

新型コロナウイルス感染症パンデミックが教育に与える社会心理学的影響

COVID-19 World Pandemic and the Sociopsychological Effects on Education

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要旨

新型コロナウイルス感染症パンデミックは世界の教育に前例のない困難の連続をもたらした。それは誰もが想像できることをはるかに超えていた。生徒たちは学校閉鎖を受け入れるほかはなく、新たなオンライン学習環境にすばやく順応するしかなかった。この変化は混乱状態と言える学習進度から、生徒に与えた顕著な社会的かつ心理的影響までに及ぶ。対面での社会との関わりの欠如は、深い孤独感と孤立感をもたらし、生徒の総合的な幸福感と心理的発達に影響した。本研究は、教育における社会的交流の恒久的な重要性を探り、心理的支援、回復力の構築、そして学習の社会的かつ心理的側面に対処する対策の必要性を強調するものである。このような要素の重要性を認識することは、高い自己評価と自負心を得る貴重な意識を持った多才な生徒を育成するためには最も重要なことである。パンデミックは非合法で違法な児童労働産業に何百万人の若者を陥れた。多くの生徒たちの将来収入に大打撃を与え、低収入と決して逃れられない貧困の連鎖に陥らせた。時間を持って余した他の生徒たちは即座に、未熟な経済に飲み込まれるであろうし、失われた収入を、必要ないかなる方法によってでも置き換えようとする産業界で、安価で使い捨ての労働力として利用されるであろう。

●キーワード：児童労働 (child labour) / 格差 (heterogeneity) / 学習貧困 (learning poverty)

I. Introduction

The COVID-19 pandemic, which swept across the globe, devastated educational systems worldwide, profoundly affecting children and necessitating a collective effort from scholars and educators to devise strategies for mitigating the disruption. The urgency and unity demonstrated during the initial stages of the vaccine development starkly contrasted with the less coordinated and often poorly funded response in the educational sector. Both well-resourced and struggling institutions found themselves in survival mode, improvising plans to provide students with some level of normalcy. However, the full extent of the pandemic's impact on global education is still unfolding, with the enormity and complexity of the virus's effects yet to be fully comprehended. The COVID-19 pandemic not only prompted the closure of educational institutions but also had a profound and far-reaching impact on multiple facets of society. This research explores the immediate and long-term consequences of the pandemic on global education. It aims to underscore the scale of the

challenges faced by diverse educational systems, comparing those in impoverished third-world countries with their counterparts in more affluent industrialized nations. The analysis delves into the perspectives of students, families, communities, teachers and the economic consequences faced by institutions of higher learning, shedding light on the pandemic's immense burden on the worldwide education sector.

"It was a mistake to empower scientists. We should not have empowered the scientists in the way we did. Forget about the economy – surely, we can all agree that kids not being in school is a major nightmare."

The Right Honorable Rishi Sunak MP
Prime Minister of the United Kingdom
(Milan, 2023)

The COVID-19 Pandemic was not an anomaly. Throughout history, society has faced the complexity of science, medicine, human ingenuity, and medical intervention. Will we see another COVID-19 Pandemic?

If history is any teacher, almost invariably, we will see another Pandemic of some sort and unimaginable magnitude.

- The Plague of the mid 1300s killed 30% - 50% of the entire European population. 75-200 million died within a few years.

(the bright side of the black death – research gate 2014)

- Small Pox Plague of 1870, more than 500,000 died

(History of smallpox 2023)

- Malaria throughout history is estimated as high as 50 billion. In the 20th Century alone, over 300 million. Nearly 40% of the world's population lives in malaria-transmitted areas.

(A brief history of malaria - saving lives, buying time - NCBI bookshelf 2004)

- Cholera Outbreak of the late 1800s – early 1900s took more than 800,000 lives in India.

(History of cholera outbreaks in Iran during the 19(TH) and 20 (TH) centuries 2010)

- Tuberculosis of the 1880s – One in seven people who ever walked the face of the earth had been killed from tuberculosis by the beginning of the 19th Century.

