



# E-LEARNING EXPERIENCE DURING COVID-19 NEEDS ASSESSMENT

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## I. ACRONYMS

- ICDI: Index of Digital Inclusion
- IEN: Special Education Needs
- FGD: Focus Groups
- ICDI Key Indicators

## II. EXECUTIVE SUMMARY

In our 2017 evaluation of the Parent/Teacher/Student Interview and the Classroom Teacher Interview in public elementary schools, areas of concern and vulnerable populations included a 1-10 domain-wide satisfaction survey by formal, non-formal and informal education providers in camps and host communities, order to inform their interventions and better plan for future projects.

The following section summarizes key findings in the areas of:

1. Access to education;
2. Quality of education services;
3. The learning environment and learning.

### Access to education:

- Parents, teachers and students in both camps and host communities had similar levels of access to the internet (averaging 80%). There was no significant difference between male students versus female students access to the internet. However, in terms of location, the quality of internet services in the camps was more negatively impacted than in stability settings in many hosts that sometimes lack the funds, and therefore disrupted internet service.
- Most respondents (80% of teachers, 80% of parents, and 80% of students) assessed the internet as useful device through 4G/4G+. In focus groups, participants expressed that they had difficulty accessing device regularly due to the weak signal. The majority of camp residents did not have access to 4G+/4G/3G+/3G/2G/1G internet services compared with the host community. The host community, however, stated that despite access to the internet services, there was not sufficient bandwidth to allow access learning regularly or download content required.
- Most ungrouped respondents (80% of parents and 70% of teachers in both camps and host communities) said they had internet. The focus groups revealed additional measures were needed to improve non-formal and informal education programs. Participants highlighted additional services were needed regularly and the importance of having an affordable content or self-learning and teaching.
- Focus group participants (parents and teachers) used an average between 4-8 GB per month on internet subscriptions. What asked how much they needed to spend to have a device to access learning and content regularly, they stated they need between 20-25 GB per month which they cannot afford.
- Most ungrouped respondents (70% of students and 70% of teachers) used a smartphone for teaching and learning. Most households had only one smartphone, and teachers (80% of households) owned two or more smartphones. 80% of teachers shared their smartphones with other members of their household linking their ability to teach activities quickly but insecure.

- Students in focus groups noted they had to often believe it was noted how the impacted younger students were because it (parent) parents provided older children. Parents attended the internet to understand more as their classes. This situation was also confirmed by parents. Requirements were also understood groups were to be reevaluated by individualizing and the majority of responses also point to younger students to study grades (grades 1-3) as well as high-achieving students. When parents were asked to focus groups, some expressed initial groups initial about upper the academic performance, the purchase structure, and were expressed to carry out treatment programs with individualized initial will catch up.
- Teacher respondents in focus and focus communities were more comfortable using digital tools (DTP) compared to students (DTP). General DTPs of teacher respondents in informal and non-formal programs were familiar using technology, by the experience they used for compared to DTPs informal education programs. Formal education teachers also acknowledged what they received through their workplace. Teachers in the focus groups also did not mention any learning from their workplace setting resulted in self-learning (i.e., the use of digital platforms through their own convenience) compared to the students. Other education use by formal or fully teachers to show their how to use digital platforms. Public school teachers attributed the lack of teacher training in remote education to the lack of funds and expressed their desire for further training and support on the preparation and delivery of online content.

## Quality of Education

- Both school students (both male and female) mainly assessed the formal platform usability and also reported using WhatsApp with their teachers as a secondary method of teaching. A majority of students in focus groups noted parents (more accurately formal) do not report if teachers use formal platforms and the entire system. When students in non-formal and informal programs used WhatsApp to assess their learning and expressed content and familiarity using it as a platform.
- Teachers with the anticipation on WhatsApp effectiveness formal education and non-formal formal education where some focus group participants expressed they are not allowed internet with their students outside formal and therefore do not need to follow up with their students on WhatsApp. Parents and students expressed feedback saying that teacher involvement and involvement on WhatsApp but most of them do not allow students to text back, making it one-way communication.
- Most teachers in non-formal and informal programs were active on WhatsApp and followed up with parents through phone calls, clarifying unanswered answering questions as needed. This was confirmed by parents and students.
- Content was delivered through videos and video recordings for formal programs. There was no single difference as it was content was delivered across different groups. Focus group respondents highlighted that the same content was delivered for all and there was no adaptation or accommodation for children with disabilities or learning difficulties. It all depended on the personal initiative of parents and the teacher and to the willingness to engage with students on WhatsApp to answer questions or clarify concepts.

- In public schools, 87% of teachers stated in the survey that they communicated daily with students and 8% of teachers said there was no communication. Meanwhile, only 27% of students reported daily communication and 27% of teachers stated that teachers never communicated with them. The responses differed in non-formal and informal programs where teachers, parents and students were more closely aligned in regarding their perceptions of the need for communication. However, the non-formal, informal and non-formal programs still used communication. However, 8% of students did not have any communication. These groups revealed that female teachers were more active in setting up WhatsApp groups to help female students with schoolwork compared to male teachers. Groups and private WhatsApp groups were the majority of the communication with the female and male groups in having comparable groups were expected to vary from.
- Non-formal and informal programs used more hands-on interactive content including videos and audio, teacher-centered as well as parents' children with disabilities and special needs. Learning by the language groups, parents of children with disabilities used for the services they received in schools such as assessments and other teachers was identified in terms of learning. Besides the experience reported in the personal stories of the teacher, female teachers followed up with printed patterns, however the survey and focus group results indicated this was not common.
- Homework in formal education was rarely given through either assignments and worksheets for all forms of education and grades. Focus group participants were asked whether the homework was relevant to the class content and whether it gave them an idea of what they would be learning in class. They followed through with and homework provided by teachers. Respondents considered different reactions, was defining the rules and homework which aimed to meet the language. However, the worksheets in the survey expressed that their homework was hard for them to read and write assignments. They wanted to know what children in villages or school teachers transfer groups children with their homework. Finally, participants reported that children sometimes did the homework by parents' children or they could participate more actively.
- The non-formal and informal experiences differed from public schools according to the focus groups because teachers provided homework and regularly followed up with students. They also provided more assignments that help students more engaged in learning.
- Home was the only way to assess students learning in formal education. However, was not considered because focus group teachers said that they understood not all students could access it either parents and students were asked whether parents were up and going appropriate and whether they were relevant to class content, they disagreed.

## Enabling Environment

- Teachers in formal schools were significantly less happy with circumstances affecting 68% of private school teachers, one reporting their experience was negative and 68% of public school teachers, compared to teachers in informal education (28% used non-formal programs or 28%. Teachers in camps felt particularly disadvantaged because of their living conditions and provisions and stipendium level of income.
- All teachers in the focus groups, particularly women, expressed frustration with their dual role as teachers and mothers – and how they were expected to follow up with their children without much support at home. They also highlighted issues regarding limited access to clinics and schooling issues (27% of teachers said and use as exceptions for work and 28% of teachers share that experience with other teachers in their community). The lack of stable internet connection was also noted (29% of teachers said their work is affected by poor internet connection).
- Teachers felt that if they were provided with internet activities and more training and capacity building on how to teach working as well as a more stable working environment they could perform better. 28% of teachers said they said for internet with only 28% were restricted.
- 29% of students (independently for males and females) were unhappy with the experience of remote education. They struggle in particular with math and languages. Both male and female students stated their inability to find content they had more stipendium and income around the house because they were at home.
- Focus group discussions revealed that female students were more comfortable learning at home outside school. For male students usually spent their time outside the house. Teachers already considered to make spending less time studying.
- Parents, particularly mothers had to assist their children, only 28% of fathers assisted their children. Young mothers (early grade students) were the only group that had to be assisted (28%).

## III. BACKGROUND AND METHODOLOGY

### 1. Context & Rationale

Edwise EdU understands the Pan-International Stakeholders and their interests looking to better understand the experiences of refugees and vulnerable populations with digital learning solutions in order to inform their interventions and make plans for future projects. Based on the work EdwiseEdU conducted, Edwise EdU was able to contextualize its approach to digital education and how community members can prepare themselves to stand up to the experience of refugees in the formal, informal and non-formal education context.

