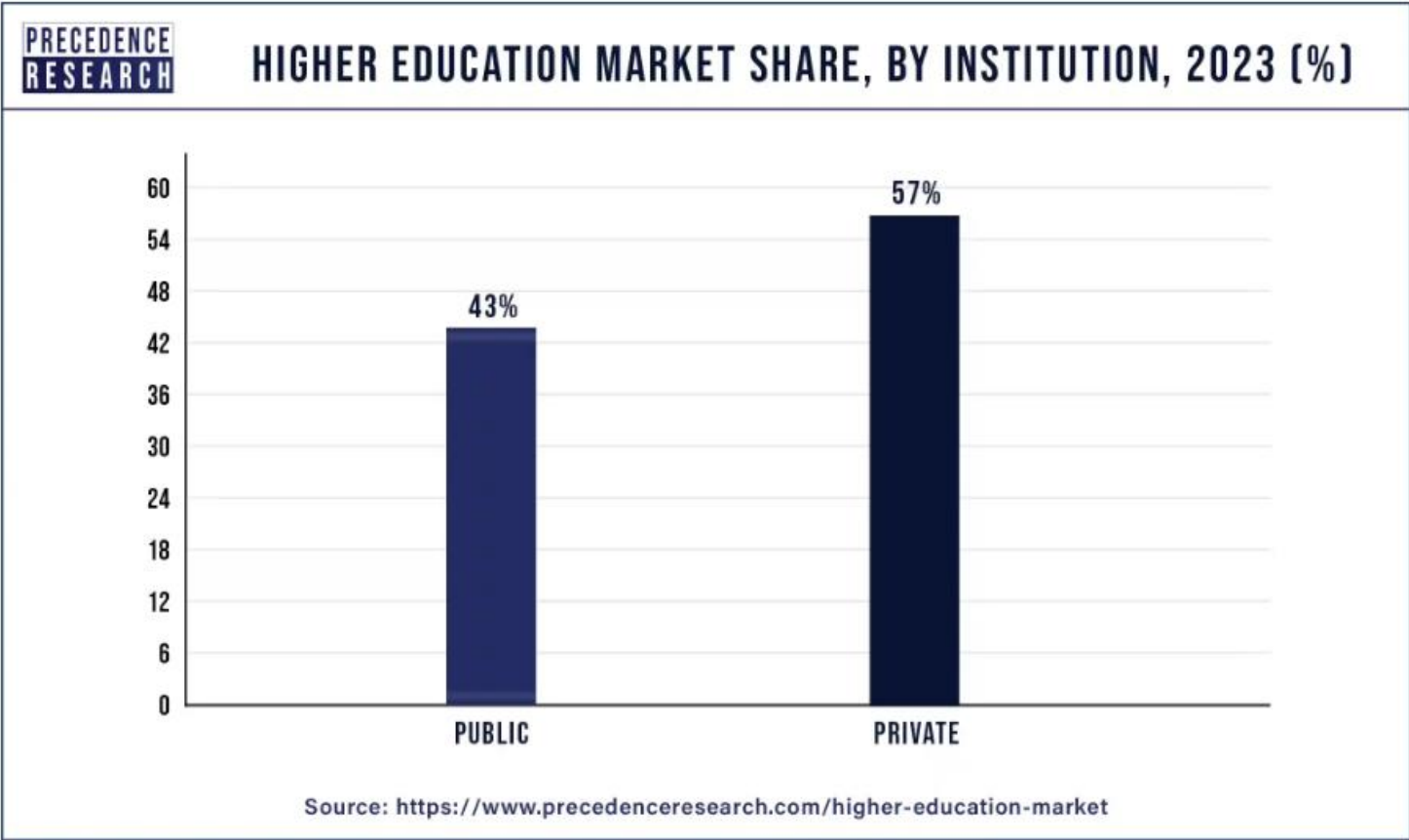
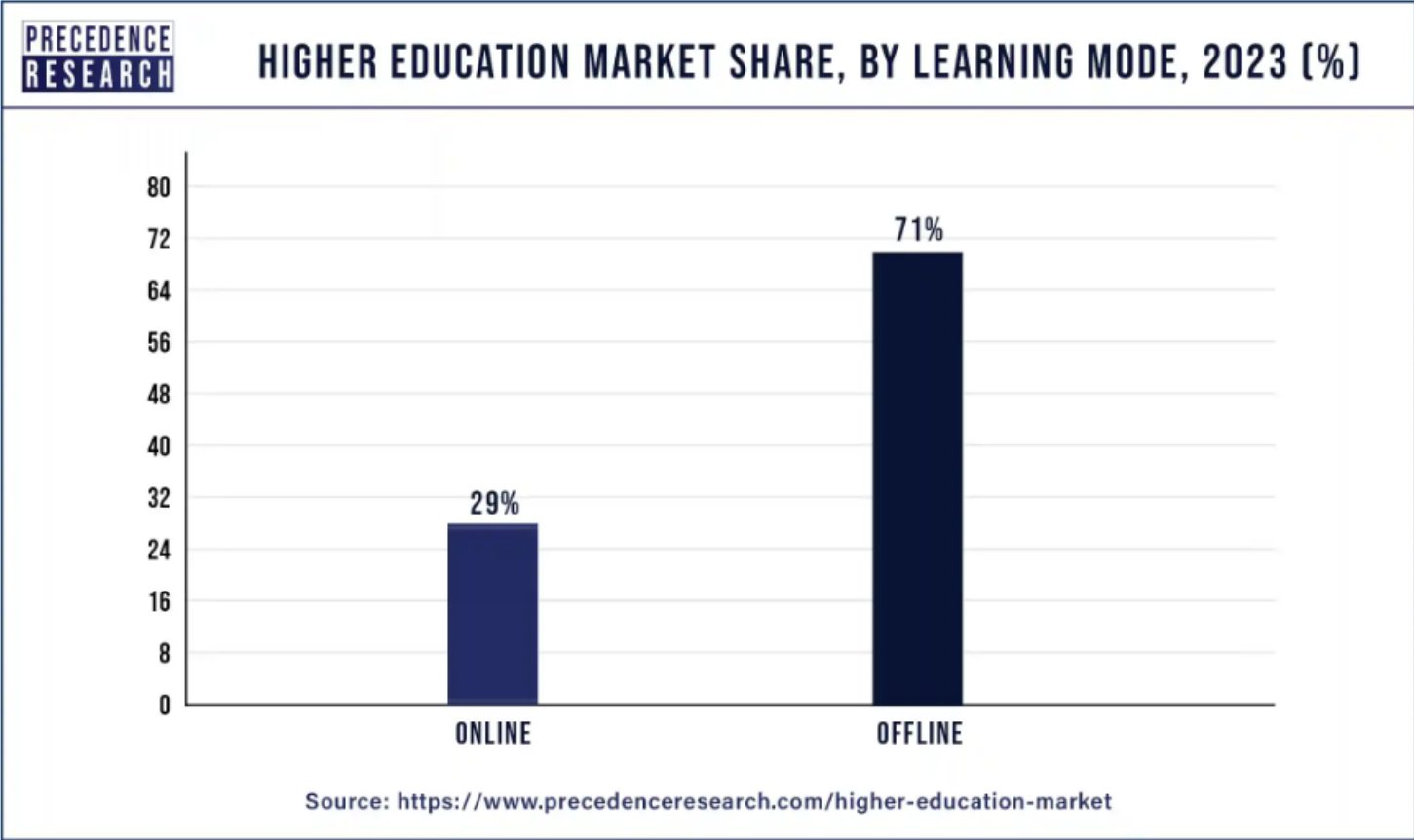
