

# Impact of **COVID 19** in Public School Education in Nepal



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**NCE  
NEPAL**

**National Campaign for Education Nepal (NCE Nepal)**

# Impact of COVID 19 in Public school Education in Nepal

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## PREFACE

National Campaign for Education Nepal (NCE Nepal) with ECOSOC status organization is a national network of different 409 member organizations that includes I/NGOs, teacher organization, journalists and community organization working for strengthening of the public education system in Nepal by ensuring the educational rights of children and adults that provisioned in the constitution. Established in 2003 as Nepal chapter of Global Campaign for Education (GCE), NCE Nepal has been engaged in the education campaigning through research, capacity enhancement initiatives, community mobilization and networking. In addition, NCE Nepal always believes in evidence-based advocacy because of which it gets involved contextually and in need based in the various research, tracking, monitoring and review works so as to obtain the real scenario of issues of public education. NCE Nepal also created the policy forums and conducted the debate based on the evidence generated from the research works of NCE Nepal to make such forums evidence and knowledge based.

With the outbreak of the COVID 19 pandemic, the education system in Nepal affected most. Nearly 9.1 million students' learning is affected by it. School education system in public school did not seem to be ready to continue learning strategies during COVID 19. In the initial stage of COVID 19 expansion, schools were used to quarantine to manage the pandemic situation. Shutting down public schools impacted the right to education as ensured by the constitution of Nepal. Education sector has not yet come to the normal situation due to its sensitivity of transferring the virus in group learning activities in public school education though the authority of school re-opening has been given to local governments and they are taking lead in reopening of schools accordingly. Hence, to figure out the real impact of COVID 19 to the school education in Nepal, NCE Nepal as a leading organization in educational advocacy conducted a research in different local governments of 7 provinces of Nepal especially among the marginalized and deprived children and adults and representing more than hundred civil society organizations throughout Nepal.

This research work was conducted to find the readiness (preparedness or initiatives) of public schools for conducting remote teaching learning activities and status of teaching learning engagement during COVID 19 pandemic and also to explore the role of parents and different education actors (School, PTA, SMC, Local Government) to ensure access, participation, equity and inclusion for promoting learning during COVID 19. We believe that this research will profoundly supplement and support all the educational stakeholders in planning for equitable, inclusive and quality education for all especially to the marginalized people during the COVID 19. Furthermore, I believe that this will be a good reference document for the policy makers, development partners and the international community so as to review how learning has been happening in the community and how the government has given efforts and what can be the best way for addressing those concerns.

For this important work of NCE Nepal, I sincerely would like to acknowledge the contribution of Dr. Suresh Gautam, Dr. Indra Mani Rai, Mr. Rajendra Pahadi, Mr. Janak Raj Pant and Mr. Sanam Maskey who onerously contributed to complete this research work. Also, I express my sincere appreciation to Education Out Loud for the financial support and Global Campaign for Education (GCE), Asia South Pacific Association for Basic and Adult Education (ASPBAE) and NCE Nepal's member organizations, board members and advisors for the technical support in this research process. In addition to this, I am very much thankful to the Ministry of Education Science and Technology, province government and local government for their support in obtaining the information so as to shape this report. I am also thankful to the Research and Publication Team of NCE Nepal for their support in finalization of the report. My special thanks to the NCE Nepal Secretariat team for their dedication and vision without which the work would not have been much effective.

Thank You.

**Dilli Ram Subedi**

President

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COVID 19 has affected school education system throughout the world; Nepal has not been exception from the pandemic which created a barrier to continue to teaching and learning activities. In this context, National Campaign for Education Nepal (NCE Nepal) conducted a research to explore the impacts of COVID 19 on School Education using remote research methods. In this context, we would like to extend our gratitude to all our participants, especially the head teachers, teachers, School Management Committee (SMC) members and students who participated in the study from the seven districts and seven provinces of Nepal for sharing their views on teaching and learning situations in the school education.

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Suresh Gautam (PhD) led the research with Indra Mani Rai (PhD), Rajendra Pahadi, Janak Raj Pant and Sanam Maskey core research team members who designed the research, analyzed and interpreted data. We would like to thank the research team for their enticing efforts for designing and completing the research on time.

## AFFIRMATION

The data, information and language contained in this report consist of our work, undertaken to analyze the situation of school education during COVID 19 in the seven districts of seven province of Nepal. Information that has been borrowed from secondary sources and that has been used in the report has been clearly referenced.

## ABBREVIATIONS

|        |   |
|--------|---|
| CEHRD  | Center for Education and Human Resource Development               |
| FGD    | Focused Group Discussion  |
| HT     | Head Teacher  |
| MMR    | Mixed Methods Research Design                                     |
| MoEST  | Ministry of Education, Science and Technology                     |
| NCE    | National Campaign for Education                                   |
| PTA    | Parents Teachers Association                                      |
| SMC    | School Management Committee                                       |
| SSDP   | School Sector Development Plan                                    |
| UNESCO | United Nation of Educational Scientific and cultural Organization |
| WB     | World Bank  |

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## EXECUTIVE SUMMARY

With the outbreak and expansion of the COVID 19 pandemic, education system in Nepal has been mostly affected. Nearly 90 lakhs students learning has been affected by it. School education system in public school did not seem to be ready to continue learning strategies during COVID 19. In the initial stage of COVID 19 expansion, schools were turned to quarantine house to manage the pandemic situation. After three months schools were disinfected and gradually started to planning to alternative ways of facilitation. Shutting down public schools have impacted the right to educate as ensured by the constitution of Nepal. After six months of Pandemic, the Government of Nepal has brought the Alternative Learning Facilitation-2077 in June, 2020 whereas the new academic year was supposed to be started from mid-April.

Despite of issuing alternative learning facilitation strategies, the Ministry of Education, Science and Technology did not seem to be prepared to ensure the meaningful learning of the students during COVID 19. The Center for Education and Human Resource Development (CEHRD) as actively worked to provide text books to the students for alternative facilitations. CEHRD also prepared some online teaching and learning session but most of the students could not have access to these materials. Teachers preparation for alternative facilitation was one of the major challenges to ensure the meaningful learning during COVID 19, 19. Increasing cases of COVID 19, it was not possible to open school and continue the face-to-face facilitation.

Lack of proper educational planning during emergencies, the federal government transfer to the local government to decide the means of the learning facilitation looking at the severity of Pandemic which created hope for students and schools because of deficiency of the resources, local government could not contribute to facilitate alternative learning. Though, the alternative learning facilitation directives aimed at using teachers and students to engage in learning process but schools hardly seemed to be ready to apply the directives.

In this context, NCE Nepal has conducted the study to analyze the impacts of the COVID 19 in the public-school education in Nepal to find out the students' status on learning and readiness of public school conducting remote teaching and learning activities during COVID 19 thereby exploring the role of public schools ensuring access, participation, equity and inclusion for promoting learning during COVID 19 and identifying the gap between three tiers of the governments in making education accessible to all the students in public schools.

Using Mixed Methods Research (MMR) design, the study employed both quantitative and qualitative research approaches to explore the situation of the students learning and parents and student's perception on remote teaching and learning activities with survey tools. The survey was conducted among 350 students, 335 parents and 85 head teachers

from the seven districts (Jhapa, Parsa, Chitwan, Parbat, Rupandehi, Dailekh and Bajura). Likewise, it was supplemented by the FGD with parents, SMC members, PTA members and Head teachers to substantiate the findings from the survey. Though, the research used purposive sampling strategy to make it more inclusive and focus on the COVID 19 affected districts and municipalities, the study cannot be generalized.

The major findings of the study showed that the initiations taken from the schools and local government were neither organized nor systematic to enhance the learning of the students. Various steps and initiations were taken by schools and school structure to cope with the emergencies on education but these initiations were not enough to ensure the right to educate to the children during COVID 19.

Nearly 72% of the head teachers reported that they were at planning stage for alternative learning facilitation in this situation, only 65% of the schools prepared and disseminated their scheduled of learning program. It showed that most of the schools were at planning stage during the research. 48% of the schools did not have made students profile, so that they did not have well preparation to alternative learning facilitation. This finding showed that it was almost impossible to cover the learning outcomes of the academic year.

Likewise, digital divide was further created in education. Only 26% of the school shared that they have availability of online teaching and learning activities but it was not sure whether the students have access to the online access to attend the regular sessions. It has created the wider gap in educational attainment in school education during pandemic.

Though HT reported that they started different modality to run the alternative learning facilitations such as area-wise, class wise, school wise, ward wise and other methods. Most of the districts still follow the class wise and school wise facilitation which have much risk to spread COVID 19 and will invite much devastating situation.

Teacher preparation for the alternative mode of facilitation was very poor. Only 8% head teachers reported that they had conducted trainings to teachers. Coordination with local government seemed very weak as 53% of the HT reported that they have coordination with local government to resume learning activities during pandemic. However, many of the HT in FGD shared that they could not get support in terms of resource and investment from the local government to run schools during COVID 19. The study showed that it was very difficult to ensure the equitable learning achievement among the students.

Parents were worried about their children education and they attempted to support their children from their side but they also expected support from school. 22.1% of parents shared that school tended to be very supportive during COVID 19. Parents were not much confident that school would support to their children's learning during COVID 19.

Teachers in public schools were often questioned by parents because of their commitment in their profession. However, it was encouraging that maximum parents (41.8%) reported

that the teachers or facilitators were committed to the learning of their children and significant numbers of teachers (13.7%) were less committed. 93.7% of the parents shared that they had never participated in any of the parenting education and only 6.3% has participated in some of the parenting education program or orientations. Among them Janajaits and Dalit were the majority who did not get any parenting from school. 68% of the parents indicated that their children were not being involved in alternative modes of learning and 32% of the parents responded that their children had access to alternative modes of teaching. This shows that majority of children are deprived of education through alternative modes.

In terms of mode of engagement of children in learning, more than half (55%) of the parents indicated that their children were engaged in self-learning with their support. 18.5% and 14% of the parents reported that their children were engaged in learning through face to face and through radio/ FM radio respectively. 5.4% and 10.4% parents had their children engaged in learning through television and internet respectively. Almost one-fourth (25.4%) of the parents shared that their children were not engaged through any of these modes.

Majority of students (66.3%) had no facilities of Information and Communication Technologies (ICT) (Radio, Television, Computer, internet connectivity or mobile). Almost no students had computer and internet facilities. However, some of the students had radio, television and mobile facilities. Majority of students (74%) reported that they had already got all books which was followed by the number of students who reported that they got almost all books. In terms of access to different types of learning materials being provided by school, teachers or organizations, 72.7% of the students had not received any materials. Among those receiving the materials, only 11.1% of the students had received exercise books, 9.7% had received printer learning material other than the text book, 6.6% and 4.3% had received other reference or self-learning materials and other audio-visual materials respectively. Only 3.1% of them had received electronic learning materials.

In overall, the study showed that 89.4% of the students were learning from their home due to the pandemic and 12.3% were engaged in learning at school. 9.7% of the students were learning at a common place in the community, 8.6% at the courtyard of their homes and 8.3% at teacher's homes or any other friends' home. 1.4% of the students reported that they had not engaged in learning at present. In regard to perception towards the support provided by facilitators, majority of the students (64.3%) feel that the learning is less effective than face to face at school. About one-fourth (23.4%) of the students shared that they did not know anything about facilitation and only 2.6% felt that the program was more effective than compared to face to face at school. 7.1% of the students shared that they had not learnt anything and 3.1% felt that it was worthless. However, the students were doing assignments provided by the teachers.

COVID 19 has also created the risk of students' wellbeing to minimize the impact of school closures on well-being of students, 49.4% of the principal/teachers mentioned having deployed mechanisms for monitoring student well-being. 9.4% and 14.1% of the principals in the study shared having additional child supportive services and psychological and mental health support to learners respectively. About one-fourth of the school principals mentioned having no measures for minimizing such impacts of school closure on the well-being of the children.

Thus, public school education was under the threats of COVID 19 and the coordination of the three tiers of government to ensure learning is the need to protect students right to get education even in emergencies.

## SECTION I: RESEARCH CONTEXT

Globally, Corona virus (COVID 19) is impacting human lives in schooling and education. Despite its effect on social, economic and environment aspects, COVID 19 poses significant challenge for education system all over the world. An entire generation of children has experienced interrupted as school, colleges and universities which are closed to prevent the spread of COVID 19. According to UNICEF (2020), Nation wide school closure has disrupted the education of more than 1.57 billion students- 91 percent worldwide. With children no longer attending school, mostly spent their time at home with their parents.

In the initial days the Government of Nepal locked down all the activities to control mobility and human gathering nationwide. GoN also promoting social distancing measures mean that individuals cannot interact face to face. Therefore, it was not convenient to open schools under pandemic situation. Gradually, releasing the lock down and giving authority to the local government, some of the schools started opening for the certain time with following safety rules and regulation.

In contrast to these impacts on community life, the pandemic has also caused people to come together in new and exciting ways of learning. The atmosphere of schools in villages and cities has changed all over the world. Some of the schools started teaching learning activities in a distance mode using Information and Communication Technology (ICT) and other methods of using radio and television. The preparation of schools to use alternative learning facilitation was lagging behind in Nepal, despite the minimum efforts in the school and community level.

Nepal is signatory of more than two dozen of international human rights instruments<sup>1</sup> including regional treaties and agreements. The standards clearly safeguard the educational rights of children and adults from marginalized and deprived communities. These frameworks are in favor of promoting social justice, non-discrimination, non-violence, freedom, cultural and economic development, gender equality, equity, access to education and so on. The instruments protect the people of marginalized from any forms of exploitation, abuses, health hazards and educational deprivation. Thus, the implicit interest of different international standards remains on promoting learning and education. Constitution of Nepal 2015 states that education is fundamental right and all citizens have right to access free and compulsory education up to the basic level and free education up to secondary level. Further, the constitutional provision paves the way to focus on quality education through local governments. National Education Policy 2019, Local Government

1 Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR), Convention on the Rights of Child (CRC), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), International Labor Organization (ILO) Worst Form of Child Labor Convention (No. 182), 1999, ILO Minimum Age Convention (No. 138), 1973, SAARC Convention on Regional Arrangements for the Promotion of Child Welfare in South Asia, 2002, Indigenous and Tribal Peoples Convention, 1989 (No. 169) and United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and so on and so forth.

Operation Act 2017, The Act Relating to Free and Compulsory Education 2018 and The School Sector Development Plan (SSDP) aligned with the SDG (Sustainable Development Goal 4), all, ensure inclusive and equitable quality education for all the students.

Even before the COVID 19 pandemic, the learning of students particularly in public schools were not so satisfactory due to multifaceted adversities they faced such as poverty, health, socio-cultural beliefs, geographical locations, disability and so on. The pandemic has worsened the learning of children as the schools have been closed with the beginning of lockdown situation. The situation is more vulnerable for the students of marginalized and deprived communities. In this difficult context, Nepal has placed education at the center of its COVID 19 emergency response and has pursued remote and e-learning opportunities to offset school closures. On the one hand, there is high digital divide and hence it has become difficult to familiarize the teachers and students in online learning or learning through technologies such as radio, mobile phone, television and other online options.

