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# STEERing Tertiary Education Out of the Crisis: Lessons from the COVID-19 era

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# STEERING TERTIARY EDUCATION

## Toward Resilient Systems that Deliver for All

WORLD BANK GROUP

# TERTIARY EDUCATION
# What is it and why invest in it?

## What is Tertiary Education?

All types of formal education following and building upon (upper) secondary education, i.e. including non-university TE and TVET

## Why invest in it?

TE is instrumental in **fostering long-term growth** and boosting shared prosperity in low-, middle-, and high-income countries

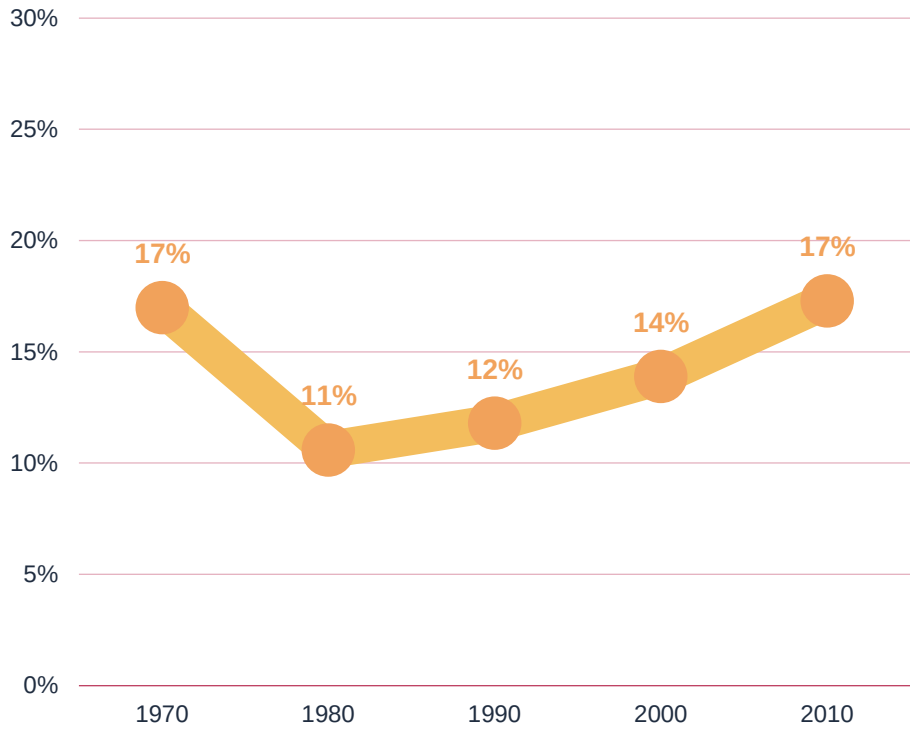
Workers with TE are **more employable, earn higher wages and cope better with economic shocks**

