

REVIEWER'S REPORT

Manuscript No.: IJAR-53044

Date: 30-07-2025

Title: Exploring stakeholdersTM perceptions on the quality of initiatives for fostering sustainable learning during COVID-19: Implications for Future Practice

Recommendation:

Accept as it isYES.....

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality			✓	
Clarity		✓		
Significance		✓		

Reviewer Name: Mir Jaffar

Reviewer's Comment for Publication.

Summary of Content:

The study investigates stakeholders' perceptions of initiatives implemented at the national level to sustain learning during the COVID-19 pandemic. It highlights how the abrupt transition from traditional schooling to remote and digital learning disrupted educational continuity worldwide but also served as a catalyst for transformation in teaching and learning methods. The research focuses on evaluating the quality, effectiveness, and sustainability of these initiatives through the lens of stakeholder perspectives. The findings aim to inform the development of alternative learning strategies suitable for both crisis situations and normal educational contexts.

Strengths:

- The study addresses a globally relevant issue by focusing on the unprecedented challenges the COVID-19 pandemic posed to educational systems.
- It emphasizes sustainable learning, framing the pandemic as both a disruption and an opportunity for lasting innovation in education.
- Stakeholder perspectives provide a comprehensive view of the effectiveness of national-level initiatives, enhancing the study's relevance.

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- The abstract links initiative quality, learning outcomes, and sustainability, ensuring a clear scope and purpose for the research.

Scientific Quality:

The manuscript is grounded in current literature, citing studies that address infrastructure gaps, digital literacy challenges, and the psychosocial impact of school closures. It clearly articulates the multifaceted barriers to effective remote learning, particularly in developing nations, and ties these to broader systemic issues.

Relevance and Impact:

The study is highly relevant for educators, policymakers, and institutions seeking to strengthen resilience in education systems. Its focus on sustainable learning practices highlights long-term benefits beyond pandemic recovery, making the research valuable for future educational planning.

Overall Evaluation:

The manuscript provides a comprehensive and timely examination of stakeholder perceptions of educational initiatives during the COVID-19 pandemic. By addressing quality, outcomes, and sustainability, it contributes meaningfully to discussions on educational innovation and preparedness for future disruptions.