

Transformation of Global Health Education in the Post COVID - 19 Era: A Narrative Review

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ABSTRACT

COVID - 19 has resulted in wreak havoc on educational institutions all across the globe; almost 1.6 billion students in over 200 countries are affected. Over 94 percent of the global student population has been impacted by the closure of a school, institution, or other learning facility. Social alienation and movement limitations have considerably undermined usual schooling practices. As a result of the variety of new standard functioning measures that have been developed, another challenge is restarting schools after the restrictions have been lifted. Several schools, colleges, and universities have abandoned in person lessons in the wake of the COVID - 19 outbreaks. Alternative educational systems innovation and implementation and evaluation methodologies are immediately required. The epidemic has given us an opportunity to establish the building blocks for digital education. The goal of this narrative review is to give an entire evaluation of the outbreak's impact on online education and learning of a variety of papers, in addition to provide a recommendation for a method of action.

KEYWORDS

Prevalent cognitive beliefs, During the COVID - 19 pandemic, Health behavior, Evaluation methodologies

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INTRODUCTION

The outbreak has wreaked havoc on educational institutions all the way through the globe, causing nearly closure of all schools, ECEC that is early childhood education and care centers, colleges, and other institutions. Most countries choose to shut educational facilities temporarily to stop the spread of COVID - 19.¹ As of the outbreak has caused school closures for around 825 million kids. UNICEF reports that 23 nations have implemented national closures and Local closures have been enacted in 40 cities affecting about half of the student population on the globe. There are presently 112 schools operational in 112 countries.² Not just for students, teachers, and families, school closures and Early Childhood Education and Care (ECEC) have economic ramifications and cultural ramifications. As a result of school closures in response to the pandemic, digital learning, student debt, and homelessness, plus admittance in the direction of child and health care, accommodation, the internet, and disability services, all have been emphasised.³ In case of underprivileged children & their families, the repercussions were extremely harsh, including interruptions in schooling, a Families that were unable to work had a financial burden, inadequate nutrition, childcare problems, and Families that were unable to work faced a financial strain.⁴ As a result of the school closings, UNESCO recommended that schools and teachers use distance learning programmes in addition to open educational technologies and platforms to reach out to students and minimize disruption. hard work to stop the progress of the development of COVID - 19 by non - pharmaceutical therapy as well as preventative measures for example self - isolation and as a result, there has been a societal divide in the end of elementary, secondary, and advanced schools in more than 100 nations. Infectious disease epidemics have previously resulted in widespread school closures across the world, in the midst of changing degrees of success. Using mathematical modeling, it has been revealed that closing schools slows the spread of an infection. The program's effectiveness, on the other hand, is evaluated by the relationships that students maintain outside of school. School closures have been shown to significantly reduce cases and fatalities, particularly when enforced swiftly.⁵ School closures that are introduced late in an epidemic are not as much of effectual and may have no effect at all. In certain circumstances after a long time of closure, the reopening of schools has led to an increase in infection rates. School closures are difficult to assess since they frequently occur in combination with other measures such as public gathering bans.

LITERATURE REVIEW

The Pandemic of COVID - 19 and the Movement towards Online Education

The worldwide outbreak has wreaked chaos on institutions and psychological shock effects in a diversity of fields, counting learning. The impact on pupils is unparalleled on April 9, 2020; more than 1.5 core kids from primary to tertiary levels all through the globe will be not capable to be present at classes. Pretentious countries and communities have been obliged to seek immediate repairs in a variety of

virtual learning platforms as an outcome of significant and sudden closures. The three successive and overlapping

epidemics in Philip Strong's (1990) model of epidemic

psychology: terror, explanation, and action, possibly used to characterize current situations in formal educational institutions. The word "epidemic" is used by Strong to characterize the collective psychological reactions to an epidemiological crisis. The primary part is a dread outbreak, this begs the issue of how educational systems should be structured and learners might deal with one of a kind scenario. The second issue is a moralization and explanation pandemic: 'It's possible that people won't be able to distinguish but a novel sickness or epidemic is modest or big'. They bounce back and forth from one mental state to the next simultaneously; several administrative players offer various approaches to making sense of the circumstance and make sure that teaching and learning carry on to take place. Politicians, obviously, are in the forefront of educational policies, striking restrictions at the same time and while simultaneously generating official and authoritative narratives based on the findings of health professionals. Experts and beginners comparable can be able to converse their sensible and irrational viewpoints on social media with little restraint. Lockdowns have a range of ramifications for kids, counting perpetuating inequities and putting them in a social and psychological stress. Parents and guardians are impacted as well, and loads of them identify possibly for the first time, the social goal of education and its ability to control daily life. An epidemic is the third factor of activity. It demonstrates how teachers as well as educational institutions all around the globe move their work from the classroom to the workplace and lecture halls to digital platforms virtually instantly. The shortcomings and limits of online learning deployment in educational institutions have been identified as a result of this fast shift. hard work to fill up these gaps have resulted in a flood of different types of support, including free webinars, drop - in sessions, and blog postings, emergency policy papers, and still lessons gain from preceding university lockdowns. More crucially, the scenario has shaped a new market opportunity intended for producers of commercial digital learning systems.

