Community Engagement:
Issues, Trends and Perspectives for the Future
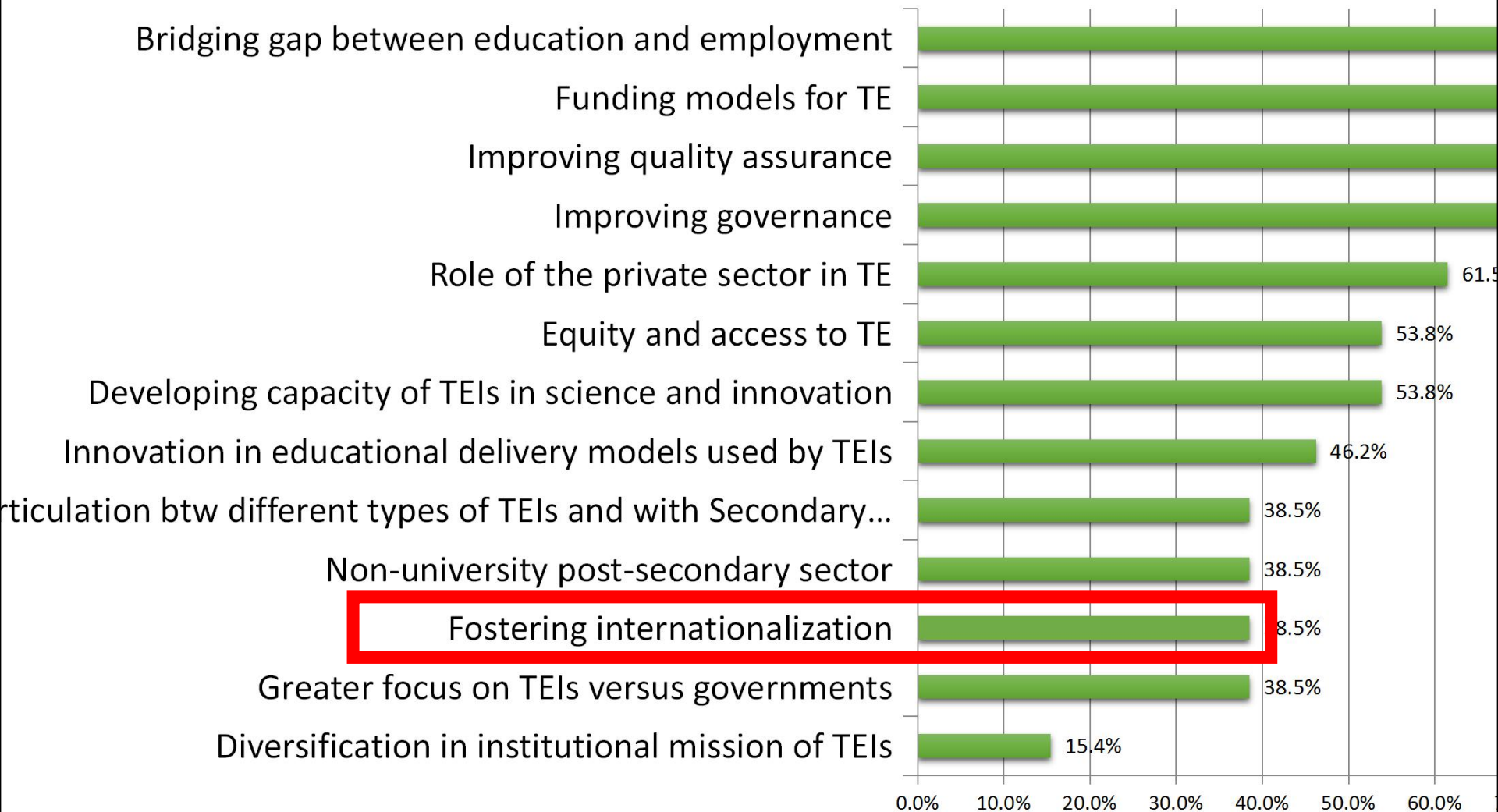
Francisco Marmolejo
Lead Specialist, Tertiary Education
The World Bank
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@fmarmole

WORLD BANK GROUP

What priorities will be emphasized in higher education in the next 5 years? *

Priority	Percentage
Bridging gap between education and employment	
Funding models for TE	
Improving quality assurance	
Improving governance	
Role of the private sector in TE	61.5
Equity and access to TE	53.8%
Developing capacity of TEIs in science and innovation	53.8%
Innovation in educational delivery models used by TEIs	46.2%
Articulation btw different types of TEIs and with Secondary…	38.5%
Non-university post-secondary sector	38.5%
Fostering internationalization	8.5%
Greater focus on TEIs versus governments	38.5%
Diversification in institutional mission of TEIs	15.4%

Axis: 0.0%, 10.0%, 20.0%, 30.0%, 40.0%, 50.0%, 60.0%

Multiple responses

Defining Community Engagement

The process of working **collaboratively with and through** groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the wellbeing of those people.

It is a powerful **vehicle for bringing about changes** that will improve the well being of the community and its members.

It often **involves partnerships and coalitions** that help **mobilize resources** and influence systems**, change relationships** among partners, and **serve as catalysts** for changing policies, programs, and practices.

(Adapted from CDC, 1997, p. 9).
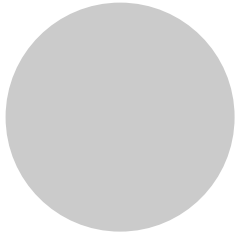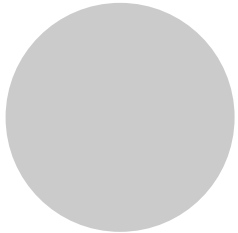
# But, what type of community?

# Defining the concept of community. Perspectives

Systems: Similar to a living creature, comprising different parts that represent specialized functions, activities, or interests, each operating within specific boundaries to meet community needs.

Social: It can be defined by describing the social and political networks that link individuals, community organizations, and leaders. Understanding these networks is critical to planning efforts in engagement.
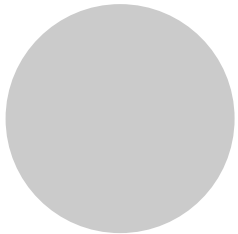
Virtual: Individuals rely more and more on computer-mediated communications to access information, meet people, and make decisions that affect their lives (Kozinets, 2002).
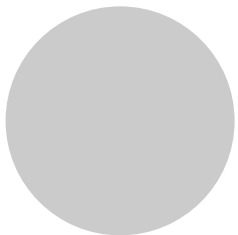
Individual: Individuals have their own sense of community membership, and a sense of belonging to more than one community.

Why does it matter?

Towards an increasingly interdependent world

A globalized economy?

Mexican Salsa

- Made in The Netherlands

- With ingredients from Morocco.

- Distributed by a Chinese company

- For sale in Delhi.
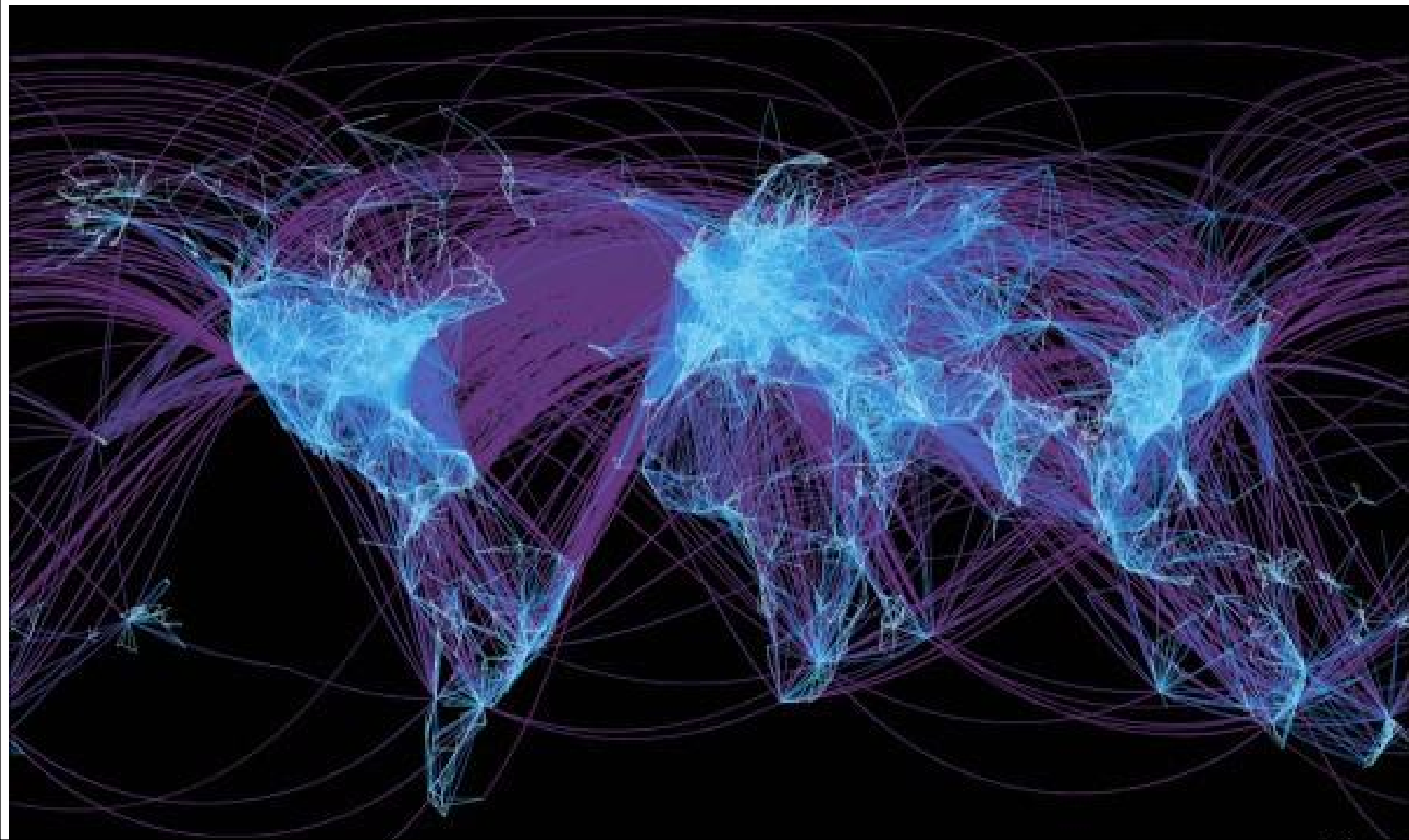
Towards an increasingly fascinating world

Towards an increasingly interconnected world

A reality check…

Limited employment growth

Missed opportunity to spur growth and welfare

Tension exacerbated by demographic and other social pressures

The rise of "nationalism" and nativism as the opposite of internationalism

Significant environmental concerns

The challenge of disinformation, misinformation and malinformation

Questioning about legitimacy of institutions

A reality check…

Unimaginable progress

Extreme poverty diminishing

Unthinkable innovation and discoveries

The world In the midst of the 4IR

Higher Education: the best investment

Making the case…

On the importance of more (and better) higher education

Six critical issues in higher education

1 Equity

2 Flexibility

3 Governance

4 Innovation

5 Internationalization

6 Community Engagement
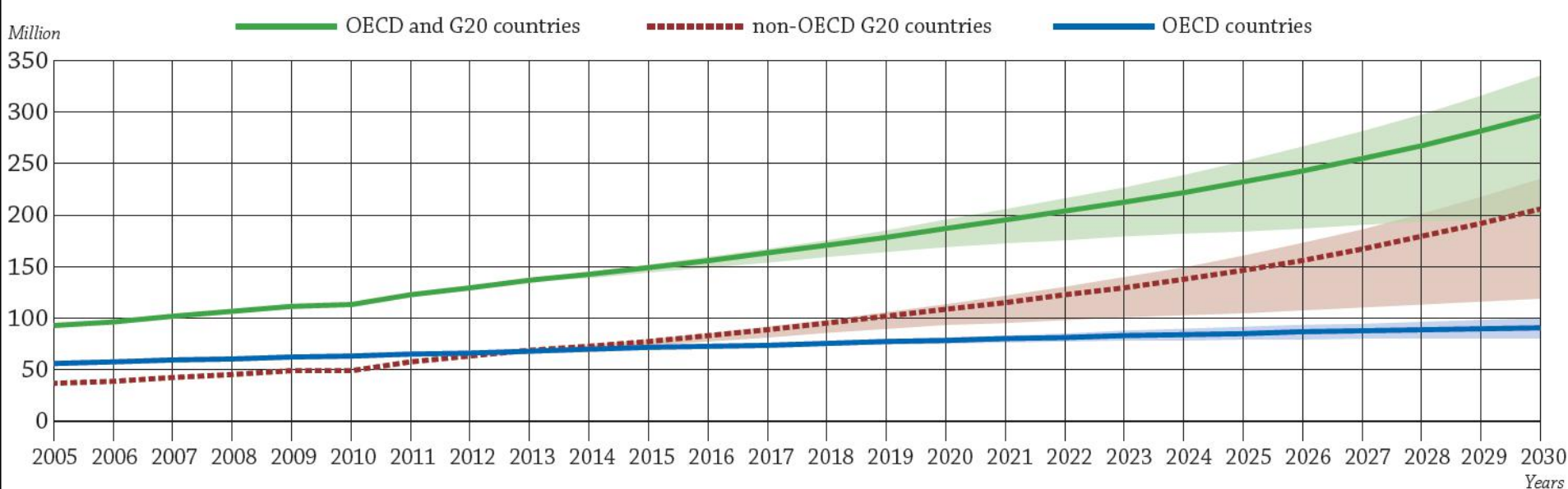
① Equity
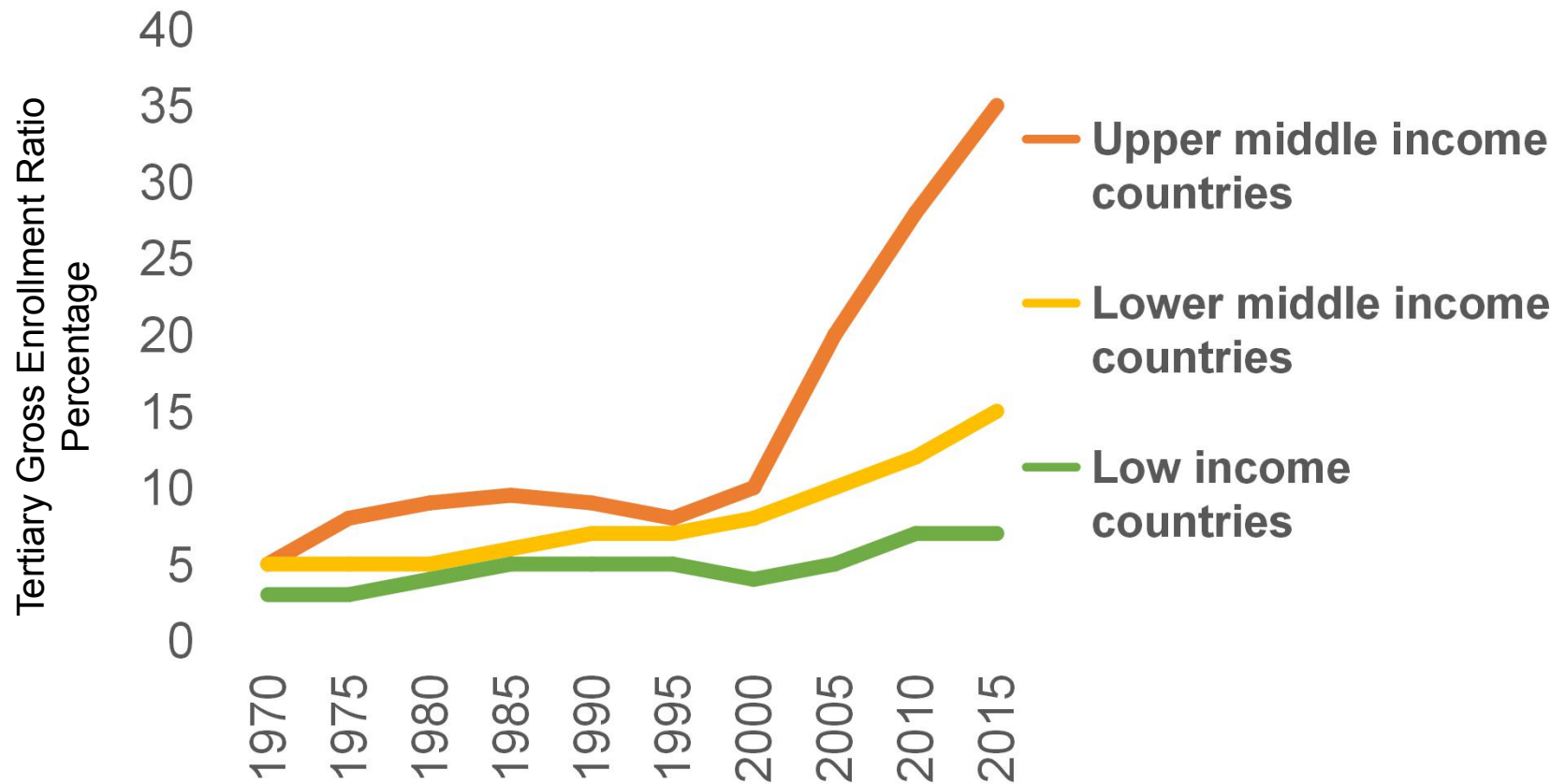
All scenarios signal towards significant growth for the next 20 years

Projections of the number of 25-34 year-olds with tertiary education, 2005-2030

Note: Figures are estimates based on available data. Population estimates are based on OECD's annual population projections
Source: OECD, UNESCO, and National Statistics websites for Argentina, China, India, Indonesia, Saudi Arabia and South Africa
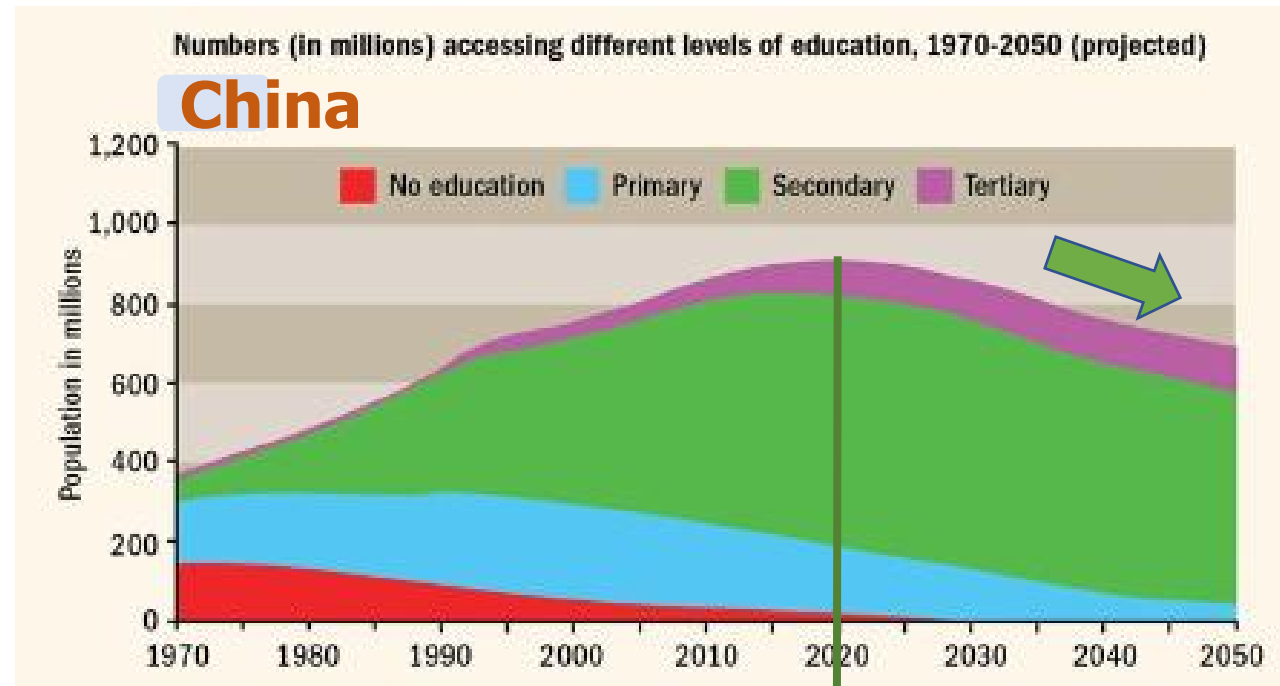
The two big players

The case of China and India

Millions accessing different levels of education 1970-2050 (projected)

Numbers (in millions) accessing different levels of education, 1970-2050 (projected)

China

Legend: No education | Primary | Secondary | Tertiary

In India...

