



# The Future of Higher Education: short, medium and long term perspectives around the world

## *Speakers:*

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*Roberta Bassett, World Bank Group*  
*Ahmed Bawa, CEO of Universities*  
*South Africa*

## *Moderators:*

*Hans de Wit, Boston College*  
*Hillegje Van't Land, IAU*  
*Giorgio Marinoni, IAU*



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Global Lead for Tertiary Education  
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# Trends and Challenges for HE and Research – Covid-19 Pandemic and Beyond

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PROFESSOR ELLEN HAZELKORN

IAU WEBINAR, 5 MAY 2020



# General Remarks

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Unprecedented impact on society/economy – with huge implications for HE. Pandemic likely to accelerate existing trends; “underlying conditions” will be amplified.

Role and impact of higher education as driver of economic recovery will take centre-stage.

HE nimbleness and responsiveness likely to be mainstreamed.

System and institutional sustainability raises policy questions about overall balance between different providers, beyond universities to rest of HE/all post-school education.

Institutional leadership and strategic capacity will be more important than ever.

# Closer Look at 4 Issues:

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1. System Governance and Sustainability
2. HE, Labour Market and Skills
3. Research and Science
4. Internationalisation and Multilateralism



# System Governance & Sustainability

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Rethinking tertiary systems:

- Balancing public & private providers: survival of the fittest? Who decides & how?
- Economic and learning eco-systems:
  - Closer links between HE and FE/VET?
  - Autonomous competitive institutions vs. collaborative system of diverse HEIs?

Financial sustainability:

- What does financial sustainability look like – not just for elite research universities;
- Over-dependence on international students;
- Efficiency and effectiveness → impact and benefit on society/region.



# HE, Labour Market and Skills

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Changes associated with 4<sup>th</sup> industrial revolution & labour market will accelerate:

- Adoption of new technologies, flexible working & higher levels of education;
- Emphasis on HE as anchor institution, engaged with business/civic society.

Increased attention to skills and graduate employability:

- Balance between supply and demand?
- Reskilling and mature learners + demographic change;
- Overcoming inequality/disadvantage: socio-economic, race, digital, regional.

Rethinking teaching and learning?

- Place-making; Work-based/work-informed learning; New forms of credentials, etc.



# Research and Science

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Collaboration/networking strengthened by technology, portals, research sharing, etc.

- Escalate initiatives around open science/open access (EU Plan S);
- Shift from fragmented → open research infrastructure based on FAIR (findable, accessible, interoperable, reusable) principles.

Changes in policy with implications for researchers:

- Importance of *science* – but does that extend to all disciplines?
- Balance between targeted priorities vs. longer term bottom-up.

Research assessment – emphasis on impact.

Monetization of HE data – links between rankings, publishing, big data/data analytics

- Global rankings – still fit for purpose?





# Internationalisation and Multilateralism

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Most attention on internationalization and student mobility, with implications for funding:

- Prompt reassessment of internationalization less dependent on mobility;
- Quality/accreditation will become a key differentiator.

Reassessment/reassertion of multilateralism?

- Nation state solutions likely to dominate; re-nationalize solutions?
- Time for an international assembly for HE and global science?



# Final Remarks

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HE and research is an investment in the future. But once the immediate crisis subsides, it will be competing with other sectors at a time of constrained resources.

Does your HE system/your institution have the capacity and capability to respond to the changed and changing circumstances?

- What changes will remain?
- What changes should remain?





# TERTIARY EDUCATION SYSTEMS

FOR THE 21<sup>ST</sup> CENTURY



**THE WORLD BANK**

Roberta Malee Bassett



# TERTIARY EDUCATION: WHAT IS IT AND WHY INVEST IN IT?

What is Tertiary Education?



All types of formal education following and building upon (upper) secondary education, i.e. including non-university TE and TVET

Why invest in it?



TE is instrumental in fostering long-term growth and boosting shared prosperity in low-, middle-, and high-income countries



Workers with TE are more employable, earn higher wages and cope better with economic shocks



Highest ROI (relative to primary and secondary education)



