جامعة بيروت العربية
BEIRUT ARAB UNIVERSITY

SUSTAINABLE DEVELOPMENT GOALS

SDG 17: PARTNERSHIPS FOR THE GOALS







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Beirut Arab University
SDG 8 Decent Work and Economic Growth

University and Community Alignment Report | Lebanon

Evidence review updated 19 October 2026

Understanding the goal

SDG 8 combines productive employment and sustainable economic activity with decent working conditions, labour rights, inclusion and responsible enterprise. A university contributes as an employer, an educator, a purchaser and a partner in local economic development. Preparing graduates for employment matters, but the quality, fairness and sustainability of work are equally important.

Evidence: United Nations SDG 8 targets

BAU's contribution

BAU's documented contribution includes employee services and development, paid student work, career learning, entrepreneurship education and dialogue on social enterprise. Academic staff build professional capability, administrative employees sustain institutional services, students develop skills and local partners connect learning with economic needs. These activities offer a foundation for stronger tracking of employment quality and enterprise outcomes.

Relevant UN targets	Focus of this report
8.3	Entrepreneurship and productive local enterprise
8.5 and 8.6	Skills, employment access and youth opportunities
8.8	Fair treatment and supportive working conditions

Students staff and community

Students build professional skills and may gain paid university work experience. Academic staff contribute teaching, research and enterprise learning. Administrative employees are part of the workforce and also coordinate career, employment and purchasing processes. Employers and community enterprises help connect learning with realistic economic 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.

The university as an employer and a place to learn work

Published employee support

BAU's Human Resources page describes health and dental provision, schooling support for employees' children, leave arrangements and professional development. It covers academic and non-academic staff and explains that benefits and absences are governed by university rules. These are published employment supports, not an independent assessment of pay adequacy or all labour conditions.

Evidence: BAU Human Resources services and staff development

A supportive workplace depends on clear information and consistent administration. Employees need to understand eligibility, leave procedures and opportunities to develop. Supervisors influence whether staff can use these arrangements in practice. Academic and administrative staff may face different work patterns, so listening to both groups is important when reviewing institutional provision.

Paid student work experience

BAU's Work Study Plan offers paid part-time university work to eligible students with financial need. Published conditions address academic standing, study load and working hours. The scheme links financial support with experience, while requiring a balance between employment and successful study.

Evidence: BAU paid student work study plan

A well-run student job can develop reliability, communication and service skills. Its educational value is stronger when tasks are meaningful, supervision is available and expectations are clear. Student workers should understand how to raise concerns, and departments should review whether the workload is compatible with academic commitments.

Fair opportunity across the employment cycle

BAU's equality framework states commitments to nondiscrimination in admissions and employment. It provides an institutional reference for fair treatment; evidence of implementation requires records of recruitment, progression and the handling of concerns.

Evidence: BAU admissions and employment equality policy

The SDG 8 contribution therefore includes both the existence of support and the quality of daily employment practice. Clear responsibilities, transparent decisions and opportunities for staff learning help make decent work part of institutional management.

Career learning and pathways into employment

A platform for employer contact

BAU published a Career Fair programme for 25 April 2024 at Beirut Campus, inviting employer participation and offering students and alumni a route to professional contact. The available page is an invitation and programme. It should not be treated as a verified count of attendance, recruitment or job placements.

Evidence: BAU Career Fair April 2024

Career events can help students understand roles and recruitment expectations, but longer-term value depends on preparation and follow-up. Academic staff can help students explain their skills, career teams can support applications and employers can clarify what they seek. Graduates may need further guidance after an initial conversation to convert an opportunity into suitable work.

Student-led professional learning

From 8 to 10 February 2024, the BAU AIChE student chapter and Suez University's chapter held an online career-development event. The engineering record describes sessions connecting students with professional knowledge and career perspectives. This is a delivered learning activity involving students beyond a single institution.