(TB in America: 1895-1954 2014)

- Influenza of 1918 – Researchers estimate that 50 – 100 million people died during sixteen weeks.

(The site of Origin of the 1918 influenza pandemic and its public health implications 2004)

- HIV/AIDS 1981 - 1990 more than 100,000 deaths were attributed to immunodeficiency syndrome. One-third of the deaths were reported in 1991.

(Current trends mortality attributable to HIV infection/AIDS -- United States, 1981-1990 1991)

II.

Specific challenges and consequences faced by children in the most vulnerable regions already dealing with anemic and antediluvian educational infrastructure prior to COVID-19 will, unfortunately, be some of the last areas where aid, reform, and recovery will occur. The pandemic's unimaginable impact on the world

economy currently stands at 12.5 trillion and is rapidly ascending upward.

(IMF sees cost of Covid pandemic rising beyond \$12.5 trillion estimate 2022) .

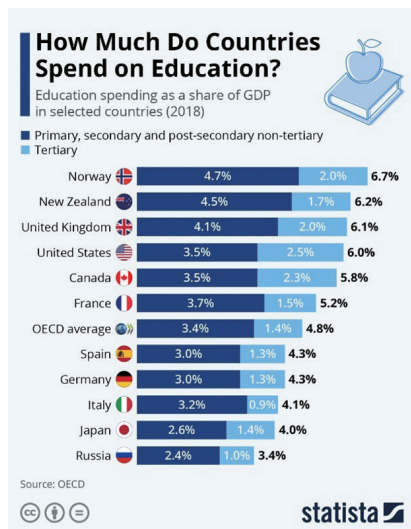
The International Monetary Fund sees supply chain issues, out-of-control inflation, and governments around the globe tightening their monetary policies as primary factors hindering COVID-19 recovery. Access to long-term adequate vaccinations, widening wealth gaps, learning losses, and the disproportionate gender disparity and economic systems already in place will more than likely lead to more significant political tensions and unrest as families try to survive by any means necessary. These figures and projections will undoubtedly soar, but one of the most staggering statistics from COVID-19 is the World Banks, UNESCO, and UNICEF's joint study and assessment on the long-term losses that this generation of students will face in the workforce as they leave the school system ill-equipped and inadequately prepared to fill demanding and tech-oriented jobs.

“Learning Losses From COVID-19 Could Cost this Generation of Students Close to \$17 Trillion in Lifetime Earnings.”

(World Bank Group, 2021)

The World Bank and UNESCO created a terminology for children unable to read and understand simple text by age ten, referred to as “Learning Poverty”. In low and middle-level economies, Learning Poverty accounted for about 53% of the population of children prior to the COVID-19 Pandemic. Experts believe that those numbers could reach as high as 70% post-COVID-19. The most Developed and Industrialized countries have picked up the pieces and resumed standard in-person classroom sessions. Henceforth, bureaucratic red tape is far from the Western standard for the millions of students in underdeveloped countries who are not in the international media spotlight. Pakistan, rural India, Brazil, South Africa, and Mexico, to name a handful, are all seeing substantial losses in reading and mathematics. Data shows losses across heterogeneity countries and by subject, socioeconomic status, gender, and grade level. Mexico, for example, showed that students ages 10 – 15

had significant declines in reading and math. By gender and subject, girls in mathematics reflect the most significant losses. Girls from low-income areas of all the countries highlighted above were on par with Mexico reported. Global calamity, an indebted perspective of the worldwide irreversible toll COVID-19 had circumvented virtually, leaving none of the world's more than 5,000,000,000 total children untouched in some way.



