A mixed picture...
WCUs as a major enablers of...

- Quality
- Recognition of value of higher education
- Competition among HEIs
- Sense of proud, recognition, prestige, status

Accountability and openness

http://www.worldbank.org/education/tertiary
But, what role model?
Are WCU's an adequate proxy of good tertiary education institutions?

What?
Why?
How?
Towards the need for more diversified tertiary education systems

- Biases towards “universities” as the only higher education option persist.
- Pathways allowing mobility between technical and vocational institutions and universities are also very limited, if they exist at all.
- Non WCUs as “second class” citizens

The not so good (or bad)...

- Unintended (or intended?) stratification in the educational system (and in society).
- Selectivity for whom
- A regressive funding approach

http://www.worldbank.org/education/tertiary
The case of Mexico
Who enrolls in tertiary education?

Source: The World Bank

The case of Mexico
Distribution of Public Spending on Tertiary Education by Income Decile, 2012

Source: The World Bank

http://www.worldbank.org/education/tertiary
On government policies...

Unrealistic ambitions, many times fueled by political reasons.

Assumption that WCU is something achievable by Decree

Inadequate assumptions about future financial flows and about timely fulfillment of goals or milestones.

Assumption that WCUs are about bricks and mortar

Limited linkages with the rest of the educational system (alienation) and with long-term national/regional development plans (isolation).

http://www.worldbank.org/education/tertiary
Misleading facts and manipulating numbers?

A predatory and cannibalistic field?

A perverse incentive and rewards system

About quality or about capacity to "sell" better?

Brutal reallocation of internal funding and priorities just for the sake of improving the rankings

A distortion of the ultimate goals of tertiary education

Does the end justify the means no matter what?
A very different current (and future) context

The good news...

The current and future environment is a “fertile land” for more and better WCUs

http://www.worldbank.org/education/tertiary
However, it is a contested terrain

http://www.worldbank.org/education/tertiary
Community at large…

…skeptical, unconvinced, exigent and impatient.

Some newspapers’ headlines

A Gift Unearths a Rift
University confirms rampant plagiarism
The need for more transparency in higher education
Confidence crisis: Who appoints the President?
Ethics Flap at a University
University Ends Illegal Job Requirement
Teaching Ethics in a Morally Compromised World
The Corrosion of Ethics in Higher Education

The End of College
A donor provided funds for an Endowed Chair…Now he uses it
Graduates ill prepared: Employers can’t find skilled workers
Guidance on Stem Cells
Freedom of research vs national security
Clamping Down on Corruption
University Adopts Conflicts Policy for Trustees

http://www.worldbnk.org/education/tertiary
Some book (and movie) titles...

Changing social and individual perceptions about the University

http://www.worldbank.org/education/tertiary
Hypothesis: the labor market is demanding a combination of skills different to the ones that are being provided by the educational system.
Other Disconnects

Among tertiary education institutions

Inside tertiary education institutions

Is this a true prediction?

“Universities won’t survive...higher education is in deep crisis...The college campus won’t survive as a residential institution. Today’s [college] buildings are hopelessly unsuited and totally unneeded”

Peter Drucker, 1997

...or it is just an exageration?

http://www.worldbank.org/education/tertiary
Who told us that the university shouldn’t and can’t change?

To begin with...

http://www.worldbank.org/education/tertiary
WB: Some key challenges in TE

...but WCUs shouldn’t be worry about it.

http://www.worldbank.org/education/tertiary
A rumor...

Are WCUs somewhat detached from the most pressing challenges being faced by society?

The context

Nothing related to tertiary education
...and probably less to WCUs
If the Earth formed at midnight and the present moment is the next midnight, 24 hours later, modern humans have been around… since 11:59:59pm—1 second.

In the U.S. a person uses an average of 100 gallons of water per day, while in a developing nation such consumption is only 2.6 gallons in average.

The demographic factor
The case of Italy

Population aged 65 years and over per 100 persons aged 15-65 years

Japan 2050: 70 65+ yr. old persons per 100 persons aged 15-65 yr.


http://www.worldbank.org/education/tertiary
WORLD POPULATION LIVING IN CITIES

10% 1910
50% 2007
75% 2050

http://www.worldbank.org/education/tertiary
In Norway the average income per capita is $149.00 dollars per day, while in Malawi is only $500.00 but per year ($1.36 per day).

In other words, three days of average income in Norway are equivalent to almost a year of income in Malawi.
Distant realities...

http://www.worldbank.org/education/tertiary
Distant realities

Distant (and no so distant) realities

http://www.worldbank.org/education/tertiary
Tribalism and modernity

- There are more than 5,000 ethnic groups in the world and only 190 countries.
- In the Sub-Saharan region exist 1,300 linguistic groups in only 62 countries.


