

Climate action

in

October Six University in Egypt

13 CLIMATE
ACTION



O6U Climate Action Plan

The global movement is growing: individuals, governments and industry are initiating the social and economic practices that are driving biodiversity loss and climate change. They are innovating, imagining and experimenting with new regenerating societies, restoring land and rethinking economies.

October six University as society's critical learning infrastructure, plays a vital role at the heart of this process, facilitating a transition away from ecologically and economically unsustainable practices. The challenge of climate change can serve as a fulcrum for institutional transformation.

The responsibility of higher education, in this context, is to create conditions in which teachers and students can begin to understand fully and explore together what this new story – of our interdependence with the other beings of a lively planet – means for our work, our lives, our professions, our communities and our ways of organising ourselves

The university formulate Climate action plan –policy encompasses O6U internal and external community in accordance with the economical, social, environmental aspects through UN climate change and universities partnership programme.

<https://www4.unfccc.int/sites/NWPSStaging/Pages/university-partnerships.aspx>

O6U Climate action plan –policy

1. Redesigning the day-to-day operations of O6U:

O6U take practical steps to reduce their own carbon emissions and improve biodiversity.

reconfigure their day-to-day operations

develop a clear operational plan for implementing climate change adaptation measures developed

2. Reinvigorating the civic role

build partnerships with industry and community partners to ensure socially beneficial supply chains. procurement plan oriented towards ecological and economic sustainability

3. Reshaping the knowledge structures of the university

Addressing the ‘wicked problem’ of climate change requires conversations across the Sciences, Engineering, medicine, Social Sciences, Arts and Humanities, through the insights of those with partnerships with social enterprise, industry and local government to identify the barriers and establish the firm structures to overcome it.

4. Refocusing the educational mission to develop resilient emotional and practical capacities in the era of climate change.

5. Fossil fuel subsidies are detrimental in terms of economic, social and environmental sustainability.

Target 13.1

Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

O6U initiatives

1. Investing in environmental protection and improving the resilience to environmental hazards and resource scarcity throughout operations and the supply chain.
2. Developing and implementing corporate adaptation goals and strategies that are aligned with public adaptation efforts and also address community risks in the business' operating locations
3. Working with suppliers to improve supplier sustainability management and prevent supply chain interruptions or delays due to climate change

Target 13.2

Integrate climate change measures into national policies, strategies and planning

O6U initiatives

1. Identifying inherent risks and opportunities driven by changes in regulation (SENDAI framework)
2. Collaborating with governments on ambitious policy solutions for climate change and scaling up climate actions through, for instance, participating in public-private partnerships

Target 13.3

Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

O6U initiatives

1. Raising awareness and understanding among clients, investors and employees about climate change and natural disaster reduction through
2. Collaborating with public and/or private actors to promote the establishment of knowledge networks in climate change and disaster risk management.

O6U education at glance

<p>Human and the Environment UE 108</p>	<p>This course aims to introduce the student to the following: Working to develop a plan for solving and developing natural resources, rationalizing their consumption and protecting them from attrition and consumption -Increasing awareness and environmental knowledge, which works to develop moral values among students, and this helps in activating the positive relationship between man and the environment. Raising awareness of the main factors causing environmental problems and pollution and trying to find solutions to them. To develop increase the environmental culture and to support the positive trends towards its surrounding environment. -Providing students with behaviors that work to deal correctly, positively and non-aggressively with the environment.</p>
<p>National Studies 08832205 Level Two</p>	<p>The course should promote environmental awareness among students.</p>
<p>National Studies 08831205 Level One</p>	<p>The course should develop the student's ability to study texts related to social life in Egypt and how to tackle problems related to poverty, hunger, education and environmental pollution.</p>
<p>The Human Being and Environment UM211 Changed 2016</p>	<p>The course deals with the concept of the environment, its components and types, ecology and ecosystem. In addition to studying the human relationship with the environment and assessing the impact of technological development on the environment. He was presented with some of the global environmental problems and how to reduce their effects.</p>
<p>Human Being and Environment UM211 Changed 2016</p>	<p>The course deals with the concept of the environment, its components and types, ecology and ecosystem. In addition to studying the human relationship with the environment and assessing the impact of technological development on the environment. He was presented with some of the global environmental problems and how to reduce their effects.</p>

