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SUSTAINABILITY REPORT 2025

Sustainable Development Goals 1-17

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Sustainable EUL

European University of Lefke Sustainability Report 2025

The European University of Lefke (EUL) connects sustainability with university governance, teaching, research, campus operations and community participation. Its approach addresses environmental protection alongside equitable access, ethical conduct and social responsibility. The Sustainable EUL website brings together institutional policies, responsible offices, educational initiatives, research and student activities related to the United Nations Sustainable Development Goals.

Explore Sustainable EUL

Policies, institutional initiatives, sustainability education and campus activities are available through EUL's sustainability website.

https://sustainability.eul.edu.tr/

Institutional Structure

Sustainability Committee. The committee provides institutional oversight of sustainability, sets strategic priorities, evaluates progress and coordinates contributions across departments. It supports collaboration among students, staff and external stakeholders and the integration of sustainability into university policies and academic programmes.

Sustainability Office. The office coordinates university units on sustainability matters, supports campus practices, prepares sustainability reports and raises awareness. Its published commitments include achieving zero Scope 1 and Scope 2 emissions by no later than 2043 and net-zero emissions by 2050.

Office for Equality Diversity and Inclusion (OEDI). OEDI supports the integration of equality and inclusion into policies, planning and decision-making. Its responsibilities include policy review, monitoring, advice, stakeholder participation and training to address discrimination and barriers to participation.

Ethical Compliance Office (ECO). ECO supports integrity, accountability, transparency, respect and confidentiality. Its responsibilities include ethical policy development, research ethics oversight, compliance monitoring, training, advice and handling misconduct.

Environmental Sustainability Research Centre (ESRC). The centre supports interdisciplinary sustainability research, collaboration, innovation and education. Its staff contribute to undergraduate and postgraduate teaching and supervise master's and doctoral research aligned with the SDGs.

Policy Commitments

EUL's published policy framework covers institutional integrity, inclusion, employment, resource management and community engagement. The Sustainable EUL website lists the following policies, programmes and ethical commitments.

1. Anti-Bribery and Anti-Corruption Policy
2. Anti-Discrimination and Anti-Harassment Policy
3. Anti-Forced Labour and Human Trafficking Policy
4. Access and Participation Policy
5. Community Entrepreneurship and Sustainable Business Support Policy
6. Equality Diversity and Inclusion Policy
7. Equal Pay Policy
8. Equivalent Rights for Outsourced Workers Policy
9. Energy Conservation Program
10. Inclusive Educational Support Fund for Students with Disabilities Policy
11. Smoke-Free Campus Policy
12. Statement of Ethical Values
13. Sustainability and Climate Action Policy
14. Sustainable Procurement Policy
15. Sustainable Investment Policy
16. Transportation and Parking Policy
17. Water Conservation Program Policy
18. Whistleblowing and Staff Grievance Policy
19. Violence Prevention Policy

These commitments provide a framework for responsible university practice. Individual policy pages describe their scope and responsibilities; several environmental and inclusion policies record revisions dated 18 September 2025.

Environmental and Operational Programmes

Campus sustainability is supported by environmental policies and operational programmes covering energy, water, resource use, transport and biodiversity. The Sustainability and Climate Action Policy assigns the Sustainability Office responsibility for implementation, measurable goals and progress monitoring.

Energy conservation and renewable energy. The Energy Conservation Program combines awareness activities with LED and motion-sensor lighting, heating and cooling management, efficient equipment and improvements to building performance. The university describes rooftop photovoltaic systems, solar hot-water provision and heat-pump applications in residence halls. Further renewable-energy deployment and improvements to building systems remain part of its action plans.

Water conservation and reuse. The Water Conservation Policy addresses consumption through efficient fittings, dual-flush toilets, water-free urinals, metering, leakage reporting and awareness activities. The campus biological treatment plant supplies reclaimed water for landscape irrigation. Drip irrigation, early-morning watering and a shift towards drought-resistant plants support water-efficient landscaping; greywater and rainwater systems are described as design and feasibility work.

Waste and responsible consumption. The Sustainability and Climate Action Policy sets out waste prevention, recycling of paper, plastic, metal and glass, and composting of food waste. These are policy commitments supporting the ambition for a zero-waste campus. The procurement policy also promotes reduced consumption, reuse, equipment repair, digital documents and consideration of environmental and social impacts over a product's lifecycle.

Mobility and campus habitats. The climate policy supports walking, cycling, carpooling and public transport, alongside energy-efficient infrastructure and renewable-energy applications. It also addresses native planting, urban forestry and protection of campus habitats and biodiversity. These priorities connect campus management with EUL's natural setting in Lefke.

Operational measures, planned actions and long-term targets form different parts of the university's sustainability programme. Performance evidence and SDG-specific activities are presented in the corresponding chapters of this report.

Education Research and Community Participation

Sustainability education. The university's published educational provision includes doctoral and master's programmes in Environmental Sciences, a bachelor's programme in Environmental Engineering, and associate programme in Environmental Protection and Control. Sustainability also appears across other disciplines, including conservation and restoration, ecology, environmental policy, agriculture, sustainable tourism, occupational safety and health, human rights and professional ethics.

Sustainability literacy. According to the statistical data we have gathered, 1,327 out of the 1,868 graduates in 2025 successfully completed courses related to environmental and sustainability studies. This represents 71.04% of the total graduates in 2025, showcasing a strong commitment to addressing global challenges. This significant participation highlights the growing awareness and importance of sustainability among our students, reflecting a positive trend toward environmental responsibility and sustainable practices in life.

Staff development and public learning. Published arrangements include annual sustainability training for academic and administrative employees, with three hours per employee, assessment and certification. The Ethical Compliance Office works with the Continuing Education Centre on annual training. The centre also offers public certificate programmes and short courses covering sustainability, entrepreneurship and professional development.

Research and knowledge exchange. The ESRC provides a setting for interdisciplinary research and collaboration on environmental, social and economic sustainability. Teaching and postgraduate supervision connect this research with student learning. The SDG chapters present research evidence and examples relevant to each goal.

Student engagement. The Environmental Club supports environmental awareness through activities such as clean-up campaigns and discussions. The Sustainability Club promotes environmental, social and economic sustainability through student initiatives and partnerships. The Nature Club connects conservation awareness with talks and outdoor activities, including nature walks, hiking and gardening.





SDG 1 No Poverty

Expanding access to higher education and supporting student participation

European University of Lefke (EUL) supports and promotes the principles of S*DG 1 – No poverty*, through teaching, research, community engagement, and institutional practices to end poverty. EUL offers the educational opportunity for students to acquire the knowledge and skills to address poverty and conduct research focused on poverty reductions that provides solutions to SDG 1 challenges. EUL academic community works towards implementing various engagement programs where students, faculty, and staff contribute to poverty alleviation efforts.

1.1 Research

SciVal data identify 13 scholarly articles associated with SDG 1, with a field-weighted citation impact (FWCI) of 2.8 and a total of 143 citations. The publications address topics including financial inclusion, investment, wellbeing, and sustainable economic development. Selected 2025 articles are listed below.

Selected Publications

Deng, X., Bakhsh, S., Ali, K., Anas, M., How does green investment, financial inclusion, and digitalization drive environmental sustainability in China? A perspective based on quantile-on-quantile regression and wavelet coherence analysis, Environment, Development and Sustainability, 2025

Zhao, X., Shu, X., Gatto, A., Cifuentes-Faura, J., Ma, X., Financial digitalization reduces carbon emissions: empirical evidence from China's A-share listed enterprises, Sustainable Energy Technologies and Assessments, 2025

Işık, C., Ongan, S., Aydin, B., Aydın, R., İmamoğlu, İ.K., A Social Approach to Environmental Sustainability: The Nexus Well-Being, Tourism, Digitalization and Renewable Energy in Scandinavian Countries Growth and Change, 2025

1.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 1 by expanding access to higher education through scholarships and tuition fee reductions, supporting students throughout their studies, and preparing graduates for employment and entrepreneurship. In the 2024–2025 academic year, 64.71% of EUL students were first-generation learners, reflecting the university's role in opening educational opportunities to students from families with no previous experience of higher education.

Access to Education and Economic Opportunity for Students from Low Income Countries

SDG 1 calls for an end to poverty in all its forms. EUL supports this goal through affordable access to education, services that help students continue their studies, and learning that develops skills for employment and enterprise. These priorities connect the university's educational mission with wider opportunities for social and economic participation.

Scholarships and tuition support help eligible students manage the cost of study. Academic advising, accommodation, transport, and wellbeing services support participation throughout university life. Career preparation and community entrepreneurship programmes extend this approach into professional development and local enterprise.

University Profile in 2024–2025

Indicator	Reported figure	Period or context
Student population	12,091	2024–2025 academic year
First-generation learners	64.71%	2024–2025 student population
International students	7,154 from 77 countries	2024–2025 student population
Retention	Above 90%	2024–2025 academic year
Recent graduate survey	497 respondents	Approximately 63% of respondents employed

Scholarships and Tuition Support Opportunities

EUL offers scholarships and tuition fee reductions through admission awards, academic performance awards, and recognition of sporting and cultural achievement. These opportunities continued in substantially similar form during 2025, providing several routes to financial support. Eligibility and award levels vary by admission route and programme, with terms published through the university's scholarship information.

Admission scholarships and fee reductions

Admission scholarships and fee reductions support eligible students as they enter higher education. EUL's scholarship arrangements include routes for international applicants, local entrance examination candidates, and students placed through ÖSYM. These awards recognise the different admissions pathways through which students join the university and help reduce the cost of beginning a degree.

Academic performance awards

Academic performance awards recognise students who have completed at least two semesters and meet the applicable grade requirements. They provide eligible continuing students with tuition support while encouraging academic achievement. The Financial Affairs Office advises students on tuition arrangements, payment plans, and assistance available under university procedures.

Sport services offered and cultural achievement

Awards for national or international sporting and cultural achievements widen the forms of merit recognised by EUL. They support participation by students whose talents develop outside conventional academic measures and form a distinct route alongside admission and academic performance awards.

EUL's scholarship framework supports students at different stages of their education. Admission awards help with the cost of entry, academic performance awards recognise achievement during study, and sport and cultural scholarships acknowledge talent beyond coursework. Financial Affairs provides guidance on the relevant tuition and payment arrangements.

Removing barriers to participation

Tuition is one part of the cost of studying. Housing, transport, health, accessibility, administrative procedures and academic adjustment can also affect a student's ability to enrol and remain enrolled. EUL's

Student Support Service Guide describes coordinated services across the student lifecycle, delivered by academic and administrative units.

Advice and financial administration

The Financial Affairs Office provides information about scholarships, tuition arrangements, payment plans and, where applicable, emergency financial assistance. Student Affairs supports registration, records, documents, accommodation and transport guidance, and student complaints. Clear routes for resolving administrative difficulties help students progress through their studies.



University buses provide free transport for students throughout the nearby area, helping reduce the cost of travel to campus.

Accommodation and campus life

On-campus accommodation offers furnished rooms and access to study and social areas, internet, laundry and security, according to EUL's support guide. Residential staff and student advisers assist with daily concerns and integration. These facilities make the study experience more manageable for students living away from home and provide a supportive setting for academic participation.





Inclusive and Sustained Access

Support for Disability Related Educational Costs

EUL's Inclusive Educational Support Fund for Students with Disabilities provides a route to assistance with disability-related educational costs. Following individual assessment, eligible expenses may include assistive technology, accessible learning materials, and limited diagnostic assessments. The Dean of Students and Financial Affairs Office coordinate the review process, helping students access support suited to their educational needs.

Academic and personal support

Faculties and departments provide academic advising on registration, course selection, study planning, and assessment requirements. Psychological counselling and health services offer additional support for students' wellbeing. These services form part of EUL's commitment to sustained participation in higher education. Student retention exceeded 90% in the 2024–2025 academic year.

Institutional policy framework

Policy or service	Connection to educational and economic access
EDI Policy	Equal access to education and support services; attention to barriers to participation
Access and Participation Policy	Women's admission and sustained participation, including financial support mechanisms
Inclusive Educational Support Fund	Individual assistance for disability-specific educational costs
Community Entrepreneurship Policy	Mentoring, training, facilities and potential seed support for local ventures

1.3 Education through Departments and Faculties

Economics and Administrative Sciences. Education in economics, business and public administration addresses income, labour markets, enterprise and public policy. These fields help students understand economic opportunity, social protection and inequality.

Agricultural Sciences and Technologies. Agricultural education connects production knowledge with rural livelihoods and agri-enterprise. The faculty's role in training and mentoring local producers complements the university's support for entrepreneurship and sustainable business.

Social Work and related fields. Teaching in social work and related disciplines examines social relationships, access to support and the barriers that affect participation. Academic advising across faculties helps students progress towards qualifications and employment.

Career preparation and transition

EUL's Career Services Support Centre supports students with CV preparation, interview skills, career planning, internships, employer engagement, and practical skills development. The Online Career Portal and Alumni Affairs Centre provide further connections to professional opportunities. In the recent graduate survey included in EUL's 2025 Annual General Report, 497 graduates responded: approximately 63% reported employment, 23% postgraduate study, and 11% compulsory obligations.

Local enterprise and livelihoods

EUL's Community Entrepreneurship and Sustainable Business Support Policy establishes support for local entrepreneurs, agricultural cooperatives, small and medium-sized enterprises, and social enterprises. Priority groups include young people, women, and rural producers. Training, mentoring, access to infrastructure, and funding guidance are coordinated through the Technology Transfer Office, Faculty of Agricultural Sciences and Technologies, Continuing Education Centre, and Community Engagement and Outreach Office.

Academic and Support Units Contributing to SDG 1

Academic or service unit	Educational or support connection
Economics and Administrative Sciences	Income, employment, enterprise and public policy learning
Agricultural Sciences and Technologies	Rural livelihoods and agri-enterprise capacity
Faculties and departments	Academic advising and progression support

Academic or service unit	Educational or support connection
Career Services and Alumni Affairs	Transition from study to employment
Financial Affairs and Student Affairs	Tuition information and administrative access



1.4 Events in 2025

Entrepreneurship and employment-related learning support knowledge relevant to livelihoods and economic opportunity. These events provide an indirect connection to SDG 1; their posters do not establish poverty-reduction outcomes.

Date in 2025	Event
22 May	Entrepreneurship Workshop
05 December	Sustainable Employability Among Generation Z Hotel Employees



Entrepreneurship Workshop — 22 May 2025

For the full list of events, visit EUL SDG events





SDG 2 Zero Hunger

Agricultural education, nutrition literacy and responsible food systems

European University of Lefke (EUL) supports and promotes the principles of *SDG 2 – Zero hunger,* through education, research, outreach and campus-based initiatives to end hunger and promoting food security. EUL offers the educational opportunity for students to acquire the knowledge and skills to address hunger and conduct research that promotes sustainable agriculture, healthy nutrition, and food security. EUL academic community actively engages in research and initiatives that promote nutrition education, community food security and food waste projects.

2.1 Research

SciVal data identify 18 scholarly articles associated with SDG 2, with a field-weighted citation impact (FWCI) of 1.54 and a total of 111 citations. Selected 2025 publications address agricultural sustainability, resource management, and crop production under water stress.

Selected Publications

Wang, Z., Zhao, X., Ma, X., Bilan, Y., Rehman, M.Z., Research on the Coupling and Coordination Effects of Water, Energy, and Economy From the Perspective of Land Degradation, Land Degradation and Development, 2025

Khoso, W.M., Tan, Q., Solangi, Y.A., Irfan, M., Magazzino, C., Unraveling Agricultural Carbon Neutrality Level for the Sustainable Development of a Green Economy: Evidence From Economic Law in China, Sustainable Development, 2025

Ahmad, S., Raza, M.A.S., Ali, M., Simsek, O., Ahmed, T., Managing water deficit in wheat through mulches and irrigation techniques in semi-arid regions, Cereal Research Communications, 2025

2.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 2 through education in agricultural sciences, nutrition and dietetics, environmental studies, and public health. These fields develop students' understanding of sustainable food production, balanced nutrition, and the connections between food systems, human health, and the environment.

A faculty-led session on 5 December 2025 focused on the role of fruits and vegetables in a healthy diet, supporting awareness of healthy eating. EUL's Applied Sciences Farm also supports practical training, connecting classroom learning with agricultural practice and strengthening the university's capacity to educate future professionals in food-related fields.

Institutional policies and resources

EUL supports responsible resource management through institutional policies that address the environmental and social dimensions of sustainability. Its Sustainable Procurement Policy promotes

purchasing decisions that minimise environmental impacts, consider lifecycle value, reduce unnecessary packaging, and encourage supplier engagement. These principles provide a foundation for responsible institutional purchasing and support the university's contribution to sustainable food systems.

Resource stewardship

EUL's Sustainability and Climate Action Policy and Water Conservation Policy promote efficient resource use and environmental responsibility. These priorities are closely connected to sustainable agriculture, where water availability, energy use, and environmental quality influence food production. The policies complement EUL's agricultural and environmental education by establishing a broader institutional commitment to conserving resources.

Supporting Policies, Research for Healthy Affordable and Local Food

Policy or research	Contribution to sustainable food systems
Sustainable Procurement Policy	Promotes environmental and social responsibility, lifecycle value, reduced packaging, and supplier engagement in institutional purchasing.
Water Conservation Policy	Supports responsible water use, a key consideration in agriculture and food production.
Sustainability and Climate Action Policy	Establishes institutional priorities for resource efficiency and the management of environmental impacts.
Campus cafeteria food-waste thesis, featured in the 2024 sustainability report	Explores food waste and student dietary preferences, contributing to understanding of campus food consumption.

2.3 Education through Departments and Faculties

Horticulture and Agricultural Sciences and Technologies. Agricultural education links food production with crop knowledge, horticulture and environmental management. The Applied Sciences Farm supports practical training in cultivation, plant health and field conditions, connecting classroom learning with sustainable agricultural practice.

Department of Nutrition and Dietetics. The department prepares future professionals in nutrition, dietary assessment, healthy eating, food quality and safety. Its educational contribution connects balanced diets and human health with the nutrition dimension of SDG 2.

Environmental Engineering and Environmental Sciences. Teaching in resource management, water quality and pollution prevention complements agricultural and nutrition education by examining the environmental conditions on which sustainable food systems depend.