(Infographic: How much do countries spend on education? 2021)
<http://nces.ed.gov/programs/coe/indicator/cmd/education-expenditures-by-country#1>

III. In the Wake of the COVID-19 Pandemic:

Challenges Faced by Third World Countries - The COVID-19 pandemic has sent global shockwaves, but its impact has been particularly devastating in Third World countries. These already vulnerable regions, marked by socioeconomic disparities and limited access to healthcare and education, faced unique challenges exacerbated by the pandemic. The children in these regions were the most severely affected and encountered many health, education, and overall well-being issues. Socioeconomic Challenges: In Third World countries, a significant portion of the population already lives in poverty, struggling to meet basic needs such as food, clean water, and shelter. The pandemic deepened these challenges as economic activities ended due to lockdowns and restrictions. The global shutdown left many families without sources of income, making it

difficult to afford basic daily necessities, let alone invest in their children's education and well-being. As a result, child labor, already a prevalent issue in these regions, increased as families sought any means possible to survive. Healthcare Disparities: Access to healthcare in Third World countries has long been a pressing issue, and the pandemic further exposed the inadequacies of healthcare systems. Overwhelmed hospitals and a lack of medical supplies hindered the ability to provide care not only for COVID-19 patients but also for children needing primary healthcare services, immunizations, and treatments for other illnesses. Malnutrition, already a concern in many of these regions, became even more pronounced as food supplies for many were cut off entirely. The Digital Divide: The pandemic disrupted education systems worldwide, but the challenges were particularly daunting in Third World countries. The digital divide, the gap in access to technology and the internet, became a chasm. Many children needed primary, even rudimentary, devices and connectivity for remote learning, leaving them without access to education for months. For those who did have access to technology, the quality of online learning could have been better due to better infrastructure and limited resources. This educational setback affected students in the short term and posed long-term consequences for their future opportunities. Child Labor and Child Trafficking:

As families faced economic hardship and unemployment due to the pandemic, child labor rates surged in Third World countries. Children were forced to work in dangerous conditions, often in industries with little oversight. Additionally, the closure of schools made children more vulnerable to exploitation and trafficking. Schools served as a protective space for many children, and the worldwide closures left the most vulnerable kids exposed to countless forms of exploitation.

"Pandemic blues: Child labour on the rise, touches 20 years high. As the COVID-19 pandemic moves into its second year, one of the biggest hidden victims have

been children forced into unpaid labour. Child labour rose to 160 million in 2021 in a new report by the ILO and UNICEF. The rise in child labour is the first-ever increase in these numbers in two decades, with 9 million additional children at risk due to the pandemic. India was no different in child labour numbers during 2020-2021. Can the global elimination of child labour goal be met in 2025 in the current scenario?" (Covid-19 pandemic fueling Child labor 2022)

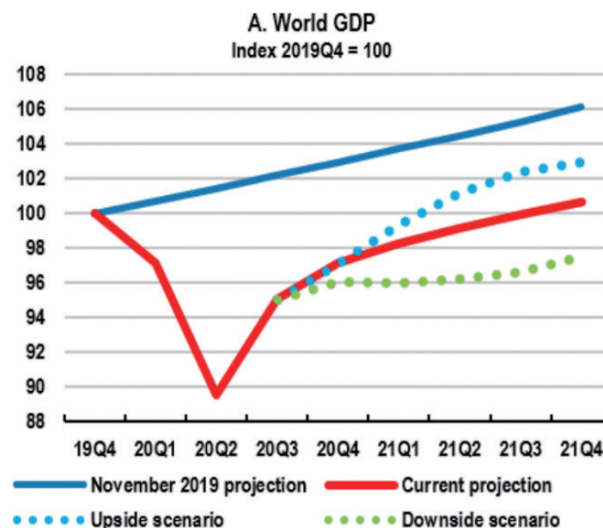
IV. Impact on Mental Health:

The pandemic's challenges took a toll on children's mental health in Third World countries. The isolation from school closures, lockdowns, and economic hardships created loneliness and anxiety. The lack of access to support services for mental health exacerbated these issues. Children faced the immediate stressors of the pandemic and the long-term emotional consequences. Gender Disparities: The pandemic amplified gender disparities in Third World countries. Girls, in particular, were at higher risk of being forced into early marriage or experiencing gender-based violence. With the closure of schools, many girls lost access to safe spaces and educational opportunities, leaving them even more vulnerable to these threats.

