Insights on Higher Education in the (post) COVID-19 era

Challenges and Opportunities for the Future

Based on outcomes 1st IAU Global Survey on the impact of COVID-19 on Higher Education around the world

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IAU’s work related to COVID-19 emergency

✓ Global Surveys on the Impact of COVID-19 on Higher Education around the world:
  ✓ 1st Global Survey (March-April 2020): report available online
  ✓ Report on Regional/National Perspectives
  ✓ 2nd Global Survey: provisional launch date February 2021
✓ IAU Webinar Series on The Future of Higher Education
✓ COVID-19: Hed challenges and responses resources pages
1st IAU Global Survey on the Impact of COVID-19 on Higher Education around the World

✓ Online survey open from 25 March to 17 April 2020
✓ 424 unique replies from HEIs in 111 countries and territories
✓ Global and regional analysis in four regions:
  ✓ Africa
  ✓ Americas
  ✓ Asia & Pacific
  ✓ Europe

Trilingual survey:
✓ 65% of replies in EN
✓ 29% in FR
✓ 6% in ES

Fig. 4: Language of completion
At almost all HEIs, COVID-19 affected teaching and learning

At two-thirds of HEIs classroom teaching has been replaced by distance teaching and learning

The shift from face-to-face to distance teaching and learning comes with challenges and opportunities
Almost 90% of respondents reported an impact on student mobility. The type of impact is diverse and varies from institution to institution, but everywhere it has been negative. At 60% of HEIs COVID-19 has increased virtual mobility and/or collaborative online learning as alternatives to physical student mobility.
Impact of COVID-19 on Research and Collaboration

✓ Impact on scientific research is substantial (80% of HEIs impacted) and mainly negative

✓ At the same time, HE research and expertise is valued by governments and society (75% of HEIs contribute to public policy either through their institutional leadership or their researchers)

✓ Impact on internationalization is negative overall but the one on cooperation (partnerships) is mixed:

✓ Substantial regional differences (e.g. Africa 73% negative vs. Asia & Pacific 44% new opportunities)

✓ Risk of inequality

✓ Opportunity to innovate
Main Conclusions of the Survey

✓ Almost all HEIs are affected by the COVID-19 crisis; it has affected all institutional activities, including enrolment for the next academic year
✓ Some government support for HEIs but mainly emergency support to complete the academic year
✓ HEIs incredibly reactive in moving teaching online yet shift doesn’t come without challenges to quality of learning and equality of access and learning opportunities
✓ The COVID-19 crisis had mainly negative consequences for internationalization and research, mixed ones for community engagement
✓ The crisis is a challenge and an opportunity, but there is a high risk of growing inequalities among HEIs
✓ On the positive side, HEIs: very innovative and resilient; they play a major role at many different levels of society
✓ HEIs: currently being recognised by their respective governments as a source of relevant expertise and consulted
Report on Regional & National Perspectives on the impact of COVID-19 on Higher Education

✓ Follow-up on the report of the 1st Global Survey
✓ Aim: complement the results of the Survey by:
  ✓ presenting the situation in different regions and countries of the world
  ✓ capturing measures taken by governments and the higher education sector
✓ IAU called upon its Member associations/organisations and partners for contribution
✓ 6 contributions from different regions and countries of the world:
  ✓ European University Association (EUA), Association of Indian Universities, Hungarian Rectors’ Conference (HRK), NAFSA: Association of International Educators, U-Multirank and ProSPER.Net, Asia
✓ IAU published a joint paper in collaboration with the Erasmus Student Network on COVID-19 Impact on Higher Education: Institutional and Students Perspectives
Main conclusions

✓ Need to keep in mind the different nature of the associations/organisations:
  ✓ EUA and AIU -> associations of universities
  ✓ HRC -> national rectors conference
  ✓ NAFSA -> association of individuals focusing on internationalization
  ✓ U-Multirank -> project financed by EU to respond to rankings
  ✓ ProSPER.Net -> alliance of universities for sustainable development

✓ The shift to online teaching and learning is one of the major challenges as is the risk of growing inequality

✓ Only European organizations report on research:
  ✓ Disruption = many challenges yet also opportunities
Main conclusions

✓ India: importance of psychological support and skills' training and development
✓ NAFSA focuses on the financial impacts of the crisis. Not surprising considering the nature of internationalization in the U.S.A.
✓ ProSPER.Net only organisation among the six focusing on sustainable development. Not surprising because of its nature.

Regional/national specificities can clearly be identified, both in terms of impact and in terms of responses by the Higher Education community.
COVID-19: a crisis opening up new opportunities?

Still need to move from a crisis management situation to a medium/long term planning for a new normal: challenges and opportunities: HE is key stakeholder in the building back better dynamic. More consultation needed and happening?

Challenges/Risks
- Financial crisis
- Mental health issues
- Participation crisis
- Insecurity / unrest
- Parochialism
- Growing inequality
- Loss of relevance

Opportunities
- Values
  - Paradigm shift:
    - New means, new ways
  - Increased access
  - Global engagement
- Collaboration
  - local relevance
- More equality
  - Societal relevance

Values
- Collaboration
Thank you for your attention

- **Advocacy, position papers also in collaboration with other organisations (e.g. NIEA statement reaffirming the importance of international higher education and research)** - [https://iau-aiu.net/A-new-policy-statement-to-reaffirm-the-importance-of-international-Higher](https://iau-aiu.net/A-new-policy-statement-to-reaffirm-the-importance-of-international-Higher)
- **Writing papers on blogs, journals, book chapters, Books, etc.**