



REPORT

NEW WAYS OF TEACHING

SKILLS TEACHERS NEED
IN ORDER TO TEACH IN

2020-2021



CONTENTS	PAGE
Acronyms	4
List of Figures	5
List of Tables	5
Executive summary	6-9
1. Introduction	10 - 12
1.1 Background and context	13-14
1.1.1 Internet and Mobile Coverage	15-19
1.2 Online Teaching and. ELT – Best Practice in ‘normal’ times	20-21
2. The Study: Methodological Approach	22-27
3. Stage 1 – Desk research	28-29
3.1 Findings from Stage 1	30
3.1.1 Ministry of Education (MoE) and/or State Reaction	30
3.1.2 Technology (made available either by MoE/State or others)	30-31
3.1.3 Student support	31
3.1.4 Teacher support	31-32
3.1.5 Teacher Association/s and Unions	32
3.1.6 Inclusivity for Students	32
3.1.7 Parental support	32-33
3.2 Summary of Findings from Stage 1	34
4. Stage 2 – Online survey	35
4.1 Findings from Stage 2	35
4.2 Raw data from the online survey	36
4.2.1. Findings from Close-ended questions	36-40
4.2.2. Findings from Open-ended questions	40-41
4.2.2.1 Teachers’ Use of Educational Apps	41
4.2.2.2 Synchronous Teaching	41
4.2.2.3 Asynchronous Teaching	41-43
4.2.2.4 Teacher – Parent collaboration	43
4.2.2.5 Benefits of the Pandemic to Teachers	43-44
4.2.2.6 Major challenges face by teachers during the pandemic	45
4.2.2.7 Training Received so Far	45-46
4.2.2.8 Expressed Training Needs	46-47
4.2.2.9 Technological	47
4.2.2.10 Materials and Pedagogy	48
4.2.2.11 Parental involvement	48
4.3 Summary of Findings from Stage 2	49

5. Stage 3 – Focus group interviews	50-51
5.1 Findings from Stage 3 (focus groups)	51
5.1.1 Managing the transition to online teaching	51-53
5.1.2 Current teaching practices for virtual and hybrid spaces	54-56
5.1.3 Navigating current challenges	56-58
5.1.4 Expressed training needs of teachers	59
5.2 Summary of Findings from Stage 3	60
5.2.1 Educational Stakeholders	60
5.2.2 Pedagogic Needs	60-61
6. Summary and reflections on key findings	62-65
7. Final Reflections and Recommendations	66
7.1 Curriculum Revision/Adaptation for Remote Teaching	66-67
7.2 Provision and accessibility of technological resources for Remote Teaching	68-69
7.3 Identifying Pedagogical training needs for teachers	70
7.4 Identifying pedagogical training needs of teachers with suggested components	71
7.4.1 Course components: Technical know-how: the availability and different modes of use for different packages	71-74
7.4.2 Course component: Training on adapting classroom pedagogy to maximise the capabilities of the [tech] used	74-75
7.4.3 Course component: Training in how to maximise ‘home-preparation ‘and ‘homework’ activities	75
7.4.4. Course component: Learner and carer training	75-76
7.5 A detailed list of course elements	77
7.5.1 Synchronous training needs – possible components for a training course	77
7.5.2 Asynchronous training needs – possible components for a training course	77-78
8. References	79-81
9. Appendices	
Appendix 1 – New Ways of Teaching Research project plan	82
Appendix 2 – A breakdown of the Roles and responsibilities of the <i>ELT Consultants</i> team members	83-84
Appendix 3 – Stage 1_Desk Research, Brasil	85-92

Appendix 4 - Stage 1_ Desk Research, Colombia	93-105
Appendix 5 – Stage 1_ Desk Research, Mexico	106-109
Appendix 6 – Stage 1_ Desk Research, Peru	110-114
Appendix 7 – Stage 1_Analysis of Desk Research	115-119
Appendix 8 – Stage 2_Teachers Survey	120-124
Appendix 9 – Stage 2_Analysis of Teacher’s Survey	125-132
Appendix 10_Stage 2_Analysis of open-ended questions	133-137
Appendix 11_Stage 3_Interview protocol for focus groups	138-141
Appendix 12_Stage 3_Links to Raw data from Focus group Interviews	142

Acknowledgements

Project lead: Wendy Arnold, Director of Wendy Arnold & Co. Ltd trading as *ELT Consultants*

Research Analysts: Wendy Arnold MA in TEYL, Harry Kuchah Kuchah PhD, Shelagh Rixon PhD

In-country researchers: Vanessa Tenorio, MA in Education (Brasil), Anatevka Guedes (Brasil); Lee Mackenzie, MA in TESOL (Colombia); Rob Haines, MA in TESOL (Mexico); and Nele Noe, MA in TEFL/TESL (Peru)

Cover page designer: Benjamin Iturralde

Special thanks to all the teachers in both private and public schools Brasil, Colombia, Mexico and Peru who took part in the survey and focus groups. As well as The British Council in these regions and Bruno Andrade of BrELT, Brasil for circulating the survey far and wide.

ACRONYMS

CD-Rom	Compact Disc Read Only Memory
CLER	Centre for Language Education Research
COVID-19	Coronavirus disease-19
CPD	Continued Professional Development
DVD	Digital Video Disc
ECLAC	Economic Commission for Latin America and the Caribbean
ELTA	English Language Teaching Association
ELT	English Language Teaching
ERT	Emergency Remote Teaching
F2F	Face-to-Face (teaching)
GNI	Gross National Income
HCI	Human Capital Index
IATEFL	International Association of Teachers of English as a Foreign Language
ICT	Information and communication Technology
LMS	Learning Management System
MoE	Ministry of Education
MOODLE	Modular Object-Oriented Dynamic Learning Environment
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
QR	Quick Response
RFP	Request for Proposal
RQ	Research Questions
SAAS	Software As Service
SEN	Special Educational Needs
SIM	Subscriber Identity Module
TELCNET	The Teaching English in Large Classes International Network
TESOL	Teaching English to Speakers of Other Languages
TV	Television
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WHO	World Health Organisation
YL	Young Learners

LIST OF FIGURES

- Figure 1:** Models of remote learning using %
- Figure 2:** Sequence of the stages for the research strategies
- Figure 3:** Public and private schools Teachers' support of learners
- Figure 4:** Public and private school training for Teachers
- Figure 5:** School/MoE training provided to teachers in all four countries
- Figure 6:** Public and private schools support of parents
- Figure 7:** Training teachers want
- Figure 8:** Bandwidth Immediacy Matrix

LIST OF TABLES

- Table 1:** October 2020 Future productivity levels and the impact of education (before COVID-19 school disruptions)
- Table 2:** A comparison of internet and social media users, as well as percentage of population with mobile connections, by country, between January 2020 and January 2021
- Table 3:** Data generated for analysis
- Table 4:** Checklist of specific documents collected by in-country researchers
- Table 5:** Distribution of Online Survey responses received per country
- Table 6:** Summary of Teachers' Use of Educational Apps for Synchronous & Asynchronous Teaching
- Table 7:** Total number of teachers and teacher educators in focus groups
- Table 8:** Different types of learning programme
- Table 9:** Classifying technology tools with activity types

EXECUTIVE SUMMARY

This research has investigated how education has continued through Emergency Remote Teaching (ERT) in Brasil, Colombia, Mexico and Peru, with a particular focus on primary and lower secondary teaching of English. It is hoped that lessons learned about ERT in these contexts may also have relevance in other parts of the world. The points below are grouped by key topic.

NATIONAL AND INSTITUTIONAL LEVEL RESPONSES TO EDUCATION DURING THE PANDEMIC

A. CURRICULUM, TECHNOLOGY AND FINANCE

- i. Ministries in the four countries reported that there had been adaptations to the curriculum to suit Emergency Remote Teaching under Covid conditions, but this had not been communicated successfully to teachers surveyed.
- ii. The four countries in the research project do not have evenly distributed internet coverage, so alternative remote communications methods, including use of mobile connections were also relevant solutions. A range of remote learning tools and resources included: paper (books, take-home packages); TV; radio; internet, one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fibre optics, use of social media satellite or wireless communication; audio conferencing; and video cassette, DVDs, and CD-ROMs.
- iii. Technologically advanced contexts were able to move some of their learners to an online mode but geographical difficulties (the urban/rural divide) and inequalities in wealth mean that many learners do not have access to online learning.
- iv. Additional means of conveying educational material such as TV and radio programmes and specially devised websites were amongst state responses to the crisis.
- v. Some financial assistance was made available to families to acquire devices or to pay mobile subscriptions for educational purposes.
- vi. There was some evidence of budgets being provided to cover expenses incurred by teachers making use of their own electronic and other resources to carry out Emergency Remote Teaching. However, no consistent pattern emerged, and some teachers were clearly financially strained. This is an area that should be highlighted for planning in case of future situations requiring ERT.

B. PEDAGOGY AND ASSESSMENT

- i. Teachers' associations and unions have been a major resource for teacher education and professional support during the Covid pandemic.
- ii. The research revealed imaginative school-level responses to a crisis, though much teaching remained focused on textbook content, with teachers adding supplementary activities suitable for remote communication.
- iii. Distinctions between synchronous and asynchronous teaching are blurred when multiple resources must be deployed. Even schools availing themselves of efficient synchronous means were also making use of asynchronous preparation and follow up to lessons.
- iv. The skills of senior school management have had to be extended from ensuring an academic timetable in a face-to-face situation to supporting teachers trying to deliver the same curriculum using a wide variety of media.
- v. Training was provided for some teachers in use of online learning, but this focused on technical issues rather than practical pedagogy for remote teaching.
- vi. Schools have worked with some planned systems, e.g. TV programmes for home learning in Mexico. For children without digital devices, printed booklets were supplied by MoE in Brasil, Mexico and Peru for home use. In other cases, schools themselves have improvised a wide range of means to connect with learners.
- vii. There were cases of school staff from different disciplines working together to combine subjects in cross-curricular work, which successfully made the most of the available time and resources.
- viii. Assessment of learners by remote means work proved problematic.

SKILLS/TRAINING TEACHERS AND SCHOOL MANAGEMENT COULD BENEFIT FROM FOR CONTINUED REMOTE TEACHING IN THE COVID CRISIS

C. CURRICULUM, TECHNOLOGY AND FINANCE

- i. For senior management, further training is needed in co-ordination of school timetables to ensure adequate learning programmes for all pupils and feasible working plans for teachers.
- ii. Many teachers had not used technology to teach with, pre-pandemic. Courses in how to operate devices need to be extended to courses in appropriate pedagogy for devices.
- iii. Skills are needed for adapting core teaching materials for delivery via several modes, according to what devices are available to learners.

- iv. If some form of hybrid teaching is being considered, appropriate human resources e.g., additional teaching assistants, should be made available to cover online and offline learners. Skills for optimising delivery of teaching to a 'hybrid' audience (some learners F2F, others using remote devices may be needed in some situations).
- v. In contexts where budgets permit the introduction of new resources, training in how chosen resources are best used, based on what other teachers have found useful in designing their technology-based classes, e.g., i) means of sharing information about what apps have been useful in education and how to apply them; and ii) making the apps available with clear information about funding for which device the apps are used on, i.e., teacher's own devices, in which case who pays for the usage.
- vi. Training is needed in strategies and best means for communicating with parents/carers to ensure that they can support children's remote learning in the best way.

D. PEDAGOGY AND ASSESSMENT

- i. Ways for teachers to assess learners' learning need to be devised and communicated, based on the different media they can make use of with their learners.
- ii. Skills are needed for streamlining the most available (digital) resources and platforms/apps and maximising their use for a fully on-line audience of learners.
- iii. Teacher education is needed in devising and delivering appropriate Learner Training so that students make optimum use of the remote learning means available to them.
- iv. Training is needed in how to optimise the facilities for monitoring and increasing student engagement afforded by different platforms and devices.

SUPPORT NEEDED BY TEACHERS

E. MENTAL HEALTH AND FINANCE

- i. The mental health of teachers also needs to be considered and support with how to balance work and personal life while teaching remotely should be provided.
- ii. The financial burden on teachers using several packages and teaching from home was not always recognised by institutions. Systems of recompense need to be devised for the future.

NEW WAYS OF TEACHING – TRAINING FOR THE FUTURE - THE POSITIVE LEGACY OF STRATEGIES IN A TIME OF COVID SCHOOL CLOSURES

F. TRAINING FOR THE FUTURE

- i. Training in materials development and task/activity design for a flexible mode of remote teaching (based on a sharing of teachers' successful experiences).
- ii. Cross-curricular work and sharing of resources seems to have been a successful strategy that could be extended into 'normal' times.
- iii. Training in different pedagogic approaches for different subjects in a flexible mode of remote teaching (based on a sharing of teachers' successful experiences).
- iv. A particular focus on remote activities that meet the needs of foreign language skills development would be one appropriate strand. For example, cases were found in the research of students recording their speech and sharing files.

1. INTRODUCTION

The Coronavirus (COVID-19) pandemic has affected educational systems around the world in different ways. In technologically advanced contexts, teaching and learning have continued through online platforms whereas in low-to-no-tech contexts, teachers and children have either been forced to abandon formal education completely or have resorted to locally available resources such as radio, TV (television) and paper-based teaching and learning. Where there have been school closures, especially from the Global South, millions of children and young people have been, and are still being deprived of access to learning. The Economic Commission for Latin America and the Caribbean ([ECLAC](#)), citing United Nations Educational, Scientific and Cultural Organisation (UNESCO), reported that more than 160 million students in Latin America and the Caribbean had face-to-face education stopped by mid-May 2020. More than one year after the World Health Organisation (WHO) declared a global pandemic and since governments around the world imposed lockdowns, closing schools, there are still differences in education provision in many countries mainly due to differences in availability and capacity for in-school teaching or digital alternatives. For example, by February 2021, some levels of the school systems in Latin America and the Caribbean were still either closed due to COVID-19 or only partially opened in certain regions of these countries with most students with access to technology learning remotely (Organisation for Economic Co-operation and Development OECD 2021). This meant that teachers were

forced to teach students both in schools and at home, requiring them to make significant adjustments to their work and imposing the need for a variety of skills to navigate the new ways of teaching.

In December 2020, *ELT Consultants* were commissioned by the British Council Americas to undertake a desk research and a combination of focus groups and structured interviews with remote teachers, school leaders and policymakers, in key countries in the Americas to investigate the different skills needed by (English) teachers in order to teach and support student learning remotely or in a combination of face-to-face and online teaching, as well as the readiness and role of school systems and leaders and policy makers in supporting virtual teaching. This was with the aim of making recommendations for appropriate CPD for all stakeholders involved in the different possible ways of teaching in a pandemic situation.

Investigating this is particularly important because of the emerging challenges to the quantity and quality of education provision imposed by the pandemic around the world and the increasing reliance of students and teacher on online education provision. Teaching remotely (also referred to as digital, virtual, or online teaching) is not new in education; and different models of remote teaching have been used to reach learners in different parts of the world for a long time now. Studies that have examined existing models of remote teaching long before the COVID-19 pandemic have pointed out several challenges especially around the ability of teachers to integrate subject content knowledge with their pedagogical and technology knowledge (Thompson & Mishra 2007; Voogt et al. 2012). Other studies (e.g., Branch and Dousay 2015; Means et al.

2014) also argue that the quality of remote teaching depends on careful instructional design and planning, using a systematic model for design and development. While the current state of teaching emanating from the pandemic can broadly be placed within the spectrum of remote teaching, its particularity, it has been argued (e.g., by Hodges et al 2020) is the absence of this careful design process because of the sudden emergency shift from face-to-face to remote teaching and learning. Kiddle et al. (2020) identify three distinct phases of this shift – emergency responses, creative innovation and consolidation and future proofing. Our conceptualisation of remote teaching in this study focuses on the first and second of these phases because of the way in which traditional face-to-face (F2F) schools were forced to move to remote and online learning, in many cases, overnight as well as indications in the data collected, of individual teachers’ creative responses to their new professional realities.

In this report therefore, we equate remote teaching with the concept of ‘emergency remote teaching’ (ERT), which Hodges et al. (2020) describe as an attempt not ‘to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crises. They further explain that ERT includes:

the skills a teacher brings to the sharing of ‘knowledge and experience’ and this variety is ‘a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances ... [involving] the use of fully

remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated’ (Hodges et al 2020)

Hodges (et al 2020) make it very clear that one cannot compare ERT to the regular face-to-face traditional learning, for three reasons:

- i. the ‘medium’ is a way to ‘deliver information’ and one ‘medium’ is not ‘inherently’ better than the other
- ii. there needs to be a better understanding of different media and the impact they make on learning
- iii. there are too many variables between media for a comparison to be ‘valid and meaningful’

This report also identifies and showcases teachers’ pragmatic and innovative responses to this new way of teaching in the pandemic and seeks to develop reflections from lessons learned so far in terms of what support teachers need to maximise learning in a (post-) pandemic era. As a result, we recognise that challenges with access to digital resources for children from low socioeconomic layers or different countries and the gradual return to social distancing classrooms in some contexts have given rise to another new form of teaching. This model of teaching has been described as ‘hybrid teaching’, that is, as an instructional approach that combines face-to-face and online learning with each class session and learning

activity offered in-person and synchronously online simultaneously (Educause 2020; see also Rehn, et al., 2016). This form of hybridity is different from traditional blended learning which combines synchronous and asynchronous learning in different proportions and which, for a large part still depends on digital resources. Fullan & Quinn (2020) argue that hybrid teaching and learning 'combines the best of in-school and remote learning, with digital engagement [and provides] a way to enhance and accelerate learning by providing student-centred approaches to meet diverse learners' needs' in the context of the current global pandemic.

This report describes the methodological procedures undertaken for the study, summarises findings from an analysis of different education-related documents, survey feedback and focus groups with stakeholders. Its focus is on what successes and challenges have been experienced by teachers using available technologies. We hope to be able to identify some aspects of education 'reimagined' and to gain some insights into these 'new, flexible, agile hybrid deep learning models' (Fullan & Quinn 2020) caused by ERT. Our recommendations will be tailored to the four countries studied but

it is hoped that these could also have a global relevance.

The aim of this research is to gain insights into the skills and support required by teachers in basic (i.e., compulsory) state education in four target countries in the Americas (Brasil, Colombia, Mexico, and Peru), who, like other countries around the world, were obliged to teach children based at home remotely, because of school closures imposed by the pandemic. To achieve this, we explored current policy recommendations for teaching in the pandemic in these countries, examined existing literature on teaching in the pandemic and collected and analysed teachers' accounts of, and perspectives on their current practices of ERT. This, we hoped, would not only help us understand what changes are needed in the current teaching and learning but also help us make suggestions for what teacher training can be provided to help teachers develop a reimagined teaching, which 'draws from the best of traditional approaches, innovative practices, and insights from remote learning to shape new, flexible, agile hybrid deep learning models' (Fullan & Quinn 2020). We are also mindful that 'introducing technology on its own is unlikely to have an impact; it must be accompanied by a change in pedagogy to improve learning' (Stanley 2019).

1.1 BACKGROUND AND CONTEXT

Understanding how education affects the human capital index (HCI) of a country is important as it is a predictor of the productivity of the next generation of workers should they complete their education and be in full health. Worldwide, a child born in 2020 can expect, in average, to be 56% as productive when they grow up. The data given below is from the WorldBank and is pre-COVID-19, so the number of months that the pandemic has impacted education needs to be factored into the statistics. The four target countries in the Americas covered in this report are Brasil, Colombia, Mexico, and Peru. All four countries are considered 'upper middle-income' countries according to the [WorldBank](#) country and lending groups, with incomes of between \$4,046 to \$12,535 measured using gross national income (GNI) per capita. Of these four countries, only Brasil falls short of the global productivity average. What is not known, however, is how the pandemic will impact productivity levels and therefore the GNI of each of these countries. Understanding the direct impact that education has on the development of a country is critical and knowing which avenue to collaborate with learners effectively is essential. This project will examine the different ways in which synchronous, asynchronous, as well as hybrid teaching and learning channels, have been used and the extent to which they have been successful for education to continue in this new age of the pandemic.

