





2022-2024

USEK Sustainability Report

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Executive Summary

This report outlines USEK's strategy for scaling up sustainability and our commitment to advancing the UN Sustainable Development Goals (SDGs) from 2022 to 2024. We focused on integrating impact, quality, reach, and accessibility into all initiatives to leverage our collective potential across campus. Each SDG is addressed, showcasing how they align with our university's projects and the outcomes achieved during this timeframe.

Key Achievements and Highlights



- Community Engagement: Successful initiatives like the Agora expert speaker series and Green USEK activities have increased community involvement and civic engagement.

- Education for Sustainability: Curriculum centered on current events and sustainability projects addressing local and global challenges.



- Campus Improvements – Sustainability and Energy Renewal: Enhanced campus environment with efficient space use, renewable energy projects, and green spaces supporting wildlife and wellness in the community.



- Rankings: USEK continues to rise in global rankings, a testament to its sustained focus on education, research, and sustainability. In 2024, USEK ranked 1st in Lebanon for SDG 2, SDG 5, SDG 7, and SDG 10 in THE Impact Rankings, while also achieving strong placements in QS, UI GreenMetric, and SCImago rankings. These achievements enhance USEK's reputation and drive its ongoing progress. All the SDGs are covered in detail, along with the projects completed by the university.



Objectives and Goals for 2022-2024

Growing Engagement





- Increased Engagement: Encouraged more students and faculty to participate in sustainability projects and events.
- Sustainable Practices: Promote eco-friendly products and sustainable transport options like carpooling.
- Community Events: Organize events such as Green Day to engage the campus and local community in sustainability efforts.

Educational and Operational Goals

- Curriculum Development: Continue to integrate sustainability into teaching, preparing students for lifelong sustainable practices (Civic Engagement Class, Entrepreneurship Classes).
- Research Initiatives: Expand research projects that address environmental and social challenges.
- Operational Efficiency: Further reduce emissions and improve energy efficiency on campus.
- Wildlife and Heritage Welfare: Off-campus projects to raise awareness about issues like wildlife protection and deforestation.



The Birdwatching Event at Ammiq Reserve ***coincided with World Migratory Bird Day (WMBD)****. Organized by USEK and ABCL, the event will raise awareness about Lebanon's avian biodiversity and responsible conservation efforts.*



UN Sustainable Development Goals

USEK continues to commit to creating a sustainable mindset through education, research, and community engagement. Our strategy, dedication to the UN Sustainable Development Goals, and initiatives ensured we remained leaders in sustainability, empowering our community to make a positive impact on the planet and quality of life for its citizens.

Purpose and Scope of the Report

USEK's 2022-2024 strategy for sustainability aims to provide a comprehensive overview of how we are the scale and pace of our efforts to ensure impact, quality, reach, and accessibility in what we do.

Importance of Sustainability in Higher Education

Sustainability shapes the minds and actions of future leaders. Universities play a key role in addressing global challenges through education, research, and community engagement. By integrating sustainability into our core functions, we prepared students to tackle environmental and social issues effectively and responsibly.

Overview of the University's Sustainability Mission and Vision

At USEK, sustainability is at the heart of our mission and vision. We were dedicated to creating a sustainable campus and educating our community about sustainable practices. Our strategy emphasizes addressing the UN Sustainable Development Goals (UNSDG) and embedding sustainability into all areas of university life. Our initiatives span research, curriculum development, and campus improvements to promote lifelong learning and intentional action for the planet and its citizens.



Community Engagement:

Commitment to Increasing Engagement Across the University Community



Our current position



We know that organizational sustainability means much more than how our building and campus operate. Social factors such as equality, diversity and inclusion now are equally important to traditional environmental indicators in league tables assessment of sustainability performance.

We recognize that our efforts must involve the entire university community. To this end, we were committed to increasing engagement through inclusive and accessible communication, community events, and practical experiences to more students, faculty and staff.



Student Community

Enhancing Civic Engagement in Sustainability Across Campus



An even greater significance is the legacy impact our thoughts of students have during their time at USEK and after they graduate; what and how they were taught at university influences their values and awareness.

Expansion of Student Activities: We increased the number of student activities focused on sustainability, encouraging active participation and learning. Initiatives like the Agora expert speaker series, Green USEK activities, and the mandatory Civic Engagement course, involvement in the entrepreneurship and innovation center to create solutions to societal pain points all provide opportunities for all members of our community to participate in and contribute to our sustainability goals.





Education for Sustainability

USEK Students are engaged in these capacities: Academics | Volunteering | Events and Public Awareness Lectures



Green Academics – We continue working on integrating sustainability and practice in the curriculum and held an educational session on this topic, offering several programs directly linked to sustainability: MS Energy Studies, MS Environmental Science, MS Food Security, MS Applied Energy, BS Agribusiness, and Biochemistry.

Our undergraduate Civic Engagement course significantly influences students' behaviors and habits regarding environmental practices related to food, transportation, waste, water, energy, and innovation. Additionally, the Asher Center for Innovation and Entrepreneurship provides valuable opportunities for aspiring eco-entrepreneurs and innovators to create and develop viable solutions to present day challenges and sustainability-focused businesses.

Increased Opportunities

Internships, volunteering work, and Community Service Opportunities.

As part of USEK's goal to promote sustainability, there has been a conscious increase in **internships**, **volunteering**, and **community service opportunities**, providing students with practical experience and engagement.

Community Service: Participation in service programs encourages students to address local environmental challenges, helping them develop leadership skills as catalysts for positive change.

Volunteering: Engaging in volunteer activities creates a sense of responsibility and a connection to local environmental efforts, strengthening students' commitment to community well-being.

Internships: Students gain hands-on experience in sustainability initiatives, equipping them to drive community change.



Collaboration

Strengthening partnerships with local recycling facilities enhances recycling outcomes, giving students practical insights into sustainable waste management.

Innovative Solutions



Innovative strategies are key to our waste management approach, enabling us to explore promising avenues for a sustainable future. This enables students to think critically and devise effective environmental solutions.



A few examples of opportunities:

Internships

1. **GAEA**: Internship at GAEA, focusing on **upcycling waste** and developing artistic projects that promote sustainability.
2. **WASIP-LEB Project**: An internship funded by USAID's Water Sanitation and Conservation (WSC) initiative, benefiting 40 students and 15 recent graduates from various academic disciplines.



Volunteering

3. **Sorting at Source**: Volunteer opportunity for students to **audit the waste management process** on campus, identifying areas for improvement in sorting practices.
4. **Clean-ups**: Volunteer to organize and participate in **community clean-up events**, helping to address littering and environmental issues in local areas.
5. **"Bring your bucket to campus"**: Volunteer to assist in the program that encourages community members to **donate organic waste**, helping with collection and composting efforts.





6. **“I hear you” program**: Volunteer to help coordinate the collection of **plastic bottles** from the community, which supports students with hearing disabilities.

Community Service Opportunities

6. **Book Exchange**: Participate in a community service project where students **salvage and sort discarded books** for a campus book exchange program.
7. **“Re_Mug_it!” program**: Join the initiative to promote the use of **reusable mugs** on campus, helping to reduce waste by distributing free coffee to those who participate.
8. **Swap-a-Palooza**: Engage in the community service program focused on **collecting and reusing school supplies** that are difficult to recycle, facilitating a more sustainable approach to resource management.
9. **“Beyond Campus” Initiative**: Participate in remote volunteering efforts to promote **waste management skills** and sustainability practices within households and communities.
10. **“Waterfull” Initiative**: Involved in promoting the use of **water fountains on campus** to reduce reliance on single-use plastic bottles and ensure access to safe drinking water.





Student Events & Awareness

Agora

Agora: Cultivating Sustainable Minds

This initiative promotes civilized discourse, democratic debates, and environmental stewardship among students. Its main objectives are to educate participants about sustainability challenges, build a supportive community, and provide practical tools to become agents of change. Organized collaboratively by the Faculty of Languages and Literatures Department and Green USEK, the program features structured debates on topics ranging from sustainable fisheries to future green initiatives. Events took place in various campus locations.



Read more about Agora: Appendix I & Appendix II

Across Campus Engagement Strategies: Between 2023 and 2024, we implemented targeted strategies to encourage offices and units, including the library and museum, to actively participate in sustainability initiatives. These efforts have led to increased engagement and a growing commitment to integrating the UNSDGs into each unit's strategic planning.

Several offices and units across campus have excelled in embracing sustainability efforts, standing out as leaders in integrating environmentally conscious practices into their daily operations. These departments have not only participated actively in our initiatives but have also demonstrated a strong commitment to aligning their strategies with the UNSDGs. Their achievements serve as exemplary models of how institutional collaboration can drive meaningful environmental impact.



IDEES | Museum | SSO | Library | Offices and Units

Table highlighting the number of UNSDGs achieved.

Office | Unit	Link to Appendix	UNSDGs 2022-2024
Green USEK	Agora and Other Events: Appendix I, Appendix II, Appendix III, Appendix IV, Appendix V, Appendix VI Long-Term Initiatives: Appendix VII, Appendix VIII, Appendix IX, Appendix X, Appendix XI, Appendix XII.	SDGs: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
International Affairs Office	Appendix XIII	SDGs: 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17
IDEES	Appendix XIV	SDGs: 3, 4, 5, 8, 9, 10, 11, 16, 17
Museum	Appendix XV	SDGs: 4, and 11
Student Support Offices	Appendix XVI	SDGs: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17
The Asher Center for Innovation and Entrepreneurship (ACIE)	ACIE Programs: Appendix XVII ACIE Impact Report: Link to the Report	SDGs: 4, 5, 8, 9, 10, 11, 12, 13, 17
USEK Library	Link to the Document	SDGS: 4, 9, 11



Engagement: Schools, Departments, Faculties and Centers

Engagement across campus, including schools, departments, and faculties, has continued to increase, with sustainability efforts expanding in several key areas. Faculty research and publications on sustainability topics have been actively promoted, contributing to knowledge growth. Additionally, faculty-led sustainability projects and community outreach initiatives have increased, demonstrating practical applications of sustainability principles, particularly within the Architecture, Arts & Sciences, Business, Engineering, Performing Arts, and The Higher Center for Research.

Schools | Departments | Faculties | Centers	Appendix	UNSDGs
School of Architecture	Appendix XVIII	SDGs: 8, 11, 15, 17
Faculty of Arts and Sciences	Appendix XIX	SDGs: 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
UBS: Business School	Appendix XX	SDGs: 1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
School of Engineering	Appendix XXI	SDGs: 4, 6, 7, 9, 12, 13, 15
Faculty of Performing Arts 2024	Appendix XXII	SDGs: 3, 4, 5, 10, 16, 17
Higher Center for Research (HCR)	Appendix XXIII	SDGs: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

Other Stakeholders

The university has increased alumni engagement in sustainability initiatives, expanded community outreach programs to raise awareness, and launched collaborative projects with other institutions to share knowledge and resources. Additionally, it has developed strategies to involve the broader community, ensuring widespread support and participation in sustainability efforts.



Agreements and Partnerships (SDG 17)

- Strengthened collaborations with local government, NGOs, and businesses.
- Renewals and new MOUs:
    - 2 Renewals (Intisar Foundation, PUC)
    - 26 New MOUs (e.g., Abu Dhabi University, MIT World Peace University, UNESCO, OSF Healthcare, Flat 6 Lab)

Ambassadors and Delegation Visits (SDG 17)

- Organized 8 visits with international delegations, including ambassadors from Latin America, Austria, Finland, Kuwait, and university delegations.

Grants and Projects

Agri-Food & CleanTech Smart Innovation Hub (SDG 8)

- Economic growth and job creation in Agri-Food and CleanTech sectors.
- Funded by the Netherlands and Berytech.

ASMeC – Students' Attitudes in a Changing Mediterranean (SDGs 13, 15)

- Climate change awareness and adaptation research in Italy, Morocco, and Lebanon.

iHeritage Project (SDGs 9, 11)

- AR/VR/MR innovations in cultural preservation.
- Focus on UNESCO's Byblos site.

Interpersonal Separations in Lebanese Families (SDGs 3, 16)

- Research on family separation due to crises, funded by the APA Peace Psychology Division.

NEX-LABS Incubation Vouchers (SDG 8)

- Support for Agri-FoodTech startups with a focus on clean technologies.

Autism Spectrum Disorder Research (SDG 3)

- Study of nutritional and metabolic factors in autism.

ODEFI: Doctoral Entrepreneurship (SDGs 8, 9)

- Promoting entrepreneurship among doctoral students.

University Legal Clinics (SDG 16)

- Creation of legal clinics for vulnerable populations in the MENA region.

Smart Water for Young Professionals (SDG 6)

- Water management education and youth empowerment.



Synod on Women (SDG 5)

- Gender equality and empowerment in church and society.

SME Development for Wineries (SDGs 8, 9)

- Sustainable industrial practices for wineries in Lebanon, supported by Italian partners.

WASIP-LEB Water Internship Program (SDGs 6, 8)

- Internships in the water sector to enhance employability and sustainability efforts.

Capacity-Building Activities

- Career Services Office Inauguration (SDG 8)
- Grant Writing Training (SDG 4, 17)
- Universal Design for Learning Workshop (SDG 4)
- Research and Publication Training (SDG 4)
- Symplicity Career Management Program (SDG 8)

Link to full document – Appendix XIII.

Campus Improvements: Sustainability and Renewable Energy

USEK continues to create innovative initiatives designed to reduce its environmental footprint, improve waste management systems, and promote renewable energy. One of the primary focuses of these efforts is the university's comprehensive waste management strategy, which encompasses several campus-wide initiatives. USEK has implemented single-stream recycling, standardized signage to streamline the waste sorting process, and a Material Recovery Facility (MRF) on campus for efficient sorting and management. Additionally, recycling rates have increased due to the strategic placement of recycling bins across the campus, and staff have been trained in proper waste management techniques.



Other notable programs include G.A.E.A., an upcycling initiative that promotes creative reuse, as well as community engagement projects focused on composting and plastic collection drives.



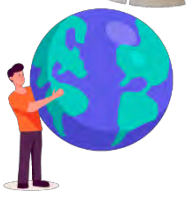
The **"Waterfull"** initiative offers safe drinking water throughout the campus, reducing dependence on single-use plastics. These initiatives reflect USEK's goal of achieving a 75% waste diversion rate by 2025, demonstrating the university's commitment to a more sustainable future.



In terms of water conservation, the **WASIP-LEB project**, funded by USAID's Water Sanitation and Conservation (WSC) initiative, plays a pivotal role. Through this program, 40 students and 15 fresh graduates from a range of academic disciplines have been given internships in the water and sanitation sectors, providing them with practical experience that enhances their professional skills and employability. As a result, three graduates have secured full-time roles in related fields.

In addition to equipping students with the expertise needed for sustainable water management, the initiative has also raised public awareness of the importance of water conservation, positioning USEK as a leader in preparing future professionals to tackle pressing water challenges.





USEK's commitment to renewable energy is further demonstrated by its **biodiesel project**, which encourages the campus community to collect used frying oil and bring it to the university for processing into clean biodiesel fuel. This initiative prevents harmful practices such as dumping oil in sewers or gardens and transforms waste into a renewable energy source, contributing to a cleaner environment and reducing the university's carbon footprint.

Together, these initiatives are a testament to USEK's duty to sustainability in waste management, water conservation, and renewable energy production. Appendix XXIV and Appendix XXV.



Sustainability Performance and Impact

USEK continues to strive for a sustainable campus and to educate its community. We are working with our research communities, external partners, students and colleagues on various projects that help towards achieving as many of the UNSDGs as possible – and aligning our sustainability strategy to enable this.

We are committed to playing a role in tackling the climate crisis by addressing the UNSDGs across our teaching, research and engagement and through the way we manage our university and educate our community.

Addressing the UNSDGs is a shared responsibility across our university community, ensuring that sustainability is integrated as many aspects of university life as possible.

Our research efforts are significant, with many of our academics engaged in projects of local and global importance. For more details, you can access our research papers through the Higher Center for Research (HCR): Appendix XXIII.

Our curriculum prioritizes contemporary issues and the rapidly changing world we inhabit. We offer courses in civic engagement and entrepreneurship, along with free training programs in innovation and entrepreneurship at the ACIE. Projects focusing on sustainability are included in our curricula on campus.

Daily, we aim to improve the campus environment for both nature and our community. We are committed to utilizing our existing spaces more efficiently and diligently preparing our students for lifelong learning and intentional action to benefit the planet.





Rankings

USEK's Commitment to Excellence in Education, Research, and Innovation

Over the years, USEK has consistently participated in various reputable rankings, including the THE Impact Rankings, QS Sustainability Rankings, and UI Greenmetric. These rankings underscore USEK's commitment to excellence and enhance its visibility and reputation, attracting top talent and attracting collaborations that contribute to its overall growth and success.

Recent Achievements in THE Impact Rankings 2024

- 1st in Lebanon | SDG 2: Zero Hunger
- 1st in Lebanon (93rd in the World) | SDG 5: Gender Equality
- 1st in Lebanon (22nd in the World) |SDG 7: Affordable and Clean Energy
- 1st in Lebanon (39th in the World) | SDG 10: Reduced Inequality
- 2nd in Lebanon (101-200 in the World) | SDG 4: Quality Education
- 2nd in Lebanon | SDG 12: Responsible Consumption and Production
- 2nd in Lebanon | SDG 13: Climate Action
- 2nd in Lebanon (201-300 in the World) |SDG 17: Partnerships for the Goals

Other Rankings:

According to the QS World University Rankings for 2024, USEK is currently ranked 6th in Lebanon. In the QS Arab Region Rankings for 2023, it holds the 7th position in Lebanon and the 41st position in the Arab Region. Furthermore, USEK is ranked 2nd in Lebanon and 282nd globally according to UI Greenmetric for 2023. Additionally, it ranks 3rd in Lebanon and 48th in the Arab Region according to SCImago Rankings for 2023.

Activities on Campus Tackling the UNSDGs:



- SDG 1: 2 activities
- SDG 2: 2 activities
- SDG 3: 4 activities
- SDG 4: 13 activities
- SDG 5: 5 activities
- SDG 6: 1 activity
- SDG 7: 2 activities
- SDG 8: 6 activities
- SDG 9: 9 activities
- SDG 10: 15 activities
- SDG 11: 17 activities
- SDG 12: 6 activities
- SDG 13: 8 activities
- SDG 14: 4 activities
- SDG 15: 5 activities
- SDG 16: 20 activities
- SDG 17: 16 activities



Our future plans

Challenges and Opportunities

We have faced several challenges in conducting our sustainability initiatives, mainly in managing resources and raising awareness among stakeholders. These challenges also create chances to improve engagement and participation through better outreach and educational programs. We have learned valuable lessons from our past efforts that will help us move forward.

Future Plans and Initiatives

For the future, we will continue to measure our progress against our goals and the UNSDGs. It is important to review our work in operations, research, teaching, and outreach to improve our university's sustainability efforts and recognize what we have achieved and what still needs to be done.

We plan to continue launching new sustainability projects and programs that align with our goals for the next reporting period. We aim to increase engagement among students, faculty, staff, and other stakeholders. We also want to build stronger partnerships with local NGOs and businesses to extend the impact of our sustainability work.

In Sum

To sum up, we have made progress in our sustainability efforts and achieved important goals and will continue to increase engagement within our university community, inviting everyone to participate and help us work toward a more sustainable future.

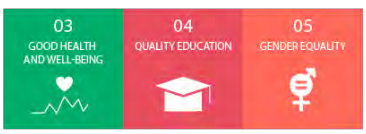
We encourage and support our community to become lifelong agents of change, believing that even small actions can leave an impact.





