

Influence of COVID-19 on Student's Health: How to Associate Helpless Student's during School/College Closings & Re-Openings

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Abstract: A complete attitude to education which speaks students' sensitive desires, learning & communal – is vital, particularly in times of disaster. School closures related to the present COVID-19 disease mean that student's from assorted circumstances who are additional at danger of enlarged susceptibility are less probable to accept the provision & additional services they need, & the gap amongst students that involve surplus barriers. Closings also have substantial effects on students' intellect of belongingness to schools & their emotional state of self-esteem – the inclusion of these are the keys in education. **In this paper** we are discussing O.E.C.D Member Countries' resourcefulness to speech the dissimilar wants of susceptible students during the COVID-19 disease. Away from school closing, also observes the problem of school/college reopening by offering countries' present measures & given that policy pointers expected to safeguard that the disease does not additionally encumber the inclusion of susceptible students in education systems. Amongst the important encounters formed by COVID-19 is in what way to familiarize a scheme of education made everywhere in physical form. When Covid -19 was at its highest level, more than 189 countries, surrounding around 92% of registered beginners universally, shut down their school's / College's to attempt to encompass the extent of the disease. They danger falling extra behindhand & flattering isolated with school entrances closed. In the succeeding divisions we will define O.E.C.D [1] Member Nations' creativities to tell you the dissimilar requirements of susceptible students during the COVID-19 disease. With this school closing's, in this Policy we will gave brief checks that ask about school openings again in physical by bestowing countries' present procedures providing policy indicators designed to safeguard that the disease does not additionally encumber the insertion of susceptible students in education.

Keywords: Covid-19 Disease, Education Systems, OECD.

Introduction

Throughout the Covid-19 crisis, numerous republics have been exhausting digital instructive tools & simulated interactions between students, their teachers, & also amongst the students, to distribute education due to the closure of education institutes. Susceptible students might though have slight entrée to such tools & necessitate additional attention and upkeep. To reply to the encounters they were facing republics have established specific & sometimes advanced strategy and initiatives under that such as providing reasonable & [1] complete access to digital knowledge resources & best education conditions, confirming that socio-emotional desires are actuality met, proposing reasonable & complete access to further services for susceptible students, by safeguarding support by and to teachers. Although the utmost susceptible students might not have entrée to digital education resources, few governments & civil society organizations have delivered these students with personal computers, tablets as well as net access, or have organized education through television, mobile phones or radio [2] etc.

Providing Reasonable and Complete Access to Digital Education Resources:

Due to school closures there has been the formation of online education stages to upkeep teachers, students and their families. Though, not all the students have the similar entrée to Information & Communiqué Technology

(I.C. T's), which also fluctuates meaningfully through republics. A numeral of republics proposed valuable insights into few of the most reasonable & complete answers to deliver access to digital education resources & actual distance [3] education as shown in Figure 1.

Tie-Up's with Nationwide Instructive Media & Free on-line Education Resources to Reach all the Students:

- The French Ministry of Edification shaped & -reinforced Tie-ups with numerous national media such as culture and education-oriented television and radio channels in order to offer further instructive material & spread to all the students as soon as possible.
- In New Zealand, a novel online education space, hard copy education cartons & superior television programs have been presented to spread all students.
- The Portuguese Ministry of Education hurled the “#EstudoEmCasa” instructive program to improve students’ education throughout the disaster. This program is primarily focused at main students & has been disseminated on the communal television channel.

