

IMPACT OF THE COVID-19 CRISIS ON THE EDUCATION SYSTEM

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Abstract. *The currently Covid-19 crisis has repercussions on all areas of activity, including on the education system not only at the national level, but also at the international level. This article aims to highlight the main effects of the Covid-19 crisis on the education system.*

Keywords: *Covid-19 crisis, education system, impact.*

The COVID-19 pandemic has significant repercussions not only from a health and economic point of view but also from a social point of view, in particular from an educational point of view (*III muc T.*). This is a dual crisis: an educational crisis linked to school closures and a general economic crisis that also affects the education sector". In particular, the closure of educational establishments in connection with pandemic leads to the suspension or slowing down of educational processes and to an increase in inequality in this area. The crisis is affecting the pupils themselves: They eat worse, their psychological condition is worsening and their vulnerability is increasing. The economic crisis is leading to a student exit, the use of child labor is on the rise, and parents are cutting the costs for educating children, the expert said. "The economic crisis is affecting the education system itself". He explained that governments are reducing spending on this area, the quality of education is decreasing and private schools are closed.

In the long term, all these measures lead to a reduction in the "human capital", to a further increase in poverty due to fewer skilled professionals and to an increase in social tension. It is necessary, in the short term to overcome these consequences, to promote further education, especially for poor students. It is necessary in the medium term, to ensure adequate funding for the education sector and in the long term to achieve sustainability in this area (*III muc T.*).

UNESCO, in turn, monitors the impact of Coronavirus on education. Since 20 April, school closures have affected more than 91,3% of students worldwide, which is 1.575.270.054 million (*El coronavirus Covid-19 y la educación superior*). Also, due to the outbreak of Covid-19, the number of children, young people and adults not participating in the training process is significant. Governments around the world have decided to close down educational institutions in a bid to combat the COVID-19

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pandemic. According to UNESCO, more than 100 countries have implemented school closures across the country, affecting more than half of the world's students. Other countries have implemented local school closures and, if they also ordered the closure of schools and universities at national level, this would disrupt the learning process for millions of other students. According to the UNESCO Institute of Statistics:

- Bolivia, Cayman Islands, Equatorial Guinea, Guinea-Bissau, Iraq, Somalia, United Republic of Tanzania and Venezuela: There is no data on higher education programs.

- China: Schools have started to open, but most have remained closed.

- Finland: Pre-school education and classes 1-3 will continue for the children of people working in sectors critical to the functioning of society, as well as for children with special needs from pre-school to upper secondary education. Early childhood education and care will be provided to all children whose parents are unable to provide home care.

At other levels of education, contact learning may continue if deemed necessary to complete the course.

- Honduras: Although all schools were closed, universities had a choice: To remain open or not.

- Iceland: Primary schools remained open, if the number of children per class did not exceed 20.

- Japan: Universities were on spring holidays and therefore the closures are not linked to the coronavirus (*Образование: от закрытия учебных заведений до..*).

In this context, it is also worth mentioning the position of the UN chief, António Guterres, that the decisions taken now in this respect will have a lasting effect on hundreds of millions of people and on the development of their countries. "We are facing a generational catastrophe that could waste the huge human potential, undermine decades of progress and aggravate the rooted inequalities," the UN secretary-general warned on Tuesday. António Guterres recalled that school closures due to the COVID-19 pandemic affected almost 1,6 billion students of all ages and countries, with immediate and long-term repercussions. In a video message to introduce the policy document on education and COVID-19, Guterres said this is a defining moment for children and young people from around the world. "The decisions that governments and partners are taking now will have a lasting effect on hundreds of millions of young people, as well as on the development prospects of countries for decades," he said. The emergency health situation has aggravated the already existing disparities in education and the prolonged closure of schools could reverse progress over the last five years, in particular in the education of girls and adolescents and young women. Predictions indicate that nearly 24 million students from elementary school to university could drop out due to the economic impact of the health crisis. The Secretary-General's policy document calls for preventing the existing learning crisis from becoming an irreparable disaster (*ibidem*).

