

University of Laghouat

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Profile	
Name	University of Laghouat
Year of Foundation	1986
Organisation Logo	
Address	Route de Ghardaia BP G37, Laghouat, Laghouat
Telephone	+213 29145442
Country	Algeria
Currency	DZD
Website	http://lagh-univ.dz/
Description	<p>The University of Laghouat is a public state-supported university in South Algeria, under the supervision of the Ministry of Higher Education and Scientific Research. It was initially created as Higher Education Institution in 1986 prior to joining the university system in 1997. In addition to the university rector and the general secretariat, administratively, the University of Laghouat is organized into 04 vice-rectorates: - Vice-rectorate of the higher education, of the third cycle, university empowerment, scientific research and postgraduate higher education. - Vice-rectorate of the higher education of undergraduate and graduate levels, continuing education and degrees and higher education in graduation. - Vice-rectorate of external relations, cooperation, animation, communication and scientific events. - Vice-rectorate of development, prospective and orientation. Actually, The University has four campuses situated in Wilaya of Laghouat. The ancient Campus houses four of the university's nine faculties: faculty of Sciences, faculty of Civil Engineering & Architecture, faculty of letters & languages and faculty of Law. The first campus houses four faculties: faculty of Medicine, faculty of humanities & social sciences and faculty of Human Sciences, Islamic Sciences & Civilizations. The second campus houses the faculty of technology and the institute of science and techniques of physical and sports activities. The third campus houses the faculty of economics, management and commercial sciences.</p>
Mission Statement (in English)	<p>The mission of the University of Laghouat is to contribute to academic research and professional practice that serves the interests of local communities in the southern regions of Algeria, to contribute to the educational, economic and sustainable promotion of these local regions by offering quality academic programs, internationally recognized, based on the development of professional skills promoting employability.</p>
University Accrediting Body	Ministry of Higher Education and Scientific Research, (MESRS)
Region	Laghouat
Institutional Perimeter Inclusions	<ul style="list-style-type: none">• First campus• Second campus• Third campus• Ancient campus• Physico-chemical Analysis Technical Platform• Medical Simulation Center• Institute of Science and Techniques of Physical and Sports Activities

Help

Institutional Perimeter Exclusions

- National center for research in islamic sciences and civilization
- Higher Normal School of Laghouat
- University Hospital Center of Laghouat

Preview, print & submit

Partnership for the Goals (SDG 17)

Name	Value	Year on year change from 2022
Relationships to support the goals		
Does your university have direct involvement in, or input into, national government or regional nongovernment organisations SDG policy development - including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management?	Yes	-
Evidence	File uploaded: 17-2-1.pdf	
Comment	The University of Laghouat is the only governmental university in the Laghouat. Our professional resources and talent are in high demand by local industries and can satisfy the needs of industrial parks under the jurisdiction of the local governments of Laghouat City and other cities (Hassi Rmel, Ain Madhi, Sidi Makhlouf, Tadjemout, Assafia, Ksar elhirane,...). For example, the University cooperated with Hassi Rmel region in developing the Green Energy Policy.	
Does your university as a body initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government/NGOs?	No	-
Does your university as a body participate in international collaboration on gathering or measuring data for the SDGs?	Yes	-
Evidence	Evidence url: https://concoursn.com/profas-b/ (https://concoursn.com/profas-b/) Evidence url: https://www.campusfrance.org/fr/tassili (https://www.campusfrance.org/fr/tassili)	

Name	Value	Year on year change from 2022
Comment	In 2015, the University of Laghouat initiated a cooperation programme (ERASMUS) with the MANISA University from Turkey. Thereafter, the two universities have developed nine joint Master's Degree programmes. Furthermore, the University actively encourages international cooperation with programmes such as the European PROFAS B+ Programme and Hubert Curien (PHC) Tassili Programme. In recent years, teachers at the University of Laghouat have repeatedly supported Universities and Laboratories in other countries and regions such as the France, Germany, Italy, Turkey, and Canada, so that the students can be better connected with the international academic community and industry trends.	
Does your university as a body, through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs?	Yes	-
Evidence	Evidence url: https://www.mesrs.dz/index.php/fr/2022/11/07/appel-a-candidatures-pour-le-poste-de-directeur-de-linstitut-international-de-planification-de-leducation/ (https://www.mesrs.dz/index.php/fr/2022/11/07/appel-a-candidatures-pour-le-poste-de-directeur-de-linstitut-international-de-planification-de-leducation/)	
Does your university as a body collaborate with NGOs to tackle the SDGs through:	No	-
Publication of SDG reports		
Please indicate if your university publishes progress against SDG1	No	-
Please indicate if your university publishes progress against SDG2	No	-
Please indicate if your university publishes progress against SDG3	No	-
Please indicate if your university publishes progress against SDG4	No	-
Please indicate if your university publishes progress against SDG5	No	-
Please indicate if your university publishes progress against SDG6	No	-
Please indicate if your university publishes progress against SDG7	No	-
Please indicate if your university publishes progress against SDG8	No	-
Please indicate if your university publishes progress against SDG9	No	-
Please indicate if your university publishes progress against SDG10	No	-
Please indicate if your university publishes progress against SDG11	No	-

