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for every child

MONITORING DISTANCE LEARNING DURING SCHOOL CLOSURES

Guidance and Survey Question Bank

CONTENTS

INTRODUCTION

Who is this guidance for?

The primary target audience is education, monitoring and evaluation specialists and staff involved with the design of surveys to monitor distance learning reach and effectiveness – whether from government agencies, Civil Society Organizations (CSOs), national or international organizations, or companies contracted to conduct surveys in this area.

This Guidance and Question Bank may also be useful for school leaders and teachers who wish to monitor the reach and effectiveness of their distance and blended learning solutions and approaches. In addition, it can be used as a stepping-stone towards more systematized monitoring of distance and blended learning in the future, from the classroom to the national level, through learning management systems (LMS), as well as school and education management information systems.

Why monitor distance learning?

This Guidance was developed during the period of school closures in response to the COVID-19 pandemic. Throughout much of 2020 (and into 2021), education systems globally supported learning continuity through different modalities, including high-tech (e.g., online platforms) and low- and no-tech (e.g., TV-based learning, mobile-based learning, and printed kits).[1] Monitoring the reach and effectiveness of these distance learning modalities is important to improve them, in anticipation of ongoing and future school closures, and to address and narrow equity gaps. Monitoring distance learning is also important in the context of blended learning approaches which combine traditional classroom teaching with technology-supported learning. These have become more widespread due to their use during phased school re-openings, as well as due to the growing recognition of how technology may support learning both at home and in the classroom.

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[1] UNICEF (2020). Guidance on distance learning modalities to reach all children and youth during school closures.

This Guidance is designed with the goal of using monitoring to generate and use data for multiple purposes, including but not limited to identifying gaps in coverage and reach of distance learning modalities and approaches; determining the (perceived) effectiveness of learning continuity modalities being rolled out; and designing appropriate interventions and programmes to expand access, improve effectiveness, and address equity gaps. Beyond gaps in coverage and access to learning modalities, various factors will influence access to learning and the effectiveness of different learning modalities. These include household factors such as gender dynamics, parental time and support for learning, access to relevant technology, electricity and phone credit, children's foundational literacy and numeracy skills, along with learning habits and capacities (e.g., ability to follow self-guided/instructed materials, independence and autonomy in learning), as well as other factors such as teacher engagement and support.

Well-designed monitoring initiatives during school closures can also provide a unique opportunity to gain important insights and information about marginalized children who may have not already been enrolled in school, including children with disabilities, adolescent girls, and children of migrants. They can also help identify geographic regions that require more targeted support with regards to learning continuity efforts. Moreover, it is also important to examine the experiences of learners and their teachers with distance learning programmes, and their potential when we re-imagine how to develop more effective learning delivery systems.

How to use this Guidance?

This Guidance can be used by anyone who is considering, conducting, or supporting a monitoring exercise to better understand the reach and effectiveness of distance learning modalities. It covers survey questions for parents and caregivers, children as well as teachers. It is not intended as a comprehensive guidance for the design of surveys, but rather, to cover key factors in the design of surveys specific to monitoring distance learning, with example survey questions, and considerations when face-to-face surveys are not possible (see Step 3).

Previous versions of this Guidance and Question Bank have been used in 2020 by the eight UNICEF Country Offices in South Asia in their efforts to monitor or support the monitoring of learning continuity through surveys. It has also been used by external partners such as the EdTech Hub in their work on supporting organizations and governments to monitor learning continuity efforts.

The Guidance is divided into five steps, each of which have guiding questions and key points for consideration. Following this Guidance is a 'Question Bank' that offers a menu of sample questions that, once adapted to the local context, can be used in monitoring exercises. Some of these questions were adapted from existing surveys, while others were specifically developed for inclusion in the various monitoring surveys run by or supported by UNICEF. The questions in the Question Bank are not statistically validated and are only meant to serve as examples; they should be contextualized and adapted to local needs and contexts (see the Guiding Instructions in the Survey Question Bank).

Step 1. DEFINING SCOPE AND PURPOSE

Monitoring can serve different purposes and can be undertaken at different levels. Here, we distinguish between monitoring inputs and processes, and monitoring outputs and outcomes.[2]

- **Surveys aiming to monitor inputs and processes**
  Such surveys can be used to monitor and measure the inputs and activities planned and implemented to produce desired outputs and outcomes. For instance, questions related to which particular learning modality was chosen by a government; how it is being rolled out within the country/regions; key decisions about distance learning modalities and coverage such as number of radio/TV programmes per week targeting which classes; teacher training and support provided; communication and advocacy around distance learning modalities to students, parents and caregivers; proportion of curriculum covered/condensed, etc.

- **Surveys aiming to monitor outputs and outcomes**
  Such surveys can be used to monitor and measure the reach and effectiveness of different distance learning modalities, i.e., the focus of this Guidance and Item Bank. The Question Bank covers, for example, questions related to how households and children are receiving, engaging with, and using the content delivered through different learning modalities (e.g., amount of time the child spent learning; engagement with different learning continuity modalities; and extent of teachers' engagement of support). It also covers perceptions of learning effectiveness, but not assessment of learning outcomes (though this is possible, for example, through phone-based assessments).

How the results will be analyzed, disseminated, presented, and used by the target audience should also be considered in determining the scope, purpose (i.e., reason for

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[2] Adapted from Save the Children's Monitoring, Evaluation, Accountability and Learning (MEAL) Introductory Course. Retrieved from https://resourcecentre.savethechildren.net/library/save-childrens-monitoring-evaluation-accountability-and-learning-meal-introductory-course

doing the survey), and specific objectives. Governments, donors, international organizations, civil society actors, as well as teachers and school administrators may all be potential target audiences of the findings of such surveys.

Ideally, a combination of monitoring inputs, processes, outputs, and outcomes are necessary to fully understand considerations around learning continuity modalities at a policy level and at the level of the household. However, it is also important to recognize that one monitoring exercise cannot possibly answer all these questions through a single questionnaire or survey. It is often not possible to comprehensively monitor both processes and outcomes within the same survey. Decisions and priorities must be underlined to decide the scope and objectives given the context and possibilities – for example, based on the status of school closures, the key equity issues identified for monitoring and analysis, in-house capacity, budget considerations, etc.

The results from any monitoring exercise are only as helpful and effective as the kinds of data and indicators that inform its design. To ensure that the findings from the monitoring survey lead to actual improvements in distance learning modalities, it is important to consider the following questions:

- Which key question(s) are the most important and relevant?

- For what purpose is data being collected? What are the specific objectives? Which questions can support planning and preparedness for the immediate- to medium-term future? How do we ensure the entire process starting with planning, to data collection, to analysis, presentation, dissemination and usage of findings is timely and meets the purposes identified at the outset?

- Which respondents are we most interested in knowing about right now? Comprehensive monitoring surveys will attempt to include parents', learners', school teachers' and school leaders' perspectives. In the eventuality that this may not always be possible, it will be necessary to prioritize which set of stakeholders to collect data from and who is best suited to respond.

- How to collect data from learners? Collecting data from young children, particularly those under 10-12 years of age, is challenging under ordinary circumstances, let alone when done through remote data collection efforts, or with physical distancing regulations in place. Moreover, younger children are still developing their vocabulary and comprehension skills, have short attention spans

and easily lose interest.[3] For this reason, it might be better to collect information about younger children from their parents, and exclusively collect data from young adolescents, above 10-12 years of age.

- **What kinds of data can answer the questions identified above?** How will data be collected and aggregated to build a dataset? Thinking ahead about analysis is essential before data collection resumes. For this reason, it is important to identify which key variables will allow the disaggregation of the data to examine differences between groups (e.g., by wealth quintile, gender, family size, literacy, ethnic minority status)? Which of these variables of disaggregation are most important and relevant in the country context to inform current or planned programmes and policies around learning continuity?

- **How can data collection and storage be safe and secure? How is consent secured and what ethical practices for data collection, analysis, and subsequent dissemination are adhered to?** What kinds of identifying information, if any, will be collected from respondents? How might these decisions impact respondents' willingness to participate? How will identifying information be anonymized and how is that communicated to participants? How are participants informed about their right to consent *and* to withdraw from the monitoring exercise at any point? What ethical protocols are in place to protect participants, particularly children and adolescents' responses?

