A PROSPEROUS AFRICA BASED ON INCLUSIVE GROWTH AND SUSTAINABLE DEVELOPMENT.

LEADING EDUCATION FOR SUSTAINABILITY AND INCLUSIVE GROWTH (INCLUDING FEMALE PARTICIPATION IN EDUCATION)

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AGENDA

Activity
Introduction
The state of Africa
Centering Higher Education in the attainment of a sustainable and inclusive growth in Africa
Staff Transformation: Diversity, Equity, Inclusion and Belonging
Closing remarks

HERS-SA
Leading - Learning - Lifting

INTRODUCTION

The Agenda 2063 seeks to deliver on a set of Seven Aspirations each with its own set of goals which if achieved will move Africa closer to achieving its vision for the year 2063.

This presentation focuses on Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development.

One of the goals is to ensure that there are "well educated citizens and skills revolutions underpinned by science, technology and innovation, developing Africa's human and social capital (through an education and skills revolution emphasizing science and technology)".

THE QUESTION THEN IS HOW CAN THIS BE ACHIEVED?

The higher education (HE) sector plays a critical role in the production of skilled labour and the transformation of society, economy, and politics. It is therefore critical to ask how can we Lead Education for Sustainability and Inclusive Growth (including female participation in Education?).

THE STATE OF AFRICA

- According to Honest Accounts (2017), Africa is rich – in mineral wealth and biodiversity. Its people should thrive, and its economies prosper, yet many people living in Africa remain trapped in poverty, while much of the continent's wealth is being extracted by those outside it

- Africa is the world's second-largest and second-most-populous continent, after Asia

- It is home to more than 1.4 billion people (18%) of the world's human population

- The population is the youngest among all the continents

- According to the World Inequality Report (2022), sub-Saharan is the most unequal region in the world after Middle East. Gender inequality is the main challenge for the continent.

Aspirations

Agenda 2063

- Prosperous Africa based on inclusive growth & sustainable development
- Political United and Integrated Continent
- Peaceful and Secure Africa
- Strong Cultural Identity Values and Ethic
- A Strong and Influential Global Player and Partner
- People-driven development focused on women & youth
- Good Governance Democracy, Human Rights, Justice and Rule of law

As Madiba states in his 1996 Women's day speech,

"The legacy of oppression weighs heavily on women. As long as women are bound by poverty and as long as they are looked down upon, human rights will lack substance. As long as outmoded ways of thinking prevent women from making a meaningful contribution to society, progress will be slow. **As long as the nation refuses to acknowledge the equal role of more than half of itself, it is doomed to failure".**

NELSON ROLIHLAHLA MANDELA

CENTERING HIGHER EDUCATION IN THE ATTAINMENT OF A SUSTAINABLE AND INCLUSIVE GROWTH IN AFRICA

- Education liberates the intellect, unlocks the imagination and is fundamental for self-respect. It is the key to prosperity and opens a world of opportunities, making it possible for each of us to contribute to a **progressive, healthy society**. Learning benefits every human being and should be available to all (UN, 2023).

