Chapter 1
The Significance of International Higher Education in Environmental Issues

Şerife Gündüz
Near East University, Cyprus

Isam Fathi Laama
Near East University, Cyprus

Mirati Erdoğuş
Near East University, Cyprus

ABSTRACT

Libya, potentially with enormous landmass and environmental resources, has what it takes to spearhead the African continent and can equally stand as a sustainable nation. The authors have identified three broad areas that can electronically transform the government intentions into reality; these are an institutional framework, management, and public services for collaborative partners internally and externally, and infrastructural capacity building that will enhance government. This chapter has presented a theoretical concept for further research works that will help to reshape the e-government system which is an exemplary prototype of the procedures of obtaining the higher degree in tertiary institutions; thus, Libya must compete with the standards of other countries in university policies toward sustainable environmental practices. This is the higher aim of Libya state to acquire hi-tech skills as a fundamental step toward environmental issues prior to the implementation of e-learning systems and GIS aiming to control the investment of time, effort, and financial resources.

INTRODUCTION

Libya as a country with other African countries is experiencing serious environmental transformation due to negative impacts of human activities that are prevailing much on its natural endowments. The environmental endowments have been degraded extensively and now being faced with severe environmental consequences such as climate change, desert encroachment, drought, erosion and flood. All these constituted the major environmental problems affecting Libya because of diverse forms of pollution from the petroleum industry, deforestation, overgrazing, poor system of farming, high rate of urbanization and inefficient water management system. Although, the global communities are equally being faced with ecological problems that are rapidly eating up our environmental endowments; in fact, the entire earth is diminishing with consistent loss of natural resources and without adequate plan for the utilization of renewable resources (Annan, 2000).

The major remedy to these aforementioned problems facing our world is the learning institutions that offer information and broaden the knowledge of people in every part of human endeavors with great opportunity for talents acquisition and training to further the advancement of the state as people develop communally, intellectually, materially, economically, technologically, politically and scientifically. Learning institutions are very crucial and fundamental in our present contemporary world because it gives room for communal growth, material enrichment, financial and governmental progress that eventually accelerates meaningful development (Jadhav et al., 2014). Tertiary institution of have the potential and the know-how to offer the right solutions to every challenge threatening the state and its immediate surrounding especially on natural resources and renewable advancement that may be critical on finance, commerce, civil related matters and nature endangering problems (Calder & Clugston, 2003). Actually, education have been conforming to several problems that are affecting many nations in the world, but it is pertinent at this age that academic communities should design its curriculum and activities toward ecological protection and renewability (Redman, 2013). This kind of learning enhance significantly to the developing and broadening of youth generation mental attitudes toward renewable advancement that provide remedies to every ecological problem that are confronting our global community (Toor, 2003).

In recent time, Libyan E- Government have been reinforcing all their efforts toward management restructuring, environmental evaluation and workable environmental practices by creating study institution according world environmental protection protocols and institutionalizing Geographical Information System that can be easily adopted by Libyan society. All these

9 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/the-significance-of-international-higher-education-in-environmental-issues/213254

Related Content

GISS and GISP Facilitate Higher Education and Cooperative Learning Design
Gilbert Ahamer (2014). *Handbook of Research on Transnational Higher Education (pp. 1-21).*
www.irma-international.org/chapter/giss-gisp-facilitate-higher-education/78111

A Practical Exploration of Cybersecurity Faculty Development With Microteaching
Darrell Norman Burrell, Ashley Dattola, Maurice E. Dawsonand Calvin Nobles (2022). *Research Anthology on Advancements in Cybersecurity Education (pp. 477-490).*
www.irma-international.org/chapter/a-practical-exploration-of-cybersecurity-faculty-development-with-microteaching/292126

Examining the Benefits of Teaching Active Study Strategies as a Part of Classroom Instruction
Melissa McConnell Rogers (2020). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 41-55).*
www.irma-international.org/article/examining-the-benefits-of-teaching-active-study-strategies-as-a-part-of-classroom-instruction/260948

Professional Development and Transnational Education in the Post-COVID-19 Era
Xitong Dai (2023). *Handbook of Research on Developments and Future Trends in Transnational Higher Education (pp. 326-340).*
www.irma-international.org/chapter/professional-development-and-transnational-education-in-the-post-covid-19-era/316922

Incremental Learning in a Capstone Project: Not All Mature Students Are the Same
John McAvoy, Mary Dempseyand Ed Quinn (2020). *International Journal of Innovative Teaching and Learning in Higher Education (pp. 1-15).*
www.irma-international.org/article/incremental-learning-in-a-capstone-project/260945