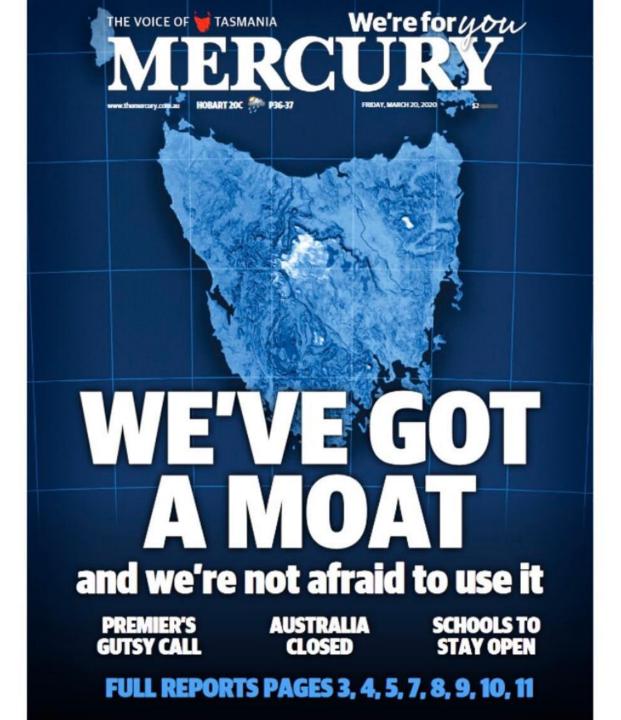
Necessity is the mother of invention: The impact of the Covid-19 Crisis on Higher Education

Deb Ascher Barnstone Professor of Architecture UTS





### **INTERNATIONAL STUDENT DATA**

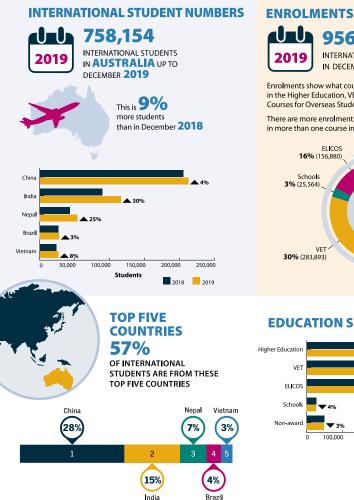
monthly summary

#### Australian Government Department of Education, **Skills and Employment**

## INTERNATIONAL **STUDENT DATA**

monthly summary

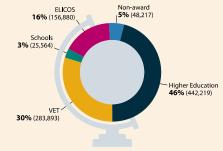
### December 2019



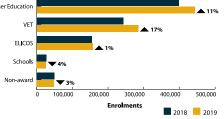
### **111** 956,773 INTERNATIONAL ENROLMENTS IN DECEMBER 2019

Enrolments show what courses international students are studying in the Higher Education, VET, Schools, English Language Intensive Courses for Overseas Students (ELICOS) and Non-award sectors.

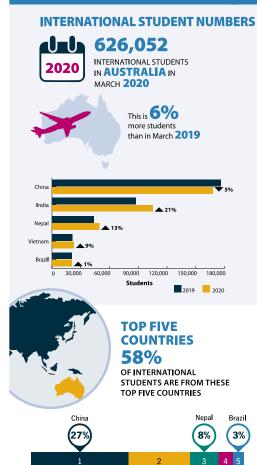
There are more enrolments than students since a student can study in more than one course in one calendar year.



**EDUCATION SECTORS** 



### March 2020\*



17%

India

4%

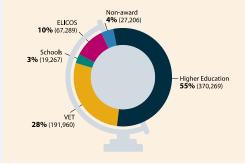
Vietnam

#### **ENROLMENTS**

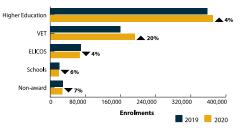


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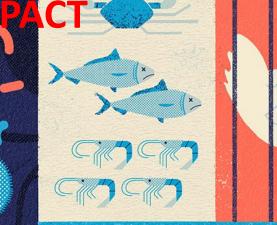
#### **EDUCATION SECTORS**



\* The March data should be interpreted with caution as many higher education and vocational education and training (VET) commencements for first semester were delayed due to COVID-19 lockdown.

Also note that an enrolment does not confirm that a student is currently in Australia.

