Master Plan

The Mission: "Rigorous systematic learning and research from the world"

Distinctive Niche of this University:

- This is a parallel path to those offered by traditional higher learning and online learning
- Its objective is to expand access in higher education to those who cannot now join
- Offering learning opportunities to grow work options people already possess
- Where the whole world is used as the class "room"

The Educational Path:

- Prospective students must have a life focus they can start *doing* as they start learning
- To be admitted, each presents a Learning Vision how to grow that work focus
- Then joins a cohort of local students who get together and mentor each other
- Each also joins a global student cohort who engage by a mobile communications device
- Cohorts are supervised by faculty, who oversee four modes of learning: study of academic resources, visits to see, supervised practice, and independent performance
- As competencies grow, certificates are earned and a practicum project completed
- Independent, rigorous evaluation of practicum and certificates awards the degree

Distinctive about this University:

- Learning is student-driven, grounded in a student's priorities with careful faculty oversight
- Learned are practical skills that grow community-based employment
- The classroom is *in the world,* and subjects learned are *of the world*
- Method of learning is to apply a skill then be mentored by fellow students and faculty
- Using mobile communication devices, connection is to the world and academic resources
- Aggregation of this learning assembles a new mode of global community-based research
- An innovative, affordable business model allows this design to grow to worldwide scale
- Demanding graduation requirements create a premier educational institution

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The Vision

The University of the World opens opportunity to the world's most underutilized asset: the one hundred million secondary school graduates now unable to attend higher education. This resource, when educated, can refocus actions at community level to allow them to engage effectively with the global challenges of economic, food, civil strife, and environmental security. To address these challenges effectively, applied learning can bring forward community capacity worldwide-at the level of a million students a year.

This is possible. The world can become a classroom, connected now with modern understanding and technologies, a new universe of learning, growing local solutions:

- The community where each student lives becomes the place of learning
- Students start a skill, and with feedback improve their skills
- From each place students connect around the world
- The best of world learning then helps develop the locales of the world
- Nodes of economic and social growth begin in otherwise hard to reach places
- The result is a mutually informing, peer-critiqued web of communities worldwide

Mobile broadband knits together a classroom *of the world.* It is a new type of "class" that connects from everywhere. Experiences and knowledge come to the student. The class mode of old had students all in one room. This new class has students all in differing locales, learning by being connected from that place, but also learning in actions happening there. Experiences of their place, and experiences of classmate places both are teaching them, also the world of history, and connections to world experts. All are brought together in locale-specific learning. This world class is more than a room, more than computer simulation mimicking the world – it is all of these.

Three worlds have been woven together: places, experiences, and time. The result is change at three levels: student, community, and global knowledge. It solves three current difficulties in higher education: cost, as campus-based learning requires buildings and leaving employment; superficial learning, as learning is grounded, and, world socio-economic growth as every graduate will generate local employment. This also leads to universalization of higher education—facilitating access—which is key feature of this initiative.

The concept of university is reconceived in a way so local as to allow learning in any home, and so global as to bring global practice to local levels. The process empowers student-student peer learning and connects students with different sources of knowledge while holding academic rigor by faculty. The metric at the end is graduation determined by performance—every step in the individual learning journey measured to real achievement at global standards.

Rather than a student first studying then getting a job, this model starts with the job the student has then grows knowledge and skills so people learn to do better what they are already doing. Beyond producing employment and local development, further social challenges are addressed:

- Currently, frustration grows among adolescents. School was to improve their lives—but on graduating few jobs are found. By giving rising quality of lives to students, this program offers a solution to rising global youth frustration.
- Existing services become more effective. For as capacity now grows at community level, homes are able to reach out to services, and the "last mile to the home" gap closes.
- A complementary mode of peer review is introduced, that of community-based. This gives perspective on the normal scholarly peer-review.

University Structure

The University of the World will enable student-directed, mentor-advised, learning where learning locates in each student's experience. In creating a university with these functional objectives, two points result: direction is coming from the student and location is wherever the student is. This means there is no campus; the university can be everywhere and learning from everything. There is structure, indeed a rigorous structure, but the structure is one of experience, not place.[1]

The structural feature of "university as experience" will be used by the university to extend, but also it will be advanced for other organizations as a model they can use. The objective is to bring forward a structure that can extend this concept worldwide to enable the objective of world-based learning.

Growing such a new concept, where no prior model exists on which to replicate design, will be done through assessment. As developed in the following section of this paper, a number of pedagogical features characterize this university. These are starting positions. Pilot educational initiatives will be launched based on these. These real experiences will generate evidence of this experience-based learning. Design alterations can then be made, and further trials run. Feedback from these trials will define the growth of knowledge and this university, this is a university grown by scholarship.

To provide the basis for this assessment driven growth, students will be going through real degree programs, and their progress and quality of learning will be monitored. These pilot initiatives must be chosen to be manageable but also to start to represent global diversity to allow the needed deep qualitative assessment and design adjustment. Pilot size needs to be large enough so reliable comparisons can be made across the pilots to answer what is working and how. This is not just a growth in numbers strategy, but also growth in quality driven by experimentation. As the product develops from the initial demonstrations, a process expected to last about seven years, then expansion worldwide will start. Growth will occur from nodes where students were earlier admitted to allow graduates to begin a pyramidal mentoring of in-coming students.

- Pilot phase (2014-2017): degree programs in 4 or 5 countries, approximately 600 students
- Experimentation Phase (2017-2021): programs in 12 or 15 countries, maybe 5,000 students
- Global Roll-out (2021-): systematic expansion worldwide on a schedule to be determined

The University of the World is a U.S. university that in its initial stages offers two degrees:

- Associate's Degrees (AA and AS) for secondary school graduates equipping them to work as community-based enablers of societal change. This is a professional preparation degree.
  - To be admitted, the student must have a high school degree with some professional work experience. The degree will allow the student to grow that professional starting point into technical certification.
- Master's Degrees (MA and MS) equipping experienced practitioners to supervise community workers or be employed by civil society and government. These degrees will

[1] Defining university as experience rather than place departs from a long-standing view of university. The first university, Nalanda in India, a millennium and a half ago was a 500 acre campus of 2,000 scholars where 10,000 students came from all over Asia. The idea, though, of going to a campus to learn, began a millennium before when Plato created the Academy set apart in the garden of Academus; Aristotle followed establishing another physical school, The Lyceum. By the second millennium, universities as we know them were beginning across Europe: Bologna, Oxford, and Paris. Even the recent online universities have physical structure of the Internet and software classrooms. University as experience absent physical structure is a new concept.

also allow graduates to move into a teaching role for Associate's degrees and other technical training.

