

General Consultation Report Form¹

Under the UNESCO World Higher Education Conference ([WHEC2022](#))
[Section for Higher Education](#) | Division for Education 2030

Basic information

Date of consultation	December 9, 2021		
Location of consultation	online platform		
Hosting organisation(s) (include webpage if available)	China University of Petroleum-Beijing https://www.cup.edu.cn/english/		
Name and email address of key contact person	Prof. Zhenhua Rui ruizh@cup.edu.cn		
Complete name, title, and affiliation of moderator(s)	Prof. Zhenhua Rui College of Carbon Neutrality Future Technology, College of Petroleum Engineering, China University of Petroleum-Beijing, China		
Language of consultation	English and Chinese		
Time spent in consultation (minutes)	120 min		
Number of participants	8		
Participant profiles (please, briefly describe the composition of the group)	Scholars and experts from domestic and global higher education institute, professionals and practitioners from energy-related industry, native and international students with cross-cultural learning experiences.		
Countries represented by participants	China, United States, Sweden, Comoros		
Stakeholder groups (please mark with an "x" as appropriate)	<input checked="" type="checkbox"/> Professors/ Researchers	<input checked="" type="checkbox"/> Students/Youth	<input checked="" type="checkbox"/> Higher education managers/authorities
	<input type="checkbox"/> NGOs/civil society	<input type="checkbox"/> International organisations	<input type="checkbox"/> Policy makers/government
			<input checked="" type="checkbox"/> Private sector
			<input type="checkbox"/> Others (please, specify):

¹ This template includes some elements used by the consultation developed by [The Futures of Education](#) initiative.

Which theme did you choose for this consultation?

- | | |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <input type="checkbox"/> Theme 1: Impact of COVID-19 on higher Education | <input type="checkbox"/> Theme 7: Financing higher Education |
| <input checked="" type="checkbox"/> Theme 2: Higher Education and the SDGs | <input type="checkbox"/> Theme 8: Data and knowledge production |
| <input type="checkbox"/> Theme 3: Inclusion in higher Education | <input type="checkbox"/> Theme 9: International cooperation to enhance synergies |
| <input type="checkbox"/> Theme 4: Quality and relevance of programmes | <input type="checkbox"/> Theme 10: The futures of higher Education |
| <input type="checkbox"/> Theme 5: Academic mobility in higher Education | <input type="checkbox"/> Other (please, specify): |
| <input type="checkbox"/> Theme 6: Higher education governance | |

Synthesis of contributions

Kindly provide a summary, synthesising and reflecting the ideas provided by all participants. There is no need to identify participants. Consultation reports should not exceed 1,200 **words**, including the responses to the three questions outlined below (consider a balance of approximately 400 words per response). If necessary, add attachments. Remember that question 1 is general, but questions 2 and 3 should refer to the specific theme you have chosen (see list in **Annex 1**).

Question 1: *What should be the present and future role of higher Education to favour the wellbeing of humans and sustainability of societies?*

The policy dialogue and consultation meeting organized by China University of Petroleum, Beijing, on higher Education and the SDGs was held remotely on Dec.9, 2021. The participants are stakeholders in energy-related industry. At the end of the meeting, participants reached following consensus on the role of Education in terms of society's sustainable development and humans' well-being .

Education, as the infrastructure of humans capacity building, is capable of addressing societal challenges such as inequality and poverty, and can have a profound influence on society development framework from the aspects including planning, policy development, and program implementation to help create a more sustainable future.

Energy, as referred in the SDG7 and intertwined with other SDGs, is strongly connected to economic growth and increased welfare for citizens. Energy is fundamentally tied to the sustainable development of a society as geological, economics, technological, environmental, and sociocultural factors affect energy systems. Consequently, the Education must be interdisciplinary instead of focusing on a single subject .

As one of the largest developing countries, China is committed to its international responsibilities in global climate and sustainability governance. Wherein, Education has become the major part. "China's Education Modernization 2035" and "The Implementation Plan for Accelerating Education Modernization (2018-2022)" combine the concept of Education for sustainable development with China's education practices. In 2021, China pledged "to achieve the carbon peaking before 2030 and to achieve carbon neutrality by 2060", calling for a large amount of low-carbon jobs and energy talents in the fields of

Question 2: *What are the main challenges/problems/gaps in relation to Higher Education and SDGs?*

In the current VUCA (volatility, uncertainty, complexity and ambiguity) world, higher Education confronts challenges from various aspects. On the micro-level, higher Education impacts self-awareness, personal well-being, and global citizenship; on the macro level, higher Education needs to be modernized by utilizing developed technology.

