

SDG04

QUALITY EDUCATION

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL



QUALITY EDUCATION

KEY HIGHLIGHTS (2025-2026)

EDUCATION FOR THE SDGS

ALBA: SUSTAINABILITY, DESIGN INNOVATION, AND CREATIVE EDUCATION

RESEARCH ADVANCING QUALITY EDUCATION AND EDUCATIONAL INNOVATION

SDG04 PUBLICATIONS

ACCREDITATION INITIATIVES AND SUCCESSES AT THE UNIVERSITY OF BALAMAND

SDG 4 INITIATIVES AND ACTIVITIES

COMMUNITY-BASED EDUCATION AND OUTREACH

COMMUNITY ENGAGEMENT THROUGH ATHLETIC FACILITIES

SERVICE EXPERIENCE: EDUCATION THROUGH DOING (SEED)

FINANCIAL SUPPORT AGREEMENTS

STUDENT WORK PROGRAM

OFFICE OF STUDENT AFFAIRS REPORTS ON SDG

Key Highlights (2025-2026)

- 19 SDG 4-related educational research publications.
- 29 courses mapped to SDGs/PRME, including 9 dedicated sustainability courses.
- Mandatory sustainability literacy course required for all engineering students.
- 300+ students engaged in Earth Hub sustainability learning activities.
- 22 capacity-building trainings delivered to public-sector and community partners.
- 25 youth entrepreneurs trained through the Akkar Entrepreneurs Program.
- 60+ partner schools engaged through outreach and scholarship programs.
- More than 60% of students received financial assistance.
- 189 students participated in the SEED service-learning program, earning 243 credits.
- 676 learners trained through the Medical Simulation Center across 1,640+ training hours.
- Major international accreditations maintained or achieved (AACSB, ABET, ACEN, TEPDAD, ACQUIN, ACEND candidacy).
- International executive education expanded through the CDSP Hub and ESDC Hydrodiplomacy Program.
- Affordable lifelong learning opportunities offered through Al Kalimah, CBB, and SOFIA distance-learning programs.
- 1,500+ pupils and parents reached through ALBA Open Days and educational outreach activities.
- 14 student research assistants engaged in research-based learning at ALBA.
- 14 international film festival selections and 6 awards plus one special mention for best performance were received by ALBA students.
- 362 student-athletes participated in varsity programs.
- 2 students selected as SDG Ambassadors through the SDG Brain Lab.

EDUCATION FOR THE SDGS

Sustainability Literacy and Assessment

Higher Education Institutions (HEIs) have played a pivotal role in advancing sustainable development for more than three decades by integrating sustainability into education, research, campus operations, governance, and community engagement. Through initiatives such as UNESCO's Higher Education Sustainability Initiative (HESI), universities worldwide have been encouraged to align their activities with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 on Quality Education. As knowledge-generating institutions, universities bear a responsibility to equip students, faculty, staff, and wider communities with the competencies needed to address environmental, social, and economic challenges. Their decisions influence regional and global sustainability outcomes and position them as key drivers of transformative change.

Despite increasing global momentum, integrating sustainability within higher education remains challenging, especially in countries facing economic and social uncertainties. In Lebanon, universities operate within a complex context that requires innovative and resilient approaches to sustainability. The University of Balamand (UOB) has embraced this challenge by embedding sustainability literacy and sustainable development principles across its academic programs, research activities, institutional initiatives, and student engagement efforts.

Below are two cases from two different faculties at UOB.



Faculty of Engineering: Building Sustainability Literacy

To strengthen Education for Sustainable Development, The Faculty of Engineering (FOE) in 2022 undertook a comprehensive assessment of sustainability awareness among engineering students. The research revealed a significant gap in students' understanding of sustainability concepts despite the existence of various sustainability-related initiatives within the University (Nakad et al., 2022; 2023). Recognizing the central role engineers play in designing sustainable solutions and the importance of meeting ABET Student Outcomes, the Faculty identified the need for a structured educational intervention.

In response, the faculty developed a new interdisciplinary course titled Sustainable Development for Engineers (GENG222, later renamed SUST229) during 2023. Introduced in the Fall Semester of Academic Year 2023–2024, the course became a core requirement for all engineering students and serves as a prerequisite for senior design projects. The course provides students with a comprehensive understanding of sustainability principles, systems thinking, and the interconnectedness of the SDGs. Through project-based learning and real-world examples, students explore sustainability challenges from economic, environmental, and social perspectives while developing solutions relevant to their disciplines.

The impact of the course was immediate. Students demonstrated greater awareness of sustainability issues, stronger engagement with SDG-related challenges, and increased confidence in applying sustainability principles to engineering practice. The course also fostered interdisciplinary collaboration, encouraging students from different engineering fields to work together on sustainable design solutions. This initiative represented a transformative step in embedding sustainability literacy within engineering education and contributed significantly to advancing SDG-focused learning at UOB.

In 2026, faculty researchers developed the Nakad Model, an innovative research-teaching framework designed to evaluate the alignment between sustainability-focused research and academic learning outcomes. Published in *Education Sciences*, the model assessed sustainability integration within Civil and Environmental Engineering and Chemical Engineering programs, identifying opportunities to strengthen SDG-related competencies across the curriculum. By positioning SDG 4 (Quality Education) at the center of curriculum transformation, the framework provides an evidence-

based approach for enhancing sustainability literacy and continuous curricular improvement.

Faculty of Business and Management: Sustainability and PRME Integration

Sustainability initiated simultaneously in different disciplines such as Science, health care, business and engineering. As a signatory to the **Principles for Responsible Management Education (PRME)** initiative, the Faculty of Business and Management (FOBM) systematically evaluates sustainability and responsible management integration across all academic programs.

The faculty conducts a structured curriculum assessment process through which all course syllabi are reviewed and mapped against the relevant Sustainable Development Goals and PRME principles. Learning outcomes, assessment methods, course content, case studies, and experiential learning activities are examined to identify sustainability-related competencies and responsible leadership themes.

Courses are classified into two categories:

- **Dedicated Sustainability and PRME Courses**, in which sustainability or responsible management constitutes a primary learning objective.
- **Integrated Sustainability and PRME Courses**, where sustainability concepts are embedded within broader business disciplines such as management, marketing, finance, economics, entrepreneurship, leadership, and operations.

The assessment also includes a program-level analysis that evaluates overall sustainability coverage across undergraduate and graduate programs and identifies opportunities for further curriculum enhancement. This process provides a mechanism for continuous improvement and alignment with international frameworks, including the SDGs and PRME.

2025–2026 Assessment Results

The most recent review demonstrated substantial integration of sustainability throughout FOBM programs:

- **29 courses (100%)** were mapped to relevant SDGs and PRME principles.
- **9 courses (31%)** were identified as dedicated sustainability or responsible management courses.

- **20 courses (69%)** incorporated sustainability concepts within broader business and management subjects.

The mapped courses were distributed across academic programs as follows:

- **14 BBA courses (48.3%)**
- **7 MBA courses (24.1%)**
- **8 EMBA courses (27.6%)**

These results illustrate the faculty's commitment to cultivating responsible leadership, ethical decision-making, sustainability literacy, and awareness of the SDGs across all levels of business education. Through systematic curriculum mapping and ongoing assessment, students develop the knowledge, skills, and values necessary to contribute to sustainable development and responsible business practices in their future careers.



In parallel, the Faculty of Business and Management's **Financial Literacy Center** continues to provide training programs that empower members of the UOB community with essential financial decision-making skills, contributing to sustainability through economic literacy and responsible resource management.