- How will data be aggregated and **who will be able to access and use these data and toward what ends?**

- **How will results be analyzed and to whom will the findings be communicated?** Who will analyze these data? Which institution or set(s) of individuals will be involved in the dissemination process? What about quality assurance?

- **How will findings inform improvements in learning modalities?** Are those overseeing and managing willing and able to apply feedback from monitoring efforts to improve programme design? Also, do the findings identify social and economic factors (beyond access to technology and infrastructure) that may impact learners' access to and experiences of learning continuity programmes

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[3] Borgers, Leeuw, and Hox (2000). Children as respondents in survey research: Cognitive development and response quality. Retrieved from https://journals.sagepub.com/doi/pdf/10.1177/075910630006600106

and policies, and how will such findings be utilized to ensure more equitable approaches?

Step 2. COORDINATION AND PARTNERSHIP

Before commencing any monitoring initiatives, consultation and coordination with partners is recommended. Seek out information about any existing and/or upcoming monitoring initiatives that partners might be leading or interested in collaborating over. Sometimes there may already be relevant surveys being developed or deployed, for example by government, UN agencies or CSOs. Combining, rather than duplicating resources can enable coherence, harmonize efforts and facilitate greater coverage and targeting of households, while not overstretching budgets. It can also increase the commitment of key stakeholders to coherent responses. One approach is to establish a committee with representatives from different organizations, which may include government, international organizations, CSOs, teacher organizations, researchers, etc.

Potential sensitivities could influence whether findings will be accepted or disputed and could ultimately impact their usefulness and impact. It is therefore critical to ensure that key partners and counterparts are involved from an early stage in planning, coordination and the roll out of any monitoring initiative (for example, government counterparts, in case the government is not leading or otherwise already involved in the initiative). This will help with buy-in, dissemination and use, and ensuring the information requirements and concerns of stakeholders are incorporated and addressed.

Table 1 below provides hypothetical details of three different kinds of actors who may be planning and/or undertaking monitoring exercises. Partnerships can help optimize the utility and impact of monitoring learning continuity efforts.

Table 1: Potential partners for monitoring learning continuity

PARTNERSHIP TYPES	WHAT THE PARTNERSHIP CAN OFFER
Inter-sectoral monitoring exercises	• Shared costs; • Can enable greater coverage and therefore be more representative; • Possibility of linking data on distance learning with relevant (household) information collected by other sectors.
Led by / in partnership with government	• Wider reach and scale possible when complete government records are available; • Can supplement analysis with past large-scale, government administered household surveys (e.g., DHS, Census, previous education and learning assessments); • Opportunity for monitoring to be conducted at regular intervals.
Partnership with civil society organizations (CSOs) working in education	• Might be more open to trying creative data collection techniques and/or a more expanded set of systematically designed questions on learning continuity; • Greater flexibility to adapt programming based on the findings; • CSOs might have access to a database of beneficiaries' contact details they collected before COVID-19.

In any partnership that you may consider, the following are some of the key considerations:

- **Ethical considerations:** Will data collection potentially increase exposure to harm for participants, particularly children and adolescents? What personal, identifying information will be collected (e.g., name, address)? Why is this information necessary and how will these details be protected during data collection, analysis, dissemination and data archiving?[4]

- **Reliability, validity and generalizability of the findings:** Does the survey methodology selected allow for a representative, unbiased sample? Which kinds of data will the monitoring activity generate? Has a pilot been conducted to ensure the questions function as expected? For example, are the questions clear and unambiguous for respondents, and are there answer options which are not being selected?

- **Coverage:** Linked to the above (see also Step 3 below), the decisions about different monitoring modalities will influence your sample and coverage of households. What proportion of the population will be sampled? What proportion of the population has access to specific monitoring modalities so they may be included in the sample? What are the trade-offs in sampling coverage and the chosen monitoring modality?

- **Data ownership:** Who owns the data? How is privacy and confidentiality maintained? Are the data secure? Can your organization access the data easily, if an external party (vendor, partner) is involved in data collection and analysis, to inform programmes and policy decisions?

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[4] See UNICEF Innocenti's resource on ethical considerations for evidence generation involving children during COVID-19 for a comprehensive review of these issues.

Step 3. CHOOSING A SURVEY MODALITY

Each monitoring approach has its advantages and disadvantages. Careful consideration is needed of the most suitable survey modality or modalities, and the table below outlines some of the key considerations. Ideally, this is a consultative process with partners and stakeholders.

MODALITY	ADVANTAGES	DISADVANTAGES
Interactive voice response (IVR); Phone survey through Random Digit Dialing (RDD)	• Works well in low-literacy contexts; • In most countries, the vast majority of households have access to phones and thus this can lead to a much more representative sample compared to an online or social media run survey. • Can be longer than SMS-based surveys (though shorter than face-to-face).	• Expensive (depending on desired sample size); • Requires household number database; • Call may drop frequently in areas with poor network and will require repeat calls and follow-ups; • Response dependent on who in the household has maximum access to the phone; • Surveyors who make the telephone calls will have to be trained to strictly follow the questionnaire.
Home visits or calls by teachers	• Works well in low-literacy contexts; • Relatively inexpensive; • Parents and students may likely be more open to a survey given a past	• Prone to teacher bias if teachers are collecting data, for example, for questions related to their support and engagement with students;

MODALITY	ADVANTAGES	DISADVANTAGES
	relationship with the teacher.	• Home visits may not be possible if there are risks (contamination risk during a pandemic or other risks) and/or if teachers have moved away and returned to their home communities; • Desirability bias5 tends to be higher in face-to-face surveys; • Surveyors/teachers will have to be trained on strictly following the questionnaire.
SMS through Rapid Pro/Random Digit Dialing (RDD)	• Relatively inexpensive if there is inhouse capacity in using RapidPro; • Similar to phone-based surveys, can lead to a much more representative sample compared to an online or social media survey. • Data collection can be automated.	• SMS assumes basic literacy; • Non-responses from households, particularly if it costs them money to reply to the SMS; • Restricted survey length and character length of questions and responses, as well as number of responses; • Multiple answers to a question may not be possible; • Requires some database of household numbers; • RDD[6] has low efficiency such that many numbers may not be operational or unassigned.

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5 Desirability bias refers to the tendency of survey respondents to answer questions that will likely be viewed as desirable/favorable by the surveyor.
[6] Random Digit Dialing (RDD) is a technique to randomly generate an automated list of possible telephone numbers.

MODALITY	ADVANTAGES	DISADVANTAGES
Online/Social media	• Low cost; • Can use social media advertisements to reach households; • If in-house expertise exists, can avoid having to contract to a survey company (and associated costs); • Can be quick to deploy and collect data; • Data collection can be automated.	• Leads to under-representation of disadvantaged groups in the population (e.g., low-income households, girls and women, because they are less likely to have access to Internet); • May be biased towards populations using a specific social media platform or platforms, where the survey is deployed/advertised.

Sampling considerations also influence which monitoring modality to use.
Generating data estimates that are representative at the district/provincial/national levels can be extremely difficult, particularly when face-to-face surveys are not possible and data collection will rely on online or SMS and phone surveys. For instance, any partnerships with telecommunication companies to gather a list of all possible numbers will mean that the sample is restricted only to users who have subscribed to that particular network. Similarly, SMS/IVR and phone-based surveys whether through RDD or through lists of telephone numbers procured by partners will likely generate estimates biased towards men because phone ownership is generally skewed toward males. Furthermore, even when calls are made requesting to speak to female members of the household, the male owners may refuse to share the phone. Details about different modes of mobile phone data collection are included in the table below.[7]

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[7] Adapted from Himelein, Eckman, Lau, & McKenzie (2020). Mobile phone surveys for understanding Covid-19 impacts: Part I Sampling and Mode https://blogs.worldbank.org/impactevaluations/mobile-phone-surveys-understanding-covid-19-impacts-part-i-sampling-and-mode

	Phone	IVR	SMS
Type	Voice: Interviewer/enumerator administered	Voice: Self-administered/ Automated	Text: Self-administered/ Automated
Length	10-15 minutes 20-30 questions	10-15 questions	Approx. 10 questions Character limits vary by operator (usually 70-100 characters/message)
Participant literacy required	No literacy necessary – easiest to follow and understand for participants	Moderate literacy – difficult if calls drop	Yes, literacy is necessary – participants need to be able to read the message
Cost	Expensive	Moderate – expensive	Least expensive – but if messages are lengthy and beyond the character limit, extra charges may be applied
Speed of survey	Slowest	Moderate – depends on participant answering the call	Moderate – fast: Depends on how quickly the participant texts back the response
How to implement	Work with local call centres and remote interviewers	Managed centrally through a vendor or in-house	Managed centrally through a vendor or in-house

For the reasons outlined above, it is pivotal to engage in consultations and collaborations with authorities responsible for conducting social surveys like the Census, Demographic Health Surveys, and large-scale, nation-wide education assessments. These partners can provide technical input regarding sampling strategies for ensuring data are representative at the desired unit of analysis (district/provincial/national), and for suggestions on framing questions and subsequent

analytic strategies. If a reliable, large-scale, representative household survey with details about respondents' telephone numbers and contact details was already undertaken, consider using this database as a starting point to begin contacting respondents.

