



CORONAVIRUS

VIRTUAL ROUNDTABLE DISCUSSION

AND ITS IMPACT

ON THE HIGHER EDUCATION SECTOR





WEBINAR
SERIES

Mr. Alex Mejia
Division Director,
UNITAR
Editor-in-Chief,
UN Today Magazine



unitar

United Nations Institute for Training and Research

CORONAVIRUS

VIRTUAL ROUNDTABLE DISCUSSION

AND ITS IMPACT

ON THE HIGHER EDUCATION SECTOR

Speakers

United Kingdom



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk

Switzerland



**Prof. Carlo Federico
Cattani**
Professor of Finance
Trade and
Development,
International
University
in Geneva (IUG)

Republic of Korea



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow

Australia



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle

Turkey



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University

Philippines



Prof. Edna Co
Professor of Public
Administration,
University of the
Philippines

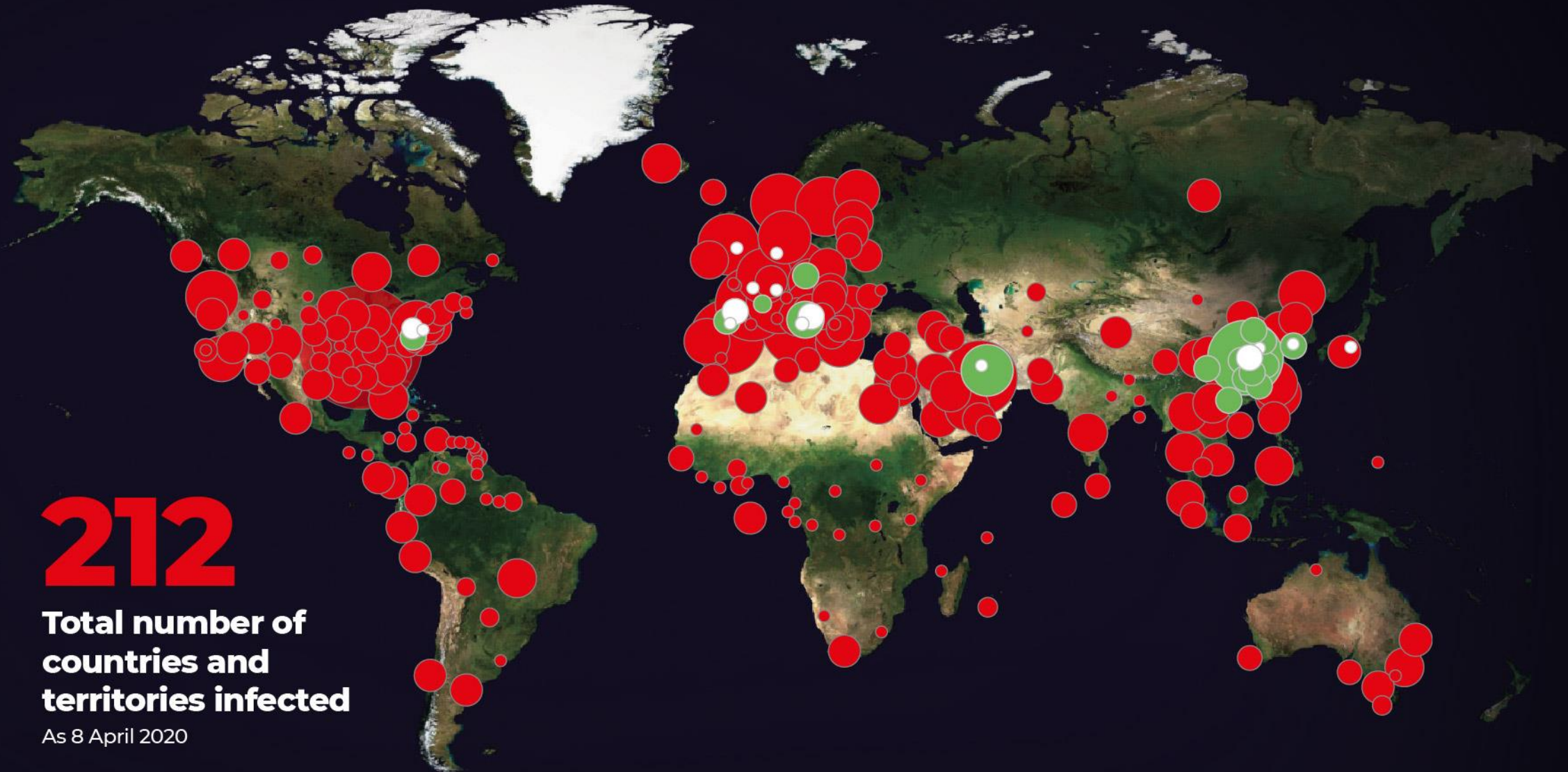
United Nations



Mr. Alex Mejia
Division Director,
UNITAR
Editor-in-Chief,
UNToday Magazine



Coronavirus spread: infections, deaths and recoveries



212

**Total number of
countries and
territories infected**

As 8 April 2020

15 March 2020

Total Confirmed
169,387

Total Deaths
6,513

Total Recovered
77,257

81,020 China

24,747 Italy

13,938 Iran

8,162 Korea, South

7,844 Spain

5,813 Germany

5,437 France

3,774 United States

2,200 Switzerland

1,739 Denmark

1,395 United Kingdom

1,256 Norway

1,136 Netherlands

1,032 Sweden

886 Belgium

860 Austria

839 Japan

3,099 Hubei China

1,809 Italy

724 Iran

292 Spain

127 France

75 Korea, South

42 Washington US

35 United Kingdom

22 Henan China

22 Japan

20 Netherlands

14 Switzerland

55,094 Hubei China

4,590 Iran

2,335 Italy

1,306 Guangdong China

1,250 Henan China

1,213 Zhejiang China

1,014 Hunan China

984 Anhui China

934 Jiangxi China

834 Korea, South

743 Shandong China

631 Jiangsu China

570 Chongqing China

517 Spain

8 April 2020

Total Confirmed
1,447,466

Total Deaths
83,471

Total Recovered
308,215

399,929 United States

146,690 Spain

135,586 Italy

110,070 France

107,663 Germany

82,809 China

64,586 Iran

55,957 United Kingdom

34,109 Turkey

23,403 Belgium

22,789 Switzerland

20,678 Netherlands

17,897 Canada

14,072 Brazil

12,824 Austria

12,442 Portugal

10,384 Korea, South

17,127 Italy

14,555 Spain

10,328 France

6,159 United Kingdom

4,009 New York City US

3,993 Iran

3,213 Hubei China

2,248 Netherlands

