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Global Education "On the Heels of Recovery" After the Pandemic: Resilience and Adaptation

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Introduction

Everything has changed now with the arrival of COVID-19, including education. The world is gradually coming out of the gloom and doom due to COVID-19. When we thought that the world was recovering well from the chaos of the pandemic, it became clear that the educational system was changing rapidly, and the pandemic reshaped the global education landscape. The crisis also produced disturbances that were unprecedented in the history of any crisis, but these were answered with new strategies that required changes in real-time and highlighted the need for the concept of resilience in the educational systems. Thus, this article delves into how the global education landscape has evolved for the better in the post-COVID-19 period, focusing mainly on **the rise of e-learning, resilience through adaptation of technology and innovation; bridging the gap for the future of global education; and concluding remarks.**

The Rise of e-Learning

With the onset of the pandemic in early 2020, the educational landscape worldwide was, to say the least, thrown in disarray (Azevedo et al., 2021). More than 1.6 billion students aged 5-18 globally had their education stalled when schools, colleges and training institutions were declared closed in more than 190 nations (Khalil et al., 2021). The sudden change to remote learning and teaching exposed major inconsistencies in access to technological devices, learning material and opportunities for continued education. For students who are geographically ignored or in low-income geographical areas, the disadvantages of operational modern-day digitalisation and education were evident. Millions of eager students found themselves disadvantaged and unmotivated by circumstances such as no access to the internet, gadgets or mere amenities which made it hard to progress in their studies (Bozkurt et al., 2020). But in the arms of this enormous calamity, learning institutions and teachers or universities from other countries showed incredible adaptability and even more impressive original skill in their tasks (Khamis et al., 2021). They were no longer bound by time, space, or traditional teaching methods; they learnt to improvise when necessary. A change without exception reveals new potential.

Unfortunately, every single change seems to be a change in a situation one does not want to be in.

Amongst the most prominent was the swift assimilation of other systems, development of e-learning over the time of the pandemic. Such changes were the requirement for education systems to adopt these technological changes at a very high rate (Al-Nuaimi et al., 2021). To fill the gap, some schools, colleges, and even some companies took big steps into online education with the help of Zoom, Google Classroom, and Teams (Seladorai et al., 2021). At first, it was not as easy as it sounds. It meant that lecturers who delivered some lectures 'home', students and any other barriers were to be crossed. But with time, all such problems seemed to have been addressed in reasonable time. Efforts made towards provision of devices, internet access and technology support have made a great contribution to relieve the educational contingency. Most notably, educators have been forced to quickly change their knowledge, teaching methods and learning environments, trying out interactive lessons provided online, and work with virtual and mobile classrooms (Bahja et al., 2022). Therefore, this adaptability and innovation have been the order of the day regarding the response to the pandemic.

On the other hand, e-learning also has some advantages: it is more comfortable as it provides students with a wider selection of learning time and geographical location. Unfortunately, it also revealed its drawbacks: lack of face-to-face interaction, the risk of boredom, and complications for physically challenged students. With the pandemic, those accorded a degree as a requirement have gone, and attention now lies on how to adopt the advantages of offline and online education focusing on coming up with a less rigid and more available hybrid model (Khribi, 2022).

Resilience Through Adaption of Technology and Innovation

As Low (2023) explains, the pandemic has forced educators and authorities to rethink their education systems. In the future, educational resilience will be a matter of how well systems adapt to new waves of disruption (future pandemics or related shocks, environmental disasters, and economic crises).

In this modern age of education, the field is seeing an increased importance in pedagogical innovation. In response to this, lecturers have begun incorporating pedagogies that enable collaborative learning and emphasise problem-solving skills instead of rote memorisation as opposed to reliance on teaching direct content (Paniagua & Istance, 2018) This transition is based towards a focus on vulnerability in student strength; the ability for them not only remember offering font-tips of revision but also being emotionally robust within a dynamically evolving society.

Furthermore, mental health and well-being in education were highlighted as a topic of interest. This is due to the pandemic era, the students, faculty and families have suffered unprecedented anxiety. Thus, mental health services need to integrate themselves with educational systems and create a culture of mental well-being for success. Low (2023) also pointed out that the emergence of the pandemic and with it, the learned ability to "see" our education in a different way also contributes. How resilient the systems are moving forward is a function of how resilient our education system has become in adapting to future disruptions such as new emerging pandemics, recurring phenomena due to natural disasters or crisis like recession. In these modern ways of education institutions, this process must be changed. The academicians have embraced teaching methods which involve curriculum development-oriented project work, of which the concept of teaching, skills out of leaf are no more of value (Paniagua & Istance, 2018).

