Education in the time of COVID-19 pandemic and its effects

Mr. AMAR NATH VINAYAK

Ph.D. Scholar - I.E.R.M. University, Aligarh

Supervisor - Dr. Yatendra Pal

Associate Professor, I.E.R.M University, Aligarh

Dr. Ajay Krishna Tiwari

Academician, Economist and Ph.D. Guide

Abstract-

The coronavirus disease (COVID-19) pandemic has created an unprecedented crisis across the board. In the field of education, this emergency has led to a large-scale closure of in-person activities of educational institutions in more than 190 countries to prevent the spread of the virus and mitigate its impact. More than 1.2 billion students at all levels of education worldwide had stopped attending face-to-face classes in school as of mid-May 2020, according to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO). More than 160 million of them were students from Latin America and the Caribbean. The Economic Commission for Latin America and the Caribbean (ECLAC) said that, even before facing the pandemic, social conditions in the region were deteriorating due to rising poverty and extreme poverty rates, persistence of inequalities and growing social discontent. , In this context, the crisis will have a significant negative impact on various social sectors, especially on health and education as well as on employment and poverty development (ECLAC, 2020a).

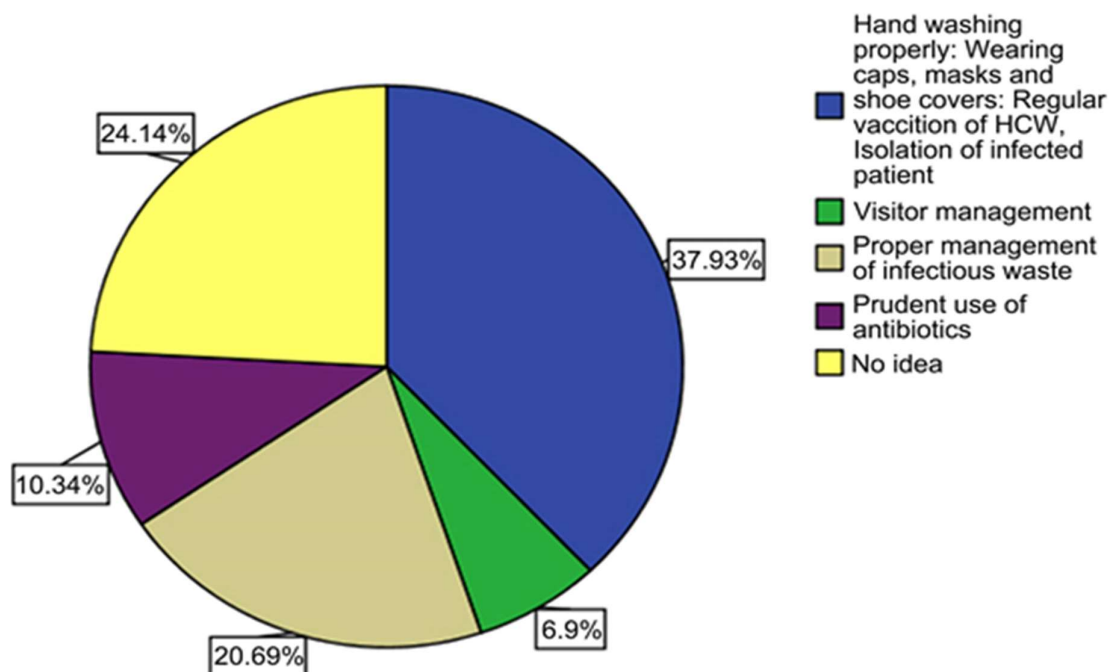Keywords- COVID-19 pandemic, emergency, educational institutions,
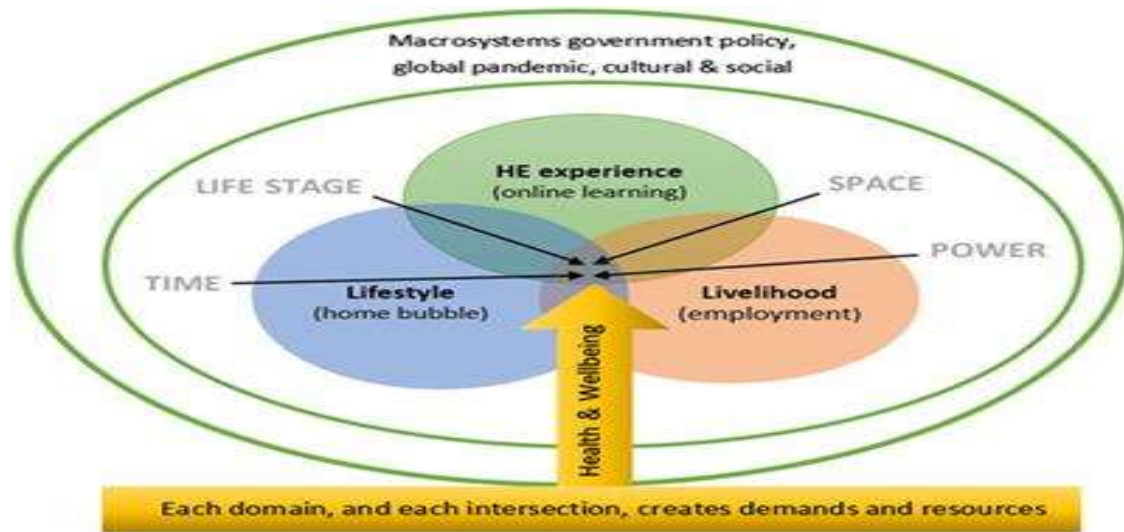
Introduction-