Education and Institutional Resources

Area	EUL activity or resource	Contribution to SDG 2
Nutrition education	Healthy diet session announced for 5 December 2025	Learning about fruits and vegetables in a balanced diet
Academic programmes	Agricultural Sciences and Technologies; Nutrition and Dietetics	Professional education in food production and nutrition
Practical learning	Applied Sciences Farm	Crop production, research, and practical agricultural training

Area	EUL activity or resource	Contribution to SDG 2
Environmental education	Environmental Sciences and Engineering	Resource management and pollution prevention relevant to sustainable agriculture
Institutional policies	Procurement, water conservation, and sustainability policies	Responsible purchasing and efficient resource use

Agricultural education and practical learning

The Faculty of Agricultural Sciences and Technologies connects classroom study with agricultural production, horticulture and environmental management. Its educational role is directly relevant to SDG 2 because food security depends on productive farming systems, crop knowledge and the responsible use of natural resources.

Learning from cultivation

EUL's Applied Sciences Farm supports crop production, research, and practical student training. Students connect classroom learning with agricultural practice by examining planting, plant health, and field conditions. This setting develops practical knowledge of cultivation and the environmental conditions that influence food production.



Environmental dimensions of farming

Agriculture draws on soil, water, energy and biodiversity. EUL's Environmental Sciences and Environmental Engineering pathways can complement agronomy by examining resource management and pollution prevention. The university's cross-disciplinary Environment and Sustainable Development course offers another way to connect production decisions with social and environmental effects.

Nutrition and dietetics

EUL's Nutrition and Dietetics programme contributes to SDG 2 by educating future professionals in nutrition, healthy eating, and the relationship between diet and health. The programme develops students' understanding of nutritional needs, dietary assessment, food quality and safety, and the role of nutrition in promoting public health. Through this comprehensive education, EUL prepares graduates to support healthier communities and address nutrition-related challenges.



A connected food systems curriculum

EUL contributes to SDG 2 through complementary fields of education that address food production, nutrition, and environmental sustainability. Agricultural education develops knowledge of production

practices and ecological conditions, while Nutrition and Dietetics focuses on healthy diets, food quality, and safety. Environmental Sciences addresses the natural resources and environmental pressures that shape sustainable food systems. Together, these disciplines prepare students to understand the connections between agriculture, human health, and responsible resource management.

2.4 Events related to food and nutrition in 2025

Nutrition education connects healthy dietary choices with the nutrition dimension of SDG 2.

Date in 2025	Event
05 December	Fruit and Vegetables in a Healthy Diet



Fruit and Vegetables in a Healthy Diet — 05 December 2025

Programme dates: Fruit and Vegetables in a Healthy Diet: Nutrition education relevant to SDG target 2.2..

For the full list of events, visit EUL SDG events





SDG 3 Good Health and Well Being

Student care, health education and a supportive campus

European University of Lefke (EUL) supports and promotes the principles of SDG 3 – Good Health and Well-Being, ensuring healthy lives and well-being for all – by educating students, conducting research, offering health services, engaging in community outreach, and advocating for health equity. Through various medical related programmes, EUL offers the educational opportunity to becoming health professionals devoted to the health of the society. EUL academic community actively engages in research and initiatives that focuses on prevention, mental health, healthcare access, and addressing health disparities.

3.1 Research

SciVal data identify 50 scholarly articles associated with SDG 3, with a field-weighted citation impact (FWCI) of 1.39 and a total of 294 citations. Selected 2025 publications address infectious diseases, medical education, and immunotherapy.

Selected Publications

Güler, E., Alzubi, L.H.A., Güvenir, M., ...Süer, K., Celik, E., Seroprevalence of Hepatitis D Virus in Northern Cyprus, Hepatitis Monthly, 2025

Sami, A., Tanveer, F., Sajwani, K., Muhammad, K., Waheed, Y., Medical students' attitudes toward AI in education: perception, effectiveness, and its credibility, BMC Medical Education, 2025

K.L.S., Semmrich, M., Mårtensson, L., Teige, I., Cragg, M.S. , A "Function-First" Approach to Identify Regulatory T cell–Targeting Antibodies for Immunotherapy Cleary, Cancer Immunology Research, 2025

3.2 Contribution of EUL

European University of Lefke (EUL) supports health and wellbeing through its University Health Centre, psychological counselling, professional education in health disciplines, and health awareness activities. Its 2025 educational programme included sessions on infection control, breast cancer awareness, personal health measurements, healthy diets, and exercise in metabolic diseases. Campus services and institutional policies complement these activities by supporting students' physical and emotional wellbeing.

Health across the student experience

SDG 3 promotes healthy lives and wellbeing at all ages. EUL contributes through accessible healthcare, mental health support, preventive education, and the training of future health professionals. Together, these activities connect student care with learning about health and the development of professional skills.

Healthy Living and Wellbeing Services and Collaborations with Local Health Institutions

Area	University service or activity	SDG 3 connection
Medical support	Health Centre, consultations, vaccinations, wound care and ambulance access	First-contact care and response
Mental wellbeing	Confidential individual and group counselling	Support through academic and personal challenges
2025 education	Health education sessions scheduled across 2025	Practical health literacy
Professional training	Nursing, Pharmacy, Nutrition and Dietetics, Physiotherapy and Rehabilitation, Health Management	Health workforce preparation
Campus environment	Smoke-Free Campus and Violence Prevention policies	Preventive and supportive conditions

Healthcare and medical support (Health Centre, Mental Health Support)

EUL's University Health Centre provides access to consultations, vaccinations, injections, wound care, including stitching and dressing, and short-term observation. A 24-hour ambulance service supports urgent or serious cases requiring transfer to an appropriate healthcare facility. These services help students obtain medical attention and access further care when needed.

Care and continuity

Timely healthcare supports students' wellbeing and continued participation in university life. The Health Centre provides initial assessment and care, with referral or transport for more serious medical needs. International students receive mandatory health insurance coverage after completing the annual residence-permit process, supporting access to public hospitals under the applicable insurance arrangements.

A setting for clinical learning

The University Health Centre also serves as a practical training facility for students in health-related programmes. This setting connects classroom learning with supervised professional experience, helping future practitioners become familiar with clinical routines and the delivery of care.

Services and responsible units

Service	Student-facing function
University Health Centre	Consultations, vaccinations, injections, wound care and initial observation
Ambulance service	Transport for urgent or serious medical cases
Counselling and Guidance Centre	Confidential individual and group psychological support
Dean of Students and Disability Support Service	Coordination of adjustments and accessible participation

EUL's medical, psychological, and accessibility services provide complementary routes to student support. The Health Centre, Counselling and Guidance Centre, Dean of Students, and Disability Support Service help students access care and assistance suited to their needs throughout their studies.

Mental health and a supportive campus

EUL's Counselling and Guidance Centre provides confidential individual and group sessions for students experiencing academic demands, personal difficulties or transitions associated with university life. The Student Support Service Guide describes appointment-based access, well-being and life-skills

programmes, and confidentiality under institutional regulations. These services recognise mental and emotional wellbeing as part of the learning environment.

Prevention in the campus environment

The Smoke-Free Campus Policy prohibits tobacco use indoors and in most outdoor areas, while identifying limited designated smoking areas. It covers classrooms, laboratories, residences and other campus facilities. It also points members of the university community toward the Health Centre and Counselling and Guidance Centre for cessation support. The policy frames a cleaner learning and working environment as a shared institutional responsibility.

EUL's Violence Prevention Policy addresses physical, verbal, psychological, and sexual violence, harassment, intimidation, and bullying. It establishes reporting routes through the Security Office and Dean of Students and provides support for those affected. The policy supports a campus environment where students and staff can seek assistance and participate in university life safely.

Participation and inclusion

The Disability Support Service coordinates reasonable adjustments in learning and assessment and supports physical and digital access. The guide describes individual consultation and accessible accommodation. These arrangements can help students participate in health, learning and social life on more equal terms. EUL's social and cultural activities and sports facilities provide further opportunities for connection and physical activity.

3.3 Education through Departments and Faculties

Nursing and Pharmacy. Nursing education develops knowledge of patient care, observation and safe practice, while Pharmacy provides education in medicines and pharmaceutical practice. Both contribute to the preparation of professionals who support healthcare delivery.

Health Sciences Departments. Nutrition and Dietetics addresses dietary assessment, food knowledge and prevention. Physiotherapy and Rehabilitation focuses on function, mobility and recovery, while Health Management examines the organisation and quality of health services.

Medicine and Dentistry. The faculties extend EUL's health education into medical and oral-health practice. Together with Nursing, Pharmacy and the health sciences departments, they provide complementary routes into care, prevention and rehabilitation. Programme-specific accreditation bodies and periods are recorded in the 2024–2025 accreditation catalogue.

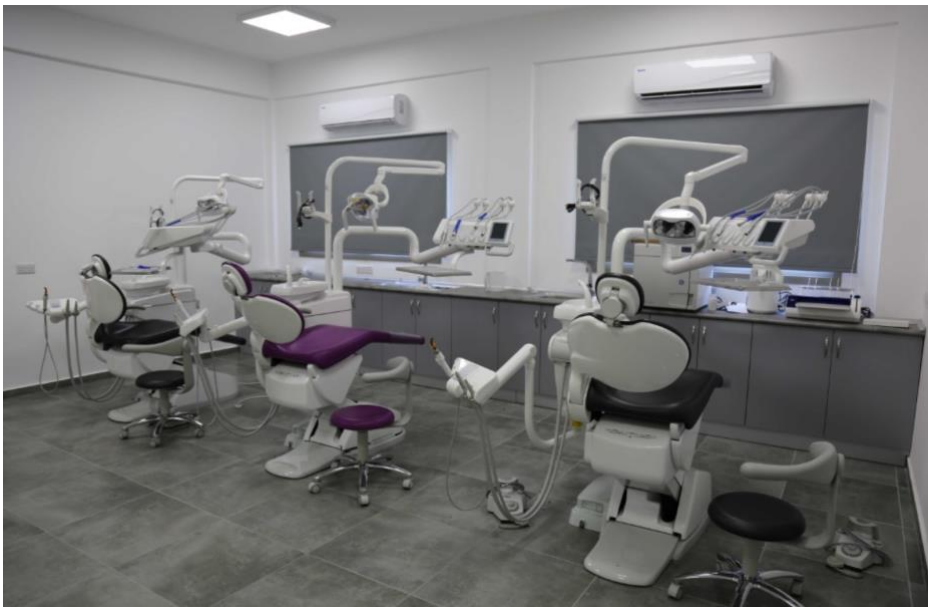
Complementary Health Disciplines

Academic area	Contribution to health and wellbeing
Nursing	Care, patient observation and safe practice
Pharmacy	Medicines and pharmaceutical knowledge
Nutrition and Dietetics	Dietary assessment, food knowledge and prevention
Physiotherapy and Rehabilitation	Function, mobility and recovery
Health Management	Organisation and quality of health services
Medicine and Dentistry	Medical and oral-health professional education

The 2025 event topics illustrate this interdisciplinary range. Infection control speaks to healthcare delivery; cancer awareness to prevention; diet and exercise to lifestyle and metabolic health. Student health services and professional education reinforce one another by giving the campus both a care infrastructure and a setting for health learning.



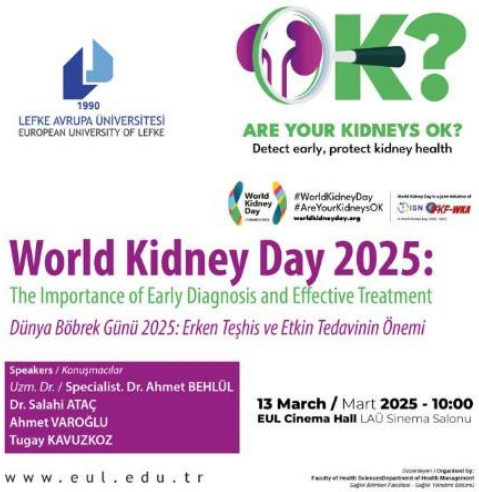




3.4 Selected Events in 2025

The selected events address disease awareness, prevention, infection control and the relationship between exercise and health.

Date in 2025	Event
13 March	World Kidney Day Early Diagnosis and Effective Treatment
20 March	Combating Antibiotic Resistance Strategies for Prevention and Management
21 May	Infection Control Management in Healthcare
10 October	Breast Cancer Awareness Panel
17 December	Exercise in Metabolic Diseases



World Kidney Day Early Diagnosis and Effective Treatment
13 March 2025



Combating Antibiotic Resistance Strategies for Prevention and Management
20 March 2025



Infection Control Management in Healthcare
21 May 2025



Breast Cancer Awareness Panel
10 October 2025



Exercise in Metabolic Diseases
17 December 2025

For the full list of events, visit [EUL SDG events]

SDG 4 Quality Education

Access, learning quality and education for sustainable development

European University of Lefke (EUL) is deeply committed to the principles of SDG 4 – Quality Education, by providing inclusive, equitable, and high-quality education.Through teaching, inclusive practices, research, advocacy, and collaboration with local communities and global partners, EUL and academic staff work to provide supporting lifelong learning opportunities, and fostering innovation in teaching and learning and build a world where education is accessible to all, especially marginalized and vulnerable populations.

4.1 Research

SciVal data identify 15 scholarly articles associated with SDG 4, with a field-weighted citation impact (FWCI) of 1.68 and a total of 111 citations. Selected publications are listed below.

Selected Publications

Palavan, Ö., Özreçberoğlu, N.O., Güneyli, A., Mentor Teachers' Opinions for Sustainable Teacher Education: The Case of Northern Cyprus, Sustainability (Switzerland), 2025

Xia, Y., Ahmad, M., Industrial Robotics, Resource Efficiency, Energy Transition, and Environmental Quality: Designing a Sustainable Development Goals Framework for G7 Countries in the Presence of Geopolitical Risk, Sustainability (Switzerland), 2025

Işık, C., Ongan, S., Islam, H., Global environmental sustainability: the role of economic, social, governance (ECON-SG) factors, climate policy uncertainty (EPU) and carbon emissions, Air Quality, Atmosphere and Health, 2025

4.2 Contribution of EUL

European University of Lefke (EUL) advances quality education through a broad academic portfolio, internationally accredited programmes, inclusive student support, and continuous improvement informed by student and staff feedback. In 2024–2025, the university enrolled 12,091 students and offered 47 undergraduate and 49 graduate programmes, including 32 accredited programmes. Sustainability education, teacher preparation, and learning opportunities for the wider community connect this academic provision with the university's contribution to SDG 4.

Inclusive and Equitable Education

SDG 4 promotes inclusive and equitable quality education and lifelong learning opportunities. EUL supports this goal through academic programmes that prepare students for professional and civic life, services that help learners participate and progress, and education that addresses sustainability across disciplines.

EUL education at a glance

Indicator	Reported value	Source period
Student enrolment	12,091	2024–2025 academic year
Undergraduate programmes	47	Annual General Report 2025
Graduate programmes	49	Annual General Report 2025
Accredited programmes	32	As of 2024–2025
First-generation students	64.71%	2024–2025 student population

European University of Lefke ranked in the 851–900 band in the QS World University Rankings 2026, reflecting its presence in the international higher education landscape.



Access and a supportive learning environment

Quality education requires students to be able to enter, participate and continue. EUL's 2024–2025 profile states that 64.71% of students were first-generation learners and that 7,154 international students came from 77 countries. The Student Support Service Guide describes academic advising through faculties and departments, administrative guidance through Student Affairs, financial support information, accommodation support, counselling and disability services. Together these provisions address different barriers across the student lifecycle.

Academic guidance and accessibility

Departments support course selection, registration, study planning and understanding of assessment expectations. The Disability Support Service coordinates reasonable adjustments in teaching, learning and examinations, with attention to physical and digital access. The Inclusive Educational Support Fund policy establishes a route for disability-related educational expenses, such as assistive technology and accessible materials, subject to individual assessment. Such provision helps make formal access meaningful in day-to-day learning.

Campus learning resources

EUL's library, online resources, and course management systems support study on and off campus. Digital systems provide access to learning materials, registration, and grades. Orientation and student services help new students understand academic procedures, find learning resources, and participate in campus life.



EUL campus.

Quality assurance and improvement

The EUL Quality Assurance Framework assigns oversight to the Quality Assurance Committee, with support from a Quality Support Unit and responsibilities in faculties, departments and services. It sets principles of integrity, transparency, inclusivity, evidence-based practice and continuous improvement. Its cycle includes review, reflection, planning, implementation and evaluation, informed by feedback from students, staff, alumni, employers and professional bodies.

Using Feedback to Improve Learning

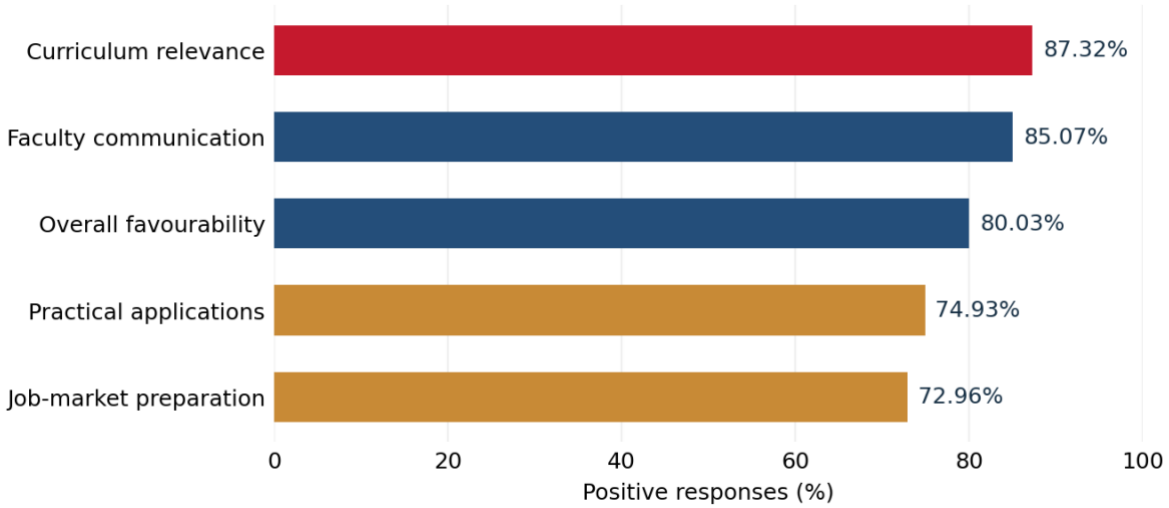
Graduate feedback can identify where students experience a gap between curriculum and professional preparation. Academic staff feedback can reveal whether course materials and teaching methods support learning outcomes. Programme reviews and committee processes allow such results to be examined alongside accreditation and academic performance measures. Regular monitoring, stakeholder feedback and data-driven evaluation are parts of the institutional system.

