

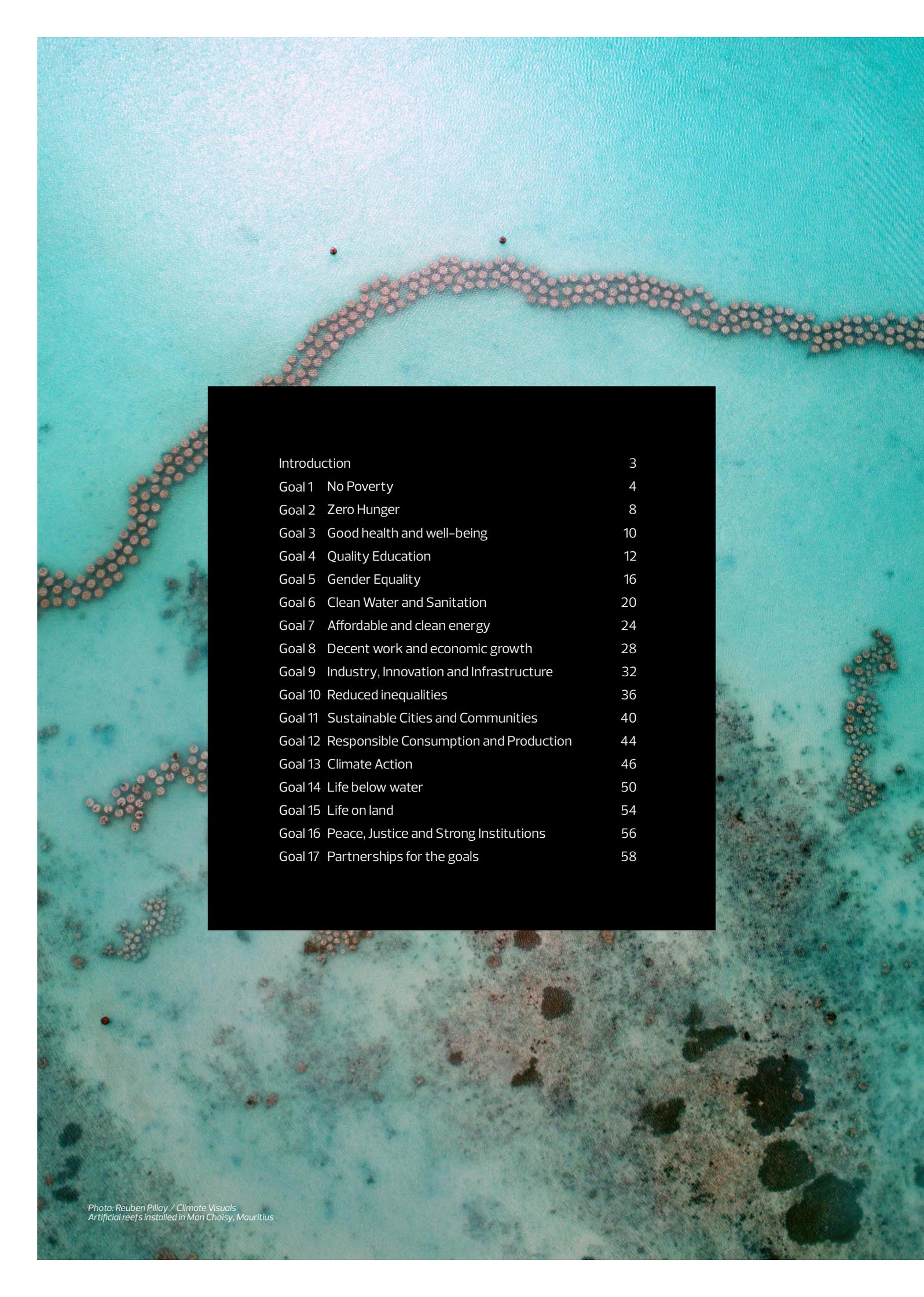
UNIVERSITY OF ALGARVE



SUSTAINABLE
DEVELOPMENT
GOALS

SUSTAINABILITY REPORT 2024

October 2025



Introduction	3
Goal 1 No Poverty	4
Goal 2 Zero Hunger	8
Goal 3 Good health and well-being	10
Goal 4 Quality Education	12
Goal 5 Gender Equality	16
Goal 6 Clean Water and Sanitation	20
Goal 7 Affordable and clean energy	24
Goal 8 Decent work and economic growth	28
Goal 9 Industry, Innovation and Infrastructure	32
Goal 10 Reduced inequalities	36
Goal 11 Sustainable Cities and Communities	40
Goal 12 Responsible Consumption and Production	44
Goal 13 Climate Action	46
Goal 14 Life below water	50
Goal 15 Life on land	54
Goal 16 Peace, Justice and Strong Institutions	56
Goal 17 Partnerships for the goals	58

INTRODUCTION

In 2024, the University of the Algarve reaffirmed its commitment to advancing sustainable development through education, research, and collaborative action. Building on the progress reported in previous years, this fourth Sustainability Report reflects our growing sense of urgency to accelerate contributions toward the United Nations Sustainable 2030 Development Goals (SDGs) and foster the skills and mindsets required to achieve these global objectives in our academy and beyond.

Higher Education Institutions play a pivotal role in shaping a fairer, greener, and more resilient society. At UAlg, we embrace this responsibility by promoting transformative learning experiences, evidence-based research, and mission-oriented partnerships. Our approach combines local capacity-building with global cooperation, ensuring that solutions are co-created with communities and ecosystems in mind. This report, developed within the UAlg Council and Sustainable and Healthier, with the valuable contributions of its members, highlights actions taken to strengthen sustainability literacy, entrepreneurship, and innovation, while encouraging individual and collective action to protect terrestrial and marine environments.

The report is structured around the four central axes of Higher Education Institutions—**Teaching, Research, Community Engagement, and Governance**—and presents data from 2024, research productivity between

2024 and 2025, and ongoing projects. It also showcases our international collaborations through initiatives such as the European University of the Seas (SEA-EU) and Horizon Europe's WIDERA Sustainable Horizons (SHEs), and many others, which aim to transform European partnerships into global alliances for sustainability.

Our vision remains clear: to generate and disseminate science-based knowledge that supports a sustainable way of living, mitigates climate risks, and promotes peace and prosperity for all. Together, the SDGs guide our efforts to address interconnected challenges, such as poverty eradication, equitable access to education and healthcare, promoting decent work, providing clean energy, and conserving water and ocean resources. Through these actions, UAlg aims to provide a framework for developing the necessary skills and mindsets for the future. Nonetheless, the present Sustainability Report reflects our growing sense of urgency to accelerate contributions towards the United Nations Sustainable Development Goals (SDGs) and to integrate the Inner Development Goals (IDGs) into our educational and research strategies. The cultivation of inner capacities, such as critical thinking, empathy, and resilience, is considered to be essential for systemic change. These capacities serve as a framework for developing the skills and mindsets necessary to achieve these global objectives.

October 2025

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GOAL

1

NO POVERTY

End poverty in all its forms, everywhere.



Photo: Moniruzzaman Sazal / Climate Visuals
Primary school in Gabura Upazila, Bangladesh

TEACHING & LEARNING

2024/25

Number of students: 9943

Number and % of total of low-income students receiving financial aid:

2584; 26%

No. of Curricular Units taught registered for SDG 1 and % of total: 94; 2.5%

Student financial support

At the University of Algarve (UAlg), students are eligible to apply for *Scholarships from the Directorate-General for Higher Education* (DGES). In addition, UAlg provides institutional financial assistance through its a *Social*

Support Fund (FAS-UAlg), which includes several types of aid:

- **Emergency Grant:** A monetary contribution to address urgent or unexpected financial difficulties that may compromise students' continuity in higher education.
- **Collaboration Scholarship:** A partial tuition support that requires students to participate in activities within the Social Welfare Services or institutional projects, fostering engagement and responsibility.

UAlg also awards several scholarships and prizes recognizing exceptional academic performance or sport merit results, such as the *Excellence* and



Merit Scholarships, and distinctions supported by institutional partners including *BPI award* and *CGD award*.

Programme for academic success

The University of Algarve (UAIG) offers a comprehensive *Programme to promote Academic Success*, which includes a *Peer Mentoring Program* designed to support students. This initiative also articulates with other university services to identify and assist students at risk, aiming to reduce dropout rates and enhance retention and well-being.

Soft Skills for Life

UAIG also runs the *Soft Skills for Life* and the *Interculturality and Mindfulness* programmes focus on developing students' transversal and socio-emotional competences, including communication, adaptability, teamwork, and self-regulation. These initiatives promote integration, psychological well-being, and personal growth, helping students navigate their university experience more effectively and sustainably.

Mobility Programme within Portuguese-speaking Universities (AULP)

Through the Association of Portuguese-speaking Universities (AULP) Mobility Programme, UAIG supports two students annually. This initiative facilitates exchanges between HEIs that are members of the AULP. It particularly aims to benefit students from developing Portuguese-speaking countries, such as Cape Verde, Macau, Mozambique, São Tomé and Príncipe, Timor-Leste, Angola, and Brazil, by providing opportunities for study in the Algarve, alongside free accommodation and dining services.

SEA-EU 2.0

Within the European University of the Seas Alliance (*SEA-EU 2.0 project*), UAIG plays a leading role in several activities, being responsible for Work Package 5 – Bridging the Gap with Society. Through this initiative, UAIG promotes inclusive and sustainable education, enhancing interaction between the university, students, and society, and contributing to the broader European objective of a connected and equitable higher education area.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 3–9–2025)

Scholarly output
(No. paper): **13**
Field-Weighted
(Citation Impact): **0.83**
Citation count: **57**

Portugal 2020 Programme and Algarve 2030 Programme

UAIG is accredited by the Program for the provision of services within Research and Technological Development (R&D), Entrepreneurship, Internationalization and Innovation. Projects: European Space Agency Business Innovation Center, Prototyping, RESTART, INOVA 2.0 and DIGITEC Transfer, help entrepreneurs and agrifood companies towards more profitable, competitive and sustainable business models. These *activities* are developed both directly or with other local, regional, national, and international partners.

The University of Algarve (UAIG) is accredited under the *Portugal 2020* Programme for its services in Research and Technological Development (R&D), Entrepreneurship, Internationalisation, and Innovation. Key projects such as the European Space Agency Business Innovation Centre, *Prototyping*, *AGROPYME-AVANZA*, and *DIGITEC* Transfer assist entrepreneurs and agrifood companies in developing more profitable, competitive, and sustainable business models. These initiatives are

GOAL

1

implemented directly or in collaboration with local, regional, national, and international partners.

Collaboration

UAlg collaborates with members of *Algarve Active Aging* (A3) to promote creative and viable solutions that enhance the quality of life and health for older individuals, serving as a measure to prevent poverty. The UAlg project *ALGACYCLE*, funded under CRESC Algarve 2020, ongoing in 2023, actively develops new food preparations and functional ingredients from algae, enhancing and promoting a highly resilient endogenous Portuguese product. The *Diversify Algarve 2030* project, carried out by CCDR Algarve in partnership with the University of Algarve and NERA, aimed to boost the implementation of the Algarve 2030 Action Plan, accelerating the diversification of the regional economic base, training and qualifying regional SMEs, through the investment in Entrepreneurial Discovery Processes, which foster regional competitiveness.

Entrepreneurship and technology transfer

CRIA, the Division of Entrepreneurship and Technology Transfer at the University of Algarve, supports the entire academic community in areas of entrepreneurship and technology transfer. It provides assistance and innovation to regional stakeholders, either directly or through partnerships at local, regional, national, and international levels. This includes support to *start-ups and spin-offs* companies and for the establishment of sustainable businesses.

COMMUNITY

Social support in the local community

UAlg actively implements initiatives and activities to enhance access to basic services for everyone. These include *Volunteering* opportunities, the Re-Food project, and a range of educational offerings such as undergraduate and postgraduate studies, language courses, seminars, conferences, lectures, and free courses. Additionally, the *Active and Health Ageing* (A3) programme adopts a comprehensive and innovative approach to promote active and healthy ageing in the Algarve.

Inclusive School

The Office for Students with *Specific Educational Needs (NEE)* provides comprehensive support to students by assessing individual needs, coordinating reasonable adjustments and support measures with academic staff, and offering information resources and training. The office also promotes inclusivity and equal access to quality education, ensuring that students experience a smooth transition towards autonomy and academic success.

GOVERNANCE

Representativity

UAlg actively participates in policy decision-making at both national and global levels, engaging with organisations such as the *Associação das Universidades de Língua Portuguesa, Conselho de Reitores das*



Universidades Portuguesas, Conselho Coordenador dos Institutos Superiores Politécnicos. At regional and local levels, UAlg collaborates with the *CCDR Algarve* to implement programmes and policies aimed at eradicating poverty in all its forms.

Local cooperation

The University of Algarve plays an important role in the *Algarve Social Development Plan (PDSA) 2023-2030*, contributing to its framework alongside key regional entities, e.g. AMAL, the 16 municipalities of the region, and various social institutions (District Social Security Centre of Faro,



Social Security Institute) as well as Regional Delegation of the IEFP, the Regional Health Administration, and the Algarve Regional Coordination and Development Commission (CCDR). To enhance the coherence and effectiveness of social interventions, while addressing identified weaknesses and developing action programmes with specific objectives and resources for implementation. Additionally, the *UAlg V+* Volunteer Group has established partnerships with several institutions to help tackle poverty and social exclusion. Furthermore, UAlg actively collaborated in the development and participates

in the *Regional Smart Specialization Strategy* (EREI), within the Algarve 2030 programme. This addresses seven key areas, each aligned with specific policy objectives and designed to foster innovation and inclusivity to create resilient communities and enhance quality of life across the region. Ensuring equal opportunities and active participation in the workforce, particularly for vulnerable groups, thru lifelong learning, re-skilling, and improved access to quality education and services, while also strengthening the role of culture and sustainable tourism in economic development.

Photo: Kristóf Víz / Unsplash
Kingston, Jamaica

GOAL

2

ZERO HUNGER

End hunger, achieve food security and improved nutrition and promote sustainable agriculture.



Photo: Abir Abdullah / Climate Visuals
Gaibandha, Bangladesh



TEACHING & LEARNING

2024/25

Number and % of total of graduates in agriculture and aquaculture including sustainability subjects: 353; 16%

N° of Curricular Units taught registered for SDG 2 and % of total: 137; 3,7%

Study programs

The University of Algarve (UAlg) offers *degrees at different academic levels*, including professional technical courses, undergraduate degrees, master's programs, and doctoral studies, complemented by elective modules addressing food security challenges. The courses emphasize areas such as food production and processing, environmental sciences, and sustainable management of marine and rural resources. Further-

more, the syllabi of all UAlg programs explicitly identify their primary alignment with the United Nations Sustainable Development Goals (SDGs), namely SDG 2 (Zero Hunger).

RESEARCH

Publications

2020–2024

(Data source: Scopus, data retrieved on 12–9–2025)

Scholarly output

(no. of papers): **145**

Field-Weighted

(Citation Impact): **1.23**

Citation count: **2263**



Food waste assessment and awareness

An annual assessment of food waste generated from meals served at UAlg is conducted through a collaborative initiative between the Department of Food Engineering and the Social Services (SAS). The evaluation process involves analyzing the volume of food procured by UAlg, sampling waste from food service units, and factoring in the total number of meals provided during the year. For 2024, the analysis encompasses data from both canteens and grill restaurants. Pre-consumption waste—arising during meal preparation—is estimated at approximately 9%, while post-consumption waste averages 17% in canteens and 18% in grills. Despite

a steady increase in the number of meals served compared to 2022 and 2023, the waste generated per meal has shown a consistent, albeit slight, decline. Additionally, *UAlg's V+ volunteer group*, in partnership with Re-food and the Food Bank, facilitates the redistribution of unserved food from canteens to individuals and families in need.

Assessment	2022	2023	2024
Food Waste (Metric tonnes)	51.0	51.6	52.0
Population	10116	10928	11121

COMMUNITY

Empowering local producers with food security and sustainable production know-how

The University of Algarve, through *CRIA* (the university's Division of Entrepreneurship and Technology Transfer), operates its business incubator UALG TEC START, which provides local farmers and food producers with access to advanced facilities—including laboratories, technological resources, specialized equipment, and plant materials—to foster sustainable agricultural and food production practices. This initiative has led to the creation of numerous start-ups and spin-offs, such as *SPAROS*, *Carob World*, *Grand Carob*, *Pharmaplant*, and *BEQ*, now recognized as leading companies in national and international markets. UAlg also facilitates knowledge transfer and capacity building in food security, sustainable agriculture, and aquaculture by supporting projects that integrate market-oriented approaches for SME development, such as *S2AQUA CoLab* and *Green CoLab*, additional programs include CRIA Start+ and CRIA TT 2.0, which promote the establishment of innovative enterprises and the transfer of technology and research outputs from UAlg laboratories and R&D centers to the market within the Algarve's RIS3 priority sectors, including tourism, marine resources, and agri-food. Initiatives such as *Sabor SUR* focus on identifying farmers' training needs and developing an online platform for education and knowledge dissemination, while *MD.net*

aims to empower Mediterranean stakeholders to adopt innovative practices for creating new products and services aligned with the Mediterranean Diet.

