

## **CHANGING GLOBAL SCENARIO OF EDUCATION DUE TO COVID-19**

**Kavita Panjwani<sup>1</sup> and Nedra Shili<sup>2</sup>**

<sup>1</sup>Associate Professor, Dept. of Business and Finance, College of Cayman Islands, UK., Email id: Kpanjwani@ucci.edu.ky, Contact No: \*1(345)5477977

<sup>2</sup>Assistant Professor, Dept. of Finance and Banking, College of Business Administration, Jazan University, Kingdom of Saudi Arabia, Email id: nedrashili@gmail.com, Contact No:+966552691479

### **Abstract**

This paper gives an overview of the changing global scenario of education consequently to implemented measures aiming the control of Covid-19 pandemic. Corona virus-related breakdown is a turning point giving educational authorities time to rethink the educational sector. Technology has stepped into the breach and could preserve to play a massive function in educating destiny generations. Social distancing became a compulsory protective measure aiming to reduce direct contact and protect people from covid-a9 transmission. Consequently, schools and teaching institutions were the most targeted by social distancing measures leading to a quick environment change from classic classes to technology implementation and distance schooling. In this paper, using qualitative research method, authors aim to accurately and systematically describe: In the first part the different responses and actions adopted by educational institutes and international organizations in order to adjust with the new teaching and learning conditions and preserve the right to education, and in the second part to offer an examination of the socio-economic impact of covid-19.

**Keywords:** Corona-virus, Technology, Social-Economic, Educational System, Teaching Methodology.

### **INTRODUCTION**

The Corona-virus is also called covid-19, and it was first recognized in Wuhan, China, in December of 2019. It has promulgated to almost all countries in the world. The educational systems worldwide are full of the covid-19 pandemic resulting in the near-total closures of all educational sectors. Spreading of the corona-virus rapidly throughout the United States, Europe, Asia, the Middle East, and nations have taken fast preventive steps the improvement of pandemic<sup>1</sup>. Due to high school closures, about 1.268 billion learners worldwide are presently affected on May 10, 2020. Currently, 177 countries enforcing national closures and thirteen are imposing nearby closures, enforcing approximately 73.5 percent of worldwide university student's populace according to UNICEF monitoring<sup>2</sup> and shutting schools and workplaces guarantees that individuals can constrain their interactions with others and eases back the spread of the virus. At the same time, the healthcare framework adapts to the pandemic. School closures affect not best families, students, and teachers but have far-achieving economics and many societal consequences.

### **HISTORICAL BACKGROUND**

Endeavors to curb the unfolding of covid-19 via non-pharmaceutical approaches and preventive measure, for example, self-detachment and social separation, has advanced the boundless closures of tertiary tutoring, primary, secondary at more than one hundred international locations<sup>3</sup>. Throughout the influenza pandemic in the United States between 1918 and 1919, university closures and public gatherings related to the reduction

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<sup>1</sup><https://www.weforum.org/>

<sup>2</sup>[https://wikipedia.org/wiki/Impact\\_of\\_the\\_COVID-19\\_pandemic\\_on\\_education](https://wikipedia.org/wiki/Impact_of_the_COVID-19_pandemic_on_education), unesco:04 March2020

<sup>3</sup><https://en.unesco.org/news/290-million-students-out-school-due-covid-19-unesco-releases-first-global-numbers-and-mobilizes>. unesco:4 March2020

of the trendy mortality price<sup>4</sup>. A couple of nations delayed unfolding of illness by the closing of university colleges throughout the 2009 h1n1 influenza epidemic. By closing university colleges throughout the 2009 h1n1 flu pandemic, a few nations effectively delayed the unfolding of the illness. Closing of colleges in Japan was determined to have efficaciously reduced the diversification of inflamed university college students at the pinnacle of contamination; but, closures of colleges were now not found to have notably reduced the entire wide variety of infected college students<sup>5</sup>. During the outbreak of swine flu in the United Kingdom in 2009, dermatologist's classification urged the closing of colleges to counter the route of transmission, slow down similar developments and meanwhile develop and administer a vaccine<sup>6</sup>. Past influenza epidemics involving the 1918 one, the 1957 influenza pandemic and the 1968 flu pandemic have been investigated, they stated that the closure of the college could have an economic and workforce impact, particularly with a massive percent of nurses and doctors being female of whom ½ had children. During French faculty vacations in France, he reported that instances of flu dropped when colleges were closed and opened once again. The researcher reported that after Israel's teachers strike during the 1999–2000 flu season, doctor visits and the wide range of respiratory infections decreased by more than one-fifth respectively.<sup>7</sup>

