DAAD Deutscher Akademischer Austauschdienst German Academic Exchange Service

DAAD HRK DIES Dialogue on Innovative Higher Education Strategies

HRK German Rectors' Conference The Voice of the Universities

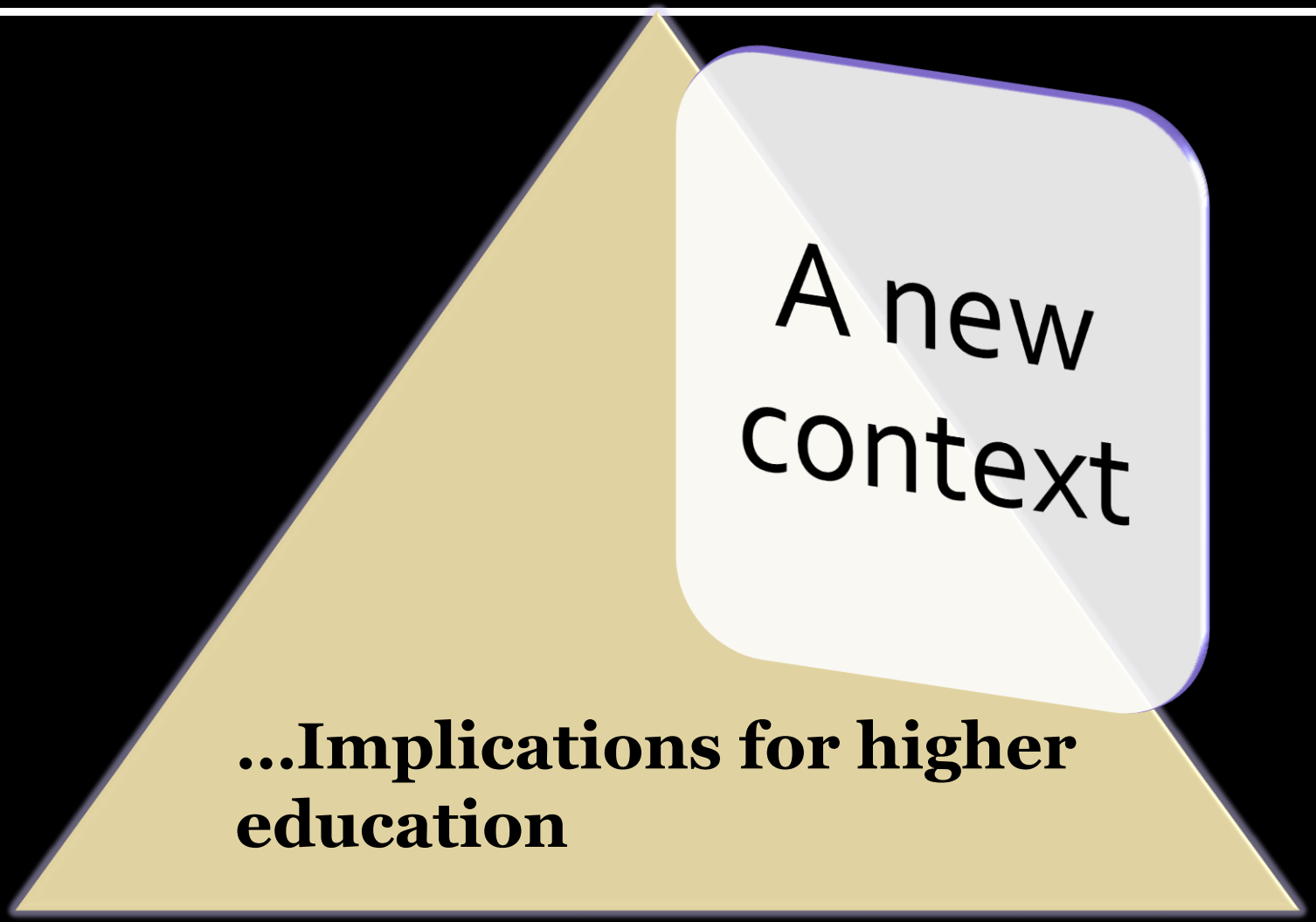
Addressing Global Challenges: Higher Education Management for Development

Francisco Marmolejo
Global Lead. Tertiary Education
The World Bank
fmarmolejo@worldbank.org

WORLD BANK GROUP

@fmarmole

Why?


A new context
…Implications for higher education

The good news…

The current and future environment is a "fertile land" for more and better higher education

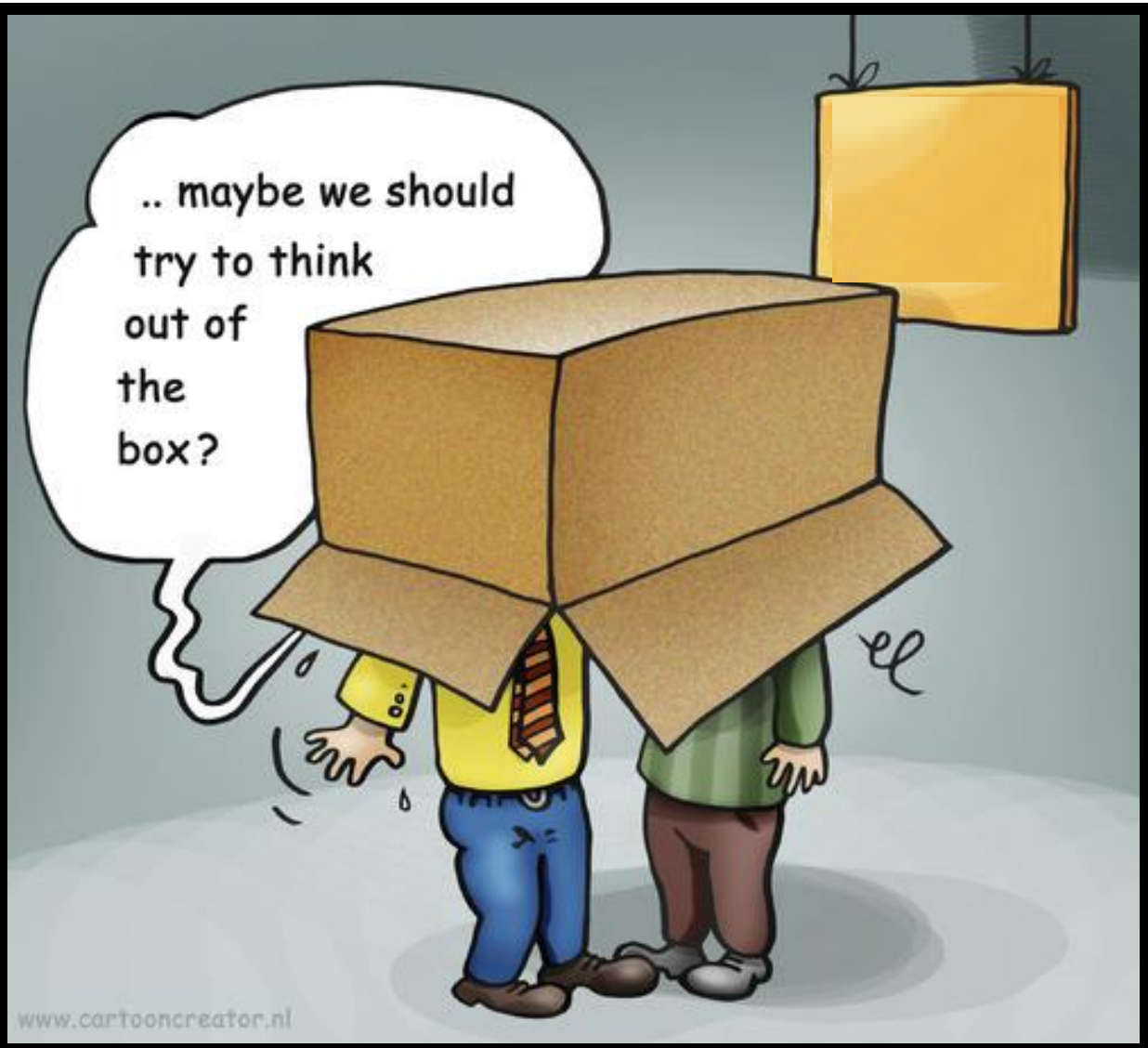
However, it is a contested terrain

The challenging news

… we don't know how the dramatic social, economic, political and technological shift will impact higher education (and its internationalization)

…and it looks like not too many people care about it

And why this matters?



Any impact on higher education?

"You should check your e-mails more often. I fired you over three weeks ago."

1997: Was 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 was just an exageration?

Looking into the future:

Different scenarios

A very different current (and future) context

@fmarmole

Email: fmarmolejo@worldbank.org


TIBET
INDIA
MAR ARÁBICO
GOLFO DE BENGALA
SAUDITA
AFGHANISTAN
IRAN
BIRMANIA
SIAM
Bombay
Calcutta
Madras
Pondicherry
Karikal
Male
Ecuador
ESTADOS UNIDOS
…only in 50 years

…and there is no doubt that the world will change even more…

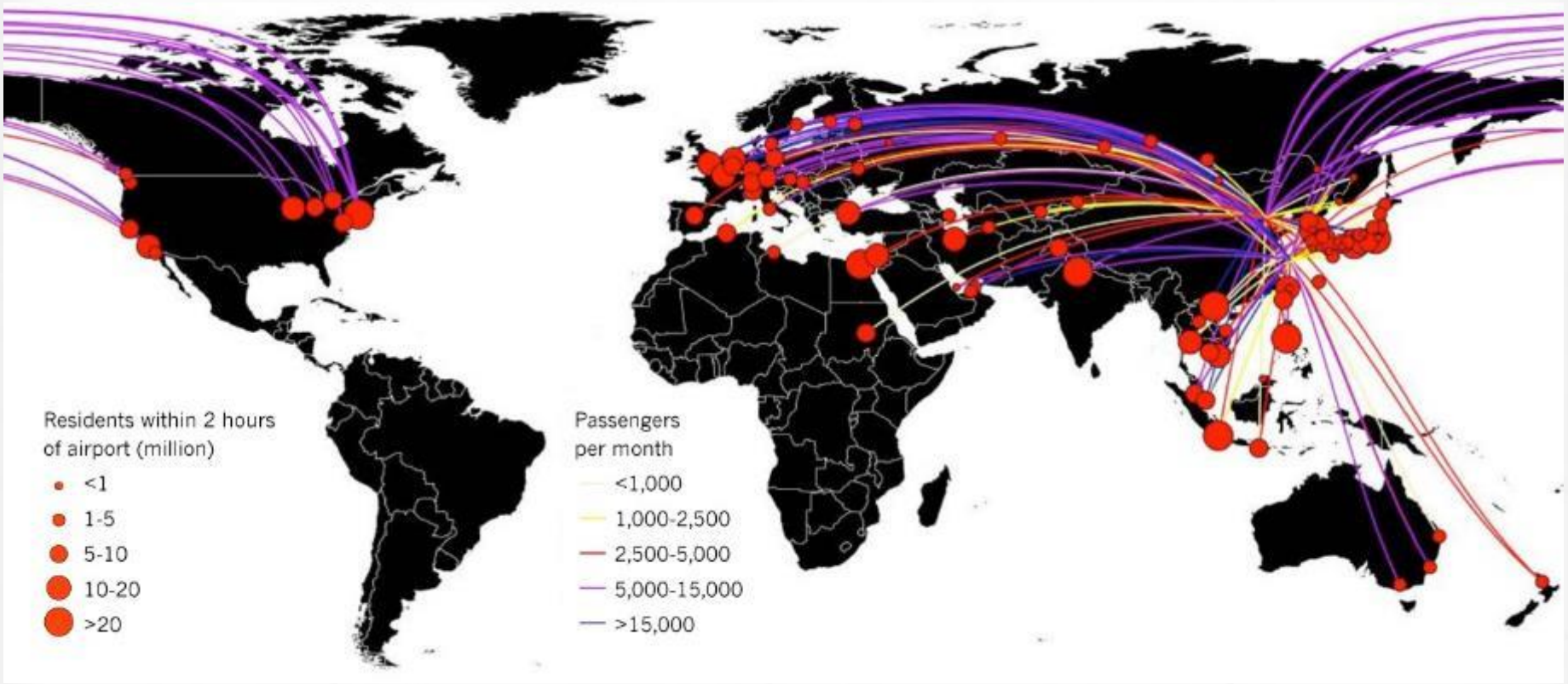
…and faster

Towards an increasingly interdependent world

Towards an increasingly interconnected world


EVEREADY
MARCAS REGISTRADAS

How fast a pandemic disease can be spread out?



Towards an increasingly turbulent world

Towards an increasingly fascinating world

"A new reality…

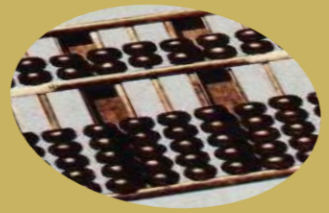
…to be seen with different lenses”

Who told us that the university shouldn't and can't change?

Did we imagine just a few years ago that…?

The unthinkable…

The pace of change



More scientific changes in the next 50 years, than in the last 400 years

Kevin Kelly

New forms of knowledge

The "WikiScience" leads to cheap, fast and out-of-control science.

The case of the "Journal of Negative Results in Biomedicine" .

"Zero authored" papers produced by computers are possible.

Kevin Kelly

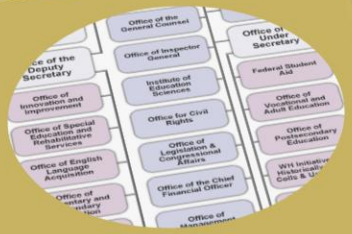
New meanings of knowledge

Thanks to internet there are a quintillion of transistors, a trillion of hyperlinks, a million emails per second, and 20 exabytes.

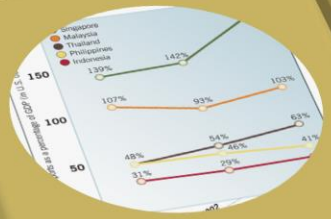
Kevin Kelly

At the same time…

To begin with…



An increasingly complex sector



Significant expected growth, but…

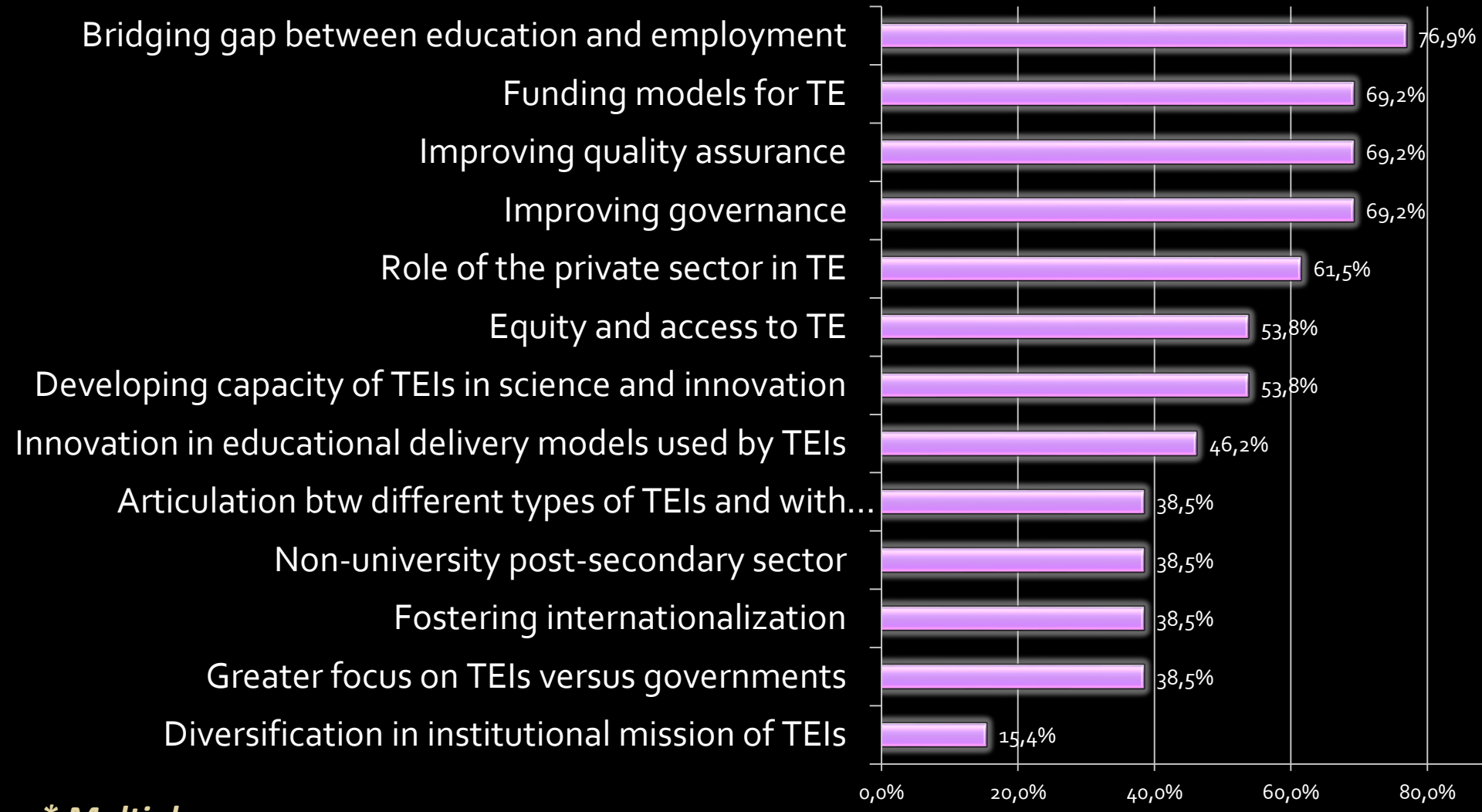
A sector under a lot of pressure for a more effective response

Societies want solutions.

What are the top issues in higher education in your region?

- Quality Assurance/Governance
- Employability of Graduates
- Financing
- Diversification of TE. Emphasis on TVET
- Equity and Access, and Innovation

What priorities will be emphasized in higher education in the next 5 years? *



** Multiple responses*

WB: Some key challenges in HE

Key Trend 1:

