Home learning provision during the COVID-19 pandemic

Report

Rapid analysis of Arabic language responses relating to Syria, from the NAD/EENET survey, 2020

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This report is one of four developed by Enabling Education Network (EENET) to present an overview of the data generated by the 2020 NAD/EENET home learning survey. We want to share the information, country by country for all 27 countries, in an accessible way. The overview report, and other publications from the survey, provide a critical analysis of the data, and therefore go into less detail about the country contexts. The data presented in this report has been taken from responses to the Arabic questionnaire. It is has undergone a rapid thematic analysis to draw observations together and identify key quotes from the responses. For a more detailed approach, please visit the home learning page on the EENET website (https://www.eenet.org.uk/inclusive-home-learning/), where we will upload links to the full set of reports as they are published.

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The cover illustration was drawn by Paola Rozo and is the main image used on the home learning poster created as part of this project.

* Su Corcoran and Rachel Twigg were able to devote time to this project because it was conducted as part of a Manchester Metropolitan University RISE internship project.

Contents

1. Introduction

1.1. An introduction to EENET

Enabling Education Network (EENET) is a global network. It provides a platform for information sharing about inclusive education, and is a consultancy service provider. EENET focuses on quality, inclusive, enabling education, primarily in resource-poor contexts. The network's information-sharing activities are open to everyone, including teachers, parents, students, non-governmental organisations, policy-makers, trainers, government officials, and more.

EENET encourages conversations and critical reflection on the issue of quality, inclusive, enabling education and is run by a global team of volunteers and consultants. The organisation has a group of guiding members from 15 countries, while network users come from more than 200 countries.

Each year EENET publishes at least one edition of Enabling Education Review. It features articles from education stakeholders worldwide, sharing experiences of making education more inclusive. EENET's website contains over 800 items on a wide range of topics relating to inclusive education, including short articles, posters, training guides, detailed research reports, videos and more. EENET is committed to providing free printed materials for education stakeholders with limited internet access.

EENET works with other organisations to develop advocacy materials and share campaign messages about the right to quality, inclusive education for all. It also offers tailor-made consultancy services, including training, research and evaluations, for government and non-government clients.

EENET's theory of change guides all of its information-sharing, networking and consultancy work. Its work contributes to the overall desired change for more girls, boys, women and men to actively participate in quality, inclusive education and learning opportunities throughout their lives. This is, of course, a huge desired change. EENET aims to *contribute towards* rather than deliver this change itself.

Three domains focus EENET's contributions to this global change, reflecting the areas that EENET feels are important and where it has the skills, experience and mandate to work.

These domains are:

Exchange: EENET wants more education stakeholders to benefit from creating, accessing and sharing relevant resources that nurture critical thinking and innovation around inclusive education.

Collaborate: EENET wants more education stakeholders collaboratively to design, implement, reflect on and document inclusive education initiatives.

Influence: EENET wants more education stakeholders to advocate effectively for relevant policy, programme and/or practice changes towards quality inclusive education.

1.2. Project background

EENET has been working with Norwegian Association of Disabled (NAD) since 2016, and before that with Norwegian Association for Persons with Developmental Disabilities (NFU). A key project that started in 2015 sought to improve teacher training for inclusive education by integrating action research into teacher professional development.[1] It built on a decade of NFU's work to shift from cascade training to whole-school in-service approaches to teacher training in Zanzibar,[2] and on the extensive experience of supporting community-based inclusive development in Zambia. The project involved developing 11 in-service training modules to be delivered by a cadre of skilled trainers[3] to teachers in a small number of pilot schools (eight in Zanzibar and six in Zambia), with a view to future expansion.

The training approach is currently being expanded in partnership with NAD, NAD Zambia, and Madrasa Early Childhood Programme Zanzibar (MECPZ), in collaboration with the relevant ministries of education. However, the arrival of the COVID-19 pandemic in early 2020 and subsequent school closures paused this work and left millions of learners needing to learn at home. EENET and NAD began instead to develop basic home learning guidance for families with children with and without disabilities.

Learning at home is a big change for most learners and their families. It can be a positive opportunity to try new things and spend more time together, but it can also be very stressful. Around the world, parents and caregivers felt under pressure to help their children continue learning, often without much support or resources.

When schools started to close, a flood of home learning materials and activities circulated online. Too few of these solutions focused on the home learning needs of learners with disabilities in low-income contexts, where online learning is rarely an option. EENET and NAD therefore sought to provide easy-to-read and visual home learning materials and advice in printed and online formats.

We decided to develop materials for parents, caregivers and families of children with and without disabilities that would encourage appropriate, achievable, low-stress learning activities using the time, skills and resources available in the family. The materials were added to EENET's website once completed.[4] We wanted to prioritise the production of hard-copy materials and work closely with local distributors in Zambia and Zanzibar to address the challenge of disseminating materials during a period of social distancing.

To inform the development of the home learning materials we conducted an online survey in 14 languages (Acholi, Arabic, Armenian, Bahasa Indonesia, English, French, Kiswahili, Luganda, Malay, Portuguese, Runyankole, Russian, Spanish and Ukrainian). This provided a

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[1] Lewis et al. 2019
[2] Juna and Lehtomäki 2016; Juma et al. 2017a&b
[3] McKinney 2019
[4] See: www.eenet.org.uk/inclusive-home-learning/

snapshot of home learning situations around the world, from the perspective of parents, families and those who know them well. We also conducted telephone surveys with parents, caregivers and guardians in Zambia and Zanzibar.[5] This report provides an overview of the responses to the Arabic translation of the questionnaire.

1.3. Life in Lockdown: Syria

Following a decade of war and socioeconomic unrest, Syria is experiencing the worst refugee crisis since the Second World War.[6] By 2018, 6.6 million people were internally displaced, with a further 5.6 million fleeing to bordering countries as refugees. Fractured infrastructure, combined with densely populated residential areas, the prevalence of chronic illness and 83% of the population living below the poverty line, left Syria highly vulnerable to the threat of the novel coronavirus.[7]

As COVID-19 spread, increasing its morbidity and mortality across the globe,[8] the Autonomous Administration of North and East Syria ordered domestic land borders to close on 1 March, fearing that the disease may spread between conflicting government and militia-led regions, as well as via bordering neighbours. Following non-governmental reports of localised viral cases in Tartus, Damascus, Homs and Latakia provinces,[9] the Autonomous Administration of North and East Syria imposed curfews between the hours of 6pm and 6am. This came into effect on 19 March. The Ministry of Education announced a precautionary suspension of lessons and studying in public and private schools as of Saturday 14 March.

