

# The Role of Universities in Transformative Change



**SDG CONFERENCE IN BERGEN**

7-9 February 2024

#SDGbergen



Co-funded by  
the European Union

# Collaborative Online International Learning for Sustainable Development Goals



Erasmus+ Project: “Fostering Students’ Interdisciplinary Competence through the Action-Oriented Approach & COIL” (Constantine the Philosopher University in Nitra, Slovakia)

COIL facilitator: Prof. Fella Benabed (Badji Mokhtar-Annaba University, Algeria)

# Collaborative Online International Learning (COIL)

- State University of New York COIL Center (2004)
- Socio-constructivist educational approach
- Virtual Exchange (VE)
- Internationalization at home, Intercultural awareness, communicative skills, and digital literacy for students
- Professional development for educators

## Internationalization of Higher Education

It is defined as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (de Wit & Hunter, 2015, p. 3).



**Training  
“Global-ready”  
students**

# Internationalization at Home

- Intercultural competence
- Inclusive education
- COIL and COVID-19
- COIL and carbon footprint



# COIL4SDGs

Zoom Meeting

You are viewing Fella Benabed's screen

View Options

Zoom Meeting interface showing a shared screen with two infographics, a participant list on the right, and a Zoom control bar at the bottom.

### Gender Equality Challenges

WOMEN are amongst the most vulnerable to ENVIRONMENTAL DEGRADATION and are particularly affected by CLIMATE CHANGE impacts

LACK OF ACCESS to land, credits, agricultural inputs, and markets increase women's VULNERABILITY TO EXTREME CLIMATE EVENTS

Women are subject to CULTURAL, LEGAL, POLITICAL AND FINANCIAL BIAS preventing them from building their resilience

### Reduced inequalities Challenges

EXPLOITATION OF NATURAL RESOURCES is a contributor to INEQUALITY leading CONFLICTS worldwide

CLIMATE CHANGE AND DISASTERS have a dire impact on the poorest and vulnerable groups and contribute to EXACERBATE EXISTING INEQUALITIES within and across countries

NATURAL DISASTERS AND ENVIRONMENTAL DEGRADATION INCREASE LEVELS OF DISPLACEMENT worldwide. Since 2008, around 22.5 MILLION PEOPLE have been displaced by climate or weather related hazards

Whole-class Discussion

UN environment programme

Participants (21)

Find a participant

- Martina Juričková (Co-host, me)
- Fella Benabed (Host)
- Richard Zilai
- Bendjeda Ghalia
- Bianka Cicáková
- Dolmányos Péter
- Eliška Stančíková
- Emese Melkó
- Karolína Kralovičová
- Katarína Kubišová
- Kristína Vinduškova
- Krisztina Kaló
- Lilla Lámer
- Luci Sadloňová
- Milota Mikulová

Zoom Meeting control bar: Unmute, Start Video, Security, Participants (21), Chat, Share Screen, Reactions, Apps, Whiteboards, More, Leave

# The Four Pillars of Sustainability



Human Pillar

Social Pillar

Economic Pillar

Environmental Pillar

**1** NO  
POVERTY



**2** ZERO  
HUNGER



**3** GOOD HEALTH  
AND WELL-BEING



**4** QUALITY  
EDUCATION



**5** GENDER  
EQUALITY



**6** CLEAN WATER  
AND SANITATION



**7** AFFORDABLE AND  
CLEAN ENERGY



**8** DECENT WORK AND  
ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



**10** REDUCED  
INEQUALITIES



**11** SUSTAINABLE CITIES  
AND COMMUNITIES



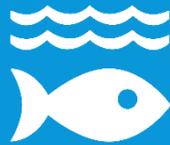
**12** RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



**13** CLIMATE  
ACTION



**14** LIFE  
BELOW WATER



**15** LIFE  
ON LAND



**16** PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS



**17** PARTNERSHIPS  
FOR THE GOALS



**SUSTAINABLE  
DEVELOPMENT  
GOALS**

# The Four Pillars of Sustainability and the 17 SDGs

- Human Sustainability (SDGs 1, 2, 3, and 4)
- Social Sustainability (SDGs 5 and 10)
- Economic Sustainability (SDGs 8, 9, 11, and 12)
- Environmental Sustainability (SDGs 6, 7, 13, 14, and 15)
- Global Peace and Partnership (SDGs 16 and 17)



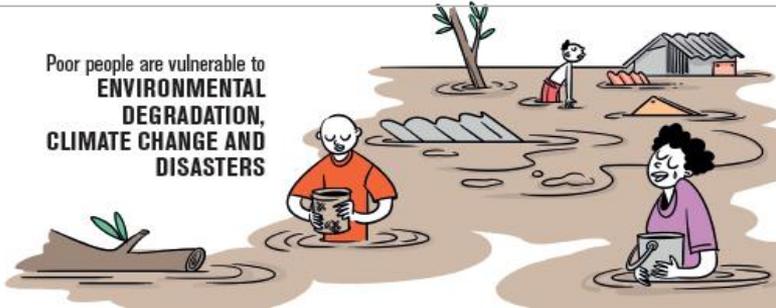
NO POVERTY

Challenges

836 MILLION people still live in EXTREME POVERTY



Poor people are vulnerable to ENVIRONMENTAL DEGRADATION, CLIMATE CHANGE AND DISASTERS



