

Impact of Covid-19 on Global Education Systems

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Abstract

After the famous Swine Flu and Ebola epidemic, the COVID-19 virus was not expected to spread like wildfire in a short period of time. It soon took the shape of a pandemic reaching far and wide in a matter of months; therefore, in order to grapple the spread of pandemic, governments across the world restricted the socio-political and economic activities that interconnected the world in global village. The idea that human beings cannot progress in exclusivity but inclusivity is adequately practiced in the world of global education systems, learners from all around the world come together to establish an atmosphere of learning in diversity. Especially the aspiring learners from under-developed and the developing world find the global education system a way of acquiring the skills of the first world and use it for individual and community progress. However, the pandemic had brought several challenges for the global education sector and disrupted the conventional classroom teaching. Therefore, badly hit the international students as the key goals of global learning not remained the same. This research took up the challenge of addressing the new-normal situation that has risen after the COVID-19 has been declared a global health crisis, especially with regards to its impact on global or international education connectivity. The researcher has utilized mixed method research design employing both the qualitative and quantitative data collection tools. Researcher has collected the primary data by conducting a web-based survey filled by global learners (those students who are acquiring education away from their home countries) and secondary data from books, reports by UNESCO and United Nations on “Covid-19 and education” and journals in order to critically analyse the impact of Covid-19 on global education systems and the challenges faced by foreign students. The researcher concludes that global learners have several apprehensions regarding online education as it has destroyed the very basic purpose of global learning due to restrictions on social interaction.

Keywords: Covid-19; Education; UNESCO; United Nations; health pandemic.

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1. Introduction

Covid-19 pandemic has catastrophic repercussions on social interaction and global interconnectivity as it has transformed the ways in which the people and organizations function. A key issue in addressing the pandemic crisis is mobility. Human mobility from the high risk zones such as Wuhan and human mobility for the purpose of leisure travel and for business activities, which took high risk back home. So in order to address these issues governments across the world provided a mechanism of guidelines regarding restrictions imposed on travelling. Measures to counter the pandemic include restrictions on imposition and contact thus creating a dramatically decrease in cultural, educational and social activities. Therefore those who were affected by these restrictions faced hard time as cultural, capital and technological diffusion halted by the pandemic [1]. The author [2,3] explain government policies and restrictions in line with Covid-19 have transformed traditional education. On campus education has transformed into e-learning which has restricted the cultural and knowledge diffusion among students. Covid-19 has created inequalities all over the world and the “digital divide” is clear among students. This crisis has exposed many vulnerabilities among students by unveiling the inadequacies and inequalities in our education systems from broadband accessibility and computers needed for online education to the supportive environments which are needed to focus on learning, and lastly, the misalignment between resources and needs. The author [4,5] illustrate that Covid-19 has posed catastrophic repercussions particularly on global learners. As a matter of fact, students choose to study abroad due to multiple reasons: to broaden the horizon of knowledge, to experience different cultures to improve labour market prospects to gain better quality of education, to study in such a institution with international reputation, to change the perspective of life and to explore different teaching and learning methods. Therefore, Covid-19 has not only impacted global education but it has also limited the chances of growth of students and hence limiting their labour market prospects. The other perspective of challenges posed by the pandemic is restrictions imposed on mobility. The pandemic badly hit the international students as students were away from their home countries. By imposing the restrictions on mobility and complete lockdown not only impacted their education but their employment as well. So the basic purpose of targeting global learners was to get a global perspective about learning outcomes amidst Covid-19 rather than a specific community or area in order to analyse the impact of Covid-19 on education across the world and how it hampered the various aspects associated with study abroad. However, the challenges do not end with the immediate crisis. In particular, spending on education may be compromised in the coming years. As public funds are directed to health and social welfare, long-term public spending on education is at risk. Therefore, it is important to critically analyse the pros and cons of digitalization of education as well as the future prospects and effective policy mechanism to overcome the educational challenges in the wake of Covid-19.

1.1 Problem Statement

Covid19 and the subsequent restrictions by the countries pose a challenge for global education activities undermining the growth and progress of the world communities.

1.2 Rationale

Covid19 has emerged as an unprecedented global challenge in the 21st century, a century which is symbol of progress, globalization and advancement in science and technology. The pandemic has mainly restricted the socio-political and economic activities that interconnected the world and regions. The idea that human beings cannot progress in exclusivity but inclusivity is adequately practiced in the world of global education systems, learners from all around the world come together to establish an atmosphere of learning in diversity. Especially the aspiring learners from under-developed and the developing world find the global education system a way of acquiring the skills of the first world and use it for individual and community progress. These platforms are a hub of learning in diversity and as the famous concept goes among those who are aware, learning is not merely from books, but from experiences and traveling. This research takes up the challenge of addressing the new-normal situation that has risen after the COVID has taken the world by storm, especially with regards to its impact on global education systems and international students.

1.3 Research Questions

- What is the impact of Covid19 on global academic activities?
- How has the travel restrictions influenced global educational activities?
- Which challenges were faced by the instructors and learners in pursuing the academic activities?
- What are the subsequent and future prospects for the global education systems?