COVID-19 was confirmed to have reached Syria on 22 March 2020, through an overseas source. A ban on travel from countries affected by COVID-19 was soon imposed, even if prospective travellers carried residence permits or visas given by the Syrian diplomatic missions. Syrian citizens could be repatriated if they did not display virus symptoms and underwent a two-week quarantine. Domestic curfews were in force across Syria from 25 March, between 6pm and 6am, by order of the Syrian Ministry of Interior, to minimise transmission, although there were no state reports of community hotspots.

The reality of the virus and its effects were prevalent in communities. However, a lack of access to, and appropriate community education around, preventative methods, diagnosis and treatment led to suspicion within communities. Officials were understood to be downplaying the number of cases. Stigma manifested toward those who contracted COVID-19, and consequently, implementing testing and precautionary measures became futile, overwhelming healthcare systems with severe, yet preventable, cases.[10] Community transmission was virtually untraceable.

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[5] Pinnock 2020
[6] McNatt, Boothby & Al-Shannaq, 2018
[7] Gharibah & Mehchy, 2020
[8] Huang, Wang & Li, 2019
[9] Petkova, 2020
[10] Mohsen et al. 2021

2. Research approach

2.1. Research design

The home learning project team collaborated remotely to develop a short, easy-to-answer survey. It could be completed quickly (depending on how much the respondent wished to share) by parents who were juggling their children's education, working from home, and/or providing for their family's basic needs. See Appendix 1 for a copy of the survey.

We uploaded the English version of the questionnaire to the SURVEYGizmo platform on 1 May 2020. Over the next few weeks, translated versions were uploaded until the questionnaire was available to complete in 20 languages. The survey remained live until the end of June 2020. We published a link to the multiple questionnaire versions on EENET's website and distributed it via social media and emails to network members. The survey was completed by over 1,000 respondents from 27 countries in 10 languages, as shown in Table 1.

We downloaded the quantitative data from each questionnaire from the SurveyGizmo platform in the form of pie charts, bar charts and tables. For accessibility of data, this report contains adaptations from Microsoft Excel software. We collated the qualitative question responses into tables in Word, translated them into English, where required, and thematically analysed them to present overviews country by country. In the following sections, we focus on the survey respondents who completed the questionnaires in Arabic and English and who described the education situation in Syria.

Table 1: Countries represented by the survey respondents, number of respondents per country, and language of the questionnaires completed.

Country	Number	Language	Country	Number	Language
Argentina	1	Spanish	Nigeria	2	English
Armenia	2	Armenian	Palestine	1	Arabic
Bolivia	1	Spanish	South Africa	1	English
Colombia	1	Spanish	Spain	1	English
Chile	3	Spanish	Syria	39	Arabic/ English
DRC	52	French	Tanzania	2	Kiswahili
Eswatini	1	English	Turkey	1	English
India	1	English	Uganda	3	English/ Runyankole
Indonesia	2	English/ Bahasa Indonesia	UK	9	English
Israel	1	Arabic	Ukraine	942	Ukrainian
Italy	1	English	United States	2	Arabic/Kiswahili
Kenya	6	English	Zambia	2	English
Malaysia	4	Malay	Zimbabwe	1	English
Mozambique	2	English			

2.2. Survey respondents

Respondents to the Arabic questionnaire were concerned with the education situation in Iraq, Israel, Syria and the USA. We discuss the responses focused on Syria in this report. See Corcoran, Pinnock and Twigg (2021) for an analysis of the Arabic responses relating to the other countries.

Ten respondents described themselves as parents or guardians of school-age children, although 12 stated they had children in a later question. Sixteen respondents indicated that their children or children they know had disabilities or special educational needs.

Fourteen respondents identified as teachers, one identified as a student, six identified as education officials, one as a consultant, and one as a school committee member. Thirteen respondents were NGO employees.
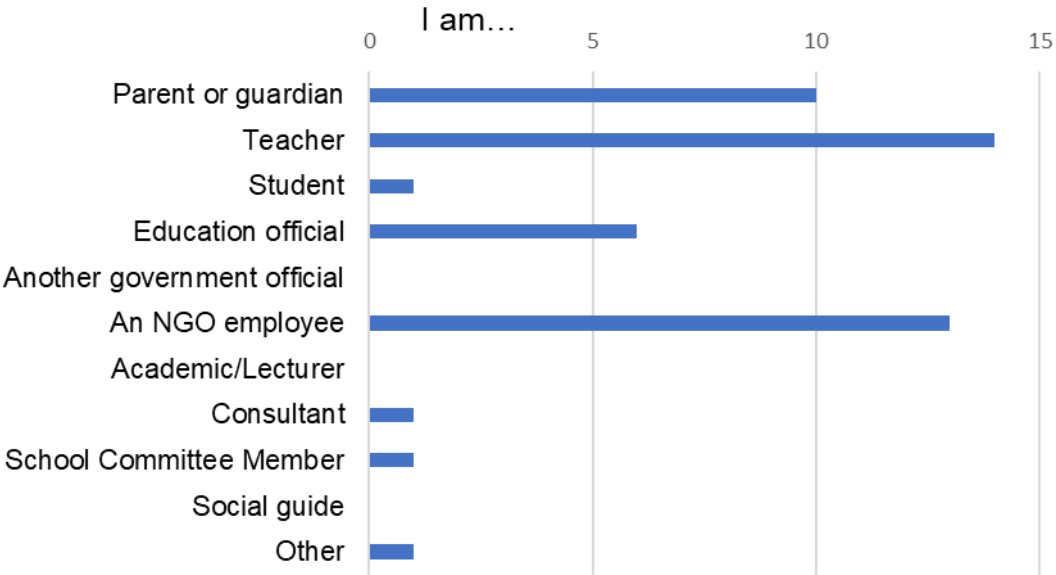

Figure 1: The self-declared position and identity of participants.

3. Findings

3.1. How have schools where you live been affected by the COVID-19 pandemic?

In total, 26 respondents said that their schools were closed completely. Another described how the schools were closed to learners, but the premises were open and accessible.
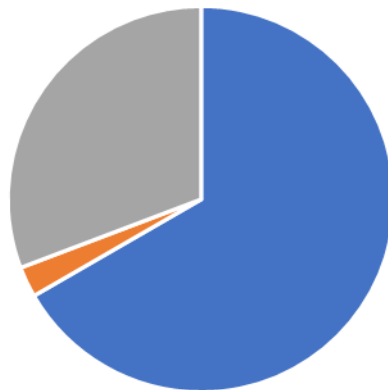

Figure 2: Participant responses to the question 'How have schools where you live been affected by the COVID-19 pandemic?' blue = all schools closed; orange ='schools are closed to learners but school premises are open most of the time; grey = did not answer

Respondents reported that the government in Syria had closed schools completely due to the pandemic. One reason given was that there were "no possibilities for sterilisation and caution against infection". Home learning opportunities were in place "with periodic meetings for educational staff and administrators in Northern Regions".

