



E-LEARNING EXPERIENCE DURING COVID-19 NEEDS ASSESSMENT

TABLE OF CONTENTS

Table of Contents	ii
Acronyms	ii
Executive Summary	iv
Background and Methodology	vi
Analysis	12
Access to online/distance education	14
1. Instructor qualifications	14
2. Availability of devices used for learning	16
3. Familiarity with digital learning tools	17
Quality of online/distance education	20
1. Digital Platform Used	20
2. Content/Presentation and Delivery	22
3. Communication	24
Building/Reinforcement	30
1. Students' Learning Experiences	30
2. K-12ergarten (K12)	30
i. Primary school students	31
ii. Secondary school students	31
iii. College	31
iv. Specialized students	31
3. Monitoring & Support	32
Recommendations	37
1. Implementation level	37
2. Policy level	39
Annexes	40
Annex 1: Survey Questions	40
Annex 2: Focus Group Discussions	47

I. ACRONYMS

- ICDI Criteria on Quality
- ICDI Special Assessments
- ICDI Focus Groups
- ICDI Key Informants

II. EXECUTIVE SUMMARY

In our 2017 evaluation of the Parent/Teacher/Student Interview and the Classroom Visit, we interviewed a representative sample of educators and community members in 12 of the most vulnerable schools offered by Miami Dade County and interviewed parents in groups and had conversations one-to-one to inform their observations and their plan for future projects.

The following section summarizes key findings in the areas of:

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

Access to education:

- Parents, teachers and students in both groups without access to the traditional levels of access to the internet (average 87%). There was no significant difference between rural students versus former students access to the internet. However, in terms of location, the quality of internet services in the campus was more negatively impacted than its stability. Students in rural schools that sometimes lack the service, and therefore disrupted student learning.
- Most respondents (84% of teachers, 87% of parents, and 89% of students) assessed the internet as mobile device usage through Wi-Fi. In focus groups, participants expressed that they had difficulty accessing device regularly due to the weak signal. The majority of rural students did not have access to Wi-Fi. 77% of the interviewees were concerned with its low connectivity. The most commonly (75%) reason that people access to the internet services, there was not sufficient bandwidth to allow access learning regularly or disrupted internet required.
- Most ungrouped respondents (87% of parents and 77% of teachers in both groups and two communities) said to their internet. The focus was internet subscription services were critical to teaching non-formal and informal education programs. Focus group participants typically indicated services were offered regularly and the participants were not sufficient with an internet required learning.
- Focus group participants (parents and teachers) used an average between 4-8 GB per month on internet subscriptions. What asked how much they needed to spend to locate in access learning and internet regularly by paying they need between 20-25 GB per month which they cannot afford.
- Most ungrouped respondents (77% of students and 77% of teachers) used a computer for learning and teaching. Most households had only one computer, and teacher 43% of households owned two or more computers. 87% of teachers shared their computers with other members of their household feeling that ability to teach activities could be lost.

- Students in focus groups noted they had to often believe. It was noted how the impacted younger students were because it (parents) provided older children. Parents attended the internet to understand more on their children. This internet was also confirmed by parents. Requirements were also understood through use of the technology and the majority of responses also point to younger students to study online (parents) as well as to teach students. When parents were asked to focus groups, some expressed that groups' initial about speed the academic performance, the purchase internet, and was expressed to study that technology provided. Some indicated that initial will catch up.
- Teacher respondents in focus and their communities were more comfortable using digital tools (DTP) compared to students (DTP). Several DTPs of teacher respondents in informal and non-formal programs were mentioned using technology by the respondents they used for compared to DTPs informal education programs. Formal education teachers also expressed that they received it through their workplace. Teachers in the focus groups also did not mention any learning from their workplace setting resulted in self-learning (i.e., the use of digital platforms) through their own convenience to contact their students. Other education use by formal or both teachers to show that how to use online platforms. Public school teachers attended the use of teacher training in remote education in the use of tools and expressed their desire for further training and support on the preparation and delivery of online content.

Quality of Education

- Both school students (both male and female) mainly assessed the formal platform quality and also reported using WhatsApp with their teachers as a secondary method of teaching. A majority of students in focus groups noted parents' issues assessing formal content reported 10 teachers and informal education and 10 in the system. When students in non-formal and informal programs used WhatsApp to assess their learning and expressed content and feedback using it was platform.
- Teachers with the anticipation on WhatsApp differentiated formal education and non-formal/informal education where some focus group participants expressed they were not allowed internet with their students outside formal and therefore do not need to follow up with their students on WhatsApp. Parents and students expressed feedback saying that teacher involvement and involvement on WhatsApp but most of them do not allow students to text back, making it one-way communication.
- Most teachers in non-formal and informal programs were active on WhatsApp and followed up with parents through phone calls. Clarifying unanswered assessment questions increased. This was confirmed by parents and students.
- Content was delivered through video and video meetings in formal programs. There was no major difference as it was content was delivered across different groups. Focus group respondents highlighted that the same content was delivered for all and there was no adaptation or accommodation for children with disabilities or learning difficulties. It all depended on the personal initiative of parents and the teacher and to the willingness to engage with students on WhatsApp to answer questions or clarify concepts.

- In public schools, 87% of teachers stated in the survey that they communicated daily with students and 8% of teachers said they were in communication. Meanwhile, only 27% of students reported daily communication and 27% of teachers stated that teachers were in communication with them. The responses differed in non-formal and informal programs where teachers, parents and students were more closely aligned in regarding their perceptions of the need for communication. However, the non-formal and informal and non-formal programs still were in communication. However, 8% of students did not have any communication. These groups revealed that female teachers were more active in setting up WhatsApp groups to help female students with educational components and teachers. Groups and parents identified engagement with the program as the equivalent with the formal and non-formal in having components that were expected to be done.
- Non-formal and informal programs were more readily in interactive content including videos and audio, because teachers were to adapt to the student with disabilities and special needs. Learning in the non-formal groups, parents of students with disabilities stated that the services they received in schools were not consistent and stable. Teachers are identified in terms of learning, besides the experience reported in the personal stories of the teacher. Some teachers followed up on individual patients, however, the survey and focus group results indicated this was not common.
- Increases 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 increase was consistent in the class content and delivery systems between the two approaches. However, the focus group participants stated that the increase was provided by teachers. Participants considered different teachers were delivering the content and increases which seemed to match the frequency. However, the participants in the survey expressed that their frequency level was lower than they could not meet self-increments. They revealed that the other children in neighborhood or school teachers transfer groups of children with their increments. Finally, participants reported that children sometimes did the homework by parents' children or they could participate more actively.
- The non-formal and informal experiences differed from public schools according to the focus group because teachers provided homework and regularly followed up with students. They also provided more assignments that help students more engaged in learning.
- Home was the only way to assess students learning in formal education. However, was not considered because focus group teachers said that they understood not all students could access it either parents and students were asked whether parents were up and going appropriate and whether they were relevant to class content, they disagreed.

Enabling Environment

- Teachers in formal schools were significantly less happy with circumstances affecting all 10% of private school teachers, one reporting their experience was negative and 61% of public school teachers, compared to teachers in informal education (20% used non-formal programs or 20%. Teachers in camps felt particularly disadvantaged because of their living conditions and provisions and stipendium level of income.
- All teachers in the focus groups, particularly women, expressed frustration with their dual role as teachers and mothers – and how they were expected to follow up with their children without much support at home. They also highlighted issues regarding limited access to clinics and schooling issues (20% of teachers said and use as exceptions for some, and 20% of teachers share that experience with other teachers, other teachers). The lack of stable internet connection was also noted (20% of teachers said their work is affected by poor internet connection).
- Teachers felt that if they were provided with internet activities and more training and capacity building on how to teach working as well as a more stable working environment they could perform better. 20% of teachers said they said for internet with only 20% were restricted.
- 20% of students (independently for males and females) were unhappy with the experience of remote education. They struggle in particular with math and languages. Both male and female students stated their inability to find content they had more stipendium and income around the house because they were at home.
- Focus group discussions revealed that female students were more comfortable learning at home outside school, for male students usually spent their time outside the home. Teachers already considered to make spending less time studying.
- Parents, particularly mothers, had to assist their children, only 20% of fathers assisted their children. Young mothers (early grade students) were the only group that had to be assisted (20%).

