

## General Consultation Report Form<sup>1</sup>

Under the UNESCO World Higher Education Conference ([WHEC2022](#))

[Section for Higher Education](#) | Division for Education 2030

### Basic information

<b>Date of consultation</b>	[04/12/2021]
<b>Location of consultation</b>	Online Platform
<b>Hosting organisation(s)</b> (include webpage if available)	Federal Institute of Espírito Santo - <a href="https://ifes.edu.br/">https://ifes.edu.br/</a>
<b>Name and email address of key contact person</b>	Bruno Ramos Gonzaga – <a href="mailto:bgonzaga.mat@gmail.com">bgonzaga.mat@gmail.com</a>
<b>Complete name, title, and affiliation of moderator(s)</b>	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.
<b>Language of consultation</b>	Portuguese and Spanish.
<b>Time spent in consultation (minutes)</b>	120 minutes
<b>Number of participants</b>	9
<b>Participant profiles</b> (please, briefly describe the composition of the group)	<ul style="list-style-type: none"> <li>Adriana Castro Camelo has a Master's degree in Communication-Education with emphasis on Interactive Media, her degree is in Modern Languages Spanish-English. She is currently studying a Phd in Regional Studies with emphasis on educative regional problems, and her research is based on reaffirming virtuality as a region and knowing how meanings are constructed in formative research in virtual masters. She is part of the group of professors who redesign the curriculum of the Phd in Education at Universidad Nacional Abierta y a Distancia UNAD in Florida. She is a teacher-researcher in virtual and face-to-face environments with experience in the development of pedagogical and educommunication projects at different educational levels. She is also a tutor in master's and undergraduate programs in education and communication and leads a line of research on ICT in learning environments at Minuto de Dios University- UNIMINUTO Virtual and Distance branch.</li> <li>Antonia Zulmira da Silva is a PhD in Education from the Faculty of Education of the University of São Paulo. She is a Master in Mathematics Teaching. She works as a mathematics teacher in Basic Education, currently she is the coordinator of the Pedagogical Nucleus of the Board of Directors of the region of Carapicuíba - São Paulo / Brazil.</li> <li>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.</li> </ul>

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

- Cássio Drumond Magalhães is a lawyer specializing in real estate law and tax law, partner at Sociedade Individual de Advocacia Drumond Magalhães, behavioral coach, systemic constellator, graduated in Neurolinguistic Programming, Emotional Intelligence, Life and Professional Coach, Master Coach in Emotional Intelligence, partner at Instituto of Human Development Cássio Drumond and creator of the method (Emotional Self Management), speaker and Master Trainer of the Be Yourself Plan.
- Fernanda Freitas Rezende is a professor and a member of the research group "Núcleo Interdisciplinar de Pesquisa e Estudo em Educação Ambiental (NIPEEA)". Fernanda's current research follows these narratives: sustainability, environmental education, and their relationship with physical education, collaborative/activist methodology and research in education. Her Ph.D. explored Sustainable Schools in Brazil and Australia. She's a Physical Education teacher at Vitória City Hall. She is currently a volunteer on the Global Schools Program from Unesco to spread Agenda 2030.
- Giovani Zanetti Neto is a professor and researcher in science education, with an emphasis on teaching, pedagogical practices, experimental activities for science teaching, scientific approach and literacy. He coordinates the postgraduate course in Pedagogical Practices. He is currently a professor at the Federal Institute of Espírito Santo-Brazil.
- Luiz Augusto de Carvalho Carmo holds a PhD in Education from the Faculty of Education of the University of São Paulo, a master's degree in Science Teaching from the Federal Rural University of Pernambuco and a degree in Physics from the Pontifical Catholic University of Pernambuco. Retired Professor at the Federal Institute of Rio de Janeiro. The area of expertise is teacher training, history and philosophy of science and classroom methodology with dialogued classes with low-cost materials.
- Marisol Esperanza Cipagauta Moyano is a PhD in education. She is Associate Professor of the Masters in Education at UNIMINUTO, Colombia. Director of EDU REVIEW (International Education and Learning Review) and EDUTECH REVIEW (International Education Technologies Review). International speaker. Director of the Chef E program, available on YouTube. Researcher on issues of internationalization of education, educational evaluation, technology applied to education and teacher training.
- Nuno Meireles (born in 1975) graduated in Theatre Studies from the School of Music and Performing Arts (IPP). He has post-graduate certificates in Artistic Performance – Dance (FMH-UTL) and in Child Studies (UM). He has been teaching artistic education in various higher education institutions, namely ESMAE-IPP, ESAP, ILCH-UM, ESE-IPB and IE-UM. As an actor, he has performed for the theatre company Escola da Noite, in plays by Gil Vicente. His activity as director and dramaturgist extends to the Ensemble Vicente, Teatro do Filósofo com o Parvo atado ao Pé, and as a solo actor with texts by the sixteenth-century playwright. It is also under the tutelage of Gil Vicente that he has joined the FCT PhD Programme in Materialities of Literature. His research on voice and intermediation in Gil Vicente's videographic recordings is documented in <https://intermediavicente.wordpress.com/>.