## LITERATURE REVIEW

**Russell M Viner & co (April, 2020)** provided a review of statistics showing school terminations and more teaching institutions' social distancing rules amid corona-virus disruptions. They applied quantitative studies to analytically figure out the impact of school shut-down and social distancing process on contagion percentage and virus spread during the pandemic. Authors found that evidences from the SARS crash mentioned that the shut-down of teaching and learning establishments did not serve in the spread of the virus. Empirical analysis of SARS produced clashing conclusions. Latest empirical studies of COVID-19 conclude that school shut-down only, helped to avoid 2–4% of fatalities, lower than other social distancing interference.

**Basilaia, G., & Kvavadze, D. (2020)** published a paper studying the ability of Georgia to keep going the education by using the distance learning method consequently to COVID-19 threat. Their study introduced the adopted platforms encouraged by the state's authorities, such as networked gateway, Television School and Microsoft teams implemented by state owned schools and the options of using other platforms such as Zoom, Slack and Google Meet, EduPage for digital schooling as well as live contact. Basilaia, G., & Kvavadze, D analyzed a case of Georgia and findings affirm that the rapid shift to the online education method was outstanding and built a good experience that can be an advance for the future of education system.

**Pradeep Sahu (2020)** prepared a review highlighting the expected influence of the COVID-19 epidemic and measures, on the schooling and mental well-being of scholars and academic employees. The author presented the challenges faced by universities around the world caused by the COVID-19 outbreak and concluded that students and staff health and safety remains the top priority. The author recommended affording proper counseling services to take care of psychological issues and safety of students.

**Crawford, Butler-Henderson, Rudolph, et al. (March 2020)** provided in their research paper a time series records of the response of educational organization to the pandemic. They declared that higher education workers responded differently but all agreed on the necessity of implementing social distancing process on campus and swift shift to complete online services. Authors provided a discussion of the different implemented strategies and evaluated the effectiveness of higher education preparations to confront the crisis. They concluded that there are important chances to benefit from other universities' implemented strategic plans to improve Georgia's mutual actions to COVID-19 at the present and the future.

### The objectives of the study

1. To provide an overview of the changing global scenario of education due to COVID-19
2. To demonstrate the influence pandemic impact of the COVID-19 on education sector.
3. To examine the impact of fast restructuring of the school system on other socio-economic sectors.

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<sup>4</sup>**Barnum, M., (2020):** "Should schools close due to coronavirus? Here's what research says". Chalk beat.

<sup>5</sup>**Kawano, S., Kakehashi, M., (2015):** "Substantial Impact of School Closure on the Transmission Dynamics during the Pandemic Flu H1N1-2009 in Oita, Japan".

<sup>6</sup>**Wardrop, M., (2009):** "Swine flu: schools should close to halt spread of virus, ministers told". The Telegraph. ISSN 0307-1235.

<sup>7</sup>**Walsh, E., ed. (2009):** "Closing schools won't stop pandemics: study". <https://www.reuters.com/article/us-flu-schools-idUSTRE56J4OO20090720>

