

Strategies for Coping with Teaching and Learning Difficulties During COVID-19

Matrika Prasad Koirala

Master in Education

Associate Professor

Central Department of Education

Tribhuvan University, Kirtipur, Nepal

Email: koiralamatrika@gmail.com

Abstract

Finding the reality of the strategies for coping, teaching, and learning difficulties during the COVID-19 pandemic situation is the primary objective of this study. The study employed a mixed-methods research design and drew on primary and secondary data sources. Surveys, field observations, personal interviews with students, teachers, and parents, and focus group discussions were used to collect primary data. Two secondary schools involved in online teaching and learning were purposively selected from Lalbandi Municipality in the Sarlahi district of Madhesh Pradesh. Secondary data were collected from policy documents, empirical reports, theoretical literature, and e-resources. The finding shows that schools were not ready for situations like the COVID-19 lockdown. After the lockdown, schools made managerial and policy changes to provide an alternative mode of learning to students in the form of online classes. Schools followed the Student Learning Facilitation Guidelines to some extent and provided training to faculties on how to operate online classes. Those students who had no access to online classes tended to study in groups with teachers, friends, and families. The schools provided textbooks to the students. Thus, this paper concludes the important role local government played in providing effective alternative solutions to online classes rather than leaving students on their own.

Keywords: Availability, disadvantaged, facilitation, governance, inclusive

Introduction

The outbreak of the novel Coronavirus (COVID-19) created a great challenge in the socioeconomic, health, and educational aspects of humanity. The massive and long-lasting impact on the education sector can be observed due to the pandemic (Poudel & Subedi 2020, UNESCO 2020, UNICEF 2020a, World Bank 2020). During the pandemic period, millions of students, particularly those from marginalized and deprived communities, faced learning difficulties, and hence the learning losses could be severe. Education gaps between disadvantaged groups and others are likely to widen, leading to more early school leaving and absenteeism. The long-term social and emotional impact on students is perhaps the most enduring legacy of the COVID-19 crisis. It has been widely discussed and identified that the countries' strategies to support these groups during the reopening of schools need to be clarified and strengthened to avoid lasting negative impacts likely to lead to both social exclusion and economic losses (OECD 2020).

In the first and second waves of the COVID-19 pandemic, people's activities were controlled by banning human movement, get-togethers, and all face-to-face doings, declaring lockdown in the country. The people were stimulated to maintain social distance to reduce the infection. As elsewhere in the world, the Government of Nepal closed all schools and other educational institutions, encouraging students to engage in alternative modes of learning and parents to support their children at home by providing learning support (UNO, 2020). The closings of Nepali schools affected about 8,126,046 students (Center for Education and Human Resource Development [CEHRD], 2020). Furthermore, the pandemic situation brought both opportunities and threats to the education sector. With the burgeoning of information and communication technology (ICT) to handle the pandemic situation, remodeling of the traditional education system was necessary. Classes could be taken from anywhere in the world, and one could participate through a virtual connection. A physical presence was not necessary. However, opportunities came along with threats. There is a lack of adequate infrastructure to integrate ICT into teaching and learning. There is not enough penetration of smart mobile phones and the internet, and the internet hinders the right to education for many students. Consequently, many underprivileged students were on a different spectrum of this education system to access education. Similarly, another threat was the inefficiency of teachers to handle the technology, as they were not adept at operating classes smoothly in different circumstances (UNO 2020, Drzewiecki 2020. Lorente et al. 2020).

The Government of Nepal started different learning platforms, such as learning groups in the communities, online platforms, and door-to-door visits of teachers, to maintain the health protocols, thereby minimizing the possibility of infection by COVID-19 (UNESCO 2020, UNESCO & UNICEF 2021). The teachers and students engaged in continuing learning to the extent possible. However, the students from public schools were unable to engage meaningfully in learning due to a range of factors, such as the unavailability and inaccessibility of technologies such as computers, Android mobiles, and internet facilities. In many cases, harsh topographical terrain, low economic status, and the inability of parents and students were other factors that hindered learning. The poor and digitally illiterate families with lower levels of education and children with low learning motivation suffered more from the situation and the increased inequality. Students in rural areas supported their families in ranching and farming (Kang 2021, Tadesse & Mu-luye 2020).

