Issues and Trends for Global Higher Education Leadership
1) The context

Nothing related to higher education
It looks like the world has changed...

...only in 50 years
Towards an increasingly interdependent world
Towards an increasingly interconnected world
"A new reality..."
...to be seen with different lenses”
I never think of the future…

...It comes soon enough

ALBERT EINSTEIN
Different scenarios

Oh my God...
I'm Flying!!!
“When I think about the future... I become scared of the present”
The larger picture

.. maybe we should try to think out of the box?
Washington, DC...the center of the world
Ojuelos, Jalisco, Mexico
...the center of the world?
Who told us that the South is in the South?
It is all relative…

Our beautiful planet in reality is no more than a speck of dust in the universe.

Marco Caceres. Space Analyst
The future.

Today?
Back to the Future...
## International trends in higher education

- Massification
- Still asymmetrical access / retention/ graduation
- Increasing international student mobility
- Revolution in teaching, learning and curriculum
- Quality assurance, accountability and qualification frameworks
- Financing higher education
- The private providers’ revolution
- The academic profession
- The research environment
- Information and communications technology
WB: Some key challenges in HE

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.

Quality control and assurance regulations and mechanism are weak.

Equity: Clear disparities in access across groups persist.

Limited efficiency and limited engagement with the surrounding community.
Insufficient investment in higher education.

**Information:** Policy and investment decisions are often based on inaccurate, biased, or incomplete information.

Lack of knowledge of job market needs prevents institutions from transparently sharing information about employability, demanded skills, and costs with students.

Weak linkages of the HE work with the agendas of research and innovation, and regional development.
A Geography Test...

¿Where are located Bangladesh, Mexico, Ethiopia, Brazil, Pakistan, Uganda, Nigeria, Vietnam and the Democratic Republic of Congo?
<table>
<thead>
<tr>
<th>RANK</th>
<th>COUNTRY</th>
<th>1950</th>
<th>COUNTRY</th>
<th>2000</th>
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<td>1</td>
<td>China</td>
<td>554.8</td>
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<td>2</td>
<td>India</td>
<td>357.6</td>
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<td>1,016.9</td>
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<td>3</td>
<td>USA.</td>
<td>157.8</td>
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<td>4</td>
<td>Russian Federation</td>
<td>102.7</td>
<td>Indonesia</td>
<td>211.6</td>
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<td>5</td>
<td>Japan</td>
<td>83.6</td>
<td>Brazil</td>
<td>171.8</td>
</tr>
<tr>
<td>6</td>
<td>Indonesia</td>
<td>79.5</td>
<td>Russia</td>
<td>145.6</td>
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<tr>
<td>7</td>
<td>Germany</td>
<td>68.4</td>
<td>Pakistan</td>
<td>142.7</td>
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<tr>
<td>8</td>
<td>Brazil</td>
<td>54.0</td>
<td>Bangladesh</td>
<td>138.0</td>
</tr>
<tr>
<td>9</td>
<td>Great Britan</td>
<td>49.8</td>
<td>Japan</td>
<td>127.0</td>
</tr>
<tr>
<td>10</td>
<td>Italy</td>
<td>47.1</td>
<td>Nigeria</td>
<td>114.7</td>
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<tr>
<td>11</td>
<td>France</td>
<td>41.8</td>
<td>Mexico</td>
<td>98.9</td>
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<tr>
<td>12</td>
<td>Bangladesh</td>
<td>41.8</td>
<td>Germany</td>
<td>82.3</td>
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<td>13</td>
<td>Ukraine</td>
<td>37.3</td>
<td>Philipines</td>
<td>75.7</td>
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<tr>
<td>14</td>
<td>Nigeria</td>
<td>29.8</td>
<td>Turkey</td>
<td>68.3</td>
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<tr>
<td>15</td>
<td>Spain</td>
<td>28.0</td>
<td>Egypt</td>
<td>67.8</td>
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<tr>
<td>16</td>
<td>Mexico</td>
<td>27.7</td>
<td>Iran</td>
<td>66.4</td>
</tr>
</tbody>
</table>

Diverting futures: Projected population growth

Source: UN 1998 World Population Report
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.

Be kind to your children...
Remember they choose your retirement home.
WORLD POPULATION LIVING IN CITIES

- 1910: 10%
- 2007: 50%
- 2050: 75%
The annual urban population growth rate of the world’s poorest countries is about 7 times the urban growth rate in the world’s wealthiest countries.

