Addressing Global Challenges: Higher Education Management for Development

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Why?
The good news...

The current and future environment is a “fertile land” for more and better higher education
Our strategic plan:
1. Grow the endowment.
2. Attract high-ability students.
3. Support faculty and staff excellence.
4. Build a diverse global community.
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?

.. maybe we should try to think out of the box?
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 exaggeration?
Looking into the future:

Different scenarios
A very different current (and future) context
...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
How fast a pandemic disease can be spread out?

Residents within 2 hours of airport (million)
- <1
- 1-5
- 5-10
- 10-20
- >20

Passengers per month
- <1,000
- 1,000-2,500
- 2,500-5,000
- 5,000-15,000
- >15,000

Map showing global air travel connections and populations.
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
Thanks to internet there are a quintillion of transistors, a trillion of hyperlinks, a million emails per second, and 20 exabytes.
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? *

- Bridging gap between education and employment: 76.9%
- Funding models for TEIs: 69.2%
- Improving quality assurance: 69.2%
- Improving governance: 69.2%
- Role of the private sector in TEIs: 61.5%
- Equity and access to TEIs: 53.8%
- Developing capacity of TEIs in science and innovation: 53.8%
- Innovation in educational delivery models used by TEIs: 46.2%
- Articulation between different types of TEIs and with...: 38.5%
- Non-university post-secondary sector: 38.5%
- Fostering internationalization: 38.5%
- Greater focus on TEIs versus governments: 38.5%
- Diversification in institutional mission of TEIs: 15.4%

*Multiple responses*
WB: Some key challenges in HE

- Biases towards “universities”
- Limited pathways allowing mobility
- Weak quality assurance
- Clear disparities in access
- Inadequate information guiding decisions
- Insufficient investment
- Weak engagement with community
- Limited institutional efficiency
- Limited adjustment of curriculum
- Weak connection with innovation agenda
Key Trend 1:

Uneven expansion
A fact...

Significant growth in higher education
More than ever more people are having access to higher education ...

Global enrollment in higher education
(Millions of students)
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?
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

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

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

Challenging the traditional assumption of what is higher education

The role of technology
Multinational universities
The funding model
Portability of credentials
Expanding HE beyond national boundaries

International branch campus facts

76 countries hosted international branch campuses in 2015 (10% higher than in 2011)

45% Branch campuses under development worldwide being planned by U.S. and U.K.-based institutions

73% Portion of total international branch campuses run by institutions in the U.S., U.K., France, Russia or Australia

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.
Population Growth 2015-2050

Decreasing > 5 %

Increasing > 40 %

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

Source: UN Population Division
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
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.

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.

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

ASIA: 65%

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
Timely retention

...a larger problem

Email: fmarmolejo@worldbank.org
Two key issues...

- Significant number of drop-outs

- Also, significant number of students not finishing on a timely manner
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
But what about the relevance of education?
Relative to other obstacles, skills have become a more severe constraint to business.

What are students learning?

Bloom’s Taxonomy (Revised)

- Creating
  - Can the student create a new product or point of view?
  - assemble, construct, create, design, develop, formulate, write

- Evaluating
  - Can the student justify a stand or decision?
  - appraise, argue, defend, judge, select, support, value, evaluate

- Analyzing
  - Can the student distinguish between different parts?
  - appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

- Applying
  - Can the student use information in a new way?
  - choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write

- Understanding
  - Can the student explain ideas or concepts?
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

- Remembering
  - Can the student recall or remember the information?
  - define, duplicate, list, memorize, recall, repeat, state
Employers complain that workers don’t have the adequate skills.

