



TRANSFORMATION IN HIGHER EDUCATION

How to plan the future

Sohar University Public Lecture
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IAU Secretary General

May 30, 2022



Presentation and debate

- Global Challenges
- The impact of Covid 19
- Highlight a few resources of use to help address the challenges and inform the transformation
 - The UNESCO Futures of Education Report
 - The UNESCO WHEC2022 Roadmap to 2050
 - The IAU Horizons – Reimagining Higher Education?
 - The IAU Webinar Series on the Future of Higher Education
- Debate



Global Challenges

- Environmental challenges: Climate change and loss of biodiversity
- Geopolitics, including persistent armed conflicts
- Economic tensions - Income inequalities
- Overall decline of democracy // Populism / rise of extremism // Erosion of fundamental values including academic freedom and university autonomy
- HE Country level development and the new meaning of regional dynamics (examples: Europe / Africa / Asia)
- Tensions in and between countries due to covid and the management of the covid situation
- The future of higher education and international cooperation in the current context - What role for HE and for HE associations?



Transforming Higher Education Systems and Institutions

- Expansion
- Disparities
- Internationalisation expands and transforms
- Funding approaches diversify
- Accountability frameworks grow in complexity
- Impact of Covid-19

Higher Education One Year into the COVID-19 Pandemic

Second IAU Global Survey Report



INTERNATIONAL
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The IAU Report available Open Access

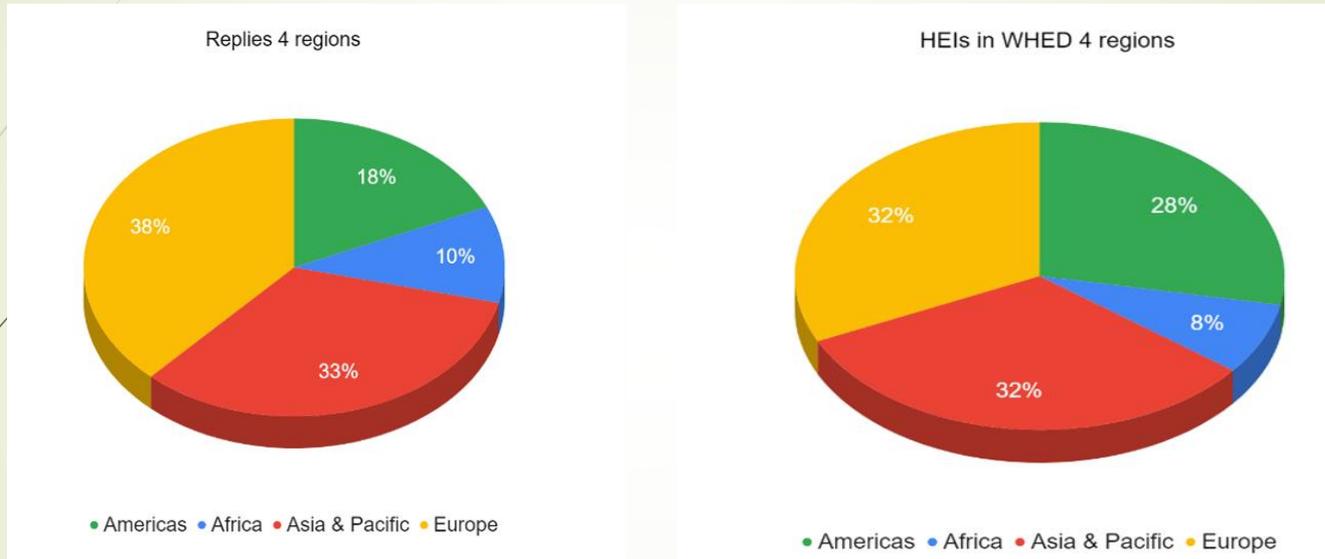
<https://www.iau-aiu.net/The-Second-IAU-Global-Survey-Report-on-the-Impact-of-COVID-19>

www.iau-aiu.net

Introduction

- First survey conducted in 2020 and second survey in 2021
- Online institutional survey (only one reply per HEI)
- Partner organisations around the world
- Replies from 496 HEIs in 112 countries and territories
- Statistical relevant analysis at global and regional level in: Africa, the Americas, Asia & Pacific and Europe
- Complementary briefs on regions (Arab region- AAR&U, Latin America - UDUAL, Asia - UNU, Europe - EUA) and one country (US)

Regional distribution



The Americas region is underrepresented mainly due to few responses from North America; 92% of replies from the Americas are coming from Latin America and the Caribbean

World Higher Education Database (WHED)

