SDG in Higher Education Debate

Akpezi Ogbuigwe, GUNI Expert Meeting
4/10/19
Question

Which are the main challenges to implement SDGs in Higher Education in your specific context?
• Disconnection between course content and global context/SDG
• Lecturers are not prepared and they are not motivated
• Leadership occupied with more pressing pressures – political, funding, etc
• University staff and students more concerned with challenges of daily livelihood, security, political stability
• Limited knowledge, research on sustainability issues
• Problem of managing the integration of a constant stream of new knowledge and approaches
One Good Practice to address the disconnect

Addressing the problem of managing the integration of new knowledge and approaches to SDGs
21st Century living
Preparing our young people for – What, why and How???

Wherever you think you are.

The 21st Century
Is Your Discipline C21st Compliant?
Is Your course SDG Sensitive?
Course content reform through Student Survey

Find out where you are......
THE PROCESS IN A NIGERIAN UNIVERSITY

Students Survey → Climate Change Awareness workshop on Oil and Gas Law in Nigeria → Lectures continue → Closeout Student Survey

PRESENT RESULT TO FACULTY BOARD FOR REFORM/REDESIGN
IMPLICATIONS FOR NIGERIA

GOAL 13 - CLIMATE ACTION - TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS BY REGULATING EMISSIONS AND PROMOTING DEVELOPMENTS IN ENERGY

KADUNA REFINERY: 110,000 BPSD
- Commissioned in 1980
- Lubes Plant in 1983
- Petrochemical plants in 1988

WARRI REFINERY: 125,000 BPSD
- Commissioned in 1978
- Petrochemical plants (Polypropylene and Carbon Black) in 1988

PORT HARCOURT REFINERY: 210,000 BPSD
- Commissioned in 1965
- Petrochemical plants

PORT HARCOURT #1: 60,000 BPSD
- Commissioned in 1965

PORT HARCOURT #2: 150,000 BPSD
- Commissioned in 1989

Design Daily Production
- PMS 22.0m Ltr
- HHK 10.1m Ltr
- AGO 16.8m Ltr

- Petrochemical plants (Polypropylene and Carbon Black) in 1988
Survey Pictures
Environmental Issues of Concern

Year 5

Year 4
These charts show that the students ranked Poverty and Economy issues as first while Climate Change was ranked last.

Year 5

Year 4
Effects of Climate Change

What do they know?

The extent to which the respondents are informed on the effects of climate change (Year Five)

- Very Informed: 27%
- Moderately Informed: 15%
- Somewhat Informed: 1%
- A Little Informed: 54%
- Not at All: 0%

What do they know?

The extent to which the respondents are informed on the effects of climate change (Year Four)

- Very Informed: 35%
- Moderately Informed: 12%
- Somewhat Informed: 4%
- A Little Informed: 29%
- Not at All: 20%
The respondents informed that most of the information they have about Climate Change are from the internet - 87.9% of the year five student’s respondents and 94.1% year four students.

![Pie chart showing sources of climate change information for Year 5 and Year 4 respondents.](image-url)
51.5% of year fours students and 49.0% of year five students claimed not to have received any formal teaching on climate change.
On at what level of schooling they received formal teaching on CC. 54% of Year five respondent chose other whiles 48.5% of Year four chose other. University was a distant third with 3.9% and 12.2% respectively.
The respondents emphatically informed that C C is not taught as a topic in the Oil & Gas Law Course. It is only mentioned in passing, if mentioned at all this is the position of 52% of year five and 69% year four students.
After Intervention:
Ever received formal teaching on Climate Change among intervention group
Implication
• Clearly shows the gap between oil and gas law as taught locally and its context globally and within the SDGs
• This may be the case in many disciplines
• Demonstrate that lecturers are willing to reform their teaching when enabled
• Capacity Building programmes/mentorship programmes, that will be accessible to Lecturers are needed
• Our courses need to be redesigned to be professionally strong, academically rigorous with roots in all dimensions of sustainability.
GRACIAS