UNIVERSITY OF OUM EL BOUAGHI

Report on the United Nations Sustainable Development Goal 5: Gender Equality

ABSTRACT

This report highlights the University's initiatives and policies aimed at advancing gender equality and strengthening women's empowerment across its academic community.



Introduction

This report updates the University of Oum El Bouaghi's SDG 5 evidence using the university's source file, its 2025 new-student statistics workbook, the female and male graduation tracking report, and the supporting policy and legal documents. The strongest current measure is the 2025 first-year intake: women were 2,891 of 4,103 new starters (70.46%). Other source figures have unresolved arithmetic or period differences, which are identified below and are not combined.

1. Equal Access to Education

The university source describes equal access to bachelor's, master's, and doctoral study, scholarship information, guidance, and measures intended to encourage women's participation in fields where they are underrepresented. The current 2025 intake workbook provides a checkable gender breakdown for first-year entrants.

- **2025 first-year intake: 2,891 women and 1,212 men, 4,103 students in total. Women represented 70.46% of this cohort. The workbook derives gender from the Civilité field where the Sexe field was blank in three records.**

Separate 2025 all-level enrollment roster: BASE 2025.xls contains 16,506 unique student-registration records after excluding 13 repeated header rows. Its Sexe field records 11,345 female students, 5,160 male students, and one record with sex missing; women are 68.7% of all roster records. This roster is an enrollment list, not a graduate list. The separate 2025 first-year cohort figures above remain 2,891 women out of 4,103 starters.

- **First-generation access: 958 of the 2,891 women starting a degree were recorded as first-generation students. The total number of first-generation starters was 1,398. These figures mean women accounted for 68.5% of first-generation starters; 958 is 33.1% of all women starting a degree.**
- **Participation in selected fields in the same 2025 intake: women were 206 of 410 new students in Science and Technology (50.2%), 141 of 224 in Architecture, Urban Planning and City Professions (62.9%), and 29 of 202 in Physical and Sports Science and Techniques (14.4%). These are new-student counts, not the full enrolled population.**

Across all levels in the BASE 2025 roster, women were 650 of 1,414 students in Science and Technology (46.0%), 366 of 555 in Architecture, Urban Planning and City Professions (65.9%), and 89 of 619 in Physical and Sports Science and Techniques (14.4%). These all-level enrollment counts are separate from the first-year intake counts. The workbook's Civilité field is blank or inconsistent with Sexe in 208 records; verify the sex split before external submission.

- **The source describes scholarship access and guidance for women. The supporting scholarship decrees document national scholarship rules; they**

do not by themselves establish university-specific participation rates or prove that an individual access scheme reached a stated share of women.

2. Non-Discrimination and Equality Policy

The SDG 5 source records a non-discrimination policy for women, created in 2010 and reviewed in 2025. It describes equal treatment in education and employment and a confidential complaints process. The source cites the Algerian Constitution, the Ministry's Charter of Ethics and University Deontology, and CEDAW. These are institutional descriptions; the underlying documents should be retained as evidence for an external submission.

- The same SDG 5 source answers "No" to whether the university has a non-discrimination policy specifically for transgender people. The policy creation and review dates are left as placeholders in that response. This report preserves that answer and does not infer that the general women's non-discrimination policy covers this separate question.
- For people reporting discrimination, the source describes confidential complaints through an online platform and administrative offices, with investigation and protection from retaliation. It also states that policy review and awareness activities are part of the institutional approach. The evidence provided describes the process but does not include case counts, outcome statistics, or a separate verified anti-retaliation procedure.

The source describes the official complaints platform and administrative filing route as confidential reporting channels. The updated report treats these as documented university statements; no complaint outcome data or independent evidence of use was supplied.

3. Maternity and Paternity Policies

The university source describes maternity and paternity support under Algerian law. The relevant legal provisions have changed since the older report, so the current rules below use the 2025 Official Gazette amendment and the public-service statute.