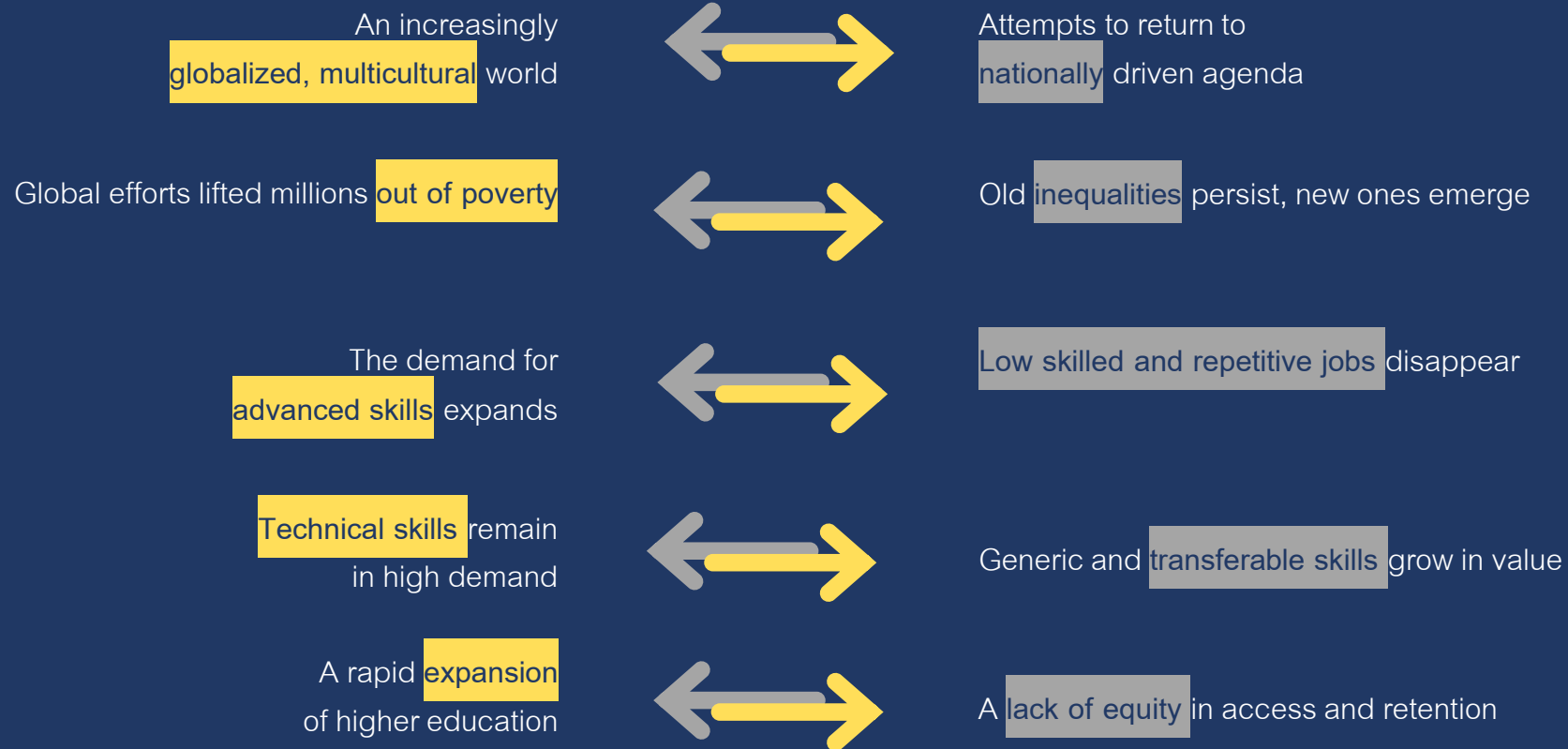
Wider individual and societal benefits, e.g. health outcomes, political participation, among others



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# CURRENT GLOBAL CONFLICTING ISSUES...



# HOW TO SHAPE 21<sup>ST</sup> CENTURY TERTIARY EDUCATION...



Ensure stable foundations, including supporting systems that promote resilience, remedy relevant skills gaps, including technical and socioemotional skills