Higher education enrollment in India (Millions of students)
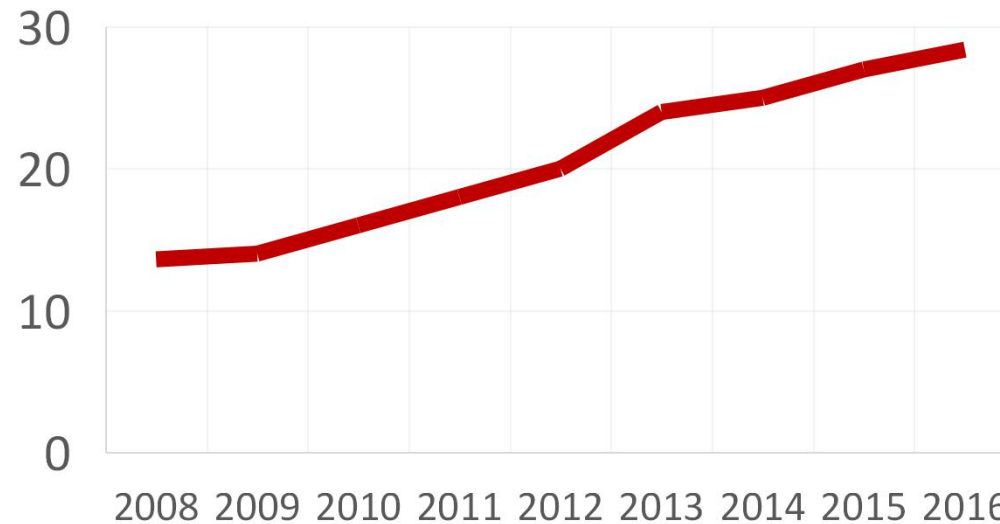

- In 2008-16, while globally the higher education enrollment increased **52%**, in India the growth was **109%** (from 13.6 million to 28.5 million students). Soon the Indian HE system will be the largest in the world.

- The college-age cohort in India is projected to reach **400 million** by 2030.

- By 2030, **24%** of the global stock of people with higher education will come from India. (In 2013 it was 13 %)

Sharp rise in access among the poor

Higher education students in the bottom 40% of income (%)
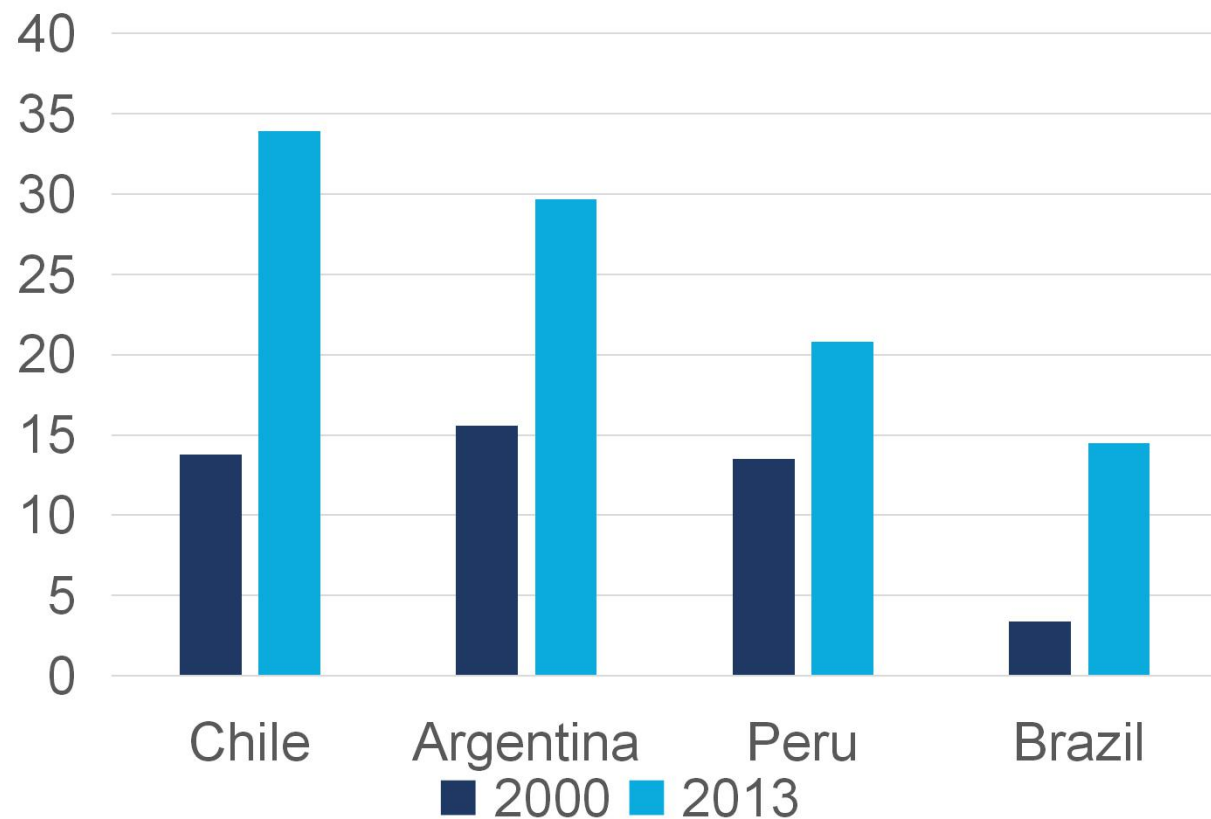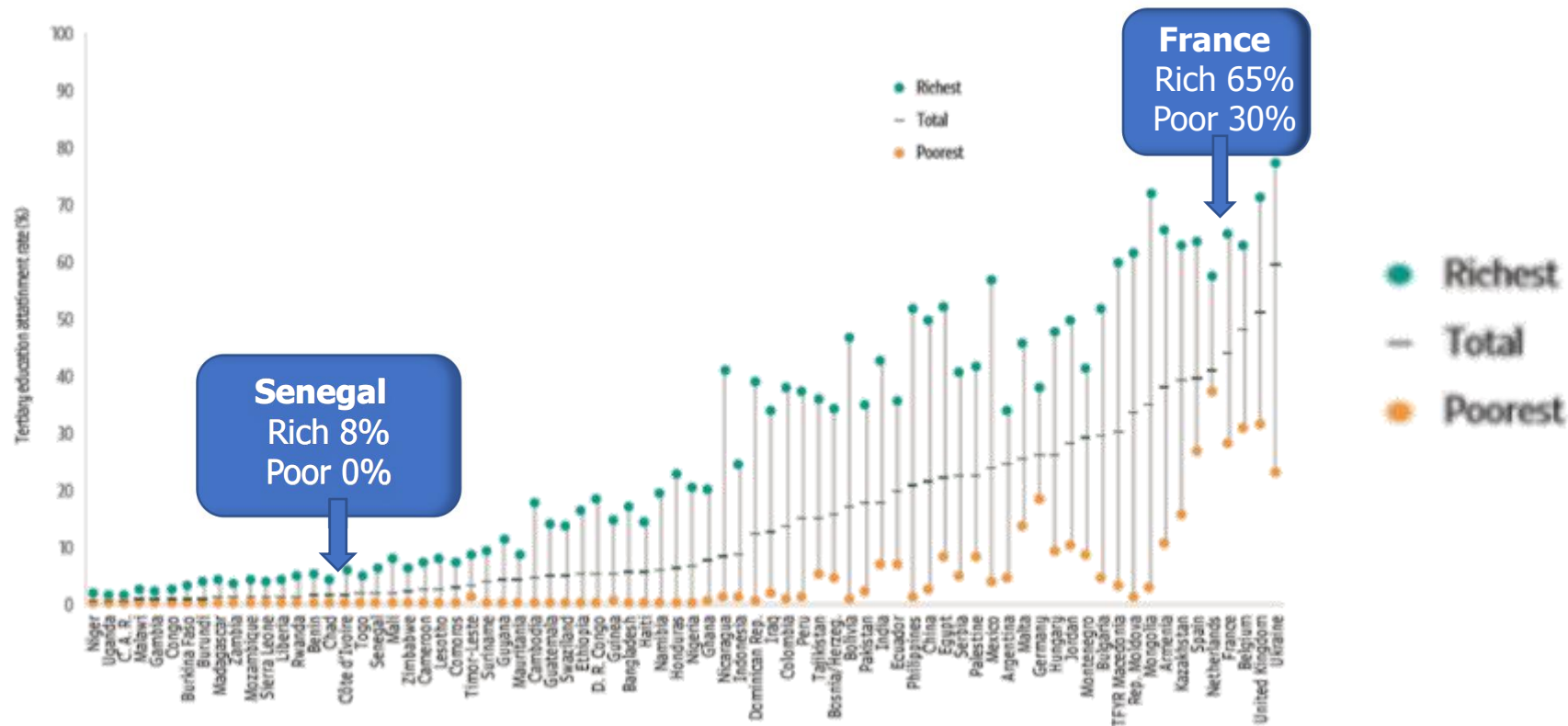
% de la Población Económicamente Activa (PEA) con educación superior en ALC
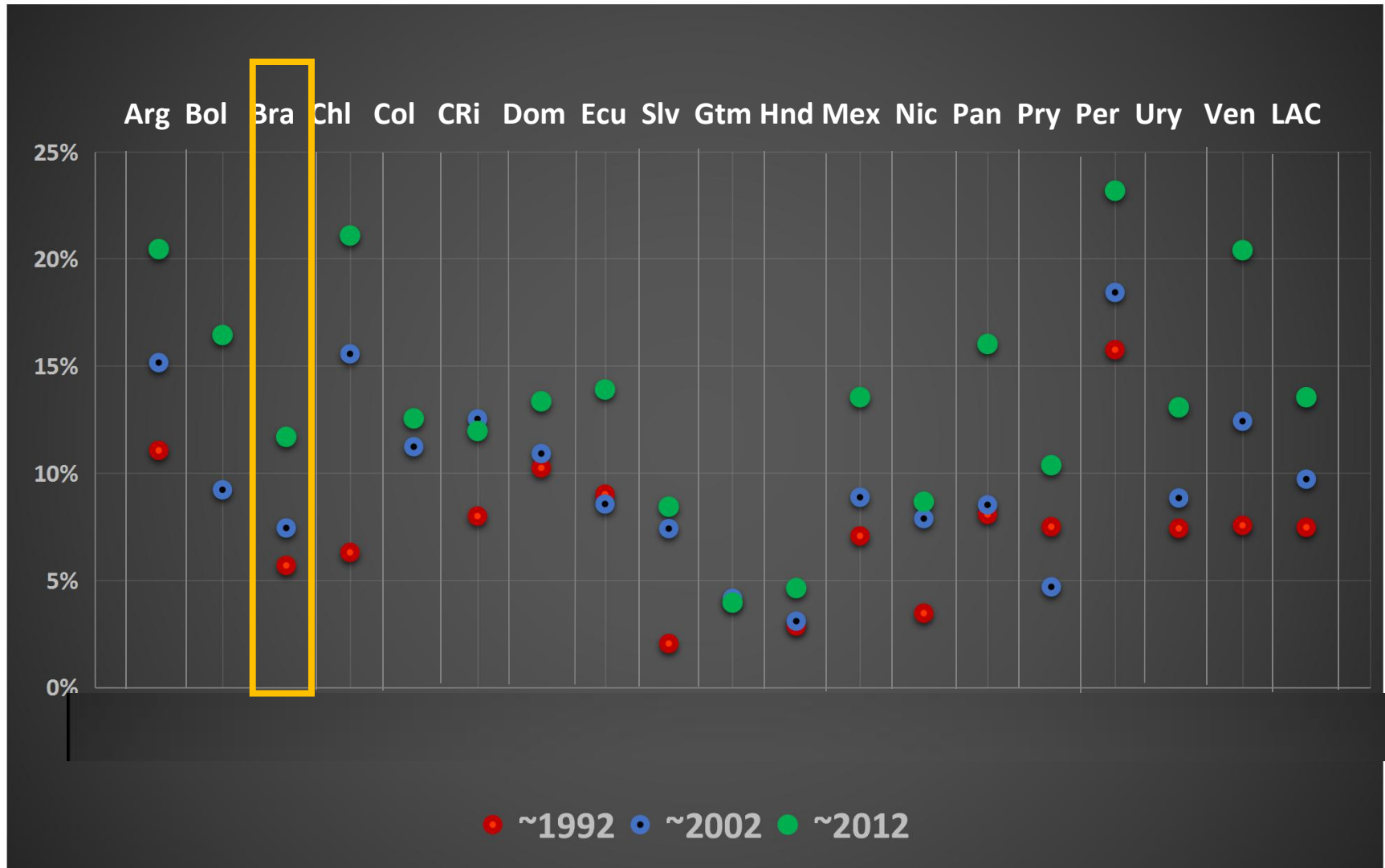
Fuente: Cálculos con base en SEDLAC. Porcentaje de la población entre 25-64 años que reporta haber concluido estudios de educación superior

But tertiary education remains a privilege

% of 25-29 years old who have completed at least 4 years of tertiary education, by wealth

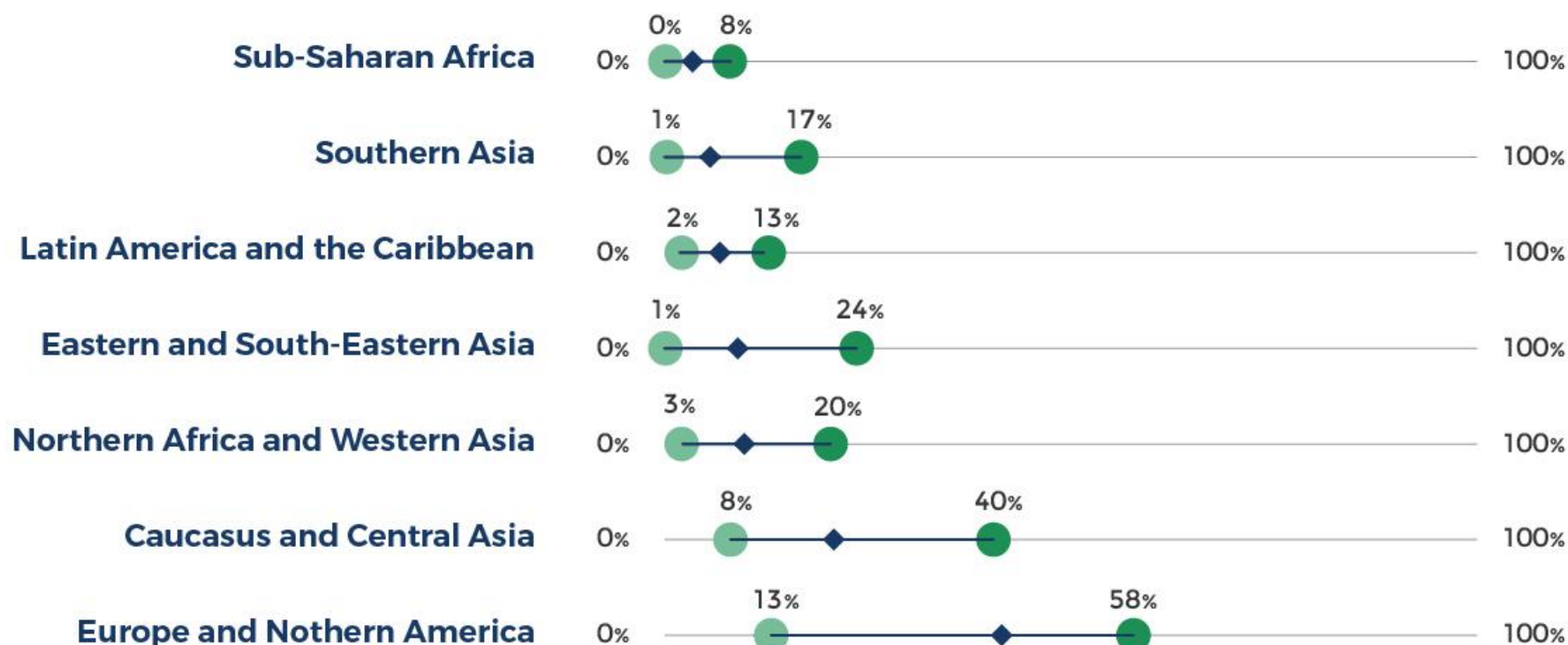# There is still a significant disparity in access

- *Rural*
- *Women*
- *Poor*
- *Socially disadvantaged people*

Tertiary Education Completion Rate by Wealth

● Poorest ● Richest ◆ National Average

Sub-Saharan Africa
0%   0%   8%   100%

Southern Asia
0%   1%   17%   100%

Latin America and the Caribbean
0%   2%   13%   100%

Eastern and South-Eastern Asia
0%   1%   24%   100%

Northern Africa and Western Asia
0%   3%   20%   100%

Caucasus and Central Asia
0%   8%   40%   100%

Europe and Nothern America
0%   13%   58%   100%

Percentage represents young adults (aged 25-29) who have completed at least 4 years of education.