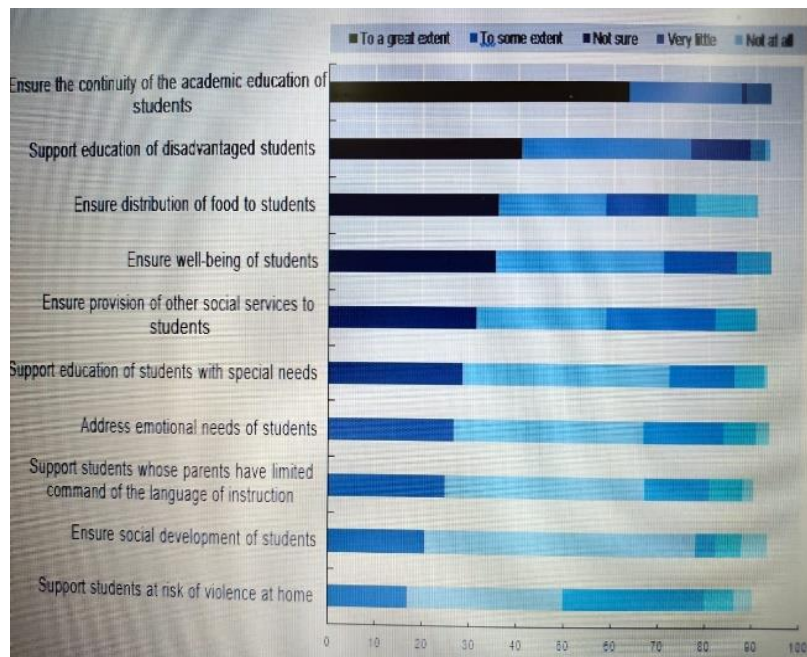


Figure 1. Countries Emphasis Points in Approaches of Learning continuity

- In Colombia, the administration established an online policy with more than 85,000 instructive resources for which less income peoples have free access. If people do not have a net connection, they can access the platform without losing their mobile [4] data.

Circulation of Free Electronic Gadgets & Teaching Material:

- Few countries have functioned on reaching students deprived of any entrée to skill by allocating free material. E.g. Chile disseminated nearly 130,000 computers with a net connection in numerous cities in whole country. Students at the refugee sites in Greece receive their homework bundle once in a week if incapable to join to online podiums by phone or [5] net.
- New South Wales in Australia has an established practice of using technologies to propose an actual distance teaching meetings over video discussion lessons, Mobile phone lessons, digital TV lessons & computer-generated excursions.
- In the same way, the Slovenia Government, with the assistance of reserved donors, collected thousands of devices to take care those susceptible children without access to a personal computer.
- In the Rome, in addition to providing simple services to peoples from little socio-economic upbringings, has operated on recognizing Roma students deprived of digital devices & net connection, they offered them personal computers, tablets & tried to resolve connection disputes in order to safeguard the steadiness of their edification.
- In Portugal, private & public organizations, schools, joined in order to offer laptops & net access to few students from underprivileged backgrounds.

Providing Reasonable & Complete Access to Decent Education Situations:

Though, not altogether student's get the identical volume of parental support. A study showed in the Netherlands that throughout school closures, all parents worried the significance of serving their children about their study at household, students from privileged socio-economic circumstantial got additional parental support & had access to extra instructive resources than individuals from underprivileged circumstances. Few parents, those are from immigrant & refugee families, may not be capable to work from household or upkeep their children with household schooling due to their restricted schooling and/or shortage of expertise in the language of training. For Such cases, the steadiness [6] of restricted physical instructive services & the obtainability of multi-language resources, concerning cleanliness & communal distancing, can be crucial for several students. Numerous countries, e.g. UK, France & the Netherlands, approved numerous schools to retain some classrooms open to welcome teenagers whose parents functioned in necessary services & were operational extra hours through the peaks of the disease.

Steadiness of Restricted Physical Instructive Services for the utmost Susceptible:

In [7] Australia, travel to remote settlements for emergencies and to maintain important services was permitted and exempt from any travel restrictions to ensure that all communities could continue to receive basic services, including education.

