

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	[06/11/2021]
Location of consultation	Online Platform
Hosting organisation(s) (include webpage if available)	Federal Institute of Espírito Santo - https://ifes.edu.br/
Name and email address of key contact person	Bruno Ramos Gonzaga – bgonzaga.mat@gmail.com
Complete name, title, and affiliation of moderator(s)	Bruno Ramos Gonzaga - Bruno Ramos Gonzaga - Professor of Mathematics at the Federal Institute of Espírito Santo - Brazil. PHD Student in Educational Sciences at the University of Coimbra - Portugal.
Language of consultation	Portuguese and Spanish.
Time spent in consultation (minutes)	120 minutes
Number of participants	9
Participant profiles (please, briefly describe the composition of the group)	<ul style="list-style-type: none"> Ana Rúbia Ramos Vicente has a degree in Information Systems from the Federal Institute of Espírito Santo. At graduation, she participated in several research and extension projects, including acting as a monitor in the Tutoring Project for Oriented Studies and the Women in Science Project. In addition, she was also a participant and ambassador for Campus Mobile with a project to help women identify potential abusive relationships. She currently works as a analyst system in a public enterprise. Angela Bessa is currently a PhD candidate in Forensic Anthropology at the University of Coimbra (Portugal). She has conducted research at the Natural History and Science Museum of the University of Porto (Portugal), and has been a volunteer in archeological excavations around the country. Angela had also been a visiting researcher at the Mummy Studies Field School (Italy) where she taught American undergraduate students topics related to biological anthropology. Bruno Gonzaga is a professor and researcher in Active Methodologies and Teaching-Learning Processes. He is currently a doctoral student in educational sciences at the University of Coimbra - Portugal. He is also a Professor at the Federal Institute of Espírito Santo - Brazil, being the Founder and coordinator of the Tutoring Project for Oriented Studies since 2014. Project that helps students in exact science subjects in High School, Technical and Higher Education.

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

- Carline Borges holds a PhD in Education from the Postgraduate Program in Education at the Education Center of the Federal University of Espírito Santo. Doctoral internship in Education abroad at the Institute of Education of the University of Lisbon in the area of Teacher Training - specialty: Special Education, within the scope of the Interim Doctoral Program in Education. Member of the Research Groups: Special Education: training of professionals, pedagogical practices and school inclusion policies ; Group of Studies and Research in Special/Inclusive Education - . Member of the State Council for the Rights of Persons with Disabilities. She currently serves as Policy Manager for Persons with Disabilities at the State Secretariat for Human Rights of the Government of the State of Espírito Santo.
- Giordana dos Santos Sperandio is a Portuguese and English professor at Federal Institute of Espírito Santo, and coordinator of a project to introduce women in science (to girls in social vulnerability). She has also been a member of the Art and Cultural centre as well as member of the Service for people with specific needs. Besides, she has led many teaching projects along the years. Currently, she coordinates two courses: Mechatronics (technical course for high school) and Low voltage electrician (Youth and Adults Education).
- Giovani Zanetti Neto is a professor and researcher in science education, with an emphasis on teaching, pedagogical practices, experimental activities for science teaching, STS approach and scientific literacy. Coordinates the postgraduate course in Pedagogical Practices. He is currently a professor at the Federal Institute of Espírito Santo - Brazil.
- Helen França Medeiros recently graduated in Information Systems from the Federal Institute of Espírito Santo. She currently works as a Developer Analyst in the private sector. During graduation she participated in the Women in Science project, which provided opportunities for girls to learn programming, mathematics and the English language, in addition to having acted as a volunteer monitor in a tutoring project, helping other students to remain in high school and graduation.
- Irene Reis dos Santos has a degree in Languages and Literature, specialist in translation. Translator of the book by Edgar Morin: Reinventar a Educação – abrir caminhos para a metamorfose da humanidade (Reinventing Education - Opening Paths for the Metamorphosis of Humanity). Master's in Science Education. Yoga Therapist. MBA in School Management. Specialist in Neuroscience and Behavior, Mental Health and Emotional Intelligence. Member of the Center for Research in Education and Care Management (CNPq) and of the Brazilian Network of Science and Education on alcohol and drugs (REEDUCA-AD). Founder and President of the Comunidade Reinventando a Educação (Community Reinventing Education), a consultancy in education for human development.
- Soledad Martínez Puente is a Social Educator, Gerontologist and Creative Coach. She has worked as director of the international congress against child poverty in the world. She is currently pursuing a Master's Degree in Psychopedagogy and works in the areas of emotional intelligence , social skills and basic activities of daily living, with students with special educational needs , such as intellectual disability , visual and hearing impairment, autism spectrum disorder, severe behavioral disorders and with students with other educational support needs, such as specific learning difficulties , attention deficit disorders with and without hyperactivity , pervasive developmental

