

DÜNYADA COVID-19 SÜRECİNDE EĞİTİM UYGULAMALARININ DEĞERLENDİRMESİ AN EVALUATION OF EDUCATIONAL PRACTICES DURING COVID-19 IN THE WORLD

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ABSTRACT: The crisis are opportunities to test the power of systems, their flexibility, strengths and weaknesses. Covid-19 crisis is felt in all areas of life from health to economy, from education to transportation, from tourism to entertainment. The improvements on the cure of the illness have been announced from the beginning of the pandemic. All countries have declared their finding about the virus and treatment they thought successful. However, education has not had a global warning system. The problems in educational activities are all evaluated regional, therefore the local administrations have to take measurements to get rid of it. Covid-19 outbreak caused millions of children, educational professions, disabled adults and children stay at home for a long time. In terms of education, for some poor countries like Morocco, 2020 is referred as “a lost year” due to lack of infrastructure for the most part of the country to deliver educational activities through online technology. For developed and developing countries like England, France, and Turkey educational activities were better than African countries in 2020. The quick response to crisis in education in most countries were not sufficient like Turkey, but it worth to appreciate. In the study the educational practices of some countries in the world during Covid-19 evaluated under the light of literature.

Keywords: Covid-19 Crisis, Education in the World, Education during Covid-19, Impact of Covid-19 on Education

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ÖZ: Kriz, sistemlerin gücünü, esnekliklerini, güçlü ve zayıf yönlerini test etme fırsatlarıdır. Covid-19 krizi sağlıktan ekonomiye, eğitimden ulaşıma, turizmden eğlenceye hayatın her alanında hissediliyor. Pandeminin başlangıcından itibaren hastalığın tedavisine yönelik iyileştirmeler açıklandı. Tüm ülkeler virüsle ilgili bulgularını ve başarılı olduğunu düşündükleri tedaviyi açıkladılar. Ancak eğitimin küresel bir uyarı sistemi yoktur. Eğitim faaliyetlerindeki sorunların tamamı bölgesel olarak değerlendirilmekte, bu nedenle yerel yönetimlerin bundan kurtulmak için önlem alması gerekmektedir. Covid-19 salgını milyonlarca çocuğun, eğitimcinin, engelli yetişkin ve çocukların uzun süre evde kalmasına neden oldu. Eğitim açısından, Fas gibi bazı yoksul ülkeler için 2020, ülkenin büyük bir bölümünde eğitim faaliyetlerini çevrimiçi teknoloji aracılığıyla sunacak altyapı eksikliğinden dolayı “kayıp bir yıl” olarak anılıyor. İngiltere, Fransa, Türkiye gibi gelişmiş ve gelişmekte olan ülkeler için 2020’de eğitim faaliyetleri Afrika ülkelerinden daha iyiydi. Türkiye gibi eğitimde meydana gelen krizlere hızlı tepki vermek çoğu ülke için yeterli olmadı, ama takdire değerdi. Bu çalışmada dünyadaki bazı ülkelerin Covid-19 sürecindeki eğitim uygulamaları literatür ışığında değerlendirilmiştir.

Anahtar kelimeler: Covid-19 Krizi, Dünyada Eğitim, Covid-19 Döneminde Eğitim, Covid-19’un Eğitime Etkisi

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UZUN ÖZET

Giriş

Covid-19 virüs salgının dünyayı birçok yönden değiştirdiği açık bir şekilde görülmektedir. Salgın sadece içinde yaşadığımız zamanı değil, geleceğimizi de değiştirmektedir. Dünya da ilk karşılaşılan salgın olmasa da belki de en hızlı yayılan salgın olarak tarihe geçecek olan Covid-19 salgınında sağlıktan ekonomiye, eğitimden turizme, tarımdan spor karşılaşmalarına kadar her sektörün bir şekilde etkilendiği görülmektedir. Bu nedenle 2020-2021 yılları sektörler açısından iyi bir olarak nitelendirilemez. En fazla etkilenen sektörlerden birisi şüphesiz ki eğitim olmuştur. Dünya Ekonomi Formu (2021) 1,2 milyar öğrencinin okullardan ve sınıflardan uzak kaldığını, 1,6 milyar öğrencinin 190 ülkede eğitsel açıdan kötü durumda olduğunu rapor ederken bunun dünya nüfusunun %94'üne eşit olduğu görülmektedir. Salgın ile birlikte birçok ülkede eğitim yöneticileri uzaktan eğitim ve dijital eğitim yöntemleriyle eğitim faaliyetlerini sürdürme çabası içine girmişlerdir. İnternet, bilgisayar gibi alt yapı sorunları olmayan ülkeler kolay bir şekilde yeni eğitim uygulamasına kendilerini adapte ederken, özellikle internet alt yapısının yetersiz olduğu, öğrencilerin bilgisayar gibi temel teknolojik araçlara sahip olmadığı ülkelerde eğitim faaliyetlerinin sürdürülmesi imkânsız hale gelmiştir. UNESCO (2020) Covid-19 salgını nedeniyle öğrencilerin %75'inin olumsuz etkilendiğini rapor etmiştir. Sağlık ve eğitim yetkililerinin önerileri ile okulların salgının yayılmasını engellemek için kapanması ve sonrasında uzaktan eğitim yöntemleriyle eğitimin sürdürülmeye çalışılması sonucunda uzaktan eğitim materyallerinin geliştirilmesi, alt yapı sorunları gibi birçok sorunun kısa bir zaman içinde çözülmesi ve eğitime kesintisiz devam edilmesi zorunluluğu dünyada birçok ülkenin üstesinden gelemeyeceği zorluklar getirmiştir. Birçok ülkede sınavlar ertelenmiş veya yeni yöntemlerle öğrencilerin değerlendirilmesine karar verilmiştir. Yükseköğretim düzeyinden uzaktan eğitim birimlerinin hali hazırda aktif olması, üniversitelerin yeni duruma adaptasyonunun kolaylaştırırken, ilk, orta ve lise düzeyindeki okullarda karma bir yöntemin daha yaygın olarak kullanıldığı, öğrencilerin televizyon kanallarından eğitim ile birlikte çevrimiçi canlı dersler ile eğitimlerini sürdürme çabaları beraberinde birçok sorun getirmiştir. Özellikle farklı okul türlerine devam eden çok sayıda öğrencinin bulunduğu ailelerde eğitim etkinliklerini sağlıklı sürdürebilmek daha da büyük bir sorun haline gelmiştir. Ülkelerin ise bu salgın döneminde kendi ekonomik durumları ve alt yapılarına göre eğitim faaliyetlerini durdurmadan devam ettirme çabası içinde oldukları görülmektedir. Ancak nüfusunun %41'inin halka açık tuvalet bulmakta bile zorlandığı Gana gibi (Gana Statistic Service, 2014) ülkelerde dijital, uzaktan veya diğer teknoloji kaynaklı eğitim uygulamalarının kullanılması mümkün görülmemektedir. Covid-19 bir sağlık problemi olmasına rağmen dünyaya her alanda etkilemiştir. Salgın dünyada eğitimde krize neden olmuştur. Bu krize karşı ülkelerin vermiş oldukları mücadelenin incelenmesinin eğitim faaliyetleri açısından büyük resmi görmeye yardımcı olacağı düşünülmüş ve bu çalışmada Covid-19 salgını döneminde bazı ülkelerin eğitim uygulamaları değerlendirilmiş ve incelenmiştir.