Inadequate Government Response:

In many Third World countries, the government response to the pandemic needed to be improved, marked by limited resources, corruption, and a lack of transparency. This further compounded the challenges faced by children, as it hindered the delivery of vital support and resources. The Path Forward: The challenges faced by children in Third World countries in the wake of the COVID-19 pandemic are substantial and demand urgent attention. Addressing these challenges necessitates a concerted effort from governments, international organizations, and communities to ensure that the most vulnerable populations receive the support and resources they need to rebuild their lives and secure a better future. COVID-19 Pandemic Impact on Global Education The Impact of the Covid-19 Pandemic on Global Education - Emphasis on Developing Countries Educational Lessons

Learned From Covid-19 The COVID-19 virus first emerged in late 2019 and quickly spread across borders, as many countries were either slow or reluctant to close their borders, fearing the toll such actions would have on their economies. International airlines were also apprehensive about terminating their operations, citing the tremendous hit that would result in their bottom line. As countries and enterprises were unable or



Source: OECD (2020) , OECD Economic Outlook, Interim Report September 2020

unwilling to grasp the lethal enormity, corporations and government bureaucracy slowly and methodically moved step by step to curb or curtail their operations, allowing the virus to manifest into a global health crisis.

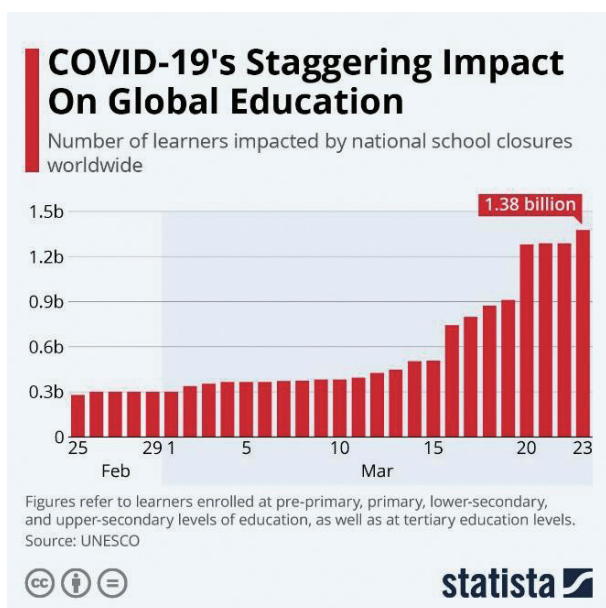
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V. Disruption in Learning and Teaching

According to UNESCO's estimation, by April 2020, approximately 190 countries had implemented nationwide school closures affecting over 1.6 billion students. School closures disrupted traditional learning and teaching methods for millions of students worldwide. Remote learning became the norm as schools transitioned to online platforms or other distance learning approaches. However, this shift presented numerous challenges for both students and

teachers. Students needed help adapting to remote learning environments due to limited access to resources such as devices or stable high-speed internet connections.

Moreover, remote learning posed challenges related to academic progress, social interaction, and mental health support systems that are typically available within physical school settings where students were able to meet face-to-face with counselors and advisors to have genuine heart-to-heart discussions not only about school but also family dilemmas and personal matters that are not always conducive to presenting approaching these topics on a computer monitor where a sense of privacy can easily be lost. Students also needed more motivation and engagement with personal interaction with peers and mentors.

