



SUSTAINABILITY 2023-2024

COMMUNICATION ON
ENGAGEMENT (COE)





EDUCATION FOR THE SDGS

TRACK OR DEGREE RELATED TO ENVIRONMENTAL SUSTAINABILITY

The Public Health Department offers several undergraduate and graduate courses in relation to environmental management, environmental health, and climate change. A special graduate track within the public health program exists and focus on environmental and occupational health. **(Link to the page)**

All environmental Sciences courses (EVSC) directly deals 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)**

SUSTAINABILITY COURSES

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)** with the following 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(FOB M) 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: <https://www.balamand.edu.lb/Style%20Library/PDFs/Catalogue/FHSGraduate.pdf#page=15>

FACULTY OF ARTS AND SCIENCES (FAS) Courses:

- **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 stereotype in TV and film, tracing the political, economic, and social influences on broadcasting.

ISSAM FARES FACULTY OF TECHNOLOGY (IFFT) Courses:

- **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)

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

SUSTAINABILITY LITERACY AND ASSESSMENT

Higher Education Institutions (HEIs) have been incorporating sustainable development (SD) into their curricula, operations, systems, and local communities for over 30 years. UNESCO has further supported this effort through the Higher Education Sustainability Initiative (HESI), encouraging institutions to engage with the UN Sustainable Development Goals (SDGs), particularly SDG 4, which focuses on education. HEIs play a crucial role in promoting sustainability across multiple domains: education, research, campus operations, community engagement, etc... They hold a societal responsibility to guide students, faculty, and staff in promoting sustainability, and their decisions impact the economic, social, and environmental dimensions of their communities, contributing significantly to regional and global sustainability. Nonetheless, despite being at the forefront of these efforts, they encounter significant challenges, particularly when located in Lebanon, where unique contextual difficulties add further complexity. However, the University of Balamand (UOB) boldly embraced these challenges, initiating its journey of commitment to sustainability. The Faculty of Engineering (FOE) at UoB began this journey in 2022 by undertaking a reflective research analysis to perform a sustainability awareness survey amongst engineering students at FOE to assess the level of sustainability literacy. The outcome of the study confirmed and revealed a serious lack of understanding and awareness amongst students regarding sustainability despite the many projects that are being conducted at UOB (Nakad et al., 2022 & 2023). Knowing that engineers play a crucial role in advancing sustainability initiatives, and for achieving the objectives of the American Board for Engineering and Technology (ABET) re-accreditation in meeting Student Outcomes (SO) 2-4, this necessitated an urgent need to develop a new course focusing on sustainability and its pillars to be integrated in our engineering curricula. A novel course, GENG222 (renamed to SUST229), was designed in June-August 2023 entitled "Sustainable Development for Engineers" that is being delivered since the Fall Semester of the Academic Year 2023/2024. The course has been included as a core course for all engineering students to take as pre-requisite for their senior undergraduate design projects. The course's design was pivotal, yielding instant positive outcomes for students' SD education allowing them to choose topics aligned with their interests, thereby fostering commitment to sustainability literacy ([click here](#)). Through numerous examples of engineering achievements across all SDGs, students gained confidence and understanding of their crucial role in advancing sustainability, particularly in societal aspects. For the first time, students embraced interdisciplinary collaboration, fostering teamwork with peers from other engineering disciplines to come up with sustainable designs. The FOE profile in its new sustainability initiative was presented at the Qatar 2023 Expo, acting as a catalyst for promoting sustainable practices within the institution that is situated in Lebanon, a country urgently in need of solutions. Additionally, FOE's research in engineering education for SD has attracted the eyes of UN-ESCWA, which has decided in July 2024 to follow suit in evaluating the sustainability literacy amongst students and faculty members across 9 countries from its memberships. Thirteen universities, including UOB from Lebanon, were invited to participate in the project "Regional Assessment of Education for Sustainable Development in Arab Universities". The findings from this assessment will represent a significant advancement in the UOB's commitment to achieving education for sustainable development. This effort is particularly important given that a recent study (Nakad et al., 2024) found only 32 published articles in the English language worldwide that had assessed SD integration in engineering curricula. Moreover, and as per the directives of Dr. Elias Warrak, hosted an informative session on the 17 Sustainable Development Goals (SDGs) on July 12, 2024 at the UOB main campus. This session promotes the SDGs within the UOB community, aligning with the university's

vision of fostering a sustainable future.

