

Tertiary
Education
Systems and
Diversification:
Adapting the
Wisdom of
Burton Clark to
the World Bank's
Support for
Effective and
Inclusive Reforms

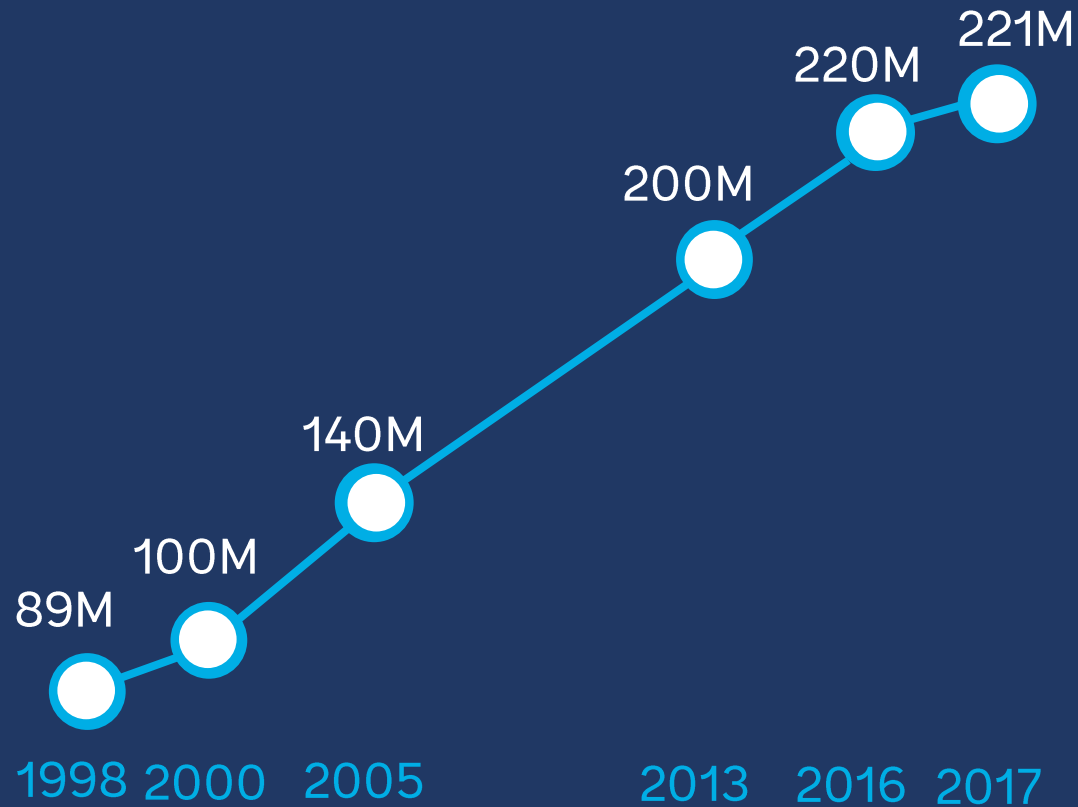


With each passing decade a modern or modernizing system of higher education is expected and inspired to do more for other portions of society, organized and unorganized, from strengthening the economy and invigorating government, to developing individual talents and personalities and aiding the pursuit of happiness. We also ask that this sector of society do more in its own behalf in fulfilling such grand and expanding missions as conserving the cultural heritage and producing knowledge. This steady accretion of realistic expectations cannot be stopped, let alone reversed.