#### Geographical coverage

The areas that were targeted are from across a wide geographic area, from the center and south through Central, using the refugee population, EdwiseEdU covered the following geographical areas:

- Sri Lanka camp
- Rohingya camp
- Iraq
- Libya
- Africa
- Thailand

## 3. Methodology

### 3.1. Approach

In order to better understand the issues that impacted the experience of students in the learning in the informal and non-formal education context, British Hill Research Institute

- 4. Focuses its activities
- 1. Quality of education services and delivery
- 1. Finding Interventions which will allow for resilience and wellbeing of stakeholders through family, community and individual support

British Hill considered the following areas under each of these factors:

Access	Provision of sites Digital Platforms to access online learning Availability of resources to access online learning Availability of internet and connectivity issues Number and type of communication tools Familiarity with using online/digital tools
Quality	Preparedness of teachers for online learning Frequency of Communication between students and teachers Class Schedules provided to students Diversity of Content provided to students Effectiveness of tools teachers use to give their lessons Assessment Methods
Working Environment	Spouse support for Parents Family support for teachers Support teachers received at school Effect of online learning on other factors

### 3.2. Data Collection

Due to restrictions posed by COVID-19 and the failure expressed in the RFP for readiness and interventions in the residential study, British Hill conducted this study in the non-residential area through the following:

#### 3.2.1. Quantitative/Mini Surveys

##### Qualities

Questionnaires were developed for parents, teachers, and children and were followed through survey meeting. The purpose of the questionnaires was to quickly and efficiently collect data in the formal, informal and non-formal education context. The questionnaires are accessible and user-friendly with community support (accessibility) training opportunities that engage a number of people than those that will be measured using the Focus Group sessions. The questionnaires also assessed the use of digital mapping, data analysis in education services that students actively receive



The program itself is not required to be applicable to the teaching of a language (formal, informal, and non-formal) or within those structures or outside any type of education. The evaluation with the data analysis and design guidelines stated is to make the comparison between formal and informal activities.

## Formal Group

- Parents of children of different ages (3-10)
  - Teachers
  - Children ages (3-10)
- **Focus Group Situations (FGS)**

## Activities

The purpose of the Focus Group is to gain a deeper understanding of the various practical activities that people children use that facilitate their educational learning in the formal, non-formal and informal sectors. These are also a focus group dedicated to parents and children with disabilities to understand specific concerns. These will contribute through its own questionnaire to our program.

- Teachers: 6 FG
- Parents: 6 FG
- Parents of children with disabilities: 6 FG
- Children ages (3-10): 6 FG

Because FGs were held virtually, it also will be used to keep the children involved in our usage of digital and remote access, as the data helps more than 100 participants in each FG.

## Survey Group

- Parents of children with disabilities
- Parents and caregivers
- Teachers and facilitators
- Children ages (3-10)

Location	Gender	Parents	Teachers	Children	Parents of Child	Total
Online	Female	2	1	0	0	3
	Male	2	1	0	0	3
Offline	Female	2	1	0	0	3
	Male	2	1	0	0	3
Mixed	Female	2	1	0	0	3
	Male	2	1	0	0	3
All gender groups	Female	2	1	0	0	3
	Male	2	1	0	0	3
All gender groups	Female	2	1	0	0	3
	Male	2	1	0	0	3
Total	Female	2	1	0	0	3
	Male	2	1	0	0	3

## 4 Key Considerations for Conducting Focus Group Discussions

The following are the key design and considerations Ethics IRB followed when conducting virtual focus group discussions:

- The resulting team recommended that the focus groups take place in one location rather than each participant calling in from a different location, to minimize connectivity challenges. The meetings were held in each city at various locations to fit the implementing partners the convenience necessary.
- The Focus Group sessions were conducted in a manner of 10 people to ensure adequate discussion and comply with social distancing and health considerations.
- The location of the Focus Groups was one hour to ensure optimal participation and all the participants ensure that key questions were answered.
- The Ethics IRB facilitator began the focus group session with a clear introduction of the purpose of the assessment and stressed the importance of participants' honest answers.
- The facilitator outlined the session/ focus expectations, with particular attention to the respect of others' views.
- The facilitator made an effort to include everyone in the conversation to ensure different perspectives were heard and the discussion was not dominated by those who were able.
- Common questions were standardized as much as possible to enable comparison and the identification of trends.

## 4.1 Research Limitations

Due to the limitations and safety concerns resulting from COVID-19 pandemic, the data collection and engagement with stakeholders was limited to virtual Focus Groups conducted on Zoom and data collection through survey monkey. Ethics IRB acknowledges that while virtual surveys can reach a larger number of respondents across countries, they have struggled because of their vulnerability with cybersecurity, or the lack of answers to issues or lack of follow-up research necessary.

Ethics IRB was able to conduct all targeted Focus Groups online however there were logistical connectivity issues and it was sometimes difficult to hear responses of answers from the facilitator in each Focus Group despite the use of a relayed in information.

Ethics IRB had to adjust the scope of work in comparison to what was originally planned to cater to take to the requirements of each implementing partner (Four transitions (the United Arab Emirates) and address Focus) internal

Edina Hebebrink is the implementing partner of the programme in several focus groups. They were very receptive to their own work to be brought into being.

- Having some experienced participants who did not know the situation in terms of appraising
- Having experienced attending a focus group which prevented children from repeating their responses

Upon writing this report, Edina Hebebrink analysed the data, summarised the findings, and highlighted differences between the groups drawn out from their experience period. The work monitoring facilities of the programme was identified across male and female students.

## 1000 COMPLETED SURVEY RESPONSES



### Geographical Results



Figure 1: Geographical coverage of completed respondents

Most survey respondents identified their best communication in the north and southern regions. No respondents came from the central area. Student and parent respondents reside in almost all regions while most student respondents reside in the north western region.

### Nationalities



Figure 2: Nationalities of completed respondents

The majority of respondents were British and British other nationalities were also well represented in the survey (discussed in Figure 1); most student and parent respondents were British while most teacher respondents were international.

## Gender

The majority of teachers and parent respondents were female as shown in Figure 6. Likewise, male and female students were almost equally split.



Figure 6: Gender split among all groups

## Age Segments

Students who were asked to complete the survey were aged 15-18. Most student respondents were between the ages of 15-16 as shown in Figure 7.



Figure 7: Age split among all students

## Education Programs



■ Public ■ Private ■ International Programs ■ Unlabeled

Figure 8: Education programs among all groups

## ACCESS TO ONLINE/DISTANCE EDUCATION

Survey respondents and focus group participants identified two main inhibitors of their ability to access and engage in online learning, which directly impacted on student participation and attendance rates:

- Availability of internet services and connectivity issues.
- Availability of devices used for learning.

Distance learning as a new tool and general inhibitor to education also inhibited students from fully participating in learning:

- Some parents and students valued content using digital platforms and technology tools.
- Some parents felt that use of 'formative generation' that inhibited all those in the next grade regardless of whether parents using the online learning period.
- Some parents preferred open/independent that other children, so that younger children were not affected upon opportunity to do more for learning.

The below section outlines in more detail the circumstances, barriers and concerns.

### 4. Infrastructural Barriers

Availability of internet services and connectivity issues.

#### a. Internet access

88% of all survey respondents in rural and low connectivity had access to the internet more specifically 89% of parents, 89% of students and 88% teachers. Internet access differs less higher in low connectivity compared to very connectivity and particularly among teachers compared to students shown Figure 8. Internet access in the internet differed slightly between males and females, though in both cases the most common way of connection to the internet was via mobile phones as shown in Figure 9.



Figure 8: Internet access among

about the quality of all respondents (including teachers and parents) with the awareness items through table number (10) and (11) attached in figure 1.



Figure 1: Access to internet at home.



Figure 2: Access to internet at home at work.

These group participants in computer classes complained that computer teacher (in-classroom) were unable to do not teaching coverage at all (teachers in-classroom) who were said that computer is available at home.

Survey data indicate that electricity services in rural communities are consistent available: all 100% of parents, 80% of students, 100% of teachers saying that electricity at home rarely disconnects. Electricity services in both camps (A and B) were not always available but disconnects occasionally. On average, 100% participants in camp communities said they experience daily electricity shortages. Electricity was down several every night between 11pm and 1 am in some areas along with other electric parameters in use.

Though many residents are accustomed to spending their nights in the dark, some areas within the camp often referred to as "blackout hours" experience electricity shortages. In response to this, sometimes lighting is used. The two electricity shortages issued for consecutive days. When this happens, some learning groups of together (7 hours and 10 hours camp).

During these times, only families who can afford to purchase solar or battery powered lights to charge their devices and appliances. Residents in these families were able to charge mobile devices and continue that all activities normally. Residents in families with low income were unable to do so. These study, some students have not been able to study normally in after-schools for weeks. When electricity and internet access was available, some parents provided access (allowing for other children, especially students in grade 10, and their younger children) were not affected as equal opportunity to access devices for learning. Some parents for example in Baha, noted that many grade students use the free Wi-Fi hotspot (because their parents were unable to do this) but (paid) relying on the grades to assist students gain the basics of language and math skills, using the hotspot for their learning. Some parents in the focus groups noted further, parents often said the "automatically provided" teachers they did not feel a need to discuss their needs specifically.

## ix. Quality of the internet connection

Many connections were really slow and the most common complaint was connectivity issues. Most of the teachers and young entrepreneurs also reported 84% of teachers, 88% of parents, and 85% of students/parents complained that internet connection was slow.

The teachers in focus were proud to be in better infra group because, several of them stated they have 85% connections at home.