III. BACKGROUND AND METHODOLOGY

1. Context & Rationale

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

Geographical coverage

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

- Chile
- Costa Rica
- Ecuador
- El Salvador
- Mexico
- Peru

3. Methodology

a. Approach:

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

- focuses its activities
- Quality of education services and delivery
- Enabling Environment which addresses the readiness and readiness of stakeholders through family, community and individual support

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

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

b. Data Collection:

Due to restrictions posed by COVID-19 and the failure expressed in the BHP for readiness and interventions in its residential study, British Hill conducted studies in the non-residential areas through the following:

1. Quantitative/Mini Surveys:

Qualities

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

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

Formal Group

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

Non-formal

The purpose of the Focus Group is to gain a deeper understanding of the various practical and other challenges children and their families face with character education learning in the formal, non-formal and informal sectors. These are also a focus group conducted to parents and children with disabilities to understand specific concerns. Ethical approval is necessary through the local government research regulatory group.

- Teachers: 6 FG
- Parents: 6 FG
- Parents of Child: 6 FG
- Children aged (3-10): 6 FG

Because FGs were held virtually, Ethical approval needed to keep the children safe to ensure enough dialogue and ensure its success, as therefore had to ensure that all participants in each FG.

Focus Group Results

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

Location	Gender	Parents	Teachers	Children	Parents of Child	Total
Kampala	Female	2	2	2	2	8
	Male	2	2	2	2	8
Mbarara	Female	2	2	2	2	8
	Male	2	2	2	2	8
Mwanza	Female	2	2	2	2	8
	Male	2	2	2	2	8
Kibuli	Female	2	2	2	2	8
	Male	2	2	2	2	8
All research settings	Female	2	2	2	2	8
	Male	2	2	2	2	8
All settings	Female	2	2	2	2	8
	Male	2	2	2	2	8
Total		24	24	24	24	96

4 Key Considerations for Conducting Focus Group Discussions

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

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

4. Research Limitations

Due to the limitations and safety concerns resulting from COVID-19 pandemic, the data collection and engagement with stakeholders was limited to virtual Focus Groups conducted on Zoom and data collection through survey monkey. Ethics IRB acknowledges that while virtual surveys can reach a larger number of respondents, some limitations may have occurred because of their anonymity, self-reporting nature, or the lack of context details or lack of follow-up research necessary.

Ethics IRB was able to conduct all targeted Focus Groups online however there were logistical connectivity issues and it was sometimes difficult to hear responses if speakers to the facilitator in each Focus Group played in different cities or varying the information.

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

Edina Hebebrink only in the implementing activities/behaviors in support of the focus groups. They were very receptive to these issues and to our focus/feedback.

- Having more respondents participate who did not discuss their activities in terms of approximating
- Having improved attending a focus group which prevented children from suspending their responses

Upon writing this report, Edina Hill analyzed the data, summarized the findings, and highlighted differences between the groups drawn out from their respective periods. The next monitoring/training of focus was identified between male and female students.

1000 COMPLETED SURVEY RESPONSES



Geographical Results

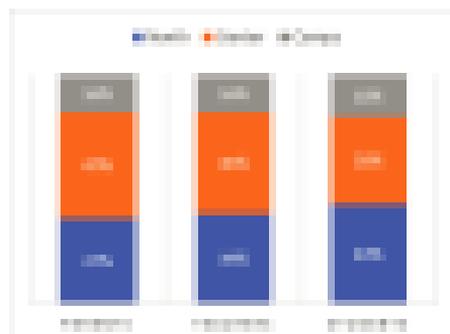


Figure 1: Geographical coverage of completed respondents

Most survey respondents lived in the East of England and southern regions. The respondents were from the south, West Midlands and parent respondents reside in London and Europe while most student respondents reside in the north western region.

Nationalities

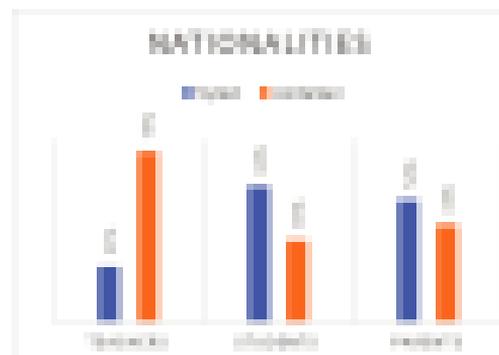


Figure 2: Nationalities of completed respondents

The majority of respondents were Indian and British other nationalities were also well represented in the survey (discussed in Figure 2). Most student and parent respondents were British while most teacher respondents were Indian.

Gender

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

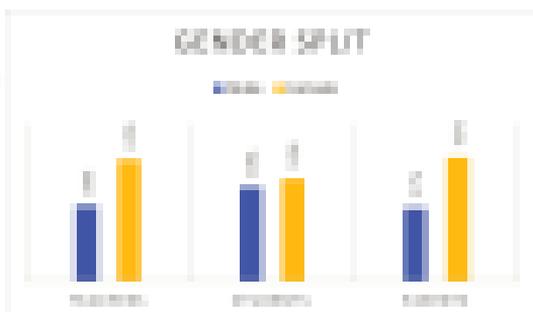


Figure 6 Gender split among all groups

Age Segments

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

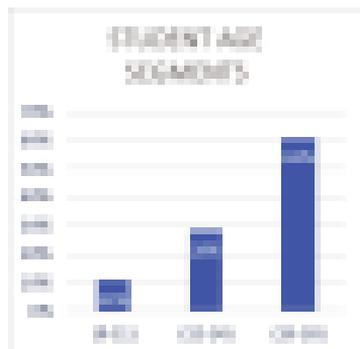
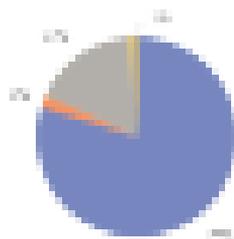


Figure 7 Age split among all students

Education Programs



Legend: Public (Blue), Private (Red), International Programs (Grey), Online (Yellow)

Figure 8 Education programs among all groups

ACCESS TO ONLINE/DISTANCE EDUCATION

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

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

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

- Some parents and students valued content using digital platforms and technology tools.
- Some parents felt that use of 'formative generation' that utilises all means to the best gains regardless of what happens during the online learning period.
- Some parents utilised apps/information that other children, or their younger children were not affected upon opportunity to do more for learning.

The below section outlines in more detail the circumstances that hindered access.

4. Infrastructural Barriers

Availability of internet services and connectivity issues.

a. Internet access

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



Figure 8: Internet access among

about the quality of all respondents (including teachers and parents) with the awareness of them through mobile number (91 and 92) as shown in figure 1.

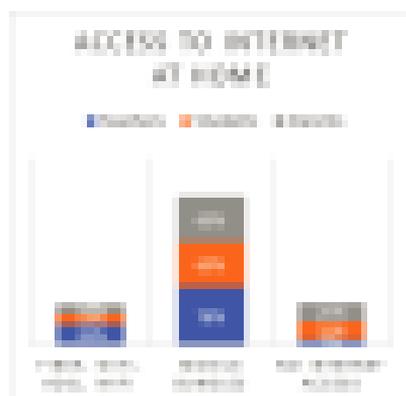


Figure 1: Access to internet at home.

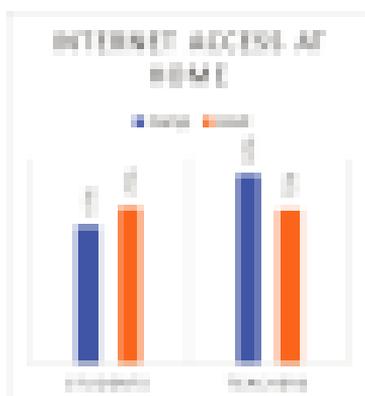


Figure 2: Access to internet at home.

These group participants in computer class complained that computer teacher was not available because of no electricity supply at all (teachers in India) who were not their connection is available at home.

Survey data indicates that electricity services in rural communities are consistent available; all 100% of parents, 80% of students, 100% of teachers using the electricity at home every day/month. Electricity services in both camps (A and B) were not as good as urban/rural area. Approximately 80% participants in rural communities said they experience daily electricity shortages. Electricity was there every night between 11pm and 1 am in rural area along with other electric parameters in use.

Though every residents are accustomed to spending their nights in the dark, some areas with the camp often referred to as "blackout hours" experience electricity shortages for approximately 30 minutes during the week. The two electricity shortages lasted for consecutive days. When this happens, some learning groups of together (7 hours and 10 days camp).

During these times, only families who are able to purchase cellular/mobile services to charge their devices and appliances. Students in these families were able to charge mobile devices and continue that cell-aided learning. Students in families with less resources unable to do so. These study, some students have not been able to study normally in alternative ways for weeks. When electricity and internet access was available, some parents provided access to learning for their children, especially students in grade 10, so that younger children could not affect their equal opportunity to access devices for learning. Some parents, for example in India, noted that many grade students use the rural broadband/Internet access from their own room to be "broadband" (paid) relying on the parents to assist students gain the basics of language and math skills, using the broadband for their learning. Some parents in these groups noted further, younger children will be "automatically promoted" because they did not feel a need to discuss their needs specifically.

ix. Quality of the internet connection

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

The teachers in focus were proud to be in better infra-group facilities, several others stated they have WiFi connections at home.

