



EFFECTS OF COVID-19 ON TEACHING AND LEARNING IN ZAMBIA: IMPLICATIONS FOR RESPONSIVENESS OF LEARNING ENVIRONMENTS TO EMERGENCY SITUATIONS

Beatrice Matafwali¹ⁱ,

Gift Masaiti²

¹Department of Educational Psychology,
Sociology and Special Education,
University of Zambia,
Zambia

²Department of Education Administration
and Policy Studies,
University of Zambia,
Zambia

Abstract:

The Novel Coronavirus (COVID-19) pandemic outbreak posed serious concerns to global education systems and socio-economic activities. The COVID-19 pandemic brought about a global emergency in many sectors including education resulting in school closures. This paper examines the impact of COVID-19 on Zambia's education sector and its response to the pandemic. Using qualitative approaches, data was collected from key stakeholders in the education sector. The study found that Zambia's education sector response has stimulated the development of innovative teaching and learning strategies, highlighting the need for strategic planning, teacher preparedness, and designing contingency response parameters on education in emergencies.

Keywords: teaching and learning, COVID-19 pandemic, education sector response, education in emergencies, contingency

1. Introduction

The spread of COVID-19 created a global challenge for socioeconomic activities, including the education sector. Over one billion students were kept out of school as a result of unscheduled school closures caused by international attempts to control the spread of COVID-19 in more than 100 nations (Onyema et al., 2020). Approximately, 262.5 million pre-primary, primary, and secondary school students were not enrolled in school, or about 21.5% of the continent's population were absent from class due to COVID-19-

ⁱCorrespondance: email : beatrice.matafwali@unza.zm

related closures (Save the Children, 2020; UNESCO, 2020a). Institutions of higher learning also experienced unscheduled closures. The article examines Zambia's education response to the disruption of the educational system during the pandemic and the extent to which lessons learned can inform the education sector in emergency situations.

2. Country Context

The Zambian Education sector is structured on a three-tier system comprising: ECE and primary, secondary, and higher education. The Ministry of Education (MoE) is responsible for ECE, primary education, secondary education, and youth and adult literacy, tertiary education as well as skills and vocational training (MoGE, 2018). The goal of education, therefore, is to increase equitable access to quality education and training of skills to improve human capacity for sustainable development.

The goals are to be accomplished by introducing free and compulsory education for all students from ECE through Grade 12; (i) securing quality ECE services for all to ensure that all children aged 3-6 years have equitable access to ECE (Matafwali & Kabali, 2017); and (ii) developing a thorough and integrated curriculum for primary grades. The plan calls for boosting access to quality secondary school education at the secondary school level through the re-introduction of free and compulsory education for all students in grades 8–12; (iii) enhancing gender equity and parity within the secondary school system and (iv) re-orienting curriculum to emphasise life skills, labour market, and self-employment. Zambia still has a challenge of Net Enrolment Ratios (NER) which currently is approximated to be above 90% for Grade 1 to 7 and hovering around 40% for Grade 8-12 (ESSP, 2017).

Despite these achievements, the high rates of repetition, as highlighted in the Education Sector Analysis (2017), have had an adverse impact on the internal efficiency of educational systems, mostly as a result of the additional years that repeaters must spend in school. particularly, children in primary school and Grade 9 have unusually high rates of repetition. Two-thirds of learners' transition to secondary school, which means that one-third of those who graduate from primary school do not go on to secondary education, which is another challenge related to efficiency in the educational system. The education sector is also marked by low literacy levels, with only a small percentage of lower-grade learners reading at an acceptable level (Matafwali & Bus, 2013). COVID-19's impact on the education system may worsen efficiency indicators. However, the introduction of the free education policy from ECE up to grade twelve may fundamentally change the educational landscape.

3. Objectives of the Study

The study sought to address the following objectives:

- 1) Evaluate the impact COVID-19 on the education system;

- 2) Analyse the education sector's responsiveness to the COVID-19 pandemic;
- 3) Highlight the key learnings that can inform policy and practice.

4. Method

The study applied qualitative research design. To better understand the impact of COVID-19 on education, the study used a phenomenological approach. The study sample included key stakeholders in the educational sector who provided valuable insights on the effects of COVID-19 on the education system. Data was mainly gathered using document analysis involving a review of pertinent documents and policy guidelines and key informant interviews with selected stakeholders for comprehensive data collection.