Even as many saw some form of technology satisfying their educational needs, the outbreak of the pandemic exposed critical educational deficits and inequality (Harris & Jones, 2020). In return, particularly in developing countries where the availability of the internet and other relative devices was almost impossible, that inequality increased. This meant that many children living in isolated regions of the country was cut off from such learning because of a lack of access to online lessons. However, as the future looks ahead, bridging this gap as caused by lack of access to learning resources comes up as a key problem.

Hence, governmental and international organizations should offer available means to that end and support digital education. Certainly, there will be no hope for progress in global education unless all learners, irrespective of geography and economic status, are equally afforded access to learning materials. It is time for such a post-pandemic period to come for sure, as the global education system can be redesigned. This period after the pandemic gives us a unique chance to entirely rethink global education. The consensus now is that we cannot just return to normal but need a "construct back better" agenda instead. In the future, a constantly changing learning environment is possible (Çetin et al., 2023).

Bridging the Gap for the Future of Global Education

Despite the advantages that technology provided to some people, it also underscored extreme inequalities in education (Harris & Jones, 2020). Developed nations studied in literature review, all had the privilege of internet access, however in majority developing countries, the connection, computer, and technological gadget provision were lacking. For this reason, in most cases, students located in the rural parts could not attend classes held online. However, as we look at the days to come, resolving this digital gap is one of the significant hurdles to overcome. It has become quite apparent that numerous governments and international agencies will have to spend more money on infrastructure and their technologies will have to be made cheaper and encourage people to use technologies more. Comprehensive schooling will not progress unless each learner, no matter where he/she lives or what their social/economic background is, has equal access to educational materials. This period that comes after the pandemic is probably the best time to think fresh about global education. There is a feeling that instead of simply siding with the existing order of things, the existing order has come under intense pressure and change that it must be 'built back better' (forward better) and the restructuring of the international community as well must reposition itself. Forward-looking factors such as adaptability, inclusivity, and resilience are what describe the next stage of education (Çetin et al., 2023).

Postsecondary education is likely to increasingly adopt a hybrid approach that combines traditional classroom teaching and distance education (Ahmad et al., 2023).

These types of models allow one to switch to a different mode of learning, whether traditional or remote, quickly in case of a disruption in the future as it is now. Further, the bringing together of a variety of digital components and materials can add value to students' education. In this way, students have access not only to a wider range of information on local content but also information from other parts of the world. In the same way, inclusiveness in education has been reshaped because of COVID-19. As time goes on, such global strategies should be aimed at reaching the poorest students and, at the same time, guaranteeing that no child is left behind. Here, the one-size-fits-all strategy must be rejected; resolving the problem of only bridging the digital divide will not be sufficient. Eventually, the COVID-19 pandemic was a stress test for the entire international educational system. While economists said that, many flaws were exposed that must be corrected, they also saw tools for improvement in advance. They have contributed tremendously towards our transformation, as will still be the case in future; this positive attitude will define the future of education. Trying to devise educational systems that are dynamic, open and responsive to developments that have not occurred yet will be the major challenge in the post-COVID era.

Concluding Remarks

Ultimately, global education faced and met the biggest challenging test, that is, the COVID-19 pandemic. While exposing so many areas that need redress, it nonetheless showed the possibilities for applying innovation in the future. Indeed, academicians, students and policymakers have been so helpful in our self-re-engineering and it is such a positive attitude that will carry on nourishing education even in the future. Now as we prepare to move into the post-COVID-19 era, the challenge will be to create education systems that are more flexible, evasive and transformable to other unforeseen aspects.

By making use of technology, innovation and fairness as the high-level approaches to global education all will emerge much more than before. That atmosphere will arise after this present crisis and this will be the anchorage of faith and hope for tomorrows and the worlds that are yet to come. Admittedly, resilience and adaptation are -at the same time and just no longer methods of coping; they are the new way of moving forward. Global education, after the pandemic, is not just going back to yesterday but rather planning into tomorrow -this towards what is well-escaped lowland – a more beautiful and more just society. And most importantly, towards a more resilient future for global education.

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