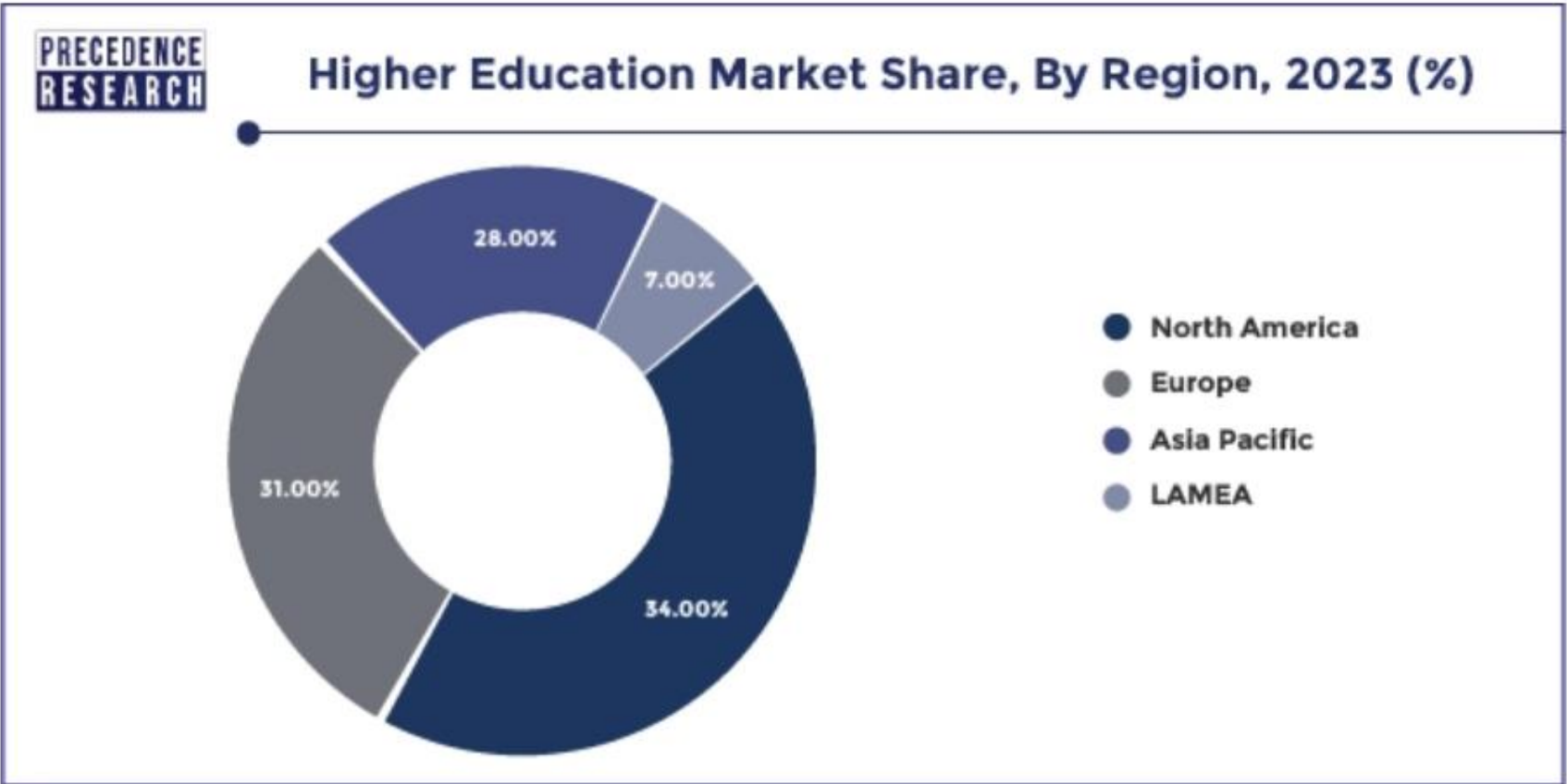
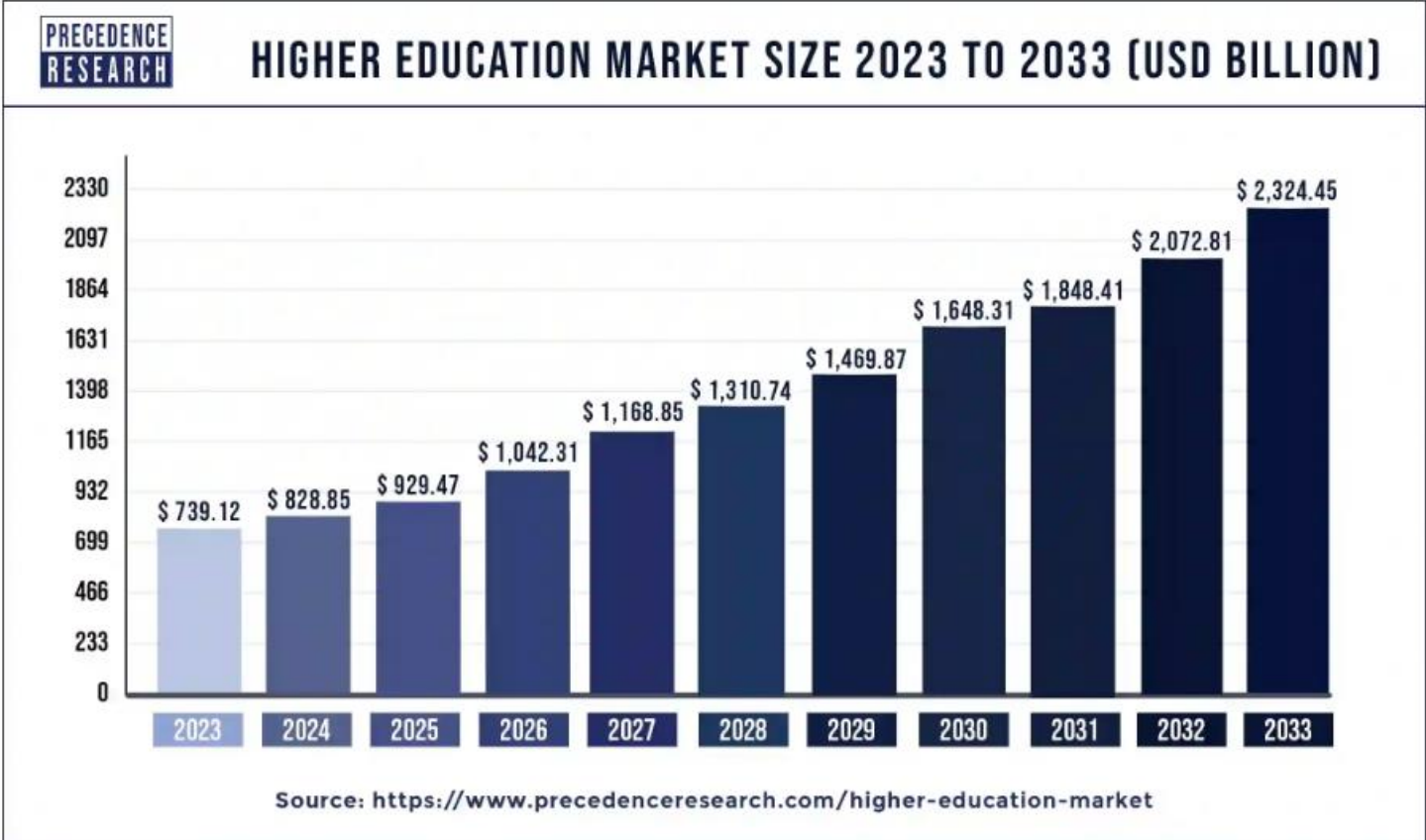