**Highest ROI** (relative to primary and secondary education)

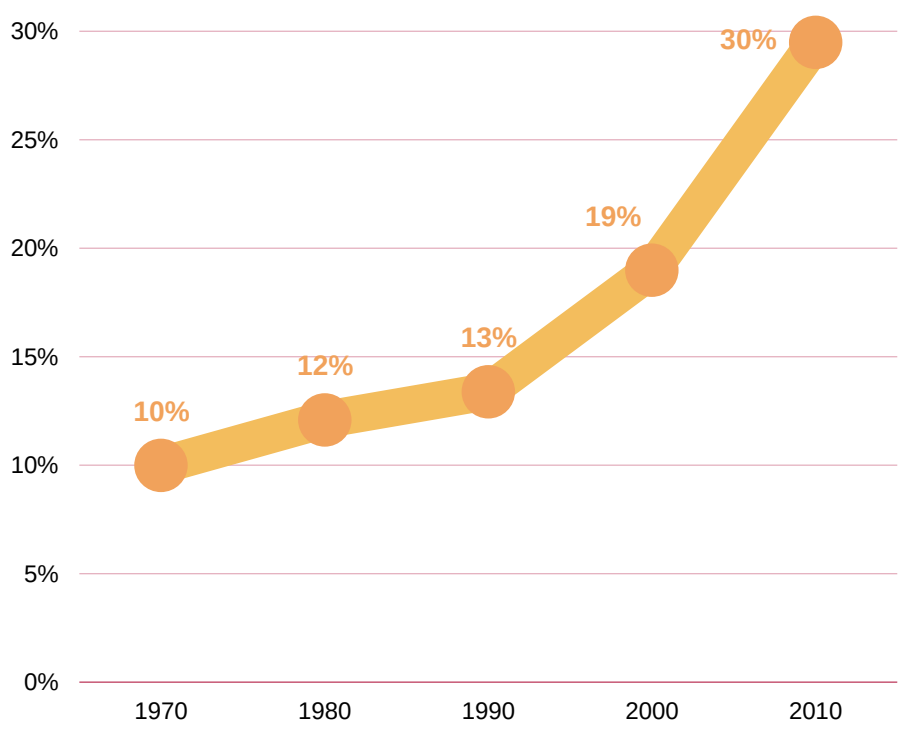
Wider **individual and societal benefits, e.g. health outcomes, political participation,** among others

# RATES OF RETURN AND ENROLMENT IN TERTIARY EDUCATION

Rate of return (Annualized)

