

## **Summarized research results among different target stakeholder groups on the impact of the COVID-19 pandemic on the preschool and school education**

<b>POSITIVES</b>	<b>NEGATIVES</b>
<ul style="list-style-type: none"> <li>• Improving students' digital skills.</li> <li>• Use of more interactive teaching methods by teachers and implementation of innovative practices based on information and communication technologies.</li> <li>• A diverse set of tools available online that can be used in teaching.</li> <li>• Ability to personalize the training for each student.</li> <li>• Teachers' attitudes are defined by students as "good" overall, and in some cases even better in distance learning than usual. They also assess the interest of their parents in the learning process as greater and share that they more often receive help from them in the current situation.</li> <li>• Students do not have to get up early to get to school.</li> <li>• During distance learning, students can learn wherever they want.</li> <li>• Students between 5th and 12th grade spend more time with their families as a result of the Coronavirus Pandemic and the restrictions imposed.</li> <li>• Students spend more time sleeping.</li> <li>• Home is the place where students</li> </ul>	<ul style="list-style-type: none"> <li>• The lack of personal contact with the teachers creates obstacles for the full assimilation of the material and explanation of any ambiguities in time.</li> <li>• Lack of contact with friends and classmates has a negative impact on the psychological state of children.</li> <li>• According to the students, the main disadvantage of distance learning is that at home children and young people are more distracted and it takes more time to learn.</li> <li>• Insufficient preparation of teachers to work remotely.</li> <li>• The difficult adaptation of teaching material to online teaching.</li> <li>• Additional burden for teachers for adaptation of the teaching material to the digital environment.</li> <li>• Greater workload of students with tasks and homework.</li> <li>• Online classes are not as effective as possible and the learning process is slowed down and complicated.</li> <li>• Long time spent by students in front of electronic devices.</li> <li>• The main reason for non-participation in distance learning among students is the lack of</li> </ul>



<p>feel they receive more attention and care and where they feel more at ease.</p> <ul style="list-style-type: none"><li>• Physical and verbal violence between students during the period of distance learning has decreased.</li><li>• Parents had a clearer view of their children's education. Staying at home has allowed in most cases parents not only to closely monitor the learning process, but also to participate in it.</li><li>• As a result of the opportunity to observe the processes closely, parents appreciate the work of teachers more and make more efforts to support their children's self-preparation. They have also learned more about the difficulties of their children and generally feel more familiar with the learning content.</li></ul>	<p>Internet access. Another major obstacle is the inability to purchase the necessary equipment - computer, tablet or other.</p> <ul style="list-style-type: none"><li>• Lack of face-to-face contact hinders the learning process with children with special educational needs.</li><li>• The activities of resource teachers and other professionals in inclusive education are highly dependent on the ability of parents to be involved in the learning process.</li><li>• Children with special educational needs often do not have the necessary digital skills to implement online activities and easily lose concentration in online work.</li><li>• The remote form of education has a negative impact on the social skills and emotional development of children with special educational needs.</li><li>• Children from families from vulnerable groups have encountered difficulties in joining distance learning due to the lack and shortage of devices for participation in the process. Families have also encountered difficulties in financially securing the appropriate internet access to carry out the online learning process and meeting the additional costs of electricity in connection with the use of the devices. Another difficulty was often the inability of parents to support their children technologically and educationally, as they were often low-educated or even illiterate.</li></ul>
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<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• 12th graders consider distance learning as a factor that has provided them with additional time to prepare for the matriculation exams.</li> <li>• From distance learning, students would retain the more interesting and active teaching methods, as well as the opportunity to have days or periods in which to learn from home.</li> <li>• Teachers would continue to use the interactive way of teaching and the use of more online applications in their work.</li> <li>• Teachers would also maintain the more active involvement of parents in the learning process.</li> <li>• The majority of the inclusive education specialists intend to continue to use distance learning as part of their work with children with special educational needs.</li> <li>• According to students between 5th and 12th grade, the application of a longer period for review and consolidation of the material from the previous school year is the most popular measure that should be applied in education in the coming months.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of contact with peers and loss of social skills.</li> <li>• Increased time that students have to spend in front of devices such as computers, laptops or tablets.</li> <li>• Health risk due to lack of movement and overall poor physical activity.</li> <li>• The lifestyle changes in adolescents' families can lead to more family conflicts, feelings of stress and anxiety.</li> <li>• Uncertainty in students about the degree of assimilation of the taught material. Students find themselves "somewhat prepared" for the next grades and the exams ahead. Seventh-graders also had serious concerns about their level of preparation for the exams.</li> <li>• Some parents share difficulties with inclusion in online learning platforms and the need for support for children how to use them.</li> <li>• According to the parents, in case of a change in the child's performance in terms of education, the change is more often in a negative direction - the children show worse performance.</li> <li>• Specialists working with children with special educational needs, believe that the current situation will lead to an increase in the number of children who do not participate in school activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Educational mediators expect that if the situation persists and children continue to learn remotely, the effect on the educational achievements of children from vulnerable groups will be negative and their motivation to learn will generally decrease.</li> </ul>
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**Measures for improving the model of the distance form of learning in times of a crisis**

- Guaranteed availability of technical means and stable internet connection for all households through:
  - Providing financial support for families for procuring the needed technological devices for conducting the online distance learning.
  - Raising donations from companies and organizations in the form of equipment or funds for its purchase and providing the devices to the most needy students.
  - Developing infrastructure for access to high speed Internet everywhere.
  - Providing financial assistance to families from vulnerable groups, to support them for the additional costs of electricity and internet access.
- Providing teachers with the equipment needed for the online learning process and providing high-speed internet that will allow daily online lessons to run smoothly.
- Revision of school curricula in the context of online teaching - reducing parts of school material and introducing more time for exercises and practices.
- Creating guidelines and instructions for working with online platforms, chosen in regards to the school material, age of the students, and conducting trainings for teachers, students and parents on how to use them.

- Conducting trainings and seminars for teachers in order to provide ideas and good practices for adapting the school material and presenting methods for teaching in a distance form.
- Support of the specialists when adapting their activities for children with special educational needs to a distance form of communication.
- Creating clear instructions for schools and teachers on how to proceed in cases where students do not have access to distance learning or are absent for no reason.
- Establishment of a mechanism for checking the degree to which the knowledge transmitted remotely is acquired. Preparation of instructions on how to conduct tests and assessment in the conditions of distance learning.
- Developing new mechanisms for supporting parents in regards to coping with problems related to motivating and encouraging studying from home among the students in the upper classes of high school education.
- Applying a universal approach to distance learning, which can be the subject of a common assessment system.
- Creating a common system for exchanging educational information, resources and materials for all schools in the country.
- Creating models for evaluating the needs of every student/ parent in order to guarantee and make access to online learning easier.
- Offering psychological support to children and their families in connection to the emergency situation and the changes in the manner of learning.
- Providing the opportunity for parents to participate in trainings on topics connected to the emotional health of children and coping with stress in times of crisis.
- Changes in the educational content in order to make up for lost knowledge, lessons and time during distance learning. Forecasting mechanisms for establishing and catching up with school material.