EDUARDO DORYAN: How are you, friends? Welcome again. I have a feeling that these past three days have been a good time for networking, for strategic thinking, and for sharing down-to-earth developmental practices. It has also been a wonderful time to have a close working relationship with lots of partners from different organizations.

It has been a real community of learners and practitioners. The best definition of knowledge management is that of a community of learners and practitioners. Not only at each of the tables in this lunch but throughout these three days we have done exactly that, I hope.

Thanks, all of you, because of that, because you have been the actors, the musicians, the singers, and the directors of these three days in one way or other.

Also, we heard Amartya Sen on the first day articulate his vision of the balance between evaluation and agency, stressing the different roles in society as a way for a more pluralistic and inclusive development. And I think his ideas are still with us, challenging us.

We also heard Michael Porter's words that there should not be an effort to set economic policy and social policy and to have to make trade-offs between both, but there should be one policy -- one development based on productivity, healthy competition, non-discrimination, and transparency in decision-making.

This was followed by a couple of meetings on globalization and competition.

Carol Bellamy from UNICEF presented a stirring Global Agenda for Children and reinforced a partnership role in addressing those issues. The discussion afterwards was very lively and brought in a lot of interesting topics.

Julio Frenk from WHO has enriched our thinking as well about the forthcoming World Health Report, where issues of health actions, their quality, equity, and efficiency pose a set of issues on improved health, responsiveness, and fairness in the delivery of health services.
There have been a lot of panels, but let me just highlight two or three. This morning, there was a very good discussion on HIV/AIDS: what works, how to overcome denial, how to move forward in a way so that it is not only a public health issue but a developmental issue. In education, there was a workshop on how to assess schools which was very practical, useful, and innovative. In social protection, there was a discussion on what is the agenda to move forward and how to deal with this very strong concept that has a lot of positive meaning for what we can do—that is, social risk management.

Our talk has been open, critical, constructive, and forward-looking. Beyond any presentations or panels, there has always been the wider view of human development as a core element for everybody's mission, but particularly for the World Bank's mission of fighting poverty with passion—and I like this word, probably because of my Latin American background—with passion and professionalism.

At this luncheon, on the last day of the Human Development Week, we are greatly honored and happy to welcome our President, the President of the World Bank, Jim Wolfensohn, who has articulated a holistic view of development, who has challenged us, everybody, to put people first, at the core of development and to not have bureaucratic talk at the center of our efforts, to focus on poverty reduction, and to allow us to rethink, in a major cultural shift, how to put countries in the driver's seat.

So let us welcome our President, Jim Wolfensohn.

MR. WOLFENSOHN: Well, thank you, my passionate friend. Let me say how pleased I am to be here this week, although I apologize for not having been here on Monday and Tuesday. I was in Asia and just got back yesterday in time for the awards on girls' education, which encouraged me that, as one of the strong elements in this HD Week, we recognize the centrality of girls' education.

I am just back from a trip in East Asia—in Thailand, Indonesia, the Philippines, Vietnam, East Timor—and I feel as though I have lived your agenda. The issues which I was discussing with the leadership and with members of civil society and the private sector were, not surprisingly, economic. In particular, the recovery in that part of the world occurred more quickly than had been hoped a year ago, but still not quick enough to have entirely addressed the impact on people and on poverty and on the social structure. The other subjects that we were talking about was, of course, globalization, competition and the future.

In those discussions, there were many issues resonant with the agenda for this meeting. If you ever had any doubt that there is a need for both knowledge, discussion and forward thinking on human issues—the issues that you have discussed this week—just take a trip through East Asia and talk to the leadership and go into the field.

Elaine and I had the opportunity not just of talking to the heads of government, but of getting out and reminding ourselves, in the midst of slums and rural environments (which have been much affected by the recent
downturn, and before that by the enduring poverty), of the principal issues on people's minds. Of course, it is not surprising that the issues that are on people's minds are not just financial issues, but essentially human issues.