Student participation in governance

The Annual General Report identifies student representation in the Quality Assurance Committee and the Senate. Representation gives students a route into institutional decision-making, supplementing surveys and meetings. The quality framework also calls for engagement of students and other stakeholders in programme review and planning.

Graduate feedback on learning

EUL's 2025 Graduation Survey gathered responses from 355 graduates and recorded overall favourability of 80.03%. Positive responses reached 87.32% for curriculum relevance and 85.07% for communication and interaction with faculty. Practical applications, projects, or internships received 74.93% positive responses, while 72.96% rated their education positively as preparation for entering the job market.



EUL Graduation Survey 2025 positive-response percentages from 355 respondents.

4.3 Educational programmes through Departments and Faculties

Dr Fazıl Küçük Faculty of Education. English Language Teaching, Special Education Teaching, and Guidance and Psychological Counselling prepare professionals for schools and other educational settings. Their contribution to SDG 4 centres on teacher preparation, inclusive learning and support for learners with different needs.

Faculties and Departments across EUL. Education, engineering, health, agriculture, law, architecture and business provide complementary academic and professional pathways. EUL reports 47 undergraduate and 49 graduate programmes and 32 internationally accredited programmes for the 2024–2025 academic year. Departmental programme review, stakeholder feedback and accreditation support educational development. EUL also offers variety of continuing education programs.

Teacher education and specialised preparation

The Dr. Fazıl Küçük Faculty of Education offers programmes including English Language Teaching, Special Education Teaching, and Guidance and Psychological Counselling. These programmes prepare professionals to support learning in schools and other educational settings. Special Education Teaching gives particular attention to inclusive practice and the needs of learners requiring differentiated support. Programme accreditation details are listed in EUL's 2024–2025 accreditation catalogue.

The role of accreditation

External accreditation provides independent review of programme curricula, teaching, and institutional arrangements against defined educational standards. EUL's accreditation catalogue identifies the relevant accrediting bodies and review periods. Internal quality assurance supports ongoing programme evaluation and development between external reviews.

Accreditation, student and staff feedback, and internal programme review work together to support educational quality. This approach helps academic teams assess learning experiences and identify priorities for improvement.

Sustainability Learning among Teaching Qualified Graduates

In 2025, 1,327 of EUL's 1,868 graduates successfully completed courses related to environmental and sustainability studies, representing 71.04% of graduates. Sustainability learning also includes literacy tests addressing environmental and social topics, alongside staff training with assessment and certification.

4.4 Selected Educational Events in 2025

The selected events focus on professional learning, teaching methods, inclusive education and the educational dimensions of sustainable development.

Date in 2025	Event
05 March	Advanced Skills and Academic Development Workshops in Nursing
30 April	Creative ELT Materials III Exhibition
20 November	Sustainable Development and Children Rights Student Symposium
24 November	Teaching in the 21st Century
03 December	Problems of Students with Special Needs in Inclusive Education



Advanced Skills and Academic Development Workshops in Nursing
05 March 2025



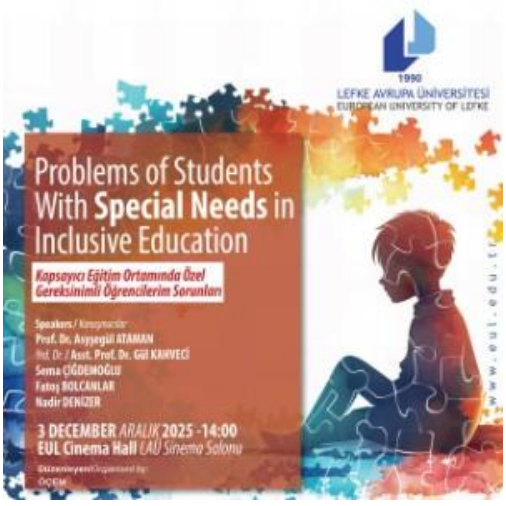
Creative ELT Materials III Exhibition
30 April 2025



Sustainable Development and Children Rights Student Symposium
20 November 2025



Teaching in the 21st Century
24 November 2025



Problems of Students with Special Needs in Inclusive Education
03 December 2025

Programme dates: Advanced Skills and Academic Development Workshops in Nursing: 5 and 12 March 2025.

For the full list of events, visit EUL SDG events

SDG 5 Gender Equality

Representation, equal opportunity and a respectful campus

European University of Lefke (EUL) is deeply committed to the principles of SDG 5 – Gender Equality, by promoting gender equality and empowering women and girls and creating a safe and inclusive campus environment. EUL recognizes the importance of policy development, research, and community engagement that break down barriers to gender equality and contribute to a more just and equitable society.

5.1 Research

SciVal data identify six scholarly articles associated with SDG 5, with a field-weighted citation impact (FWCI) of 1.18 and a total of 37 citations. Selected publications are listed below.

Selected Publications

Palavan, Ö., Uçaral, Z.S., Güneyli, A., Şensoy, Ş., Raising Children the Yörük Way: Traditional Practices and the Pressures of Modernization in Türkiye, Genealogy, 2025

Tillaguango, B., Alvarado, R., Ahmad, M., Murshed, M., Işık, C., Applying the forest load capacity factor to assess environmental sustainability in the Global South, Forest Policy and Economics, 2025

Işık, C., Ongan, S., Küçükaltan, E., Aydın, R., İmamoğlu, İ.K., The Role of Women's Entrepreneurship, Unemployment, Global Warming, and Technology in Sustainable Development: Evidence From OECD Countries, Sustainable Development, 2025

5.2 Contribution of EUL

European University of Lefke (EUL) supports gender equality through equitable access to education, fair employment practices, protection from discrimination and harassment, and services that help students and staff participate in university life. Women represented 49.86% of students and 50.34% of academic staff in 2024–2025. Equality policies, women and empowerment centre, institutional oversight, and educational activities support the university's commitment to a respectful and inclusive campus.

Representation and participation

EUL's student population in 2024–2025 comprised 49.86% female and 50.14% male students. Women also accounted for 50.34% of academic staff across the university. These figures show broadly balanced representation within EUL's student and academic communities.

Indicator	2024–2025 figure	Population
Students recorded as female	49.86%	Share of university students in annual report

Indicator	2024–2025 figure	Population
Students recorded as male	50.14%	Share of university students in annual report
Academic staff reported as female	50.34%	Institution-wide academic staff share

Access to higher education

EUL's approach to gender equality connects access to higher education with continuation and academic success. Scholarship schemes are designed with attention to gender balance, encouraging female students' participation and supporting equitable educational opportunities.

An institutional route from admission to completion

Access starts with fair admission and information about funding, but depends also on the ability to remain enrolled and complete study. EUL's Equality, Diversity and Inclusion policy addresses access to educational opportunities and support services, while its Access and Participation policy concerns barriers to engagement. Academic advising, student affairs, counselling and other support services give students ways to seek help as needs change. These facilities are relevant to gender equality when caregiving, finances, safety or bias affect participation.

Pregnancy, parenting and caregiving

EUL's Equality, Diversity and Inclusion policy provides support for maternity, pregnancy, and parenting through flexible learning and work options, workshops, and childcare support. It also includes paternity provisions for male academic and administrative staff. These arrangements recognise the influence of caregiving responsibilities on study and career progression and support participation alongside family commitments.

Fair employment and pay

The Equal Pay Policy covers full-time, part-time and temporary staff and applies across recruitment, promotion, compensation and performance review. It commits EUL to equal pay for equal or comparable work, objective criteria for decisions, regular pay reviews and correction of unjustified disparities. Human Resources is assigned pay audits and equity analyses; managers are to apply consistent criteria, while leadership and finance provide oversight for adjustments.

Monitoring Pay Equity

The Equal Pay Policy calls for annual gender pay gap analyses, monitoring of trends, and corrective action where unjustified disparities are identified. Pay audits and equity analyses support the review of compensation practices, while objective criteria guide recruitment, promotion, and performance decisions.

A coordinated policy framework

EUL's equality policies provide complementary support for a respectful campus. The Equality, Diversity and Inclusion policy establishes principles of equal treatment, access, and complaint handling. The Anti-Discrimination and Anti-Harassment Policy defines prohibited conduct and investigation procedures, while the Violence Prevention Policy addresses prevention and response. The Whistleblowing and Staff Grievance Policy gives staff a route for raising concerns.

Document or service	Contribution to gender equality
EDI policy	Equal treatment, accessibility, representation, parenting and monitoring

Document or service	Contribution to gender equality
Anti-discrimination and anti-harassment policy	Prohibited conduct, reporting, investigation and support
Violence Prevention Policy	Prevention and institutional response to violence
Whistleblowing and Staff Grievance Policy	Staff route for raising concerns
Psychological Counselling and Guidance Center	Confidential wellbeing support for students

Clear reporting routes and awareness activities help students and staff understand their rights and seek assistance. EUL communicates its anti-discrimination and anti-harassment policy through orientation, university websites, workshops, and events. The Office for Equality, Diversity and Inclusion supports awareness and training to promote respectful behaviour and informed participation.

5.3 Education through Departments and Faculties

Faculty of Law and Social Science Programmes. Legal studies address rights, equal treatment and institutional responsibilities. Human Rights, Sociology and ethics teaching provide opportunities to examine discrimination, social relationships and professional responsibilities.

Faculty of Education. Teacher education develops understanding of inclusive learning and the needs of different learners. This educational role supports informed approaches to equal participation and the removal of barriers in learning settings.

Health Sciences Programmes. Health education connects equitable access to care with communication, wellbeing and professional practice. These perspectives complement legal, educational and social-science approaches to gender equality.

Relevant academic settings

Law, education, health, and social science programmes offer complementary perspectives on equality and wellbeing. Legal studies address rights and institutional responsibilities; teacher education develops understanding of inclusive learning; and health programmes connect access to care with communication and professional practice. Together, these fields support informed approaches to participation and equal treatment.





5.4 Selected Gender Equality Events in 2025

The selected events address women's participation, leadership, rights and social and economic equality.

Date in 2025	Event
07 March	Breaking the Glass Ceiling Female Administrators in Academia
13 March	International Women Day Awareness Event
19 March	Women Power Exhibition and Awareness Event
07 April	National Mozambique Women Day
04 December	Women Rights and the Economic and Social Status of Women in TRNC



Breaking the Glass Ceiling Female Administrators in Academia
07 March 2025



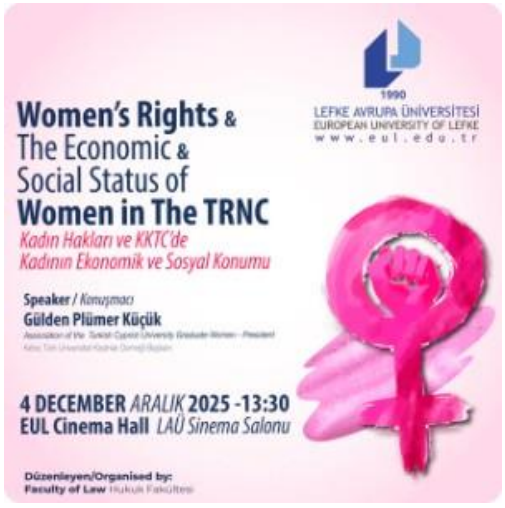
International Women Day Awareness Event
13 March 2025



Women Power Exhibition and Awareness Event
19 March 2025



National Mozambique Women Day
07 April 2025



Women Rights and the Economic and Social Status of Women in TRNC
04 December 2025

For the full list of events, visit EUL SDG events

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SDG 6 Clean Water and Sanitation

Water stewardship, wastewater reuse and learning

European University of Lefke (EUL) supports and promotes the principles of *SDG 6 – Clean Water and Sanitation,* prioritizing sustainable water practices, ensuring clean and safe water access, and partnering with local and global communities. EUL academic community actively engages in research and initiatives that promote water conservation and sanitation measures on campus, fostering research on water management, and educating students and the wider community on water sustainability.

6.1 Research

SciVal data identify 15 scholarly articles associated with SDG 6, with a field-weighted citation impact (FWCI) of 1.40 and a total of 97 citations. Selected publications are listed below.

Selected Publications

Sethi, L., Pata, U.K., Karlilar Pata, S., Sethi, N., Adoption of technologies for agricultural productivity: the moderating role of renewable energy with agricultural land use, Technology Analysis and Strategic Management, 2025

Ahmad, S., Raza, M.A.S., Ali, M., Simsek, O., Ahmed, T., Managing water deficit in wheat through mulches and irrigation techniques in semi-arid regions, Cereal Research Communications, 2025

Akinpelumi, V.K., Ossai, C.M., Abdulai, P.M., Frazzoli, C., Orisakwe, O.E., Human Health Risk Assessment of Arsenic and Heavy Metals in Seafood Harvested from Crude Oil Impacted Community in Niger Delta, Nigeria, Thalassas, 2025

6.2 Contribution of EUL

European University of Lefke (EUL) supports responsible water use through wastewater treatment and reuse, efficient fittings, irrigation management, and conservation education. Its biological wastewater treatment plant supplies reclaimed water for landscaping, meeting 30% of campus irrigation demand as stated in the Water Conservation Policy. Building-level metering, maintenance, and awareness activities complement these measures, while academic programmes connect water stewardship with engineering, environmental science, and agriculture.

Water Treatment

Water scarcity is a persistent challenge in Northern Cyprus. EUL's conservation programme addresses water use in academic buildings, residence halls, sanitary facilities, landscaping, and the university research farm. By managing demand and reusing treated wastewater, the university connects daily campus operations with the sustainable management of water resources promoted by SDG 6.

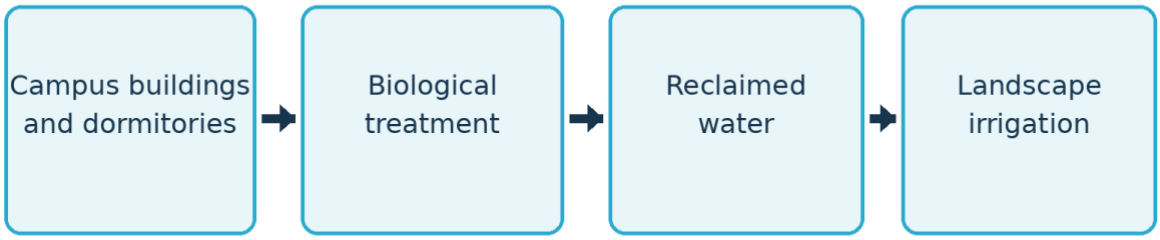
Area	Campus approach
Buildings and residence halls	Efficient fittings, low-flow taps and showers, dual-flush toilets, water-free urinals, awareness and leak reporting
Wastewater	Biological treatment of domestic wastewater from campus buildings and dormitories
Landscaping	Reclaimed water and drip irrigation; selection of drought-resistant plants
Monitoring	Building and residence-hall meters to identify water use and priorities

Wastewater treatment and irrigation reuse

EUL's biological wastewater treatment plant receives domestic wastewater from campus buildings and dormitories. Treated water is reused for landscape irrigation, providing an alternative water source for campus grounds. According to the Water Conservation Policy, reclaimed water meets 30% of campus irrigation demand.

How reuse supports the water cycle

Reusing treated wastewater for landscaping reduces demand for freshwater and connects wastewater management with irrigation needs. This approach supports resource conservation across campus by returning treated water to practical use within the university's grounds.



Wastewater treatment and irrigation reuse pathway described in EUL's Water Conservation Policy.

Future Water Reuse Systems

EUL is undertaking design and feasibility work for greywater reuse and rainwater harvesting, including potential use for toilet flushing. These planned developments, also identified in the 2025 greenhouse gas report, would extend the university's water conservation approach alongside its existing biological treatment and irrigation reuse system.

Demand reduction across campus

EUL uses water-free urinals in common areas, dual-flush toilets, and water-efficient fittings in showers and faucets across buildings and dormitories. These measures address frequent indoor uses and support lower demand throughout campus life. The Water Conservation Policy projects savings of approximately 15,000 m^3 per academic year from water-free urinals.

Landscaping and the research farm

Drip irrigation is used on campus and at EUL's research farm. Farm irrigation draws water from a well in the farming area, with watering scheduled early to reduce evaporation. Drought-resistant landscaping

and preparations for smart irrigation further support efficient use of water in university grounds and agricultural settings.

Everyday participation

Students and staff contribute to conservation through shorter showers, full loads in laundry and dishwashing machines, prompt leak reporting, and the use of refillable bottles. EUL's conservation programme includes a pilot distribution of refillable bottles in one residence hall, competitions for student ideas, club brochures, and seminars by faculty and invited speakers. These activities connect facilities management with everyday participation in water stewardship.



EUL campus.

Water and Wastewater in the 2025 Emissions Inventory

EUL's 2025 greenhouse gas inventory includes water consumption and wastewater treatment in its emissions calculation. An estimated activity input of 400 m³ per day is combined with an emissions factor of 0.5 kg CO_2e per m³, giving annual emissions of 73 t CO_2e over 365 days. This calculation incorporates water services into the university's assessment of its environmental footprint.

Inventory field	2025 report entry	Calculation basis
Activity input	400 m^3/day	Estimate used for water and wastewater emissions
Emissions factor	0.5 kg CO_2e/m^3	Factor stated in the detailed calculation
Calculated emissions	73 t CO_2e	Combined water consumption and wastewater line

6.3 Education through Departments and Faculties

Department of Environmental Engineering. The bachelor's programme provides an engineering route into water resources, pollution prevention and treatment. Campus wastewater treatment, irrigation reuse, metering and efficient fittings offer examples relevant to these disciplinary themes.

