

IMPACTS OF COVID-19 IN THE WORLD COUNTRIES**Prof. Dr. Cavide DEMİRCİ**

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1. Introduction

COVID-19 emerged in late December 2019 in Wuhan, China. This disease has been defined by the World Health Organization (WHO) as a new type of coronavirus (Wang, Wang, Chen and Qin, COVID 2020). The virus, which showed a high contagiousness, spread all over the world, especially in Europe, in a short time (World Health Organization [WHO], 2020). The pandemic, with symptoms such as cough, fever and severe acute respiratory tract infection, had fatal consequences and threatened the world. According to research, 80% of cases have survived the disease without requiring serious medical attention. However, in severe cases, the disease can turn into pneumonia and artificial respiration methods may be needed. However, in serious cases, it has shown that the disease can turn into pneumonia and artificial respiratory methods may be needed. It has been observed that one out of every five people in contact with the disease has a severe illness. It has been determined that individuals with chronic diseases such as diabetes, high blood pressure, lung and heart diseases and elderly people are in the risky group. Apart from the elderly, children and young people are also likely to get the infection and spread it to their environment. There have been cases where people in this age group also had a severe illness (Johns Hopkins, 2020). The negative effects of the global epidemic have been seen in many areas such as economy, sociology, psychology, education, starting from the field of health. The extent of this negative effect has increased day by day and has given concern. The rate of transmission and spread of the infection caused by the 2019-nCoV virus is much faster than other viral infections seen in the history of the world (Ergül, Altın Yavuz, Gündoğan Aşık & Kalay, 2020).

Governments had to take radical measures such as social distancing (social isolation), quarantine practices, martial law, travel and education restrictions to control the spread of the epidemic (Bourouiba, 2020).

2. Education During the Pandemic in the World Countries

The USA has announced that they have canceled compulsory central exams held in 50 states. Similarly, all written exams for senior secondary students and high school students in Norway have canceled and it has been announced in Netherlands that they decided not to apply the high school and university entrance exams.

In Scotland and England, all exams have been canceled and teachers have been asked to identify and give possible grades students may get. Ireland has announced that all students should be given full marks by canceling the exams. While Slovakia has announced that the written part of the national exam has been completely canceled this year, India has announced the cancellation of all exams for students in grades 1-8, which will enable them to move up to the next year. Indonesia has canceled exams held at the end of secondary school. In Japan, first-line exams were held for universities, the second-line exams, which applied by universities, were canceled and it was decided to make admission decisions according to the results of the national exams.

- Some countries have decided to postpone the exams. China has announced that Gaokao university entrance exam, which has ten million entrants, has been postponed for one month. Austria, Australia and Hong Kong are other countries that have decided to postpone the entrance exams.
- In addition to postponement and cancellation decisions, there were also countries that used the option to continue the practice by changing the format of the exams to be held. It has been decided to apply the Advanced Placement (AP) exam, which is used to enter prestigious universities in the USA, online. England and China are the other countries that enable their students not to stay away from the exams with online exam applications. Egypt has announced that it will conduct student assessments through research projects. Ecuador and Vietnam are also the countries that has planned to reduce the number and content of the exams. In Turkey, the content of university entrance exam (YKS) and high school entrance exam (LGS) have been narrowed down and LGS, which is planned to be held on June 7, postponed the date of June 20; YKS, which will be held on 20-21 June, was first postponed to 25-26 July, then it was changed again to 27-28 June.

2.1. China

It is one of the first countries that switch to distance education due to the Covid-19 pandemic first appeared in China. Due to the Covid-19 pandemic in China, 270 million primary, secondary, high school and university students have switched to online education. Many schools have provided online live lessons, online on-demand teaching, and video teaching on TV. In addition, a student-centered education model has been established (Durak, Çankaya, İzmirli, 2020). Within this period, the "Rain Classroom Teaching Platform", which is known as the most effective and advanced online learning platform in China, which started to be used in

2016, has been used effectively. During the epidemic, some students had problems in using this system because they did not like the distance education model and due to the difficulties in working from home (such as the lack of a quiet environment at home, the negative effects of the physical conditions at home on the learning process) (Lau, Yang, & Dasgupta, 2020). In China, teachers were given the opportunity to enable their students to create their own self-learning environments at home by sending them home study plans and sharing teachers' course materials from various platforms (Xie & Yang, 2020).