4.1 Education in Zambia in the Context of COVID-19

On March 18, 2020, COVID-19's first confirmed case in Zambia was reported. The Minister of Health ordered the closure of all schools, colleges, and universities to stop the potential spike in COVID-19 transmission. Over 4.4 million children and teenagers experienced learning disruptions as a result of schools, colleges, and universities closing (World Bank, 2020). The provision of excellent education and other essential services, such as school feeding programmes for poor children, undoubtedly suffered from protracted school closures, potentially reversing progress achieved toward the attainment of Sustainable Development Goal (SDG) 4. (World Vision, 2020).

The Ministry of Education collaborated with partners to implement the Education Contingency Plan for COVID-19, aiming to maintain learning opportunities through alternative modalities and safety precautions. The plan aimed to increase the Ministry's capacity to scale up distance learning and alternative formats through educational radio programs (GPE, 2020). The ambitious set of interventions included in the contingency plan was carried out in two phases.

4.1.1 Phase I Interventions of the Education Contingency Plan - Continuity of Learning

The Ministry of Education closed schools prematurely on March 20, 2020, due to rising COVID-19 cases. Phase I of the Education Contingency Plan aimed to ensure learning continued during extended closures.

The following were some of the major interventions developed for Phase I of the Education Contingency Plan:

- Enhance awareness among children and youth through the dissemination of age-appropriate messages as supplementary to the regular delivery of lessons Implement continuity of learning through diverse platforms with a particular focus on disadvantaged and marginalized children and adolescents;
- Implement continuity of learning for children with special education needs through the development of relevant content, identification of appropriate platforms, and provision of teaching and learning materials;

- Empower teachers to provide remote learner support on structured lessons delivered through multiple platforms as well as guide self-directed learning;
- Community sensitization to enhance the usage of community learning;
- Design and implement strategies for monitoring coverage and access to the continuous learning program;
- Provision of psychosocial support to teachers, learners, and parents;
- Support feeding programs through alternative mechanisms focusing on learners from drought/flood-affected districts;
- Planning for the remedial program and accelerated learning;
- Utilize some already existing interventions and good practices, facilities, and human resources in ICT at the two ICT Centres of Excellence.

Source: (MoGE, 2020a).

During Phase I, the use of online or remote learning platforms in schools was explored, highlighting the shift from face-to-face learning to virtual forms due to COVID-19 regulations. The Ministry of Education maximised opportunities to address the learning gap by utilizing existing infrastructure for online learning platforms such as television, local radio station, and smartphones.

4.1.2 Phase II Interventions of the Education Contingency Plan-Early Recovery Plan

Amidst the long-lasting nature of the COVID-19 pandemic, the African Union called for a common understanding among member states on frameworks, procedures, and guidelines for the safe reopening of schools (African Union, 2020).

In this spirit, the Zambian government defined the following solutions in Phase II of the early recovery plan for Education Contingency Plan:

- Back to school campaign and community outreach to ensure that no child is being dropped out of school due to COVID-19 emergency;
- Conduct an assessment to identify learning gaps and inform remedial programming and learning opportunities so that all children catch up to grade level;
- Remedial/catch-up lessons for high stake examination classes and learners who lagged behind;
- Utilize ICT platforms and have a depository of teaching and learning materials that learners could use on their own time;
- Implementation of accelerated learning based on the revised school calendar;
- Provision of school grants for the safe and protective learning environment;
- Provision of school feeding targeting districts with the worst economic shocks;
- Provision of psychosocial support to teachers and learners;
- Strengthening prevention efforts and/or reducing the future effect of a similar or related outbreak through improved school water, sanitation, and hygiene facilities and management.

Source: (MoGE, 2020a).

4.3 Budgetary Implications for Implementation of the Education Contingency Plan

Education is seen as catalytic in fighting poverty and hunger (Masaiti, 2018). The Zambian government prioritized the education indicators: equity, efficiency, access, and quality in its COVID-19 response plan, allocating additional funds to ensure continuity of learning. A US\$10 million emergency grant from GPE supported these strategies. With

additional support from other cooperating partners, a supplementary budget was drawn to facilitate the implementation of activities for the COVID-19 Response Plan as shown in Table 1 below:

Table 1: Summary of Education Sector Estimated Cost of Activities

Implementation Phase	Estimated Cost (in ZMW)	Available	GAP
Emergency response	167,910,539	61,530,361	106,380,178
Early recovery stage	197,406,000	0	197,406,000
Post recovery system strengthening	161,835,000	0	161,835,000
Total	527,151,539	61,530,361	465,621,178

Source: [MoGE - Education COVID response and Recovery Plan 2020](#).

