جامعة بيروت العربية
BEIRUT ARAB UNIVERSITY

SUSTAINABLE DEVELOPMENT GOALS

SDG 17: PARTNERSHIPS FOR THE GOALS







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Beirut Arab University
SDG 5 Gender Equality

University and Community Alignment Report | Lebanon

Evidence review updated 19 October 2026

Understanding the goal

SDG 5 seeks equality between women and men and the empowerment of women and girls. Its targets include ending discrimination and violence, recognising unpaid care, supporting participation and leadership and enabling access to sexual and reproductive health and rights. A university contributes through fair opportunities, supportive learning and employment conditions, targeted development and research that identifies barriers to participation.

Evidence: United Nations SDG 5 targets

BAU's contribution

BAU's documented work includes women-in-STEM mentoring, civic leadership programmes, international opportunities and women's health education. A published equality framework provides institutional context, while activities delivered in 2024 to 2026 show specific ways students engage with role models, skills and community issues. The strongest account links these opportunities with participation and progression rather than assuming that events alone establish equality.

Relevant UN targets	Focus of this report
5.1	Equal opportunities in education and employment
5.5	Women's participation and leadership
5.6 and 5.b	Health knowledge and access to professional opportunities

Students staff and community

Women students participate in mentoring, civic learning and international opportunities. Academic staff act as teachers, researchers and professional role models. Administrative employees support fair access and programme delivery. Community and international partners broaden the settings in which leadership and health learning can be developed and applied.

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.

Equal opportunities and targeted support on campus

Institutional expectations for fair treatment

BAU's published admissions and employment equality statement prohibits gender discrimination and applies to educational activities and employment. It describes a reporting route through Human Resources and protection against retaliation for reporting discrimination. These provisions establish policy expectations; their effectiveness depends on implementation and confidence in the process.

Evidence: BAU admissions and employment equality policy

A useful university approach considers the full pathway from application to graduation or employment progression. Equal access at admission can coexist with later barriers in placements, research participation or leadership. Listening to women's experience across disciplines and employment groups helps identify where targeted support is useful and where ordinary processes need improvement.

Women in STEM mentoring in March 2024

On 18 March 2024, BAU's IEEE and Women in Engineering groups launched a mentoring programme. An online session led by Nadine Ajam focused on preparing women for graduation and recognising women's contributions in STEM. The record describes later individual mentoring as planned, so it should be distinguished from the completed launch session.

Evidence: BAU women in STEM mentoring March 2024

Mentoring provides access to professional experience and questions that may not fit within a normal lecture. For students approaching graduation, advice about skills, applications and professional expectations can be valuable. Academic and student organisers help create the opportunity; follow-up should examine whether participants received the support they sought and could use it.

Family support and access opportunities

Human Resources describes scholastic support for employees' children. This can contribute to family-supportive employment, although the published provision should not be presented as a women-only benefit.

Evidence: BAU Human Resources services and staff development

BAU's ULYP scholarship description includes educational opportunities for Palestinian students and marginalised youth and women. It is a targeted access framework with its own eligibility, rather than evidence of a general scholarship reserved for all women.

Evidence: BAU agreement based scholarships

These distinctions matter because different barriers need different responses. A mentoring opportunity, a financial award and an employment benefit can each support participation, but their coverage and intended users should be explained clearly.

Women leadership and civic participation

Her Civic Quest provides structured development

BAU's Human Rights Center worked with Madanyat on Her Civic Quest. The first-phase record in December 2024 covers leadership, negotiation, gender justice and conflict resolution. The second phase on 4 and 11 January 2025 brought BAU and Saint Joseph University students together for political messaging, needs assessment, lobbying and debate.

Evidence: BAU Her Civic Quest first phase December 2024 | BAU Her Civic Quest second phase January 2025

These activities connect leadership with practical civic skills. Students examine how to communicate a proposal, assess needs and take part in public discussion. External trainers contribute professional experience, while the university provides an organised setting and continuity between sessions. This is more informative evidence of targeted development than a general statement supporting women's empowerment.

Student proposals and public discussion in 2025

At the 2 July 2025 closing event, BAU reported that the initiative had engaged 50 students. Participants discussed leadership, gender equality and environmental advocacy and presented proposed initiatives, including support for women students. The record identifies implementation as a subsequent stage.