  - To enter the Master's degree, each student needs to have graduated from at least an Associate's degree program plus have at least six years of work experience in the field in which they propose obtaining their Master's degree.

Academic areas that students can receive their degrees in will be life-useful professional skills. Over time, number and distribution of academic subject areas will evolve, but in the Pilot Phase the initial degree areas will be:

- Healthy Homes—maternal/child health, sanitation, life behaviors
- Family Agriculture—crops, fisheries, animals, and trees—production and marketing
- Community-based Manufacturing—handicraft groups, quality production, marketing
- Local-to-Global Connectivity—information, transport, business, and other services

A new academic progression structure is created to that now normative in higher education where structure is based on time (course credits and years in school). In the new structure a series of 17 certificates have to be earned plus a practicum project completed. External evaluation then follows before the degree is awarded. Certificates and practicum are discussed in the following section.

Need in Higher Education for New Parallel Structure

The need for finding a new option in university structure comes from the fact that today higher education is available to only 15% of the world. The result is that there are now one hundred million eligible students who for varying reasons cannot enroll in higher education. Obviously there is an ethical problem with such discriminatory access. But also huge social problems are appearing:

- If 85% of the humanity is not receiving learning opportunity for professional skills, this means is that humanity is now losing increasingly essential skills for modern life.
- Denied opportunity for such, a rising proportion of the disenfranchised turn to civil protest, sometimes strife, destabilizing their societies.
- The human condition that grows is one of separation between those with higher education and those without. In today's age, not having knowledge is the ultimate victimization.

Rather than adding further to global discourse on despair, the need is action. Present options in higher education will continue … but they are insufficient. They are part of the answer, especially important because they grow the global base of scholarship. The overarching reason they cannot extend to all, though, is financial structure that prevents expansion to world need. To address this structural challenge at the core of the human condition, an answer is needed that addresses the problem (financial model) and builds from state-of-art scholarship on learning.

The new business model—it is structured for global expansion. With no buildings, campus, dormitories, or athletics, there is minimal physical structure. The light administrative duties that remain are globally disbursed, and the costs to support them are low. These costs (as will be shown later) are paid by funds raised centrally. User costs of each student to gain the university's experience are paid by each student. These too are low because of the structural design—moreover, loans are available to pay these as the educations are allowing students to grow their income to pay their costs.

The pedagogical model, while innovative in many aspects, is also proven. Blended learning in a host of variations has been used by business and nonprofit institutions in their training programs; though, not offering academic degrees. As academic degrees the major components of this design have been proven over the past decade in the Future Generations Graduate School. Western Governors University and Southern New Hampshire have shown how competency based learning

can be academically rigorous. The Open University has pioneered access in education with more than two and a half million students. The Massive Open Online Courseware concept (MOOCs), in the span of several years, has proven software-based learning. Additionally, there has been a surge of applied learning globally among civil society service organizations and these are central case examples to which the University of the World students can go to learn by visiting.

Learning Process

Design of the learning process at the University of the World grows from modern learning research:

- Students learn differently, so a choice of learning approaches is needed
- Subjects also differ, and for these differing pedagogies are also needed
- Modern learning needs are on-going, not one-time in school
- Learning improves when students can teach or practice
- Learning can be individualized when learning in groups collaboratively
- Skills learning is best measured by direct assessment

While the research findings listed above are perhaps easy to accept, their implications should not be glossed over. The approach being advocated turns around the traditional direction of learning:

- There needs to be no centrally designed curriculum
- There no traditional "teacher"
- There is no mandated time in school (years to graduate, course credits)

Learning is student-directed, located in life. Grounded in real experience, connected to theory, and augmented by modern technology, a wider potential for learning opens than when simply in a classroom or through computer simulations—yet in this new model those two established formats are also used. As new learning research can be utilized, so also can modern technology be used for connectivity (instead of rooms and walkways). Utilizing mobile broadband allows isolated places to link together into classes and to access huge databases. More exciting than the oft talked about online learning, modern mobile broadband technology opens up multiple streams of learning. The important consequence is not to the technology, but the expansion in learning that it enables.

Only in this decade, with the extraordinary extension of cost-effective mobile broadband, has it been possible to structure large-scale learning such that it can accommodate the differing styles, subjects, and speeds by which people learn. Mobile broadband opens horizons of learning even beyond that of the earlier breakthrough provided by the printing press. But technology, while impressive, is not the core of the process. As books put learning content and control into people's hands, now electronics are enabling connectivity to the world, not only the physical world in bringing separated people together, but also the experiences of the world in giving student-specific relevancy to learning.

Individualized Learning

Application to the university for admission is framed around student direction. Entry is granted based on connecting the entering vision and experience with the aspired exiting skills of each person. A Learning Vision statement presents the student:

- In life experience and work at the time of application
- Where the student wants to go professionally, desired competencies
- Individual learning abilities and preferences
- Resources of finances, time, social support, and obligations

The Learning Vision uses online response templates as well as written statements to amplify the above points and project an individualized learning path. When a Learning Vision is then accepted, the admitted student then must fill in details through a Learning Plan. The Learning Plan, with continuing revision, carries the student from admission to graduation. The Learning Plan presents how the student proposes to blend the four options in learning to achieve proof of learning in order for their degree to be awarded. These options collectively are termed Blended Learning.

The Four Blended Learning Options—Each Student Uses These to Create Learning Plan

- Learning from Academic Resources: the student must demonstrate familiarity with local, global, online, and knowledge resources
- Learning from Demonstrations: the student visits successful applications of specialized practice, seeing ideas and concepts applied
- Learning from Supervised Practice: the student engages specialized mentorship where skills are practices under experts
- Independent Performance: where the student shows and explains how they can accomplish skills with measurable progress

Proof of Learning—17 Certificates plus Practicum portfolio

Each student will produce a Transcript of Learning Portfolio. This is more than the traditional Transcript of Grades; this gives objective evidence supported by a variety of media of what the student has learned. These artifacts can be shown in many ways: projects conducted then documented by the student, surveys that report transformation, physical constructions built, or electronic platforms.

Such artifacts then substantiate the criteria on which the degrees are awarded. The University of the World criteria follow the *Degree Qualifications Profile (DQP)* published by the Lumina Foundation, an approach to assess learning demonstrated in learning competencies (rather than traditional learning completion by time in school and course credits). The *DQP* approach outlines learning that must be demonstrated in five domains: Applied Learning, Broad Integrative Learning, Specialized Knowledge, Intellectual Skills, and Civic Learning.