Uneven expansion

@fmarmole

Email: fmarmolejo@worldbank.org

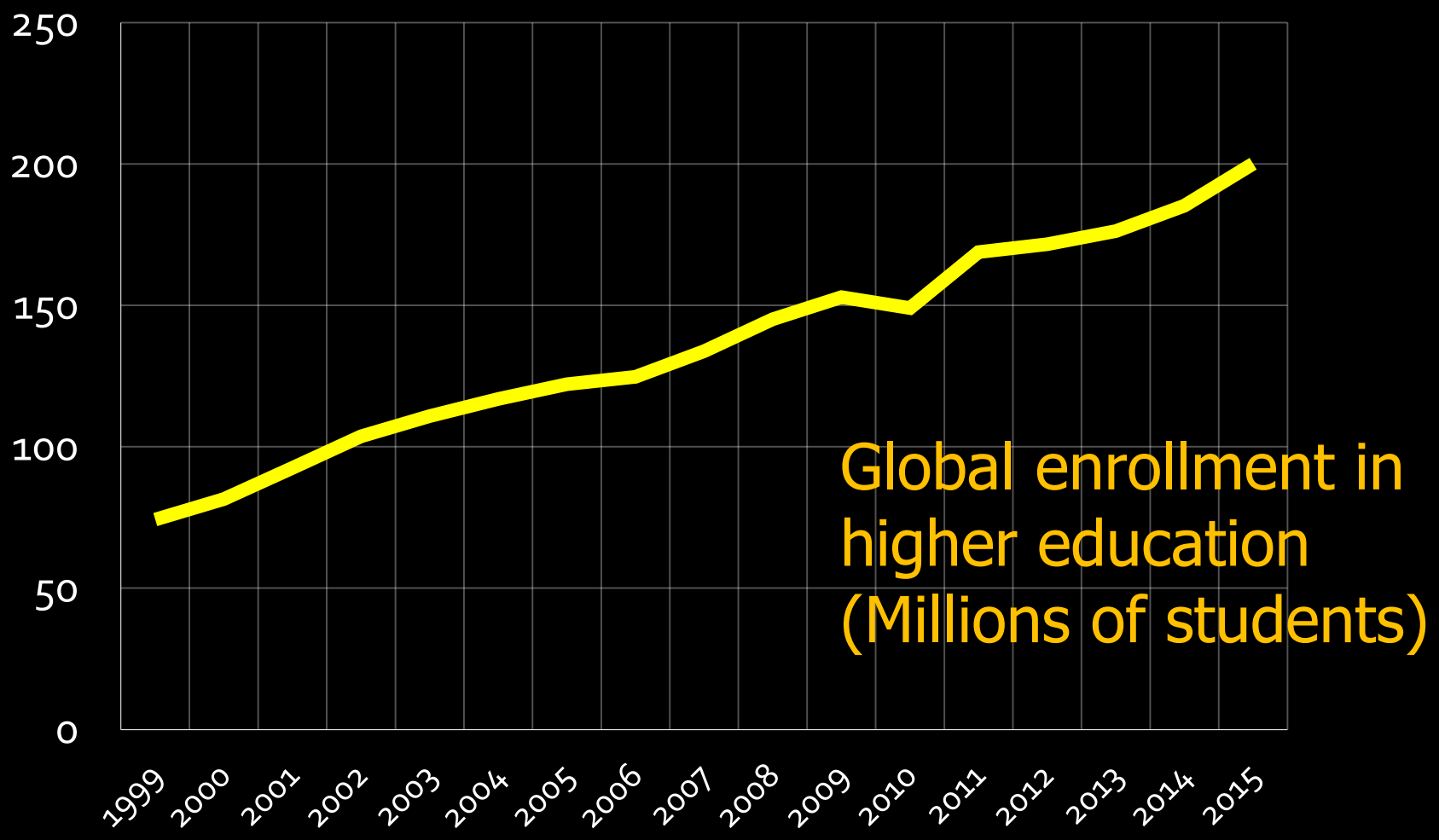
A fact…

Significant growth in higher education

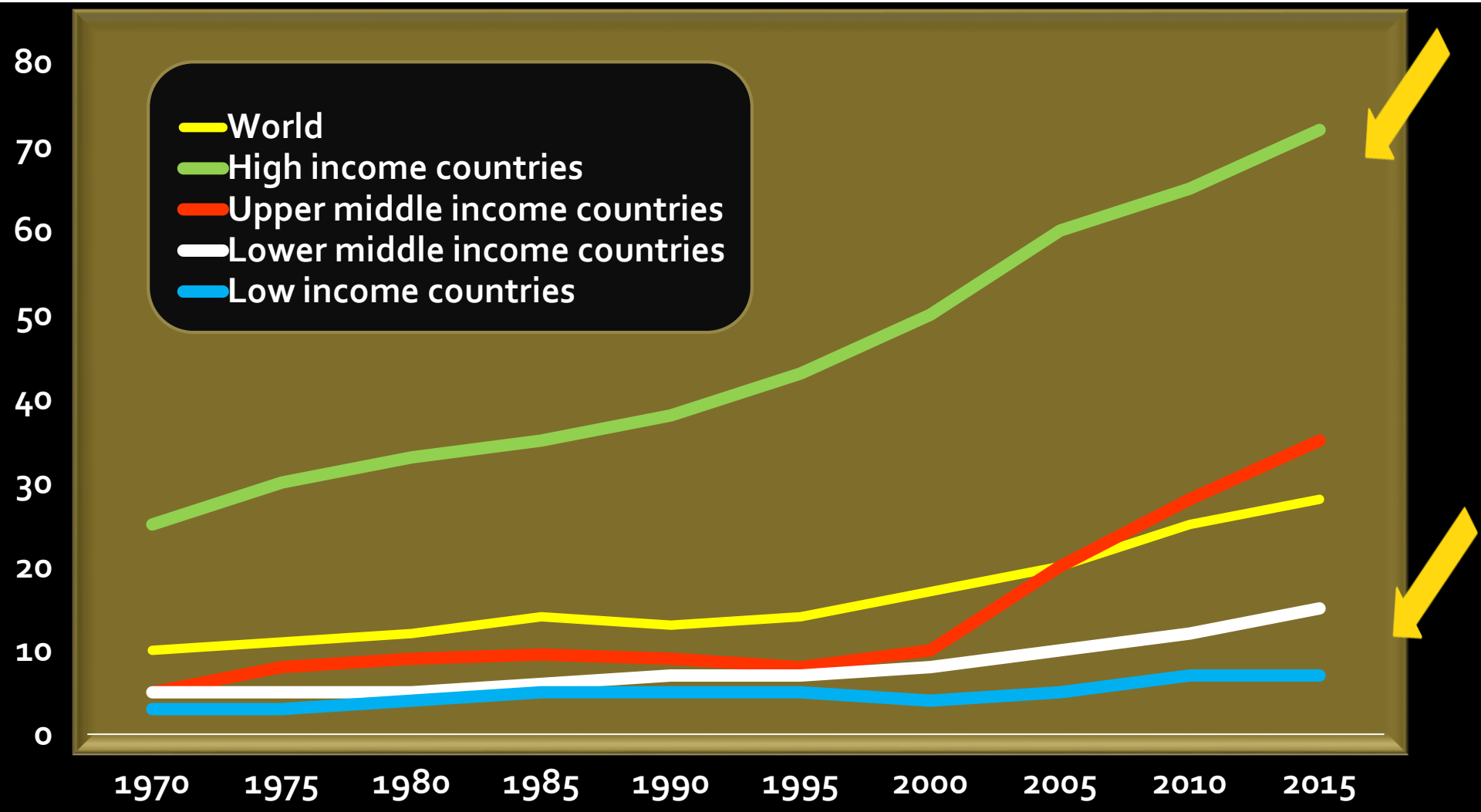
@fmarmole

Email: fmarmolejo@worldbank.org

More than ever more people are having access to higher education …

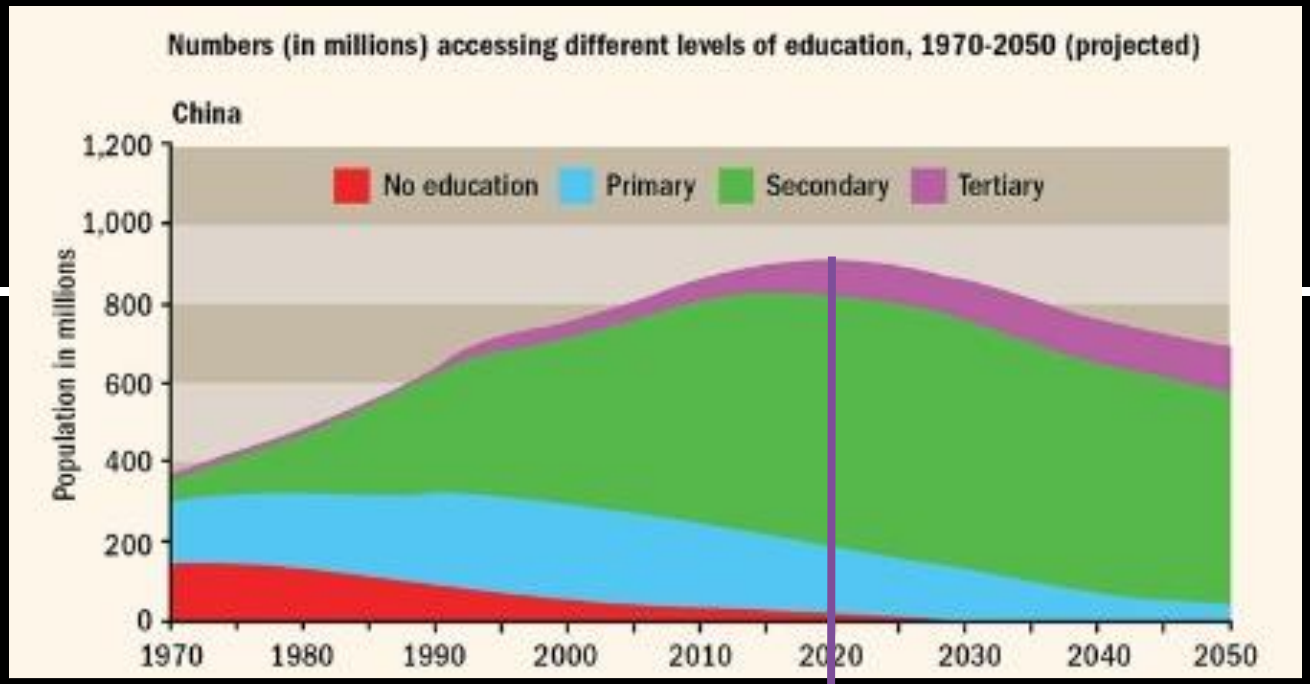


Higher education gross enrollment ratio, by country income group. *1970-2015. %*



Source: UIS database

The case of China and India



Is the pace of growth enough?

@fmarmole

Email: fmarmolejo@worldbank.org

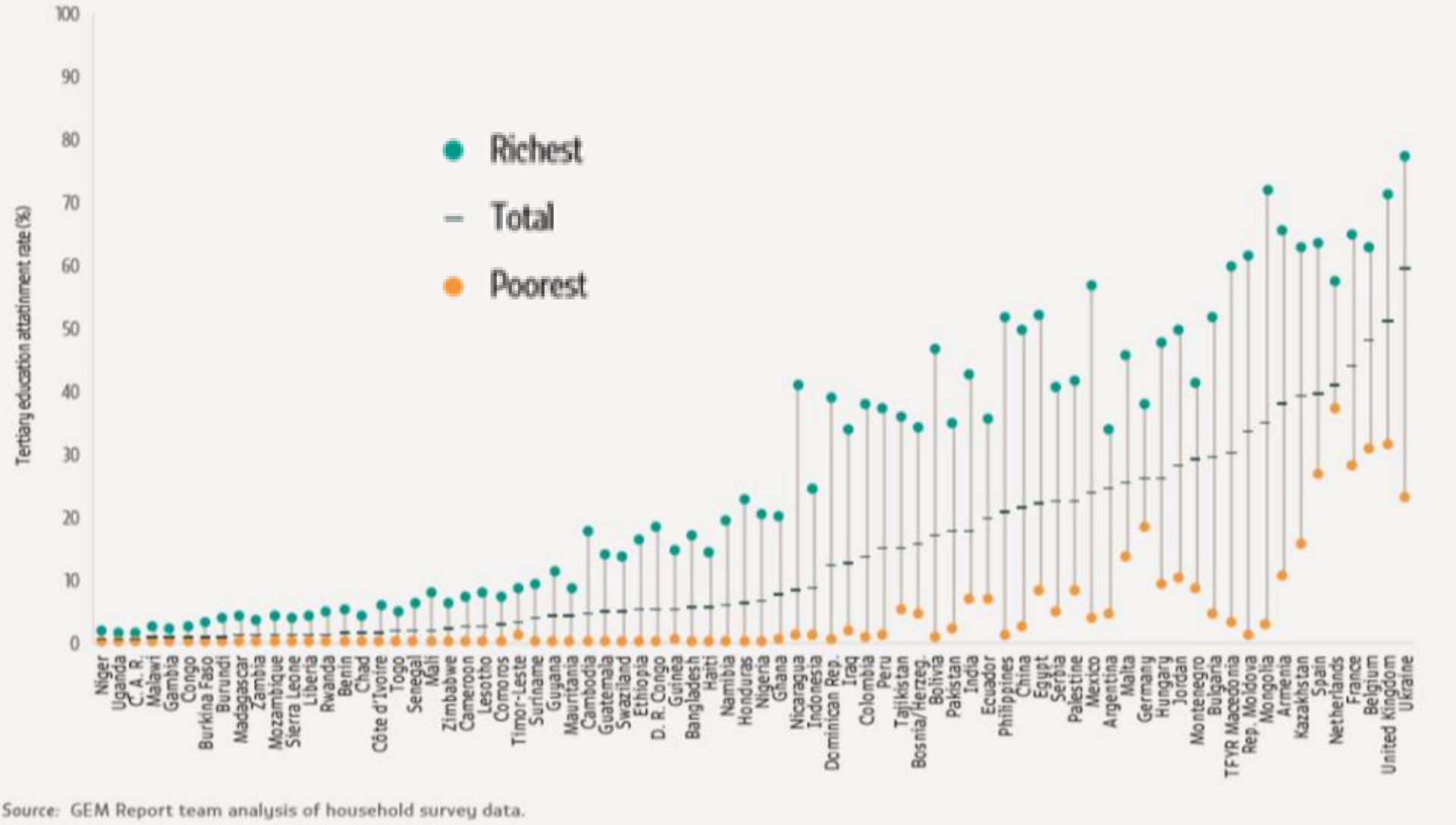
Higher education, still a privilege for a few

There is still a significant disparity in access

- *Rural*
- *Women*
- *Poor*
- *Socially disadvantaged people*

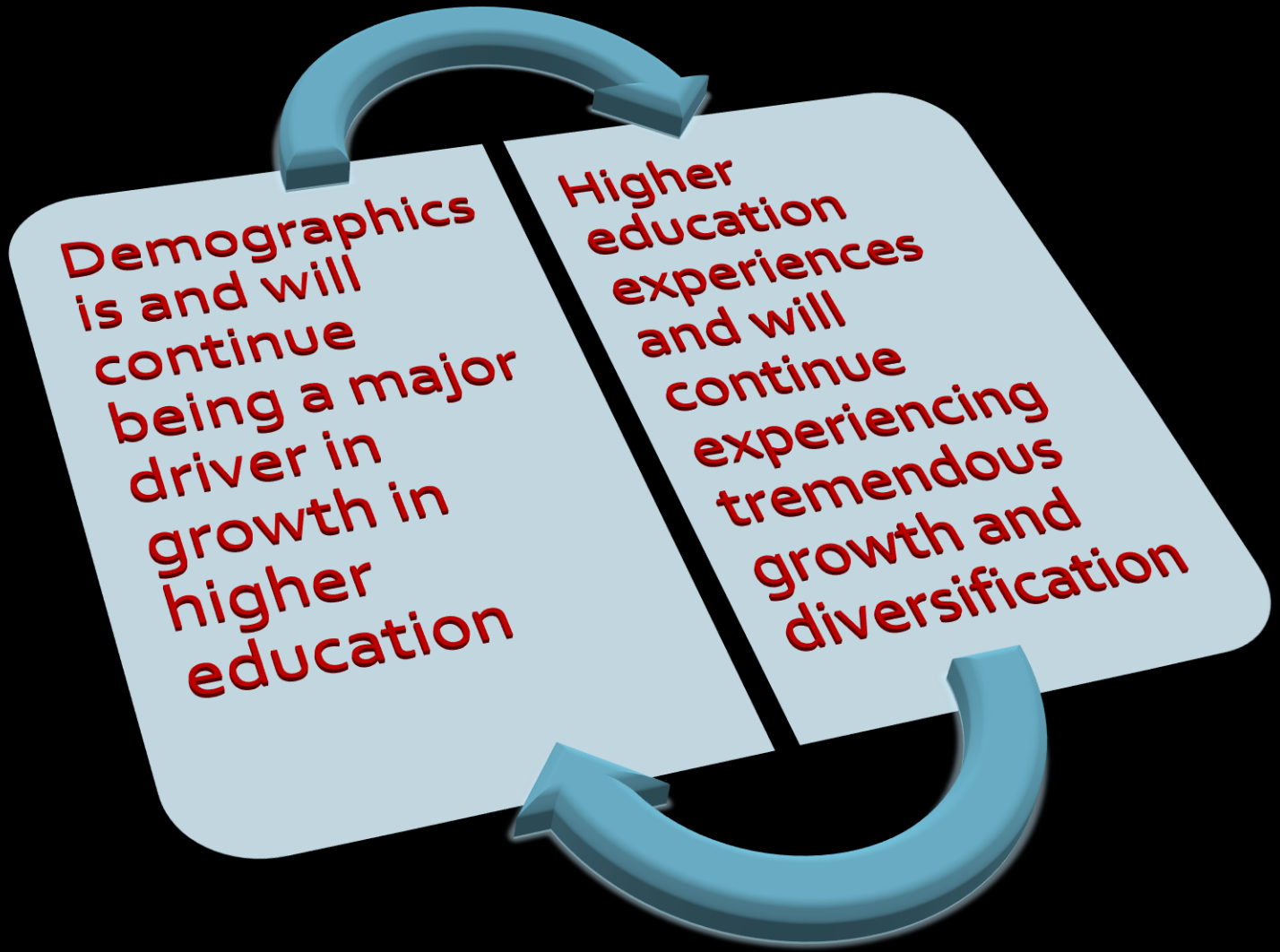
Percentage of 25-29 years old who have completed at least 4 years of tertiary education , by wealth.

Selected countries. 2008-2014



Source: GEM Report team analysis of household survey data.

Relevant Facts



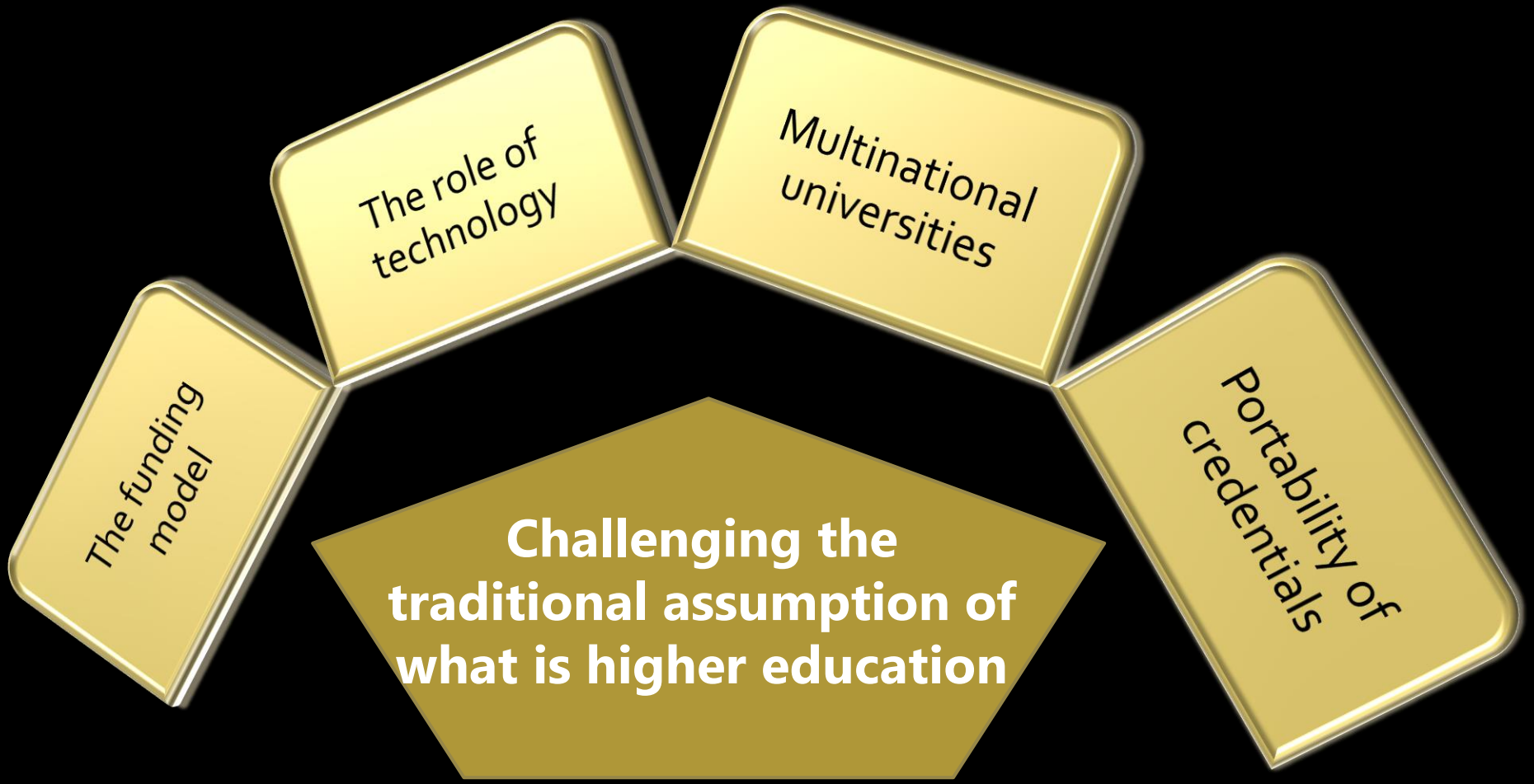
Implications of the global growth in HE

Soon the developing countries will have the greatest share of the worldwide higher education enrollment.

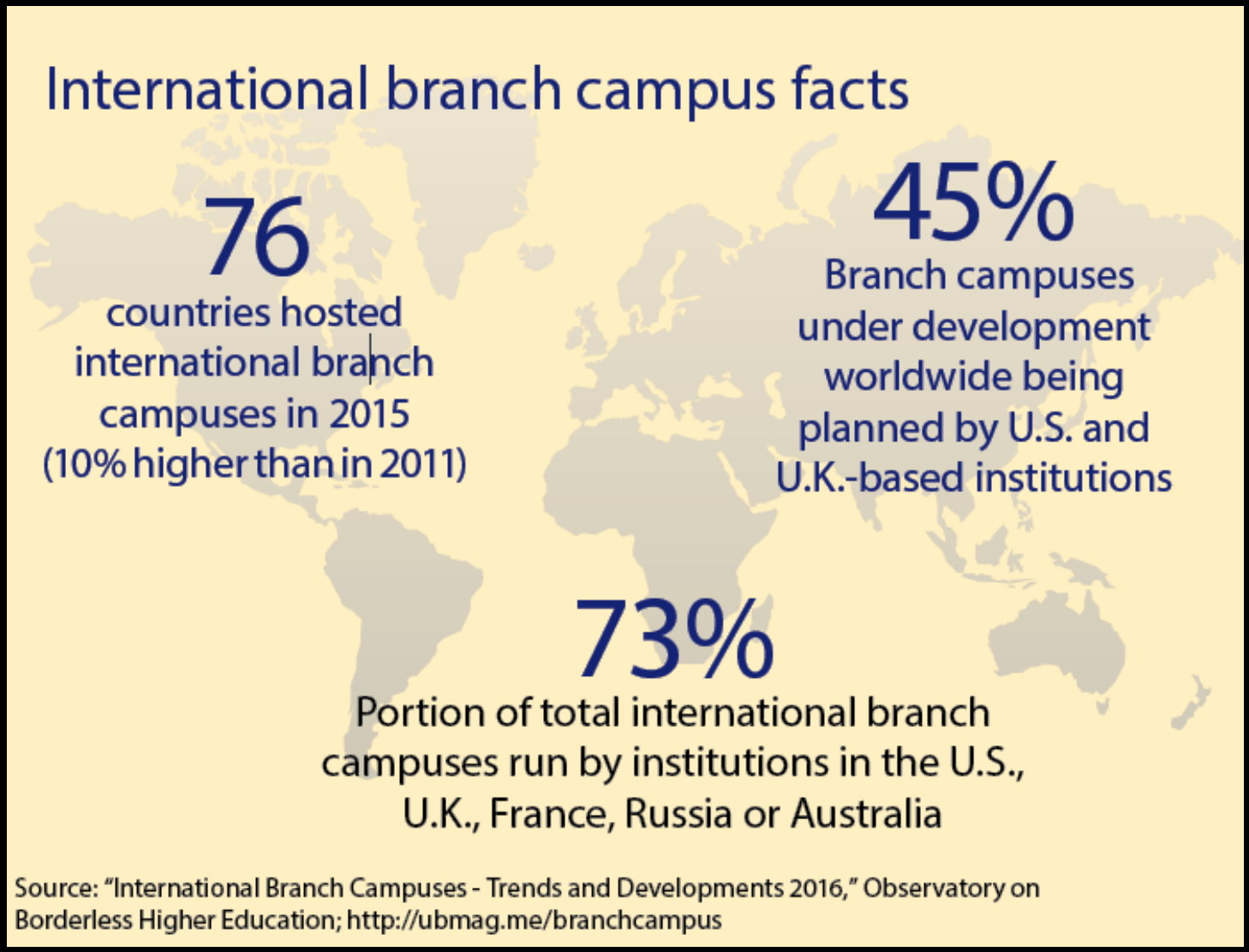
It is in the developing economies where the future profile of global higher education will be defined.

Worldwide, higher education will transition from an elitist approach towards a flexible access model.