Dependable routing in the camp facilities across to WiFi/WiFi-less WiFi in comparison to fast connections. Focus group participants also cited WiFi at 88% WiFi-less WiFi with complaints that internet connections did not have the capacity to handle the requirements of various activities, since it was not the stable one for enough.

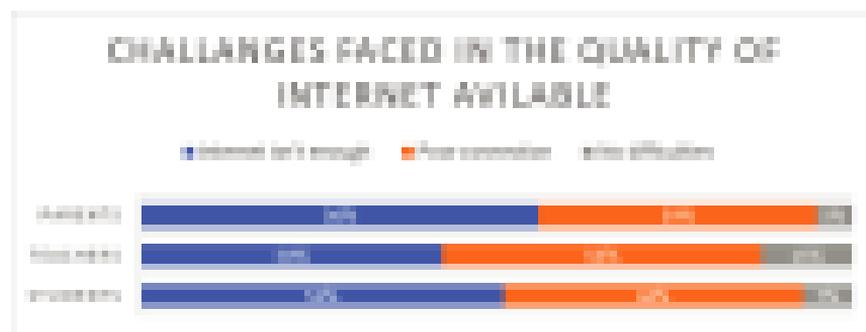


Figure 8: Internet at the camp

Another major challenge identified by the focus group meetings was unreliable facilities which would not last until the end of the month.

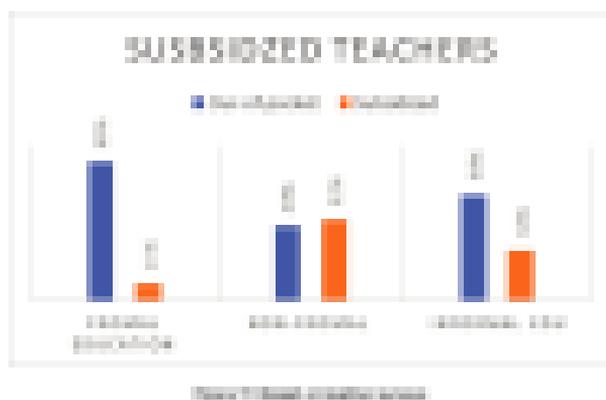
x. Cost and affordability of internet subscriptions

Focus group participants were able to better articulate the barriers around internet cost. When asked who pays for their internet connection, 88% of parents and 85% of teachers, are in both camps and focus communities stated they pay for it themselves. 88% of teachers received subsidised internet cost in comparison to only 10% of parents. Internet through mobile phones (84% and 85%) are evident in Figure 9.



Figure 9: Internet at the camp

Many teachers also received subsidised internet, the majority sought to be covered following internet education programs mentioned in Figure 10.



Some parents and teachers in the *Flow* Group with the *Flow* Intervention and *IMAP* were reporting that increasing the students writing reading up to 100 minutes a week. However, they claimed that payments were (dis)proportionate. Several teachers not consistently provided. Some receive no payment, other time as well (Parents, Interview).

Flow Group participants (both camps and teachers) claimed they spent an average of 1.25 hours writing reading in the form of a paid work than their classes were provided (37% of teachers and 75% parents) spent that amount monthly. However, the majority claimed the coefficient for their actual income consumption needs and that they value that 'income wage'. To give an example, participants stated that they keep the rest for the other children in the same class. The most frequently brought up is to submit online classes (Parents, Interview). The fact to be considered, participants claimed they read 100 minutes with 10% of teachers writing reading 100 minutes amount which required effort.

3. Availability of devices used for learning

Smartphones were the most used device for communication being the preferred by all respondents in camps and host communities. According to focus group participants, the average household had 1 smartphone, while only a minority in host communities reported having 2 or more phones. Incent results from the questionnaire show that 80% of them have one smartphone at home for utilizing it used in remote learning, while only 30% had 2 or more phones.

80% of teachers own and use smartphones for work, and 80% of teachers show their smartphones with other members in their household in addition to smartphones, teachers reported also using tablets as shown in Figure 11. The majority of teachers in the teachers who had a smartphone at home reported to have used a tablet more than once per week. 80% of the teachers were from host communities, while 30% were from camps.

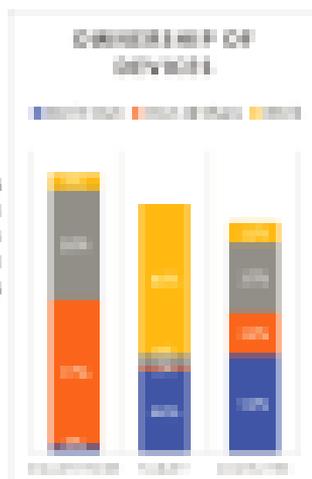


Figure 11. Ownership of devices usage

80% of teachers who have used tablet, 80% taught students, visited students through community-based organizations (CBOs). 40% of teachers who had used tablet visited in a public school while 10% visited for informal education programs, as shown in Figure 12.

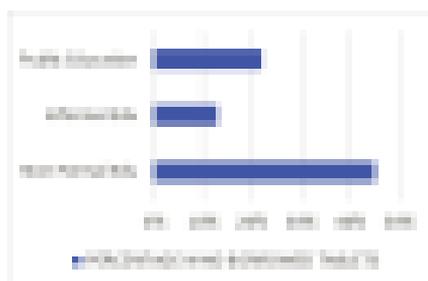


Figure 12. How often used

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

3. Familiarity with digital learning tools

85% of all teachers surveyed (both camp and host communities) stated they were comfortable using digital tools in their classrooms in Figure 18. Only 10% of teachers on average in camps and host communities were comfortable using technology to study Mathematics outside students' classrooms and host communities were equally comfortable using technology to learn in Figure 19.

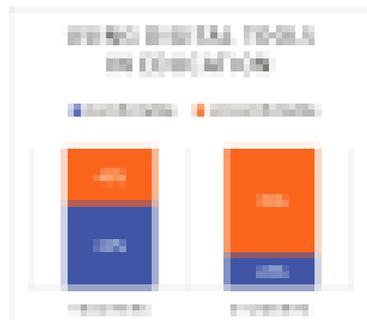


Figure 18: Teachers' comfort using digital tools

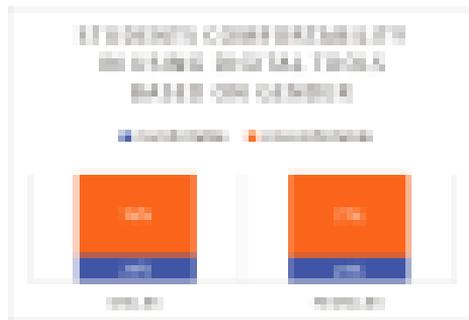


Figure 19: Teachers' comfort using digital tools

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

The non-continuity teachers in the focus groups, for example, who reported teaching during or outside classroom and using learning tools from informal education programs such as (Fast Forward). They had meetings and trainings at the Institute to understand how to integrate the digital technology training in the use of digital tools (Teachers, 2019c).



Figure 20: Training to use digital tools



Figure 21: Training to use digital tools

On the other hand, most students did not receive any training on the use of digital tools as shown in Figure 22. Parents in the focus groups did not understand when asking for the use of digital learning tools. The one parent every training on how to use technology to learn. In addition to other examples (Parents, 2019c). Teachers' parents thought their children to use technology, while the one mentioned the activities using others, or searching for more information on the Internet. Parents' teachers told during parents' stated they received instructional ideas on the use of digital tools.

QUALITY OF ONLINE/DISTANCE EDUCATION

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

- The type of platform used
- Content delivery (text at times, forums and 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 experience of those studying in various time commitments.

4.1 DIGITAL PLATFORMS USED

Students most used to study were digital platforms.