The COVID-19 pandemic and the closure of schools from around the world have had a negative impact on national education systems in different countries; the situation requires special measures, according to the authors of the study prepared by the World Bank. According to experts, the coronavirus pandemic has aggravated pre-existing problems in international education. Before the pandemic, 258 million children were not attending school; many students had studied too little and received inadequate education. In low- and middle-income countries, more than half of all 10-year-olds have been unable to read and understand simple stories appropriate to their age. Children from poor families had the least access to schooling, the highest school drop-out rates and the biggest

learning gaps. The objective adopted for sustainable development, which commits all countries to ensure that all children receive "free, fair and quality primary and secondary education", has not been achieved.

Experts from the World Bank have determined that the coronavirus pandemic threatens educational progress around the world by two main factors: first, the almost complete closure of schools at all levels and, secondly, the economic crisis caused by measures to combat the pandemic. "The pandemic had a profound impact on education, closing schools almost everywhere on the planet, in the greatest shock to all education systems in our lives. The damage will become even more severe as the health emergency escalates into a deep global recession," the report said.

According to the authors of the study, if countries react quickly to support the lifelong learning process, they can mitigate the damage and even turn the recovery into new opportunities. The experts propose measures to achieve this objective, dividing them into three overlapping phases: "Policy of holding", "continuous management" and "improvement and acceleration". In the first phase, States are encouraged to successfully cope with school closures, protecting health and safety and doing their utmost to prevent loss of student learning through distance learning. "At the same time, countries must start planning for the reopening of schools. This means preventing early school leaving, ensuring healthy school environments and adopting new methods it helps to restore faster learning in key areas once students return to school" (*Международное исследование...*).

Today, there are no areas which, to some extent or otherwise, are not affected by the consequences of the spread of COVID-19. The impact of the coronavirus pandemic has on the education system differs from country to country and has its specificities in different regions of the world. However, the overall driver of these changes can be sought: The pandemic has put universities in difficult conditions, forcing them to adapt to current events as soon as possible, to spend significant funds on accelerated digitization and often to take decisions without considering the possible consequences.

The pandemic has also had a negative impact on international cooperation in education and science: International travel has been canceled, exchange programs and academic mobility of students and academic staff have been suspended and many research cooperation programs have been discontinued.

The implications for the development of international student mobility are not so simple. There is every reason to believe that, after the end of the coronavirus crisis, universities will continue to fight for foreign students, but the international educational market will become more sensitive and competitive. The market can be geared to poorer countries where universities can offer more accessible educational programs. Professor Simon Marginson of the Higher Education Research Center at the University of Melbourne expects it to take about five years before the student mobility market is restored. The most important factors in choosing a place of study will be the costs of training, safety and welfare (*Имму Т.*).

Universities have been forced to solve a lot of problems in a short time: in what forms to drive distance learning; what technical means to use for it; how to assess the acquisition of material by students; how to conduct final exams and how to recruit for the next academic year. This is particularly true for countries where final school exams have been canceled or postponed indefinitely. The urgent transition to distance learning has given rise to a number of interrelated problems:

- Some countries have failed to switch to online education for various reasons, including lack of material and technical support for universities, lack of wide coverage of

internet networks, low living standards of the population, etc. for example, Latin American countries have suspended university studies. One of the leading universities in Argentina, the University of Buenos Aires, has decided to cancel courses and change the academic calendar, rather than moving to online learning, believing that only full-time education can guarantee a high level of quality. Zimbabwe's national Institute of Science and Technology, like other African universities, has announced its closure until a new notification. Malaysia's Minister of Higher Education has suspended distance learning.

- In several countries, students organized an opposition to the switch to distance learning. In the Philippines, strikes have taken place against the transition to online format, requesting termination of the contract and the reimbursement of tuition fees, due to the fact that distance learning is not an equivalent substitute for traditional forms of education, as well as the lack of necessary equipment and poor access to the Internet. In many African universities, student unions opposed online learning due to a lack of necessary conditions and technical means. In Tunisia, student unions protested the government's decision to adapt online learning during the pandemic, calling it a discriminatory measure and calling for a boycott of online platforms. In Chile, students from the country's main public institution, the University of Chile and the private University of San Sebastian initiated online strikes. In Great Britain, over 300.000 students signed a petition requesting reimbursement of tuition fees.

- There is a significant decline in the quality of education during the transition to distance learning, in the absence of software for operational learning management systems in many countries –for the management of training courses in distance learning. For example, the Pakistan higher Education Committee has failed to develop clear and understandable online learning strategies and policies for public and private universities, creating confusion between faculties university administrators, faculties and students.