2,240 Belgium

2,016 Germany

858 Switzerland

725 Turkey

699 Brazil

687 Sweden

500 Nassau NY US

402 Michigan US

380 Portugal

77,565 China

48,021 Spain

36,081 Germany

27,039 Iran

24,392 Italy

22,539 United States

19,523 France

8,704 Switzerland

6,776 Korea, South

4,681 Belgium

4,512 Austria

4,047 Canada

1,762 Denmark

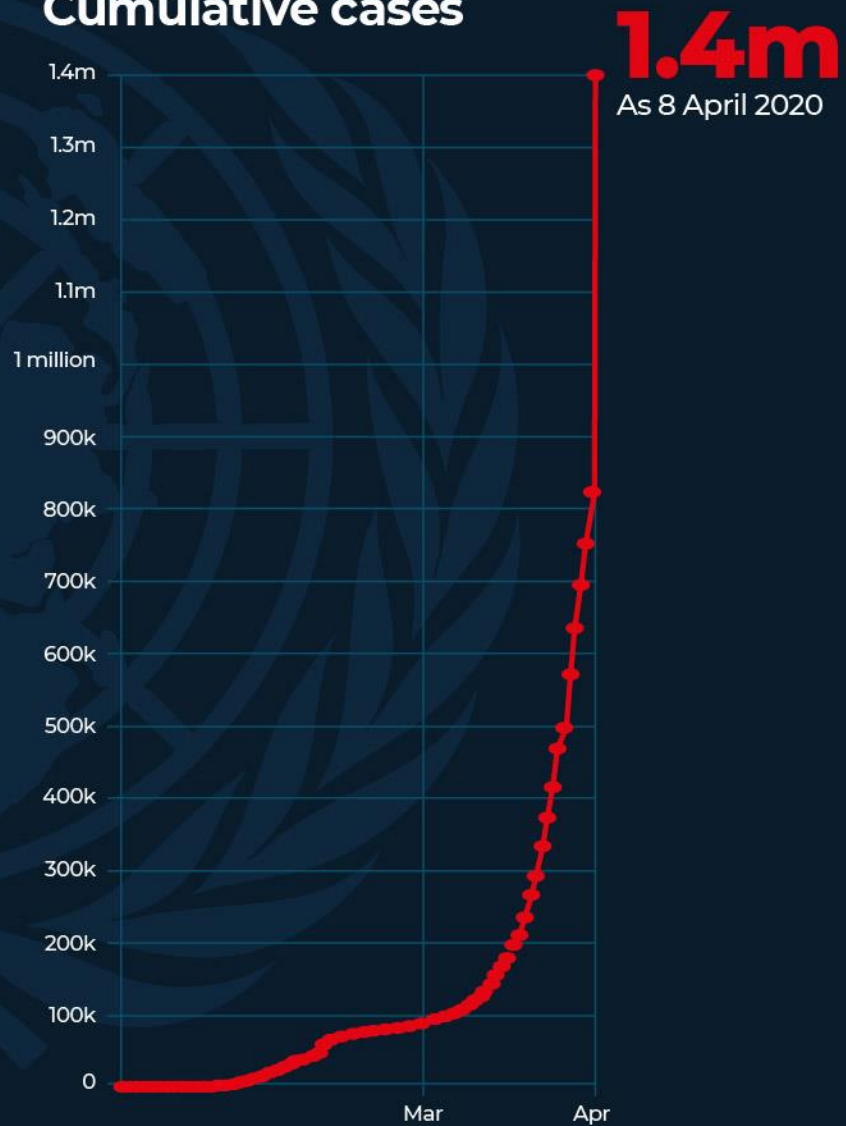
1,582 Turkey

1,487 Malaysia

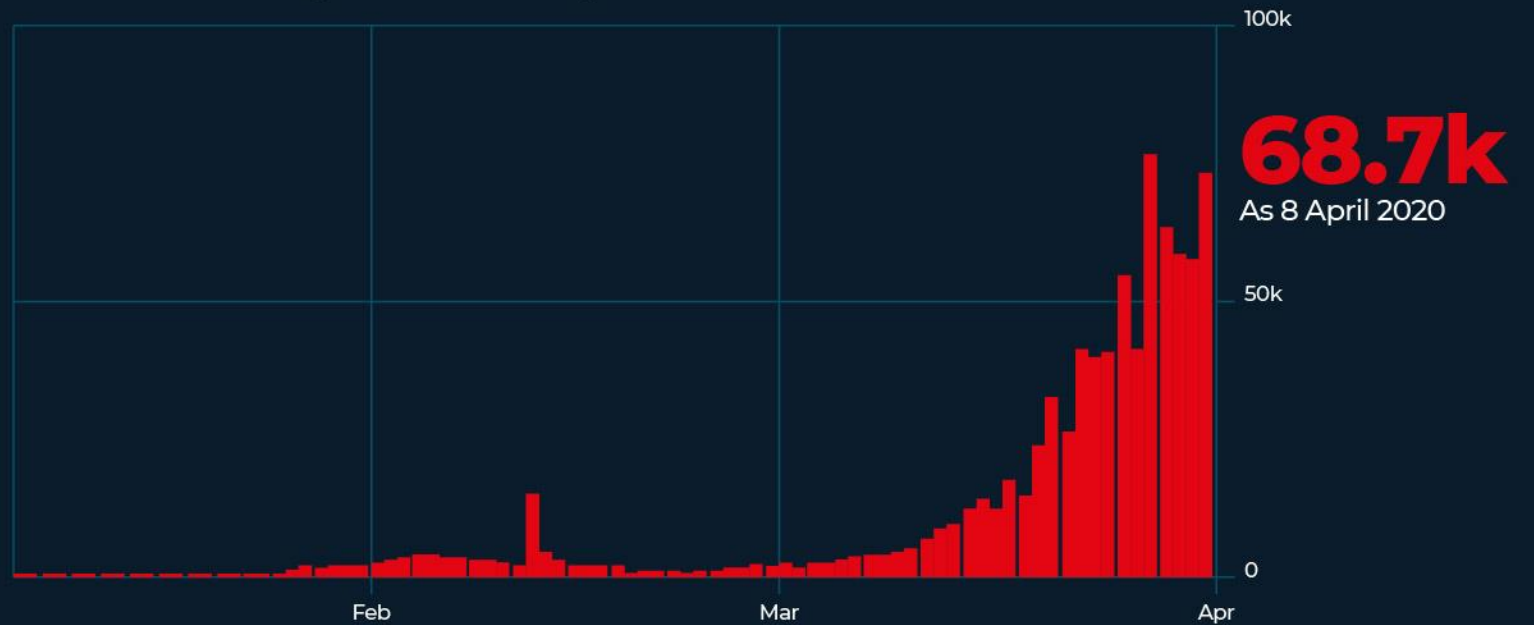
1,301 Peru

1,080 Australia

Cumulative cases



New cases by date of report



Cases by daily change **-10.92%**
As 8 April 2020

Source: worldometers.info



The McKinsey outlook on the global economy



The situation now

COVID-19 cases have exceeded 1,400,000 and are increasing quickly around the world, with concerns that a 15% hospitalization rate could overwhelm hospital systems

To reduce growth in cases, governments have moved to stricter social distancing, with “shelter in place” orders in many areas in the U.S., Europe, India, and other countries. This has driven rapid demand declines—among the deepest in recent times—that are being met by attempts at bailouts

Some Asian countries, e.g. China, have kept incremental cases low, and are restarting economies. So far, there is little evidence of a resurgence in infections there

Possible future scenarios

Short recovery:

The virus continues to spread across the Americas, Europe and Africa until mid Q2, when virus seasonality combined with a stronger public health response drives case load reduction

Prolonged recovery:

The virus spreads globally without a seasonal decline, creating a demand shock that lasts until Q2 2021. Health systems are overwhelmed in many countries, especially the poorest, with large-scale human and economic impact



unitar

United Nations Institute for Training and Research

COVID-19 is more dangerous than the flu

Latest as of April 8, 2020

1.5-2x

Higher reproduction than the flu

17%

Of cases are severe (requiring oxygen)

5%

Of cases are critical (requiring ventilation)
These figures are considerably higher than what is typically observed in flu

~4-5%

Crude mortality rate as currently estimated by the WHO. Seasonal influenza sitting well below 0.1%

Comparison to other diseases

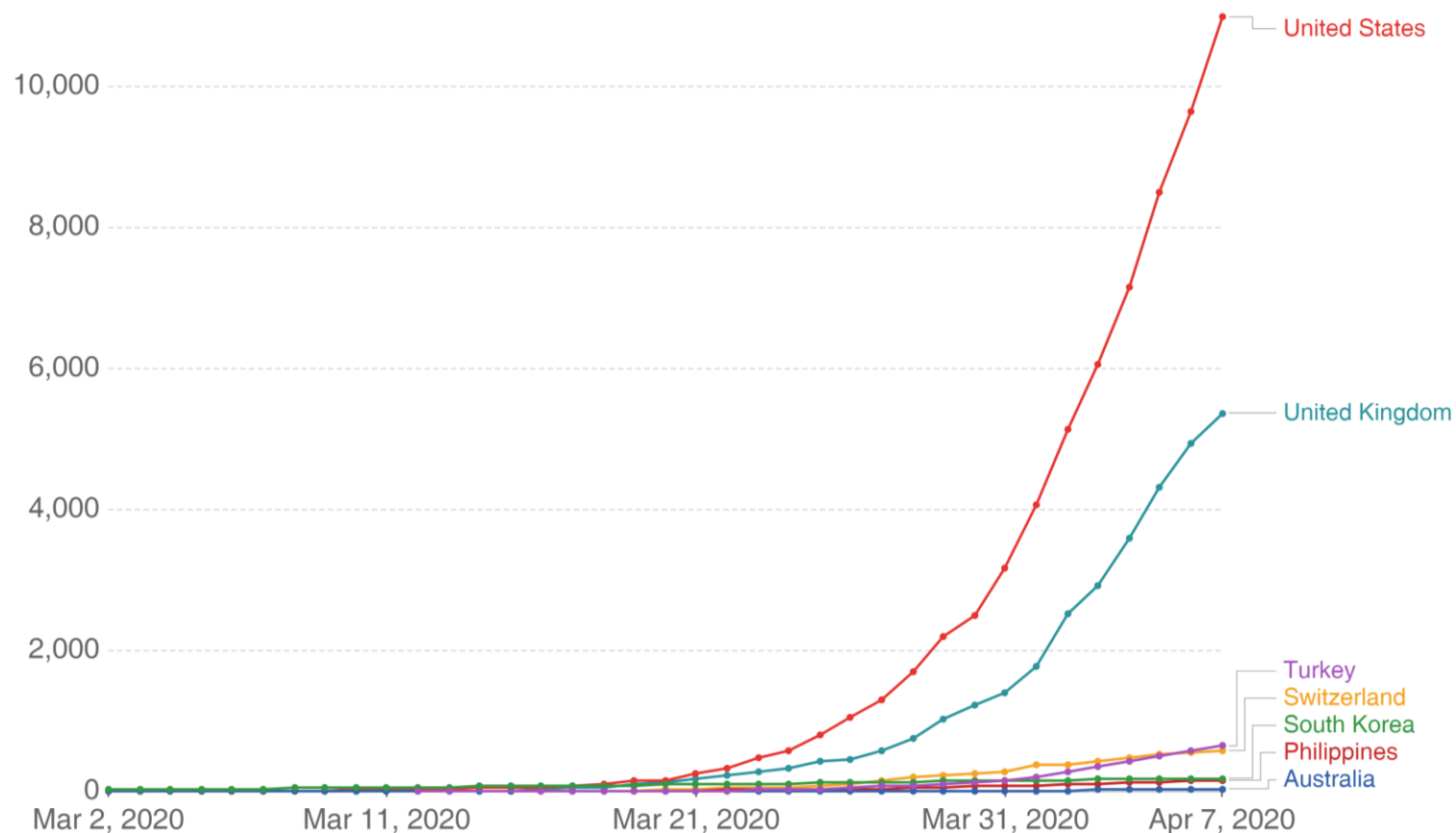
Early identification of the disease, intensification of viral control, and treatment, when available, will reduce reproduction number and case fatality



