



STUDY GUIDE

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL
ORGANISATION 2

AGENDA: EQUAL AND ACCESSIBLE
EDUCATION IN POST-COVID ERA

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LETTER FROM THE BUREAU

Dear Distinguished Delegates,

With great pleasure, we, Shubhi Agrawal, Tanish Jain and Tanvi Lohia, the bureau of UNESCO 2 welcome you all to the Shishukunj MUN - Junior Edition, 2023. We are thrilled to be a part of this esteemed event, which provides a platform for young, dynamic minds to engage in intellectual discourse and learn more about global affairs.

In this conference we will be discussing the agenda 'Equal and Accessible Education in Post-Covid Era'. This conference is not only directed towards discussing the various problems faced but also aims at providing solutions, where we encourage as much original thinking as possible. This agenda is vast and complex, and a successful discussion on it would necessitate the mutual participation of all of you. A good performance in an MUN is built upon through research, diplomacy and confidence. The pressure of accusation and defense has never been easy to deal with and therefore, we expect you all to be well versed with your countries and their current scenarios. For many of you, this may be your first MUN conference and therefore it is important for you all to review the study guide but this guide is supposed to be a launching point for your research, offering a foundation for your understanding. However, this does not mean that you have to limit yourself to this guide alone. Our only motive is to make this conference productive for each one of you, no matter if you are a first timer or an experienced delegate. We hope to provide a platform to each and every delegate to propose their views towards the agenda.

As the bureau of this MUN, we assure you of our commitment to supporting each delegate in every way possible. We are eager to witness your active participation for the same. We encourage the delegates to engage in respectful and constructive discussions, ensuring every perspective is heard. We strongly believe that this conference will provide a valuable and enriching experience for all the delegates.

If you have any questions or concerns, please do not hesitate to contact any of the bureau members. We are all eagerly looking forward to meeting each and every one of you.

All the best!

Regards,

Shubhi Agrawal (Chairperson)

Tanish Jain (Vice Chair)

Tanvi Lohia (Rapporteur)

ORGAN DESCRIPTION

UNESCO, the United Nations Educational, Scientific, and Cultural Organization, was established on 16 November 1945. With 195 Members and 8 Associate Members, it operates under the guidance of the General Conference and the Executive Board. The implementation of decisions made by these bodies is carried out by the Secretariat, led by the Director-General. Headquartered in Paris, UNESCO maintains over 50 field offices across the globe.

UNESCO contributes to peace and security by Promoting quality education for all, Mobilizing scientific knowledge and policies to support sustainable development, eradicating poverty, Addressing emerging social challenges, Nurturing cultural diversity, Building inclusive knowledge societies through information and communication. By focusing on these objectives, UNESCO aims to make significant contributions to the betterment of humanity, fostering progress and cooperation on a global scale.

Fostering: Encouraging or promoting the development of something.

Inclusive: Including or accommodating people from all backgrounds or groups.

Copyright: Legal protection given to the creator of an original work, granting them exclusive rights to its use and distribution.

Intangible Cultural Heritage: Cultural practices, traditions, expressions, and knowledge that are passed down from generation to generation.

Global Education Coalition: A collaborative initiative to ensure access to quality education during global crises.

INTRODUCTION

Before the COVID-19 Pandemic, the world has already faced many challenges in fulfilling the promise of education as a basic human right. The enrolment at early grades was rarely seen and moreover, even for those in school, learning was not guaranteed.

The COVID-19 pandemic has further resulted in an unmatched loss over all the industries, including the education sector. This crisis was alarming, it had several new features that were never heard of. It was a global medical emergency by a virus which was still not completely understood by anyone. And yet as time has passed, the world learned to live with it.

The world after COVID-19 is not the same as it was. This is a result not only of technological advancements but also of considerations of health, safety and economics which will take time to recover and emerge again. Choices made during pandemics can shape our future accordingly and what remains critical is the need for collective action towards making a change. The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries.