In recent years, a growing number of natural disasters have proved that fact that human and nature are mutually reinforcing each other. The sustainable development of human society needs a harmonious co-existence with nature. In the context of Covid-19 pandemic, schools at all levels have organized different forms of labour education, ecological environment education and ecological economy education in distance learning. To higher Education, the question of how to ensure the quality of Education while adapting to the fluid situation of the pandemic is one of the challenges that all of the education institutions would deal with. On the other hand, while hybrid teaching models and tools are implemented on various level, the emerging psychological problems and related mental illness caused by the pandemic should not be neglected. To this end, higher Education should not only deliver the up-to-date knowledge and skills, but also pay attention to the psychological well-being of

Question 3: What needs to **change** or be **created** to face these challenges **within** and/or **outside** of higher education institutions?

Higher education institutions should collaborate with companies in many ways, such as to establish rebost co-opration and apply funding for the joint project, given that companies also lean onto universities for academic research on capacity building and to develop low-carbon strategies to fulfill the ESG (environmental, social and governance) metrics and social responsibility.

Higher Education should also work with industries to develop low-carbon educations. There have been various curriculum provided by higher education institutes worldwide, including sustainability minors, energy courses, simulation games and innovative models to help students learn about the SDGs and pursue careers in energy-related fields. In the future, each major within the higher education institutions need to consider the impact of low carbon transition and then adjust related courses. There will be such requirements for

Which Sustainable Development Goals (SDGs) were particularly emphasised during this consultation?

- | | | |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> Goal 1: No poverty | <input checked="" type="checkbox"/> Goal 8: Decent work and economic growth | <input type="checkbox"/> Goal 14: Life below water |
| <input type="checkbox"/> Goal 2: Zero hunger | <input type="checkbox"/> Goal 9: Industry, innovation, and infrastructure | <input type="checkbox"/> Goal 15: Life on land |
| <input type="checkbox"/> Goal 3: Good health and well-being | <input type="checkbox"/> Goal 10: Reduced inequality | <input type="checkbox"/> Goal 16: Peace and justice strong institutions |
| <input checked="" type="checkbox"/> Goal 4: Quality education | <input checked="" type="checkbox"/> Goal 11: Sustainable cities and communities | <input checked="" type="checkbox"/> Goal 17: Partnerships to achieve the goals |
| <input type="checkbox"/> Goal 5: Gender equality | <input type="checkbox"/> Goal 12: Responsible consumption and production | |
| <input type="checkbox"/> Goal 6: Clean water and sanitation | <input checked="" type="checkbox"/> Goal 13: Climate action | |
| <input checked="" type="checkbox"/> Goal 7: Affordable and clean energy | | |

You may provide additional feedback...

Are there any other issues that should be considered in relation to higher education challenges and options in your community, your region, the world?

More than 130 countries have made carbon-neutral commitments. China has pledged to reach carbon emission peak by 2030, and realize carbon neutrality by 2060, meaning China will realize carbon neutrality at the world's fastest carbon reduction rate. This means China must seek a balance between economic development and ecological environment, and is also why China proactively responds to climate change to promote high-quality economic development, high-level environmental protection, and build a community with shared future for mankind. For developing countries, decarbonization means more than cutting emissions, it also marks as high-quality development, also referred as sustainable development. How to tackle climate change while maintaining sustainable socio-economic development is the dilemma that many developing countries would confront.

There's still obvious gender inequality phenomenon in the energy industry, similar to other STEM(Science, Technology, Engineering, Mathematics) industry. Moreover, bias for female employees still presents. Students from minority groups are difficult to access to high-quality education.

Is there any other comment you wish to share with UNESCO or the organisers of the WHEC2022?

In 2021, China announced the "China's Achievements, New Goals and New Measures for Nationally Determined Contributions" and "China's Mid-Century Long-term Low Greenhouse Gas Emission Development Strategy". The way China incorporates the SDGs in higher education on energy and addresses the development dilemma will give a reference for other developing countries to learn from.

List of participants

[Please, include the moderator (s)]

M r. / M rs .	First name	Last name	Title/organisation	National ity	Email address (if the participant wishes to receive information about the WHEC2022)	Indicate with a “NO” if the participa nt DOES NOT want to be publicly
M r.	Zhenhua	Rui	Prof., Ph.D., Associate Dean of College of Carbon Neutrality Future Technology, College	China	ruizh@cup.edu.cn	
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