Navigating the Future of Higher Education

The Sustainable University of the Future

Dr. Dadan Rahadian
Wakil Rektor Bidang Akademik – Telkom University

Higher Education Market Size, Share, and Trends 2024 to 2033





- **Technological advancements in the educational industry** are expected to drive the growth of the higher education market.



- The rising **government initiatives to strengthen the educational sector** have driven the market growth.



- The **growing developments in public and private colleges across the world** foster market growth.



- The rise in the number of **scholarship programs** for higher education has boosted the market growth.



- The growing **investments from public and private sector entities** for developing the higher education industries.



- The rising **integration of modern technologies in private colleges** is likely to impact the market growth positively.



- The **increase in the number of online educational platforms** also propels the market growth.



- The **ongoing trend of international student mobility** is expected to boost higher education market growth.

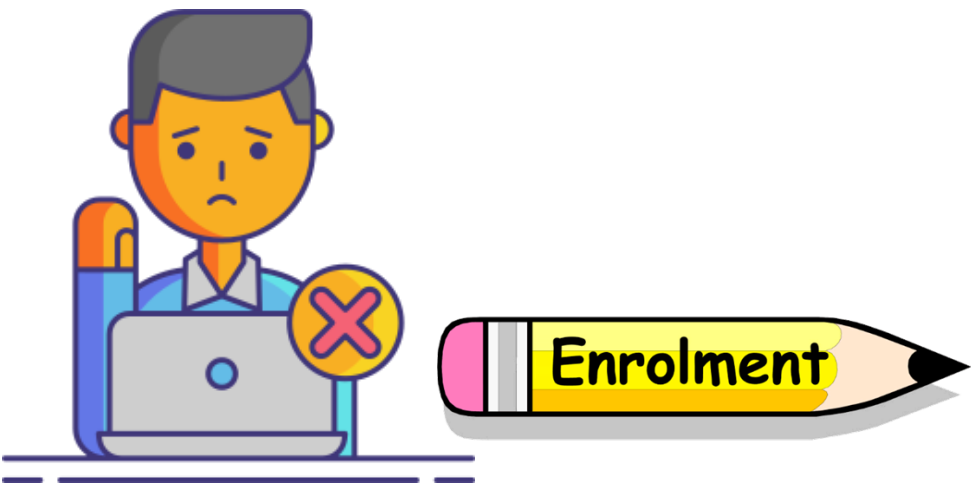
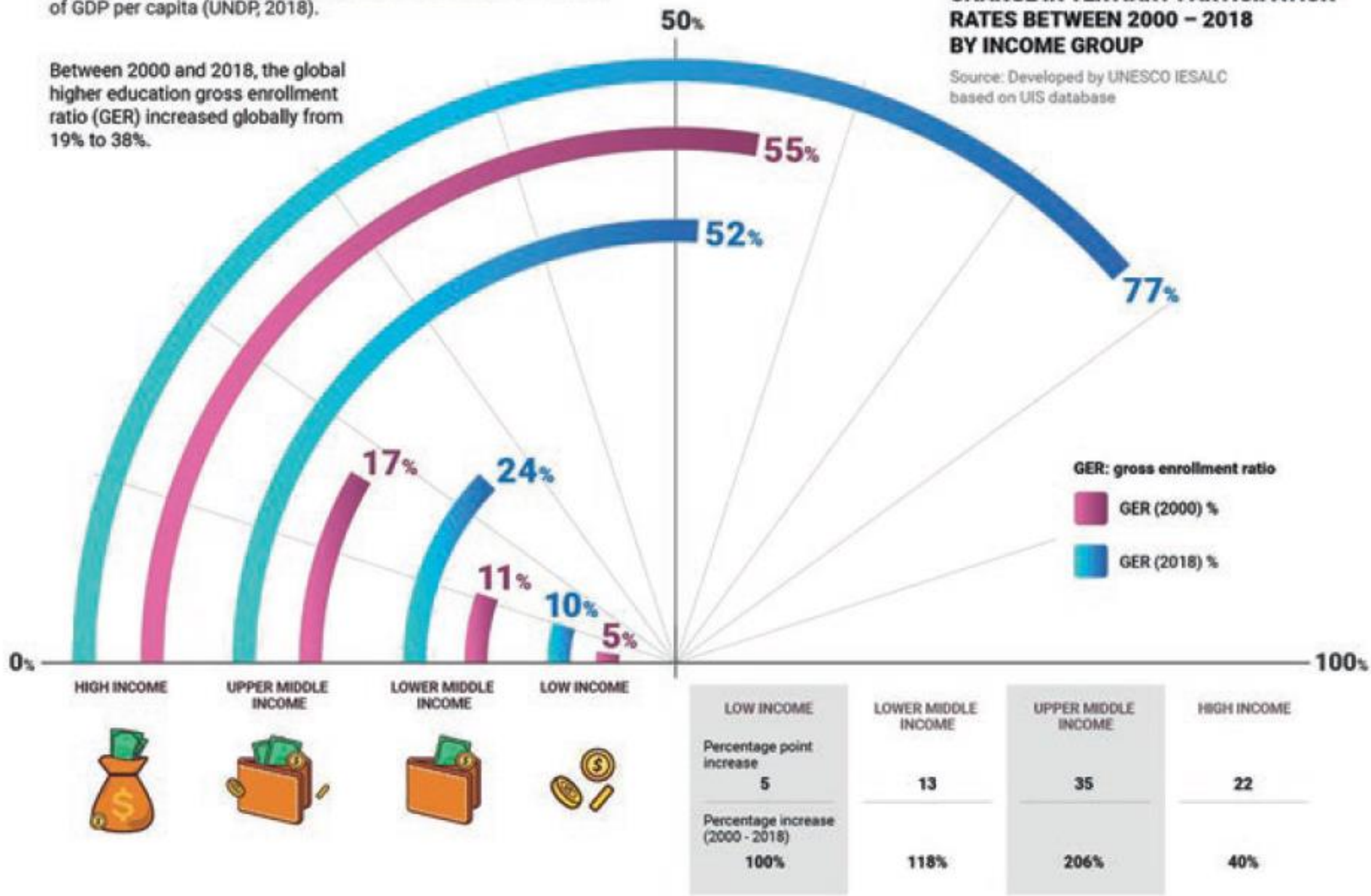
Accessibility to HE: Higher Education Remains Out of Reach for Many of the World's Poorest People

There seems to be a strong relationship between gross domestic product (GDP) per capita and tertiary gross enrollment ratio (GER). An increase in university enrollment tends to coincide with the rise of GDP per capita (UNDP, 2018).

Between 2000 and 2018, the global higher education gross enrollment ratio (GER) increased globally from 19% to 38%.

CHANGE IN TERTIARY PARTICIPATION RATES BETWEEN 2000 – 2018 BY INCOME GROUP

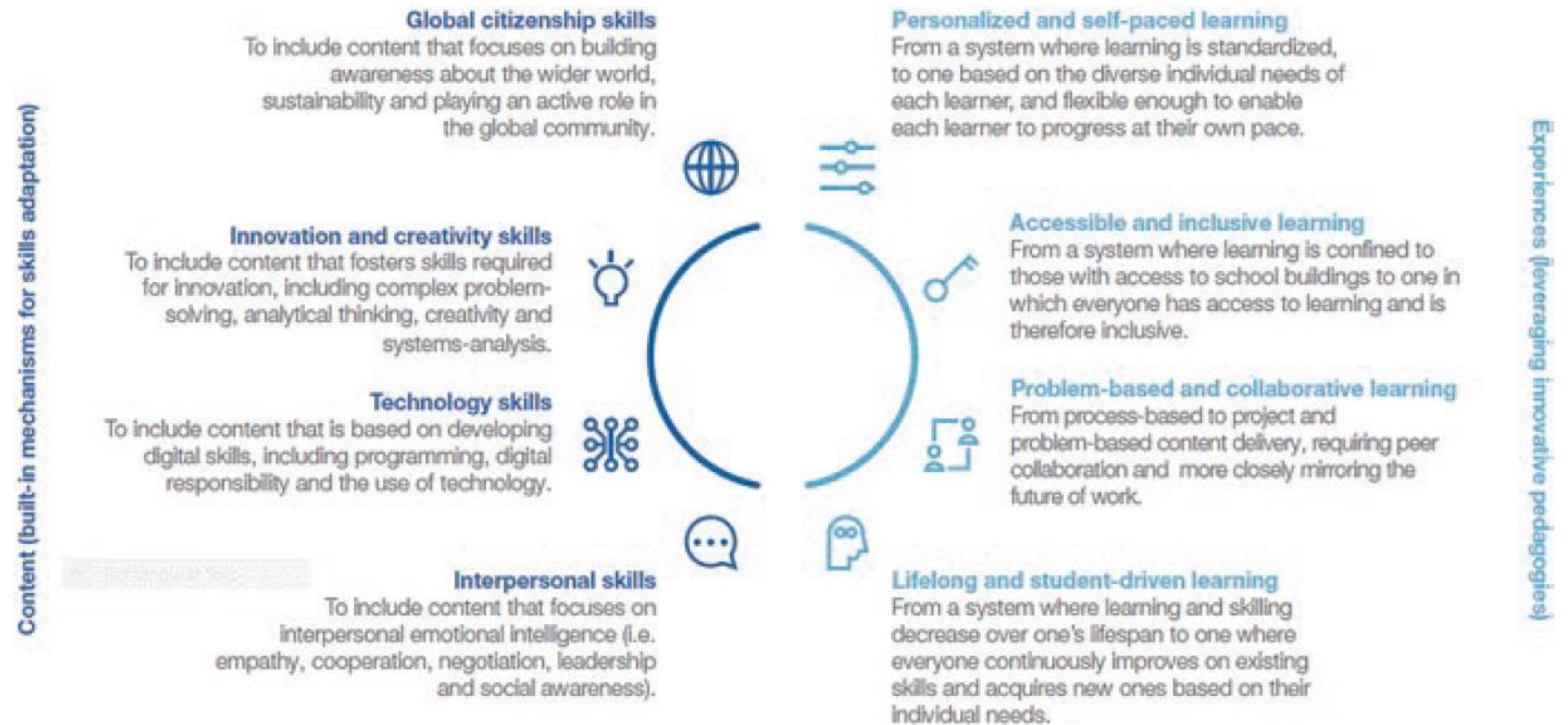
Source: Developed by UNESCO IESALC based on UIS database