- Higher and upper secondary vocational education institutes in the Netherlands may continue to operate to assist students who do not have access to distant learning at home. Additionally, primary and secondary schools might continue to be open for kids whose parents held important occupations.
- Schools in Norway stayed open for a range of pupils who were classified as being vulnerable, such as students with specific SEN, students whose parents worked in critical activities, and students who were unable to be at home for other reasons, such as hostile environments.
- Sweden, for the sake of ensuring that young children and vulnerable pupils might continue to have access to interactions with instructors and educators, there have been no school closures in Sweden throughout the COVID-19 outbreak.
- In Portugal, there are about 800 schools that host children whose parents work in critical services and give food assistance to kids from low-income families.

Maternal Engagement:

- The Irish [8] Ministry of Education made a wealth of online materials available to parents during school closures. Several documents that offer information on the continuation of education for parents of children enrolled in primary schools are among the items available.
- A number of non-governmental organizations (NGOs) and international organizations developed and disseminated online resources to assist parents throughout the crisis, including Save the Children in Spain.
- In Portugal, families with children younger than 12 years old (who did not return to school until after the summer holidays 2020) received materials on how to help children manage their emotions, encourage their participation at home and in society, or play creative games.

Dispensing Material & Provide Online Resources in Dissimilar Tongues:

In [9] order to ensure better educational outcomes as well as the wellbeing, sense of community, and self-worth of certain student groups, language is a crucial element of educational policy. The quality and accessibility of information and educational materials are improved when language is the focus. The majority of nations have made an effort to provide information on health and education related to the COVID-19 in several languages.

Info on Healthiness & Education Through the Disaster:

- With the assistance of NGOs' local personnel, the Slovak government has been speaking to Roma families in Romani to tell them about the problem and the steps they can take to protect themselves and gain access to essential services.
- The education minister in Austria wrote a letter to parents in 12 different languages informing them of the closures of the schools during COVID-19.
- In a similar vein, Norway has provided information and updates on school organization throughout the COVID-19 issue in a variety of languages to cater to the needs of diverse families.

- In Portugal, a campaign called "For you, for everyone, remain at home!" was created to raise awareness and encourage prevention within Roma communities.

Numerous [8] cities in Europe, Australia, and Canada have also been collaborating closely with local associations to provide language-challenged immigrant families and ethnic groups with thorough information on the pandemic's progression, how to safeguard their health, and how to access basic services.

Bilingual Educational Materials:

- The Mexican government distributed educational materials in Spanish and Indigenous languages through the National Institute of Indigenous Languages, a division of the Ministry of Culture. This was done to communicate information & preventative measures during the pandemic. There were interpreters and translators at the beginning of April 2020, and nearly 140 educational resources (audio, video, maps, etc.) were accessible in Spanish and the majority of the Indigenous languages spoken in the nation.
- In the United States, the educational website Colorn Colorado offers guidance to teachers and parents on how to support English language learners throughout the spectrum, from pre-primary to upper secondary school. ***Guaranteeing that Socio Emotive Needs Are Being Seen:*** Governments and schools facing problems in ensuring that students' social & emotional needs are being satisfied and that the most susceptible people remains to receive additional services. Different nations have made an effort to address the needs of numerous susceptible student groups during school closures. If students can't stay in touch for both academic & social purposes, including through online tools like Zoom and reading partners, they risk losing their sense of belonging to the school community.

Counselling Alternatives & Socialisation Prospects to Support Young People & their Families:

In-person access to social, medical & counselling services might no longer be possible. To address this, during the COVID-19-related school closures, the American School Counselor Association counsel's schools on online counselling and other services;

- Children in Canada can get e-mental health services through Kids Help Phone. The Canadian government announced on March 29, 2020, that it would contribute CAD 7.5 million to Kids Help Phone to support and counsel children and teens in need during this trying period. Free, private, and confidential 24/7 phone and online counselling services are offered by organizations like Kids helpline in Western Australia and Tele-fono Azzurro in Italy.
- UNICEF in Italy provides remote counselling and psychological support for children of refugees & immigrants, as well as their parents or guardians, over the phone or online [8];