Governments (Central, Provincial, and Local) are working together to bring different programs to enhance access to education. One of the challenges of the current system is that not every student is included in the education program. The government is working together to provide scholarship schemes to deserving candidates (from minorities, Dalits, Adibasis / Janjatis as well as underprivileged groups), daily food programs, inclusive education, multilingual education, free and compulsory education, and so on ,which will increase access to education.

The Government of Nepal has imposed that educational institutions focus on distance or online-based education. Many schools and colleges focus on online classes, which require good internet infrastructure. Though it is prevalent in the country, many parents with low incomes are feeling the burden as they have access to poor internet service or cannot afford good service (Poudel & Subedi 2020, Shakya, & Metsämuuronen, 2021).

In the current context, there are some differences among people in terms of economic, social, and geographical factors. With these differences, people who are in the privileged group are accessing quality education, whereas the disadvantaged groups do not have proper access to education. This difference leads to a gap in the education system. There have been several research, studies carried out by international organizations and NGOs/INGOs regarding the success or failure of the use of technology in education. Interesting results exposed the bitter truth of the current education model, but was not complete. This study identifies strategies for coping with difficulties in the COVID-19 pandemic situation. Most of the remote villages do not have proper infrastructure,

and students are unable to attend class because of different factors such as economic, social, and geographical. Many contemporary researches have focused on the access to technology for the majority of students and teachers, while this research is focused on strategies implemented by teachers, organizations, and students to get the most out of education even in COVID-19 pandemic.

Past studies did not address the problems; how could the children obtain an optimum learning environment in a pandemic situation? How do we shift from the current education model to an alternative education model? How are factors like local governance, institutions, communities, and parents helping to build alternative education for children? What are the steps to ensure the right to education? Thus, sustainability and coping mechanisms in students learning during COVID-19 were the basis of the study. The spread of COVID-19 all over the world brought sudden risks to every aspect of life. The subjects of the study were the students who faced certain challenges in socioeconomic, educational, and other aspects. This paper also entails how those respondents coped with their learning aspects during the lockdown. Thus, the objective of this research was to find strategies for coping with difficulties in the COVID-19 pandemic situation.

Research Method

The area of study was Lalbandi Municipality, which is in the Sarlahi district of *Madhesh Pradesh*, Nepal. This municipality has 10 community-based secondary schools, but only three of them conducted online classes during the COVID-19 pandemic. For this research, two schools were intentionally chosen to represent both urban and rural areas. The research was conducted with students in 10th grade, and out of the 479 students in the area, 53 were purposively selected for the study. Additionally, data were also collected from head teachers, teachers, and parents who were purposively chosen from each school.

In this study, a mixed -methods design was used and integrated both qualitative and quantitative data through primary and secondary sources. The survey questionnaire was used as the key tool for collecting quantitative data from the students. Furthermore, qualitative data were collected through open interviews as the experiences of the key stakeholders such as the teachers, parents, students, and representatives of local government, who engaged in coping with the learning difficulties during the pandemic. In addition to this, a Focus Group Discussion (FGD) of each of the students, teachers, and parents were conducted to explore their voices about the efforts that they

made during the pandemic. Similarly, I maintained field notes, reflective journals, and memos of the fields, including the observational account. With the participants' consent, I used a recording device to record their conversations and interviews.

The primary data as first-hand information was corroborated by the information from secondary sources, such as the different forms of literature. In doing so, I reviewed scholarly articles, policies of the Government of Nepal, and newsletters. For analyzing quantitative data, I used descriptive statistics. Whereas, for analyzing qualitative data, I displayed the narratives of the participants as a detailed transcription and analyzed the textual data thematically, embedding meaning in the texts. The relevant data and meaning were merged in the process of analysis and interpretation.