Global Database : Mapping the world of higher education systems



- ✓ Unique international source of information
- ✓ Listing 20,000 higher education institutions, including contact details
- ✓ Presenting national education systems worldwide
- ✓ Accessible online & available for extractions for research & analysis
- ✓ Maintained and updated regularly with the support of UNESCO

www.whed.net





Areas surveyed

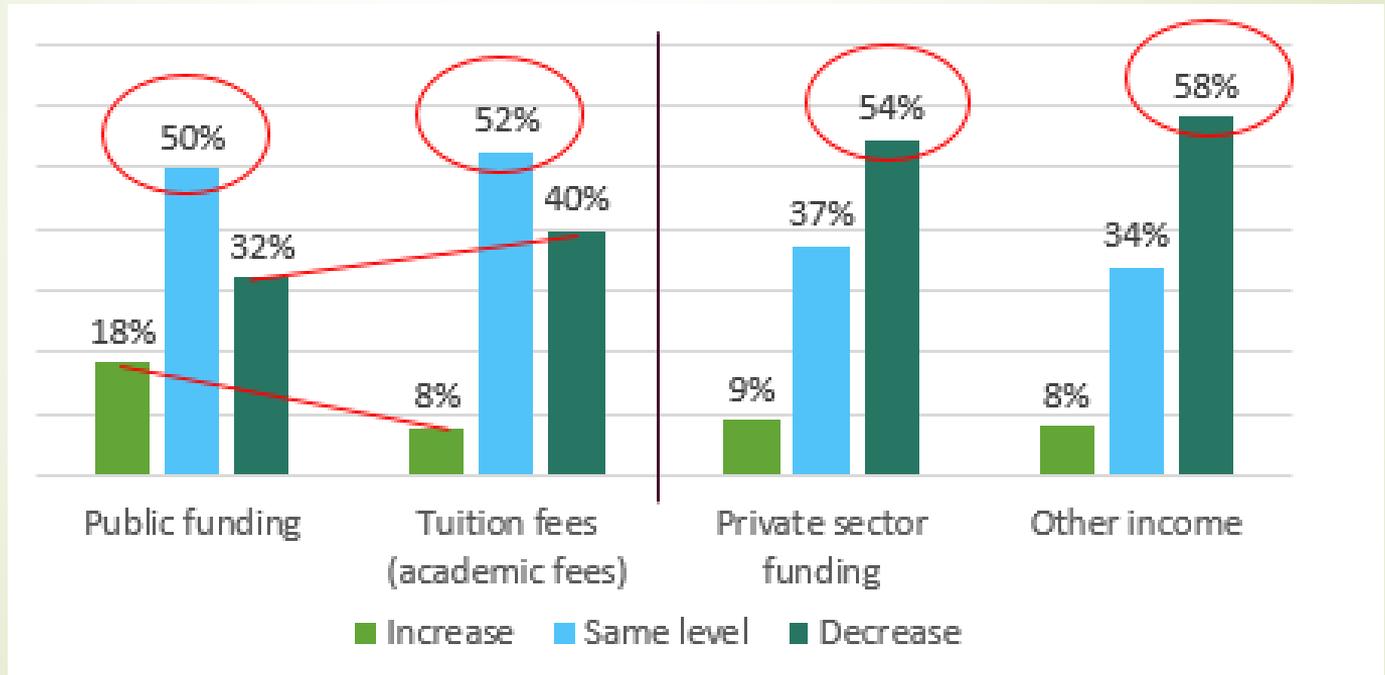
- 1. Governance**
- 2. Teaching and Learning**
- 3. Research**
- 4. Community/Societal Engagement**



1. GOVERNANCE

Impact on revenue

90% have tuition fees, 74% have public funding, 73% have other income and 62% have private sector funding

