EDUCATION DURING COVID-19 PANDEMIC IN ROMANIA AND ABROAD

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Abstract: *The purpose of the paper is to show the changes underwent by the education system worldwide during covid-19 pandemic both in schools and universities. The education system is undergoing radical changes, with a significant increase in e-learning, distance learning through digital platforms. The main problem with digitizing education is that not all children/students have access to the Internet or do not have the necessary technology. The closure of schools and universities, in the context of the COVID-19 pandemic, has had negative consequences both on children/students' educational progress and on their emotional health and, moreover, on their online safety. One of the urgent measures recommended was to support families affected by poverty, so that all children/students participate equally in the online educational process, providing them with digital devices such as laptops and a secure wi-fi connection. After the initial shock, teachers, professors and members of administrative and technical bodies in education systems around the world reacted in a truly extraordinary way, trying to transfer the entire teaching activity to the online environment and, in just a few weeks, to become familiar with the operation of digital platforms such as Zoom, Google Meets and Microsoft Teams, which in most cases they were not even aware of before this crisis. Most of them have adapted surprisingly well to the new systems, appreciating the advantages they bring and trying to quickly overcome the inherent problems. The pandemic also had negative effects on interpersonal relationships, as students/children no longer have the context to work and collaborate as a team to develop a task. An undesirable conclusion is that, regardless of the country, the poorest and most marginalized children are in danger.*

Keywords: education; covid-19 pandemic; digitization; university system; students; innovation.

1. Introduction

The COVID-19 pandemic surprised Romania to the same extent that it surprised the whole world. As soon as the nature of the disease began to be understood and the measures and sacrifices that society had to make to survive this challenge became clearer, a huge dilemma was added to the concerns of the health crisis: the crisis of education. The fight against the disease has begun to affect the future in an unexpected way, by limiting access to school education for children and young people. No society has been fully prepared since the first moments of quarantine, and the solutions have been varied, with different success, from one

country to another. For Romania, the effort to keep children connected to the education system meant overcoming an important series of difficulties: the unequal access to distance communication technology that both schools, teachers, students and families felt; the ability of teachers to adapt to the methodology of online learning, different from that of interaction with students in the classroom; the stress borne by parents, engaged in a new and very demanding way in the education process; the accumulated psychological effect that social distance had on children and young people. Distance learning did not start during the quarantine period in a totally unprepared way, because online resources, as well as a certain level of experience, especially in the university system, already existed. However, it was not easy for the education system to extend these experiences from a niche level to a general status.

The society has understood how important it is to invest in distance learning, which not only mitigates the immediate disruption caused by covid-19, but also outlines ways of working for the development of more open and flexible education systems for the future. The measures implemented by Romania also took into account the protection of children and young people most at risk, as school closures disproportionately hurt vulnerable and disadvantaged students, who rely on schools for a range of social services - health, nutrition, protection and emotional support. Romania is one of the first states that at the beginning of March ordered the measure of centralized closure of schools, at national level, and the implementation of alternative educational solutions, from a distance. The early initiatives of the Ministry of Education and Research and its partners, in March and April, were diversified to meet the needs of as many affected audiences as possible. A number of online platforms have centralized different types of free digital resources and useful information to support teachers in the use of new technologies in learning activities with students.

The current global crisis triggered by the covid-19 pandemic has affected all areas of activity. From the way goods are produced to the way we spend our free time and the way we get involved in city life to the way we build our plans for the future, all aspects of our daily lives have changed significantly. The education system could not escape the developments of recent years, and the consequences can be significant in the medium and long term. Much of the educational gains of the last decade are lost due to the disruption of schools around the world. The concern is legitimate and urgent, because beyond the elements related to the preparation for professional life, schools convey social skills that are as important, if not even more, than professional skills.

The purpose of this paper is to show the changes underwent by the education system worldwide during covid-19 pandemic both in schools and universities.