TRACK OR DEGREE RELATED TO ENVIRONMENTAL SUSTAINABILITY

The University offers several academic programs directly related to sustainability, environmental protection, natural resource management, renewable energy, sustainable engineering, public health, agriculture, and environmental sciences. These programs prepare graduates to address environmental, social, and economic sustainability challenges through interdisciplinary and applied approaches.

All environmental Sciences courses (EVSC) directly deal with sustainability and/or climate sciences. It is important to note that the sustainability theme is the core of the entire Environmental Sciences undergraduate and graduate programs and is referred to in almost all the program courses. These courses award qualifications of direct relevance to climate and sustainability officially recognized in BS and MS degrees.

Education.pdf

Examples include:

- Environmental Sciences

- Civil and Environmental Engineering
- Agriculture
- Public Health
- Nutritional Sciences
- Chemical Engineering
- Sustainability-related tracks and concentrations within engineering and technology programs

Sustainability Education Across All Faculties

The University of Balamand integrates sustainability and sustainable development concepts across all faculties through dedicated courses, degree programs, and interdisciplinary learning opportunities. Sustainability-related education addresses environmental protection, climate change, public health, social responsibility, ethical leadership, sustainable engineering, sustainable business practices, and community development.

Each faculty at UOB has at least several courses related to sustainability all reported under the Sustainability and Education Page. Such is the case of the:

ACADÉMIE LIBANAISE DES BEAUX-ARTS (ALBA) Courses:

- REGA1202- Architecture Régionale (2 ECTS)
- ARCD1301- Architecture Durable: Entrée en matière pour la conception de batiments durables (2 ECTS)
- ATAR1401 - Projet de Construction (8 ECTS)
- ENDU7301- Sustainable Environments/ Environnements Durables (2 ECTS)

FACULTY OF BUSINESS AND MANAGEMENT(FOBM) Courses:

- MGMT291- Business Ethics and Professional Responsibility: (for Bachelor of Business Administration-BBA Undergraduates)
- BUSN222- International Business: (BBA Undergraduates)
- EMBA 450- Business Ethics and Sustainability (Executive Education)

FACULTY OF HEALTH SCIENCES (FHS) Courses:

- PDHP201 Environment, health, and development 3.0: 3 cr. E
- PDHP 219 Introduction to Public Health 3.0: 3 cr. E
- PDHP 226 Sanitation and Resource Management for Public Health 3.0: 3 cr. E
- PDHP 249 Toxicology and Human Health Risk Assessment 3:0: 3 cr. E
- PDHP245 Issues in Community Health and Development 3:0: 3 cr. E
- MPHP 303 Environmental Health Sciences 3.0: 3 cr. E
- And all the environmental and occupational health track. Link to graduate courses

FACULTY OF ARTS AND SCIENCES (FAS)

ENVIRONMENTAL SCIENCES COURSES:

- Undergraduate: EVSC 201, 203, 207, 213, 239, 241, 253.
- Graduate: EVSC 315, 331, 333, 305, 317, 335.

CLIMATE SCIENCE COURSES:

- Undergraduate: EVSC 201, 203, 207, 233, 243.
- Graduate: EVSC 303, 305, 315.

POLITICAL SCIENCES COURSES:

PSIA 215 Citizenship and Democracy, PSIA 217 Negotiation Skills and Conflict Resolution, PSIA 219 Politics of Development and Social Change in Global South, PSIA 233 Human Rights in World Politics, PSIA 253 Media and Society, PSIA 255 Civic Engagement and Community Service, PSIA 254 Society and Gender, PSIA 256 Social Movements and Change, PSIA 257 Social Work, PSIA 260 Social Inequalities and Conflict.

GENERAL COURSES:

CSPR 211E: Ancient religious and civilizations, CSPR 212E: Christian and Muslim cultures **PSYCHOLOGY DEPARTMENT AND GENDER:**

Gender issues directly or indirectly. PSYC214 (Gender identity, social media, and women's self-perception and body satisfaction), PSYC212 (Gender identity, differential psychology related to gender issues, the importance of women (mothers) mental health for child development) , PSYC271 and PSYC340 cover family dynamics and touch on subjects like GBV, single parenting, and women (mothers) mental health as a protective or a risk factor for family functioning and dysfunctioning), PSYC247,249 and 335 deal with psychopathology and mental health issues and touch on subjects related to women's mental health.

MASS COMMUNICATION DEPARTMENT AND GENDER:

MCOM 252 Race, Gender and Ethnicity in Film and Television: This course will focus on representation and stereotypes in TV and film, tracing the political, economic, and social influences on broadcasting.

ISSAM FARES FACULTY OF TECHNOLOGY (IFFT) Courses:

MANAGEMENT AND ADMINISTRATION DEPARTMENT

- BUST237 – Ethics in Business & Management: Promotes ethical decision-making, corporate social responsibility, and responsible business practices.
- BUST340 – Supply Chain and Logistics Management: Provides opportunities to address sustainable supply chain practices and resource efficiency.
- BUST369 – Strategic Management: May incorporate sustainability considerations into long-term business strategies and organizational decision-making.
- BUST242 – Entrepreneurship & Business Establishment: Supports entrepreneurship, innovation, and economic development.

TELECOMMUNICATIONS AND NETWORKS DEPARTMENT

- TELT334 – Internet of Things (IoT) (3 credits)
- TELT257 – Embedded Systems

MECHATRONICS DEPARTMENT

- MECT329 Renewable Energy (3 credits)

CIVIL AND CONSTRUCTION TECHNOLOGY DEPARTMENT

- CIVT327 Introduction to Environmental Engineering (3 credits)
- CIVT360 Green Building Rating Systems (3 credits)

AGRICULTURE AND FOOD TECHNOLOGY DEPARTMENT

- AGRT 379 Pest Control (3 credits)
- AGRT 365 Natural and Transformed Ecosystems (3 credits)

AIRCRAFT MAINTENANCE PROGRAM

- ACMN 223 – Maintenance Practices I: Safe handling of oils, chemicals, waste, and workshop materials is covered.
- ACMN 233 / ACMN 243 – Gas Turbine Engines I and II: Engine efficiency, emissions, and the environmental impacts of aviation are briefly discussed, although they are not covered in specific chapters.
- ACMN 231 – Human Factors & Regulatory Frameworks: Environmental responsibilities within aviation regulations are covered.

FACULTY OF ENGINEERING (FOE) courses:

ALL ENGINEERING STUDENTS MUST TAKE THE ENGINEERING ETHICS COURSE AND SUSTAINABLE DEVELOPMENT COURSE FOR ENGINEERS:

GENG221 "Engineering Ethics" This course introduces and reinforces the concepts, theories, and practice of engineering ethics and aims at providing basic knowledge of ethics for engineers in different types of work roles. It prepares the engineering students for identifying, taking responsibility for, and finding solutions to potential ethical problems/cases. It provides students with an interactive study of ethical theory and the development of professionalism and helps them think more clearly and deeply about ethical issues of the natures that engineers often face in professional practice, and explore resources, strategies, and options for dealing with such complications. Students review case studies of ethical conflicts in engineering practice. The course also covers engineering codes of ethics and requires students to resolve theoretical situations through the application of ethical codes.

GENG222 "Sustainable Development for Engineers" This course introduces the fundamental concepts of sustainable development. It enhances students' understanding of the UN Sustainable Development Goals (SDGs) and focuses specifically on the critical role of engineers in achieving these SDGs. Students should be able to resolve problems by adopting sustainability principles, which should in turn reflect on the students' design ability to ensure a proper sustainable process to improve and preserve the quality of life for future generations.