Also, through the Financial Literacy Center, several trainings have taken place to empower the UOB community with essential financial decision making.

There are continuously sessions related to SDG awareness for student through the seminar series such as the green skills for green economy, the 2024 Green Talent Forum, etc.

UOB GRADUATE ACCEPTED INTO PRESTIGIOUS MEPI STUDENT LEADERS PROGRAM

Mabelle Wehbe, a Chemical Engineering graduate from the University of Balamand, has been accepted into the 2024 Middle East Partnership Initiative (MEPI) Student Leaders Program. During her time at UOB, Mabelle excelled in her studies within the Faculty of Engineering, culminating in her winning the Dean's Award for Innovation. The MEPI program, focused on Climate Change and Environmental Protection, selected 60 students from the MENA region

out of 1,500 applicants. Mabelle is the only engineer from Lebanon among the participants and attended Delaware University for the intensive summer program. Her acceptance and achievements highlight the quality of education at UOB and serve as an inspiration to her peers.



QUALITY EDUCATION INITIATIVES: INSIGHTS FROM SDG 4 RESEARCH

In the past two years, the University of Balamand has made significant contributions to sustainability and education. Key publications include studies on genetic literacy among primary care physicians, green university campus diagnostics, and sustainability integration in engineering curricula. Research also covered the importance of skilled volunteering in education, environmental risks in South Lebanon, and the impact of job redesigning on organizational agility. Additionally, factors affecting Lebanese students' math performance, chemical waste management in labs, and augmented reality in education were explored. The status of highly able students in Lebanon was assessed, and a travel narrative from Damascus to Sinai was published, reflecting UoB's commitment to advancing sustainability, educational quality, and cultural understanding.

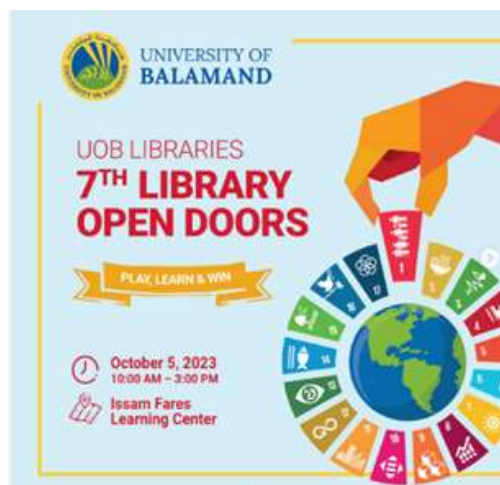
1. Karam, P.E., Hamad, L., ElSherif, M., Curi, D.A., & Yazbek, S.N. (2024). **Genetic literacy among primary care physicians in a resource-constrained setting**. BMC Medical Education. Open access.
2. Khoderchah, E., & Semaan, N.M. (2024). **The Green University Campus Diagnosis Model**. Process Integration and Optimization for Sustainability.