Sendai Framework education

for

Disaster Risk Reduction initiatives

in October Six University in Egypt



To enhance community resilience, disaster education should be linked to the community. The International Forum for Promoting Education on Disaster Resilience, one of the official WCDRR public forums, was held on March 14, 2015. Develop effective global and regional campaigns as instruments for public awareness and education, building on the existing ones (omit), to promote a culture of disaster prevention, resilience and responsible citizenship, generate understanding of disaster risk, support mutual learning, share experiences. Encourage public and private stakeholders to actively engage in such initiatives, and develop new ones at local, national, regional and global levels.

The Sendai Declaration emphasized the development of “community-based” disaster education models needed. The extent of damage in natural disasters depends largely on the affected area’s natural and social environment and location. The SFDRR ensures the use of traditional, indigenous and local knowledge and practices complementing scientific knowledge on disasters,

The aim of this project:

1. To cooperate domestically and internationally with areas that are affected by and at risk of a disaster in the field of disaster risk reduction at O6Us and in local communities, support activities at O6Us and in local communities and share experiences, as well as foster the human resources of researchers and practitioners;
2. To actively share the lessons learned from large scale disasters, in regard to disaster risk reduction at O6Us and in local communities, for risk reduction of natural disasters in the world;
3. To contribute to research, implementation, promotion and improvement regarding disaster risk reduction activities at O6Us and in local communities that

can be carried out globally in cooperation with “Safe O6Us” initiatives promoted by U.N. agencies;

4. To work on the development, implementation, promotion and improvement of “community-based” disaster education models for all citizens, including the use of disaster records, such as the disaster archives, in order to develop a resilient community.



The Students' Charter for Disaster Risk Reduction states that students have the right to participate in and access the information they need. At the same time, protecting those and physical or mental disadvantages be given priority before, during and after disasters.

Disaster resilience is “the capacity of a community to: 1) survive a major disaster; 2) retain essential structures and functions of the community; and 3) adapt to post-disaster opportunities for transforming community structure and functions to meet new challenges”

They discuss communities and O6Us with three types of disaster-education communication among family members, including: 1) between staff; 2) between staff and students; and 3) between the family and community. Through such linkage, senior members communicate with their networks in the community and students bring home what they learn in O6U.

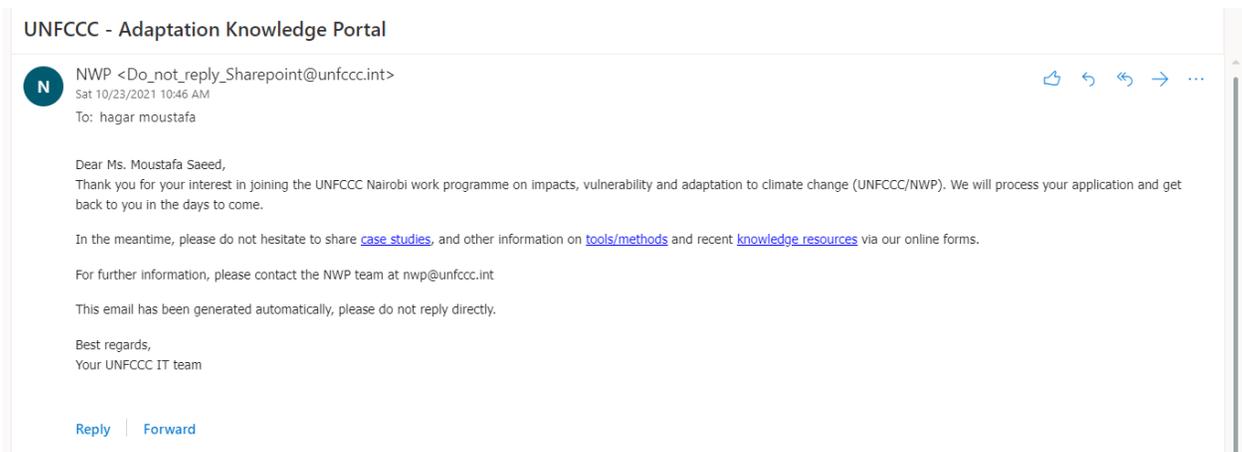
Linkage is between O6Us and communities, communities and families, between disciplines, among stakeholders, between human beings and nature, and between past and future.