Challenges in Teaching and Learning During Post COVID Era

Users both educators and learners - face regular hitches these materials should be used or referred to while utilizing or referring to 136 Higher Education for the Future, because to the abundance of platforms and tools of online education. The upcoming are few of the issues that many great researchers have recognized emphasized:

Availability, cost, flexibility, method of learning, lifetime education techniques, and E - learning raises a slew of challenges in terms of educational policy. The majority of the countries have achieved remarkable difficulty in having an internet connection that is steady and obtaining access to digital content appliances. While many others have efficiently weaker students who cannot afford online learning appliances, consequently. Offline venture and the learning of self - exploratory have grown to be difficult for pupils; there is a scarcity of parental guidance. Because both parents work, it is especially difficult for young students. Physical learning environments that cater to a variety of learning styles are a

cause of worry.⁶

Natural - born learners are predominantly unaffected in their education as they require less administration and help, on the other hand People with learning disabilities have difficulties.

Some low - income households with academically qualified kids are at a loss to access or can afford online training.

Learners have fewer contact hours as a result of this and a breakdown in teacher communication when faced with a learning difficulty, student academic performance is about to the number of course conducted for year - end and internal assessments has decreased.⁷

The assessments of students are conducted online, resultant in a huge agreement of testing and miscalculation, uncertainty, and misinterpretation between instructors, students, and parents. Depending on the ease and capability of the teachers, many methods for providing online evaluations are used with the compatibility of the pupils. Most of the schools and organizations have failed to deploy suitable system for checking plagiarism due to the massive student population. Internal reviews and exams are conducted to ensure that key public credentials are maintained like the General Certificate of Secondary Education (GCSE) have been halted, and A levels have been annulled for the whole cohort in the United Kingdom. Depending on the length of the lockdown, the entire assessment examination may be postponed or cancelled. Many recruitment tests, state level board exams, because to the COVID - 19 epidemic, university and entrance examinations have been postponed across India and state wise lockdown. BITSAT 2020, CLAT 2020, NATA 2020, ATMA 2020, MAT 2020, UGC NET, and NEET are one of the entrance tests that has been delayed or rescheduled. The present financial disaster has had a tremendous control on education in colleges, schools and institutions around the globe.

School time is not only fun for the kids, but it also helps them to build up social skills and awareness. Children endure economic, communal, and emotional when kids are missing from their regular educational routine, it has ramifications. Countless of youngsters are at present enchanting online classes and extra time spent on virtual platforms, put them at risk of being abused online. Enlarged and unstructured online study time has uncovered children to potentially unsafe and aggressive content, plus the risk of cyber bullying. More families are dependent on technology as a result of school closures and rigorous confinement measures. Parents are turning to keep their children safe, parents are turning to digital alternatives in learning, entertained, although all children are online and linked to the world outside, and not all kids have the skills, resources or knowledge, to keep safe online.

The majority of online students in Bhutan are from rural regions, and their parents are largely illiterate farmers. Farming, animal care, and domestic duties are among the agricultural jobs that students assist their parents with.

Some students even asked for their tests to be rescheduled for later in the day while in the mornings, they had to labor in the fields. Some children assured that they were essential to be present at to their sick grandparents, parents or members of family, including admitting them to hospitals. It's difficult for them to keep up with the lessons when they go home in the evening. Allowing their children to repeat the academic year is an option for parents with children in lower grades.

In addition to too little connectivity of internet, the vast common of students does not have admission to telephones

or television at their house. A huge percentage of the people has no or small earnings due to business and office closures. In compared to ordinary profits, the cost of internet data are quite high and keeping continuous Internet access is difficult. Although Online face to face courses are preferred by the

majority of students, some low - income Students have expressed their dissatisfaction with the head to head additional data packages are required for online classes. Teachers are split between listening towards whom and using which tools. Pre - recorded videos, according to some, may help other than this would bind connections. It's complicated to design a system that fits all of a child's educational needs while still being convenient.

Opportunities for Teaching and Learning

Despite the fact that there have been a number of Educators, institutions, schools and the government face challenges with online education, the pandemic outburst has for individuals who are not ready, a variety of chances have been offered or have aims to establish an e - learning system in the long run. The relationship between instructors and parents has improved in such a ways that it has never been before. When parents homeschool their children, they must contribute financially and intellectual support for their children's education. Children with disabilities deserve should be given more and specialized throughout this continuing tragedy, please provide a hand. This is the first time, online resources a Google meet , Zoom video class, learning settings that are virtual, social media, and other group messaging platforms like, Messenger, Telegram, We Chat and Whatsapp are all investigated and try for teaching and learning at the 138 Higher Education for the outlook. Even once Resumption of head to head instruction, this area possibly studied more, and these platforms can make available more resources as well as guidance to students. Teachers must progress with inventive ways to address the issues of virtual learning. Teachers are dynamically performance on a local level to create online teaching practices. Teachers, children as well parents have all gone through similar situations. There is an unrivalled prospective for partnership, innovative thinking, and a desire to learn from others and try new things. Countless educational institutions are opening up their tools and solutions to the public to help in the creation and teaching and learning that is extra active and interesting. Teachers and students have been able to teach each other thanks to online learning and Innovate ways of learning that would not be possible in a typical classroom setting.

