

Accessible continuing education in 2025

In July 2025, TÖMER's A2 Turkish Summer School brought together international learners. The Rector met **16 participants from 14 countries**. [14]



Figure 6. Turkish summer school and international learners, July 2025. Source [14]

The 2025 Sustainability Report describes the Accessible Lifelong Learning Project, jointly implemented by the Barrier-Free Life and Support Coordination Office and SAÜSEM. The reported improvements include keyboard navigation, subtitled learning materials, contrasting subtitles for learners with low vision and **screen-reader-compatible assessments**. [2]

The report identifies the project's Barrier-Free Informatics Education Award as a 2024 achievement and states that staff training continued during 2025 to extend accessible practices across University units. These measures support disability access to continuing education. [2]

During the ten-week autumn 2025 programme at the Sakarya Day Care and Rehabilitation Centre, university student clubs organised music, theatre, educational games and art activities with participants with special needs. The Centre's participants were the community beneficiaries. [5]

On 26 September 2025, the University signed a two-year protocol with Sakarya No. 2 L-Type Closed Penitentiary Institution. It provides a framework for seminars, workshops, vocational education and library support for people in custody, with contributions from University staff and students. [6]

The 'Bir Tatlı Huzur' (A Sweet Peace) intergenerational programme, completed in December 2025, brought university students and elderly nursing home residents together for ten weeks, addressing social isolation among older adults and extending participatory learning opportunities to a population that faces barriers to formal education [7].

The University's 2025 Sustainability Report describes accessibility representatives in academic and administrative units and reports 13 Orange Flags for physical access, 20 Green Flags for educational access and three Blue Flags for sociocultural access. Accessible SABİS provides screen-reader access and options for adapting examinations and course materials. [2, p. 55]



CAMPUS LIFE

Sakarya University's accessibility and inclusion efforts continued to expand and mature in 2025. The campus offers a vibrant environment enriched by libraries, sports facilities and social venues, and an array of student clubs that promote personal growth and community engagement. Inclusivity is managed through the Barrier-Free Life and Support Coordination Office, which appoints Accessibility Representatives in every faculty and administrative unit. These representatives liaise with students to ensure that learning materials, buildings, services and social activities are fully accessible.

To support equal participation, the University has developed a comprehensive accessibility framework covering physical, educational, socio-cultural and digital domains. In the **2025 Programme Badge competition, Sakarya University ranked first in Türkiye with 40 academic programmes** recognised for their **accessible teaching** and support practices. Across faculties such as Education, Law, Theology, Humanities and Social Sciences, Business, Engineering and Art, programmes are adapted to support students with visual, hearing, physical and intellectual impairments. These accessible programmes complement the University's success in the national **"Accessible University Flag Awards,"** where the University holds **13 Orange Flags** (physical accessibility), **20 Green Flags** (educational accessibility) and **3 Blue Flags** (socio-cultural accessibility). Additional flags were awarded in 2023 and 2024, recognising improvements to buildings such as the Faculty of Humanities and Social Sciences, the Faculty of Business Administration and the Faculty of Science.

Digital inclusion remains a priority. In 2024 the University received the **Barrier-Free Informatics Education Award** for its Accessible Lifelong Learning Project. This project, carried out jointly by the Barrier-Free Life and Support Coordination Office and the Continuing Education Application and Research Center (SAÜSEM), improved the SAÜSEM website and course interfaces, adding keyboard shortcuts, lecture notes with subtitles for hearing-impaired learners and colour-contrasting subtitles for participants with low vision. Exams were redesigned to work with screen readers, enabling visually impaired learners to complete assessments independently. Throughout 2025 the University continued to offer staff training to embed these practices across other units.

A major component of digital accessibility is the **Accessible Sakarya University Information System (SABİS)**. SABİS integrates the University's digital services and coordinates accessibility improvements across websites and applications. The University's websites now present announcements and news in accessible formats, and social-media posts by University units are shared with accessibility considerations. SABİS supports accessible distance education: visually impaired students can navigate live online classes using keyboard shortcuts and screen-reader-compatible chat, screen-sharing and whiteboard features, while hearing-impaired students can follow automatic subtitles. Exams are adapted to allow extra time, accessible question formats and screen-reader compatibility, and students with muscular disorders can click through courses and assessments with minimal effort. These measures ensure that students with disabilities can participate in all aspects of academic life without needing external assistance.

Overall, through programme-level accessibility badges, national Flag Awards, digital accessibility projects such as the Accessible Lifelong Learning Project and the SABİS platform, and proactive capacity-building initiatives, Sakarya University continues to advance equal opportunity and inclusion. The University's policies and practices ensure that students and staff with special needs are fully integrated into academic and social life, positioning Sakarya University as a national leader in accessible higher education. In support of these efforts, the Barrier-Free Life and Support Coordination Office continues to organize awareness-raising activities, training programmes and stakeholder engagement initiatives aimed at fostering an inclusive and accessible campus culture.

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Figure 7. Sustainability Report 2025, PDF page 59, printed page 55. Source [2]

Equal access also extends to families of children with special needs: on 30 May 2025 the Accessible Life and Support Coordination Office hosted families of Nilüfer Special Education

Practice School on campus for a Family Festival, where student communities prepared games and activities for the children to raise awareness and support families' participation in social life [9].



Figure 8. Campus family festival with the special education school, May 2025. Source [9]

Keywords: Equitable access; Lifelong learning; Non-discrimination; Reasonable adjustments; External learners; Inclusive education

SAKARYA ÜNİVERSİTESİ

2025



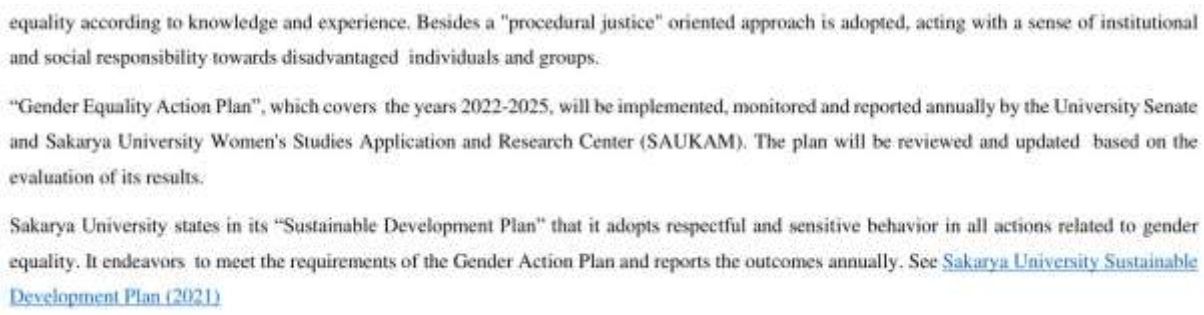
SDG 5. GENDER EQUALITY



5.3.1 Monitoring women's access to higher education

Reporting period 1 January – 31 December 2025

Sakarya University tracks the gender distribution of students who complete registration after placement. For the 2025 reporting period, the relevant entry cohort is the **2025–2026 academic-year cohort**: its admissions and registration process took place in 2025, at the start of the Turkish academic year. Reporting the full 2025 calendar-year total would also include registrations belonging to the 2024 entry cohort and would therefore not represent a single incoming cohort. These records provide a basis for tracking women's share among newly registered entrants. The Gender Equality Plan 2022–2025 provides for annual monitoring and reporting by the University Senate and the Women's Studies Application and Research Centre (SAUKAM). [1, 2]



equality according to knowledge and experience. Besides a "procedural justice" oriented approach is adopted, acting with a sense of institutional and social responsibility towards disadvantaged individuals and groups.

"Gender Equality Action Plan", which covers the years 2022-2025, will be implemented, monitored and reported annually by the University Senate and Sakarya University Women's Studies Application and Research Center (SAUKAM). The plan will be reviewed and updated based on the evaluation of its results.

Sakarya University states in its "Sustainable Development Plan" that it adopts respectful and sensitive behavior in all actions related to gender equality. It endeavors to meet the requirements of the Gender Action Plan and reports the outcomes annually. See Sakarya University Sustainable Development Plan (2021)

Figure 1. Plan period and institutional monitoring responsibilities. PDF p. 4. Source [1]

Annual tracking of new entrants

The Student Affairs archive provides annual registration tables from 2021–2022 to 2025–2026. The two most recent tables distinguish women and men across faculties, institutes and vocational schools, including different modes of study. The following figures are taken from the published overall totals. [2, 3, 4]

SAKARYA ÜNİVERSİTESİ

2025-2026 EĞİTİM-ÖĞRETİM YILI YENİ KAYIT ÖĞRENCİ LİSTESİ

FAKÜLTE/ENSTİTÜ/MESLEK YÜKSEKOKULU	1.ÖĞRETİM	2.ÖĞRETİM	UZAKTAN EĞİTİM	TOPLAM
BİLGİSAYAR VE BİLİŞİM BİLİMLERİ FAKÜLTESİ	495	0	0	495
DEVLET KONSERVATUVARI	84	0	0	84
DİŞ HEKİMLİĞİ FAKÜLTESİ	53	0	0	53
EĞİTİM FAKÜLTESİ	505	0	0	505
FEN FAKÜLTESİ	258	0	0	258
HUKUK FAKÜLTESİ	162	0	0	162
İLAHİYAT FAKÜLTESİ	251	0	103	354
İLETİŞİM FAKÜLTESİ	315	0	0	315
İNSAN VE TOPLUM BİLİMLERİ FAKÜLTESİ	851	0	0	851
İŞLETME FAKÜLTESİ	734	0	0	734
MÜHENDİSLİK FAKÜLTESİ	804	0	0	804
SAĞLIK BİLİMLERİ FAKÜLTESİ	281	0	0	281
SANAT TASARIM VE MİMARLIK FAKÜLTESİ	245	0	0	245
SİYASAL BİLGİLER FAKÜLTESİ	740	0	0	740
TIP FAKÜLTESİ	217	0	0	217
EĞİTİM BİLİMLERİ ENSTİTÜSÜ	278	12	105	395
FEN BİLİMLERİ ENSTİTÜSÜ	1144	130	189	1463

Figure 2. Registrations reported by academic unit and mode of study. PDF p. 2. Source [4]

Academic year	Women	Men	Total entrants	Women's share
2024–2025	6,747	5,681	12,428	**54.29%**
2025–2026	6,029	5,219	11,248	**53.60%**

Women's share among newly registered entrants = women newly registered ÷ all newly registered students × 100. This is the gender composition of the completed-registration cohort, **not women's application rate or acceptance probability**. Percentages are calculated from sources [3] and [4], rounded to two decimal places.

Women represented **53.60%** of the 11,248 new entrants in 2025–2026, compared with **54.29%** of the 12,428 new entrants in 2024–2025. Student Affairs records these as **completed registrations**. [2, 3, 4, 8]



Figure 3. Published 2025–2026 new-registration table, first page, including gender totals. Source [4]

At bachelor's level, 3,498 women and 2,600 men registered in 2025–2026. Women represented **57.36%** of these 6,098 new entrants. [9]

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2025-2026 EĞİTİM-ÖĞRETİM YILI YENİ KAYIT ÖĞRENCİ LİSTESİ

EĞİTİM SEVİYESİ	1.ÖĞRETİM			2.ÖĞRETİM			UZAKTAN EĞİTİM			TOPLAM		
	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM
ÖN LİSANS	203	491	694	0	0	0	287	211	498	490	702	1192
LİSANS	2564	3431	5995	0	0	0	36	67	103	2600	3498	6098
YÜKSEK LİSANS	1430	1321	2751	200	132	332	316	230	546	1946	1683	3629
DOKTORA	183	146	329	0	0	0	0	0	0	183	146	329
TOPLAM	**4380**	**5389**	**9769**	**200**	**132**	**332**	**639**	**508**	**1147**	**5219**	**6029**	**11248**

Figure 4. New registrations by level of study in 2025–2026. PDF p. 3. Source [4]



Figure 5. Student Affairs new-registration table, 2025–2026, PDF p. 3. The bachelor's row records 2,600 men and 3,498 women, totalling 6,098 new entrants. Source [9]

Student composition reported for 2025

Table 5.1.1 of the 2025 Administrative Activity Report records **26,219 women and 23,720 men**, totalling 49,939 students. Women account for 52.50% of this reported population. The

table provides gender breakdowns by institutional category and study mode. These existing-student figures are reported separately from the new-entry cohorts. [5]



5.Sunulan Hizmetler

Üniversitemizde 14 Fakülte, 2 Yüksekokul, 6 Enstitü, 3 Meslek Yüksekokulu, Rektörlüğe bağlı 2 Bölüm Başkanlığı ve 37 Araştırma ve Uygulama Merkezi ile eğitim-öğretim ve araştırma faaliyetleri sürdürülmektedir.

5.1.Eğitim Hizmetleri

5.1.1. Öğrenci Sayıları

Öğretim Düzeyi	I. Öğretim			II. Öğretim			Uzaktan Eğitim			Genel Toplam		
	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam
Fakülte	12.690	15.918	28.608	3.819	2.760	6.579	480	764	1.244	16.119	19.442	35.561
Yüksekokul	233	163	396							233	163	396
Enstitü	3.786	3.998	7.784	443	274	717	319	353	672	4.615	4.579	9.194
Meslek Yüksekokulu	661	1.391	1.952	211	260	471	1.488	1.029	2.908	2.496	2.680	5.176
Toplam	17.370	21.470	38.840	4.473	3.294	7.767	2.287	2.146	4.824	23.930	26.910	50.840

5.1.2. Yabancı Dil Hazırlık Sınıfı Öğrenci Sayıları

Öğretim Düzeyi	I. Öğretim			II. Öğretim			Uzaktan Eğitim			Toplam	Yüzde*
	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam		
Fakülte	927	873	1.800	6	3	9				1.809	3,62
Enstitü	90	45	135	4		4				139	0,27
Meslek Yüksekokulu	85	70	155							155	0,31
Toplam	1.102	988	2.090	10	3	13				2.103	4,21

*Yabancı dil eğitimi gören öğrenci sayısının toplam öğrenci sayısına oranı (Yabancı dil eğitimi gören öğrenci sayısı/Toplam öğrenci sayısı*100)

5.1.3. Öğrenci Kontenjanları

Öğretim Düzeyi	Kontenjan	Yerleşen	Boş Kalan	Doluluk Oranı (%)
Fakülte	3.588	3.571	8	99,77
Yüksekokul	170	160	10	94,01
Meslek Yüksekokulu	840	840	0	100
TOPLAM	4.628	4.591	38	99,17

Figure 6. Administrative Activity Report 2025, PDF page 30, printed page 18. Table 5.1.1 records student composition. Source [5]

Application and registration records

ÖSYM administers applications and placement for the national undergraduate route. Following placement, SAÜ Student Affairs records registrations and publishes annual tables by sex and academic unit. [2, 3, 4, 6]



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2025-2026 EĞİTİM ÖĞRETİM YILI YENİ KAYIT ÖĞRENCİ LİSTESİ

FAKÜLTE/ENSTİTÜ/MESLEK YÜKSEKOKULU	I.ÖĞRETİM			II. ÖĞRETİM			UZAKTAN EĞİTİM			GENEL TOPLAM		
	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM
BİLGİSAYAR VE BİLİŞİM BİLİMLERİ FAKÜLTESİ	311	184	495	0	0	0	0	0	0	311	184	495
MÜHENDİSLİK FAKÜLTESİ	494	310	804	0	0	0	0	0	0	494	310	804

Figure 7. Faculty-level registration records by sex. Detail of rows for Computer and Information Sciences and Engineering with the original column headings, 2025–2026, PDF p. 1. Source [4]

The 2025 YKS guide provided **63 designated places** in SAÜ bachelor's programmes for eligible women aged 34 or over. The published programme rows include two places in Psychology, three in Human Resources Management and three in Nursing. [7]

34 YAŞINI TAMAMLAMIŞ KADINLAR KONTENJANLARINA İLİŞKİN AÇIKLAMA

1 Ocak 2025 tarihi itibarıyla 34 yaşını tamamlamış kadınlar için (*1 Ocak 1991 tarihi ve öncesi doğumlu adaylar*) belirlenen devlet üniversitelerinde merkezi yerleştirme ile öğrenci alan ön lisans ve lisans programlarında "34 Yaş Üstü Kadınlar" kontenjanı bulunmaktadır. Bu kontenjan, belirlenen devlet üniversitelerinde başarı sıralaması şartı aranan Tıp, Diş Hekimliği, Eczacılık, Mühendislik, Mimarlık, Hukuk ve Öğretmenlik ile Havacılık Elektrik ve Elektroniği, Havacılık Yönetimi, Denizcilik İşletmeleri Yönetimi, Uçak Bakım ve Onarım, Uçak Elektrik ve Elektroniği, Uçak Gövde ve Motor Bakımı, Pilotaj, Sivil Savunma ve İtfaiyecilik programları dışındaki programlarda yer almaktadır.

Anılan kontenjanlardan daha önce herhangi bir lisans programından mezun olanlar yararlanamayacak olup tercih etseler bile bu kontenjanlara yerleştirme yapılmayacaktır. Daha önce bir ön lisans programından mezun olanlar ise sadece lisans programları için ayrılan kontenjanları tercih edebileceklerdir.

34 yaş üstü kadınlar, genel kontenjan (öncelikle) ve 34 yaş üstü kadınlar kontenjanı ile yukarıdaki açıklamalar göz önünde tutularak merkezi yerleştirme ile yerleştirme puanlarının yeterli olduğu en üst tercihlerine yerleştirilecektir. 34 yaş üstü kadınlar için ayrılan kontenjanlar sınırlıdır. Bu nedenle, tercihlerinin tümünü çok istenen programlar arasından yapan 34 yaş üstü kadınlar, puanlarının yüksek olmaması durumunda hiçbir programa yerleşemeyebileceklerdir. 34 yaş üstü kadınlar için ayrılan kontenjanlar merkezi yerleştirme işlemlerinde dolmaması veya kayıttan boş kalması durumunda ek yerleştirme işlemlerinde ilan edilecektir. Kılavuzda yer alan tüm genel kurallar, 34 yaş üstü kadınlar için de geçerlidir.

Tercih işlemlerinin son günü itibarıyla (*tercih işlemlerinin son günü dâhil*) herhangi bir lisans programından mezun olanlar bu kontenjanlara yerleştirilmeyecek olup bir ön lisans programından mezun olanlar ise sadece lisans programları için ayrılan kontenjanlardan yararlanabileceklerdir. Yerleştirme işlemlerinde, tercih işlemleri tamamlandıktan sonraki ilk iş günü itibarıyla adayların ÖSYM sisteminde ve/veya YÖKSİS'te kayıtlı yükseköğretim mezuniyeti bilgileri esas alınacaktır.

Tercih işlemleri tamamlandıktan sonraki ilk iş günü itibarıyla ÖSYM sisteminde veya YÖKSİS'te kayıtlı lisans ve üstü düzeyde mezuniyeti/denklik bilgisi/akademik özgeçmiş mezuniyet bilgisi olanlar bu kontenjanlara yerleştirilmeyecek olup ön lisans düzeyinde mezuniyeti/denklik bilgisi/akademik özgeçmiş mezuniyet bilgisi olanlar ise sadece lisans programlarına yerleştirilebileceklerdir.

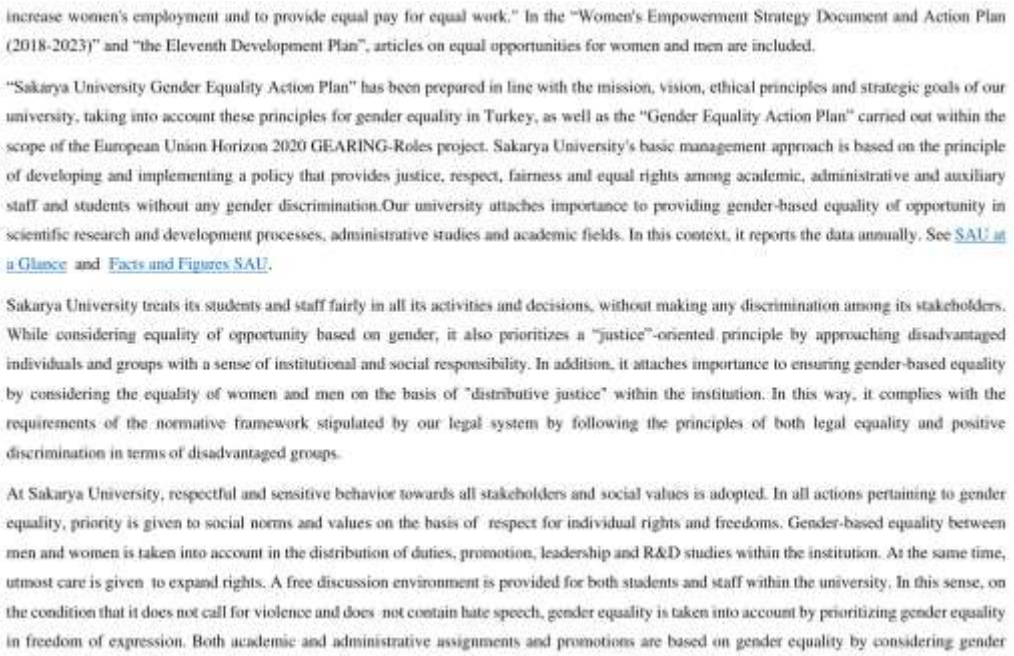
Figure 8. ÖSYM's 2025 YKS guide sets out eligibility for places reserved for women aged 34 or over. Printed p. 5, PDF p. 7. Source [7]

Keywords: Women's access; Gender-disaggregated data; Student registration; Entry cohort; Annual monitoring; Higher education participation

5.3.2 Policy on women's applications, admission, entry and participation

Reporting period 1 January – 31 December 2025

Sakarya University's **Gender Equality Plan 2022–2025** sets out equal treatment for students and staff and positive measures for disadvantaged groups. The University also publishes its commitment to women's access and participation on its Women's Applications and Admissions Policy page. [1, 2]



increase women's employment and to provide equal pay for equal work." In the "Women's Empowerment Strategy Document and Action Plan (2018-2023)" and "the Eleventh Development Plan", articles on equal opportunities for women and men are included.

"Sakarya University Gender Equality Action Plan" has been prepared in line with the mission, vision, ethical principles and strategic goals of our university, taking into account these principles for gender equality in Turkey, as well as the "Gender Equality Action Plan" carried out within the scope of the European Union Horizon 2020 GEARING-Roles project. Sakarya University's basic management approach is based on the principle of developing and implementing a policy that provides justice, respect, fairness and equal rights among academic, administrative and auxiliary staff and students without any gender discrimination.Our university attaches importance to providing gender-based equality of opportunity in scientific research and development processes, administrative studies and academic fields. In this context, it reports the data annually. See SAU at a Glance and Facts and Figures SAU.

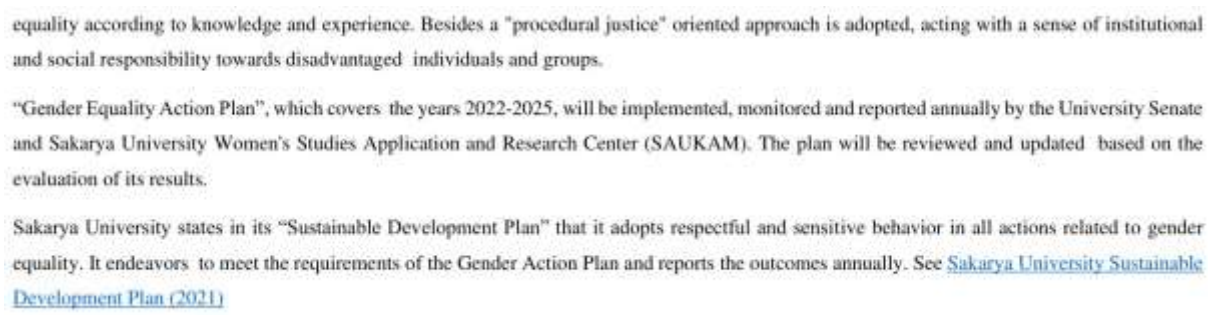
Sakarya University treats its students and staff fairly in all its activities and decisions, without making any discrimination among its stakeholders. While considering equality of opportunity based on gender, it also prioritizes a "justice"-oriented principle by approaching disadvantaged individuals and groups with a sense of institutional and social responsibility. In addition, it attaches importance to ensuring gender-based equality by considering the equality of women and men on the basis of "distributive justice" within the institution. In this way, it complies with the requirements of the normative framework stipulated by our legal system by following the principles of both legal equality and positive discrimination in terms of disadvantaged groups.

At Sakarya University, respectful and sensitive behavior towards all stakeholders and social values is adopted. In all actions pertaining to gender equality, priority is given to social norms and values on the basis of respect for individual rights and freedoms. Gender-based equality between men and women is taken into account in the distribution of duties, promotion, leadership and R&D studies within the institution. At the same time, utmost care is given to expand rights. A free discussion environment is provided for both students and staff within the university. In this sense, on the condition that it does not call for violence and does not contain hate speech, gender equality is taken into account by prioritizing gender equality in freedom of expression. Both academic and administrative assignments and promotions are based on gender equality by considering gender

Figure 1. Gender Equality Plan 2022–2025, PDF p. 3: equal treatment of students and staff. Source [2]

SAÜ policy on equal treatment and participation

The plan commits the University to fair decisions **without gender discrimination**. It includes student gender-awareness activities and curriculum objectives and assigns annual implementation, **monitoring and reporting** to the Senate and the Women's Studies Application and Research Centre (SAUKAM). [2, PDF pp. 3–6]



equality according to knowledge and experience. Besides a "procedural justice" oriented approach is adopted, acting with a sense of institutional and social responsibility towards disadvantaged individuals and groups.

"Gender Equality Action Plan", which covers the years 2022-2025, will be implemented, monitored and reported annually by the University Senate and Sakarya University Women's Studies Application and Research Center (SAUKAM). The plan will be reviewed and updated based on the evaluation of its results.

Sakarya University states in its "Sustainable Development Plan" that it adopts respectful and sensitive behavior in all actions related to gender equality. It endeavors to meet the requirements of the Gender Action Plan and reports the outcomes annually. See Sakarya University Sustainable Development Plan (2021)

Figure 2. Same plan, PDF p. 4 (extract): plan period and assigned implementation, monitoring and review responsibilities. Source [2]

National selection rules and their application at SAÜ

The 2025 national YKS admissions framework provides a designated quota for eligible women who had reached **age 34 by 1 January 2025**. Applicants indicate their eligibility and choice in the preference system. Placement considers general quotas first and the designated quota in accordance with scores and programme conditions. Prior bachelor's graduates are excluded; prior associate-degree graduates may use only eligible bachelor's quotas. Universities check degree eligibility at registration. This is a **national access measure** applying to the listed programmes. [3, section 2.2, printed pp. 4–6]

34 YAŞINI TAMAMLAMIŞ KADINLAR KONTENJANLARINA İLİŞKİN AÇIKLAMA

1 Ocak 2025 tarihi itibarıyla 34 yaşını tamamlamış kadınlar için (*1 Ocak 1991 tarihi ve öncesi doğumlu adaylar*) belirlenen devlet üniversitelerinde merkezi yerleştirme ile öğrenci alan ön lisans ve lisans programlarında "34 Yaş Üstü Kadınlar" kontenjanı bulunmaktadır. Bu kontenjan, belirlenen devlet üniversitelerinde başarı sıralaması şartı aranan Tıp, Diş Hekimliği, Eczacılık, Mühendislik, Mimarlık, Hukuk ve Öğretmenlik ile Havacılık Elektrik ve Elektroniği, Havacılık Yönetimi, Denizcilik İşletmeleri Yönetimi, Uçak Bakım ve Onarım, Uçak Elektrik ve Elektroniği, Uçak Gövde ve Motor Bakımı, Pilotaj, Sivil Savunma ve İtfaiyecilik programları dışındaki programlarda yer almaktadır.

Anılan kontenjanlardan daha önce herhangi bir lisans programından mezun olanlar yararlanamayacak olup tercih etseler bile bu kontenjanlara yerleştirme yapılmayacaktır. Daha önce bir ön lisans programından mezun olanlar ise sadece lisans programları için ayrılan kontenjanları tercih edebileceklerdir.

34 yaş üstü kadınlar, genel kontenjan (öncelikle) ve 34 yaş üstü kadınlar kontenjanı ile yukarıdaki açıklamalar göz önünde tutularak merkezî yerleştirme ile yerleştirme puanlarının yeterli olduğu en üst tercihlerine yerleştirilecektir. 34 yaş üstü kadınlar için ayrılan kontenjanlar sınırlıdır. Bu nedenle, tercihlerinin tümünü çok istenen programlar arasından yapan 34 yaş üstü kadınlar, puanlarının yüksek olmaması durumunda hiçbir programa yerleşemeyebileceklerdir. 34 yaş üstü kadınlar için ayrılan kontenjanlar merkezi yerleştirme işlemlerinde dolmaması veya kayıttan boş kalması durumunda ek yerleştirme işlemlerinde ilan edilecektir. Kılavuzda yer alan tüm genel kurallar, 34 yaş üstü kadınlar için de geçerlidir.

Tercih işlemlerinin son günü itibarıyla (*tercih işlemlerinin son günü dâhil*) herhangi bir lisans programından mezun olanlar bu kontenjanlara yerleştirilmeyecek olup bir ön lisans programından mezun olanlar ise sadece lisans programları için ayrılan kontenjanlardan yararlanabileceklerdir. Yerleştirme işlemlerinde, tercih işlemleri tamamlandıktan sonraki ilk iş günü itibarıyla adayların ÖSYM sisteminde ve/veya YÖKSİS'te kayıtlı yükseköğretim mezuniyeti bilgileri esas alınacaktır.

Tercih işlemleri tamamlandıktan sonraki ilk iş günü itibarıyla ÖSYM sisteminde veya YÖKSİS'te kayıtlı lisans ve üstü düzeyde mezuniyeti/denklik bilgisi/akademik özgeçmiş mezuniyet bilgisi olanlar bu kontenjanlara yerleştirilmeyecek olup ön lisans düzeyinde mezuniyeti/denklik bilgisi/akademik özgeçmiş mezuniyet bilgisi olanlar ise sadece lisans programlarına yerleştirilebileceklerdir.

Figure 3. ÖSYM guide, printed p. 5 (PDF p. 7), women's quota section. Eligibility and placement rules. Source [3]

Daha önce bir yükseköğretim kurumundan ön lisans ve/veya lisans mezunu olan adayların; e-Devlet sisteminde mezuniyet bilgilerini kontrol ederek mezuniyet bilgisi, Yükseköğretim Bilgi Sisteminde bulunmayanların, tercih işlemlerinden önce, mezun oldukları üniversite aracılığıyla bu bilgilerin sisteme işlenmesini sağlamaları gerekmektedir.

2025-YKS'ye başvuran 1 Ocak 2025 tarihi itibarıyla 34 yaşını tamamlamış kadınlardan **34 yaş üstü kadın kontenjanlarından faydalanmak isteyenlerin** veya **faydalanmak istemeyenlerin** tercih ekranında yer alan aşağıdaki seçeneklerden kendilerine uygun seçeneği işaretlemeleri gerekmektedir:

1- *YAŞ VE CİNSİYET KOŞULUNU SAĞLAMAMA RAĞMEN LİSANS DÜZEYİNDE MEZUNİYETİM OLDUĞU İÇİN TERCİH ETTİĞİM PROGRAMLARIN VARSA 34 YAŞ ÜSTÜ KADIN KONTENJANLARINDAN FAYDALANAMAYACAĞIMI KABUL EDİYORUM.*

2- *YÜKSEKÖĞRETİM MEZUNİYETİM OLMADIĞINDAN TERCİH ETTİĞİM TÜM PROGRAMLARIN VARSA 34 YAŞ ÜSTÜ KADIN KONTENJANLARINDAN FAYDALANMAK İSTİYORUM.*

3- *ÖN LİSANS DÜZEYİNDE MEZUNİYETİM OLDUĞU FAKAT LİSANS DÜZEYİNDE MEZUNİYETİM OLMADIĞI İÇİN TERCİH ETTİĞİM LİSANS PROGRAMLARININ VARSA 34 YAŞ ÜSTÜ KADIN KONTENJANLARINDAN FAYDALANMAK İSTİYORUM.*

1 Ocak 2025 tarihi itibarıyla 34 yaşını tamamlamış kadınlardan Aday Başvuru Formunun "**34 YAŞ ÜSTÜ KADIN KONTENJANLARINDAN FAYDALANMAK İSTİYORUM**" alanını **işaretleyenler/işaretlemeyenlerin** de tercih ekranında yer alan bu bilgi alanında kendilerine uygun seçeneği işaretlemeleri gerekmektedir.

2025-YKS kayıt işlemlerinde 34 yaşını tamamlamış kadınlar için ayrılan kontenjandan yararlanarak bir yükseköğretim programına yerleştirilenlerden herhangi bir lisans programından mezun olduğu tespit edilenler ile ön lisans programlarına yerleşenler için ön lisans programından mezun olduğu tespit edilenlerin ilgili yükseköğretim kurumu tarafından kayıtları yapılmayacaktır. Bu adaylar yerleştirmeden doğan tüm haklarını kaybedeceklerdir.

Figure 4. ÖSYM guide, printed p. 6 (PDF p. 8), extract. Preference declarations and registration eligibility checks. Source [3]

In the 2025 YKS guide, SAÜ bachelor's programmes offering places under the national quota included Psychology (programme 108890241, two places), Human Resources Management (108810544, three) and Nursing (108810968, three). [3, Table 4, printed p. 292]

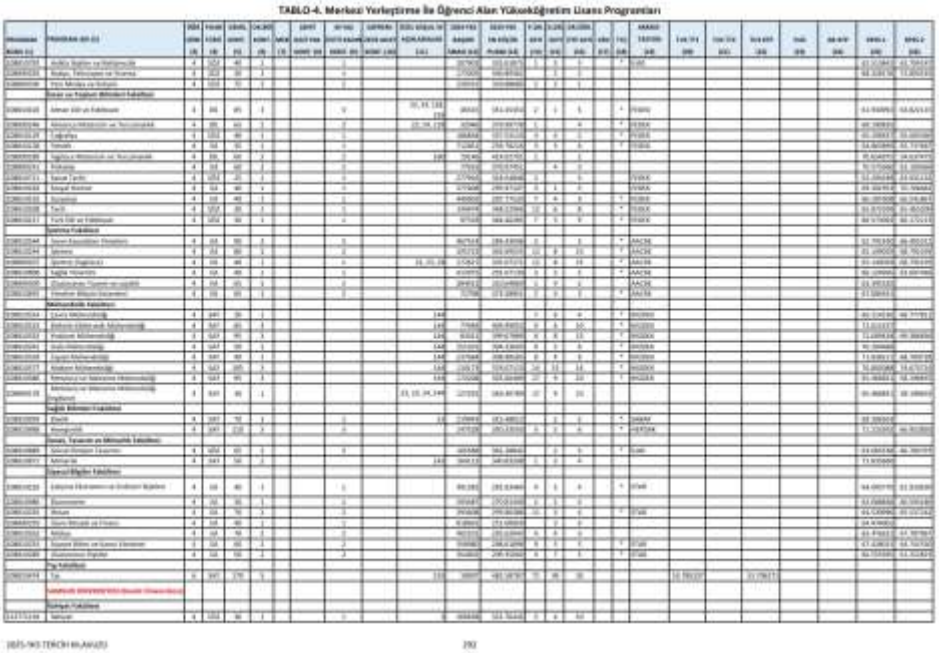


Figure 5. Table 4, printed p. 292 (PDF p. 294), continuing Sakarya University's block. Column 9 records 2 places in Psychology, 3 in Human Resources Management and 3 in Nursing. Source [3]

The Gender Equality Plan covers participation during study. One documented example in 2025 was the Women in Business Micro-Credential Programme, which offered women students free training in career development, sustainability and entrepreneurship. The University describes this provision in its Sustainability Report (printed p. 43). [2, 7]

Sakarya University adopts innovative approaches to embed sustainability principles into both education and research. Academic programs are designed to provide students and faculty with the knowledge, skills, and values necessary to address environmental, social, and economic challenges.

Curricula across faculties are enriched with courses focused on **sustainability-related themes**, including environmental engineering, renewable energy, climate change, and sustainable development. These offerings equip students with a strong **awareness of sustainability** and the capacity to contribute to solutions at local, national, and global levels.

To further strengthen this integration, the Sakarya University Information System (SABIS) has been updated to link courses, academic publications, and research projects directly to the United Nations Sustainable Development Goals (SDGs). This enhancement ensures that the University's educational and research outputs are systematically aligned with **global sustainability targets**, supporting evidence-based monitoring and reporting.

4.2.Education Programs

Sakarya University is a dynamic and forward-looking institution that delivers education and research activities in line with **internationally recognized standards**. Educational policies are regularly reviewed and refined to ensure continuous improvement, enhance student achievement, and support career readiness.

Through a learner-centered approach, the University integrates innovative teaching methods, interdisciplinary perspectives, and practical learning opportunities into its programs. This approach not only fosters **academic excellence** but also equips graduates with the skills, adaptability, and ethical awareness needed to address contemporary global challenges.

Sakarya University launched the "Women Shaping Their Future Academy: Women in Business Micro-Credential Program", the first micro-credential program in Türkiye designed exclusively for female students. The program aims to empower women for professional life through free, high-quality training delivered by industry leaders and expert academicians.

Consisting of two modules on career development, workplace competencies, sustainability, and entrepreneurship, the program provides participants with essential knowledge and practical skills for professional growth.

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Figure 6. Institutional account of the Women's Academy as support for participation in education. PDF p. 47. Source [7]

For central undergraduate placement, ÖSYM administers applications and selection. SAÜ monitors registration using its student records. Its public account also identifies programme-level gender information in YÖK Atlas. [4, 5]

At the national level, Türkiye's Council of Higher Education (YÖK) introduced a policy in 2023 establishing special quotas for women aged 34 and above in associate and undergraduate programs at state universities, including Sakarya University. This affirmative measure, still active in 2024, expanded access for mature women learners. Institutionally, SAU's Social Equality Regulation defines equality as a fundamental value and prohibits any direct or indirect discrimination based on sex, ethnicity, religion, or disability—including in student admissions.

Figure 7. The University's historical account of the national route for eligible women. Extract from the published web text (print layout). Source [1]

Across all admission routes in the 2025–2026 registration table, 6,029 of 11,248 new entrants were women (**53.60%**). [5, 6]

Scope of the designated quota

Across SAÜ bachelor's programme rows, Table 4 of the 2025 YKS guide lists **63 places** for eligible women aged 34 or over. The count covers advertised places in the main national admissions guide. [3]

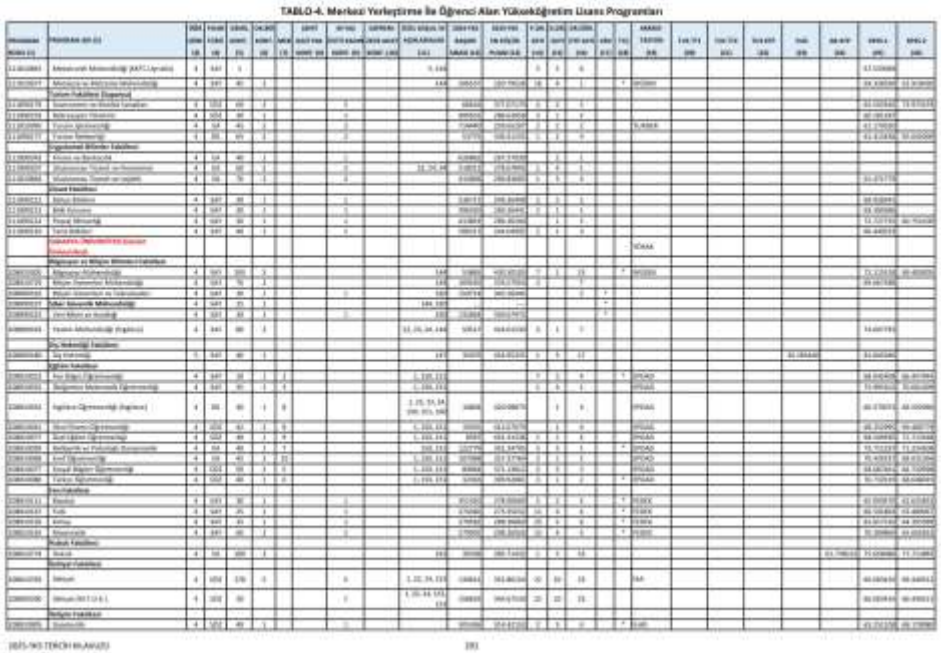

Figure 8. Table 4, printed p. 291 (PDF p. 293). The Sakarya University heading identifies the institutional block continued on the next page. Source [3]

Keywords: Women's admissions; Gender equality policy; Designated quotas; Women aged 34 and over; Equal treatment; Educational participation

5.3.3 Women's access schemes

Reporting period 1 January – 31 December 2025

Sakarya University provided a women-focused mentoring and learning scheme through the second Women in Business Micro-Credential Programme of the Geleceğine Yön Veren Kadınlar Academy. Coordinated by TOKAS with Sakarya Teknokent and the Sakarya Chamber of Commerce and Industry (SATSO), the programme supported **women already enrolled at the University**. The official completion account reports delivery from 10 May to 15 July 2025 and the selection of **20 women** from different faculties. [1]



Figure 1. Programme implementation photograph from the official completion gallery. Source [1]

Mentoring

Students practised interviews and developed TÜBİTAK 2209-A and 2209-B research proposals with mentors. On **21 May** the programme team gave students feedback on their projects. [1]

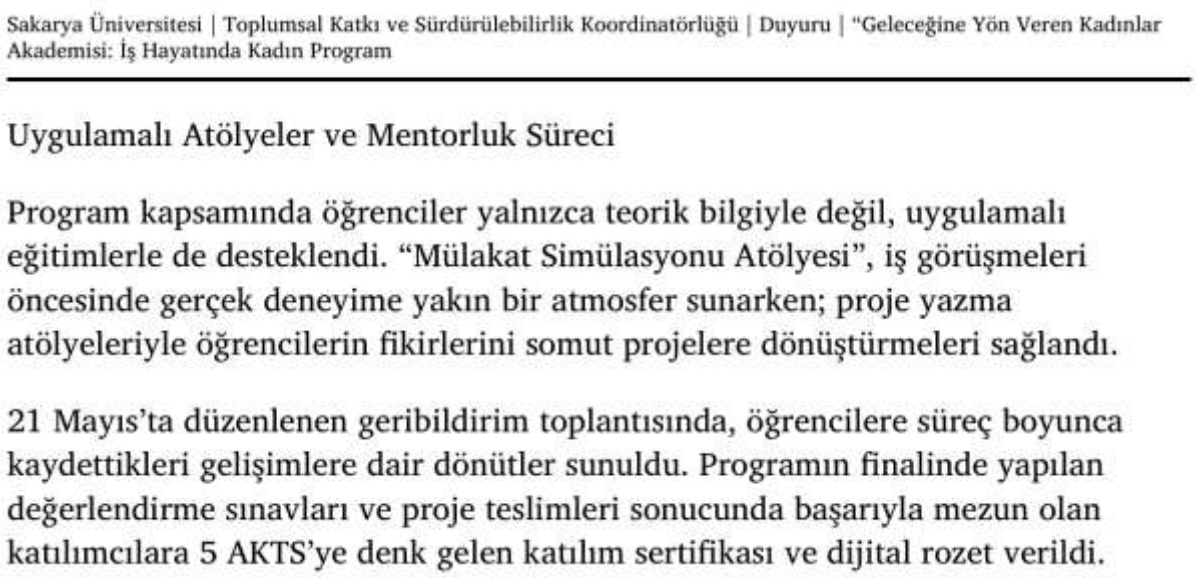

Figure 2. Project mentoring and the 21 May feedback meeting. Extract from the published web text (print layout). Source [1]

The prospectus scheduled mentor-guided project work for 19 May–8 June and project submission for 9 June. TOKAS reports that the full programme ran from 10 May to 15 July 2025. [1, 2]

The University also shares scholarship calls from external providers, including the British Council's Women in STEM scholarships. [3]

In 2025 the Career Development Office shared Sanovel's external coaching call for women students. Applications to the provider closed on 10 June. [6]

Free structured learning for women students

The University offered the programme **free of charge** to second- and third-year women students with a **GPA of at least 2.50**. The prospectus specified 20 principal places and 20 reserve places, with **at least 80% attendance** required. Reserve places are separate from admissions. [2]

SAKARYA ÜNİVERSİTESİ

GELECEĞİNE YÖN VEREN KADINLAR AKADEMİSİ

İŞ HAYATINDA KADIN MİKRO YETERLİLİK PROGRAMI-2

Slogan	İş hayatına hazırlan, geleceğine yön ver!
Programın Amacı	"İş Hayatında Kadın Mikro Yeterlilik Programı" ile iş hayatına hazırlanan kadın öğrencilerin **iş yaşam becerileri, sürdürülebilirlik, girişimcilik ve proje yönetimi** konularında **güçlendirilmesi amaçlanmaktadır**.
Hedef Kitle	Sakarya Üniversitesi'nde **2. veya 3. sınıfta öğrenim görmekte olan kadın öğrenciler** programa başvurabilir. Başvuru kriterlerini sağlayan ve eleme sonucunda belirlenen **20 öğrenci asil, 20 öğrenci yedek** olarak programa kabul edilecektir.
Programa Katılım Şartı	• Sakarya Üniversitesi'nde **2. veya 3. sınıfında** öğrenim görmek (**yalnız kadın öğrenciler** başvurabilir) • **2,50 ve üstü** genel not ortalamasına sahip olmak • Programın **en az %80'ine** devam etmek • Başvuru **formu**nu doldurmak
Program İçeriği	Program **"Kariyer Yönetimi ve İş Yaşam Becerileri"** ve **"İş Yaşamında Sürdürülebilirlik, Girişimcilik ve Proje Yönetimi"** olmak üzere iki modülden oluşmaktadır. **İlk modülde** *kariyer keşfi, zaman yönetimi, verimlilik, iletişim, liderlik, dayanıklılık, kriz yönetimi, dijital yetkinlikler, iş hukuku ve kadın hakları* konularına odaklanılmaktadır. **İkinci modülde** ise, *sürdürülebilir kalkınma, çevre bilinci, sürdürülebilir yaşam tarzı, sosyal girişimcilik, fikri mülkiyet hukuku ve proje yönetimi* konuları ele alınmaktadır. Programda verilecek eğitimler sektör uzmanları ve alanında yetkin akademisyenler tarafından gerçekleştirilecektir. Program Sakarya Üniversitesi tarafından **ücretsiz** olarak sunulacaktır. Programın koordinasyonu ***Toplumsal Katkı ve Sürdürülebilirlik Koordinatörlüğü*** tarafından gerçekleştirilmektedir.
Program Süresi	Program **10 Mayıs 2025 Cumartesi** günü başlayacak olup, altı tam gün **yüz yüze eğitim** ve kalan zamanlarda **mentor destekli** ve **bireysel çalışma** formatında hibrit olarak gerçekleştirilecektir.

10-11 Mayıs 2025	Modül 1: Kariyer ve İş-Yaşam Becerileri
14-17-18 Mayıs 2025	Modül 2: İş Yaşamında Sürdürülebilirlik, Girişimcilik, Proje Yönetimi ve Proje Yazma Atölyesi

Figure 3. Programme prospectus, page 1: women-only eligibility, selection, attendance, free provision and programme structure. Source [2]

Two modules covered career and workplace skills, and sustainability, entrepreneurship and project management. Academic and industry contributors provided teaching and opportunities to develop professional networks. Assessment combined learning activities, a final evaluation and project work. [1, 2]



Figure 4. Additional programme photograph from the same gallery. Photographs illustrate implementation; participation and awards are documented by the written records. Source [1]

The 2025 Sustainability Report describes the Academy as a free programme designed specifically for women students, with two modules taught by industry professionals and academics. Its stated aim is to prepare participants for professional life. The 2025 completion account documents the second cycle, following the programme introduced in 2024. [1, 4, 5]



Figure 5. Women in Business micro-credential programme, official TOKAS completion gallery. Source [1]

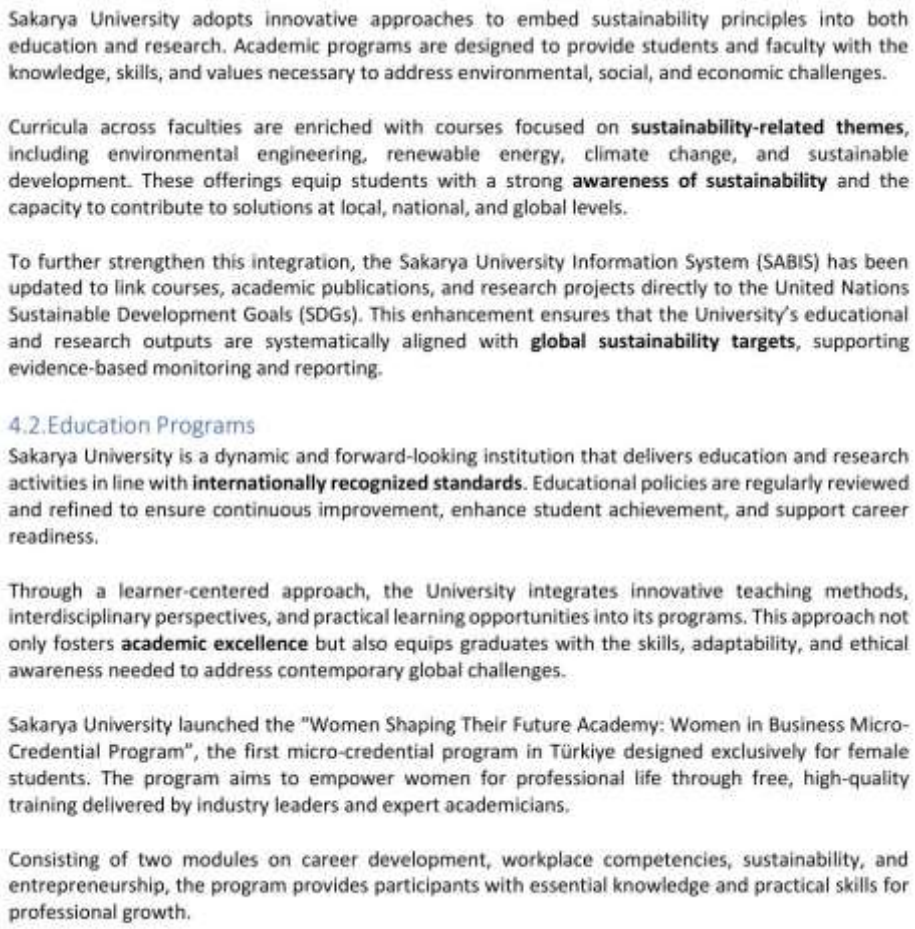

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Figure 6. Women's Academy in the University's annual sustainability report. PDF p. 47. Source [5]

Assessment and recognition

TOKAS admitted **20 women** to the main cohort. Successful participants received a certificate equivalent to **5 ECTS** and a **digital badge** following programme assessment. [1, 2]

	21 Mayıs 2025	Geribildirim Toplantısı Final Sınavı Mülakat Simülasyonu Atölyesi
	19 Mayıs-08 Haziran 2025	Mentor Eşliğinde Proje Çalışmaları
	09 Haziran 2025	Proje Son Teslim Tarihi
Program Yöntemi	Bu program **"mikro yeterlilik"** yöntemi ile hazırlanmış olup, iş hayatında kadınlara yönelik yapılan Türkiye'deki **tek uygulamadır.** İlki yine Sakarya Üniversitesi tarafından gerçekleştirilen programın, **yoğun talep üzerine ikincisi gerçekleştirilmektedir**. Mikro yeterlilik *"kısa bir kurs ya da eğitim modülünün tamamlanmasının ardından ölçme ve değerlendirme süreci sonunda düzenlenen, görece küçük hacimli yeterlilik"* şeklinde tanımlanmaktadır. Bu kapsamda mikro yeterlilik programlarının **sıradan sertifika programlarından farkı** net bir öğrenme çıktısı sunması, ölçme ve değerlendirme faaliyetlerini uygulaması, program sonunda transkripte benzer nitelikte dijital rozetler ile eğitim sertifikasının sunulmasıdır. Bu sebeple "İş Hayatında Kadın Mikro Yeterlilik Programı" süresince **derslere ilişkin ara değerlendirmeler ile final değerlendirmesi** gerçekleştirilecek ve değerlendirme sonucunda başarılı olan katılımcılara **dijital rozet ile katılım sertifikası** verilecektir.	
Programın Çıktıları	Programı başarı ile tamamlayan katılımcılara; • **5 AKTS'ye denk gelen katılım sertifikası ve dijital rozet** verilecektir. Bu kapsamda programı başarı ile tamamlayan katılımcılar, bu sertifika ve rozeti **önceki öğrenmelerin tanınması kapsamında uygun bulunan derslerin yerine** saydırabilecektir. • İş yaşam becerileri, sürdürülebilirlik ve girişimcilik konularında **yetkinlik** kazandırılacaktır. • **Proje yazma ve yönetme becerisi** kazandırılacaktır. • Program süresince farklı sektör temsilcileri ile **network geliştirme olanağı** sunulacaktır. • İşe giriş **mülakat deneyimi** kazandırılacaktır.	
Başvuru Linki	https://forms.gle/JpoUCJvoi8eTSFZX9	

Figure 7. Programme prospectus, page 2: planned mentor-supported project work, assessment, certification and conditional recognition of prior learning. Source [2]



Figure 8. Women in Business micro-credential programme, official TOKAS completion gallery. Source [1]

Successful participants may apply for recognition of the certificate and badge towards eligible courses through the University's recognition of prior learning procedure. [2]

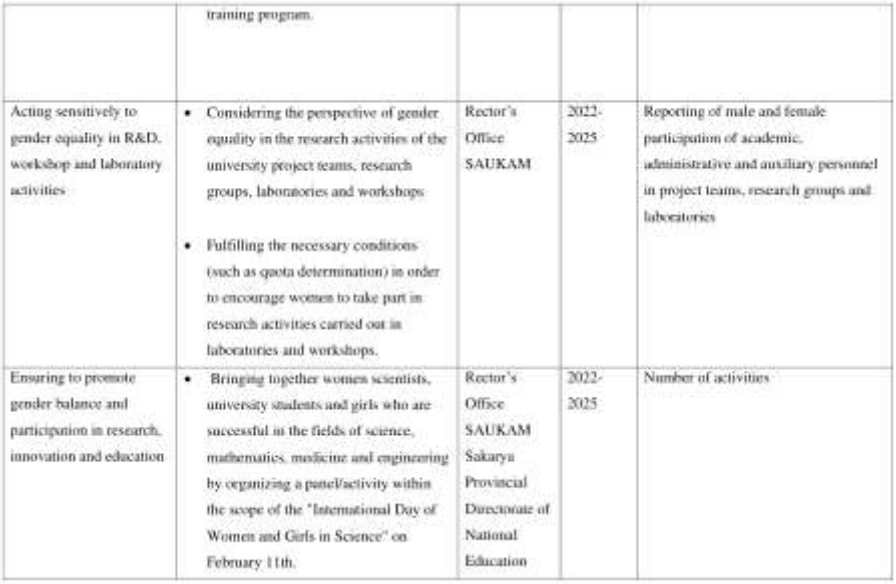
Keywords: Women's access schemes; Women's Academy; Free training; Project mentoring; Career development; Micro-credentials

5.3.4 Women's applications in underrepresented subjects

Reporting period 1 January – 31 December 2025

Institutional framework

Sakarya University's Gender Equality Plan 2022–2025 includes a **planned activity** bringing together women scientists, university students and schoolgirls in science, mathematics, medicine and engineering in connection with the International Day of Women and Girls in Science. The relevant action identifies the Rector's Office and SAUKAM among the responsible units and uses the number of activities as an indicator. This is a commitment in the plan covering 2025. [1, PDF p. 13]



	training program.			
Acting sensitively to gender equality in R&D, workshop and laboratory activities	• Considering the perspective of gender equality in the research activities of the university project teams, research groups, laboratories and workshops • Fulfilling the necessary conditions (such as quota determination) in order to encourage women to take part in research activities carried out in laboratories and workshops.	Rector's Office SAUKAM	2022-2025	Reporting of male and female participation of academic, administrative and auxiliary personnel in project teams, research groups and laboratories
Ensuring to promote gender balance and participation in research, innovation and education	• Bringing together women scientists, university students and girls who are successful in the fields of science, mathematics, medicine and engineering by organizing a panel/activity within the scope of the "International Day of Women and Girls in Science" on February 11th.	Rector's Office SAUKAM Sakarya Provincial Directorate of National Education	2022-2025	Number of activities

Figure 1. Original Gender Equality Plan 2022–2025, PDF page 13. The lower row sets out the planned activity involving women scientists, university students and schoolgirls. Source [1]

The University's Mechanical Engineering Department also hosts a letter addressed to SAÜ by the Limak Foundation. Dated 20 September 2019, it concerns support for women who had already chosen engineering. It documents SAÜ's established connection with women's access to engineering education. For 2025, the Gender Equality Plan records the University's commitment to outreach for schoolgirls, and the joint school visits with the Provincial Directorate of National Education identify both the intended audience and the schools reached. [1, 3, 5, 8, 15]

Subject-level representation: historical context

The public SABİS student table provides programme-level figures labelled 2023. In the regular programmes shown below, women represented a minority of enrolled students. These figures provide the historical baseline against which the 2025 intake is assessed. Percentages are calculated as women divided by total enrolment. [2]

Programme (2023)	Women	Total	Women (%)
Mechanical Engineering	121	796	15.2
Electrical–Electronics Engineering	124	713	17.4
Civil Engineering	129	671	19.2

For the 2025–2026 intake, the Faculty of Engineering recorded 310 women and 494 men among 804 new registrations (**38.56% women**). The same register gives total new entrants in Civil Engineering (77), Mechanical Engineering (156) and Electrical–Electronics Engineering (148), without a sex breakdown for those programme rows. The faculty percentage cannot be assigned to any one programme. [9]



Figure 2. Faculty-level entry figures by sex, including engineering and computing. PDF p. 1. Source [9]

The same 2025–2026 register records 184 women and 311 men among 495 new entrants to the Faculty of Computer and Information Sciences (**37.17% women**). Together with the Engineering Faculty figure, this identifies a second faculty in which women were a minority of entrants. Neither faculty aggregate identifies the sex distribution in a particular degree programme or attendance at a targeted recruitment event. [9]

SAKARYA ÜNİVERSİTESİ

2025-2026 EĞİTİM-ÖĞRETİM YILI YENİ KAYIT ÖĞRENCİ LİSTESİ

FAKÜLTE/ENSTİTÜ/MESLEK YÜKSEKOKULU	I. ÖĞRETİM	II. ÖĞRETİM	UZAKTAN EĞİTİM	TOPLAM
BİLGİSAYAR VE BİLİŞİM BİLİMLERİ FAKÜLTESİ				
BİLGİSAYAR MÜHENDİSLİĞİ	179	0	0	179
BİLİŞİM SİSTEMLERİ MÜHENDİSLİĞİ	105	0	0	105
YAZILIM MÜHENDİSLİĞİ	106	0	0	106
BİLİŞİM SİSTEMLERİ VE TEKNOLOJİLERİ	46	0	0	46
VERİ BİLİMİ VE ANALİTİĞİ	35	0	0	35
SİBER SOSYAL BİLİMLER	26	0	0	26
DEVLET KONSERVATUVARI				
TÜRK HALK OYUNLARI	25	0	0	25
MÜZİKOLOJİ	21	0	0	21
ÇALGI EĞİTİMİ	13	0	0	13
SES EĞİTİMİ	23	0	0	23
DİŞ HEKİMLİĞİ FAKÜLTESİ				
DİŞ HEKİMLİĞİ	55	0	0	55
EĞİTİM FAKÜLTESİ				
REHBERLİK VE PSİKOLOJİK DANIŞMANLIK	60	0	0	60
İNGİLİZCE ÖĞRETMENLİĞİ	50	0	0	50
ÖZEL EĞİTİM ÖĞRETMENLİĞİ PROGRAMI	59	0	0	59
TÜRKÇE ÖĞRETMENLİĞİ	56	0	0	56
SINIF ÖĞRETMENLİĞİ	71	0	0	71
SOSYAL BİLGİLER ÖĞRETMENLİĞİ	67	0	0	67
OKUL ÖNCESİ ÖĞRETMENLİĞİ	65	0	0	65
İLKÖĞRETİM MATEMATİK ÖĞRETMENLİĞİ	58	0	0	58
FEN BİLGİSİ ÖĞRETMENLİĞİ	19	0	0	19
FEN FAKÜLTESİ				
BİYOLOJİ BÖLÜMÜ	59	0	0	59
FİZİK	38	0	0	38
KİMYA	58	0	0	58
MATEMATİK	103	0	0	103
HUKUK FAKÜLTESİ				
HUKUK	162	0	0	162
İLAHİYAT FAKÜLTESİ				
İLAHİYAT (İÖ/NÖ)	0	0	103	103
İLAHİYAT	251	0	0	251

Figure 3. Programme-level new registrations by mode of study, 2025–2026. These rows give totals by study mode. PDF p. 4. Source [9]

In addition to the institutional dashboards, the University uses YÖK Atlas to follow the gender distribution in programmes such as Medicine, Data Science and Analytics, and Information Systems Engineering [6].

Sakarya Üniversitesi | Sustainable Development Goals | Measurement & Tracking of Access for Women

At the institutional level, the SABİS 'About SAU' statistical dashboards publicly report: (i) the overall female/male student ratio (52% women, 48% men in 2023, showing consistent balance); (ii) programme-level student numbers with gender breakdowns; (iii) new entrants (admissions/enrolments) by year and programme; and (iv) graduation totals disaggregated by gender. These datasets collectively enable continuous tracking of women's participation and completion rates. Additional programme-level gender data are accessible through YÖK Atlas, where fields such as Medicine, International Relations, Data Science & Analytics, and Information Systems Engineering display variable but transparent gender distributions.

Figure 4. The University describes the SABİS breakdown by sex and discipline. Extract from the published web text (print layout). Source [6]

Engineering outreach with the Provincial Directorate of National Education

During the spring 2025 Geleceğime Yön Veriyorum project, the University hosted an engineering introduction programme coordinated by the SKS Culture Branch and the Provincial Directorate of National Education. The official record, listed on 13 May 2025, reports **120 pupils from four high schools**. [3, 4]



Figure 5. Engineering Faculty outreach photograph from the official event account. Source [3]

Academics introduced civil, environmental, industrial, food, metallurgical and materials, mechanical, and electrical–electronics engineering. The programme provided prospective students with information about university opportunities and engineering subjects. The published account documents the visit, the participating schools and the range of engineering disciplines presented. [3]



Figure 6. Engineering Faculty school visit. The event account records 120 pupils from four high schools introduced to seven engineering disciplines. Source [3]



Figure 7. Faculty of Engineering school outreach. The gallery documents the visit and its setting. Source [3]

The spring completion report records 1,000 pupils across eight faculties and lists Vali Mustafa Büyük Girls' Anatolian Imam Hatip High School among participating schools. The Engineering

Faculty's event record names four other schools for its 120-pupil session. The outreach programme engaged girls'-school pupils across multiple faculties and directly introduced them to engineering and other university disciplines. The autumn school visits continued across faculties and into Teknokent through December 2025. [3, 7, 8]



Figure 8. Faculty of Engineering school outreach. The gallery documents the visit and its setting. Source [3]



Figure 9. Autumn school outreach across faculties. The photograph documents general outreach. Source [7]

On 6 March 2025, the Faculty of Theology hosted **135 pupils** from Vali Mustafa Büyük Girls' Anatolian Imam Hatip High School as part of the Geleceğime Yön Veriyorum project. The visit

provided pupils with direct access to academics and information about theology as a university discipline and academic career path. [16]

On 16 April 2025, Rector Prof. Dr. Hamza Al received the Robot and Software Team of Cevat Ayhan Science High School at Sakarya University. The pupils presented projects in artificial neural networks, UAV systems, computer vision and astrophysics, including Gamze Seçkin's detection of maize diseases with artificial neural networks and the AI-based detection of skin diseases presented by Zehra Laçin and Kerim Ali Kök. The Rector's reception recognised the achievements of girls alongside boys in artificial intelligence and encouraged the team in its TEKNOFEST and TÜBİTAK work. [17]

Discussions with prospective students

The University's social contribution unit lead reports that conversations with school pupils at outreach events specifically address **girls' interest in engineering and technology**.

On 25 February 2025, University student club members supported the GençTek STEM meeting at Şehit Erol Olçok Anatolian High School, where pupils from different schools worked together on a practical task. During the 2025 university admissions cycle, faculty representatives also guided prospective students and families at the University's Open Days, held from 30 July to 1 August. Applicants could discuss course content and career options before choosing their programmes. [10, 11a, 11b]

Further outreach, career guidance and women-in-STEM activities (2025)

On 9 March 2025, the **Women in Engineering** committee of the IEEE Sakarya University Student Branch held a Tea Talk to mark International Women's Day. Associate Professor Dr. Tijen Över Özçelik shared her experience as a woman engineer, discussed the opportunities and challenges facing women engineers, and gave students advice for their future careers. [18]

On 23 June 2025, the Faculty of Engineering published a dedicated post to mark World Women Engineers Day, increasing the visibility of **women in engineering** and communicating the University's support for women choosing engineering careers. [19]

In June 2025, the student community Fikir ile Gelecek Topluluğu, supported by the Ministry of Youth and Sport, ran a three-day programme, Gelecek'ten Gelecek, introducing high-school pupils to university disciplines and professions. On the first day, medicine, law, psychology, mechanical engineering, management information systems, visual communication design and international trade were presented. On the second day, Vice-Rector Prof. Dr. Özer Köseoğlu discussed university life, academic development and career planning with the pupils. On the third day, graduates of industrial engineering, materials and metallurgical engineering and international relations shared their career experience. [20]

In spring 2025, Sakarya University took part as a partner university in the Marmara Career Fair (MARMARAKAF), coordinated by the Presidential Human Resources Office. The Career Development Coordination Office offered career status analysis, skills inventories, the Career Wheel and the Kariyer Kapsülü (Career Capsule) activity, in which students wrote letters setting out their career goals for the following year. [21]

On 23 May 2025, University researchers visited Hendek Atike Hanım Anatolian High School as part of the Araştırmacılar Okulda (Researchers in Schools) programme organised through the Science and Future unit. Researchers presented topics in climate change, natural disasters and environmental science, bringing university-level research directly into the school environment. [22]

On 18 November 2025, the G-YOUNG Young Entrepreneur Accelerator Programme final was held at Sakarya University's Turgut Özal Culture and Congress Center. The programme was organised in collaboration with Sakarya University, Sakarya Teknokent, the Sakarya Chamber of Commerce and Industry (SATSO) and the Provincial Directorate of National Education. Twelve high-school teams presented their projects to a jury, and Rector Prof. Dr. Hamza Al addressed the pupils on entrepreneurial and innovative thinking as a basis for their future studies and careers. [23]

On 30 December 2025, the University's Communications Coordination Office opened a Sakarya University stand at the Tercih University Choice and Career Fair, which brought together 27 universities and was visited by 3,280 pupils. Academic staff presented the University's faculties, programmes and campus facilities and answered prospective students' questions on course content, practical training and career fields after graduation. [24]

The Geleceği Yazan Kadınlar Yapay Zekâ (Women Writing the Future in Artificial Intelligence) programme is a national initiative directed specifically at women. Sakarya University faculties including the Department of Electrical and Electronics Engineering, the Faculty of Business Administration and the Department of Geography published programme announcements, directing **women students and graduates** to the application and award process. Awards were presented on 24 December 2025. [25]

Related activities outside the 2025 reporting period

In 2023, the Department of Electrical and Electronics Engineering publicised the Türkiye'nin Mühendis Kızları scholarship for women already in the first three years of selected engineering degrees. Applications ran from 25 September to 16 October. [12]

In May 2026, a participating high school reported that its pupils attended classes in departments they had chosen at Sakarya University. The University's October 2026 report on its pre-COP31 programme names Halit Evin Girls' Anatolian Imam Hatip High School among the schools represented. The 64 pupils attending the programme explored career paths in areas including artificial intelligence, digital technology and renewable energy. This is the total across the participating schools. [13, 14]

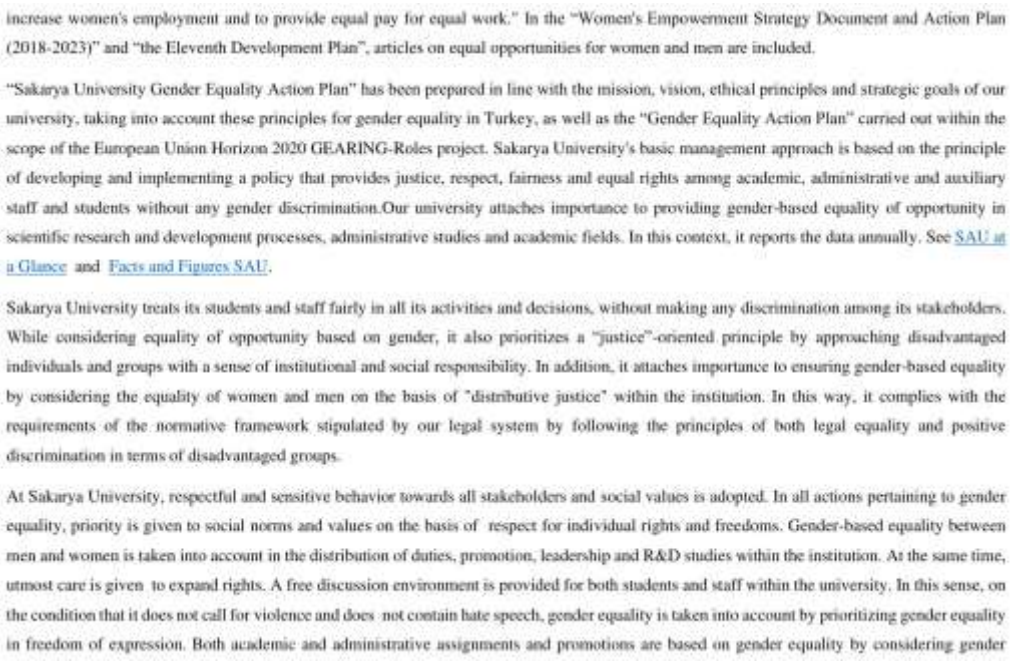
Keywords: Women in STEM; Underrepresented subjects; Engineering outreach; Prospective students; Gender representation; School partnerships

5.6.1 Policy of non-discrimination against women

Reporting period 1 January – 31 December 2025

Institutional commitment covering the reporting year

Sakarya University's Gender Equality Plan 2022–2025 sets out a commitment to fair treatment and equal rights **without gender discrimination** for **students and academic, administrative and auxiliary staff**. It applies the principle of fairness to institutional activities and decisions and recognises positive measures for disadvantaged groups. The plan's stated period includes 2025. [1, PDF pp. 3–4]



increase women's employment and to provide equal pay for equal work." In the "Women's Empowerment Strategy Document and Action Plan (2018-2023)" and "the Eleventh Development Plan", articles on equal opportunities for women and men are included.

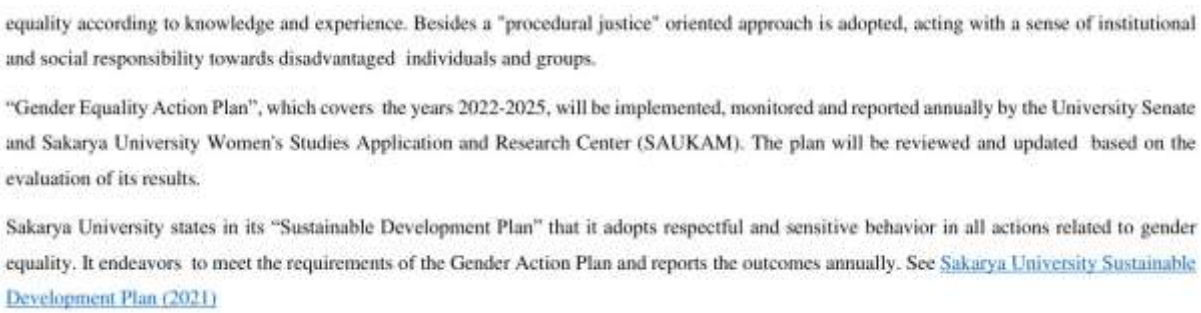
"Sakarya University Gender Equality Action Plan" has been prepared in line with the mission, vision, ethical principles and strategic goals of our university, taking into account these principles for gender equality in Turkey, as well as the "Gender Equality Action Plan" carried out within the scope of the European Union Horizon 2020 GEARING-Roles project. Sakarya University's basic management approach is based on the principle of developing and implementing a policy that provides justice, respect, fairness and equal rights among academic, administrative and auxiliary staff and students without any gender discrimination.Our university attaches importance to providing gender-based equality of opportunity in scientific research and development processes, administrative studies and academic fields. In this context, it reports the data annually. See SAU at a Glance and Facts and Figures SAU.

Sakarya University treats its students and staff fairly in all its activities and decisions, without making any discrimination among its stakeholders. While considering equality of opportunity based on gender, it also prioritizes a "justice"-oriented principle by approaching disadvantaged individuals and groups with a sense of institutional and social responsibility. In addition, it attaches importance to ensuring gender-based equality by considering the equality of women and men on the basis of "distributive justice" within the institution. In this way, it complies with the requirements of the normative framework stipulated by our legal system by following the principles of both legal equality and positive discrimination in terms of disadvantaged groups.

At Sakarya University, respectful and sensitive behavior towards all stakeholders and social values is adopted. In all actions pertaining to gender equality, priority is given to social norms and values on the basis of respect for individual rights and freedoms. Gender-based equality between men and women is taken into account in the distribution of duties, promotion, leadership and R&D studies within the institution. At the same time, utmost care is given to expand rights. A free discussion environment is provided for both students and staff within the university. In this sense, on the condition that it does not call for violence and does not contain hate speech, gender equality is taken into account by prioritizing gender equality in freedom of expression. Both academic and administrative assignments and promotions are based on gender equality by considering gender

Figure 1. Gender Equality Plan 2022–2025, PDF page 3: non-discrimination and equal treatment of students and staff. Source [1]

The plan assigns **annual implementation, monitoring and reporting** to the University Senate and the Women's Studies Application and Research Centre (SAUKAM), with review and updating based on evaluation. These provisions define responsibilities and the intended review process. [1, PDF p. 4]



equality according to knowledge and experience. Besides a "procedural justice" oriented approach is adopted, acting with a sense of institutional and social responsibility towards disadvantaged individuals and groups.

"Gender Equality Action Plan", which covers the years 2022-2025, will be implemented, monitored and reported annually by the University Senate and Sakarya University Women's Studies Application and Research Center (SAUKAM). The plan will be reviewed and updated based on the evaluation of its results.

Sakarya University states in its "Sustainable Development Plan" that it adopts respectful and sensitive behavior in all actions related to gender equality. It endeavors to meet the requirements of the Gender Action Plan and reports the outcomes annually. See Sakarya University Sustainable Development Plan (2021)

Figure 2. Same plan, PDF page 4, text extract: plan period, responsibilities and intended review process. Source [1]

Prevention of gender-based discrimination and harassment

Objective 5 of the plan addresses a gender-sensitive, safe campus. It calls for ethical rules preventing gender-based bias and discrimination, collaboration to combat violence and discrimination, and establishment of a counselling unit for prevention and follow-up of violence, abuse, mobbing and harassment. These are the plan's stated objectives and actions. [1, PDF pp. 14–15]

Ensuring the dissemination of postgraduate courses based on gender equality and justice at the university in an interdisciplinary manner.	• Providing gender-focused courses in graduate programs. • Increasing interdisciplinary seminars in SASGEM training programs.	Rector's Office SAUKAM SASGEM	2022-2025	Determination of course content and related materials. Number of courses opened

OBJECTIVE 5. Creating a Gender-Sensitive Safe Campus Space				
Objectives	**Strategies**	**Responsible Unit**	**Period**	**Indicators**
Providing services by taking the necessary measures for the protection of individual rights and freedoms at the university	• Ensuring the determination of ethical rules and behavioral principles that will prevent gender-based biases and discrimination. • Collaborating with non-governmental organizations, relevant institutions and	Rector's Office Law Clinics Research and Application Center	2022-2025	Instruction on ethical principles and rules Instruction for the establishment of the Counseling Unit

Figure 3. Same plan, PDF page 14: Objective 5 and measures addressing gender-based bias and discrimination. Source [1]

	women-oriented research centers in universities within the scope of effective fight against gender-based violence, biases and discrimination. • Establishment of a counseling unit for the prevention and follow-up of violence, abuse, mobbing and harassment in and around the campus, • Carrying out the necessary works to transform the campus area into a safe living space (increasing the lighting, providing easy access to the security units, accessible application places),	General Secretary		

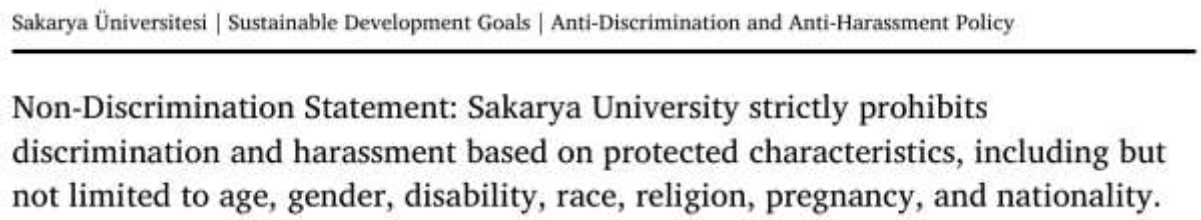
Figure 4. Same plan, PDF page 15, continuation: collaboration, planned counselling provision and campus safety measures. Source [1]

In 2025, Sakarya University staff served on the provincial commission responsible for coordinating, monitoring and evaluating efforts to combat violence against women. The

University also contributed to the provincial action plan for women's empowerment. [8, pp. 63–64]

Additional publicly available policy statements

Sakarya University's public Anti-Discrimination and Anti-Harassment Policy covers education, employment and campus life. It expressly prohibits discrimination and harassment on grounds including gender and pregnancy and provides for **confidential reporting**, **protection from retaliation**, impartial investigation and disciplinary action. [2]

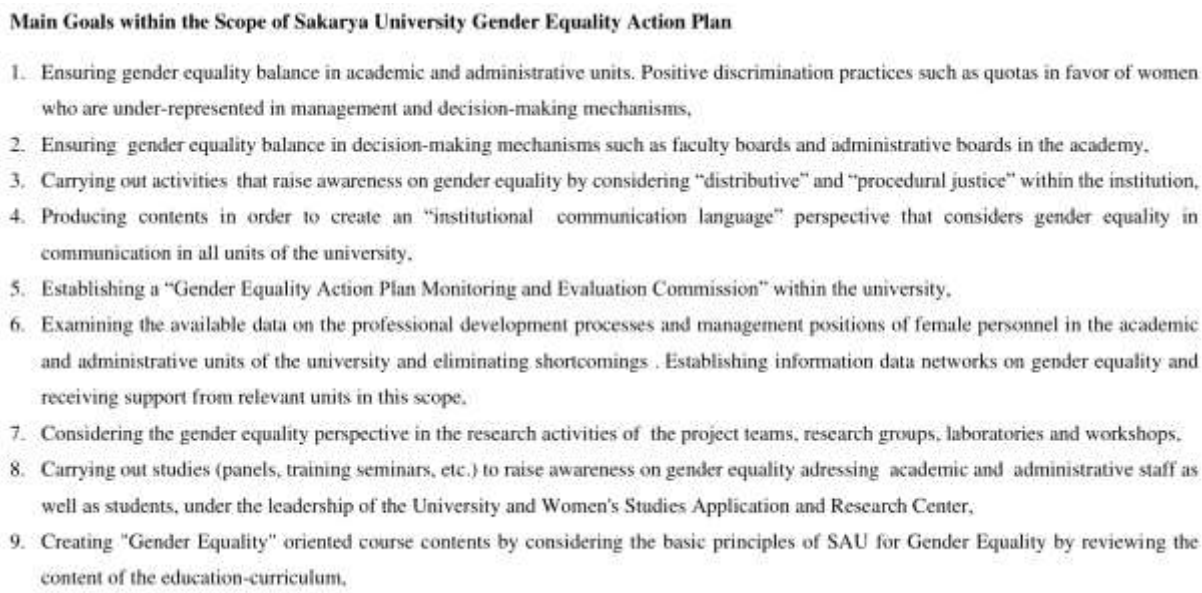

Sakarya Üniversitesi | Sustainable Development Goals | Anti-Discrimination and Anti-Harassment Policy

Non-Discrimination Statement: Sakarya University strictly prohibits discrimination and harassment based on protected characteristics, including but not limited to age, gender, disability, race, religion, pregnancy, and nationality.

Figure 5. University policy statement on discrimination and harassment. Extract from the published web text (print layout). Source [2]

The Senate adopted the Ethics Committee Establishment and Operating Principles on 2 November 2006 (decision 276/16). Article 2 covers employees, students and contributors to or beneficiaries of University services. Articles 9–11 govern review, confidentiality and protection of applicants' identity. Article 9(k) addresses complaints found to have been fabricated with intent to harm another person. [3a, 3b]

Sakarya University's Sustainable University Policy, reproduced in its 2025 Sustainability Report, identifies equality between women and men and inclusion as principles of institutional governance. [8, pp. 11 and 15]


Main Goals within the Scope of Sakarya University Gender Equality Action Plan

1. Ensuring gender equality balance in academic and administrative units. Positive discrimination practices such as quotas in favor of women who are under-represented in management and decision-making mechanisms,
2. Ensuring gender equality balance in decision-making mechanisms such as faculty boards and administrative boards in the academy,
3. Carrying out activities that raise awareness on gender equality by considering "distributive" and "procedural justice" within the institution,
4. Producing contents in order to create an "institutional communication language" perspective that considers gender equality in communication in all units of the university,
5. Establishing a "Gender Equality Action Plan Monitoring and Evaluation Commission" within the university,
6. Examining the available data on the professional development processes and management positions of female personnel in the academic and administrative units of the university and eliminating shortcomings . Establishing information data networks on gender equality and receiving support from relevant units in this scope,
7. Considering the gender equality perspective in the research activities of the project teams, research groups, laboratories and workshops,
8. Carrying out studies (panels, training seminars, etc.) to raise awareness on gender equality adressing academic and administrative staff as well as students, under the leadership of the University and Women's Studies Application and Research Center,
9. Creating "Gender Equality" oriented course contents by considering the basic principles of SAU for Gender Equality by reviewing the content of the education-curriculum,

Figure 6. Institutional gender equality goals in the plan covering 2025. PDF p. 5. Source [1]

Education and awareness activities in 2025

In 2025, Sakarya University's Faculty of Humanities and Social Sciences received a €35,000 grant for ShakesEU, **the Faculty's first Erasmus+ Jean Monnet Module**. Coordinated by Dr Kenan Yerli, the 36-month project (2025–2028) uses Shakespeare's plays to explore human rights, human dignity, women's rights and the rule of law, and to examine discrimination and racism [4]. The University began offering ShakesEU as a university-wide elective in the autumn semester of the 2025–2026 academic year. The opening class addressed equality, gender discrimination and non-discrimination in the context of European Union values. The University announced that students who successfully complete the module would receive an internationally valid certificate of participation [5].



Figure 7. Faculty's ShakesEU teaching initiative on rights and equality. Source [5]

At the March 2025 International Women's Day programme, the University hosted a discussion of contemporary women's rights and women's participation in employment and academia. This event illustrates how the University communicated the issues addressed by its Gender Equality Plan. [1, 6]

In November 2025, Sakarya University's Social Contribution and Sustainability Coordination Office (TOKAS) organised the panel "Kadınlar İçin Birlikte Güçlüyüz" at the University's Turgut Özal Culture and Congress Centre to mark the International Day for the Elimination of Violence against Women. In the first session, a representative of the Sakarya Violence Prevention and Monitoring Centre (ŞÖNİM) explained the support available to women experiencing violence. In the second session, speakers from academia and industry discussed **women's employment and equal opportunities** in the workplace. The panel brought these discussions to students, academic staff and representatives from public institutions and the private sector [7].



Figure 8. November 2025 event on preventing violence against women. Activity context. Source [7]

Akcoat, the industry partner, also published its account of the November panel. The partner's report corroborates the public awareness activity. The institutional basis for equal treatment is the University's published plan and policies. [1, 2, 7, 8, 9]

Keywords: Gender equality; Non-discrimination against women; Institutional policy; Equal rights; Harassment prevention; Confidential reporting

5.6.2 Non-discrimination policy

Reporting period 1 January – 31 December 2025

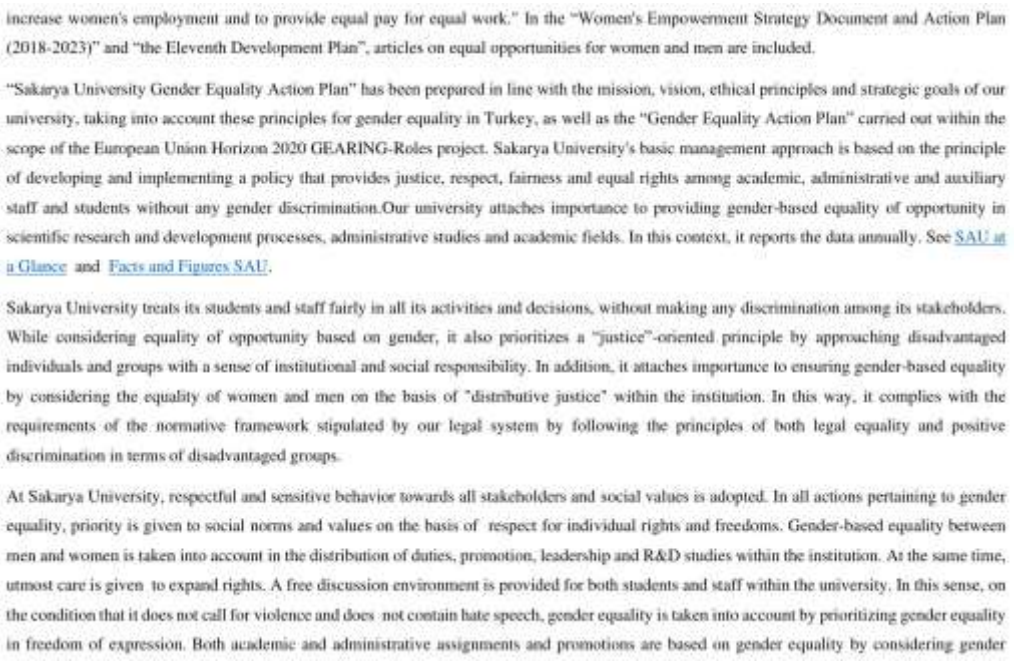
Equal treatment and access for all

Sakarya University's published statement on employment and educational access protects privacy concerning sexual orientation and gender identity. The University **does not require disclosure** of either. Its 2022 Sustainability Report names gender identity in relation to admissions, recruitment, appointments and promotion. [1, 8, p. 16]

Sakarya University's activities are open to the participation of community members without discrimination and are secured by the principles of ethical behavior and Sakarya University ethics committee guidelines (*https://www.sakarya.edu.tr/en/politikalar-s17.html*). There is no discrimination based on race, ethnicity, national affiliation, class, caste, religion, thought, sex, gender, language, sexual orientation, gender identity, gender characteristics, age, health status or other conditions in any process within Sakarya. University. This right to equality is valid in all processes such as recruitment, student recruitment, appointment and promotion, participation in events, and taking on administrative duties. Equality is an internalized issue within Sakarya University and sensitivity is shown on this issue. Behaviors other than these are considered discrimination and hate crimes, and an investigation is initiated against the person or persons who committed this crime.

Figure 1. 2022 institutional report on equal treatment in admissions and employment. PDF p. 16. Source [8]

The Gender Equality Plan 2022–2025 provides a dated institutional framework encompassing the reporting year. It commits to justice, respect, fairness and equal rights for students and academic, administrative and auxiliary staff, **without gender discrimination**. It also recognises positive measures for disadvantaged individuals and groups. [2, PDF pp. 3–4]



increase women's employment and to provide equal pay for equal work." In the "Women's Empowerment Strategy Document and Action Plan (2018-2023)" and "the Eleventh Development Plan", articles on equal opportunities for women and men are included.

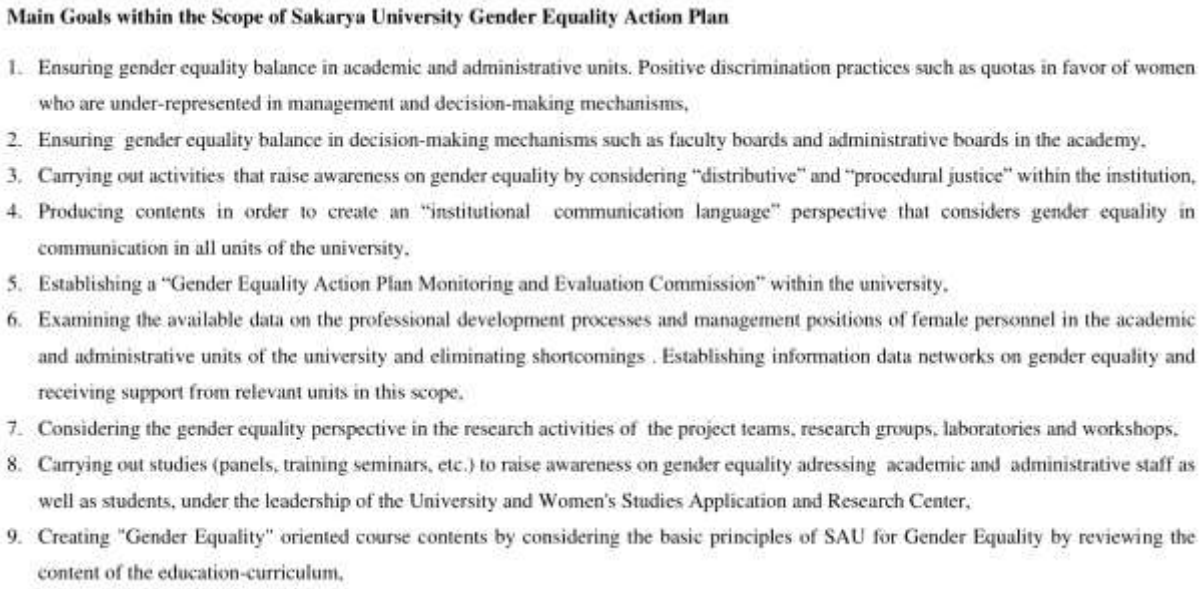
"Sakarya University Gender Equality Action Plan" has been prepared in line with the mission, vision, ethical principles and strategic goals of our university, taking into account these principles for gender equality in Turkey, as well as the "Gender Equality Action Plan" carried out within the scope of the European Union Horizon 2020 GEARING-Roles project. Sakarya University's basic management approach is based on the principle of developing and implementing a policy that provides justice, respect, fairness and equal rights among academic, administrative and auxiliary staff and students without any gender discrimination.Our university attaches importance to providing gender-based equality of opportunity in scientific research and development processes, administrative studies and academic fields. In this context, it reports the data annually. See SAU at a Glance and Facts and Figures SAU.

Sakarya University treats its students and staff fairly in all its activities and decisions, without making any discrimination among its stakeholders. While considering equality of opportunity based on gender, it also prioritizes a "justice"-oriented principle by approaching disadvantaged individuals and groups with a sense of institutional and social responsibility. In addition, it attaches importance to ensuring gender-based equality by considering the equality of women and men on the basis of "distributive justice" within the institution. In this way, it complies with the requirements of the normative framework stipulated by our legal system by following the principles of both legal equality and positive discrimination in terms of disadvantaged groups.

At Sakarya University, respectful and sensitive behavior towards all stakeholders and social values is adopted. In all actions pertaining to gender equality, priority is given to social norms and values on the basis of respect for individual rights and freedoms. Gender-based equality between men and women is taken into account in the distribution of duties, promotion, leadership and R&D studies within the institution. At the same time, utmost care is given to expand rights. A free discussion environment is provided for both students and staff within the university. In this sense, on the condition that it does not call for violence and does not contain hate speech, gender equality is taken into account by prioritizing gender equality in freedom of expression. Both academic and administrative assignments and promotions are based on gender equality by considering gender

Figure 2. Gender Equality Plan 2022–2025, PDF page 3: equal rights and fair treatment of students and staff. Source [2]

On **23 February 2023**, the Senate approved the Gender Equality Plan by decision 636/3. The plan covers the 2025 reporting year. The 2025 Sustainability Report also records the University’s work on inclusion. The Senate decision identifies the plan as the document approved. [2, 9, 10]



Main Goals within the Scope of Sakarya University Gender Equality Action Plan

1. Ensuring gender equality balance in academic and administrative units. Positive discrimination practices such as quotas in favor of women who are under-represented in management and decision-making mechanisms,
2. Ensuring gender equality balance in decision-making mechanisms such as faculty boards and administrative boards in the academy,
3. Carrying out activities that raise awareness on gender equality by considering "distributive" and "procedural justice" within the institution,
4. Producing contents in order to create an "institutional communication language" perspective that considers gender equality in communication in all units of the university,
5. Establishing a "Gender Equality Action Plan Monitoring and Evaluation Commission" within the university,
6. Examining the available data on the professional development processes and management positions of female personnel in the academic and administrative units of the university and eliminating shortcomings . Establishing information data networks on gender equality and receiving support from relevant units in this scope,
7. Considering the gender equality perspective in the research activities of the project teams, research groups, laboratories and workshops,
8. Carrying out studies (panels, training seminars, etc.) to raise awareness on gender equality adressing academic and administrative staff as well as students, under the leadership of the University and Women's Studies Application and Research Center,
9. Creating "Gender Equality" oriented course contents by considering the basic principles of SAU for Gender Equality by reviewing the content of the education-curriculum,

Figure 3. Gender equality goals applying during the plan period. PDF p. 5. Source [2]

Protection against discrimination and harassment

The University's published Anti-Discrimination and Anti-Harassment Policy prohibits discrimination and harassment on grounds including age, gender, disability, race, religion, pregnancy and nationality. The listed grounds are non-exhaustive. The statement applies across **education, employment and campus life**. [3]

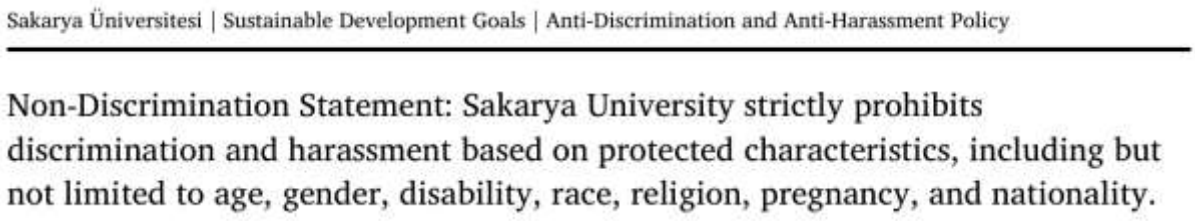


Figure 4. Published non-discrimination clause. Extract from the published web text (print layout). Source [3]

The policy provides for confidential reporting, **protection against retaliation**, impartial investigation and disciplinary action. It also commits the University to preventive education for students and staff. [3]

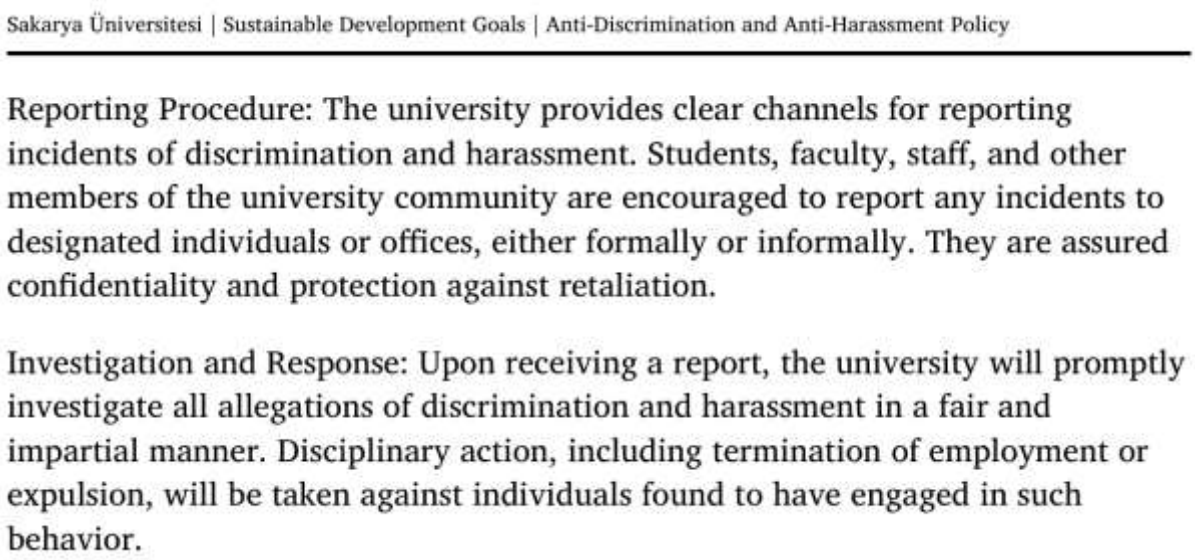


Figure 5. Reporting and investigation provisions in the current public policy. Extract from the published web text (print layout). Source [3]

Institutional responsibilities and ethical review

The 2022–2025 plan assigns annual implementation, monitoring and reporting to the University Senate and the Women's Studies Application and Research Centre (SAUKAM), with review based on results. This describes the plan's governance arrangements. [2, PDF p. 4]

equality according to knowledge and experience. Besides a "procedural justice" oriented approach is adopted, acting with a sense of institutional and social responsibility towards disadvantaged individuals and groups.

"Gender Equality Action Plan", which covers the years 2022-2025, will be implemented, monitored and reported annually by the University Senate and Sakarya University Women's Studies Application and Research Center (SAUKAM). The plan will be reviewed and updated based on the evaluation of its results.

Sakarya University states in its "Sustainable Development Plan" that it adopts respectful and sensitive behavior in all actions related to gender equality. It endeavors to meet the requirements of the Gender Action Plan and reports the outcomes annually. See Sakarya University Sustainable Development Plan (2021)

Figure 6. Same plan, PDF page 4, text extract: plan period and assigned implementation, monitoring and review responsibilities. Source [2]

The Senate adopted the Ethics Committee Establishment and Operating Principles on 2 November 2006 (decision 276/16). They cover employees, students and people using or contributing to University services. Articles 9–11 govern the review of allegations, **confidential proceedings** and **protection of applicants' identity**. Article 9(k) addresses accusations found to have been fabricated with intent to harm another person. [4a, 4b]

In autumn 2025, the Faculty of Humanities and Social Sciences offered a University-wide elective addressing human dignity, equality and discrimination through ShakesEU, the faculty's first Erasmus+ Jean Monnet Module. The University also discussed women's rights at its March programme. These activities illustrate education and awareness. [5, 6, 7]



Figure 7. Faculty ShakesEU teaching activity, supplementary context. Source [6]



Figure 8. University Women's Day event, supplementary awareness activity. Source [7]

Keywords: Non-discrimination; Equal treatment; Privacy protection; Inclusive education; Fair employment; Confidential reporting

5.6.3 Maternity policy

Reporting period 1 January – 31 December 2025

Supporting women's participation in employment

Sakarya University includes maternity leave in its human resources policy. Its Gender Equality Plan 2022–2025 identifies work–life balance for academic, administrative and other staff as an institutional objective. [1, 4]

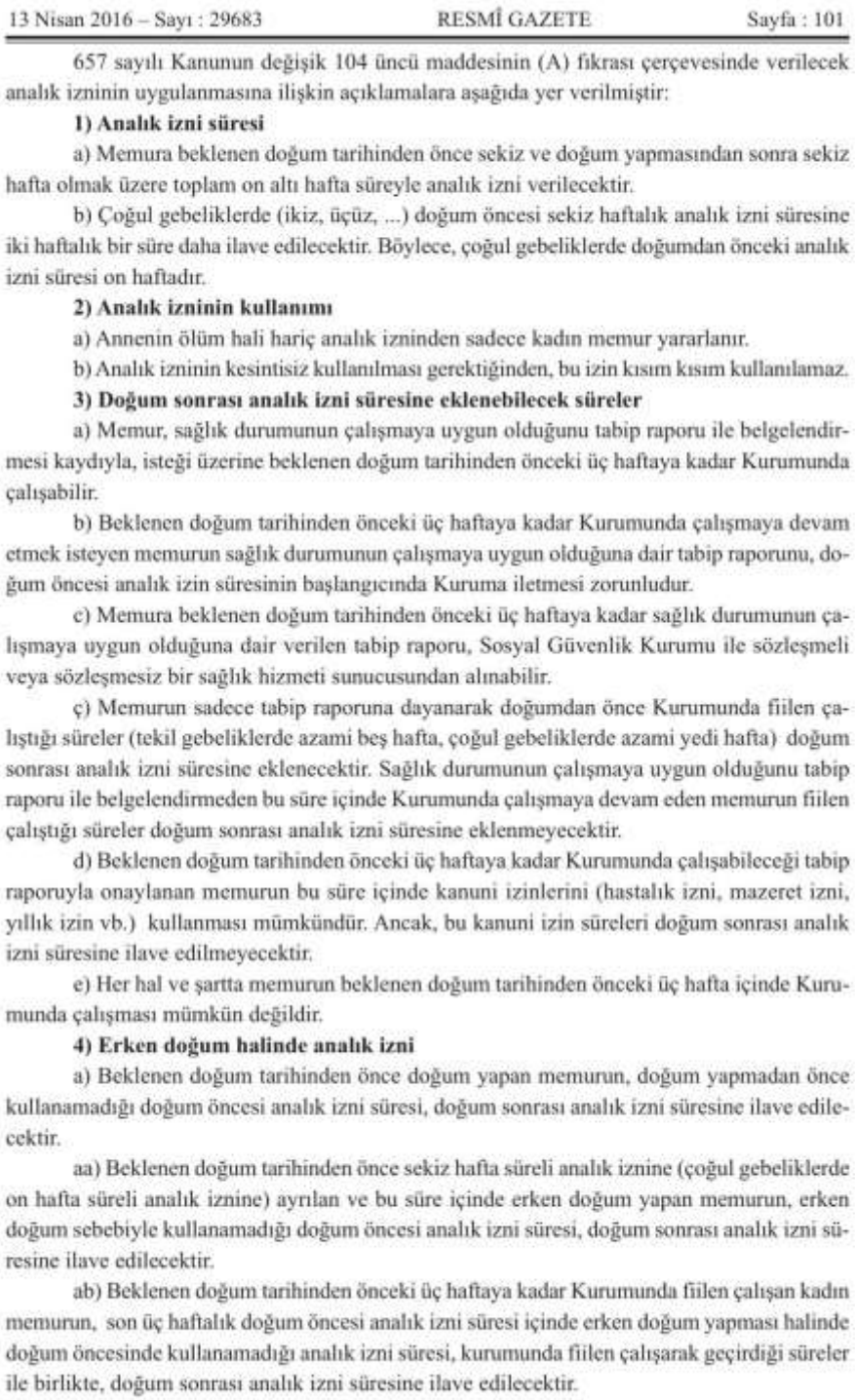
10. Establishment of a counseling/information unit/commission under the leadership of the Women's Studies Application and Research Center in order to prevent violence, abuse, mobbing and harassment in and around the campus,
11. Collaborating with non-governmental organizations, relevant institutions and women-oriented research centers at universities within the scope of effective fight against gender-based violence, biases and discrimination wiht the aim of achieving the stated goals,
12. Encouraging students to carry out studies/projects/activities that focus on gender equality within the scope of social responsibility activities and contribute to the solution of the problem,
13. Ensuring the work-life balance of the staff working in the academic, administrative and other units of the university in the context of gender equality.