CHEMICAL ENGINEERING DEPARTMENT COURSES:

- CHEN299: Introduction to Renewable Energy
- CHEN430: Environmental Design and Life Cycle Assessment
- CHEN589: Waste Treatment Engineering

CIVIL AND ENVIRONMENTAL ENGINEERING DEPARTMENT COURSES:

- CIVE311: Sanitary Engineering (3 credits);
- CIVE318: Environmental Engineering Modeling (1 credit);
- CIVE418: Sewage Treatment Plant (3 credits);
- CIVE520: Principles of Environmental Engineering (3 credits);
- CIVE521: Wastewater Engineering Design (3 credits);
- CIVE522: Water Resources and Water Quality (3 credits);
- CIVE523: Air Pollution Control (3 credits);

- CIVE524: Solid Waste Disposal (3 credits).

Civil and Environmental Engineering Department offers the following courses related to Transportation Sustainability:

- CIVE540: Sustainable Roadway Design, Construction, and Operation (3 credits);
- CIVE541: Contemporary Cities (3 credits);
- CIVE542: Sustainable Development in Transportation Engineering (3 credits);
- CIVE543: Sustainable Development in Civil Engineering (3 credits).

MECHANICAL ENGINEERING DEPARTMENT COURSES:

- MECH290: Introduction to the Engineering Design Process: 2 activities:
- Design of a composting system
- Explication of the 17 Sustainable Development Goals (SDGs) (United Nations)
- MECH389: System Design: sustainability & Environment are considered within design considerations

ALBA: Sustainability, Design Innovation, and Creative Education

The Académie Libanaise des Beaux-Arts (ALBA) integrates sustainability, innovation, design thinking, and interdisciplinary learning across its six academic programs. Through the 2025 WeDesign Beirut Educational Hub, organized in partnership with WeDesign Beirut, the Italian Cultural Centre, and the Istituto Europeo di Design (IED), ALBA hosted a week of public exhibitions, lectures, workshops, and discussions addressing themes such as resource sustainability, post-conflict reconstruction, and design innovation. The initiative engaged more than 60 students and faculty members while providing learning opportunities for the wider community. ALBA also promotes environmental and sustainability education through student-led projects. These included *Eco Heroes*, an educational game by the Art and Design program, introducing young children to ecological issues; children's books and illustrated educational content; and workshops exploring climate change, artificial intelligence, and sustainable design practices. In addition, ALBA Interior Architecture students take part in outgoing exchanges with HEAD Genève and Sapienza University of Rome, and 21 students and 3 faculty visited Milan Design Week in 2025, with lectures at the Istituto Europeo di Design; while the Fashion and Design students are immersed in Practice-Based Learning, whereby they build learning around direct contact with the fashion industry, at home and abroad.

Activity	Impact
WeDesign Beirut Educational Hub	Public exhibitions, workshops, and talks engaging 60 students and faculty
Eco Heroes Educational Game	Sustainability awareness for children through educational game design
Children's Educational Publications	Educational resources developed by students for young audiences
Workshop with Lycée Montaigne	Climate-change and AI design education for school pupils
Practice-Based Learning	Direct contact with the Fashion industry

Research Advancing Quality Education and Educational Innovation

Over the past two years, the **University of Balamand** contributed to SDG 4 through research focused on quality education, digital transformation in learning, artificial intelligence in education, educational innovation, sustainable development competencies, employability, skills development, engineering education, and inclusive learning environments. Studies examined AI adoption in accounting education [1], educational data governance and digital transformation [5], the use of large language models in physics education [8], gamified learning approaches to enhance educational experiences [10], and digital citizenship education and teacher professional development [18].

Research also explored culturally responsive teaching and identity affirmation in diverse educational settings [19], graduate employability strategies in higher education [16], mindful approaches in management education [17], and the transfer of skills acquired through English language courses to engineering education [15]. Further contributions addressed sustainability education and engineering education for sustainable development [12, 13, 14], women's participation in engineering and their role in advancing sustainability [11], reskilling and upskilling for organizational agility [7], human resource development and action research in HR disciplines [6], and research ethics capacity building through international training initiatives [2]. Additional studies on technology, innovation, and workforce development [3, 4, 9] support the broader educational ecosystem by strengthening knowledge generation and future-ready competencies.

Collectively, these publications contribute to improving educational quality, promoting inclusive and innovative learning environments, strengthening future workforce skills, and advancing sustainable development through education [1–19].

SDG04 Publications

[1] Abdo-Salloum, A.M., Al-Mousawi, H.Y. (2025). Accounting Students' Technology Readiness, Perceptions, and Digital Competence Toward Artificial Intelligence Adoption in Accounting Curricula. Journal of Accounting Education.
[2] Adarmouch, L., Elgamri, A., Abbas, N., Sleem, H., Silverman, H. (2025). Description and Impact of the 20-Year Fogarty International Center/NIH Middle East Research Ethics Training Initiative. Journal of Empirical Research on Human Research Ethics.
[3] Alhajj, O., Alawa, K., Fakhri, C., ...Romanos, J., Sabat, M. (2026). Mapping Lebanon's Industrial Landscape: A Data-Driven Assessment of Sectoral Strengths and Regional Disparities. Humanities and Social Sciences Communications.
[4] Christodoulou, R., Christofi, G., Pitsillos, R., ...Vassiliou, E., Georgiou, M.F. (2025). AI-Based Classification of Mild Cognitive Impairment and Cognitively Normal Patients. Journal of Clinical Medicine.
[5] El Khaled, D., Novas Castellano, N., Gazquez, J.A., Ragheb, W. (2025). NOOR: Saudi Arabia's National Platform for Educational Data Governance and Digital Transformation. Encyclopedia.
[6] Ismail, K.E.H., Zakharia, M. (2026). Why Action Research (AR) in Human Resources (HR)? A Comprehensive Meta-Synthetic Review of the AR in Trending HRM Disciplines. Studies in Big Data.
[7] Jamal, A.F., El Nemar, S., Sakka, G. (2025). The Relationship Between Job Redesigning, Reskilling and Upskilling on Organizational Agility. EuroMed Journal of Business.
[8] Kahaleh, R., López-Simó, V. (2025). Evaluating Large Language Models in High School Physics Education: Addressing Misconceptions and Fostering Conceptual Understanding. Physics Education.
[9] Kassem, H., Haddad, S., Rachini, A., ...Alalawi, B., Hafez, M. (2025). Advanced TRL Method for Differential Devices. 2025 Asian Conference on Communication and Networks (ASIANComNet 2025).
[10] Mattar, C., Oueida, S., Awad, P., Militaru, G., El Baalbaki, H. (2025). A Gamified Learning Approach for a Better Educational Experience: A Case Study in the Middle East. International Journal of Game-Based Learning.
[11] Nakad, M., Charif, H., Gardelle, L., Abboud, R.J. (2025). Empowering Sustainability: Can Women Engineers Play a Key Role in Achieving a Sustainable Future? Sustainable Futures.
[12] Nakad, M., Gardelle, L., Abboud, R.J. (2025). Stimulating Engineering Students' Potential for Sustainable Development. Sustainability (Switzerland).
[13] Nakad, M., Assaf, J.C., Karam, K., Abboud, R.J. (2026). A Case Study About Exploring Sustainability Through an Environmental Robotic Engineering Design. Sustainability (Switzerland).

