

Higher education during and after the Covid-19 pandemic – worldwide developments

[Simon Marginson, Oxford, for conference of Universidad de Chile, Consortium of Chilean State Universities, and Chilean Ministry of Foreign Affairs, 16 December 2020]

1. **Student voice** – an increasingly important factor
2. **Technology** – great growth of online education, likely to have some permanent effects, including increase in global meetings
3. **International mobility** – negated, disrupted, will recover unevenly
4. **Finance** - destabilisation of institutions in market countries
5. **Graduate outcomes** – sharply worsened underemployment
6. **Collaboration** - in courses and facilities, in Covid-19 research
7. **Social differentiation** – disadvantaged social groups are further disadvantaged during the pandemic time, digital divide
8. **Global differentiation** – some countries handle the pandemic better and will recover better, in general and in higher education

| Country/region | Covid-19 dead (04.12.20) | per million people |
|----------------|--------------------------|--------------------|
| China | 4,739 | 3 |
| Japan | 2,585 | 20 |
| South Korea | 587 | 11 |
| Singapore | 29 | 5 |
| Germany | 21,975 | 264 |
| Denmark | 941 | 162 |
| Finland | 453 | 83 |
| Poland | 22,864 | 602 |
| Belgium | 17,951 | 1563 |
| United States | 299,177 | 911 |
| United Kingdom | 64,170 | 960 |
| Brazil | 181,402 | 860 |
| Argentina | 40,766 | 907 |
| Peru | 36,677 | 1128 |
| Chile | 15,866 | 838 |

A tale of two countries

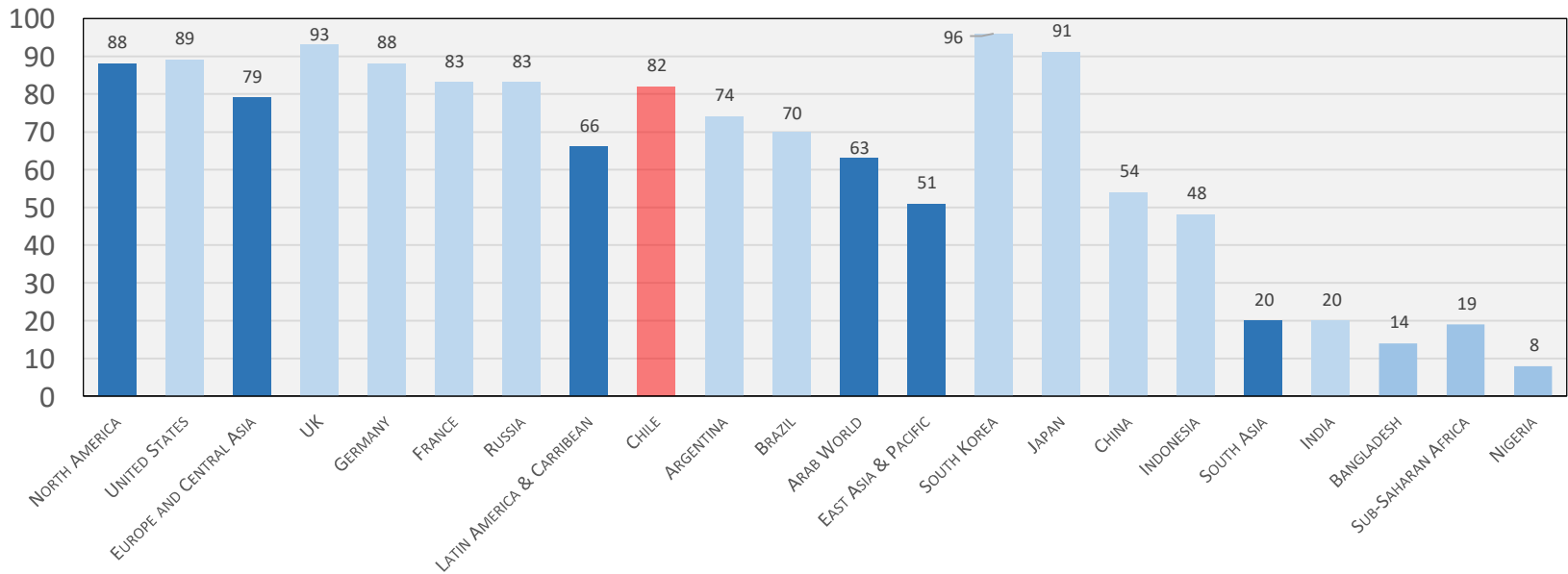
Covid-19 has not been the same experience everywhere