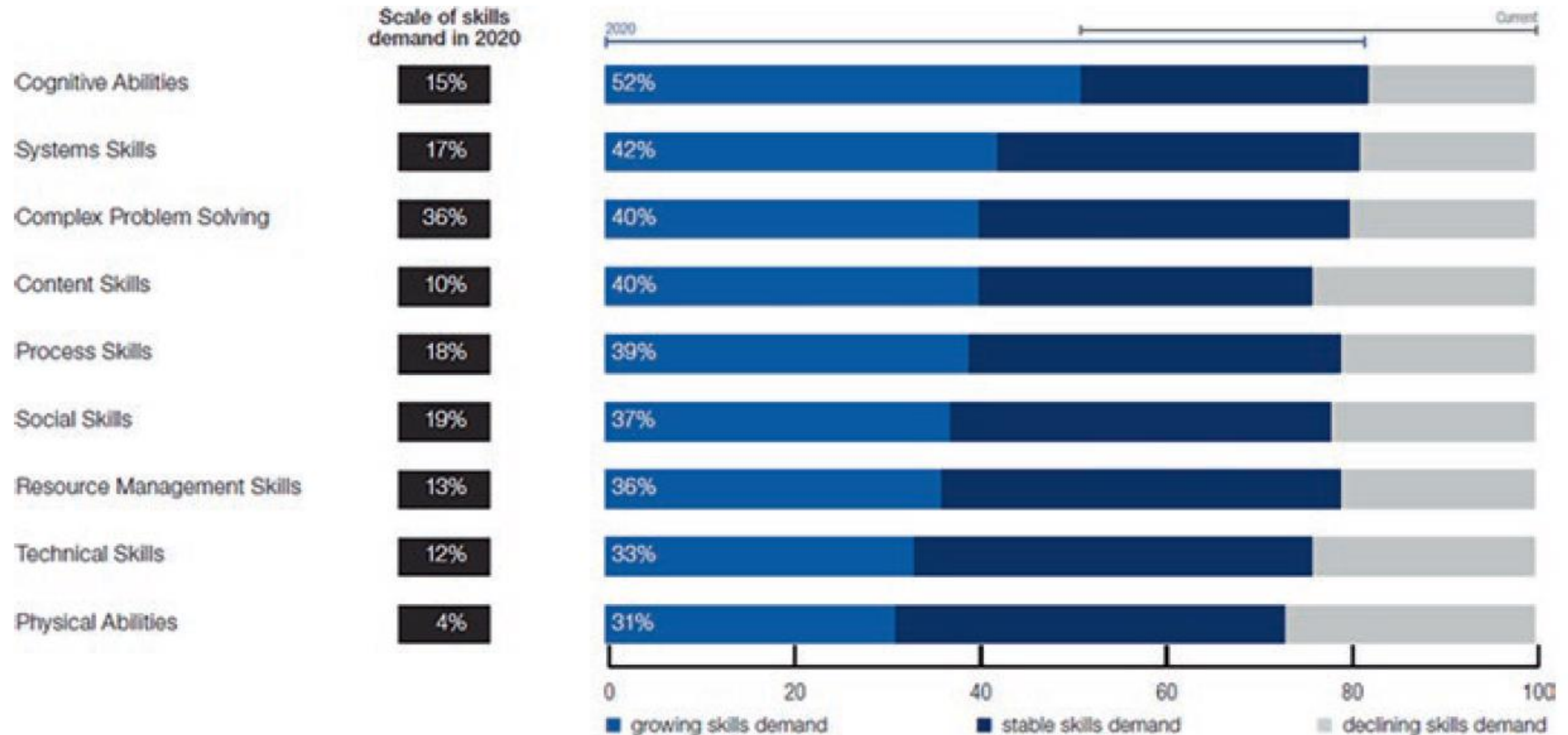
Tertiary Enrolment (%)	
Singapore	91
Thailand	49
Malaysia	43
Global	40
Indonesia	39

Source: Kompas Digital.
<https://www.kompas.id/baca/opini/2024/02/19/angka-partisipasi-kasar-pendidikan-tinggi>