One of the efforts made by the Ministry of Education, Science and Technology (MoEST) is the development of learning portal which features digital content like interactive learning games, videos of classroom lessons, audio and e-books. This content is categorized according to grade and subject for easier navigation and is overseen by Nepal's Curriculum Development Center. To address the critical learning gap facing children during the COVID 19, the government has developed a coalition of teachers, education journalists, nongovernmental organizations, local governments and local radio stations for launching a distance-learning radio program called Radio Schools.

The government has continuous effort to pursue and achieve education objectives under the SSDP, implementing reforms to improve access and the quality of education and some of the immediate responses to the impact of COVID 19 on the education sector including a scenario based contingency plan to respond to immediate impacts and the initiation of remote teaching-learning programs to ensure that children can continue learning while the schools remain closed. The Ministry has also developed and published new guidelines to facilitate students' learning through alternative means. The guideline was issued to give a nod to the alternate learning in the context of the coronavirus pandemic as the schools have not opened. With the guideline coming in force, the schools will have easy access to keep the record of the admitted students, collect fees as allowed by the local level and implement the evaluation methods by downsizing the credit hours of the class.

As stated in the guidelines, coordination between the local administration and local government is needed for the real interaction between teachers and students with health protocols even in the areas with low risk of coronavirus infection. With the new legal provision, the teacher through online, radio, television and offline mediums has been brought in the mainstream of education. For the implementation of the new guidelines, the Curriculum Development Centre shall make adjustments in the curriculum while the school management committee, teachers, parents and the media shall play their respective

part. Likewise, the students with a poor economic background and with no access to technology would be provided with textbooks and materials for self-study and the schools and teachers will facilitate by forming groups.

The guideline of alternative modes of teaching learning activities envisions to educate teachers and parents through teacher training and parenting education for promoting the meaningful learning of the children. It clearly stipulates the role of teachers, School Management Committees (SMCs), Parent Teacher Associations (PTAs), parents, local governments and other community-based organizations for managing the learning environment of the students. The guideline has provisions of classifying the students based on their availability of different technologies of learning such as radio, television, internet and none of them. It focuses on providing low-cost internet facilities internet data and WIFI for needy students.

On the other hand, people all around the world are living a restricted life with fear and dilemma in which children could not have continued to start learning either in the mainstream or alternative means. Children are more vulnerable group in terms of their health and learning. Especially to those vulnerable groups of people this kind of situation will contribute on worsening of the situation. Both the medical professionals and public health specialists are focused on taking care of individuals who are very sick and need emergency treatment, it seems less attention is given to the psychiatric consequences of the COVID 19 crisis which leads in increasing suicide rates globally.

Education sector has not yet come to the normal situation due to its sensitiveness of transferring the virus in group learning activities in public school education. In recognition of the seriousness of this situation, NCE-Nepal, leading organization in educational advocacy particularly from the perspectives of marginalized and deprived children and adults and representing more than hundred civil society organizations throughout Nepal, intends to identify the status of impact of COVID 19 particularly in school education through research approaches.

The socioeconomic and mental health aspects were studied by Poudel & Subedi (2020) which indicated that that has also affected the learning among the children. Likewise, another study showed that online teaching and learning activities among the students of the higher education were not as smooth as it expected. Thus, the focus on the learning among school going children to ensure their right to get education during pandemic is important.

## **1.1 Purpose of the Study**

The major purpose of the study is to;

1. Find the readiness (preparedness or initiatives) of public schools for conducting



remote teaching learning activities and status of teaching learning engagement during COVID 19 pandemic and

2. Explore the role of parents and different education actors (School, PTA, SMC, Local Government) to ensure access, participation, equity and inclusion for promoting learning during COVID 19.

## 1.2 Research Questions

More specifically, the study addresses the following research questions;

1. What are the initiatives taken by education actors (schools, head/teachers, parents and local governments) to ensure the students learning?
2. What kinds of teaching and learning activities are taking place during COVID 19? How do school going children engage in these activities?
3. How are the parental roles for promoting the learning of their children? What are the hindering factors for meaningful learning of children through alternative modes?
4. How are the roles of different structures (PTA, SMC and Local Government) for promoting learning of children? What are the measures taken for ensuring equity and inclusion of children in learning from different social groups?

## 1.3 Scope and Limitations of the Research

The research is conducted in purposefully selected municipalities of seven provinces of Nepal capturing the urban and rural areas based on the experiences of network organizations of NCE-Nepal. Thus, the results of this research may not generalize the Nepali context but can be used to understand the situation of learning of students during COVID 19. The research was based on the data collected online with the facilitation of short time trained enumerators or the representatives of network organizations of NCE-Nepal. The research was largely concentrated on exploring the impact of COVID 19 in school education then learning environments, learning activities of students and efforts made by governments for the adaptation in the situation.

## SECTION II: MIXED METHODS REMOTE RESEARCH APPROACH

The research used the Mixed Method Research Design (MMR) to collect and analyze both quantitative and qualitative data, integrates the findings (Teddlie & Tashakkori, 2009). The integration of quantitative and qualitative data adds values to generate the holistic understanding of the situation of the teaching and learning activities in the pandemic



situation. MMR was used for this study in order to more reliably assess the role of the three tiers of the government and learning achievement of the targeted children with alternatives learning strategies adopted in the school and community.

The quantitative methods allowed for assessment of the status of students' learning level and also for the documentation of their socio-economic backgrounds. The purpose of using quantitative approach is to strengthen the reliability of data, validity of the findings and recommendations and to broaden and deepen our understanding of the processes through which program outcomes and impacts are achieved and how these are affected by the teaching and learning context.

The qualitative aspect further explored the situation of learning among school going children during pandemic with the Focus Group Discussion (FGD) with SMC members, PTA members, parents and teachers and head-teachers. The report is prepared blending both quantitative and qualitative information and the findings are drawn in line of research purpose and research questions capturing the impact on educational access and quality education. The report depicts efforts of governments, gap of policies and practices, lesson learnt, opportunities, good practices and so on particularly focusing on education.

## 2.1 Sampling and Sample Size

In this study, as a mixed-methods research, purposive sampling strategies were employed to represent the equal number of dalit, janajatis and religious minorities in order to select appropriate respondents in the seven districts of seven provinces of Nepal that would help to get answers of the research questions.

**Table 1: Sample Size in Districts**

| Districts | Parents | Students | Head Teachers |
|-----------|---------|----------|---------------|
| Dailekh   | 48      | 51       | 13            |
| Bajura    | 48      | 48       | 12            |
| Chitwan   | 49      | 51       | 12            |
| Jhapa     | 43      | 55       | 12            |
| Parbat    | 48      | 49       | 14            |
| Parsa     | 50      | 48       | 10            |
| Rupandehi | 49      | 48       | 12            |
| Total     | 335     | 350      | 85            |

From each province or district, the following sample size was drawn to make it more inclusive and representative. Table 1 showed that total number of the parents (335), student and (350) head/teachers (85) from seven districts of Nepal. The sample size was inclusive as shown in the table 2.

**Table 2: Sample size (Diversity)**

|                     | <b>Sub-categories</b> | <b>Parents (N = 335)</b> | <b>Head/Teachers (N = 85)</b> | <b>Students (N = 350)</b> |
|---------------------|-----------------------|--------------------------|-------------------------------|---------------------------|
| Gender              | Male                  | 190                      | 45                            | 174                       |
|                     | Female                | 145                      | 40                            | 176                       |
| Caste/<br>Ethnicity | Brahmin/<br>Chhetri   | 92                       | 59                            | 98                        |
|                     | Janajati              | 85                       | 13                            | 88                        |
|                     | Dalit                 | 109                      | 7                             | 113                       |
|                     | Others                | 49                       | 6                             | 51                        |
|                     | Hindu                 | 256                      | 81                            | 256                       |
| Religion            | Muslim                | 41                       | -                             | 41                        |
|                     | Buddhist              | 18                       | 3                             | 15                        |
|                     | Christian             | 17                       | 1                             | 22                        |
|                     | Kirat                 | 3                        | -                             | 7                         |
|                     | Urban                 | 221                      | 63                            | 238                       |
| Locations           | Rural                 | 114                      | 22                            | 112                       |

In each district the research used multistage purposive sampling technique to ensure the representativeness of seven provinces selecting a district most affected by COVID 19 pandemic (WHO, 2020). Within these districts, the most affected municipalities (with urban and rural contexts) were identified with the consultation of network organizations of NCE-Nepal and the study concentrates on the urban and rural areas of these municipalities. The following framework gives a tentative guide to selecting research sites and respondents/participants.

## 2.2 Research Tools

The questionnaires were prepared by the research team and discussed with the research members of NCE-Nepal for necessary modification for the purpose of quantitative data collection. Structured questionnaires for parents, teachers and SMC members included the variables indicated in the research issue such as alternatives teaching and learning, methods, parents' initiation, school initiation and students' engagement in learning were administrated.

Likewise, the Focus Group Discussion was conducted with school administration, head teachers, teachers, School Management Committee and Parents Teachers Association exploring the present scenario of school activities and engaging students in the alternative teaching and learning activities for the purpose of qualitative data collection.

## 2.3 Data Collection and Analysis

The network organizations of NCE-Nepal were responsible to collect data through web-based forms/online using google forms. The research team members prepared data base online and provided a day of training to the enumerators/members of the network organizations to collect data from the respondents online. The network organizations managed the interviews and FGDs online/remote especially from telephone with the potential participants and research team members themselves engaged in these activities for collecting qualitative data. The notes, recordings and memos were maintained in order to enhance the quality of research.

The quantitative data are analyzed using excel program and qualitative data are analyzed manually developing detail transcription and using sequential process of coding, categorizing and conceptualizing the main insights.

## 2.4 Research Ethics

Ethical consideration ensures the dignity of the researchers and respondents during the research process to maintain the accuracy and honesty in the data collection and analysis process. The research team assured ethics by maintaining the confidentiality and anonymity with transparency and safety during COVID 19. Those researchers who met respondents face to face kept physical distance with mitigating the risks of spreading COVID 19. Mainly the five major stages: research design, sampling of the respondents based on the diversity, relationship with respondents with no harm and dignity, data collection and lastly with reporting and analyzing were maintained.

## SECTION III: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The study captured practices of school education during pandemic of COVID 19 of three specific primary stakeholders of public education such as parents or guardians, Head/ Teachers (H/Ts) who are representing School Management Committees (SMCs) and students studying in grade four, nine and ten in order to represent the information. Table 1 showed the demographic characteristics of the respondents.

**Table 3: Demographic characteristics of respondents**

| Categories      | Sub-categories  | Parents (N = 350) | Head/Teachers (N = 85) | Students (N = 350) |
|-----------------|-----------------|-------------------|------------------------|--------------------|
| Gender          | Male            | 56.7%             | 52.9%                  | 49.7%              |
|                 | Female          | 43.3%             | 47.1%                  | 50.3%              |
| Caste/Ethnicity | Brahmin/Chhetri | 27.5%             | 69.4%                  | 23%                |
|                 | Janajati        | 25.4%             | 15.3%                  | 25.1%              |
|                 | Dalit           | 3.5%              | 8.2%                   | 32.3%              |
|                 | Others          | 14.6%             | 7.1%                   | 14.6%              |
| Religion        | Hindu           | 76.4%             | 95.3%                  | 75.7%              |
|                 | Muslim          | 12.2%             | 2.4%                   | 11.7%              |
|                 | Buddhist        | 5.4%              | 1.2%                   | 4.3%               |
|                 | Christian       | 5.1%              | 1.2%                   | 6.3%               |
|                 | Kirat           | 0.9%              | -                      | 2%                 |
| Locations       | Urban           | 66%               | 74.1%                  | 68%                |
|                 | Rural           | 34%               | 25.9%                  | 32%                |

The table 3 showed that there were almost equal number of male and female respondents (parents, head/teachers and students). Maximum parents were from Brahman/Chhetri (27.5%) and Janajati (25.4%) and minimum (3.5%) were from Dalits. Overwhelming majority (69.4%) of the head/teachers were from Brahmin/Chhetri which was followed by Janajati (15.3%) and Dalits (8.2%). Similarly, a large majority of parents, head/teachers and students were from Hindu religious groups and that were followed by Muslim and Buddhist. Minimum parents and students were Kirats. Further, geographically, two-third respondents (parents, head/teachers and students) were from Municipality and the remaining were from Rural Municipality.

**Table 4: Distribution of age of respondents**

| Categories of Respondents |      |                        |       |                    |       |
|---------------------------|------|------------------------|-------|--------------------|-------|
| Parents (N=350)           |      | Head/Teachers (N = 85) |       | Students (N = 350) |       |
| Less than 20 years old    | 2.4% | Less than 25 years old | 29.4% | < 10 years old     | 23.7% |

|                    |       |                    |       |                |       |
|--------------------|-------|--------------------|-------|----------------|-------|
| 20 to 30 years old | 10.7% | 25 to 35 years old | 8.2%  | 10 to 15 years | 64.3% |
| 30 to 40 years old | 44.5% | 35 to 45 years old | 23.5% | Above 15 years | 12%   |
| 40 to 50 years old | 32.2% | 45 to 55 years old | 25.9% |                |       |
| 50 to 60 years old | 8.7%  | Above 55 years old | 12.9% |                |       |
| Above 60 years old | 1.5%  |                    |       |                |       |

The table shows that maximum parents (44.5%) were of age group 30-40 years of old which was followed by the number of parents (32.2%) with age group 40 to 50 years. There were minimum parents who were above 60 years and below 20 years. Similarly, maximum head/teachers (29.4%) were of age less than 25 years and there were significant number of head/teachers of age group 35 to 45 and 45 to 55 years. Similarly, majority (64.3%) of students were of age group 10-15 years and significant number of students (23.7%) were of age below ten years.

**Table 5: Occupation of parents**

| Parent's Occupation      | Percentage | Parent's Occupation | Percentage |
|--------------------------|------------|---------------------|------------|
| Agriculture              | 61.1%      | Foreign Employment  | 7.7%       |
| Business                 | 12.3%      | Daily Wage          | 4.6%       |
| Governmental Service     | 4.6%       | Carpenter           | 0.9%       |
| Non-Governmental Service | 1.1%       | Driver              | 0.9%       |
| Service (private)        | 6%         | Others              | 0.9%       |

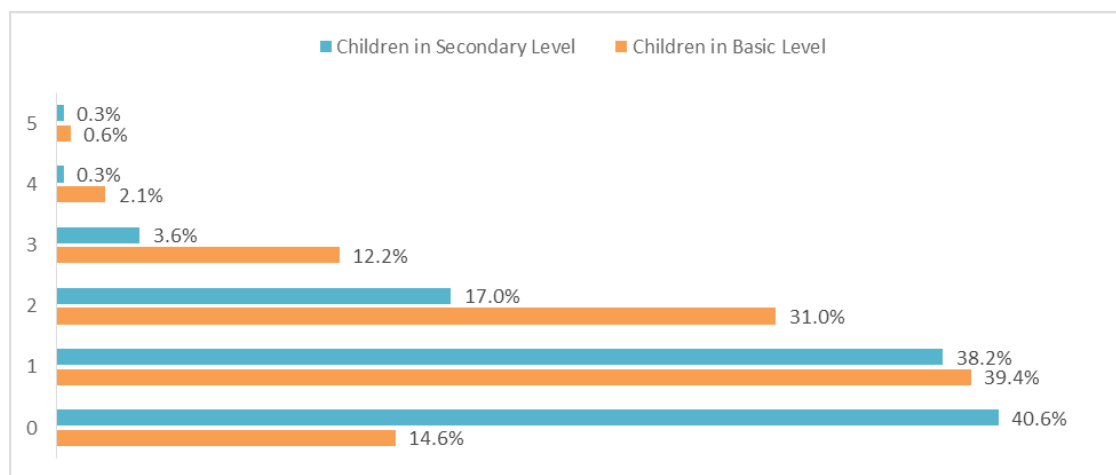
The table reveals that majority (61.1%) of parents as respondents of this study were farmers with agriculture as their occupation and few (12.3%) were engaging in business and other sectors such as foreign employment, wage laboring and private and government services. The following table shows the district-wise representation of parents.