1.4 Research Objectives

- To determine the impact of Covid19 on global academic systems
- To evaluate the influence of travel restrictions on global educational activities
- To gauge the challenges confronted by the instructors and learners in pursuance of the academic activities
- To assess the subsequent future prospects for the global education system

2. Literature Review

The author [6] explains in “Imagining what education can be post COVID 19” that due to the Covid 19 pandemic huge inequalities have been created in the educational sector. Due to halted on campus educational activities and shift towards online education. Students belonging to most vulnerable, marginalised segments of society have suffered more than others due to the lack of technology and connectivity in their areas and homes. Therefore delivery of education in most backwards areas is impossible which has created huge dropout from schools. The author [7,8] explains that Covid-19 pandemic is firstly a health pandemic but it has not spared the education sector and has created upheaval in the global education system. The Crisis had crystallised the dilemma for the policymakers regarding education whether to open the schools on not keeping in view the dichotomy of students safety and effective learning of students. The severe disruptions faced by the families as home schooling was a massive shock for parents productivity as well as for students social learning as well. Teaching shifted online on unprecedented level and assessment moved online despite of all the trials and loopholes in online assessments. The disruptions in the online education are not only termed as short term

consequences but it will have long term repercussions on students learning and progress. The author [9,10] illustrate the catastrophic repercussions faced by the students by losing access to schools and universities due to Covid-19. Spending all time at their homes exposed them to more trauma and abuse if their homes are unsafe and have violent parents, putting their own mental and physical health at stake. Above all, when we teach young children peace and sustainable development only then humans can ensure peaceful and sustainable future for themselves. Therefore, hopefully with the lessons learned from Covid-19 we could ensure a better future of education. The author [11 and his colleagues] elucidates that hybrid learning has been widely practiced for more than ten years. Multiple reasons have been given by the researchers to support the effective outcomes of hybrid learning. The major reason is flexibility i.e how students can effectively demonstrate learning and can engage with the material and how they can interact with their peer groups and teachers. On the other hand online or face to face instructions comprise only one format. Whereas hybrid learning can offer the best of both simultaneously. The author [12 and his colleagues] state that another major challenge to online education is the level of parents education. For many students who have to study online due to travel restrictions, social distancing, school closure have turned homes into their schools. Where parents are playing the role of teacher or learning partner for their children inspite of their preparedness or capacity. Parents had hard time struggling to perform this role particularly those parents who lacked resources and education themselves. On the other hand working parents have to face another difficulty, they have to leave their children unattended for their jobs. Which may lead to poor learning of children The author [13,14] elucidates the effectivity of hybrid learning which ensures focused social interaction, innovation, exploration and more effective learning outcome.. Multiple reasons have been given by the researchers to support the effective outcomes of hybrid learning. The major reason are flexibility, utilisation of time wisely, more explored material, research based interaction and amalgamation of traditional classroom and online learning under one umbrella which provides the advantages of both simultaneously. The author [15] explains that Covid 19 on one hand is considered as peak of learning crisis but on the other hand it is considering as an opportunity. As it will allow the countries to reshape redesign and reimagine education for the future with new and advanced prospects. Global education policy makers are considering the growing role of digitalised services and technology, in order to reach those who are most vulnerable and to make the policies for development and forming a new meaningful curriculum for the future that could meet the needs for future crisis. Therefore it must be ensured that all education must have the access to the digital world and must be provided broadband services free of charge to all the students The author [16] critically analyze that a largest public institution in the United States conducted a survey among 1500 students in order to find out the current and expected learning outcome of higher secondary students due to Covid-19 “Due to COVID-19: 13% of students have delayed graduation, 40% have lost a job, internship, or job offer, and 29% expect to earn less at age 35.” Lower-income students are 55% more likely than their higher-income peers to have delayed graduation due to COVID-19.” The effects of Covid-19 varied largely due to socio-economic factors. The author [17] elucidates that some countries heavily rely on international student mobility to facilitate foreign talent and their contribution in host country production and innovation specifically in medical sector among OECD Countries specially. So due to the restrictions imposed on human mobility and decline in international mobility in such countries had badly affected productivity. Moreover This pandemic has unveiled the vulnerability of international students in the time of crisis. So it will also change the attitude towards study abroad. The author [18 and his colleagues] explain that over three decades socioeconomic inequality has been

rising globally as a result of the neoliberalism. International organizations like IMF and World Bank have created such inequality due to the conditions applied on aid. These policies have given benefit to the private markets, cutting public expenditure and decline in labour income share thus increasing inequality specially in health and education sector. Thus generally believed that countries with neoliberalism policies are more vulnerable to pandemic consequences. This pandemic has given a lesson that these economic policies are not compatible with safeguarding the citizens therefore needs to pay attention more on health system.

3. Research Methodology

3.1 Research Design

This research has employed mixed method research design in order to collect data and gather relevant information to deduce the results. Both qualitative and quantitative techniques have been adopted for data collection and for conducting research activities.

3.2 Data Collection

Both the primary and secondary data have been collected and utilized in this research. Quantitative data collection method has been adopted to reveal the behaviour and perception of a target audience with reference to a particular topic. A web-based online field survey has been conducted based on semi-structured questionnaire in order to collect data regarding the impact of Covid-19 on global education systems particularly the challenges faced by international students and their remedies. The survey was aimed at gauging the experiences of students and learners acquiring education away from their home countries. Alongside textual and secondary sources available online which include research articles, government and international organization reports, newspaper articles were reviewed and thoroughly evaluated.