2. Does the pandemic of covid-19 definitely change pre-university education?

The education system is undergoing radical changes around the world, with a significant increase in e-learning, distance learning through digital platforms. “Globally, more than 1.2 billion children in 186 countries did not learn in the classroom, amid the onset of the covid 19 pandemic, according to the World Economic Forum”. (www.ziarullumina.ro) With such a rapid transition from the traditional to the digitalized learning system, many are wondering if online learning

will become a common practice even after the pandemic and, especially, what impact it can have on education.
The pandemic has caused a crisis in the education system and also changes the poles of the debate - from research in the field of neuroscience that categorically opposes the excessive use of technology in schools, to overnight digitalization of education, as the only way to continue the learning process. The trend in the use of technology in education was manifested before the covid 19 pandemic and is reflected in the value of global investment, "which in 2019 was $18.6 billion, either in language application projects, virtual guidance, online video conferencing tools, platforms and learning software, or internet access. It is estimated that by 2025, investments in online education projects worldwide will reach $350 billion", according to the same source. (www.ziarullumina.ro) The huge sums expected to be allocated to the digitization of education are driven by experts who argued before the pandemic that schools focus on traditional academic skills and lifelong learning, rather than skills such as critical thinking and adaptability, which will be more important for the success of students in the future.
The unprepared and uncontrolled adoption of education through technology causes concern that the transition from traditional to unplanned and rapid learning of online learning provides a poor experience for children and thus they will not benefit from a sustainable education. Others believe that the new hybrid model of education will bring significant benefits and believe that the integration of information technology into education will be accelerated, and online education will eventually become an integral component of school education. "The use of digital educational platforms reduces the time to learn by 40-60%, compared to the traditional classroom". (www.ziarullumina.ro) However, to achieve the full benefit of online learning, there must be a concerted effort to provide this structure to all children to overcome the replication of a physical class/lecture through video skills, using a range of collaboration tools and methods of involvement, which promotes inclusion, personalization and intelligence.
The main problem with digitizing education is that not all children have access to the Internet or do not have the necessary technology. "Whether in countries such as Switzerland, Norway and Austria 95% of students have a computer for school learning, in Romania 68% of students had access to electronic equipment for online schooling and only half of the students attended the online school. More than 72 million primary school children are out of school, bringing to attention crucial aspects of education from anywhere: access, equity, quality and impact". (Eurostat 2020)
The pandemic complicates educational issues and obviously raises a number of questions that challenge the ability to find the right answers and the vision of decision makers. The effects of the pandemic are much stronger than initially estimated. "In low- and middle-income countries, almost 70% of children up to the age of ten cannot read or understand a simple text. In low- and middle-income countries, the percentage of children who are unable to read and understand a simple text at the age of ten - which was already over 50% before the pandemic - could quickly reach almost 70% due to school closures and poorer quality of distance learning". (Eurostat 2020)
The closure of schools, in the context of the COVID-19 pandemic, has had negative consequences both on children's educational progress and on their emotional health and, moreover, on their online safety. Save the Children survey

data show that “almost half of children do not have access to a tablet or computer, the only devices that can allow real participation in online lessons, and over 50% say that one of the major risks of this period was addiction to internet and, as such, exposure to aggressive content and fake news”. (www.salvaticopii.ro)

The closure of schools and the arbitrary organization of online school courses without tools to assess the quality of the education process, has led to extreme situations. One of these is particularly serious: restricting access to education for vulnerable children, without access to the Internet and / or devices that allow them to participate online. Social inequities have been exacerbated in the case of children who have not had access to online schooling, and isolation, marginalization and discrimination have long-term educational and psycho-emotional repercussions.