Clark, B.R. (1987). The Problem of Complexity in Modern Higher Education. Working Paper No. 9. <https://files.eric.ed.gov/fulltext/ED288415.pdf>

MORE PEOPLE THAN EVER ARE ACCESSING TERTIARY EDUCATION

Number of Students Enrolled in tertiary education (millions)



Tertiary education enrollment doubled globally between 2000 and 2013

... YET TERTIARY EDUCATION REMAINS A PRIVILEGE

Percentage of 25-29 years olds who have completed at least 4 years of TE (by wealth)



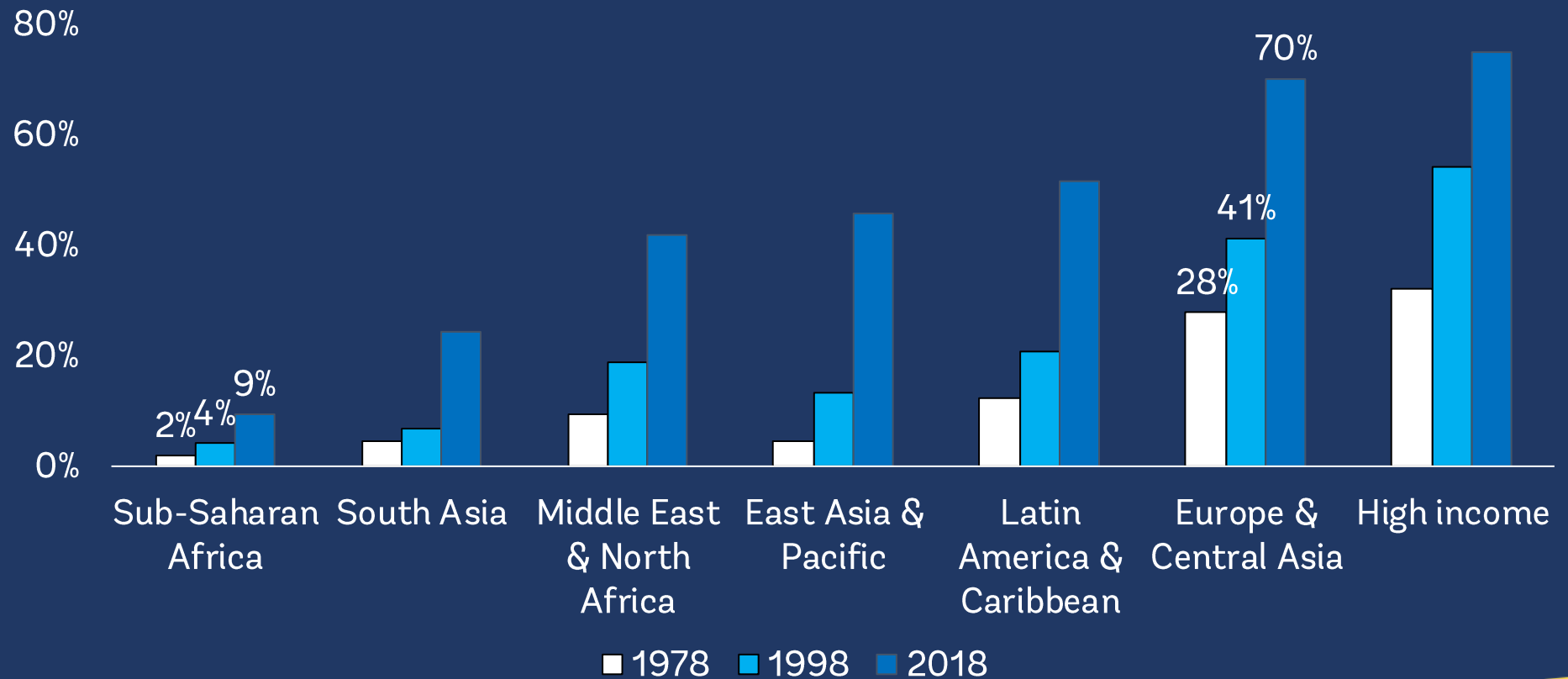
Source: GEM Report team analysis of household survey data.