2.2. Spain

In Spain, the Ministry of Education, launched the EduClan platform, which includes videos, games and e-materials that students aged 3-10 can download according to their age, by cooperating with broadcasters (Tanhan&Özok, 2020). Also, for children aged 6-10 in the Basque region, while education continues on national TV channels, the students can access the videos broadcast here on Youtube and on the website.

2.3. Belgium

Bart Somers, Minister of Internal Affairs, called on companies providing internet access to provide free internet access to the children of the families with insufficient financial means in order to ensure equal opportunities in education. Thereupon, companies such as Telenet and Proximus tried to support the children of poor families to participate in distance education activities by creating access codes (Sözen, 2020).

2.4. Holland

Like the other countries, all schools at different levels were suspended due to covid 19 in the Netherlands. The Ministry of Education stated that a budget of 2.5 million euros has been allocated in order to solve the problem of children who do not have a laptop and / or tablet, and therefore cannot participate in the distance education process. In order to enable the students, who live in socioeconomically disadvantaged areas, to be included in distance education, laptops were provided to 6,800 students (bbc.com, 2020).

2.5. Singapore

The first case of COVID-19 in Singapore was confirmed on January 23. The Ministry of Education (MOE) has since stated that schools and educators have been working to ensure that students can continue to learn meaningfully and to provide more support to those who are unable to learn. The Ministry of Education (MOE) has changed the June holidays to May 5, 2020. Schools have planned and implemented the Home Based Learning (HBL) plan that best suits students' needs and the nature of the subject. Teachers were able to monitor students' learning progress and assignment presentations through a system called SLS (Singapore Student Learning Space). In addition, some of their lectures were conducted using video conferencing platforms (Sözen, 2020).

2.6. Australia

As of April 13, the 2nd term started and the trainings were given through online programs. teachers explained the lessons to their students in empty classrooms by conference method through programs such as Zoom, Webex, Microsoft Teams. In addition, in order to encourage all students at different levels to learn online, students are provided with easy-to-use platforms that are easily accessible (like Google Drive/ Microsoft Teams) (OECD, 2020).

2.7. Mongolia

In Mongolia, online courses began with the closure of the schools. In addition to the education in different languages such as Mongolian, Kazakh and Tuvan, 16 different television channels continued to broadcasts about education in order to ensure that the trainings reach the public. Also, a system with more than 3020 tele-courses and 206 e-textbooks has been put into use for the students of Econtent - K12 education.

2.8. Chile

Through Aprendo en Linea education platform, it has been started online education for the students from Primary School to Secondary School senior level. With the agreement reached with GSM operators, educational materials continued to be downloaded free of charge and still, these materials continued to be delivered in print to students who did not have this opportunity. The country has also agreed with Google for applications such as G suite and Google Classroom to be used by teachers for content editing and doing homework.

2.9. Portugal

Portugal has announced that they developed a support network which provides guidance on the preparation of online classes, offering a wide variety of free open content resources. It has been a problem to reach the students who has low socio-economic opportunities. To solve this problem, they announced that they have established a common network by cooperating with institutions in order to communicate with families with low socio-economic status.

2.10. Romania

Lessons and courses have been continued by establishing partnerships with various providers (Google, Microsoft etc.). It has been announced that they have signed a partnership with the national television channel for a Teleschool program and are trying to reschedule school activities so that the school year ends normally.

2.11. Italy

Since the British variant was found in 54% of the daily number of Covid-19 cases in Italy on February 18, 2021, schools were closed in high-risk areas and distance education was resumed (Demirci, 2021). Until the beginning of 2021, mostly face-to-face education has been suspended. The Italian government has announced the transition to distance education for all students, paying particular attention to vulnerable groups (students with disabilities and youth at risk). With the transition to online education, the Italian government informed students and their families about hygiene and safety measures, made agreements for many online resources,