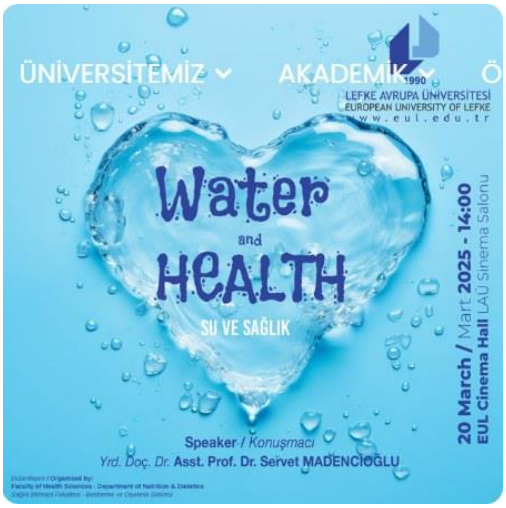
Environmental Sciences Graduate Programmes. Master's and doctoral education develops interdisciplinary perspectives on environmental investigation and resource management, supporting advanced learning relevant to water stewardship.

Environmental Protection and Control and Agricultural Education. The associate programme adds an applied environmental pathway. Agricultural learning addresses irrigation and ecological conditions, while environmental policy teaching connects water management with governance.

6.4 Clean Water and Sanitation Events in 2025

The events connect water with health, practical liquid-waste handling, climate pressures and sustainable local water solutions.

Date in 2025	Event
20 March	Water and Health
13 May	We Learn How to Separate Liquid Wastes on Site
20 May	Climate Change Impacts on Water Resources and Sustainable Solutions for Lefke



Water and Health — 20 March 2025

For the full list of events, visit EUL SDG events





SDG 7 Affordable and Clean Energy

Campus energy use, efficiency and renewable applications

European University of Lefke (EUL) supports and promotes the principles of SDG 7 – Affordable and Clean Energy, through education, research, energy-efficient practices. EUL academic community actively enganges in research on sustainable energy solutions and educating students about energy challenges. By integrating sustainable energy practices on campus, supporting energy access and equity, and promoting policy advocacy, EUL is committed to contribute to a sustainable, energy-efficient future.

7.1 Research

SciVal data identify 149 scholarly articles associated with SDG 7, with a field-weighted citation impact (FWCI) of 3.39 and a total of 2,301 citations. Selected publications are listed below.

Selected Publications

Feng, Z., Durani, F., Anwar, A., ...Syed, Q.R., Abbas, A., From brown to green: Are emerging countries moving in right direction? Testing the validity of LCC hypothesis, Energy and Environment, 2025

Kartal, M.T., Time, frequency, and quantile-based role of R&D investments in energy on sectoral degradation in the United States, Energy and Environment, 2025

Al-Mulali, U., Ridwan, I.L., Aslan, A., Raboshuk, A., Evaluating environmental policies' impact on india's environmental Kuznets curve: evidence of Policy-Driven shifts in growth and pollution dynamics, Air Quality, Atmosphere and Health, 2025

7.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 7 through energy conservation, renewable energy applications, and education in energy and environmental systems. LED lighting, building improvements, solar hot water, rooftop photovoltaics, and campus awareness activities support efficient energy use. The university's 2025 greenhouse gas inventory records 2,900,000 kWh of purchased electricity and 28,000 litres of heating diesel, providing a basis for tracking energy-related emissions and planning further improvements.

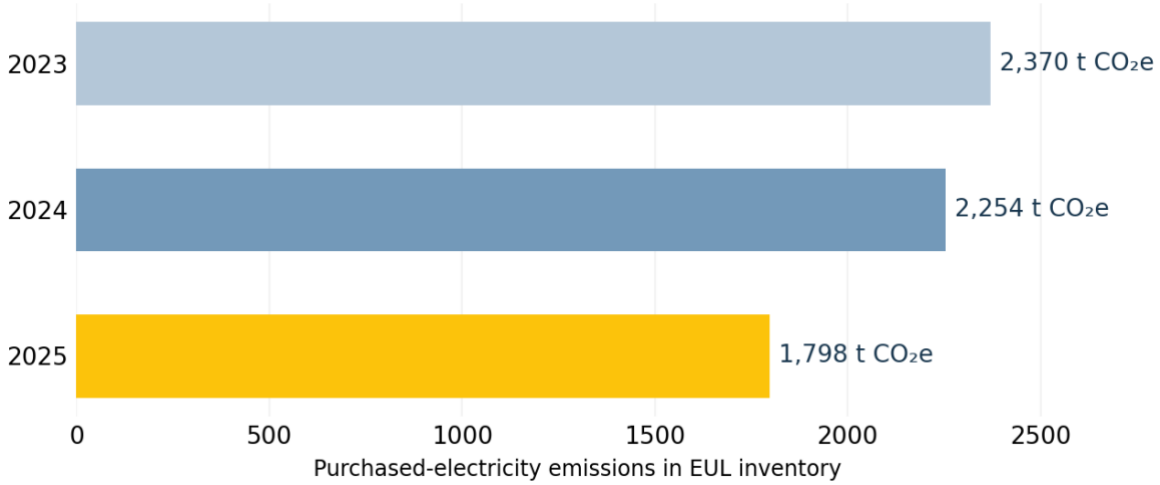
The 2025 energy profile

Purchased electricity is the largest energy-related emissions source quantified in EUL's 2025 inventory. Electricity consumption of 2.9 million kWh, calculated using an emissions factor of 0.62 kg CO_2e per kWh, corresponds to 1,798 t CO_2e. Heating diesel consumption of 28,000 litres, calculated at 2.92 kg CO_2e per litre, corresponds to approximately 82 t CO_2e.

2025 activity	Reported input	Inventory factor	Calculated emissions
Purchased grid electricity	2,900,000 kWh	0.62 kg CO_2e/kWh	1,798 t CO_2e
Heating diesel	28,000 litres	2.92 kg CO_2e/litre	≈82 t CO_2e

Electricity emissions over time

EUL's greenhouse gas report records purchased-electricity emissions of 2,370 t CO_2e in 2023, 2,254 t CO_2e in 2024, and 1,798 t CO_2e in 2025. The 2025 figure is 456 t CO_2e lower than the 2024 total, representing a reduction of 20.2% in reported electricity-related emissions.



Purchased-electricity emissions reported in EUL's 2025 greenhouse gas inventory.

Electricity and Environmental Planning

Tracking electricity-related emissions supports EUL's environmental planning and review of campus energy use. The 2025 inventory connects purchased electricity with its associated emissions, complementing the university's conservation programme and plans for renewable energy expansion.

Energy conservation in buildings

The Energy Conservation Program describes LED lighting throughout campus, motion sensor LEDs in most communal areas and solar-powered exterior lighting poles. It also describes centrally managed heating and cooling in most buildings, efficient appliances and equipment, improved building fabric and replacement of inefficient windows with double glazing. These measures address both electrical loads and the thermal demand that drives heating and cooling.

Operations and everyday behaviour

EUL encourages students and staff to close doors and windows while heating or cooling systems operate, use conditioning only when needed, avoid personal heaters, make use of daylight, and switch off computers and lights. Security staff check heating, cooling, and lighting outside working hours, while notices and digital communications promote awareness. These practices help align equipment use with occupancy and everyday needs.

Renewable energy applications

EUL has installed photovoltaic systems on south-facing roofs of some campus buildings and plans further rooftop installations. Solar thermal panels provide hot water, while solar-powered poles supply

exterior lighting. Residence-hall living areas also use heat pump systems for heating. These applications connect renewable electricity and heat with efficient management of campus energy demand.

Current applications and future ambitions

EUL's energy programme sets a target of supplying 30% of energy demand in existing buildings through renewable energy opportunities and identifies further photovoltaic expansion. Planned reflective roofs and improved central controls complement this direction. The Sustainability and Climate Action Policy supports greater renewable integration and the adoption of efficient technologies.

Application	Campus application or target	Purpose
Rooftop photovoltaics	Installed on some south-facing roofs; extension planned	Generate electricity from sunlight
Solar thermal hot water	Described for campus buildings	Provide hot water using solar energy
Solar exterior lighting	Described on campus poles	Supply exterior lighting from solar energy
30% renewable energy aim	Policy target for existing buildings	Increase renewable supply in existing buildings



EUL solar thermal equipment.

Buildings and equipment decisions

Building fabric, double glazing, efficient lighting, control systems, and appliance selection influence energy demand and operating costs over many years. EUL's conservation programme addresses existing and new buildings, while its climate policy supports retrofits and energy-efficient technologies. These commitments guide investment in campus facilities and equipment.

Energy and climate accounting

EUL's 2025 inventory links purchased electricity with 1,798 t CO_2e and heating diesel with approximately 82 t CO_2e. This accounting supports the university's assessment of energy-related environmental impacts. Conservation measures and renewable applications form part of its broader approach to managing energy demand and reducing dependence on purchased energy.

EUL's Contribution to Sustainable Energy

EUL combines campus efficiency measures and renewable energy applications with academic provision, community engagement, and institutional planning. Energy and emissions reporting supports this approach, while renewable supply and annual consumption-reduction targets guide future development. Together, these commitments connect responsible campus operations with education for a more sustainable energy system.

7.3 Education through Departments and Faculties

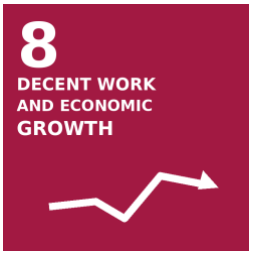
Environmental Engineering and Environmental Sciences. The department and graduate programmes connect energy use with emissions, environmental systems and resource management. Postgraduate research into environmental knowledge and behaviour also brings a social perspective to conservation.

Cross Departmental Sustainability Learning. Environment and Sustainable Development and other sustainability-related courses connect technical understanding with everyday energy choices. Lighting controls, heat pumps and building envelopes provide further campus examples for exploring demand management.

Learning through the campus setting

Solar hot water, photovoltaics, lighting controls, heat pumps, and building envelopes provide campus examples for exploring energy conversion and demand management. Postgraduate Environmental Sciences research into community environmental knowledge and behaviour adds a social perspective, while sustainability courses and awareness activities connect technical understanding with everyday conservation practices.





SDG 8 Decent Work and Economic Growth

Graduate pathways, career support and fair employment

European University of Lefke (EUL) supports and promotes the principles of SDG – 8 Decent Work and Economic Growth, by providing high-quality education that equips students with the skills needed for the workforce, supporting entrepreneurship, and promoting inclusive and fair employment practices. EUL academic community actively enganges in research on sustainable economic growth, collaboration with industry, and community engagement, ensuring a decent work and economic opportunities for all.

8.1 Research

SciVal data identify 189 scholarly articles associated with SDG 8, with a field-weighted citation impact (FWCI) of 3.31 and a total of 2,853 citations. Selected publications are listed below.

Selected Publications

Kartal, M.T., Gafarli, G., Taşkın, D., Depren, Ö., Ayhan, F., Role of market and nonmarket-based environmental policies, energy use, and income on environmental sustainability: The case of G7 countries, Environmental and Sustainability Indicators, 2025

Kartal, M.T., Kim, E., Mukhtarov, S., ...Kılıç Depren, S., Park, J., Effect of AI-related patents, energy transition, environmental policy stringency, income, and energy consumption sub-types on the environmental sustainability: Evidence from China by KRLS approach, Journal of Environmental Management, 2025

Caglar, A.E., Rej, S., Mert, M., Zero-emission vision: The roles of artificial intelligence and clean energy in environmental sustainability improvement, Journal of Environmental Management, 2025

8.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 8 through career preparation, graduate support, fair employment policies and education for sustainable enterprise. Its 2025 Alumni Affairs Centre survey of 497 recent graduates found that approximately 63% were employed, 23% were pursuing postgraduate study and 11% were fulfilling compulsory obligations. In the university's separate graduation survey, 72.96% of respondents gave positive responses about their preparation for the job market. Career and alumni services support this transition, while institutional policies promote equal pay, workers' rights and responsible entrepreneurship.

Graduate pathways in 2025

In 2025, the Alumni Affairs Centre surveyed 497 graduates who had completed their studies in the preceding 7–11 months. Approximately 63% reported being employed, 23% were continuing postgraduate education and 11% were fulfilling compulsory obligations such as military service. These findings provide insight into recent graduates' pathways into employment and further study.

Reported position	Approximate share	Population
Employed	63%	497 recent graduate survey respondents
Continuing postgraduate study	23%	Same respondent group
Compulsory obligations	11%	Same respondent group

Career and alumni services

EUL's Career Services Support Centre presents job and internship support for students. Its online career portal offers a digital route to opportunities and career information. The Alumni Affairs Centre serves as a liaison point for graduates, maintaining a channel through which the university can engage alumni and follow their experiences after leaving study. Together, these services connect programme learning with careers and keep contact after graduation. Workplace experience surveys are conducted regularly.

Support across the transition

Career preparation develops throughout students' university experience. Information about professional fields, application support and access to job and internship opportunities help students plan their next steps. Continued engagement with alumni provides feedback on changing professional needs and supports the university's review of academic programmes.

Route	Support provided	Service or survey
Career Services Support Centre	Job and internship support for students	Standing service
Online Career Portal	Digital access to career opportunities and information	Standing digital route
Alumni Affairs Centre	Liaison with graduates and alumni survey	Standing service; 2025 survey
Graduation Survey	Student perception of professional preparation	355 responses in 2025

Decent work in university operations

SDG 8 concerns the quality and safety of work as well as access to employment. EUL's Equal Pay Policy commits the university to equal pay for equal or comparable work and to regular pay reviews. Its Equivalent Rights for Outsourced Workers Policy covers people working through contractors in cleaning, security, catering, IT and maintenance, calling for comparable rights in compensation, hours, leave, health and safety, and protection against discrimination. These policies extend decent-work expectations beyond permanent academic staff.

Prevention and remedy

The Anti-Forced Labour and Human Trafficking Policy prohibits forced, bonded or indentured labour, trafficking, retention of identity documents and withholding wages as a means of control. It applies to employees, contractors and supply-chain partners and assigns due diligence responsibilities to HR and procurement. The outsourced workers policy provides for contract clauses, audits and an HR grievance route. EUL's whistleblowing and staff grievance framework offers an additional channel for raising workplace concerns.

Policy	Decent-work commitment
Equal Pay	Equitable and transparent compensation, audits and corrective action
Equivalent Rights for Outsourced Workers	Comparable rights and contractor oversight
Anti-Forced Labour and Human Trafficking	Prevention, due diligence and confidential reporting
Whistleblowing and Staff Grievance	Route to raise workplace concerns

Entrepreneurship and local economic participation

EUL's Community Entrepreneurship and Sustainable Business Support Policy describes mentoring, training, access to facilities and potential financial support for local entrepreneurs, agricultural cooperatives, small enterprises and social enterprises. It identifies youth, women entrepreneurs, rural producers and sustainability-oriented initiatives among priority groups. The policy assigns coordination roles to the Technology Transfer Office, the Faculty of Agricultural Sciences and Technologies, the Continuing Education Centre and a community engagement office.

Connecting education and enterprise

Business, economics, tourism and agriculture programmes develop knowledge relevant to starting and managing enterprises. EUL's community entrepreneurship policy sets out support through workshops, business planning, start-up coaching, technical resources and funding guidance. Continuing education and mentoring extend opportunities for learning beyond enrolled students, while monitoring provisions support review of the assistance offered and its outcomes.

8.3 Education through Departments and Faculties

Business Economics and Tourism Programmes. These fields connect disciplinary learning with employment, enterprise and professional practice. Academic advising and contact with employers support students as they prepare for careers and further study.

Engineering Health and Other Professional Programmes. Applied projects, practical learning and relevant curricula connect subject knowledge with workplace preparation. Departmental review can use feedback from students, graduates and employers to strengthen this connection.

Graduate Feedback for Departmental Improvement. The 2025 Graduation Survey included 355 respondents. Of these, 259 (72.96%) responded positively that their education prepared them to enter the job market, 60 (16.90%) responded negatively and 36 (10.14%) were neutral. These findings inform review of preparation for professional life.

Practical learning and curriculum relevance

The graduation survey recorded 74.93% positive responses for practical applications, projects or internships and 87.32% for curriculum relevance. These results highlight graduates' views of both the

relevance of their studies and the opportunities to apply their learning. Feedback from students, alumni and employers supports programme review and the development of practical preparation for work.

2025 graduation survey item	Positive response	Respondents
Preparation for entering job market	72.96% (259)	355
Practical applications, projects or internships	74.93%	355
Curriculum relevance	87.32%	355

8.4 Selected Events in Decent work and Economic Growth in 2025

Career preparation, professional practice, entrepreneurship and sustainable employment are the main connections to decent work and economic opportunity.

Date in 2025	Event
28 April	Faculty of Economics and Administrative Sciences Career Days
15 May	Professional Practice and Experiences in Interior Architecture
22 May	Entrepreneurship Workshop
13 June	Industrial Organizational and Work Psychology Certificate Training
05 December	Sustainable Employability Among Generation Z Hotel Employees



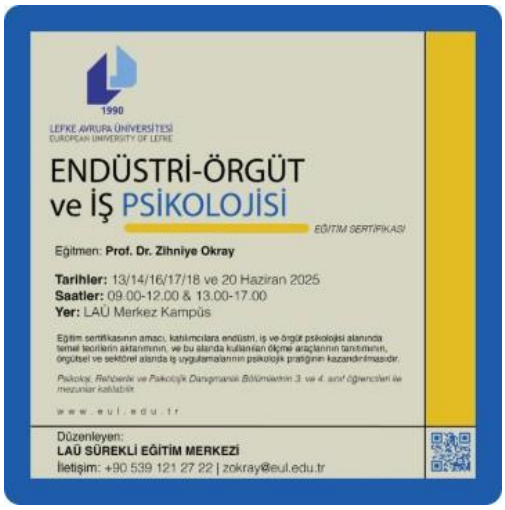
Faculty of Economics and Administrative Sciences Career Days
28 April 2025



Professional Practice and Experiences in Interior Architecture
15 May 2025



Entrepreneurship Workshop
22 May 2025



Industrial Organizational and Work Psychology Certificate Training
13 June 2025



Sustainable Employability Among Generation Z Hotel Employees
05 December 2025

Programme dates: Faculty of Economics and Administrative Sciences Career Days: 28 to 30 April 2025. Industrial Organizational and Work Psychology Certificate Training: 13 14 16 17 18 and 20 June 2025.