GOVERNANCE

2024

Total (annual) food waste:
52014 kg
Campus population:
11121 people
Food waste per person:
4.6 kg/person/year

Supporting food security and healthy meals

Beyond providing food, accommodation, and healthcare services, the University of Algarve offers financial support mechanisms for students from low-income backgrounds, including *social support scholarships and grants* under the "+Superior" program. An *emergency fund* is also available to assist students facing financial hardship, comprising an Emergency Grant for occasional needs, a Collaboration Scholarship, and co-funding opportunities that enable students to contribute to UAlg activities while covering part of their tuition costs. A number of other grants and scholarships are available funded by institutional projects with support from the Portuguese *Recovery and Resilience Plan (PRR)*, such as those from *UAlg+Skills4All* and *FOSTEAM*, *SoUAlg 2.0*, as well as from private companies and enterprises, e.g. *Excellence Scholarships*, *Santander*, *BPI*, *Caixa Geral de Depósitos*. Access to essential services remains free for those unable to pay. Additionally, the Social Services (SAS) deliver thousands of high-quality, affordable meals daily across the cafeterias, canteens, and restaurants. Menus, developed under the supervision of a nutritionist, provide balanced options including meat, fish, and vegetarian dishes. A standard meal consists of soup, a main course, bread, dessert (fruit or sweet), and a beverage (water or juice).

GOAL

3

GOOD HEALTH AND WELL-BEING

Ensure access to quality healthcare and promote well-being for all, at every stage of life.



Photo: Kathy I / Unsplash
Harrietville VIC, Australia



TEACHING & LEARNING

2024/25

Number of graduates: 2112

Number and % of total of graduates in health professions: 459;22%

N° of Curricular Units taught registered for SDG 3 and % of total: 761, 20,3%

Study programs

UAlg offers several degrees (graduation, masters, and PhD) in health sciences and medicine.

Life skills development for all

Life skills courses for all, including time management, stress management and study methodologies to improve the well-being and performance of all genders have been offered and recognized by OCDE as an innovative example in career guidance and successful transition to higher education.

Improvement of pedagogical strategies

UAlg promoted the increase of the number of hours of classes in simulated practice laboratories, such as training in different areas of health and well-being for the development of skills of students.

UAlg integrates the South and Atlantic Pedagogical Innovation & Excellence Network (SAPIEN).

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12–9–2025)

Scholarly output
(No. paper): **487**
Field-Weighted
(Citation Impact): **1.38**
Citation count: **8833**

**FINANCED PROPOSAL NO. AND NAME****NO. OF VOTES****Staff/Researchers**

11 – +Health Where It's Good to Live	515
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Students

4 – Portimão Campus Improvement Project	320
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3 – Tinóni Room Nursing Room	290
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9 – Revitalize the Land, Revive the Campus: Together for Healthy Soil!	223
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7 – Lullaby Lounge – Breastfeeding Room	221
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15 – CUX – UAlg University Chess Club	102
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Health-Related Projects Submitted to the Participatory Budget

well-being, like FISU programme, a worldwide certification for Higher Education Institutes programme, a worldwide certification for Higher Education Institutes.

Best practices

Recently, *UAlg maintains Platinum Seal in FISU Healthy Campus Programme*

Between the 5th and 7th of June, the University of the Algarve (UAlg) underwent one of the first audits of Portuguese universities in the FISU Healthy Campus Programme of the International University Sports Federation (FISU), to maintain its platinum certification, the highest in the programme.

UAlg had 94 of the 100 criteria set by FISU validated in the areas of healthy campus management, physical activity and sport, nutrition, disease prevention, mental and social health, risk behaviours, environment, sustainability and social responsibility.

Volunteering

Some of the best practices were carried out in the context of the *volunteering* UAlg V+ group, in 2024 the UAlg V+ was distinguished '*Selo de Qualidade Academia Voluntária 2023-2024*' para o Algarve.

The UAlg V+ Volunteer Group aligns with the mission and strategic plan of the University of Algarve, addressing 16 of the 17 Sustainable Development

Goals (SDGs), including Health for all, it operates as a service open to the community, responding to the needs and interests of all members of the academic community and partner institutions. The Volunteer Group plays an important role as a bridge between regional (and beyond) institutions that seek support and the volunteers who wish to contribute their time and dedication.

GOVERNANCE**Representativity**

UAlg promotes health and well-being of its academic community, offering medical care and psychological services, sports, and cultural activities.

Collaboration

UAlg contributes to improving *health and well-being* results, through collaborations with educational and health institutions in activities aimed at primary school students, in partnership with the Faro Diabetology Unit of the Algarve Hospital and University Center. *Exposição "O projeto europeu INCULTUM e o piloto português sobre a campina de Faro" | Escola Superior de Saúde.*

Participatory Budget | University of Algarve

Several health-related projects were selected by this action in 2024. *UAlg inaugurated projects from the 1st edition of the Participatory Budget.*

International R&D Centre

The *Algarve Biomedical Center*, is a consortium of CHUA (now ULS-Algarve) and UAlg, with the mission to create, transmit and disseminate research and provide services to improve the health and quality of life of the community. The research groups result from a multidisciplinary collaboration between researchers, clinicians, and stakeholders in the research domain of the research unit. Their innovative research aims to bring real advances to science, creative solutions to biomedical problems, and innovation to the society.

COMMUNITY

UAlg develop actions, projects, and programs in the local community to improve and promote health and

GOAL

4

QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.



Photo: Adobe Stock

TEACHING & LEARNING

2024/25

Number and % of total of graduates in who gained a qualification that entitled them to teach at primary school level: 122; 6 %

Number and % of total of first-generation students starting a degree: 1009; 32%

N° of Curricular Units taught registered for SDG 4 and % of total: 2267; 60.6 %

Good practices of UAlg are distinguished in a public ceremony every year

The UAlg 2025 Awards Ceremony of the University of Algarve took place on

September 29, at the Penha Campus/ UAlg. On this occasion, the "Good Practices Award 2025," the "Teaching and Learning Award – Teacher of the Year chosen by the students 2024/25," and the "Excellence in Services Award 2024" were presented.

The *SoUAlg 2.0 project* aims to consolidate a set of ongoing initiatives implemented at UAlg through the Academic Success Observation and Promotion System and the Reduction of School Dropout at the University of Algarve, fostering the adoption of innovative teaching-learning practices and diversification of pedagogical methodologies and technological



instruments, equipping students with knowledge in self-learning practices and teamwork. The University of Algarve is one of the partners in the new Centre of Excellence for pedagogical innovation in higher education, named South and Atlantic Pedagogical Innovation & Excellence Network (*SAPIEN*), that integrates 9 HEIs spanning 40% of Portugal, the south of the continental territory plus Madeira and the Azores and representing about 66.000 students. SAPIEN is committed to developing an institutional culture that values teaching, bearing in mind the challenges this presents

in higher education. This culture is essential to encourage teachers, both collectively and individually, to prioritise developing their pedagogical skills.

The initiative *Are you concerned about the quality of education?* It is a process of collecting information about students' perceptions of teaching and learning (PEA_E) and culminates in the adoption of improvement measures proposed in previous phases and validated by the competent bodies. The curricular units of the courses at the University of Algarve are assessed semesterly within the framework of the Integrated System for Monitoring Teaching and Learning (SIMEA), contributing to the quality of education at UAlg.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12-9-2025)

Scholarly output
(No. paper): **105**
Field-Weighted
(Citation Impact): **2.18**
Citation count: **1063**

Research and Societal Impact

Research at UAlg extends beyond the academic sphere, reaching various sectors of society. The university's

impact is felt both nationally and internationally through numerous ongoing projects:

TransLeader Project in Bulgaria

In Sofia, Bulgaria, UAlg took part in the Transnational Meeting of the Erasmus+ TransLeader Project, where it shared its vision on learning requirements in Artificial Intelligence, emphasizing the importance of combining technical foundations with ethical competences. The meeting also included contributions from the University of Kyiv, which identified gaps in IT education, reinforcing the need for reform and the creation of a transferable training model for European universities.

The impact of scientific outputs– UAlg research on SDG 4 in the UAlg teaching/learning philosophy

The Views metrics of publication from a certain university are related to the quality of the SDGs in Education, based on the assumption they reflect the interest of the whole research community, including undergraduate and graduate students, and researchers operating in the corporate sector, who tend not to publish and cite and who are "hidden" from citation-based metrics.

Views of UAlg scientific production

2023	1268
2024	692

Source: *Times Higher Education (THE) Impact Rankings – SciVal*.

GOAL

4

This metric can help to demonstrate the impact of research that is published with the expectation of being read rather than extensively cited, such as clinical and arts and humanities research. The Views Count metrics are anonymized. They do not provide any information about what users of a particular institution are viewing, and it is not possible to see the usage of a particular customer.

Programa “Impulso Mais Digital”

Within the scope of the *Digital Sul + Ilhas* consortium, UAlg offered over 30 free training courses in non-STEM digital areas such as Digital Communication, Content Creation, Security, and

Technological Solutions. Funded by the Portuguese Recovery and Resilience Plan (PRR), the programme enhances *digital skills* among young people and adults, promoting equal opportunities and preparing society for the challenges of digital transition.

“Digital Sul + Ilhas” Project

UAlg is part of the *Digital Sul + Ilhas* consortium, supported by more than €2.3 million from the PRR, aiming to train 2,400 young people and adults in digital competences. Through a 30-ECTS postgraduate course and complementary training modules, the project focuses on digital literacy,



communication, and content creation, aligning with the pillars of the green and digital transitions and reinforcing the University's commitment to inclusion, gender equality, and non-discrimination.

COMMUNITY

In 2024, UAIG organised the **Intersectoral Teaching and Learning (ITL) Event**, entitled "*European Universities as Community Leaders of the Education for Sustainable Development (ESDEUS)*", with the goal of promoting knowledge and

experience sharing among different actors involved in Education for Sustainable Development (ESD). The initiative sought to develop a set of recommendations for the creation of an introductory course on ESD within the context of higher education. The event was coordinated by the **Research Centre on Adult Education and Community Intervention (CEAD)** and gathered over 30 participants.

Co-creation Process for a Strategy to Integrate Education for Sustainable Development (ESD) at UAIG

Aiming to gather the perceptions of 25 lecturers from various UAIG Faculties and Schools regarding the challenges in implementing Education for Sustainable Development within their curricula and to identify potential opportunities, a participatory workshop was held in 2024. The discussion focused on designing a strategy to integrate ESD into teaching and to promote the effective contribution of the UN 2030 Agenda's Sustainable Development Goals (SDGs) to addressing global sustainability challenges.

UAIG V+ Volunteering Activities

UAIG organises and implements various volunteering initiatives in collaboration with NGOs and social institutions, through the UAIG V+ Volunteering Group. Among its regular activities is a project aimed at combating food waste and hunger by collecting and distributing surplus food to the community. Another impactful initiative, the **SPEAK FARO Project**, promotes social inclusion by connecting local residents and newcomers (migrants and refugees) in the same city through language and cultural exchange.

GOVERNANCE

UAIG+Skills4STEAM Project: Reducing Gender Inequality

UAIG participates in the initiative to reduce gender inequality in engineering fields, launched in 2024 under the project **UAIG+Skills4STEAM – "Female Engineers for a Day"**. The project provides female students from lower and upper secondary education (9th and 10th grades) with opportunities to pursue studies and future careers in engineering—an area still predominantly male-dominated.

UAIG Joins New Centre of Excellence

UAIG became a member of the **South and Atlantic Pedagogical Innovation & Excellence Network (SAPIEN)**, a collaborative platform dedicated to pedagogical innovation with a focus on digital learning. The network prioritises non-technological fields and promotes systemic modernisation for high-quality education.

New Programmes under the PRR

UAIG also participates in the *Impulso Mais Digital Programme*, financed by Portugal's Recovery and Resilience Plan (PRR), contributing to increasing the number of graduates and expanding lifelong learning opportunities. The initiative promotes equal opportunities, employability, and sustainable development. It is structured around four key pillars: teaching, research, community, and governance.



Photo: Adobe Stock

GOAL

5

GENDER EQUALITY

Achieve gender equality and empower all women and girls.



Photo: Adobe Stock



TEACHING & LEARNING

2024/25

Number and % of first-generation women starting a degree: 611, 35%

Number of female graduates by subject area (STEM, Medicine, Arts & Humanities/Social Sciences)

Total: 1947, 92%

No. of Curricular Units taught registered for SDG 5 and % of total: 395; 11%

The University of Algarve (UAlg) integrates a psychosocial and multi-level intervention model that contributes directly to the achievement of SDG 5 – Gender Equality. At the strategic level, the Inclusive Gender Equality

Plan (*PI²Género UAlg*)—currently in its *third monitoring cycle*—systematically collects and analyses gender-disaggregated data across four key domains: Research, Teaching, Human Resources, and Perceptions of Gender Equality, Culture of Work-Life Balance and Discrimination. Beyond monitoring, the Plan is accompanied by a *diverse set of initiatives* designed to promote diversity, equity, and inclusion across the academic community.

To enhance teaching and learning, UAlg implements several initiatives that foster student success and equal opportunities. The *Peer Mentoring Programme* supports first-year students in addressing academic and personal



challenges during their transition to university life. Preventing school dropout and academic failure remains one of UAlg's strategic priorities, and *several targeted activities were carried out in 2024 to promote integration and engagement*. To further reward academic excellence, the *SOUAlg2.0 Success Promotion Scholarship* distinguishes students enrolled for the first time in the first year of an initial training programme who complete all course units, achieve the highest-grade point average at the end of the first year, and subsequently enrol in the second year during the 2024/25 and 2025/26 academic years.

In parallel, for the thirteenth consecutive year, students admitted through the National Access Contest (CNA) were recognized with Excellence Scholarships, awarded to 107 students. These scholarships fully cover tuition fees for the first year of a bachelor's or integrated master's degree, reinforcing merit-based recognition and equitable access to higher education.

UAlg also ensures inclusive learning conditions through specific support services and programmes. The Mental Health Promotion Programme, targeting the entire university community, integrates primary, secondary, and tertiary prevention actions to foster psychological well-being and inclusion. As an illustrative example of differentiated responses, students with refugee status from Ukraine continued to receive individual monitoring and integration support through the GRIM Office (Office for International Relations and Mobility), ensuring equitable access to education and inclusive participation in academic life. A total of 8 students were supported in 2024/25 (Activities Report, p. 14).

Similarly, the Support Service for Students with Specific Educational Needs provides pedagogical support, learning adaptations, and continuous monitoring to guarantee equal access and academic success for all students. Finally, UAlg recognizes excellence in teaching through the Teaching &

Learning Award – Teacher of the Year, which highlights innovative and inclusive pedagogical practices based on students' perceptions, thereby enhancing teaching quality and promoting equity in academic evaluation.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12-10-2025)

Scholarly output (No. paper): **23**
Field-Weighted
(Citation Impact): **1.14**
Citation count: **237**

In 2024, the University of Algarve (UAlg) strengthened its commitment to gender equality in research and innovation, achieving near parity in research leadership, with women representing 49% and men 51% among Principal Investigators and research center coordinators, according to the Inclusive Gender Equality Plan (PI²Género UAlg) – 2024 Monitoring Report. The Plan continues to guide the integration of gender perspectives in research and to promote equality, transparency, and merit in academic careers. Building on this foundation, UAlg leads and

GOAL

5

participates in European projects that embed gender equality and inclusion as pillars of scientific and social innovation, such as *GEMINI* (CERV-2022-GE), *EQUNI* (Erasmus+), and Sustainable Horizons *SHEs* (Horizon Europe).