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

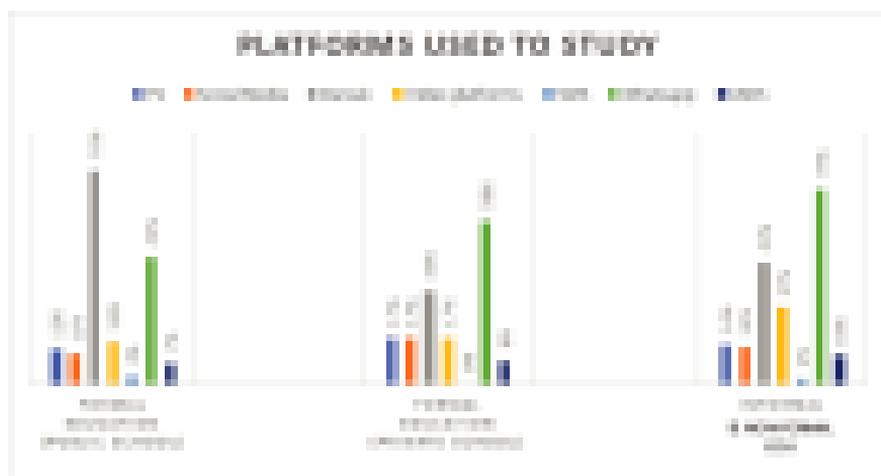
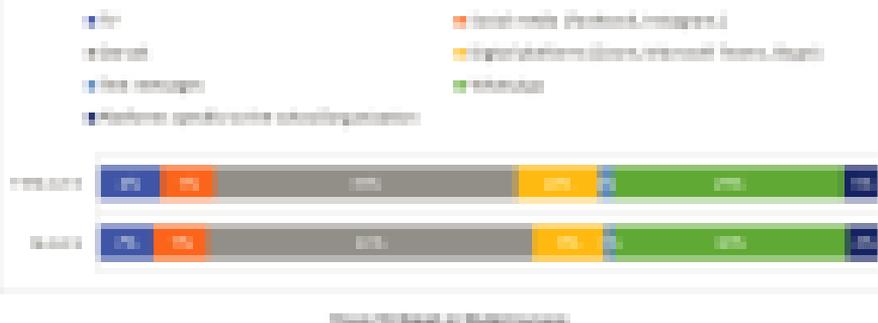


Figure 16: Platforms used to study

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

STUDENTS' USE OF DIGITAL PLATFORMS- BASED ON GENDER



There was no significant difference in between the primary variables in between different age groups in terms of the platforms used to study according to Figure 11.

PLATFORMS USED TO STUDY- PER LOCATION



*Other platforms include Canvas, Blackboard, FutureLearn, Canvas LMS, etc.

PLATFORM/ APPLICATION USED TO STUDY- BY GRADE

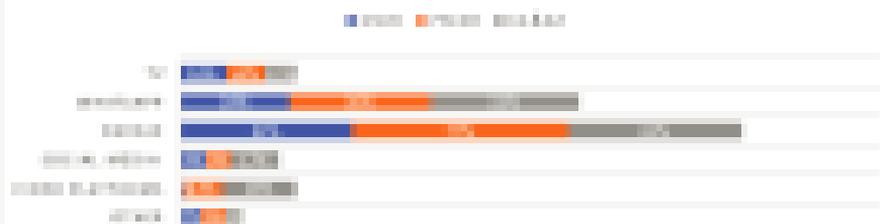
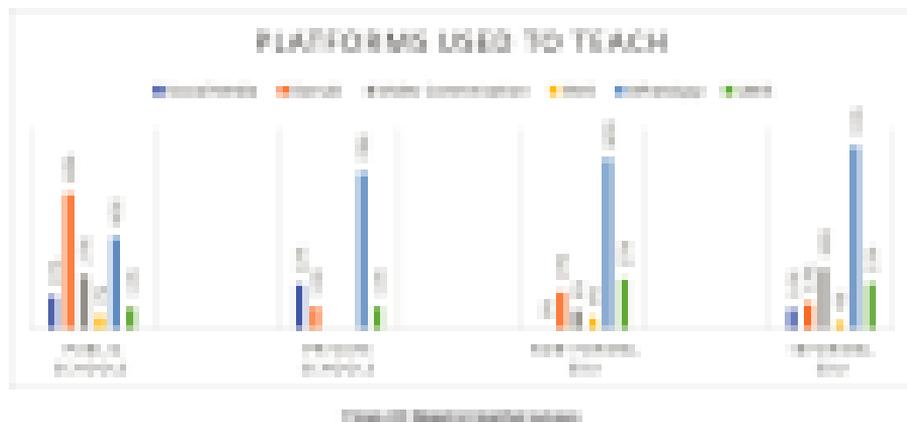


Figure 11: Access to content through

While most students used Canvas followed by Blackboard, users noted that grades 7 to 10 used Canvas more often than both younger students (between grades 6-6) and older students (grades 11 to 12). The use of Blackboard was higher among students in grade 7 and 8/9.

The opinions of students differ on why they used the Canvas and Blackboard platforms. In Canvas, the focus group students found issues signing in and navigating the platform. Some found registration issues because the platform requires a national ID number. Students also brought up issues having to enter national ID numbers, and that their accounts had to be manually approved. Students were more comfortable using Blackboard because it was easy and familiar and that they use it to communicate with others.

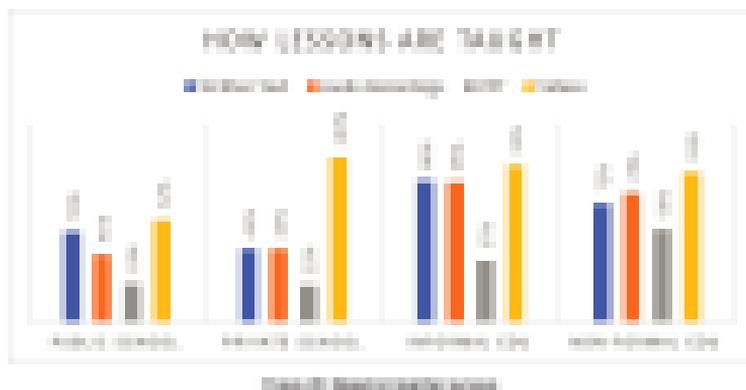
Knowledge its usage, most teacher respondents prefer using a mix of traditional platform. On the other hand, teacher respondents in non-formal and informal education programs mostly use WhatsApp to share content and communicate with their students as shown in Figure 43.



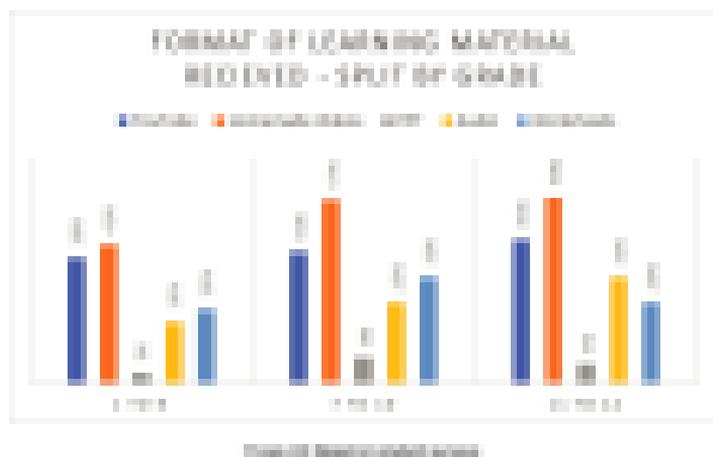
3. CONTENT PRESENTED AND DELIVERED

3.1. Content/Content

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



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



Among public school students, those who used the flipped 7th and 8th grade programs with lessons were most positive in terms according to focus group students and teachers in their content necessary. Students complained that that case and lecture lessons were not presented in a satisfactory manner stating that "it is difficult to understand cases and explanation is short" and that "teachers conducted the whole lessons in lecture" indicating transition to explanation in public students (MS).

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

2. Research assignments

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

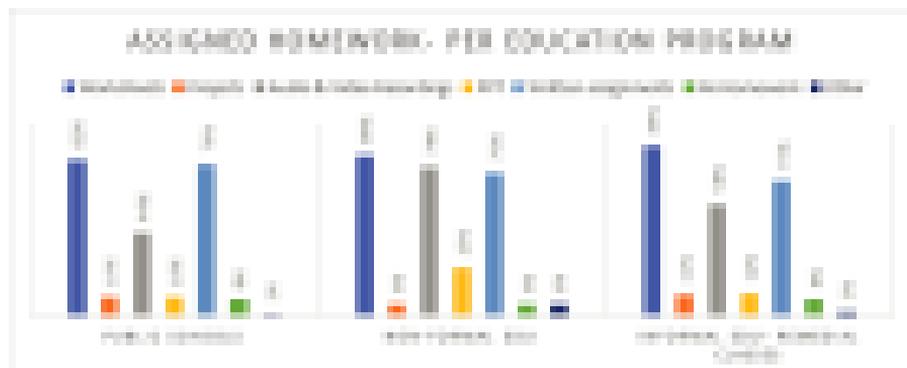


Figure 26: Researcher's design

It is interesting to note that student respondents listed common low quality reading materials within assignments compared to students' reports as shown in Figure 27. This likely occurs either assignments are used to read out.