Appendices

Appendix I: Agora: Fall 2023 – Spring 2024

Activity	Brief	SDGs Tackled
Dress Up for the Environment October 5 – 2023 *Fall 2023*	Exploring sustainable fashion solutions through upcycling offered by Mr. Omar Itani, General Manager of FabricAID	
Our Water Footprint October 19 – 2023 *Fall 2023*	Raising awareness on virtual water footprint, individual habits, and systemic change, with water expert Dr. Georges Gharios	
Breathing in the Truth: Air Pollution's Silent Impact November 2 – 2023 *Fall 2023*	Engaging debate with Dr. Imane Abbas exploring the deeper implications of atmospheric pollution on human health	
Nature Healer - Myths or Fact? November 16 – 2023 *Fall 2023*	Discovering the power of nature with Dr. Joyce Azzam and breaking societal norms through mountain adventures	



Wildlife & Well-being: Navigating the Intersection February 15 – 2024 *Spring 2024*	Discovering the vital link between biodiversity and human safety with environmental experts: - Dr. Carla Khater, Ecologist and Director of Research at the CNRS-L - Johnny Fenianos, PhD in Environmental Psychology – Manager at ASE (Art and Science for Environment)	
From Farm to Table with Care: The Promise of Sustainable Agriculture February 19 – 2024 *Spring 2024*	Debating how eco-friendly farming practices nourish both the Earth and our future with the expert and agricultural engineer Mr. Charbel Tawk	
Protecting Our Planet: Enforcement or Persuasion? April 4 – 2024 *Spring 2024*	Discussing the crucial role of enforcement in environmental laws and its impact on creating a sustainable future with Dr. Maya Abi Zeid - Environmental Law Specialist, Legal Consultant, and Instructor of Environmental Law at	



	USEK School of Law and Political Sciences	
From Plastic Crisis to Plastic Solution: Reduce, Refuse, Recycle April 18 – 2024 *Spring 2024*	Bringing to light the plastic crisis and our role in reducing our plastic footprint all while tackling the topic of nuclear energy with Mr. Ralph Sbeih, Co-Founder and Strategy Director of Plastc Lab	



Appendix II: Green USEK: Agora - Fall 2024

Agora: Cultivating Sustainable Minds

Organization: A collaborative effort by the Faculty of Languages and Literatures Department and Green USEK | **Frequency:** Thursdays from October 10th to 31st | **Time:** 6:30 pm | **Locations:** various campus spaces—whether within faculty halls or in the garden—to engage in these crucial conversations.

Inspired by the ancient Greek concept of the Agora, a hub of intellectual exchange and civic engagement. Dedicated to exercising civilized discourse, democratic debates, and environmental stewardship among our student body. Agora seeks to challenge minds, nurture critical thinking, and cultivate a culture of open dialogue. Through debates and discussions, we aim to highlight pressing sustainability issues that shape our collective future.

Program objectives:

- Arm students with knowledge and awareness of sustainability challenges.
- Forge connections within a supportive community of like-minded individuals.
- Equip participants with practical tools to contribute to a better future for all.
- Champion the United Nations' 30X30 target, ensuring sustainable use of marine resources.

In Agora, debates take center stage, each designed with specific time limits, goals, and guidelines. From discussions on sustainable fisheries to envisioning greener tomorrows, our topics offer a diverse and intellectually stimulating experience.

But Agora is more than just a series of debates—it's a movement. Crafted from upcycled materials, our setting offers a cool, chill atmosphere that encourages comfort, engagement and commitment. It's where ideas take flight, bonds are made, and a brighter, sustainable future begins.

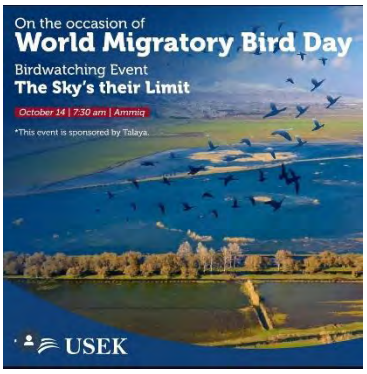


Together, let's expand our academic experience, become informed and responsible citizens, and shape a world where sustainability isn't just a goal—it's a way of life.



Appendix III: Birdwatching Concept Note:

Birdwatching Event at Ammiq on World Migratory Bird Day (WMBD)



Event Name: "The Sky's their limit" | **Date**: October 11, 2023 | **Departure time**: 7:30 am.

Organizers: Green USEK in partnership with the Association for Bird Conservation in Lebanon (ABCL)

"Nature is at a tipping point with one in eight birds facing extinction."

Introduction: The Birdwatching Event at Ammiq, scheduled for October 11th, aligns with the global celebration of World Migratory Bird Day (WMBD). The vent aims to highlight Lebanon's significant role as a critical point for bird migration, showcase the beauty of nature, conservation of biodiversity, and underscore the urgency for sustainable hunting practices.

Through a collaboration between USEK and ABCL, this event seeks to raise awareness about the importance of preserving Lebanon's rich avian biodiversity and advocating for responsible conservation efforts.

Event Activities:

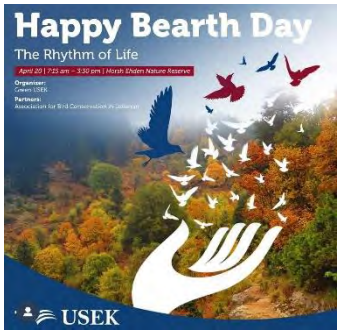
1. **Birdwatching Sessions**: Expert birdwatchers and ornithologists will lead guided birdwatching sessions, enabling participants to observe and learn about migratory bird species firsthand.
2. **Educational Workshops**: Interactive workshops will focus on the importance of the Ammiq Wetlands in the context of migration, avian biodiversity, and the impact of hunting on bird populations.
4. **Panel Discussion**: A panel of experts, including ornithologists, conservationists, and local community representatives will engage in a

discussion about the significance of sustainable hunting and the role of local communities in conservation efforts.



Appendix IV: Earth Day 2024 Concept Note

Earth Day Event Concept: Insects, Birds, and Habitat Preservation



Event Name: "Nature's Web: Insects, Birds, and Habitat Restoration" | **Date:** April 20, 2024

Location: Ehden Nature Reserve | **Target Audience:** 100 Students | **Organizer:** Green USEK

Overview:

This Earth Day event will focus on the interdependence between insects and migratory birds, emphasizing the importance of habitat preservation. Insects are critical energy sources for many bird species, particularly during migration. Through workshops, hikes, and hands-on activities, participants will gain a deeper understanding of this ecological relationship and actively contribute to habitat restoration by scattering seedballs, which promote the regrowth of native plants.

Event Highlights:

- **Insects & Birds Connection:** A workshop by Dr. Nabil Nemer on the vital role insects play in supporting migratory bird life and preserving ecosystems.
- **Interactive Talk:** A session with ABCL (Association for Bird Conservation in Lebanon) led by Fouad Itani, focusing on bird migration and habitat needs.
- **Seedball Scattering:** Participants will take part in restoring Ehden's natural habitat by scattering seedballs, guided by Nye Badr.
- **Nature Hike:** A guided hike to observe birds and insects in their natural habitat.

This event encourages active participation in environmental conservation while educating students on the critical connections between insects and bird species.

Appendix V: 'I Hear You' Initiative

Objective:

To promote environmental responsibility and support underserved communities by encouraging students to take part in recycling efforts. The initiative, titled "I Hear You," focuses on understanding and addressing both environmental and social needs.

Overview:



The "I Hear You" campaign invites students to bring plastic bottles to a designated Material Recovery Facility (MRF). In return, hearing aids and batteries will be provided to children with hearing impairments. The Lebanese School for the Blind and the Deaf (LSBD) will share a list of their needs, and once the required items are provided, they will send the names and discreet photos of the beneficiaries. These images may be used for promotional purposes on our social media platforms to highlight the impact of the initiative.

Marketing and Awareness Campaign:

1. Visuals:

   Students will be photographed holding plastic bottles to their ears with the slogan, "I Hear You."

2. Collection Boxes:

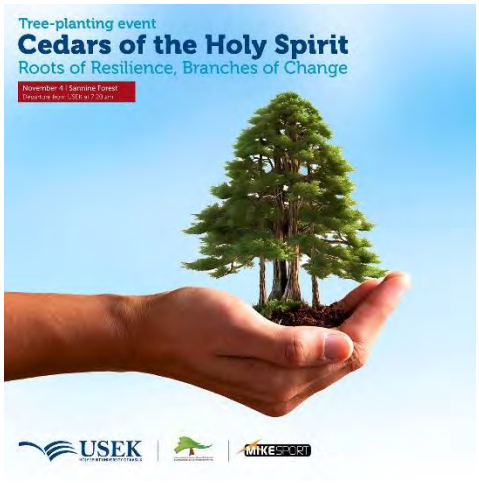
   Specially marked collection boxes will be placed on campus with signage encouraging participation:

   "Bring your plastic bottles to campus, and in return, we will provide hearing aids or batteries to children in need. Your actions will not only help children with hearing disabilities but also reduce plastic waste and protect the environment."

This campaign combines environmental stewardship with a meaningful social cause, making it a win-win for both the planet and the community.

Appendix VI: Plant a Tree Initiative

Organizers: Green USEK in collaboration with the Lebanese Army, private sector, and Akl Family | **Date**: November 2, 2024 | **Location**: Sannine |



The "Cedars of the Spirit" initiative, known as the "Be like a Tree" project, embodies this hope, rooted in the belief that each individual possesses the power to enact profound change. At its essence, this endeavor reflects resilience and continuity, drawing inspiration from the profound wisdom of the natural world.

By planting trees, USEK graduates not only paid homage to their alma mater but also reaffirmed their commitment to their personal and collective roots. These trees, taking root in the earth, serve as tangible reminders of the interconnectedness between humanity and the environment.

The significance of this initiative was highlighted during the landmark event on November 4, 2023, where the seeds of change were sown through collaboration with the Lebanese Army, private sector, and Akl Family. Approximately 400 alumni attended, collectively planting 1500 seedlings at Sannine.

As we approach the upcoming November, we stand ready to build upon this momentum, inviting all stakeholders to join us in this noble endeavor. Through a nominal fee of 500$, each individual has the opportunity to adopt a tree and have their name on a plaque next to it, fostering a sense of ownership and connection to the cause.

Moreover, individuals may choose to purchase a tree on behalf of a newly graduated student, extending the legacy of environmental stewardship to future generations. Planting a tree goes beyond symbolism; it signifies a concrete step toward a sustainable, low-carbon future.

Appendix VII: Remug-It Concept Note

Organizers: Green USEK | **DATE**: October 15 & 22, 2023 - 2024 | **Time & Location**: 11am-3pm, the green area opposite the cafeteria

PROJECT OVERVIEW



Ta ma yrouh l Cup / Kab

Goal: Encourage students and the USEK community to use reusable utensils, specifically mugs, for hot beverages, reducing the reliance on single-use plastic items.

Project Overview: The initiative invites the USEK community to participate every week by bringing their own reusable mugs, aiming to reduce the use of plastic and disposable utensils. As a reward, participants will receive a free hot beverage. This initiative promotes sustainability and raises awareness of reducing plastic waste.

Event Highlight: "Enjoy a free hot beverage when you bring your reusable mug this Tuesday, near the cafeteria!"

A small but impactful step towards environmental sustainability by cutting down single-use plastic consumption.

Caption: "Get a discount on any beverage at the University Restaurant when you bring your reusable mug—any day, any time! Let's reduce single-use plastics together."

Program Objectives:

- **Reduce Plastic Use**: Minimize daily reliance on single-use cups and utensils.
- **Raise Awareness**: Educate the community on the importance of reducing waste, recycling, and reusing.
- **Long-Term Behavior Change**: Encourage participants to continue using reusable mugs beyond the campaign, even without the incentive of free beverages.

Event Details:



- **Date & Time**: Every Tuesday
- **Location**: Green Area near the cafeteria

Communication & Promotion Strategy:

1. **Ad Campaign:**
    - Collaborate with graphic design students to create promotional materials.
    - Share visuals and messages on USEK's social media platforms (Instagram, Facebook).
    - Promote a short video showcasing how easy it is to participate.
    - Share facts and statistics on the impact of single-use plastics via posts (e.g., graphs, data).
    - Upload Instagram/Facebook stories on the event day to encourage participation.
2. **On-Campus Promotion:**
    - Place directional signs a day before the event to guide participants to the event area.

Core Message: "Just bring it! Bring your reusable mug from home and enjoy a free hot beverage. Take a step forward to help save the environment!"

Call to Action: Join us this Tuesday for a free hot drink and make a positive environmental impact. Plus, enjoy a discount on any beverage at the University Restaurant with your reusable mug—every day!

Together, we can reduce the daily use of single-use plastics!



Appendix VIII: Biodiesel

Project Name: Biodiesel Initiative | **Date**: October 2024



Project Overview

The **Biodiesel Initiative** aims to repurpose used frying oil from the USEK community by converting it into clean, renewable biodiesel. Instead of disposing of frying oil through improper channels such as sewage or gardens, participants will be encouraged to collect the oil in bottles and bring it to designated collection points. This initiative emphasizes sustainable fuel production while reducing waste and environmental harm.

Scope of the Project - Deliverables

The project involves the following key deliverables:

1. **New Design for Collection Fountains**: Innovative and visually engaging collection stations to encourage participation.
2. **Updated Signage**: Informative signs to guide participants and communicate the impact of biodiesel production.
3. **Social Media Campaign**: A comprehensive social media advertisement strategy to raise awareness and participation across the USEK community.

Objectives

The **Biodiesel Initiative** aims to:

1. Promote awareness of biodiesel as a sustainable energy source and the importance of proper waste oil disposal.
2. Motivate community engagement in environmental protection by turning a common waste product (frying oil) into clean energy.
3. Create a buzz around the project before launch through a well-orchestrated social media campaign, posters, and campus-wide emails, building excitement and encouraging widespread participation.

Target Audience

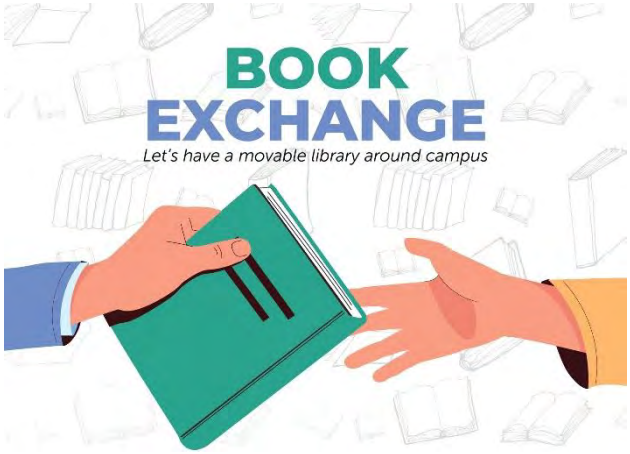


This project is primarily targeted at students, faculty, and the entire USEK community, encouraging them to adopt sustainable practices and contribute to the university's environmental conservation efforts.



Appendix IX: Book Exchange Initiative

Organizer: Green USEK | **Timing** Recurrence: Every Thursday from 12:30 PM to 3:00 PM | **Location**: Different indoor and outdoor areas across various faculties to maximize accessibility.



Objective:

To promote the joy of reading and encourage book reuse for a deeper commitment to environmental sustainability. This initiative aims to rekindle the love of books in a digital age and align with USEK's environmental values through the reuse of salvaged books.

Goals:

- Salvage and reuse books by facilitating sharing among students.
- Provide a platform for students to:
    - Increase awareness of sustainability.
    - Connect with a community of like-minded individuals.
    - Learn simple yet impactful ways to contribute to a sustainable future.

Rationale:

Building on the success of last year's Earth Day event, where student interest in book exchange was evident, this initiative addresses both a need for accessible reading material and the importance of sustainability. Many books salvaged from our Materials Recovery Facility (MRF) will be made available to students through this program.

Activity Structure: The Book Exchange will operate through weekly stands set up across the campus, allowing easy access for all students. The stand will move to different locations each week to reach a wider audience. The exchange process is simple: students bring two books from their personal collection and take home two others in return.

Key Activities at the Stand:



1. Book Exchange:
    - A designated stand where students can exchange their books.
2. Crafting Table:
    - Students will have the opportunity to craft their own bookmarks, guided by Green USEK team members. This encourages hands-on participation in sustainability practices.
3. Book Lending:
    - A mediation service for students who prefer to lend their books rather than permanently exchange them, ensuring clear communication between the two parties.

Communication and Promotion:

- E-post and email announcements to the entire USEK community.
- Social media posts and coverage to raise awareness and participation.

This eco-friendly initiative aims to help salvage books by encouraging sharing among students, faculty, and staff. Community members and students will bring 2 books of their own and take home another 2 books in return.

"Let's be many to rekindle the passion for reading books and slow down the technology takeover."



Appendix X: Carpool Initiative

Project Name: Carpool

Project Overview:



The "Carpool" project is designed to encourage students and the broader USEK community to embrace the benefits of carpooling. This initiative promotes environmental consciousness, strengthens community ties, reduces traffic congestion, and helps students save money on transportation costs.

Scope of the Project - Deliverables:

The project will deliver the following:

• Redesigned fountain area to emphasize the carpool message

- New signage around campus to guide and promote carpooling
- A comprehensive social media ad campaign

Objectives:

This project is key to reinforcing USEK's commitment to sustainability and community building. The main objectives include:

1. **Pre-Event Buzz:**
    - Generate excitement and awareness through social media teasers, campus posters, and email campaigns highlighting the importance of carpooling.
    - Showcase USEK as a leader in sustainability, maintaining its carpooling initiative since 2018.
    - Encourage the entire USEK community to participate in the carpool movement.

Target Audience:

Students and the entire USEK community.

Overall Style / References:

The campaign will use a fun, vibrant, and direct messaging style, engaging students and promoting the ease and benefits of carpooling.



Appendix XI: Civic Engagement

Community Service – Green Volunteering

I, ----------

------- (Volunteer's Name)

Student Volunteer ID----------, Phone Number ----------

Email ----------

Commit to complete the Community service with the Green USEK for ---------- hours:

(---------- hours practical part and 2 hours theoretical part)

Starting from (date dd/MM) ----------, till (date dd/MM) ----------

I will complete it, by the following:

Activity :	

Nb.	Description	Day	From	Till	Supervisor Signature



Total of Hours: ---------- (*Each task should be for two hours*)

N.B By the end of my working hours, I got to submit a report *by mail to Green@usek.edu.lb*

Teacher's name:

Major:

(Mandatory)

Coordinator Name

Signature

Date

Log of Activities

Service Codes

	On Campus	Online / Remotely	Timing
1GO			
2GO	Sorting waste at MRF		
3GC	Carpooling		
4GC	Seedballs		
5GC	Upcycling – GAEA		
6GC	Animal welfare		
7GC	Bug Hotel		
8GC	Agora		
9GC		Initiative	
10GC		Cleanups	
11GC		Campaign no to plastic	



- <u>The presentation or report (format power point) should include the following:</u>
    - First slide: student's profile (ID, email, teacher's name…)
    - Identify Green USEK (few lines), *to know with whom you are volunteering.*
    - Why are they working on this topic? How is it impacting the environment?
        - The problematic (cause of the problem)
    - General solutions – worldwide proposed solutions.
    - The student's solution:
        - Proposed solution according to the topic (what are you doing with details)
        - Timetable
        - Details and photos of the process
        - Result
    - Conclusion: after working on the topic theoretically and executing the project, what is your say? (this is your platform to express freely)
    - **One visual / One photo**, one Quote: *One visual summarizing their project with Green USEK.*

For any questions, please contact me by teams and for official documents by email.



Appendix XII: Volunteering Recruitment Process

How is it going to happen?

1. A survey (will be named GREEN USEK Registration) that gathers the Personal Details and why he/she/they want to enter Green USEK & what are their expected outcomes. Personal details will include contact details, major, and expected graduation time.
2. A WhatsApp group that will contain all the registered volunteers where the times and links of the orientation session will be sent.
3. Afterwards, they will participate in an orientation session of 15 mins that contains a PowerPoint that explains including: what is GREEN USEK and its culture, an overview of past projects and activities, and current projects and their timing.
4. Then they will reserve a one-to-one appointment with Mrs. Dalia. It will be preferable to have Mrs. Dalia's schedule to make the appointment easier.
5. Choosing the most suitable chapter(s) for them, updating the Excel sheet and adding them to their chosen group(s).
6. Choosing a member of each chapter to shadow the new volunteers. Now and then, there will be someone from recruiting checking the teams and if the new volunteers have merged smoothly with the team. If not the required action will be taken.
7. Doing a general meeting for all the volunteers of GREEN USEK. This meeting will contain a part where each team will present what they did and what are they going to do in the future). The second part will be about games and fun (ICE- breaking...), to be one big happy family. We might add an educational section about green subjects if needed.
8. A Survey (called Green Assessment) that will assess the team and the team leader.

What is required:

1- Active members for recruiting team

2- A mail for GREEN USEK to create the surveys and save them for the future and to share the Excel file of the volunteers.



3- Two Surveys: GREEN USEK Registration & Green Assessment

4- Green USEK PowerPoint

5- Time for the general meeting and its program.