For its part, UNESCO has identified large gaps in educational outcomes, related to the unequal distribution of teachers in general and the best qualified teachers in particular, which is detrimental to low-income countries and regions and rural areas. Which also concentrates indigenous and migrant populations (UNESCO, 2016a; Messina and Garcia, 2020). In the educational sector, a large part of the measures that the countries in the region have adopted in the face of the crisis relate to the suspension of face-to-face classes at all levels, which has given rise to three main areas of action: Through the use (with or without the use of technology) of distance learning modalities; Supporting and mobilizing staff and educational communities, and focusing on the health and wider well-being of students. Santiago Office Regional Education Office for Latin America and the Caribbean This document aims to make visible the variety of consequences that these measures are having on educational communities in the short and medium term, as well as the opportunities to deal with the impact in the best possible way. The aim is to propose key recommendations while making estimates. Learning and innovation in post-pandemic education.
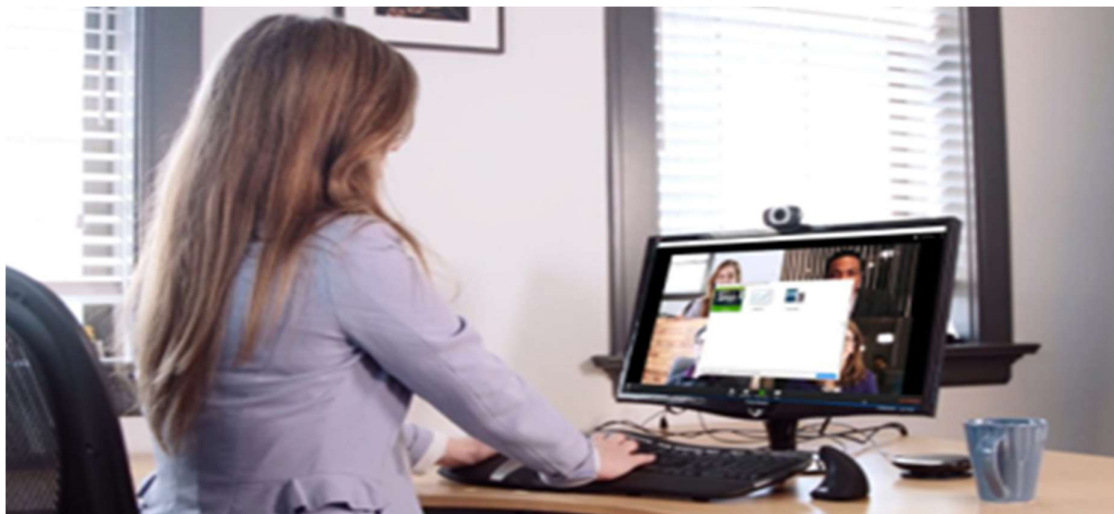
Educational measures during the crisis arising out of the COVID-19 pandemic-