4.4 Implementation of the Education Contingency Plan

Following the six months closure of schools, the Ministry of General Education recommended a blended approach for school reopening in September 2020, allowing face-to-face instruction for examination classes Grade 7, 9, and 12, while online resources and local television and radio lessons remained available for non-examination classes (Save the Children 2020). UNESCO collaborated with Zambian partners to develop guidelines for the reopening of schools, focusing on safety precautions to mitigate COVID-19 risks to students, teachers, and communities (UNESCO, 2020a).

The reopening of schools was contingent on adherence to COVID-19 prevention measures and MoE requirements, including social distancing, handwashing facilities, and proper use of face masks (UNOCHA, 2020). Teachers, students, and the general public were made more aware of the coronavirus through community-based programmes that encouraged health-seeking behaviour. In order to achieve this, the Ministry of Health worked with the MOH/health promotion unit to ensure that over 9.1 million people were exposed to COVID-19 messaging on prevention and access to services through radio, TV, social media, and ICE materials including posters/fillers and billboard campaigns. Through RCCE activities, at least 2.5 million people were involved in COVID-19 in order to encourage handwashing, social isolation, and the proper use of masks. Working together with the Lusaka District Health Office, a 30-day COVID-19 media campaign was carried out in Lusaka between September and October (UNOCHA, 2020).

The Ministry of Education implemented strategic measures to improve service delivery quality and efficiency, including system strengthening and teacher readiness for remote instruction. Initiatives focused on increasing digital literacy among teachers, instructors, and students to incorporate ICTs into teaching and learning. It was also necessary to build teachers' capacity at all levels in technology-enhanced learning approaches by conducting training to guarantee that educators were equipped to teach using technology with a focus on: (i) capacity building of teachers and managers in M & E for AMEP and development of M & E guidelines (ii) online Continuous Professional Development (CPD) for teachers/facilitators were held in AMEP centres so that teachers

in AMEP centres are equipped with knowledge and skills to facilitate learning through AMEP; (iii) plans were also put in place to create video conference facilities at headquarters (HQ), the Provincial Education Office (PEO), and the office of the District Education Board Secretary (DEBS). Additionally, (iv) plans were made to train 350 teachers in the screening and early identification of children with special education needs (CSEN); and (v) to purchase video conference equipment for provincial and district centres to enhance timely information sharing from top to bottom and bottom to top (MoGE, 2020b, 2020a).

4.5 Implementation of Alternative Learning Modalities

The COVID-19 pandemic prompted educational institutions in Zambia to explore online and distance learning platforms at various levels, including Early Childhood, Primary, and Secondary Education.

4.5.1 ECE, Primary and Secondary Levels

UNICEF mapped educational content available from early childhood to secondary education before school closure on March 20, 2020. Results showed the Directorate of Open and Distance Education created ECE content for interactive radio programs in three of the seven local languages. The Zambia College of Distant and Open Education created materials for distance learning, with radio and television as potential learning platforms (MoE, 2020b).

4.5.2 Tertiary Education - Transforming Online and Blended Learning beyond COVID-19

Colleges and universities gradually shifted to e-learning at the tertiary level, followed by blended learning (Mukute et al., 2020) Google Meet, Zoom, Astria, Moodle, and other well-known online services have since been adopted as alternative modes of learning platforms.

4.5.3 Television and Radio Lessons

Support for diverse teaching methods was necessary for ongoing learning. For instance, UNESCO provided MoGE technical and financial assistance to develop radio and television lessons for ongoing learning. TV lessons were accessible on GOTV, DSTV, and Zambia National Broadcasting Cooperation. MoGE also collaboratively worked with Community Radio Stations to support learners in rural. (UNESCO, 2020b).