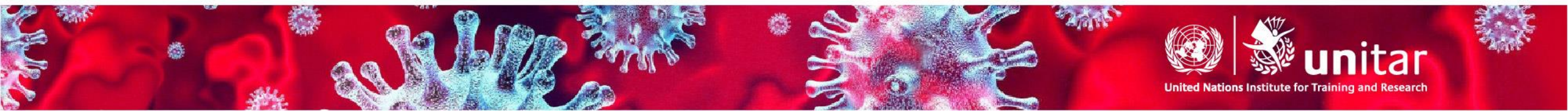
Source: WHO

Total confirmed deaths due to COVID-19

Limited testing and challenges in the attribution of the cause of death means that the number of confirmed deaths may not be an accurate count of the true number of deaths from COVID-19



Source: European CDC – Situation Update Worldwide – Last updated 7th April, 12:15 (London time) OurWorldInData.org/coronavirus • CC BY



The virus continues to spread across the Americas, Europe and Africa until mid Q2, when virus seasonality combined with a stronger public health response drives case load reduction

From the McKinsey outlook
on the global economy

Epidemiological scenario

US and European case count growth rises rapidly through mid-April

Tests availability enhanced, and extent of cases fully discovered by late April; more aggressive shutdowns and social distancing reduces the spread

New case counts peak by end April and declines by June with stronger public health response and seasonality of virus

Fall 2020 sees small resurgence of the virus, although or more countries have better public health preparedness

Middle East; South East and South Asia and Africa are spared worst effects due to their warm climates and young demographics

China and East Asian countries continues their current recovery and control the virus by late Q2



unitar

United Nations Institute for Training and Research

Economic impacts

China and East Asian countries start recovery but supply chains remain impaired in much of Q2 and consumer spending subdued

In US and Europe, large-scale quarantines, travel restrictions, and social distancing drive drop-off in consumer spending and subsequently business investment decreases in 2020

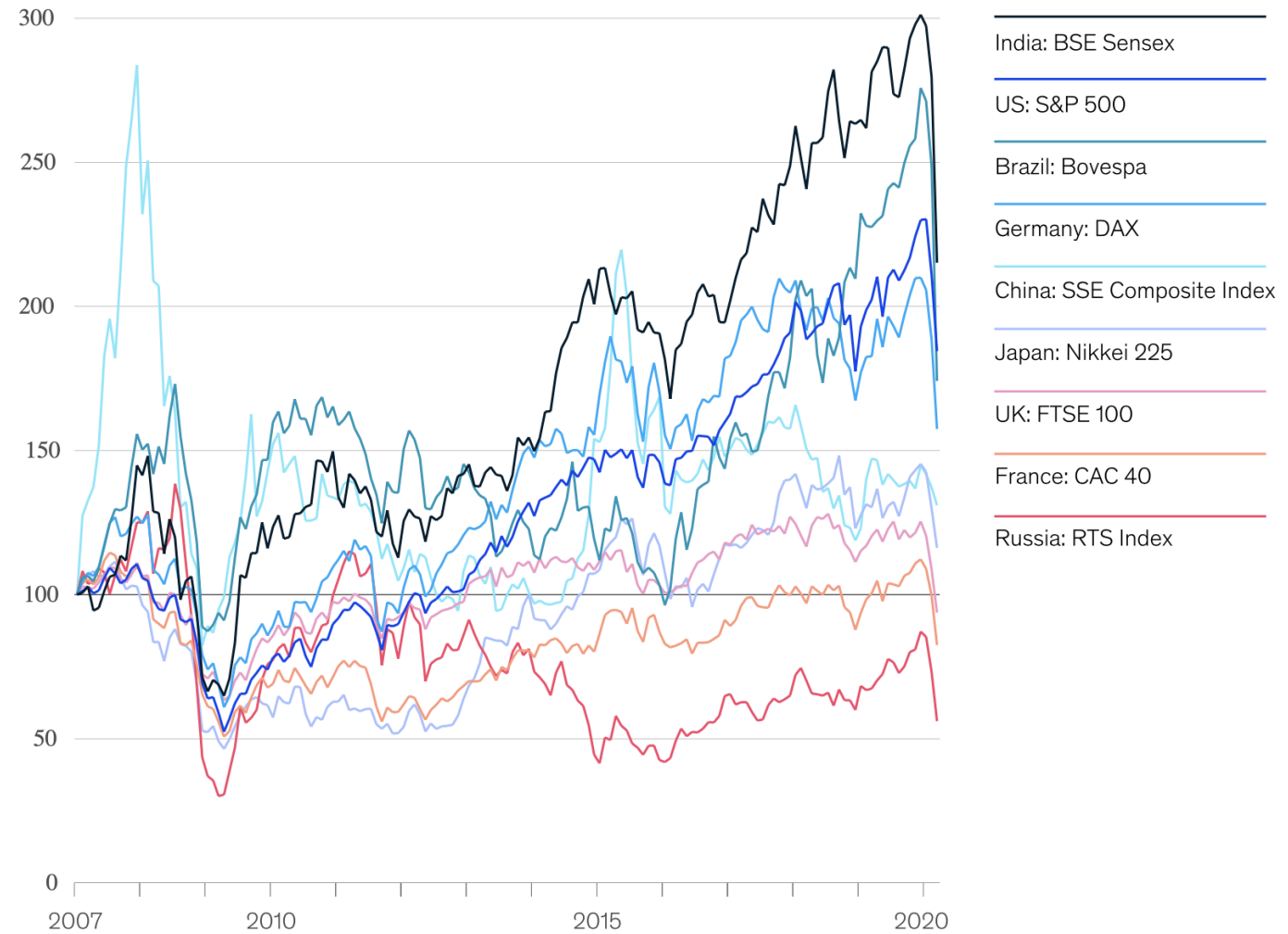
- 🦠 Layoffs drive unemployment rates higher
- 🦠 Corporate bankruptcies spike, putting pressure on the banking/financial system
- 🦠 Monetary easing has limited impact with already low rates and fiscal responses prove insufficient and poorly timed
- 🦠 Self-reinforcing recession dynamics extend GDP declines through Q3; recovery begins in Q4

2020 Global GDP growth falls sharply, driven by recessions in US and Europe and slower growth in China and other Asian countries

Short recovery

Equity markets plunged in March as fear of recession drove investors to safe havens; most exchanges lost around one-third of their values

Equity markets by country, index (2007 = 100)



Source: Haver Analytics; McKinsey analysis



Prolonged recovery

The virus spreads globally without a seasonal decline, creating a demand shock that lasts until Q2 2021. Health systems are overwhelmed in many countries, especially the poorest, with large-scale human and economic impact

From the McKinsey outlook
on the global economy

Epidemiological scenario

US and European public health measures deliver initial containment of the virus only by early June

The virus does not prove to be seasonal with a mutated virus resurging in the fall of 2020, leading to a spike in cases across geographies throughout Q2

Restrictions on travel and quarantines across the world are tightened further in an attempt to stem the tide

US becomes the epicenter while South East and South Asia, and Africa are spared worst effects due to their warm climates and young demographics

Europe, China and East Asian countries face a surge of re-infection as a result of attempt to restart economic activity



unitar

United Nations Institute for Training and Research

Economic impacts

China and East Asia experience double-dip slowdowns as the economic recovery is derailed in 2020 and pushed into Q1 2021

The US and Europe experience demand-side reductions in consumer and business spending and deep recessions in 2020

