



Pre-Conference Engagement Day

6 FEBRUARY 2024

CONFERENCE ON
**EDUCATION DATA
AND STATISTICS**

CONFERENCIA SOBRE
**DATOS Y ESTADÍSTICAS
DE EDUCACIÓN**

CONFÉRENCE SUR LES
**DONNÉES ET STATISTIQUES
DE L'ÉDUCATION**

7-9 FEBRUARY 2024

UNESCO HEADQUARTERS, PARIS, FRANCE



2024 CONFERENCE ON EDUCATION DATA AND STATISTICS

Pre-Conference Engagement Day
Paris • 6 February 2024

Mapping Data Availability in Higher Education

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- The [UIS](#) is the official UN entity responsible for collecting, processing, and publishing internationally comparable data on education, science, culture, and communication (including **higher education and research**).
- Data has been collected worldwide on a yearly basis since 1970. The first UIS survey of formal education was launched in 2000 and data are openly available on: [UIS.Stat](#)
- Developers and researchers are encouraged to build websites and applications for enriched use of UIS data.



SDG4 Data browser ([UIS.Stat](#))

SDG4 are disseminated through a data browser, which provides:

- A view of data and metadata from 2000 to 2023 in easy-to-navigate dashboards.
- Access via [SDG4 Data Explorer](#), [Global Education Observatory](#), [UIS Data Portal](#), [Bulk Data Download Service](#) (BDDS), [SDG4 data resources](#).
- Surveys by country that can be downloaded: <https://uis.unesco.org/uis-questionnaires>
- Dynamic templates from 2010 to 2023: enter data publicly and produce indicators automatically (16 SDG + OPRI).

Source. [UIS.Stat](#) and UIS (2023). [Background information on education statistics in the UIS database](#).



‘Over half of the data to report back on our education goal [SDG4] is **administrative data** collected by governments. This is data collected by line ministries and other national authorities. They are typically collected through annual school censuses, compiled in education management information systems, and used as a key resource for day-to-day operations.’

Source. Silvia Montoya, Director, UIS. [Administrative data: How do we measure progress towards SDG 4 – Part 1](#). 31 January 2024 (updated on 01 February 2024).

Indicator 4.3.2: Definition



Target
4.3

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Higher education mostly monitored by one SDG 4 thematic indicator
Indicator 4.3.2: “Gross enrolment ratio for tertiary education by sex”.

Last technical discussion happened in 2018 at the fifth meeting of the Technical Cooperation Group on SDG 4 indicators (Mexico City).

Number of students enrolled in tertiary education, expressed as percentage of the 5-year age group immediately following upper secondary education.

$$GER_{StB} = \frac{E_{StB}}{SAP_{StB,a}}$$

where:

GER_{StB} = gross enrolment ratio in tertiary education (ISCED levels 5, 6, 7 and 8).

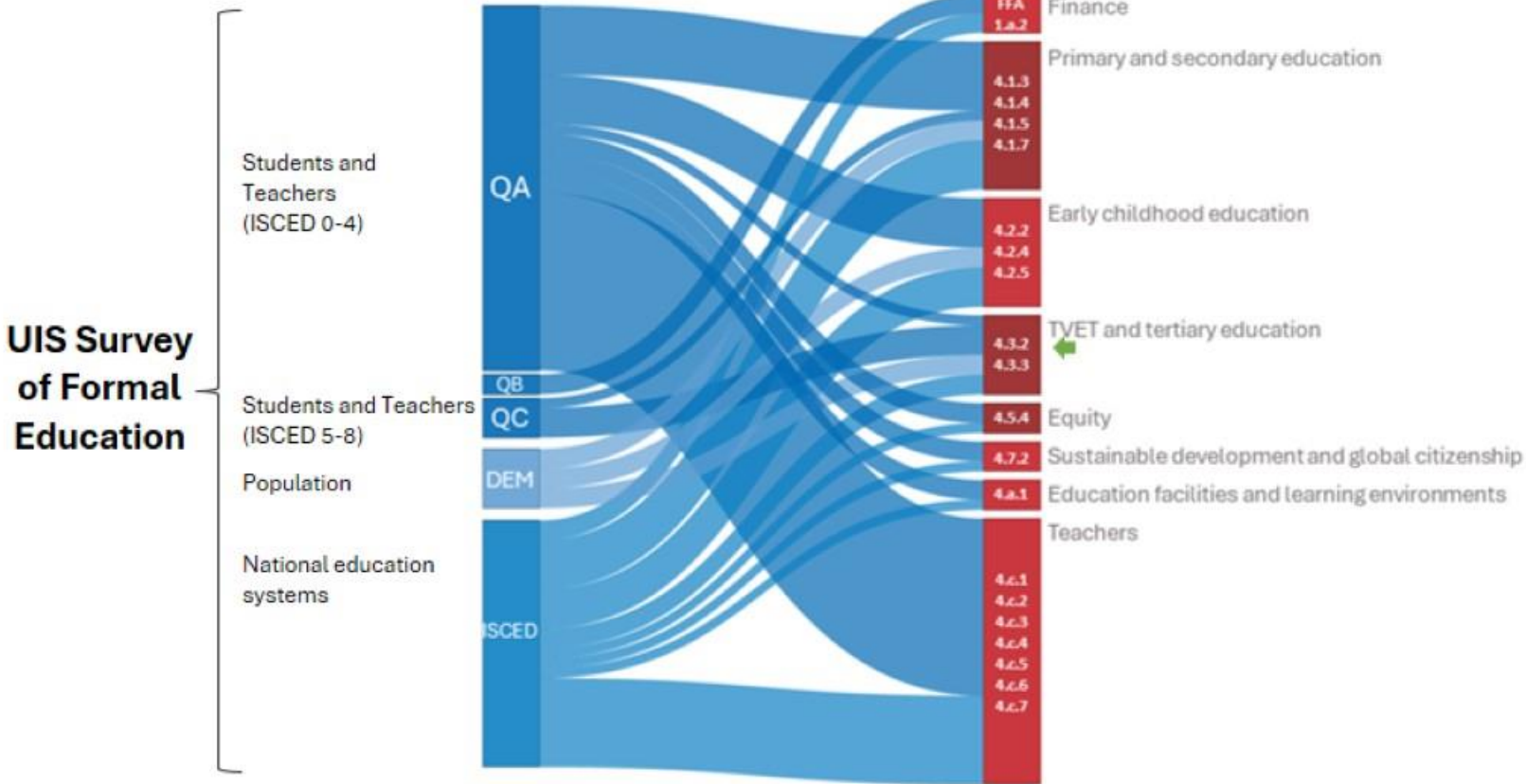
E_{StB} = enrolment in tertiary education (ISCED levels 5, 6, 7 and 8).

$SAP_{StB,a}$ = population of the official age group a for tertiary education (ISCED levels 5, 6, 7 and 8).

But higher education is also implicitly monitored through indicators 4.3.1, 4.3.3, 4.4.3, as well as 4.5.1 (Gender parity) and 4.b.1 (scholarships).

Indicator 4.3.2: Data sources

SDG 4 indicators that use administrative data

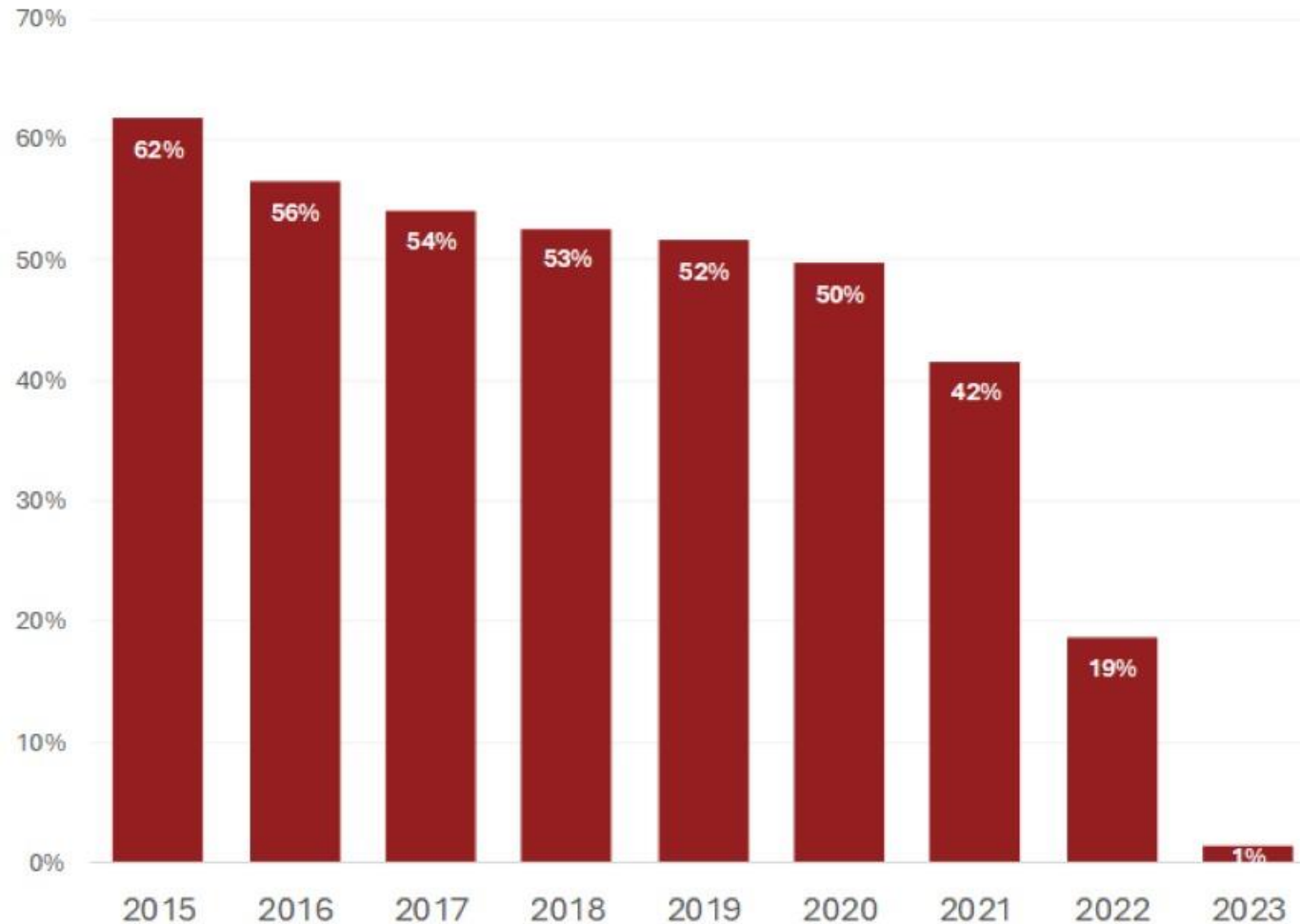


Data to calculate the indicator come from the **UIS annual Survey of Formal Education**.

It includes data on enrollment collected through Questionnaire C on Students and Teachers at ISCED levels 5 to 8.

And population data from either national sources or UNPD World Population Prospects.

Indicator 4.3.2: Availability



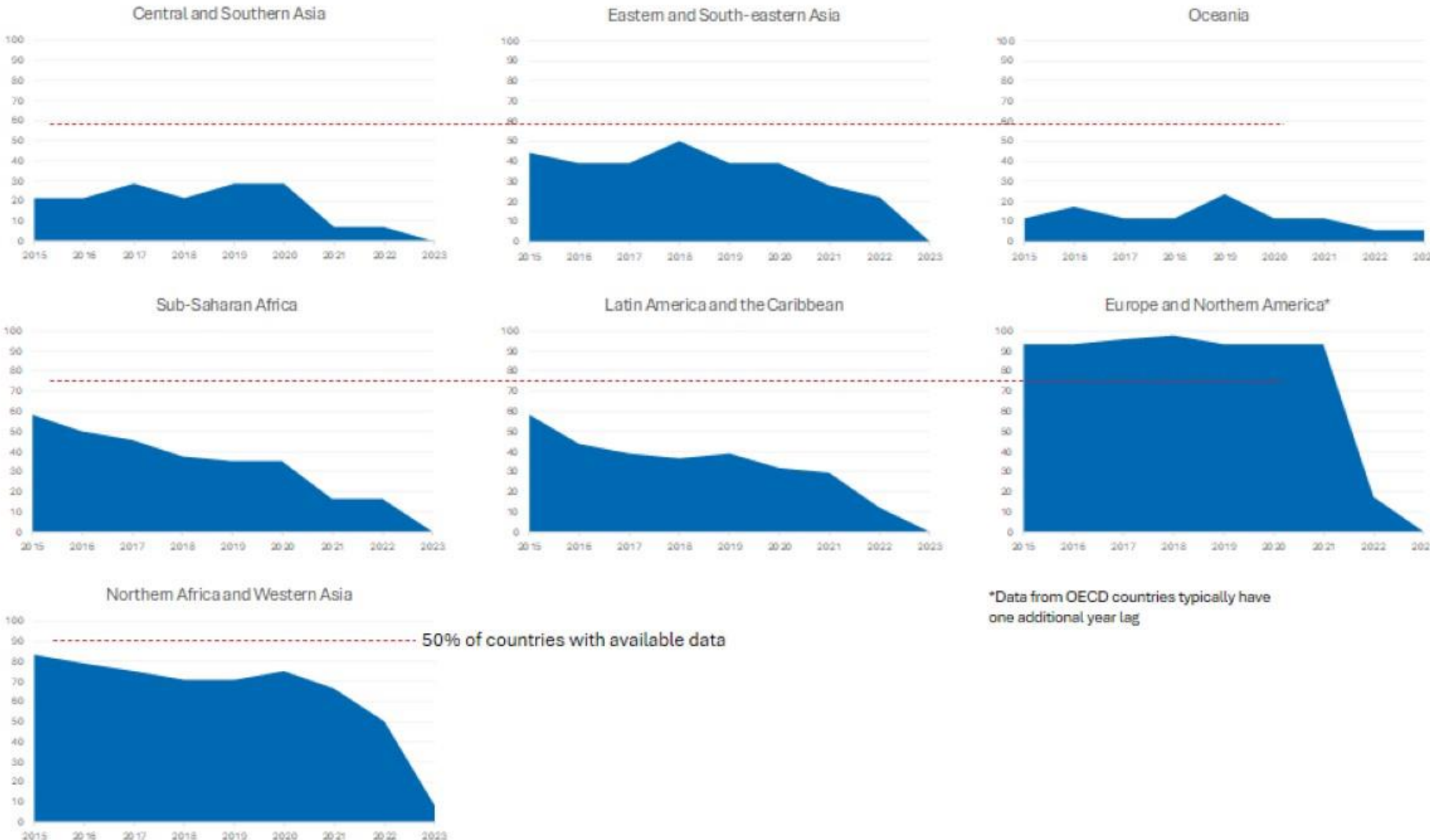
Typically, around **half of Member States** have an indicator value in any given year.

