



SDGS FOR SCHOOLS INITIATIVE

BY SDGS WORKFORCE

AASTMT



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**AAST Among the Best Universities in the World
2022**

**According to
Times Higher Education Impact Rankinng**

First Locally

112 Globally

in Quality Education

Sustainable
Development
Goals and YOUTh

الشباب والتنمية
المستدامة

Ending poverty?

القضاء على الجوع

Tackling climate change and
ensuring sustainable
consumption?

معالجة تغير المناخ والاستهلاك الامثل
للموارد

Achieving gender equality?

المساواة

If you made a list of goals
to make the whole world a
better place, what would
be on it?

What would
be your
priorities, and
why?

Big concept



The SDGs are a set of goals and targets aimed at making
the world a better place
أهداف التنمية المستدامة هي مجموعة من الأهداف والغايات التي تهدف إلى
جعل العالم مكانًا أفضل

Local

Global



Hello!

“We are the first generation that can end poverty, and the last one that can take steps to avoid the worst impacts of climate change”

Former UN Secretary-General Ban Ki-moon

SDGs is a new blueprint for the world



Sustainable Development Goals (SDGs)

- 17 goals which World Leaders have signed up to
- Agenda 2030 – will last for 15 years from 2015 - 2030
- **5 P's** – People; Planet; Prosperity; Peace; and Partnership.
6th P - Participation
- No one should get left behind

**What issues
are involved
with the
SDGs?**



**Every country to develop
a National Action Plan!!!**

SDGs

Poverty; Hunger; Agriculture; Health & Well-Being; Education; Gender Equality; Water; Economic Growth; Employment; Infrastructure; Innovation; Energy; Inequality; Cities; Consumption; Climate Change; Oceans; Forests; Peace; Justice; Partnership
and more...



The **SDGs** are
UNIVERSAL...
meaning that it is about
what happens in **Egypt**
AND what happens
throughout the
world...linking the **local**
to the **global**

Applies to
ALL
countries



Why should we care?



- There are 7 billion+ people alive today on the planet
- We need to know our local, national, and global neighbours by exploring cultural, environmental, economic, political, and social relationships and to challenge local and global power inequalities
- 1 billion control over 80% of resources
- Population in developing countries is growing much faster

Why should we care?



- There are 1.8 billion young people aged 10-24 living today – largest in history
- Close to 90% of the world's young people live in developing countries
- More than 500 million young people aged 15-24 live on less than \$2 a day
- Approx 74 million young people are unemployed, and more than 600 million jobs are needed by 2030
- We should know and understand the causes and consequences of some of the world's major challenges – global hunger, poverty, injustice, inequality and climate change

**What do we
want?**

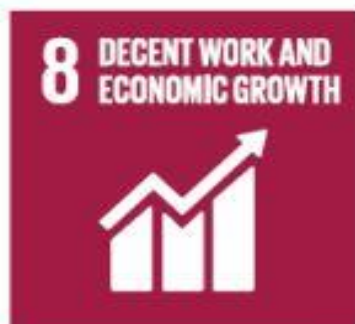
End Extreme Poverty

Fight Inequality

**Address Climate
Change**



SUSTAINABLE DEVELOPMENT GOALS



The Takaful and Karama Program

The IBM Academic Initiative



مكافحة الفقر

End poverty in all its forms
everywhere

**End hunger, achieve food security and
improved nutrition, and promote
sustainable agriculture**



محاربة الجوع

مبادرة 100 مليون صحة



حق الانسان فى صحة جيدة

Ensure healthy lives and promote
wellbeing for all at all ages

مبادرة سيكم للجمع بين أساليب التعليم التقليدية مع
سبل التعليم المبتكرة.