As the education of the children in a country has a direct impact on the future economic growth, it seems prudent to look at the impact of education on the future productivity of a country. Table One below shows the predicted future productivity levels of children born in 2020 researched in the World Bank's Human Capital Project. This is of concern as data before the COVID-19 school disruptions shows that the development and future productivity in all four of the target countries have a targeted average of 59% and an average of 49% of children who cannot read or understand simple text at the end of primary school. In March 2021 [OECD \(March 2021\)](#) reported that the countries with the lowest educational performances were the most likely to have fully closed their schools for longer periods in 2020. This is, presumably because even before the pandemic, these countries were already poor and poorly resourced to sustain the maximum enabling conditions for quality education. No doubt therefore:

'... the performance of 15-year-olds in countries on the OECD Programme for International Student Assessment (PISA) 2018 reading test explains 54% of the variation in the number of days where schools were fully closed in 2020 in upper-secondary schools ... education systems with already poorer learning outcomes in 2018 saw more in-person learning opportunity lost in 2020 ...' (OECD March 2021 pg 9)

Clearly therefore, finding out the most effective and impactful measures that need to be taken by governments to get children back and into good quality education is critical.

This research project aims to identify the ways that Ministries of Education (MoE) and innovative teachers themselves have attempted to use technologies to continue education. This research project does not attempt to discuss the underlying causes and possible remedies for inequalities in access to technology, though such disparities are a constantly recurring

theme in the study; instead, the study draws from teachers' accounts of their use of existing resources and what strategies were used to cope with different situations, in order to develop ideas for teacher education in a period of crisis, which seem to include integrating a wide range of media including 'low-tech' solutions.

Table 1: October 2020 Future productivity levels and the impact of education (before COVID-19 school disruptions)

Country	Learning-adjusted years of school	Productivity level of a child born in 2020 compared to if they had complete education and full health	Learning poverty (cannot read or understand a simple text by the end of primary school) 2013
Brasil WorldBank	7.9 years (no data)	55%	48%
Mexico WorldBank	8.8 years (boys:8.8 years Girls:8.9 years)	61%	43%
Colombia WorldBank	8.6 years Boys and girls:8.6 years	60%	49%
Peru WorldBank	8.6 years (boys:8.8 years, girls:8.5 years)	61%	56%

From the data reported by OECD (March 2021) it is estimated that the impact of school closures will affect learners from Grades 1 – 12 in the long-term with a predicted 3% lower income over their lifetime for 'every 3 months of

effective learning time lost'. These losses will also impact the economies and more concerning is that the learning losses will 'further amplify and accelerate social inequality in learning opportunities' (OECD 2021 pg. 11).

1.1.1. INTERNET AND MOBILE COVERAGE

Information about internet coverage and usage is important as it sets the scene for exploring and understanding what teachers are currently doing via the available internet to identify patterns with potential for successful use of virtual resources for teaching and learning. According to DataReportal in January 2021, 72% of Southern America were internet users as a percentage (%) of the total population, which compares to Oceania (Australia) with 71% and SE Asia with 69%. However, this overall % is not meaningful for individual countries, as there are so many variables within each, especially the inequalities in institutional and personal provision. Details of the individual countries in this research are given in Table Two below. The region is also one of the highest social media users, with 72% and comparable to the western global north where the percentages range between 74-79%.

DataReportal data on internet and mobile connection users shows that between 2020 and 2021 there was a global growth of internet usage of 7.3%, with an increase of 13.2% in social media usage. There was a slight increase of 1.8% on mobile connections globally. However, this is not mirrored in the four countries in this study; Brasil and Mexico both had an increase in internet usage, but Colombia and Peru both had a decrease, with Peru's decrease being a significant 13%. Only Colombia had an increase like the global growth in mobile connections, and the other three countries had a decrease, with Peru having the largest drop of -5%. Only social media usage showed an increase in all four countries which mirrored global growth. A comparison of internet and social media users, as well as percentage of population with mobile connections, by country, between January 2020 and January 2021 can be found in Table Two below.

Table 2: A comparison of internet and social media users, as well as percentage of population with mobile connections, by country, between January 2020 and January 2021)

	Country	Urban Population as a share of total population	Internet usage	Social media usage	Total population with mobile connections
2021	Global	56.4%	59.5%	53.6%	66.6%
Changes			+7.3% +316 m	+13.2% +490 m	+1.8% +93 m
2020	Brasil DataRe portal	87%	71%	66%	97%
2021	Brasil DataRe portal	87.2%	75%	70.3%	96.3%
Changes		+0.2%	+6.4%	+7.1%	-1.3%
2020	Mexico DataRe portal	80%	69%	69%	89%
2021	Mexico Reportal	80.9%	71%	77.2%	89.1%
Changes		+1.0%	+4.0%	+12.4%	-0.4%
2020	Colombi a DataRe portal	81%	69%	69%	119%
2021	Colombi a Reportal	81.6%	68%	76.4%	119.1%
Changes		-0.6%	-1%	+11.4%	+1.9%
2020	Peru	78%	73%	73%	116%
2021	PeruRe portal	78.4%	60%	81.4%	109%

Changes		+0.4%	-13%	+13%	-5.0%

However, as mentioned earlier, an overall % cannot reflect circumstances in individual countries or pinpoint disparities of provision within a country or region. In the four target countries of this research the urban population as a % of the total population ranged from 78.4% in Peru to 87.2% in Brasil, according to DataReportal in January 2021. This leaves a considerable % of the population, 21.6% in Peru and 12.8% in Brasil in rural areas which may not have the same communication advantages. Since internet coverage is not equally good across the four countries, alternative approaches to remote communications were also explored. These included TV and radio. Globally 56.4% of the population lives in urban areas which are more likely to have less digital connectivity issues.

Statistics from the UNESCO COVID-19 Impact on Education database show that as of the 8th of October 2020, school closures in 35 countries around the world continued to affect 579,936,463 (i.e., 33.1%) learners and 11.42% (66,254,658) of these were in South American countries such as Brasil, Suriname, Guyana, Ecuador, Bolivia and Chile. However, as of the [29th October, 2020](#), it was reported that 'more than two-thirds of countries have fully or partially reopened schools' with more than 90% of high and upper-middle income countries needing teachers to continue teaching during school closures. Almost all countries

included remote learning in their education response, using online platforms, TV and radio programmes, and take-home packages. Over 90% of these countries offered facilitated access to online learning either through mobile phones or internet access at subsidized or no cost. What is not clear is what measures were provided in second and third wave closures

[UNESCO](#) (19th March 2021) reported that one year later, half of the world's student population or more than 800 million learners is still affected by full or partial school closures. In 29 countries, schools continue to be fully closed, whilst about half the world's population (3.6 billion people) do not have internet connection. Nearly one-third of the students around the world cannot access remote learning because there are no online learning policies, or they lack the necessary equipment, connectivity or digital skills. United Nations Children's Fund (UNICEF March 2021) report that countries in the Latin America and the Caribbean region are the most affected, and among the top 20 countries with the longest full school closures during this period, more than half are in this region. Brasil, one of the target countries of this research, had 191 days of full school closures during this period, the 5th highest, with Mexico coming in at the 8th highest with 180 days of full school closures. The UNICEF report identifies that 44.3 million students in Brasil and

33.2 million in Mexico missed at least three-quarters or almost all classroom instruction time since 2020. Although this research study focuses on four countries in a specific context, the outcomes of what we have found might have a wider reach.

While the pandemic has been widely perceived from a negative perspective, evidence is beginning to emerge which demonstrates the resilience and creativity of teachers and educational systems (see for example Centre for Language Education Research CLER 2020; British Council 2021). Narratives from teachers around the world, including from Argentina and Chile (CLER 2020) show how individual teachers are demonstrating agency, resilience, and creativity in managing the specific challenges of their students during the pandemic. In Latin America, the pandemic has given teachers the opportunity to be eyewitnesses of invisible layers of inequality, opening opportunities to engage more creatively in dismantling the barriers posed by such inequalities on their students (Aliaga-Salas 2020). The British Council (2021) publication, *Remote Teaching Tips*, showcases ideas and practices from teachers who have been working remotely in different parts of the world.

Beyond individual teacher efforts, teacher associations across the globe have stepped up to support teacher development during these difficult times created by the COVID-19 pandemic, with ideas about teacher professional development in response to the pandemic emerging as a theme defining teacher-shared practices. The efforts to open and create teacher support groups and teacher networking platforms during this pandemic, have demonstrated that professional relationships are a fundamental principle of teacher resilience (Luthar, 2006). For example, professional organisations such as the International Association of Teachers of English as a Foreign Language (IATEFL) and its 16 Special Interest Groups, The Teaching English in Large Classes International Network (TELCNET); Africa ELTA and many others around the world have provided of free online resources and/or ran free web-conferences and webinars on a variety of topics related to teaching in the pandemic since April 2020. From a social perspective to teacher agency (Imants & Van der Wal, 2020), this variety of teacher development events have not only broken geographical barriers in teacher education but have also facilitated sharing the insider perspective for dealing with the contextual challenges of teaching during these difficult times, demonstrating a more personalized and contextualized approach education.

Berry et al. (2020) suggest that in response to the pandemic:

‘teachers who may have spent a career in relative isolation are now building virtual networks with peers from around the world to share and adapt crowdsourced ideas that better prepare students with the skills to thrive in a rapidly changing world instead of just on a test’ (p. 14).

In the current circumstances where virtual platforms such as Zoom, Teams, Skype, or in the case of poorer countries, WhatsApp, Telegram and Texting are being increasingly used for teaching, the fundamental issue has been how to ensure that pupils are engaging in learning rather than just ‘turning up’. As at 2nd November, 2020 [UNESCO](#) reported that it had organised a training session to enhance teachers’ ICT tool skill and guide them on how to deliver lessons through online platforms, as well as via radio and TV. Questions about how much learning can happen in cyber space without the presence of a physical teacher have still not been fully answered. However, there is research evidence that helping students develop skills and strategies for autonomous learning can benefit them well beyond the school (Nakata 2014; Xie, 2020).

One year into the COVID pandemic OECD (March 2021) reports the wide

range of distance learning tools and solutions used, which include: paper (books, take-home packages); TV; radio; internet, one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fibre optics, satellite, or wireless communication; audio conferencing; and video cassette, DVDs, and CD-ROMs. The report also identifies that online-platforms, were prioritised across all levels of education but most clearly at the secondary level. The use of mobile phones was identified at secondary level and radio was used more commonly for upper secondary schools. Primary and secondary schools used take-home packages, television, or radio. The only country from our target list in this report included in this OECD research, was Colombia, which reported using all the tools (online platforms, take-home packages, television, mobile phones, radio, and other distance learning modalities) across all their education systems. Colombia was also the only country which reported using a ‘flexible and self-paced platform’ (asynchronous learning platform). Less than 40% of the countries in the report had strategies for the re-opening of primary schools after the first period of closures in 2020 and less than 60% reported any strategies to address learning gaps in students who were unable to access distance learning, when schools re-opened after the first closure in 2020.

1.2 ONLINE TEACHING AND ELT – BEST PRACTICE IN ‘NORMAL’ TIMES

The concept of teaching English as a Foreign Language online is not new and so we are fortunate to be able to review some publications which could inform the pedagogy needed and thus the content of training courses that respond to the conditions brought about by the Covid crisis. Stanley (2013) identifies multiple ways to integrate technology into language learning, as well as building a learning community, introducing vocabulary, grammar, listening, reading, writing, speaking, pronunciation, project work, and assessment and evaluation. Teachers need to experience concrete examples of online pedagogy in order to feel confident enough to use technology for teaching. Walker and Goodwith (2013) share ideas on how to connect theory and practice, including how to do this with young learners with ideas on how to engage the learners, using stories, and the all-important safety and protecting children online.

Dudeney, Hockly and Pegrum (2013) argue that ‘digital’ literacies are the future in a time when we are preparing learners for an unknown future. Little did they know that seven years after they wrote their book the whole world would be forced to become digitally literate! They usefully divide ‘literacies’ up into: print, texting, hypertext, multimedia, gaming, mobile, code, tagging, search, information, filtering amongst others. We have now entered a whole new world, with a new

language that teachers need to understand.

Blackburn and Miles (2021) explore best practices in remote learning and the instructional ‘rigor’ needed, which includes learner engagement, planning, expectations, scaffolding and supporting learners, as well as assessment and partnering with parents and families as being critical to ensure success. Particularly useful is a table of technology tools for different types of activities, which will be presented in section 7.4.1 as directly feeding into the proposed training courses. Sharma and Barrett (2018) also explore best practices for what they call ‘blended learning’ but their description matches what we have termed ‘hybrid’ learning, with a combination of F2F and remote instruction. What is very interesting is that one of the definitions cited is ‘using a combination of different technologies’ and an example is given of

‘... a telephone course which combines regular phone classes with email communication and self-study material delivered on a web-based platform, such as listening to audio recordings at home ...’.

There is also a very useful chapter on ‘models’ of this type of learning, Hockly and Clandfield (in Sharma and Barrett 2018) describe different models in % terms. See Figure One for examples of different models of remote learning using %. Interestingly Model 1 is considered as ‘optional’ by the learners with only the ‘real’ learning happening in the F2F; in Model 2 the ‘time’ is not

as clear cut, because a F2F is a clear 50 mins or 90 mins, but the remote can take different learners a different amount of time to cover the

asynchronous work set; when we look at Model 4 which is 100% remote, the disadvantage is that the drop-out rate is 'notoriously high'!

Model 1	Model 2*	Model 3	Model 4
F2F = 70% Remote = 30%	F2F = 50% Remote = 50%	F2F = 20% Remote = 80%	Remote = 100%

*hybrid

Figure 1: Models of remote learning using %

What is clear for the purposes of the training course project is that teachers need to consider what model of teaching and learning experience they

are planning for because the design of the materials and the pedagogy are distinct for the two types of teaching and learning.

2. THE STUDY: METHODOLOGICAL APPROACH

The purpose of this research was to find answers to the following initial list of questions, set by British Council Americas, related to the specific approach, and needs for the teaching of English.

1. What skills do teachers who are new to teaching remotely (i.e., synchronously online) require?
2. What skills do teachers need to support learners with online guided learning (i.e., asynchronous, using learning management systems, etc.)?
3. What additional skills and considerations are there for teachers who must teach a combination of learners who are in the physical (face-to-face) classroom and others at home (i.e., hybrid learning)?
4. What CPD is recommended in order to help ELT and other subject teachers transition from the physical (face-to-face) classroom to teach remotely (i.e., synchronously) and support online guided learning (i.e., asynchronously through learning management systems, etc.)?
5. What type of CPD (e.g., synchronous, asynchronous, or a combination?) is ideal? What is the recommended duration (i.e., length of course) and frequency (how often should they receive input)?
6. What role do school leaders and policy makers play in the above? What CPD is required for them?
7. Are school systems ready and able to provide a remote teaching / hybrid offer? What major challenges exist to accomplishing the CPD suggested in questions 5 and 6? What can be done to overcome these?

This consultancy was designed to cover several phases (listed below). *ELT Consultants* worked closely with the British Council Americas, and in-country researchers on the design of an evidence-based approach to respond to the most effective strategies for remote teaching, specifically of the teaching of English, during COVID-19 during school disruptions. This was agreed at the beginning of December 2020, with *ELT Consultants*, then required to deliver several outputs over five stages of the project (see Appendix 1 for an overview of the stages and data collection processes). Note that an additional country, Peru, was added to the research and does not appear in the initial planned project overview. The *ELT Consultants* team of in-country

researchers were selected for their in-country knowledge of English language teaching, as well as their contacts with teachers in both the public and private schooling systems (see Appendix 2 for the roles of the *ELT Consultants* team).

The methodological procedure for this consultancy was initially designed to collect data from different stakeholders including MoE officials, teachers, parents, and students. This design was meant to examine three main areas of interest in shaping the new ways of teaching in the pandemic – educational stakeholder responses, evidence of success and teachers’ pedagogic needs – and these were summarised in the following broad questions:

1. How are different educational institutions and stakeholders in these countries responding to the pandemic?
2. What evidence is there of success or failure in the different responses of these stakeholders to the pandemic?
3. What skill sets do different groups of schoolteachers need to navigate teaching through the different scenarios and platforms imposed by the pandemic?

Our initial plan was to collect data from official documentation such as reports, policy statements and curriculum documents and from representatives of all possible education stakeholder groups as well as through observation of remote teaching. Given practical challenges at the early stages of this study it became clear that arranging for virtual interviews and focus groups with some stakeholders was a challenge. As a result, after consultation with the British Council Americas, MoE officials, parents and students were removed from the list of data sources, as were planned observations of virtual classes. The final adopted methodological procedure was therefore limited to the collection and analysis of a variety of

data from desk research of official/policy documents, teachers, and teacher educators and as a result, we were not able to fully answer the last two questions (6 & 7) on the initial list of British Council Americas, although data from the other data sources offered us some useful insights on which we could attempt to extrapolate our findings to school and policy level preparedness. Our final methodological procedure was based on triangulating qualitative and quantitative tools and analysing the data from desk research, surveys and focus groups. The broad and specific research questions were addressed through the research stages and strategies, captured in Figure Two below:



Figure 2: Sequence of the stages for the research strategies

Stage 1: Desk Research-completed by end December 2020

ELT Consultants identified and read relevant international and national reports and pandemic-related documents to identify key areas for investigation. In collaboration with the British Council Americas, *ELT Consultants* designed and refined a research methodology which enabled the collection of relevant information about current education policy and teacher education during the COVID-19 school disruptions. This information was then collated and analysed to identify what each country said they were doing during the pandemic and use this as a basis for the design an online survey for teachers to find out their lived reality (see Appendices 3 to 6 for individual country desk research). See analysis of Stage 1 data in Section 3 below.

Stage 2: Online Survey- completed by end February 2021

ELT Consultants designed and distributed an online survey for completion by teachers in four target countries and received a total of 540 responses from all four countries. See Appendix 8 for a copy of the online survey. The survey consisted of close-ended and open-ended questions to help us understand the extent of the challenges posed by school closures, as well as the nature of the different response strategies implemented. In collaboration with the British Council and other target country teacher associations, *ELT Consultants* conducted an online survey to get an overview of current English language

provision during the COVID-19 school disruptions in the educational system. The aim was to obtain an overview of current policy, curriculum, materials/textbooks and teacher education providers for both Primary and Secondary level English provision. Interactions with these stakeholders, and analysis of different policy and curriculum documents helped *ELT Consultants* to understand the current situation in the target four countries and what their capacity is to use digital teaching, as well as develop appropriate teacher education mechanisms that address the specific needs of Primary and Secondary level teachers and learners. An analysis of the data collected here helped *ELT Consultants* to identify what the teachers said compared to the official country data found in Stage 1 and the pandemic-related literature. These findings necessitated the design of an online focus group interview described below. See analysis of Stage 2 data in Section 4 below.

Stage 3: Online Focus Groups - completed by mid-March 2021

ELT Consultants conducted online focus group interviews in the four target countries, with a total of 16 teachers (see distribution of respondents by country in section four below) from respondents to the initial survey to understand their lived experiences of education during the lockdown and beyond, as well as their assessment of the impact of the intervention strategies on the teaching and learning during and after school closures. These interviews also sought to unpack what teachers are currently doing during the school disruptions, what support they have been given and what support they say

they would like. Exploring this was important in finding out where the gaps in current practice are and what skills the teachers feel they need to teach in ERT and what support they want. This was to give the research team a holistic and nuanced understanding of teachers' realities, skills and needs to make informed suggestions about their training needs, and what further

support they feel they need at school and MoE/State level for this new way of teaching (see Appendix 11 for interview protocol and questions). See analysis of Stage 3 data in Section 5 below.