Figure 1. Gender Equality Plan 2022–2025, PDF page 6, upper-page excerpt. Objective 13 addresses work–life balance. Source [4]

Maternity leave by employment status in 2025

Civil servants and academic staff. In 2025, the standard paid maternity leave was eight weeks before and eight weeks after childbirth (**16 weeks in total**), with two additional prenatal weeks for multiple pregnancies. Article 64 of the Higher Education Law applies the civil-service rules to academic staff leave other than annual leave. To continue working during the prenatal leave period, an eligible employee had to provide a medical certificate to the institution when that

leave was due to begin. Time actually worked under the certificate could be taken after childbirth. [2a, 2b, section I.A] [6, article 64]



13 Nisan 2016 – Sayı : 29683 RESMÎ GAZETE Sayfa : 101

657 sayılı Kanunun değişik 104 üncü maddesinin (A) fıkrası çerçevesinde verilecek analık izninin uygulanmasına ilişkin açıklamalara aşağıda yer verilmiştir:

1) Analık izni süresi

a) Memura beklenen doğum tarihinden önce sekiz ve doğum yapmasından sonra sekiz hafta olmak üzere toplam on altı hafta süreyle analık izni verilecektir.

b) Çoğul gebeliklerde (ikiz, üçüz, ...) doğum öncesi sekiz haftalık analık izni süresine iki haftalık bir süre daha ilave edilecektir. Böylece, çoğul gebeliklerde doğumdan önceki analık izni süresi on haftadır.

2) Analık izninin kullanımı

a) Annenin ölüm hali hariç analık izninden sadece kadın memur yararlanır.

b) Analık izninin kesintisiz kullanılması gerektiğinden, bu izin kısım kısım kullanılamaz.

3) Doğum sonrası analık izni süresine eklenebilecek süreler

a) Memur, sağlık durumunun çalışmaya uygun olduğunu tabip raporu ile belgelendirmesi kaydıyla, isteği üzerine beklenen doğum tarihinden önceki üç haftaya kadar Kurumunda çalışabilir.

b) Beklenen doğum tarihinden önceki üç haftaya kadar Kurumunda çalışmaya devam etmek isteyen memurun sağlık durumunun çalışmaya uygun olduğuna dair tabip raporunu, doğum öncesi analık izin süresinin başlangıcında Kuruma iletmesi zorunludur.

c) Memura beklenen doğum tarihinden önceki üç haftaya kadar sağlık durumunun çalışmaya uygun olduğuna dair verilen tabip raporu, Sosyal Güvenlik Kurumu ile sözleşmeli veya sözleşmesiz bir sağlık hizmeti sunucusundan alınabilir.

ç) Memurun sadece tabip raporuna dayanarak doğumdan önce Kurumunda fiilen çalıştığı süreler (tekil gebeliklerde azami beş hafta, çoğul gebeliklerde azami yedi hafta) doğum sonrası analık izni süresine eklenecektir. Sağlık durumunun çalışmaya uygun olduğunu tabip raporu ile belgelendirmeden bu süre içinde Kurumunda çalışmaya devam eden memurun fiilen çalıştığı süreler doğum sonrası analık izni süresine eklenmeyecektir.

d) Beklenen doğum tarihinden önceki üç haftaya kadar Kurumunda çalışabileceği tabip raporuyla onaylanan memurun bu süre içinde kanuni izinlerini (hastalık izni, mazeret izni, yıllık izin vb.) kullanması mümkündür. Ancak, bu kanuni izin süreleri doğum sonrası analık izni süresine ilave edilmeyecektir.

e) Her hal ve şartta memurun beklenen doğum tarihinden önceki üç hafta içinde Kurumunda çalışması mümkün değildir.

4) Erken doğum halinde analık izni

a) Beklenen doğum tarihinden önce doğum yapan memurun, doğum yapmadan önce kullanamadığı doğum öncesi analık izni süresi, doğum sonrası analık izni süresine ilave edilecektir.

aa) Beklenen doğum tarihinden önce sekiz hafta süreli analık iznine (çoğul gebeliklerde on hafta süreli analık iznine) ayrılan ve bu süre içinde erken doğum yapan memurun, erken doğum sebebiyle kullanamadığı doğum öncesi analık izni süresi, doğum sonrası analık izni süresine ilave edilecektir.

ab) Beklenen doğum tarihinden önceki üç haftaya kadar Kurumunda fiilen çalışan kadın memurun, son üç haftalık doğum öncesi analık izni süresi içinde erken doğum yapması halinde doğum öncesinde kullanamadığı analık izni süresi, kurumunda fiilen çalışarak geçirdiği süreler ile birlikte, doğum sonrası analık izni süresine ilave edilecektir.

Figure 2. Official Gazette, 13 April 2016, No. 29683, p. 101. Section I.A of Communiqué No. 6 sets out the 16-week civil-service entitlement and the conditions for transferring prenatal leave. Source [2a]

Contracted staff and permanent workers. For women employed under Article 4/B, the contracted personnel rules provided **16 weeks of paid maternity leave**. For women employed under the Labour Law, including permanent workers (4/D), Article 74 provided for eight weeks away from work before childbirth and eight weeks afterwards. [7, 8]

Ba�bakanl�k Mevzuat� Geli�tirme ve Yay�n Genel M�d�rl���

a) Memura beklenen do�um tarihinden önce sekiz ve do�um yapmas�ndan sonra sekiz hafta olmak üzere toplam on alt� hafta s�reyle anal�k izni verilecektir.

b) Ço�ul gebeliklerde (ikiz, üçüz, ...) do�um öncesi sekiz haftal�k anal�k izni s�resine iki haftal�k bir s�re daha ilave edilecektir. B�ylece, ço�ul gebeliklerde do�umdan önceki anal�k izni s�resi on haftad�r.

Figure 3. Duration of maternity leave under the historical public personnel communiqué. Extract from the published web text (print layout). Source [2a]

Under the civil-service rules, a mother returning after postnatal maternity leave could take breastfeeding breaks of **three hours a day for the first six months** and one and a half hours a day for the next six. She could choose when to take them. Breastfeeding breaks and statutory half-day leave were alternatives. **Up to 24 months of unpaid childcare leave** was available on request under the statutory conditions. [2a, 2b, sections I.B–I.Ç]

Applying for leave and returning to work

A civil servant returning from unpaid childbirth leave **submits a return-to-work petition** to their unit. The Personnel Department instructs the employee to contact it within one week to check notification of the return to the Social Security Institution (SGK). Employees submit requests for postnatal half-time work to their own unit. [3, Administrative Appointments, questions 15–16]

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5-Doğum sonrası ücretsiz izin nedir? Ne zaman başlar ve biter?

1- Doğum yapan memura isteği üzerine aylıksız izin hakkı yirmi dört aya kadar, eşi doğum yapan memura da isteği üzerine yirmi dört aya kadar aylıksız izin hakkı tanınmıştır. 2- Doğum yapan memura verilecek aylıksız iznin başlangıç tarihi, doğum sonrası analık izninin (asgari 16, azami 22 hafta) bitimi; eşi doğum yapan memura verilecek aylıksız iznin başlangıç tarihi ise doğum tarihi olarak belirlenmiştir. [Devlet Personel Başkanlığından Kamu Personeli Genel Tebliği]

Figure 4. Personnel Department guidance on unpaid leave after childbirth. Extract from the published web text (print layout). Source [3]

The regulation published on **18 July 2025** allowed eligible civil servants appointed under Article 4/A of Law No. 657 to request half-time work after childbirth. The regulation sets eligibility conditions and adjusts remuneration for this working arrangement. [5, articles 2, 5–7, 10 and 12]

İKİNCİ BÖLÜM
Yarım Zamanlı Çalışma Dönemi, Yararlanma Şartları, Müracaat ve Değerlendirme

Yarım zamanlı çalışma dönemi

MADDE 5- (1) Doğum yapan kadın memurun yarım zamanlı çalışma dönemi, doğum sonrası analık izninin veya 657 sayılı Kanunun 104 üncü maddesinin (F) fıkrası gereğince kullanılan iznin bitiminden itibaren çocuğun mecburi ilköğretim çağının başladığı tarihi takip eden ay başına kadar olan dönemdir.

(2) Eşi doğum yapan memurun yarım zamanlı çalışma dönemi, babalık izninin bitiminden itibaren çocuğun mecburi ilköğretim çağının başladığı tarihi takip eden ay başına kadar olan dönemdir.

(3) Bir çocuğu eşiyle birlikte veya münferit olarak evlat edinen memurlar ile memur olmayan eşin münferit olarak evlat edinmesi hâlinde memurun yarım zamanlı çalışma dönemi, evlat edinilen çocuğun fiilen teslim edildiği tarihten veya 657 sayılı Kanunun 104 üncü maddesinin (A) fıkrası gereğince verilen sekiz haftalık iznin ya da aynı maddenin (F) fıkrası gereğince kullanılan iznin bitiminden itibaren çocuğun mecburi ilköğretim çağının başladığı tarihi takip eden ay başına kadar olan dönemdir.

Yararlanma şartları

MADDE 6- (1) Doğum hâlinde memurun, yarım zamanlı çalışma hakkından yararlanabilmesi için;

a) Kendisinin veya eşinin doğum yapmış olması,

b) Çocuğunun sağ olması,

c) 16 ncı madde hükümleri saklı kalmak kaydıyla, aynı çocuk için daha önce bu haktan yararlanmamış olması,

ç) Kadro ünvanının, yarım zamanlı çalışma hakkından yararlanamayacak kadro ünvanları arasında yer almıyor olması,

d) Talepte bulunması,

şarttır.

(2) Bir çocuğu eşiyle birlikte veya münferit olarak evlat edinen memur ile memur olmayan eşin münferit olarak evlat edinmesi hâlinde memurun yarım zamanlı çalışma hakkından yararlanabilmesi için;

a) 16 ncı madde hükümleri saklı kalmak kaydıyla, aynı çocuk için daha önce bu haktan yararlanmamış olması,

b) Kadro ünvanının, yarım zamanlı çalışma hakkından yararlanamayacak kadro ünvanları arasında yer almıyor olması,

c) Talepte bulunması,

şarttır.

Müracaat

MADDE 7- (1) Memur, yarım zamanlı çalışma dönemi içindeki herhangi bir zamanda, yarım zamanlı çalışmayı kurumundan talep edebilir.

(2) Memur talebinde, 9 uncu maddede belirtilen hususlara uygun olacak şekilde haftalık yarım zamanlı çalışacağı günlere ve çalışma saatlerine ilişkin tercihini de belirtir.

Figure 5. Official Gazette, 18 July 2025, No. 32959, regulation PDF p. 3. Articles 5–7 set out the period of half-time work, eligibility and how to apply. Source [5]

DEVLET MEMURLARININ YARIM ZAMANLI ÇALIŞMA HAKKININ KULLANIMINA İLİŞKİN YÖNETMELİK

BİRİNCİ BÖLÜM
Başlangıç Hükümleri

Amaç

MADDE 1- (1) Bu Yönetmeliğin amacı; doğum veya evlat edinme sonrası memurların yarım zamanlı çalışma hakkının kullanımına ilişkin usul ve esaslar ile bu haktan yararlanamayacak memurları belirlemektir.

Kapsam

MADDE 2- (1) Bu Yönetmelik, 14/7/1965 tarihli ve 657 sayılı Devlet Memurları Kanununun 4 üncü maddesinin (A) fıkrasında belirtilen memurlar hakkında uygulanır.

Dayanak

MADDE 3- (1) Bu Yönetmelik, 14/7/1965 tarihli ve 657 sayılı Devlet Memurları Kanununun ek 43 üncü maddesine dayanılarak hazırlanmıştır.

Tanımlar

MADDE 4- (1) Bu Yönetmeliğin uygulanmasında;

a) İlkokul: 5/1/1961 tarihli ve 222 sayılı İlköğretim ve Eğitim Kanunu gereğince kurulan dört yıl süreli ve zorunlu olan okulu,

b) Kurum: Memurun görev yapmakta olduğu kamu kurum veya kuruluşunu,

c) Mecburi ilköğretim çağının başladığı tarih: Çocukların, 222 sayılı Kanun ile 26/7/2014 tarihli ve 29072 sayılı Resmî Gazete'de yayımlanan Millî Eğitim Bakanlığı Okul Öncesi Eğitim ve İlköğretim Kurumları Yönetmeliği gereğince belirlenen, ilkokula başlama tarihini,

ç) Normal haftalık çalışma süresi: 657 sayılı Kanunun 99 uncu maddesi veya ilgili mevzuatı gereğince memurlar için belirlenen haftalık çalışma süresini,

d) Yarım zamanlı çalışma: Doğum veya evlat edinme sonrası, memurların normal haftalık çalışma süresinin yarısı olarak düzenlenen çalışma şeklini,

e) Yetkili amir: 10/12/2003 tarihli ve 5018 sayılı Kamu Malî Yönetimi ve Kontrol Kanununda belirtilen üst yöneticiyi veya üst yönetici tarafından hizmet birimleri itibarıyla yetki verilen amiri,

ifade eder.

Figure 6. 2025 regulation on half-time work following birth or adoption. PDF p. 2. Source [5]

Değerlendirme

MADDE 8- (1) Müracaatlar, yalnızca 6 ncı maddede belirtilen yararlanma şartlarına uygunluk yönünden değerlendirilir ve müracaat tarihinden itibaren en geç bir ay içinde sonuçlandırılır.

(2) Değerlendirme neticesinde, hizmet ihtiyacı ve memurun talebi de dikkate alınarak, memurun haftalık yarım zamanlı çalışacağı günler ve çalışma saatleri, 9 uncu maddede belirtilen hususlara uygun olarak yetkili amir tarafından belirlenir.

ÜÇÜNCÜ BÖLÜM
Yarım Zamanlı Çalışma Esasları, Yarım Zamanlı Çalışma Hakkından Yararlanamayacaklar, Mali ve Sosyal Haklar ile Hizmet Değerlendirmesi

Yarım zamanlı çalışma esasları

MADDE 9- (1) Yarım zamanlı çalışma hakkından yararlanan memurun haftalık çalışma süresi, normal haftalık çalışma süresinin yarısı olarak düzenlenir.

(2) Yarım zamanlı çalışma hakkından yararlanan memurun, haftalık çalışma gün ve saatlerinin belirlenmesinde aşağıdaki kurallara uyulması zorunludur:

a) Haftalık çalışma günü 3 günden az olamaz.

b) Günlük 3 saatten az veya 8 saatten fazla çalışılamaz.

(3) Yarım zamanlı çalışan memurun günlük çalışma saatleri günlere göre farklı olarak belirlenebileceği gibi günlük çalışma süresi eşit olarak da belirlenebilir.

(4) Yarım zamanlı çalışma döneminde;

a) Memur, ilgili mevzuat gereğince tespit edilen günlük normal çalışmanın başlama ve bitiş saatleri dışında ve öğle dinlenme süresinde çalışamaz.

b) Memur, süt izni hariç olmak üzere mazeret izinleri ile yıllık izinlerini, 657 sayılı Kanunda belirtilen süreler kadar kullanır.

c) Kadın memura ayrıca süt izni verilmez.

(5) Yetkili amir, hizmet ihtiyacına veya memurun talebine göre memurun haftalık yarım zamanlı çalışma gün ve saatlerinde, Ocak ve Temmuz aylarında olmak üzere yılda iki defa değişiklik yapabilir.

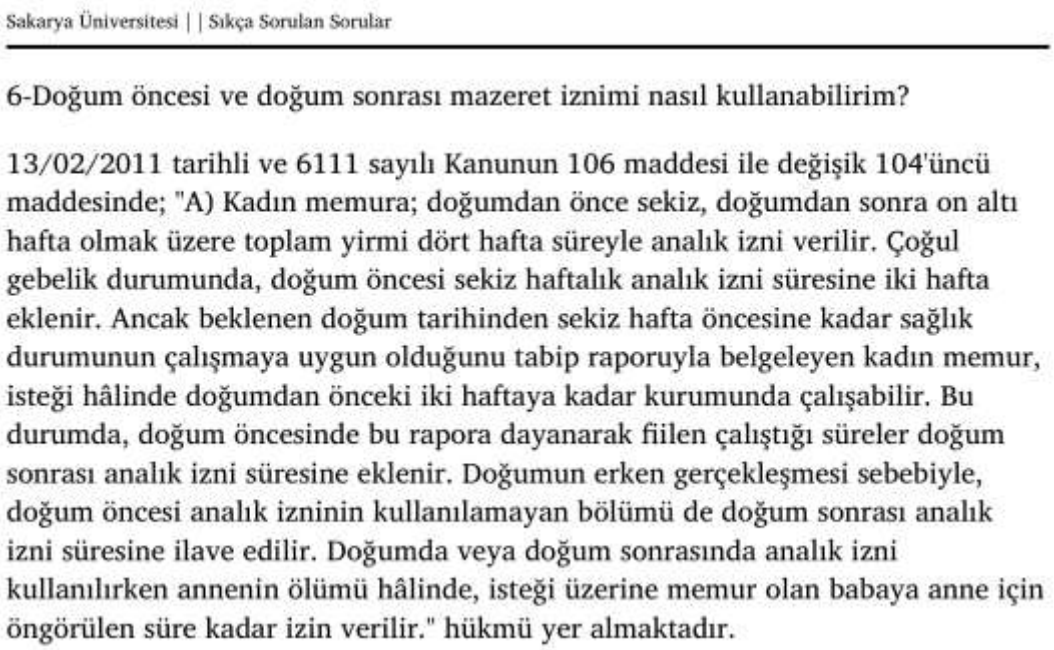
(6) Yarım zamanlı çalışma hakkının kullanımında kadın veya erkek memur ayrımı yapılmaz. Eşlerin her ikisinin de memur olması hâlinde, yarım zamanlı çalışma hakkından talepleri üzerine her iki eş de faydalanır.

(7) Memur, aylıksız izin hariç olmak üzere, yarım zamanlı çalışma dönemi içinde kalan yıllık izin, hastalık izni, mazeret izni ve diğer izinlerde geçen süreler ile yarım zamanlı çalışma dönemi içinde kalan ulusal bayram ve genel tatil günlerinde yarım zamanlı çalışmış sayılır.

(8) Yarım zamanlı çalışma hakkının kullanım süresi her bir çocuk için ayrı ayrı hesaplanır.

Figure 7. Implementation provisions in the regulation on half-time work. PDF p. 4. Source [5]

SAÜ's Personnel Department also explains how civil servants can use breastfeeding leave on returning to work. The employee chooses the times and number of breaks within the daily entitlement. The guidance provides for **daily use** and does not allow unused breaks to accumulate for later days. [3, Administrative Appointments, question 13]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6-Doğum öncesi ve doğum sonrası mazeret iznimi nasıl kullanabilirim?

13/02/2011 tarihli ve 6111 sayılı Kanunun 106 maddesi ile değişik 104'üncü maddesinde; "A) Kadın memura; doğumdan önce sekiz, doğumdan sonra on altı hafta olmak üzere toplam yirmi dört hafta süreyle analık izni verilir. Çoğul gebelik durumunda, doğum öncesi sekiz haftalık analık izni süresine iki hafta eklenir. Ancak beklenen doğum tarihinden sekiz hafta öncesine kadar sağlık durumunun çalışmaya uygun olduğunu tabip raporuyla belgeleyen kadın memur, isteği hâlinde doğumdan önceki iki haftaya kadar kurumunda çalışabilir. Bu durumda, doğum öncesinde bu rapora dayanarak fiilen çalıştığı süreler doğum sonrası analık izni süresine eklenir. Doğumun erken gerçekleşmesi sebebiyle, doğum öncesi analık izninin kullanılamayan bölümü de doğum sonrası analık izni süresine ilave edilir. Doğumda veya doğum sonrasında analık izni kullanılırken annenin ölümü hâlinde, isteği üzerine memur olan babaya anne için öngörülen süre kadar izin verilir." hükmü yer almaktadır.

Figure 8. Personnel Department FAQ on leave around childbirth. The historical entitlement is established by the dated legal sources. Extract from the published web text (print layout). Source [3]

Guidance for permanent workers

Permanent workers (4/D) follow the Personnel Department's separate procedure. A worker requesting an early return from unpaid leave submits a petition directly to the Department. The statutory maternity periods reported above refer to the law applicable in 2025. [3, Permanent Workers, questions 25–29]; [8]

Keywords: Maternity leave; Employment rights; Work–life balance; Breastfeeding leave; Half-time work; Return to work

5.6.4 Childcare facilities for students

Reporting period 1 January – 31 December 2025

Preschool location and provider

The Foundation Schools operate a private preschool in Serdivan. A congress abstract identifies its preschool class as a study site in **autumn 2025**. The school publishes its Serdivan address. [1, 4, 6]

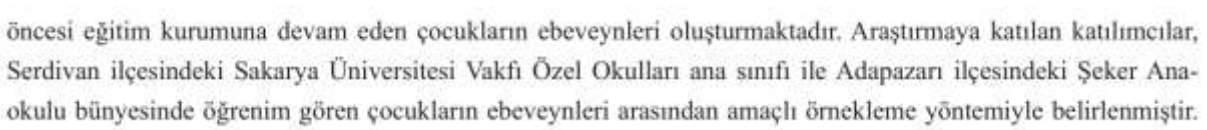
öncesi eğitim kurumuna devam eden çocukların ebeveynleri oluşturmaktadır. Araştırmaya katılan katılımcılar, Serdivan ilçesindeki Sakarya Üniversitesi Vakfı Özel Okulları ana sınıfı ile Adapazarı ilçesindeki Şeker Ana-okulu bünyesinde öğrenim gören çocukların ebeveynleri arasından amaçlı örnekleme yöntemiyle belirlenmiştir.

Figure 1. Congress abstract identifying the Foundation preschool class in Serdivan as one of two research sites for a study of families with preschool children in autumn 2025. Source [4]

SAÜ Vakfı Özel Okulları / Tarihçemiz

Sakarya Üniversitesi Vakıfı yönetimi sorumluluk bilinciyle hareket ederek, aksayan eğitim-öğretime katkı vermek amacıyla 2001 yılında özel anaokulunu, ilköğretim okulunu ve Anadolu lisesini açmıştır.

Figure 2. School history describing the Foundation's opening of its private preschool in 2001. Published web text, print layout. Source [1]



Figure 3. The Foundation Schools' premises as shown on the provider's website. The photograph illustrates the location of the school complex. Source [1]

SAÜ Vakfı Özel Okulları / İletişim

Bahçelievler, kolej sokak, 54100 Serdivan/Sakarya · 0264 291 54 05 · info@sauvakfiozelokullari.com

Figure 4. The Foundation Schools' published address and contact details in Serdivan. Published web text, print layout. Source [6]

Access for student parents

Student parents may apply directly to the Foundation Schools on the **same fee-paying terms as other families**. The Foundation operates the preschool. The University has **no separate childcare facility for infants**. [1, 5]

Sakarya University / SDG Report 2023 / PDF p. 26

There is also a foundation school owned by the university foundation, serving students from pre-school to high school.

Figure 5. The University's 2023 report identifies the Foundation Schools as providing education from preschool onwards. Text extract. Source [5]

The study in **autumn 2025** concerned families with children aged **five and six**. National preschool admission rules distinguish between institution types and set conditions for admitting younger children. [4, 7]

(5) Okul öncesi eğitim kurumlarında okula kayıt:

a) **(Değişik:RG-10/7/2019-30827)** Anaokulu, ana sınıfı ve uygulama sınıflarına, kayıtların yapıldığı yılın eylül ayı sonu itibarıyla 57-68 aylık çocukların kaydı yapılır. Okulun kayıt alanında ikamet eden ve bir sonraki eğitim ve öğretim yılında ilkokula başlayacak çocukların kaydı yapıldıktan sonra fiziki imkânları yeterli olan anaokulu ve uygulama sınıflarına 36-56 aylık, ana sınıflarına ise 45-56 aylık çocuklar da kaydedilebilir.

b) **(Değişik:RG-10/7/2019-30827)** Bir grup oluşturabilecek kadar çocuk bulunmayan okullarda 36-68 aylık çocuklar aynı ana sınıfına kaydedilebilir.

Figure 6. National preschool admission rules in force in 2025. Article 11(5) distinguishes institution types and the circumstances in which younger children may enrol. Source [7]

Daytime teaching in autumn 2025

The Industrial Engineering Department's first-shift timetable for **autumn 2025** included Technical Drawing at 09:00 and Physics I at 13:00 on Mondays. [8a, 8b]

Preschool provision after the reporting period

The preschool, formerly on the university campus, is now at the Foundation Schools approximately four kilometres away. **As of November 2026**, SAÜ reports a starting age of **36 months** and daily hours of **08:00–17:30**. The Foundation advertised preschool registration in January 2026 and its public directory listed three preschool teachers in November 2026. [2, 3, 6]



Figure 7. Preschool teachers named in the school's public directory on 4 November 2026. From left to right, Cahide Rana Acar, Aygül Gencer and Ebru Yıldız. Source [2]



Figure 8. The Foundation Schools invited families to register children for preschool and first grade. The school published this notice in January 2026. Source [3]

Keywords: Student parents; Preschool education; Foundation Schools; Fee-paying provision; Preschool admissions; Off-campus facilities

5.6.5 Childcare facilities for staff and faculty

Reporting period 1 January – 31 December 2025

Preschool location and provider

The Foundation Schools operate a private preschool in Serdivan. A congress abstract identifies its preschool class as a study site in autumn 2025. The school publishes its Serdivan address. [1, 4, 7]

öncesi eğitim kurumuna devam eden çocukların ebeveynleri oluşturmaktadır. Araştırmaya katılan katılımcılar, Serdivan ilçesindeki Sakarya Üniversitesi Vakfı Özel Okulları ana sınıfı ile Adapazarı ilçesindeki Şeker Ana-okulu bünyesinde öğrenim gören çocukların ebeveynleri arasından amaçlı örnekleme yöntemiyle belirlenmiştir.

Figure 1. Congress abstract identifying the Foundation preschool class in Serdivan as one of two research sites for a study of families with preschool children in autumn 2025. Source [4]

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Sakarya Üniversitesi Vakıfı yönetimi sorumluluk bilinciyle hareket ederek, aksayan eğitim-öğretime katkı vermek amacıyla 2001 yılında özel anaokulunu, ilköğretim okulunu ve Anadolu lisesini açmıştır.

Figure 2. School history describing the Foundation's opening of its private preschool in 2001. Published web text, print layout. Source [1]



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SAÜ Vakfı Özel Okulları / İletişim

Bahçelievler, kolej sokak, 54100 Serdivan/Sakarya · 0264 291 54 05 · info@sauvakfiozelokullari.com

Figure 4. The Foundation Schools' published address and contact details in Serdivan. Published web text, print layout. Source [7]

Access for staff families

Academic and administrative staff may apply directly to the Foundation Schools to enrol a child of preschool age on the school's **ordinary fee-paying terms**. The Foundation operates the preschool. [1, 5]

The study in autumn 2025 concerned families with children aged **five and six**. National admission rules distinguish between types of preschool and set conditions for admitting younger children. [4, 8]

(5) Okul öncesi eğitim kurumlarında okula kayıt:

a) **(Değişik:RG-10/7/2019-30827)** Anaokulu, ana sınıfı ve uygulama sınıflarına, kayıtların yapıldığı yılın eylül ayı sonu itibarıyla 57-68 aylık çocukların kaydı yapılır. Okulun kayıt alanında ikamet eden ve bir sonraki eğitim ve öğretim yılında ilkokula başlayacak çocukların kaydı yapıldıktan sonra fiziki imkânları yeterli olan anaokulu ve uygulama sınıflarına 36-56 aylık, ana sınıflarına ise 45-56 aylık çocuklar da kaydedilebilir.

b) **(Değişik:RG-10/7/2019-30827)** Bir grup oluşturabilecek kadar çocuk bulunmayan okullarda 36-68 aylık çocuklar aynı ana sınıfına kaydedilebilir.

Figure 5. National preschool admission rules in force in 2025. Article 11(5) distinguishes institution types and the circumstances in which younger children may enrol. Source [8]

Daytime teaching in autumn 2025

The Industrial Engineering Department's first-shift timetable for autumn 2025 included Technical Drawing at 09:00 and Physics I at 13:00 on Mondays. [9a, 9b]

The University publishes a **general employee discount** for the Foundation Schools. Staff families apply to the preschool under its fee-paying admissions arrangements. [6]

Sakarya University / Facilities for Childcare / Foundation Schools

The foundation school provides discounted services to university staff.

Figure 6. Sakarya University's public statement on its general employee discount at the Foundation Schools. Source [6]

Preschool provision after the reporting period

The preschool, formerly on the university campus, is now at the Foundation Schools approximately four kilometres away. **As of November 2026**, SAÜ reports a starting age of **36 months** and daily hours of **08:00–17:30**. The Foundation advertised preschool registration in January 2026 and its public directory listed three preschool teachers in November 2026. [2, 3, 7]



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Figure 8. The Foundation Schools invited families to register children for preschool and first grade. The school published this notice in January 2026. Source [3]

Keywords: Staff parents; Preschool education; Foundation Schools; Fee-paying provision; Employee discount; Off-campus facilities

5.6.6 Women's mentoring schemes

Reporting period 1 January – 31 December 2025

Structured mentoring for women students

Sakarya University delivered the Women in Business Micro-Credential Programme 2 under its Women's Academy initiative from **10 May to 15 July 2025**. TOKAS coordinated the programme with Sakarya Teknokent and the Sakarya Chamber of Commerce and Industry (SATSO). The completion report records **20 women students admitted** from different faculties and describes mentor-supported project work alongside taught sessions. [1]



Figure 1. Women's Academy programme photograph illustrating programme activity. Source [1]

The programme was **free and open to second- and third-year women students** at Sakarya University with a GPA of at least 2.50. The prospectus specified 20 places and a reserve list of 20. It scheduled six days of face-to-face learning, alongside independent study and work with mentors. The 80% attendance requirement applied to the programme as a whole. [1, 2]



Figure 2. Women in Business, official TOKAS gallery. The image records programme activity. Source [1]

Programın temel amacı, Sakarya Üniversitesi'nde öğrenim gören kadın öğrencilerin iş yaşam becerilerini artırmak; sürdürülebilirlik, girişimcilik ve proje yönetimi gibi alanlarda yetkinlik kazanmalarını sağlamaktı. Başvuru kriterlerini karşılayan ve değerlendirme süreci sonunda seçilen farklı fakültelerden 20 kadın öğrenci programa asil olarak kabul edildi.

Katılımcıların belirli akademik başarı düzeyine sahip olması ve devam koşullarını karşılaması beklenirken, süreç boyunca %80 devam zorunluluğu uygulandı. Program, yüz yüze eğitimler ve mentor destekli proje çalışmalarıyla birlikte hibrit formatta iki ayı aşkın süre devam etti.

Figure 3. Eligibility and selection for the programme. Extract from the published web text (print layout). Source [1]

Mentoring process and documented outputs

TOKAS reports that students received **mentor support** while developing research proposals for the TÜBİTAK 2209-A and 2209-B student research programmes. Project-writing workshops helped students turn ideas into proposals. In a separate exercise they practised job interviews. The prospectus scheduled mentor-guided project work from 19 May to 8 June and set 9 June as the submission deadline. [1, 2]

	21 Mayıs 2025	Geribildirim Toplantısı Final Sınavı Mülakat Simülasyonu Atölyesi
	19 Mayıs-08 Haziran 2025	Mentor Eşliğinde Proje Çalışmaları
	09 Haziran 2025	Proje Son Teslim Tarihi
Program Yöntemi	Bu program **"mikro yeterlilik"** yöntemi ile hazırlanmış olup, iş hayatında kadınlara yönelik yapılan Türkiye'deki **tek uygulamadır.** İlki yine Sakarya Üniversitesi tarafından gerçekleştirilen programın, **yoğun talep üzerine ikincisi gerçekleştirilmektedir**. Mikro yeterlilik *"kısa bir kurs ya da eğitim modülünün tamamlanmasının ardından ölçme ve değerlendirme süreci sonunda düzenlenen, görece küçük hacimli yeterlilik"* şeklinde tanımlanmaktadır. Bu kapsamda mikro yeterlilik programlarının **sıradan sertifika programlarından farkı** net bir öğrenme çıktısı sunması, ölçme ve değerlendirme faaliyetlerini uygulaması, program sonunda transkripte benzer nitelikte dijital rozetler ile eğitim sertifikasının sunulmasıdır. Bu sebeple "İş Hayatında Kadın Mikro Yeterlilik Programı" süresince **derslere ilişkin ara değerlendirmeler ile final değerlendirmesi** gerçekleştirilecek ve değerlendirme sonucunda başarılı olan katılımcılara **dijital rozet ile katılım sertifikası** verilecektir.	
Programın Çıktıları	Programı başarı ile tamamlayan katılımcılara; • **5 AKTS'ye denk gelen katılım sertifikası ve dijital rozet** verilecektir. Bu kapsamda programı başarı ile tamamlayan katılımcılar, bu sertifika ve rozeti **önceki öğrenmelerin tanınması kapsamında uygun bulunan derslerin yerine** saydırabilecektir. • İş yaşam becerileri, sürdürülebilirlik ve girişimcilik konularında **yetkinlik** kazandırılacaktır. • **Proje yazma ve yönetme becerisi** kazandırılacaktır. • Program süresince farklı sektör temsilcileri ile **network geliştirme olanağı** sunulacaktır. • İşe giriş **mülakat deneyimi** kazandırılacaktır.	
Başvuru Linki	https://forms.gle/JpoUCJvoi8eTSFZX9	

Figure 4. Programme prospectus, PDF page 2: mentor-guided project work, feedback and assessment milestones. This records the programme design. Source [2]

At the **21 May 2025** meeting, students received feedback on their project work. Following assessment and project submission, successful participants received a certificate equivalent to **5 ECTS** and a digital badge. [1]

Sakarya Üniversitesi | Toplumsal Katkı ve Sürdürülebilirlik Koordinatörlüğü | Duyuru | "Geleceğine Yön Veren Kadınlar Akademisi: İş Hayatında Kadın Program

Uygulamalı Atölyeler ve Mentorluk Süreci

Program kapsamında öğrenciler yalnızca teorik bilgiyle değil, uygulamalı eğitimlerle de desteklendi. "Mülakat Simülasyonu Atölyesi", iş görüşmeleri öncesinde gerçek deneyime yakın bir atmosfer sunarken; proje yazma atölyeleriyle öğrencilerin fikirlerini somut projelere dönüştürmeleri sağlandı.

21 Mayıs'ta düzenlenen geribildirim toplantısında, öğrencilere süreç boyunca kaydettikleri gelişimlere dair dönütler sunuldu. Programın finalinde yapılan değerlendirme sınavları ve proje teslimleri sonucunda başarıyla mezun olan katılımcılara 5 AKTS'ye denk gelen katılım sertifikası ve dijital rozet verildi.

Figure 5. Mentor-guided projects and the dated feedback meeting. Extract from the published web text (print layout). Source [1]

The 2025 Sustainability Report identifies the Academy as a free programme designed for women students. In its account dated 22 May, SATSO confirms that three members of the Women Entrepreneurs Board delivered training and shared professional experience. TOKAS separately records project feedback on 21 May. These accounts corroborate programme delivery and partner engagement. [1, 4, 5]



Figure 6. Women in Business, official TOKAS gallery. The image records programme activity. Source [1]

Sakarya University adopts innovative approaches to embed sustainability principles into both education and research. Academic programs are designed to provide students and faculty with the knowledge, skills, and values necessary to address environmental, social, and economic challenges.

Curricula across faculties are enriched with courses focused on **sustainability-related themes**, including environmental engineering, renewable energy, climate change, and sustainable development. These offerings equip students with a strong **awareness of sustainability** and the capacity to contribute to solutions at local, national, and global levels.

To further strengthen this integration, the Sakarya University Information System (SABIS) has been updated to link courses, academic publications, and research projects directly to the United Nations Sustainable Development Goals (SDGs). This enhancement ensures that the University's educational and research outputs are systematically aligned with **global sustainability targets**, supporting evidence-based monitoring and reporting.

4.2.Education Programs

Sakarya University is a dynamic and forward-looking institution that delivers education and research activities in line with **internationally recognized standards**. Educational policies are regularly reviewed and refined to ensure continuous improvement, enhance student achievement, and support career readiness.

Through a learner-centered approach, the University integrates innovative teaching methods, interdisciplinary perspectives, and practical learning opportunities into its programs. This approach not only fosters **academic excellence** but also equips graduates with the skills, adaptability, and ethical awareness needed to address contemporary global challenges.

Sakarya University launched the "Women Shaping Their Future Academy: Women in Business Micro-Credential Program", the first micro-credential program in Türkiye designed exclusively for female students. The program aims to empower women for professional life through free, high-quality training delivered by industry leaders and expert academicians.

Consisting of two modules on career development, workplace competencies, sustainability, and entrepreneurship, the program provides participants with essential knowledge and practical skills for professional growth.

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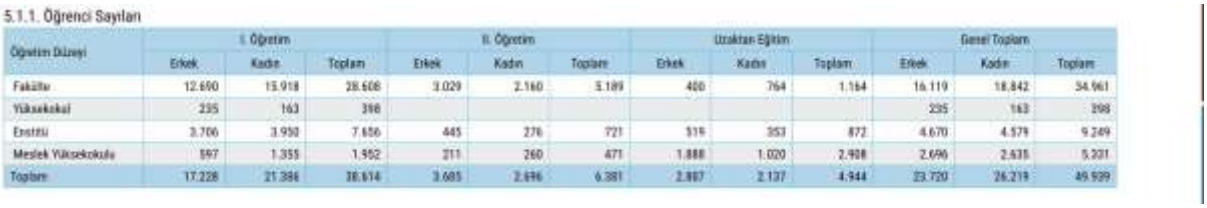
Figure 7. University report on the Women's Academy. PDF p. 47. Source [4]

The Faculty of Business Advisory Board records two further learning sessions. Yıldız Bezek discussed resilience and crisis management at work on 11 May. Sumru Atalay addressed corporate sustainability and women's leadership on 14 May. [6, pp. 16–17]

Programme intake and institutional enrolment

The Academy admitted 20 women from different faculties. The 2025 Administrative Activity Report separately records **26,219 women** enrolled across the University's daytime, second-shift and distance education programmes. [1, 3]



5.1.1. Öğrenci Sayıları

Öğretim Düzeyi	I. Öğretim			II. Öğretim			Uzaktan Eğitim			Genel Toplam		
	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam
Fakülte	12.690	15.918	28.608	3.029	2.160	5.189	400	764	1.164	16.119	18.842	34.961
Yüksekokul	235	163	398							235	163	398
Enstitü	3.706	3.950	7.656	445	276	721	319	353	672	4.670	4.579	9.249
Meslek Yüksekokulu	597	1.355	1.952	211	260	471	1.888	1.020	2.908	2.696	2.635	5.331
Toplam	17.228	21.386	38.614	3.685	2.696	6.381	2.607	2.137	4.944	23.720	26.219	49.939

Figure 8. University enrolment by sex and mode of study. The 2025 Administrative Activity Report records 26,219 women students across the University. PDF p. 30, printed p. 18. Source [3]

Career guidance for women in engineering

The Women in Engineering committee of the IEEE Sakarya University Student Branch publicised an International Women's Day Tea Talk with Assoc. Prof. Dr. Tijen Över Özçelik on women's career paths in engineering. [7]

Keywords: Women's mentoring; Women's Academy; Project feedback; Mentor-guided learning; Women students; Career development

5.6.7 Tracking women's graduation rate

Reporting period 1 January – 31 December 2025

Graduates by qualification level, 2024–2025

Student Affairs publishes graduate counts by sex, qualification level and academic unit. Its table for the 2024–2025 academic year records **7,989 graduates**, of whom **4,653 were women** and 3,336 were men. Women accounted for **58.24%** of all graduates (4,653 ÷ 7,989). The figures cover the academic year, which overlaps the 2025 reporting period. [1, 2]



SAKARYA ÜNİVERSİTESİ

2024-2025 EĞİTİM-ÖĞRETİM YILI MEZUN ÖĞRENCİ LİSTESİ

FAKÜLTE/ENSTİTÜ/MESLEK YÜKSEKOKULU	1.ÖĞRETİM			2. ÖĞRETİM			UZAKTAN EĞİTİM			GENEL TOPLAM		
	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM
BİLGİSAYAR VE BİLİŞİM BİLİMLERİ FAKÜLTESİ	220	81	301	127	31	158	1	0	1	348	112	460
DEVLET KONSERVATUVARI	26	13	39	0	0	0	0	0	0	26	13	39
DİŞ HEKİMLİĞİ FAKÜLTESİ	21	27	48	0	0	0	0	0	0	21	27	48
EĞİTİM FAKÜLTESİ	103	341	444	1	1	2	1	0	1	105	342	447
FEN FAKÜLTESİ	1	4	5	0	0	0	0	0	0	1	4	5
FEN-EDEBİYAT FAKÜLTESİ	139	466	605	68	188	256	0	0	0	207	654	861
HUKUK FAKÜLTESİ	106	148	254	0	0	0	0	0	0	106	148	254
İLAHİYAT FAKÜLTESİ	40	91	131	50	62	112	47	165	212	137	318	455
İLETİŞİM FAKÜLTESİ	60	132	192	7	5	12	0	0	0	67	137	204
İNSAN VE TOPLUM BİLİMLERİ FAKÜLTESİ	6	24	30	2	4	6	0	0	0	8	28	36
İŞLETME FAKÜLTESİ	158	202	360	6	11	17	0	0	0	164	213	377
MÜHENDİSLİK FAKÜLTESİ	296	185	481	239	82	321	0	0	0	535	267	802
SAĞLIK BİLİMLERİ FAKÜLTESİ	35	216	251	0	0	0	0	0	0	35	216	251
SAĞLIK YÜKSEKOKULU	2	1	3	0	0	0	0	0	0	2	1	3
SANAT TASARIM VE MİMARLIK FAKÜLTESİ	57	118	175	0	0	0	0	0	0	57	118	175
SİYASAL BİLGİLER FAKÜLTESİ	156	214	370	102	83	185	2	3	5	260	300	560
TEKNOLOJİ FAKÜLTESİ	11	1	12	14	5	19	0	0	0	25	6	31
TIP FAKÜLTESİ	73	86	159	0	0	0	0	0	0	73	86	159
EĞİTİM BİLİMLERİ ENSTİTÜSÜ	17	52	69	16	25	41	56	223	279	89	300	389
FEN BİLİMLERİ ENSTİTÜSÜ	130	93	223	41	16	57	129	56	185	300	165	465
İŞLETME ENSTİTÜSÜ	13	16	29	19	9	28	71	109	180	103	134	237
ORTA DOĞU ENSTİTÜSÜ	4	3	7	0	0	0	0	0	0	4	3	7
SAĞLIK BİLİMLERİ ENSTİTÜSÜ	2	36	38	17	13	30	0	0	0	19	49	68
SOSYAL BİLİMLER ENSTİTÜSÜ	118	133	251	53	81	134	103	71	174	274	285	559
ADALET MESLEK YÜKSEKOKULU	2	13	15	0	0	0	0	0	0	2	13	15
ADAPAZARI MESLEK YÜKSEKOKULU	0	0	0	0	0	0	188	72	260	188	72	260
SAĞLIK HİZMETLERİ MESLEK YÜKSEKOKULU	108	420	528	72	222	294	0	0	0	180	642	822
TOPLAM	1904	3116	5020	834	838	1672	598	699	1297	3336	4653	7989

Figure 1. Student Affairs, 2024–2025 graduate statistics, PDF p. 1. The table counts graduates from each unit during the academic year. Source [2]

Qualification	Women	Men	Total
Associate	727	370	1,097
Bachelor’s	2,990	2,177	5,167
Master’s	862	692	1,554
Doctoral	74	97	171
All qualifications	4,653	3,336	7,989

Graduate composition by qualification

In its account of 2024, the University described tracking women’s and men’s study duration and graduation outcomes in its own systems. The 2025 institutional activity report confirms that the Student Information System covers course registration through graduation and that Student Affairs manages administrative student records. [3, 4]

Sakarya University (SAU) maintains structured mechanisms to measure and monitor the graduation outcomes of women compared to men, aligning with its gender equality and sustainability governance. The University's Sustainability and Student Access framework confirms that, during and after registration, SAU tracks the male–female distribution of students, study durations, and completion (graduation) rates through institutional information systems.

Figure 2. Extract from the University's account of its 2024 monitoring practices. It identifies the information system used to track students' study duration and completion by sex. Source [3]

Women accounted for 2,990 of 5,167 bachelor's graduates (**57.87%**) and 74 of 171 doctoral graduates (**43.27%**) in 2024–2025. Both percentages use **all graduates at the corresponding qualification level** as the denominator. [1, 2]

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2024-2025 EĞİTİM-ÖĞRETİM YILI MEZUN ÖĞRENCİ LİSTESİ

EĞİTİM SEVİYESİ	1.ÖĞRETİM			2.ÖĞRETİM			UZAKTAN EĞİTİM			TOPLAM		
	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM
ÖN LİSANS	110	433	543	72	222	294	188	72	260	370	727	**1097**
LİSANS	1510	2350	3860	616	472	1088	51	168	219	2177	2990	**5167**
YÜKSEK LİSANS	187	259	446	146	144	290	359	459	818	692	862	**1554**
DOKTORA	97	74	171	0	0	0	0	0	0	97	74	**171**
GENEL TOPLAM	**1904**	**3116**	**5020**	**834**	**838**	**1672**	**598**	**699**	**1297**	**3336**	**4653**	**7989**

Figure 3. Student Affairs, 2024–2025 graduate statistics, PDF p. 4. The rightmost group of columns gives the totals by qualification. Source [2]

Support for degree completion

Graduate students on medical leave for pregnancy or childbirth

The University's General Principles for Graduate Programmes, updated by the Senate on 30 December 2025 (meeting 730, decision 14), provide for a **leave of absence** for graduate students with a medical report for pregnancy or childbirth, subject to a decision by the institute's executive board. When a student reports that the medical condition has ended, the board may authorise re-enrolment following review. Article 16 sets out both steps. [5]

b) Hamilelik ve doğum nedeni ile raporlu olan öğrencilerin EYK kararı ile kayıtları dondurulur.

Figure 4. Extract from article 16(1)(b), PDF p. 10. The return-to-study provision follows in article 16(1)(ç). Source [5]

f) Kayıt dondurulan süre içinde girilen dersler, ders sınavları ve tez sınavları geçersiz sayılır.

3) Askerlik görevini yapmak üzere işlem yaptırdığını belgeleyen ve bunu yazılı olarak enstitüye bildiren öğrencinin askerlik süresine karşılık gelen dönemlerde, EYK kararı ile kaydı dondurulur.

İzinli Sayılma

MADDE 17 - 1) Öngörülemeyen durumlarda (doğal afet; anne, baba, eş, kardeş ve çocuğun ölümü vb.); olayın vuku bulduğu tarihten itibaren en geç 45 gün içinde dilekçe ve mazeretini kanıtlayan belgelerle birlikte enstitü müdürlüğüne başvurulması durumunda, EYK öğrencinin ne kadar süre ile mazeretli-izinli sayılacağına karar verir.

2) 45 gün içinde beyan edilmeyen mazeretler kabul edilmez.

3) Mazereti kabul edilenlerin kaydı dondurulmuş sayılmaz.

4) Öğrencinin mazeretli-izinli olduğu günler EYK kararı ilgili derslerin öğretim üyelerine yazılı olarak bildirilir.

Öğrenci Değişim Programı Sebebiyle İzinli Sayılma

MADDE 18 - 1) Rektörlük onayı ile öğrenci değişimi programından yararlanacak öğrencilerin durumları, EABD/EASD başkanlığınca hazırlanan intibak programı incelenerek EYK tarafından karara bağlanır.

2) EYK kararı ile öğrenci değişimi programından yararlanan öğrenci, kayıtla ilgili mali yükümlülüklerini yerine getirmek koşuluyla öğrenim süresi dâhilinde izinli sayılır.

3) Öğrenci bu süre içinde Uzmanlık Alan Dersinden muaf tutulur.

Yürürlük

MADDE 19- 1) Bu yönerge Sakarya Üniversitesi Senatosu tarafından kabul edildiği tarihte yürürlüğe girer.

Figure 5. Continuation of leave provisions and commencement of the Senate rules. PDF p. 11. Source [5]

An additional examination for students close to graduation

On 20 June 2025 the Senate approved a three-course examination for 6 October 2025 (meeting 714, decision 9). It covered students who became eligible to graduate following a summer internship or recognition of courses taken at another university during the summer term. The decision applied to **eligible students of either sex**. [6]

The graduate leave procedure covers pregnancy and childbirth. The three-course examination offered a separate route to completion for students who met its eligibility conditions. [5, 6]

Admission and enrolment records

ÖSYM administered central placement for the 2025 national undergraduate entrance examination (YKS). Graduate admission followed a separate route. For example, SAÜ's Graduate School of Business published its own July 2025 application and August registration dates. After enrolment, SAÜ maintains the student records described in its activity report. [4, 7, 8]



SAKARYA ÜNİVERSİTESİ | 2025 YILI İDARE FAALİYET RAPORU

İÇİNDEKİLER
I - GENEL BİLGİLER
II - AMAÇ VE HEDEFLER
III - FAALİYETLERE İLİŞKİN BİLGİ VE DEĞERLENDİRMELER
IV - KURUMSAL KABİLİYET VE KAPASİTENİN DEĞERLENDİRİLMESİ
V - ÖNERİ VE TEDBİRLER

3. Bilgi ve Teknolojik Kaynaklar

Sakarya Üniversitesi Merkez kampüsü, **3250 Mbps** ATM hattı ile ULAKNET omurgasına bağlıdır. Yan kampüsleri ile merkez kampüs arasında **50 - 200 Mbps** arasında değişik kapasitede metro ethernet bağlantılar mevcuttur. Üniversitemiz çalışanları ve öğrencilerimiz bu bağlantılar üzerinden internet teknolojilerini yoğun olarak kullanmaktadırlar. Ayrıca, üniversitemizde aynı yapı üzerinden **Uzaktan Eğitim** faaliyetleri yürütülmektedir.

Üniversitemiz çalışanları tarafından geliştirilen uygulamalarla, üniversitemizdeki iş süreçleri büyük ölçüde elektronik ortama taşınmıştır. Elektronik ortama taşınan iş süreçlerine, öğrenci işleri otomasyonu, personel otomasyonu, gelen-giden evrak takip otomasyonu, not değerlendirme sistemi, öğrenci bilgi sistemi, personel bilgi sistemi, mediko sosyal hasta takip sistemi örnek olarak verilebilir. Üniversitemizin hedefi gelişen ve değişen bilişim teknolojilerini yoğun olarak kullanarak, önümüzdeki yıllarda iş süreçlerinin tamamını elektronik ortama taşımak ve bu suretle daha esnek, daha verimli bir çalışma ortamı oluşturmaktır.

Üniversitemizin sahip olduğu kaynaklar aşağıdaki tabloda gösterilmiştir.

3.1.Yazılımlar

Sakarya Üniversitesi Bilgi Sistemi; Tümü SAÜ, BAUM tarafından geliştirilen ve üniversitenin süreçlerini destekleyen bilgi sistemi ve alt sistemleridir.

3.1.1.Sakarya Üniversitesi Bilgi Sistemi

Modül	Kapsam ve Amacı
Akademik Bilgi Sistemi	Öğretim elemanlarının vermiş olduğu derslerle ilgili; ödevler, sınavlar ve duyuruların yapıldığı sistem. Derslere ait notların girildiği ve değerlendirmelerinin yapıldığı sistem.
Ders Plan ve Programları	Haftalık ders saatlerinin çakışmayacak şekilde yapıldığı ve düzenlendiği sistem.
Danışmanlık Yönetim Sistemi	Öğretim elemanlarının lisans ve lisansüstü programlardaki tez danışmanlığı yaptığı öğrencilerin bilgilerine; tez çalışmalarına erişimin sağlandığı sistem.
Eğitim Bilgi Sistemi	Bologna Süreciyle Avrupa Birliği Ülkeleri yükseköğretim kurumlarını yeterlikler çerçevesinde değerlendirmeyi ve Avrupa genelinde ortak bir kalite anlayışı oluşturmayı hedeflemektedir. Üniversitemizin tüm akademik programlarına ilişkin eğitim amaçları, hedefler ve program yeterlikleri, ders planları, dersleri ve içerikleri yer almaktadır.
Öğrenci Bilgi Sistemi	Öğrencilerin derse yazılma işlemlerinden mezun oluncaya kadar olan tüm süreçlerin ele alındığı sistem. Transkript, derslerle ilgili ödev, duyuru, notlar vb. Faaliyetlerin bilgilerin takip edildiği sistem. Ayrıca derslere ait ödev vb. Çalışmaların dosyalarının da yüklenebildiği sistem.
Öğrenci İşleri Bilgi Sistemi	Öğrenci İşleri Daire Başkanlığı çalışanlarınca kullanılan öğrenciye ait idari süreçlerin yönetildiği sistem.
Ekders	Öğretim elemanlarının vermiş olduğu ek derslerin planlamasının, takibinin yapıldığı sistem.
Akademik Faaliyetler	"AKADEMİK FAALİYETLER VE PERFORMANS, Sakarya Üniversitesi Öğretim Elemanlarının tüm akademik faaliyetlerini yönetebilmesini ve izleyebilmesini sağlayan bir sistemdir. Sistem, Öğretim Üyeliği Kadrolarına Atanma ve Yükseltilmelerde Dikkate Alınacak Puanlama ve Değerlendirme Sistemindeki 88 kategori ve Türkiye'de üniversiteleri sıralama (ranking) faaliyetini yürüten URAP Değerlendirme Sistemi de dikkate alınarak hazırlanmıştır. Uluslararası veri tabanlarında olan, indeksli makale, bildiri, editöre mektup, özet, teknik not vb. yayınlar ve bunların aldığı atıflar, belli aralıklarla Web of Sciences veri tabanından çekilip, otomatik olarak güncellenmektedir. Diğer akademik faaliyetlerini, öğretim elemanlarımız kendisi bu sistem aracılığıyla girip, güncelleyebilecektir."
Akademik Teşvik	Üniversitemiz bünyesinde çalışan akademisyenlerimizin akademik teşvik ödeneğinden yararlanıp yararlanmayacaklarına dair bilginin elde edildiği; bu kapsamda yapılan çalışmaların düzenlendiği ve puan hesaplamalarının yapıldığı bilgi sistemi.
Kurumsal Yönetim Bilgi Sistemi	Sürekli olarak kurumsal gelişimi bir kurum kültürü olarak benimseyen Sakarya Üniversitesi'nde uygulanan yaklaşımlar kurumsal olarak yürütülmektedir. Bu yaklaşımlar içerisinde en önemlileri olan Stratejik Yönetim, Süreç Yönetimi, Kurumsal Risk Yönetimi ve Kalite Yönetim yaklaşımlarıdır. Kurumsal Yönetim Bilgi Sistemi'nin amacı bu yaklaşımların Sakarya Üniversitesi'nde uygulanması için birimlere ve liderlere gerekli desteği sağlamaktır.
Kalite Yönetim Bilgi Sistemi	Toplam kalite yönetimi kapsamındaki faaliyetlerin yürütülmesinde destek sağlamak üzere kurumsal olarak geliştirilmiş ve geliştirilmeye devam edilen bir sistemdir. Kalite Yönetim Bilgi Sistemi ile paydaşlardan gelen öneri, istek, şikâyet vb. taleplerin kayıt altına alınarak yönetilmesi, iyileştirmelerin kayıt altına alınması, form vb. dokümanların güncelliğinin takip edilerek yayınlanması ve tüm bu faaliyetlere ilişkin istatistiki verilerin raporlanması sağlanmaktadır.
BAPK	Proje başvurularının online olarak alındığı ve projelerin detaylı olarak izlenebildiği sistem.

11

Figure 6. University activity report on institutional information and monitoring processes. PDF p. 23. Source [4]

Student Affairs also publishes the underlying breakdown by faculty, graduate school and vocational school. The three rightmost columns report men (Erkek), women (Kız) and all graduates (Toplam) for each unit. The final row reconciles to the university-wide total on page 1. [1, 2]

SAKARYA ÜNİVERSİTESİ

2024-2025 EĞİTİM-ÖĞRETİM YILI MEZUN ÖĞRENCİ LİSTESİ

FAKÜLTE/ENSTİTÜ/MESLEK YÜKSEKOKULU	1.ÖĞRETİM	2. ÖĞRETİM	UZAKTAN EĞİTİM	TOPLAM
BİLGİSAYAR VE BİLİŞİM BİLİMLERİ FAKÜLTESİ				
BİLGİSAYAR MÜHENDİSLİĞİ	153	158	1	**312**
BİLİŞİM SİSTEMLERİ MÜHENDİSLİĞİ	97	0	0	**97**
YAZILIM MÜHENDİSLİĞİ	51	0	0	**51**
DEVLET KONSERVATUVARI				
TÜRK HALK OYUNLARI	10	0	0	**10**
TEMEL BİLİMLER	2	0	0	**2**
MÜZİKOLOJİ	6	0	0	**6**
ÇALGI EĞİTİMİ	12	0	0	**12**
SES EĞİTİMİ	9	0	0	**9**
DİŞ HEKİMLİĞİ FAKÜLTESİ				
DİŞ HEKİMLİĞİ	48	0	0	**48**
EĞİTİM FAKÜLTESİ				
REHBERLİK VE PSİKOLOJİK DANIŞMANLIK	84	1	0	**85**
İNGİLİZCE ÖĞRETMENLİĞİ	36	0	0	**36**
ÖZEL EĞİTİM ÖĞRETMENLİĞİ PROGRAMI	72	0	0	**72**
TÜRKÇE ÖĞRETMENLİĞİ	35	0	0	**35**
SINIF ÖĞRETMENLİĞİ	54	0	0	**54**
SOSYAL BİLGİLER ÖĞRETMENLİĞİ	35	0	0	**35**
OKUL ÖNCESİ ÖĞRETMENLİĞİ	52	1	0	**53**
İLKÖĞRETİM MATEMATİK ÖĞRETMENLİĞİ	45	0	0	**45**
BİLGİSAYAR VE ÖĞRETİM TEKNOLOJİLERİ ÖĞRETMENLİĞİ	0	0	1	**1**
FEN BİLGİSİ ÖĞRETMENLİĞİ	31	0	0	**31**
FEN FAKÜLTESİ				
BİYOLOJİ BÖLÜMÜ	2	0	0	**2**
MATEMATİK	3	0	0	**3**
FEN EDEBİYAT FAKÜLTESİ				
BİYOLOJİ	32	0	0	**32**
COĞRAFYA	45	40	0	**85**
FELSEFE	13	0	0	**13**
FİZİK	4	0	0	**4**
KİMYA	46	0	0	**46**
MATEMATİK	49	1	0	**50**
SOSYOLOJİ	73	28	0	**101**
TARİH	47	29	0	**76**
TÜRK DİLİ VE EDEBİYATI	41	43	0	**84**
ÇEVİRİBİLİM (ALMANCA)	39	35	0	**74**
ALMAN DİLİ VE EDEBİYATI	32	26	0	**58**

Figure 7. Student Affairs tables of completed qualifications by programme and mode of study for 2024–2025. PDF p. 5. Source [2]

SAKARYA ÜNİVERSİTESİ

2024-2025 EĞİTİM-ÖĞRETİM YILI MEZUN ÖĞRENCİ LİSTESİ

FAKÜLTE/ENSTİTÜ/MESLEK YÜKSEKOKULU	1.ÖĞRETİM	2.ÖĞRETİM	UZAKTAN EĞİTİM	TOPLAM
BİLGİSAYAR VE BİLİŞİM BİLİMLERİ FAKÜLTESİ	301	158	1	**460**
DEVLET KONSERVATUVARI	39	0	0	**39**
DİŞ HEKİMLİĞİ FAKÜLTESİ	48	0	0	**48**
EĞİTİM FAKÜLTESİ	444	2	1	**447**
FEN FAKÜLTESİ	5	0	0	**5**
FEN-EDEBİYAT FAKÜLTESİ	605	256	0	**861**
HUKUK FAKÜLTESİ	254	0	0	**254**
İLAHİYAT FAKÜLTESİ	131	112	212	**455**
İLETİŞİM FAKÜLTESİ	192	12	0	**204**
İNSAN VE TOPLUM BİLİMLERİ FAKÜLTESİ	30	6	0	**36**
İŞLETME FAKÜLTESİ	360	17	0	**377**
MÜHENDİSLİK FAKÜLTESİ	481	321	0	**802**
SAĞLIK BİLİMLERİ FAKÜLTESİ	251	0	0	**251**
SAĞLIK YÜKSEKOKULU	3	0	0	**3**
SANAT TASARIM VE MİMARLIK FAKÜLTESİ	175	0	0	**175**
SİYASAL BİLGİLER FAKÜLTESİ	370	185	5	**560**
TEKNOLOJİ FAKÜLTESİ	12	19	0	**31**

Figure 8. Published graduation breakdown by academic unit and study mode. PDF p. 2. Source [2]

Keywords: Women's graduation; Gender-disaggregated records; Graduate composition; Student information system; Degree completion; Pregnancy-related study leave

5.6.8 Protection for people reporting discrimination

Reporting period 1 January – 31 December 2025

Protection against retaliation

Sakarya University's 2023 SDG Report describes **protection for students and employees** who report discrimination and then face a disadvantage in their education or employment. It explains how they can raise a complaint with the department, dean or Rectorate and how the University investigates a resulting disadvantage confidentially under the Legal Consultancy Office. The University had already described this procedure in its 2022 Sustainability Report. [5, 6]

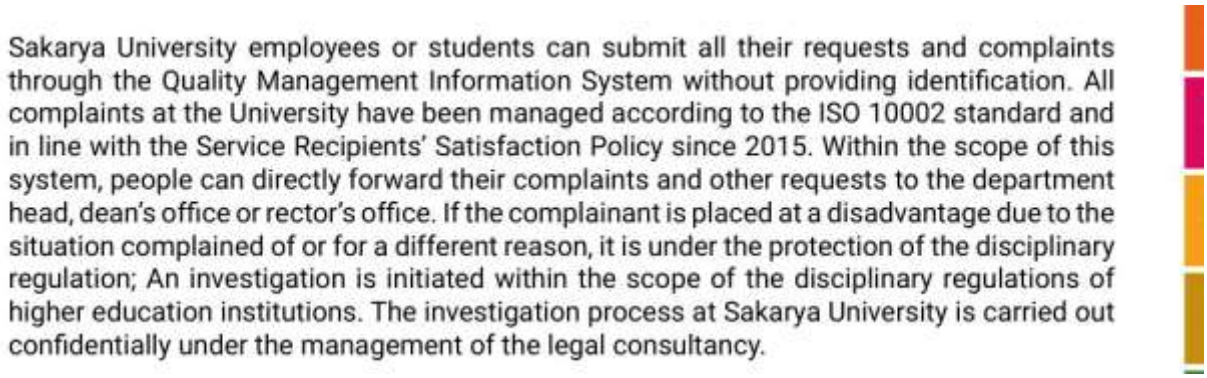
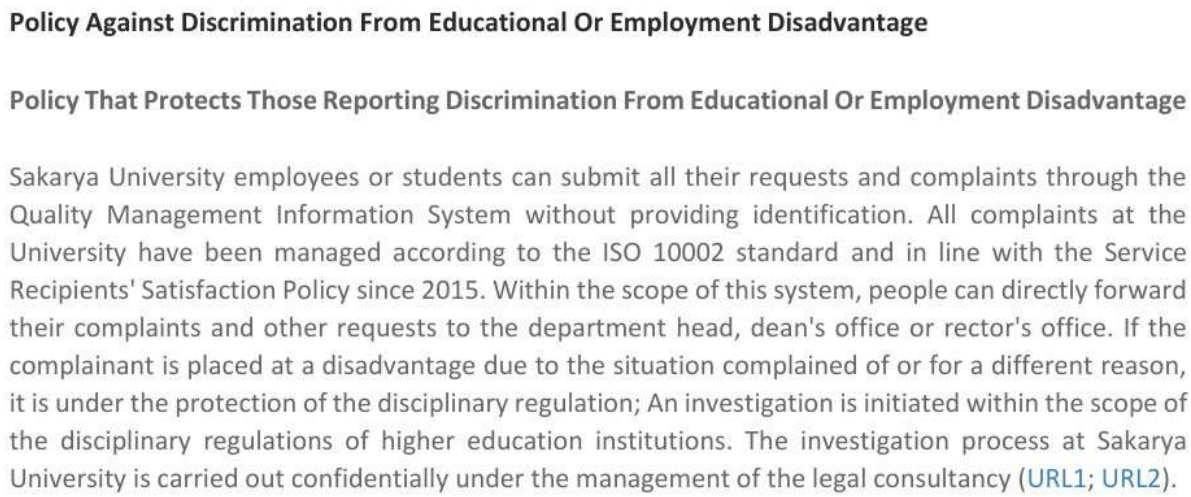

Sakarya University employees or students can submit all their requests and complaints through the Quality Management Information System without providing identification. All complaints at the University have been managed according to the ISO 10002 standard and in line with the Service Recipients' Satisfaction Policy since 2015. Within the scope of this system, people can directly forward their complaints and other requests to the department head, dean's office or rector's office. If the complainant is placed at a disadvantage due to the situation complained of or for a different reason, it is under the protection of the disciplinary regulation; An investigation is initiated within the scope of the disciplinary regulations of higher education institutions. The investigation process at Sakarya University is carried out confidentially under the management of the legal consultancy.

Figure 1. 2022 institutional reporting and disciplinary protections. PDF p. 19. Source [5]


Policy Against Discrimination From Educational Or Employment Disadvantage

Policy That Protects Those Reporting Discrimination From Educational Or Employment Disadvantage

Sakarya University employees or students can submit all their requests and complaints through the Quality Management Information System without providing identification. All complaints at the University have been managed according to the ISO 10002 standard and in line with the Service Recipients' Satisfaction Policy since 2015. Within the scope of this system, people can directly forward their complaints and other requests to the department head, dean's office or rector's office. If the complainant is placed at a disadvantage due to the situation complained of or for a different reason, it is under the protection of the disciplinary regulation; An investigation is initiated within the scope of the disciplinary regulations of higher education institutions. The investigation process at Sakarya University is carried out confidentially under the management of the legal consultancy (URL1; URL2).

Figure 2. University SDG Report 2023, protection for people reporting discrimination in education or employment. PDF p. 25. Source [6]

The University's published Anti-Discrimination and Anti-Harassment Policy invites formal and informal reports from students and staff, provides for **confidential handling** and protects people who report against **retaliation in education, employment and campus life**. [1]

The University undertakes to investigate reports promptly and impartially and to take disciplinary action where an investigation establishes discrimination or harassment. [1]

Reporting Procedure: The university provides clear channels for reporting incidents of discrimination and harassment. Students, faculty, staff, and other members of the university community are encouraged to report any incidents to designated individuals or offices, either formally or informally. They are assured confidentiality and protection against retaliation.

Investigation and Response: Upon receiving a report, the university will promptly investigate all allegations of discrimination and harassment in a fair and impartial manner. Disciplinary action, including termination of employment or expulsion, will be taken against individuals found to have engaged in such behavior.

Figure 3. Institutional reporting, protection from retaliation and investigation. Extract from the published web text (print layout). Source [1]

Senate protection for good-faith reports of irregularities

On 22 December 2011, the University Senate adopted its Directive on Reporting Errors, Irregularities and Corruption (decision 381/13). Article 9 brought it **into force on adoption**. The University lists it as directive 21 in its 2023–2027 Strategic Plan, updated in 2025. Article 2 covers people and organisations that receive or provide University services. [7a, 7b, 8]

SEN 381/3
22.12.2011

12- Sakarya Üniversitesi Kariyer ve Yetenek Yönetimi Koordinatörlüğü Çalışma Usul ve Esasları görüşmeye açıldı.

Yapılan görüşmeler sonunda; Sakarya Üniversitesi Kariyer ve Yetenek Yönetimi Koordinatörlüğü Çalışma Usul ve Esaslarının ekteki şekliyle kabul edilmesinin uygun olduğuna oybirliği ile karar verildi.

13- Sakarya Üniversitesi Hata, Usulsüzlük ve Yolsuzlukların Bildirilmesi Yönergesi görüşmeye açıldı.

Yapılan görüşmeler sonunda; Sakarya Üniversitesi Hata, Usulsüzlük ve Yolsuzlukların Bildirilmesi Yönergesinin ekteki şekliyle kabul edilmesinin uygun olduğuna oybirliği ile karar verildi.

14- Sakarya Üniversitesi Yetki Devri ve İmza Yetkileri Yönergesi görüşmeye açıldı.

Yapılan görüşmeler sonunda; Sakarya Üniversitesi Yetki Devri ve İmza Yetkileri Yönergesinin ekteki şekliyle kabul edilmesinin uygun olduğuna oybirliği ile karar verildi.

15- Genel Sekreterlik Makam'ının 16.12.2011 tarih ve 301-584 sayılı yazısı okundu.

Yapılan görüşmeler sonunda; İşletme Fakültesi İnsan Kaynakları Yönetimi ve Turizm İşletmeciliği Bölümlerin uygulanacak Staj Yönergesinin ekteki şekliyle kabul edilmesinin uygun olduğuna oybirliği ile karar verildi.

16- 2011-2012 Eğitim-Öğretim Yılı Bahar Yarıyılı Ders Programları görüşmeye açıldı.

Yapılan görüşmeler sonunda; aşağıda isimleri belirtilen birimlerimizin 2011-2012 Eğitim- Öğretim Yılı Bahar Yarıyılı ders programlarının ekteki şekliyle uygun olduğuna oy birliği ile karar verildi.

İktisadi ve İdari Bilimler Fakültesi Dekanlığı
Güzel Sanatlar Fakültesi Dekanlığı
Fen-Edebiyat Fakültesi Dekanlığı
Fen-Edebiyat Fakültesi Dekanlığı
Tıp Fakültesi Dekanlığı
İlahiyat Fakültesi Dekanlığı
İşletme Fakültesi Dekanlığı
Teknik Eğitim Fakültesi Dekanlığı
Teknoloji Fakültesi Dekanlığı
Bilgisayar ve Bilişim Bilimleri Fakültesi Dekanlığı
Eğitim Fakültesi
Devlet Konservatuarı Müdürlüğü
Sağlık Hizmetleri Meslek Yüksekokulu Müdürlüğü
Sağlık Yüksekokulu Müdürlüğü
Sakarya Meslek Yüksekokulu Müdürlüğü
Geyve Meslek Yüksekokulu Müdürlüğü
Ferizli Meslek Yüksekokulu Müdürlüğü
Beden Eğitimi ve Spor Yüksekokulu Müdürlüğü
Hendek Meslek Yüksekokulu Müdürlüğü
Ali Fuat Cebesoy Meslek Yüksekokulu Müdürlüğü
Akyazı Meslek Yüksekokulu Müdürlüğü
Karasu Meslek Yüksekokulu Müdürlüğü

Figure 4. Senate minutes, item 13, approving the reporting directive. PDF p. 3. Source [7b]

Article 8 protects people who make **good-faith reports** within the Directive's scope. It prohibits unfair or discriminatory treatment, disciplinary punishment for making the report, and direct or indirect worsening of conditions of service. For reports of irregularities or corruption, it also requires confidentiality of identity and measures to prevent harm. These provisions apply to a discrimination complaint where the reported conduct falls within the Directive's subject matter. [7a, 7b, Articles 1, 2 and 8]

Hata bildirimlerinde, hatanın ilgili idari/akademik birimce kabul edilmesi durumunda, hata derhal düzeltilir ve Rektörlük Makamına bilgi verilir.

Usulsüzlük ve yolsuzluk bildirimlerinde, usulsüzlük ve yolsuzluğun ilgili idari/akademik birimce kabul edilmesi durumunda derhal idari soruşturma başlatılır.

Hata, usulsüzlük veya yolsuzluk iddiasının ilgili birimce 10 (on) iş günü içerisinde yapılan inceleme sonucunda kabul edilmemesi durumunda, gerekli görülmesi halinde dosya Rektörlük Makamınca 3 (üç) gün içerisinde İç Denetim Koordinatörlüğüne gönderilir.

İç Denetim Koordinatörlüğünce konu araştırılır/incelenir ya da gerekli görülmesi halinde Rektör oluru ile konunun uzmanlarından oluşan üç kişilik bir araştırma/inceleme komisyonu kurulur.

İç Denetim Koordinatörlüğü ya da oluşturulan Komisyon tarafından gerekli araştırma/inceleme yapılarak sonuç en geç 10 (on) iş günü içerisinde Rektörlük Makamına sunulur.

İlgili birimlerce kabul edilen ya da araştırma/inceleme sonucu doğru olduğu belirlenen usulsüzlük ve yolsuzluk iddiaları hakkında Rektörlük Makamınca Cumhuriyet Savcılığına suç duyurusunda bulunulur, idari soruşturma gerektiren fiiller için gereği yapılmak üzere ilgili disiplin amirlerine gönderilir.

Hata, usulsüzlük veya yolsuzluk iddiası ile ilgili elde edilen sonuç, Rektörlük Makamınca bildirim sahibine iletilir.

Bildirimde Bulunanların Korunması

MADDE 8 – İyi niyetle hata, usulsüzlük ve yolsuzluklarla ilgili bildirimde bulunan kişilere haksız ve ayırımcı bir muamele yapılamaz, bildirimlerinden dolayı bir disiplin cezası verilemez; doğrudan veya dolaylı olarak hizmet koşulları kısmen de olsa ağırlaştırılamaz ve değiştirilemez.

Usulsüzlük veya yolsuzluk bildiriminde bulunan kişinin kimliği gizli tutulur ve kendisine herhangi bir zarar gelmemesi için gerekli tedbirler alınır.

Yaptığı bildirim nedeniyle haksız ve hukuka aykırı bir işleme maruz kaldığını iddia eden memur ve diğer kamu görevlisi müracaat, şikâyet ve dava açma hakkına sahiptir.

ÜÇÜNCÜ BÖLÜM
Son Hükümler

Yürürlük

MADDE 9 - Bu Yönerge Sakarya Üniversitesi Senatosunda kabul edildiği tarihten itibaren yürürlüğe girer.

Yürütme

MADDE 10 - Bu yönerge hükümlerini Sakarya Üniversitesi Rektörü yürütür.

2

Figure 5. Article 8 protects good-faith reporters. Article 9 records commencement on Senate adoption. PDF p. 2. Source [7a]

Ethical review and confidentiality

The Senate adopted the Ethics Committee Establishment and Operating Principles on 2 November 2006 (decision 276/16). The Rules took effect on adoption under Article 12. Article 2 covers academic and administrative staff, students, and people who contribute to or use University services. Under Article 9 the Committee assesses allegations of ethical violations. Article 10 requires confidential meetings and binds members to secrecy. Article 11 permits applications in person or by electronic form and **protects the applicant's identity**. [2a, 2b]

ortamda doldurulması suretiyle yapılabilir. Yapılan başvurularda, başvuranın kimlik bilgileri gizli tutulur.

Yürürlük
MADDE 12- Bu esaslar senato tarafından kabul edildikten sonra yürürlüğe girer.

Yürütme
MADDE 13- Bu esaslar, Sakarya Üniversitesi Rektörü tarafından yürütülür.

3

Figure 6. Ethics Committee rules on the handling of applications and confidentiality. PDF p. 3. Source [2a]

Article 9(k) provides for publishing the name and conduct of a person found to have fabricated an accusation with the intention of harming another person. This provision requires a finding of intentional fabrication. [2a, 2b]

Reporting channels and institutional oversight

The Ethics Committee receives ethics applications. Stakeholders may also submit complaints through the Quality Management Information System (KYS). Access to information submitted

through KYS is restricted to authorised personnel responsible for processing the request and communicating the outcome. [2a, 2b, 3, 5, 9]

The 2025 Sustainability Report records the University's commitment to monitor complaints and handle them objectively and promptly. On 24–25 September 2025, the Turkish Standards Institution audited the University's quality and complaints-management arrangements under ISO 9001 and ISO 10002. This records oversight of complaint handling during the reporting year. [4, printed p. 54]; [10]

National protection applicable to formal proceedings

Equal treatment in education and employment

Law No. 6701 was adopted on 6 April 2016 and published in the Official Gazette on 20 April 2016 (No. 29690). **Article 4(2)** classifies adverse treatment as discrimination when it results from initiating or participating in administrative or judicial proceedings to secure equal treatment or prevent discrimination. It expressly protects representatives as well as the people they represent. [11a, 11b]

Ayrımcılık türleri

MADDE 4- (1) Bu Kanun kapsamına giren ayrımcılık türleri şunlardır:

a) Ayrı tutma.

b) Ayrımcılık talimatı verme ve bu talimatları uygulama.

c) Çoklu ayrımcılık.

ç) Doğrudan ayrımcılık.

d) Dolaylı ayrımcılık.

e) İşyerinde yıldırma.

f) Makul düzenleme yapmama.

g) Taciz.

ğ) Varsayılan temele dayalı ayrımcılık.

(2) Eşit muamele ilkesine uyulması veya ayrımcılığın önlenmesi amacıyla idari ya da adli süreçleri başlatan yahut bu süreçlere katılan kişiler ile bunların temsilcilerinin, bu nedenle maruz kaldıkları olumsuz muameleler de ayrımcılık teşkil eder.

Ayrımcılık yasağının kapsamı

MADDE 5- (1) Eğitim ve öğretim, yargı, kolluk, sağlık, ulaşım, iletişim, sosyal güvenlik, sosyal hizmetler, sosyal yardım, spor, konaklama, kültür, turizm ve benzeri hizmetleri sunan kamu kurum ve kuruluşları, kamu kurumu niteliğindeki meslek kuruluşları, gerçek kişiler ve özel hukuk tüzel kişileri, yürüttükleri faaliyetler bakımından bu hizmetlerden yararlanmakta olan veya yararlanmak üzere başvurmuş olan ya da bu hizmetler hakkında bilgi almak isteyen kişi aleyhine ayrımcılık yapamaz. Bu hüküm kamuya açık hizmetlerin sunulduğu alanlar ve binalara erişimi de kapsar.

(2) Birinci fıkrada belirtilen hizmetlerin planlanması, sunulması ve denetlenmesinden sorumlu olan kişi ve kurumlar, farklı engelli grupların ihtiyaçlarını dikkate almakla ve makul düzenlemelerin yapılmasını sağlamakla yükümlüdür.

(3) Kamu kurum ve kuruluşları, kamu kurumu niteliğindeki meslek kuruluşları, gerçek kişiler, özel hukuk tüzel kişileri ve bunlar tarafından yetkilendirilenler, taşınır ve taşınmazları kamuya açık bir şekilde sunarken bu malları edinmek veya kiralamak isteyenler ile bunlar hakkında bilgi almak isteyenler aleyhine, bunların kiralanması, kira akdinin şartlarının belirlenmesi, kira akdinin yenilenmesi veya sona erdirilmesi, satışı ve devri süreçlerinin hiçbirinde ayrımcılık yapamaz.

(4) Dernek, vakıf, sendika, siyasi parti ve meslek örgütlerine, ilgili mevzuatlarında veya tüzüklerinde belirtilen istisnalar dışında üye olma, organlarına seçilme, üyelik imkânlarından yararlanma, üyeliğin sonlandırılması ve bunların faaliyetlerine katılma ve yararlanma bakımından, hiç kimse aleyhine ayrımcılık yapılamaz.

İstihdam ve serbest meslek

MADDE 6- (1) İşveren veya işveren tarafından yetkilendirilmiş kişi; işverenin çalışanı veya bu amaçla başvuran kişi, uygulamalı iş deneyimi edinmek üzere bir işyerinde bulunan veya bu amaçla başvuran kişi ve herhangi bir sıfatla

Figure 7. Law No. 6701, Article 4(2) and the scope of services under Article 5. PDF p. 3. Source [11a]

Coverage in education and public employment

Article 5(1) covers education provided by public institutions and protects those using, applying for or seeking information about their services. Article 6(1)–(2) addresses recruitment, working conditions, training, promotion and termination. Article 6(6) expressly includes public-sector employment. The University's policy also addresses informal reports made internally. [11a, 11b]; [1]

çalışmak ya da uygulamalı iş deneyimi edinmek üzere işyeri veya iş ile ilgili olarak bilgi edinmek isteyen kişi aleyhine, bilgilenme, başvuru, seçim kriterleri, işe alım şartları ile çalışma ve çalışmanın sona ermesi süreçleri dâhil olmak üzere, işle ilgili süreçlerin hiçbirinde ayrımcılık yapamaz.

(2) Birinci fıkra iş ilanı, işyeri, çalışma şartları, mesleki rehberlik, mesleki eğitim ve yeniden eğitimin tüm düzeylerine ve türlerine erişim, meslekte yükselme ve mesleki hiyerarşinin tüm düzeylerine erişim, hizmet içi eğitim, sosyal menfaatler ve benzeri hususları da kapsar.

(3) İşveren veya işveren tarafından yetkilendirilmiş kişi, istihdam başvurusunu gebelik, annelik ve çocuk bakımı gerekçeleriyle reddedemez.

(4) Serbest mesleğe kabul, ruhsat, kayıt, disiplin ve benzeri hususlar bakımından ayrımcılık yapılamaz.

(5) 22/5/2003 tarihli ve 4857 sayılı İş Kanunu kapsamına girmeyen her türlü iş ve iş görme sözleşmeleri de bu madde kapsamındadır.

(6) Kamu kurum ve kuruluşlarında istihdam bu madde hükümlerine tabidir.

Ayrımcılık iddiasının ileri sürülemeyeceği hâller

MADDE 7- (1) Bu Kanun kapsamında ayrımcılık iddiasının ileri sürülemeyeceği hâller ve istisnalar şunlardır:

a) İstihdam ve serbest meslek alanlarında, zorunlu mesleki gerekliliklerin varlığı hâlinde amaca uygun ve orantılı olan farklı muamele.

b) Sadece belli bir cinsiyetin istihdamını zorunlu kılan durumlar.

c) İşe kabul ve istihdam sürecinde, hizmetin zorunlulukları nedeniyle yaş sınırlarının belirlenmesi ve uygulanması, gereklilik ve amaçla orantılı olması şartıyla yaşa dayalı farklı muamele.

ç) Çocuk veya özel bir yerde tutulması gereken kişilere yönelik özel tedbirler ve koruma önlemleri.

d) Bir dine ait kurumda, din hizmeti veya o dine ilişkin eğitim ve öğretim vermek üzere sadece o dine mensup kişilerin istihdamı.

e) Dernek, vakıf, sendika, siyasi parti ve meslek örgütlerinin, ilgili mevzuatlarında veya tüzüklerinde yer alan amaç, ilke ve değerler temelinde üye olacak kişilerde belli şart ve nitelik aramaları.

f) Eşitsizlikleri ortadan kaldırmaya yönelik, gerekli, amaca uygun ve orantılı farklı muamele.

g) Vatandaş olmayanların ülkeye giriş ve ikametlerine ilişkin şartlarından ve hukuki statülerinden kaynaklanan farklı muamele.

ÜÇÜNCÜ BÖLÜM

Kuruluş, Teşkilat Yapısı ve Görevler

Türkiye İnsan Hakları ve Eşitlik Kurumu

MADDE 8- (1) Bu Kanunla ve diğer mevzuatla verilen görevleri yerine getirmek ve yetkileri kullanmak üzere, idari ve mali özerkliğe sahip, özel bütçeli ve kamu tüzel kişiliğini haiz, Başbakanlıkla ilişkili Türkiye İnsan Hakları ve Eşitlik Kurumu kurulmuştur.

(2) Kurum, Kurul ve Başkanlıktan oluşur.

Figure 8. Law No. 6701, continuation of Article 6 on employment. PDF p. 4. Source [11a]

For workers covered by the job-security provisions of Labour Law No. 4857, Article 18(3)(c) adds a specific protection against dismissal. Applying to administrative or judicial authorities against an employer to pursue statutory or contractual rights or fulfil obligations, or participating in such proceedings, is **not a valid ground for termination**. [12]

Feshin geçerli sebebe dayandırılması

Madde 18 - Otuz veya daha fazla işçi çalıştıran işyerlerinde en az altı aylık kıdemi olan işçinin belirsiz süreli iş sözleşmesini fesheden işveren, işçinin yeterliliğinden veya davranışlarından ya da işletmenin, işyerinin veya işin gereklerinden kaynaklanan geçerli bir sebebe dayanmak zorundadır. **(Ek cümle: 10/9/2014-6552/2 md.)** Yer altı işlerinde çalışan işçilerde kıdem şartı aranmaz.

Altı aylık kıdem hesabında bu Kanunun 66 ncı maddesindeki süreler dikkate alınır.

Özellikle aşağıdaki hususlar fesih için geçerli bir sebep oluşturmaz:

a) Sendika üyeliği veya çalışma saatleri dışında veya işverenin rızası ile çalışma saatleri içinde sendikal faaliyetlere katılmak.

b) İşyeri sendika temsilciliği yapmak.

c) Mevzuattan veya sözleşmeden doğan haklarını takip veya yükümlülüklerini yerine getirmek için işveren aleyhine idari veya adli makamlara başvurmak veya bu hususta başlatılmış sürece katılmak.[6]

d) Irk, renk, cinsiyet, medeni hal, aile yükümlülükleri, hamilelik, doğum, din, siyasi görüş ve benzeri nedenler.

e) 74 üncü maddede öngörülen ve kadın işçilerin çalıştırılmasının yasak olduğu sürelerde işe gelmemek.

Figure 9. Labour Law provisions on dismissal and the grounds that are excluded. PDF p. 12. Source [12]

Keywords: Protection from retaliation; Discrimination reporting; Good-faith complaints; Confidentiality; Ethical review; Reporting channels

5.6.9 Paternity policy and childcare responsibilities

Reporting period 1 January – 31 December 2025

Support for fathers to participate in childcare

SAÜ's Personnel Department explains three ways eligible civil servants can share childcare. Following birth, a father may request **ten days of paternity leave** with evidence of the birth, and may request **up to 24 months of unpaid** childcare leave calculated from the date of birth. Under the regulation published on 18 July 2025, eligible staff under **Article 4(A)** may also request **half-time work** after paternity leave by petitioning their employing unit. These options give fathers time to care for a child while the other parent participates in work. [1, 2, 3, 4]

Paid paternity leave

Article 104(B) of Civil Servants Law No. 657 entitles a civil servant whose spouse gives birth to **ten days of paternity leave** on request. The Personnel Department requires documentation of the birth. Article 104(G) preserves **financial rights and social benefits** during leave, except payments conditional on actual work. [1, question 10] [2, Article 104(B) and (G)]

10-Eşi doğum yapan memura kaç gün izin verilir? Eşi doğum yapan memura, isteği üzerine 10 gün babalık izni (doğum olayının belgelenmesi koşulu ile) verilir.

Figure 1. Personnel Department guidance on paternity leave for civil servants. Extract from the published web text (print layout). Source [1]

Unpaid leave for childcare

A civil servant whose spouse gives birth may request **up to 24 months of unpaid** leave under Article 108(B). For the father, the relevant 24-month period runs from the date of birth. The entitlement is available regardless of whether the spouse is a civil servant; where both parents are civil servants, they may use the leave concurrently or consecutively within the applicable periods. This is separate from paid paternity leave. [3, section I/Ç]

657 sayılı Kanunun 29/1/2016 tarihli ve 6663 sayılı Kanunla değiştirilen 108 inci maddesinin (B) fıkrasında, "Doğum yapan memura, 104 üncü madde uyarınca verilen doğum sonrası analık izni süresinin veya aynı maddenin (F) fıkrası uyarınca verilen izin süresinin bitiminden; eşi doğum yapan memura ise, doğum tarihinden itibaren istekleri üzerine yirmidört aya kadar aylıksız izin verilir." hükmü yer almaktadır.

657 sayılı Kanunun değişik 108 inci maddesinin (B) fıkrasında düzenlenen doğum sebebiyle verilecek aylıksız izne ilişkin açıklamalara aşağıda yer verilmiştir:

1) Aylıksız iznin süresi

a) Doğum yapan memur ile eşi doğum yapan memura istekleri üzerine yirmidört aya kadar aylıksız izin verilecektir.

Figure 2. Public Personnel Communiqué on unpaid leave after birth. Extract from the published web text (print layout). Source [3]

a) Doğum yapan memura verilecek aylıksız iznin başlangıç tarihi, doğum sonrası analık izni süresinin veya yararlanılması halinde 657 sayılı Kanunun 104 üncü maddesinin (F) fıkrası uyarınca verilen izin süresinin bitimi; eşi doğum yapan memura verilecek aylıksız iznin başlangıç tarihi ise doğum tarihidir.

b) Eşi doğum yapan memura, eşinin Devlet memuru olup olmadığına bakılmaksızın isteği halinde yirmidört aya kadar aylıksız izin verilecektir.

Figure 3. Commencement and duration rules for leave of the parent whose spouse has given birth. Extract from the published web text (print layout). Source [3]

Half time work for childcare

The regulation of 18 July 2025 applies to eligible civil servants under **Article 4(A)**. For a father, the **half-time work**ing period starts after paternity leave and ends at the start of the month following the beginning of the child's compulsory primary-school age. The regulation sets out excluded posts and the effects on remuneration. [4, Articles 2, 5–7, 10 and 12]

İKİNCİ BÖLÜM
Yarım Zamanlı Çalışma Dönemi, Yararlanma Şartları, Müracaat ve Değerlendirme

Yarım zamanlı çalışma dönemi

MADDE 5- (1) Doğum yapan kadın memurun yarım zamanlı çalışma dönemi, doğum sonrası analık izninin veya 657 sayılı Kanunun 104 üncü maddesinin (F) fıkrası gereğince kullanılan iznin bitiminden itibaren çocuğun mecburi ilköğretim çağının başladığı tarihi takip eden ay başına kadar olan dönemdir.

(2) Eşi doğum yapan memurun yarım zamanlı çalışma dönemi, babalık izninin bitiminden itibaren çocuğun mecburi ilköğretim çağının başladığı tarihi takip eden ay başına kadar olan dönemdir.

(3) Bir çocuğu eşiyle birlikte veya münferit olarak evlat edinen memurlar ile memur olmayan eşin münferit olarak evlat edinmesi hâlinde memurun yarım zamanlı çalışma dönemi, evlat edinilen çocuğun fiilen teslim edildiği tarihten veya 657 sayılı Kanunun 104 üncü maddesinin (A) fıkrası gereğince verilen sekiz haftalık iznin ya da aynı maddenin (F) fıkrası gereğince kullanılan iznin bitiminden itibaren çocuğun mecburi ilköğretim çağının başladığı tarihi takip eden ay başına kadar olan dönemdir.

Yararlanma şartları

MADDE 6- (1) Doğum hâlinde memurun, yarım zamanlı çalışma hakkından yararlanabilmesi için;

a) Kendisinin veya eşinin doğum yapmış olması,

b) Çocuğunun sağ olması,

c) 16 ncı madde hükümleri saklı kalmak kaydıyla, aynı çocuk için daha önce bu haktan yararlanmamış olması,

ç) Kadro ünvanının, yarım zamanlı çalışma hakkından yararlanamayacak kadro ünvanları arasında yer almıyor olması,

d) Talepte bulunması,

şarttır.

(2) Bir çocuğu eşiyle birlikte veya münferit olarak evlat edinen memur ile memur olmayan eşin münferit olarak evlat edinmesi hâlinde memurun yarım zamanlı çalışma hakkından yararlanabilmesi için;

a) 16 ncı madde hükümleri saklı kalmak kaydıyla, aynı çocuk için daha önce bu haktan yararlanmamış olması,

b) Kadro ünvanının, yarım zamanlı çalışma hakkından yararlanamayacak kadro ünvanları arasında yer almıyor olması,

c) Talepte bulunması,

şarttır.

Müracaat

MADDE 7- (1) Memur, yarım zamanlı çalışma dönemi içindeki herhangi bir zamanda, yarım zamanlı çalışmayı kurumundan talep edebilir.

(2) Memur talebinde, 9 uncu maddede belirtilen hususlara uygun olacak şekilde haftalık yarım zamanlı çalışacağı günlere ve çalışma saatlerine ilişkin tercihini de belirtir.

Figure 4. Regulation on half-time work, Article 5(2) and Articles 6–7. The extract sets out when a father may begin half-time work and how to apply. Source [4]

YÖNETMELİK

Karar Sayısı: 10108

Ekli "Devlet Memurlarının Yarım Zamanlı Çalışma Hakkının Kullanımına İlişkin Yönetmelik"in yürürlüğe konulmasına, 657 sayılı Devlet Memurları Kanununun ek 43 üncü maddesi gereğince karar verilmiştir.

17 Temmuz 2025

Recep Tayyip ERDOĞAN
CUMHURBAŞKANI

Figure 5. 2025 Official Gazette decision bringing the half-time work regulation into force. PDF p. 1. Source [4]

DEVLET MEMURLARININ YARIM ZAMANLI ÇALIŞMA HAKKININ KULLANIMINA İLİŞKİN YÖNETMELİK

BİRİNCİ BÖLÜM
Başlangıç Hükümleri

Amaç

MADDE 1- (1) Bu Yönetmeliğin amacı; doğum veya evlat edinme sonrası memurların yarım zamanlı çalışma hakkının kullanımına ilişkin usul ve esaslar ile bu haktan yararlanamayacak memurları belirlemektir.

Kapsam

MADDE 2- (1) Bu Yönetmelik, 14/7/1965 tarihli ve 657 sayılı Devlet Memurları Kanununun 4 üncü maddesinin (A) fıkrasında belirtilen memurlar hakkında uygulanır.

Dayanak

MADDE 3- (1) Bu Yönetmelik, 14/7/1965 tarihli ve 657 sayılı Devlet Memurları Kanununun ek 43 üncü maddesine dayanılarak hazırlanmıştır.

Tanımlar

MADDE 4- (1) Bu Yönetmeliğin uygulanmasında;

a) İlkokul: 5/1/1961 tarihli ve 222 sayılı İlköğretim ve Eğitim Kanunu gereğince kurulan dört yıl süreli ve zorunlu olan okulu,

b) Kurum: Memurun görev yapmakta olduğu kamu kurum veya kuruluşunu,

c) Mecburi ilköğretim çağının başladığı tarih: Çocukların, 222 sayılı Kanun ile 26/7/2014 tarihli ve 29072 sayılı Resmî Gazete'de yayımlanan Millî Eğitim Bakanlığı Okul Öncesi Eğitim ve İlköğretim Kurumları Yönetmeliği gereğince belirlenen, ilkokula başlama tarihini,

ç) Normal haftalık çalışma süresi: 657 sayılı Kanunun 99 uncu maddesi veya ilgili mevzuatı gereğince memurlar için belirlenen haftalık çalışma süresini,

d) Yarım zamanlı çalışma: Doğum veya evlat edinme sonrası, memurların normal haftalık çalışma süresinin yarısı olarak düzenlenen çalışma şeklini,

e) Yetkili amir: 10/12/2003 tarihli ve 5018 sayılı Kamu Malî Yönetimi ve Kontrol Kanununda belirtilen üst yöneticiyi veya üst yönetici tarafından hizmet birimleri itibarıyla yetki verilen amiri,

ifade eder.

Figure 6. Scope and core provisions of the regulation issued in July 2025. PDF p. 2. Source [4]

Both parents may request **half-time work** if both are eligible civil servants. The University's Personnel Department directs applicants to submit a petition to their own unit. [1, question 16] [4, Article 9(6)]

Değerlendirme

MADDE 8- (1) Müracaatlar, yalnızca 6 ncı maddede belirtilen yararlanma şartlarına uygunluk yönünden değerlendirilir ve müracaat tarihinden itibaren en geç bir ay içinde sonuçlandırılır.

(2) Değerlendirme neticesinde, hizmet ihtiyacı ve memurun talebi de dikkate alınarak, memurun haftalık yarım zamanlı çalışacağı günler ve çalışma saatleri, 9 uncu maddede belirtilen hususlara uygun olarak yetkili amir tarafından belirlenir.

ÜÇÜNCÜ BÖLÜM

Yarım Zamanlı Çalışma Esasları, Yarım Zamanlı Çalışma Hakkından Yararlanamayacaklar, Mali ve Sosyal Haklar ile Hizmet Değerlendirmesi

Yarım zamanlı çalışma esasları

MADDE 9- (1) Yarım zamanlı çalışma hakkından yararlanan memurun haftalık çalışma süresi, normal haftalık çalışma süresinin yarısı olarak düzenlenir.

(2) Yarım zamanlı çalışma hakkından yararlanan memurun, haftalık çalışma gün ve saatlerinin belirlenmesinde aşağıdaki kurallara uyulması zorunludur:

a) Haftalık çalışma günü 3 günden az olamaz.

b) Günlük 3 saatten az veya 8 saatten fazla çalışılamaz.

(3) Yarım zamanlı çalışan memurun günlük çalışma saatleri günlere göre farklı olarak belirlenebileceği gibi günlük çalışma süresi eşit olarak da belirlenebilir.

(4) Yarım zamanlı çalışma döneminde;

a) Memur, ilgili mevzuat gereğince tespit edilen günlük normal çalışmanın başlama ve bitiş saatleri dışında ve öğle dinlenme süresinde çalışamaz.

b) Memur, süt izni hariç olmak üzere mazeret izinleri ile yıllık izinlerini, 657 sayılı Kanunda belirtilen süreler kadar kullanır.

c) Kadın memura ayrıca süt izni verilmez.

(5) Yetkili amir, hizmet ihtiyacına veya memurun talebine göre memurun haftalık yarım zamanlı çalışma gün ve saatlerinde, Ocak ve Temmuz aylarında olmak üzere yılda iki defa değişiklik yapabilir.

(6) Yarım zamanlı çalışma hakkının kullanımında kadın veya erkek memur ayrımı yapılmaz. Eşlerin her ikisinin de memur olması hâlinde, yarım zamanlı çalışma hakkından talepleri üzerine her iki eş de faydalanır.

(7) Memur, aylıksız izin hariç olmak üzere, yarım zamanlı çalışma dönemi içinde kalan yıllık izin, hastalık izni, mazeret izni ve diğer izinlerde geçen süreler ile yarım zamanlı çalışma dönemi içinde kalan ulusal bayram ve genel tatil günlerinde yarım zamanlı çalışmış sayılır.

(8) Yarım zamanlı çalışma hakkının kullanım süresi her bir çocuk için ayrı ayrı hesaplanır.

Figure 7. Administration of half-time work under the July 2025 regulation. PDF p. 4. Source [4]

Paternity leave for workers under collective agreements

The Personnel Department's Permanent Workers Branch administers paternity leave for workers under the **applicable collective agreement**. [1, 5]

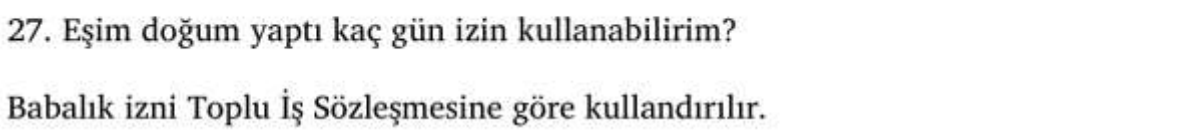


Figure 8. Personnel Department guidance on paternity leave for workers under the collective agreement. Extract from the published web text (print layout). Source [1]

For workers covered by Labour Law No. 4857, the statutory paid entitlement on the birth of a child to the worker's spouse was **five days in 2025**. Additional Article 2 was introduced by Article 35 of Law No. 6645. Article 16 of the law published on 1 May 2026 subsequently increased the statutory period to ten days. SAÜ refers its workers to the **applicable collective agreement**, which may provide more favourable terms. The five-day figure describes the 2025 statutory provision. [6] [7]

Keywords: Paternity leave; Childcare responsibilities; Paid leave; Unpaid childcare leave; Half-time work; Work–life balance

SAKARYA ÜNİVERSİTESİ

2025



SDG 6. CLEAN WATER AND SANITATION



SDG 6 - CLEAN WATER AND SANITATION

Water Consumption

Sakarya University systematically measures the total volume of water used across its entire campus, covering both treated mains water and groundwater extracted from on-site wells.

- **Water Sources:**

All buildings on campus are connected to the Sakarya Water and Sewerage Administration (SASKİ) mains network, which supplies treated municipal water. In addition, groundwater from the university's wells is extracted, treated on-site to drinking-water standards, and distributed through fountains and taps located across the campus. This treated natural spring water is primarily used for drinking, landscape irrigation, and cleaning purposes.



Figure 1. SASKİ-connected treated water distribution plant ensuring safe potable water for all users.

- **Metering and Monitoring:**

Each campus building—including academic, administrative, residential, and cafeteria facilities—is equipped with SASKİ-certified digital meters that record water consumption. Groundwater extraction wells are also fitted with separate flow meters. The Department of Construction and Technical Works collects and consolidates these readings monthly, and the total annual consumption is reported as part of the university's sustainability records.



Figure 2. Pipelines and tanks storing groundwater for irrigation; flow meters monitor extracted water volume.

- **Purpose and Data Use:**

Water consumption data are analyzed to identify leaks, optimize irrigation schedules, and plan conservation initiatives. The data feed directly into Sakarya University's Zero Waste and Water Conservation Program, aligned with national environmental regulations.

- **Verification:**

All metering devices are periodically calibrated by SASKİ to ensure accuracy. Annual consumption totals are verified against utility bills and internal reports.