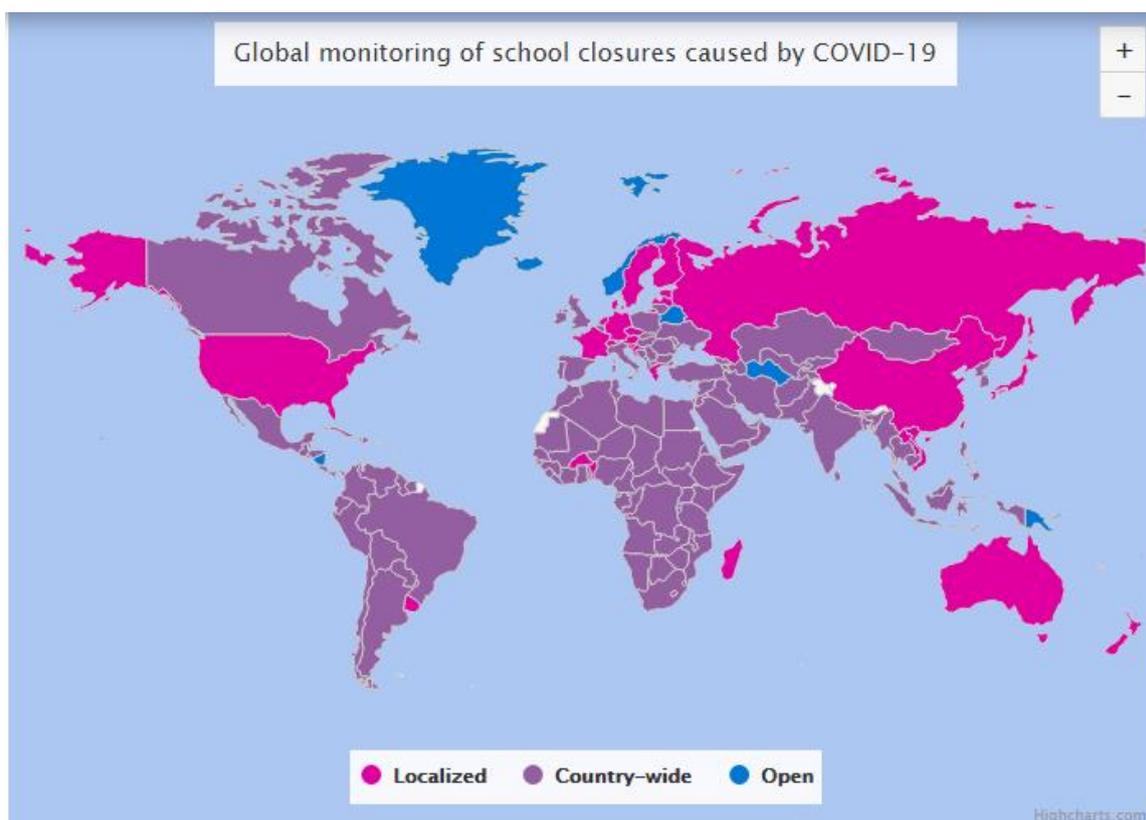
## METHODOLOGY

Authors use a descriptive qualitative study in order to cast light on current issues surrounding education systems' response to implemented procedures resulted from the novel corona-virus. That enables them to describe their impact on different socio-economic sectors. To analyze the topic, we used variety of online data sources, in conjunction with social media, academic search engines, and reports from public institutions.

### Overview of the changing global scenario of education:

“COVID-19 caused the exit of 290 million students out of schools”, UNESCO releases in a status published on March 4, 2020. School closure in an unprecedented figure is disrupting the educational system throughout the countries. In these challenging times, because of the corona-virus pandemic, school after school over the world shut down in order to protect students and staff from the virus. Consequently, UNESCO suggested the implementation of online teaching process in order to preserve the continuity of learning. High authorities and health sector responsible are making their maximum effort minimizing the disruption, and universal education systems are cooperatively reacting to afford quality education for all during this critical period. Digital learning has risen from a recommended teaching tool to become the lifeline for education. However, technology adaptation faces difficulties as most teaching systems are not qualified for the world of online learning option.

In this framework, it is essential to put light on the global strategies applied in the education system. As reported by PISA, among OECD countries, approximately 50% of students aged 15-year-olds are in schools with active digital learning support, and about 65% of teachers having the required technical and pedagogical competences to use digital devices in teaching<sup>8</sup>. On March 4<sup>th</sup>, 22 countries in three different continents have reported teaching establishments shut-down. Two weeks before, China was the sole country ordering closures. Since then, 160 country-wide school closures have been declared, affecting 1,214,075,186 learners equivalent to 69.3% of total enrolled learners (UNESCO Institute for Statistics data)<sup>9</sup>.



**Figure 1: Source of data: UNESCO Institute for Statistics data**

<sup>8</sup>Chris, P., Katija, A., Pukhraj, R., Romaine, J., Danny, G., Saku, T., Leponiemi, L., (2020): “Spotlight: Quality education for all during Covid-19 crisis.”Hundred researches report. V011

<sup>9</sup> Data source: UNESCO Institute for Statistics.