Appendix XIII: Rankings | The AJYAL Initiative | Ambassadors & Delegations | Agreements & Partnerships |

Over the years, USEK has consistently been part of various rankings, such as THE Impact Rankings, QS Sustainability Rankings, and UI Greenmetric, showcasing its commitment to excellence in education, research, and innovation. These rankings not only enhance USEK's visibility and reputation but also attract top talent and foster collaborations, contributing to its overall growth and success.

a. USEK got first place in Lebanon in THE Impact Rankings 2024, while also securing positions in several SDGs, showcasing its dedication to excellence in academia and social impact within the country.
b. SDG 2: Zero Hunger: 1ST IN LEBANON
c. SGD 5: Gender Equality: 1ST IN LEBANON (93 IN THE WORLD)
d. SDG 7: Affordable and Clean Energy: 1ST IN LEBANON (22 IN THE WORLD)
e. SDG 10: Reduced Inequality: 1ST IN LEBANON (39 IN THE WORLD)
f. SDG 4: Quality Education: 2ND IN LEBANON (101-200 IN THE WORLD)
g. SDG 12: Responsible Consumption and Production: 2ND IN LEBAN0N
h. SDG 13: Climate Action: 2ND IN LEBANON
i. SDG 17: Partnerships for the Goals: 2ND IN LEBANON (201-300 IN THE WORLD)
j. USEK is currently 6th in Lebanon according to QS World University Rankings for year 2024.
k. USEK is 7th in Lebanon according to QS Arab Region Rankings and holds the 41st position in the Arab Region for year 2023.
l. USEK is currently ranked 2nd in Lebanon according to UI Greenmetric and holds the 282nd position globally for year 2023.
m. USEK is currently ranked 3rd in Lebanon according to SCImago Rankings and holds the 48th position in the Arab Region for year 2023.

AJYAL

A "Lebanese Heritage Education Program," also known as "AJYAL," is an activity-based academic initiative launched by the Holy Spirit University of Kaslik (USEK) in November 2023. The program focuses on introducing Lebanese culture and heritage to young Lebanese individuals aged between 7 and 12 years of age. It



targets those living in different parts of the world where the Lebanese expansion has flourished and thrived. Interactive and engaging activities form a crucial part of this initiative, aiming to leave a lasting impact and transcend space and time.

This program tackles the following SDGs:

n. SDG 4: Quality education by reaching out to local and international communities to spread knowledge and make it accessible.
o. SDG 11: By preserving cultural heritage (mainly intangible heritage).
p. SDG 17: As it is based on partnerships for the SDGs, AJYAL revolves around many partnerships with other institutions.

Ambassadors and Delegation visits (SDG 17)

Under a title "USEK remains a hub for International activity," the International Affairs Office has organized several official visits for Ambassadors and International delegations who met the president of the university and met with various schools and faculties.

15.02.2024 Visit of 7 Latin America Ambassadors (Ambassador of Venezuela- Ambassador of Argentina- Ambassador of Brazil – Ambassador of Chili - Ambassador of Colombia- Ambassador of Cuba- Ambassador of Mexico and Ambassador of Uruguay.
19.10.2023 Visit of the Head of Kuwaiti Cultural Section in Jordan Dr Humoud Fahd AL Qashan.
11.10.2023 Visit of Ajman University delegation to USEK headed by the Chancellor Dr. Karim Seghir.
03.10.2023 Visit of the Austrian Ambassador Dr René Paul Amry
21.07.2023 Visit of H.EM. Albert Samaha- Ambassador of Lebanon to the Sultanate of OMAN

20.06.2023 Visit of H.E. Mrs. Anne Meskanen- Finnish Ambassador
15.06.2023 Visit of the Colegio de México delegation headed by Min. Francisco Romero Bock, Deputy Head of Mission, Embassy of Mexico



24.05.2023 Visit of H.E.M Tarcisio Costa- Ambassador of Brazil to Lebanon

Agreements and Partnerships (SDG 17)

The International Affairs Office has renewed and signed new agreements and partnerships during 2022-2024. Attached below are some of the signed partnerships and Memorandum of Understanding.

Latest Renewals:

- Renewal of MOU with Intisar Foundation.
- Renewal of agreement signed between USEK and PUC.

Signature of new MOU between USEK and the following universities:

q. Abu Dhabi University and USEK
r. University of Nicosia
s. MIT World Peace University
t. Abu Dhabi University
u. AVID Technology International BV
v. American Voices: Yes Academy
w. Flat 6 Lab.
x. L'Hôpital du Valais
y. Lebanese Hotel Association
z. AVID Technology International BV- Learning Agreement
aa. Partnership between the Euro-Lebanese Centre for Industrial Modernisation (ELCIM) at the Industrial Research Institute (IRI) representatives of The Enterprise Europe Network (EEN)
bb. Al Zarqa University
cc. UNESCO – Chaire
dd. Leadership Management Incorporated (LMI)
ee. University of Genova
ff. JUNIA Grande Ecole d'ingénieurs Université Catholique de Lille
gg. Hamad Bin Khalifa University
hh. Babes-Bolyai University
ii. GCS Rasma Santé
jj. IMT Atlantique



kk. Fertility Education and Medical Management

ll. OSF HEALTHCARE SYSTEM

mm. WORLD YOUTH ALLIANCE

nn. Università degli Studi Guglielmo Marconi UGM

International Mobility and Study Abroad Unit (SDG 4)

December 07, 2023: The Annual International Tree Decoration Event- Kaslik Campus (SDG 16 AND SDG 17)

The annual international Christmas tree event brings together international students and their peers at USEK to decorate the tree and share their wishes in their native languages.

January 10, 2024: Informative session - Campus France- Kaslik Campus (SDG 4 AND SDG 17)

This session aims to provide a thorough understanding of studying in France, covering crucial aspects like admission processes, available academic programs, cultural integration, and available support services.

April 22 and 23, 2024 Informative session - Fulbright Foreign Student Program - US Embassy at Kaslik and Zahle Campus (SDG 4 AND SDG 17)

This session aims to provide a comprehensive understanding of the Fulbright Foreign Student Program competition for 2025-2026, covering crucial aspects such as admission processes, cultural integration, and available support services.

Grants and Projects Unit

a. **Agri-Food & CleanTech Smart Innovation Hub**

Supports economic growth and job creation, contributing to SDG 8: Decent Work and Economic Growth.

- Funding Agency: Kingdom of the Netherlands in Lebanon and Berytech Foundation
- **Project Description:**

The ACT Smart (Agri-Food & CleanTech) Innovation Hub was launched in 2019 as a new out- of-the-box approach by Berytech aimed at strengthening business advancement, economic growth, and job creation in the Agri-food and Cleantech sectors in Lebanon. In 2023, the ACT Smart Innovation Hub initiative, co-funded



by the Kingdom of the Netherlands in Lebanon and Berytech, was renewed for four additional years. This represents an opportunity for Lebanon to showcase how innovation and technology can transform socioeconomic and livelihood problems in the Agrifoodtech and cleantech sectors into opportunities to boost and create a promising sustainable economy through job creation and entrepreneurs' empowerment.

b. ASMeC – Students' attitudes in a changing Mediterranean

Addresses climate change awareness and adaptation, aligning with SDG 13: Climate Action and SDG 15: Life on Land.

- **Funding Agency**: UNIMED – Unione delle Università del Mediterraneo
- **Project Description**:

The purpose of the project is to deepen knowledge about the attitudes, expectations, and actions of students in the Mediterranean regarding the challenge of climate change, involving three research areas and targeting the students of three countries: Italy, Morocco, and Lebanon.

In particular, the project explores three research dimensions:

The first pillar aims to understand the degree of knowledge and awareness of students regarding climate change scenarios. The second pillar wants to consider the actual willingness to contribute individually and personally to climate change adaptation and mitigation actions. Finally, the third pillar focuses on the issue of migration, both in terms of 'inbound migration' and in terms of propensity to evaluate migration as a possible strategy for adaptation to climate change in the Mediterranean.

III.iHeritage Project

Promotes cultural preservation and innovation, supporting **SDG 9: Industry, Innovation, and Infrastructure** and **SDG 11: Sustainable Cities and Communities**.

- **Funding Agency**: Chamber of Commerce, Industry, and Agriculture, Beirut, and Mount Lebanon (CCIA-BML)

- **Project Description**:



iHeritage fosters the creation of innovative AR/VR/MR contents related to some of the world's most outstanding tangible and intangible cultural heritage. It will also increase entrepreneurial capacities of young people, public institution staff and researchers through training courses. The project strongly addresses cross-border issues such as the digital gap and uneven level of innovation culture across the ENI CBC Med Program countries. The school of architecture and design is responsible for the execution of the tasks set out in the frame of iHeritage project in this Contract Research Agreement, and for the collaboration with the iHeritage team to create new and innovative products and services, which is designed and developed by specialists in AR/VR applications and game development. The outcomes of these three research collaborations will focus on the Byblos UNESCO site and will form the basis of the AR/VR apps and games, along with a series of accessible "co-publications" available online for the public.

IV. Interpersonal Separations within Lebanese Families During the Current Crises: A Research-Action to Mitigate the Repercussions of Lebanese Crises and Conflicts

Focuses on social cohesion and resilience, contributing to **SDG 3: Good Health and Well-being** and **SDG 16: Peace, Justice, and Strong Institutions**.

- **Funding Agency**: American Psychological Association Division 48: Society for the Study of Peace, Conflict and Violence: Peace Psychology Division
- **Project Description**:

  Separation is an inevitable human phenomenon with significant psychological and psychosocial consequences, particularly when it occurs within the family. In the current Lebanese social context, the experience of separation within families is amplified due to the multiple crises that its people are facing. The Lebanese citizens have experienced two crises tied to family separation: First, the massive emigration of young people due to the economic crisis, and second, the August 4, 2020, explosion. The Lebanese people have not yet recovered from the repercussions of their separation or the crises



they have endured, and the adaptation strategies used by them to cope with the distress of separation are barely investigated. To address these issues, the research explores the experience of separation amongst the Lebanese population and their adaptation to its subsequent distress.

V.NEX-LABS Incubation Vouchers

Aids in economic revival and job creation, aligning with **SDG 8: Decent Work and Economic Growth**.

- **Funding Agency**: Kingdom of the Netherlands in Lebanon and Berytech Foundation
- **Project Description:**

NEX-LABS aims to support the implementation of clean technologies for sustainable and resilient increase of agri-food sector production based on a more efficient use of energy (renewable/solar solutions) and water (wastewater treatment, water harvesting or reuse solutions) in MPC region. This project provides a conducive environment for the creation and development of startups in Lebanon. It also takes part in the economic revival of the country by participating in wealth and job creation and retaining graduates and high-level skills in Lebanon. In addition to empower and provide support for four entrepreneurs or start-ups who are working on NEXUS- related technologies through access to co-working space, advisory services, and training.

VI.Characterization of the Nutritional and Metabo-Genetic Status of Individuals with Autism Spectrum Disorder in Lebanon for Enhanced Therapeutic Strategies

Addresses health and well-being concerns, supporting **SDG 3: Good Health and Well-being**.

- **Funding Agency**: Agence Universitaire de la Francophonie-AUF
- **Project Description:**

Autism Spectrum Disorder (ASD) refers to a group of neurodevelopmental disorders that manifest in early childhood. The etiology of ASD remains largely unclear, but some researchers



believe that genetic and environmental factors may be involved as people with ASD exhibit various metabolic disorders as well as restricted eating behavior. Several studies highlight the importance of nutrition in the management of these patients. However, to date, the results are inconclusive and more in-depth studies deserve to be carried out to better understand this pathology. In addition, nutritional status depends not only on food intake but also on digestion, absorption, metabolic process, and demand. Therefore, it is important to assess the nutritional status of patients and explore the metabolic pathway to identify disrupted pathways and possible associated genetic mutations. The results will offer nutritional care adapted to the current context in which patients with ASD in Lebanon live, as well as a better understanding of ASD.

VII.ODEFI: Ouverture des Doctorants à un Entrepreneuriat Favorisant L'Innovation

Promotes entrepreneurship and innovation, contributing to **SDG 9: Industry, Innovation, and Infrastructure** and **SDG 8: Decent Work and Economic Growth**.

- **Funding Agency**: Agence Universitaire de la Francophonie-AUF
- **Project Description:**

  A partnership between AUF and USEK doctoral school, with the doctorates candidates for an entrepreneurship promoting innovation in collaboration with academic representatives, to make them open to entrepreneurship based on innovation. The objective of this project is to encourage and prepare doctoral students to embrace entrepreneurship with a focus on fostering innovation. It aims to equip them with the skills, mindset, and opportunities to explore and engage in entrepreneurial activities that drive innovation in various fields. In addition to creating a more entrepreneurial and innovation-driven culture among doctoral students, leading to economic, technological, and societal advancements.



VIII. Reinforcing access to law of vulnerable populations in North Africa and the Middle East by the creation of a group of university legal clinics (Egypt, Iraq, Jordan, Lebanon, Palestinian territories)

Fosters access to justice and legal aid, aligning with SDG 16: Peace, Justice, and Strong Institutions.

- Funding Agency: Agence Universitaire de la Francophonie-AUF
- Project Description:

  This project, organized and funded by the AUF and European Ministry of Foreign Affairs, reunites 21 Arab universities and aims at creating or improving universities' legal clinics to enhance access to law by vulnerable populations.

  The project first phase was a series of workshops with professors in Beirut, France, and Egypt.

  The second phase is the actual build- up of the legal clinics.

IX. Smart Water for Young Professionals & Experts – SWYPE

Focuses on sustainable water management, supporting SDG 6: Clean Water and Sanitation.

- Funding Agency: United States Agency for International Development (USAID)
- Project Description:

The aim of this project is to raise public awareness about water management by promoting serious reflection and discussion on issues such as reducing consumption, wastage and pollution, degradation of water quality and recent moves to privatize water. In addition to empowering young people as promoters, professionals, and experts for smart water management, and improve the knowledge of Lebanese population in water management. It also proves the feasibility of smart water management to solve water challenges facing Lebanon by improving the efficiency and effectiveness of the water distribution system.

X. The Synod on Women and their Presence in Church and Society



Aims for gender equality and empowerment, contributing to **SDG 5: Gender Equality**.

- **Funding Agency**: Aid to the Church in Need (ACN)
- **Project Description**:

This project is meant to empower women and their presence in Church and Society through many levels:

(a) an invitation to read the reality of the woman in Church and society.

(b) an exploration of the calling of women from the human, ecclesiastical, societal, and other perspectives.

(c) reinforcement of the active commitment of women in the Church and society.

(d) an empowerment and education of women to enhance their role in administration, leadership, education, liturgical and pastoral services.

(f) means to achieve partnership and complementarity in responsibility and Decision-making. The IDEES Multidisciplinary Research group was assigned the research operations for the Synod on Women funded by ACN, in collaboration with the Women Pastoral Office, Bkerke.

XI. Twinning Partnership for Sustainable Small and Medium-Sized Enterprises Development in Lebanon

Supports sustainable industrial development, aligning with **SDG 9: Industry, Innovation, and Infrastructure** and **SDG 8: Decent Work and Economic Growth**.

- **Funding Agency**: Autonomous Region Friuli- Venezia Giulia Italy
- **Project Description**:

This project aims to forge a new twinning partnership for sustainable industrial development to support small and medium-sized wineries in the Bekaa Valley to boost their productivity. In addition to becoming more knowledgeable of sustainable and successful business practices strengthened and supported by universities transferring knowledge and networking activities on the enology sector and wine-making processes. By engaging in technology and best practices exchange partnerships, UNIDO ITPO Italy, the Autonomous Region Friuli Venezia Giulia, the



University of Udine (Italy), and the Holy Spirit University of Kaslik (Lebanon) will enable small and medium-sized wineries to adopt new technologies and successful business practices for sustainable industrial development enhanced by transferring knowledge and sharing best practices on enology and wine process.

XII.WASIP-LEB Water and Sanitation Internship Program

Promotes youth empowerment and environmental sustainability, supporting **SDG 6: Clean Water and Sanitation** and **SDG 8: Decent Work and Economic Growth**.

- **Funding Agency**: United States Agency for International Development (USAID)
- **Project Description:**

  The aim of WASIP-LEB project is to develop an internship program in water and sanitation sectors for students and fresh graduates from Holy Spirit University of Kaslik (USEK) by involving youth and women in water and sanitation related projects. In addition to creating New Alumni network grouping all beneficiaries of this project. This will help new undergraduate students to find internships in the water and wastewater industry.

  Building a professional network for the student can be a significant asset to make well-informed decisions about their career and know better about different opportunities in water related sectors. Also, the company might offer a full-time job for the interns especially if they are fresh graduates and they proved themselves and their capabilities during the internship period.

Activities:

1. **Career Services Office, Ribbon Cutting**: Enhances job readiness and career services, contributing to **SDG 8: Decent Work and Economic Growth**.

Enhancement of the career office under the Higher Education Capacity Development Program.

This project is directed by the Education Development Center EDC and funded by the United States Agency for International Development (USAID).



This grant project's primary goal is to strengthen the campus career center and career services. The main objective of the USEK Career Services team is to establish a mock/interview room at the career center to assist and support students during their interviews while looking for internships/jobs, as well as facilitating the beginning or continuation of their professional path.
The event aims to inaugurate the new Career Services Office, recently refurbished by the USIAD and the Education development Center EDC.

2. **Grant Writing Virtual Training**: Builds capacity for grant acquisition, supporting **SDG 4: Quality Education** and **SDG 17: Partnerships for the Goals**.

The Grants and Projects Unit, in collaboration with Education Development Center (EDC) under Higher Education Capacity Development program HECD, organized a Grant Writing training.
Our aim was to provide faculty members with essential skills and knowledge required to develop competitive grant proposals.
This training seeks to build a culture of successful grant acquisition within the university community by providing comprehensive guidance on the grant writing process.
The training was conducted by Mr. Rabieh Razzouk, the Director of the Learning Systems Institute at Florida State University (FSU).

Higher Education Capacity Development Program (HECD) Activities:

1. **Universal Design for Learning (UDL) Workshop**: Focuses on inclusive education, aligning with **SDG 4: Quality Education**.

USEK hosted the "Universal Design for Learning (UDL)", a two-day training workshop conducted by the Higher Education Capacity Development program (HECD) and funded by the United Sates Agency for International Development (USAID) on September 19 and 20, 2023, in collaboration with the Grants and Projects Unit.
The workshop introduced participants from 9 universities across Lebanon to the principles and origins of UDL, the learning rationale behind it, and the knowledge



they need to make their classrooms more accessible and engaging for all learners.

2. **Research and Publication Training**: Promotes research excellence and publication, supporting **SDG 4: Quality Education**.

USEK hosted the Research and Publication Training, a three-day workshop conducted by the Higher Education Capacity Development program (HECD) and funded by the United Sates Agency for International Development (USAID) on May 30, 31, and June 1, 2023, in collaboration with the Grants and Projects Unit.

Faculty members from nine universities across Lebanon participated in the event to enhance research skills and promote high-quality publications in top journals. Participants were eager to empower themselves with rigorous research, embrace new methodologies, and achieve publication success together!

3. **Career System Management (CSM) Symplicity program**: Enhances employability and career development, contributing to **SDG 8: Decent Work and Economic Growth**.

The Symplicity program is a comprehensive platform designed to provide tools and capabilities for connecting and tracking all individuals involved in the employability development process.

This includes fostering seamless communication between students, advisors, faculty, and employers, ensuring a holistic approach to career development. Symplicity program provides a platform for students to search for opportunities, apply for jobs, and facilitate interviews and meetings.

Thus, enhancing career development and helping students expand their professional networks. With this innovative program, we aim to create a dynamic ecosystem that not only facilitates effective collaboration but also enhances the overall employability journey for our students and alumni.



Appendix XIV: IDEES Multidisciplinary Research Group

Status	Initiative / Project / Course / Research	Overview	Sustainable Development Goals
Completed and Seminar in Perspective	Research Project and Upcoming Seminar: Cultural and Religious Pluralism	A comprehensive research project "International Barometer of Religious and Cultural Pluralism" conducted by the IDEES Multidisciplinary Research Group and organized by Adyan Foundation and Observatoire Pharos. It will explore the dynamics of diversity in Lebanon, addressing its challenges and proposing strategies for effective management.	SDG 16: Peace, Justice, and Strong Institutions Target 16.1: Addressing the dynamics of diversity and proposing strategies for effective management can contribute to reducing violence arising from religious and cultural conflicts. Target 16.7: The project fosters inclusive decision-making by addressing the needs and rights of various religious and cultural groups. SDG 17: Partnerships for the Goals The collaboration with PHAROS and ADYAN exemplifies a multi-stakeholder partnership that mobilizes knowledge and resources to support sustainable development through the promotion of cultural and religious pluralism.