Yöntem

Çalışma tanımlayıcı rapor araştırmasıdır. Bulguların tamamı Covid-19 salgını nedeniyle ülkelerin eğitim faaliyetlerini anlatan belgelere dayanmaktadır. OECD, UNICEF gibi örgütlerin yayınlamış oldukları raporlar, konuya ilişkin yazılan makale, kitap gibi belgeler incelenerek ülkelerin Covid-19 döneminde ortaya çıkan eğitim krizine nasıl tepkide buldukları ortaya konmaya çalışılmıştır. Çalışma Afrika, Asya ve Avrupa kıtalarında yer alan bazı ülkeler ile sınırlı tutulmuştur.

Bulgular

Afrika'nın birçok çoğu ülkesinde elektrik enerjisine erişim temel problemlerden biridir. Chad, Burundi gibi Afrika'nın çoğu ülkesinde halkın %50den daha azı elektrik kullanabilmektedir. Fas diğer ülkelere oranla Afrika'nın en zengin ülkelerinden birisidir. Sınıflarda elektrik ve internet bağlantısı bulunmaktadır. Afrika'nın en zengin ülkesi olmasına rağmen uzaktan eğitim uygulamalarında ciddi sorunlar yaşamıştır. Özel okullar ile devlet okulları arasında teknolojik alt yapı açısından uçurumlar bulunmaktadır. Eğitimin %15'inin özel sektör eliyle yapıldığı Fas diğer komşu ülkeler göre en şanslı ülke olarak tanımlanabilir. 285 milyon öğrencinin olduğu Hindistan'da okulların kapanması sadece eğitimle ilgili problemler getirmemekte, aynı zamanda sosyal ve ekonomik sorunları da beraberinde getirmektedir. Çok az özel okulun uzaktan eğitime geçtiği ülkede devlet okulları ve düşük ücretli bazı özel okullar kapanmak zorunda kalmış ve eğitim faaliyetlerini bütünüyle durdurmuşlardır. 1,5 milyon okulun kapandığı Hindistan'da online eğitime geçmek mümkün olmamıştır çünkü evlerin sadece %24'ü internet erişimine

sahiptir. Koronavirüsün merkezi durumuna gelen Avrupa ülkeleri de salgından çok etkilendiler. Öğrencilerin %10'u eğitim platformlarına erişim sorunu yaşarken Avrupa ülkelerinin genelinde uzaktan eğitime ilişkin alt yapı diğer kıtalar ile kıyaslandığında çok daha iyi durumdadır. Fransa'da 16 Mart 2020'de okullar kapanmış ve uzaktan eğitim ve evde eğitim yöntemiyle eğitim faaliyetleri sürdürülmeye çalışılmıştır. 2020 Eylül ayında Avrupa'nın diğer ülkeleri okulların açılmamasına karar verirken Fransa okulları açarak yüz yüze eğitime devam etme kararı almıştır.

Tartışma ve Sonuç

Eğitimciler olarak eğitimde var olan ve Covid-19 salgını nedeniyle artan eşitsizlik ile baş edecek, gelecekte ortaya çıkabilecek riskleri azaltacak yol ve yöntemler bulmak zorundayız. Gelişmekte olan ve az gelişmiş ülkelerin salgının olumsuz etkilerini azaltmak için yeni iyileştirme ve telafi programları uygulamaları, eğitime daha fazla bütçe ayırmaları önerilmektedir. Sağlık, güvenlik, fiziksel ve duygusal refah için otoritelerin öğretmen, öğrenci ve eğitim örgütlerinin temsilcileri ile diyalog içinde olmaları, ihtiyaç ve önlemlerin doğru belirlenmesinde önemli görülmektedir. Fas, Hindistan ve Türkiye gibi gelişmekte olan ülkelere herkesin teknolojinin ve internetin zenginliğine sahip olmaları mümkün görünmemektedir. Afrika ülkeleri gibi su ve elektrik gibi temel ihtiyaçların dahi karşılamadığı bölgelerde sağlıklı eğitim etkinliklerinin varlığı mümkün görülmemektedir. Bu nedenle eşitlikçi bir yaklaşımın olduğundan bahsetmek bu ülkelerde fazla iyimserlik olur. Farkında olmasalar da dünyanın en mutlu öğrencilerinin Avrupa gibi zengin ülkelerin çocukları olduğunu kabul etmek gerekir. Çünkü bu ülkelerde hemen hemen her evde internet bağlantısı olduğu gibi temel teknolojik gereçlerde mevcut görülmektedir. Covid-19 salgını sonrasında kapanan okullarda uzaktan eğitim yoluyla veya teknolojinin kullanılarak eğitim faaliyetlerinin yürütülmesine her ülkenin hazır olmadığı açıkça görülmüştür. Gelişmişliğin bir nimeti olarak bazı ülkeler çok kolay bir şekilde eğitim sistemlerine yeni bir boyut kazandırarak dijitalleşmeyi hızlandırırken, bazı ülkeler için bilinmezliğin yarattığı bir kaos oluşmuştur. Covid-19 öncesindeki gibi bir döneme ne zaman dönülür bilinmiyor ancak uzmanların tahmini hiçbir şeyin eskisi gibi olmayacağı yönündedir.