These measures ensure that the university comprehensively monitors all treated and extracted water sources, allowing precise reporting and effective management of total campus water consumption.





Figure 3. Free drinking-water fountains supplied by treated spring water within campus



Figure 4. More than 91 % of fixtures across all buildings are water-efficient.

Water Usage and Care

6.3.1 – Wastewater Treatment Process

Sakarya University operates under a comprehensive wastewater management framework in collaboration with the Sakarya Water and Sewerage Administration (SASKİ). All wastewater generated on campus is directed to the municipal sewage system and treated at the SASKİ Wastewater Treatment Plant in full compliance with the Water Pollution and Control Regulation issued by the Ministry of Environment, Urbanization and Climate Change.

To reduce contamination before discharge, the university has installed oil and sediment filters in cafeterias, laboratories, and service areas. The Department of Construction and Technical Works conducts regular inspections and reports to SASKİ to verify the proper functioning of wastewater collection, treatment, and discharge systems.



Figure 1. Wastewater Treatment Collaboration

Overview of the SASKİ municipal wastewater treatment process where all Sakarya University effluent is treated according to national discharge standards.

6.3.2 – Pollution Prevention Measures

The university enforces multiple safeguards to prevent pollution incidents and the discharge of untreated wastewater into the environment. Separate drainage systems for wastewater and stormwater exist across all campus buildings. Oil traps are installed in vehicle service zones and cafeterias, while laboratories are equipped with containment basins for hazardous liquid waste.

Regular water-quality sampling is conducted jointly by SASKİ and the Department of Environmental Engineering to detect contamination risks early. Emergency protocols are in place for chemical or accidental spills, and response teams are trained to minimize potential environmental impacts.





Figure 2. Oil Filters Installed on Campus

Pretreatment system showing oil and grease interceptors in cafeteria and laboratory discharge lines to prevent pollution.





Figure 3. Water Quality Sampling and Monitoring by SASKİ *Regular inspections and water-quality sampling conducted by the Sakarya Water and Sewerage Administration to prevent contamination and ensure compliance with environmental standards.*

6.3.3 – Provision of Free Drinking Water

Sakarya University provides free and safe drinking water for all students, staff, and visitors throughout the campus. Natural spring water extracted from university wells is treated and distributed through a dedicated internal network connected to public fountains and indoor taps. The water is regularly analyzed by SASKİ and the Department of Environmental Engineering to verify that it meets national drinking-water standards. This system ensures continuous access to safe, free drinking water while minimizing the use of bottled water and supporting the university's sustainability and waste reduction goals.

6.3.4 – Water-Efficient Building Standards

Sakarya University applies national water-efficiency and sustainable construction standards in all new and renovated buildings. In line with the *Water Efficiency Regulation (2024)*, all new campus facilities include low-flow fixtures, dual-flush toilets, and sensor-controlled taps to minimize water use.
Older buildings are progressively being retrofitted with these systems as part of the Zero Waste

and Sustainability Action Plan. The Construction and Technical Works Department reviews every new project for compliance with efficiency and conservation standards before approval.

6.3.5 Water-Efficient Landscaping and Drought-Tolerant Plants

Sakarya University designs and maintains its campus landscapes to minimize water consumption and promote sustainable water management. The campus vegetation includes drought-tolerant and low-maintenance species, primarily pine (Pinus pinea, P. nigra), cedar (Cupressus sempervirens), and native oak (Quercus robur, Q. frainetto), all adapted to Sakarya's humid subtropical climate.

Automated irrigation systems exclusively use groundwater and rainwater collected in underground storage tanks. No treated mains water is used for irrigation. In addition, permeable pavements, gravel paths, and grass-supported parking areas facilitate rainwater infiltration and reduce surface runoff, helping to recharge groundwater.

These practices reduce overall water demand and support the long-term sustainability of campus green spaces.



Figure 4. Water-Absorbing Pavements
Porous paving systems that promote rainwater infiltration and reduce runoff.



Figure 5. Drought-Tolerant Plants on Campus
Pine and cedar trees integrated into campus landscaping to reduce irrigation needs.

Water Management Policy

Policy Statement

This policy outlines Sakarya University's commitment to reducing water consumption, increasing water reuse, and promoting sustainable practices across the campus. By implementing these guidelines, we aim to minimize our environmental impact, support sustainable water resource management, and reduce energy costs.

Purpose

The purpose of this policy is to:

1. Set achievable goals for water conservation and preservation efforts.
2. Strengthen environmental sustainability efforts in line with responsible consumption and preservation of water resources.

3. Establish guidelines to ensure sustainable water management in university facilities.

Scope

This policy applies to all departments, facilities, and individuals on university property, including academic buildings, dormitories, administrative offices, sports facilities, and open spaces.

Policy Guidelines

1. Water Reuse Practices

- **Greywater Systems:** Plan for greywater systems in new buildings and major renovation projects to reuse water from sinks, showers, and other non-potable sources for toilet flushing, irrigation, and other appropriate uses.
- **Rainwater Harvesting:** Install rainwater harvesting systems where feasible to collect and store rainwater for use in landscaping, sports fields, and non-potable applications.
- **Condensate Recovery:** Recover and reuse condensate water from air conditioning systems.

2. Irrigation and Landscaping Arrangements

- **Efficient Irrigation:** Minimize water usage by using low-flow irrigation systems and controllers based on weather conditions or soil moisture levels.
- **Drought-Resistant Landscaping:** Reduce irrigation needs by using native and drought-resistant plants to ensure resilience to local climate conditions.
- **Smart Monitoring:** Install systems to monitor water usage in real-time for irrigation and quickly address leaks or inefficient practices.

3. Facility and Equipment Upgrades

- **Water-Efficient Fixtures:** Select water-saving faucets, showerheads, toilets, and urinals for all new installations and replacements.
- **Regular Maintenance:** Periodically inspect and maintain plumbing, irrigation systems, and water reuse facilities to prevent leaks and inefficiencies.

4. Awareness and Education

- **Training and Information:** Conduct regular training and workshops on the importance of water conservation and reuse for staff, faculty, students, and the local community.
- **Water Conservation Campaigns:** Organize campaigns to promote water-saving behaviors, report leaks, and use water-efficient practices.
- **Signage and Information:** Place informational signs at strategic points across the campus to remind about water conservation practices and explain ongoing water reuse initiatives.

5. Monitoring, Reporting, and Accountability

- **Water Usage Audits:** Conduct regular water usage and wastewater audits to evaluate consumption patterns, identify areas for improvement, and track progress towards conservation goals.
- **Annual Reporting:** Publish an annual report detailing progress, achievements, areas for improvement, and next steps related to water usage and reuse.
- **Goal Setting and Evaluation:** Set measurable targets for water savings and annually evaluate the effectiveness of this policy, making adjustments as necessary.
- **Stakeholder Collaboration:** Foster collaborations with national and local governments for water management processes.

Compliance and Implementation

- **Unit Responsibilities:** Each unit is responsible for implementing this policy within its area and reporting water waste or inefficient practices.
- **Sanctions for Non-Compliance:** Take corrective actions for units or individuals found not complying with the policy guidelines, particularly regarding intentional water waste.

Review and Updates

This policy will be periodically reviewed to ensure alignment with best water management practices and evolving environmental sustainability goals.

Commitment to Sustainability

Sakarya University is dedicated to creating a sustainable campus for future generations. By maximizing water reuse, we contribute to the conservation of natural resources and set a leadership example in environmental responsibility.

Water Reuse

6.4.2. Water Reuse Measurement and Management System

1. Overview

Sakarya University systematically monitors and quantifies water reuse to promote sustainable resource management. Reused water includes rainwater, spring water, and treated wastewater collected and distributed across campus for irrigation, cleaning, and other non-potable uses.

2. Water Reuse Sources and Infrastructure

Rainwater Collection: Rooftop and surface drainage systems direct rainwater to underground storage tanks located near main campus buildings.

Treated Wastewater: Effluent from the Sakarya Metropolitan Municipality wastewater treatment plant is reused for irrigating forested and landscaped areas.

Groundwater Wells: Non-potable groundwater is pumped for cleaning operations and green space irrigation, reducing dependence on mains water



Figure 1. Rainwater Collection Channels

Rooftop and surface gutters directing stormwater into collection tanks.

3. Measurement and Data Collection

- Flow Meters: Each reuse source (rainwater, treated wastewater, and well water) is equipped with a digital flow meter.
- Monitoring Unit: The Department of Construction and Technical Works (Yapı İşleri Daire Başkanlığı) collects monthly readings from all meters.
- Annual Consolidation: Data are compiled into the university's annual sustainability report, where the total reused volume and reuse ratio (%) are recorded.
- Verification: Meter readings are cross-checked with municipal records (SASKİ) and internal audits for consistency.



Figure 2. Flow Meter Installation

Digital flow meters installed to record reused water volumes from storage systems.

4. Water Reuse Applications

- Irrigation: All landscape and green areas are irrigated using reused rainwater, treated wastewater, or groundwater.

- Cleaning: Campus roadways and outdoor facilities are cleaned exclusively using non-potable reused water.
- Ecosystem Support: Reused rainwater is occasionally redirected to natural drainage channels to sustain small local vegetation areas and provide drinking sources for stray animals.



Figure 3. Irrigation Using Reused Water

Reused treated wastewater and rainwater distributed to campus greenery through automated systems.

5. Results and Ongoing Improvement

- Reused water accounts for a significant portion of the campus's non-potable consumption.
- Continuous upgrades are planned to expand collection systems and integrate new monitoring sensors.
- The reuse program is evaluated annually under the Zero Waste and Sustainability Action Plan, contributing to long-term water conservation goals.

Water in the Community

6.5.1 – Educational Opportunities for Local Communities

In 2025, Sakarya University joined DigiWater, an international project dedicated to advancing digital water education in Africa. Through this initiative, the university contributes its academic expertise to international cooperation aimed at improving access to water-related knowledge and promoting sustainable water management practices. By integrating innovative digital learning approaches with scientific knowledge on water resources, the project supports the development of accessible educational opportunities and strengthens awareness of water conservation, water security, and sustainable resource management.

Sakarya University's participation in DigiWater reflects its commitment to extending educational and scientific contributions beyond campus boundaries. The initiative fosters international knowledge exchange, supports capacity building in water management, and contributes to the broader objectives of SDG 6: Clean Water and Sanitation, particularly by promoting education and awareness related to sustainable water use.



Figure 1. Example of a Webinar of Digiwater project

Sakarya University strengthens practical education in water management and environmental sustainability through its collaboration with the **Sakarya Water and Sewerage Administration (SASKİ)**. In 2025, the university organized educational visits to drinking water and wastewater treatment facilities, providing students, including those from the Faculty of Medicine, with opportunities to explore water treatment technologies and municipal water management practices firsthand. During these technical visits, participants gained valuable insights into drinking water purification, wastewater treatment processes, water quality monitoring, and the importance of safe water supplies for public health.

These educational activities bridge academic knowledge and real-world applications, enhancing participants' understanding of sustainable water management and sanitation infrastructure. By connecting university education with regional water management institutions, Sakarya University promotes interdisciplinary learning, environmental responsibility, and awareness of the critical relationship between water quality, public health, and sustainable development. These initiatives contribute to the university's broader commitment to **SDG 6: Clean Water and Sanitation** through applied education and institutional knowledge exchange.



Figure 2. Medical students visiting water and wastewater treatment plants

6.5.3 – Support for Water Conservation Off Campus

In 2025, Sakarya University actively contributed to regional water conservation efforts by providing scientific support for the Sapanca Lake Action Plan, an initiative focused on protecting one of the region's most important freshwater resources. Sapanca Lake plays a vital role in meeting regional water demands, making its sustainable management essential for long-term water security and environmental resilience.

Through its scientific involvement, Sakarya University contributes academic knowledge and research-based perspectives to regional water resource management and conservation planning. The initiative emphasizes the importance of protecting freshwater ecosystems, addressing challenges associated with changing water levels, and developing sustainable approaches to water resource management.

By extending its scientific expertise beyond campus boundaries, Sakarya University supports regional efforts to safeguard freshwater resources and promote responsible water management. This contribution demonstrates the university's commitment to **SDG 6: Clean Water and Sanitation**, particularly through scientific engagement in off-campus water conservation and the long-term sustainability of regional water resources.



Figure 3. Sapanca Lake Action Plan meeting

In 2025, reports highlighting the declining water levels of Sapanca Lake drew attention to the growing challenges of regional water scarcity and the importance of sustainable freshwater resource management. The visible retreat of the lake's shoreline, particularly from areas surrounding Sakarya University, emphasized the need for effective water conservation strategies and long-term environmental planning.

Against this background, Sakarya University's scientific contribution to the Sapanca Lake Action Plan reflects its engagement in addressing regional water sustainability challenges. By connecting academic expertise with regional environmental priorities, the university supports efforts to protect freshwater resources, strengthen water conservation planning, and promote sustainable water management beyond campus boundaries. These activities reinforce the university's commitment to **SDG 6: Clean Water and Sanitation** and highlight the importance

of science-based approaches to regional water security.



Figure 4. The visible retreat of Sapanca Lake from the vantage point of the Sakarya University campus

6.5.5 – Cooperation on Water Security

In 2025, Sakarya University strengthened its engagement in regional water security through its scientific contribution to the **Sapanca Lake Action Plan**, an initiative aimed at protecting one of the region's most significant freshwater resources. As a vital source of freshwater for the Sakarya region, Sapanca Lake plays a crucial role in ensuring water availability, supporting local communities, and maintaining ecological sustainability.

Through its involvement in the action plan, Sakarya University contributes scientific expertise and research-based knowledge to regional water resource management and conservation planning. This engagement strengthens the connection between academic research and regional water management efforts, supporting informed decision-making and sustainable approaches to addressing water scarcity, changing water levels, and long-term water security challenges.

By integrating academic expertise into regional water security initiatives, Sakarya University demonstrates its commitment to **SDG 6: Clean Water and Sanitation**. Its scientific contribution supports the development of evidence-based approaches to freshwater protection, sustainable water resource management, and the long-term resilience of regional water systems.



Figure 5. Discussions were held regarding a collaboration between Sakarya University and SASKI, as part of efforts aimed at preserving the ecological balance of Sapanca Lake.

Sakarya University further strengthened its institutional engagement with the **Sakarya Water and Sewerage Administration (SASKİ)** through technical visits and educational activities focused on water management and treatment infrastructure. In 2025, university students visited SASKİ's treatment facilities, where they gained firsthand knowledge of drinking water treatment processes, water quality management, and the operation of municipal water infrastructure.

These activities fostered knowledge exchange between Sakarya University and the regional water utility, strengthening the connection between academic education and practical water management. By facilitating direct engagement with essential water supply and treatment systems, the university and SASKİ contributed to raising awareness of water security, sustainable infrastructure management, and the importance of reliable access to clean water. This institutional engagement reflects Sakarya University's commitment to **SDG 6: Clean Water and Sanitation** and supports broader regional efforts toward sustainable water resource management.



Figure 6. SAU students visiting SASKI Wastewater Treatment Plant

6.5.6 – Promoting Conscious Water Usage on Campus

In 2025, Sakarya University actively promoted responsible water consumption and environmental awareness among its students and academic staff through the **"Water Efficiency and Our Water Footprint"** (*Su Verimliliği ve Su Ayak İzimiz*) event. Organized by the Community Engagement and Sustainability Coordination Office as part of the *Sustainable Future Meetings* series in recognition of World Water Day (22 March), the event supported **SDG 6: Clean Water and Sanitation** by promoting sustainable water consumption, individual responsibility, and practical water conservation strategies within the university community.

During the event, **Assoc. Prof. Dr. Rabia Köklü**, a faculty member of the Department of Environmental Engineering, delivered an informative presentation on efficient water use, everyday water-saving practices, strategies for reducing individual water footprints, and measures to address water scarcity and the global water crisis. A key component of the programme was an interactive water footprint assessment, during which participants calculated their individual water footprints and gained a clearer understanding of how daily consumption habits influence freshwater resources and environmental sustainability.

The event brought together academic staff, students, and student organizations, encouraging active participation and interdisciplinary engagement in water sustainability. By integrating scientific knowledge with practical self-assessment, Sakarya University strengthened water conservation awareness across its campus and encouraged participants to adopt more responsible water consumption habits. This initiative reflects the university's continued commitment to fostering a culture of sustainability and integrating conscious water use into everyday



Figure 7. SAU Sustainable Future Meetings: Water Efficiency and Our Water Footprint

6.5.7 – Promoting Conscious Water Usage in the Wider Community

In 2025, Sakarya University expanded its commitment to promoting sustainable water use and environmental awareness beyond campus boundaries through its participation in **DigiWater**, an international initiative focused on digital water education in Africa. The project brings together international partners to promote water-related knowledge, strengthen educational capacity, and support awareness of sustainable water resource management. By integrating digital learning technologies with scientific expertise, the initiative aims to make water education more accessible to wider communities and encourage responsible approaches to water consumption and conservation.

Through its involvement in DigiWater, Sakarya University contributes to international knowledge exchange and the development of educational approaches that support water sustainability. The initiative extends the university's community engagement efforts beyond the

local region, emphasizing the importance of accessible education, environmental responsibility, and collective action in addressing water-related challenges. This international engagement reflects the university's commitment to advancing **SDG 6: Clean Water and Sanitation** through education and the promotion of sustainable water management practices.

At the regional level, Sakarya University also contributed to freshwater conservation efforts through its scientific involvement in the **Sapanca Lake Action Plan**. As one of the region's most important freshwater resources, Sapanca Lake plays a vital role in water availability, environmental sustainability, and the well-being of surrounding communities. The university's scientific contribution supports regional efforts to address water scarcity, protect freshwater ecosystems, and strengthen sustainable water resource planning.

By connecting academic expertise with regional environmental challenges and international educational initiatives, Sakarya University promotes greater understanding of the importance of freshwater conservation and responsible water management. These activities demonstrate the university's broader commitment to community engagement, environmental awareness, and the long-term sustainability of water resources.

SAKARYA ÜNİVERSİTESİ

2025



SDG 7. AFFORDABLE AND CLEAN ENERGY

7 AFFORDABLE AND CLEAN ENERGY

SDG 7 - AFFORDABLE AND CLEAN ENERGY

University Measures Towards Affordable and Clean Energy

Sakarya University integrates **energy efficiency and carbon reduction** into campus construction, building renewal, equipment replacement and daily operations. Its institutional approach combines compliance with applicable building standards, improvement of existing facilities, energy consumption reviews, greenhouse gas reporting and support for renewable electricity. The Department of Construction and Technical Affairs oversees the implementation of building and technical infrastructure improvements. The Social Contribution and Sustainability Coordinatorship (TOKAS) coordinates the monitoring of institutional sustainability performance and the preparation of sustainability reports, drawing on energy consumption, transport and waste data provided by the relevant university units.

The measures documented for **2025** support Türkiye's Energy Efficiency 2030 Strategy and Second National Energy Efficiency Action Plan for 2024-2030, alongside **Türkiye's 2053 net-zero vision**. Together, the measures address energy demand, electricity sourcing and the continued improvement of campus facilities.

Policy for Energy-Efficient Renovation, Construction, and Building Upgrades

Sakarya University has **an institutional policy requiring all new construction and renovation works to comply with the applicable national energy efficiency standards.** The policy covers campus planning, design, construction, renovation, maintenance and building operation, with the relevant technical requirements determined by the building and the scope of the work. The Department of Construction and Technical Affairs incorporates energy efficiency into architectural, mechanical and electrical works, including lighting, thermal performance, equipment selection and building controls.

The university's Energy Policy provides the framework for **building energy managers, regular consumption monitoring, annual energy reporting and evaluation of progress**. The Department of Construction and Technical Affairs coordinates technical implementation, while building energy managers support consumption monitoring and efficient building operation. Annual reporting supports the review of energy use and the identification of improvement priorities. The policy also covers energy conservation education, renewable energy projects and on-campus generation, daylight-oriented design, natural ventilation, responsible procurement and cooperation with public institutions, local communities, industry and research organisations.

The principal regulatory framework is Türkiye's Energy Efficiency Law No. 5627 and the Regulation on Energy Performance in Buildings, as amended. The regulation addresses the energy performance of new buildings and relevant works in existing buildings, including building design, heating and cooling, ventilation, lighting and energy performance certification. Its requirements are applied according to the relevant project dates, building characteristics and statutory transition provisions.

Thermal design and insulation works follow the applicable edition of **TS 825, Thermal Insulation Requirements for Buildings**, according to the project scope and relevant regulations. The updated standard took effect on 1 April **2025**. Under the requirements applicable in **2025**, **new university buildings with a total construction area of 2,000 m² or more** falling within the regulatory scope must meet the nearly zero-energy building requirements, including an energy performance class of B or better and at least 10% of primary energy demand supplied from renewable sources, subject to applicable exemptions and transitional provisions.

Sustainable Building Design

University construction and renewal practices prioritise **LED lighting, effective use of daylight, natural ventilation** where appropriate, thermal insulation improvements, efficient heating and cooling equipment, electrical sub-metering and sensor-based controls. Approximately **90% of campus buildings benefit from natural daylight**, supporting reduced reliance on artificial lighting. Responsible procurement favours durable, low-consumption equipment, environmentally conscious materials, material reuse and local supplier considerations. Water-saving fixtures, efficient irrigation and landscaping complement these measures. **Green building** principles also address indoor **environmental quality, water efficiency** and responsible material use. The national Green Certification framework for Buildings and Settlements provides an additional reference for these principles.

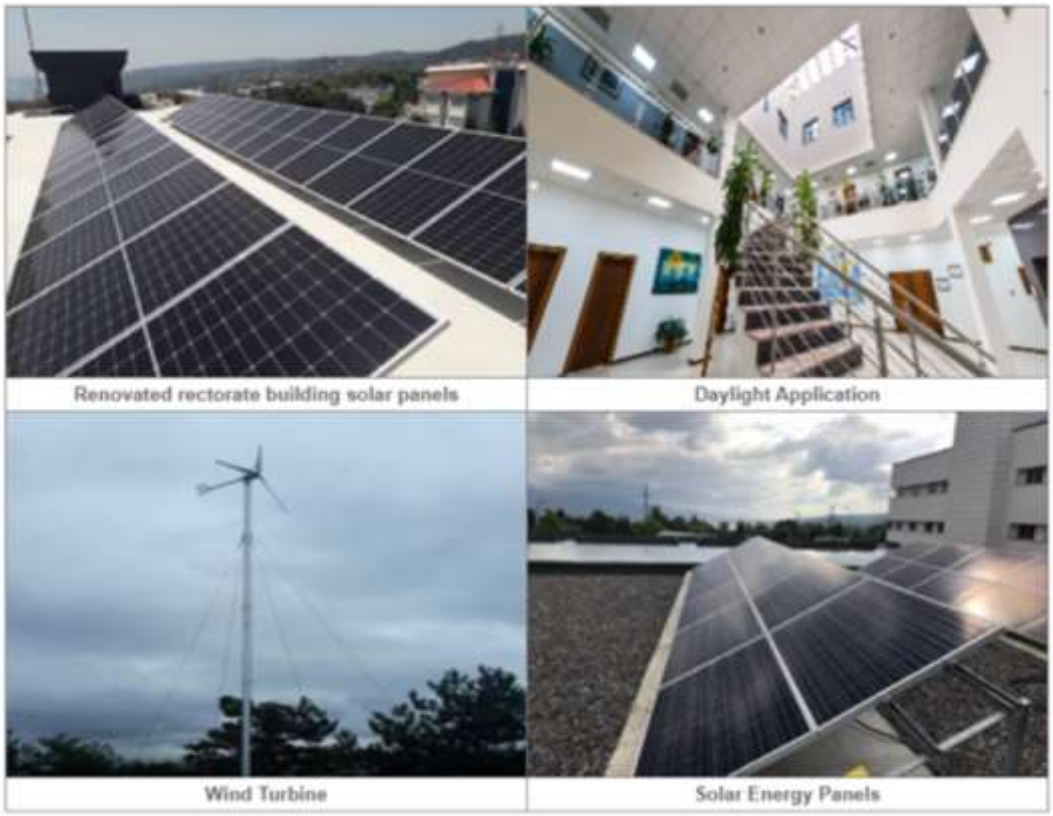
Preliminary work towards an **ISO 50001 Energy Management System** supports the development of systematic energy reviews, performance monitoring and continuous improvement. The preparatory process provides a foundation for further development of the university's energy management practices.

Plan to Upgrade Existing Buildings to Higher Energy Efficiency

Sakarya University maintains an ongoing plan to **upgrade existing buildings to higher energy efficiency** through the progressive replacement of inefficient lighting and equipment, renewal of heating and cooling systems, insulation improvements and building control upgrades. The Department of Construction and Technical Affairs coordinates implementation through maintenance programmes, renovation projects and annual investment activities.

In 2025, the university upgraded campus facilities through coordinated renovation and maintenance works. These included heating and cooling system maintenance and renewal, improvements to electrical installations, and LED lighting upgrades. Roof works included local repairs and waterproofing at Esentepe Campus, replacement of roof panels at the Faculty of Theology conference hall, and insulation works around rooflights in several buildings. Lighting infrastructure along the campus ring road and pedestrian routes was also renewed.

Building improvements completed in 2024 included local roof insulation at the Faculty of Education (Hendek Campus), Congress Centre, Faculty of Health Sciences and Medico Building, and window-surround insulation at the Library and M7 Building. These earlier interventions complement the **2025** programme described below.



Renewable energy and daylight efficiency applications at Sakarya University.

The 2025 Activity Presentation of the Department of Construction and Technical Affairs documents **1,600 LED** installations across five facilities: 200 in the Faculty of Business, 400 in the Faculty of Political Sciences, 200 in the Morphology Building, 600 in the Conservatory and 200 in M5 Block. Heating and cooling improvements included annual boiler-room maintenance and conversion works, repairs and compressor replacements in variable refrigerant flow systems, and cooling-unit repairs.

Approximately **85% of campus lighting fixtures use energy-efficient LED technology**. Automated lighting and building controls support efficient operation, while solar-powered LED lighting is used at selected campus streets, pedestrian routes and outdoor spaces. Equipment replacement practices prioritise energy-efficient refrigerators, cooling equipment, office devices and laboratory equipment to reduce operating and standby consumption.

Building upgrades also incorporate natural daylight, ventilation and renewable-energy applications. The Rectorate Building renovation combined structural strengthening with energy-efficient lighting, rooftop solar panels and improvements to natural daylight. These measures complement the university’s continuing maintenance and equipment renewal programme.

Solar Carport Expansion (KAYEP)

Sakarya University is expanding its renewable-energy infrastructure through an **863.46 kWp solar carport project** under the Public and Municipal Renewable Energy Project (**KAYEP**), financed by the World Bank and implemented by the Ministry of Environment, Urbanization and Climate Change's General Directorate of Construction Affairs. The installation will comprise **1,476 photovoltaic panels**, with projected annual electricity generation of approximately **1,106,999 kWh**. The project is expected to increase on-site renewable electricity generation and reduce energy costs.

Further improvements prioritise inefficient equipment replacement, insulation and control upgrades, and continued monitoring of building performance. **Preparatory work for ISO 50001** supports the development of energy performance indicators and the prioritisation of future efficiency investments.

Carbon Management and Carbon Dioxide Reduction Process

Sakarya University implements a **Greenhouse Gas Emission Reduction Programme** that brings together energy efficiency, renewable electricity, sustainable mobility and resource management. **Annual carbon footprint calculations** and the review of energy, transport and waste information support the identification of improvement priorities and subsequent operational actions. These efforts support **Sakarya University's commitment to achieving carbon neutrality by 2053**, in alignment with Türkiye's national net-zero target.

The programme addresses **direct emissions, emissions from purchased electricity and relevant indirect emissions** through coordinated operational measures.

The process combines **activity-data collection, emission calculation, review of results and implementation of reduction measures**. Operational measures include LED replacement, heating and cooling system maintenance, on-site renewable electricity generation and zero-waste practices.

Sustainable mobility measures include electric-vehicle charging facilities, waived vehicle-entry permit fees for electric vehicles, bicycle and scooter options, permit-based campus access, digital entry monitoring and weekend access restrictions. Delivery lockers outside the campus reduce delivery-related traffic. Transport emissions are assessed according to vehicle ownership and the reporting boundary, with employee and student commuting considered separately from university-controlled vehicles.

For **2025**, Sakarya University reported 1,679.62 tonnes CO_2e within the reporting boundary covering electricity consumption and transport by buses, cars and motorcycles.

Annual electricity consumption in **2025** was **9,138,596 kWh**. The university documented **11,000 MWh of I-REC-certified renewable electricity**, comprising 7,000 MWh from hydropower, 2,000 MWh from wind and 2,000 MWh from solar. Reported on-site generation was 200,000 kWh from solar installations and 7,600 kWh from the Energy Technologies Laboratory wind turbine. The documented renewable electricity contribution therefore totalled

11,207,600 kWh, equivalent to **122.64% of annual electricity consumption**. This electricity-based indicator combines **I-REC-certified renewable electricity and on-site renewable generation**.

Renewable Energy Sources

Sakarya University supports **renewable electricity** through on-campus solar and wind generation, I-REC-certified renewable electricity, applied research and continued investment in solar infrastructure. The planned **KAYEP solar carport project** is expected to expand on-site renewable generation capacity.

I-REC certificates document the renewable attributes of electricity, while **on-site solar and wind installations** generate electricity physically on campus. Both are reported separately, and the electricity-based indicator does not represent the share of renewable energy in heating or transport. **International Renewable Energy Certificates (I-REC)** documenting renewable electricity attributes from hydropower, wind and solar energy sources.

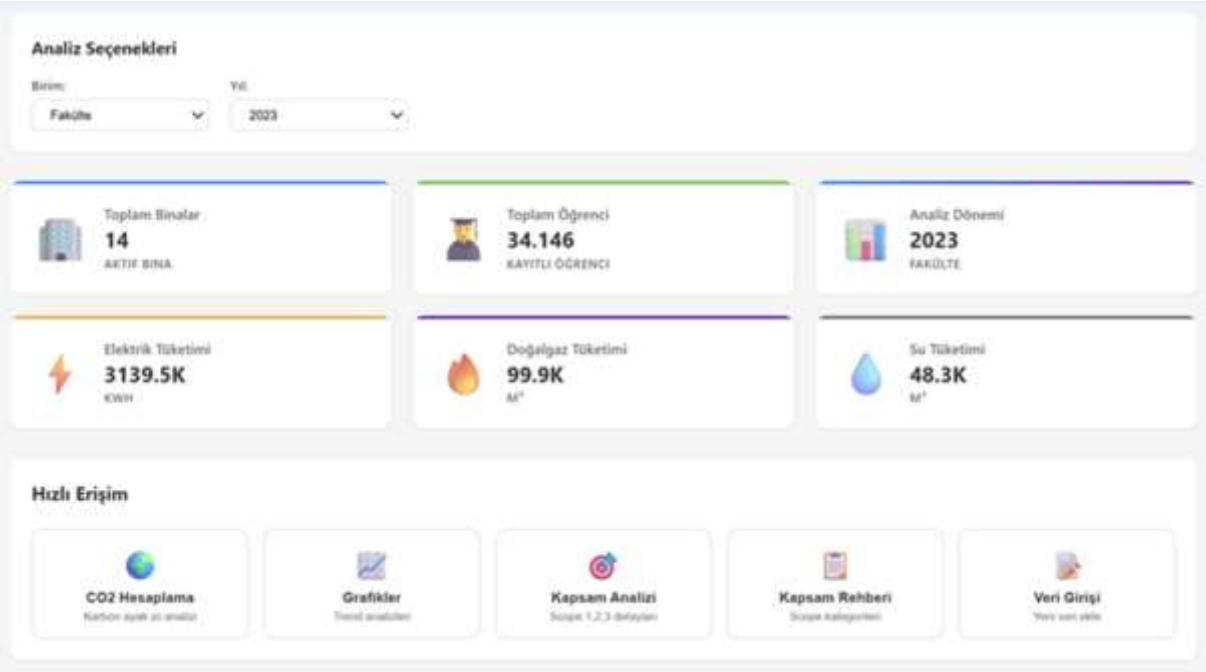


Figure: Sakarya University's International Renewable Energy Certificates (I-REC) documenting renewable electricity from hydropower, wind and solar energy sources.

The SAUCO$_2$ platform is being developed to strengthen data collection and decision support. Integration into SABIS is planned to support the collection and analysis of electricity, natural gas and water consumption data, together with building-level carbon assessments. Once operational, the platform is expected to help identify energy-saving opportunities, monitor performance and inform emission reduction decisions.

Monitoring and Evaluation

Annual energy consumption reporting and carbon footprint calculations support monitoring and evaluation. Building energy managers monitor consumption and equipment performance. Preparatory **ISO 50001** work and the development of **SAUCO$_2$** are intended to strengthen systematic reviews and corrective actions.



SAUCO$_2$ *interface - Energy and Resource Monitoring Dashboard. The interface is being developed to present faculty-level building information and electricity, natural gas and water consumption data.*



SAUCO$_2$ Interface - Carbon Footprint Analysis. The interface illustrates the planned calculation and visualisation of greenhouse gas emissions by Scope 1, 2 and 3 to support data-driven carbon management.

Energy Efficiency Plan to Reduce Overall Energy Consumption

The university's energy efficiency plan combines technical improvements with operational instructions and consumption monitoring. It prioritises reducing unnecessary electricity and heating demand while maintaining appropriate conditions for education, research and university services.

Energy Conservation

The plan operates within the national Public Buildings Energy Savings Target and Implementation framework. Presidential Circular No. 2023/15 establishes a minimum energy-saving target of **30% by 2030** for public buildings required to appoint an energy manager under Law No. 5627. This national target provides the reference framework for energy-saving measures in university buildings falling within its scope.

The university reinforces energy conservation through **official instructions circulated to all university units**. The documented instruction, signed by the Vice-Rector, requires university service buildings to maintain an indoor temperature of **21°C** and exercise care in energy conservation. Building energy managers support implementation through regular consumption monitoring. These instructions complement equipment replacement, lighting controls, use of daylight and technical maintenance.

Energy conservation implementation is organised through four complementary institutional measures:

National Savings Plan: Presidential Circular No. 2023/15 and the Public Buildings Energy Savings Target framework establish a minimum **30%** energy savings target by 2030 for qualifying public buildings.

Institutional Implementation: A Vice-Rector-signed instruction communicates the **21°C** indoor temperature and energy conservation requirements to university units.

Management System: Preliminary work towards **ISO 50001** aims to strengthen energy performance indicators and systematic reviews. The planned **SAUCO2-SABIS** integration will further support building-level monitoring and the identification of improvement opportunities.

Energy Management: Building energy managers monitor consumption and equipment operation; technical maintenance and annual reporting inform improvement priorities.

The plan's implementation is reflected in the **2025** LED installations, the energy-efficient lighting inventory and heating and cooling maintenance activities. Preparatory work for **ISO 50001** is intended to strengthen the definition of energy performance indicators, measurable objectives and improvement actions. Renewable electricity procurement and solar infrastructure development complement the university's **energy-saving measures**.

Energy Efficiency Practices

Lighting: Approximately 85% of campus lighting fixtures use energy-efficient LED technology. The **2025** works added **1,600 LED** units across five facilities; selected outdoor routes use solar-powered LED lighting.

Appliances: In **2025**, **90% of durable goods consisted of energy-efficient equipment**, including existing equipment labelled A+, A++ and A+++. Procurement and replacement practices prioritise durable, low-consumption models and reduced standby energy use.

Water efficiency: In **2025**, the campus-wide usage rate of water-efficient devices reached **90.56%**. Water-saving fixtures, including aerated faucets and flow restrictors, support responsible water use and resource conservation.



Energy Reviews to Identify Energy Wastage

Sakarya University conducts energy reviews to **identify areas where energy wastage is highest and prioritise corrective measures**. The reviews draw on electricity and fuel consumption records, utility bills, available building-level monitoring and equipment maintenance information. The Department of Construction and Technical Affairs and building energy managers assess lighting, heating, cooling and equipment operation to identify avoidable consumption and determine improvement priorities.

The **2025** maintenance records document **boiler-room maintenance, cooling-unit repairs and compressor replacements in variable refrigerant flow systems**. Together with consumption records and equipment condition information, these records provide input for

reviewing heating, cooling and lighting systems and identifying priorities for maintenance and replacement.

Findings from energy reviews inform **maintenance, equipment replacement and operational improvements**, alongside building upgrades such as insulation, LED lighting and sensor-based controls. Preparatory work for **ISO 50001** and the planned **SAUCO2**-SABIS integration are intended to strengthen significant-energy-use analysis, building-level comparisons and the evaluation of corrective actions.

Policy on Divesting Investments from Carbon-Intensive Energy Industries

Sakarya University's **Sustainable Investment Policy** incorporates environmental, social and governance (ESG) considerations and prioritises **renewable energy, clean technologies** and other sustainability-oriented investment areas. This framework supports institutional sustainability objectives and lower-carbon development.

This policy direction is complemented by renewable electricity support, campus solar investments and research into clean-energy technologies. These activities support the university's commitment to **energy efficiency, renewable energy and reduced reliance on fossil fuels**. Improvements to campus infrastructure, renewable electricity procurement and planned solar expansion contribute to this transition and support the university's wider carbon reduction objectives.

Research, Education and Partnerships Supporting the University's Energy Policy

Sakarya University supports the transition towards **100% renewable energy** through campus applications, certified renewable-electricity procurement, research and university-industry partnerships. Research centres and the Scientific Research Projects Coordination Unit support renewable-energy studies, while interdisciplinary cooperation facilitates the development and public communication of clean-energy solutions.

Clean-Energy Research and Innovation

The **2025 project portfolio** includes Design and Prototype Production of a 100% Hydrogen-Fuelled Boiler, supported under TÜBİTAK TEYDEB 1505 in cooperation with Daikin. The project investigates heating technology capable of operating entirely with hydrogen. Other relevant projects address alternative pipe materials for geothermal energy infrastructure, floating photovoltaic systems, PEM electrolyser performance, smart-building energy management and solar-radiation forecasting. These activities strengthen the university's clean-energy research capacity alongside campus operational measures.

Energy storage and battery circularity are further areas of research. Projects supported in **2025** include magnesium-sulfur battery development and printable high-energy-density supercapacitors using two-dimensional materials. The portfolio also covers solid electrolytes, AI-supported battery management and material recovery from waste batteries. Sakarya University is a partner in the Horizon Europe FREE4LIB project, which focuses on **recycling end-of-life lithium-ion batteries and recovering valuable materials**, supporting circularity

in energy storage technologies. Research outputs also include a patented active battery management technology, publicly reported in **2025**, designed to extend battery life and improve energy-storage performance.

International research includes Horizon Europe FREE4LIB, an EU-funded battery-circularity project (2022-2026) with an overall budget of €9,283,175 and 22 partners from seven countries, including Sakarya University and NESSTEC. The work addresses sustainable recovery of critical materials from end-of-life lithium-ion batteries at targeted TRL 5-6.

In sustainable building technologies, the Erasmus+ PURSUE project, coordinated by Sakarya University, focuses on locally available environmentally sound construction materials, thermal insulation, professional training and laboratory capacity development with international partners.

Research Supporting Clean-Energy Policy Development

Research supporting policy development includes the legal framework for electric vehicle charging stations, which aims to develop regulatory recommendations and share findings with relevant administrative bodies and the Turkish Competition Authority. The **2025** portfolio also includes innovative policy development for the automotive supplier industry's adaptation to the European Green Deal, supported under TÜBİTAK 3005 and involving cooperation with OTOKAR. Research on renewable energy transition and incentive policies in Türkiye provides complementary analysis of investment incentives and barriers to renewable-energy adoption.

Energy Efficiency and Clean-Energy Services for Industry

University-industry partnerships translate expertise into practical support. In **2025**, Sakarya Teknokent became a solution partner under the TÜBİTAK 1831 Green Innovation Technology Mentorship programme. Through GREENMENT, businesses can access academic mentoring, current-state assessments, green-transition planning and training addressing energy efficiency, carbon management and sustainable production. These services connect university expertise with the needs of local and regional enterprises.

The **GREENMENT** mentoring model includes enterprise-level sustainability assessments, identification of improvement opportunities, green transformation plans and staff training. The published **TÜBİTAK 1831** support covers 90% of eligible mentoring service costs, with the remaining contribution and applicable taxes paid by participating firms.

Under TÜBİTAK 1505, Sakarya University also cooperates with Daikin Türkiye on the 100% Hydrogen-Fuelled Boiler Design and Prototype Production project. Research partnerships include alternative fibre-reinforced composite pipes for geothermal energy lines. Through these initiatives, academic engineering expertise is connected with industrial development needs.

Earlier university-industry collaboration included the industrial furnace energy-efficiency prototype project, coordinated by Prof. Dr. Hakan Serhad Soyhan under the Royal Academy

of Engineering Industry-Academia Partnership Programme, focusing on improved heat distribution and reduced energy demand in manufacturing.

Support for Low-Carbon Entrepreneurship

Sakarya University supports clean-energy entrepreneurship through Sakarya Teknokent's training, mentoring and investor engagement activities. During the 2025 G-FAST Entrepreneurship Accelerator programme, organised jointly with the Sakarya Chamber of Commerce and Industry (SATSO), participating entrepreneurs received **three months of training, individual mentoring and pitch preparation support**, followed by opportunities to present their business ideas to investors and a jury. **Agrigen**, which develops portable hybrid and renewable-energy systems for agricultural land, completed this support process and received third prize at the final event. **BATTAI**, a student-led battery technology venture, placed third in **G-FAST** and reached the **national final of an energy-sector entrepreneurship competition**.

Energy Education and Community Engagement

In **2025**, Sakarya University organised discussions addressing the environmental impacts of production and consumption. The "Green Transformation in Industry" discussion, organised in cooperation with the Social Contribution and Sustainability Coordinatorship (TOKAS), brought academic and industry perspectives together to examine **carbon emission reduction, responsible resource use and sustainable production**.

The Sustainable Future Meetings, organised by TOKAS, addressed greenhouse gas emissions, excessive consumption, water scarcity, circularity and nature-based solutions. These activities complemented the university's energy-related work through broader engagement with climate change and responsible resource use.

The university's outreach and training activities included **energy-saving education for primary school pupils**, energy and water efficiency training for administrative staff, and technical visits for engineering students to ADASU Hydroelectric Power Plant and SEDAŞ facilities.

The **TÜBİTAK-supported renewable-energy education project**, conducted in cooperation with Istanbul University-Cerrahpaşa, provided schoolchildren with practical learning opportunities, including visits to renewable-energy facilities. European Mobility Week activities also promoted low-carbon travel through temporary restrictions on campus vehicle access.

The TÜBİTAK 3005 "Future's Return" outreach project involved 40 gifted seventh- and eighth-grade students and visits to ADASU Hydroelectric Power Plant, Karaman Solar Power Plant and Pamukova Wind Power Plant. These previous educational activities are distinguished from the university's **2025** outreach programme.

Complementary sustainability education is promoted by the Erasmus+ Jean Monnet SUSTAINEU project, coordinated by Prof. Dr. Mustafa Bayrakçı. The project includes a university course on sustainable schools and plans seminars and workshops for teachers,

school administrators, students, public-sector stakeholders and local communities. It is described as broader sustainability education rather than a dedicated renewable-energy training activity.

Research projects, publications, patents, educational activities and partnerships support the implementation of Sakarya University's energy policy and contribute to clean-energy development beyond campus.

Energy and the Community

Programs for Local Community to Learn About Energy Efficiency and Clean Energy

Sakarya University provides **comprehensive programs for the local community** to promote awareness of **energy efficiency and clean energy**. These programs are implemented through the **Social Contribution and Sustainability Coordinatorship (TOKAS)** and align with the university's Sustainable University Policy and the **UN Sustainable Development Goal 7 (Affordable and Clean Energy)**.

Sakarya University shares knowledge on energy saving, renewable energy and sustainable resource use through public science communication, school outreach, applied learning and cooperation with local stakeholders. These activities connect technical knowledge with everyday choices and the environmental consequences of energy consumption.

In 2025, TOKAS contributed to the university's public science communication programme through the Sustainable Future Meetings. The Green Transformation in Industry discussion, reported on 5 December 2025, brought academic expertise together with Ecoplas Automotive's industrial experience. Participants explored sustainable production, carbon reduction, responsible consumption and examples of energy recovery from organic residues. The Sustainable Future Meetings session reported on 18 December 2025 addressed greenhouse gas emissions, consumption, circularity and the relationship between people and ecosystems, with an opportunity for questions and discussion.

- **Energy Efficiency Week**: Training sessions were delivered to students of Sakarya University Foundation Primary School to raise awareness about energy saving.
- **"Future's Return" Project (TÜBİTAK 3005 Program)**: Forty gifted students in the 7th and 8th grades were introduced to clean energy technologies through technical visits to **ADASU Hydroelectric Power Plant**, **Karaman Solar Power Plant**, and **Pamukova Wind Power Plant**.
- **Public Savings Training:** In-service training sessions titled *"Energy Efficiency in Daily Life and Public Buildings," "Water Efficiency,"* and *"Environment and Zero Waste"* were provided to administrative staff, complemented by online training modules accessible to all employees.
- **Technical Visits and Applied Learning:** Engineering students visited ADASU Hydroelectric Power Plant (Türkiye's first municipally built HES) and SEDAŞ (Sakarya Electricity Distribution Inc.) facilities to observe clean energy generation and smart grid systems in operation.
- **Sustainable Future Meetings and European Mobility Week:** Public lectures and community events were organized under the themes "Sustainable Energy and Climate

Change" and "Save Energy for the Future," encouraging low-carbon lifestyles and sustainable transport practices.

- **Zero Waste and Renewable Energy Awareness Campaigns:** Student competitions and community workshops were held to promote recycling, resource efficiency, and the adoption of renewable energy solutions.

Sustainable Schools and Community Engagement (SUSTAINEU): The Erasmus+ Jean Monnet SUSTAINEU project, coordinated by *Prof. Dr. Mustafa Bayrakçı*, promotes the integration of sustainability principles into education. The project includes a university course on sustainable schools and plans workshops, seminars and educational activities for teachers, school administrators, students, public-sector stakeholders and local communities, supporting wider awareness of European sustainability objectives.

Sakarya University also collaborates with **local industries and municipalities** to extend the impact of these programs. It partnered with **SEDAŞ (Sakarya Electricity Distribution Inc.)** and **SASKİ (Sakarya Water and Sewerage Administration)** for technical visits and energy training sessions and contributed academically to the preparation of the **Sakarya Metropolitan Municipality Sustainable Energy Action Plan**, which promotes energy-efficient practices across the city.

Through these coordinated educational, industrial, and community-based activities, Sakarya University demonstrates its commitment to empowering the local community with knowledge and practical understanding of **energy efficiency, renewable energy, and sustainable living practices**.

Energy Conservation

The university implements a plan with measurable targets, integrated with national policies, to ensure energy conservation.

- **National Savings Plan:** The university operates within the framework of the "Savings Target and Implementation Guide for Public Buildings (2024-2030)," based on the Energy Efficiency Law No. 5627 and the Presidential Circular. This guide mandates a minimum energy savings target of 30% by 2030 for public buildings required to appoint an energy manager.
- **Institutional Implementation:** To implement this target, an official letter (signed by the Vice-Rector) is sent to all university units, mandating sensitivity to energy conservation and maintaining indoor temperatures at 21°C.
- **Management System:** Sakarya University maintains practical energy-saving measures through lighting upgrades, operational monitoring and temperature-management instructions. Approximately 85% of recorded campus lighting units are energy-efficient. Preparatory work on ISO 50001 is ongoing, while SAUCO_2 is being developed as a separate carbon-data and energy-monitoring initiative with planned SABIS integration. These initiatives complement, rather than replace, applicable public-building energy-saving requirements.
- **Energy Management:** Building energy managers are appointed to promote energy savings, and these managers regularly monitor energy consumption.

Promotion of a Pledge Toward 100% Renewable Energy

Sakarya University actively promotes and implements its **pledge toward 100% renewable energy** through both operational practices and public engagement activities.

Sakarya University supports the transition towards 100% renewable energy and encourages wider engagement with renewable electricity, energy conservation and low-carbon technologies. Public discussions, local partnerships, student innovation and the dissemination of research provide channels for sharing this commitment beyond campus. The 2025 Sustainable Future Meetings strengthened dialogue on emissions and sustainable production, while the university's contribution to the Sakarya Metropolitan Municipality Sustainable Energy Action Plan provides a longer-standing connection between academic expertise and citywide energy action.

Sakarya University's renewable energy pledge is integrated with its carbon-neutral campus vision and Türkiye's 2053 Net Zero Emission Goal. To promote this commitment, the university organizes multiple awareness and engagement activities:

- **Sustainable Future Meetings**: Public lectures such as *"Sustainable Energy and Climate Change"* highlight renewable energy solutions and climate action.
- **European Mobility Week**: Activities under the theme *"Save Energy for the Future"* promote clean transportation and reduced carbon footprints.
- **Zero Waste Program**: Awareness campaigns and student competitions promote resource conservation and energy-conscious behavior.
- Participation in international events like the **European Sustainable Energy Week**, **Clean Energy Transition Partnership**, and **Tech4SmartCities** encourages academic involvement in clean energy transitions.
- The university contributed academically to the **Sakarya Metropolitan Municipality Sustainable Energy Action Plan**, helping promote renewable energy awareness citywide.

Additionally, Sakarya University integrates this pledge into research and innovation:

- **SAITEM** develops renewable-energy-based student projects such as the *SAGUAR* solar car, *SAHIMO* hydrogen vehicle, and *SATEK* solar boat.
- The **"100% Hydrogen-Fueled Boiler Design and Prototype Production"** project, supported by **TÜBİTAK TEYDEB 1505**, advances national innovation in renewable heating systems.

These initiatives have strengthened Sakarya University's **international recognition in clean energy and sustainability**, ranking **10th worldwide and 3rd in Türkiye** in the **THE Sustainability Impact Ratings 2026 - SDG 7 (Affordable and Clean Energy)**, **114th worldwide and 9th in Türkiye** in the **UI GreenMetric 2026**, and **1st among public universities in Türkiye and 201st worldwide** in **Environmental Sustainability** in the **QS Sustainability Rankings 2026**. These achievements reflect the university's commitment to **promoting renewable energy, advancing clean energy technologies, and supporting the transition towards a low-carbon future** through institutional practices, community engagement, and national and international partnerships.

Sakarya University is committed to supporting 100% renewable energy. The university also communicates its own renewable-electricity practices. For the 2025 reporting period, 11,000 MWh of I-REC-certified renewable electricity comprised 7,000 MWh of hydropower, 2,000 MWh of wind and 2,000 MWh of solar electricity. This certificate volume exceeded annual electricity consumption of 9,138.596 MWh. Separately, institutional records report 200,000 kWh of on-campus solar electricity and 7,600 kWh of wind generation. The combined reported renewable-electricity contribution was 11,207,600 kWh, equivalent to approximately 122.64% of annual electricity consumption. Certificate-backed electricity and physical on-site generation are reported separately to explain the basis of these figures.



Figure: Sakarya University's International Renewable Energy Certificates (I-REC) documenting renewable electricity from hydropower, wind and solar energy sources.

- **On-site Generation:** Renewable energy is generated from solar panels installed on faculty roofs across the campus and from the wind turbine in the Energy Technologies Laboratory. New solar panels were added to the roof as part of the Rectorate building renovation.
- **Infrastructure:** Solar-powered LED lamps are used for on-campus roads and street lighting.

Global Recognition and Impact

Sakarya University has demonstrated its **strong commitment to environmental responsibility and clean energy** through its outstanding performance in national and international sustainability rankings. In the THE Impact Rankings 2026, the university ranked **10th globally and 3rd in Türkiye** in **Affordable and Clean Energy (SDG 7)**, improving from 83rd globally in 2025.

In the QS Sustainability Rankings 2026, Sakarya University ranked **1st among public universities in Türkiye and 201st globally in Environmental Sustainability**. Furthermore, in the UI GreenMetric World University Rankings 2026, the university achieved **114th place globally and 9th in Türkiye**, including **9th nationally in Energy and Climate Change**.

These achievements reflect the university's continued efforts in energy efficiency, renewable energy, sustainable campus management, clean-energy research and the advancement of the **United Nations Sustainable Development Goals**.

These achievements reflect the university's continued efforts in energy efficiency, renewable energy, sustainable campus management, clean-energy research and the advancement of the United Nations Sustainable Development Goals.

Direct Services to Local Industry for Energy Efficiency and Clean Energy

Sakarya University provides **direct services to local industry** to improve energy efficiency and promote clean energy use through technical consultancy, joint research, and capacity-building programs. These initiatives are carried out under the university's **Sustainability and University-Industry Collaboration Strategy**.

The university collaborates with **Sakarya Teknokent** and the **Faculty of Engineering** to conduct **energy audits**, **efficiency analyses**, and **renewable energy transformation plans** for industrial facilities.

- **Energy Efficiency Consultancy:** On-site assessments are conducted to identify energy losses and optimize energy use.
- **Workshops and Trainings:** Joint events with the **Sakarya Chamber of Commerce and Industry (SATSO)** and the **Sakarya Metropolitan Municipality** cover topics such as energy management, renewable energy technologies, and conservation practices.
- **Technical Visits:** Faculty members and students visit local energy companies, enhancing knowledge exchange and practical collaboration.

Green Innovation and Industrial Energy Efficiency Support

In 2025, **Sakarya Teknokent** was selected as an approved solution partner under the TÜBİTAK 1831 Green Innovation Technology Mentorship Programme, implemented within the Türkiye Green Industry Project. This initiative strengthens university-industry collaboration by providing small and medium-sized enterprises (SMEs) with technical guidance to improve energy efficiency, reduce environmental impacts, and accelerate their transition towards sustainable production.

Through the **GREENMENT Green Innovation Technology Mentorship Programme**, Sakarya Teknokent provides structured consultancy and capacity-building services to industrial enterprises. These services include **sustainability assessments, identification of improvement opportunities, preparation of green transformation strategies, staff training, and specialist mentoring**. The programme addresses energy efficiency, carbon emission management, resource optimisation, circular economy practices, and sustainable manufacturing. Its implementation model includes company visits, technical guidance, and progress monitoring throughout the mentoring process.

The programme provides financial support through TÜBİTAK, covering **90% of eligible mentoring service costs**, while participating businesses contribute the remaining 10% and applicable taxes. Cooperation with SATSO further facilitates access to green transformation

expertise for local industrial enterprises, with Sakarya University academics contributing to technical analysis and mentoring activities.

University-Industry Collaboration in Clean Energy Technologies

A key initiative, the **TÜBİTAK TEYDEB 1505 "100% Hydrogen-Fueled Boiler Design and Prototype Production" project**, is carried out in cooperation with **Daikin Türkiye**. The project aims to develop a hydrogen-compatible heating system that meets combustion safety requirements while minimising modifications to existing natural gas boiler technologies. By transferring academic expertise into industrial product development, the project supports technological innovation and the transition towards lower-carbon heating systems.

Another significant initiative is the **Development of Fibre-Reinforced Composite Pipes as Alternatives to Steel Pipes Used in Geothermal Energy Lines** project, developed in collaboration with **SUBOR Boru Sanayi ve Ticaret A.Ş.** under the **TÜBİTAK 1505 University-Industry Collaboration Support Programme**. The project focuses on developing durable and energy-efficient composite pipes for geothermal hot-water transportation. By improving thermal performance and reducing heat losses, the research aims to support more efficient utilisation of geothermal energy while contributing to domestic industrial technology development.

Industrial Furnace Energy Efficiency Project: Sakarya University coordinated the "Design and Construction of a Prototype Industrial Furnace for Improved Heat Distribution and Energy Efficiency" project, supported through the **Royal Academy of Engineering's Industry-Academia Partnership Programme**. Led by *Prof. Dr. Hakan Serhad Soyhan* from the Faculty of Engineering, the project focused on **improving heat distribution and energy efficiency in industrial furnace applications**, contributing to more efficient energy use in manufacturing processes.

The university has also provided academic input to the **Sakarya Metropolitan Municipality's Sustainable Energy Action Plan**, contributing to the formulation of citywide strategies for industrial energy efficiency.

Clean Energy Innovation and International Knowledge Transfer

Within **Sakarya Teknokent**, more than **20 clean energy startups** operate in collaboration with the university, developing technologies for **solar panel recycling**, **energy storage**, and **green innovation**.

Through participation in international research programmes such as **Horizon Europe FREE4LIB** and **COST Action CYPHER**, Sakarya University facilitates **knowledge transfer** from global clean energy research to local industrial applications.

The **FREE4LIB project**, implemented from September 2022 to August 2026, brought together Sakarya University, **NESSTEC**, and European research and industrial partners to develop innovative technologies for recycling end-of-life lithium-ion batteries. The project addressed the recovery of critical raw materials, reuse of battery components, and development of circular

manufacturing processes. These activities contribute to the technological knowledge required for sustainable energy storage systems and resource-efficient industrial production.

By integrating **research, consultancy, education, technology mentoring, and university-industry collaboration**, Sakarya University plays an active role in **enhancing energy efficiency**, **reducing carbon emissions**, and **accelerating the clean energy transition** within the regional industrial ecosystem.

Collaboration

The university actively collaborates with local, national, and international stakeholders on sustainable energy projects.

- **Local/Regional:** Faculty members have supported regional strategy development by directly contributing to the preparation of the Sakarya Metropolitan Municipality's Sustainable Energy Action Plan. Furthermore, joint technical training sessions for students are organized with local infrastructure providers like SASKİ and SEDAŞ. At local and regional level, the Sakarya Metropolitan Municipality Sustainable Energy Action Plan identifies Sakarya University academics Mahnaz Gümrükçüoğlu Yiğit, Cenk Yavuz and Ceyda Aksoy Tırmıkçı among its consultants and technical experts.
- **National (Industry Collaboration):** The university conducts active R&D collaborations with national industrial organizations. The best example of this is the "100% Hydrogen-Fueled Boiler Design and Prototype Production" project, carried out in partnership with the Daikin Türkiye R&D department under the TÜBİTAK TEYDEB (Technology and Innovation Support Programs Directorate) 1505 University-Industry Cooperation Support Program. This initiative, led by Prof. Dr. Hüseyin Pehlivan, aims to develop a sustainable heating technology in the field of clean energy (hydrogen).
- **National (Academic Collaboration):** Furthermore, a national-level academic collaboration was established with Istanbul University-Cerrahpaşa for the "Future's Transformation: Gifted Students and Renewable Energy" project, conducted under the TÜBİTAK 3005 program.
- **International:** Prof. Dr. Hakan Serhad Soyhan was selected to represent Türkiye on the management committee of COST (European Cooperation in Science and Technology) Action CYPHER, which conducts European-wide research on green and sustainable energy production and fire safety.

CENTER SAU

Sakarya University's National Testbed Center for Critical Infrastructures (CENTER SAU) contributes to the **security, resilience, and sustainable operation of critical energy infrastructure** through applied research, testing, professional training, and university-industry collaboration. Established in cooperation with **STM** under the auspices of the **Presidency of Defence Industries**, the centre provides a specialised test environment modelling electricity generation, transmission, distribution, and consumption systems, alongside water management infrastructure.

Under the Energy Market Regulatory Authority (EPDK) regulatory framework, CENTER SAU is authorised to provide **industrial control systems cybersecurity training and**

competence certification for personnel involved in energy-sector security audits and security analysis and testing. These activities strengthen technical expertise and cybersecurity preparedness across critical energy infrastructure, supporting the reliability and resilience of energy services in Türkiye.



Sakarya University National Testbed Center for Critical Infrastructures

Informing and Supporting Government in Clean Energy and Energy-Efficient Technology Policy Development

Sakarya University actively supports the development of clean energy and energy-efficient technology policies at the **local, regional, national, and global levels**, in alignment with *Türkiye's Energy Efficiency Strategy 2030* and *the Second National Energy Efficiency Action Plan (2024-2030)*. Through the **Energy Technologies Application and Research Center**, the **Department of Construction and Technical Affairs**, and interdisciplinary research teams, the university provides **technical data, analytical studies, and consultancy services** that inform both policy and practice.

At the **local and regional levels**, Sakarya University has played a key role in the preparation of the **Sakarya Metropolitan Municipality Sustainable Energy Action Plan (SEEP)**, contributing building energy performance analyses, renewable energy potential mapping, and emission reduction modeling. Collaborative efforts with **SASKİ (Sakarya Water and Sewerage Administration)** and **SEDAŞ (Sakarya Electricity Distribution Inc.)** have produced technical guidelines to improve municipal energy management and efficiency. In addition, the **CENTER SAU (National Critical Infrastructure Testbed Center)**-officially authorized by the **Energy Market Regulatory Authority (EMRA)**-delivers testing, analysis, and consultancy services in smart grids, renewable energy integration, and energy storage, providing vital data for regional policy development. The university also collaborates with the

Sakarya Chamber of Commerce and Industry (SATSO) to organize training programs on clean production and energy management, strengthening regional industrial sustainability.

At the **national level**, Sakarya University works closely with the **Ministry of Energy and Natural Resources**, the **Ministry of Environment, Urbanization and Climate Change**, and the **Ministry of Industry and Technology**, contributing to national legislation, strategy papers, and technology standards that promote energy efficiency and low-carbon development. Policy-oriented R&D initiatives reinforce this contribution:

- **EV Infrastructure Law (TÜBİTAK 1001):** Led by *Asst. Prof. Dr. Emine Develi Ayverdi*, the legal framework for electric vehicle charging stations project develops legislative recommendations from a competition-law perspective. The project aims to support the development of a competitive charging infrastructure market and facilitate the adoption of electric vehicles, with its recommendations intended for relevant public authorities and regulatory institutions.
- **European Green Deal Adaptation Policies (TÜBİTAK 3005):** Led by *Assoc. Prof. Dr. Asude Ateş* in cooperation with **OTOKAR**, the policy development project for the automotive supplier industry focuses on developing an innovative adaptation model for the European Green Deal. The project examines industrial sustainability challenges, circular economy practices and green transformation needs, aiming to formulate policy recommendations that strengthen the competitiveness of automotive suppliers.
- **Renewable Energy Incentive Policies:** *Kerem Aydın's* master's research on Türkiye's renewable energy transition evaluates renewable energy investment incentives, regulatory frameworks and international practices. The study identifies opportunities to strengthen renewable energy investments, energy efficiency, technological development and public awareness.
- **Hydrogen-Fueled Boiler Project (TÜBİTAK TEYDEB 1505):** Conducted with **Daikin Türkiye** under the leadership of *Prof. Dr. Hüseyin Pehlivan*, the 100% Hydrogen-Fueled Boiler Design and Prototype Production project aims to develop hydrogen-compatible heating technologies and address combustion safety requirements. The project contributes technical knowledge relevant to the development of cleaner heating systems and industrial energy transition.
- **BATTAI Energy Startup (İTÜ Enerjim Sensin):** Developed by Sakarya University student *Mert Karakoç* and his team, the BATTAI battery technology initiative achieved third place in the **G-FAST 2024 Entrepreneurship Acceleration Programme** and subsequently reached the finals of the **İTÜ Enerjim Sensin** competition. The initiative demonstrates the university's support for entrepreneurship and innovation in sustainable energy technologies.

At the **international level**, Sakarya University contributes to global clean energy governance and policy development through **EU-funded projects** and **international networks**. Under **Horizon Europe's FREE4LIB Project**, the university develops sustainable recycling processes for lithium-ion batteries, contributing to the EU's circular economy targets. Within the framework of the COST Action CYPHER, Prof. Dr. Hakan Serhad Soyhan represents Türkiye in European-level policy discussions on green energy, infrastructure resilience, and safety standards. He serves as Türkiye's Management Committee representative for the COST (European Cooperation in Science and Technology) Action CYPHER, which promotes

collaborative research across Europe on sustainable energy production, green technologies, and fire safety.

The university's **research outputs and patents** reinforce its contribution to the *Türkiye Net Zero 2053 Vision* and the *Green Deal Action Plan*:

- **Active Battery Management System:** The "Active Battery Management System Fed by a Modified T-Type Bidirectional Converter", developed by *Prof. Dr. Uğur Arifoğlu and Ümit Pekparlak*, is among the battery management inventions patented in 2025. The technology enables individual battery charging and bidirectional energy flow, contributing to greater efficiency, reliability and battery lifespan in energy storage systems.
- **Advanced Battery Management Technologies:** Additional patented battery management circuitry maintains individual batteries within their intended operating conditions during charging and discharging, improving operational safety and extending the service life of battery energy storage systems.
- **High-Performance Battery Separator:** The patented separator for improved cathode stability and extended cycle life, developed by *Prof. Dr. Tuğrul Çetinkaya*, was registered in 2025. Using molybdenum sulphide and/or graphene modifications, the innovation improves capacity retention in lithium-ion batteries and supports more efficient energy storage technologies.
- **Multi-Feed Lithium-Air Flow Battery Assembly:** The invention, which received a **bronze medal at ISIF 2024**, demonstrates the university's innovation capacity in advanced battery technologies and low-carbon energy storage.
- **International Patent Application (PCT/TR2024/051206):** This international patent application reflects the university's efforts to protect and advance battery-related technologies beyond Türkiye.
- **Energy-Efficient Pump Technology:** The "Single-Inlet, Multiple-Outlet Pump Structure" patent, developed by *Assoc. Prof. Dr. Zekeriya Parlak* and registered in 2025, introduces an innovative fluid-control mechanism designed to improve energy and material efficiency in industrial applications.

Sakarya University also fosters policy dialogue through national and international academic events such as the **Sustainable Future Meetings** and **Future's Transformation**, which convene policymakers, researchers, and industry representatives to discuss renewable energy investments, energy efficiency frameworks, and climate adaptation strategies.

The university's achievements are globally recognized: it ranked **10th worldwide and 3rd in Türkiye** in the *THE Sustainability Impact Ratings 2026 - SDG 7 (Affordable and Clean Energy)*, **114th worldwide and 9th in Türkiye** in the *UI GreenMetric 2026*, and **1st among public universities in Türkiye and 201st worldwide in Environmental Sustainability** in the *QS Sustainability Rankings 2026*. These recognitions highlight Sakarya University's contributions to **sustainable energy research, environmental management, clean energy innovation, and the transition towards a low-carbon economy**.

Assistance for Start-Ups that Foster and Support a Low-Carbon Economy and Technology

Sakarya University operates an integrated innovation ecosystem that supports **start-ups advancing low-carbon technologies and sustainable energy solutions** through **Sakarya Teknokent**, the **Energy Technologies Application and Research Center**, **SAYMER**, and **SAITEM**.
The university provides **technical mentoring, laboratory infrastructure, testing and prototyping facilities, and funding consultancy** for start-ups in **renewable energy, hydrogen production, energy storage, waste-to-energy conversion, and carbon reduction technologies**. In 2025, the **G-FAST / Fikir Sepeti Entrepreneurship Accelerator Programme**, organised by **Sakarya Teknokent in collaboration with the Sakarya Chamber of Commerce and Industry (SATSO)**, provided entrepreneurs with training and mentoring in **business model development, financial management, company establishment, intellectual property rights, and investment presentations**.

At the **G-FAST 2025 Final Event**, **Agrigen won third place** with its mobile hybrid renewable-energy systems designed for agricultural land. The programme supported participating entrepreneurs through a three-month training and mentoring process, facilitated connections with investors, and provided financial awards to successful ventures. Agrigen's achievement demonstrates the university's contribution to supporting entrepreneurship and innovation in **renewable energy and low-carbon technologies**.

More than **20 start-ups** are currently active within this ecosystem, contributing directly to **Türkiye’s 2053 Net Zero Emission Vision** and the **UN Sustainable Development Goals (SDG 7, SDG 9, SDG 13)**.

Highlighted Start-Ups

1. **Hydrogen Reactor (Cordel Energy):** Innovative electrolysis reactor for green hydrogen generation and emission reduction.
2. **FLEXIndustries (DEPAR R&D):** Horizon Europe project optimizing industrial energy efficiency; saves ≥159 GWh energy and 33,000 tons CO_2 annually.
3. **FREE4LIB (NESSTEC):** EU project developing battery recycling technologies and the traceable “Battery Passport” model.
4. **SIBER (NESSTEC):** Na-ion battery development replacing critical materials and reducing costs to €30-40/kg.
5. **NESSTEC Energy & Surface Technologies:** Advances in surface engineering to enhance battery lifespan and durability.
6. **Printed Supercapacitors & Batteries:** Domestic production of Li-ion batteries for e-mobility and electronics.
7. **Klina Software:** AI-powered carbon data management system supporting corporate sustainability reporting.
8. **Germony IoT:** Smart IoT-based heating efficiency systems with AI-driven monitoring and optimization.
9. **Demircioğlu Robotics:** Hot composting systems converting waste to fertilizer within 24 hours, eliminating methane emissions.
10. **ETA4 Energy:** Solar and heat-pump-based HVAC systems for zero-emission agricultural climate control.
11. **REYNOLDS Advanced Engineering:** Energy-efficient industrial equipment reducing power consumption and emissions.

12. **YMTM Technology:** High-efficiency BLDC motors minimizing energy loss in electric transport.
13. **Team-San & Öztiryakiler:** TÜBİTAK-supported industrial oven design improving heat efficiency.
14. **RUN Engineer:** Low-energy electromagnetic filters enhancing mining efficiency.
15. **Hydrogen-Fueled Boiler Project (TÜBİTAK 1505):** Fully hydrogen-based heating system for zero-emission thermal energy.
16. **100% Solar Powered Agricultural Robot:** TÜBİTAK BİGGFAST-supported emission-free smart agricultural robot.
17. **Hydrothermal Bio-Combi System Project:** Combines hydrothermal carbonization with heat recovery for renewable thermal energy.
18. **Cordel Energy's Hydrogen Systems:** Academic-industrial pilot applications for green hydrogen commercialization.
19. **HOT Solar Agricultural Robot Project:** Fully solar-powered autonomous agricultural platform reducing operational carbon footprint.
20. **FLEXIndustries Turkey Pilot (SEDAŞ & Sakarya):** Implements energy storage and smart grid integration in industrial sites.

Sakarya University provides start-ups with:

- **Research, testing, and prototyping infrastructure**,
- **Access to funding programs (TÜBİTAK, Horizon Europe, COST)**,
- **Academic mentoring and technology transfer partnerships**.

Through this dynamic ecosystem, Sakarya University drives **innovation in low-carbon technology**, enhances **clean energy entrepreneurship**, and contributes actively to **Türkiye's sustainable industrial transformation** in line with the **2053 Net Zero Vision**.

Research and Development

The university hosts over thirty research centers and more than ten R&D laboratories in the fields of energy efficiency and clean energy.

Pioneering Centers and Student Innovation: The Research and Development Application and Research Center (SARGEM) and the Sakarya Innovation Center (SAYMER) play a pioneering role in **energy efficiency, renewable energy research, and technological innovation**.

Furthermore, the Sakarya University Advanced Technologies Application Community (SAITEM) develops innovative projects in **renewable energy, sustainable mobility, and energy-efficient vehicle technologies**, including the Sakarya Solar Car (SAGUAR), Sakarya Hydrogen Vehicle (SAHIMO), and Sakarya Solar Boat (SATEK). SAITEM has achieved various national and international successes, including the development of **Türkiye's first solar-powered boat**.

In 2023, SAITEM developed the SAGUAR-RB (REBORN), its eighth solar vehicle, which participated in the **Bridgestone World Solar Challenge in Australia**. Building on its experience in electric vehicle technologies, the **SPARK Electric Vehicle Team** participated in

TÜBİTAK Efficiency Challenge competitions in 2023 and 2024 and achieved **4th place in Türkiye in the TÜBİTAK Efficiency Challenge Electric Vehicle Competition in 2025**.

These student-led initiatives strengthen **practical engineering education, interdisciplinary collaboration, renewable energy innovation, and the development of energy-efficient transportation technologies**.



SAITEM Team - 2024 TÜBİTAK Efficiency Challenge Competition



SPARK - 2025 TÜBİTAK Efficiency Challenge Competition

Energy Generation R&D

Floating Solar Energy System (FPV): The TÜBİTAK 3501 project, led by Assoc. Prof. Dr. Ceyda Aksoy Tırmıkçı, aims to install Türkiye's first small-scale floating photovoltaic (FPV) system on an irrigation pond in Sakarya.

Hydrogen-Fueled Boiler Project (Industry Collaboration): Within the scope of the TÜBİTAK TEYDEB (Technology and Innovation Support Programs Directorate) 1505 University-Industry Cooperation Support Program, the "100% Hydrogen-Fueled Boiler Design and Prototype Production" project is being carried out in partnership with the Daikin Türkiye R&D department. This initiative, led by Prof. Dr. Hüseyin Pehlivan, aims to develop an energy-efficient, environmentally friendly, and sustainable heating technology.

Energy Storage R&D

In 2025, Sakarya University further strengthened its research in energy storage technologies, focusing on magnesium-sulfur batteries, printable supercapacitors, solid-state electrolytes, AI-supported battery management systems, and the recovery of valuable materials from spent batteries. Complementary research publications address hydrogen-enriched boiler combustion, building cooling loads, energy taxation, and green energy transitions. These scientific outputs, together with the university’s patented technologies, contribute to improving energy storage efficiency, extending battery lifespan, supporting renewable energy integration, and advancing low-carbon technological development.

TÜBA-GEBİP Award: Prof. Dr. Çetinkaya has been honored with the TÜBA-GEBİP (Outstanding Young Scientist Award) by the Turkish Academy of Sciences (TÜBA) for his outstanding research in the field of electrochemical energy storage. This prestigious national award, presented annually to Türkiye's leading young scientists, was conferred by the President of the Republic of Türkiye, Recep Tayyip Erdoğan, in 2024.



Prof. Dr. Çetinkaya, TÜBA-GEBİP Award Ceremony, 2024.

International Lithium-Air Battery Research: Sakarya University participated in the European collaborative project on stable, high-capacity lithium-air batteries for electric vehicles, led at the university by *Prof. Dr. Hatem Akbulut*. The project investigated innovative electrode materials, electrolytes, battery-cell assembly and life-cycle assessment to improve the performance and durability of lithium-air battery systems for electric mobility.

TÜBİTAK Projects: Among the TÜBİTAK 1001 Research Projects accepted, several focus on advancing **sustainable energy technologies and next-generation energy storage systems**. These include *Dr. Abdulkadir Kızılaslan's* project, which aims to develop a prototype production line for high-energy-density lithium-sulfur pouch batteries using innovative solvent-binder pairs; *Dr. Hasan Algül's* research on green lithium-ion battery recycling through ultrasonic, microwave and anodic dissolution techniques; and *Prof. Dr. Uğur Arifoğlu's* project focusing on a bidirectional, next-generation active battery management system to enhance energy efficiency and safety.

In 2025, Sakarya University further expanded its **TÜBİTAK-supported research portfolio** with innovative projects addressing sustainable battery materials and advanced energy storage technologies:

- **Magnesium-Sulfur Battery Technologies (TÜBİTAK 1001):** Led by *Asst. Prof. Dr. Ubeyd Toçoğlu*, the project on advanced magnesium-sulfur battery cathodes aims to develop environmentally sustainable, high-performance energy storage systems using abundant and relatively low-cost materials. By improving cathode performance and addressing technical limitations associated with magnesium-sulfur batteries, the project seeks to reduce dependence on lithium-based raw materials and support renewable energy storage applications.
- **Printable High-Energy-Density Supercapacitors (TÜBİTAK 1001):** Led by *Prof. Dr. Tuğrul Çetinkaya*, the SARGEM research project focuses on developing high-energy-density supercapacitors using two-dimensional materials and screen-printing technologies. The project aims to produce innovative electrodes and energy storage devices with potential applications in electric vehicles, portable electronics and advanced energy systems.

Patent Achievements: The university's innovation capacity in energy storage has also been demonstrated through **patent applications, registered inventions and international recognition**.

In 2024, the **"Multi-Feed Lithium-Air Flow Battery Assembly"** invention, developed by *Prof. Dr. Tuğrul Çetinkaya*, received a bronze medal at the 9th International Invention Fair (ISIF'24). Additionally, an international patent application (PCT/TR2024/051206), titled **"Active Battery Management System Fed by a Modified T-Type Bidirectional Converter"**, was filed on 18 October 2024 by *Prof. Dr. Uğur Arifoğlu and Ümit Pekparlak* on behalf of Sakarya University.

In 2025, the university achieved further progress through the registration of innovative battery technologies:

- **Active Battery Management System Patents:** Three national patents developed by *Prof. Dr. Uğur Arifoğlu and Ümit Pekparlak* were registered for technologies designed to improve battery lifespan, operational safety and energy storage efficiency. The systems enable improved management of individual batteries during charging and discharging, supporting more reliable and sustainable energy storage infrastructure.
- **High-Capacity-Retention Battery Separator:** The patent developed by Prof. Dr. Tuğrul Çetinkaya, registered in 2025, introduces an innovative separator designed to improve cathode stability, capacity retention and cycle life in lithium-ion batteries. Using molybdenum sulphide and/or graphene modifications, the technology contributes to more durable and efficient battery systems for electric vehicles and renewable energy storage.

Horizon Europe Project (FREE4LIB): Sakarya University participated as a partner in the FREE4LIB project, funded by the European Union's **Horizon Europe Programme** with a total budget of €9,283,175. Implemented between 2022 and 2026, the project brought together 22 partners from seven countries, including Sakarya University and NESSTEC. Represented by Dr. Hasan Algül, the university contributed to the development of sustainable recycling

technologies (TRL 5-6) for end-of-life lithium-ion batteries, focusing on the recovery of critical raw materials, metals and metal oxides. The project supports **circular economy practices, resource efficiency and sustainable energy storage technologies**.

Sustainable Construction Technologies (PURSUE): Sakarya University coordinates the Erasmus+ Capacity Building in Higher Education PURSUE project, which promotes sustainable and affordable housing using locally available, environmentally sound construction materials. Led at Sakarya University by *Tuba Tatar*, the 36-month project brings together partners from Türkiye, Portugal, Mozambique, Tanzania and Somalia. It focuses on sustainable building materials, thermal insulation, professional training and laboratory capacity development, contributing to resource-efficient construction and environmentally responsible building practices.

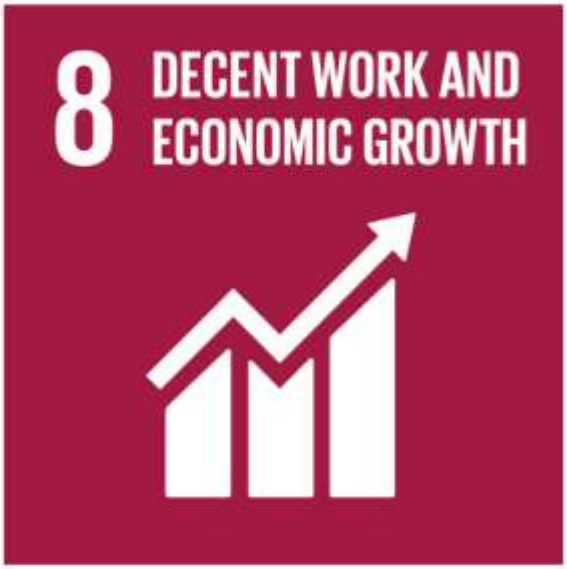
These projects and patented technologies strengthen Sakarya University's research and innovation capacity in renewable energy integration, advanced battery systems, sustainable materials and low-carbon technologies, contributing to Türkiye's long-term energy transition and sustainability objectives.

SAKARYA ÜNİVERSİTESİ

2025



SDG 8. DECENT WORK AND ECONOMIC GROWTH



SDG 8 - DECENT WORK AND ECONOMIC GROWTH

8.2.1 Employment Practice Living Wage

Sakarya University (SAU), as a public higher education institution, implements its remuneration practices in accordance with **national legislation, the public-sector salary framework, and collective bargaining agreements**. The salaries and social benefits of academic and administrative personnel, as well as permanent workers, are determined and administered in accordance with the relevant legal provisions.

The salaries of the University's administrative personnel are regulated under **Civil Servants Law No. 657**, while the salaries of academic personnel are governed by **Higher Education Personnel Law No. 2914**. Within this framework, remuneration is determined according to **nationally established criteria, including position, title, grade, step, length of service, and applicable salary coefficients**. Sakarya University applies this nationally regulated remuneration system, which is also applicable to other public universities in Türkiye.

Salary increases and financial entitlements for public employees are established through national legislation and collective bargaining processes. **Public Servants' Trade Unions and Collective Agreement Law No. 4688** provides the legal framework for determining public employees' financial and social rights through collective agreements. Under this system, **salary increases and applicable inflation adjustments** are implemented in accordance with centrally established provisions.

The wages and social benefits of the University's permanent workers are regulated under **Labour Law No. 4857** and the relevant collective labour agreements. Sakarya University makes information concerning employees' trade union rights and collective bargaining practices publicly accessible through the **Permanent Workers Branch Directorate of the Personnel Department**. The University's published **collective labour agreements** provide institutional evidence of the framework governing permanent workers' remuneration and social benefits.

Furthermore, depending on employees' employment status and eligibility, the remuneration framework includes **family and child allowances, additional payments, academic incentive payments, and social benefits arising from collective agreements**. These provisions supplement basic salaries and provide additional financial and social protections for eligible employees.

Sakarya University administers its remuneration practices in accordance with nationally established salary scales, collective bargaining provisions, and statutory social entitlements. This framework supports **objective and transparent salary determination, the protection of employees' financial rights, and compliance with statutory remuneration standards**. In addition, the financial and social protections provided under the applicable legislation and collective agreements contribute to **supporting employees' living conditions and economic well-being**.

8.2.2 – Recognition of Labour Unions

Trade Union Recognition and Collective Bargaining Rights

Sakarya University **recognises and supports the trade union rights of its employees**, including **freedom of association, trade union membership and collective bargaining**, in accordance with national legislation and institutional policies.

The University's Human Resources Policy explicitly recognises employees' **trade union rights and participation in collective bargaining**. These rights are supported by the relevant national legal framework, particularly Law No. 4688 on Public Servants' Trade Unions and Collective Bargaining and Law No. 6356 on Trade Unions and Collective Labour Agreements.

Institutional Implementation and Trade Union Representation

Sakarya University demonstrates its commitment to **trade union recognition and employee representation** through its collective bargaining relationship with the **Koop-İş Trade Union**, which represents workers at the University.

The University's Collective Labour Agreement documents the institutional framework for **trade union representation, collective bargaining and employee rights**.

On **3 March 2025**, representatives of Koop-İş Trade Union met with the University's Secretary-General to initiate discussions concerning the **third-term collective labour agreement**. This meeting demonstrates the continuation of **institutional dialogue and collective bargaining practices during 2025**.

The meeting was publicly documented by Koop-İş Trade Union – Third-Term Collective Bargaining Discussions.

Transparency and Institutional Commitment

Through its **publicly accessible Human Resources Policy**, collective labour agreement documentation and engagement with trade union representatives, Sakarya University demonstrates its institutional commitment to **trade union recognition, freedom of association and collective bargaining rights**.

These practices support the University's broader commitment to **fair employment practices, employee representation and the protection of labour rights**.

8.2.3 – Employment Policy on Discrimination

Institutional Commitment to Non-Discrimination

Sakarya University **promotes a fair, inclusive and non-discriminatory working environment** through its institutional policies and human resources practices.

The University's Human Resources Policy establishes **equal opportunity and inclusiveness** as guiding principles in staff training and professional development, while emphasising **performance-based career advancement and recognition**.

Institutional Implementation and Evidence

The Human Resources Directive, particularly **Article 5**, provides a formal framework supporting equal opportunities in personnel development.

In addition, the University's Institutional Policies emphasise **gender equality, respect for human rights and employee welfare**.

These commitments are documented in the 2025 Administrative Performance Programme and the 2025 Annual Activity Report, confirming their inclusion in the University's institutional policy framework during **2025**.

Legal Framework for Equal Treatment

Sakarya University's employment practices are supported by applicable national legislation, including Article 5 of Labour Law No. 4857, which establishes the **principle of equal treatment** and prohibits specified forms of employment discrimination based on **language, race, colour, sex, disability, political opinion, philosophical belief, religion and sect**, among other grounds.

8.2.4 Employment Policy on Modern Slavery

Sakarya University (SAU), as a public higher education institution, operates in accordance with **national legislation aimed at preventing forced labour, modern slavery, human trafficking, and child labour**. The University upholds respect for human rights, the protection of employees' rights, and the maintenance of ethical working conditions as fundamental principles of its institutional governance.

The University's **2025 Sustainability Report** outlines its *Sustainable University Policy*, which emphasizes **respect for fundamental, social, and economic human rights**, the implementation of occupational health and safety principles, and the institutional promotion of work ethics. The *Community Contribution Policy*, presented in the same report, further identifies **human rights, employee rights and welfare, and the promotion of safe working conditions** as integral components of the University's institutional responsibilities.

Article 18 of the Constitution of the Republic of Türkiye explicitly prohibits forced labour and compulsory labour, while Article 50 provides special protection for children regarding working conditions. **Article 71 of Labour Law No. 4857** establishes restrictions on the employment of children, including minimum age requirements, working hours, and the nature of permissible work. Furthermore, human trafficking is criminalized under **Article 80 of the Turkish Penal Code No. 5237**.

Employment practices for academic and administrative personnel at Sakarya University are governed by the relevant public-sector employment legislation, particularly **Higher Education Law No. 2547** and **Civil Servants Law No. 657**. The working conditions of permanent workers are regulated by Labour Law No. 4857 and the applicable collective labour agreements. This legal framework supports **lawful employment practices and the protection of employees' fundamental rights**.

The University's *Human Resources Policy*, published in its **2025 Annual Administrative Activity Report**, emphasizes **equal opportunities, inclusiveness, employee development, and occupational health and safety**. These principles support the establishment of a safe and fair working environment for all employee groups.

In accordance with **the national legal framework and its institutional human resources and sustainability policies in effect during 2025**, Sakarya University prioritizes respect for employees' fundamental rights and the protection of decent working conditions. This approach

reinforces the legal and ethical framework for **preventing exploitative labour practices, including forced labour, modern slavery, human trafficking, and child labour**.

8.2.5 Employment Practice Equivalent Rights When Outsourcing

Sakarya University (SAU) is committed to protecting the **wages, social security benefits, employment-related rights, working conditions, and occupational health and safety rights** of employees engaged in outsourced services. The University's institutional commitment to protecting outsourced workers' rights reflects its approach to safeguarding employee rights even when services are provided by third-party contractors.

At Sakarya University, the rights of employees in different employment categories are regulated by the relevant personnel and labour legislation. Employees working for third-party service providers are entitled to legal protections under **Labour Law No. 4857**, **Social Insurance and General Health Insurance Law No. 5510**, and **Occupational Health and Safety Law No. 6331**. These laws establish the legal framework for protecting the fundamental employment and social rights of outsourced workers.

In this context, **Article 38 of the General Conditions for Service Contracts (Hizmet İşleri Genel Şartnamesi)** requires that employees of contractors and subcontractors are provided with **wages and working conditions no less favourable than those established by applicable legislation for comparable work in the same sector or occupation**. It also includes provisions for monitoring the full and timely payment of employees' wages, identifying unpaid or insufficient payments, and protecting workers' wage entitlements in relevant service procurement contracts. **Article 39** further regulates obligations relating to employees' occupational health and safety.

Furthermore, the **Service Procurement Tenders Implementation Regulation (Hizmet Alımı İhaleleri Uygulama Yönetmeliği)** establishes the principles governing service procurement procedures in public institutions. **Article 10** regulates the calculation of labour costs in personnel-based service contracts, taking into account statutory wages, employers' social security obligations, and other anticipated personnel expenses. **Article 12** requires administrative specifications, technical specifications, and draft contracts to be included in tender documentation. These provisions support the clear definition of contractors' obligations towards their employees within service procurement documents.

In its **2025 service procurement practices**, Sakarya University incorporated technical specification provisions supporting contractors' compliance with their statutory obligations towards employees. These provisions required contractors to submit **social security registration records, employment contracts, payroll documents, bank payment records, and social insurance contribution documentation** to the University administration. Such requirements support the documentation of contractors' responsibilities towards their employees and facilitate institutional oversight.

The University's service procurement specifications also address **the provision and documentation of paid annual leave, timely payment of wages into employees' bank accounts, and compliance with employers' statutory responsibilities**. Provisions establishing penalties for delayed wage payments serve as contractual safeguards supporting employees' remuneration rights.

In addition, the University's service procurement framework addresses **occupational health and safety measures, periodic medical examinations, professional and hygiene training, and the provision of appropriate protective work clothing** as responsibilities of contractors. These requirements aim to ensure that outsourced workers' rights are considered not only in relation to wages and social security but also with regard to **safe and healthy working conditions**.

The University's institutional responsibilities concerning service procurement, tender procedures, and administrative oversight are also reflected in the **2025 Annual Activity Report of the Department of Administrative and Financial Affairs**. These activities support the administration of service procurement processes within the relevant institutional framework and the management of contractors' responsibilities.

Through **national legislation, service procurement specifications, contractors' documentation obligations, and institutional oversight procedures**, Sakarya University incorporates the protection of outsourced workers' rights into its service management approach. This framework supports **the maintenance of legally established working conditions for comparable work, the protection of employees' statutory rights, and the clear definition of contractors' responsibilities**, including when University services are delivered by third-party providers.

8.2.6 Employment Policy Pay Scale Equity

Sakarya University (SAU) adopts the principles of gender equality, equal opportunity, and non-discrimination in its employment and remuneration practices. The University's human resources approach is guided by national legislation and institutional policies promoting equality and inclusiveness.

In accordance with **Article 5 of the Turkish Labour Law No. 4857**, lower remuneration cannot be established on the grounds of gender for the same work or work of equal value. Furthermore, **Article 10 of the Constitution of the Republic of Türkiye** guarantees equality between women and men, while **Article 55** establishes the principle of fair remuneration.

The remuneration of academic and administrative personnel is governed by the relevant provisions of **Civil Servants Law No. 657** and **Higher Education Personnel Law No. 2914**, under which salary calculations are based on legally defined criteria, including position, academic or administrative title, grade, and step.

The University's **2025 Institutional Performance Programme** further reinforces these principles through its human resources and sustainable university policies, which emphasize equal opportunity, inclusiveness, and gender equality.

Throughout the **2025 reporting period (1 January–31 December 2025)**, Sakarya University's remuneration framework was guided by these legal provisions and institutional principles, supporting a gender-equitable approach to employment and pay.

8.2.7 Tracking Pay Scale for Gender Equity

Sakarya University (SAU) upholds the principles of **gender equality, equal opportunity, fair remuneration, and non-discrimination** in its employment and remuneration practices. The

University's approach to remuneration is guided by national legislation and institutional human resources policies.

Article 5 of Turkish Labour Law No. 4857 prohibits lower remuneration on the grounds of gender for the same work or work of equal value. Furthermore, **Article 10 of the Constitution of the Republic of Türkiye** guarantees equal rights for women and men, while **Article 55** establishes the fundamental principles of fair remuneration for employees.

The remuneration of the University's academic and administrative personnel is governed by the relevant provisions of **Civil Servants Law No. 657** and **Higher Education Personnel Law No. 2914**. Accordingly, remuneration is determined based on **objective and legally defined criteria, including position, title, grade, and step**. These legal provisions establish a framework that supports the prevention of gender-based discrimination in remuneration for both female and male employees.

Sakarya University's **2025 Institutional Performance Programme** emphasizes the principles of **equal opportunity, inclusiveness, and gender equality** within its human resources and sustainable university policies. This institutional approach supports the consideration of equality principles in employment and remuneration practices.

Sakarya University's legally regulated remuneration system and institutional equality policies provide a legal and institutional foundation for a fair, transparent, and non-discriminatory approach to remuneration for both female and male employees.

8.2.8 Employment Practice Appeal Process

Sakarya University (SAU) provides institutional mechanisms that enable employees to submit their opinions, requests, and complaints concerning **employment practices, working conditions, and employment-related rights**. The University utilizes legally established administrative procedures and electronic application systems to facilitate the consideration of employee concerns by the relevant administrative units.

According to Sakarya University's **2025 Institutional Activity Report (pp. 113–114)**, the University maintains various mechanisms for receiving employee feedback and complaints, including **individual suggestion systems, suggestion and request boxes, and the Request Management System**. The report also highlights the administration of employee-related rights and entitlements, as well as the continued implementation of systematic mechanisms supporting employee participation.

In this context, the University's **Quality Management System (QMS)** provides an electronic platform through which employees can submit information requests, suggestions, concerns, and complaints. The system supports the **registration, referral to relevant administrative units, and monitoring of submitted requests**, facilitating the institutional consideration of matters related to employment practices.

Furthermore, Sakarya University's **Public Internal Control Standards Action Plan**, particularly **Standard BİS 13.7**, supports institutional arrangements that allow employees to communicate their evaluations, suggestions, and concerns through established communication channels.

Through the **employee feedback mechanisms and institutional communication systems documented in its 2025 Institutional Activity Report**, Sakarya University provides an accessible institutional framework for employees to raise concerns, requests, and complaints related to employment and personnel rights. This approach supports **the consideration of employee concerns, institutional accountability, and a management framework attentive to employee rights**.

8.2.9 Employment Practice Labour Rights

Sakarya University (SAU) recognizes **employees' freedom of association and collective bargaining rights** in accordance with applicable national legislation and institutional employment practices. The University respects the employment and association rights of all employees, including women and international staff, within the framework of applicable legal provisions.

Articles 51 and 53 of the Constitution of the Republic of Türkiye establish constitutional safeguards for employees' rights to freedom of association and collective bargaining. Furthermore, **Public Servants' Trade Unions and Collective Agreement Law No. 4688** regulates trade union rights and collective bargaining procedures for public servants, while **Trade Unions and Collective Labour Agreements Law No. 6356** governs freedom of association and collective bargaining rights for employees with worker status.

Sakarya University supports this legal framework through **institutional collective labour agreement practices**. The collective labour agreements signed between the University Rectorate and the **Turkish Union of Cooperative, Commercial, Educational and Office Workers (KOOP-İŞ)** provide concrete examples of trade union representation and collective bargaining practices within the University.

The University makes documents concerning employees' trade union rights and collective bargaining processes publicly accessible through the official website of the **Permanent Workers Branch Directorate under the Personnel Department**. In this context, the published **First-Term Collective Labour Agreement** and **Second-Term Collective Labour Agreement** provide institutional evidence supporting the recognition of employees' trade union rights and the implementation of collective bargaining mechanisms. The publication of these documents on the University's official website contributes to **transparency and employees' access to information**.

Through **legally protected trade union rights, collective bargaining mechanisms, and institutional collective labour agreement practices**, Sakarya University demonstrates its commitment to respecting employees' freedom of association and safeguarding their rights in the workplace.

SAKARYA ÜNİVERSİTESİ

2025



SDG 9. INDUSTRY, INNOVATION, AND INFRASTRUCTURE



SDG 9 - INDUSTRY, INNOVATION AND INFRASTRUCTURE

Sakarya University places significant importance on enhancing scientific research capacity, supporting innovative technologies, strengthening university–industry collaboration, and transforming research outputs into social and economic benefits in line with **Sustainable Development Goal 9 (SDG 9): Industry, Innovation and Infrastructure** of the United Nations Sustainable Development Goals.

Through its academic expertise, research infrastructure, and interdisciplinary collaboration opportunities, the University aims to contribute to industrial and technological development. Scientific research conducted across various disciplines, particularly engineering, natural sciences, computer and information technologies, health sciences, and social sciences, contributes to the development of innovative solutions and the advancement of sustainable development. These activities facilitate the practical application of academic knowledge and support the alignment of research outcomes with the needs of relevant industries.

University–industry collaboration constitutes a key component of Sakarya University's research and innovation activities. Through joint initiatives with public institutions, private sector organizations, and other stakeholders, the University seeks to strengthen knowledge and technology transfer, facilitate the practical application of research findings, and develop innovative solutions addressing industrial needs. Research and development activities undertaken within this framework support the University's scientific capacity while contributing to regional and national economic development.

Through Sakarya Technopark and technology transfer activities, the University promotes an ecosystem in which academics, researchers, and entrepreneurs can develop and advance innovative ideas. Initiatives related to entrepreneurship, commercialization, intellectual and industrial property rights, and technology development contribute to transforming university-generated knowledge into economic value. Supporting the development of **university spin-off companies** based on research and technologies originating within the institution plays an important role in transferring academic expertise to industry and promoting the sustainability of innovative enterprises.

Scientific research, project activities, and academic initiatives conducted within the University support the generation of new knowledge and methods that can contribute to industrial and technological advancement. The utilization of research outputs through patents, technological applications, and innovative products strengthens the connection between academic knowledge production and practical implementation.

Sakarya University aims to continuously enhance its innovation capacity by improving research infrastructure, supporting the scientific productivity of academic staff, and expanding interdisciplinary collaboration. Promoting industry-supported research and transforming academic expertise into solutions addressing societal needs are among the fundamental elements of the University's sustainable development approach. In this context, Sakarya University continues to contribute to **sustainable industrialization, the strengthening of innovation ecosystems, and research-driven development** through its activities in scientific research, technology transfer, entrepreneurship, and university–industry collaboration.

SAKARYA ÜNİVERSİTESİ

2025



SDG 10. REDUCED INEQUALITY

10 REDUCED INEQUALITIES

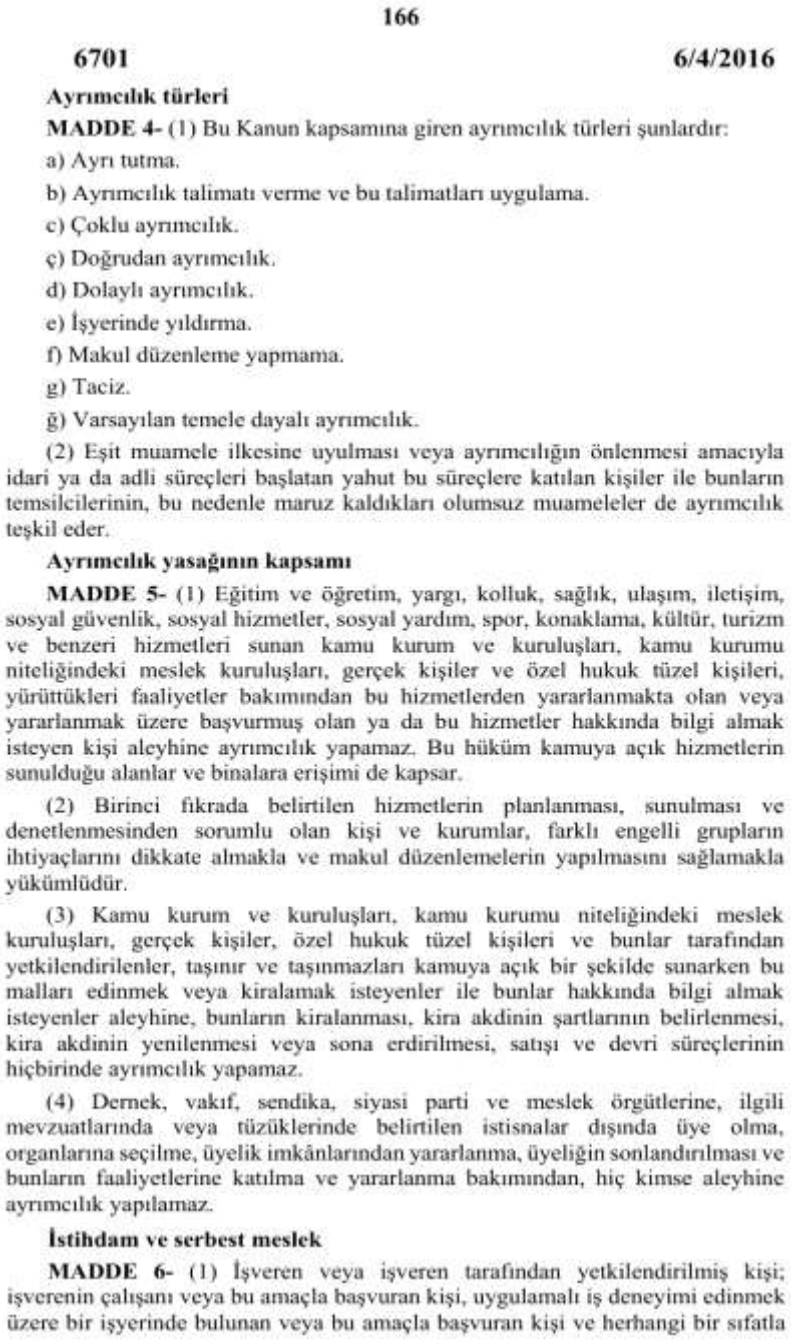
SDG 10 - REDUCED INEQUALITIES

10.6.1 Non-discriminatory admissions policy

Reporting period 1 January – 31 December 2025

Equal treatment in admissions

Sakarya University **prohibits discrimination** on grounds including disability, age, gender, race, religion or belief, and nationality. Its 2022 Sustainability Report explicitly applies non-discrimination to **student recruitment**. The University's 2025 Sustainability Report reaffirms its commitment to equality and inclusion. Article 5(1) of Türkiye's Law No. 6701 protects people seeking access to education as well as those already receiving it. Article 7(1)(f) permits different treatment where it is necessary, appropriate and proportionate to remedy inequality. [1, 2, 18, 20]



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6701 6/4/2016

Ayrımcılık türleri

MADDE 4- (1) Bu Kanun kapsamına giren ayrımcılık türleri şunlardır:

a) Ayrı tutma.

b) Ayrımcılık talimatı verme ve bu talimatları uygulama.

c) Çoklu ayrımcılık.

ç) Doğrudan ayrımcılık.

d) Dolaylı ayrımcılık.

e) İşyerinde yıldırma.

f) Makul düzenleme yapmama.

g) Taciz.

ğ) Varsayılan temele dayalı ayrımcılık.

(2) Eşit muamele ilkesine uyulması veya ayrımcılığın önlenmesi amacıyla idari ya da adli süreçleri başlatan yahut bu süreçlere katılan kişiler ile bunların temsilcilerinin, bu nedenle maruz kaldıkları olumsuz muameleler de ayrımcılık teşkil eder.

Ayrımcılık yasağının kapsamı

MADDE 5- (1) Eğitim ve öğretim, yargı, kolluk, sağlık, ulaşım, iletişim, sosyal güvenlik, sosyal hizmetler, sosyal yardım, spor, konaklama, kültür, turizm ve benzeri hizmetleri sunan kamu kurum ve kuruluşları, kamu kurumu niteliğindeki meslek kuruluşları, gerçek kişiler ve özel hukuk tüzel kişileri, yürüttükleri faaliyetler bakımından bu hizmetlerden yararlanmakta olan veya yararlanmak üzere başvurmuş olan ya da bu hizmetler hakkında bilgi almak isteyen kişi aleyhine ayrımcılık yapamaz. Bu hüküm kamuya açık hizmetlerin sunulduğu alanlar ve binalara erişimi de kapsar.