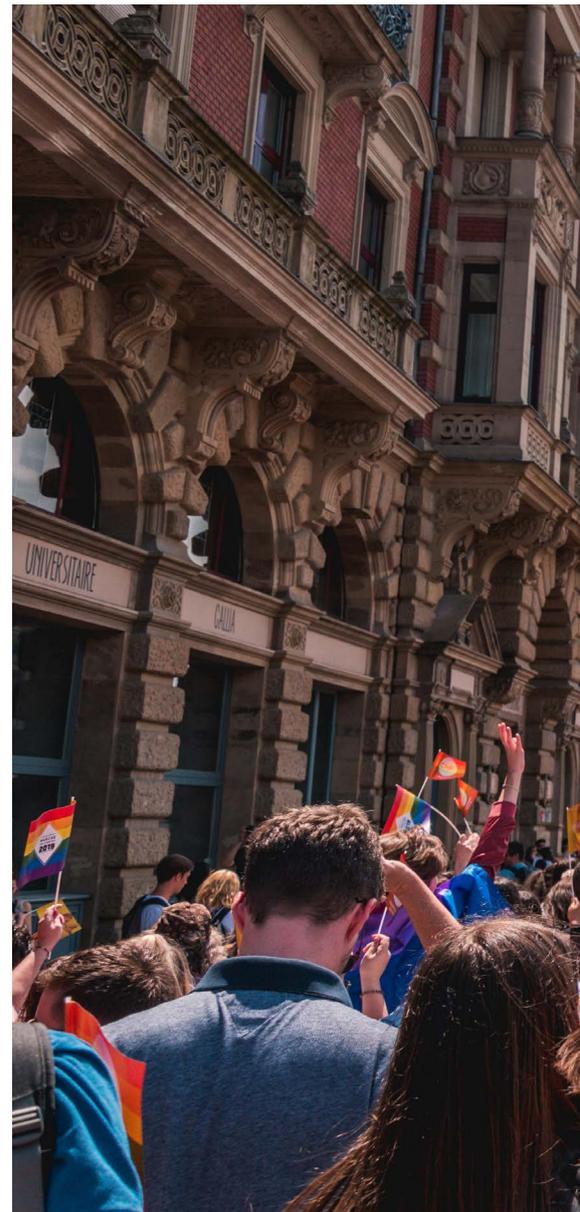
To celebrate women's contribution to research and innovation, UAIG joined global and European initiatives, including the *European Researchers' Night 2024*, which featured activities on Women in Science and Equality in Research Careers, and the SEA-EU network's Observatory of Migration and Human Rights, which promotes research and dialogue on diversity, gender, and social justice within the European University of the Seas Alliance within the European University of the Seas Alliance, also contributing to the joint development of the guide "How We Communicate in SEA-EU Alliance" on inclusive writing and language.

According to the *CWTS Leiden Ranking 2024*, the University of Algarve (UAIG) ranked 20th in Europe and 23rd worldwide in the proportion of scientific publications authored by women, reinforcing the University's strong commitment to gender equality in research and knowledge production.

COMMUNITY

Student mothers and fathers with children up to 5 years of age and especially young pregnant women, or women who have recently given birth or are breastfeeding, enjoy special rights so they can easily reconcile their studies and participation in academic life with family life (see article 29°, pages 5 and 6, in link 1- Regulations on the Statutes and Special Rights of Students of the University of Algarve). Some of these special rights are extended until children with 12 years old, or if there are special care needs.

In parallel, the University maintained its collaboration within the SEA-EU Alliance, promoting equality and inclusion in higher education through events open to the academic community and the general public, such as the 2nd Inclusive and Solidarity Run/Walk (April 2024), which gathered over 180 participants. As a way to promote inclusion, UAIG also organized the 3rd edition of the "*UAIG Inclusive Run and Walk*", a solidarity initiative that arises within the scope of the European University



of the Seas (SEA-EU), a consortium composed of nine European universities. The event was attended by a total of 256 participants, including members of the academic community, partner institutions, and associations. The information about the classification of UAIG courses related to SDG 5 was analysed by a Master Thesis of Maria Caetano Mosa (2024-25) – Gender Stereotypes – The Role of Higher Education in Promoting Gender Equality and some issue were identified: Inconsistency in the attribution of the SDGs: Some courses with relevant content do not indicate SDG 5. Other PAs, with no



clear connection to the theme, indicate SDG 5. Lack of transversal integration of the gender theme in the syllabus. Lack of knowledge or devaluation of Gender Studies by the academic community care needs.

GOVERNANCE

In 2024, the University of Algarve (UAlg) continued the annual monitoring of its Inclusive Gender Equality Plan (PI²Género UAlg) through two quantitative studies involving students and staff. The results point to an overall positive institutional climate

regarding equality and inclusion, with both groups reporting low levels of perceived discrimination and rare occurrences of offensive behaviors. However, some gender differences persist, particularly in perceptions of the psychosocial climate for equality and among women in management positions, who reported slightly lower perceptions of gender equality. Overall, the findings confirm that UAlg maintains a respectful and inclusive academic environment, while continuing to identify and address areas where gender gaps persist, in line with its ongoing commitment to SDG 5 – Gender Equality.

*Photo: Margaux Bellott / Unsplash
Strasbourg, France*

GOAL

6

CLEAN WATER AND SANITATION

Ensure availability and sustainable management of clean drinking water and sanitation for all.



Photo: Yusril Alim / Unsplash
Bojonegoro, Indonesia



TEACHING & LEARNING

2024/25

No. of Curricular Units taught registered for SDG 6 and % of total: 96; 2.6 %

Study programmes

The university offers study programmes contributing to ensure availability and sustainable management of water and sanitation, namely the bachelors in: *Food Engineering*; *Marine and Coastal Management*. At master level: *Marine and Coastal Systems*; the *Erasmus Mundus in Applied Ecohydrology*; *Erasmus Mundus in Coastal Hazards – Risks, Climate Change Impacts and Adaption*; *Sustainable Management*

of Rural Areas; and *Urban Water Cycle*.

At doctorate level: *Agricultural and Environmental Science*; *Biotechnological Sciences*; *Marine, Earth and Environmental Sciences*.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12–9–2025)

Scholarly output
(No. paper): **210**
Field-Weighted
(Citation Impact): **1.26**
Citation count: **4131**



UAlg is actively engaged in advancing research and innovation in alignment with SDG 6, providing meaningful contributions to address the outlined challenges:

UAlg's UNESCO Chair in Ecohydrology: water for ecosystems and societies (*UAlg honored with UNESCO Chair / University of Algarve*) aims to cooperate with universities, institutes, and other stakeholders, all over the world, to develop education and research solutions that tackle the increasing worldwide degradation of aquatic ecosystems in the topic of aquatic ecosystems management, with particular emphasis on ecohydrology.

Research unit CENSE-UAlg is dedicated to the development of innovative solutions that address

the complexities of drinking water quality, water sustainable management, wastewater treatment and sanitation, and the broader water cycle, engaged in groundbreaking projects covering a large spectrum of water-related issues. Headquartered at UAlg, the *Portuguese Chapter of the International Association of Hydrogeologists*, a scientific and educational charitable organisation aims to connect scientists, engineers, water managers and other water professionals, regarding to improve the groundwater knowledge, aiming for sustainable management to addressed populations needs worldwide, as well as protecting water resources and hydrological equilibrium.

The *research projects*, in which UAlg is currently involved related to clean water and sanitation amounts to a total investment of over eight million euros. It is also a consultant to regional and local authorities in matters related to water and wastewater management and to adaptation to climate change.

COMMUNITY

UAlg has actively been collaborating in the preparation, follow-up, and scientific council of international, national, and regional bodies. As an example, UAlg join in 2023 the Association of

municipalities *ODSLOCAL* proposed by the *Loulé Adapta initiative (Municipality of Loulé)* in the context of the Circular Water Economy (Rede de Municípios para a Adaptação Local às Alterações Climáticas (RMpALAC)), which currently includes 31 Portuguese municipalities with Local Climate Change Adaptation Strategies and/or Plans. UAlg also cooperates with national and regional agencies, including the Environmental Portuguese Agency, supporting some of its initiatives as the *Volunteering for water*. At international level, UAlg directly cooperates with Angola through a research project regarding *Luanda Bay water quality* and in *Culatra 2030*. This project aims to create, on Culatra Island, Ria Formosa, Algarve, a pilot community for renewable energy and adopting sustainable habits and practices, such as producing water for self-consumption and recovering value from its waste in innovative social, circular, and participatory economy project. Examples of activities are: the *H2O sustainable summit 2024* aimed to accelerate and innovate in the areas of water, sustainability, and circular economy, involving Municipalities, Institutions, Companies, STARTUPS, Universities, and Research Centers in a collaborative ecosystem, the *Conference "Água – Desafios do future"*, where innovative approaches were explored in a

GOAL

6

multidisciplinary and transversal way across society, contributing to the management and preservation of the water resource, UAlg participated in the organization of this conference, UAlg hosted the first session of the cycle "*Água, o papel dos fundos da política de coesão*" to discuss the role of cohesion policy funds and efficient and intelligent water management, and the exhibition "*Oceanart: science to art*" showing artistic ways of looking at the ocean from 13 University of Algarve artists.

GOVERNANCE

Volume of water used in the university 2024: Inbound (treated/extracted water): **31853 m³**

Year on year change from 2023: **14%**

Campus population: **11121 people**

Year on year change from 2023: **plus 2%**

Water consumption per person: **2.08 m³**



Managing water and wastewater

All the academic community has free access to drinking water at bars and canteens, as also in the exterior water fountains. UAlg also promotes a campaign to *reduce plastic* that encourages the academic community to bring their own cup or reusable bottle. The potable water at UAlg comes from a centralized water treatment plant under the responsibility of the public company *Águas do Algarve*. *Fagar* is the municipal company tasked with water distribution, as well as urban wastewater collection

and transportation to wastewater treatment plants also operated by *Águas do Algarve*. Therefore, all wastewater produced at UAlg is collected by the municipal system and treated (tertiary treatment level) before being discharged into the environment. UAlg has established laboratory procedures to proactively prevent the contamination of wastewater with substances that could pose potential risks to the environment or public health. Measures for controlling water waste have been put into place as part of the



UAlg's unwavering commitment to the Sustainable Development Goals (SDG) as stated in the [strategic plan 2022–for the irrigation and maintenance of green areas](#) g's exteriors are native and drought-tolerant plants are equipped with water-savings sensors and drip irrigation is installed in the green areas. Rainwater is collected and used at green areas irrigation and maintenance. Most of the plants present at UAlg exteriors are native and drought-tolerant plants. As part of the "[Together We Protect](#)" project UAlg with ZOOMARINE, nearly

5000 native plants were planted in bare spots on the Gambelas campus in 2021, 2022 and 2023 as recompense for those that were taken out during infrastructure building. In 2024, UAlg has been enrolled in keeping those native species using drip irrigation in green spaces that minimises the water usage. Through R&D initiatives and events, Working Group [UAlg+ Sustainable and Healthy](#) encourages mindful water usage on campus and in the surrounding community.

Photo: Adobe Stock. Water cleaning facility at urban wastewater treatment plant.

GOAL

7

AFFORDABLE AND CLEAN ENERGY

Ensure access to sources of reliable, sustainable and modern energy for all.



Photo: Tim Foster / Unsplash
Maui, United States



TEACHING & LEARNING

2024/25

No. of Curricular Units taught registered for SDG 7 and % of total: 63, 1,7%

Study programmes

UAlg integrates sustainability and energy transition principles across its educational offer, fostering technical competence and social responsibility in the field of affordable and clean energy. The university provides several programmes directly addressing energy efficiency, renewable energy, and sustainable infrastructure. At bachelor level, these include *Electrical*

and Computer Engineering and *Mechanical Engineering*. At master level, students may pursue *Mechanical Engineering – Energy, Air-conditioning and Refrigeration, Coastal Hazards – Risks, Climate Change Impacts and Adaption* or postgraduate courses such as *Adaptation to Climate Change and Mitigation, Advances in the Urban Water Cycle, New Technologies for the Urban Water Cycle*, and *Sustainable Cities*. Students are encouraged to participate in ongoing research and innovation projects through undergraduate research grants and Research Integration Internships, which strengthen the link between teaching, research, and applied



sustainability. This hands-on approach prepares graduates to design and implement solutions that contribute to the global energy transition.

The University's micro-credentials system has also expanded in recent years, offering a growing number of short courses and modules related to sustainability and energy. A recent example is the Blended Intensive Programme (BIP) titled "*Sustainability and Social Innovation on the Move*", which exemplifies UAlg's commitment to flexible, interdisciplinary learning for sustainable development.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12-9-2025)

Scholarly output
(No. paper): **140**
Field-Weighted
(Citation Impact): **1.18**
Citation count: **2184**

Sustainable energy use

UAlg is dedicated to the advancement of energy-efficient technology and policies, as well as sustainable energy. The *T2UES* project aimed to address the issue of summertime traffic congestion in the Huelva and Algarve by designing and testing a network of recharging stations powered by renewable energy sources and light electric vehicles. The goal of the *LOCAL4GREEN* project was to identify energy- and carbon-efficient solutions for cities, islands, and remote locations. In order to facilitate the sharing of technological expertise, project *PELAGOS* established a permanent cluster of national HUBs in the blue energy industry. As a partner in the *AGERAR* project, UAlg aims to increase the use and administration of renewable energy through the use of storage systems and information and communication technologies, as well as energy efficiency and sustainability in commercial and residential microgrids. Concerning the *SINERGEA* project, UAlg contributes to developing a smart platform for the integrated

management of energy efficiency, bathing-water quality, and flood risk in coastal cities. Another remarkable project was the *Sustainable Horizons (SHEs)* project, funded by the Horizon Europe programme. SHEs expanded the university's research and innovation capacity by fostering a transnational alliance of European and Global South universities to advance sustainability science and institutional transformation. Within the project, UAlg promoted interdisciplinary research on energy transition, governance, and social responsibility, embedding sustainability principles into research design, evaluation, and dissemination. Complementing these initiatives, two research centres at UAlg have contributed significant advances in applied sustainability. The *Centre for Environmental and Sustainability Research (CENSE)* focuses on circular resource systems that transform wastewater and waste streams into sources of clean energy and high-value by-products. Research at this centre develops sustainable materials for water treatment, optimises energy recovery through anaerobic processes, and improves methods to assess environmental risks associated with wastewater discharge. By converting treatment plants into energy-producing facilities, this work reinforces climate resilience and directly contributes to both SDG 7 and SDG 14.

The *Centre for Technological Research of the Algarve (CINTAL)*, in collaboration with the Associated Laboratory for Energy, Transport and Aeronautics (LAETA), has developed an experimental chamber designed to simulate real



Photo: Antonio Garcia / Unsplash
Antofagasta, Chile

indoor environments such as buildings and public transport. Equipped with smart windows, photovoltaic cells, wind turbines, and advanced ventilation systems, the chamber promotes localised production of solar, wind, and thermal energy while improving air quality, comfort, and overall environmental performance. This project, co-funded by regional and national programmes, demonstrates how applied research can integrate clean energy innovation with sustainable design and human well-being.

Beyond these technological perspectives, other research units at UAlg—such as *CinTurs*, the *Research Centre for Tourism, Sustainability and*

Well-being—approach energy-related challenges from an interdisciplinary standpoint, linking them to sustainable mobility, territorial planning, and community well-being. Together, these research efforts illustrate how UAlg integrates environmental, technological, and social dimensions to advance the broader agenda of sustainable and affordable energy.

COMMUNITY

The Entrepreneurship and Technology Transfer division (*CRIA*) encourages entrepreneurship and technology transfer, particularly *start-ups* that

GOAL

7



foster and support a low-carbon economy/technology and extends this support to all regional agents wherever innovation is recognized. UAIG promotes the communication of clean energy and energy-efficient technology policies by hosting workshops such as the *PERIN 2019* "Science, + Europe" days; the 1st Winter Seminar in "Energy Systems in Housing and Hotels"; and the public Presentation Sessions of the *Carbon Neutrality Roadmap 2050* and the National Energy and Climate Plan (2030). Project *Culatra2030* – non-intrusive water desalination proposed, in collaboration with the Association

of Residents of the Island of Culatra, the development of a non-intrusive desalination prototype, using surplus of local photovoltaic production. Within this context, the *Sustainable Horizons (SHEs)* project has also been a key platform for promoting institutional change and reinforcing the university's role in advancing the UN Sustainable Development Goals.