- **Maternity leave: Law No. 25-08 of 19 July 2025 amended the social insurance law to provide a daily benefit for 150 consecutive days, subject to the statutory conditions. In qualifying cases involving a newborn with a disability, congenital malformation, or serious illness requiring care or medical intervention, the law allows a 50-day extension and a further extension of up to 165 days under specified medical and filing conditions.**

- **Paternity leave: Article 212 of Ordinance No. 06-03 provides public employees three paid working days following the birth of a child. The SDG 5 source also describes additional leave in some circumstances, but the cited provisions reviewed here do not establish its stated one-to-five-year duration; that claim is not repeated as a verified entitlement. These statutory provisions concern employees and should not be presented as student leave entitlements.**

Official legal references checked: Law No. 25-08, published in Journal Officiel No. 47 (2025), amending Law No. 83-11 on social insurance; and Ordinance No. 06-03, Article 212, published in Journal Officiel No. 46 (2006). Full texts: https://www.joradp.dz/FTP/jo-francais/2025/F2025047.pdf and https://www.joradp.dz/ftp/jo-francais/2006/f2006046.pdf.

4. Health and Awareness Programs for Women

The SDG 5 evidence describes health-awareness activities, including a Pink October breast-cancer awareness day held on 21 October 2025 at the Faculty of Law and Political Science and an annual World Diabetes Day event. The documents describe awareness and information activities; they do not provide audited participation counts for the student body.

- The source says the university does not currently operate an on-campus childcare facility for students and describes flexible attendance or exam arrangements and nearby public or community childcare options. The evidence supplied does not verify access agreements or childcare capacity. For staff, the source documents family trips and social events, which are family activities rather than childcare facilities.
- The source's claim that more than 10% of female students participate in women's mentoring schemes is not supported by the evidence described: the cited examples are health-awareness campaigns, not mentoring. No mentoring participation figure is reported here. The women's mentoring indicator therefore remains unverified.

5. Monitoring of Women's Progress

The university provided a female and male graduation tracking report for academic year 2022/2023. It records 2,820 female and 2,130 male graduates, 4,950 in total; women were 57.0% of that cohort. The report supports monitoring by gender for that year. It does not establish that the same period or population is used by the separate 2025 intake workbook or the SDG 5 headline graduate figures.

The university-confirmed overall graduate total is 4,536. The SDG 5 source gives female subject-area counts of 466 in STEM, 189 in Medicine, and 968 in Arts/Humanities/Social Sciences. These sum to 1,623, not the source's stated female total of 2,034. The all-graduate subject-area counts sum to 2,991, not the overall 4,536. BASE 2025 is an enrollment roster, not a graduate list, so it cannot

resolve the female graduate breakdown. Do not infer female graduates from the enrollment roster; confirm the subject breakdown from the graduate registry. The source also states 420 female senior academic staff in 2024 plus 12 in 2025, but gives a total of 442; 420 + 12 = 432. The staff total needs correction before use.

6. Reporting and Awareness

The university source describes non-discrimination, confidential reporting channels, awareness events, and annual monitoring. Evidence reviewed for this update includes the SDG 5 source document, the 2025 first-year intake workbook, BASE 2025 registration roster, and the graduation-rate comparison report, scholarship materials, and the supporting policy and legal files. The current evidence supports the 2025 first-year and all-level registration figures and the 2022/2023 graduation comparison; it does not verify the claimed mentoring threshold or reconcile the other staff and graduate totals.

Conclusion

The reviewed evidence shows strong women's participation in the 2025 first-year cohort. The BASE 2025 roster lists 11,345 female students among 16,506 all-level registration records. The university-confirmed overall graduate total is 4,536, while the source's female graduate subject breakdown still needs reconciliation. The report also records non-discrimination and family-support policies and health-awareness activities. Before external submission, confirm the female graduate breakdown and staff figures. Childcare and mentoring claims should remain limited to what the evidence documents.