Information collected on 33 countries of Latin America and the Caribbean as of July 7, 2020 allows us to verify that in the educational sector, a large part of the measures taken are the suspension of face-to-face classes at all educational levels. Connected. Of these countries, 32 have suspended in-person classes and 29 have maintained the suspension at the national level (in Nicaragua, classes have not been suspended). In Uruguay, the return to classes in rural areas began on 22 April and the rest of schools returned on 29 June. In Saint Vincent and the Grenadines, a partial return began on 25 May, and in Ecuador, in-person classes began on 1 June. There was a partial return to in-person classes in June in Belize, Grenada and Saint Lucia. As of the date of the review, the student population affected by these measures exceeds 165 million in 32 countries according to official UNESCO information (see Graph 1). Chart 1 | Latin America and the Caribbean (33 countries): Countries that have taken measures to suspend in-person classes at the national level and affected students, from early March to early August 2020 (in number of countries and students) March 25 April 1 May June 3 August 1 15 Students (right axis) Country (left axis) Source: Economic Commission for Latin America and the Caribbean (ECLAC), based at the United Nations Educational, Scientific and Cultural Organization (UNESCO),

Legend:
- Hand washing properly: Wearing caps, masks and shoe covers: Regular vaccition of HCW, Isolation of infected patient
- Visitor management
- Proper management of infectious waste
- Prudent use of antibiotics
- No idea

"How are you learning during the COVID-19 pandemic?" [Online]

Apart from disrupting academic momentum, the closure of schools also impacts the food and nutrition of the student population, especially in the most vulnerable areas. At the time of writing this document (early July), it is observed that 21 out of 33 countries maintain school feeding programs in various forms. The most commonly used method (13 countries) is the delivery of meal kits to prepare at home, followed by the provision of lunch (3 countries) and, to a lesser extent, the delivery of monetary transfers and food vouchers. Additionally, many students access other services through schools that have been disrupted, such as the provision of contraceptives, mental health services or recreational activities. In most countries (29 out of 33) forms of continuation of studies in various distance modalities have been established. Among them, 26 countries implemented forms of learning
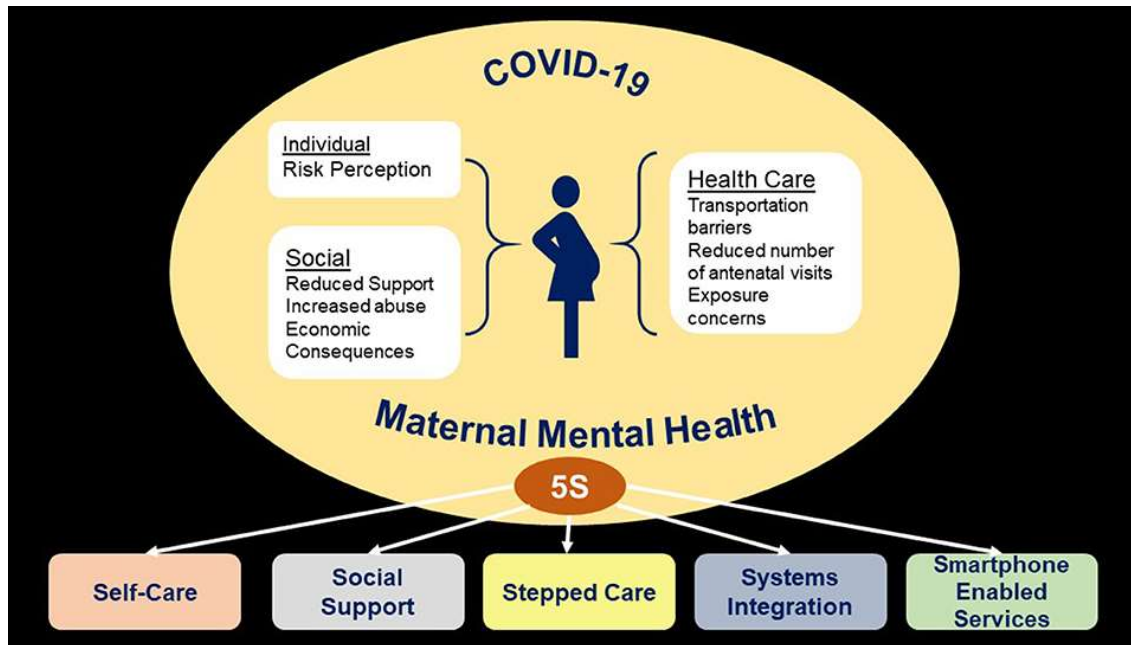
Established distance learning strategies in online and offline modalities