(2) Birinci fıkrada belirtilen hizmetlerin planlanması, sunulması ve denetlenmesinden sorumlu olan kişi ve kurumlar, farklı engelli grupların ihtiyaçlarını dikkate almakla ve makul düzenlemelerin yapılmasını sağlamakla yükümlüdür.

(3) Kamu kurum ve kuruluşları, kamu kurumu niteliğindeki meslek kuruluşları, gerçek kişiler, özel hukuk tüzel kişileri ve bunlar tarafından yetkilendirilenler, taşınır ve taşınmazları kamuya açık bir şekilde sunarken bu malları edinmek veya kiralamak isteyenler ile bunlar hakkında bilgi almak isteyenler aleyhine, bunların kiralanması, kira akdinin şartlarının belirlenmesi, kira akdinin yenilenmesi veya sona erdirilmesi, satışı ve devri süreçlerinin hiçbirinde ayrımcılık yapamaz.

(4) Dernek, vakıf, sendika, siyasi parti ve meslek örgütlerine, ilgili mevzuatlarında veya tüzüklerinde belirtilen istisnalar dışında üye olma, organlarına seçilme, üyelik imkânlarından yararlanma, üyeliğin sonlandırılması ve bunların faaliyetlerine katılma ve yararlanma bakımından, hiç kimse aleyhine ayrımcılık yapılamaz.

İstihdam ve serbest meslek

MADDE 6- (1) İşveren veya işveren tarafından yetkilendirilmiş kişi; işverenin çalışanı veya bu amaçla başvuran kişi, uygulamalı iş deneyimi edinmek üzere bir işyerinde bulunan veya bu amaçla başvuran kişi ve herhangi bir sıfatla

Figure 1. Law No. 6701 on equal treatment in access to services, including education. PDF p. 3. Source [2]

National undergraduate placement

ÖSYM, the national examination and placement authority, allocates places through the YKS system using placement scores, preferences, programme quotas and published entry conditions. Applicants who need **examination adjustments** can request them from ÖSYM. After placement, SAÜ offered electronic registration on 1–3 September and in-person registration on 1–5 September 2025. The University's guide also directs students with disabilities to the support office after registration. [3, 4, 5]

KAYIT İŞLEMLERİ VE TARİHLERİ

YKS ile yerleştirilen öğrencilerin e-devlet kapısı üzerinden ilk kayıtları	01-03 Eylül 2025
YKS ile yerleştirilen öğrencilerden e-devlet kaydı yaptıramayan, Üniversitemize gelerek kayıt yaptırmak isteyen öğrencilerin kayıtları	01-05 Eylül 2025

Figure 2. SAÜ's 2025–2026 YKS registration guide gives the registration options and dates for candidates already placed through the national system. PDF p. 4. Source [5]

The national scheme gives eligible women who had turned 34 by 1 January 2025 an additional route into designated programmes. Candidates are considered first for general places. Previous bachelor's graduates are ineligible, and previous associate-degree graduates may apply only for bachelor's places under the scheme. At SAÜ, the 2025 guide lists one reserved place alongside 40 general places in Social Work (programme 108810183). These figures describe the places available. [4, Figure 3]

PROGRAM KODU (1)	PROGRAM ADI (2)	ÖĞR. SÜRE (3)	PUAN TÜRÜ (4)	GENEL KONT. (5)	OK.BİR KONT. (6)	MEB (7)	ŞEHİT GAZİ YAK. KONT. (8)	34 YAŞ ÜSTÜ KADIN KONT. (9)
108810183	Sosyal Hizmet	4	EA	40	1			1

Figure 3. ÖSYM 2025 quota table, Social Work (108810183). The column headings and programme row are shown as two excerpts from Table 4, PDF p. 294. Column 5 gives 40 general places and column 9 gives one place for eligible women aged 34 or over. Source [4]

International undergraduate and graduate admission

For associate and bachelor's programmes, SAÜ's 2025–2026 rules specify which examination results and diplomas it accepts, how it calculates scores and how it allocates places by score and preference. Section 2 sets a 10% ceiling by nationality for Medicine and Dentistry. A separate provision limits the share for specified Turkish-citizenship and Blue Card categories in Teacher Education, Law, Medicine and Dentistry. Applicants abroad who cannot arrive by the registration deadline may be granted temporary online registration. [6]

For graduate study, SAÜ's Business Institute published its autumn 2025 international application window (4–17 August) and registration dates (22–24 September). Later that year, the Senate revised the international graduate admissions directive on 30 December (decision 730/15). Article 3 assigns ranking by previous degree grade average to the International Student Office and sets out academic and language requirements. The autumn call documents the earlier intake. [7, 19]

Graduate admissions

At graduate entrance examinations, applicants may submit a documented adjustment request to the Barrier-Free Life and Support Coordination Office. Articles 4–5 of the Senate directive provide for individual assessment, and Article 13(2) extends examination arrangements to special aptitude and other University examinations where compatible with their rules. These

provisions establish an adjustment route. The separately documented 10% quota applies to the three undergraduate art programmes described below. [8, 9, 11]

(2) Bu hükümler, işin doğasına ve ilgili mevzuata uygun düştüğü ölçüde özel yetenek sınavları ile diğer tüm sınavlar için de uygulanır.

Figure 4. Article 13(2) of the Senate directive extends examination adjustments to special aptitude and other University examinations where compatible with the examination and its rules. PDF p. 11. Source [8]

(2) Üniversitenin tüm birimlerince özel gereksinimli bireylere yönelik olarak yapılacak faaliyet ve düzenlemelerde, Koordinatörlüğün görüşü alınır ve akabinde yapılan faaliyetler hakkında koordinatörlüğe bilgi verilir.

(3) Üniversitenin doğrudan kendi bünyesinde yaptığı faaliyetlerin, yaptığı iş birliklerinin ve üçüncü taraflarla birlikte gerçekleştirdiği protokol, ihale ve sözleşmeler dahil faaliyet ve işlemlerin erişilebilirlik standartları göz önünde bulundurularak yapılması sağlanır. Bunun mümkün olmaması halinde gerekli makul uyarlamalar yapılır.

(4) Bu yönergede özel gereksinimli öğrenciler için belirtilen hizmet ve uyarlamalar, işin doğasına uyduğu ölçüde ve imkanlar göz önünde bulundurularak özel gereksinimli personel ve diğer kişiler için de sağlanır.

Hizmetlerden ve Uyarlamalardan Yararlanma Usulü

Madde 5- (1) Bu yönergede sayılanlarla sınırlı olmamak üzere özel gereksinimi nedeniyle uyarlamalardan yararlanmak isteyen kişiler, koordinatörlüğe başvurur. Üniversite, yapılan başvuruda gerek görülürse yetkili hastanelerden usulünce alınan, özel gereksinim belirten sağlık kurulu raporu ve talep edilen uyarlamaları açıklayıcı bilgi isteyebilir. Bu belge ve bilgilerin özellikleri, ilgililere ayrıca bildirilebilir.

(2) Uyarlama faaliyetlerini Koordinatörlük ilgili mevzuata göre takip ve koordine eder. İvedi haller dışında, uyarlamaların belirlenmesi konusunda koordinatörlük, başvuruların yapılması için bir süre belirleyebilir.

(3) Özel gereksinimli bireylere yönelik eğitim-öğretim ve sınav uyarlamaları, Koordinatörlüğe yapılan başvurular veya Koordinatörlüğün doğrudan yapabileceği değerlendirmeler neticesinde Koordinatörlük tarafından belirlenir ve mevzuat uyarınca senato, birim yönetim kurulu veya ilgili kamu görevlisince karara bağlanır. İvedi durumlarda veya ilgili merciinin kararının beklenemeyeceği hallerde Koordinatörlüğün desteği alınarak yönerge kapsamındaki uyarlamalar doğrudan ilgili birim/öğretim elemanı tarafından gerçekleştirilir.

(4) Özel gereksinimli bireylere yönelik faaliyetlerin ve uyarlamaların gereği gibi yürütülmesini ilgili birimde görevlendirilen bir dekan/müdür yardımcısı, birim engelsiz yaşam temsilcileri ile birlikte sağlar.

İKİNCİ BÖLÜM

Engelsiz Yaşam ve Destek Koordinatörlüğünün Yapılanması ve Görevleri

Madde 6- (1) Özel gereksinimli bireylerin idari, fiziksel, barınma ihtiyaçları ile sosyal, kültürel ve akademik alanlarla ilgili ihtiyaçlarını tespit etmek ve bu ihtiyaçların karşılanması için yapılması gerekenleri belirleyip, yapılacak çalışmaları planlamak, uygulamak, geliştirmek ve yapılan çalışmaların sonuçlarını değerlendirmek üzere kurulan Engelsiz Yaşam ve Destek Koordinatörlüğü Rektörlüğe bağlı olarak görev yapar.

(2) Koordinatörlük; koordinatör, koordinatör yardımcıları, birim engelsiz yaşam temsilcileri, Engelsiz Yaşam ve Destek Komisyonu, sosyal çalışmacılar ve diğer personelden oluşur.

Figure 5. Scope of the University directive and the route for requesting adjustments. PDF p. 3. Source [8]

Article 3(5) of the thesis-based master's rules, revised on 2 May 2024 (decision 671/16), removes a specific barrier at application. For the Turkish-medium conservatory and fine arts graduate programmes specified there, eligible applicants are deemed to meet the minimum foreign-language score without submitting a test result. The provision covers hearing impairment of at least 70% uncorrected or 40% corrected, intellectual disability of at least 50%, or autism spectrum disorder with a disability rating of at least 40%. A report from a state hospital or state university hospital is required. [10, Figure 6]

5) Konservatuvar programları ile güzel sanatlar fakültelerinin sadece özel yetenek sınavı ile öğrenci kabul eden programlarının enstitülerdeki EABD/EASD'de öğretim dili Türkçe olan programlarına başvurularda Devlet Hastanesi veya Devlet Üniversite Hastanesinden alınmış sağlık raporu ile belgelenmesi şartıyla,

a) Düzeltilmemiş engeli en az %70 veya düzeltilmiş engeli en az %40 ve üzeri olan işitme engelli adaylarda,

b) Engel düzeyi %50 ve üzeri olmak üzere zihin yetersizliği bulunan engelli adaylarda,

c) Engel düzeyi %40 ve üzeri Otizm spektrum bozukluğu tanısı bulunan engelli adaylarda, başvuru yapabilmeleri için yabancı dil puanı aranmaz. Bu adaylar yabancı dil puanı olarak üniversite tarafından aranan yabancı dil taban puanı şartını sağlamış sayılır.

Figure 6. Article 3(5) of the thesis-based master's rules specifies the programmes, disability thresholds and hospital documentation for the foreign-language score adjustment. PDF p. 2. Source [10]

SAÜ also published an autumn 2025 special-conditions graduate call for veterans and for the spouses and children of veterans or of persons recognised as martyrs. The Business Institute accepted applications for this route from 18 to 27 August. [21]

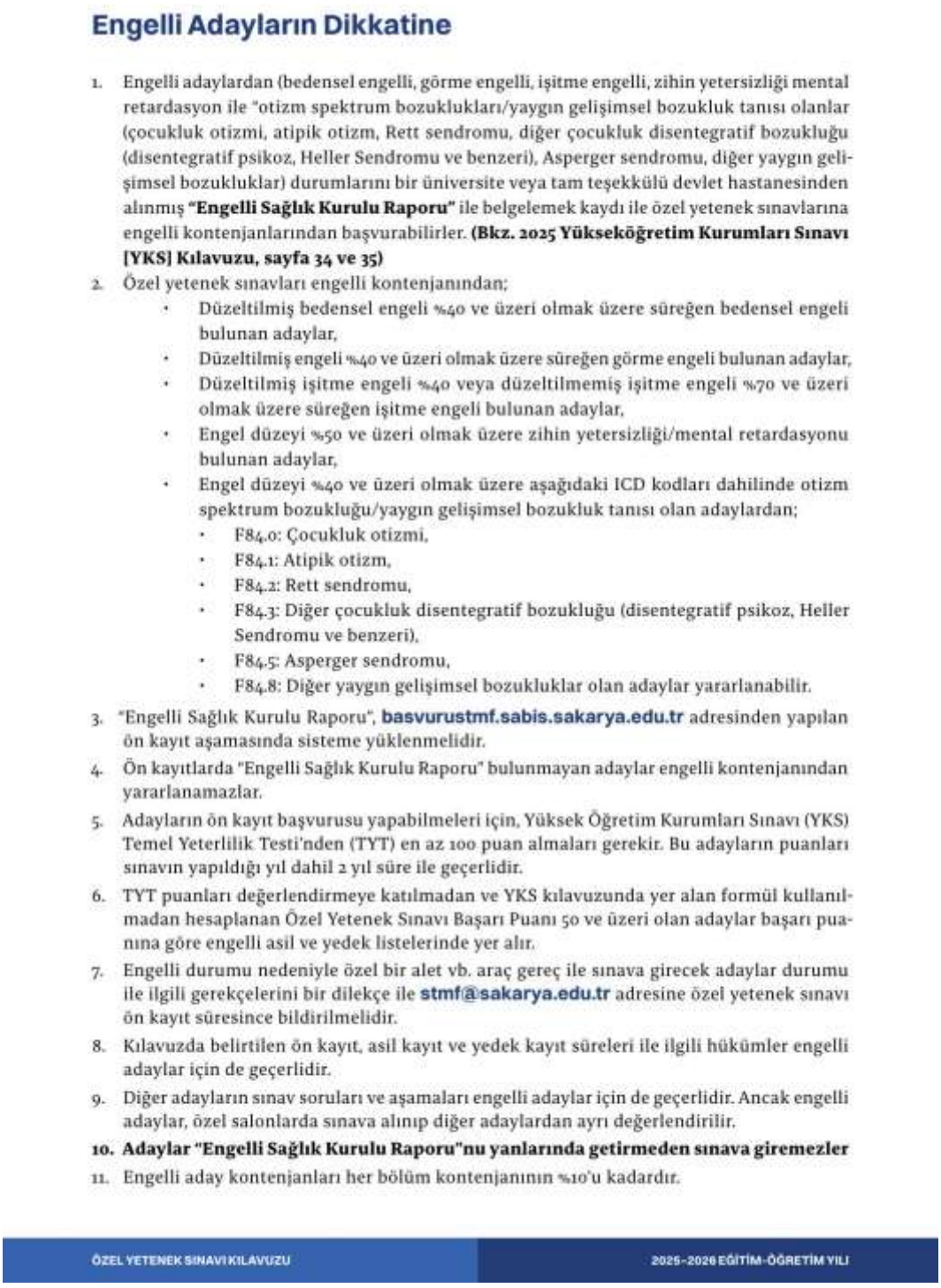
Reserved places in undergraduate art admissions

The Faculty of Art, Design and Architecture reserved **10% of each department's places** for eligible applicants with disabilities in Painting, Ceramics and Glass, and Traditional Turkish Arts. Applicants sat the same questions and stages in separate rooms. The faculty ranked eligible candidates on a separate list by aptitude score, with a minimum score of 50. This allows candidates to compete for reserved places while demonstrating the same artistic skills. The Painting Department's 2025–2026 main selection list records one candidate selected under this quota. [11, 12, Figure 7]

11. Engelli aday kontenjanları her bölüm kontenjanının %10'u kadardır.

Figure 7. The faculty's 2025–2026 special aptitude guide sets the disability quota at 10% of each department's places. PDF p. 7, item 11. Source [11]

The Painting Department published examination results for five candidates under the disability route. Three received examination marks and two were listed as absent. The main selection list records **one successful candidate**. [23, 12]



Engelli Adayların Dikkatine

1. Engelli adaylardan (bedensel engelli, görme engelli, işitme engelli, zihin yetersizliği mental retardasyon ile "otizm spektrum bozuklukları/yaygın gelişimsel bozukluk tanısı olanlar (çocukluk otizmi, atipik otizm, Rett sendromu, diğer çocukluk disentegratif bozukluğu (disentegratif psikoz, Heller Sendromu ve benzeri), Asperger sendromu, diğer yaygın gelişimsel bozukluklar) durumlarını bir üniversite veya tam teşekkülü devlet hastanesinden alınmış **"Engelli Sağlık Kurulu Raporu"** ile belgelemek kaydı ile özel yetenek sınavlarına engelli kontenjanlarından başvurabilirler. **(Bkz. 2025 Yükseköğretim Kurumları Sınavı [YKS] Kılavuzu, sayfa 34 ve 35)**
2. Özel yetenek sınavları engelli kontenjanından;
   - Düzeltilmiş bedensel engeli %40 ve üzeri olmak üzere süreğen bedensel engeli bulunan adaylar,
   - Düzeltilmiş engeli %40 ve üzeri olmak üzere süreğen görme engeli bulunan adaylar,
   - Düzeltilmiş işitme engeli %40 veya düzeltilmemiş işitme engeli %70 ve üzeri olmak üzere süreğen işitme engeli bulunan adaylar,
   - Engel düzeyi %50 ve üzeri olmak üzere zihin yetersizliği/mental retardasyonu bulunan adaylar,
   - Engel düzeyi %40 ve üzeri olmak üzere aşağıdaki ICD kodları dahilinde otizm spektrum bozukluğu/yaygın gelişimsel bozukluk tanısı olan adaylardan;
     - F84.0: Çocukluk otizmi,
     - F84.1: Atipik otizm,
     - F84.2: Rett sendromu,
     - F84.3: Diğer çocukluk disentegratif bozukluğu (disentegratif psikoz, Heller Sendromu ve benzeri),
     - F84.5: Asperger sendromu,
     - F84.8: Diğer yaygın gelişimsel bozukluklar olan adaylar yararlanabilir.
3. "Engelli Sağlık Kurulu Raporu", **basvurustmf.sabis.sakarya.edu.tr** adresinden yapılan ön kayıt aşamasında sisteme yüklenmelidir.
4. Ön kayıtlarda "Engelli Sağlık Kurulu Raporu" bulunmayan adaylar engelli kontenjanından yararlanamazlar.
5. Adayların ön kayıt başvurusu yapabilmeleri için, Yüksek Öğretim Kurumları Sınavı (YKS) Temel Yeterlilik Testi'nden (TYT) en az 100 puan almaları gerekir. Bu adayların puanları sınavın yapıldığı yıl dahil 2 yıl süre ile geçerlidir.
6. TYT puanları değerlendirmeye katılmadan ve YKS kılavuzunda yer alan formül kullanılmadan hesaplanan Özel Yetenek Sınavı Başarı Puanı 50 ve üzeri olan adaylar başarı puanına göre engelli asil ve yedek listelerinde yer alır.
7. Engelli durumu nedeniyle özel bir alet vb. araç gereç ile sınava girecek adaylar durumu ile ilgili gerekçelerini bir dilekçe ile **stmf@sakarya.edu.tr** adresine özel yetenek sınavı ön kayıt süresince bildirilmelidir.
8. Kılavuzda belirtilen ön kayıt, asil kayıt ve yedek kayıt süreleri ile ilgili hükümler engelli adaylar için de geçerlidir.
9. Diğer adayların sınav soruları ve aşamaları engelli adaylar için de geçerlidir. Ancak engelli adaylar, özel salonlarda sınava alınıp diğer adaylardan ayrı değerlendirilir.
10. **Adaylar "Engelli Sağlık Kurulu Raporu"nu yanlarında getirmeden sınava giremezler**
11. Engelli aday kontenjanları her bölüm kontenjanının %10'u kadardır.

Figure 8. Special aptitude admissions procedure for candidates with disabilities. PDF p. 7. Source [11]

Access after admission

On **24 October 2025**, the support office introduced its services to students with disabilities or special educational needs and discussed their requests. SAÜ News reported the meeting on 28 October. YÖK's 2025 monitoring report, using **2024 data**, ranked SAÜ first for audiobooks and accessible library resources (**6,699,982**). SAÜ reported that finding on 25 December. Separately, SAÜ received 40 YÖK programme badges for accessible teaching and support in 2025, the highest university total that year. These records document support during study. [13, 14, 15, 16, 17, 18, Figures 2 and 9]



Figure 9. SAÜ's entry in YÖK's monitoring report. The figure of 6,699,982 refers to audiobooks and accessible library resources in 2024. Published in 2025, figure E.3.2-4, printed p. 221. Source [15]

In August 2025 the Faculty of Education announced TÜBİTAK 3005 funding for EDİM. The project was designed for graduates of special education practice schools to gain work experience with Hendek Municipality, with support from pre-service special education teachers. [22]

Keywords: Non-discriminatory admissions; Equal educational access; Disability adjustments; Designated quotas; International admissions; Graduate admissions

10.6.2 Tracking applications and admissions of underrepresented groups

Reporting period 1 January – 31 December 2025

Records by admission route

Sakarya University records access at different stages of admission. For national undergraduate placement through YKS, ÖSYM manages the central application process. SAÜ Student Affairs publishes new registrations by sex and separate international registration tables across academic years. For admissions administered by the University, the Faculty of Art, Design and Architecture provides a documented example of **recording disability status at application** and reporting the selection outcome. [1, 2, 6, 7]

Applicants with disabilities in special aptitude admissions

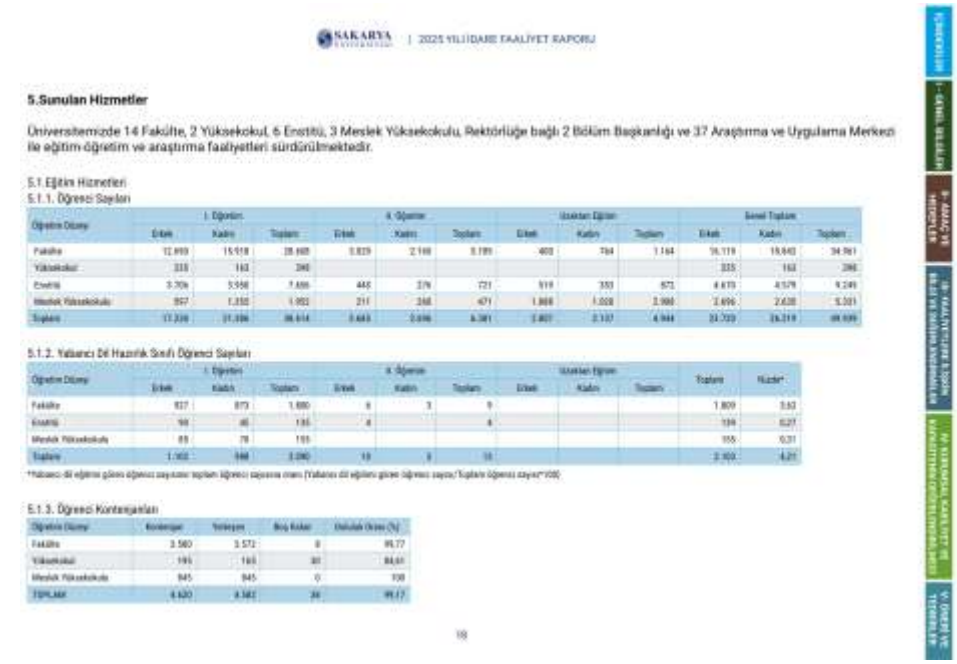
The Faculty of Art, Design and Architecture required candidates applying under the disability quota to upload a disability board report during online pre-registration. The faculty ranked eligible applicants separately and published the selection results. The Painting Department's main list records **one successful candidate** under this route. [6, 7]

3. "Engelli Sağlık Kurulu Raporu", **basvurustmf.sabis.sakarya.edu.tr** adresinden yapılan ön kayıt aşamasında sisteme yüklenmelidir.
4. Ön kayıtlarda "Engelli Sağlık Kurulu Raporu" bulunmayan adaylar engelli kontenjanından yararlanamazlar.

Figure 1. Faculty instructions for submitting a disability board report at online pre-registration for the disability quota. PDF p. 7. Source [6]

Women and men in enrolment records

The 2025 Administrative Activity Report records **49,939 enrolled students**, including 26,219 women and 23,720 men. [3, Table 5.1.1, PDF p. 30]



SAKARYA | 2025 YILI İDARE FAALİYET RAPORU

5.Sunulan Hizmetler

Üniversitemizde 14 Fakülte, 2 Yüksekokul, 6 Enstitü, 3 Meslek Yüksekokulu, Rektörlüğe bağlı 2 Bölüm Başkanlığı ve 37 Araştırma ve Uygulama Merkezi ile eğitim-öğretim ve araştırma faaliyetleri sürdürülmektedir.

5.1 Eğitim Hizmetleri

5.1.1. Öğrenci Sayıları

Öğretim Düzeyi	I. Öğretim			II. Öğretim			Uzaktan Eğitim			Genel Toplam		
	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam
Fakülte	12.693	15.918	28.611	1.829	2.166	3.995	403	764	1.167	14.719	18.848	33.567
Yüksekokul	233	163	396							233	163	396
Enstitü	3.706	3.998	7.704	446	276	722	519	353	872	4.671	4.627	9.298
Meslek Yüksekokulu	957	1.350	2.307	211	260	471	1.869	1.008	2.877	3.037	2.618	5.655
Toplam	17.589	21.429	39.018	2.486	2.702	5.188	2.791	2.125	4.916	22.860	26.256	49.116

5.1.2. Yabancı Dil Hazırlık Sınıfı Öğrenci Sayıları

Öğretim Düzeyi	I. Öğretim			II. Öğretim			Uzaktan Eğitim			Toplam	Yüzde*
	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam	Erkek	Kadın	Toplam		
Fakülte	927	873	1.800	9	3	9				1.809	3,63
Enstitü	99	40	139	4		4				139	0,27
Meslek Yüksekokulu	89	78	155							155	0,31
Toplam	1.102	988	2.090	13	3	13				2.103	4,21

*Yabancı dil eğitimi gören öğrenci sayısının toplam öğrenci sayısına oranı (Yabancı dil eğitimi gören öğrenci sayısı/Toplam öğrenci sayısı*100)

5.1.3. Öğrenci Kontenjanları

Öğretim Düzeyi	Kontenjan	Yerleşen	Boş Kalan	Doluluk Oranı (%)
Fakülte	3.580	3.572	8	99,77
Yüksekokul	195	165	30	84,61
Meslek Yüksekokulu	945	945	0	100
TOPLAM	4.620	4.582	38	99,17

18

Figure 2. Enrolled students by sex, Table 5.1.1, 2025 Administrative Activity Report, printed p. 18 (PDF p. 30). Source [3]

The Student Affairs register for the 2025–2026 academic year records **11,248 new registrations**, including 6,029 women and 5,219 men. [4, PDF pp. 1 and 3]

SAKARYA ÜNİVERSİTESİ

2025-2026 EĞİTİM-ÖĞRETİM YILI YENİ KAYIT ÖĞRENCİ LİSTESİ

EĞİTİM SEVİYESİ	1.ÖĞRETİM			2.ÖĞRETİM			UZAKTAN EĞİTİM			TOPLAM		
	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM	ERKEK	KIZ	TOPLAM
ÖN LİSANS	203	491	694	0	0	0	287	211	498	490	702	1192
LİSANS	2564	3431	5995	0	0	0	36	67	103	2600	3498	6098
YÜKSEK LİSANS	1430	1321	2751	200	132	332	316	230	546	1946	1683	3629
DOKTORA	183	146	329	0	0	0	0	0	0	183	146	329
TOPLAM	**4380**	**5389**	**9769**	**200**	**132**	**332**	**639**	**508**	**1147**	**5219**	**6029**	**11248**

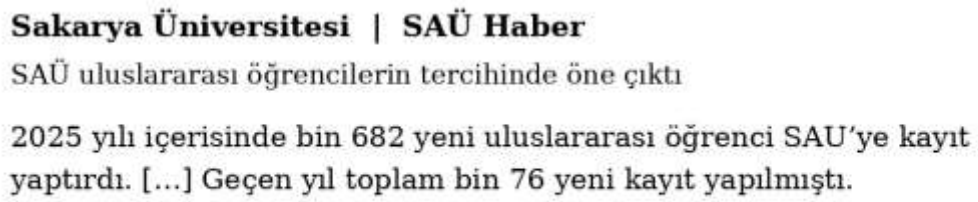
Figure 3. Original new-registration table, PDF page 3, academic year 2025–2026. The total is 11,248 new registrations. Source [4]



Figure 4. 2025–2026 new registrations by academic unit and sex. PDF p. 1. Source [4]

International student registrations

By 16 December 2025, SAÜ had recorded **1,682 new international student registrations**, compared with 1,076 in the previous year. [1, 8]



Sakarya Üniversitesi | SAÜ Haber

SAÜ uluslararası öğrencilerin tercihinde öne çıktı

2025 yılı içerisinde bin 682 yeni uluslararası öğrenci SAU'ye kayıt yaptırdı. […] Geçen yıl toplam bin 76 yeni kayıt yapılmıştı.

Figure 5. SAÜ's December 2025 account records 1,682 new international student registrations, compared with 1,076 in the previous year. Excerpts from the University news report. Source [8]

The University designated 2025 its Internationalisation Year. Its January announcement outlined plans concerning accommodation, access to graduate study and language proficiency for international students. [5]

The 2025 national guide identified **63 designated places** for eligible women aged 34 or over in SAÜ bachelor's programmes. Psychology offered two of these places, Human Resources Management three and Nursing three. [9]

34 YAŞINI TAMAMLAMIŞ KADINLAR KONTENJANLARINA İLİŞKİN AÇIKLAMA

1 Ocak 2025 tarihi itibarıyla 34 yaşını tamamlamış kadınlar için (*1 Ocak 1991 tarihi ve öncesi doğumlu adaylar*) belirlenen devlet üniversitelerinde merkezi yerleştirme ile öğrenci alan ön lisans ve lisans programlarında "34 Yaş Üstü Kadınlar" kontenjanı bulunmaktadır. Bu kontenjan, belirlenen devlet üniversitelerinde başarı sıralaması şartı aranan Tıp, Diş Hekimliği, Eczacılık, Mühendislik, Mimarlık, Hukuk ve Öğretmenlik ile Havacılık Elektrik ve Elektroniği, Havacılık Yönetimi, Denizcilik İşletmeleri Yönetimi, Uçak Bakım ve Onarım, Uçak Elektrik ve Elektroniği, Uçak Gövde ve Motor Bakımı, Pilotaj, Sivil Savunma ve İtfaiyecilik programları dışındaki programlarda yer almaktadır.

Anılan kontenjanlardan daha önce herhangi bir lisans programından mezun olanlar yararlanamayacak olup tercih etseler bile bu kontenjanlara yerleştirme yapılmayacaktır. Daha önce bir ön lisans programından mezun olanlar ise sadece lisans programları için ayrılan kontenjanları tercih edebileceklerdir.

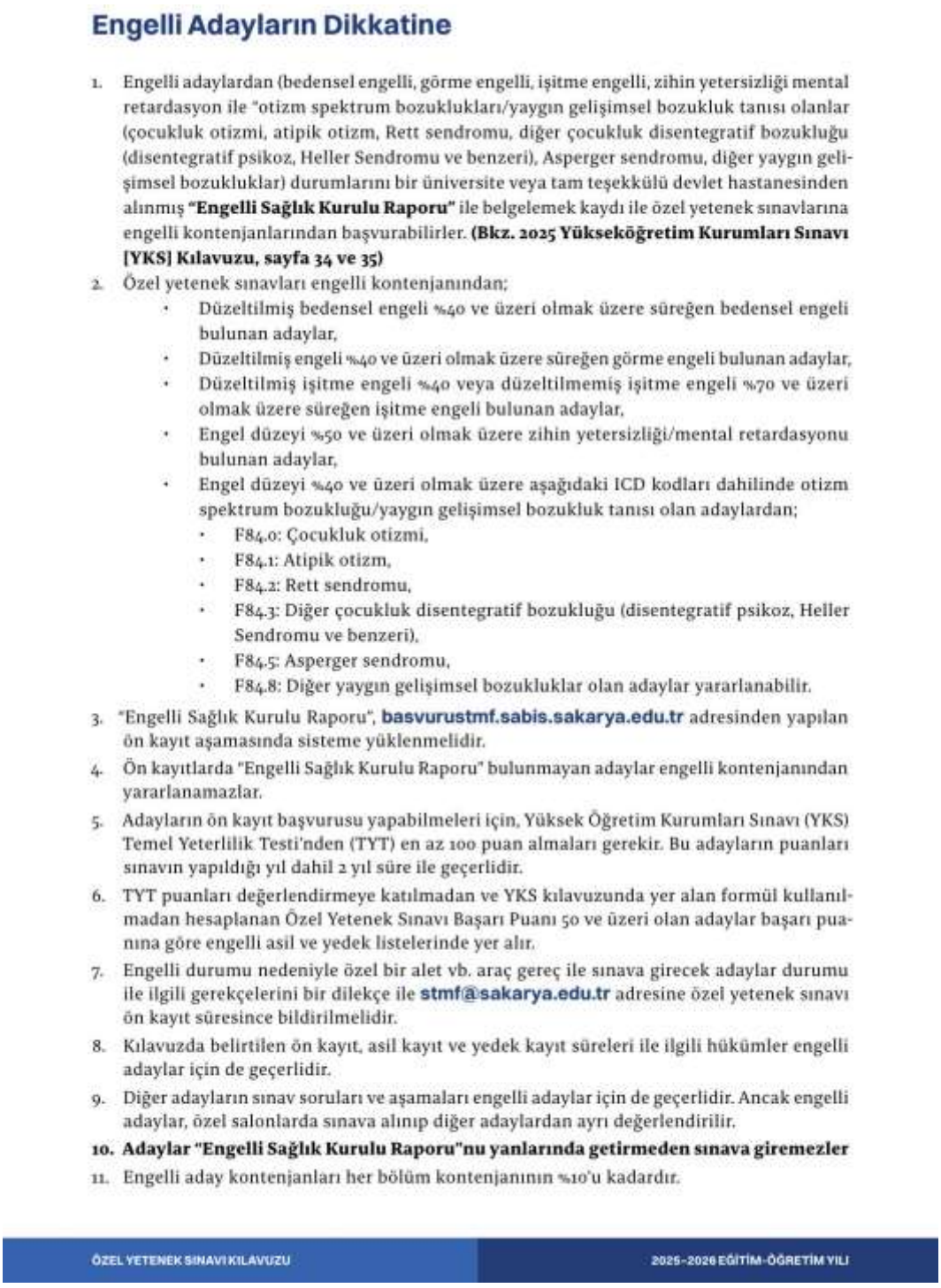
34 yaş üstü kadınlar, genel kontenjan (öncelikle) ve 34 yaş üstü kadınlar kontenjanı ile yukarıdaki açıklamalar göz önünde tutularak merkezi yerleştirme ile yerleştirme puanlarının yeterli olduğu en üst tercihlerine yerleştirilecektir. 34 yaş üstü kadınlar için ayrılan kontenjanlar sınırlıdır. Bu nedenle, tercihlerinin tümünü çok istenen programlar arasından yapan 34 yaş üstü kadınlar, puanlarının yüksek olmaması durumunda hiçbir programa yerleşemeyebileceklerdir. 34 yaş üstü kadınlar için ayrılan kontenjanlar merkezi yerleştirme işlemlerinde dolmaması veya kayıttan boş kalması durumunda ek yerleştirme işlemlerinde ilan edilecektir. Kılavuzda yer alan tüm genel kurallar, 34 yaş üstü kadınlar için de geçerlidir.

Tercih işlemlerinin son günü itibarıyla (*tercih işlemlerinin son günü dâhil*) herhangi bir lisans programından mezun olanlar bu kontenjanlara yerleştirilmeyecek olup bir ön lisans programından mezun olanlar ise sadece lisans programları için ayrılan kontenjanlardan yararlanabileceklerdir. Yerleştirme işlemlerinde, tercih işlemleri tamamlandıktan sonraki ilk iş günü itibarıyla adayların ÖSYM sisteminde ve/veya YÖKSİS'te kayıtlı yükseköğretim mezuniyeti bilgileri esas alınacaktır.

Tercih işlemleri tamamlandıktan sonraki ilk iş günü itibarıyla ÖSYM sisteminde veya YÖKSİS'te kayıtlı lisans ve üstü düzeyde mezuniyeti/denklik bilgisi/akademik özgeçmiş mezuniyet bilgisi olanlar bu kontenjanlara yerleştirilmeyecek olup ön lisans düzeyinde mezuniyeti/denklik bilgisi/akademik özgeçmiş mezuniyet bilgisi olanlar ise sadece lisans programlarına yerleştirilebileceklerdir.

Figure 6. ÖSYM's 2025 YKS guide sets out eligibility for the national placement route for women aged 34 or over. Printed p. 5, PDF p. 7. Source [9]

In Painting, the faculty's 2025–2026 disability-route examination results list **five candidates**. Three received marks and two were recorded as absent. The main list records **one successful candidate**. [15, 7]



Engelli Adayların Dikkatine

1. Engelli adaylardan (bedensel engelli, görme engelli, işitme engelli, zihin yetersizliği mental retardasyon ile "otizm spektrum bozuklukları/yaygın gelişimsel bozukluk tanısı olanlar (çocukluk otizmi, atipik otizm, Rett sendromu, diğer çocukluk disentegratif bozukluğu (disentegratif psikoz, Heller Sendromu ve benzeri), Asperger sendromu, diğer yaygın gelişimsel bozukluklar) durumlarını bir üniversite veya tam teşekkülü devlet hastanesinden alınmış **"Engelli Sağlık Kurulu Raporu"** ile belgelemek kaydı ile özel yetenek sınavlarına engelli kontenjanlarından başvurabilirler. **(Bkz. 2025 Yükseköğretim Kurumları Sınavı [YKS] Kılavuzu, sayfa 34 ve 35)**
2. Özel yetenek sınavları engelli kontenjanından;
   - Düzeltilmiş bedensel engeli %40 ve üzeri olmak üzere süreğen bedensel engeli bulunan adaylar,
   - Düzeltilmiş engeli %40 ve üzeri olmak üzere süreğen görme engeli bulunan adaylar,
   - Düzeltilmiş işitme engeli %40 veya düzeltilmemiş işitme engeli %70 ve üzeri olmak üzere süreğen işitme engeli bulunan adaylar,
   - Engel düzeyi %50 ve üzeri olmak üzere zihin yetersizliği/mental retardasyonu bulunan adaylar,
   - Engel düzeyi %40 ve üzeri olmak üzere aşağıdaki ICD kodları dahilinde otizm spektrum bozukluğu/yaygın gelişimsel bozukluk tanısı olan adaylardan;
     - F84.0: Çocukluk otizmi,
     - F84.1: Atipik otizm,
     - F84.2: Rett sendromu,
     - F84.3: Diğer çocukluk disentegratif bozukluğu (disentegratif psikoz, Heller Sendromu ve benzeri),
     - F84.5: Asperger sendromu,
     - F84.8: Diğer yaygın gelişimsel bozukluklar olan adaylar yararlanabilir.
3. "Engelli Sağlık Kurulu Raporu", **basvurustmf.sabis.sakarya.edu.tr** adresinden yapılan ön kayıt aşamasında sisteme yüklenmelidir.
4. Ön kayıtlarda "Engelli Sağlık Kurulu Raporu" bulunmayan adaylar engelli kontenjanından yararlanamazlar.
5. Adayların ön kayıt başvurusu yapabilmeleri için, Yüksek Öğretim Kurumları Sınavı (YKS) Temel Yeterlilik Testi'nden (TYT) en az 100 puan almaları gerekir. Bu adayların puanları sınavın yapıldığı yıl dahil 2 yıl süre ile geçerlidir.
6. TYT puanları değerlendirmeye katılmadan ve YKS kılavuzunda yer alan formül kullanılmadan hesaplanan Özel Yetenek Sınavı Başarı Puanı 50 ve üzeri olan adaylar başarı puanına göre engelli asil ve yedek listelerinde yer alır.
7. Engelli durumu nedeniyle özel bir alet vb. araç gereç ile sınava girecek adaylar durumu ile ilgili gerekçelerini bir dilekçe ile **stmf@sakarya.edu.tr** adresine özel yetenek sınavı ön kayıt süresince bildirilmelidir.
8. Kılavuzda belirtilen ön kayıt, asil kayıt ve yedek kayıt süreleri ile ilgili hükümler engelli adaylar için de geçerlidir.
9. Diğer adayların sınav soruları ve aşamaları engelli adaylar için de geçerlidir. Ancak engelli adaylar, özel salonlarda sınava alınıp diğer adaylardan ayrı değerlendirilir.
10. **Adaylar "Engelli Sağlık Kurulu Raporu"nu yanlarında getirmeden sınava giremezler**
11. Engelli aday kontenjanları her bölüm kontenjanının %10'u kadardır.

Figure 7. Faculty's 2025–2026 examination guide and disability-route instructions. PDF p. 7. Source [6]

Palestinian students enrolled in 2025

A University report published in September 2025 identifies two Palestinian students who enrolled at SAÜ and names their programmes. [10]

Scholarship information for students with protection status

In autumn 2025 SAÜ shared the EU-funded ESPS scholarship call for the 2025–2026 academic year. The call specified which students under temporary or international protection could apply for the partner network's scholarships. [11]

Special-conditions graduate admissions procedure

The Institute of Natural Sciences publishes a special application procedure for applicants with disabilities and first-degree relatives of people officially recognised as martyrs. The procedure explains how to document eligibility and sets a combined limit of one place per semester across its thesis-based master's programmes. [12]

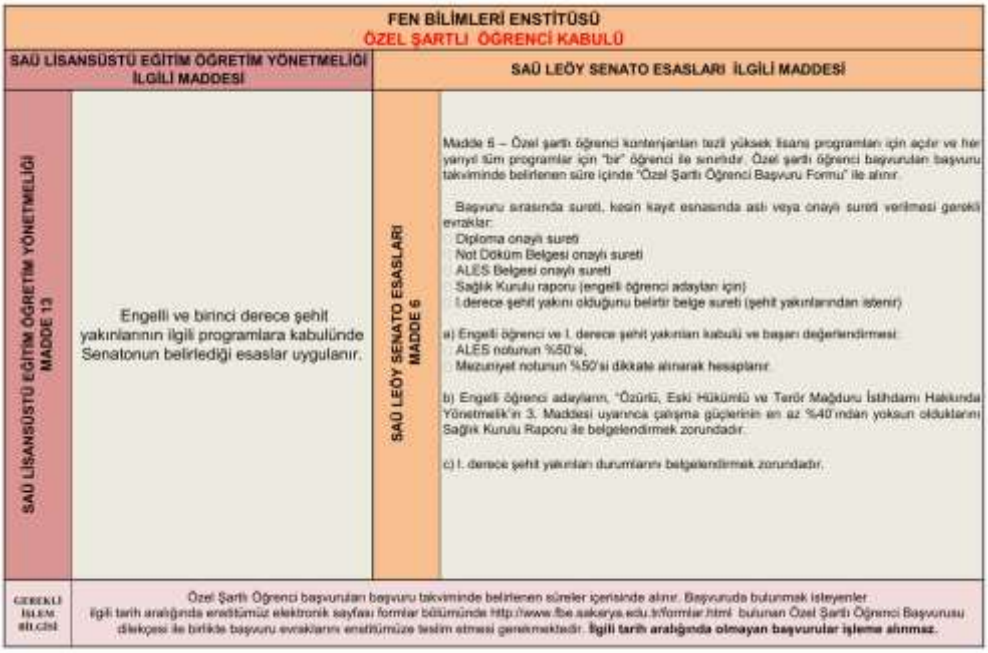


Figure 8. Institute of Natural Sciences procedure for special-conditions graduate admission, p. 1. Source [12]

Graduate institute admission calendars for international students (fall 2025)

The Middle East Institute and the Institute of Natural Sciences published autumn 2025–2026 international graduate admissions results notices and registration timetables. [13, 14]

Keywords: Admissions monitoring; Underrepresented groups; Gender-disaggregated data; International registrations; Disability admissions; Application records

10.6.3 Planned recruitment of underrepresented groups

Reporting period 1 January – 31 December 2025

Recruitment measures for students and staff

SAÜ's Faculty of Art, Design and Architecture reserved student places for **applicants with disabilities** and published selection results. The Personnel Department's 2025 work plan scheduled processing of the national employment entitlement for eligible people who received social care. [1, 2, 3, 4]

The Administrative Appointments Branch scheduled **Law No. 2828** data entry in the national personnel system for **15–22 May** and 18–30 September 2025. Its work plan lists May, September and December as processing months. The Ministry of Family and Social Services defines eligibility for this statutory employment route. [3, 4]

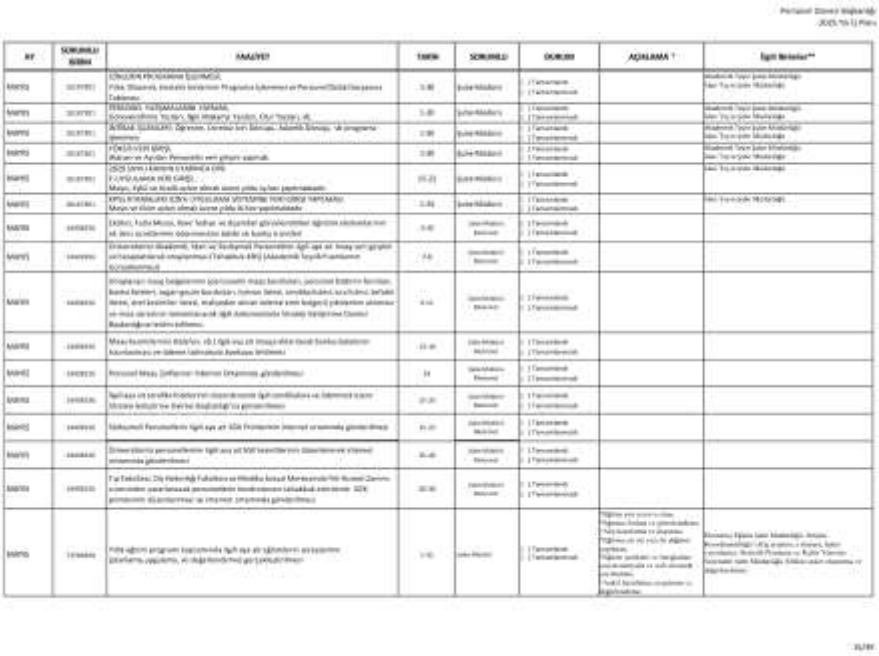


Figure 1. Personnel Department 2025 work plan, PDF p. 15. The full May entry identifies the unit responsible for processing the Law No. 2828 employment route. Source [3]

2828 SAYILI KANUN UYARINCA DPB E-UYGULAMA VERİ GİRİŞİ; Mayıs, Eylül ve Aralık ayları olmak üzere yılda üç kez yapılmaktadır.	15-22	Şube Müdürü	[ ] Tamamlandı [ ] Tamamlanmadı

Figure 2. Personnel Department work plan, May 2025. The entry schedules processing under Law No. 2828 for 15–22 May. Source [3]

The Personnel Department publishes practical guidance for candidates placed under **Law No. 2828**. [15]

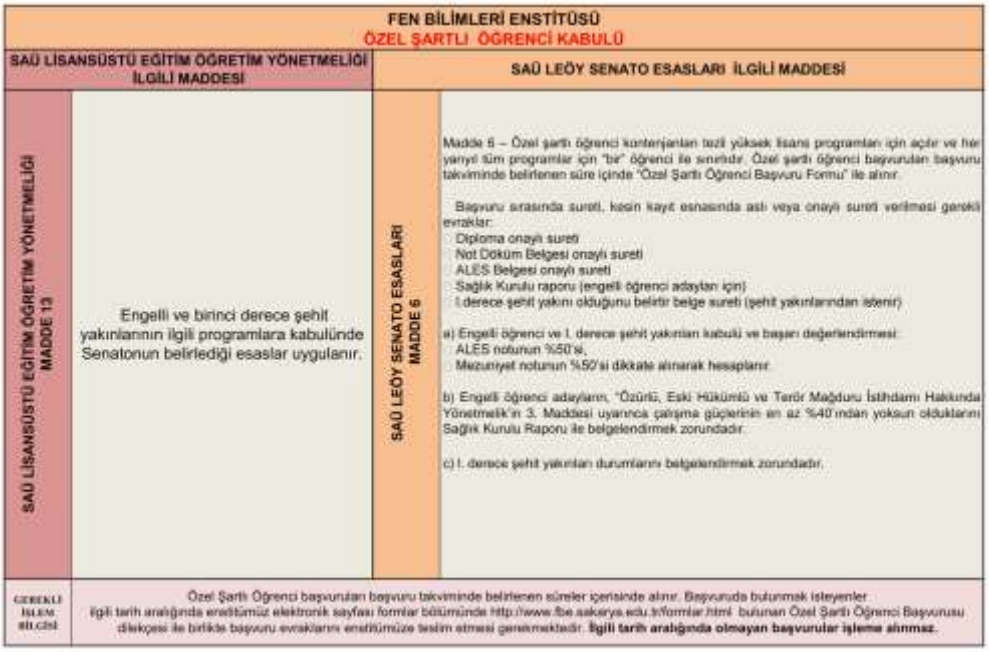
SAÜ accepted applications for its Article 4/B contract staff call from 8 to 25 September 2025. The Personnel Department published separate support-staff selection lists for women and men. It set 31 October as the deadline for principal candidates to submit documents and subsequently invited reserve candidates. [16, 17, 18]

The Faculty of Art, Design and Architecture reserved **10% of the places** in each of three programmes for eligible **applicants with disabilities**. Applications for Painting, Ceramics and Glass, and Traditional Turkish Arts were open from 11 to 24 August. After the 3 September examinations, the faculty published disability-route rankings, including a main selection list for Painting and reserve lists for the other two programmes. [1, 2, 8]

9. Diğer adayların sınav soruları ve aşamaları engelli adaylar için de geçerlidir. Ancak engelli adaylar, özel salonlarda sınava alınıp diğer adaylardan ayrı değerlendirilir.
10. **Adaylar "Engelli Sağlık Kurulu Raporu"nu yanlarında getirmeden sınava giremezler**
11. Engelli aday kontenjanları her bölüm kontenjanının %10'u kadardır.

Figure 3. Special-talent examination guide, PDF p. 7. Item 11 reserves 10% of each department's places for eligible applicants with disabilities. Source [1]

The Institute of Natural Sciences publishes a special application route for **applicants with disabilities** and first-degree relatives of people officially recognised as martyrs. Article 6 sets a combined limit of one place per semester across thesis-based master's programmes. [19]



FEN BİLİMLERİ ENSTİTÜSÜ
ÖZEL ŞARTLI ÖĞRENCİ KABULÜ

SAÜ LİSANSÜSTÜ EĞİTİM ÖĞRETİM YÖNETMELİĞİ İLGİLİ MADDESİ		SAÜ LEÖY SENATO ESASLARI İLGİLİ MADDESİ	
SAÜ LİSANSÜSTÜ EĞİTİM ÖĞRETİM YÖNETMELİĞİ MADDE 13	Engelli ve birinci derece şehit yakınlarının ilgili programlara kabulünde Senatonun belirlediği esaslar uygulanır.	SAÜ LEÖY SENATO ESASLARI MADDE 6	Madde 6 – Özel şartlı öğrenci kontenjanları tezli yüksek lisans programları için açılır ve her yarıyıl tüm programlar için "bir" öğrenci ile sınırlıdır. Özel şartlı öğrenci başvuruları başvuru takviminde belirlenen süre içinde "Özel Şartlı Öğrenci Başvuru Formu" ile alınır. Başvuru sırasında suretli, kesin kayıt esnasında aslı veya onaylı sureti verilmesi gerekli evraklar: Diploma onaylı sureti Not Döküm Belgesi onaylı sureti ALES Belgesi onaylı sureti Sağlık Kurulu raporu (engelli öğrenci adayları için) I.derece şehit yakını olduğunu belirtir belge sureti (şehit yakınlarından istenir) a) Engelli öğrenci ve I. derece şehit yakınları kabulü ve başarı değerlendirmesi: ALES notunun %50'si, Mezuniyet notunun %50'si dikkate alınarak hesaplanır. b) Engelli öğrenci adayların, "Özürlü, Eski Hükümlü ve Terör Mağduru İstihdamı Hakkında Yönetmelik"in 3. Maddesi uyarınca çalışma güçlerinin en az %40'ından yoksun olduklarını Sağlık Kurulu Raporu ile belgelendirmek zorundadır. c) I. derece şehit yakınları durumlarını belgelendirmek zorundadır.
GEREKLİ İLAN BİLGİSİ	Özel Şartlı Öğrenci başvuruları başvuru takviminde belirlenen süreler içerisinde alınır. Başvuruda bulunmak isteyenler ilgili tarih aralığında enstitümüz elektronik sayfası formlar bölümünde http://www.fbe.sakarya.edu.tr/formlar.html bulunan Özel Şartlı Öğrenci Başvurusu dilekçesi ile birlikte başvuru evraklarını enstitümüze teslim etmesi gerekmektedir. **İlgili tarih aralığında olmayan başvurular işleme alınmaz.**		

Figure 4. Institute of Natural Sciences special-conditions graduate admissions procedure, PDF p. 1. Source [19]

In the 2025 YKS guide, **63 places** across SAÜ bachelor's programmes were designated for eligible women aged 34 or over. [20]

In autumn 2025 SAÜ publicised the ESPS scholarship call for eligible students under temporary or international protection. Student Affairs separately published the tuition-fee exemption for eligible students residing in Gaza for the 2024–2025 academic year. [21, 22]

The faculty published examination results for five candidates under the disability route in Painting and recorded one successful candidate on the main selection list. [30, 2]

Article 3(5) of the thesis-based master's rules exempts eligible applicants to the specified Turkish-medium conservatory and fine arts programmes from submitting a foreign-language test score. Applicants document eligibility with a report from a state or state-university hospital. [9]

The Business School's international recruitment strategy assigns the Dean's Office and department chairs responsibility for identifying candidates in cooperation with International Relations. On 29 May 2025 the Senate approved its directive on employing and evaluating foreign-national academic staff (713/4). The 2025 Activity Report records **29 international academic staff** in post at year end. [3, 5, 6, 7]

Yabancı Uyruklu Personel Çalıştırılmasına dair teklif yazılarının hazırlanması	1-31	Şube Müdürü	[ ] Taman [ ] Taman

Figure 5. January employment proposal entry. The planned window is 1–31 January 2025 (PDF p. 2). Source [3]

Strategy D2.3: Increasing the number of international faculty members at the Business School			
Collaborating with the International Relations Coordination Office to recruit needed international academics to the Business School	International Relations Coordination Office, Dean's Office, Department Chair Offices	Time and Attention	Ongoing
Extending offers to qualified international faculty members to join the Business School	Dean's Office	Time and Attention	Ongoing

Figure 6. Business School Strategic Plan, PDF p. 24. Strategy D2.3 assigns responsibilities for identifying and recruiting international academic staff. Source [5]

The Gender Equality Plan 2022–2025 provides for measures to improve women's representation in decision-making bodies, **equality in appointment and promotion**, and women's participation in research. The Senate approved the plan on 23 February 2023. [23, pp. 5, 8–9 and 13]

Main Goals within the Scope of Sakarya University Gender Equality Action Plan

1. Ensuring gender equality balance in academic and administrative units. Positive discrimination practices such as quotas in favor of women who are under-represented in management and decision-making mechanisms,
2. Ensuring gender equality balance in decision-making mechanisms such as faculty boards and administrative boards in the academy,
3. Carrying out activities that raise awareness on gender equality by considering "distributive" and "procedural justice" within the institution,
4. Producing contents in order to create an "institutional communication language" perspective that considers gender equality in communication in all units of the university,
5. Establishing a "Gender Equality Action Plan Monitoring and Evaluation Commission" within the university,
6. Examining the available data on the professional development processes and management positions of female personnel in the academic and administrative units of the university and eliminating shortcomings . Establishing information data networks on gender equality and receiving support from relevant units in this scope,
7. Considering the gender equality perspective in the research activities of the project teams, research groups, laboratories and workshops,
8. Carrying out studies (panels, training seminars, etc.) to raise awareness on gender equality adressing academic and administrative staff as well as students, under the leadership of the University and Women's Studies Application and Research Center,
9. Creating "Gender Equality" oriented course contents by considering the basic principles of SAU for Gender Equality by reviewing the content of the education-curriculum,

Figure 7. Institutional commitments on representation in decision-making. PDF p. 5. Source [23]

	training program.			
Acting sensitively to gender equality in R&D, workshop and laboratory activities	• Considering the perspective of gender equality in the research activities of the university project teams, research groups, laboratories and workshops • Fulfilling the necessary conditions (such as quota determination) in order to encourage women to take part in research activities carried out in laboratories and workshops.	Rector's Office SAUKAM	2022-2025	Reporting of male and female participation of academic, administrative and auxiliary personnel in project teams, research groups and laboratories
Ensuring to promote gender balance and participation in research, innovation and education	• Bringing together women scientists, university students and girls who are successful in the fields of science, mathematics, medicine and engineering by organizing a panel/activity within the scope of the "International Day of Women and Girls in Science" on February 11th.	Rector's Office SAUKAM Sakarya Provincial Directorate of National Education	2022-2025	Number of activities

Figure 8. Plan objectives for women's participation in research. PDF p. 13. Source [23]

The University's published Equality, Diversity and Inclusion Policy names refugee and asylum status among its protected characteristics. Its 2024 sustainability account describes an employment forum for people with disabilities held on 6 December 2024. [24, 25]

The Sustainability Report 2025 places this work within strategic objectives 4.3 and 4.4 on internationalisation and institutional capacity. The Rectorate had designated 2025 the University's Internationalisation Year. The updated strategic plan also identifies a need for inclusive access to education, and the 2025 YKS registration notice directs incoming students with disabilities to the support office. The Faculty's admissions records and the Personnel Department's work plan identify the specific recruitment measures described above. [1, 2, 3, 10, 11, 12, 13]

In August 2025 the Faculty of Education announced funding for EDİM, a project designed to support the transition from special education to work experience with Hendek Municipality. [14]

A University report published on 4 June 2025 describes the Equality at Work session, where İŞKUR explained public-sector employment routes for people with disabilities. The University also reported staff training in Turkish Sign Language and work by its disability coordination office. These activities document awareness and support. [26, 27, 28, 29]

Keywords: Inclusive recruitment; Underrepresented groups; Reserved places; Disability access; International staff; Targeted employment routes

10.6.4 Institution-wide anti-discrimination policy

Reporting period 1 January – 31 December 2025

Policy scope and reporting

Sakarya University's public Anti-Discrimination and Anti-Harassment Policy applies across **education, employment and campus life**. It covers students, academic and administrative personnel, and other members of the university community. The protected grounds stated in the policy include age, gender, disability, race, religion, pregnancy and nationality. The University's published Institutional Values also address equality, inclusion, accessibility and fair treatment. [1, 11]

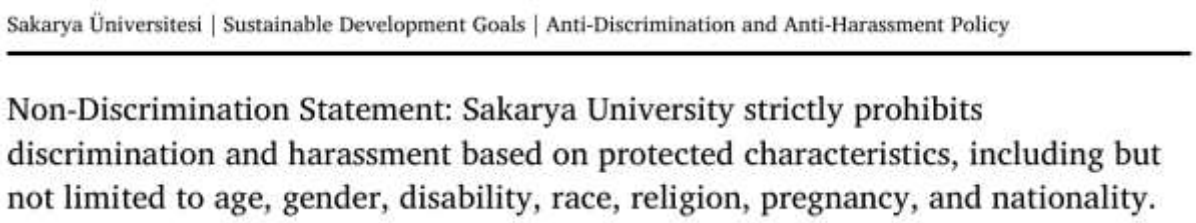


Figure 1. Institutional statement prohibiting discrimination and harassment. Extract from the published web text (print layout). Source [1]

The University invites concerns to be reported formally or informally to a designated person or office. It commits to **protecting confidentiality**, **preventing retaliation** against people who report, **investigating allegations impartially** and taking disciplinary action where a breach is established. The Personnel Department's ethics pledge also commits public employees to impartial service and equal opportunity, including in relation to language, religion, philosophical belief, political opinion, race, age, physical disability and sex. [1, 5]

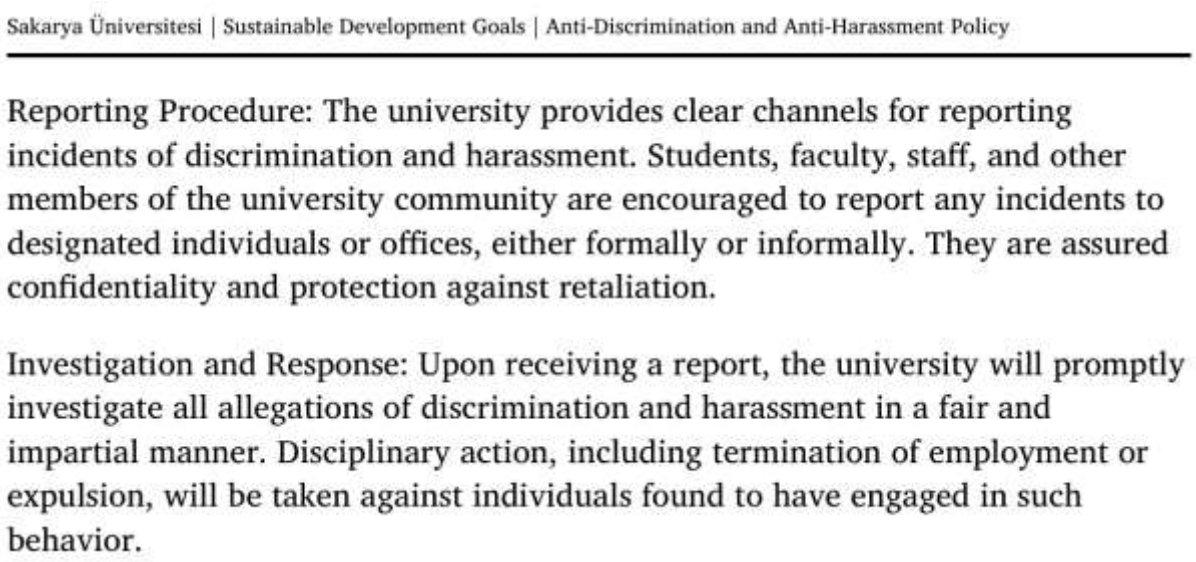
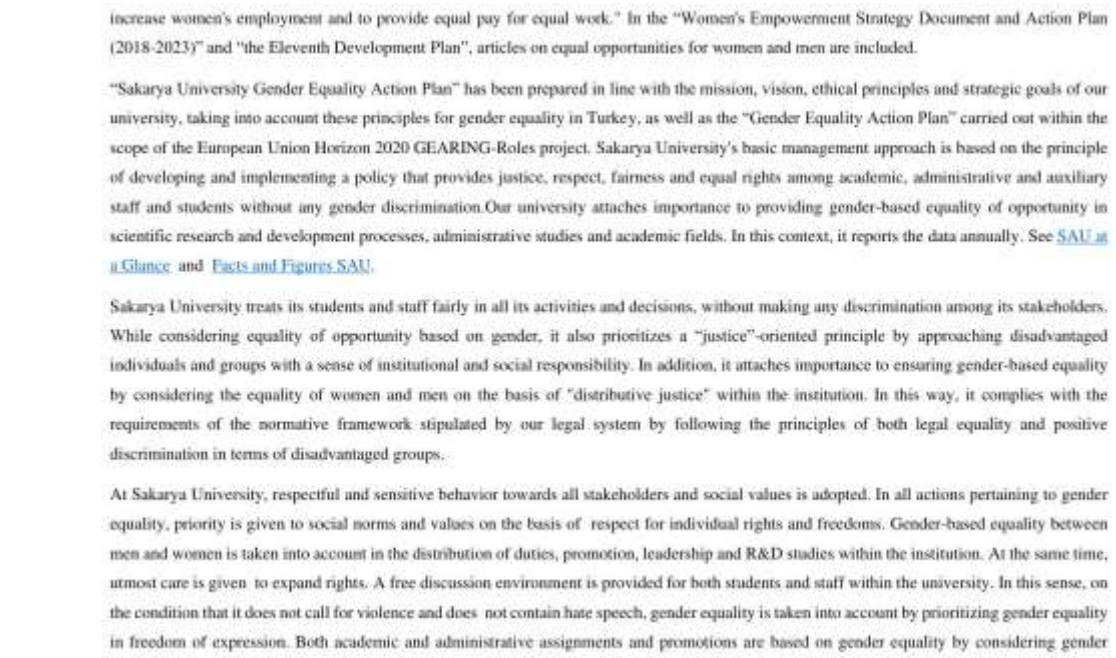


Figure 2. Policy provisions for reporting and investigating allegations. Extract from the published web text (print layout). Source [1]

The Senate approved the Gender Equality Plan 2022–2025 on **23 February 2023** (decision 636/3). The University's public Anti-Discrimination and Anti-Harassment Policy covers **education, employment and campus life**. [1, 3, 4]



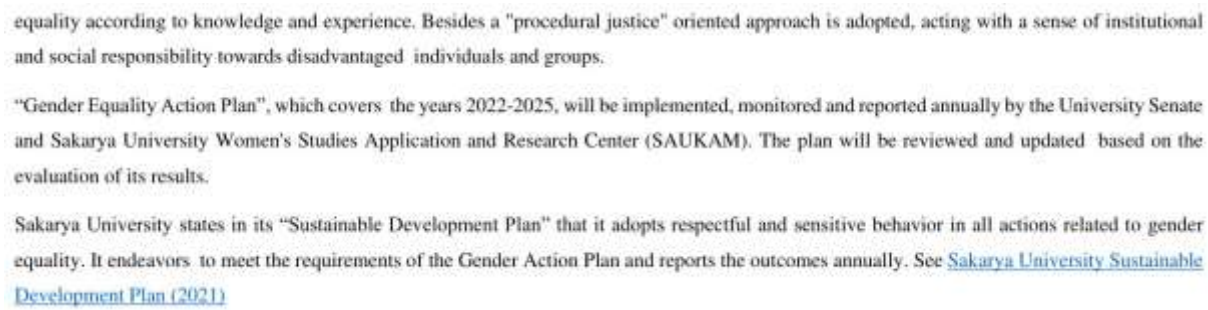
increase women's employment and to provide equal pay for equal work." In the "Women's Empowerment Strategy Document and Action Plan (2018-2023)" and "the Eleventh Development Plan", articles on equal opportunities for women and men are included.

"Sakarya University Gender Equality Action Plan" has been prepared in line with the mission, vision, ethical principles and strategic goals of our university, taking into account these principles for gender equality in Turkey, as well as the "Gender Equality Action Plan" carried out within the scope of the European Union Horizon 2020 GEARING-Roles project. Sakarya University's basic management approach is based on the principle of developing and implementing a policy that provides justice, respect, fairness and equal rights among academic, administrative and auxiliary staff and students without any gender discrimination.Our university attaches importance to providing gender-based equality of opportunity in scientific research and development processes, administrative studies and academic fields. In this context, it reports the data annually. See SAU at a Glance and Facts and Figures SAU.

Sakarya University treats its students and staff fairly in all its activities and decisions, without making any discrimination among its stakeholders. While considering equality of opportunity based on gender, it also prioritizes a "justice"-oriented principle by approaching disadvantaged individuals and groups with a sense of institutional and social responsibility. In addition, it attaches importance to ensuring gender-based equality by considering the equality of women and men on the basis of "distributive justice" within the institution. In this way, it complies with the requirements of the normative framework stipulated by our legal system by following the principles of both legal equality and positive discrimination in terms of disadvantaged groups.

At Sakarya University, respectful and sensitive behavior towards all stakeholders and social values is adopted. In all actions pertaining to gender equality, priority is given to social norms and values on the basis of respect for individual rights and freedoms. Gender-based equality between men and women is taken into account in the distribution of duties, promotion, leadership and R&D studies within the institution. At the same time, utmost care is given to expand rights. A free discussion environment is provided for both students and staff within the university. In this sense, on the condition that it does not call for violence and does not contain hate speech, gender equality is taken into account by prioritizing gender equality in freedom of expression. Both academic and administrative assignments and promotions are based on gender equality by considering gender

Figure 3. Gender Equality Plan 2022–2025, PDF p. 3. The University states equal-treatment commitments towards students and staff. Source [3]



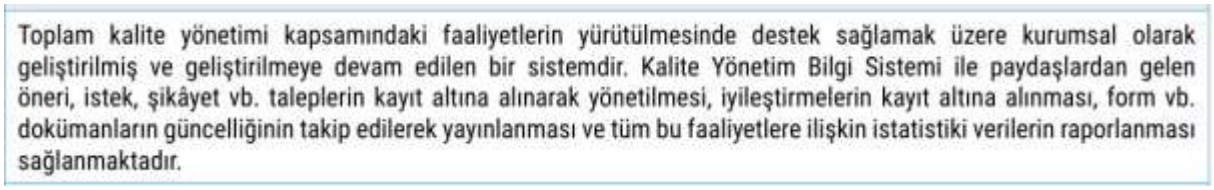
equality according to knowledge and experience. Besides a "procedural justice" oriented approach is adopted, acting with a sense of institutional and social responsibility towards disadvantaged individuals and groups.

"Gender Equality Action Plan", which covers the years 2022-2025, will be implemented, monitored and reported annually by the University Senate and Sakarya University Women's Studies Application and Research Center (SAUKAM). The plan will be reviewed and updated based on the evaluation of its results.

Sakarya University states in its "Sustainable Development Plan" that it adopts respectful and sensitive behavior in all actions related to gender equality. It endeavors to meet the requirements of the Gender Action Plan and reports the outcomes annually. See Sakarya University Sustainable Development Plan (2021)

Figure 4. Gender Equality Plan, PDF p. 4. This section identifies the plan period and institutional responsibilities. Source [3]

Stakeholders can submit a description and supporting files through the University's Quality Management Information System. Access to the complaint information is **restricted to authorised personnel**. The 2025 Institutional Activity Report describes the registration and management of stakeholder complaints. The 2025 Institutional Performance Programme commits the University to monitoring complaints from service users, assessing them objectively and responding promptly. [6, 7, 10]



Toplam kalite yönetimi kapsamındaki faaliyetlerin yürütülmesinde destek sağlamak üzere kurumsal olarak geliştirilmiş ve geliştirilmeye devam edilen bir sistemdir. Kalite Yönetim Bilgi Sistemi ile paydaşlardan gelen öneri, istek, şikâyet vb. taleplerin kayıt altına alınarak yönetilmesi, iyileştirmelerin kayıt altına alınması, form vb. dokümanların güncelliğinin takip edilerek yayınlanması ve tüm bu faaliyetlere ilişkin istatistiki verilerin raporlanması sağlanmaktadır.

Figure 5. Institutional Activity Report 2025, printed p. 11. The University records how stakeholder complaints and requests are registered and managed. Source [6]

g.Hizmet Alıcıların Memnuniyeti Politikamız

- Hizmet alanların geri bildirimlerini ve şikâyetlerini güvence altına alarak izlemek ve şikayetleri objektif olarak ele alarak en kısa sürede çözüme kavuşturulmasını

Figure 6. Institutional Performance Programme 2025, section g, printed p. 21. The University undertakes to monitor and assess complaints objectively. Source [10]

The Legal Counsel's 2025 report assigns it responsibility for examining investigation reports referred by the Rector or Secretary General and following up on disciplinary inquiries initiated by the Rectorate. The 2022 Sustainability Report describes discrimination within the institutional disciplinary framework. [8, 9]

In autumn 2025, the Faculty of Humanities and Social Sciences opened ShakesEU, its first Jean Monnet Module, as a university-wide elective. Its opening class addressed human dignity, equality and discrimination. SAÜ also delivered basic Turkish Sign Language training for staff. [12, 13]



Figure 7. Basic Turkish Sign Language course, institutional delivery report. Source [13]

Sakarya University's Sustainability Report 2025 sets out a Sustainable University Policy that commits to gender equality and inclusiveness in institutional governance and respect for human rights. The University also participates in the Provincial Women's Empowerment Coordination Board and Action Plan, commissions on combating violence against women, the Provincial Action Plan of the Roma Strategy Document and the Second National Autism Action Plan. [2]

- To embrace principles of gender equality, inclusivity, and partnerships for strong institutions and common goals in institutional governance.

Figure 8. Sustainability Report 2025, printed p. 15. The Sustainable University Policy includes equality and inclusion in institutional governance. Source [2]

The Women's Studies Application and Research Center (KAUM), together with Sakarya Metropolitan Municipality Youth Centre and the "İletişimi Tasarlayanlar" student community, organised the "Women Leaders: Defence and Security" talk with Colonel Fatma Nuray Gezgör. The event was opened by Vice-Rector Prof. Dr. Özer Köseoğlu at Turgut Özal Culture and Congress Centre. [14]

Keywords: Anti-discrimination policy; Equal treatment; Confidential reporting; Protection from retaliation; Complaint handling; Institutional inclusion

10.6.5 Mandated equality and inclusion structures

Reporting period 1 January – 31 December 2025

Senate mandates and responsible offices

Two Senate mandates identify who acts on equality and inclusion. Under TOKAS Article 6(1)(a), (b) and (f), the office develops policy and action plans, coordinates units and raises awareness of equality. Its Women in Business programme provides a 2025 example of implementation [1, 3]. Under Articles 5–8 of the disability directive, the Rectorate-linked coordination structure handles accommodation requests and advises units. Its 24 October orientation explained the support route to students. [2, 4]

The Senate adopted the TOKAS directive on **17 April 2025** (meeting 708, decision 12). Article 6(1)(a) assigns **policy and action-plan duties**, article 6(1)(b) provides for **coordination across university units**, and article 6(1)(f) covers awareness of **social justice, human rights and equality**. The Sustainability Report 2025 dates the office's establishment to 2023 and describes its 16 thematic commissions, which coordinate work, collect information and support institutional reporting. [1, 6]



toplumsal ve kurumsal sürdürülebilirlik bilinci ve bilgisini arttıracak faaliyet ve etkinlikleri düzenlemektir.

(2) **Sürdürülebilirlik Birimi** enerji verimliliğini arttırma, su verimliliği, biyoçeşitliliğin korunması, karbon salınımını düşürme, atık azaltımı, geri dönüşümü destekleme, yenilenebilir enerji, sürdürülebilir ulaşım ve akıllı bina sistemlerine geçilmesi gibi çevresel sürdürülebilirlik konularına yönelik çalışma ve faaliyetleri desteklemeyi ve koordine etmeyi amaçlar.

(3) **Toplumsal Katkı Birimi** ise toplumsal ve kurumsal gelişimin sürdürülebilir anlamda sağlanması, toplumsal sorunlara yönelik bilgi ve farkındalığı arttıracak girişimler, toplumsal katkı alanında ulusal ve uluslararası işbirlikleri, kırılgan gruplar, bilim iletişimi yoluyla toplumu bilim ile buluşturma, sosyal sorumluluk, gönüllülük ve toplumsal kalkınma ile ilgili faaliyetleri ve projeleri desteklemeyi ve koordine etmeyi amaçlar.

Toplumsal Katkı ve Sürdürülebilirlik Koordinatörlüğünün Yetki ve Görevleri

MADDE 6 – (1) Koordinatörlük aşağıda yer alan görevleri yürütmekle sorumludur:

a) Üniversitenin toplumsal katkı ve sürdürülebilirlik politikalarının, eylem planları ve stratejilerinin hazırlanması, güncellenmesi ile uygulanmasına katkı sağlamak,

b) Üniversitedeki toplumsal katkı ve sürdürülebilirlik faaliyetleri kapsamında ilgili merkezler, koordinatörlükler, akademik ve idari birimler ve öğrenci toplulukları arasında koordinasyonu sağlamak,

c) Koordinatörlük çalışmaları için gerekli görülen proje grupları ve alt komisyonları oluşturmak, üniversite adına iç ve dış paydaşların katılımıyla ortak çalışmaları gerçekleştirmek,

ç) Üniversitede bulunan tüm akademik ve idari birimlerin hedef ve faaliyetlerinin, üniversitenin toplumsal katkı ve sürdürülebilirlik stratejilerine ve hedeflerine uyumlu olması için ilgili birimlerle iş birliği içerisinde çalışmak,

d) Üniversitenin toplumsal katkı ve sürdürülebilirlikle ilgili ulusal ve uluslararası alanda üniversite sıralamasındaki göstergelerde performans iyileştirmeye yönelik çalışmalar yapmak ve ilgili gösterge raporlarının hazırlanmasına katkı sağlamak,

e) Üniversitenin sürdürülebilirlik faaliyetleri kapsamında, enerji yönetimi, yenilenebilir enerji kaynaklarının çoğaltılması, atık yönetimi, su yönetimi konularında belirlenen kurumsal politika ve stratejik hedeflere yönelik çalışmalar yapmak,

f) Üniversitenin toplumsal katkı ve kalkınma faaliyetleri kapsamında, sosyal adalet, insan hakları, eşitlik, nitelikli eğitim, açlık ve yoksulluğun azaltılması konularında bilinçlendirme faaliyetleri ile farkındalık çalışmalarını yürütmek,

g) Sorumlu tüketim bilincinin geliştirilmesi amacıyla, su, elektrik gibi kaynakların kullanımında tasarrufun sağlanması için farkındalık çalışmalarını yapmak, geri dönüşüm bilincinin aşılanması, düşük emisyonlu araçların kullanılmasını teşvik etmek, kısa mesafelerde araç kullanımının azaltılması ve sağlıklı yaşam için üniversite sakinlerini yürüyüş yapmak için özendirmek, bisiklet kullanımının yaygınlaştırılması için girişimlerde bulunmak,

ğ) Üniversitede yeşil kampüs anlayışı ile biyoçeşitliliğin korunması ve arttırılmasına yönelik faaliyetler düzenlemek,

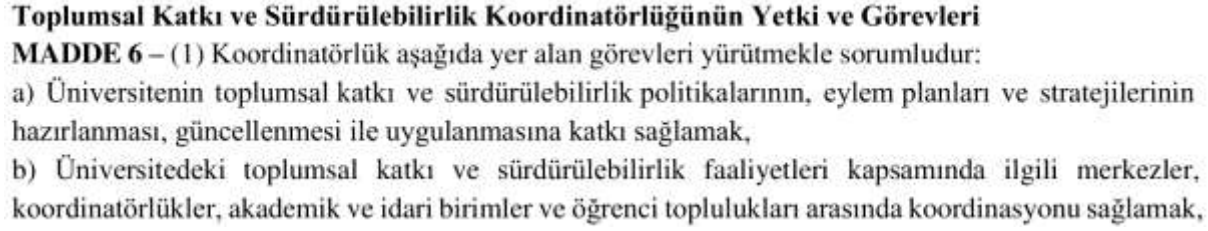
h) Toplumsal katkı ve sürdürülebilirlik ile ilgili kongre, konferans, seminer, sempozyum ve sanat etkinlikleri düzenlemek, bu alandaki yenilikleri takip etmek, faaliyetlerle ilgili olarak personel ve öğrencileri uygun araçlarla bilgilendirmek,

ı) İlgili devlet kurumları, yerel yönetimler, özel sektör, sivil toplum kuruluşları ve diğer paydaşlarla toplumsal katkı ve sürdürülebilirlik konularında iş birliği yapmak, ortaklıklar geliştirmek ve etkinlikler düzenlemek,

i) TOKAS Koordinatörlüğü web sitesi ve sosyal medya hesaplarını güncellemek ve düzenli paylaşımlar yapmak,

j) Üniversitenin yıllık sürdürülebilirlik raporunu hazırlamak,

Figure 1. TOKAS directive, PDF p. 2. Article 6 sets out the policy, coordination and equality responsibilities assigned by the Senate. Source [1]



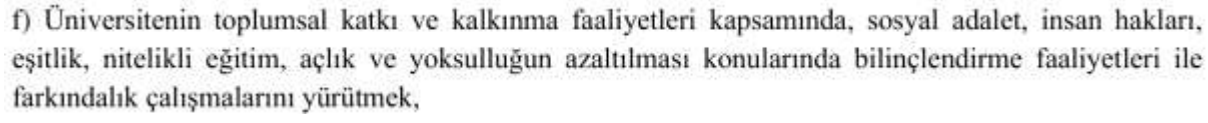
Toplumsal Katkı ve Sürdürülebilirlik Koordinatörlüğünün Yetki ve Görevleri

MADDE 6 – (1) Koordinatörlük aşağıda yer alan görevleri yürütmekle sorumludur:

a) Üniversitenin toplumsal katkı ve sürdürülebilirlik politikalarının, eylem planları ve stratejilerinin hazırlanması, güncellenmesi ile uygulanmasına katkı sağlamak,

b) Üniversitedeki toplumsal katkı ve sürdürülebilirlik faaliyetleri kapsamında ilgili merkezler, koordinatörlükler, akademik ve idari birimler ve öğrenci toplulukları arasında koordinasyonu sağlamak,

Figure 2. TOKAS directive, article 6(1)(a)–(b). The clauses cover policy development and coordination across university units. Source [1]



f) Üniversitenin toplumsal katkı ve kalkınma faaliyetleri kapsamında, sosyal adalet, insan hakları, eşitlik, nitelikli eğitim, açlık ve yoksulluğun azaltılması konularında bilinçlendirme faaliyetleri ile farkındalık çalışmalarını yürütmek,

Figure 3. Article 6(1)(f) assigns responsibilities for social justice, human rights and equality. Source [1]

The Senate adopted the disability coordination and accommodation directive on **12 October 2023** (meeting 656, decision 14). The Coordination Office reports to the Rectorate. The Rector appoints its coordinator, and a commission chaired by the responsible Vice Rector plans and monitors work. The 2025 report identifies **accessibility representatives** in every faculty and administrative unit. They work directly with students on learning materials, buildings, services and participation in social activities. [2, 6]

Engelsiz Yaşam ve Destek Komisyonu

Madde 7- (1) Engelsiz Yaşam ve Destek Komisyonu Üyeleri; Sakarya Üniversitesi Rektörü tarafından görevlendirilir. Üyelerin görev süresi 2 (iki) yıldır. Görev süresi dolan üyeler yeniden görevlendirilebilir.

İlgili Rektör Yardımcısı başkanlığında toplanan Engelsiz Yaşam ve Destek Komisyonu aşağıdaki üyelerden oluşur;

a) Engelsiz Yaşam ve Destek Koordinatörü,

b) Öğrenci Dekanlığından bir temsilci,

c) Kurumsal Analiz ve Kalite Geliştirme Koordinatörlüğünden bir temsilci,

ç) Sağlık, Kültür ve Spor Daire başkanlığından bir temsilci,

d) En az bir öğretim elemanı,

e) En az bir idari personel,

(2) Engelsiz Yaşam ve Destek Komisyonu güz ve bahar dönemlerinde en az birer kez toplanır. Engelsiz Yaşam ve Destek Komisyonu, gerekli görülmesi halinde başkanının çağrısı üzerine olağanüstü toplanır.

(3) Gerekli görülmesi halinde, uzmanlığından ya da bilgisinden yararlanmak üzere akademik ve idari personel ile kurum dışı paydaşların temsilcileri oy hakkı olmaksızın toplantıya çağrılabilir.

(4) Engelsiz Yaşam ve Destek Komisyonunun görevi, koordinatörlüğün yetki ve görev alanlarındaki konularda planlama yapmak, politika belirlemek, rapor ve faaliyetleri takip etmektir.

Koordinatör

Madde 8- (1) Koordinatör, üniversitede görev yapan öğretim elemanları veya idari personel arasından rektör tarafından 2 (iki) yıl süreyle görevlendirilir. Görev süresi biten koordinatör tekrar görevlendirilebilir.

(2) Koordinatörün görevleri şunlardır;

a) Koordinatörlüğü temsil etmek.

b) Koordinatörlükte hizmetlerin amacına uygun, düzenli bir şekilde verilmesini, değerlendirilmesini ve geliştirilmesini sağlamak.

c) Birim engelsiz yaşam temsilcilerini her akademik yılda en az bir kez birimlerdeki faaliyetlerin koordinesi için toplantıya çağırmak.

Figure 4. Coordination arrangements set out in the University directive. PDF p. 4. Source [2]

TOKAS coordinated the Women in Business Micro-Credential Programme from 10 May to 15 July 2025. Participants developed projects with mentors and received feedback on 21 May. In November, TOKAS coordinated a panel on preventing violence against women. The Economic and Social Research Centre contributed regional employment data, and the provincial Violence Prevention and Monitoring Centre explained the support available. These activities document how the office worked with academic units and external partners. [3, 6, 7]



Figure 5. Photograph published by SESAM with its report on the panel coordinated by TOKAS in November 2025. Source [7]



Figure 6. Women's Academy delivery recorded by TOKAS in 2025. Source [3]

On 24 October 2025, the Barrier-Free Life and Support Coordination Office introduced its services to students with disabilities and additional needs. With the Personnel Department's in-service training branch, it also delivered a basic Turkish Sign Language course from 17 February to 17 June. The 26 June completion report identifies the trainer from Serdivan Public

Education Centre and records that participants who passed the final assessment qualified for certification. [4, 5]



Figure 7. University photograph accompanying the 26 June 2025 sign-language course completion report. Source [5]



Figure 8. 2025 orientation with the disability coordination office. Source [4]

In 2025 SAÜ received **40 programme badges** for inclusive teaching and support. The Faculty of Humanities and Social Sciences also began offering ShakesEU as a common elective on rights and equality. [6, 8]

The 2025 Sustainability Report identifies **accessibility representatives** in University units and the Women's Studies Application and Research Centre as part of its equality work. [6]

In December 2024, the In-Service Training Branch and the disability coordination office taught staff how to add alternative text, captions and voice-over to public communications. The Personnel Department records this training in its 2024 activity report. [9a, 9b]

Keywords: Equality and inclusion; Senate mandates; Institutional coordination; TOKAS; Accessibility representatives; Policy implementation

10.6.6 Support for underrepresented groups

Reporting period 1 January – 31 December 2025

Targeted support for students and staff

Sakarya University offered peer guidance to international students, project mentoring to women students and individual support to students with disabilities in 2025. [2, 5, 7, 8, 14] The Barrier-Free Life and Support Coordination Office also reported **individual support and legal and administrative advice** delivered to academic and administrative staff with disabilities or additional needs in 2025. Its anonymised staff service summary is presented below.

Peer support for international students

In autumn 2025, the Department of International Trade and Logistics ran UTİC ile Bizden Bize. International students could apply for support, and upper-year students could volunteer as mentors. Mentors worked individually or in small groups on course material, study methods and adjustment to campus life. The department acknowledged its mentors in December. Its notice for the second cycle reports that **nine mentors supported sixteen students** in the first cycle. [1, 2, 3, 4]



Figure 1. Photograph published by the Department of International Trade and Logistics with the first-cycle peer-programme completion report. Participation totals are reported separately by the department. Source [2]

Project mentoring for women students

TOKAS ran the free Women in Business programme from 10 May to 15 July 2025 and admitted 20 women students. Students developed research proposals with mentor support and received project feedback on 21 May. The prospectus set out eligibility and an 80% attendance requirement. [5, 6, 11]



Figure 2. Women in Business, from the TOKAS programme gallery. The completion report records 20 admissions and mentor feedback on 21 May 2025. Source [5]

Support for students with disabilities

For students with disabilities or additional needs, the coordination directive provides for psychosocial assessment and peer support. Article 15 allows part-time or volunteer students to assist with notes and learning materials. At the start of the academic year the student unit obtains intake information from Student Affairs and contacts incoming students. The unit and the Medico-Social Centre provide psychosocial support, while academic-unit advisers provide guidance on study arrangements. Note-takers and volunteer study partners can assist students with particular needs. [7, 8, 10, 11]

Objective 1.4 - To develop and expand student support services such as student counseling, accessibility for disabled students, and career counseling based on diversity.

Figure 3. Sustainability Report 2025, printed p. 66. Strategic objective 1.4 covers student counselling, disability access and career guidance. Source [11]

On 24 October 2025 the Coordination Office introduced its services and discussed students' requests. The Library's Visual Impairment Unit also provided advice on educational and social rights. In 2025 three students received independent mobility training, one received computer training and one received Braille-writing training. The Library reports each service separately. [9, 14, Fig. 5]



Figure 4. Orientation for students with disabilities and additional needs on 24 October 2025. The meeting introduced the office and available services. Source [9]

Gösterge Türü	Gösterge Adı	2024	2025
Süreç Faaliyetleri	Braille kitap sayısı	20	131
	Sesli Kitap Projesi kapsamında yüklenen PDF kitap sayısı	3	118
	Braille ile basılan eğitim destek materyalleri	3	0
	Bağımsız Hareket Eğitimi verilen görme engelli öğrenci sayısı	2	3
	Bilgisayar Eğitimi verilen görme engelli öğrenci sayısı	1	1
	Braille Yazı Eğitimi verilen görme engelli öğrenci sayısı	1	1

Tablo 38. Görme Engelliler Birimi Faaliyetleri

2021 yılında başlatılan görme engelli öğrencilere yönelik bağımsız hareket, bilgisayar ve Braille yazı eğitimi programları devam etmektedir. Talep eden öğrencilere ayrıca eğitsel ve sosyokültürel hakları konusunda danışmanlık ve yönlendirme hizmetleri de sunulmaktadır. 2025 yılı içerisinde talepte bulunan öğrencilere, akademik dönem boyunca bilgiye erişim ve sosyal yaşam becerilerinin artırılmasına yönelik destek sağlanmıştır.

Figure 5. Library report, section 5.3.6 and Table 38 (extract). The 2025 column shows training in mobility, computer use and Braille. The text below records guidance and support during the academic term. Source [14]

Support for academic and administrative staff

Individual support delivered to staff in 2025

The Barrier-Free Life and Support Coordination Office reported the following services for academic and administrative staff with disabilities or additional needs during 2025. The summary records the support provided, recipients within each service record and meetings separately.

Staff group	Recipients in each record	Support provided in 2025	Reported meetings
Administrative	1	Individual support, including a student assigned through İŞKUR to assist with foreign-language learning for **two hours per week** in **November–December 2025**. Assistance was also provided with dealings with public and private organisations.	5
Administrative	1	Legal and administrative advice.	1
Academic	1	Individual support through a student assigned under the part-time student employment scheme.	1

The three service records report **seven meetings in total**. The two-hour weekly schedule describes the language-learning assistance separately from those meetings. Recipient counts are presented for each service record.

Source. Barrier-Free Life and Support Coordination Office, institutional response on support provided to academic and administrative staff in 2025.

Eligibility and access to support

Staff with disabilities can contact the Coordination Office to request and follow up support. Article 4(4) of the disability directive extends applicable services to staff according to the nature of the activity and the resources available. Article 10(1)(a) assigns the social worker responsibility for assessing psychosocial needs and proposing solutions. Under Article 11(1)(m), the Office may convene students and staff with special needs in groups according to those needs. Its published services include psychosocial counselling for people with special needs. [7, 8, 12]

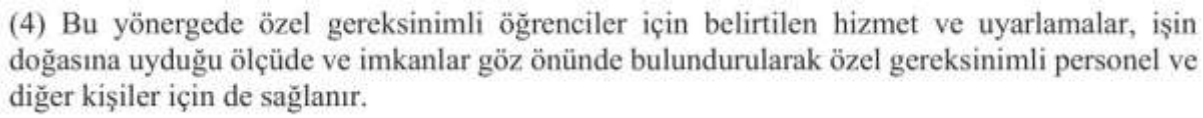

(4) Bu yönergede özel gereksinimli öğrenciler için belirtilen hizmet ve uyarlamalar, işin doğasına uyduğu ölçüde ve imkanlar göz önünde bulundurularak özel gereksinimli personel ve diğer kişiler için de sağlanır.

Figure 6. Article 4(4), PDF p. 3. Applicable services extend to staff with special needs within the stated conditions. Source [8]

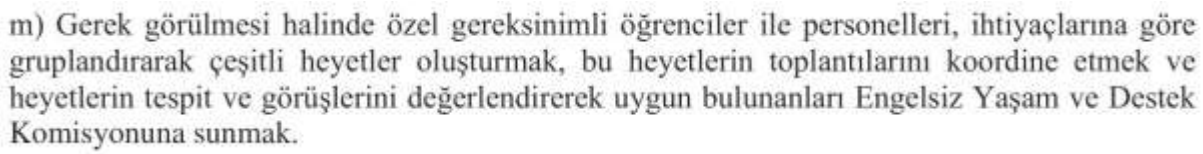

m) Gerek görülmesi halinde özel gereksinimli öğrenciler ile personelleri, ihtiyaçlarına göre gruplandırarak çeşitli heyetler oluşturmak, bu heyetlerin toplantılarını koordine etmek ve heyetlerin tespit ve görüşlerini değerlendirerek uygun bulunanları Engelsiz Yaşam ve Destek Komisyonuna sunmak.

Figure 7. Article 11(1)(m), PDF p. 7. The Office may convene students and staff with special needs to discuss issues by need and submit findings to the Commission. Source [8]

The Coordination Office described how this works in a report published on 12 December 2023. It had met students and staff to hear their needs and discussed possible solutions with unit

representatives, through whom employees could also submit requests. This earlier account documents consultation in practice. The Office's public staff guidance continues to explain how a request is followed up. [12, 15]

Physical access to staff services in 2025

The General Secretariat confirms total actual expenditure of **TRY 2,990,000** for the University's accessibility works in 2025. This includes **TRY 950,000** for the completed accessibility work package at the Rectorate and administrative building. The work included a ramp, tactile guidance and warning surfaces, glass safety markings, anti-slip stair strips, Braille door labels and floor plans, a Braille floor information board, an accessible-WC emergency call button and a counter hearing-assistance system. The institutional record gives the package's status as completed at 31 December 2025.

These facilities support access to administrative services for people with mobility, visual and hearing impairments and complement the Coordination Office's channels for requesting individual support. The expenditure figures relate to physical accessibility works.

*Source. General Secretariat, "2025 YILI ENGELLİ ERİŞİLEBİLİRLİK KAPSAMINDA YAPILAN İŞLER", 2025 actual expenditure and completion status at 31 December 2025. The University-confirmed total is the sum of the three recorded work packages, with **TRY 950,000** relating to the Rectorate and administrative building.*

The Coordination Office's public account reports a TRY 2,500,000 architectural accessibility allocation for 2025 and describes completed campus improvements. The published allocation and the General Secretariat's confirmed actual expenditure are distinct financial measures. [25]

Turkish Sign Language training for staff in 2025

The Personnel Department and the Barrier-Free Life and Support Coordination Office invited academic and administrative staff to a basic Turkish Sign Language course beginning on 17 February 2025. [21]

The 120-hour course ran from 17 February to 17 June 2025. An instructor from Serdivan Public Education Centre taught the course in person. Participants who passed the final assessment qualified for certification. The June course survey recorded 28 respondents and a satisfaction score of 92.95 out of 100. [21, 22, 23]

Women's empowerment panel for staff and students

In November 2025, the University held a two-session panel on women's role in society and working life. Speakers discussed barriers, employment and support for women with students, staff and external partners. [24]

General counselling access and recorded use in 2025

The Medico-Social Centre's counselling directive includes University personnel. Academic and administrative staff may book appointments through the University's service. Across the general counselling system in 2025, the University recorded **1,016 student users and 156**

instructors. [13, 16, 17, Fig. 8] These institution-wide figures are reported separately from the targeted staff support summarised above.

Performans Göstergesi	Hedefe Etkisi (%)	Plan Dönemi Başlangıç Değeri (A)	İzleme Dönemindeki Yılsonu Hedeflenen Değer (B)	İzleme Dönemindeki Gerçekleşme Değeri (C)	Performans (%) (C-A)/(B-A)
PG1.4.1 Kariyer Merkezi çalışmaları kapsamında öğrenci yönelik gerçekleştirilen faaliyet sayısı	10	15	19	165	3750,0
PG1.4.2 Kariyer Merkezi çalışmaları kapsamında mezunlara yönelik gerçekleştirilen faaliyet sayısı	10	15	19	165	3750,0
PG1.4.3 Kariyer danışmanlığı hizmetinden faydalanan öğrenci sayısı	10	180	200	853	3365,0
PG1.4.4 Üniversitenin engelsiz üniversite ödülü, engelsiz bayrak ödülü, engelsiz program nişanı ve engelli dostu ödülü sayısı	10	27	29	40	137,9
PG1.4.5 Öğrenci danışmanlığı hizmetinden memnuniyet oranı (%)	10	71	78,13	68,42	87,6
PG1.4.6 Öğrencilere yönelik olarak düzenlenen kariyer organizasyonu sayısı	10	180	250	135	-64,3
PG1.4.7 Psikolojik danışmanlık hizmetinden faydalanan öğrenci sayısı	10	400	440	1.016	1540,0
PG1.4.8 Psikolojik Danışmanlık Sisteminden faydalanan eğitmen sayısı	10	130	225	156	27,4

Figure 8. General counselling system usage in 2025. The Activity Report records 1,016 student users and 156 instructors, indicators PG1.4.7 and PG1.4.8, printed p. 77. Source [13]

In a separate staff health programme, SAÜ and the Serdivan Healthy Life Centre offered individual nutrition assessments in 2025. On 22–23 May the University also provided cancer-screening education for women staff. [18, 19, 20]

Keywords: Targeted support; Peer guidance; Project mentoring; Disability support; Staff counselling; Individual assistance

10.6.7 Accessible facilities

Reporting period 1 January – 31 December 2025

Physical access across campus

Sakarya University's Construction and Technical Works Department identifies **three buildings** in which it carried out **physical accessibility works in 2025**. Its activity presentation specifies the installation or intervention at each site. The University's accessibility directive establishes the general standards for works and procurement, and the Coordination Office reports a TRY 2.5 million allocation for architectural accessibility that year. [1, 7, 8]



Figure 1. Construction and Technical Works 2025 activity presentation, PDF p. 15. The original slide identifies works in three named buildings. Source [1]

2025 yılı içerisinde erişilebilirlik çalışmalarına toplam 2,5 milyon TL bütçe ayrılmış ve bu kaynak doğrultusunda kampüs genelinde çeşitli düzenlemeler gerçekleştirilmiştir. Yapı işleri tarafından yürütülen çalışmalar kapsamında; erişilebilir rampalar, Braille (kabartma) levhalar, görme engelli bireyler için kılavuz izler ve engelli tuvaletleri gibi temel ihtiyaçlara yönelik uygulamalar tamamlanmıştır. Bu düzenlemeler sayesinde engelli bireylerin kampüs içerisinde daha bağımsız ve güvenli hareket edebilmesi hedeflenmiştir.

Figure 2. University statement on the 2025 architectural accessibility allocation. Extract from the published web text (print layout). Source [7]

(2) Üniversitenin tüm birimlerince özel gereksinimli bireylere yönelik olarak yapılacak faaliyet ve düzenlemelerde, Koordinatörlüğün görüşü alınır ve akabinde yapılan faaliyetler hakkında koordinatörlüğe bilgi verilir.

(3) Üniversitenin doğrudan kendi bünyesinde yaptığı faaliyetlerin, yaptığı iş birliklerinin ve üçüncü taraflarla birlikte gerçekleştirdiği protokol, ihale ve sözleşmeler dahil faaliyet ve işlemlerin erişilebilirlik standartları göz önünde bulundurularak yapılması sağlanır. Bunun mümkün olmaması halinde gerekli makul uyarlamalar yapılır.

(4) Bu yönergede özel gereksinimli öğrenciler için belirtilen hizmet ve uyarlamalar, işin doğasına uyduğu ölçüde ve imkanlar göz önünde bulundurularak özel gereksinimli personel ve diğer kişiler için de sağlanır.

Hizmetlerden ve Uyarlamalardan Yararlanma Usulü

Madde 5- (1) Bu yönergede sayılanlarla sınırlı olmamak üzere özel gereksinimi nedeniyle uyarlamalardan yararlanmak isteyen kişiler, koordinatörlüğe başvurur. Üniversite, yapılan başvuruda gerek görülürse yetkili hastanelerden usulünce alınan, özel gereksinim belirten sağlık kurulu raporu ve talep edilen uyarlamaları açıklayıcı bilgi isteyebilir. Bu belge ve bilgilerin özellikleri, ilgililere ayrıca bildirilebilir.

(2) Uyarlama faaliyetlerini Koordinatörlük ilgili mevzuata göre takip ve koordine eder. İvedi haller dışında, uyarlamaların belirlenmesi konusunda koordinatörlük, başvuruların yapılması için bir süre belirleyebilir.

(3) Özel gereksinimli bireylere yönelik eğitim-öğretim ve sınav uyarlamaları, Koordinatörlüğe yapılan başvurular veya Koordinatörlüğün doğrudan yapabileceği değerlendirmeler neticesinde Koordinatörlük tarafından belirlenir ve mevzuat uyarınca senato, birim yönetim kurulu veya ilgili kamu görevlisince karara bağlanır. İvedi durumlarda veya ilgili merciinin kararının beklenemeyeceği hallerde Koordinatörlüğün desteği alınarak yönerge kapsamındaki uyarlamalar doğrudan ilgili birim/öğretim elemanı tarafından gerçekleştirilir.

(4) Özel gereksinimli bireylere yönelik faaliyetlerin ve uyarlamaların gereği gibi yürütülmesini ilgili birimde görevlendirilen bir dekan/müdür yardımcısı, birim engelsiz yaşam temsilcileri ile birlikte sağlar.

İKİNCİ BÖLÜM

Engelsiz Yaşam ve Destek Koordinatörlüğünün Yapılanması ve Görevleri

Madde 6- (1) Özel gereksinimli bireylerin idari, fiziksel, barınma ihtiyaçları ile sosyal, kültürel ve akademik alanlarla ilgili ihtiyaçlarını tespit etmek ve bu ihtiyaçların karşılanması için yapılması gerekenleri belirleyip, yapılacak çalışmaları planlamak, uygulamak, geliştirmek ve yapılan çalışmaların sonuçlarını değerlendirmek üzere kurulan Engelsiz Yaşam ve Destek Koordinatörlüğü Rektörlüğe bağlı olarak görev yapar.

(2) Koordinatörlük; koordinatör, koordinatör yardımcıları, birim engelsiz yaşam temsilcileri, Engelsiz Yaşam ve Destek Komisyonu, sosyal çalışmacılar ve diğer personelden oluşur.