Source: UNESCO

WES

Higher education

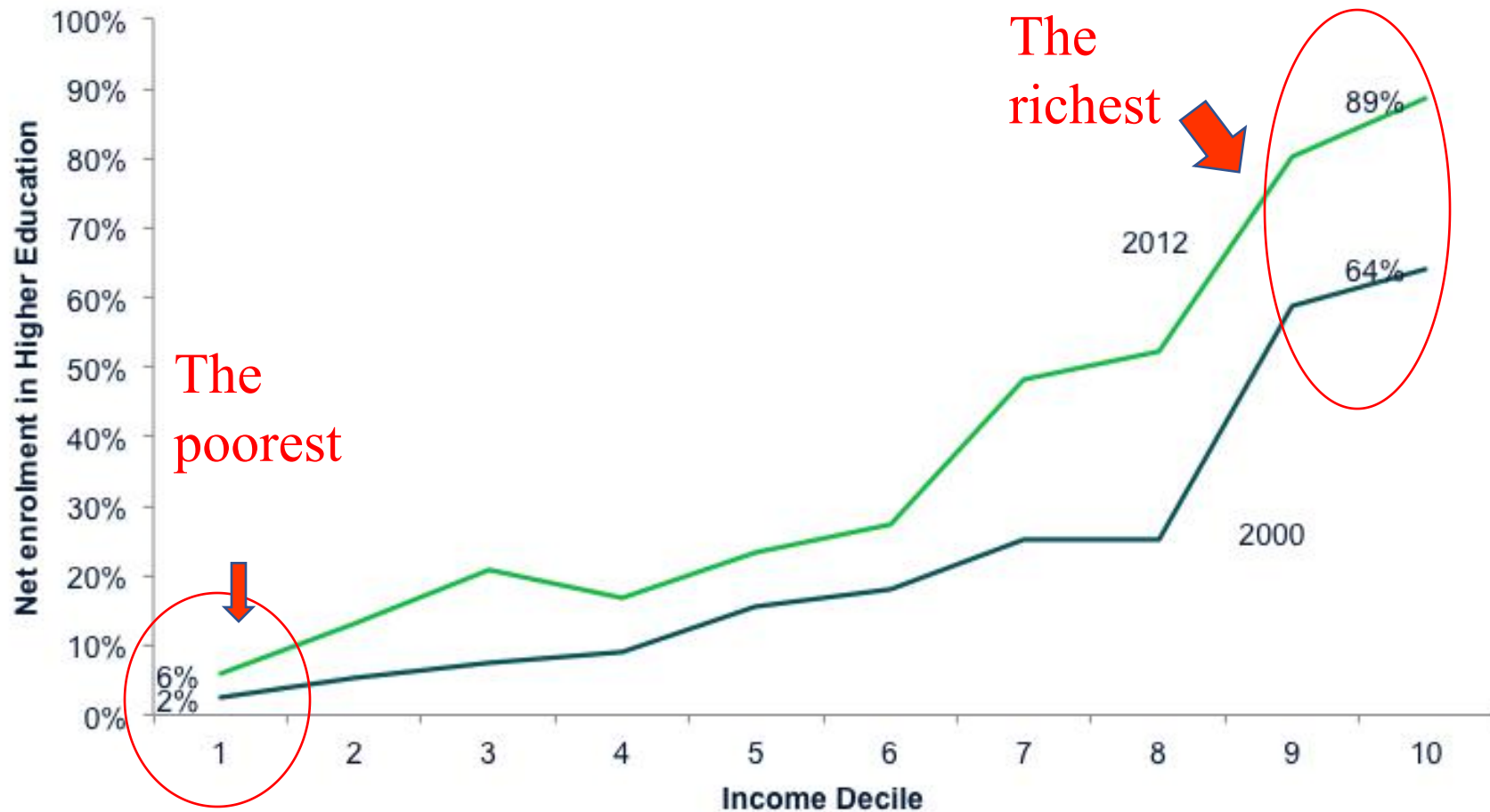*...the greatest equalizer, or a contributor to prolonged inequality?*

@fmarmole

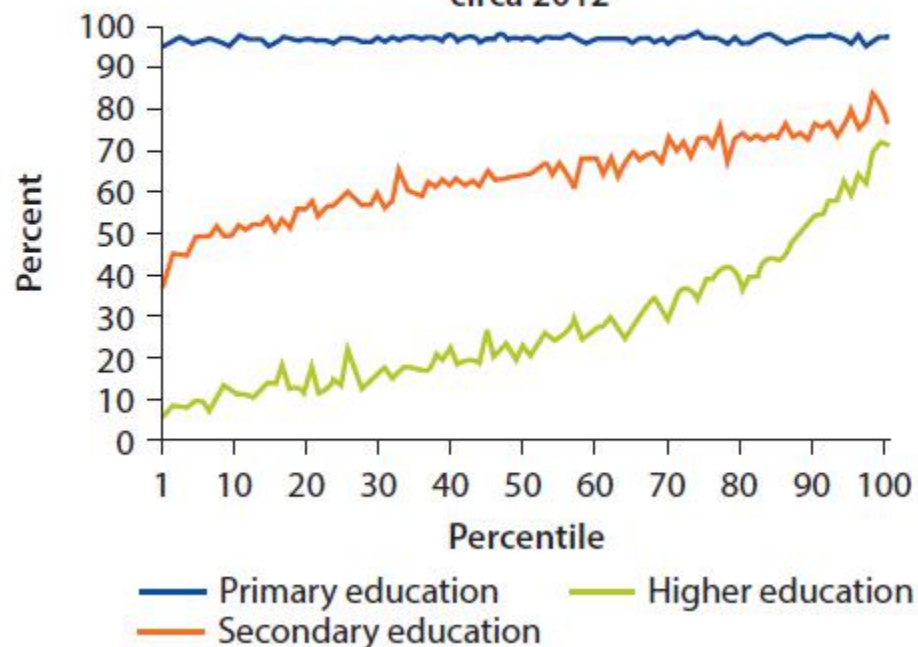**Email:** **fmarmolejo@worldbank.org**

The case of Mexico
Who is having access to higher education?

Source: The World Bank

The case of Latin America and the Caribbean

a. Access probability across percentiles of household per capital income, circa 2012

Primary education
Secondary education
Higher education

Source: World Bank calculations using SEDLAC.

Note: The probability of access to higher education is the share of individuals ages 18–24 years who have ever had access to higher education. The probability of enrollment in secondary education is the share of individuals ages 12–18 years who have ever had access to secondary education. The probability of enrollment in primary education is the share of individuals ages 6–12 years who have ever had access to primary education. The figure reports
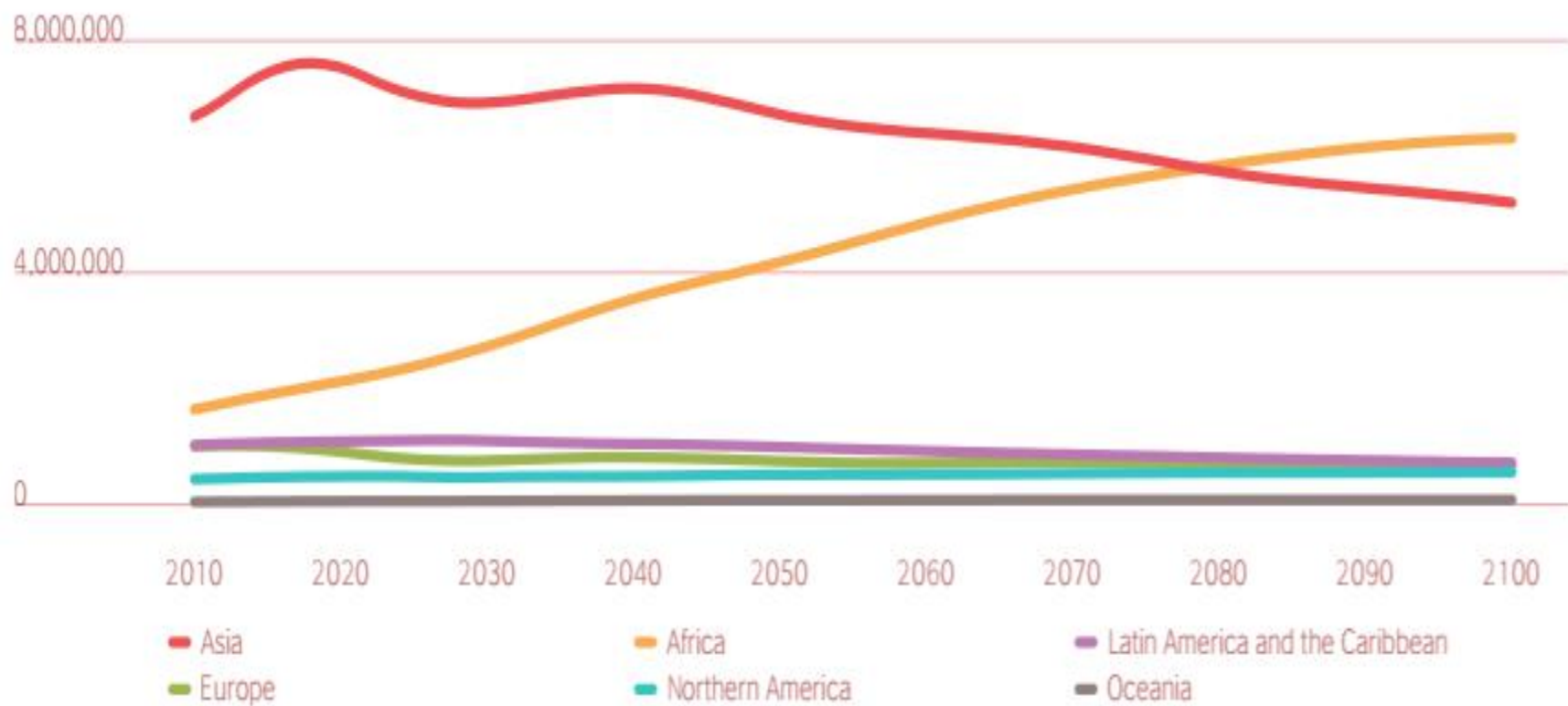
...and an internationalized higher education, still a privilege for
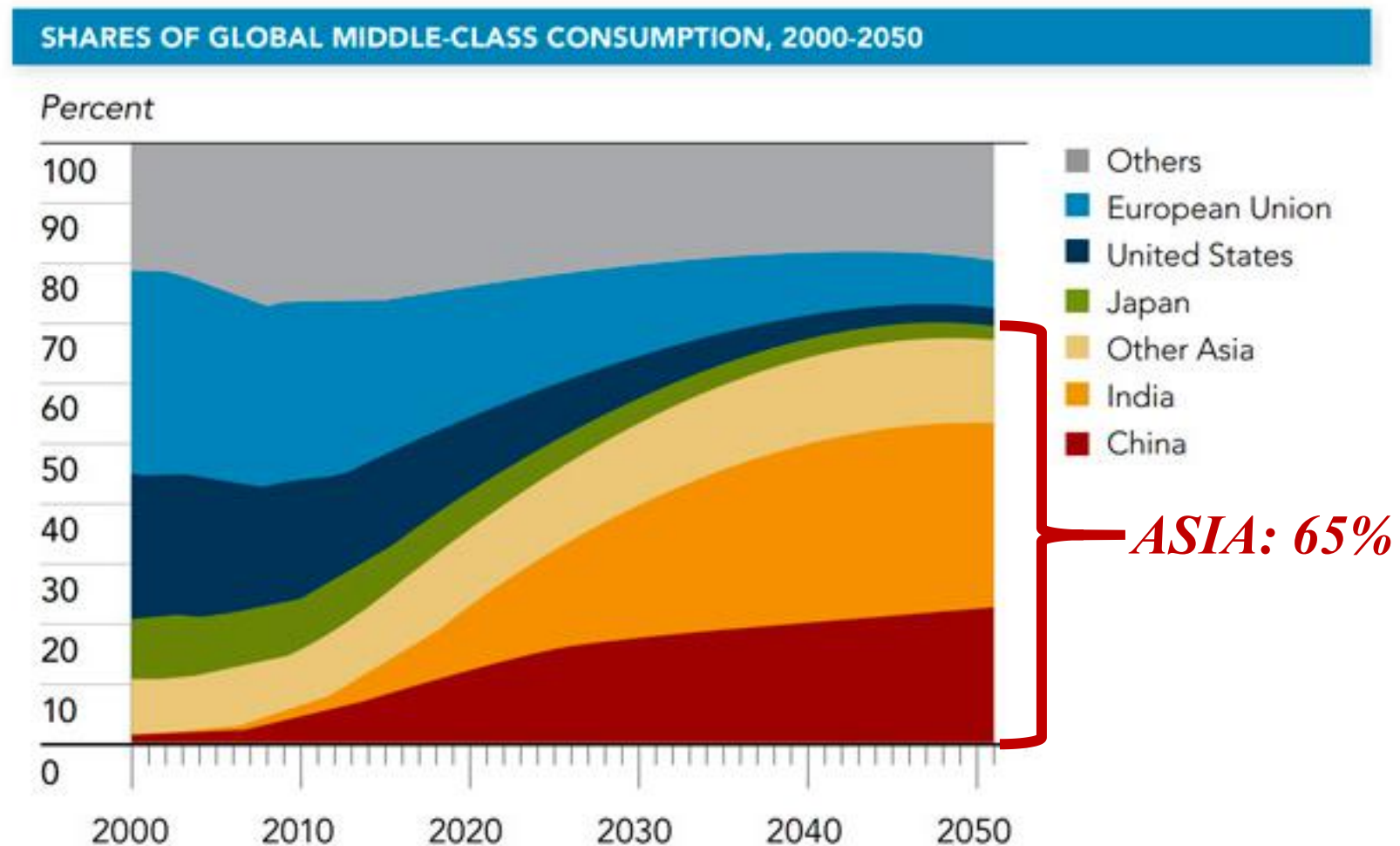
fewer

@fmarmole

Email: **fmarmolejo@worldbank.org**

Youth (aged 15-24) population projections by region, 2010-2100

Source: UN Population Division

Growth in the Global Middle Class is Centered in Asia

SHARES OF GLOBAL MIDDLE-CLASS CONSUMPTION, 2000-2050

Percent

Legend:
- Others
- European Union
- United States
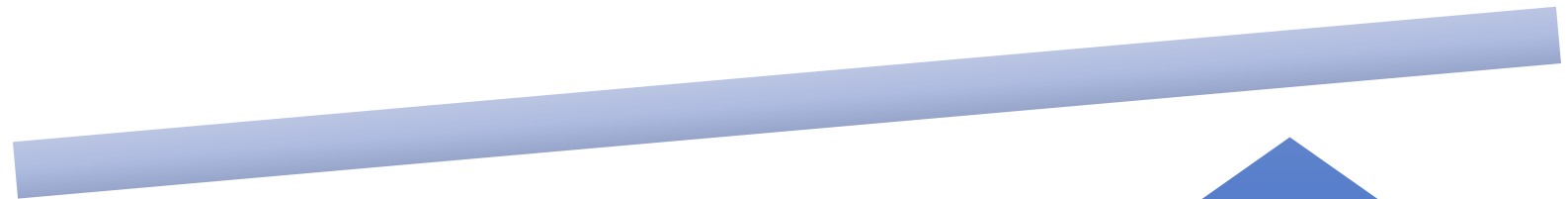- Japan
- Other Asia
- India
- China

ASIA: 65%

Source: OECD.

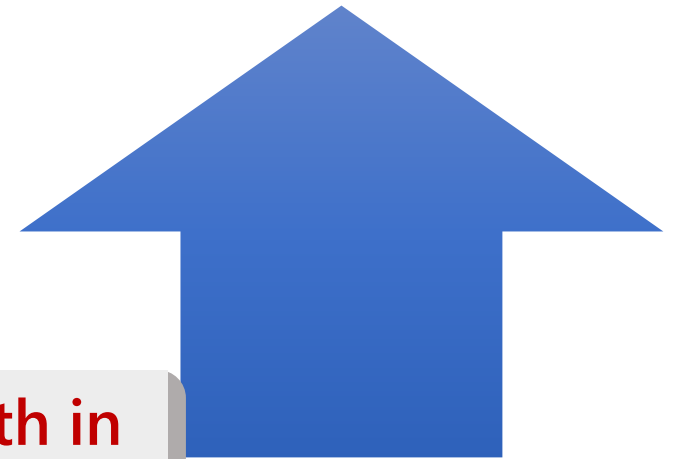*Middle Class*= annual income for a four-person household of $14,600 to $146,000 *at PPP*

A dramatic demographic shift…

From 2015-2050, the total population in most of Europe will decrease by 5 % while most of Africa will grow by more than 40 % (World Bank, 2015).