Education cannot wait; looking forward to preserving the right to education, UNESCO is the first and most influential organization to respond to this crisis. "We are cooperating with different states to preserve the stability of learning for all, notably disadvantaged kids and teenagers who are likely to be the most harmed by school shut-down," said UNESCO Director-General Audrey Azoulay. In tertiary education, most universities and colleges shifted from classic evaluation methods to networked assessment mechanism. This is an unfamiliar field for both faculty members and students; therefore evaluations are exposed to error more than expected. UNESCO kept following up and encouraging the efforts extended by many countries to alleviate the consequences of schools' closures, in order to ease the cohesion of education for all through distance learning. Since the national lockdown, countries launched emergency measures and implemented various solutions. The education disruption and response are presented at the regional level.

**In the Arab States:** Millions of pupils and adolescents are, up to now, not benefitting of the right to be educated because of the political instability in the Arab zone, and more than 100 million are additionally affected, because of school shut-down due to COVID19. Looking forward solving the critical situation, many nations started to introduce online platforms to maintain the continuity of teaching process.

Few weeks after the lockdown, the teaching organizations in United Arab Emirates guided by the higher education ministry, have implemented the online teaching in order to keep the academic year running.

Jordan followed the same path by enhancing the use of two web podiums: Darsak I and Darsak II which were designed to cover all the learning levels. The Lebanese, Egyptian and Qatari educational sector adopted as well the e-learning quick fix of the situation and used a Microsoft platform.

In the KSA the orientation was as well towards distance learning, the ministry of education activated the unified education system platform for all departments of general education and circulated the instruction of transferring the lectures of all the universities from grounded classes to virtual lectures through blackboard web podium.

In Arab orient region, Syria launched multiple online teaching channels while Iraq and Kurdistan implemented the use of two platforms: "newton" and e-par Wanda.

Some other Arabic countries like Sudan, Palestine, Morocco, Tunisia and Mauritania based their teaching process during COVID-19 on TV channels.

**In the Asia Pacific:** When classes have been stopped during the corona-virus pandemic, Chinese and Hong Kong universities have shifted quickly to e-learning. At the same time, authorities grant large interest to students from less-advantaged zones, and less-financed institutions, which can be surpassed. The economic and technological division in Asia gained deeper amplitude as students are actually evacuated from school buildings and consequently stripped of facilities such as classrooms, computing laboratories and open rooms. "The quality of distance learning lectures depends heavily on the climate and material accessible to the learners". Internet availability matters more than a computer ownership. The home ambiance is also important. This contributes in putting disadvantaged students in a difficulty." Universities in Japan are rushing to handle the issue of the corona-virus outbreak, with teaching staff and university administration workers declaring that the situation turned to a major crisis subsequently to the February 28 statement by Prime Minister Shinzo Abe to stop going to all educational institutions in Japan starting from March 2<sup>nd</sup>.

Korean universities face difficulties as elementary, middle, and high schools decided to outset the spring semester online. In India, COVID-19 schools shut-down impacted 320 million students, despite the swift recommendation of the government to opt for the "online teaching". This orientation ignores India's immense digital partition. As a result of the growing number of Covid-19 cases in Malaysia, public universities have implemented the distance learning strategy and postponed all colleges' activities. After being into social isolation for few months, the higher education sector in Asian universities will be looking forward to find out what the next step of online delivery will be, how assessments will be handled, and in what ways classic learning climate will be alternated as a result of these emergency measures.

**In Latin America and the Caribbean:** Thirteen councils of headmasters and local corporations of higher education institutions (HEI) in Latin America and the Caribbean worked jointly with the ministries of education of each country in accordance with the arrangements carried out by the ministries of health in order to provide support to its member institutions by disclosing the measures and strategies that have been established at the governmental level for the containment of the virus.

Within the framework of safeguarding university autonomy, the networks support the actions promoted by the HEI themselves, such as the suspension and deferral of classes and activities as a preventive measure of contagion. Almost all organizations report that their member institutions, universities, and HEI, carry out

distance learning supported on technologies, with few guiding proposals for procedural measures on how to effectively develop distance learning processes with virtual environments aimed at institutions that do not have this working modality as a formal practice. The online repository of resources constitutes a joint effort of the Regional Education Working Group (REWG) for Latin America and the Caribbean in its response to the COVID-19 crisis.