Applied Learning—The Practicum

The product in the Applied Learning domain is a Practicum; it describes how the student has transformed the job or work he or she entered with, and through learning created either technical professional standard if an Associate's degree or supervisory or training standard if a Master's degree. This student-submitted evidence can be presented in many formats such as a document, a video, or portfolio of applied work. It needs to be demonstrated by community-based application, validated by community or employer attestation, supported by objectively collected evidence and expert site visits. The practicum will be reviewed according to the following broad criteria to show both rigorous learning and also proof of applied impact.

- Demonstrate knowledge acquired in work, community, and research
- Proven with activities from at least two disciplines, one from both the social and the hard sciences
- Document knowledge and skills that informed the practicum product
- Assess of the significance of the demonstrated competencies

Broad Integrative Learning

This component requires project-specific literature reviews, or publication in academic journals, blogs, Wikipedia, or documentation of learning cohort engagement. Performance metrics articulate how the application connects to major related domains of inquiry and/or practice such as history, culture, politics, and economics. In this learning domain four certificates must be earned.

1. Connects to global examples and engages key debates through engagement in two learning cohorts (local & international)
2. Connect learning from Academic Resources (MOOCS, books, videos) to local application
3. Literature engagement from other fields, connecting to local application
4. Defends significance of local application in relation to local/global context

Specialized Knowledge
This is demonstrated through primarily learning cohort oversight, but using project-specific literature reviews, original journal publications, blog engagement, or Wikipedia entries. Performance metrics are based on student's ability to: articulate academic sources, elucidate major theories, document and elaborate research methods in his or her field of practice (hence the value of sharing this within learning cohorts).

5. Authorization by a faculty member that the student has a valid practicum project
6. Illustration how the application connects to allied fields and relationships
7. Assesses contributions of major figures and/or organizations in field
8. Describes major methodologies in field through two projects or papers
9. Evidence of independent initiation, reformulating outside conventional approaches for local application (presented within practicum)

Intellectual Skills
This is demonstrated through learning cohorts as reviewed by student peers, awarded by faculty oversight. Participation within learning cohorts must demonstrate the student is capable of engaging, critiquing, and presenting individual work, while connecting their work to others or the larger field. Certificates awarded here are also reflected in practicum evidence.

10. Analytic skills: Ability to disaggregate and reformulate information in field
11. Information skills: expanding, assessing or refining work of peers
12. Engaging diversity: introducing new perspectives to cohort members
13. Quantitative skills: use of formal logic or statistical tools to assess impact
14. Communication skills: steadily improving coherent explanations regarding local application to general and specialized audiences

Civic Learning
Students must identify in their Learning Plan a means of acquiring independent verification that their project has engaged a three-way partnership with bottom-up community agencies, top-down government and/or macro organizational agencies, and outside-in training or innovation. Additionally, the practicum that a student submits in accord with the Applied Learning domain requirement needs to also include a Civic Learning component.

15. Measurement of impact on a policy question significant to the project
16. Takes into account scholarship and narratives of relevant interest groups
17. Active role in a community work, service, co-curricular activities

How Learning Occurs—Learning Cohorts
Each student's individualized learning needs guidance and support. For this, learning cohorts will be used; they are the dynamic structure through which learning is coordinated, and constantly re-envisioned. The learning cohort is the university's parallel to the traditional "class," the forum for students to meet and share learning. In the cohorts students' actions are facilitated and overseen by a faculty member. The faculty does not direct peer-to-peer engagement as in a traditional class. Recent experiments with online learning, including some MOOCs, have brought forward a number

of new innovations in peer-to-peer engagement, and at the same time show how faculty can facilitate and accredit while not "teaching."

Each student follows the journey, defined by their Learning Plan, at a pace allowed by their learning, time, and financial abilities. Adjustments, some significant, will need to be made to ensure fit of student to learning process to product as mandated by the skill competencies. In these individual journeys set by the student, they support also the journeys of others in their cohorts.

There are two types of such cohorts, local cohorts and larger global cohorts. Local cohorts allow students to gather, typically five to eight members who live in sufficient geographic proximity that they can get together a couple times a month, often visiting local demonstrations. Local cohorts will include students from different academic areas to encourage process-based learning, focusing especially on the two domains of Broad Integrative Learning and Intellectual Skills in visits where the content of that demonstration may not be theirs but the processes used are relevant.

The global cohorts focus on one subject area, and will comprise groups up to 25 students engaging with each other electronically, addressing especially the domains of Applied Learning and Specialized Knowledge. In each cohort some students will be more advanced, others just entering, allowing the advanced students to mentor the newly joining.

Local cohorts, while created so they can and will engage face-to-face, will also engage electronically. The engagement process is not just peer-to-peer in the cohort, but also these cohorts members should be active in their community and should engage at times as a group**.** In this way, local cohorts will not be just teaching each other, but also their communities and in doing so strengthen their communities.

The two cohort types will function in differing ways. The Locals know each other more intimately, usually sharing culture and native language, but often working across discipline areas. The Globals engage electronically across the world sharing their different experiences of geography can politics but in the same discipline area. Both have faculty oversight to bring forward student potential.

For these cohorts a dynamic IT platform will create a "hub" with wide-ranging capabilities to support all five learning domains. Local cohorts will use it to access resources. Global cohorts will use it to access each other. Both will use it to take online classes such as MOOCs. This hub needs to work synchronously and asynchronously. It must be able access resources from global libraries and to upload evidence from local realities. It must be able to work with anonymity, and it must be able to publicize an individual's work when appropriate. It is a teaching platform so students can mentor each other, and allow record keeping to show the learning progress of the mentored student.

Although each student needs to be a member of one local and one global cohort, it will be possible for students to join several cohorts. Additionally, while most students will remain in a cohort about one year, a student can come and go as learning needs require. All students in a cohort, however, will be expected to be active. As students graduate or leave for other reasons, new students will replace those. Such replacement will occur on a periodic basis for local cohorts and a rolling basis for global cohorts. Orientation activities will engage each time new students are added with new students having limited roles at first, and more experienced taking on mentoring roles.

The cohort process is not time-based as in conventional classes. Neither is it a group of students who are taught by the faculty. In this new approach what is fostered is a global learning network informing local action, where the local performs to global standard but growing from the local's resources, priorities, contributing through the aggregation of the work of fellow students to the creation of an extensive knowledge base of localized learning to assist the learning of others.