1. Promote the inclusion of disaster risk reduction knowledge in relevant campaigns, promote the integration of disaster risk reduction as an intrinsic element of the United Nations Decade of Education for Sustainable Development.
2. Promote the implementation of local risk assessment and disaster preparedness programs in O6Us and institutions of higher education;
3. Promote the implementation of programs and activities in O6Us for learning how to minimize the effects of hazards;

4. Develop training and learning programs in disaster risk reduction targeted at specific sectors (development planners, emergency managers, local government officials, etc.);
5. Promote community-based training initiatives, considering the role of volunteers, as appropriate, to enhance local capacities to mitigate and cope with disasters;
6. Ensure equal access to appropriate training and educational opportunities for women and vulnerable constituencies; promote gender and cultural sensitivity training as integral components of education and training for disaster risk reduction.

Resilience in education comprehensively by adding the structural engineering aspect of O6U safety. Comprehensive O6U safety (CSS)

<https://www4.unfccc.int/sites/NWPStaging/Pages/university-partnerships.aspx>



Climate Change Workshop:

- Date: Sunday 16/2/2020
- Place: October 6 University, Hall 6
- Presenters: Mohamed Abdel Aziz; LPO, Public Health Leader, GHA, Trainer - Nermeen Youssef; NCDs LC, Public Health Leader on CC
- Number of Attendees: 18 medical students
- Brief: The main goal of the workshop was to increase the knowledge of the medical students about what climate change means, why is it important for us, what are the causes of it, how green gases emission affects climate change, how climate change can impact our health, how can we tackle this problem by ourselves and the Health Co-Benefits that we will gain after working on climate change. Finally, it ended with an advocacy session which discussed



our role towards taking initiatives to tackle this problem and advocate for it.

“Climate change and its health impacts” Workshop

- Date: 8/12/2020
- Place: University hospital
- Conducted by: Rana Mohamed Sallam [Greenish trainer and local coordinator of climate change 2020/2021], Mahmoud Mohamed Hagag [OSSS - O6U LPO GA and Greenish trainer]
- Number of participants: 38
- Objectives:
 - Increase the knowledge of participant on Climate change
 - knowing impacts of climate change on our health
 - knowing how to decrease the danger of climate change



“Climate change and its environmental impact” Workshop

- Date: 14/1/2021
- Place: Zoom Application
- Conducted by: Nermeen Youssef [OSSS - O6U LPO 2020 /2021 - public health leader] Rana Mohamed [Climate change LC 2020 /2021 - greenish trainer]
- Number of participants: 30 medical students
- Objectives:
 - Knowledge the importance of the environment.
 - Knowing types of pollution.
 - Putting some solutions for pollution and to keep our environment clean.



Climate change Online Campaign

- Date: 14/1/2021 – 17/1/2021
- Objectives:
 - Increasing the knowledge of the dangers of climate change
 - Knowing the impacts of the climate change on our health
- Total reach: 3,860
- Posts link:
 1. <https://www.facebook.com/250300548370850/posts/3718188548248682/>
 2. <https://www.facebook.com/250300548370850/posts/3720924531308417/>
 3. <https://www.facebook.com/250300548370850/posts/3726731624061041/>