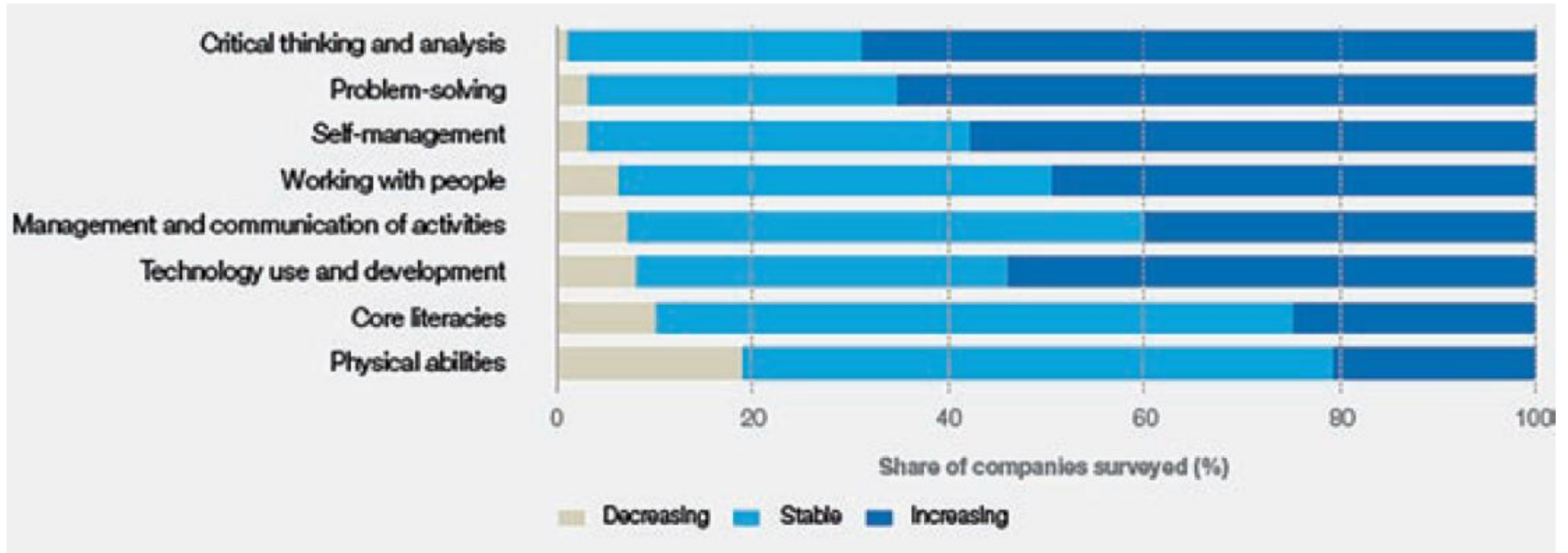
Education 4.0 Model that Meets the Needs of the Future



Change in Demand for Core Work-Related Skills, 2015-2020



Perceived Skills with Growing Demand by 2025



The Future University: **Technology, Interdisciplinarity, and Dynamism**

Future University must **create individuals with more digital and technological literacy**. The way ahead for social sciences would largely remain **strengthening existing and creating new interdisciplinary programs**.

In the Future University, **the approach will need a revamp and strengthening**. **Human insights and social data are crucial** to address the impending issues.

Preparing Future-Fit Leaders for the Sustainable Development Era



The Rise of the Sustainable Development Era

Navigating the Turn into Higher Education for Sustainable Development

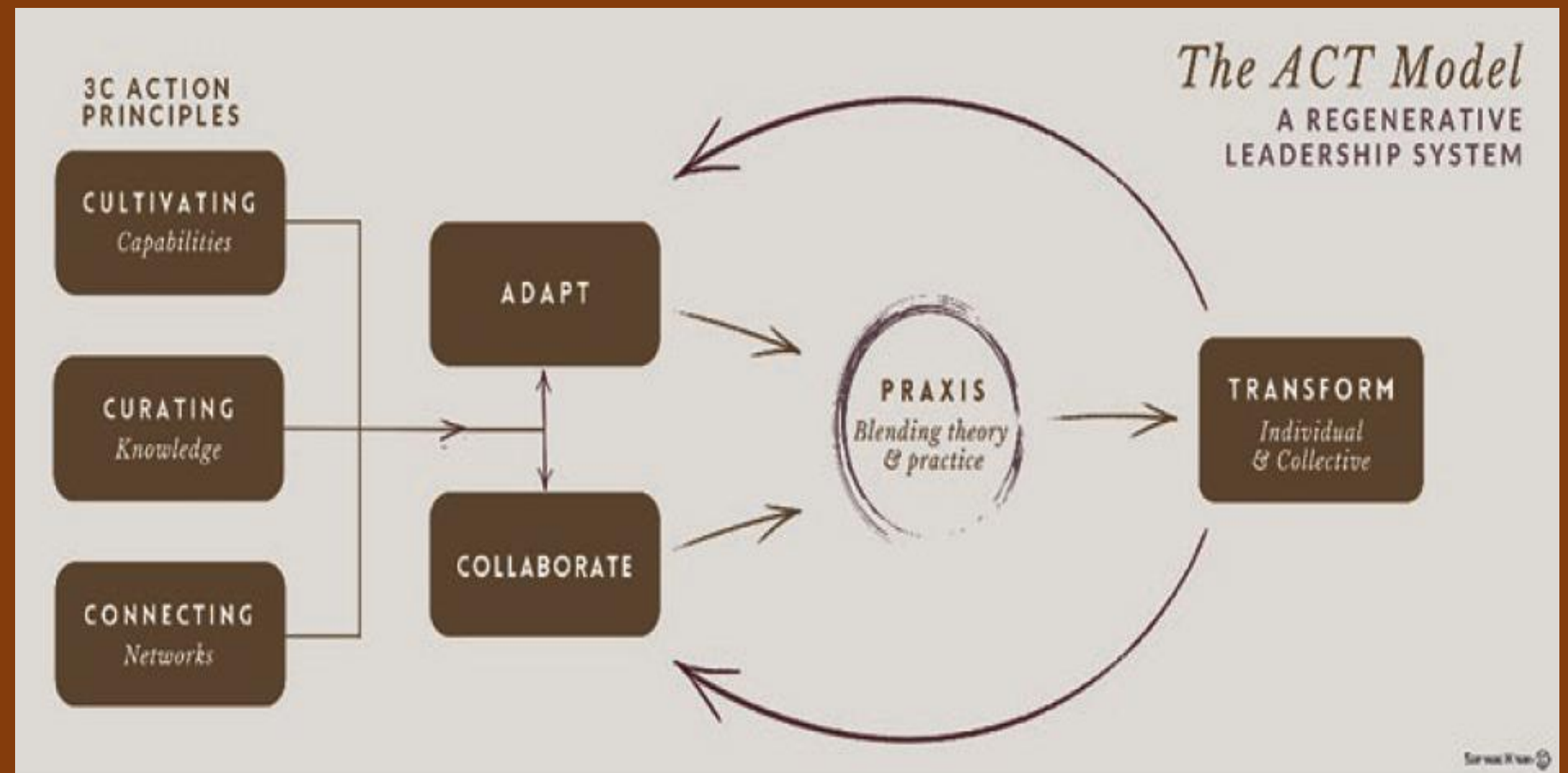
The University of the Future in the Sustainable Development Era

