Distance Learning
In the Arab World
Report on the Response of Arab Countries to Educational Needs during the COVID-19 Pandemic

July 2020
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Introduction

The education systems in many countries have faced ample of challenges that emerged due to the COVID-19 pandemic as of the beginning of March 2020, which led to lockdown and closure of schools and universities. As a result, 86 million learner in Arab countries schooling were interrupted.

As such, Arab countries found themselves forced to choose between two options, either to use distance learning or don’t provide education at all. Majority of countries have headed towards distance learning, to ensure the continuity and management of the teaching and learning.

After three months of distance learning, it was necessary to evaluate this experience in its various aspects and to identify the most critical challenges faced, in addition to providing solutions that would advance the process of distance learning and its outcomes.

In this regard, the UNESCO Regional Bureau for Education in the Arab States in Beirut was keen on benefiting from the opinions of all targeted educational stakeholders who have not participated before in similar questionnaires. In an aim to obtain a wider and a comprehensive view, therefore, specially designed questionnaires were sent to each of:

- The members of the Ministry of Education and supervisors of the distance learning process in Arab states
- Principals and directors of schools, institutes, high schools and universities in Arab states
- Teachers
- Parents
- Learners

The questionnaires discuss in detail many educational, technical and executive aspects and follow-up mechanisms that were adopted by the members of the Ministry of Education to manage the distance learning process and the difficulties and obstacles which pose a challenge to them. In addition, the forms of technical support and training that accompanied the administrative and educational entities; as well as the digital educational content, how to present it to learners and the forms of education that have been adopted by countries to ensure the continuation of the learning process. The questionnaires covered the following units:

- Unit 1: techniques and tools used in the distance learning process
- Unit 2: challenges and obstacles that face the distance learning process
- Unit 3: creation of the training content for learners
- Unit 4: evaluation in the distance learning process
- Unit 5: training educational institutions and learners on the distance learning process
- Unit 6: management and follow-up of the distance learning process
- Unit 7: a general evaluation of the practice of distance learning
This report was held in Arab countries according to three levels: Countries with advanced technical capabilities, countries with intermediate technical capabilities and countries suffering from crises and are considered countries with minimal technical capabilities.

UNESCO conducted this survey using the Arabic language, and addressed the governmental / formal educational institutions in schools, high schools, institutes and universities, during the period between the 2nd of June and the 12th of June 2020. Several Arab countries responded to the questionnaire were a total of 13483 participants have submitted responses. The Arab countries that have participated in this survey are the following:

Jordan, United Arab Emirates, Bahrain, Tunisia, Algeria, Saudi Arabia, Oman, Sudan, Syria, Somalia, Iraq, Palestine, Qatar, Kuwait, Lebanon, Libya, Egypt, Morocco and Yemen.

Note: Given the importance of the topic and the spread of the questionnaire on the various platforms of UNESCO, answers were received from other countries such as Canada, India, Britain, Spain, Pakistan, Bangladesh, Iran, and Indonesia. However, despite its importance, it was not taken into account in the results, as the report was only targeting Arab countries (the subject of the study). It should be noted as well, that the UNESCO had conducted similar questionnaires related to distance learning, which will be mentioned later within this report.

- **Unit 1: technologies and tools adopted during distance education in the COVID-19 pandemic:**

  Emphasis was placed in this topic on the various forms and techniques adopted by the Arab countries to ensure that education reaches all learners and that options available to learners to pursue their academic achievement.

  The answers were according to the questionnaires as follows (Table 1)

| Percentage of the usage of the various technologies by entities concerned with distance learning |
Table 1

These ratios differ according to the technical capabilities of countries, and the following chart (Diagram 1) shows how these ratios were distributed:

Diagram 1

The results showed the various technologies and tools adopted by the ministries of education in the Arab countries to deliver educational content to learners and to ensure the continuation of education after the lockdown. The integration of various forms of education through platforms and electronic applications include: (Teams, Blackboard, Zoom, Skype, Google Classroom, Moodle, Edmodo), in addition to adopting TV and radio broadcasts and social media (WhatsApp, Telegram, Facebook Group) were heavily adopted in the educational process; while some countries maintained the delivery of educational materials and content in paper form, especially for learners who have technical difficulties.
This indicates the aspiration of countries to ensure the continuity of the educational process by using the various means available within the capabilities of countries and their logistic and technical conditions.