But availability in recent years is showing signs of decreasing. The number of countries with an indicator value has **decreased by a third** since 2015.

Indicator 4.3.2: Availability by region

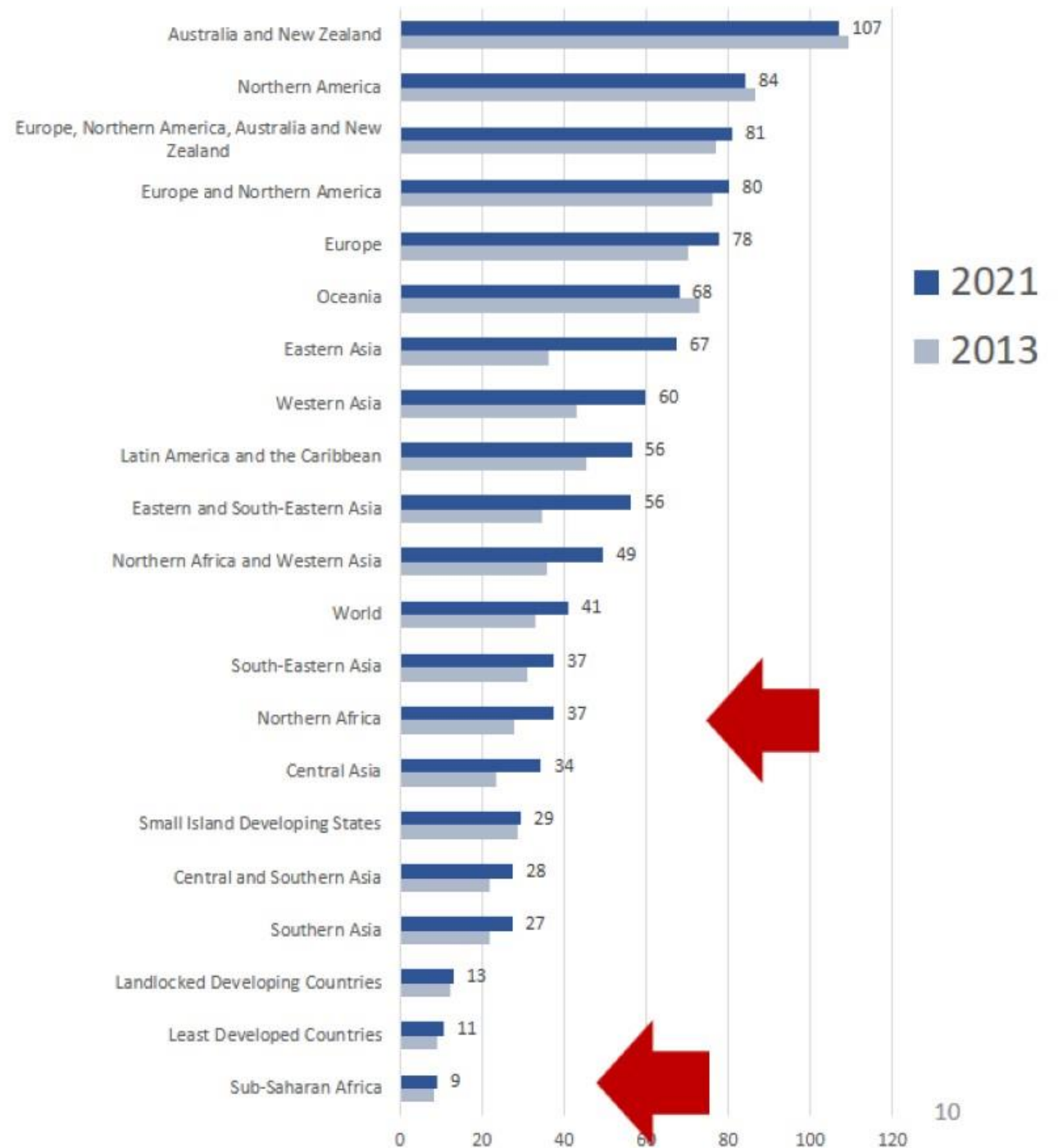
In **Europe and Northern America 9 out of 10** countries report on indicator 4.3.2.

But in other regions this rarely exceeds 5 out of 10 and in **Oceania, Central and Southern Asia, and sub-Saharan Africa less than one in five** countries has an indicator value since 2021.



SDG Indicator 4.3.2: Estimation of gross enrolment ratio for tertiary education by SDG region

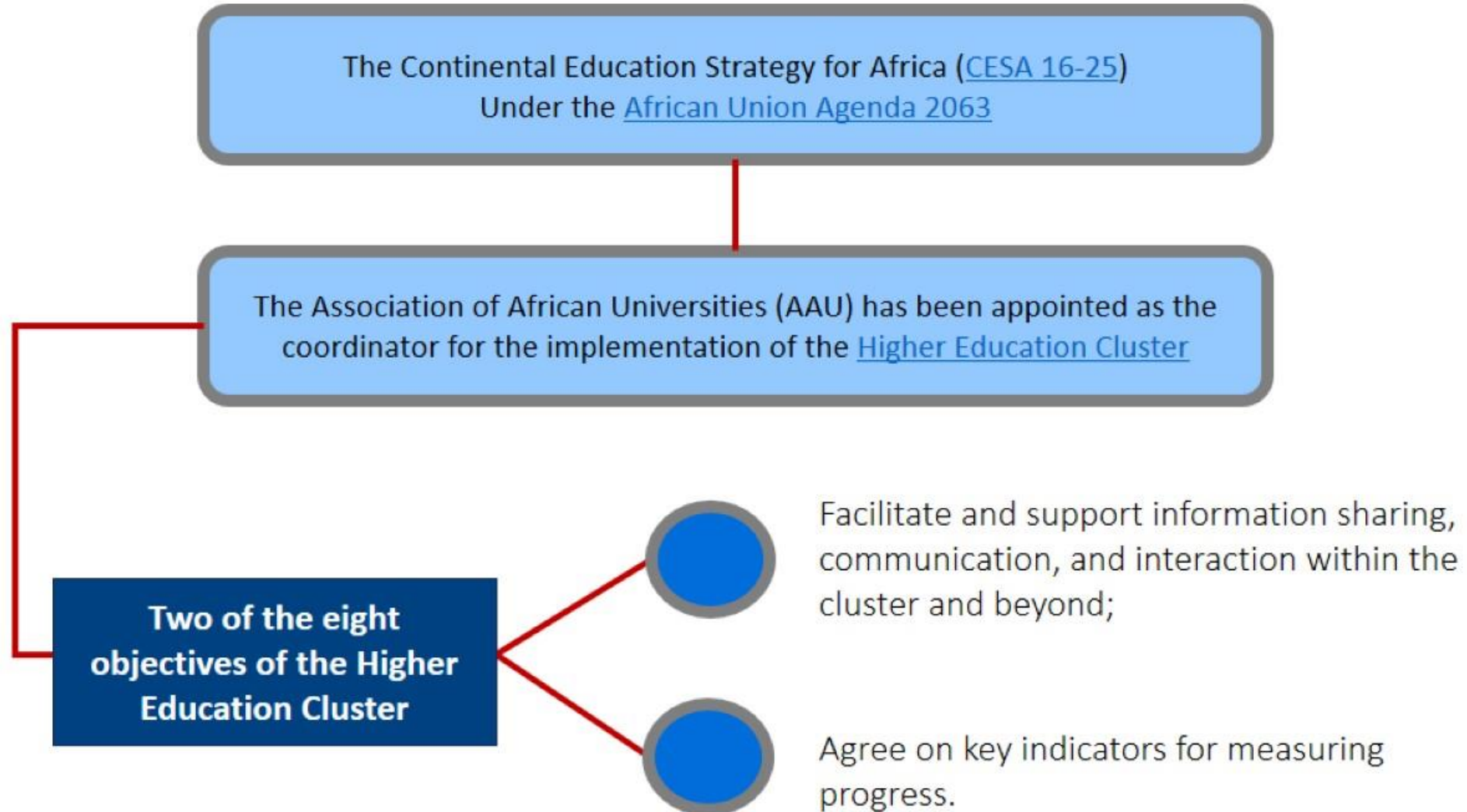
Source. [UIS Database](#) – September 2023 Release.
Downloaded on 04 Feb 2024





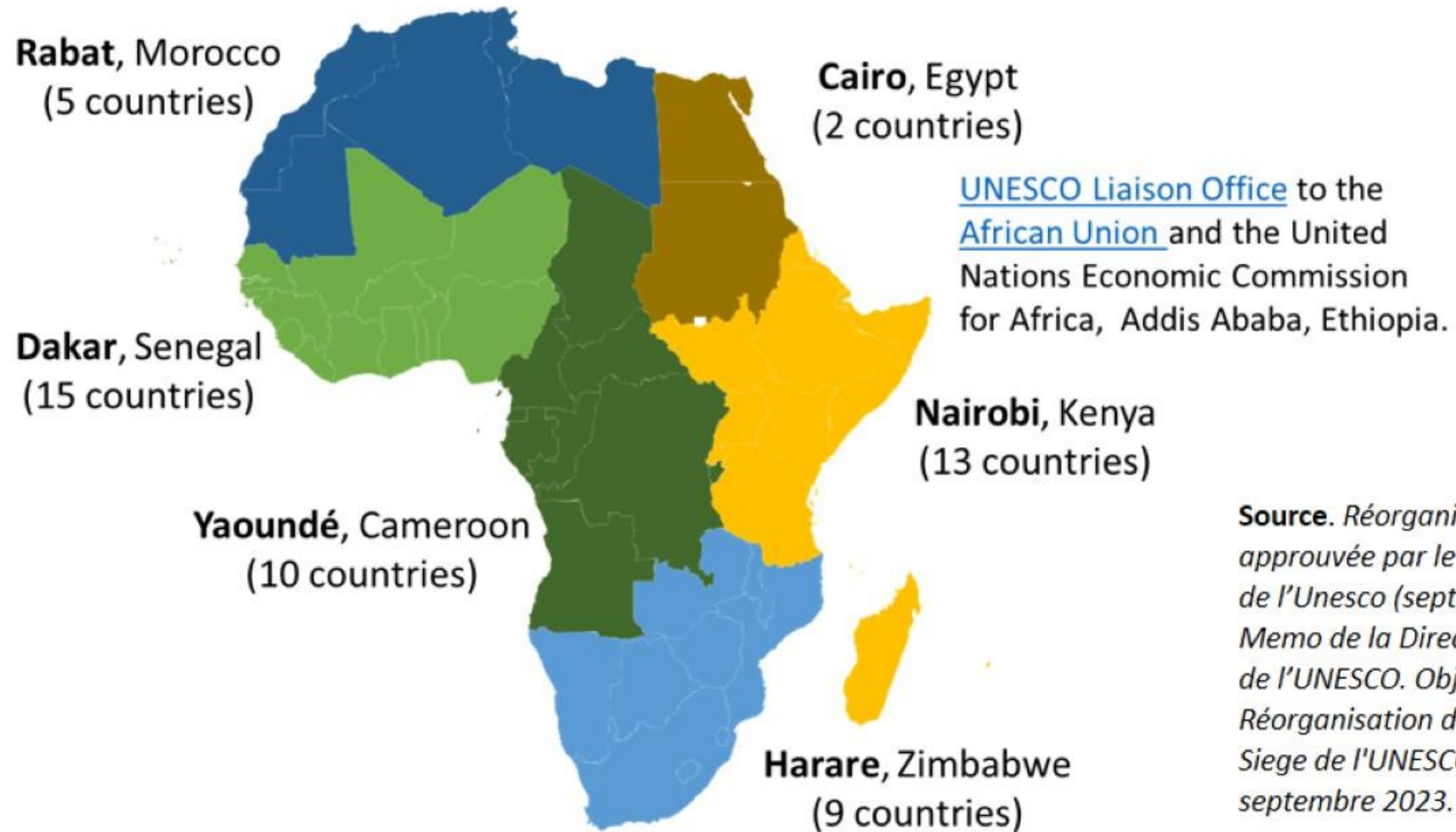
- In 2023, under the [Campus Africa Flagship Programme](#), the UNESCO Section for Higher Education (based in Paris) conducted a **mapping on data availability and stakeholders in Africa's tertiary education**.
- Based on this mapping, this presentation focuses on selected SDG4 indicators published by the [UNESCO Institute for Statistics](#) (UIS) during the decade period 2012 to the present.