4.5.4 E-Learning Platforms

The Ministry of General Education further established an e-learning portal and smart revision platform. The portal offered electronic educational content. This platform included past exams and potential solutions, giving students feedback (UNESCO, 2020a). Mamun, et al (2022) acknowledges that the outbreak of the COVID-19 pandemic forced

education institutes to shift modes of learning to an internet based online delivery mode as a critical copying strategy for the education sector.

5. Implications of COVID-19 on the Education Sector

The lockdown measures, including limiting international travel, limiting public meetings, and requiring face masks, negatively impacted social and economic sectors, particularly education.

From the economic point of view, the COVID-19 pandemic had significantly impacted global economies, causing a decline in productivity, investment, trade, and capital formation. Zambia's real GDP growth was particularly projected to have declined from 1.5 percent in 2019 to 3.5% in 2020 (World Bank, 2020). The pandemic also brought about a high cost of living as prices for essential goods keep raising due to high cost of production. Many families had experienced reduced income, making it challenging for them to support their children's education and provide necessary resources for distance learning.

While the untimely closure of schools was a preventive measure to contain the spread of the pandemic, it had adverse consequences on the education system affecting millions of students globally. UNICEF's (2021) report revealed that Zambia's school closures impacted over 4 million learners. The Zambian education sector faced numerous challenges during the pandemic has highlighted below:

- **Access**

The 1996 Education Policy and Education Act of 2011 acknowledge education as a human right. Zambia has made considerable progress in education achieving a near-universal primary enrolment and completion (UNESCO, 2019). However, the COVID-19 lockdowns disrupted learning and limited access to quality, safe, and inclusive education environments, thus, negatively impacting the gains (Inter-agency Network for Education in Emergencies (INEE), 2020; United Nations, 2020). School closures disrupted academic calendars and learning time, affecting digitally illiterate learners. Despite agility in shifting online modules, the shift primarily favored digitally literate learners with access to virtual learning platforms (Anifowoshe et al., 2020). The 2018 national survey by the Central Statistical Office revealed a digital divide with only 32.9% of households, including urban residents and rural residents, having access to electricity indicating limited use of ICT for continuity learning. The survey further showed that 40.8 percent of households in urban and rural areas own a working radio, 37.0 percent had a working television, 8.1% own a computer, and only 6.8% of individuals aged 10 and above knew how to use a computer (Central Statistics Office, CSO, 2018). Studies elsewhere showed that children from Low-income families lacked suitable learning environments, impacting motivation and school attendance, and potentially exposing them to adversities. (Anifowoshe et al, 2020; MoGE, 2020a, 2020b). In this regard, there was fear that a number of children may

not return to school due to loss of interest, lack of motivation, and child labor engagement, and economic hardships and might have ended up prioritizing income generation over learning participation (UNOCHA, 2020; Mukute et al, 2020).

- **Equity**

Prolonged school closures negatively impacted equity, increasing vulnerability to vices like teenage pregnancy, sexual abuse, and child marriage, particularly among girls, a serious concern for education in emergencies (UNESCO (2020; Inter-agency Network for Education in Emergencies (INEE), 2020; United Nations, 2020). Furthermore, students with impairments faced challenges in transitioning from traditional face-to-face education to online and virtual platforms, which presented an additional obstacle to access. The transition to virtual learning also led to a digital divide, with children with disabilities and those in rural areas lacking Assistive Technology and ICT infrastructure being excluded from the learning process, resulting in limited access to e-learning platforms. This situation was widespread in sub-Saharan Africa where the proportion of households with internet connectivity is as low as 20% (UNESCO-IESALC, 2020). Sub-Saharan Africa's internet access rate is 18%, while household computer access is only 11%, indicating limited access to e-learning platforms among learners (UNESCO, 2020b)

- **Quality**

Policy measures have particularly been intense to ensure the provision of quality education over the years (World Bank: Teachers Thematic Group, 2020). However, the speed at which learning modalities were changed from face to face to virtual platforms meant that teachers did not have adequate time to prepare to adapt to the modalities of virtual and distance teaching, managing virtual spaces and classes, engaging students in innovative ways of learning (ILO Sectoral Brief, 2020). Additionally, not all curricular materials especially those that required practicum were easily integrated and adapted to virtual and online platforms making it difficult for teachers to effectively teach complex concepts through non-interactive virtual lessons (UNOCHA, 2020; Mukute et al., 2020)). In addition, most schools in rural areas are under-resourced and ill-equipped to provide support to the students learning at home and parents were unable to support children's learning. This somewhat broadened the equity gap between those who could afford virtual learning and those who could not, potentially leading to life-long negative impact (UNOCHA, 2020). Related to this, curricular materials for lower primary school level that required translation in the seven local languages had not been integrated in the online platform in a translated format. Although teachers had undergone training on online teaching, there was need to provide a set of online teaching resources for use in online and virtual teaching methodologies (UNESCO IESALC, 2020. Nonetheless, with cases of covid-19 reducing, blended learning was introduced which provided opportunities to face