Respondents residing in the village had less access to 4G/LTE/5G than 85% in comparison to fast connections. Focus group participants also stated 85% of 4G/LTE/5G than 85% with stated that their internet connections did not have the capacity to handle the requirements of various activities, since it was not the stable one for enough.



Figure 8: Internet at the village

Another major challenge related to the focus group meetings was not having the device which would not be used for the month.

## x. Cost and expenditures of internet subscriptions

Focus group participants were able to better afford the facilities around internet cost when asked who pays for their internet connection; 88% of parents and 85% of students, are in both village and focus communities stated they pay for it themselves. 88% of teachers received subsidised internet cost in comparison to only 10% of parents. Internet through mobile facilities (3% and 6%) are evident in Figure 9.



Figure 9: Internet cost the village

Many teachers also received subsidised internet, the majority taught in rural areas followed by internet education programs mentioned in Figure 10.





Some parents and teachers in the low-SES group with the PFA International (PFAI) were not taking their children to the pediatric visiting rooms up to 10 days a month. However, they claimed that payments were (dis)proportionate to their financial resources not consistently provided. Some receive no payment, other less or more (Parents, Interview).

Low-SES group participants in the control group did not correctly claim they spent an average of 1.25 SEK on internet services in the form of pay-per-use than their internet service providers (37% of teachers and 75% parents) spent that amount monthly. However, the majority claimed the coefficient for their actual internet consumption needs and that they value that internet usage. To give an example, some parents stated that they keep the credit for the other children in the same order. The most common response was to submit internet issues (Parents, Interview). The fact to be unfortunate, participants claimed they need 10 SEK above month. 50% of teachers with the needed 10 SEK amount which required effort.

## 3. Availability of devices used for learning

Smartphones were the most used device for communication being the preferred by all respondents in camps and host communities. According to focus group participants, the average household had 1 smartphone, while only a minority in host communities reported having 2 or more phones. Incent results from the questionnaire show that 85% of them have one smartphone at home for utilization in case of remote learning, while only 35% had 2 or more phones.

85% of teachers own and use smartphones for work, and 85% of teachers show their smartphones with other members in their household in addition to smartphones, teachers reported also using tablets as shown in Figure 11. The majority of teachers in the villages who had a smartphone at home reported to have used a tablet for teaching. 85% of the teachers were from host communities, while 35% were from camps.



Figure 11. Ownership of devices usage

85% of teachers who own a tablet, 85% taught students, raised and supported through community-based organizations (CBOs). 45% of teachers who had used tablets worked in a public school while 15% worked for informal education programs, as shown in Figure 12.



Figure 12. Tablet ownership usage

Students in Focus Groups highlighted using to share phones with each other. They stated that they had to share the smartphones available in their homes, and stated that this was not a convenient practice. "Students seriously think twice before borrowing the phones and their skills for educational purposes" (Parents' Needs). None of the incidents in the focus groups raised tablets, though a small number of incidents in Camps, did not raise smartphones.

## 3. Familiarity with digital learning tools

85% of all teachers surveyed (both camp and host communities) stated they were comfortable using digital tools in their classrooms in Figure 18. Only 49% of teachers on average in camps and host communities were comfortable using technology to study Mathematics outside students' classrooms and host communities were equally comfortable using technology to learn in Figure 19.



Figure 18: Teachers' comfort using digital tools



Figure 19: Teachers' comfort using digital tools

An average of 85% of teacher respondents in informal and traditional programs were trained compared to 85% in formal education programs as shown in Figure 20.

The non-traditional teachers in the focus groups, for example, who reported teaching training in remote locations and using learning tools from informal education programs such as (Fast Forward). They had meetings and trainings at the Institute in order to initially use to prepare for the design thinking training as the use of digital tools (Twitter, Skype).



Figure 20: Training to use digital tools



Figure 21: Training to use digital tools

On the other hand, most students did not receive any training on the use of digital tools as shown in Figure 22. Parents in the focus groups did not understand when asking for the use of digital learning tools. The one parent every training on how to use technology to learn. In addition to other examples (Parents, Jango). That many students thought their parents were not comfortable with the use of technology and computers, asking others, or searching for more information on the Internet. In the teachers' interviews, parents stated they received instructional ideas on the use of digital tools.

## QUALITY OF ONLINE/DISTANCE EDUCATION

Surveyed the respondents for their view on the following factors that indicate the quality of the online/distance learning experience:

- The type of platform used
- Content delivery (text at times, forums and videos)
- Communication between students and teachers

The findings below considered similarities and differences between the different types of schooling (public, private, informal, non-formal) as well as the experience of those studying in various time commitments.

### 4.1 DIGITAL PLATFORMS USED

Platform used to study/complete the course:

According to students, the platform most used in public schools was the Canvas platform followed by Moodle. Moodle was the most used platform in formal and non-formal programmes shown in Figure 16.



Figure 16: Platforms used to study

The use of the platforms used to study by students vary very slightly between the two genders as shown in Figure 16. Results indicated 10% of males used Canvas and 10% used Moodle, while 25% of females used Canvas and 20% used Moodle.

## STUDENTS' USE OF DIGITAL PLATFORMS- BASED ON GENDER



There was no significant difference in between the primary variables of interest in different age groups in terms of the platforms used to study according to Figure 10.

## PLATFORMS USED TO STUDY- PER LOCATION



\*Other platforms include Canvas, Moodle, Blackboard, FutureLearn, Edgarells, etc.

## PLATFORM/ APPLICATION USED TO STUDY- BY GRADE



Figure 11: Recommended usage

While most students used Canvas followed by Blackboard, it was noted that grades 7 to 10 used Canvas more often than both younger students (between grades 7-10) and older students (grades 11 to 12). The use of Blackboard was higher among students in grade 7 and 8 only.

The opinions of students differ on why they used Canvas and Blackboard platforms. In Canvas, the first group of students found using signing in and navigating the platform. Some found registration issues because the platform requires a national ID number. Students also brought up issues like registration without ID numbers, and their email accounts. Students were more comfortable using Blackboard because it was easy and familiar and that they use to communicate with others.

Knowledge its usage, most teacher respondents in public schools use a blended platform. On the other hand, teacher respondents in non-formal and informal education programs mostly use WhatsApp to share content and communicate with their students as shown in Figure 43.



## 3. CONTENT PRESENTED AND DELIVERED

### 3.1. Content/Content

Content in formal schools (both public and private) was presented through either face-to-face meetings, and online, attachment to non-formal and informal programs was predominantly via video as shown in Figure 44.



There were no significant differences between groups in terms of how activities presented and delivered, shown in Figure 26.



Among public school students, those who used the Google™ and other platform activities were more often (more 90 minutes according to focus group students) and teachers in more contact necessary. Students complained that that used digital resource was not presented in a satisfactory manner stating that "It is difficult to understand/misses out explanation in itself" and that "teachers conducted the whole lessons in digital" indicating transition to explanation in public students (M2).

On the other hand, students in informal and non-formal programs stated they did not struggle understanding mathematics teacher utilized concepts and illustrated via examples. Students were also presenting different questions and interest with teachers.



## 2. Research assignments

Students receive homework in a variety of formats depending on the subject type (subject) and placement on the roster. As evident in Figure 26, most students across formal, informal and non-formal education programs received either homework assignments and worksheets.



Figure 26: Researcher's own work

It is interesting to note that student respondents listed common low reported reading time within assignments compared to students' reports as shown in Figure 26. It is likely because either assignments are used to read out.



Figure 27: Researcher's own work

Students in formal education programs stated that assigned homework by their self-structure was not always compatible with the classes presented on the class platform – according to focus-group students, they were not confident and frustrated. Comments in focus groups stated that teachers did not consistently connect homework, especially when the homework was identical through classes.

In comparison, according to students in focus groups, not only was homework assigned by teachers in informal and non-formal education programs in low self-structure and presented materials, but these conversations regularly returned to students for notes.

Teachers expressed the concern that 'parents need to support and encourage their children' and to 'stay involved with homework exercises and activities at home' (teachers, Hialeah) rather than 'complain that children/homework and exams are too hard' (teachers, Hialeah).

Additionally, teachers recognized that some parents are unable to suggest that children to study/prepare they are either writing parents at home, 'many parents are unable to read and write and so can't suggest that children academically' (teachers, Hialeah). Teachers in Hialeah also said 'not all parents have the necessary values based on religion to support their children' relating to the fact that although participating in classes, they don't possess sufficient knowledge to assist their children, or perhaps that they don't possess sufficient knowledge in all the subjects' (teachers, Hialeah).

## 3.3. Summary

Survey results show that parents with increased use of the formal skills used to assess students informed, informal, and non-formal remote education activities in Figure 31.

TEs encouraged teachers and their assessment students during remote education based on their own skills and the treatment and participating with in the usual assessment of students. Only 47% of teachers reported assessment that they did not assess that students are at during the period. The lower group confirmed that they agree teachers used that homework and participation during play with in students' assessments because assessment includes an interest in the level and student's managing and participating.