African Union (AU) Policy Frame for Higher Education Data



Country Distribution by UNESCO Regional Office in the African Continent

(update: 14 Sep 2023)



Source. Réorganisation approuvée par le Conseil exécutif de l'Unesco (septembre 2023). Memo de la Directrice générale de l'UNESCO. Objet: Réorganisation du dispositif hors Siège de l'UNESCO. Date : 14 septembre 2023.

Africa (54 countries): SDG Indicator 4.3.2 Gross Enrolment for Tertiary Level | Number of years with/out data (2012-2022)

Country	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Number of Years with Data (2013-2022)
Algeria	•	•	•	•	•	•	•	•	•	•	10
Burkina Faso	•	•	•	•	•	•	•	•	•	•	10
Ghana	•	•	•	•	•	•	•	•	•	•	10
Madagascar	•	•	•	•	•	•	•	•	•	•	10
Mauritius	•	•	•	•	•	•	•	•	•	•	10
Morocco	•	•	•	•	•	•	•	•	•	•	10
Rwanda	•	•	•	•	•	•	•	•	•	•	10
Senegal	•	•	•	•	•	•	•	•	•	•	10
Seychelles	•	•	•	•	•	•	•	•	•	•	10
Tunisia	•	•	•	•	•	•	•	•	•	•	10
Guinea	•	•	•	•	•	•	•	•	•	•	9
South Africa	•	•	•	•	•	•	•	•	•	•	9
Benin	•	•	•	•	•	•	•	•	•	•	8
Botswana	•	•	•	•	•	•	•	•	•	•	8
Burundi	•	•	•	•	•	•	•	•	•	•	8
Egypt	•	•	•	•	•	•	•	•	•	•	8
Kenya	•	•	•	•	•	•	•	•	•	•	8
Namibia	•	•	•	•	•	•	•	•	•	•	8
Niger	•	•	•	•	•	•	•	•	•	•	8
Togo	•	•	•	•	•	•	•	•	•	•	8
Côte d'Ivoire	•	•	•	•	•	•	•	•	•	•	7
Mali	•	•	•	•	•	•	•	•	•	•	7
Mauritania	•	•	•	•	•	•	•	•	•	•	7
Mozambique	•	•	•	•	•	•	•	•	•	•	7
United Republic of Tanzania	•	•	•	•	•	•	•	•	•	•	7
Zimbabwe	•	•	•	•	•	•	•	•	•	•	7
Angola	•	•	•	•	•	•	•	•	•	•	6

Country	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Number of Years with Data (2013-2022)
Cabo Verde	•	•	•	•	•	•	•	•	•	•	6
Cameroon	•	•	•	•	•	•	•	•	•	•	6
Ethiopia	•	•	•	•	•	•	•	•	•	•	6
Malawi	•	•	•	•	•	•	•	•	•	•	6
Lesotho	•	•	•	•	•	•	•	•	•	•	5
Uganda	•	•	•	•	•	•	•	•	•	•	4
Chad	•	•	•	•	•	•	•	•	•	•	3
Congo Republic	•	•	•	•	•	•	•	•	•	•	3
Democratic Republic of the Congo	•	•	•	•	•	•	•	•	•	•	3
Eritrea	•	•	•	•	•	•	•	•	•	•	3
Sao Tome and Principe	•	•	•	•	•	•	•	•	•	•	3
Sudan	•	•	•	•	•	•	•	•	•	•	3
Comoros	•	•	•	•	•	•	•	•	•	•	2
Equatorial Guinea	•	•	•	•	•	•	•	•	•	•	2
Nigeria	•	•	•	•	•	•	•	•	•	•	2
South Sudan	•	•	•	•	•	•	•	•	•	•	2
Eswatini	•	•	•	•	•	•	•	•	•	•	1
Gabon	•	•	•	•	•	•	•	•	•	•	1
Central African Republic	•	•	•	•	•	•	•	•	•	•	0
Djibouti	•	•	•	•	•	•	•	•	•	•	0
Gambia	•	•	•	•	•	•	•	•	•	•	0
Guinea-Bissau	•	•	•	•	•	•	•	•	•	•	0
Liberia	•	•	•	•	•	•	•	•	•	•	0
Libya	•	•	•	•	•	•	•	•	•	•	0
Sierra Leone	•	•	•	•	•	•	•	•	•	•	0
Somalia	•	•	•	•	•	•	•	•	•	•	0
Zambia	•	•	•	•	•	•	•	•	•	•	0

Countries with data	36	33	38	35	32	32	27	26	17	15
% Countries with data (out of 54)	67%	61%	70%	65%	59%	59%	50%	48%	31%	28%

Africa (54 countries): SDG Indicator 4.b.1 Volume of official development assistance flows for scholarships by sector and type of study, constant US\$ | Number of years with/without data (2012-2022)

Country	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Number of Years with Data (2013-2022)
Algeria	•	•	•	•	•	•	•	•	•		9
Angola	•	•	•	•	•	•	•	•	•		9
Benin	•	•	•	•	•	•	•	•	•		9
Botswana	•	•	•	•	•	•	•	•	•		9
Burkina Faso	•	•	•	•	•	•	•	•	•		9
Burundi	•	•	•	•	•	•	•	•	•		9
Cabo Verde	•	•	•	•	•	•	•	•	•		9
Cameroon	•	•	•	•	•	•	•	•	•		9
Central African Republic	•	•	•	•	•	•	•	•	•		9
Chad	•	•	•	•	•	•	•	•	•		9
Comoros	•	•	•	•	•	•	•	•	•		9
Congo Republic	•	•	•	•	•	•	•	•	•		9
Côte d'Ivoire	•	•	•	•	•	•	•	•	•		9
Democratic Republic of the Congo	•	•	•	•	•	•	•	•	•		9
Djibouti	•	•	•	•	•	•	•	•	•		9
Egypt	•	•	•	•	•	•	•	•	•		9
Equatorial Guinea	•	•	•	•	•	•	•	•	•		9
Eritrea	•	•	•	•	•	•	•	•	•		9
Eswatini	•	•	•	•	•	•	•	•	•		9
Ethiopia	•	•	•	•	•	•	•	•	•		9
Gabon	•	•	•	•	•	•	•	•	•		9
Gambia	•	•	•	•	•	•	•	•	•		9
Ghana	•	•	•	•	•	•	•	•	•		9
Guinea	•	•	•	•	•	•	•	•	•		9
Guinea-Bissau	•	•	•	•	•	•	•	•	•		9
Kenya	•	•	•	•	•	•	•	•	•		9
Lesotho	•	•	•	•	•	•	•	•	•		9
Liberia	•	•	•	•	•	•	•	•	•		9
Libya	•	•	•	•	•	•	•	•	•		9
Madagascar	•	•	•	•	•	•	•	•	•		9
Malawi	•	•	•	•	•	•	•	•	•		9
Mali	•	•	•	•	•	•	•	•	•		9
Mauritania	•	•	•	•	•	•	•	•	•		9
Mauritius	•	•	•	•	•	•	•	•	•		9
Morocco	•	•	•	•	•	•	•	•	•		9
Mozambique	•	•	•	•	•	•	•	•	•		9
Namibia	•	•	•	•	•	•	•	•	•		9
Niger	•	•	•	•	•	•	•	•	•		9
Nigeria	•	•	•	•	•	•	•	•	•		9
Rwanda	•	•	•	•	•	•	•	•	•		9
Senegal	•	•	•	•	•	•	•	•	•		9
Sierra Leone	•	•	•	•	•	•	•	•	•		9
Somalia	•	•	•	•	•	•	•	•	•		9
South Africa	•	•	•	•	•	•	•	•	•		9
South Sudan	•	•	•	•	•	•	•	•	•		9
Sudan	•	•	•	•	•	•	•	•	•		9
Togo	•	•	•	•	•	•	•	•	•		9
Tunisia	•	•	•	•	•	•	•	•	•		9
Uganda	•	•	•	•	•	•	•	•	•		9
United Republic of Tanzania	•	•	•	•	•	•	•	•	•		9
Zambia	•	•	•	•	•	•	•	•	•		9
Zimbabwe	•	•	•	•	•	•	•	•	•		9
Seychelles	•	•	•	•	•	•	•	•	•		5
Sao Tome and Principe											0



Source: [UIS.Stat \(25 Jan 2024, 17:47\)](#) - Data provided by OECD-DAC database.

Countries with data	53	53	53	53	53	52	52	52	52	0
% Countries with data (out of 54)	98%	98%	98%	98%	98%	96%	96%	96%	96%	0%

OPRI Percentage of graduates from Science, Technology, Engineering and Mathematics programmes in tertiary education | Number of years with/out data (2012-2022)

Country	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Number of Years with Data (2013-2022)
Burkina Faso		•	•	•	•	•	•	•	•	•	9
Ghana			•	•	•	•	•	•	•	•	8
Seychelles			•	•	•	•	•	•	•	•	8
Madagascar		•	•	•	•	•	•	•		•	8
South Africa		•	•	•	•	•	•	•	•		8
Algeria			•	•		•	•	•	•	•	7
Morocco			•	•	•		•	•	•	•	7
Namibia		•	•	•	•	•	•	•			7
Rwanda					•	•	•	•	•	•	5
Tunisia			•	•		•		•		•	5
Benin		•	•		•	•	•	•			5
Niger			•	•	•	•	•				5
Mauritius					•			•	•	•	4
Mozambique			•	•	•	•					4
Burundi				•	•	•					3
Cabo Verde				•	•	•					3
Egypt				•						•	2
Botswana								•	•		2
Mauritania				•				•	•		2
Lesotho			•			•					2
Chad								•			1
United Republic of Tanzania							•				1
Congo Republic					•						1
Democratic Republic of the Congo				•							1
Eritrea				•							1
Angola		•									1
Sudan			•								1

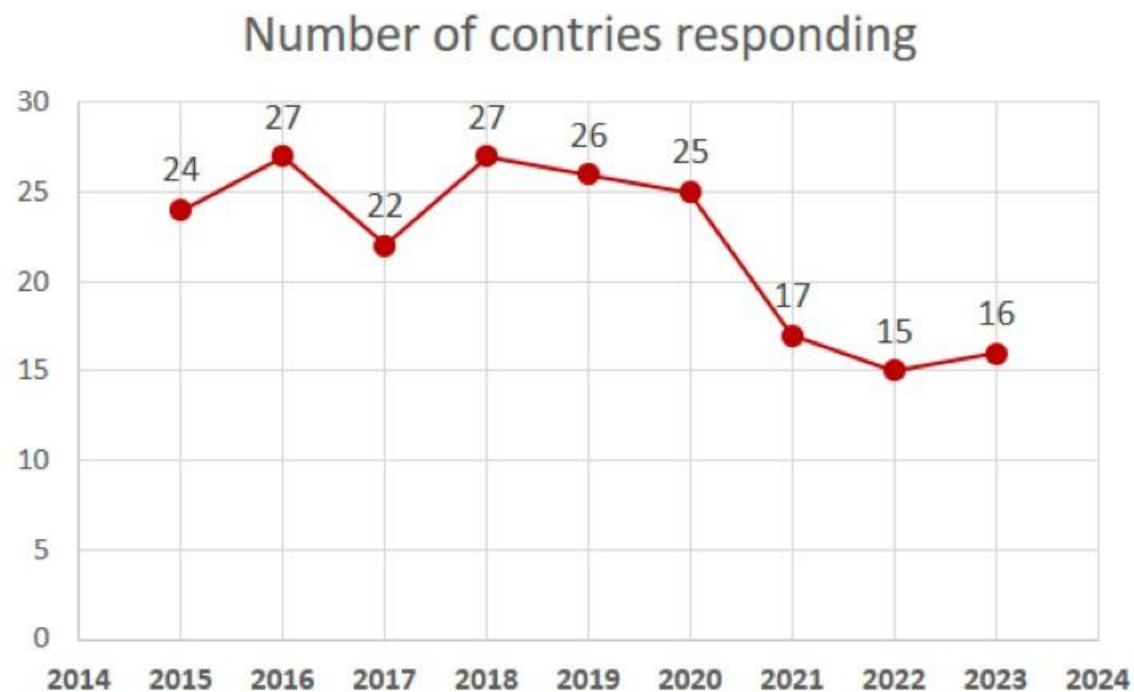
Country	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Number of Years with Data (2013-2022)
Zimbabwe			•								1
Cameroon											0
Central African Republic											0
Comoros											0
Côte d'Ivoire											0
Djibouti											0
Equatorial Guinea											0
Eswatini											0
Ethiopia											0
Gabon											0
Gambia											0
Guinea											0
Guinea-Bissau											0
Kenya											0
Liberia											0
Libya											0
Malawi											0
Mali											0
Nigeria											0
Sao Tome and Principe											0
Senegal											0
Sierra Leone											0
Somalia											0
South Sudan											0
Togo											0
Uganda											0
Zambia											0