Figure 3. Institutional remit and principles for campus accessibility. PDF p. 3. Source [8]

In 2025 the Technical Works Department installed **tactile guidance**, anti-slip strips, glass markings and **Braille door signs** at the Rectorate and carried out **accessible-toilet**, emergency exit and ramp works. It records **accessible-toilet** works at the Faculty of Science and installation of emergency-button wiring for the accessible toilet in Block B of the Faculty of Humanities and Social Sciences. [1]



Figure 4. Building-level entries from the same slide. The Block B entry records emergency-button wiring for the accessible toilet. Source [1]



Figure 5. Tactile guidance illustrated on slide 15 of the Technical Works Department's 2025 presentation. The slide specifically records indoor and outdoor guidance at the Rectorate. Its entry for Humanities and Social Sciences Block B concerns emergency-button wiring in an accessible toilet. The photograph illustrates the intervention type; the site assignments come from the written entries. Source [1]

The University's Green Campus gallery and its 2022 Green Campus Report identify a wheelchair ramp at the Library, an accessible toilet with grab rails, and a lift at the Faculty of Law. The Library and Documentation Department's 2025 report also identifies the Central Library as an Orange Flag recipient for physical accessibility. The photographs identify these facilities. The Technical Works presentation separately dates the building interventions described above. [1, 2, 3, 4]



Figure 6. University facility photographs of the Library ramp and an accessible toilet with grab rails. The campus gallery and 2022 Green Campus Report supply the facility context. Source [2]



Figure 7. Accessibility lift at the Faculty of Law. The University's gallery identifies the location. Source [2]

The University distinguishes Orange Flags for physical accessibility, Green Flags for educational access and Blue Flags for social and cultural participation. Across 2022–2025 it reports **13 Orange, 20 Green and 3 Blue flags**. The separate 2025 Programme Badge competition recognised **40 SAÜ academic programmes** for inclusive teaching and support, placing the University first nationally in that competition. The awards describe different aspects of accessibility. The Department's named building records identify the actual scope of the 2025 physical works. [1, 5, 6]



CAMPUS LIFE

Sakarya University's accessibility and inclusion efforts continued to expand and mature in 2025. The campus offers a vibrant environment enriched by libraries, sports facilities and social venues, and an array of student clubs that promote personal growth and community engagement. Inclusivity is managed through the Barrier-Free Life and Support Coordination Office, which appoints Accessibility Representatives in every faculty and administrative unit. These representatives liaise with students to ensure that learning materials, buildings, services and social activities are fully accessible.

To support equal participation, the University has developed a comprehensive accessibility framework covering physical, educational, socio-cultural and digital domains. In the **2025 Programme Badge competition, Sakarya University ranked first in Türkiye with 40 academic programmes** recognised for their **accessible teaching** and support practices. Across faculties such as Education, Law, Theology, Humanities and Social Sciences, Business, Engineering and Art, programmes are adapted to support students with visual, hearing, physical and intellectual impairments. These accessible programmes complement the University's success in the national **"Accessible University Flag Awards,"** where the University holds **13 Orange Flags** (physical accessibility), **20 Green Flags** (educational accessibility) and **3 Blue Flags** (socio-cultural accessibility). Additional flags were awarded in 2023 and 2024, recognising improvements to buildings such as the Faculty of Humanities and Social Sciences, the Faculty of Business Administration and the Faculty of Science.

Digital inclusion remains a priority. In 2024 the University received the **Barrier-Free Informatics Education Award** for its Accessible Lifelong Learning Project. This project, carried out jointly by the Barrier-Free Life and Support Coordination Office and the Continuing Education Application and Research Center (SAÜSEM), improved the SAÜSEM website and course interfaces, adding keyboard shortcuts, lecture notes with subtitles for hearing-impaired learners and colour-contrasting subtitles for participants with low vision. Exams were redesigned to work with screen readers, enabling visually impaired learners to complete assessments independently. Throughout 2025 the University continued to offer staff training to embed these practices across other units.

A major component of digital accessibility is the **Accessible Sakarya University Information System (SABİS)**. SABİS integrates the University's digital services and coordinates accessibility improvements across websites and applications. The University's websites now present announcements and news in accessible formats, and social-media posts by University units are shared with accessibility considerations. SABİS supports accessible distance education: visually impaired students can navigate live online classes using keyboard shortcuts and screen-reader-compatible chat, screen-sharing and whiteboard features, while hearing-impaired students can follow automatic subtitles. Exams are adapted to allow extra time, accessible question formats and screen-reader compatibility, and students with muscular disorders can click through courses and assessments with minimal effort. These measures ensure that students with disabilities can participate in all aspects of academic life without needing external assistance.

Overall, through programme-level accessibility badges, national Flag Awards, digital accessibility projects such as the Accessible Lifelong Learning Project and the SABİS platform, and proactive capacity-building initiatives, Sakarya University continues to advance equal opportunity and inclusion. The University's policies and practices ensure that students and staff with special needs are fully integrated into academic and social life, positioning Sakarya University as a national leader in accessible higher education. In support of these efforts, the Barrier-Free Life and Support Coordination Office continues to organize awareness-raising activities, training programmes and stakeholder engagement initiatives aimed at fostering an inclusive and accessible campus culture.

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Figure 8. 2025 annual report on accessibility across the campus. PDF p. 59. Source [5]

Keywords: Accessible facilities; Campus accessibility; Wheelchair access; Tactile guidance; Braille signage; Accessible toilets

10.6.8 Disability support services

Reporting period 1 January – 31 December 2025

Learning, information and examination support

Sakarya University's Barrier-Free Life and Support Coordination Office and the Library's Visually Impaired Users Unit provide support for access to learning, information and assessment. The Senate directive establishes how teaching and examination adjustments are assessed and assigned to the competent units. The coordination service includes advice on academic adjustments, psychosocial support, peer assistance and accessible materials. [2, 3, 4]

The Library's 2025 service records distinguish three types of training. **Three students received independent mobility training**, **one received computer training** and **one received Braille-writing training**. The figures are reported separately for each service. [1, Table 38]

Gösterge Türü	Gösterge Adı	2024	2025
Süreç Faaliyetleri	Braille kitap sayısı	20	131
	Sesli Kitap Projesi kapsamında yüklenen PDF kitap sayısı	3	118
	Braille ile basılan eğitim destek materyalleri	3	0
	Bağımsız Hareket Eğitimi verilen görme engelli öğrenci sayısı	2	3
	Bilgisayar Eğitimi verilen görme engelli öğrenci sayısı	1	1
	Braille Yazı Eğitimi verilen görme engelli öğrenci sayısı	1	1

Tablo 38. Görme Engelliler Birimi Faaliyetleri

Figure 1. Library and Documentation Department 2025 Activity Report, Table 38, printed p. 17 (PDF p. 18). The right-hand column gives the 2025 counts by service. Source [1]

The specialist unit digitises core textbooks in students' fields and provides access through its website. The Library reports that its collection of more than six million electronic information resources is available to students with visual impairments. It provides scanners, screen readers, printers, audiobooks and a study space. Students may request a **screen-reader-compatible book or assignment file** at ibingul@sakarya.edu.tr or contact the unit on +90 264 295 37 28. [1, 2]



Figure 2. Room Z08 sign for the Library's Visually Impaired Users Unit. The photograph identifies the specialist service location. Source [9]

Sakarya Üniversitesi | Kütüphane ve Dokümantasyon Dairesi Başkanlığı | Birim Hakkında

Görme Engelli Kullanıcı Hizmetleri, Sakarya Üniversitesinde öğrenim gören görme engelli öğrencilerin tarayıcı, ekran okuyucu ve yazıcı gibi olanaklardan yararlanarak bilgiye erişmelerini sağlamaktadır. Birimde, öğrencilerin ders çalışabilmeleri için uygun bir çalışma ortamı sunulmakta; analog ve dijital ortamdaki sesli kitaplardan yararlanılabilmektedir.

Öğrencilerin akademik çalışmalarını desteklemek amacıyla ödev dosyalarının ve kitapların ekran okuyucu programlarla uyumlu hâle getirilmesine yönelik talepler de iletilebilmektedir.

Figure 3. Specialist library services and accessible documents for visually impaired students. Extract from the published web text (print layout). Source [2]

Tarayıcı ve ekran okuyucu gibi teknolojiler aracılığıyla bilgi kaynaklarına erişim desteği.

Analog ve dijital ortamdaki sesli kitaplardan yararlanma olanağı.

Görme engelli öğrencilerin ders çalışmaları için uygun ortam ve donanım desteği.

Ödev dosyalarınızın veya kitaplarınızın ekran okuyucularla uyumlu hâle getirilmesine yönelik taleplerinizi aşağıdaki e-posta adresine iletebilirsiniz.

Figure 4. Assistive equipment and how to request an accessible document. Extract from the published web text (print layout). Source [2]

Students can discuss support with an accessibility representative in their faculty or approach the Coordination Office. The office assesses requests and advises units on accessible material formats and teaching or examination arrangements. Depending on the assessed need, these may include an appropriate examination room, a reader, a scribe, assistive technology or **extra time**. The Coordination Office explained its services at the orientation held on **24 October 2025**. [3, 4, 5, 7]



Figure 5. Coordination Office orientation on 24 October 2025. The meeting introduced students to the available service routes. Source [5]

Yaşam ve Destek Koordinatörlüğü'nden destek talep edilebilir. Sınav uygulamalarında aşağıdaki hususlara riayet edilir:

a) Sınav salonlarının seçimi, farklı yetersizlik grupları çerçevesinde aydınlatma, tekerlekli sandalye ile ulaşım gibi hususlar bakımından değerlendirilerek ve erişilebilirlik standartları da göz önünde bulundurularak yapılır.

b) Özel gereksinimli öğrencilerin talepleri değerlendirilerek aynı günde en fazla iki sınav olacak şekilde sınav programları planlanır.

c) Sınav saatleri, sınav yerleri ve soruları vb. gibi konular hakkındaki duyurular özel gereksinimli gruplar göz önünde bulundurularak yapılır.

ç) Özel gereksinimli öğrencilerin durumlarının gerektirmesi halinde sınavlarda soruların anlaşılırlığını arttırmak üzere metinler, görsel öğelerle desteklenir.

d) Özel gereksinimli öğrencilerin ihtiyaç duymaları halinde sınavlara yardımcı araç ve gereç (işitme cihazı, teleskopik gözlük, prizmatik gözlük, büyüteç vb.) ile girmelerine izin verilir. Bu durumda ihtiyaç oluşması halinde sınav güvenliği için gerekli tedbirler alınabilir.

e) Özel gereksinimli öğrencilerin kullandıkları ilaç, tıbbi malzeme vb. ile sınava girmelerine izin verilir.

f) Hiç görmeyen ya da az gören öğrenciler ile özel gereksinimleri sebebiyle okuyucu ve/veya işaretleyici desteğine ihtiyaç duyduğu tespit edilen öğrencilere, sınavlarda kendilerine refakat edecek, sınav olunan dile ve ders ile ilgili terminolojiye hâkim olan okuyucu işaretleyici gözetmen görevlendirilir. Okuyucu ve işaretleyici görevliler, okuma kuralları hakkında koordinatörlük tarafından yapılan bilgilendirmeler doğrultusunda sınavı gerçekleştirir.

g) İhtiyaç duymaları halinde özel gereksinimli öğrencilerin sınavları bilgisayar ortamında gözetmen eşliğinde yapılabilir. Bu durumda gerekli olması halinde sınav güvenliği için uygun tedbirler alınabilir.

ğ) Hiç görmeyen ya da az gören öğrencilerin özel ihtiyaçları doğrultusunda farklı formatlarda (büyütülmüş punto, kabartma yazı, ses dosyası, vb.) soru kâğıdı/kitapçığı hazırlanabilir.

h) Görme, işitme zorluğu ve dikkat eksikliği, hiperaktivite, disleksi – disgrafi, distoni vb. gibi sorunlar yaşayan özel gereksinimli öğrencilerin talebi ve koordinatörlüğün uygun bulması halinde bu öğrencilerin bir gözetmen eşliğinde tek kişilik bir ortamda sınav olmaları sağlanır. Okuyucu ve/veya işaretleyici görevli eşliğinde sınava giren öğrenciler, sınavlara tek kişilik bir ortamda girer.

ı) Konuşma (kekemelik, afazi, disfazi, vb.) ve işitme bozukluğu olan öğrenciler için sözlü sınav uygulamalarında uyarlama veya uygun ölçme ve değerlendirme yöntemleri kullanılır.

i) Okuyucu- işaretleyici/yazıcı ya da büyük puntolu soru kâğıdı/kitapçığı ile sınava giren özel gereksinimli öğrencilere, ilköğretime başlama yaşı öncesi ağır işitme yetersizliği olanlara, yazma ve hareket güçlüğü çekenlere ve Koordinatörlük tarafından ek süre ihtiyacı tespit edilenlere; ders geçme için yapılan sınavlarda sınav süresinin %30'u, özel yetenek sınavları ile

Figure 6. University directive, PDF p. 10. Article 13 describes examination arrangements subject to assessed needs. Source [4]

The accessible SABİS learning platform supports keyboard control of live classes and screen-reader access to chat, the whiteboard and exam questions. Live speech can be followed with **automatic subtitles**. During examinations students can enter answers, identify unanswered items and use individually configured **extra time**. The continuing-education project also introduced keyboard navigation and subtitle and contrast adjustments in SAÜSEM interfaces. It received its award in 2024, and the University records related staff training continuing in 2025. [7, 8]



CAMPUS LIFE

Sakarya University's accessibility and inclusion efforts continued to expand and mature in 2025. The campus offers a vibrant environment enriched by libraries, sports facilities and social venues, and an array of student clubs that promote personal growth and community engagement. Inclusivity is managed through the Barrier-Free Life and Support Coordination Office, which appoints Accessibility Representatives in every faculty and administrative unit. These representatives liaise with students to ensure that learning materials, buildings, services and social activities are fully accessible.

To support equal participation, the University has developed a comprehensive accessibility framework covering physical, educational, socio-cultural and digital domains. In the **2025 Programme Badge competition, Sakarya University ranked first in Türkiye with 40 academic programmes** recognised for their **accessible teaching** and support practices. Across faculties such as Education, Law, Theology, Humanities and Social Sciences, Business, Engineering and Art, programmes are adapted to support students with visual, hearing, physical and intellectual impairments. These accessible programmes complement the University's success in the national **"Accessible University Flag Awards,"** where the University holds **13 Orange Flags** (physical accessibility), **20 Green Flags** (educational accessibility) and **3 Blue Flags** (socio-cultural accessibility). Additional flags were awarded in 2023 and 2024, recognising improvements to buildings such as the Faculty of Humanities and Social Sciences, the Faculty of Business Administration and the Faculty of Science.

Digital inclusion remains a priority. In 2024 the University received the **Barrier-Free Informatics Education Award** for its Accessible Lifelong Learning Project. This project, carried out jointly by the Barrier-Free Life and Support Coordination Office and the Continuing Education Application and Research Center (SAÜSEM), improved the SAÜSEM website and course interfaces, adding keyboard shortcuts, lecture notes with subtitles for hearing-impaired learners and colour-contrasting subtitles for participants with low vision. Exams were redesigned to work with screen readers, enabling visually impaired learners to complete assessments independently. Throughout 2025 the University continued to offer staff training to embed these practices across other units.

A major component of digital accessibility is the **Accessible Sakarya University Information System (SABİS)**. SABİS integrates the University's digital services and coordinates accessibility improvements across websites and applications. The University's websites now present announcements and news in accessible formats, and social-media posts by University units are shared with accessibility considerations. SABİS supports accessible distance education: visually impaired students can navigate live online classes using keyboard shortcuts and screen-reader-compatible chat, screen-sharing and whiteboard features, while hearing-impaired students can follow automatic subtitles. Exams are adapted to allow extra time, accessible question formats and screen-reader compatibility, and students with muscular disorders can click through courses and assessments with minimal effort. These measures ensure that students with disabilities can participate in all aspects of academic life without needing external assistance.

Overall, through programme-level accessibility badges, national Flag Awards, digital accessibility projects such as the Accessible Lifelong Learning Project and the SABİS platform, and proactive capacity-building initiatives, Sakarya University continues to advance equal opportunity and inclusion. The University's policies and practices ensure that students and staff with special needs are fully integrated into academic and social life, positioning Sakarya University as a national leader in accessible higher education. In support of these efforts, the Barrier-Free Life and Support Coordination Office continues to organize awareness-raising activities, training programmes and stakeholder engagement initiatives aimed at fostering an inclusive and accessible campus culture.

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Figure 7. Institutional report on accessible learning systems and disability support. PDF p. 59. Source [7]

The Coordination Office and Personnel Department also delivered basic Turkish Sign Language training for staff from 17 February to 17 June 2025. The University's completion notice records eligibility for certification after successful assessment. The training record documents staff capacity to support communication. The Library's Table 38 separately records the services delivered to students. [1, 6]



Figure 8. Basic Turkish Sign Language course for staff, June 2025 completion report. Source [6]

In a report published on 4 June 2025, the University described the Equality at Work session. The coordination office presented its accessibility work, and İŞKUR explained employment routes and support for people with disabilities. [10]

In December 2024, the In-Service Training Branch and the disability coordination office taught staff how to add alternative text, captions and voice-over to public communications. The Personnel Department records this training in its 2024 activity report. [11a, 11b]

The Barrier-Free Living and Support Coordinatorship hosted a Family Festival (Aile Şenliği, 30 May 2025) for families of students from Nilüfer Special Education School. Four student communities — Special Education, Altın Adımlar, Turkuaz Preschool and Social Services — organised activities for children with special needs on campus [12].

Keywords: Disability support services; Accessible learning; Assistive technology; Examination adjustments; Accessible materials; Communication support

10.6.9 Targeted disability access schemes

Reporting period 1 January – 31 December 2025

Institutional evidence

Sakarya University provides a **request-based route** to targeted support for students with disabilities. Its 2025 YKS registration notice directs incoming students to the Barrier-Free Life

and Support Coordination Office. The office introduced its services at the orientation on **24 October 2025**. Health, Culture and Sports also describes an intake process in which the student unit contacts incoming students to discuss their needs and register them for support. [1, 2, 4, 7]

The University's news report published on 28 October describes the 24 October orientation. Students discussed their needs, their adjustment to university life and their suggestions with the Coordination Office and the Vice Rector. [4, 13]



Figure 1. University photograph of the 24 October 2025 orientation, a documented point of entry into support. Source [4]

Under Article 5 of the University directive, students can submit a request directly to the Coordination Office. The office may ask for further information and, where necessary, a medical board report. It identifies suitable teaching or examination adjustments following an application or its own assessment. The competent university authority makes the decision and the relevant academic unit implements it. The directive also permits urgent adjustments. The Sustainability Report 2025 gives examples of available settings, including extra examination time and screen-reader access. [1, 8]

(2) Üniversitenin tüm birimlerince özel gereksinimli bireylere yönelik olarak yapılacak faaliyet ve düzenlemelerde, Koordinatörlüğün görüşü alınır ve akabinde yapılan faaliyetler hakkında koordinatörlüğe bilgi verilir.

(3) Üniversitenin doğrudan kendi bünyesinde yaptığı faaliyetlerin, yaptığı iş birliklerinin ve üçüncü taraflarla birlikte gerçekleştirdiği protokol, ihale ve sözleşmeler dahil faaliyet ve işlemlerin erişilebilirlik standartları göz önünde bulundurularak yapılması sağlanır. Bunun mümkün olmaması halinde gerekli makul uyarlamalar yapılır.

(4) Bu yönergede özel gereksinimli öğrenciler için belirtilen hizmet ve uyarlamalar, işin doğasına uyduğu ölçüde ve imkanlar göz önünde bulundurularak özel gereksinimli personel ve diğer kişiler için de sağlanır.

Hizmetlerden ve Uyarlamalardan Yararlanma Usulü

Madde 5- (1) Bu yönergede sayılanlarla sınırlı olmamak üzere özel gereksinimi nedeniyle uyarlamalardan yararlanmak isteyen kişiler, koordinatörlüğe başvurur. Üniversite, yapılan başvuruda gerek görülürse yetkili hastanelerden usulünce alınan, özel gereksinim belirten sağlık kurulu raporu ve talep edilen uyarlamaları açıklayıcı bilgi isteyebilir. Bu belge ve bilgilerin özellikleri, ilgililere ayrıca bildirilebilir.

(2) Uyarlama faaliyetlerini Koordinatörlük ilgili mevzuata göre takip ve koordine eder. İvedi haller dışında, uyarlamaların belirlenmesi konusunda koordinatörlük, başvuruların yapılması için bir süre belirleyebilir.

(3) Özel gereksinimli bireylere yönelik eğitim-öğretim ve sınav uyarlamaları, Koordinatörlüğe yapılan başvurular veya Koordinatörlüğün doğrudan yapabileceği değerlendirmeler neticesinde Koordinatörlük tarafından belirlenir ve mevzuat uyarınca senato, birim yönetim kurulu veya ilgili kamu görevlisince karara bağlanır. İvedi durumlarda veya ilgili merciinin kararının beklenemeyeceği hallerde Koordinatörlüğün desteği alınarak yönerge kapsamındaki uyarlamalar doğrudan ilgili birim/öğretim elemanı tarafından gerçekleştirilir.

(4) Özel gereksinimli bireylere yönelik faaliyetlerin ve uyarlamaların gereği gibi yürütülmesini ilgili birimde görevlendirilen bir dekan/müdür yardımcısı, birim engelsiz yaşam temsilcileri ile birlikte sağlar.

İKİNCİ BÖLÜM

Engelsiz Yaşam ve Destek Koordinatörlüğünün Yapılanması ve Görevleri

Madde 6- (1) Özel gereksinimli bireylerin idari, fiziksel, barınma ihtiyaçları ile sosyal, kültürel ve akademik alanlarla ilgili ihtiyaçlarını tespit etmek ve bu ihtiyaçların karşılanması için yapılması gerekenleri belirleyip, yapılacak çalışmaları planlamak, uygulamak, geliştirmek ve yapılan çalışmaların sonuçlarını değerlendirmek üzere kurulan Engelsiz Yaşam ve Destek Koordinatörlüğü Rektörlüğe bağlı olarak görev yapar.

(2) Koordinatörlük; koordinatör, koordinatör yardımcıları, birim engelsiz yaşam temsilcileri, Engelsiz Yaşam ve Destek Komisyonu, sosyal çalışmacılar ve diğer personelden oluşur.

Figure 2. University directive, PDF p. 3. Article 5 defines application, assessment, decision and implementation responsibilities. Source [1]

Hizmetlerden ve Uyarlamalardan Yararlanma Usulü

Madde 5- (1) Bu yönergede sayılanlarla sınırlı olmamak üzere özel gereksinimi nedeniyle uyarlamalardan yararlanmak isteyen kişiler, koordinatörlüğe başvurur. Üniversite, yapılan başvuruda gerek görülürse yetkili hastanelerden usulünce alınan, özel gereksinim belirten sağlık kurulu raporu ve talep edilen uyarlamaları açıklayıcı bilgi isteyebilir. Bu belge ve bilgilerin özellikleri, ilgililere ayrıca bildirilebilir.

Figure 3. Detail of article 5(1). A student may apply directly to the Coordination Office. Source [1]

Article 15 provides for **part-time or volunteer student assistants**, preferably from the same class or field. Note-takers support students who cannot take notes independently. Volunteer study partners assist students who need help with their studies. [1, 5, 7]

ç) Bu maddede sayılan öğrencilerin, özel gereksinimli öğrencinin derslerine destek olacağı durumlarda eğitim görülen alanla ilişkili ve aynı sınıfta olmasına imkanlar ölçüsünde dikkat edilir.

d) Koordinatörlük özel gereksinimli öğrencilerin ihtiyaçları doğrultusunda, tahsis edilen öğrencilerin verecekleri destek hizmetini koordine eder.

DÖRDÜNCÜ BÖLÜM

Çeşitli ve Son Hükümler

Hüküm Bulunmayan Haller

Madde 16 – (1) Bu Yönergede hüküm bulunmayan hallerde, diğer mevzuat hükümleri de göz önünde bulundurularak Koordinatörlüğün görüşü üzerine yetkili merci tarafından gerekli karar verilir.

Yürürlük

Madde 17 – (1) Bu Yönerge Sakarya Üniversitesi Senatosu tarafından kabul edildiği tarihte yürürlüğe girer.

Yürütme

Madde 18 – (1) Bu Yönerge hükümlerini Sakarya Üniversitesi Rektörü yürütür.

Yürürlükten Kaldırılan Mevzuat

Madde 19 – (1) 21/04/2021 tarihinde güncellenen "Sakarya Üniversitesi Engelli Öğrenciler Eğitim-Öğretim ve Sınav Uygulamaları Senato Esasları" yürürlükten kaldırılmıştır.

Figure 4. Provisions governing assistance and the responsibilities of student supporters. PDF p. 12. Source [1]

In 2025 the Library recorded three students trained in independent mobility, one in computer use and one in Braille writing. It also recorded **118 PDF books** uploaded under the Audio Book

Project. Its specialist unit digitises core textbooks and gives guidance on educational and social rights. [3, printed p. 17, PDF p. 18]

Gösterge Türü	Gösterge Adı	2024	2025
Süreç Faaliyetleri	Braille kitap sayısı	20	131
	Sesli Kitap Projesi kapsamında yüklenen PDF kitap sayısı	3	118
	Braille ile basılan eğitim destek materyalleri	3	0
	Bağımsız Hareket Eğitimi verilen görme engelli öğrenci sayısı	2	3
	Bilgisayar Eğitimi verilen görme engelli öğrenci sayısı	1	1
	Braille Yazı Eğitimi verilen görme engelli öğrenci sayısı	1	1

Tablo 38. Görme Engelliler Birimi Faaliyetleri

Figure 5. Library 2025 Activity Report, Table 38, printed p. 17 (PDF p. 18). The final three rows record students trained by service. Source [3]

The July 2025 Braille certificate programme trained instructors to teach religious concepts to people with visual impairments. [14]



Figure 6. Braille teaching certificate programme. The photo documents instructor preparation. Source [14]

SAÜ's scholarship commission invited eligible students with disabilities to apply for a TESYEV scholarship by 31 October 2025. TESYEV is the **external scholarship provider**. [6]

A separate community programme, Sevgiye Engel Yok, took place at the Sakarya Day Care and Rehabilitation Centre with the Provincial Directorate of Family and Social Services. The University's 30 December 2025 completion report records ten weeks of social and educational activities for community members with additional needs, including educational games and

recycling workshops. The Sustainability Report describes a printing and painting workshop within this initiative. These were community participants. The campus evidence above concerns individual adjustments, targeted training and peer assistance for students. [8, 9]



Figure 7. SAÜ News photograph from the community programme at the Sakarya Day Care and Rehabilitation Centre. The University reported completion on 30 December 2025. Source [9]



Figure 8. Community programme at the rehabilitation centre. Its participants are external beneficiaries. Source [9]

Structured peer assistance through the part-time student employment scheme

Students can request peer assistance from the Coordination Office. Article 15 allows part-time student assistants and volunteers to provide this support. Separately, the University's general

part-time employment rules reserve a **minimum 3% quota** for students with disabilities. [1, 11a, 11b, 12]

YÖK Barrier-Free University Programme Badges, 2025

On 25 December 2025, YÖK recognised **40 SAÜ programmes** with Barrier-Free University Programme Badges. The recognised programmes included Law, Social Work, Child Development and Software Engineering. The awards cover accessible teaching and support across a range of disability categories. [15a, 15b]

The 11th session of the Science Talks (Bilim Söyleşileri) series, held on 1 December 2025, showcased a Smart Wheelchair project developed under TÜBİTAK 2209-B by Prof. Dr. Yılmaz Uraloğlu and students Abdulsamet Taşoğlu and Ayşe Nur Bulutoğlu, with guests from Sakaryaspor Amputee Football Team. The project targets safety and communication for individuals with visual, hearing and speech impairments [10].

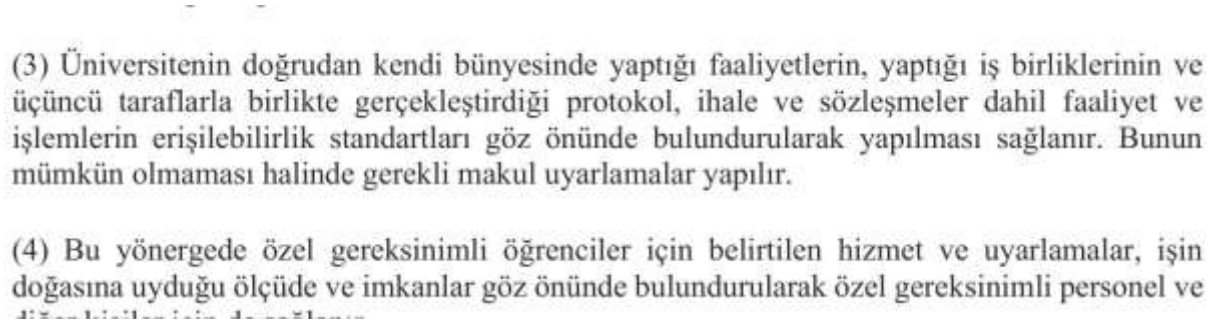
Keywords: Targeted disability support; Individual adjustments; Peer assistance; Accessible learning; Support requests; Student inclusion

10.6.10 Reasonable accommodation policy and funding

Reporting period 1 January – 31 December 2025

Policy and funding in 2025

Sakarya University's Senate adopted the disability coordination and accommodation directive on **12 October 2023** (meeting 656, decision 14). Article 4(3) requires accessibility standards to be considered in University activities, collaborations, procurement and agreements and provides for **reasonable adjustments** where those standards cannot be met. Article 4(4) extends relevant provisions to personnel and others according to the nature of the activity and the resources available. [1, PDF p. 3]



(3) Üniversitenin doğrudan kendi bünyesinde yaptığı faaliyetlerin, yaptığı iş birliklerinin ve üçüncü taraflarla birlikte gerçekleştirdiği protokol, ihale ve sözleşmeler dahil faaliyet ve işlemlerin erişilebilirlik standartları göz önünde bulundurularak yapılması sağlanır. Bunun mümkün olmaması halinde gerekli makul uyarlamalar yapılır.

(4) Bu yönergede özel gereksinimli öğrenciler için belirtilen hizmet ve uyarlamalar, işin doğasına uyduğu ölçüde ve imkanlar göz önünde bulundurularak özel gereksinimli personel ve

Figure 1. Detail of article 4(3)–(4) on reasonable adjustments and the conditions for extending arrangements to personnel and other participants. Source [1]

Article 5 gives students a route for **requesting individual adjustments**. The Coordination Office can seek supporting information, assesses teaching and examination needs and identifies appropriate measures. The Senate, relevant unit board or competent official decides according to the matter, and the relevant unit carries out the adjustment. The directive also provides for urgent cases. [1]

(2) Üniversitenin tüm birimlerince özel gereksinimli bireylere yönelik olarak yapılacak faaliyet ve düzenlemelerde, Koordinatörlüğün görüşü alınır ve akabinde yapılan faaliyetler hakkında koordinatörlüğe bilgi verilir.

(3) Üniversitenin doğrudan kendi bünyesinde yaptığı faaliyetlerin, yaptığı iş birliklerinin ve üçüncü taraflarla birlikte gerçekleştirdiği protokol, ihale ve sözleşmeler dahil faaliyet ve işlemlerin erişilebilirlik standartları göz önünde bulundurularak yapılması sağlanır. Bunun mümkün olmaması halinde gerekli makul uyarlamalar yapılır.

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Hizmetlerden ve Uyarlamalardan Yararlanma Usulü

Madde 5- (1) Bu yönergede sayılanlarla sınırlı olmamak üzere özel gereksinimi nedeniyle uyarlamalardan yararlanmak isteyen kişiler, koordinatörlüğe başvurur. Üniversite, yapılan başvuruda gerek görülürse yetkili hastanelerden usulünce alınan, özel gereksinim belirten sağlık kurulu raporu ve talep edilen uyarlamaları açıklayıcı bilgi isteyebilir. Bu belge ve bilgilerin özellikleri, ilgililere ayrıca bildirilebilir.

(2) Uyarlama faaliyetlerini Koordinatörlük ilgili mevzuata göre takip ve koordine eder. İvedi haller dışında, uyarlamaların belirlenmesi konusunda koordinatörlük, başvuruların yapılması için bir süre belirleyebilir.

(3) Özel gereksinimli bireylere yönelik eğitim-öğretim ve sınav uyarlamaları, Koordinatörlüğe yapılan başvurular veya Koordinatörlüğün doğrudan yapabileceği değerlendirmeler neticesinde Koordinatörlük tarafından belirlenir ve mevzuat uyarınca senato, birim yönetim kurulu veya ilgili kamu görevlisince karara bağlanır. İvedi durumlarda veya ilgili merciinin kararının beklenemeyeceği hallerde Koordinatörlüğün desteği alınarak yönerge kapsamındaki uyarlamalar doğrudan ilgili birim/öğretim elemanı tarafından gerçekleştirilir.

(4) Özel gereksinimli bireylere yönelik faaliyetlerin ve uyarlamaların gereği gibi yürütülmesini ilgili birimde görevlendirilen bir dekan/müdür yardımcısı, birim engelsiz yaşam temsilcileri ile birlikte sağlar.

İKİNCİ BÖLÜM

Engelsiz Yaşam ve Destek Koordinatörlüğünün Yapılanması ve Görevleri

Madde 6- (1) Özel gereksinimli bireylerin idari, fiziksel, barınma ihtiyaçları ile sosyal, kültürel ve akademik alanlarla ilgili ihtiyaçlarını tespit etmek ve bu ihtiyaçların karşılanması için yapılması gerekenleri belirleyip, yapılacak çalışmaları planlamak, uygulamak, geliştirmek ve yapılan çalışmaların sonuçlarını değerlendirmek üzere kurulan Engelsiz Yaşam ve Destek Koordinatörlüğü Rektörlüğe bağlı olarak görev yapar.

(2) Koordinatörlük; koordinatör, koordinatör yardımcıları, birim engelsiz yaşam temsilcileri, Engelsiz Yaşam ve Destek Komisyonu, sosyal çalışmacılar ve diğer personelden oluşur.

Figure 2. University directive, PDF p. 3. Articles 4 and 5 establish accessibility principles and the route for requesting an adjustment. Source [1]

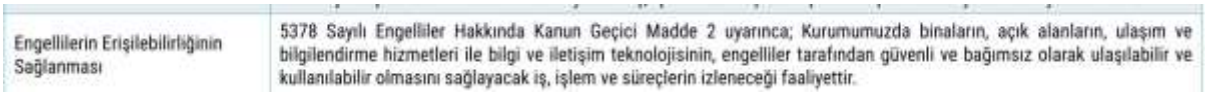
Article 4(2) requires units to consult the Coordination Office about proposed measures and to report the action taken. Article 12(1)(d) of the national higher education disability regulation assigns university disability units responsibility for identifying the budget needed for their activities and reporting annually to the responsible vice-rector. Together, these provisions link identified needs, budgeting and follow-up. [1, 8]

Institutional funding and completed accessibility works

The General Secretariat confirms **total actual expenditure of TRY 2,990,000** for accessibility works in 2025. The completed work packages and their expenditure are presented below.

The Barrier-Free Life and Support Coordination Office's public page records an **allocation of TRY 2,500,000** for architectural accessibility in 2025. [13]

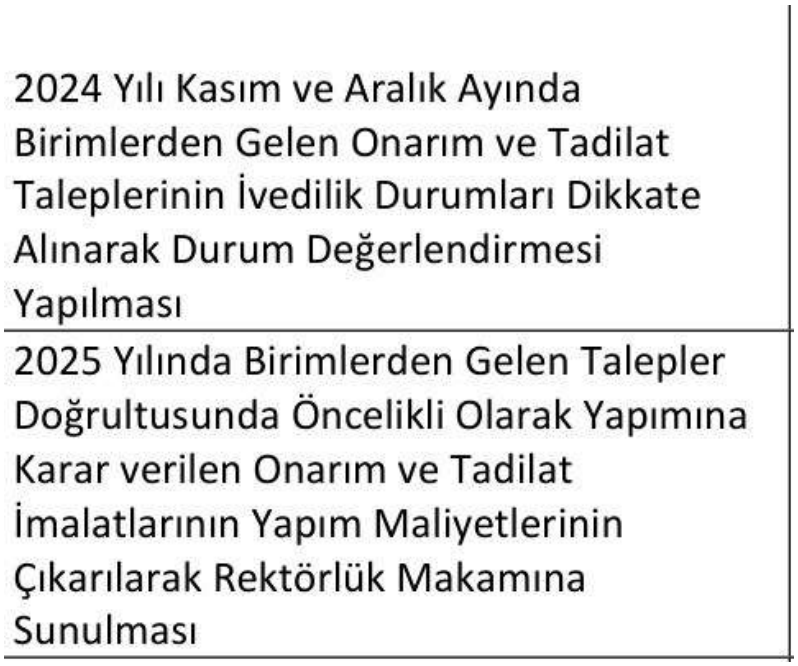
The 2025 Performance Programme assigns the accessibility activity to Construction and Technical Works. The University's Activity Report also covers transport and digital access within the wider accessibility activity. [2, 5]



Engellilerin Erişilebilirliğinin Sağlanması	5378 Sayılı Engelliler Hakkında Kanun Geçici Madde 2 uyarınca; Kurumumuzda binaların, açık alanların, ulaşım ve bilgilendirme hizmetleri ile bilgi ve iletişim teknolojisinin, engelliler tarafından güvenli ve bağımsız olarak ulaşılabilir ve kullanılabilir olmasını sağlayacak iş, işlem ve süreçlerin izleneceği faaliyettir.

Figure 3. Institutional Activity Report 2025, printed p. 59 (PDF p. 71). The accessibility activity includes information services and technology. Source [5]

The Technical Works annual plan provided for units' repair requests to be reviewed by urgency, priority works to be costed and estimates to be submitted to the Rectorate. Its February schedule provided for procurement preparations and a detailed spending programme. In July, the Strategy Development Department reported that accessibility projects had been prepared for sites including the Faculty of Science and Blocks A and B of the Faculty of Humanities and Social Sciences. [9, pp. 1, 3]; [10, p. 31]



2024 Yılı Kasım ve Aralık Ayında Birimlerden Gelen Onarım ve Tadilat Taleplerinin İvedilik Durumları Dikkate Alınarak Durum Değerlendirmesi Yapılması
2025 Yılında Birimlerden Gelen Talepler Doğrultusunda Öncelikli Olarak Yapımına Karar verilen Onarım ve Tadilat İmalatlarının Yapım Maliyetlerinin Çıkarılarak Rektörlük Makamına Sunulması

Figure 4. January 2025 work plan, items 3 and 4 (activity descriptions). Units' repair requests are prioritised and works selected for costing and submission to the Rectorate. Source [9]

Üniversitemiz fiziki alanlarında ihtiyaç duyulan bakım onarım faaliyetleri kapsamında; TÜBİTAK Milli Teknoloji Atölyeleri Yapımı, Muhtelif Engelli Erişilebilirlik Çalışmaları (Güzel Sanatlar Fak., Kütüphane Binası, Hendek Eğitim Fak., Sağlık Bilimleri Fak., Yabancı Diller MYO, İnsan ve Toplum Bilimleri A ve B Blok, İlahiyat Fakültesi, Fen Fak., Enstitü Binası, Kongre Merkezi), Diş Hekimliği Fakültesi Poliklinik Tadilatı Yapılması, Kampüs İçerisindeki Eğitim ve Hizmet Binalarında Muhtelif Çatı Tadilat İşleri (Siyasal Bilgiler Fak., İletişim Fak., Hukuk Fak., Sağlık Hizmetleri MYO, İnsan ve Toplum Bilimleri Fak. , M3 ve M4 Binaları, Eğitim Fak. D Blok), İşlerinin bakım onarım projeleri hazırlanmış olup ihale kapsamında yapılmasının denetlenmesi ve birimlerin her türlü fiziki ve teknik altyapısının tamamlanması için çalışılacaktır. Ayrıca ihaleli olarak devam etmekte olan SAÜ Öğrenci Yemekhanesi Yapımı İşi ile

Figure 5. Strategy Development Department, July 2025, p. 31 (extract). The report lists accessibility project locations and describes their planning status, including the Faculty of Science and Blocks A and B of Humanities and Social Sciences. The completion record for individual buildings is reproduced in Figures 6 and 7. Source [10]

The Technical Works Department records tactile guidance, Braille signage, ramp and accessible-toilet works at the Rectorate, accessible-toilet works at the Faculty of Science and emergency-button wiring in Block B of the Faculty of Humanities and Social Sciences. [3]



Figure 6. Technical Works 2025 activity presentation, PDF p. 15. The report identifies physical accessibility works by building. Source [3]

The Faculty of Science and Block B of the Faculty of Humanities and Social Sciences appear in both the July project record and the year-end works presentation. [3, 10]



Figure 7. Technical Works presentation identifying the accessibility work at each site, including emergency-button wiring in Block B. Source [3]

Actual expenditure and completed works in 2025

The General Secretariat confirms TRY 2,990,000 as the University's total actual expenditure for accessibility works in 2025. Its completion record identifies the three work packages below as **completed by 31 December 2025** and records actual expenditure against each package. The amounts are reported at work-package level.

Completed work package	2025 actual expenditure TRY	Status at 31 Dec 2025
Rectorate and administrative building Tactile guidance and warning surfaces, ramp, glass safety markings and anti-slip stair strips. Braille door labels, floor plans and floor information board. Accessible-WC emergency call button and counter hearing-assistance system.	950,000	Completed
Faculty of Science and Faculty of Humanities and Social Sciences Accessible toilet, tactile guidance and warning indicators at the Faculty of Science, together with netting works at the Faculty of Humanities and Social Sciences.	840,000	Completed
Student dining hall and Faculty of Humanities and Social Sciences Two steel staircases and transfer of existing chrome railings to the new dining hall, together with Braille door labels and floor plans at the Faculty of Humanities and Social Sciences.	1,200,000	Completed
Total actual expenditure confirmed by the General Secretariat	**2,990,000**	**Completed**

Source. General Secretariat, "2025 YILI ENGELLİ ERİŞİLEBİLİRLİK KAPSAMINDA YAPILAN İŞLER", 2025 actual expenditure and completion status at 31 December 2025.

The TRY 2,990,000 total reports the completed work packages recorded by the General Secretariat. The TRY 2,500,000 figure on the Coordination Office's page is a published architectural allocation. The University reports the allocation and actual expenditure separately.

Individual academic and digital adjustments in 2025

The Coordination Office put the request procedure into practice for common elective courses. It asked students with disabilities to identify their course and the adjustment they needed by **31 October 2025**. Article 15(2)(a) of the directive also requires the Office to request part-time student assistants each academic year according to identified need. The October notice documents the invitation to apply. [1, 11]

The Accessible SABİS project provides live captions and screen-reader access. The system also allows extra examination time to be set for an individual student. In the Library's 2025 report, the Visual Impairment Unit records support for students who requested help with information access and social skills during the academic term. Table 38 records three students trained in independent mobility, one in computer use and one in Braille. It also records 118 PDFs uploaded under the Audio Book Project. The training categories may overlap. [4, 6, 7]

2021 yılında başlatılan görme engelli öğrencilere yönelik bağımsız hareket, bilgisayar ve Braille yazı eğitimi programları devam etmektedir. Talep eden öğrencilere ayrıca eğitsel ve sosyokültürel hakları konusunda danışmanlık ve yönlendirme hizmetleri de sunulmaktadır. 2025 yılı içerisinde talepte bulunan öğrencilere, akademik dönem boyunca bilgiye erişim ve sosyal yaşam becerilerinin artırılmasına yönelik destek sağlanmıştır.

Figure 8. Library Activity Report 2025, section 5.3.6, printed p. 17 (extract). The unit records support provided during the academic term to students who requested help. Source [4]

Under the November 2025 Erasmus+ KA171 staff mobility call, SAÜ could apply to the National Agency for an **additional inclusion grant** based on an eligible participant's documented disability-related costs. [12, section 5]

Keywords: Reasonable accommodation; Accessibility funding; Individual adjustments; Completed accessibility works; Digital accessibility; Needs assessment

10.6.11 Institution-wide anti-harassment policy

Reporting period 1 January – 31 December 2025

Prevention, reporting and investigation

SAÜ's policy covers students, academic and administrative staff across education, employment and campus life. Under its reporting procedure, people may raise a concern formally or informally, with **confidentiality and protection against retaliation**. The University undertakes to investigate allegations **fairly and impartially** and to take disciplinary action when harassment is established. Its complaint system accepts supporting documents, and the Legal Counsel reviews referred investigation reports. [1, 4, 5]

Non-Discrimination Statement: Sakarya University strictly prohibits discrimination and harassment based on protected characteristics, including but not limited to age, gender, disability, race, religion, pregnancy, and nationality.

Reporting Procedure: The university provides clear channels for reporting incidents of discrimination and harassment. Students, faculty, staff, and other members of the university community are encouraged to report any incidents to designated individuals or offices, either formally or informally. They are assured confidentiality and protection against retaliation.

Figure 1. Institutional prohibition of harassment and protection for reporting. Extract from the published web text (print layout). Source [1]

The Senate approved the Gender Equality Plan 2022–2025 on **23 February 2023** (636/3). Objective 5 covers violence, abuse, workplace bullying and harassment. It provides for accessible points of contact, better lighting, campus security and the establishment of a counselling unit. [2, 3]

Ensuring the dissemination of postgraduate courses based on gender equality and justice at the university in an interdisciplinary manner.	• Providing gender-focused courses in graduate programs. • Increasing interdisciplinary seminars in SASGEM training programs.	Rector's Office SAUKAM SASGEM	2022-2025	Determination of course content and related materials. Number of courses opened

OBJECTIVE 5. Creating a Gender-Sensitive Safe Campus Space				
Objectives	**Strategies**	**Responsible Unit**	**Period**	**Indicators**
Providing services by taking the necessary measures for the protection of individual rights and freedoms at the university	• Ensuring the determination of ethical rules and behavioral principles that will prevent gender-based biases and discrimination, • Collaborating with non-governmental organizations, relevant institutions and	Rector's Office Law Clinics Research and Application Center	2022-2025	Instruction on ethical principles and rules Instruction for the establishment of the Counseling Unit

Figure 2. Gender Equality Plan 2022–2025, PDF p. 14. Objective 5 identifies the safe-campus commitment and responsible bodies. Source [2]

women-oriented research centers in universities within the scope of effective fight against gender-based violence, biases and discrimination. • Establishment of a counseling unit for the prevention and follow-up of violence, abuse, mobbing and harassment in and around the campus, • Carrying out the necessary works to transform the campus area into a safe living space (increasing the lighting, providing easy access to the security units, accessible application places),	General Secretary

Figure 3. Gender Equality Plan, PDF p. 15. The action list includes prevention and follow-up of violence, abuse, workplace bullying and harassment. Source [2]

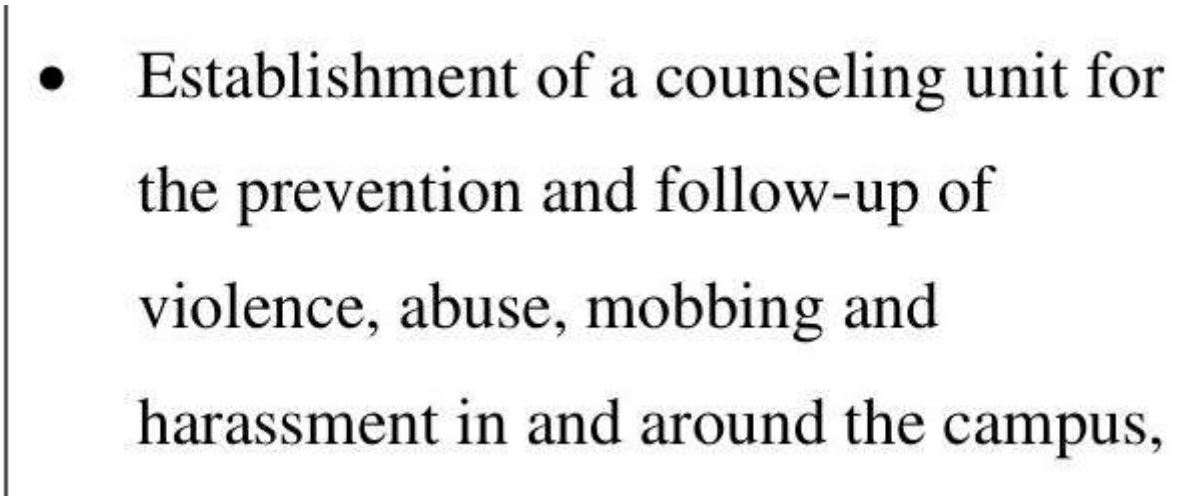


Figure 4. Detail of the counselling-unit proposal in Objective 5. This entry records a planned action. Source [2]

Through the University's Quality Management Information System, stakeholders can describe a concern and attach supporting files. The form restricts access to **authorised personnel**. The 2025 Institutional Activity Report describes the registration and management of stakeholder complaints, and the 2025 Institutional Performance Programme commits to objective assessment and prompt resolution. [4, 5, 12]

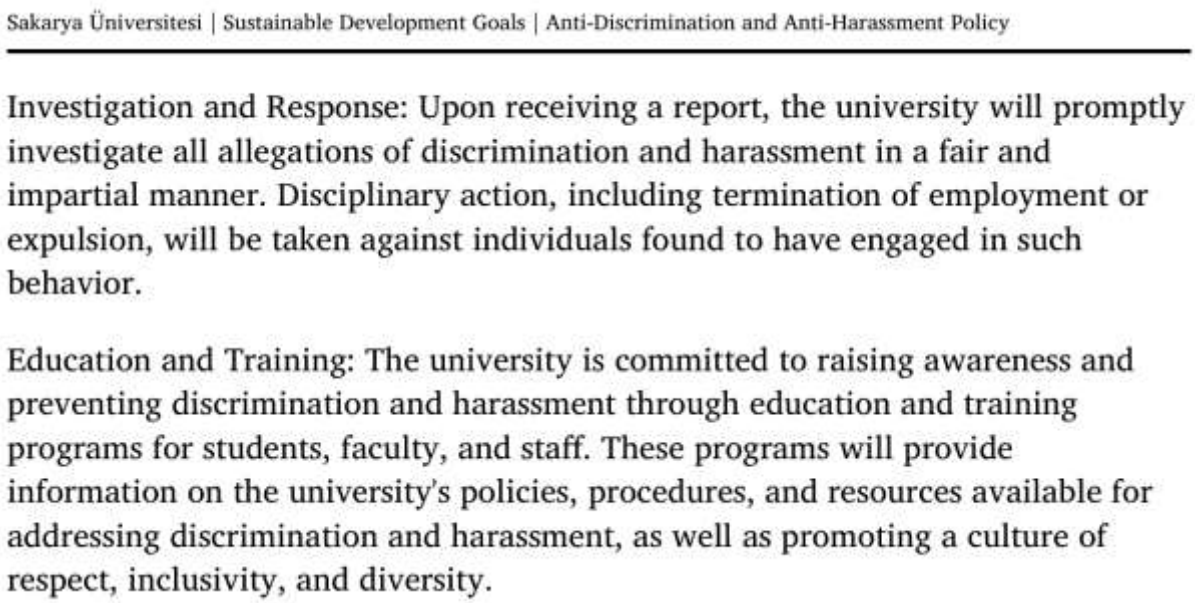


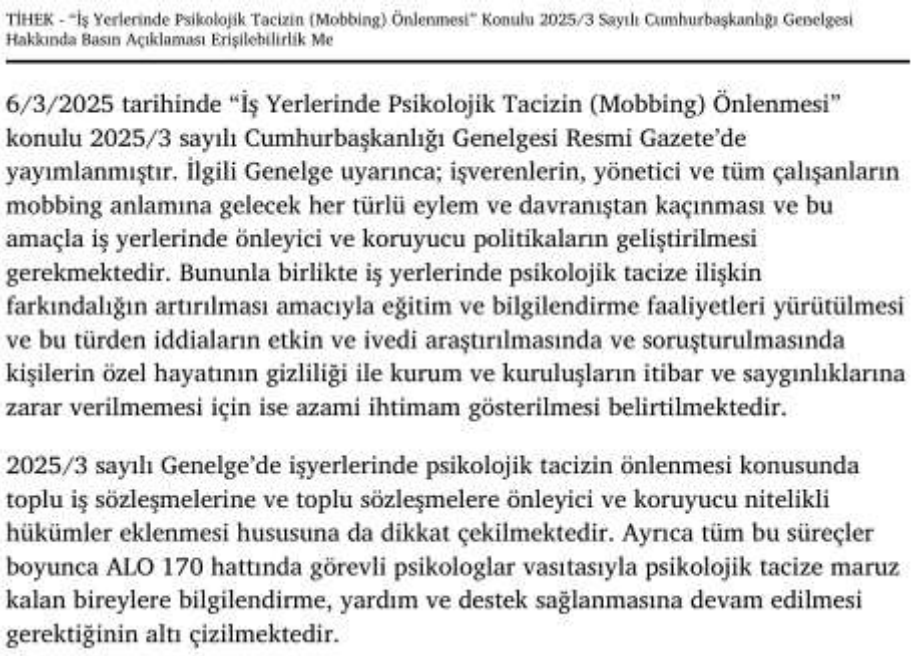
Figure 5. Investigation, response and preventive education. Extract from the published web text (print layout). Source [1]

The Legal Counsel's 2025 report assigns the office **responsibility for examining investigation reports** referred by the Rector or Secretary General, advising investigating officials and following up on inquiries initiated by the Rectorate. The University's earlier Sustainability Report describes harassment within its disciplinary framework. [7, 10]

Üniversitemiz personeli hakkında veya diğer konularda düzenlenen, Rektör ve Genel Sekreter tarafından havale edilen inceleme ve soruşturma raporlarını inceleyerek mevzuatın gerektirdiği takibat ve işlemleri ifa etmekle,

Figure 6. Legal Counsel 2025 Activity Report, PDF p. 3. The office describes its role in examining referred investigation reports. Source [7]

For students, Article 54(1)(ç)(5) of Higher Education Law No. 2547 identifies sexual harassment in a higher education institution as a disciplinary offence. Article 54(3) specifies the authority competent to open an inquiry. For employees, Presidential Circular 2025/3 of **6 March 2025** addresses psychological harassment at work. The Human Rights and Equality Institution of Türkiye describes prevention duties, prompt examination of allegations, privacy safeguards and external reporting options under the applicable law. [8, 9]


TİHEK - "İş Yerlerinde Psikolojik Tacizin (Mobbing) Önlenmesi" Konulu 2025/3 Sayılı Cumhurbaşkanlığı Genelgesi Hakkında Basın Açıklaması Erişilebilirlik Me

6/3/2025 tarihinde "İş Yerlerinde Psikolojik Tacizin (Mobbing) Önlenmesi" konulu 2025/3 sayılı Cumhurbaşkanlığı Genelgesi Resmi Gazete'de yayımlanmıştır. İlgili Genelge uyarınca; işverenlerin, yönetici ve tüm çalışanların mobbing anlamına gelecek her türlü eylem ve davranıştan kaçınması ve bu amaçla iş yerlerinde önleyici ve koruyucu politikaların geliştirilmesi gerekmektedir. Bununla birlikte iş yerlerinde psikolojik tacize ilişkin farkındalığın artırılması amacıyla eğitim ve bilgilendirme faaliyetleri yürütülmesi ve bu türden iddiaların etkin ve ivedi araştırılmasında ve soruşturulmasında kişilerin özel hayatının gizliliği ile kurum ve kuruluşların itibar ve saygınlıklarına zarar verilmemesi için ise azami ihtimam gösterilmesi belirtilmektedir.

2025/3 sayılı Genelge'de işyerlerinde psikolojik tacizin önlenmesi konusunda toplu iş sözleşmelerine ve toplu sözleşmelere önleyici ve koruyucu nitelikli hükümler eklenmesi hususuna da dikkat çekilmektedir. Ayrıca tüm bu süreçler boyunca ALO 170 hattında görevli psikologlar vasıtasıyla psikolojik tacize maruz kalan bireylere bilgilendirme, yardım ve destek sağlanmasına devam edilmesi gerektiğinin altı çizilmektedir.

Figure 7. TİHEK's account of the March 2025 circular on preventing workplace harassment. Extract from the published web text (print layout). Source [9]

In November 2025, TOKAS coordinated a panel on preventing violence against women with the Economic and Social Research Centre and other partners. A representative of the provincial Violence Prevention and Monitoring Centre explained available support mechanisms. The Sustainability Report 2025 also records the Centre's public-awareness work. Earlier in the autumn, the Faculty of Humanities and Social Sciences opened its first Jean Monnet Module, ShakesEU. Its first class addressed human dignity, equality and non-discrimination. These activities document **preventive education**. The University's reporting and investigation commitments are set out in the policy and institutional records identified above. [1, 6, 7, 11, 13]



Figure 8. Photograph published by SESAM with the November 2025 panel report on preventing violence against women. Source [11]

The Sustainability Report 2025 confirms that Sakarya University's Sustainable University Policy explicitly commits to respect for human rights and inclusiveness in institutional governance (pp. 7, 15). At the provincial level, SAU participates in the Provincial Women's Empowerment Coordination Board and its Action Plan, commissions on combating violence against women, and the implementation of the Provincial Action Plan under the Roman Strategy Document, further demonstrating the institutional framework within which the anti-harassment policy operates [6].

Keywords: Anti-harassment policy; Confidential complaints; Protection from retaliation; Impartial investigation; Workplace bullying prevention; Safe campus

SAKARYA ÜNİVERSİTESİ

2025



SDG 11. SUSTAINABLE CITIES AND COMMUNITIES



SDG 11 - SUSTAINABLE CITIES AND COMMUNITIES

11.2.1 – Public Access to Buildings

Sakarya University makes its cultural and academic facilities accessible to external stakeholders as well as university members, supporting public access to cultural activities and strengthening engagement with the local community. Facilities such as the **Turgut Özal Congress and Culture Center**, the **Faculty of Art, Design and Architecture Art Gallery**, and the **Central Library** host cultural, artistic, and academic activities that promote interaction between the university and wider society.

Public Access to Cultural Facilities and Institutional Regulations

The university's **Regulation on the Use of Indoor Facilities** establishes the procedures governing the use of the Congress and Culture Center and various faculty venues by internal and external users. Under this regulation, public institutions, private organizations, and non-governmental organizations may use these facilities for concerts, theater performances, conferences, congresses, and other activities, subject to established application, approval, and allocation procedures.

The university also promotes its cultural activities through the publicly accessible **Sakarya University Events Calendar**, which provides event dates, times, and venue information. This platform enables members of the public to learn about cultural activities and identify opportunities to participate.

Public Engagement Through Cultural Activities in 2025

Throughout 2025, Sakarya University hosted concerts, folk dance performances, and exhibitions in its cultural facilities, supporting public engagement with arts and culture.



Cultural performances at Sakarya University, 2025.

Events such as the **Virane Group Concert**, the **Turkish Folk Music Concert**, and the **Folk Dance Performance** demonstrate the active use of university cultural venues for artistic activities.

The **Central Anatolian Melodies Concert**, organized in collaboration with the Sakarya Folk Music Association, further strengthened cooperation between the university and local cultural organizations, bringing together participants from different age groups and professional backgrounds.

The **Original Printmaking Exhibition**, open to visitors at the Faculty of Art, Design and Architecture Art Gallery from 8 to 15 December 2025, provided opportunities for visitors to engage with artistic works.

In addition, the **Child Development Educational Materials Exhibition** welcomed children from preschool education institutions outside the university. This event provides a documented example of external visitors accessing university exhibition and educational spaces during 2025.

Public Cultural Events and Safe Visitor Access

Sakarya University supports participation in arts and cultural activities through events announced to the wider community. Publicly accessible events, including those offered free of charge, contribute to opportunities for cultural participation.

Access for external visitors is managed through institutional security and visitor management procedures. The **Temporary Entry Card Application Form** and the **Visitor and Work Tracking Register** document the university's arrangements for recording and managing visitor entry. These procedures support the safe and orderly use of university facilities.

Public Access to Natural Landscapes and Green Spaces

Sakarya University's Esentepe Campus, overlooking Lake Sapanca, features forested areas, walking paths, and landscaped green spaces that provide opportunities to experience the natural environment. The university's **Public Access to Green Spaces** information describes arrangements for free public access to outdoor and green areas on campus.



Community participation in educational activities in campus green spaces, 2025.

A practical example from 2025 is the **Learn on Campus, Discover on Campus Project**, which welcomed 500 children from 25 Qur'an courses in Sakarya. Educational and social activities were held in a campus green space and at the Youth Office, demonstrating how the university's outdoor areas also serve groups from the wider community.

Accessible and Inclusive Cultural Facilities





Sakarya University is committed to improving the accessibility of cultural and academic facilities for individuals with different needs.

Under the **Accessible University Flag Awards** presented by the Turkish Council of Higher Education, the Congress and Culture Center received the **Orange Flag Award** for physical accessibility and the **Blue Flag Award** for accessibility to socio-cultural activities. The Central Library also received the Orange Flag Award for physical accessibility.

The university's **Accessible Living and Support Coordination Office** works to improve access to university facilities and services for individuals with disabilities.

In 2025, the university further supported inclusive community participation through the **Family Festival for Children with Special Needs**, organized by the Accessible Living and Support Coordination Office. Children with special needs and their families from Nilüfer Special Education Practice School were welcomed to the university campus, where student clubs organized recreational and social activities. The event provided opportunities for families to engage with the university community and participate in social activities in an inclusive environment.

Furthermore, the **2025 Activity Report of the Department of Construction and Technical Works** documents accessibility improvements across various university buildings. These include tactile guidance paths, ramps, Braille door signs, and accessible restroom facilities in the Rectorate Building, along with other accessibility improvements in the Faculty of Science

and additional university units. Tactile surface installations and lighting improvements along campus pedestrian routes were also undertaken.

Together, these measures demonstrate the university's continued efforts to create more inclusive and accessible environments.

Contribution to the Sustainable Development Goals

By making cultural facilities available to external stakeholders, sharing artistic and cultural activities with the community, and providing opportunities to access its natural surroundings, Sakarya University contributes to **SDG Target 11.4**, supporting the preservation of cultural heritage and participation in cultural life.

Its visitor management procedures and physical accessibility improvements, together with community engagement activities involving children with special needs and their families, also contribute to **SDG Target 11.7**, promoting safe, inclusive, and accessible public spaces.



Study and learning facilities at Sakarya University Central Library.

11.2.2 – Public Access to Libraries

Sakarya University promotes public access to information and lifelong learning by making its Central Library available to members of the wider community as well as university students and staff. External visitors may use library study areas and consult printed resources on-site free of charge after completing a brief security registration procedure. No membership fee or special permission is required for entry.

This approach extends access to educational resources beyond the university community and supports opportunities for learning and research among people of different ages and backgrounds.

Library Facilities and Institutional Access Regulations

The **Sakarya University Central Library** occupies an area of 10,000 square metres and has a capacity of 1,650 users. Block A operates 24 hours a day, seven days a week, providing extended access to study spaces and library facilities.

The **Sakarya University Library Directive, updated in 2025**, identifies guest researchers among library users, alongside university students and academic and administrative staff. It also establishes procedures for researchers to consult rare and special collections under specified conditions.

Library Visits and Educational Activities for School Groups



School students exploring books and library resources at Sakarya University Central Library during the 61st Library Week, 2025

Sakarya University provides library orientation and educational visits for schools outside the university, helping children and young people become familiar with library facilities and information resources.

Through its **Library Orientation Services and Group Tours**, students from schools affiliated with the Ministry of National Education in Sakarya and surrounding areas may visit the Central Library by prior reservation. Tours are organized for groups of 10 to 50 participants, with bookings arranged in advance.

A documented example from 2025 is the **61st Library Week Event**. During this event, kindergarten, primary and middle school students from Sakarya visited the Central Library and its Children's Library. They explored the library environment, examined books and received guidance from library staff on locating and using library resources. The event provides direct evidence of students from external educational institutions physically accessing the university's library facilities and collections.

The **Library Orientation Training Attendance Form** provides an institutional mechanism for recording the requesting school or unit, number of participants, and date of participation. This practice supports the organized documentation and monitoring of library orientation activities.

The university also announced **Library Break Between Semesters 5**, a programme scheduled for 25–27 June 2025 for children of Sakarya University staff. Planned activities included library tours, exploring information resources, book-finding exercises, information literacy sessions, short films and creative activities. The programme illustrates the university's efforts to introduce children of different ages to library services and learning resources.

Open Access to Digital Information Resources

Sakarya University complements its physical library services with digital information resources that extend access to academic knowledge beyond the campus.

The **Sakarya University Open Access Repository** provides online access to academic publications, theses and research outputs made available under open-access conditions. In addition, the library's **Open Access Databases** provide access to a range of scientific and academic resources.

These services facilitate the dissemination of academic knowledge and enable individuals outside the university to benefit from publicly available educational and research materials.

Accessible and Inclusive Library Services

Sakarya University works to improve physical and digital access to library services for users with disabilities.

The Central Library received the **Orange Flag Award for Accessibility in Physical Spaces** as part of the Accessible University Flag Awards presented by the Turkish Council of Higher Education.

Through its **Services for Users with Visual Impairments**, the library supports access to information through assistive technologies and accessible learning materials. The 2025 Library Directive also provides for the digitization of essential books and learning resources needed by students with visual impairments.

Furthermore, the **2025 Activity Report of the Department of Construction and Technical Works** documents improvements to student study desks in Blocks A and B of the Central Library. These activities demonstrate the continued maintenance and improvement of library study facilities.

Contribution to the Sustainable Development Goals

By providing free public access to its Central Library, organizing educational visits for external school groups, making academic knowledge available through open-access digital resources, and improving accessibility for users with disabilities, Sakarya University supports equitable access to information and lifelong learning.

These practices contribute to **SDG 11 – Sustainable Cities and Communities** by promoting inclusive and accessible public educational facilities. They also support **SDG 4 – Quality Education** and **SDG 10 – Reduced Inequalities** by expanding learning opportunities and improving access to educational resources for different groups in society.

11.2.3 – Public Access to Museums, Galleries and Exhibition Spaces

Public Access to Art Galleries and Exhibition Spaces

Sakarya University (SAU) promotes **public access to art, cultural heritage, and creative expression** through its exhibition spaces, particularly the **Art Gallery of the Faculty of Art, Design and Architecture**.

The University provides opportunities for members of the wider community, art enthusiasts, students, and researchers to experience artistic and cultural activities through publicly announced exhibitions.

Throughout **2025**, the Faculty's Art Gallery and associated exhibition spaces hosted exhibitions featuring painting, ceramics, traditional Turkish arts, textiles, photography, and contemporary design. These events contributed to cultural participation and strengthened interaction between the University and the wider community.

Publicly Accessible Exhibitions in 2025

The University demonstrated its commitment to public cultural access through a series of exhibitions:

Faculty of Art, Design and Architecture Graduation Exhibition (24 June – 2 July 2025)

The **2025 Graduation Exhibition** presented works by graduating students from Traditional Turkish Arts, Visual Communication Design, Architecture, Painting, and Ceramics and Glass departments.

The exhibition was held in the Faculty's Art Gallery, workshops, and departmental exhibition areas. Its official announcement explicitly invited **all art enthusiasts and members of the public**, demonstrating that access was not limited to the university community.

"In Praise of Spring" Weaving Exhibition (5–9 May 2025)

The **"Bahara Övgü" Weaving Exhibition** presented **36 original textile artworks** created by undergraduate and postgraduate students using traditional weaving techniques and contemporary artistic approaches.

The exhibition brought traditional craftsmanship into a publicly announced university gallery setting, supporting awareness and appreciation of cultural heritage.

Basic Art Education Student Works Exhibition (26–30 May 2025)

The **Basic Art Education Exhibition** displayed student artworks developed through foundational artistic training.

The Faculty's official announcement stated that the exhibition was open to **academic stakeholders and interested visitors**, providing opportunities for engagement with emerging artistic practices.

Furkan Işıksever Personal Textile Exhibition (13–19 October 2025)

The **Personal Textile Exhibition** showcased artworks developed under a TÜBİTAK 2209-A-supported student research project.

Inspired by traditional Anatolian weaving culture, the exhibition combined cultural motifs with contemporary and digital design methods. It was publicly announced and presented at the Faculty Art Gallery, contributing to the visibility and preservation of traditional artistic heritage.

"Son Kat" Group Exhibition (1–7 December 2025)

The **"Son Kat" Exhibition** brought together works by faculty members and postgraduate students from the Painting Department.

Hosted at the University's Art Gallery, the exhibition provided another opportunity for visitors to engage with contemporary artistic production and interdisciplinary creative expression.

Cultural Accessibility and Community Engagement

Through its programme of exhibitions and public announcements, Sakarya University makes artistic activities accessible beyond formal teaching and academic research.

The University communicates exhibition dates, venues, and visitor information through official faculty announcements and institutional news platforms, enabling interested members of the community to attend and engage with cultural activities.

These exhibitions provide a platform for emerging artists, support the transmission of traditional cultural practices, and encourage dialogue between university members and the wider public.

Overall Assessment

Sakarya University demonstrates a **continuing institutional commitment to public access to art galleries and exhibition spaces**, supported by multiple documented exhibitions held during 2025.

The University's public exhibition programme promotes cultural participation, artistic diversity, and the preservation of cultural heritage while strengthening connections with the local community.

These activities contribute to **SDG 11 – Sustainable Cities and Communities**, particularly **Target 11.4**, by supporting access to and appreciation of cultural heritage and the arts.

11.2.4 – Public Access to Green Spaces

Sakarya University promotes public access to green spaces through its sustainable and community-oriented campus approach. **Walking paths, landscaped areas, recreational spaces, and other publicly accessible green spaces** within the Esentepe Campus are available **free of charge to members of the wider community**, as well as university students and staff. This approach encourages outdoor activities, physical well-being, and social interaction while strengthening the relationship between the university and the surrounding community.

External visitors may access these areas after completing a **Temporary Campus Entry Card Application Form**, which supports campus security and visitor registration. No admission or membership fee is charged. Visitor entry procedures are administered in accordance with the university's **Identity Card, Card Access System and Vehicle Permit Directive**, ensuring safe and orderly access to campus facilities and designated public spaces.

Green Campus Areas and Natural Environment



Aerial view of Sakarya University Esentepe Campus, highlighting its landscaped green spaces, tree-covered areas, and natural surroundings overlooking Lake Sapanca.

Sakarya University has extensive landscaped and natural areas within its **total campus area of 2,330,665 square metres**.

According to the university's official **Green Campus land-use data**, **979,192 square metres are covered by planted landscape vegetation, excluding forested areas**, representing approximately **42.01% of the total campus area**.

These green spaces include tree-lined areas, landscaped vegetation, walking routes, and outdoor recreational areas. The university's publicly available Green Campus information

provides institutional evidence of its green infrastructure and the monitoring of campus land use.

In addition to supporting education and research, designated green and open spaces provide opportunities for outdoor recreation, social interaction, and community activities.

Public Use of Campus Green Spaces in 2025



External participants using campus green spaces during the "Learning and Exploring on Campus" project, 2025.

Between **16 July and 6 August 2025**, Sakarya University implemented the **"Learning and Exploring on Campus" Project**, providing children from outside the university community with opportunities to participate in educational, recreational, and outdoor activities on campus.

The project was implemented through cooperation between the university's Department of Health, Culture and Sports, Faculty of Theology, and the Sakarya Provincial Mufti's Office. A total of **500 students from 25 Qur'an courses** participated.

Activities took place at the **green space behind the former SAÜSEM building** and at the Youth Office. Children participated in activities including archery, scouting, drone simulation, and awareness-building programmes.

The project provides **direct evidence of external visitors using Sakarya University's campus green spaces** for educational, recreational, and social development purposes in 2025.

2025 YURTLİG Orienteering Türkiye Championship



The **YURTLİG Orienteering Türkiye Championship**, held in Sakarya between **10 and 16 May 2025**, included its first competition stage on the **Sakarya University campus**.

The championship brought together **100 athletes from 10 different provinces**, with approximately **150 participants in total**, including technical staff, administrators, and coaches.

Through outdoor navigation and orientation activities, participants demonstrated map-reading, route-finding, and physical endurance skills in a nature-based sporting environment.

The event provides a documented example of **people from outside the university community accessing and using Sakarya University's outdoor campus environment for sporting activities**.

Contribution to the Sustainable Development Goals

By providing free public access to designated campus green spaces and hosting educational, recreational, and sporting activities involving external participants, Sakarya University contributes to the accessibility and community use of natural and outdoor environments.

These practices support **SDG 11 – Sustainable Cities and Communities** by promoting access to safe, inclusive, and accessible green spaces.

They also contribute to **SDG 3 – Good Health and Well-being** and **SDG 4 – Quality Education** by encouraging physical activity, engagement with nature, and outdoor learning opportunities for different groups in society.

11.2.5 – Arts and Heritage Contribution

Sakarya University actively contributes to the artistic and cultural life of the wider community through concerts, Turkish classical and folk music, theatre, dance, traditional arts and exhibitions. In 2025, the University's State Conservatory, Faculty of Art, Design and Architecture, academic departments and student communities contributed to a diverse programme of cultural activities, supported by public event announcements and institutional news.

Sakarya University supports public participation in arts and culture through a diverse programme of concerts, theatre performances, dance events, traditional arts, and exhibitions. The following activities highlight the university's contribution to cultural life and artistic engagement throughout 2025.



Artistic and cultural activities at Sakarya University, 2025.

Arts and Cultural Events – 2025

1. An Evening of Traditional Melodies

2. Folk Songs and Their Stories Concert

3. State Conservatory Traditional Sıra Night

4. Ay Carmela – Theatre Performance

5. Songs Loved by Atatürk

6. Tile Art Exhibition and Folk Music Concert (Concert Programme)

7. 2nd Turkish Folk Music Festival

8. Kazakh Culture Introduction Concert

9. An Evening of Classical Guitar Music

10. Rast Fasıl Concert

11. Turkish Folk Music Concert by the University-Wide Elective Course

12. Kyrgyz Cultural Night

13. Turkish Folk Music Concert

14. Folk Dance Performance by University Staff

15. 1st Theatre Days

16. Theatre Club Performance

17. Journey Through Anatolia / Anatolian Melodies Concert

18. 12th World Dance Day Events

19. Commemoration Programme for Rumi (Mevlana)

20. Folk Dance Festival

21. Classical Guitar Students' Concert

22. Virane Music Group Concert

23. Concert by Prof. Dr. Nilgün Sazak and Balkania

24. Tribute Concert to Prof. Dr. Alaeddin Yavaşça

25. Bahar Women's Ensemble Concert (International Women's Day Programme)

26. Sakarya Folk Songs Concert (Manav Culture)

27. Turkish Folk Music Concert at Sakarya University

28. Original Printmaking Exhibition

29. Final Floor (Son Kat) Exhibition

30. A Journey Through Tradition: Turkish Tile Art

31. Furkan Işıksever Solo Textile Exhibition

32. The Digital Journey of Weaving Exhibition

33. Basic Art Education Student Works Exhibition

34. Primary School Teaching Students' Painting Exhibition

35. Flowers Blooming at the Tomb (Türbede Açan Çiçekler) Exhibition

36. Mülemma Book Arts Exhibition

37. Tribute to Spring – Weaving Exhibition

38. Children of Sorrow (Hüznün Çocukları) Exhibition

39. Faculty of Art, Design and Architecture Graduation Exhibition

40. Traditional Turkish Arts – Design and Practice Exhibition

41. Fatma Altunbaş Book Arts Exhibition

42. Film Soup Photography Exhibition

43. Accumulation, Transformation, Development Exhibition

Community Engagement and Cultural Access

Through its concert programmes, performing arts events and exhibitions, Sakarya University offers opportunities for students, university staff and the wider community to engage with diverse artistic practices. Cultural activities are communicated through the University's public news and event channels and contribute to the visibility of regional musical heritage, traditional Turkish arts and contemporary creative work.

Contribution to the Sustainable Development Goals

These initiatives contribute to SDG 11 – Sustainable Cities and Communities, particularly Target 11.4, by supporting access to cultural expression and strengthening the appreciation and transmission of artistic and cultural heritage.

11.4.1 – Sustainable Practices Targets

Sustainable Transport Monitoring and Institutional Targets

Sakarya University (SAU) implements a comprehensive and institutionally coordinated approach to sustainable transportation, integrating **systematic mobility monitoring, strategic planning, low-carbon transport alternatives, and traffic management policies**. The University's approach is designed to progressively reduce reliance on private motor vehicles, encourage environmentally responsible travel choices, and improve the sustainability of campus transportation.

As demonstrated through its **sustainable campus development initiatives**, Sakarya University addresses sustainable mobility as an integral component of its institutional environmental strategy. The Traffic and Aesthetics Commission contributes to this process through a phased planning approach encompassing short-, medium-, and long-term objectives.

These objectives focus on reducing motor vehicle dependency, improving pedestrian and cycling infrastructure, encouraging public transportation, and progressively limiting the environmental impacts of campus traffic. Together, these priorities establish a strategic direction for increasing the use of sustainable transport alternatives across the University.

Measurement, Monitoring, and Data-Informed Transport Management

Sakarya University systematically monitors motor vehicle movements through electronic campus access control systems and vehicle permit readers. Vehicle entry records maintained by the Protection and Security Department provide a measurable basis for assessing campus traffic patterns and supporting transport management decisions.

Throughout 2025, the University collected and evaluated vehicle entry data, daily traffic movements, and vehicle density relative to the campus population. This systematic monitoring contributes to the identification of transport demand patterns and provides an evidence base for reviewing private vehicle use and developing sustainable mobility measures.

The **SABİS (Sakarya University Information System)** supports vehicle access and permit-related administrative processes, while the **SAUCO$_2$ Sustainable Carbon Tracking System** forms part of the University's broader framework for assessing and monitoring its institutional carbon footprint.

The University's **Climate Action Plan** further reinforces this approach by establishing a long-term commitment to emissions monitoring and carbon neutrality by 2053.

By integrating transport activity monitoring with its wider environmental management priorities, Sakarya University has established a foundation for evaluating mobility patterns, informing future interventions, and progressively strengthening sustainable transportation performance.

Institutional Measures to Increase Sustainable Transport Use

Sakarya University promotes a range of transport alternatives intended to encourage a gradual transition away from private fossil-fuel-powered vehicles.

The University operates **20 free staff shuttle vehicles**, supporting the daily transportation needs of academic and administrative personnel. In cooperation with Sakarya Metropolitan Municipality, free bus and minibus services operate along an approximately **3-kilometre campus route**, providing accessible transportation for students, staff, and visitors.

Through the **SAKUS public transport information system**, users can monitor vehicle locations, routes, and estimated arrival times, helping make public transportation a practical alternative to private car use.

The University's **Green Campus initiatives** also support bicycle infrastructure, dedicated cycling routes, bicycle parking facilities, electric scooter services, and electric vehicle charging stations.

Institutional transportation records for 2025 document **650 bicycles and 345 electric scooters**, alongside electric service and maintenance vehicles. A free entry permit arrangement for fully electric vehicles further encourages the adoption of lower-emission transportation options.

These measures form part of a coordinated effort to improve the accessibility, convenience, and attractiveness of sustainable mobility choices, thereby supporting the University's objective of reducing private vehicle dependency.

Managing Private Vehicle Use and Parking Demand

Sakarya University complements its sustainable transport initiatives with institutional arrangements that regulate private vehicle access and parking demand.

The **Campus Motor Vehicle Traffic Directive** establishes formal rules concerning campus entry permits, vehicle circulation, designated parking areas, speed limits, and pedestrian priority.

The University manages parking through controlled access procedures, designated student and staff parking zones, and free parking facilities at campus entrances. These measures help regulate vehicle movements and support the efficient use of existing parking infrastructure.

In 2025, the University's **17,565.02 m² of parking space represented approximately 0.75% of its total campus area of 2,330,665 m²**. Monitoring parking provision alongside vehicle access data supports the University's broader approach to managing demand for private motorised transportation.

Additional arrangements, including a parcel delivery point at the campus entrance, enable delivery vehicles to complete routine operations without travelling into the central campus, contributing to efforts to limit unnecessary vehicle movements.

Together, these initiatives demonstrate an operational approach that combines traffic monitoring, managed vehicle access, and sustainable travel alternatives.

Pedestrian-Oriented Campus Design and Behavioural Change

Sakarya University promotes sustainable mobility not only through transport infrastructure but also through measures that encourage changes in everyday travel behaviour.

The University's **Traffic Directive** establishes pedestrian priority and restricts motor vehicle access to designated pedestrian-only and pedestrian-priority areas. Vehicle speeds are limited to **30 km/h within the campus** and **40 km/h on the surrounding ring road**.

Pedestrian pathways, dedicated bicycle routes, directional signs, and traffic-calming measures support safer and more accessible movement throughout the campus.

During **European Mobility Week 2025**, Sakarya University also organised bicycle tours and awareness activities to encourage environmentally responsible commuting and increase familiarity with sustainable transport options.

These physical and behavioural initiatives complement institutional transport management measures and support the long-term development of a campus mobility culture that prioritises walking, cycling, public transport, and accessibility.

Institutional Governance and Progressive Improvement

Sakarya University's sustainable mobility framework is supported by formal institutional governance arrangements.

The **Traffic Board** provides an established mechanism for coordinating traffic management and transport safety across university campuses.

Its **official responsibilities** include regulating parking arrangements, making decisions on transport safety, promoting awareness, supervising implementation, and reviewing reports related to campus traffic.

Under Article 8 of the Traffic Directive, the relevant administrative departments are responsible for preparing reports on traffic practices and inspections at intervals determined by the Traffic Board.

The University's **Traffic Penalty Points System** also supports the implementation of pedestrian-priority rules, speed limits, and parking regulations.

Through these coordinated structures, Sakarya University links mobility monitoring with institutional planning, operational measures, and continuous improvement processes.

Overall Assessment

Sakarya University demonstrates an integrated institutional commitment to **measuring campus transportation activity and pursuing a progressive shift towards more sustainable mobility practices**.

Its 2025 vehicle monitoring activities, public transport and zero-emission mobility provision, controlled parking management, pedestrian-priority regulations, and established governance mechanisms collectively provide a framework for assessing transport activity and supporting sustainable transport objectives.

The University's phased planning approach, together with its wider climate commitments, reinforces a long-term direction towards reducing dependence on private vehicles, expanding low-carbon mobility alternatives, and improving the environmental performance of campus transportation.

Through this combination of **measurement, institutional targets, practical interventions, and continuous monitoring**, Sakarya University supports the objectives of **SDG 11 – Sustainable Cities and Communities**, contributing to the development of a safer, more accessible, and environmentally sustainable campus.

11.4.2 – Promote Sustainable Commuting

Promoting Sustainable Commuting at Sakarya University

Sakarya University (SAU) actively promotes sustainable commuting through an integrated framework of **free public transportation, staff shuttle services, cycling infrastructure, electric mobility options, pedestrian-friendly campus design, and awareness-raising activities**.

The University's approach focuses on making environmentally friendly transportation more accessible, convenient, and attractive to students, academic and administrative staff, and visitors. By combining practical mobility alternatives with institutional traffic management policies, Sakarya University encourages a progressive shift away from dependence on private fossil-fuel-powered vehicles.

Free Public Transportation and Staff Shuttle Services

One of Sakarya University's principal sustainable mobility initiatives is the provision of free and accessible transport services.

The University provides **20 free staff shuttle vehicles**, each with an average capacity of approximately 20 passengers, to facilitate daily commuting for academic and administrative personnel. These services operate along designated routes and schedules, providing a collective transportation alternative to individual car journeys.

In cooperation with Sakarya Metropolitan Municipality, Sakarya University also provides **free bus and minibus transportation within Esentepe Campus**, covering an approximately 3-kilometre internal route. Students, staff, and visitors can board these services free of charge at stops located near faculty buildings and administrative units.

The **SAKUS (Sakarya Transportation System)** mobile application further supports public transport use by providing real-time information on bus and minibus locations, routes, and estimated arrival times.

These services reduce practical barriers to shared transportation and encourage the university community to choose public transport rather than private vehicles for routine campus journeys.

Cycling, Electric Scooters, and Zero-Emission Mobility

Through its **Green Campus initiatives**, Sakarya University encourages cycling, electric scooter use, and electric mobility as practical alternatives to conventional motorised transport.

The University's 2025 transportation records identify **650 bicycles and 345 electric scooters** within its campus mobility system. Designated bicycle routes, parking facilities, and scooter access points support their use across campus.

In addition, Sakarya University provides electric vehicle charging stations and supports fully electric vehicle users through a free campus entry permit arrangement. Electric vehicles are also employed for campus logistics, including material distribution and cleaning operations.

These initiatives help strengthen the availability of low-carbon and zero-tailpipe-emission transportation options, particularly for short journeys within the campus.

Sustainable Mobility Awareness and Community Engagement

Sakarya University complements its transport infrastructure with activities designed to raise awareness and encourage sustainable travel behaviour.

On **22 September 2025**, the University organised activities as part of **European Mobility Week**, including a bicycle tour and various forms of active recreation. The programme brought members of the university community together to encourage active mobility and greater awareness of sustainable transportation alternatives.

The event was publicly documented by the University's International Office through its **European Mobility Week 2025 announcement**.

By combining practical cycling opportunities with public engagement activities, the University seeks to encourage environmentally responsible mobility choices and make sustainable travel habits more visible in everyday campus life.

Reducing Private Vehicle Dependency Through Traffic and Parking Management

Sakarya University supports sustainable commuting through measures that regulate private vehicle access and encourage alternatives to individual car use.

The **Sakarya University Campus Motor Vehicle Traffic Directive** establishes rules for vehicle permits, campus entry, parking arrangements, pedestrian priority, and traffic safety.

The University operates controlled vehicle access procedures and provides designated parking areas for students and staff. Free parking at the campus entrance allows vehicles without regular entry permits to remain outside central campus areas.

The University's 2025 records indicate that **17,565.02 m² of parking space accounts for approximately 0.75% of its total campus area**, reflecting the limited proportion of university land allocated to ground-level parking.

Furthermore, a parcel delivery point at the campus entrance helps reduce unnecessary delivery vehicle movements inside the campus.

These arrangements complement public transportation and active mobility infrastructure by supporting a more organised and less vehicle-dependent campus environment.

Pedestrian-Friendly and Accessible Campus Mobility

Sakarya University promotes walking as an essential part of sustainable commuting and everyday campus mobility.

Under its **Campus Motor Vehicle Traffic Directive**, pedestrians and individuals with disabilities are granted priority, while motor vehicles are prohibited from entering designated pedestrian-priority and pedestrian-only areas.

The University provides pedestrian pathways, crossings, directional signs, bicycle routes, and accessible walking arrangements across campus. Traffic calming measures and speed regulations further support pedestrian safety.

The maximum permitted vehicle speed is **30 km/h within campus areas** and **40 km/h on the surrounding ring road**.

These facilities encourage walking and cycling as convenient and accessible ways of travelling between university buildings.

Institutional Support for Sustainable Mobility

Sakarya University's sustainable commuting initiatives are reinforced by formal institutional arrangements.

The University's **Traffic Board** coordinates campus traffic and transport safety. Its **official responsibilities** include managing parking arrangements, promoting transportation awareness among students and staff, and overseeing the implementation of traffic-related decisions.

The University's **sustainable campus development activities** also highlight efforts to strengthen pedestrian-oriented infrastructure, encourage cycling, and reduce the environmental impacts of campus traffic.

Together, these policies and initiatives demonstrate an institutional approach to promoting sustainable commuting through both infrastructure and behavioural encouragement.

Overall Assessment

Sakarya University demonstrates its commitment to promoting sustainable commuting through **accessible transport services, cycling and electric mobility facilities, pedestrian-**

friendly campus planning, traffic management measures, and public awareness activities.

In 2025, free staff shuttles, free on-campus public transport, bicycle and electric scooter availability, electric vehicle support, and European Mobility Week activities provided practical opportunities for the university community to adopt more sustainable travel habits.

These coordinated initiatives contribute to **SDG 11 – Sustainable Cities and Communities** by encouraging environmentally responsible mobility, improving accessibility, and supporting a campus transportation environment that prioritises shared, active, and lower-emission travel options.

11.4.3 – Encouragement or Permission for Remote Working

Sakarya University (SAU) supports **flexible and remote working practices for its academic and administrative staff, where appropriate to their duties and institutional requirements**, as part of its commitment to sustainable campus management, digital transformation, and operational efficiency.

The University's approach aims to facilitate the performance of suitable professional activities without requiring physical presence on campus for every task. By supporting digitally enabled working arrangements, Sakarya University contributes to reducing unnecessary commuting, improving resource efficiency, and promoting more sustainable workplace practices.

This institutional commitment is explicitly documented in the University's publicly available **2025 Sustainability Report**, under **Section 2.3.1 – Remote Work and Education (page 24)**, which confirms that Sakarya University supports flexible and remote working practices where appropriate.

Digital Infrastructure Supporting Remote Work

Sakarya University has developed an extensive digital infrastructure that supports the remote delivery of academic, administrative, and communication-related activities.

The **Sakarya University Information System (SABİS)** provides an integrated digital environment for institutional processes, while electronic document management and digital communication systems facilitate the exchange of information and the handling of suitable administrative activities without reliance on paper-based procedures or physical document circulation.

The University's **Distance Education Research and Application Center (UZEM)** provides technical infrastructure, digital learning environments, and academic support for online education. As explained in the **2025 Sustainability Report**, Sakarya University has invested in distance education technologies and infrastructure since the 1990s, establishing longstanding institutional experience in digitally supported academic activities.

These systems provide technological capabilities that can support remote academic collaboration, online meetings, digital communication, and suitable administrative tasks.

Flexible Working and Sustainable Commuting

The University's support for flexible and remote working arrangements is consistent with its wider institutional sustainability approach.

Where the nature of the task and institutional conditions permit, remote working can reduce the need for daily travel to campus. This approach provides opportunities to limit commuting-related transportation demand while maintaining continuity in academic and administrative operations.

Rather than applying a uniform working arrangement to every position, Sakarya University recognises the importance of **flexibility according to operational requirements and the responsibilities of individual roles**.

The University's **2025 Sustainability Report** addresses remote working under its Sustainable Transportation section, demonstrating that the institution recognises the connection between working arrangements, mobility demand, and environmental sustainability.

Institutional Digital Capacity and Operational Continuity

Sakarya University's digital infrastructure further supports the feasibility of remote and flexible working arrangements.

According to the University's **2025 Sustainability Report (page 59)**, the main campus is connected to the ULAKNET backbone through a **3.5 Gbps metro connection**, while satellite campuses are supported by **50–200 Mbps Metro Ethernet connections**.

These communication capabilities support the University's digital education, information systems, and institutional connectivity.

In addition, electronic information systems, remote access to digital resources, and online learning technologies contribute to a working environment in which suitable activities can be undertaken with reduced dependence on physical presence.

Through its broader digital transformation efforts, Sakarya University continues to strengthen the institutional capacity needed for flexible, accessible, and efficient academic and administrative operations.

Contribution to Sustainable Campus Management

Remote and flexible working arrangements complement Sakarya University's wider sustainable transportation policies, which promote public transport, active mobility, and reductions in unnecessary motor vehicle movements.

By supporting work arrangements that may reduce routine commuting when operationally feasible, the University contributes to its broader objectives of managing transportation demand, improving resource efficiency, and reducing the environmental impacts of campus operations.

The combination of **institutional support for remote working, established digital systems, and ongoing technological development** provides a foundation for integrating flexible working practices into sustainable university management.

Overall Assessment

Sakarya University demonstrates its support for remote and flexible working through a publicly documented institutional commitment and digital infrastructure capable of facilitating suitable off-campus academic and administrative activities.

The University's **2025 Sustainability Report explicitly recognises flexible and remote working practices**, while its longstanding experience in distance education, institutional information systems, and digital communication infrastructure supports the implementation of such arrangements where appropriate.

Through this approach, Sakarya University strengthens operational flexibility and contributes to **SDG 11 – Sustainable Cities and Communities** by supporting working practices that can reduce unnecessary commuting and promote more sustainable campus operations.

11.4.4 – Affordable Housing for Staff

Sakarya University (SAU) provides **institutionally managed residential accommodation for its academic and administrative employees** as part of its commitment to staff welfare, accessible housing, and sustainable campus development.

The University recognises access to suitable accommodation as an important factor in employees' financial well-being, professional stability, and quality of life. Through its established staff housing provision, Sakarya University offers an alternative to private rental accommodation, particularly benefiting employees who require convenient access to their workplace.

According to the University's **2025 Administrative Activity Report**, Sakarya University maintains **206 staff housing units, covering a total gross area of 16,914 m²**. Of these units, **191 were occupied and 15 were vacant**, representing an occupancy rate of approximately **92.7%**.

These figures demonstrate the University's continued provision of residential accommodation and the practical utilisation of its staff housing infrastructure during the 2025 reporting period.

Publicly Regulated Rental Arrangements and Housing Affordability

Sakarya University's staff accommodation is administered within Türkiye's public housing framework, rather than through unrestricted commercial rental arrangements.

The allocation, use, management, and rental procedures are governed by **Sakarya University's Senate Principles on Housing Allocation and Management**, together with the applicable public housing legislation.

Under Article 7 of the Senate Principles, housing rent is collected directly through employees' monthly payroll following formal allocation. This provides a transparent and institutionally administered rental arrangement.

The public housing framework provides a structured basis for determining rental charges, while the University's housing provision is intended to ease accommodation-related financial pressures on eligible staff.

The University's **2025 Administrative Activity Report** also documents actual rental income from its staff housing units, confirming that the accommodation service continued to operate during the reporting year.

Although individual housing rents vary according to the applicable public housing rules and accommodation characteristics, this regulated arrangement represents an important institutional mechanism for supporting accessible and potentially more affordable housing.

Transparent Eligibility, Applications, and Allocation Procedures

Sakarya University manages staff housing through a formal allocation process designed to ensure consistent and transparent consideration of applicants.

The **Senate Principles on Housing Allocation and Management** establish the procedures for applying for accommodation, evaluating eligibility, allocating available units, and regulating occupancy.

Applications are assessed in accordance with defined criteria and a formal Housing Allocation Commission. Factors such as personnel circumstances, family information, service-related conditions, and other relevant eligibility considerations are incorporated into the evaluation process.

This approach supports fair access to the available housing stock while allowing the University to administer accommodation through a consistent institutional framework.

Digital Housing Application and Allocation Management

Sakarya University strengthens transparency and accessibility through its **SABİS Housing Management System**, which enables employees to undertake housing-related procedures electronically.

As explained by the University's **Information Technology Department**, the system provides access to the Housing Directive, scoring criteria, individual applications, application history, and allocation results.

The digital application process covers personnel information, employment duration, income details, family circumstances, housing information, and accommodation preferences.

By providing a structured application and assessment mechanism, the system enables employees to access housing opportunities through a clearly defined and institutionally monitored process.

Institutional Maintenance and Housing Support

Sakarya University also contributes to the ongoing management and maintenance of its staff housing facilities.

Under **Article 8 of the Senate Principles on Housing Allocation and Management**, the University assumes responsibility for maintenance, preservation, and repairs relating to major structural elements and shared building areas, including roofs, main walls, electrical systems, and communal facilities, excluding routine cleaning and minor repairs arising from ordinary use.

These provisions support the continued usability, safety, and maintenance of university accommodation.

The University's involvement in the management and upkeep of its residential infrastructure helps reduce the administrative and maintenance burden associated with staff accommodation and contributes to the long-term sustainability of the housing service.

Contribution to Employee Welfare and Sustainable Communities

Sakarya University's housing arrangements support employees by providing access to institutionally managed accommodation governed by established eligibility and rental procedures.

Housing located within or near the university environment can facilitate access to employment, reduce commuting requirements for residents, and support greater stability in everyday working life.

The combination of accommodation provision, formal rental administration, transparent allocation criteria, digital applications, and maintenance responsibilities reflects an integrated approach to staff welfare and sustainable housing management.

These measures contribute to **SDG 11 – Sustainable Cities and Communities**, particularly the objective of improving access to adequate and affordable housing, while also supporting **SDG 8 – Decent Work and Economic Growth** through employee welfare and working conditions.

Overall Assessment

Sakarya University demonstrates an established institutional commitment to providing residential accommodation for its employees.

In 2025, the University maintained 206 housing units, of which 191 were occupied, confirming the continued operation and substantial utilisation of its staff accommodation service.

The housing programme is supported by publicly available allocation rules, an established assessment commission, a digital application system, structured rental procedures, and university maintenance responsibilities.

Together, these arrangements provide a documented institutional framework for facilitating access to housing, supporting employees' living conditions, and advancing the University's wider commitment to sustainable and inclusive campus communities.

11.4.5 – Affordable Housing for Students

Supporting Access to Affordable Student Accommodation

Sakarya University (SAU) recognises access to safe, accessible, and affordable accommodation as an important component of student welfare, educational inclusion, and academic continuity.

The University supports students in identifying suitable accommodation through publicly available housing information, guidance on government-supported student residences, and institutionally administered short-term accommodation services.

These measures aim to facilitate access to available housing opportunities, reduce informational barriers for students, and contribute to a more inclusive university experience.

Access to Government-Supported Student Accommodation

Sakarya University provides information about student accommodation opportunities offered by the **Credit and Dormitories Institution (KYK)**, operating under the Republic of Türkiye's Ministry of Youth and Sports.

Through its publicly accessible **Student Accommodation Information Page**, the University informs prospective and enrolled students about available government-operated dormitories and private accommodation alternatives in Sakarya.

The University's published accommodation information identifies a total of **17,367 places in KYK student dormitories**, including 10,340 places for female students and 7,027 for male students, across Sakarya's central districts and surrounding areas.

These facilities operate within the national public student accommodation system and provide students with an alternative to privately rented housing.

By making information about publicly supported accommodation accessible, Sakarya University facilitates students' ability to evaluate housing options and navigate the accommodation opportunities available in the city.

University-Administered Short-Term Accommodation Services

In addition to providing information about public student housing, Sakarya University offers institutionally administered short-term accommodation services through its **Dormitories Branch Directorate**.

The University's **Dormitories Branch Directorate** provides information regarding short-term accommodation services and the conditions governing their use.

The University also promotes transparency in accommodation-related costs by publishing its **2025 Overnight Accommodation Prices**.

Making accommodation prices publicly available enables eligible users to assess the relevant charges in advance and supports transparent access to institutional accommodation services.

These short-term services complement the wider accommodation options available in Sakarya, although they are distinct from permanent or long-term university-operated student residences.

Accessible Accommodation Information and Student Support

Access to reliable and understandable information is particularly important for students relocating to Sakarya for higher education.

Sakarya University supports this process by making information about accommodation opportunities publicly available through its official institutional communication channels.

The University's accommodation guidance helps students identify publicly supported dormitory options and understand the alternatives available beyond the campus environment.

This information-oriented approach contributes to reducing uncertainty during students' transition to university life and supports informed accommodation decisions.

By facilitating awareness of publicly available accommodation services, Sakarya University contributes to a student support environment that recognises housing as an important element of educational participation and student well-being.

Contribution to Student Welfare and Sustainable Communities

Adequate and financially accessible accommodation plays an important role in students' academic participation, quality of life, and social inclusion.

Government-supported student dormitories, university-provided accommodation information, and transparent short-term accommodation services represent complementary mechanisms through which students can identify available housing opportunities.

These activities are consistent with the objectives of **SDG 11 – Sustainable Cities and Communities**, particularly SDG 11.1, which promotes access to adequate, safe, and affordable housing.

Through its institutional information services and accommodation-related support arrangements, Sakarya University contributes to improving students' awareness of housing opportunities and supporting their integration into university and city life.

Overall Assessment

During the **2025 reporting period**, Sakarya University continued to support student access to accommodation through official information on publicly operated student dormitories and the provision of institutionally administered short-term accommodation services.

The University's publicly accessible accommodation guidance, information about government-supported housing capacity, and published 2025 accommodation charges demonstrate an established approach to housing-related information and service transparency.

Together, these measures support students in identifying available accommodation options and contribute to the University's wider commitment to student welfare, accessibility, and sustainable communities.

11.4.6 – Pedestrian Priority on Campus

Institutional Commitment to Pedestrian Priority

Sakarya University (SAU) implements a comprehensive **pedestrian-priority approach** across its campuses, integrating formal traffic regulations, pedestrian-oriented campus planning, accessible walking infrastructure, and controlled motor vehicle circulation.

The University prioritises the safety, accessibility, and independent mobility of students, academic and administrative staff, visitors, and individuals with disabilities. Pedestrian movement is recognised as an essential component of sustainable campus transportation, contributing to safer public spaces, healthier mobility practices, and reduced dependence on motorised travel for short-distance journeys.

This institutional commitment is documented in the University's **2025 Sustainability Report**, particularly under **Section 2.3.2 – Walking Paths and Pedestrian Priority (page 24)**.

Formal Pedestrian Right-of-Way and Traffic Regulations

Pedestrian priority at Sakarya University is formally established through the **Sakarya University Campus Motor Vehicle Traffic Directive**, which regulates vehicle movement, traffic safety, parking, and the use of campus roads.

Under **Article 4**, pedestrians and individuals with disabilities are granted right-of-way priority within campus traffic. This establishes a formal institutional obligation to protect vulnerable road users and prioritise pedestrian movement over motor vehicle circulation.

Article 6 establishes a maximum vehicle speed of **30 km/h within campus areas** and **40 km/h on the campus ring road**. These restrictions are designed to improve road safety and reduce risks to pedestrians and other campus users.

Furthermore, **Article 13** prohibits unauthorised vehicle access to pedestrian-only and pedestrian-priority areas, reinforcing the protection of designated walking spaces.

Through these provisions, Sakarya University ensures that pedestrian priority is supported by enforceable institutional rules rather than relying solely on voluntary traffic behaviour.

Pedestrian-Oriented Campus Design and Walking Infrastructure

Sakarya University has developed pedestrian-oriented circulation arrangements that facilitate safe movement between academic buildings, administrative facilities, libraries, social spaces, and other shared campus services.

The campus includes **designated pedestrian walkways, pedestrian crossings, pedestrian-priority zones, and areas where motor vehicle access is restricted**, enabling walking to remain a practical and accessible mode of transportation within the university environment.

Central academic and administrative areas are supported by pedestrian-friendly circulation arrangements, helping to minimise conflicts between pedestrians and vehicles.

The University also implements traffic signs, road markings, and awareness measures that reinforce pedestrian precedence and encourage responsible driving behaviour.

As documented in the **2025 Sustainability Report, Section 2.3.2**, Sakarya University continues to improve walking routes and pedestrian-friendly areas while supporting the development of safe and sustainable campus mobility infrastructure.

Accessible Pedestrian Infrastructure and Barrier-Free Campus

Sakarya University integrates **accessibility and inclusive design principles** into its campus pedestrian infrastructure, ensuring that pedestrian priority extends to individuals with disabilities, visually impaired pedestrians, and people with reduced mobility.

Campus accessibility measures include **tactile guiding surfaces, accessible ramps, designated pedestrian routes, and pedestrian-priority areas** that support safer and more independent movement between university facilities.

These physical arrangements help remove mobility barriers and improve equal access to academic buildings, administrative services, social spaces, and other campus facilities.

Accessibility-related improvements are institutionally supported by the University's **Barrier-Free Life and Support Coordination Office**, working in cooperation with designated accessibility representatives across academic and administrative units.