to face learning. At early childhood level, the extended school closures restricted access to early childhood education resulting in learning loss among young children. Many children were unable to engage in formal learning activities during this time.

- **Efficiency**

Efficiency is measured through two parameters, namely: Internal and External efficiency (Masaiti, 2018). External efficiency deals with the extent to which the educational system produces the necessary skills for the smooth running of the economy and society in a broader sense. Internal efficiency is concerned with productivity in terms of the relationship between inputs and immediate goals (output) in education, such as the number of graduates that complete a given education cycle (at different levels), the quality of education, and the extent to which desired learning outcomes are met. For achieving education efficiency during COVID 19, there was a great need of increasing the proportional budget to the education sector especially those related in order to achieve the expected outcomes. During COVID 19 the quality of education in Zambia like other parts of the world was hugely affected because of the inherent disruption of providing education in an emergency. The closure of schools has also had a significant impact on teachers in Zambia. Many teachers have had to adapt to new forms of teaching, such as online or distance learning, which presented significant challenges. A survey conducted by UNICEF (2021) indicated that many teachers reported a lack of training and support in using digital technologies for teaching, as well as challenges with reaching and engaging with students through online platforms.

6. Key Learnings

The impact of COVID-19 on the education system in Zambia has led to several key learnings:

- **Digital divide**

The pandemic has highlighted the importance of digital technology in education. Many schools in Zambia have had to adopt online or distance learning methods to continue providing education to students during the pandemic. However, the limited access to digital technology and internet connectivity in many rural parts of the country presented significant challenges with regard to access to e-learning platforms highlighting the digital divide in education sector.

- **The need for teacher training and support**

Zambian teachers faced challenges in utilizing digital technologies, particularly during virtual learning, due to inadequate training and support, highlighting the need for improved training.

- **The importance of social and emotional support**

The pandemic had significantly impacted students, teachers, and families' mental health, necessitating the integration of social and emotional support into the education system for emergency situations.

- **The need for flexibility and adaptability in education delivery**

Lessons from the pandemic highlight the need for schools and education systems to adapt, adopt new teaching methods, and implement safety measures to protect learners and teachers.

- **The importance of collaboration**

The pandemic underscored the importance of collaboration among government, partners, civil society organizations, and the private sector in enhancing the educational system through financing, development, and implementation of programmes.

7. Conclusion and Recommendations

In conclusion, the COVID-19 pandemic has had significant impacts on the education system in Zambia. School closures, disruptions to learning, and challenges with online and distance learning have all had far-reaching consequences for students, teachers, and families. Key learnings include the importance of digital technology, teacher training, social and emotional support, flexibility, adaptability, and collaboration among stakeholders. These lessons can inform future policies and programs.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Beatrice Matafwali is an Associate Professor at the Department of Educational Psychology, Sociology and Special Education, University of Zambia, Zambia. Her research work spans Neuro-developmental Disorders, Early Childhood Development, Early Literacy, Inclusive Education, Child Assessment, and Child Rights.

Gift Masaiti (PhD) is an Associate Professor of Economics and Management of Education at the University of Zambia, Zambia. He has fairly published, consulted and has practical interest in Educational Financing, Higher Education, Educational Planning, Monitoring and Evaluation in Education and Public Policy among others. He is the founding editor in chief of the *Zambian Journal of Educational Management, Administration and Leadership (ZJEMAL)*. He has been involved in numerous collaborative projects and networks locally and internationally. He served as Dean in Charge of Research at the University of Zambia, and currently serves as an external examiner for universities in Africa, Asia and Europe.

