



# The future of higher education: short, medium and long term perspectives in mid- and low-income countries

## *Speakers:*

*Marcelo Knobel, Rector, University of Campinas, Brazil;*

*Eden Woon, President, Asian Institute of Technology, Thailand;*

*Wondwosen Tamarat, President founder, St. Mary University, Ethiopia*

## *Moderators:*

*Hans de Wit, Boston College*

*Hilligje Van't Land, IAU*

*Giorgio Marinoni, IAU*



**Speaker: Marcelo Knobel,**  
Rector, University of Campinas, Brazil



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President, Asian Institute of  
Technology, Thailand



**Speaker: Wondwosen Tamarat,**  
President founder, St. Mary  
University, Ethiopia



**Moderator: Hans de Wit,**  
Professor and Director of the 'Center for  
International Higher Education' (CIHE) at  
Boston College, USA



**Moderator : Hilligje van't Land,**  
IAU Secretary General



**Moderator Giorgio Marinoni,**  
IAIU Manager,  
Internationalisation of Higher  
Education



**Facilitator**  
**Ekaterina Minaeva,** Analyst,  
Higher School of Economics,  
Russia



**UNICAMP**



The future of higher education: short, medium and long term perspectives in mid- and low-income countries: Brazil

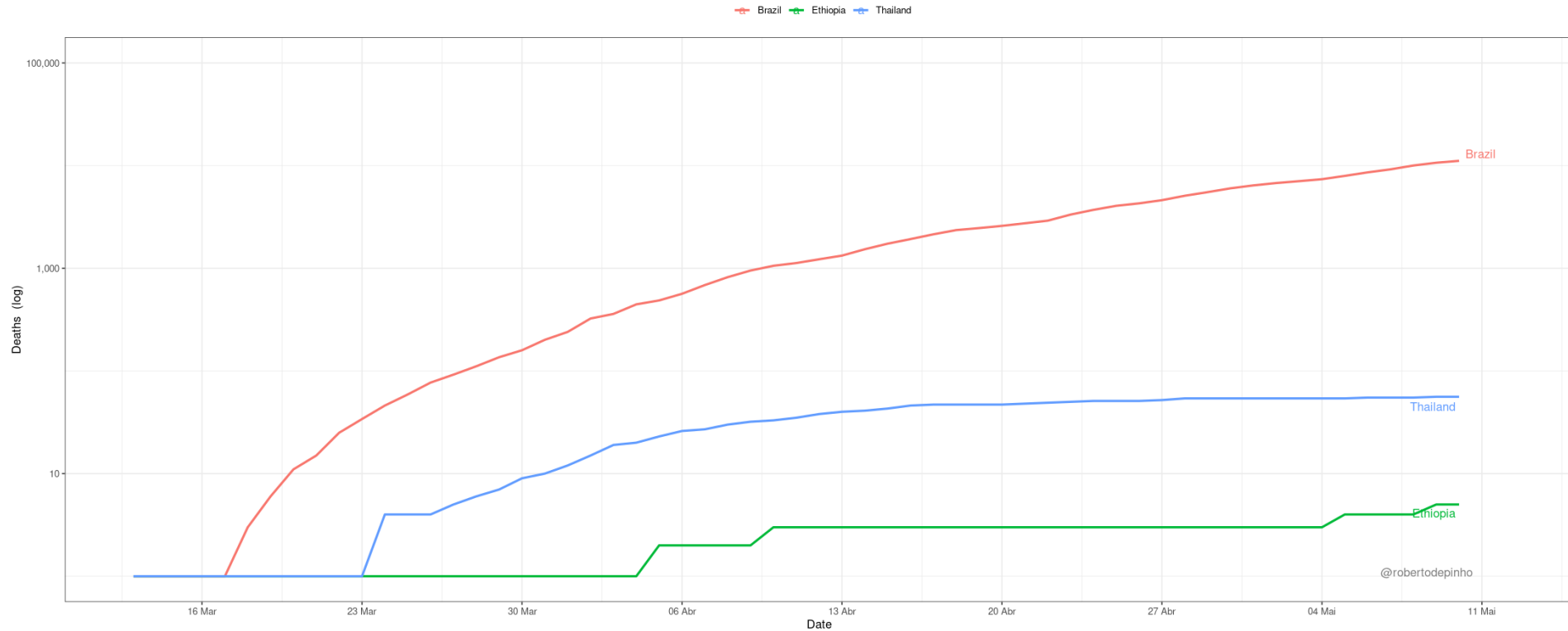
**Marcelo Knobel**

*Rector*

# Covid deaths

vizCovid Dashboard: Confirmed Cases, Deaths, Recovered

@robertodepinho about

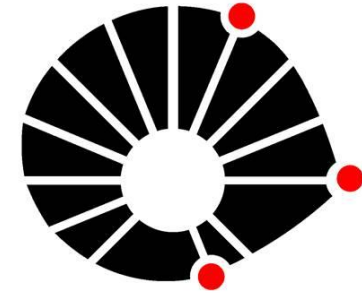


- <http://vizcovid.ccam.uesc.br:3838/vizcovid/dashboard/>





# University of Campinas: A Young University



**UNICAMP**



**Founded in 1966  
50 years old in 2016**





# Numbers



- **6 Campuses**  
Campinas, Piracicaba, Limeira, Paulínia
- **24 Schools & Institutes**
- **2 Technical High Schools**
- **Courses**  
36 Technical High School  
68 Undergraduate  
159 Graduate (83 MSc; 72 PhD)
- **Students: 33,545**  
3,803 High School (Technical)  
18,338 Undergraduate  
11,404 Graduate (MSc; PhD)
- **Faculty members: 2,051**  
99% PhD  
90% full time
- **3 Hospitals : 856 beds**





# Academic community



- 1,865 Teachers – “MS carrer”  
→ **99% with doctoral degree**
- 238 Teachers – Other carrers
- 7,471 Employees
- 20,081 Undergraduate Students
- 17,846 Graduate Students  
(Masters + Doctorate + Specialization + Specials Enrollments)
- 3,253 High School / Technical Students



# Health Area

## Hospitals and Health Units:

- Hospital das Clínicas (HC)
- Prof. Dr. José Aristodemo Pinotti Women's Hospital (Caism)
- Sumaré State Hospital (HES)
- Piracicaba Regional Hospital (HRP)