3. Nakad, M., Gardelle, L., & Abboud, R.J. (2024). **A Systematic Review of the Different Methods Assessing Sustainability Integration in Engineering Curricula.** Sustainability (Switzerland). Open access.
4. Salma, F., Dahesh, A.A., Yacout, M., & Abbas, N.H. (2024). **Volunteering, the new wealth of students: The importance of skilled volunteering in educational settings.** In Revitalizing the Learning Ecosystem for Modern Students.
5. Khatib, M., Hleihel, J., Arai, W., Skienhe, H., & Mortada, H. (2024). **Evaluating of the environmental risks of natural water sources in the Alkalaa municipal community area - South Lebanon.** Water Supply. Open access.
6. Jamal, A.F., El Nemar, S., & Sakka, G. (2024). **The relationship between job redesigning, reskilling and upskilling on organizational agility.** EuroMed Journal of Business.
7. Younes, R.G., Salloum, S.L., & Antoun, M. (2023). **The effects of language and home factors on Lebanese students' mathematics performance in TIMSS.** Large-Scale Assessments in Education. Open access.
8. Jammoul, M., Semaan, N.M., & Jabali, Y. (2023). **Engineering Laboratories Chemical Waste Management-Introduction of a Web-Based System.** IEEE Engineering Management Review.
9. Oueida, S., Awad, P., & Mattar, C. (2023). **Augmented Reality Awareness and Latest Applications in Education: A Review.** International Journal of Emerging Technologies in Learning. Open access.
10. Nakad, M., Kövesi, K., Gardelle, L., & Abboud, R.J. (2023). **Engineering Students' Perceptions Towards Promoting Sustainability.** In IEEE Global Engineering Education Conference, EDUCON.
11. Antoun, M., Younes, R.G., & Salloum, S.L. (2023). **Investigating the status of highly able students through the lens of the Lebanese national policy and the mathematics and science centralized curricula and textbooks.** European Journal of Science and Mathematics Education. Open access.
12. Slim, S., "Rihla Ila sina a travel from Damascus to Sinai". ARAM-Oxford, July 2024.

SDG 4 INITIATIVES AND ACTIVITIES

LIBRARY OPEN DOORS EVENT

The University of Balamand hosted the Library Open Doors event, themed "Knowledge for a Sustainable Future: UOB Libraries towards SDGs." The event highlighted the crucial role of libraries in promoting the Sustainable Development Goals (SDGs). Attendees explored various resources, participated in interactive workshops, and engaged in discussions on how libraries can drive sustainable development.



EDUCATIONAL DAY

The University Library, in collaboration with the School of Saints Coeur Tripoli, organized an educational day for grade 5 students. The event introduced students to the vast resources and services offered by a university library. Students explored the vast resources, learned about the book borrowing process, and discovered the importance of archives.

8TH ANNUAL BOOK FAIR

The UOB Libraries' 8th Annual Book Fair, was a delightful dive into the world of books at the Issam Fares Library Learning Center – Atrium. Attendees explored a vast array of literary treasures, engaging with fellow book enthusiasts and discovering new reads. This event was not only a celebration of literature but also a testament to the vibrant intellectual community at the University.



TRAINING SESSIONS ON THE INTEGRATION OF ICT INTO PEDAGOGICAL PRACTICES

December 2023 – Department of Education, University of Balamand – Koura



FACILITATION OF THE TRAINING WORKSHOP ON LEARNING ASSESSMENT:

Challenges and Proposals, December 2023 - Department of Education, University of Balamand – Koura.



FACILITATION OF TWO TRAINING SESSIONS ON DIFFERENTIATED INSTRUCTION AND COMPETENCY - BASED ASSESSMENT

Antonine International School – Ajaltoun, September 2024



FACILITATION OF THE TRAINING WORKSHOP ON CONSTRUCTIVE ASSESSMENT IN THE LANGUAGE CLASSROOM, PEDAGOGICAL DAY

May 2023 - Department of Education,
University of Balamand - Koura



WEBINAR FACILITATION ON TEACHERS' ANNOTATION PRACTICES: ANALYSIS AND PROPOSALS- ADMEE-EUROPE

Association for the Development of
Evaluation Methodologies in Education in
Europe. November 2023.



INAUGURATION OF THE ELIAS RAHBANI ACADEMY AT UOB

The University inaugurated the Elias Rahbani Academy at its Koura campus, under the patronage of His Beatitude Patriarch John X and in the presence of notable figures such as Former Prime Minister H.E. Tammam Salam and Deputy Speaker of the Parliament H.E. Elias Bou Saab. The Academy aims to uphold high educational standards for students pursuing musical studies, collaborating with esteemed professors and musicians, and providing accredited certificates by the Lebanese Ministry of Education. This collaboration highlights UOB's commitment to cultural education, preserving the nation's heritage, and promoting distinguished art and music. The event celebrated the legacy of Elias Rahbani and emphasized the role of higher education institutions in sustaining cultural and artistic values.