GOVERNANCE

UAIG as a body has a policy in place for ensuring all renovations/new builds are following energy efficiency standards

The University of Algarve (UAIG) has a comprehensive policy framework ensuring that all new buildings and renovations comply with high energy-efficiency standards. This commitment is formally stated in the *Strategic Plan 2022–2025* (Strategic Initiative 4.3: Sistemas e processos, p. 30) and reinforced in the Activity Plan 2024, under the action "Promote and monitor the construction of new infrastructures." Each new construction or major renovation project incorporates rooftop photovoltaic power stations, enabling on-site renewable energy generation and supporting UAIG's long-term goal of carbon neutrality. Between 2022 and 2025, UAIG has undertaken a series of measures to enhance energy performance, monitor consumption, and expand renewable generation capacity across its campuses. According to the *Activity*

Report 2024 (p. 57), these initiatives include the installation of photovoltaic systems, the systematic replacement of conventional lighting with LED technology, and the gradual conversion of the university's vehicle fleet to electric mobility. As part of its Energy Efficiency Plan and the Strategic Plan 2022–2025, UAIG has also implemented an automatic monitoring system that continuously measures and records energy consumption across campuses. Total energy use has been included as one of the governance performance indicators in the *Strategic Plan 2022–2025* (p. 32), ensuring accountability and continuous improvement through evidence-based management. A dedicated commission conducts regular energy audits to identify areas of highest energy waste, detect inefficiencies, and propose corrective actions to improve overall efficiency. Sustainable energy production and consumption are central goals of the university's operational and strategic planning. All new buildings and major renovations are designed to integrate renewable energy technologies, while existing infrastructures are progressively upgraded to achieve higher efficiency standards. The university's Energy Efficiency Plan promotes a responsible use of resources through data monitoring, behavioural awareness, and technological innovation. These coordinated efforts contribute to measurable reductions in the university's overall energy footprint and align institutional performance with the principles of sustainable development.

GOAL

8

DECENT WORK AND ECONOMIC GROWTH

Promote inclusive and sustainable economic growth, full and productive employment and decent work for all.



Photo: Rizky Nuriman / Unsplash
Kota Bogor, Indonesia

TEACHING & LEARNING

2024/25

No. of Curricular Units taught registered for SDG 8 and % of total: 1314, 35.1%

Study programmes

The university offers a large number of courses addressing the domains of decent work and economic growth, particularly in the fields of economics, management, and sociology. These courses include bachelor's degrees in: *Business Administration; Economics; Management; and Sociology*. The offer at master level is vast, including: *Accounting; Business Management;*

Finance; Health Care Services Management; Hospitality Management and Administration; Human Resources Management; Management and Evaluation in Healthcare Technologies; Management, Entrepreneurship and Innovation; Marketing Management; Quality Management and Agro-food Marketing; School Management and Administration; Sociology; Sustainable Management of Rural Areas; Tax Management; Tourism Economics and Regional Development; and Tourism Organizations Management. PhD studies include those in: Economic and Management Sciences; Quantitative Methods Applied to Economics and Management; Sociology; and Tourism.



Some of these degrees are taught in English and recruit a considerable number of international students.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12-9-2025)

Scholarly output
(No. paper): **282**
Field-Weighted
(Citation Impact): **1.28**
Citation count: **3907**

UAlg is committed to sustainable development, including social wellbeing and socially responsible economic development. Examples of projects along these lines include:

SEA-EU (The European University of the Seas), uniting 9 coastal universities across Europe (Cadiz, Brest, Kiel, Gdansk, Split, Malta, Algarve, Naples, NORD) offers numerous opportunities including courses, mobilities, languages, and joint degrees, enhancing careers and lives and connecting individuals across distances.

SHEs (SUSTAINABLE HORIZONS – European Universities Designing the Horizons of Sustainability) aims to foster an inclusive and sustainable society by empowering researchers, academics, and professionals who think critically, respect nature, and develop practical solutions to real-world challenges.

DIBEST (Digital Innovation for Blue Enterprises & Social Tourism) supports small businesses in the Blue Economy and Social Tourism by providing them with the tools and knowledge needed to adopt digital technologies and promote more sustainable, eco-friendly tourism practices.

COMMUNITY

UAlg upholds democratic principles, encourages freedom of expression and participation, and maintains close ties with its community. It recognizes labour unions and labour rights, including freedom of association and collective bargaining, for all, including women and international staff. The Economic and Social Council, with 12 external representatives, fosters UAlg's relationship with regional environments,

GOAL

8

including labour associations. UAlg staff has an elected *Workers' Committee*, a body that represents all employees, and defends their interests and rights. UAlg's commitment to gender equality is evident in its *balanced gender ratio among teaching staff which is annual monitored in detailed reports*. Additionally, the university's Quality Manual ensures the quality of human resources, materials, and support services. The university has a strong focus on entrepreneurship to foster economic development, through *CRIA* (Division of Entrepreneurship and Technology Transfer of the University of Algarve).

In terms of the relationship with companies, the UAlg participates in two collaborative laboratories (CoLabs): The *S2AQUA* dedicated to sustainable and intelligent aquaculture, and the *KIPT* addressing knowledge and innovation in tourism.

Between 2023 and 2024 UAlg experienced small changes concerning financial expenditure community members, including students and staff members, and in terms of employment stability, the number of employees with secure contracts—those lasting more than 24 months.



Metric / Indicator	2022	2023	2024
Number of employees	1175	1202	1178
Number of academic staff	606.5	629	634
University expenditure	60,578,153.56 €	67,135,315.67 €	72,577,320.25 €
Proportion of students taking work placements	13%	11%	12%
Number of students	9294	9726	9943
Number of students with work placements for more than a month	1045	1138	1100
Proportion of employees on secure contracts	82%	76%	75%
Number of employees	1175	1202	1178
Number of employees on contracts of over 24 months	965	917	884



GOVERNANCE

UAlg complies with the current legislation regarding equal pay for work of equal value and equal opportunities for all, as established in its *Plan for Gender Equality*. As shown in *Statutes*, the administration and governance are based on respect for identity, encouraging the free expression of ideas and opinions, and guaranteeing freedom of scientific and technological

creation. It stimulates the participation of all university bodies in everyday academic life and promotes a close connection between its activities and the community in which it is integrated. The university has an *Ethics Committee* open to appeals from any member of the academic community. The Economic and Social Council is an external consultation body to promote relations between UAlg and the regional environments.

Photo: EqualStock / Unsplash

GOAL

9

INDUSTRY, INNOVATION AND INFRASTRUCTURE

Build resilient infrastructure,
promote inclusive and
sustainable industrialisation
and foster innovation.



Photo: David Martin / Unsplash
Arthur Ravenel Jr. Bridge, Charleston, USA

TEACHING & LEARNING

2024/25

**No. of Curricular Units taught
registered for SDG 9 and %
of total: 837, 22.4%**

Study programmes

UAlg offers a consolidated portfolio of courses in the scope of basic exact sciences (*mathematics, chemistry, and biology*), *engineering, biomedicine, information technologies, education sciences*, social sciences, economy, and tourism which prepare students to work and contribute to industrial activities, challenge them to think outside of the box and promote innovation within the scope of their future professional activities. UAlg provides offers ranging from open courses, professional Higher

Technical Courses, undergraduate (1st cycle degrees), to master's (2nd cycle degrees), to doctorates (3rd cycle degrees). The classes in these programs are primarily practical and problem-solving focused, with strong industry linkages.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12–9–2025)

Scholarly output
(No. paper): **213**
Field-Weighted
(Citation Impact): **1.49**
Citation count: **4421**

Table 1

Research income from industry and commerce by subject area	2022	2023	2024
Science, Technology, Engineering and Mathematics (STEM)	347,567 €	431,785 €	508,775 €
Medicine	95,973 €	266,359 €	158,561 €
Arts & Humanities / Social Sciences	583,042 €	543,747 €	635,255 €

Values obtained by UAIG within the scope of research and industry and commerce activities.

Table 2

Number of academic staff by subject area	2024	Relative to 2023
Science, Technology, Engineering and Mathematics (STEM)	232	1%
Medicine	142	4%
Arts & Humanities/Social Sciences	269	2%

Table 1 provides a breakdown of research income from industry and commerce activities by subject area for the University of Algarve (UAIG) evolution til 2024. Both in STEM, Medicine, and Arts & Humanities/ Social Sciences, there was an as a increase.

Table 2 shows the number of academic staff by subject area at the University of Algarve (UAIG) in 2024, along with changes relative to 2023. While there were slight increase in staff numbers for Science, Technology, Engineering, and Mathematics (STEM), 1–2%, Medicine stands out with a positive growth (4%) reflecting a more notable expansion in this area. UAIG's research units focus on

subjects with significant industrial applications, focusing on innovative approaches, standing out for using cutting-edge methods to advance science and benefit society .

COMMUNITY

Contribution to Innovation and Sustainability

The University of Algarve (UAIG) is engaged in various projects that contribute directly to sustainability and innovation:

AQUASERV, a centre of marine sciences (CCMAR) project, funded by the Horizon Europe program with 14.5 million euros, announces the launch of a transnational access competition with 8.5 million euros to finance and support researchers from academia and industry in Europe and around the world over the next 4 years. This project aims to bring together, enhance, integrate and customise RI capacities (including facilities, instruments and expertise) and through

the provision of transnational access (on-site or remote) and/or virtual access, to significantly further scientific advance and promote and facilitate the implementation of European Common Fisheries Policy, the Farm to Fork Strategy, the Sustainable Blue Economy and the European Green Deal.

AgeTech – Research into New Compounds for the Innovative Development of Anti-Aging Cosmetic Products. The main objective of this project is to research and develop innovative cosmetic formulations capable of directly intervening in the cellular pathways that lead to aging, through the use of new compounds (pharmacological and/or natural) capable of combating DNA damage and exhibiting regenerative and rejuvenating skin properties.

Entrepreneurship and Technology Transfer

UAIG reinforces its commitment to knowledge transfer and innovation through its CRIA – Entrepreneurship



Photo: XR Expo / Unsplash
Stuttgart, Germany



and Technology Transfer Division. One of the activities that can be mentioned is *STARTUP@CRIA - International Ideation Program*, an initiative of CRIA - Division of Entrepreneurship and Technology Transfer of the University of Algarve, financed by the Recovery and Resilience Plan (RRP), under NOTICE No. 11/C16-i02/2023 - "Vouchers for Incubators and Accelerators", and which aims to implement a program of training, mentoring, networking and access to financing for entrepreneurs, start-ups and spin-offs based on knowledge and innovation.

The project *CITRUS-ADAPT* - Training program for the adoption of agronomic strategies to alleviate the effects of climate change on citrus. This project aims to contribute to help producers adapt their crops and production strategies to limit production losses associated with climate changes.

Education and International Collaboration

In this area we want to evidence project *TRANSLEADER* - The transferable training model - the best choice for training IT business leaders, which started 1 of March 2024.

The TransLeader (Erasmus+ Project No. 2023-2-PL01-KA220-HED-000179445) is the project conducted by the consortium coordinated by University of Bielsko-Biala. It includes the partners: 1. University of Library Studies and Information Technologies (Bulgaria), University of Algarve (Portugalia), Taras Shevchenko National University of Kyiv

(Ukraine), Rekord SI (Poland). It aims to bring together higher education institutions and businesses in a single knowledge transfer network, via:

- a) Restructuring and rebuilding higher education system in the field of IT;
- b) Improve the skills of teaching staff in the field of AI and IoT;
- c) Create a sustainable knowledge transfer model;
- d) Build an ecosystem of key partners;
- e) Collaborative work between universities and enterprises.

Contribution to Sustainable Growth and Competitiveness

UAlg is playing a key role in fostering sustainable growth and competitiveness in small and medium-sized enterprises (SMEs). One example for this was the action promoted by *ALGARVE EMPREENDE 2026* - Promotion of Qualified Entrepreneurship in the Algarve Region. The main mission of this operation was to stimulate the region's entrepreneurial ecosystem through initiatives that enhance the capabilities and skills of entrepreneurs to create and implement innovative business ideas, as well as contribute to increasing the survival rate of companies. To this end, the project's main objectives are:

- a) Strengthen cooperation, partnerships, and support networks for qualified entrepreneurship within the region's entrepreneurial ecosystem;

- b) Encourage the creation and acceleration of innovative companies;
- c) Stimulate the regional entrepreneurial ecosystem internationally;
- d) Promote entrepreneurship within the framework of the Algarve 2030 Action Plan.

Promoting Digital Transformation and Innovation

The *DIBEST* project - Digital Innovation for Blue Economy and Social Tourism is co-financed by the Interreg Atlantic Area program, in priority intervention area 1.2.1 - Blue economy, social tourism and culture. DIBEST aims to help companies become more sustainable and competitive at the same time. To this end, a project meeting was recently held



in Malaga, where best practices were presented that can serve as inspiration for other companies seeking to explore the potential of digital innovation.

Creating a Green Innovation Ecosystem

Project **GREENER** aims to generate a productive ecosystem in the energy sector in the region, generating wealth based on values such as social inclusion, equal opportunities, and environmental balance, generating employment opportunities for the local population in the cross-border area. It aims to take advantage of the exceptional geographical conditions for the development of its transition to green energy: strategically important seaports

in Huelva and Sines, potential for the production of green energy (solar and wind), and its focus is primarily on green hydrogen (H₂). University of Algarve role will be related with renewable Energies, understanding intelligent and sustainable forms of management and storage, and their distribution in Sustainable Communities.

GOVERNANCE

Creating conditions to innovate

The University of Algarve signed on October 1st 2024, the consignment deed that marks the beginning of the works related to the construction contract for the *Arts Pavilion*, on

the Gambelas Campus, awarded for €1,574,208.75. The new building, dedicated to the Visual Arts program, will consist of one floor with a central hall for events and exhibitions, six classrooms—three laboratories, one drawing room, one multimedia room, and one graduate program—two workshops, two photography studios (analog and digital), and a bar with a capacity of 92 seats. The proposed climate control solution aims to ensure thermal comfort and indoor air quality, with natural ventilation in the hall and internal air conditioning units and adjustable ventilation in the classrooms. The building also includes the installation of 90 photovoltaic panels.

GOAL

10

REDUCED INEQUALITIES

Reduce inequality within and between countries.



Photo: Md. Rasel / Unsplash
Dhaka, Bangladesh

TEACHING & LEARNING

2024/25

Proportion of first-generation students: 32%

Proportion of international students from developing countries: 7%

Proportion of students with disabilities: 1%

No. of Curricular Units taught registered for SDG 10 and % of total: 672, 18%

Study programs

Several open courses that aims to professionally prepare secondary teacher for inclusion and diversity strategy in the classroom *Curso Livre Contributo para a Personalização e Diversidade Pelos Professores Autores na Plataforma Milage | University of*

Algarve. Also open courses to develop capacity in informal eldercare *Curso Livre de Cuidar com Conhecimento: Capacitação para Cuidadores Informais | Universidade do Algarve*.

Mission Policy for Inclusive Higher Education Access

UAlg is committed to fostering inclusivity in higher education through a comprehensive admissions policy. This policy embraces a diverse range of audiences, including vocational students, adults over 23 years old, student workers, and those with special needs. Recognizing education as a lifelong journey, we encourage personal and professional growth for individuals of all ages. Our commitment extends to accommodating the unique challenges



faced by student workers and ensuring a barrier-free educational experience for students with special needs. Supported by specific statutes, our admissions policy operates within established legal frameworks, promoting fairness and equal opportunities in education. This approach positions our institution as a beacon of accessible higher education, contributing to a more equitable and enriched learning community.

The Ethics Commission

The *Ethics Commission* at UAlg is dedicated to upholding ethical, bioethical, and deontological principles within the University. Its core values revolve around human

dignity, safeguarding fundamental rights, ensuring integrity, trust, and the security of institutional procedures.

Support Office for Students with Special Needs (GAENEE)

In line with the Inclusive School philosophy, UAlg has established specific accommodations to acknowledge the right to diversity, particularly for students with disabilities. This commitment is upheld while maintaining high teaching and learning standards, facilitated by the GAENEE. To cater to students' unique requirements, GAENEE conducts annual initiatives to raise awareness, provide information, and offer training for educators, staff, and students

Programme for academic success

UAlg has a *programme to promote academic success*, which includes a *Peer Mentoring Program*, and a coordination of different services to assist each student in need and to reduce dropout.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 012-9-2025)

Scholarly output
(No. paper): **53**
Field-Weighted
(Citation Impact): **1**
Citation count: **517**

Open access institutional repository

UAlg has the institutional repository (<https://sapientia.ualg.pt>) in free access that aggregates and disseminates all of UAlg's scientific production.

In 2024, 20,222 documents were available in free access and received 640,980 downloads.

Open Access publishing

UAlg, as a member of B-on (national online Knowledge Library that aims to guarantee access to a vast number of publications of a scientific nature and electronic services to the national academic and scientific community) for the 2022–2024 triennium, negotiated agreements with the majority of its publishers to provide authors from member institutions with advantageous conditions for open access publication. Open access corresponds to the online availability of peer-validated scientific/academic literature.