| Country | Population 2019 | Covid-19 deaths 4 December 2020 | Deaths for every million people |
|---------|--------------------|------------------------------------|------------------------------------|
| Taiwan | 23,773,876 | 7 | 0.3 |
| Chile | 18,952,040 | 15,866 | 838.2 |

Online education – a solution, *the* solution?

- Reassertion of sociability as the ‘glue’ in learning
- Logistical problems of hybrid model in teaching
- Problems of online education only – **digital divide**
- Potentials and limitations of MOOCs
- Lasting benefits of online evolution in 2020

Proportion (%) of population with access to Internet, 2019 or nearest year



BUT completion rates? Employer recognition of certificates? Inter-personal growth?

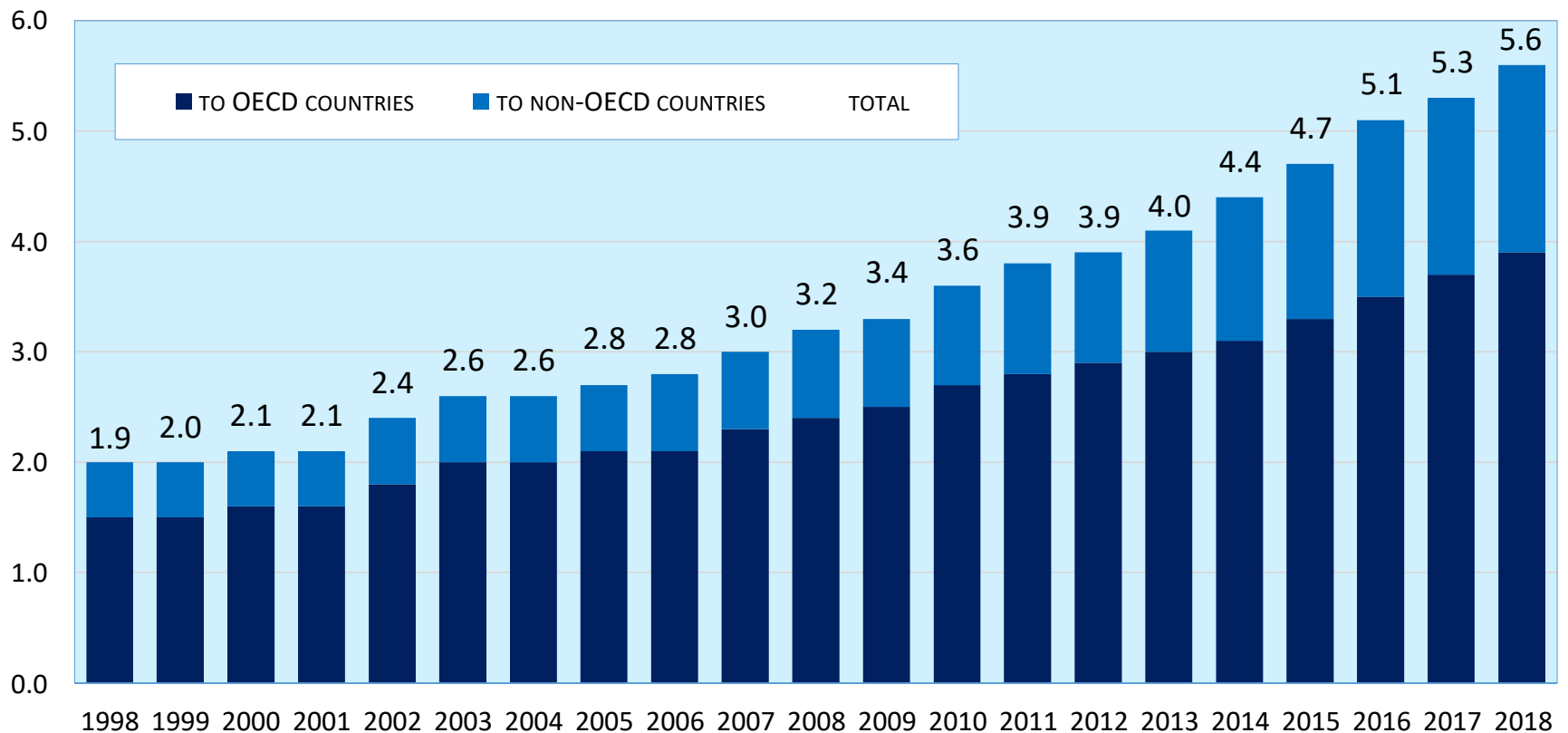


Student mobility – before the pandemic

International/ foreign students in tertiary education, worldwide number, 1998-2018 (millions), UESCO data 2020

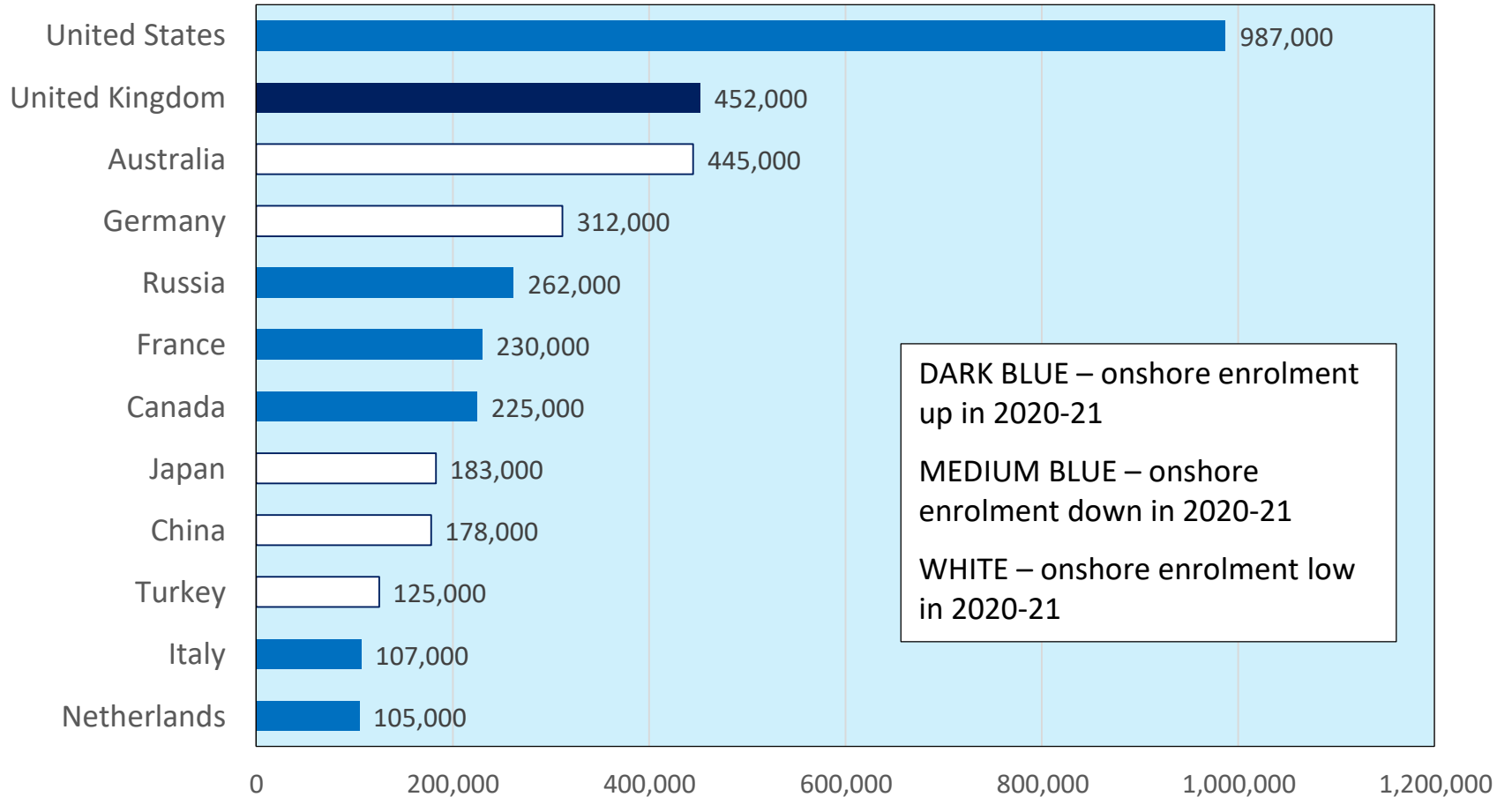
These data have modest implications for Chile –

