

How universities facilitate social, environmental, and economic development in the light of Sustainable Development Goals (SDGs) and Egypt vision 2030

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Abstract:

The United Nations adopted the Sustainable Development Goals (SDGs), also known as the Global Goals, in 2015 as a global call to action to end poverty, protect the environment, and ensure that by 2030 all people will live in peace and prosperity. The aim of the present article to illustrate the role of academic institution in achievement the SDGs in addition to explain the main challenges for achievement of these goals. The 17 SDGs are coordinated — they perceive that activity in one region will influence results in others, and that advancement should adjust social, financial, and ecological manageability. Nations have resolved to focus on progress for those who're uttermost behind. The SDGs aim to end discrimination against women and girls, hunger, AIDS, and poverty. We can conclude that Universities provide cutting-edge research, high quality education, So, the Universities play a significant role in achievement the most of united nation goals.

Key-words: SDGs, Academic institution, Egypt vision 2030, Achievement and challenges

كيف تساهم الجامعات على التنمية الاجتماعية والبيئية والاقتصادية في ضوء أهداف التنمية المستدامة (SDGs) ورؤية مصر ٢٠٣٠

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الملخص:

اعتمدت الأمم المتحدة أهداف التنمية المستدامة (SDGs)، المعروفة أيضاً باسم الأهداف العالمية، في عام ٢٠١٥ باعتبارها دعوة عالمية للعمل من أجل القضاء على الفقر، وحماية البيئة، وضمان أن يعيش جميع الناس في سلام وازدهار بحلول عام ٢٠٣٠. تهدف هذه المقالة إلى توضيح دور المؤسسة الأكاديمية في تحقيق أهداف التنمية المستدامة بالإضافة إلى شرح التحديات الرئيسية لتحقيق هذه الأهداف. والتي تم صياغتها في عدد سبعة عشر هدفاً- فهم يرون أن النشاط في منطقة واحدة سيؤثر على النتائج في مناطق أخرى، وأن التقدم يجب أن يضبط الإدارة الاجتماعية والمالية والبيئية. لقد عقدت الدول العزم على التركيز على التقدم لمن هم متأخرون للغاية. تهدف أهداف التنمية المستدامة إلى إنهاء التمييز ضد النساء والفتيات، والجوع، والإيدز، والفقر. يمكننا أن نستنتج من خلال هذه المقالة أن الجامعات تقدم أبحاثاً متطورة، وتعليمًا عالي الجودة، لذلك تلعب الجامعات دوراً مهماً في تحقيق معظم أهداف الأمم المتحدة.

الكلمات المفتاحية: أهداف التنمية المستدامة، المؤسسة الأكاديمية، رؤية مصر ٢٠٣٠، الإنجاز والتحديات.

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Introduction

To accomplish the SDGs (Figure 1) in any setting, society as a whole must contribute its inventiveness, expertise, technology, and financial resources. Governments, businesses, and civil society all rely on strong, independent universities as important partners in achieving common objectives. In order to promote and carry out the SDGs internationally and in Europe, these partnerships and collaborations are essential.

Universities play a significant role in soft diplomacy by facilitating interpersonal contact. Thousands of international students travel across borders to learn about other cultures and educate their hosts about their own. Researchers collaborate globally, creating networks and developing the expertise required to sustain global innovation.

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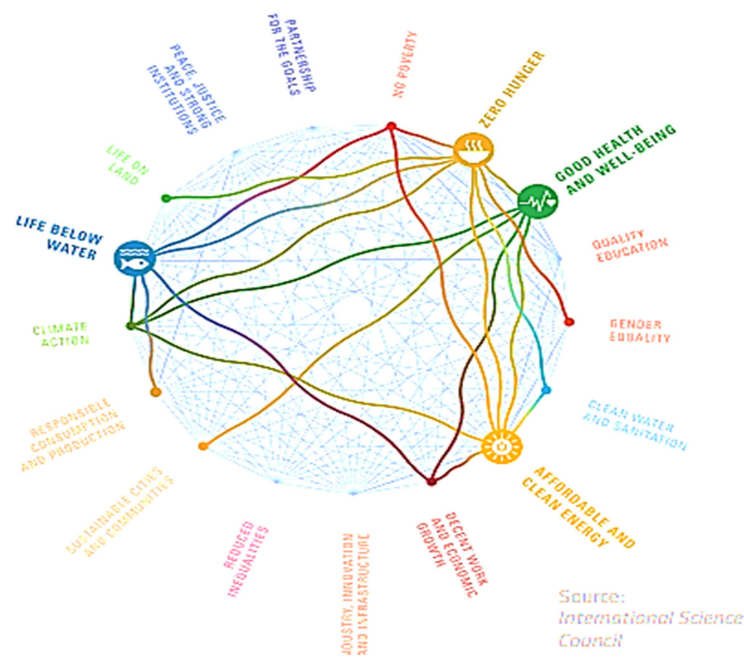


