

Jamil Salmi



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Jamil Salmi, a Moroccan education economist, is the World Bank's tertiary education coordinator. He is currently a member of the International Advisory Network of the UK Leadership Foundation for Higher Education, OECD's expert group on Assessing Higher Education Learning Outcomes, the Editorial Committee of OECD's Journal of Higher Education Management and Policy, and the International Rankings Expert Group. Prior to joining the World Bank in December 1986, Mr. Salmi was a professor of education economics at the National Institute of Education Planning in Rabat, Morocco. Mr. Salmi is a graduate of the French Grande Ecole ESSEC. He holds a Master's degree in Public and International Affairs from the University of Pittsburgh (USA) and a Ph. D. in Development Studies from the University of Sussex (UK). He also completed an Executive Development program at Harvard Business School. Mr. Salmi is the author of five books and numerous articles on education and development issues. Over the past fifteen years, he has written extensively on tertiary education reform issues.

In your view, what is the most probable or desirable future scenario for financing of higher education?

Increased demand-side funding is good for institutions and the individuals. It puts more responsibility into the hands of students as users of tertiary education.

In your opinion, what is or should be the most important objective for higher education in the future? Why?

Preparation for lifelong learning.

What do you consider to be the main future challenge(s) for higher education systems? Why?

Financing, then governance, then changing demographics.

In your opinion, what would be the worst, but possible, way to tackle these future challenges? Why?

The worst option is to delay reforms because of their political cost.

What do you consider to be the best possible way to tackle the above mentioned future challenges? Why?

The best way to tackle the future challenges is to work relentlessly on awareness raising and consensus-building by organizing a public debate with objective information about the present situation in a given country (and the danger of not introducing reform), and by providing examples on good practices in other countries. Empowering higher education institutions through increased autonomy is a useful way to encourage the most innovative institutions to explore new ways, as the example of Sciences Po and the Toulouse School of Economics in France show.