Once you have weighed the benefits and drawbacks of each approach, accounting for different considerations (sampling, cost, reach, ways to analyze data, etc.), consider using a combination of different monitoring modalities to obtain maximum reach and coverage. For example, you may use an online survey to target adolescent youth in urban areas, a telephone survey with more representative coverage which includes households in remote and rural parts of the country, and a survey and/or focal group discussions with teachers. Using a mix of modalities is more likely to provide more information about a wide range of participants and subsequent experiences.

Step 4. SURVEY DESIGN CONSIDERATIONS

Consider the target audience of your monitoring survey/questionnaire – who do you want to collect data from right now? As with other considerations presented earlier, deciding your target audience will have important implications for the quality and validity of data you are able to collect. When possible, your monitoring initiatives should collect data from one and/or all of the three kinds of target audiences discussed below for the purposes of triangulation:

1. **Children and youth:** Children and youth are among the main targets of any learning continuity efforts. Monitoring initiatives therefore must center around the perspective of children as learners. However, it may be difficult to collect data from younger children, particularly children under the age of 10-12 years, who may be unable to follow a (long) survey. Consider targeting older children as respondents to share more about their remote learning experiences. Recognize that even within the same household, different children may have differential access to technology and learning experiences. For example, adolescent girls in many countries are far less likely to have access to a mobile phone. They may also have fewer opportunities (hours) during the day to continue their learning.

   Children with disabilities, especially, may face challenges with distance learning. To help capture this in a survey, the Question Bank includes specific questions to assess functional difficulties to allow for the appropriate types of disaggregation and enable further analysis.

2. **Teachers:** Teachers are often overlooked in monitoring initiatives around distance learning and learning continuity during school closures, and government approval may be required for their participation (for surveys in which government is not already involved). Attempts to support learning continuity, and to re-open schools swiftly will require considerable efforts by teachers. It therefore becomes important to understand and appreciate teachers' instructional, professional, and personal needs. While teachers may sometimes be subject to desirability biases such that they may be hesitant to share challenges and limitations or may be overly optimistic about programmes, it is very important to

include them in surveys and they will have important insights to offer on how to improve the reach and effectiveness of distance learning modalities. Open response questions may be particularly useful to understand the challenges teachers are facing with distance learning, and their ideas for improvement.

3. Parents and caregivers: Parents and caregivers are likely to be open to share their challenges and their children's experiences of learning amidst school closures. However, if monitoring data are collected through SMS/phone survey, the male of the household is more likely to respond, who may be less involved in children's learning. This bias would need to be acknowledged or addressed.

   In households with more than one child, parents'/caregivers' responses will vary depending on the child. In this regard, decisions have to be made regarding collecting data from one or from more children. Information can be collected from parents about either or both younger and older children. Depending on children's age and education levels, their experiences of, and engagement with, distance modalities is likely to be drastically different. Similarly, children in the same family might be enrolled in different kinds of schools (low-cost private schools, expensive private schools, public schools). It is important to ask parents for such background information as there is likely to be inequity in the engagement levels and experiences of remote learning among children enrolled in different kinds of schools (see Section 6 of the Survey Question Bank).

Good practices

Effective questionnaires that have high response rates are carefully designed, easy to follow, in a language understandable by respondents, and are quick to complete. To avoid any bias/errors in data collection, some good practices regarding survey design are listed below:

- Build from existing surveys: When possible, use already existing questions that have been piloted, validated, and used in large-scale surveys, particularly with children. NOTE: For collecting information about children with disabilities use the Washington Group Short Set on Functioning (WG-SS)[8]. Use the items in

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[8] Washington Group Short Set on Functioning - https://www.washingtongroup-disability.com/question-sets/wg-short-set-on-functioning-wg-ss/

the Short Set exactly as they are worded for purposes of scale, validity and comparability.

- **Wording of questions:** If you are designing your own questionnaire, ensure your questions are not framed as leading questions and are simple, clear and concise for your participant to understand, and do not upset them or create anxiety, in particular during stressful times like the COVID-19 pandemic. Consult with partners to determine whether questions are worded in culturally appropriate ways and do not induce stigma or emotion among participants. For example, when speaking with participants do not use words like 'disability' or 'impairments' when collecting information on children with disabilities.

- **Ensure every question focuses on ONE issue/dimension:** Avoid using the phrase 'and/or' to join ideas and concepts within the question as that can become confusing for the surveyor and the participant to respond.

- **Sequencing:** Think about which question comes first and last in your survey and the order in which questions are asked.

- **Options/choices:** If survey questions list different options, ensure the options provide enough of a range to capture respondents' views and are not leading (see Figure 1). The number of choices also needs to be balanced with the monitoring modality. For instance, several long-winded multiple-choice options are not possible in SMS-based surveys as they increase the character limit, the number of messages that need to be sent to each participant, and the associated costs.

- **Pilot study:** A pilot study is important to test the validity and reliability of the survey. You may also wish to answer open-ended questions in a pilot to help develop and determine the responses for closed-ended, multiple choice questions.

- **Open-ended questions:** The survey should include no more than a couple of open-ended questions where respondents can share their views. Particularly, if this is a large-scale monitoring activity with several thousands of participants, consider how responses to open-ended questions will be analyzed in meaningful ways.

- **Length of questionnaire:** Every additional question will mean more time to collect the necessary data. Prioritize and include questions that are absolutely

necessary. This is essential for SMS-based surveys where surveys with too many questions are likely to receive fewer responses from respondents/participants.

- Incentives to encourage participation: In some instances, like with the Young Lives survey conducted with households in Ethiopia, India, Peru, and Vietnam, respondents were given small amounts of cash (money transfer) or phone credit.[9] When your budget permits, consider boosting participation through similar incentives.

Design considerations

- Establish credibility and consent through an opening framing and statement before the survey begins.
- Conduct a pilot to test whether the survey functions as intended and is of an appropriate length.
- For online surveys[10]
  - ➢ Support multiple browsers, types of devices and (social media) platforms.
  - ➢ Prevents surveys from being completed more than once by the same user.
- For phone surveys[11]
  - ➢ Send a text message ahead of time to ensure the respondent picks up the phone.
  - ➢ Consider calling participants at different times of the day to increase response rates.
  - ➢ Ensure participants are not called multiple times by different enumerators.