**Table 6: District-wise distribution of parents and students**

| Districts | Parents    | Students   |
|-----------|------------|------------|
| Dailekh   | 48 (14.3%) | 51 (14.6%) |
| Bajura    | 48 (14.3%) | 48 (13.7%) |
| Chitwan   | 49 (14.6%) | 51 (14.6%) |
| Jhapa     | 43 (12.8%) | 55 (15.7%) |
| Parbat    | 48 (14.3%) | 49 (14%)   |
| Parsa     | 50 (14.9%) | 48 (13.7%) |
| Rupandehi | 49 (14.6%) | 48 (13.7%) |
| Total     | 335 (100%) | 350 (100%) |

Parents were taken into the study almost equally from all the districts as can be seen in the above table. All the students were equally sampled from seven different districts from each of the seven provinces as can be seen in the table.

Figure 1: Number of children in families



The above chart shows that maximum parents had one child at Basic level and Secondary level. 40.6% and 14.6% of the parents did not have any child studying in secondary level and basic level respectively. Further, 2.1% of the parents had 4 children studying in Basic level and 0.3% of parents having 4 children studying in secondary level.

## SECTION IV: INITIATIVES TAKEN FOR STUDENTS' LEARNING

This section deals with the preparedness of schools and government for promoting alternative mode of teaching learning activities in study areas. In so doing, the section presents the planning to promote learning, teacher preparation/training, coordination with local governments, parenting education and school support and teachers' commitment.

### 4.1 Planning to Promote Learning

The study intended to identify the status of initiatives taken by the stakeholders for promoting alternative modes of teaching learning activities. In so doing, the study tried to identify how schools prepared students' profile of availability of ICTs as means of learning, planning for alternative modes of teaching learning activities, preparation and dissemination of schedule of learning programs and availability of categorical online teaching learning activities. The following table gives information on how was the preparation.

**Table 7: Initiatives taken by school in alternative modes of teaching learning activities**

| Initiatives (N = 85)  | Yes (%) | No (%) |
|---|---------|--------|
| Preparation of students' profile of alternative mode of learning  | 58      | 42     |
| Planning for alternative mode of teaching and learning activities | 72      | 28     |
| Preparation and dissemination of schedule of learning programs    | 65      | 35     |
| Availability of categorical online teaching learning activities   | 26      | 74     |

Among 85 Head/Teachers, majority (58%) of them reported that they had prepared profile of students for classifying them based on their access to alternative mode of teaching and learning whereas 42% had not prepared the profile of students. Majority (72%) of the Head/Teachers shared that they had prepared plans for alternative mode of teaching and learning activities and 28% of them reported that they did not yet have any such planning. Similarly, majority (65%) of them shared that they had prepared and made public their schedule of learning programs whereas 35% of them had not made the schedule available to parents or had made it public. Majority (74%) of the Head/Teachers noted that they had the categorical online teaching learning activities whereas almost one-fourth of the schools (26%) did not have online teaching learning activities.

In Focus Group Discussion of the School Teachers in Parbat, they shared that students mapping was one of the primary activities they initiated to identify the possibilities to adapt alternative mode of teaching and learning activities during COVID 19. The mapping of the student's status helped them to start the possible ways of conducting alternative ways of teaching and learning activities. Students' mapping in other districts varied based on the composition of the head teachers, teachers, SMC and PTA and parents. In this regard, parents and students shared that they had a very chaotic situation in the beginning of the lockdown but gradually they started teaching and learning from telephone with the help of local government though the support could go only for a month. Though, the initiations for alternative teaching and learning started from the chaotic situation and it did not come up with organized and systematic way unless the Ministry of Education prepared the guidelines of alternative teaching and learning in Chitwan and Jhapa, some of the school started conducting group reading circle in the local communities in Parbat and Bajura. The following table presents the district-wise initiatives taken by the schools.

**Table 8: Initiatives taken by schools by district**

| Preparation of students' profile of alternative mode of learning  |         |        |         |       |        |       |           |
|---|---------|--------|---------|-------|--------|-------|-----------|
|   | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
| Yes   | 53.8%   | 33.3%  | 83.3%   | 33.3% | 57.1%  | 40.0% | 100.0%    |
| No  | 46.2%   | 66.7%  | 16.7%   | 66.7% | 42.9%  | 60.0% | 0.0%      |
| Planning for alternative mode of teaching and learning activities |         |        |         |       |        |       |           |
| Yes   | 53.8%   | 33.3%  | 91.7%   | 91.7% | 78.6%  | 50.0% | 100.0%    |
| No  | 46.2%   | 66.7%  | 8.3%    | 8.3%  | 21.4%  | 50.0% | 0.0%      |
| Preparation and dissemination of schedule of learning programs    |         |        |         |       |        |       |           |
| Yes   | 7.7%    | 25.0%  | 50.0%   | 33.3% | 35.7%  | 20.0% | 8.3%      |
| No  | 92.3%   | 75.0%  | 50.0%   | 66.7% | 64.3%  | 80.0% | 91.7%     |

The table 8 shows that majority of Head/Teachers from Jhapa (66.7%), Bajura (66.7%) and Parsa (60%) reported that they had not prepared profiles of students. All the Head/

Teachers from Rupandehi stated that they had prepared such profile of students and 83.3% of them from Chitwan had also prepared profile of students.

The district wise comparison showed that 100% of the schools in the study from Rupandehi had prepared plans for alternative mode of teaching and learning and only half of the schools in Parsa had such plans. Majority of the schools in Bajura (66.7%) did not have plans for alternative mode of teaching and learning and 53.8% of schools in Dailekh had such planning. In addition, majority of schools in all the districts had no preparation and dissemination of schedule of learning programs. This shows that the schools had no categorical online teaching learning activities. It shows that in almost all the districts online teaching learning activities were very scanty and not readily available. The following table shows the planning of children's learning as reported by Head/Teachers.

FGD with the head teachers in Dailekh and Bajura they mentioned that it was really difficult to follow the alternative means of facilitation to the students by providing schedule. Likewise, the planning was mostly limited in the meeting as they formally and informally shared the further steps to facilitate students. The similar kinds of voice was heard from the Chitwan and Jhapa.

**Table 9: Modality of planning for learning in emergency situation**

|                   | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
|-------------------|---------|--------|---------|-------|--------|-------|-----------|
| Area-wise         | 0.0%    | 0.0%   | 25.0%   | 58.3% | 71.4%  | 0.0%  | 33.3%     |
| Class-wise        | 46.2%   | 33.3%  | 50.0%   | 41.7% | 42.9%  | 20.0% | 91.7%     |
| School-wise       | 53.8%   | 100.0% | 16.7%   | 25.0% | 35.7%  | 50.0% | 58.3%     |
| Ward-wise         | 0.0%    | 0.0%   | 0.0%    | 0.0%  | 7.1%   | 30.0% | 25.0%     |
| Any other methods | 15.4%   | 0.0%   | 16.7%   | 0.0%  | 7.1%   | 0.0%  | 8.3%      |

The table 9 shows that majorities of H/Ts of Patbat (71.4%) and Jhapa (58.3%) reported that they planned the learning of students demarcating particular areas and this was followed by the significant number of H/Ts of Rupandehi (33.3%) and Chitwan (25%) who stated that they had area-wise planning. Most H/Ts (91.7%) in Rupandehi opted for class wise plan, half of the H/Ts in Chitwan and nearly half of the H/Ts of other districts reported the same. All the Head/Teachers (H/Ts) in Bajura reported that they had planned school wise for learning in emergency situation and this was followed by Rupandehi (58.3%), Dailekh (53.8%) and Parsa (50%). whereas significant number of H/Ts (30% and 25%) in Parsa and Rupandehi mentioned that they had prepared ward-wise learning plan. In FGD, H/Ts in Bajura said that areas wise emergencies planning for education was very difficult because of geographical remoteness. They reported that it was organized in terms of school for the students who had convenient access to the school. Most of the students could not attend school because of walking distance. Some good practices were shared in



Parbat and Parsa where close group circles were formed by school teachers and local social service leaders but it lacked the proper monitoring and evaluation of the students learning.

The table 9 justified that head teachers' expectation to run school in the physical mode seems most common in all districts rather than adopting alternative modes of facilitation. In FGD, most of the head teachers also shared that it was not possible to run classes class wise or school wise because of the severity of COVID 19 but they would like to prefer the ward wise composition to continue learning in Parbat.

#### 4.1 Training for Teacher Preparation

It is evident that the teacher preparation in emergency situation is important to combat with the learning difficulties of students. The government of Nepal announced the learning through online and distance mode in COVID 19 pandemic. Thus, the study intended to find the teacher preparation initiatives taken by the schools and governments in different districts. The following table shows the teacher training for facilitating students in emergency situation by district.

**Table 10: Training for facilitating students in emergency situation by district**

|     | Overall | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
|-----|---------|---------|--------|---------|-------|--------|-------|-----------|
| Yes | 8%      | 15.4%   | 16.7%  | 33.3%   | 8.3%  | 14.3%  | 50.0% | 8.3%      |
| No  | 92%     | 84.6%   | 83.3%  | 66.7%   | 91.7% | 85.7%  | 50.0% | 91.7%     |

The table 10 shows that most of the teachers (92%) had not received any training on facilitating children in emergency situation whereas only 8% had received such training. District wise comparison shows that overwhelming majorities of head/teachers reported not to have training for facilitating children's learning in COVID 19 pandemic situation. However, half of the Head/Teachers in Parsa in this study had received training on facilitating children in emergency situation. Only 8.3% of the head/teachers from Jhapa and Rupandehi district had received such training. As quantitative data showed teachers preparation and training was lagged behind to lead the alternatives forms of teaching and learning activities. Online teacher training was initiated by the active HTs and SMC in Parsa and Rupandehi. The teachers started using online platform such as zoom and google meet by their self-initiation. However, the local government seemed to be reluctant in regard to providing training to the teachers.

Some of the teachers in FGD showed their interest to be trained to facilitate students in such emergencies and also accepted that there was not much initiation to teacher's training.

#### 4.2 Coordination with local government

Since the constitutional envisions that the local government has the responsibility of management of schools. The study intended the identify the coordination of schools with local government from the perspective of Head/Teachers particularly the representative

of School Management Committees (SMCs). The following table shows the coordination of schools with local government for managing the learning of student in COVID 19 pandemic situation.

**Table 11: Coordination with local government for managing learning centers**

|     | Overall | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
|-----|---------|---------|--------|---------|-------|--------|-------|-----------|
| Yes | 53%     | 53.8%   | 33.3%  | 0.0%    | 66.7% | 35.7%  | 40.0% | 100.0%    |
| No  | 47%     | 46.2%   | 66.7%  | 100.0%  | 33.3% | 64.3%  | 60.0% | 0.0%      |

The table 11 shows that, in overall, majority (53%) of the school Head/Teachers shared that they had coordinated with the local government for management of learning centers. Coordination with local government was found to be the lowest in Chitwan as all the school Head/Teachers reported that they had not contact with local authorities for management of learning centers. All the Head/Teachers from Rupandehi district had been in coordination with local government in management of the learning centers. Majorities of Head/Teachers of Bajura (66.7%), Parbat (64.3%) and Parsa (60%) shared that they had no coordination with local government. FGD with parents and teachers revealed that they have very less interaction with the local government representatives to run learning activities during COVID 19. Mainly SMC members and HTs reported that they had very little coordination with local government. Local government did not seem to be ready to invest in alternative forms of teaching and learning activities. One of the SMC members shared in Dailekh shared that local government seemed to be very reluctant to run alternative ways of teaching and learning activities.

Head teachers in FGD wished to get support from the local government. Though, head teachers shared that local government offered some support from local government which was not enough to achieve the learning outcomes as prescribed by curriculum.

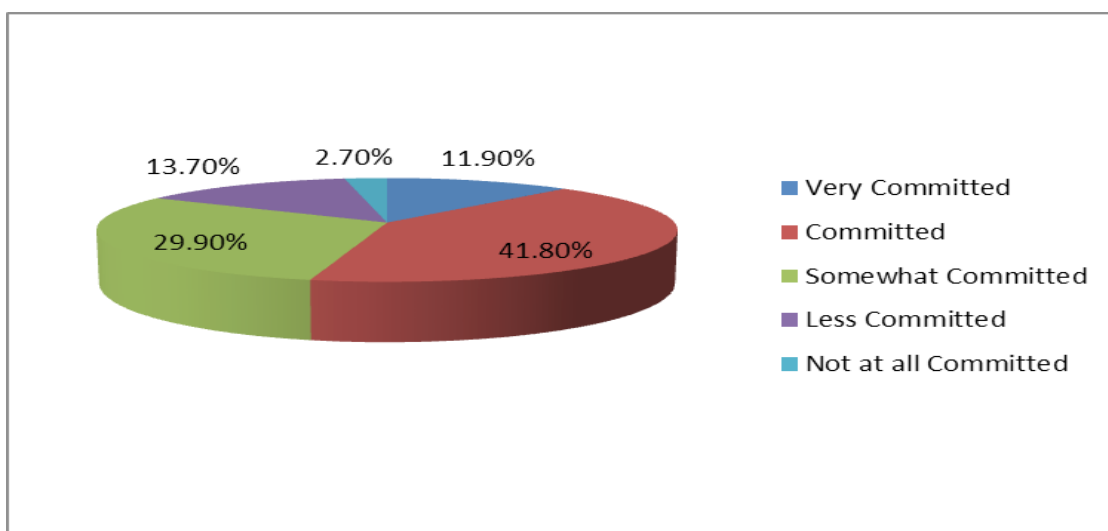
### 4.3 Schools' Support, Teachers' Commitment and Encouragement

The study tried to understand the parents' and Head/Teachers' perspective on support provided by schools and teachers' commitment and encouragement respectively for promoting the learning of students in COVID 19 pandemic situation in their locality. The following table demonstrates the parents' perception on the support of the schools.

**Table 12: Parents' perception on school support**

| School support       | Percentage |
|----------------------|------------|
| Very supported       | 22.1%      |
| Supported            | 25.4%      |
| Somewhat Supported   | 32.8%      |
| Not at all supported | 15.5%      |
| I am not sure        | 4.2%       |

In regard to support from child's school, maximum parents (32.8%) felt somewhat supported from the school that was followed by the number of parents (25.4%) who reported that the schools were supportive and 22.1% of the parents felt very supportive schools. However, significant number of parents (15.5%) noted that the schools were not supportive at all. In addition, the study intended to understand the perspectives of Head/Teachers on school's encouragement on engagement in children's learning in COVID 19 pandemic situation. The following pie chart shows the commitment of teachers or any other facilitators in alternative modes of learning of children.