3.3 Sampling

With a sample size of 61 global learners, the researcher have been able to gauge the common challenges confronted by the global education system midst the covid19 crisis. Purposive sampling technique has been utilized by the researcher to reach out to the respondents. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study.

3.4 Research Tool

A web based questionnaire was designed on Google forms with the sample size of 61 respondents on the basis of purposive sampling was filled by the global learners studying in western universities in order to collect the primary data.

3.5 Statistical Analysis

Data has been analysed by using Statistical software SPSS (Statistical Package for the Social Sciences) version

21, in order to apply logistic regression model on this study. The Basic purpose of using this model was to find the significant impact of pandemic on global education system.

3.6 Theoretical Framework

3.6.1 Hybrid Model of learning

Hybrid learning can be defined as “A combination of face-to-face and online teaching into one cohesive experience. Approximately half of the class sessions are on-campus, while the other half students working online” [5]

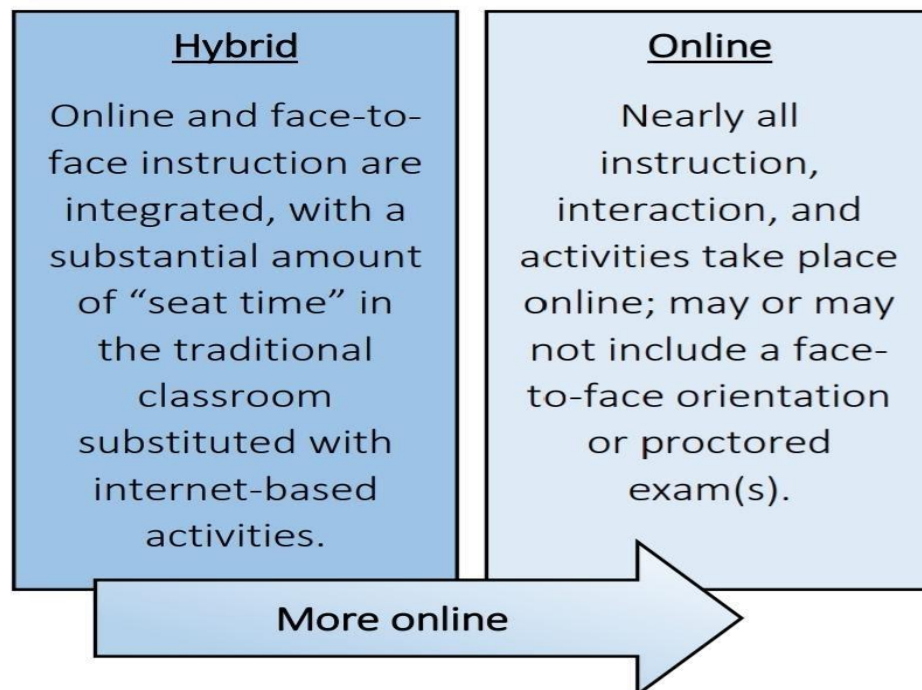


Figure 3.6.1: hybrid model of learning

Hybrid learning has been widely practiced for more than ten years. Numerous studies have been completed to evaluate the effectiveness of hybrid learning. According to the several studies not only the students preferred it as their choice but the academic achievements and learning outcomes are much effective with hybrid than either online or face to face teaching alone. Multiple reasons have been given by the researchers to support the effective outcomes of hybrid learning. The major reason is flexibility i.e how students can effectively demonstrate learning and can engage with the material and how they can interact with their peer groups and teachers. On the other hand online or face to face instructions comprise only one format. Whereas hybrid learning can offer the best of both models simultaneously. Another benefit of hybrid learning over other modes of learning is hybrid learning makes the time more focused and purposefully spent by the students and the instructor with fewer in seat sessions than traditional classrooms.. Keeping in view the benefits of hybrid model of learning and studies that suggest the effective outcomes of hybrid model of learning we can prefer this model

of learning amidst Covid-19. Those members of community who are unable to return to campus due to travel restrictions can take online classes. Moreover due to the safety concerns and standards adopted by the university as per state orders, campuses need to be remain less dense to support physical distance and safety of the students.

4. Results

Participants

Total 61 responses were conducted. All participants were international students taken on the basis of purposive sampling technique. Questionnaire filled through google forms to get the findings in order to analyse the impact of Covid-19 on global education system. The basic purpose of this study was to find the effective outcomes of online learning.