Name	Value	Year on year change from 2022
Please indicate if your university publishes progress against SDG12	No	-
Please indicate if your university publishes progress against SDG13	No	-
Please indicate if your university publishes progress against SDG14	No	-
Please indicate if your university publishes progress against SDG15	No	-
Please indicate if your university publishes progress against SDG16	No	-
Please indicate if your university publishes progress against SDG17	No	-

Education for the SDGs

Does your university as a body have a commitment to meaningful education around the SDGs across the university, that is relevant and applicable to all students?	No	-
Does your university as a body have dedicated courses (full degrees, or electives) that address sustainability and the SDGs?	No	-
Does your university as body have dedicated outreach educational activities for the wider community, which could include alumni, local residents, displaced people?	No	-

No Poverty (SDG 1)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Proportion of students receiving financial aid to attend university because of poverty		
Number of students	29,898	-
Number of low income students receiving financial aid	16,659	-
University anti-poverty programmes		
Does your university as a body have targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country?	(Evidence missing) Yes	-
Does your university as a body have graduation/completion targets for students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country? (domestic)	(Evidence missing) Yes	-

Name	Value	Year on year change from 2022
Does your university as a body provide support (e.g. food, housing, transportation, legal services) for students from low income families to enable them to complete university?	(Evidence missing) free	-
Comment	Education and Higher Education in Algeria is guaranteed and free and the goal was to provide each young person from the age of six access to free and compulsory education for nine years as well as free professional training. Equality of access and school enrolment of girls was also an area of achievement; school enrolment had grown to 97 per cent for the 2009-2010 school year and girls represented 49.52 per cent of children in school. The right to health, like education, was also enshrined in the Constitution. There were 257 established public clinics which had led to improvement in the quality of health services while making sure healthcare was provided free of charge. Maternal and infant mortality had become a special priority for the Government and Algeria, according to a World Health Organization report, was at the top of the list of countries that had reduced the infant mortality rate from 39 per cent to 25 per cent.	
Does your university as a body have programmes or initiatives to assist students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country to successfully complete their studies?	(Evidence missing) Yes	-
Comment	Education and Higher Education in Algeria is guaranteed and free and the goal was to provide each young person from the age of six access to free and compulsory education for nine years as well as free professional training. Equality of access and school enrolment of girls was also an area of achievement; school enrolment had grown to 97 per cent for the 2009-2010 school year and girls represented 49.52 per cent of children in school. The right to health, like education, was also enshrined in the Constitution. There were 257 established public clinics which had led to improvement in the quality of health services while making sure healthcare was provided free of charge. Maternal and infant mortality had become a special priority for the Government and Algeria, according to a World Health Organization report, was at the top of the list of countries that had reduced the infant mortality rate from 39 per cent to 25 per cent.	
Does your university as a body have schemes to support poor students from low or lower-middle income countries (e.g. offering free education, grants)?	(Evidence missing) Yes	-

Name	Value	Year on year change from 2022
Comment	<p>Education and Higher Education in Algeria is guaranteed and free and the goal was to provide each young person from the age of six access to free and compulsory education for nine years as well as free professional training. Equality of access and school enrolment of girls was also an area of achievement; school enrolment had grown to 97 per cent for the 2009-2010 school year and girls represented 49.52 per cent of children in school. The right to health, like education, was also enshrined in the Constitution. There were 257 established public clinics which had led to improvement in the quality of health services while making sure healthcare was provided free of charge. Maternal and infant mortality had become a special priority for the Government and Algeria, according to a World Health Organization report, was at the top of the list of countries that had reduced the infant mortality rate from 39 per cent to 25 per cent.</p>	

Community anti-poverty programmes

Does your university as a body provide assistance in the local community supporting the start-up of financially and socially sustainable businesses through relevant education or resources? (e.g. mentorship programmes, training workshops, access to university facilities)?	free	-
Evidence	File uploaded: 1660.pdf	
Comment	<p>In accordance with Ministerial Order No. 1275 of September 27, 2022 on the mechanism "a diploma...a startup" or "a diploma...a patent", the Ministry called for the orientation of students towards the incubators of university projects as well as technological platforms. "Future graduates who will support their master's, engineering or doctoral dissertations within the framework of the mechanisms + a diploma, a startup + or + a diploma, a patent + can now benefit from the services offered on the digital platform + Ibtikar + via the link http://Ibtikar.dgrsdt.dz"</p>	
Does your university as a body provide financial assistance to the local community assisting the start-up of financially and socially sustainable businesses?	Yes	-
Evidence	File uploaded: mécanisme un diplôme-une startupou un diplôme-un brevet.pdf	

