

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	22/10/2022		
Location of consultation	Owerri/Nigeria		
Hosting organisation(s) (include webpage if available)	GEOPROBE Int'l Consult Limited		
Name and email address of key contact person	Michael A. Nwachukwu Professor of Environmental Management geoprobemd@gmail.com		
Complete name, title, and affiliation of moderator(s)	John D. Njoku, PhD. Professor of Environmental Management Dean, School of Environmental Sciences		
Language of consultation	English		
Time spent in consultation (minutes)	2 hours		
Number of participants	145		
Participant profiles (please, briefly describe the composition of the group)	Full time faculty Members of School of Environmental Sciences Board of Studies		
Countries represented by participants	Nigeria		
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 checked="" 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 type="checkbox"/> Theme 2: Higher education and the SDGs | <input type="checkbox"/> Theme 8: Data and knowledge production |
| <input checked="" 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): Environmental education and awareness |
| <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?*

Higher education should project the concept of sustainability, foster United Nations sustainable development agenda to citizens through formal and informal education. In effect, higher education should set up centre for sustainability studies where research, seminars and workshops will hold to educate stakeholders such as government functionaries, private sectors and the general public on the importance of sustainable development including sustainable education, agriculture, engineering, health services, water services and sanitation, not excluding sustainable management techniques. The emphasis is on sustainable environment which is about conservation and protection of earth environment (Air, Water and Land) and sustainable use of natural resources such as mineral deposits, oil and gas to serve the present and future generations. It is therefore necessary for higher education to focus on how to disseminate information about how to stop environmental degradation and promote the understanding that environmental quality is quality of life, showing how poor environment magnifies disease burden and poverty. If higher education could focus on the above role this 21st century, the stability of planet earth and the equilibrium of earth environment will appreciate, thereby favouring the wellbeing of humans and sustainability of society. Higher education institutions should foster knowledge of environmental degradation to enhance environmental quality in communities.

Question 2: *What are the main **challenges/problems/gaps** in relation to... [rephrase content relative to the main theme you have selected]?*

The main challenges that need to be subdued, or problems that need to be solved, or gap that need to be filled lies on environmental education. Environmental education is education for all and education for sustainable development. Unfortunately, this line of education has eluded humanity from the onset of industrialization and caused serious environmental degradation which resulted to the depletion of ozone layer, melting of ice sheet in the arctic region, global warming and sea level rises all culminated to what we have today as climate change. This early lack of knowledge cannot be allowed to continue unchecked, and that has become the protocols of the United Nations. Along with the intervention of United Nations, some member nations particularly the developed nations have since the last century acquired environmental education and judiciously gained knowledge of the dangers of environmental degradation. Accordingly, they have embraced

the United Nation protocols while most countries in the developing world are yet to acquire environmental education or knowledge of environmental degradation and sustainable development. This lack of knowledge in Nigeria and many other developing countries brings together what can be described as inclusive quality education or education for sustainable development. This aspects of education which UNESCO may emphasize in the needy countries will bring environmental knowledge at global equilibrium to save the planet earth.

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

Within or outside the higher education institutions shall be centres or institutes for sustainability studies, and higher institutions shall be innovative. Environmental education including sustainability studies shall be core science courses in both secondary and higher institutions. Wall charts and flyers illustrating environmental and sustainability knowledge shall be produced and distributed to colleges and public places. Informal training of government functionaries on the concept of sustainable development and the United Nation sustainable development goals is inevitable worldwide. Special fund shall be created by the United Nations to aid scholars and students undertaking courses and researches on sustainability studies. The attitude of leaving such grants in the hands of scholars in developed nations while those from developing countries where research and public awareness training are most needed are marginalized must change.

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

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

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?

Public understanding of the dangers of environmental degradation and the need to prevent it worldwide is a challenge to higher education worldwide.

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

UNESCO need to help foster environmental education in secondary schools in Nigeria and other sub-Saharan African countries so that the subject can become School certificate and GCE exam subject just like biology, chemistry, physics and geography.

List of participants

[Please, include the moderator (s)]

Mr./Mrs.	First name	Last name	Title/organisation	Nationality	Email address (if the participant wishes to receive information about the WHEC2022)	Indicate with a "NO" if the participant DOES NOT want to be publicly identified as a participant in this consultation.
	Joseph	Nwachukwu	Lecturer, Federal University of Technology Owerri, Nigeria	Nigeria	Joseph.nwachukwu@futo.edu.ng	
	John	Njoku	Dean, School of Environmental Sciences Federal University of Technology Owerri, Nigeria	Nigeria		NO
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	Christopher	Ejiogu	Lecturer, Federal University of Technology Owerri, Nigeria	Nigeria		NO
	Johnbosco	Umunnakwe	Lecturer, Federal University of Technology Owerri, Nigeria	Nigeria		NO
