E-learning Experience During COVID-19 Needs Assessment
# Table of Contents

Table of Contents....................................................................................................................... 2
Acronyms......................................................................................................................................... 2
Executive Summary........................................................................................................................ 4
Background and Methodology....................................................................................................... 8
Analysis........................................................................................................................................... 12

Access to online/distance education .......................................................................................... 14
  1- Infrastructural Barriers........................................................................................................... 14
  2- Availability of devices used for learning .............................................................................. 18
  3- Familiarity with digital learning tools ................................................................................. 19

Quality of online/distance education ......................................................................................... 20
  1- Digital Platforms Used ........................................................................................................ 20
  2- Content Presented and Delivered ....................................................................................... 22
  3- Communication................................................................................................................... 26

Enabling Environment ................................................................................................................ 30
  1- Students’ Learning Experience............................................................................................ 30
    i- Kindergarten (KG) ........................................................................................................... 30
    ii- Primary school students ................................................................................................. 31
    iii- Secondary school students............................................................................................ 31
    iv- Gender ........................................................................................................................... 31
    v. Special Needs Students.................................................................................................... 31
  2- Wellbeing & Support ........................................................................................................... 33

Recommendations ...................................................................................................................... 37
  i- Implementation level........................................................................................................... 37
  ii- Policy Level ....................................................................................................................... 39

Annexes ......................................................................................................................................... 40
  Annex 1: Survey Questions ...................................................................................................... 40
  Annex 2: Focus Group Discussions ......................................................................................... 57

# Acronyms

- CWD: Children with Disabilities.
- SEN: Special Educational Needs.
- FG: Focus Groups.
- KII: Key Informant Interviews.
II. EXECUTIVE SUMMARY

Edvise ME understands that Plan International, Relief International and War Child seek to better understand the experience of refugees and vulnerable populations enrolled in K-12 distance/online education offered by formal, non-formal and informal education providers in camps and host communities in 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 enabling environment around 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 due to electricity shortages in camp blocks that sometimes lasted for weeks, and therefore disrupted student learning.

- Most respondents (62% of teachers, 60% of parents, and 55% of students) accessed the internet over mobile devices through 3G/4G. In focus groups, participants expressed that they had difficulty accessing classes regularly due to the weak signal. The majority of camp residents did not have access to ADSL/FIBER/WIFI internet services compared with the host community. The host community, however, noted that despite access to the internet services, there was not sufficient bandwidth to either access learning regularly or download material required.

- Most surveyed respondents (90% of parents and 72% of teachers in both camps and host communities) paid for their internet. The few who received subsidized internet were enrolled or taught in non-formal and informal education programs. Focus group participants highlighted subsidized services were offered irregularly and that the bandwidth was not sufficient to continue with learning and teaching.

- Focus group participants (parents and teachers) spent on average between 6-20 JDs per month on internet subscriptions. When asked how much they needed to spend to be able to access learning and content regularly, they stated they need between 20-30 JDs per month which they cannot afford.

- Most surveyed respondents (73% of students and 77% of teachers) used a smartphone for teaching and learning. Most households had only one smartphone, and less than 20% of households owned two or more smartphones. 58% of teachers shared their smartphones with other members of their household limiting their ability to teach and follow up with their students.
Students in focus groups noted they had to share devices. It was noted how this impacted younger students more because in general, parents prioritized older children but also prioritized the internet to attend exams more so than classes. This statement was also confirmed by parents. Respondents were also asked which groups were the most impacted by online learning and the majority of responses also point to younger students in early grades (grades 1-3) as well as Tawjihi students. When parents were probed in focus groups, some expressed that their younger children should repeat the academic year because “this year does not count”, and some expressed no worry due to automatic promotion and a belief that their children will catch up.

Teacher respondents in camps and host communities were more comfortable using digital tools (60%) compared to students (24%). Around 94% of teacher respondents in informal and non-formal programs were trained on using technology by the organizations they work for compared to 62% in formal education programs. Formal education teachers who received training noted they received it through their workplace. Teachers in the focus groups who did not receive any training from their workplace said they resolved to self-training (i.e., the use of digital platforms) through YouTube in order to deliver content to their students. Others asked tech-savvy friends or family members to show them how to use certain platforms. Public school teachers attributed the lack of teacher training on remote education to the lack of funds and expressed their wishes for further training and support on the preparation and delivery of online content.

Public school students (both male and female) mainly accessed the Darsak platform to study, and also reported using WhatsApp with their teachers as a secondary method of studying. A minority of students in focus groups faced particular issues accessing Darsak due to rejected ID numbers and mismatched names and IDs on the system. Most students in non-formal and informal programs used WhatsApp to access their learning and expressed comfort and familiarity using it as a platform.

Teacher attitudes and practices on WhatsApp differed between formal education and nonformal/informal education where some focus group participants expressed they are not allowed interact with their students outside Darsak and therefore do not need to follow up with their students on WhatsApp. Parents and students expressed frustration saying that teachers sometimes send homework on WhatsApp but most of them do not allow students to text back, making it a one-way communication.

Most teachers in non-formal and informal programs were active on WhatsApp and followed up with parents through phone calls clarifying concepts and answering questions as needed. This was confirmed by parents and students.

Content was delivered through videos and voice recordings for formal programs. There was no major differences in how content was delivered across different grades. 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 his/her willingness to engage with students on WhatsApp to answer questions or clarify concepts.
In public schools, 58% of teachers stated in the survey that they communicated daily with students. Meanwhile, only 23% of students reported daily communication and 22% of students 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 perception of the level of communication. None of the teachers in informal and non-formal programs noted zero communication, however 13% of students did note there was no communication. Focus groups revealed that female teachers were more active in setting up WhatsApp groups to help female students with schoolwork compared to male teachers. Caregivers and parents noticed that boys spend more time playing in the neighbourhood with their friends and not as engaged in learning compared to girls who were expected to stay home.

Non-formal and informal programs relied more heavily on interactive content including videos and audios, however content was not adapted to children with disabilities and special needs. According to the focus groups, parents of children with disabilities stated that the services they received in schools such as counselors and shadow teachers was discontinued in remote learning, therefore the experience depended on the personal initiative of the teacher. Some teachers followed up and provided guidance, however the survey and focus group results indicated this was not common.

Homework in formal education was mainly given through written assignments and worksheets for all forms of education and grades. Focus group participants were asked whether the homework was relevant to the video content, and students and parents felt there was little alignment between lessons delivered through videos and homework provided by teachers. Respondents considered different teachers were delivering the video and homework, which worked to create the discrepancy. Most mothers and fathers in the camp expressed that their literacy level was low so they could not assist with homework. They resorted to their older children or neighbors or retired teachers to assist younger children with their homework. Notably, participants reported older children sometimes did the homework for younger children so they could gain quicker access to devices.

The non-formal and informal experience differed from public schools according to the focus groups because teachers provided homework and regularly followed up with students. They also provided creative assignments that kept students more engaged in learning.

Exams were the only way to assess students learning in formal education. Homework was not considered because focus group teachers said that they understood not all students could access it. When parents and students were asked whether exams were age and grade appropriate and whether they were relevant to video content, they disagreed.
Teachers in formal schools were significantly less happy with remote teaching with 89% of private school teachers reporting their experience was negative and 53% of public-school teachers, compared to teachers in informal schools at 24% and non-formal programs at 28%. Teachers in camps felt particularly disadvantaged because of their living conditions and pressures and obligations faced at home.

All teachers in the focus groups, particularly women, expressed frustration with their dual role as teachers and mothers – and that they were expected to follow up with their children without much support at home. They also highlighted issues regarding limited access to devices and sharing issues (77% of teachers own and use a smartphone for work, and 58% of teachers share their smartphone with other members in their household). The lack of stable internet connection was also raised (53% of teachers said their work is affected by poor internet connections).

Teachers felt that if they were provided with internet subsidies, and more training and capacity building on how to teach remotely as well as a more suitable working environment they would perform better. 72% of teachers said they paid for internet while only 28% were subsidized.

72% of students (independently for males and females) were unhappy with the experience of remote education. They struggled in particular with math and languages. Both male and female students stated that in addition to their studies they had more obligations and chores around the house because they were at home.

Focus group discussions revealed that female students were more committed to learning during remote education while male students usually spent their time outside the home. This has directly contributed to males spending less time studying.

Parents, particularly mothers, had to assist their children, only 22% of fathers assisted their children. Younger students (Early grades students) were the largest group that had to be assisted at 69%.
Edvise ME understands that Plan International, Relief International and War Child are looking to better understand the experience of refugees and vulnerable populations with distance/online education in order to inform their interventions and better plan for future projects. Based on the work Edvise ME conducted, Edvise Me was able to contextualize its approach to target refugees and host community members and prepared this report to shed light on the experience of refugees in the formal, informal and non-formal education context.

**Geographical coverage:**

The areas that were targeted are three governorates in the north, two in the center and one in the south. Considering the refugee population, Edvise ME covered the following geographical areas:

- Al-Zaatar camp
- Al-Azraq camp
- Irbid
- Zarqa
- Marka
- Karak

III. BACKGROUND AND METHODOLOGY

1. Context & Rationale:
2. Methodology

a. Approach:

In order to better understand the issues that impacted the experience of distance/online learning in the informal and non-formal education context, Edvise ME focused on 3 factors:

- Access to education.
- Quality of education services and delivery.
- Enabling Environment which addresses the resilience and wellbeing of stakeholders through family, community, and institutional support.

Edvise ME considered the following areas under each of those factors:

| Access          | Household size.  
|                 | Digital Platforms to access online learning.  
|                 | Availability of Devices 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 Schedule provided to students.  
|                 | Diversity of Content provided to students.  
|                 | Effectiveness of tools teachers use to plan their lessons.  
|                 | Assessment Methods.  

| Enabling Environment | Spouse support for Parents.  
|                      | Family support for teachers.  
|                      | Support teachers receive at school.  
|                      | Effect of online learning on other duties.  

b. Data Collection:

Due to restrictions posed by COVID-19 and the desire expressed in the RFP for meetings and interventions to be conducted virtually, Edvise ME collected the data in the abovementioned areas through the following:

- Questionnaire/Mini Surveys:

Description:

Questionnaires were developed for parents, teachers, and children and were delivered through survey monkey. The purpose of the questionnaires was to quickly and efficiently collect data in the formal, informal and non-formal education context, from 6 governorates on access, quality and community support issues by obtaining perspectives from a larger number of people than those that will be interviewed during the Focus Group sessions. The questionnaires also assisted Edvise ME in mapping distance/online education services that students currently receive.
The questions listed in each survey were applicable to the three types of education (formal, informal, and non-formal) as well as those who were not enrolled in any type of education. This assisted us with the data analysis and disaggregation and enabled us to make this comparison between formal and informal education.

**Survey Target Group:**

- Parents of children of different ages (4-18).
- Teachers.
- Children aged (6-18).

**Focus Group Discussions (FGDs)**

**Description:**

The purpose of the Focus Groups was to gain a deeper understanding on the services provided and what challenges children and their families face with distance/online learning in the formal, non-formal and informal context. There was also a Focus Group dedicated to parents and children with disabilities to include their specific concerns. Edvise ME conducted one focus group in each governorate for each target group:

- Teachers: 6 FG.
- Parents: 6 FG.
- Parents of CWDs: 6 FG.
- Children aged (6-18): 6 FG.

Because FG’s were held virtually, Edvise ME wanted to keep the numbers small to encourage dialogue and ensure its success, we therefore had no more than 6-10 participants in each FG.

**Focus Group Target:**

- Parents of children with disabilities
- Parents and caregivers
- Teachers and facilitators
- Children aged (10-13).

<table>
<thead>
<tr>
<th>Location</th>
<th>Gender</th>
<th>Parents</th>
<th>Teachers</th>
<th>Children</th>
<th>Parents of CWD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zarqa</td>
<td>Males</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Karak</td>
<td>Males</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Marka</td>
<td>Males</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>Irbid</td>
<td>Males</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Al-Zaatari Camp</td>
<td>Males</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Al-Azraq Camp</td>
<td>Males</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>40</td>
<td>44</td>
<td>43</td>
<td>39</td>
<td>166</td>
</tr>
</tbody>
</table>
• **Key Considerations for Conducting Focus Group Discussions:**

The following are the key steps and considerations Edvise ME followed when conducting virtual focus group discussions:

- The consulting team recommended that the focus groups take place in one location rather than each participant calling in from a different location, to overcome connectivity challenges. The meetings were held in each city at centers belonging to the implementing partners that commissioned this study.

