

Impact of Covid-19 on Education Across the World

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ABSTRACT

The global epidemic of the Corona virus has wreaked havoc on a variety of industries. One of them is the education industry. Due to Covid-19, governments all around the world have begun temporarily closing schools and colleges. School and university closures would not only have a short-term impact on the continuity of learning for India's more than 285 million young learners, but will also have far-reaching economic and societal ramifications as the days pass with no rapid way to stop the breakout of Covid-19.

Keywords-- Covid-19, Education, UNESCO

I. INTRODUCTION

Corona virus is a type of common virus that causes an upper respiratory infection (URI) in humans (Stoppler, 2019). Corona virus gets its name from the Latin word corona, which means "crown" or "wreath." June Almeida and David Tyrrell, the first to observe and study human corona viruses, coined the moniker. A pneumonia outbreak was reported in Wuhan, China, in December 2019. The outbreak was attributed to a novel corona virus strain on December 31, 2019, which was given the interim name 2019-nCoV by the World Health Organization (WHO).

II. IMPACT OF COVID-19 ON EDUCATION SYSTEM

The COVID-19 pandemic has wreaked havoc on educational systems around the world, with schools, universities, and institutions all but shut down.

As of May 18, 2020, roughly 1.725 billion students are affected by school closures as a result of the epidemic. According to UNICEF, 156 nations have implemented countrywide closures and 29 have implemented local closures, affecting approximately 98.5 percent of the world's student population. Schools in eight nations are currently open. Cambridge International Tests (CIE) issued a statement on March 23, 2020, announcing the cancellation of Cambridge IGCSE, Cambridge O Level, Cambridge International AS & A Level, Cambridge AICE Diploma, and Cambridge Pre-U examinations in all countries for the May/June 2020 series. Exams for the International

Baccalaureate have also been cancelled. Furthermore, AP Exams, SAT administrations, and ACT administrations have been relocated online and abolished.

Not just kids, teachers, and families are affected by school closures. However, they have far-reaching economic and societal implications. Student debt, digital learning, food hardship, and homelessness, as well as access to childcare, health care, the internet, and disability services, have all been highlighted as a result of school closures in reaction to COVID-19.

In reaction to school closures, UNESCO advised that schools and teachers employ distance learning programmes as well as open educational tools and platforms to reach learners remotely and minimise disruptions in education.

China implemented measures to contain the COVID-19 outbreak on January 26th, including extending the Spring Festival holiday to do so. Universities and schools around the country were forced to close. Closures had impacted almost 70% of the world's students by the 20th of March, with 124 country-wide school closures.

India issued a nationwide lockdown of schools and institutions on March 16. The University Grants Commission urged universities to postpone exams on March 19th. Exams administered by the CBSE and ICSE boards have also been postponed.

COVID-19 has the following effects on the educational system:

Distance Learning and Online Learning

As institutions aim to reduce the risk of community transmission, online learning has become a key lifeline for education. Teachers and students can use technology to access specialised information that go beyond textbooks, in a variety of formats, and in ways that span time and location. Due to the COVID-19 outbreak, several schools began using video telephony software like Zoom to conduct courses. The Organization for Economic Cooperation and Development (OECD) has developed a framework to assist a distant learning response to the COVID-19 Pandemic.

Unequal Access to Technology

COVID-19 also has a negative impact on education. Students from rural areas and low-income households may be disadvantaged due to a lack of access to technology or quick, dependable internet connectivity. Lack

of access to technology or decent internet connectivity, particularly for children from low-income families, is a barrier to further learning.

Unavailability of Libraries

Hundreds of libraries were temporarily closed to help slow the spread of COVID-19. Several major cities in the United States, including Los Angeles, San Francisco, Seattle, and New York City, have announced public library closures, affecting 221 libraries. Students who do not have access to the internet at home will find it more difficult to keep up with distant learning.

Unequal Access to Educational Resources

Students' ability to access textbooks and materials they need to study can be hampered by a lack of copyright constraints and exceptions. A number of initiatives have been undertaken to ensure that students and teachers have access to open educational material and are aware of copyright restrictions. The International Council for Open and Distance Education has created a dedicated website including webinars, online teaching techniques, and teacher tools.

A consortium of publishers in New Zealand agreed to allow virtual public readings of their works from libraries and classrooms. In Australia, the Australian Publishers Association, the Australian Library and Information Association, and the Australian Society of Authors came to an agreement on a series of special provisions that would allow libraries to provide instructional content. AMCOS, an Australian organisation, has promised to provide all of their music sheets to all Australian schools for free.

A Dutch advocacy group has established a website that allows teachers to utilise free-licensed music and video in their classrooms. The Maricopa Millions OER Project has established a special emergency fund to support the development of open educational resources.