Results and Discussions

The results of the study are presented and accordingly, the findings are discussed under the following themes:

Planning for Alternative Learning

According to UNESCO and UNICEF (2021), for the students who had no or limited access to internet services, the local government initiated need-based programs, that focused on the utilization of local resources, provided self-learning materials, and so on, which immensely assisted students' learning. Student Learning Facilitation Guide, 2077, insisted that schools categorize students according to their access to learning devices such as radio, television, computer, internet, and so on. On enquiring about the facility possessed by the students or provided to them, we received responses from head teachers and stakeholders.

According to the head teacher at Shree Secondary School, a portfolio of students was created to categorize them based on their access to learning devices. At first, they tried to share a single phone among five students, which was unreasonable and ineffective. Later, two high-speed internet services were provided to the school, where students could learn from school and teachers could teach from home. He further explained:

“As this service was mainly targeted at the students nearby the school, it turned out to be effective for students who had no access to internet services. For students far away from school, senior students were disposed to the village where they could teach students. For those who were very far from schools we sent other students to help them

in all teaching aspects. Schools also provided laptops to a few teachers and training to operate online classes smoothly.”

One of the English teachers at Shree Secondary School agrees with the statement of the head teacher. Further, he explained

“The reason students were unable to attend online classes was due to a lack of internet and phone service. We provided high-range internet service, a laptop, and a 55-inch television. Therefore, they could come to schools, five of the students could use laptops, and the teacher stays home and teach them. Such facilities were provided to students.”

In the same context of planning, another head teacher of Janjyoti Model Secondary School said:

“We had taken classes during the COVID-19 pandemic in two different ways. At first, we provided a laptop for every teacher and 3-day training to operate and handle virtual classes. Most of the teachers taught from their residence, while some teachers taught from school. We had created a routine for classes from 4 to 12. Faculties teaching in grades 1 - 3 gathered and taught students in their locality. The school gave 3-day training to teachers by the existing faculties of the school and provided most of the teachers with laptops for online classes.”

A mathematics teacher and another English teacher at the same school supported their head teacher’s statement and had similar opinions about the statement regarding the classes reported by the head teacher. They further elaborated that they used Zoom for their classes and Messenger to keep students updated about the assignment and share documents back and forth between teachers and students. Moreover, students at both schools had similar opinions about online classes.

The Education Administrator of Lalbandi municipality said:

“Due to the lack of resources, the municipality was ineffective in creating policies that led the educational institution to direct their pedagogy during the COVID-19 period. Each school embarked upon its own set of pedagogical guidelines according to the Students Learning Facilitation Guide, 2077.”

Shree Secondary School created a portfolio of students, provided teachers with basic training on operating online classes, distributed laptops to some teachers, and, according to field notes, used resources like an IT lab to provide deprived students access to online classes. They also mobilized their alumni students as teachers to facilitate the students in their locality. Janjyoti Model Secondary School did not create a portfolio of students but did provide 3-day training to the teachers on operating online classes. School management provided laptops to almost all the teachers. Thus, schools were given opportunities to categorize the students and create their portfolios. However, based on the study, I found that both schools had partially implemented the guidelines created by the Student Learning Facilitation Guide, 2077, to the lowest extent but were expected to implement to the full extent for maintaining the quality of teaching and learning. The government body developed a Student Learning Facilitation Guide. They focused on developing regulations but did not focus on implementing, monitoring, and periodically checking the school's updates.

Learning Engagement in the Absence of Online Platforms

Students tend to engage themselves face-to-face and in group learning with different categories of people, such as friends, volunteers, parents, teachers, and so on. According to the information, 18 out of 53 students had no access to the internet, which is the basis of online education. Therefore, these students tried to get access to education through other means apart from online education. Table 1 below demonstrates students' engagement in learning other than online platforms.