- Hematology and Hemotherapy Center (Hemocentro)
- Digestive Tract Disease Diagnosis Center (Gastrocentro)

## Medical Specialty Outpatient Clinics (AMEs):

- Amparo
- Limeira
- Mogi Guaçu
- Piracicaba
- Rio Claro
- Santa Bárbara D'Oeste
- São João da Boa Vista





# Hospitals

## Services offered in 2018:

- Beds: 868
- Hospitalization: 39,142
- Medical consultations: 1,027,682
- Surgical interventions: 61,381
- Births: 5,307
- Image Exams: 380,694
- Laboratory Exams: 5,711,149



# Covid-19 Pandemic

- Paradoxically, in Brazil this pandemic has been a game changer in terms of the public perception of higher education institutions (HEI), lately under constant attack. Public universities and science have been discredited by both fake news and undermined by budget cuts—the current crisis now underscores the importance of public universities and research institutes for the future of the country and the world to face this and future threats.
- We were the first Brazilian university to suspend non-essential, on-site activities on March 12, 2020.

# Covid-19 Pandemic

- We decided to maximize non-face-to-face educational activities. In doing so, we faced a series of unprecedented problems, probably shared by many universities around the world.
- How to change a system based mainly on classroom teaching to an online system in few days?
- How to deal with students without financial resources to have the necessary technology or internet access?
- How to support teachers with no training or experience for online education?
- How to maintain the quality and excellence of our courses?
- How to evaluate students?
- How not to leave anyone behind?

We tried to face each challenge, considering that we are living at a unique moment, and that the keyword in this case had to be: **flexibility**.

# Counter Covid-19 Initiatives

Several initiatives were created to face the challenge of Covid-19 pandemic:

- Support for poorer students (computers, tablets, internet connection, more than 2,000 emergency scholarships)
- Donations and volunteer organization (non existing before)
- Health area organization for Covid-19 patients (36 ICU beds; 84 infirmary beds)
- Covid-19 Task Force: Testing, ventilators, epidemiology, etc..
- Economic impact: group study to forecast scenarios, direct measures to reduce financial impact
- Many initiatives to help society: active listening for lonely people, science blogs, webinars and podcasts, phone FAQ about Covid, on-line cultural events, etc...
- Future is still uncertain!





