3rd UNESCO World Higher Education Conference (WHEC 2022)
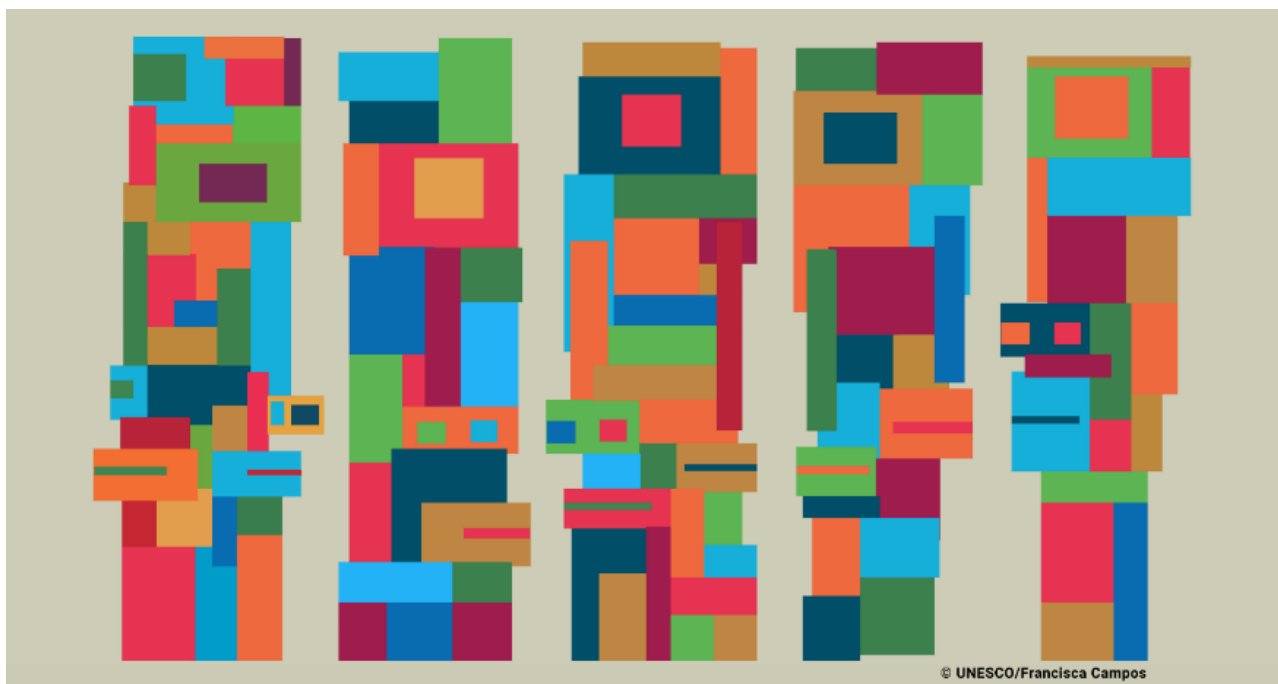UNESCO Section of Higher Education with support from GUNI/ACUP

Technical Expert Group (TEG) Meeting

Location: **Aula Magna**, Universidad de Barcelona (UB)
Edifici Plaça Universitat. Edificio. Edificio Histórico, primer piso. Dirección. Gran Via de les Corts Catalanes, 585, 08007.
Barcelona, Spain
November 29-30, 2021

CONCEPT NOTE

© UNESCO/Francisca Campos

Content

The WHEC2022

The UNESCO Section of Higher Education (ED/E30/HED) is responsible for supporting the Member States in strengthening their higher education systems under the human rights approach, the 2030 Agenda for Sustainable Development, and its pledge to *leave no one behind*. Within this framework, the Section promotes knowledge development, exchange, and dissemination; provides technical assistance; and develops policy recommendations to contribute to improving higher education capacities at national, regional, and international levels. Among its main upcoming actions, the Section will lead the organisation of the **3rd UNESCO World Higher Education Conference** (**WHEC2022**), which is expected to take place in Barcelona, on May 18-20, 2022 (see **Concept Note and Executive Presentation** – available in English, French and Spanish, on WHEC 2022).