ECOLE DES ARTS DÉCORATIFS SECTION ARTS GRAPHIQUES ET PUBLICITÉ: SUSTAINABILITY INITIATIVES

UNODC REHABILITATION CENTER MURAL

Creation of a mural for the UNODC (United Nations Office on Drugs and Crime) new rehabilitation center for children in conflict with the law.



BULLES VERTES COLLABORATION

Participation in the "Bulles Vertes" initiative, a collaboration with the Amiens Comics Festival and UPJV University, focusing on raising children's awareness about ecology through themes such as mobility, energy, recycling, and clothing. These projects emphasize collaborative efforts and innovative approaches towards sustainable development and community engagement.



COLLECTIF MONNOT VISUAL IDENTITY

Development of the logotype and visual identity for the Collectif Monnot, an initiative uniting various cultural institutions in the Monnot neighborhood, including The Oriental Library-Université Saint Joseph (USJ), Monnot Public Library, National Conservatory, Snoubar Beirut bookshop, Beit Tabaris, Lebanese Prehistory Museum, Theatre Monnot, and Université pour Tous-USJ.



SUSTAINABILITY INITIATIVES FOR ECOLE DE MODE

The "Ecole de Mode" is dedicated to fostering an environment that encourages students to engage with sustainability and social responsibility in their creative processes. While specific sustainability projects are still in development, various initiatives reflect the school's commitment to integrating sustainable practices into fashion education.

1. UTOPIAN VISION PROJECT WITH NADIM YOUNES FOUNDATION

Students were tasked with envisioning a utopian world through a project presented to the Nadim Younes Foundation. This initiative inspired students to create sustainable fashion items, specifically a shirt, and encouraged collaboration with social initiatives. Through this engagement, students were able to reflect on:

- **Environmental Awareness:**
By conceptualizing designs within a utopian context, students examined the impact of fashion on the environment and explored sustainable practices in their creative processes.
- **Social Initiatives:**
Collaborating with local initiatives allowed students to understand the importance of community engagement and the role of fashion in fostering social change.

2. ENCOURAGING CONTEXTUAL THINKING

The school consistently encourages students to think critically about their surroundings. This philosophy is integrated into various projects, prompting students to consider sustainability in their design processes. By promoting contextual awareness, the school helps students understand the broader implications of their work in the fashion industry.

3. WASTE MANAGEMENT PRACTICES

Efforts are underway to improve waste management practices within the school. Current initiatives include:

- **Waste Sorting:**
The school actively sorts its waste to minimize environmental impact, promoting a culture of recycling and responsible disposal.
- **Fabric Waste Solutions:**
While the school has yet to find a solution for fabric scraps, the director is proactively seeking a textile recycling center or machinery that can repurpose fabric waste into fibers. This initiative aligns with the broader goal of reducing waste in fashion production.

EMPOWERING MIGRANTS THROUGH ART AND EDUCATION

The Centre for Research and Creation (CRC) on "Invisual Art – Creativity within Socioeconomic Models," led by Dr. Ricardo Mbarkho at the Centre for Research and Creation, collaborates with The EEIMA (European School for Migrant Integration through Art), which is Europe's first institution dedicated to integrating migrants through art. By harnessing the transformative power of art, the school empowers both newcomers and long-term migrants to express themselves, reclaim their dignity, and assert their identities as active citizens. This collaboration promotes equitable education, reduces

social and cultural disparities, and fosters a sense of belonging and agency among migrants, contributing to more inclusive societies.