2025: Dramatic diversification of modalities/providers of education

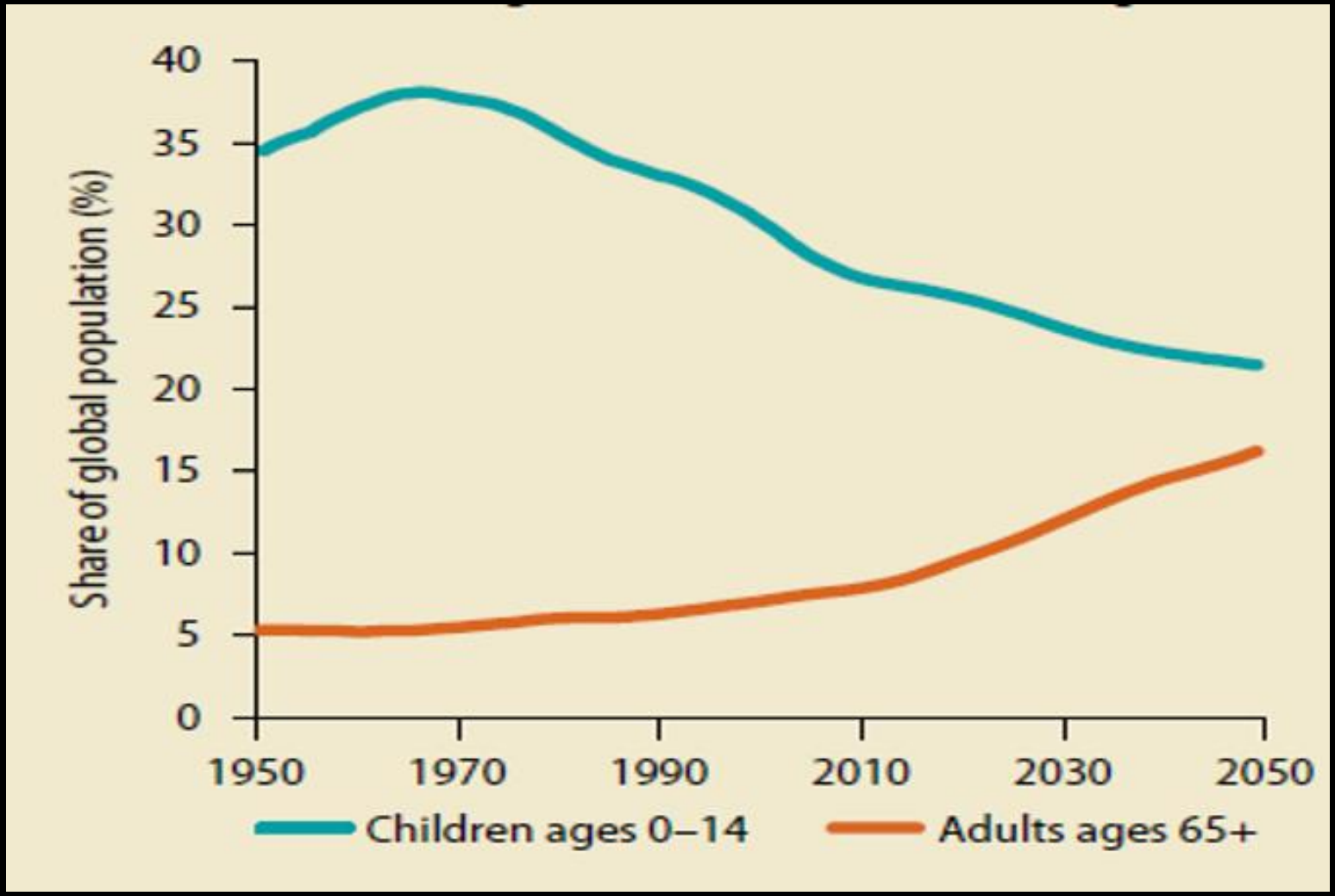


Expanding HE beyond national boundaries



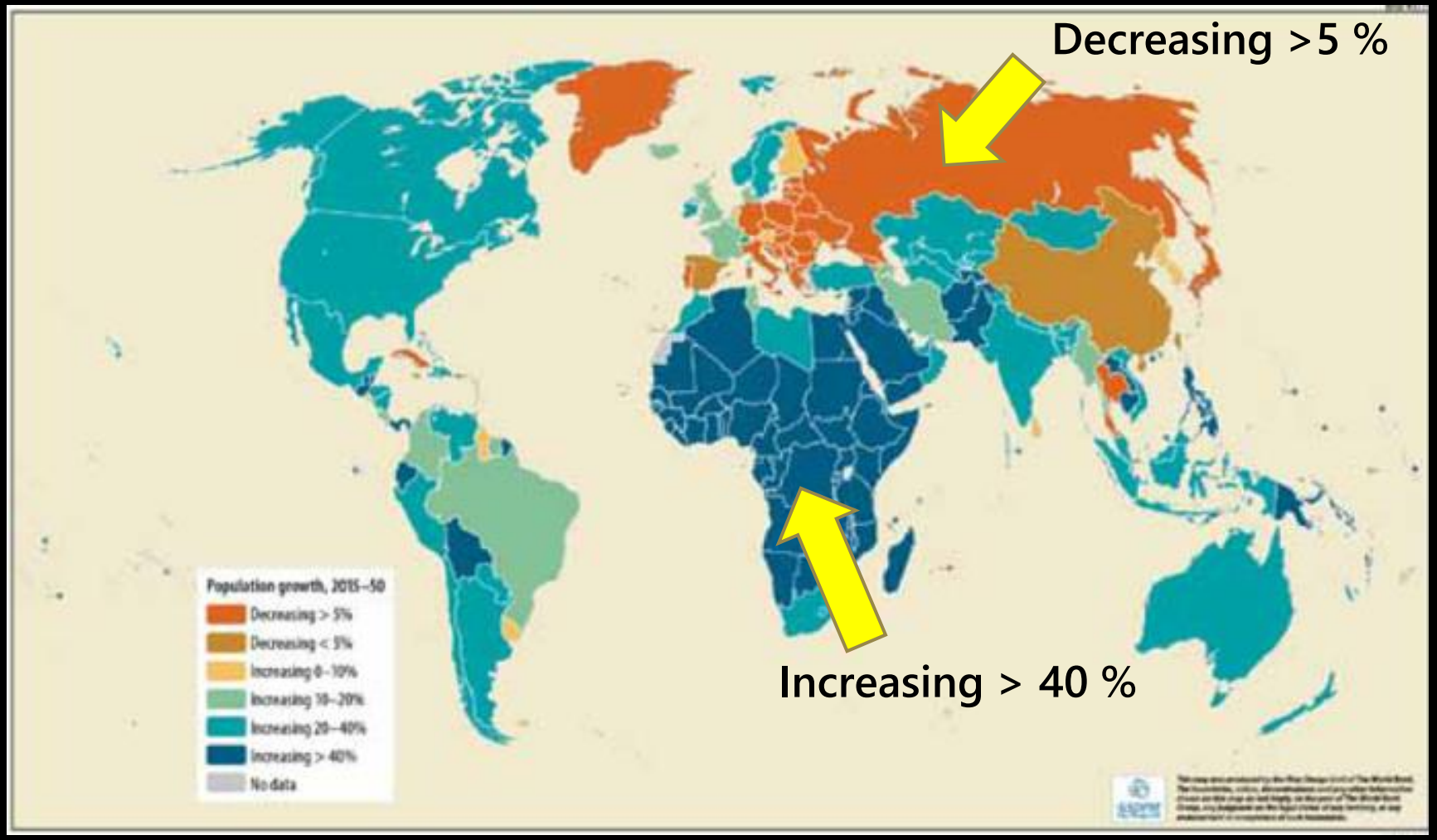
Increased pressure for access to higher education…. but not for many years.

The aged share of the global population is rising, while the child share is falling



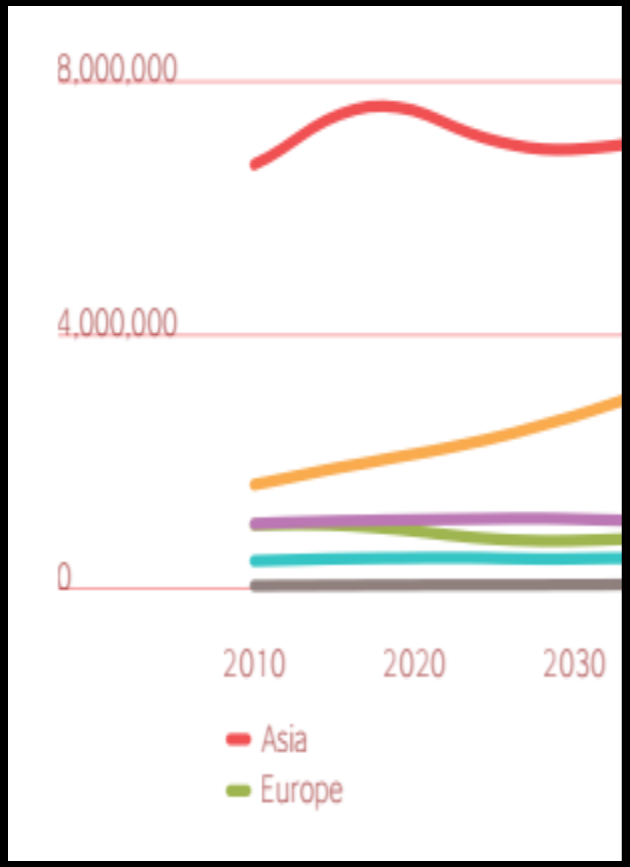
Source: World Bank World Development Report 2015

Population Growth 2015-2050



Source: World Bank. World Development Report. 2015

Youth (aged 15-24) population projections by region, 2010-2100
The case of the Asian region



Source: UN Population Division

A dramatic demographic shift…

From 2015-2050, the total population in most of Europe will decrease by 5 % while most of Africa will grow by more than 40 % (World Bank, 2015).

By 2030, 42 % of the youth globally will live in Africa

Currently more than 70 percent of youth in Africa live on less than 2 U.S. dollars per day

Three cases: Italy, Japan and Kenya

The case of Italy

Ostana, Italy in the Washington Post

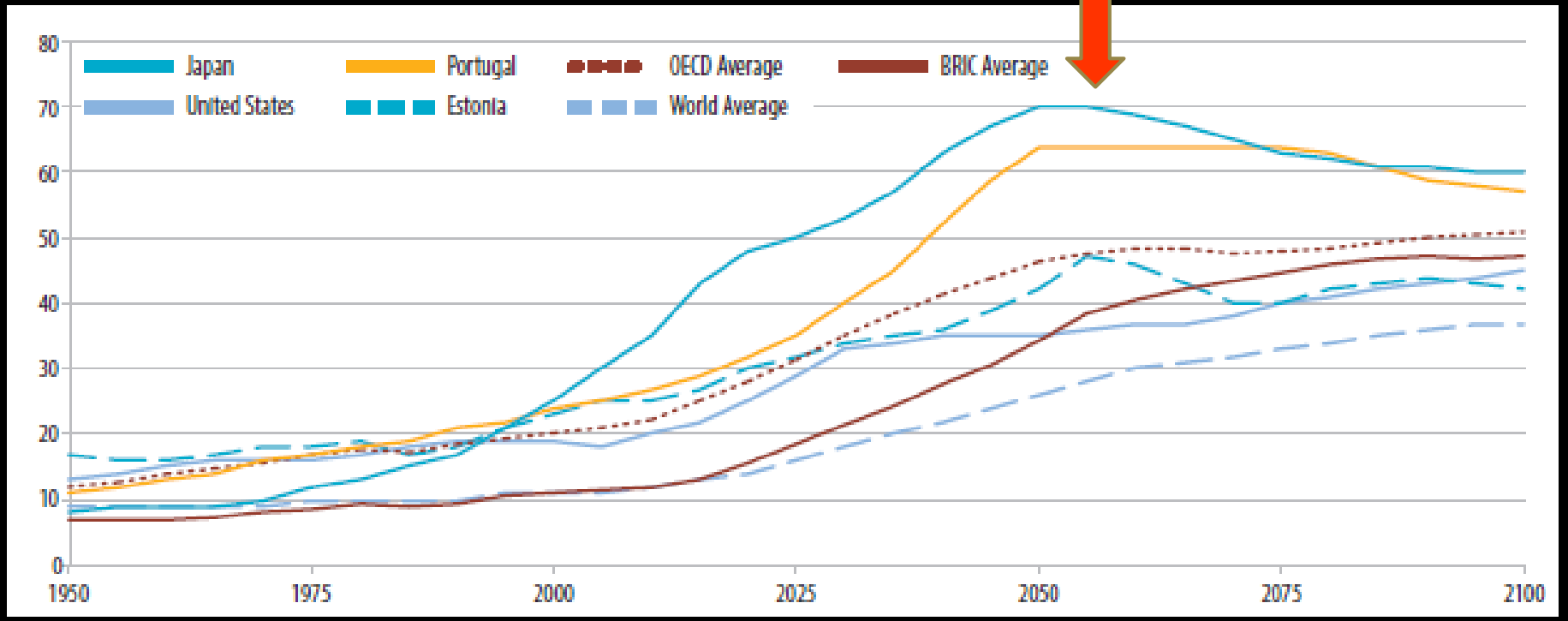
WorldViews

For the first time in 28 years, a baby has been born in this Italian town

February 1, 2016
https://www.washingtonpost.com/news/worldviews/wp/2016/02/01/for-the-first-time-in-28-years-a-baby-has-been-born-in-this-italian-town/

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.



Source: United Nations Population Division (2010), World Population Prospects: The 2010 Revision

In contrast… the case of Kenya

- At present, 26 million Kenyans **—more than half of the country's population—** is under the age of 25.
- By 2030 two thirds of Kenyans are projected to fall into the under 25 cohort.

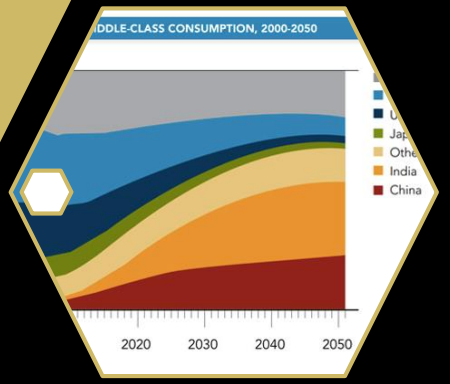
Source: World Bank (2014). Country Partnership Strategy for Kenya Draft. Mimeo. Washington, DC: World Bank.

2025-2050: Brutal pressure for talent

Three factors to consider

Significant economic growth (especially in Asia, Latin America and Africa)

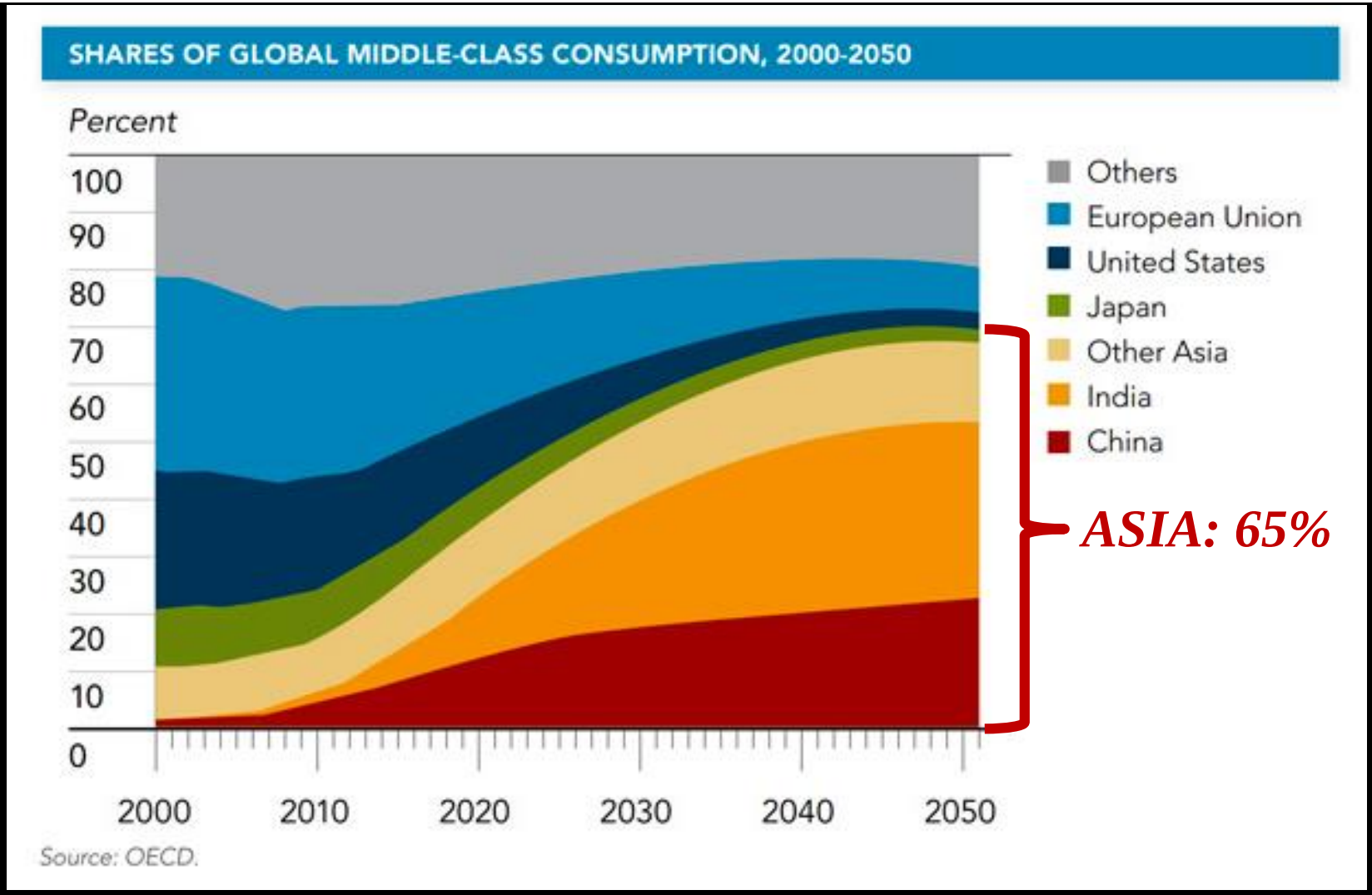
Growth of the middle class (mostly in Asia)



Ageing in developed (and developing) countries

…implications for higher education?

Growth in the Global Middle Class is Centered in Asia



Middle Class= annual income for a four-person household of $14,600 to $146,000 at PPP


Be kind to your children...
Remember they choose your retirement home.

Key Trend 2:

Limited efficiency

@fmarmole

Email: fmarmolejo@worldbank.org

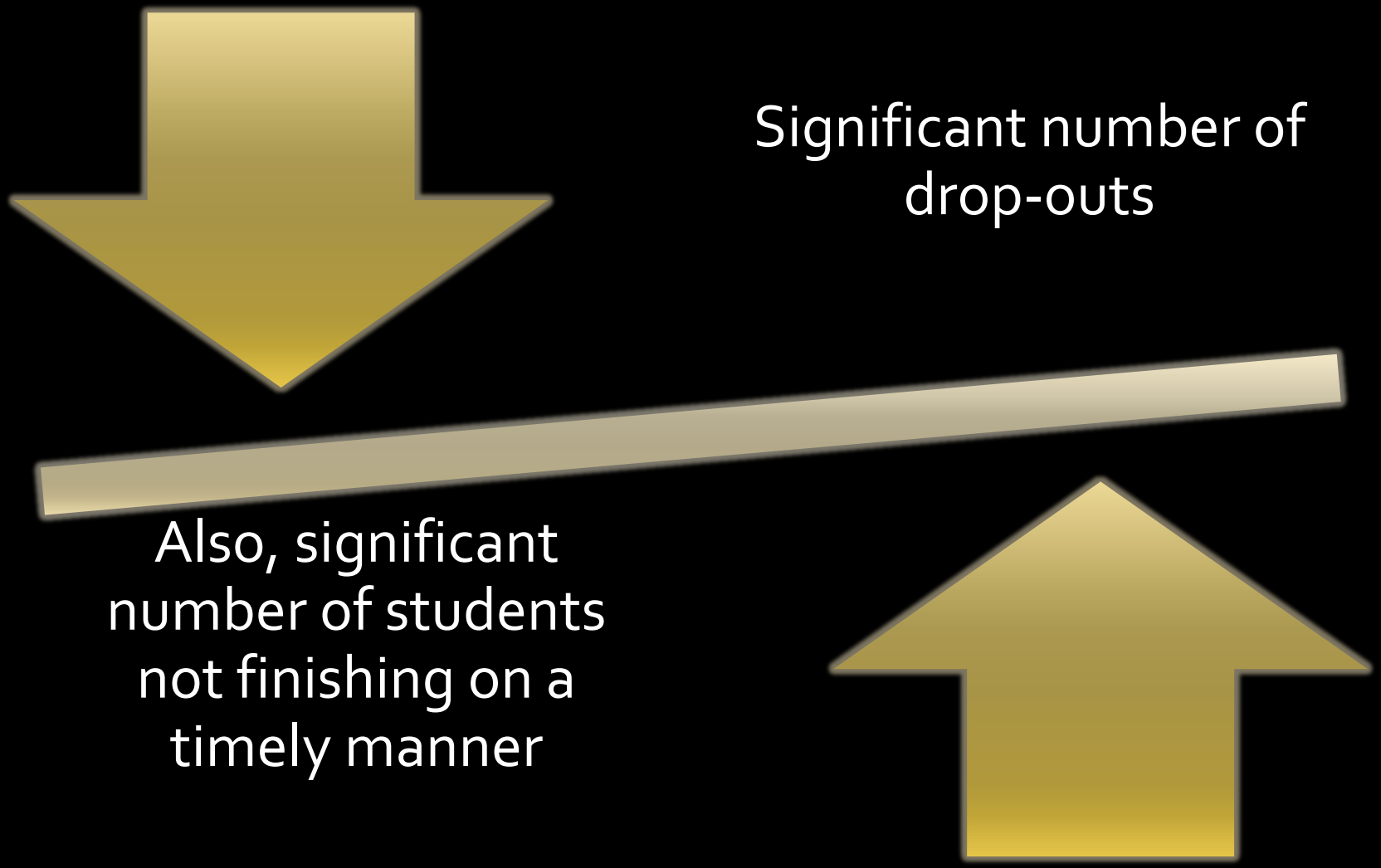
Timely retention

…a larger problem

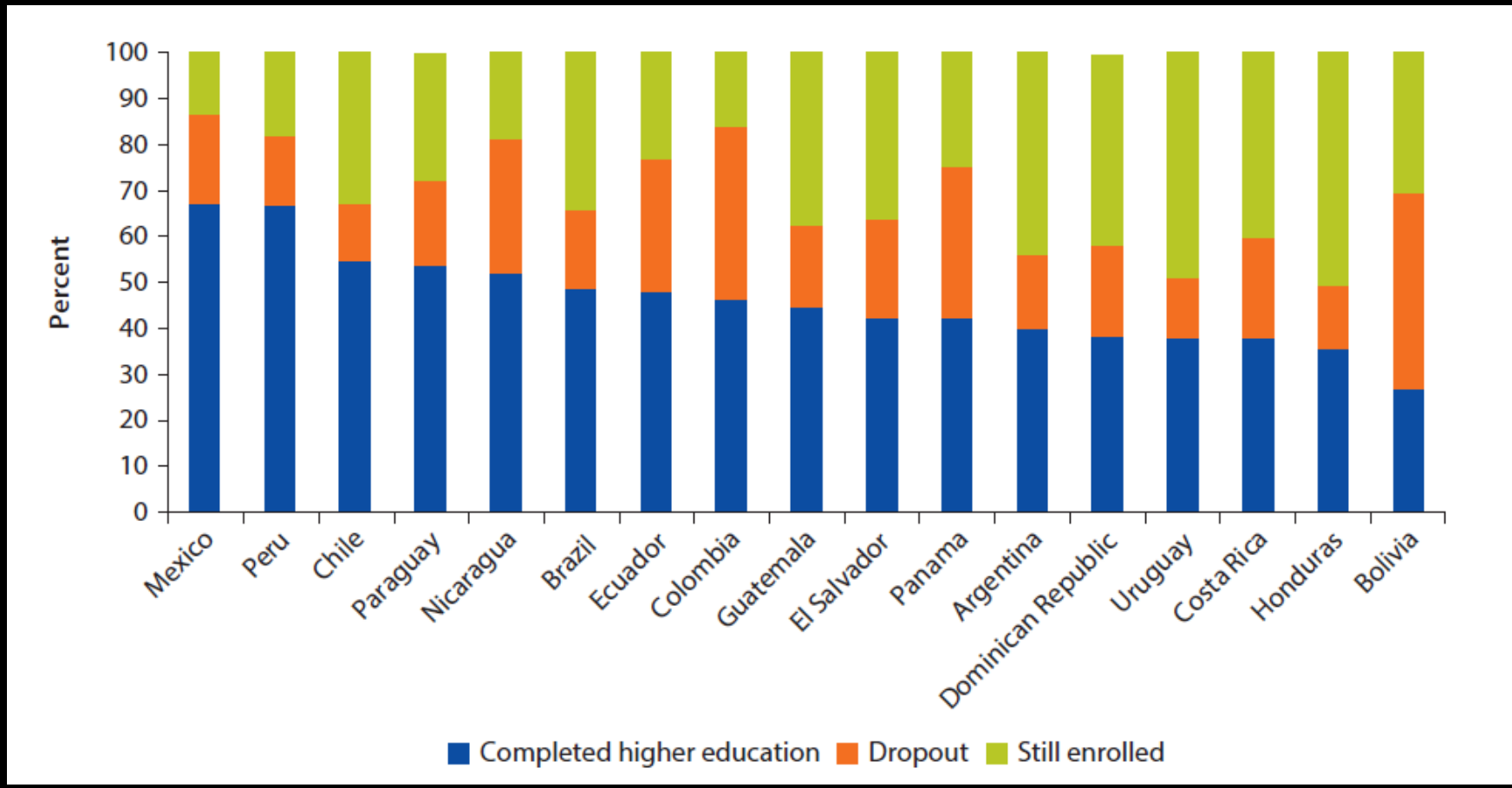
@fmarmole

Email: fmarmolejo@worldbank.org

Two key issues…



Completion Rates for Youth Ages 25-29 Years. *Latin America and the Caribbean. 2012*



Source: World Bank calculations based on SEDLAC.