The pie chart shows that maximum parents (41.8%) reported that the teachers or facilitators were committed to the learning of their children and this was followed by the parents who shared somewhat committed (29.90%), less committed (13.7%) and very committed (11.90%). The majority of parents perceived that the teachers were not so much committed to promote the learning of the children in COVID 19 pandemic situation. The following table shows the schools' encouragement to the teachers and students.

**Table 13: Schools' encouragement on teachers and students**

|                      | Yes   | No   |
|----------------------|-------|------|
| Encouraging teachers | 66%   | 34%  |
| Encouraging students | 91.8% | 8.2% |

The table 13 shows that majority (66%) of the school Head/Teachers in the study shared that they used to encourage the teachers to be resource persons for radio, television and online modes of education. Further, most of the Head/Teachers (91.8%) shared that they encouraged students in their surrounding area to participate in their learning programs.

## 4.4 Parenting Education in COVID 19 pandemic

In response to engagement of parents in parenting education anytime during the COVID 19 pandemic, most (94.0%) of them shared that they had never participated in any of the parenting education and very few (6.3%) of them noted that they participated in some of

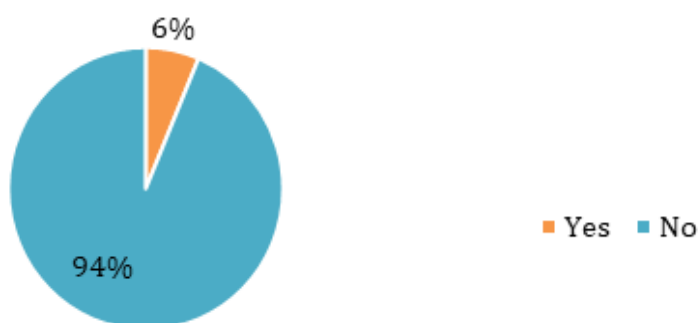


Figure 2: Parenting education

the parenting education program or orientations. Thus, parenting education for caring, nurturing, protecting, guiding or facilitating students were weaker in the COVID 19 pandemic situation. The district wise situation of parenting education is depicted in the following table;

**Table 14: District-wise parenting education**

|     | Overall | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa  | Rupandehi |
|-----|---------|---------|--------|---------|-------|--------|--------|-----------|
| Yes | 6.0%    | 4.2%    | 18.8%  | 4.1%    | 16.3% | 0.0%   | 0.0%   | 2.0%      |
| No  | 94.0%   | 95.8%   | 81.3%  | 95.9%   | 83.7% | 100.0% | 100.0% | 98.0%     |

The table above shows that almost all parents were not engaged in parenting education in COVID 19 pandemic situation. None of the parents from Parbat and Parsa districts had participated in any of the parental education programs. In Jhapa and Bajura, 18.8% and 16.3% of the parents engaged in parental education programs respectively. The following table shows the participation of parents in parenting education by caste and ethnicity.

Most of the parents in FGD shared that they could not really support their children as they could not have any ideas to monitor. They also wished to have training to mentor their children, at least they could suggest their children to engage in learning activities.

## 4.4 Preparedness on Making Interactive Lessons

The study tried to understand the preparedness of teachers and students on making interactive lessons for broadcasting through radio or FM radio and internet facilities as envisaged by the guideline of Ministry of Education, Science and Technology (MoEST) for alternative mode of learning. The following table shows the status of preparation of such interactive lessons by teachers and students.

**Table 15: Preparation of interactive lessons by teachers and students**

| Response           | Head/Teachers | Students |
|--------------------|---------------|----------|
| Never              | 73.8%         | 38.0%    |
| Often or sometimes | 8.9%          | 18.0%    |
| Most often         | 4.4%          | 12.0%    |
| Always             | 0.9%          | 6.0%     |
| Unknown            | 12.9%         | 26.0%    |

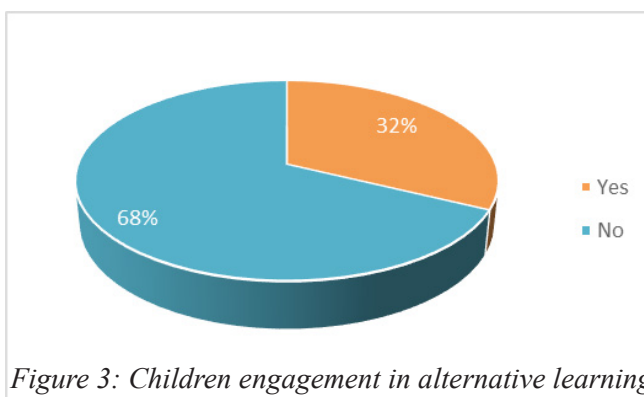
The data in table 15 shows the weaker preparedness of interactive lessons for broadcasting through radio or FM radio or internet media. Almost three fourth (73.8%) of the school head/teachers responded that they never prepared any interactive lessons for broadcasting through radio or FM radio or internet media. Only 8.9% of the head/teachers had prepared such interactive lessons often and 4.4% head/teachers responded that they most often engaged in preparing such lessons. Similarly, maximum students (38%) had never prepared project works for broadcasting through Radio/FM, TV or Internet Media and 6% of the students did so always. However, only 18% of them did it sometimes and 26% of the students were unknown about it as nobody had asked them to do so. This shows the weaker initiatives of teachers for online teaching and learning practices in alternative modes.

## SECTION V: STUDENTS' ENGAGEMENT IN LEARNING

This section presents the children's learning engagement in alternative modes. In so doing, the section explains the modes of learning, access to technologies of students and strategies of facilitation of teachers.

### 5.1 Modes of Learning

In the study, majority (68%) of the parents indicated that their children were not being involved in alternative modes of learning and 32% of the parents responded that their children had access to alternative modes of teaching. This shows that majority of children are deprived of education through alternative modes. This is due to the unavailability of learning resources and ICTs as means of learning. The following table demonstrates the modes of learning of students.



*Figure 3: Children engagement in alternative learning*

**Table 16: Modes of learning by district**

| Modes   | Overall | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
|---|---------|---------|--------|---------|-------|--------|-------|-----------|
| Face to face  | 18.5%   | 47.9%   | 41.7%  | 10.2%   | 7.0%  | 16.7%  | 2.0%  | 4.1%      |
| Through radio/<br>FM radio                              | 14.0%   | 25.0%   | 45.8%  | 16.3%   | 0.0%  | 0.0%   | 4.0%  | 6.1%      |
| Television  | 5.4%    | 0.0%    | 2.1%   | 16.3%   | 11.6% | 8.3%   | 0.0%  | 0.0%      |
| Internet  | 10.4%   | 2.1%    | 0.0%   | 26.5%   | 4.7%  | 35.4%  | 2.0%  | 2.0%      |
| Self-learning in<br>the support of<br>parents/guardians | 55.2%   | 20.8%   | 50.0%  | 61.2%   | 48.8% | 87.5%  | 70.0% | 46.9%     |
| They don't<br>engage in any of<br>these modes           | 25.4%   | 29.2%   | 18.8%  | 14.3%   | 44.2% | 2.1%   | 26.0% | 44.9%     |

In terms of mode of engagement of children in learning, more than half (55%) of the parents indicated that their children were engaged in self-learning with their support. 18.5% and 14% of the parents reported that their children were engaged in learning through face to face and through radio/ FM radio respectively. Only 5.4% and 10.4% parents had their children engaged in learning through television and internet respectively. Almost one-fourth (25.4%) of the parents shared that their children were not engaged through any of these modes.

The district wise comparison showed that 47.9% and 41.7% of the students in Dailekh and Bajura districts were engaged in face-to-face learning respectively. None of the students' from Dailekh were using television and none of the students in the study from Dailekh had internet facilities used for learning. Internet was used by 26.5% of the students in Chitwan and 35.4% of the students from Parbat districts. Only 20.8% of the students engaged in self learning with parental support in Dailekh. 44.2% and 44.9% of the parents in Jhapa and Rupandehi districts mentioned that their children did not engage in learning through any of the mentioned channels. Majority of the children from Bajura (45.8%) used radio/FM radio for learning. From the perspective head/teachers, 23.1% of the head/teachers conducted online classes through Zoom or Google Meet. 6.3% and 10.5% of the head/teachers mentioned that they were having classes through Facebook and messenger respectively. However, majority of the head/teachers (50.5%) reported that they did not use any of the above-mentioned online platform.

## 5.2 Access of Students in Technology for Learning

Remote learning is possible through the access of Information and Communication Technologies (ICTs) that are available with the students. The following table informs the availability and accessibility of different technologies of learning based on the perspectives of students and Head/Teachers by districts.

**Table 17: Accessibility of ICTs by district**

|                                       | Overall | Jhapa | Parsa | Chitwan | Parbat | Rupan-dehi | Dai-lekh | Bajura |
|---------------------------------------|---------|-------|-------|---------|--------|------------|----------|--------|
| Radio or FM radio                     | 15.1%   | 1.8%  | 4.2%  | 11.8%   | 2.0%   | 0.0%       | 33.3%    | 54.2%  |
| Television                            | 13.1%   | 25.5% | 0.0%  | 31.4%   | 20.4%  | 0.0%       | 5.9%     | 6.3%   |
| Computer but no internet connectivity | 0.3%    | 0.0%  | 0.0%  | 2.0%    | 0.0%   | 0.0%       | 0.0%     | 0.0%   |
| Computer with internet facility       | 2.9%    | 0.0%  | 0.0%  | 7.8%    | 12.2%  | 0.0%       | 0.0%     | 0.0%   |
| Mobile                                | 13.4%   | 23.6% | 4.2%  | 17.6%   | 36.7%  | 0.0%       | 7.8%     | 2.1%   |
| No any of these facilities            | 66.3%   | 52.7% | 93.8% | 51.0%   | 57.1%  | 100.0%     | 66.7%    | 45.8%  |

The table 17 shows that majority of students (66.3%) had no facilities of Information and Communication Technologies (Radio, Television, Computer, internet connectivity or mobile). Almost no students had computer and internet facilities. However, some of the students had radio, television and mobile facilities.

District-wise comparison in terms of access to technology for learning shows that almost 100% of the students in the study from Rupandehi did not have any access to technology for learning. In almost in all the districts, about half of the students in the study did not have access to any of the technology for learning. Majority of students (54.2%) had access to Radio or FM Radio in Bajura followed by 33.3% in Dailekh. In almost in all the districts, about half of the students in the study did not have access to any of the technology for learning. 31.4% of the students in Chitwan had access to television and 7.8% of the students had computer with internet facility compared to 12.2% of the students in Parbat. Mobile was the technology/ device that was accessible to 23.6% students in Jhapa, 36.7% in Parbat, 17.6% in Chitwan and 7.8% students in Bajura. But, almost all students (93.8%) in Parsa did not have access to technology for learning.

The table 18 reveals that there was significant number of students who had accessibility of radio or FM or television, or mobile phones. But, majority of head/teachers (63.5%) mentioned that they never facilitated their students in learning through these technologies. However, there were significant number of head/teachers (35.9%) who facilitated them in learning through these technologies. The following table informs the facilitation of teachers through available technologies.

**Table 18: Facilitation of teachers in children's learning through available technologies**

| Frequency    | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
|--------------|---------|--------|---------|-------|--------|-------|-----------|
| All the time | 0.0%    | 8.3%   | 0.0%    | 8.3%  | 0.0%   | 0.0%  | 0.0%      |
| Most Often   | 0.0%    | 8.3%   | 0.0%    | 0.0%  | 0.0%   | 10.0% | 0.0%      |
| Often        | 15.4%   | 0.0%   | 16.7%   | 8.3%  | 0.0%   | 0.0%  | 0.0%      |
| Sometimes    | 23.1%   | 16.7%  | 8.3%    | 16.7% | 21.4%  | 40.0% | 58.3%     |
| Never        | 61.5%   | 66.7%  | 75.0%   | 66.7% | 78.6%  | 50.0% | 41.7%     |

District wise comparison shows that 8.3% of the head/teachers from Bajura and Jhapa districts always made facilitation through radio, FM radio, television or internet. However, half or more than half of the head/teachers from all the districts in the study never made any of such facilitation.

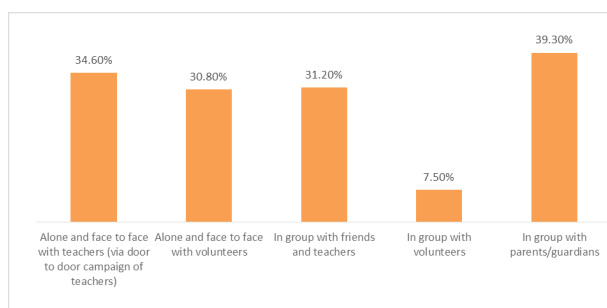
**Table 19: Facilitation in learning by districts**

|                            | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa  | Rupandehi |
|----------------------------|---------|--------|---------|-------|--------|--------|-----------|
| In group                   | 80.0%   | 100.0% | 100.0%  | 87.5% | 100.0% | 100.0% | 100.0%    |
| In individual              | 0.0%    | 0.0%   | 0.0%    | 0.0%  | 0.0%   | 0.0%   | 0.0%      |
| In peer                    | 0.0%    | 0.0%   | 0.0%    | 25.0% | 25.0%  | 0.0%   | 0.0%      |
| In as that of school class | 0.0%    | 14.3%  | 0.0%    | 12.5% | 25.0%  | 0.0%   | 0.0%      |
| Not done any of the above  | 20.0%   | 0.0%   | 0.0%    | 0.0%  | 0.0%   | 0.0%   | 0.0%      |

Head/teachers from all the districts in the study suggested that they had been facilitating students in groups. All the head/teachers from Bajura, Chitwan, Parbat, Parsa and Rupandehi mentioned that they had been facilitating in groups. One fourth of the head/teachers in the study from Jhapa and Parbat mentioned that they facilitated the students in peer and none of head/teachers indicated that they facilitated individually during this pandemic.

### 5.3 Engaging in learning in absence of online platforms

The information depicted in the earlier section indicated that most of the students had no access to Information and Communication Technologies (ICTs) such as radio, television and computer or computer with internet facilities. Most of them were learning based on self-learning materials at homes and in

**Figure 4: Learning in absence of online platforms**



groups. The study intended to identify the status on how they were learning in absence of online platforms. The following chart shows the information on how they were engaging in learning in such situation.

In the absence of online learning platform, maximum (39.3%) students were learning in group with parents/ guardians which was followed by the number of students (34.6%) who were learning face to face with teachers (via door-to-door campaign of teachers) and the students (31.2%) who were learning alone and face to face with volunteers. Many students (31.2%) were engaged in learning in group with friends and teachers and very few (7.5%) them were learning in group with volunteers. The following table gives information of engagement of students in absence of online platforms by districts.