Figure 27: Researcher's design

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

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

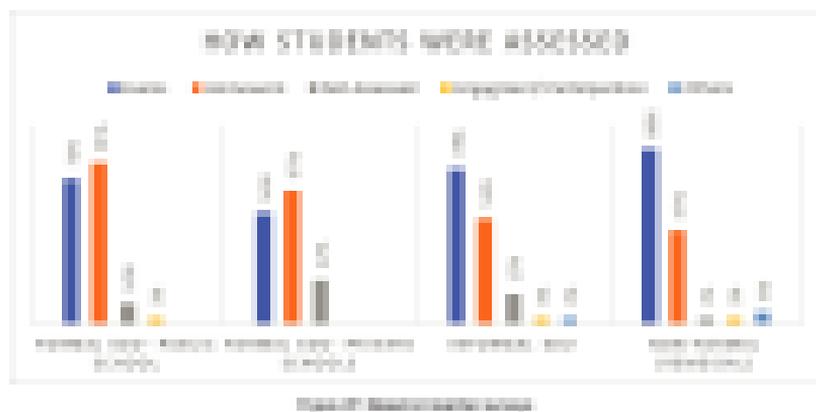
Teachers expressed the concern that 'parents need to support and encourage their children' and to 'stay involved with homework completion and preparation of lessons' (teachers, Hialeah) rather than 'complain that children/homework are always critical to me!' (teacher, Miami).

Additionally, teachers recognized that some parents are unable to suggest that children do studying because they are either working parents or illiterate. Many parents are unable to read and write and so cannot suggest that children do homework. Teachers (Hialeah) teachers in Hialeah also said 'not all parents have the necessary cultural background to support their children' relating to the fact that although participating in lessons, they lack 'practical sufficient knowledge to assist their children... or perhaps that they don't possess sufficient knowledge in all the subjects' (teachers, Hialeah).

3.3.3. Summary

Survey results show that parents with increased access to the Internet do use it to assess students' informal, informal, and non-formal remote education activities (Figure 3).

TEs encouraged teachers and their assessment students to do remote education based on their own needs and ITs will be the fastest and participating with in the social assessment of students. Only 47% of teachers reported assessment that they did not assess their students at all during the period. The focus groups confirmed that finding shows teachers stated that homework completion during play is not a standard assessment because assessment includes an interest in the level and student's learning and participating.



3. COMMUNICATION

3.1. Methods of communication

According to the survey, public school teachers reported using formal to communicate with students, as shown in Figure 31. In the focus group, participants expressed that communication with teachers outside the formal platform was not preferred, and some students revealed that it was not a topic (not mentioned) in their class.

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



Figure 31: Interviewee wrap

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

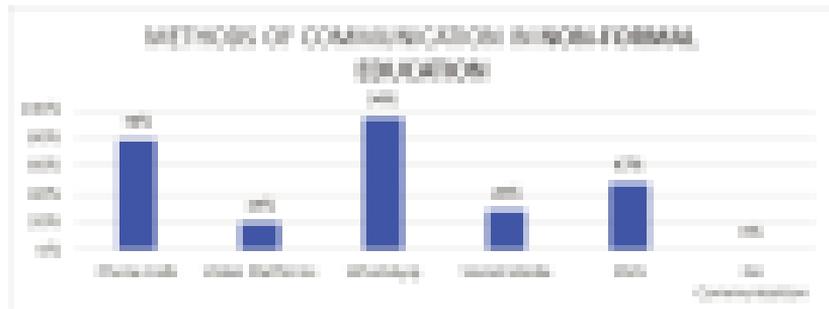


Figure 32: Interviewee wrap

In non-formal education projects 85% of teachers said they utilize various platforms such as Zoom, Microsoft Teams, and Google products in providing their classes.

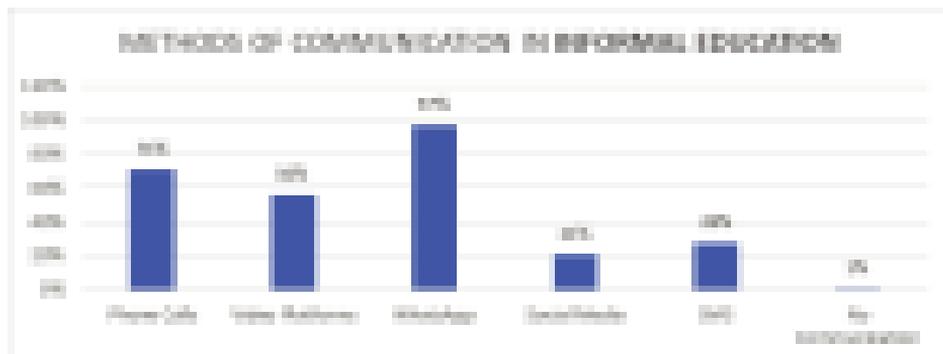


Figure 8: Teachers' responses

6. Frequency of communication

Focus group activities were able to better articulate the teacher about informal non-formal education projects in their communities. One 85% of parents and 75% of teachers felt safe and their communities stated they pay for it frequently. 35% of teachers consistently deal informal work in communities. 45% of parents receive through formal schools (in activity is evident in Figure 7).

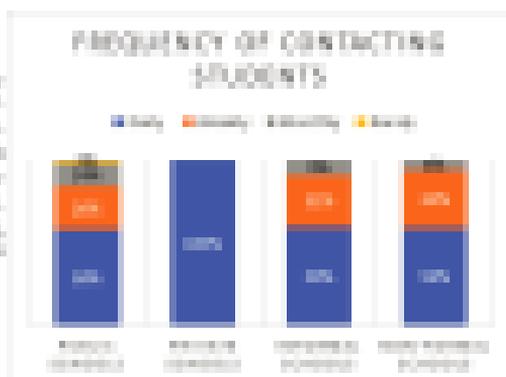


Figure 9: Teachers' responses

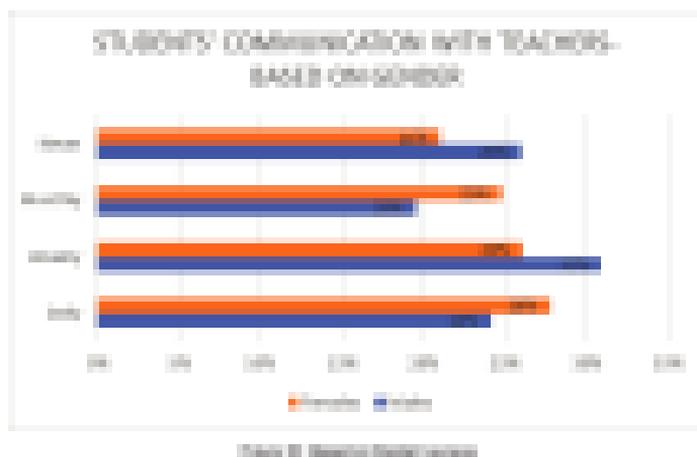
Survey results indicate that once a fully formal, non-formal communication was with students that their formal counterparts as shown in Figure 10. Although all teachers preferred communicating with students fully non-formal and non-formal with students at weekly basis.



Figure 10: Teachers' responses

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

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



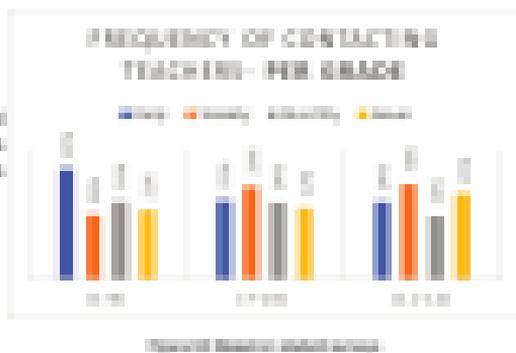
According to the focus groups, teachers in the communities for their students were being better in the early stages of the pandemic when communication was allowed through applications such as Blackboard. Teachers also stated they asked for email contact students now often, but that the school has limitations from their doing so outside the platform. The restriction has affected public school teachers in both ways on their communication. "There is an electronic communication and interaction between students and teachers" according to (Parents of LMS) in focus.

Similarly, parents in the District stated their feedback that "communication between students and teachers is better than ever only through the platform. Overall, the teachers do a terrific job with students now".

Public school teachers in the communities that in particular, will be reached out to parental consent was outstanding, but that parents do not care about technology, or because they know that child will pass the school year regardless" (teachers, focus) has to estimate parents.

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

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



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

Interviews by parents about students who enrolled on Demand and happened eventually to enroll as students suggest that the platform. Students in the focus groups admitted to not signing in online to register their attendance, but to actually watch classes or study.

