THE EFFECT OF COVID-19 IN THE INTERNATIONAL EDUCATION INDUSTRY

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Abstract

*A new virus called **"COVID-19"** has been discovered, which spreads a viral disease called "Coronavirus". This health crisis began in China and now it has been spread all over the globe. This virus has been declared as a "global pandemic" by the **World Health Organization (WHO)**. In order to protect the citizens of the country from the virus, the governments of various nations had announced a national lockdown. The pandemic has led to closure of all the educational institutes all around the world, which has immensely affected the lives of the students as they can no longer have physical interactions with their teachers and their peer groups as well. There has been a complete transformation in the education system from the traditional learning in the classroom to the online learning which has till date been the biggest experiment in the field of education. The process of online learning and teaching has been prevalent all over the world because of the pandemic. The process of learning has changed in the today's world. The COVID-19 pandemic has also lead to a situation of global recession which will immensely impact the graduates. This paper will address all the impacts and consequences that the education system will face during the pandemic and the responses of the international organization of "UNESCO" and the Open Education Committee.*

Keywords: Global Pandemic, Governments, Education system, Traditional Learning.

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"*Education is the manifestation of perfection present already in man. Divinity is the manifestation of the religion already in man.*" *- Swami Vivekananda* [i]

Education has also played a very significant roles in our lives and we all realise the importance of acquiring it in our lives. The Indian Constitution has its Article 45 on Education which states that "The state shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory Education for all children until they complete the age of fourteen years"[ii]. Hence, this article of the Indian Constitution has portrayed that Education has and will always be the fundamental part of our lives. But, the health emergency or Pandemic termed as "Covid-19" has changed the scenario of the entire world and has led to the closure of all the educational institutes all around the globe. The Coronavirus has been extensively spreading due to which the government of various countries had to take the major step of closing the educational institutions for the safety of the children. An alternative approach has been adopted by most of the Education Ministry of most of the countries wherein they have switched to the latest learning concept of "Online Learning", in which the students can sit home and attend their classes virtually. Not just Asia, but many other continents including Europe, North America, South America, Europe have also announced the closure of the schools, colleges and universities due to the rapid rise of Coronavirus cases. Covid-19 has impacted the education internationally in a very negative way.

Online Learning has now been a need of the hour since there is no other alternative possible. Students all around the world are now relying on online learning as they can no long visit schools, college or universities due to coronavirus. The concept of online learning can only be possible if the national portals are available effectively. For the same, China has introduced its new national portal which allows around 50 million students to acquire education through online mode. The Pandemic has *de facto* increased the unification/assimilation of the artificial intelligence and the technology in the field of education. Whereas, lack of access to the technology or lack of good internet connection has been a major disadvantage for the people in bucolic areas. This disparity and inequality will lead to huge gaps and will expand with the time.

As per the information by OECD, in the past few decades from the year 1998 to 2017 the foreign students engaged in acquiring the tertiary education programs globally from 2 million to almost 5.3 million, and out of these, according to the UNESCO, around 2.5 million students

around the world are studying in their home regions. The travel restrictions around the world have created the situation wherein the students could not come back to their campuses as it was scheduled and most of them had to leave their institutions and head back to their homes as per the guidelines of government. But, the online courses can only be offered by some of the institutions, not all.

Even the opportunities of online learning , there remain the issues of evaluation and accreditation of learning results. Preferably, if competency principles and systems of qualifications are set up, students can interpret their learning results regardless of at whatever point or any place they learned. In any case, competency guidelines and capability structures are as yet being created in numerous nations.

On the other hand, one could learn at home and additional transferrable credits or even a degree perceived by another nation or area with Global Convention on the Recognition of Higher Education Qualifications, embraced by UNESCO last November. At the present time, it is still too early for some nations to adjust to and acknowledge it.

The process of learning and adapting for the students mainly relies on the way that schools and teachers maintain and manage the process of learning. Students as well as the teachers are used to the old technique which has now been critiqued for the industrial society which is the "Classroom-based learning. Whereas, this pandemic has forced us to adapt an alternative approach which is the online learning which is the combination of technology and the artificial intelligence. It requires new techniques and methodologies of assessment of learning. For the effectiveness in the process of evaluation the basic and most significant key lies in the brain science and cognitive which helps in analysing the possible solutions for the effective and efficient learning. In the near future developments, Learning science will play a significant role.