Table 1: *Engagement of students having no access to the Internet*

Category	No Internet Access	
	Total (No.)	Total %
Alone and face-to-face with teachers	2	11.11
Alone and face-to-face with volunteers	1	5.56
In groups with friends and teachers	8	44.44
In groups with volunteers	1	5.56
In groups with parents/guardians	7	38.89

(Sources: *field survey, 2079*)

Table 1 indicates that 11.11% of students who had no internet facilities tended to learn through their efforts and face-to-face with teachers, while 44.4% of them studied

in groups with friends and teachers. Both 5.56% of students studied by themselves and face-to-face with volunteers, and in groups with volunteer, respectively. Around 38.89% of students studied in groups with parents. The total number of students in Table 1 is 18. The total student population is 19, and students could be involved in multiple categories. One of the students said:

“During the pandemic, I didn’t study in online classes. Since all the books were provided by the school, I did self-study under the guardianship of my brother.

In the same context of an alternative mode of online classes, a teacher said:

For students, who did not join the online class, I provided homework via Messenger but the students who lived in rural areas didn’t get access to it.”

Furthermore, about providing learning materials to students who did not attend online classes, one of the science teachers at Shree Secondary School expressed,

“Neighbor friends provided those students who had missed the virtual class note copies. They used to share the note copies. All the materials including learning materials, and assignments, were provided through Messenger or shared by friends who had access to online classes.”

Students who could not attend online classes get materials passed on from students provided by teachers who were attending online classes or learned from other persons such as volunteers, guardians, and teachers in the locality. According to UNICEF (2020b), alternative learning methods have only been able to cater to a limited number of children. For instance, only 3% of children have received self-learning packs as an alternative to education. Additionally, 1.8% of children have accessed educational programs through television broadcasts, while 1.1% have used radio broadcasts. In-person alternatives, such as mobile teachers and *Tole Shiksyas*, in which children were taught in small groups within their communities instead of schools, have been utilized by only 0.6% of children.

Students who joined alternative education with ICT technology fully used tools like Messenger and Zoom in regular education during COVID-19. Classes were taught using Zoom, and assignments were provided using Messenger. Those who had no access to ICT technology studied through different approaches. Some of them joined tuition classes and studied either alone or in-groups with teachers/family members/

volunteers allocated by schools. Apart from the school’s role in providing qualitative education even in the toughest times, the municipality designed assignments (hard copy) and mandated the faculties to distribute them to all students through schools. It was found that many students came to schools maintaining social distance, to grab a copy of an assignment in physical form. Faculties teaching online classes distributed soft copies of materials to those students who had no access to online education through the students who were studying online classes. This correlates to the guidelines mentioned in the Students Learning Facilitation Guide, 2077..

Parental Support to Learning

Despite the protection, development, and nurturing of children, the parental role is widely recognized in the learning of students. The educational attainment and cultural capital of parents can have a significant impact on children’s learning (Alharthi, 2023). According to the study, parents seemed to support their children in getting knowledge, either through online classes or through self-study or group study.

Table 2: Categorization of respondents according to frequency of parent support

Category	Respondents	Total %
All the time	40	75.5%
Most Often	9	17.0%
Often	0	0.0%
Sometimes	3	5.7%
Never	1	1.9%

(Sources: field survey, 2079)

Table 2 indicates how frequently students’ parents help them in the learning process. 75.5% of students responded that their parents helped them all the time, 17% responded that parents helped them most often, 5.7% mentioned that parents helped them sometimes ,and 1.9% mentioned that parents never helped. The following excerpts were obtained from an interview with parents. One of the parents also shared his part of the role to assist his children and said,

My children urged me to buy mobile phones for online education and I bought them.

Many parents provided the students with the best support they could. Most of the parents fully supported their children during online classes. They supported them

financially by purchasing the required devices, providing services like Wi-Fi, and enrolling them in tuition centers. They were fully attentive to students' activities during class hours. Parents acknowledge that even though they are doing their utmost to keep their children involved in worthwhile pursuits, they are facing certain difficulties (Bhamani & others, 2020).