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[9] Favara, Sanchez, and Porter (2020). Listening to Young Lives at work – COVID-19 phone survey. Retrieved from
https://www.younglives.org.uk/content/listening-young-lives-work-covid-19-phone-survey-first-call-fieldwork-has-begun
[10] Adapted from Andrews, Nonnecke, & Preece (2003). Electronic Survey Methodology: A case study in reaching hard-to-involve
Internet users. Retrieved from: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.151.94&rep=rep1&type=pdf
[11] Adapted from Favara, Sanchez, and Porter (2020). Listening to Young Lives at work – COVID-19 phone survey. Retrieved from
https://www.younglives.org.uk/content/listening-young-lives-work-covid-19-phone-survey-first-call-fieldwork-has-begun;
Kopper & Sautmann (2020). Best practices for conducting phone surveys. Retrieved from
https://www.povertyactionlab.org/blog/3-20-20/best-practices-conducting-phone-surveys

Suggested resources for further reading

1. About survey and questionnaire design:
   http://www.tools4dev.org/resources/how-to-write-awesome-survey-questions-part-1/

2. Mobile phone surveys for understanding COVID-19 impacts: Sampling and Mode
   https://blogs.worldbank.org/impactevaluations/mobile-phone-surveys-understanding-covid-19-impacts-part-i-sampling-and-mode

3. Phone surveys with adolescents and youth:
   https://www.younglives.org.uk/content/listening-young-lives-work-covid-19-phone-survey-first-call-fieldwork-has-begun

4. Best practices in conducting phone surveys:
   https://www.povertyactionlab.org/blog/3-20-20/best-practices-conducting-phone-surveys

5. Andrews, Nonnecke, & Preece (2003). Electronic Survey Methodology: A case study in reaching hard-to-involve Internet users. Retrieved from:
   http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.151.94&rep=rep1&type=pdf

6. Principles for phone-based assessments of learning:
   https://www.cgdev.org/sites/default/files/principles-phone-based-assessments-learning.pdf

Step 5: ANALYSIS & DISSEMINATION

Analysis should not be an afterthought. In the initial design phases, it is important to plan and consider how the collected data will be analyzed, and by which set(s) of individuals and organizations. If external partners/contractors/individuals/organizations are involved in the process, ensure there is clarity about data ownership and the analytic plans (see Step 2 on coordination for details).

At a minimum, the data needs to be disaggregated by gender[12] and age. Other ways to disaggregate data may be along the lines of wealth status, migration experiences (if relevant), disability, school type, and other axis of marginalization and vulnerability that are salient in the context of interest (see Section 6 of the Question Bank).

In most cases, computerized or telephone surveys should be able to collate responses automatically, so a raw database is immediately compiled and ready for analysis. In the context of open-ended questions, consider how those responses will be analyzed, particularly if there is a large sample size of several thousand participants.

Let the data speak

While the analysis itself should more comprehensively cover the different dimensions and perspectives, the report and presentation of findings focuses mainly on key messages and highlights. These can be conveyed visually (through charts, thematic maps, etc.) where relevant. However, when data are presented, it should provide as much of the full picture as possible and minimize the scope for misinterpretation. For example, it should not selectively present only data which conforms to a certain argument you wish to make or highlights only positive (or negative) aspects.

Data should be easy to interpret at a glance. Think of design elements (e.g., highlights, use of colors to emphasize, different graphs) to present your data. Decide how you want to present your information because the way your information is presented

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[12] See UNICEF ROSA (2020). Five actions for gender equality in the COVID-19 response. UNICEF Technical Note and Gender-responsive Education in the Context of COVID-19.

influences the message and story you want to tell with your data. Sometimes even a simple table or graph can be very effective in communicating the main points.[13]

Findings should be communicated in easily understandable and digestible ways and hence, as a general rule one should usually avoid charts or tables that pack too much information (leading to information overload, possible misinterpretation and losing the key message). One should also prioritize facility of interpretation over aesthetics (e.g., avoid color palettes which may be beautiful but difficult to distinguish the colors, and avoid pie charts in most cases as they are more difficult to interpret than bar and column charts). The target audience(s) also needs to be kept in mind. Usually, charts should be kept relatively simple and easy to interpret, but for those requiring in-depth analysis, more complex, multi-dimensional and 'rich' visualizations can be more appropriate. In most instances, the findings will be descriptive, describing the current state of learning continuity in a particular context. Descriptive findings are powerful and informative when they reveal broad patterns among different population sub-groups and can usefully reveal gaps and inform adjustments in programme design and delivery.

Consider also the following questions: Who will analyze the data, in how much time, and can the results usefully inform adjustments in policy and practice? Is there a replication plan? Will the analysis meet your programmatic needs? Will data collected from a sample be weighted to be representative? If contractors and consultants are organized in data collection and analysis, is there a third party or in-house technical capacity to be able to verify the data quality, associated analysis and subsequent findings? This is critical given the important policy decisions that some of these findings may inform regarding distance learning

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[13] Adapted from UNICEF (2015). Global Out-of-School Children Initiative Operational Manual. Retrieved from http://uis.unesco.org/sites/default/files/documents/global-out-of-school-initiative-operational-manual-2015-en_0.pdf

SURVEY QUESTION BANK
Sample Questions for Monitoring Distance Learning

GUIDING INSTRUCTIONS

Making adaptations to the questions

The 100+ questions in the Question Bank are examples only. It is important that they are adapted according to the (country/local) context as well as the type and purpose of the survey.

The following are important aspects to consider while contextualizing:

1. Adaptations based on the country context, for example, including references to messenger app which are most popular in the country.

2. Adaptations based on the type of survey (face-to-face, SMS, phone, online, etc.), including the length and phrasing of the questions (e.g., shorter response options for SMS-based surveys). For instance, if long-worded questions will not fit into one SMS, it may be broken into multiple messages and may result in confusion among participants. The same question can be asked in multiple ways, depending on the modality being used *(see Table 2 below)*.

3. Adaptations according to the period during which schools were closed, i.e., schools may be closed at the time of the survey or it may be referring to a period in the recent past when schools were closed. Questions should be reformulated to make that clear.

In addition, it is recommended that the following guidelines are considered:

- Words in the questions are culturally appropriate, gender-sensitive, and familiar to participants. Consult partners and if possible, ask someone familiar with the context to proofread your questionnaire wording.

- Translation of key terms: Translate your question into the local language to ensure the meaning of the question is not lost in translation. Furthermore, consider translating your survey to the local language(s) to address the linguistic diversity of your context.

- **Child-friendly:** Ensure that the questions are re-worded such that adolescents and youth are able to understand and follow in a language they are familiar with.

Table 2: Example of contextualization based on survey modality

Domain: *Engagement with learning continuity programmes* Question of interest: *About teacher support* Target: *Adolescents*	
Paper-based survey	SMS-based survey

In the last week, how often have you and your teachers been in contact with each other:
   a. 5 days
   b. 4 days
   c. 3 days
   d. 2 days
   e. 1 day
   f. 0 days
	In the last week, how many times have you and your teacher interacted with each other?
	   a. 4-5 days
	   b. 2-3 days
	   c. 1 day
	   d. 0 days

When making adaptations, it is important to avoid combining options within questions when it is important for them to be distinguished. For example, it is important to be able to distinguish between the different learning modalities used such as radio, TV and online classes, making sure in particular that no-tech, low-tech and high-tech modalities are separate options (see also the UNICEF ROSA Guidance on Distance Learning – Home Learning Modalities Matrix).

Questions may include instructions for enumerators, for example, to randomly re-order the question sequence, when appropriate, to avoid respondent bias.

Structure of the Question Bank

The Question Bank covers the following domains for monitoring distance learning reach and effectiveness:

1. Access to programmes that enable learning continuity
2. Engagement with learning continuity programmes
3. Learning through learning continuity programmes
4. Wellbeing
5. Perceptions and views regarding re-enrollment
6. Demographic and background characteristics

Each of the domains, except for the last one (demographic and background characteristics), is divided into sub-sections covering the following target groups:

1. Sample questions for parents and caregivers
2. Sample questions for (older) learners
3. Sample questions for teachers/school leaders

Questions are also coded, according to domain (first letter) and target group (second letter), as per the table below.

Table 3: Domains of interest for monitoring distance learning

Item Bank Coding		
First Letter of Sheet Title +	First Letter of Target Group + 1. Parents / caregivers (P) 2. Children (C) 3. Teachers / school leaders (T)	Question Number from Item Bank
1. Access (A)	AP AC AT	AP1, AP2, AP3... AC1, AP2, AP3... AT1, AP2, AP3...
2. Engagement (E)	EP; EC; ET	EP1; EC1; ET1
3. Learning (L)	LP; LC; LT	LWP1; LWC1; LWT1
4. Wellbeing (W)	WP; WC; WT	WP1; WC1; WT1
5. Re-enrollment (R)	RP; RC; RT	RP1; RC1; RT1
6. Demographics (D)	DP; DC; DT	DP1; DC1; DT1

Recommendations for using the Question Bank

It is recommended the Guidance preceding this Question Bank is read before commencing the design of the survey.