provided financial resources to schools for the allocation of tablets and laptop computers with interest-free loans, and abolished the requirement for face-to-face final exams (Cedefop, 2020). The Italian Ministry of Education has published informative measures on how to combat a possible coronavirus epidemic in schools on its website. In addition, an information portal on the distance learning process was opened and webinars on distance education were organized (Kottasová & Isaac, 2020; Togoh, 2020; Benu, 2020). Italian Prime Minister Giuseppe Conte announced that all schools across the country will be closed until the summer vacation and that it has been decided to start education after the summer vacation. In Italy, Ministry of Education has created video sessions, online web pages and virtual support areas; has developed new learning environments to facilitate the use of digital content and new models of didactic organization by offering electronic learning platforms and has provided all teachers with up-to-date distance learning materials free of charge (Sözen, 2020). Parents protested the closure of schools, saying they did not have the appropriate technology and did not have time to support their children with distance education (Unicef, 2021; Reuters, 2021). As half of Italy has become a “red zone” from March 15, 2021, the government has announced that the highest level of Covid-19 restrictions will be reinstated (bbc.com, 2021). So, they continued education online.

2.12. France

It was thought that regular contact should be ensured for pedagogical continuity between students and teachers. For this purpose, teachers especially benefited from existing networks (particularly digital workspaces, e-mail), enabling students to access course materials and do homework. In addition, the biggest assistant of teachers in this process has been a free pedagogical platform called Cned: My Class is at Home. Thanks to this application, students were allowed to maintain their emotional connections between their classmates and teachers through online lessons (OECD, 2020a).

2.13. Estonia

The Ministry provided daily support and guidance for all educational institutions, including youth social work (hobby schools, open youth centres). In addition, support, information and guidance services on distance education issues were provided with the online institutions with which agreements were made. In Estonia, all learning materials continued both on paper and alternatively online. Therefore, it was explained that many schools already use the digital version in the past and do not need additional support or guidance. In order to provide full service to all schools, teachers, students and parents here, the systems of Information and Communication Technologies have been tried to be supported. Also, an open webinar was organized to provide guidelines for parents to support students in distance learning activities (Yılmaz, Mutlu & Doğanay, 2020).

2.14. Finland

The Finnish National Education Agency has guided schools in planning and preparing different flexible learning arrangements under the extraordinary circumstances and they expected the

schools to take the necessary measures to make the best possible arrangements regarding educational services (OECD, 2020a).

2.15. South Korea

The courses were taught online via the Internet. The Ministry of Education worked on the simultaneous school opening and sequential school opening system. In the sequential school system, one day school and one day online course were planned. The Korean Education Broadcast System was used to continue education in South Korea. The Korean Education Broadcast System is a Korean public broadcasting organization that does not aim to inform, educate and enlighten students of all age groups, from pre-school to basic education and secondary education, as well as adults by involving them in the process (World Bank, 2020). Teachers stated that they were concerned about the possibility that they might be recorded and responsible for a speech they made during distance education lessons. The fact that the students could not connect to the lessons on time and the problems that could be experienced with the devices made the teachers worried (Sözen, 2020).

2.16. England

The UK government initially stated that school closures would be “unnecessary” to implement a free herd immunity policy. However, since the epidemic spread rapidly, quarantine and martial law measures were adopted, distance education was considered as a priority solution. Schools at different levels in the UK have offered online education to their education stakeholders. Most of the schools have implemented distance learning through online courses and worksheets. On the other hand, it has been announced that exams in all schools at different levels have been cancelled. While private schools continued their lessons via video conference, public schools could not teach for a month. During this period, BBC television produced 14-week course content in accordance with the curriculum (bbc.com, 2020). After each national closure decision in England, schools were reopened, and a decrease was observed in the number of students returning to school each time. Some families reported that they would not send their children back to school despite the government's announcement of absentee students' grade retention and fines, because they learned that school food support would not be provided. In the researches, it has been determined that during the closures, students spend an average of 5 hours at home for education, and K12 students spend their time outside of education with online actions (Telli & Altun, 2021).

