Azerbaijan Technical University Report on Sustainability and SDGs Training

Reporting period: 2025-2026

Azerbaijan Technical University (AzTU) promotes sustainability through education, professional development, applied learning and public awareness activities aligned with the United Nations Sustainable Development Goals (SDGs). This report brings together documented activities published on the university's official sustainability website during 2025 and 2026.

The evidence includes seminars, workshops, expert discussions, practical training, student fieldwork and awareness sessions. Subjects range from renewable energy, water management and responsible consumption to sustainable transport, food security, financial literacy, health and inclusion. The activities illustrate the contribution of different departments and external partners rather than a single uniformly delivered course.

The SDGs form part of the UN 2030 Agenda. The links in this report provide a public evidence trail for the activities described. The report presents dates by year only, following the years displayed on the official news pages.

Objectives of the Training Program

• **Promote awareness:** Strengthen understanding of sustainability challenges and the relevance of the SDGs to university life and society.

• **Build capacity:** Develop practical knowledge in energy, water, environmental monitoring, digital innovation and responsible resource use.

• **Encourage integration:** Connect sustainability with teaching, research, professional practice and university-community cooperation.

• **Empower action:** Enable students and staff to participate in applied projects, informed discussion and sustainability initiatives.

Training Format and Delivery

Documented formats include in-person seminars and workshops, a combined seminar and webinar, expert panels, interactive group work, question-and-answer sessions, and field-based learning. These formats connect conceptual knowledge with practical tasks and engagement with industry, public institutions and community needs.

Some Links (Evidence of Activities)

2025 activities

Each underlined activity title is a clickable link to the official AzTU source. SDG mapping reflects explicit statements in the source where available and otherwise a content-based assessment.

1. 2025 | Workshop on Artificial Intelligence in Precision Agriculture

Organized by the Agrarian Innovation Center at AzTU, the workshop addressed digital agriculture, resource-efficient farm decisions and sustainable food security. *SDG alignment: 2, 9, 12.*

2. 2025 | Artificial Intelligence and Digitalization in German Language Teaching

A six-hour seminar and webinar for school and university teachers explored AI-supported teaching. Participants developed individual teaching plans and received certificates. *SDG alignment: 4.*

3. 2025 | Meeting with UN Experts on Energy and Green Technologies

An expert exchange addressed HFC reduction, alternative substances and specialist capacity in heating and cooling systems. This is evidence of technical knowledge exchange, rather than a completed training course. *SDG alignment: 12, 13, 17.*

4. 2025 | Awareness Session on Mandatory Health Insurance

Students received guidance from the State Agency for Mandatory Health Insurance on covered services, applications and procedures, followed by questions and answers. *SDG alignment: 3.*

5. 2025 | Urban Mobility and Sustainable Transport: Towards WUF13

An international seminar and expert panel brought together university leaders, specialists and representatives of partner cities and districts to discuss sustainable urban mobility. *SDG alignment: 11, 17.*

6. 2025 | Startup and Innovation Training

Training at the Incubation Center, with Innovation and Digital Development Agency staff, introduced innovation, startup development, prototypes, MVPs and support opportunities. *SDG alignment: 4, 8, 9.*

7. 2025 | Green Energy and Environmental Innovations

The program combined industry presentations, panel discussions, applied training and interactive group work on green energy, environmental technologies and youth participation. *SDG alignment: 4, 7, 9, 11, 12, 13, 17.*

Evidence of Activities (Continued)

2026 activities

8. 2026 | Scientific Seminar on Clean Water and Sanitation

The seminar examined sustainable water management, drinking water access, sanitation and research cooperation. *SDG alignment: 6.*

9. 2026 | Balancing Electricity Supply and Demand in Azerbaijan

Jointly organized by AzTU and Mingachevir State University at Azerbaijan Thermal Power Plant, the workshop explored generation, transmission, consumption and renewable integration. *SDG alignment: 7, 9, 17.*

10. 2026 | SupAutism Project Presentation and Interactive Training

The presentation included a psychologist-led interactive training session on understanding the responses of individuals with autism, supporting awareness and inclusion. *SDG alignment: 3, 10.*

11. 2026 | Field Research Around Boyukshor Lake

Students and faculty collected water samples and learned about water quality, wastewater treatment and environmental monitoring with project representatives. Additional official source (Azerbaijani) *SDG alignment: 6.*

12. 2026 | Waste Recycling Initiative

Students and faculty participated in waste separation and recycling activities, linking practical action with awareness of circular economy and responsible consumption. *SDG alignment: 12, 13.*

13. 2026 | Roundtable on the Sustainable Development Goals

Students, staff and external experts discussed poverty, food security, inclusive economic growth, entrepreneurship and employment. *SDG alignment: 1, 2, 8.*

14. 2026 | Improving Power Quality to Reduce Electricity Waste

A seminar included technical discussion and practical measurements concerning capacitor banks and efficient industrial electricity use. *SDG alignment: 7, 12.*

15. 2026 | Field Research in the Caspian Sea

Field sampling and laboratory analysis provided practical experience in water quality, marine pollution and aquatic ecosystem monitoring. Additional official source (Azerbaijani) *SDG alignment: 14.*

16. 2026 | Financial Literacy and Digital Financial Tools

A seminar for students and academic staff connected financial decision-making and digital financial tools with sustainable economic growth. *SDG alignment: 8.*