Online education had to be adopted considering the circumstances worldwide, which also pertains to some limitations such as the digital divide in India. While online education is a privilege for the students of upper and middle classes, due to lack of resources it was not possible for the lower middle class and the people below the poverty line. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries. With online education being the only way out post COVID, technology firms and educational institutions have started working together. This may have a positive effect on the education sector but may also result in increasing the commercialisation of education.

On the contrary, the crisis has also stimulated innovations within the education sector. We have seen different approaches like continuing education from radio and televisions to take-home packages. Distance learning was possible, thanks to quick and new approaches of the governments including the Global Education Coalition convened by UNESCO which supports the resilience of education systems in different crisis situations and helps in the advancing of the transformation of education. These collaborations aim to help realize the power of digital transformation, close educational divides, and support actions and investments for pilot projects to be brought to scale at a national level and in a sustainable way.

https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf

Digital divide: The gap between those who have access to digital technologies and those who do not.

Commercialisation: The process of transforming something into a commodity for commercial purposes.

Resilience: The ability to recover quickly from difficulties or adapt to changing circumstances.

Pilot projects: Small-scale experimental projects or initiatives used to test and evaluate new ideas or approaches.

TRACING THE PATH OF THE COVID-19 OUTBREAK

ABOUT COVID-19:

Covid-19 is a highly contagious and pathogenic viral infection caused by Sars-Cov-2 that emerged in Wuhan, China in late 2019. The virus is believed to have originated from wounds and spread to humans through an intermediate host, possibly a pangolin, in a wet market in Wuhan.

The first case of COVID-19 was reported to the World Health Organization on and was linked to the Huanan Seafood Wholesale Market in Wuhan. The first cases are usually related to markets, indicating that the virus has been transmitted from animals to humans. However, the virus has been shown to be highly contagious and capable of human to human transmission. The virus spread rapidly in China and by January 20, 2020¹, it had spread to other countries including Thailand, Japan, and South Korea. The WHO declared the disease a public health emergency of international concern until January 30, 2020¹, and asked countries to take drastic measures to prevent the spread of the virus.

Despite these efforts, the virus continued to spread, and as of March 11, 2020¹, the WHO declared COVID-19 a pandemic. This means that the virus has spread to several countries and it is a global health emergency. Governments around the world have responded to the pandemic by implementing strict measures such as social distancing, travel restrictions and lockdowns to slow the spread of the virus. These measures had a significant impact on the global economy, forcing many businesses to close and leaving millions unemployed. One of the biggest challenges in the fight against COVID-19 is the lack of clinically proven antiviral drugs or vaccines. However, researchers around the world are working hard to develop effective treatments and vaccines. In November 2020, pharmaceutical companies Pfizer and BioNTech reported that their vaccine was more than 90% effective in preventing COVID-19. Other vaccines developed by Moderna and AstraZeneca have also shown promising results. In early 2021, the vaccine was distributed worldwide, raising hopes that the pandemic would be brought under control. However, challenges remain, including ensuring equitable vaccine distribution and addressing vaccine uncertainty in certain populations.

In conclusion, the history of COVID-19 is one of the fastest-spreading viruses that have had a huge impact on the world. Although the pandemic is far from over, the development of an effective vaccine gives hope that we can overcome this global health emergency.

1. <https://www.who.int/health-topics/coronavirus>

REGIONS AFFECTED BY COVID THE MOST:

1. *North America*: The United States has been one of the hardest-hit countries, with a significant number of infections and fatalities. Other countries in North America, such as Canada and Mexico, have also faced significant challenges in controlling the spread of the virus.
2. *Europe*: Several European countries, including the United Kingdom, Italy, Spain, France, and Germany, have seen high infection rates and significant strain on their healthcare systems. The region experienced multiple waves of infections and implemented (executed) strict lockdown measures to mitigate the spread.
3. *South America*: Brazil has been heavily impacted by COVID-19, with a high number of cases and deaths. Other South American countries, such as Argentina, Colombia, and Peru, have also faced significant challenges in managing the outbreak.
4. *India*: India experienced a devastating sudden increase in cases in 2021, with a high number of infections and overwhelmed healthcare infrastructure. India experienced a devastating second wave of COVID-19 in 2021, with a significant and sudden increase in cases and a strain on the healthcare system. Major cities such as Delhi, Mumbai, and Bangalore were severely affected.
5. *Africa*: While the overall impact of COVID-19 in Africa has been relatively lower compared to other regions, countries such as South Africa, Egypt, and Morocco have experienced significant outbreaks, with notable challenges in testing, healthcare capacity, and socioeconomic impact.
6. *Southeast Asia*: Countries in Southeast Asia, including Indonesia, Thailand, and the Philippines, had also been grappling with increasing cases and strained healthcare systems.