2.17. The USA

Before the Covid-19 pandemic, 96% of universities and colleges in the US offered online courses to their students, and more than 3 million students took at least one online course (Allen & Seaman, 2006). In the USA, everything that increases the anxiety level of children has been removed, including exams. It has even been ensured that computer games that cause stress are identified and their access is blocked. In addition, it was stated that very intelligent children are more affected by this process because their antennae are very open, and qualified guidance and information studies were carried out. There have been strong online education systems for many years in the United States, which canceled face-to-face class classes and made these classes

online due to the epidemic (MIT, 2020; Stanford, 2020; Harvard, 2020; Caltech, 2020). US universities, which rank first in the world in terms of the number of international students they host, aimed to compensate for the economic loss caused by the travel restrictions imposed due to the pandemic by quickly making their programs online. For this purpose, the online programs of world-renowned schools have been reduced to 30-40% of the face-to-face program costs (Telli & Altun, 2021). As in many other countries, the Covid-19 pandemic process has forced living conditions for students who have limited access to education due to infrastructure, economic situation and parental education level in the USA (Steel, 2020; Giannini, Jenkins, & Saavedra, 2020). It has been observed that many schools lack the technological infrastructure or resources to enable all their students to learn online (Lieberman, 2020).

2.18. India

In countries where there is a digital divide such as India, the gap has increased with the closing of schools due to the Covid-19 outbreak. Smartphones used to reduce the digital divide have not been successful in spatial and infrastructural dimensions at this time of crisis. A student's unsuccessful attempts and multiple concerns to attend online classes can also affect their mental health. Therefore, in this process where individuals are affected psychologically, it is possible that the digital divide will increase (Mishra, 2020).

3. Economy During The Pandemic in the World Countries

With the Covid-19 epidemic, almost all countries in the world, whether developed or developing, had to take a series of protective measures. These strict measures, from the ban on travels, the closure of workplaces, social isolation to curfews, brought most sectors of the economy to a standstill, and even caused some to come to a standstill. All sectors, mainly domestic and international flights, transportation services, railway services, sports, education, trade and service organizations, were affected negatively by the COVID-19 pandemic. The economies of most economically strong countries faced the threat of high inflation and rising unemployment due to excessive spending on the treatment and rehabilitation of COVID-19 patients and their families, as well as support for struggling businesses. This pandemic in the world caused a recession that negatively affects many interconnected sectors such as agriculture, trade, industry, transportation, finance and banking, health, airlines and energy markets (Duran & Acar, 2020: p. 57). It was seen that there was a serious recession process in the world economy and a serious economic recession in many countries.

3.1. Europe

The rapid spread of the Covid-19 virus has caused countries to implement protective measures. The EU, which has a supranational structure, could not act as quickly as nation states in the first stage of the crisis, and as the crisis deepened in Europe, its economically destructive effects were greater in parallel with the late measures taken. The EU countries, which were caught unprepared for the economic crisis caused by the epidemic, could not take a decision as a union and many sectors in the economic chain were affected badly (Öztürk Günar & Günar, 2020, p.154-155). With the European debt crisis, the Covid19 pandemic, which emerged at a stage where the economy was deeply damaged and had just begun to recover, caught the EU at its

weakest and most unprepared moment. The Covid-19 pandemic has transformed into a health-related economic and political crisis that threatens the existence of the EU in a short time (Öztürk & Günar, 2020: p. 154). Europe's leading countries in terms of economic power and population; EU countries such as Germany, France, Italy and Spain have announced measures and incentive packages (Koç & Yardımcıoğlu, 2020: p. 147).

3.2. China

After the corona virus, serious lockdowns have emerged in the Chinese economy, which has led to a decrease in production and consumption. In general, the functioning of global supply chains has been disrupted, and all companies in the world have been affected adversely by this situation. Millions of people are in a position to lose their jobs in the future. (Cinel, 2020: p. 126). It has been observed that the global impact analysis of the Covid-19 crisis mostly focuses on China and developed economies. There are several reasons for this. First, these countries have been more affected by the pandemic. Secondly, three quarters of world production is realized in these countries (Pakdemirli et al., 2020: p. 19).

3.3. The USA

According to the data of the US Labor Department, the number of applicants for unemployment funds in the USA, which has the highest number of cases and deaths in the world, reached 30 million 307 thousand in the last 6 weeks, as the Covid-19 epidemic affected the labor market. This was the highest number of applications in history in terms of the number of applications filed on a weekly or monthly basis throughout the history of unemployment insurance (DOL, 2020). Trump announced the largest financial package of \$ 6 billion in US history in order to eliminate the economic damage of the epidemic, and stated that with this package, the American people could see the light at the end of the tunnel (Euronews, 2020). However, despite the fact that 20 million Americans lost their jobs in April, Trump stated that there was no urgency in increasing financial aid, and the unemployment rate in America increased further in May (Miller & Masaro, 2020).