Curriculum

The university curriculum, from admissions on, grows opportunity specific to students, centered in lessons in their communities. This is not a general curriculum extended to students that they then make specific. This is individualized-to-student, grown-from-specific community academic program. It starts with whatever job or life work the student has, and the curriculum fosters a growth process through which students connect to their own learning, to their communities, and to the larger world. It is a curriculum that uses the world as the learning platform in mutually supportive, levels. The curriculum not only engages from where students are learning, but also it positions the student to teach to these levels.

To achieve this, significant reframing of context needs to occur in how curricula are usually designed. That is, the curriculum is initiated by the student and designed collectively by students working with faculty through the cohort process. For validation, outcomes are measured according to established external standards. The educational product has dual outputs: employment that improves students' lives, that is a taking-in of knowledge, and student actions that improve their communities. What makes this rigorous education is that the whole process is under peer and also faculty review, causing what then assembles from these aggregated actions to be collaborative scholarship.

Learning Plans are the foundation document for matriculation and the guiding metric toward graduation. They will be regularly revised through the degree process as a student's learning advises, holding students accountable as they progress with rising skills. Moreover, in connecting multiple Learning Plans through a cohort, a network of learning is created that is not only learning in their respective contexts but also using those local contexts to create larger learning to create *a matrix of learning and parallel critique*. This point is emphasized because it departs from traditional curricula where the learning is one-way teacher-to-student and students do not critique what they are learning and where the product is not aggregating into a growing body of global scholarship.

In early years the degree areas selected will promote synergistic action across study areas to foster larger quality of community life, where engagement by one student draws in students in parallel subjects to build a critical local expert base of change agents. Local cohorts will facilitate this. Here is how the curricula may unfold subject area by subject area.

> *Healthy homes.* Traditional engagement for health is carried by doctors, nurses, assistants, and pharmacists in service delivery to people—but need exists in enabling action inside homes by people. In many developing countries there are critical shortages of health professionals. Doctors are few and concentrated in cities, and medical and nursing schools cannot keep up with the demand, while emigration (to urban centers and foreign countries) exacerbates the problem. International experience has shown that community health workers, with different degrees of specialized training, can provide essential primary health care services in these underserved localities. Numerous experiences exist with community health workers trained to adequately provide primary care, sexually transmitted disease counseling, or act as trained birth attendants. In most of these successful cases, community health workers are members of the community they serve.
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> The focus of Associate's and Master's degrees offered by the University of the World is home-centered health education. The overall goal is to make mothers the primary health provider and the home the primary health care facility, and behavior change the primary medicine. Building health capacity in the home grows from education and empowerment of intra-family support. Especially now, with online resources, a broad range of support can come into homes, and then connect to the professionals as needed.

The University of the World builds on the wide experience of Future Generations and its Graduate College. Future Generation's health program seeks to improve health equity worldwide by developing scalable innovations that build upon successful community-based primary health models targeting vulnerable populations. In such home-centered health, where families care for the needs they are capable of, the opportunity exists to focus on gathering mother support groups to improve home living conditions, learn home care options, and support new behaviors. These experiences come from different situations in countries such as Afghanistan, China, India, and Peru. Lessons learned are that: (a) strengthening social capital at all levels has a direct positive impact on community health, and (b) relationships among mothers, community members, organizations, institutions, and government are essential for the application and delivery of technical and behavioral interventions.

The Associate's degree targets health-related practitioners in communities who are willing to strengthen their abilities to serve. They include community health workers, personal trainers, women's group facilitators, educators, and the like. The Master's degree focuses on professionals and experienced practitioners who aim at supervisory positions in local community health organizations, those willing to engage in capacity building programs for community workers, as well as those interested in strengthening community-government partnerships for health. Options to develop individualized learning plans at both degree levels are diverse, including plans that may intercept with other degree foci.

Family Agriculture. For millennia farming was local. More recently, food production moved to mass scale fueled by technological breakthroughs, yet millions of families still rely on family enterprises for their livelihoods, either producing and selling locally or linking with regional and national markets. There is now major opportunity to bring breakthroughs to the family level. Examples include family farming, often combining agriculture and small animal husbandry (e.g. poultry or pig production, fisheries, beekeeping, etc.), as well as urban and peri-urban agriculture. Family agriculture also promotes community-based activities to deal with scale issues in production, marketing, and natural resource management. Opportunities for livelihoods are also emerging from community forestry that includes non-timber forest products. In addition, opportunity in this area also opens up for women and other disenfranchised groups.

The University of the World offers a degree in Family Agriculture that builds on a basic knowledge base that expands all along the value chain – from production to processing and marketing. It considers diverse economic, social, and cultural contexts, and it is based on solid principles of agroecology, applied to local production, collective action and organization to produce and sell, and sound management of natural resources for sustainability.

Building on these essential, principle-based curricular components offered by the University, students have ample freedom and multiple options to design and implement their learning plans according with their backgrounds, current activities, and interests. This degree focus is mostly oriented towards individuals who are already engaged in family agriculture (generally aiming at Associate's Degree), or those who are advising and training farmers and farmers' organizations, as community development practitioners in service-oriented organizations supporting family agriculture (mostly aiming at Master's Degrees). A key pedagogical element in this degree focus is the development of opportunities for students to be put into "real world situations" which they must "learn their way through" in order to strengthen their knowledge and competency set, guided by their personal goals, as established in their Learning Plans. There are multiple learning and research opportunities

in Family Agriculture that intersect with Healthy Homes, Local Production, and Local-to-Global Connectivity.

Local Entrepreneurship and Innovation are key factors to economic growth. There are plenty of case studies on communities – even marginalized ones – that have reversed a downward trend in growth when an enabling environment for mobilizing local human capacities is created, promoting local entrepreneurship, production, and business.

The emergence of local ventures and the development of existing enterprises cannot be understood without taking into account certain factors such as the locale, culture, social capital, and networking within a given area; all these are crucial to entrepreneurial growth. Although some economic theorists may dismiss the idea, small locally owned businesses that support a family and have a few employees, are at the heart of successful communities throughout countries and ages. When these local businesses disappear, there is a social and economic void in the communities that is palpable and real, and the community's quality of life declines in ways that macroeconomics often fails to measure. Local entrepreneurs, who frequently have invested much of their life savings in their businesses, have a natural interest in the community's long-term health. They are also active in charitable endeavors, frequently serving on local boards and supporting just causes.