- The three pillars of higher education are teaching and learning, research and innovation and community service.
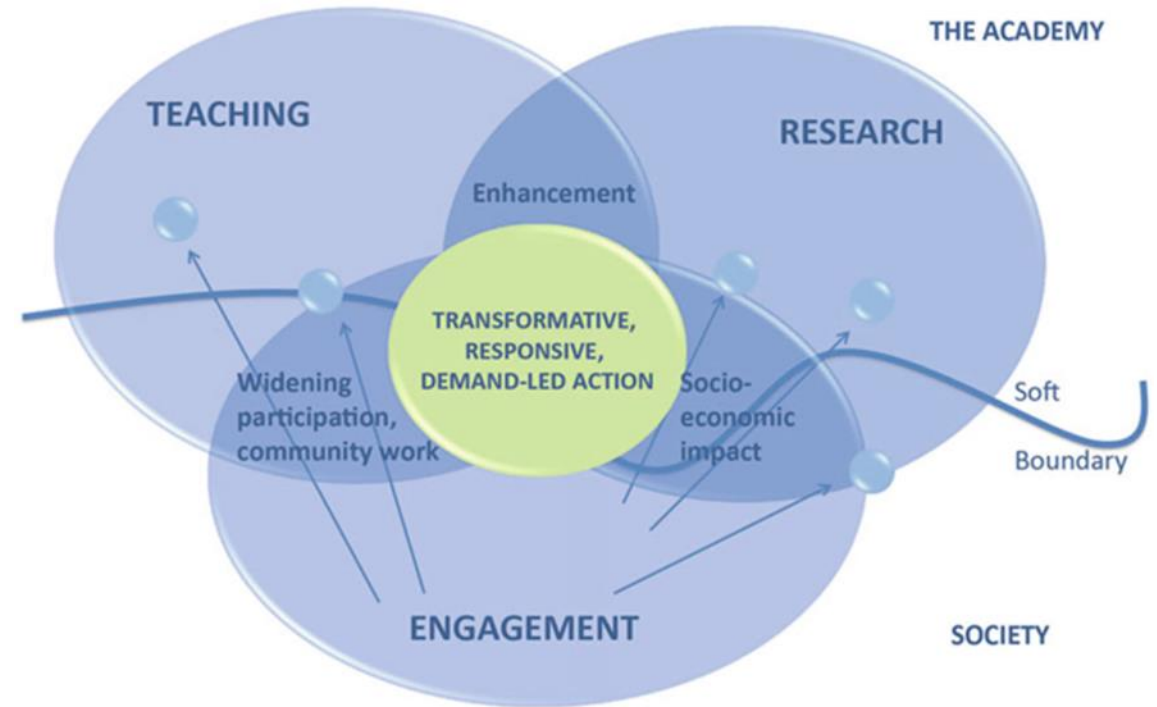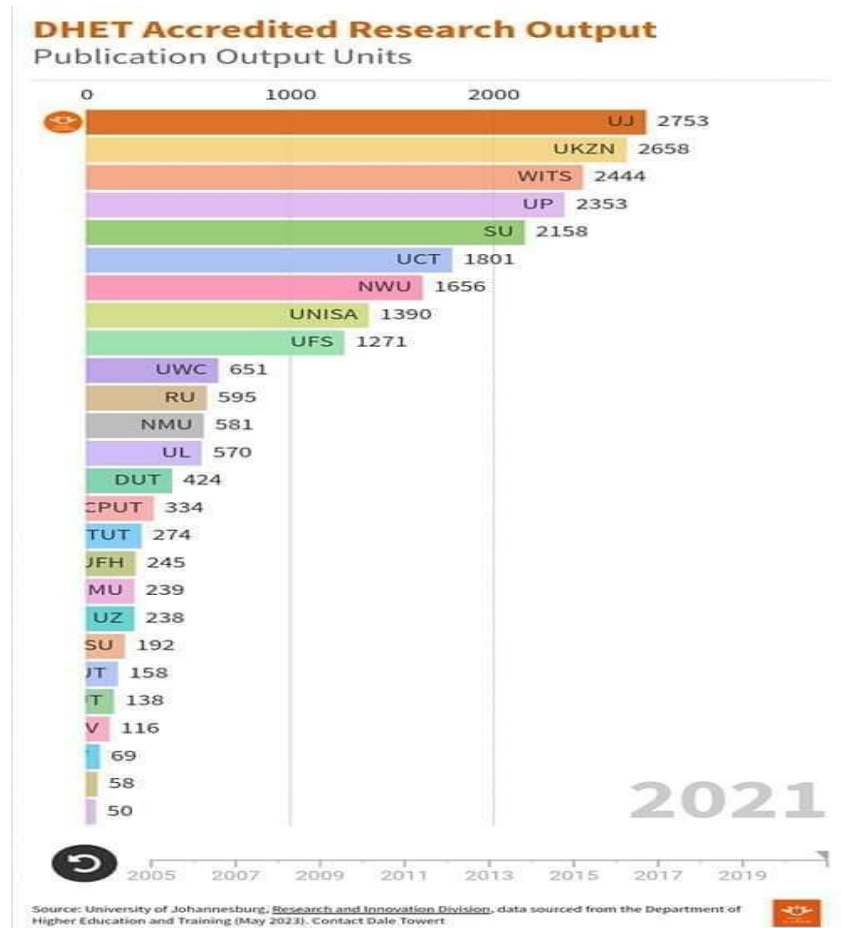