INTRODUCTION

It is now clearly observed that Covid-19 has changed world in many ways. The pandemic is going to affect our future as well. The challenges the people are facing is to get prepared for the future by understanding the effects of this outbreak. Although this was not the first time the world experienced a virus outbreak, but for the first time a virus affected world incredibly fast. People had to lock themselves and all systems became doubtful. Every sector from healthcare to economy, from education to tourism, from farming to sport were affected in some way. So, 2020 was not a happy year in all sectors all over the World.

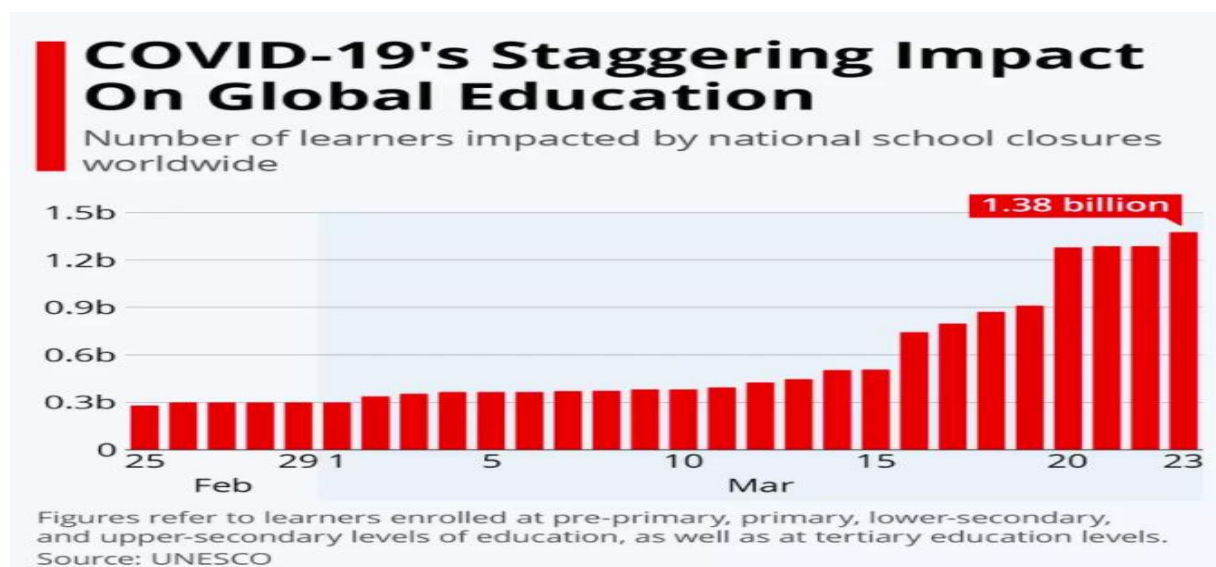
Restaurants, factories, hair dressers, football fields, swimming pools, theatres, cinemas and of course school in all levels were shut. According to World Economic Forum (2021) "over 1.2 billion children are out of the classroom". 1.6 billion students were badly affected in 190 countries in all continents. 94% of world student population, 99% in undeveloped countries were affected. The Covid-19 crisis reduced the opportunities for children, adults, refugees, persons with disabilities living in poor or rural areas (United Nations, 2020). As a result of fatal epidemic Covid-19, as so many sectors, education has also changed drastically. The administrative authorities pointed out e-learning, where the class are empty and teaching is performed on digital platforms. The studies (Şahin, 2021a; Şahin and Bulbuloglu, 2021) showed that there is a rise in distance education practices in all programs. The infection rates of countries although differ from each other, there surely an affected 1.2 billion children. United Nations Education, Scientific and Cultural Organization (UNESCO) announced that 90 percent of the students in more than 100 countries were affected as these countries applied nationwide closure (Owusu-Fordour, Koomson and Hanson, 2020).

At the beginning of 2020 only a few schools affected from the virus were closed in China and a few other countries, but in March 75 countries announced closure of educational institutions. Schools and universities were closed because of Covid-19 in 186 countries at the end of April 2020 and 73.8% percent of total students enrolled to schools were affected (UNESCO, 2020).

With the sudden decisions taken by health and education authorities that it is safer to keep students away from classrooms, an online education era as a shift of educational activities from schools to digital world started. The question “how will be the education after Covid-19” has not found an answer yet. Some countries were ready for distance education. Some adopted their systems so easily, as everyone has internet connections and computers set at their living places. However, all knows that there is another side of the medallion, there are millions of students without any digital equipment and internet connections. What reactions will the poor countries display after pandemic is a question awaiting for the answer.

Before covid-19, the education systems all over the world were not away from the technology. They were adopting new educational technologies to their systems. The institutions in all levels, especially in higher education were readily adapting distance education systems to their programs. These were the lucky countries in which students are offered free access to online learning materials and platforms. The platforms offering online conferences were also developed a lot during the pandemic. For example BYJU’S, an online teaching firm founded in 2011 now became the world’s most highly valued edtech company. Tencent classroom is also used extensively in China where 250 million students had to take online courses due to Covid-19 in China (World Economic Forum, 2021). As so many companies in education moved to online education, distance education platforms expanded their capacities.

Figure 1. Covid-19’s staggering impact on global education (UNESCO, 2020)



As McCarthy (2020) states “80 percent of the world's learners are now being kept out of educational institutions by country-wide closures.” Up to March 24, 2020, 138 governments closed their schools and universities. According to chaos theory (Lorenz, cited in Bozkurt, 2020: 113) an event happening any part of the world may trigger another event in another part of the world. The winging of a butterfly in Asia may cause a storm in the world. The Covid-19 which is, by most, claimed and accepted to start in Wuhan, China became a fatal storm of viruses all over the world. Not only the people in China but also all people all around the world have been affected in their every part of the life. Economic crises are not very far, even in some countries millions are up on their feet in the streets to protest their governments’ administration of economy and the Covid-19 process. Education is also, as very important part in people’s life and carrier, affected a lot. As the people had to stay at home, educational activities had to be done either face to face or online.