Furthermore, to the best extent possible, it is recommended that responses are collected from each of the following groups:

1. Parents for information about younger children under 10-12 years of age. In the case of multiple children in a household, ask parents to think about the school-age child who had their most recent birthday and to respond with that child in mind. Alternatively, the questions can be asked about all children in general, or a household roster of all children can be drawn up, but this may take more time.

2. Learners who are above 10 years of age

3. Teachers

Sources used for the Question Bank

Some of the questions in this Question Bank were specifically developed for inclusion in surveys on distance learning or learning continuity (supported by UNICEF ROSA), while others were drawn or adapted from existing questions used in the following surveys:

1. UNICEF MICS Round 6 questionnaires and indicators
2. Innovations for Poverty Action RECOVR survey for 8 countries
3. OECD & Harvard Graduate School of Education: Schooling disrupted, schooling rethought
4. Innovation for Poverty Action survey on collective action by school leaders
5. Children's World Survey: 2013-14 (Children's views on their lives and well-being in 15 countries)
6. Global Education Cluster: Education key indicators and questions for COVID-19 assessment
7. Washington Group Short Set on Functioning (WG-SS)
8. Survey for ADAP ROSA's U-Report
9. Survey on education continuity in Bangladesh by the Asian Development Bank
10. Annual Status of Education Report (ASER) 2020 Wave I survey

1. SAMPLE QUESTIONS ABOUT ACCESS (A)

Questions for Parents/Caregivers on Access

If there are multiple school-age children at home, ask parents to think about the school-age child who celebrated their most recent birthday and to respond with that child in mind.

AP1. Did the pre-primary school-aged child in your household attend school prior to the school closures?
  i. Yes
  ii. No

AP2. If yes, how often did he or she attend school in a week?
  i. 1-2 days
  ii. 3-4 days
  iii. Everyday

AP3. Has the pre-primary/preschool-aged child in your household been engaged in learning activities since schools closed? Note: this includes any learning activities, such as storytelling, singing songs and rhymes, playing indoors/outdoors, etc.
  i. Yes
  ii. No

AP4. Is the primary school-age child in your household currently spending time on education since schools closed? *Note:* Education includes any learning activities, not just formal distance education.
  i. Yes
  ii. No

AP5. Is the secondary school-age child in your household currently spending time on education since schools closed? *Note:* Education includes any learning activities, not just formal distance education.
  i. Yes
  ii. No

AP6. Are there any girls between 5-17 years living in this household with you?
   i. Yes
   ii. No

IF YES, think about the girl who most recently celebrated her birthday:

AP7. Was this girl attending school before they closed?
   i. Yes
   ii. No

AP8. Is this girl spending time on education since schools closed?
   i. Yes
   ii. No

AP6. Have you had to incur any extra costs to facilitate your child's learning during the period schools were closed (March-August)?
   i. Yes
   ii. No

AP7. If YES, could you specify on what and approximately how much extra was spent?

Items:	Value (in local currency)
1. Additional Internet data/pack	
2. Purchase of smart phone	
3. Purchase of basic phone with no touchscreen	
4. Purchase of laptop/computer	
5. Purchase of TV	
6. Purchase of radio	
7. Purchase of print materials and textbooks	
8. Purchase of other learning materials (ask for example)	
9. Private coaching/tuition lessons	
10.Other (Specify)	

Questions for Older Children on Access

AC1. Were you attending school before they closed because of COVID?
   i. Yes
   ii. No

Alternative question to ask children about their school attendance before school closures:

AC1. How many days a week were you attending school before they closed due to COVID?
    i.   5 days
    ii. 4 days
    iii. 3 days
    iv. 2 days
    v. 1 day
    vi. 0 day

AC2. Are you spending any time on your education now that schools have closed because of COVID?
    i.   Yes
    ii. No

Questions for Teachers, Frontline Workers, ECD/E Workers and/or School Leaders on Access

AT1. Across all classes, how many students were you teaching before schools closed?
_____*Blank for teacher's response*

AT2. Before school closed, approximately what percentage of the students you were teaching were girls?
    i.   0-10%
    ii. 10-20%
    iii. 20-30%
    iv. 30-40%
    v. 40-50%
    vi. Above 50%

AT3. Are you teaching students right now when schools have been closed?
    i.   Yes
    ii. No

IF YES:
AT4. How many students are you teaching remotely now?
_____*Blank for teacher's response*

AT5. To the best of your knowledge, approximately how many of the students you are currently teaching remotely are girls?
   i.   0-10%
   ii. 10-20%
   iii. 20-30%
   iv. 30-40%
   v. 40-50%
   vi. Above 50%

AT6. For which grades has your school provided remote learning opportunities?
   i.   Pre-primary
   ii. Early primary grades (grades 1-5)
   iii. Middle primary grades (grades 6-8)
   iv. Secondary grades (grades 9-12)
   v. School is not providing remote learning
   vi. Don't know

2. SAMPLE QUESTIONS ABOUT ENGAGEMENT (E)

Questions for Parents/Caregivers on Engagement

If there are multiple school-aged children at home, ask parents to think about the child who celebrated their most recent birthday and to respond with that child in mind.

EP1. Have you or any other adult in the household been contacted by anyone from your children's schools/preschool centers since schools have been closed? (e.g., headteacher, teacher)
   i.   Yes
   ii. No

Alternative question to ask about teacher involvement

EP2. In the past week, how often have your children and their school teachers been in contact with each other? (or, in the context of ECE: How often have you been provided with support for your child's learning?)
   i.   5 days
   ii. 4 days
   iii. 3 days
   iv. 2 days
   v.   1 day
   vi. 0 day

EP3. What was the primary method the teacher used to contact you/your child(ren)?
   i.   Phone call
   ii.   SMS
   iii. Video or audio call or voice notes through (insert popular social messaging platforms used in the country)
   iv.   Text messages through (insert popular social messaging platforms used in the country)
   v.   Online platforms and virtual classrooms
   vi.   Message through a community member
   vii. A teacher has not contacted me/my children

EP4. Compared to your involvement in your children's education BEFORE schools closed, how much do you think you are involved in your children's education now?
   i.   A lot less
   ii.   A little bit/somewhat less
   iii. About the same
   iv.   A little bit/somewhat more
   v.   A lot more

Questions Regarding Children's Digital Literacy

EP5. Do you or anyone in your household own a smartphone with a touch screen?
   i.   Yes
   ii. No

If YES:

EP6. How easily can your child do the following:

	Yes, my child can do this easily	My child can do this with some difficulty	My child does not know how to do this
i. Basic phone operation - opening apps, getting online			
ii. Taking screenshots and pictures			
iii. Send, receive, and read messages for communication purposes (SMS/Social Messaging App)			
iv. Use browsers to search for new information			

EP7. Compared to the boys in the household, how well can the girls use the cell phone?
  i. They are more skilled than the boys in using the phone
  ii. They are as skilled as the boys in using the phone
  iii. They are less skilled than the boys in using the phone

EP8. Do you or anyone in your household own a computer/laptop/tablet?
  i. Yes
  ii. No

If YES:

EP9. How easily can your child do the following:

	Yes, my child can do this easily	My child can do this with some difficulty	My child does not know how to do this
i. Basic computer operation - turning it on, running software			
ii. Using email to communicate			
iii. Download and upload attachments			
iv. Using the Internet to find resources			

EP10. Compared to the boys in the household, how well can the girls use the computer?
    i.   They are more skilled than the boys in computers
    ii. They are as skilled as the boys in using computers
    iii. They are less skilled than the boys in using computers

Questions for Older Children on Engagement

EC1. Have you been contacted by anyone from your school since schools have been closed? (e.g., headteacher, teacher)
    i.   Yes
    ii. No

EC2. In the past week, how often have you and your teachers been in contact with each other?
    i.   5 days
    ii. 4 days
    iii. 3 days
    iv. 2 days
    v. 1 day
    vi. 0 day

EC3. What was the primary method the teacher used to contact you?
  i.   Phone call
  ii. SMS
  iii. Video or audio call or voice notes through (insert popular social messaging platforms used in the country)
  iv. Text messages through (insert popular social messaging platforms used in the country)
  v.   Online platforms and virtual classrooms
  vi. Message through a community member
  vii. A teacher has not contacted me