By 2030, developing countries will account for about 80 percent of the world’s total urban population.

Source: Ricky Burdett and Deyan Sudjic, eds., The Endless City: The Urban Age Project. London: Phaidon.
Is this sustainable in the long run... and what is the impact on higher education?
More than ever more people are having access to higher education ...

...but others are getting behind

...in some regions, the growth has been spectacular
Sharp increases in tertiary education enrollment

Gross enrollment ratio, tertiary education (ISCED 5 & 6), by region: 1970 - 2011

Source: UNESCO
Relevant Facts

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

Higher education experiences and will continue experiencing tremendous growth and diversification.
Challenging the traditional assumption of what is higher education

2025: Dramatic diversification of modalities/providers of education

- The role of technology
- Multinational universities
- The funding model
- Portability of credentials
A fact...

Increased pressure for access to higher education.... but only for the next 20 - 30 years.
2025: Brutal pressure for talent
Our today’s reality: A mobile society
Long term growth in the number of students enrolled outside their country of citizenship (1975-2008)

More than 3.3 million students abroad.
It is forecasted that by 2020 there will be 7 million international students.

*Source:* OECD and UNESCO Institute for Statistics (for data on non-OECD countries and up to 1995).
Increasing Migration Towards the Developed World

Net Migration (in millions of people). 1960-2010

A new world and regional economy

Global
Highly Competitive
Technology Driven
Constantly Changing
Knowledge Based
...with persistent inequity
Gini Index of Social Inequity

0: Equity of Total Income
1: Inequity of Total Income

Source: Luis F. Lopez-Calva y N. Lusing
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.
Poor are not only too far away...

...but closer to home.

Nearly 20 percent of America’s children—and 13 percent of all Americans—live in poverty.

The Brookings Institution.
Distant realities...
Distant realities
| Distant | realities |
Distant (and no so distant) realities
The poor know how the rich live, and vice versa. As a result, it has become increasingly difficult for the rich to ignore the world's poor, whose anger they witness on the evening news.

Dominique Moisi. 
Geopolitics of Emotions (2009)
The importance of preparing graduates aware and able to live and work in a diverse world
The world according to the United States of America
English. *Lingua Franca?*
Ten most spoken languages in the world (including second language)

By the year 2050 the most widely spoken languages in the world will be:
- 1 Mandarin
- 2 Spanish
- 3 = English
- 3 = Hindi/Urdu
- 3 = Arabic
- 4 Portuguese

<table>
<thead>
<tr>
<th>Rank</th>
<th>Language</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mandarin</td>
<td>1,052</td>
</tr>
<tr>
<td>2</td>
<td>English</td>
<td>508</td>
</tr>
<tr>
<td>3</td>
<td>Hindi</td>
<td>487</td>
</tr>
<tr>
<td>4</td>
<td>Spanish</td>
<td>417</td>
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<tr>
<td>5</td>
<td>Russian</td>
<td>277</td>
</tr>
<tr>
<td>6</td>
<td>Bengali</td>
<td>211</td>
</tr>
<tr>
<td>7</td>
<td>Portuguese</td>
<td>191</td>
</tr>
<tr>
<td>8=</td>
<td>German</td>
<td>128</td>
</tr>
<tr>
<td>8=</td>
<td>French</td>
<td>128</td>
</tr>
<tr>
<td>10</td>
<td>Japanese</td>
<td>126</td>
</tr>
</tbody>
</table>

Can you tell me about my future?

Hmmm…

I would, but I can't read Spanish!
Back to the Future...
Do you remember the Slide Rule?
Our technology
Our technology
bjsmith@admin1.gov

tjones@admin.acme
What is the impact on higher education?

"You should check your e-mails more often. I fired you over three weeks ago."
An evident connection:
Education – Economic Development – Social Development
Private Returns
Average rate of return to year of schooling is 10.4%.

Based on comparable estimates of 545 observations, 131 economies, 1970-2011.

In Latest year available: average rate of return is 9.9%.