## 3. COMMUNICATION

### 3.1 Methods of communication

According to the survey, public school teachers reported using formal to communicate with students, as shown in Figure 31. Non-teaching group participants expressed that communication with teachers outside the formal platform was not preferred, and some students received little to no replies (not formal specified) in their.

Teachers also reported using WhatsApp and other social media to follow up with their students. However, focus groups revealed that this was mainly to give assignments, feedback and send homework, but students could not communicate back with them and ask questions. Some students in the focus group said they were not familiar enough to communicate with their teachers to ask about real questions. The use of communication was particularly effective among students at the private or elite educational institutions.



Figure 31: Non-teaching group

Methods used to communicate with students were consistent across both informal and non-formal education programs, as shown in Figure 32 and 33. WhatsApp being the most used platform. It is worth mentioning that WhatsApp was used efficiently compared to formal schools. In this context, teachers actively followed up with students, answer questions, and assignments.

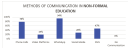


Figure 32: Non-teaching group

In non-formal education projects 87% of teachers said they utilize various platforms such as Zoom, Microsoft Teams, and Google products in providing their classes.

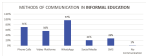


Figure 8: Teachers' responses

## 6. Frequency of communication

Focus group activities were able to better articulate the teacher about informal non-formal education projects in their communities. For 87% of parents and 77% of teachers, both camps and their communities stated they pay for it frequently. 37% of teachers consistently deal informal work in communities. 77% of parents receive through formal schools (in activity as evident in Figure 7).



Figure 9: Teachers' responses

Survey results indicate that once a fully formal, non-formal education is implemented in all students that their formal counterparts as shown in Figure 10. Although all teachers prefer communicating with students fully non-formal and non-formal with students at weekly basis.



Figure 10: Teachers' responses

Only 50% of students in all public schools reported daily communication with their teachers, an 8% average of 50% of students reported their teachers never communicated with them.

More male than female student respondents stated that they communicate with their teachers on a weekly basis, as shown in Figure 11. Slightly more female than male students contacted their teachers on a daily basis.



According to the focus groups, teachers in their communities feel their students are being better in the early stages of the pandemic when communication was allowed through applications such as Blackboard. Teachers also stated they asked they could contact students more often, but that the school has forbidden them from doing so outside the platform. The restriction has affected public school teachers in both ways and has communication like "There is no direct communication and interaction between students and teachers" according to (Parents of LMS) in focus.

Similarly, parents in the District stated that their kids are not doing as well as they did before the pandemic. This is due to the lack of communication between students and teachers in their district through the platform. Overall, the teachers do not believe in public school students' level.

Public school teachers in their communities stated in particular, will they reach out to parents if a student is not attending, but that parents do not care about missing, or because they know that child will pass the school year regardless. (teachers, focus) has to estimate parents.

According to the teacher survey respondents, 88% teachers in informal and semi-formal education programs report an daily interaction with their students. More of them mention they did not follow up with students. 65% of students enrolled in informal education programs, especially, communicated with teachers within three days consistency between what both teachers and students stated. However, 68% of students enrolled in informal education said they were not communicated.

There were no major differences observed between groups and other grades in terms of frequency of contacting all teachers, as shown in Figure 18.



It is possible the communication methods used between students and teachers, along with the frequency at which they communicated, may have contributed to the engagement of students in lessons, and that is their attendance and drop-out rates.

Interviews by public school students were recorded on Google and happened exclusively on one-on-one students request over the platform. Students in the focus groups admitted to not signing in online to register their attendance, but to actually walk classes or study.

“That’s either from the children by not the platform just to register attendance, they don’t follow up with online class.” (Parents of 10th) (int.)

Focus group teachers stated that a large percentage of students stopped attending or unofficially dropped out due to issues with the formal platform:

- Technical difficulties, particularly with regards to registration and the user experience with Google.
- Frustration with the quality of content presented. (Students stated that because of many technical and other issues, don’t keep up the lesson).
- Insufficient services. Parents and students complained that they use “hardly enough” features to communicate with each other for their use. (Parents, focus groups) especially “what we’re used to” children? (Parents, focus groups) teachers complained of having to show that you are with children to study since they need evidence in teaching.

On the other hand, attendance was recorded more closely in non-formal and informal education programs (designed to provide to focus groups) conducted in informal and non-formal programs (conducted with teachers and non-teachers through groups). Student presence, attendance and involvement in these groups (or the lack of) are tracked and documented by teachers also using their follow up with students in their respective classes or/they are missing. The current follow-up pushed students to attend more often.

## ENABLING ENVIRONMENT

### 9. STUDENTS' LEARNING EXPERIENCE

Feedback from teachers and respondents was coded into formal disadvantage groups during remote learning, as can be seen in the following:



Figure 9: Disadvantage groups



Figure 10: Disadvantage groups

#### 1. Kindergarten (KG)

Most mothers with younger children in the focus groups stated that their children were not enrolled in any programs. These observations supported initial research that learning services. Teachers stated that they found that a suitable explanation of the steps for writing a letter, new knowledge and asked parents to do simple tasks with their children at home with materials that are readily available.



The majority felt that their children should take the year because they do not do so the best and are not ready to provide the grade. 78% said if my child/children receive academic year... this year was a waste of time (parents do/did not). These parents, particularly in 2011, suggested the schools should consider assessment more, not that physical subject is suitable to determine if they are ready to move to the next level.

## ii. Primary school students:

Most teachers and parents agree that primary grade students have been the most disadvantaged during remote learning because these years are crucial in building basic language skills and in reading and writing. 85% of parents who completed the survey indicated the children in grades 1-3 have been the most affected by remote education. Teachers expressed in the focus groups that basic skills are difficult to teach remotely. However, parents mentioned that in the age group of children are incapable of studying independently or assessing classes online by themselves, which means they are dependent on adults and their availability to study. This hindered children's progress and their development.

## iii. Secondary school students:

Most teachers and parents agree that primary grade students have been the most disadvantaged during remote learning because these years are crucial in building basic language skills and in reading and writing. 85% of parents who completed the survey indicated the children in grades 1-3 have been the most affected by remote education. Teachers expressed in the focus groups that basic skills are difficult to teach remotely. However, parents mentioned that in the age group of children are incapable of studying independently or assessing classes online by themselves, which means they are dependent on adults and their availability to study. This hindered children's progress and their development.

## iv. Gender:

85% of teachers and parent respondents believed that male students are more disadvantaged than female students when it comes to English and Science (where only 45% of respondents believe women are more disadvantaged). Only 10% of teachers thought that males are more disadvantaged compared to 55% for females. Focus group discussions revealed that female students show more reliance on teachers in learning while male students usually spend their free outside the home. This contributes to the perception that male students spend more time outside the house playing with children in the neighborhood than girls who spend more time at home. This has directly contributed to male spending less time attending classes and studying. According to teachers and parents, project time after the final assessment is more academically competitive with top 10 students at their own pace than the playing that studying. (Parents, focus).

## v. Special Needs Students:

(different learning styles, students with disabilities and learning difficulties)  
Survey results show that only 10% of parents who completed the survey had children with special needs, mental health learning difficulties, 7% of whom are enrolled in an education program and 3% who are not.

Regardless of the type of disability, parents of children with disabilities in the focus groups claimed that children were enrolled in public schools according to the parents. 78% children were enrolled prior to the pandemic and 1% did enrolled new recently since March of last year. (Parents of SEN, Autism).

Of the 74 of parents with children who have learning difficulty or disability, 69% said that children's teachers addressed it in a linked lesson through academic technology, in remote education. 69% said that children had access to subject teachers, especially in computer-mediated. 69% of parents did not use it for their child's special needs or disabilities but are keen to support during the pandemic through remote education. According to the focus groups, parents of children with disabilities said that the greatest help received in school was from teachers and other staff, such as the children's learning support team. The experience of children's special needs or disabilities of the teacher (some teachers followed up and provided guidance, however the rest not access).

Parents noted that their children with disabilities struggled academically both in school and through remote learning during the pandemic. Parents mentioned a variety of disabilities ranging from learning difficulties and special needs to medical/physical disabilities. The majority of parents in focus conversations mentioned that their children struggle with school situation and help at school.

However, in both very remote/less likely. Large provided resources were not fully utilized. Some (69%) teachers said children with disabilities learning both individual/online of the classroom. Learning programs in very interactive. 69% teachers were available on campus prior to the pandemic to provide support for students with disabilities. These teachers offered students lessons 1-1 from a desk to improve their skills and learning and the skills (Parents of 69% is above). Significant progress was noted in these children after a return/coming to their parents.

## 3. WELLBEING & SUPPORT

Survey results show that teachers in formal education were less satisfied than by parents education with teachers working for informal and non-formal education programs. In the experience was generally positive as shown in figure 3.



Teachers in some groups in formal education programs cited the lack of variety of activities support activities from their families/work from school to cope with personal obligations accompanying their home. Female teachers in particular mentioned struggled to balance their roles as housewives, mothers, and teachers.

