# COVID-19 AFFECTS ON ACADEMIC AND OFFICES MATTERS

"How COVID-19 has affected the offices and academic matters worldwide"

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**Transmittal Memorandum**

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Subject:    How COVID-19 has affected the offices and academic matters worldwide

On June 15, 2020, Miss Maryam Ali khan organized an assignment based on the survey regarding the effects of COVID-19 on academics and officials worldwide.

The basic objective of this survey was to gather information from different resources to make a clear picture of COVID-19 effects on various educational institutes and officials all over the globe. Moreover, the basic need of this survey was turning it into an effective means of following such steps,so we can control the spread of COVID-19.

Our major recommendation in this: Universities( educational institutes) should be reopened by strictly following the SOP's. given by the students in order to increase the interest rate of students towards adopting English as their second language.

In order to conduct this survey, several procedures were followed accordingly by me and my group partner as per the directions given to us by our respected Miss Maryam Ali Khan. Finally, we came up with the description of a widely given response from several different students. Recently we organized Microfest++ virtual event, a lot of students from various regions from all over the world participated in different tech modules. We gathered different opinions and suggestions regarding to this current pandemic condition.

If you or any of the faculty members in the campus would wish to meet us with their additional queries regarding this survey done by me and my group partner, we would be pleased to meet them anytime according to their ease.

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**Summary:**

We cannot take the risk of the health of students, teachers and academics but a survey shows the huge impact of covid-19 on education. Challenges are there, like access to the internet as libraries are closed. Technology in many countries is a big challenge. Teachers are trying to do online classes but students have no access to the internet as most have moved to rural areas where there is no electricity either. I think this pandemic will have a positive impact on education and the economy.However , at the same time,  it will reshape education systems. I think most schools and universities will change their strategy and adapt to innovation and elearning as if they have not so they should follow SOP to take education to the next step.
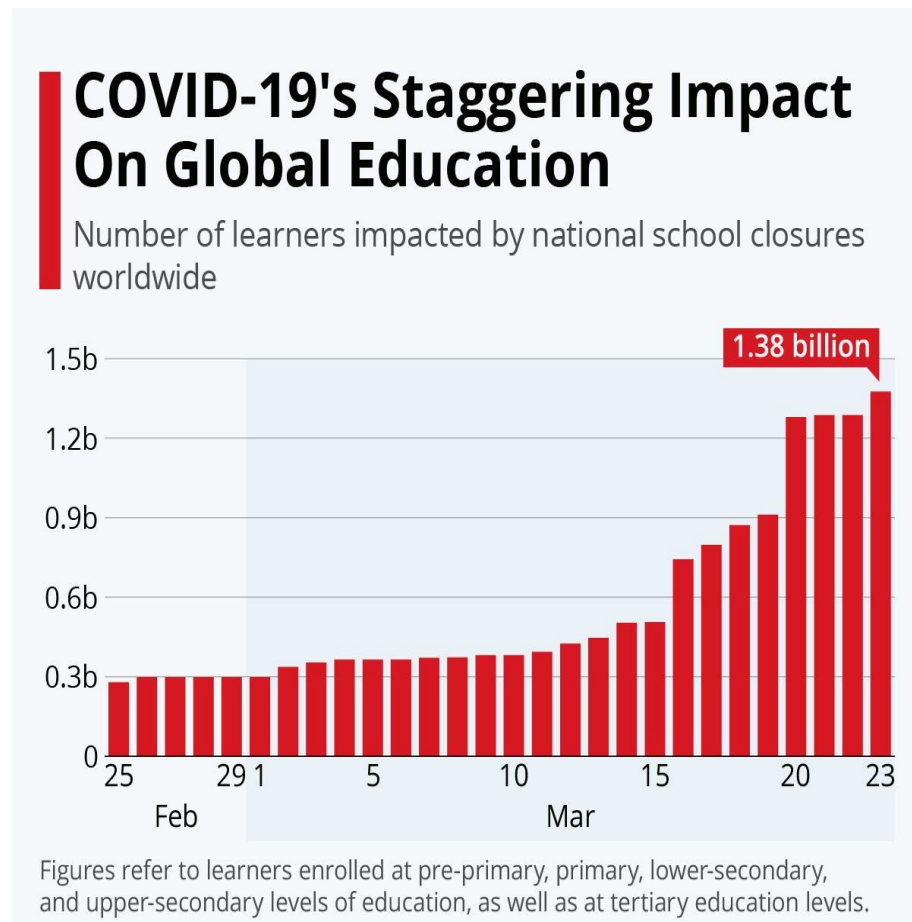
Figure refer to learners enroller at pre-primary, primary, lower-secondary,