Note: For each country, individuals ages 25–29 years who have ever started higher education are classified into three groups: those who completed their program, those who dropped out, and those who are still enrolled. Completion rates are estimated as the ratio between youths ages 25–29 years who completed a higher education program and the number of people ages 25–29 years who ever started a higher education program.

Key Trend 3:

Questioning about quality and relevance of tertiary education

@fmarmole

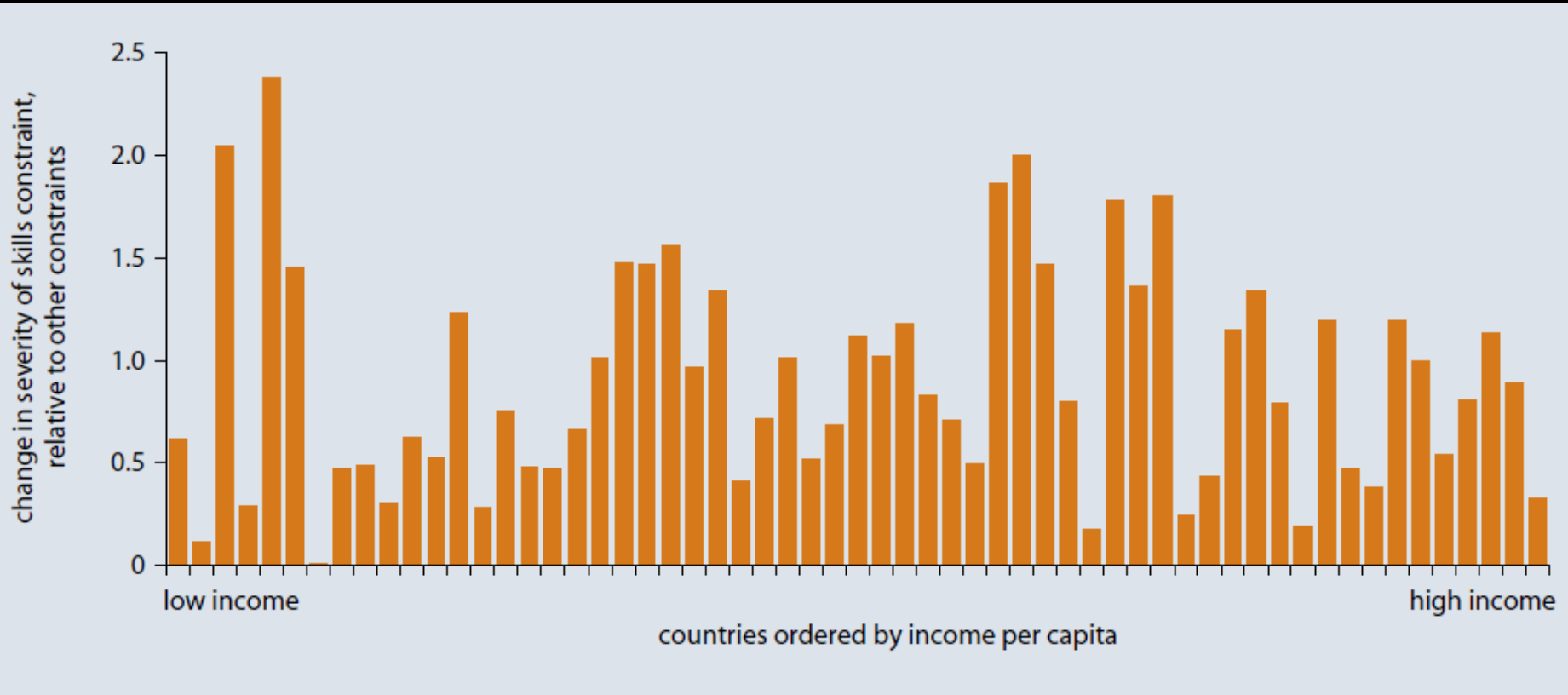
Email: fmarmolejo@worldbank.org

But what about the relevance of education?

@fmarmole

Email: fmarmolejo@worldbank.org

Relative to other obstacles, skills have become a more severe constraint to business



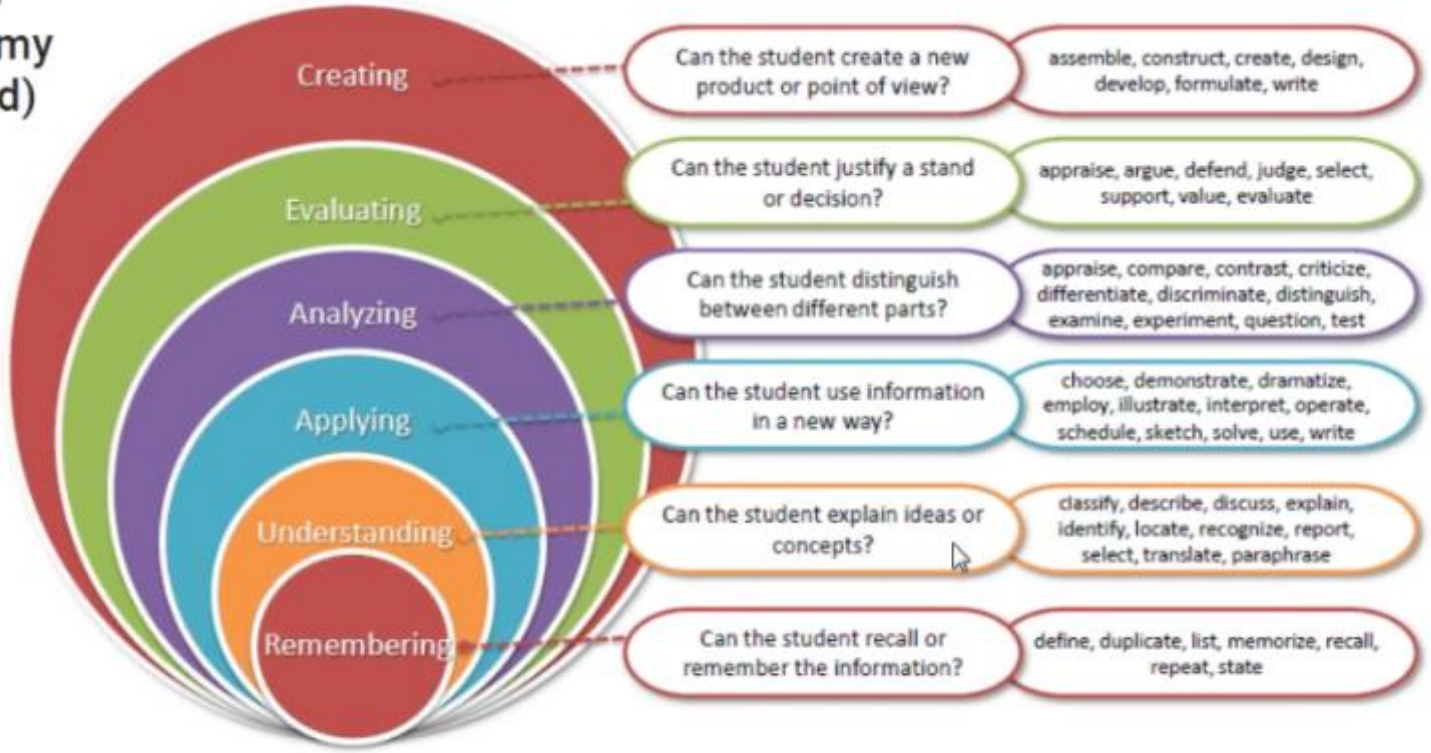
Source: World Development Report 2013


SCHOOL
GEOMETRY
ART
BIOLOGY
HEALTH
LITERATURE
HISTORY

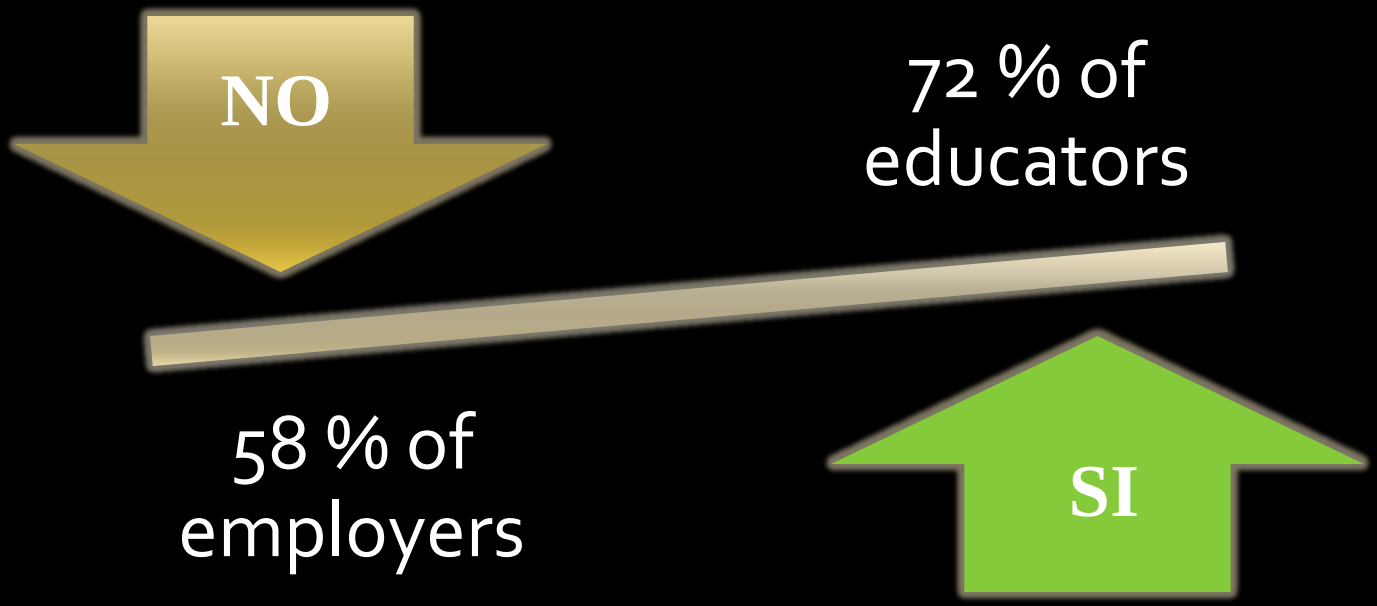
What are students learning?

Pedagogy

Bloom's Taxonomy (Revised)



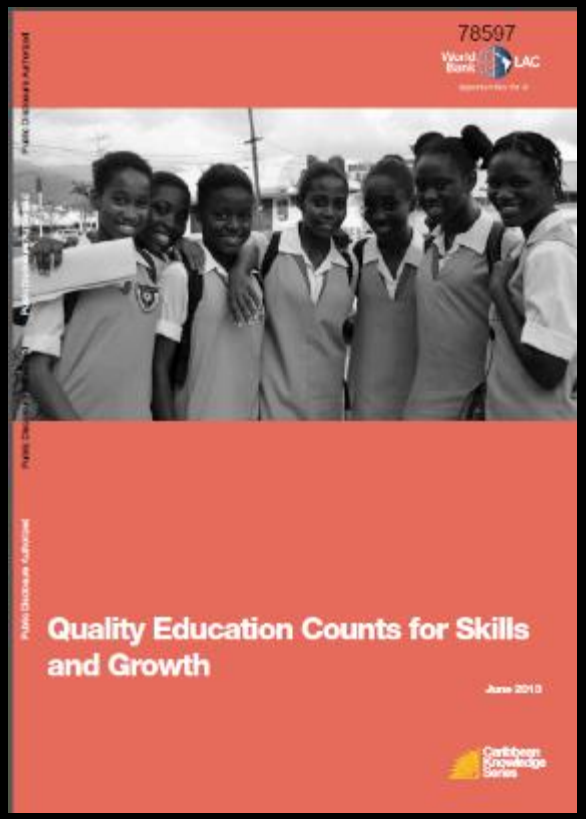
Employers complain that workers don't have the adequate skills.



Source: Mourshed, Farrell, y Barton (2012), *Education to Employment: Designing a System that Works*.

Hypothesis : the labor market is demanding a combination of skills different to the ones that are being provided by the educational system

10 priorities identified by employers



Top 10 Skill Priorities Identified by Employers[6]	
1	Positive Work Habits
2	Communication
3	Technical
4	Writing
5	English
6	Mathematics
7	Problem Solving
8	Reading
9	Computer
10	Team Work

WORLD ECONOMIC FORUM

COMMITTED TO IMPROVING THE STATE OF THE WORLD

Top 10 skills

in 2020

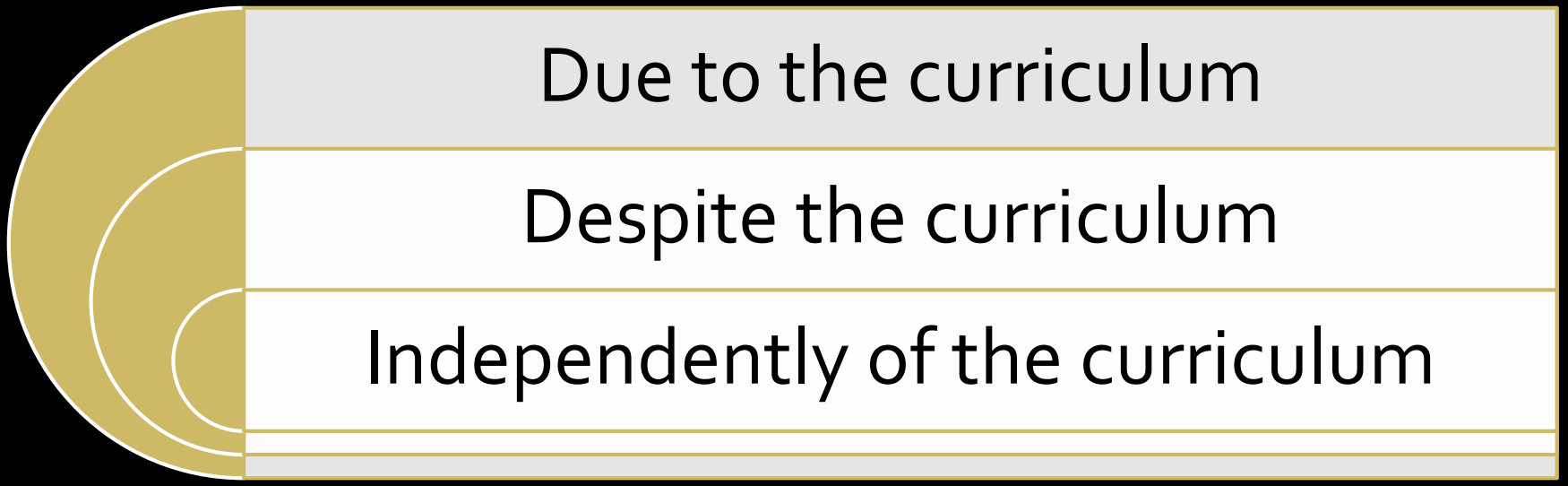
1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

Source: Future of Jobs Report, World Economic Forum

Does the learning of those skills happen…?



Many times we don't know

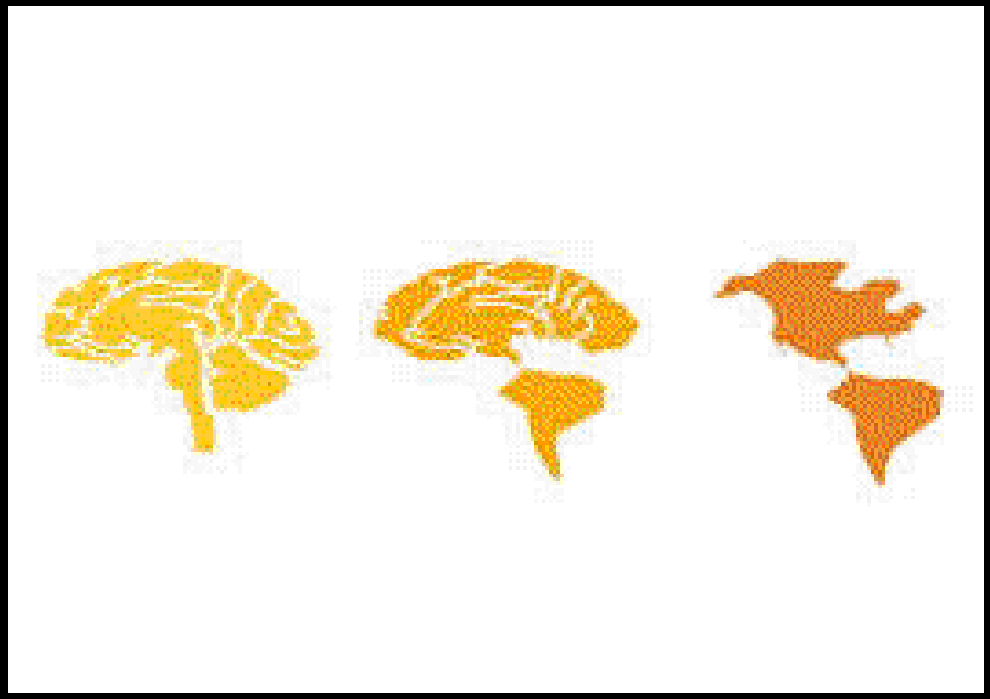
Are they going to stay?

Not all of them…

@fmarmole

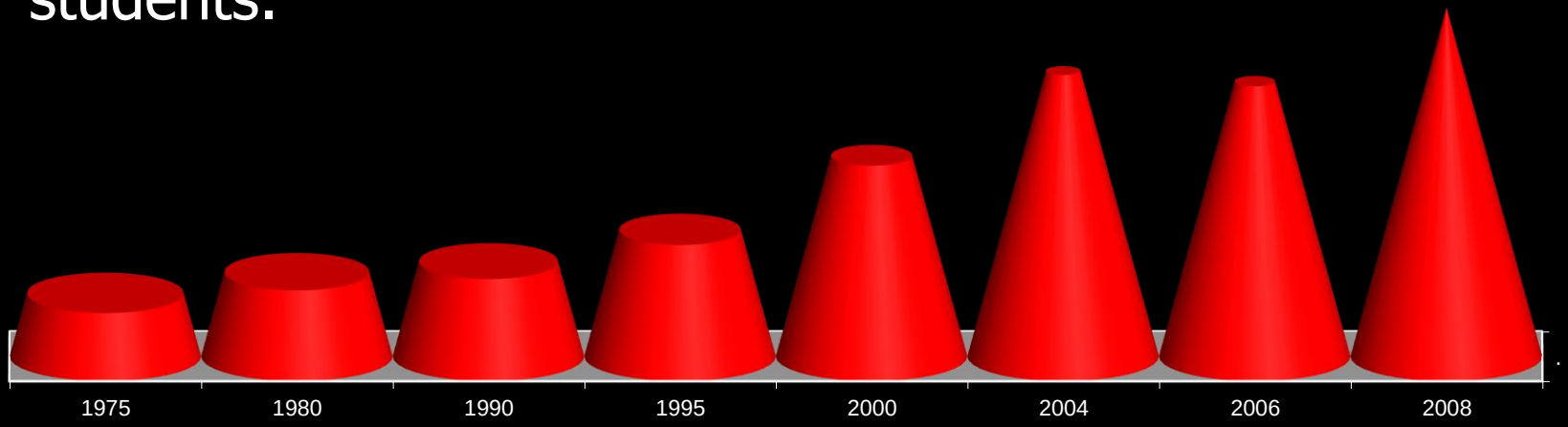
Email: fmarmolejo@worldbank.org

Our today's reality: A mobile society



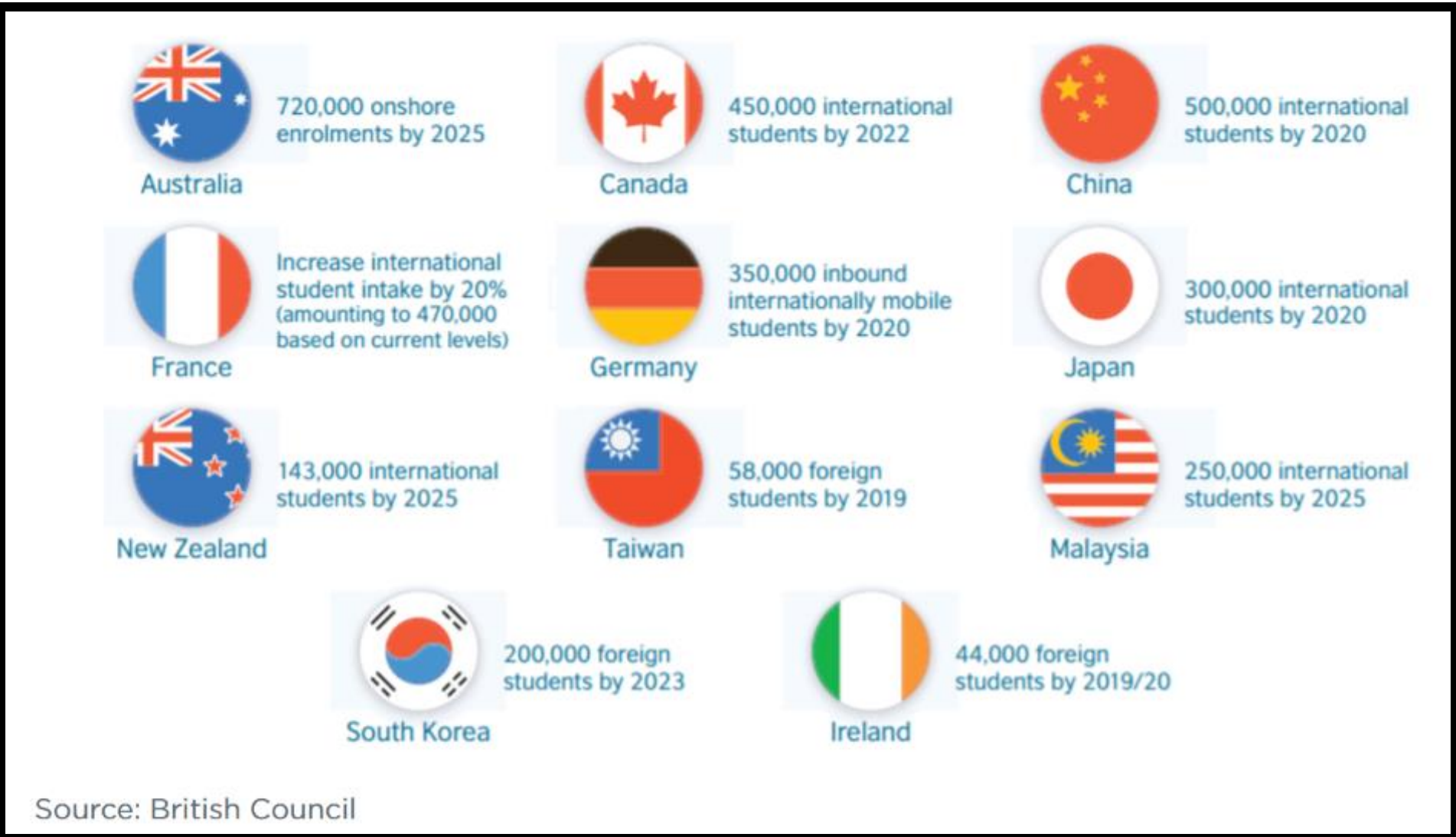
Long term growth in the number of students enrolled outside their country of citizenship (1975-2008)

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).