17. 2026 | Theoretical and Practical Training on Wind Energy

Students studied wind energy, emissions reduction, energy efficiency, grid integration and modern renewable energy technologies. *SDG alignment: 7, 13.*

18. 2025 | DISC Innovation and Sustainability Lab Memorandum

A memorandum with Dithari Technologies set out plans for circular IT, e-waste reduction, refurbishment and practical student skills. The memorandum alone does not verify delivery of a training course. *SDG alignment: 9, 12, 17.*

19. 2026 | Practical Measures for Sustainable Transport and Urban Mobility

The university described pedestrian facilities, regulated parking, micromobility and measures aimed at reducing commuting impacts. *SDG alignment: 11, 13.*

20. 2026 | Green Spaces Are Being Increased on the AzTU Campus

The campus initiative links green-space expansion with ecosystem protection and biodiversity. This is campus practice evidence rather than a documented conservation training event. Additional official source (Azerbaijani) *SDG alignment: 15.*

21. 2025 | Plastic Pollution Awareness and Bioplastic Production Training in Malatya, Turkiye

Sustainability Workshops for secondary school students combined plastic pollution awareness with hands-on production of starch-based bioplastics. AzTU provided scientific and methodological support and contributed to educational modules through a partnership with the Malatya Regional Directorate of Education and Bright Futures Public Union. The source does not report participation by AzTU students. *SDG alignment: 4, 12, 13, 17.*

22. 2026 | AzTU Ecology and Chemistry Club at LCOY Turkiye 2026

Emir Han Belli, a Chemical Engineering student and President of the AzTU Ecology and Chemistry Club, represented the university at LCOY Turkiye 2026 in Ankara. Held as part of preparations for COP31, the youth conference included thematic sessions and discussions on climate change, sustainable development, climate diplomacy and youth participation in climate policy. It supported international knowledge exchange and connections with youth climate networks. *SDG alignment: 4, 12, 13, 17.*

23. 2026 | Rainwater Collection and Reuse Initiative

The Department of Chemical Technology, Recycling and Ecology implemented an initiative promoting rainwater collection and reuse. Awareness activities highlighted rainwater as an alternative water source, efficient resource management, water conservation and adaptation to climate change. The initiative engaged students and academic staff in sustainability learning and environmental responsibility. *SDG alignment: 6, 13.*

Key Thematic Areas Covered

Thematic Area	Content Highlights / Evidence
Understanding Sustainability and the SDGs	Poverty, food security, inclusive growth and university contributions to the SDGs (activity 13).
Climate Change and Environmental Stewardship	Refrigerant transition, recycling, renewable energy and youth climate diplomacy (3, 12, 17, 22).
Energy Efficiency and Sustainable Infrastructure	Wind energy, electricity system balancing and industrial power quality (9, 14, 17).
Water and Aquatic Ecosystems	Water management, rainwater reuse, sampling, pollution monitoring and marine ecosystems (8, 11, 15, 23).
Waste Management and Responsible Consumption	Waste separation, recycling, bioplastic production and efficient resource use (7, 12, 14, 21).
Social Equity, Health and Inclusion	Health insurance awareness and autism-related interactive learning (4, 10).
Sustainability in Education and Innovation	Teacher development, digital learning, startup skills and precision agriculture (1, 2, 6).
Sustainable Transport and Urban Development	Urban mobility planning, international expertise and sustainable transport policy (5).

Participation Statistics

The evidence register contains **23 documented activities and initiatives: 9 dated 2025 and 14 dated 2026**. These are counts of documented items, not participant totals or a complete inventory of every university event. The register includes training, awareness, applied learning and supporting institutional initiatives; each description identifies the type of evidence.

The reviewed public sources do not provide a consolidated, deduplicated attendance total or a complete staff/student breakdown for this reporting coverage. Accordingly, no aggregate participant figure is asserted. Attendance registers and institutional records would be needed to establish those totals reliably.

Participant Profile

The documented audiences include undergraduate and other university students, academic staff, school and university teachers, researchers, and external experts. Depending on the activity, partners included public agencies, industry representatives, specialists and other universities. Secondary school students in Malatya, Turkiye, also benefited from training supported by AzTU (activity 21). Participation by administrative personnel is not separately quantified in the reviewed sources.

Impact of the Training Program

The documented activities demonstrate access to different forms of sustainability learning. Teacher development linked digital tools with lesson planning; field research connected students with water sampling and environmental monitoring; technical events addressed energy systems and efficient resource use. Health and inclusion sessions extended the scope beyond environmental topics to social sustainability.

These are documented learning opportunities and outputs. The public evidence does not establish university-wide changes in competency, behavior, emissions or resource consumption attributable to training. Such outcomes should be evaluated through participant feedback, learning assessments, follow-up surveys and operational indicators.

Strategic Development

Recommended next steps are to maintain a central activity register, record attendance by audience category, distinguish repeat attendance from unique participants, and link each activity to specific SDG learning objectives. Short learning assessments and follow-up feedback would help demonstrate outcomes. Training and institutional infrastructure initiatives should continue to be recorded separately for clear reporting.

Final Remarks

The 2025-2026 evidence shows a multidisciplinary approach to sustainability learning at AzTU, combining technical knowledge, practical application, innovation and social awareness. The linked sources support transparent reporting of these activities while providing a basis for more systematic monitoring and future professional development.

Evidence note: Reporting period: 2025-2026. The register spans two calendar years and is not limited to one academic year. SDG mappings describe thematic relevance and do not imply external certification or ranking approval.