- Problems arise with online applications where universities conduct lectures or seminars remotely. Some universities have announced they are abandoning the Zoom platform and moving to Google get or other applications. In connection with the hacker's attacks, the online education of several universities has been temporarily suspended. A concept such as Zoom bombing has emerged, characterizing online space infringement actions, including virtual classroom hacking, posting pornographic or hate images, use of obscene language, etc.

- University sites have worked unstable due to increased loading on university databases and information systems.

- Employees' qualifications were not enough to move to online learning: Lack of knowledge of the platforms and services available for distance learning, their functionality, effective teaching methods online, etc. today, what is offered by most universities in developing countries does not meet in any way the high standards of online learning and online education. The pandemic has had a negative impact on the work of higher education institutions in all countries of the world without exception, but poor countries, foreign students and students from disadvantaged sections of the population have suffered the most.

Developing countries have experienced a lack of resources and experience to establish distance learning at a decent level. There are no experienced programs and web designers, institutional capacities, logistics, no proven high-quality educational resources, some teachers do not understand the characteristics of online teaching, distance learning methods. Thus, according to the report of the Association of universities of the 700 universities operating in Sub-Saharan Africa, few are trained and technically equipped to

provide distance learning. In developing countries, students from disadvantaged families have also experienced a lack of technical means and Internet connection. With limited Internet access and a small area of coverage, online learning opportunities are extremely limited, especially in rural areas.

According to the inter-American Development Bank (ADB), Latin America and the Caribbean is one of the regions where there is the greatest difference in technology and the smallest preparation in digital infrastructure. Weaknesses in distance learning, the cost of the digital devices and the important role that schools play in the health and well-being of pupils. The Education Division of the TIB, through the Information and Educational Management Systems (IEMS) project, has worked for more than two years with Latin American and Caribbean countries.

The closure of kindergarten facilities due to the COVID-19 pandemic left 40 million children without pre-school education, according to UN agency data. This change in the education system deprives the small of the necessary foundations for their social and intellectual development. The closure of pre-school centers due to the COVID-19 pandemic deprived at least 40 million children from 2020 of their formal training before entering primary education, reveals a new report by the United Nations Fund for children. The closure of activities also exposed an even deeper crisis for families with young children in low and middle income countries, where they already did not have social protection services. Since the start of the coronavirus, poor quality, high price or lack of access to child care and early education have forced many parents around the world to leave young children in unsafe environments or not to stimulate a critical stage in their development (*Международное исследование выявило*). Worse still, more than 35 million children under the age of five have often been left without adult supervision, in addition to the fact that many fathers, and especially mothers, employed in the informal sector, had to take their children to work with them (*Sanz I.*).

In the Arab countries, the trend of growing inequality between different sectors of society is already being seen as a result of the transition to online learning - only 52% of residents have access to the Internet. According to UNESCO data, 826 million students in the world do not have personal computers, 706 million (43%) do not have internet access. Foreign students have found themselves in an equally difficult situation. As a result of requests to empty the hostels and the university campus as soon as possible, students have had difficulties finding accommodation; due to border closures and flight cancellations, many foreign students have not been able to return home, have faced financial difficulties due to their inability to find a job, have been given up medical care in campus. This will undoubtedly affect the recruitment of foreign students in the future. Many researchers expect a significant drop in the number of foreign students. The pandemic has caused a global change, in particular the switch to online surveys (*Covid-19: impacto en la educación*).

Another time that influences the educational process is massive open online courses that could compete with, or even undermine, traditional universities. Despite the fact that these fears were not intended to become a reality, today in relation to the pandemic, the question arises as to whether the current crisis will lead to universities becoming online institutions. Time will tell you what the consequences of the emergency transition to online format will be, but there is no doubt that they will occur in the short term.

Prominent Western experts on the development of higher education Philip Altbach and Hans de Wit in their recent Article "Post-pandemic perspective" stressed a bleak one

for the poor, and doubt that the pandemic will trigger a technological revolution in higher education. However, it is clear that the use of distance learning methods will be extended. Another problem is that the transition to effective online learning will require a lot of time and resources, as well as stakeholder support in the development of quality online education (*ibidem*).