There were concerns that local education and communal centres were closed, not just due to the ongoing risk of coronavirus, but with activities suspended due to limited funding and failed project renewals. Provision was made early in the pandemic for pupils with additional learning needs, through learning and community centres, but after several months this changed to online provision. One respondent noted:

> [The Centre] is for people with disabilities and it was a programme of achievement that they supported but they stopped supporting at the end of the fourth month. We gave lessons remotely.

Alternative provisions included parents liaising with local community centres and creating groups via platforms such as WhatsApp. Using this virtual social media platform, they exchanged content (images, videos and audio) to support their children's learning. This included signed videos that were available for learners with hearing disabilities.

As all schools were closed, "the government intensified more general educational programmes on television and social media" for students to access. Despite such efforts,

respondents reported no rules or guidelines on this provision, especially advice on how to adapt the content for children of different ages or additional learning support needs.

With no foreseeable reopening plans, respondents conveyed the level of uncertainty experienced in the region:

> Schools are suspended until after the holiday due to the conditions of Corona and we do not know if they will be reopened.

3.2. If schools are closed, are learners receiving education support at home from teachers, schools, the government, etc?

Ten respondents reported that learners received no printed study materials and no remote teaching sessions, while six said they had received some printed study materials and/or some remote teaching sessions. Only four respondents received lots of printed study materials and/or remote teaching sessions. One respondent reported receiving no provision at all.
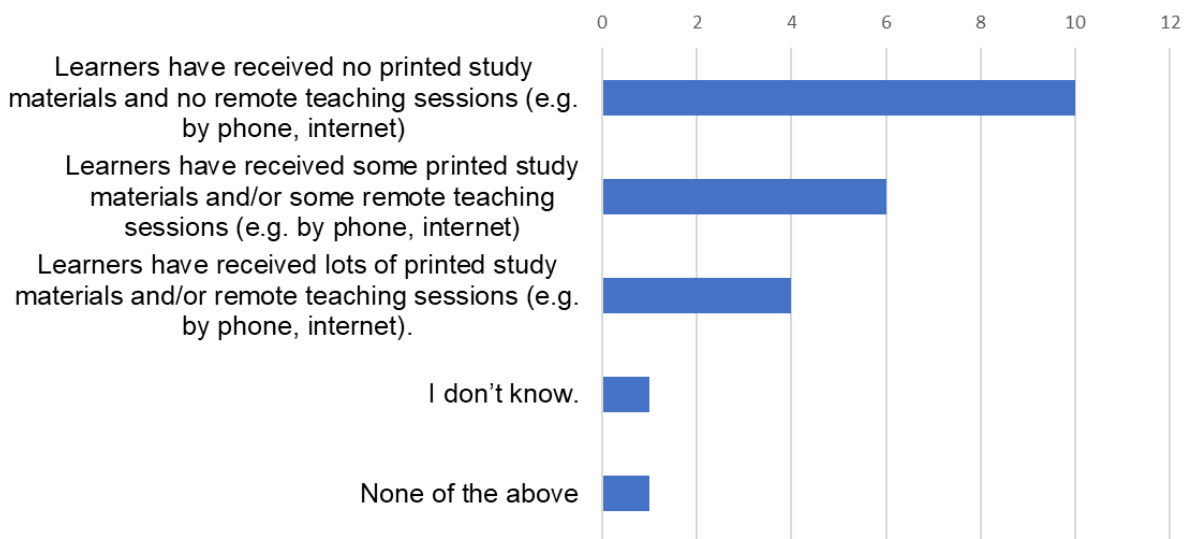

Figure 3: Responses to the question 'If schools are closed, are learners receiving education support at home from teachers, schools, the government etc?'

After the decision to close, government schools did not offer any educational provision. In Hatay, respondents reported significant limitations in the possibilities and resources available to students. In place of state provision, several NGOs implemented a distance learning strategy for varying depths of curricula described as 'full', 'light', or 'self-directed'. The respondents did not provide additional information about what these meant in practice.

Despite state schools being closed, teachers received practical advice on lesson delivery "to use the cameras, and film the lessons". Teachers would work with their students and make videos to explain their lessons with sounds or handouts. In addition, there were "videos posted for children's learning and there is a follow-up from teachers".

The respondents described how some students interacted with their teacher and sent their work to a study group, which parents welcomed. The teachers noted "excellent results" in keeping their pupils learning within this format. One parent added that:

> Most teachers created follow-up groups that included the parents of students and provided guidance, and study-level access for students,

but added that:

> Follow-up often did not give the same quality of results as direct lessons provided by teachers via Zoom and using electronic distance learning tools such as Google Classroom.

On the other hand, some parents did not feel confident about home learning and described the "desired result" as "somewhat ineffective".

Where provision was available, some pupils could not complete their work due to a lack of Internet and limited access to smartphones and technological devices. As such:

> Parents do not feel confident about distance learning and the desired result is minimal.

Respondents suggested this lack of confidence was not due to the provision itself, but "because smartphones and a network are not available in many locations", most notably for pupils experiencing the greatest hardship.

Nonetheless, the limited provision was deemed better than not receiving any provision, although a minority of respondents did report no provision at all in their district. Others advised that some provision was possible, but did not meet their expectations as "the potential impact was weak".

Pupils could access home learning sessions via some television programmes and through night programmes (delivered online at night when Internet access was more reliable). However, there was no communication with learners by school teachers, except those working within humanitarian organisations.