- The Focus Group numbers were restricted to a maximum of 10 people to ensure a proper discussion and comply with social distancing and health considerations.

- The duration of the Focus Groups was one hour to ensure optimal participation and at the same time ensure that key questions were answered.

- The Edvise ME facilitator began the focus group session with a clear introduction of the purpose of the assessment and stressed the importance of participant's honest answers.

- The facilitator outlined the sessions' basic expectations, with particular attention to the respect of others' views.

- The facilitator made an active effort to include everyone in the conversation to ensure different perspectives were heard and the discussion was not dominated by one or a few.

- Common questions were standardized as much as possible, to enable comparison, and the identification of trends.

---

**c. Research Limitations**

Due to the limitations and safety concerns caused by the 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. Edvise ME understands that while online surveys can reach a higher number of respondents, some members may have struggled because of their unfamiliarity with using online tools, or their lack of access to devices or lack of/limited internet connectivity.

Edvise ME was able to conduct all its targeted Focus Groups online, however there were internet connectivity issues, and it was sometimes difficult to hear responses of respondents the facilitators in each Focus Group played an important role in relaying the information.

Edvise ME had to widen the scope of work in comparison to what was originally planned in order to cater to the requirements of each implementing partner (Plan International, War Child and Relief) and address Formal, informal
Edvise Me had to rely on the implementing partners field teams to organize the focus groups. They were very cooperative but there were some issues faced including:

- Having some respondents participate who did not fit the criteria set out either in terms of age or schooling
- Having a principal attending a focus group which prevented children from responding freely to questions.

Upon writing this report, Edvise ME analyzed the data, summarized the findings, and highlighted differences between the segments where we found them. With regards to gender, it is worth mentioning that little difference was detected between male and female students.
Most survey respondents lived in host communities in the central and northern regions. No respondents were from the south. Most teachers and parent respondents reside in Amman and Zarqa while most student respondents reside in the north as shown in Figure 1.

Nationalities

The majority of respondents were Jordanian and Syrian: other nationalities were minor and negligible in this survey. As evidenced in Figure 2, most student and parent respondents were Syrian while most teacher respondents were Jordanian.
Gender

The majority of teacher and parent respondents were female as shown in Figure 3. Meanwhile, male and female students were almost equally split.

Age Segments

Students who were asked to complete the survey were aged 9-18. Most student respondents were between the ages of 15-18 as shown in Figure 4.

Education Programs

Figure 3: Gender split in surveyed sample

Figure 4: Age split based on student surveys

Figure 5: Education types based on student surveys
ACCESS TO ONLINE/DISTANCE EDUCATION

Survey respondents and focus group participants identified two main infrastructural barriers to accessing distance/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 attitudes to education also hindered students from fully participating in learning:

- Some parents and students lacked comfort using digital platforms and technology tools.
- Some parents felt that due to “automatic promotion”, their children will move to the next grade regardless of what happens during the online learning period.
- Some parents prioritized access to learning for their older children, so their younger children were not afforded equal opportunity to devices for learning.

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

1- Infrastructural Barriers

Availability of Internet Services and connectivity issues.

a. Internet access

80% of all survey respondents in camps and host communities had access to the internet; more specifically, 74% of parents, 75% of students and 94% teachers. Internet access at home was higher in host communities compared to camp communities, and particularly among teachers compared to students as shown in Figure 8. Students’ access to the internet differed slightly between males and females, though in both cases the most common way of connection to the internet was via mobile bundles as shown in Figure 6.

![Figure 6: Based on students' survey](image-url)
Focus group participants in camp communities complained that reception is often non-existent; “some blocks do not receive any coverage at all” (Teachers, Al-Zaatari), while some said their connection is unreliable at best.

Survey data indicates that electricity services in host communities are consistent and stable; with 88% of parents, 84% of students, 80% of teachers stating that electricity at home rarely disconnects. Electricity services in both camps (Al-Zaatri and Al Azraq) are intermittent and disconnect daily. An average of 66% participants in camp communities said they experience daily electricity shortages. Electricity was disconnected every night between 11 pm and 9 am to conserve energy and allow the electric generators to rest.

Though camp residents are accustomed to spending their nights in the dark, some areas within the camp, often referred to as ‘blocks’ by locals, experience electricity shortages for days at a time, sometimes lasting for weeks. “the last electricity shortage lasted ten consecutive days. When that happens, remote learning stops all together.” (Teachers, Al-Azraq camp).

During these times, only families who can afford to purchase external batteries were able to charge their devices and appliances. Students in these families were able to charge mobile devices and continue their education remotely. Students in families with less means were unable to do so. As a result, some students have not been able to study remotely or attend classes for weeks. When electricity and internet access were available, some parents prioritized access to learning for older children, especially students in grade 12, so their younger children were not afforded an equal opportunity to access devices for learning. Some parents, for example in Marka, stated that “early grade students are the most disadvantaged because these years were meant to be ‘foundation’ years” referring to the grades in which students gain the basics of language and arithmetic skills, laying the foundation for future learning. Some Parents in the focus groups stated that their younger children will be “automatically promoted” therefore they did not feel a need to focus on their needs specifically.

In fact, the majority of all respondents (including teachers and parents) said they accessed the internet through mobile bundles (3G and 4G) as evident in Figure 7.
b. Quality of the Internet connection

Data connection over mobile devices was the most common method to connect to the internet, in both host and camp communities. Most respondents (62% of teachers, 60% of parents, and 55% of students) relied on 3G or 4G for their remote education needs.

The teachers in Karak were proved to be in outlier in focus group discussions, as most of them stated they have WIFI connections at home.

Respondents residing in the camps had less access to ADSL/WIFI/Fiber/ MIFI in comparison to host communities. Focus group participants who had ADSL all ADSL/WIFI/Fiber/ MIFI still claimed that their internet connections did not have the capacity to handle the requirements of remote education, since it was neither stable nor fast enough.

![Challenges Faced in the Quality of Internet Available](image)

Another major challenge cited in the focus group meetings was cost including Bundles which would not last until the end of the month.

c. Cost and expenditure of Internet subscriptions

Focus group participants were able to further articulate the barriers around internet cost. When asked who pays for their internet consumption, 90% of parents and 72% of teachers in both camps and host communities stated they pay for it themselves. 28% of teachers received subsidized ‘internet credit’ in comparison to only 10% of parents. internet through mobile bundles (3G and 4G) as evident in Figure 7.

![Who Pays for Your Internet?](image)

Among teachers who received subsidized internet, the majority taught in non-formal followed by informal education programs, as shown in Figure 10.
Some parents and teachers in Al-Azraq Focus Group said that Plan International and UNICEF were subsidizing their internet during the pandemic and they received up to 10 JDs a month. However, they claimed that payments were infrequent and insufficient. “Internet cards are not consistently provided. Some months we get them, other time we don’t” (Parents, Al-Azraq).

Focus Group participants in both camps and host community claimed they spent an average of 6-20 JDs on internet bundles in the form of pre-paid cards from their telecom service providers (47% of teachers and 76% parents) spend that amount monthly. However, the majority claimed it is insufficient for their actual internet consumption needs and that they ration their internet usage. To give an example some parents stated that they keep the credit for their older children to take exams online: “the credit was barely enough as is to attend online classes” (Parents, Al-Azraq). For them to be comfortable, participants claimed they need 20+ JDs a month. 59% of teachers said they needed 20-30 JDs a month which they cannot afford.

Figure 11: Based on teacher surveys

![SUSBSIDIZED TEACHERS](image)

Among teachers who received subsidized internet, the majority taught in non-formal followed by informal education programs, as shown in Figure 10.
2- Availability of devices used for learning

Smartphones were the most used device for remote education during the pandemic 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. In fact, results from the parent’s survey show that 74% of them have one smartphone at home for children to use in remote learning, while only 20% had 2 or more phones.

77% of teachers own and use a smartphone for work, and 58% of teachers share their smartphone with other members in their household. In addition to smartphones, teachers reported also using tablets as shown in Figure 12. It is noteworthy that among the teachers who had a tablet 80% of them received or borrowed a tablet from their workplace, 85% of those teachers were from host communities while 25% were from camps.

Of the teaches who borrowed a tablet, 45% taught non-formal education programs through community-based organizations (CBOs). 22% of teachers with borrowed tablets worked in a public school while 13% worked for informal education programs, as shown in Figure 13.

Students in Focus Groups highlighted having to share phones with each other. They claimed that they had to share the smartphones available to them to study and divided their time according to workload and class time. “Students can barely divide devices between themselves and their siblings for online learning purposes” (Parents, Karak). None of the students in the focus groups owned tablets, though a small number of students in Zarqa, Irbid and Karak-owned laptops.
3- Familiarity with digital learning tools

60% of all teachers surveyed (both camp and host communities) stated they were comfortable using digital tools to teach as shown in Figure 14. Only 24% of students on average in camps and host communities were comfortable using technology to study. Male and female students in both camp and host communities were equally uncomfortable using technology as shown in Figure 15.

An average of 94% of teacher respondents in informal and non-formal programs were trained compared to 62% in formal education programs as shown in Figure 16. This was confirmed by teachers in the focus groups in Al-Azraq for example, who reported receiving training on remote education and online teaching tools from informal education programs such as Plan International; “They held meetings and trainings at the institute in order to identify how to respond to this change including training on the use of digital tools” (Teachers, Al-Azraq).

On the other hand, most students did not receive any training on the use of digital tools as shown in Figure 17. Parents in the focus groups did not receive any form of training on the use of digital learning tools. “No one gave us any training on how to use technological devices. Sometimes our children taught us” (Parents, Zarqa). Tech-savvy students taught their parents how to use these tools, while the rest resolved to trial and error, asking others, or searching for instructional videos on YouTube. Just like teachers in Al-Azraq, parents claimed they received instructional videos on the use of digital tools.
QUALITY OF ONLINE/DISTANCE EDUCATION

Survey and focus group questions focused on the following factors to better understand the quality of the online/distance learning experience:

- The types of platforms used
- Content delivery looking at classes, homework and exams
- 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 experiences of those residing in camps and host communities.

1- DIGITAL PLATFORMS USED

Platforms most used to study according to students:
According to students, the platform most used in public schools was the Darsak platform followed by WhatsApp. WhatsApp was the most used platform in formal and non-formal programs as shown in Figure 18.

![Platforms Used to Study](image)

*Figure 18: Based on student surveys*

The use of the platforms used to study by students vary very slightly between the two genders as shown in Figure 18. Results indicated 41% of males used Darsak and 30% used WhatsApp, while 39% of females used Darsak and 29% used WhatsApp.
Survey and focus group questions focused on the following factors to better understand the quality of the online/distance learning experience:

The findings below considered similarities and differences between the different types of schooling (public, private, informal, non-formal) as well as the experiences of those residing in camps and host communities.

Platforms most used to study according to students:

According to students, the platform most used in public schools was the Darsak platform followed by WhatsApp. WhatsApp was the most used platform in formal and non-formal programs as shown in Figure 18.

The use of the platforms used to study by students vary very slightly between the two genders as shown in Figure 18.

Results indicated 41% of males used Darsak and 30% used WhatsApp, while 39% of females used Darsak and 29% used WhatsApp.

There was no significant difference between host and camp communities or between different age groups in terms of the platforms used to study as shown in Figure 20.

*Video platforms include Zoom, Skype, Microsoft Teams, Google Class...et
While most students used Darsak followed by WhatsApp, it was noticed that grades 7 to 10 used Darsak more often than both younger students (between grades 1-6) and older students (grades 11 to 12). The use of WhatsApp was higher among students in grade 7 and higher.

The experience of students differed using the Darsak and WhatsApp platforms. On Darsak, the focus group students faced issues signing in and navigating the platform. Some faced registration issues because the platform required a national ID number. Students also faced login issues due to rejected national ID numbers, and mismatched accounts. Students were more comfortable using WhatsApp because it is an easy and familiar tool that they use to communicate with others.
According to the survey, most teacher respondents in public schools rely on the Darsak 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 22.

