



United Nations  
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# Impact of COVID-19 on Higher Education and Recognition

Webinar with CIMEA, in the framework of the RecoASIA project

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***RecoASIA Webinar***  
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**Challenges and Responses to COVID-19 in  
Higher Education: Perspectives from Asia-Pacific  
Japan**

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# I. What happened in Japan due to COVID-19

- Infected person: over 16,000 (about 850 deceased as of May 26th)
- Did not “Lockdown,” but closed its border to 200 nations and issued the state of emergency (April 7-May 25)
- Almost all of the K-12 schools and higher education institutions were closed completely.
- Huge negative impact on economy ➡ Many students considered quitting their studies in higher education



## II. Damages of COVID-19 on Higher Education

- ◆ 87% (930 of 1070) universities and colleges could not start their new semester at the beginning of April.
- ◆ Almost none of new international student in Spring, could not come to Japan.
- ◆ Many cancellations and postpones occurred in various kinds of student exchange and mobility programs
- ◆ Many students lost their part-time jobs and went to a serious financial crisis.



# III. Reactions Toward the Damages of COVID-19

- About 11% (115 out of 1070 institutions) of universities and colleges are offering some forms of distance education (mainly online) during a regular spring semester, now. Others delayed their academic calendars.
- As of May 12th, (In a total of almost 97%) 66% of 1070 universities and colleges will offer and another 30% consider offering distance education for their next study periods.
- Many institutions allowed new students to start their studies in a different calendar and be flexible on deadlines of tuition and fee payments.
- Government and many higher education institutions have established extensive and various types of emergency financial assistance, such as scholarship, tuition & fee exemption, and the extension of various deadlines for both domestic and international students.



## IV. A Case Study of University Experiences (1)

### □ A Case of Hiroshima University

- 1. Border blockade:** (1) All newly entered international students could not come to Japan, (2) over 100 students could not come back (92 today) , (3) student exchange & short study programs were canceled or postponed, and (4) international graduates could not go home  
**(Reactions)** (1) Emergency check of all students' welfare with “MOMIJI” online network, (2) extensive support for international students with various problems, and (3) Online Education for prospective students
- 2. Campus blockade:** Campus was physically shut down and no student was allowed to get inside since April and remains the same, now.  
**(Reactions )** Education was offered with a regular calendar if coursework is offered through online education. (more than 3,600 out of 5,800 subjects [62%] are offered online) [\*New domestic students could attend core subjects online]



## V. A Case Study of University Experiences (2)

3. Students in Crisis: Many students were suddenly dismissed from their part-time work and their income became zero.

**(Reactions)** (1) University promptly provided a small living allowance (about \$300/month) to all students who needed it. 470 students out of 670 applications were qualified and awarded within one week after the application. (2) Now, the government has started to provide various scholarships and financial supports.



## VI. Concerns for Future Academic Recognition in Japan(1)

### [Online Education as Two Sides of the Same Coin]

- ◆ Online education as an alternative remedy for the provision of “new” higher education in the post-COVID-19 era,
- ◆ Meanwhile, online education may become a major cause of academic disparity not only among students, but also institutions, due to the level of infrastructure development (WIFI environment, computer literacy, teachers’ competencies, and technical support, etc.)

### [Global Distrust] -What can NIC/APNNIC/RecoASIA do?-

- ◆ [Academic Prejudice] Reluctance to recognize academic credentials if education is offered online.
- ◆ [Safety Information] Reluctance to go overseas unless there is no fear of COVID-19 on site.





## VII. Concerns for Future Academic Recognition in Japan(2)

### **[Loss of Opportunities]** -What can NIC/APNNIC/RecoASIA do?-

- ◆ **[New students in 2021]** Some high school students may have disadvantages due to the closedown of schools and lack of opportunities to access national & international tests, some additional teaching aids online, or with other means of educational support.
- ◆ **[Physically disadvantaged students]** Lack of technical support and skill development to use computers and online education.
- ◆ **[Economically disadvantaged students]** Various ways of difficulties to continue their studies due to income loss of parents, themselves and also the necessity of economic recovery from their loss during COVID-19 Season
- ◆ **[New graduates/employees in 2021]** Lack of recruitment opportunities by Japanese companies



# Thank you very much

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