The Level of the Parent education has also been a major challenge in the online learning as well as teaching. Since, due to the closure if schools, maintain the norms of social distancing and restrictions over travelling, the students have to transform their home into a classroom and the parents have to become their partners in learning and also their teaching assistant even if they are prepared for it or not. Some of the parents also fail in performing their tasks due to the lack to education or the lack of resources. Although, the working parents leave their children neglected, which in the end results in the varied quality of learning or some sort of uncertain behaviour. This process of learning must assure the coordination/partnership among the parents

and the schools and it also requires a solid and steady parental education, which have never been more imperative to the learning framework than the present moment.

Furthermore, mental prosperity also counts. The pandemic, particularly for the individuals who have close contact with the confirmed cases or have encountered the passing of a relative or any family member, is an awful experience for kids and youngsters. Stress and depression might build up because of the absence of social contact that used to happen through social movement and human interactions in schools. Social disconnection, on account of social distancing and closing of schools, may be aggravated by anxiety emerging from difficulties with the new method of online learning. In general, the fight against coronavirus is a sort of a test of patience and courage of all the countries collectively and individually. This has made mental prosperity and mental consultancy one of the essential components of education in the schools.

The cooperation and unity among all the nations around the globe are also counted. At the point when China was first hit by coronavirus, individuals in numerous nations offered their assistance in different manners – in kind, in terms of resources and in solidarity. As those nations have fallen into emergency, China has responded to their support. Solidarity is the way to battle against the worldwide pandemic, and education lies in the center by educating the youth population to esteem harmony and solidarity as opposed to struggle and division. The Preamble of the UNESCO constitution states that, "since wars start in the brains of men, it is in the psyches of men that the protections of harmony must be developed."

With monetary and social expenses, and even a human cost, the coronavirus has changed the worldwide education scheme a long ways beyond the desires. It has stirred individuals' familiarity with numerous issues which were never addressed and pushed various things in front of the plan of different governments . Obviously, education that envelop physical, social and enthusiastic prosperity is critical to feasible turn of events; innovation and man-made consciousness have opened up new points of view and techniques to instruction conveyance, yet imbalance will continue or even worsen without powerful intercession by governments; and cognitive science could carry progressively positive changes to the process of effective learning. Most importantly, just when we teach kids and youth to give to harmony and supportable turn of events, can individuals guarantee a manageable future for themselves and the planet. Ideally, with every one of these exercises learned, we can grasp a superior future for the education fraternity and for humanity.

Students are sent to school as it is considered to be the best public policy tool which is available in order for the students to acquire basic skills and knowledge. School learning is an amusing learning process for the students and on the other hand it also enhances the social skills as well as generates social awareness among the students. Whereas, the fundamental goal according to the economic point of view is to embellish the basic abilities of the child. Missing even a short period of time in the schools might impact the skill growth of a child immensely. But the main question is can we really appraise so as to how much is the process of learning being affected in the time of this global pandemic? The answer to it is "No", since all of us are in a new world which we have never imagined of being in; but we can actually take the help of various studies in order to measure its magnitude.

Two of the evidences will be really helpful in this study. Carlsson et al. (2015)[iii] consider a circumstance wherein youngsters in Sweden have contrasting number of days to plan for significant tests. These distinctions are restrictively arbitrary permitting the creators to evaluate a causal impact of tutoring on abilities. The creators show that even only ten days of additional tutoring essentially raises scores on trial of the utilization of information ('solidified knowledge') by 1% of a standard deviation. As an amazingly unpleasant proportion of the effect of the current school terminations, in the event that we were to just extrapolate those numbers, twelve weeks less tutoring (for example 60 school days) infers lost 6% of a standard deviation, which is non-paltry. They don't locate a critical effect on critical thinking aptitudes (a case of 'liquid insight').