The WHEC2022 aims at *breaking away from the traditional models of higher education and opening doors to new innovative, creative and visionary conceptions that not only serve the current agendas for sustainable development, but also pave the way for future learning communities that overcome barriers, speak to all and are inclusive of all lifelong learners*.

The Conference and its preparatory events expect to define and prepare knowledge-based, participatory scenarios to shape a new era of higher education systems (norms, policies, structures, stakeholders) and institutions (universities, specialised entities, think tanks, networks), particularly after the COVID-19 global crisis.

The WHEC2022 will encompass the generation of data, information and knowledge; formulation of updated policy recommendations; identification and dissemination of innovative practices; networking and strengthening of partnerships; broad participation of country stakeholders (highlighting diversity and inclusiveness of higher education stakeholders, within and outside higher education systems, including professors, researchers, administrators, youth, entrepreneurs, policy makers, social leaders, etc.); adoption of commitments and a Higher Education Roadmap that is framed by the 2030 Agenda and looks at the Futures of Education.

TEG´s background

In the framework of the conference's knowledge production and policy dialogue strategy, the **Technical Expert Group** (TEG) was created in the first quarter of 2021. Its members have collaborated with UNESCO as individual consultants and helped to prepare **10 background documents** on each on the main themes of the conference (see **Annex 1**). Working versions of these documents, which received feedback from at least 3 reviewers, were completed by the end of September this year and will be discussed during the TEG's in-person meeting taking place this November 29-30 in Barcelona. The documents will be finalized in the first quarter of 2022 to be delivered on May 18-20, when the WHEC2022 is taking place.

The **TEG members and guests** are Ka Ho Mok, Sylvia Schmelkes, Dag O. Hessen, Jamil Salmi, Susanna Karakhanyan, David Mills, Kilemi Mwiria, Damtew Teferra, César Guadalupe, Mpine Makoe (see distribution of themes by expert in **Annex 2**). Within the TEG, there has been a special contribution of the co-chairs of the EGU2030 (see **Annex 3**), who have been engaged as guests and are preparing an executive summary of the EGU2030 report. In addition, a special focused analysis on the OECD/UNESCO Guidelines on "Quality provision in cross-border higher education" has been elaborated by Achim Hopbach.

The background documents mentioned above seek to articulate updated theory and practice on the corresponding themes as well as provide a reference for policy dialogue and inputs for the HED 2030 Roadmap to be launched during the conference. Each background document has adopted a global perspective and thus considered the five UNESCO regions: Africa (AFR), Arab States (ARB), Asia and the Pacific (APA), Europe and North America (ENA), Latin America and the Caribbean (LAC).

In general, the documents have looked at the last decade (2010 to the present) as a basic timeframe for reviewing literature[1] and conducting focus group discussions, while also providing analysis and policy recommendations for the future of higher education institutions and systems as operating in a global, dynamical context towards year 2030 and beyond[2].

A relevant activity of the TEG members has been the preparation and conduction of **online focus group consultation meetings**. Between May and July 2021, each of the members organized 24 meetings, which had participation of a total of 182 experts and key stakeholders from all regions of the world. A consultation report of each theme was prepared by the corresponding expert.