For the full list of events, visit EUL SDG events

SDG 9 Industry Innovation and Infrastructure

Engineering education, resilient systems and enterprise support

European University of Lefke (EUL) supports and promotes the principles of SDG 9 – Industry, Innovation and Infrastructure, by promoting sustainable industrialization, fostering technological innovation, and developing resilient infrastructure. Through research, partnerships, education, and the implementation of sustainable practices on campus, EUL and academic community are commited to contribute to drive the global transition to more sustainable and equitable industrial systems.

9.1 Research

SciVal data identify 81 scholarly articles associated with SDG 9, with a field-weighted citation impact (FWCI) of 2.87 and a total of 1,093 citations. Selected publications are listed below.

Selected Publications

Zhao, X., Shu, X., Gatto, A., Cifuentes-Faura, J., Ma, X., Financial digitalization reduces carbon emissions: empirical evidence from China's A-share listed enterprises, Sustainable Energy Technologies and Assessments, 2025

Fatima, S., Gupta, M.B., Hossain, M.E , Industry 5.0 and sustainable production: A bibliometric analysis focusing on natural resource intensive industry, Sustainable Futures, 2025

Caglar, A.E., Rej, S., Mert, M., Zero-emission vision: The roles of artificial intelligence and clean energy in environmental sustainability improvement, Journal of Environmental Management, 2025

9.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 9 through technical education, campus infrastructure, interdisciplinary research and support for sustainable enterprise. Engineering and environmental programmes develop professional knowledge, while campus energy and water systems provide practical examples of resource management. The Environmental Sustainability Research Centre and institutional entrepreneurship policies connect this expertise with collaboration and community engagement.

EUL as a platform for innovation

EUL's academic programmes, laboratories, collaboration structures and campus utility systems support teaching and applied problem solving. Its 2024–2025 Annual General Report records 47 undergraduate programmes, 49 graduate programmes and 32 accredited programmes across the university. This

academic portfolio provides the institutional foundation for developing technical expertise and interdisciplinary approaches to infrastructure and innovation.

Institutional indicator	Reported figure	Meaning for SDG 9
Undergraduate programmes	47	University-wide learning portfolio
Graduate programmes	49	Advanced education pathways
Accredited programmes	32	External programme review in 2024–2025

Sustainable infrastructure decisions

EUL's Sustainable Procurement Policy incorporates environmental and social criteria into purchasing decisions, including energy efficiency, recyclability, lower carbon impact and lifecycle cost. Repair and maintenance support longer equipment life. The Sustainability and Climate Action Policy complements these principles through building retrofits, renewable energy integration and climate resilience, guiding the development and management of campus facilities.

Collaboration and enterprise support

EUL's Community Entrepreneurship and Sustainable Business Support Policy describes assistance for local entrepreneurs, small enterprises, agricultural cooperatives and social enterprises. Its menu includes mentoring, business planning, training, use of laboratories and equipment, access to facilities, and funding guidance. The policy names the Technology Transfer Office, the Faculty of Agricultural Sciences and Technologies, the Continuing Education Centre and a community engagement office as coordination routes. Such structures can connect university knowledge with regional production and services.

The environmental sustainability centre

The Environmental Sustainability Research Centre brings together expertise in clean water, energy, consumption, climate and wider sustainability challenges. Its activities encompass collaboration, education and supervision of master's and doctoral work. This interdisciplinary remit supports the exchange of knowledge and the development of approaches to environmental and infrastructure problems.

9.3 Education through Departments and Faculties

Department of Environmental Engineering. Engineering education develops the analysis of environmental systems, pollution control, resource use and technology choices. These capabilities connect professional preparation with resilient and sustainable infrastructure.

Environmental Sciences Graduate Programmes. Graduate education provides an interdisciplinary route into advanced environmental investigation and problem solving, complementing engineering approaches to infrastructure and environmental protection.

Technical and Applied Environmental Programmes. Alternative Energy Resources Technology and Environmental Protection and Control add technical preparation in energy applications, environmental monitoring and management. Together with other engineering pathways, they support learning about physical systems and responsible technological choices.

External review

Programme accreditation supports quality assurance through external review. EUL's Annual General Report records 32 accredited programmes across the university in 2024–2025, while its accreditation

catalogue provides programme-specific entries and periods. External evaluation complements internal review and supports the continued development of academic provision.

9.4 Selected Events for Industry Innovation in 2025

The selected events connect research methods, emerging technologies, digital skills, cybersecurity and organisational innovation.

Date in 2025	Event
17 March	Computer Assisted Research and Analysis Workshop
21 April	The Significance of Cell Culture and Bioprinting in Research
05 May	Cyber Security Seminars
06 May	The Importance of Digital Content Production in Destination Marketing
05 December	Reconfiguring Organizational Structures in the Age of AI



Computer Assisted Research and Analysis Workshop
17 March 2025



The Significance of Cell Culture and Bioprinting in Research
21 April 2025



Cyber Security Seminars
05 May 2025



The Importance of Digital Content Production in Destination Marketing
06 May 2025



Reconfiguring Organizational Structures in the Age of AI
05 December 2025

Programme dates: Cyber Security Seminars: 5 and 20 May 2025.

For the full list of events, visit EUL SDG events

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SDG 10 Reduced Inequalities

Widening participation and removing barriers

European University of Lefke (EUL) supports and promotes the principles of *SDG 10 – Reduced Inequalities,* through education and promoting equality, social mobility, and inclusivity in education, employment, and society. By fostering an environment that supports all students regardless of their background, advocating for social justice, and conducting research on inequality, EUL and academic community are commited to significantly contribute to reducing inequalities within and among countries.

10.1 Research

SciVal data identify 33 scholarly articles associated with SDG 10, with a field-weighted citation impact (FWCI) of 2.26 and a total of 393 citations. Selected publications are listed below.

Selected Publications

Zhang, W., Han, J., Işık, C., ...Dembińska, I., Radulescu, M., Inequality in the digital economy: The impact of artificial intelligence on income gap—an empirical analysis based on county-level data from China, Cities, 2025

Chen, P., Abedin, M.Z., Zhao, X., Peng, J., The impact of climate risk on local government financing costs: A mediation and threshold model analysis, Ecological Economics, 2025

Alsagr, N., Belkhaoui, S., Sohail, S., Ozturk, I., How does Financial Stability Affect Renewable Energy Investment?, International Journal of Energy Economics and Policy, 2025

10.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 10 through widening participation, accessible education and support for a diverse university community. In the 2024–2025 academic year, EUL enrolled 12,091 students, with first-generation learners representing 64.71% of the student population. Its 7,154 international students came from 77 countries. Financial, academic, disability, international and wellbeing services complement institutional policies on equal treatment and participation, helping students access university life and continue their studies.

Participation across backgrounds

EUL's student community brings together learners from a wide range of educational and national backgrounds. In 2024–2025, first-generation learners accounted for 64.71% of its 12,091 students, highlighting the university's role in extending higher education to families without a parental university

pathway. The university also enrolled 7,154 international students from 77 countries. This diverse community makes inclusive teaching, clear guidance and accessible services central to university life.

Student profile measure	Reported value	Academic period or measure
Total student enrolment	12,091	2024–2025 academic year
First-generation learners	64.71%	Share of student population
International students	7,154	Count within student population
Countries represented	77	Country diversity in annual report

Fair access and financial support

EUL's Student Support Service Guide sets out scholarships, tuition arrangements, payment plans and emergency financial assistance where applicable. These provisions support access to higher education and continued study. The Access and Participation Policy guides the removal of barriers and monitoring of participation, while the Equality, Diversity and Inclusion Policy promotes fair treatment across university life.

From admission to continuation

Financial and administrative support help students navigate both entry to university and the demands of continuing study. Faculties and departments provide academic advising on course choices and progression, while Student Affairs supports registration and administrative procedures. Clear information and guidance are particularly valuable for students encountering university processes for the first time.

Barrier or need	University support
Cost of attendance	Scholarships, tuition arrangements and payment information
Unexpected hardship	Emergency financial assistance where applicable
Navigating university procedures	Academic advising and Student Affairs
Continuation and belonging	Orientation, counselling and campus support

Monitoring Access and Participation

EUL's Access and Participation Policy provides for monitoring entry and participation, while the Equality, Diversity and Inclusion Policy incorporates indicators, feedback and review of barriers. Student profile information and feedback from university services support the review of provision and help identify where access and participation can be strengthened.

Disability access and reasonable adjustment

The Student Support Service Guide identifies a Disability Support Service coordinated by the Dean of Students. It describes individual assessment, reasonable adjustments for teaching, learning and examinations, and attention to physical and digital accessibility. It also notes accessible accommodation and tailored support. Such services recognise that identical provision may not provide equal opportunity when students face different barriers.

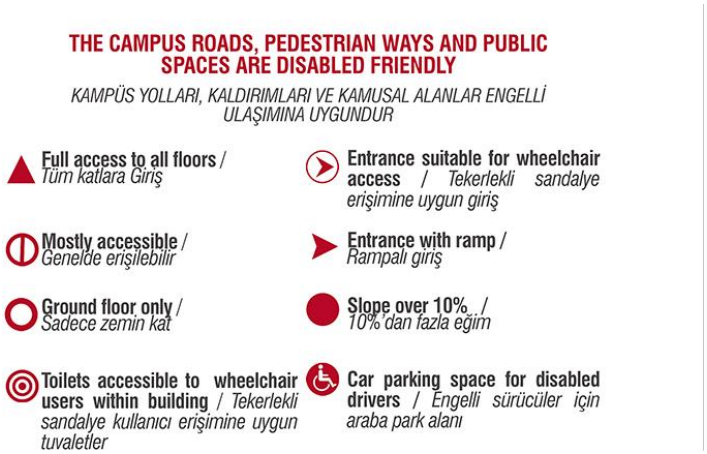
Targeted educational support

The Inclusive Educational Support Fund for Students with Disabilities Policy supports disability-related educational needs through individual assessment. Eligible assistance includes assistive technology,

software, accessible materials and certain diagnostic assessments. Students consult the Dean of Students and submit supporting documentation, with applications reviewed for their relevance to educational participation and financial need.

The physical campus

EUL's campus map identifies wheelchair entrances, accessible toilets and other accessibility features to assist students and visitors in planning their movement between facilities. This wayfinding information complements the Disability Support Service and individual adjustments, connecting physical access with support for participation in teaching and campus life.



Accessibility legend from EUL's campus map.

International participation and transition

The Annual General Report's 7,154 international students from 77 countries show the scale and breadth of EUL's cross-border student community in 2024–2025. The Student Support Service Guide describes an International Support Centre that assists with orientation, visa and residence procedures and opportunities for cultural integration. It also notes mandatory health insurance coverage for international students and access to public hospital care under the applicable arrangements.

Support across the student journey

The International Support Centre helps students navigate unfamiliar administrative and social systems alongside their academic studies. Orientation and guidance support registration, residence procedures and access to campus services. Academic advice, counselling and accommodation services complement international support, helping students settle into university life and participate in the campus community.

Stage	Relevant provision
Arrival	Orientation and guidance through international support
Administrative continuation	Visa and residence information
Health and wellbeing	Insurance information, health services and counselling
Academic participation	Faculty advising, Student Affairs and digital learning support
Community participation	Cultural integration activities and student clubs

EUL's international community offers opportunities for cultural exchange and learning across backgrounds. The Equality, Diversity and Inclusion and anti-discrimination policies promote fair

treatment irrespective of nationality and other protected characteristics, supporting a respectful learning environment.

Equal treatment and the right to raise concerns

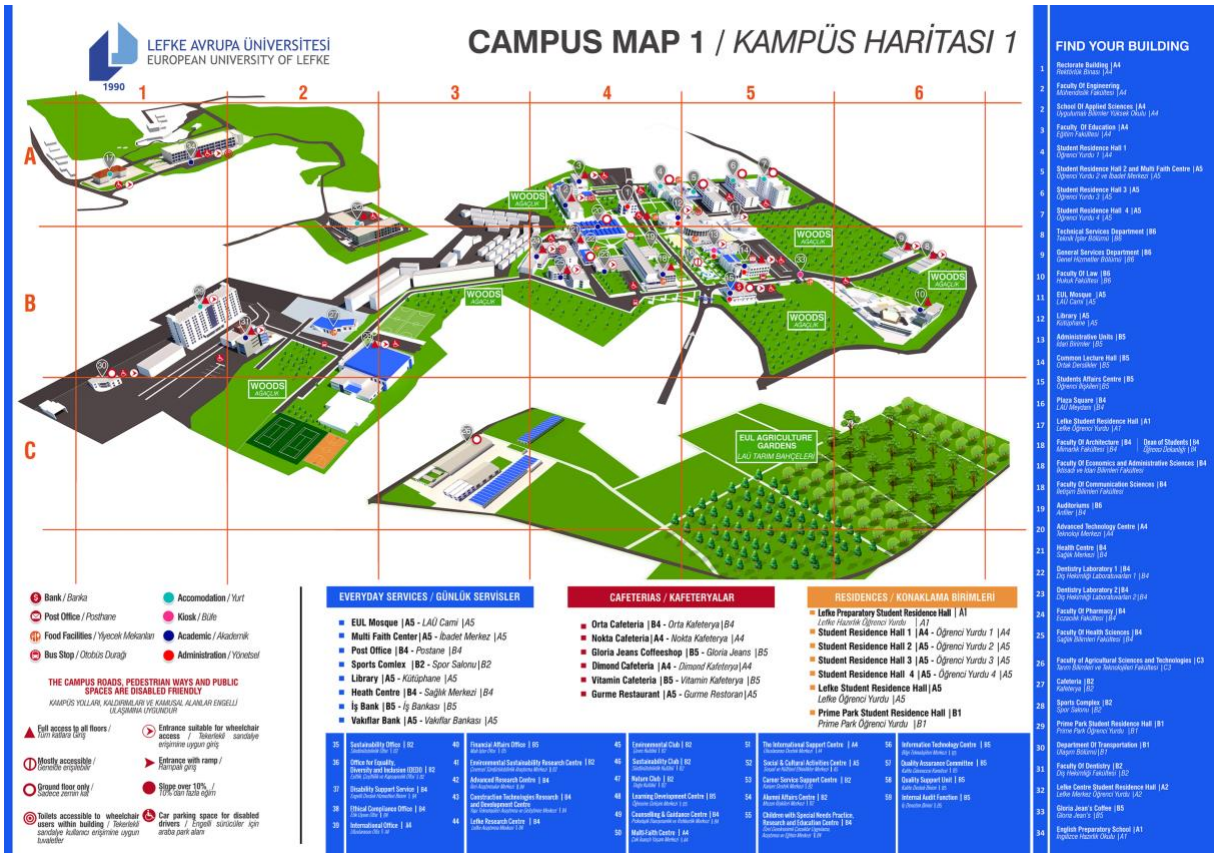
EUL's Equality, Diversity and Inclusion Policy covers students, staff, contractors and visitors. It calls for fair treatment irrespective of gender, race, ethnicity, nationality, disability, religion, age and other characteristics; accessible facilities and digital resources; fair recruitment; and representation in decisions. The Anti-Discrimination and Anti-Harassment Policy prohibits discrimination in admissions, hiring, academic evaluation and campus activities, harassment and retaliation for reporting. It describes confidential channels, impartial investigation and support.

Putting the standards into practice

The Office for Equality, Diversity and Inclusion oversees policy implementation, indicators, stakeholder consultation and awareness activities. Confidential reporting channels and impartial investigation procedures support the handling of concerns, while student services respond to practical barriers affecting participation. Together, these arrangements connect institutional standards with routes for support and redress.

Institutional element	SDG 10 role
EDI policy	Broad commitment to equal treatment, access and participation
Anti-discrimination policy	Standards, complaint process and protection against retaliation
OEDI	Oversight, consultation, indicators and awareness
Disability Support Service	Individual adjustment and accessibility support
Student Support Service Guide	Coordinated academic, financial, wellbeing and accommodation routes

EUL Campus Map



10.3 Education through Departments and Faculties

Special Education Teaching. The Faculty of Education programme provides a direct educational contribution to inclusion by preparing students to support learners with different educational needs.

Law and Social Science Teaching. Human Rights and Sociology develop understanding of rights, social relationships and inclusive professional practice. These subjects connect academic learning with fair participation and equal treatment.

Centre for Children with Special Needs. Developmental assessment, training and family support extend the university's educational contribution into community services and support for inclusion.

Support beyond the classroom

Accommodation, psychological counselling, health services, student clubs and orientation support students' participation beyond the classroom. Accessible rooms and disability support address individual needs, while international guidance helps students settle into campus life. These services connect academic participation with wellbeing, social engagement and access to the university environment.

10.4 Selected Events on Reduced Inequalities in 2025

The selected events focus on disability awareness, special educational needs, inclusion and barriers to participation.

Date in 2025	Event
07 January	Multilingualism and Special Needs Dynamics Determining Development
21 March	Down Syndrome Awareness Symposium
16 May	Autism in the World and Turkiye Past Present and Future
03 December	Problems of Students with Special Needs in Inclusive Education
05 December	Break Barriers Raise Awareness



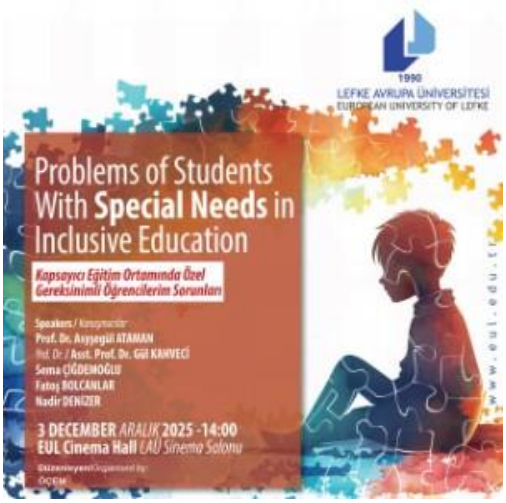
Multilingualism and Special Needs Dynamics Determining Development
07 January 2025



Down Syndrome Awareness Symposium
21 March 2025



Autism in the World and Turkiye Past Present and Future
16 May 2025



Problems of Students with Special Needs in Inclusive Education
03 December 2025



Break Barriers Raise Awareness
05 December 2025

For the full list of events, visit EUL SDG events





SDG 11 Sustainable Cities and Communities

Campus living, mobility, access and local heritage

European University of Lefke (EUL) supports and promotes the principles of SDG 11 – Sustainable Cities and Communities and recognizes the role of cities as hubs for innovation, diversity, and economic development. EUL offers the educational opportunity for students to acquire the knowledge and skills to becoming architects devoted to foster sustainable urban development, create inclusive and resilient cities, and promote environmental sustainability. Through education, research, partnerships with local governments, and community-based projects, EUL and academic community are commited to contribute to creating cities that are inclusive, safe, resilient, and sustainable for all residents.