The results of this questionnaire are consistent with the results of another UNESCO study on vocational and technical education during the COVID-19 pandemic:

(TMVT Learning in the Context of the Covid-19 Pandemic: Turning Crisis into Opportunities) This indicates that those in charge of the educational process relied on various available means to deliver educational and training materials to learners, taking into account countries that suffer from either low technological capabilities or even absence of it in some regions of the Arab countries, where they relied on devices such as Television, radio, mobile phone and regular e-mail, as well as some educational platforms when possible.

Unit 2: the challenges that faced the process of distance learning:

The study aimed, through questionnaires addressed to the various sectors involved in the educational process, to identify the challenges and obstacles that face the process of distance learning in its various aspects, including the level of infrastructures in terms of the speed of Internet and the ability of the network to withstand pressure. In addition to the availability of electricity, or on the psychological level including the readiness of both the educational staff and learners for the sudden transition towards distance learning during the Corona pandemic; or at the educational and technical levels in terms of training and adequate qualification of technological and technical skills for teachers, the availability of training content and how to follow and manage the process of distance learning.

The responses to the questionnaires on the above mentioned topics can be summarized as follows:

First: Infrastructure:

Satisfaction with the infrastructure varied in terms of internet speed, as 62% of teachers in medium-tech countries indicated that poor infrastructure (in terms of internet speed) was a major obstacle affecting learners ability to join virtual classes, while 47.3% of teachers in technically advanced countries suffer from infrastructural problems regarding the weakness of the network, which cannot bear the entry of a huge number of learners simultaneously. On the other hand, 51.4% of teachers in countries experiencing crises and conflicts complained of the lack of internet networks. Simultaneously, some remote areas in a number of countries have suffered the same issue.

The following chart (Diagram 2) shows the percentages of issues in terms of infrastructure:
The results of the study showed that the weakness of the infrastructure caused a serious obstacle that prevented some learners from pursuing their education and following up with their semesters / classes. For example, in some countries, at least half of learners were unable to pursue distance learning due to power outages or lack of internet coverage. On the other hand, more than half of learners suffered from weakness in the network coverage and responses indicated differences in network coverage between cities and remote areas.

Diagram 2

In a similar study conducted by UNESCO, (Survey for youth, parents, and NGOs in the Arab states in response to COVID-19) More than half of the participants in the study (54%) reported the presence of the required infrastructure of electricity and internet connection.

Second: The availability of devices for learners:

In this topic, learners were asked about the availability / unavailability of devices that enable them to follow up on their lessons and classes and were asked about the quality of these devices that they used for distance learning.

The learners' responses came as follows:

61% of learners used Laptops to follow up on their lessons
36.3% of learners used mobile phone and tablet devices for the follow up, and
12.2% of them share devices with the rest of the family.

These proportions align with a similar study conducted by UNESCO at the level of the Arab world, (Survey for youth, parents, and NGOs in the Arab states in response to COVID-19) where about 80% of learners reported that they were able to pursue education using Internet through mobile phones or laptops, while about 12% of learners reported that they continued the learning process through television, since they do not have any other special devices.
The following chart (Diagram 3) shows the ratios of the various devices used to pursue distance learning:

![Diagram 3](chart.png)

These percentages show that the majority of learners in the Arab states were able to pursue academic achievement through the availability of at least one device, whether through a mobile phone or through a computer, while a problem arose among a group of learners that were sharing devices with family members, which results in inconsistencies in the schedule to follow-up classes. Also, attention needs to be given to those who did not have devices that enabled them to follow up on receiving distance learning, so the alternative was through Television broadcasting.

**Third: the readiness of the educational staff and the level of technical skills:**

In light of the sudden lockdown of schools and universities and the transition to distance learning, it was necessary to check for the readiness of the educational staff for this rapid and unplanned transition, whether on the psychological level resulting from the consequences of the COVID-19 pandemic or in terms of possessing technical and technological skills that enable them to facilitate distance learning. Responses to this aspect varied between the ministries and departments concerned on one hand and the teachers themselves on the other. According to the opinion of supervisors in the Ministry of Education, 37.5% of teachers were not psychologically and technologically ready to transition to distance learning. According to the principals of educational institutions, 41.5% of teachers were not ready at the level of digital skills required to keep in pace with the distance learning process and the principals also agreed that 56.1% of teachers have an inappropriate home environment for distance learning.
As for teachers, 38.7% of reported that they had experienced technical and technological problems to keep up with the educational process, while 12.7% of them felt that they were not ready for this sudden transition.

