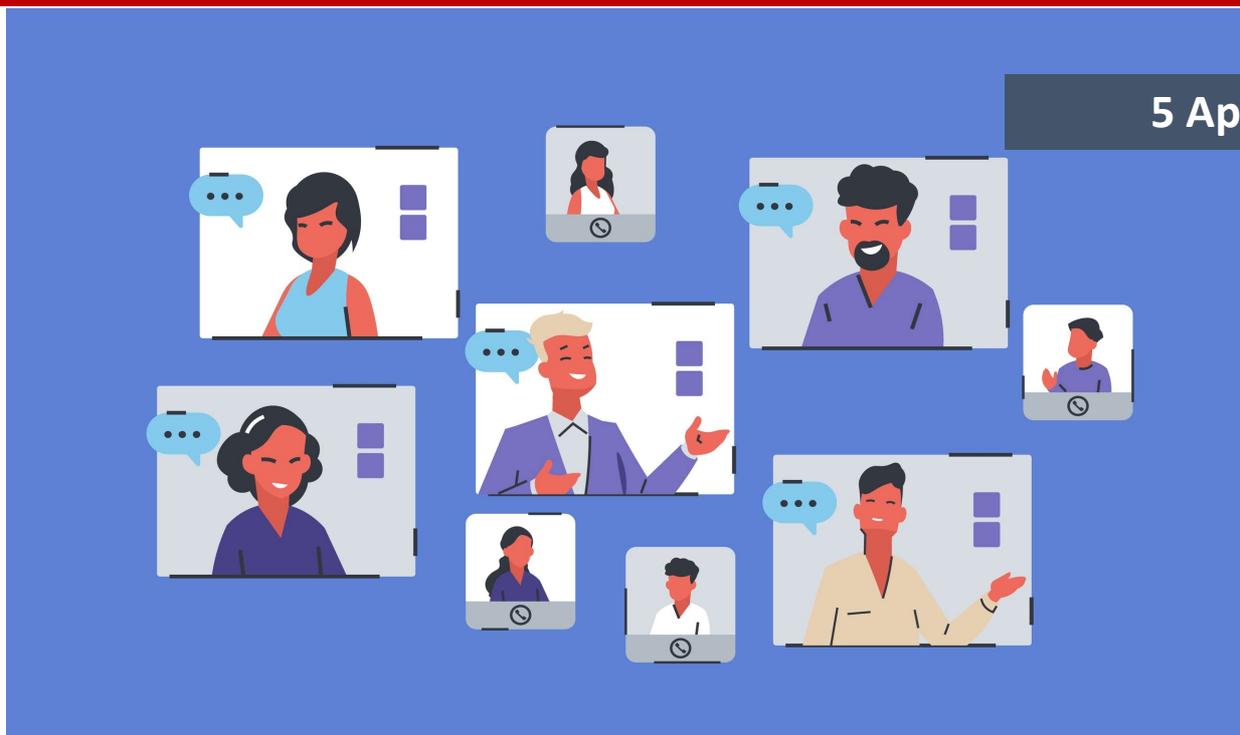


5 April 2022

Date and time: Tuesday, 5 April 2022, 14:00 – 15:00 (CET)

Format: Zoom webinar. Prior registration is required.

https://unesco-org.zoom.us/webinar/register/WN_vkgWySUpRHeEGjZvd4Xm-g

Target audience: Policy makers and higher education stakeholders

Languages: English

Background

Robust data and knowledge production are key to the development of evidence-based policies, quality improvement and equal opportunities.

However, international higher education data faces two key limitations – availability and coverage. While national authorities often have a clear role regarding institutions at the lower, compulsory education levels, the autonomous character of higher education makes that less evident, leading to weaker data. These gaps also impact the international monitoring of progress towards the SDGs, including the targets related to higher education.

It is essential to think about the longitudinal life course of data, looking not only at data within higher education, but also from before and after. This includes information on how many students do or do not want to enter into higher education, and for what reasons; and about what happens to students after they graduate. There is a need for a broader scope and understanding of data to inform access into higher education, as well as the impact of higher education in following cohorts after they exit the system.

In a world of increased mobility in higher education, tracking and collecting data on students is both crucial and challenging. The [Global Convention on the Recognition of Qualifications concerning Higher Education](#) is a useful means to facilitate and clarify information about the different paths students take.

More indicators are needed at the global level to track information in higher education, both in terms of international mobility as well as at national levels. Well-thought out policies and programmes cannot be established without the development and monitoring of information in and among higher education systems. Governance, financing, level of institutional autonomy, and whether an institution is public or private are all factors that can cause variation in the type and extent of institutional data collection.

It is essential to understand the motivations and incentives for data collection in order to promote both the importance and benefits of data collection to governments and higher education institutions. Digital transformations, including artificial intelligence and big data, can also play a key role in supporting higher education institutions to utilize data for better planning, financing and quality education.

Objectives and Agenda

This is the sixth in the series of Higher Education Conversations in the leadup to the [3rd World Conference on Higher Education](#) (Barcelona, 18 – 20 May 2022). It aims to bring together policy makers and higher education stakeholders to discuss the importance of data and knowledge production in ensuring inclusive, quality higher education for all.

Key questions to be examined:

- What are the data gaps that must be addressed in higher education at international, national and institutional levels?
- What are the consequences of data production for understanding higher education from a lifelong learning perspective?
- How does data production impact or even increase flexibility in the provision of educational services, including digital media?
- What are the institutional mechanisms required to ensure that higher education institutions honour the public interest regarding data and knowledge generation?
- As key knowledge-generating stakeholders in society, what kinds of knowledge should higher education institutions be producing to support the Sustainable Development Agenda?

Tuesday, 5 April 2022	
14:00 – 14:05	Opening Said Ould Voffal, Head of the Education Surveys Section, UNESCO Institute for Statistics (UIS)
14:05 – 14:25	Discussion <ul style="list-style-type: none"> • Roberta Malee Bassett, Global Lead for Tertiary Education and Senior Education Specialist at the World Bank • César Guadalupe, Head of Department of Social and Political Sciences, Universidad del Pacífico, Peru • Michaela Martin, Programme Specialist, UNESCO International Institute for Educational Planning (IIEP) Moderator Wesley Teter, Senior Consultant, UNESCO Regional Bureau for Education in Asia and the Pacific in Bangkok, Thailand
14:25 – 14:55	Question and Answer session
14:55 – 15:00	Wrap up

For upcoming discussions, please visit: <https://en.unesco.org/news/higher-education-conversations>