The following Table Three summarizes the type of data that was generated

Table 3: Data generated for analysis

RESEARCH AREA	RESEARCH QUESTIONS	MAIN DATA SOURCE
<p>EDUCATION STAKEHOLDERS</p> <p>1. How are different educational institutions and stakeholders in these countries responding to the pandemic and what support do they need?</p>	<p>1.1 What role could school leaders and policy makers potentially play?</p> <p>1.2 Are school systems ready and able to provide a remote teaching / hybrid offer? What major challenges exist to accomplishing the CPD suggested in questions 3.5 and 2.1? What can be done to overcome these?</p>	<ul style="list-style-type: none"> • MoE and School official documents on responses • Online survey for teachers in all countries included in this study • Virtual focus group interviews with Teachers
<p>EVIDENCE</p> <p>2. What evidence is there of success or failure in the different responses of these stakeholders to the pandemic?</p> <p>Identify any gaps in knowledge and insight that can be met by focus groups and a selection of interviews with teachers and other stakeholders who have</p>	<p>Analyse data to find evidence:</p> <p>a) Synthesis and analysis of data, highlighting evidence-based answers to the research questions posed above.</p> <p>b) Review the needs of teachers for remote teaching (i.e. synchronous; live online) and identify how best to provide teacher development for this.</p> <p>c) Review the needs of teachers for guided online learning (i.e. asynchronous support via a Learning Management Systems, etc.) and how best to provide CPD for this.</p> <p>d) Review the needs of teachers who are obliged to undertake</p>	<ul style="list-style-type: none"> • Online survey for teachers in all countries included in this study to gauge their engagement in the teaching and learning • Focus group interviews with Teachers to gauge the school/educational system adoption

<p>recent experience and are able to provide more detail of some of the needs</p>	<p>hybrid learning (i.e. a combination of face-to-face and online) and how best to support them with CPD.</p> <p>e) Review the needs of School Leaders to respond to new and adjusted expectations of learners' achievements and learning outcomes as a result of this new way of teaching and learning</p> <p>To inform:</p> <p>2.1 Teachers skills/CPD (1.5) 2.2 Stakeholders support/CPD (2.1)</p>	
<p>PEDAGOGIC NEEDS</p> <p>3. What skill sets do different groups of schoolteachers need to navigate teaching through the different scenarios and platforms imposed by the pandemic</p>	<p>3.1 What skills do teachers who are new to teaching remotely (i.e. synchronously online) require?</p> <p>3.2 What skills do teachers need to support learners with online guided learning (i.e. asynchronous, using learning management systems, etc.)?</p> <p>3.3 What additional skills and considerations are there for teachers who have to teach a combination of learners who are in the physical (face-to-face) classroom and others at home (i.e. hybrid learning)?</p> <p>3.4 What CPD is recommended in order to help ELT and other subject teachers transition from the physical (face-to-face) classroom to teach remotely (i.e. synchronously) and support online guided learning (i.e. asynchronously through learning management systems, etc.)?</p> <p>3.5 What type of CPD (e.g. synchronous, asynchronous, or a combination?) is ideal? What is the recommended duration (i.e. length of course) and frequency (how often should they receive input?)</p>	<ul style="list-style-type: none"> ● MoE and School official documents on responses ● Online survey for teachers and students in all countries included in this ● Virtual Focus group interviews with Teachers Academic research and case studies (related to the skills teachers need that are similar/different from teaching in the f2f physical classroom)

Data collected from all these sources has been analysed to build a holistic picture of school closures response strategies and their impact on quality and equitable learning. The aim is to develop an inventory of possible educational intervention strategies for dealing with remote learning beyond the classroom. This includes identifying synchronous and asynchronous teaching practices that have worked in the pandemic and understanding why they have worked and, where necessary, collecting further data from participants to get deeper insights into the nature and extent of success as a basis for making recommendations about what support and training teachers need to deal with during virtual teaching and learning. The main data sources are existing research articles, reports, and accounts from the field about different teaching practices.

Stage 4: Data analysis – completed by mid-March 2021

ELT Consultants drafted and submitted a preliminary report to the British Council Americas including preliminary findings from an analysis of the data collected in stages 1 to 3, triangulating the different sources of data to ensure consistency and coherence.

Stage 5: Final Report and Presentation of findings before the end of March 2021

ELT Consultants was then required to present a full report of the process and findings of the situation analysis together with recommendations for what training might be relevant to the needs and current abilities and skills of teachers in these countries.

The methodological procedures are explained in further detail in each of the corresponding sections below, and findings presented making connections across the data sets where necessary.

3. STAGE 1 – DESK RESEARCH

For this stage of the study, ELT Consultants worked with one in-country researcher from each of the four countries, who had a contextual background and contacts (see Appendix 2 for details of the researchers) to collect, collate and summarise a range of documented data about current education policy and practice during the pandemic available both online and in state offices and schools they could approach. An

analysis of this data helped us arrive at an informed understanding of the educational context within which English is taught and how the various stakeholders were responding to the continued education of the students during the school closures.

Table Four below presents the specific documents, collected by in-country researchers in all four countries. See Appendices 3 to 6 for the target country online links and summaries of online content they identified. See Appendix 7 for an analysis of the data collected by country which is cross-referenced with Table 4 documentation.

Table 4: Checklist of specific documents in-country researchers were asked to collect

MINISTRY OF EDUCATION AND/OR INDIVIDUAL/STATE SUPPORT FOR SCHOOLS DURING COVID-19
<ol style="list-style-type: none"> 1. Ministry of Education and/or State official documents on website 2. Ministry of Education and/or State policies on inclusion 3. Other (news articles)
SCHOOLS – SUPPORT FOR TEACHERS DURING COVID-19
<ol style="list-style-type: none"> 1. Secretariat of education 2. Private elite bilingual school 3. Public school/foundation
SUPPORT FOR PARENTS/STUDENTS DURING COVID-19
<ol style="list-style-type: none"> 1. Government provision for parents/students 2. Ministry of Education and/or individual State official documents on website
SUPPORT FOR TEACHERS DURING COVID-19

1. Ministry of Education and/or individual State teacher training support
2. Support for teachers from teachers' associations
3. Other (Non-government organisations (NGO's) and publishers offering teacher training, state initiative to collect feedback from teachers, teachers own initiatives),

Note: Not all target countries provided all of the support identified and this is clearly identified in the breakdown in Appendix 7, e.g., neither Mexico nor Peru MoE/State official documents on websites gave any indication that the regional state education department deferred teaching decisions to schools.

3.1 FINDINGS FROM STAGE 1

Below is the summary of findings from the analysis of the data sets identified in Table Four above. Refer to Appendix 7 for an overview of the cumulative data collected by the in-country researchers and subsequently collated and analysed.

3.1.1 MINISTRY OF EDUCATION (MoE) AND/OR STATE REACTION

Official documentation from these sources reported several responses to education in the pandemic at policy level although we could not immediately verify which of these had been effectively deployed and to what extent they had. Key policy actions reported the following:

- all four target countries were reactive in addressing the continuity of academic learning for students either at a centralised or State level. They all issued MoE decrees allowing classes to move to remote learning
- all four countries reported having an emergency situation curriculum although this was not readily available to the research team, with the exception of Peru who used their 'Aprendo en Casa' platform with a planner for activities for secondary
- Colombia's recommended solution was a cross-curricular approach with virtual and physical resources to be used, including problem-based and project-based learning, but there was no explanation of what this would look like or how this could be carried out

- additional radio and internet satellites were made available for providers in Brasil and Peru
- additional interactive websites with songs, video books, apps, digital library, reading club were made available in all countries except for Peru
- where areas did not have internet access or families did not have devices, printed booklets with learning materials for students were made available for parents to collect from schools in Brasil, Mexico and Peru
- some pre-paid Subscriber Identity Module (SIM) cards were provided in Brasil (1,136 cell phones with SIM), Colombia (no details) and Peru (monthly budget but not continued into 2021) for parents, teachers and students

3.1.2 TECHNOLOGY (MADE AVAILABLE BY EITHER MoE/STATE OR OTHERS)

- a range of media was reportedly being used to continue education, which ranged from:
 - a) mass media, e.g., radio and television
 - b) social media, e.g., Facebook, YouTube
 - c) online meeting rooms, e.g., Zoom, Google Meet
 - d) online platforms, e.g., MoE, British Council
 - e) applications, e.g., Instagram, Whatsapp
 - f) a wealthy member of the public in Mexico (Carlos Slim's Red Compartidia) set up a network in rural

areas offering access
remote learning

3.1.3 STUDENT SUPPORT

The documents reported that:

- students were supported by their teachers either online, by phone calls or home visits from teachers
- students were supported by their parents who were given training on using computers, social media and usage of podcasts and videos (see parental support below)
- in Peru 433,000 students were allocated a monthly budget for mobiles
- in Colombia 75,000 computers with pre-installed educational content were distributed to students
- in Brasil one State education office partnered with a company that provided reconditioned laptops and computers to students
- in Brasil pre-paid SIMs were made available with provision of 1,136 cell phones and SIM cards for students and teachers
- in Mexico an initiative called 'Aprende on TV en Casa' (Learn at Home) was broadcast on TV using an open channel and a couple of other networks but this was not considered effective, so Aprende en Casa II was introduced with social media such as Facebook, posting

classes on a YouTube channel, and connecting using WhatsApp

- in Colombia the MoE provided a platform with a range of interactive resources for all grades for the subjects of language (Spanish), sciences and maths; for English learners there were graded readers. The platform also an App.

3.1.4 TEACHER SUPPORT

Policy documents reported that teachers were supported on using digital tools (see Technology) by:

- a) MoE documents in all four countries reported they organised training on the use of videoconferencing technologies such as Zoom, Microsoft Teams, Google, and Facetime
- b) private partnerships with MoE in Brasil and Colombia
- c) regional State tutorials in all four countries
- d) publishers in Colombia and Peru offering teacher training online

- teachers were supported with training on managing emotions, their own and that of their students in Brasil and Colombia
- in some cases, pre-paid SIMs were made available in Brasil with provision of 1,136 cell

phones and SIM cards for students and teachers. In Peru and Colombia students and teachers were given a monthly budget for SIM card but as we shall see later, this seemed tokenistic as teachers still complained about students not being able to access learning remotely.

- in Brasil, a website produced by Vozes da Educação, an Education Consultancy with the support of Instituto Unibanco produced a report to identify what was offered in the 26 States which included: 25 states offered online training for teachers. 23 out of 26 states held webinars and video tutorials on YouTube for online classes. one state provided self-study portable document format (PDFs) for teachers and one state had no information about teacher training and about the online classes.

3.1.5 TEACHER ASSOCIATIONS AND UNIONS

It was reported that:

- In Colombia, the Teacher's Association (Teaching English to Speakers of Other Languages (TESOL) Colombia) offered 10 webinars between March to May 2020 in a wide range of relevant online sessions which were recorded and available for download

- In Mexico, it was reported that some teachers' unions handed out thousands of devices to students in need but there are no details of what they were
- In Peru, various Facebook, and WhatsApp Teachers' Groups such as Teachers Peru, Peruvian English Teachers Network, Peruvian English Teachers, Peru TEC and local teacher trainers have offered free teacher training.

3.1.6 INCLUSIVITY FOR STUDENTS

It was reported that:

- teachers in all the four countries were supported through online training on working with special needs and inclusivity, in all the countries except for Brasil, this was also conducted through local languages.

3.1.7 PARENTAL SUPPORT

It was reported that parents were supported by the MoE directly with:

- a) setting up self-learning, a guide for toddlers and study routines for older students in all four countries
- b) In 2015 some development was started using digital technology for education in Colombia, called 'Escuela TIC familia' (Family ICT

school) but the website did not have any resources or current courses being offered

- c) resources on social media, podcasts, memes, and videos were provided in Colombia
- d) loans to parents to send their children to private schools which had reopened, or to purchase devices was provided in Colombia
- e) giving or loaning devices, such as laptops and tablets to students in Colombia, Mexico, and Peru (e.g., 4,500 devices delivered across the country in Mexico)
- f) providing pre-paid SIM cards in Peru but this only lasted between October to December 2020
- g) some communities offered new/refurbished devices, such as in Colombia, for parents to use with their learners and to connect with teachers

3.2 SUMMARY OF FINDINGS FROM STAGE 1

As can be seen from the list of responses to education in the pandemic above, all the four countries agreed that schools and teachers could move to remote teaching and learning, however, except for Peru, this did not come with an educational plan either at MoE or State level. This consisted of a wide range of provisions which included digital online learning, training for teachers, development of TV and radio programmes, distribution of printed materials for teachers and students (who did not have access to digital resources). Colombia also expanded

the digital, radio and television infrastructure for teachers and students. At different levels, all countries reported that they have increased access to digital learning through collaborations with private companies and the community. What is more, teachers were said to be supported with professional development in using digital technologies and there is evidence that teacher associations in Colombia and Peru were collaborating with teachers. In summary, there was a reactive response to achieving some level of education in the new 'normality' of learning at home.

4. STAGE 2: ONLINE SURVEY

For this phase of the consultancy, *ELT Consultants* designed a survey questionnaire (see appendix 8) which was distributed to teachers online using a variety of channels in the four countries under study. The questionnaire consisted of 19 questions including 7 open-ended questions which elicited details about teachers use of digital tools, the training received from their institution and/or MoE, their main challenges and opportunities

emerging from remote teaching, as well as their thoughts about the kinds of training they needed as well as their expectations of parents for supporting students learning at home. The survey was translated into Portuguese for Brasil, and Spanish for Colombia, Mexico and Peru and was distributed online by a range of contacts known to the in-country researchers, including through the British Council's teacher's database. To meet the timelines required by the British Council Americas, the distribution of this survey took place during the 'summer holidays' in these countries. Table Five below shows the number of teacher respondents per country.

Table 5: Distribution of Online Survey responses received per country

Country	Total Responses
Brasil	108
Colombia	237
Mexico	87
Peru	108
Total number of responses	540

4.1. FINDINGS FROM STAGE 2

The main findings from the survey are divided into two parts below: we first present the relevant raw data and then later collate these under headings relevant to answering the research questions.

4.2 RAW DATA FROM THE ONLINE SURVEY

Below is the overview of the different data sets obtained in Stage 2. The relevant questions are covered in the order in which they appear in the survey starting with responses to closed-ended (quantitative) questions and then moving on to responses to open-ended (qualitative) questions. In this section, data from close-ended questions are combined across all four countries and presented in percentages; a detailed country-by-country breakdown of the data is presented in Appendices 9 and 10.

4.2.1 FINDINGS FROM CLOSED-ENDED QUESTIONS

The first six questions aimed at knowing the respondents' working contexts showed that 74% of the teachers surveyed work at public schools, compared to 33% at private schools. 28% of all respondents were primary level teachers and 72% were secondary level teachers although within these, about 15% reported that they also taught in primary schools, giving a total primary level responses rate at 43%. What is more, 78% of all respondents were teachers of English

and included primary level 'generalist' teachers who also teach English in addition to all other subjects in the curriculum. Although we were not able to target respondents in schools because of the time this survey was distributed, this demographic works well for this research project because it gives us the opportunity to better understand the realities of a reasonable representation of different teaching conditions including of state and private sector secondary and primary schools in the four countries and to draw from any possible differences between both types of schools provision to make comparisons that might be beneficial to developing ideas about what is generally possible in the contexts. Finally, responses to the question about their current work in the context of the pandemic revealed that 93% of the 540 respondents, teachers reported that they can connect with their students using the internet.

Questions 8 and 9 required respondents to identify from a list, ways in which they had supported their learners during the pandemic in both public and private schools and the findings from their responses are presented in Figure Three below:

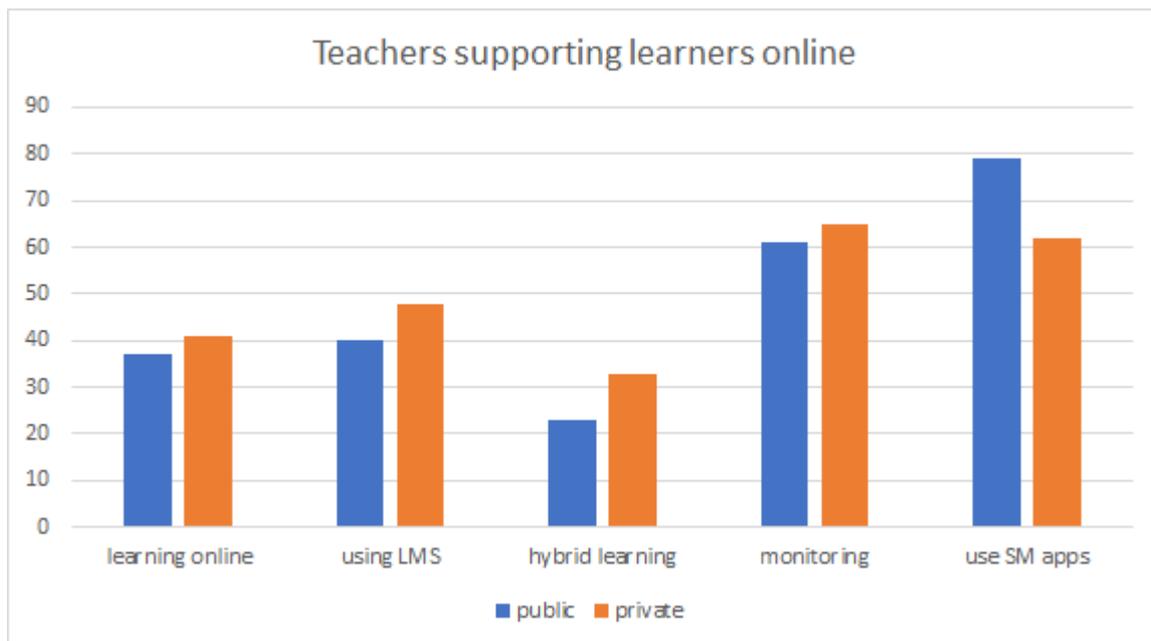


Figure 3: Public and private schools Teachers' support of learners

As Figure Three above shows there was very little difference between teacher support for learners in public and private schools. In fact, although, as we saw earlier, 93% of teachers said they were teaching virtually, less than 50% of them had trained learners on how to learn online or on how to use a Learning Management System (LMS) so students could work on their own. An even lower percentage of teachers trained their students on dealing with hybrid teaching although it was not clear what their conceptualisation of hybrid teaching was. As the data indicated, this group of teachers were also amongst those who said they were teaching virtually. On the contrary a

significantly high percentage of respondents (80% in public schools and 64% in private schools) supported student learning through social media platforms and apps (such as Facebook and WhatsApp) and also used platforms like Zoom to monitor student progress.