I observed that parents who were aware of the catastrophic disaster of COVID-19 in education had a sensible thought of investing in devices, that could assist their children in learning, but because they may have an additional financial burden for the future of their children, they took the risk. As we can observe, 75.5% of students were found to be supported by their parents all the time. Apart from investing in children's futures, the guardians also played emotional role in motivating students to continue their education. According to the Student Learning Facilitation Guide mandatory, parents assist students in learning by providing learning materials, motivating students to learn, providing continuous feedback about the student's performance to the schools, and so on. I found that the majority of parents have fulfilled the recommendation in some way or another.

The Student Learning Facilitation Guide recommends that parents assist students in learning by providing learning materials, motivating students in learning, providing continuous feedback about the student's performance to the schools, and so on. I found that the majority of parents have fulfilled the recommendation in one way or another.

Availability of Textbook and Other Learning Materials

For those who either are studying online or are involved in self-study, both types of students need some sort of learning material apart from textbooks to study. From the study, I observed that schools provided textbooks to all the students. The majority of students were provided exercise books; others were provided printed learning materials and electronic materials.

Table 3: *Categorization of respondents according to availability of books*

Category	No. of Respondents	Total %
Yes, all books	42	79.2%
Almost all books	3	5.7%
Few major books	4	7.5%
Some books and a few left	3	5.7%
Not at all	1	1.9%

(Sources: field survey, 2079)

Table 3 indicates that 79.2% of the total students had all the books necessary for efficient learning; 5.7% of students had almost all books; 7.5% of students had few major books; 5.7% of students had only some books and 1.9% of students had no books at all. Providing the textbooks as learning materials for the students was supportive of their learning at home. The textbooks served as a resource for students learning to cope with the learning difficulties in the pandemic situation. Table 4 presents how many students received learning materials apart from textbooks.

Table 4: Categorization of the learning materials received by students

Category	Respondents	Total %
Printed learning materials other than textbooks	14	26.4%
Electronic materials	13	24.5%
Exercise books	23	43.4%
Other audio-visual materials	4	7.5%
Other reference or self-learning materials	0	0.0%

(Sources: field survey, 2079)

Table 4 indicates that out of 53 students, 26.4% chose printed learning materials other than textbooks, 24.5% chose electronic materials, 43.4% chose exercise books, and 7.5% chose other reference or self-learning materials as extra materials for learning. A student said:

All subject books were provided by the school.

From interviews with the faculties, students, and parents, all students and teachers agreed that schools provided textbooks to all students. Teachers provided electronic materials to the students who were attending online classes.

Statistics indicated that most students (79.2%) had access to all textbooks because textbooks were provided by schools for those students who could not join online classes. Schools had helped a lot by providing instructional packages (textbooks and printouts) and online instructional resources. Student Learning Facilitation Guide recommends schools provide learning material to students, which facilitates the learning environment. The majority of students were provided with textbooks from the schools. Electronic materials, exercise books, and printed materials were distributed

to the students, but the official source and platform recommended by the Student Learning Facilitation Guide were not used. I found that students, faculties, and parents were unaware of the sources of material provided by government bodies.

According to Poudel and Subedi (2020), the decision of the Government of Nepal to implement a digital education system in response to the pandemic has added to the financial burden of parents, who now have to pay for school fees and internet expenses. This situation is particularly challenging for low-income families who struggle to make ends meet and lack adequate internet access, which negatively affects their children's learning. According to Dawadi et al. (2020), many teachers appear to be ill equipped to conduct online classes, as they have not received adequate training and have no prior experience with online teaching. In a similar view, it is essential to offer training opportunities to the teachers for online instruction since most of them have no prior experience in this area (K.C. 2020). In the context of the area of study, most of the teachers were illiterate about the electronic teaching mechanism, but schools only provided preliminary training on operating online classes.