Countries with data	0	5	16	17	14	15	12	15	8	10
% Countries with data (out of 54)	0%	9%	30%	31%	26%	28%	22%	28%	15%	19%

Response level from Africa Member States to UIS Annual Survey (Questionnaire C on Tertiary Education | 2015-2023)

Number of Years with response (2015-2023)	Number of African Countries	Percentage of Response (2015-2023)
9	6	100%
8	3	89%
7	7	78%
6	1	67%
5	5	56%
4	2	44%
3	4	33%
2	7	22%
1	7	11%
0	12	0%
3.7	54	45%

Note. Weighted average



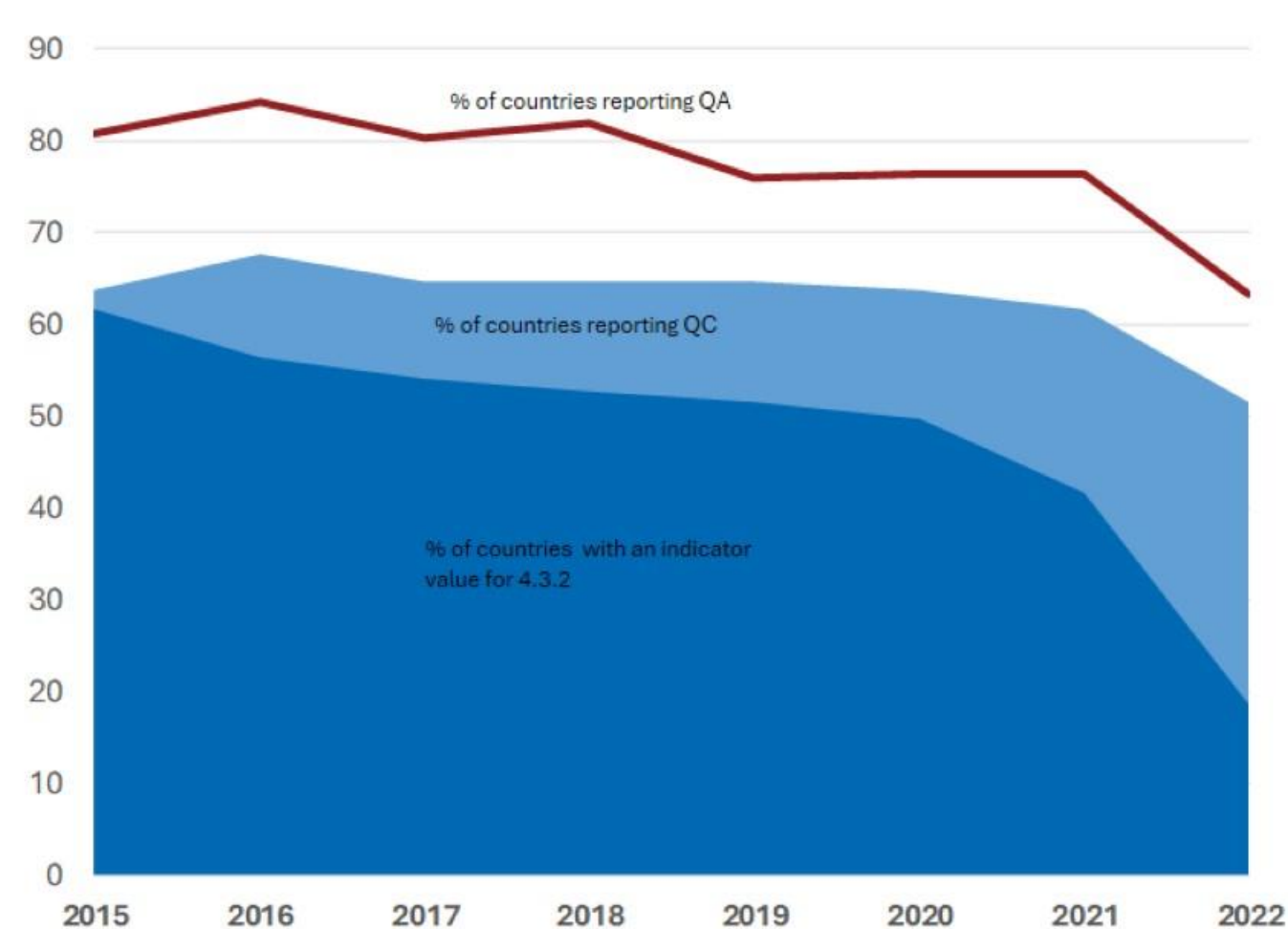
Barriers for reporting official data in Africa's tertiary education

Probable barriers could include:

- Technical weakness in data collection and reporting systems at country level (policy, standards, staff, skills, technology, etc.)
- Lack of capacity or interest of higher education institutions (HEIs) in providing data
- Timeliness or low quality of data reported
- Insufficient or outdated information about the population (related to inconsistent household surveys or census)
- Scarce resources, weak institutional support or political will, among others.



Indicator 4.3.2: Improving availability (a global view)



- Calculating 4.3.2 only require for countries to submit response to QC. Response rate to QC is much lower in comparison to QA (ISCED 02 to 4).
- Increasingly large difference between the proportion of countries who actually report QC and the proportion of countries with a value for indicator 4.3.2.

When responding to QC, countries may face challenges like:

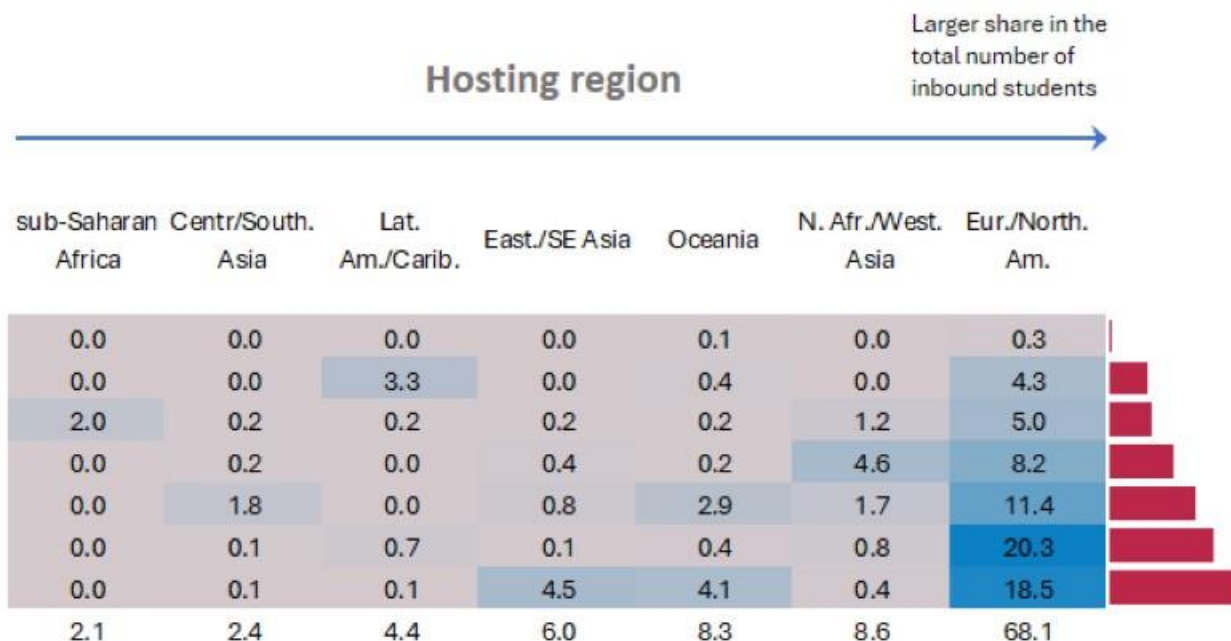
- Disaggregation by age can be difficult
- Absence of data for private institutions
- HE programmes can be under several ministries
- Some universities have several campuses spread across countries (e.g., University of South Pacific, University of West Indies) but data allocated to a single country

Indicator 4.3.2: Issues for consideration (a global view)

Mobility. Indicator 4.3.2 does not account for students abroad: participation in higher education can be underestimated for countries with large numbers of students going abroad

- Asia accounts for the largest proportion of outbound students.
- Europe and North America hosts 7 out of 10 mobile students studying abroad
- But coverage is becoming insufficient to provide an accurate picture

Distribution of mobile students, by region, 2021 (%)



Equity

- Not possible to look at enrolment by quality tier
- Inequality of opportunities typically happen before higher education (need to consider eligibility to HE)
- Little discussion about enrollment by field of study (e.g., STEM)

Monitoring Higher Education in the SDG 4 agenda

Moving forward







- Encourage and support Member States to respond to UIS Survey of Formal education Questionnaire C (ISCED 5 to 8): <https://uis.unesco.org/uis-questionnaires>
- Consider conceptual and methodological improvements for a more policy-relevant monitoring of Higher Education in the SDG 4 agenda – mobility represents an important share of students enrolled in tertiary education for many countries
- Re-invigorate the technical and political dialogue on Higher Education monitoring in the SDG 4 agenda in the Technical Cooperation Group

For any enquiry about UIS Survey of Formal Education or UIS methodology and data on indicator 4.3.2 p.montjourides@unesco.org



Key dates UNESCO Institute for Statistics



-  2024 CONFERENCE ON EDUCATION DATA AND STATISTICS
-  Launch of the 2024 Survey of Formal Education
-  2024 Survey of Formal Education deadline for country submission
-  UIS Data refresh
-  New country data cannot be introduced anymore for UIS main data release
-  Main Data release (including regional aggregates)

Key dates United Nations Statistical Division and SDG Global Monitoring

-  Education data are updated in UNSD SDG Global Database
-  High-Level Political Forum (HLPF) 2024
-  Summit of the Future in 2024

General questions for higher education policy and research

Assuming that internationally comparable official data is a useful input to advance research, policy and practice in higher education:

- Why is data missing or not systematically reported at country level by official entities responsible for statistics?
- Is there need to revisit/update tertiary education indicators at country level in defining and monitoring a post-2030 agenda? (while recognizing, however, there already are gaps in reporting for existing ones)
- Which are options to improve production and dissemination of internationally comparable official data for tertiary education?
- Despite gaps for some countries, there is a significant volume of information for others... what are challenges to use them effectively by Member States and other organizations for evidence-based policy and practice in higher education?

UIS Resources

- SDG 4 Data Explorer <http://sdg4-data.uis.unesco.org/>
- Technical Cooperation Group for SDG 4 Indicators (TCG) <http://tcg.uis.unesco.org>
- Global Education Observatory <http://geo.uis.unesco.org>
- UIS education glossary <http://uis.unesco.org/en/glossary?wbdisable=true>
- UIS survey page <http://uis.unesco.org/uis-questionnaires>
- Metadata <https://tcg.uis.unesco.org/methodological-toolkit/metadata/>
- Country profiles <https://tcg.uis.unesco.org/country-profile-new/>
- Dashboard to bridge global and regional education monitoring frameworks <https://tcg.uis.unesco.org/dashboard/>
- SDG 4 Data Digest 2021: National SDG 4 benchmarks: fulfilling our neglected commitment <https://unesdoc.unesco.org/ark:/48223/pf0000380387>
- Setting Commitments: National SDG 4 benchmarks to transform education (2022) <https://unesdoc.unesco.org/ark:/48223/pf0000382076>
- SDG4 Scorecard progress report on national benchmarks: Focus on early childhood (2023) <https://unesdoc.unesco.org/ark:/48223/pf0000384295>
- Regional reports to bridge global and regional education monitoring frameworks <https://tcg.uis.unesco.org/regional-frameworks-for-sdg4/>

Thank you!



Higher Education Section
ED/PLS/HED, UNESCO Headquarters



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7-9 FEBRUARY 2024
UNESCO HEADQUARTERS, PARIS, FRANCE



Building Evidence in Education - Higher Education (BE2-HE)

Strengthening Stakeholder
Engagement on evidence based
higher education programming

BUILDING
EVIDENCE IN
EDUCATION

What is Building Evidence in Education (BE2)

The objectives of BE2 are to:

- Strengthen donor research collaboration and coordination,
- Encourage higher standards of commissioned research, and
- Promote the availability and access to rigorous evidence

What is BE2-HE?