SUB-SAHARAN AFRICA HAS FALLEN FURTHER BEHIND

(despite the region's enrolment rate doubling every 20 years since 1978)

Gross Tertiary Enrolment Rate (Percent)



Globally, SSA has the lowest participation rate in tertiary education

KEY FACTS ABOUT WORLD BANK TERTIARY EDUCATION PROJECTS 2015-2020

Africa region dominates with most number of interventions in tertiary education (81), followed by Europe & Central Asia (61) and Latin America & Caribbean (42)

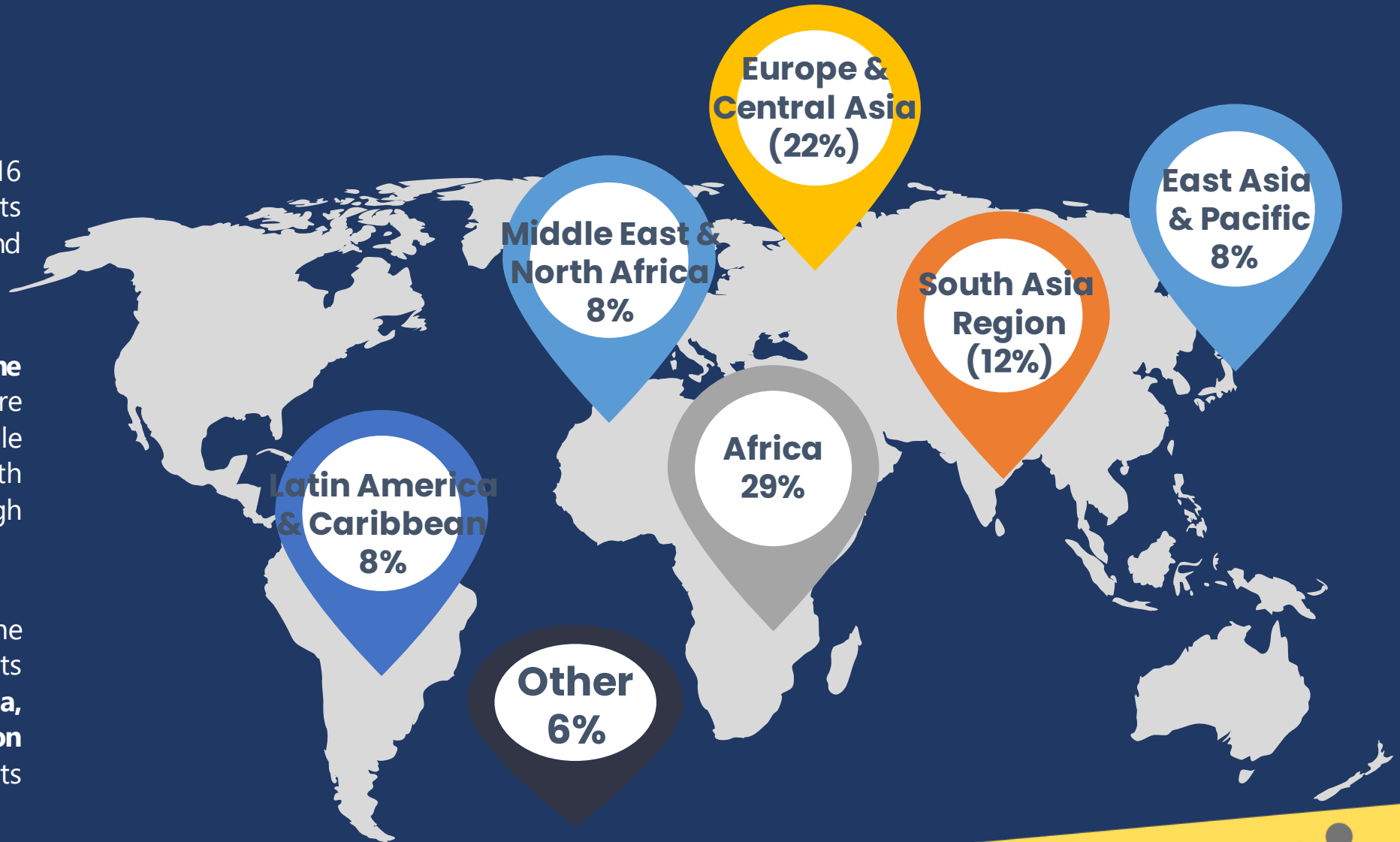
Of the total 276 tertiary education projects, majority are Analytic and Advisory Activities, and the remainder are Lending Products