**PLATFOMS USED TO TEACH**

![Platform Usage Chart]

**Figure 22: Based on teacher surveys**

### 2- CONTENT PRESENTED AND DELIVERED

#### i- Delivered Content

Content in formal schools (both public and private) was presented through written texts, audio recordings, and videos, while content in nonformal and informal programs was predominantly via videos as shown in Figure 23.

**HOW LESSONS ARE TAUGHT**

![Lesson Delivery Chart]

**Figure 23: Based on teacher surveys**
There were no significant differences between grades in terms of how content was presented and delivered as shown in Figure 24.

Among public-school students, those who used the Darsak, TV and online platforms said lessons were short (around 15 minutes according to focus group students) and insufficient to cover content necessary. Students emphasised that Math and English lessons were not presented or delivered in a satisfactory manner, stating that “it is difficult to understand ideas and explanation in Math” and that “teachers conducted the whole lessons in English” offering no translation or explanation in Arabic (students, Irbid).

On the other hand, students in informal and non-formal programs stated they did not struggle understanding lessons because teachers continued to explain and offered extensive examples. Students were also given opportunities to ask questions and interact with teachers.
Students received homework in a variety of formats depending on the school type, subject, and preference of the teacher. As evident in Figure 25, most students -across formal, informal and non-formal education programs- received written homework assignments and worksheets.

It is interesting to note that student respondents in host communities reported receiving more written assignments compared to students in camps as shown in Figure 26. It is likely because written assignments are easier to send out.

Students in formal education programs stated that assigned homework by their schoolteachers was not always compatible with the classes presented on the Darsak platform. According to focus group students, they were left confused and frustrated. Some students in focus groups claimed that teachers did not consistently correct homework, especially when the homework was submitted through Darsak.

In comparison, according to students in focus groups, not only was homework assigned by teachers in informal and non-formal education programs in line with lessons and presented materials, but it was corrected and regularly returned to students for review.
Teachers expressed the concern that “parents need to support and encourage their children” and be “more involved with homework correction and explanation of lessons” (teachers, Marka), rather than “complete their children’s homework and exams on their behalf” (teachers, Karak).

Admittedly, teachers recognized that some parents are unable to support their children in studying because they are either working parents or illiterate; “many parents are unable to read and write and so cannot support their children academically” (teachers, Marka). Teachers in Al-Azraq also said “not all parents have the necessary educational background to support their children” referring to the fact that although parents may be literate, they don’t possess sufficient knowledge to assist their children, or perhaps that they don’t possess sufficient knowledge in all the subjects” (teachers, Al-Azraq).

### iii- Exams

Survey results show that exams and homework were the two methods used to assess students in formal, informal, and non-formal remote education, as shown in Figure 27. 76% of surveyed teachers said they assessed students during remote education based solely on exams, and 61% said that homework and projects play a role in the overall assessment of students. Only 12% of teacher respondents stated that they did not assess their students at all during this period. The focus groups confirmed this finding where teachers stated that homework and participation did not play a role in students’ assessments because access to devices and internet hindered some students from engaging and participating.

![Figure 27: Based on teacher surveys](image)
3- COMMUNICATION

i- Methods of communication

According to the survey, public school teachers reported using Darsak to communicate with students, as shown in Figure 28. Some focus group participants expressed that communication with teachers outside the Darsak platform was not permitted, and some students received little-to-no replies (mentioned specifically in Karak).

Teachers also reported using WhatsApp and phone calls to follow up with their students. However, focus groups revealed that this was mainly a one-way communication, teachers would send homework, but students could not communicate back with them and ask questions. Some students in the focus group said they were left stranded, unable to communicate with their teachers to enquire or ask questions. The lack of communication was particularly difficult on students whose parents or siblings could not assist them in studying.

Methods used to communicate with students were consistent across both informal and non-formal education programs -as shown in Figures 29 and 30; WhatsApp being the most used platform. It is worth mentioning that WhatsApp was used differently compared to formal schools. In this context, teachers actively followed up with students, to answer questions, or re-explain lessons.
In non-formal education programs 56% of teachers said they relied on video platforms such as Zoom, Microsoft Teams, and Google products to present short classes.

Focus group participants were able to further articulate the barriers around internet cost. When asked who pays for their internet consumption, 90% of parents and 72% of teachers in both camps and host communities stated they pay for it themselves. 28% of teachers received subsidized ‘internet credit’ in comparison to only 10% of parents. Internet through mobile bundles (3G and 4G) as evident in Figure 7.

Survey results indicate that on a daily basis, male teachers communicated less with students than their female counterparts, as shown in Figure 32. Although all teachers preferred communicating with students daily, more males opted to communicate with students on a weekly basis.
Only 23% of students in both public and private schools reported daily communication with their teachers, and an average of 22% of students reported that 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 33. Slightly more female than male students contacted their teachers on a daily basis.

![Figure 33: Based on Student surveys](image)

According to the focus groups, teachers in host communities felt their students were doing better in the early stages of the pandemic when communication was allowed through applications such as WhatsApp. Teachers also claimed they wished they could contact students more often, but that the MoE has forbidden them from doing so outside the platform. This restriction has affected public-school teachers in both camp and host communities alike. “There is no direct communication and interaction between students and teachers” according to Parents of CWD in Zarqa. Similarly, parents in Al-Zaatari voiced their frustration that “communication between students and teachers is forbidden and only through the platform Darsak. So, teachers do not follow up with students at all”.

Public-school teachers in host communities -Karak in particular- said they reached out to parents if a student was not attending, but that “parents do not care about following up because they know their child will pass the school year regardless” (teachers, Karak) due to automatic promotion.
According to the teacher survey respondents, 59% teachers in informal and non-formal education programs reported daily interaction with their students. None of them stated that they did not follow up with students. 43% of students enrolled in informal education programs reported daily communication with teachers which shows more consistency between what both teachers and students claimed. However, 13% of students enrolled in informal education said there was no communication at all.

There were no major differences observed between younger and older grades in terms of frequency of communicating with teachers as shown in Figure 34.

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 thus to their attendance and drop-out rates.

Attendance by public school students was recorded on Darsak and happened automatically as soon as students signed into the platform. Students in the focus groups admitted to only signing in order to register their attendance, but not actually watch classes or study.

“Most of the times the children log into the platform just to register attendance, they don’t follow up with online classes” (Parents of CWD, Irbid).

Focus group teachers stated that a large percentage of students stopped attending or un-officially dropped out due to issues with the Darsak platform:

- Technical difficulties, particularly with regards to registration, and the user experience within Darsak.
- Frustration with the quality of content presented. Students claimed that classes (videos) are brief and often insufficient in explaining the lesson.
- Insufficient devices. Parents and students complained that there are “barely enough devices to divide between children and for their use” (Parents, Karak) especially “when we have 4-7 children” (Parents, Irbid). Similarly, teachers complained of having to share their phones with children to study when they must use them for teaching.
On the other hand, attendance was monitored more closely in non-formal and informal education programs. According to parents in focus groups, students in informal and nonformal programs interacted with teachers and classmates through groups. Students’ presence, attendance, and interaction on these groups (or the lack of) was noticed and documented by teachers who would then follow up with students or their parents to enquire why they are missing. This constant follow-up pushed students to attend more often.
On the other hand, attendance was monitored more closely in non-formal and informal education programs. According to parents in focus groups, students in informal and nonformal programs interacted with teachers and classmates through groups. Students' presence, attendance, and interaction on these groups (or the lack of) was noticed and documented by teachers who would then follow up with students or their parents to enquire why they are missing. This constant follow-up pushed students to attend more often.

Parent and teacher survey respondents were asked who the most disadvantaged groups during remote learning were, and found the following:

### DISADVANTAGED STUDENTS-TEACHERS

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>40%</td>
</tr>
<tr>
<td>Females</td>
<td>35%</td>
</tr>
<tr>
<td>Learning with disabilities</td>
<td>21%</td>
</tr>
<tr>
<td>Low income families</td>
<td>42%</td>
</tr>
<tr>
<td>Grades (1-3)</td>
<td>60%</td>
</tr>
<tr>
<td>Grades (4-6)</td>
<td>69%</td>
</tr>
<tr>
<td>Grades (7-9)</td>
<td>21%</td>
</tr>
<tr>
<td>Grades (10-11)</td>
<td>20%</td>
</tr>
<tr>
<td>Grade (12)</td>
<td>25%</td>
</tr>
<tr>
<td>None</td>
<td>49%</td>
</tr>
</tbody>
</table>

**Figure 35: Based on teacher surveys**

### DISADVANTAGED STUDENTS-PARENTS

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>32%</td>
</tr>
<tr>
<td>Females</td>
<td>24%</td>
</tr>
<tr>
<td>Learning with disabilities</td>
<td>21%</td>
</tr>
<tr>
<td>Low income</td>
<td>13%</td>
</tr>
<tr>
<td>Grades (1-3)</td>
<td>30%</td>
</tr>
<tr>
<td>Grades (4-6)</td>
<td>45%</td>
</tr>
<tr>
<td>Grades (7-9)</td>
<td>22%</td>
</tr>
<tr>
<td>Grades (10-11)</td>
<td>23%</td>
</tr>
<tr>
<td>Grade (12)</td>
<td>27%</td>
</tr>
<tr>
<td>None</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Figure 36: Based on parent surveys**

### KINDERGARTEN (KG)

Most mothers with younger children in the focus groups stated that their children were not enrolled in any programs. Those who were registered in KG received limited learning services. Teachers stated that they Send them a detailed explanation of the steps for writing a letter, over WhatsApp and asked parents to do simple tasks with the children at home with materials that are readily available.
The majority felt that their children should redo the year because they do not know the basics and are not ready to join the first grade. “I’d prefer if my all children redo the academic year... this year was a waste of time (parents, Al-Zaatari). Some parents, particularly in Irbid, suggested that schools should conduct assessment exams upon their physical return to schools 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 such as reading and writing. 45% of parents who completed the survey believed that 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. Moreover, parents mentioned that this age group of children are not capable of studying independently, or accessing classes online by themselves, which meant 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 such as reading and writing. 45% of parents who completed the survey believed that 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. Moreover, parents mentioned that this age group of children are not capable of studying independently, or accessing classes online by themselves, which meant they are dependent on adults -and their availability- to study. This hindered children’s progress and their development.

iv- Gender

32% of caregiver and parent respondents believed that male students are more disadvantaged than female students as evident in Figures 35 and 36 above (where only 24% of parents believed females were more disadvantaged.). Similarly, 44% of teachers thought that males are more disadvantaged compared to 31% for females. Focus group discussions revealed that female students show more serious commitment to learning while male students usually spend their time outside the home. This is attributed to the perception male students spend more time outside the house playing with children in the neighbourhood than girls who spend more time at home. This has directly contributed to males spending less time attending classes and studying. According to caregivers and parents, girls put more effort into their education and are more academically competitive, while boys do not care as much, and spent more time playing than studying.” (Parents, Karak).

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, disabilities or learning difficulties, 5% of whom are enrolled in an education program and 5% who are not.

Regardless of the type of disability, parents of children with disabilities in the focus groups claimed their children were enrolled in public schools. According to the parents “My child was enrolled prior to the pandemic and is still enrolled now remotely since March of last year” (Parent of CWD, Al-Azraq).
Of the 5% of parents with children who have a learning difficulty or disability, 40% said their children’s’ needs were addressed to a limited extent through available technology in remote education. 35% said their children had access to support teachers (especially in camp communities). 55% of parents did not know if the child with special needs or disabilities had any form of support during the pandemic through remote education. According to the focus groups, parents of children with disabilities stated that the services they received in schools such as counselors and shadow teachers were discontinued during remote learning. The experiences therefore depended on the personal initiative of the teacher. Some teachers followed up and provided guidance, however this was not common.

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 mediocre physical disabilities. The majority of parents in host communities mentioned that their students do not get sufficient attention and help at school.