<table>
<thead>
<tr>
<th>Percentage of readiness of the educational staff(%)</th>
<th>Ministry of Education</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-preparedness at the psychological level</td>
<td>62.5</td>
<td>73.2</td>
<td>87.3</td>
</tr>
<tr>
<td>Preparedness at the level of technological skills</td>
<td>35</td>
<td>48.5</td>
<td>61.3</td>
</tr>
<tr>
<td>Preparedness at the level of the preparation of digital content</td>
<td>62.5</td>
<td>65</td>
<td>72</td>
</tr>
<tr>
<td>Preparedness at the level of the appropriate home environment for distance learning</td>
<td>37.5</td>
<td>43.9</td>
<td>68</td>
</tr>
</tbody>
</table>

Table 2

The following graph (Diagram 4) shows percentage of preparedness of the educational staff according to the opinion of each entity:

Diagram 4

These results showed that the majority of teachers see themselves ready to transfer to distance learning, but more than a third of them were suffering from lack of technical and technological skills, while ministries of education and principals
believe that teachers may need extra effort in terms of technology and skills, and this indicates that teachers in the Arab world may be adapted today to educational applications and distance learning techniques, however, supervisors and administrative authorities see that more guidance and direction may be necessary to improve the educational process.

In a similar UNESCO study on distance learning, (UNESCO COVID-19 Education Response) vocational and technical education faced a unique challenge in "competence". Since vocational and technical education are based on two parts. The first is the educational content and educational goals, while the second is the competencies, as the learner's competence must be measured in terms of practice, here the question was on how to assess the skill "remotely."

💡 **Unit 3: Creating digital educational content and various sources of educational materials**

The educational content was an important area in the distance learning process. Therefore, questionnaires examined the nature of the educational content that was used, preparation methodology and whether they have benefited from private companies or publishing companies in this field, or were the personal efforts of the teachers sufficient? Did they benefit from the available open educational resources (OER)?

In one country, a data base was specialized for the kindergarten stage and the first cycle of basic education was formed to provide teachers and learners with the necessary educational materials and they were uploaded on platforms such as Google Classroom, and in another trial a self-learning program SLP was launched where educational experts design training materials (videos, worksheets, educational games, contests) and secure them on Google Drive.

The responses to these questions varied and can be summarized as follows (Table 3):

<table>
<thead>
<tr>
<th>Various sources of educational content(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content prepared by the ministry</td>
</tr>
<tr>
<td>Ready sources from the internet</td>
</tr>
<tr>
<td>Digital content prepared by the teacher</td>
</tr>
<tr>
<td>Video and audio clips prepared by the teacher</td>
</tr>
<tr>
<td>Readymade Digital books</td>
</tr>
<tr>
<td>Others</td>
</tr>
<tr>
<td><strong>Ministry of Education</strong></td>
</tr>
<tr>
<td>75</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>37.5</td>
</tr>
<tr>
<td>62.5</td>
</tr>
<tr>
<td>37.5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>
The following chart shows the different sources that were used as educational content from the viewpoint of the various stakeholders involved in the educational process (Diagram 5).

![Diagram 5]

The survey results show that the open educational resources available online made up at least half of the educational content that was delivered to the learners during the period of the lockdown and a noticeable effort also appears by the teachers themselves in preparing and recording audio and video clips, as well as designing digital lessons. Moreover, it was noticed the diversity of the educational resources and the various forms in communicating them to learners. This indicates that the educational bodies and managements have made several efforts on more
than one aspect to ensure the delivery of educational content to the learner and thus to ensure the continuation of the learning process.