**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

<table>
<thead>
<tr>
<th>Rank</th>
<th>Skill Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive Work Habits</td>
</tr>
<tr>
<td>2</td>
<td>Communication</td>
</tr>
<tr>
<td>3</td>
<td>Technical</td>
</tr>
<tr>
<td>4</td>
<td>Writing</td>
</tr>
<tr>
<td>5</td>
<td>English</td>
</tr>
<tr>
<td>6</td>
<td>Mathematics</td>
</tr>
<tr>
<td>7</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>8</td>
<td>Reading</td>
</tr>
<tr>
<td>9</td>
<td>Computer</td>
</tr>
<tr>
<td>10</td>
<td>Team Work</td>
</tr>
</tbody>
</table>
## 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
<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Due to the curriculum</td>
</tr>
<tr>
<td>Despite the curriculum</td>
</tr>
<tr>
<td>Independently of the curriculum</td>
</tr>
</tbody>
</table>

Many times we don’t know
Are they going to stay?

Not all of them...
Our today’s reality: A mobile society
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

- Australia: 720,000 onshore enrolments by 2025
- Canada: 450,000 international students by 2022
- China: 500,000 international students by 2020
- France: Increase international student intake by 20% (amounting to 470,000 based on current levels)
- Germany: 350,000 inbound internationally mobile students by 2020
- Japan: 300,000 international students by 2020
- New Zealand: 143,000 international students by 2025
- Taiwan: 58,000 foreign students by 2019
- Malaysia: 250,000 international students by 2025
- South Korea: 200,000 foreign students by 2023
- Ireland: 44,000 foreign students by 2019/20

Source: British Council
Does it pay back to study?
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>
</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>

Returns highest at Tertiary Level

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

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

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
On quality...and rankings
On Quality

Accreditation: Act of compliance or means for enhancement?

Quality as goal or as means?

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**

- Total
- 500

**STUDENT ENROLLMENT**

- Global # TEI students
- Students in 500
Transformation of the academic curriculum in Higher Education
<table>
<thead>
<tr>
<th>General global trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition of previous learning</td>
</tr>
<tr>
<td>Flexibility in academic subjects</td>
</tr>
<tr>
<td>Easier transition pathways between levels and institutions</td>
</tr>
<tr>
<td>Competency-based portfolio</td>
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<tr>
<td>Blended teaching-learning</td>
</tr>
<tr>
<td>Experiential &amp; service learning</td>
</tr>
<tr>
<td>Internationalization</td>
</tr>
<tr>
<td>Academic workload</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Increased acceptance. NQF</td>
</tr>
<tr>
<td>General Education</td>
</tr>
<tr>
<td>Articulation arrangements</td>
</tr>
<tr>
<td>NQF</td>
</tr>
<tr>
<td>MOOCs</td>
</tr>
<tr>
<td>Co-Op programs</td>
</tr>
<tr>
<td>+ 2nd language and increased student mobility</td>
</tr>
<tr>
<td>+ Internationalization “at home”</td>
</tr>
<tr>
<td>Significant “compression”</td>
</tr>
</tbody>
</table>
Key Trend 4:

Institutional diversification
Diversification or fragmentation?
In 2008-16, in average 6.3 new tertiary education institutions were established per day (including Sundays and holidays)

<table>
<thead>
<tr>
<th>Tertiary education institutions</th>
<th>2008</th>
<th>2016</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>23,576</td>
<td>42,185</td>
<td>78 %</td>
<td></td>
</tr>
</tbody>
</table>

% Change
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
Back to the Future...
Adoption of Technology in 50 million households worldwide

**Years required**

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

*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*
Robotization: a reality.

Stock of industrial robots in operation

The stock of industrial robots in operation worldwide will rise 12% a year between 2014-2018

Sources: UniCredit Research, International Federation of Robotics

...rising 12% a year
How many years until a machine can do our job better than us?

- Fold laundry
- Truck driver
- Retail salesperson
- Write a New York Times bestseller
- Putnam maths competition
- Surgeon
- Maths research
- High-level machine intelligence
- AI researcher
- Full automation of labour

Years from 2016

50% probability year
Uncertainty range

Source: When Will AI Exceed Human Performance? Evidence from AI Experts

© Nigel Hawtin
Science fiction or reality?