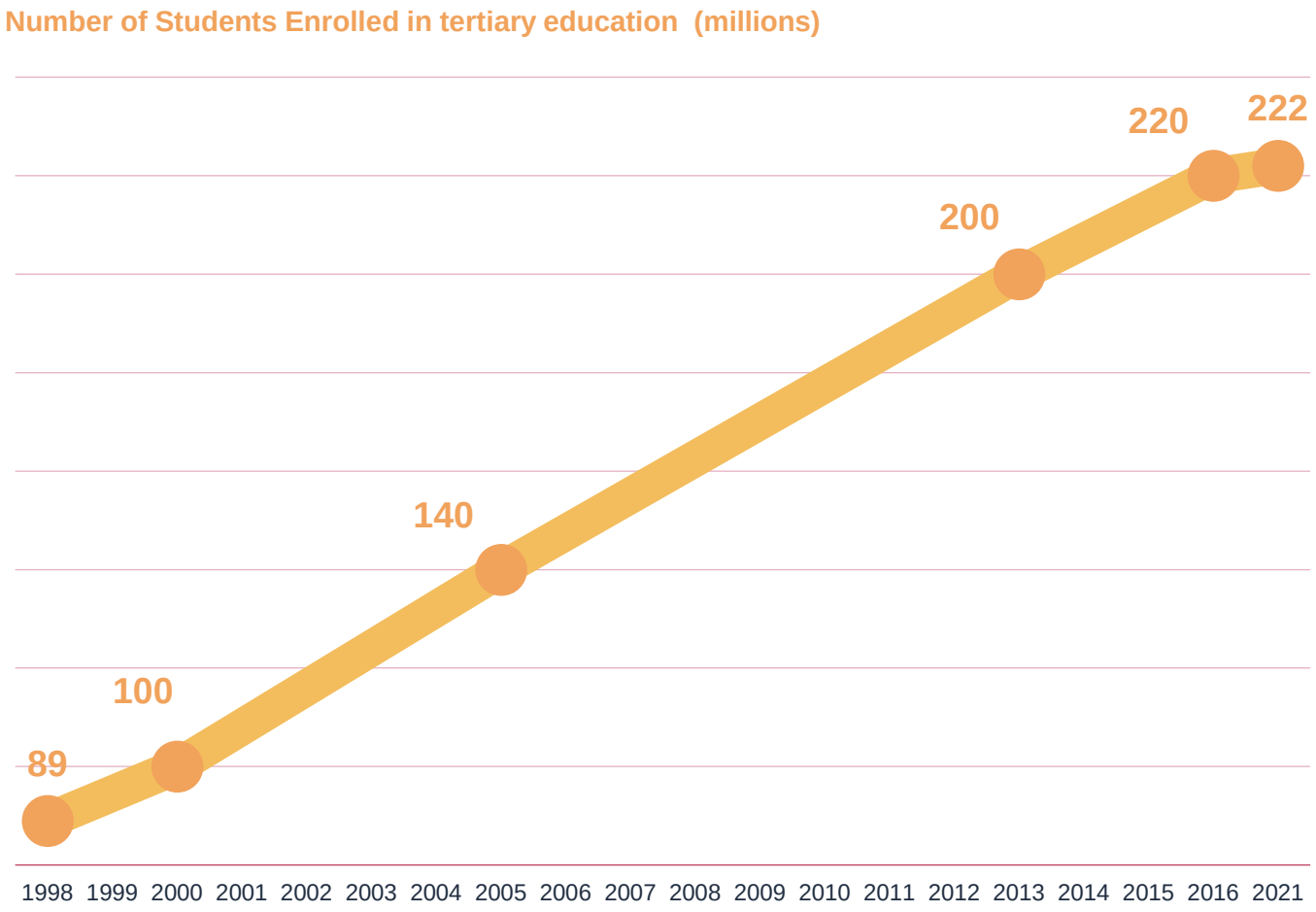



Enrolment (As % of population)