Completed and Publication in Perspective	Research Project and Seminar: **Familial separations**	Understanding the Impact of the Socio-Economic Crisis on Lebanese Families The aim of the IDEES part is to describe the impact of the socio-economic crisis from a psychosocial perspective, and qualitatively investigate how Lebanese people have coped with their experience of separation.	SDG 3: Good Health and Well-being The project addresses the psychosocial impacts of socio-economic crises, contributing to understanding and improving mental health and well-being. SDG 16: Peace, Justice, and Strong Institutions By addressing the root causes of stress and conflict within families due to economic hardships, the project contributes to reducing domestic violence and promoting family stability. The findings from this project can inform inclusive and responsive policy-making that considers the needs and challenges of families affected by socio-economic crises.
Completed and Guide in Perspective	Research Project and Guide: **Participation of Youth with Cerebral Palsy in their Life Project**	This project aims to enhance the implication of the people with CP in their life project actively and not receptively. It will also guide professionals, families, and other important agents on how to respond people with special needs and support them through their journey.	SDG 10: Reduced Inequalities The project aims to reduce inequalities by promoting the active participation and inclusion of youth with cerebral palsy. SDG 17: Partnerships for the Goals By guiding professionals, families, and other agents, the project fosters multi-stakeholder partnerships that support the



			inclusion and empowerment of individuals with cerebral palsy.
Completed and Seminar in Perspective	Competition about cultural heritage	Organization of a competition centered around intangible	SDG 4: Quality Education The competition fosters appreciation and understanding of intangible cultural heritage, educating participants about cultural diversity and the importance of preserving cultural traditions. SDG 11: Sustainable Cities and Communities By organizing a competition focused on intangible cultural heritage, the project directly contributes to safeguarding and promoting cultural heritage within communities.
Completed and Publication in Perspective	Pilot Project: Development of a pilot model for a city friendly to people with specific needs	The project "Development of a pilot model for a city friendly to people with specific needs" is directly aligned with several Sustainable Development Goals (SDGs), as it aims to create inclusive, accessible, and sustainable urban environments.	SDG 3: Good Health and Well-being A city designed to be friendly to people with specific needs can improve access to healthcare services for all residents, particularly those with disabilities.. SDG 8: Decent Work and



			Economic Growth A city model that accommodates specific needs can create more opportunities for inclusive employment and ensure workplaces are accessible for everyone. SDG 9: Industry, Innovation, and Infrastructure The project promotes the development of infrastructure that supports accessibility and resilience, ensuring that all citizens can benefit from urban amenities. SDG 10: Reduced Inequalities The project aims to reduce inequalities by making urban environments more inclusive and accessible, empowering people with specific needs. SDG 11: Sustainable Cities and Communities The pilot model focuses on creating accessible public transport and infrastructure, making cities more inclusive. The project ensures that public spaces are designed to be



			inclusive and accessible to people with specific needs. SDG 17: Partnerships for the Goals Developing a pilot city model often requires collaboration between governments, private sector
In Progress	Research and Initiative: The Synod on Women and their Presence in Church and Society	This project is meant to empower them and their presence in Church and Society as it entails many levels. In fact, it is considered as (a) an invitation to read the reality of the woman in Church and society; (b) an exploration of the calling of women from the human, ecclesiastical, societal and other perspectives; (c) reinforcement of the active commitment of women in the Church and society; (d) an empowerment and education of women to enhance their role in administration, leadership, education, liturgical and pastoral services; and (f) a means to achieve	SDG 5: Gender Equality By empowering women and enhancing their role in leadership, administration, and decision-making, the project directly supports this target. SDG 4: Quality Education The project involves educating women to enhance their roles, thereby promoting equal access to education and skill development. In addition, the project's focus on empowering and educating women supports this target by promoting gender equality and cultural appreciation. SDG 8: Decent Work and Economic Growth By reinforcing the active commitment of women in the Church and society, the project



		partnership and complementarity in responsibility and Decision-making. IDEES in in charge of the research operations required for this project.	encourages productive employment and decent work for women. SDG 10: Reduced Inequalities The project promotes the inclusion of women in various spheres, thereby reducing social and economic inequalities. SDG 16: Peace, Justice, and Strong Institutions By fostering partnership and complementarity in responsibility and decision-making, the project enhances inclusive and participatory governance. SDG 17: Partnerships for the Goals The project encourages partnerships within the Church and society to promote women's roles and responsibilities, enhancing collaborative efforts towards sustainable development.
In Progress	Research Project and Guide: Citizenship Education	The project, in collaboration with the General Secretary of Catholic Schools, focuses on citizenship and citizenship education. This	SDG 4: Quality Education The project directly supports this target by educating students on citizenship, human rights, and global citizenship, promoting a culture of peace and non-



		initiative aligns with several Sustainable Development Goals (SDGs) by promoting quality education, inclusive societies, and active citizenship.	violence. SDG 10: Reduced Inequalities By focusing on citizenship education, the project promotes the inclusion of all students, regardless of their background, fostering equality and inclusive participation in society. SDG 16: Peace, Justice, and Strong Institutions Citizenship education helps students understand the importance of the rule of law and their rights and responsibilities, contributing to stronger institutions and equal access to justice. Moreover, the project encourages active citizenship and participation in decision-making. By educating students on their rights and fundamental freedoms, the project ensures that young citizens are informed and empowered to protect their rights. SDG 17: Partnerships for the Goals The collaboration with the



			General Secretary of Catholic Schools represents a multi-stakeholder partnership that mobilizes resources and expertise to promote sustainable development through education.
Completed	**Project**: Frank Capra Monthly Screenings 2022-2023	The project managed in partnership with the U.S. Embassy, focused on showcasing the works of American film director Frank Capra, aims to inspire hope for a better future for Lebanon and its people. It emphasizes the importance of citizenship, good governance, and fighting political and financial corruption. This initiative aligns with several Sustainable Development Goals (SDGs) by promoting education, inclusive societies, and strong institutions.	**SDG 4: Quality Education** The project educates the audience on the values of good governance, responsible citizenship, and the importance of fighting corruption through the medium of film, promoting a culture of peace and non-violence. **SDG 16: Peace, Justice, and Strong Institutions** The focus on good governance and the fight against political and financial corruption supports the rule of law and equal access to justice. In addition, the project directly addresses the need to combat corruption, promoting transparency and accountability. **SDG 17: Partnerships for the Goals** The partnership with the U.S. Embassy exemplifies a collaborative effort that leverages



			resources and expertise to promote sustainable development goals through cultural and educational initiatives.
In Progress	Master Thesis - Competition won with the Institute of Missiology	The research focuses on the crucial role of women in advocating for equality and reclaiming their rightful place as qualified leaders in various aspects of society, including the Church. The empowerment of women is seen as essential for their active participation and engagement within both society and the Church, aiming for improved management and social development. The primary objective of this research is to explore the demands and aspirations of women for increased participation in leadership, decision-making, and decision-taking within the	SDG 5: Gender Equality The research challenges traditional power structures in the Church that have marginalized women, advocating for their rightful place in leadership. By focusing on increasing women's participation in leadership and decision-making within the Maronite Church, the project directly supports this target. SDG 4: Quality Education The empowerment of women through education and capacity-building initiatives within the Church supports gender equality in education and training. SDG 10: Reduced Inequalities The project promotes the inclusion of women in the social, economic, and political spheres



		Maronite Church. This includes challenging the traditional power structures that have been predominantly dominated by bishops and priests.	of the Church, challenging inequalities and promoting equal participation. SDG 16: Peace, Justice, and Strong Institutions By advocating for women's participation in leadership and decision-making, the project promotes more inclusive and representative decision-making within the Church. SDG 17: Partnerships for the Goals The research collaborates with the Women Pastoral Office and other stakeholders, exemplifying effective partnerships to promote gender equality and sustainable development goals.
In Progress	Master Thesis 2: Exploring Life Projects of Maronite Women: A Socio-Ecclesial Study on Lay and Consecrated	his socio-ecclesial study targets Lebanese Maronite women - Maronites constituting the majority of Christians in Lebanon. The research aims to investigate the differences between lay Maronite women (active or not in the Church) and consecrated Maronite	SDG 5: Gender Equality The study aims to understand the participation of Maronite women, both lay and consecrated, in decision-making processes within the Church and society, contributing to gender equality in leadership roles. SDG 4: Quality Education Through qualitative interviews,



	Maronite Women Concerning Their Chosen Paths	women concerning their life projects and the factors that influenced their chosen paths. By examining the sociocultural dynamics, Maronite women's perception of the consecrated life, and the impact of perceived church affiliation on their life projects using qualitative interviews, this research seeks to gain deeper insights into the experiences and motivations of Maronite women in their pursuit of personal and professional fulfillment within the context of religious identity.	the research project examines the educational backgrounds and aspirations of Maronite women, promoting gender equality in education and training. SDG 10: Reduced Inequalities The research investigates differences between lay and consecrated Maronite women, highlighting potential inequalities and barriers faced by certain groups within the Church and society. SDG 16: Peace, Justice, and Strong Institutions By examining the impact of perceived church affiliation on the life projects of Maronite women, the research contributes to more inclusive and representative decision-making within the Church and society.



In Progress	Master Thesis 3: Beyond Stereotypes: Unravelling the Obstacles and Perks of Traditions on Women's Perceptions and Roles in Lebanon	The Middle East, including Lebanon, is a region marked by rich cultural traditions, religious practices, and societal norms that have significantly influenced the roles and perceptions of women over time. However, in recent years, the socioeconomic and cultural fronts in Lebanon have been rapidly evolving, necessitating a comprehensive analysis of the impact of traditions on women's roles and perceptions. By conducting a comprehensive analysis of the effects of traditions on women's roles and perceptions in Lebanon, this research aims to shed light on the complex interplay between cultural, religious, and societal factors. It seeks to explore the potential of positive traditions as well as address harmful practices that	SDG 5: Gender Equality The research aims to identify harmful practices that undermine women's rights, contributing to efforts to eliminate discrimination and promote gender equality. SDG 10: Reduced Inequalities By exploring the impact of traditions on women's roles and perceptions, the research seeks to address inequalities and discriminatory practices that may exist within Lebanese society. SDG 11: Sustainable Cities and Communities The research contributes to the preservation of cultural heritage by analyzing the impact of traditions on women's roles and perceptions, recognizing the importance of cultural preservation in sustainable development. SDG 16: Peace, Justice, and Strong Institutions By addressing harmful practices that undermine women's rights, the research promotes the rule of law and access to justice for



		undermine women's rights.	women in Lebanon. SDG 17: Partnerships for the Goals The research project may involve collaboration between academic institutions, civil society organizations, and government agencies, fostering partnerships to address gender inequalities and promote cultural understanding.
In Progress	Master Thesis 4: Women as Promoters of the Christian Vocation: Exploring the Challenges in a Lebanese Contemporary Context	In the Middle Eastern region, particularly in Lebanon, the concept of the family holds immense significance, serving as a fundamental pillar for various social aspects in society. Nonetheless, contemporary lifestyles, declining familial solidarity, and changing attitudes toward marriage cause a significant threat to the essence of this crucial component. In this context, this research topic aims to investigate the role of women as promoters of the vocational	SDG 5: Gender Equality The research explores the role of women in promoting Christian marriage, highlighting their leadership and influence within the family and society. SDG 10: Reduced Inequalities By examining societal challenges and changing perceptions of marriage, the research addresses inequalities and barriers that may affect women's roles and opportunities within the family and society. SDG 16: Peace, Justice, and Strong Institutions



		project of Christian marriage in the face of societal challenges and changing perceptions of marriage, family, and partnership. It explores the dynamics between women's roles as wives and mothers and their influence in fostering a Christian understanding of marriage as a meaningful life project.	The research contributes to promoting stable and resilient families, which are essential for social cohesion and peace.
In Perspective	Research Seminar: Social Tourism	Social tourism has gained global attention as a means to foster social inclusion and cohesion, enhance well-being, and promote sustainable development and sustainable tourism. Lebanon, a country renowned for its cultural heritage and rich history, presents a compelling context for investigating the dynamics of social tourism. This research aims to delve into the intricacies of social tourism in Lebanon, examining its drivers, impacts, and potential for fostering inclusive	SDG 1: No Poverty project aims to enhance the economic benefits for local communities through increased tourism activities, contributing to poverty reduction. SDG 8: Decent Work and Economic Growth The project focuses on promoting sustainable tourism practices that generate employment and support local economies. SDG 10: Reduced Inequalities Social tourism aims to foster social inclusion by ensuring broader participation of marginalized groups in tourism activities. SDG 11: Sustainable Cities and



		and sustainable tourism practices.	Communities The project promotes the preservation and promotion of Lebanon's cultural heritage through responsible tourism practices. SDG 12: Responsible Consumption and Production The research will develop sustainable tourism models and frameworks for monitoring and evaluating the impact of social tourism initiatives. SDG 17: Partnerships for the Goals The project involves collaboration with local communities, government agencies, NGOs, and tourism operators, fostering partnerships that support sustainable tourism development.



In Perspective	**Project**: Life Stories, War Memories (Histoires de Vie, Mémoires de Guerre)	This project and its interview aim to capture and share the personal experiences of individuals, and their stories affected by the Lebanese Civil War. Through first-hand narratives, this initiative seeks to document how individuals, families, and institutions have adapted, innovated, and showed resilience in daily life events, during times of crises. By preserving these narratives, the project honors the resilience, bravery, and sacrifices of those who endured the instability of war. We will establish an ethnographic study on the subject based on this seminar day.	SDG 4: Quality Education By documenting and sharing personal narratives, the project promotes historical awareness, understanding, and education about the impacts of conflict, fostering a culture of peace and non-violence. SDG 10: Reduced Inequalities The project empowers individuals affected by the civil war by giving them a platform to share their stories, promoting social inclusion and recognition of their experiences. SDG 11: Sustainable Cities and Communities By preserving narratives of resilience and adaptation, the project contributes to the cultural heritage of Lebanon, safeguarding the history and memories of those affected by the civil war. SDG 16: Peace, Justice, and Strong Institutions The project contributes to peacebuilding and reconciliation by documenting the impacts of war and promoting understanding and empathy through personal stories. It also

			supports inclusive participation by involving diverse voices from those affected by the conflict. SDG 17: Partnerships for the Goals The project can involve collaborations with academic institutions, NGOs, and cultural organizations to gather, document, and disseminate the stories, promoting shared knowledge and expertise.
In Perspective	Project: Women as Agents of Peace	"Peace is an ongoing dynamic of mutually positive interactions, enabling the sustainable achievement of harmony together. It is founded on the continual pursuit of convergence towards a point of equilibrium, transcending differences in opinion." The objectives of this project are as follows: (1) Identify a typology of peace. (2) Evaluate how women, whatever their role, contribute to peace education and a mindset of peace. Lastly, (3) propose practical and achievable	SDG 5: Gender Equality The project focuses on evaluating and enhancing women's participation in peacebuilding efforts, thereby promoting gender equality and empowering women in leadership roles. SDG 16: Peace, Justice, and Strong Institutions By identifying types of peace, evaluating women's contributions to peace education, and proposing recommendations for enhancing women's participation in peacebuilding, the project directly supports the promotion of peaceful and inclusive societies and strong institutions. SDG 4: Quality Education The project's focus on peace



		recommendations to enhance women's participation in peacebuilding efforts at local and national levels, considering identified best practices and specific obstacles encountered by women. The aim of this project is to develop practical indicators that can quantify the values for peace.	education and fostering a mindset of peace aligns with the goal of ensuring learners acquire the knowledge and skills needed to promote sustainable development and a culture of peace. **SDG 10: Reduced Inequalities** Enhancing women's participation in peacebuilding efforts helps to promote social and political inclusion, reducing inequalities and ensuring diverse representation in peace processes. **SDG 17: Partnerships for the Goals** The project involves collaboration with various stakeholders to identify best practices and obstacles encountered by women, promoting shared knowledge and partnerships for peacebuilding.
In Perspective	Project: SAWA	SAWA is a project targeting the local community, set to launch in specific local regions. It focuses on the collaborations between two principal institutions in Lebanese local communities:	**SDG 4: Quality Education** The project includes socio-educational institutions such as schools and universities, promoting education for sustainable development and active citizenship. **SDG 10: Reduced Inequalities**



		parish(es) and municipalities. These two institutions can also collaborate with other social and socio-educational institutions that can serve as partners (schools, clubs, NGOs, training centers, universities, etc.). The project considers the inhabitants in each region, namely the native residents, residents, and foreigners. The project's objective is to create a protocol for active collaboration among these two institutions for the development of local communities. The project stems from the consolidation of the profiles of active citizens and active believers.	By involving native residents, residents, and foreigners, the project promotes inclusivity and reduces social inequalities within the local communities. SDG 11: Sustainable Cities and Communities The collaboration between parishes and municipalities aims to develop local communities sustainably and inclusively. SDG 16: Peace, Justice, and Strong Institutions The project promotes effective, accountable, and inclusive institutions by fostering collaboration between parishes and municipalities, and by proposing a protocol for active collaboration. SDG 17: Partnerships for the Goals The project encourages partnerships between various local institutions, including schools, clubs, NGOs, and training centers, enhancing collaborative efforts for community development.
In Perspective	Seminar: L'Engagement entre le	The objective of this seminar is to highlight the relationship	SDG 10: Reduced Inequalities Volunteering promotes social inclusion and provides



	Bénévolat et la Mission	between engagement and volunteering - the latter being the realization of the constituent dimensions of engagement. Moreover, this seminar will underscore the role of volunteering in an individual's mission. For some, volunteering represents a mission, incorporating sustainability into action. Thus, through volunteering, missionary commitment becomes, not only a continuous action, but also a spirit that accompanies the volunteer throughout his life. The seminar day will include various interventions, primarily testimonies from people who have captured this spirit of missionary commitment from volunteering.	opportunities for individuals from diverse backgrounds to engage in meaningful activities, reducing inequalities. **SDG 11: Sustainable Cities and Communities** Volunteering contributes to building sustainable communities by involving individuals in community development projects and participatory governance. **SDG 16: Peace, Justice, and Strong Institutions** The seminar promotes peace and inclusive decision-making by highlighting the role of volunteering in fostering community engagement and social cohesion. **SDG 17: Partnerships for the Goals** By emphasizing the spirit of missionary commitment through volunteering, the seminar encourages collaboration between individuals, NGOs, and other community organizations to achieve common goals.



Appendix XV: Report on the USEK Museum Activity and its Alignment withUN SDGs

Kaslik, 5/30/2024

Report on the USEK Museum Activity and its Alignment withUN SDGs

Introduction

The Holy Spirit University of Kaslik-USEK Museum holds an extensive collection of archaeological artifacts and artworks that narrate the rich history of Lebanon fromprehistoric times to the contemporary period. The museum's activities are aligned with the United Nations Sustainable Development Goals (SDGs), particularly focusing on SDG.

11.4 (Protect the World's Cultural Heritage) and SDG 4 (Quality Education), including targets 4.a, 4.3, and 4.7. This report highlights the museum's efforts in preserving culturalheritage, promoting accessibility, and fostering educational opportunities.

SDG 11.4: Protect the World's Cultural Heritage

Preservation and Documentation

The USEK Museum houses a large collection of archaeological artifacts and hundreds ofpaintings that illustrate Lebanese art history. The museum follows stringent preventive conservation methods to preserve these artifacts, which include regular damage assessment and categorizing needs for restoration. Restoration work is conducted in collaboration with the Department of Conservation and Restoration of Cultural Heritage and the University of Urbino in Italy.

Photos 1, 2 and 3: Restoration of Daoud Corm (1852-1930), Khalil Bey Sursock, 1882, Oilon canvas, 140x 100 cm, Emile Hannouche Collection-OLM.







Photo 1 Photo 2 Photo 3

Digitization, cataloguing and Accessibility.

The museum is committed to progressively documenting and digitizing its collections. This initiative aims to publish and provide access to the public, ensuring that these valuable cultural artifacts are preserved and made accessible for future generations. Digitization serves as a preventive, sustainable, and conservative measure, protecting the artifacts from physical degradation while making them available to a global audience.

Photo 4 and 5: Digitization, Documentation for Cultural Heritage workshop.