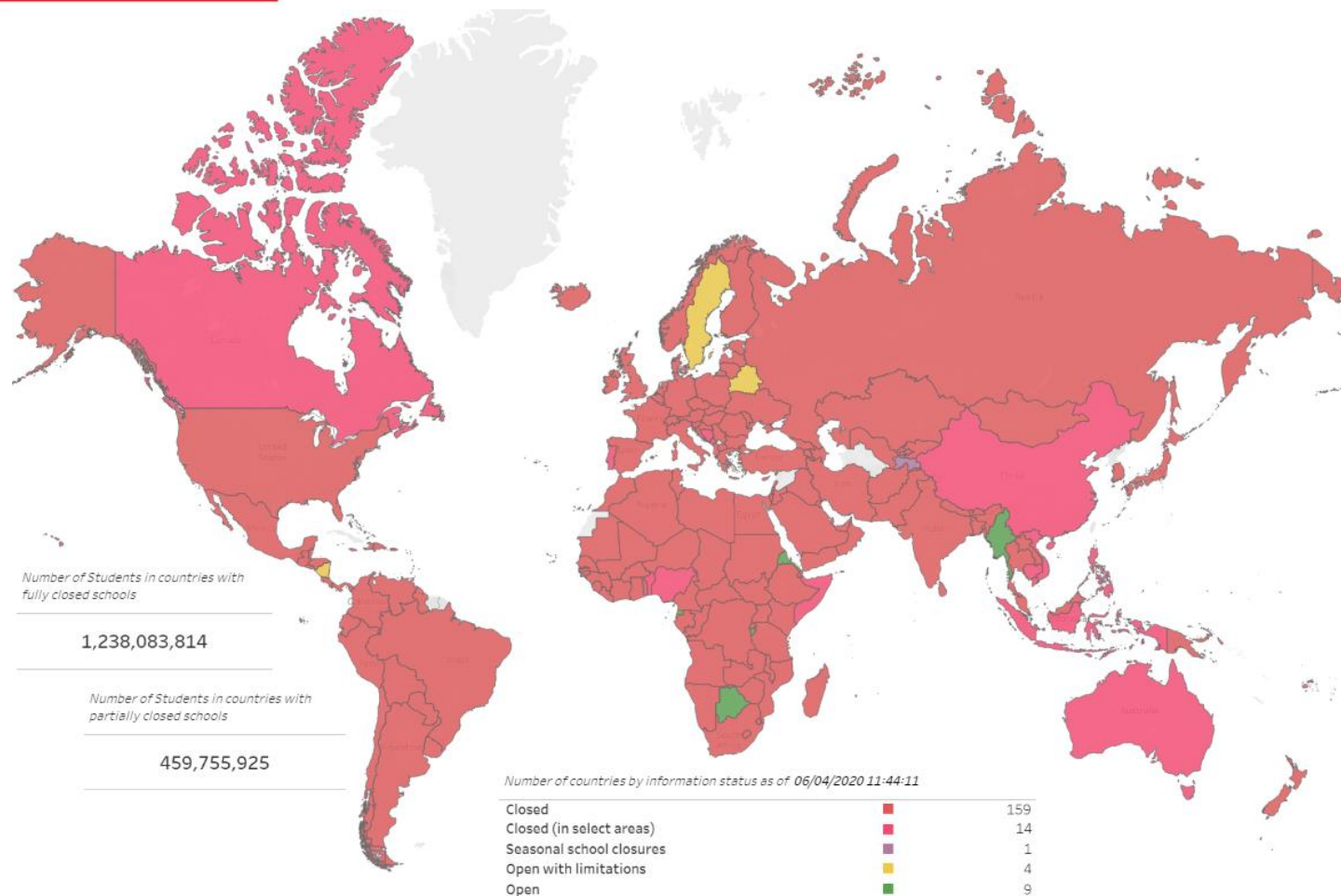
- 🦠 Layoffs and bankruptcies in the most affected sectors rise sharply throughout 2020, feeding into a self-reinforcing downward spiral
- 🦠 Financial system distress is significant but a full-scale banking crisis averted due to better capitalization of banks and new macro-prudential supervision in place
- 🦠 Fiscal and monetary policy responses prove insufficient to break the headwinds

The global economic impact is severe, with significant GDP contraction in most major economies in 2020 and a slow-moving recovery beginning in only Q2 2021

Covid-19 and the Education System: Socio-economic Impacts

School closures

As of 8 April 2020,
all schools in about 85% of
countries are closed, while
all schools in about 4.8%
of countries are open



Source: World Bank



unitar

United Nations Institute for Training and Research

Covid-19 and the Education System: Socio-economic Impacts



Impact on girls

- 🦠 1.54 billion (89%) of students enrolled in school or university are currently out of school. This includes 743 million girls
- 🦠 Over 111 million of these girls live in LDCs, where access to education is already a struggle and ICTs are not available
- 🦠 Economic crisis caused by Covid-19 will drive families to consider the financial and opportunity costs of educating their daughters
- 🦠 Lessons from the Ebola epidemic: closure of schools made girls vulnerable to physical and sexual abuse at home; transactional sex; pregnancies; as well as marrying off. Many did not return to continue their education

Global inequalities in access to education will widen and progress towards Sustainable Development Goal (SDG) 4 will be disrupted

Source: UNESCO



unitar

United Nations Institute for Training and Research

Covid-19 and the Education System: Socio-economic Impacts

Economic costs

Negative economic contractions through GDP loss (reduced output and productivity) across all regions of the world



Source: World Bank



unitar

United Nations Institute for Training and Research

Covid-19 and the Education System: Socio-economic Impacts

Impacts on public expenditure

- Due to GDP contractions, Governments' revenue will be severely affected, reducing the level of public spending on education systems in the long term
- Education could become a victim of spending cuts, and money meant for education could be channeled elsewhere. Low-income countries will be the most vulnerable




Cost of mitigation

- Depending on the existence of relevant infrastructure and level of preparedness for a crisis, use of distance learning systems may incur additional financial burden to the families and/or education system

Inter-agency coordination at the national level and harmonization at the regional and global levels must become a priority

Public policies and lessons learned




The design of public policies to address major global challenges requires greater attention from both developed and developing countries

-  More than ever, the objective established in the 2030 Agenda for Sustainable Development must become the basis and reason for all public policy.
-  In a largely globalized world, crises do not discriminate and affect everyone equally. Ensuring the financing and quality of precious goods such as health, education and access to food must become a priority
-  Part of the multifunctional and long-term leadership of all governments and international institutions is required to address the current scenario, thinking about the new global system posed by the crisis

Resilience must
become a priority for
States, both nationally
and locally

Economic Measures

The United Nations has considered the need to secure at least \$2.5 trillion to address the economic recession caused by COVID-19

-  The States must conceptualize public policies that guarantee access to public services while facing the crisis, as well as to face the subsequent economic scenario
-  Some countries have established mechanisms for injecting current flows into the real economy through emergency bonds and loans, while others have developed public policies dispensing aggressive subsidies and payment of public services or rents
-  The world will face a similar post-World War II scenario, and placing funds in the global economy will be necessary, not only to rescue companies, and stabilize supply chains, but also to reduce inequalities and guarantee public services. The cancellation of sovereign debts of developed countries, and increased international financial cooperation will be indispensable

The establishment of new public-private partnerships to provide social services to even the most excluded populations will be a turning point in the post-COVID world

Social Measures

Social and physical distancing, as well as production and educational facilities closures, with forced work-from-home measures, have been some of the greatest challenges in facing the crisis. However, they are not all

- 🦠 Ensuring access to timely, clear and official information on the crisis is a priority. The population must have first-hand knowledge of the risks, official data and measures to be implemented in a clear manner, which avoids confusion and misinformation
- 🦠 Psychological support for both workers and their families is necessary, and must be developed at both public and private levels. Sharing good eating practices, physical activities, possible shared hobbies and meditation exercises can be instruments of psychological resilience
- 🦠 Digital inequality must be confronted, social and physical alienation becomes more tolerable through the use of information technologies. However, access to such services is poor. This will require greater attention from both the private and public sectors

Actions for Universities to consider

Pay all employees:

To continue paying salaries to employees will reduce economic and social inequalities in these difficult times. It will also limit the exposure of their employees to health risks

Tuition, housing and meal fees:

Tuition payments should be deferred until classes resume. If students have paid for on-campus accommodation and meals, they should be refunded, if they were asked to return home during the crisis

Form a Covid-19 task force:

In order to make the best-informed decisions, universities should establish a task force which should constitute various stakeholders. This will ensure they understand the various concerns and setbacks the institution may potentially experience

Optional grade choice:

Students could be given the opportunity for an 'optional grade choice', which will provide them with the option to receive a 'pass' or 'fail' grade, rather than a letter or percentage grade. This will help in mitigating the anxiety of students, given that their lives may have been disrupted by the crisis

Actions for Professors and Lectures to consider

Embrace virtual learning:

Academic staff should provide students with PowerPoint Slides (or similar) and Lecture Notes; pre-record lectures (particularly if there is a risk of technological disruption) or do live lectures to replace regular class sessions; and be mindful of political and ideological sensitivities, given that lectures will be available online

Virtual office hours:

In order to remain in contact with students, academic staff should create virtual office hours using online meeting platforms. This should be done in such a way that it is interactive and motivational for the students

Shorten assignments:

Provide online assignments that are easily graded, given that academic staff have their own personal challenges to face as they adjust to fulltime online teaching

Source: Brookings Institute



CORONAVIRUS

VIRTUAL ROUNDTABLE DISCUSSION

AND ITS IMPACT

ON THE HIGHER EDUCATION SECTOR

Speakers

United Kingdom



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk

Switzerland



Prof. Carlo Federico Cattani
Professor of Finance
Trade and
Development,
International
University
in Geneva (IUG)

Republic of Korea



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow

Australia



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle

Turkey



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University

Philippines



Prof. Edna Co
Professor of Public
Administration,
University of the
Philippines

United Nations



Mr. Alex Mejia
Division Director,
UNITAR
Editor-in-Chief,
UNToday Magazine





WEBINAR
SERIES

Prof. Mike Saks
Emeritus Professor,
University of Suffolk



unitar

United Nations Institute for Training and Research

Personal background

- Executive/Board member of 6 **universities** (including CEO)
- Current Emeritus/Visiting **Professor** at four universities
- International **adviser** to professions and governments
- 20 **books** on such topics as professions, regulation and health
- Much funded **international research** on these subjects
- Current **Vice President** of ISA Research Committee on Health
- **Ex-President** of ISA Research Committee on Professions
- Honorary Senior Adviser on **leadership** to the United Nations
- **Co-founder** of UN-endorsed Institute for Responsible Leadership.



