



2024 Sustainability Report **SDG 17**



PARTNERSHIPS FOR THE GOALS

LETTER FROM THE REPORT RECTOR



Ege University is a leading university, an example of the Turkish higher education system, which has received Turkey's first Institutional Full Accreditation Certificate and has the identity of a Student-Focused Research University.

Our University, with its 69-year deep-rooted history, strong academic staff, qualified scientific studies, distinguished students, and graduates, is to make a supreme effort to build a solid future for new generations by being sensitive to the realities of the world, our country and the society we live in. Ege University is a strong research institution with an entrepreneurship and innovation ecosystem where R&D, innovation, knowledge, and technology transfer take place between industry and university.

Ege University has adopted all the goals of eliminating inequalities, strengthening economic growth and employment, improving cities and residential areas, ensuring industrialization, protecting oceans and ecosystems, producing and consuming energy more sustainably, combating climate change, developing sustainable production and consumption, and empowering human rights. Our university operates within an adequate ultrastructure designable to implement all academic and operational activities within the SDGs framework.

We steadfastly persist in our pursuit of elevating Ege University into a vanguard research institution dedicated to pioneering technological advancements in support of sustainable development.

This report not only contains in-depth information about Ege University's remarkable efforts in each of the United Nations Sustainable Development Goals throughout 2024 but also reveals the key strategies of our institution. Moreover, it serves as a guiding compass, not only illuminating our efforts but also enabling a keener determination of our evolving needs and strategic plans.

In harmonious unity, we ardently endeavor to steer our institution towards a guiding and pioneering role by meticulously realizing our objectives through a management philosophy of fairness, equity, and accessibility.

I appreciate all my esteemed colleagues whose collective efforts have shaped this report.

With warm regards and respect..."

Prof. Dr. Necdet BUDAK
Rector



LETTER FROM THE REPORT TEAM

As the Sustainability Report Team, Ege University, we are proud and excited to present the third annual Sustainability Report of Ege University, one of Turkey's pioneering universities, prepared to concretize the University's commitment to sustainability and enable you to follow our sustainability-related efforts closely.

Sustainability lies at the heart of Ege University's main objectives. Besides, our university bears the responsibility of leaving a more livable world to future generations, and it emphasizes its determination to integrate sustainability principles in the fields of education, research, social contribution, and campus management. Over the years, Ege University has built a strong track record of offering sustainable solutions to address the challenges facing the university and society. In 2020, all these efforts culminated in establishing the Rankings Office. This move not only strengthened the university's commitment to sustainability but also led to the formation of sub-commissions focusing on various Sustainable Development Goals. These sub-working groups brought together academics and administrative staff from every faculty and the Rectorate, each contributing diverse perspectives and professional expertise.

What makes the Rankings Office even more dynamic is its inclusion of the Sustainability Report Team, which actively participates in all activities, thus enhancing the visibility of the office across the university.

Ege University aims to extend influence far beyond the boundaries of our institution. The EGE Sustainability Team seeks to be a trailblazer in instilling a culture of sustainability in other higher education institutions. Our Sustainability Team and its sub-working groups are going to serve as advisors to our university as well as to other universities, offering insights into Sustainable Development Goals and impact management. Furthermore, we are going to continue to be actively involved in educational initiatives that support schools on their sustainability journeys.

Beyond our campuses, we actively engage with local communities, businesses, and government entities to foster sustainable relationships, collaborate on solving common issues, and share our wealth of knowledge.

Ege University is unwavering in its commitment to the responsible management of resources to mitigate their impact on society, the environment, and the economy. This report offers a transparent and current source of information, providing valuable guidance to universities and stakeholders seeking to expand their knowledge on sustainability.

EGE University is actively dedicated to advancing sustainability through research, education, and innovation to become a leading institution in Turkey and worldwide. Our primary focus is on enhancing the accessibility, inclusivity, and affordability of our university for the benefit of our community. We cultivate positive partnerships with industry leaders to strengthen our engagement and ensure the use of environmentally sustainable practices that support innovation and research.

This report offers insight into EGE UNI's position in 2024 regarding enhancing sustainability in Turkey. We share our initiatives and commitments related to environmental, social, and economic sustainability, along with their corresponding impacts. We extend our gratitude to our sub-working groups, the Sustainability Report team, our dedicated students, EGE's esteemed academicians, and the Rectorate for their unwavering efforts this year to further our sustainable impact.

Our journey towards securing the sustainability of our world is an extensive and long way one. As the EGE Sustainability Team, we place our trust in the dedication of our university's staff and students to continue their improvements this year and sustain their endeavors well into the future.

We appreciate your interest in the Ege University Sustainability Report and eagerly welcome the feedback of our readers.

Prof. Dr. Gökür ŞİŞMAN AYDIN
Coordinator
EU Sustainability Office

Ege University has a leading role not only in education and research but also in sustainability and environmentally friendly approaches. In this context, a comprehensive sustainability policy has been established in parallel with the SDGs. The sustainability vision of Ege University, as outlined in these plans and policies, is implemented in cooperation with national and international institutions, local and national governments, and communities.

Ege University, with its strong academic staff and institutional expertise, officially assigns subject-matter experts to commissions, boards, and working groups established within local, regional, and national public institutions, as well as national and international non-governmental organizations, in order to contribute to the achievement of the Sustainable Development Goals.

Within this framework, more than **170 Ege University academics** actively serve in over **250 commissions, boards, and working groups** formed by public institutions and non-governmental organizations at local, regional, and national levels, taking active roles in **identifying problems and needs, developing policies and strategies, modelling possible scenarios, monitoring interventions, and reporting.**

[List of Assignments of Academics in Government and NGO Commissions](#)

In addition, Ege University contributes to the development of **public policies and strategic plans** through active participation as an **institutional stakeholder**. In accordance with national legislation, public institutions such as **ministries, municipalities, and regional development agencies** invite Ege University to provide **expert opinions, feedback, and data** in the preparation of their strategic and action plans.

Click below to view selected examples and details of Ege University's institutional participation in the strategic planning and policy development processes of local, regional, and national public authorities.

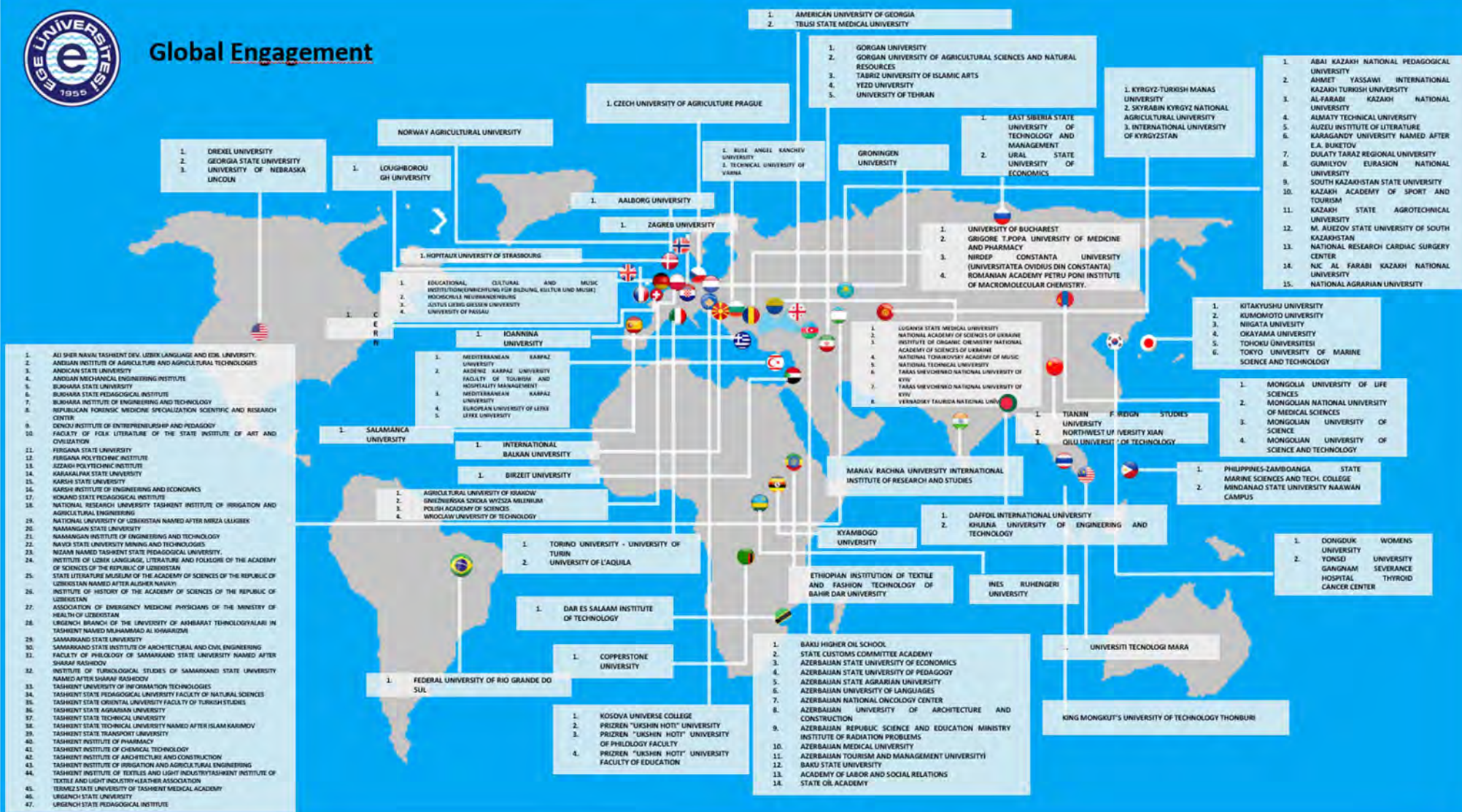
[Selected Institutional Examples of Ege University's Participation in Strategic Plan and Policy Development Processes](#)

Global Engagement

The commitment to achieving the Sustainable Development Goals (SDGs), especially in the context of 'Partnership for the Goals,' is paramount. Ege University actively engages in a wide array of initiatives by partnering with academic institutions, government bodies, and non-governmental organizations on Sustainable Collaborations. Our global engagement and Exchange Programs Partnerships maps showcase the most significant international academic collaborations.



Global Engagement





Erasmus+ and Orhun Exchange Programs Partnerships

POLAND

- 1- Uniwersytet Przyrodniczy w Lublinie
- 2- Uniwersytet W Białymostku
- 3- Wydział Inżynierii i Techniki
- 4- Uniwersytet Ekonomiczny (Wydział Zarządzania)
- 5- Uniwersytet Ekonomiczny w Katowicach
- 6- Uniwersytet Ekonomiczny w Katowicach
- 7- Uniwersytet Ekonomiczny w Katowicach
- 8- Uniwersytet Ekonomiczny w Katowicach
- 9- Uniwersytet Ekonomiczny w Katowicach
- 10- Wydział Zarządzania Uniwersytetu Ekonomicznego w Katowicach
- 11- Uniwersytet Józefa Piłsudskiego w Katowicach
- 12- Uniwersytet Ekonomiczny w Katowicach
- 13- Politechnika Śląska
- 14- Uniwersytet Ekonomiczny w Katowicach
- 15- Uniwersytet Łódź
- 16- Łódź University of Technology
- 17- Uniwersytet Łódź
- 18- Uniwersytet Łódź
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- 28- Uniwersytet Łódź
- 29- Uniwersytet Łódź
- 30- Uniwersytet Łódź

HOLLAND

- 1- Hogeschool Utrecht University of Applied Sciences
- 2- Hogeschool Utrecht University of Applied Sciences
- 3- Hogeschool Utrecht University of Applied Sciences
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GERMANY

- 1- Justus-Liebig Gießen Uni.
- 2- Rheinisch-Westfälische Tech. Hochschule Aachen
- 3- Otto-Friedrich-Universität Bamberg
- 4- Freie Universität Berlin
- 5- Hochschule für Wirtschaft und Recht Berlin
- 6- Humboldt-Universität zu Berlin
- 7- Hochschule für Technik und Wirtschaft Berlin
- 8- Universität Bielefeld
- 9- Ruhr-Universität Bochum
- 10- Hochschule Bochum Univ. of Applied Sciences
- 11- Rheinisch-Westfälische Hochschule Bochum
- 12- Universität Bonn
- 13- Hochschule Bremen City University of Applied Sciences
- 14- Chemnitz Univ. of Technology
- 15- TU Clausthal
- 16- Technische Univ. of Dortmund
- 17- Technische Universität Dresden
- 18- Fachhochschule Dordrecht
- 19- Heinrich Heine University Düsseldorf
- 20- Fachhochschule Düsseldorf
- 21- Katholische Universität Eichstätt-Ingolstadt
- 22- Universität Duisburg-Essen
- 23- Frankfurt University of Applied Sciences
- 24- Europa-Universität Viadrina Frankfurt
- 25- THM Univ. of Applied Sciences
- 26- Universität Gießen
- 27- Martin-Luther-Universität Halle-Wittenberg
- 28- Hamburg University
- 29- Heidelberg University
- 30- University of Hildesheim
- 31- University of Applied Sciences Jena
- 32- Technische Universität Kaiserslautern
- 33- Karlsruhe Inst. of Technology
- 34- Kassel University
- 35- Universität zu Köln
- 36- Hochschule Krefeld
- 37- Niederrhein University of Applied Sciences
- 38- HS für Technik, Wirtschaft und Kultur Leipzig
- 39- Otto von Guericke University Magdeburg
- 40- Johannes Gutenberg Univ. Mainz
- 41- Philipps-Universität Marburg
- 42- Universität Münster
- 43- Hochschule Neubrandenburg - University of Applied Sciences
- 44- Universität Oldenburg
- 45- Universität Paderborn
- 46- Universität Passau
- 47- University of Potsdam
- 48- University of Regensburg
- 49- Universität des Saarlandes
- 50- Universität Siegen
- 51- Albstadt-Lippstadt University
- 52- Universität Trier
- 53- Eberhard Karls Universität Tübingen
- 54- Rheinisch-Westfälische Hochschule
- 55- Fachhochschule Vöhrum
- 56- Bergische Universität Wuppertal
- 57- Universität Würzburg

ARMENIA

- 1- Yerevan State University
- 2- Yerevan State University
- 3- Yerevan State University
- 4- Yerevan State University
- 5- Yerevan State University

KAZAKHSTAN

- 1- Hoca Ahmet Yesevi Uluslararası Türk-Kazak Üniversitesi
- 2- A. Farabi Kazak Milli Üniversitesi
- 3- L.N. Gumiyov Atyrau Devlet Üniversitesi
- 4- Nazarbayev Üniversitesi
- 5- Abay Kazak Milli Pedagogik Üniversitesi
- 6- Semey Tip Üniversitesi
- 7- Abay Kazak Milli Pedagogik Üniversitesi
- 8- K. Zhubayev Aktobe Bölge Üniversitesi
- 9- Galiyev Kazakistan Devlet Pedagogik Üniversitesi
- 10- Kazak Ulusal Kadın Pedagogik Üniversitesi
- 11- Almaty Yönetim Üniversitesi
- 12- Sarıaral Aramaştırma ve Doğu Kazakistan Üniversitesi
- 13- Karaganda Bulvarı Üniversitesi

KYRGYZ REPUBLIC

- 1- B. N. Yuldashev Bilim Universiteti
- 2- Kirgizistan-Türkiye Manas Üniversitesi
- 3- Ulusal Araştırma Kirgizistan Üniversitesi
- 4- Korgon Milli Üniversitesi
- 5- Oğul Döven Üniversitesi
- 6- Uluslararası Kirgiz-Özbek Üniversitesi

UZBEKISTAN

- 1- O'zbek Dini va Adabiyoti Ta'limi Dövlət Universiteti
- 2- Dövlət Ekspertizasi va Diplomatsiya Universiteti
- 3- Taqdimat Dövlət Doğu Çarşısı Universiteti
- 4- Jekond Universiteti
- 5- "Yek Yul" Uluslararası Turizm Universiteti

SLOVENIA

- 1- University of Maribor
- 2- Univerza Na Primorskem Univerza Del Ljubljane

BELGIUM

- 1- Haute Ecole de La Province de Liège
- 2- Vives University of Applied Sciences
- 3- Haute Ecole Léonard de Vinci (H.E.L.V.)
- 4- Haute Ecole de La Province de Liège
- 5- Ghent University

DENMARK

- 1- Roskilde University
- 2- Professionshøjskolen Absalon
- 3- Aarhus University