BE2 conducts its work via 6 Special Interest Groups (SIGs)

BE2-HE is the Higher Education-focused special interest group

This new SIG provides a platform for donors to:

- Share and coordinate evidence in higher education
- Bring international good practices in HE to our members

BE2-HE Membership

SIG Co-leads: USAID and World Bank

- Education Sub-Saharan Africa (ESSA)
- NORAD
- Inter American Development Bank (IADB)
- International Association of Universities (IAU)
- UNHCR
- Association of Commonwealth Universities
- British Council
- International Development Research Centre (IDRC)
- German Academic Exchange Service
- Agence Française de Développement
- UNESCO
 - UNESCO-International Institute for Higher Education
 - UNESCO-Section for Higher Education
 - UNESCO IIEP

The inception of BE2-HE

BE2-HE was convened in fall 2023 due to increased interest in the higher education community to collaborate on evidence in higher education programming

- USAID's first Higher Education Evidence Summit was held in May 2022
- The Summit provided an opportunity for more than 1600 attendees to hear from more than 160 academics
- Growing membership in BE2-HE represents many stakeholders who are continuing those conversations

Objectives of BE2-HE

1. Share learnings from higher education portfolio in each member organization
2. Identify synergies and opportunities to collaborate
3. Coordinate evidence dissemination and use promotion (forthcoming)
4. Align HE research priorities for research across donors, where possible
5. Disseminate guidance and tools across members to maximize use
6. Collaboratively set priorities in research and learning in higher education across members

Way Forward

- Continue to grow the community of collaborators around higher education evidence generation, dissemination and use
- Further strengthen how this donor SIG works with the broader HE community globally
- Identify SIG deliverables that are collaboratively developed, benefit the broader sector, and advance the shared goals of the SIG



USAID
FROM THE AMERICAN PEOPLE



BUILDING EVIDENCE IN EDUCATION

Questions

Thank you



Pre-Conference Engagement Day

6 FEBRUARY 2024

CONFERENCE ON
**EDUCATION DATA
AND STATISTICS**

CONFERENCIA SOBRE
**DATOS Y ESTADÍSTICAS
DE EDUCACIÓN**

CONFÉRENCE SUR LES
**DONNÉES ET STATISTIQUES
DE L'ÉDUCATION**

7-9 FEBRUARY 2024

UNESCO HEADQUARTERS, PARIS, FRANCE



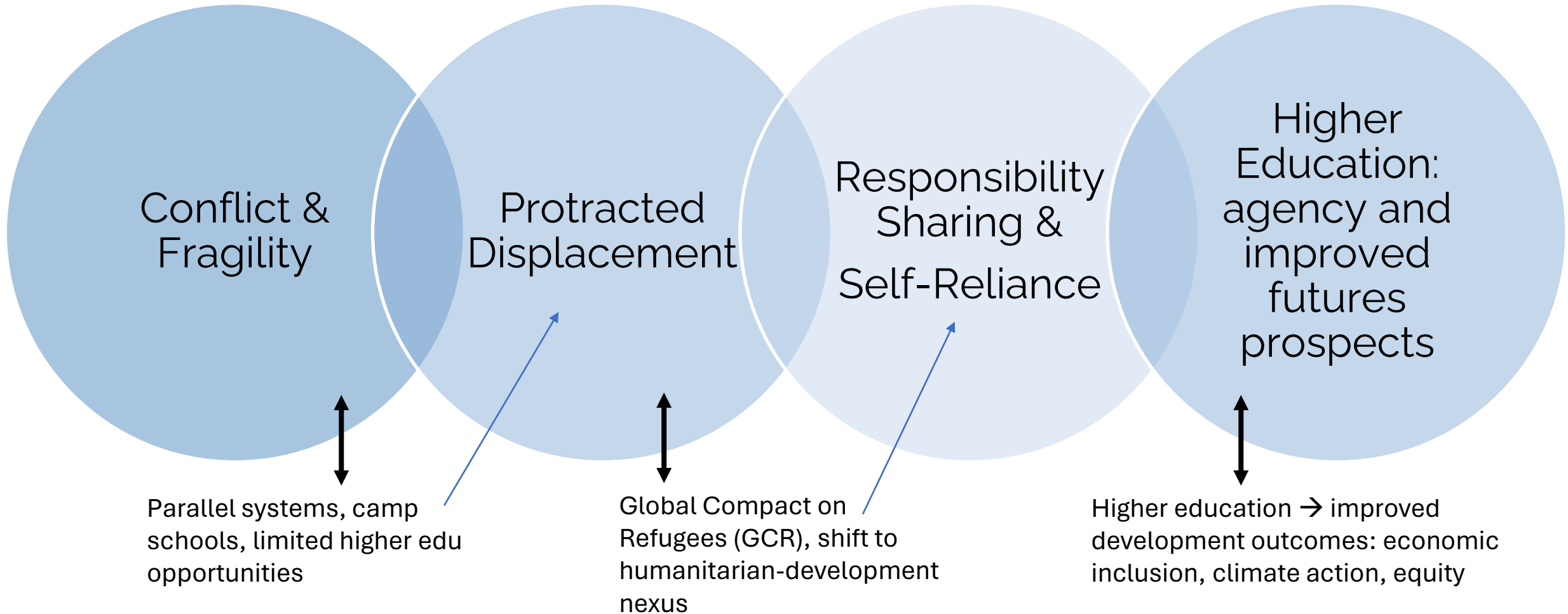
**15% BY
2030 REFUGEE
HIGHER
EDUCATION**

**15by30 Global target
for Refugee Higher
Education and Self-
Reliance**

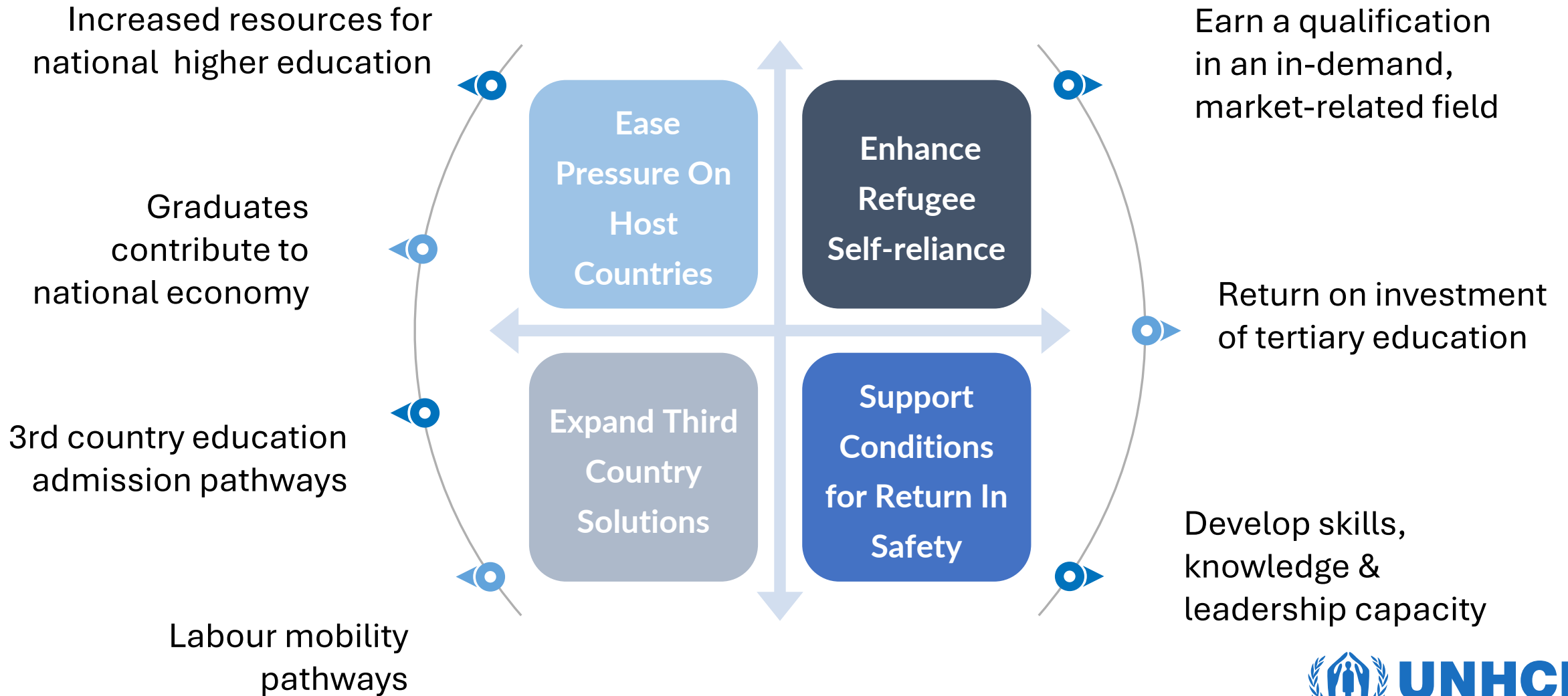
Goal: Achieve enrolment of 15% of refugee youth in higher education by 2030, resulting in roughly 600,000 refugee youth with access to higher education.

Why higher education in emergencies?

What is the role of higher education in humanitarian action?



Global Compact on Refugees & Higher Education



Barriers to Higher Education for Refugees



Pressure to **contribute to household finances** instead of secondary or tertiary education



Barriers compounding those already present at primary and secondary levels that disproportionately impact **youth with disabilities**

Low number of higher education **institutions**

Limited fully or partially **financed opportunities**

Long distance to campus and/ or **movement restrictions**



Limited **financial stability** for families to fund higher education

Refugee students required to pay **higher international student rates**



Lack of **academic certification** required for admission

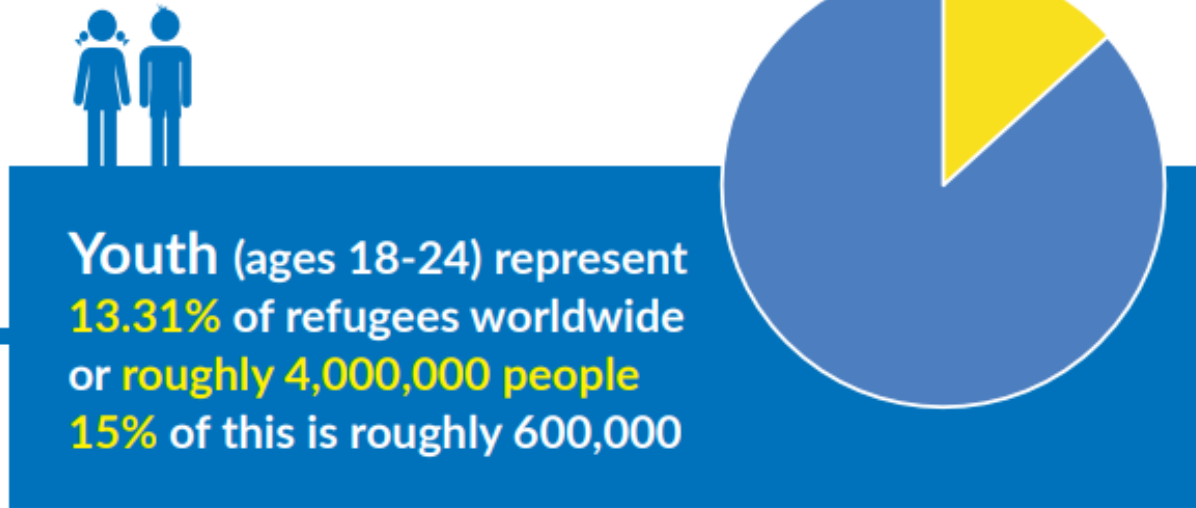
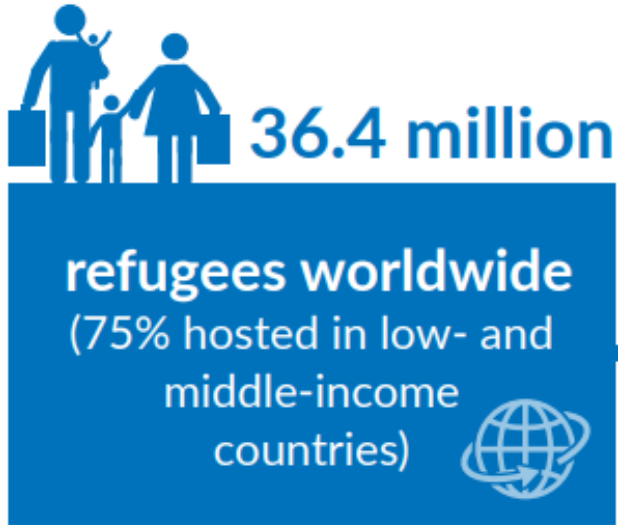
Lack of **reliable power and connectivity** for connected higher education programming

Low number of students, particularly girls, graduating **from secondary school**



Barriers that disproportionately affect **female refugee** enrolment

State of Play: Refugees in Higher Education



7%

Refugee youth enrolled in higher education (262,664).