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Thanks



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# The impact of COVID-19 on Ethiopian (P)HE

(Changing context, implications and possible impacts)

**Wondwosen Tamrat**

**St. Mary's University, Ethiopia**

Prepared for the webinar “The future of higher education: short, medium and long term perspectives in mid- and low-income countries” organized by International Association of Universities (IAU)

**May, 12, 2020**

# The changing context

## **The previous normal**

- Second most populous country from the continent; fast growing economy.
- Education focus: nearly 4% GDP; More than 20% of national expenditure; HE 34%
- HE setup: Public (50) and private HEIs (250); 1 million students+ 36000 staff
- Public dominated system (83%), fully govt funded
- PHEIs- essentially for profit, demand- absorbing, owned by families, generate income from students

## **The new normal**

- Protecting lives and livelihoods
- Protecting economic impact of pandemic
- School closure (March 16) followed by national directions
  - Online teaching
  - Support to the community
  - State of emergency (no furlough, layoff)

# Implications

- **Too many institutional responsibilities at one go:** *Supporting community, online provision and institutional continuity.*
- **Supporting community** (addressing two pandemics; the need to know what's next; sectoral responses to the surrounding community)
- **Online education** (access, cost, technology, expertise, attitude, assessment, etc)
  - Electricity- 65m no access
  - Internet access- 17%
  - Mobile phone penetration- 60.9%
- **Institutional continuity** (need for protecting the business; previous plans)
  - Staff WFH; training needs
  - Psychological stress
  - Challenges of fee collection and effects (reduction in fees, downsizing, labour relations, etc)



# Possible impacts

- **Influential factors:** duration of the outbreak; effects on economy; impact on public sector
  - **Duration of outbreak**
    - First month effects
    - The next 2-3 months
  - **Impacts on economy (and individual income)**
    - An extra USD3B needed by the end of 2020 to address the consequences of the pandemic
    - Individual income: gov't protection for the time being but affected by daily expenses
  - **Impact on public HE sector and public policy**
- **Impacts on the PHE sector (short- long term)**
- **Short- and mid-term**
  - Pressure on institutional budgets due to reduced income
  - Effect of postponing classes and graduations: time, expenses, employability
  - Potential erosion in balance sheets: compensation for lost classes; rising costs from landlords and essential items; limitation to raise costs)
  - Lack of interest to invest in volatile sector
  - Impacts of the digital transition: money and technology need more time

# The next normal?

- Will the sector rebound?
  - Long- terms impacts on the public and private HE sector (eg. Budget, enrollment uncertainties?, etc)
- Opportunities?
  - ICT as mainstream/ Revolutionizing distance education?
  - Risk management and cost reduction schemes
  - Innovation and creativity
  - Strong link with the community



**THANK YOU**

**Dr. Eden Woon**  
**President**  
**Asian Institute of Technology**

***Social Impact with Innovation***  
***A Perspective from Asia***

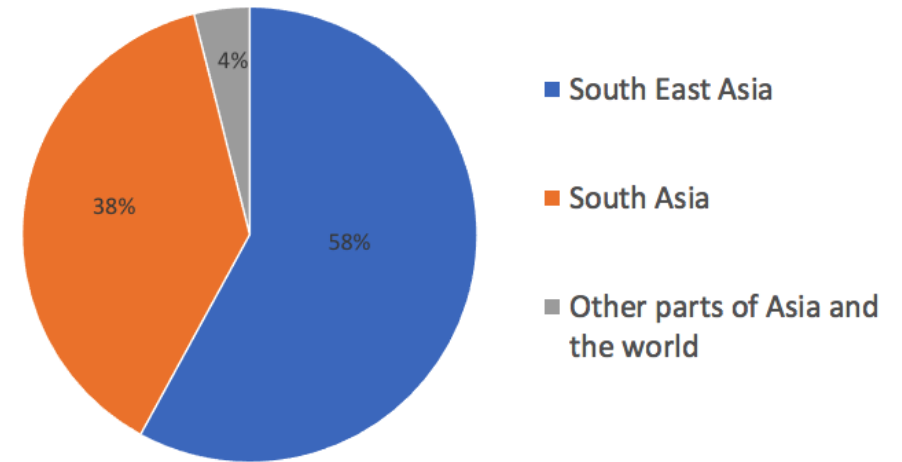
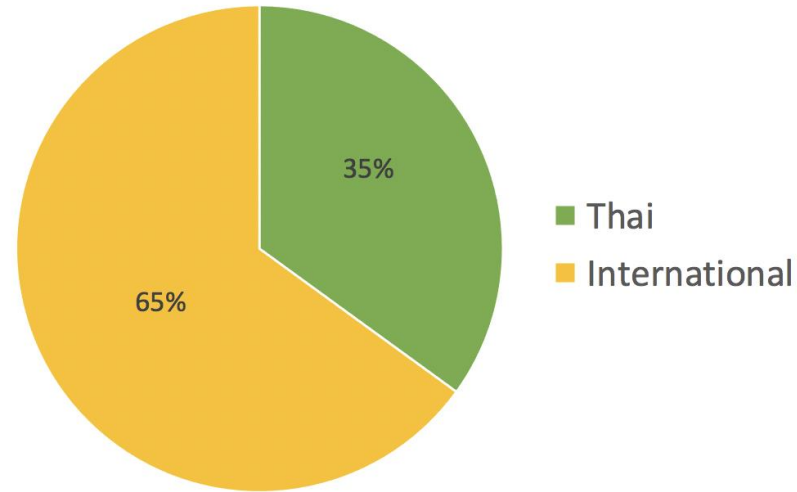
**IAU WEBINAR**

