



# Disaster Impacted in Education Accessibility, Affordability and Continuity

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**Abstract:** The learning activities have been affected due to disasters. Due to low or no access to the natural resource has impacted multiplier impact on the lives and livelihood of landless communities. The study has explored how the resourceless communities have been struggling with their daily life, socioeconomic, and education accessibility of their kids, especially during the disaster. The research paper has explored the existing education accessibility situation of children of landless communities in a different part of Gorkha, Nepal. It has explained the major disturbing factor and supporting factors to reach education in the study area. Descriptive and explanatory research methodology has practiced. Primary information has collected from a close-ended questionnaire, open-ended questionnaire, phone interview, and support of local information collector through the google form. Existing data related to landless, education information and community-based published information has been considered a secondary source of study. Quantitative data analysis has used while close-ended question base information interpretation, and qualitative data analysis has used while interpreting open-ended. Descriptive analysis is used for qualitative, and inferential data analysis is for quantitative. Lack of enough natural resources, additional earnings, not having enough savings, remoteness, weak physical structures, and lower social protection mechanisms in local governance are major hindering factors on education inaccessibility in the study area. Enabling community-based socioeconomic empowerment, collective engagement, and social protection provision in education to landless household pupils has can strengthen education accessibility ahead.

**Keywords:** Accessibility, disaster, education, social-support, subsidy

## Introduction

Having many constraints during the disaster has a multiplayer impact included in regular learning programs. Students were stressed due to a long disturbance of education institutions, irregular teaching-learning practices due to teacher unavailability, and physical structures were already collapsing. Having of long disturbance on the academic calendar, some communities has started the educational institutions in temporary learning centers.

Children in disaster-affected areas are denied their right to an education because there are insufficient local resources, there are no alternatives to educational access, and there are fewer teachers available due to physical damage. The effectiveness of continuous learning in times of crisis is a topic that worries a vast number of education stakeholders. There are concerns about student participation, efficacy, regularity, and accessibility for all. A crucial method for addressing education learning in disaster-affected communities is temporary teaching-learning. Due to a lack of resources like textbooks, teachers who can mentor students, and parent

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affordability for alternative education in rural places, children in many community's face discrimination.

Major contributions of this research can describe and explain how education accessibility of landless pupils has been going on during the crises, what are the major contributing factors? and how it will maximize the accessibility of pupil's education during a disaster 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. Through the long subjectivist analysis of landless communities, their life experiences on educational disturbance during the disaster and recovery can contribute to future education modeling and reshaping for further policymakers and researchers.

Chandawani (2016) shared the major interaction among landless households and its impact on the pupil's education through the agriculture intervention. He shared agriculture make a crucial role in the Indian economy. He added most of the landless farmers are illiterate or less literate and it has been impacted on agriculture production and their socioeconomic empowerment. He found the positive correlation between the farmers literacy level and their attitude towards the education and socioeconomic status. Due their lower literacy it has impacted on their food habit, information collection for better agriculture, impact on market economy survey and even impact on value chain profit to them.

Jenjekwa (2013) has outlined how the debate over educational access and quality has been raging ever since the colonial era of educational blockages and overt racism against black Zimbabweans. With the new Zimbabwean government's enunciation of the "education for all" policy, the doors to education were declared open to all upon the country's independence in 1980. Unquestionably, efforts were made to address challenges of educational access and quality soon after independence. The fast-track land reform initiative, however, turned the goal of quality and access to school into a nightmare.

In relation to Nepal, the landlessness condition is frequently the best indicator of poverty and hunger in rural areas. For the realization of essential human rights, access to land and its resources, security of land tenure, ownership and control over land, and the freedom to dispose of or transfer land rights are typically linked to indigenous, ethnic, and cultural identities of peoples. The social and economic effects of landlessness, such as hunger, education access, health risks, homelessness, and precarious working conditions, intensify exploitation on the part of both landowners and states.

The traditional system comprised two main tenure systems: Kipat, a form of communal land ownership where "traditional concepts of customary rights in the land" applied, and Raikar, a state landlordism in which the state owned all land and solely retained the right of alienation through sale, mortgage, or bequest. Most of the property was arranged under Raikar tenure after unification in 1768, which meant that ownership of the land belonged to the state and could only be given up on official initiative through sales, mortgages, or usage grants to people or groups. Such land transfers were nevertheless susceptible to state resumption or seizure, with one exception. Private citizens who lived and farmed on Raikar land without a grant were considered state tenants and were required to pay yearly land taxes in exchange for the privilege to farm the land. Three sub-systems comprised the Raikar tenure: Birta (gifts to the affluent that increased their riches and power), Guthi (grants to religious or philanthropic organizations), and Jagir (grants in consideration for services for state employees). Thus, the various Raikar tenures helped to strengthen class determinations by giving non-agriculturalists ownership of the land at the expense of the agrarian class and concentrated economic and

political power in the hands of a small group of landowners and contribute in long-term land exclusion. (Wickeri, E. 2010, P.9)