The University's **2025 Sustainability Report (page 55)** documents its comprehensive approach to physical, educational, socio-cultural, and digital accessibility.

According to the report, Sakarya University holds **13 Orange Flags for physical accessibility, 20 Green Flags for educational accessibility, and 3 Blue Flags for socio-cultural accessibility** under Türkiye's Accessible University recognition framework.

These achievements provide additional institutional evidence of the University's commitment to removing accessibility barriers and developing a more inclusive campus environment.

By combining accessible walking routes with formal pedestrian right-of-way provisions and vehicle restrictions, Sakarya University strengthens pedestrian safety and accessibility for all campus users.

Controlled Vehicle Access, Parking Management, and Pedestrian Safety

Pedestrian-priority practices are reinforced through the University's regulated vehicle access and parking management arrangements.

Under the **Campus Motor Vehicle Traffic Directive**, vehicle entry and parking are subject to institutional regulations, while restrictions apply to pedestrian-only areas and other designated campus spaces.

The vehicle permit system helps regulate private vehicle circulation and supports the separation of motorised traffic from pedestrian-oriented areas.

Vehicle users are required to comply with campus traffic rules, speed limits, parking restrictions, and pedestrian right-of-way obligations.

Traffic governance is supported by the University's **Traffic Board**, which provides an institutional mechanism for reviewing campus traffic arrangements, identifying safety-related issues, and supporting improvements to mobility management.

Together, these measures create a structured approach to pedestrian protection and help maintain a safer campus environment.

Integration with Sustainable Transportation and Environmental Objectives

Pedestrian priority is an integral component of Sakarya University's wider sustainable transportation strategy, alongside public transportation, bicycle infrastructure, electric mobility, and measures to regulate unnecessary motor vehicle use.

The University's **2025 Sustainability Report – Sustainable Transportation (pages 23–24)** identifies pedestrian-priority zones, dedicated bicycle facilities, controlled vehicle circulation, and environmentally responsible mobility alternatives as interconnected elements of sustainable campus management.

By supporting walking as a convenient transportation option for short journeys between campus facilities, Sakarya University promotes healthier travel behaviour and helps reduce dependence on motorised transportation.

The combination of pedestrian-oriented infrastructure, accessibility improvements, speed restrictions, and formal campus traffic governance contributes to creating safer, more inclusive, and environmentally sustainable university spaces.

These practices are aligned with **SDG 11.2**, which addresses safe, accessible, and sustainable transportation, and **SDG 11.7**, which promotes universal access to safe, inclusive, and accessible public spaces.

Overall Assessment

Sakarya University demonstrates a **formal, comprehensive, and publicly documented commitment to pedestrian priority** across its campuses.

The University supports pedestrian movement through legally established right-of-way provisions, regulated vehicle speeds, restrictions on motor vehicle access to pedestrian-priority spaces, designated walking infrastructure, accessible pedestrian routes, and institutional traffic management mechanisms.

Its barrier-free campus initiatives further strengthen this approach by incorporating accessibility measures for individuals with disabilities, supported by nationally recognised achievements in physical accessibility.

These practices are documented through the University's **Campus Motor Vehicle Traffic Directive** and **2025 Sustainability Report**, providing institutional evidence of pedestrian-priority arrangements during the 2025 reporting period.

Through this integrated approach, Sakarya University advances pedestrian safety, equal accessibility, sustainable mobility, and the development of inclusive campus spaces in accordance with **SDG 11 – Sustainable Cities and Communities**.

11.4.7 – Local Authority Collaboration Regarding Planning and Development

Sakarya University (SAU) actively collaborates with **Sakarya Metropolitan Municipality and relevant public authorities** on sustainable urban planning, climate adaptation, smart city development, transportation, and environmental resource management.

Through interdisciplinary research, technical expertise, and participation in public planning processes, the University contributes to evidence-based solutions addressing urban challenges beyond its campus boundaries.

During **2025**, these collaborations included participation in local climate adaptation planning, citizen-centred smart city research, regional water management, and urban transportation initiatives.

Local Climate Change Adaptation Strategy and Action Plan (2025–2030)

Sakarya University contributed to the preparation of the **Sakarya Local Climate Change Adaptation Strategy and Action Plan (YUSEP) 2025–2030**, supporting the integration of climate resilience into local development and environmental planning.

The **official YUSEP 2025–2030 document**, published by the Presidency of Climate Change, establishes a framework for addressing climate-related risks and strengthening the resilience of urban infrastructure, environmental systems, and local communities.

The University's involvement is documented in its **2025 Sustainability Report (pages 63–64)**, demonstrating its contribution to local public policy development and sustainable regional planning.

Citizen-Centred Smart City Planning

Sakarya University coordinates the TÜBİTAK 3005-supported project **"Smart Cities for Everyone: Developing a Citizen-Centred Smart City Action Plan within an Effective Governance Framework" (Project No. 223K162)**, implemented during **2024–2026**.

The project supports the development of a participatory smart city strategy and action plan for Sakarya Metropolitan Municipality, covering **all 16 districts of Sakarya**.

According to the University's **Sakarya Economic and Social Research Center (SESAM)**, the published research results include consultation with **1,258 residents and 145 stakeholder representatives** and a proposed **Sakarya Smart City Strategy and Action Plan for 2025–2029**.

As the project continued beyond 2025, these are presented as the project's overall published findings rather than outcomes confirmed as completed during 2025.

This initiative demonstrates how university-led research, public participation, and interdisciplinary expertise contribute to municipal planning and inclusive urban development.

Sustainable Urban Transportation and Campus Rail Connectivity

Sakarya University's Esentepe Campus is included in the planned **Adapazarı–Serdivan–University Campus Tramway Line**, developed by Sakarya Metropolitan Municipality in cooperation with national transportation authorities.

The proposed rail system aims to improve public transport connections between central Adapazarı, Serdivan, and the university campus, providing a sustainable alternative to private vehicle use.

According to **Sakarya Metropolitan Municipality's announcement of 28 July 2025**, geotechnical investigations were completed along the planned rail corridor, including **80 boreholes**, as part of the project's technical preparation.

Although the tramway was not operational in 2025, the inclusion of the University campus in the proposed route demonstrates the integration of campus accessibility into the city's sustainable transportation planning. The project is presented as a municipal planning initiative affecting the University, rather than a rail project independently developed by SAU.

Regional Water Management and Sapanca Lake Protection

Sakarya University contributes academic expertise to regional environmental planning through participation in water resource management and conservation initiatives.

The **Ministry of Agriculture and Forestry's announcement of 10 October 2025** documents the **Sakarya and Susurluk River Basins Sectoral Water Allocation Planning Project**, addressing water availability, sectoral demand, and sustainable resource allocation.

In addition, **Sakarya Metropolitan Municipality announced on 12 August 2025** that **112 action measures** had been identified to support Sapanca Lake protection and drought resilience.

Sakarya University's participation in these regional planning processes and its academic support for the Sapanca Lake Action Plan are documented in the **2025 Sustainability Report (pages 63–64)**.

These collaborations demonstrate the University's contribution to public-sector planning concerning water security, environmental sustainability, and regional resilience.

Overall Assessment

Sakarya University demonstrates **active and publicly documented engagement with local authorities in sustainable urban planning and regional development**.

Its contributions to climate adaptation planning, citizen-centred smart city research, and regional water management, together with the inclusion of its campus in municipal rail transit planning, reflect the integration of academic expertise and university-related needs into wider urban development processes.

Supported by **government publications, municipal announcements, documented research projects, and institutional reports**, these activities provide evidence of Sakarya University's contribution to **SDG 11 – Sustainable Cities and Communities**, particularly sustainable urbanisation, transportation planning, and climate resilience.

11.4.8 – Planning Development: New Build Standards

Sustainable Building Standards and Institutional Planning

Sakarya University (SAU) incorporates **green building principles, energy efficiency, smart building technologies, resource conservation, and accessibility** into its approach to campus construction and infrastructure development.

The University's **2025 Sustainability Report (Section 2.1.2, pages 18–19)** states that construction and renovation projects are implemented in accordance with **Green Certification Building Criteria**, integrating energy management systems, LED lighting, sensor technologies, natural daylight solutions, water-efficient fixtures, and building safety systems.

These principles support the University's approach to environmentally responsible and resource-efficient building development.

Sustainable Design and Smart Building Technologies

Sakarya University incorporates energy-efficient equipment and intelligent building technologies into its infrastructure planning.

New buildings are described in the University's sustainability framework as incorporating energy management units and sensor-based systems for lighting, water fixtures, and building functions. Natural lighting and ventilation are also considered to improve indoor conditions and reduce energy demand.

According to the **2025 Sustainability Report**, approximately **90% of campus buildings utilise natural daylight**, while **85% have energy control and monitoring applications**.

These practices demonstrate an institution-wide approach to strengthening building performance through sustainable design and technological improvements.

New Construction and Architectural Development in 2025

The University's **Department of Construction and Technical Affairs – 2025 Activity Presentation** documents significant construction and architectural development activities.

In 2025, the **1,140 m² National Technology Workshop** was completed and inaugurated, providing modern facilities for research and innovation.

Construction also progressed on a **4,000 m² Student Dining Facility**, incorporating dining areas, cold storage, mechanical service rooms, and water storage infrastructure.

Additional architectural planning included a **9,150 m² new building at Hendek Campus**, a **1,580 m² sports hall for the Vocational School of Health Services**, and a **1,575 m² Faculty of Computer and Information Sciences extension**.

These projects provide concrete examples of new building development and systematic infrastructure planning during the reporting period.

The University's **2025 Completed Activities** page and the Department's published activity presentation provide institutional documentation of campus development work.

Energy Efficiency, Infrastructure Improvements, and Accessibility

The University's 2025 construction activities also demonstrate practical investment in energy-efficient and inclusive infrastructure.

According to the **2025 Activity Presentation**, Sakarya University installed **1,600 LED lighting units** across five campus buildings.

Additional activities included roof waterproofing and insulation improvements, electrical infrastructure upgrades, heating and cooling system maintenance, and mechanical system modernisation.

Accessibility improvements were undertaken in accordance with **Law No. 5378 on Persons with Disabilities**, including tactile guidance surfaces, accessible ramps, Braille signage, accessible sanitary facilities, and emergency access improvements.

These activities complement the University's sustainable building approach by supporting resource efficiency, operational safety, accessibility, and the long-term functionality of campus infrastructure.

Overall Assessment

Sakarya University demonstrates a documented institutional approach to **incorporating sustainable construction principles and green building criteria into new building planning, construction, and renovation**.

The combination of its publicly stated building standards, smart building technologies, completed and ongoing construction projects, and documented energy-efficiency improvements provides evidence of sustainability considerations within campus development.

Supported by the University's **2025 Sustainability Report** and the official publications of its **Department of Construction and Technical Affairs**, these practices contribute to **SDG 11 – Sustainable Cities and Communities** through more resource-efficient, accessible, and environmentally responsible infrastructure.

11.4.9 – Building on Brownfield Sites

Sustainable Land Use and Redevelopment of Previously Developed Sites

Sakarya University (SAU) supports sustainable campus development by **prioritising the efficient use, renovation, and adaptive reuse of existing buildings and previously developed spaces**, where feasible.

This approach contributes to the preservation of natural and green areas by making better use of established campus infrastructure and reducing the need for additional land development.

The University's **Department of Construction and Technical Affairs – 2025 Activity Presentation** documents practical examples of building reuse, conversion, modernisation, and infrastructure improvement during the reporting period.

Adaptive Reuse of Existing Campus Facilities

In 2025, Sakarya University implemented several projects that demonstrate the **adaptive reuse of previously developed spaces**.

A significant example is the redevelopment of existing workshop facilities into the **National Technology Workshop (Milli Teknoloji Atölyesi)**. Implemented under a cooperation protocol with TÜBİTAK, the project transformed and modernised existing workshop spaces into a **1,140 m² research and innovation facility**, completed in December 2025.

Another example is the **Rectorate Building Basement Conversion Project**, through which previously unused basement space within an existing building was redesigned and brought into functional use for the University's research administration.

The project incorporated offices, meeting facilities, service areas, and archival spaces, enabling the University to accommodate additional administrative functions within its existing building infrastructure.

These projects demonstrate the University's practical approach to **repurposing underutilised built spaces rather than relying exclusively on new construction**.

Building Rehabilitation and Infrastructure Reuse

Sakarya University's 2025 construction activities also included the rehabilitation and modernisation of existing campus infrastructure.

Documented works included roof waterproofing and insulation improvements, mechanical and electrical system upgrades, heating and cooling system maintenance, drainage improvements, and the renewal of existing building facilities.

The University also completed accessibility improvements and energy-efficient lighting upgrades across existing buildings, supporting their continued use and improved functionality.

These activities strengthen the long-term usability of previously developed campus facilities and contribute to sustainable resource management.

The University's **2025 Completed Activities** webpage and **2025 Activity Presentation** provide publicly accessible institutional evidence of its building development and improvement activities.

Overall Assessment

Sakarya University demonstrates an established approach to **sustainable land use through adaptive reuse, renovation, and redevelopment of previously developed campus spaces**.

The conversion of existing workshop facilities, reuse of underutilised space within the Rectorate Building, and rehabilitation of campus infrastructure provide practical evidence of this approach during 2025.

By maximising the usefulness of existing buildings and developed areas, the University supports more efficient land utilisation, the conservation of resources, and the protection of natural campus environments, contributing to **SDG 11 – Sustainable Cities and Communities**.

SAKARYA ÜNİVERSİTESİ

2025



SDG 12. RESPONSIBLE CONSUMPTION AND PRODUCTION



SDG 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION

Policy for Ethical and Sustainable Procurement of Food and Supplies

Sakarya University implements an **Ethical and Sustainable Procurement Policy** to ensure that all food and supply purchasing is conducted transparently, responsibly, and in line with sustainability principles. The policy is administered by the Zero Waste Coordinatorship and aligned with Türkiye's Zero Waste Regulation, the Green Deal Action Plan (2021), and the National Circular Economy Strategy and Action Plan (2025-2028). Environmental and ethical criteria are integrated across the full procurement cycle from supplier selection and contracting to end-of-life management centred on fair labour, resource efficiency, and traceability. Supplier compliance is monitored through documentation and audits, while waste quantities and transfers are recorded through the relevant national waste management systems.

Legal Basis and National Alignment

University policies governing all waste streams, including hazardous waste, fully comply with the national **Zero Waste Policy**. Core requirements waste prevention, source separation, and safe management are implemented under a circular-economy approach. Waste management processes are monitored through the Ministry of Environment, Urbanization and Climate Change's Integrated Environmental Information System, including MOTAT (Mobile Waste Tracking System), and the Zero Waste Information System. Licensed treatment, digital tracking of waste transfers through **MOTAT**, and temporary storage in accordance with regulatory requirements support the implementation of the Zero Waste Regulation. This alignment ensures regulatory compliance and contributes to Türkiye's **Green Development and Circular Economy Vision 2053**.

Core Principles

1. **Environmental sustainability:** Preference for local, seasonal, and where possible organic producers to reduce transport-related emissions and support the local economy.
2. **Social responsibility:** Supplier adherence to fair labour, occupational safety, and equality standards, verified through documentation and audits.
3. **Circular resource management:** Product and packaging selection prioritising reusability, recyclability, and biodegradability to minimise waste generation.
4. **Transparency and accountability:** Sustainability clauses embedded in contracts; suppliers required to evidence compliance with environmental and labour standards.

Sustainable Food Sourcing and Campus Practices

Through the **Sustainable Dining and Zero Waste Programme**, ethical sourcing is embedded in daily operations:

- **Elimination of single-use items:** Meals are served on porcelain plates with metal cutlery.

- **Local and organic procurement:** Supplier selection considers proximity, seasonality, and sustainability performance in line with national green procurement standards.
- **Reusable systems:** Free water dispensers and refill stations reduce bottled-water use; discounts encourage thermos and reusable mug adoption.
- **Sustainable packaging:** Suppliers use recyclable/biodegradable materials; concentrated cleaning products are preferred to reduce plastic containers.
- **Ethical contracting:** Catering and supply contracts include zero-waste and environmental obligations, verified through periodic reviews.

Supply Chain and Procurement Mechanisms

- **Green procurement:** Priority for environmentally preferable materials, **energy-efficient devices (A+/A++/A+++)**, eco-labelled goods, and recycled-content products; the purchase of inefficient equipment is restricted by procedure.
- **Contractual waste reduction:** Supplier agreements include packaging minimisation, source segregation, and participation in campus recycling programmes.
- **Sustainable materials:** Reusable university-branded cloth bags, mugs and thermoses support the reduction of disposable products and packaging.
- **Supplier engagement:** Vendors are informed of university sustainability standards and must document compliance with national environmental and OHS regulations.

Waste reduction, recycling and compliance with environmental regulations are incorporated into supplier and service contracts. Requirements concerning the reduction of single-use materials and the preference for reusable products extend the University's responsible procurement approach to suppliers and outsourced service providers. The University's emphasis on packaging minimisation, resource efficiency and reusable materials is consistent with Action A-S.6.3 of Türkiye's Climate Change Mitigation Strategy and Action Plan (2024-2030), which addresses the integration of circular economy requirements into procurement specifications through green public procurement principles.

Circular Economy and Waste Management Integration

Ethical sourcing covers the full material life cycle and is supported by the campus-wide **Zero Waste Management System**:

- **Segregation and reuse:** Three-compartment collection stations separate paper, plastic-glass-metal and residual waste across campus. Organic waste is collected separately through dedicated collection arrangements.
- **Circular recovery:** Organic waste is directed to the municipal facility **SEKAY** for biogas and compost; other recyclables are processed by licensed firms.
- **Safe handling:** Electronic, medical, and laboratory wastes are managed under formal protocols with licensed facilities (e.g., **İZAYDAŞ**, **ERA Environmental Technologies**).
- **Continuous improvement:** Annual reviews identify reduction opportunities and material substitutions (e.g., PVC to glass; virgin fibre to recycled fibre).

Education, Research, and Community Engagement

- **Awareness and training:** The Department of Environmental Engineering and the Zero Waste Coordinatorship deliver seminars, workshops, and student competitions on sustainable consumption, circular economy, and ethical procurement.
- **Research and innovation:** TÜBİTAK-supported projects advance biodegradable materials, sustainable packaging, and waste-to-resource solutions.
- **Student leadership:** Clubs such as the Nature and Animal Rights Society lead campaigns on recycling, plastic reduction, and ethical resource use.

Research Supporting Sustainable Food Systems and Resource Efficiency in 2025

The University's research on food by-product valorisation and its food literacy activities support the waste prevention priorities of Türkiye's Climate Change Mitigation Strategy and Action Plan (2024-2030). Action A-S.1.2 addresses food waste prevention, the utilisation of production residues and by-products, packaging solutions that reduce food loss, and improved food literacy.

Food Waste Valorisation - TÜBİTAK 2515 / FoodWaStop

In 2025, a project led by Dr. Gülşah Karabulut from the Department of Food Engineering received funding under the TÜBİTAK 2515 Programme within FoodWaStop COST Action CA22134. The project aims to transform food-industry by-products and waste into value-added, healthy products through AI-supported innovative technologies. By developing alternative uses for food-processing residues, the research supports resource efficiency, waste prevention and circular food production.

Sustainable Food Systems and Local Value Chains - MED4CITRUS

The MED4CITRUS project, involving Dr. Gülşah Karabulut as a researcher, received support under the PRIMA Programme in 2025. Bringing together 16 institutions from ten countries, the project aims to promote healthy dietary habits, strengthen local food systems and advance sustainable, circular citrus-based agri-food production. Living labs and digital tools form part of the project's approach to connecting food production, consumption and sustainability.

Food Literacy and Responsible Consumption Activities in 2025

Food Safety and Informed Product Choices

The University's Science Talks programme addressed food literacy through the session "Safe Food, Healthy Tomorrows", featuring Prof. Serap Coşansu Akdemir from the Department of Food Engineering. The session covered food safety, food waste, label reading and cross-contamination. These topics support informed purchasing decisions and responsible food consumption by strengthening understanding of product information and safe food handling.

Waste Prevention and Needs-Based Consumption

Organised in cooperation with Sakarya Metropolitan Municipality, "Green Mind Meetings: Zero Waste Together" brought Assoc. Prof. Aliye Suna Erses Yay together with participants including environmental engineers, neighbourhood heads and school administrators. The session addressed waste prevention throughout the production–consumption chain, needs-based consumption and the transition from environmental awareness to everyday practice.

Sustainable Future Meetings

The Sustainable Future Meetings organised by the University's Social Contribution and Sustainability Coordinatorship brought consumption, environmental responsibility and circularity into public discussion. Featuring Assoc. Prof. Hasan Volkan Oral, the session examined the environmental consequences of uncontrolled consumption and the broader role of circular approaches in sustainable resource management.

Monitoring, Audit, and Compliance

- **Digital tracking:** Waste management records are maintained through the Ministry's Zero Waste Information System. Transfers of hazardous, medical and electronic waste are tracked through MOTAT, supporting traceability in the management of materials after use.
- **Resource and carbon monitoring:** The $SAUCO_2$ Sustainable Carbon Tracking System supports institutional carbon monitoring, complementing the University's resource efficiency and environmental management practices.
- **Certification and audits:** The University holds a **Zero Waste Certificate**; suppliers are regularly audited for compliance with environmental and social criteria.
- **Transparency:** Commitments and outcomes are disclosed via the University's Sustainability Portal.

Ethical Sourcing

Sakarya University has developed a **comprehensive ethical sourcing policy** to ensure that the food and other products it procures are obtained **responsibly and sustainably**. This policy aims to promote **ethical behavior** in resource usage, considering **environmental and social sustainability principles**. Ethical sourcing not only covers the procurement process but also ensures the **safety** and **fair treatment** of employees involved in the supply chain. The university prioritizes **local and organic producers** in its procurement of food and other materials, thereby enhancing **environmental sustainability** and supporting the **local economy**. It ensures that the products procured are produced using **environmentally friendly methods** and adhere to **ethical standards**. The university encourages its suppliers to adopt **organic and sustainable agricultural practices**. Suppliers are also required to **respect human rights** in their business processes and ensure the safety of their employees.

Employee safety and fair treatment are fundamental aspects of this policy. Suppliers are expected to pay **fair wages** and provide **safe working conditions** for their employees. Sakarya University regularly **audits** the practices of its suppliers and takes necessary

precautions to protect employee rights, aiming for **social sustainability** and safeguarding the rights of workers. Considering the **environmental and social impacts** of the sourcing process is also of great importance. In this context, the university organizes various **training and awareness programs** to increase environmental awareness, including **waste management** and **recycling practices**. It ensures that the packaging of procured products is **recyclable** and sets up the necessary systems for proper waste separation. Additionally, the use of **eco-friendly products** is encouraged, aiming to reduce **plastic waste**.

Strategic Alignment and Continuous Improvement

The framework supports **green public procurement and circular resource management**, consistent with Türkiye's **Climate Change Mitigation Strategy and Action Plan (2024-2030)**, particularly Action A-S.6.3 on incorporating circular economy requirements into procurement specifications. Long-term objectives include:

- Complete elimination of single-use plastics in food and supply chains by **2030**;
- Expansion of partnerships with local and organic suppliers;
- Increased share of recyclable and compostable materials across all purchases;
- Systematic exploration of the **applicability of Life Cycle Assessment (LCA)** in high-impact procurement categories (e.g., energy-efficient equipment and construction materials).

Through this integrated governance system, ethical sourcing functions not merely as a purchasing guideline but as a university-wide approach that connects procurement, resource use, material recovery, and education under a unified sustainability vision.

Hazardous Waste Management and Disposal Policy of Sakarya University

Institutional Framework and Policy Basis

Sakarya University implements a formal **Waste Management and Disposal Policy** that comprehensively covers **hazardous, medical, laboratory, and electronic waste streams**. The policy is guided by Türkiye's national environmental legislation and the University's **Zero Waste Management System**, established under the coordination of the **Sustainability Commission** and the **Zero Waste Coordinatorship**. The institutional basis is established through the Sakarya University Zero Waste Directive, which covers waste generated through teaching, research, production and service activities across university units. The Directive addresses waste prevention, separate collection, safe temporary storage, delivery to licensed treatment facilities and final disposal. Operational responsibilities are further defined in the University's Hazardous Waste Management Guide.

The policy ensures compliance with the following national regulations issued by the **Ministry of Environment, Urbanization, and Climate Change**:

- *Waste Management Regulation* (OG: 02.04.2015–29314)
- *Regulation on the Control of Medical Waste* (OG: 25.01.2017–29959)
- *Regulation on the Management of Waste Electrical and Electronic Equipment* (OG: 26.12.2022–32055)

- *Regulation on the Control of Waste Batteries and Accumulators* (OG: 31.08.2004–25569)
- *Regulation on the Control of Pollution Caused by Hazardous Substances in Water and Its Surroundings* (76/464/EC, OG: 26.11.2005–26005)

The University's approach is based on the principles of **risk prevention, regulatory compliance, transparency, and environmental protection**, covering the full cycle of hazardous waste management from generation to final disposal.

Operational Procedures and Implementation Mechanisms

1. Source Separation and Identification: Waste-generating units and laboratory personnel identify hazardous wastes and classify them using the applicable waste codes. Covered materials include laboratory chemicals, expired chemicals, contaminated packaging, gloves and cleaning materials, waste oils, fluorescent lamps and hazardous toner waste. Chemical compatibility and safety data sheets guide container selection and storage arrangements. Incompatible chemical wastes are collected in separate containers to prevent hazardous reactions. Containers are labelled with the relevant waste codes and hazard symbols in accordance with the University's Hazardous Waste Management Guide.

2. Secure Temporary Storage: Hazardous wastes are kept separately from other waste streams in designated temporary storage areas. Storage sections are identified by waste codes, hazard symbols and warning signs, with controlled access and arrangements to minimise leakage risks. Waste types and quantities are recorded upon acceptance into storage. Medical waste is collected separately in dedicated containers at the healthcare units where it is generated.

3. Documentation and Traceability: Waste-generating units complete the Hazardous Waste Inventory Form and Handover Record when submitting hazardous waste for collection and treatment. Waste Delivery Forms document acceptance into temporary storage. Hazardous, medical and electronic waste transfers are recorded through the Ministry's Integrated Environmental Information System (EÇBS), using **MOTAT (Mobile Waste Tracking System)**. Annual waste declarations are submitted separately through the Ministry's waste declaration application.

4. Licensed Disposal and Recovery The University cooperates exclusively with **licensed waste treatment and disposal companies**, such as **İZAYDAŞ** for hazardous waste incineration with energy recovery and **ERA Environmental Technologies** for medical waste sterilization. These partnerships guarantee environmentally responsible and safe disposal processes.

5. Electronic and Battery Waste Management : Waste electrical and electronic equipment is collected separately and stored in the temporary storage area managed by the Information Technology Department before transfer to licensed companies. Fluorescent lamps and cartridge/toner waste are managed through designated collection channels according to their waste classification. Waste batteries are collected in dedicated containers and delivered to the Portable Battery Producers and Importers Association (TAP), with collection and handover records maintained.

Education, Training, and Academic Integration

Sakarya University integrates hazardous waste management into both operational and academic systems:

- Regular **training programs** for laboratory and technical staff focus on safe storage, labeling, and transportation of hazardous materials.
- The **Environmental Engineering Department** provides academic courses on waste management, hazardous material handling, and environmental risk assessment.
- Students and staff participate in **awareness campaigns** on waste minimization and the safe use of chemicals.
- Ongoing **research projects** explore waste minimization, green chemistry, and bioremediation technologies that reduce hazardous outputs at the source.

Monitoring, Auditing, and Compliance

- **Internal inspections** are conducted annually to evaluate compliance with Ministry regulations and **ISO 14001 Environmental Management Principles**.
- **Preparatory work has commenced to obtain full ISO 14001 certification**, ensuring the institutionalization of continuous improvement and systematic monitoring of environmental performance across all university units.
- Hazardous waste quantities and treatment destinations are documented through institutional records, MOTAT transfer records and annual waste declarations submitted through the Ministry's Integrated Environmental Information System.
- The University holds Zero Waste Certificates for its campuses, supporting the institutional implementation of source separation, collection and resource recovery practices.

National Policy Alignment

Sakarya University's hazardous waste management policy is fully aligned with Türkiye's **Zero Waste Policy**, coordinated by the Ministry of Environment, Urbanization, and Climate Change. This national strategy aims to prevent waste generation, ensure source separation, and promote the safe management of hazardous materials under a **circular economy framework**. The University's systems licensed disposal, digital tracking, certified storage, and internal auditing mirror the operational requirements of the **Zero Waste Regulation**. This alignment strengthens regulatory compliance and demonstrates the University's active contribution to **Türkiye's Green Development and Circular Economy Vision 2053**.

Strategic Commitment and Sustainability Impact

Through this integrated approach, Sakarya University ensures that hazardous waste management is conducted ethically, transparently, and in compliance with both **national and international standards**.
Key strategic outcomes include:

- Prevention of environmental and health risks through safe handling and disposal;

- Traceability through waste inventories, handover forms, MOTAT transfer records and annual waste declarations.
- Integration of sustainability principles into academic curricula and research;
- Continuous improvement culture supported by ISO 14001 preparation.

By institutionalizing these systems, Sakarya University demonstrates leadership in **responsible waste governance** and makes a tangible contribution to **SDG 12 (Responsible Consumption and Production)** and **SDG 3 (Good Health and Well-being)** through safe, sustainable hazardous waste management.

Hazardous Waste

The management of hazardous waste at Sakarya University is conducted in accordance with the regulations issued by the **Ministry of Environment, Urbanization, and Climate Change** of the Republic of Turkey.

Waste Management Regulation (OG: 02.04.2015-29314): A comprehensive regulation that governs the processes of **temporary storage, transportation**, and **disposal** of all types of waste.

Regulation on the Management of Waste Electrical and Electronic Equipment (OG: 26.12.2022-32055): This regulation addresses the **collection, recovery**, and **disposal of electronic waste**, such as computers and printers.

Regulation on the Control of Medical Waste (OG: 25.01.2017-29959): This regulation defines the management processes for **medical waste** generated by healthcare units, such as hospitals and dental faculties.

Regulation on the Control of Waste Batteries and Accumulators (OG: 31.08.2004-25569): It covers the **collection, transportation**, and **recovery of waste batteries** and accumulators.

Regulation on the Control of Pollution Caused by Hazardous Substances in Water and Its Surroundings (76/464/EC, OG: 26.11.2005-26005): This regulation manages the **environmental impact** of hazardous substances from laboratories and chemical waste.

Sakarya University adheres to the regulations set by the Ministry for the management of hazardous substances. The **proper management of hazardous waste** is crucial for protecting both the environment and human health. Therefore, the university adopts a **systematic approach** for the **segregation, storage**, and **disposal of hazardous waste**.



Hazardous wastes are stored in temporary storage areas, labeled with **waste codes** and **hazard symbols**. When waste is delivered to the campus's temporary storage facility, a **Waste Delivery Form** is completed. This form is an important document for tracking and managing the waste. Hazardous wastes generated in laboratories and administrative buildings are stored in accordance with the **Waste Management Regulation** and are regularly sent to a licensed waste incineration and disposal company, **İZAYDAŞ**, which also engages in energy production.

Medical waste originates from healthcare units, particularly from the **Faculty of Dentistry, Faculty of Medicine**, and the **Medico Health Center**. This waste is collected in **special medical waste containers** in compliance with the **Regulation on the Control of Medical Waste** and is delivered to a licensed medical waste sterilization facility, **ERA Environmental Technologies**. This process ensures the **safe disposal of medical waste**, minimizing health risks.

Additionally, waste batteries collected on campus are delivered to the **Association of Portable Battery Manufacturers and Importers** for recycling. The correct management of these wastes is critical for **environmental sustainability**.

Sakarya University records all information related to hazardous and medical waste in the **Integrated Environmental Information System (MOTAT)** of the Ministry of Environment, Urbanization, and Climate Change. The university also submits an **annual waste declaration**, ensuring **transparency** and **traceability** in hazardous waste management. The annual declarations include details on the quantity of processed waste and the authorized waste treatment facility, making the waste management processes even more transparent.

Waste Measurement and Disposal Policy - Monitoring of Landfilled and Recycled Waste

Waste Measurement and Disposal Policy

Sakarya University has adopted an integrated **Waste Measurement and Disposal Policy** that ensures all waste streams recyclable, organic, and residual are systematically monitored, recorded, and reported.
This policy is governed by the **Zero Waste Coordinatorship** and is aligned with the **Zero Waste Regulation** of the **Republic of Türkiye Ministry of Environment, Urbanization, and Climate Change** and the **Waste Management Regulation.** Implementation is supported by the Sakarya University Zero Waste Directive, which establishes institutional procedures for waste prevention, separate collection, temporary storage, delivery to licensed facilities and final disposal. Waste measurement and record-keeping support the evaluation of these processes and the identification of opportunities for improved recycling and resource recovery.

The objective of the policy is to establish a **quantitative and traceable system** that measures all waste generated on campus, identifies how much is recycled, composted, or sent to landfill, and supports continuous improvement in waste reduction and circular resource use.

Operational System and Measurement Mechanisms

1. Zero Waste Management System (Institutional Implementation)

- Sakarya University operates under a **Zero Waste Certificate**, issued by the Ministry, which requires the establishment of a **measurable waste monitoring system** for all university facilities.
- The system covers **academic units, administrative buildings, dining halls, dormitories, and laboratories**, ensuring consistent data collection at every generation point.

2. Waste Separation and Recording

- A **three-compartment collection infrastructure** (paper-metal-plastic, glass, organic waste) allows for precise classification of waste types.
- Each waste stream is **weighed and logged** before transportation to the **Integrated Solid Waste Management Facility (SEKAY)**, ensuring quantitative measurement of recyclables versus landfill materials.
- All recyclable waste (plastic, metal, paper, glass) is transferred to **licensed recycling firms**, while non-recyclable waste is directed to **energy recovery and landfill** through SEKAY's biogas process.

3. Digital Recording and Traceability

Waste measurement and reporting are integrated into **Sakarya University's institutional Zero Waste Management System**, coordinated by the Zero Waste Coordinatorship. Daily weighing records and waste delivery documentation provide the basis for monitoring waste quantities by category and destination, including transfers to licensed recycling companies and Sakarya Integrated Solid Waste Management Facility (SEKAY).

Waste quantities and receiving organisation details are recorded through the Ministry of Environment, Urbanization and Climate Change's **Zero Waste Information System**. These

records support the systematic monitoring of separately collected waste and its transfer to recycling, recovery and disposal facilities.

Hazardous, medical and electronic waste transfers are tracked through MOTAT (Mobile Waste Tracking System) within the Ministry's Integrated Environmental Information System. Annual waste declarations are submitted through the relevant waste declaration application, complementing transfer records with information on waste quantities and treatment destinations.

Together, institutional weighing records, delivery documentation and national reporting systems support **traceability, annual waste reporting and the evaluation of recycling and recovery performance**. The resulting data inform improvements in source separation, waste prevention and resource management across the University.

4. Internal Data Verification and Annual Reporting

- Unit-level waste collection data are consolidated by the Zero Waste Office and reviewed annually by the Sustainability Commission.
- Detailed information on waste categories, disposal methods, and recycling performance is presented annually in the **University's Sustainability Report** and publicly shared through the **Sustainability Website**.
- Quantities transferred to an integrated treatment facility are distinguished from quantities finally disposed of in landfill. Recycling, composting, energy recovery and final disposal represent different treatment routes. Waste delivered to SEKAY is therefore recorded as an incoming transfer to an integrated facility; the final landfill quantity is established from treatment and disposal records rather than assumed to equal the total quantity delivered.

Waste Reduction and Circular Economy Practices

The policy is complemented by active initiatives to minimize waste generation before disposal:

- **Plastic-use reduction policy** phasing out single-use plastics in all canteens and offices;
- **Food waste prevention** through portion control and surplus-food donation;
- **Organic waste recovery** via composting and biogas conversion;
- **Recyclable-material design** for university events and printed materials.

These actions ensure that waste-measurement data directly inform prevention strategies and performance targets for the following year.

Education, Research, and Continuous Improvement

- Training sessions for staff and students promote accurate waste separation and data reporting.
- Training for cleaning personnel addresses source separation and temporary storage procedures. Information activities for academic and administrative staff and students support correct use of collection equipment. Training records are maintained in the

Zero Waste Information System, supporting the continued implementation and improvement of the institutional waste management system.

- Internal audits are conducted annually to verify compliance with the Zero Waste Regulation and **ISO 14001 environmental management principles**; preparatory work has commenced to obtain full ISO 14001 certification.

National and Strategic Alignment

Sakarya University's waste measurement and monitoring policy is aligned with Türkiye's **Zero Waste framework** and circular economy objectives. Separate collection, systematic weighing, documented waste transfers and reporting through the Ministry's **Zero Waste Information System** support the monitoring of waste quantities and destinations. Cooperation with **licensed recycling and recovery facilities**, complemented by MOTAT tracking for applicable waste transfers, strengthens traceability and regulatory compliance.

These practices support the national objectives of increasing the **waste recovery rate to 60% by 2035 and 70% by 2053** and contribute to the University's commitment to **waste prevention, recycling, resource recovery and reduced reliance on landfill disposal**.

Recyclable Waste

Sakarya University has established the **Zero Waste Coordinatorship** to prevent environmental pollution, use resources more efficiently, and minimize waste generation. The university is committed to implementing **zero waste practices** that create awareness and promote sustainable and efficient resource management. Sakarya University's **Zero Waste Regulation** governs the procedures and principles for implementing the **Zero Waste Management System**.

Sakarya University aligns with the Ministry of Environment and Urbanization's **Zero Waste Regulation** and the **Zero Waste Training Institution and Dormitories Guidelines** by implementing, developing, and promoting **sustainable waste management systems**. Waste management at the university is carried out in compliance with additional regulations issued by the Ministry of Environment, Urbanization, and Climate Change of the Republic of Türkiye.

Waste Management Regulation (RG: 02.04.2015-29314): Establishes general rules for **waste management**, including **waste reduction**, reuse, recycling, and disposal.

Zero Waste Regulation (RG: 12.07.2019-30829): Aims to **minimize waste production** and encourages waste reuse, promoting **zero waste practices**.

Regulation on the Control of Packaging Waste (RG: 26.06.2021-31523): Regulates the **recycling and control** of packaging waste.

Regulation on the Management of Waste Electrical and Electronic Equipment (RG: 26.12.2022-32055): Defines the recycling and management of **waste electrical and electronic equipment**.

Regulation on the Management of Waste Oils (RG: 21.12.2019-30985): Regulates the recycling and management of **waste oils**.

Regulation on the Control of Vegetable Oil Waste (RG: 06.06.2015-29378): Regulates the recycling of **vegetable oil waste**.

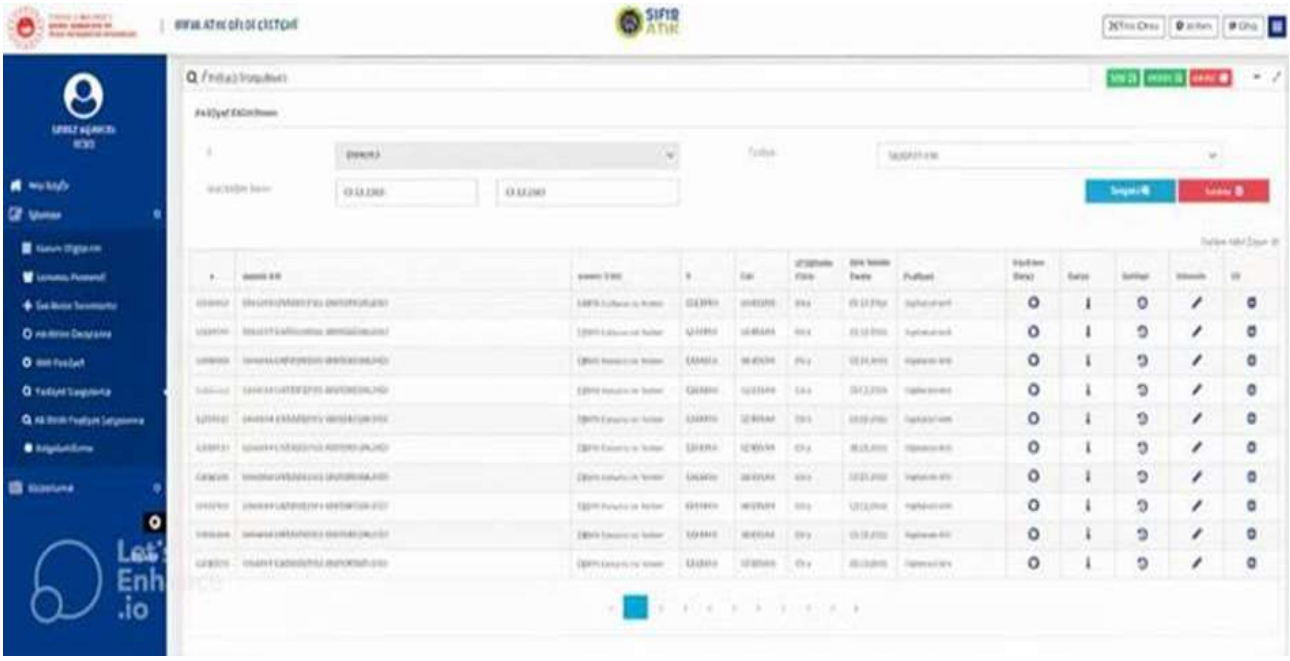
Sakarya University implements a comprehensive **waste disposal policy** to effectively monitor and manage the amount of waste sent to and recycled by the **integrated solid waste management facility**. This policy ensures the **proper segregation, management**, and disposal of waste in line with the university's **environmental sustainability goals**. The tracking of waste sent to the integrated solid waste management facility is a crucial part of the university's **waste management strategies**.

The university supports recycling processes with a **three-compartment waste separation system**, ensuring the segregation of **plastic, glass, metal, paper**, and **domestic waste**. Each type of waste is collected appropriately, and recyclable waste is delivered to **licensed recycling companies**. This separation system contributes to increasing **recycling awareness** among both students and staff.



Recycling Boxes

Sakarya University regularly records the amount of waste sent to the **Integrated Solid Waste Management Facility**. This process is carried out using the **Zero Waste System** of the Ministry of Environment, Urbanization, and Climate Change, and the quantities of recycled waste are continuously monitored. The data collected allows the university to **evaluate its waste management performance** and shape its efforts to achieve sustainability goals.



Zero Waste System of the Ministry of Environment, Urbanization, and Climate Changesss



Waste Separation Information Poster

Non-recyclable waste is sent to **Sakarya Integrated Solid Waste Management Inc. (SEKAY)**, where it is processed for **biogas production** using methane gas. Additionally, **fertilizer** and **fuel** are produced from the waste.

This practice supports Sakarya University's commitment to reducing its **environmental impact** and creating a **sustainable campus**, while also increasing **transparency** in waste management. The university continuously reviews the effectiveness of its **waste management processes** and undertakes improvements to enhance **environmental awareness**.

Plastic Use Minimisation Policy

Sakarya University has implemented a comprehensive **Plastic Use Minimisation Policy** as a core component of its sustainability strategy and Zero Waste Management System. This policy is coordinated by the **Zero Waste Coordinatorship** under the **Sustainability Commission**, aiming to systematically reduce the use of single-use plastics and promote reusable, recyclable, and environmentally responsible alternatives across all university operations.

The policy is implemented within the framework of the **Sakarya University Zero Waste Directive** and Türkiye's **Zero Waste Regulation**. Its emphasis on waste prevention, reuse and resource efficiency supports the objectives of the **National Circular Economy Strategy and Action Plan (2025-2028)**, which identifies plastics and packaging among its priority sectors.

Institutional Framework and Implementation

Sakarya University prioritises **durable and reusable alternatives to single-use plastics** in dining facilities, cafeterias, tea stations and campus activities. Porcelain plates and metal cutlery are used in meal services, while reusable mugs, thermoses and cloth bags support the reduction of disposable cups, containers and carrier bags.

Campus water dispensers provide an alternative to single-use bottled water, encouraging students and staff to refill reusable bottles. Discounts for customers using their own mugs or thermoses reinforce this approach by linking reusable consumption habits with practical incentives.

Plastic reduction is incorporated into procurement and service management practices**.** Purchasing procedures and service contracts promote the reduction of single-use materials and preference for reusable products. Concentrated cleaning products help minimise packaging requirements, while cloth bags and suitable alternatives to plastic packaging support resource-efficient institutional operations. These measures extend plastic-use minimisation to suppliers and service providers

Reusable habits are further encouraged through incentive mechanisms cafeterias and coffee stands offer **discounts for students and staff who bring their own mugs or thermoses**, promoting sustainable behavior within the campus community.

Awareness, Education, and Student Engagement

The **Zero Waste Coordinatorship** and the **Environmental Engineering Department** organize annual awareness campaigns, workshops, and student competitions focused on waste prevention and plastic-free living. Student-led organizations, including the **Nature and Animal Rights Club**, conduct the **Plastic Cap Collection Project**, where collected plastic caps are recycled to support feeding and care initiatives for campus animals. These actions strengthen community engagement and integrate environmental ethics into daily campus life.

In **2025**, the University complemented its plastic-use reduction measures with participation incentives promoting reusable products and responsible packaging management. The **April recycling campaign** and **May recycling campaign** rewarded the most active student and staff users of campus deposit-return machines with **reusable thermoses**. These activities connected beverage packaging recovery with the promotion of durable alternatives to disposable drinkware.

Student participation was further supported through the **Zero Waste-themed photography and video competitions**. Participants documented campus waste separation systems, recycling points and zero waste practices, contributing to the visibility of institutional sustainability initiatives.

Monitoring and Compliance

The **Zero Waste Coordinatorship** oversees implementation through the monitoring of waste collection arrangements, review of separation equipment and identification of operational needs across university units. Waste quantities and transfer information are recorded through the Ministry's **Zero Waste Information System**, supported by institutional weighing and delivery records.

Monitoring combines waste records with the review of **refill infrastructure, reusable-product practices, procurement measures and awareness activities**. Identified needs guide improvements in collection equipment, communication and campus implementation. The University's **Zero Waste Certificates covering all campuses** support the institutional continuity of these practices.

Alignment with National and Global Sustainability Goals

The University's policy directly supports Türkiye's **Zero Waste Policy** and the **2053 Green Development and Circular Economy Vision**, emphasizing waste prevention, reuse, and recycling as strategic national goals. Preparatory work has also been initiated for **ISO 14001 Environmental Management System certification**, ensuring continuous monitoring and environmental performance improvement.

By prioritising **prevention and reuse alongside separate collection and recycling**, Sakarya University integrates plastic-use minimisation into campus services, procurement and community participation. Water refill facilities, reusable dining materials and incentive mechanisms support the practical implementation of this policy.

These measures contribute to **SDG 12: Responsible Consumption and Production**, particularly waste prevention, reduction, recycling and reuse, while supporting resource efficiency and the University's broader environmental sustainability objectives.

Sakarya University Plastic Waste Reduction Policy

- Preference for reusable, durable products over single-use items like plastic folders, cups, and straws within the university.
- Increasing the number of water dispensers on campus to reduce the use of plastic water bottles.
- Encouraging the use of mugs and thermoses instead of plastic in cafeterias and canteens.
- Promoting the use of cloth bags to reduce nylon bag consumption.
- Supporting internal and external stakeholders to reduce the use of single-use plastic products in our supply chain and implement sustainable alternatives.
- Preferring alternative eco-friendly materials over plastic packaging in procurement processes.
- Choosing concentrated detergents in the supply process.
- Supporting the existing waste management system at the university, improving separation processes through annual waste characterization.
- Regularly checking waste separation equipment in all units for indoor and outdoor areas.
- Completing deficiencies identified through needs analysis.
- Ensuring compliance with the current regulations regarding plastic waste management and ensuring that waste is collected properly and delivered to recycling facilities.
- Regularly organizing zero waste training for staff, students, and stakeholders.
- Increasing awareness campaigns on plastic waste reduction.
- Sharing zero waste information posters and videos on the university's media channels and canteen screens.
- Continuously monitoring and improving the university's waste management system.

Disposable Item Use Minimisation Policy

Sakarya University implements a comprehensive institutional policy to minimise the use of disposable materials across all campuses as part of its **Zero Waste Management System** and overarching **Sustainability Strategy**. The policy is coordinated by the **Zero Waste Coordinatorship** under the Sustainability Commission and implemented within the framework of the **Sakarya University Zero Waste Directive** and Türkiye's **Zero Waste Regulation**. Its emphasis on waste prevention, reuse and resource efficiency supports the objectives of the **National Circular Economy Strategy and Action Plan (2025-2028)** and Türkiye's broader **green development objectives and 2053 net-zero emissions target**.

The University prioritises **waste prevention at source and the use of durable, reusable products** in place of disposable items. Porcelain plates and metal cutlery are used in meal services, while reusable cups, mugs and thermoses are promoted in cafeterias, canteens and

tea stations. These practices reduce demand for disposable tableware and beverage containers and integrate reuse into daily campus operations.

Disposable-item reduction is incorporated into procurement and service management practices. Purchasing procedures and service contracts include requirements supporting the reduction of single-use materials and preference for reusable products. These provisions extend waste prevention principles to suppliers and service providers and support consistent implementation in campus services.

To further reduce disposable consumption, **the use of refillable water stations and drinking fountains across all campuses is encouraged**, aiming to **decrease reliance on bottled water and single-use cups**. The University also promotes the use of **personal thermoses, mugs, and reusable bottles** by offering **discounts in canteens and cafés**, fostering sustainable daily habits among students and staff. During institutional events and academic ceremonies, **reusable tableware, eco-friendly decorations, and university-branded cloth bags** are preferred instead of single-use plastic or paper items.

Procurement and supply processes prioritise **durability, reusability and extended product life**, alongside reduced packaging requirements. **Suppliers are encouraged to provide environmentally friendly, concentrated cleaning products** that minimise container use and plastic packaging waste. Reusable bags and service materials support resource-efficient operations. Where disposable products remain necessary, preference is given to suitable alternatives with reduced material and packaging requirements.

Educational and awareness activities reinforce these operational measures. The **Zero Waste Coordinatorship** and the **Department of Environmental Engineering** organise regular **seminars, training sessions, and student campaigns** on sustainable consumption, zero waste management, and behavioural change related to disposable materials. Student organisations host **reuse-themed competitions** and **repair and redesign workshops**, transforming theoretical sustainability concepts into **practical community engagement**. In **2025**, the University reinforced reusable-product awareness through its **April** and **May recycling campaigns**. Students and staff who returned the highest quantities of beverage packaging through campus deposit-return machines received **reusable thermoses**. These incentives linked packaging recovery with the promotion of reusable drinkware as an alternative to disposable cups.

Implementation is monitored through the review of **reusable-product practices, refill facilities, waste collection equipment and awareness activities**. Waste quantities and transfer information are systematically recorded through the **Zero Waste Information System** within the **Integrated Environmental Information System**, operated by Türkiye's **Ministry of Environment, Urbanization and Climate Change**. Institutional weighing records and waste delivery documentation support the traceability of waste types, quantities and destinations. These data are incorporated into the University's **annual Sustainability Reports** and reviewed by the **Sustainability Commission** to evaluate performance. **All campuses hold Zero Waste Certificates**, supporting the institution-wide implementation of waste prevention, separate collection and resource recovery practices. The Zero Waste Coordinatorship maintains continuity through staff and student information activities, operational monitoring and improvements identified through needs assessments.

Internal audits are conducted annually to ensure compliance with both the **Zero Waste Regulation** and **ISO 14001 Environmental Management Principles**. Preparatory work is underway to achieve full **ISO 14001 certification**, further embedding continuous environmental improvement into institutional operations.

Through the **systematic reduction of disposable materials**, the **promotion of reusable and biodegradable alternatives**, and the **integration of measurable reporting mechanisms**, Sakarya University demonstrates a strong and verifiable commitment to **sustainable consumption and waste minimisation**.

This policy demonstrates the University's strong commitment to circular resource management and directly contributes to SDG 12: Responsible Consumption and Production and SDG 13: Climate Action.

Extension of Sustainability Policies to Equipment, Stationery, and Building Suppliers

Extension of Waste Prevention and Use-Minimisation Policies to Outsourced Services

Sakarya University extends its **waste management, plastic-use minimisation and disposable-item reduction policies to outsourced services and the supply chain**. Environmental obligations concerning **waste reduction, recycling and compliance with applicable regulations** are incorporated into procurement and service contracts, connecting external service delivery with the University's institutional Zero Waste Management System.

In catering, cleaning and other contracted campus services, purchasing procedures and service agreements promote **reusable products and the reduction of single-use materials**. Durable dining materials, personal mugs and thermoses, concentrated cleaning products and reduced packaging requirements support the implementation of these principles. Suppliers and service providers are expected to follow the University's waste separation and collection arrangements in their campus activities.

These requirements are supported by the **Sakarya University Zero Waste Directive** and the University's policies on **ethical and sustainable procurement**, **plastic-use minimisation** and **disposable-item reduction**. Together, these policies establish a consistent institutional framework for **responsible purchasing, waste prevention and resource-efficient service delivery**.

Supplier-Oriented Minimisation Policies

The University extends its **sustainability, ethical sourcing, waste minimisation and single-use reduction policies** to external suppliers and contractors providing **equipment, stationery, construction materials and building services**. Procurement practices promote environmentally responsible products, **energy efficiency, reduced packaging and resource-efficient service delivery**, embedding sustainability principles throughout the procurement and supply chain. This approach supports Türkiye's **Zero Waste Regulation**, circular economy objectives, and **Energy Efficiency 2030 Strategy and Second National Energy Efficiency Action Plan (2024-2030)**. It also supports **green public procurement**

principles, consistent with Action A-S.6.3 of Türkiye's **Climate Change Mitigation Strategy and Action Plan (2024-2030)**, which addresses the integration of circular economy requirements into procurement specifications.

The University's **Procurement and Contracting Procedures** are based on principles of environmental responsibility, ethical sourcing, and life-cycle management. Under these procedures, all suppliers and contractors whether providing durable goods, construction materials, or office supplies are required to comply with the **Zero Waste regulation.**

Procurement specifications incorporate detailed sustainability criteria, including:

- Preference for **energy-efficient and eco-labeled equipment** (A+, A++, A+++ standards);
- Use of **recycled, recyclable, or biodegradable stationery and packaging materials**;
- Compliance with the University's **Zero Waste and Plastic Reduction Policies** in all deliveries;
- Prioritisation of **local suppliers** to reduce transport-related carbon emissions and strengthen the regional economy;
- Inclusion of **waste minimisation and material efficiency clauses** in construction and renovation contracts.

Within the scope of the **Sustainable Building Design Policy**, environmental considerations and sustainable practices are encouraged in all construction and infrastructure projects. For new buildings and large-scale renovations, the principles of the **Energy Performance Regulation in Buildings**, the **Green Certification Regulation for Buildings and Settlements**, and the University's **Sustainable Building Guidelines** are taken into account. Whenever possible, projects prioritise the use of **eco-certified materials**, **low-emission paints and coatings**, **recycled steel and glass**, and **locally sourced building materials** to reduce the carbon footprint associated with procurement. Contractors are also encouraged to establish **on-site waste separation and recycling systems**, in accordance with the environmental standards defined in the **Waste Management Regulation.**

For office equipment and stationery procurement, the University prioritises **environmentally responsible suppliers** that adopt sustainable production practices, use minimal packaging, and ensure safe and fair working conditions. Supply contracts contain clauses that require the **reduction of single-use packaging**, the use of **bulk delivery systems**, and where applicable, the **take-back or recycling of used materials**.

Procurement data including supplier information, product categories, and material life-cycle documentation are managed through the University's **Integrated Procurement Information System**, which operates in compliance with the **Public Procurement Law** and sustainability reporting standards. The **Department of Administrative and Financial Affairs** conducts periodic audits of supplier environmental performance in coordination with the **Zero Waste Coordinatorship**.

Sakarya University also supports supplier capacity-building through sustainability training programs and technical guidance sessions. These programs emphasise compliance with the

Zero Waste Regulation, the **MOTAT digital tracking system**, and **ISO 14001 Environmental Management Principles**. **Preparatory work has commenced to obtain ISO 14001 certification**, aiming to institutionalise environmental performance monitoring and sustainable procurement across all university units.

By integrating environmental and ethical criteria at every stage of procurement and contracting, Sakarya University ensures that sustainability extends beyond campus operations into its wider supply chain.

Ethical Sourcing

Sakarya University has developed a **comprehensive ethical sourcing policy** to ensure that the food and other products it procures are obtained **responsibly and sustainably**. This policy aims to promote **ethical behavior** in resource usage, considering **environmental and social sustainability principles**. Ethical sourcing not only covers the procurement process but also ensures the **safety** and **fair treatment** of employees involved in the supply chain. The university prioritizes **local and organic producers** in its procurement of food and other materials, thereby enhancing **environmental sustainability** and supporting the **local economy**. It ensures that the products procured are produced using **environmentally friendly methods** and adhere to **ethical standards**. The university encourages its suppliers to adopt **organic and sustainable agricultural practices**. Suppliers are also required to **respect human rights** in their business processes and ensure the safety of their employees.

Employee safety and fair treatment are fundamental aspects of this policy. Suppliers are expected to pay **fair wages** and provide **safe working conditions** for their employees. Sakarya University regularly **audits** the practices of its suppliers and takes necessary precautions to protect employee rights, aiming for **social sustainability** and safeguarding the rights of workers. Considering the **environmental and social impacts** of the sourcing process is also of great importance. In this context, the university organizes various **training and awareness programs** to increase environmental awareness, including **waste management** and **recycling practices**. It ensures that the packaging of procured products is **recyclable** and sets up the necessary systems for proper waste separation. Additionally, the use of **eco-friendly products** is encouraged, aiming to reduce **plastic waste**.

Measurement of Waste Generation and Recycling Across the University

Sakarya University systematically measures, records, and reports the amount of waste generated and recycled across all campuses through its institutional **Zero Waste Management System**, established under the **Zero Waste Regulation** of the **Republic of Türkiye Ministry of Environment, Urbanization, and Climate Change**. This comprehensive system ensures quantitative tracking of all waste streams recyclable, organic, hazardous, and residual within academic, administrative, and social facilities.

The **Zero Waste Coordinatorship**, operating under the Sustainability Commission, coordinates waste measurement and reporting across university campuses. Collection arrangements cover academic and administrative buildings, dining facilities, laboratories, healthcare units and common-use areas. **Three-compartment collection stations separate**

paper, plastic-glass-metal and residual waste, while organic waste, batteries, electronic waste, hazardous waste and medical waste are managed through dedicated collection arrangements.

Daily weighing and records maintained by waste category form the basis of the University's waste measurement system. Waste Delivery Forms document the type and quantity of waste accepted into temporary storage, supporting traceability between collection, storage and off-site transfer. These records provide quantitative information for monitoring waste generation and the quantities directed to recycling, recovery and disposal.

Separately collected recyclable materials are transferred to **licensed recycling companies**, while residual waste is delivered to **Sakarya Integrated Solid Waste Management Facility (SEKAY)**. Organic waste is managed separately through composting and biogas recovery arrangements. Hazardous, medical and electronic waste follow dedicated storage and licensed transfer procedures.

Waste quantities and receiving organisation details are systematically recorded through the **Zero Waste Information System** within the **Integrated Environmental Information System**, operated by Türkiye's **Ministry of Environment, Urbanization and Climate Change**. Institutional weighing records and waste delivery documentation support the monitoring of waste categories, quantities and transfer destinations.

Hazardous, medical and electronic waste transfers are tracked through MOTAT (Mobile Waste Tracking System)**,** while annual waste declarations are submitted through the relevant Ministry application. These complementary records support traceability and institutional waste reporting.

Waste measurement records are consolidated for **annual institutional reporting**, including the University's Sustainability Reports and waste-related environmental performance submissions. Information is organised by waste category and management route to support the evaluation of **recycling, organic waste recovery and residual waste management**. Annual records provide a basis for comparisons between reporting periods and the identification of improvements in source separation, waste prevention and resource recovery. Relevant information is published through the University's **Sustainability Portal**, supporting transparency and public access to institutional environmental reporting.

Training and information activities support the reliability of the waste measurement system**.** Cleaning personnel receive practical guidance on source separation and temporary storage**,** while academic and administrative staff and students are informed about collection arrangements and correct use of waste separation equipment. Laboratory personnel and students receive training on hazardous waste management. Training activities are recorded in the Ministry's **Zero Waste Information System**, supporting continuity in institutional implementation.

Annual **internal inspections** are conducted to evaluate compliance with Ministry standards and the University's **Zero Waste Policy**, as well as **ISO 14001 Environmental Management Principles**. Preparatory work has also commenced to obtain full **ISO 14001 Environmental**

Management System certification, which will institutionalize continuous monitoring, reporting, and performance improvement mechanisms for waste management.

Through **daily weighing, waste-specific records, documented transfers and national reporting systems**, Sakarya University maintains an institutional framework for measuring waste generation and monitoring recycling and recovery activities across its campuses. This framework supports **evidence-based waste management, transparent reporting and continuous improvement**, contributing to **SDG 12: Responsible Consumption and Production**.

SAKARYA ÜNİVERSİTESİ

2025



SDG 13. CLIMATE ACTION



SDG 13 - CLIMATE ACTION

Measurement of Low-Carbon Energy Use Across Sakarya University

Sakarya University systematically measures, monitors, and evaluates the amount of low-carbon energy used across all its campuses through a comprehensive and integrated management system. This process is carried out in line with the university's *Sustainable University Policy*, the *National Energy Efficiency Law No. 5627*, and Türkiye's *2053 Net-Zero Emission Strategy*. Measurement activities are centralized under the **SAUCO$_2$ Sustainable Carbon Tracking System**, an ICT-based platform designed to collect, analyze, and report campus-level data on energy consumption and carbon emissions.

Türkiye's National Climate Action Framework (2024–2030)

The **Ministry of Environment, Urbanization and Climate Change of the Republic of Türkiye** published two key national policy documents-the "**Climate Change Mitigation Strategy and Action Plan (2024-2030)**" and the "**Climate Change Adaptation Strategy and Action Plan (2024-2030)**"-establishing the country's roadmap for a low-carbon and climate-resilient future.

These plans include cross-sectoral strategies for **reducing greenhouse gas emissions** in energy, industry, buildings, transport, agriculture, waste, and land use, while also promoting **adaptation and resilience** in water management, food systems, ecosystems, and urban planning.

Aligned with Türkiye's **Net Zero 2053 target**, the framework introduces integrated policies for a **just transition**, **carbon pricing and emissions trading systems**, **green finance**, and **monitoring and evaluation mechanisms** with clearly defined institutional responsibilities and performance indicators. This national strategy encourages universities and local governments to implement climate mitigation and adaptation projects. In this context, **Sakarya University's initiatives** on renewable energy, energy efficiency, disaster risk management, and public awareness directly contribute to achieving Türkiye's national climate goals.

Institutional Measurement Framework

The university's energy monitoring and carbon accounting are coordinated by the **Construction and Technical Affairs Department** and the **Sustainability Coordination Office (TOKAS)**. Data on electricity, natural gas, and water consumption are periodically collected from all academic and administrative units. These data are entered into the **SAUCO$_2$ system**, where they are processed according to the **Greenhouse Gas (GHG) Protocol** methodology for *Scope 1, Scope 2, and Scope 3* emissions.

The SAUCO$_2$ platform provides detailed dashboards displaying energy use per building, per faculty, and per capita. It visualizes trends in consumption, carbon emissions, and renewable energy utilization. By identifying "top energy-consuming buildings," the system supports targeted interventions such as insulation upgrades, lighting replacements, and behavioral energy-saving campaigns.

In addition to digital measurement, all university facilities are equipped with certified **smart meters** that record periodic consumption values. This dual approach, combining physical metering with digital reporting, supports reliability and verifiability in institutional energy accounting.

Measurement of Low-Carbon Energy Sources

Sakarya University's low-carbon energy measurement encompasses both on-site renewable generation and certified renewable energy procurement.

1. On-site renewable generation:

- **Solar Photovoltaic (PV) Panels:** Installed on the rooftops of the Faculty of Engineering, Rectorate Building, and other units, generating approximately **200 MWh** of clean electricity per year.
- **Wind Turbine (Energy Technologies Laboratory):** Produces approximately **7.6 MWh/year** for educational and research purposes.

2. Certified Renewable Energy Supply (I-REC):

To supplement its on-site renewable energy generation, Sakarya University holds **International Renewable Energy Certificates (I-REC)** documenting electricity generated from renewable sources. For **2025**, the certificates represent:

- **Hydroelectric: 7,000 MWh**
- **Solar: 2,000 MWh**
- **Wind: 2,000 MWh**
- **Total certified renewable electricity: 11,000 MWh**

3. Low-carbon waste-to-energy contribution:

In **2025**, Sakarya University sent 202 tonnes of food waste to the SEKAY Integrated Waste Management Facility, where it underwent anaerobic digestion to produce biogas for electricity and heat generation. This recovery process supports **renewable energy production and reduces waste disposal.** The waste-to-energy contribution is reported separately from the university's electricity consumption and renewable electricity figures.

Measured Results and Renewable Ratio

According to the university's **2025 energy records**:

Indicator	**2025 value**
Total annual electricity consumption	**9,138,596 kWh**
On-site solar electricity generation	**200,000 kWh**
Reported wind electricity generation	**7,600 kWh**
I-REC-certified renewable electricity	**11,000,000 kWh**
Total renewable electricity contribution	**11,207,600 kWh**

Indicator	2025 value
Renewable electricity-to-consumption ratio (%)	**122.64%**

Annual electricity consumption is calculated from electricity invoices covering all campus facilities. The documented renewable electricity contribution comprises on-site solar and wind generation and I-REC-certified electricity from hydroelectric, solar and wind sources. In 2025, the university's documented renewable electricity contribution reached 11,207,600 kWh, equivalent to 122.64% of its annual electricity consumption.

For **2025**, greenhouse gas emissions calculated according to the **GHG Protocol** were **1,694 tonnes CO_2e for Scope 1 and Scope 2 combined** and **85 tonnes CO_2e for Scope 3**. Electricity-related **Scope 2 emissions were reported as zero**, supported by I-REC-certified renewable electricity.

Monitoring, Verification, and Reporting

Measurement results undergo annual verification and are used for national and international sustainability reporting frameworks, including:

- **UI GreenMetric World University Rankings** (Energy & Climate Change category)
- **THE Sustainability Impact Ratings -** SDG 7 & SDG 13
- **Türkiye's Zero Emission and Energy Efficiency Portal**

Energy and carbon data are cross-checked by energy managers assigned to each building, and an official directive issued by the Vice-Rector mandates compliance with the **Public Buildings Savings Target and Implementation Guide (2024–2030)**, which sets a **30% energy savings goal by 2030**.

Additionally, pre-assessment work for implementing **ISO 50001 Energy Management System** has begun, using the $SAUCO_2$ system as the digital foundation.

Integration with Research, Education, and Awareness

Sakarya University complements its institutional energy and carbon monitoring with research, education and public engagement activities that strengthen energy conservation, renewable energy awareness and climate literacy.

- **Training and Events:** Energy Efficiency Week, Public Savings Training and Zero Waste Seminars promote energy and resource conservation among staff, students and community members. In 2025, Sustainable Future Meetings addressed greenhouse gas emissions, water scarcity and nature-based solutions, while the "Green Transformation in Industry" talk explored carbon reduction and resource efficiency.
- **Student Engagement:** The TÜBİTAK 3005 *"Future's Return"* project introduced secondary school students to renewable energy facilities through visits to ADASU Hydroelectric Power Plant, Karaman Solar Power Plant and Pamukova Wind Power Plant. These activities provide an established foundation for the university's clean-energy outreach.

- **Climate and Sustainability Education:** The **2025 SUSTAINEU summer school** brought together **30 teachers working in Sakarya and 50 university students**. Its programme included climate awareness, disaster literacy and the effects of climate change on mental health. Under **SCIENCE&FUTURE**, European Researchers' Night engaged students from **28 schools** in activities addressing climate change, disaster adaptation and resilient cities.
- **Student-Led Activities:** Student societies organised **"Climate Crisis, Sustainability and Carbon Footprint" on 27 March 2025** and **"Carbon Footprint Training" on 25 April 2025**, supporting awareness of emissions and individual responsibility.
- **Research and Innovation:** The university's clean-energy research includes the design and prototype production of a 100% hydrogen-fuelled boiler, floating photovoltaic systems for irrigation ponds, and solar radiation forecasting. These projects strengthen research capacity in renewable energy technologies and complement the university's energy and climate activities.
- **Technical Visits:** Visits to facilities such as SASKİ ADASU Hydroelectric Power Plant and the SEDAŞ Electricity Distribution Facility connect classroom learning with renewable energy generation and electricity infrastructure.
- **European Mobility Week:** Awareness activities encourage low-emission mobility, including cycling, walking and the use of e-scooters.

Together, these activities strengthen energy and climate literacy and support informed participation in the university's energy-saving and emission-reduction efforts.

Institutional Commitment

Sakarya University's systematic measurement of low-carbon energy is embedded in its broader **Carbon-Neutral 2053 Roadmap**. The university's **divestment policy** eliminates investments in fossil-fuel-based energy while prioritizing renewable infrastructure. Measurement results from SAUCO_2 guide decision-making, allowing the university to track progress toward full decarbonization.

In recognition of these efforts, Sakarya University ranked **10th worldwide and 3rd in Türkiye in SDG 7: Affordable and Clean Energy** in the THE Sustainability Impact Ratings 2026.

Education and Awareness on Climate Change and Resilience

Local Education and Awareness Programmes on Climate Change Risks, Impacts, Mitigation, Adaptation, Impact Reduction and Early Warning at Sakarya University

Sakarya University actively provides local education programmes, awareness campaigns, and community engagement initiatives addressing climate change risks, impacts, mitigation, adaptation, impact reduction, and early warning. These initiatives ensure alignment with the University's Sustainable University Policy, Climate Action Strategy, and 2053 Carbon Neutrality Roadmap, fostering a data-informed, inclusive, and climate-resilient learning environment that integrates education, research, and public outreach.

The University integrates its education, research, and civic engagement efforts to build **climate literacy and community resilience** across the Sakarya region. Educational and

preparedness activities are carried out collaboratively with **local schools, municipalities, public institutions, industry partners, and NGOs**, ensuring inclusive participation and long-term societal impact.

Institutional Framework and Objectives

Sakarya University considers education the cornerstone of effective climate action. The institutional framework involves multiple units with complementary mandates that promote awareness, capacity building, and early warning preparedness. These include:

- **TOKAS and the Sustainability Office**, which coordinate sustainability education and external engagement.
- **Civil Defense Office**, responsible for emergency planning, disaster coordination, and staff training.
- **SAÜDAK (Sakarya University Search and Rescue Team)**, the volunteer disaster response unit that provides hands-on community support and organizes training sessions.
- **Fire Practice and Research Center**, which conducts training, consultancy, and applied research on fire prevention and emergency management.
- **Occupational Health and Safety Coordination Office (OHS)**, which delivers certified education on risk assessment, emergency planning, and disaster resilience.
- **Mediko Psychological Counseling and Guidance Center**, which provides mental health and psychosocial support as part of post-disaster resilience and community recovery.

Together, these units ensure a continuous cycle of education, practice, and evaluation, strengthening both institutional and societal preparedness for climate-induced hazards.

Local Adaptation Education Responsibilities

The **Sakarya Local Climate Change Adaptation Strategy and Action Plan 2025-2030** names **Sakarya University among the responsible institutions under Action YKS5**, which addresses public awareness of climate change and adaptation, including programmes for **farmers, beekeepers, fishers and tourism stakeholders**.

Educational Programmes and Awareness Campaigns

Energy Efficiency Week and School-Based Education Each year, Sakarya University organizes outreach programmes during *Energy Efficiency Week*, where TOKAS staff and faculty deliver interactive workshops to schoolchildren on energy conservation, carbon reduction, and sustainable lifestyles. more than 300 students and teachers at **Sakarya University Foundation Primary School** participated in these awareness activities.

“Future’s Return” Project (TÜBİTAK 3005) This national project introduced 40 gifted students to renewable energy technologies and climate action measures through site visits to **ADASU HES**, **Karaman GES**, and **Pamukova RES**. Participants learned about hydro, solar, and wind systems and how these mitigate greenhouse gas emissions while adapting to climate challenges.

Public Savings and Zero Waste Trainings Regular public trainings titled *"Energy Efficiency in Daily Life and Public Buildings"*, *"Water Efficiency"*, and *"Environment and Zero Waste"* are conducted for staff and community members. These trainings link personal behavior to global mitigation and adaptation strategies. Online modules ensure permanent access for continuous professional education.

European Mobility Week and Low-Carbon Transport The University participates annually in *European Mobility Week*, closing the campus to motor traffic and promoting cycling, electric scooters, and pedestrian commuting. These initiatives support the **mitigation of transport-based emissions** and raise public awareness of sustainable mobility and air quality improvement.

Climate Literacy and Academic Outreach Academics organize open seminars and panels on energy transition, climate risk modeling, and adaptation. The **FOCUS'24 Climate and Sustainability Conference** brought together experts, policymakers, and students to discuss early warning systems, sustainable infrastructure, and policy innovation. The **Dean of Research Office** also encouraged participation in international initiatives such as *European Sustainable Energy Week*, *Tech4SmartCities*, and *Clean Energy Transition Partnership*, bridging academic knowledge with community education.

Women in Climate Justice Symposium

Sakarya University co-organized the **"Women in Climate Justice Symposium"** collaboration with the Turkish Women Academics Association (TÜRKKAB), the **SAÜ Women's Research Center (SAÜKAM)**, and Sakarya Applied Sciences University. The symposium addressed how climate change disproportionately affects women through issues such as water scarcity, food insecurity, health impacts, disasters, and migration. It aimed to highlight gender-based inequalities in resource access and decision-making, promoting gender-responsive climate policies and inclusive solutions. The event brought together scientists, NGOs, local governments, and the private sector to discuss women's roles in sustainable agriculture, renewable energy, disaster resilience, and climate governance enhancing awareness on climate justice and social sustainability.

Student-Led Sustainability and Innovation Student organizations such as **SAITEM**, **SPARK Electric Vehicle Team**, and **Green Campus Club** lead outreach projects on renewable energy and clean mobility. Through public exhibitions of solar and hydrogen vehicles, they promote youth-driven awareness on carbon-free technologies and sustainable innovation.

Climate Education and Community Outreach Activities in 2025

In **2025**, Sakarya University delivered climate-related education and awareness activities for **local teachers, school pupils, university students and community stakeholders**. These activities addressed climate change risks and impacts, emission reduction, adaptation and disaster preparedness.

SUSTAIN EU Summer School: Climate Awareness and Disaster Literacy

The **SUSTAIN EU Summer School**, held on **23-26 June 2025**, provided face-to-face education under the theme **"Sustainable School - Sustainable Society."** The university's completion report records **80 participants: 30 teachers working in Sakarya and 50 Sakarya University students**. The programme included **environmental education, disaster literacy, climate awareness, the mental health impacts of climate change, and sustainable food production and nutrition**. Interactive teaching and group activities supported shared learning, and participants who successfully completed the programme received certificates worth **3 ECTS credits**.

European Researchers' Night: Climate Education for Local Schools

Sakarya University hosted **European Researchers' Night**, reported in October **2025**, in collaboration with **Kocaeli University, Düzce University and the Sakarya Governorate**, with support from the Horizon Europe Marie Skłodowska-Curie Actions. Bringing together **28 secondary and high schools**, the event engaged pupils in experimental activities addressing **the environment, climate change, disaster adaptation and resilient cities**. Direct interaction with researchers connected scientific knowledge with school-level awareness of environmental risks and resilience.

Sustainable Future Meetings: Climate Impacts and Nature-Based Solutions

Through **Sustainable Future Meetings**, the university's Social Contribution and Sustainability Coordinatorship (**TOKAS**) organised a climate and sustainability discussion at Bilim Kafe, reported in December **2025**. The session addressed **greenhouse gas emissions, consumption patterns, water scarcity and ecosystem protection**. It also introduced **nature-based solutions, constructed wetlands and circular approaches**, connecting climate mitigation and adaptation with everyday resource use and environmental decision-making.

Forests and Climate Change: Carbon Sinks and Sustainable Management

The **"Forests and Climate Change: Conservation, Sustainability and Steps for the Future" discussion** was organised through cooperation between **TOKAS, the In-Service Training Branch and student societies**. The session explained **the role of forests as carbon sinks, their contribution to climate change mitigation, and sustainable forest management**. The programme concluded with **fruit-tree planting**, combining awareness raising with practical participation.

Hydrogen Economy and Climate Change Mitigation

The **"Hydrogen Economy in Preventing Climate Change" conference**, reported on **20 March 2025**, provided education on **the greenhouse effect, carbon emissions, fossil-fuel use and renewable energy**. The presentation also addressed **hydrogen production, storage, transport and use**, introducing participants to the role of hydrogen as an energy

carrier in the transition towards lower-carbon energy systems. The conference concluded with a question-and-answer session.

Green Transformation in Industry

The **"Green Transformation in Industry" discussion**, reported in December **2025**, was organised within Sakarya University's Science Talks Series in cooperation with **TOKAS**. Contributions from academia and the automotive industry addressed **carbon emission reduction, sustainable production and responsible resource consumption**. Discussion of **declining water levels in Lake Sapanca** connected industrial sustainability with local environmental pressures.

Municipal Collaboration and Community Awareness

Sakarya University organised **"Green Mind Meetings: Together for Zero Waste"** in cooperation with **Sakarya Metropolitan Municipality**, as reported in November **2025**. Participants included **environmental engineers, neighbourhood headpersons and school administrators**. The discussion addressed **waste prevention, changing consumption habits and resource conservation**, extending environmental education beyond the university community to local stakeholders.

Sakarya University Sustainability Festival

Within the framework of the Sustainable Development Goals, Sakarya University organized a series of events under the theme **"15 May - Sustainability Day"** as part of its annual Spring Festival.
The festival, jointly conducted by university faculties, student communities, public institutions, and non-governmental organizations, created an important awareness platform on **climate change adaptation, zero waste, circular economy, environmental awareness, and nature-based solutions**.

Thematic Events and Workshops

Throughout the festival, various **workshops, panels, and interactive sessions** were held, including the following highlights:

- The session titled **"Nature-Based Solutions for Climate Change Adaptation and Sustainable Living"** emphasized the significance of ecosystem services and nature-based approaches in the climate adaptation process.
- The activities **"Zero Waste Workshop"** and **"Turning Waste into Art"** demonstrated the principles of waste recovery, recycling awareness, and circular economy through hands-on applications.
- The session **"Preventing Food Waste and Re-evaluating Food Residues"** raised awareness on sustainable consumption habits.
- The event **"From Nature to Art,"** organized by the **LÖSEV Student Community**, strengthened both environmental and social sustainability awareness through art made from natural and recycled materials.

- Applied workshops such as **“Stained Glass, Tile, Gourd Carving, and Jewelry Design”** were organized in cooperation with local **Public Education Centers**, supporting the preservation of traditional crafts and sustainable production skills.
- The event **“Sustainability in Energy Consumption and the Use of Artificial Intelligence”** explored the relationship between digital transformation and energy efficiency from a sustainability perspective.

Early Warning, Disaster Preparedness, and Adaptation Education

Sakarya University supports **climate risk awareness, disaster preparedness and adaptation education** through teaching activities and community-oriented programmes. In **2025**, the **SUSTAIN_EU Summer School** extended this education to **teachers working in Sakarya and university students**, connecting climate awareness with educational practice.

The publicly available **“Environmental Education, Disaster Literacy and Climate Awareness for Sustainable Schools” teaching material** addresses **extreme weather events, climate risks in Türkiye, disaster literacy, awareness and preparedness**. It also discusses **digital disaster education, communication and coordination skills, and the integration of disaster and climate education into schools**.

The **Civil Defense Office** develops and updates the University’s *Disaster Preparedness and Evacuation Plans* and organizes annual earthquake and fire drills in collaboration with **AFAD** and the **Fire Research Center**. These drills simulate multi-hazard scenarios, including floods, fires, and earthquakes, to strengthen rapid response capacity.

The **SAÜDAK Volunteer Search and Rescue Team** provides training in emergency logistics, first aid, and risk awareness for both campus members and local residents. In addition, the team actively participates in national disaster response operations, providing on-site assistance in affected areas and supporting coordinated intervention efforts with official institutions.

The **Fire Practice and Research Center** conducts workshops on fire dynamics, smoke behavior, and evacuation strategies. It provides consultancy services to public institutions on energy efficiency and fire prevention in climate-sensitive environments.

Graduate and professional courses in the **Civil and Environmental Engineering Departments** include modules on flood management, urban resilience, and climate-adapted infrastructure design.

The **SAUCO$_2$ Platform** serves as an educational and monitoring tool, providing faculty-level data on energy, water, and carbon indicators, allowing users to assess risks and propose adaptation measures.

Disaster and Emergency Management Research Center (DIVAM)

The Disaster and Emergency Management Research Center (DIVAM) at Sakarya University conducts multidisciplinary research and education in disaster preparedness, response, mitigation, and recovery. The center develops projects addressing both natural and human-

induced hazards such as earthquakes, floods, landslides, droughts, industrial accidents, and epidemics. It collaborates with national and international partners, including AFAD and local municipalities, to improve Türkiye's disaster management system. DIVAM also organizes scientific meetings, seminars, and certification programmes, contributing to professional training and public awareness in disaster risk reduction.

Earthquake Research and Monitoring Infrastructure

The Sakarya University Earthquake Monitoring Station was established in collaboration with Boğaziçi University Kandilli Observatory and Earthquake Research Institute. Located within the Faculty of Engineering, the station continuously records seismic activity in the Marmara region and contributes to Türkiye's National Earthquake Monitoring Network. Operated jointly by the Departments of Geophysics and Geology, Earthquake Monitoring Station provides real-time seismic data that support academic research, public safety, and early warning systems, strengthening regional preparedness against earthquakes.

Advanced Seismic Mitigation Research (U-tube Seismic Damper Project)

Researchers at Sakarya University's Research and Development Center (SARGEM) developed an innovative seismic mitigation device known as the "U-tube Tuned Liquid Damper". Supported by TÜBİTAK and developed in cooperation with Istanbul Technical University and partner institutions, the system reduces earthquake vibrations in buildings by 35-65 percent. The liquid-based damping mechanism applies inertial resistance to counteract structural motion, minimizing damage and preventing collapse during severe earthquakes. The device is designed to be applicable to both new and existing buildings, representing a significant national contribution to climate resilience and urban safety.

Sakarya University integrates scientific research with public education through its earthquake awareness and monitoring projects. The newly established Earthquake Recording and Monitoring Center at the Faculty of Engineering provides continuous seismic data that are shared with national authorities and used for public awareness campaigns. Through press releases, seminars, and community briefings, the University contributes to early warning literacy and disaster preparedness in Sakarya Province, one of Türkiye's most active seismic zones.

Health, Safety, and Psychosocial Resilience

The **Occupational Health and Safety Coordination Office** provides certified education for all staff, covering occupational safety, technical hazards, and emergency management. All faculties maintain approved *Emergency Action Plans* and *Risk Assessment Reports*, ensuring comprehensive readiness for natural or technological disasters.

The **Mediko Social Center** provides **psychological counseling and post-disaster support**, offering trauma and resilience sessions for students and staff. During and after national disasters such as the February 2023 earthquakes, the Center provided online and in-person counseling and developed psychosocial response protocols. These actions strengthen community mental resilience, an essential component of adaptation and recovery under THE Impact SDG 13.3.

Partnerships and Regional Collaboration

Sakarya University cooperates with **SASKİ**, **SEDAŞ**, **AFAD**, and the **Sakarya Metropolitan Municipality** for joint education on climate adaptation, water management, and disaster preparedness.
The **CENTER SAU (National Critical Infrastructures Test Bed Center)**, designated by the **Energy Market Regulatory Authority (EMRA)**, provides certified training to energy professionals nationwide on grid resilience, energy efficiency, and cybersecurity all of which are critical for climate risk reduction and early warning capacity.

Through **TÜBİTAK projects** and **EU Horizon Europe collaborations**, the University expands climate-related research and public education, ensuring that innovations in hydrogen, energy storage, and circular economy are communicated to the community through seminars and media.

Climate Ambassadors and Youth Capacity Building

Sakarya University supported youth participation in climate education through its representation at the **Climate Ambassadors Training Camp**, held in Konya on **29 September-2 October 2025**. The university's Climate Ambassador, **Environmental Engineering student İrem Metoğlu**, participated in training on **climate science, climate policy, disaster management, nature-based solutions and green finance**. The programme included panels, workshops, case studies and interactive activities, supporting knowledge exchange among university climate ambassadors.

By combining sustainability education, disaster preparedness, occupational safety, and psychosocial resilience, Sakarya University has become a national model in climate change awareness and local capacity building. Thousands of students, staff, and citizens have participated in climate-related educational and practical activities since 2020. The University's educational framework directly supports Sustainable Development Goal 13.3 by enhancing human and institutional capacity for mitigation, adaptation, impact reduction, and early warning.

Institutional Climate Action Plan and Collaboration with Local Government and Community Stakeholders

Sakarya University has adopted an institution-wide **Climate Action Plan** covering **greenhouse gas emission reduction, energy efficiency, renewable energy, sustainable mobility, water efficiency, waste management, biodiversity, education and research**. The plan applies to **all academic and administrative units** and establishes the university's commitment to **carbon neutrality by 2053**, supported by annual monitoring and public reporting.

The plan is implemented and monitored under the coordination of the Social Contribution and Sustainability Coordinatorship (TOKAS), with the support of relevant university units and in close collaboration with local governments, industry partners, and community organizations across the Sakarya region.

Türkiye's National Climate Action Framework (2024-2030)

The **Ministry of Environment, Urbanization and Climate Change of the Republic of Türkiye** published two key national policy documents the **"Climate Change Mitigation Strategy and Action Plan (2024-2030)"** and the **"Climate Change Adaptation Strategy and Action Plan (2024-2030)"** establishing the country's roadmap for a low-carbon and climate-resilient future. These plans include cross-sectoral strategies for **reducing greenhouse gas emissions** in energy, industry, buildings, transport, agriculture, waste, and land use, while also promoting **adaptation and resilience** in water management, food systems, ecosystems, and urban planning.

Aligned with Türkiye's **Net Zero 2053 target**, the framework introduces integrated policies for a **just transition**, **carbon pricing and emissions trading systems**, **green finance**, and **monitoring and evaluation mechanisms** with clearly defined institutional responsibilities and performance indicators. This national strategy encourages universities and local governments to implement climate mitigation and adaptation projects. In this context, **Sakarya University's initiatives** on renewable energy, energy efficiency, disaster risk management, and public awareness directly contribute to achieving Türkiye's national climate goals.

The **Climate Action Plan** is a core component of the University's **Sustainable University Policy**, adopted in line with Türkiye's 2053 Net Zero Emission target and **Türkiye's Climate Change Mitigation and Adaptation Strategies and Action Plans (2024–2030).** The plan is executed through the **SAUCO$_2$ Sustainable Carbon Tracking System**, an ICT-based platform that enables faculty-level data collection and analysis for energy, water, and carbon indicators. Using this system, the University conducts annual carbon footprint analyses and develops emission reduction strategies based on scientific evidence.

In 2024, Sakarya University reaffirmed its institutional commitment to **carbon neutrality by 2053**, setting a measurable path towards zero Scope 2 emissions and continuous reduction of Scope 1 and Scope 3 emissions. The Climate Action Plan also includes awareness, adaptation, and resilience actions coordinated through the **Disaster and Emergency Management Research Center (DIVAM)**, the **Civil Defense Office**, and the **SAÜDAK Volunteer Search and Rescue Unit**, ensuring the integration of climate adaptation into operational and educational activities.

Legal Framework for Local Climate Planning

Article 7 of Türkiye's Climate Law No. 7552 provides for provincial climate coordination and local climate action plans prepared with relevant institutions. It also establishes information-sharing arrangements for plan preparation and monitoring, providing a legal framework for cooperation between public authorities and institutional stakeholders.

Integration with Local and Regional Authorities

Sakarya University maintains formal partnerships with **Sakarya Metropolitan Municipality**, **SASKİ (Sakarya Water and Sewerage Administration)**, **SEDAŞ (Sakarya Electricity Distribution Inc.)**, and **AFAD (Disaster and Emergency Management Authority)** to implement its Climate Action Plan at regional scale. These collaborations include joint monitoring of environmental indicators, renewable energy generation projects, and regional awareness campaigns on energy efficiency and climate adaptation.

The University also contributed to the preparation of the **Sakarya Metropolitan Municipality's Sustainable Energy and Climate Action Plan**, providing academic expertise for greenhouse gas inventory methodologies, renewable energy integration, and energy-efficient infrastructure design. Through this partnership, the University acts as a scientific advisor to local authorities on the alignment of municipal planning with Türkiye's Nationally Determined Contributions (NDCs).

Sakarya University makes its **institutional Climate Action Plan** publicly accessible through its official sustainability website. **Local governments, community groups and other stakeholders** can access the university's climate objectives, strategic action areas and monitoring framework. The published plan also presents **annual greenhouse gas emissions data**, supporting transparency regarding institutional climate performance.

Community and Educational Integration

The Climate Action Plan extends beyond institutional operations to include **education, awareness and community engagement**. Alongside established activities such as **Energy Efficiency Week, Zero Waste Trainings and European Mobility Week**, Sakarya University delivered additional climate-related education programmes in **2025**.

The **SUSTAIN_EU Summer School** brought together **30 teachers working in Sakarya and 50 university students**. Its **teaching programme** covered **climate awareness, disaster literacy and the mental health impacts of climate change**. **European Researchers' Night** brought together **28 secondary and high schools** for experimental activities addressing **climate change, disaster adaptation and resilient cities**.

Cooperation with **Sakarya Metropolitan Municipality** also supported community engagement through **"Green Mind Meetings: Together for Zero Waste"**, involving **environmental engineers, neighbourhood headpersons and school administrators** in discussions on waste prevention and responsible consumption. Meanwhile, **Sustainable Future Meetings** addressed **greenhouse gas emissions, water scarcity and nature-based solutions**.

Research projects complement these educational activities. The university's work on **hydrogen-fuelled heating technologies** and **floating photovoltaic systems for irrigation ponds** supports research into clean energy and resource efficiency.

Governance, Monitoring, and Reporting

The implementation of the Climate Action Plan is coordinated by the Rectorate and relevant administrative units. Each academic and administrative department contributes to the process by providing data to the SAUCO$_2$ platform. The data collected through the platform are reviewed annually to assess progress toward greenhouse gas emission reduction and climate adaptation targets.

Monitoring indicators and 2025 results include:

- **Greenhouse gas emissions: 1,694 tonnes CO_2e for Scope 1 and Scope 2 combined**, and an estimated **85 tonnes CO_2e for Scope 3**, as presented in the **Climate Action Plan's annual emissions inventory**.
- **Renewable electricity-to-consumption ratio: 122.64%**, based on **11,207,600 kWh** of on-site solar and wind generation and I-REC-certified renewable electricity, compared with **9,138,596 kWh** of annual electricity consumption.
- **Education and engagement:** Number of climate and sustainability awareness programmes and training participants.
- **Energy efficiency:** Energy savings achieved through efficiency improvements.

The annual results are publicly disclosed through the University's **Sustainability Reports** and **Activity Reports**, which are shared with regional authorities and community partners.

Impact and Outcomes

Through the implementation of its Climate Action Plan and collaborative initiatives, Sakarya University contributes tangibly to regional sustainability governance and climate resilience. The integrated approach has strengthened cooperation between academia, government, and society, ensuring collective progress toward Türkiye's low-carbon transition.

By combining data-driven monitoring, public transparency, and educational outreach, the University has created a replicable model of climate action governance for higher education institutions. Its proactive participation in local and national sustainability initiatives demonstrates the institution's enduring commitment to environmental responsibility and community partnership.

Cooperative Planning for Climate Change-Related Disasters with Government and Regional Authorities

Sakarya University plays a leading coordinating role in cooperative planning and policy implementation for climate change–related disasters through structured partnerships with national and local government agencies. These collaborations are primarily conducted under the **Disaster and Emergency Management Research Center (DIVAM)**, **Civil Defense and Occupational Safety Units**. The University ensures that climate resilience, risk reduction, and adaptation principles are systematically integrated into its disaster preparedness and community engagement strategies.

Türkiye's National Climate Action Framework (2024-2030)

The **Ministry of Environment, Urbanization and Climate Change of the Republic of Türkiye** published two key national policy documents the **"Climate Change Mitigation Strategy and Action Plan (2024-2030)"** and the **"Climate Change Adaptation Strategy and Action Plan (2024-2030)"** establishing the country's roadmap for a low-carbon and climate-resilient future. These plans include cross-sectoral strategies for **reducing greenhouse gas emissions** in energy, industry, buildings, transport, agriculture, waste, and land use, while also promoting **adaptation and resilience** in water management, food systems, ecosystems, and urban planning.

Aligned with Türkiye's **Net Zero 2053 target**, the framework introduces integrated policies for a **just transition**, **carbon pricing and emissions trading systems**, **green finance**, and **monitoring and evaluation mechanisms** with clearly defined institutional responsibilities and performance indicators. This national strategy encourages universities and local governments to implement climate mitigation and adaptation projects. In this context, **Sakarya University's initiatives** on renewable energy, energy efficiency, disaster risk management, and public awareness directly contribute to achieving Türkiye's national climate goals.

Strategic Partnerships and Joint Planning

Sakarya University collaborates closely with the **Disaster and Emergency Management Authority (AFAD)**, the **Sakarya Metropolitan Municipality**, **SASKİ (Sakarya Water and Sewerage Administration)**, and **SEDAŞ (Sakarya Electricity Distribution Inc.)** to develop regional disaster preparedness frameworks that address climate-induced hazards such as floods, droughts, and heatwaves. The **DIVAM Center** contributes scientific data and risk analyses for the **Sakarya Metropolitan Municipality's Sustainable Energy and Climate Action Plan (SECAP)** and participates in the design of local adaptation policies aligned with Türkiye's **2024–2030 Climate Change Adaptation Strategy and Action Plan**.

Sakarya University academics also serve as technical advisors in regional planning commissions, assisting with climate modeling, hazard mapping, and resilient infrastructure design. Collaborative planning workshops and scenario-based exercises are regularly conducted with local government units to enhance coordination capacity and early warning systems.

Participation in the Sakarya Local Climate Adaptation Action Plan 2025-2030

Sakarya University is explicitly identified as a **relevant institution** in the **Sakarya Local Climate Change Adaptation Strategy and Action Plan 2025-2030**. Under the strategic objective of **strengthening understanding of climate-related disaster risks and improving urban resilience**, the plan includes the university in a cooperative framework involving **Sakarya Metropolitan Municipality, the Provincial Directorate of AFAD, the Governorate, district municipalities and other public institutions**.

The **Sakarya Local Climate Change Adaptation Strategy and Action Plan 2025–2030** identifies **Sakarya University as a relevant institution** for the following actions, all scheduled

for **2025-2030**. **DRR** stands for **Disaster Risk Reduction**; **DRR1–DRR5** correspond to **ARA1-ARA5** in the original Turkish plan.

Action	Cooperative planning area	Responsible public institutions
DRR1 - Comprehensive risk assessments	Disaster scenarios, hazard and risk analyses, updated risk maps, and education and awareness programmes	**Provincial Directorate of AFAD**
DRR2 - Integrated database and risk information system	Integration of datasets, public institutions and emergency response units to support risk-informed decisions	**Sakarya Metropolitan Municipality, Provincial Directorate of AFAD and the regional meteorological authority**
DRR3 - Multi-hazard warning system	Integration of hazard information and disaster response units, supported by training and public information	**Sakarya Metropolitan Municipality and Provincial Directorate of AFAD**
DRR4 - Strengthening erosion control management	Afforestation, erosion management education and nature conservation projects	**Metropolitan Municipality and Provincial Directorate of Environment, Urbanization and Climate Change**
DRR5 - Community-based disaster preparedness and local response capacity	Disaster preparedness education for local residents, mobile education centres and school-based disaster education	**Sakarya Metropolitan Municipality and Provincial Directorate of AFAD**

These actions establish a **documented planning framework for Sakarya University's contribution to climate-related disaster risk reduction alongside government institutions**. The plan specifies monitoring indicators for **risk assessments, institutional data integration, warning systems, erosion control and community preparedness**. The University's designation as a relevant institution identifies its anticipated contribution within the plan; it does not, by itself, demonstrate that these actions have been completed.

Disaster Preparedness and Cooperative Implementation

The **SAÜDAK Volunteer Search and Rescue Team**, registered under AFAD, plays an integral role in disaster response coordination. Each year, the University conducts large-scale **earthquake evacuation, flood response, and fire safety drills** across its campuses, jointly planned with **AFAD's Sakarya Provincial Directorate**, the **Provincial Fire Department**, and the **Civil Defense Office**. These drills are aligned with regional disaster preparedness plans and support national resilience strategies.

The **Fire and Explosion Research Center** provides technical training on fire dynamics, explosion safety, and emergency management to local municipalities and industrial partners.

Additionally, the **Occupational Health and Safety Coordination Office** conducts certified training for university staff, while the **Mediko Psychological Counseling Center** provides post-disaster trauma counseling and psychosocial support to strengthen recovery capacity.

Institutional Cooperation in Provincial Disaster Risk Reduction Planning

Sakarya University's cooperation with government authorities is also documented in the **AFAD record of the initial Sakarya Provincial Disaster Risk Reduction Plan (İRAP) meeting**, published on **9 February 2021**. The record identifies **Sakarya Governorate through the Provincial Directorate of AFAD, Sakarya Metropolitan Municipality, Sakarya University and Sakarya University of Applied Sciences** as the institutions involved in preparing the provincial plan through a cooperation protocol.

The meeting was attended by **Sakarya University's Vice-Rector**, alongside representatives of AFAD, the Metropolitan Municipality and Sakarya University of Applied Sciences. This provides a historical institutional foundation for the university's cooperation with public authorities in **provincial disaster risk reduction planning**.

Scientific Research Supporting Governmental Climate Planning

The University's **Research and Development Application and Research Center (SARGEM)** and the **Faculty of Engineering** conduct climate-related R&D projects that contribute directly to disaster risk reduction and sustainable infrastructure. One significant example is the **TÜBİTAK-supported U-tube Tuned Liquid Damper Project (2024)**, led by **Prof. Dr. Tahsin Engin** in collaboration with Sakarya University, which reduces seismic vibrations by 35–65% and is applicable to both existing and new structures. Furthermore, the **SAÜ Earthquake Monitoring Station**, established in collaboration with **Boğaziçi University's Kandilli Observatory**, records real-time seismic activity and provides critical data for local and national early warning systems.

The **Sakarya University Climate Innovation Ecosystem** within SAU TEKNOKENT supports over 30 sustainability-oriented startups focusing on **renewable energy, carbon footprint reduction, smart agriculture, and disaster-resilient technologies**. Projects such as **DEPAR ARGE (smart grid energy optimization)**, **Germony IoT (energy-efficient monitoring)**, and **Solar-Powered Agricultural Robotics** contribute innovative climate technologies that inform regional planning and mitigation strategies.

The **Sakarya Local Climate Change Adaptation Strategy and Action Plan 2025–2030** identifies **Sakarya University as a relevant institution** for **comprehensive disaster risk assessments (DRR1)** and the **development of an integrated database and risk information system (DRR2)**. These actions cover **disaster scenarios, hazard and risk analyses, updated risk maps and the integration of institutional datasets**, providing a framework for scientific cooperation with **AFAD, Sakarya Metropolitan Municipality and other public authorities**. The implementation period is **2025-2030**.

Heatwave Risks and Public Health Adaptation

Sakarya University's **TÜBİTAK 3005-supported heatwave and public health project**, also listed in the Department of Geography's **July 2025 project announcements**, brings together researchers from **Geography, Medicine and the Sakarya Provincial Health Directorate**. The project aims to identify areas where **people aged 65 and over may be vulnerable to heatwaves**, map future heat-related risks using **climate projections and geographic information systems**, and establish a scientific basis for **climate adaptation strategies and public health policies**.

Heatwaves and Forest Fire Risk

A further project, registered in the university's **Scientific Research Projects database**, began on **27 October 2025** under project number **2025-27-70-133**. The research examines **the effects of heatwaves on forest fires under present and future climate conditions using Google Earth Engine**. It adds a climate-specific research component to the university's work on **disaster risk reduction (DRR)**.

Community-Level Climate Disaster Planning

The University extends its collaborative efforts beyond research through community awareness initiatives. Sakarya University organizes public education programs during **Energy Efficiency Week**, **Zero Waste Awareness Seminars**, and **European Mobility Week**, all of which address energy conservation, emission reduction, and preparedness for extreme climate events.
In 2024, Sakarya University co-hosted the **"Act for Global Warming" Youth Panel** with the Sakarya Metropolitan Municipality and AFAD, engaging students and local residents in adaptation and emission-reduction dialogues. Additionally, the **CLICS 2024 - Climate Change, Sustainability and International Cooperation Conference**, co-organized with AFAD and Düzce Municipality, enhanced inter-institutional coordination and policy dialogue on climate disaster preparedness.

Sakarya University contributes to multi-level climate disaster governance and resilience planning in Sakarya Province and beyond. The university provides technical expertise, research outputs, public education, and institutional data to support evidence-based decision-making by local and national authorities. This cooperative framework directly supports **SDG 13.1 – Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters**, ensuring that climate adaptation and disaster risk management are jointly developed and continuously improved through science, education, and collaboration.

Informing and Supporting Local and Regional Government in Climate Disaster Early Warning and Monitor

Sakarya University informs and supports local and regional governments in developing, implementing, and monitoring early warning and risk management systems related to climate-induced disasters. These collaborations are coordinated under the **Disaster and Emergency Management Application and Research Center (DIVAM)**, the **SAÜ Earthquake Monitoring Station**, the **Fire Application and Research Center,** the **Research and Development**

Application and Research Center (SARGEM), and the **Social Contribution and Sustainability Coordinatorship (TOKAS)**.

Technical and Scientific Collaboration

The University provides scientific data, modeling, and expertise to the **Sakarya Metropolitan Municipality**, **AFAD Sakarya Provincial Directorate**, and **SASKİ (Sakarya Water and Sewerage Administration)** for climate risk assessment and early warning integration. The **DIVAM Center** conducts multi-hazard studies on earthquakes, floods, landslides, and heatwaves, ensuring that local governments can incorporate climate variability into their disaster management and adaptation strategies. DIVAM also supports training and data sharing in coordination with AFAD and the Ministry of Environment, Urbanization, and Climate Change, contributing directly to Türkiye's **2024-2030 Climate Change Adaptation Strategy and Action Plan**.