**In North America:** Many American public and private primary and secondary schools had stopped classic classes nationwide. These measures touched at least 55.1 million students<sup>10</sup>. By May 2<sup>nd</sup>, authorities ordered to close school buildings till the end of the school term in more than 45 regions<sup>11</sup>. Many institutions deviated to distance learning with serious concerns for special needs students in matter of acceding to the required technology, absenteeism, and accommodations<sup>12</sup>. School systems adjusted evaluation methods and graduation issues to relieve the breakdown caused by the uncommon closures<sup>13</sup>.

As a result of the outbreak, numerous higher educational establishments stopped lectures' delivery and closed students' residential quarters, including all members of the Ivy League<sup>14</sup>. Many high education institutions also spread the adoption of pass/fail grading for the spring term. Additionally, the Government of Canada takes the situation of corona-virus very seriously and is putting in place the necessary measures to help ensure safety. As an organization, Universities Canada continues to work closely with the government to communicate the influence of the crisis on the Canadian higher education sector. Universities Canada has transitioned to a work-from-home protocol and continues to provide critical and timely support to our clients and members remotely.

**In Europe:** A large number of European states took serious emergency measures to control the corona-virus transmission. They started immediately social distancing and announced school closures to preserve students and workers safety. Italy was the first European country infected by the pandemic. By March 5th, 2020 all schools were closed. This settlement was quickly followed by Albania, Greece, Czechia and Romania. Large numbers of European schools and teaching institutions, closed by March 16, 2020. The United Kingdom was the latest country to declare school closures which closed their doors by March 20-23.

Sweden and Iceland are implementing rigorous social distancing and sanitation measures to prevent spread of the virus. Therefore, they remain the only two European countries which didn't follow the strategy of for primary and lower secondary schools closure. However they recommended the shut-down of upper secondary and tertiary education institutions only. In the other European regions, lectures are delivered in different ways: via books and equipments taken from school; through various distance learning platforms enabling instructors and students to work and interact together using quickly developed national television programs or lessons on social media platforms.

#### **Effect of pandemic COVID-19 on various sectors:**

Pandemic influenced on University, college, societies, businesses and organizations, unwittingly influencing financial markets and the international economy.

**Non-public adaptation to everyday existence:** To adjust to a restrictive situation, many students have had to rethink their daily lives. The University students, who had been uprooted a long way from their families, however inside a similar nation, have to get back. In any case of college students abroad, the circumstance remains exceptionally factor, with many hundreds abandoned in vacation spot countries waiting for on-location exercises to continue or due to the fact they cannot come back to their countries because of closures of airport and borders. A survey in the course of the remaining week of March amongst highest education students within the USA suggests, for example, that seventy-five percent have said that they have skilled anxiety and melancholy due to the emergency.

**Financial fees and burdens:** Students and their parents, in many cases, must maintain to endure the expenses associated with their higher education. Except for some countries wherein there aren't any

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<sup>10</sup> "Map: Coronavirus and School Closures". *Education Week. Editorial Projects in Education*. Retrieved April 23, 2020.

<sup>11</sup> Opcited.

<sup>12</sup> Goldstein, D., Popescu, A., Hannah-Jones, N., (2020): "As School Moves Online, Many Students Stay Logged Out". *The New York Times*.

<sup>13</sup> Sawchuk, S., (2020): "Grading Students during the Coronavirus Crisis: What's the Right Call?" *Bethesda, Maryland*.

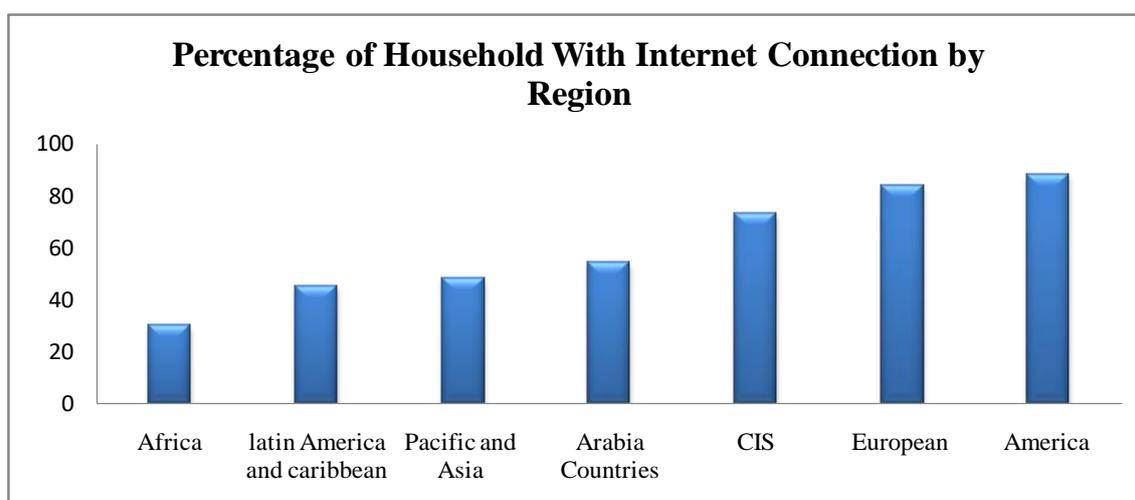
<sup>14</sup> Murray, C., (2020): "Online classes, travel bans: How the Ivy League is responding to the coronavirus outbreak". *thedp.com*.