It allows you to make search results freely accessible to the entire community. It allows improving scientific education and literacy within and outside the academic context and the rapid dissemination of scientific results and information, important for the construction and application of knowledge.

Open access of Data – Open Science Framework– OSF

In 2024, UAlg offered, through the Sustainable Horizons project, to our Researchers and general communities this platform—Open Science Framework—OSF—that can support

GOAL

10

Photo: Adobe Stock
Favela da Rocinha, Rio de Janeiro, Brazil



your open science practices and solve common problems many researchers face throughout the research data lifecycle offered e also providing a guided tour through key workflows and features.

Provision of an online space, aggregator, which works as a "showcase" for UAIG publications, regardless of their location, available in <https://www.ualg.pt/revistas-cientificas> (magazines) and <https://www.ualg.pt/livros> (books). In 2024, 13 journals and 4 new books were integrated.

Configuration of an OJS (Open Journal System) for the publication of UAIG scientific journals available at <https://revistas.ualg.pt/>.

Support for open access publishing through training, direct support to authors, approval of publication fees (APC) and the issuance of DOIs. In 2024, 157 DOIs were assigned.

Regular training sessions to support scientific production:

How to Evaluate the Reliability of a Scientific Publication

The Ecosystem of UAIG's scientific production: Sapiaientia, ORCID

and CIÊNCIAVITAE, Technological development vs academic integrity: technical perspectives on plagiarism detection and automatic generation Publish in open access with B-On's agreements.

In 2024, 20 training sessions were held with 218 participants.

Participation in the pilot project of Polen, the data repository of the Foundation for Science and Technology., completed in 2024. Application to the project "UAIG Open Data Center (UAIG-ODC), under the National Program for Open Science and Open Research Data (PNCADAI), of the Foundation for Science and Technology (FCT), funded by the National Recovery and Resilience Plan (PRR).

It represents a strategic milestone for the institutionalization of principles and operationalization of open science practices at the University of Algarve (UAIG), promoting the sharing, reuse and enhancement of scientific knowledge generated at the institution. In line with the FAIR (Findability, Accessibility, Interoperability, and Reusability) principles and with the objectives of the National Program for Open Science (PN CADAI), UAIG-ODC aims to establish a sustainable and transversal infrastructure for the management of research data, with an impact on the scientific, training, technological and societal dimensions: <https://www.ualg.pt/cienciaaberta>.

Portugal 2020 Programme

UAIG is accredited by the *Portugal-2020* Program for the provision of services within Research and Technological Development (R&D), Entrepreneurship, Internationalization and Innovation. Projects: European

Space Agency Business Innovation Center, Prototyping, RESTART, INOVA 2.0 and DIGITEC Transfer, help entrepreneurs and agrifood companies towards more profitable, competitive and sustainable business models. These *activities* are developed both directly or with other local, regional, national and international partners.

Collaboration

UAIG in collaboration with Members of *Algarve Active Aging* promotes creative and viable solutions that improve the quality of life and health of older people, as poverty prevention measure.

The project from UAIG under the CRESCE Algarve 2020, *ALPHAMAIS* Develop new food preparations and functional ingredients based on carob enhancing and promoting a highly resilient endogenous Portuguese product.

CRIA

Is a UAIG *Unit* that supports all the academic community in the scope of



entrepreneurship and tech transfer, and provide support and innovation to regional agents, both directly or with other local, regional, national and international partnerships. This activity includes the assistance to the start-up of sustainable businesses.

COMMUNITY

Enhancing Community Well-being

UAlg spearheads initiatives and programs aimed at enhancing accessibility to essential services within the local community. These include engaging in *volunteer activities*, contributing to the Re-Food project, and offering a diverse range of educational opportunities, such as undergraduate and postgraduate studies, language courses, seminars, conferences, lectures, free courses, and various other events. Additionally, the Algarve Biomedical Center's Active and Healthy Aging initiative employs a comprehensive and

innovative approach to foster well-being among the elderly in the Algarve region.

Promoting Inclusivity in Education

The department dedicated to Students with Special Educational Needs (NEE) at UAlg is committed to providing high-quality, inclusive education. Through specialized training programs, the office facilitates students' seamless transition into society with a focus on autonomy.

GOVERNANCE

Representation

UAlg has participated in the formulation of policies at the national/global level (Portuguese Language Universities Association, Portuguese Rectors' Council, Coordinating Council of Portuguese Polytechnic Institutes) and at the regional and local level (CCDR Algarve) to implement

programs and policies aimed at eradicating poverty in all its forms.

Local Cooperation

UAlg has joined the Supramunicipal Platform of the Algarve, cooperating with local social action councils, and the UAlg Volunteer Group, establishing partnerships with several institutions to combat poverty and social exclusion. The Algarve TECH HUB SUMMIT 2023, co-organized by UAlg and CCDR, was a key component of the Regional Smart Specialization Strategy and played a crucial role in increasing the percentage of Information and Communication Technology (ICT) specialists. This strategic initiative aimed to raise the percentage from 3.6% to 4%, bringing it closer to the European average. Notably, this advance in ICT expertise is essential to address poverty and social exclusion, with a focus on critical areas.

GOAL

11

SUSTAINABLE CITIES AND COMMUNITIES

Make cities and communities inclusive, safe, resilient and sustainable.



Photo: Shannia Christanty / Unsplash
Düsseldorf, Germany



TEACHING & LEARNING

2024/25

No. of Curricular Units taught registered for SDG 11 and % of total: 373; 10%

No. of Curricular Units taught registered for SDG 11 and % of total: 373; 10%

In addition to the curricula addressing SDG 11, the *libraries at UAlg* offer year-round public access to both the academic community and the broader local community, including online resources. External users are given access to lending services as also to a wide range of events, exhibitions, book presentations, workshops, conferences, and seminars. UAlg aim is to foster an

inclusive, dynamic academic and cultural community that transcends the confines of enrolled student body.

Study Programmes

UAlg offers study programmes encompassing modules designed to consolidate expertise in fostering inclusive, safe, resilient, and sustainable cities. For instance, the post-graduate Sustainable Cities course is tailored to address the emerging challenges of urbanism and sustainability. Similarly, the Inclusive and Smart Sustainable Cities Free Course is dedicated to promoting awareness on sustainability science and its specific relevance to cities and urban spaces. Additionally, the post-graduate in Urbanism course aims to bridge educational gaps in the region



by focusing on sustainable practices to navigate the intricate processes of contemporary urbanization. This is in line with the postgraduate in *Tourism Economics and Regional Development*.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12–9–2025)

Scholarly output
(No. paper): **198**
Field-Weighted
(Citation Impact): **1.08**
Citation count: **2924**

The University of Algarve (UAlg) is firmly committed to advancing research aligned with SDG 11 – Sustainable Cities and Communities, addressing the challenges of urban resilience, sustainable mobility, and inclusive territorial development. With a portfolio exceeding €1.7 million in competitive funding, UAlg contributes to shaping sustainable urban and regional systems through interdisciplinary and applied research.

Students are actively integrated into this research ecosystem through undergraduate research grants and the CinTurs Research Integration Internships, which strengthen the link between academic learning, scientific inquiry, and community engagement.

Among UAlg's flagship initiatives, Culatra 2030 – Sustainable Energy Community serves as a European pilot for the energy transition of islands, promoting renewable energy self-sufficiency, community participation, and sustainable housing. Similarly, the BIODES project develops and tests nature-based solutions in pioneering cities, providing transferable models for sustainable urban transformation and climate adaptation.

The *SusTowns – Enhancing Sustainable Tourism Attraction in Small Fascinating Mediterranean Towns* project, focuses on promoting sustainable tourism and balanced development in Mediterranean small towns. By developing integrated management models and participatory planning tools, the project seeks to preserve cultural heritage while preventing overexploitation and ensuring long-term territorial resilience. UAlg, as one of the partners, contributed to the definition of sustainability indicators and to the formulation of strategies for community-based tourism governance

across the Mediterranean.

In parallel, UAlg plays a central role in safeguarding and promoting the Mediterranean cultural landscape through its leadership in the Network of Higher Education Institutions for the Safeguarding of the Mediterranean Diet (RIESDM). By coordinating the *Action Plan and Safeguarding the Mediterranean Diet for Algarve*, the university advances research on sustainable food systems, cultural heritage, and community well-being, reinforcing the Mediterranean identity as a driver of inclusive and resilient development.

Complementing these efforts, the *Sustainable Horizons (SHEs)* project has expanded UAlg's capacity to address sustainability transitions through collaboration between European and Global South partners. SHEs promotes institutional transformation in sustainability governance, energy transition, and community well-being, aligning university practice with global sustainability goals.

Additionally, UAlg contributes to the monitoring and evaluation of sustainability and competitiveness in tourism destinations through projects such as *MONITUR*, which provide data-driven frameworks for assessing regional performance, quality of life, and socio-economic balance in tourism-dependent regions. These studies have informed public policy and enhanced sustainable urban management across Portugal. Through these interconnected initiatives, UAlg consolidates its role as a regional and international reference in sustainability research, bridging innovation, governance, and cultural heritage to advance Goal 11 – Sustainable Cities and Communities.



Photo: Dominic Suryaputra / Unsplash
Sydney, Australia

COMMUNITY

Team UAlg, which offers a series of lectures and other activities, free, accessible, and informal to schools, has a specific topic regarding Sustainable Cities to engage young students in the SDG 11 framework.

UAlg actively engages in collaborative initiatives with the local community, exemplified by its participation in the Joint Coordination Commission alongside six government ministries, 16 local municipalities, and an environmental NGO.

The university further collaborates with local authorities, including the Algarve

Tourism Board and the Commission for Coordination and Development of the Algarve Region (CCDR Algarve), in the Algarve Sustainable Observatory. UAlg actively facilitates volunteering experiences aimed at fostering fairness and inclusivity in cities. The UAlg V+ volunteering group actively engages in local and national projects dedicated to combating hunger and reducing food waste.

The amount of waste generated and recycled in the University is measured by estimating the number and volume of waste containers (solid urban waste and selective collection: paper, glass and plastic) collected by FAGAR, a

GOAL

11



municipal company responsible for the collection and transport of (solid urban waste) and Algar, the regional company responsible for the selective collection of packaging in the recycling bins stations, named "ecopontos". UAlg partnered with several institutions to develop the *Sustainability Observatory of the Algarve Region*.

The University of Algarve (UAlg) plays an active role in promoting sustainability education and community engagement under the framework of SDG 11 – Sustainable Cities. Through the Team UAlg

initiative, the university offers a series of free, accessible, and informal lectures and activities for schools, including specific modules on sustainable cities designed to engage young students with the principles of the 2030 Agenda. UAlg also participates in collaborative governance structures, notably as part of the Joint Coordination Commission, which brings together six government ministries, sixteen local municipalities, and environmental NGOs to promote integrated approaches to sustainable regional development. The university works closely with the Algarve Tourism Board and the Commission for Coordination and Development of the Algarve Region (CCDR Algarve) through the Algarve Sustainable Observatory, a multi-stakeholder platform that supports monitoring, knowledge transfer, and public policy on regional sustainability.

Volunteerism and civic participation are additional dimensions of UAlg's commitment to sustainability. The UAlg V+ leads local and national initiatives that promote social inclusion and fight hunger and food waste, fostering fairness and community well-being.

Waste management practices on campus are also aligned with sustainability goals. The total waste generated and recycled is monitored through estimates of container numbers and volumes collected by FAGAR, the municipal company responsible for urban waste, and ALGAR, the regional operator for selective collection and recycling.

Together, these initiatives contribute to a more sustainable and resilient Algarve, reinforcing UAlg's role as both a regional anchor institution and a driver of urban sustainability.

GOVERNANCE

UAlg's policy for the transition to more sustainable cities and communities has also focused on academia commute. Several initiatives have been successfully carried out, as the *UAlg Eco Bike programme*, awarded the National "Mobility on Bicycle" Award from the Portuguese Federation of Cycle Tourism and Bicycle Users continues to support light, sustainable mobility of students. In 2022, under the *Sustainable Horizons* project, 15 bikes were added to the previous 100. Within the same project, the walking trail *Seahorse Itinerary*, between Gambelas Campus and the Ria Formosa, aims to be a meeting point for students, staff, locals and tourists combining physical activity and outdoor activities and the observation of the beauty and sustainable in two works by Bordalo II, belonging to an array of around 200 pieces called "*Big Trash Animal Collection*" built several meters in height, through the 4 continents. Additionally, UAlg students under the age of 23 qualify for a 25% discount on public transportation through the "U23 pass" (recipients of social welfare services grants enjoy an increased discount of 60%).

In 2019, UAlg successfully participated in the Support Programme for Electrical Mobility in Public Administration (PAMEAP), resulting in the allocation of *four electric cars*. These electric vehicles replaced four petrol-running cars that were previously in use.

GOAL

12

RESPONSIBLE CONSUMPTION AND PRODUCTION

Ensure sustainable consumption and production patterns.



Photo: Polina Kuzovkova / Unsplash
Bali, Indonesia



TEACHING & LEARNING

2024/25

N° of Curricular Units taught registered for SDG 12 and % of total: 410; 11%

Study programmes

The University of Algarve's (UAlg) educational programmes have been developed with the objective of increasing student awareness of consumption choices and enhancing their knowledge of sustainable production methods. This is evident in the case of the bachelor's degrees in *Agronomy, Biotechnology, Bioengineering, Dietetics and Nutrition*, and Food Engineering. At master's and PhD level, courses include Aquaculture and Fisheries; Food Technology;

Horticulture. In addition, as part of its commitment to lifelong learning, UAlg provides a selection of open courses that focus on the concept of *responsible consumption and production*.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12–9–2025)

Scholarly output
(No. paper): **337**
Field-Weighted
(Citation Impact): **1.23**
Citation count: **5052**

Several ongoing research projects at UAlg aim to enhance regional sustainability, cultural heritage, and technological advancements in various industries, from agriculture to food production, and reduce the impacts of human activities in different ecosystems. Projects such as:

Impulso Mais Digital--AGRODIGITECH@SUL – that aims to strengthen agrarian sciences by integrating sustainability, digital transformation, and innovation into education and research to enhance environmental preservation and better prepare students for future labor market challenges; *ATTENTIA* – Sustainable agriculture of citrines with Artificial Intelligence; *NOVAFOODIES* – Demonstrating innovative food production systems using sustainable aquatic and marine resources to cater to eco-conscious consumers; *REVITALGARVE* – Revitalising rural areas in the Algarve through sustainable agricultural practices; *XtremeGourmet 2.0* – Promoting the consumption of halophyte plants as salt substitutes in culinary practices; and *Green fish oil from blue industry* – Implementing new technologies to produce fish oil from tuna processing by-products in a sustainable and innovative way.

COMMUNITY

The University is engaged in efforts to promote the development of a sustainable mindset within the academic community. This commitment is further evidenced by the “EcoCampus” flag, awarded by the European Blue Flag Association (ABAE), and the institution’s alignment with the Sustainable Universities initiative. Notably, the UAlg has *signed the Charter of Commitment of Portuguese Universities to Sustainable Development*, signifying its dedication to aligning its educational practices with the principles and practices of sustainability in higher education. Since 2018, the University has an action plan to reduce plastic waste on campus through the UAlg+Healthy-

Plastic programme. It is also noteworthy that UAlg is a signatory of the *Portuguese Plastic Pact*. This group of companies is dedicated to effecting change in established practices and collaborating with academic institutions to protect the planet from plastic pollution. The University of Algarve has demonstrated a commitment to fostering discussions on sustainability, environmental protection, volunteering activities and the education for Sustainable Development through several activities: *volunteer clean-up took place to remove Construction and Demolition Waste (CDW)* from Pinhal do Pontal, in the area surrounding Gambelas Campus of the University of Algarve (an initiative part of the *European University of the Seas SEA-EU Goes Greener* task; UAlg took part in a *series of events at the European Commission in Brussels to debate and shape future policies and initiatives on oceans and waters*, namely the ‘EU Mission Restore our Ocean and Waters, the European Ocean Pact, and the European Water Resilience Strategy’; as part of the European Commission-funded “European Universities Designing the Horizons of Sustainability (SHEs)”, the UAlg community and visitors now have *access to three outdoor classrooms/meeting spaces and a shelter for “Happy strays”* (UAlg V+) that promotes healthy interaction with animals; UAlg, thru the Adult Education and Community Intervention Research Centre (*CEAD*) participated in the European project *ESDEUS, European Universities as Community Leaders of the Education for Sustainable Development*; and, in 2024, UAlg hosted the *H2O & Sustainability Summit 2024* “Pioneering the Future of Technology and Sustainability”.