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk



unitar

United Nations Institute for Training and Research

Coronavirus: Bounding rules in the UK

- In the UK, government has provided some *generic rules* that Higher Education and other sectors need to respect such as: hand washing, social distancing and working from home where possible.
- There have also been **specific actions** taken centrally, for example:
 - Delay of the **Research Excellence Framework** submission
 - Moratorium on unconditional/changed **admission offers**
 - Debates about the removal of the **student number cap**.
- However, the Office for Students, as an oversight body, has given a lot of **devolved responsibility** at present to local universities and colleges.



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk



unitar

United Nations Institute for Training and Research

Local decision making at UK universities and colleges

While there is some variation in the crisis response, most institutions have:

- **Closed premises** except for essential business functions
- Moved to **remote staff working** with most teaching online
- **Deferred/extended assessments**, including equivalent offerings
- Encouraged **flexible learning** without attendance monitoring
- Given **student accommodation refunds** and found alternative uses
- Encouraged students and staff to **volunteer** for the NHS
- Postponed **graduation ceremonies**.

Despite these initiatives, immediate dilemmas remain...



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk



Dilemmas for UK higher education posed by coronavirus

Outstanding operational questions include, amongst others:

- Should **professional regulatory bodies** allow more course flexibility?
- Should there be a **'no detriment approach'** student assessment?
- Should there be a **fee rebate** for students?
- Should universities pay staff for **childcare** with school closures?
- Should protection be given to those on **zero hour contracts**?
- How to address **IT issues** (e.g. access and security)?
- What to do about **international/Erasmus students**?

But there is a **silver lining** in terms of **changed work practices** for the future – such as more home working, online meetings and courses, sharing best practice, a global curriculum, and rationalising higher education.



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk



Higher education and sustainable development

Higher educational systems are key enablers as fulcrums of change for the United Nations Sustainable Development Goals (SDGs):



Prof. Mike Saks
Emeritus Professor,
University of Suffolk



unitar

United Nations Institute for Training and Research

The role of responsible leadership and the coronavirus

It is therefore very important that higher education is not disrupted in relation to the SDGs in its tasks, such as:

- Conducting **sustainability research** (e.g. vaccines/tests for Covid-19)
- Providing **sustainable learning courses** (e.g. on environmental issues)
- Introducing **schemes for disadvantaged** (e.g. charity work for vulnerable)
- Following **sustainability principles** in management (e.g. green agenda).

The coronavirus outbreak requires **responsible leadership at all levels**, which includes: risk mitigation, empowered decision making, partnership, creativity, being pragmatic, resilience, resource awareness and a holistic perspective – not just over the **short term**, but the **medium to long term** too.



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk



unitar

United Nations Institute for Training and Research

The UN-sponsored and endorsed Institute for Responsible Leadership (IRL) operates in partnership with UNITAR.

It is a not-for-profit body that promotes responsible leadership in the public interest – including in higher educational systems through courses/seminars, membership, fellowship, accreditation, mentoring, coaching and research.

For more information see: www.responsible-leadership.org

If you have any queries, please contact the Coordinator/Convenor of the IRL, Julie Search-Whittaker.

Email: Julie.18search@btinternet.com



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk



unitar

United Nations Institute for Training and Research

CORONAVIRUS

VIRTUAL ROUNDTABLE DISCUSSION

AND ITS IMPACT

ON THE HIGHER EDUCATION SECTOR

Speakers

United Kingdom



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk

Switzerland



Prof. Carlo Federico Cattani
Professor of Finance
Trade and
Development,
International
University
in Geneva (IUG)

Republic of Korea



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow

Australia



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle

Turkey



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University

Philippines



Prof. Edna Co
Professor of Public
Administration,
University of the
Philippines

United Nations



Mr. Alex Mejia
Division Director,
UNITAR
Editor-in-Chief,
UNToday Magazine





WEBINAR
SERIES

Prof. Carlo Federico Cattani
Professor of Finance
Trade and Development,
International University
in Geneva (IUG)



United Nations Institute for Training and Research



unitar



The COVID-19 influence on the Higher Education Sector and perception in Switzerland, France and Italy:

- Government actions pertaining to Universities, as reflected in various Universities' statements and their impact on daily operations (distance learning options, status of exams, graduation)
- Outlook towards future crisis management strategies: what are the key lessons-learned so far?
- Financial impact of the pandemic on the higher education sector



**Prof. Carlo Federico
Cattani**

Professor of Finance
Trade and Development,
International University
in Geneva (IUG)



unitar

United Nations Institute for Training and Research

<https://www.epfl.ch/campus/security-safety/en/health/coronavirus-covid19/>

EPFL
Ecole Polytechnique Fédérale
de Lausanne, Switzerland



**Prof. Carlo Federico
Cattani**
Professor of Finance
Trade and Development,
International University
in Geneva (IUG)



unitar

United Nations Institute for Training and Research

Dear Students, dear colleagues, dear friends,

Here are my messages for this Friday 20th. ESCP is working actively on its Continuity Plan.

- 1 All campuses are closed.** As a School's policy, I owe you transparency about where we stand in terms of Covid-19 cases. Regarding our ESCP community, we have reported to national authorities today: TWO positively tested cases and 6 other symptomatic untested cases. I have also received a full report of where our exchange programme students are. The School is currently providing recommendations and support to individual situations.
- 2 The HelpDesk is still being used** and we are happy to reply to your queries and they are reducing in numbers.
- 3 I am glad that Faculty and students alike are practising the new modes of teaching and learning.** And thank you for not overdeveloping your sense of perfectionism at this point in time.



**Prof. Carlo Federico
Cattani**

Professor of Finance
Trade and Development,
International University
in Geneva (IUG)



24 March, Bocconi, Italy –

“We must ask you not only to continue the suspension of physical lessons, but faculty members are asked to not to go to work until further notice. If it is strictly necessary to collect material from any of our buildings in order to record lessons from home or for research, we ask you to do so after requesting a permit by tomorrow, Wednesday 25 March. After this date, campus buildings will be closed, as the current ordinance does not allow for broader interpretation.

All teaching activities will continue remotely until the end of the semester. The next exam sessions scheduled for April-July will also be held remotely. Their operating procedures are being defined for both written and oral remote exams. You will receive more details as soon as possible.

We have decided to postpone the deadline of the third installment for degree program tuition and fees only.”



**Prof. Carlo Federico
Cattani**

Professor of Finance
Trade and Development,
International University
in Geneva (IUG)



Impact on the Higher Education Sector:

- The ten best international universities have focused their recruitment and internationalization strategies on China
- Chinese students average 1 million, of which over 320,000 are in the United States, almost 130,000 in Australia and almost 100,000 in England
- In fact, the blockade at the entrance imposed by various countries including Australia, the United States and New Zealand means that most students, who have returned to China for the Chinese New Year, are blocked in the motherland.
- The economic damage is in billions (five billion euros estimated for Australia)



**Prof. Carlo Federico
Cattani**

Professor of Finance
Trade and Development,
International University
in Geneva (IUG)



Interestingly, the coronavirus has kicked off the largest online education experiment ever seen:

- Many Chinese universities that have closed campuses are teaching online courses.
- Many Chinese students from international universities try to continue studying through digital technologies (not easy in China) .
- Large universities, such as Imperial College London, are activating dedicated support services that aim to provide clear indications, psychological support and flexibility on study plans



**Prof. Carlo Federico
Cattani**

Professor of Finance
Trade and Development,
International University
in Geneva (IUG)



Financial impact of the pandemic on the Higher Education Sector:

- On students
- On Universities
- On campuses and other lodging in student towns



**Prof. Carlo Federico
Cattani**

Professor of Finance
Trade and Development,
International University
in Geneva (IUG)



unitar

United Nations Institute for Training and Research

CORONAVIRUS

VIRTUAL ROUNDTABLE DISCUSSION

AND ITS IMPACT

ON THE HIGHER EDUCATION SECTOR

Speakers

United Kingdom



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk

Switzerland



Prof. Carlo Federico Cattani
Professor of Finance
Trade and
Development,
International
University
in Geneva (IUG)