It is always invigorating to me, and always clarifying, that people who live in poverty are no different than anybody in this room. They want a safe environment in which to live. They want protection for themselves and for their children. They want services that maintain and improve their health, can give them and their children education, and that can provide them with opportunities. They are not looking for handouts. They are looking for a chance. And they do not want to feel alone. They want to feel that they can be part of society and that they can represent themselves. They do not even want intermediaries to represent them.

And the women particularly want what they should have -- appropriate opportunity, protection from violence in the household, which, unfortunately, is a critical and extraordinary issue, and they want a future that they can look forward to within a global environment.

They understand that the world is getting smaller. They understand that they are not just part of a village and a town, but of a global community. They understand that they are affected by what happens globally.

They understand--and perhaps more than many people in developed countries—that the 4.8 billion people in this world are, in fact, part of that same global village. They are ready to adjust, and they are ready to meet their needs of survival and of improvement in their lives, but they also want, as I said, an environment in which their children can advance.

We had wonderful examples of how small communities are reaching out to embrace new technology. We had examples of the way in which communities are grasping the issues of management of their education and health systems. We had many examples of the crucial importance of the social underpinnings of society, the cultural underpinnings of society, and the desire to retain a sense of history and not be engulfed by global forces.

These are all things that you have been discussing during these days. And so I feel that during my two-week trip I was living what you were discussing.

HD Week for me is a very important week because it brings together colleagues from the Bank, over 800 of them, with over 500 colleagues from other organizations. Let me express a very warm welcome to those who are not from the World Bank Group and say that this week would not be the success it is were it not for your involvement as participants, lecturers or exhibitors. It is from the partnerships we have that we gain strength. I want to thank you all very much for coming.

I was astonished to find over 40 people, I think, from UNICEF and 15 or 20 from WHO, with many, many other organizations and clients represented. This room is full of people with experience, not always agreeing, I might
say, with the singular views of the World Bank, if one could say singular views of the World Bank, because you probably have discovered that there are as many views of the World Bank as there are people here.

This two-week trip reinforced very much the sort of things that we have cared about in this, the fifth of the HD Weeks that we have held. I was saying somewhat ironically to my colleagues, in the long 55-year history of the Bank, that I look back with satisfaction on the history of HD Weeks, which is five years, which coincides with my arrival. So I am very happy that this initiative, which we started five years ago in this context and in the context of other specialties in the Bank, has allowed us to learn a lot from so many of you. And to have my friend Amartya Sen open the meetings in such a remarkable way was something that, I think, set a tone.

We are very happy also that Mr. Komlavi Seddoh is here, the UNESCO Director of Higher Education, representing Director-General Matsuura. I know that you are going to be making some remarks later and I thank you for your attendance and thank you particularly for the joint sponsorship of the Report on Higher Education that we are going to launch today. It is a great pleasure to be with you and to have you with us.

There is just one rather sad note that I would like to observe, and that is that we ourselves have recently lost two very important members of our team: Nick Prescott and Althea Hill. I want to say to my colleagues in the Bank that I know that we remember them and I know that they would have been very happy to be here. We have benefited tremendously from the contribution that they have made, and we surely remember them today.

I have been asked to launch the Report on Higher Education in Developing Countries. I had known of it earlier, and I have now read it from cover to cover.

But before I get to introducing it to you, let me say how thrilled I am to see a number of members of the 14 distinguished individuals from 13 countries who participated in this report, and I would like you to join me in welcoming them after I have read their names.

Mamphela Ramphele, who has given me instructions on how to pronounce her name, which I have been mispronouncing for nearly a decade, I think. It just shows you when you get up in front of a thousand people how you get told things that you never knew before. Mamphela, I am very thrilled to say, is not only a participant in this project, but is now a colleague and it is a great joy to me.

Henry Rosovsky -- who in many ways has been a spiritual father of this activity, and who has also allowed the Harvard Institute for International Development to be such an important part of the task force Secretariat.