Countries had to take protective measures at regional or national levels. Some innovative steps had to be followed to create a flexible program for the courses and examinations which could be handled by students at any time and any place they like. Education Ministries and Universities have developed some methods to reach their pupils, usually they used the internet (Crawford, Butler-Henderson, Rudolph and Glowatz, 2020: 18). Different solutions by different countries have been introduced to continue education. To enhance education online libraries, TV programs, radios, video lectures, online classes and channels,

video lectures in many countries have been used. Before Covid-19, most of the countries were already using distance education either as a system on its own rules, or as a blended system to foster face to face education. Needless to say not any country had planned education solely via online tools, video conferences, and programs on tv or synchronous/asynchronous online lectures.

Distance education has emerged in different forms in the history, but Web 2.0 environment gave the opportunity to learn regardless of time and space dependencies. The technological developments in the twenty-first century brought new terms to education systems like e-learning and m-learning to define distance education. Students and teachers do not need to meet face to face and the learning process is directed by internet and media. Although communication between the teacher and students do appear, students are individuals and they are not considered as learning communities (Holmberg, Bernath and Busch, 2005). Teacher to student interaction is usually on feedback of the assignments given to students. The students submit their assignments online and the teacher gives online feedback. Although this activities seems to unfertile compared to face to face interaction, distance education became an important part of educational activities in the world (Nikiforos, Tzanavaris & Kermaidis, 2020:1; Şahin, 2021b).

Covid-19 is an emergent condition that some quick and protective measurements needed to be taken. So emergency remote education is something different from distance education which needed some explanation. Emergency remote education is a temporary shift in the method and ways of teaching due to crisis like wars and pandemics. In this situation a full distance education which could be delivered hybrid, blended, or face to face. The goal is to aid educational activities as quickly as possible. In this context some countries are observed to implement mobile learning, distance learning by closing schools. Online learning is an interdisciplinary field which makes it different from emergency remote learning. Online learning serves to respond learning needs and direct open education activities (Bozkurt & Sharma, 2020).

There are different types of students preferring distance education. Most of these students are adults. There are men and women who have their work or family life on their own and no relation with other students. They generally prefer distance education to learn a language, to improve their skills on certain areas, to find a better job or any job if they have no, to pass an important examination. These group of students usually have a practical reason to continue their education through distance education. But still there are some other types of students who have the objective to develop their personal skills. Another type of students preferring distance education are the ones' who like being in the mode of learning and applying their own timetable to study. There are other groups of students who learn under supervision. In this group, students usually prefer distance education as they do not have any other alternatives due to health problems or geographical difficulties. They are generally supervised by some adults who are not competent at teaching to them, but skillful to guide these students in their distant education.

When the schools were closed due to Covid-19, distant education practices were diversely focused on online, e-learning conferences in mostly developed countries where students got their books and seated in front of the individualized monitors to listen to their instructors whom they were able to ask questions and were able to take turn to answer the questions during the live courses which were both synchronous and asynchronous.

When schools have been closed with a sudden decision, it was not easy for students, teaching professions to get rid of the all the demands required for a well-organized distant education. Technical support, internet connection, computers and the skills to use all these all had to be thought and planned. Most of the universities in the world decided to continue their educational practices through online distant education. Although university students were much more aware of the importance of their education and were familiar with the technical background, a study conducted by a group of academician showed that university students demanded technical support and training. Also in the study the university students mostly preferred face to face education, and they recommended that at least 50% of the education should be face to face. They were very sure that online education is not as attractive as face to face education (El Firdoussi, Lachgar, Kabaili, Rochdi, Goujdami & El Firdoussi, 2020).

A study conducted by Zayapragassarazan (2020) showed that technology cannot substitute good teaching or teacher, technology can only be a tool that can be used in circumstances like Covid-19. Distance education positively increased the ability to use digital technology.

Significance of study

Covid-19 is mainly a health problem. Nearly all countries had to close the schools in almost all levels. Apparently an urgent decision had to be taken due to pandemic and 1.6 billion students need to continue their education but how? and where? The answer to these questions came from distance education. However the background and infrastructure of the countries were not the same, and tackling with both pandemic and other problems together with schooling were not so easy for the poor countries. In order to have better world, importance of education cannot be denied. Especially to create a universal understanding for the common cultural values of human being, it important to educate every single individual. The Covid-19 crisis caused a very big disruption in education all over the world, so it is thought that examining the countries response to this crisis may help educational authorities to see the big picture in terms of educational activities. In this study educational practices in some countries during the pandemic, Covid-19, will be evaluated and examined.

METHOD

This is a descriptive report research study. All the findings are based on the documents about the educational activities of countries in the world during Covid-29. The documents, articles, books, journals and reports of organizations like UNICEF and Organization for Economic Co-operation and Development (OECD) are used to describe how the world educations systems responded to the virus crisis. The study limited with the educational activities of countries from three continent, Africa, Asia and Europe. The educational implementations during Covid-19 in Morocco, India, Turkey, French and England have been investigated and given briefly.

Educational Practices in African Country Morocco

Africa is the second largest and second most populated continent after Asia. It covers the 6% of the world's land area. There are wide range of natural resources but the continent is the poorest continent per capita. Collier and Gunning (1999: 19-20) states two different views about the reasons of continents poorness. First of all, the policies between 1970s and 1990s have been changed during the last decade, the openness of the continent to foreign trade reduced. The other reason cited by Collier and Gunnig is intrinsic problems like geography. The continent is largely "depended to international efforts to make its environment more favorable." The transportation system from coasts to interior parts for example, is not sufficient. For an already poor continent coping with a pandemic like Covid-19 which spreads very fast is much more difficult. Especially to continue educational activities at any platform must be difficult.

Morocco is a North African country with the population of over 37 million. Morocco is economically fifth developed country in Africa. It is one of the leading country in the continent but not as rich as the countries in Europe and Asia. The study conducted by Abioui et al (2020: 145) showed that the public schools lost face during covid-19 pandemic. The rapid and uncontrolled commercialization of education lead to decrease in quality of education which is thought as one of the main risks in Morocco. Also inequality in education according to study has become deeper during the pandemic, so authorities are recommended to fight for not only to develop sustainable education but also provide equality in education.