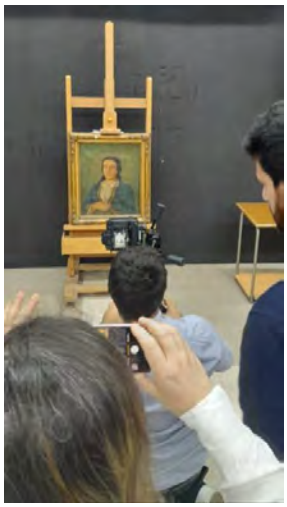



Photo 4 Photo 5

Awareness and Education

Raising awareness about the value of world cultural heritage and the necessity of protecting it is a primary concern for the USEK Museum. The museum organizes two exhibitions per semester, engaging students in the organization and research processes.These exhibitions not only showcase the museum's collections but also educate the public about the importance of cultural heritage preservation.

Photos 6 and 7: Exhibition Exquisite to the Eye: Food in Art Through Still Life, November2024.





Photo 6 Photo 7

SDG 4: Quality Education

SDG 4.a: Inclusive and Effective Learning Environments

The USEK Museum ensures accessibility for individuals with disabilities. The museum features an adequate elevator for wheelchair access, disabled-friendly restrooms, and anobstacle-free exhibition space. Artworks are displayed following required norms to facilitate access and viewing for all visitors.

SDG 4.7: Education for Sustainable Development and Global Citizenship

Exhibitions at the USEK Museum are open to the public, inclusive and free of charge. Announcements are made via social media and local TV, inviting all individuals to visit. Guided tours are provided by trained students, reducing the need for printed materials, and allowing students to gain valuable experience and knowledge. This practice emphasizes the role of culture in peacebuilding and

global citizenship. Schools, institutions and communities are directly contacted and invited to visit, encouraging theyouth to visit museums and to understand art and culture.

Photos 8, 9 and 10 Schools visits to the USEK Museum Exhibitions.







Photo 8 Photo 9 Photo 10SDG 4.3: Equal Access to Technical, Vocational, and Higher Education

The USEK Museum empowers young women by placing them at the core of the studentengagement team. Female students provide testimonies on how their experience at the museum influences their majors and future careers. Additionally, young artists and talented students, particularly women, are given opportunities to exhibit their art during major exhibitions.

Photo 11 and 12: Young artist and USEK Alumni, Anne Marie Chikhani, Exhibiting her paintings during the exhibition Mounir Najem, Brushstrokes Through Time, November 2023





Photo 11 Photo 12

Children's Empowerment

The museum also focuses on empowering children through art. A new initiative, the Children Art Exhibitions Series, was launched this year, starting with a 12-year-old girl named Maria. Her self-taught art, developed during the COVID-19 pandemic, showcasesher remarkable talent and determination.

Photos 13, 14, 15 and 16: Exhibition Wildlife and Impressions by Maria Faddoul.



Photo 13



Photo 14



Photo 15



Photo 16

Conclusion

The USEK Museum demonstrates a robust commitment to the UN SDGs, particularly in preserving cultural heritage and promoting inclusive and quality education. Through its extensive preservation efforts, digitization projects, and educational programs, the museum not only safeguards Lebanon's cultural legacy but also fosters a deeper understanding and appreciation of cultural heritage among the public. The inclusive environment and opportunities for young women and children further highlight themuseum's dedication to empowerment and sustainable development.

Appendix XVI: Sustainable Development Goals – Student Support Office

1. *No Poverty*

- Waiving 50% of tuition fees
- Financial aid discount up to 50%
- Loan agreements with zero interest.
- Payment instalments
- Removing holds due to unpaid tuition fees to facilitate registration
- Donation: Amal Abou Zeid donation, Ajiyalouna-Tomooh, donation medicine students, Habib Foundation, HSUF, Kmeid, Lifelebanon, Oeuvre d'Orient…
- Merit/ excellence scholarship/ C1 to C2 scholarship.
- Agreements discount (LA, ISF, INDEVCO, MTV…)
- Sports scholarships up to 70%

2. *Zero Hunger*

Food drive : Our "Hope" Club is dedicated to addressing hunger in our community. Through the generous support of the university and the Student Affairs Office, the "Hope" Club have launched an initiative to collect food donations through a boost in USEK Christmas Market. In April, we achieved a second milestone by partnering with SOS to distribute the collected food to those in need. This initiative aligns with USEK's commitment to the United Nations' Sustainable Development Goals, particularly SDG 2: Zero Hunger, demonstrating our resolve to make a meaningful difference in the lives of those facing food insecurity.

3. *Good Health and Well-Being*

- Merging UCC and Access Office into one office, the CAO (counseling and accessibility office).
- Collaborating with an external psychiatrist by referring students in need of medical treatments.



- Promoting emotional well-being through social media videos (podcast), by providing tips, sharing awareness on mental health, highlighting CAO office is there to help and support struggling people.
- Providing short-term counseling sessions for students: The Counseling Services Unit has been actively engaged in providing short-term counseling sessions for students. These sessions aim to support students in navigating various personal and academic challenges they may encounter during their academic journey. By offering a safe and confidential space for students to express themselves, the Counseling Services Unit plays a crucial role in promoting the mental well-being of our student body.
- Conducting two impactful mental health awareness campaigns on Campus: We conduct impactful campaigns like World Suicide Prevention Day and "Mental Wellness Wonderland" to raise awareness and provide resources, fostering a supportive campus culture.
- Launching our Mental Health Series: "Let's Talk Mental Health" Our monthly series addresses various mental health topics, empowering students with knowledge and skills for self-care and resilience.
- Fitness, football and basketball training for USEK employees each week with a professional coach.
- Training for students Understanding Neurodiversity: The Accessibility Services Unit has conducted a training session for students on "Understanding Neurodiversity." This training session delved into the significance of neurodiversity in understanding human cognition and behavior, particularly within educational and psychological contexts. By providing valuable insights and strategies for creating inclusive environments, this session reinforces our commitment to supporting the diverse needs of our students.
- Autism awareness month for students and community: This event that organized in collaboration with the National Autism Center (NAC) to raise awareness about autism. On April 18, we hosted an outdoor event as part of the World Autism Month awareness campaign. The event featured an exhibition showcasing the talents of autistic children across various domains. Additionally, students have the opportunity to interact with these talented



individuals, fostering understanding and appreciation for their unique abilities. We believe that events like these play a crucial role in promoting inclusivity and understanding within our community.

Since regular physical activity plays a vital role in promoting overall well-being USEK organized many sports activities:

- Hannibal Race
- Streetball event
- Football competition between students from different faculties.

- Spring Event: On Mother's Day, hosting women with small businesses to encourage them.
- 10 new club concepts to be considered for the next academic year.
- USEK sports teams: During the academic year 2022-2024, we have relaunched all sports. we are thrilled to announce the launch of the rest of USEK sports teams (Basketball, futsal, swimming, tennis, table tennis, volleyball). With this launch, we are excited to bring a new level of energy, sportsmanship, team spirit, excitement, and competition to our community. Our teams will compete in a variety of sports, and we are confident that they will quickly establish themselves as top contenders in their respective leagues.
- Launching 3 new sports teams: Handball, Cheerleading, Chess, track and field and badminton.
- Sports club newly formed: USEK Club can contribute to the overall development of students, by providing them with opportunities to learn and develop new skills through the sports disciplines to be offered: Cycling, Chess, dance. It teaches students valuable lessons in leadership, communication, and problem-solving, which are essential skills for success in both academic and professional settings.
- FSUL University League:
  Our Sports teams participated in the Annual University league which was from October 2023 to April 2024 and ranked:



- 2nd in the Men's Basketball Championship in the "Gold league"
- 1st in the Women's Basketball Championship in the "Silver League"
- 1st in the Women's Table Tennis League
- 4th in the Men's Futsal Championship in the "Silver League"
- 2nd in the Women's Volleyball Championship in the "Silver League"
- 5th in the Men's Volleyball Championship in the "Gold League"

- Belgrade Sport Tournament in Serbia from April 17 to 21, 2024.

Our USEK sports teams participated in the "Belgrade Sport Tournament" in Serbia from April 17 to 21, 2024. And we ranked:

- 2nd in the Women's Basketball Championship
- 1st in Men's and Women's Table Tennis Championship
- 2nd in Women's tennis Championship, and **Final 4** in the Men's Tennis Championship
- 3rd in the Women's Futsal Championship
- 4th in the Men's Futsal Championship

4. *Quality education*

- FAQ Documents Implementation: The ODP-SDEM has implemented a proactive approach to enhance student support services by creating two FAQ documents:
  - The first FAQ document will be regularly updated and made available on the USEK website, providing students with easy access to answers to commonly asked questions regarding various aspects of university life, academic programs, and administrative procedures.
  - The second FAQ document has been shared with all offices across the university to ensure that all teams are aware of and equipped with the necessary information to address student inquiries promptly and effectively. By centralizing essential information and resources, this initiative aims to streamline communication and eliminate the need for students to navigate multiple offices to find the answers they seek.
- Amendment of Code of Conduct: The ODP-SDEM has led the amendment of rules for the code of conduct, reflecting the evolving needs and



expectations of the university community. These amendments aim to promote a culture of respect, integrity, and accountability among students, contributing to a positive and inclusive campus environment.

- Reviewing the 2nd edition of the student Handbook content for modifications: A collaborative effort involving student support offices, schools, and faculty. Together, we have assessed and revised the handbook content to ensure its relevance and accuracy.
- Switching to computerized entrance exams instead of on-paper tests for the new candidates.
- Upgrading the online application for prospective candidates.
- WhatsApp Business account: The Admissions Office set up a WhatsApp Business account to streamline communication with prospective students and provide them with timely assistance throughout the admissions process. This initiative aims to enhance accessibility and ensure that prospective students receive the support they need to make informed decisions about their academic journey at USEK.
- Open Day: Open Day serves as a vibrant showcase of our university's academic offerings, campus culture, and student life. Open Day not only provides a comprehensive overview of our academic programs and extracurricular activities but also allows prospective students to envision themselves as part of our dynamic community.
- Tailored Open Day for Graduate Studies: Recognizing the distinct needs and interests of prospective graduate students, we're proud to offer a tailored Open Day experience specifically catered to their academic and professional aspirations. This specialized event provides an in-depth look into our graduate programs, research initiatives, and career development resources, empowering attendees to make informed decisions about their future academic endeavors.
- ''Pathways to Success'' initiative offering up to 70% tuition reduction of specific programs such as (Bachelor in education, Bachelor/ Master in English/ or French Language and literature, Maters in History, Masters in Social Science,



Master of Science in environmental Technologies, Master in intervention and social work.

- Double Degree programs such as **1)** the Master II in Business Law of the USEK Faculty of Law, in partnership with the Faculty of Law of the Université de Poitiers, aims to offer its students an in-depth training, through a comparative approach, in French, European and Lebanese Business Law. The student will receive a degree from USEK and a degree from Université de Poitiers **2)** The Executive MBA - digital management: In collaboration with ESSCA School of Management, France. Students will be provided with a dual diploma: a specialized Master degree in Digital Management from ESSCA, and an Executive MBA from USEK.
- Exchange programs
- Participation of USEK students in worldwide competition such as **1)** HULT prize **2)** Monroe e. price media law moot court competition – oxford university, United Kingdom **3)** The International Criminal Court (ICC) moot competition – the Hague, the Netherlands **4)** The annual Willem c. Vis middle east international commercial arbitration moot – pre-vis moot middle east **5)** The annual Willem c. Vis international commercial arbitration moot – Vienna, Austria….
- Hearing the petition of our students concerning difficulties they face with an instructor/ course.
- USEK has adopted a student survey so that students can provide feedback regarding the course they have taken in order to improve education quality.

5. *Gender equality*

- Gender Equality in Sports: The relaunch of all sports with separate male and female groups promotes inclusivity and equal opportunities for athletes of all genders.
- Gender Equality in Facilities: Separate bathrooms for males and females ensures privacy, comfort, and safety for all individuals.
- Gender Equality in the Workplace: Striving for a majority of female employees within the organization demonstrates a commitment to gender



equality. Additionally, providing equal salaries for male and female employees ensures fairness and equal compensation for their contributions, helping to bridge the gender pay gap.

- Gender Equality in Education: Acknowledging the higher representation of female students-providing equal access to education, support, and resources to students of all genders.

6. *Clean water and sanitation*
7. *Affordable and clean energy*
8. *Decent work and economic growth*

- Career Panel Discussions series: The Career Services Office organized a series of Career Panel Discussions featuring esteemed alumni from USEK's academic units. These engaging sessions not only showcased the success stories of our alumni but also provided practical guidance for students in navigating their own career paths. Through these discussions, students had the opportunity to network with industry professionals and gain valuable insights into post-graduation challenges.
- Preparation for the Job Fair: In anticipation of the upcoming job fair, we're diligently preparing students to make the most of this valuable networking opportunity. Through workshops, resume clinics, and mock interviews, we're equipping students with the tools and confidence they need to showcase their talents and connect with potential employers effectively.
- Providing equal salaries for male and female employees ensures fairness and equal compensation for their contributions, helping to bridge the gender pay gap.
- Fitness, football and basketball training for USEK employees each week with a professional coach.
- Creating employment opportunities for qualified USEK students in administrative roles or as instructors with the required degrees.
- Supporting small businesses specially owned by USEK students/alumni by include them in USEK events (such as USEK Christmas Market, Spring event...).



- 'Pathways to Success'' initiative offering up to 70% tuition reduction for specific programs that fits the needs of the market.
- Recognizing the vital role of nurses in healthcare and the growing need for qualified professionals in the field, USEK aimed to remove financial barriers and incentivize students to pursue nursing as a career. By offering a full discount on tuition fees, the university made the nursing program more accessible and attractive to prospective students. (100% discount).

9. *Industry, innovation and infrastructure*

- **Industry:** Agreement with Indevco group: students can benefit from 25% discount on tuition fees.
- **Innovation:** USEK Asher Center for Innovation and Entrepreneurship aims to serve innovators, aspiring and existing entrepreneurs within USEK community in order to contribute to the growth of the Lebanese economy and creation of jobs. It supports startups and existing SMEs through a mix of targeted initiatives.
- Workshop on Blockchain encourages students to participate in entrepreneurial competitions.
- Business Strategies and Performance with Carlos Ghosn Program.
- **Infrastructure:** USEK has undertaken modifications on its KASLIK CAMPUS to ensure compliance with codes and requirements for handicap disability access, specifically focusing on ramps, bathrooms, elevators, and related facilities.

10. *Reduced inequalities*

- Accessibility services unit in the Counseling and Accessibility Office (CAO) that aims to understand how to assist students with special needs by working closely with USEK academic and professional services staff and give the students the relevant accommodation.
- The Accessibility Services Unit (ASU), in collaboration with the National Autism Community (NAC), aims to equip university instructors with the knowledge, strategies, and tools necessary to effectively accommodate and



support students with diverse needs. This training session, titled "Continuing the Academic Journey: Accommodation to Support Struggling Students," seeks to enhance instructors' understanding of the challenges faced by struggling students, promote inclusive teaching practices, and foster an academic environment that enables all students to thrive and succeed in their educational pursuits.

- Understanding Neurodiversity and Autism awareness month for students and community (mentioned above)
- Training for instructors: Accommodation to support struggling students.
- In line with its goal of promoting inclusivity and community engagement, USEK provided Associations stands free of charge at the Christmas market.
- Financial aid for need based students and scholarships.
- USEK has undertaken modifications on its KASLIK CAMPUS to ensure compliance with codes and requirements for handicap disability access, specifically focusing on ramps, bathrooms, elevators, and related facilities.
- To ensure accessibility for speakers and presenters with disabilities, USEK took measures to make its auditorium fully accessible (ex: Jean El Hawa auditorium).

11. *Sustainable cities and communication*

- Agreement with the municipality of Zgharta- Ehden to reserve the archives of the municipality from waste, pests, bacteria, and leaf litter.

12. *Responsible consumption and production*

- To promote energy conservation and instill a culture of sustainability, USEK has implemented measures to reduce electricity consumption in all offices and encourages the limited use of air conditioning (AC) units.
- In order to transmit this idea of energy conservation to the student community, USEK has taken steps to spread awareness about the energy consumption and use of AC units in the dorms. This serves as a reminder to students about the importance of responsible energy usage and encourages them to adopt sustainable habits in their daily lives.



- In order to decrease the consumption of paper the Office of the Deputy President for Student Development and Enrollment Management has request all the student support offices the adoption of recto/verso printing wherever feasible and only when printing is necessary. Additionally, we have requested to maximize document margins (under 'Layout' settings) and consider reusing one-sided papers for internal drafts or notes.
- To promote sustainability and eco-consciousness among new students, USEK has developed and distributed notebooks and pencils made from recyclable paper during the orientation session.

13. *Climate action*

- To emphasize the importance of environmental responsibility, the USEK community includes a clear message in all mail signatures, urging recipients to avoid printing on paper.

> " P Think about the environment, avoid printing unless necessary. "

- To facilitate effective waste sorting, USEK has implemented a system with two types of bins: one for recyclable materials and another for organic waste.
- USEK Carpooling
- USEK Green

14. *Life below water*
15. *Life on land*
16. *Peace, Justice and strong institution.*

- To promote peace and contribute to conflict prevention, USEK has established an agreement with the Lebanese Army/ ISF/ General Security/State Security/ Lebanese Customs to provide discounts for military personnel. By offering these discounts, USEK seeks to make education more accessible and affordable for military personnel, enabling them to pursue their academic and professional goals while fulfilling their duties to the nation.

17. *Partnership for the goals*



- Agreement with Indevco group: students can benefit from 25% discount on tuition fees.
- Lifelebanon scholarship: Available for USEK students pursuing a degree in STEM, Agriculture, Economics, Finance or Law. This scholarship can cover up to 40% of student tuition fees.
- Tomooh scholarship: PepsiCo International, in collaboration with Ajialouna Organization, launched the Tomooh scholarship program which aims to provide support to students who possess an excellent academic background but are also facing financial constraints, enabling them to pursue their higher education studies.
- Intisar Foundation scholarship: scholarship of 65% of the tuition fees for 15 students Mater in Performing Arts with a specialization in drama therapy.
- Discount OLM employees
- Discount CCJ children of employees
- The "Amal Abou Zeid Scholarship" is a scholarship program specifically designed to support students from the Jezin district.
- Partnership with international universities to install Double Degree programs (law, business…).

MOU with private companies to create job opportunities for USEK students



Appendix XVII: Idealab Program

The IdeaLab program is a two-month validation program hosted by ACIE at USEK in North Mount Lebanon in partnership with Berytech and co-funded by the Embassy of
the Netherlands in Lebanon. It aims to empower entrepreneurs working on agrifood and clean technology solutions. Its mission is to help entrepreneurs validate their solutions and bring their ideas to the market in just 2 months. Until now, the ACIE at USEK has hosted 2 batches.

Key Numbers:

2 Batches Completed | 10 Training Sessions | 12 Trainers | 140 Business Follow Ups | 120 Clinics | 18 Prototypes developed | 18 Outreach Activities | 20 Selected Startups | 700 Outreached Individuals | $27,000 Cash Grants

During the first year of implementation, the ACIE has implemented the Idealab in 2 batches and is currently implementing the third batch.

Supported Startups:

3aRRRi2 is a startup dedicated to modernizing Arak for the younger generation and promoting it as a global Lebanese ambassador. Their locally crafted alcoholic beverage offers a cleaner, more natural, and exciting alternative to imported options.

Bean Burners is leading the way in coffee recycling by transforming coffee residue into sustainable coffee logs for heating purposes, reducing the environmental impact of coffee waste in landfills. They provide an eco-friendly solution that generates revenue through sales and promotes a greener lifestyle.

BluMdtrn is a sustainable farm specializing in fish, sea urchins, and algae using advanced aquaculture practices. They provide affordable, high-quality food while preserving the ecosystem and empowering local communities, aiming to positively impact food security, marine conservation, and economic growth.

CanTalk is a startup featuring a unique vending machine concept that rewards users with phone credits or internet bundles in exchange for recycling tin cans.



They aim to merge telecommunication with environmental sustainability, providing a win-win solution for users and the environment.

CigaRise addresses plastic waste by transforming cigarette filters into sustainable eyeglass frames. Their eco-friendly solution tackles environmental concerns while offering a future business opportunity.