	disorder, high intellectual abilities and accompaniment in the educational process and educational guidelines for families. Responsible for the family school in two educational centers in Seville. She is the director of the Educa21 Psychopedagogical Cabinet, a private company formed by a multidisciplinary team made up of pedagogues, psychopedagogues, psychologists, speech therapists, teachers, social educators and coaches.			
Countries represented by participants	Brazil, Portugal and Spain.			
Stakeholder groups (please mark with an “x” as appropriate)	<input checked="" type="checkbox"/> Professors/ Researchers	<input checked="" type="checkbox"/> Students/Youth	<input type="checkbox"/> Higher education managers/authorities	<input checked="" type="checkbox"/> Private sector
	<input type="checkbox"/> NGOs/civil society	<input type="checkbox"/> International organisations	<input checked="" type="checkbox"/> Policy makers/government	<input type="checkbox"/> Others (please, specify):

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): |
| <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?*

Understanding the society's demands, as well as strengthening relations with adjacent communities, are two main roles of higher education. Worldwide, universities and other higher education systems offer courses that make up the everyday life of professors, students and school staff, but lack dialogue with the neighboring populations.

The university-society exchange practices so far established do not attend the cultural, social, economic, and environmental needs of the non-academic public. Thus, the understanding of the *scientific literacy*

concept and its applicability are of significant importance. Considering the collective imaginary that the university is the only capable place of producing scientific knowledge, scientific literacy enables each and every citizen to immerse oneself in the surrounding environment, understanding and transforming it according to the experiences and daily needs of the engaged society. Transcending environmental sustainability - yet not neglecting it, it is expected that academia faces sustainability in its community magnitude, opening up equitable paths to a sphere of ethnic, gender, multicultural, and inclusive diversity of people with disabilities.

This is the background against we suggest a new approach on the part of higher education. An approach that pierces contents and curricula, capable of nurturing the personal experiences of oneself and, consequently, establishing solid ties with the *other*. We believe in the crucial establishment of spaces of articulation inside and outside the university environment; spaces where the true needs of the citizen are debated, where science and local life are associated, and the knowledge produced contributes to humanity's well-being¹. By attending these spaces of articulation, the citizen awakens and enhances the feeling of being in the world, with a full critical spirit, knowing that their actions echo and impact society.

1. Approximately 30 years ago, it was understood that the end of human development should be human well-being. "UNDP. 1990. Human Development Report 1990: Concept and Measurement of Human Development. New York. <http://www.hdr.undp.org/en/reports/global/hdr1990>."

Question 2: What are the main *challenges/problems/gaps* in relation to inclusion in higher education?

Complex challenges require impactful actions. Therefore, it is necessary to *rethink the university* as a permeable institution that interacts with different levels of knowledge and skills.

The critical spirit that should be encouraged and stimulated during each individual path along higher education culminates in a self-reflection "*How can I contribute to the society's sustainable development taking into consideration the knowledge, skills, and personal experiences I have?*" Each and any contribution will be more promising if scientific production is adapted to an accessible language to ordinary people, able to be consumed through specific events promoted by higher education institutions (*e.g.*, Science Fairs, European Researchers' Night, and The Technology Week). Still, the transitory accomplishment of such events fails to transmit long-term messages to a large number of citizens who, frequently, do not envision the applicability of the scientific knowledge produced in everyday life.

It is important to emphasize that the misunderstanding of the inclusion² concept, lack of understanding of the human species as a multidimensional being, and the fragmented view of sustainability leads to multiple problems and gaps in the higher education system: small number of students with disabilities; scientific language inaccessible to the general public; and incongruent assessment with the student's abilities.

Moreover, after completing their academic course, many youngsters fail to enter the labour market due to the absence of the latter or the negligence of the academic training obtained. Thus, we suggest a more humanistic education³, capable of serving as an organizing nucleus of communities to awaken ideals of solidarity, empathy, and inclusion.

2. In order to clarify the correct concept of inclusion, we recommend reading article 2 of the Universal Declaration of Human Rights and the Global education monitoring report, 2020: Inclusion and education: all means all.