By 2030, 42 % of the youth globally will live in Africa

Currently more than 70 percent of youth in Africa live on less than 2 U.S. dollars per day

An equal world?

An unequal world...

...with increased inequity

Distant realities…

© Roberto Neumiller/SOS SAHEL

Distant realities
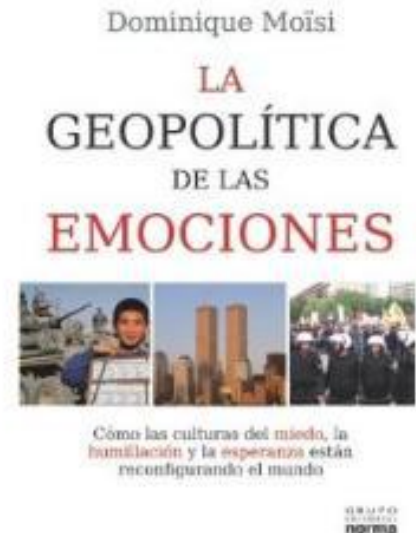
Distant   realities

Distant (and no so distant) realities

The poor know how the rich live, and vice versa. As a result, it has become increasingly difficult for the rich to ignore the world's poor, whose anger they witness on the evening news.

Dominique Moisi.
Geopolitics of Emotions

Dominique Moïsi

LA
GEOPOLÍTICA
DE LAS
EMOCIONES

Cómo las culturas del miedo, la
humillación y la esperanza están
reconfigurando el mundo

norma

A key challenge: Balancing equality of opportunities with high academic standards …and relevance

Average rate of return to year of schooling is
10.4%
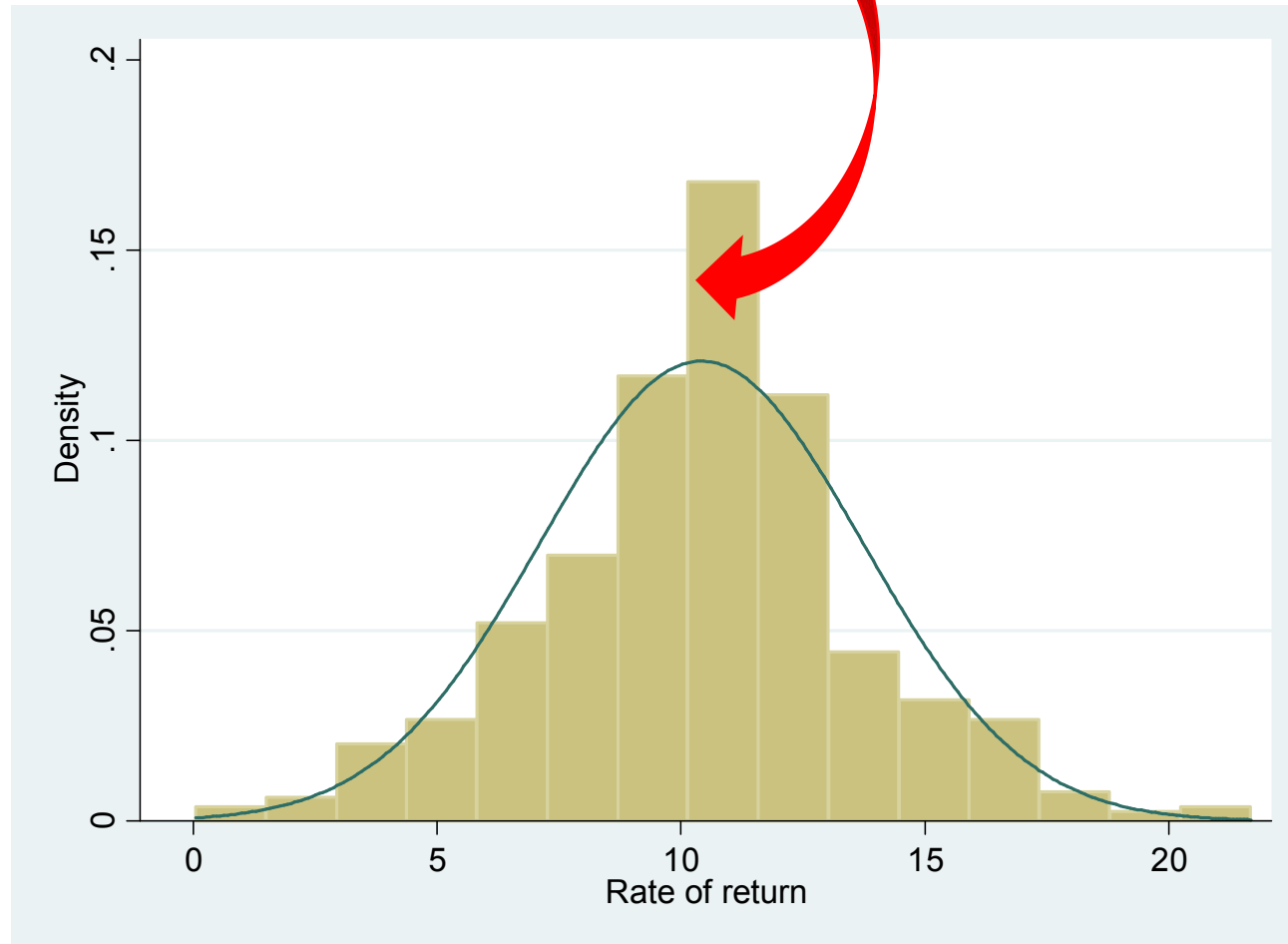
Based on comparable estimates of 545 observations, 131 economies, 1970-2011
In Latest year available: average rate of return is 9.9%

Source: Montenegro, C.E. & H.A. Patrinos (2013). Returns to Schooling around the World. The World Bank
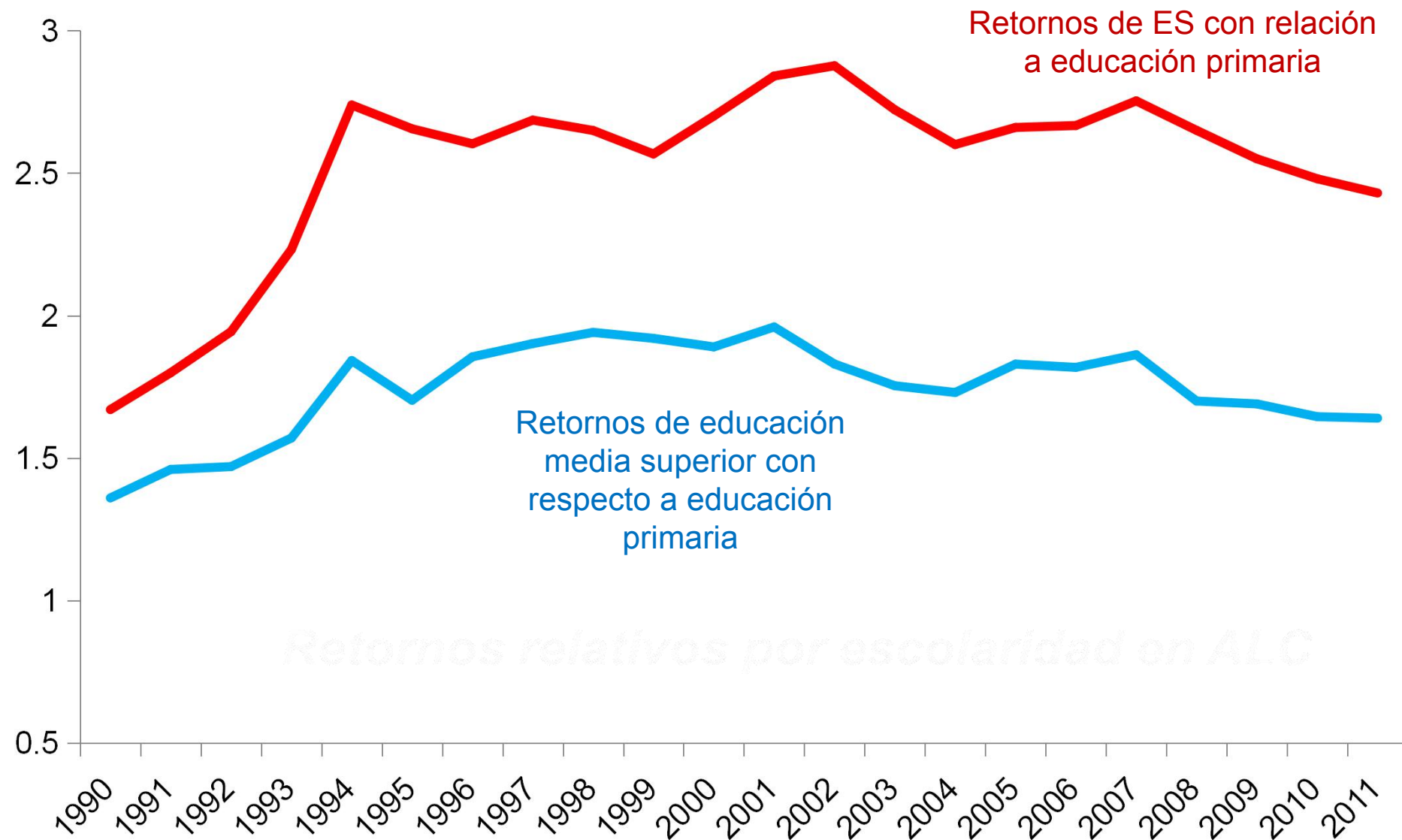
Economic returns by educational level and region*

Region	Primary	Secondary	**Tertiary**	GDP/pc (PPP 2005)	N
World	10.3	6.9	**16.8**	6,719	74
Middle East and North Africa	9.4	3.5	8.9	3,645	7
South Asia	9.6	6.3	18.4	2,626	4
Eastern and Central Europe	8.3	4.0	10.1	6,630	7
High Income Economies	4.8	5.3	11.0	31,748	6
East Asia and Pacific	11.0	6.3	15.4	5,980	6
Latin America and Caribbean	9.3	6.6	17.6	7,269	20
Sub-Saharan Africa	13.4	10.8	21.9	2,531	24

* Latest available year between 2000-2011

Source: Montenegro, C.E. & H.A. Patrinos (2013). Returns to Schooling around the World. The World Bank

Los retornos a la ES y en EMS en ALC han estado decreciendo desde el año 2000

Retornos de ES con relación a educación primaria

Retornos de educación media superior con respecto a educación primaria
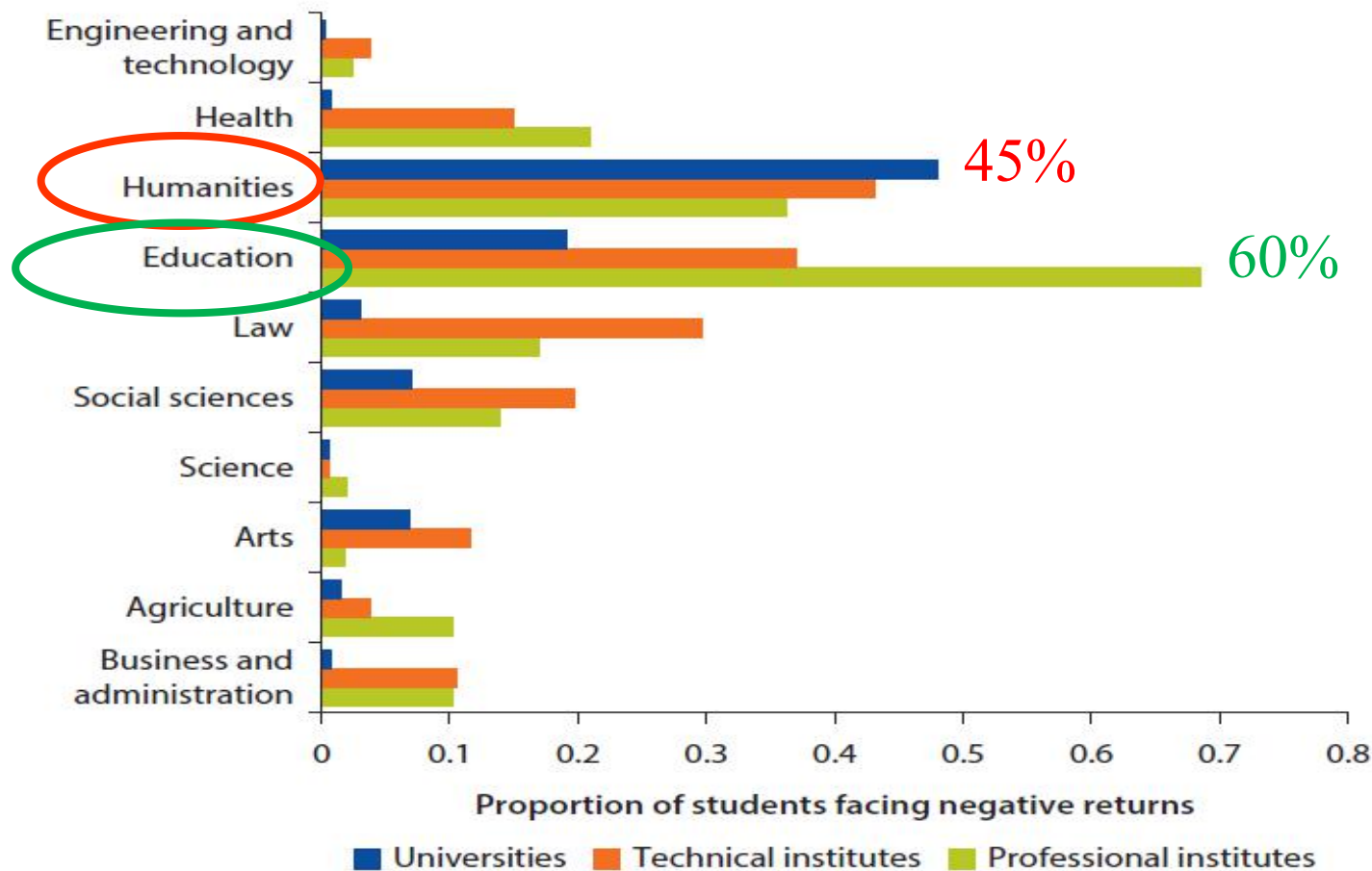
However… returns are declining

Brazil

…and even the ones having access to higher education, not always reap the benefits

The case of Angelo

Proportion of students facing negative expected returns to higher education in Chile, by field and HEI type

Source: Espinoza and Urzúa 2016.
Note: The figure shows, for each field and HEI type, the proportion of students facing negative expected

It matters

8,000 candidates appear for Goa government exam, all of them failed!
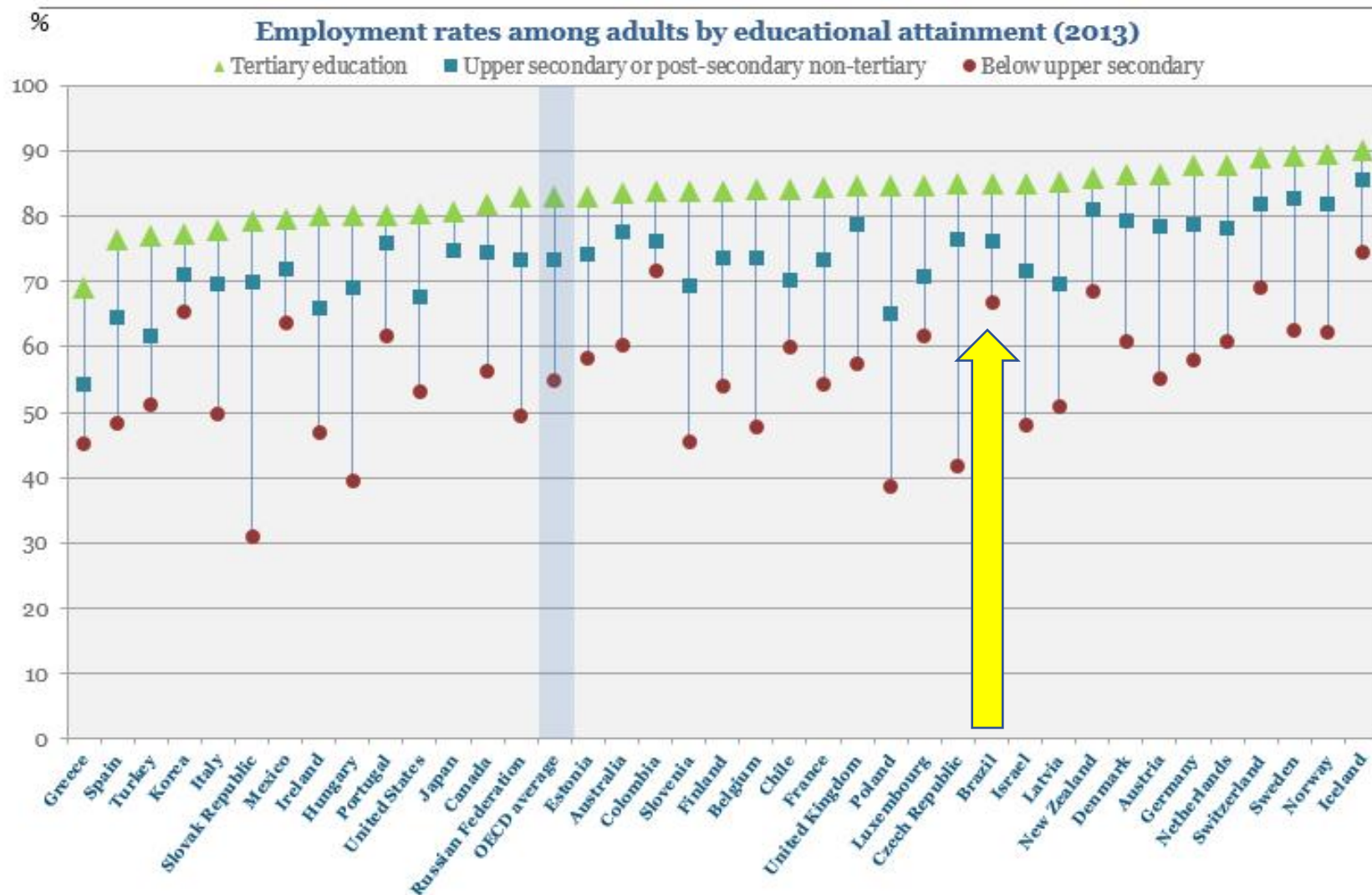
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G+   💬

Recently, an examination was conducted by the Goa government 's director of accounts for 80 posts of accountant in the state government. As per the records, around 8,000 candidates appeared for the examination.