Thus, the responses to the impact of the Covid-19 crisis on the education system can be summarized in three steps: tackling the pandemic, managing continuity and improving and accelerating learning. The aim of education systems when implementing these policies should be to recover without repeating the past, given that in many countries the pre-pandemic situation was already characterized by low learning, high levels of inequality and slow progress.

Just before the COVID-19 pandemic, the world is already experiencing a learning crisis. Before the pandemic, 258 million children and young people were outside school. The poverty rate in low- and middle-income countries was 53%, which meant that more than half of 10-year-olds could not read and understand a simple story appropriate to their age. Worse still, the crisis has not been evenly distributed: The worst-off children and young people have had the least access to school, with higher rates of school drop-out and higher learning deficits. All this means that the world was already far from being able to achieve the goal of sustainable development, which commits all nations to ensure that, among other ambitious goals, "all girls and boys complete primary and secondary education, which must be free, fair and quality".

The pandemic has already had a huge impact on education as schools are closed in almost all parts of the planet, which is the most important simultaneous crisis that all education systems have experienced today. The damage will be even more serious as health emergencies spill into the economy and trigger a deep global recession.

Closing schools will cause a loss of learning, an increase in school drop-out and greater inequality. As a result of the emergence of the Covid-19 crisis, since the end of April 2020, schools have been closed in 180 countries and 85% of students worldwide have not participated in the education process. Without strong policies, this will have immediate costs for both learning and the health of children and young people.

The quality of studies will decrease and increase the rate of drop-out, especially among the most disadvantaged. For the most part, students will no longer learn academic subjects. The reduction in learning may be higher for children of pre-school age, as their families are less likely to give priority to learning during school-leaving. Inequality in education will increase, as only students from rich families will have support to continue education at home. Finally, the risk of school drop-outs will increase, as the attachment of vulnerable pupils to school may be reduced due to the lack of exposure of motivating teachers.

Lack of support and structure provided by schools will also affect health and safety. The nutrition and physical health of students will be at stake, as around 368 million children worldwide depend on school feeding programs. The mental health of students can also suffer from the isolation they have to maintain during the period of social distance and the trauma of the crisis on families. In addition, young people outside school can engage in more dangerous behavior and adolescent fertility can increase.

According to the International Monetary Fund (IMF) forecasts, the world economy will shrink by 3% in 2020, much more than during the global financial crisis of 2008-09. This crisis will have serious consequences for both governments and families, and will affect both the supply and demand sector in education: Early school leaving will

increase and many of these students will give up school forever. The highest drop-out rate will be concentrated in vulnerable groups. When schools reopened after about one academic year of closure due to the Ebola crisis in Sierra Leone, girls were 16 per cent less likely to go to school. The drop-out rate will be accompanied by an increase in the work of children and the marriages of children and teens.

The impact of on-line learning will be even greater due to economic pressures on households. Even for students who do not give up, their families will be able to pay less for school supplies (such as books) until the economy returns. In addition, many parents can transfer their children from private schools to public schools, overloading public systems and reducing their quality.

On the supply side, the economic impact will affect schools and teachers. Fiscal pressures will lead to a drop in investment in education, which will reduce the resources available to teachers. In addition, educational quality will suffer (either while online education is offered or when courses resume) as the health crisis will affect some teachers directly and others will suffer economic pressure due to wage cuts or late payments.

If these impacts are not controlled, they will have long-term costs for both students and society as a whole. Given the likely increase in poverty, the Covid-19 crisis could prevent a whole generation from realizing its full potential. Students who give up or have modest learning outcomes will have lower levels of personal and professional development, including lower income throughout their lives. Inequality will increase, as these impacts are likely to be greater for students from vulnerable families. Children who need more education to get out of poverty are likely to be the most deprived of it because of the crisis. This decline in the economic outlook could in turn lead to an increase in criminal activity and dangerous behavior. Social unrest among young people could also increase: In many low- and middle-income countries, the combination of a mass of young people with poverty prospects can be explosive. These adverse effects can be maintained for a long time, as the lower human capital in the current student cohort (concentrated among the most disadvantaged) perpetuates the vicious cycle of poverty and inequality.

These consequences (and in particular long-term impacts) are not inevitable. There is no doubt that in the short term the costs for education and everything that society is worth will be significant. However, if countries make the effort and react quickly to support the investment system, they can at least partially mitigate the damage. Only through appropriate planning and policies can countries take advantage of the crisis as an opportunity to create more effective and resilient education systems. Policies to change this situation can thus be grouped into three overlapping steps: tackling the pandemic, managing continuity, improving and accelerating studies.

