

Our Manifesto

Impact is the evidence of purpose

A call to universities that want to measure what matters, tell their transformation stories, and lead the way forward.

82%

of the value of global unicorns is in regions with Top 100 universities.

0.91

is the correlation between higher education and a hub's position in the innovation economy.

72

international Hubs for Innovation, Value & Education were analyzed.

1. Universities are progress

If universities were always important, today they are essential for territorial development.

In the innovation economy, development is no longer determined by material resources; it is determined by talent and the ability to turn talent into progress. Talent determines the balance and position of territories. There are only three possible outcomes: attracting talent, retaining talent, or losing talent.

A territory that does not generate or attract talent will have no opportunities. Universities are at the center of this equation. They are not peripheral institutions. They are the strategic infrastructures of the 21st century.

However, the system that evaluates them does not measure any of this.

2. From outputs to impact

What is not measured cannot be narrated. What is not narrated cannot be valued. What is not valued cannot guide action.

Rankings and accreditations evaluate universities based on their outputs. However, they do not evaluate their capacity for transformation, particularly within their specific contexts.

Rankings and accreditations are necessary, but not sufficient. We must change the focus from how much universities produce to how much they transform their environment.

The real question is, "What impact do you have?".

3. Three questions as guidelines

Every university should be able to answer these three questions with evidence.

What would not happen in this territory if the university did not exist?

This is the question of the present. It forces us to distinguish between activity and impact, presence and added value.

What do we want to happen in the future that would not be possible without this university?

This is the question of ambition. A university that only measures what it has done is complacent. One that defines what it wants to transform is a leader.

How does this fit into our purpose, strategic vision, and role with our stakeholders?

This is the question of consistency. Without it, impact is meaningless. With it, impact becomes a compass.

4. The urgency

When universities fail to fulfill their purpose, others take their place—often with different values.

This is already happening. Governments are cutting funding because they do not see a demonstrable return. Technology platforms are offering alternative training. Public opinion is questioning the value of a university degree.

Each day that universities fail to demonstrate their transformative impact is another day when others define the conversation about their relevance.

5. Our beliefs

These convictions are not ours alone. They belong to every university that recognizes itself in them.

- **Universities are the strategic industries of the 21st century and should be treated as such.** Not as lines of expenditure, but as strategic investments.
- **Impact is evidence of purpose.** A university that cannot demonstrate its impact is asking for a leap of faith rather than generating trust.
- **There is no single standard of excellence.** Each university is a system of contributions that only makes sense in light of its purpose and context.
- **Measuring transformative impact is not a technical exercise.** It is an act of responsibility toward the people and territories that universities serve.
- **What is sacrificed in universities today may become a bill that society will pay in the future.**

If your university shares these convictions, this manifesto is also yours.

6. A call to action

This manifesto is not the end goal. It is a starting point.

Universities on different continents are already exploring this path. This is not a finished movement; it is just beginning. It needs people who believe that universities can and must demonstrate their value differently.

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