In relation to the ways in which teachers in both public and private schools had been supported by their schools during the pandemic (Q13 and 15), participants responses indicated that they had received some training from their schools as shown on Figure Four below:

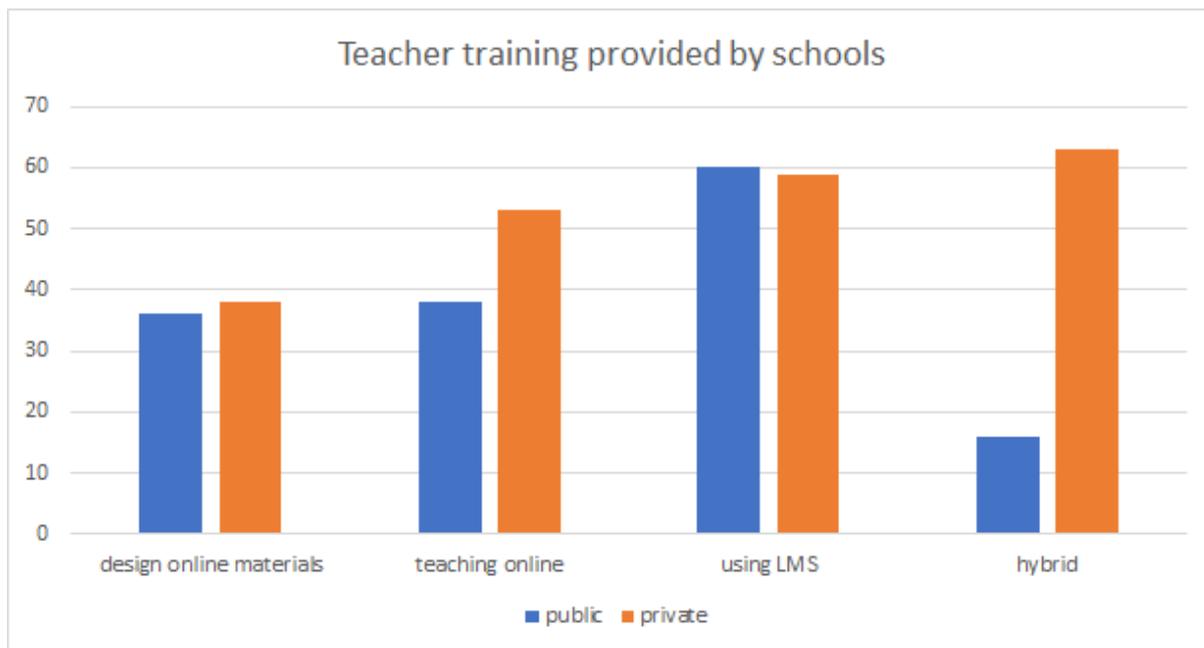


Figure 4: Public and private school training for Teachers

As Figure Four above indicates, under 40% of teachers are being supported by both public and private schools with regard to training on designing online materials. Public school teacher training on online teaching was also low (below 40%) while 54% of private school teachers received training for this from their schools. Less than 60% of teachers in both private and public schools confirmed that their schools had offered them training on using LMS. A comparison of responses on the provision of training for online teaching and use of LMS suggest that there is more emphasis on the use of technology, than on the pedagogy of the technology. What is more, as Figure Four shows, there is very little training on hybrid teaching in public schools (18%) compared to private schools (60%). Even where there had been training, this did not seem to meet the needs of teachers as expressed in the following words by a state

schoolteacher in Brasil: ‘We had a pedagogical week on hybrid teaching, but it was very little, more theoretical. Most of the information I searched for on Google and YouTube.’ In the additional data from the ‘other’ rubric of these questions teachers from both groups reported that their schools had not provided any kind of budget to support the payment of additional online costs. These findings show that teachers were not all receiving support from their schools and many were left to their own initiative to source and pay for their own training for online materials design and online training. Further details of the trainings teachers from each country received from their school or MoE as well as training they sought for on their own is provided in Appendix 9; in Figure Five below, we present a summary of the training public school teachers from all four countries received:

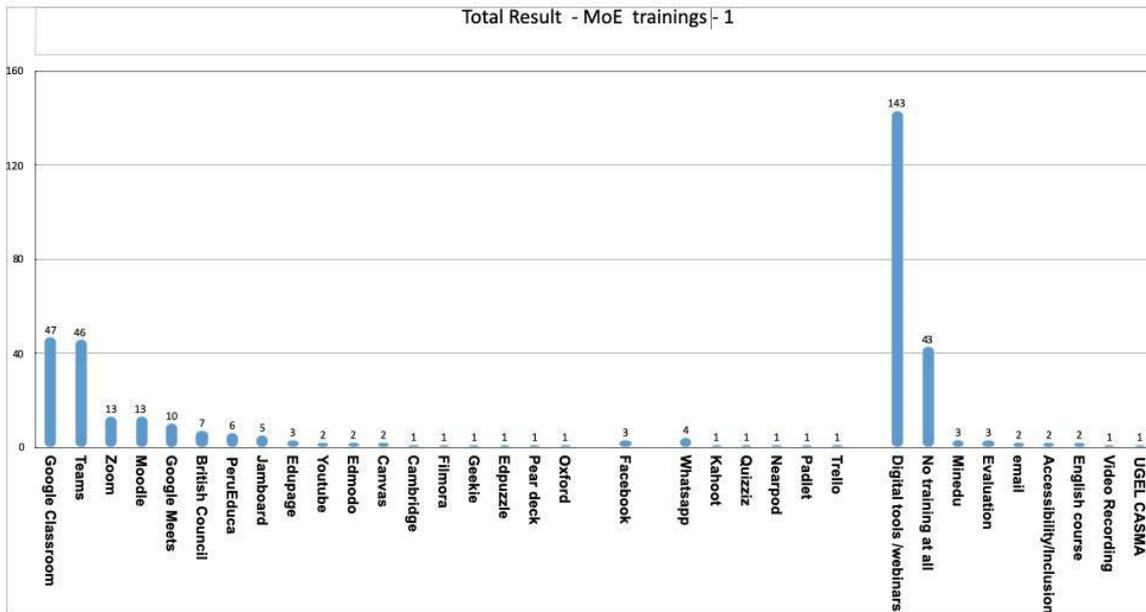


Figure 5: School/MoE training provided to teachers in all four countries

As Figure Five shows, only 143 (36%) of the 399 respondents from state schools received training on the use of digital tools from the MoE or their schools and these were mainly conducted through webinars. The dominant training packages included the use of Google Classroom, Teams, zoom, Moodle, Google Meet, the British Council TeachingEnglish webpages and WhatsApp. There were other specific platforms and Apps included in different countries but the number of

teachers who reported these was between three or below. 43 respondents also reported having no training at all both on their own or from the MoE.

The questionnaire also sought to find out from teachers how their schools supported parents with the experiences of online teaching and learning for their children and their responses are captured in Figure Six below:

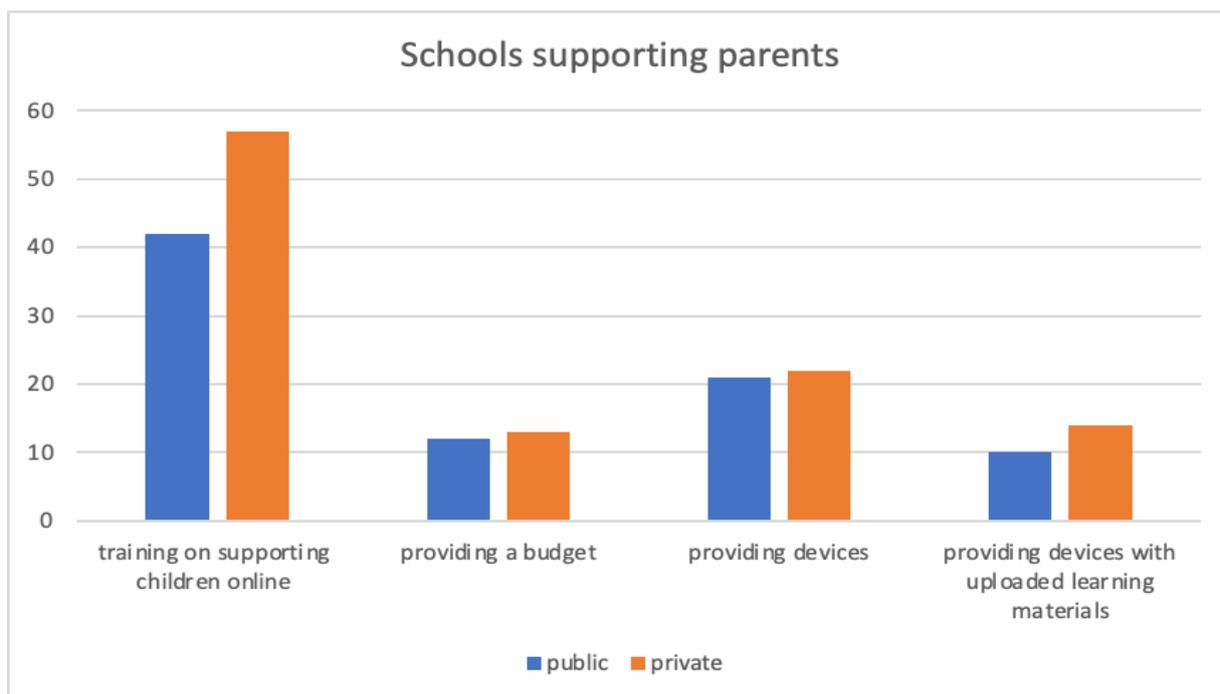


Figure 6: Public and private schools support of parents

As can be seen on Figure Six above, responses indicate that there is not much difference between the support given to parents by public and private schools although a higher percentage of teachers from private schools (57%) as opposed to public schools (42%) responded that their schools had trained parents on how to support their children with learning online. A very low percentage of respondents from both public and private schools reported that their schools were supporting parents

with a budget for accessing the internet, devices that can access the internet or even devices with uploaded learning materials. Apart from training for parents on supporting children online where private schools did significantly better than public schools, in all other cases, there was no real difference between the number of respondents who reported state and private schools support for parents in the other areas covered in the questionnaire.

4.2.2 FINDINGS FROM OPEN-ENDED QUESTIONS

In this part, we present a more detailed analysis of some of the open-ended responses to the survey. The rationale for including open-ended questions in the survey was to understand in greater detail how the teachers are using

technology and identify the skills needed for impactful teaching and learning. The findings are presented below based on the order in which the open-ended questions appear in the questionnaire. Further details of the apps used by teachers from each country, their achievements, and

challenges, as well as the training they received is provided in Appendix 10.

4.2.2.1 Teachers' Use of Educational Apps

Respondents were asked to briefly explain how they have used educational platforms or apps to teach their students during the pandemic (Q10) and their responses show a wide range of apps and platforms used by teachers for different purposes in both synchronous and asynchronous teaching. Overall, there is a lot of focus on the technology to be used and the content to be taught but very little evidence that teachers consider the socioemotional constraints of this new ways of teaching. It is not clear from the responses whether the content for online teaching is the same as for previous face-to-face teaching, but the responses suggest that this might not have been a consideration since the shift to online teaching. Training that explores the balance between content, choice of technology and the student/teacher wellbeing in the digital classroom and provides ideas and strategies for balancing these in a realistic way would be good both at policy level and at classroom level.

4.2.2.2. Synchronous Teaching

Synchronous sessions tend to be short (between 30 – 50mins) because teachers are aware that many students cannot afford internet data to stay online for long, so they tend to share tasks, activities, and resources (asynchronously) and create times for online discussion in a variety of formats and purposes.

Apps/platform such as Zoom, Teams, WebEx, Google Meet, Facebook live, Instagram were mainly used for weekly classes during timetabled/pre-determined hours for Synchronous teaching to:

- Conduct live teaching sessions
- Explain or clarify pre-distributed tasks
- Explain content of materials (provided by the MoE as in Brasil for example)
- Share illustrative videos to support student understanding of asynchronously presented input.

WhatsApp Duolingo, chat class, Instagram were also used for ongoing (synchronous) teaching, live Q&A sessions, and to clarify (asynchronous) tasks.

4.2.2.3 Asynchronous Teaching

Asynchronous teaching mainly consisted of sharing resources for self-study and assessment of student learning. WhatsApp seems to be the most popularly used app for asynchronous teaching because it allows teachers the possibility to send explanatory audios & videos, listening exercises, learning guides in different text formats, and links to videos and different online language learning platforms. In some cases (e.g., Brasil) Whatsapp is used to share content developed by the MoE and teachers play more of a self-study facilitation role such as responding to student questions via Whatsapp and other chat platforms. While many teachers said they used WhatsApp and other messaging apps for sharing

tasks/activities and links to online (printable) resources, some teachers used emails to send and receive tasks, Blogs for resources and explanations online for self-study, Google Forms for Monthly Assessments, Google Classroom for material dissemination, YouTube for pre-recorded teaching sessions. Teachers also used a variety of online apps (e.g., quizzis, kahoot,

arbolabc.com, cerebriti.com, chocolatelearning.com, cokitos.com, etc) for interactive activities online but these are all asynchronous ways of supporting student learning. See Table Six below for a summary of teachers' use of educational apps for synchronous and asynchronous teaching.

Table 6: Summary of Teachers' Use of Educational Apps for Synchronous & Asynchronous Teaching

Teaching mode	Platforms	Functions
Synchronous Teaching	<u>Teleconferencing</u> Zoom Teams Webex <u>Social Media</u> Google Meet Facebook Live Instagram	<ul style="list-style-type: none"> - conduct live teaching sessions - explain or clarify pre-distributed tasks - explain content of materials (provided by the MoE as in Brasil for example) - share illustrative videos to support student understanding of asynchronously presented input.
Asynchronous Teaching and assessment	Blogs YouTube	<ul style="list-style-type: none"> - Self-study resources - Explanations - Pre-recorded teaching sessions
	WhatsApp	<ul style="list-style-type: none"> - Self-study - Explanatory audios & videos - Listening exercises - Learning guides - Links to videos - Share content from MoE - Responding to student questions
	Blogs Youtube	<ul style="list-style-type: none"> - Resources - Explanations - Pre-recorded teaching sessions
	Google Jamboard Wordwall Common slide/Word doc	<ul style="list-style-type: none"> - Monthly assessments (forms) - Sharing materials (classroom)
	<u>Other Apps</u> quizzis kahoot	<ul style="list-style-type: none"> - Interactive online activities, quizzes and games

	arbolabc.com cerebriti.com chocolatelearning.com cokitos.com flipgrip Pickstone Snapchat	-Student recording themselves or making comics
--	--	--

4.2.2.4 Teacher – Parent collaboration

There is some evidence in the data analysed that WhatsApp also serves as a channel of communication with parents to remind students of required work and deadlines, but this seems to be one-directional (teacher instructions to parents) rather than a collaborative engagement for mutual benefit.

The evidence so far suggests that there is a lot more provision for asynchronous teaching than for synchronous teaching and this creates a real problem if previous teacher practices did not promote or support

independent/autonomous learning strategies for students. It poses an even more difficult problem for primary level students if there is no school-parent collaboration with the aim of helping parents learn how to support learning at home especially when this involves foreign language learning.

4.2.2.5 Benefits of the Pandemic to Teachers

In response to what teachers think has been the biggest gain in education during the pandemic and why (Q11), responses analysed identify six main gains:

1. Knowledge of technological resources and the use of these digital tools for educational purposes: Teachers have learned to use available technology (such as their mobile phones) for educational purposes in a way they had never done before. In the process, they have also learned new online and mobile platforms/apps which can facilitate learning and ongoing student support. Sustaining the use of some of these after the pandemic would be a useful way of keeping students engaged. Some state schools have also benefited from virtual suites provided by educational authorities.

2. Material development: There is some indication that some teachers have had to produce their own materials, but a lot of the resources have still been textbook based or provided by the MoE with no indication of whether these were revised or reduced to meet the challenges of online learning. Despite this, the possibility for teachers to incorporate existing online resources such as games and quizzes has added value to their teaching. Because of the digital divide (see 5 below) some teachers have also

learned skills in developing materials and activities for synchronous and asynchronous teaching/learning.

3. Pedagogic activity: Teachers have learned 'new ways to teach' through quick training and through sharing good practice with other colleagues. They appreciate the possibility of engaging students in a variety of activities facilitated by the technology and the variety of online resources they are now familiar with.

4. Student autonomy and engagement: A word that comes up several times in the data is student autonomy/independence although this has not been linked to any teacher effort. It does seem that this has been a situational gain, the exploitation of which will need to be integrated into future teacher training. There is also a significant account of student interaction and responses suggest that students who were able to participate online have been more active than in classrooms mainly because there were opportunities to ask teachers questions directly via chat and get instant responses. Voluntary participation, risk taking, active interaction and motivation to contribute to classroom activities have been highlighted as major gains. Oracy has also been seen to have increased because students shared recordings of their speech with teachers during English lessons.

5. Digital divide effects: Despite the student gains identified by teachers, there is also a recognition that many students did not have access to digital resources or internet data. This is particularly the case in state schools in rural parts of each of the four countries where teachers have had real difficulties. In fact, teachers in Colombia and Brasil pointed out that at least 30% of students did not have access to the internet making the need for alternative ways of developing hybrid teaching an absolute necessity. A positive though, is that there have been changes in some teachers' perceptions of the motivational, cognitive, and socio-emotional needs of their students, an area which needs to be developed further.

6. More Teacher -parent communication: This seems a significant benefit especially for primary level children although, again, it is not clear how this collaboration works beyond teachers sharing tasks with parents and reminding students of deadlines though their parents. What is clear, though, is the recognition by parents of the important educational value of mobile digital devices and the need to not see them as a distraction to children

4.2.2.6 Major challenges faced by teachers during the pandemic

Responses to the question on the biggest challenges faced by teachers (Q12) reveal a variety of issues particularly in relation to the swift and unplanned nature of the transition from face-to-face to remote teaching. In

some cases, there was a 'lack of support, planning and guidance of the school where I work' (Brasil Participant). While the challenges of adapting to technology seems to be the biggest challenge for teachers, there were several issues raised which pose real challenges for effective education in the pandemic. Some of these include:

- **Accessibility and Connectivity challenges:** From the data, three main groups of students can be identified, namely those with access to technology that supports real-time video conferencing lessons, those with only mobile devices that support chat apps and those with no access to technology. Many students (in some cases, most students) belonged to the last group and so were either not taught or relied on printed resources, posing a second problem of how to support students whom teachers cannot contact. Even with students in the first two groups there were still challenges where students used the same equipment with parents and other siblings, and teachers found it challenging to find the right time to teach students relying on their parent's devices, when their parents were at work themselves.
- **Pedagogic challenges:** Having been used to designing lessons for face-to-face teaching, teachers struggled to 'adapt previously planned classes for classroom teaching' to online platforms. They also reported challenges in designing interactive material for online teaching given the pressures imposed by the transition and the other student challenges presented above. Another challenge reported included how to help students develop autonomy and self-motivation at home.
- **Assessment challenges:** Respondents expressed concerns about the reliability of online assessment particularly as they could not monitor students. In some cases, it was reported that families supported students during assessments rendering it difficult to judge the real gains for students.
- **Teacher Wellbeing:** managing work and family balance was a major difficulty due to constant communication with students via chat platforms

4.2.2.7 Training Received so Far

In order to gain further insights into the training received by teachers to prepare them for teaching during the pandemic (see section 4.2.1 above) we asked respondents who said they had

received training in virtual or hybrid teaching to briefly summarize the content, the duration, and the usefulness it has had in their work (Q16). In all four countries, participants'

responses showed that teachers had at least received some training, but this ranged from self-initiated training mentioned include the Google Suite, Teams, Zoom. In Peru, the PeruEduca portal served as a platform for self-study on how to use online learning platforms. There were different training

through watching videos to school and MoE provided training on how to use different platforms. The main platforms durations highlighted in the data ranging from one off online workshops, to 180hrs (in one case) of training. Overall, therefore it still appears:

- Training on online teaching was insufficient in terms of duration of input
- Online training was mainly focused on the use of technology and the different platforms available to teachers
- There was no indication of curriculum changes to fit the new ways of teaching
- Training on online pedagogy was not an essential component of the different courses taken by teachers
- Training on hybrid teaching was not mentioned in three of the four countries; only one respondent in Brasil reported having undertaken 8 hours of training on hybrid training although it was not clear what their conceptualisation of hybridity was. As we shall see from the focus group interviews below, hybrid teaching was again mentioned only by teachers in Brasil.
- The training packages seemed to focus more on using technology to teach rather than to learn; in other words, there was no indication of learner training, or even parent training.

4.2.2.8 Expressed Training Needs

Question 18:

Having identified the different training packages that teachers had been exposed to (see Figure Five and Appendices 9 and 10) we sought to elicit from respondents, what they considered to be their real training needs. Question 18 specifically asked them to say and explain what further

training and support they would need to be able to teach effectively now. Responses to this question identified several key technologies related training needs as well as the need for training on how to conduct hybrid teaching (see Figure Seven below). This was consistent with the challenges expressed above particularly in relation to how to support students who have limited or no access to technology or connectivity.

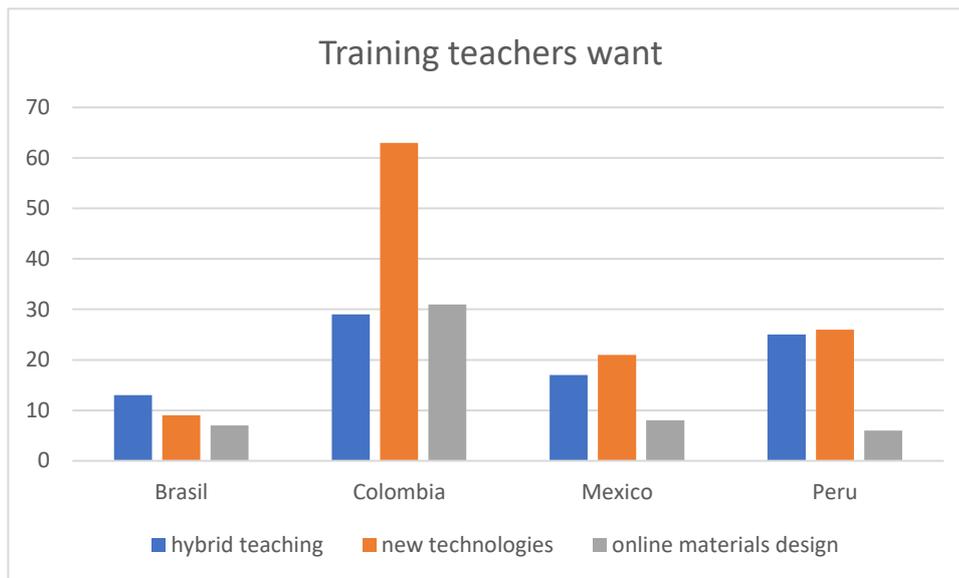


Figure 7: Training teachers want

As can be seen from Figure Seven above, teacher responses showed that despite the strong emphasis of previous training on the use of technologies to teach, they needed further training in areas such as the use of new technologies, hybrid teaching and material design for online teaching amongst other minor areas which we did not include here as they are all related to the key areas presented in Figure Seven.