Google Scholar: <https://scholar.google.com/citations?user=RB6sSWIAAAAJ&hl=en>

References

- Anifowoshe, O., Aborode, A. T., Ayodele, T. I., Iretiayo, A. R., & David, O. O. (2020). *Impact of COVID-19 on Education in Sub-Saharan Africa*. <https://doi.org/10.20944/preprints202007.0027.v1>
- Central Statistical Office. (2018). *Zambia Demographic Health Survey*.
- ILO Sectorial Brief. (2020). *ILO Sectorial Brief* (Issue June).
- Inter-agency Network for Education in Emergencies (INEE). (2020). *Technical Note: Education during the COVID-19 Pandemic*. (Issue April).
- Mamun, M. A., Hossain, M. A., Salehin, S., Hossain Khan, M. S., & Hasan, M. (2022). Engineering Students' Readiness for Online Learning Amidst the COVID-19 Pandemic: Scale Validation and Lessons Learned from a Developing Country. *Educational Technology & Society*, 25 (3), 30-45.
- Matafwali, B., & Bus, A. G. (2013). Lack of familiarity with the language of instruction: A main cause of reading failure by grades 1 and 2 pupils in Zambia. *Insights of Learning Disabilities*, 10, 31-44.
- Matafwali, B., & Chansa-Kabali, T. (2017). Towards sustainable access to early childhood development in Zambia: Re-envisioning the role of community based early childhood programs in promoting school readiness. *Creative Education*, 8(6), 901-911.
- Masaiti, G. (2018). 'Education as Currently Provided in Zambia' in *Education in Zambia at 50 Years of Independence and Beyond: History, Current Status and Future Prospects*, UNZA Press, Lusaka.
- MoGE. (2011). *Education sector National Implementation Framework III*.
- MoGE. (2020a). *Republic of Zambia Ministry of General Education Contingency Plan for Novel Coronavirus (COVID-19)*.
- MoGE. (2020b). *Zambia develops an education contingency plan for COVID-19 and the post-pandemic era* | United Nations Educational, Scientific and Cultural Organization. http://www.unesco.org/new/en/member-states/single-view/news/zambia_develops_an_education_contingency_plan_for_covid_19_a/
- Mukute, M., Burt, J., Francis, B., & de Souza, B. (2020). Education in Times of COVID-19: Looking for Silver Linings in the Southern Africa's Educational Responses. *Southern African Journal of Environmental Education*, 36.
- Nations, U. (2020). *Socio-Economic Response to Covid-19 in Zimbabwe A Framework for Integrated Policy Analysis and Support*.
- Onyema, E. M., Eucheria, N. C., Obafemi, F. A., Sen, S., Atonye, F. G., Sharma, A., & Alsayed, A. O. (2020). Impact of Coronavirus pandemic on education. *Journal of Education and Practice*, 11(13), 108–121.
- Save the Children. (2020). *Save the Children: 'Outbreak could cause millions of children to suffer for years to come'* | Save the Children International. <https://www.savethechildren.net/news/save-children-'outbreak-could-cause-millions-children-suffer-years-come'>

- UNESCO-IESALC. (2020). *COVID-19 and higher education: Today and tomorrow*.
- UNESCO. (2020a). *COVID-19 Educational Disruption and Response*.
<https://en.unesco.org/news/covid-19-educational-disruption-and-response>
- UNESCO. (2020b). *Startling digital divides in distance learning emerge*.
<https://en.unesco.org/news/startling-digital-divides-distance-learning-emerge>
- United Nations Children's Fund (2021). *Zambia: Education in the time of COVID-19*. Retrieved from <https://www.unicef.org/zambia/stories/zambia-education-time-covid-19>
- UNOCHA. (2020). *Zambia Situation Report, 9 December 2020 - Zambia* | ReliefWeb.
<https://reliefweb.int/report/zambia/zambia-situation-report-9-december-2020>
- World Bank: Teachers Thematic Group. (2020). *Three principles to support teacher effectiveness during covid-19*. May, 1–8.
- World Bank. (2020). *Development Projects: Zambia COVID-19 Emergency Response and Health Systems Preparedness Project - P174185*.
<https://projects.worldbank.org/en/projects-operations/project-detail/P174185>
- World Vision. (2020). *Policy Brief: COVID-19 & its Impacts on Children's Education in Zambia* | Zambia | World Vision International. <https://www.wvi.org/publications/policy-briefing/zambia/policy-brief-covid-19-its-impacts-childrens-education-zambia>

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).