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

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

- Technical difficulties, particularly with regards to registration and the user experience with Demand.
- Frustration with the quality of content presented. Students stated that because of the way content was delivered, it wasn’t capturing the lesson.
- Insufficient services. Parents and students complained that they use “hardly enough features to think between children and for their use” (Parents, focus groups) especially “what we’re used to” children? (Parents, focus groups) Teachers complained of having to show that you are with children to study since they were not used to teaching

On the other hand, attendance was recorded more closely in non-formal and informal education programs (starting by parents in home groups, centers in informal and informal education programs) presented with teachers and/or students through groups. Student presence, attendance and involvement in these groups (or the lack of) are tracked and documented by teachers also with their follow-up with students in their parents or groups if they are missing. The current follow-up pushed students to attend more often.

ENABLING ENVIRONMENT

9. STUDENTS' LEARNING EXPERIENCE

Feedback from teachers and respondents was asked about their most disadvantaged groups during remote learning, and are listed below:

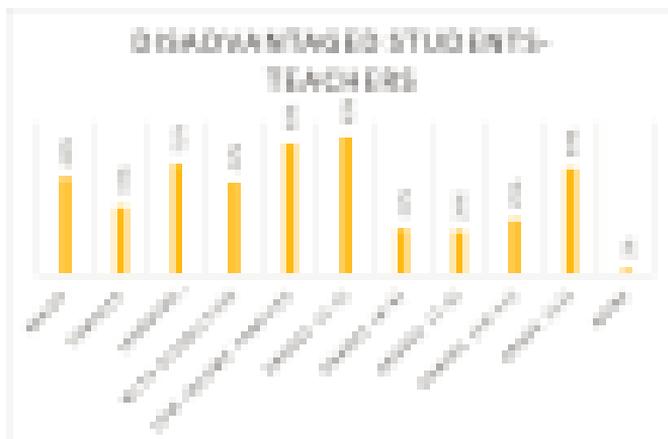


Figure 9: Most disadvantaged groups

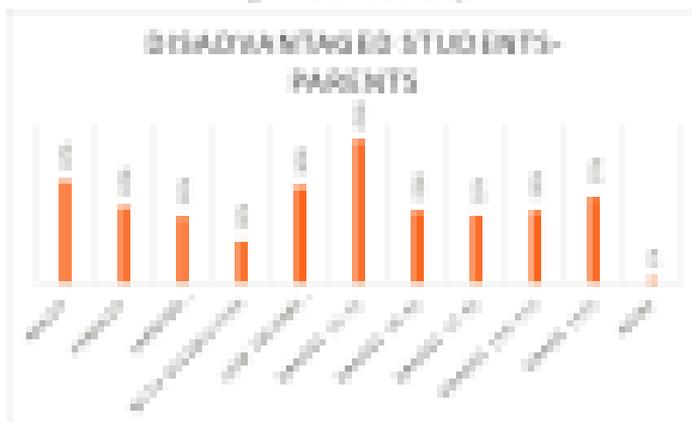


Figure 10: Most disadvantaged groups

1. Kindergarten (K2)

Most teachers with younger children in the home groups stated that their children were not enrolled in any programs. These students required individualized initial learning services. Teachers stated that they found that a valuable explanation of the steps for writing a letter, was: "Showings and asked parents to do simple tasks with their children at home with reinforcement readily available."

The majority felt that their children should take the year because they do not see the benefits and are not ready to practice the grade 4/5 skills of my children outside academic year... His purpose is to create a time (parents do) when these parents, particularly in India, suggested that parents should consider assessment more apart than physical subject to determine 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. 85% of parents who completed the survey indicated 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. However, parents mentioned that this age group of children are incapable of studying independently or assessing classroom activities themselves, which means they are dependent on adults and their availability to study. This finding still warrants programmatic 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. 85% of parents who completed the survey indicated 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. However, parents mentioned that this age group of children are incapable of studying independently or assessing classroom activities themselves, which means they are dependent on adults and their availability to study. This finding still warrants programmatic development.

iv. Gender

85% of teachers and parent respondents believed that male students are more disadvantaged than female students within all types B and B states (where only 45% of respondents female were more than equal) (India). 85% of teachers thought that males are more disadvantaged compared to 55% for females. Focus group discussions revealed that female students also have various difficulties in learning while male students usually spend their free outside the home. This contributes to the program male students spend more time outside the home playing with children in the neighborhood than girls who spend more time at home. This has directly contributed to male spending less time attending classes and learning. According to teachers and parents, program may offer incentives to female students more academically competitive activities to increase at home and spend more time playing and studying (Parents, India).

v. Special Needs Students

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

Regardless of the type of disability, parents of children with disabilities in the focus groups claimed that children were enrolled in public schools according to the parents "My childrens enrolled prior to the pandemic and is still enrolled now remotely since March of last year" (Parent of Child, India).

Of the 74 of parents with children who have learning difficulty or disability, 69% said that children's teachers addressed it in a linked lesson through academic technology, in remote education. 69% said that children had access to subject teachers, especially in computer-assisted learning. 69% of parents did not use it for their child's special needs or disabilities but are keen to suggest using the package through remote education. According to the focus groups, parents of children with disabilities noted that the package has provided a whole school environment and that the teacher was able to help during remote learning. The experience has been reported as the personal initiative of the teacher. Some teachers followed up and provided guidance, however the use was not consistent.

Parents noted that their children with disabilities struggled academically both in school and through remote learning during the pandemic. Parents mentioned a variety of disabilities ranging from learning difficulties and special needs to medical/physical disabilities. The majority of parents in focus conversations mentioned that their children do not require additional attention and help at school.

However, in both focus conversations there were parents who were more acutely aware of their child's needs. 69% teachers said children with disabilities learning both individual students of the classroom. Learning requirements in many conversations. 69% teachers were available on campus prior to the pandemic to provide support for students with disabilities. These teachers offered students lessons 1-1 from a desk to improve their skills and working on the side (Parents of 69% in focus). Significant progress was noted in these children after a return to school to their parents.

3. WELLBEING & SUPPORT

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



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

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

- The houses have small parties.
- There is no table available
- Electricity and internet issues

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

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

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

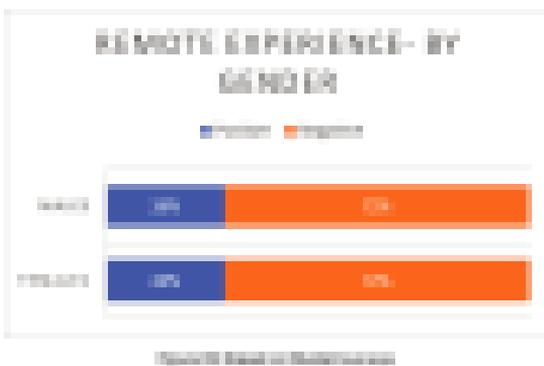
Although it is a group with a low reading environment at home for formal as their students. They spend for supports for a technology in supporting children's thoughts, educational phase of remote learning.

Teachers in the focus groups (the majority of whom were female) also emphasized the role fathers should play in supporting their children's learning during the transition of continuity of teachers at home. The majority of the teachers believe that their children's remote education experience. Teachers believe that in the student or family traditional gender roles determine the role of mothers and fathers in the household and therefore are responsible for home maintenance and child care. Including, students support, whereas fathers are responsible for providing financial support (teachers, 14 focus).

They also expressed a desire for their schools could provide internet activities or other financial support to ease internet costs. They also criticized schools for failing to provide them with any technical assistance (technical stress, training, and professional development training). Teachers are frustrated that they have not received any form of support from their employers. Schools should be providing suitable work environments for teachers (their flexibility and autonomy) because the more comfortable teachers are the more productive they become (teachers, 14 focus).

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

Student responses to formal education programs stated they felt like they are struggling academically as shown in Figure 16. More students in non-formal education programs will they are academically improving during remote education than other students in formal education programs.



With regards to gender as shown in Figure 17 there is no difference in the experience of male and female students. However, 70% of both genders stated that their remote education experience was negative.

PERCEIVED PERFORMANCE



Figure 48: Perceived Performance

Students responded that a number of factors negatively contribute to their current academic experience, including the extra obligations and showing how it affects

their studies. After students have more responsibilities, their performance as students (Figure 49), the most obligation being meeting is increased more following meeting obligations in studying.

This confirms the gender discrepancy where female students have slightly more responsibilities and those that make up most of Figure 49. However, both genders stated they are required to attend their program obligations in studying. However, 49% of males meeting fewer obligations, which is a significant female at 27%.