In most of the African countries access to electricity is the main problem. Less than 50 percent can only access electricity in most parts and some countries in Africa like Chad, Burundi, can only provide electricity to 10 percent of their population. In Morocco the situation is much better, the classes are provided with internet and electricity in general (Abioui et al, 2020). However, Abioui et al reports that to handle distant education was not so easy in Morocco as well. For distance education all must have internet connection, electricity and technological equipment like computers. But during the pandemic some students who already have problems to continue their education were the ones' affected mostly negatively. Many children in Africa turned back to work or moved to their hometowns for domestic tasks. In Morocco it was also observed that there is an important inequality in availability, accessibility to distance education tools and platforms between private and public schools. For private actors closure of schools was evaluated as an opportunity to gain more money by selling their services to the parents who were worried a lot about their children's education.

In Morocco private education does not exceed 15 percent. That is 85 percent of educational practices are done by public. Still it is very high when compared the private schooling in neighboring countries like Algeria and Tunisia. For example, in Algeria, 0,89 percent enrolled to private primary schools, in Tunisia, 5,29 percent enrolled in 2016 to private primary schools (Macherson et al. 2014). In 2017 the government in Morocco created “Morocco Digital 2025” an agency whose mission is to investigate and establish a digital strategy for the following 25 years. So the Ministry of National Education developed different way to practice distance education during the pandemic. The ministry provided psychological counseling services, learning tasks, two national television channels to reach students who have difficulty in accessing internet (El Firdoussi et al. 2020).

On March 17 2020 Morocco went online education and closed all the schools nationwide due to pandemic. The Ministry of National Education pointed distance learning as an alternative (Hibbi, Abdoun and El Khatir, 2020). Owusu-Fordour et al. (2020: 2) states that “school closures have provided clarity on different issues regarding access to education, as well as more socioeconomic problems that affect people across communities, but their impact is more severe specifically on low-income families.” In pandemic situations leaving the traditional schooling and choosing online education would be very true, but what is important here is the availability of information technology, internet and internet speed. In Morocco the goal of education was to continue education in any way possible during covid-19, not the quality of education which could be studied later (Basilaia and Kvavadze, 2020). Online education could be beneficial for students in the future as they will work independently, especially the students with special needs. Also the qualification of teachers were affected positively from the outbreak as they learned and practiced new ways of teaching.

Online education in Morocco is not as easy as one can thing about European countries. In some African countries like Morocco, students do not have desks and books. It would be awkward to expect them to have Internet access and computer. Even most of the teachers in Morocco do not have any idea about the technology used in distance learning. So, firstly the inequalities should be minimized (Khamlichi, 2020). The learners were not ready for the devices and technologies used in distance education (Hibbi, Abdoun and El Khatir, 2020).

In Morocco, “a blank year” for only a few school types announced. The Ministry of National Education, Higher Education and Scientific Research and Vocational Training did not accepted a blank year which means loss of a total educational year for students. The ministry stated that the gap would be completed during the following school year. According to Hibbi, Abdoun and El Khatir (2020) most of the learners in Morocco especially at higher education adopted to new situation in a few months. The experts in the process offered different e-learning types in Morocco. The type named as flexible is accepted more applicable an suitable, students can choose synchronous or a synchronous during the course. Nevertheless, the Covid-19 outbreak forced the students to use online learning.

According to a survey conducted by National Higher School of Arts and Crafts of Casablanca, it was observed that students do not understand online lessons. 48% percent of 741 students stated that they were confused. Only a quarter of students said they fully understand while another quarters told that they do not understand clearly. What is more, 79 % stated that they have never used distance education platforms and technologies before. Also it was stressed that even the best technology and internet tools are used they cannot “guarantee good teaching” (Khansaa, 2021). It is ironical to expect a successful school year in a place where you can do nothing on behalf of education due to inequality, lack of necessary equipment and tools, lack of necessary skills that instructors, teachers and students must have about the new mode of education.

In their study Hibbi, Abdoun and El Khatir (2020) found out that the most important problem declared is Internet access (55.56%). Other problems are defined as interaction problems between teachers and students and uses of technological tool. The Moroccan Ministry of Education offered some tools for education. First of all the students can follow their courses on TV channels and radios. Some teachers tried their best and decided to create their own YouTube videos for a better interaction, some others planned live Facebook courses to explain the course topics to their students. Moroccan universities recommended a

platform to students to follow their courses with videos and course materials. Also some virtual classrooms via Google Classroom platform have been used. Moreover, Depending on the school and the number of the students in the classroom, real time mode has been also used with some platforms such as Hangout, Meets, zoom etc.

Educational Practices in Asian Countries, India and Turkey during Covid-19

India and Turkey are chosen to be examined here especially to give a better picture of the continent. India is one the most populated country, but India is very different from most of the other countries in Asia in terms of population and culture. Turkey in the region is most likely to carry both European and Asian cultural elements which is valuable to be examined here.

Educational Practices in India during Covid-19

India as the second most populated country in the world placed in Asia continent. According to International Monetary Fund (IMF) Indian economy is the fifth largest economy in the world. It the world's fastest growing economy (Nayak, Goldar, Agrawal (2010). In 2011 73% of the population could read and write. Only 65% of women was literate. In this study Indian is chosen because of its huge population and 285 million students as the second largest student population after China. About 1.5 billion people, almost twenty times more populated than Turkey, living in India. The first Covid-19 pandemic reported in India was on 30 January and the first death due to Covid-19 reported on March 12, 2020. India closed most of the schools, universities and colleges by the end of the March 2020. This was a crucial time as all the exams were about to be held. The educational institutions all over the country cancelled exams, classes, internships and other educational activities as social distancing was recommended by World Health Organization as a precautions against Covid-19 (Jena, 2020). The Indian Government took some precautions to prevent spread of Covid-19. A countryside lock-down of all institutions in education was declared by the union government on 16 March, 2020. All exams in secondary and higher secondary education were postponed by Central Board of Secondary Education on March 18, 2020. Also a guideline released for examination centers which limits the number of students in an exam hall with at least 1 meter distance. Interviews for Civil Services Exams were also postponed. On day nationwide curfew was announced on March 22 and a lock down after 25 March onwards was declared which repeated time to time. Schools were closed all the time. The classes are told to be done online and the adoption to digital technology became faster due to lockdown. The government observed inline teaching as the best solution to solve crisis due to pandemic. TV channels and radios are being used still to support education. Students and teachers used social media platforms to reach digital resources and continue education (Jena, 2020).