expenses, university college students should maintain to face the associated expenses, particularly, so that you can pursue their better training, they have got had to look for brief residence, whether personal or shared, in the vicinity apart from there apart from their abode, at a value they have to retain to endure, despite the fact that they determine to go back to their circle of relatives home.

Nearly 26,000,000 students from universities endorsed a legal application to the English government requesting the recuperation of a substantial share of their studies. University learners find that the teaching delivered online is not necessarily worth the monthly tuition fees per day, which is an average of 9250 pounds a year (USD 11500). The new survey<sup>15</sup> indicates that 43% of MBA students from the 20 most prominent corporate faculties in the world are satisfied that, by sharing online classes, they will somewhat earn, by exchanging knowledge and points of view among the contributors to the development of an expert network. Forbes<sup>16</sup> reports that the financing needed to look at this sort of commercial enterprise university for 12 months would surpass a ¼ of a million dollars, comprising of an incentive premium.

Some of the rationale behind the petition in many university colleges has financial engagements such as rooms in the campus accommodation that they still have to keep paying, whether or not they work there. Similarly, no action was taken to require a moratorium or a temporary suspension of student loan bills and credit score installments. Finally, it is essential to count on the state of affairs wherein cohorts of students graduating in 2020 or 2021 can face the pressure of borrowing and university credits in a challenging hard-working market due to disasters. Additionally, OEI projections expect a significant decrease in recent graduates' wages as a result of the tragedy. (Sainz &Capilla, 2020)

**The substitution of regular classes:** Additionally, the learners needed to make an effort to adapt to what is, for all of them, a modern way of teaching and studying for which they were fortunate to find a consistency contract. The need for flexibility in responding to the requirement of connectivity is growing worldwide, while concretely, poor family connectivity is weak especially in low-middle-profit countries. Figure 2 shows, the rate of Internet-connected families with low accessibility in the US and Caribbean Latin and African countries, slightly above seventeen per cent and forty-five, jointly. For Latin America and the Caribbean<sup>17</sup>, this is to say that each house is connected extraordinarily.