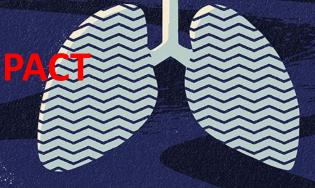
ECONOMIC INTRACT







# EDUCATIONAL IMPACT



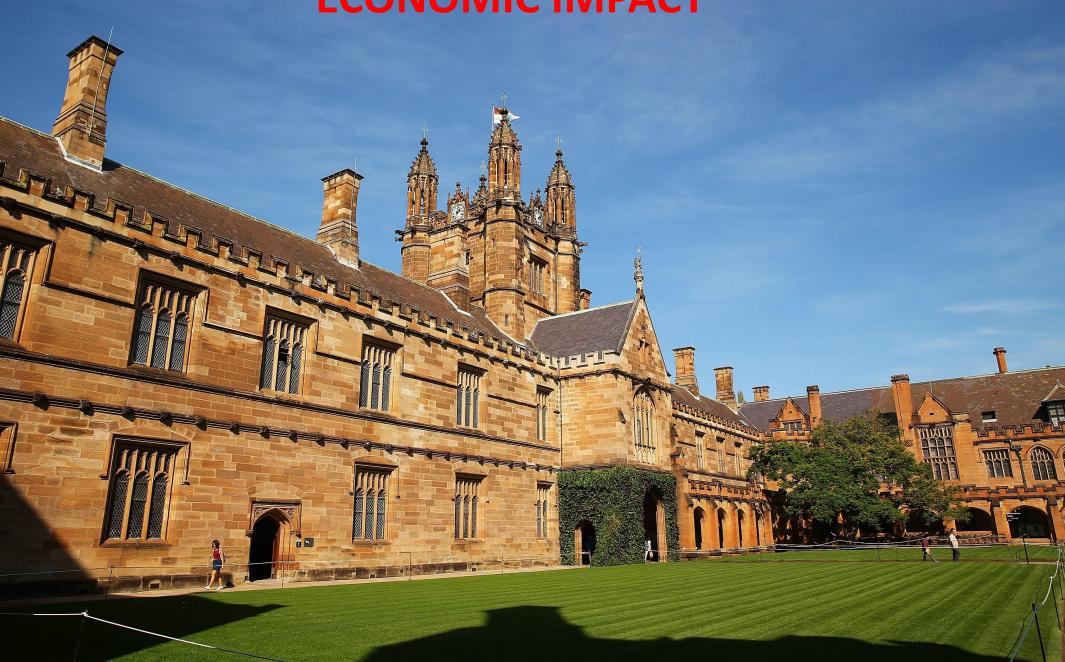
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IN 1665 ISAAC NEWTON HAD TO WORK FROM HOME WHEN THE **UNIVERSITY OF CAMBRIDGE HAD** TO CLOSE DUE TO BUBONIC PLAGUE. DURING THIS TIME HE **DEVELOPED HIS THEORIES ON GRAVITY, CALCULUS AND OPTICS** 

# **ECONOMIC IMPACT**

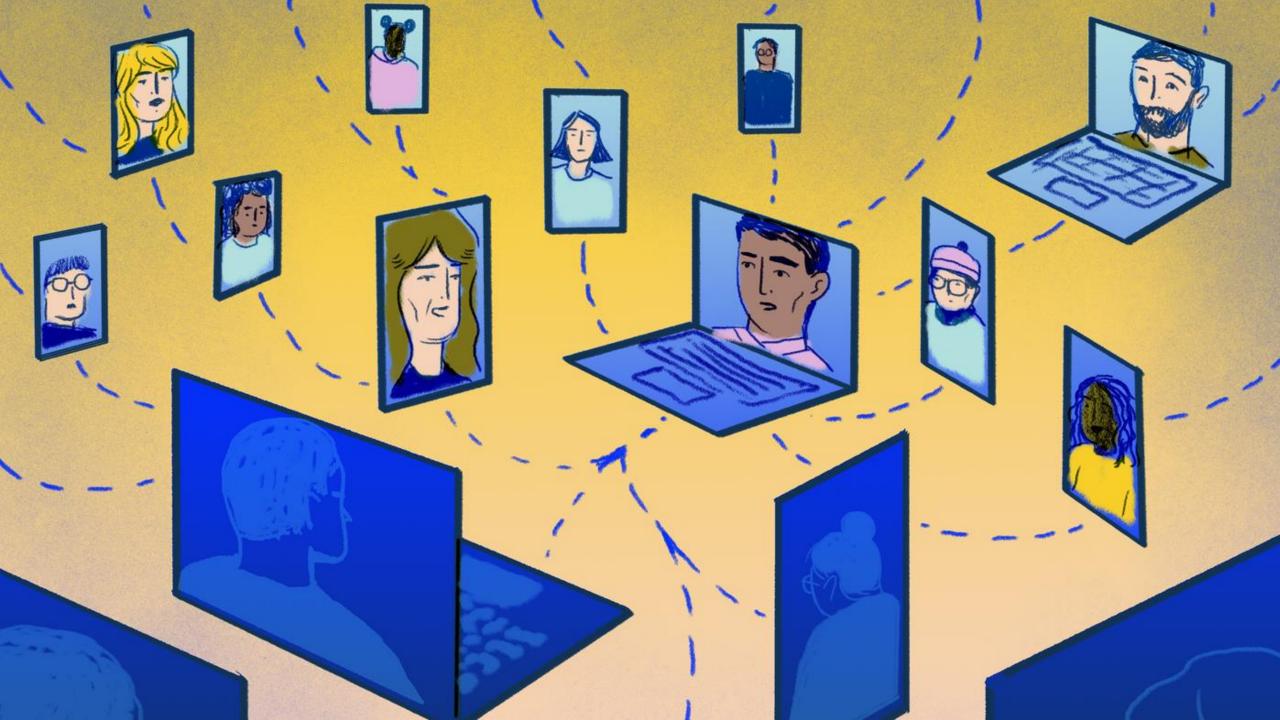




# **CULTURAL IMPACT**







## **EDUCATIONAL IMPACT**