The findings of a survey among Romanian children are:

- 47% of children had only a mobile phone at hand to participate in online courses, and 27.2% of children had uncovered school subjects during the suspension of classes. (www.salvaticopii.ro)
- Boredom is the main negative feeling of children (47.5%), followed by fatigue (32.7%), sadness (27.1%) and anger (23.2%). Young children, especially in the primary education cycle, felt the negative impact of isolation more strongly. Adolescents say to a significantly higher extent that they felt lonely, sad or angry. (www.salvaticopii.ro)
- 57.4% of children stated that playing on the phone, tablet or computer was the main recreational activity, followed by time spent in front of the TV (44.9%) and time spent on social networks (40.8%). 7 out of 10 children admit to spending between 3 and 4 hours online a day, and 20.7% over 6 hours. (www.salvaticopii.ro)
- 54.7% of children admit that the biggest risk they were exposed to during this period was internet addiction. False information ranks next, followed by online bullying. (www.salvaticopii.ro)

“While in Spain 5-9% of children, and in Finland 18% of low-income children said they do not have access to a tablet or a computer, in Romania, the estimates are between 250,000 children and 1,800,000 children, i.e about half of the children in primary, secondary and high school/vocational education” (https://www.savethechildren.net/save-our-education-report/) who have only a mobile phone available in their families, which does not allow a real participation in the educational act and no adequate communication with the teacher and colleagues in the class webinars.

Asked what they think the authorities should do to make online schooling more attractive and useful, “36.7% of children proposed creating a general website containing a database of lessons and exercises for all classes, and 28.9% considered it necessary to train teachers to use online applications and teaching lessons”. (https://www.savethechildren.net/save-our-education-report/)

The “Impact of Covid-19 on Children in Europe” report by Save the Children International draws attention to the unprecedented consequences of the pandemic on the well-being, education and safety of children, after comparatively analysing the situation in 11 European countries and regions (Romania, Sweden, Italy, Spain, the Netherlands, Finland, Germany, Norway, Albania, Bosnia and Herzegovina and Kosovo).

In each of these countries, the financial pressures on parents produced, between

March and June, an increase in the risk of poverty among children, with the highest percentage recorded in Romania:

Table 1

	Estimated number of children at risk of poverty	Percentage of children at risk of poverty in the total child population
Sweden	200.000	10%
Spain	2.100.000	24%
Finland	112.000	11%
Italy	2.100.000	20%
Romania	**1.300.000**	**34,6%**
Kosovo	approx. 125.000	20,7%
Albania	approx. 160.000	20%

Source: https://www.savethechildren.net/save-our-education-report/

One of the urgent measures recommended for national governments is to support families affected by poverty, so that all children participate equally in the online educational process, providing them with digital devices such as laptops and a secure wi-fi connection.
The Save Our Education report estimates that "in early April 2020, in an attempt to stop the spread of covid-19 virus, 1.6 billion of students globally - 91% of the total number - did not go to school".(https://www.savethechildren.net/save-our-education-report/) For the first time in human history, an entire generation of children around the world were dropping out of school.
An undesirable conclusion, identical to the results of our analyses for children in Romania, is that, regardless of the country, the poorest and most marginalized children are in danger. For them, schools do not only offer children a learning space, these are those safe places where they can receive food, have access to protection and counselling services and play with their friends. Teachers can be for children the people they can turn to first when they need help and those who can protect them. But with the closure of schools, children no longer have these essential elements that the school environment can provide. Among the recommendations of the Report, extremely important for Romania is the commitment to increase the financing of education, the only way that allows the implementation of measures and recovery plans at national level in terms of education in the context of covid-19.

3. Digitization and innovation of the university system during Covid pandemic

Although the idea of digitizing education systems has been debated for some time, the acceleration of this initiative under the Covid pandemic has been truly impressive. „All levels of education, from kindergarten to university, have been severely affected by the new coronavirus, and most institutions have either been completely closed or operated at very limited capacity for several months".(Chan, R. Y., Bista, K., Allen, R.M., 2021:65) After the initial shock, millions of teachers,

professors and members of administrative and technical bodies in education systems around the world reacted in a truly extraordinary way, trying to transfer the entire teaching activity to the online environment and, in just a few weeks, to become familiar with the operation of digital platforms such as Zoom, Google Meets and Microsoft Teams, which in most cases they were not even aware of before this crisis. Most of them have adapted surprisingly well to the new systems, appreciating the advantages they bring and trying to quickly overcome the inherent problems:

Advantages of online learning:

- The ability to offer and participate in educational courses at home, without the need for a physical presence in a classroom that may raise significant logistical and temporal problems for students living far from the premises of the respective institutions.
- Ease of close interaction between students and teachers, using the chat function of digital platforms even during the actual courses.
- An overall improvement in both the quality and quantity of digital resources available. (Swartz, L., Nyman, D., Livingston, M., 2021)

Disadvantages of online learning:

- Reducing social interactivity with other students, a particularly critical factor especially for young people at the beginning of their higher education.
- Difficulties for those disciplines based on experimental or practical activities, such as biology, pharmacology, medicine, archaeology, performing arts, fine arts, architecture, engineering and many other specializations.
- Difficulties in accessing those libraries that do not have fully digitized resources, especially for students and researchers specializing in the humanities and social sciences.
- Difficulties for teachers unfamiliar with digital platforms and resources.
- Socio-economic division, which significantly hinders the activities of those teachers or students who do not have modern technological devices or uninterrupted high-speed internet access.
- Difficulty of concentration for some students, especially for younger promotions, in online courses compared to the same face to face courses.
- Psychological issues related to social isolation or reduced social interactions despite the strengthening of psychological support networks within most university institutions. (Swartz, L., Nyman, D., Livingston, M., 2021)

Universities, from the medieval model to the new digital models

Universities survived many serious religious, political, financial and health crises. They were set up long before the world had access to large-scale paper. „In the last 30 years, following the explosion of the Internet in the world (in 1993), universities have adapted, supplementing both the quantity and quality of resources available online". (Dempsey, P.R., 2021:87) Innovative pedagogical techniques such as classroom reversal have been adopted in many university courses in response to the widespread availability of information, transforming the professor into a guide that would rather direct the interest of his students. Even the

idea of distance learning began to be implemented a few years ago, but only in the case of a very small number of courses because face to face education, considered of superior quality by most institutions, remained the preferred form of university decision makers. Massive Online Open Courses (MOOCS), where thousands of students participate in free courses offered by leading universities worldwide (where tuition fees apply only to assessments), appeared in 2007, but did not become as popular as originally expected due to several reasons, including limited social interactivity in courses and the high dropout rate.

The covid-19 pandemic, perhaps for the first time in the history of higher education, has transformed distance education into the new standard teaching method for almost an entire academic year. Both the quality of the courses and the level of teaching were not always at the previous level of in-person education, at least not for all students, but overall the results obtained are certainly remarkable. The large number of distance learning courses present a clear opportunity for the new normal, but it also comes with a number of specific challenges, some of which are mentioned:

- Traditional universities wishing to enter the territory of online education will face stiff competition from other educational providers such as Coursera, edX and, more recently, even Google. Prospective employers may be increasingly interested in non-formal education obtained outside of traditional university systems as long as they can continue to employ individuals with the necessary practical and theoretical skills.
- In some countries (United States, Australia, United Kingdom), university costs have risen exponentially in recent decades, and during the pandemic there has been a heated debate over the justification of these costs in the new online educational setting. (Chan, R. Y., Bista, K., Allen, R.M., 2021)

Virtual and integrated international mobility

The covid-19 pandemic had „a negative impact on the mobility of international students, both those seeking full-time courses abroad and those in exchange for experience". (Johnston, D., Lopez, I., 2021:24) The Erasmus program, one of the European Union's flagship initiatives, started in the 1987-1988 academic year with an estimated 3,000 participants. Over the next three decades, it has allowed almost three million students to take university courses abroad, both inside and outside the borders of the European Union.