The school and university closure says Choudhary (2020: 2) “will not only have a short-term impact on continuity of learning for more than 285 million young learners in India, but also engender far reaching economic and societal consequences.” Only a few private schools could be able to adopt online education. The government schools and the schools with low fees had to be shut down completely. Choudhary (2020) reports that India is the second country in the world in the number of the students abroad. Many of these students are in US, UK, Australia and China, most Covid-19 affected countries. After the closure of the schools in these countries, most of these students had to turn back to their homes. In the future, if the pandemic continues there could be a decline in the number of international students. 1.5 million schools in India were closed and online education to these large-scale was not possible. Deka and Anand (2021: 1) states that “Only 24 percent house-holds have access to the internet, according to a 2019 government survey.” This situation much worse in rural areas with the rate of only 4 percent. Most of the first year university students have not set foot on their universities campuses and they have been taking lessons through mobile phones or computers. In some part of India, like Assam and several other states, as Deka and Anand (2021:2) reported only 5% of the students in a class have necessary technology to follow up online lessons. The educations system lacks of infrastructure, has dropout problems, learning deficiencies, teacher absenteeism, gender disparity problems and now a new as digital widening added.

Some researchers (Pothula, 2020; Jena, 2020 states that outbreak of Covid-19 negatively affected education but it had also some positive effects. Some new innovative methods are adopted to education

system. Moreover, the pandemic outbreak fastened the adoption of new technologies used in educational practices. In India, as schools demanded a blended learning strategy, teachers and learners had to learn about these technologies. Webinars, digital exams, video conferencing, teleconferencing, and virtual classroom become new practices a decade earlier due to Covid-19. Collaborative works and digital literacy increased. Pothula (2021) reports that collaboration among the related bodies of education, teachers, students, parents, administration, and companies on software businesses, increased a lot. Moreover, the expenditures for travel, tours and study materials decreased a lot.

Though Covid-19 increased technology use in education it also has some negative impact on education. Educational activities are cancelled or delayed to a large extent in India which caused confusion. As in many countries, in India also teachers, who are very well in books, talk, chalk and classroom methods, had to be taught how to do online teaching. Students needed to obtain tools and technology like computers and Internet accessibility for digital education. Parent became more responsible about their children's studies. Pothula (2021) and Jena (2020) sadly declares that teachers had to find new professions to meet their needs as many of them were fired. Everything was fine just for the educated parents who had the knowledge to help their children. The teachers tried to continue education online. They assigned online works via internet, lectured live courses on some applications like Zoom, Google meet, Facebook, YouTube, Skype etc. Whatsapp groups of students, teachers were used as a means of communication, but not every students were well-equipped with technology, high speed internet and other digital tools. According to Jena (2020: 12583)'s study "numerous advanced educational institutions in India are not also equipped with digital facilities right now to cope with sudden changes from traditional education set up to the online education system."

Education institutions stick to digital education to fight back the disruption and damage that Covid-19 did to the education system, but the infrastructure was still far from to support online education in India (Symonds, cited in Deka and Anand, 2021:3). Also a 2018 NITI Ayog report (cited in Deka and Anand, 2021) "55 000 villages in India did not have mobile network coverage." What is worse is that 36 percent of school in India operated without electricity (2017-2018 Survey of Ministry of Rural Development, cited in Deka and Anand, 2021). Nevertheless, the government is taking measurements to improve the situation in India. The quality and capacity to connectivity with broadband and optic fiber are aimed to be improved with Bharatnet project. Also the training of teachers to give better e-teaching sessions is in question. Ironically, the budget of Education of Ministry for digital e-learning decreased in 2020-2021 (Deka and Anand 2021). Midday meal in India is generally served by the schools. With the closure of schools many students lost their health midday nutrition. Many school had to be shut down because of low budget. The good news is that India learned that infrastructure and knowledge to face events like coronavirus in the future. In India, with new investment on digital technology, it is expected to reach 85% mobile internet users in 2024. The use of mobile internet to large scale in the future is thought to give teachers and students innovative learning models in education (Choudhary, 2020). As a conclusions, it is clearly reported and observed that Indian education system has been affected from the outbreak of coronavirus a lot. Insufficient infrastructure, lack of electricity and impossible accessibility to digital platforms were the main reasons. The education authorities and government are now seeking new way and projects to have a better infrastructure for the future.

Educational Practices in Turkey during Covid-19

The first infected patient reported on March 11, 2020 in Turkey and the first death from the virus was on March 15, 2020. After the first infected declared the schools were closed on March 16 primary, secondary and upper secondary education. Universities were on declared to have two weeks holiday but they were also closed and continued with distance education with the decisions taken later on. For primary, secondary, and high schools classes, EBA television channels were founded. The Journeys to other countries restricted on 12 March, 2020. The sport activities and other activities which are held with so many people were also restricted. A curfew for the old started on 20 March, 2020. Restaurants were closed and only allowed for takeaway and delivery services. Barbers, beauty salons were closed. The activities like picnic and barbecues were banned to stop contamination of the virus. After the closure of the school for one

week on 12 March, 2020, the distance education resources were examined in higher education. The universities capacities and resources were investigated by Higher Education Institution in Turkey. The Higher Education Institution opened its resources to use of all universities in Turkey and a commission called “Digital Transformation Commission” was founded. In order to meet students Internet needs, the mobile operators were made to give 6 GB free internet access to course materials. The Higher Education Institution started Virtual Laboratory Project through which the courses like chemistry, and physics in which doing practice and laboratory studies important, can be given virtually. Many exams planned to be held in spring 2020 were also postponed or cancelled (YOK, 2021). Higher Education Institutions took so many decisions to continue a healthy education in universities. Students are given the right to freeze their school enrollment and continue their education one year later. The exams were held online in general. The courses which requires practicum were also delayed to be done later. The university entrance exams for 2020 were also postponed to 27-28 June and held with extra precautions.