EVX is revolutionizing the electric vehicle market in Lebanon with a comprehensive
e-commerce web app that provides easy access to a wide range of EVs, chargers, repair services, and accessories. By offering crucial information and analytical tools to both sellers and buyers, EVX aims to promote clean energy transportation, fostering a greener future and encouraging healthy industry competition.

G Algae is an algae farm startup, which produces Spirulina in raceway ponds with minimal raw materials utilizing river water and compost to grow Spirulina. Since Spirulina has a very high growth rate and is considered one of the best types of algae, it can be harvested in a couple of weeks thanks to photosynthesis. It uses a huge amount of CO2 from the air during this process therefore it helps fight climate change.

Green Ride Junction is developing eco-friendly stations with multiple charging points for electric bikes and chargeable devices. These solar-powered stations offer secure bike parking, repair tools, and digital displays for route planning, promoting sustainable transportation solutions.

Honeylicious offers protein bars made entirely out of honey and its derivatives, providing the buzz of protein straight from the hive.

HydroCarbX is developing a revolutionary electrolysis-based system that efficiently generates hydrogen and oxygen from water for use in gasoline-powered vehicles. With a strong emphasis on environmental friendliness and cost-effectiveness, HydroCarbX offers a clean energy alternative to fossil fuels, fostering a more sustainable future for transportation.

Lebanese Agri-Connect (LAC) is an innovative web platform revolutionizing the Lebanese apple export industry by fostering farmer collaboration, streamlining



supply chains, and ensuring top-notch cultivation standards for a sustainable agricultural future.

Lion's Mane is on a mission to raise awareness about the invasive lionfish species and promote sustainable seafood consumption in Lebanon. They offer a range of lionfish products, including whole fish, raw fillets, smoked and dried varieties, as well as unique jewelry made from lionfish fins and tails, aiming to reduce the impact of the lionfish invasion while providing a sustainable seafood option.

LouMushrooms repurposes coffee waste to foster mushroom cultivation, reducing environmental pollution. Their unique approach not only addresses waste disposal issues but also produces high-quality, organic mushroom products, fostering employment opportunities and supporting local businesses.

REMOLD collects plastic waste and transforms it into affordable, high-quality prosthetic limbs for amputees and individuals with birth defects. By addressing both plastic pollution and the lack of accessible prosthetics, REMOLD offers a sustainable solution that improves the quality of life for its users.

Sip is revolutionizing the coffee industry by introducing a healthier instant coffee option and educating consumers about the risks associated with processed coffee. With a focus on providing affordable, and eco-friendly products, Sip caters to health-conscious coffee drinkers with a diverse range of unique flavors and sustainable packaging solutions.

Soil Guardians specializes in selling automatic watering systems that integrate. state-of-the-art technology for optimal irrigation in the agritech industry. Their innovative approach allows farmers to monitor soil moisture levels, resulting in increased crop yields, reduced water usage, and decreased costs. With a qualified team and customizable solutions, SoilGuardians aims to revolutionize irrigation practices for greater efficiency and profitability.

TRACK IT is a startup with an app that makes recycling easy and rewarding. It aims to improve waste management by providing incentives, clear recycling rates, and convenient access to drop-off points.

Wiggles is pioneering protein conversion using mealworms to address the global protein scarcity challenge. With a focus on sustainability, they employ insect



farming and biotechnology to offer a cost-effective, high-protein solution rich in fiber, minerals, and vitamins, while reducing food waste and land and water use.

Nexlabs Incubation Program

Nexlabs is a program co-funded by the European Union under the ENI CBC Mediterranean Sea Basin Programme initiative partnered with Berytech. ACIE-USEK offered tailored technical support to four SMEs in developing their innovations in the water-energy nexus, validating them in the market, and further strengthening their know-how by granting them 20,000 euros worth of technical support. This collaboration aimed to support innovators, researchers, and startups to validate their innovation, and technology, develop their business strategy, and test their go-to-market strategy.

Key Numbers:

6 Group Coaching | 55 Technical Assistance sessions | 24 One-on-One Clinics | 24 Mentorship Sessions | 4 Supported Startups | 80,000 in Technical Assistance

Supported Startups:

Al Mawsam provides market access for rural smallholders in Beirut and coastal areas, distributing their products to various points of sale. This helps scale production volumes, increase sales, and enhance income stability, supporting growth from micro to small and medium enterprises.

NovaEnergia, with over 11 years of experience in renewable energy, focuses on integrating sustainable practices in agriculture. Their expertise in solar energy projects and diverse team aim to impact water, energy, and food sectors positively.

Phthalocyanine Nanotubes for The Removal of Microplastic and Pharmaceutical Pollutants from Wastewater is developing technology to remove microplastics and pharmaceutical pollutants from wastewater. Their nanotubes degrade contaminants, addressing environmental and health risks posed by pollutants in Lebanon's water sources.

Recycler specializes in solid waste management, environmental education, and sustainable innovation. Known for the first floating waste solution in the MENA



region and an AI-powered environmental education machine, Recycler aims to enhance waste management and education in Lebanon.

USEK Entrepreneurship Challenge (UEC 2024)

The USEK Entrepreneurship Challenge (UEC) is an annual competition exclusively for undergraduate students at USEK, aimed at fostering entrepreneurship and innovation within the university community. Participants received mentorship from the ACIE Team and established entrepreneurs within the ACIE network to refine their business ideas. Aligned with the Babson Collaborative Student Challenge, the UEC encouraged participants to explore business opportunities aligned with the UN Global Goals framework. Winners of the challenge advanced to the semi-finals, where they competed for prestigious prizes, including the Babson Build Scholarship, cash prizes, and feedback from industry experts. The ACIE team collaborated with various faculties, engaging with different deans to promote the UEC within each faculty and facilitate participation.

11 startups tackling different sectors (Agrifoodtech, cleantech, edtech, fashion, etc.) undertook 46+ mentorship sessions with 8 mentors.

Supported Startups:

Aeroponic Towers - Growing food in aeroponic towers: more food in less space, efficient for a growing population.

DDSS - Drunk Driving Safety System.

Denthome -Revolutionizing dental care with AI-powered decay detection.

GLAGER - Crafting gluten-free beers for beer lovers with celiac disease.

MushCO - Turning coffee grounds into protein-rich mushroom chips for a sustainable future.

Nazar - Redefining eyewear with durable, customizable 3D-printed frames.

Novae - Personalized thrift shopping for sustainable style seekers.

Rain Garden - Managing stormwater runoff with sustainable landscaping.

Sip - Healthy instant coffee with delicious flavors (peanut, pistachio, etc.).

SMALL STEPS - Virtual reality first aid training for enterprise and education.

SweatPower - Fitness with a purpose - turning sweat into sustainable energy solutions.

ULearn - Platform that bridges the gap between education and employment.



Youth Community Entrepreneur 2024

The YCE program, initiated by the Federation of Municipalities of Keserwan Ftouh, fosters youth entrepreneurship by encouraging innovative projects tailored to local challenges. It aims to cultivate not just business creation but also an entrepreneurial culture, enabling young individuals to share and develop their ideas within the regional ecosystem. By providing a platform for idea sharing and pitching, regardless of idea maturity, the program stimulates collaboration and innovation among Keserwan's youth.

Partners or Collaborators:

ACIE USEK, NDU, Jounieh Municipality, Université de Lorraine, PEEL, AUF, AFD, CRDP. The ACIE at USEK was in charge of organizing and implementing the program.

Objective

The YCE project aims to empower Keserwan youth through a validation sprint, fostering entrepreneurial skills, community engagement, and ecosystem strengthening.

Number of Teams/Startups

A total of 54 startups applied of which 17 made it from the pre-selection to the final competition where 5 teams were selected.

Winners

Nazar - Redefining eyewear with durable, customizable 3d printed frames. **Small** - Steps Virtual reality first aid training for enterprise and education.

Sip It - Healthy instant coffee with delicious flavors. (peanut, pistachio, etc.)

G alGae - Cultivating the health benefits of spirulina algae

Argentum - Give wasted silver in X-rays a second chance



Appendix XVIII: School of Architecture (SACH) Report

Initiative / Project / Course / Research	Overview	Sustainable Development Goals
1- **Training on the conservation of wall paintings in Beiruti houses** was conducted by the Agency for Cultural Affairs, the Government of Japan, and Chubu University in collaboration with the Lebanese University and USEK. The workshop took place in February 2023, specifically from February 8 to 11 and February 15 to 18.	USEK's students participated in the training on the conservation of wall paintings in 19th-century Beiruti houses damaged by the August 4th explosion. The USEK Conservation and Restoration program aims to train Lebanese restorers, addressing a profession that is lacking in Lebanon.	-Decent Work and Economic Growth -Sustainable Cities and Communities -Life on Land - Partnerships for the Goals
2- **Meet a restorer**: How to take care of Lebanese heritage." The workshop was held at USEK on May 18, 2023	The workshop allows USEK students and the archaeology/architecture students at the Lebanese University to observe activities within the Conservation and Restoration department. It raises awareness among the students about the importance of caring for Lebanese heritage. It also raises awareness among the students about the professional role of the conservator-restorer. Additionally, it enhances visibility for the B.A. program and	-Decent Work and Economic Growth -Sustainable Cities and Communities -Life on Land - Partnerships for the Goals



	attracts future enrollments to the course.	
3 - **Exhibition: Peace by Piece** The exhibition displayed five artworks damaged in the Beirut blast, refurbished by Italian restorers in the USEK laboratories. This event was hosted by the Faculty of Arts and Sciences – Department of Conservation, Restoration of Cultural Property, and Sacred Art, under the patronage and in the presence of H.E. Nicoletta Bombardiere, Ambassador of Italy to Lebanon. The event took place on Thursday, December 15, 2022, at the USEK Archaeological Museum.	This exhibition aimed to shed light on the restoration of valuable artworks and cultural heritage damaged by the Beirut 2020 blast, as part of a cooperation agreement (Project SOAB) between the University of Urbino, the Italian Cultural Institute of Beirut, and USEK. The restoration carried out at the USEK laboratories provided students enrolled in the Conservation, Restoration of Cultural Property, and Sacred Art program with the opportunity to attend courses with restorers and gain hands-on experience through practical restoration work.	-Decent Work and Economic Growth -Sustainable Cities and Communities -Life on Land -Partnerships for the Goals
4 - **A summer school for emergency interventions at Palace Sursock** Three students from SUSPSI, the Swiss School of Conservation, four	The project focused on Sursock Palace as a specific case study. It is divided into four parts: 1-Understanding the significance of the Palace in its context and its role for the community of Beirut.	-Decent Work and Economic Growth -Sustainable Cities and Communities -Life on Land - Partnerships for the Goals

students from the "Conservation and Restoration" program at USEK, and three independent professionals attended the site from Monday, May 6, 2022, for four weeks.	2-Developing methods and techniques for emergency treatments, preservation, and reconstruction. 3-Reinforcing skills for the interpretation and promotion of an active role of the community to support conservation actions. 4-Dissemination of the research results, assessing the possibility of spreading the developed methods to other countries in the Middle East facing similar problems.	



Appendix XIX: Faculty of Arts and Sciences Sustainable Report

Department	Initiative / Project / Course / Research	Overview	Sustainable Development Goals
Languages and Literatures	Agora series 2022-2024 (debates)	This event helps raise awareness of sustainability issues. Organized by the Green Committee along with the Department of Languages and Literatures (Faculty of Arts and Sciences), these democratic debates help our community learn more about effective ways to build a better future for all. Covering varied environmental aspects linked to fashion, water, air, and nature in general, each debate is a perfect opportunity for students to practice their communication skills.	SDG 4: Quality Education: The debates provide an opportunity for students to learn about sustainability issues, contributing to their education on environmental topics. SDG 6: Clean Water and Sanitation: By covering aspects linked to water, the debates may raise awareness about the importance of clean water and sanitation. SDG 11: Sustainable Cities and Communities: Discussions on environmental aspects related to air and nature can promote sustainable practices in urban areas. SDG 12: Responsible Consumption and Production: The event can encourage responsible consumption by discussing environmental aspects linked



			to fashion and promoting sustainable lifestyles. SDG 13: Climate Action: Raising awareness of sustainability issues and discussing ways to build a better future aligns with the goal of taking urgent action to combat climate change and its impacts. SDG 15: Life on Land: Discussions about nature in general can help promote the conservation, restoration, and sustainable use of terrestrial ecosystems.
	Translation courses, such as Economic Translation, Conference Translation, and Modern Cultural Issues in English and French, directly address subjects related to environmental protection and raise awareness about crucial issues through	The Economic Translation Course focuses on translating informative and technical texts from organizations like the FAO and UNEP, aiming to equip students with the skills to translate complex documents addressing food security, sustainable agriculture, and environmental policies. In the Conference Translation Course, students learn to	**Economic Translation Course:** SDG 2 (Zero Hunger): Addressing food security. SDG 13 (Climate Action): Translating documents related to sustainable agriculture and environmental policies. SDG 15 (Life on Land): Translating materials on environmental policies that impact land use and biodiversity. **Conference Translation Course:**



	the translation of informative texts from organizations like the FAO (Food and Agriculture Organization) and UNEP (United Nations Environment Programme).	translate speeches and presentations on environmental topics at international conferences, enhancing their interpretation skills in areas such as climate change, biodiversity, and renewable energy. Meanwhile, the Modern Cultural Issues in English and French courses explore contemporary cultural issues, including those related to environmental awareness and sustainability, with the objective of deepening students' understanding of global cultural dynamics and their impact on environmental discourse.	SDG 13 (Climate Action): Translating speeches and presentations on climate change and renewable energy at international conferences. SDG 7 (Affordable and Clean Energy): Enhancing interpretation skills in areas related to renewable energy. SDG 15 (Life on Land): Translating discussions on biodiversity conservation and land use. **Modern Cultural Issues in English and French:** SDG 12 (Responsible Consumption and Production): Exploring cultural issues related to sustainable consumption. SDG 11 (Sustainable Cities and Communities): Understanding cultural dynamics that influence environmental discourse and sustainable urban development.
Nutrition and Food Sciences	Nutrition counseling day within the community	The project raises awareness of the importance of paying better attention to your relationship with food and your overall lifestyle. Our immediate and future health status is a	SDGs: Good Health and well being



		direct consequence of our level of activity and our diet.	
		On the other hand, this nutrition counseling day helps bachelor students to increase awareness among the community. Indeed, during this counseling day, the students further practice their acquired knowledge and help their fellow students and community members acquire interesting facts on optimal nutrition.	
		Raising awareness on optimal nutrition and adopting a healthy lifestyle decreases our morbidity risk and prevents disease: "You are what you eat and what you do."	
Department of chemistry and biochemistry	SWaTH Project: sustainable wastewater treatment in hospitals	Sustainable Wastewater Treatment for Hospitals / SWaTH is a 3-year project co-funded by the Erasmus+ programme of the European Union, Key Action 2: Cooperation for innovation and the exchange of good practices. The Project is	SDG3, SDG6, SDG9, SDG14



		carried out under the centralized activity "Capacity-building in the Field of Higher Education" / AC–A02–2019–CBHE. the p[project aims to: Evaluate the methods currently used in Lebanon for hospital wastewater treatment and compare them to best practices in various European countries. Assess the social and environmental impacts of wastewater treatment through social and Environmental Life Cycle Assessment (LCA) studies. Establish a leading Center/Laboratory in Lebanon for the characterization and analysis of wastewater.	
	Green solvent: Use a DES Deep eutectic solvent as alternative of organic solvent	Deep eutectic solvents (DES) are a sustainable alternative to traditional organic solvents. Composed of two or more components that form a low-melting mixture, DES offer several advantages:	SDG6, SDG13, SDG15, SDG14



		Environmentally Friendly: Biodegradable and low in toxicity. Versatile: Customizable properties for various applications. Cost-Effective: Made from inexpensive, readily available materials. Non-Volatile: Low vapor pressure reduces air pollution. Stable: High thermal and chemical stability.	
	Sustainability Assessment and metrics: SLCA Sustainability life cycle assessment	series of workshop that aims to show the student how we can assess sustainability	SDG6, SDG13, SDG15, SDG14
	Sustainability assessment of a Lebanese wine production	this project aims to conduct a LCA on wine production at Lebanese winery	SDG6, SDG13, SDG15, SDG14
Biology	Course BIO201 - General Biology I	The General Biology I course provides foundational knowledge about ecosystems, biodiversity, and the interdependence of life forms. This understanding is crucial for appreciating the principles of sustainability and the	Good Health and Well-being (SDG 3): Knowledge of ecosystems that support clean air, water, and overall health. Life on Land (SDG 15): Education on terrestrial ecosystems, biodiversity conservation, and sustainable land use.



		importance of maintaining ecological balance.	
	Course BIO202 - General Biology II	General Biology II typically goes deeper into complex biological systems. This advanced understanding is critical for comprehending how these systems are affected by and contribute to sustainability efforts.	Good Health and Well-being (SDG 3): In-depth understanding of human biology, disease mechanisms, and the development of sustainable healthcare solutions. Quality Education (SDG 4): Provision of comprehensive education on biological sciences and their role in sustainability.
	Course BIO228 - General Botany	General Botany provides foundational knowledge of plant biology, including physiology, anatomy, and ecology. Understanding plant systems is essential for developing sustainable agricultural practices and managing natural resources effectively.	Quality Education (SDG 4): Comprehensive education on plant sciences and their applications in sustainability. Responsible Consumption and Production (SDG 12): Education on sustainable use of plant resources and efficient production methods. Life on Land (SDG 15): Comprehensive knowledge of terrestrial plant biodiversity, conservation strategies, and sustainable land use practices.
	Lab BIO473 - Biology & Physiology of plants lab	the Biology & Physiology of plants Laboratory course provides practical, hands-on experience with plant biology and	Quality Education (SDG 4): High-quality, hands-on education in plant sciences that fosters scientific literacy and critical thinking.

		physiology. This direct engagement helps students understand complex concepts related to plant growth, development, and function, which are essential for sustainable agriculture and resource management.	Life on Land (SDG 15): Comprehensive study of terrestrial plants' physiology and their role in ecosystem health and biodiversity conservation.
General Education	GEQR210 - Concrete Mathematics in real-life Applications	This course covers various mathematical concepts such as percentages, proportions, taxation, voting theory, graph theory, and finance, with an emphasis on problem-solving and real-world applications. .	SDG 1: No Poverty (Everyday Finance), SDG 3: Good Health and Well-being (Population Growth Models), SDG 4: Quality Education (Problem Solving Skills - Indirectly), SDG 10: Reduced Inequalities (Taxation, Voting Theory, Fair Division), SDG 16: Peace, Justice, and Strong Institutions (Voting Theory)
	GEHU 200 - Law and Religion	All class discussions and assignment tackle the mentioned SDGs	Goal 4: Quality Education; Goal 10: Reduced inequality; Goal 5: Gender Equality; Goal 16: Peace and Justice Strong Institution
	GEIT205 - Digital Humanities and Numerical Identity	This course allows students to develop : *transferable and employability skills that will be useful in their	GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 9: Industry, Innovation, and Infrastructure

		uses of digital media in their everyday lives. *Communication and information management skills for the digital age. *enhance their social responsibility and inputs/outputs in the field of digital practices. In line with the above, the GEIT205 final project is designed as an awareness campaign (Description poster) that targets USEK community (specially their peers) and make them aware of : Fake news, Safety and security on social Media, ethical practices (netiquette), etc.	GOAL 10: Reduced Inequality
	GEHS225 - Women in the History of Lebanon and the Arab world (19th-20th centuries)	This course contributes to enhancing inquisitive minds in society and to include a non-biased discourse in society. It also tackles topics that tackle the empowerment of women's leadership in every academic field. the course also builds an interconnection of knowledge and	SDG 4 Quality education SDG 5 Gender Equality SDG 8 Decent work and Economic growth



		contributes to adapt to the labor market (expertise in women studies) create new jobs in relation with the promotion of women's rights and inclusivity in society	
	GEHS205 - Ancient and Medieval History of Lebanon	The course highlights the Ancient Lebanon's population, including the study of the Phoenician socio-political system compared with the Lebanese present-day situation. It also tackles Ancient Lebanon's economy, including the study of natural resources exploitation by the Phoenicians compared with the Lebanese present-day situation	SDG 5 : Gender equality and All Goals related to Environmental protection
	GERE205 - Religious and Cultural Pluralism	This course is entirely built on the idea of openness to others, respect for others, and the equality of humans, apart from of their gender, culture, religious affiliation, respect for nature designed for the well-being of all humans	Goal 4 ; Goal 5 ; Goals 6, 13, 14, 15

	GEPS205 - Civic Engagement Journey	The course tackles several topics such as discrimination. It gives an overview about the definitions, types, impacts, etc.... the Brundtland Report - the interconnectedness of economic, social, and environmental components in achieving sustainable development. Awareness and Education, Community Participation, Policy Advocacy for sustainable development, etc.... On another note, volunteering plays a crucial role in promoting sustainable development in various ways: Community Engagement, Social Cohesion, environmental conservation, capacity building. Civic engagement and sustainable development are closely interconnected and play a crucial role in promoting positive societal and	Goal 1 No Poverty ; Goal 4 Quality Education ; Goal 5 Gender Equality and all Goals related to environment



		environmental change. the ability of volunteer efforts to address social, economic, and environmental challenges, promote community resilience, and empower individuals to contribute to a more sustainable future.	
	GERE210 - Moral issues of Christianity	The course covers all of the 17 goals since its key concepts are principals, values, conscience, etc. It tackles in a more specific way the following topics: Disability and vulnerability, Discrimination stigma ; sexual identity; violence, maltreatment and abuse; corruption, politics and democracy.	Goals 4, 5, 10, 11, 13, 16
Journalism	Course	Proposal of a new general education course on Media Information and Literacy	Goal 4: • The course provides students with the necessary skills to critically analyze media content, evaluate its credibility, and understand its impact on society.