The surprising fact is that none of the candidates could pass the examination. Yes, you read it right! All the aspirants failed the test.

Employability of university graduates

Employment rates among adults by educational attainment (2013)
▲ Tertiary education ■ Upper secondary or post-secondary non-tertiary ● Below upper secondary

SCHOOL

GEOMETRY
ART
BIOLOGY
HEALTH
LITERATURE
HISTORY

What are students learning?
Bloom´s Taxonomy (Revised)

Job requirements of Hilton Hotel management trainee in Shanghai, China

1986

上海静安希尔顿酒店招聘启事

本五星级酒店是国际希尔顿公司在中国管理的第一个企业，属全资外资合作经营，楼高43层，客房800间，中外餐厅酒吧8个，设备极其豪华，位于上海静安区，将在明年年中以后开始营业，届时将成为国际希尔顿公司在世界50多个国家，超过100个酒店的大家庭中的一员，现在招聘受训管理人员，条件如下：

- 素质：品质优秀，态度良好，勤奋好学，
- 年龄：20岁至26岁（1959年-1966年出生），
- 文化程度：大学或大专毕业，
- 外语程度：英语"新概念"第二册以上，会话流利；同时能操其他外语者，优先考虑，
- 健康状况：优良，
- 其他：住处最好在静安区附近，

如具备上述条件，并有意前来试在我酒店取得发展者，请在八月二十、二十一、二十二日三天上午9：00-11：00，下午2：00-5：00，带学历证明，本人近期照片一张和五元报名费，到茂名北路40号新群中学报名。如为在职者，应持所属单位许可证明。
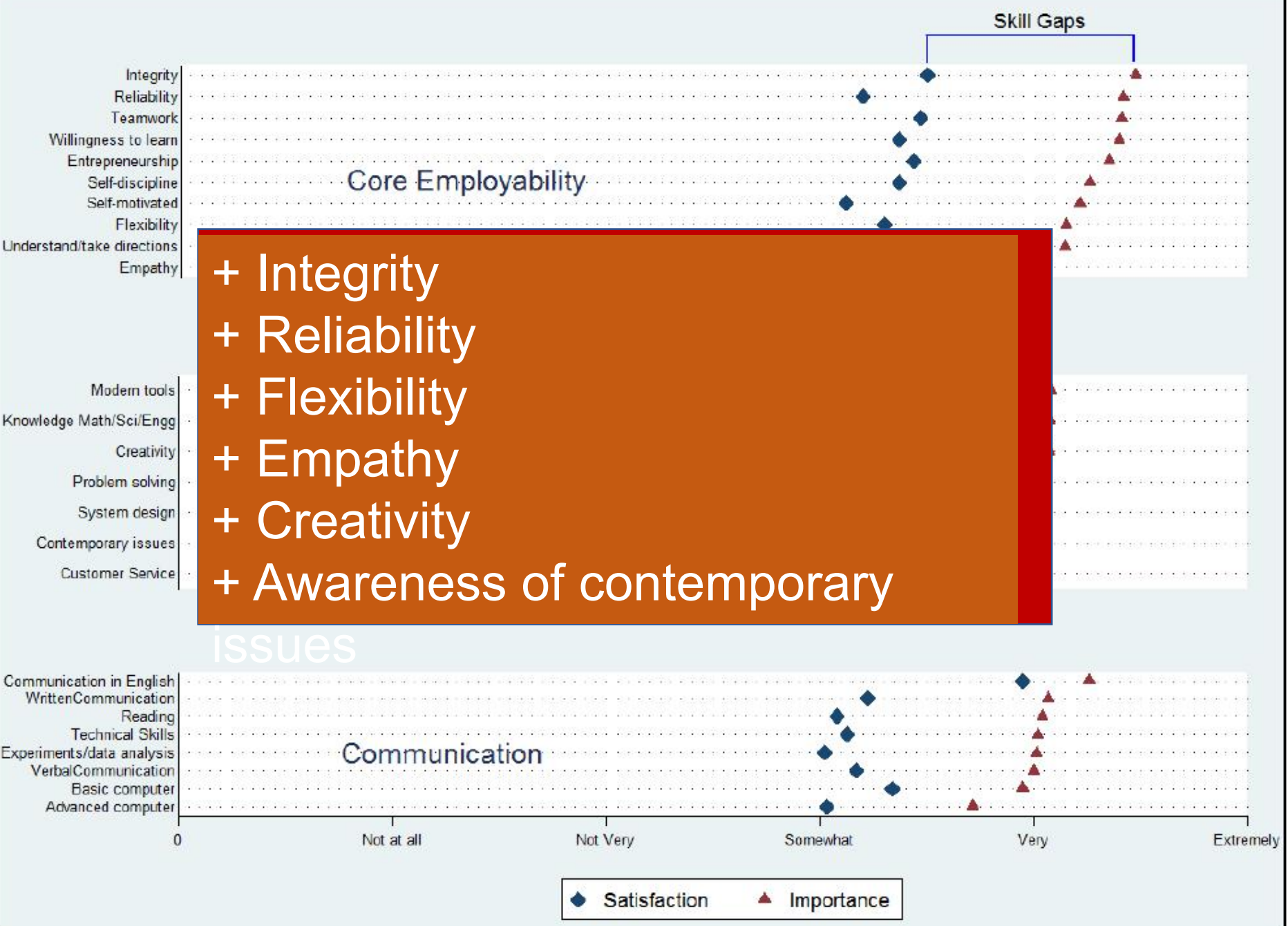
2018

希尔顿酒店集团管理培训生

我们寻找什么样的人才？

希尔顿全球酒店集团旗下品牌酒店及度假村的前台管理培训生始终要以宾客的利益为重并与其他团队成员密切合作，若要成功地应聘这一职位，您的态度、行为、技能和价值观应符合下列标准：

- 在酒店、休闲和/或娱乐行业有过服务经验
- 积极的工作态度和良好的个人表达与沟通能力
- 提供高水平客人服务的热情
- 独立工作能力以及团队协作能力
- 精通计算机，能够利用酒店系统进行操作
- 四年本科学历以及至少两年工作经验

1986
- Excellent character, willingness to learn
- Ages 20–26
- Bachelor's degree or associate degree
- Proficient in English
- Good health
- Live close to the hotel location

2018
- Hospitality industry experience
- Positive attitude and good communication skills
- Focus on high level of customer service
- Ability to work independently and as part of a team
- Competent level of IT proficiency
- Four-year university degree with at least two years of work experience

Skill Gaps

Integrity
Reliability
Teamwork
Willingness to learn
Entrepreneurship
Self-discipline
Self-motivated
Flexibility
Understand/take directions
Empathy

Core Employability

+ Integrity
+ Reliability
+ Flexibility
+ Empathy
+ Creativity
+ Awareness of contemporary issues

Modern tools
Knowledge Math/Sci/Engg
Creativity
Problem solving
System design
Contemporary issues
Customer Service

Communication in English
WrittenCommunication
Reading
Technical Skills
Experiments/data analysis
VerbalCommunication
Basic computer
Advanced computer

Communication

0   Not at all   Not Very   Somewhat   Very   Extremely

◆ Satisfaction   ▲ Importance

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

Source: Future of Jobs Report, World Economic Forum

10 key skills for future graduates

Sense-making

Social intelligence

Novel & adaptive thinking

Cross-cultural competency
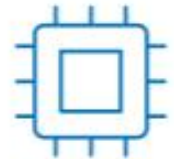
Computational thinking

New media literacy

Transdisciplinarity

Design mindset

Cognitive load management

Virtual collaboration

It is much more than just economic returns

Employability of university graduates

Source: OECD (2015), *Education at a Glance Interim Report: Update of Employment and Educational Attainment Indicators*, OECD, Paris, **www.oecd.org/edu/EAG-Interim-report.pdf.**

Percentage of population that believes it is "absolutely important to live in a democracy," by country and level of education
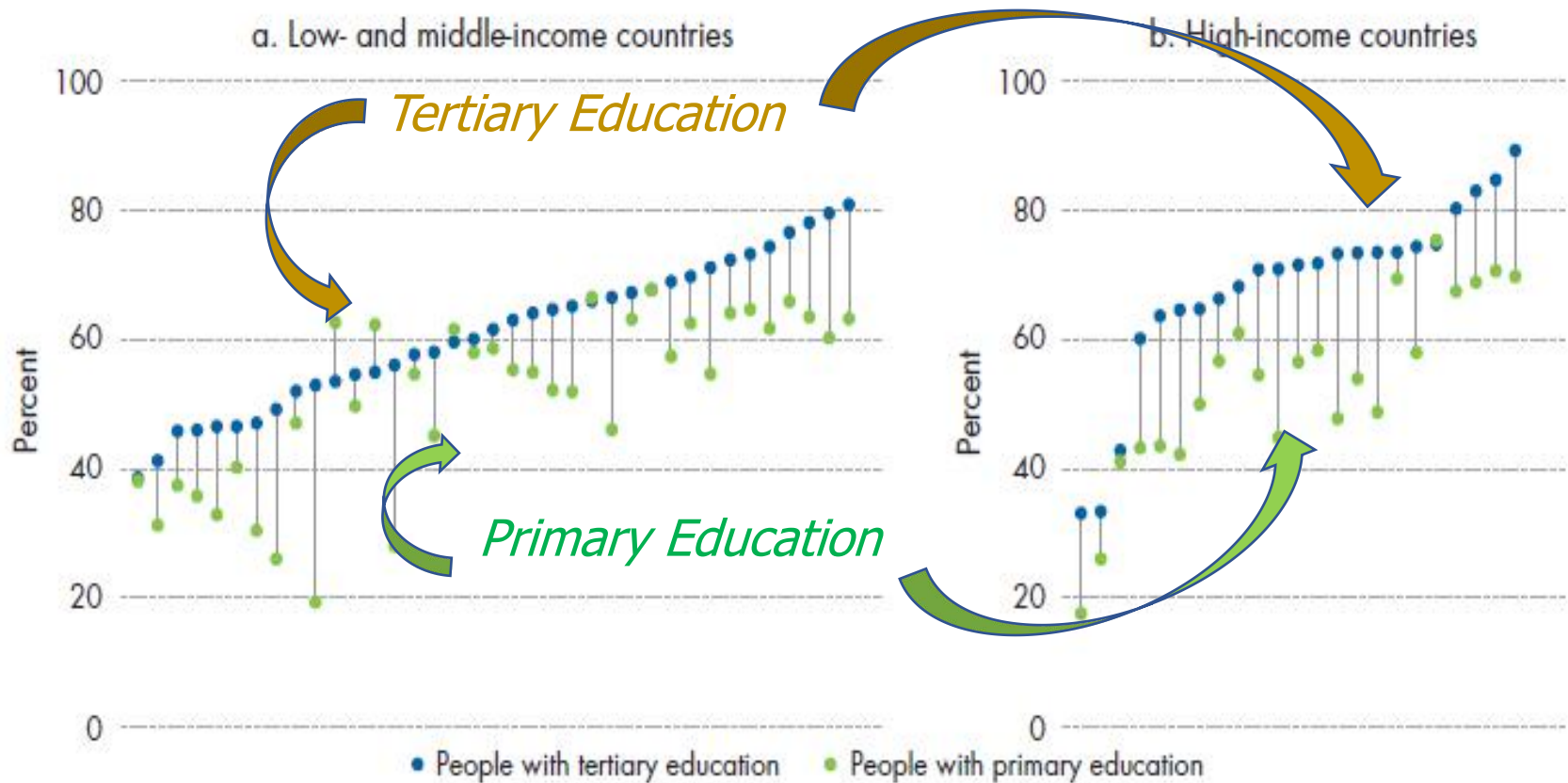
Higher education as the last place in the formal education system to build tolerance and "otherness" awareness

we aim to **develop** human **personality** and personal **dignity**, respect for **human rights** and fundamental **freedoms** and promoting **understanding, tolerance** and **friendship**
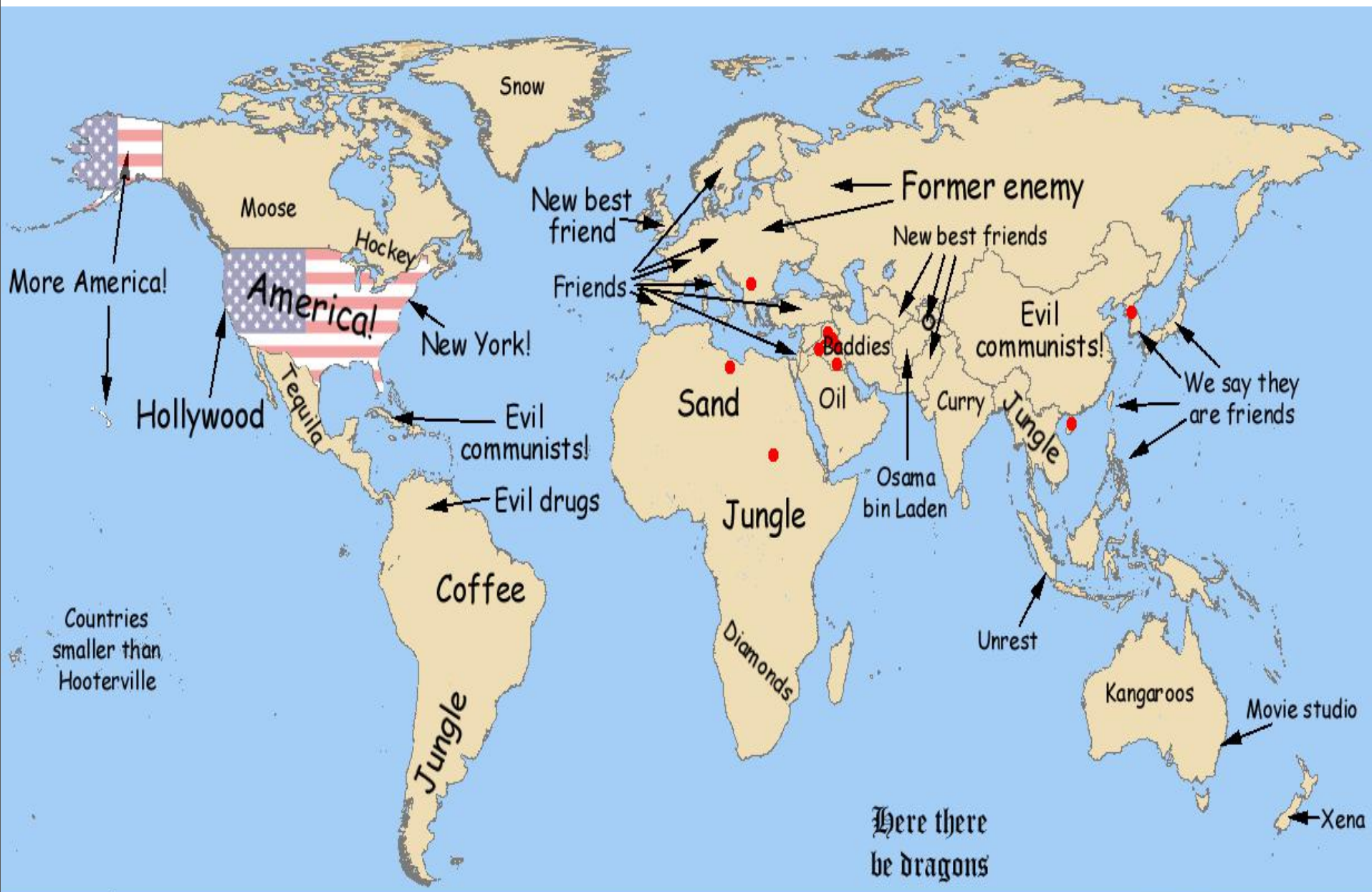
Unwillingness to accept different people …

Personas que *no estarían dispuestas a permitir que en su casa vivieran personas…*
Distribución por nivel de escolaridad.