A similar study by UNESCO, (UNESCO COVID-19 Education Response), mentioned a shortage of educational content for learners with learning difficulties and those with special needs, as 60% of the teachers participating in the questionnaire stated that the educational content was not allocated or adapted to suit people with special needs. In addition, 52% of surveyed teachers mentioned, that there was a lack of applied and laboratory materials for vocational and technical fields, where simulation and applied training programs were used in addition to the multimedia, resources and digital books available from open sources.

❖ Unit 4: Assessment during the distance learning process:

The process of assessment and evaluation of the achievements was a challenge in the distance learning process, in terms of ensuring transparency and promotion standards. Many countries deliberately changed plans, by postponing and / or amending.

The questionnaires focused on several aspects of the evaluation process, such as asking about the extent of how mandatory assessments are during the distance learning process, the forms and various assessment tools that were adopted, and the objective of the assessment and whether it is a criteria for the promotion from one class to another.
The responses received can be summarized as follows (Table 4)

<table>
<thead>
<tr>
<th>Assessment of the distance learning process(%)</th>
<th>The extent of how obligatory the evaluation</th>
<th>The evaluation was adopted as a measure for success and failure</th>
<th>The evaluation is motivational and for learning</th>
<th>The results are analyzed and built upon</th>
<th>Online assessments were conducted</th>
<th>The evaluation was a research / project / article</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education</td>
<td>62.5</td>
<td>75</td>
<td>62.5</td>
<td>62.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Principals</td>
<td>90</td>
<td>58.5</td>
<td>70.7</td>
<td>73.2</td>
<td>73.2</td>
<td>36.3</td>
</tr>
<tr>
<td>Teachers</td>
<td>94.3</td>
<td>63.5</td>
<td>65.4</td>
<td>91.3</td>
<td>82.5</td>
<td>39.3</td>
</tr>
<tr>
<td>Learners</td>
<td>-</td>
<td>56</td>
<td>55</td>
<td>-</td>
<td>80.9</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Table 4

The following chart shows the various forms of assessments that were deployed during the distance learning process (Diagram 6)

![Diagram 6](chart.png)

The results of the survey showed that all groups concerned with the educational process were very interested in the evaluation process and most of teachers used various forms for assessment, so they adopted direct evaluation during the educational process, in addition to electronic assessments through electronic applications such as Forms, Kahoot, Quizlet. Furthermore, the ministries,
principals and teachers all considered that the assessment is for the purpose of learning and a way to increase learner’s motivation.

It should be noted that, in a similar study by the UNESCO on the subject of evaluation (UNESCO COVID-19 Education Response), it was found that 40% of educational institutions made an amendment to the dates of exams and scheduled tests, and 13% of the same sample made cuts on the curriculum. Moreover, 20% of the institutions conducted the scheduled exams through Online Summative Assessments and some countries (16%) delayed the scheduled exams till the beginning of the next semester / academic year with the re-opening of educational institutions.

Unit 5: Supporting teachers and learners and building their skills and techniques:

The teacher plays a pivotal role in the process of teaching and learning, such as communicating and motivating learners, preparing content and working to achieve educational goals - at a distance - by diversifying strategies and means. As such, it was important to train teachers and assist them during the process of distance learning. Teachers were asked about the most important training topics they have received in this regard, in addition to assess the impact of the training, and whether they think the training period was sufficient or did they need more effort and time in this area?

First: Training teachers and learners about the process of distance learning

In this regard, both the teacher and the learner were asked about the training they have received to continue with distance learning, was it a systematic effort by the ministry or the educational institution to which they belong to, or was it a self-effort through online research and workshops?

The responses came as follows:

- According to the Ministry of Education:
  25% reported training trainers by the Ministry of Education to follow up with teachers about distance learning, 62.5% indicated that educational bodies were trained on the most important topics of distance learning, while 12.5% stated that teachers did not receive any training in this regard and they relied on Teachers’ own capabilities.

- According to the principals of schools, institutes and universities:
  78% of the principals reported that support teams were formed from within the educational institution to support the teachers and solve the problems they face, 7.3% of the total sample indicated that the teachers did not receive any training on
distance learning topics; in addition, 14.7% reported that they have contracted with special training institutions to follow up with teachers.

- According to educational institutions 87.8% of the teachers who have participated in the questionnaire stated that they have received trainings on the different topics of distance learning by their institutions, and 37.8% of the same sample reported that they have made personal efforts to search for resources, videos, and courses on distance learning, and 8.9% of the teachers said that they did not receive any special training on technical skills and distance learning topics.