INTEGRATING AI INTO ARTISTIC EDUCATION AT CRC

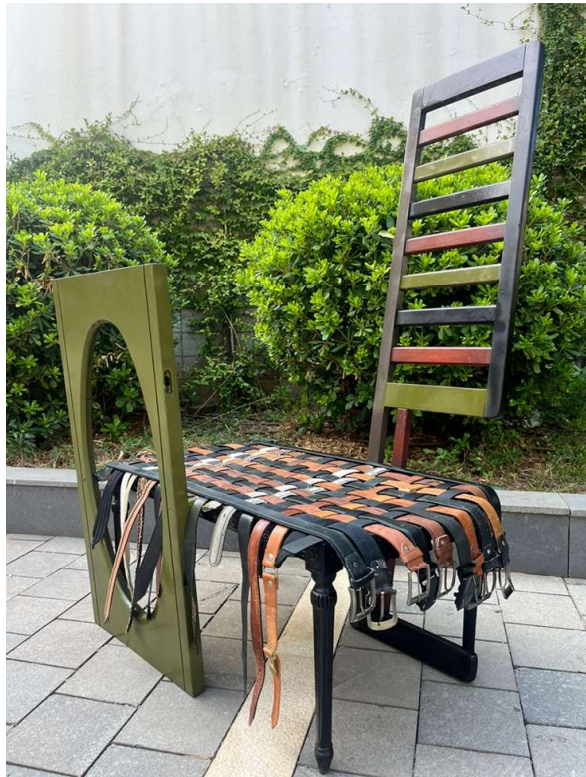
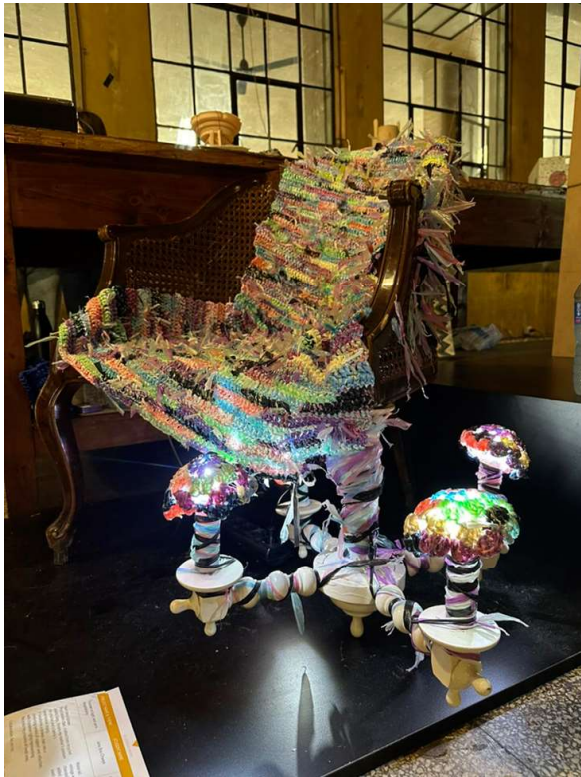
The Centre has been conducting staff training in AI as part of the "Artificial Intelligence and Artistic Education" research project. This initiative plays a significant role in understanding the impact of AI on artistic education, advocating for an innovative, creative, and collaborative approach. It positions ALBA at the crucial intersection of AI, research, and artistic teaching, preparing educators to adapt to emerging technologies and fostering innovative teaching practices.



MOU WITH ARC-EN CIEL

The MOU between ALBA and Arc-en Ciel (AEC) NGO encompasses several collaborative projects aimed at engaging students in case studies, research, analysis, briefs, internships, and workshops.

It encourages inclusive, adaptive, sustainable, social, and environmental work while fostering a creative problem-solving approach. Both parties are sharing knowledge and expertise through teachers, artisans, and experts. Relevant entities at AEC involved are "La Brocante" (upcycling furniture), "La Boutique" (upcycling fabrics), L'atelier (ceramics), Mobility (technical devices for PwDs), and waste sorting and upcycling. A test project with students from AI, architecture, and fashion involved upgrading pieces from the AEC flea market, some of which were exhibited at WeDesign under the banner of sustainability.



