



## The impacts of earthquake disaster on educational accessibility, affordability and continuity in Nepal

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### ABSTRACT

Disasters can directly impact educational learning activities. Lower accessibility to socio-economic resources can directly impact into lives and livelihoods of a landless household. The study has explored how resourceless household struggle with their kid's education accessibility, especially in earthquake disasters scenario in Gorkha Nepal. The research paper has explored existing education accessibility issues of pupils in the landless community. It has explained the major obstacle in educational accessibility impacted by the Gorkha earthquake of 2015 in Nepal. Descriptive and explanatory research methodology has been used. Primary information has been collected from a close-ended and open-ended questionnaire through local informants. Landless, education issues in disaster, and community-based initiatives related to publication information have been considered secondary sources of the study. Descriptive analysis has been used for qualitative data, and inferential data analysis has been for quantitative data. Education accessibility in the study area is hindered by a lack of local resources, additional earnings, insufficient savings, remoteness, weak physical structures, and a lack of social support. It is possible to enhance education accessibility for landless household pupils through community-based socioeconomic empowerment, collective engagement, and social protection provision.

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## Introduction

Physical destruction and lack of socioeconomic capacity of parents are the main learning constraints for pupils after the Gorkha earthquake in 2015. It has a multilayered impact on regularized learning. Due to a lack of physical preparedness, Nepal has been hit by many natural disasters including landslides, floods, and lightning. Students were stressed due to a long disturbance of education institutions, irregular teaching-learning practices due to teacher unavailability, and infrastructures were already collapsed. Suffering from long disturbance on the academic calendar, some communities have started the educational institutions in temporary learning centers (Basnet, 2020).

The disaster-affected context is denied delivering right to pupils an education because there are insufficient local resources, no alternatives to educational access, and fewer teachers available due to infrastructure damage (Chongbang & Bharadwaj, 2021). The effectiveness of continuous learning during the time of crisis is a topic that worries a vast number of education stakeholders. There are concerns about student's participation, efficacy, regularity, and accessibility to their learning process. A crucial method to address educational issues in disaster-affected communities is temporary teaching-learning (Bhatta, 2020). There are many obstacles in education in these areas such as there is a lack of necessary resources like textbooks, teachers have difficulties teaching students, parent's affordability for alternative education for their children in rural places faces challenging, and children in many communities' face discrimination. Briguglio et al. (2014) have compared the long local experiences analysis based on crises faced by communities, their life experiences on educational access disturbances during the

disaster, and how the recovery can contribute to future education modeling and reshaping. Chandani (2016) has shared the interaction among landless households and how the lower socioeconomic status of households can impact their children's education. He claims that agriculture plays a crucial role in the local economy. The author has added further; how landless farmers are illiterate or less literate, and it has impacted agricultural production and their socioeconomic empowerment.

A traditional system comprised tenure systems: Kattel (2012) explains how the traditional system comprised tenure systems: Kipat, a form of communal land ownership which is a traditional concept of customary rights in the land, was applied in Nepal. Raikar is a form of state landlordism whereby the state owns all the land and retains the right to alienate it through sales and mortgages. Most of the property was arranged under Raikar's tenure after the unification of Nepal in 1768. By giving non-agriculturalists ownership of land at the expense of the agrarian class, Raikar's tenures strengthened class determinations and concentrated economic and political power in the hands of a few landowners. As a result, it can contribute to long-term land exclusion (Wickeri, E. 2011, p.9). Basnet, (2020) explains that earthquakes do not typically result in fatalities, they serve to emphasize the crucial need for resilient physical infrastructure, safety precautions, and disaster preparedness.

Natural disasters/natural hazards include a variety of environmental catastrophes, including earthquakes. In response to the 2015 earthquake, several measures were taken to reduce student and teacher stress, including the creation of a five-hour credit-bearing TPD counseling program, and simulation activities in schools to prepare pupils for the upcoming disaster.