[14] Nakad, M., Gardelle, L., Abboud, R.J. (2026). Advancing Sustainable Development Goal 4.7 in Engineering Education: Faculty Members' Perspectives from the Lebanese Context. Sustainability (Switzerland).
[15] Nicolas, M.O., Nicolas, S. (2025). The Transfer of Skills Acquired in Required English Courses to Engineering Courses: A Case Study of Students' Perceptions. Journal of Engineering Education Transformations.
[16] Osseiran, G., Shebaya, M. (2025). Investigating Graduate Employability Strategies of Higher Education Institutions in Lebanon Using a Systems Lens. Industry and Higher Education.
[17] Shebaya, M. (2025). Integrating Mindful Breathing in Management Education. Management Teaching Review.
[18] Sleem, F., Nicolas, S. (2025). Lebanese Teachers' Perceptions of Digital Citizenship and Professional Development Needs for Effective Digital Citizenship Education. Social Sciences and Humanities Open.
[19] Zeng, Y., Isleem, H.F., Tejani, G.G., Jahami, A., Alnowibet, K.A. (2025). Examining the Impact of Culturally Responsive Teaching and Identity Affirmation on Student Outcomes: A Mixed-Methods Study in Diverse Educational Settings. International Journal of Educational Development.

Creative Research and Research-Based Learning

The ALBA Research and Creation Centre (CRC) strengthens the integration of research and teaching by engaging students directly in research, documentation, and creative inquiry. During 2025-2026, **14 student research assistants** participated in publication and documentation projects while benefiting from financial support. The Centre's research studios explored topics linking art, culture, creativity, technology, and socio-economic development in collaboration with partners including the Modern & Contemporary Art Museum Lebanon **(MACAM), École Nationale d'Art de Paris (ENDA), and the Biennale de Paris.**

To promote responsible innovation, all CRC course syllabi include an AI ethics framework requiring students to transparently declare and evaluate their use of artificial intelligence tools in academic work.

Accreditation Initiatives and Successes at the University of Balamand

The University of Balamand (UOB) continues to foster a culture of quality assurance and continuous improvement through a portfolio of international accreditation initiatives across its faculties. The award of ACQUIN institutional accreditation through September 30, 2028 together with several Faculty-level accreditation achievements reflects UOB's commitment to academic excellence, alignment with global academic standards and continuous enhancement of student learning outcomes.



Faculty of Medicine & Medical Sciences

In 2023, the Faculty of Medicine achieved full accreditation from TEPDAD (Association for Evaluation and Accreditation of Medical Education Programs, Turkey), valid through September 2027.

This achievement confirms that the educational MD Program is aligned with the World Federation for Medical Education (WFME) Global Standards, demonstrating the faculty's commitment to delivering a high-quality medical education that meets international benchmarks.

Faculty of Business and Management

The faculty's sustained efforts to enhance assurance of learning, curriculum quality, and research productivity culminated in achieving AACSB accreditation (Association to Advance Collegiate Schools of Business) in October 2025.

This accreditation is valid through 2030 and places the faculty among a group of business schools worldwide recognized for excellence in business education.

Faculty of Health Sciences

The faculty has made substantial progress in advancing quality assurance across its academic programs:

- **Department of Nursing:** Awarded full ACEN accreditation (Accreditation Commission for Education in Nursing) for both the BS and MS Nursing programs in 2025, with accreditation valid through 2029.
- **Department of Nutritional Sciences:** Granted ACEND candidacy status (Accreditation Council for Education in Nutrition and Dietetics) in February 2025, marking a significant step toward full program accreditation.
- **Department of Public Health:** Advanced its pursuit of CEPH accreditation (Council on Education for Public Health), with the pre-application approved and the formal self-study phase underway.
- **Department of Medical Laboratory Sciences:** Initiated the accreditation process with AHPGS (Accreditation Agency for Health and Social Sciences) through preparation of its eligibility application.

Faculty of Engineering

The Faculty of Engineering (FOE) achieved ABET (Accreditation Board for Engineering and Technology) accreditation for all five of its Bachelor of Engineering (BE) programs in Chemical, Civil, Computer, Electrical, and Mechanical Engineering through September 2031, with accreditation retroactively effective from October 1, 2023.Following a rigorous ABET evaluation conducted from November 2–5, 2025, the faculty demonstrated excellence in curriculum quality, faculty qualifications, student outcomes, infrastructure, and engagement with alumni and industry stakeholders. This accomplishment gives the Faculty of Engineering double ABET accreditation, with **all five Bachelor of Science (BS)** and all five **Bachelor of Engineering (BE)** programs now accredited. The achievement reinforces the University's commitment to international standards, academic quality, innovation, continuous improvement, and student success, while further strengthening its position as a leading institution for engineering education. Dean Professor Rami Abboud highlighted that this milestone reflects the collective efforts of students, alumni, faculty, staff, administrators, and Dr. Elias Warrak in advancing excellence and building a sustainable future.

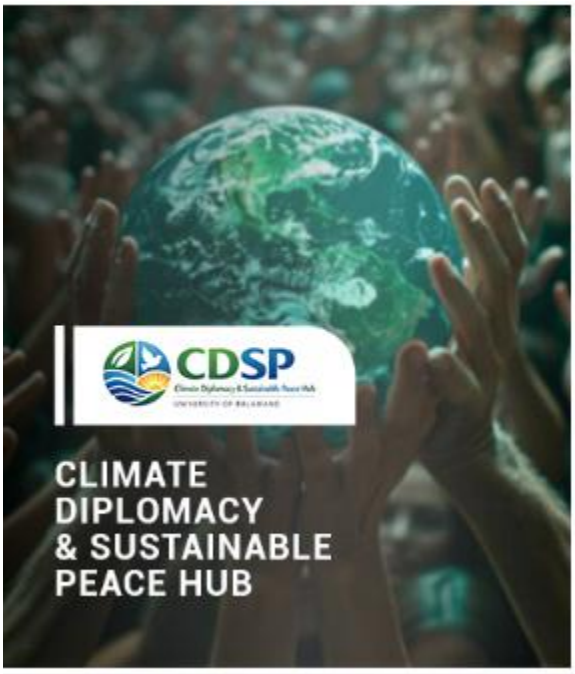
SDG 4 INITIATIVES AND ACTIVITIES

WORKSHOPS, CERTIFICATES AND TRAININGS

The University hosted a variety of educational events that promoted sustainability literacy, professional development, and lifelong learning. These included the North Endourology Day, Medical Congress 2025 and 2026, Interventional Pain Medicine Workshop, Wastewater Training Program in collaboration with the WASH Sector, Sustainable Landscape Innovation Workshop, workshops on Emotional Intelligence and Financial Literacy, and participation in the UNESCO–AFP Fact-Checking Initiative. UOB also organized lecture series on artificial intelligence, media literacy, digital identity, public policy, and emerging technologies, encouraging critical thinking, informed citizenship, and continuous learning.

Promoting Science Diplomacy and Climate Literacy Through Public Engagement

Through its Climate Diplomacy & Sustainable Peace (CDSP) Hub, the University of Balamand organized the Third Balamand Scientific Encounters, featuring Professor Costas Papanicolas, Chair of the CDSP Scientific Expert Panel, as keynote speaker. The lecture, Science Diplomacy in the Age of Climate Crisis and Artificial Intelligence: Challenges and Opportunities for the EMME Region, provided students, academics, researchers, and policy stakeholders with insights into the role of science diplomacy, climate action, and emerging technologies in addressing regional sustainability challenges.



By creating a platform for interdisciplinary dialogue and knowledge exchange, the event strengthened climate literacy, enhanced understanding of science-informed policymaking, and encouraged student engagement with global sustainability issues.