Student Learning Outcomes

School closures have a negative influence on student learning. Schooling is critical for learning, and when schools shutter, children and teenagers lose out on possibilities for growth and development. The disadvantages are disproportionately severe for underprivileged students, who have fewer educational options outside of school. When schools close, parents are frequently requested to help their children study at home, and many may find it difficult to do so. This is especially true for parents who have a low level of education and financial means.

During school closures, students progress at a slower rate than during a regular academic year. During the COVID-19 school closures, kindergarten students in the United States will lose 67 percent of their literacy skills.

Increase Rate of Drop Out

Due to the difficulty of ensuring that all kids return to school once the closure ends, student dropout rates tend

to rise as a result of school closures. This is especially true in the case of lengthy closures. Children who are disadvantaged, at-risk, or homeless are more likely to skip school once the closures are lifted, resulting in a life-long disadvantage due to missed opportunities.

Schools are also centres of social interaction and activity. When schools are closed, many children and teenagers miss out on important social interactions that are necessary for learning and growth.

Assessments

The shutdown of schools, colleges, and universities not only disrupts education for students all across the world; it also coincides with a critical assessment period, which has resulted in many tests being postponed or cancelled.

Internal evaluations are perhaps regarded as less significant, and many have been cancelled. However, their goal is to provide families and instructors with information about the child's progress. The loss of this knowledge might cause long-term harm to the child by delaying the recognition of both great potential and learning issues.

III. RECOMMENDATIONS OF UNESCO

1. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has made a recommendation for education in the year 2020.
2. Assess readiness and select the most appropriate tools: Decide whether to utilise high-tech or low-tech solutions based on the reliability of local power supplies, internet connections, and teachers' and students' digital skills. This could take the shape of integrated digital learning platforms, video lessons, MOOCs, or radio and television broadcasting.
3. Ensure that distant learning programmes are included: If just a small number of students have access to digital devices, take steps to ensure that students with disabilities or from low-income homes have access to remote learning programmes. Consider temporarily relocating such devices from computer labs to households and providing them with internet access.
4. Ensure data privacy and security: When uploading data or educational resources to web spaces, as well as sharing them with other organisations or individuals, consider data security. Ascertain that the use of applications and platforms does not infringe on the privacy of students' personal information.
5. Prioritize solutions to psychosocial issues before beginning to teach: Use the tools at your disposal to link schools, parents, instructors, and students. To maintain regular human connections, enable

social caring measures, and address any psychosocial issues that students may face when they are alone, create communities.

6. Create a study plan for remote learning programmes: Hold discussions with stakeholders to determine the length of prospective school closures and if the distance learning programme should focus on teaching new knowledge or improving students' understanding of previous lessons. Plan your timetable based on the scenario in the impacted zones, your level of studies, your student's demands, and your parents' availability. Based on the status of school closures and home-based quarantines, choose appropriate learning methodology and avoid learning methods that need face-to-face communication.
7. Provide instructors and parents with assistance in the use of digital tools: If monitoring and facilitation are required, hold brief training or orientation workshops for teachers and parents. If teachers are expected to give live streaming of lessons, assist them in preparing the basic settings, such as solutions for using internet data.
8. Combine relevant approaches while keeping the number of applications and platforms to a minimum: Combine resources or media that most students have access to, both for synchronous communication and teaching, as well as for asynchronous learning. Avoid overburdening kids and parents by requiring them to download and test a large number of apps or platforms.
9. Establish distant learning regulations and monitor students' progress: Establish distance learning guidelines with parents and students. Create formative questions, examinations, or activities to keep a close eye on students' progress. Try to use tools to assist in the submission of student feedback, and avoid overburdening parents by asking them to scan and transmit comments to their children.
10. Determine the length of distance learning units based on students' ability to self-regulate: Maintain a consistent schedule based on the level of self-regulation and metacognitive capacities of the students, especially in livestreaming classes. For elementary school students, the unit should be no longer than 20 minutes, and for secondary school students, no longer than 40 minutes.
11. Create communities of teachers, parents, and school administrators to address feelings of isolation or helplessness, allow sharing of

experiences, and explore coping mechanisms when dealing with learning issues.

IV. CONCLUSION

We may conclude from the foregoing discussion that Covid-19 had a significant impact on the educational system. As a result of Covid-19, formal education has shifted to non-formal education. However, technology will never be able to take the place of formal education. Even if school closures are only short, they have significant social and economic consequences. The disruptions they produce affect people from all walks of life, but they have a disproportionately negative impact on underprivileged children and their families, including disrupted learning, poor nutrition, childcare issues, and the financial cost to families who are unable to work. According to the OECD (2020), establishing close ties with teachers is crucial to school effectiveness. School cancellations put a strain on schools as parents and officials reroute students to open institutions.

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