Scientific Support to SASKİ on Lake Sapanca

In **December 2025**, Sakarya University and **SASKİ** reviewed cooperation on **Lake Sapanca's condition, water-resource protection and ecological sustainability**. SASKİ's Director General highlighted the importance of **university researchers' assessments and scientific contributions** to work addressing **declining lake levels and shoreline ecological conditions**. The university also reported that preparations had begun for research infrastructure focused on **environment, sustainability and water**, in cooperation with Sakarya Metropolitan Municipality. This collaboration demonstrates institutional scientific support to the local water authority.

Climate Risk Monitoring and Early Warning in the 2025-2030 Local Adaptation Plan

The **Sakarya Local Climate Change Adaptation Strategy and Action Plan 2025-2030** identifies **Sakarya University as a relevant institution** in actions addressing **disaster risk assessment, integrated risk information and multi-hazard warning systems**. These actions establish a framework for cooperation with **Sakarya Metropolitan Municipality, the Provincial Directorate of AFAD, meteorological authorities and other public institutions** during **2025-2030**.

Action	Relevance to risk monitoring and early warning
DRR1 - Comprehensive risk assessments	Disaster scenarios, hazard and risk analyses, updated risk maps and assessment reports.
DRR2 - Integrated database and risk information system	Integration of datasets, public institutions and emergency response units to support access to risk information and informed decisions.
DRR3 - Multi-hazard warning system	Integration of hazard information and response units, together with training and public information programmes.

DRR stands for Disaster Risk Reduction. DRR1–DRR3 correspond to actions ARA1–ARA3 in the original Turkish plan.

The plan specifies monitoring indicators including **updated risk maps, integrated datasets, participating public institutions, warning-system development and public information activities**. Sakarya University's inclusion documents its designated role within this government-led climate risk monitoring and early warning framework. The plan also identifies **Sakarya University as a relevant institution** in **health-related early warning and monitoring**. **Action SAG3** addresses the identification and classification of climate-related health emergencies and their integration into existing early warning systems during **2025-2030**. **Action SAG4** addresses district-level assessment, monitoring and evaluation of current and future climate hazards and their health impacts during **2025-2028**.

Monitoring and Early Warning Infrastructure

The **Sakarya Local Climate Change Adaptation Strategy and Action Plan 2025–2030** identifies **Sakarya University as a relevant institution under DRR3**, concerning a **multi-hazard warning system** involving the municipality, AFAD, meteorological authorities, other public bodies, media and NGOs.

The **SAÜ Earthquake Monitoring Station**, established in collaboration with **Boğaziçi University's Kandilli Observatory and Earthquake Research Institute**, continuously monitors seismic activity in Sakarya Province. The processed data are shared with both the **National Earthquake Monitoring Network** and local institutions, supporting situational awareness, rapid reporting, and preparedness planning. The data outputs from this station feed into local emergency management systems and risk-mitigation efforts coordinated by the municipality and AFAD.

In addition, the **SAUCO$_2$ Sustainable Carbon Tracking System** compiles energy, water, and emission data from all university campuses and shares them with the **Sakarya Metropolitan Municipality**. These datasets are used for the city's **Sustainable Energy and Climate Action Plan (SECAP)** to monitor emission trends and assess the effectiveness of mitigation and adaptation actions at the regional level.

Real-Time River Monitoring and Flood Warning

The study **"A Real-Time Water Level and Discharge Monitoring Station: A Case Study of the Sakarya River"**, published in **February 2025**, documents a **Sakarya University-funded monitoring system** installed on **Örencik Bridge with permission from Sakarya Metropolitan Municipality**. The station uses **ultrasonic water-level measurements, hydraulic discharge calculations, solar power and GSM-based data transmission** to provide remotely accessible river information. It measures water levels **twice per minute** and incorporates **automatic email alerts when predefined water-level thresholds are exceeded**. The system provides a technical basis for **flood-risk monitoring and timely warning**.

Research Supporting Infrastructure Safety and Early Warning

Within **SARGEM**, researchers develop advanced technologies that enhance the safety and resilience of critical infrastructure against natural and climate-related hazards. One of the most significant contributions is the **TÜBİTAK-supported U-tube Tuned Liquid Damper Project**,

which demonstrated a **35-65% reduction in building vibrations** during earthquakes. This research informs local engineering standards and supports municipalities in developing retrofitting strategies for public buildings, thus directly contributing to early risk mitigation and damage prevention.

The **Fire Application and Research Center** provides simulation-based fire safety training, early detection technology consultation, and evacuation modeling services to municipal fire departments and industrial facilities. The center's technical guidance helps local authorities optimize fire response coordination and integrate climate-related fire risk into urban emergency plans.

Heatwave Risk Mapping and Public Health Adaptation

Sakarya University's **TÜBİTAK 3005-supported heatwave and public health project**, brings together researchers from **Geography, Medicine and the Sakarya Provincial Health Directorate**.

The project aims to identify areas where **people aged 65 and over may be vulnerable to heatwaves** and map future risk areas using **climate projections and geographic information systems**. Its objective is to establish a scientific basis for **climate adaptation strategies and public health policies**, connecting university research with the information needs of a provincial government institution.

Research on Heatwaves and Forest Fire Risk

The project **"Assessing the Effects of Heatwaves on Forest Fires under Current and Future Climate Conditions Using Google Earth Engine (GEE)"**, initiated on **27 October 2025**, investigates the relationship between **heatwave conditions and forest fire occurrence**. Using the **GEE geospatial analysis platform**, it assesses heatwave effects under **current and projected climate conditions**, supporting the scientific assessment of **climate-related forest fire hazards**.

Operational Collaboration and Training

The University's **SAÜDAK Volunteer Search and Rescue Team**, registered under AFAD, organizes annual disaster simulation exercises jointly with **AFAD Sakarya Directorate**, the **Provincial Fire Department**, and the **Civil Defense Office**. These drills include evacuation, flood, and fire scenarios, improving local readiness for rapid response and early warning coordination.

The **Occupational Health and Safety Office** regularly provides certified disaster preparedness and emergency management training for university and municipal personnel. The **Mediko Psychological Counseling Center** offers post-disaster psychological first aid and stress management support for both students and local community members affected by environmental or seismic events.

Community Engagement and Early Warning Awareness

Sakarya University complements its technical and scientific contributions with extensive public awareness and outreach programs. Through **TOKAS**, the University organizes **Energy Efficiency Week**, **Zero Waste Campaigns**, and **European Mobility Week** activities that educate citizens on reducing emissions, managing urban heat risks, and improving environmental preparedness. Public panels such as the **"Act for Global Warming" Youth Forum**, co-hosted with the Sakarya Metropolitan Municipality and AFAD, and the **CLICS International Conference on Climate Change and Sustainability**, co-organized with Düzce Municipality, further strengthen inter-institutional dialogue and local capacity for climate monitoring and adaptation.

Impact and Outcomes

Through its combined research, monitoring, and education initiatives, Sakarya University contributes measurable, evidence-based support to local and regional governments in disaster preparedness and early warning systems.
The University's data platforms, scientific collaborations, and training programs enhance both technical infrastructure and public readiness, directly supporting **SDG 13.1 – Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters**.

Collaborative Climate Adaptation Initiatives with National and Local NGOs

Sakarya University maintains long-term and structured collaborations with national and local non-governmental organizations (NGOs) to strengthen community-based climate adaptation, gender-responsive resilience, and environmental sustainability. These collaborations are implemented under the coordination of the **Sustainability Coordination Office**, **Disaster Management Application and Research Center (DIVAM)**, **Fire Application and Research Center**, and **Center SAU (National Critical Infrastructures Test Bed Center)**. The university's cooperation with NGOs integrates education, research, and social engagement activities that align with Türkiye's *2024–2030 Climate Change Adaptation Strategy and Action Plan* and the United Nations Sustainable Development Goals.

A prominent example of NGO cooperation is the **"Women in Climate Justice Symposium (İklim Adaletinde Kadın Sempozyumu)"**, organized in May 2024 in collaboration with the **Turkish Women Academics Association (TÜRKKAB)**, **Sakarya University Women's Research Center (SAÜKAM)**, and **Sakarya University of Applied Sciences**. Hosted at the SAU Congress Center, this national event focused on women's vulnerability to climate change impacts such as water scarcity, migration, and disasters, emphasizing gender-sensitive adaptation policies. Sessions also explored innovative approaches, including **bioenergy and biogas production from agricultural waste**, community resilience strategies, and the inclusion of women in climate governance. This symposium established a national platform that linked academia, NGOs, local governments, and industry in a dialogue on equitable adaptation and inclusive climate justice.

In 2024, the university also co-organized the **12th National Solid Waste Management Congress (UKAY 2024)** with the **Kriton Curi Environmental Foundation (Kriton Curi Çevre Vakfı)** and the National Solid Waste Pollution Committee. This congress addressed themes of

circular economy, green transformation, and urban climate resilience, focusing on maintaining waste infrastructure and essential services under extreme climate conditions such as floods and heatwaves. The event reinforced NGO–university partnerships in climate adaptation through sustainable waste and resource management strategies.

Sakarya University further strengthens climate resilience through humanitarian and environmental partnerships. The university collaborates with the **Turkish Red Crescent (Kızılay)** and local volunteer networks to deliver community training, emergency simulations, and awareness programs on disaster preparedness, flood control, and psychosocial support. These joint efforts are led by **DIVAM** and the university's **Civil Defense and Occupational Health and Safety Units**, supporting the regional disaster-preparedness framework coordinated with AFAD and local municipalities.

Disaster Preparedness and Community Resilience: Turkish Red Crescent Participation in 2025

Sakarya University's Science Talks Series included **"Correct Information and Appropriate Action after Disasters for Community Resilience"**, reported on **1 December 2025**, with the participation of **Turkish Red Crescent representatives from Sakarya**. The discussion addressed **pre-disaster planning, access to safe water and food, continuity of medication, coordinated volunteering and psychosocial challenges following disasters**. The Turkish Red Crescent presented a certificate of appreciation to the speaker at the conclusion of the programme. The event provided an opportunity for **university–NGO engagement on disaster preparedness and community resilience**.

At the community level, the university engages with **environmental NGOs such as the TEMA Foundation** and **local green initiatives** for **afforestation and soil conservation projects**, promoting nature-based adaptation solutions to mitigate drought and urban heat impacts. Each year, students, academics, and staff participate in large-scale tree-planting campaigns across Sakarya, contributing to long-term carbon sequestration and landscape restoration efforts.

Sakarya University also cooperates with **local animal welfare NGOs and volunteer networks** to reuse surplus food from campus dining facilities. In **2025, 33 tonnes of surplus food** were used to feed animals. Separately, **202 tonnes of food waste** were sent to the **SEKAY Integrated Waste Management Facility for biogas production**, while **125 tonnes of plant and garden waste** were composted. These practices support **resource efficiency, organic waste recovery and community cooperation**.

Moreover, the university fosters innovation-driven climate adaptation through student and research-led initiatives. The **SAITEM (Advanced Technologies Application Community)** and **SPARK Electric Vehicle Team** work with NGOs and private partners to promote clean mobility and renewable energy awareness among the public. **CENTER SAU**, designated by the Energy Market Regulatory Authority (EMRA), provides joint training programs for NGO representatives and private-sector professionals on energy infrastructure security and climate-related risk resilience.

Through these multidimensional collaborations, ranging from academic symposia and research congresses to afforestation campaigns, waste recovery and disaster preparedness

training, Sakarya University builds institutional and community-level capacity for climate adaptation. These partnerships bridge scientific expertise with civil society engagement, advancing both **SDG 13 (Climate Action)** and **SDG 17 (Partnerships for the Goals)** and positioning the university as a regional model for inclusive, data-driven climate resilience.

Stakeholder Dialogue with Civil Society

Sakarya University's **Sustainability Processes Monitoring and Evaluation Workshop**, organised by **TOKAS**, brought together university units, student societies, public institutions, industry representatives and civil society stakeholders, including **the Turkish Red Crescent**. Participants discussed **water conservation, resource efficiency, sustainability research and opportunities for joint projects**. External stakeholders shared examples of good practice and proposals for cooperation across Sakarya and the wider region. The workshop strengthened dialogue between **the university, civil society and public institutions** on shared environmental priorities.

The **local adaptation plan** also names **Sakarya University among the responsible institutions under YKS6**, covering **climate adaptation training for municipalities, public institutions, professional chambers and NGOs** during **2025-2030**.

Sakarya University Sustainability Festival

Within the framework of the Sustainable Development Goals, Sakarya University organized a series of events under the theme **"15 May - Sustainability Day"** as part of its annual Spring Festival.
The festival, jointly conducted by university faculties, student communities, public institutions, and non-governmental organizations, created an important awareness platform on **climate change adaptation, zero waste, circular economy, environmental awareness, and nature-based solutions**.

Thematic Events and Workshops

Sakarya University organised **workshops, panels and interactive activities** addressing **climate adaptation, environmental awareness, resource conservation and sustainable living**, including the following:

- **Nature-Based Solutions:** The session **"Nature-Based Solutions for Climate Change Adaptation and Sustainable Living"** highlighted ecosystem services and nature-based approaches to climate adaptation.
- **Zero Waste and Circular Economy:** The **"Zero Waste Workshop"** and **"Turning Waste into Art"** activities explored waste recovery, recycling and circular economy principles through practical applications.
- **Food Waste Prevention:** The session **"Preventing Food Waste and Re-evaluating Food Residues"** promoted sustainable consumption and food recovery awareness.
- **From Nature to Art:** The **"From Nature to Art"** workshop connected creative use of natural materials with social solidarity through gifts intended for children receiving leukaemia treatment and children who had recovered from cancer.

- **Traditional Crafts and Production Skills:** Workshops on **stained glass, tile, gourd carving and jewellery design**, organised in cooperation with **local Public Education Centres**, supported traditional crafts and practical production skills.
- **Energy Efficiency and Digital Technologies:** The session **"Sustainability in Energy Consumption and the Use of Artificial Intelligence"** explored applications of digital technologies in energy efficiency and environmental protection.
- **Biodiversity Awareness:** The **"Plant Species Identification"** activity introduced participants to identifying campus plant species and understanding local biodiversity.
- **Water Awareness:** A **technical visit to the SASKİ Drinking Water Treatment Plant** and the **"Gamified Action against Water Pollution"** activity addressed water treatment and pollution awareness.
- **Reuse and Resource Conservation:** Workshops on **transforming plastic materials, turning plastic waste into gifts, designing toys from waste materials and collective production through recycling** encouraged practical reuse and resource conservation.

· **Climate and Disaster Literacy - SUSTAIN_EU Summer School (2025):** The **SUSTAIN_EU Summer School** brought together **30 teachers working in Sakarya and 50 university students**. Its **programme** included **environmental education, disaster literacy, climate awareness and the mental health impacts of climate change**, supporting understanding of climate risks and preparedness.

· **School Outreach - European Researchers' Night (2025): European Researchers' Night**, organised through cooperation between **Sakarya University, Kocaeli University, Düzce University and Sakarya Governorate**, brought together **28 secondary and high schools**. Experimental activities addressed **climate change, disaster adaptation and resilient cities**, connecting researchers with school pupils.

· **Climate Impacts and Nature-Based Solutions - Sustainable Future Meetings (2025):** A **Sustainable Future Meetings discussion organised by TOKAS** addressed **greenhouse gas emissions, water scarcity, ecosystem protection and consumption patterns**. The session also explored **nature-based solutions, constructed wetlands and circular approaches**, strengthening awareness of climate mitigation and adaptation.

Carbon Neutrality Commitment and Target Year

Sakarya University is committed to achieving **carbon neutrality by 2053**, in alignment with Türkiye's national net-zero vision. The University's carbon management framework is implemented through its Sustainable University Policy, Energy Policy, and the digital monitoring platform **SAUCO$_2$ (Sustainable Carbon Tracking System)**. Greenhouse gas emissions are calculated and reported using the Greenhouse Gas Protocol framework.

Türkiye's National Climate Action Framework (2024-2030)

Türkiye ratified the Paris Agreement in October 2021, and the Agreement entered into force for Türkiye on 10 November 2021. Türkiye also announced its 2053 net-zero emissions target, establishing a national framework for long-term decarbonization and climate action. Türkiye has demonstrated its commitment to combating climate change both by setting a net zero

emission target and by joining the Paris Agreement. The **Ministry of Environment, Urbanization and Climate Change of the Republic of Türkiye** published two key national policy documents the **"Climate Change Mitigation Strategy and Action Plan (2024-2030)"** and the **"Climate Change Adaptation Strategy and Action Plan (2024-2030)"** establishing the country's roadmap for a low-carbon and climate-resilient future. These plans include cross-sectoral strategies for **reducing greenhouse gas emissions** in energy, industry, buildings, transport, agriculture, waste, and land use, while also promoting **adaptation and resilience** in water management, food systems, ecosystems, and urban planning.

Aligned with Türkiye's **Net Zero 2053 target**, the framework introduces integrated policies for a **just transition**, **carbon pricing and emissions trading systems**, **green finance**, and **monitoring and evaluation mechanisms** with clearly defined institutional responsibilities and performance indicators. This national strategy encourages universities and local governments to implement climate mitigation and adaptation projects. In this context, **Sakarya University's initiatives** on renewable energy, energy efficiency, disaster risk management, and public awareness directly contribute to achieving Türkiye's national climate goals.

Long-Term National Strategy and Climate Legislation

Türkiye's 2053 Long-Term Climate Strategy, submitted to the UNFCCC in **November 2024**, provides a long-term framework for **mitigation, adaptation, technology development and capacity building**. The Climate Law No. 7552, published on **9 July 2025**, establishes the national legal framework for climate action.

Institutional Framework and Strategy

The University's **Carbon Neutrality Strategy** was adopted as part of the Sustainable University Policy, emphasizing measurable emission reduction, renewable energy transition, and divestment from carbon-intensive investments. The strategy establishes a clear roadmap for achieving carbon neutrality through five major action areas:

1. **Accurate Measurement and Reporting** based on GHG Protocol Scopes 1, 2 and 3;
2. **Low-Carbon and Renewable Energy Transition** for all facilities;
3. **Energy Efficiency and Smart Building Systems**;
4. **Sustainable Mobility and Green Campus Practices**;
5. **Carbon Offset and Divestment Policy** toward fossil-free operations.

Measurement and GHG Protocol Implementation

Annual carbon footprint calculations are performed through the **SAUCO_2 Platform**, which collects verified data on energy, water, and emissions from each faculty and administrative unit.
For the **2025 reporting year**, Sakarya University's **published greenhouse gas inventory** reports **1,694 tCO_2e for Scope 1 and Scope 2 combined** and **85 tCO_2e for the reported Scope 3 sources**. Scope 1 includes fuel consumption for heating and university-owned vehicles. Electricity-related **Scope 2 emissions are reported as zero**, supported by **I-REC certification**. The reported Scope 3 sources include **non-university-owned vehicles, water consumption and domestic waste**.

Renewable Electricity and Scope 2 Accounting

Sakarya University supports its renewable electricity strategy through **on-site renewable energy generation** and **International Renewable Energy Certificates (I-RECs)**. Its **2025 greenhouse gas inventory** reports **zero electricity-related Scope 2 emissions**, supported by I-REC certification. These certificates document renewable electricity attributes and support **market-based Scope 2 accounting**, subject to the requirements of the **GHG Protocol Scope 2 Guidance**.

The **Divestment Policy** prohibits new investments in coal and oil projects, while prioritizing R&D and partnerships in clean-energy sectors. The University's **Energy Efficient Renovation and Construction Policy** ensures that all new buildings and retrofits comply with the **Energy Efficiency Law No. 5627**, the **Green Certification Regulation for Buildings and Settlements**, and the **Energy Efficiency Action Plan 2024-2030**.

Low-Carbon Transportation and Off-Campus Actions

Sakarya University supports low-carbon mobility through **electric vehicle charging stations, shared bicycles, electric scooters and pedestrian-priority routes**. Its **campus transport initiatives** also include **free intra-campus transport, staff shuttle services and cooperation with Sakarya Metropolitan Municipality** to encourage alternatives to private cars. **Electric vehicles receive free campus vehicle permits**, while electric service vehicles are used for distributing documents and materials between university units. These measures support the reduction of fossil-fuel vehicle use in campus operations and commuting.

The University's **2025 greenhouse gas emission reduction programme** also documents **cargo lockers outside the campus**, designed to limit delivery-vehicle entry, and participation in **European Mobility Week through weekend vehicle restrictions**. Alongside transport measures, the Zero Waste Project promotes **waste prevention, reuse, source separation and recycling**, supporting the management of indirect emissions associated with resource consumption and waste disposal.

Education, Research, and Innovation for Carbon Neutrality

Sakarya University combines **climate education, industry engagement and clean-energy research** to support its carbon neutrality pathway. In **2025**, its **"**Green Transformation in Industry**" discussion**, organised within the Science Talks Series in cooperation with **TOKAS**, brought industry experience into university discussions on **carbon emissions reduction, sustainable automotive production, resource conservation and responsible consumption**. The programme featured **Bülent Yazıcı, Vice Chairman of Ecoplas Automotive**.

The **2025** Sustainable Future Meetings further addressed **greenhouse gas emissions, consumption patterns, water scarcity, nature-based solutions and circularity**. These discussions connected climate science with everyday resource-use decisions and strengthened awareness of the behavioural changes relevant to decarbonization.

Research activities include **energy storage, hydrogen technologies and battery recycling**, including the **Horizon Europe FREE4LIB Project** and the 100% Hydrogen-Fuelled Boiler Design and Prototype Production Project, undertaken with **Daikin Türkiye** under the **TÜBİTAK 1505 University-Industry Cooperation Support Programme**. These projects advance technologies relevant to **clean heating, renewable energy integration and circular material use**.

A further **2025 research output** was an active battery management technology protected by three national patents, developed by **Prof. Dr. Uğur Arifoğlu and doctoral researcher Ümit Pekparlak**. The technology is designed to maintain batteries within manufacturers' recommended operating conditions, **extend battery service life and improve the sustainability of energy storage systems** used alongside renewable generation.

Student-led initiatives, including SAITEM's solar, electric and hydrogen vehicle projects, complement this research through practical experience in **energy-efficient mobility and clean-energy engineering**. The University also supports sustainability-focused entrepreneurship through **Sakarya Teknokent**, connecting research and innovation with wider low-carbon technology development.

Monitoring and Continuous Improvement

Progress toward carbon neutrality is monitored annually through the SAUCO_2 dashboard and reviewed by the **Energy Management Committee**. The system identifies high-consumption buildings, guides retrofit priorities, and tracks improvements in emission intensity (kg CO_2e/m²). Each year, the Committee prepares a **Carbon Reduction Progress Report** submitted to the Rectorate.

Target and Long-Term Vision

Sakarya University's target year for achieving **carbon neutrality is 2053**. Progress towards this target is supported by **annual emissions reporting, energy efficiency improvements, renewable electricity procurement, sustainable mobility and research on low-carbon technologies**. The University's **Climate Action Plan** provides the institutional framework for coordinating these activities and monitoring progress.

SAKARYA ÜNİVERSİTESİ

2025



SDG 14. LIFE BELOW WATER



SDG 14 - LIFE BELOW WATER

Sakarya University advances aquatic ecosystem literacy through interdisciplinary teaching and public science engagement. Situated within the Sapanca Lake watershed and a landscape of rivers and wetlands, the university connects freshwater and marine biodiversity, pollution prevention and sustainable resource use with learning opportunities for students and the wider community. Its educational activities continued in 2025 through academic programmes, experiential learning and the regional Science&Future – The Science for Stronger Societies initiative.

Faculty members in Environmental Engineering, Biology, Chemistry and related disciplines provide an educational foundation for understanding water quality, aquatic organisms, ecosystem pressures and environmental management. This foundation enables learners to connect scientific concepts with real-world challenges affecting lakes, rivers, coastal environments and the ecosystems they support.

Educational Program Examples for Supporting Aquatic Ecosystems

The university's teaching portfolio introduces students to the ecological, engineering and management dimensions of aquatic ecosystem conservation. In particular, the following subject areas support knowledge and skills relevant to SDG 14:

1. *Water Pollution Control* – addressing pollutant sources, transport, impacts and treatment approaches in aquatic systems.
2. *Aquatic Ecology* – examining ecological interactions, aquatic biodiversity and environmental factors shaping freshwater and marine habitats.
3. *Fisheries and Aquaculture* – exploring sustainable production practices, aquatic resources and the environmental protection of aquaculture systems.
4. *Environmental Biotechnology* – introducing biological technologies for wastewater treatment, nutrient management and resource recovery.
5. *Marine and Freshwater Pollution* – investigating contaminant behaviour, monitoring concepts and techniques relevant to ecosystem protection.

Courses and related teaching in Marine Pollution Control and Sustainable Water Management further connect water-quality protection with responsible use of aquatic resources. Together, these areas of study develop the scientific literacy required to recognize ecological risks and participate in sustainable water and ecosystem management.

Educational and Research-Based Activities

In 2025, the university continued coordinating Science&Future, a Horizon Europe MSCA & Citizens science-engagement project operating through a partnership involving Sakarya University, Kocaeli University, Düzce University, Sakarya Governorship and additional regional stakeholders. The project continued into 2026 and brought researchers into contact with school students and the public through interactive science activities. Its themes—including environmental pollution, microplastics, climate change and sustainability—strengthen understanding of pressures that also affect aquatic ecosystems.

An example of 2025 public engagement was the European Researchers' Night held at Kocaeli University on 26 September 2025, where the Science&Future partnership brought scientific work into direct contact with students and the public through stands and interactive activities.

The project also delivered a school visit to TED Düzce College on 18 November 2025, during which university researchers gave presentations and involved students in scientific experiments addressing climate change and possible solutions. Additional 2025 school outreach records demonstrate the project's educational reach beyond university classrooms.



Figure 1. TED Düzce college

Environmental education at Sakarya University is further supported by hands-on encounters with operating water infrastructure. Through 2025 educational visits involving SASKİ, students observed treatment facilities and learned about the practical processes used to manage drinking water and wastewater. Medical students' participation in drinking-water treatment visits also helped illustrate the connection between water quality, sanitation and public health. Such experiences reinforce classroom learning about pollution prevention and the management of systems that protect receiving waters.

Community Engagement and Impact

The university's educational reach extends beyond regular coursework through partnerships that connect academic institutions, schools, public bodies and regional service providers. In 2025, Science&Future activities linked scientific knowledge with community audiences in Sakarya, Kocaeli and Düzce, while educational engagement with SASKİ exposed students to the operation of essential environmental infrastructure. These activities make issues such as environmental pollution, water quality and sustainable resource use tangible and accessible to a range of learners.

By combining its academic teaching portfolio with community-oriented science communication and practical educational visits, Sakarya University fosters understanding of aquatic ecosystems and the responsibilities associated with their protection. This educational approach supports SDG 14: Life Below Water by strengthening awareness of aquatic biodiversity, pollution pressures and sustainable management of freshwater and marine environments.



Figure 2. Community and institutional engagement related to aquatic ecosystem education and sustainable water-resource management in 2025.

In 2025, Sakarya University supported the conservation and sustainable use of aquatic ecosystems through funded scientific research, studies of ecological status, and contributions to regional freshwater planning. The university's work addresses biological diversity, wastewater-derived nutrient pollution and the sustainable use of aquatic organisms, connecting scientific investigation with practical challenges faced by freshwater and marine environments.

A major strand of this work is aquatic biotechnology research involving algae. During 2025, three projects involving Prof. Dr. Tuğba Ongun Sevindik were completed, generating knowledge on wastewater-based cultivation, nutrient management, biological properties and the potential sustainable use of aquatic biomass. The projects span both freshwater microalgae and marine macroalgae, illustrating a complementary research approach to aquatic ecosystem sustainability.

The TÜBİTAK 1002 project *"Evaluation of the Growth, Biochemical Composition, Biodiesel Production Potential and Biological Activity of Scenedesmus aequicaudatus Hortobágyi Cultivated in Wastewater"* (15 May 2024–15 May 2025) investigated the cultivation of this microalga in wastewater, together with its biochemical profile, biological activity and potential as a feedstock for biodiesel production. The work advances research on resource recovery from wastewater and on the environmental applications of microalgal biomass.

A university-funded research project, *"Evaluation of the Growth, Inorganic Nutrient Removal Potential, Biochemical Composition and Biological Activity of Chlorella ellipsoidea Cultivated in Wastewater"* (14 March 2024–4 February 2025), focused on microalgal growth and its capacity to remove essential inorganic nutrients in a wastewater medium. By investigating a biological approach to nutrient removal, the project contributes knowledge relevant to reducing nutrient loads associated with aquatic pollution and eutrophication.

The university-funded project *"Evaluation of the Biochemical Composition, Antioxidant and Antibacterial Activities of Ceramium sp. and Laurencia sp."* (25 October 2024–30 January 2025) examined the biochemical characteristics and biological activities of two marine macroalgal genera. This work contributes to knowledge of marine algal biology and the responsible exploration of aquatic biological resources, complementing the wastewater-oriented microalgal studies.

Aquatic biodiversity research also featured in the university's 2025 scientific output. Prof. Dr. Tuğba Ongun Sevindik co-authored the Ecohydrology study examining phytoplankton communities and ecological status across 70 lentic systems in Türkiye (published 25 March 2025). The study evaluated relationships between lake surface area, phytoplankton assemblages and environmental conditions and assessed the utility of biological indicators for understanding ecological quality. Its findings contribute to the scientific foundation for ecosystem assessment and evidence-informed freshwater management.

Sakarya University also contributed scientific expertise to regional water-resource protection through the Sapanca Lake Action Plan during 2025. As an important freshwater resource and aquatic habitat within the region, Sapanca Lake is central to environmental resilience and long-term water availability. The university's role in the action-plan process connects academic knowledge with the conservation of a shared freshwater resource and the planning of responses to water-stress challenges.

The university's continued engagement with regional authorities and environmental institutions provides a setting for research findings and conservation priorities to inform wider water-management discussions. Its established institutional approach also includes sustainability principles for aquatic food procurement in campus catering agreements, reflecting attention to the responsible use of aquatic resources in day-to-day operations.

Together, the completed algae projects, peer-reviewed ecological assessment research and regional planning engagement demonstrate Sakarya University's contribution to SDG 14: Life Below Water. These activities advance knowledge relevant to the protection of aquatic biodiversity, the prevention of nutrient pollution, and sustainable management of freshwater and marine resources.

Policy on Supporting Aquatic Ecosystems

Purpose

Sakarya University is committed to the conservation and sustainable utilization of aquatic ecosystems. This policy outlines the university's dedication to education, outreach, and responsible practices in managing oceans, seas, lakes, rivers, and marine resources, with a specific emphasis on preventing and reducing marine pollution of all kinds, particularly from land-based activities.

Policy Details

1. **Education and Awareness Programs**
    - **Student and Community Education Programs**: The university will offer education programs focused on conservation and sustainable management of aquatic resources, including efforts to raise awareness of the impacts of land-based pollution on marine ecosystems.

- **Sustainable Fisheries and Aquaculture Awareness**: Sakarya University will organize activities to educate students and staff about sustainable fisheries, aquaculture, and water management practices, with an emphasis on pollution prevention and responsible ecosystem management.
- **Awareness of Overfishing and Destructive Fishing Practices**: The university will engage local and national communities in awareness activities addressing overfishing, illegal, unreported, and unregulated (IUU) fishing, and destructive fishing methods, to encourage conservation and responsible fishing practices.

2. **Outreach and Community Engagement**
    - **Sustainable Fisheries, Aquaculture, and Tourism Programs**: The university will conduct outreach programs for local and national communities on the sustainable management of fisheries, aquaculture, and tourism, promoting practices that balance ecological preservation with economic benefits.
    - **Freshwater Ecosystem Management and Water Conservation**: Sakarya University will provide educational and outreach programs for communities on freshwater ecosystem conservation, water irrigation practices, and sustainable water management, fostering community-wide commitment to protecting water resources.
    - **Prevention and Reduction of Marine Pollution**: The university is committed to initiatives that prevent and reduce marine pollution from land-based activities. This includes collaborative projects, educational campaigns, and applied research on pollution control technologies and best practices to minimize harmful runoff into aquatic ecosystems.
3. **Sustainable Seafood Sourcing**
    - **Seasonal and Local Sourcing**: Seafood served on campus will be sourced according to seasonal availability to reduce environmental impact. Whenever feasible, the university will prioritize local suppliers to support regional ecosystems and decrease transportation-related emissions.
    - **Supplier Review and Sustainability Standards**: The university will conduct an annual review of seafood suppliers to ensure they meet sustainability standards, focusing on sustainable harvesting practices, environmental compliance, and responsible fisheries management.

Implementation

This policy will be reviewed annually to ensure compliance with evolving best practices in sustainability and environmental stewardship. Sakarya University is committed to adapting this policy to reflect new developments and goals for the conservation of aquatic ecosystems and the reduction of pollution impacts from land-based activities.

Water Sensitive Waste Disposal

Sakarya University adheres to the **Water Pollution Control Regulation** (*Su Kirliliği Kontrolü Yönetmeliği*) issued by the Ministry of Environment, Urbanization, and Climate Change, which establishes comprehensive guidelines for water quality and wastewater discharge practices to protect aquatic ecosystems, wildlife, and public health. In accordance with these requirements, the university implements primary wastewater filtration measures before discharge, with oil filters installed in drainage channels where oily waste is generated, such as cafeterias. Cooperation with the Sakarya Water and Sewerage Administration (SASKİ) supports the protection of drinking water infrastructure against wastewater contamination.

Given Sakarya's location in a high-risk earthquake zone, additional infrastructure measures have been implemented to enhance the resilience of water and wastewater systems against potential seismic activity. The Sakarya Metropolitan Municipality has installed a steel transmission pipeline in the university area to strengthen regional water infrastructure. Furthermore, filtration systems at wastewater discharge points contribute to pollution prevention, reflecting the university's commitment to maintaining water quality and protecting environmental and public health.



T.C.
SAKARYA VALİLİĞİ
Çevre ve Şehircilik İl Müdürlüğü

SIFIR ATIK

Belge No: TS/54/B2/6/4

Tarih: 12/01/2021

SIFIR ATIK BELGESİ
(Temel Seviye)

Adı : **SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ**

Adresi : **SAKARYA, Sakarya Üniversitesi Esentepe Kampüsü Kemalpaşa Mahallesi Üniversite Caddesi Rektörlük Binası 54050 , SERDİVAN, TÜRKİYE**

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Belge Son Geçerlilik Tarihi: 12/01/2026

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Figure 1. Sakarya University's Zero Waste Certificate, demonstrating institutional commitment to sustainable waste management and environmental protection.

Sakarya University implements a comprehensive action plan to reduce plastic waste on campus as part of its commitment to the national Zero Waste initiative, supported by the Ministry of Environment, Urbanization, and Climate Change. The university's **Climate Action Plan** and **Responsible Consumption and Production Policy** promote waste prevention, resource efficiency, recycling, and sustainable procurement practices. These initiatives aim to

minimize environmental pollution, reduce waste generation, protect natural resources, and contribute to a circular economy.

In alignment with the **university's Zero Waste Management System**, 1,200 waste bins have been installed at accessible locations across campus buildings for students and staff. These bins are organized into a three-compartment system for plastic-glass-metal, paper, and other waste, with additional battery recycling bins at building entrances. A color-coded bag system is also implemented, with paper waste collected in blue bags, plastic-glass-metal waste in yellow bags, and general waste in dark gray bags, in accordance with the Zero Waste Regulation.

Recyclable waste collected on campus is delivered to licensed recycling companies through arrangements with the local municipality, while general municipal waste is managed by municipal services. These waste separation and recycling practices contribute to preventing pollution from reaching surrounding water bodies, protecting aquatic ecosystems, and promoting sustainable resource management across the university.

Maintaining A Local Ecosystem

Sakarya University is committed to maintaining the ecological integrity of local aquatic ecosystems by minimizing physical, chemical, and biological disturbances through sustainable environmental management, scientific monitoring, and community engagement. Located near Sapanca Lake, one of the region's most important freshwater resources, the university supports the protection of aquatic biodiversity and water quality through institutional practices and cooperation with regional stakeholders.

In accordance with the Water Pollution Control Regulation, Sakarya University implements environmental management measures designed to prevent pollutants from entering surrounding water bodies. Through its Zero Waste Management System, the university promotes waste separation, recycling, composting, and the responsible management of hazardous and medical waste. Campus wastewater is collected through a closed sewerage system and directed to municipal wastewater treatment facilities in accordance with local environmental regulations. These practices contribute to preventing land-based pollution and protecting the surrounding freshwater ecosystems.

An important component of regional ecosystem protection is the continuous monitoring of Sapanca Lake. Sakarya University maintains institutional engagement with the Sakarya Water and Sewerage Administration (SASKİ), which conducts regular water quality assessments to monitor the condition of this vital freshwater resource. According to SASKİ's 2025 monitoring activities, water samples are collected monthly from 10 different locations across Sapanca Lake, covering surface, intermediate, and bottom water layers, with a total of 31 samples analyzed each month. These assessments provide information on water quality conditions and support the identification of environmental changes that may affect aquatic ecosystem health.



Figure 1. SASKİ research boat used for routine water quality monitoring and sampling activities in Sapanca Lake.

The university also contributes to the scientific assessment of freshwater ecosystems through studies of aquatic biodiversity and ecological indicators. Research led by Prof. Dr. Tuğba Ongun Sevindik has examined diatom communities and their responses to environmental conditions in lakes and rivers. In particular, the study "Using diatom indices to estimate the ecological status of minimally disturbed rivers of the Sakarya River Basin (Türkiye)", published in *Ecohydrology*, provides a scientific basis for evaluating river ecosystem health through biological indicators. Such research strengthens the understanding of aquatic ecosystem conditions and supports scientifically informed watershed management.

Beyond scientific monitoring, Sakarya University encourages active participation in the protection of local aquatic habitats through community-based environmental initiatives. In cooperation with local organizations, university students have participated in shoreline and environmental clean-up activities around Sapanca Lake. One documented activity conducted with the participation of Sakarya University students and the İlim Yayma Cemiyeti resulted in the collection of 180 kg of waste, including plastic, glass, and metal materials, from the lake's surroundings. These activities contribute to reducing litter pollution, protecting aquatic habitats, and fostering environmental responsibility among students and local communities.



Figure 2. Community-based shoreline clean-up activities around Sapanca Lake involving university students and local stakeholders.

Regional conservation efforts continued throughout 2025 as water scarcity and declining lake levels increased the importance of ecosystem protection. In November 2025, SASKİ carried out shoreline conservation and clean-up activities across approximately 4 kilometres of the Sapanca Lake shoreline, removing plastic, glass, and metal waste while managing excessive reed growth in areas where water circulation had become restricted. These regional activities complement the university's scientific and environmental engagement and demonstrate the importance of coordinated approaches to maintaining freshwater ecosystem health.



Figure 3. Collection and removal of litter from the shoreline and surrounding areas of Sapanca Lake to support aquatic ecosystem protection.

Through its environmental management practices, scientific contributions, institutional engagement, and community-based conservation activities, Sakarya University supports the long-term protection of local aquatic ecosystems. By connecting ecological knowledge with responsible environmental practices and regional cooperation, the university contributes to SDG 14: Life Below Water, promoting healthier freshwater habitats, biodiversity conservation, and sustainable watershed management.

SAKARYA ÜNİVERSİTESİ

2025



SDG 15. LIFE ON LAND

15 LIFE ON LAND

SDG 15 - LIFE ON LAND

Supporting Land Ecosystems Through Education and Action

In 2025, Sakarya University continued to promote the conservation and sustainable utilisation of terrestrial ecosystems through environmental education, hands-on planting activities, interdisciplinary outreach, and cooperation with regional organisations. Led by the Community Engagement and Sustainability Coordination Office (TOKAS), faculties, student societies and institutional partners, these activities brought together students, university staff and local stakeholders to strengthen awareness of forest protection, responsible land use, biodiversity, and climate resilience. The university combines scientific knowledge with participatory activities that support its green-campus vision and the objectives of SDG 15: Life on Land.

Tree Planting and Biodiversity Activities

During Forestry Week in 2025, Sakarya University organised the "Forests and Climate Change: Protection, Sustainability and Steps for the Future" event within the Sustainable Future Meetings series, in cooperation with TOKAS, the In-Service Training Branch and student societies. Assoc. Prof. Dr. Mahnaz Gümrükçüoğlu Yiğit from the Department of Environmental Engineering discussed the role of forests as carbon sinks, their contribution to climate-change mitigation and the importance of sustainable forest management. The programme concluded with a practical fruit-tree planting activity involving participants, connecting environmental education with direct campus greening action.



Figure 1. Forest conservation awareness and fruit-tree planting during Sustainable Future Meetings, Sakarya University

The university expanded its practical greening efforts later in the year through the "Green Homeland" tree-planting activity of 20 November 2025, organised with Sakarya Technopark near the Fusion Incubation Centre. University management, academics, students and representatives of local authorities participated in planting saplings. The event brought institutional and community stakeholders together around environmental responsibility, campus vegetation and long-term stewardship of green areas.



Figure 2. Sakarya University and Sakarya Technopark participants supporting campus greening through the Green Homeland initiative (2025)."

In parallel, the university strengthened preparedness for threats to forest ecosystems. A forest fire prevention and response training programme held on 26 May 2025 in cooperation with the Sakarya Regional Directorate of Forestry introduced staff to fire behaviour, risk factors and response principles. The session concluded with a practical exercise, supporting institutional awareness of forest fire risks and the protection of terrestrial habitats.

Integration of Art, Ecology, and Sustainability

On 13 May 2025, Sakarya University hosted the "Nature's Voice and Dialogue" exhibition and sound workshop in the wooded area near SAÜ Café, as part of International Recycling Week. Organised by the Faculty of Art, Design and Architecture, the event brought together academic and administrative staff and students to explore the relationship between nature, creative expression and sustainability. Site-specific artworks encouraged visitors to engage with the outdoor environment, while a sound workshop led by music instructor Melda Koman featured performances using instruments created from repurposed materials.

By bringing artistic activities into a natural setting and demonstrating creative reuse, the event encouraged participants to reflect on their relationship with terrestrial environments and the importance of resource conservation. The combination of visual art, music and environmental themes offered an accessible and interdisciplinary way to promote ecological awareness across the university community.



Figure 3. Nature's Voice and Dialogue: site-specific art and recycled-material sound workshop in the university's wooded area

Science&Future – The Science for Stronger Societies Project (2024–2026)

Throughout 2025, Sakarya University continued to coordinate Science&Future – The Science for Stronger Societies, supported under Horizon Europe MSCA & Citizens and implemented with regional partners. Its "Researchers at Schools" activities connected university researchers with school pupils through presentations, discussions and practical workshops on climate change, environmental challenges, sustainable resource use and science-based solutions. These activities brought knowledge on terrestrial ecosystem protection and sustainability beyond the university campus.

For example, on 21 February 2025, project researchers met pupils at Şehit Yunus Emre Ezer Middle School for workshops on carbon footprints, recycling and upcycling. On 29 April 2025, researchers delivered school-based presentations and workshops at Serdivan 15 Temmuz Şehitler Science High School on climate change, natural disasters and environmental issues, demonstrating how scientific knowledge can address societal and ecological challenges.

A further 27 May 2025 sustainable agriculture workshop delivered with Kocaeli University researchers addressed sustainable agriculture, soil degradation, desertification, erosion, responsible land-use practices and the protection of natural resources. By linking scientific concepts with the consequences of unsustainable agriculture, the activity directly contributed to awareness of sustainable land management. The project's continued regional education work in 2025 strengthened the connection between universities, schools and communities.



Figure 4. Science&Future researchers engaging regional school pupils in climate-change, sustainable agriculture and environmental awareness activities

Summary of Impact

Sakarya University's 2025 terrestrial ecosystem initiatives combined direct conservation-oriented activities, public engagement and interdisciplinary learning. Fruit-tree and sapling planting encouraged active participation in campus greening; forest-management and wildfire-awareness programmes strengthened knowledge relevant to forest protection; art-based activities promoted ecological reflection; and Science&Future extended sustainability education to regional schools. Taken together, these activities demonstrate the university's continuing contribution to SDG 15 by encouraging responsible land use, environmental awareness and community participation in terrestrial ecosystem stewardship.

Policy on Terrestrial Ecosystem Conservation and Species Protection

1. Purpose:
This policy aims to ensure the conservation, restoration, and sustainable use of terrestrial ecosystems, particularly forests, mountains, and drylands, within and around Sakarya University's campus. It also focuses on the protection of species listed in the IUCN Red List and national conservation lists that inhabit the campus area, ensuring their monitoring and sustainable ecosystem management.

2. Scope:
This policy applies to all terrestrial ecosystems on campus and any associated natural areas affected by university activities. It covers species conservation, particularly those listed as endangered or threatened, such as the red fox (Vulpes vulpes), European badger (Meles meles), Anatolian squirrel (Sciurus anomalus), golden jackal (Canis aureus), and hedgehog (Erinaceus concolor).

3. Principles:

- **Conservation and Development:** Sakarya University will prioritize the protection of biodiversity in campus ecosystems, maintaining natural habitats, and ensuring their sustainable use for future generations.
- **Restoration Activities:** The university will engage in restoration projects for ecosystems that have been degraded due to natural or human activities. These efforts will restore vegetation, prevent soil erosion, and revive natural habitats to support local wildlife.
- **Sustainable Management:** The sustainable use of forests, mountains, and drylands will be pursued through collaboration among relevant university departments, external stakeholders, and local communities. The goal is to balance ecological conservation with social and economic needs.
- **Sustainable Food Sourcing:** To support the sustainable use of land, the university will ensure that food served on campus is sourced sustainably, prioritizing locally grown, seasonal produce that minimizes environmental impact.
- **Protection of IUCN Red Listed and National Conservation Species:** The university will identify, monitor, and protect species listed in the IUCN Red List and national conservation lists that inhabit the campus. Regular monitoring of these species will be conducted using camera traps and other technologies to track populations and habitat conditions.
- **Alien Species Management:** Sakarya University will implement policies to reduce the impact of invasive alien species on campus ecosystems. Efforts will include early detection, monitoring, and management of non-native species to protect the integrity of local biodiversity.
- **Scientific Research and Education:** The university will continue to support scientific research projects focused on the conservation of terrestrial ecosystems and endangered species. Educational programs will raise awareness about the importance of protecting biodiversity among students, staff, and the local community.

- **Monitoring and Reporting:** Regular data collection on the population and health of protected species will be conducted. These data will be used to assess the effectiveness of conservation actions and shared with relevant environmental organizations and stakeholders.

4. Responsibilities:
The implementation of this policy is the responsibility of the university's environmental departments and research centers. These units will coordinate efforts to monitor, conserve, and manage species and ecosystems, providing reports to university management and external environmental bodies as needed.

5. Review:
This policy will be reviewed periodically to incorporate new environmental data and scientific developments. It will align with national and international conservation standards to ensure the ongoing protection of terrestrial ecosystems and the species that inhabit them.

Throughout 2025, Sakarya University continued its long-term efforts to maintain and enhance terrestrial ecosystems and biodiversity within and around its campuses. Its approach combines campus biodiversity inventories, wildlife monitoring, habitat management, plant propagation and cooperation in ecological conservation initiatives. These established programmes provide a sustained framework for protecting natural habitats and maintaining ecological diversity.

Biodiversity Mapping and Monitoring

The flora and fauna of Esentepe Campus have been systematically recorded and documented for conservation, research and educational purposes. The Esentepe Campus Plant Inventory and Labelling Project identifies 115 plant species belonging to 73 genera and 39 families, with 53% native to Türkiye. Representative native species include Quercus cerris, Quercus robur and Quercus frainetto, while the planted landscape also includes Pinus pinea and Cupressus sempervirens. This inventory offers a consistent reference for habitat management and biodiversity awareness.

The campus plant inventory has also been translated into an accessible digital resource through QR-coded species labels and an online botanical catalogue. Students, staff and visitors can identify campus plants and access information on their characteristics and distribution. These resources support the continued use of the campus as a living environment for ecological observation and education.

Wildlife monitoring using camera traps documents fauna in the forested parts of the campus. Records include roe deer (Capreolus capreolus), golden jackal (Canis aureus), red fox (Vulpes vulpes) and badger (Meles meles). Together with the flora and fauna catalogues, these observations contribute to understanding species presence and the ecological value of green areas across the campus.



Figure 1. Camera-trap records documenting wildlife presence in the forested areas of Esentepe Campus.



Figure 2. Flora and fauna catalogues supporting the documentation and communication of campus biodiversity.

Habitat Maintenance and Restoration

Vegetated spaces cover much of Esentepe Campus, supporting habitat continuity and helping to reduce soil erosion risks. The Department of Construction and Technical Works maintains planted and wooded areas through landscape management, selective pruning and seasonal care. These recurring practices protect plant health, maintain usable green space and contribute to ecological stability within the campus environment.

The university's Plant Tissue Culture Research and Production Laboratory provides additional capacity for sustainable plant propagation through controlled cultivation techniques. Its research and production activities support the cultivation of healthy plant material and strengthen the university's applied knowledge of plant biotechnology. This institutional capacity is relevant to plant conservation, habitat enhancement and the sustainable development of green areas.



Figure 3. Plant propagation and tissue-culture activities supporting sustainable plant production and biodiversity-related expertise.

Community and Institutional Collaboration

Sakarya University's established research portfolio includes cooperation with public authorities and environmental institutions on terrestrial ecosystem protection. Examples include projects on identifying ecological corridors for Türkiye's green vascular plants, ecological assessments of existing and potential natural sites in Erzurum, Karabük, Samsun and Trabzon. These collaborations connect university expertise with the conservation and management of ecologically significant landscapes and protected areas.

Campus biodiversity management also benefits from the active participation of students and local stakeholders in environmental stewardship. Planting and landscape initiatives help diversify green areas, while the university's digital plant-identification resources encourage wider participation in recognising and valuing campus biodiversity. The continued availability of the campus botanical catalogue provides a public-facing resource for this purpose.



Figure 4. QR-coded plant identification and digital species information supporting long-term biodiversity awareness on campus.

Summary

Through biodiversity inventories, wildlife observation, routine habitat maintenance, plant propagation, public access to botanical information and cooperation on ecological conservation, Sakarya University sustains an integrated approach to terrestrial ecosystem protection. These long-term activities continued to underpin the university's contributions during 2025 and support SDG 15: Life on Land through the maintenance, understanding and enhancement of local biodiversity.

Throughout 2025, Sakarya University continued to provide academic and community-oriented education on terrestrial ecosystems, biodiversity and the conservation of wild flora and fauna. Its educational approach combines specialised university courses with outreach activities in schools and public science events, helping students and community participants understand ecosystem functions, environmental pressures and practical approaches to conserving natural resources.

Academic Education on Ecosystems

The university offers undergraduate and graduate education related to ecology, terrestrial biodiversity and habitat conservation, particularly within Biology and related environmental disciplines. The 2025 Biology curriculum includes courses covering plant and animal systematics, biodiversity assessment and vegetation studies. Representative courses are:

Tohumsuz Bitkiler Sistematiği (Seedless Plants Systematic)
Tohumlu Bitkiler Sistematiği (Systematic Of Spermatophyta)
Biyoçeşitlilik (Biodiversity)
Omurgasız Hayvanlar Sistematiği (Systematics of Invertebrates)
Türkiye Vejetasyonu (Vegetation of Türkiye)
Türkiye Geofitleri (Geophytes of Türkiye)
Biyocoğrafya (Biogeography)
Ekoloji Uygulamaları (Ecology Applications)

These courses provide an academic foundation for identifying organisms, analysing ecological relationships, understanding habitat diversity and evaluating conservation priorities. In particular, Ecology Applications introduces research and analytical approaches used in ecological studies, while Biodiversity addresses genetic, species and ecosystem diversity as well as strategies for conservation. Together, the curriculum reinforces the scientific skills needed for informed ecosystem stewardship.

Outreach and Community Education

In 2025, the Science&Future – The Science for Stronger Societies project, coordinated by Sakarya University within Horizon Europe's MSCA & Citizens framework, continued to connect researchers with schools and local communities across Sakarya, Kocaeli and Düzce. The initiative brings research-based knowledge into non-university learning settings through interactive presentations and workshops focused on environmental challenges, climate change and sustainable living.

Under the Researchers at Schools programme, an activity held on 21 February 2025 at Şehit Yunus Emre Ezer Middle School introduced students to carbon-footprint calculation, recycling and upcycling. Participants applied the concepts through practical exercises, demonstrating how individual choices influence environmental pressures. Another school outreach activity on 29 April 2025 at Mevlana Middle School featured researcher-led presentations and workshops about climate change, natural disasters and environmental issues. These educational encounters develop a broader understanding of the challenges facing terrestrial ecosystems and the responsibilities involved in their protection.

By maintaining cooperation with regional universities, schools and public institutions, Science&Future expanded access to sustainability-related science education outside the university campus. The project's ongoing 2025–2026 programme also provides continuity for local and national community engagement.



Figure 1. Science&Future Researchers at Schools activities introducing environmental responsibility to middle-school students

Field Research and Citizen Science

Sakarya University also makes campus biodiversity knowledge accessible through educational resources derived from ecological field research. The Esentepe Campus Plant Inventory and Labelling Project documented 115 plant species across 39 families, providing a strong basis for learning about local vegetation and the diversity of native and introduced plants. The

associated QR-coded plant labels and online botanical catalogue allow students, staff and visitors to access species information directly within the campus landscape.

These freely accessible identification tools support self-directed biodiversity learning and help connect ecological terminology with plants found in everyday surroundings. They complement formal coursework and offer a practical way to communicate scientific knowledge to a wider audience, while the separate ecosystem monitoring report documents the underlying biodiversity inventory and wildlife observation activities.

Public Awareness and Seminars

Sakarya University complements its academic teaching and school outreach with public-facing environmental awareness events. Within the 2025 Sustainable Future Meetings series, the session “Forests and Climate Change: Protection, Sustainability and Steps for the Future” featured Assoc. Prof. Dr. Mahnaz Gümrükçüoğlu Yiğit from the Department of Environmental Engineering. The discussion addressed forests as carbon sinks, their importance in climate change mitigation and the principles of sustainable forest management. It connected the ecological functions of forest ecosystems with practical environmental responsibility.

Taken together, university teaching, researcher-led school workshops, accessible campus biodiversity information and environmental seminars provide complementary educational opportunities. Through these activities, Sakarya University supports SDG 15: Life on Land by strengthening understanding of ecosystems and encouraging responsible approaches to conserving terrestrial biodiversity among students, schools and broader community audiences.



Figure 2. Public awareness and education on forest ecosystems, climate change and sustainable forest management

Throughout 2025, Sakarya University promoted sustainable land and agricultural resource management through academic programmes, practical sustainability education and research. By combining university teaching with community-oriented learning initiatives, the university supports the protection of soil resources, responsible agricultural practices, biological pest management and circular approaches to agricultural waste.

Academic Programmes

Undergraduate education in the Faculty of Engineering and Faculty of Arts and Sciences includes courses that provide scientific foundations for sustainable land use, soil conservation,

plant health and environmentally responsible agricultural management. Relevant courses available through Sakarya University's Education Information System include:

Toprak Kirliliği ve Kontrolü (Soil Pollution and Control)
Tarımsal Bitkiler (Agricultural Plants)
Biyolojik Mücadele (Biological Control)
Entegre Zararlı Yönetimi (Integrated Pest Management)
Ekoloji, Bilim ve Sürdürülebilirlik (Ecology, Science and Sustainability)
Bitki Fizyolojisi (Plant Physiology)

Together, these courses address contaminant behaviour and soil remediation, agricultural plant science, biological alternatives to chemical pest control, ecological sustainability and plant responses to environmental stress. Through their disciplinary content and relevant laboratory or application-based components, students build knowledge applicable to reducing pressure on terrestrial ecosystems and improving the long-term management of agricultural land.

Community Education and Workshops

The Science&Future – The Science for Stronger Societies project, coordinated by Sakarya University under Horizon Europe MSCA & Citizens, continued its educational outreach in 2025 in cooperation with regional academic and school partners. The project brings sustainability-related scientific knowledge to young audiences through school presentations and interactive activities, expanding educational access beyond university students.

A particularly relevant example was the sustainable agriculture educational activity held on 27 May 2025 as part of Science&Future in collaboration with Kocaeli University. At 29 Ekim Middle School, Prof. Dr. Rezzan Kasım introduced students to the environmental challenges associated with intensive land use, including soil degradation, erosion, desertification and the depletion of agricultural resources. The session explored sustainable alternatives such as organic agriculture, biodynamic and natural farming, permaculture, precision agriculture, good agricultural practices and the use of local resources and traditional seeds. By connecting these concepts to everyday food production and environmental responsibility, the activity encouraged students to consider how agricultural choices influence soil health and the preservation of natural resources.

These outreach activities strengthen understanding of the importance of fertile soils, biodiversity-friendly agricultural practices and the responsible use of land resources. The university's coordinating role in Science&Future supports the sharing of practical environmental knowledge among schools and communities across the region.



Figure 1. Sustainable agriculture awareness and soil conservation education delivered under the Sakarya University-coordinated Science&Future project

Applied Research and Collaboration

Sakarya University complements education and outreach with research addressing soil-related environmental pressures, the sustainable use of biological resources and the recovery of value from agricultural by-products. The academic scope of Soil Pollution and Control includes the transport of organic and inorganic contaminants, contaminated-site remediation and measures designed to protect soil quality; this supports knowledge transfer between scientific research and environmental practice.

In 2025, the university initiated a doctoral research project entitled "Development of Multifunctional Edible and Biodegradable Packaging Materials from Different Agricultural Wastes" (project no. 2025-27-69-75; commencement date: 24 June 2025). This work explores the conversion of agricultural residues into higher-value biodegradable materials. By investigating productive uses for biomass that might otherwise become waste, the project supports resource efficiency and circular approaches to agricultural by-product management, complementing the university's educational emphasis on sustainable land and resource use.

The university's coordination of Science&Future and its cooperation with regional academic partners further reinforce the connection between research and public education. Through this combination of academic teaching, school outreach and applied research on agricultural materials, Sakarya University contributes to SDG 15: Life on Land by promoting knowledge and practices relevant to sustainable land management and the conservation of terrestrial resources.

Sakarya University integrates environmental management, biodiversity conservation and responsible use of natural landscapes into its academic and community-oriented educational activities. In 2025, these programmes contributed knowledge relevant to sustainable nature-based tourism by highlighting the importance of protecting forests, wetlands, rural landscapes

and other sensitive ecosystems. The university's approach connects ecological understanding with responsible access to natural areas and the long-term protection of their environmental value.

Academic and Training Programmes

Sakarya University's Faculty of Science and Faculty of Engineering offer undergraduate and postgraduate learning opportunities that develop the scientific foundation needed for environmentally responsible tourism and protected-area management. Relevant academic courses include:

Çevre Sorunları ve Çözümleri (Environmental Issues and Solutions)
Sürdürülebilir Çevre Yönetimi: Sistemler, Riskler ve Etki Değerlendirmesi (Sustainable Environmental Management: Systems, Risks and Impact Assessment)
Ekoloji Uygulamaları (Ecology Applications)
Doğa Koruma (Nature Conservation)

The programme content covers environmental pressures, ecosystem assessment, climate-related risks, ecological field methods and the conservation of natural habitats. In particular, Ecology Applications introduces students to techniques for assessing soil and climatic parameters and observing ecological populations, while Nature Conservation addresses protected-area categories and sustainable use of natural resources. This knowledge is relevant to visitor management, environmental interpretation and the protection of habitats in destinations used for hiking, camping and other nature-based activities.

Outreach and Community Engagement

The Science&Future – The Science for Stronger Societies programme, coordinated by Sakarya University with regional institutional partners under Horizon Europe MSCA & Citizens, continued its public-science activities throughout 2025. Through school visits, interactive sessions and scientific demonstrations, the programme helps younger audiences understand the environmental consequences of climate change, land-use pressures and ecosystem degradation. These topics are important foundations for responsible use of landscapes that support recreation and nature-based tourism.

On 29 April 2025, university researchers visited Mevlana Middle School to deliver presentations and workshops on climate change, natural disasters and environmental challenges. Later, on 18 November 2025, the programme reached students at TED Düzce College through climate-focused presentations and participatory scientific experiments. The activities strengthened environmental literacy and supported young people's understanding of the need to preserve natural resources and ecologically sensitive places for future generations.



Figure 1. Environmental awareness and climate adaptation education under the Sakarya University-coordinated Science&Future project (29 April 2025).

Applied Research and National Projects

Academic research on the ecology of protected landscapes provides a scientific basis for understanding how natural areas can accommodate recreation while conserving wildlife and habitat integrity. Sakarya University researchers Fehmi Yıldız and Prof. Dr. Ali Uzun investigated mammalian activity patterns in Sülüklü Lake Nature Park using camera-trap observations. Published in December 2024, the study offers an established scientific resource for understanding wildlife activity in a protected nature park visited for hiking, camping and other outdoor activities. Its findings are relevant to education on biodiversity-sensitive recreational use and the ecological considerations involved in managing visitor access.

The university's wider academic experience also includes ecological research on Sorgun Plateau as a potential protected natural area and studies concerning nature conservation and ecosystem monitoring. Taken together with the continuing academic curriculum, this research background strengthens the university's ability to communicate the ecological value of natural destinations and promote land-management approaches that respect habitat sensitivity and biodiversity.

Public Seminars and Awareness

In 2025, the university continued to communicate the importance of ecosystem protection through public-facing sustainability activities. The "Forests and Climate Change: Protection, Sustainability and Steps for the Future" seminar, organised through the Sustainable Future Meetings series, addressed forests as carbon sinks, their role in mitigating climate change and the importance of sustainable forest management. Assoc. Prof. Dr. Mahnaz Gümrükçüoğlu Yiğit shared practical scientific perspectives, encouraging audiences to value forest ecosystems not only as accessible natural environments but also as habitats that require responsible stewardship.

By combining public science outreach, ecological training and university research on protected landscapes, Sakarya University promotes the knowledge needed for sustainable land use in areas with nature-based tourism potential. These activities support SDG 15: Life on Land through educational engagement, biodiversity awareness and environmentally responsible approaches to the use of forests, wetlands and recreational landscapes.

Sakarya University integrates biodiversity principles into all campus planning, construction, and renovation projects to ensure sustainable development that minimizes ecological impact. Under the Responsible University Policy and the Policy on Terrestrial Ecosystem Conservation, the university requires environmental impact assessments (EIA) and biodiversity evaluations before initiating new building projects.

Biodiversity-Oriented Planning

When expanding or upgrading facilities, green buffer zones are preserved, and existing natural corridors are maintained to protect wildlife habitats. Construction areas are planned to avoid damage to major vegetation zones and minimize soil erosion. Campus planning prioritizes the protection of flora and fauna identified in biodiversity monitoring reports prepared by the Faculty of Arts and Sciences.

New and renovated buildings follow sustainable architecture standards, emphasizing:

- Use of renewable energy systems (solar-integrated roofs, passive ventilation)
- Water-efficient landscaping with native and drought-tolerant species (e.g., *Pinus brutia*, *Cedrus libani*)
- Permeable pavements to enhance groundwater recharge and prevent runoff
- Green roofs and vegetative cover on selected structures

These sustainable design principles ensure that every development project not only minimizes its ecological footprint but also contributes positively to the campus ecosystem.

Ecosystem Enhancement and Alien Species Control

Pine and cedar trees, chosen for their compatibility with the local climate, have been planted extensively to reinforce the green infrastructure and improve carbon sequestration. The university also implementsan alien species management framework to control invasive flora threatening local crops and native plants.

Collaboration and Oversight

The Department of Construction and Technical Works oversees compliance with biodiversity-sensitive design requirements and collaborates with local authorities such as SASKİ and the Provincial Directorate of Forestry. These collaborations ensure continuous alignment with regional ecosystem management plans.

Through these integrated planning and conservation strategies, Sakarya University maintains a balance between infrastructure growth and ecological preservation, setting an example of environmentally responsible urban design in higher education.

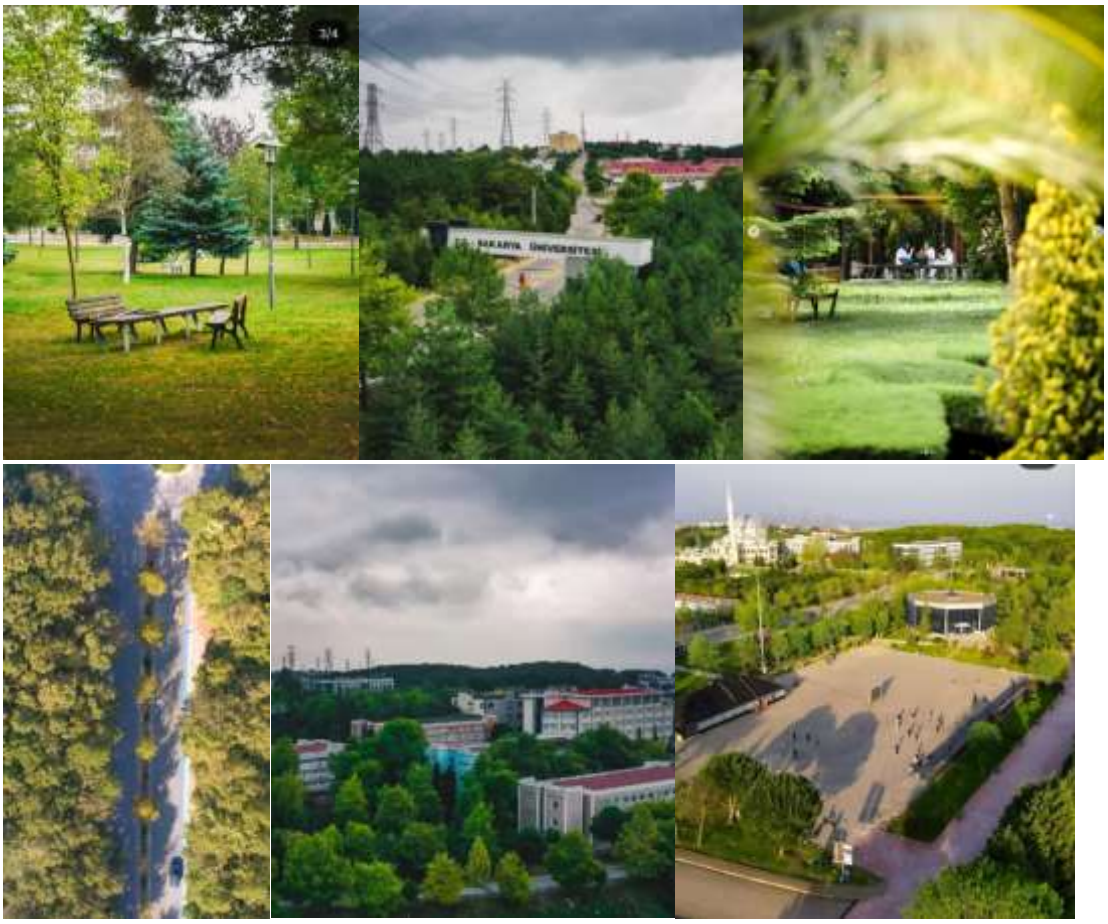


Figure 1: Biodiversity in Sakarya University Campus

Supporting Land Ecosystems Through Collaborative Action

In 2025, Sakarya University strengthened cooperation with local authorities, public institutions, schools, researchers, and community stakeholders to support the conservation and sustainable use of shared terrestrial ecosystems. These initiatives bring together academic expertise, public participation, and practical environmental activities, promoting responsible land stewardship and biodiversity awareness in the Sakarya region. Collaborative work is supported by the university's Community Engagement and Sustainability Coordination Office (TOKAS), academic units, student communities, and regional partners.

Reforestation and Habitat Restoration

On 20 November 2025, Sakarya University and Sakarya Technopark jointly organized a tree-planting activity under the "Green Homeland" initiative around the Fusion Incubation Center. The activity brought together university administrators, academic staff, students, and representatives of local government, including deputy mayors from Adapazarı and Serdivan. By engaging stakeholders in the development of campus green spaces, the initiative demonstrated a shared commitment to environmental responsibility, landscape enhancement, and the long-term value of vegetation cover.

During Forest Week, the "Forests and Climate Change: Protection, Sustainability and Steps for the Future" event was organized through cooperation among TOKAS, the university's in-

service training unit, and student communities. The programme combined expert discussion on the role of forests in climate regulation and sustainable forestry with fruit-tree planting involving participants. Together, these activities encouraged hands-on engagement with forest conservation and reinforced the university's shared stewardship of green areas.



Figure 1. Tree planting organized by Sakarya University and Sakarya Technopark with the participation of students, academic staff, and local government representatives (20 November 2025).

Citizen Science and Education

The university's community-oriented science activities are strengthened through Science&Future – The Science for Stronger Societies, an international science engagement initiative coordinated by Sakarya University and implemented with partner universities and public institutions. In this framework, university researchers and regional partners bring environmental knowledge and practical sustainability activities into schools, creating opportunities for young participants to understand the links between climate change, natural resources, and the protection of land ecosystems.

The project's cooperation with public education stakeholders is reflected in the Sakarya Governorate's account of the "Researchers in Schools" activities, which describes collaboration involving the Governorate's EU and Foreign Relations Office and activities at 17 schools across Sakarya over the project period. Among the specific 2025 examples, the 21 February school workshops addressed carbon footprints, recycling, and reuse, while a 27 May school programme explored sustainable agriculture and land-related environmental challenges. Here, the value of the university's contribution lies in mobilizing institutional partners and bringing science-based learning into community settings.

Multi-Level Partnerships

Sakarya University also cooperated with the Sakarya Regional Directorate of Forestry in a forest-fire preparedness programme held on 26 May 2025. The joint activity involved the university's in-service training and civil defence units and personnel from the regional forestry authority. It combined an expert presentation on fire behaviour and prevention with a practical drill, helping participants better understand the protection of forest environments and the importance of coordinated risk preparedness.

Academic and public-sector collaboration was further encouraged by the International Biodiversity Conservation Workshop held at Sakarya University on 25–26 September 2025. Hosted by the Department of Biology, the workshop brought together academics working on ecosystem protection, including invited researchers from other institutions. Discussions addressed Türkiye's ecosystems, biodiversity, and environmental challenges, while the programme also created opportunities to explore cooperation and joint projects among researchers and public institutions.

Together, these activities demonstrate cooperation at several levels: university units and student communities participate in campus greening; local government representatives engage in land-stewardship initiatives; the regional forestry authority provides specialist expertise; and academic institutions work with public stakeholders on biodiversity conservation. This coordinated approach connects practical action with environmental education and collaborative research.



Figure 2. forest-fire preparedness programme

Long-Term Impact

Through 2025 partnerships in tree planting, forest protection, school-based science outreach, and biodiversity dialogue, Sakarya University advanced community participation in the sustainable management of shared land ecosystems. By connecting university staff and students with local authorities, forestry professionals, schools, and research institutions, these efforts reinforce environmental responsibility, strengthen the exchange of practical knowledge, and contribute to the objectives of SDG 15: Life on Land.

Land Sensitive Waste Disposal

Sakarya University adheres to the "Water Pollution and Control Regulation" (*Su Kirliliği ve Kontrolü Yönetmeliği*) issued by the Ministry of Environment, Urbanization, and Climate Change, establishing stringent guidelines for water quality and discharge practices to protect ecosystems, wildlife, and public health [URL]. In compliance, the university ensures wastewater passes through primary purification filters before discharge, with oil filters installed in channels where oily waste is common, such as cafeterias. Collaboration with the Sakarya Water and Sewerage Administration (SASKİ) helps prevent wastewater from contaminating the clean water network.

Given Sakarya's location in a high-risk earthquake zone, additional safeguards are implemented to protect wastewater channels from potential seismic activity. The Sakarya Metropolitan Municipality has laid a steel transmission line in the university area to reinforce these protections. Furthermore, filters are installed across all wastewater discharge areas to mitigate contamination risks, underscoring the university's commitment to maintaining water quality standards for environmental and public health.



T.C.
SAKARYA VALİLİĞİ
Çevre ve Şehircilik İl Müdürlüğü

SIFIR ATIK

Belge No: TS/54/B2/6/4

Tarih: 12/01/2021

SIFIR ATIK BELGESİ
(Temel Seviye)

Adı : SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ

Adresi : SAKARYA, Sakarya Üniversitesi Esentepe Kampüsü Kemalpaşa Mahallesi Üniversite Caddesi Rektörlük Binası 54050 , SERDİVAN, TÜRKİYE

Vergi No : 7400019721

12/07/2019 tarihli ve 30829 sayılı Resmi Gazete'de yayımlanarak yürürlüğe giren Sıfır Atık Yönetmeliği'nce Sıfır Atık Yönetim Sistemi'ni kurarak **Sıfır Atık Belgesi**'ni almaya hak kazanmıştır.

e-imzalıdır
Nedim ARSAL
Çevre ve Şehircilik İl Müdürü

Belge Son Geçerlilik Tarihi: 12/01/2026

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Zero Waste Certificate

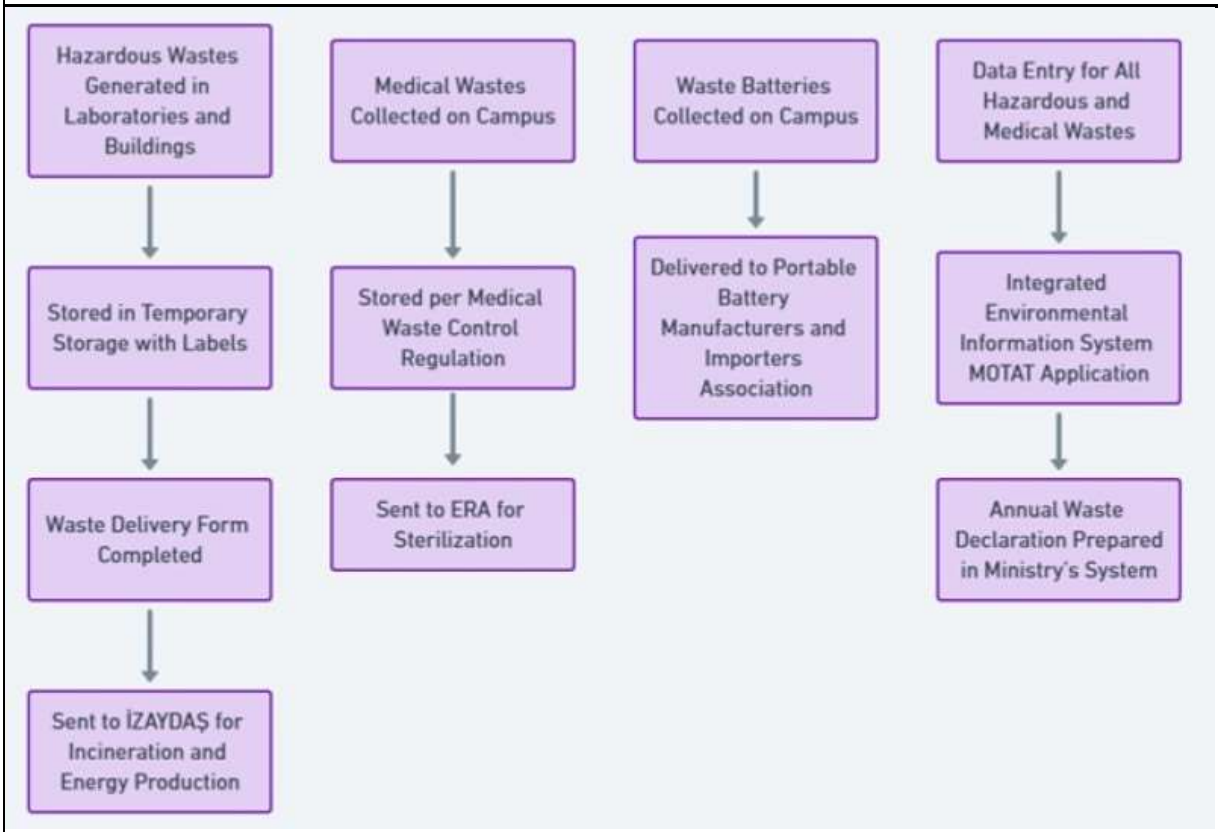


Figure 1. Hazardous and Medical Waste Management Process

Sakarya University has a comprehensive action plan to reduce plastic waste on campus as part of its commitment to the Zero Waste initiative, supported by the Ministry of Environment, Urbanization, and Climate Change. **Our Zero Waste Policy file is attached below** [URL]. This initiative aims to prevent environmental pollution, reduce waste, ensure a cleaner environment for future generations, and contribute to the economy.



Figure 2. Printer Cartridge and Battery Gathering



Figure 3. Storage area for hazardous wastes, waste labelling, separate collection and packaging of wastes

In alignment with this initiative, the university has placed 1,200 waste bins for students and staff at accessible locations across campus buildings. These bins are organized with a three-compartment system for plastic-glass-metal, paper, and other waste, with additional battery recycling bins at each building entrance. A color-coded bag system has also been implemented, collecting paper waste in blue bags, plastic-glass-metal waste in yellow bags, and general waste in dark gray bags, following the Zero Waste Regulation.

Recyclable waste collected on campus is delivered to a licensed recycling company in partnership with the local municipality, while general waste is managed by municipal services.



Figure 4. Medical waste bins

In alignment with Sakarya University's Zero Waste Management Policy, comprehensive studies are conducted to regularly collect, store, dispose of, and monitor waste, with a particular focus on classifying hazardous waste. Hazardous waste generated in laboratories and administrative buildings is stored in compliance with the Waste Management Regulation and the Hazardous Waste Management Guide. This waste is then sent to a licensed waste incineration and disposal facility. Additionally, a temporary storage area has been established to store hazardous waste for up to 180 days, in accordance with relevant regulations. Other hazardous materials, such as batteries and printer cartridges, are also collected for recycling. Medical waste is handled in accordance with the Medical Waste Control Regulation and is delivered to a licensed Medical Waste Sterilization Facility for proper treatment. Through these measures, the university ensures responsible waste management and environmental protection.

SAKARYA ÜNİVERSİTESİ

2025



SDG 16. PEACE, JUSTICE, AND STRONG INSTITUTIONS



SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTIONS

Elected Representation in the Highest Governing Body

Sakarya University promotes inclusive, transparent, and participatory governance, ensuring that key stakeholder groups are represented within decision-making structures. The University Senate serves as the institution's highest academic governing body, and during the 2025 calendar year, academic staff representatives serving in the Senate were elected by the Faculty Boards of each faculty. This structure ensures democratic participation, accountability, and shared governance among academic personnel in core institutional decision-making processes.



"Extended Senate meeting of Sakarya University, chaired by the Rector, where the University's 2025 goals were discussed (December 2024)."

Student representation is secured through the democratically elected Student Council, in line with the Regulation on Student Councils and Student Representation in Higher Education in Türkiye. The elected President of the Sakarya University Student Council is authorized to participate in institutional governance processes, ensuring that the perspectives of both undergraduate and graduate students are formally communicated to university leadership through recognized consultation and representation channels. Sakarya University also operates an expanded participatory platform through the Student Senate, established by the University Senate Decision No. 459 dated 14 January 2016. Governed by its official directive, the Student Senate consists of 44 elected representatives from faculties, institutes, student clubs, international students, students with disabilities, and exchange program participants. The Student Senate held its 15th meeting, covering the 2024–2025 academic year, on 25 December 2024 with the participation of the Rector, two Vice-Rectors and the Dean of Students. Student senators raised 46 requests and proposals on education and quality, technical infrastructure, campus and city life, and accessibility for students with disabilities, which were recorded in the official meeting report.

In May 2025, the Rector, Vice-Rectors, the Secretary General, the Dean of Students and the deans of the relevant units held Senior Management–Student Meetings covering four academic areas: engineering and natural sciences, health sciences, social sciences and educational sciences. Student views on education and assessment, facilities, internships,

internationalization, communication, campus life and accessibility were recorded, analyzed thematically and evaluated within the University's quality assurance system.



Students sharing their views and requests with university management at the Senior Management–Student Meetings(May.2025)*.*

Non-academic personnel representation is supported through the election of Workplace Employee Representatives, who take part in institutional committees responsible for occupational health and safety, work environment, and administrative development. While these representatives do not hold permanent seats on the Senate itself, their participatory role in institutional councils and decision-making committees ensures that staff viewpoints are included in governance, planning, and improvement efforts, contributing to an inclusive governance framework.

Overall, Sakarya University maintains mechanisms of shared decision-making that enable elected representation from academic staff, students, and administrative personnel, demonstrating its commitment to SDG 16: Peace, Justice and Strong Institutions, particularly regarding inclusive governance, stakeholder participation, and equitable representation in university leadership structures. **Recognition of a Student Union**

Sakarya University demonstrates a strong commitment to inclusive and participatory governance, with multiple mechanisms ensuring student representation in institutional decision-making processes. The university formally recognizes the Sakarya University Student Council (Öğrenci Konseyi) as the official and democratically elected student union, representing all undergraduate and graduate students across faculties, institutes, and vocational schools. The Student Council functions under the Regulation on Student Councils and Student Representation in Higher Education in Türkiye, ensuring transparent and standardized election procedures.

Beyond this core structure, Sakarya University has further strengthened student participation by establishing a Student Senate. This body allows representation not only through elected council members, but also through representatives of diverse student groups, including international students, students with disabilities, academically high-performing students, and women students. Through this expanded representation, the university ensures that student voices reflect varied experiences and needs within the student community.



Students sharing their views and requests with university management at the Senior Management–Student Meetings(May.2025)*.*

Under Article 12(1)(d) of the Regulation on Student Councils of Higher Education Institutions (Official Gazette, 13 June 2020, No. 31154), the President of the Student Council attends meetings of the Senate and the University Board of Directors when student-related matters are discussed, and takes part in consultations and dialogue with senior leadership. Additionally, student representatives participate in the University Senate as natural members and are included in the university's Quality Commission. These mechanisms ensure student participation in academic governance, institutional planning, quality assurance, and monitoring processes.

Moreover, representatives of students with disabilities, students with the highest-grade point averages (GPAs), students who have achieved success in national and international competitions, representatives of the most active student clubs, representatives of international students from different nationalities, and students who have achieved sportive success are regularly invited to all Senate meetings of Sakarya University to follow the meeting, and to submit their opinions, requests, and criticism.

The Student Senate held its 15th meeting, covering the 2024–2025 academic year, on 25 December 2024 with the Rector, two Vice-Rectors and the Dean of Students, where student senators raised 46 requests on education, infrastructure, campus life and accessibility. In May 2025, the Rector, Vice-Rectors and deans also held Senior Management–Student Meetings across four academic areas; student feedback was recorded and evaluated within the quality assurance system.

Through academic support initiatives, cultural programs, peer engagement activities, and structured advisory bodies such as unit-level Advisory Boards, Sakarya University promotes meaningful student engagement and dialogue. This governance structure aligns strongly with SDG 16's emphasis on transparent, inclusive, and accountable institutions, fostering active student participation in shared decision-making processes.

Identification and Engagement of Local Stakeholders

Sakarya University maintains formal, written policies and structured mechanisms for the identification and engagement of local stakeholders. These policies are reflected in the University's Strategic Plan (2023–2027), which outlines stakeholder mapping, consultation practices, and shared governance principles to ensure inclusive decision-making processes aligned with SDG 16. Sakarya University conducts its strategic planning and sustainability initiatives in line with the participatory planning principles mandated by Law No. 5018 on Public Financial Management and Control and the strategic planning guidelines issued by the Presidency of Strategy and Budget. In this framework, the University systematically incorporates the perspectives of its external stakeholders—including students, alumni, local governments, public institutions, chambers of industry and commerce, technopark companies, civil society organizations, and international partners—into its decision-making processes. Feedback collected through surveys, workshops, focus group meetings, and advisory boards is directly reflected in the University's situation analysis, the formulation of goals and objectives, and the development of performance indicators. Through this approach, Sakarya University fulfills the national requirements for participatory strategic planning and advances a stakeholder-driven governance model aligned with the United Nations Sustainable Development Goals (SDGs).



Left: cover of the Sakarya University 2023–2027 Strategic Plan (updated version, 2025). Right: Law No. 5018 on Public Financial Management and Control (Official Gazette, 24.12.2003, No. 25326).

Academic units also operate Advisory Boards that bring external stakeholders into academic planning on a continuous basis. These standing bodies, together with the University Quality Commission and the University's representation on the Sakarya City Council, are described under the indicator Participatory Bodies for Local Stakeholder Engagement.



Meeting at MÜSİAD Sakarya within the SESAM–MÜSİAD Sakarya Qualified Workforce Workshop process (2025).

Alongside these standing advisory structures, the University conducts thematic, evidence-based consultation processes that engage local stakeholders directly in defining regional development priorities. A notable example in 2025 was the Sakarya Qualified Workforce Workshop, jointly organized by Sakarya University's Economic and Social Research Center (SESAM) and the Sakarya Branch of the Independent Industrialists' and Businessmen's Association (MÜSİAD). Held on 17 July 2025, the workshop brought together 62 participants from industry, the business community and academia, who worked in three stages across eight thematic areas; the round-table sessions generated a 175-page dataset on the province's skills needs and the barriers to qualified employment.



Announcement of the Sakarya Qualified Workforce Workshop report at MÜSİAD Sakarya, 20 November 2025

The final report, presented to the public on 20 November 2025 with the participation of the Rector, Prof. Dr. Hamza Al, sets out a phased action plan for the province. In the medium term, it foresees the restructuring of apprenticeship programs in vocational high schools, the launch of joint university–industry training programs, and the preparation of a master plan for social living spaces in organized industrial zones; in the long term, it proposes the implementation of the “Sakarya Workforce Strategy 2030”, the establishment of an Industry 4.0 Center of Excellence and the creation of an intergenerational mentoring system. Through such initiatives, the University translates stakeholder input into shared, actionable policy proposals for the region.



Participants of the fourth CoWork university–industry event at the Turgut Özal Culture and Congress Center (October 2025).

In addition, structured University–industry and community collaborations are facilitated through Sakarya Teknokent and the Technology Transfer Office. These units support sustained cooperation among academics, businesses, entrepreneurs, public institutions, and local development actors, demonstrating long-term, institutionalized engagement rather than short-term project-based interactions. One example is CoWork, a recurring university–industry event series organized by the Sakarya Chamber of Commerce and Industry (SATSO), Sakarya University and Sakarya Teknokent. CoWork matches research and development needs identified by local companies with project proposals from students and academics, and enables direct, one-to-one engagement between industry representatives, researchers and students. Its fourth edition, held at the Turgut Özal Culture and Congress Center in October 2025, brought together the President of SATSO, the Provincial Director of Industry and Technology, the President of the Sakarya 1st Organized Industrial Zone, company managers, academics and students.



Sakarya University and the KADEM Sakarya Representation at the signing of the cooperation protocol (21 July 2025).

The University also engages local civil society through formal cooperation agreements. In 2025, Sakarya University signed a cooperation protocol with the Sakarya Provincial Representation of the Women and Democracy Foundation (KADEM) to support women's social, cultural, academic and legal development. Under the protocol, the University's Women's Studies Application and Research Center and KADEM will carry out joint projects that encourage women's participation in public life and will organize training programs, workshops and seminars together. (21 July 2025)



University–Industry Collaboration Workshop at the Sakarya Teknokent Pre-Incubation Center (2025).

Sakarya Teknokent also hosted a University–Industry Collaboration Workshop at its Pre-Incubation Center. The workshop reviewed the current state of cooperation, identified needs and sectoral demands, and discussed cooperation models, the role of technology transfer offices and areas for development. Its first stage brought together the University's academics; its second stage brought the University together with the business community, with the participation of the President of the Board of the Sakarya Chamber of Commerce and Industry (SATSO), who also serves as Deputy Chair of the Sakarya Teknokent Board. The workshop combined the University's academic knowledge with the field experience of local industry, with the aim of turning young people's ideas into practice and contributing to the regional economy. (26 June 2025)



İSEFAM workshop on current problems of Islamic jurisprudence faced by business people (29 January 2025).

The University's Islamic Economics and Finance Application and Research Center (İSEFAM) also hosted a workshop on current problems of Islamic jurisprudence faced by business people, bringing together academics and representatives of three local and national business associations: MÜSİAD, ASKON and ASRİAD. The workshop was based on a research project that included in-depth interviews with 23 business people from different cities and a survey of 485 business people, and its findings were shared and discussed with the participants. (29 January 2025)



Meeting with the Sakarya Provincial Directorate of National Education on the teaching practice protocol (2025).

Cooperation with public institutions in the province also continued through a cooperation protocol with the Sakarya Provincial Directorate of National Education, signed by Rector Prof. Dr. Hamza Al and the Provincial Director of National Education. Under the protocol, the placement of pre-service teachers in schools for their teaching practice is moved to a digital system developed by the University's Computer Research and Application Center (BAUM), described as the first of its kind in Türkiye. The system plans the distribution of pre-service teachers across schools from a central platform, allows students, academics and provincial education officials to follow the process in real time, and protects personal data with high-level security measures. (March 2025)



Signing of the three-year cooperation protocol between Sakarya University and Adapazarı Municipality (21 December 2025).

The University also strengthened its cooperation with local government in culture and education. Sakarya University and Adapazarı Municipality signed a three-year cooperation protocol, signed by Rector Prof. Dr. Hamza Al and the Mayor of Adapazarı. Under the protocol, the University's academic staff, students and administrative staff can visit the Adapazarı Trade Museum and the Adapazarı Earthquake Culture Museum free of charge. Visits are planned in line with course content and supported by cultural and educational activities, linking teaching with the city's commercial and disaster-memory heritage. (21.12.2025)

Finally, Sakarya University reinforces transparency and accountability by publicly reporting administrative performance, governance processes, and stakeholder engagement outcomes through its Annual Administrative Activity Reports. These reports provide clear evidence of the University's commitment to implementing stakeholder engagement mechanisms in practice.

Participatory Bodies for Local Stakeholder Engagement

Sakarya University (SAU) maintains a comprehensive, formal, and systematic governance framework that ensures continuous, structured, and transparent engagement with local stakeholders across all academic and administrative units. The University's Strategic Plan (2023–2027) identifies stakeholder participation as a core governance principle and mandates the integration of external stakeholder perspectives into planning, monitoring, and evaluation processes. Stakeholder analysis, participation mechanisms, advisory structures, and feedback loops are operationalized across faculties, institutes, vocational schools, and administrative units, ensuring that engagement is institutionalized rather than event-based.

SAU's participatory governance model is aligned with national public administration requirements — including Law No. 5018 on Public Financial Management and Control — and with international frameworks such as the United Nations Sustainable Development Goals (SDGs). External stakeholders including local governments, industry representatives, chambers of commerce, civil society organizations, NGOs, alumni, technopark companies, and international partners contribute to strategic planning through surveys, workshops, focus groups, consultative meetings, and structured advisory boards. Feedback collected through these mechanisms informs the University's situation analysis, goal formulation, and performance indicator development, ensuring participatory and evidence-based decision-making.

Advisory Boards as Formal Participatory Bodies (2025)

Under the Sakarya University Advisory Board Directive (Senate Decision No. 592, 9 September 2021), the University and each academic unit operate Advisory Boards. Unit boards have up to 20 members, including representatives of the business world approved by the Senate, alumni and student representatives and up to five temporary members, who serve two-year terms. The boards meet at least twice a year, at the start of the autumn and spring semesters, and advise on labor-market expectations, curriculum updates, accreditation, graduate competences and internships, as well as on cooperation with public institutions, local governments, NGOs and professional chambers. Their decisions are advisory: they are recorded in minutes, submitted to the Senate or the relevant unit boards for discussion, followed up through implementation reports, and summarized in an annual activity report that feeds into the University's quality processes. For instance, the Advisory Board of the Faculty of Business is chaired by a Vice-Chair of the Board of the German–Turkish Chamber of Industry and Commerce (AHK Türkiye) and includes senior executives from industry. It contributes to the faculty's curriculum development and strategic planning and supports its international accreditation efforts, including the AACSB process, as recorded in the Board's 2024–2025 activity report. In 2025 the Board held four ordinary meetings (6 February, 17 April, 26 May and 24 July 2025). The April and May meetings focused on the DİA Cloud ERP Laboratory project and the planned National Conference of Business Schools, and the July meeting reviewed the 2024–2025 academic year and set strategic goals for the following year. This engagement resulted in a ten-year cooperation protocol with DİA Software for the establishment of an ERP laboratory, signed on 8 July 2025 with the participation of the Rector, and in the opening of the DİA Cloud ERP Laboratory at the Faculty in October 2025, attended

by the Sakarya Chamber of Commerce and Industry (SATSO), business representatives and Advisory Board members.



Opening of the DİA Cloud ERP Laboratory, Faculty of Business, October 2025

Advisory Boards met across the University throughout 2025 with the participation of public institutions, local organizations and sector representatives:



Faculty of Health Sciences Advisory Board meeting, held in support of the University's research university process (2025).

Faculty of Health Sciences: At its first meeting of 2025, the board brought together the Sakarya Provincial Directorate of Health, Sakarya Training and Research Hospital and the

health sciences faculties of Kocaeli University and Sakarya University of Applied Sciences to discuss joint work in support of the University's research university process. (2025)



Faculty of Education Advisory Board meeting with representatives of the Provincial Directorate of National Education and private schools (2025).

Faculty of Education: The board met on 30 April and 26 November 2025 with representatives of the Provincial Directorate of National Education and private schools. It discussed cooperation with the Directorates of National Education and of Youth and Sports, private schools and public education centers, the professional competences of pre-service teachers, activities under the University–Provincial Directorate of National Education protocol, the performance of pre-service teachers in practice schools and joint national and EU projects.



Members of the Faculty of Communication Advisory Board with representatives of the Press Advertising Agency, news agencies and journalists' associations (2025).

Faculty of Communication: The board brought together the Director General of the Press Advertising Agency (Basın İlan Kurumu, a public institution) and its Sakarya Regional Director, the regional directors of Anadolu Agency and İhlas News Agency, and the presidents of the Sakarya Journalists' Association and the Sakarya Journalists' Society. It agreed on joint campaigns, career days and portfolio reviews, public-interest awareness campaigns, academic–sector partnerships on combating disinformation and professional ethics, and support from the Press Advertising Agency for student internships. (Dec.2025)



Department of Public Administration Advisory Board meeting (28 February 2025).

Department of Public Administration: The 2024–2025 Department Advisory Board brought together the Deputy Governor of Kocaeli, the President of the Sakarya 2nd Administrative Court, the President of the Inspection Board of Sakarya Metropolitan Municipality and the principal of a local primary school, together with a student representative and the heads of the department's academic divisions. The board reviewed the department's programs to safeguard their quality, support their continuous and systematic evaluation and contribute to accreditation. (28.02.2025)

In addition to its own advisory structures, the University takes part in the city-wide participatory governance structure established under the Municipal Law and the City Council Regulation. The Sakarya City Council (Kent Konseyi) brings together representatives of local government, the Governorship, chambers and commodity exchanges, civil society organizations, foundations, trade unions, cooperatives, the media, and the city's youth and women's assemblies. Sakarya University is represented on the Council's Executive Board by Prof. Dr. Bünyamin Bezci, elected at the Council's third ordinary General Assembly in January 2020 for the 2020–2026 term, alongside representatives of the Governorship, the Metropolitan Municipality, the Sakarya Federation of Neighborhood Heads (Muhtars), civil society platforms, and youth and women's organizations. Through this representation, the University contributes its academic expertise to deliberations on urban development and community priorities. In 2025, the City Council's Youth Assembly also co-organized activities on campus with University student societies, such as a communication seminar with public broadcasting professionals.

Integration into Quality Assurance and Institutional Planning

Stakeholder participation is further integrated into the University Quality Assurance System, where internal and external representatives take part in quality monitoring and continuous improvement through the University Quality Commission. The Sakarya University Quality Commission is a high-level body responsible for overseeing the institution's quality assurance and continuous improvement processes. Its membership includes the Rector, vice-rectors, the secretary-general, representatives from academic units, and student representatives. The University employs a multi-layered participation mechanism: the President of the Student Council and elected student representatives serve as natural members of both the Senate and the Quality Commission, ensuring direct student involvement in academic governance and quality processes. Academic and administrative staff participate through SAÜDEK and the Office of Institutional Analysis and Quality Improvement, supported by "quality ambassadors" appointed within each unit. The Commission regularly reviews monitoring and self-assessment results, integrating feedback from internal stakeholders to shape improvement actions. In addition, perspectives from external stakeholders—including local governments, professional chambers, NGOs, and the business community—inform the Commission's work, contributing to a more inclusive and stakeholder-driven quality assurance system.

Technology Transfer and University–Industry Collaboration Mechanisms

Sakarya Teknokent and the Technology Transfer Office complement these bodies by providing structured channels for industry participation, such as University–Industry Collaboration Workshops and the CoWork program, which are described under the indicator Identification and Engagement of Local Stakeholders.

Transparency and Public Accountability (2025)

SAÜ reinforces transparent and participatory governance by publishing all annual administrative and performance results in publicly accessible Annual Activity Reports. These reports document stakeholder engagement processes, Advisory Board meetings, collaborative projects, and outcomes achieved throughout the year, ensuring traceability and accountability.

Through its Advisory Boards, the University Quality Commission and its representation on the Sakarya City Council, Sakarya University maintains standing participatory bodies through which local stakeholders contribute to its decision-making, in line with the Peace, Justice and Strong Institutions Goal and as implemented throughout the 2025 calendar year.

Policies on Organized Crime, Corruption, and Bribery

All academic and administrative personnel at Sakarya University are required to comply with the ethical principles and anti-corruption regulations applicable to public officials in Türkiye. In this context, Law No. 5176 on the Establishment of the Council of Ethics for Public Officials and Regulation on the Principles of Ethical Conduct for Public Officials and Application Procedures set forth binding standards such as integrity, impartiality, transparency, public interest, avoidance of conflicts of interest, accountability, respectability, and trustworthiness. University staff are responsible for performing their duties in accordance with these principles, using public resources efficiently, avoiding the misuse of confidential information for personal gain, and ensuring fairness in service delivery.

With regard to anti-corruption and anti-bribery measures, the Law No. 3628 on Asset Declaration, Combating Bribery and Corruption imposes asset-declaration obligations on public officials and defines offenses such as bribery, embezzlement, extortion, and abuse of office, along with their sanctions. These provisions reinforce financial transparency and accountability among Sakarya University employees. Furthermore, Türkiye's commitments under the United Nations Convention against Corruption (UNCAC) and the OECD Convention on Combating Bribery establish international standards that strengthen principles of integrity, transparency, and zero tolerance for corruption in public service. Commitments against organized crime are set out in the Turkish Penal Code (Law No. 5237), which criminalizes establishing, managing or joining an organization for the purpose of committing crimes (Article 220), and in Law No. 5549 on the Prevention of Laundering Proceeds of Crime. Türkiye is also a party to the United Nations Convention against Transnational Organized Crime (Palermo Convention). As a public institution, Sakarya University complies with these obligations in all its administrative, procurement and financial transactions.

This legal and ethical framework forms the foundation of Sakarya University’s ethical governance system and supports the institution’s quality assurance, internal control, and administrative transparency processes. All university units operate in accordance with these regulations to prevent ethical violations, manage conflicts of interest, and reduce risks related to bribery and corruption, thereby sustaining a culture of academic integrity, institutional transparency, and organizational trust.

T.C. CUMHURBAŞKANLIĞI
MEVZUAT BİLGİ SİSTEMİ

Legislation Information System of the Presidency of the Republic of Türkiye, the official source of the laws and regulations cited above.

During the 2025 calendar year, the University’s institutional policy framework emphasized integrity, transparency, and accountability across all academic and administrative processes. Core policy statements published on the institutional policies page and the office of legal counsellor page affirm zero tolerance toward corruption and bribery and require compliance with national legislation and internal ethical standards. These commitments are supported by transparent reporting and performance monitoring practices. In particular, the University’s Anti-

Bribery and Corruption Policy, published on its SDG portal, states that bribery and corruption are “strictly prohibited and will not be tolerated under any circumstances”. It requires anyone who becomes aware of such conduct to report it immediately to the designated authority or through the University’s confidential reporting mechanism, guarantees protection and confidentiality for whistleblowers in line with Law No. 5176, and commits the University to regular training and awareness programs.



Left: SABİS Institutional Management Information System. Right: Sakarya University Office of Legal Counsel.

Operationally, Sakarya University maintains an accessible and confidential Quality Management Information System (KYS) for reporting concerns, including potential corruption and bribery allegations, without requiring personal identification. The system operates under ISO 10002-compliant procedures to ensure that reports are documented, reviewed, and addressed through corrective and preventive actions. Complaints and ethical concerns that may involve violations of law or institutional policy are escalated for confidential legal review.

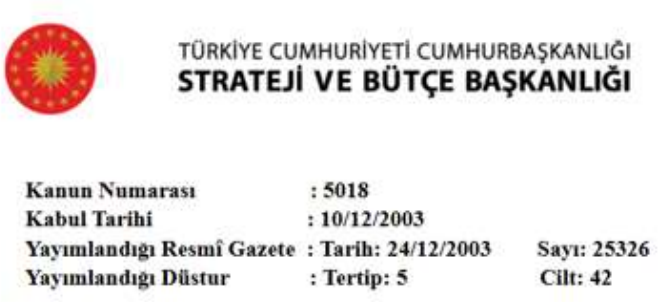
In addition to the KYS, the University’s Directive on Reporting Errors, Irregularities and Corruption sets out a formal reporting and investigation procedure under Articles 55–58 of Law No. 5018 and the Public Internal Control Standards. Public officials who become aware of an error, irregularity or act of corruption are obliged to report it, and the Directive applies to all natural and legal persons who provide services to or receive services from the University. Reports are submitted by petition to the Rector’s Office and forwarded to the relevant unit on the same day. The unit must review the allegation and report its reasoned conclusion within ten working days. Errors are corrected immediately, while irregularities and corruption lead to an administrative investigation. Where necessary, the case is referred within three days to the Internal Audit Coordination Office or examined by a commission, and substantiated cases of corruption are reported to the Public Prosecutor. The outcome is communicated to the person who made the report. Whistleblowers acting in good faith may not be subjected to disciplinary sanctions or less favorable working conditions because of their report, and their identity is kept confidential.



TSE ISO 10002 Customer Satisfaction Management System Certificate of Sakarya University and its annex.

The effectiveness of the University’s anti-corruption and integrity framework is subject to independent external oversight by the Turkish Court of Accounts (Sayıştay), the supreme audit institution of the Republic of Türkiye, which audits public administrations on behalf of the Grand

National Assembly. Under Law No. 6085, the Court conducted a risk-based regularity audit of Sakarya University and its Revolving Fund Enterprise for the 2024 fiscal year. The audit examined the reliability of the financial statements, the compliance of revenue, expenditure and asset transactions with laws and regulations, and the functioning of the University's financial management and internal control systems. The audit report, submitted to the Grand National Assembly and published on the Court's website in September 2025, concluded that the University's financial statements present true and reliable information in all material respects.