AUSTRIA

- 1- Sigmund Freud University
- 2- Universität für Bodenkultur Wien

FRANCE

- 1- CUPRA Jean François Champollion
- 2- Ecole Supérieure d'Agricultures Angers Loire
- 3- Institut Polytechnique de Lorraine
- 4- Ecole de Biologie Industrielle
- 5- Université Clermont Auvergne
- 6- ISM
- 7- Université du Droit et de la Santé de Lille
- 8- Université Catholique de Lille
- 9- ESITC de Metz
- 10- Université de Lorraine
- 11- Université Paris-Sud
- 12- UPPA
- 13- Université de Poitiers
- 14- ENSAT
- 15- Université de Strasbourg

ITALY

- 1- Università di Bologna
- 2- Torina University
- 3- Foggia University
- 4- Università degli Studi di Bari
- 5- Salerno University
- 6- Free University of Bozen - Bolzano
- 7- University of Catania
- 8- Università degli Studi Magna Graecia di Catanzaro
- 9- Università degli Studi di Ferrara
- 10- Università degli Studi di Firenze
- 11- Università degli Studi di Foggia
- 12- Uni. del Salento (Lecce)
- 13- Università degli Studi di Milano
- 14- Università degli Studi di Modena
- 15- Università degli Studi di Napoli Federico II
- 16- Università degli Studi di Napoli
- 17- Second University of Naples
- 18- Parma University
- 19- Pavia University
- 20- Università di Pisa
- 21- Sapienza-Università di Roma
- 22- Università degli Studi di Roma Tor Vergata
- 23- Libera Università Maria SS. Assunta
- 24- University of Sassari
- 25- Siena University
- 26- Università degli Studi di Torino

SLOVAKIA

- 1- Matej Bel University
- 2- Slovak University of Technology in Bratislava
- 3- Comenius University in Bratislava
- 4- Bratislava University of Economics and Management
- 5- Pavol Jozef Šafárik University in Košice
- 6- Technical University of Košice
- 7- Slovak University of Agriculture in Nitra
- 8- University of Prešov

SPAIN

- 1- Universidad de Alicante
- 2- Univ. Politécnica de Catalunya Barcelona
- 3- Universidad de Barcelona
- 4- Univ. Politécnica de Catalunya
- 5- Universidad Ramon Llull Fundació
- 6- Universidad de Girona
- 7- Universidad de La Coruña
- 8- Universidad de Lleida
- 9- Universidad Autónoma de Madrid
- 10- Universidad Rey Juan Carlos
- 11- Oviedo University
- 12- Universidad de las Islas Baleares
- 13- Universidad Pública de Navarra
- 14- Cantabria University
- 15- Rovira i Virgili University
- 16- Universidad Politécnica de Valencia
- 17- Universidad de Zaragoza

PORTUGAL

- 1- University of Aveiro
- 2- Universidade do Minho
- 3- Coimbra University
- 4- Universidade Nova de Lisboa
- 5- Universidade de Lisboa
- 6- University of Porto
- 7- ISAG - European Business School
- 8- ISCET - Higher Institute of Business Management and Tourism
- 9- Polytechnic Inst. of Man. and Tech.
- 10- Instituto Politécnico de Viseu

GREECE

- 1- National and Kapodistrian University of Athens
- 2- Agricultural University of Athens
- 3- University of the Aegean
- 4- University of West Attica
- 5- University of Ioannina
- 6- Panionian University
- 7- University of Crete
- 8- Panepistimio Patron
- 9- University of Piraeus
- 10- Aristotle University of Thessaloniki
- 11- International Hellenic University (Sintros Univ. Campus)
- 12- University of Thessaly

FINLAND

- 1- Tampere Univ. of Applied Sciences

SWEDEN

- 1- University of Gothenburg
- 2- Umeå University

LATVIA

- 1- University of Latvia
- 2- Riga Technical University
- 3- Jāzeps Vīrsis Latvian Music Academy
- 4- Latvian Academy of Sport Education
- 5- Baltic International Academy

BERBIA

- 1- Univerziteti U Novom Sadu

CROATIA

- 1- Josip Juraj Strossmayer University of Osijek
- 2- University of Rijeka
- 3- University of Applied Sciences Batfraz Zadar
- 4- University of Split
- 5- J. J. Strossmayer University of Pula
- 6- University of Dubrovnik

CZECH REPUBLIC

- 1- Masaryk University Brno
- 2- University of Hradec Králové
- 3- Technická Univerzita v Liberci
- 4- Palacký University Olomouc
- 5- University of Ostrava
- 6- University of Pardubice
- 7- University of Chemistry and Technology - Prague
- 8- Univerzita Karlova
- 9- Metropolitan University of Prague
- 10- Jan Evangelista Purkyně University
- 11- Tomas Bata University in Zlin

BULGARIA

- 1- Meditsinskiy Universitet-Plovdiv
- 2- South-West University "Neofit Rilski"
- 3- Prof. Dr. Assen Zlatev University
- 4- Technical University of Gabrovo
- 5- Agricultural University of Plovdiv
- 6- University of Food Technologies Plovdiv
- 7- Akademiyata za Muzikano, Tançovo i Izobrazitelno Izhivno "Prof. Asen Zlatev"
- 8- Angel Kanchev University of Rousse
- 9- St. Kliment Ohridski University
- 10- Technical University of Sofia
- 11- Univ. of Chemical Tech. and Metallurgy
- 12- Bulgarian Academy of Sciences
- 13- Trakia University
- 14- Medical University of Varna
- 15- University of Economics-Varna
- 16- University of Veliko Tarnovo

NORWAY

- 1- Bergen University

MACEDONIA

- 1- Faculty of Islamic Science Skopje
- 2- University of Tetovo
- 3- Goce Delchev University
- 4- International Balkan University

LITHUANIA

- 1- Vytautas Magnus University
- 2- Utena Sports University
- 3- Kauno Technikos Mokykla
- 4- Lithuanian University of Health Sciences
- 5- SMK Univ. of Applied Sciences
- 6- Vilnius University
- 7- Vilniaus Gedimino Technical University
- 8- Mykolas Romeris University

HUNGARY

- 1- Corvinus University of Budapest
- 2- Debrecen University
- 3- The School of Physical Education and Sports
- 4- Ludovika University of Public Service
- 5- Budapest Metropolitan University
- 6- Széchenyi István University
- 7- József Nádor University
- 8- University of Pécs
- 9- University of Szeged
- 10- Eötvös College
- 11- University of Pannonia

ROMANIA

- 1- Transilvania University of Brasov
- 2- University of Bucharest
- 3- Universitatea de Stiinta Agronomica si Medicina Veterinara din Bucuresti
- 4- Societatea Nationala de Stiinta Politice si Administrative
- 5- Universitatea Romana Americana Asociatie
- 6- National University of Arts Bucharest
- 7- Babes-Bolyai University
- 8- Universitatea Ovidius Constanta
- 9- University of Cluj
- 10- Univ. Dunarea de Jos din Galati
- 11- Alexandru Ioan Cuza University of Iasi
- 12- The "Ion I. Caraculacu de la Braila" University of Agricultural Sciences and Veterinary Medicine
- 13- George Emil Palade Technical Univ. of Iasi
- 14- University of Oradea
- 15- Universitatea Petrol - Gaz din Ploiesti
- 16- Universitatea Lucian Blaga din Sibiu
- 17- Universitatea de Medicina si Farmacie din Targu-Mures
- 18- Constantin Brancusi University of Targu-Jiu



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Ege University is a member of the European University Association (EUA)



Ege University is a member of ECHE

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe



Ege University is a member of the Sustainable

Development Solutions Network (UN SDSN) since 2014



The European Energy Research Association, of which our university is a member, is the largest energy research community in Europe. The membership-based, not-for-profit association brings together 250 universities and public research centers in 30 countries.

EERA's joint research programs cover all low-carbon technologies and systemic and collaborative issues.



Ege University is a member of the Enterprise Europe Network (EEN)

Enterprise Europe Network (EEN) is the world's largest collaboration network, serving SMEs, large companies, and researchers who want to establish international collaborations, with more than 600 member institutions and more than 3000 expert employees in more than 60 countries.



Ege University is a member of the Association for Dental Education in Europe (ADEE)



Ege University is a member of the Association of Universities for Textiles (AUTEX)



Ege University is a member of the Black Sea Universities Network (BSUN)



Ege University is a member of the European Institute of Cultural Routes (EICR)

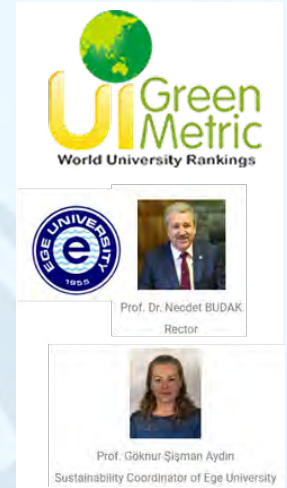


Ege University is a member of the Turkic Universities Union (TÜRKÜNİB). Orhun Program is a student and faculty mobility program carried out among TÜRKÜNİB member universities.

Ege University a Member of the IU GreenMetric Steering Committee

Ege University, whose remarkable achievements in the GreenMetric rankings over the past decade have both raised environmental awareness and built sustainable campuses, was appointed as a National Coordinator by the University of Indonesia (UI), GreenMetric's executive body, in 2024. Ege University also serves as a member of the UI GreenMetric International Steering Committee, directly contributing to the development, improvement, and policy-level governance of the GreenMetric global sustainability measurement framework, and participates in the process that discusses and approves the programmes of the network..

[Source](#)



Collaboration of Ege University and the Ministry of Environment, Urbanization, and Climate Change of the Republic of Türkiye



Ege University senior management and academics are members of the "İzmir Bay Scientific Committee", which has been established and coordinated by the Ministry of Environment, Urbanization, and Climate Change of the Republic of Türkiye.

As a research institution supporting data-based decision making, Ege University takes part in the scientific committee to identify the problems and challenges of İzmir Bay (Northern Aegean, Turkey), develop evidence-based policies and strategies, model possible future scenarios with and without intervention, monitor and report the results of implemented actions, and also develop applicable scientific solutions for the ecological restoration and water quality improvement of the bay.

This mission is considered a strategic step in achieving the Sustainable Development Goals (SDGs); in particular, SDG 6 - Clean Water and Sanitation, SDG 11 - Sustainable Cities and Communities, SDG 13 - Climate Action, and SDG 14 - Life Below Water are being carried out through inter-institutional collaboration coordinated by the Ministry within the scope of the rehabilitation of İzmir Bay, protecting marine ecosystems, reducing the pollution burden, and strengthening the sustainable blue economy approach.

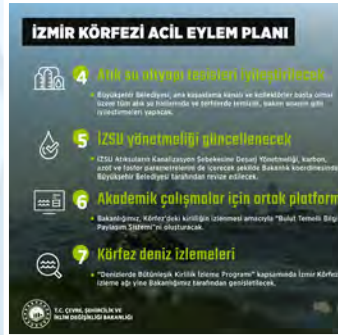
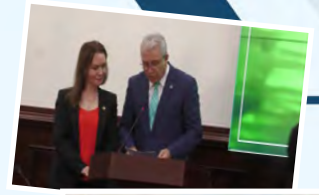
In this context, a meeting, chaired by Deputy Minister of Environment, Urbanization, and Climate Change, Ms. Fatma Varank, saw significant participation from Ege University, showcasing its scientific expertise and solution-oriented approaches. The meeting was attended by Prof. Dr. Mehmet Ersan, Vice-Rector of Ege

University, along with academics from the Faculty of Fisheries and Faculty of Science, specializing in environmental sciences, marine ecology, wastewater treatment technologies, and sustainability.



Scientific Committee's 15-Point Action Plan for Izmir Bay announced by Ege University Rector Prof. Dr. Necdet Budak

The Izmir Bay Scientific Committee has developed a 15-point urgent and short-term action plan to address the increasing environmental challenges in the Gulf of Izmir. The plan, prepared after on-site assessments of wastewater treatment plants and connected stream systems by the Scientific Committee members, was announced on behalf of the Committee by Ege University Rector Prof. Dr. Necdet Budak. The declaration took place following the "Breath Mobilization" meeting held on October 7, 2024, chaired by Deputy Minister of Environment, Urbanization, and Climate Change Fatma Varank.



Ege University academics are leading the way in keeping Izmir's first "World Heritage Site" alive



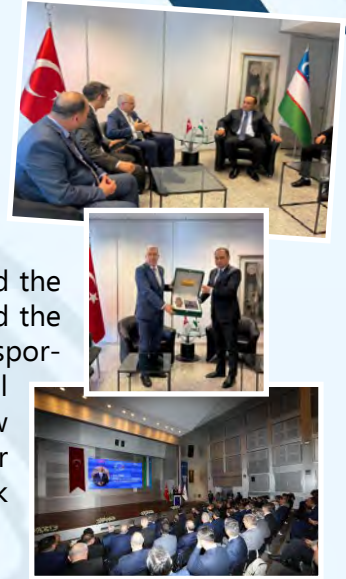
The "[Area Management Plan](#)" for the Bergama Multi-Layered Cultural Landscape Area has been opened to access. Ege University academics continue to contribute to the preservation and conservation of the [Bergama Multilayered Cul-tural Landscape Area, a World Heritage Site designated by the United Nations Educational, Scientific and Cultural Organization \(UNESCO\)](#) and the first World Heritage Site in Izmir. The Bergama Area Management Plan was approved and opened to public access thanks to the efforts of an advisory board comprising Dr. Emre Ataberk, Lecturer at Ege University's Bergama Vocational School, who serves as the Bergama Site Manager, and Ege University faculty members.



3rd Turkey-Uzbekistan Forum

and As Ege University, we participated in the 'Health Forum' held in Samarkand, attended by the Ministers of Health of the Organization of Turkic States Member and Observer States. At this Forum, where significant steps were taken in health, we also raised our cooperation with Uzbekistan to the next level in health education. During the health forum, we signed agreements with 13 different institutions, including universities, academies, institutes, and centers, primarily with the Uzbek Ministry of Health. Under the coordination of the Council of Higher Education and the Ministry of Higher Education, Science, and Innovation of Uzbekistan, we organized the 2nd Uzbek-Turkish Education Forum in Samarkand, hosted by Tashkent State Transportation University and our university. As part of the Forum, we signed 20 bilateral cooperation agreements with 39 universities from Uzbekistan. In line with the 'New CoHE Vision' of the Republic of Türkiye and with the goal of 'Science Diplomacy,' our university has increased the number of bilateral cooperation agreements with Uzbek higher education institutions from 10 in 2017 to 150 in 2024.

[For more detail](#)



Ege University contributes to the co-design of international higher education governance and quality assurance frameworks



Ege University contributes to the co-design of international higher education governance and quality assurance frameworks. Within the framework of the Organization of Turkic States (OTS), [the 7th General Assembly Meeting of the Union of Turkic Universities \(UTU\)](#) was held in Baku, Azerbaijan. At this intergovernmental policy platform, Ege University Rector Prof. Dr. Necdet Budak delivered a presentation titled "Establishment of the Turkic World Higher Education Quality Assurance Agency", providing direct policy input for the development of a joint quality assurance architecture across OTS member countries.



Ege University senior management attended the "Agricultural Vision (2023-2035" meeting at the European Parliament in Brussels, contributing to cross-border dialogue on long-term agricultural policy development.

Ege University Rector Prof. Dr. Necdet Budak joined the general evaluation the meeting in Brussels, within the scope of the European Union Agriculture-Food Days, as part of the EU Project implemented by Ege University Science, Technology, Application and Research Center (EBILTEM).

[Reference](#)



Ege University – NGO Strategic Collaboration on Climate Change Adaptation: Ege University-Society for Urban Ecology (SURE) partnership:



The "Climate Change Vulnerability Assessment of Urban Coastal Districts in Izmir" Project was led by Ege University (Faculty of Agriculture – Department of Landscape Architecture) in partnership with the Austria-based NGO Society for Urban Ecology (SURE). The project was supported within the scope of the "Grant Programme for Climate Change Adaptation", as financed by the European Union and the Republic of Türkiye and realized by the United Nations Development Programme (UNDP), and was officially launched at Ege University on 22 January 2024.

The opening meeting was attended by Assoc. Prof. Dr. Abdulkadir Bektaş (Deputy Head of the Climate Change Presidency, Ministry of Environment, Urbanization and Climate Change), SURE representatives, Ege University academics, and the EU Delegation to Türkiye.

This transnational project enhances climate change adaptation capacity by combining scientific assessment, stakeholder engagement, and sectoral vulnerability analysis. Coastal districts of Izmir were assessed for major climate hazards (heatwaves, urban flooding, storm-surge coastal flooding), vulnerability hotspots were identified, and nature-based solutions (green infrastructure and ecosystem-based adaptation) were co-developed. The consortium included academics from Türkiye and Romania, as well as an international NGO partner (SURE) from Austria. The project delivered capacity-building programs for local authorities, universities, municipalities, NGOs, and communities, and contributes to the EU Green Deal priorities and the Sendai Framework for Disaster Risk Reduction. The project will have been completed in June 2025.