Education for Sustainable Development (ESD) empowers learners with knowledge, skills, values, and attitudes to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society. [ESD] is a lifelong learning process and an integral part of quality education. It enhances the cognitive, social and emotional, and behavioral dimensions of learning. It is holistic and transformational and encompasses learning content and outcomes, pedagogy, and the learning environment itself. ESD is recognized as a key enabler of all Sustainable Development Goals and achieves its purpose by transforming society. [UNESCO]

The 'curriculum of the future' needs to cultivate students' capabilities to nimbly maneuver complex spaces, lead sustainable development efforts and think with a systems mindset seeking solutions to existing and emerging complex sustainability problems. Therefore, HEIs are called to shift the focus from hard to soft or 'durable' skills.

The 'curriculum of the future' needs to curate knowledge by adopting interdisciplinary and transdisciplinary learning to enhance systems thinking that allows connecting knowledge from internal and external environments to better inform and understand complex problems.

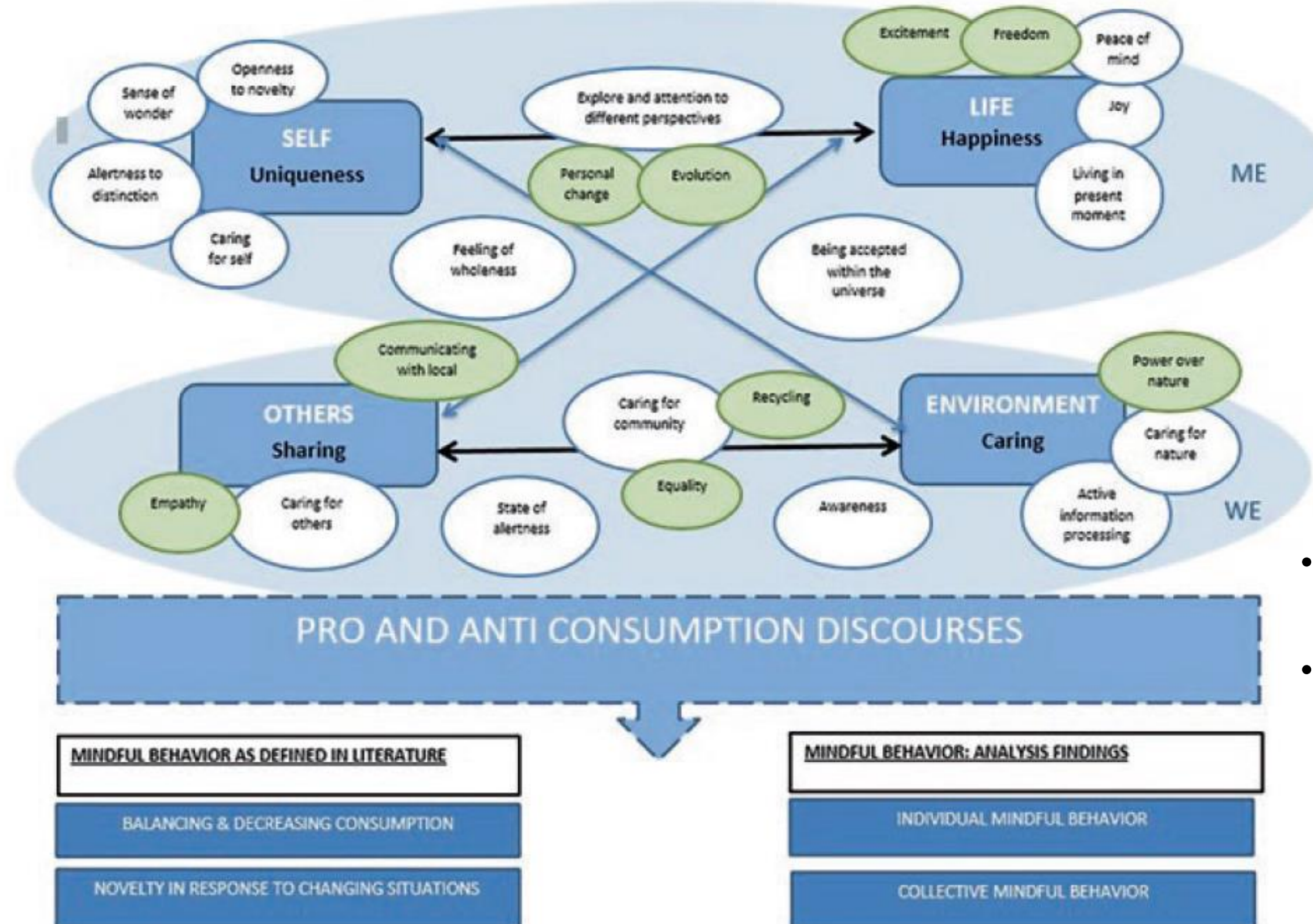
The 'curriculum of the future' needs to draw on the knowledge and capacities of various individuals and types of collaborative platforms to build and link multi stakeholder coalitions to co-create sustainable development actions.