3.3. What additional learning support is currently available in your area?

In total, 25 respondents reported that there was provision of some printed study materials and/or some remote teaching sessions. Seven respondents specified having access to free printed materials from government, charities, or faith-based organisations. Media-based resources appeared less prominent, with television being the most used (n=7), followed by radio (n=2) and online resources (n=4). Five respondents reported hiring a private tutor, accessed online, to support their children's learning and another five detailed other home learning provision.
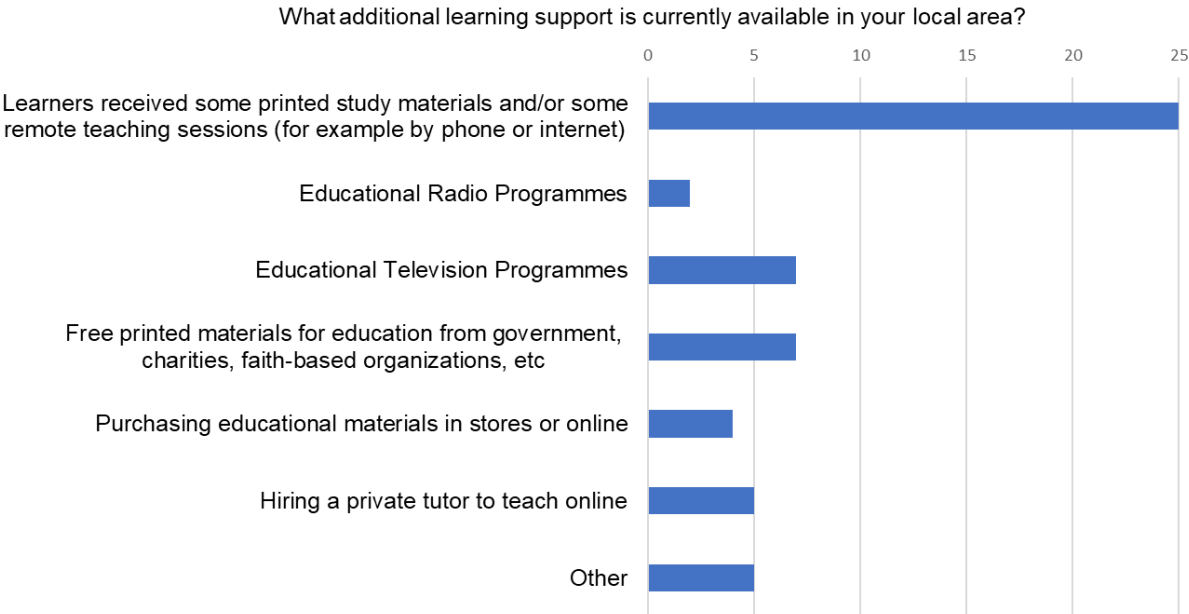

Figure 4: Responses to the question 'What additional learning support in currently available in your area?'

Providing additional detail the respondents suggested that many children attended online night schools where possible and watched educational television programmes. Some parents assumed the role of teacher in the absence of formal education provision, while others sought support locally when they were unable to facilitate home learning. Some of these families took advantage of the teachers in their home networks who could offer support, or they found tutors who could provide private lessons if they could afford the cost.

A number of respondents detailed how the situation in northern Syria was already becoming very different before COVID-19 arrived:

> …in the regions of northern Syria, children rely on the means offered by the charities, despite the limited means.

A small number of non-governmental organisations offered remote education provision for children, giving access to computers as well as learning opportunities for students with additional learning needs and disabilities. Teachers from these programmes and students

connected through WhatsApp and other social media platforms. Respondents reported that while such provision was supportive, it was limited in capacity, funding and duration.

As one parent detailed in their case, the local education centre was closed at the end of the fourth month. Notably, after such closures:

> [children] do not use any of the methods to complete their education and there is nothing available for children despite best efforts and intentions of teachers and learners alike.

3.4. If schools are closed, are parents and/or guardians receiving advice or practical support to help them with children learning at home?

Ten respondents said they received written instructions and guidance from teachers or schools via email or online, while six received such instructions and guidance via telephone or online calls. Four received printed instructions and guidance, while seven reported receiving no written or verbal instructions/guidance from teachers/schools. No respondents mentioned receiving phone calls regarding their, or their children's, physical and mental well-being. Four respondents reported no invitations to ask questions about family well-being.
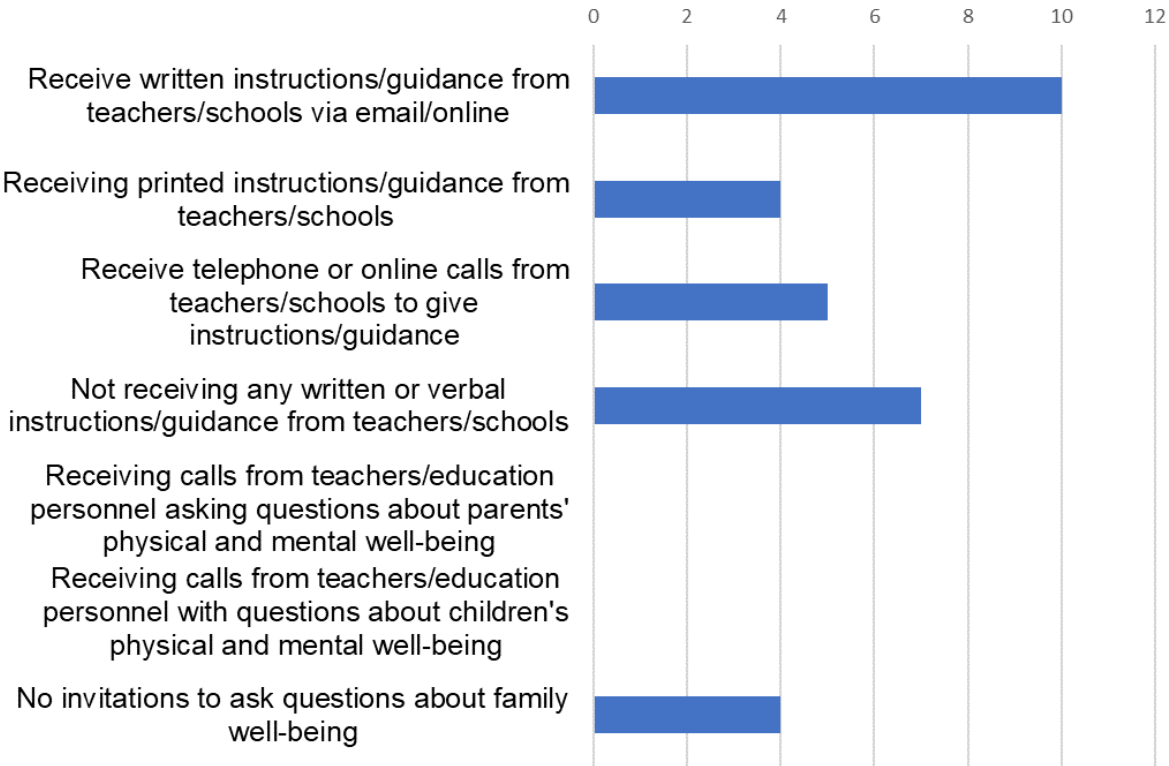

Figure 5: Responses to the question 'If schools are closed, are parents and/or guardians receiving advice or practical support to help them with children learning at home?'

A number of parents reported being supported by teachers to ensure that children completed their instructions for home learning by using mobile phones to access video learning tools. These parents were grateful and acknowledged how this helped to ensure their children could pursue their education. There was a small number of parents who complained about having no support to help them facilitate home learning. According to one respondent:

> The parents did not receive advice from the education sector, but there were instructions from teachers [employed by an NGO] on how to help parents and children complete their distance education.

Respondents suggested that NGOs providing education in the absence of a functioning school system should have been given more support. As one respondent explained:

> We know that not all children have the Internet, so distance education has not reached all children.

