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# RECSIE Special Webinar Series: What can we do? International education during the Covid-19 pandemic?

## Series V : Covid-19 and Paradigm Shift of International Education

International Higher Education in the Post- Corona World



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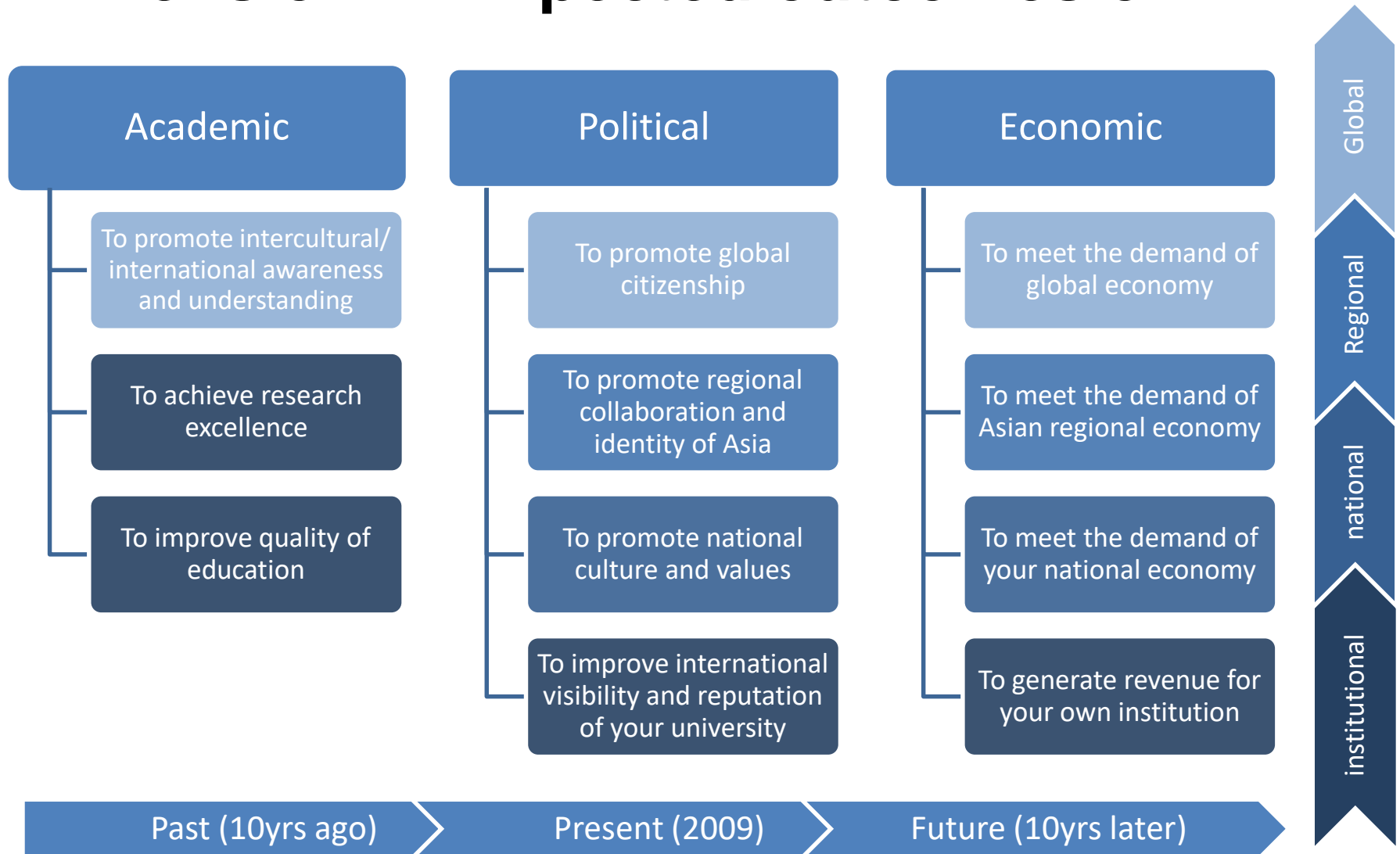


# JICA Research Institute Survey Study for 300 Leading Universities in Asia and Pacific (2009)

## Three Dimensions of International Higher Education

- ✦ Expected outcomes of IHE
- ✦ IHE Activities
- ✦ Regional partnership of IHE

# Dimension 1: Expected outcomes of IHE



# Significance of expected outcomes

Significance of expected outcomes for overall cross-border activities in East Asia