<b>Countries represented by participants</b>	Brazil, Portugal and Spain.			
<b>Stakeholder groups</b> (please mark with an “x” as appropriate)	<input checked="" type="checkbox"/> Professors/ Researchers	<input type="checkbox"/> Students/Youth	<input type="checkbox"/> Higher education managers/authorities	<input checked="" type="checkbox"/> Private sector
	<input checked="" type="checkbox"/> NGOs/civil society	<input checked="" 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 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 checked="" 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 first consideration on the present and future role of higher education, favoring the welfare of human beings and the sustainability in societies, consists of the assumption of new epistemologies. Concomitantly with the knowledge, contents and perspectives traditionally present in higher education – guided largely by technologies, productive processes and dominant theoretical schools – it is necessary to contemplate non-hegemonic knowledge and perspectives.

This movement includes two application fields: the apprehension of knowledge traditionally excluded from formative processes in higher education; and the transversality of these formative processes.

In the first aspect, it is understood that science paved a process of production and dissemination of knowledge historically constructed that although it is core to the development of humanity as we know it, elected specific goals and knowledge and disregarded other knowledge and demands. Considering that such

epistemologies considered peripheral bring to light relevant problems and new knowledge, it is understood that the crossing of higher education through this aspect can contribute to the sustainability of societies.

In the second aspect, the proposal consists in thinking about processes that allow a more complex and transversal formation, which will support multiple dimensions of reality.

Typically, higher education focuses on specific contents of the area, organized in a structured curriculum. However, the application of any knowledge, in fact, demands multiple dimensions of analysis and action. In addition to the contents, the mastery of specific skills and the presence of certain attitudes are demanded.

The complexity of life demands that higher education bring awareness to its individuals that there are several ways of applying their knowledge. Thus, the curricular courses' transversality – inter-course disciplines, interdisciplinary, multidisciplinary and transdisciplinary proposals – associated with non-curricular, extension and research actions can enhance the crossing between knowledge. In peripheral countries, bilingualism itself represents a way of allowing the individuals of higher education access to different knowledge, and possibilities for international training. Following this same thought, the exchange of students between institutions, especially between central and peripheral countries, provides experiences and mutual learning that leads to new epistemologies, perspectives, knowledge and fields of research and action.

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

It is understood that the central role of higher education is to offer professional training that meets social demands, starting with a growing movement of expansion of the local community. It is observed the necessity to have in society - governments, public managers, private initiative, social entities - partnerships in understanding the demands as well as in acting on these demands. It is about expanding the walls of higher education institutions in a more effective interaction with the community.

This movement needs to consider the groups that are in a situation of social vulnerability: people in poverty, indigenous people, native populations, ethnically discriminated groups. A proposal of this interaction is the construction of communication channels, in which society - education departments, non-governmental entities, public agencies - could communicate problems as well as developed projects, in order to establish partnerships and count on the help of specialists to help and deal with specific problems. In particular, attention to children's education is a powerful field of interaction between society and higher education.

For example, it is admitted that there are already consolidated technical solutions to most infrastructure problems – basic sanitation, access to electricity and internet, urban mobility – however, populations in poverty do not have access to these solutions, either for lack of public investment or for lack of government interest.

Another range of activity of higher education, in this same sense of local demands approaching, consists of the offer of continuous training of these populations such as courses, workshops and training that value the knowledge and practices of the communities, in addition to contributing to the construction of the feeling of social belonging.