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

<https://unesdoc.unesco.org/ark:/48223/pf0000373718>

3. The humanist vision of education precedes the pandemic reality; however, it will be essential in a post-covid world. We recommend reading item 2, article 1, of the World Declaration on Education for All - Jomtien -1990 and also the document prepared by the International Commission on the Futures of Education. 2020. Education in a post-COVID world: Nine ideas for public action. Paris, UNESCO.

<https://unesdoc.unesco.org/ark:/48223/pf0000086291>

<https://unesdoc.unesco.org/ark:/48223/pf0000373717>

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

The challenges and obstacles mentioned in the question above may be faced in light of the teaching-research-extension triad. However, it is urgent to rethink this triad. Frequently, the traditional format of teaching does not value or enhance the capacities of the students, putting them in a box and standardizing academic training. Thus, to build a more sustainable future for society is to think on a more accessible and dynamic university, as a great gemstone cutter whose function is to create the opportunity to manifest its best brilliance.

Upon enrolling in university, a student is a precious stone whose brightness will resonate in civil society. To do so, the conviction that the university is "*the place where only the brains are*" must fall into disuse. The students' selection criteria itself help to replicate this statement of scientific supremacy, valuing only the

classifications obtained in exams. Policies for university access should also highlight the non-academic path of oneself, and find possibilities to join one course among so many others. Taking into consideration those who have no intention of entering higher education – and should not be decriminalized by it – universities and similar training institutions should expand their training spaces and non-degree courses, either through extension courses or free courses. It is worth mentioning that when we talk about free courses or extension courses, we refer to a new insight and a new way of organizing what already exists. Even though there are good examples worldwide, many countries are unaware or do not make the proper efforts to implement those courses in their universities and/or communities. We believe that free courses or extension courses can be a good way to promote lifelong learning opportunities, especially when fostered by an articulating core (e.g., university) and ensuring inclusive education for all.

Overall, the causes of exclusion are already known by the scientific universe, the major challenge being the effective dialogue between the university and society. Thus, we highlight the existing concepts in works such as *"Learning: the treasure within"* by Jacques Delors, or *"The seven knowledge necessary for the education of the future"* by Edgar Morin.

In conclusion, we would like to list the three main challenges for The Education of the Future: creating frequent moments of dialogue with communities; promoting a more humanized education; and understanding the human complexity through the critical thinking.

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

- | | | |
|---|---|--|
| <input checked="" 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 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 checked="" type="checkbox"/> Goal 10: Reduced inequality | <input type="checkbox"/> Goal 15: Life on land |
| <input checked="" 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 checked="" 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?

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

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.
Mrs.	Ana	Vicente	Bachelor in Information Systems/ Federal Institute of Espírito Santo - Brazil.	Brazilian	anarubiarvicente@gmail.com	
Mrs.	Angela	Bessa	PhD candidate in Forensic Anthropology /University of Coimbra (Portugal)	Portuguese	ars.bessa@gmail.com	
Mr.	Bruno	Gonzaga	PhD student in Educational Sciences at the University of Coimbra - Portugal. Professor and coordinator of the Tutoring Project for Oriented Studies / Federal Institute of Espírito Santo - Brazil.	Brazilian	bgonzaga.mat@gmail.com	
Mrs.	Carline	Borges	Policy Manager for Persons with Disabilities/State Secretariat for Human Rights.	Brazilian	carlineborges@hotmail.com	
Mrs.	Giordana	Sperandio	Portuguese-English professor and coordinator of the Women in Science Project/ Federal Institute of Espírito Santo.	Brazilian	giordana.sperandio@ifes.edu.br	
Mr.	Giovani	Neto	Professor at the Reference Center for Training and Distance Education. Professor of the Professional Master's Degree in Science and Mathematics Teaching. Coordinator of the Specialization Course in	Brazilian	giovani.zanetti@gmail.com	

			Pedagogical Practices / Federal Institute of Espírito Santo.			
Mrs.	Helen	Medeiros	Bachelor in Information Systems/ Federal Institute of Espírito Santo - Brazil.	Brazilian	helenfranca93@gmail.com	
Mrs.	Irene	Santos	President of the Comunidade Reinventando a Educação (Community Reinventing Education), a consultancy in education for human development.	Brazilian	nenespan@hotmail.com	
Mrs.	Soledad	Puente	Director and Social Educator / Educa21 Psychopedagogical Office	Spanish	puentesole@gmail.com	