

Contextual Model on Higher Education Sustainability for Uncertain Time- Human-Centered based Heutagogical Approach

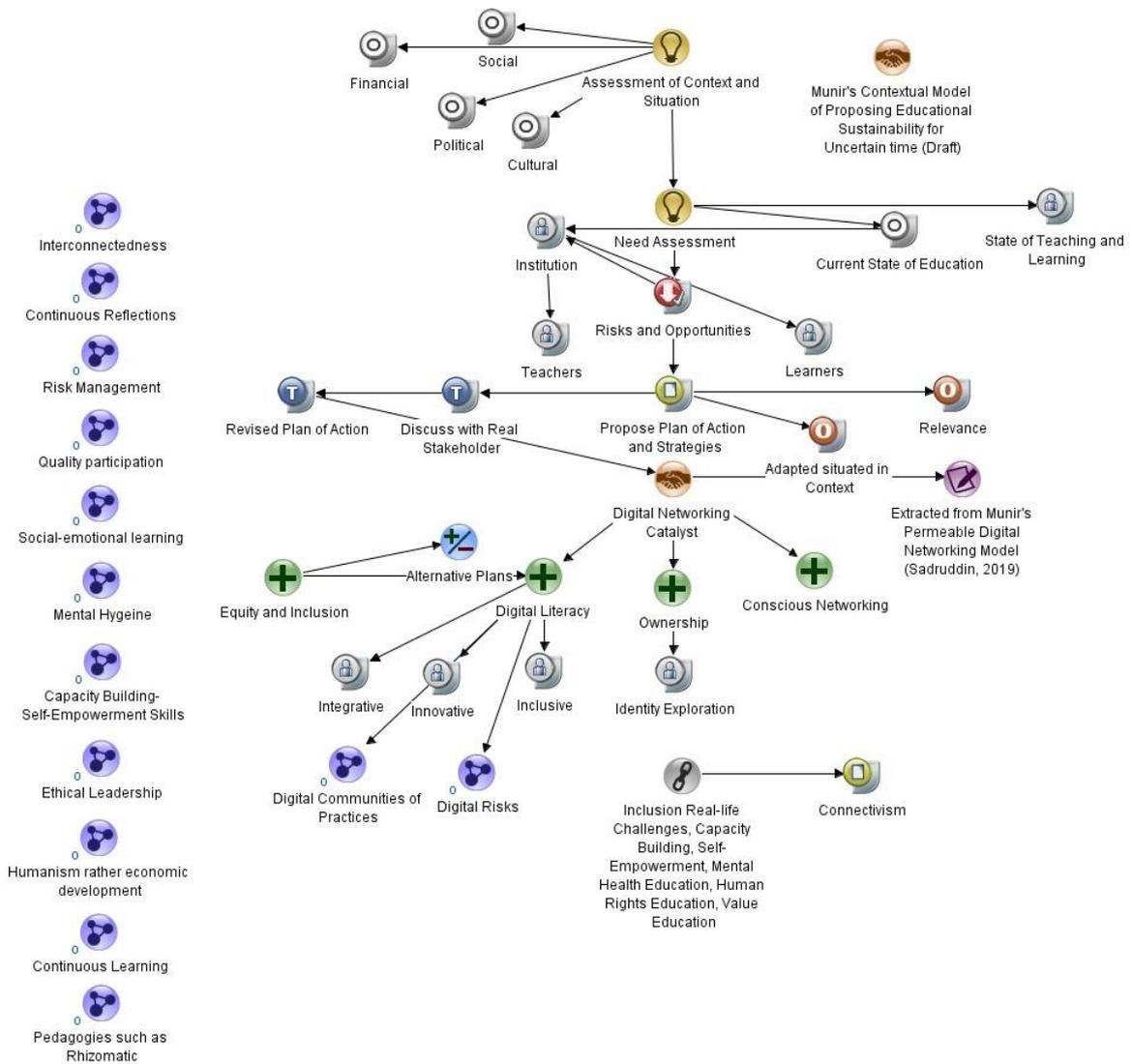
Dr. Munir Moosa Sadruddin

Sindh Madressatul Islam University and Global Forum for Teacher Educators

Higher Education has been trapped under multi-layered challenges for decades. In recent times, loopholes in the global higher education policies and frameworks exposed a lack of higher education preparedness for uncertain times. It demands the need to have a sustainable higher education model.

Using the human design approach, it is crucial to first understand the situation and context of the country. The following questions must be asked: what are the socio-cultural constraints in a country that can hinder progress? What is the state of the current political situation? What about the availability of financial and other resources? The next step is to assess the current state of education- both challenges and opportunities, along with the state of teaching and learning at the institutional level, to identify risks and opportunities. Next, we need to propose a plan of action and strategies that is situated in context. We then need to take learners and teachers into a loop for suggestions and revise the plan of action before initiating it. The question arises, what do we need to discuss with learners and teachers? We need to assess their digital skills and digital literacy. In the next phase, we need to prepare them for conscious networking, the use of online resources, and digital literacy through an integrative, innovative, and inclusive approach, and finally taking ownership through self-identity exploration. For this purpose, it is proposed to include subjects and courses on digital literacy and conscious networking.

We also should have alternative plans for the equity and inclusion of the excluded ones, such as the identification of low-cost technologies or any other asynchronous approaches. We must teach them about self-empowerment, human rights education, and mental health education.



Brief Profile

Dr. Munir holds a Ph.D. in Education with a concentration in Human Rights Education. He is a Professor of Education, and a founding Volunteer Director of Global Forum for Teacher Educators, where he promotes complementary human rights-centered education to children and women of disadvantaged communities along with adults of all ages and varied demographics. He is the recipient of the Presidency of Turks and Related Communities (YTB) Research Fellowship, Lagos African Cluster Centre (ACC) Visiting Research Fellowship, the Commonwealth UK, Distance Education Scholarship (2017-2019), the Georg Eckert summer fellowship 2016, recipient of the Commonwealth of Learning 2019, and also served as a Visiting Academic Scholar at the Humboldt University of Berlin (2017; 2019), and the University of California, Berkeley, 2017. He pioneered a course on human rights education for teachers proposed several globally recognized models including Munir's socioethical model of human rights education and Munir' model of teachers identity exploration (Sadruddin, 2020).