Basnet (2020) explain the 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. Children and their families were able to gather necessities in a ready-to-go bag made especially for crisis circumstances thanks to the creation of emergency kits. There were several measures to lessen student and teacher stress after the 2015 earthquake, including the creation of a credit-bearing 5-hour teacher professional development (TPD) counselling program, and simulation activities in schools helped pupils prepare for upcoming catastrophes. Basnet further added: there are now textbooks available in several languages, including Nepali and English, that cover earthquakes, their causes, impacts, and preventive methods. These textbooks also include disaster risk reduction (DRR) education.

The education deprivation, its underline causes, and how the land deprivation begins in Nepal are a major background of this study. Most of the previous writers have searched on landless issues, the anthropological views on landless, landless farmers, and their educational perspective and some were collecting the disaster impacted on education. Being of the above-discussed issues of learning outcomes during disaster and landless, this paper going to explore the local issues on accessibility, affordability, and best practices to achieve educational outcomes for landless household children during the disaster and recovery.

### **Objectives of paper**

The specific objectives of this paper are;

1. Explain the major hindering factor into teaching and learning practices during the disaster.
2. Explain the how family and social support factor (Agriculture, local business, labor, and saving capacity) can contribute into landless house pupils learning on recovery.

### **Literature Review**

#### **1. Theoretical learning**

According to Karl Marx and Friedrich Engels' historical understanding of socialism, the Communist Manifesto's publication in 1848 marked the beginning of the contemporary socialist movement. Although the former tended to have a more militant connotation, the term communism, which became widely used during this time, was frequently employed in association with the concept of socialism. This is probably the reason the Communist League, the organization that hired Marx and Engels to create the Communist Manifesto, used it. The term "communism", as Engels later clarified, connoted a common ownership system. More importantly, however, it served to set Marx and Engels' ideas apart from those of the so-called utopian socialists because it was more conducive to association with the idea of the class struggle and the materialistic view of history.

The Communist Manifesto was published at the same time as the revolutionary wave that swept over Europe between 1848 and 1849. When the first barricades of 1848 were being built in Paris, Marx and Engels were still making corrections to the proofs of their soon-to-be famous pamphlet. While it is true that the Manifesto was written during a time of political unrest, the revolutionaries of the time did not significantly react to it. Nevertheless, it was a significant publication in the history of socialism, particularly because it outlined the philosophical underpinnings of contemporary socialism. Marx and Engels' critique of both current

and previous societies was possibly their most audacious and in-depth argument. This suggests that the forces of material production play a major role in determining the political and cultural structures of society (base).

The conditions for a comprehensive social revolution, a process that invariably results in the transformation of these more conservative forms into more progressive ones, arise when the productive modes and relations have advanced as far as they can within the current framework of political and economic structures of society. As a result, societies are able to transition gradually from more basic regimes, such as feudalism, to more advanced ones (e.g., capitalism). Marx and Engels highlight further facets of their “stages” perspective of history that would later serve as pillars of “scientific” socialism as they analyse the interaction between state and class.

They contend that the state is primarily a class-based institution that represents the preferences and exclusive interests of the dominant social, political, and economic classes. Thus, the state and its institutions are viewed as crucial components of the superstructure that stands on top of the economic basis (which itself corresponds to the stage reached in the development of the powers of production). The authors go on to state that under capitalism, the bourgeoisie seeks to both broaden their base—which is too small to support the wealth they have created—and to resolve the financial crises brought on by the expansion of productive forces beyond what is compatible with capitalism. Whenever we are celebrating the existing “capitalism” and cannot make a social justice to have not household and their dependents, the landless communities and their kids has never feel the social justice.

By doing this, the working class starts to dig their own graves since the race to capture new markets always leads to difficulties that can never be handled within the framework established by the capitalists. The Manifesto then goes on to clarify that the drive for removing the barriers to further social and economic growth is the continual and never-ending dialectical battle between the dominant and dominated classes. With the onset of revolution, the working classes become the new dominant class and take control of the state and its forms, opening the door for the emergence of new forces of production. Finally, the poor, marginalized, disadvantage and landless household can feel the social justice through the collectivism.

Albert Bandura proposed the social learning theory. According to him; observing, modeling, and imitating the behaviors, attitudes, and emotional reactions are major learning characteristics. Through the environmental and cognitive facts interaction and it can influence into human social learning behavior. The social learning theory expresses (1) the mediating behavior process that appears between stimulus and responses, (2) learning behavior is learned from the environment through the process of observational learning. Nabavi (2012) share the Bandura’s experiment; the individual that is observed are called models. In society, learners can be influenced much influential models and practices, for instance, parents and family behavior, external learning environment, instruction learning support factors, peers’ characteristics, entertainment programs, and teacher’s motivation. The models can impact children’s behavior and they reflect further learning through social interaction, which is called social interaction learning. In this social setting, the fragile situation due to earthquake, the worse socio-economic conditions of parents due to high exploitation of the market economy, lower access to natural resources, lack of enough teachers, and worse physical conditions of schools are major affecting factors in learning of students.