11.1 Research

SciVal data identify 35 scholarly articles associated with SDG 11, with a field-weighted citation impact (FWCI) of 2.1 and a total of 299 citations. Selected publications are listed below.

Selected Publications

Tariq, N., Ali, M., Usman, M., Impact of human capital and natural resources on environmental quality in South Asia, Environment, Development and Sustainability, 2025

Udom, G.J., Niwamanya, N., Omoirri, O.M., ...Nriagu, J., Muzammil, K., Public health burden of polycyclic aromatic hydrocarbons in the East African environment: a systematic review, Environmental Sciences Europe, 2025

Wang, Z., Zhao, X., Ma, X., Bilan, Y., Rehman, M.Z., Research on the Coupling and Coordination Effects of Water, Energy, and Economy From the Perspective of Land Degradation, Land Degradation and Development, 2025

11.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 11 through campus housing, mobility, accessibility, resource management and engagement with its local community. Residence halls and everyday services support a shared living and learning environment, while free shuttle routes connect students in surrounding areas with campus. Energy and water conservation guide campus operations. Participation in the Lefke environment and cultural heritage panel on 10 December 2025 brought university expertise into a local discussion of environmental pressures and heritage protection.

A campus within its community

EUL's main campus brings together academic buildings, residence halls, common spaces and services in Lefke. Its Living Environment page frames campus operations around green space, energy, water, waste and accessibility. The university's campus map locates facilities and routes in relation to each other, which helps people understand how housing, learning and everyday services fit together. SDG 11 asks how such places can be inclusive, safe, resilient and environmentally responsible.

Place-based element	University provision
Living and learning	Residence halls alongside academic and everyday services
Mobility	Free student shuttle routes and managed vehicle access
Accessibility	Campus map symbols and disability support
Environment	Energy and water conservation, wastewater reuse and green campus practices
Local connection	2025 panel on Lefke environment and heritage

On-campus living and everyday services

EUL's accommodation information describes different types of housing to meet student preferences and budgets. The on-campus living page emphasises proximity to study resources and facilities, including access to study lounges and the library during examinations. The Student Support Service Guide describes accommodation support, residence services, accessible rooms and tailored arrangements for students with disabilities. These provisions connect housing with educational participation and campus community. EUL promotes sustainable commuting.

Why proximity matters

On-campus accommodation places students close to classrooms, study facilities and university services. This proximity supports access to academic and wellbeing assistance and helps students participate in campus activities. Residence halls connect everyday living with the resources and social opportunities of university life.

A shared environment

The campus map brings together residences, cafeterias, the library, health facilities and other services, helping students navigate their daily activities. Accessible rooms and individual disability support complement this shared environment, supporting students with different needs in their accommodation and education. Affordable housing for staff and students are available.

Need	Relevant facility or route
Accommodation	Residence halls and accommodation support
Study	Library, study spaces and academic buildings
Daily life	Food facilities, health and student services
Inclusive access	Accessible rooms, map symbols and disability support



EUL campus.

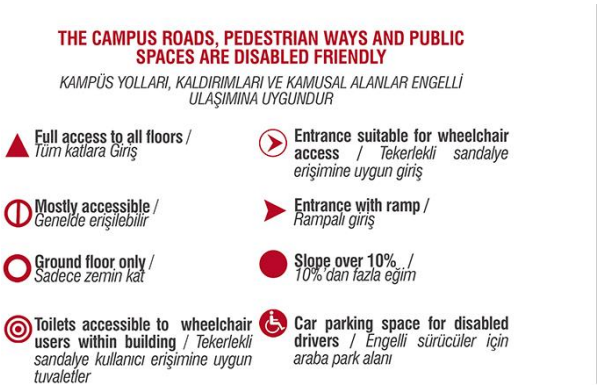
Mobility and access

EUL's Transportation and Parking Policy provides for a free shuttle service for students living off campus in the surrounding area. Five routes pass through residential areas in nearby towns and villages, including off-campus dormitories. Authorisation requirements for private vehicle entry, parking controls and driver-safety rules support the management of movement on campus.

The walking and accessible campus

The campus map identifies roads, pedestrian friendly, wheelchair-suitable entrances, ramps, accessible toilets and parking spaces. This wayfinding information helps students and visitors plan their journeys between accommodation, classrooms and services. The Disability Support Service and individual adjustment process complement physical access arrangements and support participation in campus life.

Mobility route	University provision	Purpose
Student shuttles	Five routes described in transport policy	Connect surrounding residential areas with campus
Private vehicles	Authorisation and parking controls	Manage vehicle access and parking
Pedestrian access	Paths identified on campus map	Support movement between campus facilities
Accessible facilities	Map symbols and disability support	Support inclusive participation



Accessibility symbols from EUL's campus map.

Greener and more resilient campus systems

EUL's Living Environment programme connects energy efficiency, resource management, waste reduction and biodiversity with the operation of a green campus. LED lighting, building improvements,

solar thermal applications and rooftop photovoltaics support energy management. Biological wastewater treatment, landscape irrigation reuse, drip irrigation and water metering support responsible water use across the campus. EUL also invests on sustainable buildings and also has buildings located on brown field sites contributing to efficient use of existing land resources.

Water and green space

EUL's Water Conservation Policy reports that reclaimed water meets 30% of campus irrigation demand. Drought-resistant planting and early-morning watering at the research farm complement this approach. These practices connect landscape management with responsible use of water in a region where water availability is an important environmental concern.

Energy and climate resilience

EUL's 2025 greenhouse gas inventory records 2,900,000 kWh of purchased electricity, associated with 1,798 t CO_2e under the inventory's methodology. The Sustainability and Climate Action Policy supports efficient infrastructure, building retrofits, renewable energy and adaptation. Energy reporting and conservation measures provide a basis for reviewing campus operations and planning further improvements.

Campus system	EUL description	SDG 11 relevance
Water and landscaping	Treatment reuse, drip irrigation and drought-tolerant planting	Resource-conscious place management
Buildings and energy	Lighting, fabric upgrades and solar applications	Lower-impact campus operation
Waste and green spaces	Reduction and recycling aims in climate policy	Environmental quality and liveability

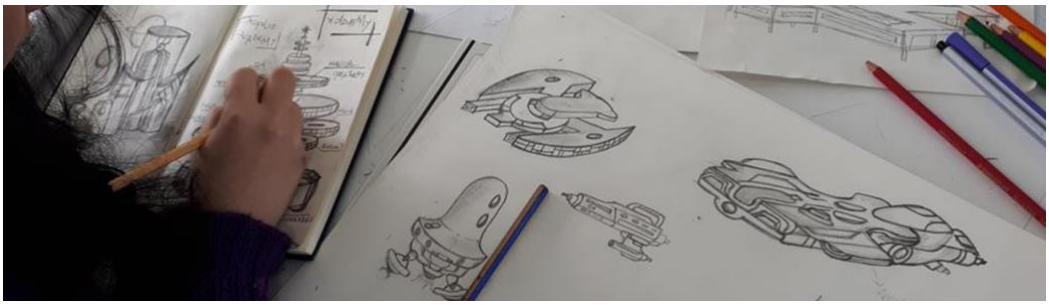
11.3 Education through Departments and Faculties

Architecture and Design. Architecture and design education connects the built environment, cultural heritage and the planning of shared spaces with professional learning relevant to sustainable settlements.

Conservation and Restoration. Conservation and Restoration provides a route for studying the care of buildings and cultural heritage, connecting education with the preservation of community identity and the built environment.

Environmental Engineering and Environmental Policy. Environmental Engineering, Environmental Policies and Administration, and Environment and Sustainable Development connect resource management and environmental responsibilities with the challenges of sustainable communities.

2025 panel element	Reported contribution
Local heritage	Discussion of Lefke's historic and cultural values
Environmental pressures	CMC contamination, waste and general environmental issues
Participants	School setting, local associations and EUL academic contribution
Community exchange	Dialogue linking school students, local associations and academic expertise



11.4 Selected Events on Sustainable Cities in 2025

The selected events connect disaster awareness, local governance, design, place-based learning and cultural heritage with sustainable communities.

Date in 2025	Event
06 January	Learning How to Live with Earthquakes
08 January	Local Government
27 February	Designers Show Student Projects Exhibition
06 May	Exploring My Surroundings Lefke
16 May	Third Lefkara Literature Festival



Learning How to Live with Earthquakes
06 January 2025



Local Government
08 January 2025



Designers Show Student Projects Exhibition
27 February 2025



Exploring My Surroundings Lefke
06 May 2025



Third Lefkara Literature Festival
16 May 2025

Programme dates: Designers Show Student Projects Exhibition: 27 February to 13 March 2025.

For the full list of events, visit EUL SDG events





SDG 12 Responsible Consumption and Production

Procurement, resource efficiency and waste stewardship

European University of Lefke (EUL) supports and promotes the principles of SDG 12 – Responsible Consumption and Production, through teaching, research, community engagement, and institutional practices. By adopting sustainable practices in campus operations, fostering research and innovation around sustainable production methods, educating students about responsible consumption, and engaging with local communities, EUL and academic community are commited to create a more sustainable world.

12.1 Research

SciVal data identify 60 scholarly articles associated with SDG 12, with a field-weighted citation impact (FWCI) of 2.34 and a total of 654 citations. Selected publications are listed below.

Selected Publications

Olanrewaju, V.O., Kirikkaleli, D., Clean Energy Funds: Foundations and Applications, Clean Energy Funds and Portfolio Diversification, 2025

Saleem, F., Asif, M.F., Aw, E.C.-X., Syed, Q.R., Anwar, A., Green growth through green production practices: The moderating role of stringent environmental policies in G8 countries, Energy and Environment, 2025

Sunday Adebayo, T., Abbas, S., Olanrewaju, V.O., Uzun, B., Unpacking policy ambiguities in residential and commercial renewable energy adoption: a novel multivariate wavelet quantile regression analysis, Applied Economics, 2025

12.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 12 through sustainable purchasing, energy and water conservation, wastewater reuse, waste management and sustainability education. Its institutional policies connect lifecycle value and responsible supplier practices with repair, resource efficiency and waste prevention. Campus wastewater treatment supports landscape irrigation, while greenhouse gas reporting incorporates energy use and an estimated solid-waste quantity to support the assessment of campus operations.

A university resource system

A campus purchases equipment and supplies, operates buildings and residence halls, serves food, uses water and produces several waste streams. Decisions made before a product arrives affect its lifetime impacts: durability, repairability, packaging, energy use and disposal. EUL's sustainability policies

address this sequence through procurement and conservation, while the Living Environment page frames water use, waste minimisation and recycling as part of campus culture.

Stage	University approach
Purchase	Sustainability and lifecycle criteria, supplier engagement
Use	Energy and water conservation in buildings and residences
Extend life	Repair, maintenance, reuse and digital alternatives
End of use	Waste prevention, recycling and composting priorities
Recover resources	Treated wastewater reused for landscape irrigation

Sustainable purchasing and product life

EUL's Sustainable Procurement Policy asks purchasing decisions to consider energy efficiency, recyclability, carbon footprint, fair labour, cost effectiveness and total lifecycle value. It calls for sustainability criteria in supplier selection and contracts, staff training, reduced unnecessary consumption and engagement with suppliers on cleaner production and packaging. These principles address both environmental and social effects of consumption.

Repair before replacement

Repair and maintenance programmes help extend equipment life and reduce premature replacement. The Sustainable Procurement Policy also promotes shared resources and digital solutions, including electronic documents where appropriate. Considering operating, maintenance and replacement costs alongside the purchase price supports responsible use of institutional resources.

Procurement consideration	Policy example	Why it matters
Environmental impact	Energy efficiency, recyclable materials, lower footprint	Reduces resource and operational burden
Lifecycle value	Total cost rather than only initial price	Addresses use and replacement over time
Supplier practice	Packaging, cleaner production and fair labour	Extends responsibility to the supply chain
Demand reduction	Reuse, sharing, repair and digital workflows	Avoids unnecessary purchases

Institutional oversight

The Sustainable Procurement Policy calls for regular assessment and annual progress reporting. These provisions support oversight of purchasing practices, supplier performance and progress toward institutional sustainability goals.

Waste Tracking Reusing and Recycling and Management

EUL's Sustainability and Climate Action Policy promotes waste prevention, recycling of paper, plastic, metal and glass, and composting of food waste. Its ambition toward a zero-waste campus places responsible material use within the university's wider sustainability agenda. The Living Environment

programme also identifies waste minimisation and recycling as campus priorities, supporting attention to the full resource cycle from consumption to recovery.

Waste Accounting in 2025

EUL's 2025 greenhouse gas inventory includes an estimated solid-waste quantity of 140 tonnes. Using an emission factor of 0.8 t CO_2e per tonne, the inventory records 112 t CO_2e for this category. Including solid waste in greenhouse gas accounting connects material management with the assessment of the university's environmental footprint.

2025 inventory item	Reported value	Inventory basis
Solid-waste activity input	140 tonnes	Estimated figure used in emissions calculation
Emission factor	0.8 t CO_2e/tonne	Factor printed in inventory appendix
Calculated waste emissions	112 t CO_2e	Emissions associated with the estimated solid-waste quantity

Water as a reusable resource

EUL's Water Conservation Policy describes a biological wastewater treatment plant receiving domestic wastewater from campus buildings and residence halls. Treated water is reused for landscape irrigation. The policy reports that reclaimed water meets 30% of campus irrigation demand, connecting wastewater management with the responsible use of water in campus landscaping.

Reducing demand in buildings and grounds

Efficient fittings, dual-flush toilets, water-free urinals, building and residence-hall metering, drip irrigation and drought-resistant landscaping support water conservation across campus. Awareness activities encourage leak reporting and refillable bottles, including a pilot bottle distribution in one residence hall. Together, these measures address water demand in buildings, residences and outdoor spaces.

Efficient use of energy and materials

The Energy Conservation Program describes LED and motion-sensor lighting, improved building fabric, double glazing, efficient appliances, centrally managed heating and cooling, and staff and student awareness. These measures address demand during the use phase of buildings and equipment. The procurement policy complements them by making energy performance and durability considerations in purchasing. Together, the two policies connect product selection with resource use over time.

Energy Use in 2025

EUL's 2025 greenhouse gas inventory records 2,900,000 kWh of purchased electricity and 28,000 litres of heating diesel. Under the inventory's methodology, these correspond to 1,798 t CO_2e and approximately 82 t CO_2e, respectively. These figures provide a basis for reviewing campus energy use alongside the conservation measures described in the Energy Conservation Program.

Resource or system	University data or provision
Purchased electricity	2.9 million kWh in 2025 inventory
Heating diesel	28,000 litres in 2025 inventory
Lighting and controls	LEDs, motion sensors and operating guidance in energy policy

Resource or system	University data or provision
Building envelope	Double glazing and fabric improvement described in policy
Purchasing	Efficiency and lifecycle value criteria in procurement policy

EUL's Contribution to Responsible Consumption and Production

Question	University provision
How are products selected?	Sustainable Procurement Policy
How is use reduced?	Energy and Water Conservation programmes
What is reused?	Treated domestic wastewater for landscape irrigation
What is the waste baseline?	Estimated 140 tonnes in 2025 GHG inventory
What are the waste ambitions?	Reduction, recycling and composting in climate policy

EUL connects responsible purchasing with resource conservation, equipment maintenance, waste management and wastewater reuse. Sustainability education and campus awareness activities reinforce these institutional practices, bringing resource stewardship into learning and everyday university life. Through policy, operations and research, the university supports a more responsible approach to consumption and production.

12.3 Education through Departments and Faculties

Environmental Engineering and Environmental Sciences. Environmental learning addresses resource efficiency, pollution prevention and environmental impacts. These fields provide disciplinary perspectives on responsible use of resources and the management of waste.

Agricultural Sciences and Nutrition Related Education. Agriculture and the Environment and Food Control and Regulations connect production, food systems and environmental responsibility. These subjects help students examine the relationship between professional choices and resource use.

Tourism and Cross Departmental Sustainability Courses. Sustainable Tourism and Environment and Sustainable Development extend responsible consumption themes into tourism and other disciplines, connecting product choices and everyday practice with sustainability.

Community practice

The Water Conservation Policy describes awareness through seminars, student clubs, competitions, leak reporting and refillable bottles. The Energy Conservation Program describes notices and digital information encouraging staff and students to save energy. The Sustainable Procurement Policy calls for staff training in purchasing decisions. Education and daily practice reinforce one another when the same principles shape classroom examples, facility operations and supplier choices.

12.4 Events on Responsible Consumption in 2025

Practical waste separation and environmental clean-up activities connect student participation with waste prevention and responsible resource management.

Date in 2025	Event
13 May	We Learn How to Separate Liquid Wastes on Site
14 May	Let Us Clean It Up
11 December	Keep It Clean Keep It Blue Protect Our Oceans



We Learn How to Separate Liquid Wastes on Site — 13 May 2025

For the full list of events, visit EUL SDG events

SDG 13 Climate Action

Greenhouse gas accounting, campus action and education

European University of Lefke (EUL) supports and promotes the principles of SDG 13 – Climate Action, by integrating climate change action into their operations, research, teaching, and community engagement. Through sustainable campus practices, climate change research, advocacy, and fostering environmental awareness EUL and academic community are committed to lead the way in addressing the global challenge of climate change and its impacts.

13.1 Research

SciVal data identify 165 scholarly articles associated with SDG 13, with a field-weighted citation impact (FWCI) of 3.08 and a total of 2,320 citations. Selected publications are listed below.