In addition to protecting students, many countries are implementing additional nutrition programs or cash transfers to ensure that pupils who often depend on school feeding programs do not suffer from hunger. In order to prevent the decline in educational attainment, distance learning programs have been implemented worldwide from Nigeria to Norway (*Covid-19: impacto en la educación*). In just a few days, teachers around the world have digitized education processes. Millions of students began to receive education from a distance, and teachers abandoned the form of education lesson. At the same time, digital solutions in the field of education have not been used as actively as they would seem. The pandemic played a kind of stress test and once again raised the issue of "digital inequality", recalling that 40% of the world's population still lacks Internet access.

With the gradual transition of the education system to online learning, the drawbacks of the lack of an it strategy in universities have started to emerge. Previously,

educational institutions and teachers were able to use any platform they liked – Google, the MSFT teams, Coursera, Blackboard, Moodle, Canvas. The result of this freedom of choice was that, after the overall transition to distance education, it proved extremely difficult to centralize and create a single platform. The full implementation of the e-learning system requires a completely new business model for universities, with major changes in the approach to financial and staff management, as well as the complete digitalization of the administrative block. Many countries have quickly prepared their own technical solutions in response to the pandemic. Among the most interesting:

- the governments of South Korea, Japan and Lebanon have distributed interactive software to teach subjects ranging from calculation to fitness;
- over 100 million students from China have acquired knowledge through dedicated TV channels;
- lesson plans and lecture plans have started to be published more often on social media and instant messaging, for example in WhatsApp;
- collaboration was organized between government agencies, media, technology companies, editing and entertainment industry to digitize all necessary educational materials as quickly as possible.

As in most other areas, the pandemic exposed the problems and limitations of remote management of such a complex business as the university. However, it should also become a catalyst for positive changes. If the pace of digitalization of student learning and assessment is accelerating, so will the infrastructure to support education.

Global responses were diverse. UNESCO held a video conference in early March 2020 with representatives from more than 70 countries. Objective: to create a crisis group that will encourage the help of participants. The education ministries around the world have launched initiatives for online courses, TV lessons, digital platforms with different educational services or television programs. On the other hand, the European Commission has compiled the tools available for educators or information on various educational projects of different content and levels. Teachers face an unexpected challenge. They must guarantee massive learning with resources that have not been used so far and assess knowledge using unexplored methods. Education will be obliged to adapt and have alternative plans to mitigate the incidence of situations as devastating as those suffered with the COVID-19 pandemic (*Morán P. C.M., Ruiz F.D.*).

So, the Purdue Global organization offers a huge selection of online courses on various topics to students from all over the world. This includes the work of the oldest remote education institution in the world - open University in the UK with about 175 thousand students, making it the largest university in the country. Just as the Internet has become an integral part of life for half the planet, online education will soon cease to be unusual. Interaction with students in this format requires the support of many business processes, such as enrollment, performance evaluation and student data, document management. By bringing students and teachers together in one digital domain, we will make a revolutionary leap forward. Of course, we will have classes halls, classrooms and physical education lessons. Rather, it is about more integration of education institutions' training and digital management. Technologies will penetrate all aspects of the university's activities: Chats and digital assistants will be able to answer students' questions, block chain will protect the authenticity of digital diplomas, VR will recreate the real interaction with a teacher at an exam, predictive analytics will help identify the reasons for students' progress or failure, Internet of things will allow "intelligent" »Campuses manages its subsystems.

In order to better understand the impact of the Covid-19 crisis on the education system, the list of medium- and long-term effects of the pandemic should be drawn up:

- the approach of the Bring Your Own technology in the strategy of organizing the structure of universities will change and become more centralized and standardized. There will be a rethink of teaching and learning, management of campus, finance and residents;

- the education sector has long started implementing cloud applications for university management. The process will go faster when universities see all the benefits of standardization, which will allow them to devote more time and attention to their core tasks: Learning, involvement in the education process and scientific activities;

- the digitalization of teaching research resources will also accelerate. Universities and schools will have much more flexibility in supporting new models of teaching and learning;

- digitalization will help to reduce the administrative costs of universities and to refocus toward the same basic tasks - training, involvement in education and scientific activity higher education is a high-level business, As demonstrated by the close attention of all industry participants in the results of the annual surveys, such as the world university ranking by the time. The COVID-19 crisis is likely to affect these rankings and universities that can turn turbulence into learning opportunities will prosper in the post pandemic world (*Будфилд М.*).