Name	Value	Year on year change from 2022
Comment	The Ministry of Higher Education and Scientific Research (MESRS) called the directors of establishments to support university graduates who have transformed their innovative projects into start-ups with a "label," through incentives, a ministry statement said yesterday. As part of the support for start-ups holding a label, and in accordance with ministerial decree N° 1275. Higher Education and Scientific Research sent a note to the presidents of the regional conferences to liaise with the directors of university establishments, in order to totally support start-ups holding a 'label', granted by the national commission competent. As part of the support for start-ups holding a label, and in accordance with ministerial decree no. Higher Education and Scientific Research sent a note to the presidents of the regional conferences to liaise with the directors of university establishments, in order to support start-ups holding a 'label', granted by the national commission competent.	
Does your university as a body organise training or programmes to improve access to basic services for all?	(Evidence missing) directly	-
Does your university as a body participate in policy making at local, regional, national and/ or global level to implement programmes and policies to end poverty in all its dimensions?	(Evidence missing) local, regional, national	-

Zero Hunger (SDG 2)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Campus Food Waste		
Does your university as a body measure the amount of food waste generated from food served within the university? If food provision is outsourced this will include requiring this data to be tracked.	No	-
Total food waste		-
Campus population		-
Student Hunger		
Does your university as a body have a programme in place on student food insecurity/hunger?	(Evidence missing) Yes	-

Name	Value	Year on year change from 2022
Comment	<p>Since its independence, the Algerian state has implemented a policy so that the financing of the higher education sector and national education are provided almost entirely by the state. The automatic access of baccalaureate holders to university gives them many advantages such as obtaining a scholarship, access to subsidized services (catering, transport, accommodation, etc.). All this with symbolic prices.</p>	
Does your university as a body provide interventions to prevent or alleviate hunger among students and staff? (e.g. including supply and access to food banks/pantries)	<p>(Evidence missing) Yes</p>	-
Comment	<p>The university provides many means of life support to students to ensure that they have steady resources to study. These include student loans, tuition and miscellaneous deductions, financial aids for minority groups, the university's external and internal scholarships and financial aids, emergency allowances, food vouchers on campus, and part-time vacancies in different university departments. Specifically, the food vouchers on campus are part of an important scheme launched by the university to directly prevent students from going hungry; there are also other financial support means that indirectly address the issue. Besides campus canteens for food, the university has placed drinks vending machines for students and faculty members to use when hungry or thirsty. The university is located in the downtown area of Laghouat where there are many convenience stores and restaurants, which provide students and faculty members a variety of food choices.</p>	
Does your university as a body provide sustainable food choices for all on campus, including vegetarian and vegan food?	<p>(Evidence missing) selected food outlets</p>	-
Comment	<p>The university supplies consistent food choices, including vegetarian and vegan choices. In the canteens set up around the two campuses, the university adopts diversified hygienic management policies, including : - self-management by the canteens, - keeping a log of food ingredients, - checks conducted by external hygiene units, - university internal hygiene supervision. Based on management on different fronts, the university is committed to providing a comfortable and clean environment as well as hygienic and nutritious food and drinks to the students and staff. Campus canteens provide diversified food court services with options for breakfast, lunch, and dinner.</p>	
Does your university as a body provide healthy and affordable food choices for all on campus?	selected food outlets	-

Name	Value	Year on year change from 2022
Evidence	<p>Evidence url: https://www.mesrs.dz/wp-content/uploads/2022/03/cartographie-sanitaire-des-Etablissements-de-Enseignement-Superieur-au-titre-de-lannee-2020-2021.pdf (https://www.mesrs.dz/wp-content/uploads/2022/03/cartographie-sanitaire-des-Etablissements-de-Enseignement-Superieur-au-titre-de-lannee-2020-2021.pdf)</p> <p>Evidence url: https://www.mesrs.dz/wp-content/uploads/2022/03/GuideDesUnitesDeMedecinePreventive.pdf (https://www.mesrs.dz/wp-content/uploads/2022/03/GuideDesUnitesDeMedecinePreventive.pdf)</p>	
Comment	<p>Health activities in Algeria extend to all university establishments and residences, and have reached a qualitative stage that meets the health needs of the university population. Screening and follow-up activities are carried out at the level of the Preventive Medicine Unit (UMP) of establishments or university residences. This Preventive Medicine Unit is in contact with the epidemiology and preventive medicine service (SEMEP) of the nearby public health establishment (EPSP) with territorial jurisdiction.</p>	