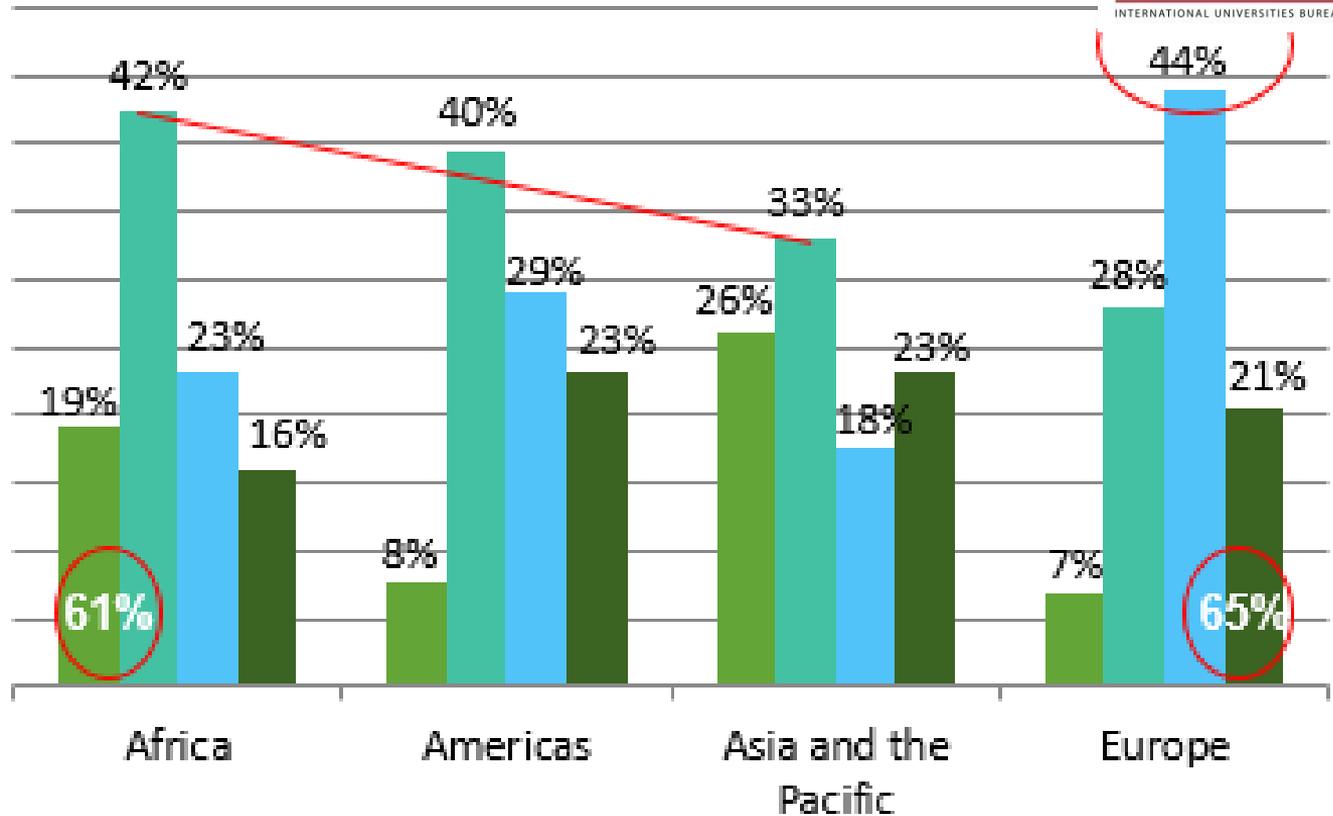


Public funding by region

Decrease vs. Stability



Financial sustainability by region



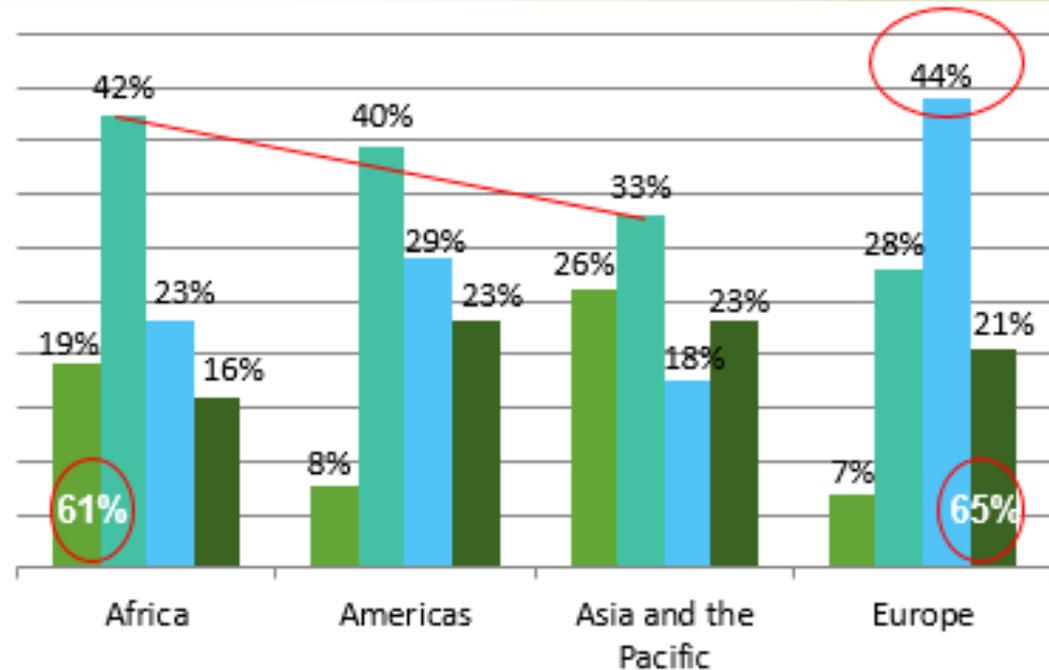
Tuition fees by region

Decrease vs. Stability



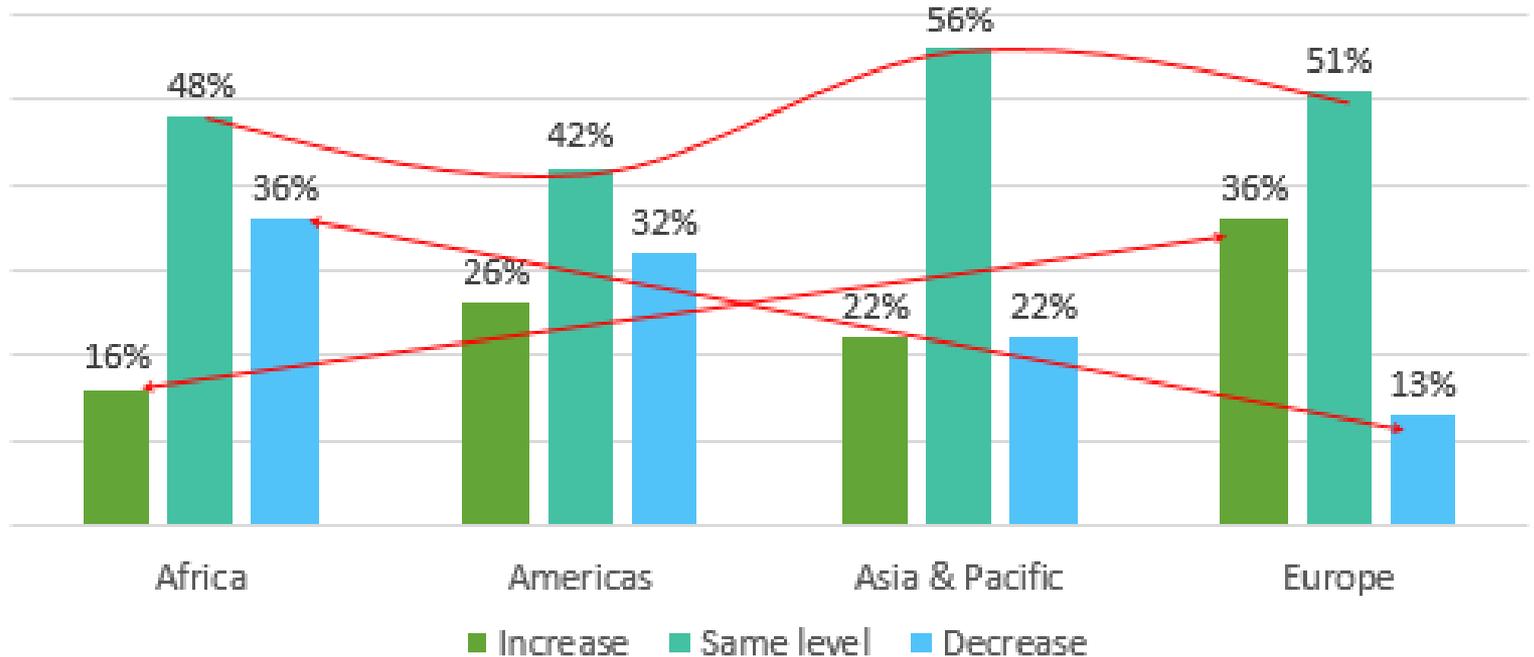
Financial sustainability by region

- Yes, we are very concerned about the future of the institution
- Yes, we are somewhat concerned about the future of the institution
- No, we are not really concerned for the future of the institution
- Not at all, we are very confident for the future of the institution