International students: A competitive market



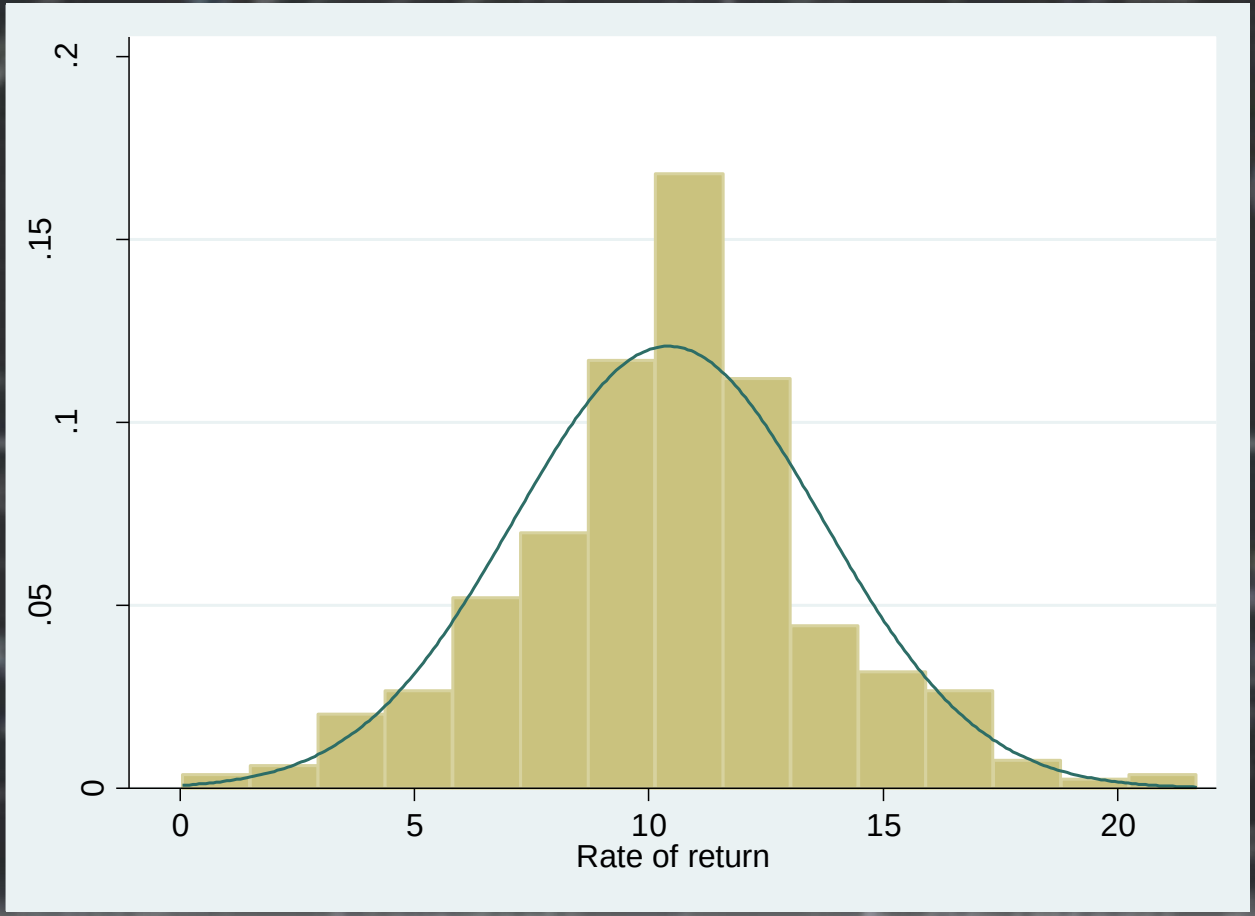
Source: British Council

Does it pay back to study?

@fmarmole

Email: fmarmolejo@worldbank.org

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%

Source: Montenegro, C.E. & H.A. Patrinos (2013). Returns to Schooling around the World. The World Bank

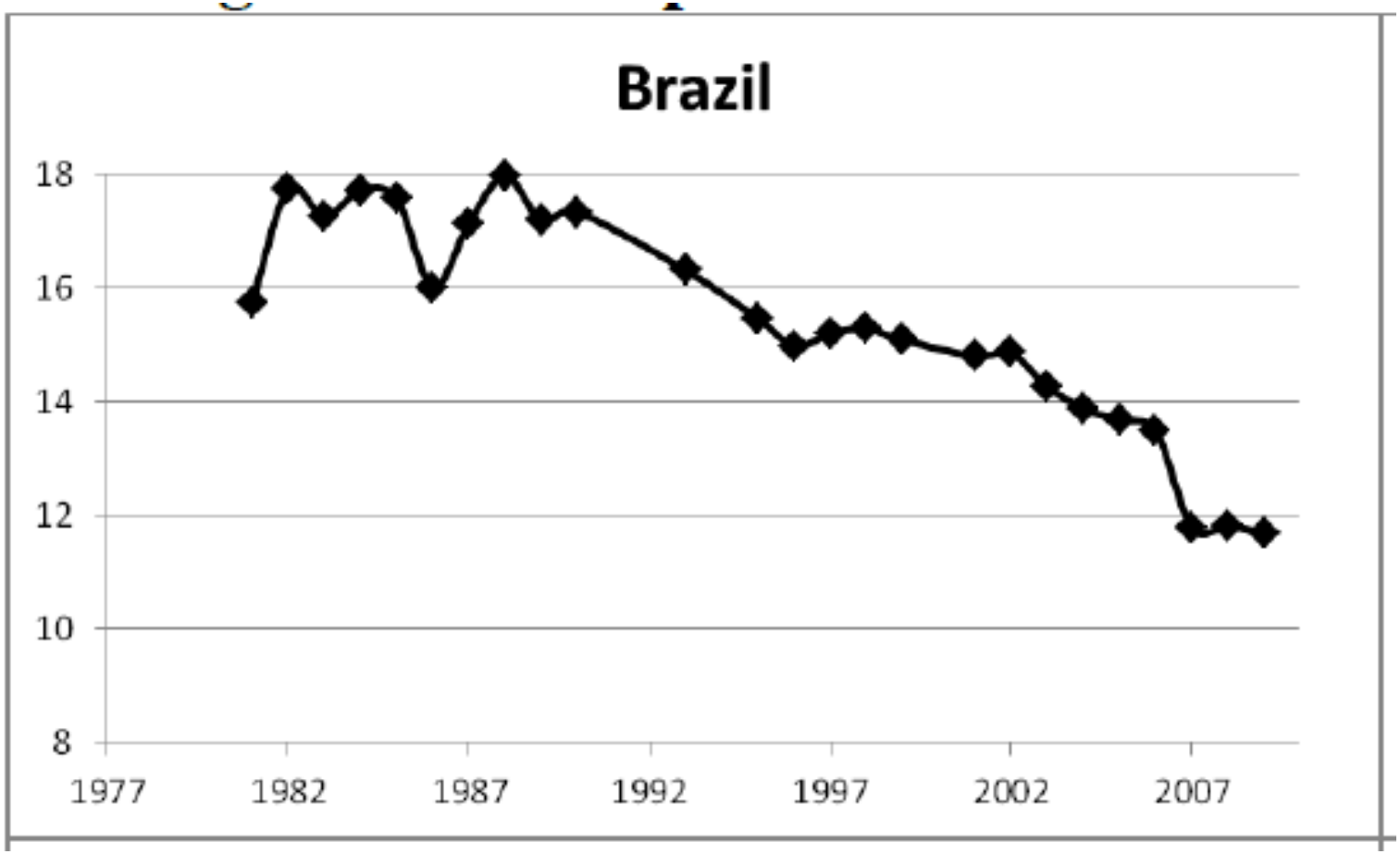
Returns highest at Tertiary Level

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

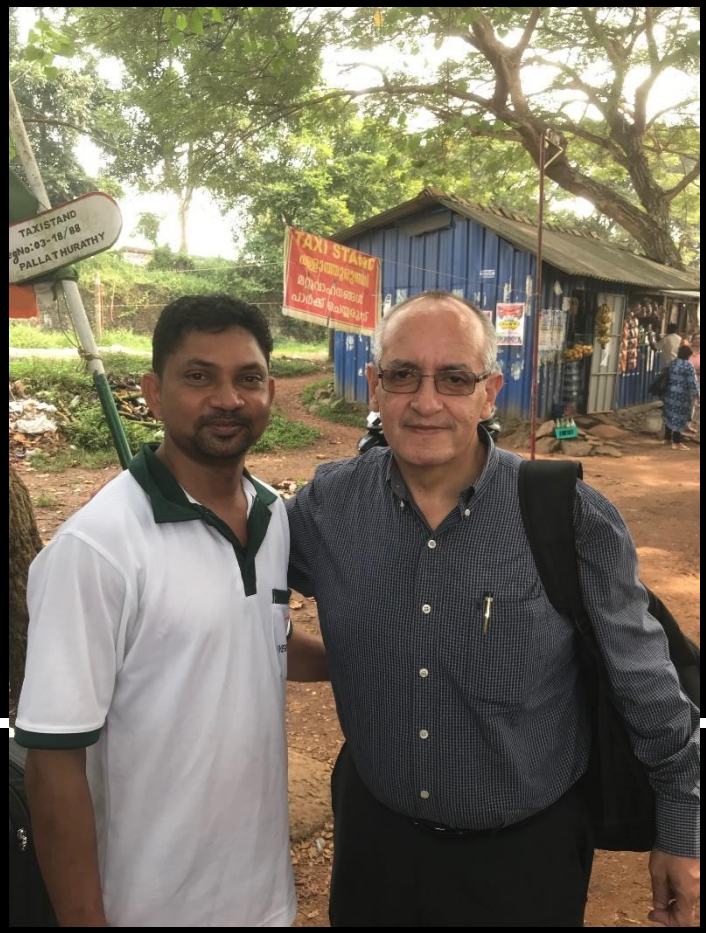
Region	Primary	Secondary	Tertiary	GDP/pc (PPP 2005)	N
World	10.3	6.9	16.8	6,719	74
Middle East and North Africa	9.4	3.5	8.9	3,645	7
South Asia	9.6	6.3	18.4	2,626	4
Eastern and Central Europe	8.3	4.0	10.1	6,630	7
High Income Economies	4.8	5.3	11.0	31,748	6
East Asia and Pacific	11.0	6.3	15.4	5,980	6
Latin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

Source: Montenegro, C.E. & H.A. Patrinos (2013). Returns to Schooling around the World. The World Bank

However… returns are declining

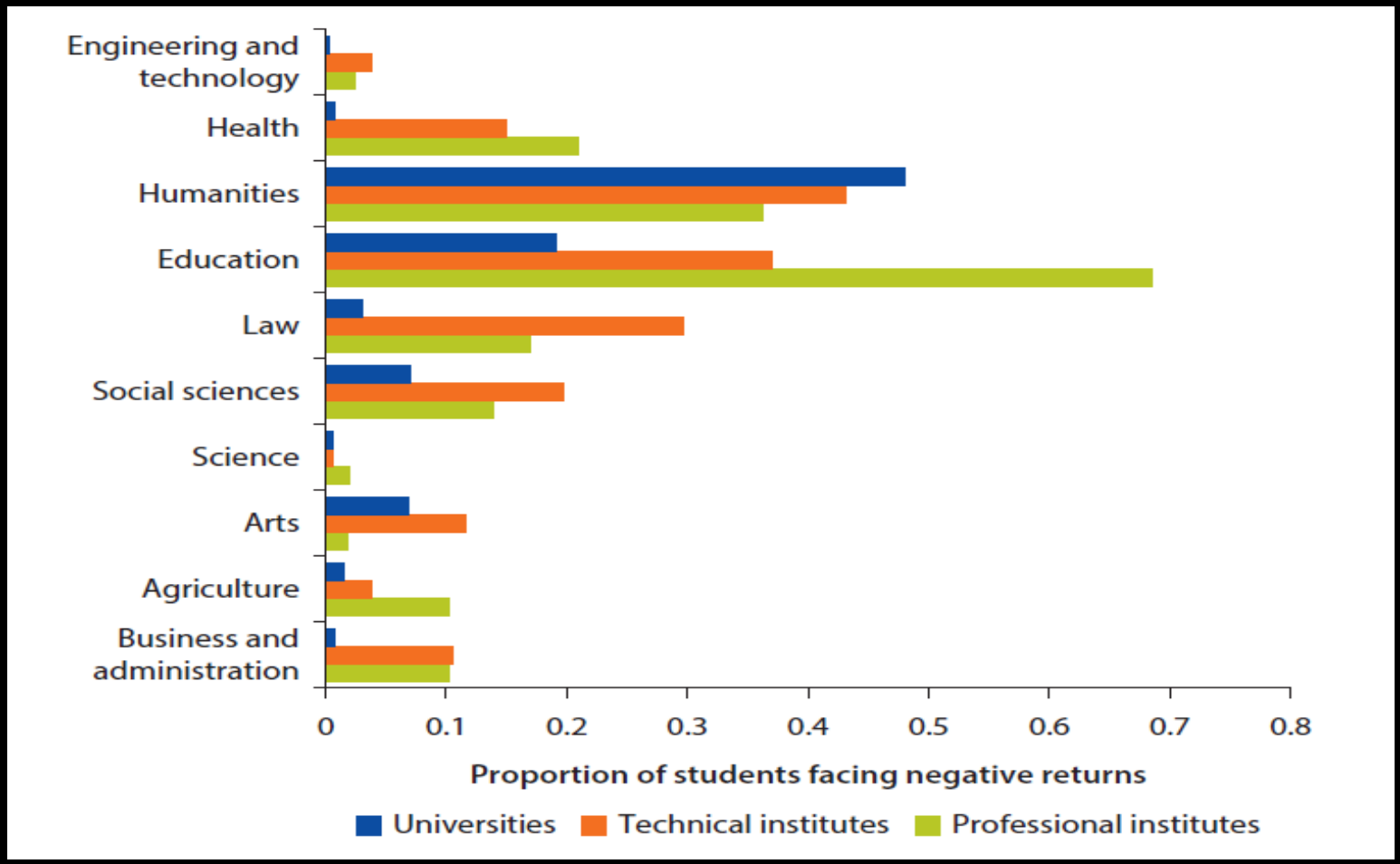


…and even the ones having access to higher education, not always reap the benefits



The case of Angelo

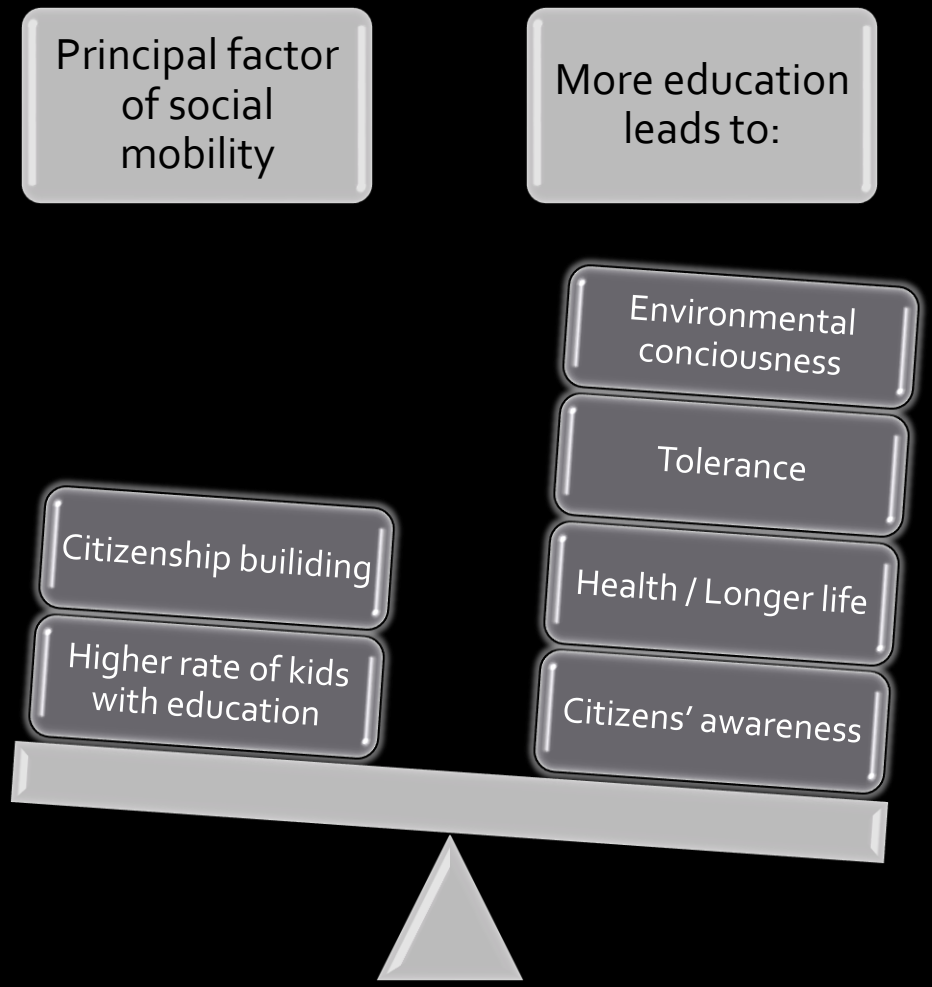
Proportion of students facing negative expected returns to higher education in Chile, by field and HEI type



Source: Espinoza and Urzúa 2016.
Note: The figure shows, for each field and HEI type, the proportion of students facing negative expected