According to Alessandro & Rebecca (2019), the Brazilian public school reform movement includes the entire landless worker movement. Public education reform is associated with social movements, and it aims to co-govern public schools for social justice in disadvantaged and marginalized communities. Chongbang (2022) investigates informal teaching and learning activities in the wake of the epidemic. Based on locally accessible resources, it is tested as a means of increasing access to education for disadvantaged communities during the pandemic. The study has explored the socio-economic status of parents, modes of teaching, and equipment affordability during the pandemic.

Landless peoples have limited access to their natural resources, including conditional access. Due to the traditional land arrangement system's history, those who were not allowed to serve as state functionaries and those who lost their native land due to many circumstances also became landless. Despite this, landless people continue to struggle with 'hand-to-mouth and livelihood-optional engagement, which directly affects their children's education accessibility. They do not trust educational institutions' awareness of quality and transformation due to lower engagement in formal education. Critique, self-critique, and applying knowledge to the betterment of the community are not considered transformative agents in schools. Butler (2018) explains how social movements should be based on the education system and take an active role in co-governing public schools for social justice for disadvantaged and marginalized communities from the collective approach.

A landless household in the study area faces extreme misery and lower engagement in their children's education. Through government investment for bilateral

purposes, Chemmencheri (2016) explains how social protection can improve lives in targeted communities. By using this study framework, we can develop a scientific and practical social protection framework that can maximize socio-economic opportunities for landless households and enable educational opportunities for their children. The main background of this study is the impacts of earthquakes on education deprivation and how it is related to land deprivation. Most previous authors have investigated landless issues, anthropological views on landless, landless farmers, and their educational perspectives, and some have researched the impact of the disaster on education. Furthermore, this study would like to contribute to the above-discussed issues of learning outcomes during earthquakes and associated with landless households. Further instructional engagement should be an oversight of the holistic transformation of the socio-economic status of marginalized and disadvantaged households, especially considering accessibility, affordability, and the lifelong learning process.

Major contributions of this research can describe, and explain how education accessibility of landless pupils has been going on during the crises, what the major contributing factors are, and how it will maximize the accessibility of pupil's education during a disaster. They are major themes of study. Through the objectivist response collection, the study paper further explains how it has been going on, who are the major drivers of inaccessibility in the study area, and how the study can explore the good practices on education accessibility during this crisis.

## Method

During research data analysis, descriptive and explanatory methods has been used

in conjunction with multivariate variables. While explore the self- practices on self-learning, it has discovered on how disaster impacts on the education accessibility, how the peripheral aspects impact kids' daily learning, and how the parents have engaged kids' learning activities. What is the major hindering factor that impacts accessibility, affordability, and continuity of children's education during and aftermath of earthquake, who has supported kids' continuing education, and why children have lower accessibility to education are the main research questions of this study.

Data have been gathered directly from an open-ended/close-ended questionnaire, phone and direct interviews with the responders through the frontline workers. Convenience sampling has been applied for a sample collection from landless household beneficiaries from six rural/municipalities of Gorkha districts in Nepal, who are impacted by the Gorkha earthquake in 2015, and registered by government reconstruction beneficiary procedure. The total sample size of the google survey has fixed at nearly 214 households, and information was collected from 2019 April to June 2022. The listed respondents have purposefully collected from the landless household that directly received a tranche of new story reconstruction from national reconstruction authority (NRA). The data collection strategy focused on an in-depth analysis of the socioeconomic status, accessibility, affordability, and continuity of formal education of kids.

Research has been explored through qualitative and quantitative data analysis, trying to collect the previous finding from the literature review, and take deep interviews for qualitative analysis of specific experience collection, and collect observation for detailed information. The major collection of data used direct information collection form, draft tabulation, communication with local social leaders and parents. Responses

have been interviewed, transcribed, and descriptive analyzed in qualitative analysis, and the research uses multiple regression in quantitative analysis for sketching research findings.

## Results and Discussion

Landless communities are deprived of economic opportunities and social ties due to limited access to economic activity. In the study area, there is a lack of economic bridging among communities. They still suffer from basic needs and there are no local economic opportunities. It has badly impacted landless houses by providing educational opportunities to their children during a disaster.