Recommendation of Policy

International leaders and the whole education community must make preventing a generational calamity from the learning disaster a primary goal. This is the greatest method to make sure not just tens of millions of students' rights, although as well economic achievement, long - standing development, and harmony.

Decision - makers are recommended to undertake the following guidelines and measures in this respect.

Revise Education and Fast - Track Progress in Teaching and Learning

- Spotlight on addresses educational losses and prevention dropouts, mainly on marginalized groups
- Providing skills for job placement programmers
- Hold up teachers' preparedness and the teaching profession.

- Connectivity restrictions should be removed.
- Strengthening data and monitoring of learning.
- The right to education should be expanded to include the right to internet access

Coordinate for Impact and Protect Education

Financing

- Strengthening household resources enlistment, protect share for education as top priority and tackle inefficiency.
- Protect official development assistant for education.
- Reinforce international coordination to address the debt crisis.

In order to Ensure Equitable and Sustainable Development, Improve the Reliability of Education Systems.

- Pay special attention to equity and inclusion.
- Improve risk management capabilities across the board - Ensure effective leadership and coordination
- Improve the procedures of consultation and communication.

DISCUSSION

This review articles was published from June 2019 to January 2021 Web of Science, PubMed, and the WHO official website have all been indexed. In the sphere of global health education change and its influence during the post - COVID period, electronic searches were conducted with visual scanning of reference lists and hand searching of major journals.

The COVID - 19 epidemics has wreaked havoc on school institutions like none before, poignant almost 1.6 billion learners in additional than a hundred ninety countries and each and every continent. Faculty closure are a common occurrence and alternative learning areas have compact ninety four per cent of the student population across the globe, equal to in the low and lower - middle income brackets, 99 percent of people are employed financial gain countries. Pedagogy obtainable and used for in person on - line learning does not allow for learning. Although a spread of on - line and distant learning methodology has been developed, lecturers World Health Organization area unit technologically backward need correct skilled development and coaching so as to situate themselves in relation to their pupil's genuine evaluations and timely feedback are crucial components of learning. A awfully crucial a part of on - line distance learning is that the availableness of useful formative assessments and timely feedback to the net learners. This can be establishing to be difficult for the educators and therefore the education system. It's more difficult within the Bhutanese perspective because of well - built category power, be short of on - line infrastructure of teaching and skilled increase, and non - participative nature of the scholars. This should be the assignment for on - line session of teaching for the persistence of education throughout the current pandemic. The expression is often accustomed make sure that our students area unit safe and have their basic wants met before on - line learning commences. Force and ill - treatment area unit on the increase because the perpetrators area unit many time reception or within the neighborhood,

that may be a distraction of the mind and danger to the students. When working with students currently homeschooling experience throughout this COVID - 19 pandemic, contributing surroundings reception in which there are differences in standards and socioeconomic situations. Studies should be carried out to back up claims that will give toughest hit economically deprived teams. In Bhutan, there

are unit reports of scholars chucking up the sponge or opting to discontinue schooling. This has occurred because of the lengthy pause implemented by the college closure throughout the COVID - 19 pandemic. even though no studies area unit carries intent on measure the pandemic's direct influence on the dropout rate, a quest during the factual information would be highlighted in this place. There are unit types of on - line infrastructure that are ready by several instructional corporations and created without charge for teaching throughout this outbreak. The affordability and accessibility to those on - line infrastructures for all the learners of assorted economic backgrounds area unit still a challenge. Students with particular needs who are having difficulty learning like hearing disorder, disablement and quality disabilities, need extra coaching with support and steerage. Several caregivers and oldsters reception don't seem to be competent to cater to such wants, obstructive the educational of this cluster of learners. For that reason, there's a desire for investment time and resources to explore and analysis the simplest alternatives for the special instructional wants (SEN) of those learners. As with all other assignments, and examinations area unit administered from home, it's difficult for educators to search out the credibleness of the work and also the actual learning going down. Furthermore, many parents advise and support their children throughout their educational journey, and the quantity and degree of support varies widely. Grading of scholars is another space of study as no correct criteria area unit developed and effectively used.

CONCLUSION

Despite the findings of several researches, according to a research on the COVID - 19's influence epidemic on learning and teaching throughout the world with the aim of suitable pedagogy is required and in emerging nations, platforms for various levels of class that is upper, middle, secondary, and basic education should be investigated more. In most of the poor countries, Internet bandwidth is constrained due to less points of connection and Data packets are costly in contrast to people's earnings, restrict access and affordability. To make the situation better, policy engagement is needed. The affordability and all students have access to instructional resources from economic backgrounds has been identified as a challenge, with educational tool producers focusing on personalization as a solution. The COVID - 19 outbreaks has highlighted the significance of teacher and student/learner training on how to use a variety of online educational equipment. After normal courses begin, instructors and students should be encouraged to use internet technology in the future to get better teaching and learning in the COVID - 19 pandemic.

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