In support of SDG 4, this initiative demonstrates UOB's commitment to providing inclusive learning opportunities beyond the classroom, fostering sustainability awareness, critical thinking, and civic engagement.

Expanding International Education and Executive Learning Through Science Diplomacy

Through the leadership of Prof. Fadi Comair and the Climate Diplomacy & Sustainable Peace (CDSP) Hub, the University of Balamand (UOB) strengthened its role as a regional hub for sustainability education, executive training, and international academic cooperation. Between 2025 and 2026, UOB contributed to the development of the UNESCO-IHP ECOMED Academy Network, including the presentation of its strategic framework at UNESCO Headquarters and the reporting of its progress to the UNESCO-IHP 27th Council Session. These efforts supported the establishment of a Euro-Mediterranean platform for scientific exchange, capacity building, and interdisciplinary learning in water security, climate resilience, and sustainable development. In parallel, UOB-CDSP co-organized the first European Security and Defence College (ESDC)-affiliated executive course in the Middle East, Hydrodiplomacy: A Tool for Climate & Environmental Resilience, Peace & Security, bringing together diplomats, security professionals, academics, and international experts. The programme provided advanced professional education on climate resilience, transboundary water governance, hydrodiplomacy, and the Water-Energy-Food-Ecosystems (WEFE) Nexus. Through these initiatives, UOB expanded access to international learning opportunities, strengthened academic and professional capacity-building programmes, enhanced collaboration with global institutions, and created new pathways for student engagement, executive education, scientific exchange, and lifelong learning. These activities reinforced UOB's contribution to developing the knowledge and skills needed to address regional sustainability challenges, directly supporting SDG 4 Quality Education.

Accessible Theological Education, Lifelong Learning, and Community Engagement

The Saint John of Damascus Institute of Theology at the University of Balamand (UOB) promotes inclusive and lifelong learning through a comprehensive programme of public lectures, open-access educational resources, community learning initiatives, and affordable distance-learning programmes. During the 2025-2027 academic years, the Institute organized a series of theology lectures delivered by national and international scholars on topics including theology, biblical studies, church history, liturgy, Christian heritage, family counselling, and interfaith and cultural identity. These lectures were open to students and the wider public, with recordings made freely available online to expand access beyond campus.

In parallel, the Institute offers low-cost online theological education programmes in Arabic and Spanish, including Al Kalimah, CBB, and SOFIA, providing learning opportunities to participants across Lebanon, Syria, the wider Antiochian community, and the diaspora. The Institute also maintains an accessible library that is open to external community members for consultation and research.

- Al Kalimah Program for Theological Formation (Arabic)- Al Kalimah
- CBB Program – Biblical Studies Courses (Spanish)- CBB Courses
- SOFIA Program – Theological Formation (Spanish)- SOFIA Courses

Through public lectures, open educational resources, accessible distance-learning programmes, and community access to academic facilities, UOB expanded opportunities for lifelong learning, promoted inclusive access to higher education, preserved and disseminated cultural and theological knowledge, and strengthened community engagement in learning beyond traditional university settings.

YouTube channel where the St. John of Damascus Institute of Theology lecture recordings are saved.

Date	Lecturer	Lecture Title
21 Oct 2025	Fr. Dr. Porphyrios Georgi	From the Great City of God to Nicaea: The Antiochian Contribution to the Theology of the First Ecumenical Council *من مدينة الله العظمى إلى نيقيا: الإسهام الأنطاكي في لاهوت المجمع المسكوني الأول*
25 Nov 2025	Dr. Elie Dannaoui	Liturgical Traditions in the Lectionary Gospel According to Sinai Manuscripts: Sinai Ar. 116 as a Model *التقاليد الليتورجية في الإنجيل الطقسي بحسب مخطوطات سيناء: مخطوط SINAI AR.116 أنموذجًا*
27 Jan 2026	Archimandrite Dr. Jack Khalil	Saint Maron the Hermit Between the Syriac Tradition and the Rum (Byzantine) Milieu *القدّيس مارون الناسك بين التقليد السريانيّ والبيئة الرومنيّة*
12 Feb 2026	Prof. Maria Alexandru	From St. Romanos the Melodist and St. John of Damascus to St. John Koukouzelis *من القديس رومانوس المرنم والقديس يوحنا الدمشقي إلى القديس يوحنا كوكوزيليس*
26 Feb 2026	Dr. Daniel Hinshaw	Thriving in the Face of Mortality: Kenosis and the Mystery of Life *الازدهار في وجه الفناء: الإخلاء (الكنوسيس) وسر الحياة*
17 Mar 2026	Dr. Nada Helou	Church Murals in the Patriarchate of Antioch during the Middle Ages *جداريات الكنائس في بطريركية أنطاكية في القرون الوسطى*
21 Apr 2026	Dr. Souad Slim	Antiochian Endowments (Awqaf) during the Ottoman Era *الأوقاف الأنطاكيّة في العهد العثمانيّ*
22 Sept 2026	Dr. Daniel Ayyouch	Narrative Discourse in the Gospel of Luke: Themes and Characteristics *السرد الروائيّ في إنجيل لوقا: محاوره وملامحه*
27 Oct 2026	Fr. Dr. Bassam Nassif	The Family According to Christ's Teaching: Parish Priest Accompaniment of Married Couples During Contemporary Crises *العائلة بحسب فكر المسيح: مرافقة كاهن الرعية للمتزوجين في الأزمات المعاصرة*
25 Nov 2026	Rev. Dr. Alexander Treiger	Arabic Christian Literature and the Rum Orthodox Identity throughout History *الأدب العربي المسيحي وهوية الروم الأرثوذكس عبر التاريخ*

Heritage Conservation and Professional Capacity Building

ALBA continued strengthening professional education through its partnership with the Institut national du patrimoine (INP) in France. In 2025, conservation expert Nathalie Ducatel delivered specialized training on cultural heritage materials, conservation practices, and preventive preservation. Activities included a week-long professional training program, the establishment of a teaching materials library developed with the Beirut Museum of Art (BeMA), and hands-on conservation workshops benefiting students, faculty, and heritage professionals.

Activity	Impact
Heritage Materials Training Week	Professional training in conservation and restoration
Teaching Materials Library	New educational resource for conservation education
Hands-on Heritage Workshop	24 students trained in conservation practices

Additional capacity-building activities included an inter-university lighting workshop involving 40 students and industry professionals, as well as design workshops within the WeDesign Educational Hub.

Student Success, Academic Excellence and Global Recognition

The University celebrated major academic achievements during the reporting period, including the graduation of more than 1,400 students annually, international accreditation successes, student research achievements, and participation in prestigious regional and global competitions. Students and alumni received recognition through awards and distinctions including:

60+

Partner schools engaged through scholarships and cooperation agreements.

Qualification to the International Collegiate Programming Contest (ICPC) World Finals

The University of Balamand achieved a significant milestone in computer science and programming when its student team qualified for the prestigious International Collegiate Programming Contest (ICPC) World Finals, one of the most competitive programming competitions worldwide. This achievement reflects the students' advanced problem-solving abilities, technical expertise, and dedication to innovation, while highlighting the strength of UOB's computing and engineering



education in preparing students to compete successfully on the international stage.

First Place and Third Place at the ACI-ACTS Student Competition in Civil Engineering

Faculty of Engineering students demonstrated outstanding technical excellence at the ACI-ACTS Annual Student Competition, earning both first and third place among teams representing leading universities across Lebanon. The competition challenged participants to design and develop innovative engineering solutions, requiring creativity, precision, and teamwork. These achievements reflect the quality of engineering education at UOB and the commitment of its students and faculty to excellence in civil and environmental engineering.