1%

Refugee youth enrolment rate in 2019.

42%

Average higher education enrolment of all youth globally.

15%

Target refugee enrolment in higher education by 2030.

5 Pillars for Refugee Access to Higher Education

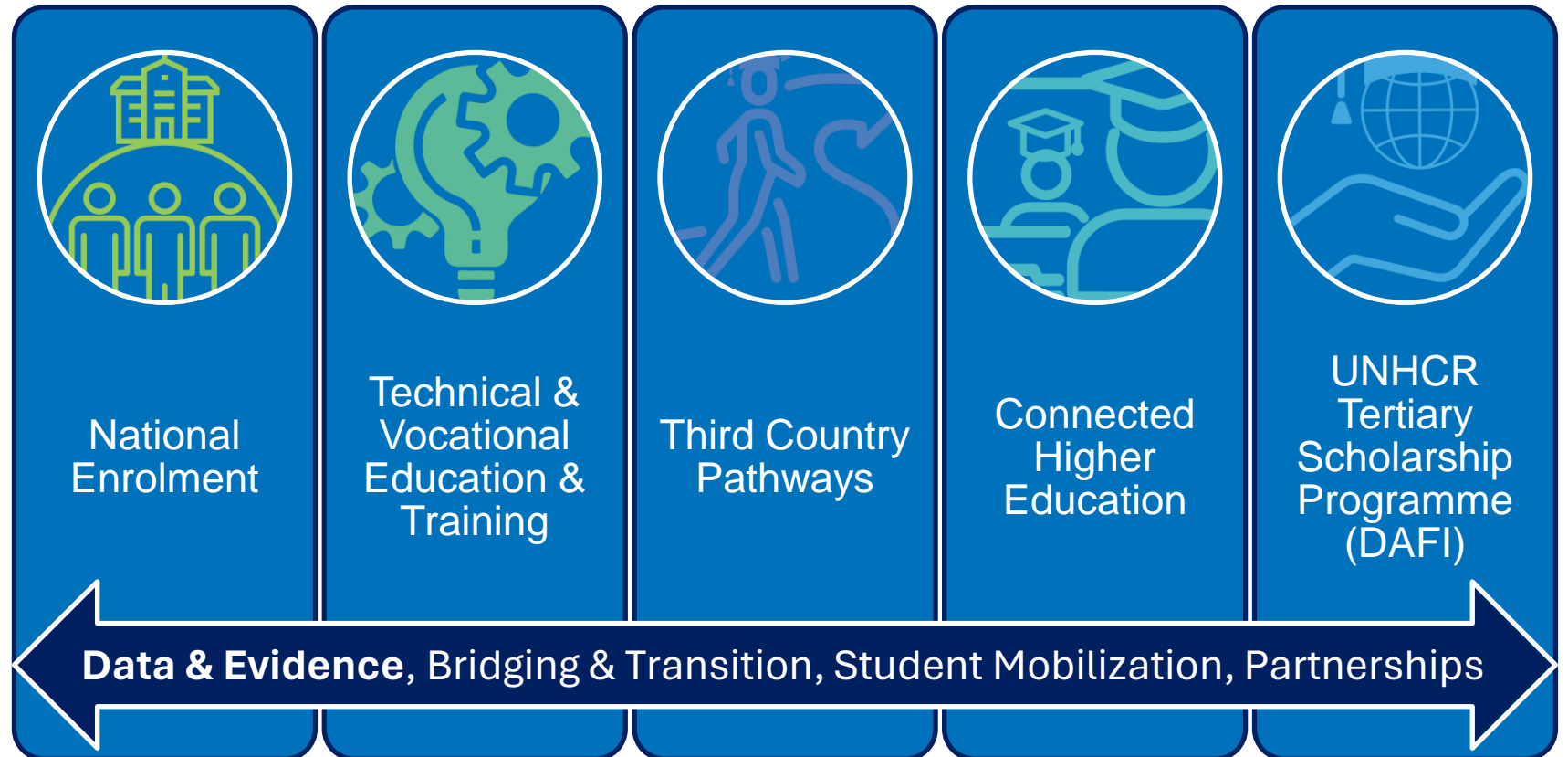
Access to quality higher education enables more displaced and stateless learners to become more **resilient** and **contribute to their societies**.

15%

Refugee youth
enrolled in higher
education by 2030

5

pathways



Higher Education Data – Challenges & Goals

Tension 1: Information gaps

UNHCR and partners do not operate refugee-specific higher education institutions

Awareness of opportunities and where refugees are enrolled is often limited to the most widely-known scholarship programmes

Identify, improve awareness of higher education opportunities for refugees.

Tension 2: Challenges standardizing data

Primary and secondary enrolment data are often collected in a centralized or standardized manner, whereas tertiary enrolment data is not

In higher education there is greater variation in modality and inclusion, raising questions as to the possible degree of standardization

Inform an enhanced enrolment data collection methodology.

Tension 3: Disaggregatio in risks

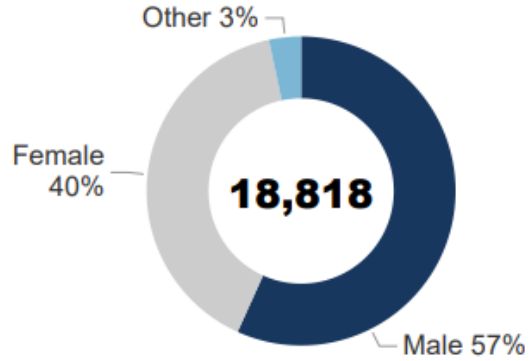
Refugee tertiary enrolment data, where it exists, is rarely disaggregated by protection status

Refugees may face protection risks and discrimination due to disclosed protection status

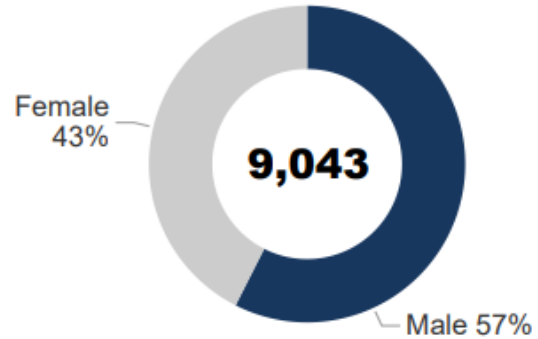
Develop sustainable reporting strategies based on the incentives and risks for stakeholders to report.

DAFI | Key Figures (2022)

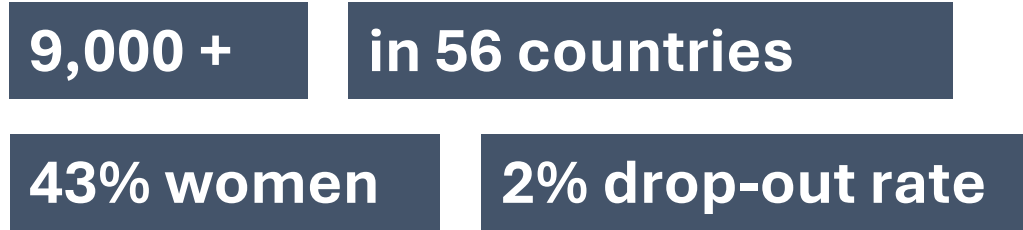
APPLICATIONS



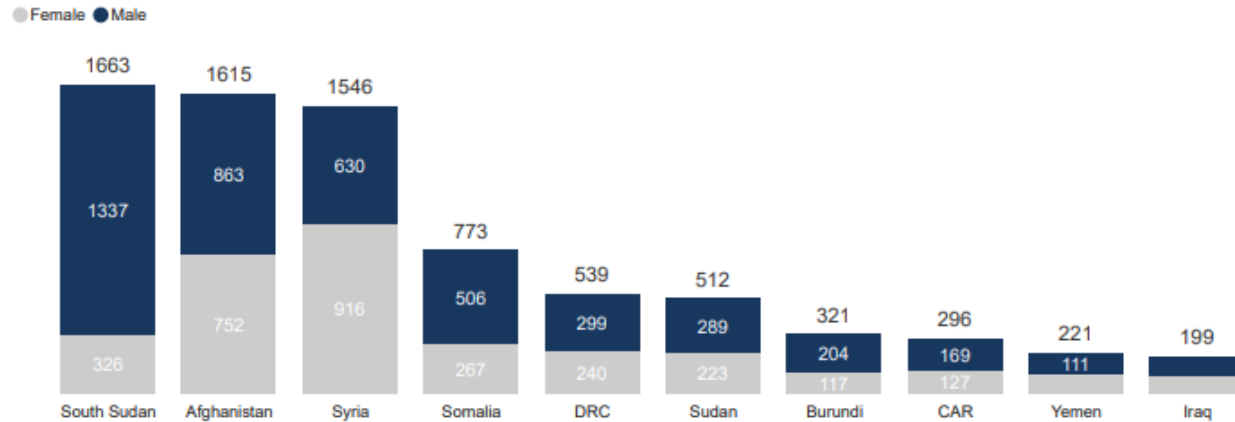
TOTAL DAFI STUDENTS



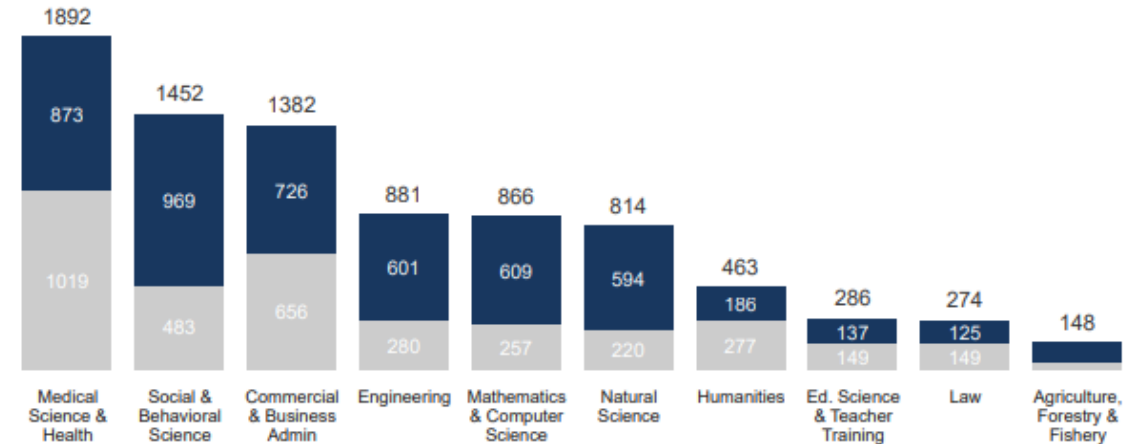
STUDENTS ENROLLED



TOP COUNTRIES OF ORIGIN



TOP FIELDS OF STUDY



2022

Summary of Findings

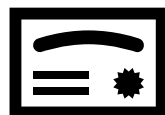
Independent Evaluation of the DAFI Scholarship Programme



Academic counselling and **awareness of the DAFI programme improve secondary education retention rates**, with stronger effects for female students and in refugee camp settings.



Programme-wide **graduation rates have steadily increased** since 2014, and currently stand at 84%.



Financial support for students – in the form of tuition payment and living allowance – **is fundamental to maintaining high completion rates**: most students report that they would not have been able to finish their degrees without financial support from the DAFI programme.

