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What is the link between the first and the second question?

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Well, that's tightly linked to the question. This question is actually tightly linked to the first question that I responded somehow. The students of today already differ to a huge extent, as I mentioned, from the students like 50 years ago, like a couple of decades ago. And it all comes from the currency of education. The currency of education decades ago was information. And students would pay to get information from the institutions of learning they go to. Now, they don't pay for information. The paradigm shifted. Now, the currency of education is skills. So, why is it that there will be the currency of education in 20 years of time? So, if it is the skills, the competencies, and knowledge they want to gain now because they have ample of opportunities to get information from outside sources now, and they don't need to pay to get the information. They pay to get the skills, competencies, and knowledge. In 20 years of time, perhaps that will be a totally different paradigm where the skills and competence and knowledge they can gain themselves because they become... If we now instill learning to learn, and we hope to have a generation of learners to come in the future, then maybe we will start facing a whole army of students who independently learn themselves and gain the skill themselves and apply those competences and skill in practice themselves, we develop a community of self-learners. So if it is a community of self-learners, then what is the role of higher education in the future? So the role of higher education and higher learning is becoming more and more of providing diverse opportunities, going deeper into research, capitalizing on the research capacity. So basically, I feel like university, the further we grow, will go back to its basics when institutions were established for deep research and scientific progress to be made there. But that's, of course, in an ideal situation because we don't expect each to be for all, but I see a strong body of students who would be self-learners and they will have a totally different requirement from the curriculum, which would be getting deeper into the truth, into the very guts of the whole knowledge and understanding on how to resolve diverse problems. So it's already we are—we will be dealing with the students who are more into problem-solving, creativity, innovation, as a core body of students, but they will also have a diverse body of students. But the beauty of the system would be, if I can mention it that way, is that it will be an inclusive system, which would enable, you know, catering to diverse needs, individual needs and individual demands, also based on the socioeconomic needs of each of the countries. One of the key things here is that I would love to see each country also building their education system as per their own context and cultures, and appreciating those contexts and cultures, and making it part of their learning systems definitely, defending their identity, building their identity. Some of them are already losing it. But let's see what will happen in 20 years of time. So the learner of future will differ. We don't want to blur all those boundaries, and we don't want to build the boundaries. We just want to have a learner who appreciates diversity, embraces the new ways of learning, the new ways of systems that are out there. He appreciates because he understands. Otherwise, it's not easy to appreciate diverse

cultures. So respect and of course the peace. Peace is there for all of us. We all know how vulnerable our globe is. And if we don't instill from now those values into our students, maybe in 20 years' time the learners will need some totally different from now those values into our students, maybe in 20 years' time the learners will need some totally different thing to fix all the faults that we are creating now.