

Global Education Styles Post-COVID-19 Pandemic

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Received: June 3, 2022

Accepted: June 28, 2022

Online Published: June 30, 2022

doi:10.5430/irhe.v7n1p33

URL: <https://doi.org/10.5430/irhe.v7n1p33>

Abstract

The outbreak of COVID-19, resulted in societies' chaos and economies' turbulence, necessitating countries' collective action to address the impacted socio-economic devastation, and the pre-knowledge of the powerful forces, that make the school reforms a reality.

The pandemic has affected educational systems globally, leading to closures of schools, universities and colleges, around the world, affecting approximately 1.7 billion students. According to the UNICEF about 153 countries are implementing nationwide closures and 24 are implementing local closures, impacting almost 99% of the world's student population. Not only students, but also teachers, and families, have far-reaching economic and societal consequences, shedding light on various social and economic issues

In the Post Covid-19 education system, distance learning will transfer education from physical classrooms to virtual learning platforms. It is predicted that, COVID-19 will change the current way of life, as it will be defined as: "before COVID-19" and "after COVID-19". This suggests that, some aspects of schooling, might not be the same way as before and education needs to change, to prepare young learners for what the future is holding for them. According to the World Economic Forum, 65% of primary-school children today will be working in job types that do not exist yet.

Keywords: COVID-19 pandemic, global education, education system

1. Introduction

The COVID-19 pandemic has affected educational systems globally, leading to the near-total closures of schools, universities and colleges, as most governments around the world, have temporarily closed educational institutions, in an attempt to contain the spread of COVID-19. Approximately 1.7 billion students are affected, due to school closures in response to the pandemic. According to UNICEF monitoring, 153 countries are currently implementing nationwide closures and 24 are implementing local closures, impacting about 98.6 percent of the world's student population and only 10 countries' schools are currently open. School closures impact not only students, teachers, and families, but have far-reaching economic and societal consequences, shedding light on various social and economic issues, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work (The free encyclopedia, Wikipedia, 2020).

Societies are currently in a chaos and economies are turbulent, so countries must act collectively and respond decisively and innovatively to address the socio-economic devastation, that COVID-19 has impacted on all countries. To achieve this, countries must not only be united to beat the pandemic, but also to tackle its future profound consequences, by sharing responsibility and global solidarity, after the disease recession. In this respect, developed countries are required to immediately assist the less developed, to enhance their health systems and strengthen their response capacities, to stop future transference, with emphasis and a focus on the most affected and vulnerable groups, like low-wage workers, small and medium enterprises, informal sector, together with those liable to infection. Otherwise the disease will reemerge like a wildfire.

Measures need to be taken, should include designing fiscal and monetary policies, that are able to support the direct provision of resources, to support workers and households, the provision of health and unemployment insurance, scaled up social protection, and support to businesses, to prevent bankruptcies and massive job losses. This requires, a large-scale, coordinated and comprehensive multilateral response, amounting to at least 10 per cent of global GDP.

The resources availed to the developing countries, must be enormously increased by coordinated exchanges among central banks, to bring liquidity to emerging economies, and lessen, debts, including immediate waivers on payments of interests. Moreover, the United Nations System, should be fully rallied, to guide global efforts, to support countries' responses and place supply chains at the world's action. Likewise, the UN, should support efforts to establish a new multi-partner Trust Fund for COVID19 Response and Recovery, to support low- and middle-income countries, to respond effectively to the emergency and recover from the socio-economic shock. Finally, everything to be done during and after this crisis recedes, must be with a strong focus on building more equal, inclusive and sustainable economies and societies, that are more resilient in the face of pandemics, climate changes, and the many other global expected challenges to be faced. Hopefully when the world is back to normal, as it was before, this must lead to building a better world, with a different economy (United Nations 2020).

Education Cannot Wait (ECW), is a global fund, launched in 2016, for education in emergencies, at the World Humanitarian Summit, to coordinate responses and raise financing for education in emergencies, and distribute funds where they are needed mostly and quickly, to continue children's education in times of crisis. The ECW immediate challenge of how to be positioned in responding to COVID-19 global pandemic, is to educate children where they are, within the infrastructure and setting they are in, using innovation and creativity, to enhance services and remote learning tools.

Armed conflicts, forced displacement, climate change evolving disasters and long term crisis have disrupted the education of 75 million children and youth globally. And that number is growing in an unmatched way, with the spread of COVID-19. Education has been hard by this pandemic, with 1.5 billion learners out of school and 184 country-wide school closures, impacting about 88% of the world's total enrolled learners. Accordingly, drop-out rates across the globe, are likely to rise due to this massive disruption to education access. So, continuing education through alternative learning means, must be an immediate top priority, to ensure that, interruptions to education is as limited as possible (Education cannot wait 2020).

2. Post COVID-19 Education System

Distance learning will transfer education from physical classrooms to virtual learning platforms, to deliver daily lessons. The safety and wellbeing of students and all employees working in the education sector is a top priority. The COVID-19 pandemic, has forced most of the schools, institutions and universities across the world, to adopt teaching online, by conducting courses, examinations online, and submitting assignments through email. For many countries, this was a good opportunity to strengthen their internet connectivity.