A Shared Vision in Science, Art and Culture: Cooperation Protocol Between Ege University and the Ministry of Culture of Azerbaijan

A cooperation protocol was signed between Ege University and the Ministry of Culture of Azerbaijan to strengthen collaboration in education, culture, and the arts. The agreement includes joint scientific projects, workshops, conferences, exhibitions, competitions, and festivals, all aimed at preserving and promoting the culture of the Turkic world for future generations. This initiative highlights the importance of international partnerships and shared efforts to advance sustainable cultural and educational development. With this official intergovernmental protocol, Ege University directly contributes to SDG-aligned policy cooperation between Türkiye and Azerbaijan in the fields of culture and education.



Cooperation agreements and global education network

The “European International Higher Education Cooperation Summit” EAIE 2024, organized by the European Association for International Education (EAIE) and held in Toulouse, France, is recognized as one of Europe’s largest higher education events. At this platform, Ege University took significant steps to strengthen its internationalization mission. During the summit, Ege University expanded its international cooperation networks.



Turan International Film Festival hosted at Ege University

Ege University hosted the Turan International Film Festival Award Ceremony at its Atatürk Cultural Center, bringing together government bodies (including the Presidency State Archives of Türkiye and the Ministry of Culture and Tourism), the international cultural organisation TÜRKSOY, artists, directors, producers, screenwriters, academics and students. With 1,057 submissions from 77 countries, the festival became a multi-stakeholder platform advancing cross-sector dialogue on culture, creativity and sustainable development within the Turkic World.



Ege University (EU) held on Climate Change, Renewable Energy and Sustainable Development: Tackling Challenges, Exploring Solutions Joint Seminars: Coolbration with the EU, SDEWES and IPCC-Working Group III



Cross-sector dialogue case:

Climate Change, Renewable Energy and Sustainable Development Joint Seminars – hosted by Ege University in collaboration with the International Centre for Sustainable Development of Energy, Water and Environment Systems (SDEWES), the Intergovernmental Panel on Climate Change (IPCC), and TÜBİTAK (the national research council of Türkiye). This multi-stakeholder seminar brought together representatives of international scientific bodies (IPCC, SDEWES), government-linked research institutions (TÜBİTAK), universities and students to exchange knowledge and promote cross-sector dialogue on SDG-aligned clean energy transition. Discussions focused on climate action, renewable energy, advocacy, communication strategies and the role of higher education institutions in advancing systemic change.

exchange knowledge and promote cross-sector dialogue on SDG-aligned clean energy transition. Discussions focused on climate action, renewable energy, advocacy, communication strategies and the role of higher education institutions in advancing systemic change.

Source (official news link)



Ege University is the National Coordinator of UI GreenMetric Türkiye and also serves as a [Steering Committee Member of the International UI GreenMetric Network](#), directly contributing to global and national multi-stakeholder governance for SDG-aligned sustainability in higher education. Ege University hosted the 5th GreenMetric Türkiye National Workshop (25–26 April 2024), bringing together international GreenMetric leadership, sustainability directors, managers from environment/waste/energy departments, academics, and students. The workshop enabled exchange of best practices, co-learning, and collective action to advance SDG implementation at national level. The event, attended by the Vice President of IU Greenmetric and his team, featured presentations from environmental, waste, and energy departments at various universities in Türkiye, sharing best practices from their respective institutions. At the end of the event, all university officials signed the IU Greenmetric Network Membership Declaration.



[Source](#)



Ege University strengthens NGO-University cooperation through [CoCreAid Kit 4.0](#) - creating a shared digital platform for cross-sector co-creation

Ege University academics are the leading partners of the CoCreAid Kit 4.0 Project, which creates a digital co-creation platform linking higher education institutions (HEIs) and non-governmental organisations (NGOs) to foster inclusive collaboration and address social challenges and citizens'. As the leading HEI, Ege University coordinates multi-stakeholder engagement with regional NGOs.

Ege University academics are leading partners of the CoCreAid Kit 4.0 Project needs ([Partners of the Project](#)), which builds a digital co-creation platform linking higher education institutions (HEIs) and non-governmental organisations (NGOs) to foster inclusive collaboration addressing social challenges and citizens' needs. A multi-stakeholder project meeting was held at Ege University with participation from regional NGO partners, including



- Aegean Management Consultants Association (EGEYDD),
- Biodesign Research Association,
- Izmir Industrialists and Businessmen Association (İZSİAD),
- EGEKOBİDER,
- Izmir Chamber of Tradesmen and Craftsmen,
- Aegean Automotive Association (EGOD),
- Aegean Young Businessmen Association (EGİAD),
- Izmir Businesswomen Association (İZİKAD),
- as well as many university representatives.



As part of the project, separate User Guides were published for [Higher Education Institutions](#), [NGOs](#), and [Citizens](#) prepared by Ege University academics.



[Source](#)

Cross-sector dialogue

Ege University leads cross-sector SDG dialogue by organising and participating in international events within the “Resilient Coasts 2 Climate” Project - including the **International Workshop on Coastal Resilience & Nature-based Solutions** (14-16 May 2024) and the **“Climate Fest İzmir”** (17 May 2024). These activities bring together government institutions, NGOs, academia, private sector and communities on one common platform, enabling dialogue on SDG-aligned climate action and coastal adaptation approaches.

[Reference](#)



*International Workshop on Coastal Resilience & Nature-based Solutions,
14–16 May 2024, İzmir, Ege University*



1. Climate Fest İzmir , 17 May 2024, Ege University

The Climate Fest took place in the garden of the Faculty of Agriculture at Ege University. It consisted of several outdoor activities aimed at increasing awareness of the impacts of climate change on ecosystems, cities and health. Knowledge was also disseminated on the Sustainable Development Goals.

Cross-sector dialogue case (Ege University – Private Sector Vocational Education Protocols)

Ege University signed two collaboration protocols with İzmir Innovation and Technologies Inc. and İmbat Cooling Inc., enabling cross-sector cooperation between academia and private sector on vocational and technical education. The partnership supports experience-sharing, joint project development and SDG-aligned skill development by integrating university expertise with industrial innovation capacities.

[Source](#)





Cross-sector academic dialogue through keynote participation at an international SDG-focused congress

Ege University Sustainability Coordinator Assoc. Prof. Dr. Gökür Şişman Aydın participated as an **invited keynote speaker** at FOCUS'24 - The 2024 Congress on Climate Limits, Urbanization and Sustainability - organised by Zonguldak Bülent Ecevit University on 24–26 October 2024, and delivered her keynote speech titled **“Role of Universities in Sustainable Development Goals and Sustainability Reporting: THE Ege University Model.”** The event brought together researchers from many universities worldwide and institutional stakeholders to discuss climate change, sustainability and urbanization policies, creating a multi-stakeholder scientific platform around SDG-related strategy development..

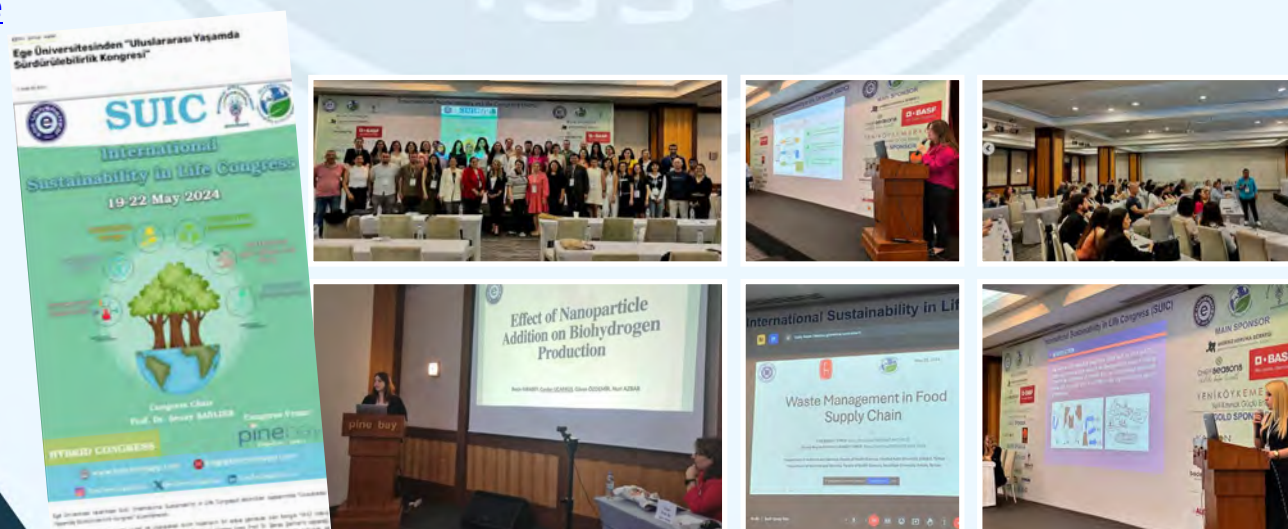
[Source](#)



Cross-sector dialogue case (International Sustainability in Life Congress)

Ege University hosted the International Sustainability in Life Congress (19–22 May 2024, Kuşadası, Türkiye), bringing together international academics, industry professionals, entrepreneurs, practitioners and students for multi-stakeholder dialogue on sustainability in health, energy, environment and social sciences. The congress created an interdisciplinary platform for discussion and exchange of SDG-related knowledge and experiences across sectors.

[Source](#)



D-tech Project

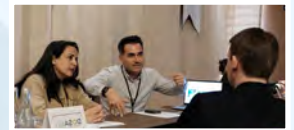
Within the scope of the Ege D-Tech Project - co-funded by the European Union and the Republic of Türkiye and implemented by Ege Teknopark under the Ministry of Industry and Technology's Competitive Sectors Programme - an advanced prototyping centre, "Ege Deep Technology Factory," was established on the Ege University campus. The official opening ceremony was held on 19 March 2024 with the participation of the Minister of Industry and Technology, Mehmet Fatih Kacır.



The Ege D-Tech Project is jointly implemented by Ege Teknopark, Ege University, and the business NGO EGIAD. As part of the project, the first event of the 'Deep-Tech Gatherings' series was held on 15 March 2024 at the Ege Deep Technology Factory.



The second of the "Deep-Tech Gatherings" event series was held at the Ege Deep Technology Factory on March 28, 2024, with the title "Deep Dive in Deep Tech Business." April 18, 2024.



Following, an "Investor Clinic" was held, enabling investors to conduct one-to-one meetings with the start-ups after reviewing their solutions. In total 140 structured B2B investment meetings were conducted, making this programme one of Türkiye's most impactful deep-tech investment activities and an important milestone for the national deep-tech ecosystem.



Furthermore, the Ege D-Tech was organised 'Demo Day' on 26 December 2024 in İzmir with a very high level of participation. The event - organised under the leadership of Ege Teknopark with the financial support of the European Union and the Republic of Türkiye - brought together national and international stakeholders. Nineteen innovative deep-tech start-ups in health technologies, artificial intelligence, biotechnology, sustainable energy and advanced engineering presented their solutions. With more than 150 participants, entrepreneurs, investors and industry representatives came together, creating new collaboration opportunities.



Ege University Provides Scientific Contributions to Climate Change, Water Management and Food Security with the ACLIFS Project

The project "**Assessment of Climate Change Impacts on Food Safety and Enhancing the Resilience of Rural Communities (ACLIFS)**" is implemented under the Climate Change Adaptation Grant Program (CCA-GP) coordinated by the Ministry of Environment, Urbanization, and Climate Change. Led by TÜBİTAK Marmara Research Center. The project brings together national universities, research institutes, government agencies, producer associations, cooperatives, NGOs, and local farmers to support SDG implementation through climate change modelling, water resource assessment, agricultural adaptation planning, and socio-economic impact analysis. As part of this cross-sectoral partnership, regional workshops, training programs, focus group meetings, and comprehensive stakeholder surveys were successfully conducted, strengthening local capacity for climate resilience and sustainable agricultural production.



Activities carried out within the scope of the project:

- Regional meetings
- [Training programs](#)
- [Comprehensive surveys conducted with target stakeholders](#)



NATMed, in partnership with Ege University, is an EU-funded PRIMA project focused on sustainable water management and the implementation of nature-based solutions (NbS) across Mediterranean regions. The project aims to develop, apply, and validate a set of best practices of NbS integrated into existing grey and natural water infrastructures, based on specific phases of the water cycle, to optimize water-related and water-dependent ecosystem services.

During the 4th periodic meeting held in Bozcaada on 1–2 October 2024,

project partners—including universities, research institutions, municipalities, private sector actors, and international stakeholders—evaluated technical progress, shared data across five case studies (Spain, Greece, Italy, Türkiye, and Algeria), and conducted site visits to monitor NbS applications. Through its scientific involvement in case study coordination, data analysis, and climate-resilient water management strategies, Ege University strengthens outcomes under SDG 6 and SDG 13 while advancing international, cross-sectoral partnerships under SDG 17.



An international project led by Ege University academician Prof. Dr. Ninel ALVER has received a grant of 13 million 500 thousand Yen from Japan. Within the scope of the project, a new damage detection method will be developed by applying artificial intelligence algorithms to detect damages that may occur in water infrastructure such as water storage structures, dams, reservoirs, water transportation structures, coastal and port structures during their service life due to environmental effects or dynamic loading such as earthquakes.



Ege University actively contributes to the IAEA Technical Cooperation Project RER5028, titled "Sustainable Soil Management for Climate-Smart Agriculture in Europe and Central Asia," implemented under the Agency's thematic programme aligned with the Sustainable Development Goals. The project aims to monitor soil, water, and climate indicators using nuclear techniques across 32 participating countries. Through its involvement in research, data generation, and capacity-building activities within the project, Ege University supports the creation of comparable datasets and the development of sustainable agricultural practices.



H2020 Project, CLIMOS Climate Monitoring, and Decision Support Framework for Sand Fly-borne Diseases Detection and Mitigation

Composed of 29 partners, including Ege University, this project brings together researchers, practitioners, health institutions, technology platform designers, and at-risk communities to conduct innovative and applied research seeking to be better prepared for current and future impacts of climate and environmental changes on human and animal health, using sand flies and the multiple sand fly-borne diseases (SFBs) that they transmit as a model system.



ValueFarm project, of which Ege University is a partner, focuses on valorizing Mediterranean small farms by introducing wild edible plants of the Mediterranean (WEPs) complementary crops within a competitive farming sector and a climate-changing world and cropping them in a sustainable point of view. Moreover, the contribution of WEPs cultivation to soil property improvement will be assessed by reducing or eradicating the use of agrochemicals, and by introducing the use of a more sustainable agriculture with biostimulants, biofertilizers and biopesticides and the use of tailored composts.

URBAN GreenUP, of which Ege University is a partner, is a project financed within the scope of the European Union's Horizon 2020 program. It aims to develop, implement, and replicate Renewed Urban Plans in a number of European and non-European partner cities to reduce the effects of climate change, improve air quality and water management, and increase sustainability-cities with innovative nature-based solutions.



Ege University strengthens NGO–University cooperation through CoCreAid Kit 4.0 - creating a shared digital platform for cross-sector co-creation

Ege University academics are the leading partners of the CoCreAid Kit 4.0 Project, which creates a digital co-creation platform linking higher education institutions (HEIs) and non-governmental organisations (NGOs) to foster inclusive collaboration and address social challenges and citizens'. As the leading HEI, Ege University coordinates multi-stakeholder engagement with regional NGOs.



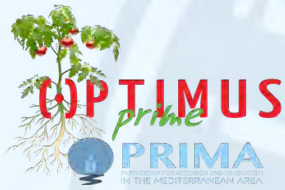
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As part of the project, separate User Guides were published for Higher Education Institutions, NGOs, and Citizens prepared by Ege University academics.

[Source](#)



Optimal Usage Of Natural Product And Biological Priming Agents To Improve Resilience Of Agrosystems To Climate Change



OPTIMUS Prime aims to design, optimize and deliver a cost-efficient seed priming technology based on the combination of natural compounds and micro-organisms to improve crop performance and productivity under adverse environmental conditions contributing to a sustainable agriculture.