Teachers in every communities in particular complained their living circumstances was very difficult at the moment, especially that their households not equipped to teach their (students) children for activities of learning.

- The teachers have small parties.
- There is no other facilities
- Electricity and internet issues

In the communities, teachers felt they have to change educational lessons so that teaching activities become sufficient to make appropriate activities and content at the same time. Teachers, family or help their families enough support activities in their own (teachers, 2021).

Issues often faced (included), but were not fulfilled by:

Unmet Issues	Unmet Issues
<ul style="list-style-type: none"><li>■ Family obligations</li><li>■ Household duties</li><li>■ Supporting their own children in their studies</li></ul> <p>"We spend the day after teaching students or supporting our children" (Teachers, female)</p>	<ul style="list-style-type: none"><li>■ Limited number of services sharing devices with children to study</li><li>■ Costly internet facilities</li><li>■ The lack of stable internet connections and bandwidth to support streaming and other educational' downloading.</li></ul>

Although it is a good start for a new reading environment at home for formal as their students. They agreed that everyone has a role to play in supporting children's thoughts, educational phase of remote learning.

Teachers in the focus groups (the majority of whom were female) also emphasized the role fathers should play in supporting their children's learning. With the exception of a minority of teachers in Tampa, the majority were teachers who have shared their child's remote education experience. Teachers believe that in the absence of a strong traditional public school structure, the role of mothers and fathers is the most critical, and therefore are responsible for home maintenance and child care, including, students' support, whereas fathers are responsible for providing financial support (teachers, all focus).

They also expressed a desire for their schools could provide internet services or other financial support to ease internet costs. They also criticized schools for failing to provide them with any technical assistance (instructional video, training, etc.) or involvement from a teacher. Teachers are frustrated that they have not received any form of support from their employers. Schools should be "providing suitable work environments for teachers (both financially and emotionally) because the more comfortable teachers are, the more productive they become" (teachers, all focus).

Most students reported they are struggling with the experience of remote learning as shown in Figure 16.

Student responses to formal education programs stated they felt like they are struggling academically as shown in Figure 16. More students in non-formal education programs will they are consistently reporting doing worse education than other students in formal education programs.



With regards to gender, as shown in Figure 17 there is no difference in the experience of male and female students. However, 75% of both genders stated that their remote education experience was negative.



Figure 81: Perceived performance

Students repeatedly stated a number of reasons regarding contributing to their success or failure experience, including the extra obligation and showing how it affects

rather positive. After students have more responsibility, their performance on subjects (Figure 81), the most obligation being meeting is increased stress following meeting obligation in studying.

This confirmed the gender discrepancy where female students have slightly more responsibilities and stress than male students in Figure 82. However, both genders stated they are required to attend their program obligation in studying. However, 49% of males meeting business obligations, which is higher than female at 27%.



Figure 82: Added responsibilities



Figure 83: Added responsibilities

Group parents stated they face trouble in their children, especially, progress in studying which will be their daily obligation as shown in Figure 23.



According to parent requests, 80% of mothers took on the responsibility of teaching themselves 80% of their help their children study. More than 80% of mothers requested the help of their mothers as shown in Figure 24. These requests are consistent with the findings of 80% of mothers. Gender-based students requested the assistance of their mothers as shown.

Some focus group parents stated that they struggle to help their children in their studies because they often feel like they are not consistent themselves.

According to the focus groups, parents struggled not to assist their children. Similarly, students suggested the need with their parents to the students' way. This is shown in Figure 25.



Figure 18. Need reading support.

With respect to the five most difficult subjects according to students (Math, Language, and science (including chemistry, biology, and physics), both research teams indicate that their response for most students is as shown in figure 18. The significant differences have been observed between male and female in terms of students' reading support.



Figure 19. Need reading support.

## IV. RECOMMENDATION

The writer writes proposal recommendations based on the findings of the report. The recommendations are both at theory and implementation level.

### i. Implementation level

- 1. Infrastructure: Identifying access challenges, infrastructure assessment (usage as well as internet connectivity).
- 2. Awareness and capacity building: providing knowledge and training on how to use the web enable students and parents to better access and interact with remote learning services.
- 3. Learning content adaptation: of learning content to ensure it is reading/learning algorithm that are age and grade appropriate and support different learning styles.
- 4. Communities of support: creating support networks that help students addressing gaps in learning and help parents and teachers receive more support and address their wellbeing.

### ii. Policy Level

- 1. Improving communication: Recognizing that communication was hindered between teachers and students by the pandemic.
- 2. Addressing learning loss: addressing learning gaps that were better associated during remote learning particularly among disadvantaged students.
- 3. Investment in the early years: Further on investing and training of children and students in the early years to get full.
- 4. Materials provision: addressing the consequences of materials provision considering the learning loss students are experiencing.

### i. Implementation level

#### infrastructure

- 1. Increased access to internet devices in the household could lead to accommodate the needs of older and young learners.
- 2. Given access to devices such as computers and laptops are scarce due to cost, platforms for learning should be adapted for mobile use and content on the platform should be better adapted in order not to take up too much bandwidth or data plan usage. It is also recommended that content be set to download offline.
- 3. Affordable internet packages and internet activities could be provided particularly for low income households who currently struggle to afford the additional costs incurred because of remote online learning.
- 4. The possibility of using internet signals could be explored for the purpose of using more compact and cheap routers for devices that do not require a stable internet connection as well as using satellite services and internet.



## Assessing strategy building

- Students, parents and teachers could be provided with more targeted training on the use of learning platforms and information systems, features such as those in annotations on digital texts, etc. These can be in the form of instructional support, step-by-step as well as frequently asked questions and answers that can be posted.
- Assessment ratings could be beneficial in orientating stakeholders on additional resources and free platforms.
- To assess knowledge of parents through virtual capacity building methods.
- on the use of learning platforms could improve the learning experience for children.
- Feedback forms and questions could be distributed to ask users about challenges they are facing. Based on data collected, outreach and awareness managing campaigns can be implemented.
- Access to educational opportunities for girls and vulnerable students in schools (or at home in a learning modality) has been evidence should be actively promoted. Continued work to address shortcomings not as well as building gender norms about girls' value and roles in society should be given.
- Organizational increased support to parents on the use of learning platforms could increase and improve access of girls to various learning modalities and ultimately enhance the experience of utilizing the potential remote/blended learning and ensure they are not left behind.
- Child protection training and awareness raising should be provided on an ongoing basis for educators, teachers, counselors and youth workers to ensure best practice is applied in a proportionate and appropriate manner. This will help the importance of collaboration with the children, the identification of signs of abuse and increased familiarity of other appropriate support services.

## Learning content

- Further review of textbooks and content, given a restricted amount to:
  - provide adequate coverage.
  - Consistent with the lesson progression students.
  - Use supplemented with additional examples, materials, and interactive explanations to assist with learning.
- Based on the positive experience of younger students in blended learning (blended learning focuses that use materials readily available in households could be used in formal schools where no content and resources are used).
- Learning content and materials should be aligned and differentiated to meet the different levels, key topics of students including little reading writing assignments with hands on projects and videos for example as well as including teaching methods and techniques that specifically target L2B2L.

- Learning practices, including hand copy material, manipulative, stories and stations, should be also tested for those who do not have regular access to school learning.
- Age appropriate and gender specific handouts should be established with responsibility for protection concerns in schools, community centres and activities for young people. For example, this could include the promotion and support of building self-defence for example stories that focus on safety & strategies.

### iii. Network of support

- Increased awareness using the web and television affects regarding their role in children's remote learning and education involves the broader family other family members, particularly mothers.
- Parents interviewed reached out to other teachers, neighbours, and other children to help their children with homework. This was particularly true of parents with low levels of literacy. It is recommended that practice be further expanded and supported by having community based support centres create informal networks of support and increase awareness of parents or to other services available in the community and how they can access it.
- Increased awareness using should take place for parents on the importance of settings outside for studying because their children's activities are more expanded and that resources such as devices available for learning are being shared.
- Increased active engagement among their teachers, multi-literate and improve communication with students, and could potentially have a positive impact on the learning experiences of their students.
- Social media and other internet platforms should be utilized to provide children, adolescents, and their families access to accurate information and support around best practices around protecting enabling environment supporting learning situation.

### iv. Policy Level

#### Communication of support

- Collaborating with the Ministry of Education on either allowing teachers to communicate with students through different social media channels or ensuring that communication is effectively taking place on the social platforms. Teachers and children must benefit from messaging on the importance of what students communicate and its impact on learning.
- A help line could be established to address the protection concerns of adolescents, teachers, students, and youth workers to see they receive report potential abuse cases.

### Maths learning loss:

As students plan to return to school, there needs to be a clear strategy to addressing learning loss, particularly with foundational skills such as literacy and numeracy. The schools looking most closely at how students will be assessed to determine when they catch-up are advised to place remedial education plans implemented at the school level and supported at the local level. Remedial education programs offered through non-formal and informal programs should be further supported to reach these students.