EDUCATION SYSTEM

BEFORE COVID-19:

Prior to the global pandemic, providing education as a basic human right faced significant challenges worldwide. Despite widespread enrollment in early grades across numerous countries, more than 250 million children¹ were unable to attend school, and nearly 800 million¹ adults lacked literacy skills. Even for those who did attend school, many lacked basic reading skills, with an estimated 387 million primary school-age children affected globally¹. The financial aspect was also daunting, with a massive annual funding gap of \$148 billion in low and lower-middle-income countries to achieve the Sustainable Development Goal for quality education¹. Unfortunately, the COVID-19 crisis is expected to worsen this financial gap by up to one-third.

DURING COVID-19:

During the pandemic, the familiar routine of attending school or university was abruptly disrupted. Parents and caregivers had to step in as home-learning helpers, adapting to new technological advancements. Initially, there was confusion and anxiety, as this *unprecedented* situation caught everyone off guard. However, amidst the chaos and loss of lives, humans quickly found ways to ensure uninterrupted learning. Countless hours were spent in meetings and work to devise solutions. Learning, teaching, and assessment continued through online platforms, with teachers and professors, even in technologically less advanced countries, striving to deliver knowledge within the boundaries set by authorities.

Parents, teachers, and students faced various challenges. Technology, which was previously an aid to education, took center stage in delivering and assessing knowledge. Each country encountered its own struggles, from providing necessary devices like computers, phones, and tablets, to ensuring internet access. Implementing solutions in underdeveloped rural areas was particularly difficult. However, this period also witnessed a remarkable display of support and mutual assistance among people, with nations coming together to aid poorer countries and reignite moral values. Teachers adapted to using advanced internet tools for daily instruction, while students, guided by their parents, gained a deeper understanding of the situation unfolding before them. Parents, witnessing the effort put in by teachers, developed a greater appreciation for their children's strengths and weaknesses. Universities introduced hybrid learning models like the Hyflex approach, combining face-to-face and online learning. Students had the choice to opt for either option, but this disrupted the traditional classroom experience and sense of belonging to a *cohesive* group

¹https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf

Unprecedented: Never seen or experienced before.

Cohesive: United or forming a unified whole

DISRUPTION OF EDUCATION

The COVID-19 pandemic has caused the largest disruption of education in history, impacting learners and educators across various educational levels. From pre-primary to secondary schools, technical and vocational education and training (TVET) institutions, universities, adult learning, and skills development establishments, the pandemic's reach has been far-reaching. As of mid-April 2020, a staggering 94% of learners worldwide, encompassing 1.58 billion children and youth in 200 countries, ranging from pre-primary to higher education were affected⁴. The ability to respond to these closures varied significantly based on the level of development. For example, during the second quarter of 2020, countries with low human development witnessed an effective absence of 86% of children in primary education, while countries with very high human development experienced a much lower rate of 20% in the same category⁵. The scale and magnitude of the disruption highlight the unprecedented challenges faced by the global education system during this crisis.

POST COVID

The news of schools and universities reopening brought relief to many, as exhausting online classes had their challenges. College students, in particular, became adept at finding ways to outsmart professors, making it difficult to monitor their progress. It is crucial to acknowledge the barriers students faced during the pandemic. Excessive use of devices took a toll on their physical and mental well-being. Communication skills, especially among younger students, had to be redeveloped as they felt anxious about meeting new people. Nonetheless, the convenience of virtual meetings and online submissions continued through platforms like Zoom, Google Classroom, etc. The criteria for assessing knowledge also shifted, moving away from solely relying on exam scores and considering overall performance. While the break from traditional schooling had negative effects on some students, not all fit into a one-size-fits-all teaching approach. Some found the new learning methods more convenient and productive.