Shortly after the onset of the health crisis caused by the new coronavirus, many international students decided to interrupt their Erasmus programs, or otherwise cancelled their plans to start them. In the last academic year, 2020-2021, the number of students who participated in the Erasmus program was much lower than in 2018-2019, before the coronavirus. Even after the eradication of this virus, we cannot expect the number of international students to return to the level of the years before the pandemic.

The social and political impact of this practically reduced mobility within the European Union is expected to be particularly significant, given the great beneficial effects of the exchange of experiences among students.

The motivation for international physical mobility has been closely linked to social, cultural and personal reasons, such as knowledge of other cultures, languages, other cities or peoples; and, of course, virtual mobility is much less attractive in this regard. However, virtual mobility could allow the individual choice of the most

attractive online courses offered by a whole series of partner universities, which could be followed during the same semester as long as the considerations of the study programs allow it. „Thus, students could build their own integrated and improved curriculum, tailored to their particular interests". (Ko, S., Rossen, S., 2019:98) As additional incentives, parent universities could offer short-term physical mobility scholarships (summer/winter schools, conferences) to partner universities to those students who participate in online courses offered by those institutions, allowing them to learn in person the teachers and colleagues with whom they interacted in the online environment for several months. Moreover, in order to make this integrated model a truly successful one, it is absolutely necessary to improve the visibility of online course offers (publishing course programs, configuring teacher profiles, incorporating feedback provided by previous students).

It is well known that the mobility of university staff is the main factor in forming close relations between university institutions, in improving the quality of exchanges of experience for students and in increasing the visibility of the institution and its international reputation. As in the case of student mobility, the covid-19 pandemic dramatically reduced the physical mobility of university staff, making it even impossible in some places. Instead, many online seminars (webinars) were organized, allowing students to participate in online education offered by specialists from abroad. The quality of online education can indeed be very high and has the great advantage of not requiring physical travel. In the post-covid world, it would be a positive thing to keep this new and convenient structure of the webinar, also having the advantage of allowing a better knowledge of colleagues before inviting them to take a series of in-person courses, a very serious commitment for all parties involved (both guest teachers, their hosts and students taking those courses).

Similarly, the covid-19 pandemic had a particularly negative impact on the international physical mobility of administrative and technical staff, a very important component of the Erasmus program. International relations, research, IT and accounting departments, libraries, they could really share models of good practice specifically associated with their professional practice in conferences/ workshops. After the onset of the health crisis, the vast majority of these events were either cancelled or postponed indefinitely. However, the interactivity between the staff of the partner institutions remained particularly intense, thanks to the online meetings on the digital platforms. In the post-Covid era, we would like such interactions to continue, allowing for the pursuit of good online professional practices that give administrative and technical staff in several institutions the opportunity to work together, especially in particularly difficult tasks, such as the elaboration of international projects.

The digital push facilitated by the covid-19 virus can help us in this regard, because now access to information is becoming more widespread. The role of educational institutions at all levels must now no longer be to provide information in itself, but to present concepts in order to understand the information we already have access to and to use it in developing new ideas, connecting the distinct points in a creative way. We must have the courage to renew our educational curricula, removing certain technical information that is difficult to learn and easy to forget, focusing on fundamental concepts in all disciplines.

Employability, cross-sectoral education and artificial intelligence

„Higher education is a huge investment of time and resources from students, their families and even society as a whole, and ensuring a high degree of employability of graduates is a fundamental responsibility of all universities".(Tate, K.J., 2021:41) However, the rapid development of all economic sectors makes it very difficult to predict what types of service will be available in the future. Digitization and artificial intelligence, on the one hand, make the human factor redundant in a whole series of activities, and on the other hand constantly create new requirements that are sometimes difficult to solve. Therefore, universities need to constantly renew their strategies, and the following considerations can be really useful in this regard:

- The education received must make all students good learners, because they will have to acquire new knowledge and skills throughout life.
- Students must be exposed to diverse learning environments, including within non-academic institutions.
- Graduates must not only look for jobs, but must also be encouraged to become job creators by assessing the new requirements and needs of society and forming companies, firms or other organizations capable of meeting them. Optional courses for the development of entrepreneurial skills should be offered in all disciplines of study, using interdisciplinary approaches wherever possible.
- Universities need to maintain continuous contact with non-academic organizations in order to better understand their vision and needs and to be able to take these needs into account in the development and revision of university programs without neglecting, of course, the sharing of that fundamental information for each discipline.