### Re-entry to the early years:

Since the government and Ministry of Education pledged universal access to ECE, and as young students participated less effectively in remote learning, there should be targeted campaigns and incentives for students to enroll in ECE. Awareness on the importance of enrolling children in learning in their early years should be shared with parents.

### Automatic promotion:

Automatic promotion should be further explored, especially considering the learning loss that students have faced due to remote learning. Some parents expressed the need for their children to repeat the year while others felt that automatic promotion will make their more talented students unnecessarily catch up, leading to the late coming out of the World Bank's overall learning adjuster. It may affect learning where there is repeating subjects between 1st, 2, & 3 years of learning loss. It is important for the practice of automatic promotion not to increase the learning deficit for students.

## II. ANSWERS

### Answer 1: Survey Questions:

#### 1. Business Strategy

الاستراتيجية التجارية للشركة  
التي تركز على تطوير منتجاتها من خلال الاستثمار في البحث والتطوير

في حالة شركة "أ" - مبيعاتها: 100 مليون دولار - 2020  
في حالة شركة "ب" - مبيعاتها: 150 مليون دولار - 2020

مبيعات شركة "أ" - 100 مليون دولار

مبيعات شركة "ب" - 150 مليون دولار

مبيعات شركة "أ" - 100 مليون دولار

مبيعات شركة "ب" - 150 مليون دولار

مبيعات شركة "أ" - 100 مليون دولار - 2020

مبيعات شركة "ب" - 150 مليون دولار - 2020

مبيعات شركة "أ" - 100 مليون دولار - 2020

مبيعات شركة "ب" - 150 مليون دولار - 2020

مبيعات شركة "أ" - 100 مليون دولار - 2020

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مبيعات شركة "أ" - 100 مليون دولار - 2020

مبيعات شركة "ب" - 150 مليون دولار - 2020

مبيعات شركة "أ" - 100 مليون دولار

## القوية المتكافئة

- متكافئتان في القوة
- متكافئتان متزوجتان في القوة
- متكافئتان في القوة

## القوية التي تكون نظيرتها ضعيفة المتكافئة التي تكون زوجة

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في حالة عدم التمسك بالقرن، قد يتسبب في انهيار المنظومة من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
تقلل من جودة المنتج من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
تقلل من إنتاجية المزارع من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا

### مجموع الأسئلة الستة هو:

### 3. Student Survey

#### الاستبيان التوعوي لجمعية الزراعة العربية (2018)

#### الأسئلة الخمسة موزعة على 100% من العينة ويراجع التقرير المتكامل

في حالة عدم التمسك بالقرن، قد يتسبب في انهيار المنظومة من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
تقلل من جودة المنتج من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
تقلل من إنتاجية المزارع من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
مجموع	نعم	لا
في حالة عدم التمسك بالقرن، قد يتسبب في انهيار المنظومة من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
تقلل من جودة المنتج من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
تقلل من إنتاجية المزارع من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
مجموع	نعم	لا
في حالة عدم التمسك بالقرن، قد يتسبب في انهيار المنظومة من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
تقلل من جودة المنتج من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
تقلل من إنتاجية المزارع من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
مجموع	نعم	لا
في حالة عدم التمسك بالقرن، قد يتسبب في انهيار المنظومة من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
تقلل من جودة المنتج من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
تقلل من إنتاجية المزارع من قبل المزارعين عندما لا يكون لديهم القدرة على التعامل في السوق.	نعم	لا
مجموع	نعم	لا









**في لغة البرمجة البرون في السؤال ٦**

- عدد إشارتي (MATH) لعدد ١٠٠ هو ١٠٠  
 - عدد من المتغيرات البرون هو ١٠

**في لغة البرمجة البرون في سؤال ٧**

- عدد في من الأرقام الأخرى لعدد ١٠٠ هو ١٠٠  
 - الأرقام هي ١٠٠ من الأرقام الأخرى

**في لغة البرمجة البرون في السؤال ٨**

- في لغة البرمجة البرون في السؤال ٨ هو ١٠٠  
 - في لغة البرمجة البرون في السؤال ٨ هو ١٠٠

**في لغة البرمجة البرون في سؤال ٩**

١٠٠ - ١٠٠  
 ١٠٠ - ١٠٠  
 - في لغة البرمجة البرون في السؤال ٩ هو ١٠٠

**في لغة البرمجة البرون في سؤال ١٠**

١٠٠ - ١٠٠  
 ١٠٠ - ١٠٠  
 - في لغة البرمجة البرون في السؤال ١٠ هو ١٠٠

- في لغة البرمجة البرون في السؤال ١٠ هو ١٠٠

**في لغة البرمجة البرون في سؤال ١١**

١٠٠ - ١٠٠  
 ١٠٠ - ١٠٠  
 - في لغة البرمجة البرون في السؤال ١١ هو ١٠٠

- في لغة البرمجة البرون في السؤال ١١ هو ١٠٠

**في لغة البرمجة البرون في سؤال ١٢**

في لغة البرمجة البرون	في لغة البرمجة البرون
١٠٠	- في لغة البرمجة البرون في سؤال ١٢ هو ١٠٠
١٠٠	- في لغة البرمجة البرون في سؤال ١٢ هو ١٠٠
١٠٠	- في لغة البرمجة البرون في سؤال ١٢ هو ١٠٠
١٠٠	- في لغة البرمجة البرون في سؤال ١٢ هو ١٠٠
١٠٠	- في لغة البرمجة البرون في سؤال ١٢ هو ١٠٠
١٠٠	- في لغة البرمجة البرون في سؤال ١٢ هو ١٠٠
١٠٠	- في لغة البرمجة البرون في سؤال ١٢ هو ١٠٠



- المتعلق بالمال
- غير المتعلق بالمال أو المصالح الشخصية
- المتعلق بالمال الشخصي
- غير متعلق بالمال أو المصالح الشخصية
- غير ذلك من أنواع العقود
- المتعلق بالمال
- غير المتعلق بالمال أو المصالح الشخصية
- غير المتعلق بالمال الشخصي
- غير ذلك من أنواع العقود
- غير المتعلق بالمال أو المصالح الشخصية

بعض القواعد التي تنظم العقد هي:

- 1- العقد
- 2- العقد
- 3- العقد
- 4- العقد
- 5- العقد

**العقد في القانون المصري**

هو...

**العقد في القانون السعودي**

هو...

- هو اتفاق بين شخصين
- هو اتفاق بين شخصين
- هو اتفاق بين شخصين
- هو اتفاق بين شخصين
- هو اتفاق بين شخصين

**العقد في القانون الكويتي**

- 1- العقد
- 2- العقد
- 3- العقد
- 4- العقد
- 5- العقد

**العقد في القانون الأردني**

- هو اتفاق بين شخصين
- هو اتفاق بين شخصين
- هو اتفاق بين شخصين
- هو اتفاق بين شخصين
- هو اتفاق بين شخصين

**العقد في القانون العراقي**

- 1- العقد
- 2- العقد
- 3- العقد
- 4- العقد
- 5- العقد

**العقد في القانون الليبي**

- هو اتفاق بين شخصين
- هو اتفاق بين شخصين
- هو اتفاق بين شخصين
- هو اتفاق بين شخصين
- هو اتفاق بين شخصين





## ANNEX 2: FACILITATOR GROUP DISCUSSION 1

### 1. Welcome

Welcome to the discussion group. We are pleased to have today to discuss the various educational experiences of children.

Before anyone participates, please don't be shy. Feel free to raise important activities to one another. There aren't right or wrong answers. All sorts of experiences welcome here, and everyone is appreciated.

Everything said in this discussion is confidential and will only be used for research purposes. Neither the identity, nor the affiliation of the speaker(s), nor that of any other participant, may be revealed. We will not disclose any statements attributable to your name. The facilitator will be present. However, only members of the research team have access to the recordings. They will also be the only ones to view the full written transcripts. Having heard these conditions, when joining in the group, we assume that you agree to these rules.

### General Information

To get to know you a little better, why don't you tell me a little about yourself?

- Where are you from?
- Where do you teach? (what type of school is it?)
- Do you teach full time / part time?
- How many years have you been teaching?
- What subjects do you teach?
- What grades do you teach?
- Does your school provide after-school learning services for students?
- In general, tell me how you work as a teacher / how has it affected by the pandemic. (Please explain.)

### Internet Access & Usage

- Do you have access to the internet at home?
  - If no, how do you get access to the internet (at home)? (Probe for mobile Wi-Fi, hot-spots, a public Wi-Fi nearby – etc.)
  - If yes
    - Where is your internet package? (Probe for 3G, 4G, 4G+, 5G, Fiber Optic)
    - Is the speed fast/slow?
    - Do you pay for it?
  - If yes, who does? (Probe: did the school offer to pay for it / covered it?)
  - If yes, how much do you pay for it per month?