**Table 20: Alternative facilitation by district**

|  | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa  | Rupandehi |
|--|---------|--------|---------|-------|--------|--------|-----------|
| Alone and face to face with teachers (via door to door campaign of teachers) | 21.6%   | 15.2%  | 46.7%   | 8.2%  | 65.7%  | 2.1%   | 93.6%     |
| Alone and face to face with volunteers                                       | 27.5%   | 8.7%   | 37.8%   | 26.5% | 2.9%   | 100.0% | 4.3%      |
| In group with friends and teachers   | 68.6%   | 56.5%  | 28.9%   | 30.6% | 20.0%  | 0.0%   | 8.5%      |
| In group with volunteers   | 7.8%    | 8.7%   | 0.0%    | 10.2% | 17.1%  | 0.0%   | 10.6%     |
| In group with parents/ guardians   | 62.7%   | 89.1%  | 20.0%   | 30.6% | 37.1%  | 8.3%   | 25.5%     |

The table 20 demonstrated that district wise comparison shows that 93.6% of the students in Rupandehi studied alone and face to face with teachers (via door-to-door campaign of teachers). Similarly, 65.7% students in Parbat and 46.7% of the students in Chitwan were also engaged in learning alone and face to face with teachers. Similarly, all the students from Parsa in this study indicated that they were learning alone and face to face with volunteers which were only 2.9% and 8.7% in Parbat and Bajura district respectively. Likewise, majorities (68.6% and 56.5%) of students in Dailekh and Bajura reported that they were learning in group with friends and teachers and this approach of learning was minimum in Parsa (0%) and Rupandehi (8.5%). In addition, most students (89.1%) in Bajura were learning in group with parents/ guardians in Bajura and majority of them (62.7%) were learning in such as a way on Dailekh. Minimum (8.3%) students in Parsa district were learning in group with parents or guardians.

## 5.4 Learning space of students

The study intended to identify the learning space of students in COVID 19 pandemic situation. The following table demonstrates the learning context of students in the situation.

**Table 21: Learning space of students by location**

| Learning space                 | Overall | Urban | Rural |
|--------------------------------|---------|-------|-------|
| At homes                       | 29.9%   | 44.4% | 45.5% |
| At a common place of community | 24.4%   | 38.1% | 31.8% |
| At school                      | 26.0%   | 34.9% | 50.0% |
| At teacher's home              | 5.5%    | 9.5%  | 4.5%  |
| Online                         | 14.2%   | 20.6% | 22.7% |

The table 21 shows that minimum students were learning online. Almost equal number of students were learning at homes, at a common place of community and at school. Half of the students were learning at schools in rural areas but maximum students in urban areas were learning at a common place of the community. More specifically, 29.9% of the head/teachers in the study reported that students were learning at their home. 24.4% of the head/teachers mentioned that students were learning at a common place in the community, 26% were learning at school, 5.5% were learning from teacher's home and remaining 14.2% were engaged through online learning. Rural/urban comparison shows that half of the head/teachers from rural area reported that students were engaged in learning from school compared to 34.9% of the head/teachers who noted the same from urban area. 22.7% of the head/teachers from village council reported that students were engaged in learning through online compared to 20.6% head/teachers from urban area. The following table shows the learning space of students by districts.

**Table 22: Learning space of students by districts**

| Learning space                 | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
|--------------------------------|---------|--------|---------|-------|--------|-------|-----------|
| At homes                       | 53.8%   | 41.7%  | 41.7%   | 25.0% | 57.1%  | 70.0% | 25.0%     |
| At a common place of community | 15.4%   | 8.3%   | 58.3%   | 41.7% | 64.3%  | 30.0% | 33.3%     |
| At school                      | 53.8%   | 66.7%  | 25.0%   | 50.0% | 14.3%  | 10.0% | 50.0%     |
| At your own home               | 0.0%    | 8.3%   | 8.3%    | 0.0%  | 28.6%  | 0.0%  | 8.3%      |
| Online                         | 23.1%   | 25.0%  | 0.0%    | 25.0% | 14.3%  | 30.0% | 33.3%     |

District wise comparison showed that 50% of the school head/teachers in this study from Jhapa and Rupandehi, 53.8% from Dailekh and 66.7% from Bajura mentioned that students were engaged in learning from their schools. 64.3% of head/teachers from Parbat in the study suggested that their students were learning at a common place in the community compared to 8.3% head/teachers from Bajura who had suggested the same. None of the students in Dailekh and Parsa studied at their teachers' home as reported by the head/teachers. The following table shows the learning space as reported by students.

**Table 23: Learning space as reported by students**

|   | Overall | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa  | Rupandehi |
|---|---------|---------|--------|---------|-------|--------|--------|-----------|
| At your own home                              | 89.4%   | 82.4%   | 100.0% | 92.2%   | 56.4% | 100.0% | 100.0% | 100.0%    |
| At the courtyard of your home                 | 8.6%    | 2.0%    | 14.6%  | 2.0%    | 5.5%  | 4.1%   | 33.3%  | 0.0%      |
| At a common place of the community            | 9.7%    | 0.0%    | 12.5%  | 25.5%   | 18.2% | 8.2%   | 2.1%   | 0.0%      |
| At school                                     | 12.3%   | 62.7%   | 10.4%  | 2.0%    | 0.0%  | 2.0%   | 0.0%   | 8.3%      |
| At teachers' homes or any other friends' home | 8.3%    | 5.9%    | 12.5%  | 13.7%   | 16.4% | 6.1%   | 2.1%   | 0.0%      |
| I am not involved in learning at present      | 1.4%    | 0.0%    | 2.1%   | 0.0%    | 7.3%  | 0.0%   | 0.0%   | 0.0%      |

In overall, the study showed that 89.4% of the students were learning from their home due to the pandemic and 12.3% were engaged in learning at school. 9.7% of the students were learning at a common place in the community, 8.6% at the courtyard of their homes and 8.3% at teacher's homes or any other friends' home. 1.4% of the students reported that they had not engaged in learning at present. The district wise comparison shows that 62.7% of the students in Dailekh and 10.4% of students in Bajura were learning at school. Similarly, 25.5% of the students in Chitwan were learning in a common place in the community and 16.4% of students in Jhapa were learning at teachers' or any other friends' home. 7.3% and 2.1% of the students from Jhapa and Bajura reported that they were not engaged in learning at present.

## 5.5 Availability and accessibility of text books and other learning materials

The study intended to identify the status of availability and accessibility of text-books and learning materials for students. In so doing, overwhelming majority of students (74%) reported that they had already got all books which was followed by the number of students who reported that they got almost all books. The following table reveals the information from head/teachers in regard to distribution of text-books to their students.

**Table 24: Distribution of text-books to the students**

|                         | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa  | Rupandehi |
|-------------------------|---------|--------|---------|-------|--------|--------|-----------|
| All have got all books  | 84.6%   | 83.3%  | 100.0%  | 66.7% | 71.4%  | 100.0% | 75.0%     |
| Some have got all books | 15.4%   | 16.7%  | 16.7%   | 33.3% | 28.6%  | 0.0%   | 25.0%     |

The table 24 shows that all head/teachers in Chitwan and Parsa in this study reported that all the students had received all the books and overwhelming majorities of head/teachers noted that they had already distributed all the books to the students. However, there were significant number of head/teachers who noted that they distributed the text-books to some of the students only. However, the following table shows that most students were unable to get other learning resources or materials.

**Table 25: Distribution of learning materials in different districts**

| Learning materials                               | Overall | Dailekh | Bajura | Chitwan | Jhapa  | Parbat | Parsa | Rupandehi |
|--|---------|---------|--------|---------|--------|--------|-------|-----------|
| Printed learning materials other than text books | 9.7%    | 3.9%    | 43.8%  | 17.6%   | 0.0%   | 2.0%   | 0.0%  | 2.1%      |
| Electronic materials                             | 3.1%    | 0.0%    | 14.6%  | 3.9%    | 0.0%   | 4.1%   | 0.0%  | 0.0%      |
| Exercise books                                   | 11.1%   | 0.0%    | 8.3%   | 27.5%   | 0.0%   | 6.1%   | 14.6% | 22.9%     |
| Other audio-visual materials                     | 4.3%    | 5.9%    | 16.7%  | 2.0%    | 0.0%   | 4.1%   | 0.0%  | 2.1%      |
| Other reference or self-learning materials       | 6.6%    | 0.0%    | 2.1%   | 13.7%   | 0.0%   | 24.5%  | 6.3%  | 0.0%      |
| I haven't received any materials                 | 72.6%   | 90.2%   | 43.8%  | 49.0%   | 100.0% | 69.4%  | 79.2% | 72.9%     |

In terms of access to different types of learning materials being provided by school, teachers or organizations, 72.7% of the students had not received any materials. Among those receiving the materials, only 11.1% of the students had received exercise books, 9.7% had received printer learning material other than the text book, 6.6% and 4.3% had received other reference or self-learning materials and other audio-visual materials respectively. Only 3.1% of them had received electronic learning materials. The district wise comparison shows that 100% of the students from Jhapa and 90.2% of the students from Dailekh in the study reported that they had not received any form of learning materials. Almost half of the students from all the districts indicated that they had not received any materials.

## 5.6 Effectiveness of Learning

The study tried to identify the perception of students in terms effectiveness of learning through alternative modes. In so doing, the attempt was made to collect the information on their hours of learning engagement, perception on the support of facilitators and status of doing assignments. The following table shows the information on hours of learning engagement with the facilitators.

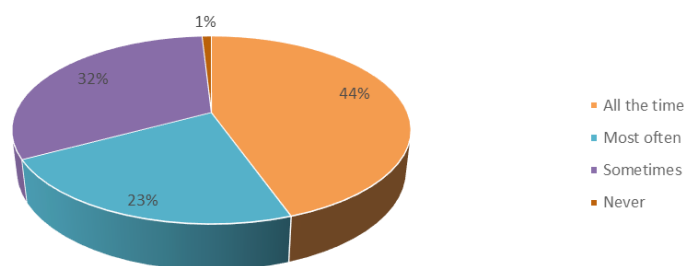
**Table 26: Students' engagement in learning with the facilitators**

| Learning Hours    | Overall | Male  | Female |
|-------------------|---------|-------|--------|
| Less than 1 hour  | 24.0%   | 19.5% | 28.4%  |
| 1 - 2 hours       | 34.9%   | 35.1% | 34.7%  |
| 2-3 hours         | 24.9%   | 25.9% | 23.9%  |
| 3-4 hours         | 4.6%    | 4.6%  | 4.5%   |
| More than 4 hours | 6.0%    | 6.9%  | 5.1%   |
| Never             | 5.7%    | 8.0%  | 3.4%   |

In regard to engagement of students in learning, maximum students (34.9%) spent one to two hours learning with facilitators, followed by 24.9% of the students for two to three hours. Almost one-fourth of the students spent less than an hour in learning whereas 6% students spent more than 4 hours in learning. 5.7% of the students never engaged in learning with facilitators. Gender wise comparison in relation to spending time in learning with facilitators showed that about 28.4% of girls spent less than an hour in learning compared to 19.5% of boys. 8% of the boys never spent time on learning compared to 3.4% of girls. 35.1% of boys and 34.7% of girls spent 1 to 2 hours in learning compared to 25.9% of boys and 23.9% girls who spend 2 to 3 hours in learning with facilitators.

**Table 27: Perception towards support of facilitators (teachers/volunteers)**

| Perception on  | Percentage |
|--|------------|
| The learning is less effective than face to face at school | 64.3%      |
| It is quite moderate                                       | 14.0%      |
| The learning is more effective than face to face at school | 2.6%       |
| I have not learn anything                                  | 7.1%       |
| It is worthless  | 3.1%       |
| I don't know anything about facilitation                   | 23.4%      |

**Figure 5: Doing homework and assignment**

In regard to perception towards the support provided by facilitators, majority of the students (64.3%) feel that the learning is less effective than face to face at school. About one-fourth (23.4%) of the students shared that they did not know anything about facilitation and only 2.6%

felt that the program was more effective than compared to face to face at school. 7.1% of

the students shared that they had not learnt anything and 3.1% felt that it was worthless. However, the students were doing assignments provided by the teachers.

In regard to doing and completing assignments, 44% of the students shared that they always did their assignments and 23% did it most often, 32% did it only sometimes and only 1% never did their assignment. The following table reports the information provided to the local government in regard to children's learning status.

## SECTION VI: PARENTAL ROLE AND HINDERING FACTORS IN CHILDREN'S LEARNING

The study intended to understand the parental involvement in their children's learning as the most students were at homes in COVID 19 pandemic. In addition, the study attempted to identify the hindering factors to promote meaningful learning of students in alternative modes.

### 6.1 Parental Support

The parental support is crucial to promote the learning of their children as most of the children were at homes in COVID 19 pandemic situation. The following table shows the parental support for the children's learning.

**Table 28: Parental support in learning of children**

|     | Overall | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
|-----|---------|---------|--------|---------|-------|--------|-------|-----------|
| Yes | 91.9%   | 100.0%  | 83.3%  | 85.7%   | 79.1% | 95.8%  | 98.0% | 100.0%    |
| No  | 8.1%    | 0.0%    | 16.7%  | 14.3%   | 20.9% | 4.2%   | 2.0%  | 0.0%      |

The table 28 reveals that most of the parents (91.9%) shared that they supported their children in learning and 8.1% did not do that. The district-wise comparison shows that in all the districts about two-thirds or more parents supported their children in their learning. Particularly, significant number of parents in Jhapa (20.9%), Bajura (16.7%) and Chitwan (14.3%) were indifferent in their children's learning. There were encouraging number of parents in rest of the district who supported their children in learning processes at homes. Again, the following table shows reporting of parents' supporting strategies. The following table reveals the strategies of supporting children in different caste and ethnic groups.

**Table 29: Strategies of support provided in learning in overall and by caste/ethnicity**

| Strategies of support  | Overall | Brahmin/Chhetri | Janajati | Dalit | Others |
|--|---------|-----------------|----------|-------|--------|
| Helping to do assignments  | 53.0%   | 59.3%           | 51.9%    | 45.5% | 59.1%  |
| Making routine of study and work                                       | 12.7%   | 19.8%           | 12.3%    | 3.0%  | 20.5%  |
| Providing learning materials   | 52.4%   | 57.1%           | 44.4%    | 59.6% | 40.9%  |
| Providing them digital devices   | 8.6%    | 8.8%            | 12.3%    | 5.1%  | 9.1%   |
| Allowing them to go to learning center to learn from peers or teachers | 28.9%   | 24.2%           | 32.1%    | 31.3% | 27.3%  |
| I don't have time to do all these                                      | 11.7%   | 11.0%           | 7.4%     | 17.2% | 9.1%   |

The table 29 revealed that majority of the parents (53%) helped their children in doing assignments and majority of them (52.4%) had helped their children by providing learning materials. On the other hand, minimum parents (8.6%) supported their children by providing digital devices and significant number of parents (11.7%) reported that they

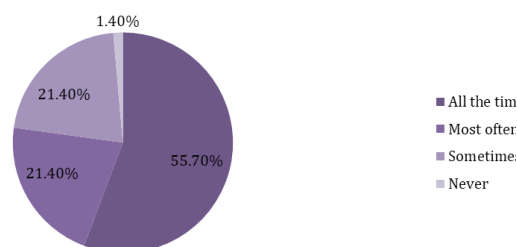
did not have any time to support their children. Further, substantial number of parents (28.9%) shared that they had allowed their children to go learning center to learn from peers or teachers.