In 2018: incoming students 5,682, outgoing students 16,728



Student mobility – after the pandemic

International students in 2020 compared to UNESCO 2018 enrolment



International student mobility has been affected by the pandemic differently from country to country

‘The crisis has affected the safety and legal status of international students in their host country, the continuity of learning and the delivery of course material, and student perception of the value of their degree, all of which could have dire consequences for international student mobility in the coming years’ - OECD, *Education at a Glance 2020*

- **USA** (987,000 in 2018), **43% drop** in new enrolments in 2020-21
- Inward plane travel is partly or largely blocked into **Australia** (445,000 students in 2018), **Germany** (312,000), **Japan** (183,000), **Turkey** (125,000)
- **Germany** international applications down 20%, **Netherlands** down more
- International enrolment severely impaired in many other countries including **China, Canada, New Zealand**
- **UK** (452,000 students in 2018): has never closed the border though the pandemic is rife, this year 2020-21 **accepting 7% more** non-European international students, growth is in high prestige universities, but students have not been provided with promised ‘near normal’ higher education



Necessities of a market-driven approach?
 Good economic policy, bad public health policy

Where will global student mobility recover best?

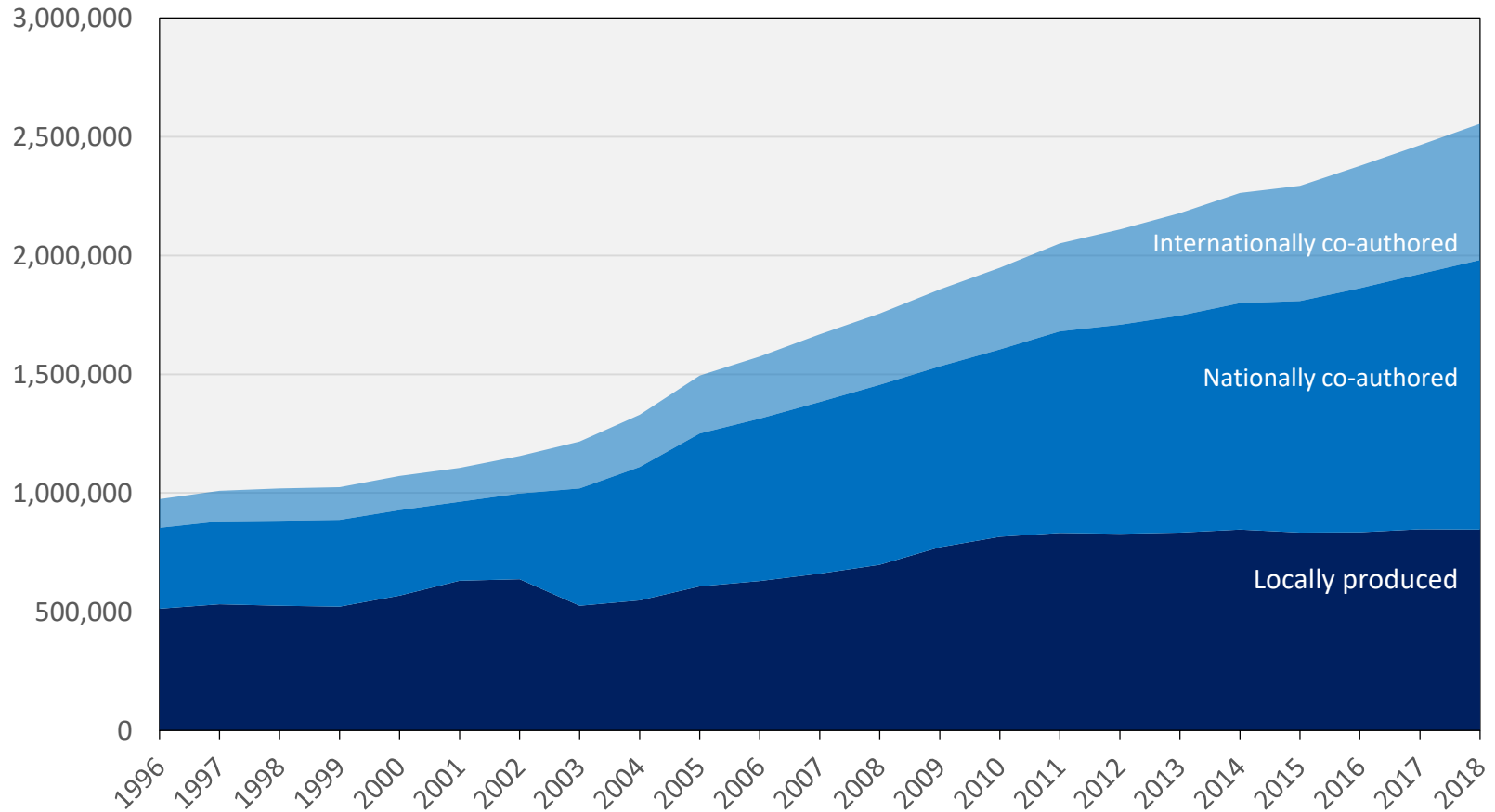
- **East Asia** (China, South Korea, Taiwan, Singapore, Japan) and some **Western European** countries (e.g. Finland, Denmark, Germany) have managed the pandemic best and will spring back in higher education. In these countries public universities benefit from strong government support
- Despite high Covid-19 death tolls **US and UK** will remain high demand nations. Student flows into US will spring back, Biden will support international education but question-mark about student from China
- **Australia** has a lower Covid-19 death toll, but is blocking inward flights, political tension with China. **Canada** looks like a long-term winner. It is offering support measures targeted at students affected by the virus, including additional work rights, and access to unemployment benefits

The New Cold War may further disrupt academic mobility and university cooperation