Proportion of graduates in agriculture and aquaculture including sustainability aspects

Number of graduates	6,317	-
Number of graduates from agriculture and aquaculture courses including sustainability aspects	202	-

National Hunger

Does your university as a body provide access on food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers?	(Evidence missing) free	-
Does your university as a body provide events for local farmers and food producers to connect and transfer knowledge?	(Evidence missing) free	-
Comment	<p>Access for local farmers and producers to the laboratories of the agronomy department of the University of Laghouat is free. there are agreements signed between the Directorate of Agricultural Services (DSA-Laghouat) and the university to facilitate the mobility of farmers and students to both bodies without any payment.</p>	
Does your university as a body provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices?	(Evidence missing) free	-

Name	Value	Year on year change from 2022
Comment	Access for local farmers and producers to the laboratories of the agronomy department of the University of Laghouat is free. there are agreements signed between the Directorate of Agricultural Services (DSA-Laghouat) and the university to facilitate the mobility of farmers and students to both bodies without any payment.	
Does your university as a body prioritise purchase of products from local, sustainable sources?	Yes	-
Evidence	Evidence url: https://www.agroligne.com/IMG/pdf/agroligne_web_97.pdf (https://www.agroligne.com/IMG/pdf/agroligne_web_97.pdf)	
Comment	Développement et innovation (page 2)	

Good Health and Wellbeing (SDG 3)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Number of students graduating in health professions		
Number of graduates	6,317	-
Number of graduates in health professions	38	-
Collaborations and health services		
Does your university as a body have current collaborations with local, national or global health institutions to improve health & wellbeing outcomes?	local collaborations, national collaborations	-
Evidence	Evidence url: https://www.joradp.dz/FTP/jo-francais/2018/F2018046.pdf (https://www.joradp.dz/FTP/jo-francais/2018/F2018046.pdf)	
Does your university as a body deliver outreach programmes and projects in the local community (which can include student volunteering programmes) to improve or promote health & wellbeing including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and wellbeing related topics?	(Evidence missing) local communities, disadvantaged people, Refugee or immigrant communities	-
Does your university as a body share sports facilities with the local community, for instance with local schools or with the general public?	(Evidence missing) with free access to all facilities	-

Name	Value	Year on year change from 2022
Does your university as a body provide students access to sexual and reproductive health-care services including information and education services?	(Evidence missing) free	-
Does your university as a body provide students and staff with access to mental health support?	(Evidence missing) access to free mental health support	-
Does your university as a body have a "smoke-free" policy?	(Evidence missing) smoking in designated areas	-
Policy created (yyyy)	2007	-
Policy reviewed (yyyy)	2018	-

Quality Education (SDG 4)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Proportion of graduates with teaching qualification		
Number of graduates	6,317	-
Number of graduates who gained a qualification that entitled them to teach at primary school level	3,823	-
Lifelong learning measures		
Does your university as a body provide free access to educational resources for those not studying at the university, e.g. computers, library, online courses, access to lectures, etc?	free courses leading to certificate, free access to campus facilities and equipment, free access to online resources	-
Evidence	Evidence url: https://ufc.dz/ (https://ufc.dz/)	
Comment	The University of Continuing Education (UFC-Laghouat) offers continuous training for all people who wish to do online training.	
Does your university as a body host events at university that are open to the general public: public lectures, community educational events?	(Evidence missing) ad-hoc	-
Does your university as a body educational host events at university that are open to the general public: executive education programmes (this refers to short courses for people who are not attending the university; this specifically excludes courses like MBA) and/or vocational training?	(Evidence missing) ad-hoc	-

Name	Value	Year on year change from 2022
Does your university as a body undertake educational outreach activities (e.g. tailored lectures or demonstrations) beyond campus, e.g. in local schools, in the community, including voluntary student-run schemes?	(Evidence missing) ad-hoc	-
Does your university as a body have a policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability, immigration status or gender?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-

Proportion of first-generation students

Number of students	29,898	-
Number of students starting a degree	7,858	-
Number of first-generation students starting a degree	Status: Withheld	-

Gender Equality (SDG 5)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Proportion of first-generation female students		
Number of students	29,898	-
Number of students starting a degree	7,858	-
Number of first-generation students starting a degree	Status: Withheld	-
Number of women starting a degree	4,026	-
Number of first-generation women starting a degree	Status: Withheld	-

Student access measures

Does your university as a body systematically measure/track women's application rate and acceptance or entry rate?	(Evidence missing) Yes	-
Does your university as a body have a policy (e.g. an Access and Participation plan) addressing women's applications, acceptance/entry, and participation at the university?	(Evidence missing) Yes	-