3.4. Italy

In addition to the medical struggle against Covid-19 at the beginning of the epidemic, Italy could not respond at the same level economically, and later, with the economic support from the European Union, it got ahead of the UK. Ranking second among selected European countries in terms of economic package size, Italy ranked third among five countries with these figures. Considering the similarities with England in terms of the high number of cases and deaths, it is seen that the package sizes they announced are similar, too. The subject of the package announced by Italy is to support the country's domestic market and exports (Yorulmaz, Kırac & Aydoğdu, 2021: p. 170).

3.5. England

The UK has announced a package amount of more than 1.5 times the public health expenditures in GDP. With these numbers, England, along with Germany and Italy, became the third country to spend much more than the budget allocated for health expenditures in its GDP for the

pandemic. The most basic subject of the announced package is the measures taken to struggle Covid-19. (Yorulmaz, Kırac & Aydoğdu, 2021: p. 169).

3.6. Gulf Countries

It has been determined that the coronavirus epidemic is most effective on social and economic life. The measures taken in the fight against coronavirus can be evaluated in terms of two areas. First of all, when the measures taken within the scope of health measures are examined; It has been observed that various studies have been carried out in the Gulf countries to facilitate the detection of possible cases. For example, the UAE has launched a mobile drive-in test center, where individuals can be tested by staying in their cars, thus minimizing contact with other potential cases (Arab News, May 2021: p 30). Additionally, Abu Dhabi Health Services has reserved Al Ain Hospital for coronavirus patients. It is stated that the most felt issue, especially in terms of economy, is experienced on petroleum and petro-chemical raw materials. During the epidemic, the Organization of Petroleum Exporting Countries (OPEC) reduced production due to compulsory reasons and the need for these substances increased demand due to the epidemic. With the onset of the epidemic from the GCC countries, as in other regions, the decrease in domestic and international oil and gas demand, decrease in trade, interruption in oil production, decrease in consumer confidence and especially the tightening of global financial conditions created additional difficulties. However, the impact of this epidemic has not been uniform and workers and workers in certain sectors have been affected more than others. This effect has emerged most clearly in the economies that generate their income from oil, mainly due to tourism, hotel management and the decrease in global demand for these resources (Ozcan, 2021: p. 49). Governments also had to re-evaluate their economic policies to mitigate the impact of the crisis.

3.7. New Zealand

The government has prepared a financial package of 52 million dollars to cover the damages caused by the closure (Analytica, 2020). In addition to when the epidemic will end, the uncertainty of the economic consequences of the early closure has make the government feel uneasy (Baker et al, 2020: p 11). However, in the following process, this uneasiness gave way to relief with the statistics announced.

4. Tourism During The Pandemic in the World Countries

The tourism sector, which is one of the most important items of the service sector and called the smokeless industry, has been one of the areas most affected by the pandemic. The uncertainty caused by Covid-19, the cancellation of touristic travel plans and reservations, the flight restrictions imposed by countries have seriously affected many tourism-related sectors such as travel agencies, tour organizations, hotel management, entertainment venues, restaurants, souvenirs. The losses in the tourism sector have been great, as countries such as France, Spain, America, China and Italy, which are among the countries most affected by the epidemic, are also among the countries that host the most international tourists according to the data of the International Tourism Organization. (UNWTO, 2020).

5. Health Service During The Pandemic in the World Countries

The COVID-19 epidemic, which has affected the whole world and is expected to be felt for a while, has forced the health systems of countries. The rapid increase in the number of patients exceeded the current bed and health worker capacity, and this had a negative impact on the spread of the epidemic. In this context, the inadequacy of masks, disinfectants and protective clothing and materials used to protect against the epidemic was another accelerating factor (Yılmaz et al., 2021: p. 961).