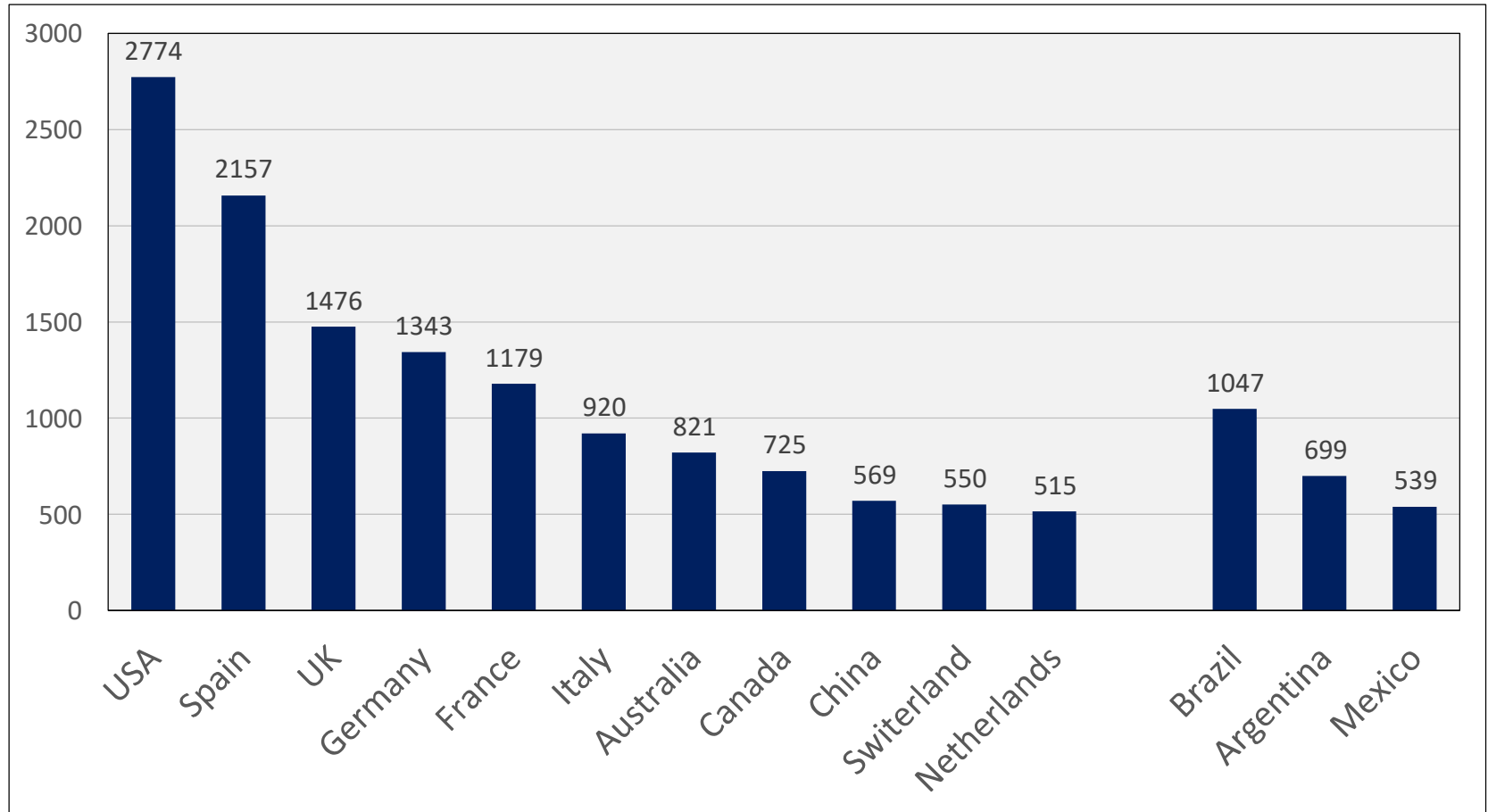
Number of science papers in Scopus, by type of collaboration, world: 1996-2018

China-US collaboration (55,382 joint papers in 2018)
is much the largest collaboration in world science

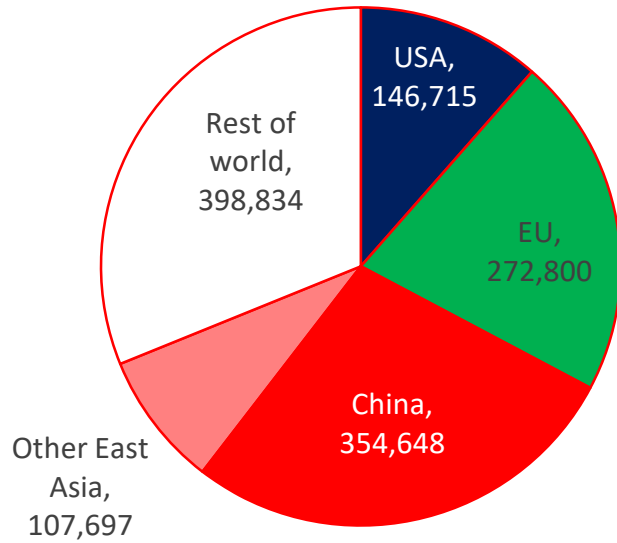


Chile:

