جامعة بيروت العربية
BEIRUT ARAB UNIVERSITY

SUSTAINABLE DEVELOPMENT GOALS

SDG 17: PARTNERSHIPS FOR THE GOALS







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Beirut Arab University
SDG 10 Reduced Inequalities

University and Community Alignment Report | Lebanon

Evidence review updated 19 October 2026

Understanding the goal

SDG 10 seeks to reduce inequality within and among countries. It addresses social and economic inclusion, equal opportunity, discrimination and the participation of people who face structural barriers. A university contributes through fair access, accessible learning and employment, targeted support and services that reach people whose circumstances limit their opportunities.

Evidence: United Nations SDG 10 targets

BAU's contribution

BAU's published frameworks and activities address financial need, disability, Palestinian students, refugee-related professional capacity and access to health services. These contributions involve academic and administrative teams as well as student volunteers. The strongest account recognises that different groups encounter different barriers and that a policy or an outreach event alone cannot demonstrate that inequalities have been eliminated.

Relevant UN targets	Focus of this report
10.2	Social and educational inclusion
10.3	Equal opportunity and reduced discrimination
10.7	Relevant support and professional capacity in displacement contexts

Students staff and community

Students can use targeted support and help identify barriers in university life. Academic staff make learning arrangements practical, while administrative, library and technology employees support access to services. Community organisations help connect assistance with people whose financial circumstances, disability or displacement affect their opportunities.

Evidence approach: dated activities and research from 2021–2026 are prioritised. Standing services are identified as such; policies and agreements have no date cutoff. Original links accompany the evidence. The final page proposes improvements and does not claim they are already implemented.

Inclusive participation in university life

A published disability framework

BAU's Disability Policy describes academic adjustments, accessible learning resources, counselling and support for students with different disabilities. It establishes an institutional basis for identifying barriers and arranging assistance. The published framework should be supported by individual arrangements and practical checks of access rather than treated as proof that every physical and digital barrier has been removed.

Evidence: BAU Disability Policy

Academic staff can make course expectations and assessment arrangements clear. Administrative employees can support registration and service navigation, while library and technology teams can help ensure that materials are usable. Students should have an appropriate route to request support without repeatedly disclosing personal information to unrelated offices.

Equal treatment and a route to raise concerns

BAU's equality framework commits to nondiscrimination in admissions and employment and describes a basis for reporting concerns. This is relevant to students, academic staff and administrative employees. Fair treatment needs consistent decisions and follow-up as well as a written commitment.

Evidence: BAU admissions and employment equality policy

Addressing financial barriers

BAU's social financial aid arrangements use information about students' circumstances to assess tuition-support needs. This provides a targeted access mechanism. The published page includes older application instructions, so current applicants need the university's confirmed dates and requirements.

Evidence: BAU social financial aid framework

Financial and accessibility barriers can overlap. A student may need both tuition assistance and an adjustment to learning arrangements. Coordinated support can help address the full situation while protecting privacy. An inclusive approach should also recognise that students may be reluctant to ask for help or may not know which service is responsible.

Support for marginalised and displaced communities

Scholarship cooperation for Palestinian students

BAU's agreement-based scholarship page describes assistance through Unite Lebanon Youth Project for Palestinian students in specified Teaching Diploma and Doctor of Physical Therapy programmes. The arrangement is targeted and programme-specific. It should not be described as an unrestricted scholarship available to every applicant in every degree.

Evidence: BAU agreement based scholarships

A targeted scholarship can address a barrier that a general admissions process does not resolve. Its effectiveness depends on understandable eligibility, reliable referral and support during study. Students may also need academic guidance or help navigating professional pathways after graduation, depending on the programme and their circumstances.

Building NGO capacity in refugee contexts

The Erasmus+ MORALE project, coordinated by BAU, brought universities and NGO partners together to strengthen education and lifelong learning in NGO management, with particular attention to refugee inclusion. Activities continued within the recent evidence period. Its contribution is professional and institutional capacity; it does not establish that every refugee community received a direct BAU service.