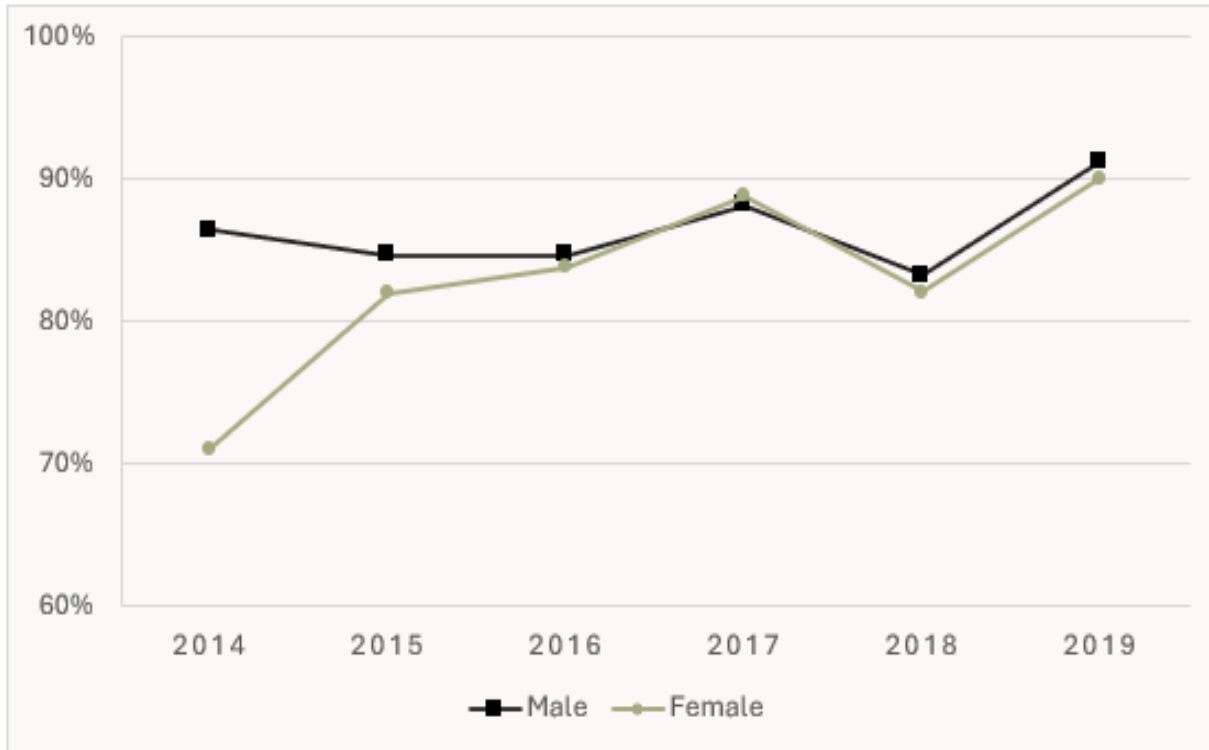


Job-readiness is a major concern for DAFI scholars with many reporting a desire for more career preparation and job placement opportunities.

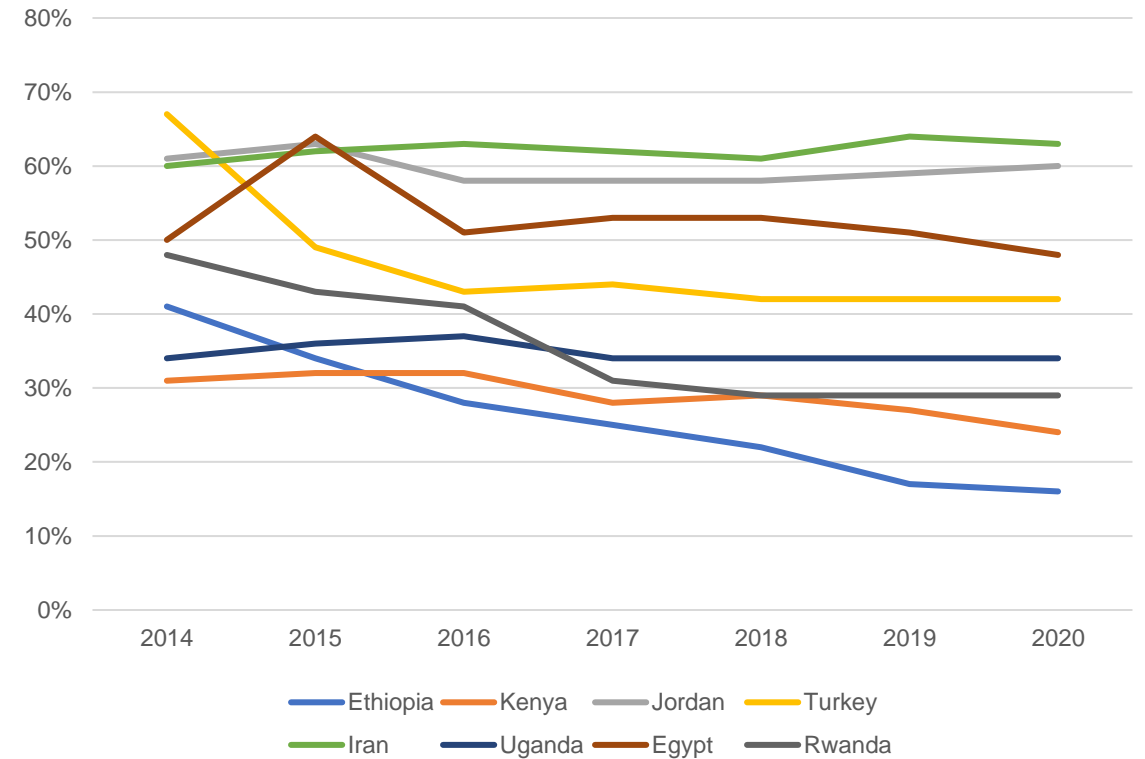
E1. Has the DAFI programme delivered results **equally for women and men?**

Positive trends in girls' applications coupled with convergence in success rate by sex (girls drop out less often, on par with boys).

Success rate, by sex [global]



Girls' participation by country (large country-specific variation)



12. Are there **indirect secondary effects of the program, for example on participation and retention in secondary education, particularly amongst girls?**



There is a well-defined, positive indirect effect on completion of secondary education stemming from awareness of DAFI. The effect is stronger in refugee camps and amongst girls.

Country	Refugees who became aware of DAFI before finishing secondary school	Refugees who felt strongly encouraged to complete secondary [via awareness of DAFI]
Turkey	12%	71%
Jordan	42%	69%
Uganda	58%	80%
Rwanda	54%	89%
South Africa	22%	100%
Ecuador	9%	33%



E2. How, and to what extent, did DAFI achieve that its **beneficiaries engage in the development of their communities?**

Promoting civic engagement under DAFI can be implemented to support social cohesion and skills development if...

More relevant / useful if... 	Less relevant / useful if... 
Restrictions to right to work (can obtain experience)	Right to work is guaranteed (internship or part time work to be preferred)
Identification and monitoring of civic engagement opportunities is relatively easy	Identification and monitoring of civic engagement opportunities is costly or HR-intensive
Students have the time / agency	Students have little time (chores, elderly, children)
There are skills to be gained, aligned with students' career objectives or personal goals	Unstructured or not goal-oriented



**15% BY
2030**

**REFUGEE
HIGHER
EDUCATION**

Thank You



Pre-Conference Engagement Day
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STEERING Tertiary Education Building the Case through Data

SHAPING 21st Century Tertiary Education by...

...**STEER**ing with

Strategically Diversified Systems

A well-functioning tertiary education system requires diverse institution types and delivery modes, allowing for access and choice, as well as articulated pathways for movement across the system.

Technology

Technology is no longer the future for tertiary education; it is the present. And while COVID-19 has exposed the cost of the digital divide, it has also put a spotlight on potential opportunities.

Equity

Access to and persistence through tertiary education is a global concern and one that requires sustained commitment to address.

Efficiency

Efficiency ensures that resources—fiscal and human—are utilized thoughtfully and strategically to promote desired outcomes, both public and private.

Resilience

Tertiary education systems/institutions must embrace agile frameworks that prepare for and use shocks as opportunities for reflection, assessment, and evolution in order to maintain commitment to their essential function and identity

Making the Case for Tertiary Education

There is little data on key trends, and weak empirical evidence on tertiary education to inform our operations.

- Comparatively little economic work on tertiary education in developing countries in the economics literature in general
- Research in this sector has tended to be anecdotal and qualitative, with limited recognition for (quasi-)experimental work and little consensus about relevant outcomes.
- Data sources are also underdeveloped, particularly as country data systems on tertiary education are immature relative to those in primary education.

Objective of New Analytical Report

Building upon the core concepts of the STEER policy advisory framework, to analyze **global trends in tertiary education** (including post-secondary short courses, TVET, and higher education) utilizing available data and evidence, to provide policy recommendations toward improving tertiary education systems in low and middle income countries.

Based on:

- A review of economic evidence on the role of tertiary education in development
- A review of administrative and survey data on key topics in tertiary education
- A systematic literature review of policy interventions
- Extensive consultations with stakeholders

Data Sources Used

- Administrative data-sources such as UIS published data for available global indicators
- Harmonized household survey collections, such as:
 - Global Monitoring Database (used for poverty statistics)
 - Where missing, unharmonized country-level household survey data
 - > e.g. for **tertiary education participation rates**
- Harmonized Labor Force Surveys, such as:
 - Global Labor Database (World Bank)
 - ILOSTAT (ILO)
 - > e.g. for **returns to tertiary education**

Data Sources Used (cont)

- International comparative surveys, such as:
 - PIAAC (OECD), STEP (World Bank)
 - World Values Survey
 - School-to-Work Transition Survey (ILO)

-> e.g. to **study learning levels in the labor market, school to work transitions, attitudes to tertiary education**

Systematic Literature Review

Purpose: understand the effects of key policy changes in tertiary education

- **Open literature search** among key repositories of academic literature
- Inclusion criteria:
 - Papers with a research design that is **(quasi-)experimental** (Randomized Controlled Trial, Regression Discontinuity, Difference in Difference, etc.)
 - Situated in a middle or low-income country
 - Relevant outcomes analyzed for tertiary education policy
 - Papers published (not necessarily peer reviewed) since 2011
- Total of 133 papers met inclusion criteria, out of a sample of 3,992 papers (please share your papers!)
- Most papers studying the effects of expansion, changes in admission policies, student financial aid, elite higher education

...TO DELIVER FOR ALL

The World Bank's Vision

A strong contribution of tertiary education to the World Bank's mission **to end extreme poverty and boost prosperity on a livable planet**

Individual

Better
employability

Higher
wages

Higher
democratic
participation

Better
well-being
outcomes

Society

Human capital
and long-term
growth

Social cohesion
and well-functioning
societies

Research,
innovation
and regional
development

THANK YOU

Dr. Roberta Malee Bassett
Global Lead for Tertiary Education
The World Bank
rbassett@worldbank.org





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The potential of institutional data for higher education analysis and policy

Data-driven approaches to lifelong learning
UNESCO Engagement Day

Simon Roy

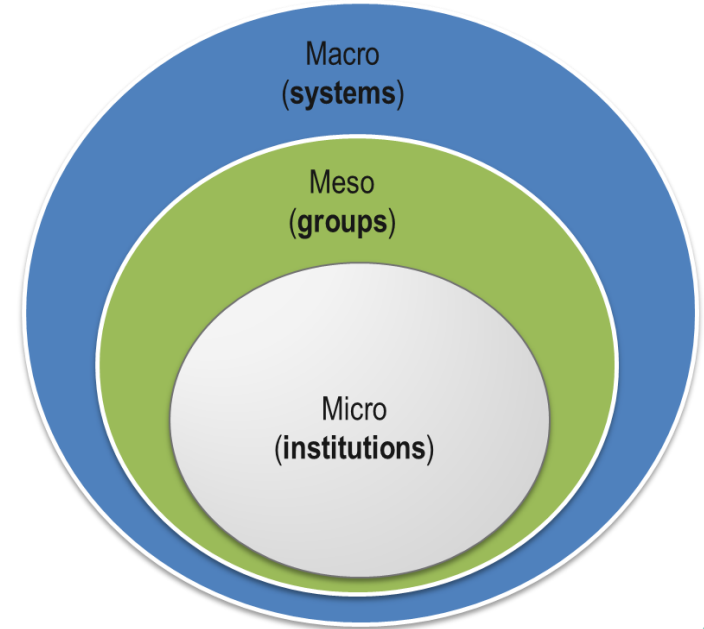
Head of higher education policy
OECD Directorate for Education and Skills

6 February 2024



What kind of comparative information is useful to HE policy makers?

- **Macro-level comparisons** at system level have clear limitations for analysis in many circumstances – higher education systems are much **more heterogeneous** than school systems
- **Case studies** of institutions can showcase innovations and promising practices but may be difficult to generalise
- **Individual institutional comparison** is often of greater interest to institutions themselves than policy makers (e.g. commercial rankings)
- Policymakers are often interested in the **meso level** – how to design policy for **specific sectors or institution types**

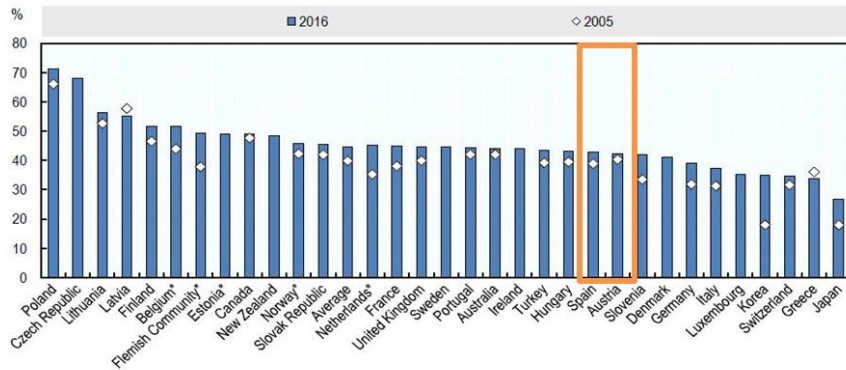




Institution-level data provides unique insights

Comparing systems

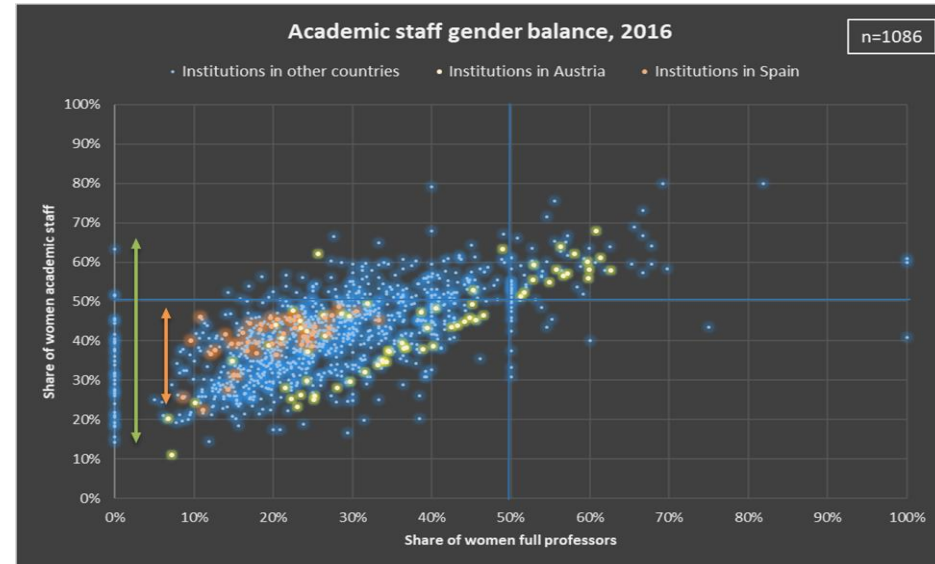
Figure 4.3. Share of women among academic staff in higher education, all age groups (2005 and 2016)



Note: *Participating in the Benchmarking Higher Education System Performance exercise 2017/2018. See Figure 4.1 for notes on academic staff trend data.

