

# Centrality of the stability of education for children with disabilities during uncertain times: parents in Nepal

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# Research Questions

- How is Covid-19 impacting on the education of children with disabilities of basic (grade 1-8) and secondary school (9-10)?
- What are the barriers to education and concerns for the children with disabilities?

# Background

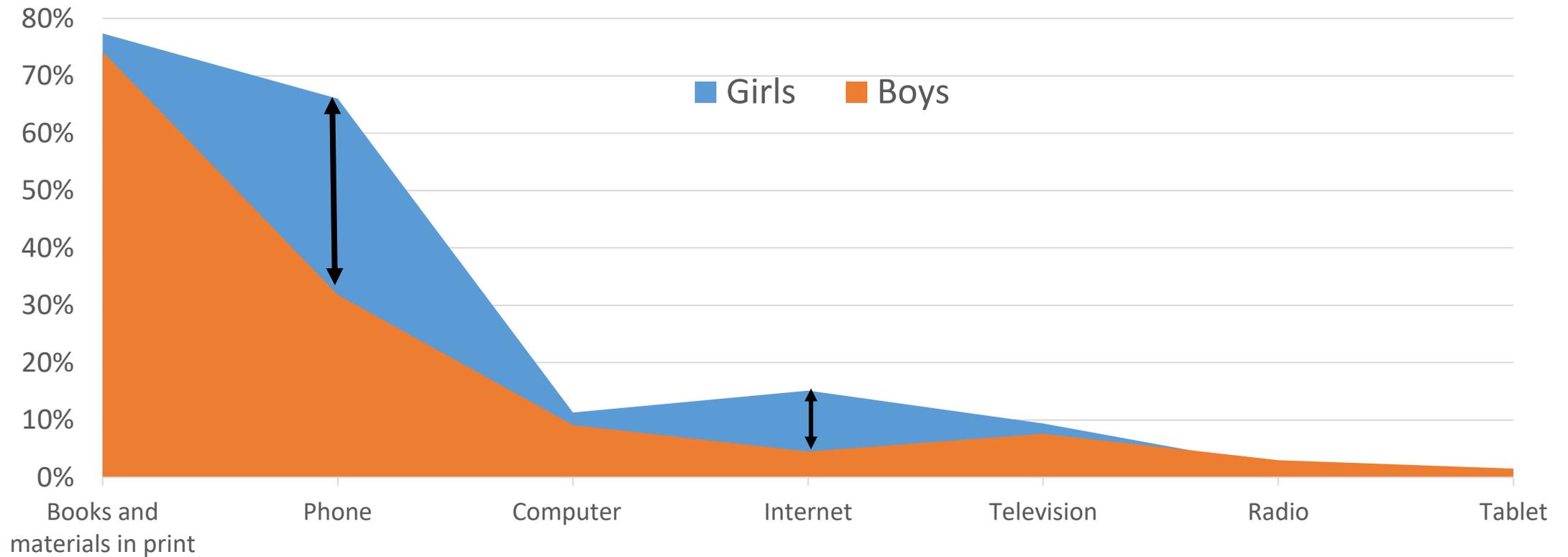
- Upon the arrival of the COVID-19 crisis in Nepal in March of 2020, the government responded by enforcing very strict lockdown across the country.
- The government responded to the second wave by enforcing prohibitory orders from April 2021 to August 2021.
- Again, educational institutions were fully closed and has not opened as of September 16, 2021.
- National TV and radio programs are being run.
- Some general guidelines for schools has been developed, but not specific provisions for education of children with disabilities.