Scope of the TEG background papers
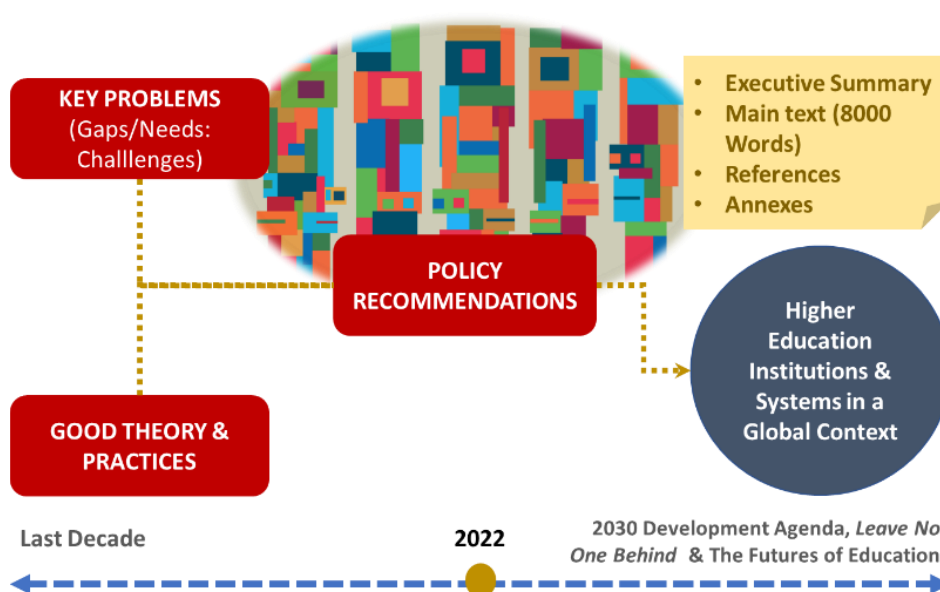
Source. TEG Guidelines.

In sum, the TEG has previously held **four online meetings**:

- Meeting 1 (Wednesday, March 24, 2021, 14:00-16:30 hours, Paris Time): Introduction and exchange of plans.
- Meeting 2 (Wednesday, May 19, 2021, 14:00-16:30 hours, Paris Time): Exchange of progress reports.
- Meeting 3 (Wednesday, July 21, 2021, 14:00-16:30 hours, Paris Time): Exchange of focus group consultation reports
- Meeting 4 (Wednesday, September 8, 2021, 14:00 -16:30 hours, Paris Time): Exchange of background document final versions and next steps.

The TEG members have been supported by **focal points**. They are all UNESCO specialists who collaborate in technical and operational tasks (see **Annex 2**). The focal points are Dana Abdrasheva, Phoebe Kirkup, Paz Portales, Victoria Galán, Hassmik Tortian, Peter Wells, Qingling Kong, Francesc Pedró, Harold Mera, Takudzwa Mutize, José Luis Guzmán, Talal El Hourani, José Antonio Quinteiro, Keith Holmes and Emma

---

[1] Each member conducted extensive literature review. To consider UNESCO's general frame, several references were recommended to TEG members and guests (see list in **Annex 4**).

[2] Special features were considered these themes: for **theme 1** (to integrate the unique, ongoing impact of the COVID-19 pandemic on societies and education systems at the global level), **theme 2** (to ensure synergies with the Global Independent Expert Group on the Universities and the 2030 Agenda (EGU 2030), developed with support of SDG Norway) and **theme 10** (to adopt the approach of the Futures of Education initiative).

Sabzalieva[3]. These focal points are leading or technical staff from UNESCO's HED Section, IESALC, UIS and The Futures of Education initiative.

TEG Meeting Draft Agenda

Sunday, November 28, 2021[4]

18:30 Welcome dinner – Hotel Pulitzer, Barcelona (optional)