¹<https://www.edtick.com/en/news/the-position-of-online-education-before-and-after-the-covid-19-pandemic>

²<https://www.edtick.com/en/news/the-position-of-online-education-before-and-after-the-covid-19-pandemic>

³<https://tech.hindustantimes.com/tech/news/google-classroom-users-doubled-to-over-100-million-as-quarantines-spread-story-S0pEKuUiyEgZAltMhbYo9L.html>

⁴https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf

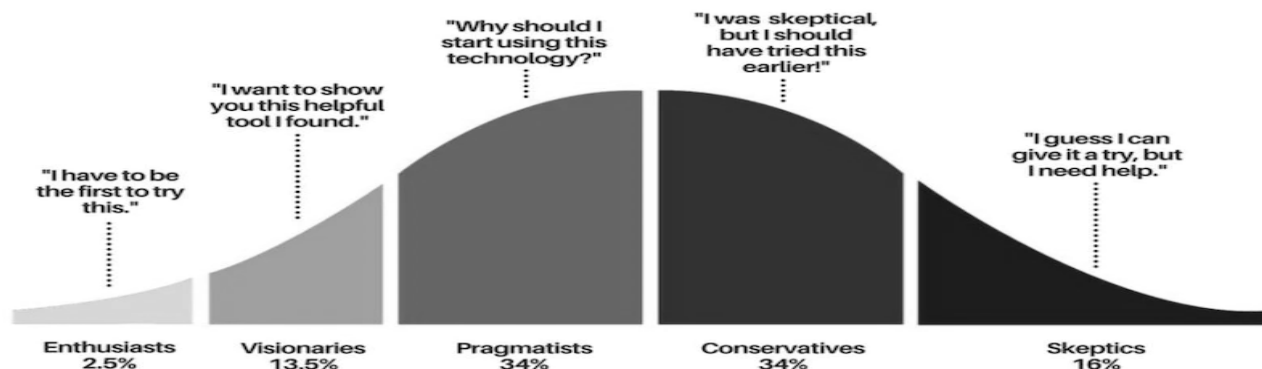
⁵<https://hdr.undp.org/content/covid-19-and-human-development-assessing-crisis-envisioning-recovery>

Asynchronous: Not occurring at the same time; not synchronized.

Telephony: The technology and services associated with telephone communication.

Vocational education and training (TVET): Education and training that prepares individuals for specific occupations or trades.

CONCLUSION



Before the COVID-19 pandemic, only a limited number of educational institutions had embraced online or blended learning methods. The adoption rate was slow, with only early adopters, enthusiasts, and visionaries willing to explore these approaches.

However, when the pandemic struck, the entire educational landscape was forced to transition from offline to online classes. According to UNESCO, a *staggering* 191 countries worldwide (representing 98% of the global student population) swiftly switched to online lessons.¹ Prominent platforms such as Google Classroom, Zoom, and Microsoft Teams emerged as popular choices for facilitating remote education. This time, even the *pragmatists* and *conservatives* who were previously hesitant about online learning methods had no choice but to embrace them due to the unavailability of in-person lessons.

While a majority of individuals are expected to return to on-site lessons once the pandemic subsides, there will still be a significant percentage of learners who will continue attending classes from their homes. The experience of widespread online learning during the pandemic is likely to be eye-opening for many, including *skeptics*, who may now be more *receptive* to implementing online learning methods in their educational journey.

¹<https://www.edtick.com/en/news/the-position-of-online-education-before-and-after-the-covid-19-pandemic>

Skeptics: Individuals who doubt or question something.

Receptive: Open and willing to accept new ideas or suggestions.

ENSURING EQUAL EDUCATION TO ALL

Marginalization is the process when people are excluded from access to equal resources and opportunities such as through differential access. The global health epidemic has shown us the vulnerabilities and challenges humanity faces. It has provided us an even clearer picture of the existing inequalities, particularly becoming important for the world to support the developing countries. This challenge is clearly evident with regard to a particular divide in Africa. 11% of the learners in sub-Saharan Africa have a household computer but only 18% have a household internet, as compared to the 50% of learners globally who have computers in their homes and the 57% who have access to the internet¹.