[Project website](#)

TÜBİTAK-French Ministry of Foreign Affairs Bosphorus Program Project from Ege University



The Bilateral Cooperation Program (Bosphorus), launched under a protocol signed between the French Ministry of Foreign Affairs and TÜBİTAK, has supported the Green Hydrogen Production Project with Perovskite Solar Cells Containing Quantum Dots. The project, led by Ege University Solar Energy Institute faculty member Prof. Dr. Şule Erten Ela from Turkey, will have been producing quantum dot-containing perovskite solar cells in collaboration with renowned scientist Prof. Dr. Peter Reiss from the French Institute of Molecular Systems and Nanomaterials for Energy and Health (SyMMES).



Ege University, Assoc. Prof. Dr. İnci Tüney Kızılkaya, in collaboration with the Mediterranean Conservation Society, analyses the impact of climate change on marine ecosystems and living life in detail. In this context, the project team carries out studies on the potential effects of climate change on marine biodiversity, strategic planning on the importance of protecting marine areas and developing sustainability recommendations.

Gökova Bay to Cape Gelidonya Turkey

Restoring marine ecosystem connectivity in south western Turkey. This project is removing barriers to the recovery of marine ecosystem from Gökova Bay to Cape Gelidonya, triggering the revival of healthy ecosystem processes. A fully functioning ecosystem which keeps invasive species in check will generate sustainable benefits for local people and increase resilience to climate change.



Gökova Gulf – Sponge Monitoring



Marine ecosystem restoration experiments

Ecosystem-Based Fisheries Management in the Foça Special Environmental Protection Area

Ege University academics strongly collaborate with international and national non-governmental organizations (NGOs) on research supporting sustainable marine management and biodiversity conservation. One notable example is the report "Ecosystem-Based Fisheries Management in the Foça Special Environmental Protection Area- Main Report," published within the framework of the **Small-Scale Fisheries Co-Management Project** led by the World Wide Fund for Nature (WWF-Türkiye), supported by the WWF Mediterranean Programme and WWF International. Two academics from the Ege University Faculty of Fisheries, Prof. Dr. Vahdet Ünal and Prof. Dr. Zafer Tosunoğlu, are co-authors of this report, which analyzes the ecological, social, and economic aspects of fisheries in the Aegean region. The project report aimed to promote ecosystem-based management, assess the impacts of fishing on marine biodiversity, and provide sustainability recommendations for the Foça Special Environmental Protection Area. This collaboration exemplifies Ege University's active participation in internationally supported, NGO-led research contributing to SDG 13 (Climate Action), SDG 14 (Life Below Water), and SDG 17 (Partnerships for the Goals).

Read the full report..



We are the only university in the world with a lagoon system with high conservation status. Ege University has been supporting local and regional governments in the protection and sustainable management of water resources for many years. In addition, the 40,000-hectare Homa Lagoon System and its wetland, located within the borders of the internationally important RAMSAR Region, was allocated to the Ege University Faculty of Fisheries with a triple decree in 1986. The lagoon system is used for education, research, and application. It is for recreational purposes and supports local governments in preparing wetland management plans. In addition, seminars on water-saving technologies are given to regional farmers, and national and international projects are implemented.

In Homa Dalyan, which has been successfully operated by the Faculty of Fisheries for nearly 40 years, in addition to scientific research, the sale of fish caught in the catchment is carried out.



PARTNERSHIPS NGOs FOR THE GOALS

Student Volunteering Programmes

1. Ege University Young TEMA Community

Ege University collaborates with the TEMA Foundation (The Turkish Foundation for Combating Soil Erosion, Reforestation and the Protection of Natural Habitats) through its officially recognized student organization, the Ege University Young TEMA Community. As one of the 81 active student communities at the university, the group has 688 registered members, all Ege University students ([Ege University 2024 Annual Activity Report](#), p.85), and serves as a bridge between the university and the NGO to promote environmental protection, climate action, soil and forest conservation, and biodiversity awareness. Supported by the university's Directorate of Health, Culture, and Sports, the community organizes educational and outreach programmes for both students and the wider public. In 2024, it conducted 23 activities (Ege University 2024 Annual Activity Report, p.85), demonstrating Ege University's effective collaboration with civil society organizations through student groups in advancing the SDGs.

Selected event for Ege University Young TEMA Community



Clean Environment Clean Campus awareness event (February 20, 2024)

Zero Waste Fest 2024 (May 8, 2024)





Animal Rights Education Area Activity (April 2024)

Acorn Collection Event (November 2, 2024)

The event was carried out by the Ege University Young TEMA Community. Acorns collected by students were planted in the soil to support nature and sustain the oak ecosystem



The Ege University Young TEMA Community participated in the TEMA Foundation Field Coordination Meeting hosted by Özyeğin University from August 14-17, 2024. The meeting was attended by approximately 400 people, including the Foundation's Board of Directors, executives, Young TEMA Presidents, and provincial, district, and neighborhood representatives. Ege Young TEMA Community won an Instagram contest with their "We Volunteer to Let Live to Live" reels video, shot by TEMA to raise awareness.

The Volunteer Harvest Project



- The Volunteer Harvest Project had been coordinated by the Konak (Izmir, Turkey) District Directorate of Agriculture and is in partnership with the FAO, the Izmir Commodity Exchange, and the Faculty of Agriculture at Ege University. The project aims to collect produce—especially deformed or overripe produce—that farmers believe will not be profitable, are deemed unsightly, or are unable to harvest due to a lack of labor. These harvests will be sent to charities operating in the Konak district to reduce food loss and provide local fresh produce to those in need. Six harvests were planned and completed within the project's scope in 2024.



- The fifth event of the "Voluntary Harvest" project, which is carried out under the coordination of Konak District Directorate of Agriculture and Forestry, in partnership with FAO and Izmir Commodity Exchange and with the support of Ege University, was held in Selçuk district. The harvested grapes were sent to Charity Organizations operating in Konak district to be delivered to those in need.

Ege University students attended the EU Youth Forum hosted by CCET&ACCI

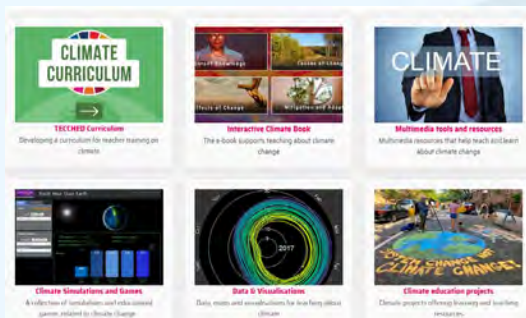


Students from Ege University's Faculty of Communication participated in the "European Union Turkey Youth Forum" held in Antalya under the title "Critical Thinking in the Digital Age." The forum, hosted by the European Union Delegation to Turkey and coordinated by the Union of Chambers and Commodity Exchanges of Turkey (CCET), the Antalya Chamber of Commerce and Industry (ACCI), and EU Information Centers, addressed the fight against disinformation and potential challenges of the digital age. Panels and workshops were held on the fight against disinformation and potential challenges of the digital age with the participation of leading figures from writers, media ombudsmen, journalists, and academics.

Educational Resource Development



TECCHED



The international TECCHED project, supported by the European Union and including Ege University and Bitlis Eren University from Turkey, is carried out with the partnership of Ruse University from Bulgaria, Liepaja University from Latvia, Vytauto Didziojo University from Lithuania, EOLAS from Spain and EUROGEO from Belgium. The TECCHED project has created a digital learning platform for climate education which provides an interactive and accessible space for learners to explore climate change topics, tools and learning resources.

VILLAGE

Virtual Innovative Learning Laboratories
for Global Engineering Education

Village



Within the scope of the "Virtual Innovative Learning Laboratories for Global Engineering Education (VILLAGE)" project supported by the Marie Skłodowska Curie (MSCA-SE) field within the Horizon Europe program coordinated by Ege University, the event titled "Virtual Laboratories and Applications in Engineering Education" for the faculty members of the engineering faculty was held in the AROM (Research Oriented Student Center) event hall with the cooperation of Ege University and Emoda Software, one of the 8 project partners.

Ege University, fully accredited (approved by the Turkish Higher Education Quality Council-THEQC), is a student-centered research university distinguished by its national TYÇ recognition and comprehensive adoption of international ISO standards. With ISO 9001 Quality Management and ISO 14001 Environmental Management systems implemented across all academic, administrative, and operational processes, the University ensures excellence, accountability, and sustainability in every dimension of its institutional performance.

Ege University is institutionally committed to providing all students-across all faculties and degree levels-with meaningful education grounded in the United Nations Sustainable Development Goals (SDGs). This commitment is implemented through the Rectorate-affiliated Sustainability Office, Quality Office, and SDG-specific Working Groups, which collectively ensure the systematic integration of sustainability into curricula, teaching activities, student engagement, and campus-wide learning opportunities. Through university-wide elective structures, interdisciplinary modules, and SDG-focused course offerings accessible to every student, Ege University guarantees that sustainability principles and SDG competencies form an essential and equitable part of the learning experience for the entire student body.

The infographics below show how Ege University integrates sustainable development principles into its core institutional policies across education, research and development, internationalization, social impact, and governance.



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Core Educational Commitments SDG-Integrated Teaching

Sustainability and SDG themes are embedded across undergraduate and graduate programmes. Students engage with real-world sustainability challenges through interdisciplinary courses, applied projects, and experiential learning activities.

Curriculum-Level Integration

SDG-related content is intentionally incorporated into compulsory and elective courses, university-wide electives, certificate programmes, and complementary learning modules, ensuring that sustainability is positioned as a foundational component of academic development.

Inclusive Access for All Students

Through flexible learning structures and cross-faculty elective opportunities, every student—regardless of programme—has access to SDG-focused learning experiences. Ege University significantly expands its SDG-focused educational options through extracurricular learning opportunities by allowing students to choose courses from various sustainability-themed disciplines, in addition to their own programs.

Partnerships and Continuous Enhancement

Ege University collaborates with international organisations, national institutions, industry partners, and NGOs to strengthen SDG-related education. Continuous monitoring, feedback loops, and quality assurance processes are used to maintain relevance, improve learning outcomes, and expand the University's impact.

Sustainability Related Curriculum

Ege University is committed to meaningful education around the Sustainable Development Goals throughout the university. In this context, Ege University's Sustainable Development Goals-focused curriculum, determined by the Quality Office, Education and Training Commission, and all academic units, and approved by the Ege University Senate, is managed, monitored, and updated through the Ege Course Information Package-Course Catalogue ([ECIP-CC](#)) and the Academic Data Management System ([UNISIS](#)). Below are examples of the curriculum. For the full curriculum, please visit the links below.

Course Unit Code	Course Unit Title	Number of ECTS Credits
509004822016	Meaning of Sustainable Development and The Role of Engineering	3
9204137382018	Sustainable Marketing	4
14520903T11235	Geographic Principles of Sustainable Development	3
9105025472018	Sustainable Cities	4
9235015252020	Sustainability in Product Design	3
9105025512018	Green University and Sustainable Campuses	3
9203057092020	Social Innovation and Sustainability	3
9103085462022	Sustainability Policies in Leather Industry	3
9102095352000	Sustainable Agriculture	3
BKM410	Waste Assessment and Purification Methods	3
PF401	Special Education	4
Bİİ306DİVKA	Women in Religions	3
ZİR303AKTAR	Smart Agriculture	3
3401004142020	Europe Union and Tourism Policy	3
3401004162020	Food Culture	3
3401003342020	Gender Equality	3
TGE302	Agriculture and Food Ethics	3
503007042015	Green Chemistry and Sustainable Technologies	4
11320203E11840	Current Issues in Marketing	3
INV401	Innovation, Technology and Entrepreneurship	3
CHA001	Child Rights and Family Education	2
707002562016	Social Gender	2
Bİİ306DİVKA	Women in Religions	3
ZPM228	Geographical Information Systems	2

Sustainability Related Courses

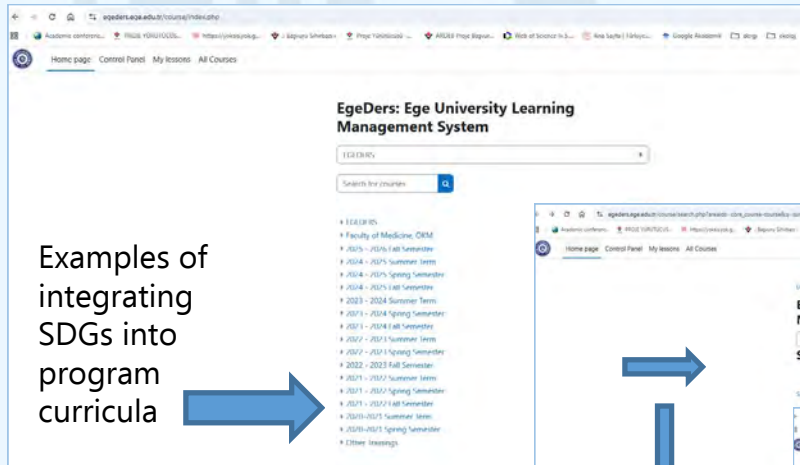
More than **1494** undergraduate, graduate, and doctoral courses are offered within the scope of SDGs in almost all educational units of Ege University.

9108015082016 - Gıda İşlemede Sürdürülebilirlik	Postgraduate, Formal Education (Day Education), Optional, Ege University, Graduate School of Natural and Applied Science, Sürdürülebilir Tarım Gıda Sistemleri, Sürdürülebilir Tarım Gıda Sistemleri, Turkey	GÜNEŞ N.Ç.	Courses > Postgraduate
9108025082016 - Gıda İşlemede Sürdürülebilirlik	Postgraduate, Formal Education (Evening Education), Optional, Ege University, Graduate School of Natural and Applied Science, Sürdürülebilir Tarım Gıda Sistemleri, Sürdürülebilir Tarım Gıda Sistemleri, Turkey	GÜNEŞ N.Ç.	Courses > Postgraduate
Anabilim Dalı Akademik Kurul Üyesi	2016 - , Ege University, Graduate School of Natural and Applied Science, Sürdürülebilir Tarım ve Gıda Sistemleri, Sürdürülebilir Tarım ve Gıda Sistemleri, Turkey	KAYIKIOĞLU H.H.	Academic and administrative experience > Anabilim Dalı Akademik Kurul Üyesi
AB ve Türkiye'de Sürdürülebilir Tarım Uygulamalarının İncelenmesi ve Türkiye'de Sürdürülebilir Tarım Yönelik Politikaların Geliştirilmesi Üzerine Bir Araştırma: Zeytin Örneği	2009, Doctorate, Ege University, Türkiye, Funda F. Gençler	AYTUĞÖZÜ A.R.	Advising theses > Doctorate
9108015102016 - Gıda İşlemede Yenilenebilir Enerji Kaynakları	Postgraduate, Formal Education (Day Education), Optional, Ege University, Graduate School of Natural and Applied Science, Sürdürülebilir Tarım Gıda Sistemleri, Sürdürülebilir Tarım Gıda Sistemleri, Turkey	GÜNEŞ N.Ç.	Courses > Postgraduate
9108025032016 - SÜRDÜRÜLEBİLİR ARAZI KULLANIMININ ANAHTARI: TOPRAKLARIN BİYOLÖK VERİMLİLİĞİ	Postgraduate, Formal Education (Day Education), Optional, Ege University, Graduate School of Natural and Applied Science, Sürdürülebilir Tarım Gıda Sistemleri, Sürdürülebilir Tarım Gıda Sistemleri, Turkey	GÜNEŞ N.Ç.	Courses > Postgraduate

910106452022 - Yeğit Sürdürülebilir Prosesler	Doctorate, Formal Education (Day Education), Optional, Ege University, Graduate School of Natural and Applied Science, Biyomühendislik, Türkiye	HAHOĞLU E.	Courses > Doctorate
Biyomalzeme kullanımı ile sürdürülebilir zemin iyileştirme	2021, Postgraduate, Ege University, Turkey, Mert Karagil	SEZER A., AKKAYA A.	Advising theses > Postgraduate
9105035052008 - SÜRDÜRÜLEBİLİR KALKINMADA YENİLENEBİLİR ENERJİ KAYNAKLARININ ROLÜ	Postgraduate, Formal Education (Day Education), Optional, Ege University, Graduate Faculty of Solar Energy, Güneş Enerjisi, Enerji Teknolojisi Ana Bilim Dalı, Turkey	HOÇAR G.	Courses > Postgraduate
THE EFFECTS OF SUSTAINABILITY REPORTS AND ACTIVITIES ON CUSTOMERS IN FOOD SECTOR IN TURKEY	2021, Yüksek Lisans-Tezsiz, Ege University, Graduate School of Natural and Applied Science, Biyoteknoloji Anabilim Dalı, Sürdürülebilir Tarım ve Gıda Sistemleri, Türkiye, Gülçin Dağhan	HOCA M.	Advising graduates (Non-Thesis) > Masters (Non-Thesis)
3301003232022 - Moda Endüstrisinde Sürdürülebilirlik	Undergraduate, Formal Education (Day Education), Compulsory, Ege University, Faculty of Fashion and Design, Moda Tasarımı Bölümü, Moda Giyim Tasarımı Anabilim Dalı, Türkiye	ÇAĞARI F.K.	Courses > Undergraduate
4511003052012.1 - SÜRDÜRÜLEBİLİR GELİŞME	Undergraduate, Formal Education (Day Education), Optional, Ege University, Faculty of Education, Matematik ve Fen Bilimleri Eğitimi Bölümü, Turkey	HOÇAR G.	Courses > Undergraduate
Sürdürülebilir Tarım ve Gıda Sistemleri	2016-, Postgraduate	CAN H.Z., GÜNEŞ N.Ç., İMAMOĞLU S., KOLAKAR, UĞUR Y. (---)	

EgeDers: Ege University Learning Management System

Examples of integrating SDGs into program curricula



For EgeDers User Manual

Sustainability in Design - 525920 - 2324G	Sustainability in Design - 525920-2324G-9235015252020	Teacher: Arzu Kılıç	Category: Industrial Design Culture and Practices
SOIL HEALTH, QUALITY AND SUSTAINABLE MANAGEMENT - 35.001 - 2425G	SOIL HEALTH, QUALITY AND SUSTAINABLE MANAGEMENT-527001-2425G-270417	Teacher: Huseyin Husein Kayikoglu	Category: Soil Science and Plant Nutrition
Sustainable Mycotoxin Risk Management in Agricultural Products - 527753 - 2324G	Sustainable Mycotoxin Risk Management in Agricultural Products -527753-2324G-9108015132016	Teacher: kamran betul ozer	Category: Sustainable Agriculture and Food Systems
Sustainability Policies in the Leather Industry - 509901 - 2022B	Sustainability Policies in the Leather Industry -509901-2022B-9103085462022	Teacher: Ersin Onem	Category: Leather Engineering

Ege University offers a wide range of dedicated courses and elective modules that focus directly on sustainability, environmental management, climate change, circular economy, biodiversity, renewable energy, sustainable agriculture, marine and land ecology, and social sustainability. These courses are catalogued in the official curriculum. They are offered at the undergraduate and graduate levels across multiple faculties, including Engineering, Agriculture, Fisheries, Economics and Administrative Sciences, Education, and Science.