Best Oral Presentation Award at the Doctoral Studies Days – Middle East Edition

The University of Balamand, in collaboration with the University of the Basque Country, received the First Prize Winner Certificate for Best Oral Presentation in Applied Sciences and Technology at the Doctoral Studies Days – Middle East Edition. The award-winning research, entitled "Enhancing *Cardiovascular Disease Prediction with an Interpretable Machine Learning Framework,"* presented an innovative artificial intelligence approach for early and reliable heart disease detection. The achievement highlights UOB's growing research impact and commitment to advancing interdisciplinary scientific innovation with applications in healthcare.

First Prize and Third Prize at the Annual Conference for Architecture and Engineering Graduates in North Lebanon

UOB students achieved top distinctions at the Annual Conference for Engineering and Architecture Graduates in North Lebanon, a major platform for showcasing innovative graduation projects. The award-winning projects demonstrated excellence in design, technical expertise, and practical problem-solving across engineering and architecture disciplines. These recognitions underscore the University's emphasis on applied learning and its success in cultivating graduates capable of developing solutions that address contemporary challenges and contribute to sustainable development.





Multiple Awards Earned by Students at HORECA 2025, the UniChef's Challenge, and National Hospitality Competitions

Students from the Tourism and Hotel Management program continued to distinguish themselves through exceptional performances at HORECA 2025, the UniChef's Challenge, and other national hospitality competitions. Competing against participants from institutions across the country, they earned multiple awards that recognized their culinary skills, creativity, professionalism, and commitment to industry standards. These successes reinforce UOB's reputation for excellence

in hospitality education and its ability to prepare graduates for leadership within the tourism and hospitality sectors.



Recognition through the Manal Sayed Award for GIS Innovation in Higher Education

The University of Balamand received recognition through the prestigious Manal Sayed Award for GIS Innovation in Higher Education, which celebrates excellence in the application of Geographic Information Systems (GIS) to address real-world challenges. The award highlighted the innovative work of UOB students and faculty in leveraging geospatial technologies for research, analysis, and decision-making, reflecting the University's commitment to technological innovation and interdisciplinary learning.



International Success at Formula Student UK 2025

The Balamand Racing Team achieved remarkable international success at Formula Student UK 2025, one of the world's leading student engineering competitions. Competing against teams from universities across the globe, the team ranked first among participating Arab universities and was honored with the **Michael Royce Learn and Compete Award**. These achievements demonstrate the students' capabilities in engineering design, manufacturing, project management, and teamwork, while showcasing UOB's growing international presence in advanced engineering education and innovation.



International Recognition for ALBA Students

Students from ALBA, the Lebanese Academy of Fine Arts at UOB, received international recognition through participation in prestigious global platforms, including Milan Design Week, the Luxfuturum International Lighting Competition, and the shortlist of the Student Academy Awards. Their achievements highlighted exceptional creativity, artistic vision, and design excellence, further strengthening ALBA's reputation as a leading institution for architecture, design, visual arts, and creative industries.



International Recognition of Creative Education

The quality of ALBA's creative education was demonstrated through strong student achievements at international and regional festivals and competitions. During 2025, student films were selected 14 times at film festivals in Lebanon, France, and Morocco and received six awards and distinctions, including honors at the Beirut Shorts Festival, the Lebanese Film Festival of France, and the NDU International Film Festival.

In addition, ALBA students participated in international exhibitions and design events, showcasing creative work developed through studio-based learning and interdisciplinary education.

ACHIEVEMENT	IMPACT
BEIRUT SHORTS FESTIVAL AWARDS	International recognition of student film production
LEBANESE FILM FESTIVAL OF FRANCE AWARDS	Recognition of creative excellence and technical skills
NDU INTERNATIONAL FILM FESTIVAL AWARD	National recognition of student achievement
CINEMA OF THE FUTURE COURSE	Integration of VR, AR, AI, and immersive technologies into curriculum

International and National Awards Recognizing Faculty Excellence

University of Balamand faculty members, researchers, and graduates continued to gain national and international recognition for their scholarly contributions and professional achievements. Notable distinctions included awards and honors received by Professor Charbel Dagher, Dr. Huda Abu-Saad Huijer, and several researchers whose work has advanced knowledge in literature, healthcare, education, and scientific research. These recognitions reflect the University's culture of academic excellence and its contribution to addressing societal challenges through research, scholarship, and innovation.







Annual University and Faculty Award Ceremonies

The University of Balamand continued its tradition of celebrating excellence through annual University-wide and faculty-specific award ceremonies. These events recognize outstanding achievements in academics, research, leadership, innovation, community engagement, athletics, and student activities. By honoring the accomplishments of students, faculty, staff, and researchers, the University fosters a culture of excellence, encourages lifelong learning, and inspires continued contributions to both the academic community and society at large.



Election to the Lebanese Academy

Dr. Charbel Dagher, Professor at the University of Balamand, was elected to the Lebanese Academy, Class of 2026, in recognition of his distinguished contributions to Arabic literature, poetry, literary criticism, and the study of Arab-Islamic art. Established by governmental decree and supported by the Lebanese Ministry of Culture, the Lebanese Academy honors individuals of Lebanese heritage who have made outstanding contributions to the sciences, medicine, humanities, and the arts. As a longstanding member of the UOB academic community, Dr. Dagher has played a significant role in advancing scholarships in Arabic literature, aesthetics, and cultural history. His election represents a prestigious national recognition of his academic leadership and scholarly impact, while further strengthening the University's reputation for excellence in research, education, and cultural heritage.

Through these accomplishments, the University continued to promote a culture of academic excellence, innovation, creativity, leadership, and lifelong learning while preparing graduates to contribute effectively to their professions and communities.

Libraries OPEN DOORS EVENT - Promoting Information Literacy and Access to Knowledge

The University of Balamand organized its 9th Annual Libraries Open Doors Event at the Issam Fares Library Learning Center to introduce students to the wide range of academic resources, research tools, and library services available to support their educational journey. Through interactive activities and engaging learning stations, the event promoted information literacy, independent learning, and the effective use of knowledge resources, reinforcing the role of libraries in supporting quality education and lifelong learning.

10TH ANNUAL BOOK FAIR- Fostering Reading, Scholarship and Lifelong Learning

The UOB Libraries hosted their 10th Annual Book Fair at the Issam Fares Library Learning Center, bringing together students, faculty, and community members to explore a wide range of books and publications. The event celebrated reading, intellectual exchange, and lifelong learning while reinforcing the University's commitment to fostering a vibrant culture of knowledge and scholarship.

EARTH HUB PROGRAM: Experiential Sustainability Education and Innovation

The Earth Hub is a platform initiated in 2024 to promote environmental awareness, material experimentation, interdisciplinary learning, and the development of more sustainable approaches to architecture and design.

In 2025 and 2026, more than 300 students participated in sustainability-focused lecture series and hands-on workshops addressing circular materials, biomaterials, biofabrication, regenerative design, and interactive environmental systems. This commitment was further institutionalized through the introduction of two new master's-level courses, Introduction to Biomaterials and Interactive Design, embedding sustainability principles directly into the academic curriculum.