Schools were not ready for situations like the COVID-19 lockdown. After the lockdown, schools made managerial and policy changes to provide alternative modes of learning to students in the form of online classes. Schools followed the Student Learning Facilitation Guidelines to some extent, provided training to faculties on how to operate online classes, and provided assignments to students in all forms, and distributed laptops and internet services to assist teachers and students in online learning. For the students who did not join online classes, the school provided extra classes by allocating teachers to teach in the locality. Students themselves joined tuition classes, both alone and in classes with friends, teachers, parents, and volunteers. Parents fully supported the students in the act of learning. During the COVID-19 pandemic, there was a noticeable increase in parental involvement as compared to before. This surge in parental engagement was driven by an unforeseen external factor that compelled them to take additional measures (Alharthi 2023). Schools provided textbooks and distributed assignments (both hard and soft copies) to students provided by the municipality.

According to Kafka (2020), the global surge in COVID-19 cases has generated a feeling of unpredictability, nervousness, and tension among students, which could result in negative consequences for their education and mental well-being. Because of school closures, the ability to supervise children's progress in classrooms and daily interactions ceased, placing a higher responsibility on supporting parents to ensure

their children continue their studies and on teachers to maintain communication with their students through alternative methods (Bhamani 2020). Students who were unable to attend online classes found a new alternative mode to attend the classes, despite the hardships. Schools also tried to incorporate all the students to obtain classes by motivating teachers to teach students in their locality. Students also get involved in learning from volunteers, guardians, and teachers on a one-to-one and in-group basis. In that period, parents fully supported their children. This was the joint effort of the school, community, and parents to provide continuing education despite hindrances. It is also in community culture to solve any problem using joint effort, which was seen clearly in the education sector as well. This social capital immensely promoted regularity and continuity of education in the area of study.

Conclusion

This study investigated the strategies for coping with teaching and learning difficulties during the COVID-19 pandemic situation. The school provided teachers with basic training on operating online classes and distributed laptops. The school used resources like the IT lab to provide access to online classes for the deprived students. They also mobilized their alumni students as teachers to facilitate the students in their localities. For those students who could not join online classes, schools helped a lot by providing instructional packages (textbooks and printouts) and online instructional resources. Students got materials handed over from their friends provided by teachers who were attending online classes or learning from other sources such as volunteers, guardians, and teachers in their locality. The municipality had designed assignments (in hard copy) and mandated the faculties to distribute them to all students through schools. Most of the parents fully supported their children during online classes. They supported them financially by purchasing the required devices, providing services like Wi-Fi, and enrolling them in tuition centers.

All students had access to textbooks, which was a very positive effort from the school's side. However, the content of textbooks is not sufficient for self-learning. In the current case, the students did not know about or had no access to online reference materials. Thus, this paper concludes that local governments have played a significant role in providing effective alternative solutions for online classes, rather than leaving the students to fend for themselves.