HOME COUNTRY

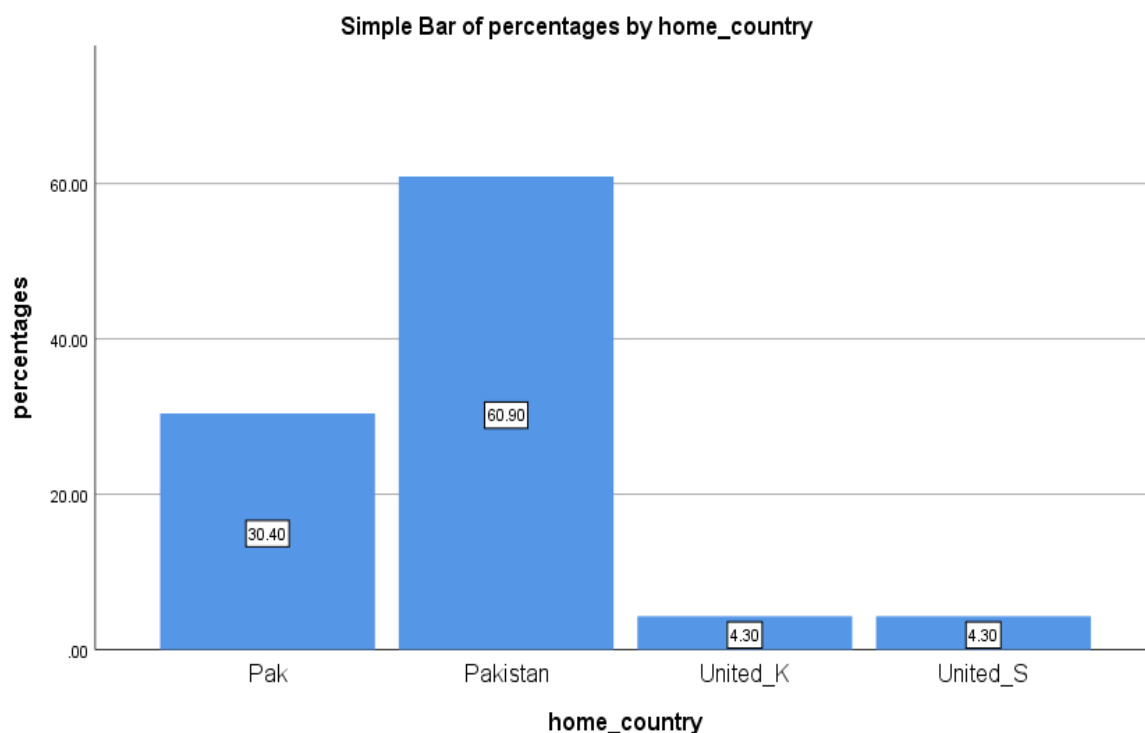


Figure 2: home country

Participants belonged to Pakistan , United Kingdom , United States which were studying abroad. 60.9% participants were from Pakistan, 4.3% from the United Kingdom and 4.3% from the United States.

HOST COUNTRY/ COUNTRY OF EDUCATION

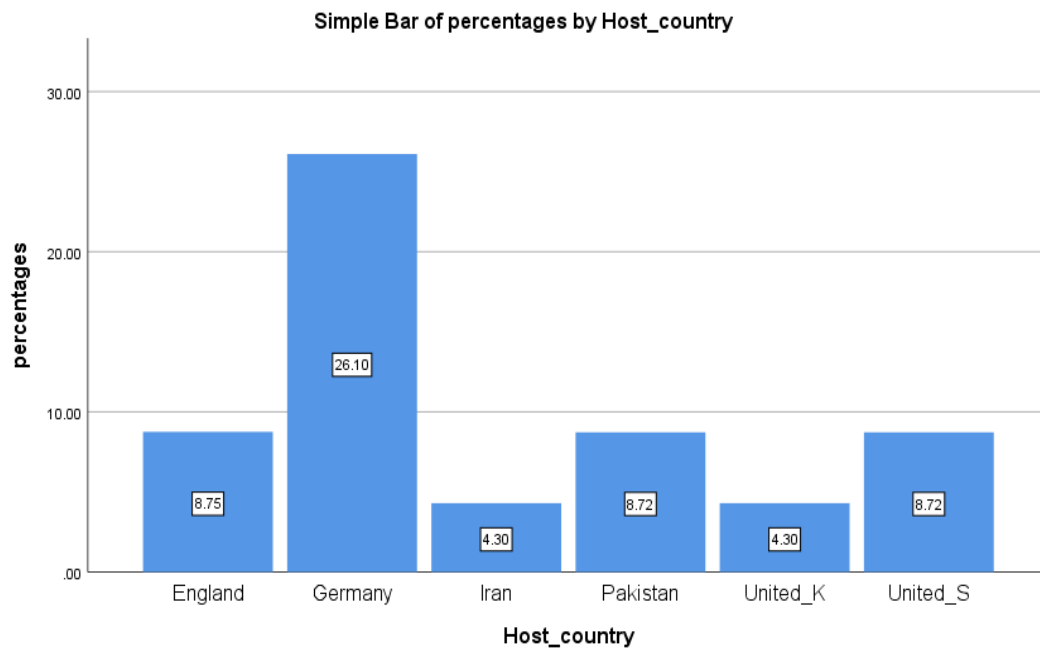


Figure 3: host-country

Students from 5 host countries i.e England, United States , United kingdom, Germany, Iran were taken as participants. Students responded regarding the impact of Covid-19 on global education systems and restrictions imposed on mobility and travel ban which affected the foreign students particularly.

Q1. Did you face travel-ban or related challenges as an international/foreign student due to Covid-19?