Which includes 22 countries that offer distance education in both modalities (offline and online), 4 that have exclusively online modalities and 2 that are only offline. Among online distance learning modalities, the use of virtual asynchronous learning platforms predominates, which is used in 18 countries, while only 4 countries offer live classes (Bahamas, Costa Rica, Ecuador and Panama). In turn, among the forms of offline distance education, 23 countries broadcast educational programs through traditional media such as radio or television.

Latin America and the Caribbean (29 countries): Strategies for continuing studies in distance modalities (number of countries) Distance learning tools Offline learning Broadcast of educational programs on television or radio Online distance learning platforms Delivery of resources technological tools to teachers Online

learning Live online classes 29 26 24 23 18 15 8 4 Source: Economic Commission for Latin America and the Caribbean (ECLAC), based on the Information System on Educational Trends in Latin America (SITEAL), "Systematization of the Responses of Latin American Educational Systems" "COVID-19 Crisis", 2020 [Online].

In their strategies teachers consider provision of resources for training-

As of the date of preparation of the document based on the Educational Trends Information System (SITEAL), only 8 out of 33 countries consider the delivery of technological equipment among the measures adopted to implement distance learning activities (Argentina, Chile, Colombia , El Salvador, Jamaica, Peru, Saint Vincent and the Grenadines) and Uruguay). For many years, Uruguay has had a state policy that includes the delivery (within the framework of the Seibel plan) of devices (laptops or tablets) to the school population. Furthermore, to carry out distance education activities, 14 countries consider in their strategies the provision of resources for teacher training, especially with regard to tools for the use and management of information and communication technologies (TICs). Second. Continuity and Curricular Impact Within the framework of the suspension of face-to-face classes, the need to maintain the continuity of learning has presented challenges, which countries have addressed through various options and solutions regarding the school calendar and forms of implementation. Is addressed from.

Implications for continuity of learning and curriculum-

Courses, in face-to-face methods and with various forms of adaptation, prioritization and adjustment. To make adjustments, it is necessary to take into account the characteristics of the national or subnational curriculum, the country's resources and capacity to generate distance learning processes, the level of educational segregation and inequality in the country, and the time elapsed in the school year. , While some countries like Mexico and the Dominican Republic and some regions of Ecuador and Brazil were in the middle of the school year when the pandemic began, most people were at the beginning. Most countries have digital resources and platforms for remote connections, which have been reinforced at unprecedented speed by ministries of education with the implementation of online resources and programming on open television or radio. However, few countries in the region have digital-mediated national education strategies with a model that takes advantage of ICTs (Alvarez Marnelle et al., 2020).

Internet connection and educational curriculum design -

This is coupled with unequal access to internet connections, which translates into unequal distribution of resources and strategies, primarily affecting low-income or areas of greater vulnerability (Rebel-Cobourg and Viterbi, 2020). In this situation, on the one hand, there is a need to give priority to efforts aimed at maintaining contact and educational continuity of those populations who have greater connection difficulties and who are in more unfavourable social and economic conditions, to carry out educational processes at home. To maintain and, on the other hand, project recovery processes and educational continuity for the moment of reopening of schools, which take into account the differences and

inequalities that have deepened in this period. The pandemic has changed the contexts of curriculum implementation, not only because of the need to consider the use of platforms and the situations for which the curriculum was designed, but also because there are learnings and competencies that are more relevant in the current context. Necessary to take a series of decisions and put resources in place that challenge school systems.