References

- Alharthi, M. (2023). Parental involvement in children's online education during COVID-19; A phenomenological study in Saudi Arabia. *Early Childhood Education Journal*, 51(2):345–359. <https://doi.org/10.1007/s10643-021-01286-y>
- Bhamani, S. Makhdoom. A.Z., Bharuchi, V., Ali, N., Kaleem, S. & Ahmed, D.(2020). Home learning in times of COVID: Experiences of parents. *Journal of Education and Educational Development* 7(1), 09-26, 2020. <https://files.eric.ed.gov/fulltext/EJ1259928.pdf>.Assessed:0.)10.2022.
- Center for Education and Human Resource Development (2020). COVID-19 Education cluster contingency plan, 2020.<https://www.doe.gov.np/article/1077/covid-19-education-cluster-contingency-plan---2020.html>.Assessed:02.07.2022.
- Dawadi, S., Giri, R. & Simkhada, P. (2020). Impact of COVID-19 on the education sector in Nepal - Challenges and coping strategies. Sage Submissions. Preprint. <https://doi.org/10.31124/advance.12344336.v>
- Drzewiecki, H. (2020, December 12). 10 facts about COVID-19 in impoverished Nations. The Borgen Project. <https://borgenproject.org/covid-19-in-impoverished-nations/>.Assessed:05.08.2022.*
- Kang, B. (2021).How the COVID-19 pandemic is reshaping the education service. In: J. Lee & S.H.Han (eds.). *The Future of Service Post-COVID-19 Pandemic*. pp 15–36. <https://doi.org/10.1007/978-981-33-4126-5>
- Kafka, A.C. (2020). Shock, fear, and fatalism: As the coronavirus prompts colleges to lose, students grapple with uncertainty. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/shock-fear-and-fatalism-as-coronavirus-prompts-colleges-to-close-students-grapple-with-uncertainty>. Assessed: 10.10.2022.
- K.C., T. (2020).Impact of COVID-19 on University education in Nepal: Review paper. *Tribhuvan University Journal*, (35) 2: 34-46. <https://doi.org/10.3126/tuj.v35i2.36187>
- Lorente, L. M. L., Arrabal, A. A., & Pulido-Montes, C. (2020). The Right to Education and ICT during COVID-19: An international perspective. *Sustainability*, 12(21), 9091. <https://doi.org/10.3390/su12219091>

- Ministry of Education, Science, and Technology (2020). Student learning facilitation guide, 2022. Kathmandu.
- OECD. (2020). The impact of COVID-19 on education - insight from education at a glance. <https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf>. Assessed: 01.09.2022
- Poudel, K. & Subedi, P. (2020). Impact of COVID-19 pandemic on socio-economic and mental health aspects in Nepal. *International Journal of Social Psychiatry*, 66(8)748–755. <https://doi.org/10.1177/0020764020942247>
- Shakya, S & Metsämuuronen, J. (2021), Equal opportunities in learning in diverse groups in Nepal in the pre-COVID realm: Socioeconomic status, mathematics learning, and the diverse groups. *Education Quarterly Reviews*, 4 (4), 39-65. https://www.asianinstituteofresearch.org/_files/ugd/ed8b62_08aec81ce0ca4ec0a1c2645d5d164d5c.pdf. Assessed: 02.09.2022.
- Tadesse, S., & Mu-luye, W. (2020). The impact of COVID-19 pandemic on education system in developing Countries: A Review. *Open Journal of Social Sciences*, 8, 159-170. <https://doi.org/10.4236/jss.2020.8100114.370>
- UNESCO. (2020). How many students are at risk of not returning to school? Advocacy paper. <https://unesdoc.unesco.org/ark:/48223/pf0000373>. Assessed: 02.08.2022.
- UNESCO & UNICEF. (2021). Nepal case study situation analysis on the effects of and responses to COVID-19 on the education sector in Asia. <https://www.unicef.org/rosa/media/16616/file/Nepal%20Case%20Study%20.pdf>. Assessed: 05.09.2022.
- UNICEF. (2020a). Framework for reopening schools. <https://www.unicef.org/documents/framework-reopening-schools>. Assessed: 02.09.2022.
- UNICEF. (2020b). Continuing children's education in Nepal during the COVID-19 pandemic. https://www.unicef.org/nepal/media/14216/file/Child_and_Family_Tracker_-_Education.pdf. Assessed: 05.08.2022
- UNO. (2020). Policy brief: Education during COVID-19 and beyond. <https://www.un.org/development/desa/dspd/wpcontent/uploads/sites/22/2020/08/s>

g_policy_brief_covid19_and_education_august_2020.pdf 992. Assessed:
03.09.2022

World Bank. (2020). Educational challenges and opportunities of the Coronavirus (COVID-19) pandemic. <https://blogs.worldbank.org/education/educational-challenges-and-opportunities-covid-19-pandemic>. Assessed: 02.9.2022.