That is, every village and town, should be digitally connected, for better interaction between the students and teachers. However, this necessitates the establishment of good infrastructure. It is noteworthy that, not all students may have good interaction, as some may be quick in adapting to this system, while others may take little longer time to be acquainted with the new system. The greatest merit of such a system is that, education could become international, enabling advance institutes to globalize online education and universities to nationalize it, through carrying out fundamental structural changes in popularizing skill development curriculums and programs, by changing their normal teaching methods and adapting to evolving technology-centered teaching, to attract students across the countries. This will lead to beating unemployment, increasing by creating business skills amongst the youth and finally creating future entrepreneurs. As the learning institutes become virtual institutes, every student's home will become his institute, thus reducing the demand for space and infrastructure of the institute.

Post COVID-19 is a promising opportunity for institutes and universities to transform themselves by curriculum design, collaborations, skill development and institutes and universities involvement. For the moment, the focus is on internationalizing higher education, but what lies ahead in future for the million students, is yet to be known (Chandrasekharam, D.2020).

In the midst of this unmatched crisis, it is predicted that, COVID-19 will change the way we live fundamentally in the long-term and life will be defined as: "before COVID-19" and "after COVID-19". This suggests that, things will never be the same and some aspects of schooling, might not be the same way, they were before, due to many powerful forces, that make the school reforms a reality. Many powerful arising forces will make the school reforms a reality. With COVID-19, schools will be rapidly changing their basic way of doing their correspondence. The current interaction, happening by written mail, will be old-fashioned and replaced by online setting, using digital tools like Zoom or Microsoft Team.

3. How Will COVID-19 Change Current Schools in the Long Run?

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The current COVID-19 crisis, is forcing parents to be teachers and forcing also, students, parents, and teachers, to adapt to online learning tools. Although families are now stressed out, trying to educate their children, and they are also experiencing educational methods and tools, that they’ve never seen before, yet they are getting comfortable with the new adaptations and more accustomed to them.

4. The COVID-19 Potential Educational Long-Term Shifts

The COVID-19 is expected to bring about, long-term shifts in the education process, particularly in online tools and online learning. These potential long-term shifts include:

- A shift to online tools: In this respect, schools will make use of online tools. To acquaint themselves with this change, students and teachers should have laptops and access to internet. These online tools can be helpful complements to in-person instruction, rather than replacing it, allowing teachers to focus more on engaging students and mentoring them.

- A shift to homeschooling and fully virtual instruction: In this regard, families should get more accustomed to online learning and play the role of class monitor and teacher, yet few families want or can afford that, given their work schedules and other responsibilities. Besides, teaching consistently suggests that, students learn less in fully virtual environments, whereas, in-person, teacher-led instruction, simply has too many

--A shift to charter schools: An eligible question arises here: Which schools will respond better to the COVID-19 crisis: charter schools or traditional public schools? The answer could be the traditional public schools, as they provide better educational services to children and their families. However, with their fewer government rules and more limited union contracts, charter schools can be nimbler in responding to this crisis. The schools that respond best can expect more parents to select them, and expect more political support. Anyway, the schools that respond best to the crises, can expect more parents to select them, and receive more social and moral support.

- A shift to private schools: Private schools are similar to charter schools, except they are likely to get ruined financially. However, with the exception of the small fraction of students attending with vouchers, the majority of families that, are hard hit by the COVID-19 economic crisis, have to pay tuition. This suggests that, it is likely to see a large future spike in private school closures.

- A shift to competency-based learning: Some education experts argued that this may be the big winner of the current crisis, while other dispute it, because of its severe limits, which include letting students learn at their own pace, relying heavily on standardized tests to go on to the next topic, only by passing them. However, competency-based approaches, need in the short run, to determine which students will be promoted to the next grade, given the lost learning time. More importantly, it is expected that, a competency-based learning long-term shift to online learning, seems less likely.

- Shifting roles of students, parents, and teachers: A shift to some online tools, could shift the role of teachers, making them look more likely like coaches and mentors. They can provide students with very good online lecture, guidance, feedback, and make connections across topics.

The roles of students and parents could also shift, having more places to look, and address learning needs on their own. However, when roles change, everything else can change with it, including the politics of education, though in less predictable ways. Politics are about how we make collective decisions, involving values and power struggles. How the COVID-19 crisis might or might not reshape the politics of education? Could this lead to big changes in public policy that aren’t yet evident? Might we see reductions in state and federal regulation? More flexibility for students who choose courses and tools?

The shape of the reforms is still unclear. It is hard to know how millions of students, teachers, and educational organizations, will act in the months and years ahead. However, it is useful to start thinking about what might be coming—and which of these changes we should be encouraging (Harris, D. 2020).

5. 4 Ways COVID-19 Could Change how to Educate Future Generations

According to Dell Technologies, 85% of 2030 jobs are not yet invented and according to the World Economic Forum, 65% of primary-school children today will be working in job types that do not exist yet.

The COVID-19 crisis is well changing the world and global outlook, towards how education needs to change, to be able to better prepare young learners for what the future might hold for them. These measures include:

- Preparing people to live in an interconnected world and work in a globally collaborative way.
- With students being able to gain access to knowledge, and even learn a technical skill, through a few clicks on their phones, tablets and computers, necessitates redefining the role of the educator in the classrooms and lecture theatres.
- Teaching life skills needed for the future, that employers will be looking for, like creativity, communication and collaboration, alongside empathy and emotional intelligence; and being able to work collectively through effective teamwork.
- Unlocking technology to deliver education, to utilize the available technological tools to create content for remote learning for students in all sectors

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