## 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>
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<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>
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<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>
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<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>
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<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>
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</tbody>
</table>

Returns **highest at Tertiary Level**

Social Returns
It is not only about money....More important are the social benefits

Principal factor of social mobility

More education leads to:

- Environmental consciousness
- Tolerance
- Health / Longer life
- Citizens’ awareness

Citizenship building

Higher rate of kids with education
2) Some significant pressures on higher education
Higher education, still a privilege for a few
Significant levels of regional disparities in educational attainment

Chart A1.1. Population that has attained tertiary education (2011)
Percentage, by age group

Countries are ranked in descending order of percentage of 25-34 year-olds who have attained tertiary education.
Source: OECD. Table A1.3a. See Annex 2 notes (www.oecd.org/edu/eng.htm).
StatLink http://dx.doi.org/10.19869/2643215
Mexico (2012): Percentage of 19-23 yr. old students attending tertiary education institutions per Income Level

Source: Tuiran, R. 2012. CONAHEC Conference. Puebla
A key dilemma.. Who should pay for education?
Santiago de Chile
Implications of the global growth in HE

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.
Relative to other obstacles, skills have become a more severe constraint to business.
Los empleadores lamentan no contar con trabajadores con las habilidades adecuadas.

**Hipótesis:** el mercado laboral demanda una combinación de habilidades diferentes que las que provee el sistema educativo

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72 % de educadores

58 % de empleadores

Disconnects in Higher Education

Between higher education and

Governments
Graduates (alumni)
Research institutions
Community based organizations
Previous levels of education

Employers
Other Disconnects

Among higher education institutions

Inside higher education institutions
Pulling Together?
What are the top 3 issues in tertiary education in your region in which the Bank has an opportunity to act?

- Quality Assurance/Governance
- Employability of Graduates
- Financing

Other priorities raised include Equity and Access, Innovation, Focus on Community Colleges
A new type of students
New students: Generation M
¿Sequential?  Multi-task?

Which Media Young People Use

In a typical day, percentage of 8- to 18-year-olds who...

- Watch TV: 81%
- Listen to the radio: 74%
- Listen to a CD/tape/MP3: 68%
- Use a computer: 54%
- Go online: 47%
- Read a magazine: 47%
- Read a book: 46%
- Play console video games: 41%
- Watch videos/DVDs: 39%
- Play handheld video games: 35%
- Read a newspaper: 34%
- Watch prerecorded TV: 21%
- Go to a movie: 13%
Do your kids know more technology than you?

Response from parents with kids 6-17 years old

Pew Internet & American Life: US educators not Net-savvy Aug 14 2002: A new study from Pew Internet & American Life indicates that 78 percent of middle and high school students in the US use the Internet.

However, most American teenagers claim that educators often don’t know how, don’t want, or aren’t able to use online tools to help them learn or enrich their studies.

Source: Market Facts/TeleNation for GTE Directories. USA Today. Sep. 24-98

http://conahec.org
I have a netbook, MP3 Players, flashdrive, IPAD…

Dad, what did you use in school when you were student?

My brain!!
He uses WiFi
The total amount of available information doubles every four to five years.

The total of all human knowledge that was available for undergraduate students in 1997, will be less than 1% of that will be available for students in the year 2050.

Gajaraj Dhanarajan
Starting on 2015, all higher education students will be “digital native”

Don't worry, little boy, I'll take you home. What's your address?
3) Higher Education: Resistance to Change?
“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 exaggeration?
...National level changes are required but not sufficient...

...Higher Education Institutions need to embrace the change themselves.
The analogy of the director of a cemetery
“Higher education is the only business that holds a formal ceremony to get rid of its clients”

Elliot Masie, President - The Masie Center
“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
The Italian University in 1350

...and the universities of today
Who is responsible?
4) Some pending tasks
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.
Some Elements for HEIs

- More international, but more locally connected and socially responsible.
- More collaborative (inside and outside)
- Less risk averse
- More flexible
- More innovative
- More entrepreneur
Graduates required in today’s world

- Able to work in teams
- Able to adapt to changing multicultural environments
- Global awareness and local consciousness
- Fluency in at least a second language
- Ability to communicate and to use ITC

“Have learned to keep learning”

Source: Business Council of British Columbia
5) A final note
A good idea, but...
Too complex
About supply
Marginal
A priority for “tomorrow”

A critical need
Means for better education
About mobility of societies
Mainstreamed
A priority for “yesterday”

Shifting the paradigm
There is no magic formula...

- What it may work in one case

...it is not necessarily the best solution in other cases
A word of caution

For every complex problem there is an answer that is clear, simple, ...and wrong.

H. L. Mencken
The art of ambiguity

Continuing doing the same, but waiting different results
The future . . . Today!
“It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.”

CHARLES DARWIN
“The trouble with our times is that the future is not what it used to be”

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