The University of the World offers two graduate degrees in Local Entrepreneurship – Associate's and Master's. Based on SEED-SCALE principles, that students will learn how to apply, the programs offer a wide range of options to develop individualized Learning Plans. At the Associate level the program focuses on individuals who already own or work on a local business or cooperative and are planning to consolidate, diversify, or expand it. The business focus could be quite diverse, from local food processing, handicraft production, local ecotourism, a local transport company, a community radio station, an eldercare service or a kindergarten, etc. At the Master's level, the program targets individuals aiming at improving the local environment to facilitate and promote local entrepreneurship and community initiatives. This may include a wide range of activities, from strengthening local capacities in cooperatives to develop their business plans and marketing strategies; advising local authorities in policy development; training change agents in facilitation, leadership, and organizational skills; assistance to local microenterprises on technical aspects related to production, processing, and distribution; technical assistance to local shops and service providers; etc. The training advantage brought by the University of the World is that it is site-specific and ensures steady feedback.

Local-to-Global Connectivity. Today's globalization involves vastly increased flows of goods, services and money across national borders. The movement of labor has also grown despite restrictions to migration by many countries. Cheaper and faster transport and communications help to make markets global both for goods and for labor. Products can be assembled in one place with parts from the other side of the world. Members of transnational family are working in different countries and diaspora are increasingly active and economically powerful. The interactions of all these trends have had substantial impacts on jobs. While on one side, an increased global labor force has put pressure on wages, on the other hand, new jobs opportunities emerge worldwide.

This increase in mobility – in goods, money, services, people and ideas – has been deeply affected by the IT revolution , which has changed the way people use and share information for personal, political, and business purposes. These developments have impacted the job market. It has also impacted education. In this globalized world, education is the passport for social advancement. Throughout the economy, occupations that require a college degree

are growing twice as fast as others. Further, those who have the knowledge and skills to work effectively with ICT tools are in much better position to succeed.

The degree focus will build upon understanding major global trends and local realities affecting job creation to strengthening basic skills, equipping workers to advance in their professional careers as well as to establish their own business. The pedagogic goal in this degree focus is the development of a set of selected competences so students can discover, assess, and take advantage of the different windows of opportunity that emerge from their greater global connectivity.

Blended Learning. The learning sequence in the above subjects advocates use of four options: *visits to see the skills* being performed, *situations where he/she performs* these skills under supervision, *mastery of knowledge content,* and finally *independent skill performance* where the level of performance can be assessed.

Learning from Academic Resources A world of academic resources is one stream of learning. Beyond the familiar books and journals, now students anywhere can around with an electronic tablet that holds hundreds of books and videos, and if the student desires more, that is a few clicks away. Not just books and videos, but now also the world's leading professors giving lectures taken years to refine, lectures supported by graphics that cost often one hundred thousand dollars—these too are nearly free and a few clicks away.

Learning from Demonstrations. Visits allow students to see an expert doing a skill. Actual demonstrations allow actions to be observed, questions asked, context absorbed, so the skill can adeptly be adapted through that multi-textured learning to be adopted back home. It may seem expensive in money and time to travel for visits, but given the grounding and durability of learning, costs are reasonable in today's age of mass transport. Moreover, when such visits are done with a cohort of students, then there is mentoring during and after the visit as students inform each other about what they saw the expert perform.

Learning from Supervised Practice. A learning space in the world allows students to perform skills in a similar manner a laboratory provides chance for supervised practice of the scientific method. Supervised learning can be engaged across the full academic curriculum. As students progress through practice in their competency levels, opportunities for supervised practice will come by connecting to a nongovernmental organization, trade union, or business. In the world there are many varieties of laboratories. For these organizations, the incentive to engage these student learners is that they could be getting a low-cost helper, an apprentice or intern, or in some instances, the student may also pay for this opportunity to understudy.

Independent Performance. The greatest classroom, of course, is life itself. The problem with this "university of hard knocks" is difficulty in providing mentoring to performance. Results come back to the student in hard knocks, but how to transform these to learning? The technology of mobile broadband will be address this ancient learning dilemma. No longer is the person isolated. The mobile communication device can ring into the learning cohort—and that opens teaching depth. With the potential for near immediate feedback (not like waiting for a professor to grade a paper) multiple peers are possibly poised. Independent performance becomes interdependent performance.

Thus, the university introduces in Blended Learning, where each student can select the optimal for them, complementary modes of learning: knowledge from the Internet, contact with masters, skills developed in real life, and connection to evolving practices. Or, stated in another way, learning is coming to the student through the real world (local community), connecting the world (smart

phones), and advancing learning through peer review. As students learn to learn within these, they are learning skills for advancing their practice through the rest of their lives.

Assessment

The university places a major priority on assessing its process and its product. The structure of this assessment matrix will develop during 2014. Two assessment frameworks will need to be developed. One is of student learning—how are the learning competencies to be measured, not just to determine for the student's learning benefit, but also for the external world to assess employment capability and if a student wishes to transfer into other higher education institutions. The second is assessment of the institution's pedagogical mode. Being new, there are great growth possibilities, and to find these and guide the university will be a series of experiments guided by its Institutional Review Board.

Many of the structures being introduced, in their structure, enable the assessment process. For example, one student puts forward his/her work and others in their cohort advise and critique—that this is made rigorous is the professor's job as he/she switches from an earlier role of doing the student assessments to now assuring that peer-mentoring contains adequate, fact-based informative response. Part of what is underway has been mentioned—that the teaching/coaching of a subject is a means of learning that subject—but also in this learning the processes of assessment.

The ability to assess, both the work of others and also one's own work, will after graduation prove to be a foundational skill for work and life effectiveness. Learning assessment has traditionally not been a focus of learning until late in the academic ladder at post-baccalaureate stages.

The University of the World will utilize a portfolio mode of work assessment. Traditional tests will be a part, including those by faculty and experts to assess both knowledge and skills. Additionally, tests can be built into the technology, means of monitoring student engagement, verifying integrity of work, and objective quantifiable measures of skill abilities. Beyond tests, however, the portfolio will include papers and projects the student has completed, such as journal articles or work on blogs. The format is flexible, so in addition to written material it can also include video and audio artifacts. Additionally, utilizing but also going beyond assessment by professor with a grade or written evaluation, it will include assessments by peers and community.

Role of Faculty

Faculty, as in every university, are pivotal to the learning success of students in the University of the World. Where traditionally faculty *teach* and *grade* students, in the University of the World they *facilitate cohorts*, *oversee integrity,* and *connect to learning resources*. Changing mindsets of faculty to these redefined roles may be the biggest challenge before the university, more difficult than defining curricula, how to use the technology, and more than raising financing.