### *Descriptive analysis*

Mean	3.52
Standard Error	0.09
Median	3.00
Mode	3.00
Standard Deviation	1.31
Sample Variance	1.70
Kurtosis	-0.41
Skewness	0.00
Range	7.00
Minimum	0.00
Maximum	7.00
Sum	750.00
Count	213.00
Confidence Level (95.0%)	0.18

When we compare with the available data, most respondents said that due to lack of economic opportunity, pupils engaged in housework and external livelihood engagement, and child work engagement in the local market, which are mean values. It shows most pupils are suffering from the extra housework and external workload,



and they are contributing as an economic driver in this crisis management. The mean and mode value reflect that to children who come from the landless household, factors like clothes, fee unavailability, remoteness, already being engaged in housework, and pupil's engagement in daily livelihood are affecting their learning losses. Data shows the unavailability of dress and school fees, hard access (remoteness), higher engagement in housework, and children being engaged as child workers as a family economic driver may impact their learning losses during these crises.

During the disaster, many disadvantaged, marginalized, and landless household children were deprived of education access. Due to physical distance, among the survey household, 39.71% respond that they are unable to send their children during this emergency due to the distance hindrance. They said most of the schools were collapsed, some seemed to be much vulnerable, and some school access routes seemed to be much inaccessible.

Among the 214 respondents, 38.31% said they experienced the social hindering factors of accessing educational services during this emergency. Most of the respondents did not feel secure with the physical strength of the existing school building, most of the toilets and water supply were already collapsed and the lack of gender-friendly WASH facilities in the school was a major social hindering factor of inaccessibility. 38.31% of respondents shared that their children could not go to school due to economic factors. Specially 38.78% shared they could not offer school costs including their fees and dress code. 39.25% of respondents were not interested in forwarding their children due to remoteness, physical inaccessibility, rough foot trail, and not feeling safe while they drove to school.

Around 38.31% of respondents said due to housework and because some children

joined near labor market, they did not join school aftermath of this mega-earthquake. 38.78% of respondents said their kids were already engaged in livelihood promotion, and 4.67% of respondents said the children did not have their parents in current residence so they could not join their education.

During the focus group discussion, one teacher from Tanglichowk higher school shared that "During the pandemic, they faced many obstacles in teaching and learning helpless kids. Both A & B kids are in classes 2 & 3. They are staying with their grandmom in their old story. Their father is on aboard labor market and their mom left them while their father goes aboard. Both are helpless, and their grandmother has been taking care of them. Both kids have been studied in subsidy of school but due to proper caring in house, they are not in good educational status, and even they have not responded their home/class work properly" (My translation from Nepali). According to Mr. Shrestha (2019) "In Maskichap, there is Mr. C, aged six. He is also not interested in joining his instructional activity near primary school due to a lack of parents. His father is still on aboard and her mother has done her second marriage. After their parents' separation, he is used to staying with his relatives near his hut. Not having proper nutrition, care, and family support, his educational accessibility, affordability, and continuity is becoming worse" (My translation from Nepali).

The primary barriers to teaching and learning in disaster-affected landless communities include a lack of economic opportunity, students' involvement in household chores, involvement in outside job, and involvement in child labor in the neighborhood market. It has demonstrated that students are working harder both inside and outside of the classroom and that they have helped manage the household's economic crisis. Learning losses are caused

by things including lack of access to uniforms and fees, physical isolation, already doing household stuffs, and students' involvement in daily activities.

Our continued change should be more progressive by ensuring full social justice for landless and marginalized households, as well as for their children's education social protection (Lahey & Cohen, 2000). Further frameworks for their comprehensive evolution and transformation must be taken into consideration with the reformation of this production mode and market relations. In order for human rights to develop, the current political and economic systems of society cannot consider people as humans since they have not yet addressed their particular requirements. As a result, societies are unable to develop into just and equal societies. Longhurst (2020) tried to linkage among of social protection and humanitarian cash & voucher assistance program to support on crises affected communities, and dig-out its effectiveness in targeted communities.