- According to learners: 44% of the learners reported that they received training by their institutions on the topics of distance learning and 18.2% of the total sample reported that they searched for online videos to assist them. Whilst, 27.2% of them also reported receiving guidance from their teachers to continue their education, while 10.3% of the learners stated that they have not received any special training on technical skills and distance learning topics.

**Second: Training topics related to distance learning**

The teachers were asked about the topics and titles they have received trainings and follow-up on during the distance learning period. The topics according to the responses of the teachers participating in the questionnaire are as follows (Diagram 7)

**Third: About the training period**

According to the Ministry of Education, 66.7% of the survey respondents stated that the training period was sufficient to follow the distance learning process by
teachers, and 40% of the same sample stated that the training effect was evaluated among the teachers. According to school and institute principals, 70.3% indicated that the training period was sufficient and 73.7% of the same sample stated that the training effect was evaluated among the teachers. As for the teachers, 55.3% of the respondents indicated that the training period was sufficient and 78.3% of the total respondents stated that the training effect was evaluated.

The survey results show that the majority of teachers received training and qualification on basic addresses related to distance learning, such as managing virtual classes and conducting electronic tests. However, teachers believed that they needed additional qualifications, as about half of them mentioned that the training period was not sufficient in their opinion. This also indicates that the supervisors of education in the Arab world has given great attention and training to distance learning, with varying proportions between countries, but perhaps more could have been done in this field.

- Unit 6: the management and follow-up of the distance learning process:

Emphasis was put in this unit on the mechanisms and means adopted by the supervisory authorities in the ministries of education to manage and monitor distance learning. Hence, questions were directed to the supervisors in the ministries of education and to administrators and teachers were about fixed reports and the mechanism of their submission to officials, and about the forms of communication - if it occurs - between school administrations and institutes on one hand, and between parents, on the other. This is in an aim to identify the problems that they may encounter and work to solve them.

First: Reporting to officials involved in overseeing distance learning

- According to the ministries of education, 62.5% of the survey respondents stated that the monitoring and guiding agencies in the ministry have developed standard forms for reports that illuminate the progress of work and are continuously submitted by teachers, while 37.5% said that there were no regular reports submitted to the ministry in this regard. 75% of respondents indicated that the Ministry has clear numbers and statistics on the number of learners following distance learning and 62% of respondents stated that the Ministry formed technical and administrative teams to follow up on the distance learning process.

- According to the principals, 63% mentioned that the administrations in schools and educational institutions were looking at the reports on a weekly
basis, and the lesson plans were reviewed by the concerned coordinators, while about 37% said that it was up to the teachers.

60% of the survey respondents stated that supervisors and coordinators were attending virtual classes, while 37.5% said that follow-up was done orally between teachers, coordinators, and the administration to follow up the proper progress of affairs.

- For teachers, 75% of the survey respondents stated that they provided their departments with fixed reports on the whole process of distance learning on a weekly basis, while 17% of the same sample provided oral communication to follow up on matters and 8% stated that they were not asked to provide any reports on Distance learning.

The results of the questionnaire shows that there was a follow-up on the educational process by departments and supervisors; in addition to the supervisory staff in the ministries of education, as well as for teachers (more than two thirds), while a limited percentage of teachers thought that oral communication was enough to follow up on the progress of the process.

**Second: Communicating with learners and parents**

In this aspect, the focus was on communication between the education system on one hand, and learners and their parents on the other hand, and how was this communication done?

According to teachers participating in the questionnaire, 85.9% of them answered that they were communicating with the learners regularly, they asked about problems facing them and worked to develop possible solutions for that. While
about 14% of teachers reported that there is no communication between the them and the learners.

58.3% of learners’ parents participating in the questionnaire stated that they were contacted by the educational institutions, their academic situation was deliberated and they were notified if their children did not attend virtual classes, while about 22% of parents indicated that the communication was occasional and irregular, and 18.2% of them answered that there was no communication with teachers or school administration in this regard.

The means of communication with parents during the COVID-19 pandemic were varied as follows (Diagram 8).