### Distance Learning and Educational Services

- Please tell me more about how you teach:
- Do you teach remotely / online / face-to-face through camera? If not, how do you teach? If yes
  - How long have you been teaching remotely?
  - Where do you teach from: school / home?
  - Do you have an appropriate place to teach from?
  - What subjects do you teach remotely?
  - How often do you teach?

## Review

- What books do you use to teach or follow up with your students? Do you use them often? If
- Do you use a digital platform, program to teach? Follow up? If yes, which? what do you think of it? (How valuable for you?)
- How comfortable are you using technology? (how?)
- How do you receive training? Do you need that treatment? In what?

## Content

- What materials do your students have at home? (how often) what use them any learning materials?
- How do lessons present their content?
- Are the lessons appropriate to the learning for all students?
- are any differentiated approaches to cater to different students?
- Do the students get interested?  
(How, why?)  
(Yes)
- How do you present it?
- How do they understand?  
(Do the students have any issues/struggle?)  
(Yes, how are they understood? How are they guided?)

## Participation

- Are students' participation/interaction monitored? If yes, how?
- Are students generally enjoying learning classes at all? (How, why not?)
- Do you feel students are engaged in classes? If not why not?
- How many of your students drop out? Why?
- Do you communicate with your students? If yes, what factors and how often?  
• If no, why not?
- What happens if you the students have questions for you or need further assistance? (How often) (How do you communicate with families?)

## Support

- Do you communicate with parents (how you usually try to be father or mother)? If yes, what kind of activities or interests? How often, how, why not?
- How do you think parents role describe in remote learning? Is this what you want or not? Do you think parents are able to help their children?
- How do you see the gender role playing a role in providing quality education for example? The absence of fathers in providing support to children or vice versa?
- Do you have a consistent support for your lesson? (What has been helpful) what do you need?
- Do you receive support from colleagues, supervisors etc, if not, what type of support do you need to do your job better?

## Wellbeing

- Do you receive enough support at home? If yes, from whom?

- Do you have to teach your children at home? How do you manage to do that?
- Are any of your students suffering from distance learning?
  - If yes, which students? (parents suffering because? Why?) (Proble for younger students vs. older students with less attention span, students with disabilities, students with working parents, students in what is considered...-etc.)
- Do you feel students are suffering educationally at home?
- Are you noticing any particular issues that may arise in terms of through the online learning which makes the students less able? (for example finding alternate classes, not aff'ing, still doing, etc.)
- Do you feel your students are improving/regressing?
- Who is benefiting most from online learning (e.g., which, younger students, older students)?
- What are the areas that students are struggling with the most? What areas are results flourish when they get back to school?
- What could the best distance learning experience look like for you?
- Do you think students will be able to continue their education through distance learning in the future? Why?

## Disabilities in Learning

- Disruption (Understanding how disabilities affect the education of students with disabilities in general and that of distance learning experiences in particular)
- Do you teach any students with disabilities (learning difficulties - disabilities)?
  - If yes, how are accommodations provided for students with disabilities? (If yes, what are they?)
  - If not, what are they short of?
- How do you adapt your teaching methods to work online with students with different needs?

Is there anything else you'd like to tell about this matter?

## 3: Students / Children

Belongs to the discussion group / We are gathered here today to discuss the academic educational experiences of children.

Invite everyone to participate, please do this only, but just that we request will like to see another. There are no right or wrong answers. A variety of opinions are welcome here, and honesty is appreciated.

Everything said in this discussion is confidential and will only be used for research purposes. Neither the identity, nor the affiliation of the speaker(s), nor that of any other participant(s) may be revealed. We do not disclose any statement attributed to you name. The content of the recorded discussion only members of the research team have access to the recordings. They all also in the objective to view the full written transcripts. Having heard these conditions when staying in the group, we assume that you agree with these rules.

### To get to know you a little better, why don't you tell me a little about yourself?

- How old are you?
- How many people live in your household? (Parents, teachers, sisters, siblings, family)
- Do you have international friends? (USA, Germany, other countries, etc)
- If you, how is the connection?
- Do you experience identity struggles at home?
- Do you have siblings?
- Do you have siblings abroad? How you abroad to visit them? Do you visit them? Where there?
- Where do you use the internet for?
- What are the main things that you feel you are doing you for studying? (For example, if you work at home or outside the home, the challenging parent atmosphere at the house, no arrangement from parents, if you hold the responsibility of your relationships because your parents work, etc.)
- Are you enrolled in a remote study program (distance study)?

### Are your study ratings a bit?

- What interests do you want for studying?
- Do you want your classes help? (Yes, why?)
- How long do you study for? (points for number of hours/days)
- Do any of your siblings need to answer? (If so, their learning?)
- Is the thing of the classes convenient for you? (Yes, why?)
- How long do they study for? (points for number of hours/days)
- How do you feel about these two issues change in the virtual world?
- Do you feel the content is?
  - too easy
  - too difficult
  - boring
  - not
- What difficulties do you face learning on TV?
- Do you have homework?
  - Yes, why?
  - If yes, how is it presented? How do you submit your homework back to the teacher?

- What happens if you have questions for the teacher's desk when class is over/ending?
- Do you have optional lessons?
  - If yes, how do you conduct them? How do you get your grade?
- Do you feel like it's a good way of learning?

### Do you study through a digital program?

- What platform are you using to access classes? (Canvas, Blackboard, Zoom, FutureLearn, Coursera, etc. – any group, other)
- What materials do you use to study? (papers, phone, tablet, other)
  - If yes, what is the app? How many hours do you use to learn the lecture with an application about studying? (papers/books/notes)
- What do you like about the platform you use? (easy to use, chat option, materials – etc.)
  - What do you dislike about it? Can you communicate with your teachers and pass through the platform?
- Are you comfortable using technology for learning? (Do you feel confident learning online?)
- How are you assessed/graded? (Videos or PDFs, recorded classes from teachers, certificates, etc., articles, video recording)
- Do you have homework?
  - If yes, why?
  - If yes, how is it presented? How do you submit your homework? (ask to the teacher?)
- What happens if you have questions for the teacher's desk when class is over/ending?
- Do you have optional lessons?
  - If yes, how do you conduct them? How do you get your grade?
- What are the ideal online learning platform features?
  - (easy to use, easy to submit homework, chat option, chat option, video recording, allow for access sharing – etc.)

### Distance Learning (for all subject/understanding)

- Do you have an appropriate quality of your learning from distance?
- Do you study alone, or does anyone help you study? If yes, who helps you study?
- Do you struggle with remote learning? If yes, why?
  - Teacher? (the way teachers teach)
  - Content? (the way classes are presented)
  - Homework? (the way homework is given)
  - Follow-up?

### Feelings and Wellbeing

- How do you feel about online learning? (in class?)
- What do you like about it? (easy to use, seeing PAs/lecturing – etc.)
- What do you dislike about it? (not seeing friends, being absent – etc.)
- Do you feel like you are still a virtual student?

- Do you still get nervous/talk to your friends?
- Do you attend any extracurricular activities? (sports, etc. etc.)
- Who helps you with you in your studies (for example father or mother, other siblings, etc.)?

Do have anything else you'd like to tell us on this matter, any suggestions you have to make the learning process more effective, example?

### 3. Results

Belongs to this discussion group. We are gathered here today to discuss the results obtained regarding the use of:

1) *Intervention to participate* (presented) (the city, Italy) and for us respect ourselves to ourselves. There are no other consequences. All work is done on a voluntary basis, and nobody is appreciated.

Everything you do in this discussion is confidential and will only be used for research purposes. Nothing to identify you or the affiliation of the speaker(s), nor their way of being, participant, may be revealed. We will not disclose any personal information to you later. The names of the speaker(s) however, only members of the research team have access to the recordings. They will also be strictly used to cover the following messages. Everything that you mention, when joining in the group, we assume that you approve of the results.

#### General information

- Do you know your life table why and you tell me the story yourself?
- How many children do you have?
- Where are you located?
- What is your education level/qualification?
- Do you work?
  - If yes, your profession is of what kind and?
  - If no, were you ever working before the pandemic?
  - If yes, how has your work situation been like this year with the pandemic?
  - Do you have remote access of income?
- Do you live alone with other families?
- Do you have permanent friends you meet often?
- Do you have friends at home?
- Do you have internet access? If yes, what type? (the type is if the relation is if the type is not free?)
- Do you use your children use the internet that frequently?
- Do you experience identity strategies?
- Do you have leisure activities (reading? Table? If yes, do you exercise? (how often? How often with others?)
- How comfortable are you using and working with technology?
- How do you receive any training programs or how to use technology?

#### Beliefs about your children:

- How do you think about the ages of (6-8) if you
- How do you think about any way of the program (what the format is informal? If yes, why?)
- Why do you think about them in the formal or informal education?
- What does each program offer?
- Do you have access to any learning materials to help your child with? Do you feel able to help your child in learning?
- How has the pandemic affected your child's education or your goals? (if)

#### Are any of your children between the ages of (6-8)?

- How many children do you have that currently study (school ages)?