In the first year of the COVID-19 epidemic, it was observed that quarantine measures were limited in countries that adopted populist policies, especially in the USA and Brazil. So, the highest number of deaths occurred in these countries. The non-implementation of quarantine brought a heavy burden on health systems, and caused disruptions in equal access to the right to health. In Italy, in March and April of 2020, it was observed that healthcare professionals were forced to choose patients because hospitals are insufficient (Monella, 2020).

China, South Korea and New Zealand stood out among the countries that focused on quarantine measures and preferred intense filtration (contact tracing) and intense testing and social restrictions. It has been observed that these countries prefer isolation methods based on the scientific approach according to the rate of disease transmission regarding the sustainability and accessibility of their health systems with quarantine measures. (Tabish, 2020: p. 21).

Italy, which was once the center of the epidemic in Europe; While it made a name for itself with its strong industry, infrastructure and disciplined stance, Germany drew attention with its stance against the epidemic and the 'Herd Immunity' policy it implemented when the epidemic broke out. While England is frequently mentioned with the private health system, where the most tests are applied in the world, the most cases and death rates are seen; the USA has been mentioned frequently during the Covid-19 pandemic, especially in terms of low-income group and black citizens encountering great drama and dangers (Yorulmaz, Kıraç & Aydoğdu, 2021: p. 165-166).

As it is known, we can briefly summarize the introduction of Covid-19 into our lives, whose history is very new, but the rate of spread is very fast.

- On 31 December 2019, China alerted the World Health Organization about pneumonia-like cases in Wuhan.
- Seafood and animal markets believed to be at the center of the outbreak were closed on 1 January 2020.
- On January 9, 2020, the World Health Organization stated that the infection was caused by a new type of coronavirus.
- On January 10, China shared the genetic code of the new virus.
- On January 11, scientists started working on a vaccine and at the same time the first death occurred.
- On January 13, the virus spread abroad for the first time with a case in Thailand (Mazumdar, January 30, 2020 p.213).

- As of April 4, 2020, according to the World Health Organization, there are countries or regions with 1,009,625 confirmed cases, 51,737 confirmed deaths and 208 cases due to Covid-19 in the world (WHO, April 4, 2020, p.214).

Approximately three months after being declared a pandemic by the World Health Organization on February 12, 2020, confirmed cases were detected at least in Latvia (784) and the most in the USA (889,391) among OECD countries (Selamzade & Özdemir, 2020: p.989).

The USA has been the leading country in determining the actual number of cases with the number of tests it has applied. It has been observed that the USA has a rate below the world average in the case/death rates calculated by taking the number of detected cases and the number of deaths (Yorulmaz, Kırac & Aydoğdu, 2021: p. 168).

5.1. Germany

Germany is the most successful country in the number of cases, number of deaths and case/death ratio among the 3 selected European countries. Case/death rates were slightly above the world average, however, it was the most successful among the selected countries in the number of cases per 1 million people. Keeping the measures tight since the beginning of the epidemic, Germany has become the leading country in epidemic management, as in other issues within the European Union countries (Yorulmaz, Kırac & Aydoğdu, 2021: p. 168). Since March 2020, when the virus was first seen and especially accelerated, Germany has been able to provide the necessary treatment and care to all its patients who need treatment. This has increased the number of beds, intensive care units and ventilators and testing capacity in hospitals during the pandemic (Robert Koch Institut, Die Bundesregierung, 2020).

5.2. China

The city of Wuhan, known as "Chinese Chicago", was thought to be one of the numerous viruses that emerged with the same symptoms when faced with the new type of coronavirus. However, when the epidemic spread to other provinces and countries, the Chinese government was alarmed and a series of measures were implemented on the first day of 2020, starting with a meat trade ban. Thanks to China's developing health policies, the COVID-19 pandemic was more prepared than the SARS epidemic. It is understood that, in the effective fight against the pandemic, especially health insurances are a guarantee for the purpose of making the whole public benefit from health services, and in cases where the insurances do not cover the hospital expenses, the state undertakes the payments. Thus, the faster spread of the virus was prevented, and the increase in the number of daily cases and deaths was brought under control (Sarıyıldız, Paşaoğlu & Yılmaz, 2021).