61responses

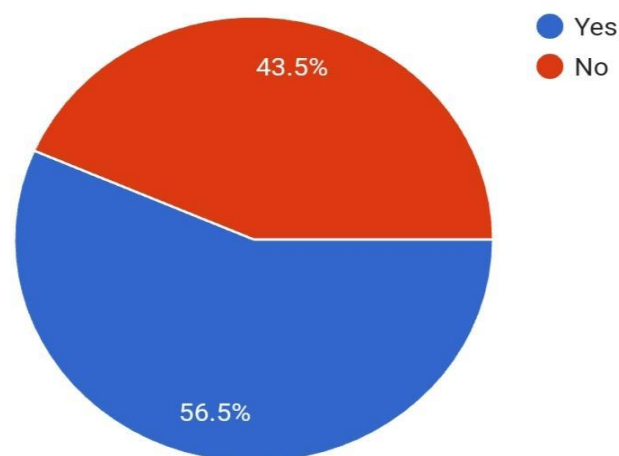


Figure 4: pie chart of travel ban restrictions

The chart shows the responses of foreign students regarding the impact of Covid-19 on global education systems. 56.5% participants have faced travel ban restrictions as an international student due to Covid-19 and 43.5% participants did not face travel ban or other related challenges due to Covid-19.

Q2. Did you encounter government policies that restricted your regular academic activities as an international student?

61 responses

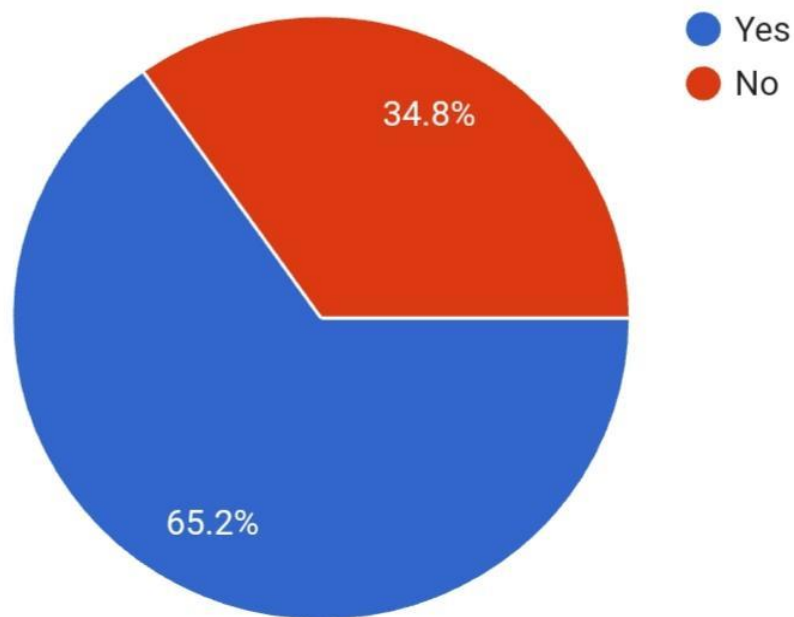


Figure 5: pie chart of government policies

This chart shows restrictions faced by foreign students. 65.2% of the participants were of the view that they encountered restrictions regarding their regular academic activities as an international student. On the other hand 34.8% did not encounter restrictions.

Q3. Did the alternative mode of education affect your chances to learn more and better as a regular international student?

61 responses

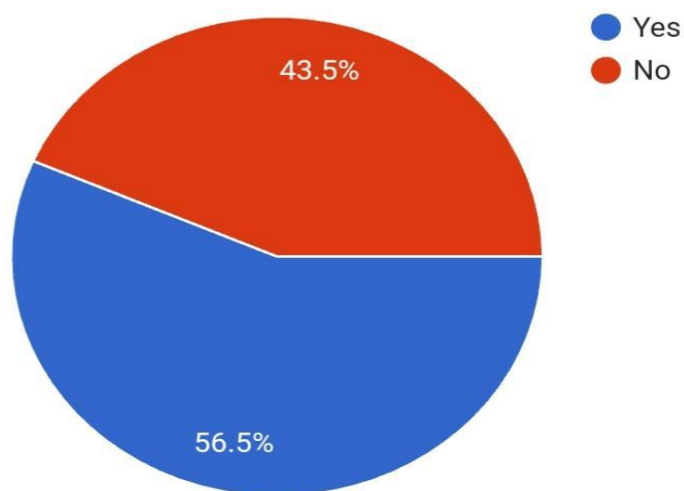


Figure 6: pie chart of alternate mode of education

This chart shows the response regarding alternate mode of education due to Covid-19. 56.5% participants have answered that the alternate mode of education affected the chances to learn more and better as a regular international student. While 43.5% responded in the favor of alternate mode of education.

Q4. Would you prefer an online education system over a regular mode of education as a foreign student?