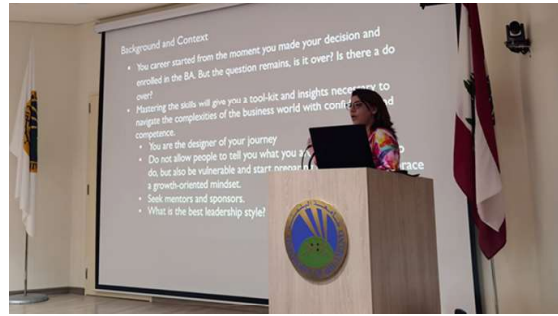
ENHANCING EDUCATION THROUGH LEBANON'S ARCHAEOLOGICAL HERITAGE

Rita Kalindjian, archeologist and curator of UOB's Ethnography Museum, presented an online talk in Armenian about the history of excavations in Lebanon, starting with the digs that happened during the Ottoman period up until today. The talk was prepared for international Armenian diaspora senior students studying old Armenian language, who learned more about Lebanon's history and sites.



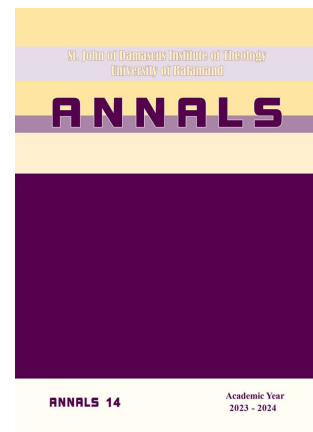
SETTING YOURSELF UP FOR SUCCESS: ESSENTIAL SKILLS AND MINDSETS FOR ASPIRING BUSINESS PROFESSIONALS

The Faculty of Business and Management at the University of Balamand hosted a successful seminar titled "Setting Yourself Up for Success: Essential Skills and Mindsets for Aspiring Business Professionals". This Seminar, led by Dr. Diana Skaft, UOB Alumna and Doctor of Business Administration, provided valuable insights to students on the key qualities and approaches needed to thrive in the professional world. The session emphasized developing transferable skills such as goal setting, effective communication, work ethic, lifelong learning, and time management, which are crucial for success in various careers.



ENHANCING QUALITY EDUCATION THROUGH THEOLOGICAL RESEARCH

The Annals 14 edition published by the University focuses on research and publications in the theological field. This edition includes a collection of scholarly articles, research papers, and theological discussions contributed by experts in the field. The content aims to advance the understanding of theological concepts, history, and contemporary issues within the realm of theology. The university is currently preparing the next edition, which will continue to feature high-quality research and insights from theologians and scholars.



ENHANCING QUALITY EDUCATION THROUGH THEOLOGICAL RESEARCH

The Antiochian Orthodox Church organized a university conference at the Patriarchal Monastery of Our Lady of Balamand to commemorate the first anniversary of Patriarch Ignatius IV's passing. The conference explored various aspects of his life, thoughts, and ecclesiastical legacy. Key themes included his historical period, educational efforts, theological thought, contributions to Orthodox and ecumenical dialogues, Christian presence in the East, church pastoral work, and philosophical background. The research and discussions highlighted his significant influence on theological education and his vision for the church and society. The findings were published in a book in March 2024.



THEOLOGY LECTURE SERIES

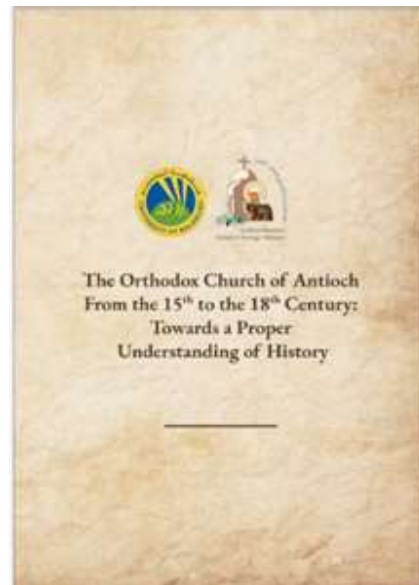
Since its inception in 2022, the Theology Lecture Series at the St. John of Damascus Institute of Theology has been an ongoing platform for sharing and celebrating the rich body of research produced by the faculty. Aimed at making these academic contributions more accessible, the Institute Council designated the last Tuesday of each month for these lectures, allowing faculty members to present their research findings directly to students and colleagues.