COVID-19 is said to have wiped out years of development in addressing poverty and gender equality. Gender discrimination refers to girls' educational attainments that suffered greatly with an even higher risk of many not returning to school post COVID.

When the world went under lockdown and online education was implemented, several marginalized communities were deprived of their basic educational rights. Children with disabilities who were already marginalized before the outbreak were not included in digital learning strategies. The most vulnerable learners were also those who had poor digital access and skills. Many learners from minority communities in still developing countries were not fluent in the language of digital instruction, further depriving them of their education. The learning loss, in the long term, is estimated to be large. Researchers in Canada say that the socio- economic gap could increase more than 30% due to the COVID-19 pandemic². School closures have led to a loss of routine and supervision, services like meals are no longer there. Social and child protection services have mostly shut down. In such situations, those who are vulnerable will suffer the most. It is important to address these challenges so that there is no increase in marginalization of children, girls and people with special abilities

Efforts in health, social protection and education must take place keeping everyone in account. Needs of the marginalized students must be kept in mind while implementing the reopening strategies, providing adequate measures for students with special needs. Conducting assessments to estimate the learning gap and preparing the remedial to fill it is also necessary. It has become very important to ensure they receive equal and adequate education in the face-to-face classes mode. Some countries like Finland, South Africa and the United Kingdom have considered learners with special abilities or diverse educational needs in their COVID-19 approach, ensuring that some support services are provided to them during the pandemic.

¹<https://www.legal-island.com/articles/uk/features/education1/2021/october/are-our-schools-ready-for-a-post-covid-world/> ²<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8091650/>

POST COVID EFFECTS ON ECONOMY

The impact of the COVID-19 pandemic has been highly disruptive in terms of both the economic activity and human lives. Especially for countries' dependent on agriculture. Online grocery platforms were heavily impacted due to restrictions on movement and stoppage of logistic vehicles. Before COVID-19, travel tourism had become one of the most important sectors. The industry was the first to be significantly hit by the pandemic. Due to travel restrictions, this industry incurred severe losses. The negative impacts of the crisis could be felt more in the countries' whose economy was dependent on the tourism sector, including India where tourism plays a vital role in the countries' growth. But apart from the negative impacts brought by the pandemic, it has also brought a new wave of innovation to make fields contactless and travel technologies.

The pharmaceutical industry has been on an evident rise since the start of the COVID-19 pandemic, especially in India, the largest producer of generic drugs globally. There has also been a rise in the prices of the raw materials imported from China pertaining to the global scenario. Generic drugs are the most impacted due to heavy reliance on imports, disrupted supply-chain and less labor availability in the market due to social distancing protocols. The industry also suffered when the government imposed a ban on export of these drugs, to ensure sufficient supply in the country. The increasing demand for these drugs with hindered accessibility made things harder.

The COVID-19 pandemic has caused significant disruptions to vital services for children and communities, including school meals and health services. These challenges have led to increased hunger and nutritional deficiencies, particularly among marginalized populations. While some countries have managed to adapt their school feeding initiatives, overall there is a loss of essential services and a lack of social safeguards. Additionally, the closure of schools has had a profound impact on working parents. In France, Germany, Italy, the UK, and USA, 60% of parents can't find alternative solutions for schools and day-care centers.¹ A study shows women bear more childcare/household burdens, likely widening earning gaps due to the economic disruption. As the pandemic continues, extreme poverty is projected to increase, affecting between 71 and 100 million individuals.² This emphasizes the need to address the issue of school dropouts. School closures will have not only immediate economic consequences, but long-lasting effects.¹

https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf

² <https://www.worldbank.org/en/topic/poverty/brief/projected-poverty-impacts-of-COVID-19>

Logistic- management of the movement of resources, goods, and services

Incurred- become subject to

Pharmaceutical- relating to medicinal drugs, or their preparation, use, or sale.

Generic drugs- A generic drug is a pharmaceutical drug that contains the same chemical substance as a drug that was originally protected by chemical patents.