Republic of Korea



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow

Australia



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle

Turkey



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University

Philippines



Prof. Edna Co
Professor of Public
Administration,
University of the
Philippines

United Nations



Mr. Alex Mejia
Division Director,
UNITAR
Editor-in-Chief,
UNToday Magazine





WEBINAR
SERIES

Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations Senior Fellow

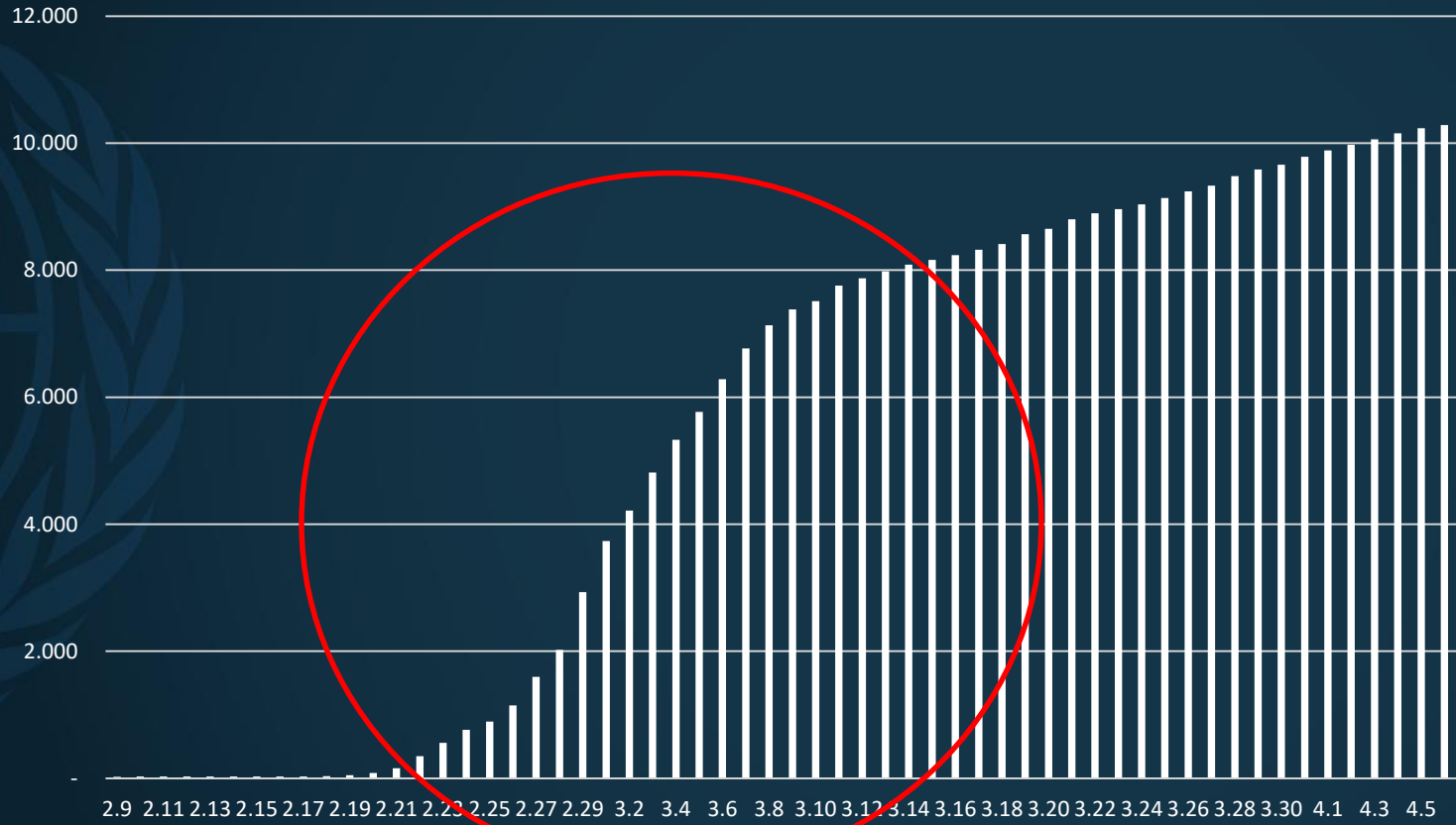


unitar

United Nations Institute for Training and Research

Current Situation

COVID-19 Confirmed Cases



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow



How to assure quality E-education?

Ministry of Education of ROK's measures:

- Tertiary Education
 - Classes begin on-line first (March 16)
 - Flexibility in course load per semester (e.g. credit concentration, credit transfer)
 - Special support and monitoring for international students
- * *Chinese students registered with Korean universities: 70,979*
- Primary-Secondary Education
 - Prioritizing classes: online classes begin gradually by school year
 - Provide quality virtual content (e.g. EBS, online class platform)



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow



unitar

United Nations Institute for Training and Research

Tertiary Education: Flexibility in course load per semester

- Credit Concentration:
 - instead of taking one class each week, students can choose a unit and take its classes successively regardless of its original schedule, which is designed to lessen students' burden and to enhance study performance
- Credit Transfer:
 - in case a student cannot enter the country, s/he can take online classes of another university (incl. Korea National Open University) and still count them in the semester's required credit load



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow



Korean government's action to lessen potential educational fallout



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow



International collaboration on education

- Shared experiences and lessons learned:
 - Alternate school day (morning/afternoon class)
 - Designate a day for science experiment, teacher-student meeting, art classes
 - Integrate on- and off-line classes



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow

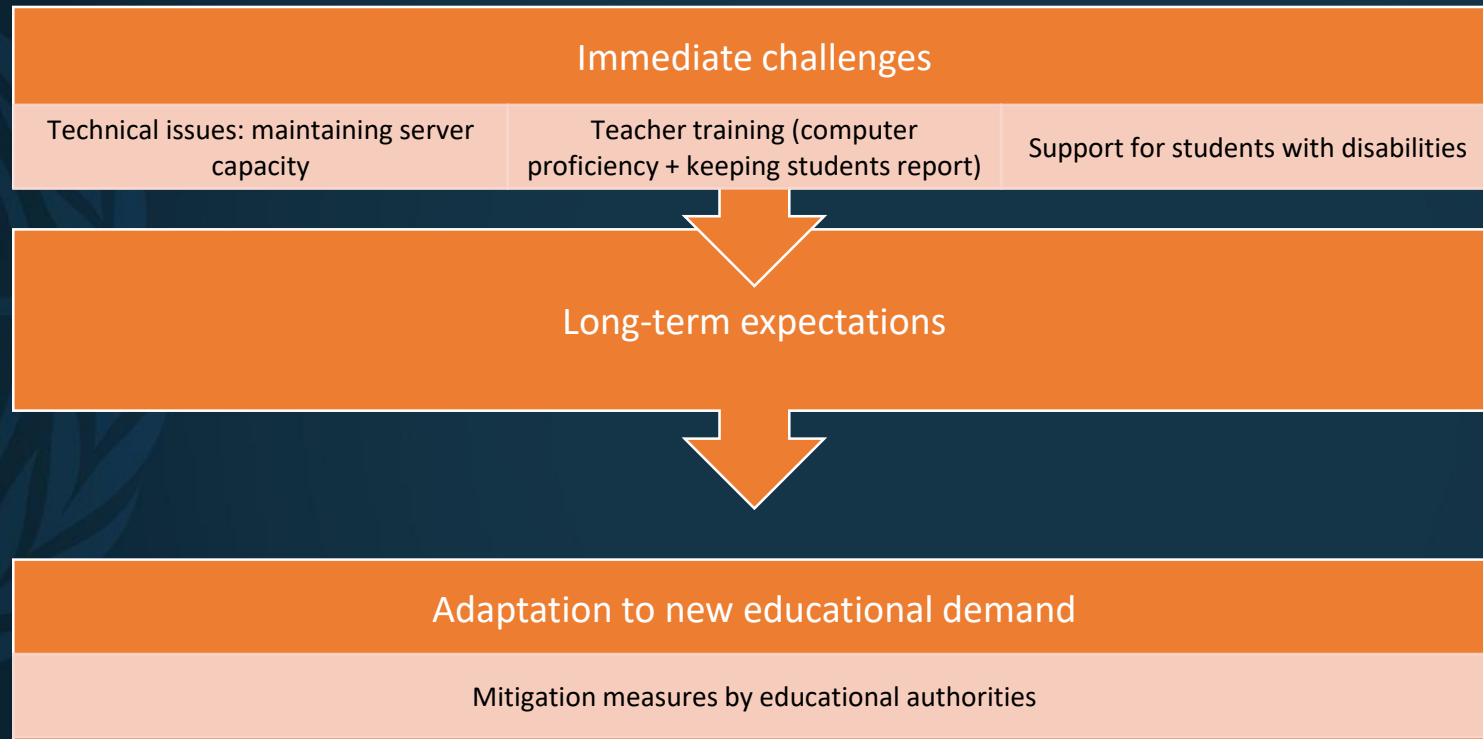
**International cooperation in the field of
technology and financing needs urgently needed**



unitar

United Nations Institute for Training and Research

Medium and long-term outlook



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow



CORONAVIRUS

VIRTUAL ROUNDTABLE DISCUSSION

AND ITS IMPACT

ON THE HIGHER EDUCATION SECTOR

Speakers

United Kingdom



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk

Switzerland



Prof. Carlo Federico Cattani
Professor of Finance
Trade and
Development,
International
University
in Geneva (IUG)