**Source of data: International telecommunication Union 2020 Database.**

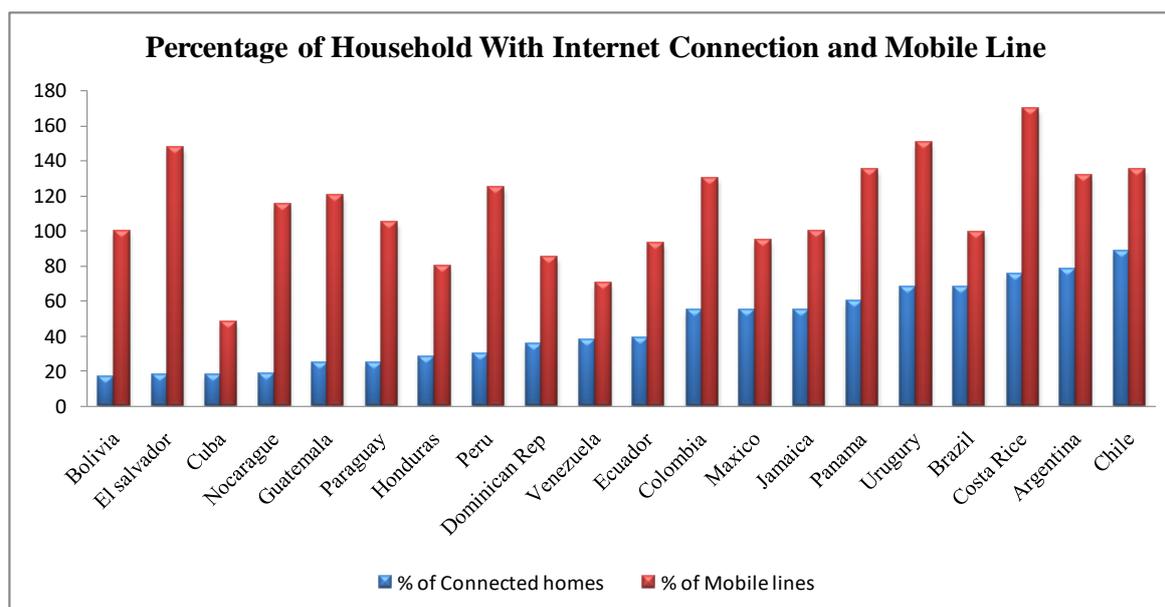
Although we can count on those families with higher education, college students are much more likely to have connectivity. It is probably volatile to anticipate that each one student after they return domestic has robust connectivity. Figure 3 demonstrates the uncertainty that, considering that the rate of contact within the family may be different in countries, the cost of mobile strains is incredibly high and, in certain regions, exceeds the contribution of one line to the individual. It is, naturally, a possibility that HEIs need to step on,

<sup>15</sup> <https://poetsandquants.com/2020/03/29/pq-survey-a-third-of-admits-may-defer-while-43-want-tuition-lowered-if-classes-are-online/>

<sup>16</sup> <https://www.forbes.com/sites/poetsandquants/2020/03/30/should-college-discount-tuition-because-of-the-shift-to-internet-classes/#430ee76719a2>

<sup>17</sup> <http://www.iesalc.unesco.org/en/2020/04/13/iesalc-calls-on-states-to-ensure-the-right-to-higher-education-and-equal-opportunities-in-the-face-of-covid-19/>

concentrating their attention on technical answers for use on cell phones<sup>18</sup>.



Source of data: Database of the international telecommunication union, 2020

**Global Mobility:** Starting from January 2020, the breakdown of covid-19 has impacted thousands of college students traveling around the world. Seeing that past due February 2020, journey regulations to numerous locations, in conjunction with South Korea, Iran, Italy, and China, and later Argentina, Brazil<sup>19</sup>, Venezuela, Panama, and Spain to name however some, have hindered the waft of worldwide university students and college body of employees around the globe. In 2017, economic cooperation and enhancement cooperation expected more than 5.3 million college students to leave the countries. The influence of covid-19 is projected to be reversed, entering Australia, according to higher education estimates. This impact will bring out a different manner depending on the country in the query. However, with million university students enrolled in universities and twenty-nine percent of foreign students enrolled in higher education (514,707)<sup>20</sup>, Australia's share of Chinese university student's accounts for twenty percent of Australian universities' budgetary earnings.

**Socio-Economic Impact:** Every private company, public organization, or educational institution has affected by covid-19 crisis. Globally, economies are collapsing, and significant unemployment rates and recession will follow. For the American economist and futurologist Jeremy Rifkin, the cutting-edge disaster is a sign that we need to enter a new technology of resilience to reinvent society and accelerate financial models that can be greater respectful of the environment. Uncoordinated government reactions and lock-downs have been contributing to supply and demand chain delays. Locking controls in China initially suggested a rapid downturn in Chinese industries, while curfew and staying at home measures reduced supply, distribution, and usage of goods and services<sup>21</sup>. When COVID-19 rise to impact the world, China resume quicker than another part of world, increasing its business strength over the America Indeed, firms which are situated in China would be in a good spot to buy their highly competitive Western competitors and eventually be influenced by the stock market.