		GEPSXXX Information Literacy and Social development	• The course helps students become informed and engaged citizens, which is essential for achieving quality education and lifelong learning. Goal 16: • The course helps students to identify and combat misinformation, hate speech, and propaganda. • The course contributes to building more transparent, accountable, and inclusive institutions. • The course fosters critical thinking and empathy, which are essential for promoting tolerance and understanding in diverse societies. Goal 17: Potential collaborations have been discussed with NGOs and UNESCO, to foster partnerships that can enhance the impact and reach of the course and



			benefit from the outcomes of research and projects by these international institutions.
	Research	Submission of the thesis prepared by the MA student Marianne Zouein (201301763) under the supervision of Dr Edmond Bou Dagher L'impact des médias numériques sur le comportement des jeunes : L'éducation aux médias devient-elle primordiale ?	Goal 4: The thesis emphasizes the integration of media literacy into school curricula to better equip students to critically analyze media content, fostering a more informed and educated society. Goal 16: The thesis helps the community in promoting peace and justice by helping individuals recognize and challenge biases, misinformation, and propaganda, thus fostering a more inclusive and democratic society. Goal 17:

			The thesis tackles the importance of collaborations between schools, NGOs, and governmental organizations to promote media literacy demonstrate the importance of partnerships in achieving the SDG 4 based on Education.
	Initiative	Organizing a conference on Media Regulations in Lebanon: Facts and Perspectives in partnership with the School of Law and Political Science	Goal 4: The conference provides media education to students including rights and responsibilities in the media landscape such as access to information. Goal 10: The conference discussed the issue of equality by stressing the importance of enacting and implementing regulations that abide by the criteria of fairness and inclusiveness with no discrimination. Goal 16: The conference promotes transparent and accountable institutions. By discussing legal regulations and comparing them with



			international standards, the event aimed to strengthen legal frameworks related to media, which is crucial for promoting peace, justice, and strong institutions. Goal 17: The participation of UNESCO and NGOs in the event demonstrates the importance of partnerships in achieving the SDGs. Collaborations between different stakeholders are crucial for promoting sustainable development, including in the field of media law and regulation.
	Initiative	Amending the curricula of the Masters in Journalism to propose 3 different paths: 1. Master of Arts in E-Journalism and E-Communication (Professional Track) 2. Master of Arts in E-Journalism and E-	Goal 4: The programs enhance the quality of education by providing students with the skills and knowledge needed for careers in journalism. Goal 9: The focus on E-journalism reflects the importance of



		Communication (Research Track) 3. Master of Arts in Journalism and Communication	technological innovation in the journalism industry. The program seeks to build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation. Goal 16: Well-educated and informed journalists play a crucial role in promoting peace, justice, and strong institutions.
Psychology and Social Sciences	Course: Civic and Citizenship Education	The course aims to teach USEK students' notions, concepts and practical applications indicative of a civic and citizenship commitment which would contribute to the development of society.	SDG 4: Quality Education The course aims to teach students the values and practices of civic engagement and citizenship, promoting sustainable development and global citizenship. SDG 10: Reduced Inequalities By addressing social issues such as social discrimination and the integration of people with special needs, the course promotes inclusivity and reduces inequalities. SDG 11: Sustainable Cities and Communities



			The course covers components of social life such as democracy, communal life, and municipal activities, fostering inclusive and sustainable community development. SDG 16: Peace, Justice, and Strong Institutions The course emphasizes values such as justice, equality, and participation in political and public life, promoting strong institutions and inclusive decision-making. SDG 17: Partnerships for the Goals It encourages civic engagement and partnerships between students, civil society, and community organizations to address social issues and promote community development.
	SOC423-Organizational sociology and labor	This course provides a synthesis of different theories that explain the structure, functioning and organizational transformation. In the first part, the course	SDG 4: Quality Education The course provides students with theoretical and practical skills to analyze organizational and institutional environments, contributing to their



		defines the field of analysis of the sociology of organizations as well as its main theoretical currents. In a second phase, it apprehends the sociology of work in its various aspects and according to new trends (technology acceleration, globalization, current management of human resources, modern social stratification, activities of the woman, rising unemployment), i.e., according to the professional development of trades. In a third part, students are required to perform an observation of a specific field, through the appropriation of certain analytical models and key concepts, allowing them to analyze sociologically concrete organization and institutional environment.	employability and professional development. SDG 8: Decent Work and Economic Growth The course addresses current trends in work, such as technology acceleration and globalization, and their impacts on employment, aiming to foster a better understanding of the labor market and promote decent work for all. SDG 9: Industry, Innovation, and Infrastructure It also involves the analysis of organizational transformations and the impact of technological advancements on work, encouraging innovation and research in organizational sociology. SDG 16: Peace, Justice, and Strong Institutions The course promotes the analysis and understanding of institutional environments and organizational structures, contributing to the



			development of effective and accountable institutions.
	SOC426 Theories and practices of development	In the first part, the course deals with the development that emphasizes man's central place as a social being as well as the state and political structures in the organization of collective action for development. It addresses the development of the entire population as well, its human potential, and both physical and intellectual progress through education. In a second part, the course introduces the unidimensional theories, evolutionists and structuralists of development, as well as planning techniques and development of agrarian and industrial policies. In a third part, the theoretical, methodological, and strategic foundations of community development will be addressed.	This course tackles all SDGs as theories and practices.



	SOC435 Social Protection Policy	This course focuses on the various socio-economic issues of the policy of social protection. It processes the elements of information (actors, concepts, devices, tools) and susceptible analysis of the student to make him participate effectively in the development of proposals for change in strategies and public policy environment, housing, and unemployment. Furthermore, it allows the student to understand the components of community life and its challenges in the development of awareness necessary for civil society. It thus explains the theoretical and practical elements necessary for a comprehensive understanding of the social security system to	SDG 1: No Poverty The course covers the elements and analysis of social protection policies, helping students understand and propose changes to strategies that can alleviate poverty through effective social protection measures. SDG 3: Good Health and Well-Being Understanding social protection policies, including health insurance and social security, contributes to achieving universal health coverage. SDG 8: Decent Work and Economic Growth It addresses unemployment policies and strategies, aiming to improve employment rates and working conditions. SDG 10: Reduced Inequalities The course focuses on social protection policies, aiming to reduce inequalities through equitable access to social services and support systems.



		locate public intervention in social protection. Upon completion of this course, the student will acquire a capacity to analyze the existing associative dynamics in Lebanon.	SDG 11: Sustainable Cities and Communities The course also covers housing policies and strategies, contributing to the development of sustainable and inclusive housing solutions. SDG 16: Peace, Justice, and Strong Institutions The course emphasizes understanding the components of community life and the role of public intervention in social protection, promoting effective and accountable institutions.
	Course / PSY 330 - Social Psychology	This can cover topics like social influence, attitudes, and behavior change, focusing on how to encourage sustainable behaviors in communities and organizations. Students can learn about social norms, persuasion techniques, and the role of group dynamics in promoting environmental sustainability.	SDG3 - SDG 4- SDG 5- SDG 10-SDG 11- SDG 12- 13 -16

	Research/ Research on psychopathology, physical pain, and reward processing among university students	research on psychopathology, physical pain, and reward processing among university students primarily aligns with SDG 3 (Good Health and Well-being) and can also be linked to SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice, and Strong Institutions), depending on the specific focus and findings of the research.	SDG3 - SDG 4- SDG 10- SDG 16
	Initiative / Workshop For a safe childhood: child abuse prevention and intervention-	A workshop focusing on safe childhood prevention and intervention can be linked primarily to **SDG 16: Peace, Justice, and Strong Institutions**. This goal aims to promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.	SDG 16



Appendix XX: USEK Business School Activities and Partnerships with positive societal impact - 2023/2024

Societal Impact	Brief	SDG
UBS/Bassma NGO partnership	In collaboration with Bassma NGO, the school provided schools furniture and food to 50 families in need.	SDG 1 & SDG 2
Students pay only 50% of the price of the credit	Tuition fees at 1,515LBP were offered till Spring 2023. After this the university subsidized 50% of the price of the credit.	SDG 1 + 4
"Business Strategies and Performance" executive program delivered to executives	An executive program "Business Strategies and Performance" is offered to local and regional executives.	SDG 8 + SDG 9 + 10
Adding Entrepreneurship courses into the Management and entrepreneurship program	300 students in the past three years have completed courses in small business management, new venture creation, entrepreneurial finance, technology, and innovation management. These courses are taught by entrepreneurs to help learners better recognize entrepreneurial opportunities. Faculty published articles on financial literacy and entrepreneurship. Also, the school runs different entrepreneurial forums, international symposiums on Entrepreneurship, and seminars in collaboration with the Asher Center for Innovation and Entrepreneurship (ACIE). The school increases the employability of its learners by engaging them in national and international entrepreneurial grants and	SDG 8 + SDG 9



	competitions and ensuring internships in SMEs and NGOs.	
Three Palmes of Excellence with the Eduniversal	The school received the three Palmes of Excellence by Eduniversal for the 11th consecutive year in addition to top-ranking MBA programs. The university is keeping a quality education despite all the challenges.	SDG 4 + SDG 10
Provide soft skills training open to all university learners	Nearly 150 students from all schools attended soft skills trainings provided by the UBS.	SDG 4 + SDG 10 + SDG 8 + SDG 5
"Alumni Mentorship Program" (AMP) where our learners immerse in our alumni companies decision-making process	The AMP was a replacement to the CAPSIM simulation game during the capital control period in times of crisis. Students were offering solutions to companies held/managed by our alumni.	SDG 11
Special assistance is provided to learners with difficulties	Students with learning difficulties are merged in classes while providing them with special assistance.	SDG 4 + 5 + 11
Webinar on "How to leverage AI for social impact"	A webinar provided by Zaka AI to our graduate and undergraduate learners spreading awareness on the role of AI in societal change.	SDG 11
Webinar on "Be your own Boss"	Webinar attended by 35 faculty members and students.	SDG 9
Soft Skills Training on "Negotiation Strategies and Tactics"	Training attended by 20 students.	SDG 16
A talk on Leadership by Carlos Ghosn to the Lebanese Army Cadets	A talk on Leadership by Carlos Ghosn to the Lebanese Army Cadets	SDG 11
Soft skills training to students on Non-verbal communication	Soft skills training to students on Non-verbal communication	SDG 16



PRME Global Student Ambassador in the scope of the COP28 event on Dec. 4 in Dubai	Presentation done during the COP28	SG 16 + SDG 7
On campus intervention "The mechanism of online trading: The concept of multiple income streams"	On campus intervention "The mechanism of online trading: The concept of multiple income streams"	SDG 11
"Unleash your creativity contest" the CSR initiative of Fernand Hosri Group.	UBS students won the first prize among all universities in Lebanon.	SDG 9 + 11
Motivational talk success story Of Paul Barakat Founder of Augmental	Motivational talk from a successful Lebanese entrepreneur to 27 learners.	SDG 9 + SDG 11
Frooza Competition: Students to develop marketing strategies for Frooza	Leaners developed marketing strategy to Frooza, Ice Cream company	SDG 11
Management and International Affairs Program in partnership with HEC Montreal	MBA dual degree program.	SDG 17
Hotel Management Program in partnership with Le Cordon Bleu	BA dual degree program.	SDG 17
MBA Audit Program in partnership with Morgan Intl	CPA courses	SDG 17



Member of Agence Universitaire de la Francophonie (AUF)	Hybrid programs (Audit & Finance)	SDG 17
Headquarters of the General Secretariat for the Arab Society of Faculties of Business, and Economics	Arab Economic and Business Journal (AEBJ)	SDG 17
9 additional partnerships with different universities for the exchange of students and professors	Exchange program to students and professors	SDG 17
Roundtable titled "Embracing Equity for All"	Roundtable titled "Embracing Equity for All"	SDG 5 + SDG 4SDG 10
Conference titled The contribution of women-led businesses to the economic revival…towards a nationwide study	Study prepared by master students and discussed with 50+ experts.	SDG 5 + SDG 10
Business School learners visit to UNIFIL	6 learners from UBS participated.	SDG 17
On-campus intervention "The strategy roadmap followed by the Lebanese Ministry of Tourism"	Intervention done to 25 learners during class session.	SDG 17
Workshop for military cadets on "Practical Insights into	Workshop to 300 military cadets.	SDG 17



Management and Leadership Strategies"		
BS engaged in 5 interdisciplinary debates on Sustainable Minds – Agora	100 learners engaged in discussions related to sustainable development.	SDG 13, 14, 15
Focus group dedicated to addressing weaknesses within the entrepreneurial ecosystems that hinder green sector activities in Lebanon and Syria	20 learners participated in the focus group.	SDG 11+12
Volunteers complete 10 hours of community services, assisting in the environmental work on campus or solving environmental challenges through research and producing practical solutions for daily issues.	Learners, faculty and staff contribute with the Green Committee in activities that protect life on land such as waste management and recycling, volunteering 10 hours of community services, etc.	SDG 13,+ 14+ 15 + 16
The Civic Engagement course is mandatory for all undergraduate learners as part of their general education. Business School learners work on projects related to the promotion of green initiatives under the	Enrolling school's bachelor learners in the civic engagement general education course offered by the University on human rights and volunteering. Learners are required to fulfill around 100 hours of volunteering in NGOs or USEK Green Committee. A Green Masterplan has been implemented over the last decade, promoting energy efficiency and emission reduction, renewable energy, student engagement, and capacity building. Also, the	SDG 13,+ 14+ 15 + 16



guidance of the Green Committee.	school reduced face-to-face meetings, on-campus courses, and faculty presence on campus to save energy.	



Appendix XXI: Engineering School

Academic Projects: Our Chemical Engineering department has prioritized sustainability in our Final Year Projects (FYP), with a focus on addressing environmental challenges. Examples include:

- Designing a wastewater treatment facility for the university with a comprehensive life cycle assessment.
- Recycling ABS plastic from electronic waste into 3D printing filaments.
- Evaluating the feasibility and economic viability of a solar-powered reverse osmosis system for water production.
- Exploring the use of agro-food waste for biofuel production, utilizing innovative heterogeneous catalysts.
- Knowledge Sharing: I have had the privilege to represent our institution as a speaker at sustainability-focused events organized by the European Bank for Reconstruction and Development (EBRD). Topics covered include empowering Lebanese SMEs through resource efficiency and innovation, as well as the role of research and development in addressing climate change challenges.

Research Endeavors: Our ongoing research efforts are dedicated to furthering environmental sustainability. These include:

-
- Supervising a PhD student's work on valorizing agro-food waste in Lebanon for biodiesel production and value-added products. This project encompasses process optimization and a thorough technical-economic study.
- Collaborating on the testing and optimization of biodiesel production processes in our university's pilot plant.

Implementing power supplies for Power meters in Hs115:

- The power meters in Hs115 are used by students and instructors during lab activities. Each power meter requires 6 AA batteries that are consumed every semester. The latter produces a lot of electronic waste and sometimes wrong reading since the batteries are dead and need replacement. For that we decided to implement power supplies for these power meters to reduce the usage of batteries and supply these power meters from the solar photovoltaic panels of USEK directly.



Presentation on Solar Photovoltaic systems :

- Within the IEEE PES USEK Student Chapter activities, Dr. Bechara NEHME gave a presentation about Solar PV Systems. The presentation was addressed to future electrical engineers aiming to raise awareness about the topic and also to highlight common hidden items of this industry.

WASIP-LEB project:

- This project was initiated by USEK, funded by USAID through the Water Sanitation and Conservation (WSC) project, developed an internship program in water and sanitation sectors for 40 students and 15 fresh graduates from Holy Spirit University of Kaslik (USEK).
- During the internships, they developed their skills in water and sanitation and applied the knowledge they learnt in their coursework. They also gained professional experiences to remain competitive when seeking employment after graduation and they can bring fresh ideas and energy into the organization. The interns from different majors, engineering, environmental sciences, humanities and social sciences developed a range of skills relevant to their fields and the water and sanitation sector, significantly boosting their employability. Notably, three fresh graduates secured full-time positions with the companies where they interned, underscoring the program's effectiveness in facilitating job placements.
- The Water & Sanitation Internship Program is a transformative initiative designed to ensure a sustainable future for our community and environment. It aims to empower young individuals as advocates, professionals, and experts in water management, while also raising public awareness about water conservation practices.



Appendix XXII: Faculty of Performing Arts

Department	Initiative / Project / Course / Research	Overview	Sustainable Development Goals
Performing Arts-Drama therapy	Drama Therapy Workshops around the theme "Beyond Borders	3 drama therapy workshops, 2 for students and one for 12 USEK faculty that initiate them for the importance of good mental health and wellbeing and enhance their resilience.	Establish Good Health and Well-Being
Performing Arts-Theatre	Theatre Final project's students	Supervisors have followed the students in their practical final projects to ensure their success. 3 of these final projects have been selected to perform in the LAU 19th University Theatre Festival.	Provide Quality Education
Performing Arts-Drama therapy	Partnership with Intisar Foundation	Our partnership with Intisar Foundation as a department aims to empower our	Enforce Gender Equality Build Partnerships for the Goals



		female students by supporting their scholarly fees and giving them many chances for internships and work.	
Performing Arts- Drama therapy	Establishment of the 1st Symposium on Art Therapy in Lebanon entitled PRACTICES OF ART THERAPY IN TIMES OF CRISIS, May 3-5, 2023, In partnership with Sorbonne Paris Cité and Intisar Foundation.	During 3 full days, the participants developed the importance of drama therapy practices to guarantee peace, justice, and strong institutions in their societies, even in times of crisis.	Guarantee Peace, Justice, and Strong Institutions
Performing Arts - Theatre	Symposium entitled *Theatre Beyond Borders*, October 11-15, 2023, in partnership with PAC association (Performing Arts in Context), Fribourg University, and Mozarteum University.	The Symposium experienced social theatre in Lebanon and beyond borders to enforce gender equality and initiate the participants to the importance of theatre practices to ensure peace in societies.	Build Partnerships for the Goals



Appendix XXIII: Higher Center of Research

Publications

1. Najjar, P.E., Chidiac, S., Probst, J.-L., Omari, K.E., Ouaini, N., Azzi, D.E. Geochemical signature of the bed sediments at the outlet of the Ibrahim River (Lebanon): temporal variation (2023) Environmental Monitoring and Assessment, 195 (4), art. no. 509

2. Rouphael, M., Gerges, P., Andres, C., Sacre, Y., Bitar, T., Hleihel, W. Evaluation of the Lebanese Adults' Knowledge Regarding Autism Spectrum Disorder (2023) International Journal of Environmental Research and Public Health, 20 (5), art. no. 4622.

3. Baydoun, S., Hani, N., Nasser, H., Ulian, T., Arnold-Apostolides, N. Wild leafy vegetables: A potential source for a traditional Mediterranean food from Lebanon (2023) Frontiers in Sustainable Food Systems, 6, art. no. 991979.

4. Dia, N., Mansour, S., Kharaba, Z., Malaeb, B., Sarray El Dine, A., Kokash, S., Nasser, S., Hallit, S., Malaeb, D. Factors associated with infertility among the Lebanese population: a cross-sectional study (2023) International Journal of Environmental Health Research.

