Future of Higher Education

Impact of COVID-19 on Higher Education

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9 June 2020
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

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>65%</td>
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<tr>
<td>French</td>
<td>29%</td>
</tr>
<tr>
<td>Spanish</td>
<td>6%</td>
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Almost all institutions that replied to the survey have been impacted by COVID-19

Very high percentage of HEIs with campuses closed in Africa (77%)
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- At two-thirds of HEIs classroom teaching has been replaced by distance teaching and learning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
80% of HEIs reported that research has been affected by the COVID-19 pandemic at their institutions.

Cancelling of international travel and scientific conferences cancelled or postponed the most common effects.

However, 52% of HEIs report that scientific projects are in danger of not being successfully completed.
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 partnerships and community engagement

Fig. 12: How has COVID-19 affected your partnerships?
- 51% It strengthened them, we coordinated our efforts to respond to COVID-19
- 31% It created new opportunities with Partner institutions (e.g. virtual mobility, shared resources, etc.)
- 18% It weakened them, we had to concentrate resources on local issues

Fig. 24: How has COVID-19 impacted on your community engagement?
- 45% It has decreased our community engagement
- 31% It has increased our community engagement
- 6% It has not affected it
- 19% Don't know

✓ Almost two equal groups of HEIs, for half of them COVID-19 had a positive effect and for half of them a negative effect
✓ Risk of growing inequality
Senior managers have been consulted by their governments at 65% of HEIs.

Only 41% of HEIs are involved in COVID-19 research, but at almost all of their researchers contribute to current public policy development.

Combined result:

Three quarters of institutions are contributing to public policies either through their institutional leadership or through their researchers.
Main conclusions

- Almost all HEIs have been affected by the COVID-19 crisis and the crisis has affected all institutional activities.
- HEIs were incredibly reactive in moving teaching online but this 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 at the same time a challenge and an opportunity, but there is a high risk of growing inequalities among HEIs.
- On the positive side, HEIs are very innovative and resilient; they play a major role at many different levels of society.
- They are currently being recognised by their respective governments as a source of relevant expertise and consulted.
Thank you very much for your attention!


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International Association of Universities (IAU-AIU)

https://www.youtube.com/channel/UCT5nt5FGVklxrtUHinF_LFA
Universities’ response to Covid 19

Michael Gaebel

European University Association (EUA)
European University Association (EUA)

- 850 members (HEI and national university associations)
- Independent voice of the European university sector
- Forum for exchange, peer learning of members
- policy making: EU and the wider Europe – Bologna Process
- International dialogue & cooperation with university associations around the world
- IAU member

Working remotely – since 12 March

Impact of C19 on HEI in Europe

- campuses closed
- universities continue
- translation of physical to remote
- systems and institutions equipped at different degrees
- relatively high degree of autonomy – emergency measures
- some regulatory obstacles, e.g. obligation of physical presence
- successful & stressful
- shortcomings, e.g. students from disadvantaged background
After the summer

- Impact on the autumn semester - but probably beyond
- HEI not always aligned with national reopening schedules

A likely scenario:
- "hybrid" – 1/3 of students present at a time
- physical lectures replaced by online/podcasts
- Tutorials (10 students per group)
- Exceptions for labs, exams etc.
- blended or distance - students’ choice?

- replace “remote emergency” provision with high quality “distance” and “hybrid”
- organisational & financial challenge
Internationalisation, international staff & students in the C-19 crisis

• First reaction: focus on domestic affairs
  • Specific challenges for international students & staff: at home, abroad, in transition ...
  • Delays and postponement of international cooperation

• Presently:
  • International is back
  • Catch-up on digital modes
  • Borders still closed, visa situation, access to application procedures, entry tests, quarantine measures
  • Prospects of remote provision

• Reactions of (potential) international students (and staff?):
  • postpone / look for safer options
  • Mobility decrease (surveys: 15-70%)?

Wednesday, June 10, 2020

Erasmus+ / Erasmus
• Spring semester: high flexibility granted by the EC (force majeure)
• National agencies & HEI to decide
• Pending decision re autumn semester: Fully virtual Erasmus?
Outlook

Covid 19 crisis
- Opportunity for advancement and innovation
- Magnifier & amplifier for pre-existing challenges (socio-economic inequality)

- Role of universities emphasised
  - Education, research & innovation, contribution to society
- Opportunities – not only for enhancing learning and teaching
  - “Joining the dots” – pressure to act
  - Interuniversity cooperation?
  - Environmental aspects: climate change
- Risks & challenges:
- Funding - less domestic & international students
  - Funding cuts in predominantly publicly funded systems
  - Remote & hybrid modes = economically advantageous delivery?
  - Study experience – more than online learning
- Changes to autonomy under emergency laws and regulations?
EUA response to Covid 19

www.eua.eu - #UniversitiesAtHome

Call for participation: EUA survey on digitally enhanced learning and teaching

Deadline 19 June


Upcoming events

11 Jun 2020 | Webinar
EUA Webinar: Covid-19 and changes in learning and teaching
Thank you for your attention
The future of higher education: the impact of COVID-19 on higher education

Marta Losada
June 9 2020
Researchers/institutions have pivoted to perform research relevant to the pandemic.

There has been a research response across all areas of knowledge.

The pandemic has impacted/will continue to impact research activities.

International research partnerships have been significantly affected.
IMPACT OF COVID-19 ON HE

Research focus and response to/post COVID-19

Scan of IAU member institutions:
• Public policy (mathematical modeling and AI)
• Biomedical research (basic sciences and engineering)
• But also in: law, economics, humanities, psychology, education, etc etc

Disseminate more broadly these efforts.
• Section of IAU News to highlight research efforts of institutional members segmented by areas of knowledge to make sure it is a fair representation of the different disciplines.
• Allow for potential new partnerships to evolve from this information and greater benefit across countries of results and knowledge about the pandemic and its impact.
• Dig deeper in the follow up surveys to consolidate more info on the research activities and results surrounding COVID-19.
• Efforts to bring more resources to enhance cooperation and devise solutions.
Scientific conferences and international travel strongly affected.

On the other hand, some interesting consequences have occurred as well, with specific examples: more inclusive conferences, hackathons.

Completion of research projects small and large scale has been affected.

Develop new meaningful research opportunities/activities across academic communities and regions.
Free exchange of ideas and collaboration is extremely enriching, powerful and sustains scientific progress.

Mitigate adverse policies by more strenuously strive for shared Values/Goals to be maintained in RESEARCH in the HE sector:

Research integrity which includes objectivity, accountability, and many other features, but also the value of **Respect, Diversity, Inclusiveness, Collaboration**.
THANK YOU