Reliance- dependence on

Hindered- making it difficult to do something

LEARNING TO LEARN DURING THE PANDEMIC

POLICY RECOMMENDATIONS FOR POST COVID RECOVERY:

Preventing the learning crisis from becoming a generational catastrophe needs to be a top priority for world leaders and the entire education community. This is the best way, not just to protect the rights of millions of learners, but to drive economic progress, sustainable development and lasting peace. A global coalition, consisting of United Nations agencies, international organizations, private sector entities, and civil society representatives, supported by UNESCO, is actively involved in assisting national COVID-19 education efforts. A new campaign called "Save our Future" aims to expand global support for education initiatives. Under which the following recommendations are encouraged to suppress virus transmission and control outbreaks at a national or local level in order to expedite the reopening of schools and educational institutions. National authorities must also prioritize children's long-term well-being despite budget restrictions. They should include education interventions in COVID-19 stimulus packages, along with health, social protection, and economic recovery efforts. For a number of reasons, we cannot return to the world as it was before. However we must instead prioritize building resilient education systems that are flexible, equitable, and inclusive.

We have seen innovative approaches in support of education and training continuity: from radio and television to take-home packages. Distance learning solutions were developed thanks to quick responses by governments and partners all over the world supporting education continuity, including the Global Education Coalition convened by UNESCO.

SCHEMES AND ACTS:

1. *CARES Act (United States)*: The Coronavirus Aid, Relief, and Economic Security Act was signed into law in March 2020. It included provisions for direct stimulus payments to individuals, expanded unemployment benefits, loans and grants for small businesses, and funding for healthcare systems.
2. *Coronavirus Job Retention Scheme (United Kingdom)*: The Coronavirus Job Retention Scheme, also known as the furlough scheme, was introduced to support employers in retaining their employees during the pandemic. It involved the government covering a percentage of employees' wages for hours not worked.
3. *Pandemic Unemployment Payment (Ireland)*: The Pandemic Unemployment Payment was established to provide financial support to workers who lost their jobs due to the pandemic. It provided a flat-rate payment to eligible individuals.
4. *Kurzarbeit (Germany)*: Kurzarbeit, or short-time work, is a program in Germany that allows employers to reduce working hours while the government provides financial assistance to compensate for lost wages.
5. *JobKeeper Payment (Australia)*: The JobKeeper Payment scheme was implemented to support businesses and their employees affected by the pandemic. It involved wage subsidies provided to eligible employers to help them retain their workers.
6. *Atmanirbhar Bharat Abhiyan (India)*: The Atmanirbhar Bharat Abhiyan, or Self-Reliant India Scheme, was launched by the Indian government to provide economic relief and stimulus measures during the COVID-19 pandemic. It included initiatives such as cash transfers, loan guarantees, and support for small businesses.
7. *Canada Emergency Response Benefit (Canada)*: Canada introduced the Canada Emergency Response Benefit to provide financial assistance to individuals who lost their jobs due to COVID-19.
8. The World Bank Group has provided \$12 billion in aid to help developing countries purchase and distribute COVID-19 vaccines, tests, and treatments.
9. The European Union adopted VAT relief for COVID-19 vaccines and testing kits.

CASE STUDIES

SINGAPORE:

Since the beginning of the pandemic, the Singapore government took an adaptive approach to school management. The government imposed additional precautionary measures such as cleaning of school premises and limiting the number of students to create a safe physical learning environment. Such measures allowed Singapore to have face-to-face classes for students.

But they soon had to convert to a blended mode of both offline and home-based learning. This was then switched to full home-based learning. This decision had varying effects on the learning and well-being of students. At school, all students have the same learning space and environment. But it was not the same when online education had to be adopted. This created wider gaps between the students from families with higher income who could afford better resources like electronic devices and the ones who couldn't.

The Singapore government understood these challenges. For instance, they announced that the schools would provide electronic devices to the students who don't have access to one. The circumstances of the COVID-19 outbreak hampered the return of students to school, as cases also started to affect school children. To tackle this problem, holidays were announced, which reduced the number of home-based learning days.