Rank	Past		Present		Future	
	Expected outcome	Mean	Expected outcome	Mean	Expected outcome	Mean
1	To improve the quality of education (A-I)	2.59	To improve international visibility and reputation of your university (P-I)	3.23	To improve international visibility and reputation of your university (P-I)	3.78
2	To promote national culture and values (P-N)	2.54	To improve the quality of education (A-I)	3.19	To improve the quality of education (A-I)	3.78
3	To achieve research excellence (A-I)	2.39	To achieve research excellence (A-I)	3.17	To achieve research excellence (A-I)	3.78
4	To improve international visibility and reputation of your university (P-I)	2.39	To promote intercultural/ international awareness and understanding (A-N)	3.13	To promote intercultural/ international awareness and understanding (A-N)	3.75
5	To promote intercultural/ international awareness and understanding (A-N)	2.38	To promote national culture and values (P-N)	3.09	To promote national culture and values (P-N)	3.68
6	To meet the demands of your national economy (E-N)	2.36	To meet the demands of your national economy (E-N)	3.01	To promote regional collaboration and identity of Asia (P-R)	3.63
7	To promote regional collaboration and identity of Asia (P-R)	2.24	To promote regional collaboration and identity of Asia (P-R)	2.93	To meet the demands of your national economy (E-N)	3.53
8	To generate revenue for your own institution (E-I)	1.94	To meet the demands of global economy (E-G)	2.69	To generate revenue for your own institution (E-I)	3.39
9	To meet the demands of Asian regional economy (E-R)	1.89	To generate revenue for your own institution (E-I)	2.68	To meet the demands of Asian regional economy (E-R)	3.34
10	To meet the demands of global economy (E-G)	1.87	To promote global citizenship (P-G)	2.63	To meet the demands of global economy (E-G)	3.31
11	To promote global citizenship (P-G)	1.85	To meet the demands of Asian regional economy (E-R)	2.62	To promote global citizenship (P-G)	3.29

Source: JICA Survey.

Note: 4 = "Highly significant"; 3 = "fairly significant"; 2 = "moderately significant"; 1 = "slightly significant"; 0 = "not significant"; (A) = academic; (P) = political; (E) = economic; (G) = global; (R) = regional; (N) = national; (I) = institutional.

## *Then, how about the effect of corona pandemic on competition and cooperation in IHE?*

### ✦ The pessimistic scenario

- emerging unilateralism influences on international higher education.

### ✦ The optimistic and hopeful senario

- drastically grown international collaboration of higher education for tacking global issues due to the collectively shared recognition of the global issues with the corona pandemic

# Dimension 2: IHE activities

## Institution

- Cross-border institutional agreement
- Cross-border collaborative degree programs (e.g. Double degree, twinning)
- Use of ICT for cross-border distance education

## Faculty

- Outgoing mobility opportunities
- Recruitment of full-time foreign faculty members
- Cross-border research collaboration

## Students

- Outgoing mobility opportunities
- Acceptance of foreign students

Past (10yrs ago)

Present (2009)

Future (10yrs later)

# Activeness of cross-border activities

Activeness of cross-border activities in East Asia

Rank	Past		Present		Future	
	Cross-border activity	Mean	Cross-border activity	Mean	Cross-border activity	Mean
1	Outgoing mobility opportunities for faculty members (F)	2.36	International/ cross-border institutional agreement (I)	3.08	International/ cross-border institutional agreement (I)	3.75
2	International/ cross-border institutional agreement (I)	2.29	Outgoing mobility opportunities for faculty members (F)	2.98	Outgoing mobility opportunities for faculty members (F)	3.74
3	Cross-border research collaboration (F)	2.06	Outgoing mobility opportunities for students (S)	2.78	Outgoing mobility opportunities for students (S)	3.68
4	Acceptance of foreign students (S)	1.91	Acceptance of foreign students (S)	2.77	Acceptance of foreign students (S)	3.65
5	Outgoing mobility opportunities for students (S)	1.85	Cross-border research collaboration (F)	2.74	Cross-border research collaboration (F)	3.64
6	Recruitment of full-time foreign faculty members (F)	1.47	Recruitment of full-time foreign faculty members (F)	2.06	Cross-border collaborative degree programs (I)	3.09
7	Cross-border collaborative degree programs (I)	1.10	Cross-border collaborative degree programs (I)	1.87	Recruitment of full-time foreign faculty members (F)	3.04
8	Use of ICT for cross-border distance education (I)	1.10	Use of ICT for cross-border distance education (I)	1.80	Use of ICT for cross-border distance education (I)	2.95

Source: JICA Survey.