61 responses

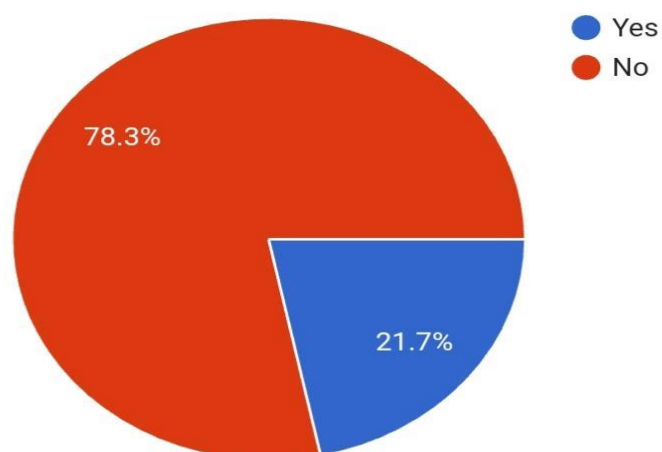


Figure 7: pie chart of online education

21.7% preferred an online education system over regular mode of education as a foreign student. On the other hand 78.3% did not prefer online education over regular mode of education.

Q5. Do you think a better education strategy should have been made in place of the existing one?

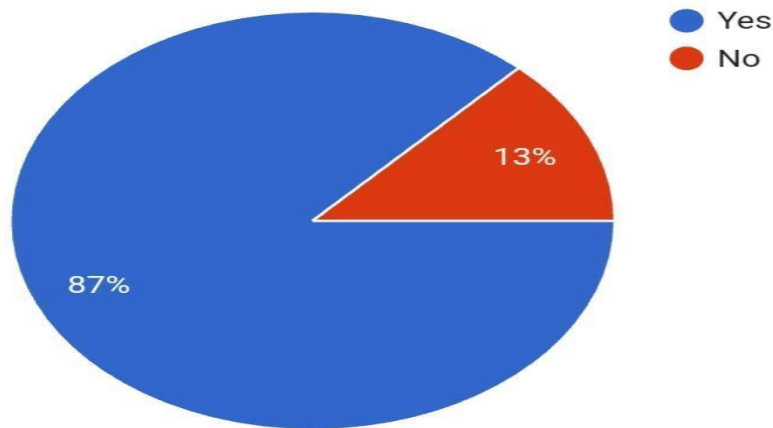


Figure 8: pie chart of a better strategy over online education

87% of the participants were of the view that a better education strategy should have been made in place of the existing one. While only 13% participants were satisfied with the existing education strategy.

Calculations:

(Use SPSS)

(Model : Logistic Regression)

Table 1

Reliability Statistics		
Cronbach's Alpha ^a	Cronbach's Alpha Based on Standardized Items ^a	N of Items
.846	.727	5

Interpretation:

By looking at the table we can interpret that it is closer to 1 therefore the reliability of questionnaire is acceptable.

Assumptions:

- Normality of the response variable
- Scatter Plot of the dependent and independent variables

Firstly, we check the normality of the data

H0: The data is normal

H1: The data is no normal

Level of Significance:

$$\alpha = 0.05$$

Test statistics:

Shapiro-Wilk & Kolmogorov-Smirnov test

Critical region:

Reject H_0 if p-value is less than alpha

Table 2

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Travel_ban	.411	61	.000	.608	61	.000
Government_policie	.444	61	.000	.572	61	.000
Alternate_mode	.428	61	.000	.592	61	.000
Better_Strategy	.525	61	.000	.371	61	.000

Interpretation:

By looking the table Test of Normality we can observe that all variables travel ban, government policies, alternate mode and better strategy are significant in both test Kolmogorov-Smirnov and Shapiro-Wilk.

As the Assumption of normality is violated, we observed that data is categorical so we cannot run assumptions because the data has sign the coding.

Now we can proceed with **Logistic Regression Model** directly without check its assumptions.

Hypothesis

H₀: Online education has an insignificant impact on global education activities during covid19

H₁: Online education has significant impact on global education activities during covid19.

Table 3

Omnibus Tests of Model Coefficients				
		Chi-square	Df	Sig.
Step 1	Step	19.154	4	.001
	Block	19.154	4	.001
	Model	19.154	4	.001

Interpretation:

As the p-value for omnibus test of Step, Block and Model are all less than 0.05 that is significant so we reject H₀ and conclude that the Step, Block and Model are significant.

H₀: Logistic Regression Model is a good fit Model

H₁: Logistic Regression Model is not a good fit Model

Level of Significance:

$$\alpha = 0.05$$

Test statistics:

Hosmer and Lemeshow test

Critical region:

Reject H₀ if p-value is less than α

Calculations

Table 4

Hosmer and Lemeshow Test			
Step	Chi-square	Df	Sig.
1	2.873	5	.720

Interpretation:

As p-value of Hosmer and Lemeshow test has comes out to be 0.720 that is greater than 0.05 so we accept H_0 and conclude that logistic regression model is good fit model.

Table 5

Variables in the Equation						
		B	S.E.	Wald	df	Sig.
Step 1 ^a	Travel_ban	-2.294	1.237	3.440	1	.034
	Government_policies	.127	1.134	.012	1	.011
	Alternate_mode	-2.436	.945	6.646	1	.010
	Better_Strategy	17.135	15191.513	.000	1	.044
	Constant	-16.600	15191.513	.000	1	.039

Interpretation:

As the p-value of travel ban, government policies, alternate mode and better strategy are less than 0.05 that is significant. So we reject H_0 and accept H_1 . Hence, we can say that online education has a significant impact on the global education system during Covid-19

- For every one unit change in **travel ban** the online education (versus non-online education) decreases by 2.294

- For a one-unit increase in **gov policies**, the online education (versus non-online education) increases by 0.127
- For one unit change in alternate mode, the online education (versus non-online education) decreases by 2.436
- For every unit change in better strategy, the online education (versus non-online education) increases by 17.135

5. Discussion

This chapter will draw upon the main themes extracted from the results and analyse the findings which arouse out from the questionnaire and by applying the logistic regression model in order to prove the challenges faced by global education systems amidst Covid-19.

