Keynote Speaker #1

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**HIGHER EDUCATION (HE) IN THE 21ST CENTURY**

- HE is being recognised as one of the primary drivers and a catalyst for socio-economic growth and development.

- The transformative dimensions of HE focus specifically on the global social mandate and the notion of ‘responsible citizenship’.

- The responsible citizen:
  - Can think critically
  - Has sound analytical skills
  - Has an holistic, mature, and contextual understanding of society – nationally and globally – with concomitant acknowledgement for the integrated profit-people-planet approach to upliftment and sustainability.
«TEACHING THE RIGHT THINGS»
[THE WHAT IDEA]

  - HE is acknowledged as a fundamental pillar of human rights, democracy, sustainable development and peace
  - Universities must look at ‘education for citizenship’
  - The role and responsibility of universities must be to engage – both internally and externally – and raise awareness and provide solutions for ethical, cultural and social problems

- Sustainability Development Goals Post-2015: Goal 4, Target 7 - Governments should ensure all learners acquire knowledge and skills needed to promote sustainable development, including amongst others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.
«TEACHING THE RIGHT THINGS RIGHT»
[THE HOW IDEA]

- Undergirding considerations for HE: access and massification

- Use of ICTs and technology as modes of pedagogy

- Concerns with ‘indiscriminate’ use of technology in teaching and learning:
  - Unequal access to ICTs – technology, connectivity, networks
  - Quality of online teaching
  - Value of technology in pedagogy
Given the acknowledgement that 21st century graduates are often considered under-prepared for the world-of-work, Unesco’s Post-2015 Education Agenda makes some recommendations on improving the quality of education, and by extension, of graduates. These recommendations include:

- Recruiting and retaining well-trained and motivated teachers who use inclusive, gender-responsive and participatory pedagogical approaches to ensure effective learning outcomes.
- Providing content that is relevant to all learners and to the context in which they live.
- Establishing learning environments that are safe, gender-responsive, inclusive and conducive to learning, and encompass mother tongue-based multilingual education.
- Ensuring that learners reach sufficient levels of knowledge and competencies according to national standards at each level.
- Strengthening capacities for learners to be innovative and creative, and to assimilate change in their society and the workplace and over their lifespan.
- Strengthening the ways education contributes to peace, responsible citizenship, sustainable development and intercultural dialogue.