According to OECD 2018 reports, 67% of the teachers stated that they let student to use Internet and computer technologies frequently. 76% of the teachers reported that they can support student learning by using the digital technology quite a bit or a lot. 61% stated that their professional development requires the use of Internet and computer technologies (OECD, 2020). Although most of the teachers seems to be ready for digital education, it is useless when both students and teachers are not equipped with the needed technology. According to OECD (2020), 67% of the students reported to have a computer to use for school work which is lower than the OECD average 89%. Apparently, Covid-19 crisis accelerated and increased the number of students who has a computer to do school work. Digital distance education for all classes of primary, secondary and upper secondary schools have been continuing since April 2020 through TRT's Education Information Network (EBA) channels and live courses on the same platform are being done through the EBA. After the early days of pandemic EBA provided a lifeline for more than 18 million students. With the support of Ministry of education, EBA thousands of teachers have been giving daily online courses. It serves students with an expanded content, live courses, quiz databases, informative cartoons, interactive materials, books, and magazines. Also for the students who have no available computer and internet access, EBA Support Points were set up. The Ministry of Education and some nongovernmental organizations also continued delivering thousands of tablet computers to students who couldn't afford them (Daily Sabah, 2021). With the participation of 1 million 255 thousands students and 27 thousands instructors, a survey with the largest participant on higher education held online at the beginning of 2021 to analyze the higher education during Covid-19. The results of the survey showed that in Turkey %72 of instructors support the exchange of authority of Higher Education Institution with the universities. The interaction between the Higher Education Institution and Ministry of Education were also rated high by most of the students and instructors. 83% of the students were reported to have devices to access distance education platforms (YOK, 2021).

Educational Practices in European Countries, France and England, during Covid-19

France and England are chosen to be examined here because of these two countries different practices during Covid-19.

Educational Practices in France during Covid-19

Covid-19 affected European countries a lot and in a short time, European countries became the center of coronavirus. Except for Sweden and Iceland, other countries in Europe decided to close the schools on March 16, 2020. The European countries had to continue education through distance education. As Cetin et al. (2020) reported public schools were affected more. “Around 10 percent of pupils remained without access to education in the most developed countries, while in some cases, such as in Romania, close to 1 million children were left without any forms of education for almost one year.” As the challenges in European countries similar, and a common digital education method and platform between the Member States was recommended in the European Parliament (Negrescu, 2021: 1). As reported by Negrescu (2021)

In French schools were closed on March 16 and strict restrictions lasted until 11 May, 2020. In the first close schools were forced to continue education by online, home schooling usually facilitated by

parents and teachers. After a long period of closure as with some other countries French schools are also opened gradually. According to OECD reports in 2018, 36% of the teachers stated that they frequently use internet and computer technologies (ICT). 51% reported that using ICT is included in their formal education. 45% only stated that they can use technology to support their students learning (OECD, 2020: 2). Although, France is a member of a developed community, it is clear that teachers are not ready for full distance education. Government in France gave the message that keeping students in schools safer for both themselves and their families. So in September 2020, they decided to open the schools in France although the UK, Netherlands, Italy, Ireland, Germany, and Austria have decided otherwise (The Local, 2020).

The country went lockdown twice. People were only allowed to go out for their urgent needs. In the first lockdown the schools were closed throughout spring 2020. In June only very small groups of students returned to classes. As attendance was not compulsory, parents could continue home schooling their children. However in September with the second lockdown a new decision was taken by the government and attendance to classes became compulsory. When schools are reopened in September, museums, cafes, gyms, restaurants, bars remained closed. There were strict health rules in schools like wearing protective masks (The Local, 2020). Universities were mostly closed and most of the students were away from campuses, continued their education online.

A third lockdown is also demanded by many people as the number of infected people are increasing due to mutation of the virus. The schools were open. In autumn in the second lockdown. Noll (2021) reported that “the number of new infections dropped dramatically.” So distance education is not practiced to large extent and it was only used for some secondary lessons. The students are taken to classrooms in groups. While one group is sitting at home for one week and studying at home, second group is in the classroom with their teacher. The students from elementary to onward have to wear masks in classes and school surroundings. To achieve the social distance meal times are extended. When three or more students are reported positive in a school, all the staff and the students are tested, but test are not compulsory. Before sending a class into quarantine, three people must be tested positive.

French Ministry of Education and some other educational unions are not in favor of closing the schools. As Noll (2021) noted from the French Prime Minister Jean Castex closing the schools will make students educationally disadvantageous and also will disrupt the economy. Some of the schools in highly affected regions remained closed, but others were ordered to be open as two months of lockdown caused losses a lot. Families needed to turn back work, and during the lockdown in spring the poor students became worse. 79% of the parents wanted their children back in school September 1, according to a study by France’s polling agency. French school opening plans do not comprise universities which continue practicing educational activities online only. (The Washington Post, 2020; Dodman, 2021). Many university students are protesting the situation and demanding to turn back to campuses. From January 25, the university students could be able to continue face to face education with only the capacity of 20% of their classes once a week (Dodman, 2021.) As the schools are kept open after September 1, thousands of French teachers went on strike demanding more pay, and better working conditions during the pandemic (Elzas, 2021).

As Marlowe (2020) from The Irish Times reports, “France’s government, students, teachers and parents agree on one point: 2019-2020 has been a lost school year. Education minister Jean-Michel Blanquer called it “a worldwide educational catastrophe.” Weeks passed before organizing Zoom classes and assigning homework to students. Families in poor countryside and banlieues were lack of necessary equipment. Some have one device that must be shared among family members.