Their challenge will be to let go of control, the person who selects the materials then lectures that content, and then who measures whether that learning has occurred. They must move to the roles of enabling of learning by peers and steering students to knowledge and experience. And while they still lead in the student assessment, the assessment metrics have a significantly expanded range of artifact inputs and groups involved.

University professors will have three levels (final terminology to be decided): introductory, full, and distinguished. Preliminary evidence suggests substantial desire around the world by potential to join. Individuals are excited by the planned pedagogy, research opportunity, and compensation.

Faculty College

The Faculty College will guide assessment of faculty performance as well as training. To do this, the college will use interactive web-conferences and face-to-face meetings. The web-conferences and trainings will be on-going, wide-ranging, and global. The face-to-face meetings will be regional. The Faculty College will utilize insofar as possible a parallel pedagogical mode to that expected of the students. Both peer and student review will be used to assess faculty performance.

Initially the Faculty College's focus will be on creating standards and learning the processes toward the standards. After expectations are established for the faculty, approaches will be developed for variation on pedagogies to enable them to focus on specific needs—with the Faculty College then being the vehicle by which they become shared worldwide.

A further task is to grow faculty research abilities. There are numerous questions for original innovative research in pedagogical approaches, also funding, and new journals for publication. In addition to dialogue about independent research, the Faculty College will develop a platform where faculty can engage in collaborative research and sponsor faculty-initiated experiments on curriculum, pedagogy, and other instructional ideas. As with present universities, officially sponsored and vetted university research greatly assists with its fund raising.

Faculty Compensation

For academic excellence two tenets are central: standards in awarding degrees and compensation such that a premier faculty is recruited. Beyond salary, a mix of compensation factors is available: love of learning, social respect, gratification from working with students, flexible working conditions, and opportunity for independent research. Thus, a balanced compensation package will be constructed that includes: global engagement, gratification with teaching, chance to learn themselves, public prestige, and engagement with innovation. Global identity is likely to be a particularly useful component of compensation (ability to travel on airlines at faculty discounts, special editions of smart phones for faculty, distinctive academic clothing, and the like).

Funds to pay the costs of faculty compensation come from student tuitions. Faculty compensation and direct support of student learning is the exclusive use of tuition income. In this way faculty know their compensation comes from student satisfaction. Students know their tuitions are paying faculty compensation so they will expect results. And very importantly, connecting tuition revenue and faculty compensation is a pillar of the business model (see next section) where the major cost in global expansion is met by the major revenue potential that comes with scaling up.

Business Model

Higher education has witnessed a cost rise over the last three decades three times that of inflation.[2] As costs rapidly rise, this is limiting access to higher education as it becomes more important to recruit children of wealth since this is the population that can pay the high costs—and to recruit these students schools are investing more in student services such as better student unions, food service, recreational facilities, a feedback loop that is then driving up their fixed cost basis. Coupled to the factors above, all around the world has been decreasing support from governments to higher education. As a result, simply because of financial pressures, the present model of higher education cannot expand significantly further if educational quality is to be maintained.

Globally, 27% of eligible students are enrolled in higher education. At this level, the unmet gap is one hundred million secondary school graduates worldwide who would attend if they could.[3] And in certain populations, for example Angola, Tanzania, Chad, and Pakistan, less than 5% of the population has access. There is massive unmet global demand and need. The advent of the Internet opened attendance options by dramatically reducing costs and enabling flexibility of access. Hundreds of thousands of students now participate in the online universities, but while the online option excels at delivering knowledge, it does not prepare students with applied skills learning.[4]

If a less expensive higher education model can be found, apart from whatever its benefits in learning, because of lower cost, major expansion possibilities exist for higher education. Beyond the gigantic creation of demand for higher education then, there is a further opportunity also for a business model: in the increasingly globalized world there is little cross-country consistency in what higher education degrees represent, international standards, making it difficult for employers to determine the skills they are getting when they hire an employee.

Before presenting the University of the World's business model, a point mentioned earlier needs reiteration. Learning for the University of the World is not electronic; this is not another online university. Communities where the students work are the place of learning—technology is connecting these place-based experiences to allow otherwise unsupervised, disconnected, not assessed, actions to become evidence-based, supervised, peer-reviewed academic discourse. What allows this to happen is our unique blend of learning. Utilizing multiple learning approaches not only increases learning effectiveness it also reduces cost because it utilizes in-place systems. What would be scattered comes together. Smart phones create the campus from life experiences that are already by-and-large happening. The global extension of this potential accelerates faster than any technology in human history. Mobile broadband grows annual at 20% worldwide, and in some regions 40%.[5]

With the proposed business model: central administration costs are paid from grants and donations and users pay for use of learning process.[6] Four significant features make this a business model that is able to scale up to worldwide reach.

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[2]Medical care increased at double the inflationary rate during this period and manufacturing halved as costs fell because of technologies. In campus-based education technologies did not significantly reduce costs.

[3] Philip G. Altbach, Liz Reisberg, Laura E. Rumbley, *Trends in Global Higher Education: Tracking an Academic Revolution*, Report for UNESCO 2009 World Conference on Higher Education, (Paris: UNESCO, pp.195-7).

[4] *Chronicle of Higher Education*, "MOOC Madness," June 20, 2013

[5] International Telecommunications Union, *Measuring the Information Society 2012,* (Geneva: ITU Publications, 2012) p.8 and chart Chapter 1 #7.

[6] This model has parallels in other sectors. In the Internet, the central skeleton (big servers big pipes) is paid by government, then each user pays a local provider a subscription fee. Similarly with road transport, government builds major highways, locales pay for local roads, and users connect with cars and driveways they pay for.

First, the basic structure is less expensive. No campus to construct with buildings, grounds, physical connective links, and all the associated maintenance costs. Additionally, removed are residential and living support services for students who are displaced from home are removed. Further there are no athletic and extracurricular costs. Removing these costs then means that administrative costs are reduced by two-thirds from a typical university. And reducing all these costs further reduces other costs such as fund raising.

Second, the hyper high inflation of higher education resulted because most of higher education's costs were high human costs not able to be lowered by technology, as it was technology that allowed sectors (manufacturing for example, communications even more so) to reduce their rates below inflation. But by removing the above costs of higher education, which are non-technology affected, created is an administrative structure that now utilizes the technology advantage. This will allow administrative costs to continue to decrease proportionately as the university grows.