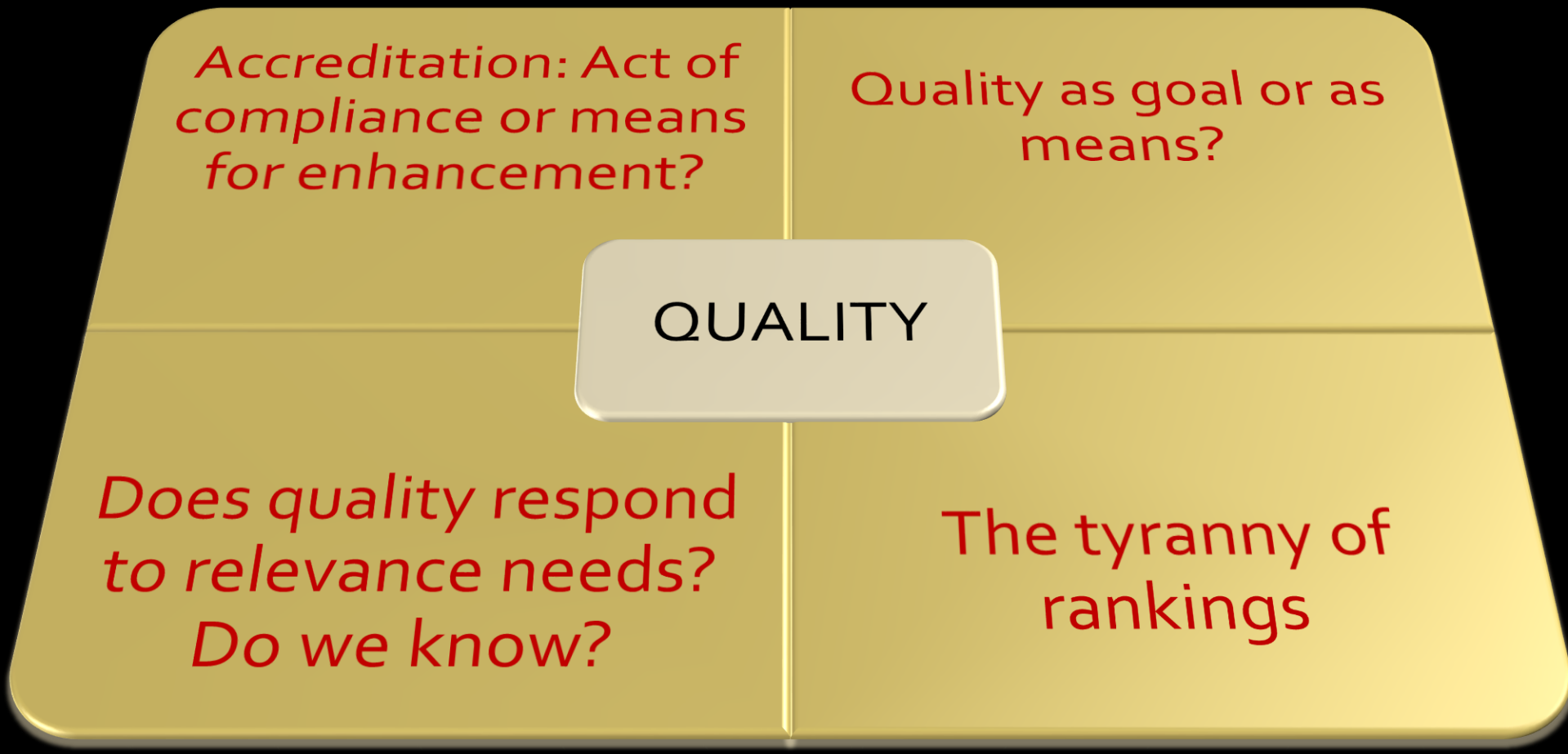
Social Returns

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



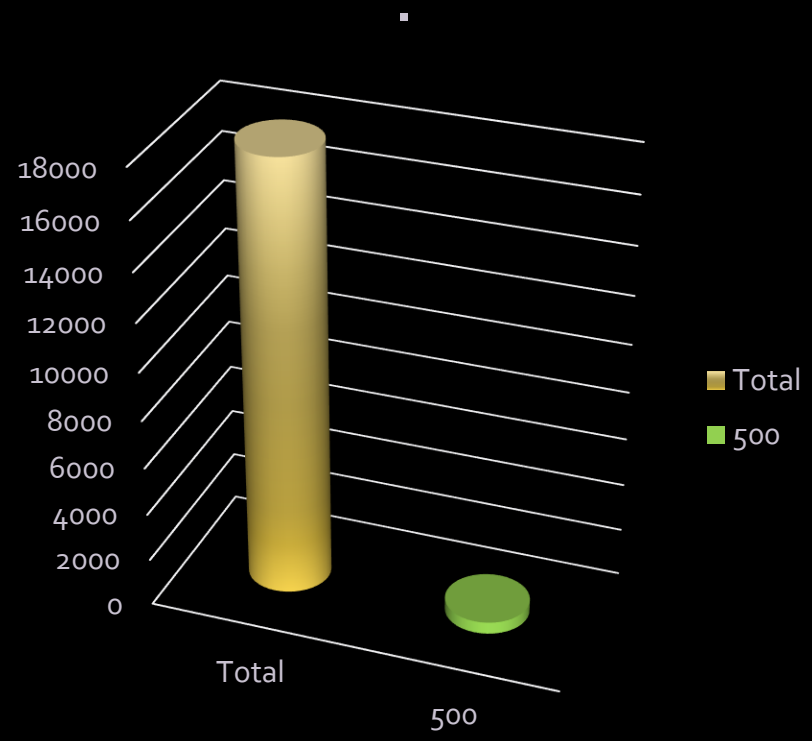
On quality…and rankings

On Quality

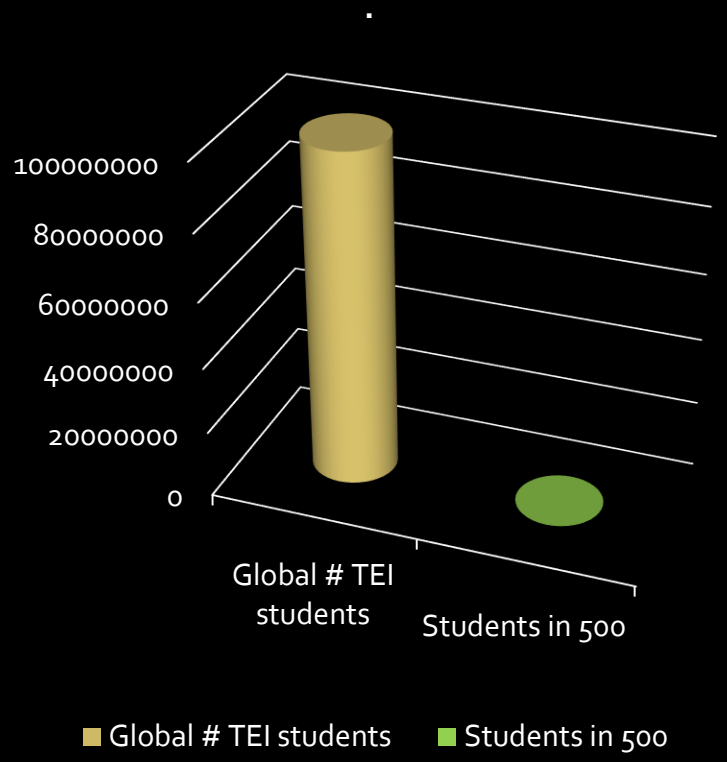

Accreditation: Act of compliance or means for enhancement?
Quality as goal or as means?
QUALITY
Does quality respond to relevance needs? Do we know?
The tyranny of rankings

The share of Top 500 universities in the world of higher education

NUMBER OF INSTITUTIONS



STUDENT ENROLLMENT



Transformation of the academic curriculum in Higher Education

@fmarmole

Email: fmarmolejo@worldbank.org

Some global trends in curriculum innovation

	General global trends
Recognition of previous learning	Increased acceptance. NQF
Flexibility in academic subjects	General Education
Easier transition pathways between levels and institutions	Articulation arrangements
Competency-based portfolio	NQF
Blended teaching-learning	MOOCs
Experiential & service learning	Co-Op programs
Internationalization	+ 2nd language and increased student mobility + Internationalization "at home"
Academic workload	Significant "compression"

Key Trend 4:

Institutional diversification

@fmarmole

Email: fmarmolejo@worldbank.org

Diversification or fragmentation?

@fmarmole

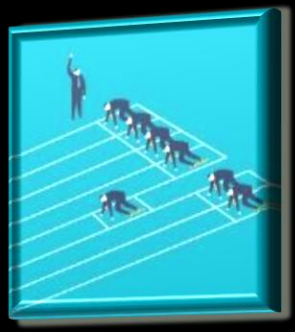
Email: fmarmolejo@worldbank.org

In India…

	2008	2016	% Change
Tertiary education institutions	23,576	42,185	78 %

- In 2008-16, in average **6.3** new tertiary education institutions were established **per day** (including Sundays and holidays)

Towards the need for more diversified higher 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 ranked institutions as "second class" citizens

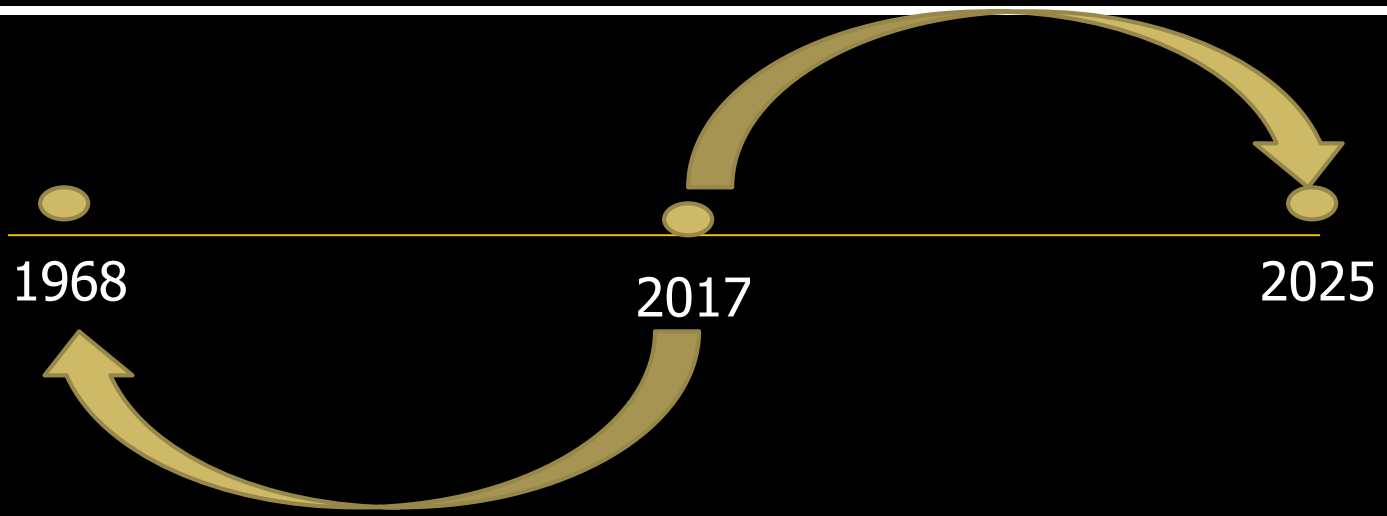
Key Trend 4:

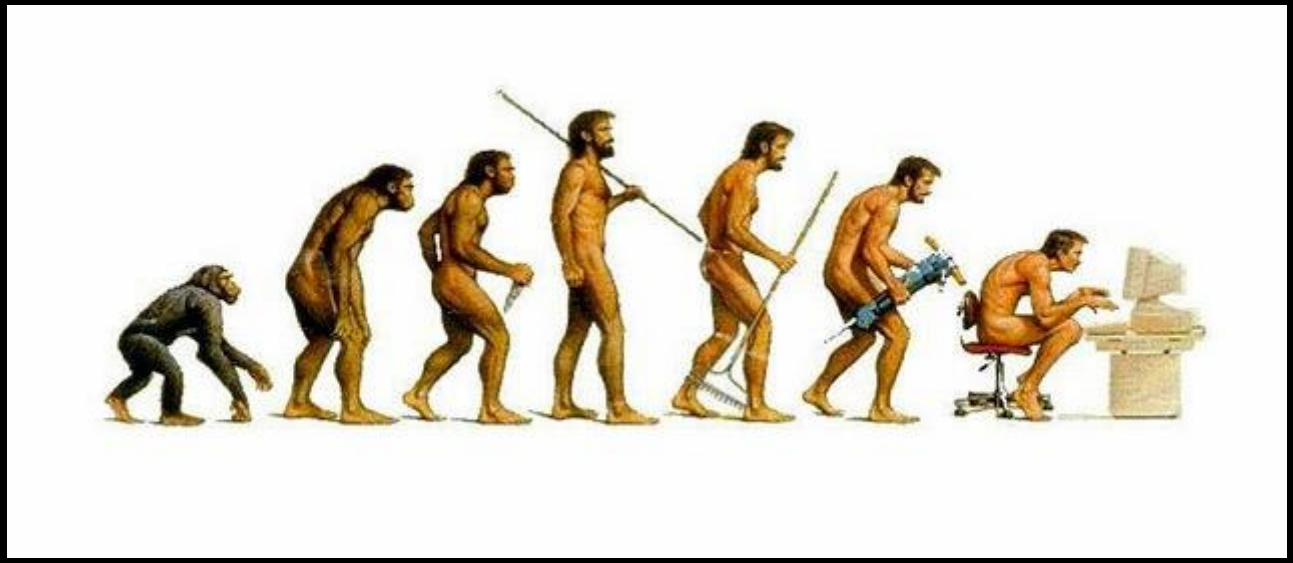
The disruption of technology

@fmarmole

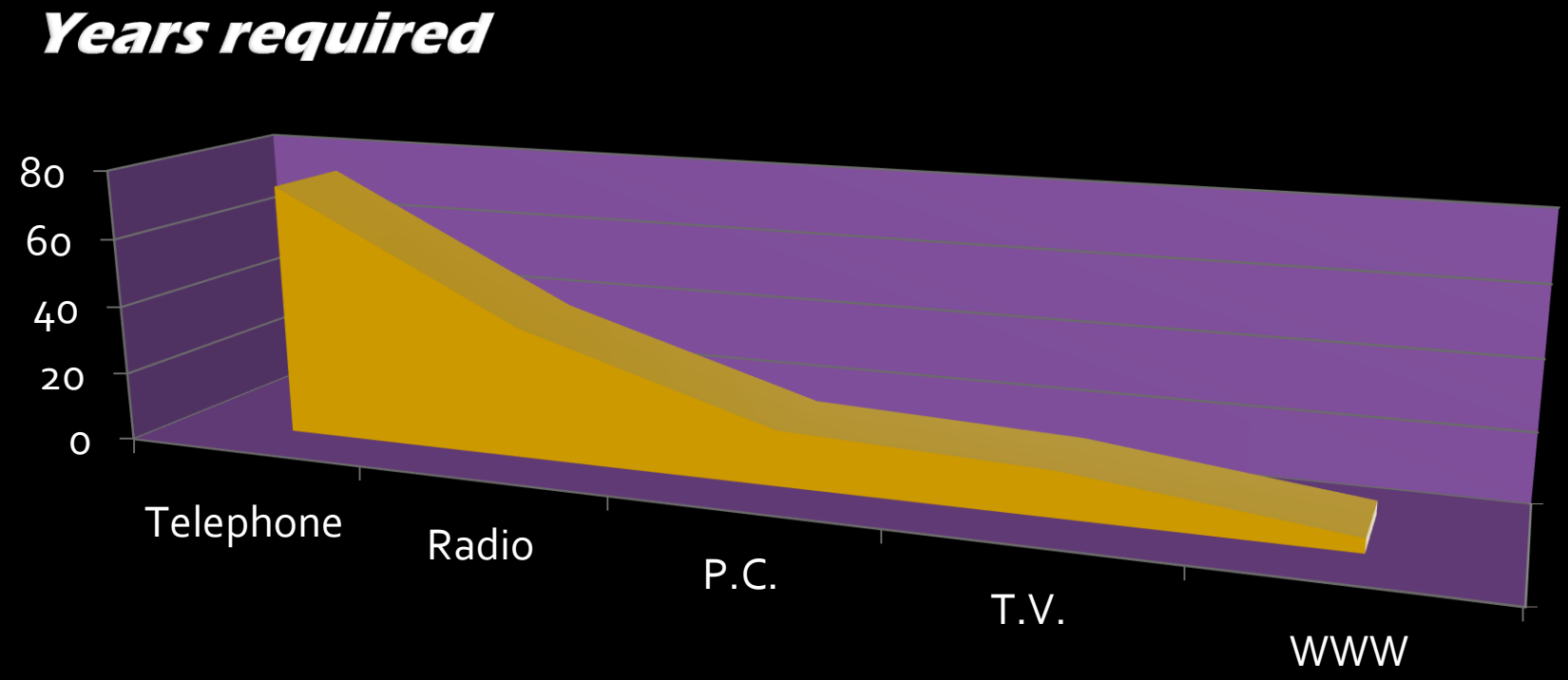
Email: fmarmolejo@worldbank.org

Back to the Future…





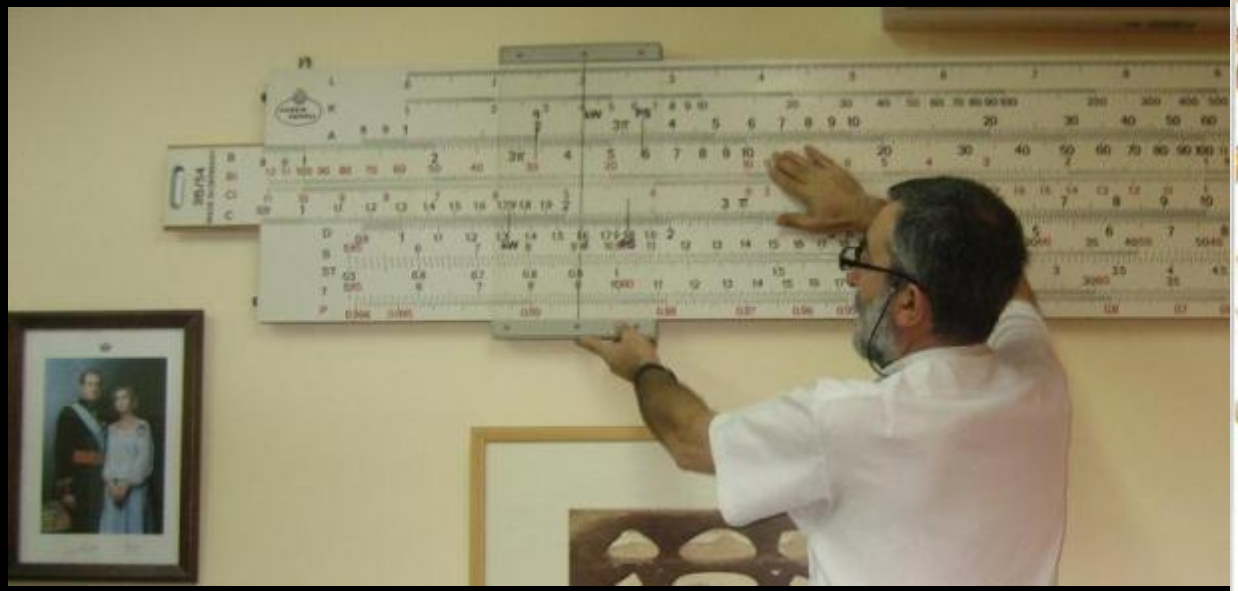
Adoption of Technology in 50 million households worldwide



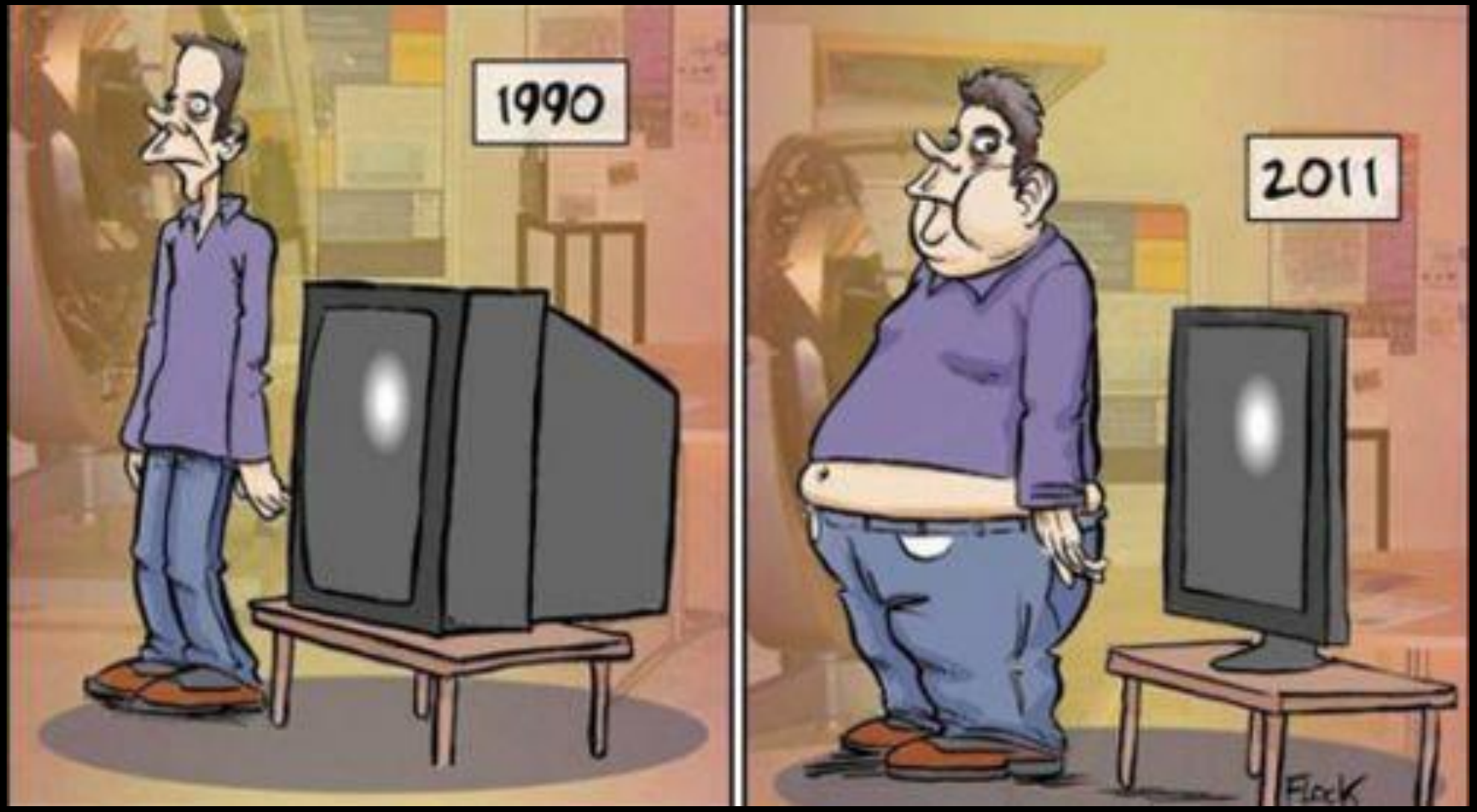
Telephone	Radio	P.C.	T.V.	WWW
74	38	16	13	4

Source: ITU, 1999

Do you remember the Slide Rule?