Families who lack access to land are forced to live in extreme poverty and have lower levels of educational participation for the benefit of their lives and the education of their children. The educational needs of children affected by the disaster are still unfulfilled primarily to this day, especially in the study area's landless populations. We cannot envisage how the capitalist and working class would manage under the current socioeconomic structure. However, moving forward, every state structure could perhaps address the financial crises, guarantee landless, poor, and vulnerable people's right to access natural resources, enable their capacity, scale up their purchasing power, and guarantee every family member's right to an education.

Individual suggestions, that could be increased into student learning achievement

including external support for agriculture, enabling local business, providing local economic opportunity, skill transfer to members of landless households, linking landless houses on local savings and credit, external support for the construction of temporary classrooms, support for building safer school structures, and construction of a safer footrail can increase on learning recovery of pupils in study area.

The political orientation and economic situation of each nation have a significant impact on school and educational changes in emerging states. Implementing significant reforms that meet the objectives of national development is hampered by the challenges facing education in developing nations. (Systems of Education and School Reform in the Socialist, 1979, pp.110-112).

Alessandro & Rebecca (2019) explains how education mediates the relationship between the co-production of environmental knowledge and the social reproduction of an alternative society. This article draws upon a political ecology of education framework to analyze how schools advance alternative land management strategies and forms of environmental knowledge. Schools catering to grassroots movements can actualize their emancipatory objectives by institutionalizing hybridized conceptions of educational space-time. This article focuses on a vocational high school in a settlement of the Brazilian Landless Workers' Movement. It analyzes a document known as a 'political pedagogical project' (PPP) which details the identity of the school and how it sees itself as a tool for social and environmental justice.

Chongbang (2022) has explored the growing practices of the informal modes of teaching-learning activity. However, due to the necessity of the Covid-19 epidemic, it has been implemented based on locally accessible resources. The current virtual teaching-learning techniques are hostile

among local students. Virtual learning will be challenging, especially in marginalized areas, due to lack of experience, lack of supervision, and poor socioeconomic situations of parents.

Häuberer (2010) asserts that the fundamental ideas of social capital are the focus of a rigorous and methodical critical examination. By doing this, she can identify the collection of considerations (the rational) that led to the choice of theoretical foundations for future assessments of a complicated phenomenon like “social capital.” The foundation of Julia Häuberer’s assessment strategy is the distinction between network-provided access to social capital and social capital or social resources that have been used. She further differentiates between “formal networks” and “informal networks” to measure the former, measuring them with “network size” and “network density.” She assesses “openness” and looks for “structural gaps.”

She uses the so-called “resource generator” to quantify the latter. An examination of the reliability and validity of the employed question batteries is the next major task that Julia tackles. Julia Häuberer can describe a highly differentiated reality and analyze in detail the varying degrees of success attained in the endeavor to find, construct, and verify measurement scales for the various dimensions of social capital by operationalizing the social capital model, particularly with the “bridging social capital item battery” and the “resource generator.” The conditions for creating uniform measurement scales are constantly made more difficult by the cultural background. This has broad and dual application in the measuring of social capital.

In her work, Julia Häuberer looks at how cultural differences hinder the development and validation of measurement scales and make it challenging to gauge how broadly

they will be applied in the future. As the biggest differences between the various theoretical approaches to social capital are their cultural perspectives, the added difficulty and limitations associated with the cultural dimension of the social capital stem in part from theory and in part from the development of measurement scales, as the various indicators of social capital applied in proposed measurement instruments occupy very different positions in different cultural contexts and are viewed and perceived in different ways.

The weak physical structure, not having a proper and safe route to school, not adequate family support, loss of parents, socio-economic hindering factors, child labor, children’s livelihood support to the family, and family separation are the major hindering factors affecting the accessibility, affordability, and sustainability of children to education in an emergency, especially in the landless household community.