One of our favourite employees isn't even human

The da Vinci Surgical Robot at Amrita Hospital has completed over 700 surgeries in multiple specialities in just 2 years

Da Vinci Xi

Amrita Institute of Medical Sciences
Exceptional Technology. Compassionate Care.
Edappally, Kochi-682041, India
www.amritahospital.org

For appointments, call: 9947747069
A new type of students

Why does it matter?
Since 2015, all tertiary education students are “digital native”

Don't worry, little boy, I'll take you home. What's your address?
I have a netbook, MP3 Players, flashdrive, IPAD…
Dad, what did you use in school when you were student?

My brain!!
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.

<table>
<thead>
<tr>
<th>Technology tipping points expected to occur by 2025</th>
<th>Percentage of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% of people wearing clothes connected to the internet</td>
<td>91.2</td>
</tr>
<tr>
<td>The first robotic pharmacist in the US</td>
<td>86.5</td>
</tr>
<tr>
<td>The first 3D-printed car in production</td>
<td>84.1</td>
</tr>
<tr>
<td>5% of consumer products printed in 3D</td>
<td>81.1</td>
</tr>
<tr>
<td>90% of the population with regular access to the internet</td>
<td>78.8</td>
</tr>
<tr>
<td>Driverless cars equalling 10% of all cars on US roads</td>
<td>78.2</td>
</tr>
<tr>
<td>The first transplant of a 3D-printed liver</td>
<td>76.4</td>
</tr>
<tr>
<td>Over 50% of internet traffic to homes for appliances and devices</td>
<td>69.9</td>
</tr>
<tr>
<td>The first city with more than 50,000 people and no traffic lights</td>
<td>63.7</td>
</tr>
<tr>
<td>The first AI machine on a corporate board of directors</td>
<td>45.2</td>
</tr>
</tbody>
</table>

At the same time...
Distant realities...
Distant realities
Distant (and no so distant) realities
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
...but what type of education?
And the demand for skills may be changing even more: Skills for which jobs?

8 out of each 10 jobs in developed countries will for “knowledge workers” (OECD)

65% of future professions, not been invented yet (U.S. Department of Labor)
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

- Sense-making
- Social intelligence
- Novel & adaptive thinking
- Cross-cultural competency
- Computational thinking
- New media literacy
- Transdisciplinarity
- Design mindset
- Cognitive load management
- Virtual collaboration

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”

Technical Skills
Some pending tasks
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
...All depends of...

What to do?
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”
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
Universities are institutions made up to prepare professionals but administered by amateurs

George Keller
“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)

Less risk averse

More flexible

More innovative

More entrepreneur
The importance of sound leadership
Creating an enabling environment that connects teaching, research and public service...

...and actively involving the students
The big dilemma

Things happen

Due to...

Despite of...

Independently of...

...most of the time we don't know

Email: fmarmolejo@worldbank.org
At least a sense of who is who

- A survey of 78 higher education leadership development programs
- Joint effort between the World Bank and the International Association of Universities
- A searchable database available at IAU’s Web site
IAU was commissioned by the World Bank to undertake a mapping of professional development training programmes 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.

**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.

<table>
<thead>
<tr>
<th>Target audience position</th>
<th>Delivery mode</th>
<th>Location</th>
<th>Duration</th>
<th>Tuition fee</th>
<th>Credential</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All)</td>
<td>(All)</td>
<td>(All)</td>
<td>(All)</td>
<td>(All)</td>
<td>(All)</td>
</tr>
</tbody>
</table>

Akep (Malaysia)
- Academic Leadership Programme
- Institutional Leadership Programme

1. More info on the programme
2. More info on the programme

American Academic Leadership Institute (AALI)
- Becoming a Provost Academy (BAPA)
- Executive Leadership Academy
- Senior Leadership Academy

4. More info on the programme
3. More info on the programme
5. More info on the programme
Institute for University Management and Leadership (IGLU)

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)

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)

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)

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: IGLO Permanente (http://iglupermanente.oui-iohe.org/) and a weekly radio program.
(http://radio.inteq.edu/iohse-seminars/) to encourage and facilitate the role of university leaders.

Website

Coordinator/Facilitator
Miguel J. Escala
mescala@oui-iohe.org
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.

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

**Duration**
Over a year

**Frequency**
Once a year
# Topical emphasis of Leadership Development

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

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