However, in both camp communities Mercy Corps provided resource rooms and Special Educational Needs (SEN) teachers to aid children with disabilities in learning, both inside and outside of the classroom. According to parents in camp communities, SEN teachers were available on campus -prior to the pandemic- to provide support for students with disabilities. These teaches “offered students lessons 1-2 times a week to improve basic skills such as writing and life skills” (Parents of CWD, Al-Azraq). Significant progress was noticed in these children after a while according to their parents.
2- WELLBEING & SUPPORT

Survey results show that teachers in formal education were the unhappiest during remote education while teachers working for informal and non-formal education programs felt the experience was generally positive as shown in Figure 37.

<table>
<thead>
<tr>
<th>Teachers describing working remotely - Based on work place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public schools (UNRWA)</strong></td>
</tr>
<tr>
<td>Positive: 53%</td>
</tr>
<tr>
<td>Negative: 47%</td>
</tr>
</tbody>
</table>

Figure 37: Based on teacher survey

Teachers in focus groups in formal education programs raised the issue of a lack of sufficient support at home from their families stating it was difficult to cope with personal obligations and teaching from home. Female teachers in particular noted they struggled to balance their duties as housewives, mothers, and their jobs.

Teachers in camp communities in particular complained their “living circumstance are very difficult at the moment”, especially that their “homes are not equipped to teach from” (teachers- Al-Zaatari) for a number of reasons:

- The ‘caravans' have small quarters
- There is no noise insulation
- Electricity and internet issues

In host communities, teachers felt they “can no longer organise their lessons nor their teaching schedules because it is difficult to both support our children and students at the same time” (teachers, Karak) as they don’t “receive enough support at home or from work” (teachers, Irbid).

**Issues often faced included, but were not limited to:**

<table>
<thead>
<tr>
<th>Emotional Factors</th>
<th>Functional Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Family obligations</td>
<td>• Limited number of devices; sharing devices with children to study</td>
</tr>
<tr>
<td>• Housework duties</td>
<td>• Costly internet bundles</td>
</tr>
<tr>
<td>• Supporting their own children in their studies</td>
<td>• The lack of stable internet connections and bandwidth to support streaming and</td>
</tr>
<tr>
<td>“We spend the day either teaching students or supporting our children” (teachers,</td>
<td>video uploading/ downloading.</td>
</tr>
<tr>
<td>Karak)</td>
<td></td>
</tr>
</tbody>
</table>

All teachers in focus groups wished for a more enabling environment at home for themselves and their students. They agreed that everyone has a role to play in supporting children though this unprecedented 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 in remote learning. With the exception of a minority of teachers in Zarqa, the majority admitted fathers have been absent from their children’s remote education experience. Teachers believed that in the Jordanian society “traditional gender roles determine the role of mothers and fathers in the household, and that mothers are responsible for home maintenance and childcare -including academic support- whereas fathers are responsible for providing financial support” (teachers, Al-Zaatari).

They also expressed a desire for their schools would provide internet subsidies or added financial support to cover internet costs. They also criticized schools for failing to provide them with any technical assistance (instructional videos, training…etc.) or devices to aid them in teaching. Teachers across the board claimed 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, Al-Zaatari).

Most students reported they are unhappy with the experience of remote learning as shown in Figure 38.
Student respondents in formal education programs stated they felt like they are regressing academically as shown in Figure 40. More students in non-formal education programs said they are academically improving during remote education than other students in formal education programs.

With regards to gender, as shown in Figure 39 there is no difference in the experience of male and female students. However, 72% of both genders stated that their remote education experience was negative.
This is confirmed in the gender disaggregation where female students have slightly more responsibilities and chores than males as shown in Figure 42. However, both genders stated they are required to assist their younger siblings in studying. Moreover, 28% of males said they have no obligations, which is higher than females at 21%.
Surveyed parents stated they have to assist their children, especially younger ones, in studying, which adds to their daily obligations as shown in Figure 43.

![Assisting Children in Studying](image1)

**Figure 43 Based on the parent survey**

According to parent respondents, 56% of mothers took over the responsibility of teaching because only 22% of fathers help their children study. More male students (at 72%) said they requested the help of their mothers as shown Figure 44. These boys requested the assistance of their fathers less often at 28%. Similarly, female students requested the assistance of their mothers more often.

According to parent respondents, 56% of mothers took over the responsibility of teaching because only 22% of fathers help their children study. More male students (at 72%) said they requested the help of their mothers as shown Figure 44. These boys requested the assistance of their fathers less often at 28%. Similarly, female students requested the assistance of their mothers more often.

Some focus group parents stated that they struggle to help their children in their studies because they either lack the time, or do not understand the lessons. According to the focus groups, parents struggled most to assist with math. Similarly, students struggled the most with math according to the student survey. This is evident in Figure 44.

![Assisting Students Based on Gender](image2)

**Figure 44: Based on Parent surveys**

According to parent respondents, 56% of mothers took over the responsibility of teaching because only 22% of fathers help their children study. More male students (at 72%) said they requested the help of their mothers as shown Figure 44. These boys requested the assistance of their fathers less often at 28%. Similarly, female students requested the assistance of their mothers more often.
Surveyed parents stated they have to assist their children, especially younger ones, in studying, which adds to their daily obligations as shown in Figure 43.

According to parent respondents, 56% of mothers took over the responsibility of teaching because only 22% of fathers help their children study. More male students (at 72%) said they requested the help of their mothers as shown Figure 44. These boys requested the assistance of their fathers less often at 28%. Similarly, female students requested the assistance of their mothers more often.

Some focus group parents stated that they struggle to help their children in their studies because they either lack the time, or do not understand the lessons.

According to the focus groups, parents struggled most to assist with math. Similarly, students struggled the most with math according to the student survey. This is evident in Figure 44.

With regards to the three most difficult subjects according to students; Math, languages, and sciences (including chemistry, biology, and physics), both male and female students insisted that Math requires the most assistance as shown in Figure 46. No significant differences have been observed between males and female in terms of assistance needed in studying.
IV. RECOMMENDATIONS

This section outlines proposed recommendations based on the findings of the report. The recommendations are both at the policy and implementation level:

i- Implementation level

1. Infrastructure: Overcoming access challenges in terms of device access and usage as well as internet connectivity.
2. Awareness and capacity building: providing knowledge and training on key issues that will enable students and parents to better access and interact with remote learning services.
3. Learning content: adaptation of learning content to ensure it is meeting learning objectives that are age and grade appropriate and respect 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 inconsistent between teachers and streamlining this practice.
2. Addressing learning loss: addressing learning gaps that were further exacerbated during remote learning, particularly among disadvantaged students.
3. Enrollment in the early years: Further encouraging and investing in efforts to enroll students in the early years to join KG.
4. Automatic promotion: Addressing the consequences of automatic promotion considering the learning loss students are experiencing.

i- Implementation level

Infrastructure:

- Increased access to additional devices in the household could work to accommodate the needs of older and younger learners.

- Since 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 download space. It is also recommended have content that can be accessed offline.

- Affordable internet packages and internet subsidies could be provided, particularly for low-income households who currently struggle to afford the additional costs incurred because of remote online learning.

- The possibility of stronger internet signals could be explored in the camps to reach more camp blocks and charging stations for devices could be made available when electricity services are interrupted.
1. Infrastructure: Overcoming access challenges in terms of device access and usage as well as internet connectivity.

2. Awareness and capacity building: providing knowledge and training on key issues that will enable students and parents to better access and interact with remote learning services.

3. Learning content: adaptation of learning content to ensure it is meeting learning objectives that are age and grade appropriate and respect different learning styles.

4. Communities of support: Creating support networks that help students address gaps in learning and help parents and teachers receive more support and address their wellbeing.

1. Improving communication: Recognizing that communication was inconsistent between teachers and streamlining this practice.

2. Addressing learning loss: addressing learning gaps that were further exacerbated during remote learning, particularly among disadvantaged students.

3. Enrollment in the early years: Further encouraging and investing in efforts to enroll students in the early years to join KG.

4. Automatic promotion: Addressing the consequences of automatic promotion considering the learning loss students are experiencing.

This section outlines proposed recommendations based on the findings of the report. The recommendations are both at the policy and implementation level:

**Learning Content:**

- Students, parents and teachers could be provided with more targeted trainings on the use of learning platforms and orientation on platform features such as how to communicate on Darsak for example. Those can be in the form of instructional step by step videos as well as frequently asked questions and answers that can be posted.

- Awareness raising could be beneficial in orientating stakeholders on additional resources and free platforms.

- Increased knowledge of parents through virtual capacity building methods.

- Feedback forms and questions could be distributed to ask users about challenges they are facing. Based on data collected, outreach and awareness messaging campaigns can be implemented.

- Access to educational opportunities for girls and safe environments in schools (or at homes in e-learning modalities) free from violence should be actively promoted. Continued work to address school drop-out as well as tackling gender norms about girls’ value and roles in society should take place.

- Targeted and increased support to parents on the use of learning platforms could increase and improve access of CWD to various e-learning modalities and ultimately enhance the experience of CWD during the period of 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, counsellors and youth workers to ensure best practice is applied at a programmatic level. Awareness raising should include the importance of building trust with the children, the detection of signs of abuse and increased familiarity of referral pathways to specialized services.

**Awareness and capacity building:**

- A closer revision of homework and exams given is needed to ensure it is:
  - grade and age appropriate.
  - Consistent with the lessons presented to students.
  - Are supplemented with additional examples, worksheets, and interactive explanations to assist with learning.

- Based on the positive experience of younger students in informal learning, informal learning lessons that use materials readily available in households could be used in formal schools where for content and homework could

- Learning content and homework should be adapted and differentiated to meet the different learning styles of students including CWD, mixing writing assignments with hands on projects and videos for example as well as including teaching methods and techniques that specifically target CWD.
Learning packets, including hard copy materials, manipulatives, stories and stationery should be distributed for those who do not have regular access to remote learning.

Age appropriate and gender specific focal points 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 capacity building of helplines (for example Jordan River Foundation’s 110 Helpline).

Communities of support:

- Increased awareness raising for and mobilization of fathers regarding their role in children’s remote learning and education could reduce the burden felt by other family members, particularly mothers.

- Parents interviewed reached out to retired teachers, neighbors, and older children to help their children with homework. This was particularly true of parents with low levels of literacy. It is recommended that this practice be further expanded and supported by having community-based organizations create informal networks of support and increase awareness of parents as to what services are available in the community and how they can access it.

- Increased awareness raising should take place for parents on the importance of setting a routine for studying to ensure that children’s’ schedules are more organized and that resource, such as devices available for learning, are being shared.

- Increased active engagement among male teachers could enhance and improve communication with students, and could potentially have a positive impact on the learning experience of male students.

- Social media and other interactive platforms should be utilised to provide children, adolescents, and their families access to accurate information and support around best practices around protective enabling environment supporting e-learning education.

ii- Policy Level

Communities of support:

- Advocating 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 Darsak platform. Teachers and children could benefit from messaging on the importance of teacher/student communication and its impact on learning.

- A help line could be established to address the protection concerns of educators, teachers, counselors, and youth works in case they need to report potential abuse cases.
Addressing 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. This involves looking more closely at how students will be assessed to determine where the weaknesses are and put in place remedial education plans implemented at the school level and supervised at the field level. Remedial education programs offered through non-formal and informal programs should be further supported to reach more students.