6. Conclusion and Discussion

The Covid-19 pandemic, which emerged in the first months of 2020 and was declared a pandemic by the World Health Organization, adversely affected many areas of life such as health, education, transportation, trade and tourism, especially the economy. In order to prevent the spread of Covid-19, countries have implemented various measures such as travel bans, lockdown, quarantine, closure of shopping malls and some workplaces or limitation of working

hours. These measures brought social and economic life to a standstill. In this process, individuals went bankrupt, lost their jobs, and lost income due to practices such as short work and unpaid leave. The measures taken with the pandemic affect the economy of individuals negatively and the incomes of individuals did not meet their basic needs. This situation has led to an increase in the working poor (Özkan, 2021). Due to the consequences of the high-speed spread of the epidemic, social distance rules have been introduced in all countries of the world, quarantine processes and lockdowns have been implemented. These measures taken against the spread of the epidemic brought along economic problems and created an environment of uncertainty that would cause global economic recession and then economic contractions. IMF, World Bank and European Central Bank (ECB) have announced their loan packages for the countries whose economy has deteriorated due to the epidemic (Küçüköğlü, 2021).

With the epidemic, countries have closed inward, economies have shrunk, the capitalist system does not consider citizens, left them in trouble, and it has been proof of how serious the win-win logic has caused. It has been observed that the understanding of the social state is out of order since everything is privatized in capitalist systems from the services that everyone should benefit equally from. All these negativities have affected the poor regardless of the development level of the countries. With the epidemic, the economic crisis broke out in all countries and most of the small and medium enterprises were closed. Accordingly, unemployment figures have reached the peak in our country and in the world. There were big businesses that profited from this, and small businesses were on the verge of disappearing completely because the epidemic lasted for a long time. The economies, support policies and budgets of underdeveloped and developing countries could not easily overcome this. Therefore, as unemployment increased and per capita income decreased, people had to be more thrifty and abandon some consumption habits. Demand for goods other than compulsory consumption goods decreased. People had to review their spending and meet their priority needs. This situation has caused stagnation in the production of certain products and in the markets. In addition to compulsory consumption products, the products whose demand has increased during the pandemic process have been hygiene products, technological products such as computers, game consoles and similar products that will make it fun to spend time at home. Solving the problems caused by the pandemic on people's psychology and economic income can be both costly and take a long time (Kayabaşı, 2020).

Tourism is an important part of many national economies. It directly contributes to an average of 4.4% of GDP and 6.9% of employment on average in OECD countries. According to UNWTO, it accounts for 10% of world GDP and 10.1% of employment. One out of every 10 people in the world is employed in tourism. This situation will turn into important macroeconomic effects especially in countries, cities and regions dependent on the tourism sector. Many governments are taking tourism-specific measures to eliminate this negative situation on the sector and facilitate recovery.

It is no longer possible for the global economic and political system not to change. Perspectives have completely changed for both the producer and the consumer. Cleaning, hygiene, digitalization and the digital (virtual) economy have been the new trends. In short, it is

necessary to develop new products and markets in order to obtain high export income. Revising business models, organizational management and innovation methods has gained importance in terms of making the current situation advantageous, which seems to be disadvantageous (Bahar&İlal, 2020).

The consequences of the coronavirus pandemic were felt more severely than other pandemics. The world economy has been greatly affected, both locally and globally. A 1% to 5% reduction in GDP is expected worldwide. Economists have talked about the benefits of the global economy and foreign trade until now, but the current coronavirus pandemic has pointed out that there may be changes in the economic literature (Tekin, 2021).

While the crisis affected some sectors negatively on a global scale, it also offered the opportunity to bring some sectors into the forefront. At the beginning of the sectors where the effects of the crisis were felt the most, the industrial sector, especially the sub-sectors such as automotive, machinery and equipment, comes first. In addition, the crisis made itself felt in sectors such as transportation and logistics. The strategic importance of the agricultural sector was once again understood with the epidemic (Pakdemirli, Bayraktar, Ünalmiş & Takmaz, 2020).

The unexpected emergence of the COVID-19 epidemic has caused many countries to be caught unprepared for the epidemic process. In addition to the existence of economic measures and supports, the inadequacy of the health sector in many countries and the difficulty in responding to the demands made it more difficult to dress the wounds of this process.