The table 29 shows that 17.2% of the parents from Dalit community and 11% parents from Brahmin/Chhetri community reported that they did not have any time for supporting their children in the learning. Further, majority (59.6%) of the Dalit parents helped their children by providing them with learning materials and only 5.1% of them could support their children by providing them with digital devices. Only 3% of the Dalit parents made routine of study and work for their children compared to 19.8% of parents from Brahmin/Chhetri community. Less than half of the parents from Dalit community helped children in their assignments compared to other communities where about or more than half of them helped their children in their assignments.

**Table 30: Parents facilitating their children in alternative modes of learning by district**

|              | Overall | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
|--------------|---------|---------|--------|---------|-------|--------|-------|-----------|
| All the time | 27.17%  | 68.8%   | 4.2%   | 8.2%    | 0.0%  | 20.8%  | 54.0% | 30.6%     |
| Most Often   | 14.59%  | 25.0%   | 10.4%  | 20.4%   | 2.3%  | 14.6%  | 14.0% | 14.3%     |
| Often        | 8.09%   | 2.1%    | 8.3%   | 18.4%   | 2.3%  | 6.3%   | 0.0%  | 18.4%     |
| Sometimes    | 25.3%   | 2.1%    | 56.3%  | 24.5%   | 51.2% | 16.7%  | 18.0% | 12.2%     |
| Never        | 24.78%  | 2.1%    | 20.8%  | 28.6%   | 44.2% | 41.7%  | 14.0% | 24.5%     |

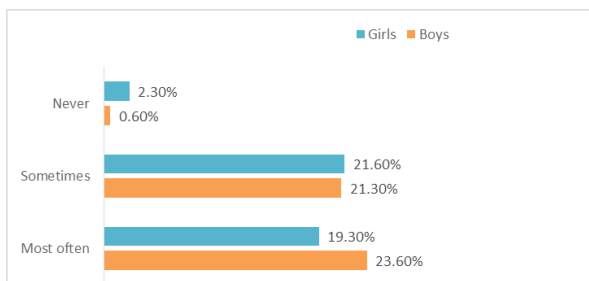
Similarly, parents were asked how often they facilitated their children in learning through radio, TV or internet. More than one-fourth (27.17%) of the parents shared that they facilitated their children with the mentioned channels and 24.78% of the parents never facilitated their children. 14.59% of the parents most often and 25.3% sometimes facilitated their children. The following table reveals the facilitation of parents in alternative modes of learning of their children.



**Figure 6: Parents Facilitation**

The table 30 showed that none of the parents from Jhapa facilitated their children all the time with radio, TV or internet. 68.8% of the parents from Dailekh and 54% of parents from Parsa shared that they always facilitated their children. 56.3% of the parents from Dailekh only sometimes facilitated their children. 44.2% parents from Jhapa and 41.7% parents from Parbat never supported their children. As reported by the students, the following





*Figure 7: Gender wise comparison of facilitation*

encouraged them in learning. The following chart shows the students' reporting on encouraging in learning.

The above figure demonstrated gender-wise comparison that 56.8% of girls and 54.6% of boys reported that their parents encouraged them in learning whereas 2.3% of girls and 0.6% of boys indicated that their parents never encouraged them in learning. Similarly, about one-fifth boys and girls reported that their parents encouraged them sometimes and most often in learning. The majority of the students shared that their parents helped them all the time.

Parents were asked if they taught or how often they taught soft skills including social and behavior skills to their children. The table below reveals that majority of the parents (43.9%) of the parents always taught such skills to their children. 22.7% and 11.6% of the parents sometimes and often taught such social and behavior skills to their children.

**Table 31: Teaching soft skills by parents**

|              | Overall | Brahmin/Chhetri | Janajati | Dalit | Others |
|--------------|---------|-----------------|----------|-------|--------|
| All the time | 43.9%   | 40.2%           | 49.4%    | 34.9% | 61.2%  |
| Most Often   | 21.2%   | 21.7%           | 24.7%    | 22.9% | 10.2%  |
| Often        | 11.6%   | 10.9%           | 16.5%    | 11.0% | 6.1%   |
| Sometimes    | 22.7%   | 27.2%           | 9.4%     | 30.3% | 20.4%  |
| Never        | 0.69%   | 0.0%            | 0.0%     | 0.9%  | 2.0%   |

The table 31 showed that caste/ethnicity wise comparison of parents showed that 61.2% parents from other communities (Muslim community) always engaged in teaching soft skills to their children and about 49.4% and 40.2% of parents from Janajati and Brahmin/Chhetri community also engaged in the same. 0.9% of the parents from Dalit community in the study never taught social and behavior skills to their children. 30.3% of the parents' form Dalit community sometimes taught such skills to children.

table gives the information of parental encouragement in learning.

The figure 8 revealed that more than half of the students (55.7%) shared that their parents always encouraged them in their learning while 21.4% of them reported that their parents encouraged them most often and sometimes in learning. However, 1.4% of the students indicated that their parents never

## 6.2 Hindering Factors of Children's Learning

The table below shows the factors hampering children's learning in pandemic situation. In regard to factors hampering children learning in the current pandemic, about 61.8% of the parents' shared that they did not have employment opportunity. It was the major cause which affected children learning. Similarly, 59.7% reported not having access to radio, FM Radio, television or internet was responsible for the effect on children's learning. 49% parents reported that they thought not having appropriate shelter and learning space as a problem. Similarly, 30.1% and 24.2% parents shared that not having enough food and not having health care was hampering in children's learning.

**Table 32: Hindering factors of learning of children by district**

|   | Overall | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
|---|---------|---------|--------|---------|-------|--------|-------|-----------|
| Not having enough food  | 30.1%   | 41.7%   | 47.9%  | 6.1%    | 14.0% | 47.9%  | 50.0% | 2.0%      |
| Not having appropriate shelter and learning space             | 49.0%   | 66.7%   | 77.1%  | 71.4%   | 39.5% | 56.3%  | 16.0% | 16.3%     |
| Not having access to Radio, FM Radio, Television, or Internet | 59.7%   | 81.3%   | 79.2%  | 40.8%   | 60.5% | 95.8%  | 2.0%  | 61.2%     |
| Not having employment opportunity                             | 61.8%   | 87.5%   | 91.7%  | 20.4%   | 41.9% | 62.5%  | 90.0% | 36.7%     |
| Not having health care  | 24.2%   | 27.1%   | 41.7%  | 14.3%   | 9.3%  | 72.9%  | 2.0%  | 2.0%      |

The district wise comparison shows that 50%, 47.9% and 41.7% of the parents from Parsa, Bajura and Dailekh districts shared that not having enough food was hampering children's learning. Further, not having appropriate learning space was prominent problem for 77.1% parents from Bajura and 74.1% parents from Chitwan district. 95.8% parents from Parbat and 81.3% parents from Dailekh shared that not having access to radio, TV or internet was hampering their children's learning and only 2% parents thought of it as a factor hampering children's education in Parsa. In case of Parsa, not having employment opportunity was reported by parents (90%) as factor hampering their children's study. 91.7% of parents from Bajura also thought of not having employment opportunity as a major problem.

## SECTION VII: ROLE OF EDUCATION ACTORS

Role of educational actors such as PTA and SMC during pandemic was important to conduct teaching and learning activities in and around school. SMC and PTA in some districts demonstrated very active role to organize and facilitate teaching and learning activities but, in many cases, they remained mostly idle to support children during pandemic. In this context, the role of PTA as follow.

### 7.1 Role of Parent Teacher Association

Parent Teacher Association bridges the school and community relationship. PTA during pandemic has important role to provide educational support to the children in school and community. In this regard, table 36 summarized the activities conducted by PTA.

**Table 33: Role of PTA in overall and by districts**

|  | Overall | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
|--|---------|---------|--------|---------|-------|--------|-------|-----------|
| For providing learning materials                       | 9.4%    | 0.0%    | 8.3%   | 8.3%    | 8.3%  | 14.3%  | 20.0% | 8.3%      |
| For providing training to the teachers                 | 9.4%    | 7.7%    | 0.0%   | 8.3%    | 0.0%  | 14.3%  | 30.0% | 8.3%      |
| For managing learning centers                          | 16.5%   | 15.4%   | 8.3%   | 0.0%    | 16.7% | 35.7%  | 10.0% | 25.0%     |
| For encouraging students in learning                   | 68.2%   | 69.2%   | 75.0%  | 91.7%   | 58.3% | 71.4%  | 60.0% | 50.0%     |
| For providing psychosocial counselling to the children | 25.9%   | 30.8%   | 25.0%  | 50.0%   | 0.0%  | 28.6%  | 20.0% | 25.0%     |
| Providing parenting education to the parents           | 11.8%   | 15.4%   | 8.3%   | 25.0%   | 0.0%  | 21.4%  | 0.0%  | 8.3%      |
| No any initiation                                      | 16.5%   | 15.4%   | 16.7%  | 8.3%    | 33.3% | 7.1%   | 0.0%  | 33.3%     |

The table 33 shows that more than half of the HT (68.2%) mentioned that PTA members were engaged in encouraging students in learning. One-fourth (25.9%) of the Head/Teachers thought that PTA members played role in providing psychological counsellings to the students and 16.5% of them mentioned that PTA member played roles in managing learning centers and 11.8% of them reported that PTA members were engaged in proving parental education. However, only 9.4% of the Head/Teachers in the study mentioned that PTA members were involved in providing learning materials and training to teachers whereas 16.5% of them mentioned that there was no any initiation from PTA members in regard to learning management.

One-third (33.3%) of the Head/Teachers from Jhapa and Rupandehi reported that PTA members did not show any initiation in learning management. More than half of the school Head/Teachers in all districts and 91.7% of Head/Teachers from Chitwan specifically shared that PTA members were engaged in encouraging teachers. None of Head/Teachers shared that PTA members were not engaged in providing learning materials in Dailekh and none of the PTA members were engaged in providing training to teachers in Bajura district.

## 7.2 Role of School Management Committees (SMCs)

The functioning of SMC in pandemic to regulate teaching and learning activities have not much changed from the past. In FGD, SMC chairs/members and PTA members showed their concern to continue alternative ways of learning during COVID 19 but they hardly get potential support to systematize the learning approaches. “The only way to focus on online teaching and learning activities seemed to be useful in higher grades as compared to lower grades” Said one of the SMC members from Bajura. The access of the students in online teaching was limited to the very few numbers of the students so that could not be solution. SMC and PTA could suggest to use alternatives modes of learning but it was difficult to decide what and which mode would be more prevalent. In this case, SMC in Dailekh and Parbat had decided to run alternatives ways of the teaching and learning activities but systematic implementation was a big challenge.

**Table 34: Role of SMCs by geographical locations**

| Role of SMCs   | Overall | Urban | Rural |
|--|---------|-------|-------|
| For providing learning materials                       | 14.1%   | 11.1% | 22.7% |
| For providing training to the teachers                 | 9.4%    | 4.8%  | 22.7% |
| For managing learning centers                          | 30.6%   | 33.3% | 22.7% |
| For encouraging students in learning                   | 62.4%   | 69.8% | 40.9% |
| For providing psychosocial counselling to the children | 27.1%   | 30.2% | 18.2% |
| Providing parenting education to the parents           | 24.7%   | 27.0% | 18.2% |
| No any initiation                                      | 12.9%   | 15.9% | 4.5%  |

The table 34 shows the roles of SMC in learning management. Majority of the school head/teachers in the study (62.4%) felt that SMC members were involved in encouraging students in learning. 27.1% and 24.7% of the SMC members were engaged in providing psychological counselling to the children and providing parental education respectively. 30.6% of the Head/Teachers in the study mentioned that SMC members were engaged in managing learning centers and 14.1% of the Head/Teachers thought that SMC members were involved in providing learning materials. 12.9% of the Head/Teachers however mentioned that there was no any initiation from the SMC members in learning management.

The rural/urban comparison on role of SMC members show that 69.8% of the Head/

Teachers from municipal regions thought that SMC members were engaged in encouraging students for learning compared to 40.9% of the Head/Teachers from rural area (village council) who thought the same. However, Head/Teachers from rural areas thought that SMC members were more engaged in providing learning materials and training to teachers compared to those in the urban areas. On the other hand, Head/Teachers in urban areas thought that SMC members were more engaged in encouraging students in learning, providing psychological counselling and parenting education compared to that of rural areas.

Some initiations as shown in survey, SMC members in FGD also shared that they got engaged in the different activities to smoothen the teaching and learning activities during COVID 19. Mostly, they informally encouraged students to learn at home while they were walking across the village and met parents in meeting in Parsa and Jhapa. There were not such organized activities for encouraging students in learning in all research districts.

### 7.3 Roles of local government in learning management

SMC and schools were looking support local government to increase investment in education in emergencies. Most of the schools in the research shared that they get very minimum support from local government which would not be enough to plan and conduct teaching and learning activities smoothly in the pandemic.

**Table 35: Roles of local government in learning management**

| Role of local governments                              | Urban | Rural |
|--|-------|-------|
| For providing learning materials                       | 33.3% | 31.8% |
| For providing training to the teachers                 | 14.3% | 31.8% |
| For managing learning centers                          | 22.2% | 18.2% |
| For encouraging students in learning                   | 44.4% | 36.4% |
| For providing psychosocial counselling to the children | 25.4% | 13.6% |
| Providing parenting education to the parents           | 19.0% | 13.6% |
| No any initiation                                      | 12.7% | 13.6% |

The table 35 shows that role of local government, 44.4% of the Head/Teachers from urban areas and 36.4% of head/teachers from rural areas reported the role of local government in encouraging children in learning. Further, almost one third of Head/Teachers in both urban and rural areas mentioned that the local government was engaged in providing learning materials and 31.8% of the Head/Teachers in rural area mentioned that the local government was playing its roles in providing training to teachers compared to 14.3% from the urban areas who mentioned the same.

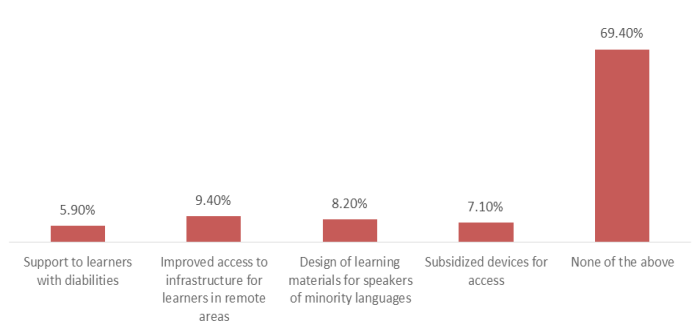
**Table 36: Role for facilitation of learning**

|                                     | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa  | Rupandehi |
|-------------------------------------|---------|--------|---------|-------|--------|--------|-----------|
| School                              | 66.7%   | 25.0%  | 41.2%   | 20.0% | 57.1%  | 0.0%   | 25.0%     |
| Local government                    | 2.0%    | 50.0%  | 0.0%    | 0.0%  | 0.0%   | 2.1%   | 0.0%      |
| Community                           | 9.8%    | 8.3%   | 0.0%    | 3.6%  | 2.0%   | 0.0%   | 0.0%      |
| Parents                             | 88.2%   | 60.4%  | 72.5%   | 54.5% | 83.7%  | 100.0% | 97.9%     |
| Other community-based organizations | 0.0%    | 2.1%   | 0.0%    | 1.8%  | 0.0%   | 0.0%   | 0.0%      |
| By myself                           | 5.9%    | 64.6%  | 51.0%   | 29.1% | 59.2%  | 2.1%   | 0.0%      |

The table 36 shows that district wise comparison of the facilitation of the learning program in the absence of online learning shows that 66.7% and 57.1% of the students in Dailekh and Parbat district indicated that the schools had facilitated the learning. In Parsa district, 100% of the facilitating role was that of the parents and 2.1% of the students indicated that the local government had also facilitated the learning management. 50% of the students in Bajura suggested that the local government had facilitated the learning. In all the districts, majority of the students indicated that their parents had facilitated them in the learning process and mechanism whereas the community and neighboring community role in facilitation was seen to be lower.