Resources for Talking about COVID-19 with at-risk Students & their Families:

- The nation's top research group Child Trends issued "Recommendations to support & protect children's emotional well-being during the epidemic," & numerous states have recommended educational personnel & families to abide by them.
- The National Public Radio (NPR), the principal independent & non-profit media organization in the United States, also produced a comic that clarifies the virus. These recommendations include the use of creative approaches for children to stay connected, providing age-appropriate information, seeking professional help if children show signs of trauma that do not resolve relatively quickly, or emphasizes strengths, hope, and positivity.
- With the help of the Order of Portuguese Psychologists, guidelines for school psychologists as well as brochures for parents and students were created in Portugal & shared online. These materials included: i) self-care advice for teachers & early childhood educators; (ii) assisting children in coping with stress; (iii) handling an isolating situation; (iv) explaining to a child the measures of social distance & isolation (v) maintaining distance learning .

Granting Disadvantaged Kids Full & fair Access to Additional Services:

Numerous nations have taken action to aid pupils from low socioeconomic backgrounds, frequently in collaboration with local organizations and using emergency money. Many kids have benefited from these efforts by being able to safely return home or by having access to some basic necessities that are often covered by their school, including free lunches.

Financial Assistance & Free Lunches for Students:

- The Australian government has made advantage of an already-existing system of assistance for Indigenous students called ABSTUDY, which offers financial aid for travel, lodging, & tuition.
- A National Emergency Aid Fund allowed the French government to provide financial aid to thousands of students. When studying abroad, many students received financial aid, free meals, and return tickets; Municipalities have been on the front lines of crisis response in many different nations. Municipalities have operated in a number of nations, including Italy, Portugal, and Serbia.
- The Oakland Unified School District in the United States offers "grab and go" breakfast and lunch meals to the most vulnerable students and is supported by organization's like eat, learn, play. Communities in the United Kingdom are working with schools and associations to provide communities with running water, food, and medication to many vulnerable Roma families from various communities [9].
- In the United Kingdom, the government made it clear that all schools must give pupils free lunches when classes are out of session.

Support for and from Teachers:

Teachers are among the most significant agents of inclusion in education because of their indispensable role, transferable skills, and everyday interactions with pupils. They are key players in the COVID-19 problem, leading their students through the expansion of online distant learning. Additionally, as teachers and school administrators are most likely to know students' families, they may play a critical role in reaching the most vulnerable children and keeping their families interested in their education. By offering Internet hotspots, conducting video chats, sharing videos with closed captioning, providing translated materials, and interacting with the kids' family or guardians, teachers can assist these students in staying connected during school closures. In a brief released in May 2020 by the World Bank, it was said that three fundamental concepts should direct initiatives targeted at enhancing teachers' productivity and wellbeing: (1) support teacher resilience; (2) support teachers' instructional needs; and (3) support teachers' technical needs.

Resources for instructors:

The Portuguese Ministry of Education additionally created the website Apoio às Escolas with a collection of materials to assist schools in using distant learning approaches that enable them to carry on the teaching and learning processes. a dynamic environment where new resources are regularly introduced and best practices are shared. A YouTube channel for sharing lessons and educational activities was also built, along with a Facebook page containing information, documents, and suggestions for working with students.⁸² Some nations, like Italy, have given teachers access to online teacher training tools on how to teach online. They also developed online tools for collaboration that enable resource sharing and peer-to-peer feedback.

- Nordic nations have freely shared their e-education solutions in order to assist teachers and parents in this new circumstance. 40+ remote education tools from Estonia, Finland, Denmark, Iceland, Latvia, Lithuania, Norway, and Sweden were shared collectively; ⁸⁴
- The European Commission created the "Education Gateway" online resource, which offers teaching resources and professional development opportunities for educators in 23 European languages.
- New Brunswick, Canada, created an online module to prepare instructors for classrooms with a variety of cultures and languages in conjunction with institutions. It was put in place to assist regular instructors in acquiring the necessary skill set to instruct pupils from immigrant backgrounds in English during school closures [9].