Diagram 8

**Impact of distance learning on achieving goals and learning outcomes:**

In this section, the focus was on how easy it is to achieve educational goals during distance learning, in comparison to direct in class learning. The responses received varied according to the following table: (Table 5).

| How easy / difficult it is to achieve educational goals during distance learning compared to in class education (%) |
The following chart shows how difficult / easy it is to achieve educational goals during distance learning compared to traditional education from the point of view of those involved in the educational process (Diagram 9).

The aforementioned results show that achieving educational goals during distance learning was more difficult in comparison to traditional learning according to what more than half of the teachers reported. However, learners’ answers showed the opposite, for them, more than a third indicated that they were able to gain educational goals in a way easier than it was when in class, the traditional way, and a low percentage believed that the required goals were not achieved.
This indicates that teachers probably used new strategies and methods in distance learning, more difficult for them than traditional learning in pursuit of educational goals yet beneficial, or that they were not confident enough of learners' acquisition of educational goals due to the difficulty of assessment and evaluation. On the other hand, learners may have found themselves more adapted to the applications and platforms of distance learning, or they were not sufficiently aware of the educational goals to be acquired and achieved.

Unit 7: Overview and Evaluation of the experience of distance learning:

The views of the entities involved in the educational process differed on the experience of distance learning, some of them supported it with concerns, and others suggested solutions that might improve educational outcomes, others went to support the transition towards distance learning as a future option, while others suggested the integration between the in class traditional learning and distance learning.

First: The extent to which the entities involved in the educational process are satisfied with the experience of distance learning:

Responses to satisfaction with the distance learning experience varied and can be summarized as follows (Diagram 9).
The results showed that the ministries of education, principals of schools and educational institutions were the most satisfied with the experience of distance learning by nearly two thirds, while the responses of teachers and learners came in close proportions exceeding the half, while parents were less satisfied with the experience of distance learning. Results showed that those who are satisfied do not exceed 50% of the sample participating in the questionnaire they think that this step should be more carefully prepared for in terms of psychology and logistics.

In a similar study by UNESCO:

(TVET Learning in the Context of the Covid-19 Pandemic: Turning Crisis into Opportunities)

About 60% of the teachers reported that they acquired new skills during distance learning, in terms of digital skills, creativity and innovation. In addition to giving more attention to the training and professional development during the COVID-19 pandemic.

**Second: The suitability of distance learning for all specializations:**

The results of the supervisors of the ministries of education, the principals of educational institutions and teachers agreed on the same view about the appropriateness of distance learning for all disciplines, as only 37% of the supervisors of the ministries of education who participated in the questionnaire considered that distance learning is suitable for all disciplines,
On a similar basis, 41% of the principals participating in the questionnaire stated that distance learning is suitable for all specializations. Also for teachers, 40% felt that distance learning is suitable for all disciplines, similarly, learners indicated the same. While 73% of parents considered that the experience of distance learning cannot be applied to all specializations, while 27% of them supported this idea.

The above results show a consensus between the different entities involved in the educational process, as they see the difficulty of generalizing the distance learning experience for all academic specializations, especially those that require applied and laboratory work such as vocational, technical, and health care fields.

**Third: The extent of support for the integration between traditional and distance learning in the future:**

A question was directed to the targeted stakeholders in the educational process about their support for the integration between the various forms of education, traditional and remote, especially after the increasing intentions of a number of countries to transfer to integrated learning or blended learning, and the responses were as follows (Table 6):

<table>
<thead>
<tr>
<th>Extent of support for the integration of traditional and distance education in the future (%)</th>
<th>Totally agrees with the integration</th>
<th>Partly agrees with the integration</th>
<th>Totally disagrees with the integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Education</td>
<td>62.5</td>
<td>25</td>
<td>12.5</td>
</tr>
<tr>
<td>Principals</td>
<td>60.7</td>
<td>22</td>
<td>17.3</td>
</tr>
<tr>
<td>Teachers</td>
<td>60.4</td>
<td>25.2</td>
<td>14.4</td>
</tr>
<tr>
<td>Learners</td>
<td>55</td>
<td>23.6</td>
<td>21.4</td>
</tr>
<tr>
<td>Parents</td>
<td>42.1</td>
<td>25.2</td>
<td>32.7</td>
</tr>
</tbody>
</table>