Name	Value	Year on year change from 2022
Comment	The Algerian university now has about 1,700,000 students, of whom about 62% are female, supervised by 63,500 teachers, of whom 27,000 are women, i.e. 42%, he specified, indicating that a rate of "44% of the total enrollment of universities are women.	
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body provide women's access schemes (e.g. mentoring, scholarships, or other provisions)?	(Evidence missing) mentoring, scholarships	-
Does your university as a body encourage applications by women in subjects where they are underrepresented?	(Evidence missing) through university outreach, through collaboration with other universities and/or community groups and/or government and/or NGOs in regional or national campaigns	-

Proportion of senior female academics

Number of employees	2,423	-
Number of academic staff	1,040	-
Number of senior academic staff	104	-
Number of female senior academic staff	7	-

Proportion of women receiving degrees

Number of graduates	6,317	-
Number of graduates by subject area (STEM, Medicine, Arts&Humanities/Social Sciences): Total	3,168	-
Number of graduates: STEM	682	-
Number of graduates: Medicine	39	-
Number of graduates: Arts & Humanities / Social Sciences	2,132	-
Number of female graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total	1,845	-
Number of female graduates: STEM	368	-
Number of female graduates: Medicine	27	-
Number of female graduates: Arts & Humanities / Social Sciences	1,449	-

Women's progress measures

Does your university as a body have a policy of non-discrimination against women?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have a policy of non-discrimination for transgender people?	No	-
Policy created (yyyy)		-

Name	Value	Year on year change from 2022
Policy reviewed (yyyy)		-
Does your university as a body have a maternity and paternity policies that support women's participation?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have accessible childcare facilities for students which allow recent mothers to attend university courses?	No	-
Does your university as a body have childcare facilities for staff and faculty?	(Evidence missing) free	-
Does your university as a body have women's mentoring schemes, in which at least 10% of female students participate?	(Evidence missing) Yes	-
Does your university as a body have measurement/tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap?	(Evidence missing) Yes	-
Does your university as a body have a policy that protects those reporting discrimination from educational or employment disadvantage?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-

Clean Water and Sanitation (SDG 6)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Water consumption per person		
Does your university as a body measure the total volume of water used in the university that is taken from mains supply, desalinated, or extracted from rivers, lakes, or acquifers?	(Evidence missing) whole university	-
Volume of water used in the university: Inbound (treated/extracted water)	Status: Withheld	-
Campus population	Status: Withheld	-
Water usage and care		
Does your university as a body have a process in place to treat waste water?	No	-

Name	Value	Year on year change from 2022
Does your university as a body have processes to prevent polluted water entering the water system, including pollution caused by accidents and incidents at the university?	No	-
Does your university as a body provide free drinking water for students, staff and visitors, e.g. drinking water fountains)?	(Evidence missing) Yes	-
Does your university as a body apply building standards to minimise water use? (relevant standards to be indicated)	(Evidence missing) Yes	-
Does your university as a body plant landscapes to minimise water usage? (e.g. use drought-tolerant plants)	(Evidence missing) Yes	-

Water reuse

Does your university as a body have a policy to maximise water reuse across the university?	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body measure the reuse of water across the university?	No	-

Water in the community

Does your university as a body provide educational opportunities for local communities to learn about good water management?	(Evidence missing) free	-
Does your university as a body actively promote conscious water usage on campus, and in the wider community?	(Evidence missing) on campus	-
Does your university as a body support water conservation off campus?	(Evidence missing) Yes	-
Does your university as a body, where water is extracted (for example from aquifers, lakes or rivers), utilise sustainable water extraction technologies on associated university grounds on and off campus?	(Evidence missing) Yes	-
Does your university as a body cooperate with local, regional, national or global governments on water security?	(Evidence missing) local, regional, national	-

Affordable and Clean Energy (SDG 7)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
University measures towards affordable and clean energy		

Name	Value	Year on year change from 2022
Does your university as a body have a policy in place for ensuring all renovations / new builds are following energy efficiency standards? (relevant standards to be indicated)	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have plans to upgrade existing buildings to higher energy efficiency?	(Evidence missing) Yes	-
Does your university as a body have a process for carbon management and reducing carbon dioxide emissions?	No	-
Does your university as a body have an energy efficiency plan in place to reduce overall energy consumption?	(Evidence missing) Yes	-
Does your university as a body undergo energy reviews to identify areas where energy wastage is highest?	(Evidence missing) Yes	-
Does your university as a body have a policy on divesting investments from carbon-intensive energy industries especially coal and oil?	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Energy use density		
Total energy used	Status: Withheld	-
University floor space	Status: Withheld	-
Energy and the community		
Does your university as a body provide programmes for local community to learn about importance of energy efficiency and clean energy?	(Evidence missing) Yes	-
Does your university as a body promote a public pledge toward 100% renewable energy (petitions, meetings, discussions, events) beyond the university?	(Evidence missing) Yes	-
Does your university as a body provide direct services to local industry aimed at improving energy efficiency and clean energy (energy efficiency assessments, workshops, research renewable energy options)	(Evidence missing) free	-
Does your university as a body inform and support government in clean energy and energy-efficient technology policy development?	local, regional, national	-