GOVERNANCE

UAlg adopts a policy of transparency, efficiency, effectiveness, and sustainability in the public procurement of services and goods. For instance, in the context of procuring services for

the management of hazardous waste, the company is obligated to train its personnel in the handling, storage, and processing of such waste, with a view to averting potential risks to health and the environment.

The University of Algarve has adopted a policy to minimize disposable items used by students and staff. Furthermore, the utilization of disposable items at all public events organised or hosted by UAlg is strongly discouraged. The majority of UAlg waste is subject to recycling. Specifically, organic waste from the canteen is collected and transported to experimental agricultural plots on the Gambelas campus, where it is processed into compost in dedicated units. The leftovers from canteens and food of a high nutritional value are donated to ReFOOD, a social non-governmental organization (NGO). ReFOOD in turn distributes meals to people experiencing food insecurity. The University follows national regulations concerning the discharge of wastewater. All potentially harmful chemical and biological substances are separated and sent in special containers to a specialized company for treatment.

Waste metric tonnes (mt)	2022	2023	2024
Amount of waste generated	144	140	142
Amount of waste recycled	92	105	107
Amount of waste sent to landfill	50	35	35

The amount of waste generated has remained relatively stable during the last years although the academic community has increased, while the amounts recycled and sent to landfill increased and decreased, respectively, compared to 2022.

GOAL

13

CLIMATE ACTION

Take urgent action to combat climate change and its impacts.

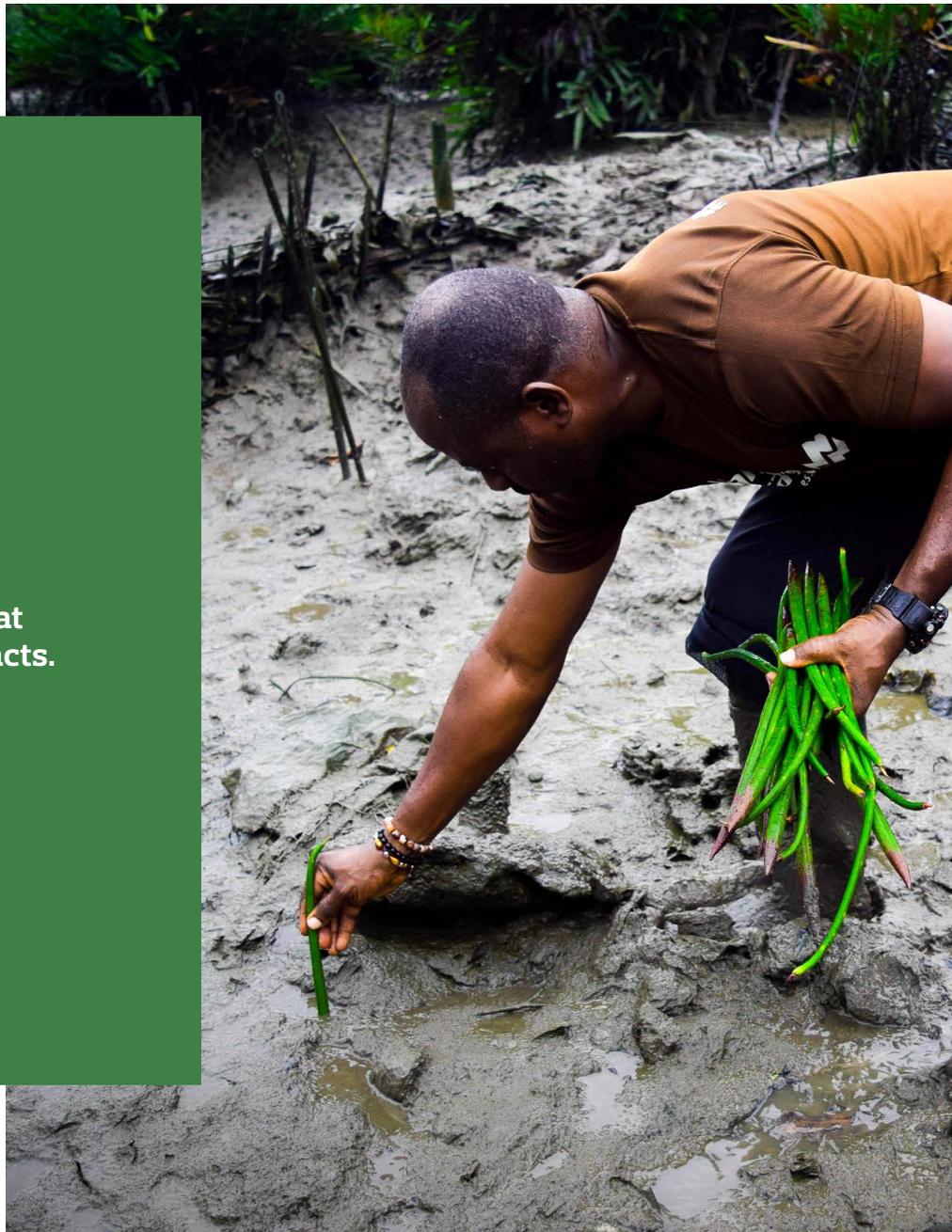


Photo: Jerry Chidi / Climate Visuals
Mangrove Restoration Project, Niger Delta, Nigeria

TEACHING & LEARNING

2024/25

No. of Curricular Units taught registered for SDG 13 and % of total: 347; 9.3%

Study programmes

UAlg promotes advanced training in sustainable water management through its *Master's Degree in Urban Water Cycle*, which addresses the challenges of climate variability and increasing water scarcity in the context of global change. The programme integrates hydrology, infrastructure, policy, and governance, equipping professionals with the knowledge to develop adaptive strategies for efficient

water use, climate resilience, and sustainable urban planning. This initiative supports both mitigation and adaptation to climate change at regional and local levels. Also, through the Erasmus Mundus *Master in Coastal Hazards, Risks, Climate Change Impacts, and Adaptation*, developed in partnership with the University of Cantabria (Spain) and the Delft Institute for Water Education (The Netherlands), UAlg prepares students for professional careers that address coastal risk management and climate adaptation. Graduates are equipped with the technical and analytical skills required to design and implement adaptation measures in vulnerable coastal areas.



RESEARCH

Publications 2020–2024

(Data source: Scopus, data
retrieved on 12–9–2025)

Scholarly output
(No. paper): **263**
Field-Weighted
(Citation Impact): **1.51**
Citation count: **4767**

Research events and initiatives

The University of Algarve (UAlg) actively contributes to local and international education programmes

on climate change adaptation and risk management. UAlg has a pole of a research centre exclusively dedicated to this theme: *CENSE – Centre for Research on the Environment and Sustainability*. The *Centre for Marine and Environmental Research (CIMA)* plays a key role in promoting scientific knowledge and innovation related to climate action, sustainable ecosystems, and environmental resources. Its mission includes improving the use of terrestrial, coastal, and marine ecosystems to foster sustainable economic development and job creation, while focusing on the prevention and mitigation of regional and global climate changes and associated natural risks.

In 2024, UAlg, through its Centre for Marine and Environmental Research (CIMA), joined the *CLARKS – Climate Change Adaptation in Schools* project, co-funded by the Erasmus+ Programme. This international initiative aims to develop innovative methodologies for integrating climate change adaptation and environmental awareness into school curricula. By fostering collaboration between universities, schools, and civil society organisations, the project promotes capacity-building among teachers and students, empowering them to take an active role in addressing climate challenges at the local level.

The University of Algarve, through its Centre for Marine Sciences (CCMAR), leads the project *MPA4Change –*

Enhancing Marine Protected Areas as Nature-Based Solutions for Adaptation to Climate Change: from Local Actions to Mediterranean Basin Strategy. Initiated in January 2024, this international initiative focuses on strengthening the climate resilience of Marine Protected Areas (MPAs) across the Mediterranean and adjacent Atlantic regions. *MPA4Change* promotes the integration of climate change adaptation strategies into conservation planning and management, emphasising nature-based solutions that mitigate climate impacts while supporting biodiversity. The project also develops ready-to-use tools for local authorities, establishes a network of experts, and contributes to the inclusion of adaptation principles in public policy frameworks. Through this initiative, the University of Algarve reinforces its leadership in applied climate research and its contribution to regional and transnational adaptation efforts.

COMMUNITY

UAlg Researcher Vania Serrão Sousa Ambassador for the European Climate Pact

This appointment follows the initiatives carried out in 2024 by the researcher at the UAlg branch of the Center for Environmental and Sustainability Research (CENSE), within the

GOAL
13

Photo: Adam Sébire / Climate Visuals
2019 Flood in Venice, Italy



framework of the European Green Week, through the European project Sustainable Horizons (SHEs), coordinated by the University of Algarve. Vânia Serrão Sousa has extensive research experience in the environmental field, with a focus on water resources. As an ambassador for the European Climate Pact, she aims to promote climate literacy through seminars, public lectures, and community projects centered on the fundamental role of water in climate change adaptation and mitigation. "My goal is to inspire communities and decision-makers to adopt sustainable water practices and, through scientific knowledge, empower people to drive climate action with impact at local, regional, national, and European Union levels."

Fostering Collaboration on Water and Sustainability

The *H2O & Sustainability Summit 2024*, hosted by UAlg, was an international event that brought together stakeholders from academia, business, and government to address pressing

challenges in water management, climate adaptation, and the circular economy. By promoting collaboration among universities, research centres, municipalities, and companies, the summit showcased UAlg's commitment to driving innovative solutions to regional and global climate issues. This event emphasized the importance of partnership in developing sustainable practices and technologies, particularly in addressing water scarcity and climate resilience.

GOVERNANCE

Total energy used:
23369 GJ with a
reduction of 0,74%
compared to 2023

Total energy used from
low-carbon sources:
15190 GJ (65%) with an
**increase of 4% compared
to 2023**

Commitment to Carbon Neutrality by 2035

The University of Algarve (UAlg) is committed to achieving *carbon neutrality by 2035*, aligning with the Greenhouse Gas Protocols. This goal reflects the university's focus on sustainability through energy efficiency, waste reduction, and renewable energy initiatives. UAlg's governance strategy is centered on three areas: energy, water, and resource management.

To reduce energy consumption, UAlg has automated HVAC systems, encourages efficient use of appliances, and promotes turning off equipment when not in use. In water management, the university optimizes irrigation and promotes responsible consumption, including the use of tap water. UAlg also works to



reduce single-use materials, particularly plastics, and minimizes paper waste, while promoting the fight against food waste and planting native species on campus as part of its environmental efforts.

Governance and Policy Support on Climate Change

The University of Algarve informs and supports local and regional governments in climate change disaster and risk early warning and monitoring through applied research conducted at its Centre for Marine and Environmental Research (CIMA). The *CREST – Coastal Resilience Remote Sensing Monitoring* project uses satellite imagery and automated data analysis to monitor coastal dynamics and resilience, providing knowledge that

strengthens regional early warning and adaptation systems for coastal hazards. Likewise, under the *THETIDA – Living Labs for Inclusive and Innovative Climate Risk Monitoring of Cultural Heritage* project (2023–2026), UAIG researchers develop operational hydrodynamic models to predict real-time hazards such as wave impact and sediment transport along the Algarve coast. These projects provide scientific data and modelling tools that inform local authorities and policymakers, enhancing preparedness, early warning capacity, and risk-based coastal management in the region.

Collaboration for Regional Adaptation and Resilience

In addition, the University of Algarve became an official auxiliary member of

the *ADAPT-LOCAL* network in October 2024, joining a national platform that promotes local adaptation to climate change. Through this membership, UAIG collaborates with municipalities, research institutions, and community organisations to advance bottom-up adaptation strategies and strengthen regional resilience. This partnership bridges the university's academic and research expertise with practical adaptation initiatives, fostering applied climate action, informed governance, and community engagement across the Algarve.

GOAL

14

LIFE BELOW WATER

Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

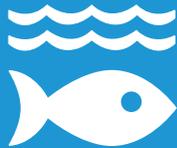


Photo: Sebastian Pena Lambarri / Unsplash
Maldives



TEACHING & LEARNING

2024/25

No. of Curricular Units taught registered for SDG 14 and % of total: 315, 8.4 %

Protecting the Ocean starts inland

There are free open courses on fresh-water ecosystems (water irrigation practices, water management/conservation) for local or national communities, with several other educational are bach programmes and master programmes on water irrigation practices, water management/conservation, namely Urban water cycle, water and coastal management, Applied ecohydrology, Sustainable Management

of Rural Areas. UAIG organizes also open courses, and free events and develops research projects, open to the community in water management: [Curso Livre de Circularidade da Água nas Cidades – Ações Locais | Universidade do Algarve.](#)

UAIG offer educational programme for local or national communities on sustainable management of fisheries, aquaculture and tourism

UAIG offers Bachelors and Masters degrees for decades in Aquaculture, Marine Resources, Coastal Sciences, Marine Biology, and Marine-related Tourism. We support the regulation and sustainable management of several



fisheries from small-scale fisheries (e.g., Crustapanha, Mar 2020) and deep-sea shark protection using EMREP technology (EEA Grant EMREP). With this, we are improving overall fishing data collection and reporting capabilities (compliance, scientific, and management) and reducing by-catch, using deep-sea elasmobranchs as a case study. Our team gives free lectures in schools on topics like fishing, aquaculture, and sustainable tourism. We continued to offer the BLUE ROUTE program open-access online courses via Moodle: Sustainable Fisheries, Blue Entrepreneurship, Marine Resource Traceability, GIS, Virtual Internships,

and Smart Aquaculture. In 2023/24, we launched a partnership with European HEI Erasmus – *Aquaculture 4.0 to provide tech training for fish farm technicians*. Improving overall fishing data collection and reporting capabilities (compliance, scientific and management) and reducing bycatch, using deep-sea elasmobranchs as a case study. (compliance, scientific, and management) and reducing bycatch AQUATECHInn 4.0 – Aquacultores.pt , EMREP – OLSPS.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12–9–2025)

Scholarly output
(No. paper): **715**
Field-Weighted
(Citation Impact): **1.36**
Citation count: **12832**

The ocean is the largest living space on Earth and a fundamental part of our planetary climate system. However, human activity, particularly in the form of greenhouse gas emissions, which have an adverse impact on the ocean's heat content, sea level and acidity, interferes with its ability to support marine and terrestrial life and hinders sustainable development worldwide. Through its research centres and researchers, UA Ig contributes to practical solutions and helps society to better understand and mitigate the risks posed by climate change to the ocean on which we all depend. Specific efforts by our research centres (CIMA and CCMAR) have contributed to:

- Implement robust, cooperative monitoring, reporting, and verification of new and emerging ocean-based carbon dioxide removal strategies to ensure measurable progress towards net-negative emissions while also protecting critical ocean ecosystems.
- Expand observing capabilities to measure the widest possible suite of essential climate and biological

GOAL
14

Photo: Derek Oyen / Unsplash
Two Hummock Island, Antarctica



variables to better understand and address the impacts of climate change on the distribution of ocean life, marine ecosystem health, biomass, and biodiversity.

- Develop capacity among island nations and developing countries and refine methodologies to account for contributions by the ocean's natural functions and the blue economy to climate stabilization through nationally determined contributions and national adaptation plans.

Marine conservation and monitoring in UAIG

Numerous outreach efforts through our research centers are reported every year to raise awareness about overfishing, illegal, unreported, and unregulated fishing, and destructive fishing practices. There are also several research projects to raise awareness about these subjects, eg, the ELASMOP project aimed to reduce shark discards from Portuguese crustacean bottom-trawl fisheries, where catch represents about 70% of the total captured. The FISHERIES, BIODIVERSITY AND CONSERVATION (research group of CCMAR/UAIG), has as its main objectives improved management and sustainable

exploitation of the multi-species resources fisheries of the Algarve coastal waters.

Protecting sharks and rays / CCMAR

CIMA R&D Unit conducts a number of research projects to reduce water pollution and discharges in order to protect aquatic ecosystems, wildlife, and human health. CENSE-UAIG pole also contributes to research in several water-related environmental threats. The University oversees monitoring aquatic ecosystems in the context of research projects at a global scale. Researchers developed during 2022 *several research projects with measures of aquatic ecosystem health*, ranging from omics to individual, population, and community indicators in a long time series database.