These programs and courses constitute structured educational packages designed for students enrolled in related degrees and fully meet the requirements of SDG-related specialised courses.

Degree	Graduate School	Program	Link	Releated SDGs
Second Cycle Programmes (Master's Degree)	Graduate School of Natural and Applied Science	Sustainable Agriculture and Food Systems	https://ebp.ege.edu.tr/DereceProgramlari/Detay/2/61033/8146/932001?lang=en-US	1,2,3,12,13,14,15,17
Second Cycle Program (Master's Degree)	Graduate School of Health Sciences	Public Health - Occupational Health and Security	https://ebp.ege.edu.tr/DereceProgramlari/Detay/2/60898/7853/932001?lang=en-US	3,,5,8,10,16,17
Second Cycle Program (Master's Degree)	Graduate School of Health Sciences	Public Health - School Health Nursing	https://ebp.ege.edu.tr/DereceProgramlari/Detay/2/60899/7854/932001?lang=en-US	3,4,17
Second Cycle Program (Master's Degree)	Graduate School of Health Sciences Community Health Nursing	Public Health - Occupational Health Nursing	https://ebp.ege.edu.tr/DereceProgramlari/Detay/2/60944/7934/932001?lang=en-US	3,8,16,17
Second Cycle Programme	Graduate School of Social Sciences	HR Management and Management Development	https://ebp.ege.edu.tr/DereceProgramlari/Detay/2/60669/4894/932001?lang=en-US	4,5,8,16,17
Second Cycle Program (Master's Degree, Without Thesis)	Graduate School of Social Scienc	International Relations - Global Security and Foreign Policy	https://ebp.ege.edu.tr/DereceProgramlari/Detay/2/61118/8218/932001?lang=en-US	All SDGs
Second Cycle Program (Master's Degree)	Graduate School of Social Scienc	Economics -Regional Development	https://ebp.ege.edu.tr/DereceProgramlari/Detay/2/60675/4898/932001?lang=en-US	All SDGs
Second Cycle Programme without Thesis	Graduate School of Social Science- International Relations	Regional Economic Relations: EU - Mediterranean Studies	https://ebp.ege.edu.tr/DereceProgramlari/Detay/2/60672/4896/932001	All SDGs
Second Cycle Programme Master's Degree, with and Without Thesis	Graduate School of Natural and Applied Sciences	Environmental Sciences	https://ebp.ege.edu.tr/DereceProgramlari/Detay/2/60479/4740/932001?lang=en-US	1,2,3,6,7,9,11,12,13, 14,15,17
Second Cycle Program (Master's Degree)	Graduate School of Natural and Applied Sciences	Product Lifecycle Management	https://ebp.ege.edu.tr/DereceProgramlari/Detay/2/61076/8162/932001?lang=en-US	6,7,9,11,12,13,14,15,17

ENGAGEMENT

Sustainability Related Courses

Ege University Access to Lifelong Learning Policy

In line with a research university, Ege University attaches importance to lifelong learning, which is the process of completing personal, social, and professional expertise development in order to improve the quality of life of both themselves and the individuals with whom they live, as well as providing quality and qualified education with its scientific studies in line with a research university. In this context, Ege University's lifelong learning policy covers the following issues:

Ege University organizes trainings that support lifelong learning through centers such as the "Continuing Education Center" and the "Distance Education Application and Research Center", also supports lifelong learning by developing educational activities and social responsibility projects for non-university stakeholders through different faculties and colleges.

The educational activities prepared by Ege University for lifelong learning through its education centers, faculties, and colleges are open to all members of society regardless of ethnicity, religion, language, disability, or gender.

Ege University, which has been among the leading universities of our country in terms of both scientific research and educational activities since its establishment, also reveals its goal of being a pioneer in supporting "lifelong learning" with the educational activities it carries out for all members of society, and increases its number every year.

In the Strategic Plan of Ege University, which was prepared in 2019, updated for the years 2024-2028, a policy was also adopted to increase the "number of certified programs organized for the society within the scope of lifelong education" and "the number of certificates given in trainings organized within the scope of lifelong education".

Through its multidisciplinary, community-focused programmes, Ege University contributes meaningfully to sustainable development and public wellbeing. The university implements numerous outreach and education programmes, and selected examples are presented below.

Ege 3rd Age University (U3A)



Ege 3rd Age University (U3A) was established in 2016 within the Ege University Faculty of Medicine to help individuals over the age of 60 preserve their knowledge, skills, and abilities, acquire new ones, and strengthen the foundations of healthy aging. Ege U3A takes a multidisciplinary approach to promote active and healthy aging, using the "lifelong learning" model to achieve this goal. The curriculum, comprising both theoretical and practical courses, equips older adults with knowledge about their specific needs and provides them with new skills and competencies. The program awarded its first diplomas in 2020. Through U3A, Ege University demonstrates its strong institutional commitment to educating the wider community in line with the principles of sustainable development, offering free, accessible, and multidisciplinary learning opportunities that promote social inclusion and active aging. [For more detail about Ege U3A ...](#)



U3A provides free, structured, and multidisciplinary education to individuals aged 60 and above, covering topics closely linked to the social dimension of sustainable development, such as healthy living, gerontology, psychology, communication, oral and dental health, legal rights, wellbeing, cultural heritage, and active aging. The program also includes practical activities-yoga, folk dancing, psychodrama, photography, culinary workshops, handicrafts, creative writing, choir and ai-kido-supporting social inclusion, mental wellbeing, and resilient communities.

The initiative is delivered by approximately 400 volunteer instructors, ensuring accessibility and enabling broad community participation. Beyond regular classes, U3A organizes open public seminars that raise awareness on health, social wellbeing, intergenerational solidarity, and active citizenship. Ege U3A participants also collaborate with non-governmental organizations on community service and intergenerational communication projects, further extending the programme's societal impact.

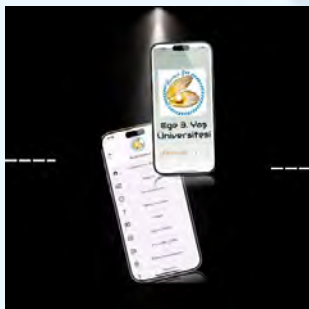
Ege 3rd Age University is a member of the International Association of Third Age Universities, reflecting Ege University's sustained commitment to global standards in community education and lifelong learning.

[For more...](#)



Ege 3. Yaş Üniversitesi 2024 - 2025 Öğretim Yılı Hafta Ders Programı		Ege 3. Yaş Üniversitesi 2024 - 2025 Öğretim Yılı Hafta Ders Programı (2024-25-06 ARALIK 2024)		
16/12/2024 Pazartesi	16/12/2024 Salı	23/12/2024 Pazartesi	23/12/2024 Salı	29/12/2024 Pazar
Psikodrama (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Psikodrama Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Kültür ve Turizm (1. Grup) (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Kültür Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Psikodrama (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Psikodrama Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Psikodrama (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Psikodrama Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Kültür ve Turizm (2. Grup) (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Kültür Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00
Yeni Nesil Bilgi Teknolojileri (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Bilgi Teknolojileri Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Yeni Nesil Bilgi Teknolojileri (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Bilgi Teknolojileri Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Yeni Nesil Bilgi Teknolojileri (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Bilgi Teknolojileri Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Yeni Nesil Bilgi Teknolojileri (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Bilgi Teknolojileri Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Yeni Nesil Bilgi Teknolojileri (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Bilgi Teknolojileri Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00
Yeni Nesil Bilgi Teknolojileri (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Bilgi Teknolojileri Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Yeni Nesil Bilgi Teknolojileri (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Bilgi Teknolojileri Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Yeni Nesil Bilgi Teknolojileri (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Bilgi Teknolojileri Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Yeni Nesil Bilgi Teknolojileri (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Bilgi Teknolojileri Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00	Yeni Nesil Bilgi Teknolojileri (Bu ders sadece 60 yaş ve üzeri katılımcılar için tasarlanmıştır) Prof. Dr. Feriye Şahin / Bilgi Teknolojileri Uzmanı 14.00 - 16.00 16.00 - 18.00 18.00 - 20.00

Example course program of U3A



Ege 3rd Age University App

This application is designed for Ege U3A participants. It includes information about training, a calendar of planned events, Q&A, awareness surveys, training videos, information for a healthier life, and future lecture notes. For user guides

Lifelong Learning & Public Certificates Scope Ege University Access to Lifelong Learning Policy

In line with a research university, Ege University attaches importance to lifelong learning, which is the process of completing personal, social, and professional expertise development in order to improve the quality of life of both themselves and the individuals with whom they live, as well as providing quality and qualified education with its scientific studies in line with a research university. In this context, Ege University's lifelong learning policy covers the following issues:

Ege University organizes trainings that support lifelong learning through centers such as the " Continuing Education Center (EGESEM) " and the "Distance Education Application and Research Center".

Ege University also supports lifelong learning by developing educational activities and social responsibility projects for non-university stakeholders through different faculties and colleges.

The educational activities prepared by Ege University for lifelong learning through its education centers, faculties, and colleges are open to all members of society regardless of ethnicity, religion, language, disability, or gender.

1. Ege University Continuing Education Center (EGESEM)



Ege University [Continuing Education Center \(EGESEM\)](#) offers training programs in Professional Development, Healthy Living, Sports, Foreign Language, Personal Development, and Skills.

Studies are ongoing under the cooperation protocol, signed in 2022, between Ege University EGESEM and the Izmir Provincial Directorate of Migration Management to support the career development and social adaptation of migrants.



Within the scope of the protocol, there are social, artistic, cultural, scientific, and technological activities and courses in needed areas to support the adaptation processes of foreigners under temporary protection, international protection, and regular migration residing in Izmir to our national legislation and social life rules. Over the past five years, EGESEM has gained significant momentum, offering training programs for disadvantaged groups

(local residents, older adults, migrants, and other vulnerable groups) 25,837 certificates in 2024. Moreover, in 2024, training was provided on 82 topics for the local community, and 18,758 people were certified (EGESEM Annual Activity Report-2024, page 31). In 2024, Ege University organized a total of 67 public events. All of these events were free and open to the general public, with a total of 4,179 participants.

Please see the links below for details of our university's EGESEM and our educational programs and courses, which provide training for many, including alumni, local residents, and displaced persons.

[EGESEM Free Asynchronous Certificate Trainings](#)

[EGESEM Free Synchronous Certificate Trainings](#)

[EGESEM Annual Activity Report- 2024](#)

2. Social Responsibility Projects of EGE

Ege University demonstrates a strong institutional commitment to educating the wider community through a diverse portfolio of accessible, inclusive, and sustainability-oriented outreach programmes. These initiatives extend lifelong learning, skills development, and social inclusion opportunities to alumni, local residents, older adults, migrants, and other vulnerable groups, ensuring that education and public engagement reach far beyond the traditional student population.

As an institution that is sensitive to the expectations and needs of the society in which it lives, Ege University strives to strengthen its social and civil responsibilities by ensuring that Ege University employees and students work together to solve social problems.

Expanding social responsibility efforts to include our university's students, who will be the professionals of the future. Ensuring that students who are open to education and learning learn through experience while struggling with social problems;

It is aimed to ensure that social benefit is achieved through the individual efforts of our university's academic and administrative staff. The studies are carried out by the Social Responsibility Projects Office. Ege University carried out **1567** social responsibility projects in line with the Sustainable Development Goals in 2023-24 academic year (Ege University Annual Activity Report-2024, page 91)



[Please review the link below for Social Responsibility project details for each SDG.](#)

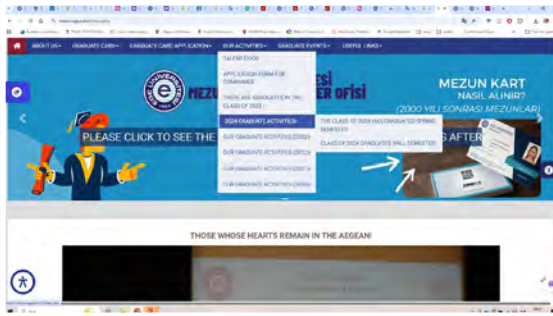
3. Ege University's Open Science and Open Access policy "Open Academic Archive System-DSpace@Ege"



Adopting an open access policy, Ege University developed the "Open Academic Archive System-DSpace@Ege" at international standards and established the "Ege University Open Science and Open Access Commission" in 2019 to ensure integration with the "European Open Access Infrastructure (openAIRE). Our university has made its entire academic archive available to the public with the database it created. Please see the links for details.

Lifelong Learning Scope

Ege University Alumni Relations Office



One of Türkiye's distinguished universities has adopted the principle of strengthening its relationship with its alumni and ensuring continuity of communication.

Ege University Alumni Relations Office collaborates with the online career platform Talent Gate, which enables higher education students/graduates, public institutions/organizations, private sector employers, and university career centers to maintain continuous communication regardless of time or place. The Office aims to develop and sustain our collaboration with alums, helping them transfer their academic knowledge into the business world, adapt, and support their transition through a range of training programs and seminars. It also supports the personal development of our alumni and prospective alumni, fostering individuals who can create value for society..

As the Alumni Relations Office, we have developed the Alumni Card application to ensure our alumni continue to benefit from our University's opportunities for their academic, personal, social, and professional development, and to foster their social and cultural ties with the University. This strengthens our relationships with our alumni, ensures ongoing communication, and allows us to monitor their progress after graduation.

THERE IS A GRADUATE IN THE CLASS OF 2024!

Measure The Sustainability Literacy Of Students

Through these efforts, we aim to track and enhance our students' sustainability literacy, ensuring they are equipped with the knowledge and skills to address environmental and societal challenges."

Assessing Students' Sustainability Learning Outcomes



We conduct periodic surveys and questionnaires to assess students' knowledge and understanding of sustainability concepts and environmental issues.



Students enrolled in courses related to sustainability are evaluated through exams, projects, and assignments that measure their grasp of key sustainability principles.



Participation in sustainability-focused workshops and training sessions is assessed to gauge how well students comprehend and apply the skills and knowledge gained.



Students are encouraged to engage in sustainability research and projects, with evaluations based on their ability to propose and implement sustainable solutions.