Enrollment in the early years

Since the government and Ministry of Education pledged universal access to KG, and as younger students participated less effectively in remote learning, there should be targeted campaigns and incentives for students to enroll in KG. 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 resolve their issues because students will eventually catch up. Looking at the data coming out of the World Bank on LAYS (Learning Adjusted Years of Schooling) where Jordan is experiencing anywhere between 0.6-1.2 years of learning loss it is important for the practice of automatic promotion not to increase the learning divide for students.
V. ANNEXES

Annex 1: Survey Questions
1- Teachers Survey

الإستيان الموجهة للمعلمين

القسم الأول: معلومات عامة عن العائلات وبرامج التعليم المستخدمة

هل أنت معلم / ميسر حالياً؟ (إذا كانت الإجابة "لا" → إنهاء الإستيان)
- نعم
- لا

الجنس
- ذكر
- أنثى

الفئة العمرية
- أردني
- فلسطيني
- سوري
- أخرى (يرجى التحديد)
- 40 - 36
- 35 - 31
- 30 - 26
- 25 - 21
- 18 - 20
- أكثر من 40

مكان السكن (المحافظة)
- عمان
- طفيلة
- البلقاء
- الزرقاء
- مادبا
- معان
- المفرق
- أردش
- الكرك

نوع التعليم المقدم
- التعليم النظامي/ الرسمي في إحدى المدارس الحكومية
- التعليم غير النظامي (معترف به من قبل وزارة التربية والتعليم)
- التعليم العلاجي ودروس التقوية
- التعليم غير الرسمي (من خلال منظمات المجتمع المدني)

إسم المدرسة/ المنظمة
طبعية العمل
- معلم بدوام كامل
- معلم بدوام جزئي
- معلم بعد مدفع الأجر بالساعة أو اليوم
- معلم على حساب التعليم الإضافي
- غير ذلك، (الرجاء التحديد)

الصف الذي تقوم بتدريسه (يمكنك الإشارة إلى أكثر من خيار)

الصف الأول
الصف الثالث
الصف الخامس
الصف السابع
الصف التاسع
الصف الحادي عشر

المادة التي تقوم بتدريسها
- اللغة العربية
- الرياضيات
- التربية الإسلامية
- اللغة الإنجليزية
- التربية الاجتماعية والوطنية (الجغرافيا والتاريخ والتربية الوطنية)
- العلوم (كيمياء وفيزياء وعلوم ارض وعلوم حياتية)
- التربية الرياضية
- التربية الموسيقية والفنية
- التربية المدنية
- تكنولوجيا المعلومات/الحاسب
- الثقافة المالية
- مهارات حياتية
- أخرى، (الرجاء التحديد)

ما هي المواد التي يتم إعطائها في المدرسة/المنظمة التي تعمل فيها؟ (يمكنك الإشارة إلى أكثر من خيار)

القسم الثاني: سهولة الوصول

هل لديك إشتراك إنترنت؟ (يمكنك الإشارة إلى أكثر من خيار)

- نعم في مكان العمل
- نعم في منزل/فأري (فايبر/MIFi/WIFI)
- لا، لا يوجد إشتراك إنترنت في المنزل أو في مكان العمل

هل تواجه أي تحديات أو مشاكل عند استخدام شبكة الإنترنت؟

- نعم، في حزم الإنترنت لا تكفي نهاية الشهر
- لا، أواجه تحديات عند استخدام شبكة الإنترنت

إذا كانت لديك إنترنت في المنزل، من قام بتزويدك بحزم الإنترنت؟

- قامت المدرسة/المنظمة بتوزيعنا بحزم إنترنت
- على نفسي/نفقة عائلتي الخاصة

45
هل تواجد انقطاع في التيار الكهربائي في منطقة سكنك؟
- نعم، اواجه انقطاع في التيار الكهربائي شهرياً
- نعم، اواجه انقطاع في التيار الكهربائي أسبوعياً
- نعم، اواجه انقطاع في التيار الكهربائي يومياً
- لا او نادراً ما اواجه انقطاع في التيار الكهربائي

ما اسم المنصة/ التطبيق الذي تستخدمه لإعطاء حصصك الدراسية خلال العام الدراسي الحالي؟ (يمكنك الإشارة إلى أكثر من خيار)
- من خلال وسائل التواصل الاجتماعي (مثل فيسبوك، انستجرام)
- من خلال الرسائل النصية
- من خلال المنصات الرقمية مثل (التبليغ عن بعد خاصة بالمنظمة أو المدرسة (Zoom، Microsoft teams، skype)
- غيرها (يرجى التحديد)

هل يحتاج التطبيق الذي تستعمله إتصال بشبكة الإنترنت؟
- نعم إتصال دائم
- نعم، إتصال منقطع/ غير دائم
- عدم التطبيق بدون إتصال بشبكة الإنترنت

ما هو الجهاز الذي تستخدمه لإعطاء حصصك الدراسية؟ بجوار كل جهاز مقترح في الجدول أدناه، وضع ما إذا كان لديك هذا الجهاز أم لا وحدد من يملكه. (يمكنك الإشارة إلى أكثر من خيار)
- استعمل هذا الجهاز وله ملك لي
- استعمل هذا الجهاز ولكن أشاركه مع غيري
- لا أملك ولا استعمل هذا الجهاز
- تلفون ذكي
- جهاز لوحى/ تابلت
- كمبيوتر
- أخرى، يرجى التحديد

هل تشع بالارتياح حيا لاستخدام التكنولوجيا في التعليم عن بعد؟
- مرتاح
- غير مرتاح

هل تم تدريبك، من قبل المدرسة أو المنظمة التي تعمل بها، بصورة كافية على آلية استخدام وسائل التكنولوجيا والتطبيق المستخدم أثناء العام الدراسي الحالي؟
- نعم، بصورة كافية
- نعم، بصورة غير كافية
- لا

هل لديك أي طالب من ذوي الاحتياجات الخاصة؟
- نعم
- لا

هل تم تدريبك من قبل المدرسة أو المنظمة التي تعمل بها، على التعامل مع طلاب من ذوي الاحتياجات الخاصة؟
- نعم، بصورة كافية
- نعم، بصورة غير كافية
- لا
هل تتوفر التسهيلات/الأدوات الكافية للطلاب ذوي الاحتياجات الخاصة في المدرسة/المنظمة التي تعمل بها؟ (يمكنك الإشارة إلى أكثر من خيار)
- نعم، مدرس مساعد
- نعم، التكنولوجيا المتاحة
- نعم، واجبات معدة
- نعم، مناهج معدلة
- لا يوجد تسيهيلات/أدوات كافية
- أخرى (يرجى التحديد)

هل قامت المدرسة/المنظمة بإيصال أية مواد تعليمية (أوراق العمل، أدوات/لواءم التعلم) للطلاب إلى منازلهم خلال العام الدراسي الحالي؟
- لا
- نعم

القسم الثالث: جودة التعليم عن بعد
كيف يتم تقديم وعرض الدروس والدروس المقدمة؟ (يمكنك الإشارة إلى أكثر من خيار)
- نصوص كتابية
- تسجيلات صوتية
- فيديو
- عروض تقديمية/بوربوينت
- لا يوجد

هل الواجبات المدرسية متعددة؟ (يمكنك الإشارة إلى أكثر من خيار)
- أوراق عمل
- مشاريع PowerPoint
- عروض تقديمية/بوربوينت
- تسجيلات صوتية/فيديو
- لا يمكنني من الطالب تسليم الواجبات المدرسية
- أخرى (يرجى التحديد)

على أي أساس يتم تقييم الطلاب؟ (يمكنك الإشارة إلى أكثر من خيار)
- الاختبارات
- تقييم أداء الطلاب
- أخرى (يرجى التحديد)

من وجهة نظرك، ما هي المواد التي تعتقد أن الطلاب بحاجة إلى دعم إضافي فيها نتيجة للتعلم عن بعد؟ (يمكنك الإشارة إلى أكثر من خيار)
- اللغة العربية
- التربية الإسلامية
- الرياضيات
- اللغة الإنجليزية
- التربية الاجتماعية والوطنية (الجغرافيا والتاريخ وال التربية الوطنية)
- العلوم (كيمياء وفيزياء وعلوم ارض وعلوم حياة)
- التربية الرياضية
- التربية الموسيقية والفنية
- التربية المهنية
- تكنولوجيا المعلومات/الحاسب
- مهارات حياتية
- الثقافة المالية
- غير ذلك، الرجاء التحديد

هل تواصلت مع طالب أثناء العام الدراسي الحالي؟ (يمكنك الإشارة إلى أكثر من خيار)
- نعم، من خلال المكالمات الهاتفية
- نعم، من خلال رسائل النصية
- نعم، من خلال وسائل التواصل الاجتماعي (فيسبوك... الخ)
- أنا لا أملك الأدوات للتواصل معهم
- أنا لا أتواصل مع طالبي

هل تواصلت مع طالب أثناء العام الدراسي الحالي؟ (يمكنك الإشارة إلى أكثر من خيار)
- أسبوعياً
- يومياً
- شهرياً
- أنا لم أتواصل مع طالبي خلال العام الدراسي الحالي
كيف أثر التعلم عن بعد على أهداف وغايّات التعليم والتَّعلم؟
- أصبح تحقيق الأهداف والغايات التعليمية أكثر صعوبة عن ما كان في التعليم في المدرسة.
- إن قدرتي لتحقيق الأهداف والغايات التعليمية لم تتأثر نتيجة الانتقال للتعليم عن بعد.
- أصبح تحقيق الأهداف والغايات التعليمية أكثر سهولة عن ما كان في التعليم في المدرسة.

القسم الرابع: تمكين/دعم البيئة المحيطة

هل ترسوب الطلاب من صفوف خلال العام الدراسي الحالي؟
- نعم، ولكن لأسباب أخرى
- لا

كيف تأثر تحضير الطلاب لصفوف خلال العام الدراسي الحالي بسبب التعلم عن بعد؟
- التحضير يأخذني وقت أطول من قبل
- التحضير يأخذني وقت أقل من قبل

لم يحدث وقت تحضيري عما كان الحال سابقاً من وجهة نظرك، من هم الطلاب الذين تأثروا سلباً من التعلم عن بعد؟ (يمكنك الإشارة إلى أكثر من خيار)
- الذكور
- الإناث
- ذو الإحتياجات الخاصة
- ذوو الإعاقة
- عائلات ذو دخل محدود
- الهمومون والمتفوقون
- الصفوف من (1-3)
- الصفوف من (4-6)
- الصفوف من (7-9)
- الصفوف من (10-11)
- لا يوجد

من وجهة نظرك، هل أي طالب معرض إلى ------------ (يمكنك الإشارة إلى أكثر من خيار)
- العنف في المنازل
- التحرش
- العنف الجنسي
- التتمير
- لا أعتقد أن أي طالب معرض للسابق
- غيرها (يرجى التحديد)

في ظل الظروف الحالية، هل تمكن أي من طلابك من الوصول إلى أنشطة الدعم النفسي والاجتماعي؟ (مثل: الرياضة، الهوايات، الحرف اليدوية، الموسيقى، أو أي من الأنشطة المفضلة لديك)
- نعم، من خلال المكاتبة
- نعم، من خلال الاتصال اليدوي
- نعم، من خلال الاتصال الفيديو
- نعم، من خلال وسائل الاتصال الاجتماعية (فيسبوك…)
- نعم، من خلال الرسائل النصية
- لا أعتمد على أي من أدوات التواصل
- لا أملك الأدوات لاتصال

من أين حصلت على الدعم فيما يتعلق في البرنامج التعليمي من ناحية (تحضير المواد، إعداد أوراق عمل، الإجابة عن أي استفسارات...)
- أيضًا (يمكنك الإشارة إلى أكثر من خيار)
- من خلال المسؤولين في المدرسة أو المنظمة
- من خلال الزملاء الآخرين
- لم أحصل على أي دعم

ما طبيعة الدعم الذي تحتاجه من المدرسة للتعليم عن بعد؟ (اختياري)
في أثناء العام الدراسي الحالي، هل حصلت على الدعم المطلوب من أفراد منزلك (مساعدة في الأبناء، المساعدة في المنزل، .. الخ.)؟
- إطلاقًا
- غالباً
- أحياناً
- إضافة إلى مهامك كعمل، هل تقوم بتعليم ومساعدة أبنائك في التعلم عن بعد في المنزل؟
- نعم
- لا
- ليس لدي أطفال
- كيف تعني تجربتك مع التعلم عن بعد؟
- إيجابية
- سلبية

مجموع الأسئلة: 43 سؤال

2- Student Survey

الاستبيان الموجهة للمرحلة العمرية (9-18)

القسم الأول: معلومات عامة عن العائلات وبرامج التعليم المستخدمة

هل عمرك ما بين (9-18)؟ (إذا كانت الإجابة "لا" --> إنهاء الاستبيان)
- نعم
- لا

الجنس
- أنثى
- ذكر

الجنسية
- أردني
- فلسطيني
- آخر (يرجى التحديد)

الفئة العمرية
- 18 - 15 - 14 - 12 - 11 - 9

مكان السكن (المحافظة)
- عمان
- إريد
- الزرقاة
- مأدبا
- عجلون
- الكرك
- الطفيلة
- معان
- أخر

كم عدد الأفراد الذين يدرسون عن بعد في منزلك؟
- أكثر من 5
- 5 - 3
- 3 - 2
- 2 - 1
- لا