COMMUNITY

UAIG integrates *co-management committees from the Nature Protected area of Castro Marim and Vila Real de Santo António*, Costa Vicentina and Ria Formosa composed of the following: a) A

mayor of the municipalities covered by the protected area, who chairs the co-management committee; b) A representative of the ICNF, I.P.; c) A representative of higher education institutions relevant to the sustainable development of the territories covered by the protected area; d) A representative of environmental non-governmental organisations a, with active registration in the national register provided for in Law No. 35/98, of 18 July, as amended, relevant to



the sustainable development of the territories covered by the protected area;

e) Up to three representatives of other entities, not referred to in the previous paragraphs, relevant to the sustainable development of the territories covered by the protected area, depending on its complexity. UAIG has been represented and very active in the management of events, projects, and even a natural laboratory in those areas, is been *developed by UAIG with the Universidade da Madeira and Campus Sul.*

GOVERNANCE

UAIG coordinated consortium CEMAR

The *consortium CEMAR Ciência Língua Portuguesa (LP UNESCO) – Escolas de Ciências do Mar, coordinated by UAIG, selected in 24/25, 20 new PhD students from PALOP countries* (Africa and Timor Leste Portuguese-speaking countries) to develop their thesis projects, addressing environmental and governance issues of blue economy

and coastal areas of their countries, under the supervision of professors and researchers from Portuguese HEIs (UAIG, U. Aveiro, U. Açores, U. Madeira, UNOVA, U. Évora, and Politécnico de Leiria).

GOAL

15

LIFE ON LAND

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss.



Photo: Mike Arney / Unsplash

TEACHING & LEARNING

2024/25

No of Curricular Units taught registered for SDG 15 and % of total: 45, 6.5%

Study programmes

UAlg is committed to the preservation of life on land through a multi-faceted approach centered on education, research, and community engagement. The bachelor's degree in *Agronomy* and *Biology* are two of the educational programs our university offers on terrestrial ecosystems that focus on native plants and animals. *Geographic Information Systems; Horticulture; Landscape Architecture; Sustainable Management of Rural Areas; and Urban Water Cycle* are all included in the master level offer. *Agricultural and Environmental Science; and Marine,*

Earth and Environmental Sciences, are among the PhD programs.

The university hosts a number of community-based educational events, including themed nature walks, to increase awareness of the importance of protecting the Algarve's wild flora and ecosystem services. This is demonstrated by numerous initiatives addressing critical terrestrial challenges, particularly water scarcity and sustainable resource management in the Algarve region. The university hosts doctoral conversations and public events focused on *water management as a key to survival, climate change, sustainability, and citizenship*, directly linking these issues to the health of local and national ecosystems. Furthermore, UAlg actively seeks solutions for regional drought, emphasizes the importance of natural



resource management for the country's future promotes education for sustainable development, and integrates partnerships to support sustainable agri-food businesses, thereby fostering practices that protect terrestrial biodiversity and promote long-term land conservation.

RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12–9–2025)

Scholarly output
(No. paper): **225**
Field-Weighted
(Citation Impact): **1.34**
Citation count: **3363**

Maintain and extend current ecosystems' biodiversity

UAlg has several research centres that support efforts to preserve and expand existing ecosystems and their biodiversity, including both plants and animals, particularly in threatened ecosystems such as *Ria Formosa's barrier islands*. These coastal landforms threatened by rising sea levels are critical for several species of migratory birds. Another threat to South Iberia is *desertification*.

Many scientific projects concerning land ecosystems are being developed in the *UAlg Pole of MED*, whose mission is to promote the sustainability of Mediterranean agriculture and related ecosystems for rural development and societal well-being.

UAlg is a member of several Competency Centres coordinated by the Ministry of Agriculture, Forestry, and Rural Development. These centres aim to promote research and development (R&D), namely *MEDUAlg* and technology transfer on conservation and sustainable land use, including forests and wild lands.

COMMUNITY

UAlg works directly to protect wild land and forest through research and collaboration with local and international authorities. It has several projects related to the protection of wildlife in wild land, mitigating anthropogenic action (e.g., water scarcity) through participation and promotion of reforestation of areas in the Algarve and dune preservation. These include volunteering activities and capacity building:

- *Drought in paradise, water solutions in the Algarve;*
- *UAlg hosts meeting on the importance of natural resource management for the future of the country;*
- *UAlg joins Iberian partnership to support companies in the agri-food sector.*

GOVERNANCE

The *2021–2025 Strategic plan* and planned activities unequivocally commit UAlg to the UN's sustainable development goals.

UAlg promotes the conservation, restoration, and long-term use of terrestrial ecosystems. The universities unambiguously commit to the UN's sustainable development goals with regional organizations, namely through partnerships with *ADAPT.LOCAL* - "Rede de Municípios para a Adaptação Local às Alterações Climáticas", where the preservation of terrestrial ecosystems and native biodiversity is one goal. The university organizes educational and volunteer programmes that are open to the public, such as thematic nature walks with specialists who raise awareness of the importance of preserving nature; the preservation of autochthonous species. UAlg organizes educational and volunteering programmes, open to the community. They include thematic nature walks with specialists who raise awareness of the importance of preserving nature and projects on nature conservation in the Gambelas Campus and surroundings to preserve autochthonous species and to the risk of climate change, highlight the fact that the *Hippocampus Itinerary* was included in the Adapt local.

GOAL

16

PEACE, JUSTICE AND STRONG INSTITUTIONS

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.



Photo: Mohammed Ibrahim / Unsplash
Gaza Strip



TEACHING & LEARNING

2024/25

N° of Curricular Units taught registered for SDG 16 and % of total: **193, 5.2%**

Study programmes, Outreach, Upskilling and Capacity-building

UAlg has a *diverse educational offer* that prepares students to foster fair and robust institutions through enhanced professional skills, ethical values, and a commitment to justice. Examples of this include all courses (bachelor /1st cycle, master /2nd cycle and doctoral level) in the areas of Management, Business

Administration, Human Resource Management, Entrepreneurship and Innovation, Marketing and Social, Occupational and Organisational Psychology.

Since 2021, the *Skills4All* institutional project has been developing several programmes to support the professional conversion and upskilling, reskilling, and capacity building of adults through lifelong learning (*Impulso Adultos PRR Programme*).

UAlg Promotes Inclusive Education

A *support office for students with special educational needs* (GAENEE) has been established at UAlg since



the early 2010s. Its aim is to welcome and support students with specific academic needs. UAlg has implemented several specific conditions, based on the institution's recognition of the right to difference, to meet the principles of an inclusive school where no one is left out. We strive to provide all students with an equal, high-quality education that respects their needs and characteristics, assisting in their transition into active life as members of the society to which they are legally entitled, with the most significant degree of autonomy and independence possible.

UAlg Promotes Inclusive Education

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RESEARCH

Publications 2020–2024

(Data source: Scopus, data retrieved on 12-9-2025)

Scholarly output

(No. paper): **67**

Field-Weighted

(Citation Impact): **0.96**

Citation count: **6886**

UAlg has a *statutory policy* on supporting academic freedom, founded on principles of democracy and participation, based upon respect for identity. The institution encourages the free expression of ideas and opinions, promoting the freedom of scientific, cultural, and technological creation. UAlg supports open access to science and knowledge and has signed the *DORA agreement* in 2018 and in 2022 started the Sustainable Horizon EU Project, with, among others, the aim to promote open science policy. We conduct a variety of focused research projects in collaboration with national and regional government

agencies, primarily through our *research centres*. UAlg also plays a vital role in the *Competencies Centres*, under the coordination of the Ministry of Agriculture, Forestry and Rural Development).

COMMUNITY

UAlg V+ Volunteering Group was founded to promote social justice and peace. This group establishes partnerships with organizations and services to carry out volunteering initiatives in the social, educational, scientific, sporting, cultural, environmental, and leisure contexts. Furthermore, it encourages specific cooperation activities with groups, associations, and local entities in order to provide positive and stimulating experiences, especially for vulnerable groups.

Both our Strategic Plan and *Quality Manual* stress the significance of external stakeholders to the University's mission. UAlg is committed to promoting sustainability by innovating and engaging in education and research in close collaboration with the community.

GOVERNANCE

UAlg has three bodies that ensure the institution is efficient and transparent: the *General Council*, the *Students' Union*, and the *Academic Senate*. These bodies play crucial roles in developing the institution and monitoring its activities. Since 2010, UAlg has a *Risk Management Plan for Corruption and Related Offences*. In the preparation of this Plan and in the identification of prevention measures, the Services most susceptible to the risks of committing related offences have been involved, namely the Human Resources, Financial and Asset Services, Technical Services, Academic Services and Property Support Office Intellectual. The report for 2015–2019 was published in 2020. UAlg has also a *Code of Ethics* and a *Code of Conduct*.

GOAL

17

PARTNERSHIPS FOR THE GOALS

Strengthen the means of implementation and revitalise the global partnership for sustainable development.



Photo: Matthew TenBruggencate / Unsplash
United Nations, New York, USA



TEACHING & LEARNING

Through its teaching mission, the University of the Algarve (UAlg) actively supports and promotes efforts to deepen understanding of ongoing natural and human-induced changes, while fostering the development of mitigation and adaptation strategies. These efforts place a strong emphasis on capacity building in the Algarve region, across Europe, and in developing countries.

In 2024, UAlg, as a higher education institution, was firmly committed—both individually and through strategic partnerships—to advance the United Nations Sustainable Development Goals (SDGs). This commitment reflects our dedication to social responsibility and sustainable development.

Our educational offerings are diverse,

ranging from short-term open courses and lifelong learning initiatives to comprehensive degree programs. These programs increasingly integrate pedagogical innovation and prioritize quality, inclusiveness, and the continuous improvement of teaching and learning processes.

In 2024, UAlg seized the opportunity to offer higher education students workshops through the EQUINI consortium, titled "Implementation of Effective Practices for the Development of Students' Emotional Intelligence with Particular Emphasis on Anti-Discrimination Activities at European Universities" *UAlg organizes Summer School about emotional intelligence and combating discrimination | University of Algarve EQUINI - EQ for anti-discrimination - Erasmus+ co-funded by EU project.*



These sessions focused on developing emotional intelligence and combating all forms of discrimination in higher education. Students are engaged in a multicultural learning experience aimed at recognizing emotions, shaping thought and behavior accordingly, fostering empathy, understanding discrimination, avoiding prejudice, embracing diversity, supporting marginalized groups, and effectively challenging negative attitudes. At the national level, UAIG, in partnership with CAMPUS SUL, NOVA University, and the University of Évora, launched a joint bachelor's degree in Ocean Studies. Additionally, the university advanced the Campus Sul initiative, which promotes a

sustainable future for the region through collaborative projects addressing critical challenges such as water scarcity and clean energy, including the H2 Talent project (<https://h2talent.eu/consortium/> Horizon Europe). Also at the European level, within the framework of the European University of the Seas (SEA-EU), two new joint degree programs were approved under the Agency for Scientific and University Quality of Andalusia (ACCUA): Bachelor's in Sea Sustainable Economy (SEABLUE) AND Master's in Port Sustainable Management (MIPMAL) (*Congress at UAIG marks start of SEA-EU's internationalisation strategy | University of Algarve*). Both programs align with the European Approach and have been awarded the European Degree Label for Bachelor's and master's level. At a doctoral level, UAIG also promoted within the consortium SEA-EU the support to PhD students launching a specific call for grant for joint supervision and international cotutelles with Alliances partners outside Europe. In 2024 again within CEMAR consortium,

Ciencia LP UAIG coordinated the launching of more 20 scholarships for PhD students from Portuguese-speaking countries from Africa and Timor Leste. (*Jobs and Career Opportunities in Europe | EURAXESS*). All degrees at UAIG are designed with courses that contribute to SDGs, primarily SDG 4 Quality of Education, as reflected in the percentage of UAIG courses already classified under this goal. However, our ambition goes further: to strengthen our contribution to all SDGs. Through innovative educational methodologies, that ensured that our academic community acquires the professional knowledge and personal skills necessary to drive sustainability and global progress, and this is also express in our contribution to SDG 8, namely to achieve sustainable and inclusive economic growth. In 2024 we also implemented several *workshops within international projects* (ESDEUS, SHEs) to promote among professors from all faculties and schools to the education towards the UN SDGs.

Percentage of Curricular Units classified under a certain SDG

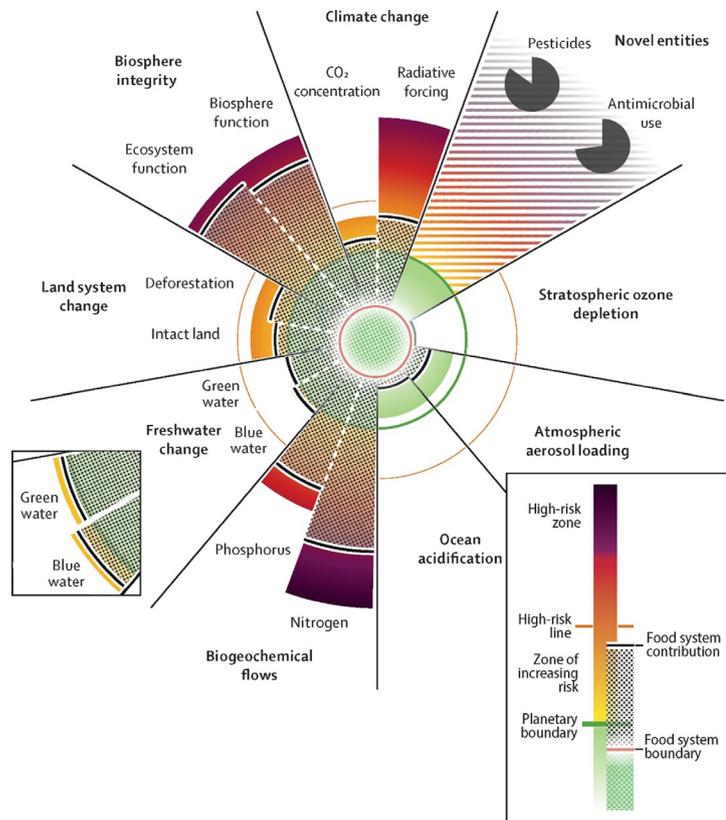


GOAL
17

RESEARCH

Research with a global purpose is more than ever needed, in response to the planetary threats, setting safe levels for Human pressures have pushed the Earth system deep into the Anthropocene, threatening its stability, resilience and functioning. The Planetary Boundaries (PB) framework emerged against these threats, setting safe levels to the biophysical systems and processes that, with high likelihood, ensure life-supporting Holocene-like conditions details in the recent report

The Lancet [https://doi.org/10.1016/S0140-6736\(25\)01201-2](https://doi.org/10.1016/S0140-6736(25)01201-2).



The Relative Activity Index (RAI) of UAlg for the Sustainable Development Goals (SDGs)

To assess the University of Algarve's (UAlg) research engagement with the United Nations Sustainable Development Goals (SDGs), we calculated the Relative Activity Index (RAI) for the period 2020–2024. This metric provides a comparative measure of UAlg's research intensity on each SDG relative to global and national benchmarks.

SDG Publication Share

For each SDG, we determined the proportion of UAlg's publications addressing that goal by dividing the number of SDG-related publications by UAlg's total publication output during the reference period. This yields a percentage representing UAlg's research focus on that SDG. The UAlg Relative Activity Index (RAI) on Sustainable Development Goals is defined as the proportion of an entity's publications in a subject area, expressed as a percentage

of the global share of publications in the same subject. A value of 1.0 indicates that the entity's research activity in a field is equivalent to the global activity in that field. A value higher than 1.0 implies a greater emphasis, whereas a value lower than 1.0 suggests a lesser focus.

Global and National Comparison

The same calculation was applied to global affiliations and to Portuguese higher education institutions. Global RAI: UAlg's percentage for a given SDG divided by the global percentage.

National RAI: UAlg's percentage divided by the Portuguese average.

Exceptional Focus on SDG 14 – Life Below Water

UAlg exhibits a remarkable specialization in SDG 14, with an engagement level approximately 15.85 times higher than the global average. This reflects the university's strong

marine and ocean research tradition and its strategic positioning in coastal and maritime studies.

Strong Contributions to SDG 12 and SDG 13

Research related to SDG 12 (Responsible Consumption and Production) (4.16 higher), Life on land (3.75 higher), and SDG 13 (Climate Action) (2.86 higher) significantly exceeds global averages. These results underscore UAlg's commitment to sustainability in resource management and climate resilience.

Alignment with National Trends

The Portuguese RAI (highlighted in red in the accompanying plot) mirrors UAlg's global pattern, confirming the university's leadership in areas critical to national and regional sustainability. Notable contributions include SDG 12, SDG 13, SDG 14, and SDG 15 (Life on Land), reinforcing UAlg's role in biodiversity conservation and terrestrial ecosystem research.

