UNIVERSITY OF OUM EL BOUAGHI

Report on the United Nations Sustainable Development Goal 10: Reduced Inequalities

ABSTRACT

This report highlights the efforts undertaken by the University of Oum El Bouaghi, Algeria, in advancing the goals of SDG 10: Reduced Inequalities..



Introduction

This report presents the University of Oum El Bouaghi's evidence for Sustainable Development Goal 10 in the context of university sustainability rankings. It consolidates population indicators and institutional evidence on access, equality, disability inclusion, and support services. The student-population figure used for consistent cross-SDG reporting is 12,051. The workforce reference is 2,300 employees, comprising 1,082 academic staff and 1,218 administrative staff. In the 2025 first-year cohort, 1,398 of 4,103 new degree starters were identified as first-generation students (34.1%). Population totals and cohort measures are reported separately; rates are calculated only where the numerator, denominator, and reporting period are aligned.

1. Equal Access to Education

For cross-SDG reporting, the university uses a student-population figure of 12,051. First-generation participation is measured separately within the entering cohort, which provides a defined denominator for that indicator.

- 2025 first-year cohort: 4,103 students started a degree; 1,398 were first-generation students (34.1%). This cohort-level share is distinct from the overall student-population figure of 12,051.

2. Proportion of Students and Employees with Disabilities

The source reports 40 students with disabilities. The student-population reference used in this report is 12,051; however, the source does not establish that both figures cover the same reporting period. A prevalence rate is therefore not reported.

- The source reports 20 employees with disabilities. The cross-SDG workforce reference is 2,300 employees, comprising 1,082 academic staff and 1,218 administrative staff. Because the disability count has no verified matching reference period, an employee prevalence rate is not calculated.

- The university describes academic, psychological, social, and medical support for people with disabilities. The evidence identifies the services offered but does not report unique beneficiaries or outcome measures.

Support is delivered through university services and is complemented by Braille access and accommodation measures described in sections 9–13.

3. Non-Discriminatory Admission Policies

The university describes admission as governed by published academic and national eligibility requirements and states that its procedures are non-discriminatory. Its Equality, Diversity, and Inclusion policy was established in 2010 and reviewed in 2025.

4. Equality, Diversity, and Inclusion Committee

The university reports an Equality, Diversity, and Inclusion Committee with student, faculty, and administrative representation. Its mandate includes advising on and implementing inclusion policies, coordinating training and awareness activities, supporting people affected by discrimination, and reviewing progress.

5. Tracking Applications and Admissions of Underrepresented Groups

The university reports monitoring applications and admissions of underrepresented groups through its admissions procedures and the Study in Algeria information platform. The SDG 10 evidence records 32 international students from developing countries. It does not provide disaggregated application and admission totals by group; comparative admission rates therefore cannot be calculated from the supplied evidence.

6. Recruitment of Underrepresented Groups

The university describes transparent recruitment procedures for students, staff, and faculty and documents initiatives involving professors with disabilities. The supplied evidence does not provide recruitment totals by underrepresented group or measure recruitment outcomes.

7. Anti-Discrimination and Anti-Harassment Policies

The university reports that its anti-discrimination and anti-harassment policies were established in 2010 and reviewed in 2025. The documented framework includes equal-treatment principles, confidential reporting channels, support for affected people, investigation procedures, and disciplinary responses where warranted. The report documents the policy and procedures; it does not quantify complaints or resolution outcomes.

8. Diversity and Equality Structures

The Equality, Diversity, and Inclusion Committee and the Mediation and Social Assistance Unit provide institutional structures for guidance and support. The source describes these bodies as serving students and employees, including people with disabilities.

9. Support Services for People with Disabilities

The university identifies the following support services for people with disabilities:

- Psychological, social, and medical assistance through the Social Medical Center.
- Braille services at the Central Library for visually impaired students and staff.
- Counseling and guidance to support students' integration and participation in university life. The evidence does not quantify service uptake or outcomes.

10. Accessible Facilities

Reported measures include adapted routes and elevators in multi-storey buildings to facilitate access to classrooms, lecture halls, and other facilities. No site-by-site accessibility audit was supplied.

11. Access Schemes for People with Disabilities

The source describes access arrangements for students, staff, and faculty with disabilities, including adapted facilities and support through the Mediation Unit. It provides no comprehensive accessibility audit or participation measures.

12. Support and Mentoring Programs

The university reports mentoring and personal guidance through the Support and Mediation Unit. Participation totals and outcomes were not supplied, so the program's reach and effectiveness cannot be assessed.

13. Reasonable Accommodation Policy

The source describes reasonable accommodation provisions for students with disabilities, including:

- **Free on-campus accommodation**
- **Complimentary meals**
- **Participation in all cultural, sports, and scientific events**
- **24-hour free healthcare services** through social medical centers

Conclusion

The evidence provides a defined first-generation cohort indicator (1,398 of 4,103; 34.1%), alongside the cross-SDG population references of 12,051 students and 2,300 employees (1,082 academic and 1,218 administrative staff). It also records 32 international students from developing countries, 40

students with disabilities, and 20 employees with disabilities. The university documents inclusion policies reviewed in 2025, an Equality, Diversity, and Inclusion Committee, disability support services, access measures, and accommodation provisions. For ranking assessment, these policies and activities should be distinguished from measured outcomes: the supplied evidence does not align the reporting periods for disability counts and population denominators, nor does it provide disaggregated application, admission, recruitment, or service-outcome data. The strongest evidence is therefore for institutional commitments, structures, and documented activities; outcome comparisons remain limited by the available data.