

SUPPORTING IMPROVED GOVERNANCE IN MENA HIGHER EDUCATION *(AND BEYOND)*



THE WORLD BANK

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#INVESTinPeople



TERTIARY EDUCATION SECTOR GOVERNANCE ISSUES

- Governments seeking to advance the tertiary education sector
 - International relevance and interconnectivity
 - Increased relevance and responsiveness
 - Greater efficiency
 - Shift away from centralization;
- The drive toward increased autonomy
- Shift to increased competition and market reliance
- Increase in the number of institutions
- Changing the relationship between governments and institutions

GOVERNANCE APPROACHES

Governance defined: *“The ways in which institutional policy actors come together to bring about action, solve problems and steer in a particular way.”*

Actors:

- Ministerial
- Buffer bodies
- Institutional-level governance

Governance Focus:

- Mission and Strategy
- Leadership
- Finances and budgets; tuition
- Ownership (facilities; land, technology)
- Staffing/HR
- Curriculum
- Enrollments (numbers and qualifications)
- Quality



FUNCTIONS OF INSTITUTIONS-LEVEL BOARDS

1. Set (reaffirm) mission and overall strategy.
2. Monitor performance; hold management accountable.
3. Select, evaluate, support, and replace president/rector.
4. Develop and conserve organizational assets - funds and facilities (and reputation) (Monitor risk).
5. Serve as bridge and buffer to the external environment; build support for the institution.

INTERNAL WORK OF THE BOARD

<u>Oversight</u>	<u>Problem Solving</u>	<u>Strategy</u>
Retrospective focus: Accountability	Present focus: Stewardship	Future focus: Problem “Seeking”
Analytic: Examining data Discussing what worked well / less well & why	Inquisitive: Framing current issues Exploring assumptions	Exploratory: Framing emerging issues Conceptualizing the future
<ul style="list-style-type: none"> • How well did the institution do compared to budget projections? • How well is the investment strategy working? 	<ul style="list-style-type: none"> • What is the cost of the new tuition and aid policy? • Are students are learning? • Is the institution supporting quality research and managing talent well? 	<ul style="list-style-type: none"> • What might a choice mean for the institution? • How is the future (opportunities, obstacles) being imagined? • What will be the priority efforts?
Overseers	Stewards	Strategists

EXTERNAL WORK OF THE BOARD

<u>Advocate</u>	<u>Advance</u>
With policy makers	Develop beneficial relationships with external groups or organizations
With corporate leaders; community organizations	Engage in philanthropy
With media and social media (coordinated)	

BOARDS & AUTONOMY

The Board:

- *Reviews and approves, but does not develop, the university budget and its assumptions.*
- *Holds the chancellor/rector/president accountable for adhering to the budget.*
- *Ensures that the university has a plan to pursue mission-relevant, revenue-generating opportunities.*
- *Ensures that the university monitors the quality and relevance of its academic degrees.*
- *Is confident that the university has a plan to develop new, mission-appropriate academic programs. The board approves those plans.*
- *Ensures that a mission-appropriate research strategy exists.*
- *Ensures that the university had an approach for appropriate staffing.*
- *Helps the rector think through problems and opportunities related to increased autonomy.*
- *Ensures there is overall progress being made related to autonomy*

UNIVERSITY GOVERNANCE & QUALITY ASSURANCE: CMI & WB PARTNERSHIP

A partnership between the World Bank and
the Marseille Center for Mediterranean Integration
addressing three areas:

- *UNIVERSITY GOVERNANCE*
- *FINANCIAL SUSTAINABILITY*
- *INTERNATIONALIZATION*

THE CMI/WB PARTNERSHIP APPROACH



UNIVERSITY GOVERNANCE SCORECARD



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UNIVERSITY GOVERNANCE SCORECARD--DIMENSIONS



SINCE 2013...

- **9 countries:**

- *Morocco*
- *Algeria*
- *Tunisia*
- *Egypt*
- *Palestine*
- *Iraq*
- *Lebanon*
- ***Jordan***
- ***Afghanistan***

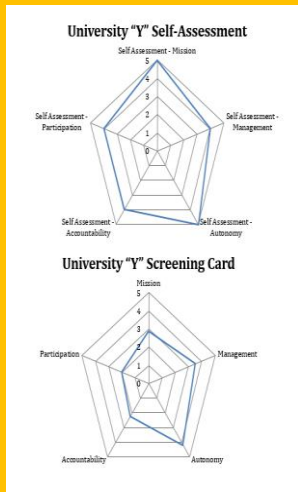
- **More than 150 tertiary education institutions**

- Expanded capabilities:
 - *Self-external assessment*
 - *Online benchmarking*
- Institutional Action Plans
- Inter-institutional network
- Expansion plans in and beyond the MENA region

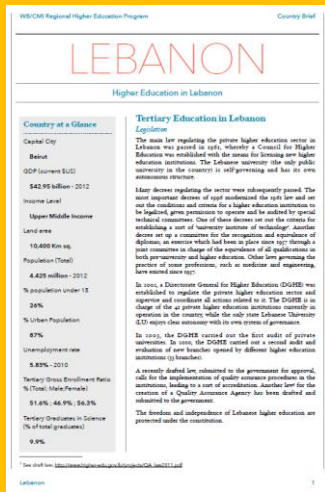


TIMELY AND INDIVIDUALIZED INFORMATION FOR DECISION-MAKING

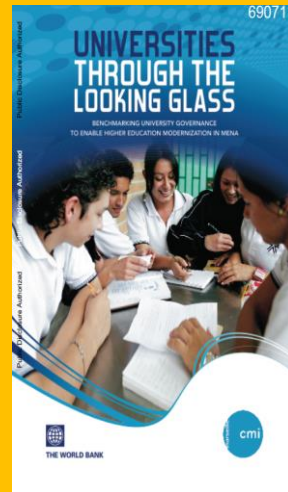
Institutional Reports



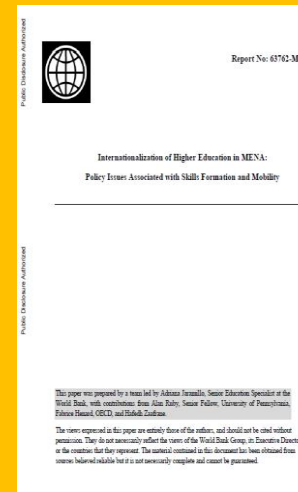
National Reports



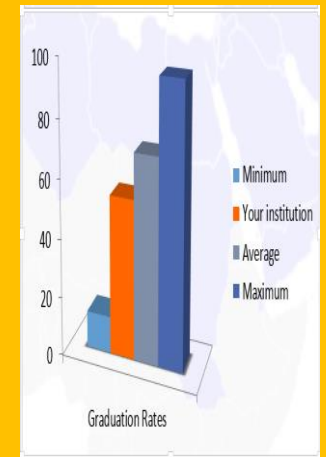
Regional Reports



Topic Analysis



On-line benchmarking



LESSONS LEARNED

- 1 The importance of the bottom-up approach
- 2 Collective learning while building institutional capacity
- 3 Experience in the MENA region, relevant to the world
- 4 Benchmarking vs ranking: a less disruptive and more proactive approach
- 5 The power of partnerships

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