**SDG Relative Activity Index
2019–2024**

— University of Algarve
— Portugal
- - World



The figure depicts RAI for SDGs 1–16, illustrating the extent of UAAlg. It should be noted that Scopus does not map research keywords against SDG 17, as it also obvious from table below.

All subject areas (ASJC) by SDG 1–16

Year range: 2020 to 2024
Data source: Scopus, October, 6 2025

SDG	Scholarly Output	Field-Weighted Citation Impact	Citation Count
SDG 1: No Poverty	13	0.81	58
SDG 2: Zero Hunger	145	1.23	2,315
SDG 3: Good Health and Well-being	486	1.36	8,964
SDG 4: Quality Education	105	2.13	1,086
SDG 5: Gender Equality	23	1.53	239
SDG 6: Clean Water and Sanitation	210	1.26	4,210
SDG 7: Affordable and Clean Energy	141	1.17	2,216
SDG 8: Decent Work and Economic Growth	282	1.30	3,988
SDG 9: Industry, Innovation and Infrastructure	213	1.50	4,530
SDG 10: Reduced Inequality	53	0.99	525
SDG 11: Sustainable Cities and Communities	198	1.05	2,973
SDG 12: Responsible Consumption and Production	337	1.23	5,167
SDG 13: Climate Action	264	1.49	4,848
SDG 14: Life Below Water	715	1.36	13,076
SDG 15: Life on Land	225	1.33	3,424
SDG 16: Peace, Justice and Strong Institutions	67	0.96	903

However, we can analyse UAAlg's impact on SDG 17 using the Times Higher Education Impact ranking, where SDG 17 is the count of all publications from SDGs 1–16. Eight (8) research metrics are used across 17 SDG rankings:

- Scholarly Output (THE Impact)
- Field-Weighted Citation Impact (5 Year) (THE Impact)
- Publications in Top 10% Journal Percentiles by CiteScore (THE Impact)
- Views Count (THE Impact)
- Female Co-authorship (THE)
- Co-authorship with Low or Lower-middle-income Countries (THE Impact)
- Clinical Trials Citations Count (THE)
- Citing-Patents Count (THE)

However, we can analyse UAIG's impact on SDG 17 using the Times Higher Education Impact ranking, where SDG 17 is the count of all publications from SDGs 1-16. Eight (8) research metrics are used across 17 SDG rankings:

THE Impact Rankings – SGD 2025	SDG Rank (THE)	SDG Score (THE)	Scholarly Output (THE)	Field-Weighted Citation Impact 5 year (THE)	Output in Top 10% Journals (THE)
SDG 1: No Poverty	401–600	45.8–52.9	62nd	42nd	
SDG 2: Zero Hunger	101–200	63.0–72.4	84th	63rd	84th
SDG 3: Good Health and Well-being	401–600	57.2–63.3	69th	-	
SDG 4: Quality Education	401–600	56.3–61.8	78th	-	77th
SDG 5: Gender Equality	101–200	63.2–67.8	66th	-	69th
SDG 6: Clean Water and Sanitation	301–400	51.4–56.0	85th	60th	84th
SDG 7: Affordable and Clean Energy	201–300	56.8–60.7	64th	55th	73rd
SDG 8: Decent Work and Economic Growth	401–600	54.8–62.0	88th	-	86th
SDG 9: Industry, Innovation and Infrastructure	201–300	70.8–80.5	75th	-	
SDG 10: Reduced Inequalities	201–300	62.5–68.6	74th	60th	73rd
SDG 11: Sustainable Cities and Communities	401–600	43.6–53.0	82nd	49th	84th
SDG 12: Responsible Consumption and Production	101–200	74.0–82.3	91st	50th	88th
SDG 13: Climate Action	101–200	61.3–69.3	87th	59th	88th
SDG 14: Life Below Water	101–200	57.3–69.4	99th	74th	99th
SDG 15: Life on Land	101–200	64.5–76.4	89th	64th	91st
SDG 16: Peace, Justice and Strong Institutions	101–200	68.1–75.8	77th	58th	82nd
SDG 17: Partnerships for the Goals	201–300	81.8–86.5	78th	-	

The detailed analysis of 2024 results (see below) shows a slight trend of increase of co-authorship of UAIG researchers with Low or Lower-middle Income Countries .

Research metric details for SDG 17: Partnerships for the Goals

201–300

SDG Rank (THE)

81.8–86.5

SDG Score (THE) ⓘ



Research metric ⓘ

Scholarly Output (THE)

Co-authorship with Low or Lower-middle Income Countries (THE)

Weight (%)

Value

Metric rank percentile ⓘ

13.55%

1,908

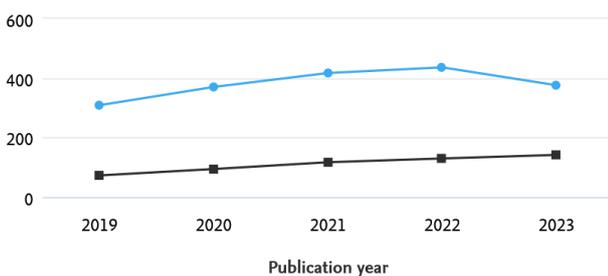
78th

13.55%

0.093

61st

Scholarly Output (THE)



1,908

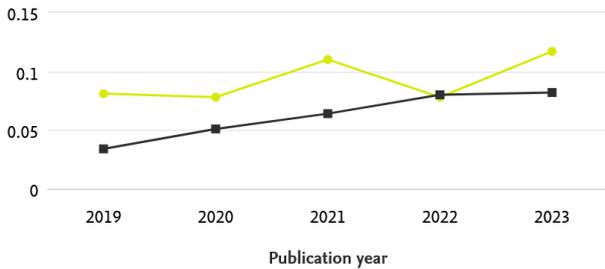
The number of publications at the university related to SDG 17

[View list of publications](#)

Metric name	2019	2020	2021	2022	2023
Publications	309	370	417	436	376
Median	73	94	117	130	142

GOAL
17

Co-authorship with Low or Lower-middle Income Countries (THE)



0.093

The ratio of the university's Scholarly Output where one or more co-author is associated with a university that is based in a low or lower-middle income country

[View list of publications](#)

Metric name	2019	2020	2021	2022	2023
● Co-authorship ratio	0.081	0.078	0.110	0.078	0.117
■ Median	0.034	0.051	0.064	0.080	0.082

COMMUNITY

The consortium Sustainable Horizons, coordinated by UAIG in 2024, implemented several events in the communities of different regions around the world, namely:

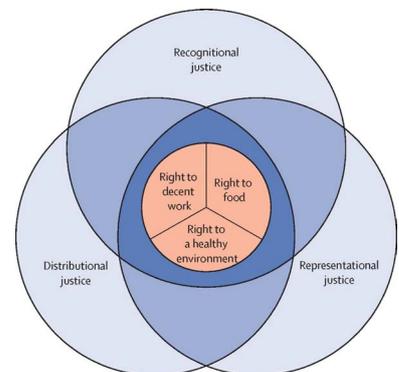
- *SHEs Project Meeting Illuminates Pathways for Eco-Innovation in Lathi | University of Algarve;*
- *Open Science Presentation and Closure Event of the SHEs project in Santiago do Chile– Sustainable Horizons.*

There were constructive discussions regarding how entrepreneurship and open Science practices need to be integrated in our specific environment, what can be the university's role in institutional change regarding gender equality, how universities can contribute to innovation within entrepreneurship, what non-academic linkages should be developed within universities based on the Agenda 2030 and the long-term sustainability of the SHEs Consortium, with partners from all over the world.

GOVERNANCE

Planetary Boundary (PB) science is essential to prevent further Earth system risks and has sparked new research on the precision of safe boundaries. Human development within planetary boundaries defines sustainable development, informing advances in social sciences. Each PB translates to a finite budget that the world must operate within, requiring strengthened global governance. The PB framework has been adopted by

businesses and informed policy across the globe, informing new thinking about fundamental justice concerns. It has inspired, among other concepts, the planetary commons, planetary health and doughnut economics. Each higher education institution needs to contribute not only with quality education and excellence in research but also with strong governance aligned with these global and specific goals and UAIG is also committed to those goals.



The Lancet [https://doi.org/10.1016/S0140-6736\(25\)01201-2](https://doi.org/10.1016/S0140-6736(25)01201-2).

The achievements of the University of Algarve (UAlg) in the previous Sustainable Development Goals (SDGs) 1-16 were supported by an extensive and diversified academic impact achieved through global partnerships across all continents. These partnerships have been increasing since the last report in 2023, primarily with other Higher Education Institutions (HEIs) but also with non-academic institutions.

One of the strategic priorities of UAlg is to establish partnerships with a view to achieving the 17 Sustainable Development Goals. To achieve this priority, UAlg offers its staff, faculties, schools, research centres and services encouragement and support in the implementation of:

- Outreach and social engagement activities.
- Collaborations with NGOs.
- Consultancy for regional, national, and international stakeholders.
- *Volunteering* actions with local institutions.
- Gathering several institutional certifications related to the SDG, such as the FISU "HEALTHY CAMPUS" certification.

UAlg maintains Platinum Seal in FISU Healthy Campus Programme / University of Algarve.



In 2024, UAlg governance marked the start of the extraterritorial strategy of the European University of the Seas (SEA-EU), with the SEA-EU congress in Gambelas Campus, where more than 40 academic and non-academic leaders met, aiming to transform the European consortium into a global partnership, highlighting its importance for the planet and a more sustainable future.

To achieve this goal, a Global Gateway Declaration was signed by the representatives of the SEA-EU Alliance universities, as well as their strategic partners, both academic and non-academic. This declaration translates into a joint commitment to tackle global challenges that contribute to sustainability, such as migration, gender balance and open science, while focusing

on climate neutrality, the transition to clean energy, sustainable industry, agriculture and mobility. Furthermore, as a result of the SEA-EU Congress, external partners from all continents and island states have shared their views on protecting biodiversity, particularly marine biodiversity, the potential of the sea economy for sustainable food production, and the well-being of citizens

GOAL
17

in coastal areas. The results of the Future Leaders Forum were highlighted in the signed document, which also reflected the perspective of Generation Z. The closing session was chaired by the Portuguese Minister for Science, Technology, and Higher Education, Elvira Fortunato.

Congress at UAlg marks start of SEA-EU's internationalisation strategy | University of Algarve.



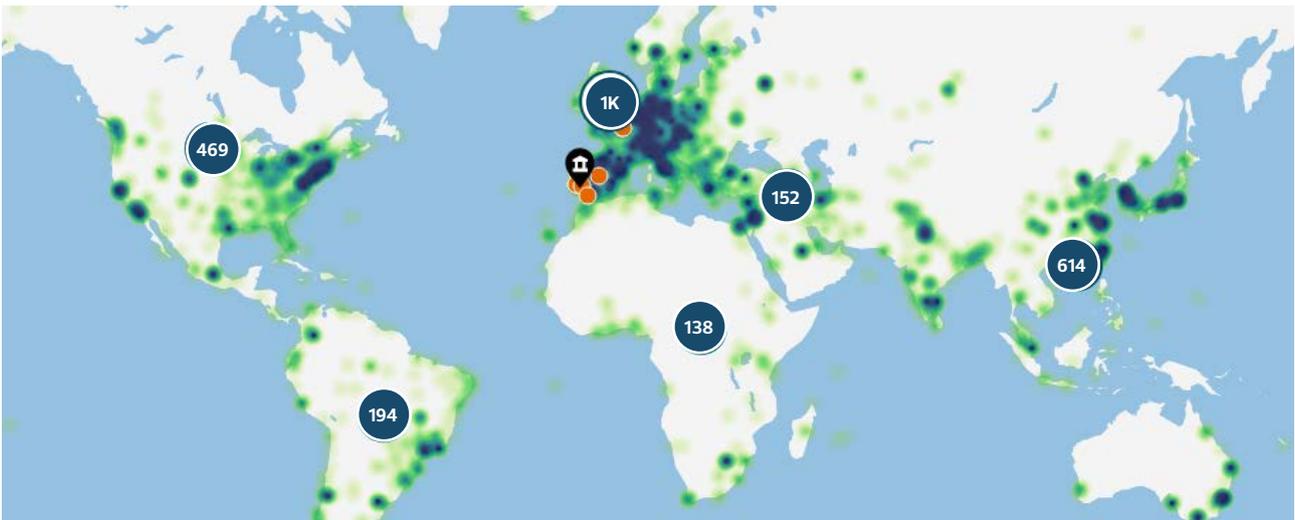
GOAL
17

Mapping scientific publications and co-authorships with international partners, based on SCOPUS all-sector data, government institutions, corporate entities, and medical collaboration, enables an analysis of UAIG's diversified relationships across all continents and with various organizations from 2020 to 2024. The increase of co-production was more evident in the Academic sectors, non-academic sectors were also increasing in all continents (see below).

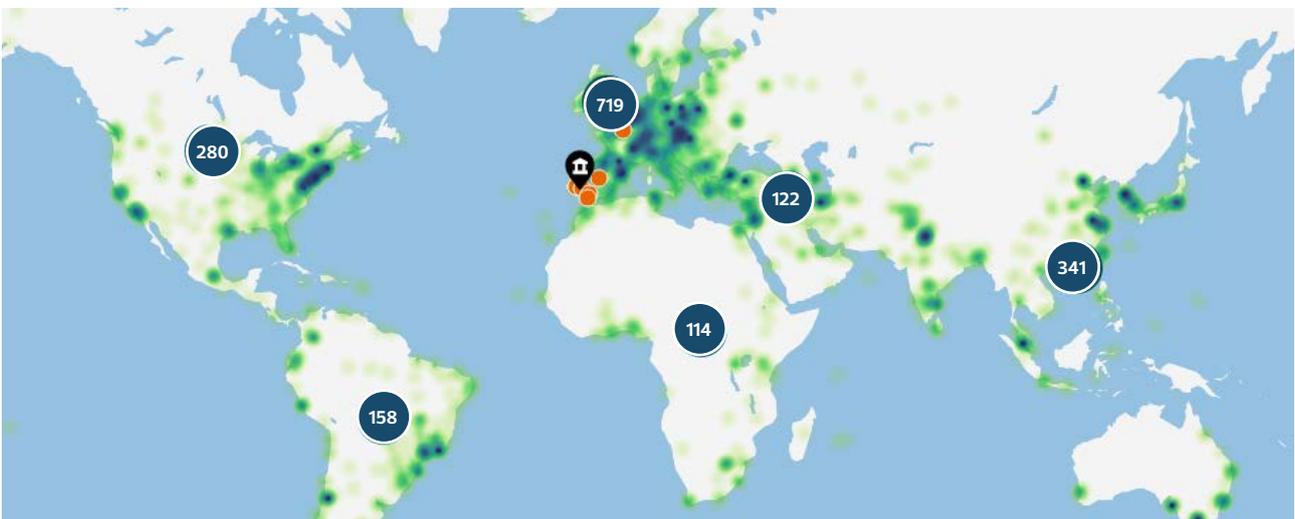
We increased the number of collaborating institutions from both academic and non-academic sectors through co-authorships from the last report (2019-2023) to the present report (2020-2024). Notably, in South America and Asia, the numbers rose from 174 to 194 and 569 to 595, respectively (data retrieved on 6-11-2025).

- Number of collaborating Institutions
 - Top 10 Institutions worldwide by co-authored publications
- LOW  HIGH

All Sectors



Academic collaboration



Corporate collaboration



Government collaboration



Medical Collaboration





*"Photo: Luca Bravo / Unsplash
Lago di Braies, Italy"*

ABBREVIATIONS

AMAL – Algarve Municipalities Association
AULP – Association of Universities of Portuguese Speaking Countries
CCMAR – Centre of Marine Sciences
CEAD – Centre of Adult education and communitarian Intervention
CENSE-UAAlg – Pole of Environmental and Sustainability Centre
CIMA – Centre of Marine and Environmental Sciences
CINTURS – Centre for Research in Tourism, Sustainability and Well Being
EU – European Union
HEI – Higher Educations Institutions
NGO – Non-Governmental organization
MED-UAAlg – Pole of the Mediterranean Institute for Agriculture, Environment and Development
R&D U – Research and Development Units
SDG – Sustainable development Goals
UAAlg – University of Algarve
UN – United Nations

October 2025

Erasmus+ project Implementation of effective practices for the development of students' emotional intelligence with particular emphasis on anti-discrimination activities at European universities.
<https://equni.eu/>

The monitoring developed of SDG in tis reports have been done partially within the Sustainable Horizon project-SHEs



Funded by
the European Union



Foto: Adobe Stock
Mother and calf Humpback whale