They suggested that organisations should strategically identify and support marginalised children to enable their access to networks and uphold their right to education in the region. Suggestions for support included the supply of tools required for communication and online provision to those who needed it most.

> I think that the remote learning experience is being circulated as a back-up solution if a similar crisis passes the current Corona crisis. Not all children have access to the Internet but we are going to target as many of them as possible.

There was a suggested need for more social support for parents to help them support their children's learning, and that:

> Schools and NGOs alike should communicate more with caregivers, and convince them that distance learning is useful in these circumstances.

Some parents suggested that at government level there should be more material support for the continuation of educational projects for children who are marginalised because of their difficult living conditions. At a local level, parents wanted the continuation of printed resources available to homes, and material support for continuing educational projects for children in camps and the safe child centres that support learners with disabilities.

Some respondents suggested a more direct, independent approach through television and social media tutorials to support learning. They argued that teachers should be more involved in the development of home learning platforms and that they be supported to further support platform users. Some suggested that virtual rooms or groups should be set up to provide remote learning sessions for learners that could be accessed at any time, rather than only at the time of broadcast. This would enable learners are able to access and return to the lessons whenever they wish and get around disruptions to internet failure or power outage etc.

3.5. If schools are closed, are learners with disabilities or other special needs receiving home learning support appropriate to their needs?

Ten respondents reported no adequate or appropriate support available for learners with special needs. Twelve reported some materials and/or remote teaching had been made accessible while three suggested it was not provided. A single respondent reported home learning was developed specifically for this cohort and two respondents were unsure of the provision provided.
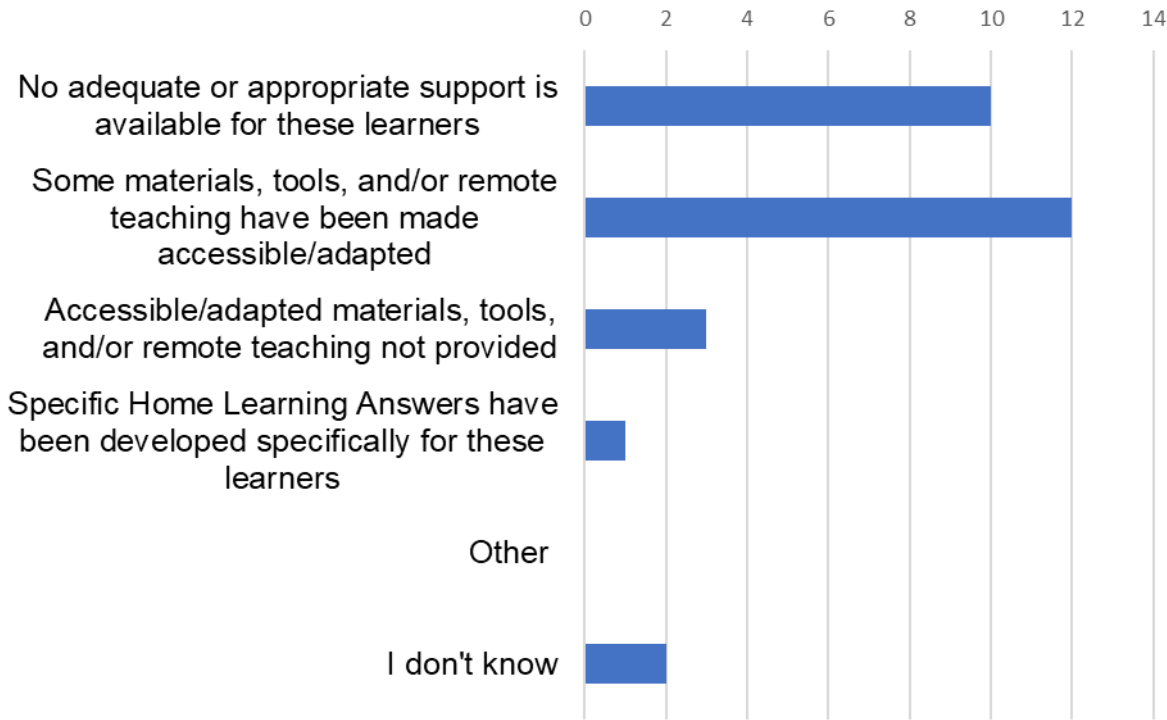

Figure 6: Responses to the question 'If schools are closed, are learners with disabilities or other special needs receiving home learning support appropriate to their needs?'.

Home learning support for children with disabilities was provided by humanitarian organisations and NGOs. These organisations contacted parents and coordinated with them to provide support for learners through successful night schools. Before the pandemic these organisations were running centres equipped to support learners with various disabilities (described by respondents as audio-visual, motor and cognitive disabilities).

However, the respondents also stressed the difference between the "presence" of children in the educational centres and their experiences of home learning. One organisation created sets of home learning content that were welcomed by parents and children, but this view was not universal:

Some initiatives from some self-support groups did not work.

> The quality of education is better at the centres due to the direct access to teachers and 'connectionless' communication.

Parents felt that children with special needs had been 'lost' after the closure of their education centres and they were no longer receiving any education.

> The safe children centre was the only one that provided educational services for children with disabilities, but unfortunately it was closed at the end of the fourth month for lack of support.

> There is no support due to the quarantine crisis.

They note that children with additional needs "cannot cope with schools where children are not disabled". One respondent felt that some initiatives from some self-support groups were not effective.

3.6. How do you (or the parents/guardians you know) feel about the home learning situation?

Eleven parents said that home learning provided opportunities to spend more time watching children learn and develop. Eight respondents reported a stronger relationship developing with the children and eight were glad that children were learning interesting and useful things at home.

Eight respondents reported more difficult living conditions as a result of staying at home to care for and support the children, with seven reporting a more stressful home environment. Six respondents were more concerned about children's physical and/or mental well-being. Ten feared that children's learning would stop or slow down Four felt there was a lack of time and/or energy to support children's learning and/or well-being and five expressed concern and annoyance about the lack of reading or learning materials at home. Ten respondents noted learning challenges for children that they had not been aware of before the pandemic. Six worried about their own lack of skills/knowledge to support children's learning and/or well-being.

There was some consensus among respondents that children have benefited dramatically from home learning in the course of their education, with some parents expressing satisfaction with home learning, especially given the fear of current conditions in their province.

> It had been a good experience for children to continue with their education.