Evidence: BAU and Suez student career development February 2024

Entrepreneurial skills as one route to work

BAU's Be Your Own Boss workshops in the 2022–2023 period connected business students with entrepreneurship learning supported through USAID-related cooperation. The workshops addressed the development of entrepreneurial ideas and capabilities. They demonstrate training activity, without proving that every participant established a viable enterprise.

Evidence: BAU and USAID Be Your Own Boss workshops

Students need room to evaluate whether entrepreneurship is appropriate for their circumstances. Business planning, customer understanding, financial judgment and ethical responsibility are transferable skills even when a learner does not start a company. Programmes can therefore measure learning and decision quality alongside the number of ventures launched.

Together, these activities show several routes from study toward work: employer contact, professional learning and enterprise development. A stronger institutional account would follow graduates over time and examine relevance, stability and fairness of employment as well as initial placement.

Enterprise, industry and the local economy

Social entrepreneurship in Tripoli

On 6 November 2025, BAU Tripoli held Ideas to Impact: The New Era of Entrepreneurship under the patronage of the Minister of Social Affairs, represented at the event. Sessions addressed social enterprise, practical examples and financing. The conference brought academic, professional and public-sector perspectives into discussion of locally relevant economic activity.

Evidence: BAU Tripoli social entrepreneurship conference 2025

The importance for SDG 8 lies in considering what an enterprise contributes to society as well as whether it earns revenue. Students can examine job quality, community needs and the durability of a business model. Community organisations and practitioners can challenge assumptions that may appear convincing in a classroom but prove difficult in operation.

A continuing institutional resource

BAU's Centre for Entrepreneurship describes support for entrepreneurship and innovation. It provides an institutional setting for connecting ideas, learning and enterprise support. Current outcomes should be demonstrated through dated programme and venture records rather than assuming that every project mentioned on the centre's website remains active.

Evidence: BAU Centre for Entrepreneurship

Research and industry connections

BAU's March 2025 LIRA Innovation Program workshop introduced opportunities connecting academic research and industry. It is evidence of a mechanism for discussing applied projects and innovation support, rather than proof that all proposed collaborations received funding or reached the market.

Evidence: BAU LIRA Innovation Program 2025 workshop

Purchasing can support responsible work

The Sustainable Procurement Policy includes social and environmental considerations in purchasing. It gives BAU a basis for considering supplier practice alongside price and technical suitability. Implementation would require appropriate selection records, contract expectations and follow-up.

Evidence: BAU Sustainable Procurement Policy

As a purchaser and local institution, BAU can influence opportunities beyond its direct workforce. Clear, proportionate procurement and partnership processes can support responsible suppliers and useful applied work. The practical contribution should be shown through the terms and results of specific arrangements.

Priorities for strengthening the contribution to SDG 8

BAU's employee services and economic-development activities provide several entry points for SDG 8. The following recommendations would give greater attention to the quality of work and the lasting value of career and entrepreneurship programmes.

Assess the experience of staff and student workers

A periodic review could examine access to training, clarity of contracts, workload, leave and the handling of workplace concerns. Academic staff, administrative employees and student workers should have appropriate ways to contribute. Published findings can protect confidentiality while explaining what the university has learned and which improvements it will make.

Priority	Suggested evidence of progress
Employment quality	Staff feedback and documented corrective action
Graduate pathways	Relevant work, further study and career support
Enterprise support	Learning, venture survival and social value
Responsible purchasing	Supplier criteria and contract follow-up

Follow outcomes beyond a single event

Career programmes could track whether participants gain interviews, suitable placements or clearer career plans. Entrepreneurship support could follow a cohort from idea development through testing, launch and later operation. Results should include unsuccessful or discontinued projects where useful, since understanding barriers helps improve the next programme.

Industry and community partnerships could agree a small set of outcomes before work begins. A project might aim to improve a process, develop a prototype or build professional skills. The final report should distinguish these outcomes from investment raised or jobs created, which require additional evidence.

BAU's contribution to Decent Work and Economic Growth combines its responsibilities as an employer with its role in developing people and ideas. Stronger evidence on employment experience, graduate pathways and responsible enterprise would show how that contribution benefits both the university and the Lebanese community.