As soon as the first wave of COVID-19 ended, the Government switched to face-to-face classes again. This required safe management measures, which included cleaning and wiping school premises on a regular basis, testing in case of discovery of COVID-19 cases, adherence to mask and social distancing protocols. Singapore's ability to provide such a high number of school days to the students is a result of its human resource and institutional infrastructure which were important to implement many of these measures.

Large and spacious school environments were crucial for safe distancing. Maintaining general hygiene and making sure that the safety management protocols are followed was a necessary action. In 2021, the government has moved towards vaccinating students who are eligible, giving a more targeted response to the pandemic outbreaks.

AFGHANISTAN:

The Government of Afghanistan imposed a strict lockdown in the densely populated areas across the country to minimize the spread of the virus. As people could not come out of their homes, face-to-face education was unable to take place. The lack of testing centers made it extremely challenging to know who had contacted the virus and from where. Therefore, it was very uncertain and risky to allow face-to-face activities, putting a threat to several lives.

In March 2020, an estimated 10 million students left schools after they were closed following the spread of Covid-19 in Afghanistan. Many families did not even have electricity let alone a computer, internet and smartphones appropriate for education. While some students in big cities received better education, rural students were short of resources and many poor families lacked Wi-Fi. For them, computers, the internet, and distance learning were uncommon and unheard of.

They completely relied on the schooling system, the teachers, and textbooks, without which they were left clueless about how to help their children. Families with better digital literacy can help their children, on the other hand, children of backward and digitally illiterate families were at the risk of falling behind. Creating a wider divide between them.

The pandemic has also affected Afghanistan's higher education system, including online courses. Girls were the most affected in this pandemic as there was already a shortage of devices and boys were preferred in terms of education and girls were made to leave their schools.

However, the Afghanistan government tried its level best to develop audio and video-based content for all grades and make it accessible via the internet and radio. While not much could be done to close the educational gap between the rich and the poor at this stage, there is still scope to save the current schooling system and turn this crisis into an opportunity.

CONCLUSION

All children should receive a fair and equal education that empowers them to thrive in all aspects of their lives, regardless of their background. Education should equip young people with the necessary tools to navigate a rapidly changing world. It should embrace and celebrate diverse thoughts, perspectives, and experiences, mirroring the rich tapestry of our society. Rather than just memorizing facts, education should prioritize the development of critical thinking, understanding, empathy, and problem-solving skills in children.

The COVID-19 crisis had an enormous impact on education. It set back international education goals and affected the poorest and most vulnerable students the most. However, the education community showed resilience and laid the foundation for recovery. There is a risk of a negative cycle, with learning loss and exclusion reinforcing each other. But where there's a negative cycle, there's also a positive one. We can work towards an inclusive and transformative future of education, where individuals can reach their full potential and everyone benefits. We have the determination and untapped resources needed to restore education's essential services and its core aspirations. Governments and the international community have a responsibility to stick to their principles and implement reforms. By doing so, we can ensure that children and young people regain their promised future, and all those involved in education play their part in making it happen.

QUESTIONS A RESOLUTION MUST ANSWER

- How can we ensure equal accessibility of education in times of crisis to everyone, including backward and marginalized communities? What specific measures can be implemented to address the unique challenges faced by these communities? How can we ensure that no student is left behind due to their socioeconomic status or lack of resources?
- What schemes or acts can be introduced to stabilize the economy during times of crisis? How can governments and organizations work together to mitigate the adverse effects of economic downturns and provide support to affected individuals and businesses?
- How can technology be leveraged to benefit all individuals, regardless of their background or circumstances? What strategies and initiatives can be implemented to ensure that technology is accessible, affordable, and useful for everyone?
- What steps can be taken to ensure equal access to technology for all individuals, bridging the digital divide? How can we overcome barriers such as affordability, infrastructure limitations, and digital skills gaps to ensure that everyone has equitable access to technology and the internet?
- How has the education sector been influenced by artificial intelligence following the COVID-19 pandemic? In what ways has technology been utilized to enhance teaching and learning experiences? Has this impact been overall useful or beneficial for the education sector?

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