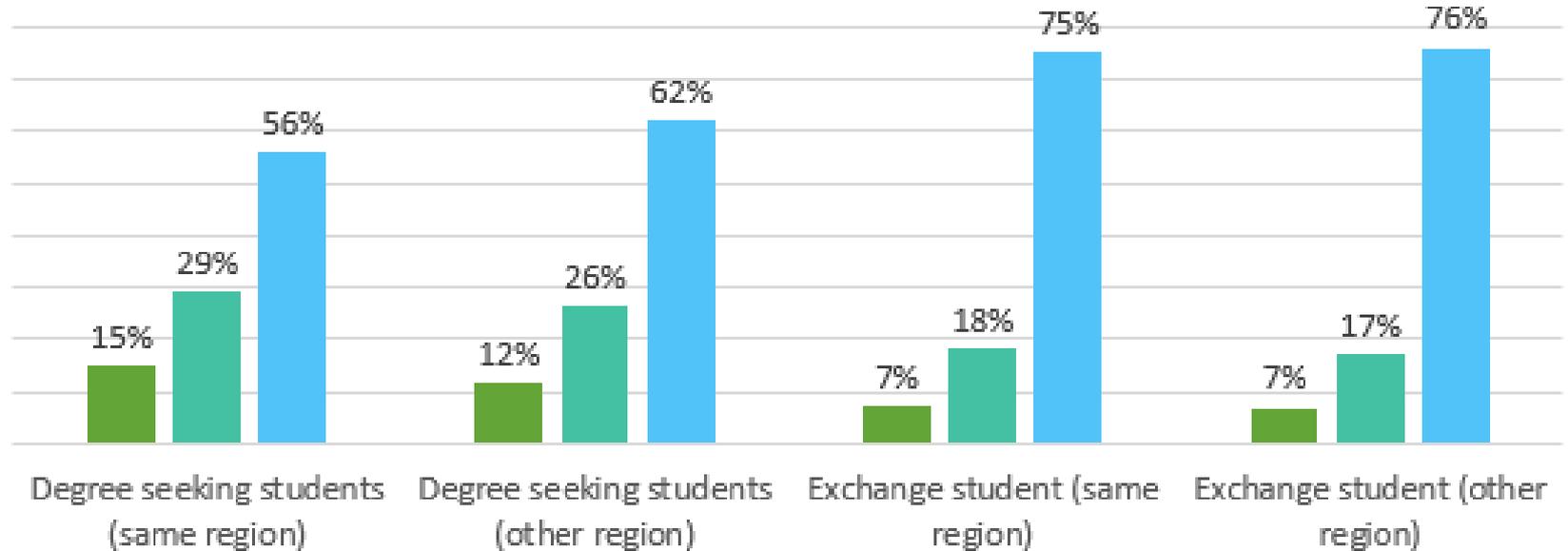


Domestic student enrolment

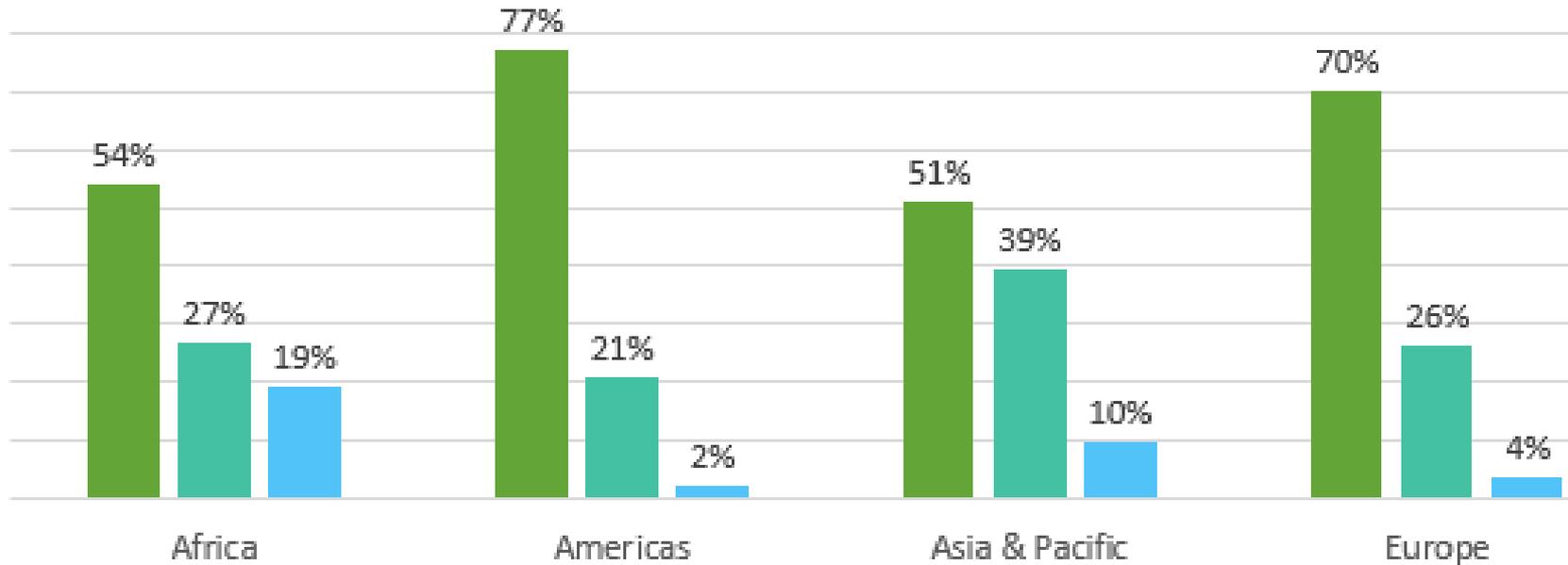
Compared to the year before the pandemic



International student enrolment



Workload of academic staff



2. TEACHING & LEARNING

Shift to remote teaching & learning

89% of the HEIs offer remote teaching and learning and only 11 % do not (Europe 92% / Africa 82%)