Other respondentssaid home learning was not a successful experience but rather a "failed" one. One noted the fun involved in educating their children at home, but acknowledged that their experience was not likely to be the same for all parents:

> For me, I find it fun to educate my children at home, and for the rest and some parents, they find it difficult to educate their children, because parents do not use their scientific potential, so that home education is a burden for them.
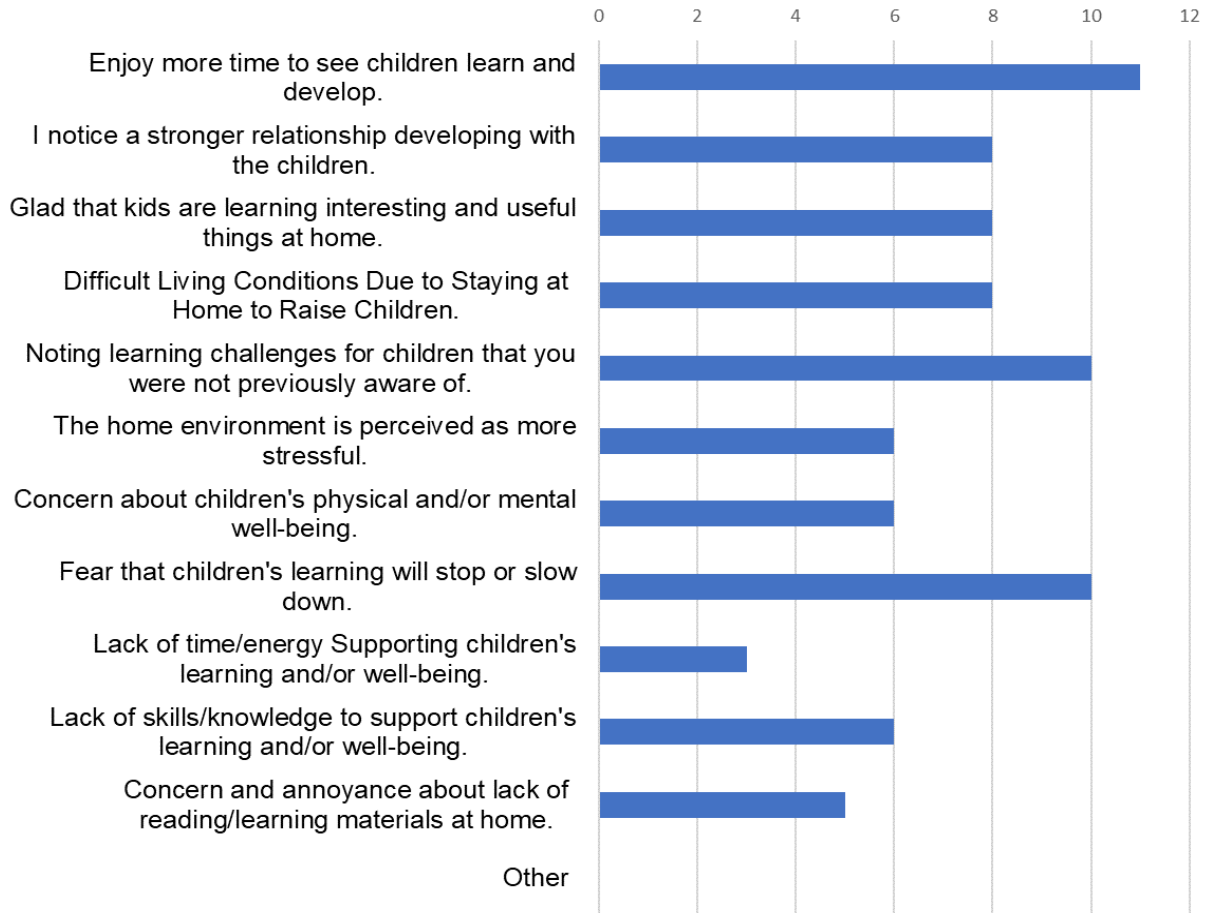

Figure 7: A graph illustrating responses to the question 'How do you (or the parents/guardians you know) feel about the home learning situation?'

Home learning was seen as a burden by some respondents. Collectively, parents felt they lacked knowledge of curriculum and pedagogy. The levels of illiteracy of some parents made it difficult for them to communicate with their children.

> Children with disabilities need to be integrated more and social support so parents always ask when the ban ends for children to return to the centre as they receive education and recreational activities that cannot be obtained remotely.

In light of these factors, parents expressed their dissatisfaction with the lack of communication with teachers and lack of household teaching materials. Parents were relatively happy that their children continue to follow the education process, but many felt that schools were not providing enough education to their children. In particular, respondents felt strongly that children with disabilities needed to be integrated more and provided with social support.

3.7. How are your children (or the children you know) reacting to the home learning situation?

Responses regarding children's reactions to the home learning situation were wholly provided by the adult respondents completing the questionnaire. Therefore, the children's experiences are positioned through the eyes of these adults.

Children's reactions to the home learning situation were on the whole reported to be quite negative. Seventeen respondents stated that they were sad that schools were closed while only two reported that they are happy. Seven reported that children were angrier than usual, with a single respondent considering their demeanour to be calmer than before the school closures. Two respondents reported that they were hungrier and generally less active.

In relation to school closures and having to learn at home, 12 respondents reported children playing more than usual, compared to three who played less. A small number reported on children's general productivity; three reported they were doing less work while one said they did more. Seven reported not being able to access books, games, and/or other educational materials, while two began to read more.

Eight reported children helping their siblings to learn, while four found more creative ways to learn during home-schooling. Twelve respondents reported being unable to contact school friends, whereas only five communicated regularly with other learners to talk, via the phone or Internet.

Overall, five respondents reported they enjoyed home learning. Eleven raised concern about potentially falling behind and missing out on school, compared to three not being concerned.

When considering how the pupils felt and engaged in home learning, there were mixed experiences. Some reported frustration, grumpiness, and sadness that schools had closed. Comments implied that this was due to the social isolation of school closures, as opposed to the limited access to education.

> They are frustrated that they tend to play and learn with their peers and that is not currently available.

Children were keen to learn and communicate with their teachers and friends, but:

> …find it difficult to communicate with the lack of home education materials and the slow pace of Internet services in the region.

Children were bored and always enquired about the re-opening of schools. Respondents described "a kind of boredom for children and mothers at home", again lagging only when they did not have a mobile phone or the Internet. Their key concern was if, and when their centres for education and schools would reopen.

> They are bored and routine daily and always ask about the opening of schools.

Some parents suggested that most of the time spent at home was for play rather than education. A minority of respondents reported that children were happy that they are still receiving education and had not been affected by the closure of school.

> Education is a basic need, but a human being will be a happy person to receive science in any way'.