Monday, November 29, 2021

Time	Activity
08:45 – 09:00	Registration
09:00 – 09:30	Opening session to the TEG's meeting. Peter Wells, Chief, Higher Education, UNESCO | partners.
09:30 – 10:30	Introductory guidelines for the meeting. WHEC2022 Secretariat.
10:00 – 11:30	Discussion: Themes 1, 2 and 10[5]. TEG members: Prof. Ka Ho Mok (**online**) | Prof. Mpine Makoe. TEG guests: Prof. Dag Hessen (**online, TBC**) | Prof. Sylvia Schmelkes.
11:30 – 12:00	Coffee Break – participants move from the Aula Magna to the Paraninfo, UB)
12:00 – 13:00	**WHEC2022 Official Announcement Event** (Location: **Paraninfo, UB**) – By Manuel Castells, Minister of Universities of the Government of Spain | Stefania Giannini, UNESCO's ADG | Mrs. Ada Colau, *Alcaldesa de Barcelona*|Mrs. Gemma Geis, *Consellera de Recerca i Universitats, Government of Catalonia* | Mrs. Núria Marin, *Presidenta de la Diputació de Barcelona* (Diputació)
13:00 – 14:30	Cocktail (Paraninfo Hall) / Executive lunch (Room Ramón y Cajal)
14:30 – 16:30	Discussion: Themes 3, 4, 5, 6. TEG members: Prof. Jamil Salmi | Prof. Susanna Karakhanyan | Prof. David Mills | Prof. Kilemi Mwiria.
16:30 – 17:00	Coffee Break
17:00 – 17:30	Prof. Fernando Reirmers, Member of the International Commission on the Futures of Education and Director of GEII/Harvard.
17:30 – 18:00	Wrap-up Session. WHEC2022 Secretariat.
18:00	End of day 1

Tuesday, November 30, 2021

Time	Activity
09:00 – 09:30	Special topic: Analysis on the OECD/UNESCO Guidelines on Quality provision in cross-border higher education. Prof. Achim Hopbach.
09:30 – 11:00	Discussion: Themes 7, 8, 9. TEG members: Prof. Damtew Teferra | Prof. César Guadalupe | Prof. Francesc Pedró/Antonio Quinteiro (TBC).
11:00 – 11:30	Coffee Break
11:30 – 12:30	Main challenges and recommendations: contributions to the HED2030 RoadMap
12:30 – 13:00	Mr. Oscar Sala, The Collider Director, Mobile World Capital Barcelona (HED Talk, TBC)
13:00 – 15:00	Lunch – Restaurant [Location TBC]
15:00 – 16:00	Next steps (getting ready for the WHEC2022)
16:00 – 17:00	Closing session. WHEC2022 Secretariat.
17:00	End of the TEG's meeting
18:00	City tour (optional)
20:00	Dinner/hosted by GUNI [location: TBC] – (optional)

---

[3] During part of the process, support was also provided by Danielle Viera and Huong Nguyen, both from IESALC.
[4] In general, travellers will have arrived in Barcelona on Sunday, November 28 and (depending on travel options) depart on Tuesday, November 29 at night or Wednesday, December 1.
[5] **WHEC2022 Themes** (abbreviated). See details in **Annex 1**.

TEG Meeting Participants

#	First Name	Last Name	Role	Confirmed
1	Ka Ho	Mok	TEG member	Online(29nov)
2	Dag	Hessen	TEG guest	Online (TBC)
3	Sylvia	Schmelkes	TEG guest	Yes
4	Jamil	Salmi	TEG member	Yes
5	Susanna	Karakhanyan	TEG member	Yes
6	David	Mills	TEG member	Yes
7	Kilemi	Mwiria	TEG member	Yes
8	Damtew	Teferra	TEG member	Yes
9	César	Guadalupe	TEG member	Yes
11	Mpine	Makoe	TEG member	Yes
12	Achim	Hopbach	TEG guest	Yes
13	Dana	Abdrasheva	TEG focal point	Yes
14	Phoebe	Kirkup	TEG focal point	Yes
15	Paz	Portales	TEG focal point HQ	Yes
16	Victoria	Galan-Muros	TEG focal point	Yes
17	Peter	Wells	TEG focal point	Yes
18	Francesc	Pedró	TEG focal point IESALC	Yes
19	Harold	Mera León[6]	TEG focal point	Yes
20	Takudzwa	Mutize	TEG focal point	Yes
21	Talal	El Hourani	TEG focal point UIS	Yes
22	Jose Luis	Guzman Martell	TEG focal point	Yes
23	José Antonio	Quinteiro	TEG focal point IESALC	Yes
24	Keith	Holmes	TEG focal point HQ	Yes
25	Emma	Sabzalieva	TEG focal point	Yes
26	Adrià	Lamelas	WHEC Secretariat	Yes
27	Lisa	Cruz	WHEC Secretariat	Yes
28	Josephine	Siminian	WHEC Secretariat	Yes
29	Sandra	Rodriguez	TEG focal point	Yes
30	Stefania	Gianinni	ADG	Yes
30	Maki	Hayashikawa	DIR/ED/E2030	Yes

Other participants: UNESCO guests, EGU guests and local guests.