Educational Practices in England during Covid-19

The education system has changed a lot also in England since the Covid-19 crisis began on 31st of January, 2020. On 4th February, England asked her citizens to leave China if possible. On March 16, 2020 Boris Johnson urged people to work from home and avoid pubs and restaurants to cope with the virus and ordered the closure of pubs, restaurants, gyms on March 20, 2020 (Aspinal, 2020). The schools in UK were closed on 20th of March 2020 to prevent the infection among students and society. When politicians

observed that closure of the schools would not be short, new solutions like remote teaching and learning were decided as a method to continue education. “Most schools started using resources from the Oak National Academy, and BBC offered the Bitesize Daily program for independent learning.” Students got assistance from EduBirdie in Great Britain as well. Teachers were also ready to lecture through video conferences to support their students’ progress (Uktech, 2020). Education Development Trust (2020) in England provided a quick guideline for educational practices to continue effectively by remote teaching methods. After the summer break of 2020, reopening of the schools discussed. On the first of June 2020, primary schools in England started education again and at the beginning of September all schools reopened in UK. With opening the schools new rules were also implemented in schools. Students have to wear uniforms. Small teaching groups should be formed and social distance should be protected in schools. The following measures are taken after reopening the schools in England (Uckteh, 2020; Department for Education, 2021):

- Students must be encouraged by their teachers to wash their hands, use an disposal of tissues properly for sneezing and coughing,
- If possible students should keep physical distancing,
- If the student, teacher, any working member of the school or a member from their family shows any symptoms of coronavirus, they should stay at home,
- Schools must improve their cleaning procedures, like ventilating the spaces,
- Testing for virus should be promoted and new positive test should be reported
- Also students over 7 must wear uniforms when they are indoors but not in classes.
- All students have to continue their education except for their showing symptoms of Covid-19, having positive virus tests, or contacting with someone infected.

These rules have to be strictly followed in England, although some different rules are implemented in other parts of the UK. If the number of virus infected people increases a lot in the country a kind of rota system will be used for secondary schools. Another plan is to go distance education from home for most of the students. In February 2021, the Department for Education published a guideline to explain the rules that school leaders should obey to minimize the risk of transmission of coronavirus in their schools. In the guideline the suggestions of health services about measures and ways to decrease the risk of being infected and transmitting infection are also cited for teachers and administrators. To stop the transmission of new mutation of virus, closing of the schools discussed. “Secondary school pupils in exam years” would start face to face education, but other groups will continue online education by 11 January, as the new variant of virus transmits faster among the young reported (BBC, 2020).

International students in higher education institutions were also protected with the support of Ministry of Education and a road map for them announced. From 8 March, students studying practical subjects could be ask to turn back to campus. If the students were not in the group that can take face to face individualized courses they were asked to stay where they were. Also the students planning to travel to UK were asked to contact with their institutions. They continued their education online. For example students with no accommodation are supported and only the crucial courses which requires observing and doing laboratory test in the campus were allowed (Universities UK, 2021). England where most of the people are prosperous and decided to separate its unification with European Union directed educational practices quite well when compared most of the other countries in the world. England has the highest rate in the use of Internet for shopping and almost 99% percent of her population have internet access (Doğruluk Payı, 2017) which made it easy to give lectures online during the Covid-19 crisis successfully.

DICUSSION CONCLUSION AND SUGGESTIONS

Experiencing the impact of this pandemic, as educators we have to build some new ways to tackle with the inequality and reduce the future risks and effects both regionally and nationally worldwide. As the World Bank (2021) recommends, to reduce the long-term unwanted effects of pandemic, developing and less developed countries need to take action for implementing new recovery programs, deliver more budget for educational activities and they should be ready for the future shocks by “building back better.” The

authorities should be in dialogue with the teachers, students, unions, and organizations that represent them to synchronize the needs and define the precautions to be taken in health, safety, physical and emotional well-being. They should propose resources to organize the return to school and close the deep gap in education.

In undeveloped and developing countries like Morocco, India, Turkey, it is apparent that not all can reach the prosperity of technology and internet. In most of the African countries reaching water and electricity supplies are the main problems for people. As Dedeler et al (2020) asserted, most of the population in Africa lives in very crowded cities. For example, only 41% of the population in Ghana have the opportunity to use public toilets (Ghana Statistic Service (GSS), 2014). So, it would be very optimistic to expect an educational justice and any positive implementation on the part of education. Most of the students are away of healthy nutrition. Most of them have no opportunity to reach distance education materials and continue a regular education. Even before Covid-19 crisis so many children were unable to continue compulsory education in African countries. There is apparently a social injustice which must be provided urgently. The gap between the rich and the poor got worse with Covid-19 crisis in most African countries. According to Barr (2017) "South Africa, Namibia and Haiti are the most unequal countries" in terms of the distribution of income.

The inequality in living circumstances, livelihood, and access to the internet, food security, and education got worse. Although the ministry declares that education is continuing online in Morocco as like other countries, it is not the same when Morocco and other African countries thought (Barr, 2020). Most of the students in public school have no technological device to access digital materials. Private schools quickly switched to online education in most places, but the poor in the poor regions have nothing to continue educational activities. According to the report of the World Bank (2019), in rural areas in India the educational activities are not well. Students cannot do simple calculation problems in third grade. In addition to existing problems in education, Covid-19 has worsened the situation in poor districts. For the well-being of these people and countries urgent measurements must be taken and these measurements must be globally supported otherwise the economy of these poor countries cannot provide a better future for their youths.

The happiest children, although when they are asked, they will not define themselves as happy, are living in developed countries. England and France where almost all people have an available device to reach digital materials could easily adopt to digital education. According to Internet World Stats (2021) 94,9% percent of English and 92,3% of French has internet connection which is over the world average. The gap between the developed countries and undeveloped countries in educational activities became far from reaching but the speed in digitalization increased and most of the countries started new projects to increase the availability of internet and digital devices in their countries. It would not be wise to here not to say that the digital area made its peak with the Covid-19 crisis.

Some countries like England and France started face to face education and opened the schools in the autumn of 2020 while other countries, like Turkey, decided to open the schools partially in spring 2021 under strict rules and regulations to prevent virus contamination. The students are happy to meet their friends and teachers after a long break in most countries because schools are not only the places where students take education, schools are also places where students meet friends and socialize.

Obviously, most of the countries' education systems were not ready for such a devastating health crisis. Some countries depending on their financial merit switched to digital teaching and learning system, but for some it was really a chaos of unknown. No one knows when everything will turn back to days before Covid-19, but most of the authorities estimate that nothing will be like the day before Covid-19.

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