Source: Adapted from OECD (2018[17]), *OECD Education Statistics*, <http://dx.doi.org/10.1787/edu-data-en>; data provided by the Flemish Ministry of Education and Training.

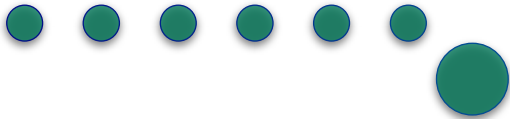
Comparing groups of institutions





An Analytical Database of Higher Education Providers - ADHEP?

National official
data



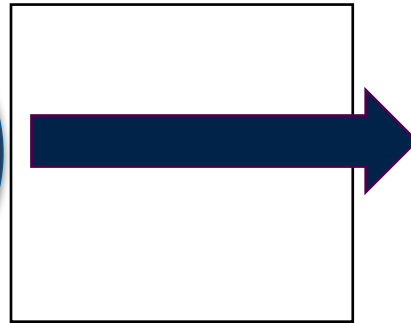
International
registers



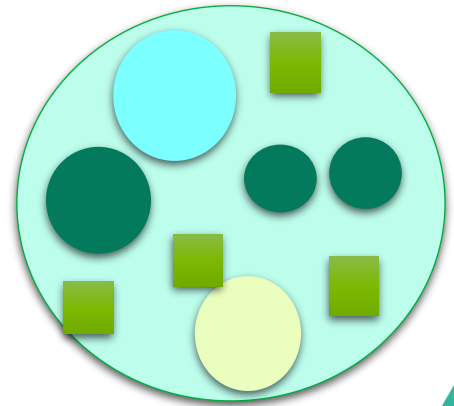
Alternative data
sources



*Establish
equivalence*

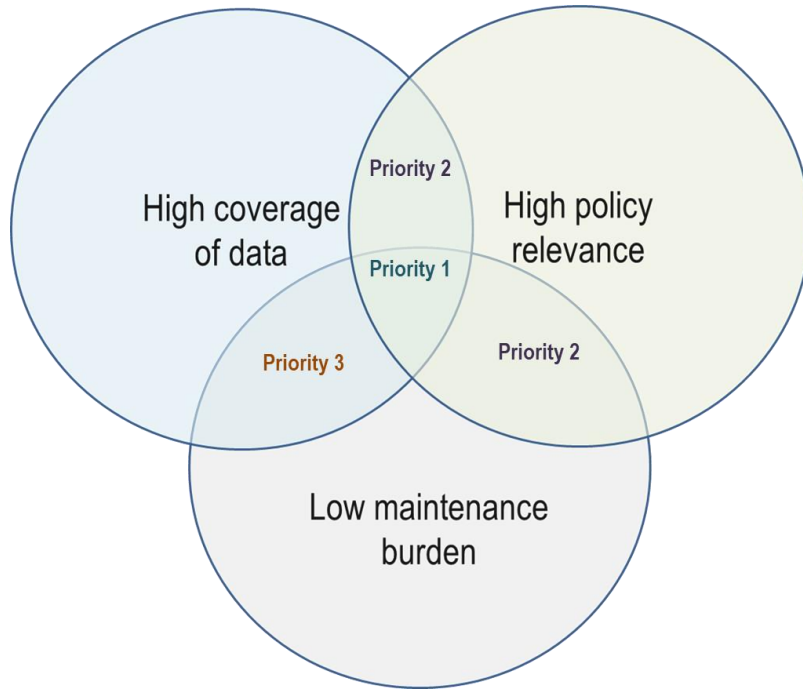


*Create groupings for
policy analysis*





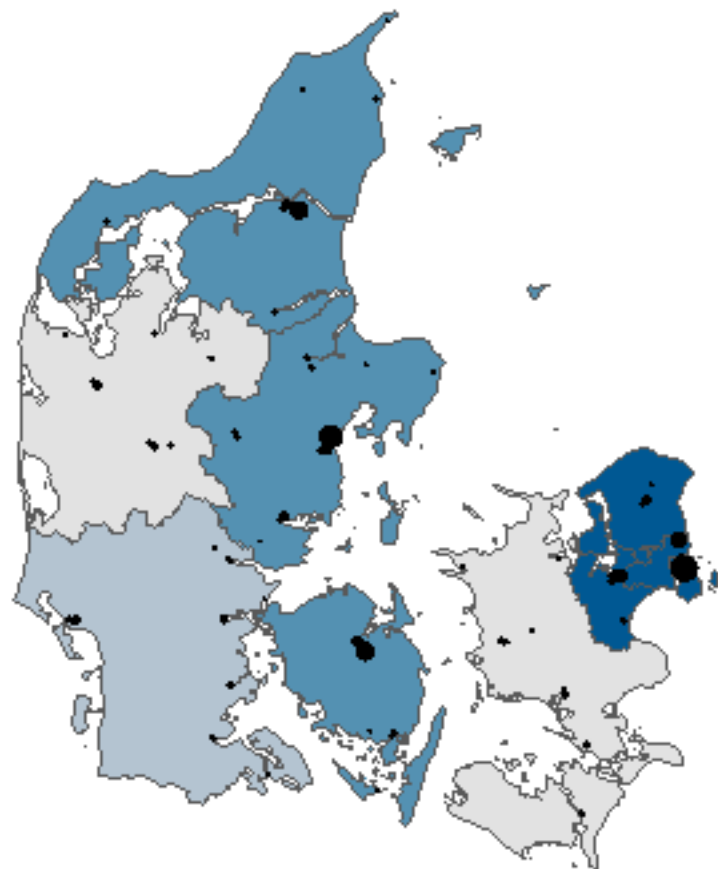
Balancing policy relevance with data collection burdens and costs



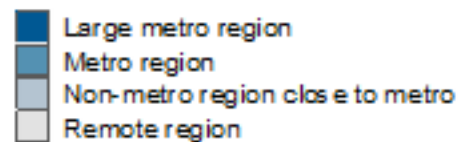
- **Basic institutional characteristics** (institution type, legal status, geographic data) - high policy relevance, high coverage and low maintenance burden
- **Student data** (enrolments per field, graduation rates) – high policy relevance, high coverage, moderate maintenance burden if good registers exist
- **Revenue and expenditure data** - very high policy relevance but also the lowest data coverage and the highest maintenance burden
- **Location data** - high initial development cost, low subsequent maintenance cost (given lower boundary on institution/campus size) and high policy relevance



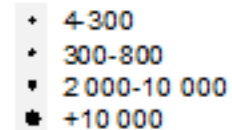
Institutional data + student data + location data



Geographical distribution of HEIs (National data incl. campus locations, 2020)



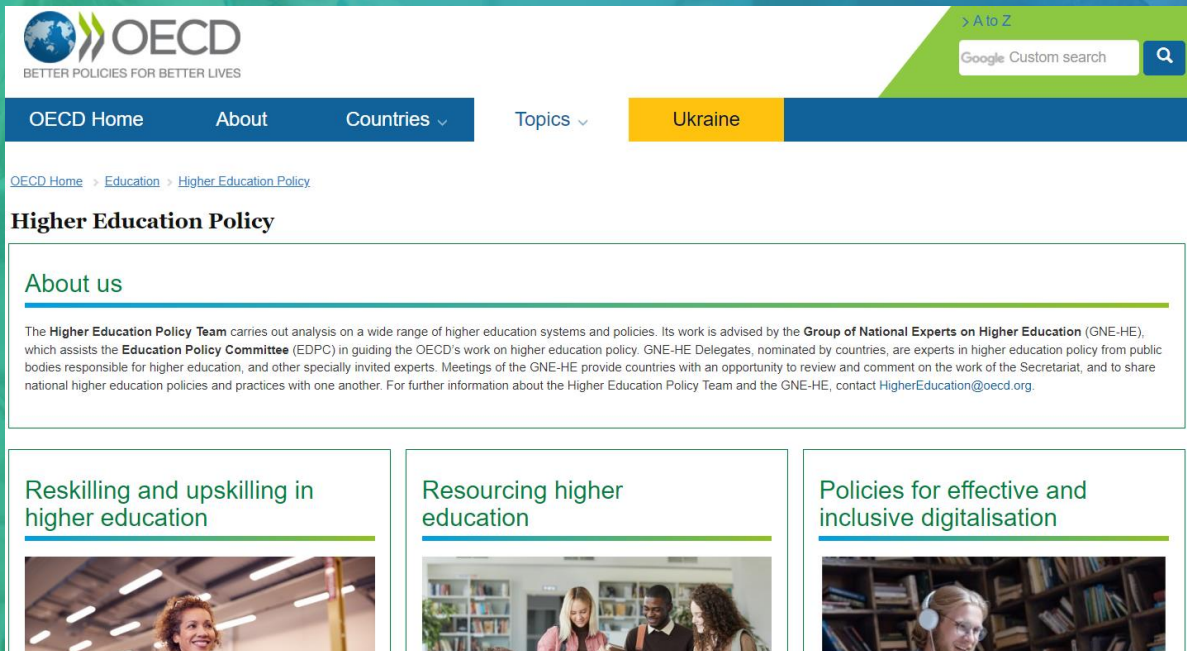
Enrolled students (2020)





Reflections on OECD experience of using institution-level data

- Extremely promising as a tool for developing new insights on HE provision
- Its utility for HE policy analysis lies in integrating and maintaining multiple thematic variables – requires ongoing dedicated resources
- Data exists in institutions in most systems – although is not always effectively collated at system level
- Key challenges: resources to assemble and maintain data – requirement for specific analytical purpose (difficult to justify as ongoing expenditure without clear use requirement)



The screenshot shows the OECD website's navigation and content for Higher Education Policy. At the top left is the OECD logo with the tagline "BETTER POLICIES FOR BETTER LIVES". To the right is a search bar with "Google Custom search" and a magnifying glass icon. Below the logo is a navigation menu with "OECD Home", "About", "Countries", "Topics", and "Ukraine" (highlighted in yellow). A breadcrumb trail reads "OECD Home > Education > Higher Education Policy". The main heading is "Higher Education Policy". Underneath is a section titled "About us" with a horizontal line. The text describes the Higher Education Policy Team and the Group of National Experts on Higher Education (GNE-HE). Below this are three columns of featured content: "Reskilling and upskilling in higher education" with a photo of a woman, "Resourcing higher education" with a photo of three people in a library, and "Policies for effective and inclusive digitalisation" with a photo of a woman wearing headphones.

OECD
BETTER POLICIES FOR BETTER LIVES

> A to Z

Google Custom search

OECD Home About Countries Topics **Ukraine**

OECD Home > Education > Higher Education Policy

Higher Education Policy

About us

The **Higher Education Policy Team** carries out analysis on a wide range of higher education systems and policies. Its work is advised by the **Group of National Experts on Higher Education (GNE-HE)**, which assists the **Education Policy Committee (EDPC)** in guiding the OECD's work on higher education policy. GNE-HE Delegates, nominated by countries, are experts in higher education policy from public bodies responsible for higher education, and other specially invited experts. Meetings of the GNE-HE provide countries with an opportunity to review and comment on the work of the Secretariat, and to share national higher education policies and practices with one another. For further information about the Higher Education Policy Team and the GNE-HE, contact HigherEducation@oecd.org.

Reskilling and upskilling in higher education

Resourcing higher education

Policies for effective and inclusive digitalisation

<https://www.oecd.org/education/higher-education-policy/>