and upper-secondary levels of education, as well as at tertiary levels.

**1.Introduction:**

- **Purpose:**

Not since World War II have so many countries around the world seen schools and educational institutions go into lockdown at around the same time and for the same reason. While we know that the impact of this virus will be far-reaching, what might it mean in the longer term for education? For a while now, educators around the world have been talking about the need to rethink how we educate future generations. This might just be the disruption that the sector needed to get us all to rethink how we educate, and question what we need to teach and what we are preparing our students for. So, as we educators grapple with the new ways of communicating with our students away from our classrooms and lecture theatres, it is a good time to reflect on how this disruptive crisis can help us define what learning should look like for Generations.

- **COVID-19 awareness:**

The majority of students in our educational institutions today are from Generation Z, a generation that has grown up in a truly globalized world. This generation, the oldest of whom are now 25 years old, is likely to be reflecting on their education as a result of a truly global pandemic, with many facing cancelled exams, sporting events and even graduation. This generation is defined by technology, where the terms FOBA (Fear of Being Alone) and FOMO (Fear of Missing Out) express their expectation of instant communication and feedback – effected through apps like Instant Messenger, Snapchat and WhatsApp. That includes from parents and educators, something being amplified with the current remote learning.This is also a generation that sees the power of working collaboratively to solve the world's biggest challenges – climate change and mental health being top on their agenda, and at present their collective responsibility to self-isolate to protect older members of the community.

- **Problems faced in lockdown:**

The COVID-19 pandemic has disrupted the lives of students in different ways, depending not only on their level and course of study but also on the point they have reached in their programmes. Those coming to the end of one phase of their education and moving on to another, such as those transitioning from school to tertiary education, or from tertiary education to employment, face particular challenges. They will not be able to complete their school curriculum and assessment in the normal way and, in many cases, they have been torn away from their social group almost overnight. Students who make the transition to tertiary education later this year are unlikely to take up offers to sit their year-end school exams in a later session. Even those part-way through their programmes will be anxious until they have clear indications of how their courses and assessment schemes will be restored after the crisis. Many in the COVID-19 cohort of students will worry about suffering long-term disadvantages, compared to those who

studied "normally", when they move to another level of study or enter the labour market.



Figure 1. Share of countries responding to school closures with different forms of remote learning, by income group
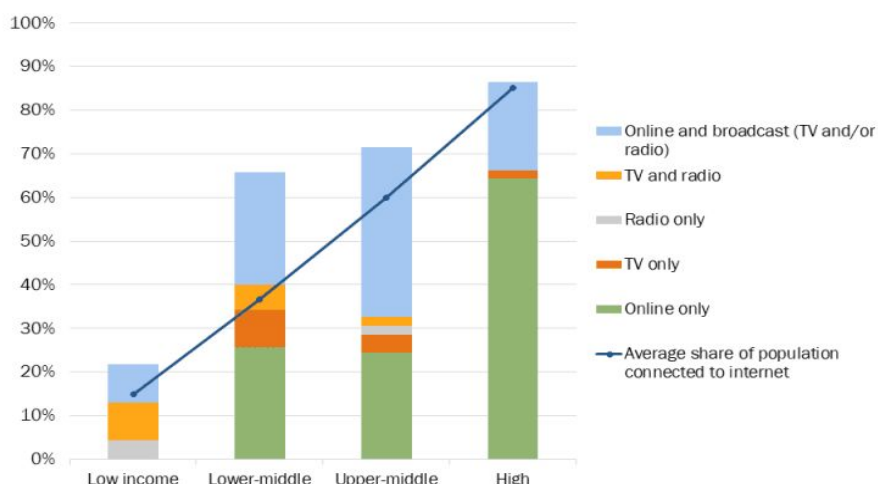
From above graph every country has his responsibility to promote remote learning.