Note: "Highly active"; 3 = "fairly active"; 2 = "moderately active"; 1 = "slightly active"; 0 = "not active"; (I) = institution; (F) = faculty; (S) = student. The mean for both "cross-border collaborative degree programs" and "use of ICT for cross-border distance education" is 1.104348.

## *How activities of IHE will be transformed in the Post-Corona World?*

- ❁ The use of ICT in international higher education to be drastically expanded.
- ❁ The emergence of online delivered degree programs, mixture of online and face-to-face programs and innovative forms of international educational program with online education
- ❁ International collaborative research: physical international visits of researchers and their physical participation of international conferences will be partially replaced by virtual activities by ICT.
- ❁ The prospected growth of international collaborative education programs.



# Dimension 3: Regional Partnerships of IHE



## Degree of activity of overall cross-border activities' partner regions for Southeast Asia

Rank	Past		Present		Future	
	Partner regions	Mean	Partner regions	Mean	Partner regions	Mean
1	Southeast Asia	2.22 **	Southeast Asia	2.88 ***	Southeast Asia	3.72 **
2	Western Europe	1.97	Northeast Asia	2.57	Northeast Asia	3.56
3	Northeast Asia	1.83	Western Europe	2.54 **	Western Europe	3.43 ***
4	North America	1.66	North America	2.26	North America	3.14
5	Oceania and Pacific	1.50 ***	Oceania and Pacific	2.11 ***	Oceania and Pacific	3.08 ***
6	Central and Eastern Europe	1.03	South and West Asia	1.55 *	South and West Asia	2.54
7	South and West Asia	1.01 ***	Central and Eastern Europe	1.38	Central and Eastern Europe	2.47
8	Central Asia	0.67	Arab States	1.13	Central Asia	2.26
9	Arab States	0.61	Central Asia	1.13	Arab States	2.14
10	Sub-Sahara Africa	0.49	Sub-Sahara Africa	0.97	Sub-Sahara Africa	1.93
11	Latin America and Caribbean	0.38	Latin America and Caribbean	0.82	Latin America and Caribbean	1.86

SOURCE. — JICA Survey.

NOTE. — 4 = 'Highly active'; 3 = 'fairly active'; 2 = 'moderately active'; 1 = 'slightly active'; 0 = 'not active'.

The time differences (present and future) in means are statistically significant ( $p < .01$ ).

\* $p < .1$  in  $T$ -test of differences in means between a partner region and one immediately below in the ranking list.

\*\* $p < .05$  in  $T$ -test of differences in means between a partner region and one immediately below in the ranking list.

\*\*\* $p < .01$  in  $T$ -test of differences in means between a partner region and one immediately below in the ranking list.

## Degree of activity of overall cross-border activities' partner regions for Northeast Asia

Rank	Past		Present		Future	
	Partner regions	Mean	Partner regions	Mean	Partner regions	Mean
1	North America	2.74	North America	3.18	North America	3.75
2	Southeast Asia	2.56	Southeast Asia	3.10	Southeast Asia	3.63
3	Northeast Asia	2.49	Northeast Asia	3.07	Northeast Asia	3.61
4	Western Europe	2.33 **	Western Europe	2.98 ***	Western Europe	3.59 **
5	Oceania and Pacific	1.98 ***	Oceania and Pacific	2.49 ***	Oceania and Pacific	3.29 ***
6	South and West Asia	1.48 *	South and West Asia	1.98	South and West Asia	2.80
7	Central and Eastern Europe	1.20	Central and Eastern Europe	1.80	Central and Eastern Europe	2.73 *
8	Central Asia	1.08	Central Asia	1.75 *	Central Asia	2.45
9	Latin America and Caribbean	0.92	Arab States	1.45	Arab States	2.33
10	Arab States	0.77	Latin America and Caribbean	1.45 ***	Latin America and Caribbean	2.28 ***
11	Sub-Sahara Africa	0.54	Sub-Sahara Africa	1.00	Sub-Sahara Africa	1.82

SOURCE. — JICA Survey.

NOTE. — 4 = 'Highly active'; 3 = 'fairly active'; 2 = 'moderately active'; 1 = 'slightly active'; 0 = 'not active'.

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## *How regional partnership priorities of IHE will be transformed in the Post-Corona World?*

- ❖ In the short term, attractiveness of the higher education systems of the countries which are rightly reacting the pandemic may grow in the international education market.
- ❖ In the long term, US-China relations will affect on the general status of international higher education, knowledge diplomacy and international student mobility in the world.
- ❖ The alliance of middle players of international higher education may emerge as more horizontal and network-based collaboration of international higher education is prospected rather than core-periphery dependency structure of international knowledge system.



***Thank you!***