As one respondent stated:

> They were grateful for the educational opportunities available to them. With this gratitude and desire to learn, came a drive to find creative ways to enabling home learning. Again, for parents, their concern lay with the limited potential for academic progress this offers. For children who looked to learn, they responded with a new sense of confidence in their learning.
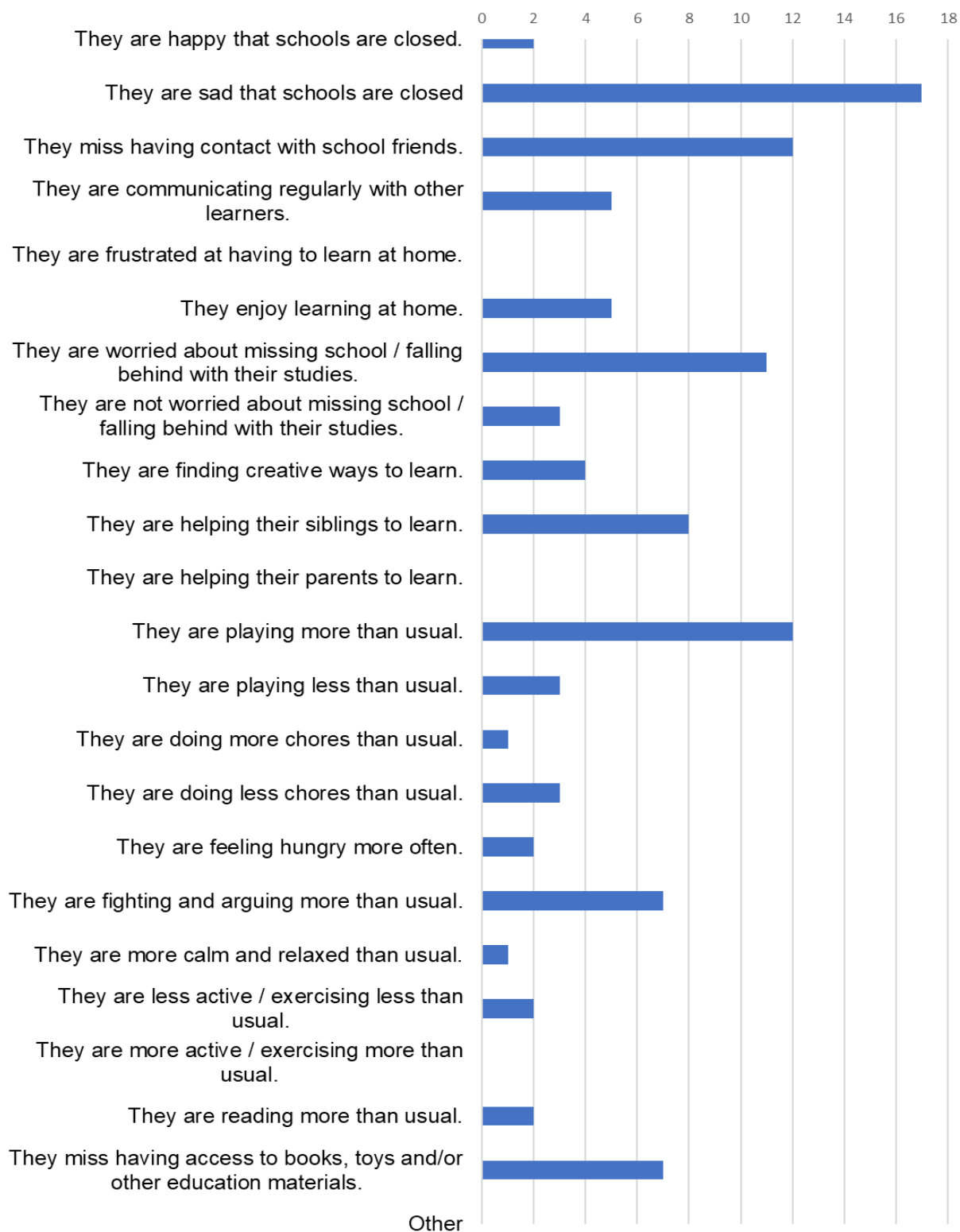
Figure 8: Responses to the question 'How are your children (or the children you know) reacting to the home learning situation?'

3.8. Recommendations from the respondents

Many respondents took the opportunity provided by the final question to share their recommendations for how to support home learning provision, as well as best practice for supporting learners.

Learners in government schools did not receive any home learning while those with additional learning needs received home learning support from NGO-delivered children's centres. However, many children with disabilities no longer had access to an education centre or the resources they provided, after they closed four months into the crisis. Learners with special education had no alternatives offered.

Several respondents suggested there should be better communication between stakeholders at different levels in the education system to support educators and learners.

> Organisations should strengthen the role of distance learning and assist stakeholders in providing the necessary resources to keep children in contact with the educational community, particularly children with special needs.

Learning through television and radio proved a popular practice but respondents suggested that additional input was needed from schools to remotely support learners to access and engage with the available television and online programmes. Similarly, respondents suggested better organisation between educational organisations and stakeholders to develop resources and digital media more specific to the curriculum.

There were suggestions that schools "should be provided with crisis tools to communicate with students, to support teaching aids, and curriculum specific videos". One respondent suggested a database for schools and learners alike, that included the programmes broadcast by television and radio and that the transcripts for these, or linked written resources, be readily available or distributed through schools.

Further suggestions included a robust online network to support an electronically-equipped curriculum, and the resources to support pupils with limited access to technology.

> For learners in general, I suggest that there should be a comprehensive electronic platform for all materials, in which all lessons are explained by competent teachers and can be referred to this platform in case of crises.

To summarise, there was a consensus that organisations/government should strengthen the implementation of home learning, assisting stakeholders (such as schools, centres, educator an parents), providing resources necessary to keep children in contact with the educational community, particularly children with special needs.

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Appendix: EENET survey: Education during the COVID-19 pandemic

This survey will give EENET* a snapshot of the home learning situation globally during the COVID-19 pandemic.

Your answers will help EENET develop some inclusive home learning guidance for parents, guardians and families. We will also share the survey results in a brief report.

In this survey, 'children' refers to all children, young people, and youth, who are of the age to be attending pre-school, school, college, university or other education settings.

You should answer this survey if you have children of these ages, or if you know about the situation of children, for instance through your work, relatives, friends or colleagues.

At the end of the survey you will be asked for your name and contact details.** You only need to tell us this information if you would be happy for us to contact you after the survey to discuss your answers/experiences further.

Your name will not be used in any documents we produce related to this survey. We may use the name of your country. If you are writing on behalf of an organisation that you mention in your answers, we may contact you to request permission to name the organisation in our documents.

Thank you for helping EENET by completing this survey.

The EENET Team

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* The Enabling Education Network shares free information globally about inclusive education. Visit our website to find out more: www.eenet.org.uk. Email any queries about this survey to: info@eenet.org.uk.