### *Inferential analysis*

*Multiple regression applied on enable factors as driver of learning in emergency in study area*

F statistics is the sign for the entire regression. At a  $(\alpha) = 0.005$ , this regression has statistically significant because ‘P-value is  $< 0.05$ . All T values are statistically significant because their corresponding P-value is  $< 0.05$ . Therefore, all eight; X1 (Agriculture support), X2 (Local business), X3 (Local economic opportunity), X4 (Skill transfer), X5 (Saving capacity), X6 (Temporary learning center), X7 (Safer school structure), and X8 (Enable safer footrail) are individually in the prediction of Y (Learning impact on pupils). Significantly, the support of agriculture support, local business, local economic opportunity, skill transfer (labor market), local saving capacity, temporary

Regression Statistics					
Multiple R	1.00E+00				
R Square	1.00E+00				
Adjusted R Square	1.00E+00				
Standard Error	2.40E-15				
Observations	2.14E+02				
ANOVA					
	df	SS	MS	F	Significance F
Regression	8.00E+00	2.74E+02	3.43E+01	5.94E+30	0.00E+00
Residual	2.05E+02	1.18E-27	5.77E-30		
Total	2.13E+02	2.74E+02			

  

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	6.11E-16	5.25E-16	1.16E+00	2.46E-01	-4.25E-16	1.65E-15	-4.25E-16	1.65E-15
Agriculture support	1.00E+00	3.55E-16	2.82E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	1.00E+00
Local business	1.00E+00	3.98E-16	2.51E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	1.00E+00
Local Economic opportunity	1.00E+00	4.15E-16	2.41E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	1.00E+00
skill transfer (labor market)	1.00E+00	3.55E-16	2.82E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	1.00E+00
Local saving capacity	1.00E+00	5.36E-16	1.87E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	1.00E+00
Temporary learning center	1.00E+00	3.89E-16	2.57E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	1.00E+00
Safer school building	1.00E+00	3.89E-16	2.57E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	1.00E+00
Enable safer footrail	1.00E+00	4.66E-16	2.15E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	1.00E+00

learning centers, safer school buildings, and enable safer footrails can contribute to the learning impact of each pupil by 3 times more during the educational learning in an emergency.

The educational access of landless and disadvantaged pupils is still challenging. Socioeconomic disadvantages in pupils' engagement in the economic sector and physical disturbance are major hindering

factors of educational deprivation. The landless issues, landless farmers, their educational perspective, and the impacts of disaster are also multipliers impacting their children's education. Limited natural resources access like in local land, limited production, lower access to market, highly competitive market, and the large farming company are also the side affecting factors of a landless household. It has impacted



their daily life and livelihood and ultimately impacted their children's educational access, affordability and continuity.

## Conclusion

The major hindering factors in teaching and learning practices during the disaster in landless communities are the lack of economic opportunity, pupils' being engaged in housework, external livelihood engagement, and child work engagement in the local market. It has shown that pupils are engaged in extra in-house and external workload, and they have contributed to their house's economic crisis management. Factors like dress and fee unavailability, physical remoteness, being already engaged in housework, and pupils' engagement in daily livelihood are affecting their learning losses. The external support in agriculture support, enabling local business, provided local economic opportunity, skill transfer to landless household members, linkage landless houses on local savings and credit, external support on the building of temporary learning centers, support and building safer school structures, and constructing a safer footpath are individually suggestions to improve learning achievement of students.

Through the conditions of comprehensive social justice for the landless and marginalized households and their child education, our further transformation should be more progressive. With razing of this productive mode and relations of markets state, further frameworks need to be considered for their holistic progress and transformation must be considered. The existing political and economic structures of society have not addressed their specific needs yet and cannot consider them as human for the flourishing of human rights. As a result, societies are not able to become socially justiciable and equitable.

The landless families are facing extreme life with misery and lower engagement of their educational engagement for betterment to their life including kids' education process. To this date, it hardly finds any specific state as collective intervention on children's educational impacted by the disaster, especially in landless communities of study area. We cannot imagine the situation of workers and the bourgeoisie in a current social system. But now onwards every structure of the state should resolve the financial crises, and ensure the rights to access natural resources to landless, poor, and vulnerable people, enable their capacity, scale-up their purchasing capacity, and ensure the right to education to each family member whether in they are crises.

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## Declaration of Ownership

This article is my original work.

## Conflict of Interest

There is no conflict of interest to declare in this article.

## Ethical Clearance

This study was approved by the institution.

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