Evidence: BAU Her Civic Quest closing event July 2025

Student proposals are a valuable learning output because they show participants applying what they have learned to a problem. Their later implementation and effects should be documented separately. This preserves a clear account of progress while recognising the significance of students taking an active role.

Female role models in a 2026 leadership forum

BAU's Architecture faculty hosted Future by Design Her Vision Our Future, reported on 29 June 2026. Women from law, health, architecture and sustainability shared professional experiences through a panel and student exhibition. The initiative was supported by the US Department of State's educational and cultural programme and the Women's Global Leadership Coalition.

Evidence: BAU Future by Design women leadership forum June 2026

Bringing different professions together can help students see several forms of leadership and understand the barriers encountered in practice. Staff, graduates and external speakers contribute complementary perspectives. The value is strongest when students can continue the conversation through mentoring, placements or projects linked to their interests.

International opportunities and women health knowledge

Leadership learning beyond the campus

BAU records Rawan Nashi's participation in the 2022 SUSI Young Women Leaders programme from 25 June to 30 July. The original university account provides a concrete example of an international development opportunity reaching a BAU student. It complements the university's published announcements of leadership opportunities for female undergraduates.

Evidence: BAU Rawan Nashi SUSI programme completion | BAU international leadership opportunity for young women

International opportunities can strengthen confidence, professional networks and exposure to different approaches. Their university contribution grows when participants share learning with peers afterwards. Selection and participation should remain clearly distinguished from the wider effects of a programme, which need their own evidence.

Research identifies a campus participation concern

A BAU study published in PLOS One on 27 July 2026 surveyed 1,062 female students about premenstrual symptoms, associated factors and management practices. It reported symptom screening results and academic absenteeism and recommended university awareness, screening and counselling approaches. The study is cross-sectional and identifies associations; its screening measures are not a clinical diagnosis of every participant.

Evidence: Original BAU student premenstrual health study July 2026

This is directly useful to gender equality because health concerns can affect learning and participation. Research can identify a need that an institution then addresses through appropriate information and referral. An effective response should respect privacy and avoid requiring students to disclose sensitive health information publicly.

Women's health information in the community

The September 2026 Women's Health Fair in Sir El-Danniyeh combined education on pregnancy, lactation, menopause and cancer with free screening and consultations. BAU worked with a women's organisation and the municipality, connecting professional knowledge with women outside the university.

Evidence: BAU community Women Health Fair September 2026

These activities connect leadership, health and access. They show that empowerment includes the ability to participate in decisions and the knowledge and support needed to remain active in education and community life. Academic and administrative staff contribute by organising opportunities, maintaining fair procedures and ensuring that support is understandable and accessible.

Priorities for strengthening the contribution to SDG 5

BAU can build on its mentoring and leadership activities by examining whether opportunities translate into sustained participation and progression. The following recommendations focus on evidence and practical support rather than assuming that a programme's existence resolves all barriers.

Track opportunities across disciplines and employment groups

A gender participation review could examine applications, admission, retention, completion and leadership opportunities by faculty. Employment analysis could consider recruitment, development and progression across academic and administrative roles. Aggregated results should protect privacy and be interpreted alongside differences in discipline and career stage.

Priority	Suggested evidence of progress
Student progression	Application, entry, retention and completion patterns
Mentoring	Completed mentoring contacts and participant feedback
Leadership	Participation in substantive roles and follow-up projects
Support	Accessible reporting, health referral and family support information

Connect targeted programmes with continuing support

Women-in-STEM mentoring could use clear objectives and a follow-up schedule. Leadership participants could receive feedback on proposed projects and a route to seek practical support. Returned international participants could contribute peer sessions or advising, allowing a single opportunity to support wider learning without implying that every student received the same experience.

Health-related research could inform accessible information and confidential referral, with appropriate professional involvement. Reporting routes for discrimination should be easy to understand and available to people who are uncertain whether their concern falls within a particular policy. Staff handling concerns need consistent guidance and training.

BAU's alignment with SDG 5 is visible in its equality commitments, targeted mentoring, civic leadership and women's health work. Measuring coverage, confidence and progression would strengthen the evidence of how these activities improve the experience of women students, employees and community members.