Name	Value	Year on year change from 2022
Evidence	Evidence url: https://fr.euronews.com/2022/10/03/energies-renouvelables-les-grandes-ambitions-de-algerie-solaire-et-hydrogene-vert (https://fr.euronews.com/2022/10/03/energies-renouvelables-les-grandes-ambitions-de-algerie-solaire-et-hydrogene-vert)	
Does your university as a body provide assistance for start-ups that foster and support a low-carbon economy/technology?	(Evidence missing) Yes	-

Decent Work and Economic Growth (SDG 8)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Employment practice		
Does your university as a body pay all staff and faculty at least the living wage, defined as the local living wage (if government defines this) or the local poverty indicator for a family of four (expressed as an hourly wage)?	(Evidence missing) Yes	-
Does your university as a body recognise unions & labour rights (freedom of association & collective bargaining) for all, including women & international staff?	(Evidence missing) Yes	-
Does your university as a body have a policy on ending discrimination in the workplace (including discrimination based on religion, sexuality, gender, age)?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have a policy commitment against forced labour, modern slavery, human trafficking, and child labour?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have a policy on guaranteeing equivalent rights of workers when outsourcing activities to third parties?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps?	(Evidence missing) Yes	-
Policy created (yyyy)		-

Name	Value	Year on year change from 2022
Policy reviewed (yyyy)		-
Does your university as a body measure/ track pay scale gender equity?	(Evidence missing) Yes	-
Does your university as a body have a process for employees to appeal on employee rights and/or pay?	(Evidence missing) Yes	-

Expenditure per employee

Number of employees	2,423	-
Number of academic staff	1,040	-
University expenditure	5,508,000,000£	-

Proportion of students taking work placements

Number of students	29,898	-
Number of students with work placements for more than a month	10,362	-

Proportion of employees on secure contracts

Number of employees	2,423	-
Number of employees on contracts of over 24 months	295	-

Reduced Inequalities (SDG 10)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
First-generation students		
Number of students	29,898	-
Number of students starting a degree	7,858	-
Number of first-generation students starting a degree	Status: Withheld	-

International Students from developing countries

Number of students	29,898	-
Number of international students from developing countries	86	-

Proportion of students with disabilities

Number of students	29,898	-
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Name	Value	Year on year change from 2022
Number of students with disability	284	-
Proportion of employees with disabilities		
Number of employees	2,423	-
Number of employees with disability	11	-
Measures against discrimination		
Does your university as a body have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions, which is publicly posted?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body measure/ track applications & admissions of underrepresented (and potentially underrepresented) groups including ethnic minorities, low income students, non-traditional students, women, LGBT students, disabled students, and newly settled refugee students?	(Evidence missing) Yes	-
Does your university as a body take planned actions to recruit students/staff/faculty from under-represented groups?	(Evidence missing) Yes	-
Does your university as a body have anti-discrimination and anti-harassment policies?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have a diversity and equality committee, office and/ or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programmes, and trainings related to diversity, equity, inclusion and human rights on campus?	(Evidence missing) Yes	-
Does your university as a body provide mentoring/counselling/peer support programmes to support students, staff, faculty from underrepresented groups?	(Evidence missing) Yes	-
Does your university as a body provide accessible facilities for people with disabilities?	(Evidence missing) Yes	-
Does your university as a body provide support services for people with disabilities? (e.g. personal assistants, interpreters)	(Evidence missing) Yes	-
Does your university as a body provide access schemes for people with disabilities?	(Evidence missing) mentoring	-
Does your university as a body have reasonable accommodation policy/strategy implemented, including adequately funded mechanism for persons with disability?	(Evidence missing) Yes	-

Sustainable Cities and Communities (SDG 11)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Support of arts and heritage		
Does your university as a body provide public access to buildings, monuments or natural heritage landscapes of cultural significance?	(Evidence missing) with free access to all significant buildings	-
Does your university as a body provide public access to libraries including books and publications?	(Evidence missing) with access to all after application	-
Does your university as a body provide public access to museums, exhibition spaces / galleries and/or works of art and artifacts?	(Evidence missing) free access to all museums and galleries	-
Does your university as a body provide free public access to open spaces and green spaces?	No	-
Does your university as a body contribute to local arts, in terms of number of annual public performances of university choirs / theatre groups / orchestras etc?	No	-
Does your university as a body deliver projects to record and/or preserve intangible cultural heritage such as local folklore, traditions, language, and knowledge? This can include the heritage of displaced communities.	(Evidence missing) Local or regional cultural heritage, National cultural heritage	-
Expenditure on arts and heritage		
University expenditure	5,508,000,000ج.د	-
University expenditure on arts and heritage	8,000,000ج.د	-
Sustainable practices		
Does your university as a body measure and set targets for more sustainable commuting (walking, cycling or other non-motorized transport, vanpools, carpools, shuttlebus or public transportation, motorcycle, scooter or moped, or electric vehicles)?	No	-