Based on the “scientific socialism” landless is the extreme result of the “capitalism” and its bitter practice consequences. We cannot transmit the whole structure of society as a miracle but can reduce the misery of

landless households from the social protection in the “capitalism” structure. Scientific socialism advocacy on social support, collectivism, and joint venture for socially disadvantaged and marginalized once. Through this study framework, we can draw a more scientific and practical social protection frame that can be facilitated by maximizing socio-economic opportunities for landless households and enabling educational opportunities for their kids.

## **2. Empirical Learning**

The currently recognized and emerging landless people are not allowed to access, or they can only harvest in conditional aspects with landlord this resource due to formal and organizational efforts in land resource management. According to the traditional land arrangement system’s history, those who were not allowed to serve as state functionaries were also denied the privilege to possess land (Rai, J.K. 2010). The landless and marginalized households are losing out on socioeconomic rights and are rarely able to protect their children's educational rights as a result of the state being excluded from mainstreaming and still having limited access to natural resources. Rai (2010) argues how the occupational caste, which is usually proclaimed to have relied on their manual talents, was a disadvantaged population that was constrained to a small peripheral for their economic existence. As a result, it has an impact on the remaining aspects of social life. The historical observation of Hindu caste and caste discrimination shows that these issues have arisen in many aspects of the nation and the nation-building process, which is more commonly referred to as a syncretism of diversities, leading to significant structural and functional inequities. They have historically been a socially, economically, and politically oppressed group.

Other forms of non-capitalist educational practices may be feasible, as evidenced by the transformation of schools into transformative organizations that teach students how to collaborate, take part in self-governance, criticism, and self-critique, and apply knowledge to better their community. Due to the limited ability for voluntary educational movement to engage in these institutions, the state appears reluctant. Finding the limited space inside the current public education system to develop pedagogical techniques that promote the goals and ideals of an alternative economic, political, and social world is what it means for a social movement to be limited in existing governance for social justice to targeted population.

Mariano et al. (2019) has explain on the Brazilian public school reform movement to include the entire landless worker movement. A school being associated with a social movement, according to authors. The term “social movement” refers to a broad range of non-institutional actions such as protests, marches, hunger strikes, occupations, and other strategies that aim to change economic, racial, gender, and other social injustices. As a result, social movements frequently place a high priority on education. In response to the original query, however, what would it entail for social movements to move beyond making demands of the public education system and instead take an active role in co-governing public schools for social justice to the disadvantage and marginalized communities.

In the wake of the epidemic, Chongbang (2022) investigated the explanation of informal teaching-learning activities. It further explains on due to the impact of Covid019 epidemic, it has been implemented based on locally accessible resources and how it has contributed education accessibility of disadvantage community during the pandemic. The current virtual teaching-learning techniques were hostile among local students. Virtual learning will be challenging, particularly in marginalized areas, due to lack of familiarity, lack of direction, and poor socioeconomic situations of parents. The main learning strategies used during the epidemic

have been the subject of research. Explored the socio-economic status of parents, modes of teaching, equipment affordability, and further explain has based on schools, instructors' contributions, and local initiations into the teaching-learning process.

The currently recognized and emerging landless peoples having limited access to their natural resources include conditional resource accessibility. It is the impact of the traditional land arrangement system's history, who were not allowed to serve as state functionaries, and who lost their native land due to many circumstances were also the impacted as landless. Still, the landless people are struggling with 'hand to mouth' and livelihood optional engagement. Which directly impacts on their kid's education accessibility. Due to lower engagement in formal education, they are less trust in awareness of quality, and transformation through the educational institutions. Schools are not considered transformative agents as criticism, self-critique, and applying knowledge to the betterment of their community. Now forward, the social movements should be based on the education system and instead take an active role in co-governing public schools for social justice for the disadvantaged and marginalized communities. 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.

Still in the study area, the landless are facing extreme life with misery and lower engagement of their educational engagement for betterment to their life include kids' education process. To this date hardly found any specific research intervention on children's educational impact of the disaster, especially in landless communities. From this study, we can envision contributing to the holistic transformation of the landless society including their kids' education accessibility, affordability, and further shaping. Through this study framework, we can draw a more scientific and practical social protection frame that can contribute to maximizing socio-economic opportunities for landless households and enabling educational opportunities for their kids ahead.