The Education Global Practice manages the greatest number of tertiary education projects, followed by the Social Protection & Jobs practice. 69 projects have cross-practice collaborations

Through lending operations, the World Bank has committed over US \$9 billion in tertiary education related interventions

REGIONAL DISTRIBUTION OF WORLD BANK TERTIARY EDUCATION PROJECTS

- ◆ **India** leads the group with 16 tertiary education projects which includes 50% AAA and 44% lending products
- ◆ In terms of **country income groups**, 75% of projects are in Lower and Upper Middle income group countries, with only 7% of projects in High Income group countries
- ◆ Other countries with the greatest number of projects are **Colombia, Kenya, Nigeria, Russian Federation** and **Vietnam** with 7 projects each



SHAPING 21ST CENTURY TERTIARY EDUCATION with...



Strategically Diversified Systems

A well-functioning tertiary education system requires diverse institution types and delivery modes, allowing for access and choice, as well as articulated pathways for movement across the system



Technology

Technology is no longer the future for tertiary education; it is the present. And while COVID-19 has exposed the cost of the digital divide, it has also put a spotlight on potential opportunities.



Equity

Access to and persistence through tertiary education is a global concern and one that requires sustained commitment to address



Efficiency

Efficiency ensures that resources—fiscal and human—are utilized thoughtfully and strategically to promote desired outcomes, both public and private.