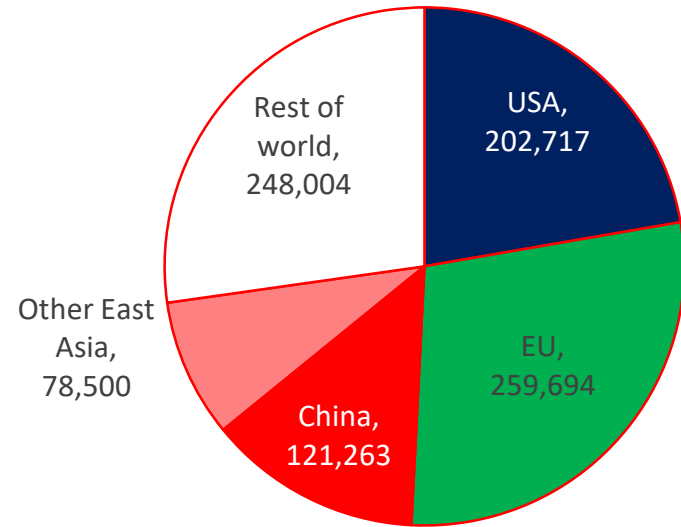
Over 500 internationally co-authored papers in 2018



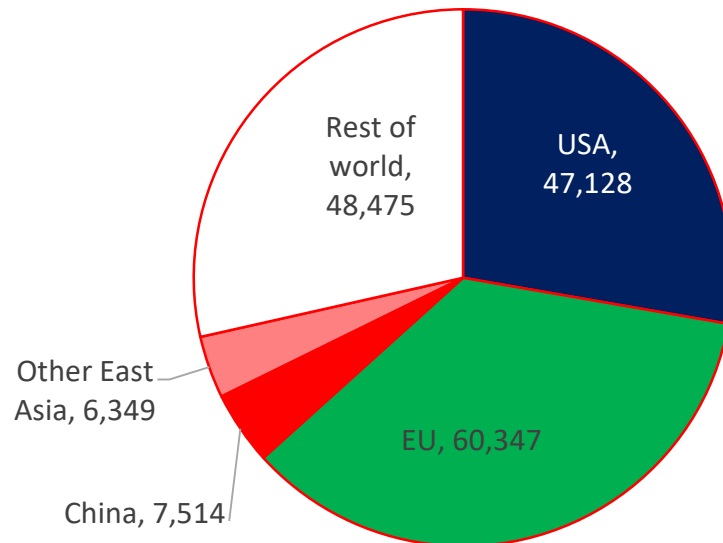
Physical sciences STEM



Biological and Health



Social sciences and Psychology



Total papers, by large discipline cluster, 2018

Other emerging issues

- Research in most countries has been sustained well during the pandemic, but there have been reductions to junior science positions in many countries – danger of a ‘lost generation’ of doctoral graduates
- In the longer run, this may affect ‘World-Class University’ programs, though not in East Asia which will strengthen its position
- Total student/family demand for tertiary and higher education will increase (‘recession shelter’ effect)
- **Graduate under-employment** in recession conditions will be a major public issue in most countries and may lead some in government and the public to question the value of higher education . . .
- Especially given that one effect of the pandemic is to further disadvantage students from poorer families, rural areas and in some countries, under-represented minorities – so placing in more question higher education’s role in facilitating social mobility and equity



Radcliffe Camera, Oxford, built 1737-49

Thank you for giving your attention to this presentation

"I have an attention span that's as long as it has to be" – attributed to Donald Trump