(Steele & Rickards, 2021)

CENTERING HIGHER EDUCATION IN THE ATTAINMENT OF A SUSTAINABLE AND INCLUSIVE GROWTH IN AFRICA

Universities are known to be gendered, classed and racialized. Women studies in higher education have found that women are:

- Mostly at the junior level and few in the senior leadership role

- Most women are not at the professorship level, thus not part of statutory committees

- Have invisible work, such as mentoring students, and representing minority groups adding to their workload yet these are not rewarded or recognised for career progression

- Tokenised

- Rendered invisible and hyper-visible

- Kept at the margin

I want to argue that: A gender-representative university (leadership, academics, and researchers and support services) is critical not only for universities but also for realizing the National Development Plan 2030, the African Union Agenda 2063, thus leading to a sustainable Africa

RESEARCH

DHET Accredited Research Output
Publication Output Units

UJ	2753
UKZN	2658
WITS	2444
UP	2353
SU	2158
UCT	1801
NWU	1656
UNISA	1390
UFS	1271
UWC	651
RU	595
NMU	581
UL	570
DUT	424
CPUT	334
TUT	274
UFH	245
MU	239
UZ	238
SU	192
UT	158
T	138
V	116
	69
	58
	50

2021

2005 2007 2009 2011 2013 2015 2017 2019

Source: University of Johannesburg, Research and Innovation Division, data sourced from the Department of Higher Education and Training (May 2023). Contact Dale Towert

- Who in higher education is doing the research?

- What are the research focus areas?

- Who is referenced/cited?

- Who funds these research areas?

- How do we support new research areas that are often erased?

- Is there an increase in interdisciplinary, transdisciplinary or multi-disciplinary research?

- How do we engage with the communities that we are researching?

TEACHING AND LEARNING

- What is taught?

- Who is lecturing?

- Who is taught?

- How are they taught?

- Where are they taught?