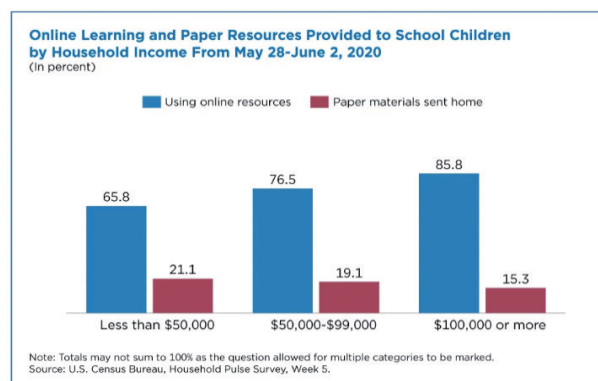


The pandemic presented numerous challenges for educational systems worldwide. Additionally, educators suddenly had to quickly adapt their teaching methodology to an online platform with often limited planning or preparation. They were ensuring equal opportunities for all students.

Inequality in Access to Education - One critical issue exacerbated by the pandemic was unequal access to education among different socioeconomic groups. The pandemic has widened the gap between privileged and underserved communities regarding accessing quality education. Underserved communities often faced

significant barriers when it came to distance learning. More vulnerable student populations who lacked internet connectivity or access to digital devices were disadvantaged compared to their peers from more affluent households. These disparities highlighted existing inequalities within the education system and raised concerns about long-term consequences for marginalized communities. Underserved communities often faced significant barriers when it came to distance learning. More vulnerable student populations who lacked high-speed internet connectivity or access to essential digital devices such as laptops or personal computers were at a disadvantage compared to their peers from more well-to-do households.

Despite the challenges, schools and educational institutions had to find innovative ways to continue teaching during closures. Technological solutions emerged as vital tools in facilitating distance learning. Online platforms, video conferencing tools, and other digital resources were crucial in delivering educational content remotely. However, it is vital to recognize that these technologies have limitations and may not be accessible or adequate for all students.



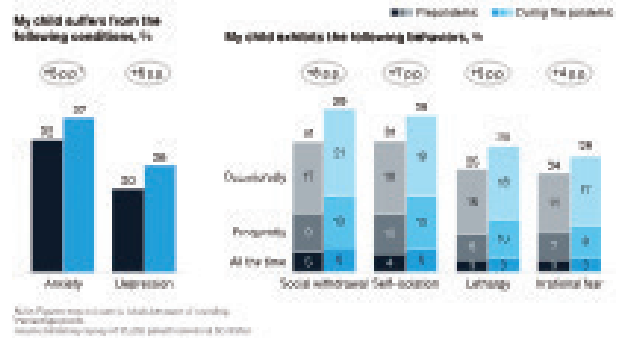
Access to education: analyzing the limited access to basic fundamental technology such as laptop or notebook computers, highspeed internet availability, as well as the noise and crowded home learning environment are all fundamental aspects only highlighted by the spotlight brought upon these ongoing issues in the wake of the COVID-19 pandemic and disruption of school closures. The Consequences of an

unequal and unproductive learning atmosphere in a child's formative education years are the unfortunate cornerstone of human development, offering less than advantageous opportunities for more limited personal growth, socioeconomic advancement, and societal progress. However, the COVID-19 pandemic magnified these disparities dramatically. The pandemic disrupted educational systems worldwide, leaving no part of the globe untouched. Among the most significant challenges for educators and parents and guardians were school closures and the limited access to technology to maintain regular communications with classroom teachers. This profoundly affected learning, particularly for low-income students in K-12 schools.

These closures occurred at different times and for varying durations, often dependent on the evolving nature of the pandemic in specific regions. The decision to close schools was based on health and safety concerns, given the highly contagious nature of the deadly virus. The consequences of school closures were manifold, with educational, social, and economic implications. School closures disrupted more than the classroom schedules. Families had to scramble for alternatives to maintain some structure quickly. The daily routine, meals, childcare, and extracurricular after-school programs ended abruptly and uncertainly. Students were immediately removed from structured learning environments, leading to a break in educational progression. The conditions were particularly challenging for students in transition years, such as those moving from elementary to middle school. Extended periods away from in-person instruction resulted in a learning loss, particularly in subjects like math and reading. Research indicated that students who had yet to return to in-person learning had fallen behind by the end of the 2020-2021 academic year.