Table 6

THEMES
Travel ban restrictions due to Covid-19 Government policies that restricted the regular academic activities Measures to continue students learning during institutional closure Impact of online education on learning outcomes Is online education better than regular mode of education Do a better strategy is required over online education? The major difficulties faced by the students amidst Covid-19 Hazards/ Disadvantages of online education experienced by foreign students Suggestion or a strategy for the education system for the upcoming crisis

Covid-19 created upheaval globally and grinding activities to a halt. It impacted the normal operations of universities as well , where classes are empty and traditional classes shifted to online education due to restrictions imposed on mobility and travel. Government imposed lockdown in more than 165 countries and millions of students faced closure of institutions. The questionnaire survey conducted among the foreign students shows that a high ratio of students almost 58.3% students faced travel ban restrictions amidst Covid-19. Students in their home countries are worried about travel restrictions, their study budget and challenges they are confronting to complete their studies. On the other hand students who got stuck in the host country due to travel restrictions and not been able to get back to their home country are facing more difficulties as restrictions imposed on mobility and employment as well which halted their sources of income and thus increasing the expense to live abroad as they are now unable to pay their expenses. Covid-19 has impacted the future study plans of students in abroad as they are less likely to consider online education due to travel ban restrictions; therefore, more likely to postpone their studies. Countries across the world adopted variety of resources to support students learning during institutional closure including educational television , online instructional resources and instructional packages such as textbooks, worksheets etc. Online platforms were used among students mostly in which online learning tools which ranged from real time lessons by the teachers by conducting virtual meetings as well as educational content explored by students themselves and then formalising their own learning programmes. Universities mostly offered online platforms for virtual meetings among students and teachers and online content available for students. UNESCO Director General Audrey

Azoulay warned that “the global scale and speed of the educational disruption due to Covid-19 is unparalleled and if prolonged could threaten the right to education”. US National Educational Association argues that students learn more when they interact with teachers and peer through face to face interaction. Which is clearly indicated by the attendance ratio 25-30% that students have lack of interest in online education. Loss of experience of classroom teaching and shift to online education has demotivated students and teachers on many fronts. It is difficult for the learners to pay attention and actively participate while it is difficult for the teachers as well to teach with full potential. The statistics gained by the survey shows that 79.2% student population believes that online education is not better than regular mode of education and 20.8% have their opinion that online education is better than regular mode of education. Distance learning emerged as the only viable solution as the spread of Coronavirus led the most countries in the world to impose immediate lockdown to reduce the blowout of Covid-19. The lack of teachers training to equip oneself to the new approach therefore remained unable to comprehend to the students and resulted in stunting learning. There are many loopholes in the online education system and by the gathered statistics it has been clear that students are not happy with their online education. Contrarily, majority of the student population believes that a better strategy is required over the current mode of online education. 83.3% have their opinion that a better strategy need to be implemented only 16% considered current mode of online education as a better strategy. Lockdown imposed around the world and students suffered badly in their host countries such as UK, US, Germany, Iran, Canada etc. Students faced many difficulties in online education such as lack of exposure and minimum learning, no access to regular facilities for learning properly. Due to travel restrictions and no students jobs it was hard time for them to decide how to live in host country without job and increased financial burden. Most importantly they consider online education less effective. Some students have responded that they were unable to interact with their tutors one on one. Unless they arrange a call for a specific meeting time. Some students noticed that they experienced internet connectivity issues and even the seminars conducted online were well but not allowed them free conversation and exchange their views with others as might have possible in person so the most important drawback of online education observed was communication barrier. Those students who were getting education online from their home countries faced a major difficulty in coping with online classes due to time zone differences, for example between US and Pakistan and lack of technological advancement in their home country. Myriad of difficulties have faced by the international students due to travel restrictions and government policies that restricted the regular activities of education and shifted to distant learning. Some students suggested that they should be given the right to chose their own way i.e to study online or to study as a regular student, so that they don't experience any kind of difficulty in their learning experience. Some students suggested that government should do more strictness on other entertainment activities rather than educational institutions. Some students prefer partially closed institutions or a blended learning where classes could occur once or twice a week instead of being completely online. Some students suggested that only solution is to adapt mind to learn online or make online education feasible by ensuring full access to technological devices so that no strata is singled out. Others suggested that change the syllabus and evaluation tools according to online education and show leniency in grading due to unprecedented times. Few believe that promotion of healthy activities is necessary than use of social media only. So in the end, the world has witnessed a global pandemic and it has taught us a biggest lesson to adopt preemptive measures in order to ensure that the world system should not be halted again.