One of a different perspective to this study is the question that has been asked by Lavy (2015)[iv], who has predicted the impact on the process of learning over different time zones across various nations. Perhaps this fact is quite surprising that the difference among the nations in terms of teaching is very substantial. One of the example given by Lavy is that the entire weekly hours of teaching the subjects of Language, Science and Mathematics is considered to be almost 55% more in Denmark in comparison to Austria. Such type of differences are an issue, as it leads to many consequential differences in the results of the final tests: one more hour of the week over the school year in the principle subjects builds test scores by around 6% of a standard deviation. For our situation, the loss of maybe 3-4 hours out of each week educating in maths for 12 weeks might be comparative in size to the loss of an hour out of every week for 30 weeks. Along these lines, rather oddly and most likely circumstantially, we end up with an expected loss of around 6% of a standard deviation once more. Leaving the nearby similitude aside, these investigations

potentially recommend a possible impact no more prominent than 10% of a standard deviation yet unquestionably over zero.

Closing of schools, universities and colleges not just intrudes on the instructing for understudies far and wide; the conclusion additionally concurs with a key evaluation period and numerous tests have been delayed or dropped. The internal assessments are maybe thought to be less significant and many have been essentially cancelled. In any case, their point is to give information about the progress of the child to their families and educators. The loss of this data postpones the acknowledgment of both high potential and learning challenges and can have unsafe long haul ramifications for the youngster. Andersen and Nielsen (2019)[v] take a gander at the outcome of a significant IT crash in the testing framework in Denmark. Thus, a few youngsters couldn't step through the exam. The writers locate that taking an interest in the test expanded the score in a perusing test two years after the fact by 9% of a standard deviation , with comparable impacts in arithmetic. These impacts are biggest for youngsters from impeded foundations.

Critically, the lockdown of the educational institutions have not just impacted the internal assessment of the students. In the UK, for instance, all tests for the primary open capabilities – GCSEs and A levels – have been dropped for the whole accomplice. Contingent upon the term of the lockdown, we will probably watch comparable activities around the globe. One likely option for the dropped appraisals is to utilize 'anticipated evaluations', yet Murphy and Wyness (2020)[vi] [vii]show that these are frequently wrong, and that among high accomplishing students , the anticipated evaluations for those from hindered foundations are lower than those from more advantaged foundations. Another arrangement is to supplant daze tests with instructor appraisals. Proof from different settings show deliberate deviations among unblind and dazzle assessments, where the course of the predisposition regularly relies upon whether the kid has a place with a gathering that generally performs well (Burgess and Greaves 2013[viii], Rangvid 2015[ix]). For instance, if young ladies for the most part perform better in a subject, an unblind assessment of a kid's exhibition is probably going to be descending one-sided. Since such evaluations are utilized as a key capability to enter advanced education, the transition to unblind emotional appraisals can have potential long haul ramifications for the uniformity of chance.

It is additionally conceivable that the careers of few students might profit by the interferences. For instance, in Norway it has been concluded that all tenth grade students will be granted a

secondary school degree. Also, Maurin and McNally (2008)[x] show that the 1968 surrendering of the ordinary assessment systems in France (following the understudy riots) prompted positive long haul work advertise ramifications for the influenced accomplice.

In advanced education numerous colleges and schools are supplanting customary tests with online evaluation system. This is another zone for the two instructors and students, and appraisals will probably have bigger estimation mistake than expected. Exploration shows that businesses utilize instructive accreditations, for example, degree arrangements and grade guide midpoints toward sort candidates (Piopiunik et al. 2020)[xi]. The expansion in the commotion of the candidates' signs will along these lines possibly diminish the coordinating productivity for new alumni on the work advertise, which might encounter more slow profit development and higher employment partition rates. This is expensive both to the individual and furthermore to society in general (Fredriksson et al. 2018)[xii].

Due to the pandemic of Covid-19, the careers of the universities batch of 2020 has been extremely affected. The graduating students have faced intense interruptions with the teachings and even with the process of assessments as well, and eventually all of them will be graduating during the beginning of the global recession caused due to the pandemic. Studies have suggested that due to this ongoing health emergency, the conditions of the labour markets are poor because of which the workers might work with the lowest wage rate which will surely have a negative impact on their careers which will be permanent. Oreopoulos et al. (2012)[xiii] in is study has stated that the graduates from programmes which are predicted to have more/higher earnings can compensate for their poor starting point through both within- and across-earning of the profits from the firm, but during this period of recession the graduates from various programmes have been found to experience permanent losses on the from graduating during this pandemic.