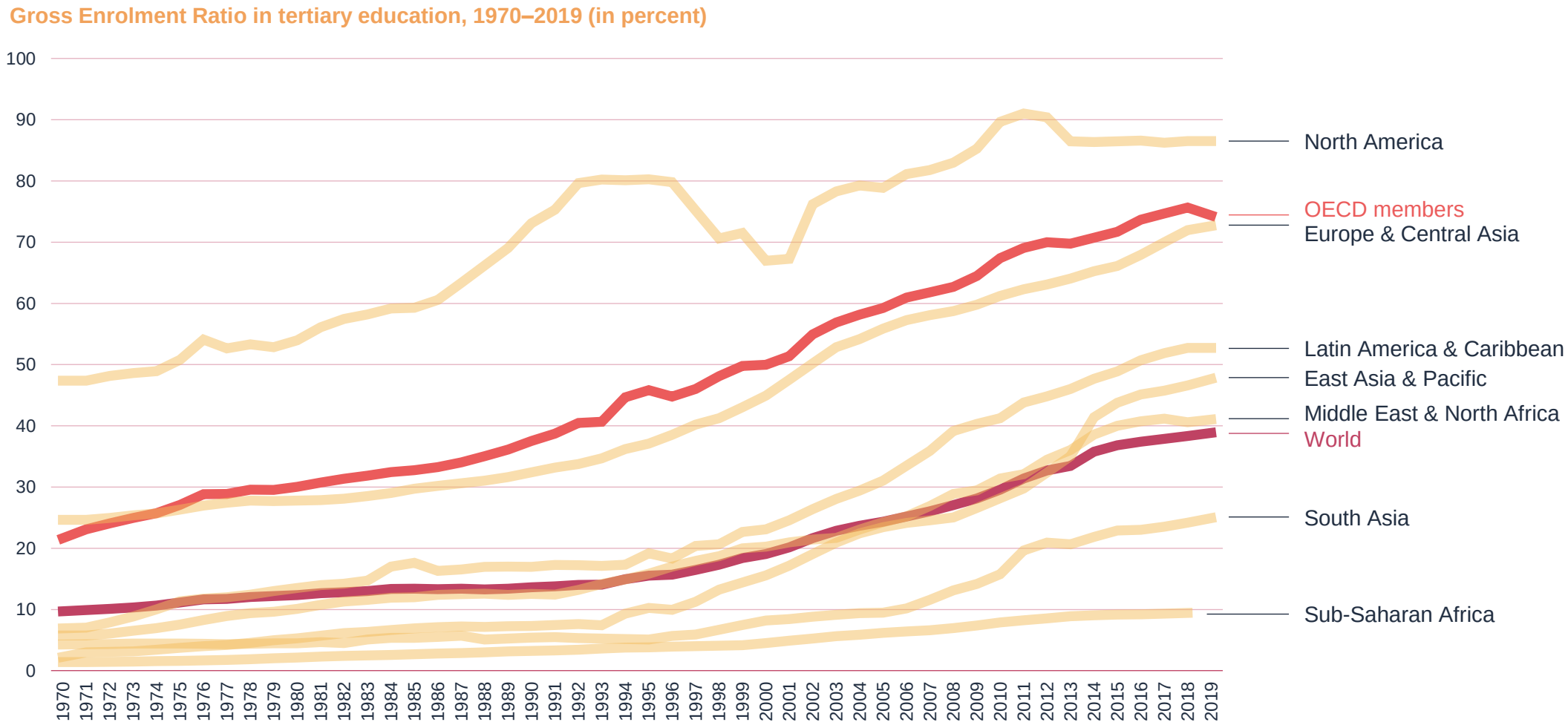

*Source:* George Psacharopoulos and Harry Patrinos, World Bank, 2018

# MORE PEOPLE THAN EVER ARE ACCESSING TERTIARY EDUCATION

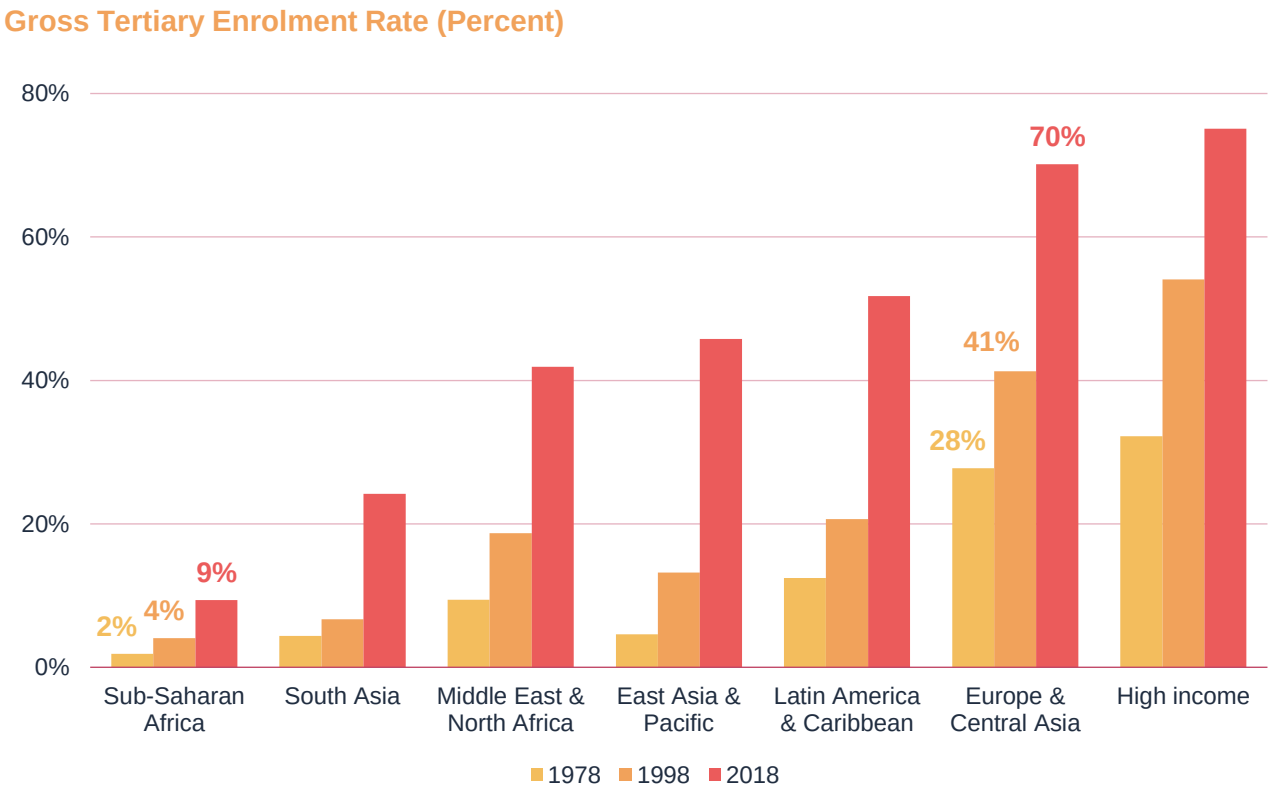