Figure 1: Sustainable development goals issued from united nations

The SDGs fall into three broad categories (Figure 2): economy, environment, and well-being. In all three, universities play a crucial role.

WELL-BEING



ECONOMY



ENVIRONMENT



Figure 2: Main categories of SDGs

The relation between the SDGs and Egypt vision 20-30

Egypt's strategy for sustainable development, "Egypt's Vision 2030," was unveiled in March 2015 in accordance with the 2030 Agenda. The national significance and scope of the Egyptian forward-looking strategy are unparalleled. It encompasses the following three aspects of sustainable development: economic, social, and environmental aspects, as well as the broader principles that Egypt will use to achieve its developmental objectives (Figure 3). The strategy's overarching objective is for Egypt to have a competitive, well-balanced, and diverse economy that is based on innovation and knowledge, based on justice, social integrity, and participation in a well-balanced, well-diversified ecological collaboration system, investing in the ingenuity of place and human capital to achieve sustainable development and improve Egyptians' quality of life in a process that is driven by the state and involves all relevant stakeholders (Table 1).

Table 1: SDS: – Egypt Vision 2030 Strategic Quantified Time Bound Objectives:

Indicator	Current Value	2020 Target	2030 Target
Poverty headcount ratio at national poverty line (%)	26.3%	23%	15%
Geographical gap in the percentage of population under poverty line	17 %	10%	5%
Percentage of female headed households living under poverty line	26.3%	12%	0%
Percentage of population under extreme poverty line	4.4%	2.5%	0%
Value of fuel subsidy	126.2 billion EGP	0	0

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Figure 3: the matching between the sustainable development goals and Egypt vision 20-30

The role of university for achievement of SDGs

Universities provide cutting-edge research, high quality education, and ground-breaking innovation (Goal 4 and 9). Goal 16 states that strong universities are an essential component of civil society, and Goal 17 states that they are excellent promoters of global and local partnerships.

Universities facilitate the achievement of all other objectives by contributing to these four goals.

Especially, universities help students develop the rigorous scientific mindset, curiosity, and entrepreneurial spirit needed to create sustainable development solutions (Figure 4). Students, teachers, and researchers at universities collaborate with the public, private, and public sectors to co-create knowledge that can lead to solutions.

Universities have a unique place in the collective effort to achieve the SDGs because of the combination of these core missions.