حق الانسان فى التعليم الجيد

Ensure inclusive and equitable quality
education and promote lifelong learning
opportunities for all

**Achieve gender equality and empower
all women and girls**



**عدم التمييز العنصرى
بين الرجل والمرأة**

Ensure availability and sustainable
management of water and sanitation for all



حق الانسان فى مياة شرب نظيفة

وفى صرف صحى ادمى

Benban solar park in Aswan



حق الانسان فى الحصول على طاقة
متجددة

Ensure access to affordable, reliable,
sustainable and modern energy for all

Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all



**8 DECENT WORK AND
ECONOMIC GROWTH**



العمل اللائق والنمو الاقتصادي

Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation



9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



الابتكار في الصناعة والبنية التحتية

Reduce inequality within and among countries



تقليل عدم المساواة

Cairo Bike project



11 SUSTAINABLE CITIES AND COMMUNITIES



المدن والمجتمعات المستدامة

Make cities and human settlements inclusive, safe, resilient and sustainable

Ensure sustainable consumption and production patterns



مبادرة يوم البيئة

مساهمة منك في نفييل أهداف التنمية المستدامة في توفير الطاقة والحفاظ على البيئة , شارك معنا في يوم ترشيد إستهلاك الطاقة والمياه

الموافق يوم **الثنين ٢٠٢٢/٦/٢٠** وذلك بإتباع الآتي:

- ١- خلق الإنارة ونكيف القاعات والمكانب في أوقات الفراغ
- ٢- إستخدام الإضاءة والنكيف حسب الإحتياج دون إسراف
- ٣- ضبط النكيف على درجة حرارة لا تقل عن ٢٥ درجة
- ٤- منع الإسراف في إستغلال المياه

كن إيجابيا

وحدة بحوث الطاقة

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



الاستهلاك والإنتاج المناسب

مسابقة حماية مناخ

□○→h _○→ IIℓ⊙→→⊙
II→→→→→?

الأرض أمانة فلنحافظ عليها



المحافظة على البيئة

Take urgent action to combat climate change and its impacts

Conserve and sustainably use the oceans,
seas and marine resources for sustainable
development



الحياة الجيدة تحت الماء

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss



الحياة الجيدة على الأرض



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

العدالة والسلام والمؤسسات قوية





تعزيز وسائل التنفيذ وتنشيط الشراكة العالمية من أجل التنمية المستدامة

Strengthen the means of implementation and revitalize the global partnership for sustainable development

Please
describe SD
in max 3 key
words or 1
sentence

**what is sustainable
development?**



Development that meets the needs of the present without compromising the ability of future generations to meet their own needs

From the "Brundtland report" (1987)



التنمية التي تلبي احتياجات الحاضر
دون المساس بقدرة الأجيال القادمة
على تلبية احتياجاتهم الخاصة

Sustainable development

What is the United Nations?

- The United Nations is an intergovernmental organization whose purposes are to maintain international peace and security, develop friendly relations among nations, achieve international cooperation, and be a center for harmonizing the actions of nations.

*Founded: October 24, 1945, San Francisco, California, United States
Headquarters: New York, New York, United States*

- The UN and its family of agencies, such as UNESCO, exist to secure international peace, protect human rights and eliminate poverty.
- The UN is governed by its 193 member states, which work collaboratively to address world challenges, because so many global issues require international coordination and action.



Dimensions of sustainable development



From the Brundtland report to the 2030 Agenda for Sustainable Development



2030 Agenda for SD: 17 goals, 169 targets



Overview of Goals and targets

1 NO POVERTY	1.1	1.2	1.3	1.4	1.5	1.a	1.b												
2 ZERO HUNGER	2.1	2.2	2.3	2.4	2.5	2.a	2.b	2.c											
3 GOOD HEALTH AND WELL-BEING	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.a	3.b	3.c	3.d						
4 QUALITY EDUCATION	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.a	4.b	4.c									
5 GENDER EQUALITY	5.1	5.2	5.3	5.4	5.5	5.6	5.a	5.b	5.c										
6 CLEAN WATER AND SANITATION	6.1	6.2	6.3	6.4	6.5	6.6	6.a	6.b											
7 AFFORDABLE AND CLEAN ENERGY	7.1	7.2	7.3	7.a	7.b														
8 DECENT WORK AND ECONOMIC GROWTH	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	8.10	8.a	8.b							
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	9.1	9.2	9.3	9.4	9.5	9.a	9.b	9.c											
10 REDUCED INEQUALITIES	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.a	10.b	10.c									
11 SUSTAINABLE CITIES AND COMMUNITIES	11.1	11.2	11.3	11.4	11.5	11.6	11.7	11.a	11.b	11.c									
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	12.1	12.2	12.3	12.4	12.5	12.6	12.7	12.8	12.a	12.b	12.c								
13 CLIMATE ACTION	13.1	13.2	13.3	13.a	13.b														
14 LIFE BELOW WATER	14.1	14.2	14.3	14.4	14.5	14.6	14.7	14.a	14.b	14.c									
15 LIFE ON LAND	15.1	15.2	15.3	15.4	15.5	15.6	15.7	15.8	15.9	15.a	15.b	15.c							
16 PEACE, JUSTICE AND STRONG INSTITUTIONS	16.1	16.2	16.3	16.4	16.5	16.6	16.7	16.8	16.9	16.10	16.a	16.b							
17 PARTNERSHIPS FOR THE GOALS	17.1	17.2	17.3	17.4	17.5	17.6	17.7	17.8	17.9	17.10	17.11	17.12	17.13	17.14	17.15	17.16	17.17	17.18	17.19