Make equity a priority



Prepare for demographic shifts



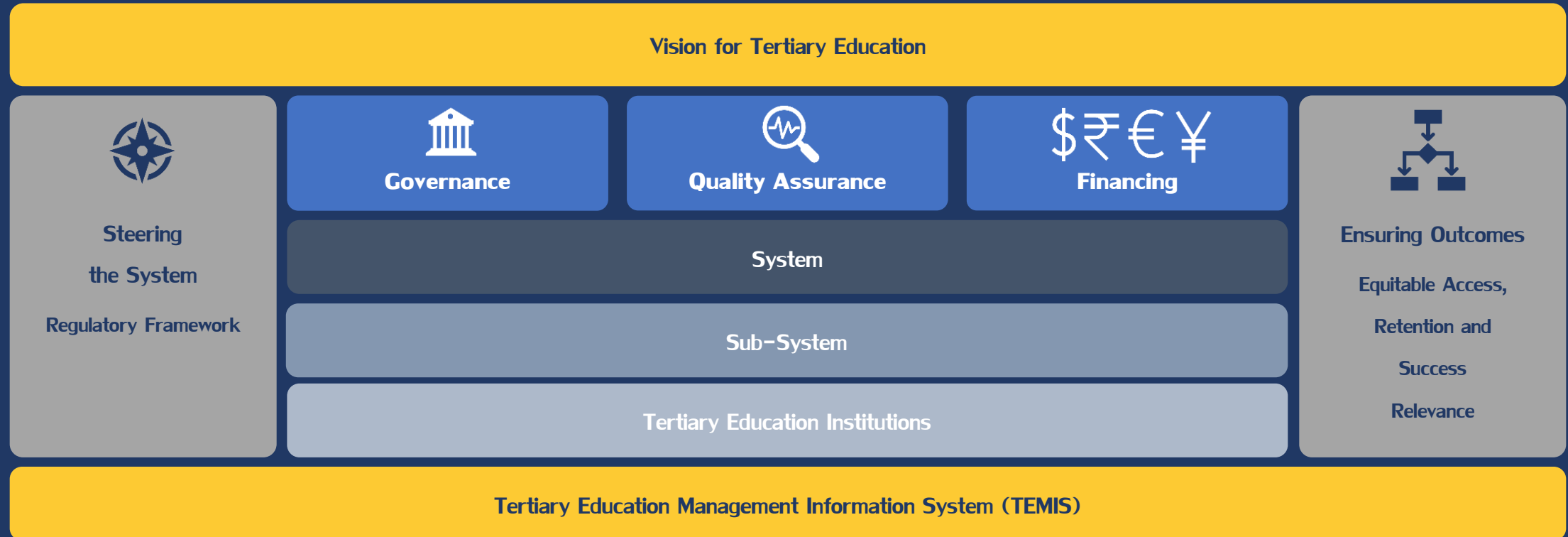
Utilise the opportunities provided by the private sector, including for integration of technology and experiential learning opportunities



Promote study in STEAM fields, grounded in a solid general education, to optimize individual and economic outcomes



# ENSURE STABLE FOUNDATIONS



Source: Authors based on The World Bank. 2016. What Matters Most for Tertiary Education Systems: A Framework Paper. SABER Working Paper Series Number 11. Washington, DC: The World Bank.

## ...TO SUPPORT DIVERSIFIED AND ARTICULATED SYSTEMS





# MAKE EQUITY A PRIORITY



## ...UTILIZING ADVANCES IN TECHNOLOGY...

### Improve Access

Blended teaching and learning modalities



Online Delivery Options

### Relevance

Experiential and service training



VR, AR, AI for simulated environments

Modular, easier transition pathways between courses  
and institutions



Micro-degrees, badges, data science analytics,  
block chain

### Efficiency

Better matching, completion



AI, data science analytics for matching, tutoring



## ...TO BENEFIT INDIVIDUALS AND SOCIETY



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# POST-COVID: MEDIUM-/LONG-TERM CHALLENGES



## Funding



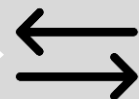
- Reduced public funding for higher education
- Reduced private funding for higher education in terms of household, firms and other third-party funding

## Permanent Effects



- Permanent closures of programs and institutions—resulting in permanent loss of skills and human capital in academic and administrative positions
- Permanent movement of more programs to online/remote platforms—requiring support for doing this effectively

## Mobility



- Reduced internal mobility, leading to increased local demand for higher education, but also increased quality issues
- Reduced global mobility (and related reduced income-generation)

## Loss



- Loss of higher education's contributions to the local/national civic communities and culture, including provision of continuing education/community meeting spaces and arts centers

## Inequity/Inequality



- Increased inequity/inequality in access and retention, as at-risk students return at lower levels due to increased financial and situational constraints

## Socio-emotional Impact



- Socio-emotional impacts on students (and academic staff) of remote teaching and learning