Educational Centre and Teacher Adjustment

Such is the case for curriculum adjustment and prioritization, based on consensus among all relevant actors, and the relevance required to ensure the relevance of the content to the emergency situation being experienced. It is equally important that these adjustments prioritize the skills and values that have emerged as priorities in the current situation: solidarity, autonomous learning, and care of self and care of others, social-emotional skills, health and resilience, other. Other. A controversial and complex aspect refers to the decision-making criteria and approaches regarding how to prioritize learning and adjustment. One alternative is the logic of selecting the most relevant content, which is given priority over others. Another perspective is to integrate the content and learning objectives into an interdisciplinary thematic core that makes it possible to address at the same time different topics through topics that are particularly relevant and relevant to students in the current context, the project. Or through research methods that

allow an integrated approach to learning. This approach requires valuing teaching autonomy and developing sophisticated competencies among teachers.
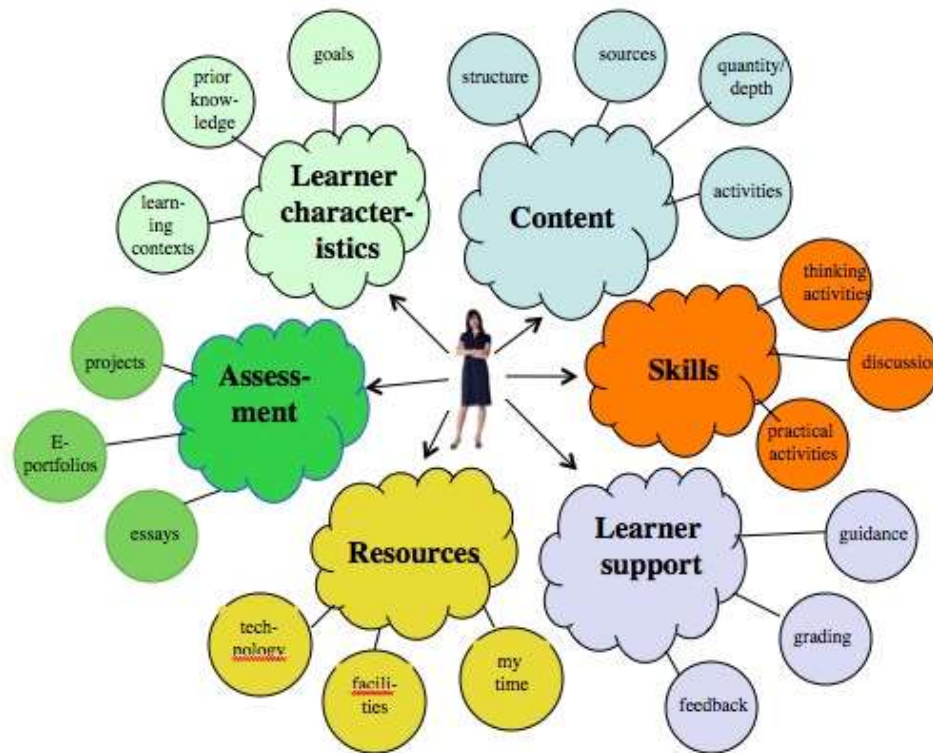

Some countries have prepared proposals for curriculum prioritization-

Which involves a reduced set of essential learning in different subjects, moving from the curriculum priority to the current curriculum and modifying the content based on level, from essential to new learning linked to integrated or important objectives, which can be included. Expressed between subjects. In the adaptation, flexibility and contextualization of the curriculum, elements such as prioritization of learning objectives and content should be considered that allow a better understanding of the crisis and a better response to it, including aspects related to care and health, critical and is done.

Reflective thinking about information and news-

Understanding social and economic dynamics, and strengthening attitudes of empathy, tolerance and non-discrimination, among others. On the other hand, a balance must be sought between the identification of the core competencies that will be necessary to continue learning, and deepening the broad and humanistic nature of education, without giving in to the pressure of reinforcing only

instrumental learning. Similarly, curricular adjustments and educational resources developed should consider the needs of groups who have specific needs. For example, it is necessary to make adjustments and provide the necessary support to students with disabilities or various circumstances and situations that make it difficult to continue their studies. Attention should also be paid to the linguistic and cultural diversity of migrant populations and indigenous communities. Likewise, it is essential to incorporate a gender perspective, which makes it possible to make visible and erase situations of inequality or gender violence that may worsen in the context of imprisonment. Right now, it is not possible to determine with certainty what impact the crisis will have on curriculum implementation in different grades of primary and secondary education, but differences in terms of learning achievements are expected to deepen due to the prevailing pedagogical situation. Inequalities and unequal access to curriculum coverage.