- How do we assess students?
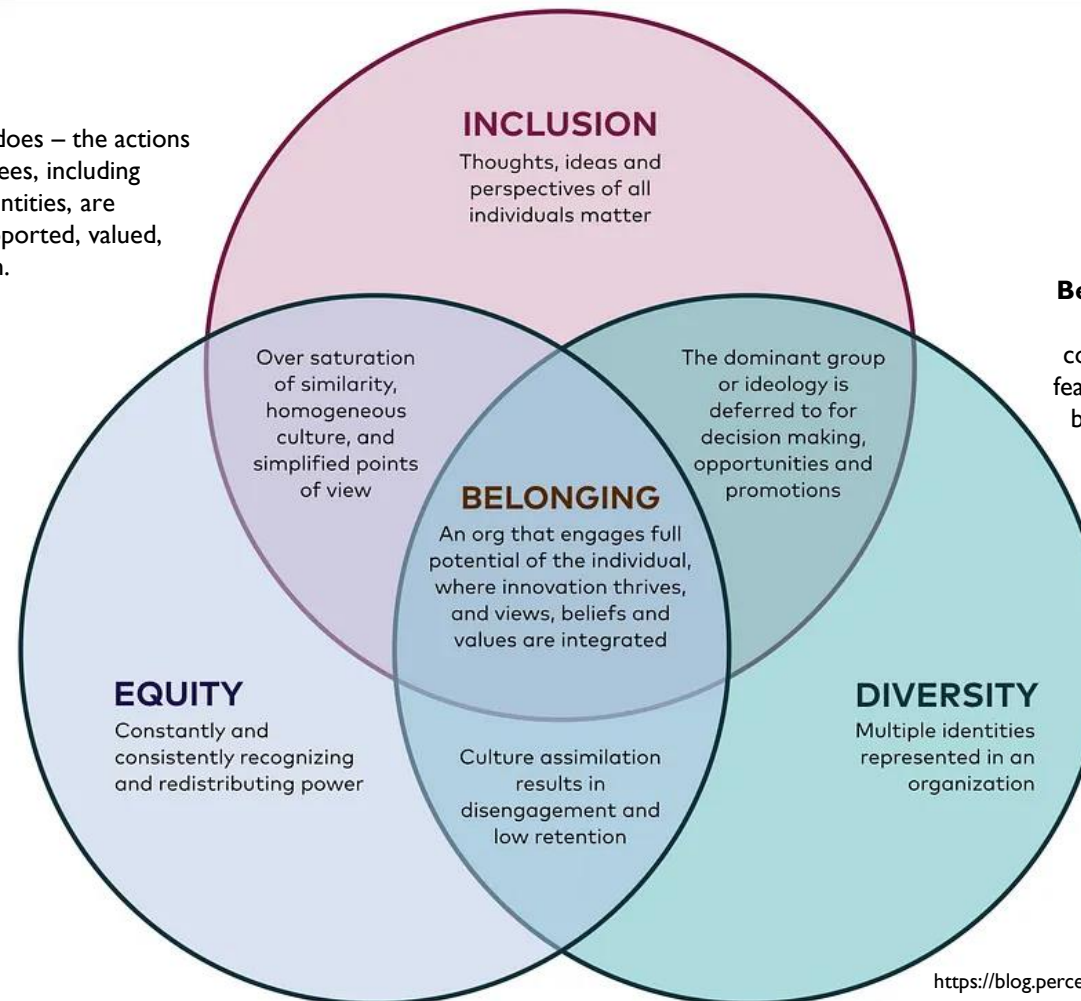
COMMUNITY ENGAGEMENT

Partnership initiatives that utilize knowledge capital and resources. Research projects that make a significant contribution to a community. Provision of community-determined services and resources by students and employees, outside of academic programmes, to address development needs (UJ, 2023).

- Who are we engaging with?

- Where are we engaging?

- How are we engaging?

- Why do engage?

- Who is leading the engagement?

STAFF TRANSFORMATION: DIVERSITY, EQUITY, INCLUSION AND BELONGING

Inclusion is what an organization does – the actions it takes – to ensure that its employees, including those with historically excluded identities, are welcomed, psychologically safe, supported, valued, and have a voice in the organization.

Belonging is being able to bring your authentic self to work, make meaningful contributions and connections, and own all of your identities without fear or risk of negative consequences. Organizational belonging offers a feeling of security, support, and acceptance.

Equity is an approach that ensures everyone has access and opportunity to reach their full potential. Equity recognizes that advantages and barriers exist, and that, as a result, we don't all start from the same place. Equity is a process that begins by acknowledging this unequal starting place and making a commitment to correct and address the imbalance.

Diversity is the spectrum of difference. In the workplace, diversity can refer to a range of identities such as – but not limited to – race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religion, body size, parental status, veteran status, education, values and beliefs, and/or other social identities.

INCLUSION
Thoughts, ideas and perspectives of all individuals matter

Over saturation of similarity, homogeneous culture, and simplified points of view

The dominant group or ideology is deferred to for decision making, opportunities and promotions

BELONGING
An org that engages full potential of the individual, where innovation thrives, and views, beliefs and values are integrated

EQUITY
Constantly and consistently recognizing and redistributing power

Culture assimilation results in disengagement and low retention

DIVERSITY
Multiple identities represented in an organization

https://blog.perceptyx.com/the-importance-of-diversity-equity-inclusion-and-belonging

CONCLUSION

- Gender transformation is not an us–against (Adversarial) but it is about inclusivity to benefit our continent

- Inclusivity will ensure that we harness the vital work already underway in higher education institutions to advance a sustainable and inclusive growth

QUESTIONS?

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