Kenneth Prewitt, Babar Ali, Motoo Kaji, joined also by Kamal Ahmad and David Bloom, and I would like you to join me in acknowledging them and thanking them for their work.
This report being distributed today is a first-rate document, in my judgment. It focuses on the importance of higher education and does it in a very, very straightforward and logical manner.

The first thing it articulates is that if you are talking about education, higher education is part of it. That does not seem like a surprising finding, but it is something that has so often been misunderstood about what the Bank does, and it is the view of many development institutions.

It is not surprising that they assert—and we certainly agree—that it is impossible to have a complete education system without an appropriate and strong higher education system.

When I came to the Bank, someone told me that the Bank was only interested in primary education. Then I was told, well, maybe we will consider secondary education. Then the notion that one could extend to tertiary education was perceived to be pushing the Board too far, as was the issue of pre-school education.

Well, I am very happy to tell you that I do not believe that that was ever true, and it surely is not true today. In our institution, we regard education as a process which starts at pre-school and goes through to the institutes of higher learning and the effective teaching and research at higher levels.

It is obvious, when you think about it, that it is impossible to have a system that functions without an appropriate and deep commitment to higher education. And that case is made remarkably in this paper which speaks of peril and promise. A number of examples are given.

In the Democratic Republic of the Congo, they speak of higher education, which is inadequately funded, with 2,500 students seeking to enter university to study the biological sciences and having an ability to do so in a country which has one doctor for 14,000 people.

This vignette links dramatically the needs of higher education with the needs of the country. It would be very difficult to assert an argument contrary to the arguments made in this document — arguments which correctly state that you need to have proper teacher training, you need to expect excellence, and you need to have a balance in the educational program among primary, secondary and tertiary levels. These are needed if you are going to have a society which confronts the issue of poverty, which provides the opportunities that I know people are longing for, and if one is to anticipate that a country can compete on a global basis.

If ever the distance between developing countries and developed countries was under challenge — that is the distance in terms of the commitment to higher education — then surely it is under even greater challenge today. The paper speaks of one-sixth of the budget going to higher education, or the expenditures on higher education in developed countries being more than there is in developing countries.
Just think of the implications when one looks at a global community in which developing countries need leadership, need depth, need capacity and need those people who can make the sort of decisions that can move their countries forward if they are not retained and not trained inside their countries.

So if we talk of capacity building, which we do so often, in terms of the political and governance issues, how is it that that is possible without tertiary education?

We also look in terms of the Comprehensive Development Framework -- our own general matrix that we have articulated concerning development -- and not just at strengthening government but at other issues -- at legal and justice systems. How can you have equity -- how can you have freedom, as Amartya Sen would put it -- without an appropriate system of justice and of laws? That does not just happen. You need lawyers; you need judges; and you need people to write the laws. If you do not have that, how can you have that societal fabric which can ensure social equity and social justice?

How can you have financial systems that work without people trained in those disciplines? How can you have banks reporting if you do not have people that are trained to report? How can you have supervision if you do not have supervisors? How can you fight corruption if you do not have people that know how to do it, that have the independence and the standing and the income to allow you to fight the corrupt factors in society?

How can you have a meritocracy? How can you provide opportunities for people that live in poverty unless you give them the chance to advance themselves by using their minds and their intellect and their creative spirit?

All of this case is made in this document. I thought last night: why is it that you need a document like this? What they are saying is absolutely straightforward. Well, you need it because we have forgotten it, because we do not give the added weighting that is required. However, I am not for a moment suggesting that primary education and secondary education are not at the very essence of development.

What is articulated here, and what I agree with, is that it is not enough. You have to have centers of excellence and learning and training if you are going to advance the issue of poverty and development in developing countries. And that peril, which is pointed out also in the document -- the peril of the current challenge of globalization -- adds another aspect to the dimension that I already spoke of in terms of strengthening governance with the challenge of the digital divide, which is also covered effectively in this document.

And that, I might tell you, was the subject in every meeting I had with the heads of state and with the leadership of all the countries. How do you deal with the question of the challenge of technology? Both a challenge and an opportunity, it presents a challenge if you seek to
grasp it and the reverse if you do not, and an opportunity if you take it.