Support for the Socio-emotional Health of Teachers:

A conference on "socio-emotional education in times of pandemic" was organized by the Chilean Ministry of Education in May 2020. Among the several subjects covered was a section devoted to essential ideas and programs for educators' self-care.

- The Education Hub in New Zealand has a number of goals, one of which is to support teachers. During the epidemic, the Hub offered contacts for counselling, medical, and psychiatric services, and released guidelines to assist teachers in caring for their own wellbeing.
- Teachers in the Koutsohero Refugee Camp are giving these pupils extra support because they have had a hard time getting access to a good education because of the pandemic. They mostly assisted refugee students who did not speak Greek in enrolling in nearby schools and gaining access to online resources. Various measures

have been put in place, including **WhatsApp groups run by teachers** to deliver educational resources to families, ICT training for teachers and students, student input in curriculum adjustments, and additional help for kids with SEN.

- In Slovenia, as part of the "Together for Knowledge — Implementation of the Activities of Support Mechanisms for the Acquirement of Knowledge for Members of the Roma Community" Project. To guarantee that distant education is accessible to all pupils, they worked to build an information infrastructure, acquire ICT equipment, and keep constant communication with Roma children and parents.
- **A few instructors of blind kids** and activists banded together to organize a free homework help hotline for pupils who are blind or visually impaired in reaction to the wave of school cancellations that COVID-19 caused across the [10] United States.

Options for Policies to help Disadvantaged Pupils When Schools Reopen:

Following the COVID-19 pandemic-related school closings, several nations have reopened schools (at least partially) if health conditions had improved and the return had been deemed safe by health specialists, ministries, education trade unions, parent's associations, and other stakeholders. Reopening for a variety of reasons, such as expanding pupils' knowledge and abilities, making up for lost time in school, offering more services, allowing parents to work again, among others. Table 1 Shows the Countries' strategies for re-opening w.r.t. students' wellbeing.

Taking a holistic approach to education, which includes:

Implementing programs to better meet students' educational, social, and emotional needs with a focus on vulnerable groups. Taking into account all relevant stakeholders (both formal and informal) for inclusion in policy design and implementation;

- Assuring adherence to anti-discrimination and human rights policies and laws. promoting anti-bullying activities and addressing problems with the stigmatization of marginalized groups at the school level.

Country	Assessment of students' mental health (efforts to identify students that may be experiencing particularly challenging circumstances)	Counselling for students	Hiring additional school doctors, nurses, psychologists, specialized teachers	Special support measures for students from socioeconomically disadvantaged backgrounds	Special support measures for students whomay be victims of violence at home	Special support measures for students in psychological distress
Austria	YES	YES	N/A	YES	N/A	YES
Belgium	N/A	YES	N/A	YES	YES	YES
Chile	YES	YES	N/A	YES	YES	YES
Colombia	YES	YES	NO	YES	YES	YES
Costa	NO	YES	NO	YES	YES	YES
Finland	NO	NO	NO	NO	NO	NO
France	YES	YES	N/A	YES	YES	YES
Germany	YES	YES	N/A	YES	YES	YES
Greece	YES	YES	YES	YES	YES	YES
Iceland	N/A	NO	NO	NO	NO	NO
Japan	YES	YES	N/A	YES	N/A	YES
Korea	YES	YES	YES	YES	YES	YES
Norway	N/A	YES	N/A	YES	YES	YES
Portugal	NO	NO	NO	YES	YES	NO
Spain	YES	YES	N/A	YES	YES	YES

Table 1. Countries' strategies for re-opening with respect to students' safety Being

Enabling Collaborations between Various Stakeholders to Address the Needs of Vulnerable Students requires: Cooperation between relevant authorities & agencies: Designing re-opening strategies jointly for a comprehensive approach, involving inter-ministerial delegations who can effectively serve as a go-between authorities and field actors.