Evidence: University of Alicante MORALE project and partners

A framework for cooperation with a community organisation

BAU's agreement with the Sidon Orphan Welfare Society, dated 20 October 2021, provides a basis for cooperation involving education and community support. The agreement is evidence of an institutional relationship; each subsequently delivered activity requires its own record.

Evidence: BAU and Sidon Orphan Welfare Society agreement

These examples show why partnership design matters. Community organisations understand practical barriers and can help identify suitable support, while university staff contribute specialist knowledge and supervision. Students can participate through properly structured learning and volunteering. Clear responsibilities help prevent support from depending entirely on a single event or an individual volunteer.

A new targeted cooperation framework

The October 2026 protocol with Al-Irshad and Al-Islah Association provides scholarships under BAU rules and cooperation on youth psychosocial support. It expands the documented partnership framework, while the reach of each service and award depends on subsequent implementation.

Evidence: BAU charitable association cooperation protocol October 2026

Reducing barriers through services and inclusive research

Dental care that reaches beyond campus

BAU's Mobile Dental Clinic publishes free dental outreach provision. Taking a supervised service to communities can reduce travel and cost barriers for people who may not otherwise obtain care. Access should be understood within the clinic's actual service scope and arrangements.

Evidence: BAU free Mobile Dental Clinic services

The practical value of outreach depends on appropriate assessment, safe care and clear referral where further treatment is needed. Student learning must remain supervised and community members should understand what the visit can provide. Recording follow-up would help show whether an initial encounter leads to continuing care.

Community health learning for women

BAU's September 2026 Women's Health Fair provides a recent example of community health education and engagement. Such activities can help make information and professional contact more accessible, while their effect on longer-term health access requires follow-up evidence.

Evidence: BAU community Women Health Fair September 2026

Research with potential accessibility benefits

BAU's 2024 bionic prosthetic arm research addresses an assistive-technology problem. Its relevance is the development of technical knowledge with potential accessibility benefits; a prototype is not equivalent to a clinically established, affordable service.

Evidence: BAU bionic prosthetic arm research published 2024

Inclusion should inform the design of research as well as its eventual application. Intended users can help identify what matters in daily life, including comfort, cost and the ability to maintain a device. Students and staff can learn to assess whether a technically successful design is usable by the people it is intended to support.

BAU's evidence therefore spans institutional access and community engagement. These contributions should be assessed in terms of the barriers they address, the people reached and the changes observed, rather than assuming that participation figures alone measure reduced inequality.

Priorities for strengthening the contribution to SDG 10

The following recommendations would help BAU understand who can benefit from its opportunities and where barriers remain. They build on published support mechanisms and partnerships rather than claiming that the proposed measures already exist.

Review access across the full student journey

An inclusion review could examine information, application, registration, teaching, assessment, placements and completion. Students with different experiences should be able to contribute safely. Findings should lead to named actions and a timetable, with results reported in a form that protects individual privacy.

Priority	Suggested evidence of progress
Accessible learning	Completed access reviews and resolved barriers
Targeted support	Eligibility, uptake and continuation
Community services	Reach, referrals and follow-up
Fair treatment	Accessible procedures and reviewed responses

Make support understandable and coordinated

A clear service guide could state who is eligible, how to request help, what information is needed and where to seek review. Staff development could focus on practical inclusion in teaching, communication and service delivery. Accessible formats and direct contact options would help people who cannot navigate a complex website.

For community partnerships, BAU could agree with each organisation how participants are identified and which barriers the project aims to reduce. Appropriate feedback from beneficiaries should inform future design. Any reporting by nationality, disability, gender or financial circumstances needs a clear purpose and suitable confidentiality safeguards.

BAU’s contribution to Reduced Inequalities is most convincing where a defined barrier is matched with a practical response. Better evidence about access, experience and continuing participation would show how institutional commitments and community services expand opportunities over time.