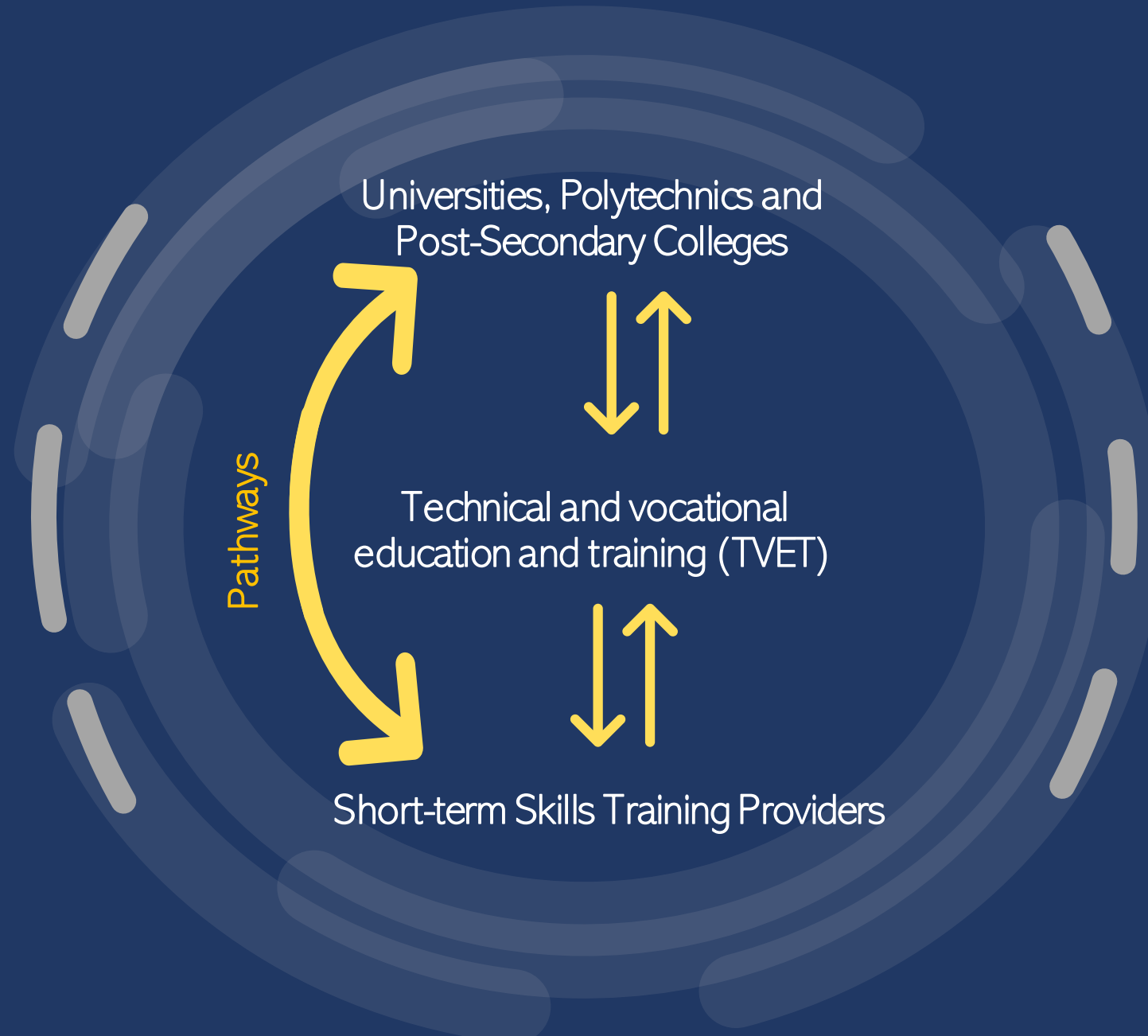
Resilience

Tertiary education systems/institutions must embrace agile frameworks that prepare for and use shocks as opportunities for reflection, assessment, and evolution in order to maintain commitment to their essential function and identity

...Systems slide over the long-run... along the track of elite to mass participation (even if some do not slide very well and stall at minor inclines), relating to more heterogeneous clienteles as they include more students drawn from more segments of the population. Input demands multiply, extending the tasks of teaching and increasing the congruences that must be fashioned if individual desires and institutional capabilities are to mesh.

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STRATEGICALLY DIVERSIFIED SYSTEMS PROVIDE ARTICULATED PATHWAYS



A national valuation of social justice—fair treatment for all—is pressed upon modern academic systems as a set of issues of equality and equity, first *for* students and second *by* faculty, other staff, enterprises, and sectors *for themselves*. With respect to students, equality is taken to consist, in ascending order of stringency, of equality of opportunity in the sense of access, equality of opportunity in the sense of treatment once admitted, and equality of outcome or reward.

Clark, BR (1983). *The Higher Education System: Academic Organization in Cross-National Perspective*. Los Angeles: University of California Press.

... MAKING EQUITY A PRIORITY

For all
At all stages in life
In access, area of study,
retention and
labor market transition

Employability
Innovation
Regional development

FAIRNESS



RELEVANCE



Close connections
Multiple pathways
Clear articulation
mechanisms

FLEXIBILITY



DIVERSITY



Different sub-sectors
Different streams
Equal value

...TO REINFORCE RESILIENCE

Conscientious planning

Reliance on historic norms



Mindful and regular evaluation of delivery quality and relevance

Adaptive Governance

Strategies to deal with uncertainty are absent



Strategies to tackle uncertainty/complexity are a fundamental aim

Institutional homogeneity promoted to secure administrative equality



Institutional diversity encouraged to promote innovation/reduce vulnerability

Evolving with Agility

Resistance to adaptation and change



Systems/Institutions restructured and rewarded for adaptation to change



...TO DELIVER FOR ALL



Among their institutions, systems can and do proliferate institutional types, arrange the types in functional and status hierarchies, and make permeable the boundaries between the sectors so that students can move from one to another in search of different types and levels of training. Diversification is the key to how higher education systems effect compromises among the plurality of insistent values.

Clark, BR (1983). The Higher Education System: Academic Organization in Cross-National Perspective. Los Angeles: University of California Press.

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