When I went from Thailand to Indonesia, to Vietnam, to the Philippines, each country was talking about the need to provide appropriate technology, both as a matter of trade and as a matter of knowledge transfer. We at our own institution are looking at what we call the Global Development Gateway, the rather large concept of pulling together the cumulative experience contributed individually by the players in development into what amounts to a huge database, which is capable of being distributed to anybody interested in development, and within five years, with low-flying satellites and broad-band communications, to any part of the world, to any village, and in any language.

This is not a normal challenge. This is a revolution for mankind, as was the agricultural and the industrial revolution. And so, in the virtual university which we are running in Africa in 14 countries, the number one subject in which we are giving degrees is computer science. This work points out the need for general education, and, indeed, it is crucial. But there is also the immediate challenge of technological education. And through technological education, there is the possibility of providing general education because the Net can be used to bring knowledge in many, many remarkable ways.

I think only of the village in South Africa which we rewarded at our recent Development Marketplace -- a village which has neither water nor power. But there, the head woman in the village and the teacher decided that they needed a computer which they would house in, basically, a tin shed with a generator that was provided, I think, by an international company. Now, the centerpiece in the town is the computer which is run by this generator, and also by solar power. This is now the agent of the teaching, the knowledge, and the experience in the community.

This is not a one-off example. Within the last few days, we have had here the Minister of Education in Egypt. I was stunned when he told me that the whole primary school system in Egypt is now linked by Internet. In Indonesia, the universities are linked. In Russia, the universities are linked.

This revolution in technology is coming along, but is it hitting those poorest countries? And if it is not, how far back are those countries set by the lack of grasping those possibilities? Well, key to that is higher education, not just on the technological side, but to create people with enough wisdom to be able to use it. As I said, this document makes the case for general education in a very forceful and convincing way.

We also talked about new science and technology policy, going beyond just the Internet, because science and technology is not just about laying down Internet lines. Here, too, we at the Bank have been looking at science institutes which we are starting to set up under the leadership of Phil Griffith at the Institute of Advanced Study, but others, too, so that we can retain scientists and researchers in-country.
One of the points raised in this report is the brain drain from many of the countries in the developing world, where scientists feel that they have to go abroad. What, then, if we can create a framework within universities or successful institutions that can retain scientists in situ so that they can do their work, not just on global issues but on local issues at a very high level?

We have seen an exponential growth in joint papers as a result of the Internet, because someone in Addis Ababa can now do a joint paper with someone in Cambridge. And what we need is to create frameworks in which we can establish science institutes that can buttress the work of universities so that you can retain the best people in-country.

And Phil has just come back from a trip to Africa, amazed to find -- both in talking to Africans in-country and Africans in Europe -- that there is a very strong desire on the part of the best African scientists to go back and live in-country if given the opportunity to do so. And we have already seen it now in two countries in Latin America, where we have already set one up in Chile and are signing or are about to sign another one in Venezuela.

This is part of the new world. This is not a world which doubts the need for higher education. It is a world which, in the practical sense, accepts that higher education is an essential part of the creation of opportunity for people in development, for people who are poor, to give them an opportunity in a meritocratic framework but also as a national need if the countries are to compete on a global basis.

All that is in this report, but much better laid-out than I have just done. It is a remarkable document. It is one for which we should be grateful to the authors in drawing our attention to the need for added weighting on this issue.

The document covers other things such as issues of budget allocations. It gets to the question of management of universities, and I now have a sense of how even that might have gotten in here given the experience of some of the people that were involved in producing it. I am sure it had nothing to do with Henry or Mamphele, but it may have had to do with some of the others. They have to give this wisdom away, and it is beautifully done, if I may say so.

