

VALUING HIGHER EDUCATION

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Introduction

In the early years of the Industrial Revolution, the Yale Report of 1828 asked whether the needs of a changing society required either major or minor changes in higher education. The report concluded that it had asked the wrong question. The right question was, What is the purpose of higher education? (Levine, 2000).

A Changing world

❖ Globalisation

- ❖ Characteristics
- ❖ Driving forces
- ❖ Impacts

❖ Neo-liberalism

- ❖ Economic and social orthodoxies
- ❖ Culture of materialism, Narcissist hedonism
- ❖ Construction of higher education and universities

Purposes of Higher Education

- ❖ **Worth, identity and purposes**
- ❖ **Production of knowledge**
- ❖ **Dissemination of knowledge**
- ❖ **Community engagement**
- ❖ **Necessary conditions and duties**

The Role of Higher Education

- ❖ Cultivation of highly educated people
- ❖ Imaginatively and creatively undertaking different kinds of rigorous scholarship
- ❖ Engagement with the intellectual and cultural life of society

- ❖ Contribute to forging a critical and democratic citizenship**
- ❖ Active engagement with the pressing development needs and challenges of our societies**

Conclusion

- ❖ HE accorded numerous and often diverse roles
- ❖ Contributions could be simultaneously radical and transformative and reformist and conservative
- ❖ The “real issue”, is “to create institutions solid enough and dynamic enough to stand the tensions that will necessarily trigger the simultaneous performance of somewhat contradictory functions” (Castells).

Demand overload'

- ❖ **Indication of greater understanding of universities as important engines of development.**
- ❖ **Need to mediate 'demand overload' in principled, creative and strategic ways: recognise the legitimacy of certain claims and refute other claims that could undermine core identity and purposes.**