Kolb's Reflective Learning Cycle
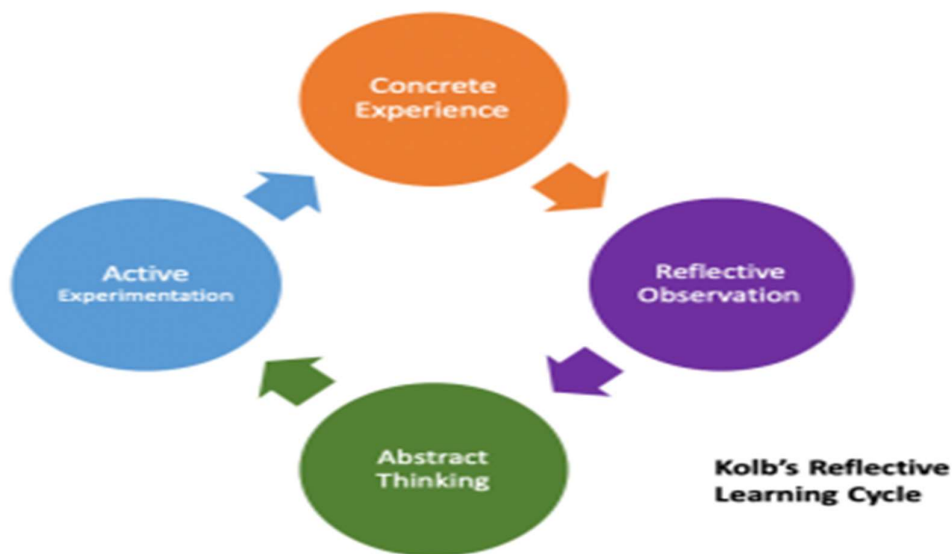
## Prioritizing vulnerable groups in the 2030 Agenda for Sustainable Development-

Education has been recognized as a key factor in meeting the Sustainable Development Goals and achieving higher levels of well-being, prosperity and environmental sustainability. That is why SDG 4 expresses the commitment of the international community to guarantee inclusive and equitable quality education and to promote lifelong learning opportunities for all people. SDG 4 highlights equity and inclusion as guiding principles and objectives in their own right, recognizing that "no educational goal should be considered achieved unless

it has been achieved for all". (UNESCO, 2016b, p. 7). For this reason, in the Incheon Declaration: Towards inclusive, equitable and quality education and lifelong learning for all, Member States commit to "address all forms of exclusion and marginalization, inequalities and inequities in access, participation and learning outcomes". (UNESCO, 2016b, p. 7) for which efforts in education policies should be focused on the most disadvantaged groups.