4. What we lost, what we gained

Firstly, we lost the direct relationship between students and teachers. The so-called classroom activity is an articulated complex of activities aimed at transferring multiple knowledge from teacher to students. This fundamental relationship was already subject to significant changes, related not only to the modification of the tools available to the teacher, but also to the overall vision, the philosophy on the formation of young generations. From the figure of authority (given by age and the monopoly on knowledge) to the figure of the partner in discovering things that deserve to be discovered and used, the role of the teacher was already in a process of change. The relationship mediated by the digital universe is not necessarily equivalent to the relationship in the classroom space. This change in the educational paradigm is, in the long run, more important than the changes in technology in the classroom, because the new roles of the teacher are those that constitute the framework for the use of technology. Especially for young students, the proximity of the teacher (and the way he/she understands and assumes the roles in the classroom) is fundamental.

Beyond the familiarity of the relationship (after all, most students are in a world of adults concerned with their development), the teacher communicates with his/her students also non-verbally: his/her position in the classroom, the way he/she moves, gestures and facial expressions contribute when transmitting information. Students, in the process of socializing and acquiring social communication skills, have only to gain from their exposure to this type of communication, and the

absence of this stimulus, along with cognitive and emotional gain from socializing with classmates and school, can have significant consequences in adulthood.
„Unlike learning content, social knowledge cannot be compressed or replaced, it cannot be approached selectively". (Swartz, L., Nyman, D., Livingston, M., 2021:82) Here is actually the problem, because in socializing between peers of the same age, students practice behaviours, skills and knowledge that can ensure a good insertion in the world of adults. In addition, the emotional dimension of learning is diminished accordingly. Emotion is an important element in education, as it contributes to the mobilization of students' cognitive resources and allows them to cope with a special stress, that of learning.
Second, the possibilities for feedback are drastically limited. The Romanian education system is very dependent on the grading at national level, so on the measurement in relation to a performance standard; the measurement of progress, on the other hand, is neglected (even if the initial testing was introduced). Class activity allows the recovery of this dimension. Under the conditions of online teaching, the feedback that the teacher can provide and that can guide the student in measuring his/her own learning progress loses two fundamental qualities: proximity in time to the work task that mediates information about learning and comparative dimension.
Thirdly, the increase in the degree of teachers' insecurity. „Much of the effectiveness of teaching and learning depends on the familiarity of the two partners involved in the training process (teacher and students) with mutual expectations". (Smith, S., Budhai, B.K., 2021:11) The digital environment, fundamentally equalizing, raises issues when communication is hierarchical - in the end, the relationship remains unequal, even if only because one of the two poles has more responsibilities than the other. Teachers have fewer tools to identify training needs, which can also translate into increased conservatism in pedagogical reflection (which is only partially dependent on the modernity of the communication environment). In other words, the teacher is faced with the loss of normal behavioural mechanisms, which only increases the degree of insecurity and limits the possibilities of communication.
Of course, online teaching does not only have negative aspects. There are a number of gains, some more obvious than others. First, an increase in design capacity. The digital teaching environment involves a more detailed design of teaching-learning-assessment activities. This requires a lot of reading in-depth study of the programs and the assumption of a reading focused on the medium-term development of skills. Design must take greater account of students' autonomy in learning and the diversity of sources of information. As a consequence, the transformation of the teacher into a mediator and the abandonment of the role of information holder is accelerating. Given that students must largely work independently and outside the classroom, the teacher is required to emphasize the procedural aspects of teaching, therefore to highlight ways to ask questions, search for information, formulating opinions based on their use.
In other words, „the current crisis only underscores the need to reorient teaching and learning from information to the ability to do something relevant with information - it's another way of saying that the focus is on skills". (Pal, S., Quang Cuong, T., Nehru, R.S., 2021:102) Second, the degree of student participation has changed. The recurring discussion about the visibility of students in the virtual classroom indicates that the internal dynamics of the group of students are