**Tertiary education enrollment doubled globally between 2000 and 2013**

# TERTIARY EDUCATION
# Global Enrollment Patterns



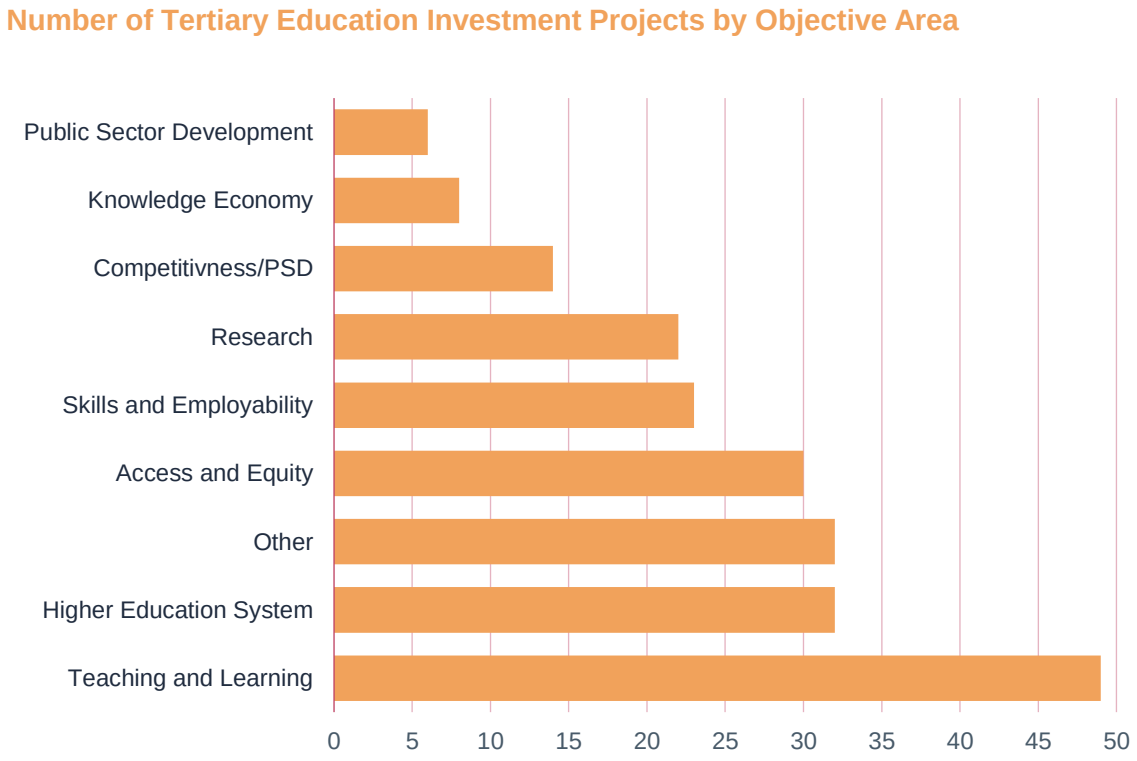
# MANY REGIONS HAVE CONTINUED TO FALL FURTHER BEHIND