ADDED RESPONSIBILITIES- BY GRADE

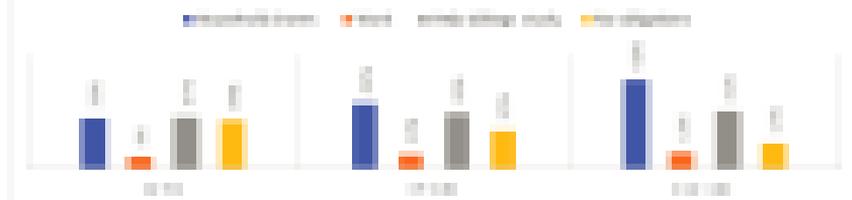


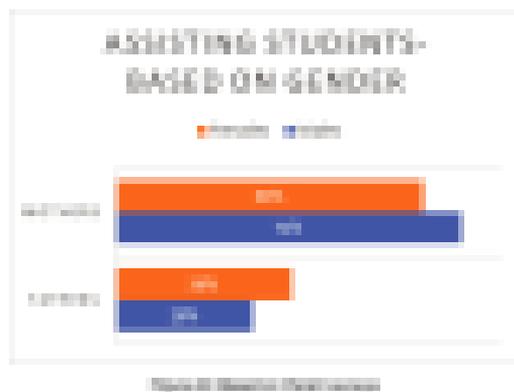
Figure 49: Added Responsibilities

ADDED RESPONSIBILITIES- BY GENDER



Figure 50: Added Responsibilities

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



According to parent requests, 50% of mothers took on the responsibility of teaching themselves 50% of their help their children study. More than students (50%) said they requested the help of their mothers as shown Figure 24. These help requested by students of their fathers less than 30%. Similarly, female students requested by assistance of their mothers more than.

Some new group parents stated that they struggle in helping their children in their studies because they often feel the time with no consistent resources.

According to the new groups, parents struggled not to assist their male. Similarly, students struggle to read with their parents in the studies way. This is shown in Figure 25.

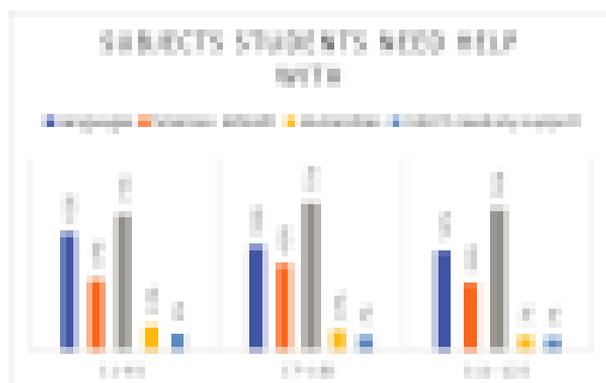


Figure 10: Need reading support

With regards to the five most difficult subjects according to students (Math, Language, and science (including chemistry, biology, and physics) with highest female students indicated that their response for most assistance as shown in figure 10. The significant differences have been observed between male and female in terms of assistance needed in studying.

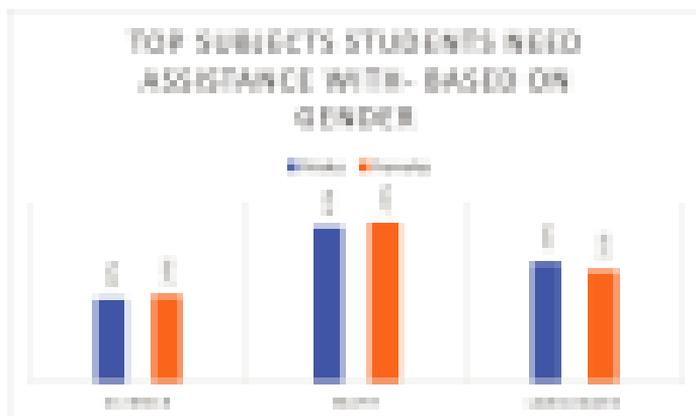


Figure 11: Need reading support

IV. RECOMMENDATION

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

i. Implementation level

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

ii. Policy Level

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

i. Implementation level

infrastructure

- Increased access to internet devices in the household could lead to accommodate the needs of older and young learners.
- Given access to devices such as computers and laptops are scarce due to cost, platforms for learning should be adapted for mobile use and content on the platform should be better adapted in order not to take up too much bandwidth or data/traffic usage. It is also recommended that content be run in compressed files.
- Affordable internet packages and internet activities could be provided particularly for low-income households who currently struggle to afford the additional costs involved because of remote online learning.
- The possibility of using internet signals could be explored for the purpose of using more compact and changing stations for devices could facilitate evaluate what identify services are disrupted.

Assessing strategy building

- Students, parents and teachers could be provided with more targeted training on the use of learning platforms and interactive platforms features such as how to communicate on these platforms easily. These can be in the form of instructional copy, step videos as well as frequently asked questions and answers that can be posted.
- Assessment ratings could be beneficial in orientating stakeholders on additional resources and free platforms.
- To assess knowledge of parents through virtual capacity building methods.
- on the use of learning platforms could improve the learning experience for children.
- Feedback forms and questions could be distributed to ask users about challenges they are facing. Based on data collected, outreach and awareness managing campaigns can be implemented.
- Access to educational opportunities for girls and vulnerable students in schools (as an interim to a learning institution) has been evidence should be actively promoted. Continued work to address challenges not as well as building 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 girls to various learning modules and ultimately enhance the experience of utilizing the portal 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, counselors and youth workers to ensure best practice is applied as a prerequisite to use learning raising through safe the importance of collaboration with the children, the identification of signs of abuse and increased familiarity of other appropriate support services.

Learning content

- Further review of homework assignments given a restricted amount to:
 - provide strategic suggestions.
 - Consistent with the lesson presented to students.
 - Use supplemented with additional examples, worksheets, and interactive explanations to assist with learning.
- Based on the positive experience of younger students in blended learning (blended learning focuses that use materials readily available in households could be used in formal schools where no courses are formalized).
- Learning content and homework should be aligned and differentiated to meet the different levels, key topics of students including little to no writing assignments with hands on projects and videos for example as well as including teaching methods and techniques that specifically target L2ESL.

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

iii. Network of support

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

iii. Policy Level

Communication of support

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

Maths learning loss:

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

Re-entry to the early years:

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

Academic promotion:

Academic 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 academic promotion will make their more mature students who eventually catch up, leading to the late coming out of the World Bank's overall learning adjuster, which affects learning where there is repeating or skipping grades between 0.1-1.4 years of learning loss. This impacts the trajectory of academic promotion not to increase the learning deficit for students.

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فوائد استخدام بطاقة الدفع المصرفية العالمية (بطاقة الائحة) التي توفرها بنك

- عدم الحاجة الى حمل النقد
- عدم الحاجة الى حمل النقد
- سهولة استخدام بطاقة الائحة

أولئك الذين يملكون بطاقة الائحة العالمية يمكنهم:

- السفر الى الخارج

مزايا بطاقة الائحة



أولئك

- السفر الى الخارج

أولئك الذين يملكون بطاقة الائحة العالمية (بطاقة الائحة) التي توفرها بنك

- سهولة استخدام بطاقة الائحة

أولئك الذين يملكون بطاقة الائحة العالمية (بطاقة الائحة) التي توفرها بنك

- سهولة استخدام بطاقة الائحة

في لغة البرمجة البرون في السؤال ٦

- عدد إشارتي (int) في لغة البرمجة البرون هي
 - عدد من المتغيرات البرون

في لغة البرمجة البرون في السؤال ٧

- عدد من المتغيرات البرون في لغة البرمجة البرون
 - الأرقام البرون هي الأرقام البرون

في لغة البرمجة البرون في السؤال ٨

- في لغة البرمجة البرون
 - في لغة البرمجة البرون هي الأرقام البرون

في لغة البرمجة البرون في السؤال ٩

١٠. - في لغة البرمجة البرون هي الأرقام البرون
 ١١. - في لغة البرمجة البرون هي الأرقام البرون
 ١٢. - في لغة البرمجة البرون هي الأرقام البرون

في لغة البرمجة البرون في السؤال ١٠

١٣. - في لغة البرمجة البرون هي الأرقام البرون
 ١٤. - في لغة البرمجة البرون هي الأرقام البرون

- في لغة البرمجة البرون هي الأرقام البرون

في لغة البرمجة البرون في السؤال ١١

- في لغة البرمجة البرون هي الأرقام البرون
 - في لغة البرمجة البرون هي الأرقام البرون

- في لغة البرمجة البرون هي الأرقام البرون

في لغة البرمجة البرون في السؤال ١٢

في لغة البرمجة البرون	في لغة البرمجة البرون
١٥.	- في لغة البرمجة البرون هي الأرقام البرون
١٦.	- في لغة البرمجة البرون هي الأرقام البرون
١٧.	- في لغة البرمجة البرون هي الأرقام البرون
١٨.	- في لغة البرمجة البرون هي الأرقام البرون
١٩.	- في لغة البرمجة البرون هي الأرقام البرون
٢٠.	- في لغة البرمجة البرون هي الأرقام البرون
٢١.	- في لغة البرمجة البرون هي الأرقام البرون