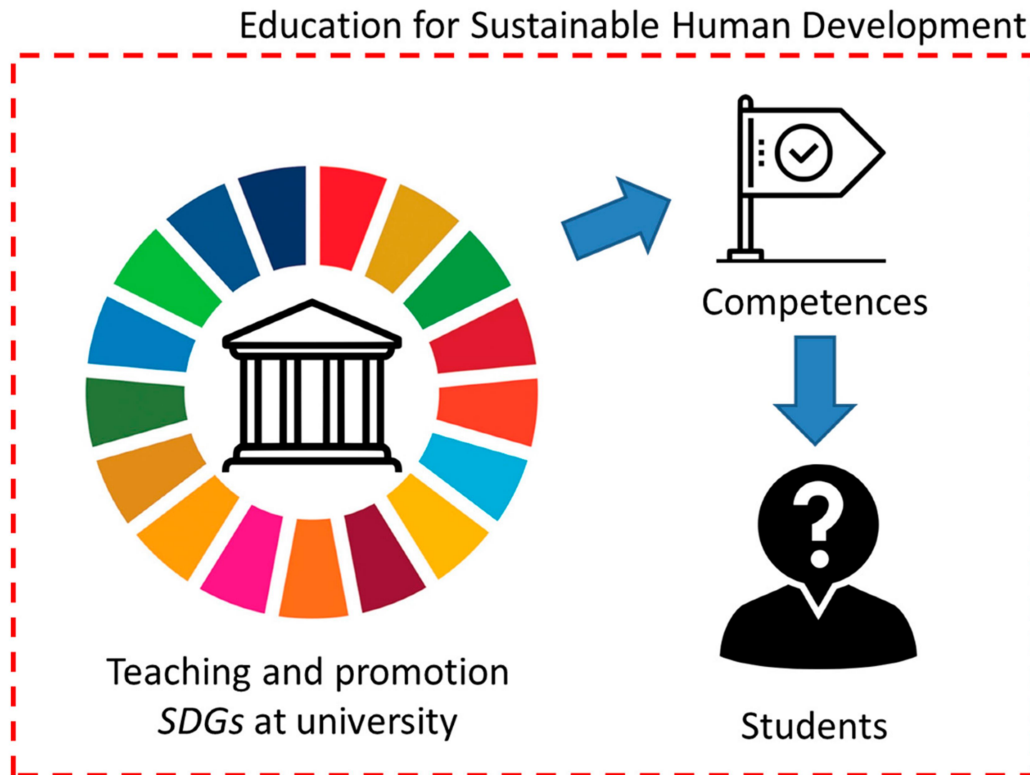


Figure 4: competencies, teaching, and university relationship

The Sustainable Development Goals (SDGs) have been incorporated into the management, teaching, and research strategies of a number of universities. Many universities now place a high value on sustainable campus management, which is frequently regarded as a component of the institution's social responsibility. The sharing of services, infrastructure, and facilities with other universities or external partners is one example of sustainable management. Other examples of sustainable management include energy saving measures, resource efficiency, and waste reduction. The "whole-institution approach," in which all members of the university community, including external stakeholders, are involved in the efforts, is an essential component of all sustainability strategies.

Admittance to quality training is critical for supportable turn of events and a pre-essential for the accomplishment of different objectives. Higher education makes it easier for people to move up the social ladder, gives them the ability to think critically, and gives them the skills they need in a job market that is changing quickly.

In a variety of ways, higher education helps people become more resilient and able to deal with a variety of obstacles. According to the most recent data from the OECD, people who have completed their upper secondary education earn on average 54% more and are less likely to be unemployed. As a result, a college education is more effective against poverty. Also, the data show that graduates of higher education are less likely to be depressed, which is important for health and well-being.

The public healthcare system relies heavily on university hospitals. They conduct research that contributes to the discovery of novel methods for curing or even preventing disease, care for millions of patients, and train future generations of medical professionals.

Universities play a crucial role in the education, innovation, culture, and civic life of their local communities because of their close ties to their regions.

Additionally, they are significant employers who contribute significantly to the local economy. Governments, businesses, and civil society all rely on strong, independent universities as important partners in achieving common objectives. In order to promote and carry out the SDGs internationally and in Europe, these partnerships and collaborations are essential.

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Main challenges for follow up and achievement of SDGs in universities and local institutions:

- There isn't a framework for coordination among the concerned bodies that makes it easier to put these goals into action.
- A lack of the data and information required to evaluate progress toward these objectives.
- The SDGs' overall framework contains an excessive number of proposed goals (17) and targets (169). Oceans and seas and child and maternal health are among the objectives.

- The large number of targets and their measurement indicators—which could be more than 300 if there are only two indicators for each target—will make it take longer to follow up on the progress of these goals' implementation and prepare follow-up reports, which could make the implementation process less effective.
- The most common way of estimating the advancement accomplished in the proposed improvement objectives might confront trouble in the arrangement of the vital exact and reported information in view of the absence of information; data inaccuracy; the existence of some data gaps; non-compliance with data assessment methodological standards; absence of exact enrolment frameworks; absence of comprehensive quantitative data, particularly those pertaining to vulnerable and marginalized groups, remote areas, and slums; or the amount of time it takes to prepare and release the data, which may take more than five years in the case of surveys like censuses or demographic health surveys.
- Egypt is anticipated to have difficulty achieving some of the SDGs that have a high quantitative ceiling by 2030, particularly in terms of ensuring full and effective participation of women and equal leadership opportunities for men and women, eliminating all forms of discrimination against women and girls, and having access to sanitation services.

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