**Any personal details that you provide in this survey will not be shared with anyone else. We will store all personal details securely according to GDPR regulations and delete the data once the project ends.

1. About you

Please tick all that apply

I am…
- ☐ Parent/guardian
- ☐ Teacher
- ☐ Student
- ☐ Education official
- ☐ Other government official
- ☐ Staff member of a non-governmental organisation
- ☐ Academic/lecturer
- ☐ Consultant
- ☐ School committee member
- ☐ Social worker
- ☐ Other – please use the box to explain

2. Please say which country you are from.

You can use this box to tell us more about yourself if you wish to.

3. Do you have children?

Please tick one of the following:
- ☐ I have children who are of school age. (Please complete the rest of the survey)
- ☐ I don't have children of school age, but I know what the situation is for local children and/or my relatives'/friends' children of school age. (Please complete the rest of the survey)
- ☐ I don't have children of school age and do not know what the situation is for children in my local area. (There is no need for you to complete the rest of the survey, thank you for your time.)

4. Do any of your school-age children or the children you know through work, friends or relatives have disabilities or special educational needs?

- ☐ Yes
- ☐ No

5. How have schools where you live been affected by the COVID-19 pandemic?

Please tick one of the following:

☐ Schools are not affected, they are open and operating normally. (You do not need to complete the rest of this survey. Thank you for your time.)

☐ Schools are all closed.

☐ Schools are mostly closed (e.g only offering lessons to children of essential workers).

☐ Schools are closed but school premises remain open most of the time.

☐ Other – explain in the box below.

☐ I don't know

> Please use this box to tell us more about the current school situation, e.g. the latest government rules regarding school closures.

6. If schools are closed, are learners receiving education support at home from teachers, schools, the government etc?

Please tick the answer that most closely matches your local situation:

☐ Learners have received no printed study materials and no remote teaching sessions (e.g. by phone, Internet)

☐ Learners have received some printed study materials and/or some remote teaching sessions (e.g. by phone, Internet)

☐ Learners have received lots of printed study materials and/or remote teaching sessions (e.g. by phone, Internet).

☐ None of the above.

☐ I don't know.

> Please use the box to tell us briefly about the printed materials and/or remote teaching that learners have received (e.g. Can learners access the remote teaching sessions? Do you/parents and children feel confident using the material and/or remote teaching sessions?

7. What additional learning support is currently available in your local area?

Please tick all that apply:
- ☐ Educational radio programmes.
- ☐ Educational Television programmes.
- ☐ Free educational printed materials from government, charities, religious organisations, etc.
- ☐ Buy education materials from shops or via the Internet.
- ☐ Hire private tutor for online teaching.
- ☐ Other – mention in the box below.

> **Please use the box to tell us whether your children (or the children or people you know) are currently using any of the above. What are your views on the additional options being used?**

8. If schools are closed, are parents and/or guardians receiving advice or practical support to help them with children learning at home?

Please tick all that apply:
- ☐ Receiving written instructions / guidance from teachers/schools via email / online.
- ☐ Receiving printed instructions / guidance from teachers/schools.
- ☐ Receiving phone or Internet calls from teachers/schools to give instructions / guidance.
- ☐ Not receiving any written or verbal instructions / guidance from teachers/schools.
- ☐ Receiving calls from teachers/education workers to ask about physical and mental wellbeing of parents.
- ☐ Receiving calls from teachers/education workers to ask about physical and mental wellbeing of children.
- ☐ Not receiving any calls to ask about family wellbeing.

> Please use the box to tell us
> a) about the advice and/or support that is being received. What is it; how helpful is it, etc?
> b) what advice/support you think should be provided.

9. If schools are closed, are learners with disabilities or other special needs receiving home learning support appropriate to their needs?

Please tick the answer that best matches your local situation:

☐ No appropriate or adapted support is provided for these learners.
☐ Some accessible/adapted materials and/or remote teaching has been provided.
☐ Lots of accessible/adapted materials and/or remote teaching has been provided.
☐ Special home learning responses have been developed specifically for these learners.
☐ Other – please explain in the box below.
☐ I don't know.

> If you have more information, please use the box to tell us about the home learning support that learners with disabilities / special needs have received. You may also want to comment on how it compares to the pre-school closure support.

10. How do you (or the parents/guardians you know) feel about the home learning situation?

Please tick all that apply:

I / they:

☐ Enjoy having more time to see the children learn and develop.
☐ Notice the development of stronger relationship with the children.
☐ Happy that children are learning interesting and useful things at home.
☐ Struggling financially because of staying home to look after / educate children.
☐ Noticing children's learning challenges not previously been aware of.
☐ Finding the home environment more stressful.
☐ Worrying about children's physical and/or mental wellbeing.
☐ Worried that children's learning has stopped or slowed down.
☐ Lack the time/energy to support children's learning and/or wellbeing.
☐ Lack the skills/knowledge to support children's learning and/or wellbeing.
☐ Worried by the lack of reading/learning materials at home.
☐ Other – please explain in the box below.

> Please use the box to tell us a bit more about how you (or the parents/guardians you know) feel about the home learning situation.

11. How are your children (or the children you know) reacting to the home learning situation?

Please tick all that apply:
- ☐ They are happy that schools are closed.
- ☐ They are sad that schools are closed
- ☐ They miss having contact with school friends.
- ☐ They are communicating regularly with other learners through phone, Internet, talking locally to neighbours, etc.
- ☐ They are frustrated at having to learn at home.
- ☐ They enjoy learning at home.
- ☐ They are worried about missing school / falling behind with their studies.
- ☐ They are not worried about missing school / falling behind with their studies.
- ☐ They are finding creative ways to learn.
- ☐ They are helping their siblings to learn.
- ☐ They are helping their parents to learn.
- ☐ They are playing more than usual.
- ☐ They are playing less than usual.
- ☐ They are doing more chores than usual.
- ☐ They are doing less chores than usual.
- ☐ They are feeling hungry more often.
- ☐ They are fighting and arguing more than usual.
- ☐ They are more calm and relaxed than usual.
- ☐ They are less active / exercising less than usual.
- ☐ They are more active / exercising more than usual.
- ☐ They are reading more than usual.
- ☐ They miss having access to books, toys and/or other education materials.
- ☐ Other

> Please use this box to tell us more about how children are reacting to home learning and how they feel.

> **What do you think are the best ideas being used in your country to support learning at home for**
> a) **learners generally**
> b) **learners with disabilities / special needs?**

Thank you for taking the time to complete this survey.
If you would be happy for us to contact you to discuss your answers in more detail please write your name and contact details (email, WhatsApp etc.)

*The personal details you provide in this survey will not be shared with anyone else, We will store all personal details securely and delete it once project is over.