**12 May 2020**

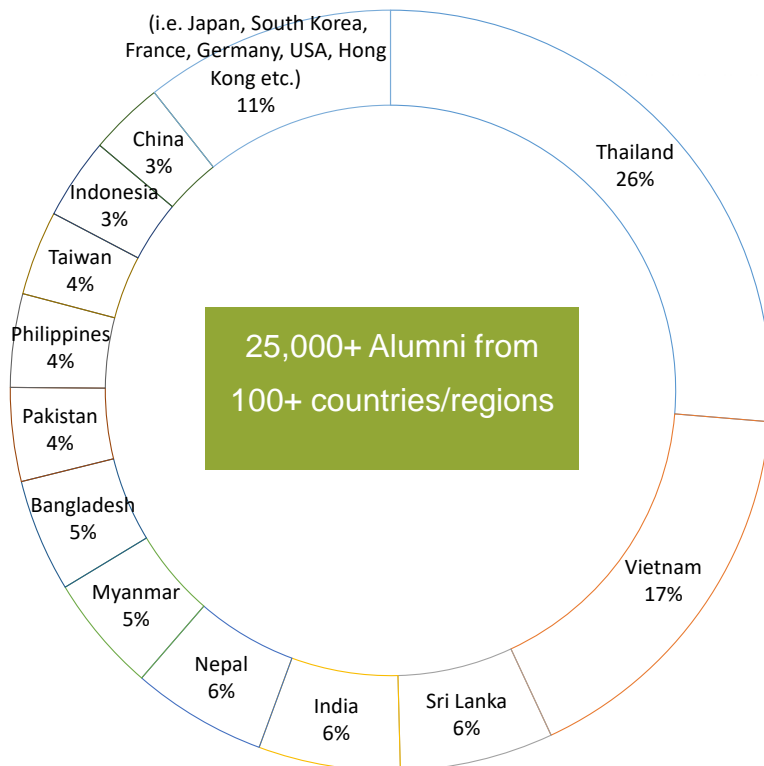




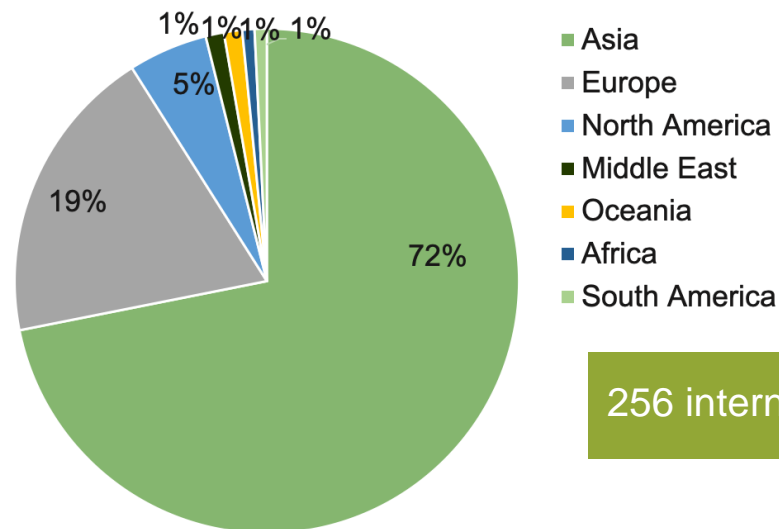
# AIT IN BRIEF



1,368 graduate students from 33 countries



25,000+ Alumni from 100+ countries/regions



256 international partners from 48 countries

# AIT in Brief



School of Engineering and Technology



School of Environment, Resources and Development



School of Management

## Outreach Centers

AIT Extension

Geoinformatics Center

Internet Education and Research Laboratory

AIT Solutions

Regional Resources Center for Asia and Pacific

AIT Artificial Intelligence and Technology Center

Entrepreneurship Center

Asian Center of Innovation for Sustainable Agriculture Intensification

AIT Center Vietnam

Belt and Road Research Center

Center for Excellence in Nanotechnology

# Short Term

- As COVID-19 crisis developed in January, formed AIT Coronavirus Task Force to manage university response. Communicating constantly with AIT faculty, staff, and students and keeping Board informed.
- Set up quarantine and self-isolation units on campus for those who come back from overseas or other parts of Thailand.
- When AIT campus closed in mid-March, classes moved online. Encouraged non-local/exchange students to go back to home country to minimize the number of people on campus— but half have remained on campus.
- Since mid-March, conducted online interactive classes/exams, theses defense, limited laboratory work, so no Spring Semester graduates were delayed, but canceled Graduation Ceremony.
- Vigilantly adhering to Thailand COVID-19 policies and implementing AIT strict measures—virtual meetings, WFH, social distancing, practicing personal hygiene, and limiting access to campus to mission-essential staff and service personnel only. Successfully keeping AIT free from COVID-19 cases.
- Running effective online marketing/recruiting campaigns via various social media platforms to promote that AIT is continuing “without missing a beat!”...

# Mid Term

- Establishing the Pipeline Partnership Program with partner universities.
- Creating new guidelines/policies in order to resume in-office operations on campus on June 1.
- Bolstering the marketing/recruitment strategies and taking into account the current COVID-19 geographical outbreak data—taking advantage of AIT positioning.
- Spending considerable amount of time on finances, including cutting expenses, maintaining key income streams, pursuing donations, revising budget, and working on deficit.
- Enhancing AIT technology platforms and faculty training for a more effective Online Learning Environment to get ready for Fall Semester.