Selected Publications

Caglar, A.E., Mert, M., Radulescu, M., Demirdag, I., The Relationship Between Business Enterprise Investment and Environmental Sustainability in the European Union: Evidence From the Novel Fourier Asymmetric CS-ARDL, Corporate Social Responsibility and Environmental Management, 2025

Akadiri, S.S., Kirikkaleli, D., Does artificial intelligence investment matter for the quality of the environment in Canada? International Journal of Environmental Science and Technology, 2025

Amin, A., Mohamed Yusoff, N.Y.B.M., Işık, C., Osabohien, R., Decarbonizing the U.S economy: the roles of renewable energy, technology innovation, human capital, and green growth, Clean Technologies and Environmental Policy, 2025

13.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 13 through greenhouse gas reporting, energy conservation, responsible resource management, sustainability education and research. Its 2025 inventory records a total of 2,638 t CO_2e across direct emissions, purchased electricity and additional indirect sources. Direct emissions and purchased electricity together decreased from 2,719 t CO_2e in 2024 to 2,228 t CO_2e in 2025. The Sustainability and Climate Action Policy guides energy efficiency, renewable integration, water conservation, waste reduction, mobility and climate resilience across the university.

The 2025 greenhouse gas inventory

EUL's 2025 inventory records 430 t CO_2e in Category 1, covering direct emissions from fleet vehicles and heating fuel, and 1,798 t CO_2e in Category 2, covering purchased electricity. The detailed appendix records a further 410 t CO_2e from staff and student commuting, official air travel, solid waste, water

consumption and wastewater treatment. Together, these categories total 2,638 t CO_2e and provide a basis for assessing the university's operational footprint.

2025 category	Emissions	Share of 2,638 t CO_2e
Category 1 direct	430 t CO_2e	16.3%
Category 2 purchased electricity	1,798 t CO_2e	68.2%
Additional indirect sources	410 t CO_2e	15.5%
Total on detailed boundary	2,638 t CO_2e	100%

Distribution of 2025 greenhouse gas emissions. Source: EUL Greenhouse Gas Emissions Report 2025.

Sources of Greenhouse Gas Emissions

Purchased electricity is the largest individual source in the detailed inventory. Consumption of 2,900,000 kWh, assessed at 0.62 kg CO_2e per kWh, corresponds to 1,798 t CO_2e. Fleet diesel accounts for 348 t CO_2e and heating diesel for 82 t CO_2e. Additional sources include commuting at 160 t CO_2e, official air travel at 65 t CO_2e, solid waste at 112 t CO_2e, and water and wastewater at 73 t CO_2e. This breakdown supports the identification of priorities for campus climate action.

Detailed 2025 source	t CO_2e	Inventory basis
Fleet vehicles	348	Direct fuel use
Heating diesel	82	Direct fuel use
Purchased electricity	1,798	2.9 million kWh × stated factor
Commuting	160	Survey estimate
Official air travel	65	Travel activity and factor
Solid waste	112	Estimated 140-tonne input
Water and wastewater	73	Estimated 400 m^3/day input

Inventory Methodology

The greenhouse gas report states an overall uncertainty of ±5%, reflecting uncertainty in activity inputs and emission factors. Commuting activity is based on surveys, while waste and water activity figures are estimates. These methodological characteristics inform the university's assessment of its emissions and the development of future monitoring.

Mitigating CO_2 Emmisions and Comparison With The Prior Year

EUL has a commitment to achieving carbon neutrality. EUL's direct and purchased-electricity emissions decreased by 491 t CO_2e between 2024 and 2025, equivalent to approximately 18.1%. Category 1 direct emissions declined from 465 to 430 t CO_2e, while Category 2 purchased-electricity emissions declined from 2,254 to 1,798 t CO_2e. The combined total for these two categories fell from 2,719 to 2,228 t CO_2e.

Emissions category (t CO_2e)	2024	2025	Change
Category 1 direct	465	430	−35 t CO_2e
Category 2 electricity	2,254	1,798	−456 t CO_2e

Emissions category (t CO_2e)	2024	2025	Change
Categories 1 and 2 total	2,719	2,228	−491 t CO_2e (−18.1%)

Progress in Operational Emissions

The reduction in direct and purchased-electricity emissions places campus energy management at the centre of EUL's climate response. The Energy Conservation Program supports efficient lighting, building improvements, renewable energy applications and responsible operating practices. Annual reporting provides a basis for reviewing progress alongside energy consumption and campus operations.

The wider 2025 footprint

The detailed 2025 inventory extends the operational account to commuting, official air travel, solid waste, water consumption and wastewater treatment. These additional indirect sources contribute 410 t CO_2e to the total of 2,638 t CO_2e, broadening the university's assessment of climate impacts across campus activities.

Energy and buildings

EUL's Energy Conservation Program describes LED and motion-sensor lighting, improved building fabric, double glazing, centrally managed heating and cooling, rooftop photovoltaic systems on some buildings, solar hot water and heat pump heating in residence halls. The Sustainability and Climate Action Policy supports efficient technologies, renewable energy integration and building retrofits. Together, these measures address energy demand and the emissions associated with operating university facilities.

From policy to action

Energy efficiency supports the delivery of campus services with lower resource demand. Renewable energy applications complement this approach, while operating guidance for lighting, heating and cooling encourages responsible daily use. The Energy Conservation Program sets a minimum annual consumption-reduction goal of 4%, providing a direction for continued energy management.

Responsibility for implementation

The Sustainability and Climate Action Policy assigns the Sustainability Office oversight of sustainability goals and progress tracking. Greenhouse gas reporting supports this work, while energy, water, procurement and transport policies guide implementation across campus. Together, these structures connect institutional responsibility with ongoing assessment and practical climate action towards.

Governance or learning route	Institutional role
Sustainability Office	Climate policy implementation and monitoring
GHG inventory	2025 categories and activity estimates
Education programmes and courses	Technical and cross-disciplinary learning
Sustainability literacy	1,327 of 1,868 graduates meeting reported course measure

13.3 Education through Departments and Faculties

Department of Environmental Engineering. The department provides a professional route into climate mitigation, resource management and environmental systems. Campus energy and greenhouse gas reporting offer institutional contexts for these disciplinary themes.

Environmental Sciences Graduate Programmes. Graduate study supports interdisciplinary learning relevant to climate action and environmental governance. The Environmental Sustainability Research Centre connects academic knowledge with research and wider engagement.

Agricultural and Cross Departmental Education. Ecology, Agriculture and the Environment, Environmental Policies and Administration, and Environment and Sustainable Development connect climate-related questions with different fields. In 2025, 1,327 of 1,868 graduates completed environmental and sustainability-related courses, representing 71.04%.

Learning across the institution

Environmental literacy tests, staff sustainability training and outreach support learning across the university. The Environmental Sustainability Research Centre brings an interdisciplinary approach to climate action and related environmental challenges. These activities connect academic knowledge with institutional practices and engagement beyond the classroom.

13.4 Events on Climate Action in 2025

The event directly addresses climate-change impacts on water resources and sustainable solutions for Lefke.

Date in 2025	Event
20 May	Climate Change Impacts on Water Resources and Sustainable Solutions for Lefke



Climate Change Impacts on Water Resources and Sustainable Solutions for Lefke — 20 May 2025

For the full list of events, visit EUL SDG events





SDG 14 Life Below Water

Water stewardship, pollution prevention and learning

European University of Lefke (EUL) supports and promotes the principles of SDG 14 – Life Below Water, by advancing research, promoting sustainable marine practices, and educating future generations about the importance of oceans and marine ecosystems. Through academic programs, campus operations, and community engagement, EUL assists to drive the global effort to conserve and sustainably use the oceans, seas, and marine resources.

14.1 Research

SciVal data identify four scholarly articles associated with SDG 14, with a field-weighted citation impact (FWCI) of 1.25 and a total of 12 citations. Selected publications are listed below.

Selected Publications

Akhtar, M., Xu, J., Kashif, U., ...Muhammad Naveed, H., Haris, M., Bayesian neural network modelling for estimating ecological footprints and blue economy sustainability across G20 nations, Humanities and Social Sciences Communications, 2025

Ossai, C., Bocca, B., Battistini, B., ...Patrick-Iwuanyanwu, K.C., Orisakwe, O.E., Human health risk assessment of metal(loids) in sediment, water and seafood from Orashi River in Omoku, Rivers State, Nigeria, Discover Food, 2025

Behradfar, A., Castanho, R.A., Ferreira, P., Urban Development and Land Use/Land Cover Changes in the European Borderlands of Nice and Monaco, Journal of Sustainability Research, 2025

14.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 14 through wastewater treatment, water conservation, waste prevention, environmental education and community engagement. Biological treatment of domestic wastewater from campus buildings and residence halls supports reuse for landscape irrigation. Reclaimed water meets 30% of campus irrigation demand, as reported in the Water Conservation Policy. Sustainability policies encourage responsible resource use and recycling, while environmental programmes prepare graduates to work in pollution control and water management.

How university activity relates to SDG 14

Protecting aquatic environments involves managing wastewater, reducing waste and strengthening environmental knowledge. EUL's campus treatment and reuse system provides a managed route for domestic wastewater, while waste prevention and recycling address materials that can become litter.

Environmental programmes and community-service activities connect these practices with education, public awareness and local engagement.

University route	University activity	SDG 14 connection
Domestic wastewater	Biological treatment; reclaimed water for irrigation	Water quality and responsible water use
Materials and litter	Reduction, reuse and recycling policy	Waste prevention and responsible material use
Education	Environmental engineering and protection programmes	Skills for monitoring and pollution control
Outreach	Documented Gemikonağı beach-cleaning example	Community engagement with coastal litter

Domestic wastewater treatment and reuse

EUL's biological wastewater treatment plant receives domestic wastewater from campus buildings and residence halls. Treated effluent is reused for landscape irrigation, connecting sanitation with resource recovery and reducing freshwater demand for campus grounds. The Water Conservation Policy reports that reclaimed water supplies 30% of the campus irrigation requirement.

Why treatment matters for aquatic systems

Domestic wastewater treatment addresses organic matter, nutrients, pathogens and suspended solids that can contribute to water pollution. EUL's treatment and irrigation reuse system brings wastewater management into the operation of its campus. This approach links pollution prevention with responsible water use and supports the university's contribution to aquatic protection.

Water conservation across campus

Water conservation complements treatment and reuse across campus. Building and residence-hall meters support the identification of consumption patterns and leaks. Water-efficient fittings, low-flow showerheads and faucets, dual-flush toilets and water-free urinals address demand in buildings. Drip irrigation, early-morning watering and drought-resistant landscaping support efficient use of water outdoors.

Further Development of Water Systems

Greywater reuse and rainwater harvesting for toilet flushing are identified in the Water Conservation Policy as areas of design and feasibility work. Automatic leak detection is also included as a future measure. These planned developments complement the existing wastewater treatment, irrigation reuse and water-saving practices.

Campus awareness activities encourage shorter showers, full laundry and dishwasher loads, leak reporting and refillable bottles in place of disposable cups. A refillable-bottle pilot in a residence hall connects everyday water use with the prevention of unnecessary plastic waste.

Preventing plastic and other pollution

EUL's Sustainability and Climate Action Policy promotes waste prevention, recycling of paper, plastic, metal and glass, and composting of food waste, with an ambition toward a zero-waste campus. The Water Conservation Policy also encourages refillable bottles instead of disposable cups. These priorities connect responsible campus consumption with the prevention of litter and plastic pollution.

Governance and Institutional Commitment

The Sustainability Office coordinates university sustainability activities and reporting. The Environmental Sustainability Research Centre supports interdisciplinary work on water and related environmental challenges through research, supervision and teaching. EUL's SDG 14 commitment connects education, research, sustainable marine practices and community engagement with the university's broader environmental mission.

14.3 Education through Departments and Faculties

Department of Environmental Engineering. The bachelor's programme develops knowledge relevant to pollution prevention, environmental assessment and the design and assessment of pollution-control systems, including water and wastewater applications.

Environmental Sciences Graduate Programmes. Master's and doctoral study provide routes into advanced environmental investigation and resource management, supporting knowledge relevant to aquatic protection.

Environmental Protection and Control. The associate programme includes pollution detection, environmental analysis and the operation of pollution-control facilities. It prepares graduates for applied roles in water and wastewater treatment and monitoring.

Courses and interdisciplinary learning

Sustainability education at EUL spans environmental science, ecology, policy and tourism. Courses include Environment and Sustainable Development, Environment and Sustainability, Ecology, Environmental Policies and Administration, and Sustainable Tourism. These subjects connect ecosystem pressures, water management and environmental responsibilities with disciplinary and professional learning.

Programme or course	Relevant capacity
Environmental Engineering	Design and assessment of pollution-control systems
Environmental Protection and Control	Analysis, facility operation and water/wastewater work
Environmental Sciences graduate programmes	Advanced environmental investigation
Ecology and sustainability courses	Ecosystems and environmental decision-making
Sustainable Tourism	Resource and environmental issues in tourism

In 2025, 1,327 of 1,868 EUL graduates completed environmental and sustainability-related courses, equivalent to 71.04%. This institution-wide participation supports environmental awareness and knowledge relevant to responsible resource use and aquatic protection.

14.4 Events Life Below Water in 2025

The events focus on clean-up participation and awareness of ocean protection and pollution prevention.

Date in 2025	Event
14 May	Let Us Clean It Up
11 December	Keep It Clean Keep It Blue Protect Our Oceans



Let Us Clean It Up — 14 May 2025

For the full list of events, visit EUL SDG events





SDG 15 Life on Land

Campus habitats, land stewardship and field learning

European University of Lefke (EUL) supports and promotes the principles of SDG 15 – Life on Land, by promoting research, education, and sustainable practices that protect and restore terrestrial ecosystems. By advancing scientific knowledge, engaging students and communities, supporting sustainable land management, and leading by example in campus sustainability, EUL is committed to contribute to preserving biodiversity, halting land degradation, and fostering a healthier environment.

15.1 Research

SciVal data identify 24 scholarly articles associated with SDG 15, with a field-weighted citation impact (FWCI) of 1.61 and a total of 153 citations. Selected publications are listed below.

Selected Publications

Zhao, W., Hafeez, M., Gao, W., Alsayer, I.A., Attar, R.W., Bioenergy technologies and forest resources: Pathways to a sustainable green economy, Renewable Energy, 2025

Adebayo, T.S., Olanrewaju, V.O., Ozkan, O., Ali, S., How does Digital Technology Influence Natural Resource Use: A Global Perspective, Computational Economics, 2025

Majeed, M.T., Bashir, M., Khalid, U., Drivers of Renewable Energy Adoption: Assessing the Role of Artificial Intelligence and Climate Finance in High-Income Economies, Pakistan Journal of Commerce and Social Sciences, 2025

15.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 15 through campus landscape management, agricultural and environmental education, practical farm learning and community engagement. The Sustainability and Climate Action Policy supports the protection of natural habitats, biodiversity, native planting and urban forestry. Water-conscious landscaping complements these commitments through drip irrigation, early-morning watering and drought-resistant plants. Academic programmes, student clubs and field activities connect land stewardship with professional knowledge and environmental awareness.

Plantation, Vegetation and Terrestrial Ecosystems

Land stewardship connects vegetation, soil, water, buildings and people. EUL's green campus provides a setting for environmental learning and responsible landscape management. Native planting and urban forestry feature in the university's sustainability policy, while the Applied Sciences Farm offers

opportunities for horticultural practice and research. Student clubs and community activities extend learning about nature beyond the classroom.

Route	University provision	SDG 15 relevance
Campus landscape	Green space, native planting and biodiversity policy	Habitat and land stewardship
Land and water	Drip irrigation and drought-resistant planting	Resource-sensitive landscape management
Applied farm	Horticultural training and practical work	Sustainable land-use education
Community learning	Nature Club and forestry field event	Environmental awareness and participation

Campus habitats and biodiversity policy

EUL's Sustainability and Climate Action Policy identifies biodiversity as an institutional priority. It calls for protecting and enhancing campus habitats, increasing green space, using native plants in landscaping and supporting urban forestry. The university describes birds, insects and reptiles within its campus environment. The Living Environment programme connects this green setting with resource management and environmental learning in everyday campus life.

Habitat Stewardship

Native planting and vegetated spaces can provide food and shelter for local wildlife. In a dry climate, plant selection and careful water management are also central to maintaining campus landscapes. EUL's biodiversity and conservation policies guide grounds management and campus development, connecting the care of green spaces with responsible use of resources.

Area	Institutional approach	Contribution
Biodiversity protection	Policy commitment	Guidance for campus habitat management
Native landscaping	Policy action area	Use of native plants in campus landscaping
Birds, insects and reptiles	Campus description	Wildlife within the campus environment
Urban forestry	Policy action area	Trees and green spaces in campus planning

Land management in a water-scarce setting

EUL's Water Conservation and Reduction Policy describes drip irrigation across campus and at the research farm, where irrigation water is drawn from a well in the farming area. Early-morning watering limits evaporation, while a shift toward drought-resistant landscaping supports efficient water use. Smart irrigation is identified as an area of preparation for further development. These practices connect land management with the water conditions that shape plant growth and soil stewardship.

Sustainable Farming on Campus and the Landscape

The Faculty of Agricultural Sciences and Technologies provides an Applied Sciences Farm where students practise agriculture, conduct research and apply classroom learning. Horticultural education

and fieldwork bring plant production, irrigation and land-use decisions into a practical setting. The farm supports the development of agricultural knowledge alongside environmental awareness.



EUL students and staff in an agricultural learning setting. Image obtained from university website.

Treated campus wastewater is reused for landscape irrigation. The Water Conservation Policy reports that reclaimed water meets 30% of campus irrigation demand. Reuse complements drip irrigation and water-conscious planting, bringing resource recovery into the management of university grounds.

Governance and Institutional Commitment

The Sustainability Office coordinates sustainability initiatives and reporting. The Sustainability and Climate Action Policy guides biodiversity, native planting and resource conservation, while the Water Conservation Policy supports responsible irrigation and landscaping. The Environmental Sustainability Research Centre provides an interdisciplinary setting for environmental research and learning. Together, these structures connect campus management with education and institutional responsibility.

15.3 Education through Departments and Faculties

Department of Horticulture. The programme addresses crop production, plant physiology, propagation, pest management, irrigation and fertilisation. Laboratories and the Applied Sciences Farm connect practical agricultural education with environmental awareness and the care of plants and soils.

