UNIVERSITY OF OUM EL BOUAGHI

Report on the United Nations Sustainable Development Goal 1: No Poverty

ABSTRACT

This report highlights the efforts and contributions of the University of Oum El Bouaghi in Algeria toward advancing Sustainable Development Goal 1: No Poverty.



Introduction

The University of Oum El Bouaghi advances Sustainable Development Goal 1 through free and inclusive access to higher education, student financial aid and essential services, and support for entrepreneurship and community policy work. The official SDG 1 form reports 9,908 low-income students receiving financial aid among 12,051 student FTE (82.2%, calculated from the reported counts).

1. Anti-Poverty Framework of the University

The University of Oum El Bouaghi operates within Algeria's public higher education system, where education is provided free of charge. The source document cites Article 53 of the Constitution and Laws No. 84-05, 99-05, 2000-04 and 08-06 as the framework supporting free public education and higher education access.

The university reports admitting students assigned to it through the national system regardless of household income, including students from the lowest income groups. This universal-access approach supports non-discrimination, although the university does not report a separate quantified admission target for the bottom 20% of household income.

2. Direct Support for Student Access and Completion

Progression to postgraduate study

Students who earn a Bachelor's degree may apply to Master's and Doctoral programmes without income-based restrictions. Master's admission follows academic and national rules; doctoral entry is through a competitive process. The source reports no specific completion target for the bottom income quintile, so the evidence supports an access policy rather than a measured low-income graduation target.

The source lists Master's programme information and enrolment records for academic years 2020–2021 through 2026–2027, and doctoral programme and competition information as evidence of continuing study pathways.

3. Support Services for Students

The Directorate of University Services provides meals, accommodation and urban or semi-urban transport to registered students, including those from low-income households. The source reports nine integrated restaurants, three

central restaurants and nine residence halls with approximately 9,950 beds. Meals and accommodation are described as free public services; transport is subsidised and requires registration under the applicable rules.

The source also describes student accommodation applications through the PROGRES platform, route planning and management for transport, GPS tracking and video surveillance on buses, and preventive maintenance and mobile technical support for the transport fleet. It reports complimentary annual round-trip air travel for eligible students from Algeria's southern regions and international students. Sector-wide bus fleet figures in the source refer to the National Office for University Services, not solely to the university.

These services reduce living and travel costs that can otherwise interfere with attendance and continuation in higher education.

4. Bursaries and Financial Aid

The official SDG 1 form reports 9,908 low-income students receiving financial aid among 12,051 student FTE. State bursaries begin after the Baccalaureate and may continue after one repeated academic year; suspension rules apply when academic delay exceeds the stated limit.

Reported bursary amounts vary by study cycle and household income. The source lists Bachelor's awards of 2,700, 3,600 or 4,050 DZD; Master's awards of 5,850 DZD in first year and 7,200 DZD in second year; and a doctoral bursary of 12,000 DZD per month. It attributes these amounts to national decisions and decrees. These figures are reproduced as reported in the source and have not been independently verified here.

The university also encourages students, professors and administrators to participate in associations and solidarity initiatives that support students with limited means.

5. Support for International Students from Low-Income Countries

The university reports welcoming international students from low- and lower-middle-income countries, naming Western Sahara, Niger, Mali, Libya and Palestine. It states that international students receive free education and access to accommodation, meals, transport and healthcare, as well as state bursaries under Executive Decree No. 10-137 (2010).

This support extends the university's access and welfare approach across national borders. The source points international students to the university's Study in Algeria and residence information pages.

6. Promoting Entrepreneurship and Local Development

The university's Business Incubator, Entrepreneurship Development Center and Scientific Complex for Development and Innovation provide training, mentoring and access to facilities for students and graduates developing business ideas. Training topics include idea development, design thinking, business planning and financial management.

In 2025, the source reports 462 student projects across the first and second sessions under the university enterprise initiative, excluding projects submitted through other registration channels; 74 projects received the Innovative Project label. These counts provide evidence of student entrepreneurship activity. They do not by themselves establish that all projects became operating businesses or created jobs.