EC4. On average, over the past one week when schools have been closed, how many hours a day have you spent on education?
  i.   4 or more hours per day
  ii. About 2 to 3 hours a day
  iii. About one hour a day
  iv. About half an hour each day
  v.   Currently, I am not spending any time on education

Questions Regarding Children's Digital Literacy

EC5. Does anyone in your household own a smartphone with a touch screen?
  i.   Yes
  ii. No

IF YES:
EC6. How easily can you do the following:

	Yes, I can do this easily	I can do this with some difficulty	I do not know how to do this
i. Basic phone operation - opening apps, getting online			
ii. Taking screenshots and pictures			
iii. Send, receive, and read messages for communication purposes (SMS/social messaging app)			
iv. Use browsers to search for new information			

EC7. Does anyone in your household own a computer/laptop/tablet?
i.   Yes
ii. No

IF YES:
EC8. How easily can you do the following:

	Yes, I can do this easily	I can do this with some difficulty	I do not know how to do this
i. Basic computer operation - turning it on, running software			
ii. Using email to communicate			
iii. Download and upload attachments			
iv. Using the Internet to find resources			

Questions for Teachers and/or School Leaders on Engagement

ET1. Have you and your students, or their parents communicated in any way since schools closed?
   i.   Yes
   ii. No

*Alternative question **to ask about teachers' contact with their students***

ET2. In the past week, how often have you and your students been in contact with each other?
   i.   5 days
   ii. 4 days
   iii. 3 days
   iv. 2 days
   v.   1 day
   vi. 0 day

ET3. What was the primary method used by students to contact you?
   i.   Phone call
   ii. SMS
   iii. Video or audio call or voice notes using (insert popular social messaging platforms used in the country)
   iv. Text messages through (insert popular social messaging platforms used in the country)
   v.   Online platform
   vi. Message through a community member
   vii. No students have contacted me

ET4. In the past week, how often have you and your Principal/Head Teacher been in contact with each other?
   i.   5 days
   ii. 4 days
   iii. 3 days
   iv. 2 days
   v.   1 day
   vi. 0 day

ET5. What was the primary method your Principal/Head Teacher used to contact you?
  i.   Phone call
  ii. SMS
  iii. Video or audio call or voice notes using (insert popular social messaging platforms used in the country)
  iv. Text messages through (insert popular social messaging platforms used in the country)
  v.   Online platform
  vi. Sent a message through a community member
  vii. No Principal/Head Teacher has contacted me

Questions Regarding Teacher's *Digital Literacy*

ET6. Do you or anyone in your household own a smartphone with a touchscreen?
  i.   Yes
  ii. No

IF YES:
ET7. How easily can you do the following:

	Yes, I can do this easily	I can do this with some difficulty	I do not know how to do this
i. Basic phone operation - opening apps, getting online			
ii. Taking screenshots and pictures			
iii. Send, receive, and read messages for communication purposes (SMS/social messaging app)			
iv. Use browsers to search for new information			

ET8. Do you or anyone in your household own a computer/laptop/tablet?
  i.   Yes
  ii. No

IF YES:

ET9. How easily can you do the following:

	Yes, I can do this easily	I can do this with some difficulty	I do not know how to do this
i. Basic computer operation - turning it on, running software			
ii. Using email to communicate			
iii. Download and upload attachments			
iv. Using the Internet to find resources			

3. SAMPLE QUESTIONS ABOUT LEARNING (L)

Questions for Parents on Learning

LP1. Which of the following are currently present in your household? *

	i. Radio	ii. Television	iii. Computer	iv. Regular Cell Phone	v. Smart phone with touch screen	vi. School textbooks	vii. Special printed materials provided by the school
Yes							
No							

LP2. Of the above, which did your child mainly use for learning during school closures? (Indicate 'none' if the child was not learning during school closures)
_____*Insert either i./ii./iii./iv./v./vi./vii.*

LP3. Do you have internet access?
  i.   Yes, reliable internet
  ii. Yes, but it is unreliable or slow or insufficient credit limiting usage
  iii. We have no internet

LP4. Through which method has your child mainly been learning while schools are closed?

      i.   Special printed materials provided by the schools
      ii.   Textbooks
      iii.   Listening to educational programs broadcasted on radio
      iv.   Watching educational programs on TV
      v.   Watching educational videos online
      vi.   Online classes provided by the school
      vii.   Interactions with a teacher through (insert popular social messaging platforms used in the country)
      viii. Interactions with a teacher through SMS or calling
      ix.   Private tuition
      x.   Other, please specify: _____

Alternative question focusing on who is supporting the learning

Through which method have you mainly been learning while schools are closed?
(Select one only)
      i.   Parent/family supported learning using online lessons or materials
      ii.   Parent/family supported learning using other means (radio, TV, printed materials, textbooks)
      iii.   Teacher supported learning through SMS or calling
      iv.   Teacher supported learning through (insert popular social messaging platforms used in the country)
      v.   Teacher supported learning through an online platform
      vi.   Private tutor supported learning
      vii. Community organized free learning activities
      viii. Independent learning without support
      ix.   Other, please specify: _____

Alternative question for younger children

Which learning activities were carried out with your child?
      i.   Storytelling
      ii.   Drawing
      iii.   Reading or looking at a picture book
      iv.   Singing songs/rhymes
      v.   Playing indoors with toys, games, or other materials

vi. Playing outdoors
vii. Playing games on a smartphone or other device
viii. Watching learning programmes on TV
ix. Listening to learning programmes on the radio
x. Watching videos on a mobile device or other digital device
xi. Other, please specify: _____

LP5. Who in your family has been playing the main role in facilitating your children's learning during school closures?
   i. Mother
   ii. Father
   iii. Older sibling
   iv. Grandparent
   v. Other, please specify _____ (Could include community member/ private tutor)
   vi. My child doesn't need any adult support or supervision for their learning

It may be useful to distinguish between older brother or sister, grandfather or grandmother, to understand if these responsibilities are largely falling on girls/women – particularly in the context of young children.
(You may also wish to ask how many times a week learning activities were done, and for how many hours).

LP6. Among all your children, whose education are you most concerned about?

   x. My children under the age of 3 yrs.
   xi. My children aged 3-5 yrs.
   xii. My children aged 6-10 yrs.
   xiii. My children aged 11-14 yrs.
   xiv. My children aged 15-17 yrs.
   xv. All my children
   xvi. None of my children

LP7. Compared to the amount your children were learning BEFORE schools closed, how much do you think they are learning NOW?
   i. A lot less
   ii. Little bit less
   iii. The same amount
   iv. Little bit more
   v. A lot more

Alternative question to ask about perceptions regarding child's learning:

LP8. Now that you think about your child's learning during school closures, how much do you think your child's learning has fallen behind compared to if your child had continued to go to school?
- i. Child's learning has fallen behind by a lot
- ii. Child's learning has fallen behind somewhat
- iii. Child's learning is at the same level as before
- iv. Child's learning is actually better than when schools were closed

LP9. Choose the MAIN reason children in your household were not able to spend more time on education during the time while schools are closed?
- i. Unable to access technology
- ii. Children are not feeling motivated to study
- iii. Children are helping at home
- iv. Children are working outside
- v. There is no quiet place to study at home
- vi. Lack of access to textbooks and printed learning materials
- vii. There is little or no support from teachers and schools
- viii. Parents/other adults or older siblings don't have the time to help children in their learning
- ix. Remote education is in a language my children do not understand
- x. Other [Specify]

LP10. On an average day, how much support did your child need from another person (parent, sibling, other household member, community member) to learn at home when schools were closed?
- i. My child did not need any support from another person to learn /No support
- ii. Less than one hour a day
- iii. 1-2 hours a day
- iv. 3-4 hours a day
- v. More than 4 hours a day

LP11. What are you doing to support your child's learning?

    i.   Supervise their classes
    ii. Help with homework/assignments
    iii. Speak with teachers to track progress
    iv. Playing with my child and teaching through play
    v. Storytelling
    vi. Providing additional learning resources and materials (textbooks, internet and phone credit)
    vii. _____Other (please specify)