This initiative has not only enhanced scholarly communication within the Institute but has also fostered a deeper engagement with theological studies across the University. The series continues to thrive as a cornerstone for intellectual exchange and collaboration



BALAMAND INTERNATIONAL SCIENTIFIC CONFERENCE

The Middle East, the historical birthplace of Christianity, holds Antioch as a central pillar of early Christian faith, where Saints Peter and Paul established the Christian church at Antioch, and where the followers of Christ were first called "Christians" (Acts 11:26). The Patriarchate of Antioch, despite transferring its Seat to Damascus in the 14th century due to political pressures, preserved its apostolic authority and unity with the broader Orthodox communion amidst centuries of challenges, including Ottoman rule and schisms the last of which was that of 1724 when some of its members embraced Uniate Roman Catholicism.



THEOLOGY LECTURE SERIES

The Institute of Theology engages in the Erasmus+ teaching mobility program, promoting academic exchange with European institutions, including those in Lasi, Romania. In 2023, staff member Fr. Hareth Ibrahim and students Fadi Al-Saad and George Dib participated, enriching their theological studies. Erasmus+ enhances education by fostering knowledge-sharing, cultural exchange, and international partnerships.

COMMUNITY ENGAGEMENT THROUGH ATHLETIC FACILITIES

The University of Balamand is committed to fostering community engagement and promoting physical well-being among local youth. As part of this commitment, the university opens its athletic facilities, including the swimming pool and green field, to surrounding schools for their physical education classes. This initiative not only supports the physical education curriculum of these schools but also provides students with access to high-quality sports facilities, encouraging an active and healthy lifestyle. By facilitating the use of its athletic amenities, the University of Balamand contributes to the well-being of the community and supports Sustainable Development Goal 4: Quality Education, which advocates for inclusive and equitable education opportunities for all.



SERVICE EXPERIENCE: EDUCATION THROUGH DOING (SEED)

The University of Balamand (UOB) has a community service program built on the philosophy of service learning, a pedagogical method that unites classroom theory with practical work in the community.

This SEED program consists of one credit-bearing course offered at the undergraduate level. Each course is free of charge to all students who wish to engage in community service and gain a meaningful experience from it. The SEED student, a regular BS/BA UOB student, can register a maximum number of three SEED courses - one per semester - adding up to three free credits, an equivalent to a regular free elective course. The SEED course requests each student to undergo forty hours (40) of community service for each course he/she registers, thereby making available to the wider community the University's numerous resources.

The SEED program reflects the University of Balamand's commitment to fostering a culture of service and civic engagement among its students.



FINANCIAL SUPPORT AGREEMENTS

As part of its financial support to the community and in response to the emerging financial crisis, the University has established agreements with several entities to assist students with their tuition fees.

In fact, the student body at the university includes students from a wide range of socioeconomic backgrounds, from wealthy families to those from low-income families. Currently, more than 60 % of the students are registered with financial assistance.

The university's agreements cover various sectors, including: Lebanese Air Force, Lebanese Navy, Lebanese Army, Lebanese General Security, State Security, Bar Association, Lebanese Judges, Greek Community, Dentists (North Lebanon) and Pharmacists.

Additionally, the Financial Aid Office handles protocols with more than 60 private and public schools across all of Lebanon to offer discounts to students coming from those schools and scholarships to distinguished students.

These agreements aim to alleviate the financial burden on students and ensure that they have access to quality education despite the economic challenges.

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 SDGS

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 it here: [University of Balamand | Students](#)