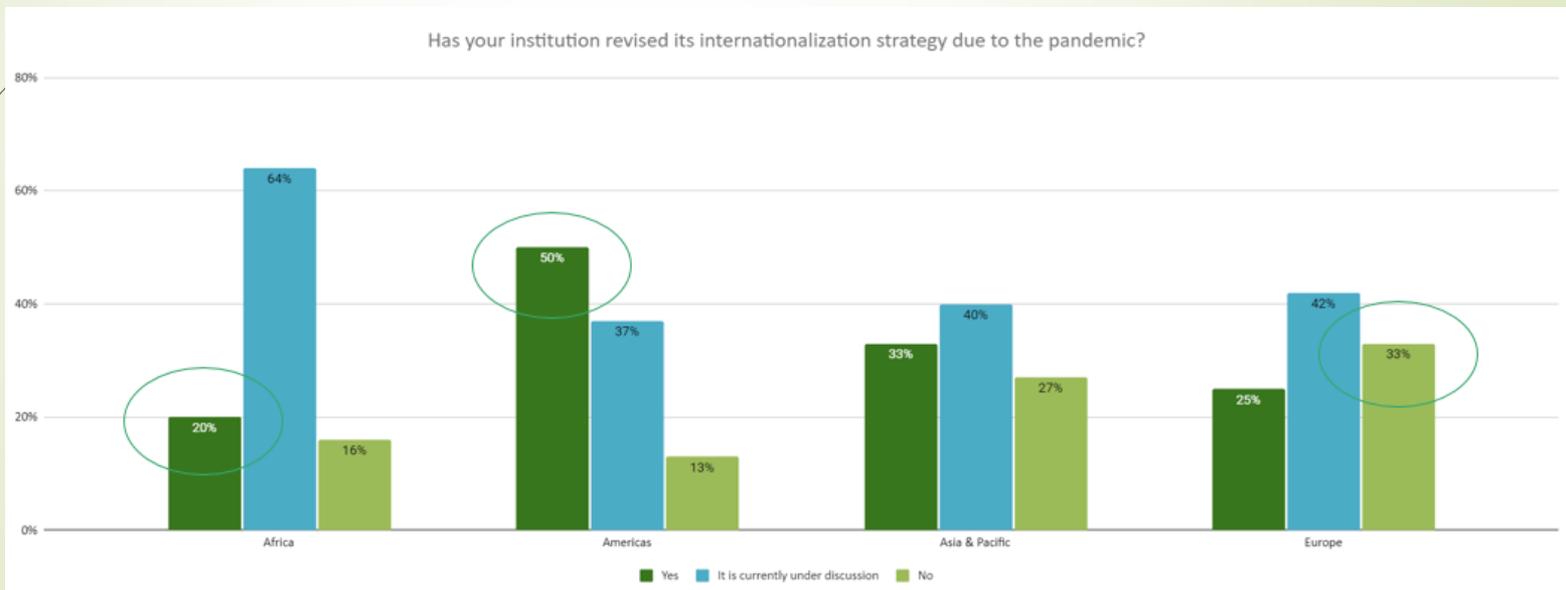
	Student population reach
Global	86%
Europe	92%
Asia	84%
Americas	82%
Africa	74%

% of HEIs indicating 100%
27%
39%
30%
25%
14%

% of HEIs indicating less than 50%
10%
2%
6%
6%
24%

Change of internationalization strategy

- At the majority of HEIs the pandemic has not caused a change of the internationalization strategy yet (31% changed but 43% are thinking about it)
- Half of HEIs in the Americas have already revised their internationalization strategies
- The lowest percentage of HEIs having already revised their strategies is in Africa but the highest percentage not having done it at all is in Europe