Open-ended responses suggested that while teachers have had varying degrees of training on online teaching these have all been short sessions. The different suggestions for training expressed are tied to the need for a more ongoing training or training for a substantial amount of time which would enable teachers develop skills in the use of different technological tools,

materials and lesson design for online teaching, student training in the use of digital tools, student training in developing self-study strategies and monitoring as well as training parents to support home learning. Below is a summary of the key ideas for training from open-ended responses:

4.2.2.9 Technological

- Inventory of available platforms
- Potentials of each platform for synchronous and/or asynchronous teaching
- Integrating resources from different platforms into one or two key platforms (e.g., blogs, ppt, videos, into WhatsApp or Teams)
- Managing synchronous face-to-face and virtual teaching (in real time)
- Tools for hybrid teaching (see second point below)

4.2.2.10 Materials and Pedagogy

- What online teaching is/involves
- Models and possibilities of hybrid teaching
- Designing materials and activities for online teaching
- Designing engaging and motivating self-study materials for different age/proficiency groups
- Designing grade appropriate self-study materials
- Providing ongoing support, monitoring, and evaluating self-study
- Activities for the hybrid classroom
- Developing an integrated /interdisciplinary curriculum

4.2.2.11 Parental Involvement

- Parent training on supporting and monitoring home learning, including synchronous learning and self-study.
- Community – school engagement in home-schooling

4.3 SUMMARY OF FINDINGS FROM STAGE 2

An overview of the findings presented above suggests that the rush to virtual education meant that although there were attempts to support teachers, this was mainly on how to use the technology rather than on how to design a curriculum, materials and pedagogy for online teaching and learning. Many teachers appear to have been left to their own initiatives to work out what is effective in their contexts. Although there was very little reference to interdisciplinary teaching (e.g., only two respondents from Brasil mentioned it) this seems to be a key area of training given the limited connectivity issues and the need to link different

areas of learning so that students can learn different subjects in a holistic/interconnected manner. This was also suggested as a solution to current teaching challenges in the Colombian MoE policy documents analysed in Stage 1 but there was no plan on how to develop this in practice both at the level of curriculum and pedagogy. Finally, reference to hybrid forms of teaching was very limited (in fact to one respondent) suggesting that with social distance restrictions in place and the inability of some students to access internet-dependent educational provision at home, the need to bring these underprivileged students into school might be hampered if teachers are not able to teach them while at the same time teaching those at home virtually.

5. STAGE 3 – FOCUS GROUP INTERVIEWS

To gain deeper insights into some of the issues raised following an analysis of the closed and open-ended data collected via the questionnaire, the research conducted further focus group interviews with up to five teachers and teacher educators in the four countries studied through zoom. The focus group participants for each country were selected from amongst those who expressed a willingness to be contacted for a follow up interview by providing their contact information in their questionnaire response. For each country, we shortlisted up to 8 potential participants based on four main criteria: (a) that they were doing some form of virtual teaching; (b) that they used more than one virtual platform/app to teach and (c) that they either taught in a both public and private school or at least in a public school. The first two criteria were guided by our desire to gain deeper

understanding of the possibilities for virtual teaching within these countries and the third criterion was included to help us understand public school realities by, where possible, confronting these with what was happening in private schools. A fourth criterion included willingness and availability to participate in a focus group interview at a time that was mutually convenient to other participants in each country. This last criterion imposed on us some variation in the number of participants and interviews conducted in each country. For example, while we were able to conduct one focus group interview in Brasil because all participants agreed on the same time slot, we were forced to conduct two smaller group interviews in the other countries because of challenges in identifying one time slot for all participants. A total number of 16 teachers and teacher educators participated in the online focus group interviews as can be seen in Table Seven below

Table 7: Total number of teachers and teacher educators in focus groups

Brasil	Colombia	Mexico	Peru
3	5	4	4

The focus group interviews were guided by 7 broad questions: the first two sought information about participants' teaching experiences before and during the pandemic to have a clearer idea of what changes had occurred to their work life because of the pandemic as well as how they were

dealing with these changes. Question three focused on their professional training for teaching in the pandemic while question four probed into their actual teaching practices through the different virtual platforms/ applications they had listed in their questionnaire responses. Questions five and six

elicited participants experiences in relation how they were dealing with any challenges they were currently facing particularly in relation to dealing with the gap between students with technological resources and those who do not have access to any form of technology. The final question sought to elicit from participants their expectations of the training content, knowledge and skills that would most meet their current needs. See Appendix 11 for breakdown of questions.

5.1 FINDINGS FROM STAGE 3 (FOCUS GROUPS)

In this section we present the findings from the focus group interviews taking into consideration four key themes. Theme one presents findings from Interview questions one, two and three in relation to how teachers managed the transition from face-to-face to virtual teaching and examines some of the differences and similarities between the challenges they faced in their work before and at the start of the pandemic and how they responded initially to education during the early days of the pandemic. This section also includes

5.1.1 MANAGING THE TRANSITION TO ONLINE TEACHING

To better understand how teachers and schools managed the transition from face-to-face to virtual teaching we started by finding out about their working experience before the

findings about the nature and content of the training they received at the start of the pandemic before they engaged in virtual teaching. Theme two is based in data collected via question four and focuses on teachers' actual teaching and how they make use of the different virtual platforms to meet the needs of students who have access to technology as well as how they deal with students who do not have access to technology. Here too, we explore the possibilities and realities of hybrid teaching to unpack what is currently being perceived as hybridity in the context of these countries. Theme three examines some of the challenges currently faced by teachers as well as how they are navigating these challenges and theme four presents teachers' perceived training needs and their perceptions of how these might be best met. In presenting these findings, we make cross references to findings from section 4 (Stage 2) above with the view of casting more light on emerging ideas already presented in the questionnaire responses and providing further details that would help us formulate relevant recommendations for the type of support needed by teachers in these countries.

transition. Data from all focus group interviews identified several existing challenges in each context which were eventually transferred to online classes, further affecting the educational provision in these countries. Common issues identified by participants included:

- Large class sizes in public schools and the consequent challenges in managing disciplinary issues
- Adapting the content that should be passed on to children who had never had contact with the English language.
- Teaching students with Special Education Needs (SEN)
- Lack of resources
- Mixed ability classes
- Low socioeconomic background of students in public schools
- Lack of (or limited) parental support and engagement with school
- Unequal access to technology
- Workload issues, burnout, and job insecurity.

These challenges were further compounded in public schools by problems of students involved in drugs and needing emotional, psychological as well as intellectual support. One participant captures this in the following words:

Students of all ages, teenagers which was what I liked most. In the public school there had to be a great emotional balance because of the situation of the students, students who dealt with drugs, students with problems. In most cases it is the grandparents who take care of the children. (Brasil participant)

In terms of teaching practices, participants suggested that while there were possibilities for interactive teaching in private schools owing to the availability of technological resources and the socioeconomic backgrounds of students who benefitted from parental support at home, in state schools, teacher responses to these challenges were often in the form of transmissive pedagogies – ‘chalk and paper’ teaching. In Peru, for example, participants from public schools recognised that their current practices

were still very traditional and out of tune with the current approaches that responded to the needs and abilities of their students. These practices were then transferred to online teaching with the added difficulty of not being able to monitor students as would have been the case in F2F classes that were already challenging for teachers.

While the transition to remote teaching in some private schools was rapid because of the existence of technology and the relatively advantageous socioeconomic status of parents, teachers still were not adequately prepared for this form of teaching and were ‘learning by practice’. In state schools however, the transition was rather complicated owing to the existing challenges listed above and the relatively lower socioeconomic status of some of the students as well as a lack of preparedness for this way of teaching. As participants pointed out ‘Pre-service teacher training did not cover technology’ (Peru) or ‘we didn’t use technology before the pandemic, we had no training’ (Colombia) and as a result, not all teachers were able to manage the new demands of using technology in their teaching. Even

where the state provided technological support (e.g., Google suite in Mexico) it was, and is still not immediately. The transition to remote teaching was and has therefore been more of a quick rescue solution which limits the potential for critical reflection on what works and promotes survival pedagogies as teachers just barely get on. The following representative excerpt from Brasil captures the transition:

In the public school it was complicated. They partnered with Microsoft Teams. Coordinators were lost, little training, Teams is a heavy platform for cell phones and the cell phone, in general, belonged to the mothers who were at work. Less than 10% of the students accessed it, either because there was no internet, or not enough memory on the cell phone (Brasil)

Perspectives shared in the focus groups were consistent with those shared in the questionnaire responses across all countries in terms of how little teachers were trained for the new way of teaching and how little support students had from the public schools. Teacher training for virtual teaching predominantly focused on how to use

possible for teachers to adjust to this way of teaching with very limited ad hoc training.

the platforms rather than on online pedagogies; this meant that previous traditional practices were simply transferred to online teaching. It was revealed that some schools had no synchronous teaching for a whole year and students were forced to rely on asynchronous learning through platforms such as YouTube, shared PowerPoint slides and worksheets. Overall, this new way of teaching also depended largely on parents being able to share their mobile devices with students and it could be said that the success or failure of remote teaching in this context depended largely on parental support and teacher effort. For example, teachers used WhatsApp to connect with parents, sent learning activities linked to state provided TV learning programmes and other online resources. It was only much later, that teachers were, where possible, able to organise synchronised classes via the available (google) platforms.

Teachers reported new (additional) challenges emerging from this transition to virtual teaching which include:

- Increased workload and psychological pressure
- Difficulties in covering the same old curriculum
- Adapting existing materials as well as teaching practices to the new medium
- Reduction in contact time with students
- Inability to monitor student learning in a systematic manner
- Increased demands to convince and support parents in supporting learning at home

- Dealing with inequality of access to technology by students and the need to use both technology and paper-based materials to support all students (hybrid provision?)

These additional challenges require a specific training curriculum which would at the same time address some of the earlier challenges that might cross over to virtual or hybrid teaching. For example, issues of classroom and behaviour management and traditional forms of teaching need to be engaged with alongside issues of curriculum design and virtual interactive pedagogies.

5.1.2 CURRENT TEACHING PRACTICES FOR VIRTUAL AND HYBRID SPACES

Findings from focus groups were generally consistent with teacher responses to open ended questions in the survey and provided further detail from teachers who were actively using different forms of technology in their teaching. What emerged from the focus groups was the significant differences between private and public schools in terms of the existence of technology. While in some cases, private schools had digitized books that they were able to use alongside other digital resources, public school teachers depended largely on what was freely available online. In both types of schools however, it was clear that there had been progress in dealing with teaching in the pandemic from the early experiences of 2020 especially as teachers were getting more and more used to working online and learning about different digital options. However,

given the different ages and grades of students they teach, it was clear that teachers needed tailored training on how to use the technology available to meet the different needs of different age groups across the primary and secondary sector.

In section 4.2 above, we presented the different platforms and Apps used by teachers in these four countries. The following excerpt from Peru illustrates how far some teachers were able to navigate the different digital platforms to facilitate learning for their students:

with online groups we needed to get the students engaged, we actually don't know if the students are paying attention, we selected different apps to try engaging the students. Typical session we would start with video or image, presented with the app, google classroom, and also the google drive (word doc and ppt slides), we presented something to get their attention so they could discuss. But here was the problem we couldn't group them because the students had to open/close windows ... it is not like Zoom where you can have breakout rooms, then we would go to Jamboard or Wordwall so the students shared their thoughts ... we shared our screens, we could then go to flipgrip so the students could record themselves without showing their faces. As we couldn't group them we used a common

slide/Word doc to write their ideas ... then Ss had to do some research, access to internet to find information was necessary and then we shared what the teacher had,

compared and reflected (via google form) used for feedback and students can see if their answers are correct or not (Peru)

While this vivid description shows teachers using platforms and activities that engaged students critically, this was not seen to be common practice across the data. What we found from the focus groups was that there were differences in the range of teaching modes and activities that teachers could engage students in depending on the technology available. While some schools could afford a website or google classroom where they could link resources from other platforms (such as YouTube) and worksheets for students to explore at home, there seemed to be greater reliance on basic platforms such as WhatsApp and Facebook because these lend themselves more readily to mobile phones which are more available than computers and consume less broadband. Whatever form of technology they used, whole class interactions and individual tasks/activities were the main mode of

interaction with students and group and pair work interactions were very rarely used. For example, teachers who could conduct synchronous sessions planned their lessons around individual and whole class activities eliciting questions and answers from students to help develop their critical thinking:

I start by planning, I didn't do this before, but planning is a good tool, I plan the lesson by putting some key questions about the topic, I introduce some study cases, then we have a synchronic class, we interact with Ss, they ask questions, we sometimes have a debate because they have a position about these things, we start with their previous knowledge and training them to be an informed person to make decisions. (Brasil)

Other examples of good practice included:

- The use of project-based teaching which allowed teaching content to be presented in a way that is 'not fragmented.' Examples in the data included 'Projects [covering] 8 lessons and the last one is the presentation' by students of what they have achieved through the course of the project. Project themes included 'Keeping and raising pets', 'water pollution', 'Healthy food habits', and other context sensitive topics.
- Cross-curricular projects involving content and activities that cover more than one subject area content.
- Using English versions of familiar stories and fables from students' local languages in the English classroom for children and designing activities around stories. These were also supported by Pictionary.

- Making short videos and/or comics using different apps (eg., Pickstone, snapchat) and designing worksheets/activities around these via WhatsApp, Facebook, google classroom etc
- Designing reflective writing and speaking activities through shared platforms such as googledoc and flipgrid where students could produce written pieces collaboratively and individually and also record spoken language and receive feedback from teachers

Despite these creative approaches to teaching in the pandemic, participants acknowledged that they had not yet fully grasped the possibilities of this new way of teaching and needed more training to be able to navigate the challenges of online education and engage students in a way that reflected real life experiences in the digital classroom. This was well captured in the following excerpt:

We are just not prepared for using technology at all. I'm not sure if you understand what I'm thinking about; the students need to see 'real situations...so they are put into these new worlds and have to use the language they are taught.'
(Colombia)

5.1.3 NAVIGATING CURRENT CHALLENGES

In this section, we first present challenges faced by teachers and then show some of the ways in which teachers say they are navigating these challenges. An analysis of focus group data identified challenges consistent with those in section 3 above and provided further insights into these. A recurrent challenge had to do with teachers' limited knowledge of some of the teaching platforms they were being asked to use and this could be because

of the lack of a course on technology in language education in the pre-service education curriculum and because of the sharp change in medium of communication imposed by the pandemic. It would appear that teachers were not consulted in deciding what platforms would best suit their needs and technological abilities and this meant that some continued to struggle with how to use the technology at the expense of actually teaching the content of the curriculum. The following excerpt from a teacher educator in Mexico is revealing:

...if the teacher does not know the platform, then it is useless! the connectivity is another issue, but if the teacher has absolutely no idea on how to use the platform then it's hopeless. The teachers need to understand what they know and what they don't know and learn their gaps. There are gaps and some are very resistant, and this can be older and younger teachers. The Teacher needs to know how to use it and apply it; they need to understand some simple instructions, once they make the effort to learn the platform, then they can focus on their teaching (Mexico)

The resistance by teachers captured in this excerpt is not uncommon in

research on top-down educational reforms which are often met by what Holliday (1992) referred to as 'tissue rejection'. In the context captured above, 50 teachers were required to redo their training to meet the minimum level of competence for using the available technology in teaching.

Besides the challenges faced by teachers in understanding and using the available digital platforms, there were also practical concerns about the 'weight' of the curriculum content delivered online. Narratives of how teachers organised and delivered their courses showed that they could not cover online, the same amount of content that they would cover in a face-to-face classroom without adaptations: 'Also in English we only had one hour per week. We used Aprendo en Casa platform, we had to adapt a long topic (the lesson on the platform) to this time' (Peru). Doing this depended so much

more on teachers' pragmatic decisions, rather than on a systematic review of curriculum content by MoE or schools. In fact, schools seemed to continue to expect teachers to proceed with work online as they would normally do in face-to-face teaching despite the additional challenges imposed by this new way of teaching:

Serving 500 students, the school wants you to stick to schedule and more, to feed the school platform which takes about three hours. I am using the activity-hour that we are paid to plan to feed the school platform. In addition to normal weekly work on planning, there is still the platform's feeding time that goes far beyond regular time. Society needs to see and value the teacher's work (Brasil).

Other challenges identified included:

- Difficulties in monitoring student engagement online: 'with online groups we needed to get the Ss engaged, we actually don't know if the Ss are paying attention' (Colombia)
- Lack of engagement in cross-curricular teaching amongst other subject teachers
- Challenges with multi-grade teaching in remote areas
- Lack of access to technology and/or broadband for students and the financial burden on even some teachers. As highlighted by a Colombian participant required to teach from home, 'I need data packages and financial aid for electric power'.
- Challenges with teaching students with no access to technology.
- Need for lighter platforms that consume less broadband.
- Increased class sizes in public schools, due to parents losing their jobs and moving their children from private to public schools.
- Increased workload for teachers due to increased class sizes and the pressures of online work.
- Lack of, and the presence of pervasive parental support. While some teachers complained that some parents were not supporting their children

sufficiently with giving them access to their phones or returning students work through mobile platforms, other teachers found evidence from work sent to them that parents were actually doing this for their children and therefore impacting their education negatively.

Given that the participants in these focus groups were teachers involved in online teaching, it was obvious that they were predisposed to finding pragmatic solutions to their own challenges beyond the confines of the training they had received. There were several mentions of English language teachers working together to develop their teaching (although this was not always the case with cross-curricular groups of teachers) and this solidarity/collaboration helped them support each other's practice. Part of this group support led to changes in the roles they adopted in their online teaching. Generally, participants recognised that online teaching needed some form of adjustments in their traditional practices, and some had to take on more motivational roles as well as to be flexible to the varying needs of learners. The following excerpt from a participant captures the range of possibilities which participants explored:

My role, I've always felt I was a guide, to provide them with the right experience and help them to reflect on their own mistakes. So, providing the right feedback so they notice and self-correct. But now, with the mixture of students with devices and some who we need to send printed materials, when we contact with them to find out what the challenges are, some of the strategies we used is to get all the students

with WhatsApp in one group. We had to schedule an appointment with them [students with no internet], but there are a lot of teachers and maybe we wanted to speak with one student, it was like being in a bank in a queue, waiting your turn. Now one academic year has finished I want to design something that is easier for them to follow, a manual/guide, so the students can check their mistakes and not need/wait for the teacher that much. We need to be realistic; we are not there for all the students. Some students we could not communicate with (they might be in the Highlands). Those students with those kinds of problems, the academic director sent the paperwork, but we were not connected for 1-2 months. My idea is to design a self-access manual so they can learn (Peru).

This excerpt, in a sense, summarises the challenges faced by teachers in supporting both students with access to technology and those without access and highlights the gap between both groups of students. What is more, it highlights teachers' efforts to bridge the gap between the 'haves' and the 'have nots' through the provision of paper-based resources to the 'have nots' and the expectation that this group of students would be able to learn autonomously despite not being previously trained to do so.

5.1.4. EXPRESSED TRAINING NEEDS OF TEACHERS

Focus group interviews mainly echoed previously expressed technology related needs (see section 4.2.2) suggesting that even after a year's experience of working in the pandemic, the challenges they faced initially have

not yet been dealt with. A variety of initial training durations were identified depending on the expressed needs, and these ranged between 3 weeks and 3 months with continuous in-service support required. Particularly, focus group participants expressed the need for practical training and continuous support on:

- Using a range of digital platforms and apps for educational purposes
- Making the best use of shared platforms (e.g., google drive) for collaborative work between students and teacher
- Editing software skills (e.g., video editing) to develop resources for asynchronous teaching
- Managing breakout rooms on Zoom and Teams to ensure student engagement
- How to conduct synchronous and asynchronous teaching in the most time and energy efficient manner
- Understanding and managing online safety
- Understanding and delivering hybrid teaching
- How to develop interdisciplinary content and pedagogies including theme- and project-based work
- How to adapt existing coursebook content to online learning
- How to teach multigrade classes
- How to design and/or adapt materials for different online platforms as well as assessment strategies that develop learning
- How to develop communicative skills, particularly listening and speaking for greater student interaction in the digital space
- How to develop and support learner autonomy for lifelong learning.
- Supporting parents on how to help children at home

This list of needs shows that the issues with new ways of teaching go beyond technological needs and include curriculum, pedagogy and other practical needs which need to be addressed alongside technology.