**Globally, SSA has the lowest participation rate in tertiary education, despite doubling enrollment every 20 years since 1978**

# WORLD BANK SUPPORT FOR TERTIARY EDUCATION

- Providing support for tertiary education **reforms and innovation** since 1963
- More than **9 billion** in investment projects
- Collaboration with **governments, tertiary education institutions and other stakeholders**



# KEY FACTS
# About World Bank
# Tertiary Education Projects 2015-2021

Africa region dominates with the greatest number of interventions in tertiary education (~85), followed by Europe & Central Asia (61) and Latin America & Caribbean (42)

Of the > 280 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

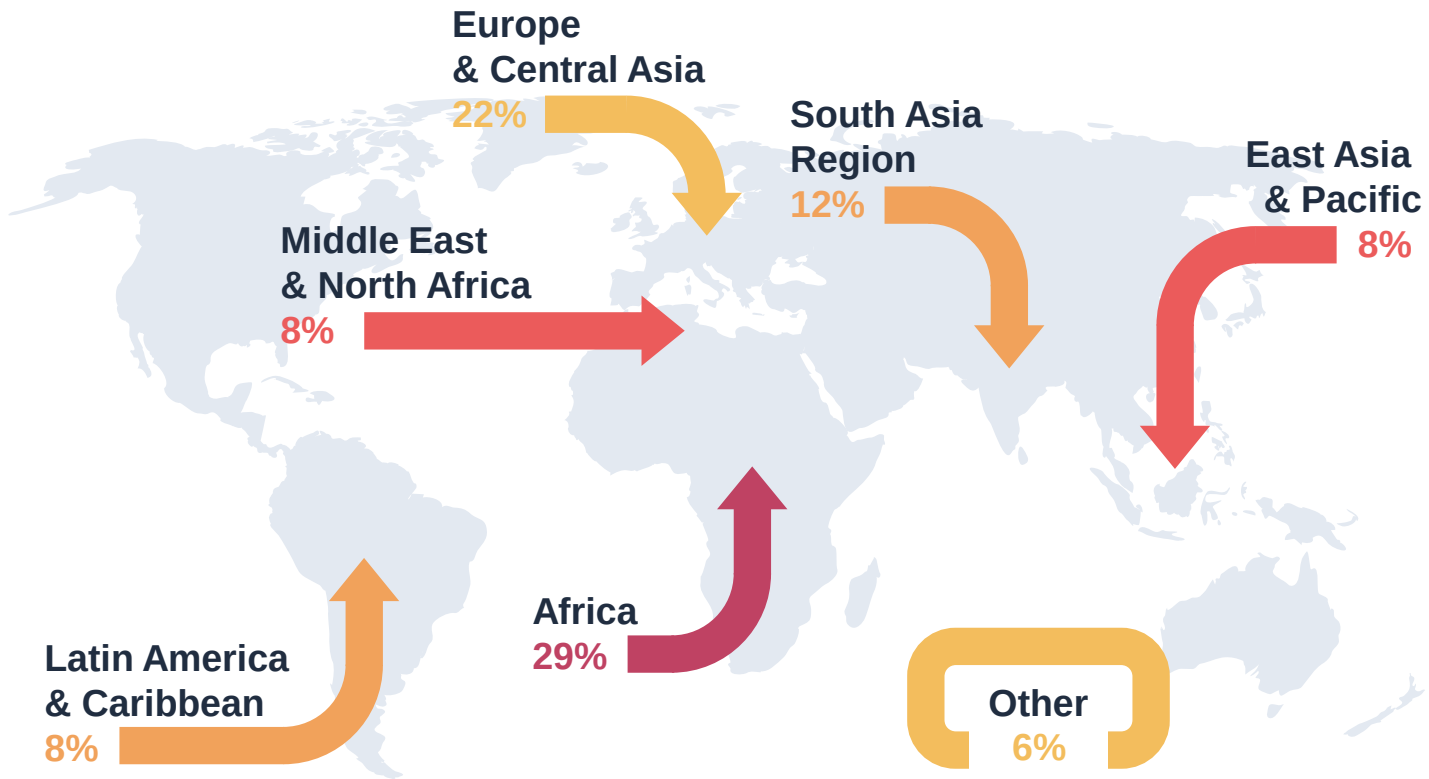
Through lending operations, the World Bank has committed over US $9 billion in tertiary education related interventions