## 2.Description on implementing the Survey:

- **Methodology:**

Every person struggles hard in order to live a life of their own choices in current situation of pandemic. With the COVID-19 pandemic, the ongoing mega-experiment in distant learning demonstrates that no country has been properly prepared for such a challenge. Schools and universities in both developing and developed countries struggle with the complexity of providing equitable access to education..

We have visited different sites and connected to different people on facebook, instagram, linkedin and some other networking sites. We have direct meetings with a lot of students all over the world by participating in different events. We as MSP also organized two big events in the last two month we also got information from those two events from the students in Pakistan as well as around the globe.

We also communicated to some of the faculty members asked about their problems faced in these pandemic conditions. We also visited our relatives which somehow

belong to educational institutions as a faculty member. We have gathered a lot of information from those relatives and issues they faced in online classes.

- **Educational crisis:**

To address the educational crisis, the most inspiring actions have been taken by individual teachers in both rich and poor countries. Many teachers across the globe have taken the initiative to switch to a distant education mode with whatever tools and competencies they had. Teachers enthusiastically have come into the forefront of emergency teaching and learning with a strong sense of self-reflection and self-management. By creating informal, participant-driven groups in social media, teachers experiment with new technologies and build new partnerships to exchange resources, teaching ideas and methods. Independent from the governments, teachers have found new ways to shape their local educational environments.

Within national and international communities, some enthusiastic teachers recorded tutorials on how to use interactive platforms for online education; others created lesson plans and methodologies, and shared them with each other. Yet others became involved in brainstorming policy options of how to reach out to students in remote villages without internet connectivity, or discussed educational solutions for minority populations or students with special education needs. Many of them initiated partnerships with local charities to help socially disadvantaged students receive internet access, laptops, or mobile phones. Some enthusiastic teachers got involved in designing and developing programs for nation-wide TV lesson broadcasts.

This experience showed vividly that when educators were given freedom and autonomy, they came up with context-appropriate solutions; when existing hierarchies lost their power, albeit temporarily, teachers improvised, thus becoming the agents of change. Most important, such actions have strengthened local capacities, which will be more sustainable in the future. We demand so much from teachers, but often forget to trust them.

It is not an easy path, though. Switching to online modes of teaching has not been stress-free for teachers and it has taken its toll on the mental well-being of educators. Moreover, initiatives at the grassroots level are also filled with risks, disappointments, and frustrations, but they are democratic in nature, empower educators, and have lasting effects.

The pandemic might be a factor that is changing the nature and logic of globalization according to which knowledge production and education innovation takes place in the developed world; global peripheries are seldom a source of educational inspiration and borrowing. With education systems' diverse and context-specific responses to the pandemic around the world, now we see global plurality in actions and initiatives.
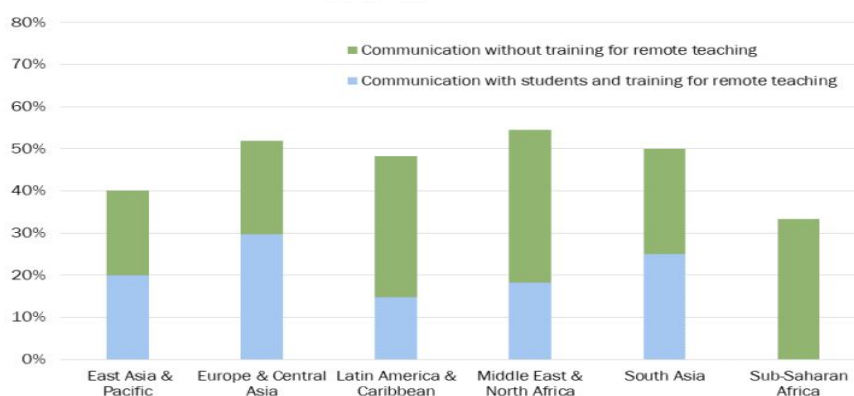
Figure shows share of countries providing official guidance and training to teachers for remote teaching by region.