5.2 SUMMARY OF FINDINGS FROM STAGE 3

An overview of the findings presented above suggests that although teachers were engaging in creative ways of using the available resources to teach, they were challenged by a wide range of ongoing issues which had not been resolved. This correlates with the findings in the survey discussed in Section 4 above. Teachers wanted more support on pedagogic challenges they encountered, as well as re-designing the curriculum and materials for online teaching and learning. A breakdown of the key findings are itemised below:

5.2.1 EDUCATIONAL STAKEHOLDERS

- Many of the challenges that teachers face identified in 4.2.1 - 4.2.2 above could be mitigated by interventions by school leaders and policy makers. Whilst budgetary solutions might not be possible, decisions about curriculum and recommendations about usage of platforms and apps would ensure some kind of consistency across regions.
- Considering the information from Stage 1 (desk research) and Stage 2 (survey) and Stage 3 (focus groups), teachers still appear to be facing considerable challenges without a systemic planned intervention to support them. There is some evidence from private schools that the transition to this

approach has been managed but the inequality of technological provision in state schools makes this an ongoing major challenge. A possible way to solve this dilemma is for state school leaders and policy makers to collaborate to agree on: curriculum for the reduction of teaching time, possibly using project-based learning which could be an interdisciplinary effort; decisions about how to integrate the wide range of initiatives including TV, radio, technology, mobile and paper-based teaching and materials; officially making it necessary for parents to be involved in their children's education and taking some responsibility.

5.2.2 PEDAGOGIC NEEDS

- Some teachers were given training on how to access teleconferencing platforms but no specific training on the type of activities to develop for teaching on these platforms or how to cover the national curriculum in a reduced teaching time. No training on how to monitor learners systematically or how to motivate parent/carers to collaborate. No training on managing a class of learners with unequal access to technology, so both technological and paper-based teaching is needed. Teachers with learners in the lower grades had not received training on how

to work with young children using technology.

- Some teachers reported that they did not know how to use the LMS as they had not been trained to use it, the amount of time for teaching had been reduced but the curriculum content had not been tailored to meet new the contact time. Teachers reported that they did not know how to apportion the time between synchronous and asynchronous.
- Other than Brasil there is no mention of any training for hybrid learning and as there are no details of what this entailed, it is not known what the concept was other than a combination of F2F and remote learning. Teachers were able to identify what they wanted training on in order to make the transition from F2F to a combination of other communication formats with their learners which

included: specific educational purpose training with the range of digital platforms and apps; how to sure shared platforms with learners; how to edit videos to make resources; managing breakout rooms; how to divide the time between synchronous and asynchronous; understanding and managing online safety, as well as delivering hybrid teaching; adapting existing materials for online teaching; developing interdisciplinary content; teaching multigrade classes; designing materials for a wide range of platforms, amongst others.

- Teachers were given a range of initial training sessions which ranged from 3 weeks to 3 months. But even after a year of working in this 'new way of teaching' teachers still had ongoing challenges which they felt needed further support.

6. SUMMARY AND REFLECTIONS ON KEY FINDINGS

Findings from the Desk Research (Stage One) of this study revealed that State/local authorities all reported having authorised teachers to move to remote classes. There was also evidence that some teacher training on using digital tools had taken place in all four countries and that a wide range of mass media, e.g., television and radio, social media, digital, as well as print resources were being used for teaching remotely. However, there was no mention of how teachers are supposed to manage students' learning with such a variety of teaching components and platforms. Despite these plausible responses to education in the pandemic listed above, several issues seem important to highlight in this report.

Firstly, the provision of technological devices and accessories (e.g., cell phones, pre-paid SIM cards) were tokenistic as teachers still complained about students not being able to access learning remotely. In fact, these represent a tiny fraction of the needs within these countries and are contingent upon internet coverage which might not be available to students in rural communities. The extent to which the additional internet coverage catered for students in rural communities was not immediately clear to us, but, as we shall show later, teacher responses highlighted

inequalities in student access to digital learning facilities.

Secondly, a major part of the response was based on the provision of, and training in the use of technology, rather than on how to navigate the curriculum and online teaching and learning. Although policy documents reported that all four countries had developed an emergency situation curriculum, there was no evidence from teacher responses that they were aware of this nor was it possible for us to access the emergency situation curricula reported. Given this situation, the risk of transferring transmissive practices from the face-to-face class classroom to online platforms poses an additional problem of exclusion for students who may already be negatively affected by traditional practices. One way of mitigating this was the provision of teacher training for inclusive education in all four countries. While this was relevant, it was limited to dealing with children with special education needs, rather than to the traditional forms of exclusion inherent in transmissive pedagogies.

Thirdly, the reported provision of self-learning guides for younger students and study routines for older students in all four countries was a recognition of the important role of parents in children's education. However, it is not clear how parents juggled this role with their own work pressures imposed by the pandemic, nor is it clear how parents from the lower socioeconomic quantiles of these countries were able to make meaning and act on this available support.

Finally, a theme from the desk research data was the role of teacher associations and unions not just in donating technological devices to students in need, but more significantly in providing continuous support on online teaching through webinars to teachers. The emergence of independent and autonomous teacher communities as a force for good in the pandemic has already been acknowledged in the literature (e.g., Berry et al. 2020; Aliaga-Salas 2020); here we highlight it to acknowledge the potential of investing in such teacher communities as a way of building bottom-up networks for a more grounded approach to teacher education for emergency teaching and learning especially in the area of foreign language learning.

Some of the findings from the Survey (Stage Two) were consistent with findings from the desk review especially in terms of the training provided to teachers. These findings suggest that teachers received considerable training on the use of different forms of technology and virtual platforms to teach online. Most respondents relied on traditional materials such as the textbook to design their lessons and there was no indication from teacher responses that they were aware of an emergency curriculum as indicated in the desk research findings above. However, there was also some indication that teachers were producing their own materials to suit the new way of teaching although it was not clear whether or not they had been trained to do this or just depending on their own

pragmatic responses to the situation. In fact, the data shows that only 36% of public-school teachers in our sample reported they received support in either designing online materials or teaching online from either State, MoE or their schools. This does not corroborate the findings in the desk research which identified that all four countries had instigated countrywide plans which included use of digital technologies in teaching. The main point of convergence between teacher responses and the data from the desk research (DataReportal 2021) was the teachers' responses to what platforms they used to connect with their learners, which included social media platforms such as Facebook, YouTube, WhatsApp, and Facebook Messenger. From an organisational perspective, teachers seemed to have considered their students' challenges with access to internet and therefore devised practical ways of dealing with this. For example, teachers reported reducing the time for synchronous teaching to save on internet data and provided resources for students to explore asynchronously. The teachers' responses to training on how to teach using a 'hybrid' approach with a combination of F2F and online had the lowest response with 18% in public schools, although their counterparts in private schools had a much better response with over 60% saying they were receiving support on how to support learners in a combination of learning experiences. There was also very little reference to interdisciplinary teaching; in fact, only two respondents from Brasil mentioned interdisciplinary or cross-curricular project teaching.

This suggests that training of this nature was not considered despite the constraints of access to technological devices or internet data which meant that students who could afford internet were spending very little time learning online. Finally, the data referred to student engagement and autonomy several times in a positive way, but there was no indication that teachers had invested in developing these qualities in students. Besides, the list of trainings provided to teachers did not include information on training students to learn to learn or develop their sense of autonomy.

Findings from focus group interview data (Stage Three) revealed evidence of good practice amongst teachers but also pointed to a significant number of challenges and training needs for teachers. While it is true to say the pandemic has imposed new challenges to teachers' work, it would be counter-productive to assume that previous challenges faced by teachers before the pandemic have become irrelevant or resolved. Sections 5.1.1 above presents a list of some of these challenges which, it is fair to say, have now been compounded by the pandemic. For example, teachers struggling with teaching a large face-to-face classroom would most certainly find it even much difficult to monitor and support a large number of students on a virtual platform especially where it is not possible to see them all or to even run synchronous sessions. Some participants themselves acknowledged their reliance on traditional transmissive pedagogies and given the rapid transition to online teaching and the

focus on how to use technology discussed above, it seems obvious that to guarantee quality emergency remote teaching in these countries, teacher training needs to go back to the basic and address both existing and emerging challenges. Looking at some of the more recent challenges in sections 5.1.1 and 5.1.3, it seems that the claim to a new pandemic curriculum in the desk research findings is not sustained in practice. Teachers highlighted difficulties in completing the existing/old curriculum as well as in adapting materials designed for face-to-face teaching to online teaching with students only able to access internet for a short time in the day for different reasons.

One year into the pandemic however, it is possible to argue that the experiences of teachers immediately following the first wave of country-wide lockdowns have evolved somewhat and this has, as we saw earlier, been partly due to the different teacher training initiatives organised by MoEs, state education departments and teacher associations and unions in all four countries. Teachers seem to have now come to terms with a 'new normal' in education and are developing their own pragmatic responses to supporting student learning as part of their social responsibility. No doubt, therefore, in the focus group interviews, teachers reported innovative ways of using different digital platforms to engage students with different types of activities (see section 5.1.2). There were also indications of teachers starting to engage in project-based and interdisciplinary teaching to maximise

the limited time during which students have access to technology. These isolated examples of good practice do not undermine the avalanche of challenges faced by most of the participants in this study (see also 5.1.3). In fact, the list of training needs presented in sections 5.1.4 (see also expressed training needs in section 4.2.2.8) above, shows how much teacher are still struggling to grapple with a new way of teaching they have hitherto not been prepared for. The emerging examples of creativity presented here therefore only serve to indicate that training in these areas is possible in these contexts given that some of it already exists.

7. FINAL REFLECTIONS AND RECOMMENDATIONS

The life of all teachers throughout the world has become more challenging with the advent of the COVID-19 pandemic. No longer do teachers have a single 'captive audience' in a classroom, they now have to use whatever has been provided by their government or State, as well as their own collaborative or individual pragmatic initiatives to support their students' learning. In this period of Emergency remote teaching and learning, teachers have relied on a wide variety of digital tools to be able to reach their students; how successful this has been or will be, depends on many factors, including, the nature and extent of revision/re-adaptation of existing curriculum, the degree of collaboration between teachers of the same or other subjects in the school curriculum, how accessible the different available remote teaching and learning resources are to both teachers and students, and the pedagogic practices to remote or hybrid teaching and learning, the nature of student training on learning to learn and the development of learner autonomy as well as the nature and quality of parental support for children learning at home. While some of these require policy decisions and practical support, significant work needs to be done to identify current good practices in context and to encourage opportunities and networks for sharing good practice

amongst teachers. The recommendations provided here, highlight what changes are needed in the current teaching and learning but also help us make suggestions for what teacher training can be provided to help teachers develop a reimagined teaching. These recommendations build from existing evidence of good practice in context as well as from the real pre-COVID and current challenges and training needs of teachers and we present these based on the areas listed in this paragraph.

7.1 CURRICULUM REVISION/ADAPTATION FOR REMOTE TEACHING.

Evidence from this study suggests that remote teaching is time consuming and dependent on many different variables including access to technology and broadband, parental availability and involvement as well as other home factors that might impact on when students are able to access learning. As a result, there is a need to develop a curriculum which streamlines the demands on both teachers and students while at the same time helps students to maximise the limited access to learning they have in a pandemic situation. Although there was mention of an 'emergency situation curriculum' in the desk research, we were unfortunately not able to find evidence of the existence of such a curriculum. While such a curriculum might exist and would need to be more visible to and appropriated by teachers, we would recommend careful consideration of how the different strands of an

emergency response curriculum considers the additional constraints of teaching in the pandemic. Developing an integrated/interdisciplinary curriculum seems like the best option because of its potential to draw threads from across all subject areas so that the same learning content can be explored by the generalist primary teacher or by all subject teachers at secondary level. This does not need to be a new curriculum; rather we recommend a revision of the current curriculum with the view of highlighting and grouping content that is similar and relevant across different subject areas or even within specific subject areas. The English language curriculum could, for example, draw content from the other subjects in the curriculum so that language input is developed around content that has already been covered or will be covered in other subject areas, rather than creating new content. Where hybrid teaching is possible, there would be a need to agree on curriculum for each subject and what is achievable. Evidence of interdisciplinary work already exists in the data presented above (e.g., in Brasil, see 4.3) and this can be systematically developed into policy reform. The need for an integrated curriculum also emerged from the data on teachers' training needs (see sections 4.2.2.10 and 5.1.4) and will be discussed in the appropriate section below. However, we argue that, for effective teacher training to be developed, it needs to be based on a curriculum reform which makes such training necessary. Interdisciplinary work will, of course, require much more collaboration between teachers (see

Pedagogy section below) facilitated at MoE, state and school level by different subject experts and educational leaders.

7.2 PROVISION AND ACCESSIBILITY OF TECHNOLOGICAL RESOURCES FOR REMOTE TEACHING

Access to education technology resources (both hardware and software) is still very much an issue in these target countries in this research project, as in other countries in the Global South. As we discussed earlier (see section 5, for example) efforts to supply schools, teachers and students with technological devices was mainly tokenistic and could not possibly meet the needs of a majority of students in these countries. Findings from this study also revealed that 93% of the teachers who participated in this study reported that they were able to connect with their students using the internet. This is of course, the teachers who had internet connectivity and whose

students had access to both the internet and devices although it cannot be said that all their students necessarily had access to devices and internet. Given the remote nature of our access to data, we were not able to investigate the individual circumstances of different groups of students, for example in rural areas. However, if trends of inequality between public and private schools is something to go by (given that it was reported that the state supported parents moving their children to private schools who could cope with the pandemic) it may be possible that state schoolteachers and students are the most in need of technological support. In order for school systems to be effectively be ready for remote or even hybrid teaching, we would recommend the following:

- Further investment in the provision of more technological devices (laptops, mobile devices, pre-paid SIM Cards, etc) for all teaching staff and students. Alternatively, sufficient devices could be made available to schools so already practicing social distance face-to-face teaching so that these could be lent to students when they are not at school. Given the general limitations on financial resources adopting a hybrid teaching model, when possible, would reduce the number of technological devices needed by all students.
- Schools could be encouraged to develop materials, resources and authentic lessons delivered and recorded in class. These could then be part of pre-loaded materials in hardware, such as SD Cards which students can access even without broadband. Mediated authentic video and other learning resources have been used effectively in teacher training (see Solly and Woodward 2018) and this model could be developed to support student learning in a pandemic situation. The availability of such materials could be part of the streamlining process recommended above but could also provide teachers with a bank of available resources which would then require a reimagining of teaching based on supporting students in developing autonomous learning skills.
- Policy makers and key stakeholders at all levels need to work to develop a Learning Management System which identifies a limited range of available, affordable, and easily assessable learning and assessment platforms which

teachers could use in a systematic and sustained way. The list of digital platforms identified in this study is very broad and seems to depend on each teachers' knowledge and ability to use each of them; it would be better to identify a few and offer substantial training on how teachers can use them to support both student learning and also train parents on how to monitor student learning. This too, is consistent with streamlining technology to optimise pedagogy.

- As we showed earlier in this document, teachers have had to invest their own material and financial resources to navigate the challenges of their job and the contribution of teacher communities is laudable. However, it is important that all decisions about technology and remote teaching should take into account the material and financial constraints imposed on teachers; a budget should be provided within each school to cover cost of broadband and technological devices for teachers, especially if they are working from home.

7.3 PEDAGOGICAL TRAINING NEEDS OF TEACHERS

Technological pedagogical content knowledge is very important for teachers *working remotely through technology*. This distinction is critical because as we have seen from the discussions above there are teachers who are working remotely without technology. There are also a wide variety of devices available which can be classified as ‘technology’.

The pedagogic practices to remote or hybrid teaching and learning, the nature of learner training on learning to learn and the development of learner autonomy as well as the nature and quality of parental support for children learning at home, are all key to success.

7.4 IDENTIFYING PEDAGOGICAL TRAINING NEEDS OF TEACHERS WITH SUGGESTED COURSE COMPONENTS

The terms ‘virtual’ and ‘remote’ continue to cause confusion; they are not interchangeable as we have seen from the discussions above. Teachers are accessing a wide range of technological devices and sometimes also relying on the availability to learners of print material in order to teach ‘remotely’. The concept of ‘virtual’ and ‘remote’ learning has just got far more complicated; each refers to the act of using technology in learning, but how learners engage in the process is where they differ, and this is what needs to be considered when designing training for teachers.

Drawing from the research, we know that teachers received mostly training on how to operate the devices and the software available to them in order to implement remote teaching, both synchronous and asynchronous. A degree of technical knowhow training that covers the most appropriate choices for the use of available devices and packages is therefore likely to be needed

It seems that pedagogic and assessment challenges were much less covered in training already received by participants in the study and are thus some of their most pressing concerns. Clearly emerging is the need for more robust pedagogy for online teaching, which confirms

Stanley’s (2019) assertion that technology on its own would not work for teaching, it has its own pedagogy. This is the area on which British Council training might focus on in particular. In what follows, reference to specific pedagogic recommendations found in the works reviewed in section 4.2. will be made. Besides this, teachers have now had a year of experimenting, they will have had failures and successes and training courses need to allow ample scope for the sharing of ‘on-the-ground’ experiences and proven techniques.

7.4.1 COURSE COMPONENTS: TECHNICAL KNOW-HOW: THE AVAILABILITY AND DIFFERENT MODES OF USE FOR DIFFERENT PACKAGES

The research showed that the technical capability of different packages was the area in which teachers had already received most support. It is likely, however, that they could benefit from the chance to learn to make a detailed practical assessment of what they – as ‘originators’ of learning sessions and their learners as ‘users’ – actually had at their disposal, including what actual broad band width made it feasible to send and receive and with what immediacy or delay. Figure Eight below and its accompanying discussion could provide a very useful starting point. Standford (2020) identifies two key factors which make ‘virtual’ videoconferencing problematic to try and re-create F2F teaching and learning experiences. These are:

1) Bandwith

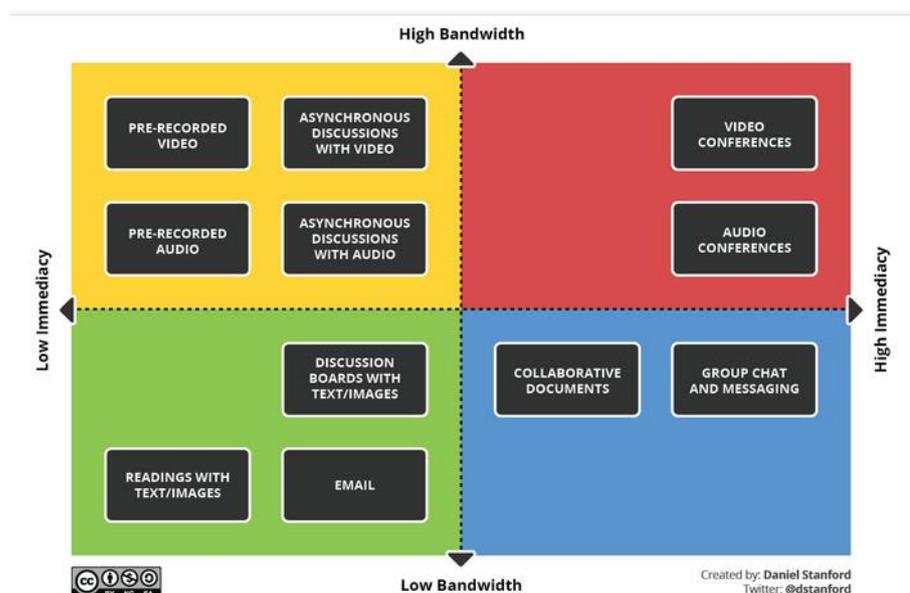
'High bandwith-technologies are not an issue for learners with newer computers, with fast and reliable internet access at home, and unlimited data plans on their phones ... [but for those who do not have high bandwith, it can] ... create a sense of shame and anxiety, and leave them feeling like second-class citizens'

2) Immediacy

This refers to how quickly learners can respond when they are interacting with the teacher and each other, which is considered a 'good thing' in a F2F setting, but in an online synchronous setting it can feel like a burden.

Standford (2020) also identifies four 'zones' to make synchronous learning more flexible and accessible. Each of

the zones are allocated different tasks using specific tools, having a list would be helpful to teachers.



Bandwidth Immediacy Matrix

Figure 8: Bandwidth Immediacy Matrix

Sharma and Barrett (2018) emphasise the importance when planning to establish whether the learning programme will be on a 'learning platform' or a 'service'. (The latter

covers blog, wiki, or storage site). Having a list of 'platforms' and 'services' is very useful because each have their own components. See Table Eight adapted from Sharma and Barrett

for some of the platforms and services.
It is also possible to use a combination.