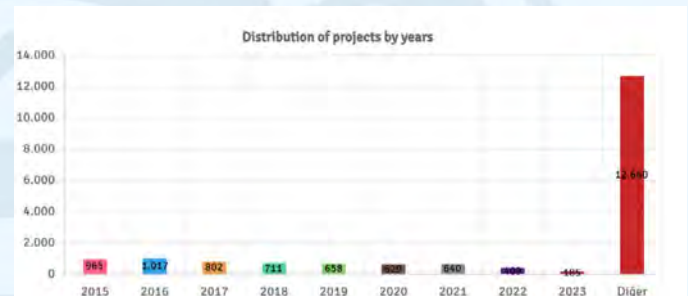


Campus-wide challenges and competitions Initiatives such as sustainability-themed challenges or hackathons provide an opportunity to assess practical application

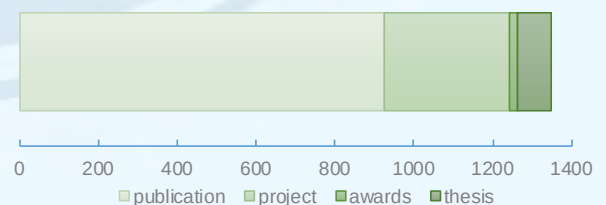
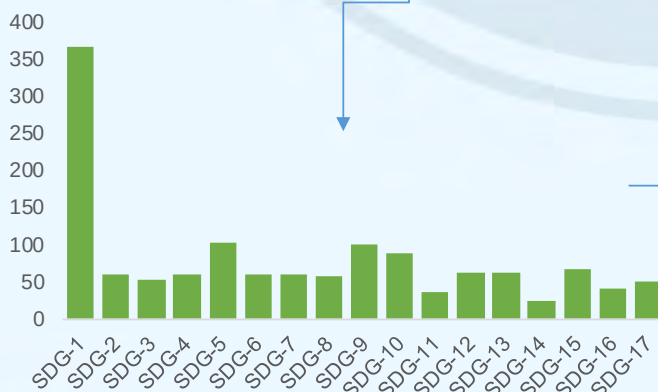
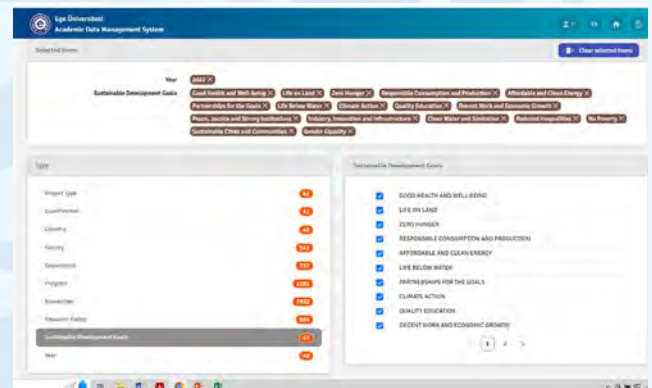
Ege University tracks publications, projects, courses, theses, congress, and symposium participation for all SDGs through [UNISIS \(Academic Data Management System\)](#).



Scientific Statistics



Activities conducted according to UNISIS system by researchers at Ege University within the framework of the United Nations Sustainable Development Goals (SDGs) are systematically assessed. The accompanying graph below illustrates the metrics obtained from the UNISIS system for publications, projects, theses, and awards attained during the academic year 2021-2022.





METHODOLOGY

Inherently, higher education institutions place significant importance on comprehending and managing their impacts, with the aim of becoming more responsible and trustworthy organizations, all for the purpose of fostering a more sustainable planet. Higher education, along with its sphere of influence, will play a pivotal role in the global shift toward sustainability. Through its reporting processes, higher education can assess and mitigate risks, capitalize on emerging opportunities, and set a shining example through specific actions, with sustainable performance evaluation systems standing out as the most significant among them. Universities, as hubs of research and practical endeavors aimed at a better future, stand out as one of the institutions where the concept of sustainability finds the broadest application.

The sustainability reports include their performance in economic, social, and environmental sustainability, which are the three essential components of corporate sustainability. In this reporting study, institutions address sustainability-related problems, risks and opportunities, strengths and weaknesses, and the potential of themselves and their stakeholders. A similar structure, THE Impact Rankings Methodology, carries out the sustainable performance evaluation measurement of universities developed under the 17 SDG titles determined by the United Nations as Sustainable Development Goals. On the other hand, today, many organizations use GRI (Global Reporting Initiative) principles and standards when preparing corporate sustainability reports. Even though GRI Standards represent the most globally adopted framework for sustainability reporting, there isn't a dedicated standard tailored for educational institutions. Nevertheless, due to its comprehensive and structured framework, universities may effectively utilize the GRI framework for their reporting needs.

The Ege University Sustainability Report Team was established by the Ege University Rectorate to gather sustainability-related activities under a single common roof. Projects, events, social awareness studies, and every step of the reporting process are carried out by the office team studiously. Intending to collect correct and efficacious sustainability data of Ege University, we collaborate with experienced, trustworthy institutions. In addition, the sub-working groups, which consist of experts from the academic and administrative staff of Ege University, were charged by the Rectorate as an integral part of the Sustainability Office.

To ensure clarity, accuracy, and the provision of appropriately detailed data for each impact category, the Ranking Office has developed a dedicated data collection program known as the 'Sustainability Data System'. Members of the aforementioned sub-working groups upload data pertaining to their respective fields of study into this system. In addition to systematically gathering relevant information, this system also aids in establishing coherence among various data types, each of which corresponds to different impact areas.

The writing methodology for the Ege sustainability report is centered around established approaches dictated by two of the most recognized and vital sustainability reporting standards: THE Impact Ranking Methodology and the Global Reporting Initiative (GRI). This approach ensures the data provided is globally comparable. Over the academic year, expert-collected data is aligned with the indicators of THE Impact Ranking Methodology.

To ensure the accurate and high-quality presentation of the collected data, the reporting principles of GRI have been employed as a guiding framework throughout the process. These principles, including accuracy, balance, clarity, comparability, completeness, sustainability context, timeliness, and verifiability, have been meticulously applied. The instructions given in GRI 2 and GRI 3 were followed to report one-year sustainability performance by GRI standards.

The Sustainability Report Team and sub-working groups are composed of our dedicated experts with the proficiency to assess our organization's context. Initially, they identified both current and potential impacts of Ege University. They categorized and prioritized the significance of detected impacts objectively. The most important ones were chosen as the material topics that form the essence of all reports belonging to each SDG.

As we constructed this report, we amalgamated the criteria from GRI and THE Impact Rankings. To foster a more comprehensible and sustainable reporting process, we devised matrixes, featured at the end of this report, which comprise the indicators and their respective GRI standards.

SDG REPORTS			
	SDG 1- No Poverty.		
	SDG 2- No Hunger		
	SDG 3- Good health and well-being		
	SDG 4- Quality Education		
	SDG 5- Gender Equality		
	SDG 6- Clean Water and Sanitation		
	SDG 7- Accessible and Clean Energy		
	SDG 8- Decent Work and Economic Growth		
	SDG 9- Industry, Innovation and Infrastructure		
	SDG 10- Reduced Inequalities		
	SDG 11- Sustainable Cities and Societies		
	SDG 12- Responsible Production and Consumption		
	SDG 13- Climate Action		
	SDG 14- Life Below Water		
	SDG 15- Terrestrial Life		
	SDG 16- Peace, Justice and Strong Institutions		
	SDG 17- Partnerships for the goals		

THE Impact Rankings Methodology 2026 & GRI Index Matrix

THE	Impact Rankings Methodology 2026 Version 1.1	GRI	Disclosure	Reported	Page
1.1	Research on poverty			Fully	1
1.2	Proportion of students receiving financial aid to attend university because of poverty			Fully	1-2
1.2.1	Students receiving financial aid	GRI 203: Indirect Economic Impacts 2016	203-2 Significant indirect economic impacts	Fully	1-2
	Number of students			Fully	1
	Number of low income students receiving financial aid			Fully	1
1.3	University anti-poverty programmes			Fully	2-5
1.3.1	Bottom financial quintile admission target Targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country.	GRI 203: Indirect Economic Impacts 2016	203-2 Significant indirect economic impacts	Fully	2
1.3.2	Bottom financial quintile student success Graduation/completion targets for students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country.			Fully	2
1.3.3	Low-income student support Provide support (e.g., food, housing, transportation, legal services) for students from low-income families to enable them to complete university.			Fully	2-5
1.3.4	Bottom financial quintile student support Programmes or initiatives to assist students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country to successfully complete their studies.			Fully	3
1.3.5	Low or lower-middle income countries student support Schemes to support poor students from low or lower-middle income countries (e.g., offering free education, grants).			Fully	3
1.4	Community anti-poverty programmes			Fully	6-13
1.4.1	Local start-up assistance Provide assistance in the local community supporting the start-up of financially and socially sustainable businesses through relevant education or resources (e.g., mentorship programmes, training workshops, access to university facilities).	GRI 2: General Disclosures 2021 GRI 413: Local Communities 2016	2-6 Activities, value chain and other business relationships 413-1 Operations with local community engagement, impact assessments, and development programs	Fully	11
1.4.2	Local start-up financial assistance Provide financial assistance to the local community supporting the start-up of financially and socially sustainable businesses.	GRI 2: General Disclosures 2021 GRI 413: Local Communities 2016	2-6 Activities, value chain and other business relationships 413-1 Operations with local community engagement, impact assessments, and development programs	Fully	11
1.4.3	Programmes for services access Organise training or programmes to improve access to basic services for all.			Fully	6-10, 12-13
1.4.4	Policy addressing poverty. Participate in policy making at local, regional, national and/or global level to implement programmes and policies to end poverty in all its dimensions.	GRI 102 General Disclosures GRI 415: Public Policy 2016	2-6 Activities, value chain and other business relationships Political contributions	Fully	12-13

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THE	Impact Rankings Methodology 2026Version 1.1	GRI	Disclosure	Reported	Page
2.1	Research on hunger			Fully	
2.2	Campus food waste			Fully	
2.2.1	Campus food waste tracking Measure the amount of food waste generated from food served within the university.	GRI 306: Waste 2020	306-4 Waste diverted from disposal (306-4-a)		1, 2, 8
2.2.2	Campus food waste		306-3 Waste generated.	Fully	3, 4, 5
	Total food waste		306-4 Waste diverted from disposal (306-4-a)	Fully	3, 4
	Number of campus population		306-5 Waste directed to disposal	Fully	5
2.3	Student hunger			Fully	
2.3.1	Student food insecurity and hunger Have a programme in place on student food insecurity.			Fully	4
2.3.2	Students hunger interventions Provide interventions to prevent or alleviate hunger among students (e.g. including supply and access to food banks/pantries).			Fully	2, 3, 4
2.3.3	Sustainable food choices on campus Provide sustainable food choices for all on campus, including vegetarian and vegan food.			Fully	3-6
2.3.4	Healthy and affordable food choices Provide healthy and affordable food choices for all on campus.	GRI 403: Occupational Health and Safety 2018	403-6-b Promotion of worker health	Fully	2, 3
2.3.5	Staff hunger interventions Provide interventions to prevent or alleviate hunger among staff (e.g. including supply and access to food banks/pantries).				2, 3
2.4	Proportion of graduates in agriculture and aquaculture including sustainability aspects			Fully	
2.4.1	Proportion of graduates in agriculture and aquaculture			Fully	4
	Number of graduates			Fully	4
	Number of graduates from agriculture and aquaculture courses including sustainability aspects			Fully	6, 7
2.5	National hunger			Fully	
2.5.1	Access to food security knowledge Provide access on food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers.	GRI 413: Local Communities 2016	413-2-a Operations with significant actual Fully and potential negative impacts on local communities	Fully	5, 6, 7
2.5.2	Events for local farmers and food producers Provide events for local farmers and food producers to connect and transfer knowledge	GRI 413: Local Communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	Fully	5, 7
2.5.3	University access to local farmers and food producers Provide access to university facilities (e.g., labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices.			Fully	5, 6, 7
2.5.4	Sustainable food purchases Prioritise purchase of products from local, sustainable sources.			Fully	2, 6

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3.1	Research on health and well-being			Fully	2
3.2	Number graduating in health professions			Fully	1
3.2.1	Proportion of graduates in health professions			Fully	1
	Number of graduates			Fully	1
	Number of graduates in health professions			Fully	1
3.3	Collaborations and health services			Fully	1-10
3.3.1	Current collaborations with health institutions Have current collaborations with local, national, or global health institutions to improve health and well-being outcomes.	GRI 403: Occupational Health and Safety 2018	403-6-a Promotion of worker health	Fully	1,2
3.3.2	Health outreach programmes Deliver outreach programmes and projects in the local community (which can include student volunteering programmes) to improve or promote health and well-being including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and well-being related topics.	GRI 413: Local Communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	Fully	2,3,4,5
3.3.3	Shared sports facilities Share sports facilities with the local community, for instance with local schools or with the general public.	GRI 403: Occupational Health and Safety 2018	403-6-b Promotion of worker health	Fully	5,6,7
3.3.4	Sexual and reproductive health care services for students Provide students access to sexual and reproductive health-care services including information and education services.	GRI 403: Occupational Health and Safety 2018	403-6-b Promotion of worker health		8
3.3.5	Mental health support for students Provide students with access to mental health support	GRI 403: Occupational Health and Safety 2018	403-6-b Promotion of worker health	Fully	8
3.3.6	Smoke-free policy Have a 'smoke-free' policy.	GRI 403: Occupational Health and Safety 2018	403-6-b Promotion of worker health (strengthening the prevention and treatment of substance abuse, including narcotic drug abuse and harmful consumption of alcohol)	Fully	9
3.3.7	Mental health support for staff Provide staff with access to mental health support Active promotion of good mental health Access to (or signposting to) free mental health support Access to (or signposting to) charged mental health support	GRI 403: Occupational Health and Safety 2018	403-6-b Promotion of worker health		9,10

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4.1	Research on early years and lifelong learning education			Fully	
4.2	Proportion of graduates with teaching qualification			Fully	1
	Proportion of graduates with relevant qualification for teaching			Fully	1
4.2.1	Number of graduates			Fully	1
	Number of graduates who gained a qualification that entitled them to teach at primary school level			Fully	1
4.3	Lifelong learning measures			Fully	
4.3.1	Public resources (lifelong learning) Provide access to educational resources for those not studying at the university-e.g., computers, library, online courses, and access to lectures.	GRI 413: Local Communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	Fully	2,6,7
4.3.2	Public events (lifelong learning) Host events at university that are open to the general public: public lectures, community educational events.	GRI 413: Local Communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	Fully	6
4.3.3	Vocational training events (lifelong learning) Host events at university that are open to the general public: executive education programmes (this refers to short courses for people who are not attending the university; this specifically excludes courses like MBA) and/or vocational training.	GRI 404: Training and Education 2016	Average hours of training that the organization's employees have undertaken during the reporting period	Fully	6
4.3.4	Education outreach activities beyond campus Undertake educational outreach activities (e.g., tailored lectures or demonstrations) beyond campus-in local schools, in the community. This can include voluntary student-run schemes.	GRI 413: Local Communities 2016	413-1 Operations with local community engagement, impact assessments, and development programs	Fully	3,4
4.3.5	Lifelong learning access policy A policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability immigration status or gender.	GRI 2: General Disclosures 2021 GRI 418: Customer Privacy 2016	2-23 Policy commitments 418-1	Fully	5
4.4	Proportion of first-generation students			Fully	
4.4.1	Proportion of graduates with relevant qualification for teaching			Fully	2
	Number of students starting a degree			Fully	1
	Number of first-generation students starting a degree			Fully	2