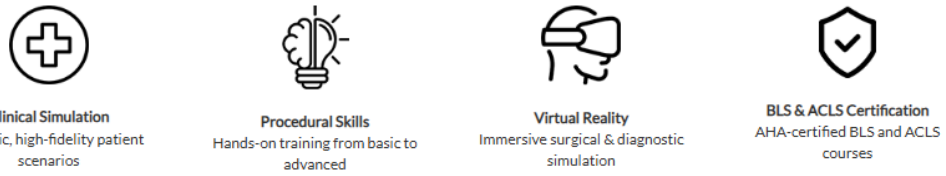
300+

Students engaged **in Earth Hub** sustainability learning activities.

INAUGURATION OF DR. ELIAS G. EL-CHAMI'S MEDICAL SIMULATION CENTER

The University inaugurated the **Dr. Elias G. El-Chami Medical Simulation Center**, a state-of-the-art facility dedicated to advancing experiential learning in medical education. The center provides students with a safe and technologically advanced environment to develop clinical competencies, improve decision-making skills, and engage in simulation-based training before entering real healthcare settings.

Medical Simulation Center
1,294.5 hours of simulation-based instruction



1,000+ m²	12	Miniature Hospital	AHA Training Center
Advanced Facility	OSCE Rooms	Fully Simulated Environment	Certified BLS & ACLS

The Center serves as a cornerstone of experiential learning at the University of Balamand, providing students and healthcare trainees with access to advanced simulation technologies that enhance clinical competence, critical thinking, communication, and decision-making skills in a safe learning environment. The Center supports the University's commitment to delivering high-quality, practice-based education aligned with international standards in healthcare training [This center supports SDG3, 4 and 9]. During the **2025-2026 academic year**, the Center delivered **more than 1,640 hours of simulation-based education and training** to **676 learners**, including medical students, residents, nursing students, and healthcare professionals from partner institutions. Training activities encompassed clinical examination skills, Basic Life Support (BLS), emergency medicine, trauma management, obstetrics and gynecology, pediatrics, psychiatry, laparoscopic surgery, point-of-care ultrasound (POCUS), resuscitation, and interprofessional teamwork. The Center provided **1,294.5 hours of simulation-based instruction** to **403 undergraduate medical students** across the MED II, MED III, and MED IV cohorts, strengthening their readiness for clinical practice through hands-on learning experiences that bridge classroom education and real-world healthcare settings.

In addition, the Center supported lifelong learning and professional development through specialized training opportunities for medical residents, nursing students, and practicing healthcare professionals.

Program / Participant Group	Learners Trained	Simulation Hours
MED II	146	286.5
MED III	143	48
MED IV	114	960
Residents	51	26
Nursing Students	54	68
External Healthcare Professionals (Mount Lebanon Hospital & Lebanese University)	134	146
Clinical Training Areas: BLS, ACLS, Emergency Medicine, Trauma, Surgery, Obstetrics & Gynecology, Pediatrics, Psychiatry, POCUS, Nursing Practice, Airway Management, Communication Skills, Interprofessional Teamwork		
Total	676	1,640.5

SDG BRAIN LAB AND EDUCATION FOR SUSTAINABLE DEVELOPMENT

UOB students actively participated in the fifth edition of the SDG Brain Lab on Just Transition, a national program coordinated by the United Nations Global Compact Network Lebanon to promote sustainability leadership among youth. Students engaged in workshops, industry collaborations, and sustainability challenges, while two participants were selected as SDG Ambassadors.

2 students selected as SDG Ambassadors through the **SDG Brain**



INTERNATIONAL EDUCATIONAL COLLABORATION

The University of Balamand strengthened its global educational engagement through international partnerships, conferences, academic exchanges, and collaborative research initiatives. Faculty members participated in international academic forums, including a conference at Harvard University and the International Symposium of Theological Faculties in Greece. UOB also explored academic cooperation with the University of Bucharest and signed an agreement with ESA Business School to expand educational and research opportunities. In addition, the University contributed to regional and international initiatives such as the C3WASH project, which advances water and sanitation education in the MENA region, and secured support through the PHC CEDRE Program to promote joint research and scientific collaboration between Lebanon and France. These initiatives enhanced international knowledge exchange, research development, and global learning opportunities for students and faculty.





International Mobility and Global Learning Experiences

ALBA expanded international learning opportunities through academic exchanges and study visits. Students from the Interior Architecture program participated in mobility exchanges with Sapienza University of Rome, while the School of Fashion Design organized an educational study trip to Paris involving students, faculty, and staff. Over 40 hours of site visits, meetings with fashion companies, and cultural activities provided students with international exposure and enhanced their professional and intercultural competencies.

RL4ENG PROJECT: ADVANCING DIGITAL LEARNING IN ENGINEERING EDUCATION

The Faculty of Engineering continued its active participation in the Erasmus+-funded RL4Eng Project, which promotes remote laboratories and digital learning in engineering education. Through international workshops, consortium meetings, and collaborative projects, students and faculty developed innovative approaches to online experimentation and remote learning, expanding access to engineering education and strengthening international academic cooperation.





INCLUSIVE EDUCATION AND MEDIATION TRAINING

The University reinforced its commitment to inclusive and equitable education through specialized educational activities. The Department of Education organized a seminar on Inclusive Education, bringing together educators, parents, and specialists to discuss best practices for supporting learners with diverse needs. In parallel, students from the Departments of Political Science, International Affairs, and Education completed a professional Mediation Training Program, developing



conflict-resolution, communication, and negotiation skills that contribute to social cohesion and responsible citizenship.



25 youth entrepreneurs trained through the Akkar Entrepreneurs Program.

COMMUNITY-BASED EDUCATION AND OUTREACH

The University continued to extend educational opportunities beyond campus through school-based competitions, awareness programs, environmental education initiatives, and outreach activities involving school students and community groups. Programs such as the Water Warriors Competition, Green Bridge Competition, Rally Paper Competition, UOB-FOE Water Expo school visits, and educational partnerships with schools provided hands-on learning experiences while promoting critical thinking, innovation, sustainability awareness, and engagement with higher education.



The University of Balamand (UOB), in collaboration with the Insan Foundation, concluded a five-month Entrepreneurs Program at its Issam Fares Faculty of Technology in Beino, Akkar. The initiative trained 25 participants in entrepreneurship and innovation through lectures, workshops, and expert-led sessions. Participants developed entrepreneurial projects, including Gen-Beats, EduChance, and Agora, and presented them at a closing event before a panel of evaluators. The program aimed to empower youth, promote innovation, and support sustainable local development by helping transform ideas into viable opportunities.





DEPARTMENT OF COMMUNITY ENGAGEMENT (DoCE)

DoCE contributed to SDG 4 by expanding access to quality learning, professional development, and community education opportunities. The Department delivered 22 capacity-building trainings for Ministry of Public Health staff and UNICEF implementing partners, while also supporting education-sector initiatives in collaboration with the Ministry of Education and Higher Education (MEHE). Technical support was provided to UNICEF programs, including DIRASA and MAKANI, as well as initiatives serving Palestinian communities, strengthening community engagement and communication skills among educators and frontline workers. Furthermore, DoCE promotes experiential learning through student engagement and service-learning opportunities, including internships and participation in community-based projects.



22 capacity-building trainings delivered for public-sector and partner organizations

Public Engagement Through Creative and Design Education

ALBA actively promotes lifelong learning through public lectures, exhibitions, screenings, workshops, and outreach activities. In 2025, the Graphic Arts and Advertising Department hosted public screenings from the Stuttgart International Festival of Animated Film (ITFS), attracting students, alumni, school pupils, and members of the public. The section also organized a public discussion with renowned comics author Zeina Abi Rached and participated in the WeDesign Beirut exhibition.

The Product Design Department further contributed to community education through workshops with secondary school pupils and through ALBA Open Days, where student-designed installations welcomed more than 1,500 prospective students and parents across the Dekwaneh and Koura campuses.