Impact of the pandemic: Gender dimensions and multiple impacts

Experience shows that health emergencies have different impacts depending on gender, and preparedness and response efforts should account for these dimensions, to avoid increasing inequalities and take advantage of opportunities to promote gender equality. Can be picked up. Equality.
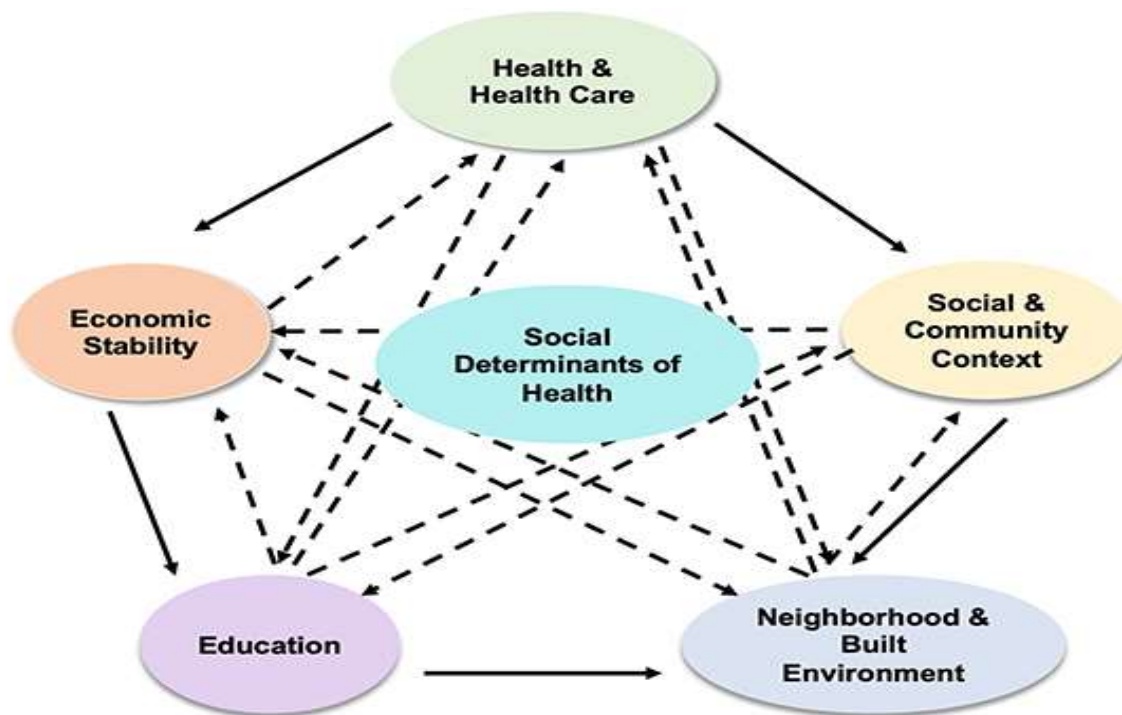
In this sense, the COVID-19 pandemic is no different. For many women and girls, lockdowns have meant increased unpaid care workloads, resulting in impacts on their education. In "normal" times, women perform three times more unpaid care work than men, according to the International Labour Organization (ILO, 2018). With schools closed, this imbalance deepens and many people juggle multiple responsibilities at once: working remotely, taking care of children and family members, monitoring their sons' and daughters' learning processes and doing household chores. Unpaid work. This worsens a situation that was already inequitable: before the pandemic, in countries like Bolivia (plurinational state), Guatemala and Nicaragua, girls' time spent in care was between 3 and 4 hours per day, while In case of children were not more than 2.8. Similarly, in Ecuador, girls did 3.8 hours more household work per week than boys (ECLAC/UNICEF, 2016).

Educational and social security systems are facing these challenges

Which is a specific call to fulfil the right to education. To do this, it is necessary to have the necessary resources in budget allocation and distribution. In terms of education financing, preliminary analysis by the UNESCO International Institute for Educational Planning (IIEP, 2020) suggests that the crisis caused by the pandemic will have a significant impact at two levels: I) reduced investment in education during the crisis, with I) the additional costs that would result from this, and ii) the expected reduction in future financial resources available to the education sector. Given ECLAC's (2020d) most recent estimate of a contraction in regional economic activity and an average decline of 9.1% in GDP in Latin America and the Caribbean, the expected reduction in available financial resources requires efforts in education policies to be focused on the most disadvantaged groups. Needed

Conclusion-

Securing funding for education is a fundamental priority to protect national education systems from growing inequalities. Access to education and the learning crisis. According to UNESCO, based on available data from 25 countries in the region, if the pandemic had not occurred, educational spending would have increased by 3.6% from 2019 to 2020 (from $514 billion to $532 billion). However, given the projected GDP contraction in the region, the amount of resources available to education could decline by more than 9% in 2020 alone. Since the economic impact of the COVID-19 pandemic 18 is still developing and the recovery may take longer, the real consequences on the budget may only be seen in 2021. Therefore, it is necessary to calculate the costs of national education systems and prioritize spending, as well as guarantee the protection of education as a human right. Harness the fundamental and transformative potential of education, not only to build resilient systems but also to contribute to social improvement. In short, the current COVID-19 pandemic poses significant challenges to the country's educational and social systems.

****

List of holy books -

1-Alvaro Marnelle, H. et al. (2020), "Education in the time of coronavirus: educational systems of COVID-19".pp-34-43

2-ANEP (National Administration of Public Education) (2020), "Register for courses taught by ANEP internal instructors" [online] pp-76-89

3-ECLAC (Economic Commission for Latin America and the Caribbean) (2020a), "Latin America and the Caribbean in the face of the COVID-19 pandemic: economic and social impacts", pp. 21-46

4- Guianas, J. (2020) COVID-19 Special Report, No. 1, Santiago, April 3. (2020), "Social challenges in the time of COVID-19", COVID-19 Special Report, No. 3, Santiago, 12 May, pp. 53-67