- Expecting to open up AIT in August, and preparing for classes—taking into account social distancing and whether mode of instruction is “full residential” or “hybrid”.



# Long Term

- Continue with residential education, but engage in creative blended learning with new online technologies.
- Pursue Pipeline Partnership Program concept and adapt existing Internationalization exchanges and dual degrees to the New Normal.
- Explore innovative Post-COVID-19 Internationalization schemes and ideas—including more effective uses of Alliance Memberships and new modes of North-South Partnership.
- Continue emphasis on AIT's five strategic focus areas for Social Impact in Asia and beyond.
  - Climate Change
  - Smart Communities
  - Food, Energy, Water Security
  - Infrastructure
  - Technology, Policy, and Society
- Place increasing emphasis on Sustainability and Health.
- Will be more aggressively addressing SDGs Indicators in research, education, and operations.



# Future

- Different ways of delivering instruction and university experience.
- Different meaning of globalization—from education to research.
- Research more applied with emphasis on sustainability and environment and nature and health.
- Recognizing the value that universities in Asia and the South bring to international engagement.
- Different Business Model for universities.
- No more “business as usual”....
- Actually, this is a GOOD opportunity for higher education to transform itself—significantly.....



Thank you

# Useful links

- **CIHE publication:**

<https://www.internationalhighereducation.net/>; <https://www.internationalhighereducation.net/api-v1/article/!/action/getPdfOfArticle/articleID/2922/productID/29/filename/article-id-2922.pdf>

- **CIHE website:**

<https://www.bc.edu/bc-web/schools/lynch-school/sites/cihe.html>

- **IAU Resource page on impact of COVID 19 on HE:**

<https://www.iau-aiu.net/Covid-19-Higher-Education-challenges-and-responses>

- **IAU Horizons on Funding Higher Education (26 papers)**

[https://www.iau-aiu.net/IMG/pdf/iau\\_horizons\\_vol.25.1web.pdf](https://www.iau-aiu.net/IMG/pdf/iau_horizons_vol.25.1web.pdf)

- IAU website:

[www.iau-aiu.net](http://www.iau-aiu.net)

Next webinar:

# **The future of internationalisation of higher education: short, medium and long term perspectives**

**19 May 2020, 14.30 CET**

**Registration: <http://tiny.cc/bfbknz>**





# Thank you!

For any enquires, please email to [g.marinoni@iau-aiu.net](mailto:g.marinoni@iau-aiu.net)