Re-designing Higher Education for Mindfulness:

Education for All, Education from All Channels

Conceptualization model of mindful consumption by Gen Y sample



Mindfulness at Individual Level: Millennium “Tinkerbells”

- Attitude Towards Life: Happy Feet Full of Love and Compassion
- Attitude Towards Self: Uniqueness & Idealism

Collective Mindfulness: Sharing Is Caring

- Attitude Towards Others: Care Givers, Sharers, and Spiritualists
- Attitude Towards Environment: Naturalists

Mindfulness on Behavioural Dimension

- Individual Mindfulness: Need Orientation and Logical Thinking Process

Collective Mindfulness: Balance and Health for All

- Balance the Nature
- Health for All

- These pro-consumption discourses lead to inefficient behavior formation resulting in lack of mindful action.
- In order to overcome these barriers, the curricula should incorporate project-oriented contents, behavior-oriented examples of firms, intergovernmental organizations and NGOs, while the assessment should not be based on theoretical exams but instead project evaluations developed through real actions.

Education for Money



Education with a Soul

Excellence Without a Soul: How a Great University Forgot Education, Harry Lewis (2006) laments that higher **education has lost its sense of identity**.

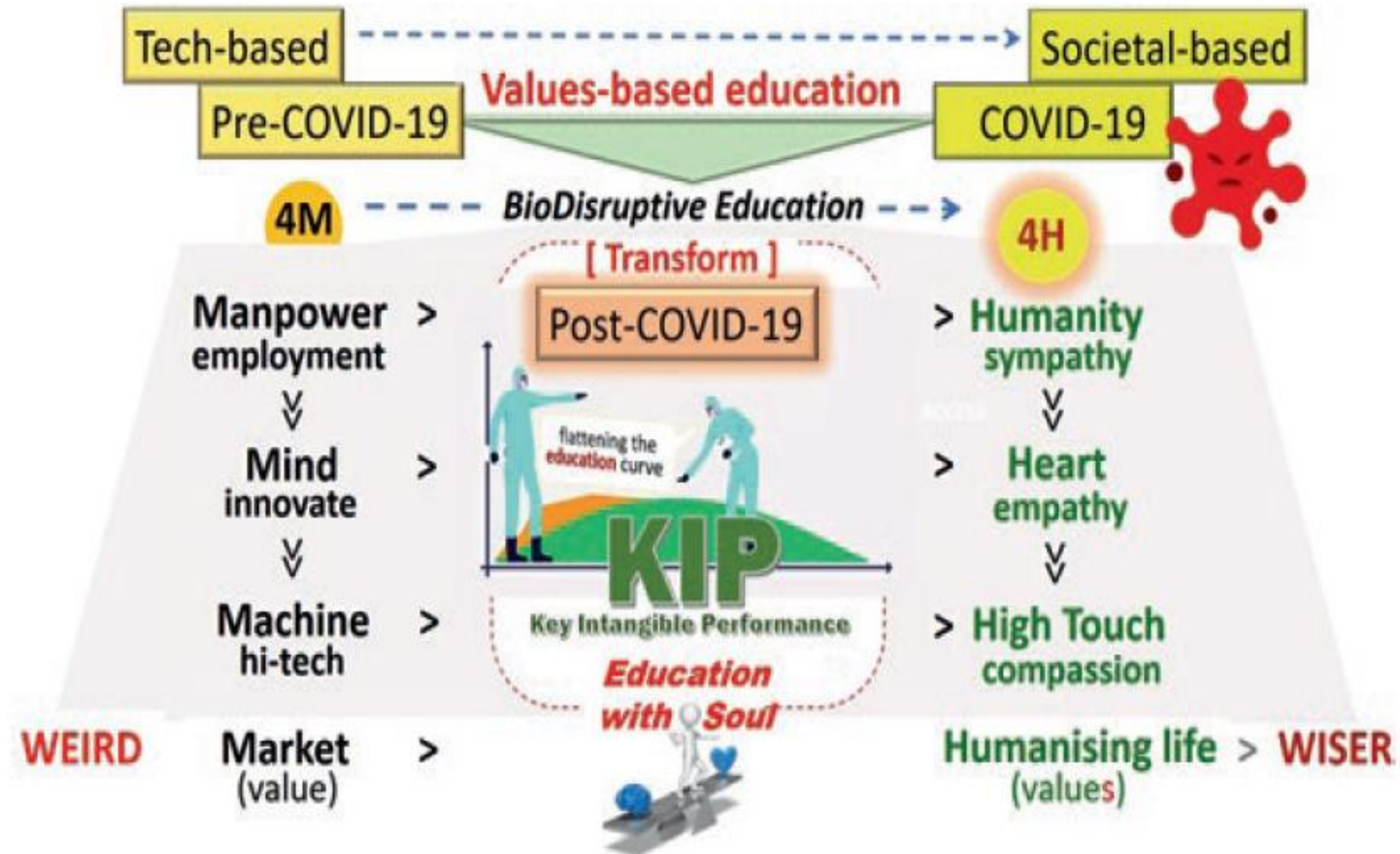
- Educational institutions **allow competition and consumerism to drive their direction**.
- **Universities, designed to educate responsible human beings**, have now evolved to a virtual “cafeteria model.” **They offer a diverse menu of disjointed options devoid of any intellectual integrity**. “This superimposition of **economic motivations on ivory-tower themes** has exposed a university without a larger sense of educational purpose or a connection to its principal constituents”.
- **Instead of helping “students understand what it means to be human”, the universities now function within parameters of advancement, security, and reputation**.

Education refers **not simply to enhancing the knowledge and skills of students**, but **to intellectual, religious, moral, physical, and all other aspects of the learner**.

True learning **must affect behavior** so that the learner makes practical use of his or her knowledge.

- **Education should nurture the soul** and bridge the dualistic attitudes.
- There is a need **to connect the spiritual with the rational** and to build bridges in the dualistic attitude prevalent in existing educational institutions.
- The word “soul” **bridges the dualistic separation of mind and body and promotes values, goodness, and beauty**.
- **“Education for all human beings”** needs to explore in some depth a set of key human achievements captured in the venerable phrase **“the true, the beautiful, and the good.”**

Humanising Education





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