Table 8: Different types of learning programme (adapted from Sharma and Barrett (2018))

Publisher platforms	LMS	Services	Online teaching tools	Purpose-built
Typically platforms with ELT content accessible via a code in a coursebook, e.g., Macmillan English Campus	<p>Platforms designed for education and training, e.g., Blackboard Moodle Edmodo</p> <p>Variation: a) platform created mainly for socialisation and community-building such as Facebook</p> <p>b) platform with built-in authoring tools</p> <p>NOTE: populating an LMS may involve creating audio, video or digital exercises or building a complete course on the platform</p>	<p>Online areas which can be used to place course materials as a way of delivering the online part of a course, e.g., Blog Wiki Dropbox Google Classroom</p> <p>Variations: combining materials with F2F teaching, e.g. CD-ROMs, e-books, Google+</p>	<p>The most common for teaching online is Skype</p> <p>Variations: Cisco Webex WizIQ which are virtual classrooms, and Zoom which enables the delivery of webinars</p>	A schools' own platform

Table Nine is a list of technology tools classified by the activity types that they support. This is taken from Blackburn

and Miles (2021). Note that some of the headings have been modified.

Table 9: Classifying technology tools with activity types

Brainstorm and find	Collaborate and Discuss	Create and Do	Analyse and Reflect
Spiderscribe NearPid brainPop DiscoveryEd KidsDiscover CNN10 TweenTribune Factmonster Newsround	Kami NowComment Google Docs YoTeach Kialo Flipgrid Diigo Mindmeister SeeSaw VoiceThread Padlet Lino	Kami NearPod Glogster Animoto JamBoard Kialo ThingLink Whiteboard.fi Creaza ExplainEverything AdobeSpark	Kami eduBlogs Flipgrid SeeSaw JamBoard Educreation Vicethread Padlet Lino AnswerGarden

7.4.2 COURSE COMPONENT: TRAINING ON ADAPTING CLASSROOM PEDAGOGY TO MAXIMISE THE CAPABILITIES OF THE TECHNOLOGY USED

Technological pedagogy content knowledge is critical for teachers working remotely through technology. The broad suggestions in this subsection over-arch the issue of

whether synchronous or asynchronous means are available. It is expected that most learners will have a hybrid experience, although in section 7.5 below it seems worthwhile to pinpoint areas of special relevance to synchronous or asynchronous teaching.

The following areas of knowledge are key to both:

1. pedagogic practices relevant to remote or hybrid teaching and learning, how to allocate time and resources to each mode of learning
2. approaches to learner training: learning to learn and the development of learner autonomy
3. how to promote good quality parental/carer support for children learning at home

It is clear that the learning experience that presence in a live classroom gives is impossible to replicate exactly through use of online learning and that it would be undesirable to try to do so. The mode has its own strengths and limitations. For example, live streaming of a teacher's lecture-style presentation of a factual subject may be possible, but it is effective or desirable as an experience for the user unless augmented by on-screen graphics or supplementary materials?

For the teachers who are our main focus – teachers of English as a Foreign Language – the issue is starker because live-classroom activities that support language and skills development tend to require a considerable amount of oral interaction and active participation by the learners. The extent to which these activities can be replicated with the means available needs to be realistically discussed and acceptable, effective, substitutes identified. In addition to procedures suggested by British Council trainers, this is an opportunity for teachers to share experiences and let their colleagues know of successful techniques for remote language teaching that they have invented or discovered over the past year.

A burning issue could be choice of language modes and skills on which to focus whether it is more realistic (and also beneficial) to prioritise comprehension work in listening and reading over productive speaking during periods of remote education. Decisions about the development of writing skills might depend on the

capability of available devices and learning packages to allow pupils to send in written work and receive feedback on it.

7.4.3 COURSE COMPONENT: TRAINING IN HOW TO MAXIMISE 'HOME- PREPARATION' AND 'HOMEWORK' ACTIVITIES

Teachers able to use an LMS such an open source platform i.e., Moodle [Modular Object-Oriented Dynamic Learning Environment] or a 'software as service' (SAAS/Cloud) i.e., Google Classroom, would have plenty of capacity for exchange of tasks and completed work but teachers with less versatile technical means available could also develop ways in which learners could be given advance-sight of work to be attempted at a later period – a clear example is of a reading passage that will be worked on in a later lesson, which might be sent by email or even be available in print form in the paper-based resources distributed by some governments. Teachers might also send in advance 'support items', such as selected vocabulary lists, or 'advance challenges', such as prediction questions, so that learners will arrive in the virtual classroom already prepared and ready to make the maximum use of the time available.

7.4.4 COURSE COMPONENT: LEARNER AND CARER TRAINING

The research highlighted the importance not only of training learners to respond in the most productive way to their new learning environment but of informing and advising carers so that

they could offer the most effective forms of support to their children while they were learning at home through remote means. Different approaches in the details of this training in the case of synchronous or asynchronous learning will be required.

7.5 A DETAILED LIST OF COURSE ELEMENTS

7.5.1 SYNCHRONOUS TRAINING NEEDS - POSSIBLE COMPONENTS FOR A TRAINING COURSE

TECHNICAL KNOW-HOW

- Inventory of available platforms for synchronous teaching together with their potential so the teacher can make informed choices
- Integrating resources from different platforms into one or two key platforms (e.g., blogs, ppt, videos, into WhatsApp or Teams)
- Managing synchronous face-to-face and virtual teaching (in real time)

PEDAGOGICAL KNOW-HOW

- Understanding and managing online safety
- What to use synchronous time for
- Online Lesson design – adjusting timing and content for different age-groups
- Designing interactive material for synchronous teaching (including Managing breakout rooms on Zoom and Teams to ensure student engagement)
- How to develop and support learner autonomy in using materials
- Parent/carer training on supporting and monitoring home learning, including synchronous learning and self-study.

7.5.2 ASYNCHRONOUS TRAINING NEEDS - POSSIBLE COMPONENTS FOR A TRAINING COURSE

TECHNICAL KNOW-HOW

- Inventory of available platforms for asynchronous teaching together with potential application so the teacher can make informed choices

PEDAGOGICAL KNOW-HOW

- Understanding and managing online safety
- What to use asynchronous time for
- Designing engaging and motivating self-study materials for different age/proficiency groups
- Making short videos and/or comics using different apps (eg., Pickstone, snapchat) and designing worksheets/activities around these via WhatsApp, Facebook, google classroom etc
- Adapting existing coursebook for online learning
- Designing reflective writing and speaking activities through shared platforms such as googledoc and flipgrid where students could produce written pieces collaboratively and individually and also record spoken language and receive feedback from teachers
- How to develop and support learner autonomy in using materials

- Parent/carer training on supporting and monitoring home learning, including

- asynchronous learning and self-study.
- Assessment of remote learning

8. REFERENCES

- Aliaga-Salas, L. (2020) [Language Teachers in Latin America: Eyewitnesses of Invisible Layers of Inequality : Centre for Language Education Research \(leeds.ac.uk\)](#)
- Artusi, A. & Stanley, G. (2020) 'Remote language teaching and continuing professional development' in *Digital Innovations and Research in Language Learning* <https://itsig.iatefl.org/new-research-book> Accessed: 301120
- Berry, B., Doucet, A., & Owens, B. (2020). Teacher leadership in the aftermath of a pandemic: The now, the dance, the transformation. Independent Report written to inform the work of Education International. https://issuu.com/educationinternational/docs/2020_research_covid-19_nowdancetransformation Accessed: 280321
- Blackburn, B.R., Miles, M (2021) Rigor in the remote learning classroom. Instructional tips and strategies. Oxon:Routledge
- Branch, R.M and Dousay, T.A. (2015) *Survey of Instructional Design Models*. Indiana: Association for Educational Communications and Technology (AECT) (available at [Survey of Instructional Design Models - Association for Educational Communications and Technology \(aect.org\)](#) Accessed:
- British Council – Support for teachers and teacher educators <https://www.teachingenglish.org.uk/article/support-teachers-teacher-educators>
- British Council -Covid-19 insight reports <https://www.teachingenglish.org.uk/article/covid-19-insight-reports>
British council – Professional development teacher educators, self awareness, articles <https://www.teachingenglish.org.uk/professional-development/teacher-educators/self-awareness/articles>
- British Council – (2021) Remote Teaching Tips <https://www.teachingenglish.org.uk/article/remote-teaching-tips>
Accessed: 010421
- Centre for Language Education Research. (2020). Language teachers' lives in global lockdown: Voices from around the world. Retrieved from <https://cler.leeds.ac.uk/language-teachers-lives-in-global-lockdown/>
- **DataReportal**
 - Brasil**
2020 <https://datareportal.com/reports/digital-2020-Brasil>
Accessed: 060421
 - 2021 <https://datareportal.com/reports/digital-2021-Brasil>
Accessed:060421
 - Colombia**
2020 <https://datareportal.com/reports/digital-2020-colombia>
Accessed: 060421
 - 2021 <https://datareportal.com/reports/digital-2021-colombia>
Accessed: 06/04/21
 - Mexico**
2020 <https://datareportal.com/reports/digital-2020-mexico>
Accessed: 060421
 - 2021 <https://datareportal.com/reports/digital-2021-mexico>

Accessed: 060421

Peru

2020 <https://datareportal.com/reports/digital-2020-peru>

Accessed: 060421

2021 <https://datareportal.com/reports/digital-2021-peru>

Accessed: 060421

ECLAC-UNESCO Education in the time of COVID-19 (August 2020)

https://repositorio.cepal.org/bitstream/handle/11362/45905/1/S2000509_en.pdf

Accessed: 071120

- Dudeney, G, Hockly, N, Pegrum, M (2013) Digital Literacies. UK Pearson Education Limited
- Educause (2020) 7 Things You Should Know About the HyFlex Course Model
- Retrieved from <https://library.educase.edu/resources/2020/7/7-things-you-should-knowabout-the-hyflex-course-model>
- Fullan, M. & Quinn, J. (2020) Reimagining Education: From remote to hybrid learning. <https://educationblog.microsoft.com/en-us/2020/06/reimagining-education-from-remote-to-hybrid-learning/> Accessed: 301120
- Holliday, A. (1992) 'Tissue rejection and informal orders in ELT projects: collecting the right information.' *Applied Linguistics* 13/4: 403-424.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *EDUCAUSE Review*, 3. <https://er.educase.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Imants, J., & Van der Wal, M. M. (2020). A model of teacher agency in professional development and school reform. *Journal of Curriculum Studies*, 52(1), 1–14.
- Kiddle, T., Farrell, C., Glew-O'Leary, J. and Mavridi, S. (2020). A survey of instances of, and attitudes to, Hybrid Learning in Language Teaching Organisations around the world as a response to the Covid-19 pandemic [Research Report]. Retrieved from (https://www.eaquals.org/wp-content/uploads/2020-Vision_-Hybrid-Learning-survey-final_111220.pdf).
- Luthar, S. S. (2006). Resilience in development: A synthesis of research across five decades. In D.Cicchetti & D.J. Cohen (Eds.), *Developmental psychopathology: Risk, disorder, and adaptation*. John Wiley & Sons.
- Means, B., Bakia, M. and Robert Murphy, R. (2014) *Learning online: what research tells us about whether, when and how*. New York: Routledge.
- Moodle.

[https://docs.moodle.org/310/en/About Moodle](https://docs.moodle.org/310/en/About_Moodle)

- Nakata, Y. (2014). Self-regulation: Why is it important for promoting learner autonomy in the school context? *Studies in Self-Access Learning Journal*, 5(4), 342- 356.
- OECD (March 2021) The State of School Education. One Year into the COVID Pandemic.

https://www.oecd-ilibrary.org/education/the-state-of-school-education_201dde84-en?fbclid=IwAR35xBBiWv6Ws4f6BPfpCaxcFk4-pTSNq57Zk9f9IFhporUP_hkPznJ7McE

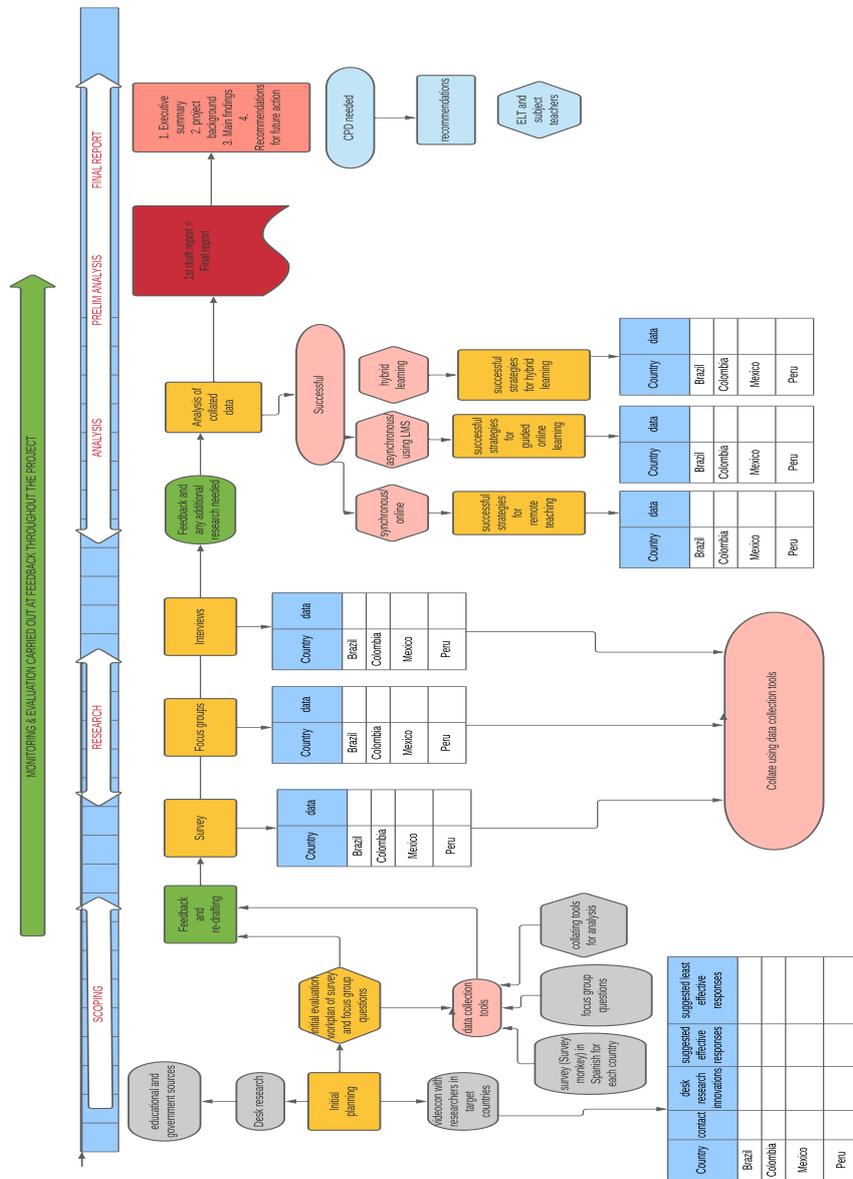
Accessed: 070421

- Rehn, N., Maor, D. and McConney, A. (2016) Investigating teacher presence in courses using synchronous videoconferencing. *Distance Education*, 37/3: 302-316
- Sharma, P , Barrett, B (2018) Best Practices for Blended Learning. East Sussex: English Teaching Professional Pavilion Publishing and Media Ltd

- Son, C., Sasangoharac, F., Neville, T., Peres, C. and Moona, J. (2020) Investigating resilience in emergency management: An integrative review of literature. *Applied Ergonomics* 87: 103-114.
- Standford, D (2020) Videoconferencing Alternatives:How Low-Bandwith Teaching Will Save us All <https://www.iddblog.org/videoconferencing-alternatives-how-low-bandwidth-teaching-will-save-us-all/> Accessed: 250421
- Stanley, G (2013) Language Learning with Technology. Ideas for integrating technology in the classroom. UK: Cambridge University Press
- Stanley, G (2019) Innovations in education. Remote teaching. https://www.teachingenglish.org.uk/article/innovations-education-remote-teaching?_ga=2.207488976.2146366762.1619691516-447470125.1603379092 Accessed: 010421
- Thompson A. & Mishra P. (2007) Breaking news: TPCK becomes TPACK! *Journal of Computing in Teacher Education* 24: 38–39
- UNESCO (19th March 2021) One year into COVID-19 education disruption:Where do we stand? <https://en.unesco.org/news/one-year-covid-19-education-disruption-where-do-we-stand> Accessed: 080421
- UNICEF (March 2021) COVID19 and school closures. One year of education disruption <https://data.unicef.org/resources/one-year-of-covid-19-and-school-closures/> Accessed: 080421
- Voogt, J., Fisser,P., Pareja Roblin, N., Tondeur, J. and J. van Braak, J. (2012) Technological pedagogical content knowledge – a review of the literature. *Journal of Computer Assisted Learning.* 487: 109-121Voogt (2012)
- Walker, A, White, G (2013) Technology Enhanced Language Learning. Connecting theory and practice. UK Oxford University Press
- Worldbank- Human Capital Project 2020 <https://www.worldbank.org/en/publication/human-capital#Index> Accessed: 060421
- Worldbank - *Remote Learning, Distance Education and Online Learning During the COVID19 Pandemic : A Resource List by the World Bank's Edtech Team (English).* Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/964121585254860581/Remote-Learning-Distance-Education-and-Online-Learning-During-the-COVID19-Pandemic-A-Resource-List-by-the-World-Banks-Edtech-Team> Accessed: 080421
- Xie, Z (2020) Effectiveness of Autonomous Learning Materials for Students during the COVID-19 Pandemic: A Case Study of the Daxie Second Elementary School in Ningbo, Zhejiang, China. *SIEF* 6/1: 613-624.

9.APPENDICES

APPENDIX 1 – NEW WAYS OF TEACHING RESEARCH PROJECT PLAN



APPENDIX 2 – A BREAKDOWN OF THE ROLES AND RESPONSIBILITIES OF THE ELT

CONSULTANTS TEAM MEMBERS

Analyst	Languages	Role and responsibility
<p>Wendy Arnold</p> <p>MA in Teaching English to Young Learners (TEYL)</p> <p>University of York, UK</p>	Spanish	<p>Accountable to the Project Directors for internal organisational finances.</p> <p>To British Council for project expenses</p> <p>To individual members of the team for timely and accurate payments.</p> <p>To British Council for progress reports and M&E</p> <p>To Project Manage country researchers and ensure that all data is collated from desk research, surveys, focus groups and individual interviews ready for analysis.</p>
<p>Dr. Harry Kuchah Kuchah</p> <p>PhD in English Language Teaching and Applied Linguistics, Centre for Applied Linguistics, University of Warwick, UK</p> <p>Supervisor: Dr. Richard Smith.</p> <p>Thesis title: 'Context-Appropriate ELT Pedagogy: an investigation in Cameroonian primary schools'.</p>		<p>a) Design and pilot data collection tools and procedures for this study.</p> <p>b) Synthesise and analyse data, highlighting evidence-based answers to the research questions posed above.</p> <p>c) Review the needs of teachers for remote teaching (i.e. synchronous; live online) and identify how best to provide teacher development for this.</p> <p>d) Review the needs of teachers for guided online learning (i.e. asynchronous support via a Learning Management Systems, etc.) and how best to provide CPD for this.</p> <p>e) Review the needs of teachers who are obliged to undertake hybrid learning (i.e. a combination of face-to-face and online) and how best to support them with CPD.</p> <p>f) Review the needs of School Leaders to respond to new and adjusted expectations of learners' achievements and learning outcomes as a result of this new way of teaching and learning.</p> <p>Reporting</p> <p>a) Produce an executive summary report and a second detailed report of the findings</p>
Dr Shelagh Rixon-Reviewer and analyst		

Country	In-Country Researcher	Languages	Role and responsibility
Brasil	Vanessa Tenorio MA in Education, University of Bath, UK Anatevka Galindo	Spanish Portugese	<p>All the country researchers will collect and collate data using the collection and collation tools designed by project analysts.</p> <p>Data collection</p> <p>a) Collect and review the existing data available from educational sources (including academic research and case studies) that is related to the skills teachers need that are similar/different from teaching in the (face-to-face) physical classroom.</p> <p>b) Identify any gaps in knowledge and insight that can be met by focus groups and a selection of interviews with teachers and other stakeholders who have recent experience and are able to provide more detail of some of the needs.</p> <p>c) Undertake additional data collection from focus groups and interviews. Support will be provided by the British Council when possible in contacting relevant stakeholders and facilitating these meetings.</p>
Colombia	Lee MacKenzie PhD candidate MA in TESOL, Sheffield Hallam University, UK	Spanish	
Mexico	Rob Haines MA in TESOL University Birmingham, UK	Spanish	
Peru	Nele Noe MA in TEFL/TESL, University of Birmingham, UK	Spanish	

APPENDIX 3 STAGE 1 – DESK RESEARCH – BRASIL

SUMMARY

Summary of desk research - Brasil

In Brasil, the Ministry of Education is responsible for general policies for pre-school, primary, and secondary school, such as number of days and hours that schools must accomplish each year and general guidelines for the schools' curricula (standards), for example, and validate modalities of schools and classes, including distance learning and remote classes. However, states and cities are in charge of the implementation of the general policies and of the administration of staff, infrastructure, pedagogical definitions. This means that, once the Ministry of Education authorized schools to offer remote classes during the pandemic, each city and state defined and implemented their own policies and rules.