changing. A number of teachers indicated that students less involved in classroom activities became much more active in the virtual environment. In any case, most digital platforms offer the possibility of working in groups, of autonomous activities (also in groups defined by the teacher) and of real-time communication. The ability to adapt to this new communication environment tends to become a criterion for aggregation within groups of students who, although present for some time, were somewhat blurred by other elements (from clothing to possession of the latest phone model).

Third, it increases the number of sources available to students when they learn (during online activities or when preparing homework). Even though they were available before the health crisis, they have now become everyday tools. Hence, the inherent risks related to the quality of sources, their relevance for teaching-learning, the change of emphasis at the level of teaching from the use of sources to their management and information processes.

Fourth, the questioning of the relationship of teachers with other groups with vested interests (stakeholders). Although their participation has been established for a long time, only the current crisis has highlighted the fact that the relationship between the school and these groups (especially parents) is a tense one. In any case, the degree of involvement of parents in the school's life has become much more significant, and this is, despite communication problems, a very important gain.

5. Conclusions

The covid pandemic has had a dramatic impact on the world; but, despite all other crises, it can bring certain benefits to our societies. Education, and in particular higher education, can benefit from this fascinating digital boom that we have recently noticed. High quality online education can be particularly useful not only for formal education, but also for informal education, for long-term education and for most staff active in higher education institutions.

At the beginning of the pandemic period, the education system was forced to adapt, to turn its attention to investment in technology, resources and the training of education providers. These aspects were necessary for the direct beneficiaries of education to obtain optimal learning conditions.

The most effective tool for involving students in academic activities and maintaining access to learning were online courses. However, on the other hand, the lack of access to technology or the fast and reliable access to the Internet have prevented students from rural areas and disadvantaged families from benefiting from the same conditions.

Losses are balanced by gains which will be predominant in the long run. Obviously, at the level of knowledge and at the level of socialization there are losses. They are also blurred by rapid digitization and increased emotional maturation of students. Likewise, the situation in which many parents found themselves, namely to participate in the education of their children, made them look at the school activity in a new light.

The success of online transfer depended on a variety of factors, among which the priorities were: the prior preparation of teachers for the use of e-technologies, the ability of schools to provide technical and didactic assistance to teachers and students and the ability of teachers to take on learning counselling tasks, in

addition to the usual didactic role.
Online learning has affected a number of important aspects: the quality of the learning relationship, the cooperative dimension, the monitoring and objective evaluation of students' progress. The online system caused in the first months of the pandemic a series of inequalities and disparities between students: the increase of education costs in terms of personal technical equipment, disadvantaged children from economically difficult environments; students with learning difficulties progressed harder than those with good results in the classical system; some disciplines, especially vocational ones, have been disadvantaged in the online system. Online studies have allowed us to focus on the essential aspects of learning, but have made a smaller contribution to the formation of personality, behaviours and social values.
Thus, the pandemic influenced the quality of education, bringing negative effects on it and affecting the interaction between teachers and students. In addition to this aspect, through the online courses there was a decrease in the quality of information and the degree of interest that students give to the classes. Due to the fact that they are not stimulated by the new teaching and learning techniques, students prefer to inspect the teaching materials individually. Moreover, a need identified among students was to access new courses in the professional or personal sphere, which in turn satisfy the need to deepen the materials presented during the classes. The pandemic also had negative effects on interpersonal relationships, as students no longer have the context to work and collaborate as a team to develop a task.
To conclude the level of education during the pandemic registered a decrease due to the fact that no measures were taken regarding the technological investments for children/students.

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