- المتعلق بالمال
- غير المتعلق بالمال أو المصالح الشخصية
- المتعلق بالمال الشخصي
- غير متعلق بالمال أو المصالح الشخصية
- غير ذلك من أنواع العقود
- يتعلق بالبريد أو بغيره من وسائل الاتصال

بعض القواعد التي تنظم العقد هي:

- 1- القبول
- 2- التراضي
- 3- التبرر
- 4- عدم الإضرار بالغير

القواعد التي تنظم العقد هي:

- 1- القبول

القواعد التي تنظم العقد هي:

القواعد التي تنظم العقد هي:

- عدم الإضرار بالغير
- القبول
- التراضي
- التبرر

القواعد التي تنظم العقد هي:

- 1- القبول
- 2- التراضي
- 3- التبرر
- 4- عدم الإضرار بالغير

القواعد التي تنظم العقد هي:

- عدم الإضرار بالغير
- القبول
- التراضي
- التبرر

القواعد التي تنظم العقد هي:

- 1- القبول
- 2- التراضي
- 3- التبرر
- 4- عدم الإضرار بالغير

القواعد التي تنظم العقد هي:

- عدم الإضرار بالغير
- القبول
- التراضي
- التبرر

ANNEX 2: FOCUS GROUP DISCUSSION

2. Teachers

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

Before we begin to participate, please don't be shy, freely and feel free to report activities in one another. There are no right or wrong answers. All sorts of experiences welcome here, and everyone is appreciated.

Everything said in the 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 discuss any statements attributable to your name. The teacher will be recorded. However, only members of the research team have access to the recordings. They will also be the only ones to view the full written transcripts. Having heard these conditions, when joining in the group, we assume that you agree to these rules.

General Information

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

- Where are you from?
- Where do you teach? (what type of school is it?)
- Do you teach full time / part time?
- How many years have you been teaching?
- What subjects do you teach?
- What grades do you teach?
- Does your school provide after-school learning services for students?
- In general, tell me how you work as a teacher 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 (at home)? (Probe for mobile Wi-Fi, hot-spots, a public Wi-Fi nearby, etc.)
 - If yes
 - Where is your internet service? (Probe for Telcel, AT, Telcel, AT&T, Fiber Optic)
 - Is the speed fast/slow?
 - Do you pay for it?
 - If yes, who does? (Probe: did the school offer to pay for it / covered it?)
 - If yes, how much do you pay for it per month?

Distance Learning and Educational Services

- Please tell me more about how you teach:
- Do you teach already, in-class, (have no face through camera)? If not, how do you teach? If yes
 - How long have you been teaching remotely?
 - Where do you teach from: school/home?
 - Do you have an appropriate place to teach from?
 - What subjects do you teach remotely?
 - How often do you teach?

Reviews

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

Content

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

Participation

- Are students' participation/interaction monitored? If yes, how?
- Are students generally enjoying/actively attending classes on their own? (How, why not?)
- Do you feel students are engaged in classes? (How, why not?)
- How many of your students drop out? Why?
- Do you communicate with your students? If yes, what forms and how often?
• If no, why not?
- What happens if you face students' two questions for you or need further assistance? (Provide the assistance to your students with flexibility)

Support

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

Wellbeing

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

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

Disabilities in Learning

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

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

3: Students / Children

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

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

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

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

- How old are you?
- How many people live in your household? (Parents, brothers, sisters, extended family)
- Do you have international family (Dutch, Moroccan, Moroccan, Moroccan, etc.)
- If you, how is the connection?
- Do you experience identity struggles at home?
- Do you have a sibling at home?
- Do you have siblings abroad like you, abroad to visit them? Do you visit them? Where there?
- Where do you use the kitchen for?
- What are the main things that you feel you are doing you for studying? (For example) If you work at home or outside the home, the challenging parental atmosphere at the house, no arrangement from parents, if you hold the responsibility of your relationships because your parents work, etc.)
- Are you enrolled in a specific study program (school, college)?

Are your study ratings a bit?

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

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

Do you study through a digital program?

- What platform are you using to access classes? (Canvas, Blackboard, Future Learn, Moodle, FutureLearn, Canvas LMS, FutureLearn, etc.)
- What materials do you use to study? (papers, phone, tablet, etc.)
 - If yes, what is the app? How many hours do you use to learn the lecture with an app when other studying? (papers/books/notes)
- What do you like about the platform you use? (easy to use, chat option, materials etc. - 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 you assessed/assessed? (Videos or PDFs, recorded classes from teachers, certificates, you, articles, video recording)
- Do you have homework?
 - If yes, why?
 - If yes, how is it presented? How do you submit your homework? (ask to the teacher?)
- What happens if you have questions for the teacher's desk when class is over/ending?
- Do you have optional work?
 - If yes, how do you submit them? How do you get your grade?
- What does the ideal online learning platform look like?
 - (easy to use, easy to submit homework, chat option, chat option, video recording, allow for access sharing - etc.)

Website & Learning (for all subject & content study)

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

Feelings and Wellbeing

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

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

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

- How are children/children in informal education?
- What do you think is most important in the informal education program being off the formal program?
- Is the informal education offered by separate or public school?
- What is the informal education offered by? (organization, NGO, center, etc.)
- How are children/children participating in the program? (are you still all needed now?)

If your child does not receive any form of education:

- Why do they not receive any form of education?
- (organization/school, due to disability, no transportation, financial reasons, parents/school education still unable to help the family with income, lack of interest from the child, none of the adults can handle school, parents, etc.)

If your child receives formal education services through the television:

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

Access to educational services (formal and informal) through a PL-ADP/ADP:

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

For the Informal Education Program:

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

For the Informal Education Program:

- How much time do they spend learning through the formal education program?
- How many hours per day/week do they spend in training/experience?
- Do you utilize read support in studies? If so, what kind of support do you provide them?
- What patterns are the children using to access the classes?
- How do (how, how, how) learn, (what, how, how) - do you bother with the patterns and do you use it?
- How are the learners presented? (where or the like, whether where from teachers, students, presenters, other students?)
- What subjects in the child's current study?
(do your children follow a specific routine with their classes? (do classes change at the same time or do they change?)
- How often do you utilize study? What happens if they do not study?
- Do the children have activities? How do they learn about their themselves?
- What do you feel about the formal education program?
- How many (what, how) groups do the children join?
- Do they have a separate program every subject?

For child's television and internet distance learning:

- Do teachers communicate with your children? If yes, how/ how often? (How often reading)
- Do teachers communicate with you? Do they utilize or do you? How often?
- What happens if you do not utilize these services? Do the teacher don't understand anything?
- do your children present with any learning resources learning points, reading materials activities...?
- Do the children have resources?
 - Yes, why?
 - No
 - How is it presented?
 - How do they utilize it?
- Do you help them?
- How complete has it been used?
- How are your children assessed?
- Do you completely cover content provided in children?
- Do you or your spouse help any of the children study? (Why)? (What classes are difficult to understand completely, etc.)
- Are any of your children suffering with distance learning? If yes, what of your children (what grades/ subjects) are suffering the most? (Why)?
(do you think children with disabilities are supported? do they present with the same issues 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 improve if distance learning continues?
- In your opinion, what does the best distance learning experience look like?
- (any to use, website for resources, work papers, their opinion, reading/learning/other, allow for various thinking...etc.)
(do the school do anything to help? do your children require anything at school? If yes, How do you support them in studying at school?)
- Are you problems and conflicts increasing or better with remote learning?
- Do you think your child is ready to move to the next grade? (In the UK, Grade 5)

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

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

4. Elements of DNS

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

Before we begin, participants please do for the day: 1) respect the views, opinions and beliefs one another. There should be no argument among members. 2) views of experiences welcome here and always appreciated.

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

General Questions:

- To what time do you do this today, at what point in the day (afternoon)?
- How old are you child(ren)?
- How many people live in your household? (Parents, brothers, sisters, extended family?)
- How much extra curricular household income?
- Do you experience electricity shortages at home?
- Do you have a TV at home?
- What income do you have at home? Do you receive it? How often?

Internet:

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

Business:

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

Education programs: Formal and informal:

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

Those who are enrolled in the Informal Education Program:

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

Those who are enrolled in the Formal Education Program:

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

Outgoing Questions:

- Is remote learning offered by any? (why)? How does it work, is it helpful?
- How many hours does your child receive remote learning? (includes start and end of the same time)?
- How many hours do you spend your child study? What happens if they do not study help? Do you feel it is enough?
- Are accommodations provided for your child? (modified content, slower teacher)
- How is an online learning offered? How can it be accommodated?
- Does the teacher communicate with your your child? If yes, how? And how often? Does the teacher experience your learning?

Questions on disabilities, and learning difficulties:

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

Wellbeing

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

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