## 7.4 Measures for Inclusive Education

The study intended to identify the measures taken to ensure inclusion of children at risk of being excluded from distance learning platforms. The following chart shows the approaches of the including children in learning processes in COVID 19 pandemic situation.



*Figure 8: Approaches to inclusive education*

In regards to measures taken to ensure inclusion of children at risk of being excluded from distance learning platforms, minimum Head/Teachers mentioned that their schools had improved access to infrastructures for learners in remote areas, designed of learning materials for speakers of minority languages, made access to subsidized devices and supported learners with disabilities. A large majority (69.4%) of the Head/Teachers reported that they had not used

any of such measures for risk minimization. The following table describes the measures taken to minimize the impact of school closure.

**Table 37: Measures taken to minimize the impact of school closures on students**

|   | Overall | Dailekh | Bajura | Chitwan | Jhapa | Parbat | Parsa | Rupandehi |
|---|---------|---------|--------|---------|-------|--------|-------|-----------|
| Psychological and mental health support | 14.1%   | 0.0%    | 16.7%  | 8.3%    | 25.0% | 14.3%  | 30.0% | 8.3%      |
| Additional child support                | 9.4%    | 7.7%    | 0.0%   | 8.3%    | 16.7% | 7.1%   | 30.0% | 0.0%      |
| Support to food and clothes             | 1.2%    | 0.0%    | 0.0%   | 0.0%    | 0.0%  | 0.0%   | 10.0% | 0.0%      |
| Monitoring student well-being           | 49.4%   | 61.5%   | 50.0%  | 41.7%   | 50.0% | 64.3%  | 10.0% | 58.3%     |
| No measures                             | 25.9%   | 30.8%   | 33.3%  | 41.7%   | 8.3%  | 14.3%  | 20.0% | 33.3%     |

In regards to measures being taken to minimize the impact of school closures on well-being of students, almost half (49.4%) of the Head/Teachers mentioned having deployed mechanisms for monitoring student well-being. But, very few of them shared having additional child supportive services and psychological and mental health support to learners respectively. About one-fourth of the school Head/Teachers mentioned having no measures for minimizing such impacts of school closure on the well-being of the children.

The district wise comparison shows that significant number of Head/Teachers (25%, 16.7% and 14.3%) from Jhapa, Bajura and Parbat districts mentioned that they had been in providing psychological and mental health support to learners. None of the Head/Teachers in any districts had provided food and clothes as support to learners. Majority of the Head/Teachers from all the districts in the study mentioned deploying mechanisms for monitoring student well-being. Substantial number of Head/Teachers (41.7%) from Chitwan noted that they did not use any of the measures to minimize impact of school closure upon the learners.

## SECTION IV: MAJOR INSIGHTS AND RECOMMENDATIONS

The COVID 19 disrupted school education system massively in Nepal. Though the Government of Nepal has issued a guideline to alternative learning facilitations lately in the mid-September, 2020 about six months later of first outbreak of COVID 19, it was less functioning as per the guidelines. As a result, it has affected the whole education system of state and about ninety hundred thousand students got deprived from the right to educate which is ensured in the constitution of Nepal, 2015. The alternative learning facilitation



guideline provided role to the local government to decide whether schools and classes run onsite or offsite. Some of the municipalities started onsite classes with accommodated schedules for the students and some of the municipalities could not have decided to open and run schools in an effective way.

In this context, NCE Nepal has conducted the study to analyze the impacts of the COVID 19 in the public-school education in Nepal to find out the students' status on learning and readiness of public school conducting remote teaching and learning activities during COVID 19 thereby exploring the role of public schools ensuring access, participation, equity and inclusion for promoting learning during COVID 19 and identifying the gap between three tiers of the governments in making education accessible to all the students in public schools.

Using MMR design, the study employed both quantitative and qualitative research approaches to explore the situation of the students learning and parents and student's perception on remote teaching and learning activities with survey tools. The survey was conducted among 350 students, 350 parents and 85 head teachers from the seven districts (Jhapa, Parsa, Chitwan, Parbat, Rupandehi, Dailekh and Bajura). Likewise, it was supplemented by the FGD with parents, MSC members, PTA members and Head teachers to substantiate the findings from the survey. Though, the research used purposive sampling strategy to make it more inclusive and focus on the COVID 19 affected districts and municipalities, the study cannot be generalized.

The major findings of the study showed that the initiations taken from the schools and local government were neither organized nor systematic to enhance the learning of the students. Though various steps and initiations were taken by schools and school structure to cope with the emergencies on education, which were not enough to ensure the right to educate to the children during COVID 19. The following points mainly summed up the situation of learning and the perception of parents and students.

## **5.1 Preparedness for Promoting Learning**

1. Most of the head/teachers (60% to 92%) in most of the districts claimed that they had prepared plans for promoting alternative modes of teaching learning activities in their school catchment areas and there were significant number of schools who had not prepared any plans. But, most of them from most of the schools reported that they had not prepared and disseminated the learning programs in the community. Thus, it seems to have initiations taken by schools with informal (oral) planning to promote the teaching learning activities of children in study areas. There were practices of school-wise and class-wise engagement of students in most of the districts but also some of schools had practices of demarcating particular geographical areas particularly in Jhapa and Parbat.



2. Most head/teachers (70% to 92%) from most of the districts noted that they were not provided training for facilitating children in learning through online and distance mode in COVID 19 pandemic situation. However, there about half of the head/teachers in Parsa and one-third teachers in Chitwan stated that they got training on ICT based teaching learning activities. The teachers' preparation through training in pandemic situation was bleak which lagged behind to lead the alternatives forms of teaching and learning activities.
3. There were mixed results in coordination of schools with local governments for managing learning centers. The coordination in Bajura, Chitwan, Parbat and Parsa was weaker than in other three districts (Dailekh, Jhapa and Rupandehi). Thus, the local governments are weaker in managing learning of children in COVID 19 pandemic situation.
4. The support of schools was not so encouraging but the teachers as reported by parents found committed and somewhat committed in the learning of children. However, most of the head/teachers were found encouraging other teachers and students to promote learning of in the pandemic situation.
5. There were almost no parenting education programs that had been launched in all the districts for educating parents to take care of their children at homes in the pandemic situation.
6. There almost no preparation of interactive lessons by teachers and students for broadcasting through radio or FM or internet media. This shows the weaker initiatives of teachers for online teaching and learning practices in alternative modes.

## 5.2 Learning Engagement

1. Majority (68%) of the parents indicated that their children were not being involved in alternative modes of learning and only one-third (32%) parents responded that their children had access to alternative modes of teaching. This shows that majority of children are deprived of education through alternative modes. This is due to the unavailability of learning resources and ICTs as means of learning. Majorities (50% to 75%) of children in different districts were engaging in self-learning activities under the guidance and encouragement of parents at homes in most of the districts and significant number of children were not engaging in any of the learning activities. Large majorities (60% to 91%) of children of different districts had no access in any of the learning technologies such as radio or FM, television, mobile, computer, computer with internet.
2. Most of the head/teachers shared that they were facilitating the children in learning in groups. Maximum of them in different districts were learning wither in group with

parents/guardians or face to face with teachers via door-to-door campaigns or face to face with volunteers or face to face with friends/relatives.

3. Due to unavailability or inaccessibility of ICTs, the most of the students were learning at homes or at a common place of community and at the schools. However, few (0% to 33%) students in different districts were learning through online.
4. Most of the students (75% to 100%) students had got all text-books in almost all districts. But, still, there were one-third students in Jhapa who had not got all the text-books. However, majorities of students (43% to 100%) in most of the districts could not get other learning materials such as printed reading materials, self-learning materials, electronic materials, audio-visual materials and exercise books.
5. Maximum students (35%) engaged for one to two hours in learning and significant number of students (around 25%) engaged either less than one hour or two to three hours in learning with the facilitators.
6. Majority of the students (64.3%) perceived that the teaching learning activities through alternative modes was less effective than face to face modes. However, maximum students (44%) shared that they always completed the assignments given by the teachers and one-third students did the assignments sometimes only.

### **5.3 Parental Role in Children's learning**

1. Most of the parents (80% to 100%) in all the districts shared that they were supporting their children in learning at homes. Majorities (50% to 60%) of them were supporting their children in doing assignments and providing learning materials. The parents were supporting their children all time or most often or sometimes as their availability of time.
2. The parents reported that the inaccessibility of ICTs, lack of employment opportunities and lack of space of learning and food as the major barriers of promoting effective learning of their children.

### **5.4 Role of Education Actors**

1. Most of the head/teachers (50% to 92%) reported that the role of PTA was limited to encouraging students in learning and significant number of head/teacher noted that the PTA members were engaging psycho-social counseling of children.
2. Majority of the school head/teachers in the study (62.4%) felt that SMC members were involved in encouraging students in learning and significant number of head/teachers (around 25%) noted that the SMC members were engaged in providing psychological counselling to the children.
3. The parents had dominant roles on the learning of children in all the districts. The

schools were found to have been contributing significantly to promote the learning of the children. In regards to measures taken to ensure inclusion of children at risk of being excluded from distance learning platforms, minimum Head/Teachers mentioned that their schools had improved access to infrastructures for learners in remote areas, designed of learning materials for speakers of minority languages, made access to subsidized devices and supported learners with disabilities. A large majority (69.4%) of the Head/Teachers reported that they had not used any of such measures for risk minimization.

4. In regards to measures being taken to minimize the impact of school closures on well-being of students, almost half (49.4%) of the Head/Teachers mentioned having deployed mechanisms for monitoring student well-being. But, very few of them shared having additional child supportive services and psychological and mental health support to learners respectively. About one-fourth of the school Head/Teachers mentioned having no measures for minimizing such impacts of school closure on the well-being of the children.

## 5.5 Specific Recommendations

Constitution of Nepal has a provision to manage school education from local government which is expected to be more active and reliable to manage, direct and facilitate teaching and learning activities during emergencies like COVID 19. Need strong collaboration of the schools and local level governments in order to promote effective learning of children through alternative modes.

The research showed that there are possibilities to continue the alternative modes of facilitation during the emergencies like COVID 19. Therefore, it is important to continue with preparing teachers with training on facilitating skills in remote methods to cope with adversities. The teacher preparation through effective trainings on alternative modes of teaching learning activities is essential to facilitate the children in meaningful learning.

Parents in the community schools became less curious to know the situation of learning. In some cases, they tended to be happy when school were shut down on the one side, on the other schools also did not have strong relationship with parents which affected children's learning. In such situation parenting education should be strengthened to promote meaningful learning to the children. Parenting education on how to engage the children in learning at homes and how to take care of them in learning different soft skills and other necessary support or guidance for learning is crucial aspect to take in to consideration.

The research showed that the COVID 19 has further expanded the digital divide and social class. Thus, it is recommended to increase the school education budget from the three tiers of government to make public education more inclusive. The most of the children had no access to information and communication technologies for learning. Thus, it is essential to

manage these means of learning in collaboration with parents, schools and different layers of governments.

Mostly, vulnerable group of children such as children with disability, ultra poor children, children from marginalized communities lagged behind in COVID 19 because they could not opportunities to be part of the alternative learning which should take into consideration from the perspective of inclusion education.

Few of the students still have not got text books and reading materials on time, so distribution of books should be taken place on time to all students.

The research indicated that majority of the students experienced face to face teaching and learning activities are better than alternative ways of facilitation, therefore, it is suggested to explore the possibilities to open schools studying the context and geography with maintaining the health rules.

It needs to make access of students in learning resources other than text-books such as e-resources, self-learning materials, exercise books, audio-visual materials and other printed materials that support to learning of children. The door-to-door campaign developed by the local stakeholders of education should be strengthened with the support of different layers of governments. It is important to mobilize volunteers and other civil society organizations for promoting the meaningful learning of children in pandemic situation.

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## Annexes

### A Survey Questionnaire on

#### ‘Status of Impact of COVID 19 Pandemic in Education, Nepal’

Dear Respondents (Students, Head/Teachers and Parents),

As the world has been experiencing an unprecedented global challenge in the form of the COVID 19 pandemic. The infection and deaths are rapidly increasing throughout the world without leaving the people in remote geographical locations. Nepal is not an exception. [The effects have been significant](#), impacting on people, health systems, economies, education, mobility and so on and so forth. The impact on health and socio-economic aspects other way round have impact on education of children and adults.

Education sector has not yet come to the normal situation due to its sensitiveness of transferring the virus in group learning activities in public schools education. In recognition of the seriousness of this situation, NCE-Nepal, leading organization in educational advocacy particularly from the perspectives of marginalized and deprived children and adults and representing more than hundred civil society organization throughout Nepal, intends to identify the status of impact of COVID 19 particularly in school education through research approaches.

Thus, we request for your voluntary participation with responding the following questions based on your experiences in your particular learning contexts. We assure that your identity will be confidential and your valuable information will be used only for the purpose of this study. Please, read the questions carefully and respond all the questions honestly. It takes 15 to 20 minutes.

#### Questionnaire for Students

##### A. INTRODUCTORY INFORMATION

|     |                     |  |
|-----|---------------------|--|
| 1.  | Name                |  |
| 2.  | Sex                 | Male ..... Female .....  |
| 3.  | Age                 | .....years   |
| 4.  | Name of School      | .....  |
| 5.  | Grade               | .....  |
| 6.  | Caste/ethnicity     | Brahman/Chhetri.....Janajati.....Dalit.....Other.....                    |
| 7.  | Religion            | Hindu.....Muslim.....Buddha.....Christian.....Kirat.....                 |
| 8.  | Address             | Province.....District.....<br>Village/Municipality.....Ward No.....      |
| 9.  | Parents' Occupation | Agriculture.....Business.....Non/Governmental Service.....Any other..... |
| 10. | State of Ability    | Differently Able.....Able.....   |

## B. STATUS OF IMPACT ON STUDENTS' LEARNING

Please, circle or tick any one or more than one options given against each of the questions or statements after reading carefully.

