جامعة بيروت العربية
BEIRUT ARAB UNIVERSITY

## SUSTAINABLE DEVELOPMENT GOALS

# SDG 17: PARTNERSHIPS FOR THE GOALS









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# Beirut Arab University
# SDG 16 Peace Justice and Strong Institutions

University and Community Alignment Report | Lebanon

Evidence review updated 19 October 2026

## Understanding the goal

SDG 16 seeks peaceful and inclusive societies, access to justice and effective, accountable institutions. It addresses corruption, participation, information, violence prevention and respect for rights. Universities contribute through their own governance and conduct, legal and civic education and partnerships that strengthen the capacity of students and communities to participate responsibly in public life.

**Evidence:** United Nations SDG 16 targets

## BAU's contribution

BAU's Human Rights Center, ethics and anti-corruption frameworks, student representation and recent training provide a strong thematic connection. Academic staff teach and supervise, students participate in civic and community learning, and administrative employees sustain fair institutional processes. The contribution is strongest where written expectations are matched with accessible procedures and documented activity.

| Relevant UN targets | Focus of this report |
|---|---|
| 16.3 and 16.5 | Justice education and prevention of corruption |
| 16.6 and 16.7 | Accountability and participation |
| 16.1 and 16.2 | Peacebuilding and the protection of children |

### Students staff and community

Students practise civic participation, mediation and rights-based reasoning. Academic staff teach and supervise professional learning. Administrative employees sustain transparent processes and service records. Legal, civil-society and international partners contribute practical experience and connect university learning with public accountability and community needs.

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.

# Ethics accountability and student participation

## A common framework for conduct

BAU's Code of Ethics sets expectations relevant to university members, including integrity in academic and professional activity, responsible use of resources and fair conduct. It provides an institutional reference for staff and students. Its effectiveness depends on understanding, consistent application and appropriate procedures when concerns arise.

**Evidence:** BAU Code of Ethics

## A published anti-corruption commitment

BAU's Anti-Bribery and Corruption Policy establishes a basis for preventing and responding to improper conduct. The policy should be treated separately from older event examples that appear on the same page. Its relevance is the continuing institutional framework, while recent training has its own dated evidence.

**Evidence:** BAU Anti Bribery and Corruption Policy

Administrative employees handle processes where transparency matters, including purchasing, records and service decisions. Academic staff make judgments about assessment and research. Students also have responsibilities for honest work and fair participation. Practical guidance should help each group understand how the principles apply to everyday decisions.

## Students contribute to institutional discussion

BAU's student representation arrangements describe participation in faculty councils, quality assurance and faculty committees. These provide routes for student views to inform university matters. The page does not establish that students are elected members of every senior governing body.

**Evidence:** BAU student representation arrangements

Meaningful participation requires understandable agendas, opportunities to contribute and feedback on decisions. Representatives need support to communicate with the people they represent. A useful institutional account would explain how issues raised by students or employees are considered and what action follows, while protecting personal information where necessary.

These frameworks connect SDG 16 with the university's own operation. Community education is more credible when the institution also demonstrates fair and accountable practice within its academic and administrative work.

# Public accountability and legal knowledge

## Civil society and access to information

On 21 February 2025, BAU's Human Rights Center held a session with Gherbal Initiative on civil society, transparency and corruption in public administration. It addressed Lebanon's access-to-information framework and monitoring of institutional responsiveness. Students encountered a practical example of civic accountability work.

**Evidence:** BAU public accountability session with Gherbal Initiative

## Interactive anti-corruption education

BAU and Euro-Med Human Rights Monitor held sessions on Lebanese anti-corruption laws on 31 January and 7 February 2025. The activities linked legal knowledge with discussion and practical engagement. They provide recent evidence of education beyond the existence of an institutional policy.

**Evidence:** BAU anti corruption sessions with Euro Med Monitor

The educational value lies in understanding how a rule operates and what evidence is needed to assess a concern. Students should learn to distinguish an allegation, a verified finding and a legal determination. Academic supervision can help maintain fairness while encouraging informed scrutiny of public processes.