# SYSTEMS-LEVEL CONSIDERATIONS FOR GOVERNMENTS

Permanent Closures/mergers of institutions	↔	Likely to be acute among tuition-dependent private, small institutions
Graduate unemployment levels will likely increase	↔	Due to economic contraction and labor market distrust of remote learning quality
Continued capacity building	↔	For online/remote delivery of coursework
Diversification of funding sources	↔	Seek opportunities to diversify, including working with private sector partners, foundations, multilateral and international organizations
Student loan and grants programs	↔	Assess terms, conditions, and scale with a view toward equity implications
Expansion of domestic Internationalization	↔	Online options for (potential) international students, where global engagement is reduced
No-cost educational resources	↔	Greater provision for institutions serving disadvantaged post-secondary students
Adaptation of quality assurance regulations	↔	For a more flexible approach to address: (i) online and blended delivery of academic programs; and (ii) ongoing challenges as operations are revamped
Risk assessments	↔	Long-term erosion of institutional/system capacity relative to funding modalities
Revise bureaucratic and regulatory barriers	↔	Barriers to rapid adaptation of TEIs to new realities of teaching, learning, and research
Recommit to capacity and skills development	↔	STE(A)M teaching and research, especially in low-income countries
Strategic allocation of incentive funding for institutions	↔	Expand and update technological infrastructure for digital pedagogy, investments in learning science, ETC.





“

[...] healthy higher education communities matter enormously. They are engines of knowledge production, discovery, innovation, skills development, cultural preservation, and national progress. But to be healthy, higher education communities must be grounded in core values—**equitable access, accountability, academic freedom, institutional autonomy, and social responsibility**. Where these values are respected and flourish, higher education communities not only contribute necessary skills and services to society but also maximize the capacity of individuals to think for themselves and make informed, creative contributions to their own lives as well as to the lives of others. ”

Scholars at Risk (2018). Promoting Higher Education Values: A Guide for Discussion



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# THANK YOU

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#INVESTinPeople







**UNIVERSITIES  
SOUTH AFRICA**

**short, medium and long-term impetuses for**

# **THE FUTURE OF HIGHER EDUCATION**

**in the shadow of covid-19**

**Ahmed C Bawa**

**IAU WEBINAR SERIES  
5 May 2020**

# COVID-19 IN SOUTH AFRICA – TIME LINE

5<sup>th</sup> March – First positive test.

15<sup>th</sup> March – State of National Disaster

14<sup>th</sup> – 18<sup>th</sup> March – Schools, colleges and universities go into early recess and closure

27<sup>th</sup> March – Lockdown

27<sup>th</sup> March – First death

16<sup>th</sup> April – Lockdown continues till 30<sup>th</sup> April

30<sup>th</sup> April – Level 5 to Level 4. Partial opening of industry and retail.

30<sup>th</sup> April, 5,647 positive cases and 103 deaths. Doubling rate of 13 days.

A severe lockdown: stagnant economy, massive unemployment, grinding poverty, deep inequality.

A kind of ongoing multiply-shaped social triage.



# COVID-19: IMMEDIATE IMPACT ON HIGHER EDUCATION

1. Short-term financial crises – with lasting impacts.
2. Completing AY2020 – labour market implications.
3. Disrupted research and graduate study flows - funding impacts
4. Disrupted research and graduate study flows - funding impacts
5. International students
6. Student and staff anxiety and mental health issues
7. Student and staff anxiety and mental health issues

Intensifying the inequality fault-lines

University autonomy under threat



# WHAT WE ARE LEARNING FROM COVID-19

Address HE's relationship with society – a legacy issue

'eLearning' is difficult (even dangerous) in a grossly unequal society

New cohorts of engaged citizens/intellectuals

Flexible and lifelong learning – new forms of credentialing?

Impact on efficiency/effectiveness.

Indications of intensifying corporate interventions – internal and external to sector



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The impact of chronic underfunding

Just how fragile universities are!

# What we saw around us before Covid-19....

## UNIVERSITIES AND

large global challenges

intense local challenges

erosion of democracy/slide towards anti-intellectualism

rapid changes in the world of work/the new technology moment

large shifts in the geopolitics of knowledge

corporatisation and marketisation of higher education

large shifts in the geopolitics of knowledge

decreasing demand for higher education

simultaneously intensely local and global

covid-19 as accelerator/decelerator



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SOUTH AFRICA

# Shaping questions as we navigate the next 6 months.....

The purpose of universities as social institutions. Shaping new relationships with publics

Reimagining the public good role of universities as knowledge intensive institutions

Unifying knowledge across disciplinary domains. Reimagining the theory-praxis nexus

Accelerated unbundling and its implications for quality, institutional form.

Capturing (and problematising) the new technology moment.

Open science and construction of multiple global commons.

Decisions that we make in the next 6 months  
will shape the way in which higher education unfolds heading into the future

The need for a social justice rubric as we reimagine higher education



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**THANK YOU**

# Useful links

- **CIHE publication:**

<https://www.internationalhighereducation.net/et/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)





Thank you!

Please find the video of the webinar here:

<https://youtu.be/IKY3Y27uHHU>

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