- **Cooperation between authorities and education trade unions:** Including labor unions in discussions on school reopening plans and paying attention to their guidelines and perspectives on comprehensive education.
- **Cooperation between the government and civic society:** Recognizing NGOs and grassroots organization's as vital allies in reaching out to vulnerable populations and providing them with financial support during times of need.
- **A whole-school & whole-community approach:** encouraging strong relationships and open lines of communication between communities and schools, involving families and communities in the planning and execution of activities [10].

Promoting Attendance: Reduce absenteeism by implementing a system of rewards to encourage attendance, especially for students who are more vulnerable (e.g. school meals subsidies, free and safe transportation). Closing the education gap Supporting schools in assisting students, especially those from disadvantaged circumstances, to make up for lost education through:

- **Catch-up strategies:** summer schools, accelerated programs, and other procedures with an emphasis on disadvantaged student groups. ensuring effective communication, accessibility, & the caliber of these programs;
- **Curricula that are** universally designed to maximize each learner's potential; **Supporting non-formal** education initiatives; **At the school level,** promoting after-school study sessions, peer-to-peer coaching programs, and after-school tutoring.

Maintaining the Importance of Students' Welfare: Focusing particularly on socioemotional health: Supporting the well-being of vulnerable pupils by giving teachers instructions and tools; **Fostering kids' mental health:** creating recommendations for parents, encouraging schools to hire more non-teaching personnel, such as psychologists;

- **Giving vulnerable students reasonable and complete access to additional services:** distributing free school lunches and hygiene kits, providing additional grants and financial assistance to vulnerable students, taking into consideration student debt waivers, and developing cash transfer programs.

Ensuring Assistance for Teachers and School Administrators: Making the health of educational professionals a top priority; Facilitating continual contact with teachers and school administrators to better understand the needs and challenges of vulnerable kids. Giving attention to the health of educational professionals.

Giving Fairness and Inclusion a High Priority in Reopening Methods Using Hybrid Models and Sporadic School Closures: Making vulnerable pupils a priority in hybrid model tactics; Increasing everyone's access to and satisfaction with remote education in the event of sporadic school closures.

Summary

Due to the COVID-19 epidemic, school closures posed serious issues for educational systems in addressing the requirements of vulnerable student groups, whose education and well-being are typically the most affected. O.E.C.D countries have implemented policies to address the educational, social, and emotional needs of these pupils and their families, despite the fact that there are still significant disparities. The distribution of internet-connected electronic devices to underserved or remote areas, the provision of free meals to students who qualify, financial support for students and their families in times of need or as part of ongoing aid programs, & to a lesser extent, the promotion of diversity and inclusion have been the most popular practices to promote equity and inclusion.

International organization's and NGOs have been active players in promoting guidelines, videos, and webinars for students' emotional health. Last but not least, school administrators & instructors have taken a leading role in assisting vulnerable pupils, frequently by physically handing materials to families, developing online resources, and setting up WhatsApp groups to reach out to everyone in the families. **A big problem for nations is reopening schools** after lengthy shutdown and while the virus is still active. In order to ensure that no student is left behind, educational authorities throughout the O.E.C.D must develop and put into action plans that would enable students to catch up and start a new school year in a secure environment. Initiatives to alleviate education losses, like summer schools and faster curricula, have already begun in a number of nations. Many governments

place a high priority on students' welfare. In order to guarantee that all students have equal access to high-quality educational opportunities and feel a sense of belonging at the school, school re-opening strategies must combine mainstream policies to support all learners with targeted initiatives to address the special needs of vulnerable groups.

The welfare of teachers should receive more attention, as should cooperation between authorities and other stakeholders including education trade unions and grassroots organizations. This could guarantee greater efficiency and openness in the execution of programs to support vulnerable students.

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