Our technology



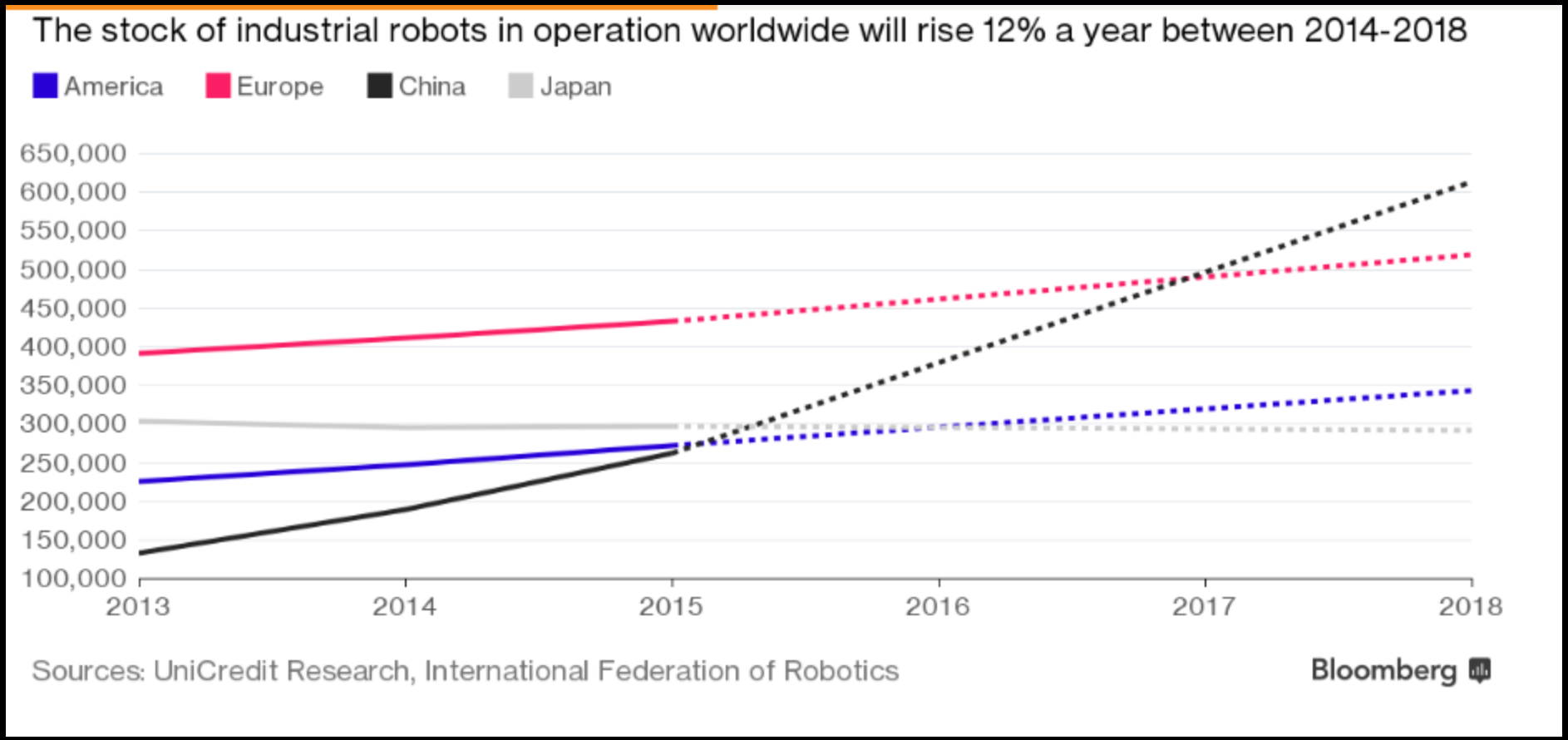
"Today twenty households with average broadband usage generate as much traffic as the entire Internet carried in 1995"

Katie McAuliffe, Digital Liberty

Source: IEEE Spectrum. Jan. 2013. Dataflow. p80

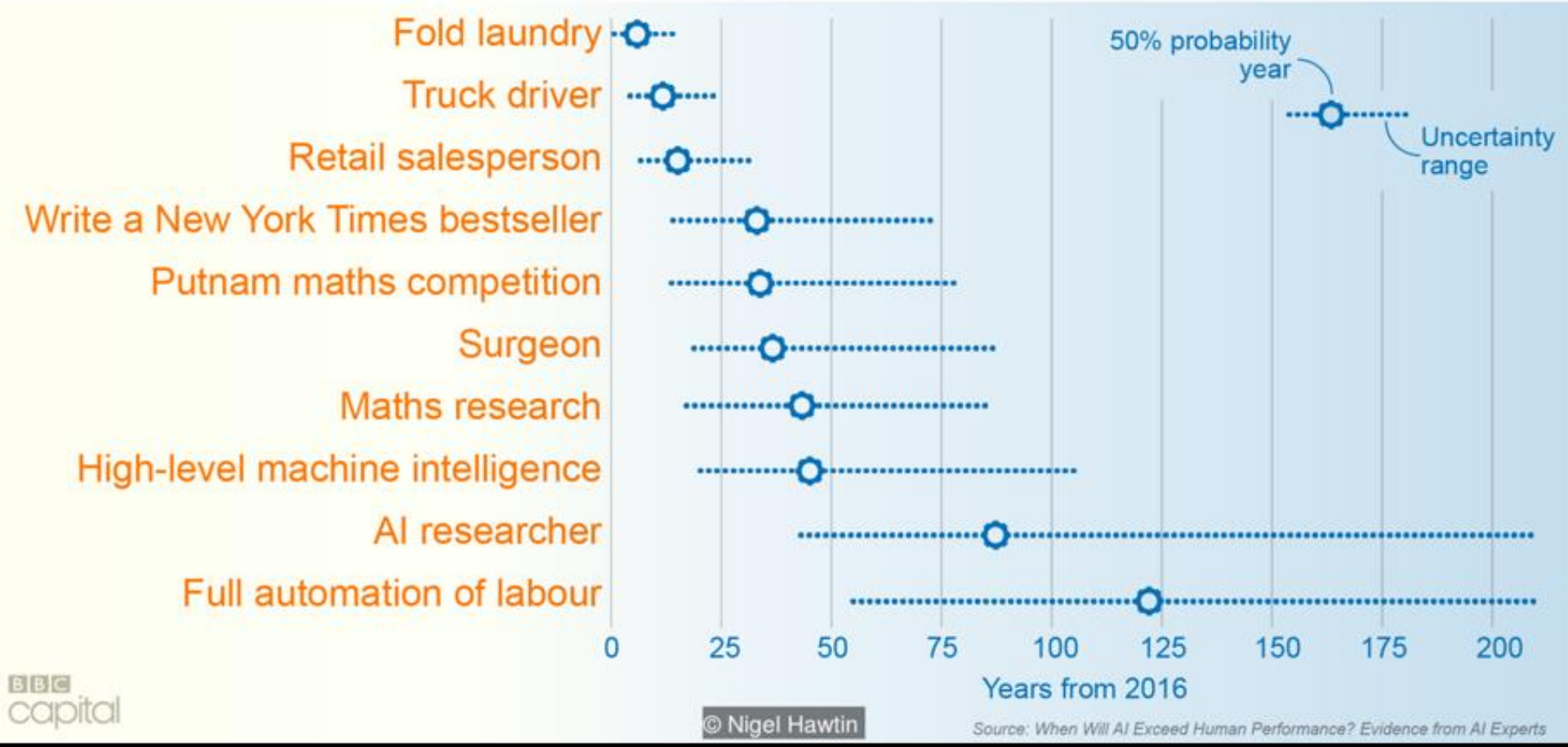
Robotization: a reality.

Stock of industrial robots in operation



…rising 12 % a year

How many years until a machine can do our job better than us?



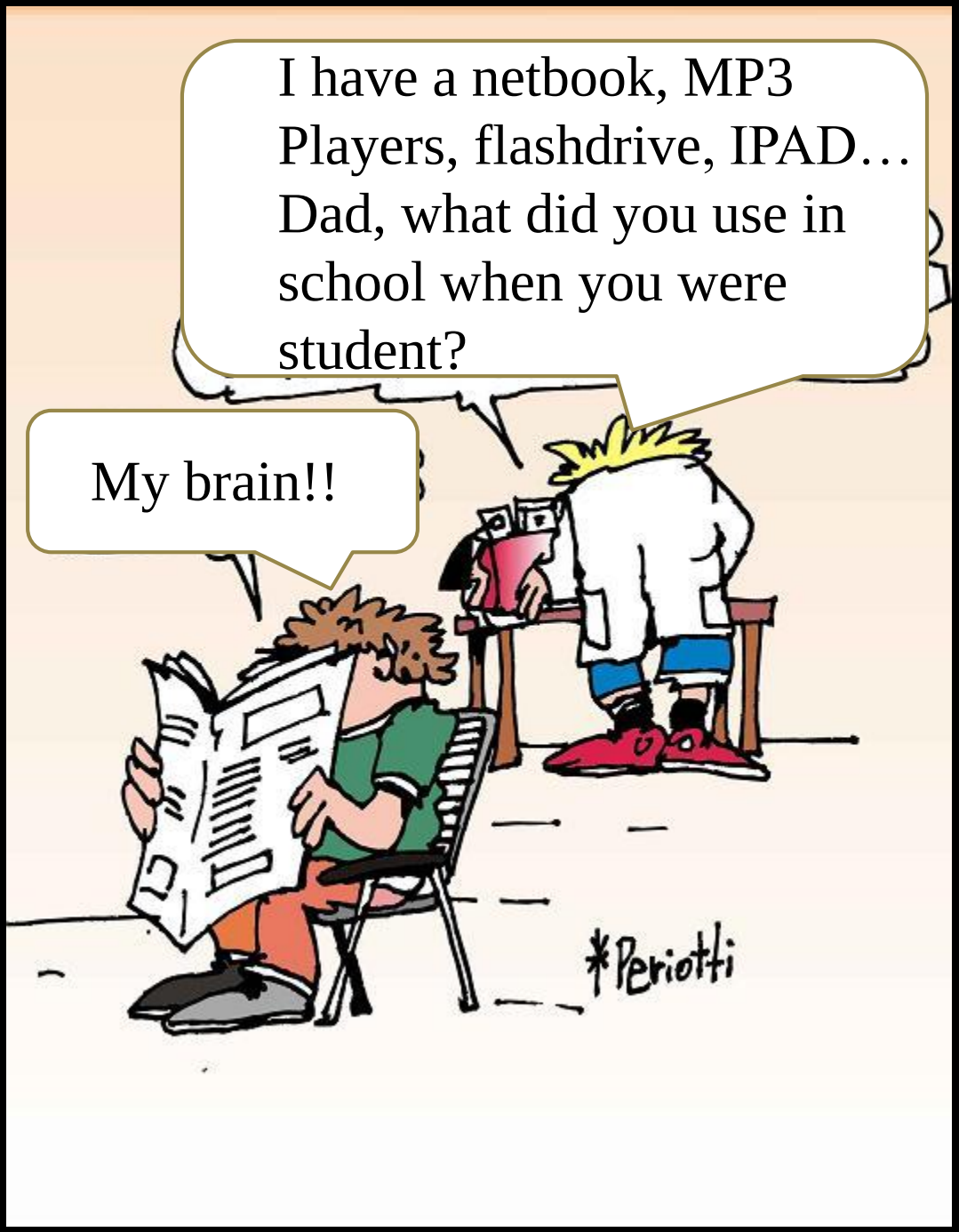
Science fiction or reality?


bjsmith@admin.gov
tjones@admin.acme
STAHLER

A new type of students

Why does it matter?

Since 2015, all tertiary education students are "digital native"

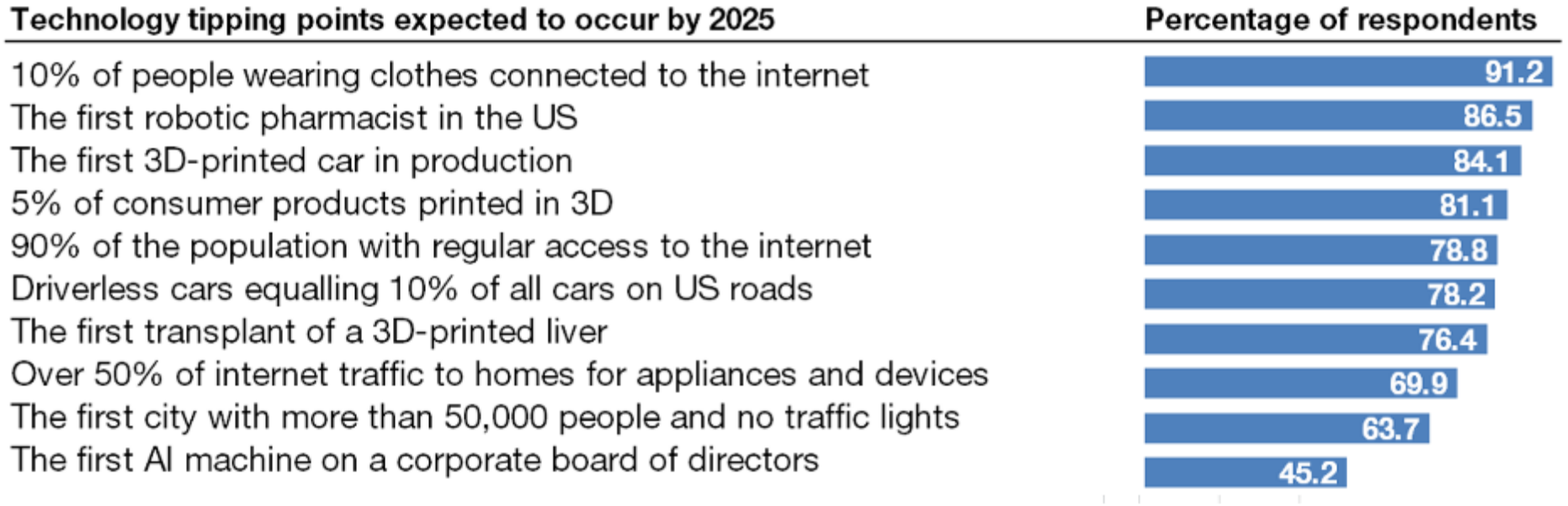

I have a netbook, MP3 Players, flashdrive, IPAD… Dad, what did you use in school when you were student?
My brain!!
*Periotti

A possible future? Reality or science fiction?

When will the future arrive?

800 technology executives and experts from the information and communications technology sector were surveyed as part of our *Technology Tipping Points and Societal Impact* report

WORLD ECONOMIC FORUM
COMMITTED TO IMPROVING THE STATE OF THE WORLD



Source: World Economic Forum, Technology Tipping Points and Societal Impact report, 2015

At the same time…

Distant realities…

Distant realities

Distant realities

Distant realities

Distant (and no so distant) realities

Our responsibility in HE

- In the 21st century, we're facing a massive change in the technologies and types of jobs available…We can't be certain that both productivity and employment will rise.

- We, as a society, need to make the commitment to guide our technologies responsibly and to capitalize on the prosperity we are creating, just as those who came before us did. That way we will ensure that AI technology creates opportunity for all, not just for a lucky few

Stephane Kasriel

Pointers for action

Governments must act..

…But national level changes are not sufficient…

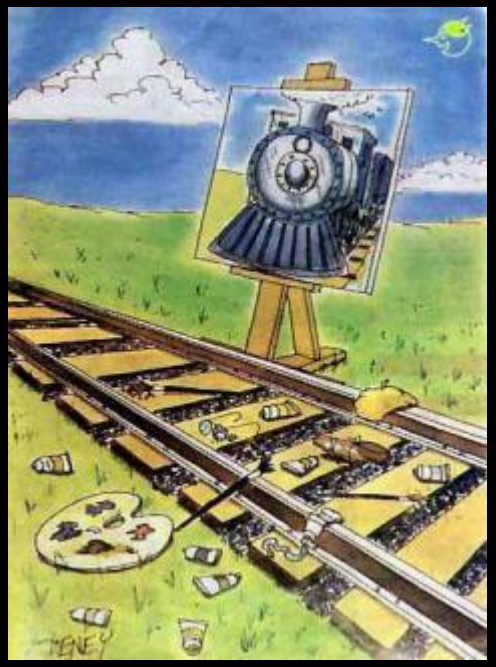
… Higher Education Institutions need to embrace the change themselves.

The Italian University in 1350

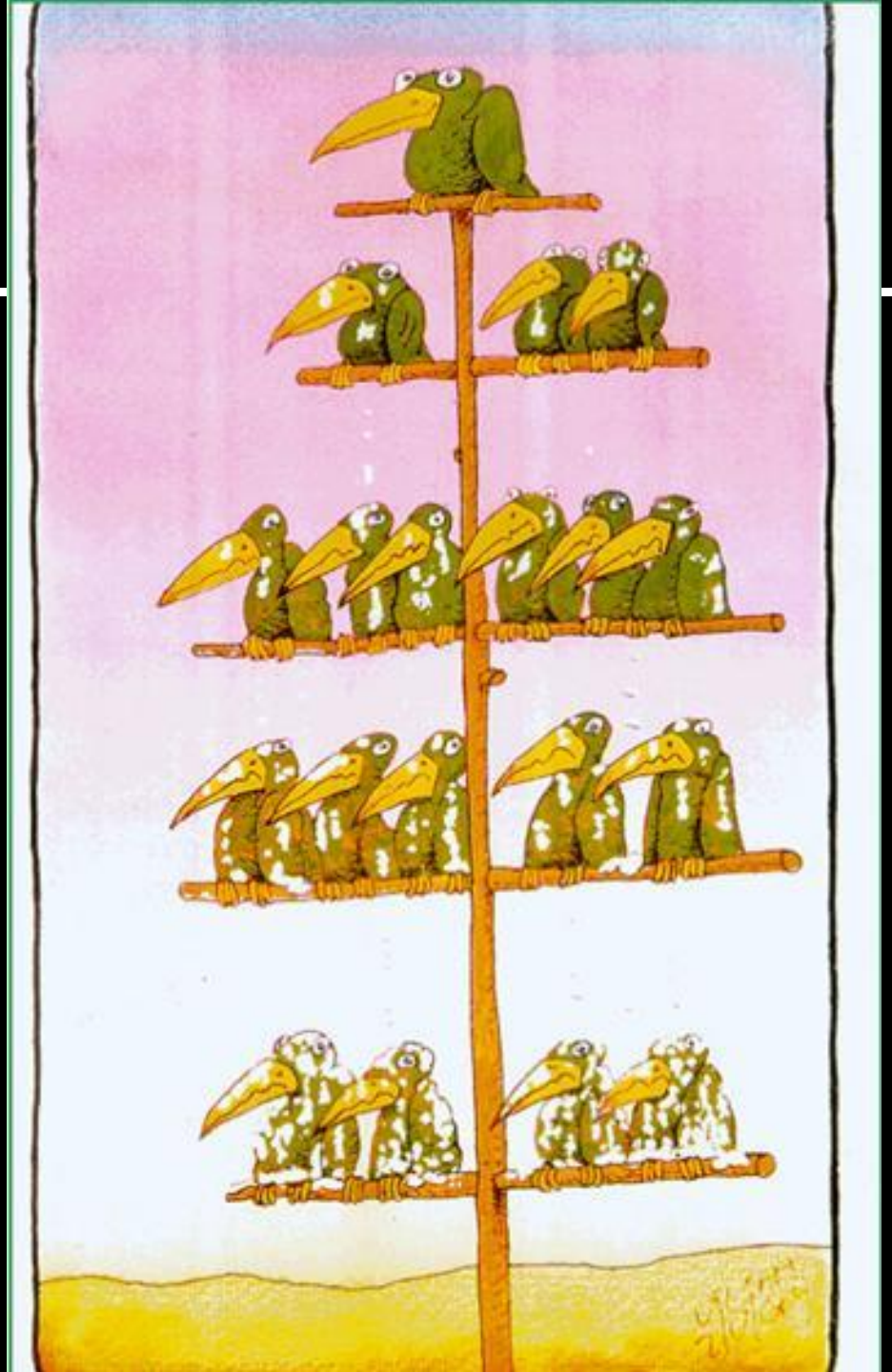
…and today's universities

The art of ambiguity

Continuing doing the same, but waiting different results



Who is responsible?



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

Elliot Masie, President - The Masie Center

A paradox

Higher education institutions are the best laboratory for social change

...but they have a tendency to inhibit their innovation capacity

A simple formula: More and better education

@fmarmole

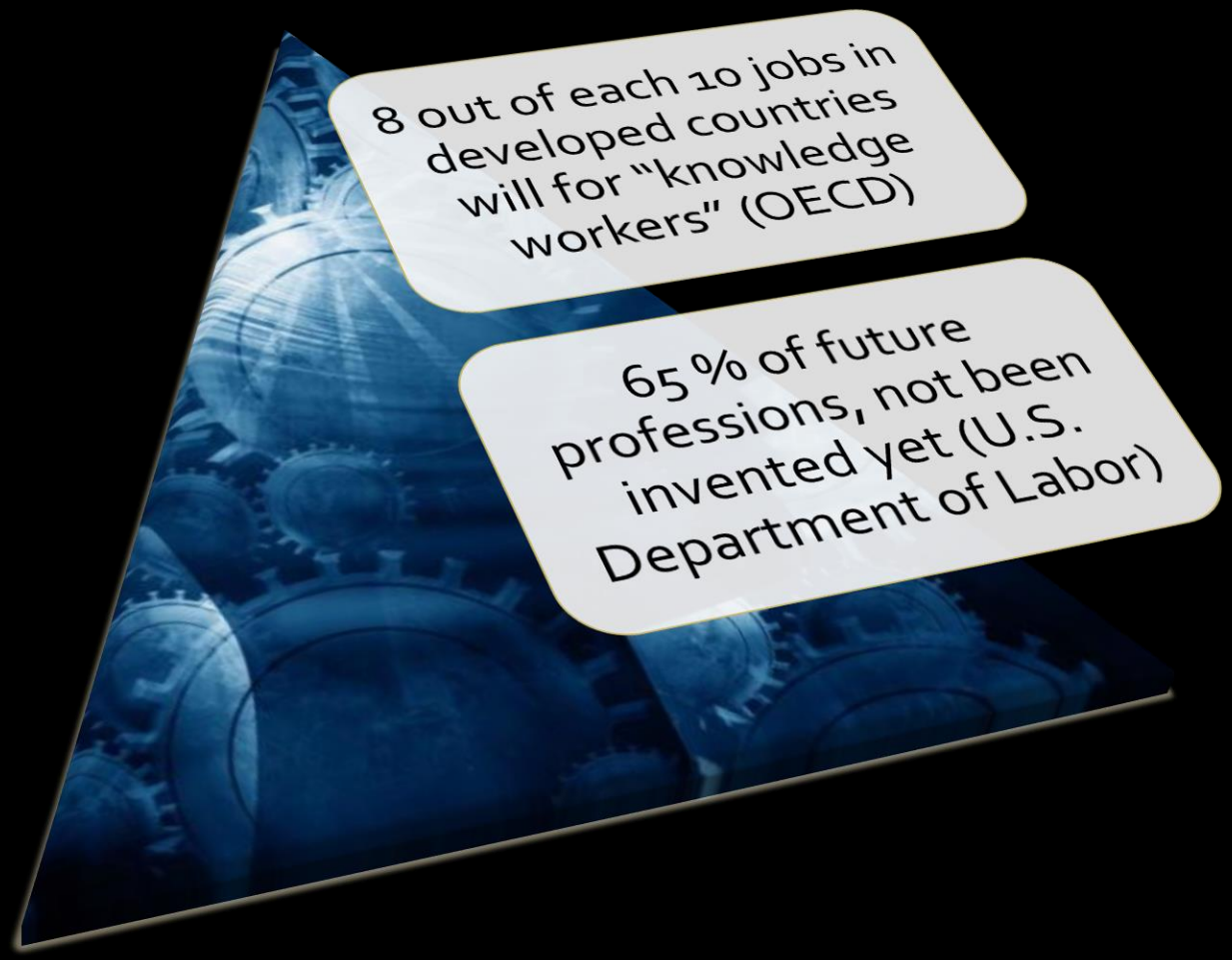
Email:
@fmarmolejo@worldbank.org

…but what type of education?

@fmarmole

Email:
@fmarmolejo@worldbank.org

And the demand for skills may be changing even more: Skills for which jobs?