In the context of an accelerated pandemic digitalization, it can be a strength test for teachers and the national education system. The outbreak of coronavirus infection has affected billions of people on the planet. In 188 countries of the world, decisions have been taken to temporarily close educational establishments to reduce the spread of the virus (*Давлетов Ф.*).

Firstly, the closure of educational establishments and the substitution of face-to-face courses through online and distance training should be considered as not having a possible alternative. In the current health crisis situation, there is no other possible solution than closing educational centers and replacing face-to-face courses with online training. Among the negative effects of school closures is that part of the learning process cannot be recovered. According to Joshua Goodman's position, (university professor Harvard) the academic effects of suspending courses for all students can be mitigated if there is a coordinated response and is not prolonged over time. This researcher shows that the closure of the Massachusetts sites due to snow has not had any significant academic repercussions. If school closures would take more than two weeks, then they could have a negative impact on long-term learning. Researchers David Jaume (Banco de Mexico) and Alexander Willen of the Norwegian School of Economics published an Article in the Labor Economy Journal in October 2019, which shows the long-term negative effects of the teachers' strike in Argentina. The suspension of primary classes in Argentina cut the salaries of its students many years later by up to 3,2% for men and 1,9% for women. Digital platforms, on their side, will have to face intensive use in a short period of time, to which not all platforms can resist with guarantees. Among the qualifying issues, online training provides access to education in a situation where face-to-face education is not possible (*Sanz I.*).

In these historic times, distance learning undoubtedly seems the only possible solution to provide some security at least in the school environment, the priority activities to be given here are those which offer knowledge, develop skills and educate pupils to become citizens: lessons, functional and preparatory activities for training and summary

evaluations, practical and laboratory activities (*La scuola ai tempi del Coronavirus*). Remote activities with Multimedia Mode to be enjoyed at home, organized and planned over time, not to interfere negatively with those present, but to complement and deepen them, can be collaborative: Self-contained, guided laboratory learning activities, group activities, debates, conferences.

A rapid transition will cause significant damage to the quality of teaching and therefore to the reputation of universities. When moving to distance education, it is worth taking into account the welfare factor of different societies, which will bring the problems of discrimination against different groups of the population to the fore and further gap between different layers of society (*Иностраные студенты*). In many countries, education will no longer be "universal".

The Covid-19 crisis has direct repercussions on all fields of activity, including the education system. Under the current circumstances, the main tasks for universities will be:

- strategic planning and accounting of associated risks to predict the short- and long-term impacts of a pandemic, including the expected economic downturn;

- development of measures to support students and teachers: Finding ways to level the inequality between students (access to the Internet, availability of the necessary equipment for all students, suspension of tuition fees, targeted material assistance, loans for students from disadvantaged families), Organizing training for faculties on teaching online teaching, functionalities and capabilities of existing platforms and services (including Google classroom, Microsoft groups, Wiz IQ Moodle, I Spring), organizing a special platform for the exchange of experience between teachers in the field of e-teaching, joint search for solutions to learning problems, methodological assistance in adapting programs to online learning. The ruling universities now pay special attention to psychological support for their students and staff.

- find ways to make an effective transition to online learning. In many countries, universities are encouraged to move to online education, regardless of when the quarantine is lifted. A large number of universities have developed and offer online education programs to students. According to the Dutch Study ports platform, the interest of pupils and parents in distance learning has doubled;

- alignment of knowledge assessment procedures and criteria with the new online program and pedagogical approaches. The development of methods for assessing distance learning will require significant effort, but this will ensure the future quality of learning and the validity of the final assessments;

- for universities in developing countries, one of the immediate tasks should be to establish partnerships with foreign universities that wish to share their resources, experience, especially in the field of online learning and online scientific cooperation.

Well-known foreign universities and well-known research institutes with stable incomes are expected to recover quickly from the crisis. At the same time, a number of universities can close down, mainly private ones, which are completely dependent on tuition fees. Millions of financially disabled students will have to drop out of higher education or opt for more accessible public universities. Universities with a significant number of international students will also face significant challenges.

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