TÜRKİYE CUMHURİYETİ CUMHURBAŞKANLIĞI
STRATEJİ VE BÜTÇE BAŞKANLIĞI

Kanun Numarası	: 5018	
Kabul Tarihi	: 10/12/2003	
Yayımlandığı Resmî Gazete	: Tarih: 24/12/2003	Sayı: 25326
Yayımlandığı Düstur	: Tertip: 5	Cilt: 42

Law No. 5018 on Public Financial Management and Control (Official Gazette, 24.12.2003, No. 25326).

The audit report also confirms the key safeguards the University has in place against corruption and misconduct:

- an Internal Audit Unit reporting directly to the Rector, with all three internal auditor positions filled;
- a Code of Ethics signed by all staff and kept in their personnel files;
- documented duties, powers and responsibilities, supported by a Directive on Delegation of Authority and Signature Powers;
- a directive governing ex-ante financial control procedures;
- an Internal Control Monitoring and Steering Board, operating within the framework of the Public Internal Control Standards.

As this independent external audit report is publicly accessible, Sakarya University reinforces its zero-tolerance approach to corruption and bribery and ensures that its use of public resources remains open to scrutiny.



Cover of the Sakarya University 2023–2027 Strategic Plan (updated version, 2025).

In accordance with principles of public transparency and accountability, the University publishes Annual Administrative Activity Reports which include institutional performance, financial disclosures, and governance information. These reports provide an auditable record that supports the University's anti-corruption and anti-bribery posture through documented procedures, responsibilities, and outcomes. Collectively, these written policies, reporting mechanisms, and transparency practices demonstrate that Sakarya University has published commitments against organized crime, corruption, and bribery and that it maintains processes to prevent, detect, and address misconduct throughout the 2025 period.

Academic Freedom Policy

Sakarya University grounds its academic activities in the constitutional guarantees established by the Constitution of the Republic of Türkiye, which provides the legal foundation for scientific autonomy and academic freedom. Article 27 guarantees everyone the right to learn and teach, express and disseminate science freely and to carry out research in these fields, while Article 130 establishes universities as public legal entities with scientific autonomy and states that universities and their academic staff may freely conduct all kinds of scientific research and publication. This constitutional framework enables Sakarya University to carry out its educational, research, and societal engagement missions in alignment with the principles of academic independence and scientific freedom.

The University's academic structure is further shaped by the Higher Education Law No. 2547, which identifies universities as institutions endowed with scientific autonomy. The law regulates essential academic functions—including teaching, research, and publication—and empowers academic governance bodies, particularly the University Senate and faculty boards, to set academic policies. Provisions governing the appointment, promotion, and disciplinary processes of academic staff ensure a balanced system that upholds academic freedom while maintaining institutional accountability.



Legislation Information System of the Presidency and the Constitutional Court of the Republic of Türkiye, official sources of the Constitution and Law No. 2547.

Academic freedom is additionally safeguarded through national ethical and scientific research regulations. The “Ethical Principles for Higher Education Institutions” articulates binding standards related to academic integrity, responsibility, and freedom, while the “YÖK Directive on Scientific Research and Publication Ethics” defines ethical norms and violations such as plagiarism, fabrication, and falsification. Sakarya University implements these national regulations through its institutional ethics committees and research ethics boards, ensuring that scholarly activities are conducted freely yet responsibly and ethically.

At the policy and quality assurance level, Sakarya University operates in alignment with the strategic frameworks of the Council of Higher Education (YÖK) and the Higher Education Quality Council (YÖKAK). These national quality frameworks emphasize scientific autonomy, transparency, and stakeholder participation as essential components of higher education governance. The University’s Strategic Plan 2023–2027 lists Academic Freedom among the University’s six core values, alongside the universality of science, governance, continuous improvement, institutional transparency and cooperation with stakeholders, while institutional self-assessment reports and quality enhancement processes reflect the University’s commitment to maintaining a robust, quality-driven academic environment.



Council of Higher Education (YÖK) and Higher Education Quality Council (YÖKAK).

The implementation of academic freedom is operationalized through Sakarya University’s internal governance mechanisms. The University Senate functions as the highest academic authority, shaping academic policies, curricula, and research strategies. Faculty boards contribute to program development and academic decision-making, ensuring that teaching and research activities are conducted independently. Supporting structures—such as ethics committees, research and publication ethics boards, and the University Quality Commission—monitor compliance with ethical and academic standards, reinforcing institutional transparency, integrity, and continuous improvement.

Sakarya University affirms academic freedom as a core institutional principle, ensuring that academic staff retain the freedom to select research topics, publish scholarly work, and teach according to disciplinary requirements. Academic Appointment and Promotion Regulations evaluate faculty members based on scholarly merit, research productivity, and academic contribution, with no directives restricting research topics or requiring alignment with predetermined themes. This guarantees freedom of inquiry and supports open, independent

academic exploration. Because these guarantees derive from the Constitution and Law No. 2547, they apply equally to all academic staff, from research assistants and early-career researchers to tenured professors, irrespective of rank or contract type. Academic staff are equally free to speak publicly about their fields of expertise, including through the media and public events.

Sakarya University.

Graduate and Undergraduate Education Regulations further uphold the freedom to design and deliver academic content based on scientific standards and discipline-specific knowledge. Faculty retain the right to openly present, discuss, and debate academic subjects in the classroom and in public scholarly communication. The University's publicly available Institutional Policies emphasize intellectual autonomy, ethical academic conduct, and scientific integrity, reinforcing transparency and accountability in all academic operations. Among the core values published on its institutional values page, the University explicitly commits to supporting academic freedom, alongside adherence to ethical principles and transparent and accountable governance.

In 2025, academic freedom was also exercised in practice through public engagement. Through the University's Science Talks series and the Council of Higher Education's "Science Café" events, academic staff shared their research with the public on a wide range of topics, including earthquake risk, the control of invasive agricultural pests, the protection of human rights in international law, the Iran–Israel war, and the social and political dimensions of the 15 July coup attempt.

Annual Administrative Activity Reports document academic output, governance processes, and institutional performance, offering verifiable public evidence of how academic freedom is upheld in practice. These reports, combined with policies, strategic documents, appointment regulations, and ethical frameworks, demonstrate that Sakarya University upheld academic freedom in practice throughout the 2025 calendar year.

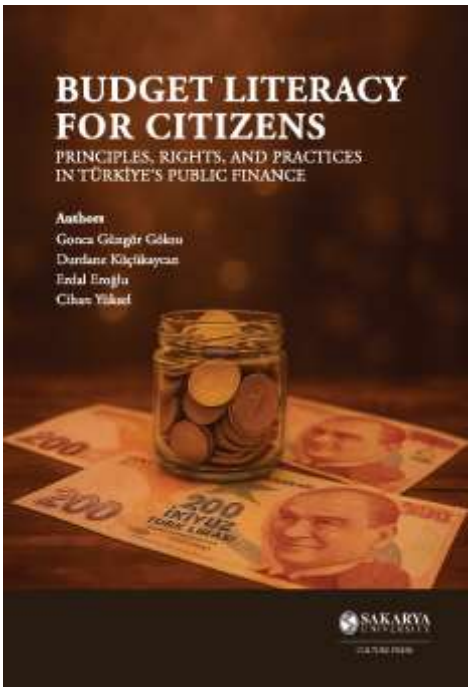
Together, constitutional guarantees, national higher education regulations, ethical research standards, strategic planning frameworks, internal governance bodies, and publicly accessible institutional reporting form a comprehensive system that ensures academic freedom is both protected and actively implemented at Sakarya University in 2025.

Publication of Financial Data

Sakarya University publishes its financial data to ensure transparency, accountability, and responsible governance in alignment with SDG 16. The University discloses annual financial statements, budget allocations, expenditure details, and institutional performance indicators in accessible formats that enable public review. Financial transparency is implemented as an

active governance mechanism throughout 2025, supported by formal policy structures and comprehensive public reporting.

In 2025, the University's principal financial disclosure was the publication of its 2025 Basic Financial Statements. Prepared by the Accounting Unit on a consolidated basis for the 2025 fiscal year, the statements comprise the balance sheet, the statement of financial performance, the statement of activities, the statement of changes in net assets/equity and the comparison of budget and actual amounts, each with comparative figures for the previous year. They are complemented by the 2025 Annual Administrative Activity Report, published by the Strategic Development Department, which sets out budget implementation, the investment program and performance indicators in relation to the University's strategic objectives.



Cover of "Budget Literacy for Citizens: Principles, Rights, and Practices in Türkiye's Public Finance" (Sakarya University Culture Press, 2025)

Beyond publishing its own financial data, the University also promotes public understanding of fiscal transparency. In 2025, Sakarya University Culture Publications released *Budget Literacy for Citizens: Principles, Rights, and Practices in Türkiye's Public Finance*, produced within a TÜBİTAK-supported research project. The book explains how the public budget is prepared, implemented and audited, sets out citizens' rights to participate and to access fiscal information, and offers a practical guide to reading budget tables. It is available online. (02.10.2025)

Financial disclosure is not limited to year-end reporting. In accordance with Article 30 of Law No. 5018, the University publishes each July an Institutional Financial Status and Expectations Report, which presents budget implementation results for the first half of the year and expectations for the second half, together with annexes on the development of expenditure and revenue. This twice-yearly cycle gives the public timely and regular access to the University's financial position.

Financial governance at Sakarya University operates under Türkiye's Public Financial Management and Control Law No. 5018, which mandates transparent financial reporting and accountability in public institutions. In line with this national legislation, the Strategic Development Department oversees institutional financial planning, budgeting, reporting, and compliance procedures. This department functions as the central administrative unit responsible for ensuring that financial data, budget outcomes, and performance reports are accurately produced, reviewed, and published.

Institutional transparency is further reinforced through the University's Institutional Policies on Transparency and Accountability, which emphasize ethical administration, responsible allocation of financial resources, and open sharing of financial and administrative information with the public. These policies constitute an essential governance framework that underpins

the University's commitment to ethical conduct, public trust, and continuous performance reporting. These commitments are also reflected in the University's Strategic Plan 2023–2027, which lists institutional transparency among its six core values, and in its published institutional values, which commit the University to "stakeholder-oriented, transparent and accountable governance".

The reliability and transparency of the published financial information are further supported by independent external audit. The Turkish Court of Accounts (Sayıştay), the supreme audit institution of the Republic of Türkiye, audits the University's financial statements annually under Law No. 6085 on behalf of the Grand National Assembly. Its audit report on the 2024 fiscal year, submitted to the Grand National Assembly and published on the Court's website in September 2025, concluded that the University's financial statements present true and reliable information in all material respects.

Through the combination of publicly available financial reports, structured institutional governance mechanisms, and policy commitments to transparency and accountability, Sakarya University demonstrates a consistent and verifiable system for financial transparency during 2025.

Provision of Expert Advice to Government

Sakarya University contributes to public governance and policy development by providing expert advice to local, regional, and national government bodies, in alignment with the objective of SDG 16 (Peace, Justice and Strong Institutions) to promote strong, accountable, and effective institutions. Academic experts from the University are formally appointed to advisory roles through official decisions of the University Board of Directors, ensuring that policy guidance is qualified, field-relevant, and recognized within national legal frameworks.

The Technology Transfer Office (TTO) operating within Sakarya Teknokent serves as a formal interface for knowledge transfer and applied policy support, enabling academics to provide feasibility assessments, scientific evaluations, consultancy reports, innovation guidance, and joint research outputs for public institutions. This structure ensures systematic cooperation, rather than one-time advisory interactions.

Additionally, Faculty and Departmental Advisory Boards, which include representatives from local municipalities, provincial directorates, chambers of commerce, professional organizations, and civil society, facilitate ongoing dialogue and policy consultation processes, supporting regional capacity development and governance alignment.

Advisory activities are reported in the University's Annual Administrative Activity Reports, including participation in: "Governmental working groups, Public advisory committees, Regional strategic planning meetings, Joint development and policy research initiatives".

In 2025, academic staff formally appointed by the University served on committees, commissions, working groups and policy workshops convened by ministries, presidential agencies, the Governorship of Sakarya and its provincial directorates, and metropolitan and district municipalities. Examples of this advisory work are presented below.

During the 2025 calendar year, academic staff at Sakarya University engaged in consultative and advisory roles supporting evidence-based policymaking in fields such as addiction and

public health, women's and family policy, social inclusion, climate adaptation and water management, education and values, criminal justice, communication, disaster management and cultural heritage. In Türkiye, universities are legally authorized to provide expert consultation upon request, and Sakarya University operationalizes this authority through structured appointment and approval mechanisms. Here are some examples of the provision of expert advice to government bodies:

1. **Expert Input to the Probation Service on the 20th Anniversary of Probation in Türkiye**



Panel "The Functionality of Probation" on the 20th anniversary of probation in Türkiye, organized by the Faculty of Law and the Sakarya Probation Directorate (November 2025).

The Faculty of Law and the Sakarya Probation Directorate jointly held a panel titled "The Functionality of Probation". It was attended by the Sakarya Chief Public Prosecutor, the Provincial Director of Probation and the Rector. University experts assessed the strengths of the current probation system and identified the areas needing improvement. Prof. Dr. Ahmet Bülent Yazıcı of the Faculty of Medicine presented an integrated health-care approach to probation based on the AMATEM addiction-treatment model. Prof. Dr. Yusuf Genç also contributed to the Ministry of Justice's International Congress on the 20th Anniversary of the Turkish Probation System. Building on this cooperation, the University and the Sakarya Probation Directorate launched "Write Your Own Story: Re-engagement through Social Stories", a four-week program for young people under probation. Led by Assoc. Prof. Dr. Handan

Akyiğit and Lect. Abdullah Şenaslan, it uses self-awareness, empathy and social-skills modules and writing workshops to support the young people's reintegration into society **(07.11.2025; 1–3.12.2025; 09.12.2025).**

2. **Autism Action Plan Provincial Monitoring Commission**



Meeting of the Provincial Monitoring Commission of the II. Autism Action Plan with stakeholder public institutions, coordinated by the Sakarya Provincial Directorate of Family and Social Services (October 2025).

Academics of Sakarya University serve on the Provincial Monitoring Commission established under the II. Autism Action Plan, coordinated by the Provincial Directorate of Family and Social Services. At its 2025 meeting, the Commission reviewed current work to improve the quality of life of individuals with autism and their families, and discussed future activities on awareness, early diagnosis and education. The University is represented on the Commission by Assoc. Prof. Dr. Canan Sola Özgüç. (October 2025)

3. **Provincial Coordination, Monitoring and Evaluation Commission on Combating Violence against Women**
   Sakarya University is represented by the Director of the Women's Studies Application and Research Center (SAÜKAM), Asst. Prof. Dr. Meryem Karataş, on the Provincial Coordination, Monitoring and Evaluation Commission on Combating Violence against Women. The Commission is set up under Law No. 6284 and coordinated by the Provincial Directorate of Family and Social Services. (23.12.2025)
4. **Provincial Action Plan on Combating Drugs (2024–2028)**
   Sakarya University is one of the institutions responsible for implementing the Sakarya Provincial Action Plan on Combating Drugs 2024–2028, which is coordinated by the Governorship. Through its Addiction Research and Application Center (BAMER), the

University contributes to actions on strengthening institutional capacity: expanding addiction-related academic staff and graduate programs, training professionals and increasing joint research. It also leads preventive measures for students, including orientation training for new students, a “Combating Addiction” elective course and awareness activities. These actions are carried out in cooperation with the Provincial Directorates of Health, Family and Social Services, and Youth and Sports, and with the Green Crescent (Yeşilay). Prof. Dr. Hasan Hüseyin Taylan (BAMER) and Vice-Rector Prof. Dr. Özer Köseoğlu represented the University at the Provincial Coordination Board on Combating Addiction, case evaluation meetings and the “Sakarya Model” action plan meeting. (26.03.2025; 28.04.2025; 17.07.2025; 20.11.2025; 17.12.2025)

5. **Sakarya Local Climate Change Adaptation Strategy and Action Plan (2025–2030)**
   Sakarya Metropolitan Municipality’s Department of Climate Change and Zero Waste designated Sakarya University as a focal institution for monitoring the implementation of the Sakarya Local Climate Change Adaptation Strategy and Action Plan for 2025–2030. Assoc. Prof. Dr. Aliye Suna Erses Yay of the Department of Environmental Engineering was appointed as the University’s focal person responsible for following up the plan. (2025)
6. **Second Communication Council of the Presidency of Communications**
   Assoc. Prof. Dr. Mustafa Aslan of the Faculty of Communication took part in the Second Communication Council (İletişim Şûrası), organized by the Directorate of Communications of the Presidency of the Republic of Türkiye. The Council brought together the public sector, the private sector, civil society, the media and academia to identify gaps in national communication policy and develop proposals for the Turkish Communication Model. (7–10.01.2025)
7. **“Future Outlook Report” on National Culture and Values Education, Ministry of National Education**
   Prof. Dr. Hasan Meydan and Asst. Prof. Dr. Kübra Cevherli of the Faculty of Theology were assigned to the final drafting and evaluation workshop of the Ministry of National Education’s Board of Education and Discipline for the “Future Outlook Report on the Acquisition of National Culture and Values”. Asst. Prof. Dr. Cevherli also contributed to the Ministry’s Foreign Language Education Development Project (YADEG), supported by the Presidency of Strategy and Budget. (20–22.05.2025; 17.06.2025)
8. **Türkiye National Forestry Program**
   Prof. Dr. Mustafa Bostancı of the Faculty of Communication contributed to the preparation of the Türkiye National Forestry Program (TUOP) of the General Directorate of Forestry. He took part in the Bursa–Marmara regional workshop, where development policies and strategies for the forestry sector were discussed, and in the final national workshop in Ankara. He also took part in the General Directorate’s workshop on developing international cooperation for integrated forest fire management. (16–18.06.2025; 17.09.2025; 3–4.12.2025)
9. **Healthy Living Master Plan and Primary Health Care Policy, Ministry of Health**
   Asst. Prof. Dr. Abdullah Uçar and Prof. Dr. Mustafa Altındiş of the Faculty of Medicine contributed to the Türkiye Healthy Living Master Plan Workshop organized by the Ministry of Health’s General Directorate of Health Promotion. Asst. Prof. Dr. Uçar also took part in the Primary Care Public Health Workshop of the General Directorate of Public Health. (27.06.2025; 4–6.11.2025)
10. **Joint Strategy Workshop on Combating Cyberbullying, Düzce Governorship**



Participants of the awareness training "You Are Part of the Fight Against Cyberbullying", jointly organized by Düzce University and Sakarya University within the inter-agency process on combating cyberbullying (26 November 2025)

Assoc. Prof. Dr. Sezercan Bektaş of the Faculty of Law was assigned to the Joint Strategy Workshop on Combating Cyberbullying, organized by the Düzce Governorship. He contributed legal expertise to the development of a common inter-agency strategy against cyberbullying. (27–28.11.2025)

11. Water Resources Management: Basin Allocation Plans, Lake Sapanca and Wetlands

Faculty members of the Department of Environmental Engineering advised public authorities on water resources in three ways:

- They took part in the Ministry of Agriculture and Forestry's project to prepare Sectoral Water Allocation Plans for the Sakarya and Susurluk Basins.
- They contributed to the Lake Sapanca Action Plan meeting of the Provincial Directorate of Agriculture and Forestry.
- Vice-Rector Prof. Dr. Özer Köseoğlu represented the University on the Local Wetland Commission under the Directorate of Nature Conservation and National Parks.

(02.07.2025; 09.10.2025; 04.11.2025)

12. **Scientific Board for the Izmir Bay Action Plan, Ministry of Environment, Urbanization and Climate Change**
    As a member of the Izmir Bay Scientific Board, Assoc. Prof. Dr. Aliye Suna Erses Yay took part in the evaluation meeting on the Izmir Bay Urgent and Short-Term Action Plan. She also attended the closing meeting of the Ministry's "A Breath for Izmir" project, which assessed the bay's ecosystem and the impact of pollution sources. (03.07.2025; 18.12.2025)
13. **Provincial Action Plans on Family, Women's Empowerment, Older People and Social Inclusion**



Participants of the Provincial Action Plan Workshop on the Protection and Strengthening of the Family, organized by the Sakarya Provincial Directorate of Family and Social Services within the 2025 Year of the Family (April 2025).

University academics served on several provincial planning bodies coordinated by the Sakarya Governorship and the Provincial Directorate of Family and Social Services: the Provincial Technical Board of the Provincial Action Plan on the Protection and Strengthening of the Family;

- the Provincial Coordination Board and Provincial Action Plan Workshop on Women's Empowerment;
- the Provincial Workshop on Older People;
- the working group preparing the Provincial Action Plan under the Strategy Document for Roma Citizens.

(27.01.2025; 15.04.2025; 15.08.2025; 16.10.2025; 24.10.2025; 19.12.2025)

14. **Disaster Risk Management, Disaster and Emergency Management Presidency (AFAD)**

Lect. Dr. Tuba Tatar contributed to AFAD's disaster management programs. She took part in the closing meeting of the TERRA project and the 7th AYMEP program, and in the MARAP project workshop. (30.09.2025; 20–21.10.2025)

15. **Intangible Cultural Heritage and Tourism Development, Provincial Directorate of Culture and Tourism**
    Prof. Dr. Ela Taş and Asst. Prof. Dr. Yavuz Köktan were assigned to the intangible cultural heritage work coordinated by the Provincial Directorate of Culture and Tourism. Assoc. Prof. Dr. Bülent Kabaş and Res. Asst. Dr. Berkay Buluş contributed to the culture tourism and gastronomy tourism sub-working groups of the province's tourism development work. (07–08.01.2025; 29.05.2025; 12.11.2025)

These examples show that Sakarya University provides sustained, structured and verifiable expert support to government institutions at national, provincial and local level throughout 2025.

Social Assistance, Training, and Capacity Building for Policymakers

Sakarya University contributes to social development and effective public governance by providing education, skills training, and capacity-building programs to policymakers, public administrators, municipal institutions, and law enforcement personnel. These activities align with SDG 16's emphasis on inclusive, accountable, and evidence-based governance. The Sakarya University Continuing Education Center (SAÜSEM) plays a key role in delivering lifelong learning and postgraduate-level training for policy and law makers on topics such as economy, law, technology, migration, cybersecurity, climate change, and sustainable development. faculties and research centers hosted expert-led seminars, workshops, public administration training modules, legal awareness programs, human rights education, and digital transformation courses throughout the 2025 calendar year.

Through collaboration with local and regional government institutions, municipalities, provincial directorates, civil society organizations, and public-service agencies, the University provided professional development and administrative capacity strengthening, supporting more effective and informed public-sector decision-making. These partnership-based initiatives improved the use of evidence-based governance practices and enhanced cooperation between academia and public institutions. The Technology Transfer Office within Sakarya Teknokent further facilitated structured knowledge exchange and consultancy support for public institutions, particularly in innovation policy, economic development strategies, and applied technological solutions.

All relevant education and capacity-building activities are publicly documented in the University's Annual Administrative Activity Reports, providing verifiable evidence of continuous implementation in 2025, and demonstrating the University's sustained contribution to institutional resilience and effective public governance.

Here are some examples of Sakarya University's training and capacity building for policymakers in 2025:

1. **Training for Elected Neighborhood Heads: "The Role of Social Media and Artificial Intelligence in Public Administration"**



Training session for neighborhood heads at the Sakarya Federation of Muhtars (24 October 2025).

Within the University's Science Talks series, this session was held at the Sakarya Federation of Muhtars, the umbrella organization of the province's elected neighborhood heads. University expert Lect. Dr. Ece Ergül trained the muhtars on using social media as a trust-based channel of communication with citizens, responding promptly to citizen complaints, and using plain, inclusive and non-partisan language as the most local representatives of the state. The session also covered social media security, including protection against fake accounts, regular password renewal and two-factor authentication, as well as the importance of sharing only verified information. The SEMOS tool, developed for the first time in Türkiye, was introduced (24.10.2025).

2. **Capacity Building for Local Administrators on Zero Waste: Science Talks with the Metropolitan Municipality**



Science Talks session "Green Minds Meetings: Zero Waste Together" with Sakarya Metropolitan Municipality (7 November 2025).

The 10th session of the Science Talks series, "Green Minds Meetings: Zero Waste Together", was held in cooperation with the Sakarya Metropolitan Municipality. Assoc. Prof. Dr. Aliye Suna Erses Yay shared expert knowledge with the participants, who included the municipality's environmental engineers, muhtars and school administrators. She addressed zero waste as an approach aimed at behavioral change across the production–consumption chain, and the impact of urbanization on waste management. The Metropolitan Municipality's zero waste projects, deposit return systems and construction waste management practices were also discussed (07.11.2025).

3. **Program with the Governorship of Sakarya: “Cornerstones of Law: Administrative Justice and Human Rights”**



Speakers and organizers of the “Cornerstones of Law: Administrative Justice and Human Rights” program (8 December 2025).

On the occasion of 10 December Human Rights Day, the Faculty of Law and the Governorship of Sakarya jointly organized this information program for academics and members of the legal community. Moderated by the Dean of the Faculty of Law, Prof. Dr. Şafak Narbay, it brought together Prof. Dr. Melikşah Yasin, a member of the Presidential Legal Policy Board, and Dr. Eren Cenan, President of the Sakarya 2nd Administrative Court. They discussed consistency of case law, procedural equality, fair trial, and the role of administrative justice in balancing public power with fundamental rights and freedoms (08.12.2025).

4. **Capacity Building for Staff of Public Social Service Institutions (Erasmus+ KA220)**
   The Department of Special Education is a partner in the Erasmus+ KA220 project “Developing the Competences of Caregivers of Individuals with Special Needs in Evidence-Based Practices through Technology-Supported Tools”, with Prof. Dr. Bekir Fatih Meral as SAÜ lead. Coordinated by Düzce University with partners from Czechia and Germany, the project ranked first among the nine projects funded by the Turkish National Agency in its call. It develops the competences of care staff working in social service institutions. Its outputs will be disseminated to social service institutions, early childhood special education institutions and other stakeholders in Türkiye and Europe, contributing to the goals of the 2025 Year of the Family (16.09.2025).
5. **BRIGHT-EU: Jean Monnet Teacher Training on EU Values and Democratic Participation**

With the BRIGHT-EU project, led by Prof. Dr. Mustafa Bayrakcı of the Faculty of Education and supported by a €300,000 grant, Sakarya University became the first university in Türkiye to receive Erasmus+ Jean Monnet Teacher Training support. Over three years, the project will train teachers in six provinces, including Sakarya, on EU institutions, values and policies, in line with the national curriculum. The training focuses on inclusiveness and diversity, digital transformation, climate change and democratic participation, through seminars, workshops, field visits and summer schools (30.06.2025)

6. **REACT Academy: Capacity Building for Teachers in Post-Disaster Education (Erasmus+ Teacher Academy)**
   Coordinated by Prof. Dr. Mustafa Bayrakcı, this project brings together universities and institutions from Türkiye, Italy, Sweden, Portugal, Poland and Greece, with the Erenler District Directorate of National Education as a partner. Under the theme “sustainability of education after disasters”, it will build teachers’ skills in crisis management, psychological resilience, digital content use and collaboration over three years (09.10.2025).
7. **Violence Prevention Academy with the Provincial Directorate of Family and Social Services**
   Sakarya University established the Violence Prevention Academy in cooperation with the Sakarya Provincial Directorate of Family and Social Services. The Academy aims to strengthen the scientific approach to combating violence against women and to improve cooperation between public institutions and the University. It brings together academics, students, public institutions and civil society organizations. Its first joint program, held for the International Day for the Elimination of Violence against Women, covered the causes and social effects of violence, prevention and protection services, and models of public–university cooperation. It was presented as the basis for future joint training, awareness, field and research projects with public institutions (26.11.2025).

These examples show that Sakarya University provides sustained, structured and verifiable training and capacity building to policymakers, local administrators and public-sector professionals throughout 2025.

Participation in Government-Linked Policy Research

Sakarya University engages in policy-oriented research in cooperation with government institutions at local, regional, and national levels, contributing to evidence-based governance and public-sector decision-making in alignment with SDG 16. During the 2025 calendar year, academic units and research centers at Sakarya University collaborated with public agencies, provincial directorates, ministries, and local municipalities on research projects addressing public administration, migration management, environmental planning, disaster risk reduction, digital transformation, economic development, and community resilience.

These collaborations are facilitated through formal research protocols, consultancy agreements, and joint project frameworks, including those supported under Sakarya Teknokent and the Technology Transfer Office structure. The University provides scientific analysis, policy evaluation, feasibility studies, data interpretation, and applied research reports to government agencies.

Advisory Boards and institutional cooperation mechanisms further support knowledge exchange, ensuring that research outcomes inform public strategies and development initiatives. Research collaborations are also reported in the 2025 Administrative Activity Report. Also, the following evidences demonstrates how Sakarya University meets the criteria of participation in government-linked policy research.

1. Structured Research Collaboration Mechanisms: Academic research collaborations occur through formal protocols, project agreements, advisory committees, and applied research frameworks with local, regional, and national public institutions.

2. University Board-Supported Expert Participation: Academic personnel are officially appointed to advisory and research roles involving evidence analysis, assessment, and strategic recommendations to government offices.

3. Technology Transfer and Applied Innovation: The Technology Transfer Office (Sakarya Teknokent) provides an established platform for co-producing knowledge and delivering applied research outcomes that support public policy implementation.

4. Documented 2025 Implementation: Annual Administrative Activity Reports confirm multiple research collaborations, public sector consultancy activities, and evidence-based policy contributions during the 2025 calendar year.

These mechanisms collectively demonstrate that Sakarya University engages in sustained, structured, and verifiable policy-oriented research with government bodies.

Here are some examples of Sakarya University’s participation in government-linked policy research in 2025:

1. **Ministry-Funded R&D Project: "Transition from Children's Homes: Preparing Young People for Life and Work"**



Meeting of the "Transition from Children's Homes" R&D project team (2025).

The Ministry of Family and Social Services, General Directorate of Child Services, funded this R&D project, coordinated by the Faculty of Business Administration (Principal Investigator: Prof. Dr. Sima Nart). The project supports the training areas set out in Article 30 of the Child Protection Services Regulation: financial literacy, budget planning and preparation for working life. The Sakarya Provincial Directorate of Family and Social Services is a member of the project team (12.11.2025).

2. **SCURE: Strengthening Communities for Urban Resilience and Engagement (Erasmus+ KA220)**
This €250,000 project is led by Assoc. Prof. Dr. Cem Kırlangıçoğlu of the Faculty of Art, Design and Architecture. It develops a comprehensive risk management model to increase the disaster resilience of historic sites. Partners include İznik Municipality, the Valencian Federation of Municipalities and Provinces (Spain), the Technical University of Berlin, LARES Italy (a national association of civil protection experts) and Bursa Technical University. The project will create a disaster risk database and a GIS-based integrated disaster management model. It will also establish guidance units within local municipalities for high-risk historic buildings, and provide capacity building and stakeholder meetings for local communities (28.08.2025).

3. **Technical Evidence for Municipal Infrastructure: Road Safety Project with SASKİ**



Field application of the TÜBİTAK 2209-B road safety project: the project team and SASKİ crews after reinforcing the asphalt around a manhole cover with geosynthetic material (Sakarya, 2025).

A TÜBİTAK 2209-B project supervised by Asst. Prof. Dr. Emre Akmaz of the Department of Civil Engineering strengthens the asphalt around manhole covers with geosynthetic materials to improve road safety and extend pavement life. Field applications were carried out in cooperation with the Sakarya Metropolitan Municipality Water and Sewerage Administration (SASKİ) and a private contractor. The data from the one-year monitoring period are expected to contribute to municipal infrastructure practice (18.08.2025).

4. **Train–Equip–Employ Model (EDİM) with Hendek Municipality**
This TÜBİTAK 3005 project, led by Res. Asst. Baran Yaşar of the Department of Special Education, develops an employment model for graduates of a special education vocational school. Implemented in cooperation with Hendek Municipality, graduates with employment potential will be employed and trained at designated municipal workplaces (20.08.2025).
5. **Research Partnership with Diyanet and the Ministry of National Education on Youth**
The TÜBİTAK 3005 project “The Effect of the Problem of Evil on Deism and Atheism Tendencies: A Study on University Youth in Türkiye”, led by Assoc. Prof. Dr. Elif Nur Erkan Balcı of the Faculty of Theology, was awarded funding. It plans institutional and

academic cooperation with the Presidency of Religious Affairs and the Ministry of National Education, and its findings are intended to contribute academically to these institutions' publications for young people (27.05.2025).

6. **Policy Proposals for the Revision of Export Incentives**
   The TÜBİTAK 3005 project "Policy Proposals for Revising Export Incentives from the Perspective of Foreign Trade Entrepreneurship", led by Assoc. Prof. Dr. Ahmet Yağmur Ersoy of the Faculty of Business Administration, aims to revise current export incentives so that they also benefit disadvantaged groups, and to develop new incentive models that strengthen domestic innovation capacity.

   These examples show that Sakarya University engages in sustained, structured and verifiable policy-oriented research with government bodies throughout 2025.

Neutral Platform for Public Dialogue

Sakarya University provides a neutral, inclusive and academically safe platform that enables diverse stakeholders to openly discuss social, political, cultural, and community issues. This aligns with the commitment of SDG 16 (Peace, Justice and Strong Institutions) to promoting peaceful, inclusive, and participatory dialogue processes in public life.

During the 2025 calendar year, the University hosted academic panels, public discussion forums, community engagement workshops, and roundtable meetings bringing together local government representatives, civil society organizations, professional associations, academic experts, and student groups. These activities were designed to facilitate respectful exchange, mutual understanding, and evidence-based dialogue, without promoting or endorsing any political position.

The Turgut Özal Culture and Congress Center, campus seminar halls, and faculty-level event spaces served as neutral and publicly accessible venues, ensuring that discussions occurred in an open environment free from political influence. Student organizations and university research centers also organized themed dialogue programs addressing sustainable development, youth civic participation, social equity, cultural dialogue, and community well-being, providing safe and constructive spaces for shared problem-solving.

Academic Neutrality and Inclusive Dialogue

Institutional Policies on Academic Neutrality and Openness: These policies emphasize academic independence, transparency, inclusiveness, and the provision of unbiased discussion environments where differing viewpoints can be expressed without ideological pressure.

University Event & Public Engagement News Portal: The University's publicly available news archive and event listings provide verifiable documentation of open dialogue events, forums, and multi-stakeholder discussion platforms conducted in 2025.

Annual Administrative Activity Reports: These reports document all forums, public panels, civic engagement meetings, and multi-stakeholder dialogue activities, confirming that the University consistently implemented neutral platforms for public discourse throughout 2025.

Neutral Public Dialogue Spaces: The University provides politically neutral and publicly accessible venues, ensuring open and unbiased discussion environments

Multi-Stakeholder Participation: Events include government bodies, NGOs, students, academics, and community actors, demonstrating inclusive and participatory dialogue.

Academic Neutrality Framework: Institutional policies protect academic freedom, freedom of expression and transparency, ensuring discussions remain balanced.

Verifiable Implementation During 2025: Activities are documented and publicly accessible via event archives and official activity reports.

Together, these elements demonstrate that Sakarya University actively provides a safe, neutral, and inclusive platform for open public dialogue, in line with SDG 16: Peace, Justice and Strong Institutions.

1. **2nd Symposium on Current Problems of Turkish Civil Law: "2025 Year of the Family – The Family in Law"**



A session of the 2nd Symposium on Current Problems of Turkish Civil Law (6 May 2025).

Organized by the Faculty of Law, the symposium examined legal problems concerning the family and developed proposals for their resolution. Its two sessions were chaired by the Sakarya Chief Public Prosecutor and the President of the Sakarya Regional Court of Appeal, bringing judges, prosecutors, members of the Bar and academics together on the same platform. Participants openly discussed alimony practice, the role of Law No. 6284 and of the Bar in protecting the family and combating violence against women, maternity-related leave in working life, uncontested divorce, the recognition of foreign divorce decisions and the best interests of the child (06.05.2025).

2. A Comparative View of Turkish and American Procedural Law



Panel on Turkish and American procedural law, with a US-based lawyer joining online (30 December 2025).

This event examined how judicial processes work in the Turkish and American legal systems, with the participation of the Rector. Moderated by the Dean of the Faculty of Law, it brought together the Chief Public Prosecutor of the Sakarya Regional Court of Appeal, a member of the Sakarya Bar, a faculty member of the Faculty of Political Sciences and, online, a lawyer admitted to the California and New York Bars. Practitioners and academics discussed the structure of appellate review, investigation and prosecution procedures, equality of arms, the right of defense and the principle of an impartial judiciary (30.12.2025).

3. Panel "Violence against Women: Awareness and Combat"



Panel "Violence against Women: Awareness and Combat" at Sakarya University (25 November 2025).

This panel was co-organized by the University's Women's Studies Application and Research Center (SAÜKAM), State Conservatory and Legal Clinics Center, together with the KADEM Foundation Sakarya Representation and the Sakarya Provincial Directorate of Family and Social Services. It brought academia, civil society and public institutions together on a common platform. Moderated by the Dean of the Faculty of Law, with contributions from the Director of SAÜKAM and the Director of the Legal Clinics Center, with the Chair of the Committee on Equality of Opportunity for Women and Men of the Grand National Assembly of Türkiye and the Director of the Sakarya Violence Prevention and Monitoring Center (ŞÖNİM) among the speakers, and attended by the Rector, the Mayor of Serdivan and the Provincial Director of Family and Social Services, it addressed prevention, awareness campaigns, legal and psychosocial support mechanisms and inter-agency coordination (reported by the Ministry of Family and Social Services, Sakarya Provincial Directorate, 25.11.2025).

4. 5th International Communication Sciences Symposium (ICOMS): "Political Communication and Peace Diplomacy"



Opening of the 5th International Communication Sciences Symposium (ICOMS), 30–31 October 2025.

The University organized the fifth ICOMS together with Adapazarı Municipality and the Film Studies Association on 30–31 October 2025, bringing together academics and researchers from different countries. Under the main theme "Political Communication: Türkiye's Political Communication Strategies and Peace Diplomacy", the symposium opened to discussion Türkiye's role in international crises. Topics included the Black Sea grain corridor during

the Russia–Ukraine war, the Istanbul peace talks, and Türkiye's positions on Syria and Palestine (announcement: 20.08.2025)

5. **Panel on the Presidential Government System and the Need for a New Constitution**
   The Faculty of Law hosted a panel titled "The Conceptual Framework of Legislation in the Presidential Government System and the Need for a New Constitution", with a Member of the Grand National Assembly of Türkiye as speaker. Opening the panel, the Dean of the Faculty of Law emphasized the importance of a sound legislative framework for the rule of law. The structural transformation of the executive and the legislative process, from the submission of a bill to the Grand National Assembly to its publication in the Official Gazette, were discussed openly with students (26.05.2025).
6. **Panel: The Social and Political Anatomy of the 15 July Coup Attempt**



Panel on the social and political anatomy of the 15 July coup attempt, held within the YÖK "Science Café" program (18 July 2025).

Held within the Council of Higher Education's "Science Café" program and organized by the University's Science Communication Office, this panel examined the historical, social and political dimensions of the 15 July coup attempt. Civil–military relations and the principle that, in a democracy, each institution should act within its own constitutional boundaries were discussed. The Rector underlined that strong and autonomous universities contribute to the country's development, stability and democracy (18.07.2025).

These examples show that Sakarya University consistently provided a neutral, inclusive and publicly accessible platform for open dialogue among diverse stakeholders throughout 2025.

SAKARYA ÜNİVERSİTESİ

2025



SDG 17. PARTNERSHIPS FOR THE GOALS

17 PARTNERSHIPS FOR THE GOALS

SDG 17 - PARTNERSHIPS FOR THE GOALS

Relations with NGO's and the Government

Sakarya University stands out as a leading higher education institution in the implementation of the United Nations Sustainable Development Goals (SDGs) at the regional level, particularly in the fields of regional development and social responsibility. Through strategic partnerships with public institutions, local governments, and non-governmental organizations, the University actively supports the localization of sustainable development policies. It contributes to the advancement of a multi-stakeholder governance culture. This approach demonstrates that Sakarya University is not only an academic institution producing knowledge, but also an active stakeholder in shaping and implementing sustainable development policies at both local and national levels.

Impact Assessment and Policy Guide Development in Social Finance

Sakarya University aims to contribute to the development of sustainability policies informed by impact assessments in social finance through its qard al-hasan research project, supported under the TÜBİTAK 3005 programme. The project plans to examine the structures, operations, and socioeconomic impacts of organisations such as İKSAR, the Karz-ı Hasen Foundation, Kamperder, and the MÜSİAD Karz-ı Hasen Fund. Drawing on the research findings, it aims to develop roadmaps supporting the financial sustainability of civil society, policy recommendations strengthening cooperation among institutions, and a sustainability-based policy guide. Through these outputs, the project seeks to inform the development of social finance policies related to the Sustainable Development Goals (SDGs).





For more information, click here;

Supporting National Policy Development to Address Cyberbullying

Developed by Sakarya University students, the “Youth Alliance Against Cyberbullying” project has been awarded support under the European Solidarity Corps programme. The project plans to bring academics and students together to develop policy recommendations addressing cyberbullying and submit its findings and recommendations to Türkiye’s Ministry of Interior and Directorate of Communications. With particular attention to protecting women from cyberbullying, the project aims to contribute to national decision-making processes.





For more information, click here;

International Cooperation to Inform Pesticide Policy

Prof. Dr. Nazan Deniz Yön Ertuğ from Sakarya University's Faculty of Science has been accepted as a researcher in COST Action CA24108 (CAPSTONE). Focusing on the effects of pesticides on human and ecosystem health, this international network brings together academia, industry, regulatory bodies, and non-governmental organisations. Guided by the One Health approach, the planned work aims to provide scientific input for pesticide risk assessment and support the dissemination of findings to policymakers.



3



For more information, click here;

International Cooperation for Sustainable Space Governance

Associate Professor Sezercan Bektaş from Sakarya University's Faculty of Law has been accepted as a working group member of COST Action CA23118 (FOGOS). Focusing on peace, equity, and environmental integrity, the action aims to connect researchers with policymakers, industry, and civil society stakeholders. Drawing on his academic expertise in space law and experience as Chair of the TOBB Space Law Commission, Bektaş aims to contribute to working groups addressing peace and equity in the future of outer space.





For more information, click here;

Policy Development for Disaster Resilience in Historic Areas

Led by Sakarya University, the Erasmus+ SCURE project aims to strengthen the disaster resilience of historic areas. Project partners include Technische Universität Berlin (Germany), LARES – Unione Nazionale Laureati Esperti in Protezione Civile (Italy), Federación Valenciana de Municipios y Provincias (Spain), Bursa Technical University, and İznik Municipality. The project plans to develop a disaster risk database, risk maps, and a Geographic Information Systems-based disaster management model. It also aims to establish advisory units within local municipalities for high-risk historic buildings and prepare evidence-based policy recommendations applicable in Türkiye and across the European Union.





For more information, click here;

Sakarya University Participates in a Multi-Stakeholder Strategic Planning Workshop

Sakarya University was represented by Rector Prof. Dr. Hamza Al at the 2025–2029 Strategic Plan Workshop organised by Sakarya University of Applied Sciences. The workshop brought together representatives of the Council of Higher Education, Sakarya Governorate, Sakarya Metropolitan Municipality, Sakarya Chamber of Commerce and Industry (SATSO), public institutions, and civil society. Discussions addressed long-term objectives, participatory strategic planning, and university–business relations.





For more information, click here;

Intersectoral Dialogue

Sakarya University aims to strengthen cross-sectoral collaboration in line with the United Nations Sustainable Development Goals (SDGs) by fostering effective dialogue among academia, public institutions, industry, and civil society. Through research, innovation, and joint initiatives, the University plays a leading role in promoting the culture of sustainable development and ensuring that all stakeholders engage in shared efforts toward common sustainability objectives.Within this framework, various events, panels, and collaboration platforms organized by Sakarya University enhance interaction among the university, industry, public, and NGOs, facilitating the exchange of ideas and best practices that support economic, social, and environmental sustainability. With this multi-stakeholder approach, Sakarya University contributes directly to SDG 17 – Partnerships for the Goals, exemplifying a strong institutional model for inclusive and sustainable cooperation.

Cross-Sectoral Dialogue for Global Sustainable Development

Sakarya University participated in the Global Sustainable Development Congress 2025, jointly organised by the Council of Higher Education (YÖK) and Times Higher Education (THE). Bringing together academics, policymakers, and representatives from different sectors, the congress provided a platform for the University to present its sustainability activities and explore academic cooperation with other universities. Represented by Rector Prof. Dr. Hamza

AI, Sakarya University shared its work on sustainable campuses, Zero Waste, and digitalisation, participating in knowledge exchange and cross-sectoral dialogue around the Sustainable Development Goals.





For more information, click here;

Cross-Sectoral Dialogue on Food Safety and Sustainable Production

Sakarya University hosted the 15th Türkiye Food Congress, providing a platform for dialogue among academia, government, civil society, and the food industry. Attended by representatives of the Food Technology Association and the Ministry of Agriculture and Forestry, the congress received support from 60 universities and 57 public and private sector organisations. Bringing together approximately 450 participants, the event addressed food safety, sustainable production, resource efficiency, and food waste prevention. It aimed to strengthen knowledge exchange and cooperation on these topics relevant to SDG 2 and SDG 12.





For more information, click here;

Cross-Sectoral Dialogue for Sustainable Entrepreneurship

Sakarya University organised “Digital Ideas for Sustainable Entrepreneurship,” coordinated by its European Union and Project Management Student Society with ÜNİDES support from the Ministry of Youth and Sports. Delivered in cooperation with Kocaeli, Düzce and Üsküdar universities, Sakarya TEKNOKENT, and Sakarya Chamber of Commerce and Industry, the programme brought together academics, business representatives, and students. Representatives of VakıfBank, OTOKAR, CASEM ESG, and the Kuzey Agricultural Development Cooperative also contributed to panels addressing the sustainable economy, social entrepreneurship, circular economy, green finance, and the European Green Deal. The event provided a platform for knowledge exchange and cross-sectoral dialogue on sustainable development.





For more information, click here;

Cross-Sectoral Dialogue for Sustainable Agriculture

Sakarya University brought together academics, students, and farmers through “Volunteer Seeds: A Sustainable Environment in Agriculture,” implemented by its Young Red Crescent Student Society with ÜNİDES support from the Ministry of Youth and Sports. Academics from Sakarya University of Applied Sciences’ Faculty of Agriculture contributed to the programme, which was also attended by the Turkish Red Crescent’s Sakarya Provincial Chair. Discussions addressed climate change, organic farming, and natural resource conservation. Presentations and tree planting provided a platform for knowledge exchange and cross-sectoral dialogue on topics relevant to SDG 2 and SDG 13.





For more information, click here;

Cross-Sectoral Dialogue on Human Rights and Access to Justice

Sakarya University's Faculty of Law and Sakarya Governorate jointly organised "Foundations of Law: Administrative Justice and Human Rights." Speakers included Prof. Dr. Melikşah Yasin, a member of the Presidential Legal Policy body and an Istanbul University academic, and Dr. Eren Cenan, President of Sakarya's Second Administrative Court. Bringing together academics, legal professionals, and students, the programme addressed fair trial rights, legal certainty, and accessible judicial proceedings. An interactive question-and-answer session supported knowledge exchange and cross-sectoral dialogue on issues relevant to SDG 16: Peace, Justice and Strong Institutions.





For more information, click here;

Sakarya University Participates in a Multi-Stakeholder Strategic Planning Workshop

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For more information, click here;

Knowledge Exchange Between Students and Textile Industry Representatives

Sakarya University hosted the “Sector Summit,” organised by its Young Entrepreneurs Club, bringing students together with textile industry executives Volkan Üzüm and Ecem Bayar Sağlam. Discussions addressed international business experience, employee satisfaction, and data-informed decision-making. The summit provided a platform for students and business representatives to exchange knowledge and experience.





For more information, click here;

International Collaboration

Sakarya University places great importance on international collaborations in line with the Sustainable Development Goals (SDGs). The university conducts joint projects with various international universities, research centers, and civil society organizations to achieve sustainable development goals globally. These collaborations accelerate the transfer of knowledge and technology, enabling the development of innovative solutions in environmental, economic, and social sustainability. By organizing international conferences, seminars, and workshops, Sakarya University contributes to strengthening global sustainability networks and provides its students with a worldwide perspective. These efforts reinforce the university's leadership in sustainable development while also contributing to Turkey's stronger position on the international stage.

International Assessment of Sustainability Performance

Sakarya University participated in UI GreenMetric 2025, taking part in an international comparison of environmental sustainability performance. Covering campus infrastructure,

energy and climate change, waste, water, and transportation, the assessment placed the University 157th worldwide among 1,745 universities and 12th in Türkiye. This participation provides an example of evaluating SDG-related campus practices against international indicators. Energy efficiency, recycling, and sustainable transportation were among the principal areas reflected in the University's assessment.





For more information, click here;

Assessing Sustainability Performance Through International Indicators

Sakarya University was assessed on its environmental, social, and governance performance in the QS Sustainability Rankings 2026, published by Quacquarelli Symonds (QS). Ranked 715th worldwide among 1,994 universities, the University placed 201st globally in Environmental Sustainability and first among Türkiye's public universities in this indicator. The assessment covers environmental management, energy efficiency, and climate-friendly campus practices, alongside knowledge exchange and institutional governance. The results enable international comparison of the University's sustainability performance.





For more information, click here;





For more information, click here;

International Collaboration on Micro- and Nanoplastic Measurement

Sakarya University academic Dr. Ulaş Yurtsever has joined the “Implementation of Machine Learning” working group of COST Action CA23131–ICPLASTIC. The international network aims to develop ISO-compatible, efficient, and reproducible measurement protocols and equipment for detecting micro- and nanoplastics. Yurtsever will contribute to developing artificial intelligence algorithms for the automated and accurate analysis of large datasets obtained from spectroscopic systems. This work aims to strengthen measurement capacity relevant to monitoring plastic pollution.





For more information, click here;

International Data Sharing and Disease Surveillance through One Health

Prof. Dr. Mustafa Altındiş from Sakarya University's Faculty of Medicine will serve as Türkiye's full member in the approved COST Action CA24140, "One Health Hepevirus Network – ONWARD." This European interdisciplinary network aims to increase the sharing of hepatitis E-related virological and epidemiological data and promote screening and surveillance through a One Health approach integrating human, animal, and environmental health. The international collaboration seeks to strengthen the evidence base for disease prevention and management, supporting health monitoring activities relevant to SDG 3: Good Health and Well-being.





For more information, click here;

International Collaboration on Disaster Risk Data

Led by Sakarya University, the Erasmus+ SCURE project aims to develop a disaster risk database, risk maps, and a Geographic Information Systems-based disaster management model to strengthen the resilience of historic areas. Project partners include Technische Universität Berlin, LARES (Italy), Federación Valenciana de Municipios y Provincias (Spain), Bursa Technical University, and İznik Municipality. This international collaboration seeks to support the organisation and assessment of disaster risk data relevant to SDG 11: Sustainable Cities and Communities.





For more information, click here;

International Collaboration in Peace Research

Osman Aydoğan, a research assistant in Sakarya University's Department of Sociology, has joined COST Action CA23129, "Peace Research Community Europe" (PEACE). The action aims to strengthen interdisciplinary cooperation among European researchers and research centres to improve understanding of peace and security challenges. Focusing on peace and climate, feminist peace, emerging technologies, and local peace practices, the network seeks to support research methodology development and long-term international partnerships. This participation represents academic collaboration in peace research relevant to SDG 16.





For more information, click here;

International Data Collection Collaboration for Youth Mental Health

Associate Professor Kadriye Kobak from Sakarya University's Faculty of Communication has joined COST Action CA23153, "YouthDMH – Digital Mental Health for Young People," as a working group member. This international, interdisciplinary collaboration aims to collect early indicators and contextual data on young people's mental health through mobile, wearable, and digital tools. Involving young people, disadvantaged groups, and stakeholders from different disciplines, the action seeks to use these data to develop personalised and timely support strategies. The University's participation supports international cooperation in mental health research relevant to SDG 3.





For more information, click here;

International Research Cooperation in Oncology and Radiology

Sakarya University has signed a cooperation protocol with the Republican Specialised Scientific and Practical Medical Centre of Oncology and Medical Radiology (RUSPTOMR), affiliated with Uzbekistan's Ministry of Health. The protocol aims to develop joint scientific research, clinical activities, and educational programmes in oncology and radiology. Expert exchanges, joint training, and the sharing of clinical experience are planned to strengthen cooperation between the institutions. This partnership provides a foundation for international research and capacity building relevant to SDG 3: Good Health and Well-being.





For more information, click here;

International Research Cooperation with Jordan

A Sakarya University delegation led by Rector Prof. Dr. Hamza Al held discussions with the University of Jordan, Petra University, Al-Balqa Applied University, Jordan's Higher Council for Science and Technology, and Jordan's National Research Centre. The visits explored cooperation in joint research, academic exchanges, and digital education. The Higher Council for Science and Technology expressed its readiness to make a database of Jordanian researchers available for joint work with Sakarya University. These discussions provided a foundation for developing international research partnerships.





For more information, click here;

International Research Collaboration on Sustainable Food Packaging

Dr. Gülşah Karabulut from Sakarya University's Department of Food Engineering has been accepted as a researcher in EVOLVEPACK, supported under the PRIMA Programme. Bringing together nine institutions from eight countries, the project aims to design, process, and characterise biodegradable, compostable, and antimicrobial packaging structures to improve the safety of Mediterranean foods and reduce food waste. This international partnership seeks to advance sustainable packaging research relevant to SDG 12: Responsible Consumption and Production.





For more information, click here;

International Cooperation for Digital Water Education

Sakarya University has joined DIGITWATER, supported by the European Commission's Erasmus+ KA2 Capacity Building Programme. Coordinated by Vrije Universiteit Brussel, the project aims to strengthen water resources management education through cooperation among universities in Europe and Sub-Saharan Africa. Planned activities include digital laboratories, open-access learning modules, joint master's theses, and student projects addressing real-world water challenges. The partnership seeks to support education and research capacity relevant to SDG 6.



For more information, click here;

International Best Practices

Sakarya University collaborates with various national and international stakeholders to implement best practices in line with the Sustainable Development Goals (SDGs). The university conducts joint projects with other universities, research centers, the private sector, and civil society organizations to develop pioneering projects in sustainable development. These collaborations facilitate the achievement of environmental, economic, and social sustainability goals by enabling the sharing of innovative solutions and best practices. Through seminars, workshops, and conferences, Sakarya University promotes the exchange of knowledge and experiences, thereby increasing awareness in the field of sustainable development and contributing to the dissemination of best practices. These efforts reinforce the university's commitment and leadership in achieving sustainable development goals.

International Cooperation for Sustainable Education After Disasters

Coordinated by Sakarya University, REACT Academy has been selected for support under Erasmus+ Teacher Academies. The project will involve universities and institutions from Türkiye, Italy, Sweden, Portugal, Poland, and Greece, including Erenler District Directorate of National Education as a partner. It aims to strengthen teachers' skills in crisis management, psychological resilience, digital learning materials, and cooperation. Through a three-year programme of seminars, workshops, summer schools, and conferences, the partnership seeks to support post-disaster educational continuity relevant to SDG 4: Quality Education.





For more information, click here;

International Research Collaboration on Sustainable Food Packaging

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For more information, click here;

International Development of Resilience Practices for Historic Areas

Led by Sakarya University, the Erasmus+ SCURE project brings together Technische Universität Berlin, LARES (Italy), Federación Valenciana de Municipios y Provincias (Spain), Bursa Technical University, and İznik Municipality to strengthen disaster resilience in historic areas. Planned outputs include a Geographic Information Systems-based disaster management model, risk maps, educational materials, and municipal advisory units. The partnership also aims to produce evidence-based policy recommendations applicable in Türkiye and the European Union, supporting sustainable heritage conservation and disaster risk management practices relevant to SDG 11.





For more information, click here;

International Methodology Development for Sustainable Cities

Filiz Bacaksız, a research assistant at Sakarya University's Faculty of Education, has joined the "Plural Educational Approaches and Critical Pedagogies" working group of COST Action CA23117–CIRCUL'ARTs. The international research network develops approaches that bring together local knowledge, inclusive artistic practices, and diverse educational perspectives to support more circular and sustainable cities. Through the co-creation and exchange of knowledge and its translation into locally relevant solutions, the collaboration aims to contribute to sustainable urban practices relevant to SDG 11.





For more information, click here;

International Research Collaboration for Inclusive Climate Adaptation

Dr. Öznur Göçmen from Sakarya University's Department of Psychology has joined WG3 of COST Action CA22162–FutureMed, focusing on stakeholder and citizen engagement for inclusive climate adaptation. The international network aims to bring together researchers, policymakers, private-sector representatives, and citizens to assess climate risks and adaptation barriers in the Mediterranean region. Experiences gathered through participatory workshops, interviews, and assessment scales are intended to inform inclusive adaptation strategies and innovative tools. This collaboration supports the development of climate adaptation and resilience practices relevant to SDG 13.





For more information, click here;

International Research Collaboration on Climate Change and Mental Health

Dr. Hüseyin Zahid Kara from Sakarya University's Department of Social Work has joined the "Mental Health Impacts of Climate Change" working group of COST Action CliMent. This European interdisciplinary collaboration aims to investigate the individual and societal mental health impacts of climate change and develop coping strategies and sustainable solutions. Supported by scientific data, surveys, and reports, the work seeks to strengthen knowledge exchange among mental health professionals, educators, citizens, and policymakers. This participation supports international research cooperation to develop practices relevant to SDG 3 and SDG 13.





For more information, click here;

International Collaboration to Develop Youth Mental Health Practices

Eda Biçener, a research assistant at Sakarya University's Faculty of Education, has joined working groups WG1, WG2, and WG5 of COST Action CA23153–YouthDMH. This international, interdisciplinary research network aims to develop technology-based assessment, prevention, and intervention approaches to support young people's mental health. Involving young people, disadvantaged groups, and stakeholders from different disciplines in design processes, the action seeks to develop reliable digital support systems, personalised intervention strategies, and guidance on ethical artificial intelligence. This collaboration supports the development of inclusive mental health practices relevant to SDG 3.





For more information, click here;

International Research Collaboration on Children's Access to Justice

Dr. Özlem Aslan Bağcı from Sakarya University's Department of Special Education has joined working groups WG1, WG2, and WG6 of COST Action CA22139–Y-JustLang. This international collaboration aims to assess language needs affecting children's and adolescents' effective participation in justice proceedings and recommend measures to identify these needs. Addressing the needs of children with disabilities, multilingual children, and deaf or hard-of-hearing children, the action focuses on protecting human rights. This participation supports research cooperation to develop inclusive justice practices relevant to SDG 10 and SDG 16.





For more information, click here;

International Collaboration to Develop Micro- and Nanoplastic Detection Methods

Dr. Ulaş Yurtsever from Sakarya University's Department of Computer Engineering has joined the "Implementation of Machine Learning" working group of COST Action CA23131–ICPLASTIC. The international research network aims to develop ISO-compatible, efficient, and reproducible protocols and equipment for detecting micro- and nanoplastics. Yurtsever will contribute to developing artificial intelligence algorithms for the automated and accurate analysis of large datasets obtained from spectroscopic systems. This collaboration seeks to advance reliable measurement practices for identifying plastic pollution.





For more information, click here;

International Research Collaboration for Sustainable Food Systems

Led by Dr. Gülşah Karabulut from Sakarya University's Department of Food Engineering, the project has been awarded TÜBİTAK 2515 support within the framework of FoodWaStop COST Action CA22134. Linked to this European research network, the project aims to transform food industry by-products and waste into value-added, healthy products using artificial intelligence-assisted technologies. Through international knowledge exchange and research cooperation, the work seeks to contribute to circular food production practices relevant to SDG 12: Responsible Consumption and Production.





For more information, click here;

International Research Collaboration on Local Peace Practices

Yiğit Cebeci, a research assistant at Sakarya University's Faculty of Education, has joined the "Local Peace" working group of COST Action CA23129–Peace Research Community Europe (PEACE). Bringing together peace and conflict research centres and researchers across Europe, the interdisciplinary network aims to improve understanding of threats to peace and security and encourage new research, policies, and practices. The University's participation supports international knowledge exchange and research cooperation on local peace issues relevant to SDG 16: Peace, Justice and Strong Institutions.





For more information, click here;

Collaboration with NGO's

Sakarya University considers civil society organizations to be essential stakeholders in achieving its sustainable development goals. The university collaborates with numerous local, national, and international NGOs in the areas of education, environment, health, social equality, and volunteerism. Joint projects, seminars, awareness campaigns, and training programs implemented within this framework not only raise public awareness but also strengthen students' understanding of sustainability. Through these collaborations, the university aims to develop solutions to social problems, promote social inclusion, and encourage joint action towards achieving the Sustainable Development Goals (SDGs). This approach demonstrates that Sakarya University concretely implements the concept of "partnership for common goals" (SDG 17).

Developing Disaster Education Resources in Partnership with the Turkish Red Crescent

Sakarya University has signed a three-year cooperation protocol with the Turkish Red Crescent's Sakarya Provincial Centre to strengthen fire safety and disaster preparedness education. Planned activities include renovating the University's Fire and Fire Safety laboratory and developing educational infrastructure and content. Theoretical and practical training will be planned jointly under Red Crescent coordination, while the University will provide training

facilities and technical infrastructure. This NGO partnership aims to develop disaster preparedness and resilience education relevant to SDG 11.





For more information, click here;

Education and Projects for Women's Empowerment in Partnership with KADEM

Sakarya University has signed a cooperation protocol with the Sakarya Provincial Representation of the Women and Democracy Foundation (KADEM) to support women's social, cultural, academic, and legal development. Planned activities include training programmes, workshops, and seminars delivered jointly by the University's Women's Studies Application and Research Centre and KADEM. The NGO partnership aims to strengthen women's rights awareness, career development, and participation in society, with the University also providing access to its facilities. The cooperation seeks to support capacity-building activities relevant to SDG 5: Gender Equality.





For more information, click here;

Research on the Financial Sustainability of Civil Society

Led by Dr. Ali Can Yenice from Sakarya University, the qard al-hasan project has been selected for support under the TÜBİTAK 3005 programme. It will examine the operations and social impacts of organisations including İKSAR, the Karz-ı Hasen Foundation, Kamperder, and the MÜSİAD Karz-ı Hasen Fund. Drawing on impact assessments, the research aims to develop roadmaps supporting civil society's financial sustainability and policy recommendations for cooperation among institutions. The study seeks to connect traditional financial solidarity practices with sustainable development objectives.





For more information, click here;

NGO Cooperation for Cultural Heritage Preservation

Led by Dr. İbrahim Erdek from Sakarya University, the TÜBİTAK 3005-supported project aims to document the textile heritage and cultural transmission practices of Sakarya's Kınalı migrant community. Planned collaborators include the Sakarya Kınalılar Social Assistance, Solidarity and Culture Association, Adapazarı Public Education Directorate, Serdivan Municipality, and Sakarya Provincial Directorate of Culture and Tourism. Research findings are intended to be shared through educational modules, workshops, exhibitions, and publications. These partnerships seek to support cultural heritage preservation and intergenerational transmission relevant to SDG 11.



For more information, click here;

Research on NGO Employment and Institutional Development

Led by Prof. Dr. Özlem Balaban from Sakarya University, the “Career Opportunities in Non-Governmental Organisations” project has been selected for TÜBİTAK 3005 support. Involving researchers from Sakarya University and Sakarya University of Applied Sciences, it aims to examine university students’ potential to pursue NGO careers and assess NGOs’ employment strategies. The research seeks to develop a university–NGO cooperation model supporting student employment and NGOs’ institutional development. These objectives are relevant to SDG 8 and SDG 17.





For more information, click here;

Human Rights Awareness through NGO Cooperation

Sakarya University jointly organised a panel on East Turkistan with the Sakarya Branch of the National Turkish Students’ Union (MTTB) and the International Union of East Turkistan NGOs. Speakers shared their perspectives on human rights concerns, cultural identity preservation, and challenges facing women and children in the region. The event brought the University and civil society organisations together to exchange knowledge and promote public awareness of human rights. The topics discussed are relevant to SDG 16: Peace, Justice and Strong Institutions.





For more information, click here;

Commitment to Education

Sakarya University is committed to integrating the United Nations Sustainable Development Goals (SDGs) into its teaching and learning processes in line with its Sustainable University Policy. The University aims to enhance students knowledge, awareness and competencies in sustainable development. Its educational approach encompasses the environmental, economic and social dimensions of sustainability and is supported by theoretical courses, practical projects, field studies, seminars and workshops.

To support this institutional commitment, a "Development Goals" feature has been introduced into the SABIS Education Information System to link courses offered across associate degree, undergraduate and postgraduate programs with the SDGs. This feature is designed to identify, make visible and monitor the contributions of courses to the SDGs. Through this approach, Sakarya University seeks to strengthen the integration of sustainable development principles across academic disciplines and enhance sustainability-focused learning opportunities for students.



T.C.

Sustainable Development Goals

SAKARYA ÜNİVERSİTESİ
EĞİTİM-ÖĞRETİM GÜNCELLEME VE DEĞERLENDİRME KURULU
96 NOLU TOPLANTI KARARLARI

Eğitim-Öğretim Güncelleme ve Değerlendirme Kurulunun 27 **Aralık 2023 Çarşamba** günü saat **14.00** da yapılan toplantısında aşağıdaki kararlar alınmıştır.

1- Toplantı gündem maddeleri öncesinde Öğrenci Dekanlığı tarafından sunum yapıldı. Kurul üyelerine;
- 13.12.2023 Tarihinde yapılan 13.Öğrenci Senatosu'nda öğrencilerden gelen geri bildirimler,
- Üniversitemizde 2023-2024 eğitim öğretim yılında başlayan uygulamalar,
- Yapılması planlanan yeni uygulamalar hakkında bilgilendirme yapıldı.
- Sürdürülebilir Üniversite Politikamız doğrultusunda ön lisans, lisans ve lisansüstü olmak üzere tüm programlarda yer derslerin Birleşmiş Milletler Sürdürülebilir Kalkınma Amaçları'na katkısını belirlemek, izlemek ve geliştirmek amacıyla Eğitim Bilgi Sistemine "Kalkınma Amaçları" özelliği eklenmesine karar verildi.



Institutional Commitment to Education for the Sustainable Development Goals

Sakarya University is institutionally committed to providing meaningful, inclusive and accessible education aligned with the **United Nations Sustainable Development Goals (SDGs)**. This commitment is reflected in the University's Sustainable University Policy, which establishes sustainability as an institutional priority across education, research, governance and community engagement.

The University promotes the integration of environmental, social and economic dimensions of sustainable development into educational activities, aiming to equip students with the knowledge, skills and awareness needed to address contemporary sustainability challenges.

This institution-wide commitment encompasses students across academic disciplines and educational levels, including associate, undergraduate and postgraduate programmes.

Integration of the SDGs into Academic Programmes

Sakarya University has established an institutional framework for linking academic courses to the United Nations Sustainable Development Goals through its Education Information System (EBS), integrated within the Sakarya University Information System (SABIS).

In accordance with the University's Sustainable University Policy, the **Sustainable Development Goals feature** was introduced into the Education Information System to identify, monitor and improve the contribution of courses to the SDGs across associate, undergraduate and postgraduate programmes.

This system enables academic courses to be associated with relevant SDGs, supporting the systematic identification of sustainability-related educational content and facilitating institutional monitoring of curricular contributions to sustainable development.

By incorporating SDG mapping into its educational information infrastructure, Sakarya University strengthens the connection between academic programmes, sustainability objectives and institutional educational priorities.

Sustainability Courses and Educational Opportunities

Sakarya University offers dedicated sustainability-related courses alongside discipline-specific educational content addressing environmental, social and economic challenges.

An example is SAU 555 – Sustainability, an undergraduate elective course that introduces students to sustainability principles and the **17 United Nations Sustainable Development Goals**.

The course addresses the environmental, economic and sociocultural dimensions of sustainability and examines the individual SDGs, enabling students to understand their relevance to contemporary challenges and everyday life.

In addition to formal coursework, the University supports sustainability education through interdisciplinary research projects, practical learning activities, field studies, seminars, conferences, workshops and student-led initiatives.

These activities complement academic learning and encourage students to apply sustainability principles within their respective disciplines and professional development.

Sustainability Literacy, Awareness and Continuous Improvement

Sakarya University supports the assessment and continuous improvement of sustainability awareness through institutional educational monitoring and evaluation activities.

The University's Sustainability Literacy and Awareness Assessment, developed by the Social Contribution and Sustainability Coordinatorship, evaluates sustainability knowledge, campus awareness, environmental attitudes and sustainable everyday behaviours among students and staff.

The assessment was conducted in **2025**, with its results published in **2026**. It is implemented annually to support the monitoring of sustainability literacy and awareness over time.

Together with the SDG mapping framework in the Education Information System, these assessment activities contribute to identifying educational needs, strengthening sustainability awareness and supporting continuous institutional improvement.

Institutional Contribution to Sustainable Development Education

Through its Sustainable University Policy, SDG-linked educational information system, dedicated sustainability courses, practical learning opportunities and sustainability literacy assessments, Sakarya University demonstrates an ongoing institutional commitment to advancing meaningful education for sustainable development.

This coordinated approach supports the University's contribution to **SDG 4 (Quality Education)** and **SDG 17 (Partnerships for the Goals)** by promoting sustainability knowledge, responsible citizenship and the application of sustainable development principles across the academic community.

Full Degrees, or Electives Courses

Sakarya University aims to enhance students' knowledge, awareness and competence in sustainable development by aligning its educational and teaching activities with the United Nations Sustainable Development Goals (SDGs). The University adopts an interdisciplinary educational approach that addresses sustainability in its environmental, economic and social dimensions. In line with this, compulsory and optional courses offered at undergraduate, postgraduate and doctoral levels support students in understanding the fundamental principles of sustainable development and developing solutions to global challenges.

Courses directly related to sustainable development within the University's educational programs cover a wide range of topics, including climate change, renewable energy, the sustainable management of water resources, the prevention of environmental pollution, waste management, the conservation of biodiversity, sustainable production and consumption, the green economy and sustainable social policy. In these courses, which are offered across various disciplines, theoretical knowledge is supplemented by project work, laboratory practicals and field trips to develop students' sustainability-focused analytical and problem-solving skills.

Sakarya University also supports sustainability education through international projects and specialized training programs. Within the framework of the SUSTAIN_EU Project, carried out under the European Union's Jean Monnet Program, various training sessions have been organized on the Sustainable Development Goals, sustainable schools, environmental education, climate awareness, sustainable food production, inclusive education and the role of digital technologies in sustainability. A total of 80 participants – comprising 30 teachers and 50 university students – took part in the summer school organized under the project on the theme of 'Sustainable School – Sustainable Society', and certificates worth 3 ECTS credits were awarded to those who completed the program. Sakarya University continues its efforts

to disseminate knowledge on sustainable development, strengthen students' awareness of environmental and social responsibility, and nurture individuals capable of contributing to a sustainable future through sustainability-focused courses and practical educational activities.

Examples of Full-Degree and Elective Courses

Code	Type	Course Title	SDG	Course Summary
SAU 555	Electives	Sustainability	1–17 (All SDGs)	The course examines the environmental, economic and socio-cultural dimensions of sustainability within the framework of the United Nations' 17 Sustainable Development Goals. Topics such as poverty, inequality, health, education, clean energy and climate change are explored, supported by student research and report projects.
SAU 044	Electives	Ecology, Science and Sustainability	12, 13, 14, 15	This course examines the fundamental concepts of ecology and environmental sciences from a sustainability perspective. The structure and functioning of ecosystems, biodiversity, climate change and the impacts of human activities on the natural environment are assessed through data analysis and applied projects.
ULI 438	Electives	Global Environmental Policies and Sustainable Development	10	This course examines the formulation and implementation of global environmental policies within the framework of

Code	Type	Course Title	SDG	Course Summary
				sustainable development. International environmental agreements, the green economy, social justice and natural resource management are assessed in the context of environmental diplomacy and international cooperation.
MIM 008	Electives	Global Climate Change	11,13	This course examines the scientific, environmental, economic and political dimensions of global climate change from the perspective of sustainable development. Greenhouse gas emissions, the impacts of climate change on ecosystems, urbanization and public health and international agreements and adaptation policies are examined.
SAU 013	Electives	Environment and Energy	7, 12, 13	The course examines the environmental impacts of energy production and consumption from a sustainability perspective. Pollution from fossil fuels is compared with that from solar, wind,

Code	Type	Course Title	SDG	Course Summary
				hydroelectric, geothermal and biomass energy, within the framework of energy efficiency and national and international energy policies.
EEM 470	Electives	Renewable and Sustainable Energy	7, 12, 13	This course examines renewable and sustainable energy sources from an engineering perspective. The life cycles and environmental impacts of renewable sources are examined in comparison with fossil fuels, alongside energy and environmental law and mitigation measures.
BIY 215	Electives	Environmental Problems and Solutions	3, 6, 12, 13, 14, 15	The course examines current environmental issues from the perspective of sustainable development, taking into account their ecological, social and economic dimensions. Air, water and soil pollution, loss of biodiversity, waste management and climate change are assessed alongside proposed solutions within the framework of their impacts on human health, environmental

Code	Type	Course Title	SDG	Course Summary
				law and environmental ethics.
CVM 403	Compulsory	Life Cycle Analysis	9, 12, 13	This course covers methods for assessing the environmental impacts arising throughout the life cycle of products and processes. The stages of defining system boundaries, compiling inventories, assessing impacts and interpreting results, as set out in ISO 14040 and ISO 14044, are examined through practical applications.
CVM 309	Compulsory	Solid Wastes and Control	11, 12, 13	This course examines waste management methods for controlling the environmental impacts of solid waste from a sustainable development perspective. The classification and characterization of waste, collection and transport systems, landfill design and composting, biomethanisation and incineration processes are examined.
CVM 307	Compulsory	Air Pollution and Control	3, 4, 6, 7, 8, 9, 10, 11, 14, 15	The course addresses the sources of air pollution, its effects on human health and the environment, and engineering solutions for

Code	Type	Course Title	SDG	Course Summary
				pollution prevention. Pollutant measurement and modeling, particulate and gaseous separation technologies, and national legislation and international agreements are evaluated together.
CVM 302	Compulsory	Water Treatment	6	This course examines water treatment methods to provide safe, clean drinking water from a sustainable water management perspective. Water quality standards; aeration, coagulation-flocculation, sedimentation, filtration and disinfection processes; and plant design and sizing are examined through practical applications.
CVM 308	Compulsory	Collection and Disposal of Wastewater	6,11	This course examines infrastructure systems for the safe collection and disposal of wastewater and rainwater from the perspective of sustainable water and environmental management. The design of sewer networks, hydraulic calculations and urban drainage applications are assessed in conjunction with the

Code	Type	Course Title	SDG	Course Summary
				principles of project planning.
CVM 310	Compulsory	Treatment of Wastewater	3,6,14	This course examines treatment methods to reduce the adverse effects of wastewater on the environment and human health from a sustainable water management perspective. Physical and biological treatment processes, activated sludge systems, nutrient removal and alternative technologies, and plant design and sludge management are examined.
CVM 337	Electives	Environmental Health Management	1, 3, 6, 7, 9, 11, 12,13, 15	This course examines the effects of environmental pollution on human health and working life from the perspective of sustainable environmental and public health management. Risks arising from air, water, solid waste, radiation and noise are assessed in the context of occupational diseases, preventive health approaches and occupational health and safety responsibilities.
CVM 443	Electives	Practical Applications of	6, 9, 12	The course examines water usage and

Code	Type	Course Title	SDG	Course Summary
		Water and Wastewater Treatment		wastewater management in industrial production processes from the perspective of sustainable industry and environmental management. Applications related to process water usage, wastewater characterization, treatment and energy recovery are supported by relevant legislation, case studies from organized industrial estates and technical visits.
CVM 450	Electives	Disinfection By-Products in Drinking Water and Their Control	3.6	This course examines the effects of by-products formed during drinking water disinfection on human health and water quality from the perspective of sustainable water management. Chloramine, ozone and UV applications, the role of natural organic matter in trihalomethane formation and relevant standards are examined within the framework of advanced oxidation, membrane and adsorption processes.
CVM 429	Electives	Advanced Treatment Systems	2,3,4,6,7,12,14	The course examines advanced technologies for water and

Code	Type	Course Title	SDG	Course Summary
				wastewater treatment from the perspective of sustainable water management and environmental protection. The design principles of advanced biological treatment, membrane bioreactors, adsorption, ion exchange and advanced oxidation processes for pollutants that cannot be removed by conventional methods are examined.
BIY 319	Electives	Limnology	6.15	This course examines the structure, functioning and conservation of lakes, rivers and other freshwater ecosystems from the perspective of sustainable water resources management. The physical, chemical and biological characteristics of inland waters, food chains and energy flow, as well as the ecological impacts of pollution, are examined and supported by field studies.
MKM 469	Electives	Power Plants	7.13	This course examines energy production technologies based on renewable energy sources from a sustainable development

Code	Type	Course Title	SDG	Course Summary
				perspective. Topics such as resource characteristics, system design, capacity and efficiency calculations and energy security and conservation are assessed.

Examples of Elective Courses for Master's Programs

Code	Type	Course Title	SDG	Course Summary
CEM 527	Electives	Sustainable and Integrated Water Resources Management under Climate Change	6, 13, 14, 17	The course examines the impacts of climate change on water resources and approaches to their sustainable, integrated management. The effects on lakes, groundwater, wetlands and agricultural irrigation, as well as threats to water security, are assessed within the framework of the national climate action plan and the national water plan.
CEM 523	Electives	Global Plastic Pollution and Sustainability	3, 9, 12, 14, 15	This course examines the environmental, ecological and social impacts of global plastic pollution from a sustainable development perspective. Microplastic pollution and the associated risks to ecosystems and human health are assessed in the context of recycling, the circular economy, sustainable material alternatives and national and international policies.

Code	Type	Course Title	SDG	Course Summary
CEM 518	Electives	Global Climate Change	11, 13, 17	The course examines the scientific, environmental, economic and political dimensions of global climate change from the perspective of sustainable development. It explores greenhouse gas emissions, the impacts of climate change on ecosystems and cities, international climate agreements and mitigation and adaptation policies.
ELK 503	Electives	Energy Efficiency in Lighting	7, 9, 11	This course examines the technology, design methods and applications aimed at improving energy efficiency in lighting systems from the perspective of sustainable energy management. Efficient equipment, lighting automation, simulation and economic evaluation calculations are examined in the context of applications at residential, public, office, industrial and urban scales, as well as in relation to light pollution.
ISG 513	Electives	Industrial Pollution and Control	8, 9, 12, 13	This course examines methods for preventing and controlling environmental pollution arising from industrial activities, from the perspective of sustainable production and environmental management. Waste minimization, recycling and recovery technologies are assessed in conjunction with environmental management systems, risk assessment, occupational health and safety

Code	Type	Course Title	SDG	Course Summary
				practices, and relevant legislation.
CEM 512	Electives	Bioenvironmental Engineering	6, 7, 9, 12	This course addresses biotechnological methods for preventing environmental pollution, recovering waste and managing resources sustainably. The biological treatment of domestic, industrial, agricultural and hazardous waste; biodegradation, biosorption, biotransformation and composting processes; and biogas production and energy recovery are examined.
CEM 545	Electives	Biotechnology Applications in Water and Wastewater Treatment	6, 9, 12	The course examines biotechnological methods used in water and wastewater treatment from the perspective of sustainable water management and environmental protection. Microbiological and biochemical processes, growth and enzyme kinetics, the design of activated sludge systems, and aerobic-anaerobic treatment mechanisms are examined alongside laboratory-scale reactor applications.
CEM 551	Electives	Surface Water Quality Modeling	6,15	This course examines modeling methods for assessing and protecting surface water resources, such as rivers and lakes, from a sustainable water management perspective. Water quality standards, reaction kinetics, mass

Code	Type	Course Title	SDG	Course Summary
				balance, dissolved oxygen and eutrophication processes are examined through computer-aided models and applied studies.

Examples of Elective Courses for Doctoral Programs

Code	Type	Course Title	SDG	Course Summary
CEM 612	Electives	Risk Assessments in Water Management and Climate Change	6, 13, 15	The course examines the impacts of climate change on water resources and ecosystems from the perspective of sustainable water management and environmental risk assessment. The water cycle, water quality and ecological risk assessment methods are examined within the framework of climate models, risk analysis applications and case studies.
CEK 617	Electives	Green Economy and Sustainable Social Policy	1, 5, 8, 10, 11	The course examines the links between the green economy and sustainable social policy from economic, social and environmental perspectives. The theoretical foundations of the green economy and the role of social policies in environmental transformation are assessed through the prism of employment, poverty, housing, transport, health, education and gender policies.
ELK 610	Electives	Clean Energy	7, 9, 11, 13	This course examines the use of clean and renewable energy sources, their environmental impacts and sustainable energy

Code	Type	Course Title	SDG	Course Summary
				technologies from the perspective of combating climate change. Solar, wind, geothermal, hydroelectric, biomass and hydrogen energy, as well as fuel cells, are examined in the context of greenhouse gas reduction, energy conservation and international energy legislation.
CEM 617	Electives	Water Efficiency in Industry and Water Footprint	6, 9, 12	This course addresses the efficient use of water resources in industrial production processes and sustainable water management approaches. Industrial water consumption, catchment management, water footprint calculations, water conservation and the recovery and reuse of wastewater are assessed alongside production approaches aimed at achieving zero water consumption.
CEM 607	Electives	Advanced Oxidation Systems for Water and Wastewater Treatment	3,6,9	This course examines advanced oxidation technologies used in water and wastewater treatment from the perspective of sustainable water management and environmental protection. The formation mechanisms of hydroxyl radicals, along with ozonation, Fenton, photochemical and sonochemical oxidation methods, are examined within the framework of domestic and industrial wastewater applications and cost analyses.
CEM 604	Electives	Use of Sewage Sludge in Agriculture	2,12,15	The course examines the safe and sustainable use of sewage sludge in agriculture from the

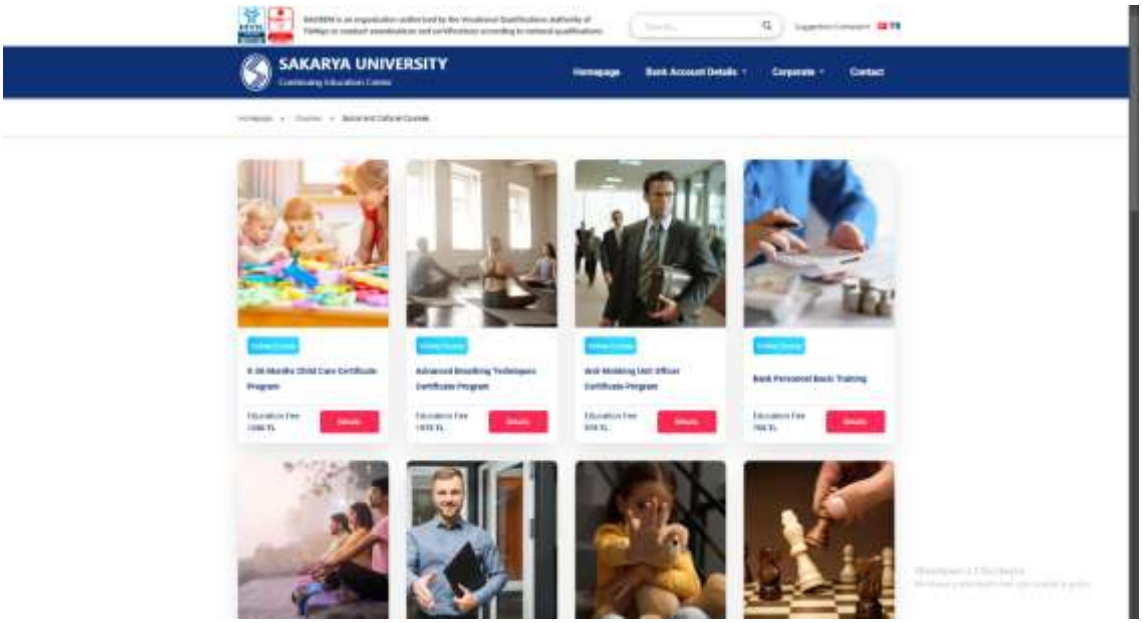
Code	Type	Course Title	SDG	Course Summary
				perspectives of waste recovery and soil resource conservation. Sludge composition and quality criteria, agricultural application methods, risks associated with heavy metals and organic pollutants, environmental risk assessment and relevant legislation are examined within this context.

Educational Activities

In line with its approach to lifelong learning and social contribution, Sakarya University supports individuals who are not enrolled at the University in accessing educational opportunities. Within this framework, the Sakarya University Center for Continuing Education, Application and Research (SAÜSEM) offers social, cultural, technical and vocational training programs aimed at graduates, the local community, employees and individuals wishing to pursue their professional development. Through these activities, the University aims to broaden access to high-quality education, enhance individuals' knowledge and skills, and contribute to sustainable social development.

- **Social and Cultural Courses**

SAÜSEM organizes social, cultural and personal development-focused training and certification programs for various sections of society. Programs such as Basic Sign Language Training, Chess Training, Basic Breathing Techniques, Anti-Bullying Officer Training and Career and Vocational Guidance aim to develop participants' communication skills, social awareness and personal competencies. These training programs are linked to SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities) by supporting lifelong learning and strengthening social inclusion.



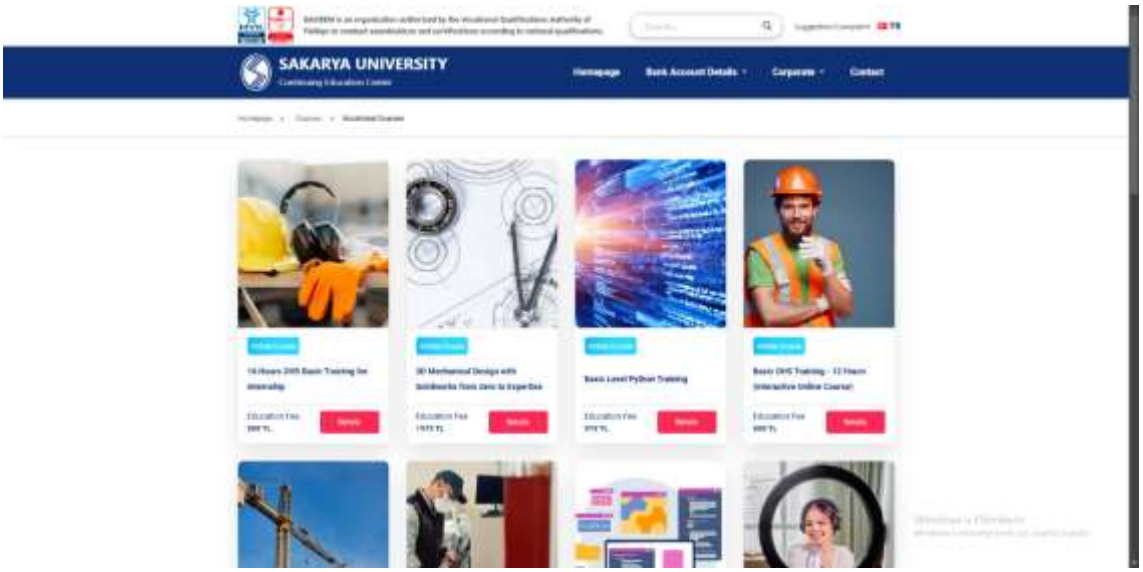


For more information, click here;

- **Vocational Courses**

SAÜSEM offers a range of technical and vocational training programs aimed at developing individuals' vocational skills and supporting their adaptation to the needs of the changing labor market. Programs such as Digital Content Creation, Database Querying with Python and SQL, Health and Safety at Work, Hygiene Training, Fire Safety, Time and Stress Management, and 3D Mechanical Design with SolidWorks focus on developing participants' technical knowledge and vocational skills. These activities support the Sustainable Development Goals (SDGs) on quality education (SDG 4), decent work and economic growth (SDG 8), and industry, innovation and infrastructure (SDG 9).

Through the training opportunities it offers via SAÜSEM, Sakarya University shares the University's body of knowledge with the community, promotes lifelong learning and continues its educational activities aimed at local development.





For more information, click here;

- **A Talk on Zero Waste and Sustainable Living Was Held in Collaboration with Sakarya University and the Metropolitan Municipality**

Sakarya University organized an event entitled ‘Green Mind Meetings: Zero Waste Together’ as part of its Science Talks Series, held in collaboration with Sakarya Metropolitan Municipality. The program was attended by academics, environmental engineers, village heads and school administrators. The talk, which featured a contribution from Assoc. Prof. Dr. Aliye Suna Erses Yay, addressed sustainable consumption habits, the prevention of waste generation, recycling and zero-waste practices. Furthermore, the Sakarya Metropolitan Municipality’s waste management projects and initiatives aimed at environmental sustainability were shared with the participants. The event, which strengthened cooperation among the University, local authorities and community representatives, helped raise awareness of sustainable consumption, enhance environmental awareness and foster a zero-waste culture at the societal level.



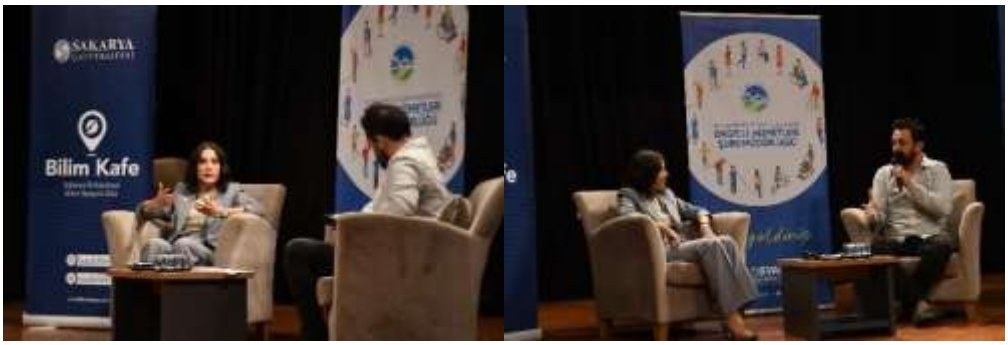


For more information, click here;

- **Autism Awareness and Inclusive Education Talk at Sakarya University**

As part of its Science Talks Series, Sakarya University organized an event entitled ‘Autism: Facts and Myths’ at the Sakarya Metropolitan Municipality Social Development Center. The talk, delivered by Associate Professor Dr Canan Sola Özgüç from the Department of Special Education, addressed the need to raise public awareness of autism and discussed inclusive education approaches.

The event examined the diversity of the autism spectrum, the importance of early diagnosis, special educational provision and the challenges faced by people with autism in their educational journeys. Furthermore, the event highlighted families’ access to reliable information sources, teachers’ responsibilities in inclusive education, and societal acceptance of neurodiversity. By bringing the University's academic expertise to the local community, the event supported equal educational opportunities for individuals with autism, reduced societal prejudices, and fostered a more inclusive understanding of society.





For more information, click here;

- **A Talk on Disaster Preparedness and Social Resilience Was Held at Sakarya University**

Sakarya University organized an event entitled ‘Accurate Information and the Right Steps for Social Resilience in the Wake of a Disaster’ as part of its Science Talks Series. During the program, which was also attended by representatives of the Turkish Red Crescent in Sakarya, Assoc. Prof. Dr. Onur Karakayalı shared his knowledge and experience regarding disaster preparedness and post-disaster response processes. The discussion covered topics such as pre-disaster planning, earthquake safety, emergency preparedness, post-disaster health risks and informed volunteering. Furthermore, the importance of inter-agency coordination and social solidarity in disaster management was emphasized. The event, which brought together the University's academic expertise with representatives of the local community and civil society, helped raise awareness of disasters, strengthen social resilience and promote the sharing of knowledge on disaster preparedness.





For more information, click here;

- **A Talk on Earthquake Awareness and Disaster Preparedness Was Held at Sakarya University**

As part of its Science Talks Series, Sakarya University organized an event entitled ‘Earthquakes in Turkey and Precautions to Be Taken’ at the Science Café. During the talk, delivered by Prof. Dr. Murat Utkucu, a lecturer in the Department of Geophysical Engineering, scientific information on earthquake risks and disaster preparedness was shared with participants.

The event addressed the mechanisms behind earthquake formation, fault lines, Turkey’s seismic characteristics and the potential impacts of earthquakes on Sakarya. Furthermore, the importance of assessing earthquake risks using scientific methods, pre-disaster preparedness and the creation of safe settlement areas was emphasized. The event, which brought the University's scientific expertise to the local community, contributed to raising earthquake awareness, strengthening societal resilience against disasters and developing risk awareness for sustainable cities.



For more information, click here;

- **Sustainable Future Meetings Held at Sakarya University**

As part of the ‘Sustainable Future Meetings’ organized by the Social Contribution and Sustainability Coordination Unit at Sakarya University, a public science talk on climate change and environmental sustainability was held. Assoc. Prof. Dr. Hasan Volkan Oral, a lecturer at Istanbul Aydın University, served as a speaker at the event held at the Science Café. The talk addressed climate change, greenhouse gas emissions, water scarcity, the conservation of natural resources, the circular economy and nature-based solutions. Furthermore, the environmental, economic and social dimensions of sustainable development were assessed, and the impacts of human activities on ecosystems were discussed. The event, which supports the exchange of academic knowledge between universities and fosters university-community interaction, helped raise public awareness of sustainable development and share scientific approaches to environmental problems with the wider community.





For more information, click here;

- **A Talk on Food Safety and Sustainable Consumption Was Held at Sakarya University**

Sakarya University organized an event entitled ‘Safe Food, Healthy Tomorrows’ as part of its Science Talks Series. During the talk, delivered by Prof. Dr. Serap Coşansu Akdemir, a lecturer in the Department of Food Engineering, participants were provided with information on food safety, sustainable consumption and food literacy. The event addressed the prevention of food waste, the correct interpretation of food labels, hygiene practices, the risks of cross-contamination and safe food consumption. Furthermore, the importance of developing conscious consumption habits for both individual and public health was emphasized. The event, which brought the University's scientific expertise to the wider community, helped raise awareness of food safety, promote sustainable consumption habits and foster greater awareness of healthy living.





For more information, click here;

- **Institutional Collaboration on the Education and Social Reintegration of Prisoners at Sakarya University**

Sakarya University has signed a two-year cooperation protocol with Sakarya No. 2 L-Type Closed Prison to improve educational opportunities for prisoners and support their social reintegration. Under the terms of the agreement, the aim is to make the University's academic expertise available to individuals within the prison. As part of this collaboration, plans include organizing vocational training, rehabilitation programs, seminars, workshops and socio-cultural activities for prisoners and detainees, as well as supporting the professional development of prison staff. Furthermore, joint initiatives are envisaged in the areas of combating addiction, preventing violence and social responsibility. The protocol, which strengthens cooperation between the University and public institutions, aims to increase access to educational opportunities for disadvantaged individuals, support social inclusion and develop inter-institutional partnerships in line with sustainable development.







For more information, click here;

Sakarya University Provides Educational and Social Support to Children Receiving Treatment in Hospital

Sakarya University, in collaboration with the Sakarya Provincial Directorate of Health, is supporting the educational processes and social development of children receiving treatment in hospital as part of its 'Hospital School Project'. The activities, which take place in a special classroom set up within the Pediatric Oncology Department at Sakarya Training and Research Hospital, aim to enhance children's access to learning opportunities and their participation in social life.

As part of the project, education- and development-focused activities across various fields-such as music, art, drama, origami and experimental work-were organized over 11 weeks, with the participation of 11 student groups. Now in its second year, the project supports children's rehabilitation whilst encouraging university students to participate in social responsibility initiatives. As a concrete example of collaboration between universities and healthcare institutions, the project contributes to equal educational opportunities and social solidarity by providing inclusive learning opportunities for children who may face difficulties in mainstream education due to their health conditions.





For more information, click here;

Sustainability Literacy

Sakarya University adopts a comprehensive approach to sustainability literacy by integrating education, awareness-raising and assessment activities. The University aims to enhance students' and staff's understanding of the United Nations Sustainable Development Goals (SDGs), strengthen environmental and social responsibility, and encourage the integration of sustainability principles into everyday life.

To support these objectives, the University administers the "Sustainability Literacy and Awareness Test" to assess sustainability knowledge, attitudes and practices and uses the findings to inform educational improvements. These efforts are complemented by the "SUSTAIN_EU Jean Monnet Project", which provides sustainability-focused training through summer schools, lectures and interactive learning activities. By bringing together students, teachers and academics, these initiatives contribute to the development, assessment and wider dissemination of sustainability literacy within the University and the broader community.

Measuring and Assessing Sustainability Literacy

Sakarya University is conducting assessment and awareness-raising initiatives to promote a culture of sustainability and evaluate students' knowledge of sustainability. As part of this, the "Sustainability Literacy and Awareness Test", developed by the Social Contribution and Sustainability Coordination Unit, aims to assess students' and staff's knowledge of

sustainability, awareness of campus practices, environmental attitudes and daily lifestyle habits.

The assessment tool covers four key dimensions: global sustainability knowledge, campus sustainability awareness, environmental attitudes and sensitivity, and sustainable behaviors. Participants' levels of knowledge and awareness on topics such as climate change, biodiversity, zero waste, energy saving, waste management and responsible consumption are examined.

First implemented in 2025, with results shared in 2026, the assessment is open to both students and staff. Through its regular implementation, the aim is to monitor changes in sustainability literacy over time, identify training needs and develop awareness-raising initiatives. Furthermore, feedback from participants is collected through evaluation questionnaires administered after sustainability events, thereby supporting improvements to educational activities.



For more information, click here;

Jean Monnet Summer School for a Sustainable Future at Sakarya University

Sakarya University organized a summer school on the theme of 'Sustainable School – Sustainable Society' from 23 to 26 June 2025, as part of the SUSTAIN_EU Project carried out under the European Union's Jean Monnet Program. Held at the Culture and Congress Center on Sakarya University's Esentepe Campus, the program was attended by 80 participants, comprising 30 teachers working in Sakarya and 50 students from the University. The four-day training sessions covered the United Nations Sustainable Development Goals, sustainability literacy, environmental education, climate awareness, disaster literacy, sustainable food production and dietary habits. Additionally, the program examined the effects of climate change on mental health, sustainable assessment and evaluation, and student-centered learning approaches.

Bringing together participants from various academic disciplines, the program fostered the sharing of knowledge and experience regarding sustainable development through interactive teaching methods and group work. Participants who completed the free summer school were awarded certificates worth 3 ECTS credits. The program contributed to the wider dissemination of sustainable development education and the strengthening of collaboration between the University and the local education community.



For more information, click here;

SUSTAIN_EU Summer School Focused on Sustainable Development Held at Sakarya University

Sakarya University organized a summer school on the theme of 'Sustainable School – Sustainable Society' from 23 to 26 June 2025 as part of the SUSTAIN_EU Project, supported by the European Union's Jean Monnet Program. The program, held at the Culture and Congress Center on the Esentepe Campus, was attended by 80 participants, including 30 teachers working in Sakarya and 50 students from Sakarya University.

During the four-day summer school, the environmental, social and educational dimensions of sustainability were addressed within the framework of the United Nations Sustainable Development Goals (SDGs). The training sessions covered sustainability literacy, environmental education, climate and disaster awareness, sustainable food production and dietary habits, the effects of climate change on mental health, sustainable assessment and evaluation, and student-centered learning approaches.

As part of the program, Prof. Dr. Mustafa Bayrakcı, Prof. Dr. Zehra Ayhan, Assoc. Prof. Dr Gözde Sezen Gültekin, Assoc. Prof. Dr Gülden Kaya Uyanık, Assoc. Prof. Dr Sümeyye Derin, Assoc. Prof. Dr. Ömer Cem Karacaoğlu, Dr. Melek Süler, Dr. Hande Dindar, Dr. Hatice Neslihan Demiriz, Dr. Seda Demir and Dr. Cansu Bayrakcı delivered the training sessions.

Interactive teaching methods and group work were used to encourage participants to share their knowledge and experience. Participants who completed the program were awarded certificates worth 3 ECTS credits. The SUSTAIN_EU Summer School contributed to the wider dissemination of sustainability education and to strengthening collaboration between the University and the local educational community.





For more information, click here;

Sustainable Development Goals Training Held at Sakarya University as Part of the Sustain_EU Project

Sakarya University organized a training session on sustainable development for students as part of the Sustain_EU Project, supported by the European Union's Jean Monnet Program. During the program, Associate Professor Dr. Gözde Sezen Gültekin delivered the project's first presentation on the United Nations Sustainable Development Goals (SDGs).

The training addressed the 17 Sustainable Development Goals, examining efforts to fight poverty, promote social equality, advance environmental sustainability and uphold the fundamental principles of sustainable development. In the second part of the program, discussions were held with active student participation, focusing on SDG 4 – Quality Education. Emphasis was placed on education's contribution to sustainable development and its role in building a sustainable society. The event helped to enhance students' knowledge and awareness of the Sustainable Development Goals, foster an understanding of the relationship between sustainability and education, and develop their critical thinking skills regarding global issues.





For more information, click here;

Training on Sustainability and Sustainable Schools Held at Sakarya University

Sakarya University organized a training session for students entitled 'Sustainability and Sustainable Schools' as part of the Sustain_EU Project, which is being carried out under the European Union's Jean Monnet Program.

The training, delivered by Elif Ayanoğlu Alkaya and Derya Özkarayaka, covered the fundamental principles of sustainability, sustainability initiatives at international and European Union levels, and sustainable school practices. During the discussions, which involved active student participation, the integration of sustainable development into educational processes and the development of sustainable learning environments were evaluated. The event helped enhance the students' knowledge and awareness of sustainability.





For more information, click here;

Sustainability and Inclusion Training Held as Part of the SUSTAIN_EU Project

As part of the SUSTAIN_EU Jean Monnet Project, led by Sakarya University, a lecture entitled 'Sustainability and Inclusion in Early Childhood' was delivered by Associate Professor Dr. Zeynep Dere of Ege University.

The lecture addressed the importance of education for sustainable development, the environmental, social and economic dimensions of sustainability and inclusive education practices in early childhood. Furthermore, the importance of instilling environmental awareness, social responsibility, empathy and collaboration skills in children from an early age was emphasized. The event helped enhance knowledge and awareness of sustainable and inclusive educational approaches.



For more information, click here;

SAKARYA ÜNİVERSİTESİ

2025



SDG REPORT

CONTACT INFORMATION

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