هل لديك إشتراك إنترنت في المنزل؟
- نعم، (فايبر/MiFi/Wi-Fi)
- نعم، حزم إنترنت عبر الهاتف
- لا أعلم
- لا

49
هل تواصلت مع طلباتك أثناء العام الدراسي الحالي؟ (يمكنك الإشارة إلى أكثر من خيار)
- نعم، فان حزم الإنترنت لا تكفي لتهوية الشهر
- لا يوجد إشتراك إنترنت في المنزل
- لا أواجه تحديات عند استخدام شبكة الإنترنت
- هل أنت ملتزم بالتغطية من خلال?: (إذا كانت الإجابة "أنا غير ملتزم/لقد تركت المدرسة" --> إنهاء الاستبيان)
- من خلال مدرسة خاصة
- من خلال مدرسة حكومية
- مع ضعف في الشبكة
- أما غير ملتزم بأي برنامج تعليمي
- أخرى، الرجاء التحدث
- فقد تركت المدرسة
- لا أدلى
- اتخذة إلى العمل
- أخرى، الرجاء التحدث

المواد التي تقوم بدراساتها خلال العام الدراسي الحالي؟ (يمكنك الإشارة إلى أكثر من خيار)
- اللغة العربية
- التربية الإسلامية
- الرياضيات
- اللغة الإنجليزية
- العلوم (كيمياء وفيزياء وعلوم أرض وعلوم حيوانية)
- التربية الاجتماعية والوطنية (الجغرافيا والتاريخ والتربية الوطنية)
- التربية الرياضية
- التربية الموسيقية والفنية
- التكنولوجيا المعلوماتية/الحاسب
- الثقافة المالية
- مهارات حياتية
- غير ذلك، الرجاء التحدث

المواد التي تقوم بدراساتها خلال العام الدراسي الحالي؟ (يمكنك الإشارة إلى أكثر من خيار)
- لمن خلال الهاتف
- من خلال اتصالات البثية مثل
- من خلال البريد الإلكتروني
- من خلال الاتصال الفردي
- من خلال الواتساب (Zoom, Microsoft teams, skype)
- من خلال اتصالات الرسالة النصية
- من خلال رسائل الاتصال
- من خلال دسٍ الرقم
- من خلال الرسائل النصية

ما اسم المنطقة / التطبيق الذي تستخدمه لحضور حصصك خلال العام الدراسي الحالي؟ (يمكنك الإشارة إلى أكثر من خيار)
- Darsak
- من خلال الهاتف
- من خلال البريد الإلكتروني
- من خلال واتساب
- من خلال Facebook
- غيرها (يرجى التوضيح)
هل برنامج توقيت الحصص ملائم لك؟
- نعم
- لا

هل يحتاج التطبيق الذي تستعمله إتصال دام بشبكة الإنترنت؟
- نعم، إتصال دائم
- نعم، إتصال متقطع/ غير دائم
- يعمل التطبيق بدون إتصال بشبكة الإنترنت

ما مدى قدرتك على حضور الحصص الدراسية على بعد؟ (يمكنك الإشارة إلى أكثر من خيار)
- أقوم بحضورها بشكل متقطع/ دائم
- أقوم بحضورها ولكن بشكل متقطع لأسباب تتعلق بالتعليم عن بعد
- أقوم بحضورها ولكن بشكل متقطع لأسباب شخصية
- لا أقوم بحضور الحصص الدراسية عن بعد

إذا لم تكن قادر على حضور حصصك بشكل منظم، هل السبب يوجد لأي من الخيارات التالية؟
- وجود إعاقة/ عجز معين (جسدي، عقلي، ...)
- وجود مرض معين
- انتخاب من قبل الآخرين
- إساءة التعليم
- لا أستطيع حضور الحصص بشكل منظم/ دام
- تدني جودة التعليم
- لا ينطبق

هل تواجه انقطاع في التيار الكهربائي في منطقة سكنك؟
- نعم، أواجه انقطاع في التيار الكهربائي شهرياً
- نعم، أواجه انقطاع في التيار الكهربائي أسبوعياً
- لا أو نادرًا ما أواجه انقطاع في التيار الكهربائي

ما هو الجهاز الذي تستخدمه لحضور حصصك الدراسية؟ بجوار كل جهاز مقترب في الجدول أدناه، وضمن ما إذا كان لديك هذا الجهاز أم لا، وحدة من مملوكه (يمكنك الإشارة إلى أكثر من خيار)
- أستخدم هذا الجهاز وهو ملك لي
- أستخدم هذا الجهاز ولكن أشاركه مع غيري
- جهاز لوحي/ تابلت
- كمبيوتر
- أخر، برجي التحديد
- تلفون ذكي
- أأخير

هل تشعر بالارتباك حيال استخدام التكنولوجيا في التعليم عن بعد؟
- مرتفع
- متوسط
- متوسط
- بسيط
- غير مرتبط

القسم الثالث: جودة التعليم عن بعد
كيف يتم تقديم وعرض الدروس والحصص المقدمة؟ (يمكنك الإشارة إلى أكثر من خيار)
- فيديو على منصة اليوتيوب
- عروض تقديمية لوروبينت
- أوراق عمل
- تسجيلات صوتية
- أخرى (برجي التحديد):
هل الواجبات المدرسية متنوعة؟ (يمكنك الإشارة إلى أكثر من خيار)
- أوراق عمل
- مشروع
- واجبات كتابية
- PowerPoint
- عروض تقديمية / بوربوينت
- لا يوجد واجبات مدرسية

من وجهة نظرك، ما هي المواد التي تعقد انك تحتاج إلى دعم إضافي فيها؟ (يمكنك الإشارة إلى أكثر من خيار)
- اللغات
- العلوم
- العلوم الإنسانية
- الرياضيات
- أخرى (يرجى التحديد)
- لا أحتاج إلى دعم في أي من المواد

في حال واجهتك صعوبة في أي من المواد، من هو الشخص الذي تقوم بمساعدتك؟ (يمكنك الإشارة إلى أكثر من خيار)
- الأب
- الأم
- المعلم
- أحد أفراد العائلة غير الأب والأم
- الزملاء الآخرين
- لا أتلقى المساعدة من أحد

هل تمكنت من الوصول إلى أنشطة الدعم النفسي والاجتماعي؟ (مثل: الرياضة، الهوايات، الحرف اليدوية، الموسيقى، أو أي من الأنشطة المفضلة لديك)
- نعم، من خلال الورقات الفعالة
- نعم، من خلال الورقات البينية
- نعم، من خلال وسائل التواصل الاجتماعي (فيسبوک، الخ)
- المعلمو لم يتواصلوا معني
- نعم من خلال الاتصال

هل تواصلت مع معلمك خلال العام الدراسي الحالي؟
- نعم، من خلال العمل
- نعم، من خلال الامتحان
- نعم، من خلال الرسائل النصية
- أنا لا أملك الأدوات للتواصل معهم
- نعم من خلال الاتصال
- إذا كان الإجابة نعم، إلى أي مدى تواصلت/ كيف تصف تواصلك مع معلمك أثناء فترة التعلم عن بعد؟
  - يومياً
  - أسبوعياً
  - إسبوعياً

هل اتصلت مع م учебتي خلال العام الدراسي الحالي؟
- نعم، بناء على التواصل
- لا

القسم الرابع: تعكين/ دعم البيئة المحيطة

بالإضافة إلى دراستك، هل لديك أي مسؤوليات أخرى عليك القيام بها؟
- نعم، لدي أعمال منزلية
- نعم، عمليات أخرى
- لا

في ظل الظروف الحالية، هل تمكنت من الوصول إلى أنشطة الدعم النفسي والاجتماعي؟ (مثل: الرياضة، الهوايات، الحرف اليدوية، الموسيقى، أو أي من الأنشطة المفضلة لديك)
- نعم
- لا

ما رأيك في أدائك التعليمي والمهاري (لمستكملة المدرسة على الشهادة) خلال السنة الدراسية الحالية مقارنة بالسنوات السابقة؟
- يوجد تحسن في أدائي
- يوجد تراجع في أدائي
- لا يوجد فرق في أدائي

هل تفضل التعلم / وجهًا لوجه داخل المدرسة أم التعلم عن بعد؟
- التعلم عن بعد
- التعلم وجهًا لوجه داخل المدرسة
- لا أفضل منهما

كيف تصف تجربتك مع التعلم عن بعد؟
- إيجابية
- سلبية

مجموع الأسئلة: 31 سؤال
3- Parents Survey

الاستبيان الموجهة لأولياء الأمور

القسم الأول: معلومات عامة عن العائلات وبرامج التعليم المستخدمة

هل أنت ولي أمر لابن/ ابنة من عمر (4 - 18) (إذا كانت الإجابة "لا" --> إنهاء الاستبيان)

- نعم
- لا

الجنس
- ذكر
- أنثى

الجنسية
- فلسطيني
- أردني
- أخري (يرجى التحديد)

الفئة العمرية
- أحدث
- 25 - 21
- 20 - 18
- 17 - 15
- 14 - 12
- 11 - 9
- 8 - 6
- أقل من 6

ال المستوى التعليمي
- أعلى من ذلك
- دبلوم
- بكالوريوس
- ثانوية عامة (توجيهي)
- ثانوية عامة
- أدنى من ثانوية عامة

مكان السكن (المحافظة)
- عمان
- إربد
- الزرقاء
- مأرب
- الحدوف
- مادبا
- عجلون
- الكرك
- الطفيلة
- معان

كم عدد أفراد أسرتك؟
- أكثراً من 6
- 6 - 4
- أقل من 4
هل لديك إشراك إنترنت في المنزل؟
- نعم، (فابي/Wi-Fi/íc)/إشتراك إنترنت منزلية
- لا

هل تواجه أية تحديات أو مشاكل عند استخدام شبكة الإنترنت؟
- نعم، فإن جزء الإنترنت لا يتأتي لحدود الشهر
- لا، لا أواجه تحديات عند استخدام شبكة الإنترنت
- من قام بتزويدك بجزء الإنترنت؟
- قامت المدرسة/المنظمة بزيادة بجزء الإنترنت
- على نفقتي/نفقتي عائلتي الخاصة

إذا كانت الإنترنت على نفقات الخاصة، ما المبلغ الذي تدفعه شهريًا (بالمليارات)؟
- إذا كانت الإنترنت على نفقات الخاصة، ما المبلغ الذي تحتاجه شهريًا (بالمليارات)؟
- إن إشراك الإنترنت ليس على نفقات الخاصة
- إن إشراك الإنترنت ليس على نفقات الخاصة
- أكثر من ذلك

من هو معزيل العائلة في منزلك؟
- الزوج
- الزوجة
- الأولاد
- غير ذلك (الرجاء التحديد)
- الدم والزوجية

كم عدد الأبناء الذين يتلقون التعليم من خلال الخيارات التالية؟

<table>
<thead>
<tr>
<th>أعداد الأبناء</th>
<th>نوع التعليم المقدم</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>التعليم النظامي/الرسمي في إحدى المدارس الخاصة</td>
</tr>
<tr>
<td>1</td>
<td>التعليم النظامي/الرسمي في إحدى المدارس الحكومية</td>
</tr>
<tr>
<td>2</td>
<td>التعليم غير النظامي (معترف به من قبل وزارة التربية والتعليم)</td>
</tr>
<tr>
<td>3</td>
<td>التعليم غير الرسمي (من خلال منظمات المجتمع المدني)</td>
</tr>
<tr>
<td>4</td>
<td>التعليم العلاجي ودروس التقوية</td>
</tr>
<tr>
<td>5</td>
<td>غير ملتزم بالتعليم</td>
</tr>
<tr>
<td>أكثَر من ذلك</td>
<td>إن إشراك الإنترنت ليس على نفقات الخاصة</td>
</tr>
</tbody>
</table>

- إن إشراك الإنترنت ليس على نفقات الخاصة
- أكثر من ذلك
- أكثَر من ذلك

- أكثَر من ذلك
أن كان لديك أحد الأبناء المنسحيين من التعليم، فكثير يعود إلى:
- الحاجة إلى العمل
- عدم القدرة على تحمل التكاليف الدراسية
- الحفاظ على سلامة أبنائي
- عدم الاشتراك بالتعليم أو الالتحاق بالمدرسة
- خوفا من العنف والتحرش في المدارس
- خوفا من التحرش
- لا ينطبق.

