

Only One Earth: Conservation and Preservation of the Planet

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Introduction

Climate change poses developmental setback to Nigeria, with increasing global warming impact, wet areas experience intermittent flood, and dry areas get drier. Hence, ecosystems as well as biodiversity determined biological, socio-economical and socio-political development through the provision of goods and services to humanity. With reference to this study, students' roles during instruction include observation, imitation, and participation, which is germane to behavioral change in relation to environmental sanitation and health practices. In the light of sustainable development goals (SDGs) the focus of this present study is in consonant with goals 3 and 6 respectively. That is "to ensure healthy lives and promote well-being for all at all ages", and "to ensure availability and sustainable management of water and sanitation for all". Therefore, there is need to examine effects of climate change, energy and water as source of sustenance for human good hygiene in relation to sanitation, solar energy and public health, hence, Only One Earth. Since the middle of 20th century human activities have contributed to global warming, a phenomenon which is expected to continue to increase at a faster rate in the 21st century if there is no effort to address it.

Climate change proofing of educational infrastructure in order to minimize the risks and associated costs of weather-related damage is clearly an important starting point. This would entail better risk assessment in making decisions about school location and improved building design and maintenance to better withstand severe weather events, as well as slower incremental deterioration. This may include building school and community water catchment systems. A concerted focus on school design and upgrading offers opportunities both to reduce environmental impact in terms of material use. For instance, minimizing use of burnt bricks and tiles in construction, utilizing more energy efficient cooking apparatus, and to incorporate design elements, which create improved learning environment. That is, levels of natural lighting, sanitation facilities, reduced noise from rain impact, spaces conducive for learning.

A number of successful practices have emerged that address different aspects of climate change adaptation and mitigation, including in economically very poor regions. They are successful because they use indigenous knowledge and innovation, involve women and children in a meaningful manner and make the best use of available resources and experience. Despite having features specific to the socio-cultural contexts of the areas where they originate, most practices can be adapted and replicated outside their original milieu, benefitting many more people. Based on the discussion presented above, there are variety of good practices to respond to climate change.

Solar Schools is advocated since Climate change education is a relatively new field of study. Ministry of Environment through Environmental Education should plead with the States and Federal Government to improve its practices to educate people about climate change. Climate change education is generally incorporated into ESD and not treated as a separate field. The National Solar School Initiative is a majorly required ESD program that has climate change mitigation as an element. This Solar Schools Initiative would make schools eligible to apply for grants provided by the government for a range of energy and water efficiency measures which includes installation of a minimum 2 kilowatt solar panel; energy efficient lighting; sky lights; shade awnings; and water collection systems (solar hot water systems and rainwater tanks).

The objectives of the scheme are to allow schools to:

- a) Generate their own electricity from renewable sources
- b) Improve their energy efficiency and reduce their energy consumption
- c) Adapt to climate change by making use of rainwater collected from school roofs
- d) Provide educational benefits for school's students and their communities and
- e) Support the growth of the renewable energy industry. The goal is for all schools in Lagos state to be solar schools by 2030.

Educational outcomes are seen as an important aspect of this initiative, supplementing the environmental benefits of reduced greenhouse gas production and stimulation of the national renewable energy industry. It has been claimed that "while green schools cost two percent more to build, the financial benefits were far greater than this initial cost". Furthermore, green schools are extraordinarily cost effective in enhancing student learning and reducing health and operational expenses.

Conclusion

In conclusion, fostering a shared understanding of the nature of climate change, and its consequences is critical in shaping behaviour, as well as in underpinning national and international action. Educating those currently at school about climate change will help shape and sustain future policy making, and a broad public and international debate will support today's policy makers in taking strong action now to enable Only One Earth Sustainability.



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