

# **Promoting Access to Postsecondary Education: Meeting the Global Demand**

Harry Patrinos, The World Bank

Stamenka Uvalic-Trumbic, UNESCO

Cyndy Fitzgerald, Microsoft Corporation

---

# Workshop Overview

- Economic Perspective: Harry Patrinos
- Higher Education Perspective: Stamenka Uvalic-Trumbic
- Private Sector Perspective: Cyndy Fitzgerald
- Workshop Format
  - 10 to 15 minutes per speaker
  - Audience will provide 3-4 points to discuss for each presentation
  - Last hour will be used for discussion

# **Promoting Access to Postsecondary Education: Meeting the Global Demand**

Harry Patrinos  
The World Bank

---

# Economic Perspective

- Trends in the market of education
- Knowledge economy and the imperative for education
- Challenges to the growing demand for new labor market skills
- Issues

# **Promoting Access to Postsecondary Education: Meeting the Global Demand**

**Stamenka Uvalic-Trumbic  
Division of Higher Education, UNESCO**

---

# Trade Liberalization In Higher Education: The UNESCO Approach

- Universal declaration of human rights.

Article 26 (1) underlines higher education as a human right and states that “higher education shall be accessible to all on the basis of merit.”

- World conference on higher education (1998).

Higher education should be considered as a **public service**. While diversified sources of funding, private and public, are necessary, **public support for higher education and research remains essential** to ensure a balanced achievement of its educational and social missions.

- Expert meeting on the impact of globalization (Paris, 10-11 September 2001).

When it comes to trade liberalization, higher education is not a product like bananas or cars (John Daniel, opening statement).

# Higher Education Stakeholders: Attack on Core Values

- Teachers

EI condemns education being included in GATS and considers that the commercialization of education services carries risks of inequity, discrimination and deepening of the digital divide

- Institutions

Joint declaration by HE institutions in Europe and North America expresses readiness to reduce obstacles to international trade in HE using conventions outside a trade policy regime

- Students

ESIB denounces as unacceptable education being a tradable commodity and strongly supports education remaining a public good

# Conflict or Common Ground

- OECD: trade in HE happening already (30 billion \$ in 1999 – 3% of total services trade in OECD countries)
- World Bank report on constructing knowledge societies: new challenges for tertiary education (10 April 2002)
- Some examples from exporting countries (Australia, UK, USA)
- Negotiating proposal for educational trade in services from Japan (March 2002)

# UNESCO Conventions and GATS

- **UNESCO conventions**

Latin America and the Caribbean (1975); The Mediterranean (1976); Europe (1979); Africa (1981); Asia and the Pacific (1983); Council of Europe/UNESCO convention for the Europe region (Lisbon convention – 1997)

Legally binding instruments ratified by over 100 member states

- **UNESCO conventions and GATS: Similarities/Differences**

**Similarity:** promote transborder higher education and reduce obstacles to mobility; administered by IGOs, UNESCO (188 member states), WTO (144 member states)

**Difference:** advance non-profit internationalization with full respect for cultural diversity and the right to education (UNESCO conventions); promote higher education trade liberalization for purposes of economic profit (GATS)

# Conclusion: Networking for “Fair Trade”?

- Consensus in the response to ethical dilemmas posed by globalization –  
Globalization must be made to work for all (UNESCO Medium Term Strategy)  
  
A way forward: networking and dialogue between the education and the trade communities in the interest of learners worldwide to promote “fair trade”
- Global Forum on International Quality Assurance: a platform for dialogue between partners and networks. Launch meeting, Paris 21-22 October 2002

# **Promoting Access to Postsecondary Education: Meeting the Global Demand**

**Cyndy Fitzgerald  
Microsoft Corporation**

---

# Agenda

---

- Historical Timeline
- Global Programs in Training and Certification
- Factors Contributing to the Emergence of Corporate Training and Certification programs
- Higher Education vs. Corporate Training and Certification
- Conclusions

# Historical Timeline

- Late 1980's
  - Emergence of IT Training and Certification programs
- Early 1990's
  - Paper based training
  - Paper based and computer based assessment
- Mid 1990's
  - Paper based and CD-ROM training and early E-Learning attempts
  - Computer based assessment at test sites
- Late 1990's to present
  - Paper based, CD-ROM and E-Learning
  - Computer based assessment anywhere, anytime

# Global Programs in Training and Certification

- Vision: No barriers, people have the tools to acquire and assess skills anytime and anywhere
- Delivery of training and certification products to over 100 countries in multiple languages
- Pricing model based on regional economy, many content offerings are available at a break-even or loss to the sponsoring corporation in order to maintain a global program

# Factors Contributing to the Emergence of Corporate Training and Certification programs

- Computer technology is a moving target, not static
- Job or role based training and assessment needed
- Just in time training vs. advance preparation needed
- With a variety of mediums and pricing models, many programs are more affordable
- Hiring managers now look for both college degrees and professional certification

# Higher Education vs. Corporate Training and Certification

Higher Education	Corporate
Colleges/Universities	Technical education centers
Degree focused	Multiple credentials
Terminal	Ongoing
Expanding offerings	Offerings already global

# Conclusions

- Many corporate training and certification programs are already global
- Higher education and corporate programs need to work together more to offer blended solutions
  - Some corporate programs are already ACE certified
  - Some colleges/universities offer college credit for completion of certification credentials

# Discussion and Questions

Thanks for attending