Table 6

The following chart shows the percentages of support for the integration between traditional learning and distance learning during the future from the viewpoint of the entities involved in the educational process (Diagram 11)
The results mentioned show that more than half of the sample included in the questionnaire supports the integration between traditional learning and distance learning and the percentages of support of parents came last. As such, we may need to increase awareness campaigns particularly for parents to discuss the best habits for the educational process.
Conclusions and Recommendations:
The results of the questionnaires, showed the presence of common challenges faced by those in charge of the educational processes and the entities involved in it in the Arab world, despite the different technical capabilities available in the Arab countries. The challenges can be summarized as follows:

Educational systems were forced to lockdown schools and transitioning into distance learning, relying on the use of technology and means of communication in designing educational and training content, and rely on the available educational platforms and social media to ensure that these materials reach all learners.

As for the weak technical capabilities and infrastructures, educational systems in the Arab countries have relied on diversifying the paths and plans adopted in distance learning, as such educational methods have varied from the use of television and radio to broadcast educational materials for the different classes. In addition to the widespread usage of social media, while a group of countries delivered educational materials and homework on a weekly basis in paper form.

Concerning the targeted stakeholders involved with the educational process, the results of the survey showed that a large number of teachers and learners needed a greater effort in terms of technical training, in addition to the need for psychological and social support that was growing as the feeling of anxiety and tension increased due to the quarantine on one hand. On the other hand, the lack of clear plans and known dates for the end of the academic year, and the assessment and promotion mechanisms. Moreover, the psychological pressure experienced by the parents as a result of their growing role in the educational process, in addition to taking care of their own concerns.

On the other hand, the equality among all learners and achieving learning opportunities for all remains a challenge for educational systems, especially in light of crises and conflicts in some countries. Furthermore, the low income in some countries, weak technical capabilities and infrastructure of electricity, the availability of devices for learners, weak internet networks and differing internet coverage between cities and rural areas all are among the challenges faced.

As a general evaluation of the experience of distance learning, the views of the stakeholders involved in the educational process differed, some of them supported it but with some concerns and some of them suggested solutions that might improve the outcomes of education, while others went to support the transition towards distance learning completely as a future option, while others suggested integrating in class traditional learning with distance learning.
In light of all this, and as a result of taking into account the solutions provided by the participants in the questionnaires, which in their opinion, would improve and develop the process of distance learning, this is in addition to the results of similar questionnaires conducted by the UNESCO on distance learning, the most important of these recommendations are as follows:

1. Promote the use of technology and social communication technologies in education and work to understand the transformations and changes in the role of the teacher and the learner and the transition from teaching to learning.
2. The development of mixed educational curricula, taking into consideration the new educational trends and approaches after the COVID-19 pandemic (in class and distance learning).
3. Ensure that learning resources reach everyone in a fair and equal manner, taking into account the different styles, genders and regions of learners.
4. Giving vocational and technical education, which has been defined as one of the four priority areas of the UNESCO educational program, the necessary importance and effort on developing its own infrastructure, in addition to encouraging investment in medical research, science and technology, engineering, virtual practical application programs and simulations.
5. Begin planning from today for the changes in the labor market that the COVID-19 pandemic has contributed to accelerate and to rethink digitizing some of the professions that have routine.
6. Support low income families with the necessary equipment and setting plans to assist them at the financial, technical and educational levels.
7. Support the role of the teacher and continuously improve his skills, techniques and programs and enable them to be able to deal with sudden crises.
8. Develop educational plans to suit all age groups, in addition to supporting specializations that require direct practical application and work to integrate arts and sports education in distance learning plans.
9. Focus on designing educational content following specific criteria, ensuring their access to all learners and adapting these contents to suit the needs of those with learning difficulties and special needs.
10. Promote the use of technology and social media in education and work to take into account the transformations and changes in the role of the teacher and the learner and the transition from teaching to learning.
11. Rethink the educational philosophy, teaching strategies, and focus on transitioning into an interactive, motivating learning environments based on projects and inquiry, in addition to educational games.
12. Promote partnerships between educational institutions, for example between universities and basic and secondary education institutions, to meet societal needs and exchange practical and applied experiences, and to foster a participatory approach.
References:

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