ACTIVITY	IMPACT
ITFS PUBLIC SCREENINGS	Free creative education event attended by students and community members
PUBLIC MEETING WITH ZEINA ABI RACHED	Public engagement with creative industries
OPEN DAYS	More than 1,500 school pupils and parents engaged
WEDESIGN BEIRUT EXHIBITION	Public exhibition showcasing student work and creativity

COMMUNITY ENGAGEMENT THROUGH ATHLETIC FACILITIES

The University of Balamand recognizes athletics as an important component of holistic education, contributing to students' physical well-being, leadership development, teamwork, discipline, and lifelong learning. Through the Office of Athletics, Wellness, and Recreation, the University provides inclusive access to athletic facilities, varsity sports programs, recreational activities, and wellness initiatives that support student success and personal development.

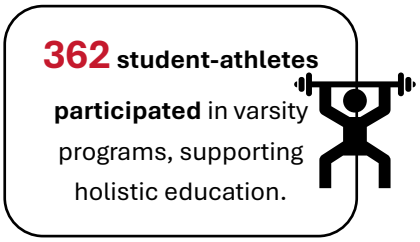
In addition to serving the University community, athletic facilities are made available to schools and community groups whenever possible, extending educational and recreational opportunities beyond campus and promoting healthy lifestyles among local youth. This outreach supports community engagement and broadens access to high-quality sports and wellness environments.

The University also promotes access to higher education through athletic scholarships, which help reduce financial barriers for talented student-athletes while encouraging academic achievement and athletic excellence. Student-athletes are supported in balancing their academic and athletic commitments, developing leadership, time-management, communication, and teamwork skills that contribute to their personal and professional growth.

International athletic competitions and exchanges further enrich the educational experience by exposing students to diverse cultures, fostering intercultural understanding, and strengthening global citizenship competencies. Through these initiatives, athletics serves as a platform for experiential learning, inclusion, and student development, contributing to the University's commitment to quality education and lifelong learning.

In 2025-26

- 362 student-athletes participating in varsity programs across multiple campuses.
- More than 30 varsity sports and teams offered by the University.



- Athletic facilities accessible to schools and community groups, promoting learning, well-being, and community engagement.
- Continued growth in female participation, with 134 female athletes participating in 2025–2026.
- Athletic scholarships supporting access to higher education and student success.

SERVICE EXPERIENCE: EDUCATION THROUGH DOING (SEED)

The University of Balamand promotes experiential learning, civic engagement, and community-based education through its **Service Experience: Education Through Doing (SEED)** program. SEED is a credit-bearing service-learning initiative that combines academic learning with meaningful community service, enabling students to apply classroom knowledge in real-world settings while contributing positively to society. Open to all undergraduate students, the program offers up to three tuition-free elective credits, with each course requiring students to complete 40 hours of structured community engagement.

Administered through the Division of Special Programs, SEED reflects the University's commitment to fostering active citizenship, leadership, social responsibility, and sustainable development. By engaging directly with community needs, students develop practical skills, deepen their understanding of societal challenges, and strengthen their sense of civic responsibility while contributing to the achievement of the Sustainable Development Goals (SDGs).

The program offers four service-learning courses covering distinct areas of community engagement:

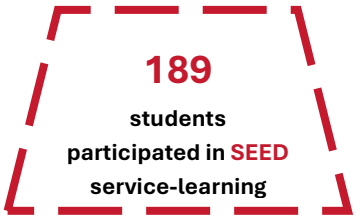
- SEED201 – The Social Service Experience
- SEED202 – The Education Service Experience
- SEED203 – The Environment Service Experience
- SEED204 – The Community Service Experience

1 credit-bearing service-learning program (SEED) available to all undergraduate

Student Participation and Impact

Over the past four academic years, the University has consistently offered all four SEED courses, providing students with opportunities to engage in educational, environmental, social, and community-based initiatives.

Between 2022 and 2026, a total of **189 students** participated in the SEED program, earning **243 academic credits** through service-learning activities and community engagement experiences. Through these initiatives, students gained valuable hands-on learning opportunities while making meaningful contributions to local communities, reinforcing the University's commitment to quality education, civic engagement, and sustainable development.



ACADEMIC YEAR	STUDENTS ENROLLED	TOTAL CREDITS EARNED
2022–2023	68	76
2023–2024	60	81
2024–2025	43	59
2025–2026	18	27

Contribution to SDG 4: Quality Education

SEED exemplifies the University's approach to **education through experience**, extending learning beyond the classroom and enabling students to develop critical thinking, leadership, teamwork, communication, and problem-solving skills. By integrating community service into the educational experience, the program enhances student learning outcomes while cultivating socially responsible graduates who are equipped to contribute to sustainable and inclusive development. As such, SEED represents a significant component of the University's efforts to advance SDG 4 by promoting inclusive, practical, and transformative learning opportunities for all students.

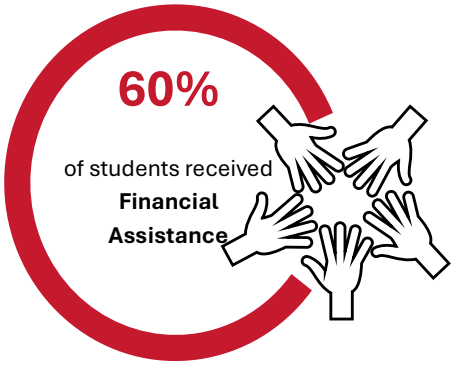
FINANCIAL SUPPORT AGREEMENTS

As part of its commitment to supporting the community and addressing the ongoing financial challenges, the University has established partnerships with several organizations to help students meet their tuition obligations. The University's student population represents a diverse range of socioeconomic backgrounds, including students from both affluent and low-income families. Currently, more than 60% of enrolled students benefit from some form of financial assistance.

These partnerships span various sectors and institutions, including the Lebanese Air Force, Lebanese Navy, Lebanese Army, Lebanese General Security, State Security, the Bar Association, members of the judiciary, the Greek Community, and the Associations of Dentists in North Lebanon and Pharmacists.

In addition, the Financial Aid Office manages collaboration agreements with more than 60 public and private schools across Lebanon. These agreements provide tuition discounts for students graduating from participating schools and scholarship opportunities for outstanding students.

Through these initiatives, the University seeks to reduce the financial burden on students and ensure continued access to quality higher education despite the country's economic difficulties.



STUDENT WORK PROGRAM

By providing work-study opportunities, the University of Balamand ensures inclusive and equitable quality education and promotes lifelong learning opportunities. The work-study program helps financially support students in need, enabling them to continue their education while gaining valuable work experience. It’s a great way to enhance both academic and practical learning.

OFFICE OF STUDENT AFFAIRS REPORTS ON SDG

The Office of Student Affairs report highlights the clubs' proactive engagement in activities aligned with all 17 Sustainable Development Goals. It underscores the commitment to ensuring inclusive and equitable quality education, along with promoting lifelong learning opportunities. By involving students in various sustainability initiatives, the University fosters an environment that supports educational growth and enhances awareness about sustainable practices. This collaborative approach not only enriches students' academic experiences but also equips them with the knowledge and skills to contribute meaningfully to sustainable development.

Read more about student services

Students actively participate in sustainability focused programs, including:

- SDG Brain Lab
- Eco Club initiatives
- UNESCO-related activities
- Sustainability competitions
- Environmental awareness campaigns

Through these initiatives, students develop leadership, problem-solving, and sustainability competencies while contributing to community-based solutions.