LP12. What support do you need from the school/government to ensure learning continuity during school closures?
    i.   Textbooks and other materials or money to purchase them
    ii. Free/cheaper phone credit
    iii. Taking online classes in smaller groups
    iv. Teachers should be in touch more frequently with my child
    v. Learning materials in my child's preferred language
    vi. Schools should re-open
    vii. Access to reliable electricity
    viii. Access to better phone network
    ix. Training to conduct remote learning sessions
    x. Health and sanitization products (soap, sanitizers)
    xi. _____ Other (please specify)
    xii. Don't know

Questions for Children on Learning

LC1. Which of the following are currently present in your household? *

	i. Radio	ii. Television	iii. Computer	iv. Regular Cell Phone	v. Smart phone with touch screen	vi. School textbooks	vii. Special printed materials provided by the school
Yes							
No							

LC2. Of the above, which did your mainly use for learning during school closures? (Indicate 'none' if the child was not learning during school closures) _____*Insert either i./ii./iii./iv./v./vi./vii.*

LC3. Do you have internet access?
   i.   Yes, reliable internet
   ii. Yes, but it is unreliable or slow or insufficient credit limiting usage
   iii. We have no internet

LC4. How have you been learning while your schools have remained closed?
   i.   Special printed materials provided by the schools
   ii.   Textbooks
   iii. Listening to educational programs broadcasted on radio
   iv.   Watching educational programs on TV
   v.   Watching educational videos online
   vi.   Online classes provided by the school
   vii. Interactions with a teacher through (insert popular social messaging platforms used in the country)
   viii. Interactions with a teacher through SMS or calling
   ix.   Private tuition
   x.   Other, please specify: _____

LC5. If you have been studying, who has mainly supported you with this?
   i.   No one, I mostly study on my own
   ii. Teachers
   iii. Parents
   iv. Other family members
   v.   Other (specify) (e.g., community members, private tuition)

Alternate way to ask about parental involvement in learning:

LC5. Are your parents currently engaged in helping you learn?
   i.   Yes
   ii. No

If YES:

LC6. What are they doing to help you with your learning?
  i.   Supervising my classes
  ii. Helping with homework/assignments
  iii. Speaking with teachers to track progress
  iv. Teaching through play
  v.   Storytelling
  vi. Providing learning resources/materials (textbooks, phone credit, internet recharge)
  vii. _____Other (please specify)

LC7. Compared to the amount you were learning BEFORE schools closed, how much do you think you are learning NOW?
  i.   A lot less
  ii. Little bit less/Less
  iii. The same amount
  iv. Little bit more/More
  v.   A lot more

LC8. Have you done any of the following in the last one week (Note: Ask only if schools are still closed)?

	Yes	No
i. Submitted assignments or homework		
ii. Discussed course materials with a friend/classmate		
iii. Spoken with teachers		
iv. Used/read your textbook		
v. Attended private tuitions		
vi. Attended an in-person learning session in my community		

LC9. Choose the main reason why you feel you may be learning less during this time when schools are closed?

    i.   I am unable to access technology

    ii.   I am not feeling motivated to study

    iii.   I am helping with work at home

    iv.   I am working outside the home

    v.   I do not have a quiet study place at home

    vi.   I don't have access to textbooks and printed learning materials

    vii. There is little or no support from my teachers and schools

    viii. Remote education is in a language I do not understand

    ix.   My parents/other adults don't have the time to help me in my learning

    x.   Other [Specify]

Questions for Teachers and/or School Leaders on Learning

LT1. How have you been telling your learners to approach their studies and learning during this time when schools have been closed?

    i.   Printed materials from school

    ii.   School textbooks

    iii.   Listening to educational programs broadcast on radio

    iv.   Watching educational programs on TV

    v.   Watching educational videos online

    vi.   Online classes provided by the school

    vii. Through social messaging app (e.g., <insert popular social messaging platforms used in the country>) interactions with my students

    viii. Suggesting them to rely on private tuition

    ix. Other _____ (please specify)

Alternative question to inquire regarding teachers' teaching:

LT1. Have you been personally teaching remotely during school closures?

    i.   Yes

    ii. No

If YES:

LT1. How have you been teaching remotely during school closures?
  i. Online classes organized by the school
  ii. Social messaging app - video calls
  iii. Social messaging app - audio calls
  iv. Social messaging app - voice notes
  v. Social messaging app - text messages
  vi. SMS
  vii. Other_____ (please specify)

LT2. How have you been teaching your students during the time when schools have been closed? (select all that apply)
  i. SMS
  ii. Phone
  iii. Messages using (insert popular social messaging platforms used in the country)
  iv. Online platform
  v. I have not been in touch with my students

LT2. Which of these has been most effective to teach your students? (Insert number between I to V from above) _____

LT3. Compared to the amount your students were learning BEFORE schools closed, how much do you think you they are learning NOW?
  i. A lot less
  ii. Little bit less/Less
  iii. The same amount
  iv. Little bit more/More
  v. A lot more

LT4. On average, over the past one week when schools have been closed, how many hours a day have you been spending on teaching?
  i. More than 2 hours a day
  ii. About one hour a day
  iii. About half an hour each day
  iv. Currently, they are not spending any time on education

LT5. Compared to when schools were open, are you spending more or less from your own money on teaching and preparing materials? (This includes own money not repaid by the school e.g., Internet top ups, phone credit, purchase of textbooks, photocopies, transport to children's homes)
- i. Spending significantly more
- ii. Spending somewhat more
- iii. Neither increased nor decreased
- iv. Spending somewhat less
- v. Spending significantly less

LT6. Do you feel well prepared to teach remotely?
- i. Not at all prepared
- ii. Somewhat prepared
- iii. Well prepared
- iv. Very well prepared

LT7. Are you part of any group with other teachers, on (insert popular social messaging platforms used in the country) or other channels, where you share teaching tips, strategies, and materials?
- i. Yes
- ii. No

LT8. What additional support, if any, have you received for your teaching during the time schools have been closed? (Select all that apply)
- i. Discussions with other teacher colleagues
- ii. Training by the Ministry of Education
- iii. Guidance and instruction from school leaders/head teachers
- iv. Information about materials (videos, print) available online
- v. I have not received additional support during this time
- vi. Materials (videos, print) provided by an NGO

LT9. Choose ONE option that best represents adjustments you have made to your teaching focus, if any.

    i.   I am focusing on teaching fewer subjects
    ii. I am focusing on teaching as before, when schools were open
    iii. I am focusing on staying in touch with students
    iv. I am teaching all subjects but following a reduced curriculum for each subject
    v. I am focusing on ensuring my students feel safe and supported right now
    vi. I am focusing my attention specifically on teaching girls and children with disabilities

LT10. Which, if any, is the MAIN difficulty you are encountering in teaching when schools have been closed?

    i.   I do not have access to any teaching and learning materials at home (e.g. textbooks, charts)
    ii.   My students are not feeling motivated to learn
    iii.   I am not feeling motivated
    iv.   I have personal responsibilities at home to attend to (e.g. caring for own children)
    v.   I do not have a quiet place in my home to teach from
    vi.   Students are not attending classes regularly
    vii. I do not know a way to get in touch with my students
    viii. I have not been teaching during this time

LT11. Which, if any, is the MAIN difficulty you think your students are encountering in learning when schools have been closed?

    i.   Students are unable to access technology
    ii.   Students do not have access to any learning materials at home (e.g., textbooks, printed materials from schools)
    iii.   My students are not feeling motivated to learn
    iv.   Students and teachers are not in touch
    v.   Students do not have a quiet place in their homes to study
    vi.   Students are not attending classes regularly
    vii. Students are helping with household work
    viii. Students are working outside the home
    ix.   There is no one at home to help them in their learning
    x.   Remote education is in a language the students do not understand

LT12. What support do you need from the school/government to ensure you can continue to teach your students remotely?
   i.   Textbooks and other materials or money to purchase them
   ii.   Free/cheaper phone credit
   iii. Taking online classes in smaller groups
   iv.   Schools should re-open
   v.   Learning materials in the child's preferred language
   vi.   Access to reliable electricity
   vii. Access to better phone network
   viii. Condensed syllabus and postponement of exams
   ix.   Training to conduct remote learning sessions
   x.   Health and sanitization products (soap, sanitizers)
   xi.   _____ Other (please specify)
   xii. Don't know

4. SAMPLE QUESTIONS ABOUT WELLBEING (W)

Questions for Parents on Wellbeing

WP1. In the past 7 days, what have you been most concerned about in relation to your children?
   i.   Children having enough to eat
   ii.   Children falling behind in their education
   iii. Children not being able to take their exams
   iv.   Children getting sick
   v.   Children not spending time outdoors
   vi.   Children spending too much time outdoors
   vii. Children not being able to spend time with and play with their friends

Alternative question to ask parents/caregivers about their children's wellbeing

WP1. On a scale of 1-10, how would you rate your child's wellbeing/happiness at the moment (1 being the lowest and 10 being the highest)

_____

WP1a. If the parent's ranking is 5 or less, then follow-up and ask why?