1. In which technologies do you have access for learning?
  - a. Radio or FM radio
  - b. Television
  - c. Computer but no internet connectivity
  - d. Computer with internet facility
  - e. No any of these facilities
2. If you have internet access, do you have these facilities?
  - a. Mobile application for downloading learning materials
  - b. Free WIFI
  - c. Free data package
  - d. Low cost internet facility
  - e. No any of these facilities
3. If you have internet access, what do you use in learning?
  - a. Facebook or Twitter
  - b. Messenger
  - c. Zoom or google meet or MS Teams
  - d. E-learning portals and You Tube
  - e. None of the above
4. If you do not have access on all of these facilities, how do you engage in learning?
  - a. Alone and face to face with teachers (via door to door campaign of teachers)
  - b. Alone and face to face with volunteers
  - c. In group with friends and teachers
  - d. In group with volunteers
  - e. In group with parents/guardians
5. Who facilitates for this management of learning?
  - a. School
  - b. Local government
  - c. Community
  - d. Parents
  - e. Other community -based organizations

6. Where do you learn?
  - a. At your own home
  - b. At the courtyard of your home
  - c. At a common place of the community
  - d. At school
  - e. At teachers' homes or any other friend's home
7. How many subjects you learn?
  - a. All
  - b. Almost all
  - c. Some
  - d. Few
  - e. Not at all
8. Have you got text books?
  - a. Yes, all books
  - b. Almost all books
  - c. Few major books
  - d. Some books and few are left
  - e. No, not at all
9. Have you got any of these learning materials?
  - a. Printed learning materials other than test books
  - b. Electronic materials
  - c. Exercise books
  - d. Other audio-visual materials
  - e. Other reference or self- learning materials
10. Have you maintained distance in the process of learning in group?
  - a. Never
  - b. Sometimes
  - c. Most often
  - d. All the time
  - e. No need as I learn at home
11. Did you do any project works or any other assignments for broadcasting through radio/FM, Television and Internet media?
  - a. Never
  - b. Sometimes



- c. Most often
  - d. All the time
  - e. Nobody said to do so
12. How long do you engage in learning with the facilitators?
- a. Less than one hour
  - b. 1-2 hours
  - c. 2-3 hours
  - d. 3-4 hours
  - e. More than 4 hours
13. How often supportive your parents?
- a. All the time
  - b. Most often
  - c. Often
  - d. Sometimes
  - e. Never
14. How often encourage your parents in learning?
- a. All the time
  - b. Most often
  - c. Often
  - d. Sometimes
  - e. Never
15. What do you feel about the support of your facilitators (teachers/volunteers)?
- a. The learning is less effective than face to face at school
  - b. It is quite moderate
  - c. The learning is more effective than face to face at school
  - d. I have not learnt anything
  - e. It is worthless
16. How often do you do your assignments?
- a. All the time
  - b. Most often
  - c. Often
  - d. Sometimes

- e. Never
- 17. Have you faced these abuses or violence at home?
  - a. Beating or any other kind of physical assault from others
  - b. Teasing or any kind of sexual harassment from others
  - c. Using vulgar words on you
  - d. Discrimination by others
  - e. Undermine and neglect from others
- 18. Who are the perpetrators of these abuses
  - a. Friends
  - b. Parents
  - c. Relatives
  - d. Outsiders
  - e. Teachers/volunteers
- 19. What is/are the other effect/s you feel from CORONA pandemic?
  - a. I have a fear of transmitting virus.
  - b. I feel bore to be all the time at home.
  - c. I become angry more than before.
  - d. I enjoy living at home all the time.
  - e. I have no any fear and anxiety.

#### Questionnaire for Head/Teachers (Representing SMC)

##### A. PERSONAL INFORMATION

|    |                 |   |
|----|-----------------|---|
| 1. | Name            |   |
| 2. | Sex             | Male ..... Female .....   |
| 3. | Age             | .....years  |
| 4. | Name of School  | .....   |
| 6. | Caste/ethnicity | Brahman/Chhetri.....Janajati.....Dalit.....Other.....               |
| 7. | Religion        | Hindu.....Muslim.....Buddha.....Christian.....Kirat.....            |
| 8. | Address         | Province.....District.....<br>Village/Municipality.....Ward No..... |
| 9. | Contact         | Mobile No..... Email: .....   |

##### B. STATUS OF SCHOOL PREPAREDNESS FOR STUDENTS' LEARNING

Please, circle or tick any one or more than one options given against each of the questions

or statements after reading carefully.

1. Did you prepare the profile of students for classifying them based on their access to alternative mode of teaching and learning?
  - a. Yes
  - b. No
2. Have you planned for alternative modes of teaching and learning activities?
  - a. Yes
  - b. No
3. Did you make public the schedule to learning programs?
  - a. Yes
  - b. No
4. Does school have online teaching learning activities
  - a. Yes
  - b. No
5. Has school distributed text books?
  - a. Yes
  - b. No
6. If yes, how many students have got books?
  - a. All have got all books
  - b. Some students have got all books
  - c. Few students have got all books
  - d. Only few books distributed to few students
  - e. No books are distributed
7. Have you got any training on how to facilitate children in emergency situation?
  - a. Yes
  - b. No
8. Have you coordinated with local government for managing learning centers?
  - a. Yes
  - b. No
9. Have you encouraged the teachers to be resource persons for radio, television and online modes of education?
  - a. Yes
  - b. No

10. Have you encouraged all children (including other than of your school) in your catchment area in learning?
  - a. Yes
  - b. No
11. How did you make the plan?
  - a. Area-wise
  - b. Class-wise
  - c. School-wise
  - d. Ward-wise
  - e. Any other methods (Please, mention.....)
12. How did you facilitate the children in learning?
  - a. In group
  - b. In individual
  - c. In peer
  - d. In as that of school class
  - e. Not done any of the above
13. Where do you teach them?
  - a. At homes
  - b. At a common place of community
  - c. At school
  - d. At your own home
  - e. Online
14. What are the methods you use for facilitating the children in learning if you teach online?
  - a. Through massager
  - b. Through face-book
  - c. Through zoom or Google Meet
  - d. Not of above all
  - e. Any other (if yes, please, mention.....)
15. Who support to make learning happen?
  - a. Other teachers
  - b. School staff
  - c. Community members
  - d. Volunteers

- e. Any other community -based organizations
- 16. Are there any role/s of Parent Teacher Association (PTA) in management of learning?
  - a. For providing learning materials
  - b. For providing training to the teachers
  - c. For managing learning centers
  - d. For encouraging students in learning
  - e. For providing psychosocial counselling to the children
  - f. Providing parenting education to the parents
  - g. No any initiation
- 17. Are there any role/s of School Management Committee (SMC) in management of learning?
  - a. For providing learning materials
  - b. For providing training to the teachers
  - c. For managing learning centers
  - d. For encouraging students in learning
  - e. For providing psychosocial counselling to the children
  - f. Providing parenting education to the parents
  - g. No any initiation
- 18. Are there any role/s of Local Government in management of learning?
  - a. For providing learning materials
  - b. For providing training to the teachers
  - c. For managing learning centers
  - d. For encouraging students in learning
  - e. For providing psychosocial counselling to the children
  - f. Providing parenting education to the parents
  - g. No any initiation
- 19. What is/are (not) your initiation/s for resuming the school in the future?
  - a. The school is still quarantine
  - b. The school and its premises are disinfected
  - c. Managed infrastructure including toilet and drinking water
  - d. It was not a quarantine and hence nothing has done
- 20. How often do you make any interactive lessons for broadcasting through radio or FM radio or internet media?
  - a. All the time

- b. Most often
  - c. Often
  - d. Sometimes
  - e. Never
21. How often you facilitate students in learning through radio or FM radio or television or internet?
- a. All the time
  - b. Most often
  - c. Often
  - d. Sometimes
  - e. Never
22. How often do you use online portal or youtubes or website of Education and Human Resource Development?
- a. All the time
  - b. Most often
  - c. Often
  - d. Sometimes
  - e. Never
23. Which of the following measures have been taken to ensure the inclusion of children at risk of being excluded from distance learning platforms? Select that all apply
- a. Support to learners with disabilities (e.g. sign language in online learning program)
  - b. Improved access to infrastructure for learners in remote areas
  - c. Design of learning materials for speakers of minority languages
  - d. Subsidized devices for access
  - e. None of the above
24. Have any measures been taken to minimize the impact of school closures on the well-being of students?
- a. Psychosocial and mental health support to learners (e.g. online counselling)
  - b. Additional child supportive services
  - c. Support to food and clothes
  - d. Mechanisms for monitoring student well-being (e.g. regular calls from teachers, etc.)
  - e. No measures

Questionnaire for Parents/Guardians

### C. PERSONAL INFORMATION

|    |   |   |
|----|---|---|
| 1. | Name  |   |
| 2. | Sex   | Male ..... Female .....   |
| 3. | Age   | .....years  |
| 4. | Name of School<br>Where Your Children Study | .....   |
| 5. | Number of Children                          | At basic level.....<br>At secondary level.....                      |
| 6. | Caste/ethnicity                             | Brahman/Chhetri.....Janajati.....Dalit.....Other.....               |
| 7. | Religion                                    | Hindu.....Muslim.....Buddha.....Christian.....Kirat.....            |
| 8. | Address                                     | Province.....District.....<br>Village/Municipality.....Ward No..... |

### D. STATUS OF PARENTS' SUPPORT

Please, circle or tick any one or more than one options given against each of the questions or statements after reading carefully.

1. Do your children engage in learning in any means of alternative modes of learning?
  - a. Yes
  - b. No
2. Did you engage in parenting education in any time of COVID 19 pandemic?
  - a. Yes
  - b. No
3. Did you provide information to the local government or school about the status of learning situation of your children?
  - a. Yes
  - b. No
4. Do you support your children in learning?
  - a. Yes
  - b. No
5. How do your children engage in learning in this situation?
  - a. Face to face
  - b. Through radio/FM radio
  - c. Television

- d. Internet
  - e. Self-learning in the support of parents/guardians
  - f. They don't engage in any of these modes
6. What do you feel about the commitment of teachers or any other facilitators in the learning of your children?
- a. Very committed
  - b. Committed
  - c. Somewhat committed
  - d. Less committed
  - e. Not at all committed
7. How do you support your children in learning?
- a. Helping to do assignments
  - b. Making routine of study and work
  - c. Providing learning materials
  - d. Providing them digital devices
  - e. Allowing them to go to learning center to learn from peers or teachers
  - f. I don't have time to do all these
8. How often do you encourage your children in learning?
- a. All the time
  - b. Most often
  - c. Often
  - d. Sometimes
  - e. Never
9. How often do you facilitate your children in learning through Radio or FM radio or Television or Internet?
- a. All the time
  - b. Most often
  - c. Often
  - d. Sometimes
  - e. Never
10. How often do you teach soft-skills (social and cultural behavior) to your children?
- a. All the time
  - b. Most often
  - c. Often



- d. Sometimes
  - e. Never
11. How supported do you feel by your child's school?
- a. Very supported
  - b. Supported
  - c. Somewhat supported
  - d. Not at all supported
  - e. I am not sure
12. What do you think the key factor that is hampering the learning of your children in this situation (COVID 19 Pandemic)? (Take all the possible answers)
- a. Not having enough food
  - b. Not having appropriate shelter and learning space
  - c. Not having access to Radio, FM Radio, Television, or Internet
  - d. Not having employment opportunity
  - e. Not having health care

## Status of Impact of COVID 19 Pandemic in Education, Nepal

### Focus Group Discussion (FGD) Guideline

#### Phase I: Rapport building and getting informed consent

**Greet the group:** *Exchange greeting, welcome the participants in the group discussion and thank them for providing their valuable time for you in the discussion.*

**Introductory:** *Allow each participant to share their identity in the group and introduce yourself as a researcher.*

**Topic of discussion and purpose of research:** *Share the topic of research/study and objectives of the research/study. Be specific while doing it.*

**Focus on freedom of expression:** *Make sure that the participants feel free to share their opinion and experiences. Make sure that they are interested in honest opinion which can be both positive and negative.*

**Focus on confidentiality:** *Your opinion will be strictly confidential. Your name and identifying information will not be linked to your answers when the data is analyzed.*

**Focus on voluntary participation:** *You are free to opt-out of the discussion at any point, if you do not agree with the topic, methodology or any other aspect of this discussion.*

**Focus on informed consent:** *Before starting the session and recording, get consent from the participants.*

#### Phase II (A): Discussion Themes with SMC Members (Raise probing questions)-1:00 hour

1. Initiatives taken by the school, SMC, PTA and individuals for ensuring learning of children
2. Services provided by the school in the learning of children
3. Support from the local, provincial and federal governments
4. Difficulties and challenges faced
5. Role for combating with COVID 19 pandemic
6. Possibilities and suggestive measures

#### Phase II (B): Discussion Themes with Parents (Raise probing questions)

1. Roles of parents and guardians
2. Services provided by the school and governments
3. Difficulties and challenges faced
4. Role for protecting self and children for combating with COVID 19 pandemic
5. Possibilities or suggestive measures

### **Phase II (B): Discussion Themes with Students (Raise probing questions)**

1. Experiences of learning – access on ICTs, learning materials, space and support of teachers or volunteers or parents or guardians
2. Difficulties and challenges faced
3. Services provided by the school and governments
4. The ways how they are combating with COVID 19 pandemic
5. Safety and security-different forms of violence and abuses

### **Phase III: Posing summary questions**

1. Do you have some ideas left to share? If yes, please share your thought in brief.
2. Do you have any suggestions for promoting meaningful learning through alternative modes?
3. Check your interpretation based on the understanding from the earlier discussion.
4. Close the discussion with thanking them for sharing their ideas and giving time again.

## National Campaign for Education Nepal (NCE- Nepal)

National Campaign for Education Nepal (NCE- Nepal) in UN ECOSOC special consultative status is a civil society movement with mandates to lobby and advocacy for ensuring quality education for all. The history of NCE-Nepal traced back in April 2003, after obtaining membership from the international network, Global Campaign for Education (GCE). As GCE Nepal network decided to broaden its spectrum on advocacy, all coalition members felt a need of it legal identity. As a result, NCE-Nepal was formally established on 2010 as civil society movement to ensure the right to equitable, inclusive quality education for all.

NCE-Nepal is a campaign for undertaking collective efforts and coordinating among individuals/organizations engaged in promoting the human rights to quality education in Nepal. It works as a watchdog to ensure everyone's rights to education and advocates for the same. It focuses on strategic interventions related to policy advocacy, networking, lobbying and campaigning at the district, regional, national and international levels. Currently, it has 409 member organizations including 48 General members and 361 affiliated members ranging from international and national non-government organizations, federation, education media organizations and teachers' community to grassroots institutions working in the field of education and child rights. Besides, it has district coalition in 30 districts covering 7 provinces of Nepal. NCE-Nepal is also a member of Asia South Pacific Association for Basic and Adult Education (ASPBAE) and Global Campaign for Education (GCE). In addition to this it has recently registered as a member of Inter Agency Network for Education in Emergencies (INEE). Being a member of GCE and ASPBAE, NCE-Nepal has access to engage to debates on education issues at local, regional and international forums. It is one of the recognized CSO network to contribute in the national policy making process for education in Nepal as acknowledged by the Government.

### Vision

Equitable inclusive quality public education for all in Nepal.

### Mission

Lead the creative campaigning to hold the government accountable and to ensure right to quality public education in Nepal with civil society organizations, social justice movements progressive academia and marginalized communities.

### Goal

To ensure equitable, inclusive, free, compulsory and quality education for children, youth and adult as their fundamental right to education in Nepal.

For More Details:



## **National Campaign for Education Nepal (NCE Nepal)**

**Babarmahal, Kathmandu**

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