School closures also had additional trauma from both social and emotional repercussions. Students miss essential interactions with peers and educators, which are crucial for their emotional and social development. The lack of social engagement can be immeasurable to loneliness and isolation. The impact of lack of social engagement on feelings of loneliness and isolation

Parents reported increases in mental health conditions and concerning behaviors in their children.



McKinsey & Company

during School closures will take years to know. The COVID-19 pandemic forced a paradigm shift in education, with school closures and the shift to remote learning becoming the new normal. While the academic challenges were evident, the social and emotional repercussions of the lack of social engagement were immeasurable, contributing to pervasive feelings of loneliness and isolation among students.

(Dorn et al., 2021)

VI. Social Interaction -

One of the defining features of traditional, in-person schooling is its rich and varied social interaction. In the classroom and on the playground, students build lifelong bonds of friendships, learn to navigate complex social dynamics and develop critical social and emotional skills. However, when schools closed, and students became isolated at home, these interactions were drastically curtailed or replaced with virtual equivalents. Social interaction is a fundamental component of child development. It aids in learning to trust other individuals, emotional regulation, empathy, and communication skills. These experiences shape a child's understanding of themselves and their world. The lack of social interaction during school closures led to heightened feelings of loneliness and isolation among students. Several contributing factors include physical isolation, emotional disconnection, lack of peer support, increased individual screen time, mental health implications, emotional well-being, decline in academic performance, and emotional resilience.

Regarding physical isolation, students were more likely to distance themselves from their peers physically. They missed the day-to-day companionship that comes from being near classmates. These interactions are critical for helping students navigate everyday real-world dilemmas and conflict resolutions. Emotional disconnection develops virtual interactions, often lacking the emotional depth and connection that face-to-face relationships provide. The absence of non-verbal cues and body language made it harder for students to connect on a deeper level. Lack of peer support creates an environment whereby school is not only a place of learning but also a source of support. The absence of daily contact with friends meant that students missed the emotional support, encouragement, and problem-solving that peers often provide. Remote learning often requires students to spend more one-on-one time in front of computer screens, which can be isolating. This shift in lifestyle led to decreased physical activity, outdoor play, and time spent engaging in recreational activities or physical endeavors with peers.

Prolonged loneliness and isolation can have detrimental effects on mental health. Students reported increased levels of stress, anxiety, and depression during school closures. In the aftermath of the COVID-19 pandemic, Third World countries faced a complex web of socioeconomic, health, and educational challenges, further exacerbated by pre-existing vulnerabilities. Among the most severely affected were the children in these regions, who bore the brunt of these multifaceted crises.

The Next Pandemic... Lessons Learned from the COVID-19 World Pandemic Experience

The COVID-19 pandemic has revealed several key lessons regarding global education:

1. It is essential for governments and educational institutions to not only prioritize student learning but also prepare to address unforeseen crises.
2. The crisis underscored the need to accelerate efforts to bridge the digital divide and ensure universal access to digital resources.
3. The pandemic highlighted the importance of

fostering resilient and adaptable education systems capable of withstanding future disruptions while maintaining high-quality teaching and learning environments.

VII. Conclusion

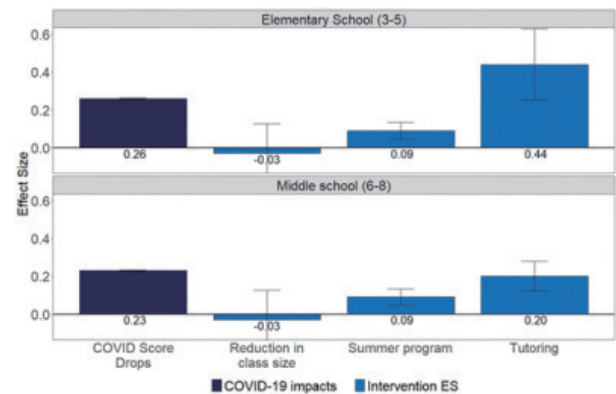
The COVID-19 pandemic has profoundly impacted global education, with school closures and the abrupt transition to remote learning disrupting conventional teaching methods and giving rise to academic, social, and mental health challenges for students. Moreover, pre-existing disparities in access to education were exacerbated while educational institutions grappled with ongoing economic pressures. Paradoxically, the pandemic also catalyzed technological innovations and engendered policy responses at both national and international levels aimed at mitigating its repercussions on the education sector. Beyond the academic realm, the pandemic laid bare the inadequacies of numerous underfunded and unprepared schools worldwide. These institutions entered a survival mode, scrambling to formulate makeshift plans to provide students with some semblance of normalcy. A staggering figure, nearing 1.5 billion, underscores the enormity of primary and secondary-aged children outside the classroom during the pandemic's zenith. This catastrophe had devastating consequences on underserved and impoverished regions, notably in Third World countries.