Republic of Korea



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow

Australia



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle

Turkey



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University

Philippines



Prof. Edna Co
Professor of Public
Administration,
University of the
Philippines

United Nations



Mr. Alex Mejia
Division Director,
UNITAR
Editor-in-Chief,
UNToday Magazine





WEBINAR
SERIES

Prof. Kevin Hall
Senior Vice-Chancellor
and Vice President,
University of Newcastle



United Nations Institute for Training and Research



unitar



Impact on Australian Higher Education Sector:

- International students in Australia
 - Approximately 565,000 international students in Australia including 335,762 higher education students
 - International students make up 1 in 50 people in Australia
- Australian economy
 - Contributes more than \$39 billion to the national economy
- Domestic students
 - Australian Education Ministers' meeting to discuss national approach for final year high school students and entry requirements for university in 2021



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle



Australian Higher Education Sector response

- Online offering
 - Ensuring quality online lectures and tutorials
 - Webinars
 - Student engagement programs delivered online
 - IT capacity – locally and globally
- Flexible terms
 - Additional teaching and studying time
 - Delayed examinations/exam formats – some talk of pass/fail
- Research
 - Assessment of grant deliverables
 - Business continuity plans for critical activities



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle



Australian Higher Education Sector response

- Student support
 - Establishment of student hardship funds
- Student placements
 - Suspensions in some areas
 - Government utilizing some students during pandemic, e.g. student nurses
- Student mobility
 - Impacts on inbound and outbound mobility
- Student residences
 - Remain open pending government advice
- Pipeline recruitment
 - online student recruitment and agent training,
 - direct targeting of international schools for recruitment
 - increased access to scholarship programs, targeted conversion campaigns, recognition of alternative tests of English proficiency



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle

Australian Higher Education Sector response

- Universities have implemented a wide range of contingencies, including:
 - restricting face-to-face teaching;
 - working to ensure as many lectures and tutorials are available online;
 - tailoring the physical learning environment to meet the new social distancing guidelines;
 - assessing whether practical classes and laboratory sessions need to be amended or rescheduled;
 - adjusting the academic calendar, including rescheduling graduation ceremonies, exams and assessments



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle



unitar

United Nations Institute for Training and Research



WEBINAR
SERIES

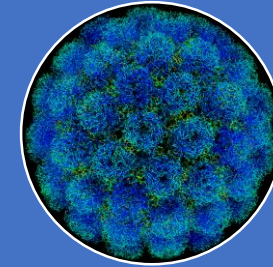
What are Universities doing?



Drought



Bushfires



COVID19



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle



United Nations Institute for Training and Research



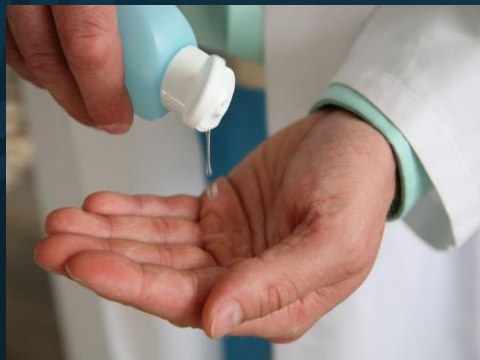
unitar

What are Universities doing?

- Community outreach – Mental Health Clinics
- Enlisting student health workers
- Use of student residences
- Hardship Funds



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle



unitar

Affect on marginalized communities

- Access to internet for online learning
 - Only 68% of children aged 5 to 14 in Australia's most disadvantaged communities access the internet at home
- Remote learning challenges
- Unemployment during COVID-19
 - 70% of businesses in the hospitality sector to reduce the hours of their staff; 43% to either sack workers or place them on unpaid leave
 - Growth forecasts consistent with the unemployment rate peaking at 17% in the June quarter and settling around 9% by year's end



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle



Affect on marginalized communities

- Access to GPs/Telehealth services
 - Reluctance to visit the GP during the pandemic; general health problems are not being managed
 - Expansion of Medicare-subsidised telehealth services for all Australians
- Vulnerable populations including Aboriginal and Torres Strait Islanders, people with chronic health conditions, and older people
 - Impact on their access to education and healthcare will be greater than the general population



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle

CORONAVIRUS

VIRTUAL ROUNDTABLE DISCUSSION

AND ITS IMPACT

ON THE HIGHER EDUCATION SECTOR

Speakers

United Kingdom



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk

Switzerland



Prof. Carlo Federico Cattani
Professor of Finance
Trade and
Development,
International
University
in Geneva (IUG)

Republic of Korea



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow

Australia



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle

Turkey



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University

Philippines



Prof. Edna Co
Professor of Public
Administration,
University of the
Philippines

United Nations



Mr. Alex Mejia
Division Director,
UNITAR
Editor-in-Chief,
UNToday Magazine





WEBINAR
SERIES

Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir University



United Nations Institute for Training and Research



unitar

UNESCO COVID-19 Education Response

- 1,576,021,818 affected learners
- 91.3% of total enrolled learners
- 188 country-wide closures



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University



Turkey Education Response

- Schools and universities on hold
- Public gatherings shut down
- Public transportation limited
- 18 million k12 & 8 million university students
- Over 1 million teachers and 150k academics



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University

BAU Global Education Response

- 6 universities & 300 schools in 6 countries
- 200k students from 196 countries



BAU Global Response Protocol



- Establish task force
- Create response protocol
- Define principles: health, learning, support
- Create communication channels
- Revise learning outcomes and curricula
- Train staff
- Provide guidance and support



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University



unitar

United Nations Institute for Training and Research

UN Sustainable Development Goals



- SDG 3: Good Health and Wellbeing
- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University



unitar

United Nations Institute for Training and Research

CORONAVIRUS

VIRTUAL ROUNDTABLE DISCUSSION

AND ITS IMPACT

ON THE HIGHER EDUCATION SECTOR

Speakers

United Kingdom



Prof. Mike Saks
Emeritus
Professor,
University
of Suffolk

Switzerland



Prof. Carlo Federico Cattani
Professor of Finance
Trade and
Development,
International
University
in Geneva (IUG)

Republic of Korea



Amb. Kyung Hoon Sul
Director, CIFAL Jeju,
United Nations
Senior Fellow

Australia



Prof. Kevin Hall
Senior Vice-
Chancellor
and Vice President,
University of
Newcastle