Contact Information

For further information, please send an email to the WHEC2022 Secretariat: Jose Luis Guzman jl.guzman-martell@unesco.org; Phoebe Kirkup pr.kirkup@unesco.org; Paz Portales p.portales@unesco.org

Related Resources

1. WHEC2022 concept note and executive presentation – independent PDF files (see: WHEC 2022)
2. Standard ppt template for TEG meeting (available in two formats: 3:4 and 16:9)
3. Background documents (Working Versions available in the TEG's shared folder)
4. Practical information (upcoming)
5. Others

---

[6] From IESALC, there is also participation of Neus Pasamonte.

Annexes

Annex 1. WHEC2022 Themes and Subthemes

1. Impact of COVID-19 on Higher Education.
    1.1. Impacts of COVID-19 pandemic on the global economy and society.
    1.2. Disruption effects on higher education (public, private).
    1.3. Response of higher education to COVID-19 crisis.
    1.4. Moving ahead to the "new normality" and facing new emergencies.
    1.5. Innovative solutions and lessons learned from COVID-19 disruption.
2. Higher Education and the SDGs (Sustainable Development Goals).
    2.1. Relevant research agendas for human development.
    2.2. Global citizenship: embedding the 17 SDGs in teaching, learning, research.
    2.3. SDG4: progress, gaps, and options (role of higher education to improve the whole education system and the teaching profession).
    2.4. Capacity building for research in higher education institutions and other actors.
    2.5. Third mission of higher education institutions: community services and local practices adopting global perspectives.
3. Inclusion in Higher Education.
    3.1. Leaving no one behind: enabling vulnerable groups to enter, transit and complete higher education.
    3.2. Equity policies and equal distribution of opportunities; right to higher education.
    3.3. Financial support to youth from low-income families (including scholarships).
    3.4. Enhancing gender equality in higher education.
    3.5. The value of ethnic diversity and multiculturality in higher education.
    3.6. Universal service and design to ensure inclusion of individuals living with disabilities.
    3.7. Diminishing inequities, promoting diversity and maximising outcomes for all graduates.
4. Quality and Relevance of Programmes.
    4.1. Diversification and flexibility of curriculum, programmes, and courses.
    4.2. Expanding use of ICTs and AI to enhance learning and collaboration.
    4.3. Quality assurance of innovative higher learning modalities and spaces.
    4.4. Partnerships for success: students, teachers, employers, communities.
    4.5. Advancing learning skills for evolving workforce paths.
    4.6. Innovative post-secondary options in tertiary education.
5. Academic Mobility in Higher Education.
    5.1. National and institutional policies and practices for widening access to students with different backgrounds.
    5.2. Institutions as lifelong learning communities for all.
    5.3. Teachers and researchers in an increasingly diverse campus.
    5.4. Building a global campus of learning, teaching and research.
    5.5. Acknowledging talents, skills, knowledge, and competences for diversity.
    5.6. Recognition of qualifications concerning higher education.
6. Higher Education Governance.
    6.1. System level governance in higher education.
    6.2. Higher education institutions governance and responsiveness to dynamic contexts.
    6.3. Participation, diversity, and pluralism in higher education.
    6.4. Institutional autonomy, organisational effectiveness, and accountability.