The Coronavirus outbreak has impacted the education system all over the world, resulting in the closure of all the educational institutes-universities, colleges and schools. The Governments all around the world had decided the closure of the educational institutes in order to contain the spread of the virus. Due to the closure of the educational institutes till June 7, 2020 around 1.725 billion learners have been negatively impacted. According to the report by UNICEF, almost 134 countries have implemented the closure worldwide and has impacted 98.5% of the worldwide student population. Almost 39 countries have opened the schools considering the impact of Covid-19. The educational institutions all over the world are the places where the

student's study and learn to live and stay close to one another. These institutions are also considered to be the buzzing cultural hubs wherein students from all over the world come together.

According to the international organization named as, "United Nations Educational, Scientific and Cultural Organization" the education of around 290.5 million students worldwide have been impacted due to the outbreak of Covid-19. The primary school students residing in the urban areas have been instructed to continue with the process of online learning, and the students which are hailing from the marginalized backgrounds have been. Impacted to the extreme levels as their education has been impacted due to lack of facilities and infrastructure. In the situation of this health emergency, here is how COVID-19 has impacted the educational institutions, students and also the measures that should be taken up by the governments of various nations:

IMPACT ON ASPIRANTS PLANNING TO STUDY ABROAD

The coronavirus outbreak has also put a halt on the career of the students who were supposed to pursue their education abroad. Many of the students would even prefer taking an year drop because taking classes online is way more different from attending them physically. During these times, the students are quite nervous and anxious so as to what will happen next and how will they be able to pursue their studies this year.

In challenging times like these, most students who are preparing to take crucial exams this year for pursuing education abroad are nervous about whether or not their applications will be affected, especially those who Visa have been granted but suspended under further notice. Many students may come across questions like will they be allowed to secure a seat in their chosen university? What if they face a gap of a year or two during the start of their careers or later in the middle of their education journey? What if this gap affects their career in the long term?

The pandemic has also impacted the career decisions of the students and has changed their learning destinations- just like students from the Physical Education stream will now prefer Australia rather than Spain and medical aspirants who were preparing for Spain have now switched to alternatives like Caribbean Island wherein they can study the same course and have same fee structure.

IMPACT ON THOSE ALREADY PURSUING HIGHER EDUCATION ABROAD

Also, the students which are pursuing their degree programs abroad have also been facing challenges as their exams and assignments have been postponed for the time being and which will directly impact the final results of the students. This will obviously impact their careers as no jobs can be offered without any degrees which might be another major problem for the students. Moreover, due to the global recession, the final year students will also face the problems in attaining jobs they will rather accept the jobs with really low salary or may have no jobs at all.

IMPACT ON FOREIGN UNIVERSITIES

Most of the universities globally have begun the process of online learning as they have to consider the situation of both international students as well as the domestic ones. And the institutions therefore are facing financial issues as they have to pay the required salary to their faculty and other staff members.

GOVERNMENT MEASURES

On the other hand, the governments of the countries have been making continuous efforts in order to reduces the disruptions related to the education of the students. For the same, UNESCO has launched the "Global COVID-19 Education Coalition" in which they have partnership with the big private sector industries like- Global System for Mobile Communications (GSMA) and Microsoft in order to provide learning systems in the remote areas of various countries.

ADDITIONAL MEASURES

During this pandemic, the government of various countries have also collaborated with various telecommunication partners and are working on zero-rate policies in order to provide effective education to the students. This is a very effective way as students can easily download their study materials in their electronic devices. Another essential point is that the process of remote learning is just not about switching to online learning. But, at this point of time such institutions can take the advantage by amalgamating some powerful tools like TV, Radio etc and make the process of learning more innovative and easier.

All across the globe the sole objective of all the educational institutes is to focus on the crisis of learning and staying safe from the coronavirus. The government of all the countries have been deciding on whether to not open or open the educational institutes as this is a very crucial and important decision. But, at this time the institutions must work on rolling

the process of online learning and in this process of learning they can also analyse the strengths and weaknesses of the process. This situation can also be dealt as an opportunity for the educational institutes to address the issues more creatively.[xiv]

REACTION TO THE PANDEMIC:

UNESCO made ten suggestions for taking part in internet learning:

1. Decide on the **utilization high-innovation and low-innovation arrangements** dependent on the unwavering quality of nearby force supplies, web network, and computerized abilities of instructors and students . This could extend through incorporated computerized learning stages, video exercises, MOOCs, to broadcasting through radios and TVs.