5. Chidiac, S., El Najjar, P., Ouaini, N., El Rayess, Y., El Azzi, D. A comprehensive review of water quality indices (WQIs): history, models, attempts and perspectives (2023) Reviews in Environmental Science and Biotechnology.

6. Msann, G., Pozhamkandath Karthiayani, V. Resource curse and growth challenges in MENA oil exporter countries: A case for governance reforms in the post Arab Spring uprisings context (2023) Regional Science Policy and Practice.



7. Maalouf, E., Hallit, S., Salameh, P., Hosseini, H. Eating Behaviors, Lifestyle, and Ischemic Stroke: A Lebanese Case-Control Study (2023) International Journal of Environmental Research and Public Health, 20 (2), art. no. 1487.

8. Abi Rizk, H., Estephan, J., Salameh, C., Kassouf, A. Non-targeted detection of grape molasses adulteration with sugar and apple molasses by mid-infrared spectroscopy coupled to independent components analysis (2023) Food Additives and Contaminants - Part A, 40 (1), pp. 1-11.

9. Fekih-Romdhane, F., Jahrami, H., Stambouli, M., Alhuwailah, A., Helmy, M., Shuwiekh, H.A.M., Lemine, C.M.M., Radwan, E., Saquib, J., Saquib, N., Fawaz, M., Zarrouq, B., Naser, A.Y., Obeid, S., Hallit, S., Saleh, M., Haider, S., Daher-Nashif, S., Miloud, L., Badrasawi, M., Hamdan-Mansour, A., Barbato, M., Bakhiet, A., Sayem, N., Adawi, S., Grein, F., Cherif, W., Chalghaf, N., Husni, M., Alrasheed, M.M., Cheour, M. Cross-cultural comparison of mental illness stigma and help-seeking attitudes: a multinational population-based study from 16 Arab countries and 10,036 individuals (2023) Social Psychiatry and Psychiatric Epidemiology, 58 (4), pp. 641-656.

10. Subrahmanyam, S., Henari, A.B. Analyzing the Impact on Performance of Employees through Motivation and Career Development (2023) Res Militaris, 13 (1), pp. 348-363.

11. Boustani, M., Martinet, B., Michez, D., Nemer, N., Rasmont, P., Heat resistance variability in the Lebanese bee fauna (2024). Aphidology, 55(3), 29.

12. Moujabber, G., Abi Saab, M.T., Roukoz, S., D'Agostino, D., Belfiore, O.R., D'Urso, G., Comparative Analysis of Earth Observation Methodologies for Irrigation Water Accounting in the Bekaa Valley of Lebanon, (2024), Remote sensing, 16(9), 1598



13. Athari, S.A., Saliba, C., Abboud, E., El-Bayaa, N., Examining the Quadratic Impact of Sovereign Environmental, Social, and Governance Practices on Firms' Profitability: New Insights from the Financial Industry in Gulf Cooperation Council Countries (2024), 16(77), 2783.

14. Dutta, A., Bouri, E., Rothovius, T., Azoury, N., Uddin, G.S., Does oil price volatility matter for the US transportation industry? (2024). Energy, 290, 130194

15. Subrahmanyam, S., Khalife, D., El-Chaarani, H., Towards sustainable future: Exploring rebewable energy solutions and environmental impacts, (2024). Acta Innovations, 51, pp15-24

16. Subrahmanyam, S., Azoury, N., Sarkis, N., Optimizing energy efficiency through effective supply chain management: A comparative study (2024). Acta Innovations, 51, pp 46-51.

17. Serhan, M., Beyrouthy, M., Menhem, C., Mattar, J., Hassan, H, Health Potential of Zhourat Middle East Herbal Tea (2024), Reference Series in Phytochemistry, 2024, pp.1-27

18. Hani, N., Abulaila, K., Howes, M.J.R., Mattana, E., Bacci, S., Sleem, K., Sarkis, L., Eddine, N.S., Baydoun, S., Apostolides, N.A., Ulian, T., Gundelia tournefortii L. (Akkoub): a review of a valuable wild vegetable from Eastern Mediterranean (2024), Genetic Resources and Crop Evolution

19. Aad, R., Nemer, N., Developing a Tool for Landscape Sustainability Assessment—Using a New Conceptual Approach in Lebanon. (2023), Sustainability, *15*(20), 15092



20. Danielle, K., Richard, E., Charles, Y., What are the financial causes of the lebanese economic crisis and how can it be resolved or avoided in the future. (2023), Journal of Law and Sustainable Development, 11(6), e01221

21. Athari, S.A., Saliba, C., Khalife, D., Salameh-Ayanian, M., The Role of Country Governance in Achieving the Banking Sector's Sustainability in Vulnerable Environments: New Insight from Emerging Economies (2023), Sustainability, 15(13), 10538

22. Farah, E., Khalil, M., Richa, M., Abou Harb, C., Conceptual Design of a Compact Water Purification Unit Using Reed Bed Filtration (2023), Seprations, 10(3), 194

23. Rouphael, M., Gerges, P., Andres, C., Sacre, Y., Bitar, T., Hleihel, W., Evaluation of the Lebanese Adults' Knowledge Regarding Autism Spectrum Disorder (2023). International Journal of environmental Research and Public Health, 20(5), 4622

24. Issa, A., Harb, C., Hanna-Wakim, L., Foodborne Diseases in the Eastern Mediterranean Countries: Overview, Challenges and Recommendations, (2023). Encyclopedia of Food Safety, Second Edition, volume 1-1, pp VI-113-VI-126.

25. Eid, K., Fares, K., Matta, R., El-Hayek, E., Abou-Khalil, R., Apple waste management: a study on polyphenol oxidase activity (2023), Spectroscopy Letters 56(6): pp 263-272

Projects:

2023

- *Sustainable Architecture Workshop 800$+ 3,000,000 L.L.*

- Association between food insecurity, food quality, and level of physical activity among Lebanese adolescents. 1200$

- Impact of consecutive crises on malnutrition, anaemia, food insecurity and adherence to Mediterranean diet among pregnant women. 3357$

- Biodiesel Production from Animal Fat and Plant Oils: Process Synthesis and Design 3000$

- Artificial Intelligence (AI) for Sustainable Nutrition Guidelines and Sustainable Institutional Food Systems: Implementation of AI Tools for School Nutrition Education Management (SNEM) in the Eastern Mediterranean Region 3000$

2024

- Assessment Household Food Insecurity, Malnutrition and Unfavourable Dietary Diversity among Children aged between 6 and 9 years of age: Alarming Nutritional disparities in a crisis ridden Lebanon 3500$

- Qualitative analysis of the Lebanese compost available on the market $3100

Conferences

2023

- International Conference on Renewable Energy for Developing Countries. Title of Presentation: Adaptive Control of a Microgrid – Application to the Lebanese Case 300$



- 6th International Conference of Contemporary Affairs in Architecture and Urbanism- Title of Presentation: Experiencing spaces and places through human senses with the presence of nature. 125Euros.



Appendix XXIV: USEK's waste Management Initiatives

Intrigued by environmental concerns and the imperative for sustainable practices, waste management emerges as a critical arena for action. At USEK, this challenge is met with determination and innovation. Recognizing the urgent need to address waste-related issues, USEK has embarked on a journey towards comprehensive waste management. This article delves into the university's multifaceted approach highlighting achievements, ongoing efforts, and future directions in waste reduction and sustainability.

Understanding the Challenge: The impact of waste extends far beyond its physical presence. Nationally, Lebanon faces significant challenges stemming from inadequate waste management, including groundwater pollution, landfill strain, toxic leaching, loss of resources, depletion of raw materials usage and heightened greenhouse gas emissions. In response, USEK has set ambitious waste diversion goals, aiming to divert 75% of all waste by the end of 2025.

Educational facilities are also major role models for children and teenagers around the country and play a pivotal role in shaping waste habits for our younger generations.

Enhancing Single-Stream Recycling:

Central to USEK's waste management strategy is the implementation of single-stream recycling (Blue and Black bins). This simplified approach encourages community participation by allowing all recyclables to be placed in a single bin. Leveraging an on-campus Material Recovery Facility (MRF) staffed by USEK personnel and local workers, USEK ensures efficient sorting and processing of recyclables. Despite initial successes, ongoing efforts are focused on refining this system for optimal effectiveness.

1. Increased Single-Stream Recycling Rate: A significant process has been made in boosting the single-stream rate, aligning with diversion objectives.
   a. Blue bag for all materials other than food and personal napkins.
   b. Black bag for leftover food and personal napkins.

i.è each bin is lined with a matching color plastic bag



2. **Standardization of Signage and Containers:** through meticulous mapping and tracking recycling signage and containers across campus have been standardized for user-friendliness.

a. **Standardization of design and color:**

i. Customized **outdoor Bins – Curbsides**

ii. **Customized offices – deskside**

iii. Customized classrooms and Hallways

iv. Customized VIP rooms, auditorium and theatres.

v. è Consistent labels

b. Our approach to standardization of signage and containers across our campus goes beyond mere color and design; every sign is meticulously crafted to provide clear guidance on waste disposal practices. Each sign unambiguously clarifies which materials belong in specific bins and precisely outlines the process for proper disposal.

c. By ensuring consistency in signage and container labeling, we empower individuals to make informed decisions about waste sorting, regardless of their background or familiarity with the system. This standardization not only enhances the effectiveness of our waste management efforts but also fosters a cultural of environmental responsibility and participation within our community.

3. **Streamlined the bin ordering process:**

As part of our campus-wide sustainability initiative, we've streamlined the bin ordering process by centralizing it to one office – Green Office. Before installing bins, the office conducts thorough audits of the premises to ensure optimal placement and effectiveness. Additionally, the Green Office oversees the repeat process of sorting waste at its source to reinforce awareness among the community. Upon request, the office coordinates the installation of unified bins and implements a cohesive waste management system tailored to the specific needs of each location. This approach not only enhances efficiency but also promotes a culture of environmental responsibility throughout the campus.

4. **Custodial Collection:**

a. Trained the Caretakers



i. Each bin should be emptied in the same matching color bag of collection.

b. Two pickups per day

i. The caretakers would close all bags retrieved from the same building with the identified and specified belt.

ii. Collected and segregated by bag color (Black or blue)

5. **Tracking and monitoring system**: At USEK, there are 9 buildings and one dining area; for that, a colored belt was designated for each building.

a. The caretaker, after collecting from all units of that building.

b. The bags from that specific building should be sealed with that plastic belt.

c. At the end of the day, the caretakers haul these plastic bags, tied by different tags related to each building to the Material Recovery Facility – MRF.

6. **Material Recovery Facility – MRF**: an on-campus Material Recovery Facility (MRF) staffed by USEK personnel and local workers, USEK ensures efficient sorting and processing recyclables.

a. The bags are deposited by color.

b. The MRF employees will use a format sheet, where they quantify and qualify the bag content.

c. Routine Waste and Recycling Audits: According to the result of the primary scan, Regular audits identify areas for improvement, engaging students in civic engagement and waste reduction.

7. **Detailed Tracking of Diversion Rates**: Precise tracking enables targeted improvements and accountability across campus divisions.

8. **Increase Accountability**: All divisions are held accountable for measurable increases in recycling and waste reduction.

9. **P.D.C.A program**: A comprehensive program tracks recycling discrepancies, facilitating creative solutions.

10. **Second Scanning**: When waste is separated into two distinct streams (Black and Blue) at its source, it undergoes further scanning by MRF employees to inspect contamination. Each polymer or material is then sorted into its designated



slot at the MRF. An innovative approach involves engaging students or scout support to assist in micro-sorting a mass quantity of similar materials.

11. **Sorting at the MRF**: Once all materials arrive at the Material Recovery Facility (MRF), they undergo meticulous sorting based on their material components, colors, and consistency. Each item is carefully assessed and then either sent to manufacturers for recycling, earmarked for research and development purposes, or designated for further study.

a. **G.A.E.A - Green and Environmental Art**: Fostering creativity and awareness through artistic expression with recycled materials; we extend an invitation to students to explore their artistic abilities through upcycling materials deemed worthy of saving.

b. **Feeding the Chickens and Compost**: in our efforts to manage food waste sustainably, we've implemented a unique approach on campus. We raise chickens who possess the remarkable ability to consume a wide range of food scraps. Their waste, along with other organic matter, is then added to our compost piles, enriching the soil, and completing the cycle of sustainability.

12. **Strict Policy**: To maintain strict waste management standards, we've implemented a policy where no waste bags are permitted to be dumped curbside without first being scanned by MRF employees. This regulation is enforced by our campus security system, always ensuring compliance.

13. **Attending visitors**: All visitors attending events or exhibitions on campus are required to adhere to and be educated about our sorting system. By instilling these practices, we aim to uphold a clean and sustainable environment while fostering a culture of responsibility among all individuals utilizing our campus facilities.

14. **Enhanced Recycling at Events**: Improved messaging and sustainable packaging options have enhanced recycling and diversion rates at campus events.

15. **Data-Driven Decision- Making**: Data-Driven Decision-Making lies at the core of our waste management strategy, enabling us to continuously monitor and analyze our practices. Through meticulous scrutiny of data, we identify areas for targeted improvement and refinement in waste management processes.



Moreover, this data-driven approach informs the establishment of policies aimed at waste reduction and sustainability. It guides the development of a procurement policy that prioritizes environmentally friendly practices and materials, ensuring that our supply chain aligns with our sustainability goals. By leveraging data to drive decision-making, we strive for continuous enhancement and a more sustainable future.

16. **Collaboration**: Strengthening partnerships with local recycling facilities enhances recycling processes and outcomes.

17. **Innovative solutions**: Innovative Solutions play a crucial role in our waste management strategy and many promising avenues we're exploring such as:

a. **GAEA**: where we upcycle waste, by giving the items an artistic added value.

b. **Sorting at Source**: we have been ranked number one Green University for five years in a row and mainly in waste management. The students audit the well-established program by going round the campus and auditing the process, who is sorting well and who is not and finding ways to study, analyze and push for better performance and awareness.

c. **Book Exchange**: all the books that had been thrown to waste, are salvaged by our own MRF (staff) sorted by students and put back on shelves on campus to facilitate book exchange and reading on campus.

d. **Clean-ups**: in an aim to engage students in activities towards waste, communities, littering and their active roles in their communities. Students are asked to organize groups to do some clean-ups in their own regions.

e. **"Bring your bucket to campus"**: to encourage our community to sort waste from source, we invite staff, faculties, and students to bring their organic food waste to campus, so we can feed them to the chicken on campus or to compost it and in return, we give them fresh organic eggs or compost. Every day we get a minimum of 5 donors, and sometimes we reach 10 per day.

f. **"I hear you" program**: to maximize the sorting from source, communities are called to bring their plastic bottles from home to the selected bins and in return we provide hearing aids to kids with hearing disabilities - The Blind and deaf school in Baabda – Lebanon.



h. **"Re_Mug_it!" program**: to encourage students to bring their own reusables, so the stand which is taking place every Tuesday offers free coffee for people having their reusable mug on them. We have salvaged more than 1200 cups (we do the count of every cup of coffee served per semester).

i. **"Beyond Campus" Initiative**: Adapting to remote learning challenges, USEK extends its sustainability efforts beyond campus boundaries. Through remote volunteering, students promote waste management skills in households, communities, and workplaces, reaffirming sustainability as a global endeavor.

i. **"Waterfull" Initiative**: the waterfull initiative at USEK addresses a critical need for access to safe drinking water in regions where reliance on plastic water bottles is prevalent due to a lack of potable tap water. In response, USEK has installed five water fountains on campus. These fountains are supplied with water treated through a rigorous process involving six filters, ensuring their quality and safety, and certified by the EPA. The water is then popped directly to the fountains, equipped with two additional filters and a chiller for optimal refreshment. Through this initiative, students are granted the privilege of access to fresh, clean water, promoting hydration and well-being while reducing the need for single-use plastic bottles. In exchange, students are encouraged to actively participate in reducing their plastic footprint, aligning with our commitment to environmental sustainability. By providing an alternative to plastic bottle consumption and promoting responsible water usage, the waterfull initiative contributes to a more sustainable future for both our campus community and the environment at large.

Future Directions: Looking ahead, USEK is committed to advancing waste management through:

1. Education and Awareness: Education and Awareness play a pivotal role in promoting sustainable practices within our campus. To achieve this, we utilize various channels and initiatives to raise awareness and foster a culture of environmental responsibility.

Through our social media platforms, such as Facebook and Instagram (@USEK.Green), we share informative content, updates, and tips on sustainable



living. These platforms serve as a hub for engaging with our audience and spreading awareness about important environmental issues.
Most importantly, we actively engage with students through educational initiatives like the "Civic engagement" course and the GEP 205. These courses serve as a foundational pillar of academic training, emphasizing the importance of civic and citizenship commitment. Students are equipped with the knowledge, concepts and practical applications necessary to contribute to the development of society and fulfill their social and civic responsibilities. Topics covered include volunteering, environmental stewardship, advocacy, and practical involvement.
By integrating sustainability education into academic curricula and leveraging social media platforms, we aim to empower students to become informed and engaged citizens who actively participate in shaping a more sustainable future for our community and beyond.
2. **The RSVP program**: (Recycle S'il vous plait – Recycle, Sort, Verify, Proceed) program is designed to streamline and enhance waste segregation efforts on our campus. By scanning a QR code, individuals gain access to detailed instructions on how to properly segregate their waste. This digital platform provides comprehensive guidance on which materials belong in specific bins and offers additional information if needed.
Furthermore, the RSVP program features a hotline that individuals can contact for further assistance or clarification. This ensures that everyone has the support they need to participate effectively in waste management practices. By leveraging technology and clear communication channels, The RSVP program aims to simplify waste segregation and promote a more sustainable campus environment.

Conclusion: USEK's waste management endeavors epitomize dedication to sustainability and innovation. From single-stream recycling to remote volunteering initiatives, the university's multifaceted approach underscores its commitment to fostering a greener, more sustainable future. By embracing collective responsibility and harnessing the power of innovation, USEK paves the



way for a more environmentally conscious society, both within and beyond its campus walls.

USEK emphasizes a collective responsibility for waste reduction, advocating for a shift in mindset from waste disposal to waste generation prevention. Awareness initiatives engage faculty, staff, and students, fostering a culture of recycling and sustainability.



Appendix XXV: Swap a Palooza Initiative

Concept Note

Green USEK Back-to-Uni Recycling Initiative - "Swap-a-Palooza"

Program Overview

Green USEK is launching a new initiative aimed at promoting environmental responsibility among students at USEK campus. This program will focus on recycling and reusing school supplies, which are often difficult to recycle and cannot be placed in curbside bins. By setting up dedicated stands on the campus, near our book stations, we will facilitate the collection and reuse of various mixed-material items, such as backpacks, crayons, and calculators, during the back-to-uni season.

Background

As the new academic year begins, families typically spend lots of money on new school supplies. However, many leftover supplies from the previous year end up in landfills, contributing significantly to environmental waste. For instance, over half a million pounds of crayons are discarded annually. Recognizing the need for a sustainable solution, Green USEK is expanding its recycling program to include a wider array of school supplies that are often excluded from traditional recycling streams.

Objectives

- Promote Environmental Responsibility: Educate students on the importance of recycling and reusing school supplies to reduce waste.
- Facilitate Recycling of Mixed Material Items: Provide convenient drop-off points for items that cannot be placed in curbside bins.
- Encourage Reuse: Inspire students to reuse supplies from previous years whenever possible, teaching them the value of resource conservation.

Program Activities

Recycling Stands: Set up stands near our book stands on campus where students can drop off school supplies that are difficult to recycle. Accepted items include:

- Backpacks and lunch boxes
- Crayons, pencils, pens, and markers



- Binders, glue sticks, and glue bottles (must be empty)
- Tech supplies like calculators, earbuds, and USB cables

Expected Outcomes

Reduced Waste: Significant reduction in the volume of school supplies ending up in landfills.

Increased Awareness: Enhanced understanding among students about the importance of recycling and reusing materials.

Sustainable Habits: Adoption of environmentally responsible behaviors by the USEK student community.

Conclusion

Green USEK's back-to-uni recycling initiative aims to make a tangible impact on the environment by addressing the challenge of recycling mixed material school supplies. By providing convenient recycling options and educating students on sustainable practices, we hope to encourage a culture of environmental stewardship within the USEK campus. This program not only benefits the environment but also instils valuable lessons in our young learners about the significance of responsible recycling.