7. Financing Higher Education.
   7.1. Financial options for access, quality, equity and inclusion in higher education.
   7.2. Per-student investment in higher education.
   7.3. Optimising public investment in higher education: impact and accountability.
   7.4. Private sector investment in higher education.
   7.5. Cost-effectiveness in higher education.
   7.6. Developing/sustaining a global fund for higher education.
8. Data and Knowledge Production.
   8.1. Monitoring higher education in the framework of SDG4 and the 2030 Agenda.
   8.2. Towards global quality standards of data collection, processing and delivery.
   8.3. Machine learning, big data and data analysis in higher education.
   8.4. Use of information for policy decision making and organisational quality improvement.
   8.5. Mapping global quality, equity and inclusion.
9. International Cooperation to Enhance Synergies.
   9.1. Articulating intergovernmental initiatives in favour of higher education.
   9.2. Collaboration strategies of international donors and sponsors in higher education.
   9.3. Higher education and Corporate Social Responsibility (CSR).
   9.4. Links with open sciences and open learning movements.
   9.5. Networks, platforms and knowledge management for advancing international cooperation.
   9.6. Use of knowledge, technology, and innovation to promote collaboration.
10. The Futures of Higher Education.
    10.1. Higher education for the global common good beyond 2030.
    10.2. Critical risks and challenges for higher education beyond 2030.
    10.3. Long term trajectories in higher education for sustainable societies.
    10.4. Implications of disruptive change for educational, research, and civic missions.
    10.5. Epistemologies, research and knowledge for the common good.
    10.6. (Re)emerging institutions, models, governance and practices.

Annex 2. TEG Members/guests[7] & focal points

#	Theme	TEG Member	Focal Point
1	Impact of COVID-19 on higher education	Professor **Ka Ho Mok** (Hong Kong SAR, China)	Dana Abdrasheva - IESALC
2	Higher education and the SDGs	Professor **Sylvia Schmelkes** (Mexico) Professor **Dag Olav Hessen** (Norway) *EGU2030 Co-chairs (Guests)[8]*	Phoebe Kirkup – HED Section
3	Inclusion in higher education	Professor **Jamil Salmi** (Morocco)	Paz Portales – HED Section
4	Quality programme development & delivery	Professor **Susanna Karakhanyan** (Armenia)	Victoria Galán – IESALC Hassmik Tortian – HED Section
5	Academic mobility in higher education	Professor **David Mills** (UK)[9]	Peter Wells – HED Section Qingling Kong – HED Section
6	Governance in higher education	Professor **Kilemi Mwiria** (Kenya)	Francesc Pedró – IESALC Harold Mera – IESALC
7	Financing higher education	Professor **Damtew Teferra** (South Africa)	Takudzwa Mutize – IESALC
8	Data and knowledge production	Professor **César Guadalupe** (Peru)	Talal El Hourani – UIS
9	International cooperation to enhance synergies		José Antonio Quinteiro – IESALC José Luis Guzmán – HED Section
10	The futures of higher education	Professor **Mpine Makoe** (South Africa)	Keith Holmes – The Futures of Education Emma Sabzalieva – IESALC

WHEC2021 Secretariat (members collaborating to the TEG initiative)
Peter Wells, Paz Portales, José Luis Guzmán, Phoebe Kirkup, Martha Milanzi Nguni, Sandra Rodríguez, Adrià Lamelas.
Futures of Education Sobhi Tawil, Keith Holmes
IESALC Francesc Pedró, Neus Pasamonte
UIS Saïd Ould Ahmedou Voffal, Talal El Hourani
GUNi/ACUP. Special support for the in-person meeting: Joseph Vilalta, Cristina García.

---

[7] All TEG members and guests prepared background papers as UNESCO's individual consultants.
[8] Sylvia Schmelkes and Dag Olav Hessen jointly prepared a summary of the EGU2030 Report (see **Annex 3**).
[9] In coordination to research and consultation on theme 5, professor **Achim Hopbach** has prepared a background paper on the OECD/UNESCO Guidelines for Quality Provision in Cross-Border Higher Education.