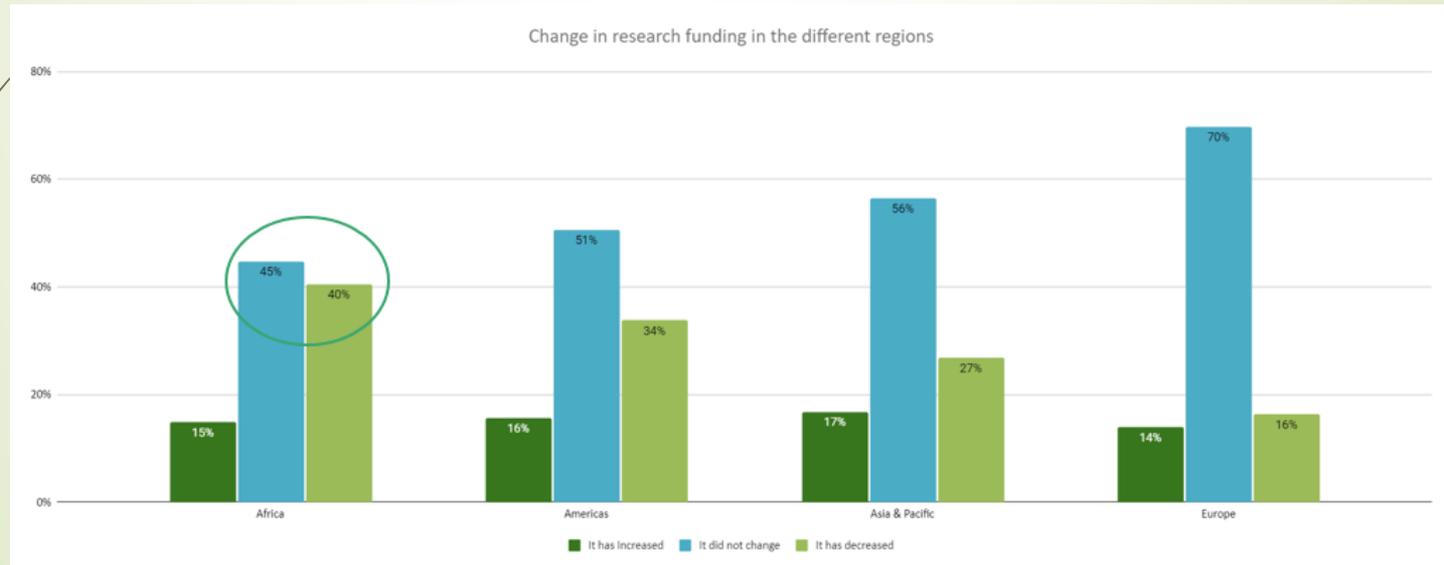
3. RESEARCH

Research priorities and activities

- Research priorities have not changed, only research in health and welfare increased at 46% of HEIs
- At regional level, Africa shows a high degree of inequality with three groups of HEIs of similar size identifiable (e.g. Engineering, manufacturing and construction 30% increase, 38% same level, 32% decrease)
- The pandemic did not have a marked effect on the level (local vs. global) at which research is conducted
- Research activities have been delayed, especially in the Americas and Africa (at 77% of HEIs)
 - Main reason: travel restrictions make impossible attending conferences and do field work
- At global level no major impact of the pandemic on all research activities
- However, in Africa more important and more negative effect

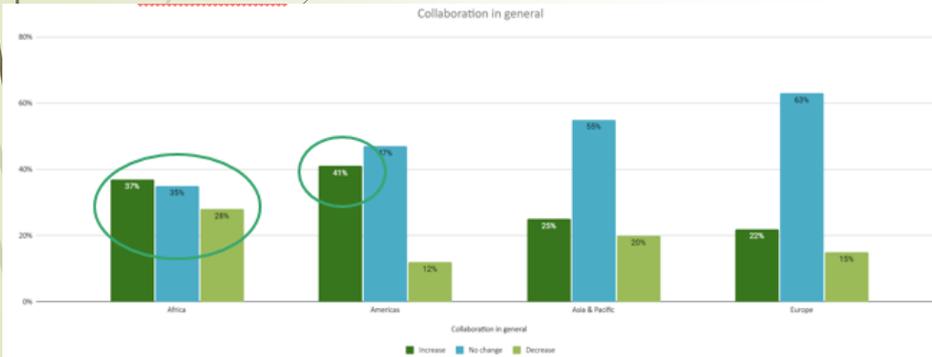
Research funding

- Research funding has not changed at the majority of HEIs that replied to the survey (60%)
- No great difference between private and public HEIs (54% and 62% no change)
- However in Africa it is only 45% no change and 40% decrease



Research collaboration

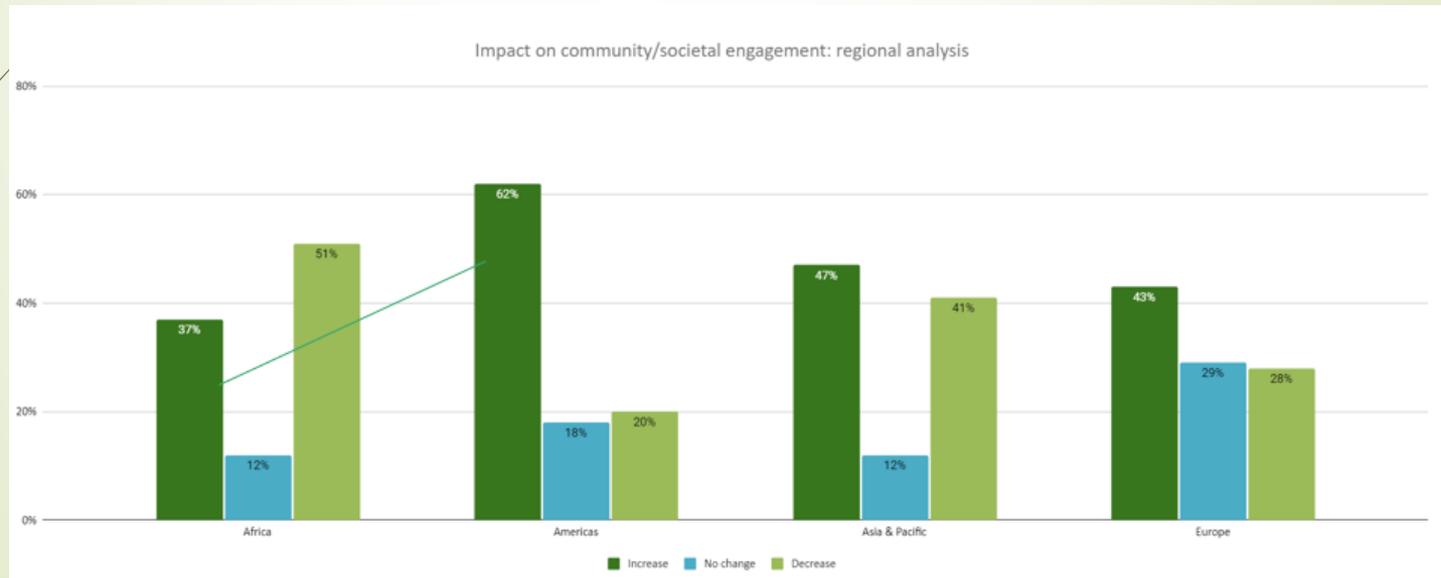
- Research collaboration has not changed at the majority of HEIs that replied to the survey
- In Africa there is higher level of inequality with three groups of HEIs of almost the same size identifiable
- The highest percentage of HEIs reporting an increase in the amount and quality of collaboration is in the Americas