Third, this business model utilizes a number of now free, once expensive services. Now a wide variety of traditional academic resources are free on the Internet. Chief among these is MOOCs, these instructional courses by the world's most distinguished professors (universities subsidize often at a quarter million per course) now number at more than one thousand course options. In addition, library resources are rapidly becoming free, plus a host of reference tools. Additionally, the Internet offers a rapidly growing range of premium training programs that are not university related, typically services provided by some business. Then there are the rising training websites such as instructables.com, khanacademy.org, etc.

Fourth, as more users participate in the system, their usage costs are paid by themselves. The business model is not directly dependent on user use. Once a core fixed cost of administration is paid, growth of the university is paid by its growth—and the charges for that are so modest that there is extraordinary demand. So, the usual limitation of needing demand for services that constricts most business expansion is less determinative.

> *Administrative costs*—grants and donations (especially from multilateral and bilateral donors) fund core administration. It is the responsibility of administration by their own fund raising to raise their costs—it administration feels it must grow, it has to justify this to donors.
>
> *Students pay his/her learning*. Costs that students pay, those incurred in acquiring knowledge and skills, are kept low. What student tuitions pay for is the instruction as students mentor each other in learning how to utilize all these resources, faculty salaries, and local experts who validate student projects. Students will also pay for travel costs to see examples of the skills being performed, and in travel student creativity will frequently find sponsorships.
>
> *Places for skills practice* in nonprofit organizations, businesses, civic groups, and the like. Compensation by students to use these services will in many cases be in a non-monetary work-for-service, analogous to graduate students as research assistants. Sometimes, fees may be charged, and sometimes companies will pay for interns. Whether and which to utilize is determined by the student, an alternate learning path, utilizing the flexibility of blended learning, can be developed by the student.
>
> *Special funding*. Separate fund accounts in separate organizations will pay for educational experiments and evaluation and a subsidized loan fund for students to pay their tuitions. Each of these will be paid by special donor support. The experiments and evaluations are expected to be set up through partnership agreements between the University of the World and other institutions.

What results is a business model with minimal growth bottlenecks—the larger growth of entering more students is paid by their own finances, and because a global base is engaged this can go forward even when particular difficulties hit one sector of centralized funding. Administration cannot raise its costs unless by its own financing. Communities and employers are getting free intern labor and connecting for the receipt of global best practice.

The financial information provided below outlines amounts needed to set up the university. *These numbers do not reflect funding streams with matriculated students*—and this is a major caveat as the dominant funding stream after 2017 will be student tuitions. By the end of FY2021, tuition revenue is expected to be $70 million per year, administration approximately $10 million per year, for a total annual budget of $80 million. Thus, administration of the University of the World is projected to comprise about 15% of the budget. The numbers below reflect the administrative fund component.

Administration

Envisioned is a 30-person central administration of President, Provost, 3 Vice Presidents, (Learning, Student Performance, Faculty Engagement), and 5 Departments (Technologies, Partnerships, Fund Raising/Development, Administrative Support).

2014 – 2017 Team of 20 working with 600 students in four pilot countries
2017 – 2021 Team of 30 working with 5,000 students in 2017 and 50,000 in 2021

Projected Annual Costs for Administration Only (Student Use costs paid by Tuitions)

	2014-2017	2017-2021
Salaries & Benefits	2,700,000	3,400,000
Consultants & Partner Orgs	900,000	1,500,000
Travel & Meetings	300,000	600,000
Equipment & Supplies	200,000	300,000
Advocacy & Publicity	50,000	80,000
Administration (15%)	700,000	1,000,000
Total Annual Cost	*4,800,000*	*6,800,000*

Student Costs

As noted, each student will pay the costs for his or her learning. Costs will seem expensive of course—many will not be able to pay—but presently parents and children are often paying for secondary school fees equal to these projected. Moreover, for the university the educations received through these degrees open employment; thus there is potential to pay back student loans.

The primary cost reflected below is for faculty compensation. Mobile broadband service costs will vary country to country, but costs steadily go down, and speed increases. Below are estimates for the pilot countries. The major cost uncertainty in the projections below is the extent to which students will take educational visits to demonstration sites.

Projected Annual Per Student Cost

	Associate's Degree	Master's Degree
Phone & Yearly Service	300	300
Supplies	200	200
Payment to Professors	1,200	1,800
Minimum Travel Costs	400	600
Total per Year	*$2,100*	*$2,900*

Technology's Role

Mobile broadband doubles in its extension every five years worldwide, every two years in some areas.[7] No technology has ever extended so rapidly in human history.[8] Within this system the University of the World is creating its own structure that will knit together a global campus. A global campus is being created for the university for free. Where traditionally campus was created by walkways and buildings, now with the opened door of a computer-in-a-hand, a student almost anywhere joins class and faculty everywhere, not just connecting people in a learning forum, but also accessing the world's history of scholarship in print, sound, and image.

While there is now a surge of activity to use Information Technologies to support learning, mostly the applications mimic the old classroom or try to simulate reality. The University of the World will certainly utilize that aspect, indeed one feature of that availability is that it is being offered for free. But the university also advances another utilization of technology: connecting the places of and the ability to learn from the world. The technical capabilities of today are nascient; the future consequences are enormous.

Moreover, instead of doing this through complex multi-capable software model, the university's design utilizes existing software and options *and presumes low bandwidth and technological savvy on the part of users.* Additionally, because the university is beginning in pilot deployment, pedagogical content and services should work reasonably well. Starting with controlled pilots will allow perfecting this approach of growing out from within. From that beginning then scaling up solutions can be designed.

As with most technological issues, the socio-technical challenges outweigh the pure technical. Using technology is mostly not a technological need. The human-computer interface is the challenge, not the electronics. The need is getting people to learn how to learn—doing so gives more opportunity than raising technological sophistication. For example, one challenge is how online projects can become team projects where peer-driven learning is the focus. Another challenge is how outcomes developed by cohorts as a group will be used for individual skills assessment.[9] A further challenge is the development of the balance between individual and team expertise to facilitate the learning of individuals participating on multiple teams as abilities progress from novice to expert.[10] Such challenges are difficult in a traditional classroom, but they can be enabled by technology.

To achieve answers at global scale, technology needs to turn from a mystifying world of applications and software to be recast as a blend of the old classroom where class dialogue occurred to being now by engagement through technology, and the multidimensional opportunities offered by instant memory with real-time monitoring. Potential not present in the old classroom can come to the new.