5.1 Analysis of Hybrid model of learning framework

“Hybrid learning is a learning approach that combines both remote learning and in-person learning to improve student experience and ensure learning continuity”. “It has particular relevance during partial reopening of institutions and in preparation for potential virus resurgence.” “COVID -19 response – hybrid learning” (UNESCO Report, 2020) Integration of online and face to face activities are the hallmark of hybrid model of learning. This integration focuses on student’s experience so that provided them with engaging material and make their interaction with instructor and peer groups more innovative and valuable. The possibilities of student interaction with each other, instructor and with the content get maximise during hybrid learning.

5.1.1 Benefits of Hybrid Learning amidst Covid-19

Hybrid model is imperative in the face of increased social distancing requirements in institutions as per government orders. Educational system shifted from conventional classrooms to online learning and again transition from complete remote learning to back into classrooms will be a challenge. Due to the uncertain situation amidst Covid-19 and threat of resurgence requires more robust approach for global education systems to be ready to switch in between remote-learning and in person to ensure the continuity of learning. Therefore, to maintain social distancing requirements and health safety systems need to develop a robust approach of hybrid learning. Hybrid learning ensures multiple key goals for keeping number of students less on campus. Institutions can adopt the strategy of alternating days where students can be grouped and few students come on campus and few will be taking online class simultaneously. It will ensure the core requisites for studying abroad such as social interaction with the instructors, exchange of ideas with other students, cultural diffusion and innovation in learning outcomes. Another option is alternating weeks where one group can attend classes online in a week and rest will attend on campus classes and vice versa. In the words of Dean Blumberg “These models mean there would be less exposure for everyone, but international students would still have some interaction with others and that’s important. Global education is not just about learning, it’s also about learning social interactions.” Therefore, Social interaction is a necessity. As per the view of a respondent “You simply miss out the whole experience of being an international student, the online mode of education was a make and break for many but in my opinion the e-learning completely diminished social interaction and learning in person”. Another respondent said “The world has witnessed the global pandemic and the biggest lesson it taught us is to adopt preemptive measures in order to ensure the world system should not be halted again.” Majority of the students preferred hybrid model of learning rather than complete online learning. As per the view of the respondents “Hybrid learning can be beneficial where students go in once a week instead of it being completely online”. Another said “Adapting to a hybrid model of work / education and ensuring full access to technological devices (wifi, laptops) to all, so no strata is singled out” Another respondent said “Education institutions should be at-least partially closed, strictness should be more on other entertainment activities”. Therefore, keeping in consideration the key reasons for choosing study in host countries and the directions given by the government such as keeping the number of students less in class, maintaining social distancing and flexibility to shut down due to any outbreak, hybrid model of learning surely fulfills the future prospects for global learners amidst Covid-19. No doubt, Covid-19 has proved a real test for global education systems in terms of their level of preparedness, flexibility and adaptability in responding to global crisis. By analysing the statistics gathered from

the questionnaire survey conducted among the international students and by the results of logistic regression model it can be observed that online education has significant repercussions on global educational activities amidst Covid-19. It is still early to assume that the only viable solution to replace face to face teaching is e-learning. As online environment is a challenge for both students and the instructors to assess practical skills, teaching practicum and technical competencies.

6. Conclusion

Before the pandemic, the world was already striving in order to fulfil the promise of education as a basic human right enriched in Sustainable Development Goals. But unfortunately, Covid-19 pandemic has created severe disruptions in global education systems affecting nearly 1.6 billion learners in more than 190 countries across the world. **(United Nations Report 2020)**. The crisis has exacerbated pre existing educational disparities among most vulnerable students by limiting the educational opportunities for them. As per saying Nelson Mandela “Education is the most important weapon than can change the world” therefore formal education was something that cannot be halted. In such circumstances online education was the only viable solution to continue the process. But the shift from regular academic activities to e-learning highlighted that the promising future of students learning and the changes in modes of delivering quality and effective education cannot be separated from the social interaction with the teachers and the peer groups. This is clearly evident for those children and youth affected by the non feasible environment to access learning and those who lacked resources particularly. Both the learners and the faculty need better training in new methods of delivering education. Instead of complete closure of institutions, partially closure and hybrid model of learning ensures safety of students as well as social interaction with teachers which may prove more fruitful than completely online. The world has witnessed the global pandemic and the biggest lesson it taught us is to adopt pre-emptive measures to ensure that the world system should not be halted again.

6. Recommendations

- Hybrid model of learning offers flexibility, quasi-individualised learning and the capacity to mobilise alternative mode of delivery which are the basic elements of global education system. Therefore, hybrid model will allow education system to be more effective, more efficient in use of resources and more equipped to serve the needs of global students at large.
- Capacities are needed at the individual, organizational and institutional level to withstand emergencies. Therefore, international students must not be excluded from country’s Covid-19 relief packages for citizens by the state as well as financial support from their respective universities in order to retain foreign student’s enrolment.
- Mechanisms are required at global level to strengthen the resilience of HEIs in the face of future crises, with special attention to developing their technical, technological, and pedagogical capacities
- Design pedagogical measures to support learning among disadvantaged students by improving the conditions for accessing equipment such as mobile connectivity packages that make it easier for students and teachers to improve their technological capacity. In this sense, the cost of connectivity is critical to promoting mobile learning. For example, in some countries, particularly in West Africa,

some telecommunications companies offer free use of data for educational applications.

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