- **Redefining the role of the educator:**

The notion of an educator as the knowledge-holder who imparts wisdom to their pupils is no longer fit for the purpose of a 21st-century education. 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, we will need to redefine the role of the educator in the classroom and lecture theatre. This may mean that the role of educators will need to move towards facilitating young people's development as contributing members of society.



- **Outcomes/Results:**

This pandemic has shown that the world needs new partnerships in education to ensure more equitable educational provision. However, such global coalitions should recognise diversity of educational systems more seriously and broaden the understanding of education beyond the few subjects assessed through international assessments. UNESCO's recent effort to create a Global Education Coalition reflects the necessity of collaboration among multiple partners, including grassroots movements and civil society actors, multilateral organizations, private educational companies, charities, and the

media. Also, OECD's latest framework to guide an educational response to the pandemic demonstrates diverse ways that countries took.
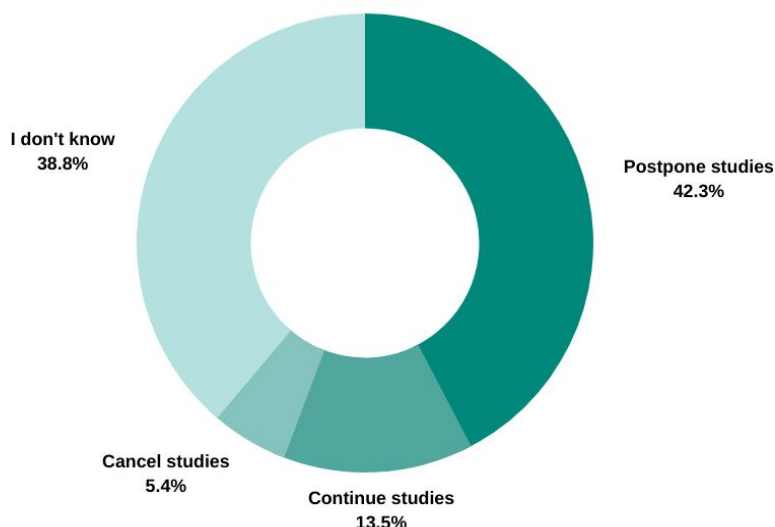


As the above graph shows, we don't know what to do next should we open education?

## 3.Conclusion and Recommendations:

- **Benefits of the results:**

  Multilateral organizations may help create distance education readiness index, which could assess not only the availability of various technological infrastructures but also skills and competences of teachers and students. The index should allow for a variety of approaches (high-tech, low-tech, or no-tech), which will be evaluated based on contextual factors and effectiveness.

  The COVID-19 pandemic has brought about momentum for countries to create more resilient education systems. To ensure continuity of learning during difficult times, countries need to develop comprehensive plans for distant education. Pandemics, natural disasters, and other emergency situations will again take place in the future. Diversification and a combination of approaches are needed to bridge the digital gap and address widespread inequalities.

  In the era of major disruptions in education systems worldwide, I hope there will be major shifts in the ways we think about education and change, critically rethinking "one-size-fits-all" models and top-down global policy reforms. In light of the COVID-19 pandemic, the world needs bold grassroots educational initiatives, and teachers to become chief drivers of change.