Turkey



Prof. Ahmet Aydemir
Professor of Business
Administration,
Bahçeşehir
University

Philippines



Prof. Edna Co
Professor of Public
Administration,
University of the
Philippines

United Nations



Mr. Alex Mejia
Division Director,
UNITAR
Editor-in-Chief,
UNToday Magazine





WEBINAR
SERIES

Prof. Edna Co
Professor of Public
Administration,
University of the Philippines



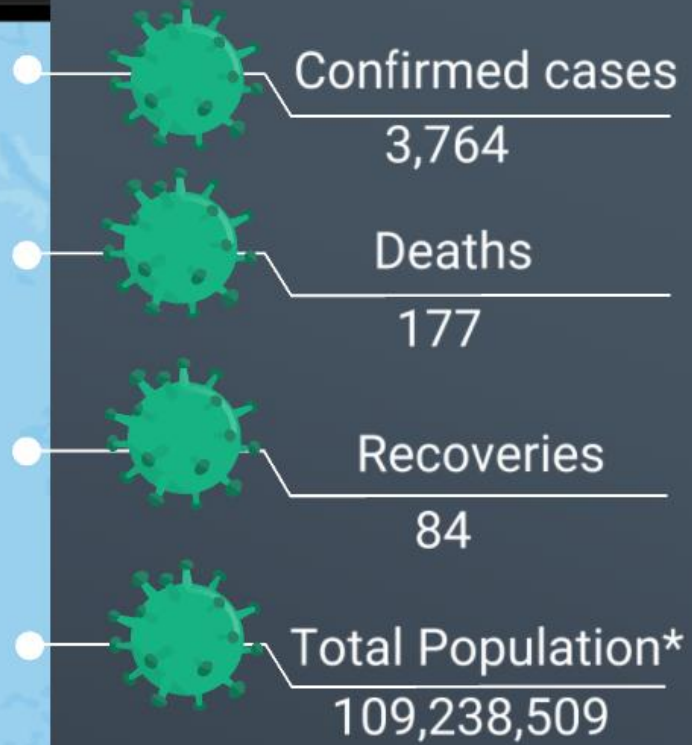
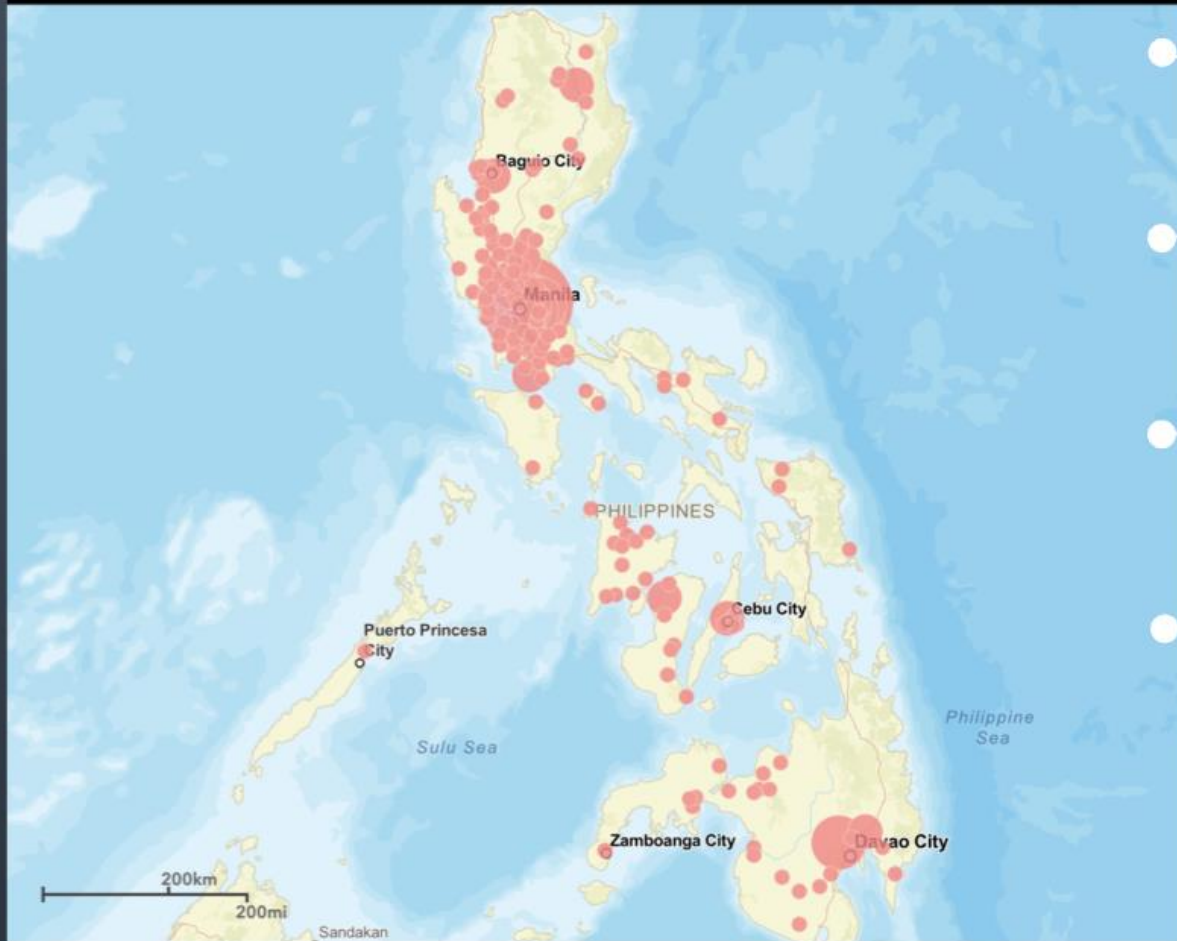
unitar

United Nations Institute for Training and Research

Current Situation



COVID-19 Cases: Philippines, as of April 7, 2020; 4:00 pm (PST)



*worldometers.info/world-population/philippines-population/



Source: Department of Health, <https://ncovtracker.doh.gov.ph>



Prof. Edna Co
Professor of Public Administration,
University of the Philippines



Impacts on Universities in the Philippines



Number of Higher Education Institutions (HEIs)*

As of 8 Aug 2019



University of the Philippines

- 8 constituent universities
- 1 autonomous college
- 17 campuses

	111	541
State Universities and Colleges	111	541
Local Colleges and Universities	118	118
Other Government Schools	13	13
Private Higher Education Institution	1,721	1,721
Grand Total	1,963	2,393

Excluding SUC Satellite Campuses
 Including SUC Satellite Campuses



Prof. Edna Co
 Professor of Public Administration,
 University of the Philippines



*Commission on Higher Education (2019)
<https://ched.gov.ph/distribution-of-higher-education-institutions-by-institution-type-ay-2018-19>



Immediate response of HEIs upon declaration of lockdown*:

* As per Issuance of a Series of Memoranda Circulars (2) and Advisory issuances (5) by the Philippine Commission on Higher Education (CHED)



Suspension of classes in Metro Manila (15% of national population)



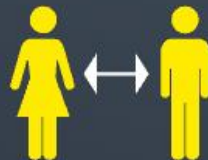
Screening, prevention and control including limited travel



Immediate setting up of HE institutions clinics for triage, information campaign



Setup contact points to provide students with information from health experts



Observe social distancing



Prof. Edna Co
Professor of Public Administration,
University of the Philippines

Impacts on Universities in the Philippines

Immediate response of HEIs upon declaration of lockdown*:

* As per Issuance of a Series of Memoranda Circulars (2) and Advisory issuances (5) by the Philippine Commission on Higher Education (CHED)



Declaration of state universities and colleges to serve as quarantine facilities



Deployment of swift measures to address the needs of students, faculty, employees, and stakeholders



Suspension of mass gatherings



Deployment of available remote learning in lieu of residential learning



Grant assistance to SUCs



Prof. Edna Co
Professor of Public Administration,
University of the Philippines

Actions taken

Actions Taken Based on Areas of Expertise



Creation of a COVID-19 Task Force to combat threats to the university community



Adjustment of academic syllabi with remote modes of learning



Campus Executive Committee holds weekly Zoom and leadership meetings for efficient communication



Creation of a tracker for Persons Under Investigation (PUI)



Students locked down inside the campus dormitories began producing face shield frames for frontline health workers



Development of mobile pharma treatment apparatus to disinfect building surfaces, emergency rooms, hospital walls, and office equipment by the College of Engineering Department of Mining Metallurgical and Material Engineering



Prof. Edna Co
Professor of Public Administration,
University of the Philippines

Actions taken

Actions Taken Based on Areas of Expertise



College of Science lent out PCR machines to testing centers



Translation of COVID-19 facts and issues in the Filipino language by the College of Arts and Letters - Department of Linguistics



Lent out supplies e.g. surgical masks, gloves, disinfectants to public hospitals



Design and production of PPE for healthcare workers by the College of Home Economics - Department of Clothing and Textile Industry



Psychserve volunteers providing psychotherapy services to healthcare workers by the College of Social of Social Sciences - Department of Psychology



Prof. Edna Co
Professor of Public Administration,
University of the Philippines



Caveats and Challenges

Some Caveats and Challenges



The COVID-19 is a health crisis that disrupts the lives of people. It is also...



an academic Issue



“Philippines ranked last out of 15 countries surveyed in the region & 100th out of 149 nations globally for average connection speed at 5.5 Mbps, compared to 7.2 Mbps internationally” (Akamai Technologies, 2017 “State of the Internet Connectivity” Report <https://content.akamai.com/gl-en-pg9135-q1-soti-connectivity.html>)



Shift to open learning mode may be a challenge for HEIs that lack sound IT infrastructure and facilities



Also a challenge in the guarantee on measuring learning outcomes and assessment of interactive exchange between students and faculty



an economic issue



For public HEIs, economic impact is manageable because of the Free Tuition Fee policy. However, private HEIs may be forced to close down operations due to lack of resources



Closures of businesses can affect the earnings of heads of families. This can setback the education of students



Prof. Edna Co
Professor of Public Administration,
University of the Philippines



unitar

United Nations Institute for Training and Research

Caveats and Challenges



Some Caveats and Challenges



The COVID-19 is a health crisis that disrupts the lives of people. It is also...



a social issue



Vigilance in the use of social media that should avoid fake news and misinformation



Transformation into new learning methodologies requires a sensitivity to the needs of students, faculty, employees, and other stakeholders



a connectivity issue



Towns have different level of stability of internet connection



Students' resources may be limited



Prof. Edna Co
Professor of Public Administration,
University of the Philippines
Philippines



unitar

United Nations Institute for Training and Research

Key lessons learned



Key Takeaways



● LOCK DOWN BRINGS STILLNESS TO BUSYNESS (Occasion to re-think, and re-invent EDUCATION to make it inclusive of Students, Faculty, Staff, and other Stakeholders) Cooperation over Competition



● REBOOT EDUCATION & WAYS OF LEARNING (Given the synchronous and asynchronous modes consider a COMPASSIONATE, CONVERSATIONAL and INCLUSIVE LEARNING)



Prof. Edna Co
Professor of Public Administration,
University of the Philippines



unitar

United Nations Institute for Training and Research

Key lessons learned



Key Takeaways



● CONNECTIVITY THROUGH TECHNOLOGY IS LIKELY THE WAY FORWARD BUT THIS CANNOT BE ALIENATING



● HIGHER EDUCATION WILL RE-EMERGE & FLOURISH TO BECOME CRISIS-READY & RESILIENT, & INNOVATIVE



● WAY TO GO IS THROUGH CO-CREATION SO THAT NO ONE IS LEFT BEHIND



Prof. Edna Co
Professor of Public Administration,
University of the Philippines



unitar

United Nations Institute for Training and Research



Check out our upcoming online events:
www.tiny.cc/unitarwebinars