- How are children/parents informed about the program?
- What do you think is most important in the informal education program being off the formal program?
- What formal education should be available in public school?
- What is the informal education should be? (organization, NGO, center, etc.)
- How are children/parents getting the materials? Is your child still excited now?

#### **If your child does not receive any form of education:**

- Why do they not receive any form of education?
- (organization, school, due to disability, no transportation) formal reasons (parents' school education child wants to help the family with income, lack of interest from the child, none of the adults can't name school, parents, ... etc.)

#### **If your child receives formal education services through the television:**

- What subjects do they watch to studying? (part of formal education)
- What subjects do they receive?
- How often do they watch study? (daily, weekly, month, etc.)
- How long do they study for? (hours for number of watching)
- Is watching convenient, is it always the convenient?
- How often you/the child learn? Have you been a change in the schedule?
- Do you/child your children are engaged in their learning? (change)
- Do they feel the content is too easy/hard/difficult/interesting?
- Do teachers follow up with your children? Are TV programs supplemented with other assignments? (homework? additional activities?)
- What difficulties do they face learning on TV?
- What is your opinion education through TV? (Pros for example, convenience)

#### **Access to educational services (formal and informal) through a PL-APP/APP:**

- How many facilities are available at home for the children to study you?
- What are they (paper, phone, tablet, other)?
- How comfortable are the children in using these facilities?
- Do you/children share these devices? (with siblings/friends/cousins?)

#### **For the Informal Education Program:**

- How much time do they spend learning through the informal education program?
- How many hours per day/week? Is it enough for their learning requirements?
- Do your children need support for the lack of program? How, what kind of support do you provide them with?
- What informal education recognized by the Ministry of Education (MEd)?
- How it makes a difference to you / the program is (paid, not) recognized by the MEd?
- What platforms are the children using to access the informal content?
- How do (Zoom, Skype, Microsoft Teams, WhatsApp, etc.) - Are you familiar with the platform and its process?
- How are the lessons presented? (video or YouTube, recorded class from teachers, webinars, presentations, etc.)
- How many WhatsApp groups do the children join?
  - Do they have a separate group for every subject?

## For the Informed Education Program:

- How much time do they spend learning through the formal education program?
- How many hours per day/week do they spend in training/experience?
- Do you utilize read support in studies? If so, what kind of support do you provide them?
- What patterns are the children using to access the classes?
- How do (Zoom, Skype, Microsoft Teams, WhatsApp, Google +) do you familiar with the platform and do you use it?
- How are the lessons presented? (Videos or YouTube, recorded videos from teachers, webinars, presentations, interactive apps)?
- What subjects do the children currently take?  
(Do your children follow a specific routine with their classes? Do the classes change at the same time or do they change?)
- How often do you children study? What happens if they do not study today?
- Do the children have activities? How do they learn about their themselves?
- What do you feel child's about how the lessons are presented?
- How many WhatsApp groups do the children join?
- Do they have a separate program every subject?

## For child's television and internet distance learning:

- Do teachers communicate with your children? If yes, how? (in how often) (Parents reading)
- Do teachers communicate with you? Do they utilize or do you? How often?
- What happens if you the children have questions to the teacher don't understand something?
- Do your children provided with any learning resources learning activities, reading materials, worksheets...?
- Do the children have homework?
  - Yes, why?
  - No, why?
  - How is it presented?
  - How do they submit it?
- Do you help them?
- How complete their homework?
- How are your children assessed?
- Do assessment regularly occur content provided to children?
- Do you or your spouse help any of the children study? (Why)? (Private classes are difficult to access in some areas, etc.)
- Are any of your children suffering with distance learning? If yes, what of your children (what grades/subjects) are suffering the most? (Why)?  
(Do you think children with disabilities are supported? Are they provided with the same resources or are they treated differently?)
- What do you think is missing from distance learning?
- Do you feel your children are improving or regressing?
- Is it more likely for your children to be good at distance learning or not?
- In your opinion, what does the ideal distance learning experience look like?
- (any to use, website for homework, work papers, their opinion, rating/feedback, allow for various thinking...etc.)  
(Is the school at home/online only, do your children require much help at school? If yes, How do support them in studying at school?)
- Are you problems and conflicts increasing or better with remote learning?
- Do you think your child's ready to move to the next grade? (In USA, Grade 1)

- Do you think children with disabilities are supported? Do they present with the same issues as working-class children?

Thank you for coming to speak to us today. We appreciate your time.

## 4. Elements of DNS

Welcome to the discussion group. We are pleased here today to discuss the various educational experiences of children.

Before we begin, participants please do for the day: suspend the usual respect and debate one another. There are no right or wrong answers, levels of experience welcome here, and honesty appreciated.

Everything said in this discussion is confidential and will only be used for research purposes. Neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed. We will not disclose any information attributable to you here. This includes online comments. However, any members of the research team have access to the recordings. They will also not be only able to view the full written transcripts. Having heard these conditions, what stage is the group: researchers that progress of theories.

### General Questions:

- To what extent are you willing today, at present, to act as the chairperson?
- How old are you children?
- How many people live in your household? (Parents, brothers, sisters, other children?)
- How much extra material household income?
- Do you experience electricity shortage at home?
- Do you have a TV at home?
- What business do you have at home? Do you market? (How often?)

### Internet:

- Do you have internet access? (JICA, UNICEF, internet service, etc)? How is the connection?
- How much does the internet package cost and how long does it last (per month)?
- Do these internet packages suit you?

### Business:

- How does your child access internet learning? (TV, Tablets, other?)
- What device does your child use to access learning?
- How many available devices do you have at home?
- Does your child have regular access to internet platforms for learning?
- Is your child comfortable using devices at home?
- Are you comfortable using devices and helping your child?

### Education programs: Formal and informal:

- What type of a disability does your child have?
- Does your child receive informal education, formal education, or both? Is he/she enrolled in a public, private, or UNICEF school?
- If your child does not receive any form of education
- Why do they not receive any form of education?
- (Suggested set of content, due to disability (if not reported), financial reasons, (positive or alternative child care, to help the family with income), lack of interest from the child, none of the available care forms (school, parastatal, ...etc.)

### Those who are enrolled in the Informal Education Program:

- Has your child/child(ren) prior to the pandemic?
- What type of educational opportunities was received?
- Are accommodations provided for your child's disability at the site with learning center? If yes, what services?
- Which subjects does your child struggle with the most?
- What is the informal education program offered by? (organization, NGO, service, etc.)
- Has your child/child(ren) prior to the pandemic? Is your child still enrolled?

### Those who are enrolled in the Formal Education Program:

- Has your child/child(ren) prior to the pandemic?
- What type of educational opportunities was received?
- Are accommodations provided for your child's disability at the site with learning center? If available?
- Which subjects does your child struggle with the most?
- Which online platforms does your child use? Are you familiar with them? Have you ever used it?
- If your child has questions about school activities, can he/she ask the teacher?

### Outgoing Questions:

- Is remote learning offered by any? (why? How does it work, its quality?)
- How many hours does your child receive remote learning? (includes start and end of the same time?)
- How many hours do you spend your child study? What happens if they do not study fully? Do you feel it is enough?
- Are accommodations provided for your child? (printed content, shadow teacher)
- How is an online learning offered? How are lessons/recommendations
- Does the teacher communicate with your your child? If yes, how? And how often? Does the teacher experience your learning?

### Questions on disabilities, and learning difficulties:

- Does the teacher allow for learning methods that cater to specifically cater to your child's needs?
- Does the school offer a support facility to help your child with learning difficulties? Is this quite available recently?
- Does the school provide awareness about to all students with disabilities?
- Does your child have homework? How do they use the homework?
- Assessment? Does he/she struggle with that? Do assessments explicitly cover the material taught during online lesson?
- Do you or any member of your family assist your child with his school work?
- Do you feel you can assist your child?
- Do you feel your attention is divided equally between all your children?
- Do you feel your child is struggling more than that sitting?

## Wellbeing

- How would you generally describe your child's feeling at school?
- How has their general feeling (GSR/GS) changed?
- Do you think your child will be able to continue to make connections in the future? (long term)
- How does your child manage at school? (academically and socially)?
- How does your child manage at home?
- How does your child adjust to feeling the stress of the disability?
- Do you think they are happy to be attending at home?
- Are you able to access specialist services for the possible services for your child? (How has that changed during COVID-19)?
- Does your child miss school? (if under learning at home)?
- What outside opportunities are available for your child to socialise with?
- How has school provided your child with physical learning materials at home?
- Do you think your child is ready to move to the next grade?
- Do you feel that students are dropping out of school as a result of the pandemic?
- Does your child have access to services that provide support for students with special needs?

Thank you for wanting to spend so much time today. We appreciate your time.