Annex 3. The EGU2030 initiative

With 2030 less than a decade away, it is paramount to think critically about the economic, social, and environmental transformations that are required to achieve the 2030 Agenda for Sustainable Development. As key institutions in society and producers of knowledge, universities can contribute to achieving the SDGs. Under this perspective, not only SDG 4 on quality education is highlighted, but also the cross-cutting nature across all SDGs, and correspondingly the role of higher education institutions in achieving the 17 goals.

In partnership with the University of Bergen as a part of the National Committee for the 2030 Agenda in Norway's University sector (SDG Norway), UNESCO has convened the **Global Independent Expert Group (See Annex 4**) on the Universities and the 2030 Agenda (EGU2030). The International Science Council (ISC) and the International Association of Universities (IAU) are also supporting partners of this initiative.

The EGU2030 has been tasked with proposing guidelines and reflections on the role of universities in contributing towards the achievement of the SDGs, in reflecting on knowledge development as well as new research and education strategies to generate the necessary transformations for the 2030 Agenda. The group is exploring the key role that universities can play, and identifying the challenges and barriers for doing so, looking both internally within institutions as well as in relation to society at large.

The EGU2030 will explore and address these themes through three focal lenses:

- The role of inter- and transdisciplinarity for curriculum development and research programs, emphasizing especially the relationship between the humanities and the social sciences on the one hand and the natural sciences on the other ("radical interdisciplinarity").
- How to build on and promote knowledge that comprises a diverse range of traditions, institutions and epistemologies to promote a truly global knowledge-base for the SDGs.
- How to strengthen the role of universities as partners with private, public and civil society actors in the work with the SDGs.

The group is formed by 14 global experts from different disciplinary backgrounds. They have been meeting since October, 2020. The group's report is expected by the end of 2021 and will be one of the key knowledge products at the WHEC2022, falling under the theme of Higher Education and the SDGs.

Source. Phoebe Kirkup, EGU2030 Secretariat (June 2021).

Annex 4. UNESCO Relevant Documents

- *Incheon Declaration and Framework for Action* (for the implementation of SDG 4).
- *Making Higher Education more inclusive* SDG-Education 2030 Steering Committee Report (July 2020).
- *Leaving no one behind: the imperative of inclusive development*. Note by the Secretariat on the World Social Situation 2016.
- *Promoting Inclusion Through Social Protection*. 2018 Report on the World Social Situation.
- *Inequality in a Rapidly Changing World*. World Social Report 2020.
- *Inclusion and Education: 2020 Global Education Monitoring.* (GEM) Full Report.
- *Inclusion and Education: 2020 Global Education Monitoring.* (GEM) Summary Report.
- *The Future is Now – Science for Achieving Sustainable Development.* Global Sustainable Development Report (GSDR) 2019. New York: United Nations.
- *The Sustainable Development Goals Report* (2020).
- *Youth and the 2030 Agenda for Sustainable Development*. World Youth Report (2019).
- *UNDP Support to the implementation of the 2030 agenda for sustainable development.*
- *Successfully achieving the Sustainable Development Goals: what is to be done?*
- *Progress towards the Sustainable Development Goals*. (Report of the Secretary-General).
- *Long-term future scenarios and the impact of current trends on the realisation of the Sustainable Development Goals* (Report of the Secretary-General).
- *Implementation of education for sustainable development in the framework of the 2030 Agenda for Sustainable Development*. (Report of the Director-General of UNESCO).
- *Progress in the implementation of resolution 2/3 on investing in human capacity for sustainable development through environmental education and training.* (Report of the Executive Director).
- *Roadmap for Localizing the SDGs: Implementation and monitoring at subnational level.*
- *Right to education: the implementation of the right to education and Sustainable Development Goal 4 in the context of growth of private actors in education*. (Report of the Special Rapporteur).
- *Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development*. Resolution adopted by the General Assembly on 19 December 2019. 74/223.
- *Framework for the Implementation of Education for Sustainable Development (ESD) Beyond 2019*
- *UNDP Strategic Plan, 2018-2021.*