Talking about stereotypes

http://www.worldbank.org/education/tertiary
Can you tell me about my future?

Hmmm…
I would, but I can’t read Spanish!

2025: Brutal pressure for talent

http://www.worldbank.org/education/tertiary
Increasing Migration Towards the Developed World

Net Migration (in millions of people), 1960–2010


http://www.worldbank.org/education/tertiary
...and what is the connection with tertiary education and with WCUs?

Tertiary Education Enrollment per Region

Gross Enrollment Rate in Tertiary Education superior (ISCED 5 & 6), per region: 1970 - 2011

Courtesy of Reema Nayar, The World Bank

http://www.worldbank.org/education/tertiary
Tertiary education responded to demographic pressures—and will continue to respond—through rapid expansion.

Projections of the number of 25-34 year-olds with tertiary education, 2005-2030

Note: Figures are estimates based on available data. Population estimates are based on OECD’s annual population projections.

Source: OECD, UNESCO, and National Statistics websites for Argentina, China, India, Indonesia, Saudi Arabia and South Africa.

Relevant Facts

Demographics is and will continue to be a major driver in growth in tertiary education.

Tertiary education experiences and will continue experiencing tremendous growth and diversification.

http://www.worldbank.org/education/tertiary
Implications of the global growth in TE

- Soon the developing countries will have the greatest share of the worldwide tertiary education enrollment.
- It is in the developing economies where the future profile of global tertiary education will be defined.
- Worldwide, tertiary education will transition from an elitist approach towards a flexible access model.

2025: Dramatic diversification of modalities/providers of education

- The role of technology
- Multinational universities
- The funding model
- Portability of credentials

Challenging the traditional assumption of what is tertiary education

http://www.worldbank.org/education/tertiary
Increased pressure for access to tertiary education.... but not for many years.

Tertiary education, still a privilege for a few

http://www.worldbank.org/education/tertiary
Tertiary Enrollments low

...is selectivity the solution?

http://www.worldbank.org/education/tertiary
The “accreditation” syndrome

...and the obsession for rankings

http://www.worldbank.org/education/tertiary
 Isn’t that too obvious?

The technological factor

http://www.worldbank.org/education/tertiary
Back to the Future...

Adoption of Technology in 50 million households worldwide

Source: ITU, 1999

<table>
<thead>
<tr>
<th>Technology</th>
<th>Years Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>74</td>
</tr>
<tr>
<td>Radio</td>
<td>38</td>
</tr>
<tr>
<td>P.C.</td>
<td>16</td>
</tr>
<tr>
<td>T.V.</td>
<td>13</td>
</tr>
<tr>
<td>WWW</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: ITU, 1999
Aunt Consuelo

Do you remember the Slide Rule?

http://www.worldbnk.org/education/tertiary
MOOCs: Too good to be true?

What is the impact on tertiary education?

"You should check your e-mails more often. I fired you over three weeks ago."
Why?
A new type of student

Different youth?
It is a beautiful day. I want you playing outside

http://www.worldbank.org/education/tertiary
It looks like nobody is interested on us anymore

...and what the hell is it??

http://www.worldbank.org/education/tertiary
Starting on 2015, all tertiary education students will be “digital native”

I have a netbook, MP3 Players, flashdrive, IPAD… Dad, what did you use in school when you were student?

My brain!!
An evident connection: 
*Education – Economic Development – Social Development*

A new world and regional economy

- Global
- Highly Competitive
- Technology driven
- Constantly Changing
- Knowledge Based

Globally, skills demand is shifting towards “New Economy Skills” (non-routine cognitive and interpersonal skills).

Employment Composition (simple cross country average by type of occupation (2000-2012))

OECD countries

Developing countries


Average rate of return to year of schooling is 10.4%


http://www.worldbank.org/education/tertiary
Returns **highest at Tertiary Level**

Table 3: Returns to schooling by educational level and region (latest available year between 2000-2011)