Name	Value	Year on year change from 2022
Does your university as a body undertake actions to promote the % of more sustainable commuting (e.g. provision of free or subsidised buses or shared transport schemes, provision of bicycle parking & storage facilities, provision of cycle tracks, a bicycle and pedestrian plan or policy, bicycle sharing programme, free or reduced price transit passes, car/van pool or ride sharing programme, reduced parking fees or preferential parking for carpool or vanpool users, car sharing programme, provision of electric vehicle recharging stations, preferred parking for fuel-efficient vehicles)?	No	-
Does your university as a body promote or allow telecommuting or remote working for employees as a matter of policy or standard practice, and/or offer a condensed working week to reduce employee commuting?	(Evidence missing) Yes	-
Does your university as a body provide affordable housing for employees?	(Evidence missing) Evaluate affordable housing, Provide housing, Provide financial aid	-
Does your university as a body provide affordable housing for students?	(Evidence missing) Provide housing	-
Does your university as a body prioritise pedestrian access on campus?	(Evidence missing) Yes	-
Does your university as a body work with local authorities to address planning issues/ development, including ensuring that local residents are able to access affordable housing?	(Evidence missing) Yes	-
Does your university as a body build new buildings to sustainable standards? (If "yes", are you following a national standard or body, e.g. the world green building council, that certifies it? Please indicate.)	(Evidence missing) Yes	-
Does your university as a body build on brownfield sites, where possible (brownfield sites are those where there has been previous, recent building)?	(Evidence missing) Yes	-

Responsible Consumption and production (SDG 12)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Operational measures		
Does your university as a body have a policy on ethical sourcing of food and supplies?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-

Name	Value	Year on year change from 2022
Does your university as a body have a policy, process or practice on waste disposal - Covering hazardous materials?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have a policy on waste disposal - To measure the amount of waste sent to landfill and recycled?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have policies around use minimisation - Of plastic?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have policies around use minimisation - Of disposable items?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Do these policies extend to outsourced services and the supply chain?	No	-
Do these policies extend to outsourced suppliers and the supply chain - (suppliers of equipment, stationary, building contracts)?	(Evidence missing) Yes	-

Proportion of recycled waste

Does your university as a body measure the amount of waste generated and recycled across the university?	No	-
Amount of waste generated		-
Amount of waste recycled		-
Amount of waste sent to landfill		-

Publication of sustainability report

Publication of sustainability report	No	-
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Climate Action (SDG 13)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Low carbon energy use		

Name	Value	Year on year change from 2022
Does your university as a body measure the amount of low carbon energy used across the university?	No	-
Total energy used	Status: Withheld	-
Total energy used from low-carbon sources		-

Environmental education measures

Does your university as a body provide local education programmes or campaigns on climate change risks, impacts, mitigation, adaptation, impact reduction and early warning?	(Evidence missing) Yes	-
Does your university as a body have a university Climate Action plan, shared with local government and/or local community groups?	No	-
Does your university as a body participate in co-operative planning for climate change disasters, that may include the displacement of people both within a country and across borders, working with government?	(Evidence missing) local, regional	-
Does your university as a body inform and support local or regional government in local climate change disaster/risk early warning and monitoring?	No	-
Does your university as a body collaborate with NGOs on climate adaptation?	(Evidence missing) Yes	-

Commitment to carbon neutral university

Does your university as a body have a target date by which it will become carbon neutral according to the Greenhouse Gas Protocols?	No	-
Achieve by		-

Life Below Water (SDG 14)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Supporting aquatic ecosystems through education		
Does your university as a body offer educational programmes on fresh-water ecosystems (water irrigation practices, water management/conservation) for local or national communities?	(Evidence missing) free	-

Name	Value	Year on year change from 2022
Does your university as a body offer educational programme / outreach for local or national communities on sustainable management of fisheries, aquaculture and tourism?	(Evidence missing) free	-
Does your university as a body offer educational outreach activities for local or national communities to raise awareness about overfishing, illegal, unreported and unregulated fishing and destructive fishing practices?	No	-