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THE	Impact Rankings Methodology 2026 Version 1.1	GRI	Disclosure	Reported	Page
5.1	Research on gender equality			Fully	2-4 6-7
5.2	Proportion of graduates with teaching qualification			Fully	
5.2.1	Proportion of women first-generation			Fully	1
	Number of women starting a degree			Fully	1
	Number of first-generation women starting a degree			Fully	1
5.3	Student access measures			Fully	1
5.3.1	Tracking access measures Systematically measure and track women's application rate, acceptance or entry rate, and study completion rate at the university.			Fully	1
5.3.2	Policy for women applications and entry Have a policy (e.g., an Access and Participation plan) addressing women's applications, acceptance, entry, and participation at the university.			Fully	1
5.3.3	Women's access schemes Provide women's access schemes, including mentoring, scholarships, or other provision			Fully	1
5.3.4	Women's application in underrepresented subjects Encourage applications by women in subjects where they are underrepresented. Through university outreach or through collaboration with other universities, community groups, government or NGOs in regional or national campaigns.			Fully	2-8
5.4	Proportion of senior female academics			Fully	9
5.4.1	Proportion of senior female academics	GRI 401: Employment 2016 GRI 405: Diversity and Equal Opportunity 2016	401-1 405-1	Fully	9
	Number of senior academic staff			Fully	9
	Number of female senior academic staff			Fully	9
5.5	Proportion of women receiving degrees			Fully	9
5.5.1	Proportion of female degrees awarded	GRI 202: Market Presence 2016	202-1	Fully	9
	Number of graduates: Total			Fully	9
	Number of graduates by subject area (STEM, Medicine, Arts & Humanities/Social Sciences): Total			Fully	9
	Number of graduates: STEM			Fully	9
	Number of graduates: Medicine			Fully	9
	Number of graduates: Arts & Humanities/Social Sciences			Fully	9
	Number of female graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total			Fully	9
	Number of female graduates: STEM			Fully	9
	Number of female graduates: Medicine			Fully	9
5.6	Women's progress measures			Fully	10-12
5.6.1	Policy of non-discrimination against women Have a policy of non-discrimination against women	GRI 2: General Disclosures 2021	Disclosure 2-23 Policy commitments	Fully	10-12
5.6.2	Non-discrimination policies for transgender Have a policy of non-discrimination for transgender people.			Fully	12-16
5.6.3	Maternity policy Have maternity policy that support women's participation.	GRI 401: Employment 2016	401-3	Fully	17-23
5.6.4	Childcare facilities for students Have accessible childcare facilities for students which allow recent mothers to attend university courses.			Fully	23-24
5.6.5	Childcare facilities for staff and faculty Have childcare facilities for staff and faculty	GRI 401: Employment 2016	401-3	Fully	23-24
5.6.6	Women's mentoring schemes Have women's mentoring schemes, in which at least 10% of female students participate.			Fully	24-26
5.6.7	Track women's graduation rate Have measurement or tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap.			Fully	26
5.6.8	Policies protecting those reporting discrimination. Have a policy that protects those reporting discrimination from educational or employment disadvantage	GRI 2: General Disclosures 2021	2-23 Policy commitments	Fully	10-12
5.6.9	Have paternity policy Have a maternity policy that supports women's participation.				17-23

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6.1	Research on water			Fully	
6.2	Water consumption per person			Fully	
6.2.1	Measure the total volume of water used in the university that is taken from mains supply, desalinated, or extracted from rivers, lakes, or aquifers?	GRI 303: Water and Effluents 2018	303-1 Interactions with water as a shared Fully resource 303-3 Water withdrawal 303-5 Water consumption	Fully	
6.2.2	Water consumption per person		303-3 Water withdrawal 303-5 Water consumption	Fully	
	Volume of water used in the university: Inbound (treated/extracted water)			Fully	
	Number of campus population			Fully	
6.3	Water usage and care			Fully	
6.3.1	Wastewater treatment A process in place to treat wastewater.	GRI 303: Water and Effluents 2018	303-4 Water discharge	Fully	4
6.3.2	Preventing water system pollution Processes to prevent polluted water entering the water system, including pollution caused by accidents and incidents at the university.			Fully	4
6.3.3	Free drinking water provided. Provide free drinking water for students, staff and visitors (e.g., drinking water fountains).		303-1 Interactions with water as a shared Fully resource	Fully	5
6.3.4	Water-conscious building standards Apply building standards to minimise water use			Fully	5,6
6.3.5	Water-conscious planting Plant landscapes to minimise water usage. (e.g. use drought- tolerant plants)			Fully	5
6.4	Water reuse			Fully	
6.4.1	Water reuse policy Have a policy to maximise water reuse across the university?	GRI 303: Water and Effluents 2018	303-3 Water withdrawal 303-5 Water consumption	Fully	5
6.4.2	Water reuse measurement Measure the reuse of water across the university?			Fully	4, 6
6.5	Water in the community			Fully	
6.5.1	Water management educational opportunities Provide educational opportunities for local communities to learn about good water management Promoting conscious water usage Actively promote conscious water usage on campus, and in the wider community			Fully	5,6,8,10
6.5.2	Off-campus water conservation support Support water conservation off campus			Fully	7,8,9
6.5.3	Sustainable water extraction on campus Where water is extracted (for example from aquifers, lakes or rivers) utilise sustainable water extraction technologies on associated university grounds on and off campus.	GRI 303: Water and Effluents 2018	303-1 Interactions with water as a shared 303-3 Water withdrawal	Fully	7
6.5.4	Cooperation on water security Cooperate with local, regional, national, or global governments on water security. Local Regional National	GRI 304: Biodiversity 2016	304-3-a	Fully	7,8, 10
6.5.5	Promoting conscious water usage on campus Actively promote conscious water usage on the wider community				8,10
6.5.6	Promoting conscious water usage in the wider community Actively promote conscious water usage in the wider community				6

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7.1	Research on clean energy			Fully	1-3
7.2	University measures towards affordable and clean energy			Fully	1-5
7.2.1	Energy-efficient renovation and building Have a policy in place for ensuring all renovations or new builds are following energy efficiency standards	G4 CONSTRUCTION AND REAL ESTATE SECTOR G4-DMA SECTOR SPECIFIC GUIDANCE FOR Disclosure on		Fully	1
7.2.2	Upgrade buildings to higher energy efficiency Have plans to upgrade existing buildings to higher energy efficiency	G4 CONSTRUCTION AND REAL ESTATE SECTOR G4-DMA SECTOR SPECIFIC GUIDANCE FOR Disclosure on		Fully	1
7.2.3	Carbon reduction and emission reduction process Have a process for carbon management and reducing carbon dioxide emissions	305: Emissions 2016	305-1 Direct (Scope 1) GHG emissions 305-4 GHG emissions intensity 305-5 Reduction of GHG emissions	Fully	1-5
7.2.4	Plan to reduce energy consumption Have an energy efficiency plan in place to reduce overall energy consumption	GRI 302: Energy 2016	302-4 Reduction of energy consumption	Fully	1-5
7.2.5	Energy wastage identification Undergo energy reviews to identify areas where energy waste is highest	GRI 302: Energy 2016	302-4 Reduction of energy consumption	Fully	5
7.2.6	Divestment policy Have a policy on divesting investments from carbon-intensive energy industries notably coal and oil			Fully	4
7.3	Energy use density			Fully	5
7.3.1	Energy usage per sqm		305-1 Direct (Scope 1) GHG emissions	Fully	5
	Total energy used			Fully	5
	University floor space			Fully	5
7.4	Energy and the community			Fully	4
7.4.1	Local community outreach for energy efficiency Provide programmes for local community to learn about importance of energy efficiency and clean energy			Fully	4
7.4.2	100% renewable energy pledge Promote a public pledge toward 100% renewable energy beyond the university	G4 Sector Disclosure 2012 G4-EN3 ENERGY CONSUMPTION WITHIN THE ORGANIZATION OG2 TOTAL AMOUNT INVESTED IN RENEWABLE ENERGY		Fully	4
7.4.3	Energy efficiency services for industry Provide direct services to local industry aimed at improving energy efficiency and clean energy (energy efficiency assessments, workshops, research renewable energy options)	G4 CONSTRUCTION AND REAL ESTATE SECTOR G4-DMA SECTOR SPECIFIC GUIDANCE FOR Disclosure on Management Approach		Fully	4
7.4.4	Policy development for clean energy technology Inform and support governments in clean energy and energy- efficient technology policy development			Fully	4
7.4.5	Assistance to low-carbon innovation Provide assistance for start-ups that foster and support a low- carbon economy or technology			Fully	
7.5	Low-carbon energy use			Fully	1-3
	This indicator asks for the amount of low-carbon energy used in the university, and the total amount of energy used. Total energy used Total energy used from low-carbon sources			Fully	1-5

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8.1	Research on economic growth and employment			Fully	1
8.2	Employment practice			Fully	2-5
8.2.1	Employment practice living wage Pay all staff and faculty at least the living wage, defined as the local living wage (if government defines this) or the local financial poverty indicator for a family of four (expressed as an hourly wage)			Fully	3
8.2.2	Employment practice unions Recognize unions (freedom of association & collective bargaining) for all, including women & international staff			Fully	3
8.2.3	Employment policy on discrimination Have a policy on ending discrimination in the workplace (including discrimination based on religion, sexuality, gender, age)	GRI 405: Diversity and Equal Opportunity 2016	405-2-a	Fully	3
8.2.4	Employment policy modern slavery Have a policy commitment against forced labour, modern slavery, GRI 409: Forced or Compulsory human trafficking and child labour	GRI 408: Child Labor 2016 GRI 409: Forced or Compulsory Labor 2016	408-1 409-1	Fully	4
8.2.5	Employment practice equivalent rights outsourcing Have a policy on guaranteeing equivalent rights of workers when outsourcing activities to third parties			Fully	4
8.2.6	Employment policy pay scale equity. Have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps	GRI 405: Diversity and Equal Opportunity 2016	405-2-a	Fully	4
8.2.7	Tracking pay scale for gender equity. Measurement or tracking pay scale gender equity	GRI 405: Diversity and Equal Opportunity 2016	405-2-a	Fully	4-5
8.2.8	Employment practice appeal process Have a process for employees to appeal on employee rights and/or pay	GRI 2: General Disclosures 2021	2-20 Process to determine remuneration. 2-21 Annual total compensation ratio 2-30 Collective bargaining agreements	Fully	2-4
8.2.9	Employment practice labour rights Recognise labour rights (freedom of association and collective bargaining for all, including women and international staff				2-4
8.3	Expenditure per employee			Fully	1-6
8.3.1	Expenditure per employee	GRI 2: General Disclosures 2021	GRI 2-19 Remuneration policies	Fully	6
	Number of employees			Fully	1
	University expenditure			Fully	6
8.4	Proportion of students taking work placements			Fully	6, 17
8.4.1	Proportion of students with placements			Fully	6
	Number of students			Fully	17
	Number of students with work placements for more than a month				
	Scope 1, 2 and 3 (full)	GRI 302: Energy 2016 GRI 305: Emissions 2016	302-2 Energy consumption outside of the organization 305-3 Other indirect (Scope 3) GHG emissions	Fully	
	scope not known	GRI 302: Energy 2016	302-2 Energy consumption outside of the organization	Fully	
8.5	Proportion of employees on secure contracts			Fully	1, 6
8.5.1	Proportion of employees on secure contracts	GRI 2: General Disclosures 2021	2-7-b 2-8-a	Fully	6
	Number of employees			Fully	1
	Number of employees on contracts of over 24 months			Fully	6

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9.1	Research on industry, innovation and infrastructure			Fully	3
9.2	Patents citing university research			Fully	
9.3	University spin offs			Fully	3
9.3.1	Number of university spin offs	GRI 203: Indirect Economic Impacts 2016 GRI 201: Economic Performance 2016	203-1 Infrastructure investments and services supported 201-4 Financial assistance received from government	Fully	3
9.4	Research income from industry and commerce			Fully	3
9.4.1	Research income from industry and commerce per academic staff	GRI 201: Economic Performance GRI 203: Indirect Economic Impacts 2016	201-1 Direct economic value generated and distributed 203-2 Significant indirect economic impacts)	Fully	
	Research income from industry and commerce by subject area: STEM			Fully	3
	Research income from industry and commerce by subject area: Medicine			Fully	4
	Research income from industry and commerce by subject area: Arts & Humanities/Social sciences			Fully	4
	Number of academic staff by subject area: STEM			Fully	4
	Number of academic staff by subject area: Medicine			Fully	4
	Number of academic staff by subject area: Arts & Humanities / Social sciences			Fully	5



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10.1	Research on reduced inequalities			Fully	1,2,3
10.2	First-generation students			Fully	1
10.2.1	Proportion of first-generation students			Fully	1
	Number of students starting a degree			Fully	1
	Number of first-generation students starting a degree			Fully	1
10.3	International students from developing countries			Fully	1
10.3.1	Proportion of international students from developing countries			Fully	1
	Number of students			Fully	1
	Number of international students from developing countries			Fully	1
10.4	Proportion of students with disabilities			Fully	1
10.4.1	Proportion of students with disabilities			Fully	1
	Number of students			Fully	1
	Number of students with disability			Fully	1
10.5	Proportion of employees with disabilities			Fully	5
10.5.1	Proportion of employees with disabilities	GRI 401: Employment 2016	401-1 New employee hires and employee turnover 401-2 Benefits provided to full-time employees that are not provided to temporary or parttime employees 401-3 Parental leave	Fully	5
	Number of employees	GRI 2: General Disclosures 2021 GRI 404: Training and Education 2016	2-7 Employees 2-8 Workers who are not employees 404-1 Average hours of training per year per employee	Fully	5
	Number of employees with disability			Fully	5
10.6	Measures against discrimination			Fully	5,6
10.6.1	Non-discriminatory admissions policy Have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions			Fully	2,3,4,5
10.6.2	Access to university track underrepresented groups applications Measure and track applications and admissions of underrepresented (and potentially underrepresented) groups including ethnic minorities, low-income students, non-traditional students, women, LGBT students, and disabled students, and newly settled refugee students.			Fully	2,3,4,5,6
10.6.3	Access to university underrepresented groups recruit Take planned actions to recruit students, staff, and faculty from under-represented groups			Fully	2,3,4,5,6,7,8
10.6.4	Anti-discrimination policy Have an anti-discrimination policy that covers the institution and its operations.			Fully	5,6,7
10.6.5	University diversity officer Have a diversity and equality committee, office or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programmes and trainings related to diversity, equity, inclusion and human rights on campus.	GRI 2: General Disclosures 2021 GRI 405: Diversity and Equal Opportunity 2016	2-7-a Employees 405-1 Diversity of governance bodies and employees) 405-2 Ratio of basic salary and remuneration of women to men)	Fully	5,6,7
10.6.6	Support for underrepresented groups Provide mentoring, counselling, or peer support programmes to support students, staff, and faculty from underrepresented groups.	GRI 405: Diversity and Equal Opportunity 2016	405-1 Diversity of governance bodies and Fully employees 405-2 Ratio of basic salary and remuneration of women to men	Fully	6,7
10.6.7	Accessible facilities Provide accessible facilities for people with disabilities.			Fully	1,2,7,8
10.6.8	Disability support services Provide accessible facilities for people with disabilities.			Fully	4,6,8
10.6.9	Disability access scheme Provide access schemes for people with disabilities such as mentoring or other targeted support			Fully	6,7,8
10.6.10	Disability accommodation policy Have reasonable accommodation policy or strategy for people with disabilities including adequate funding	GRI 207: Tax 2019	207-1 Approach to tax	Fully	6,7,8
10.6.11	Anti-harassment policy Have an anti-harassment policy that covers the institution and its operations				5,6,7

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11.1	Research on sustainable cities and communities			Fully	
11.2	Support of arts and heritage			Fully	4-20
11.2.1	Public access to buildings Provide public access to buildings and/or monuments or natural heritage landscapes of cultural significance	GRI 2: General Disclosures 2021 GRI 203: Indirect Economic Impacts 2016	2-1 Organizational details 2-2 Entities included in the organization's sustainability reporting 203-1 Infrastructure investments and services supported	Fully	4-9
11.2.2	Public access to libraries Provide public access to libraries including books and publications	GRI 203: Indirect Economic Impacts 2016	203-1: Infrastructure investments and services supported	Fully	10-11
11.2.3	Public access to museums Provide public access to museums, exhibition spaces or galleries, or works of art and artefacts			Fully	11-12
11.2.4	Public access to green spaces Provide free public access to open spaces and green spaces			Fully	12-13
11.2.5	Arts and heritage contribution Contribute to local arts, in terms of number of annual public performances of university choirs, theatre groups, orchestras etc... either ad-hoc or as part of an ongoing programme			Fully	14
11.2.6	Record and preserve cultural heritage Deliver projects to record and preserve intangible cultural heritage such as local folklore, traditions, language, and knowledge. This can include the heritage of displaced communities.			Fully	15-20
11.3	Expenditure on arts and heritage			Fully	20
11.3.1	Arts and heritage expenditure	GRI 203: Indirect Economic Impacts 2016	203-1: Infrastructure investments and services supported	Fully	20
	University expenditure			Fully	20
	University expenditure on arts and heritage			Fully	20
11.4	Sustainable practices			Fully	21-27
11.4.1	Sustainable practices targets Measure and set targets for more sustainable commuting (walking, cycling or other non-motorized transport, vanpools, carpools, shuttlebus or public transportation, motorcycle, scooter or moped, or electric vehicles)	GRI 203: Indirect Economic Impacts 2016	203-1: Infrastructure investments and services supported	Fully	21
11.4.2	Promote sustainable commuting Undertake actions to promote more sustainable commuting			Fully	22
11.4.3	Allow remote working Promote or allow telecommuting or remote working for employees as a matter of policy or standard practice, or offer a condensed working week to reduce employee commuting			Fully	23
11.4.4	Affordable housing for employees Provide affordable housing for employees Evaluating affordability Providing housing directly Providing financial support			Fully	23
11.4.5	Affordable housing for students Provide affordable housing for students			Fully	24
11.4.6	Pedestrian priority on campus Prioritise pedestrian access on campus	GRI 203: Indirect Economic Impacts 2016	203-1: Infrastructure investments and serv	Fully	24-25
11.4.7	Local authority collaboration regarding planning and development Work with local authorities to address planning issues and development, including ensuring that local residents are able to access affordable housing			Fully	25
11.4.8	Planning development - new build standards Build new buildings to sustainable standards			Fully	26
11.4.9	Building on brownfield sites Build on brownfield sites, where possible			Fully	26-27