أعداد الأبناء المنتقلين بالمدارس من الصف الأول إلى الصف الثاني عشر

<table>
<thead>
<tr>
<th>نوع التعليم المقدم</th>
<th>أعداد الأبناء</th>
</tr>
</thead>
<tbody>
<tr>
<td>الصف الأول</td>
<td>0</td>
</tr>
<tr>
<td>الصف الثاني</td>
<td>0</td>
</tr>
<tr>
<td>الصف الثالث</td>
<td>0</td>
</tr>
<tr>
<td>الصف الرابع</td>
<td>0</td>
</tr>
<tr>
<td>الصف الخامس</td>
<td>0</td>
</tr>
<tr>
<td>الصف السادس</td>
<td>2</td>
</tr>
<tr>
<td>الصف السابع</td>
<td>3</td>
</tr>
<tr>
<td>الصف الثامن</td>
<td>4</td>
</tr>
<tr>
<td>الصف الحادي عشر</td>
<td>0</td>
</tr>
<tr>
<td>الصف الثاني عشر</td>
<td>0</td>
</tr>
<tr>
<td>غير ذلك ، الرجاء التحديد</td>
<td></td>
</tr>
<tr>
<td>لا ينطبق</td>
<td></td>
</tr>
</tbody>
</table>

هل أحد أبناءك من ذوي الاحتياجات الخاصة؟
- نعم ومستلم ملتحق بأحد البرامج التعليمية
- لا

هل كان أحد أبناءك ملتحق بأحد البرامج التعليمية، هل أخذ البرنامج التعليمي المستخدم في التعليم عن بعد من اعتبار الطلاب ذوي
الاحتياجات الخاصة بالصور المبسطة (يمكن الإشارة إلى أكثر من خيار)
- نعم، من خلال مدرس مساعد
- نعم، من خلال واجبات معة
- لا

القسم الثاني: سهولة الوصول

هل تواجه مشكلة انقطاع في التيار الكهربائي في منطقة سكنك؟
- لا
- نعم، واهجه انقطاع في التيار الكهربائي شهرياً
- نعم، واهجه انقطاع في التيار الكهربائي أسبوعياً
- نعم، واهجه انقطاع في التيار الكهربائي يومياً

هل قامت المدرسة المنظمة بتسليم من مؤسسات تعليمية (وراق العمل، أدوات/وازمات التعلم) لأمي من آمنك إلى المنزل خلال العام الدراسي الحالي؟
- نعم
- لا
لا ينطبق/ لا يوجد لدي أبناء مسجحين من التعليم

يرجى اختيار عدد ونوع الأجهزة التي يستخدمها أبنائك في التعليم عن بعد. (يمكنك الإشارة إلى أكثر من خيار)

1. تلفون ذكي
2. تلفزيون
3. كمبيوتر
4. جهاز لوحي/ تابلت

هل برنامج وتوقيت الحصص ملائم؟

لا
نعم

القسم الثالث: جودة التعليم عم بعد

هل تساعد أبنك/ أبنائك في التعلم عن بعد؟ (يمكنك الإشارة إلى أكثر من خيار)

- نعم، أساعد أبني/ أبنائي الأصغر سنأ
- نعم، أساعد أبنائي الأكبر سنأ
- لا أعلم كيف أساعد أبنائي
- ليس لدي الوقت الكاف لذا ذلك

هل تشعر بالإرهاق حيال استخدام الأجهزة التالية:

- مرتاح
- غير مرتاح

1. تلفون ذكي
2. تلفزيون
3. كمبيوتر
4. جهاز لوحي/ تابلت

هل تواصل مع أبنك أبنائك محترفاً خلال العام الدراسي الحالي؟

- نعم، من خلال إجتماعات
- نعم، من خلال الرسائل/ الاتصالات غير الرسمية
- لا

ما معدل التواصل بين المعلمين وأبنائك خلال العام الدراسي الحالي؟

- أسبوعياً
- يومياً
- شهرياً
- إتلافاً

- يختلف من طفل إلى آخر ومن مدرسة إلى أخرى
- أبنائي لا يمكنهم التواصل معهم
- لا أعلم

كيف يتم تقديم وعرض الدروس والخصص المقدمة؟ (يمكنك الإشارة إلى أكثر من خيار)

- نصوص كتابية
- تسجيلات صوتية
- عروض تقديمية (بوبوينت)
- PowerPoint
- فيديو
- لا أعلم
القسم الرابع: تمكين/ دعم البيئة المحيطة

في حال واجه أحد أبنائك صعوبة في أي من المواد، من هو الشخص الذي يقوم بمساعدتهم؟ (يمكنك الإشارة إلى أكثر من خيار)

- الأب
- الأم
- أفراد العائلة (غير الأب والأم)
- المعلم
- زملائهم في المدرسة
- غير ذلك، الرجاء التحديد

هل عاونك زوجك أو عاونتك زوجتك في مساعدة أبنائك خلال العام الدراسي الحالي؟

- نعم، بصورة دائمة
- نعم، بصورة غير دائمة
- لا

هل لدى أبنائك/ أبنائي الذين يقومون بالدراسة أي مسؤوليات أخرى عليهم القيام بها؟

- نعم، أعمال منزلية
- نعم، الواجبات اليومية
- لا
- مساعدة أخوانهم الأصغر بالدراسة

هل يوجد مساحة آمنة للعب أبنائك عندما عدم تواجدهم في المدرسة/ المركز؟

- نعم
- لا

من وجهة نظرك، هل أحد أبنائك معرض إلى ؟؟؟؟؟؟؟؟؟؟؟؟؟؟؟ (يمكنك الإشارة إلى أكثر من خيار)

- العنف في المنزل
- التحرش
- العنف الجسدي
- العنف غير (يرجى التحديد)

في ظل الظروف الحالية، هل يمكن أي من أبنائك من الوصول إلى أنشطة الدعم النفسي والاجتماعي؟ (مثل: الرياضة، الهوايات، اليدوية، الموسيقى، أو أي من الأنشطة المفضلة لديك)

- نعم
- لا

إذا كانت الإجابة نعم، ما طبيعة هذه الأنشطة؟

- الرياضة
- الموسيقى
- أنشطة أخرى (يرجى التحديد)

ما رأيك في أداء أبنائك في فتيرة التعلم عن بعد من حيث تحقيق تقدم في المستوى التعليمي وليس النتيجة المدرسية؟

- يوجد تحسن في أدائهم
- يوجد تراجع في أدائهم
- لا أعلم
- لا يوجد قلق ملائم

من وجهة نظرك، من تأثر سلبًا من التعلم عن بعد؟ (يمكنك الإشارة إلى أكثر من خيار)

- الذكور
- الإناث
- ذوو الاحتياجات الخاصة
- ذوو صعوبات التعلم
- عائلات ذو دخل محدود
- المراهقون والمتفوقون (الصفوف من 201-20)
- الصعوبات من 110
- الصعوبات من 101
- الصعوبات من 100
- الصعوبات من 91
- الصعوبات من 87
- الصعوبات من 71
- الصعوبات من 60
- الصعوبات من 51
- الصعوبات من 40
- الصعوبات من 30
- الصعوبات من 21
- الصعوبات من 11
- الصعوبات من 10
- الصعوبات من 9
- الصعوبات من 8
- الصعوبات من 7
- الصعوبات من 6
- الصعوبات من 5
- الصعوبات من 4
- الصعوبات من 3
- الصعوبات من 2
- الصعوبات من 1
- لا يوجد

كيف تصف تجربتك مع التعلم عن بعد؟

- إيجابية
- سلبية
- متوسطة
ANNEX 2: FOCUS GROUP DISCUSSIONS

1-Teachers

Welcome to this discussion group. We are gathered here today to discuss the remote educational experience of children.
I’d like everyone to participate, please don’t be shy. I only ask that we respect and listen to one another. There are no right or wrong answers. All sorts 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, may be revealed. We will not disclose any statement attributable to your name. The session will be recorded. However, only members of the research teams have access to the recordings. They will also be the only ones to view the full written transcripts. Having heard these conditions, when staying in the group, we assume that you approve of 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? And 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?
• Which grades do you teach?
• Does your school / center offer remote learning services for students?
• In general, tell about how your work as a teacher has been 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 from home? (Probe for: mobile 3G, from neighbors, a public wi-fi nearby...etc.)
  If yes:
  - What is your internet package? (Probe for: Dial-up, 3G (hotspot), ADSL, Fiber Op)
  - is it a good/ bad connection?
  - Do you pay for it?

If no, who does? (Probe: did the school offer to pay for it/ install 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 virtually / online / face-to-face through centers? 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?
Welcome to this discussion group. We are gathered here today to discuss the remote educational experience of children. I'd like everyone to participate, please don't be shy. I only ask that we respect and listen to one another. There are no right or wrong answers. All sorts 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, may be revealed. We will not disclose any statement attributable to your name. The session will be recorded. However, only members of the research teams have access to the recordings. They will also be the only ones to view the full written transcripts. Having heard these conditions, when staying in the group, we assume that you approve of these rules.

Do you have access to the internet at home?
If no, how do you get access to the internet from home? (Probe for: mobile 3G, from neighbors, a public wi-fi nearby…etc.)
If yes:

- **Devices**
  - What device do you use to teach or follow up with your students? Do you own it/rent it/share it?
  - Do you use a digital platform/ program to teach/ follow-up? If yes, which? what do you think of it?
    - If not, what do you use?
  - How comfortable are you using technology/devices?
  - Have you received training? Do you need it or need more? In what?

- **Content**
  - What materials do your students have at home? Does the school send them any learning materials?
  - How are lessons presented to students?
  - Are the lessons presented in the same way for all students?
  - Are any differentiated approaches to cater to different students?
  - Do the students get homework?
    - If no, why?
    - If yes:
      - How is it presented?
      - How do they submit it?
      - Do the students have quizzes/ exams?
        - If yes, how are they conducted? How are they graded?

- **Participation**
  - Are students’ participation/attendance monitored? If yes, how?
  - Are students generally regularly attending classes or not? If not, why not?
  - Do you feel students are engaged in classes? If not why not?
  - Have any of your students dropped out? Why?
  - Do you communicate with your students? If yes, what device and how often
    - If no, why not.
  - What happens if you the students have questions for you or need further assistance? (Prob: What assistance do you offer children with disabilities)

- **Support**
  - Do you communicate with parents (can you specify if it is the father or mother)? If yes scheduled sessions or informally? How often. If no, why not?
  - What do you think parents’ role should be in remote learning? Is this what you see or not? Do you think parents are able to help their children?
  - How do you see the gender roles playing a role in providing quality education (for example? The absence of fathers in providing support to children or vice versa?
  - Do you have or use tools to organize your lessons? 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 who?
Disabilities in Learning

- Objective: Understanding how disabilities affect the education of students with disabilities in general and their distance learning experience in particular.
- Do you teach any students with disabilities (learning difficulties - disabilities)?
  - If yes: Are accommodations provided for students with disabilities? If yes, what are they?
  - If not, what they should be?
- How do you adapt your teaching methods to suite a class with student/s with different needs?

Is there anything else would like to tell us on this matter?
2- Students / Children

Welcome to this discussion group. We are gathered here today to discuss the remote educational experience of children.
I’d like everyone to participate, please don’t be shy. I only ask that we respect and listen to one another. There are no right or wrong answers. All sorts 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, may be revealed. We will not disclose any statement attributable to your name. The session will be recorded. However, only members of the research teams have access to the recordings. They will also be the only ones to view the full written transcripts. Having heard these conditions, when staying in the group, we assume that you approve of 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, brothers, sisters, extended family)
- Do you have internet at home? (ADSL, WIFI/MIFI, Internet bundle, 3G)
- If yes, how is the connection?
- Do you experience electricity shortages at home?
- Do you have a TV at home?
- Do you have devices at home? Are you allowed to use them? Do you own them? Share them?
- What do you use the devices for?
- What are the main things that you feel is preventing you from studying? For example (if you work at home or outside the home, the challenging general atmosphere at the house, no encouragement from parents, if you hold the responsibility of your other siblings because your parents work, etc.)?
- Are you enrolled in a remote study program (School, NGO)?