The migratory processes of the last decade generated contingents of individuals who moved from rural areas to urban areas or from one city to another, searching for work and income as well as expatriates, generating a feeling of non-social belonging. In this field, in particular, the actions linked to the cultural field are powerful to create emotional bonds with the city.

The offer of specific disciplines on how to work with vulnerable groups, individuals in poverty or native populations - for example-, involving students from different courses in a theoretical-based discipline mixed with practical activities carried out in communities, would represent a cross action that would explore new epistemologies. Higher education institutions located in strongly multicultural regions have the opportunity to explore local knowledge in a dialogical process between academia and society.

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

Actions based on the psychological well-being of the individuals who experience higher education whether teachers, researchers or students, can be a good strategy to outline new directions for higher education. In fact, the individuals who compose higher education are not exempt from social and economic pressures common to the society in which they are integrated, besides being pressured by the demands of the world of research and teaching and learning processes. In particular, the COVID-19 Pandemic engendered reflections that redeemed the importance of the natural in our lives and the reflection on the essential of the human being, as a family and spirituality.

The university was historically founded as the locus of rationality and scientific thinking, in which the separation between individual and object transmits all attention to the observed process, in addition to segregating the body, manual actions and affectivity.

Once more, the assumption of new epistemologies and the transversality of curricular and non-curricular education, of new perspectives, would help to dissolve the question of the distinction between body, manual actions and thought. It is assumed that the development of sensitive listening in relation to the internal context of the institution – the psychological dimension of its individuals – allows addressing issues such as mental health, emotional balance and affective issues.

It is projected that the existence of sectors destined to social, psychological and spiritual<sup>1</sup> well-being can design strategies and training to fulfill these demands. Especially for the students, the permanence in higher education and the conclusion of the course is directly linked to this dimension.

In addition to the permanence, the students' success of an institution is enhanced by the identification of their particular skills. Having clarity of the abilities of each individual allows exploring each one's potentialities in order to transcend a contentious training, also guided by psychological issues and behavioral characteristics.

In this same values field, the institution of higher education is required to highlight its values in order to highlight the social contextualization of higher education as well, overcome the purely individualistic orientation of the market, highlight the educational social role, and value the contribution of individuals to society.

In this perspective, the assumption of the social role of higher education makes it possible to expand the possibilities of professional action, since it allows a greater meaning for higher education by the experience of other values. It is observed that the access to this dimension is only possible if, during higher education, opportunities of experiences that explore these possibilities – social value of knowledge, possibilities of professional action that transcend the market, observance of social demands - are given to students.

1. "Spiritual" here means cultural, morals and ethics (Taken from the book *LEARNING: THE TREASURE WITHIN*, 1996)

**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 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 checked="" type="checkbox"/> Goal 10: Reduced inequality           | <input 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 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.	Adriana	Camelo	Professor-researcher in virtual and face-to-face environments and tutors in master's and undergraduate courses / UNIMINUTO - Colombia	Colombian	teachernanita@gmail.com	
Mrs.	Antonia	Zulmira	Coordinator of the Pedagogical Nucleus of the Board of Directors of the region of Carapicuíba - São Paulo / Brazil.	Brazilian	profantoniazs@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	
Mr.	Cássio	Magalhães	Lawyer / Drumond Magalhães Associados	Brazilian	cassiodmadv@gmail.com	
Mrs.	Fernanda	Rezende	Physical Education Teacher/Vitoria City Hall Volunteer/Global Schools Program from Unesco to spread Agenda 2030.	Brazilian	ferezende.ef@gmail.com	

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 Pedagogical Practices / Federal Institute of Espirito Santo.	Brazilian	giovanizanetti@gmail.com	
Mr.	Luiz	Carmo	Retired Professor / Federal Institute of Rio de Janeiro.	Brazilian	luiz.carmo@ifrj.edu.br	
Mrs.	Marisol	Moyano	Professor of the Masters in Education/UNIMINUTO	Colombian	mcipagauta@uniminuto.edu	
Mr.	Nuno	Meireles	Doctoral Student/University of Coimbra	Portuguese	nunomeudeusmeireles@yahoo.com	