2. Implement measures to guarantee that students incorporating those with inabilities or from low-salary foundations approach separation learning programs,
   if just a set number of them approach advanced gadgets. Consider incidentally decentralizing such gadgets from the computer labs to families and bolster them with web network.

3. Assess **information security** while transferring information or education assets to web spaces, just as when imparting them to different associations or people. Ensure that the utilization of such platforms doesn't disregard the privacy of the student.

4. Mobilize the **accessible tools to attach/associate schools, parents, students and teachers with one another**. Make various groups to ensure communications, empower social caring measures, and address conceivable psychosocial challenges that students might confront when they are in isolation.

5. Organise conversations with the stakeholders to look at the conceivable term of school terminations and choose whether the distance learning system should concentrate on teaching new information or improve students information on previous exercises. Plan the timetable relying upon the circumstance of the influenced zones, level of studies, needs of student, and accessibility of their parents. Pick the proper learning techniques depending upon the status of school terminations and locally established isolates. Abstain from learning procedures that expect physical communication.

6. In order to make the students as well as parents familiar with the system, the teachers must organize sessions for orientation. Organise brief preparing or direction meetings for instructors and guardians too, if checking and assistance are required. During such sessions, the parents can suggest and help teachers by suggesting them various possible solution for the problems that can incur during the span of the classes.

7. Blend applications or media that are accessible for most students, both for simultaneous correspondence and exercises, and for asynchronous learning. Abstain from over-burdening the students and parents by requesting that them go download and test an excessive number of applications.

8. Define the principles of distance learning with the parents as well as the students. Teachers and parents must design and plan some exercises or tests to monitor the learning process of the children. Attempt to utilize devices to help accommodation of students criticism and abstain from over-burdening parents by mentioning them to scan and submit their child's work.

9. There must be a comprehensive planning as indicated by the degree of the students' self-regulation and metacognitive capacities particularly for livestreaming classes. Ideally, the unit for elementary school students ought not be over 20 minutes, and no longer than 40 minutes for secondary school students.

10. It is very important to build connection among the teachers, parents and the students in order to address feeling of dejection or weakness, encourage sharing of understanding and conversation on adapting techniques when confronting learning challenges.[xv]

THE RESPONSE OF OPEN EDUCATION COMMITTEE ON COVID-19

The people from the Open Education people group have shared open instructive response (OER) in light of COVID-19, including:

1. **"Commonwealth of Learning"** made the asset "Keeping the entryways of learning open"[xvi]. The undertaking unites a curated rundown of assets for policymakers, school and school chairmen, educators, guardians and students that will help with understudy getting the hang of during the

conclusion of instructive establishments. The majority of these are accessible as OER.

2. **"Community Contributed Open Educational Resources for Teaching and Learning in the COVID-19 Era"** is a co-made spreadsheet of assets. There are various tabs on the spreadsheet giving connects to: K-12 (essential/optional) assets, OER storehouses, OER toolbox's, understudy support, internet educating, and more[xvii].

3. **"OERu" online courses**[xviii] is a resource to create the capacity in the structure and improvement of OER-empowered web based learning. The OERu offers two encouraged online courses remembering free access to a competency confirmation for copyright and Creative Commons authorizing. These courses will give abilities to members needing to structure and distribute their own online courses utilizing the OERu's open source, segment based computerized learning condition.

4. Teaching and Learning Online is a site by **"SkillsCommons" and "MERLOT"** that offers a free resource page online because of COVID-19. This page enables educators and understudies to plan to begin instructing and learning online.[xix]

5. The University of Arizona University Libraries made a **"Library Support for Shifting to Online Teaching" page**[xx] and a Free-to-Use Course Materials webinar.[xxi]

6. **"WirLernenOnline"** is a German online platform to discover learning material for advanced exercises in elementary school, optional school, upper auxiliary and professional training.[xxii]

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