ZERO HUNGER

Challenges

We live in a world where 1 IN 9 PEOPLE IS UNDERNOURISHED

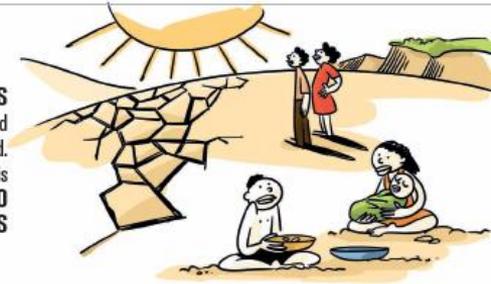


75% of crop diversity has been lost to MONOCROP CULTURE making crop more VULNERABLE TO PEST OUTBREAKS AND DISEASES

Whole-class Discussion



SMALLHOLDER FARMERS provide 80% of the food consumed in the developing world. Mostly rainfed their agriculture is particularly VULNERABLE TO DROUGHTS AND FLOODS



# Individual Work

- Analyze the impacts of the Covid-19 pandemic on SDGs 1, 2, 3, and 4 on this poster.
- Suggest possible solutions to avoid similar impacts in the future.



**Guess what happened to this girl !**





***Your story  
matters.***

***Share it !***

*Take 5 minutes of silent reflection,  
and then share a story about a form  
of discrimination you have personally  
experienced, watched on the media,  
or read about somewhere.*

- *What did you feel about it?*
- *What can you do to prevent  
similar stories of discrimination?*

# Every year, we are consuming our natural resources as if we had 1.7 planets Earth!



Algeria: 1.5 Earths



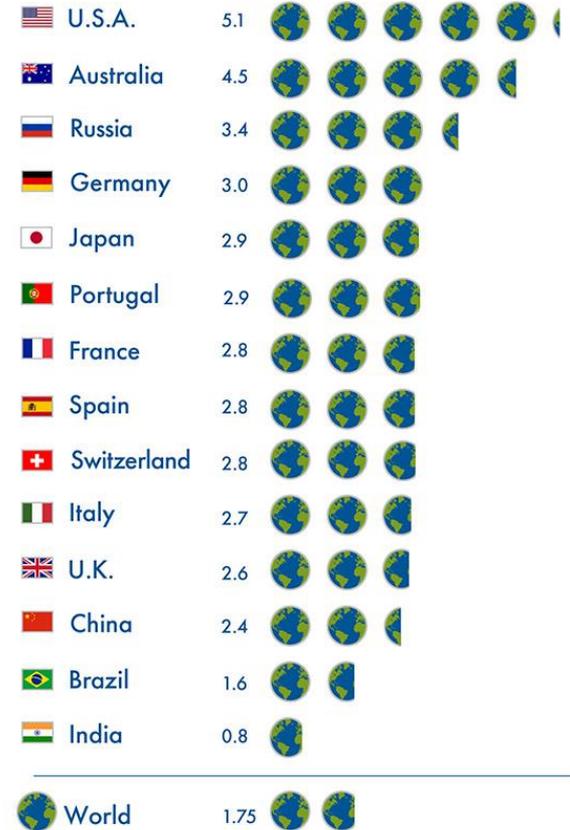
Hungary: 2.5 Earths

Slovakia: 3.0 Earths

Source: Earth Overshoot Day.

<https://www.overshootday.org/how-many-earths-or-countries-do-we-need/>

## How many Earths would we need if everyone lived like U.S.A. residents?



Source: National Footprint and Biocapacity Accounts 2022  
Additional countries available at [overshootday.org/how-many-earths](https://www.overshootday.org/how-many-earths)

# Plogging



The term “plogging” originated in Sweden around 2016, and it means “picking up” litter + “jogging.” It is gaining popularity worldwide as a community and environmentally conscious fitness trend. It goes hand in hand with recycling.

**What are the SDGs that can be achieved through plogging?**



# Homework/Extension



Act4SDGs

- Read the United Nations' document entitled "The Lazy Person's Guide to Saving the World" (available in your Google classroom materials and at <https://www.un.org/sustainabledevelopment/takeaction/>)
- Analyze your current level in relation to the SDGs.
- As you learn about the SDGs in the next workshops, consider creating a detailed plan to improve your level?
- Write an essay on this plan and send it to me ([benabed.fella@gmail.com](mailto:benabed.fella@gmail.com)) by November 30, 2023.

The forest is burning ... The alarmed animals are watching, feeling powerless, except the smallest one, the colibri (hummingbird), that says: “I can’t watch this happen without doing anything!”

The bird flies to the closest stream, carries a drop of water, and throws it on the fire. It keeps repeating the same action again and again, as lively as possible.

Bigger animals are still watching helplessly, thinking that the efforts of this little creature are useless in front of a big fire. Without stopping, the colibri says: “I am doing my part; I will do the best possible to save my land.”



**Be a Colibri...**



**... for the SDGs.**