4. COMMUNITY ENGAGEMENT

Community/Societal engagement

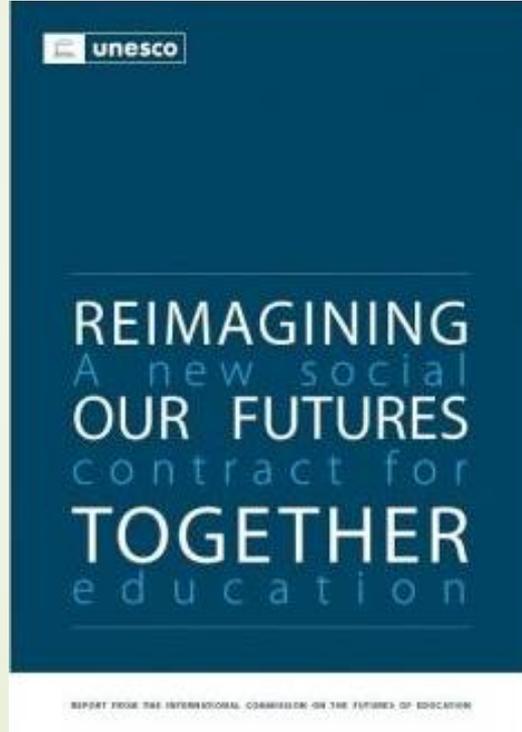
- Unequal impact on community/societal engagement 47% increase, 33% decrease.
- Inequality among regions (Africa vs. Americas) and among HEIs inside a single region



Some conclusions

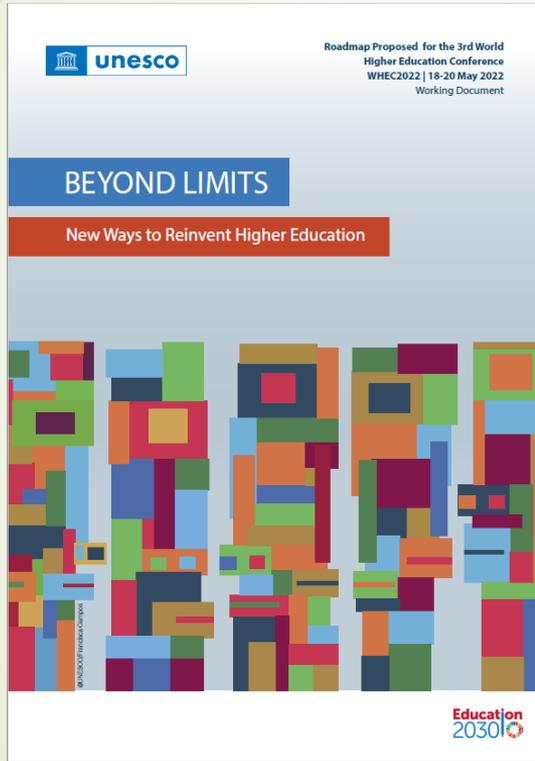
- HEIs did not disappear because of the COVID-19 pandemic; on the contrary: they showed incredible resilience
- The impact of the pandemic on higher education has been very uneven between regions of the world and also between different HEIs in the same region of the world
- Not all the effects of the pandemic have been negative, the pandemic also stimulated innovation and accelerated transformations, especially in teaching and learning
- The transition to distance or blended learning is the most relevant change that can be sustained beyond the pandemic, but it is not the solution to all the challenges generated by the pandemic, and its introduction also brings new challenges
- The most important challenge for the future of higher education is to maximize the opportunities while minimizing the associated risks
- The risk is that only some HEIs in some countries of the world will be able to do it and that inequality increases
- The pandemic has shown that global challenges can only be solved globally and that the contribution of the higher education community to society is needed more than ever, but the lesson has (still) to be learned
- More collaboration between HEIs globally is absolutely necessary to create a better and more sustainable future

The UNESCO Futures of Education Report



➔ <https://en.unesco.org/futuresofeducation/>

The UNESCO WHEC2022 Roadmap to 2050



➔ [Beyond limits – New Ways to Reinvent Higher Education](#)

The IAU Horizons, Vol. 27, no.1

Reimagining Higher Education?



- <https://iau-aiu.net/IAU-Horizons-issue-vol-27-no-1-2022>



IAU Webinar Series on the Future of HE

- ▶ Includes discussions about the future of higher education cooperation.
- ▶ Recordings available online: <https://iauaiu.net/IAU-Webinar-Series-on-the-Future-of-Higher-Education-929>

Thank you for your attention

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