7. Financial and Material Support for Local Start-Ups

The Business Incubator directs students with an innovative project label to national funding bodies, including ANADE, ANGEM and CNAC. The university also reports providing workspace and laboratory equipment through the incubator to help eligible projects develop.

The source describes referral to external funding authorities and access to facilities; it does not quantify the amounts of funding secured or identify a university grant total. The reported contribution is therefore best characterized as funding navigation and in-kind support for start-up activity.

8. Training for Access to Basic Services

The source reports training and programmes intended to improve access to essential services, including health and nutrition, clean water, sanitation, electricity, cooking fuel, housing and basic assets. It identifies the Directorate of University Services and the Directorate of Subsidiary Activities as coordinating bodies.

The evidence describes institutional activities and service infrastructure, including the expansion to nine residence halls and food-service facilities. It does not provide participant totals or measured changes in community access,

so the documented contribution is programme provision rather than quantified impact.

9. Participation in Policy-Making and Poverty Reduction

The university reports engaging in poverty and development discussions at local, regional, national and international levels through conferences, consultations and public communication. University professors, including the rector, are described as contributing to sessions of the Wilaya People's Council and offering recommendations on poverty alleviation and community issues.

The source also lists professors' television, radio and online contributions on unemployment, economic indicators and development. These examples document participation in public and policy dialogue; the source does not quantify their direct effect on poverty outcomes.

Conclusion

The evidence presents a broad institutional contribution to SDG 1: the university combines public education access with financial aid, food, accommodation and transport services, international student support, entrepreneurship infrastructure, basic-services programmes and policy engagement. The official SDG 1 form reports 9,908 low-income students receiving financial aid among 12,051 student FTE (82.2%, calculated from the reported counts).

The evidence also identifies areas where results are not quantified, including income-specific graduation outcomes, community programme participation and funding or job creation from supported start-ups. Continued reporting of these measures would help show how access and support translate into longer-term poverty reduction.

Selected Evidence and Further Information

Higher education legal framework (laws cited in the source): https://services.mesrs.dz/DEJA/Ensemble%20des%20textes%20juridiques%20depuis%20l%27ind%C3%A9pendance%20et%20publie%20dans%20le%20journa%20officiel%20/loi99-05ar.pdf

Master's programmes: https://www.univ-oeb.dz/vrfg/en/master/

Doctoral training: http://www.univ-oeb.dz/vrfg/en/2195-2/

University Services Directorate: https://doubouaghi.onou.dz/#/Services

University transport services: https://doubouaghi.onou.dz/#/Services/4

University bursary information: https://www.univ-oeb.dz/%D8%A5%D9%8A%D8%AF%D8%A7%D8%B9-%D8%B7%D9%84%D8%A8-%D8%A7%D9%84%D9%85%D9%86%D8%AD%D8%A9-%D8%A7%D9%84%D8%AC%D8%A7%D9%85%D8%B9%D9%8A%D8%A9-%D9%84%D9%84%D8%B7%D9%84%D8%A8%D8%A9-%D8%A7%D9%84%D8%AC%D8%AF/

Study in Algeria: http://www.univ-oeb.dz/vrlex/en/study-in-algeria/

University residences: http://www.univ-oeb.dz/vrlex/en/university-residences/

Ministerial Decree No. 1275: https://www.mesrs.dz/wp-content/uploads/2023/01/%D8%A7%D9%84%D9%82%D8%B1%D8%A7%D8%B1-%D8%B1%D9%82%D9%85-1275.pdf

University Business Incubator: https://www.univ-oeb.dz/fr/incubateur/

Directorate of Subsidiary Activities: http://www.univ-oeb.dz/dacs/

Business incubator visual evidence: https://fb.watch/lU6m2OvK5C/

Policy and public dialogue examples:
https://www.youtube.com/watch?v=rKB6nqhYp_A ;
https://www.youtube.com/watch?v=XlOzauAHeUU ;
https://www.youtube.com/watch?v=LGjhI4cV2Z4