# 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



# INVESTMENT PROJECT FINANCING PORTFOLIO (by Region)

**In addition to having the highest number of TE activities, the Africa region accounts for the largest share of the investment portfolio (40%), followed by South Asia (24%)**

# TERTIARY EDUCATION IN MIDDLE EAST AND NORTH AFRICA

## Fewest WB TE interventions

The MENA region constitutes only 8% of the total tertiary education interventions

## Regional Projects

There are 4 regional activities

## Country Level Initiatives

Since 2015, Morocco and Iraq lead all countries in MENA with 3 tertiary education activities

## Product Line

67% of TE activities in the region are analytical products, while 33% are lending

## Lending

Of the roughly US$200 million (which included US$8 million in FCV activities), 87% is allocated to IBRD; and 9% in IDA commitments; 86% of lending projects are IPFs

# SHAPING
# 21st Century Tertiary Education by…

## …STEERing 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

# STRATEGICALLY DIVERSIFIED SYSTEMS

## Provide Articulated Pathways

# …Embracing Advances in TECHNOLOGY…

## Improve Access and Options

Traditional teaching/learning modalities → Online/remote delivery options; blended teaching and learning modalities

## Relevance

Little experiential and service training → VR, AR, AI for simulated environments

Difficult transition pathways between courses and institutions → Micro-degrees, badges, data science analytics, block chain; open pathways

## Efficiency

Little focus on completion, outcomes, impact → AI, data science analytics for matching, tutoring, assessment, tracer studies

# …Making EQUITY a Priority

## Fairness

For all

At all stages in life

In access, area of study, retention and labor market transition

## Relevance

Employability

Innovation

Regional development

## Flexibility

Close connections

Multiple pathways

Clear articulation mechanisms

## Diversity

Different sub-sectors

Different streams

Equal value

# GLOBAL EQUITY CHALLENGES
## International Disparities

### Infrastructure

Electricity; Broadband Networks; Affordable Mobile Data Carriers; Hard- and Soft-ware accessible and affordable

### Political/Governance Stability

Countries with political stability and effective leadership emerged sooner, more confidently from the crisis

### Academic Agility

Quality Assurance regimes able to adapt to new teaching/learning modes; Effective systems and institutional leadership; well-trained academic staff

### Economic Development

Technological Adaptation is expensive—wealthy countries experienced less disruption than lower income countries

# LOCAL EQUITY CHALLENGES
## Internal Disparities

### Institutions

Well-resourced institutions had the infrastructure, staff competencies, and financial means to invest in remote options rapidly

### Homes and Families

At-risk students often do not have dedicated/conducive learning areas away from campus; resources to afford tech

