

# Global Ethics Forum

## 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]

- **Unesco World Declaration on HE for the 21<sup>st</sup> Century (1998)**
- **Unesco Post-2015 Education Agenda (2015)**
  - 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

# «TEACHING THE RIGHT THINGS RIGHT» [THE HOW IDEA]

Given the acknowledgement that 21<sup>st</sup> 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.