169

SDG targets

107

substantive targets

62

means of implementation

169 SDG targets

107 substantive targets

62 means of implementation

SDGs & the dimensions of SD



What can we do at our school?

- we can all play an important part in achieving the SDGs, both as individual citizens and in partnership with others, by becoming more aware of the issues and acting for change.
- The SDGs are a helpful tool for enhancing existing curricula and engaging the whole school community (including parents and governors), as well as for collaborating with other groups and organizations to consider the relationship between the local and the global.



SDG 4, Target 7 explicitly recognizes the need for education for sustainable development and global citizenship

‘By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.’

Tools and ideas to get involved



- An SDG-themed day-, week- or term-long activity can be a good starting point for motivating and uniting the school community (parents, governors and local community groups and organizations) behind a common mission
- To involve learners more fully in the process of learning about the SDGs, you could appoint SDG young ambassadors or champions. These ambassadors can also support peer-learning programs.
- Pupils may work together to learn about and take action for specific SDGs within their own schools, for example to reduce usage of single use plastic (SDG 12: Responsible consumption and production).
- working with the local authority, town council and businesses towards becoming 'zero-waste' consumers and plastic-free schools;
- Assemble a 'Sustainability Task Force' of children and adults. Activities may include helping parents to complete a questionnaire about the SDGs to assess their existing knowledge, and setting homework tasks for them
- Recognizing and sharing learning and ideas through online platforms, or through show-and-tell events in the community, are useful ways to both celebrate global learning work and enable learners (and educators) to connect with others around the world.







ACTIVITY:

Exploring connections between the SDGs

Aim: This activity enables participants to consider to what extent and how the SDGs are interrelated and mutually supportive.

Resources: • Large sheets of paper • Sticky notes

What to do:

- Organize participants into groups of three or four. Ask each group to choose between five and eight of the 17 SDGs (depending on their ability) and to write these spaced out on a large sheet of paper.
 - Participants should now work together in their groups to link each of the goals to each of the others through an issue or theme (which can be of global, national and/or local significance) to create a web of links. For example, linking SDG 1 (No poverty) to SDG 3 (Good health and well-being) might result in considering how one benefit of reducing poverty would be an improvement in people's health and well-being.
 - Encourage participants to share their reflections using the following prompts: Which of your SDGs do you think are the most important, and why? Do you think this will be true in all countries and communities? Do you think any of the goals can be achieved on their own without the other SDGs?
 - Participants could then work together in their groups to rank the selected SDGs in order of importance. Allow time at the end for participants to share their rankings and the reasons for these with other groups.
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Further ideas

فقط لأننا لا نستطيع تحقيق
كل شيء لا يعني أننا يجب ألا
نحاول القيام بشيء ما

- Choose one of the SDGs, such as Quality education (SDG 4) or Gender equality (SDG 5). Support learners to identify ways in which this goal links to all of the other SDGs.
- As an extension activity, participants could focus on the SDG they deemed to be the most important and find out about its associated targets. Which of these targets do you think are most relevant to your local community and why?

“just because we cannot achieve everything does not mean we should not try to do something.”



THANK YOU