Supporting aquatic ecosystems through action

Does your university as a body support and/or organise events aimed to promote conservation and sustainable utilisation of the oceans, seas, lakes, rivers and marine resources?	(Evidence missing) Yes	-
Does your university as a body have a policy to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested?	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body work directly (research and/or engagement with industries) to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat?	No	-
Does your university as a body work directly (research and/or engagement with industries) on technologies or practices that enable marine industry to minimise or prevent damage to aquatic ecosystems?	(Evidence missing) Yes	-

Water sensitive waste disposal

Does your university as a body have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare, etc.)?	(Evidence missing) Yes	-
Does your university as a body have an action plan in place to reduce plastic waste on campus?	No	-
Does your university as a body have a policy on preventing and reducing marine pollution of all kinds, in particular from land-based activities?	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-

Maintaining a local ecosystem

Does your university as a body have a plan to minimise physical, chemical and/or biological alterations of related aquatic ecosystems?	No	-
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Name	Value	Year on year change from 2022
Does your university as a body monitor the health of aquatic ecosystems?	No	-
Does your university as a body develop and support programs and incentives that encourage and maintain good aquatic stewardship practices?	(Evidence missing) ad-hoc	-
Does your university as a body collaborate with the local community, e.g. through partnerships, in efforts to maintain shared aquatic ecosystems?	(Evidence missing) Yes	-
Does your university as a body have implemented a watershed management strategy based on location specific diversity of aquatic species?	(Evidence missing) Yes	-

Life On Land (SDG 15)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
Supporting land ecosystems through education		
Does your university as a body support and/or organise events aimed to promote conservation and sustainable utilisation of the land, including forests and wild land?	(Evidence missing) Yes	-
Does your university as a body have policies to ensure that food on campus is sustainably farmed?	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		*
Does your university as a body work directly to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat?	(Evidence missing) Yes	-
Does your university as a body offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities?	(Evidence missing) free	-
Does your university as a body offer educational programme/outreach for local or national communities on sustainable management of land for agriculture and tourism?	No	-

Supporting land ecosystems through action

Name	Value	Year on year change from 2022
Does your university as a body have a policy to ensure the conservation, restoration and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have a policy to identify, monitor and protect any IUCN Red Listed species and national conservation list species with habitats in areas affected by the operation of your university?	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body include local biodiversity into any planning and development process (e.g. construction of new buildings)?	(Evidence missing) Yes	-
Does your university as a body have a policy to reduce the impact of alien species on Campus?	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body collaborate with the local community, e.g. through partnerships, in efforts to maintain shared land ecosystems?	(Evidence missing) Yes	-

Land sensitive waste disposal

Does your university as a body have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare, etc.)?	(Evidence missing) Yes	-
Does your university as a body have a policy on reducing plastic waste on campus?	No	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have a policy, process or practice on waste disposal - covering hazardous materials?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-

Peace, Justice and Strong Institutions (SDG 16)

You have missing evidence. See table below for more information.

Name	Value	Year on year change from 2022
University governance measures		
Does your university as a body have elected representation on the university's highest governing body from:	(Evidence missing) students (both undergraduate and graduate), faculty, staff (non-faculty employees)	-
Does your university as a body recognise an independant students' union?	(Evidence missing) Union provides governance input to university, Union provides support for students, Union provides social activities	-
Does your university as a body have written policies and procedures to identify local stakeholders external to the university and engage with them?	(Evidence missing) Yes	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body ensure that local stakeholders in the university, including local residents, local government, and civil society representatives (which may include groups such as refugee resettlement agencies), have a meaningful mechanism or for participating in university decision making?	(Evidence missing) Yes	-
Does your university as a body have a publication of the university's principles and commitments on organized crime, corruption & bribery?	(Evidence missing) Yes	-
Does your university as a body have a policy on supporting academic freedom (freedom to choose areas of research and to speak and teach publicly about the area of their research)?	(Evidence missing) Research freedom for senior academics, Research freedom for junior academics, Teaching freedom for senior academics, Teaching freedom for junior academics	-
Policy created (yyyy)		-
Policy reviewed (yyyy)		-
Does your university as a body have a publication of university financial data?	No	-
Working with government		
Does your university as a body provide specific expert advice to local, regional or national government (e.g. through policy guidance, participation in committees, provision of evidence)?	No	-
Does your university as a body provide outreach, general education, upskilling and capacity-building to policy- and law-makers on relevant topics e.g. economics, law, technology, migration and displacement, and climate change?	(Evidence missing) Yes	-
Does your university as a body undertake policy-focused research in collaboration with government departments?	(Evidence missing) Yes	-
Does your university as a body provide a neutral platform and "safe" space for different political stakeholders to come together to frankly discuss challenges?	No	-

Name	Value	Year on year change from 2022
Proportion of graduates in law and civil enforcement		
Number of graduates	6,317	-
Number of total graduates from law and enforcement related courses	1,030	-