The characteristics of the countries and the different practices they exhibited against the COVID-19 epidemic have caused each country to experience the process differently and face different results. In many countries, the health system was clogged, the infrastructures of health service provision were insufficient, risk groups couldn't be protected, mortality rates were higher than expected, and health professionals were faced with ethical dilemmas in providing treatment and service (Tekin, 2020).

In the context of COVID-19 outbreak indicators, the countries with the lowest number of cases and deaths were Australia, Greece, Hungary, Poland, Brazil, China, India, Indonesia and S. Africa. However, the countries with the highest test average per million inhabitants are Austria, Denmark, Estonia, Germany, Portugal, Russia, Belgium and Spain. Turkey is one of the countries with the lowest death rate per million people. Turkey is also one of the countries with the highest rate of cured patients. The countries with the highest rate of cured patients are Australia, China, Luxembourg, Germany and Austria.

Covid-19 epidemic, flood, earthquakes, tsunamis, erosions, tornadoes or fires and infectious disease outbreaks (epidemic) etc. experienced by all countries of the world. In the face of all these shocking events, countries have shown us that distance education should be included in the scope of the "Emergency Action Plan" as a priority. While it is seen that developed countries have easily completed the transition to the distance education process in the epidemic; it has been seen that developing countries have difficulties and problems in accessing education have emerged (Oyedotun, 2020). On the other hand, the transition of schools to the online education

process by taking a break from face-to-face education has also provided important opportunities for countries to explore and understand the possibilities of distance education.

The concepts of distance education and remote work may continue to exist for a while in the future. Some companies have announced that some of their employees will continue to work remotely after the pandemic; Educational institutions, on the other hand, found the "distance education" gains obtained with the pandemic useful in terms of offering different education opportunities in the future. Both students and instructors; It has been seen that it is necessary to create distance education/work guides for companies and employees, and to create a culture in the society in this direction (Hotay, Omay, Bayrak, Karaüzüm, Belgin&Ünal,2020).

7. Suggestions

In global pandemic situations, dealing with epidemics can become much more complex and difficult. Decision makers at all levels of each country can be affected by the policies of other countries and can develop various solutions to the pandemic (Türkoğlu & Yılmaz, 2021).

On the other hand, due to the increasing mobility in the world with the development of technology, Many negative situations like epidemics etc. have the power to spread and affect all countries of the world in a short time. Therefore, it is possible that we will encounter similar problems in the coming years. For this reason, there can be some suggestions made to be prepared for such a situation.

7.1. Education

In general, the following recommendations can be made to cope with COVID-19 and similar epidemics (Cullinane and Montacute, 2020):

- While schools are closed, governments should help all children have at least minimal resources (a laptop or other suitable device and a stable internet connection) to access online learning.
- Disadvantaged students should be given access to additional one-on-one or small group classes to reduce the impact of school closures.
- It is vital to ensure that all students have access to high-quality content. Therefore, teachers should be trained to enable them to provide online content to students. Guidance and training for teachers online can help make provisioning more consistent across schools.
- Infrastructure and superstructure works can be carried out to provide broadband internet required by online services and applications in all geographical regions.
- Parents can be guided about the process and their burden can be reduced by supporting them in their duties in the process (Avcı & Akdeniz, 2021).

7.2. Health

- Health workers should be provided with access to adequate protective equipment and this should be made regular.
- Everyone entering health institutions should be screened for signs of COVID-19, face protection equipment should be strengthened for risky individuals and healthcare workers.
- Hygiene measures should be maximized in health institutions.

- Barrier measures should be applied to ensure social distance.
- Adequate sleep and nutrition needs of health workers should be met.

7.3. Agriculture

- In times of crisis, agricultural and food policies, which should be planned comprehensively and holistically, can encourage domestic and local production.
- Purchase guarantees can be given to farmers for certain products.
- Farmer debts can be postponed or some of the debts recorded during the pandemic period can be written off.
- Family farming can be strengthened and supported to ensure its sustainability.
- Socio-cultural and socio-economic measures can be taken to encourage young people to participate in agricultural production.
- A sufficient number of agricultural engineers and veterinarians can be provided to work in public extension activities in agricultural production areas.
- Measures to improve the mobility and working conditions of agricultural workers can be taken and placed on a legal basis.

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