	Primaria o menos	Secundaria	Preparatoria	Universidad o más
Personas con alguna discapacidad	46.5%	30.1%	16.9%	6.6%
De otra raza	45.9%	28.1%	20.0%	6.0%
Extranjeros	45.7%	30.1%	18.5%	5.7%
Con una cultura distinta	45.5%	32.5%	15.8%	6.2%
De otra religión	44.5%	30.5%	17.5%	7.5%

Elementary education

Higher education

The world according to the United States of America

• Bombed here

(2) Flexibility

Is university the only path to success?
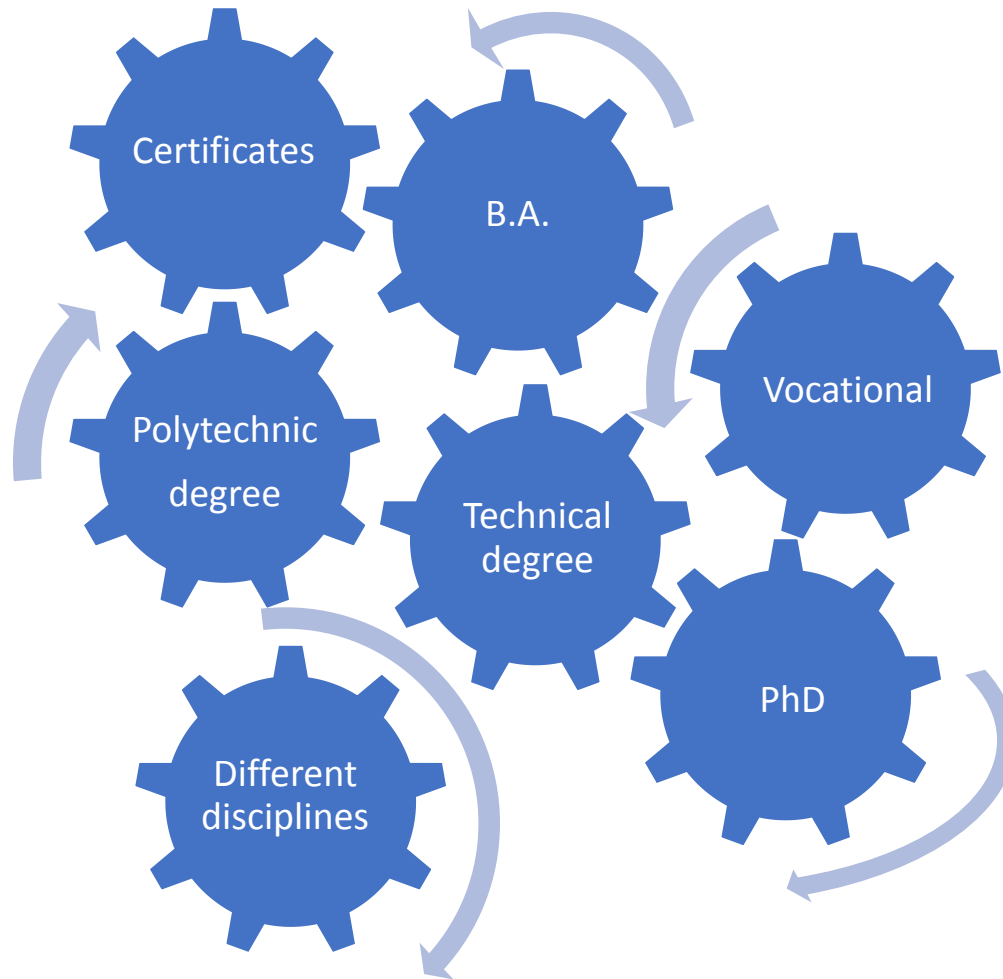
How do we build these skills? A shift needed

Technical and professional skills

General and Socio-emotional skills and citizenship
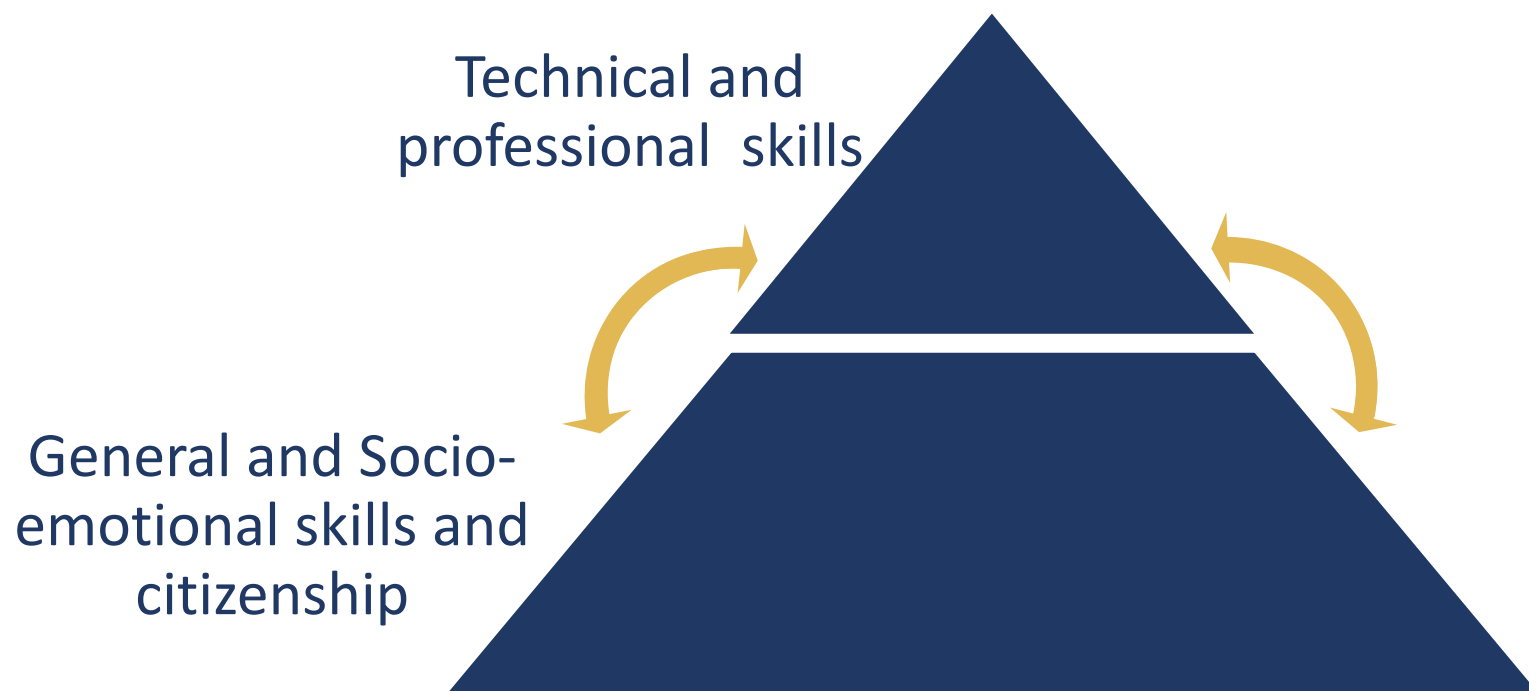
When is it convenient to intervene towards the development of skills?

Skills	Policy Options
Socio-emotional (Responsibility)	• **When** 6-11, 12-18; Neuro biological psychological and sociological context • **Who:** schools, extra-curricular activities
Cognitive (Ability to read)	• **When:** 0-5 and 6-11 for basic cognitive skills; 12-18 and beyond for more complex cognitive skills • **Who:** parents, schools, pre-school programs, work, TVET institutions, universities
Technical (Computing)	• **When:** Basic cognitive skills are needed first. • **Who:** Training institutes, TVET institutions, universities, work.

Ideal timing for the development of skills

	0-5	6-11	12-18	19-29	30+
Problem solving		X	X		
Persistence	X	X			
Motivation		X		X	
Self-control	X	X	X		
Team-work	X	X			
Initiative	X	X	X	X	
Confidence		X	X	X	
Ethics		X	X		

Source: Guerra and Modecki (2015), *Social-Emotional Skills Development Across the Life Span: PRACTICE,* The World Bank

# Transformation of the academic curriculum in higher education

CURRICULUM INNOVATION	General global trends	Current status
Recognition of previous learning	Increased acceptance. NQF	Incipient / daunting
Flexibility in academic subjects	General Education	Absent in general
Easier transition pathways between levels and institutions	Articulation arrangements	Very limited
Competency-based portfolio	NQF	Absent
Blended teaching-learning	MOOCs	Incipient
Experiential & service learning	Co-Op programs	In some cases
Internationalization	+ 2nd language and increased student mobility + Internationalization "at home"	Still marginal
Academic workload	Significant "compression"	Excessive academic workload

The case of Malaysia
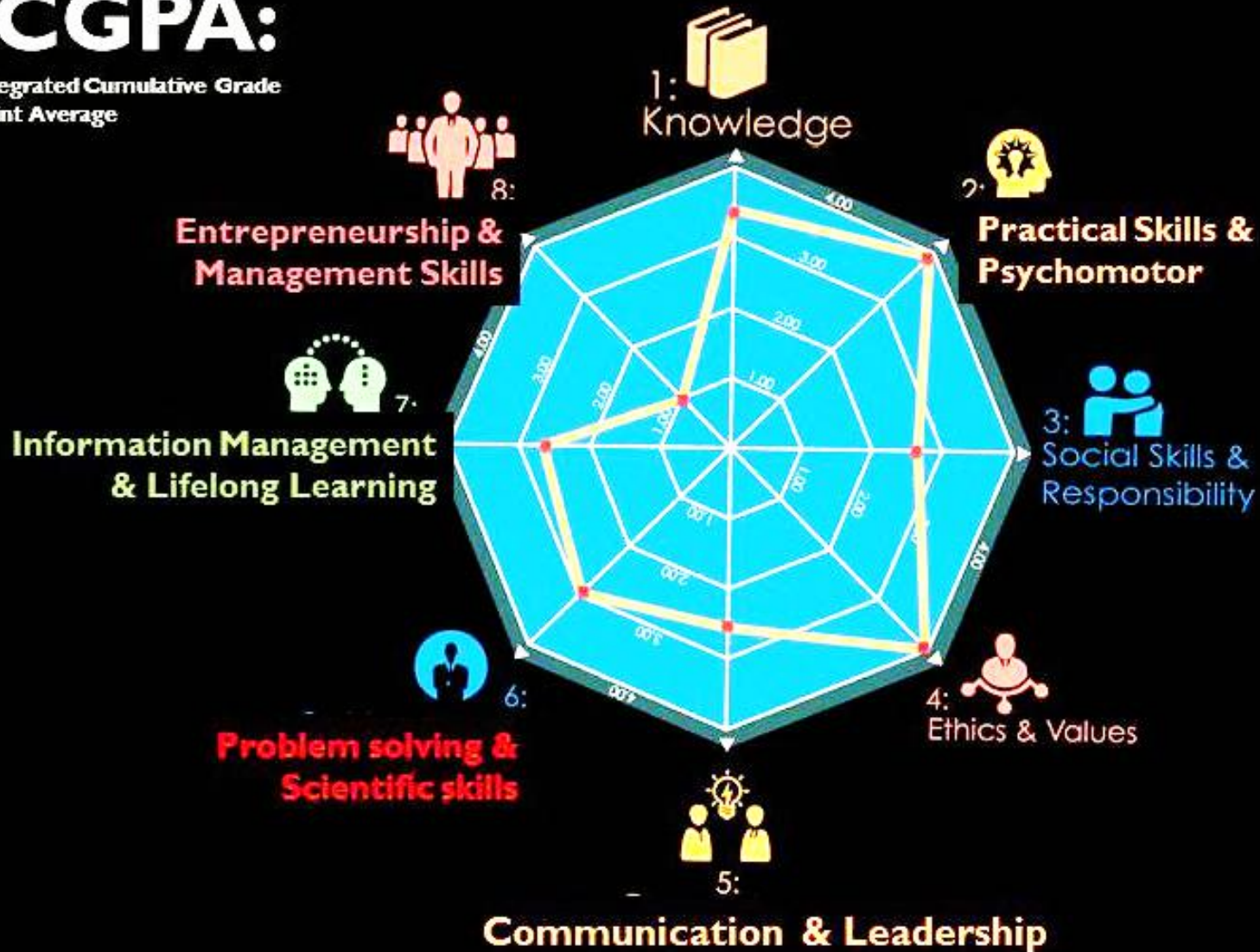
③ Governance

Is regulation needed?

Asymmetric information

Limited computational capacity

Quality is observed with a lag

Social cost of market clearing is too high

Autonomy vs. regulation

Autonomy

Regulation

Autonomy

What to teach

What experience is given to the student

What curriculum

What modes of delivery

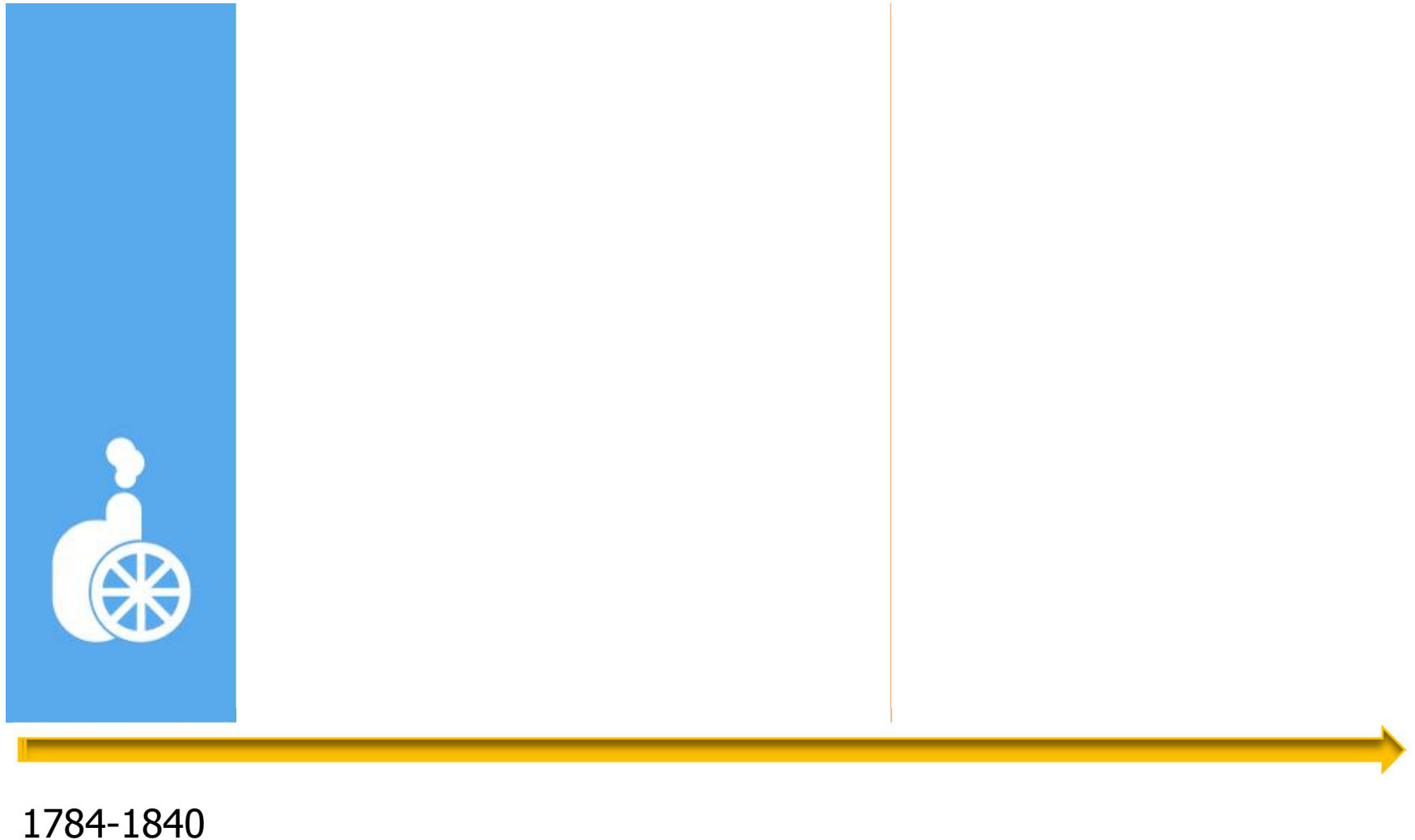**Regulation**

To assure minimum standards

To assure equity of access
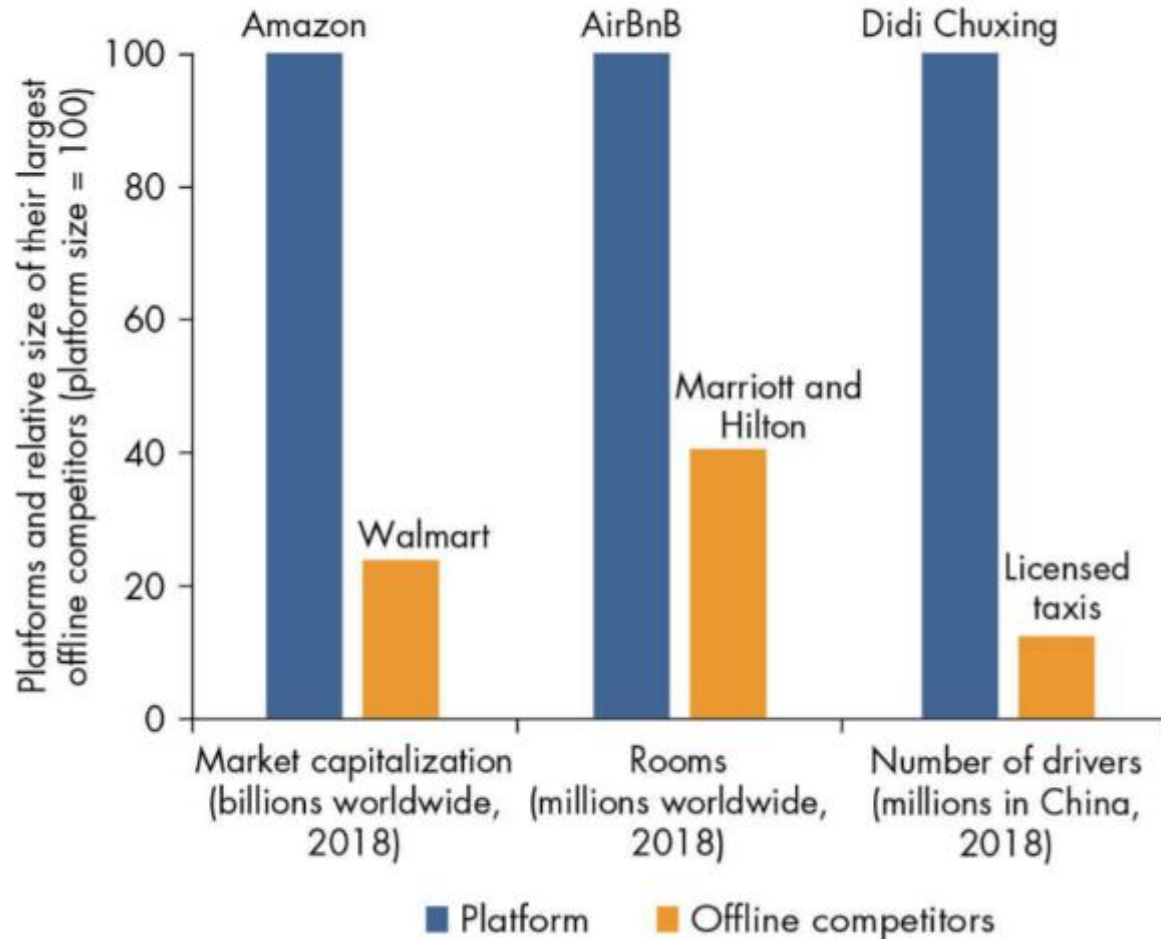
To allocate public financial subsidies adequately

④ Innovation

Is higher education being affected by the ramifications of the IR 4.0?

1784-1840

New Superstar Firms: digital platforms operating globally, existing in the cloud

Source: Author's calculation, based on data from NASDAQ, AirBnb, Marriot International Inc., Financial Times.