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12.1	Research on responsible consumption and production			Fully	1-14
12.2	Operational measures			Fully	1-3
12.2.1	Ethical sourcing policy Have a policy on ethical sourcing of food and supplies	GRI 306: Waste 2020	306-2 Management of significant waste related impacts	Fully	1
12.2.3	Policy waste disposal-hazardous materials Have a policy, process or practice on waste disposal - Covering hazardous materials		306-2 Management of significant waste related impacts	Fully	3-5
12.2.4	Policy waste disposal - landfill policy Have a policy on waste disposal - to measure the amount of waste sent to landfill and recycled		306-3 Waste generated	Fully	3-5
12.2.5	Policy for minimisation of plastic use Have policies around use minimisation of plastic		306-2 Management of significant waste related impacts	Fully	3-5
12.2.6	Policy for minimisation of disposable items Have policies around use minimisation of disposable items		306-2 Management of significant waste related impacts	Fully	3-5
12.2.7	Disposable policy: extensions to services Ensuring these policies extend to outsourced services and the supply chain		306-2 Management of significant waste related impacts	Fully	4-6
12.2.8	Minimisation policies extended to suppliers Ensuring these policies extend to outsourced suppliers and the supply chain - (suppliers of equipment, stationary, building contracts)?		306-2 Management of significant waste related impacts	Fully	4-6
12.3	Proportion of recycled waste			Fully	5
12.3.1	Waste tracking Measure the amount of waste generated and recycled across the university	GRI 306: Waste 2020	306-4 Waste diverted from disposal	Fully	4-5
12.3.2	Proportion of waste recycled		306-4 Waste diverted from disposal	Fully	5
	Amount of waste generated		306-3 Waste generated	Fully	5
	Amount of waste recycled		306-4 Waste diverted from disposal	Fully	5
	Amount of waste sent to landfill		306-5 Waste directed to disposal	Fully	5
12.4	Publication of a sustainability report			Fully	7-9
12.4.1	Publication of a sustainability report Annual Bi-annual Less Frequent	GRI 2: General Disclosures 2021	2-3 Reporting period, frequency and contact point 2-4 Restatements of information 2-18 Evaluation of the performance of the highest governance body 2-22 Statement on sustainable development strategy	Fully	7-9

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13.1	Research on climate action			Fully	2-3
13.2	Low-carbon energy use			Fully	1
13.2.1	Low-carbon energy tracking Measure the amount of low carbon energy used across the university	GRI 302: Energy 2016	302-1 Energy consumption within the organization	Fully	1
13.2.2	Low-carbon energy use			Fully	1
	Total energy used			Fully	1
	Total energy used from low-carbon sources			Fully	1-8
13.3	Environmental education measures			Fully	1-8
13.3.1	Local education programmes on climate Provide local education programmes or campaigns on climate change risks, impacts, mitigation, adaptation, impact reduction and early warning			Fully	4-6
13.3.2	Climate Action Plan, shared Have a university Climate Action plan, shared with local government and local community groups			Fully	1
13.3.3	Co-operative planning for climate change disasters Participate in co-operative planning for climate change disasters, 2016 working with government	GRI 201: Economic Performance 2016	201-2 Financial implications and other risks and opportunities due to climate change	Fully	2
13.3.4	Inform and support government Inform and support local or regional government in local climate change disaster or risk early warning and monitoring	GRI 305: Emissions 2016	305-4 GHG emissions intensity	Fully	2-3
13.3.5	Environmental education collaborate with NGO Collaborate with NGOs on climate adaptation			Fully	7-8
13.4	Commitment to carbon neutral university			Fully	1-8
13.4.1	Commitment to carbon neutral university Have a target date by which it will become carbon neutral according to the Greenhouse Gas Protocols?	GRI 302: Energy 2016 GRI 305: Emissions 2016	302-4 Reduction of energy consumption 305-5 Reduction of GHG emissions	Fully	1-8
	scope 1	GRI 305: Emissions 2016	305-1 Direct (Scope 1) GHG emissions	Fully	1-8
	scope 1 and 2	GRI 302: Energy 2016 GRI 305: Emissions 2016	302-2 Energy consumption outside of the organization 305-2 Energy indirect (Scope 2) GHG emissions	Fully	1-8
	Scope 1, 2 and 3 (partial)	GRI 302: Energy 2016	302-2 Energy consumption outside of the organization	Fully	1-8
	Scope 1, 2 and 3 (full)	GRI 302: Energy 2016 GRI 305: Emissions 2016	302-2 Energy consumption outside of the organization 305-3 Other indirect (Scope 3) GHG emissions	Fully	1-8
13.4.2	Achieve by date	GRI 302: Energy 2016	302-3 Energy intensity	Fully	1-8
	Achieve by Date for achieved prior to 2023 – 4 points Date for achieved by: 2023-2029 – 3 points Date for achieved by: 2030-2039 – 2 points Date for achieved by: 2040-2049 – 1 point Date for achieved by: 2050 or later – 0.5 "			Fully	1-8

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14.1	Research on life below water			Fully	1
14.2	Supporting aquatic ecosystems through education			Fully	2
14.2.1	Fresh-water ecosystems (community outreach) Offer educational programmes on fresh-water ecosystems (water irrigation practices, water management/conservation) for local or national communities Free Paid	GRI 304: Biodiversity 2016	304-1 Operational sites owned, leased, managed in, or adjacent to, protected areas and areas of high biodiversity value outside protected areas	Fully	1
14.2.2	Sustainable fisheries (community outreach) Offer educational programme or outreach for local or national communities on sustainable management of fisheries, aquaculture and tourism Free Paid			Fully	1
14.2.3	Overfishing (community outreach) Offer educational outreach activities for local or national communities to raise awareness about overfishing, illegal, unreported and unregulated fishing and destructive fishing practices Free Paid			Fully	1
14.3	Supporting aquatic ecosystems through action			Fully	2
14.3.1	Conservation and sustainable utilisation of the oceans (events) Support or organise events aimed to promote conservation and sustainable utilisation of the oceans, seas, lakes, rivers and marine resources	GRI 304: Biodiversity 2016	304-1 Operational sites owned, leased, managed in, or adjacent to, protected areas and areas of high biodiversity value outside protected areas	Fully	6-12
14.3.2	Food from aquatic ecosystems (policies) Have a policy to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested			Fully	7-10
14.3.3	Maintain ecosystems and their biodiversity (direct work) Work directly (research and/or engagement with industries) to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat		304-2 Significant impacts of activities, products and services on biodiversity	Fully	7-12
14.3.4	Technologies towards aquatic ecosystem damage prevention (direct work) Work directly (research and/or engagement with industries) on technologies or practices that enable marine industry to minimise or prevent damage to aquatic ecosystems			Fully	5-6
14.4	Water sensitive waste disposal			Fully	8
14.4.1	Water discharge guidelines and standards Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare)			Fully	5
14.4.2	Action plan to reducing plastic waste Have an action plan in place to reduce plastic waste on campus	GRI 306: Waste 2020	306-4 Waste diverted from disposal	Fully	8
14.4.3	Reducing marine pollution (policy) Have a policy on preventing and reducing marine pollution of all kinds, in particular from land-based activities	GRI 304: Biodiversity 2016	304-2 Significant impacts of activities, products and services on biodiversity	Fully	4
14.5	Maintaining a local ecosystem			Fully	6
14.5.1	Minimizing alteration of aquatic ecosystems (plan) Have a plan to minimise physical, chemical and biological alterations of related aquatic ecosystems	GRI 304: Biodiversity 2016	304-3 Habitats protected or restored	Fully	6-11
14.5.2	Monitoring the health of aquatic ecosystems Monitor the health of aquatic ecosystems			Fully	7
14.5.3	Programs towards good aquatic stewardship practices Develop and support programmes and incentives that encourage and maintain good aquatic stewardship practices Ad hoc On-going			Fully	8
14.5.4	Collaboration for shared aquatic ecosystems Collaborate with the local community in efforts to maintain shared aquatic ecosystems			Fully	9-12
14.5.5	Watershed management strategy Have implemented a watershed management strategy based on location specific diversity of aquatic species	GRI 304: Biodiversity 2016	304-2 Significant impacts of activities, products and services on biodiversity	Fully	9-12

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15.1	Research on land ecosystems			Fully	
15.2	Supporting land ecosystems through education			Fully	
15.2.1	Events about sustainable use of land Support or organise events aimed to promote conservation and sustainable utilisation of the land, including forests and wild land			Fully	7, 8, 9, 10, 12, 13, 14, 15
15.2.2	Sustainably farmed food on campus Have policies to ensure that food on campus is sustainably farmed			Fully	11, 13, 15
15.2.3	Maintain and extend current ecosystems' biodiversity Work directly to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat	GRI 304: Biodiversity 2016	304-1-a	Fully	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15
15.2.4	Educational programmes on ecosystems Offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities? Free			Fully	3, 4, 5, 6, 7, 8, 10, 13, 14, 15
15.2.5	Sustainable management of land for agriculture (educational outreach) Offer educational programme/outreach for local or national communities on sustainable management of land for agriculture Free	GRI 304: Biodiversity 2016	304-2 Significant impacts of activities, products and services on biodiversity	Fully	4, 5, 6, 15
15.2.6	Sustainable management of land for tourism (educational outreach) Offer educational programme/outreach for local or national communities on sustainable management of land tourism. Free				3, 4, 13, 14, 15
15.3	Supporting land ecosystems through action			Fully	
15.3.1	Sustainable use, conservation and restoration of land (policy) Have a policy to ensure the conservation, restoration and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands			Fully	1, 9, 10
15.3.2	Monitoring IUCN and other conservation species (policies) Have a policy to identify, monitor and protect any IUCN Red Listed species and national conservation list species with habits in areas affected by the operation of your university		304-4 IUCN Red List species and national conservation list species with habitats in areas affected by operations	Fully	1, 2
15.3.3	Local biodiversity included in planning and development Include local biodiversity into any planning and development process (e.g. construction of new buildings)	GRI 304: Biodiversity 2016	304-2 Significant impacts of activities, products and services on biodiversity	Fully	10, 11
15.3.4	Alien species impact reduction (policies) Have a policy to reduce the impact of alien species on Campus		304-2 Significant impacts of activities, products and services on biodiversity	Fully	7
15.3.5	Collaboration for shared land ecosystems Collaborate with the local community to maintain shared land ecosystems			Fully	5, 6, 7
15.4	Land sensitive waste disposal			Fully	
15.4.1	Water discharge guidelines and standards Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare)			Fully	10, 11, 12, 13
15.4.2	Policy on plastic waste reduction Have a policy on reducing plastic waste on campus	GRI 306: Waste 2020	306-4 Waste diverted from disposal	Fully	10, 11
15.4.3	Policy on hazardous waste disposal Have a policy, process or practice on waste disposal covering hazardous materials		306-2 Management of significant waste related impacts	Fully	10

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16.1	Research on peace and justice			Fully	1-2-4
16.2	University governance measures			Fully	1-2-4
16.2.1	Elected representation Have elected representation on the university's highest governing GRI 206: Anti-competitive Behavior body from: students (both undergraduate and graduate), faculty, 2016 and staff (non-faculty employees)	GRI 2: General Disclosures 2021 GRI 206: Anti-competitive Behavior 2016	2-9 Governance structure and composition 2-10 Nomination and selection of the highest governance body 2-13 Delegation of responsibility for managing impacts 2-11 Chair of the highest governance body 206-1 Legal actions for anti-competitive behavior, anti-trust, and monopoly practices	Fully	1-2
	students (both undergraduate and graduate)			Fully	1-2
	faculty			Fully	1-2
	staff (non-faculty employees)			Fully	1-2
16.2.2	Students' union Recognise a students' union			Fully	1-2
16.2.3	Identify and engage with local stakeholders Have written policies and procedures to identify local stakeholders external to the university and engage with them		2-5 External assurance 2-15 Conflicts of interest 2-16 Communication of critical concerns 2-29 Approach to stakeholder engagement 2-25 Processes to remediate negative impacts 2-26 Mechanisms for seeking advice and raising concerns	Fully	1-2-3
16.2.4	Participatory bodies for stakeholder engagement Have an existence of participatory bodies to recognize and engage local stakeholders, including local residents, local government, local private, local civil society representatives	GRI 2: General Disclosures 2021	2-29 Approach to stakeholder engagement	Fully	1-2-3
16.2.5	University principles on corruption and bribery Publish the university's principles and commitments on organized crime, corruption & bribery		2-23 Policy commitments 2-24 Embedding policy commitments 2-27 Compliance with laws and regulations	Fully	4
16.2.6	Academic freedom policy Have a policy on supporting academic freedom (freedom to choose areas of research and to speak and teach publicly about the area of their research)			Fully	4
16.2.7	Publish financial data Publish university financial data		2-20 Process to determine remuneration 2-21 Annual total compensation ratio 2-30 Collective bargaining agreements	Fully	4
16.3	Working with government			Fully	
16.3.1	Provide expert advice to government Provide specific expert advice to local, regional or national government (for example through policy guidance, participation in committees, provision of evidence)	GRI 2: General Disclosures 2021	2-29 Approach to stakeholder engagement	Fully	4-5
16.3.2	Policy-and lawmakers outreach and education Provide outreach, general education, upskilling and capacity- building to policy and lawmakers on relevant topics including economics, law, technology, migration and displacement, and climate change	GRI 410: Security Practices 2016	410-1 Security personnel trained in human Fully rights policies or procedures	Fully	4-5
16.3.3	Participation in government research Undertake policy-focused research in collaboration with government departments			Fully	4-5
16.3.4	Neutral platform to discuss issues Provide a neutral platform and 'safe' space for different political stakeholders to come together to frankly discuss challenges			Fully	4-5
16.4	Proportion of graduates in law and civil enforcement			Fully	
16.4.1	Proportion of graduates in law			Fully	
	Number of graduates			Fully	
	Number of total graduates from law and enforcement related courses			Fully	

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17.1	Research into partnership for the goals			Fully	
17.2	Relationships to support the goals			Fully	
17.2.1	Relationships with regional NGOs and government for SDG policy Have direct involvement in, or input into, national government or regional non-government organisations, SDG policy development- including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management	GRI 2: General Disclosures 2021	2-28 Membership associations	Fully	1-11
17.2.2	Cross sectoral dialogue about SDGs Initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government or NGOs			Fully	8-17
17.2.3	International collaboration data gathering for SDG Participate in international collaboration on gathering or measuring data for the SDGs			Fully	8-11, 15
17.2.4	Collaboration for SDG best practice Through international collaboration and research, review comparative approaches and develop international best practice Jon tackling the SDGs			Fully	7-11, 13-18
17.2.5	Collaboration with NGOs for SDGs Collaborate with NGOs to tackle the SDGs through: student volunteering programmes, research programmes, or development of educational resources				
	student volunteering programmes			Fully	18-19
	research programmes			Fully	8,10,11,13,15,16,20
	development of educational resources			Fully	
17.3	Publication of SDG reports		2-3 Reporting period, frequency and contact point 2-4 Restatements of information 2-12 Role of the highest governance body in overseeing the management of impacts 2-14 Role of the highest governance body in sustainability reporting 2-17 Collective knowledge of the highest	Fully	31-49
17.4	Education for the SDGs			Fully	
17.4.1	Education for SDGs commitment to meaningful education Have a commitment to meaningful education around the SDGs across the university, relevant and applicable to all students			Fully	22-24
17.4.2	Education for SDGs specific courses on sustainability Have dedicated courses (full degrees, or electives) that address sustainability and the SDGs.			Fully	22-24
17.4.3	Education for SDGs in the wider community Have dedicated outreach educational activities for the wider community, which could include alumni, local residents, displaced people. Alumni Local community Displaced people and refugees			Fully	25-30
17.4.4	Sustainable Literacy This question explores how you evaluate your students' ability to learn and retain key concepts of sustainability. For 2025 we will not score this question but will use it to inform our decisions for 2026. Measure the sustainability literacy of students.			Fully	29



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