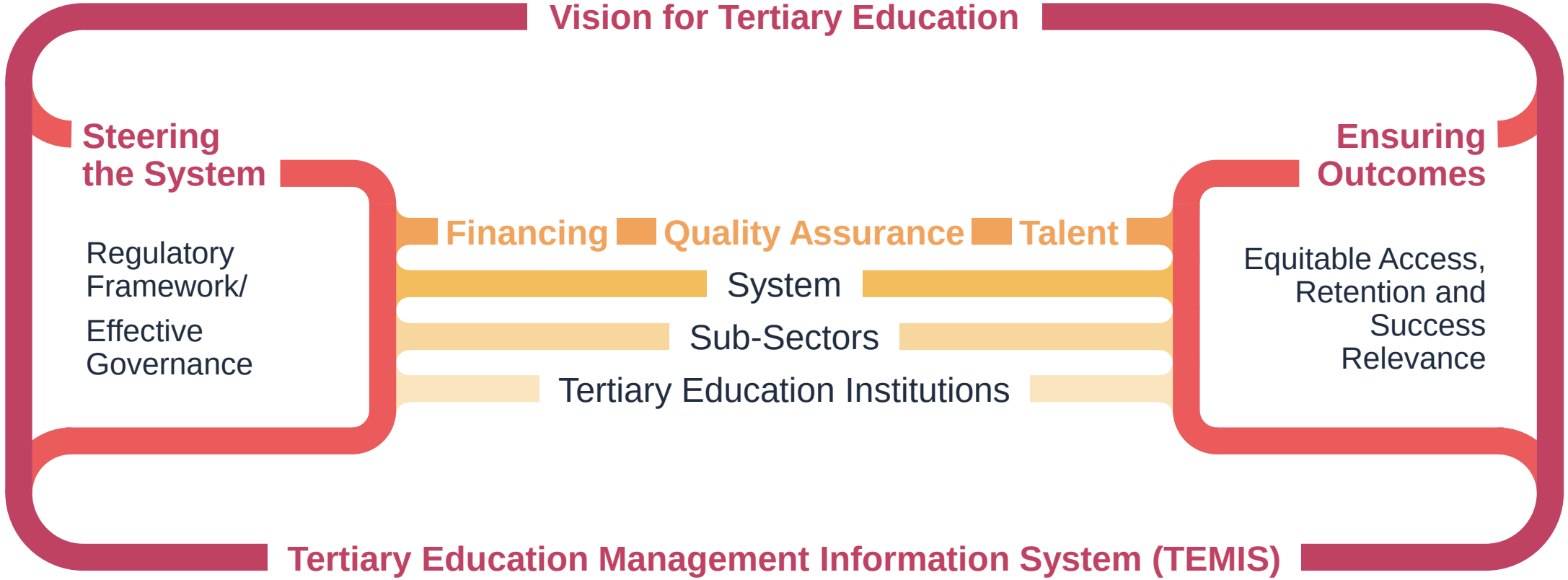
### Communities

Infrastructure differences as students moved further from urban or university communities led to remote access challenges

### Individuals

At-risk often returned to lives requiring work, tending to families, social responsibilities/ circumstances not conducive to continuing/returning to studies

# …Ensuring EFFICIENT, Stable Foundations




*Source:* Authors based on The World Bank. 2016. What Matters Most for Tertiary Education Systems: A Framework Paper. SABER Working Paper Series Number 11. Washington, DC: The World Bank.

# …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

# *defining Resilience for TERTIARY EDUCATION

i. the capacity of an enterprise to survive, adapt, and grow in the face of turbulent change;

ii. the capacity of a system to experience shocks while retaining essentially the same function, structure, feedbacks, and, therefore, identity

*Source:* Fiske, J. 2006. “Sustainability and resilience: Toward a systems approach.” *Sustainability Science, Practice, and Policy* 2: 14–21..

# EFFECTIVE STEERing REQUIRES…

- Strategically Diversified Systems
- Technology
- Equity
- Efficiency
- Resilience

| | |
|---|---|
| Tertiary Education Institutions | Governments |
| Leadership, academics, administration | Employers, investors, innovators, entrepreneurs |
| Students | Civil society |

# …TO DELIVER FOR ALL

## The World Bank's Vision

A strong contribution of tertiary education to **equitable growth, social cohesion** and **societies with strong democratic foundations** as well as to the **success and advancement of individual students**

### Individual

- Better employability
- Higher wages
- Higher democratic participation
- Better well-being outcomes

### Society

- Human capital and long-term growth
- Social cohesion and well-functioning societies
- Innovation and regional development

# THANK YOU

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