These are lines along which for everybody there is something in this report. But the fundamental thrust of it, which is the message that I go away with, is that the authors are confirming some things that are already being done. For others, where the message has not yet been received, they are sounding a note that the issue of higher education is truly either peril or promise, which is the title. It is my hope that as a result of this meeting, at least for the World Bank, that it is promise, not peril. And in the coming weeks, with the launch that you are going to make in June, in Paris and for the Bank itself, these are lessons that we will absorb.

There was a suggestion that we set up a separate group to monitor this, which I rejected, not because I do not agree with the substance, but
because I do not think we need a separate group. This needs to be mainstreamed for us. This has to be absorbed now. And it is not arguable. This is something which does not need a separate heading. It is an act of faith. It is, if you like, true wisdom.

So we, at least in the Bank, after years of putting a lot of money into higher education, will still benefit from this in terms of giving us a better orientation, a wonderful road map that we can follow. It is for all those reasons that I am very happy indeed to launch this document today.

I now understand that I have to present to you Mamphela Ramphele, my new colleague, who, as you know, is joining us on the 1st of May. Mamphela is currently Vice-Chancellor of the University of Cape Town, but she is much more than that. She is a person of extraordinary intellect, of great wit, of great warmth, and of great commitment to the future of Africa, but, more broadly than that, to the future of people in poverty around the world.

We regard ourselves as tremendously fortunate that she agreed to join us. I personally feel very fortunate that she will be a colleague. She is going to give me a terribly difficult time because she is not without views, as those of you that know her would attest. But when you have got the best, you should recognize it, and I am very happy to introduce her to you now, a remarkable woman and a great new colleague, Mamphela Ramphele.

MS. RAMPHELE: I said to some of you that if you had told me ten years ago that I would be joining the Bank, I would have sent you to the asylum. But you now understand why it was so easy for me to make the decision to join the Bank. With a leader like Jim Wolfensohn, you would be crazy not to grasp this opportunity to come and work in this great institution.

My task is very simple and very brief. It is to ask my colleagues who are here who are members of the task force to make themselves known to you as I introduce them.

This task force has 14 members from 13 countries, but there are only a few of us here. There are two co-chairs, and my co-chair was Henry Rosovsky, who is known as "Mr. University" all over the world because of his enormous wisdom and his knowledge of the higher education system. He is former Dean of the Faculty of Arts & Sciences and Geyser University Professor Emeritus at Harvard University. Henry Rosovsky.

The vice-chair of this task force was Kenneth Prewitt, known quite well to those of you who have been reading the newspapers recently as the Director of the U.S. Bureau of Census, but who has had a lot of experience in various incarnations in higher education, the last of which was in his work as the head of the Social Science Research Council. Kenneth Prewitt.

Babar Ali from Pakistan is Pro-Chancellor of Lahore University of Management Sciences. He is truly a remarkable person who has turned that institute into a light of hope for the people of Pakistan who are facing
enormous challenges in terms of a higher education system that is not delivering. By setting up, together with others, Lahore University of Management Sciences, he has shown people that there is indeed promise rather than peril. Babar Ali.

Motoo Kaji is Vice President of University of the Air, one of the large distance education center in Japan. He has had a long, distinguished career, was a schoolmate of Henry Rosovsky, soft-spoken but full of wisdom, and we have benefited from his wisdom. Motoo Kaji.

It would have been impossible to have the task team doing its work over the last two years without the excellent support from the secretariat. We had two co-directors of the study: Kamal Ahmad, who is a U.S. citizen, attorney in a firm in New York, but he has his native roots from the developing world. Kamal Ahmad.

The second co-director was David Bloom, professor at Harvard University. He carried the largest load of them all, and we are very grateful to you, David.

It is thanks to the eloquence of Henry Rosovsky's writing and the hard work and number crunching of David Bloom that we have got this beautiful report. I have to thank my colleagues in the Bank without whom this report would not have seen the light of day. It is one thing to produce the data and the document. It is totally another to have it come out in this beautiful format. And we have Ruth Kagia to thank for shepherding this report through the Bank, and I look forward to having you as my colleague to continue some of the work that we have started doing.

Thank you very much.