



الجمهورية الجزائرية الديمقراطية الشعبية
Democratic And Popular Republic Of Algeria
وزارة التعليم العالي والبحث العلمي
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SDG 17: Partnerships for the Goals

Abbas Laghrou University of Khenchela, based on the detailed report, is a pioneering model in achieving SDG 17, as it adopts a comprehensive and integrated approach based on institutional partnership, policy-oriented scientific research, and broad community education.

The following is a detailed analysis of the university's contributions to each indicator of SDG 17:

17-04 Education for Sustainable Development Goals

17-04-01: Does your university as an entity commit to providing meaningful education on sustainable development goals throughout the university?

Yes, the university is committed to providing meaningful education on sustainable development goals:

- **Commitment and Integration:** The university is committed to providing meaningful education on concepts and issues of sustainable development throughout the university.
- **Relevance and Specialization:** These concepts and issues are integrated into various curricula in ways appropriate to students' different specializations, seeking to ensure this education is "relevant and applicable." This applies to all specializations in humanities and natural sciences such as: lectures in the second semester, Environmental and Sustainable Development course for third-year Sociology bachelor students, Sustainable Development and Anti-Corruption course for second-year Political Science bachelor students. This course aims to inform students that the concept of well-being in development does not stop at narrow economic standards and satisfaction of basic needs and the like, but extends to human dimensions and its sustainability depends on rationalizing it and combating corruption.

Academic and research publications extracted from Abbas Laghrou University of Khenchela (or with participation of its researchers) also demonstrate a broad commitment to Education for Sustainable Development (ESD). This education is not limited to curricula only, but extends to dedicated research and studies led by students under the supervision of professors, reflecting the actual integration of sustainability issues in the academic curriculum.

The following is a summary of those publications within the framework of education for sustainable development goals, arranged according to the main goals they serve:

SDG	Published Research/Studies (Publications and Professors)	Significance in the Framework of Education for Sustainable Development (ESD)
SDG 2 Zero Hunger SDG 3 Good Health SDG 8 Decent Work and Economic Growth	"Sustainable Development Indicators in Algeria and Food Security Challenges" (2024).	Policy-Oriented Education: This thesis is an example of student-directed research (master's/doctoral thesis) that integrates sustainable development indicators with vital national challenges (food and health security). This teaches students how to analyze gaps between sustainable development dimensions and provide a knowledge base for decision-makers.
SDG 7 Affordable and Clean Energy SDG 13 Climate Action	"Investment in Renewable Energy Sources as an Inevitable Alternative to Achieving Sustainable Development Dimensions" 2017.	Solutions-Based Education: This study focuses on the importance of renewable energy as an "inevitable alternative" to achieving sustainable development and environmental protection. This type of research teaches students to search for clean technological solutions as a response to sustainability challenges, reflecting the integration of clean energy in economic and environmental curricula.
SDG 11 Sustainable Cities and Communities SDG 12 Responsible Consumption and Production SDG 16 Peace, Justice and Strong Institutions	"Urban Planning Problems in Khenchela City" 2025.	Community-Oriented Education: A study focusing on a local problem: absence of tight urban planning, weak population participation. This directs students to analyze local urban problems in the context of urban sustainability, comprehensive sustainable urban development, and calls for activating local participation mechanisms, reflecting the participatory planning approach in education.
SDG 11 Sustainable Cities and Communities SDG 16 Peace, Justice and Strong Institutions	"The Role of Local Communities in Achieving Urban Innovation: Field Study in Khenchela Municipality" 2025.	Education on Innovation and Institutional Transformation: Focuses on the role of municipality/local communities as "the closest actor to society" and capable of embodying "innovative solutions" to achieve sustainable and comprehensive development. This teaches students the role of urban innovation and the necessity of institutional change in



SDG 11 Sustainable Cities and Communities	"The Role of Urban Planning in Sustaining the Algerian City" 2023.	achieving sustainability Education on Participatory Planning: The study emphasizes the necessity of urban planning in facing urbanization challenges and environmental degradation, and stresses the necessity of "active participation of residents" under the name "participatory planning." This reflects the integration of spatial justice and community participation concepts as essential elements in sustainability education.
SDG 7 Affordable and Clean Energy SDG 13 Climate Action SDG 16 Peace, Justice and Strong Institutions	"Using Nuclear Energy for Electricity Generation and Its Effects on Environmental Security" 2023.	Education on Risks and Alternatives: This research represents an advanced discussion on achieving sustainable development through energy choices, focusing on assessing environmental risks: radiation leaks, nuclear waste. This enhances students' critical thinking skills and balancing between energy need and environmental security.
SDG 8 Decent Work and Economic Growth SDG 17 Partnerships	"Venture Capital as a Support and Financing Mechanism for Impact Investments – MENA Region Experience –" 2022.	Impact-Oriented Financial Education: The study focuses on financing "impact investments" that serve sustainable development. This teaches students innovative financing mechanisms and the role of the financial sector in supporting projects that contribute to achieving environmental and social goals.
SDG 17 Partnerships SDG 16 Peace, Justice and Strong Institutions	"The Importance of Arbitration as a Method for Resolving BOT Contract Disputes in Establishing and Managing Public Facilities" 2015.	Education on Public-Private Partnership (PPP): This study focuses on BOT contracts as a mechanism to "ensure sustainable development especially in the field of infrastructure and public facilities for developing countries within the partnership framework." This teaches students the legal and structural aspects of implementing Goal 17 through effective partnerships.

These publications demonstrate that Abbas Laghrour University of Khenchela does not merely provide theoretical information, but adopts an advanced educational approach characterized by the following:

1. **Research-Oriented ESD:** Sustainability issues are integrated into student research topics, encouraging deep and comparative analysis of national challenges (food security, clean energy) and local challenges (urban planning).

2. **Solutions-Focused ESD:** Studies focus on searching for practical alternatives (renewable energy, urban innovation, Islamic finance) to address problems.
3. **Teaching Participatory and Institutional Skills:** Students are taught concepts of participatory planning and the necessity of involving residents in decision-making, and the role of local communities in leading sustainable development.
4. **Integration of Legal and Financial Dimensions:** Research shows integration of legal dimensions (arbitration, legal framework for nuclear energy) and financial dimensions (venture capital) of sustainability issues, providing students with a comprehensive and multidisciplinary understanding.