## **Methodology**

The whole of the research is based on descriptive and explanatory. Explore self- practices on self-learning, how to impact the disaster to education accessibility, how the peripheral aspects impact kids' daily learning, and how the parents have engaged in kids' learning activities. What is the major hindering factor that impacts accessibility, affordability, and continuity of children's education in this disaster? Who has supported continuing kids' education, and why do children have lower accessibility to education? are the main research questions of this research.

Qualitative, and quantitative research methodology is applied. Data has 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 earthquake in 2015. 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. The data collection strategy was 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 analysis, trying to collect the previous

finding from the literature review, and take depth interviews for qualitative analysis of specific experience collection, and collecting 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 made thematic analysis in qualitative analysis and used multiple regression in quantitative analysis for sketching research findings.

## Finding and Discussion

### 1. 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, external livelihood engagement, and child work engagement in the local market are mean values. It shows most pupils are suffering from the extra house and external workload, and they are contributing as an economic driver in this crisis management. The mean and mode value reflect due to dress, fee unavailability, remoteness, already engaged in housework, and pupil's engagement in daily livelihood is affecting their learning losses, who are represented from the landless household. 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 learning losses during these crises.

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

Among the 214 respondents, 38.31% said they experienced the social hindering factors to access educational services during this emergency. Most of the respondents are 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 is a major social hindering factor in inaccessibility. 38.31% of respondents shared that their children cannot go to school due to economic factors. Specially

38.78% shared they cannot offer school costs including their fee, and dress code. 39.25% of respondents has not interested to forward their children due to remoteness, physical inaccessibility, rough foot trail, and not feeling safe while they drive to school.

38.31% of respondents said due to housework and some children are join near labor market, they have not joined school aftermath of this mega-earthquake. 38.78% of respondents said their kids are already engaged in livelihood promotion, and 4.67% of respondents said the children do 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 had faced many obstacles in teaching-learning education to 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 had left them while their father in 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, & even they have not responded their home/class work properly. (Focus group discussion (FGD), 2019).

According to Mr. Shrestha (2019) in Maskichap, there is Mr. C, age six. He is also not interested to join his instructional activity near primary school due to a lack of parents. His father is still aboard and her mother has done her second marriage. After their parent’s 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 being worse situation.

Due to 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 affected into accessibility, affordability, and sustainability of children in an emergency, especially into the landless household community.

## 2. Inferential analysis

### Multiple regression applied on Enable factors as driver of Learning in emergency in

#### study area:

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	Significanc e 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			



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	Coefficients	Standard		P-value	Lower		Lower	Upper
		Error	t Stat		95%	Upper 95%	95.0%	95.0%
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	0
Local business	1.00E+00	3.98E-16	2.51E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	0
Local Economic opportunity	1.00E+00	4.15E-16	2.41E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	0
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	0
Local saving capacity	1.00E+00	5.36E-16	1.87E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	0
Temporary learning center	1.00E+00	3.89E-16	2.57E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	0
Safer school building	1.00E+00	3.89E-16	2.57E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	0
Enable safer footrail	1.00E+00	4.66E-16	2.15E+15	0.00E+00	1.00E+00	1.00E+00	1.00E+00	0

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 into pupils). Significantly the support of agriculture support, local business, local economic opportunity, skill transfer (labor market), local saving capacity, temporary 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.

Whether your social security based instructional system will be built or not can be define on how society is being more socialist or not. In order to build a developed socialist society under the conditions of the technological and scientific revolution, it is necessary to improve the public education system, general and polytechnical education curricula, and the connection between education and productive work. It is also necessary to widely implement teaching strategies that foster students' cognitive and creative potential.

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).

Meek (2015), explain How does education mediate 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. However, due to the necessity of the Covid019 epidemic, it has been implemented based on locally accessible resources. The current virtual teaching-learning techniques were 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.

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 disaster impacts are also multipliers impacting their children's education. Due to limited natural resources access like in local land, limited production, lower access to market, highly competitive market with corporate production, and the large farming company 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 factor in teaching and learning practices during the disaster in landless commutes is lack of economic opportunity, pupils engaged in housework, external livelihood engagement, and child work engagement in the local market. It has shown pupils are engaged in extra in-house and external workload and they have contributed to their house's economic crisis management. Due to dress and fee unavailability, physical remoteness, being already engaged in housework, and pupils' engagement in daily livelihood is 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 build safer school structures, and constructed a safer footrail are individually enable into 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. The existing political and economic structures of society have not yet addressed their common needs and cannot consider them as human for the flourishing of human rights. As a result, societies are not able to seem 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 hardly found any specific state as collective intervention on children's educational impact of the disaster, especially in landless

communities of study area. We cannot imagine now just workers and the bourgeoisie in a current social system. But now onwards every structure of state should resolve the financial crises and ensure the rights to access natural resources to landless, 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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