Environmental Engineering and Environmental Sciences. These pathways develop knowledge of pollution prevention, resource management and environmental pressures relevant to terrestrial ecosystems. Environmental Protection and Control adds an applied environmental route.

Landscape Design. Education in the planning and design of outdoor spaces complements agricultural and environmental learning, connecting land stewardship with the management of university and community landscapes.

Courses and student engagement

EUL's sustainability curriculum includes Ecology, Agriculture and the Environment, Environment and Sustainable Development, Environment and Sustainability, and Environmental Policies and Administration. These subjects connect ecological understanding with land use and environmental governance. In 2025, 1,327 of 1,868 graduates completed environmental and sustainability-related courses, representing 71.04% of graduates.

15.4 Selected Events on Life on Land in 2025

The selected events focus on forestry, local plants, environmental awareness and learning in natural settings.

Date in 2025	Event
25 March	Field Observation of Sustainable Forestry Practices
24 April	Essential Oils and Aromatic Plants of Cyprus
23 October	Help a Paw Fundraiser
31 October	Nature and Us

Date in 2025	Event
23 December	A Day at Forest School



Field Observation of Sustainable Forestry Practices
25 March 2025



Essential Oils and Aromatic Plants of Cyprus
24 April 2025



Help a Paw Fundraiser
23 October 2025



Nature and Us
31 October 2025



A Day at Forest School
23 December 2025

For the full list of events, visit EUL SDG events





SDG 16 Peace Justice and Strong Institutions

Integrity, participation and accountable governance

European University of Lefke (EUL) supports and promotes the principles of SDG 16 – Peace, Justice and Strong Institutions, by fostering research, education, and institutional practices that promote peace, justice, and strong institutions. Through education, research on governance and conflict resolution, civic engagement, and ethical leadership, EUL shapes the next generation of leaders and citizens who will drive positive social change.

16.1 Research

SciVal data identify 17 scholarly articles associated with SDG 16, with a field-weighted citation impact (FWCI) of 2.56 and a total of 160 citations. Selected publications are listed below.

Selected Publications

Athari, S.A., Eweade, B.S., Awosusi, A.A., Kirikkaleli, D., Beyond fossil fuels: How Iceland's oil efficiency, hydro energy, and fiscal decentralization propel a cleaner environment: Evidence from wavelet quantile methods, Environmental and Sustainability Indicators, 2025

Udom, G.J., Niwamanya, N., Omoirri, O.M., ...Nriagu, J., Muzammil, K., Public health burden of polycyclic aromatic hydrocarbons in the East African environment: a systematic review, Environmental Sciences Europe, 2025

Akadiri, S.S., Ozkan, O., Kirikkaleli, D., Synergistic impact of renewable energy technology, governance, digitalisation, and human capital on sustainable development and load capacity factor in Germany's energy landscape, Technology in Society, 2025

16.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 16 through ethical standards, accountable governance, quality assurance, student participation and education in law and public affairs. The Ethical Compliance Office and university policies support integrity, confidential reporting and fair procedures. In 2025, the university's seven-member Quality Assurance Committee included a student representative, while the Student Council provided a further channel for student voice. Graduate feedback and international programme accreditation complement these structures and support institutional review.

Routes to an accountable university

EUL's Quality Assurance Framework applies to academic and administrative units and identifies integrity, transparency, inclusivity, evidence-based practice and continuous improvement as principles. The annual report describes a Board of Trustees, Senate, University Executive Board and faculty and

department bodies. The Quality Assurance Committee coordinates review and monitoring while the Quality Support Unit links units and stakeholders. Ethical policies provide conduct standards and channels for reporting concerns. Student representation supplies a route for participation in institutional decisions.

Institutional route	Institutional function	SDG 16 connection
Ethics and compliance	Standards, reporting and investigation procedures	Integrity and accountability
Quality assurance	Review, evidence and continuous improvement	Effective institutions
Student participation	Council and committee representation	Inclusive decision-making
Education	Law, public affairs and ethics courses	Understanding rights and governance

Integrity and anti-corruption

EUL's Anti-Bribery and Anti-Corruption Policy prohibits staff from offering, promising, requesting or accepting bribes. It also calls for equivalent prevention procedures among those providing services on the university's behalf. The policy provides channels for reporting concerns, investigation procedures and disciplinary consequences. Responsibilities for communication, risk assessment and review connect these standards with institutional oversight.

The Ethical Compliance Office

The Ethical Compliance Office is a central administrative unit supporting ethical standards, compliance, research ethics, training, advice and the handling of misconduct. The Statement of Ethical Values reinforces research integrity, confidentiality, ethical education and protection for those reporting concerns. These responsibilities provide an institutional point of contact for ethical guidance and the fair handling of concerns.

Element	Published provision	Institutional approach
Prohibited conduct	No offering, requesting or receiving bribes	Standing policy standard
Scope	Staff and third parties acting for EUL	Institutional coverage
Reporting	Good-faith concerns can be reported	Policy route
ECO	Compliance and misconduct responsibilities	Named institutional office
Sanctions	Disciplinary response after due process	Fair investigation and disciplinary procedures

Whistleblowing and staff grievances

The Whistleblowing and Staff Grievance Policy sets out confidential reporting of serious wrongdoing and a separate process for workplace concerns. Reportable matters include fraud, corruption, regulatory breaches, research misconduct, safety risks and abuse of authority. The policy directs whistleblowing disclosures to the Ethical Compliance Office through confidential channels, permits anonymous reports with limits on follow-up, and prohibits retaliation for good-faith reporting. The ECO is to acknowledge, assess, document and, where appropriate, arrange an independent investigation.

Fair process for staff concerns

For employment grievances, EUL encourages informal resolution where possible. Formal written submissions to the Ethical Compliance Office are registered and acknowledged, reviewed by an impartial investigator or panel, and answered with a reasoned written outcome. An appeal can be considered by a senior official or independent committee not previously involved. Secure recordkeeping and restricted access support confidentiality throughout the process.

Route	Purpose	Key safeguard
Whistleblowing	Report serious wrongdoing	Confidentiality and protection from retaliation
Formal grievance	Resolve a staff workplace concern	Impartial review and written outcome
Appeal	Challenge a grievance decision	Reviewer not previously involved

Inclusive and safe participation

EUL's Equality, Diversity and Inclusion Policy supports fair treatment of students, academic and administrative staff, contractors and visitors. The Anti-Discrimination and Anti-Harassment Policy and Violence Prevention Policy reinforce a safe and inclusive university environment. The Office for Equality, Diversity and Inclusion coordinates related work, connecting institutional commitments with participation and support.

Student voice in decisions

EUL's Student Council represents student interests and concerns. The 2025 annual report also lists a student representative among the seven members of the Quality Assurance Committee. The Quality Assurance Framework includes input from students, staff, alumni, employers and the community through surveys, consultations and other channels. These arrangements bring stakeholder perspectives into institutional review and decision-making. Dean Of Student's office is responsible for addressing student's needs and concerns.



EUL campus.

Quality assurance and public accountability

EUL's Quality Assurance Framework assigns oversight to a committee reporting to the Rectorate, with implementation responsibilities across academic and administrative units and support from the Quality Support Unit. Review, planning, implementation and evaluation draw on stakeholder feedback. The 2025 annual report records 47 undergraduate and 49 graduate programmes, with 32 programmes accredited by international bodies as of the 2024–2025 academic year. External accreditation complements the university's internal quality processes.

Graduate Feedback

The Alumni Affairs Centre's 2025 survey received responses from 497 recent graduates. Among respondents, approximately 63% were employed, 23% were pursuing postgraduate education and 11% were fulfilling compulsory obligations. Graduate feedback supports institutional review by connecting programme development with graduates' experiences and subsequent pathways.

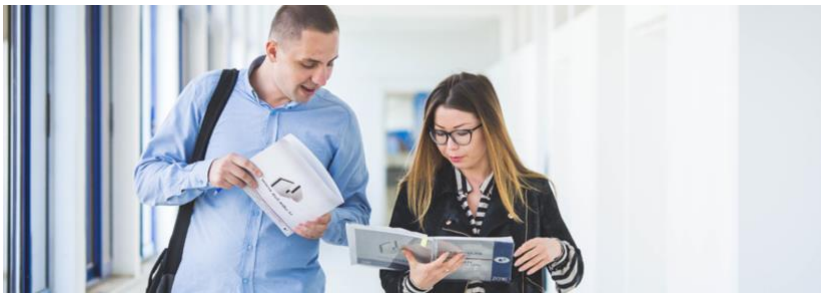
Institutional indicator	Reported value	Contribution
Quality Assurance Committee	Seven listed members, including one student	Formal student participation
Graduate survey	497 respondents in 2025	Feedback collection
International accreditation	32 programmes	External programme review status
Programme portfolio	47 undergraduate; 49 graduate	Scale of QA responsibility

16.3 Education through Departments and Faculties

Faculty of Law. Public Law and Private Law provide education relevant to rights, institutions and the rule of law. The faculty lists constitutional, criminal, administrative, international and tax law within its public-law provision. Bachelor's and international-law graduate education are also described in EUL's existing sustainability reporting.

Political Science and Public Administration. The programme within the Faculty of Economics and Administrative Sciences provides a route into the study of public institutions and policy, connecting academic preparation with governance and public responsibility.

International Relations. International Relations adds an educational perspective on institutions and public affairs. Human Rights and professional ethics teaching across disciplines complement these programmes by addressing responsibility and ethical decision-making.



Ethics across programmes

Ethical reasoning and governance feature across EUL's academic provision. Sustainability education includes Environmental Policies and Administration, Human Rights, Ethics in Profession, Engineering

Ethics and other professional ethics courses. These subjects connect rights, public responsibility and ethical decision-making with students' disciplinary and professional education.

16.4 Selected Events on Peace and Justice and Strong Institutions in 2025

The selected events address governance, ethics, civic institutions, values and patient rights.

Date in 2025	Event
08 January	Local Government
14 March	Ethics in Medicine
28 October	Gains of the Republic
11 December	Guided by Values Towards a Better Future
15 December	Multidisciplinary Approach to Patient Rights TRNC Example



Local Government
08 January 2025



Ethics in Medicine
14 March 2025



Gains of the Republic
28 October 2025



Guided by Values Towards a Better Future
11 December 2025



Multidisciplinary Approach to Patient Rights TRNC Example
15 December 2025

Programme dates: Multidisciplinary Approach to Patient Rights TRNC Example: 15 to 16 December 2025.

For the full list of events, visit EUL SDG events

SDG 17 Partnerships for the Goals

Academic networks, local cooperation and shared action

EUL collaborates with international research teams across Africa, Türkiye, and Europe to collect large-scale environmental, climate, and socio-economic datasets. These studies use remote sensing, GIS, econometric modelling, and satellite data (e.g., USGS Landsat, FAO, and World Bank datasets) to quantify SDG-relevant indicators such as land-use change, biomass energy transition, and carbon emissions.

17.1 Research activities on SDGs

Scopus data identify 181 scholarly articles associated with SDG 17. Selected publications are listed below.

Selected Publications

Deng, Q., Usman, M., Irfan, M., Haseeb, M., The role of financial inclusion and tourism in tackling environmental challenges of industrialization and energy consumption: Redesigning Sustainable Development Goals policies, Natural Resources Forum, 2025

Qing, L., Shahbaz, M., Meo, M.S., Jamshed, Y., Li, L., Harnessing artificial intelligence-driven industrial robotics for sustainability: Insights from leading green economies, Natural Resources Forum, 2025

Victor Bekun, F.V., Uzuner, G., Meo, M.S., Yadav, A., Another look at energy consumption and environmental sustainability target through the lens of the load capacity factor: Accessing evidence from MINT economies, Natural Resources Forum, 2025

17.2 Contribution of EUL

European University of Lefke (EUL) contributes to SDG 17 through international academic networks, cooperation agreements, local partnerships and shared sustainability activities. The 2025 annual report records the renewal of agreements with international partner universities and membership in global university networks. Inter-university protocols support exchange, education and research, while collaboration with municipalities, schools and local stakeholders connects university knowledge with community priorities. Institutional offices and student clubs support cooperation across academic and campus life.

Partnership channels

Universities contribute to SDG 17 by educating across countries, developing joint projects, sharing research and working with local communities. EUL's partnership page describes exchange, joint research, cultural learning and career preparation as reasons for international collaboration. The

International Office is the named route for international enquiries. On the local side, the Lefke Research Centre describes cooperation among faculty, students and community stakeholders. The Sustainability Office and clubs connect university units with broader environmental and social initiatives.

Channel	Partnership approach	Potential contribution
Global academic networks	Memberships and memoranda of understanding	Knowledge and institutional exchange
Inter-university protocols	Staff and student exchange, joint study aims	Shared education and research
Community partners	Municipality, schools and local stakeholders	Place-based action and outreach
Campus coordination	Offices, students and clubs	Cross-disciplinary implementation

International networks and cooperation

EUL's 2025 annual report lists membership in the International Association of Universities, Federation of the Universities of the Islamic World, ASIIN Global University Network of Excellence, Magna Charta Observatory, American Council on Education and Union of Turkic Universities. Memoranda of understanding connect the university with partner institutions worldwide. The report also records the renewal of international partner-university agreements during 2025, supporting continued academic cooperation.

Shared Academic Principles

International networks provide opportunities for dialogue, institutional exchange and shared learning. EUL's signing of Magna Charta Universitatum 2020 reflects its commitment to academic freedom and institutional autonomy. These principles support collaboration grounded in mutual respect and the exchange of knowledge across institutions.

Cross-sectorial Dialog about SDGs

EUL engages in cross-sectional dialogues with different stakeholders to discuss sustainability challenges and support the achievement of SDGs.

Reported 2025 position	Source statement	Contribution
Network memberships	Six named networks or organizations in annual report	Institutional affiliation
International partner agreements	Renewals reported in annual report conclusion	Continuity of international academic cooperation
Memoranda of understanding	Agreements with universities and partner institutions	Frameworks for collaboration
International Office	Public point of contact for students and partnerships	Service route

Academic cooperation in practice

EUL's public news describes bilateral protocols with Eastern Mediterranean University and Girne American University. The EMU protocol covers staff and student exchange, joint education projects, research and publishing, and sharing data and information for educational and research purposes. The GAU protocol similarly promotes exchange, joint research, mutual participation in academic events and sustained communication. EUL also describes cooperation with Arkın University of Creative Arts and Design in education, workshops, resource sharing and research. These examples show the kinds of mechanisms available for partnership.

Frameworks for Shared Academic Work

The protocols with Eastern Mediterranean University, Girne American University and Arkın University of Creative Arts and Design establish areas for cooperation in education, research and academic exchange. Their provisions connect staff expertise, student opportunities and institutional resources. The renewal of international partner agreements reported in 2025 supports continuity within EUL's wider network of academic relationships.

Public protocol example	Areas described
Eastern Mediterranean University	Exchange, joint teaching projects, research and publishing
Girne American University	Exchange, joint research and academic events
Arkın University of Creative Arts and Design	Education, workshops, information and resource sharing

EUL's Strategic Plan 2023–2027 identifies community engagement, research and innovation, and shared governance as priorities. Academic and community partnerships support these directions by connecting university expertise with external perspectives and opportunities for shared work.

Local community collaborations, partnerships and representations

EUL collaborates with various stakeholders to develop, share and to promote best practices for tackiling SDGs.The Lefke Research Centre brings together faculty, students and local stakeholders to support regional development and the area's environmental, cultural and historical qualities. A published EUL community evaluation meeting included regional representatives, businesspeople, dormitory owners, investors, non-governmental organisations and school administrators. The rector discussed university developments and future needs, including student housing, and responded to questions. This dialogue connects institutional planning with the interests of the surrounding community.

Municipal and school examples

EUL's earlier community-service accounts include the "Clean Environment, Good Future" coastal cleanup at Gemikonağı in cooperation with Lefke Municipality. The municipality supplied equipment and removed the waste collected by students. Another initiative brought EUL students together with Yedidalga Primary School and forestry authorities for children's nature learning. These partnerships connect student education with local environmental action and community participation.



EUL campus and community setting. Image obtained from university website.

Partnerships through policy and services

EUL's Community Entrepreneurship and Sustainable Business Support Policy provides routes for eligible community enterprises to access university laboratories, research facilities and agricultural land, alongside mentoring and skills development. The Sustainable Procurement Policy supports engagement with local businesses and small enterprises and cooperation with other universities and organisations on responsible purchasing. These provisions connect institutional resources with local enterprise and shared sustainability priorities.

Coordinating for sustainability

The Sustainability Office coordinates university units, prepares sustainability reports and supports awareness activities. The Environmental Sustainability Research Centre brings together researchers and students through interdisciplinary work. The Sustainability Club promotes connections with other student clubs and regional communities. These structures support cooperation across teaching, research, campus operations and outreach.

Partner route	Published commitment or capacity
Local enterprises	Policy support through facilities, mentoring and skills
Suppliers	Engagement on responsible procurement practices
Environmental research	ESRC interdisciplinary teaching and research role
Student clubs	Joint campus and community sustainability activities

EUL's Quality Assurance Framework includes students, alumni, employers, professional bodies and community partners in feedback for programme review and planning. Stakeholder consultation connects external experience with institutional decisions and the continued development of academic provision.

17.3 Education in SDGs in Wider Community through Departments and Faculties

Law and Public Administration. These fields develop knowledge of institutions, rights and public responsibilities that can support cooperation with different partner communities.

Environmental Engineering and Environmental Sciences. Environmental education brings technical and interdisciplinary knowledge to shared sustainability challenges and provides a basis for cooperation on environmental priorities.

Health and Agricultural Education. Health and agricultural fields connect professional expertise with community needs. Alongside Human Rights, Environmental Policies and Administration, and Environment and Sustainable Development, these programmes support learning across disciplines about shared responsibilities.

17.4 Events on Partnerships for the Goals in 2025

These listed events provide settings for discussion of shared environmental and international issues. Their inclusion does not, by itself, establish a formal partnership or joint implementation outcome.

Date in 2025	Event
20 May	Climate Change Impacts on Water Resources and Sustainable Solutions for Lefke
11 December	Global Power Shifts in the 21st Century Geopolitics



Climate Change Impacts on Water Resources and Sustainable Solutions for Lefke — 20 May 2025

For the full list of events, visit EUL SDG events