Do you study using a tv?

- Which channels do you watch for studying?
- Do you watch your classes daily? If not, why?
- How long do you study for? (probe for number of hours/day)
- Do any of your siblings need to access TV for their learning?
- Is the timing of the classes convenient for you? If not, why?
- How long do they study for? (probe for number of hours/day)
- How do you know if there has been a change in the schedule?
- Do you feel the content is?
  - too easy
  - too difficult
  - boring
  - fun
- What difficulties do you face learning on TV?
- Do you have homework?
  - If no, why?
  - If yes, how is it presented? How do you submit your homework back to the teacher?
Welcome to this discussion group. We are gathered here today to discuss the remote educational experience of children.

I'd like everyone to participate, please don't be shy. I only ask that we respect and listen to one another. There are no right or wrong answers. All sorts 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, may be revealed. We will not disclose any statement attributable to your name. The session will be recorded. However, only members of the research teams have access to the recordings. They will also be the only ones to view the full written transcripts. Having heard these conditions, when staying in the group, we assume that you approve of these rules.

Do you study through a digital program?

- What platforms are you using to access classes? (Darsak, Nour space, Zoom, Skype, Microsoft Teams, Cisco WebEx, Hats app group, other)
- Which device do you use to study? (laptops, phone, tablet, other)
  - If yes, when in the day? How many hours? Do you have to share the device with anyone else when studying? (siblings/ friends/ neighbors)
- What do you like about the platform you use? (easy to use, chat option, customizable… etc.)
  - What do you dislike about it? Can you communicate with your teachers and peers through the platform?
- Are you comfortable using technology for learning? (Do you feel confident learning online?)
- How are your lessons presented? (Videos on YouTube, recorded videos from teachers, worksheets, presentations, voice recordings)
- Do you have homework?
  - If no, why?
  - If yes, how is it presented? How do you submit your homework back to the teacher?

Distance Learning (for all segment understudy)

- Do you have an appropriate/ quite space to study from at home?
- Do you study alone, or does anyone help you study? If yes, who helps you study?
- Are you struggling with remote learning? If yes, why?
  - Teachers? (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? And why?
- What do you like about it? (being home, wearing PJs, less tiring… etc.)
- What do you dislike about it? (not seeing friends, boring, difficult…etc.)
- Do you feel like you are still a school student?
- Do you still get to see/talk to your friends?
- Do you attend any extracurricular activities? (sports, arts, etc.)
- Who follows up with you on your studies (for example: father or mother, older siblings, etc.)?

Is there anything else you would like to tell us on this matter, any suggestions you have to make the learning process better for example?
3- Parents

Welcome to this discussion group. We are gathered here today to discuss the remote educational experience of children. I’d like everyone to participate, please don’t be shy. I only ask that we respect and listen to one another. There are no right or wrong answers. All sorts 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, may be revealed. We will not disclose any statement attributable to your name. The session will be recorded. However, only members of the research teams have access to the recordings. They will also be the only ones to view the full written transcripts. Having heard these conditions, when staying in the group, we assume that you approve of these rules.

General Information

- To get to know you a little better, why don’t you tell me a little about yourself.
- How many children do you have?
- Where are you located?
- What is your education level/qualification?
- Do you work?
  - Does your spouse/member of household work?
  - If no, were you/they working before the pandemic?
  - If yes, how has your/their work situation been like this year with the pandemic?
  - Do you have a stable source of income?
- Do you live alone/with other families?
- Do you have a permanent home/do you move often?
- Do you have a TV at home?
- Do you have internet access? If yes, what type? Who pays for it? How reliable is it? How long does it last?
- Do you let your children use the internet in their free time?
- Do you experience electricity shortages?
- Do you have devices at home? Laptop? Tablet? If yes do you own them? Rent them? Share them with others?
- How comfortable are you using and accessing technology?
- Have you received any training/guidance on how to use technology?

Tell me about your children:

- Are any of your children between the ages of (4-5)? If yes,
- Are they enrolled in any early childhood program (whether formal or informal)? If no, why?
- Why did you decide to enroll them in the formal vs. 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 readiness to enter grade (1)?

Are any of your children between the ages of (6-18)?

- How many children do you have that currently study (school aged)?
If your child does not receive any form of education:

- Why do they not receive any form of schooling?
- (dropped out of school, due to disability, it's not important, financial reasons (unable to afford school or child works to help the family with income), lack of interest from the child, none of the adults can home school, pandemic...etc.)

If your child receives formal education services though the television:

- Which channels do they watch for 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? (probe for number of hours/day)
- Is the timing convenient, is it always the same time?
- How does you/ the child know if there has been a change in the schedule?
- Do you feel your children are engaged in their learning? Disengaged?
- Do they feel the content is too easy/too difficult/boring/fun?
- Do teachers follow up with your children? Are TV programs supplemented with other assignments? Homework?
- Enrichment activities?
- What difficulties do they face learning on TV?
- What is your opinion of education through TV? (Probe for: strengths, weaknesses)

Access to educational services (formal and informal) through a PLATFORM:

- How many devices are available at home for the children to study on?
- What are they ((laptop, phone, tablet, other)
- How comfortable are the children in using those devices?
- Do your children share these devices? (with siblings/ friends/ neighbors)?

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 this kind of program? If so, what kind of support do you provide them with?
- Is the informal education recognized by the Ministry of Education (MoE)?
- Does it make a difference to you if the program is (or is not) recognized by the MoE?
- What platforms are the children using to access the informal classes?
- Probe for: (Zoom, Skype, Microsoft Teams, WhatsApp, Darsak - Are you familiar with this platform and do you use it)
- How are the lessons presented? (Videos on YouTube, recorded videos from teachers, worksheets, presentations, voice recordings)?
- How many WhatsApp groups do the children join?
  - Do they have a separate group for every subject?
For the Informal Education Program:

- How much time do they spend learning through the formal education program?
- How many hours per day/week? Is it enough for their learning requirements?
- Do your children need support in studying? If so, what kind of support do you provide them?
- What platforms are the children using to access their classes?
- Probe for: (Zoom, Skype, Microsoft Teams, WhatsApp, Darsak - Are you familiar with this platform and do you use it)
- How are the lessons presented? (Videos on YouTube, recorded videos from teachers, worksheets, presentations, voice recordings)?
- What subjects do the children currently take?
  Do your children follow a specific routine with their classes? (Are classes always at the same time or do they change?)
- How often do your children study? What happens if they do not study daily?
- Do the children have schedules? How do they know what their classes are?
- What do you like/ dislike about how the lessons are presented?
- How many WhatsApp groups do the children join?
- Do they have a separate group for every subject?

For BOTH television and Internet distance learning:

- Do teachers communicate with your children? If yes, how? And how often? (Parents meeting)
- Do teachers communicate with you? Do they initiate or do you? How often?
- What happens if you the children have questions for the teacher/ don’t understand something?
- Are your children provided with any learning resources (learning packets, reading materials worksheets...)?
- Do the children have homework?
  - If no, why?
  - If yes:
    - How is it presented?
    - How do they submit it?
- Do you help them?
- Who completes their Homework?
- How are your children assessed?
- Do exams explicitly cover content provided in videos?
- Do you or your spouse help any of the children study? Why? (Probe: classes are difficult, homework correction. etc.)
- Are any of your children suffering with distance learning? If yes, which of your children (which grades/ subjects) are suffering the most? Why?
  Do you think children with disabilities are supported? Are they presented with the same lessons 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 drop out if distance learning continues?
- In your opinion, what does the ideal distance learning experience look/ feel like?
  (easy to use, suitable for homework, exam papers, chat option, raising hand option, allows for screen sharing... etc.)
  Is the school atmosphere safe, do your children experience bullying at school? If yes: Has it stopped since studying at home?
- Are your problems and conflicts increasing at home with remote learning?
- Do you think your child is ready to move to the next grade? (Ex. KG- Grade 1)
Do you think children with disabilities are supported? Are they presented with the same lessons or are they treated differently?

Thank you for coming to speak to us today. We appreciate your time.
4- Parents of CWD

Welcome to this discussion group. We are gathered here today to discuss the remote educational experience of children.

I’d like everyone to participate, please don’t be shy. I only ask that we respect and listen to one another. There are no right or wrong answers. All sorts 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, may be revealed. We will not disclose any statement attributable to your name. The session will be recorded. However, only members of the research teams have access to the recordings. They will also be the only ones to view the full written transcripts. Having heard these conditions, when staying in the group, we assume that you approve of these rules.

General Questions:

- To get to know you a little better, why don’t you tell me a little about yourself.
- How old are your children?
- How many people live in your household? (Parents, brothers, sisters, extended family)
- How much is the combined household income?
- Do you experience electricity shortages at home?
- Do you have a TV at home?
- What devices do you have at home? Do you own them? Share them?

Internet:

- Do you have internet at home? (ADSL, WIFI/MIFI, Internet bundle, 3G)? how is the connection?
- How much does the internet package cost and how long does it last (per month)?
- Are these internet packages subsidized?

Devices:

- How does your child access remote learning? (TV, Platform, 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 devices/platforms for learning?
- Is your child comfortable using devices to learn?
- 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 UNRWA schools?
- If your child does not receive any form of education:
- Why do they not receive any form of schooling?
- (dropped out of school, due to disability, it’s not important, financial reasons (unable to afford school or child works to help the family with income), lack of interest from the child, none of the adults can home school, pandemic…etc.)
Those who are enrolled in the Informal Education Program:

- Was your child enrolled in it prior to the pandemic?
- What type of school/what subjects/skills are covered?
- Are accommodations provided for your child's disability at the school/Learning center? If yes, what were they
- Which subjects does your child struggle with the most?
- Who is the informal education program offered by? (organization, NGO, center…etc.)
- Was your child enrolled prior to the pandemic? Is your child still enrolled?

Those who are enrolled in the Formal Education Program:

- Was your child enrolled in it prior to the pandemic?
- What type of school/what subjects/skills are covered?
- Are accommodations provided for your child's disability at the school/Learning center? Like what?
- Which subjects does your child struggle with the most?
- Which online platforms does your child use? Are you familiar with Darsak, have you ever used it?
- If your child has questions or does not understand, can he/she ask the teacher?

Studying Routine:

- Is remote learning offered regularly? (daily? Few times a week, not regularly)
- How many hours does your child receive remote learning? Do lessons start and end at the same times?
- How many hours a day does your child study? What happens if they do not study daily? Do you feel it is enough?
- Are accommodations provided for your child? (modified content, shadow teacher.)
- How has online/distance learning affected those services/accommodations
- Does the teacher communicate with you or your child? If yes, how? And how often? Does the teacher organize a parent meeting?

Questions on disabilities, and learning difficulties:

- Does the teacher alter her teaching methods in order to specifically cater to your child's needs?
- Does the school offer a supportive guide to help your child with learning difficulties? Is this guide available remotely?
- Does the school provide a resource room to aid students with disabilities?
- Does your child have homework? How do they send the Homework?
- Assessments? Does he/she struggle with them? Do assessments explicitly cover the material taught during online lessons?
- 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 their siblings?
Wellbeing:

- How would you generally describe your child’s feeling of wellbeing?
- Has that changed during COVID-19?
- Do you think your child will be able to continue remote education in the future? If not, why?
- Was your child happy at school? Academically and socially?
- Was your child accepted at school?
- Was your child subject to bullying because of his disability?
- Do you think they are happier now studying at home?
- Are you able to access a specialized center for to provide services for your child? Has that changed during COVID-19?
- Does your child miss school? Or prefer learning at home?
- When schools open – what are the key skills/subjects your child will need to catch up in?
- Has the 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 centers that provide support for students with special needs?

Thank you for coming to speak to us today. We appreciate your time.
How would you generally describe your child’s feeling of wellbeing?
Has that changed during COVID-19?
Do you think your child will be able to continue remote education in the future? If not, why?
Was your child happy at school? Academically and socially?
Was your child accepted at school?
Was your child subject to bullying because of his disability?
Do you think they are happier now studying at home?
Are you able to access a specialized center for to provide services for your child? Has that changed during COVID-19?
Does your child miss school? Or prefer learning at home?
When schools open – what are the key skills/subjects your child will need to catch up in?
Has the 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 centers that provide support for students with special needs?