## RECOMMENDATION

UNESCO makes ten recommendations<sup>22</sup>:

**Look at the availability and select the most applicable equipment:** Check at the availability and pick the most suitable equipment: assess the usage of technology systems focused largely on efficiency of national resources, network access, and technical abilities for instructors and college students. There may be variety

<sup>18</sup><http://www.iesalc.unesco.org/en/2020/04/13/iesalc-calls-on-states-to-ensure-the-right-to-higher-education-and-equal-opportunities-in-the-face-of-covid-19/>

<sup>19</sup> <https://www.icao.int/safety/Pages/COVID-19-Airport-Status.aspx>

<sup>20</sup> <https://www.timeshighereducation.com/news/global-higher-education-set-count-cost-coronavirus-outbreak>

<sup>21</sup> <https://www.wsj.com/articles/chinas-factories-struggle-to-resume-operations-after-virusshutdown-11581157800>

<sup>22</sup>[https://en.wikipedia.org/wiki/Impact\\_of\\_the\\_COVID-19\\_pandemic\\_on\\_education](https://en.wikipedia.org/wiki/Impact_of_the_COVID-19_pandemic_on_education)

by incorporated virtual gaining knowledge of structures, video instructions.

**Make sure distance studying programs are included:** Ensure all university students, particularly individuals with disabilities or low-profit households, have entry to e-learning programs where few of them have been given access to mobile computers. Keep in mind the gradual decentralization of this hardware from computer laboratories to households, and direct them across network connectivity.

**Save solitude records and protection of statistics:** Examine statistics securely at the same time as importing records or academic resources into net spaces, while sharing them with different companies. Make sure that the use of technologies and services would not infringe on the privacy record of college students now.

**Prioritize approaches to psychosocial problems earlier than teaching:** Mobilize available the equipment available to connect university college schools, parents, instructors. They are creating societies to establish a specific healthy human relationship, encouraging social beings to take action, and coping with realistic psychosocial problems that students may often encourage while separated.

**Prepare the goals of distance learning programs:** Organize a meeting with stakeholders to have a look at the possible period of university closures and determine whether or not the space gaining knowledge of the program must include awareness on teaching new records or to increase the statistics of advance lessons for university students. Plan a timetable, depending on the status of the regions affected, the research certificate, the need for college students and the presence of parents. Adopt the right research methodologies in accordance with the history of school delays and home-related quarantines. Evade study techniques that include face-to-face contact.

**Help instructors and parents on the use of the virtual device:** Arrange concise guidance or guidelines to assist teachers in the preparation of the number one area, along with plans for the use of knowledge on the Internet, when they might be needed to provide lessons streaming during their stay.

**Mixture correct processes and restrict the number of programs and platforms:** Mixing machines or tools are accessible for most college graduates, for synchronized contacts and instruction, and for asynchronous communication. Limit the pressure by requiring students and parents to access and review too many software and applications.

**Broader gap to get to know guidelines and show the learning process of the students:** describe the guidelines for getting to know the distance with parents and university students. The layout of the formative questions, tests, or sporting events to carefully expose the study process of college students'. Seek using devices to help get input from college students, and prevent overloading parents by asking them to check and get input from university students.

**Outline the period of distance studying devices based primarily on self-regulation capabilities of the students:** maintain a coherent timing in line with the extent of self-regulation of the college students and meet cognitive capabilities, especially for the classes on stay streaming. Preferably, for secondary college students, the unit does not need to be higher than twenty minutes and not more than forty minutes.

**Creating communities and strengthening connections:** fostering contact between teachers, parents, and school administrators in order to cope with the experience of isolation or helplessness, encouraging interaction and discussions on coping strategies when experiencing difficulties in learning<sup>23</sup>.

## CONCLUSION

Based on the new normal of educational system we can conclude that the shift from the classic to the distance learning method has been followed all over the world. The online teaching format was useful for students, teachers and school administration. They realized that this solution of preserving the right of education can be beneficial event after this critical pandemic period. Therefore, the pandemic outstrip being a health disaster and can be remembered as a turning-point from an old teaching style to a new digital schooling system creating easier access to students from all over the world to get educated from any institution of their choice.

The quick transition from classic teaching to e-learning was fast and targeted mainly the continuity of education process. Several lessons have been learned from the pandemic of 2019 principally it is important to prepare new kinds of teaching strategies, grading methods, exam types as well as quality assurance of

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<sup>23</sup>"How to plan distance learning solutions during temporary schools closures". UNESCO. 2020-03-06.

the online teaching method.

It is essential to mention that teaching presents a main forecast of the well-being and the prosperity of a region's eventual laborers, and the effect of long period teaching institutions' shut-down on academic outcomes and eventual earnings. Therefore, besides the huge difference made by technology, there is an urgent need to safely bring back students to schools and employees to production to preserve the socioeconomic sustainability.

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