The professional of the future

- In the future, work will be based on the principle of "adjustment": intelligent individuals able to combine education, interests and skills in order to become a sort of unipersonal multifunctional team.
- Success will depend on the ability to "adjust": to creatively develop or modify skills and knowledge

Some titles and professions of the future…

- Bio-systems Engineer
- Performance technologist
- Visual Ergonomics
- Psycho-linguistic
- Cyber-librarian
- Bio-manufacturing
- Geo-environmentalist MKT
- Information Architect

Tissue Engineer

Data Miner

Pharmer

Genetic Engineer

Knowledge Engineer

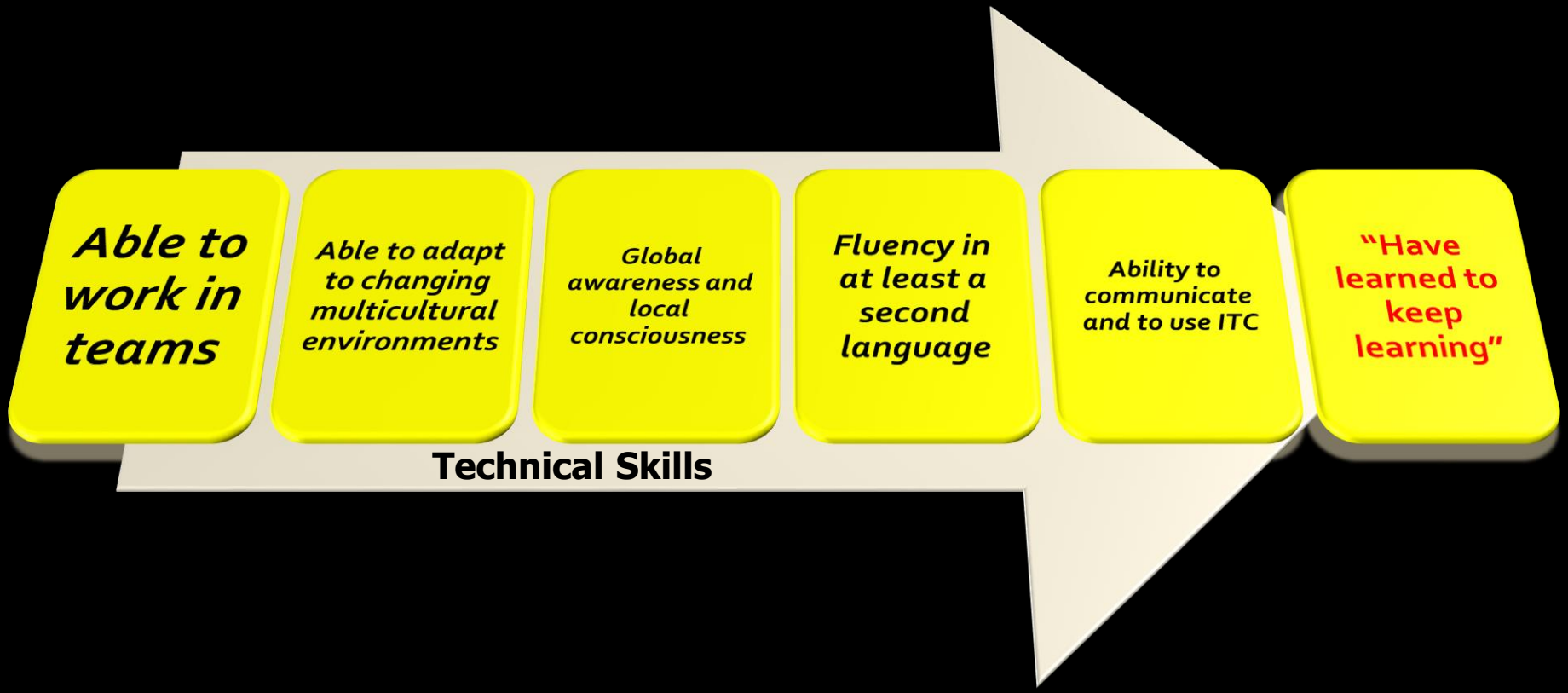
Ethno-Epidemiologist-Musician

…or from the present?

10 key skills for future graduates

Source: The Institute for the Future.
British Council (2017). 10 trends Transformative changes in higher education

Graduates required in today's world



Some pending tasks

@fmarmole

Email: fmarmolejo@worldbank.org

Top 10 Do's in Higher 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 HE systems.

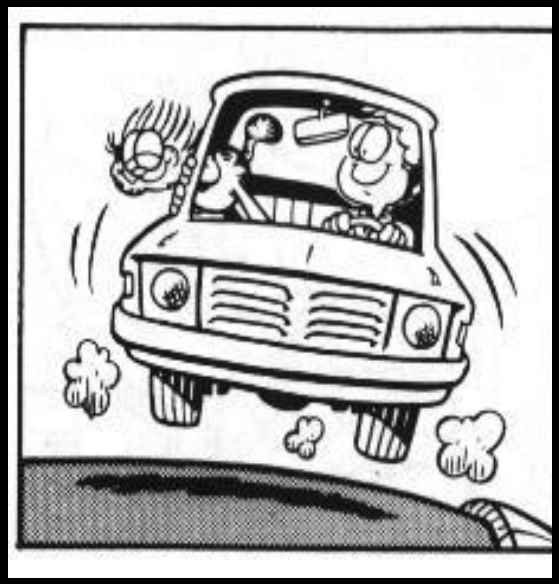
Arming students with information so they make smart choices.

Embracing competition – national and global.

Fostering openness and an evidence-based culture in higher education.

There is no magic formula…

- What it may work in one case



…it is not necessarily the best solution in other cases

Too good to be true?…Tensions

- High flexibility
- Selective applied research areas
- Priority for flagship campus
- More global
- Emphasis on research

- Erratic behavior
- L.T. diminishing of research culture
- Internal stratification
- Less local
- De-emphasis on teaching/outreach


What to do?
…All depends of…

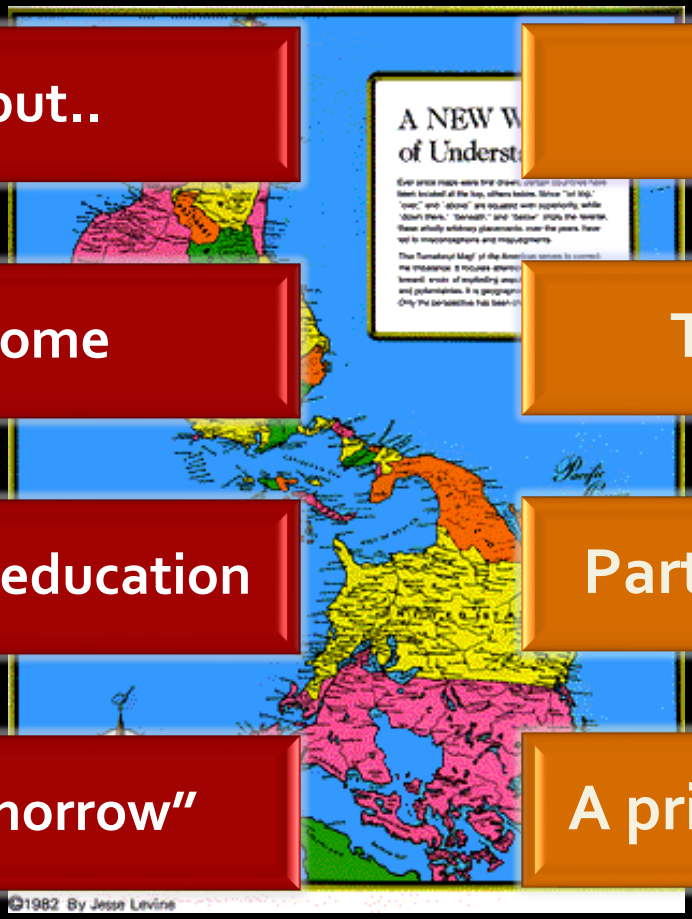
Changing the paradigm

A good idea, but..

Too far from home

Too far from higher education

A priority for "tomorrow"



A critical need

Too close to home

Part of higher education

A priority for "yesterday"

The key role of institutional leadership in higher education

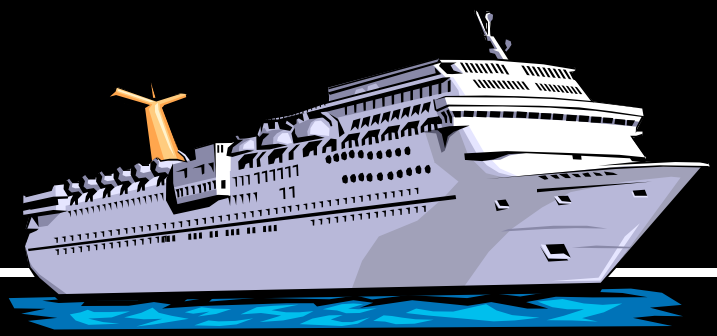
If our purpose is to teach and research, to facilitate student learning and to add to the body of human knowledge, to innovate and develop and disseminate new ideas, then the particular task of leaders in HE - what makes it different from other corporate or organisational models - is to further that purpose.

Dr Janine Utell

A key challenge

Universities are institutions made up to prepare professionals but administered by amateurs

George Keller



Tertiary Education in Crisis: New Challenges, Old Responses

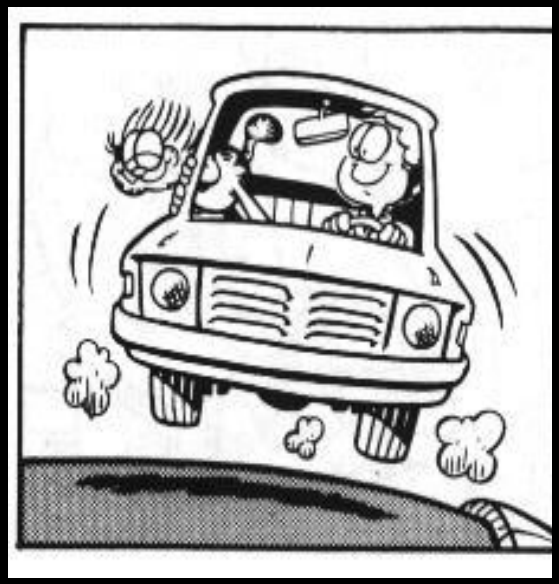
"While the ship is sinking –says the captain – the first priority is to save the crew, next is to avoid problems while the ship continues to sink, the third priority is to repair the ship, and lastly, the fourth priority, if time permits, is to save the passengers"

Arthur Levine, president of Columbia Teachers College

The analogy of the Cemetery's Director

There is no magic formula…

- What it may work in one case



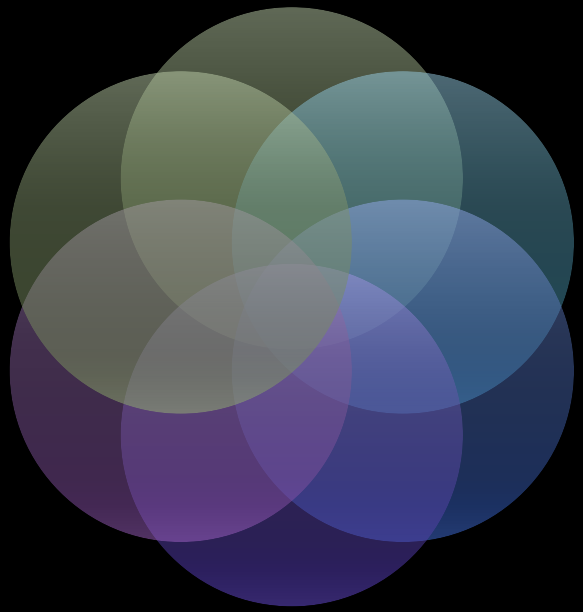
…it is not necessarily the best solution in other cases

Some Elements for HEIs

More international, but more locally connected and socially responsible.

More collaborative (inside and outside)

More flexible



Less risk averse

More innovative

More entrepreneur

The importance of sound leadership

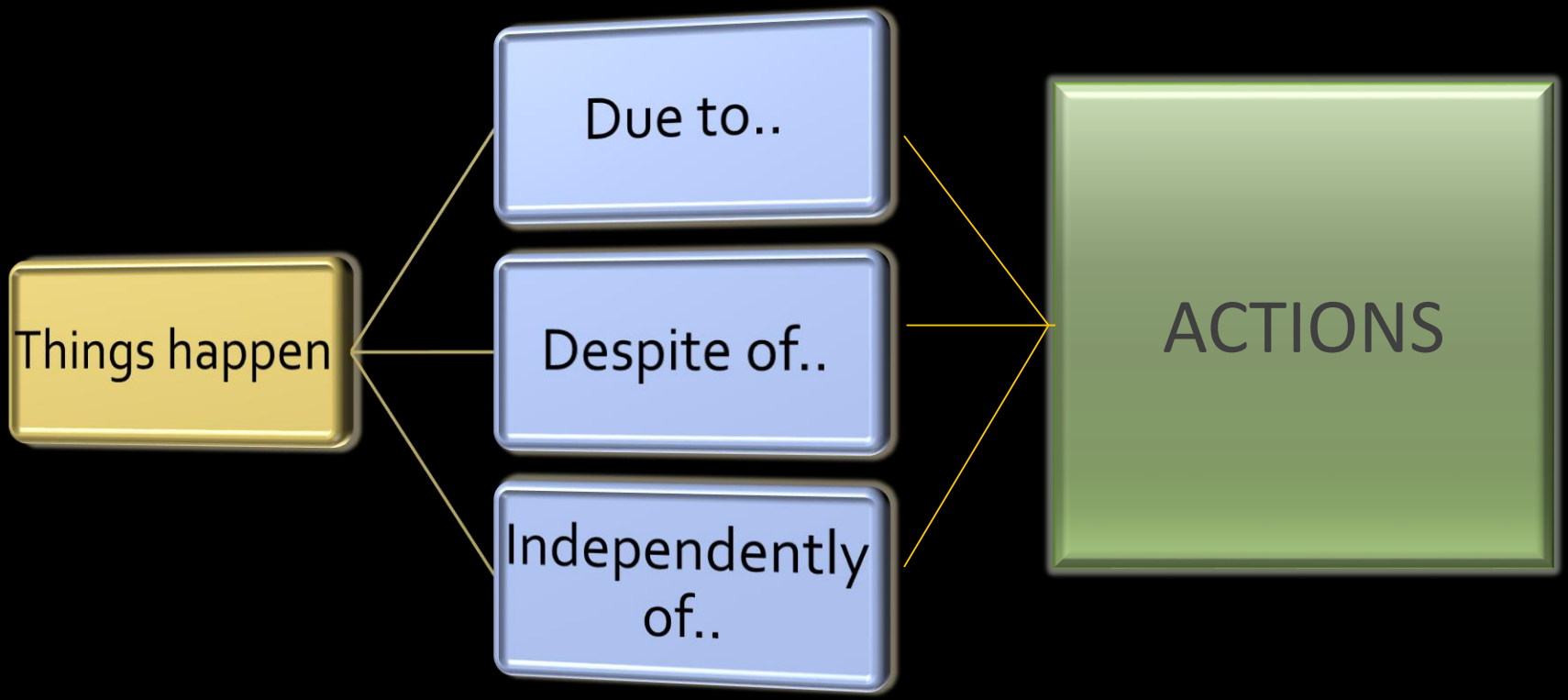
@fmarmole

Email: fmarmolejo@worldbank.org

Creating an enabling environment that connects teaching, research and public service…

…and actively involving the students

The big dilemma



…most of the time we don't know

@fmarmole

Email: fmarmolejo@worldbank.org

At least a sense of who is who

STRATEGIC GOAL | PEER-TO-PEER LEARNING & CAPACITY BUILDING | RESEARCH

MAPPING LEADERSHIP TRAINING PROGRAMMES & IDENTIFYING GAPS

IAU was **commissioned by the World Bank** to undertake a mapping of professional development training programme available around the world for higher education leaders at different levels of the institution. IAU has created an online directory. Based on the mapping findings, IAU has conducted a gap analysis.

WORLD BANK GROUP

>>> Mapping of higher education leadership programs worldwide

Depending on the national or regional context, the number of higher education institutions is growing, the nature of the institutions is diversifying, their role in society is continuously questioned and the demands placed on these institutions is expanding. It is thus not surprising that the leadership of such institutions becomes more complex and that the development of leadership capacity becomes a priority. In response to these complex realities, there is a growing number of training programs offered to strengthen higher education leadership. Yet, there is no single source of information about what is on offer, nor have there been many studies to look at the impact of such trainings. IAU, itself offering a leadership program since 2015, produced an initial mapping of programs. The aim is to identify and briefly describe programs on offer and discover gaps in terms of geographic coverage, type of program offered, who is being targeted, etc. IAU has issued an **analytical report** presenting the rationale, methodology and results of the study.

>>> Online searchable directory of programs

The list of all 78 identified programs is available in a directory in a format of a searchable excel file, which allows sorting the programs according to 6 topics as follows:

- Target audience
- Duration
- Delivery mode
- Location
- Tuition fee
- Credential

Leadership Programmes Directory

IAU International Mapping of Tertiary Education Leadership Training

Developing leadership capacity in higher education is becoming a major preoccupation and various universities, colleges, management firms and consultancies are developing programs to respond to this need. This has also led the International Association of Universities (IAU) to develop its own unique leadership development program called Leading Globally Engaged Universities (LGEU).

To learn more about what is available and to gather some information about these various programs, their specificities, audiences, methodologies, etc., IAU was invited by the World Bank to undertake a small research project to map what short term training is available and make the resulting overview and directory available freely.

Please select the criteria of the training programmes that you are looking for.

Target audience position	(All)	Delivery mode	(All)	Location	(All)	Duration	(All)	Tuition fee	(All)	Credential	(All)

	->	Sheet
AKEPT (Malaysia)		
Academic Leadership Programme		1 More info on the programme
Institutional Leadership Programme		2 More info on the programme
American Academic Leadership Institute (AALI)		
Becoming a Provost Academy (BAPA)		4 More info on the programme
Executive Leadership Academy		3 More info on the programme
Senior Leadership Academy		5 More info on the programme

Back to Search options

Institute for University Management and Leadership (IGLU)

VERIFIED

Provider
Inter American Organisation for Higher Education – IOHE

Target audience
Teams members of universities in the Americas who have a leading/managerial role in one of the departments of the institution or who are seen as emerging leaders and potential managers.

Duration
From 2 days to several weeks depending on the level and length of the course

Frequency
IGLU Course: Annual
IGLU Specialized Courses: At least two every year.
IGLU Top Management Seminars: At least four every year.
IGLU Micro Seminars (No cost/distance): Annual

Location
Latin America (Seven Regional Centers for IGLU Course; Temporary sites for Seminars; one Executive Office at INTEC, Dominican Republic.

Institute for University Management and Leadership (IGLU)

VERIFIED

Size

IGLU Course 2017: 200
IGLU Specialized Courses: 50
IGLU TM Seminars: 80
IGLU Micro Seminars: 227

Primary area of focus

IGLU's training activities seek:

1. To update or acquire leadership skills which correspond to the latest standards of the management of organizations.
2. To master new management methods.
3. The familiarization with management methods adopted by other institutions, either on a trial basis or on a regular basis.
4. The experimentation in new and innovative management practices with colleagues from other institutions in other countries.
5. The reflection of the role of innovative and transformative management in the overall framework of modernizing universities.
6. The interaction with colleagues in inter-Americanity with which one may share concerns, experiences and solutions.
7. The empowerment of the continuous process of development.
8. A greater commitment to institutions' transformative effects and the development of innovative educational models.

Institute for University Management and Leadership (IGLU)

VERIFIED

Methodology – Pedagogical approach

IGLU offers an annual program of training activities for leaders of higher education institutions of the Americas. In particular, the training workshops are:

- IGLU Course (six training modules, a week on site, twelve virtual weeks, one self-study project, an intervention project and an internship)
- IGLU Course for Technical and Technological Institutions (ITT) with short programs (similar to the IGLU Course, but more focused on characteristics of ITT)
- IGLU Top-Management Seminars (two or three days of on-site meetings / two or three virtual weeks)
- IGLU Specialized Courses on specific university management (three training modules, one week on site followed by three virtual weeks, or nine virtual weeks; an intervention project and the internship)
- Open Internships (one week of visiting institutions with good practices)
- Thematic Seminars and Specialized Workshops (available upon request by institution)

Credentials

IGLU Course: Diploma
Other activities: Certificate

Tuition fees

IGLU Course: US$3,000 for non IOHE members; US$2,100 for IOHE members
IGLU Specialized Courses: US$1,500 for non IOHE members; US$ 1,400
IGLU TM Seminars: US$500 for non IOHE members; US$425 for IOHE members
IGLU Micro Seminars: No cost

Institute for University Management and Leadership (IGLU)

VERIFIED

IGLU Specialized Courses: US$1,500 for non IOHE members; US$ 1,400
IGLU TM Seminars: US$500 for non IOHE members; US$425 for IOHE members
IGLU Micro Seminars: No cost

Other details

IGLU maintains an open portal: "IGLU Permanente (http://iglupermanente.oui-iohe.org/)" and a weekly radio program: (http://radio.intec.edu.do/iglu-permanente/) to emphasize and facilitate the LL of university leaders.

Website

http://www.oui-iohe.org/en/iohe-services/leadership-and-university-management/iglu-forming-university-leaders-in-latin-american-higher-education/

Coordinator/Facilitator

Miguel J. Escala
mescala@oui-iohe.org

DAAD
Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

The supraregional University Leadership and Management Training Programme (UNILEAD)

Provider
The German Academic Exchange Service (DAAD) in cooperation with the University of Oldenburg

Target audience

Young management-level professionals from higher education institutions in institutions in Africa, Latin America, Middle East and Southeast Asia. The majority of participants work as coordinators of central university administrative departments, in areas such as quality assurance, human resource management, operations management or international affairs.

From:
- South East Asia
- Sub-Saharan Africa
- Latin America
- Middle East

Duration
Over a year

Frequency
Once a year

Topical emphasis of Leadership Development

Topical emphasis	
Leadership skills development	38
Change management	30
Decision making processes	17
Intercultural/ Interpersonal management	11
Institutional challenges	42
Understanding HE landscape (trends, research, policy framework)	42
Internationalization strategies / international partnerships	15
Strategic planning	29
Student management	7
Funding and financial management	18
Women empowerment / young leaders empowerment	1
Innovation / technologies	11
Religious focus	4
Sustainable development	12

Some challenges in LD-HE

With some notable exceptions, most programs are available/offered in and by high income country organizations

Programs tend to be short-term, face-to-face and small in terms of number of participants

Programs appear to cater to a fairly narrow target audience, not combining decision-makers from outside the TEIs (with one exception in India) and are not frequently international in terms of participants

There is little or no information available with regard to gender of participants and no emphasis on seeking a balance in the cohort

In most cases, publicly available information does not offer insights into the processes in place for analyzing or monitoring impact on graduates or following up on or networking with alumni

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

Paul Valéry

Francisco Marmolejo
Lead Education Specialist, India
The World Bank
Tel. +91-11-41479384

Email: fmarmolejo@worldbank.org
http://www.worldbank.org/education/tertiary

@fmarmole

WORLD BANK GROUP