Technology is not the world of learning, nor is it to focus on useful tools such as software that enables once complex issues such as statistical processing. Above these valid roles, the meta feature is that a mobile device is an access tool to the world that also can hold the world. It allows students

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[7] International Telecommunications Union, *Measuring the Information Society 2012,* (Geneva: ITU Publications, 2012) p.8 and chart Chapter 1 #7.

[8] Assa Doron and Robin Jeffrey, *The Great Indian Phone Book: How the Cheap Cell Phone Changes, Business, Politics, and Daily Life* (Cambridge MA: Harvard University Press, 2103).

[9] Burleson, W. (2007) Opportunities for Ubiquitous Design Environments in a Flat World., May 2007. http://me.lab.asu.edu/sites/default/files/images/temp/ubiquitous_design_environments6.pdf

[10] Burleson, W. and Tripathi, P. (2011) Mining Creativity Research to Inform Design Rationale in Open Source Communities. Human Technology: Interdisciplinary Journal of Humans in ICT Environments, University of Jyväskylä, Vol 7, Issue 2, p.143-163. http://me.lab.asu.edu/sites/default/files/mining_creativity_research.pdf

to be beyond room and create class in acts of practice. Learning is not only from one locale, which was always possible under master tutelage, but now from sites all around and all about.

Where previously academic practice radiated out from campuses that gathered scholars, now scholarship comes in, and comes in from everywhere. What is becoming connected is a new universe of learning, a whole that is more than its parts, as what is determinative is not the parts but there being connected. The architecture of campus, once buildings and connecting walkways, has evolved to a new universe of connected communities. Through this connectivity focus, learners can enter intrinsically motivated, experiential learning *as well as* prior knowledge content learning.

This is multiple world of learning potentialities opened by use of technology: 1) getting inside demonstrations of best practices all over the world, 2) getting inside peer critique actions, and 3) getting inside theory and literature. What students have in their hands and learn to use is a portal for learning that blurs the line between research (discovery), learning (internalizing), and practice (creating change). Grown here are *interactions between people*.

Because the connectedness is occurring within scholarship, what will evolve is a mode of global peer review enabled the way peer-reviewed journals once worked and the way Wikipedia now works. Workers at community level are customarily supervised, not reviewed by peers. From such localized peer review three consequences result: first, in this roles shift, second, the consequence gathers informed help, and third it is collated and assembled as a reviewed body of knowledge for larger learning. The creation of global learning engagement has added to what was previously a pyramidal process of downward critique into an up-and-down sharing to determine global standards.

Schedule for Worldwide Expansion

The University of the World, chartered September 1, 2010, has been systematically evolving in seeds of pedagogical experimentation in the Future Generations Graduate School. The U.S. Internal Revenue Service granted tax-exempt status September 21, 2012. Now, the university positions itself as a separate institution with international presence, a distinct organization with Board of Governors, Advisory Council, federal tax-exempt status, and a path to accreditation.

In Future Generations Graduate School the method of blended learning was tested, site-based residentials piloted, and modes of electronic technology interaction also tested. Additionally, the global scaling-up mode evolved with the SEED-SCALE theory of change. From this, there is a strong base with which we may begin the pilot phase.

Pilot Phase (Summer 2014 - Fall 2017) - Degree granting programs start

- Four countries selected for pilot programs offering two Master's subject areas
  - Each pilot at least one partner organization of exemplary work in each degree area
  - Each pilot located in a region of good low-cost mobile broadband connectivity
  - Student cadres selected so that students are proximate to allow face-to-face meeting
  - Legal recognition and permits in each pilot for operations
- Faculty development program starts
- An international cohort is created
- Institutional programs coupled to continual assessment
- Associate's degree programs to begin
- Additional two country sites added, expansion within prior four country locations
- Additional international cohorts
- Matrix of controlled experimental trials to test concepts also established within each pilot
  - Particular focus on assessing relative strengths of blended learning streams
  - Particular focus on assessing real impact in student learning and also lives
  - Parallel assessment of university governance, student action, community engagement, use of the country demonstration organizations, funding streams, evaluation framework, and technology platform
- End of this phase writing a Self-Study for the Higher Learning Commission to forward the accrediting process
- Two classes of Master's degrees, and one class at the Associate's degree level, with others underway. Projected will be 500 graduates distributed through the pilot countries; 200 completed Master's degrees and 200 Associate's degrees.

15-Country Roll-out Phase (Fall 2017 – Summer 2021)
This phase evolves the expansion to new countries, new degree foci, and more students. The focus of prior phase was to develop and test the pedagogy. Focus of this phase is to develop systems for global scaling up. During this phase at least ten countries will be added (or large regions nationally).

A second focus for this phase is to experiment with the business model. During the Pilot Phase each student received a two-thirds scholarship; in this phase to evolve the business model the scholarship support will be controlled with experiments to develop a product brand where students expect to pay.

Attention will focus on testing the design across a diversity of sites. In attracting now more students—projected are 5,000 in 2017 growing to 50,000 in 2021—uniform systems must be established. While they will still be in a university that is evolving its method, the assessment focus must monitor quality as expansion is underway. The metric for graduation will remain

international standards—and in being admitted to the University of the World they are joining evolving experiments. For this feedback evaluation at sensitive levels is essential.

At the end of this phase a second Self-Study will be done, a global review team will examine the international operations, and full accreditation is anticipated for the university.

Global Roll-out (Summer 2021 -- Onward)
The Global Roll-out will show it is possible to extend both globally and at reasonable cost. Several hundred thousand students are projected enrolled by 2025 with extension to 50 countries.

Evidence currently is that one hundred million students currently seek but are unable to engage in higher education. Of these one hundred million, it is estimated that at least 10 million and maybe 25 million were paying $2,000 or more per year for their secondary school educations. This population of 10 to 25 million who are able to pay is the target population for the University of the World's global growth plan.

Growth in global reach is grounded in educational quality and the need to hold tuition costs to affordable levels. The strategy used by some institutions to set higher tuition levels so as to allow funding for scholarships will not be followed. While noting the need of the poor, when scholarship help is viewed necessary for expanding to student populations of higher need, these dedicated funds will be directly raised for that purpose. The expansion ability of the University of the World connects to its ability to keep tuition costs under control. The primary mechanism for opening access to the poor will be advantageous student loans.

In framing global growth, university emphasis will focus on achieving locally-based improvement of life: connection across sectors (Healthy Homes, Localized Agriculture, Poverty Reduction, Community Businesses, and Communications) to local laws, resources, and values. From such a life-relevant education it is presumed that people will come to see the value of paying the costs for the university degrees, and that demand is what will create the enabling context for growth.