<table>
<thead>
<tr>
<th>Region</th>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
<th>GDP/pc (PPP 2005)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td>10.3</td>
<td>6.9</td>
<td>16.8</td>
<td>6,719</td>
<td>74</td>
</tr>
<tr>
<td>Middle East and North Africa</td>
<td>9.4</td>
<td>3.5</td>
<td>8.9</td>
<td>3,645</td>
<td>7</td>
</tr>
<tr>
<td>South Asia</td>
<td>9.6</td>
<td>6.3</td>
<td>18.4</td>
<td>2,626</td>
<td>4</td>
</tr>
<tr>
<td>Eastern and Central Europe</td>
<td>8.3</td>
<td>4.0</td>
<td>10.1</td>
<td>6,630</td>
<td>7</td>
</tr>
<tr>
<td>High Income Economies</td>
<td>4.8</td>
<td>5.3</td>
<td>11.0</td>
<td>31,748</td>
<td>6</td>
</tr>
<tr>
<td>East Asia and Pacific</td>
<td>11.0</td>
<td>6.3</td>
<td>15.4</td>
<td>5,980</td>
<td>6</td>
</tr>
<tr>
<td>Latin America and Caribbean</td>
<td>9.3</td>
<td>6.6</td>
<td>17.6</td>
<td>7,269</td>
<td>20</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>13.4</td>
<td>10.8</td>
<td>21.9</td>
<td>2,531</td>
<td>24</td>
</tr>
</tbody>
</table>


However... returns are declining


http://www.worldbank.org/education/tertiary
It is not only about money.... More important are the social benefits

- Principal factor of social mobility
- Citizenship building
- Higher rate of kids with education

More education leads to:
- Environmental consciousness
- Tolerance
- Health / Longer life
- Citizens’ awareness

Governments must act..

... But national level changes are not sufficient...

... Tertiary Education Institutions need to embrace the change themselves.

http://www.worldbank.org/education/tertiary
Tertiary Education: Resistance to Change?

“Higher education is the only business that holds a formal ceremony to get rid of its clients”

Elliot Masie, President - The Masie Center

http://www.worldbank.org/education/tertiary
“While the ship is sinking—says the captain—the first priority is to save the crew, next is to avoid problems while the ship continues to sink, the third priority is to repair the ship, and lastly, the fourth priority, if time permits, is to save the passengers.”

Arthur Levine, president of Columbia Teachers College

A paradox...

“Universities are institutions created to prepare leaders and professionals...”

Academic Strategy

http://www.worldbank.org/education/tertiary
The Italian University in 1240

...and today’s universities

Who is responsible?

http://www.worldbank.org/education/tertiary
The art of ambiguity

Continuing doing the same, but waiting different results

A simple formula: More and better education

http://www.worldbank.org/education/tertiary
...but what type of education?

@fmarmole

Email: fmarmolejo@worldbank.org

http://www.worldbank.org/education/tertiary
Some “uneasy” questions?

- Are we preparing our students with a sense of privilege (and sometimes arrogance) or with a sense of responsibility?
- Are we sacrificing research relevance for research productivity?
- Are we rewarding research at the expense of teaching and public service?
- Do we have really know about it, based on evidence?

Some pending tasks

http://www.worldbank.org/education/tertiary
Top 10 Do’s in Tertiary Education

- Diversifying options, but leveling the playing field.
- Assuring good quality institutions.
- Making post-compulsory education and training equitable and affordable.
- Targeting public resources toward programs that yield high social returns.
- Using innovative approaches to retain students and ensure employable graduates.
- Improving secondary education.
- Increasing the autonomy and cost-efficiency of institutions and the TE systems.
- Arming students with information so they make smart choices.
- Embracing competition – national and global.
- Fostering openness and an evidence-based culture in tertiary education.

...any role to play by WCU’s?

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Vision for Tertiary Education

Steering the System:
- Regulatory Framework

Governance ——— Quality Assurance ——— Financing

System

Sub-system

Tertiary Education Institutions

Ensuring Outcomes:
- Equitable access, retention, and success
- Relevance
Towards WCUs

- More committed to social needs of local communities
- Better corporate citizens
- More and better connected with other educational institutions within and outside the tertiary education sector
- Willing to do more in equitable access, retention and success
- Willing to consider alternative approaches on their rewards and incentive systems
- Willing and able to become lead agents of innovation in support of the entire educational system
- More consistent in gathering evidence of effectiveness, and in using it to better inform decisions.

Some Elements for WCUs

- More international, but more locally connected and socially responsible.
- More collaborative (inside and outside)
- Less risk averse
- More flexible
- More innovative
- More entrepreneur

http://www.worldbank.org/education/tertiary
The importance of collaboration

Email: fmarmolejo@worldbank.org

http://www.worldbank.org/education/tertiary
Golden key: Everybody’s contribution could make a big difference

All the Windows are frozen again!

http://www.worldbank.org/education/tertiary
In conclusion

The future . . . Today!

http://www.worldbank.org/education/tertiary
“It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.”

Significant pressure for effective action

“Enough with all the strategic planning. Just get out there and kill something.”

http://www.worldbank.org/education/tertiary
"The trouble with our times is that the future is not what it used to be"

Paul Valéry

http://www.worldbank.org/education/tertiary

Twitter @fmarmole