While the pandemic's devastating impact is undeniable, it also showcased the resilience and adaptability exhibited by educators, students, and communities in the face of adversity. The crisis underscored the urgent imperative of equitable access to quality education, a robust technological infrastructure, and a heightened focus on nurturing learners' social and emotional well-being. As the world grapples with the complex aftermath of the COVID-19 pandemic, the lessons derived from the education sector will be pivotal in shaping more resilient, inclusive, and prepared systems to address future challenges. This involves recognizing the urgent need for investment in infrastructure, technology, teacher training, and initiatives aimed at bridging the digital divide, particularly in Third World

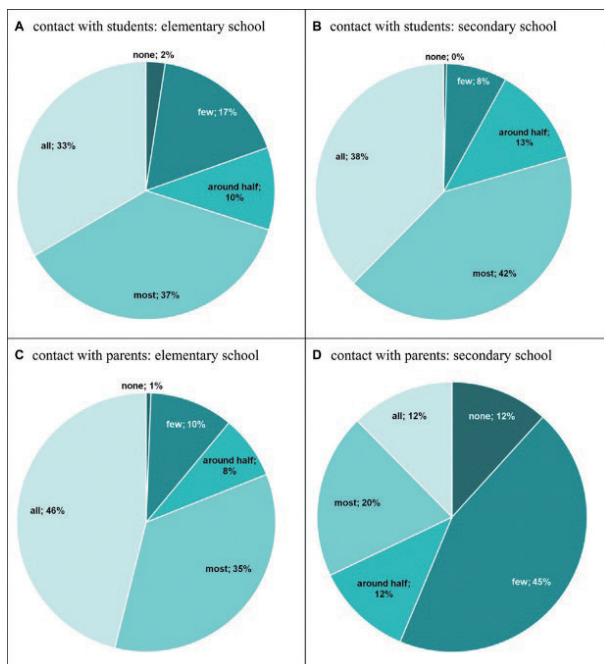
countries. Efforts to address educational inequalities, encompassing gender disparities, are indispensable in ensuring that the most vulnerable populations receive the education and support they rightfully deserve.

The rest of the industrialized world is grappling with the lingering repercussions of the pandemic, using the knowledge gained to guide policymakers and activists in swiftly implementing intervention measures to foster more reliable and inclusive educational systems and compensate for lost time in innovative ways. Sadly, the prospect of such a breakneck recovery remains elusive for destitute and impoverished children inhabiting Third World countries. As such, the global community must take concerted, compassionate action to uplift these underserved regions and ensure that the calamity they endured becomes a catalyst for fostering global educational equity and critical infrastructure support for the school system devoid of governmental aid.

Figure 1: Math COVID-19 test-score drops compared to the effect sizes of various educational interventions



Source: COVID-19 score drops are pulled from *Kuhfeld et al. (2022) Table 5*; reduction-in-class-size results are from *pg. 10 of Figles et al. (2018) Table 2*; summer program results are pulled from *Lynch et al (2021) Table 2*; and tutoring estimates are pulled from *Nictow et al (2020) Table 3B*. Ninety-five percent confidence intervals are shown with vertical lines on each bar.



(Schneider et al., 2021)

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