_____

WP2. How worried were you about your child's emotional wellbeing during the school closure period?
- i.   Not at all worried
- ii. Somewhat worried
- iii. Quite worried
- iv. Extremely worried

WP2a. Please elaborate as to why you felt this way.

WP3. On a scale of 1 to 5, how would you rate your child's wellbeing/happiness during the school closure period with 1 being the lowest and 5 being the highest

1. Very unhappy	2. Unhappy	3. No change in mood	4. Happy	5. Extremely happy

WP3a. Please tell us briefly why your child was happy or unhappy during the school closure period? [Open-ended]

Questions for Children on Wellbeing

WC1. On a scale of 1-10 how would you rate your wellbeing/happiness at the moment? (1 being the lowest and 10 being the highest)
_____*Blank* for child's ranking of their wellbeing

WC1. If the child's ranking is 5 or less, then follow-up and ask why?
_____*Blank for child's explanation*

*Alternative way **to ask about child's enjoyment/wellbeing regarding learning***

WC1. How much do you enjoy your learning/your classes now compared to when your schools were shut down?

    i.   Enjoy learning significantly less
    ii.   Enjoy learning less
    iii. Enjoy learning the same amount
    iv. Enjoy learning more
    v.   Enjoy learning significantly more
    vi. Don't know

Questions for Teachers/School Leaders on Wellbeing

WT1. On a scale of 1-10 how would you rate your wellbeing/happiness at the moment? (1 being the lowest and 10 being the highest)
_____*Blank for teacher's ranking of their wellbeing*

WT1b. If the teacher's ranking is 5 or less, then follow-up and ask why?
_____*Blank for teacher's explanation*

5. SAMPLE QUESTIONS ABOUT RE-ENROLLMENT (R)

Questions for Parents/Caregivers on Re-enrollment

RP1. Do you plan on re-enrolling your primary school-aged children in school when schools re-open?
    i.   Yes
    ii.   No

RP2. Choose ONE factor that might prevent you from re-enrolling your primary school-aged children when schools re-open.
    i.   Children need to financially support the family
    ii.   Children have missed out on several weeks of learning & will not be able to catch up
    iii. Schools are unsafe to return to
    iv. I cannot afford their school-related expenses
    v.   My primary school aged children were not enrolled in school before

RP3. Do you plan on re-enrolling your secondary school-aged children in school when schools re-open?
  i.   Yes
  ii. No

RP4. Choose ONE factor that might prevent you from re-enrolling your secondary school-aged children when schools re-open.
  i.   Children need to financially support the family
  ii. Children have missed out on several weeks of learning & will not be able to catch up
  iii. Schools are unsafe to return to
  iv. I cannot afford their school-related expenses
  v.   My secondary school aged children were not enrolled in school before

RP5. Do you plan on re-enrolling the girls in your household in school when schools re-open?
  i.   Yes
  ii. No
  iii. I do not have any daughters

RP6. Choose ONE factor that might prevent you from re-enrolling the girls in your household when schools re-open.
  i.   Children need to financially support the family
  ii. Children have missed out on several weeks of learning & will not be able to catch up
  iii. Schools are unsafe to return to
  iv. The girls were in school before but are now married
  v.   The girls were not enrolled in school before

RP7. What will be your MAIN/ 3 main reason(s) to send your children to school when it re-opens?
  i. They will learn more than they currently learn at home
  ii. To prepare them for their exams
  iii. To ensure they have a change in environment
  iv. To enable access to meals
  v. To enable socializing with friends and peers
  vi. To enable access to learn supplies
  vii. To participate in extra-curricular classes
  viii._____ Other (please specify)

Questions for Children on Re-enrollment

RC1. Do you plan on re-enrolling in schools when they re-open?
  i. Yes
  ii. No

RC2. Choose ONE factor that might prevent you from re-enrolling when schools re-open.
  i. I need to financially support my family
  ii. I have already missed out on several weeks of learning & will not be able to catch up
  iii. Schools are unsafe to return to
  iv. I am unsure if my friends will re-enroll
  v. I am unsure if my teachers will rejoin school

Questions for Teachers on Re-enrollment

RT1. Do you plan on rejoining schools to teach when they re-open?
  i. Yes
  ii. No

RT2. Choose ONE factor that might prevent you from rejoining when schools re-open.
  i.   I need to find another job that allows me to financially support my family
  ii. Students have already missed out on several weeks of learning & teaching them to catch-up will be difficult
  iii. Schools are unsafe to return to
  iv. I am unsure if my other teacher colleagues will rejoin
  v.   I have moved away from the community where the school was earlier

RT3. What proportion of students in your class do you expect to not return to school at all after COVID related school closures?
  i.   Almost everyone will return
  ii. More than half of the students
  iii. Less than half of the students
  iv. Almost no one will return
  v.   Don't know

6. SAMPLE DEMOGRAPHIC (D) AND BACKGROUND QUESTIONS

Note: Data on relevant demographic indicators should be collected depending on the target group (parents and caregivers/children/teachers and school leaders)

D1. What is your gender?
  i.   Male
  ii. Female

D2. How old are you?
  i.   Age in years

If less than 18 yrs.:
D3. What is the highest level of education your mother has completed?*
  i.   Less than primary
  ii. Primary
  iii. Secondary
  iv. More than secondary

D4. Which is the last grade you completed?

_____*Blank for response*

D5. Which region/state/province are you in right now?

D6. How many people in total, adults and children, live in this household?

D7. How many children age 18 or younger live in your household?

D8. How many of these children were enrolled in school this year?

D9. How would you describe the area you live in?
   i.   Rural
   ii. Urban
   iii. Semi-urban

D10. Which of the following best describes the school you or your siblings attend (Note: The cut-off amounts for low-cost private schools' tuition must be decided in accordance with the local context):
   i.   Public school
   ii.   Private school with monthly fees of less than X amount in local currency per month
   iii. Private school with monthly fees of more than X amount in local currency per month
   iv.   Private tutoring center with monthly fees of less than X amount in local currency per month
   v.   Private tutoring center with monthly fees of more than X amount in local currency per month
   vi.   Vocational institute/ technical training center
   vii. Madrassah (Religious school)

D11. Now I want to ask you about difficulties your child may have that affect their ability to learn in school <u>compared to other children their age</u>.
(Note: *This is a more concise version of the* Washington Group Short Set on Functioning *regarding functional difficulties children may face; ideally, it should the same or as close as possible to the original, taking into account survey length).*

    a. Does your child have difficulties walking or climbing steps?
       Yes   No
    b. Does your child have difficulties doing things like using a pencil?
       Yes   No
    c. Does your child have difficulty seeing, even if wearing glasses?
       Yes   No
    d. Does your child have difficulty hearing, even if using a hearing aid?
       Yes   No
    e. Does your child have difficulty remembering, concentrating, or understanding their lessons?
       Yes   No
    f. Does your child have difficulty understanding or being understood by others?
       Yes   No

If YES:
D12. Were children in your household who faced these difficulties attending school before they closed?
    i.   Yes
    ii. No

D13. Have these children who faced difficulties been spending time on education since schools closed?
    i.   Yes
    ii. Yes, but limited and with difficulty
    iii. No

Note: *For household wealth, also consult the ways wealth/income/ socio-economic status data are measured and collected within national surveys and censuses.*

D14. In which bracket do you estimate the total monthly income of your household in the last month?
   i.   *Include different options based on reliable statistical surveys in their context & national poverty estimates*

D15. What is the source of electricity in your household?
   i.   Through the electric grid
   ii. Solar Panel
   iii. There is no access to electricity in our household

Acknowledgements

MONITORING DISTANCE LEARNING DURING SCHOOL CLOSURES