Who told us that the educational institutions shouldn't and can't change?

4th Industrial Revolution (IR 4.0):
What are we talking about?

A stage in the development of knowledge in which the lines between the physical, digital and biological spheres are being blurred.

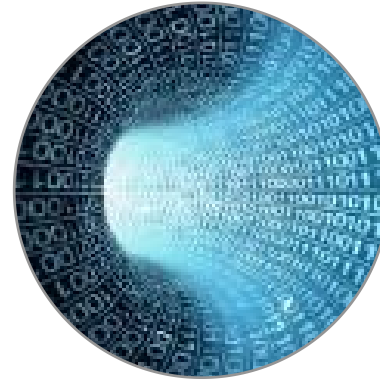# Potential consequences

A version at industrial scale could add US$14,2 billion to the world economy in the next 15 years

It could eliminate 5 million Jobs in the 15 most industrialized countries

It has the potential to increase global income and to improve lquality of life of entire populations, but the transformation process only will benefit those able to innovate and adapt.
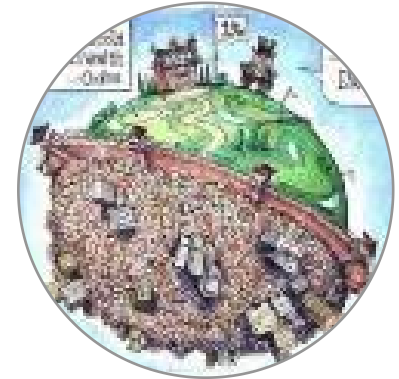
It may increase inequality, and it may cause a variety of geopolitical challenges.
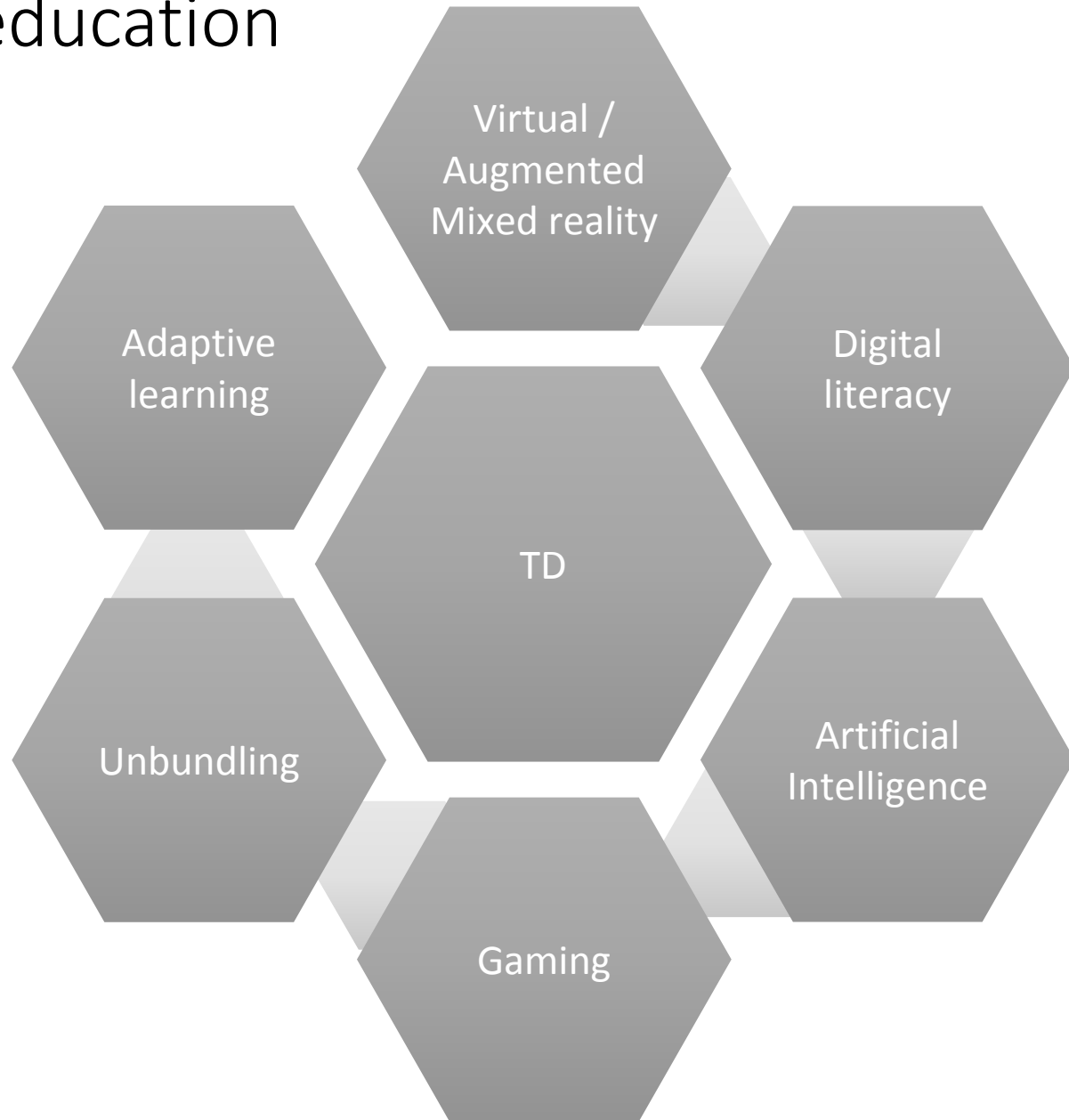
Our responsibility in HE

In the 21st century, we're facing a massive change in the technologies and types of jobs available…We can't be certain that both productivity and employment will rise.

We, as a society, need to make the commitment to guide our technologies responsibly and to capitalize on the prosperity we are creating, just as those who came before us did. That way we will ensure that AI technology creates opportunity for all, not just for a lucky few

Technological developments: Direct impact on higher education

How many years until a machine can do our job better than us?

Fold laundry

Truck driver

Retail salesperson

Write a New York Times bestseller

Putnam maths competition

Surgeon

Maths research

High-level machine intelligence

AI researcher

Full automation of labour

50% probability year

Uncertainty range

Years from 2016

0   25   50   75   100   125   150   175   200

BBC capital

© Nigel Hawtin

Source: When Will AI Exceed Human Performance? Evidence from AI Experts

A possible future? Reality or science fiction?

Science fiction or reality?

The Da Vinci Surgical Robot at Amrita Hospital has completed over 780 surgeries in multiple specialties in just 2 years

5

Internationalization

Some hints

A narrowed interpretation of what is (and what is not) internationalization of higher education

Serious concerns about negative connotations and impact:

- Neo-colonialism
- Brain drain
- Loss of culture
- Further stratification of institutions

Some typical misinterpretations

Mobility as synonym of internationalization

Rankings' positioning as synonym of quality

Signing of MOUs as synonym of international activity

Internationalization by decree

A furious competition for talent

Australia — 720,000 onshore enrolments by 2025

Canada — 450,000 international students by 2022

France — Increase international student intake by 20% (amounting to 470,000 based on current levels)

Germany — 350,000 inbound internationally mobile students by 2020

Japan — 300,000 international students by 2020

New Zealand — 143,000 international students by 2025

Ireland — 44,000 foreign students by 2019/20

Source: British Council

New comers

Community Engagement

6

(Global and local)

Too good to be true?

EDUCATION

GLOBAL PEACE AND SUSTAINABLE DEVELOPMENT

A mixed picture

Any lesson for SDGs?

The Millennium Development Goals

The turbulent, dismaying and contradictory current (and future) global geo-political scenario

A wake-up call

Disconnects in Higher Education

Graduates (alumni)

Research institutions

Governments

Community based organizations

Between higher education and

Previous levels of education

Employers

Other Disconnects

Among higher education institutions

Inside higher education institutions

Community at large...

...skeptical, unconvinced, exigent and impatient.

@fmarmole

Email: **fmarmolejo@worldbank.org**

Towards globally-minded and internationally abled, but locally-engaged citizens

@fmarmole

Email: **fmarmolejo@worldbank.org**

But also higher education institutions as role model local and global "corporate citizens"

A fundamental question

- HEIs located <u>IN</u> regions but what contribution does their teaching-research and international engagement make to the integral development <u>OF</u> the region?

- What is the role of HEIs as citizens of their respective communities?

- Most of the time, we really don't know

A key challenge:

The more international a university aspires to be, the higher risk of detaching from the local engagement

Some concrete areas for action I

Equitable access to higher education and to international higher education
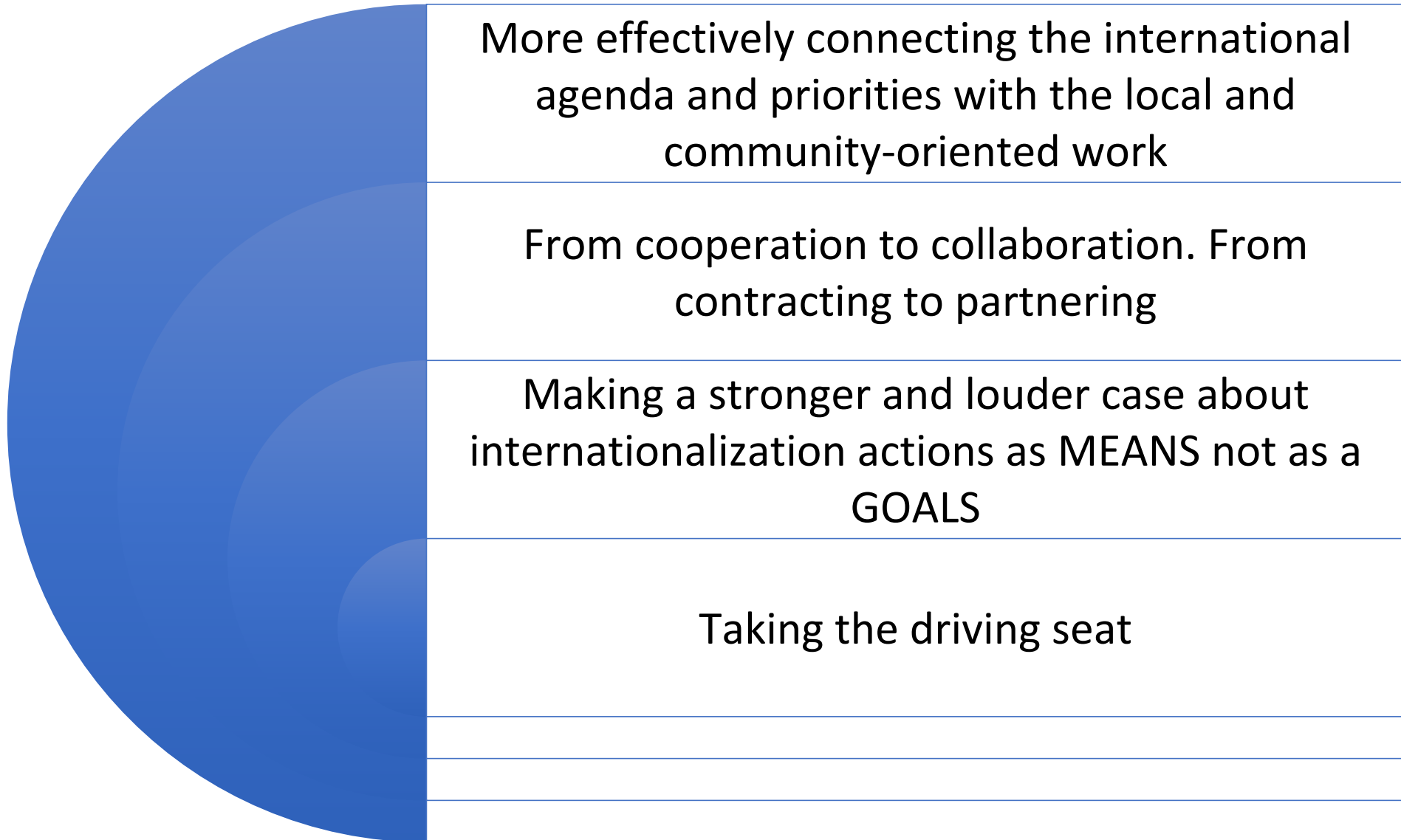
From comprehensive internationalization to socially-responsible and action-committed one.

Embedding "international education values" in all disciplines, not only on the "usual suspects".

Refining links between international education & the skills and the public service agendas

Getting out of our comfort zone

Some concrete areas for action II

More effectively connecting the international agenda and priorities with the local and community-oriented work

From cooperation to collaboration. From contracting to partnering

Making a stronger and louder case about internationalization actions as MEANS not as a GOALS

Taking the driving seat

Community Engagement Continuum

Increasing Level of Community Involvement, Impact, Trust, and Communication Flow

Outreach	Consult	Involve	Collaborate	Shared Leadership
Some Community Involvement	More Community Involvement	Better Community Involvement	Community Involvement	Strong Bidirectional Relationship
Communication flows from one to the other, to inform	Communication flows to the community and then back, answer seeking	Communication flows both ways, participatory form of communication	Communication flow is bidirectional	Final decision making is at community level.
Provides community with information.	Gets information or feedback from the community.	Involves more participation with community on issues.	Forms partnerships with community on each aspect of project from development to solution.	Entities have formed strong partnership structures.
Entities coexist.	Entities share information.	Entities cooperate with each other.	Entities form bidirectional communication channels.	Outcomes: Broader outcomes affecting broader community. Strong bidirectional trust built.
Outcomes: Optimally, establishes communication channels and channels for outreach.	Outcomes: Develops connections.	Outcomes: Visibility of partnership established with increased cooperation.	Outcomes: Partnership building, trust building.	

Reference: Modified by the authors from the International Association for Public Participation.

Governments must act..

...But national level changes
are not sufficient...

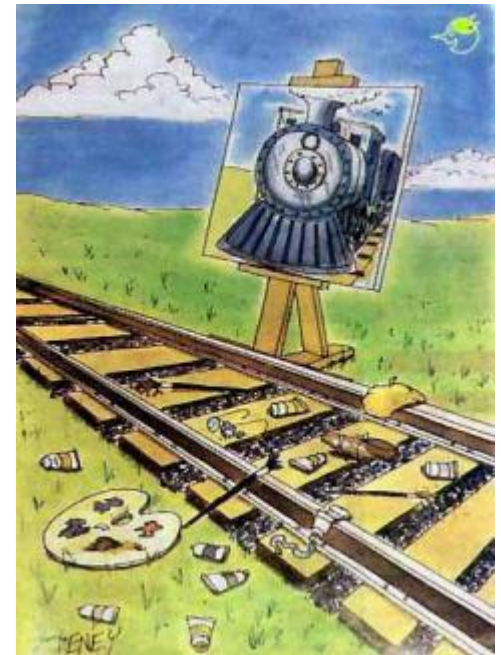... Higher Education Institutions
need to embrace the change
themselves.

The art of ambiguity

Continuing doing the same, but waiting different results
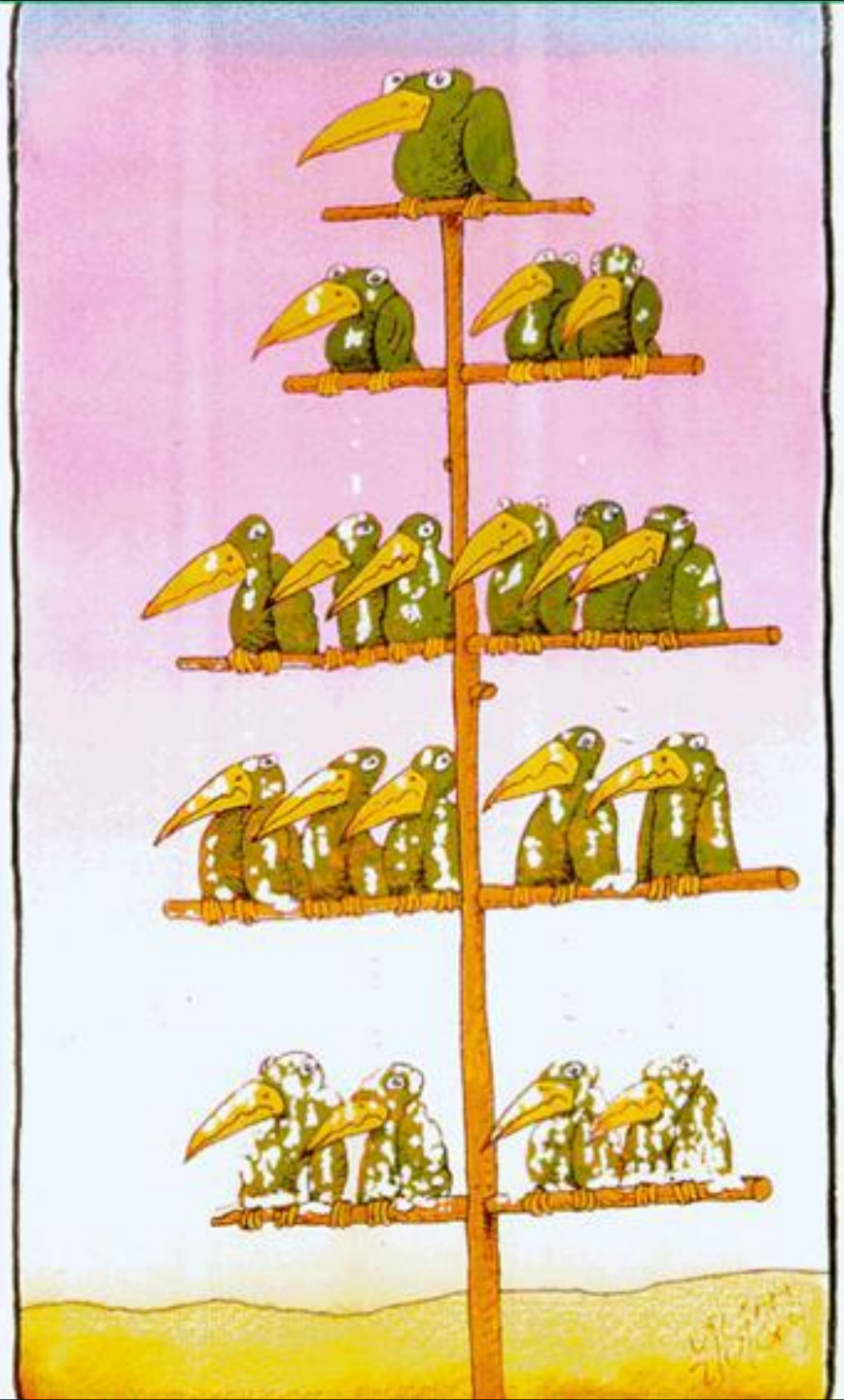
The blame game

Who is responsible?