## Cooperation with the legal profession

BAU and the Beirut Bar Association signed a memorandum of understanding in September 2025 covering cooperation in training, legal-clinic activity and academic exchange. The agreement provides a framework for professional links. It does not establish that every proposed service has been delivered or that unrestricted free legal representation is available to the public.

**Evidence:** BAU and Beirut Bar Association agreement September 2025

Professional partnerships can help students connect classroom knowledge with the responsibilities of legal practice. Community-facing work requires clear scope, competent supervision and appropriate referral. Administrative coordination is important for appointments, records and continuity. A dated service account would show how the agreement becomes practical activity.

Together, these examples connect accountability education with institutions outside BAU. They can strengthen students' capacity to engage responsibly in civic life and support discussion that is informed by legal principles and evidence.

# Peacebuilding child rights and civic leadership

## Mediation and leadership learning

The first phase of We Lead for Peace began at BAU Tripoli in February 2025 through Madanyat and the Human Rights Center. It focused on mediation, advocacy, alliance-building and leadership. Later phases and a university initiative were part of the project's intended progression.

**Evidence:** BAU We Lead for Peace first phase

BAU's August 2025 summer-camp activity introduced school-age participants to mediation through interactive exercises and role play. The event connects university expertise and alumni participation with learning outside degree programmes.

**Evidence:** BAU school summer camp on mediation August 2025

## Child rights in humanitarian settings

In July 2026, BAU reported a three-day child-rights workshop with Save the Children and support from the Italian Ministry of Foreign Affairs. Students examined legal frameworks, humanitarian principles and practical advocacy. The account describes a student-led community initiative as the next phase, so that follow-up should not be assumed completed.

**Evidence:** BAU child rights humanitarian training July 2026

## A new institutional platform

BAU announced the launch of its UNESCO Chair in Human Rights and Mediation in September 2026. The chair creates a platform for future research, education and cooperation. Its establishment should be distinguished from results that will depend on subsequent delivery.

**Evidence:** BAU UNESCO Chair in Human Rights and Mediation

## Participation in national youth discussion

A BAU student delegation participated in the National Youth Policy Symposium on 5–6 August 2025. The activity connected students with discussion involving youth and civil-society actors. Participation is evidence of engagement, not proof that BAU proposals were adopted as national policy.

**Evidence:** BAU national youth policy student delegation August 2025

These activities develop skills that can support peaceful participation: listening, reasoned advocacy, understanding rights and working with others. Their community contribution is stronger when learning is followed by safely supervised action and reflection on what changed.

## Priorities for strengthening the contribution to SDG 16

BAU has a substantial combination of governance frameworks, rights education and civic partnerships. The following recommendations would strengthen the connection between principles, institutional experience and community outcomes.

### Make procedures accessible and accountable

Students and employees should be able to find clear information about conduct expectations, representation and routes for raising concerns. A periodic review could examine whether people understand these processes and can use them appropriately. Public reporting can describe procedures and aggregate learning without disclosing confidential case details.

| Priority | Suggested evidence of progress |
|---|---|
| Institutional integrity | Clear procedures and reviewed implementation |
| Participation | Issues raised, responses and completed actions |
| Rights education | Learning outcomes and supervised application |
| Partnerships | Delivered work and appropriate community feedback |

### Follow training into responsible practice

Mediation, leadership and child-rights programmes could record what students learn and how they use that learning in the next stage. Any work involving children or people in vulnerable circumstances needs suitable supervision and established safeguarding arrangements. Project reports should distinguish completed activity from planned follow-up.

The UNESCO Chair and professional partnerships could support a coherent programme of research and public learning. Each activity should identify its purpose, audience and output. A workshop might improve knowledge, a research brief might inform discussion and a legal service might address an individual need; these outcomes should be assessed on their own terms.

BAU’s contribution to Peace, Justice and Strong Institutions lies in developing informed participation and supporting fair practice. Clear implementation evidence and continuing community relationships would strengthen its role as both an accountable university and a resource for civic and legal learning.