# Methodology

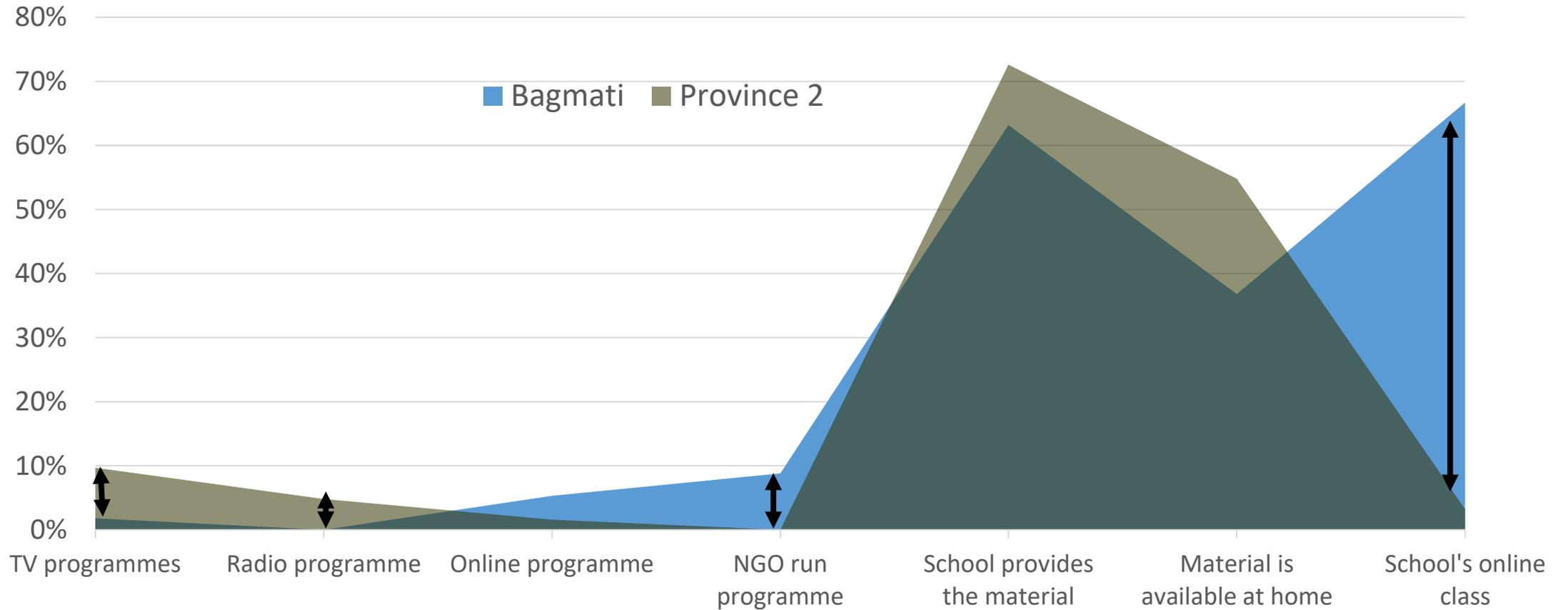
- 120 parents of children with disability from two provinces of Nepal.
  - Bagmati (Highest HDI) and Province 2 (Lowest HDI)
- Special schools and resource classes in mainstream schools
- Telephone survey
- Frequency/percentage analysis

# Key Findings

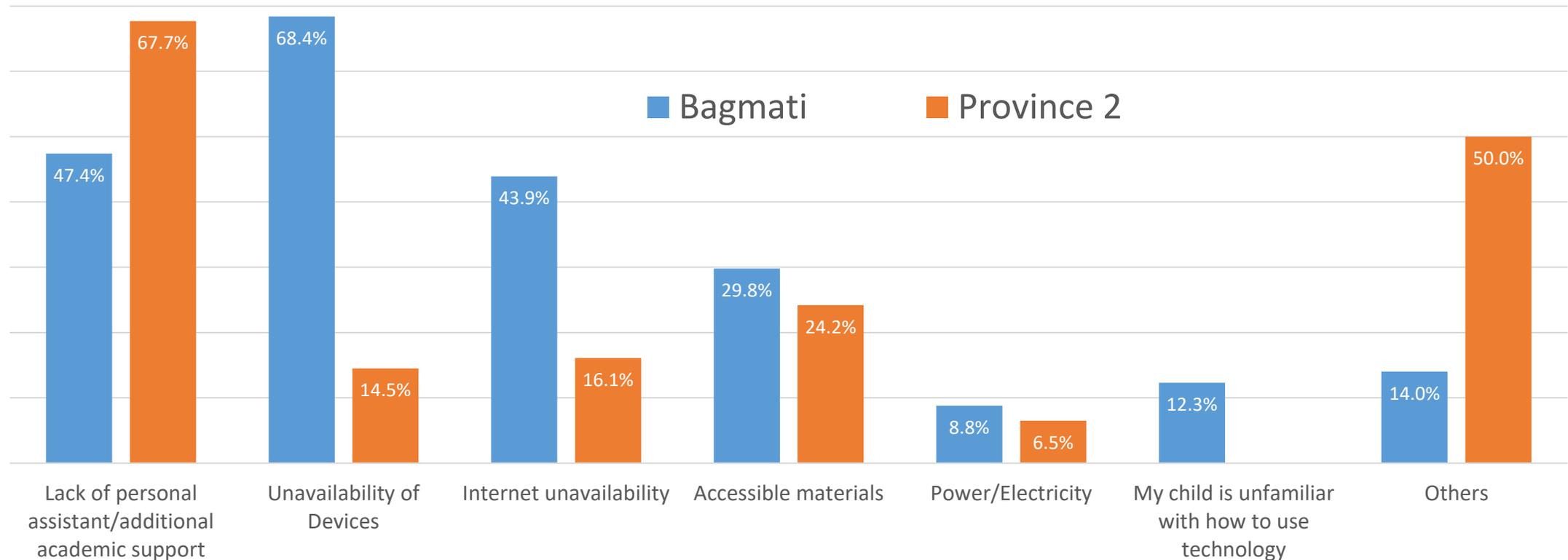
# Use of devices and learning materials during COVID-19 school closure