The Italian University in 1350

...and today's universities

A paradox

Educational institutions are the best laboratory for social change

...but they have a tendency to inhibit their innovation capacity

Are universities just reacting, emulating or they are proactively engaged in fostering change?

twitter

Buenas prácticas y mucha acción, pero...

...ción basada en crecimiento genérico

Falta de procesos sistemáticos y limitada cooperación entre IES y con su entorno

Apoyo a la vinculación ciencia(industria con incentivos temporales: Enfasis en investigación, transferencia de ... competitividad

Increasing Migration Towards the Developed World

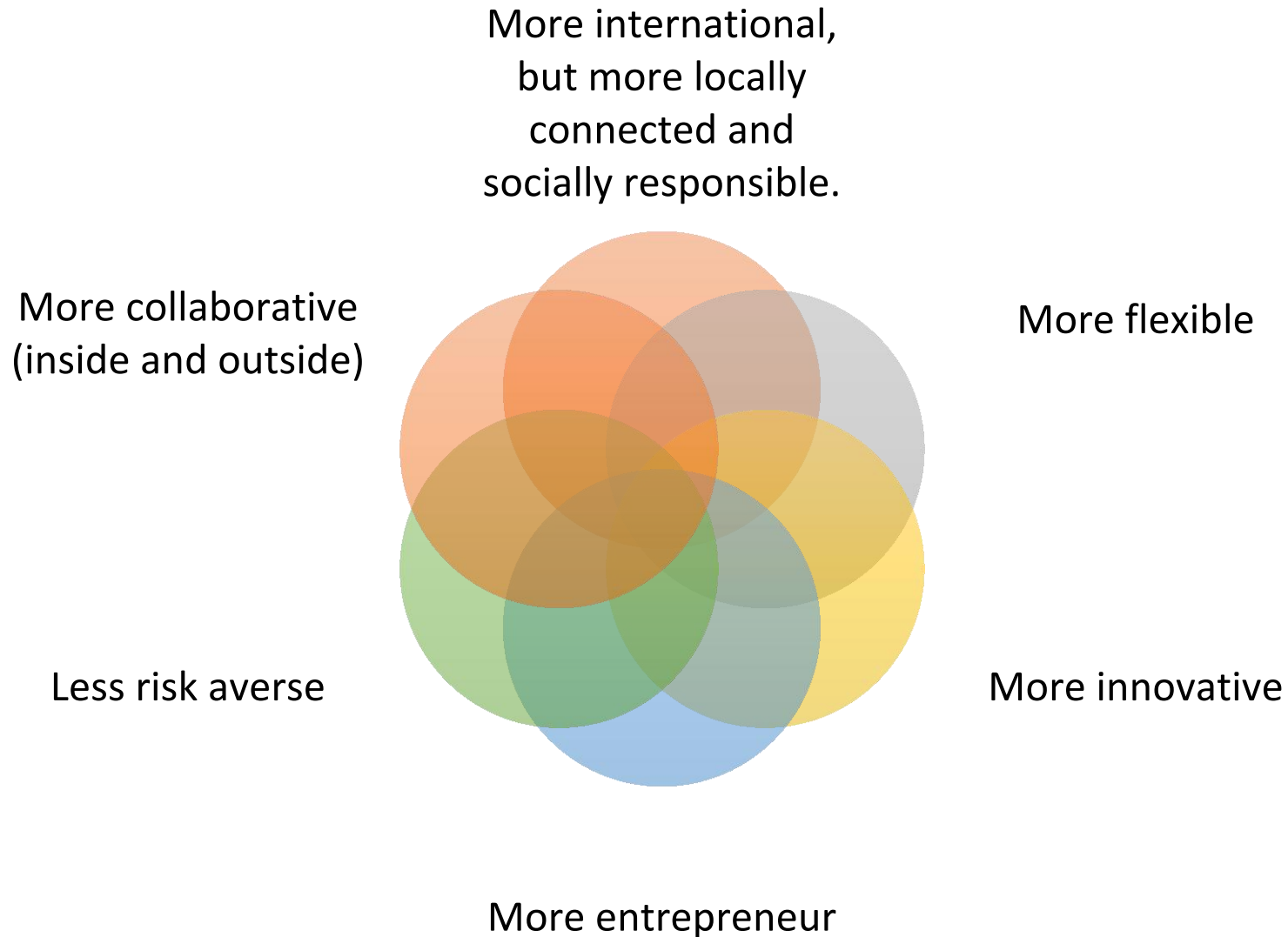## *Net Migration (in millions of people). 1960–2010*
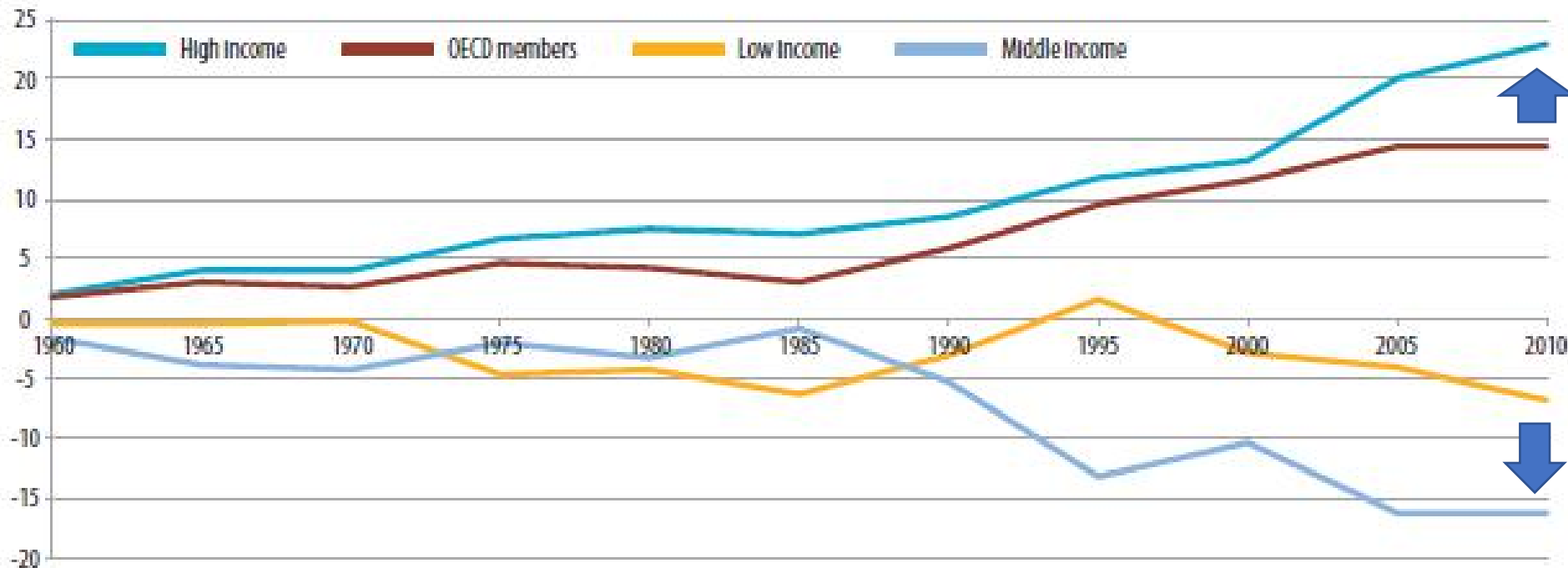
The refugee crisis: the case of Lebanon
Share of college-age youth...

**Estimated
667,973 Syrian Refugees
aged 18-24**

**Out of which only
1-5% are in Higher Education**

Some Elements for HEIs

More international, but more locally connected and socially responsible.

More collaborative (inside and outside)

More flexible

Less risk averse

More innovative

More entrepreneur

What Type of Engagement?

Golden key: Everybody's contribution could make a big difference
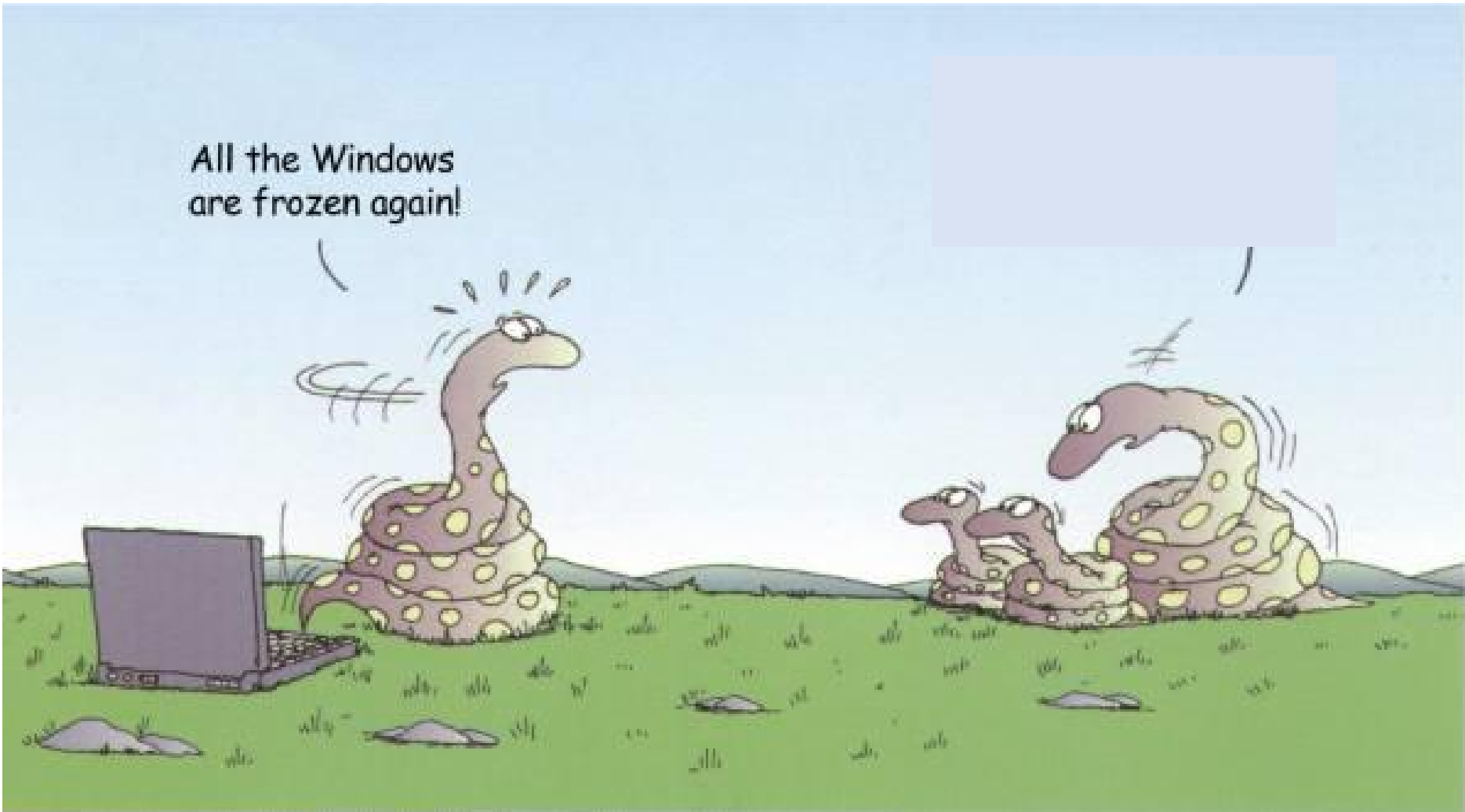
Changing the paradigm

A good idea, but..	A critical need
Too far from home	Too close to home
Too far from higher education	Part of higher education
A priority for "tomorrow"	A priority for "yesterday"

©1982 By Jesse Levine

A unique momentum…
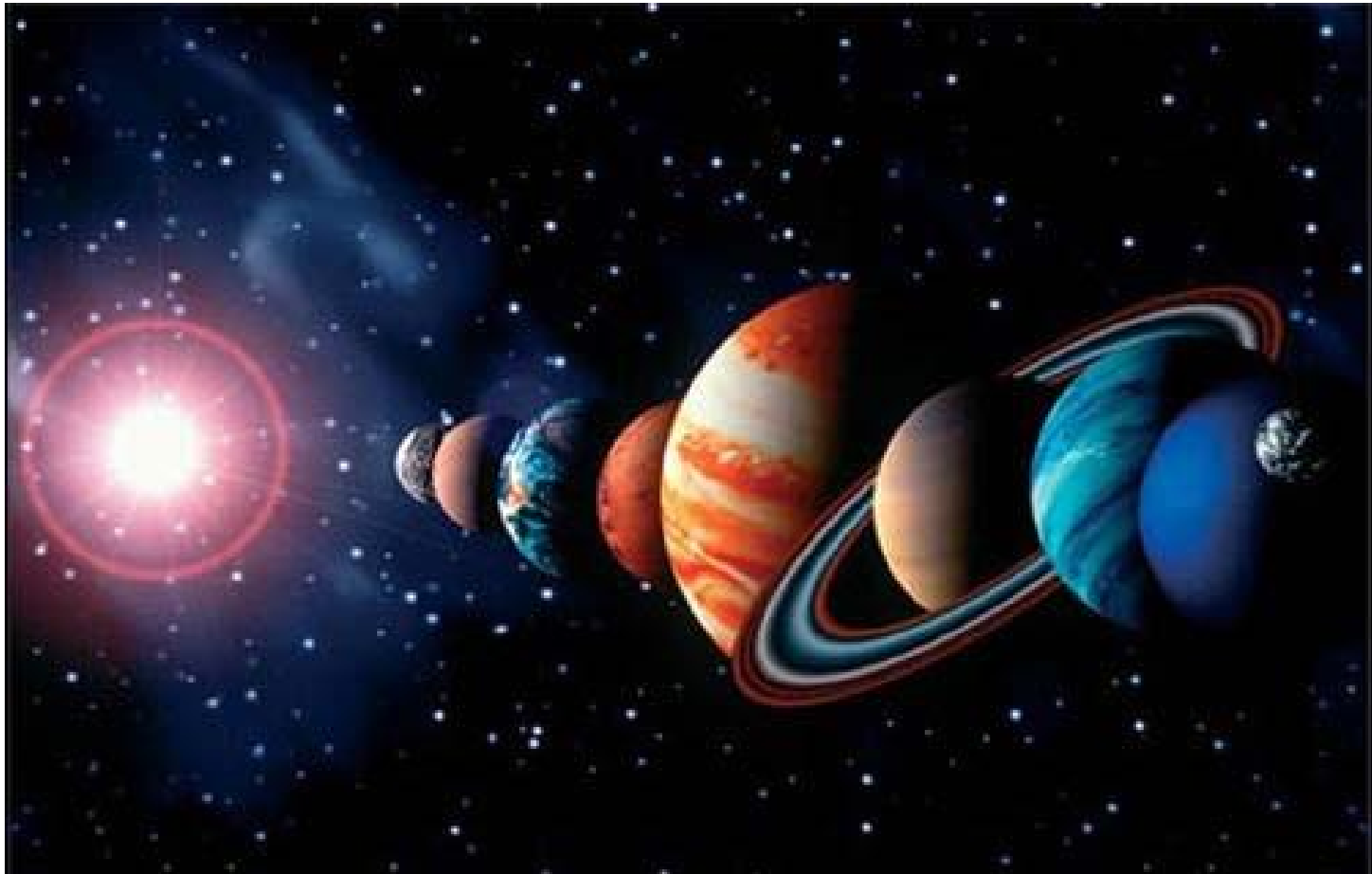
" The trouble with our times is that
the future is not what it used to be "

Paul Valéry

Francisco Marmolejo
Lead Tertiary Education Specialist
The World Bank

Email: fmarmolejo@worldbank.org
http://www.worldbank.org/education/tertiary

Twitter @fmarmole

Buenas prácticas y mucha acción...pero

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Apoyo a la vinculación ciencia(industria con incentivos temporales: Enfasis en investigación, transferencia de ...logía, competitividad

Buenas prácticas y mucha acción…pero

itado interés en desarrollo de capital humano: nsferencia parcial de conocimiento" v.gr. el papel os estudiantes

Ampliación de la cobertura, aprendizaje para la vida y equidad son temas relativamente nuevos

Usualmente se minimiza la aportación al desarrollo social, cultural y ambiental; el papel de las IES como os ciudadanos" no siempre se asume

National   **Regional**   **Institutional**

Nacional	Regional	Institucional
Políticas de ES, I+D, desarrollo regional poco coordinadas	Gobnos. Locales fragmentados y débiles	Gestión débil, limitada cultura emprendedora
Límites a autonomía de IES	Competencia entre regiones e instituciones	Tensiones entre involucramiento regional y excelencia académica
Incentivos limitados a IES	IES ajenas a estrategia e implementación	Limitados incentivos individuales

Implicaciones para gobiernos

Pointers for HEIs

Map the regional and external links; carry out a self- evaluation of institutional capacity to respond to regional needs

Revisit institutional mission to adopt a wide agenda of regional engagement; monitor results and acknowledge that regional engagement enhance the core missions of teaching and research

Develop senior management teams, establish a regional development office to mainstream the regional agenda; develop facilitators

Establish modern administration with HR and financial resources management systems: Review recruitment, hiring and reward systems

Establish partnership organisations between HEIs

Barreras a la innovación

○ La paradoja de la Universidad es que aquellas características que hacen de las universidades tan adaptables, crecientemente están inhibiendo su capacidad de innovación

Implicaciones para las IES

Vinculación Externa de las IES

	Razonamiento de las IES	Razonamiento de la Ciencia y las Empresas	Síntesis
Papel del gobierno			
División de tareas			
Activiidades			
Papeles y responsabilidades			