# Source of learning materials



# Barriers to Education during school closure due to COVID-19



# Biggest Concerns while schools remain closed

Biggest concern for children while schools remain closed due to COVID-19			
Concerns	Girls	Boys	Total
They will fall behind in learning due to inaccessible distance learning modalities	34.0%	21.2%	26.89%
They will not have accessible educational materials.	28.3%	15.2%	21.01%
They will not know how to use the technology appropriately to continue their learning	11.3%	4.5%	7.56%
They are getting older without education	54.7%	68.2%	62.18%
They will not have access to important therapies, services, or accommodations that they typically receive at school.	5.7%	4.5%	5.04%
They will not have access to basic nutritional needs that are typically provided at school	3.8%	3.0%	3.36%
Not being able to go to work because the child is at home and have to look after the child	22.6%	7.6%	14.29%
Impact on future life opportunities	26.4%	34.8%	31.09%

## A parent from Province 2

*“I was worried about my disabled son's career, he is already aged than his peers, if he doesn't get to study in time he would be old and he won't get a job.”*

# Psychological Impact of school closure due to COVID-19

**Table 6: Percentage of parents reporting at least "somewhat" impact of school closure due to COVID-19 on their child**

	Total	Child's gender	
		Girls	Boys
has lost friendship	31.9%	<b>39.6%</b>	<b>25.4%</b>
has started feeling lonely	30.2%	30.2%	30.2%
has started feeling bored	46.1%	48.1%	44.4%
has started feeling isolated or withdrawn	24.3%	25.0%	23.8%
has started showing decreased interest in learning	36.2%	37.7%	34.9%
has started more sad	46.1%	44.2%	47.6%
has started feeling scared	19.1%	<b>15.4%</b>	<b>22.2%</b>
has started feeling confused	24.3%	23.1%	25.4%
has started feeling angry	34.8%	<b>38.5%</b>	<b>31.7%</b>

A parent from Bagmati province

*“When we all go out, she feels very lonely at home.”*

# A parent from Bagmati Province

*“My husband always abuse me with bad words for giving birth to disabled child. Fortunately, I am able to work in the same school. Thanks to the school who managed this for me. I can look after my daughter and work at the same time. Even when my husband is earning nothing due to lockdown, I am earning something. But I am not very hopeful for my kid as she has multiple disabilities and the society is not accepting her.”*

# Concern after school reopening

- Fear of COVID infection (93%)
- Coping because of loss of learning due to school closure (52%)
- Child will refuse to go to school
  - Boys: 25.8%, Girls: 13.7%,
  - Bagmati: 3.8%, Province 2: 33.9%
  - Resource class: 37.5%, Special school: 15.7%

# Takeaways

- Significantly more girls used phone and internet than boys during the school closure
- Dominant learning material is printed resources already at home and provided by the school
- Lack of personal assistant/academic support is the most important barriers to education during lockdown; sign language for parents and siblings
- More parents of boys are worried about loss of future opportunities and getting older without education.
- More girls fear loss of friendship and feel more angry during the lockdown. Boys feel more scared.
- Leaving child alone at home for work and loss of employment are major concerns for parents

Thank you