Official information is found on what is called the "Official Paper". Both the Federal and the State Government issue a daily edition of it, which contains all official acts signed by the president and ministers for the federal government and the governor and secretaries for the state government. All official agencies have websites. Public schools do not, at least none has been found in this research. Some of the them have social media profiles or channels.

All 26 states issued executive orders or administrative rules defining policies for remote classes:

- 15 of the 26 states and the Federal District of Brasília offer classes through TV channels, online platform, and social media;
- six of them offer all of the above plus radio stations;
- five of them offer classes through video and use what they name Learning Digital Objects (LDOs), which are videos, games, animations, maps, graphics;
- one of them offers classes through video, radio stations, and use LDOs as well.

In all of the State's schools print materials for students who have no other way to access classes. Students must pick them up at their school building. Most states offer classes through digital platforms such as Google Classroom, which is used by the majority of them. Most of them also use social media to post videos, activities, and to interact with students.

According to the sources we have accessed, 22 of the 26 states reported that training on digital teaching/learning has been made available to teachers. This includes from training on specific platforms such as Google Classroom, to classes on how to make videos with very few resources. For the other four states, no information on this matter has been found.

Isolated initiatives have been found for other matters such as communication with parents or support for them, policy for inclusion, and training for students. No information about stipend for digital teaching to teachers has been found

Key: nothing found

	SOURCE	Summary of content
STAGE 1 - DESK RESEARCH	MoE - support for schools during Covid-19	
	MoE official documents on website	<p>Found at link http://portal.mec.gov.br/busca-geral/12-noticias/acoes-programas-e-projetos-637152388/87161-conselho-nacional-de-educacao-esclarece-principais-duvidas-sobre-o-ensino-no-pais-durante-pandemia-do-coronavirus</p>
		<p>This document is a list of questions and answers published by the MoE on March 31st, 2020, the beginning of the pandemic in Brasil. The document cites that our MoE has allowed remote classes for students from first grade to higher education. It also says that the "National General Law of Education" states that distance learning can be implemented to complement the amount of hours in emergency situations. In case students don't have access to computers or internet, school must provide printed material.</p>

	Independent source	http://educacaoecoronavir.us.com.br/information/about_the_Federal_district_of_Brasília_may_be_found_at_http://www.educacao.df.gov.br/decreto-prorroga-suspensao-das-aulas-ate-31-de-maio/	<p>Website produced by Vozes da Educação, a Consultancy in the area of Education with the support of Instituto Unibanco. It contains information about the steps each state of Brasil took to provide remote classes during the pandemic. It cites official sources with the acts, orders, rules each state issued. Here is a summary of all 26 states:</p> <ul style="list-style-type: none"> - 15 of the 26 states and the Federal District of Brasília offer classes through TV channels, online platform, and social media; - six of them offer all of the above plus radio stations; - five of them offer classes through video and use what they name Learning Digital Objects (LDOs), which are videos, games, animations, maps, graphics; - one of them offers classes through video, radio stations, and use LDOs as well. <p>In all of the states schools print materials for students who have no other way to access classes. Students must pick them up at their school building.</p> <p>Most states offer classes through digital platforms such as Google Classroom, which is used by the majority of them. Most of them also use social media to post videos, activities, and to interact with students.</p>
	Department of Education - State of Alagoas	http://educacao.al.gov.br/images/DOE_AL-07_04_2020-portaria_Seduc.pdf	<p>This is the administrative rule issued by the State of Alagoas Government to inform state schools about remote classes. However, it does not tell anything about resources, stipend, or any operational details, apparently, leaving each school with the responsibility to devise and execute its own plan. The document mentions that the State will offer training to all teachers and administrators to cope with the new regime.</p>

Department of Education - State of São Paulo	https://www.educacao.sp.gov.br/noticias/secretario-rossieli-soares-prestas-contas-comissao-de-educacao-e-cultura-da-alesp/	The article was produced by the press office of the Department of Education of São Paulo State. It is about the Secretary of Education's presentation to the State Representatives about how the State has been dealing with the pandemic. The virtual meeting was held on July 14th. The State of São Paulo has provided classes through a few different platforms: two apps, YouTube, Facebook, and two TV channels. The Secretary said that 75% of all students had followed the remote classes in the first fourth of the school year; 1.8 million students accessed the apps and there were 3.5 million downloads. There are 321 thousand followers on Facebook and 525 thousand on Youtube.
MoE teacher training support in São Paulo	https://prof.edu.sme.prefeitura.sp.gov.br/	Tutorials for teacher on how to use google classroom, nearpod, khan academy and Quizzizz. This website was produced by the Department of Education of São Paulo City , for teachers to give them not only tutorials, but also some strategies for the remote classes. It also is connected to their youtube channel.
MoE teacher training support	https://www.gov.br/mec/pt-br/assuntos/noticias/cresce-numero-de-professores-em-capacitacao-para-utilizar-tecnologias-em-sala-de-aula	The MoE made a partnership with the Britannica Digital Learning, they held eight webinars for teachers, showing them how to use digital tools.
MoE stipend for schools for digital teaching		
State policies on inclusion	https://www.youtube.com/watch?v=5RiQSZ4UwcE&list=PL3DzvjyJQm_WxIQgoatBaGQXr_mkbWV4uB&index=13	This state provided training for teachers on how to deal with special needs students, autistic, sensory impaired, and intellectually disabled.
List of schools		

	State of Minas Gerais provide learning materials for teaching, for students and parents	https://estudeemcasa.educacao.mg.gov.br/inicio	This website provides material for students to organize their self-learning, a guide for parents on how to work with the toddlers and also a guide for organizing students' study routines.
	MoE digital support	http://educacaoecoronavirus.com.br 13.12.2020	Website produced by Vozes da Educação, a Consultancy in the area of Education with the support of Instituto Unibanco. It contains information about the steps each state of Brasil took to provide remote classes during the pandemic. It cites official sources with the acts, orders, rules each state issued. Here is a summary of all 26 states: - 25 states offered online training for teachers. 23 out of 26 states held webinars and video tutorials on youtube for online classes. one state provided self study PDFs for teachers and one state had no information about teacher training and about the online classes; - - 24 out of 26 states had training on how to use digital tools. Two of them didn't give any kind of training for digital tools; - 22 out 26 states were using google classroom, one used microsoft teams, two of them created their own app, one had no information about a platform; - Four states trained teachers for online classes for special needs students;
Moe – other			
Schools - support for teachers during Covid-19			
	School official documents on website		To our knowledge, only the Department of Education of each state and big cities have websites. Public Schools do not. Some of them have pages on Facebook, a channel on Youtube, a profile on Instagram. Some of them have created those tools during the pandemic.
	School teacher training support	http://educacaoecoronavirus.com.br	According to this website, already cited above, in 22 of the 26 states training on digital teaching/learning has been made available to teachers. This includes from training on specific platforms such as Google Classroom, to classes on how to make videos with very few

		11.12.20	resources. For the other four states, the website says information could not be found.
	school gives stipend for digital teaching to teachers		None of the official state websites mention any kind of financial aid for teachers or provision of devices or access to the Internet.
	school policy for inclusion		
	school provides learning materials for teaching		
	School provides digital support		
	School - other		
Schools - support for parents/students during Covid-19			
	school provides training for parents/students	https://www.educacao.sp.gov.br/?p=1558743 12.12.20	In this article, found on the official website of the Department of Education of the State of São Paulo, they mention virtual meetings organized by different schools to give information to parents on how to deal with remote classes. They also mention audios that have been sent to parents with guidelines and information about remote classes. The same kind of initiative has been mentioned by most states. What is noticed is that all kinds of initiatives like those are not part of a general policy. Each school director and staff designed their own plan.

	state provided materials for parents/students	https://site.educacao.go.gov.br/governo-de-goias-doa-1-136-celulares-para-o-atendimento-a-estudantes-sem-acesso-a-internet/ 11.12.20	The course on how to manage emotions was directed for teachers, students, coordinators and parents, on learning how to deal with the pandemic. They concentrated the course specially for the cities with the biggest loss.
	state provided digital support for parents/students	https://www.educacao.ma.gov.br/cursos-gerenciamento-de-emocoes-destinado-estudantes-e-professores-da-rede-publica-formara-agentes-mediadores/ 11.12.20	The state provided 1.136 cell phones, with sim cards, for students and teachers. The devices came from the Customs Office. The state also made a partnership with a company that reconditions old laptops and computers.
	school - other		
Teachers - support for students during Covid-19			
	teachers - support parent/students with training on how to learn online		
	teachers provide materials for parents/students		

	teacher - other		
Teachers - support for teachers during Covid-19			
	teachers - support for other teachers during Covid-19 e.g teacher associations	https://g1.globo.com/pr/parana/educacao/noticia/2020/10/01/pedagogo-de-curitiba-faz-curso-gratuito-para-ajudar-professores-com-aulas-online-e-alcanca-quase-70-mil-pessoas.ghtml	
	other	https://www.educacao.sp.gov.br/?p=1561012	In state schools in São Paulo, teachers encouraged students to post summaries of what they had learned to help other students. In a survey, they identified 100 students who had been consistently doing that. Ten of them were invited to visit the studios where the classes are being filmed.

APPENDIX 4 STAGE 1 – DESK RESEARCH - COLOMBIA

	SOURCE	date found	summary of content
MoE and/or individual/state support for schools during COVID-19			
MoE and/or individual State official documents on website	https://www.mineducacion.gov.co/1759/w3-article-399094.html?noredirect=1	09/12/20	<p>This document provides guidelines agreed between the ministry of health and the ministry of education (MEN) for education at home and for institutions seeking a safe return to the classroom. According to this document, the MEN, the secretariats of education, and directors and managers of educational institutes have developed strategies aimed at:</p> <ul style="list-style-type: none"> • Revising the syllabus, the modality and time allocated for implementing it. • Identifying the key channels of communication for facilitating interaction between stakeholders in the educational community • Identifying and prioritising in the syllabus and basic learning competences strategies for developing education at home, including the development of healthy living habits and socioemotional abilities. • Identifying relevant didactic options (the integration of innovative and flexible physical or virtual resources) for education at home with the help of parents and guardians that privilege “the development of cross-subject projects using resources derived from an interdisciplinary approach”. • Offering a guide to make it possible for those at home to organise their time, adapt their routines and living spaces to facilitate learning at home. • Opening and energizing participatory spaces in the educational community for remote learning. • Monitoring and evaluating learning at home in accordance with the conditions in place for the pandemic. <p>The document highlights the importance of interdisciplinarity and proposes three methodologies to foster this interdisciplinarity: problem-based learning; project-based learning; and “integrated didactic sequences”, though the document provides no details regarding how to implement these methodologies. The document also frames the safe return to face-to-face learning within the theory of “alternation”, which refers to “educational provision by bringing together distinct variables and current circumstances in agreement with the particular conditions prevailing in each institution” This model of “alternancia” is being promoted by the GoC to ensure a responsible return to the classroom</p>

			https://www.mineducacion.gov.co/1759/w3-article-398325.html?_noredirect=1). p. 56
MoE and/or individual State official documents on website	https://imgcdn.larepublica.co/cms/2020/09/29143017/Resoluci%C3%B3n-1721.pdf	09/12/20	The Government of Colombia (GoC) passed resolution 1721 on the 24th of Sept 2020 publishing the biosecurity protocols to implement in light of the pandemic for educational institutions to follow in order to facilitate a progressive and safe return to face-to-face teaching. The ministry of education (MEN) pledges to provide technical assistance to educational institutions in the adoption of these measures
MoE and/or individual State policies on inclusion	https://mintic.gov.co/porta/Inicio/Sala-de-Prensa/Noticias/126387:Como-acceder-al-programa-del-MinTIC-que-ofrece-Internet-fijo-de-bajo-costo	08/12/20	The Ministry of Technologies for Information and Communication (Ministerio de Tecnología de la Información y las Comunicaciones - MINTIC) introduced an initiative in March 2020 called "ultima milla" (last mile) which aims to provide both students and teachers from strata 1 and 2 (there are six social strata in Colombia ranging from 1 - the lowest/poorest - to 6 - the highest/wealthiest) with internet access at a monthly cost of between \$2 USD (9,000COP) for estrato 1 and \$5 USD (19,000 COP) for estrato 2. Apparently, this initiative has benefitted 342,000 families.
MoE and/or individual State policies on inclusion	https://mintic.gov.co/porta/Inicio/Sala-de-Prensa/Noticias/126645:La-ministra-de-las-TIC-hablo-sobre-las-medidas-para-garantizar-el-acceso-de-ninos-y-jovenes-a-la-educacion-virtual-durante-la-cuarentena	08/12/20	MINTIC also introduced another initiative called "computadores para educar" (computers to educate) in collaboration with the MEN (actually this initiative existed prior to the pandemic). It aims to provide students and teachers from rural areas without internet connection with 75,000 computers that come with pre-installed educational content.
Other (news article)	https://www.dinero.com/pais/articulo/gobierno-expide-decreto-para-cambiar-el-calendario-escolar/286340#:~:text=El%20Gobierno%20Nacional%20expidi%C3%B3%20el,los%20previstos%20por%2	08/12/20	The ministry of education (MEN) issued a decree to allow departments to make changes to the academic calendar "depending on regional dynamics". The MEN has also granted 2.5 billion COP in loans to higher education institutes (HEIs), primary and secondary schools, and kindergarten/playschools for the payment of salaries. 1 billion COP are earmarked specifically for playschools and private (primary and secondary) schools, and the other 1.5 billion is for HEIs. An additional 200,000 million COP in loans were made available for students from underprivileged backgrounds. What this means is that all

	0la%20ley		of this financial support should be paid back to the government of Colombia (GoC).
Secretariat of education (Cucuta)	https://www.juntosvolvemos.com/	10/12/20	The education secretariat of Cucuta launched a website to assist schools with the progressive return to the classroom. The kit “together we return” includes information about the infection rate in different districts in the city; information about the administrative and teaching staff of educational institutes include their age and those with pre-existing conditions; information about the physical capacity of schools and their infrastructure so that stakeholders can evaluate the plan for a return to the classroom in each respective schools; information about the impact of the pandemic on learning; and the biosecurity protocols in place to enable a safe return to the classroom
Private elite bilingual school	https://marymountbogota.edu.co/aprendizaje/marymount-virtual/		This elite private bilingual school in Bogota already had a virtual platform prior to the pandemic. In light of the pandemic the learning sequence was adapted, the learning materials were “diversified”, more time was allocated for learning support, the amount of material to cover was reduced, focusing on the development of key capabilities. The school emphasizes the importance of “generating links between the group and the teacher” and they say they have adjusted virtual learning practices to promote engagement, active participation and a sense of belonging to the group. To this end, they take attendance, expect students to keep their cameras on, record the virtual classes, and adjust the length of classes to reduce the amount of screen time. They use the platform “MaviTeams” from Microsoft as well as tools to enable “synchronic assessment”. In addition, they have developed a “virtual board of tasks” to enable students to manage the learning process and develop self-management abilities. This board is updated every two weeks. All teachers also undertook a teacher development programme focused on “efficiently integrating technology with the virtual learning environment” and the development of digital literacy. The school expects parents to be active in their children’s learning process and includes advice for parents in how to support their children.
Public school/foundation (Cartagena, Soacha, Quibdo, Barranquilla)	https://fundacionpiesdescalzos.com/fundacion-pies-descalzos-lanza-plataforma-para-resolver-las-dudas-y-preguntas-academicas-que-surgen-con-el-aprendizaje-en-casa/	10/12/20	This foundation was set up by Shakira to educate underprivileged children and is a public (state) school with schools in Cartagena, Soacha, Quibdo, and Barranquilla. The foundation has developed an initiative called “pies en casa” (feet at home) whereby anyone can complete the form on the website (https://fundacionpiesdescalzos.com/piesencasa/) with a question that they have, and receive a response. Volunteers are available Monday to Saturday 8.00am to

			2.00pm to provide this service. Questions and answers are posted on the website. Two of the questions posed related to English (“what is the difference between at, in and on” and “what is the past simple?”). Answers include links, comments and videos.
Public school (Medellin)	https://www.iejorgerobledo.edu.co/	10/12/20	This school has an initiative for donating cellphones to students in need. The school also asks parents and students to complete a form to get feedback on the measures agreed with the community committee to ensure successful virtual learning (these include netiquette and ensuring children are accompanied by parents during synchronous classes) (https://docs.google.com/forms/d/e/1FAIpQLScCKaT67vfmGyKPG4Mg4-lura4hOlf1LDFbzuBisMLSh-9juQ/viewform). As all synchronous classes are filmed, parents also have to complete an “informed consent” form. The school also invites parents to complete another form to find out their views towards a return to the classroom. The school also developed learning guides for pupils. The school used Google classroom for remote learning and includes videos on how to use this platform (https://www.iejorgerobledo.edu.co/noticias ampliada.php?idnoticia=21453).
Government provides support for parents/students	http://www.computadoresparaeducar.gov.co/publicaciones/5121/vuelve-escuela-tic-familia-para-padres-y-cuidadores/	09/12/20	Ministry of Technologies for Information and Communication (Ministerio de Tecnología de la Información y las Comunicaciones - MINTIC) launched a free online course for 5,000 parents and guardians in December 2020 in association with the University of Pamplona and under the guidance of "Computadores para Educar" (computers to educate). The one month course, which is delivered using Whatsapp, aims to train parents and guardians in the use and appropriation of information and communications technology (ICT) and includes podcasts, memes and videos. Topics includes the use of technology in education, responsible internet use, and new ways of learning and tools to support educational development.
Government provides support for parents/students	https://laeducacionquenosune.co/	10/12/20	The website / organization “educacion nos une” (education that unites us) was set up to help different stakeholders (teachers, coordinators, parents) to overcome the challenges presented by the pandemic including economic challenges and cohabitation during the quarantine. It was set up by various organisations including Empresarios por la Educación (entrepreneurs for education), Colombia cuida a Colombia (Colombia takes care of Colombia), Asociación de Fundaciones Familiares y Empresariales (Association of family and entrepreneurial foundations) and the MEN

			<p>http://aprendedigitalqa-2012125942.us-east-1.elb.amazonaws.com/la-educacion-que-nos-une).</p> <p>It provides tools and practices for strengthening the learning process at home and preventing instances of violence and abuse. According to the website, the organization has benefitted 240,000 people. Members of the organization can upload content that they feel is relevant to the goals of the organization. Resources include videoconferences (YouTube presentations) on topics such as “education and solidarity and cooperation for a more humane world”; “the role of the teacher in times of crisis”; “dealing with emotions in schools in times of uncertainty”; “how to create a guide for educational activities”; “how to organize our time at home”; and “digital tools for pedagogy at home”. One particularly interesting document is called “teachers’ opinions on school leadership in the context of the pandemic” (https://laeducacionquenosune.co/2020/09/25/voces-docentes-en-risaralda/). Teachers in this document mention the importance of being constant motivators and mediators of knowledge; staying up-to-date with technological advances; not teaching the same as teachers did 50 years ago; creating a learning environment where the learners feel supported emotionally; considering the perspective of the other; developing critical thinking; and educating children to be socially and ethically responsible. In this document selected teachers describe challenges for teachers such as little or no connectivity; no devices to access the internet; lack of training and time for parents to help their children at home; teachers with little or no knowledge of platforms for giving classes online; a lack of continuity in the learning process; and in some cases, a lack of autonomy, commitment and responsibility. One teacher states that “frustrated teachers, stressed parents, and anxious learners characterise the current public education landscape in Colombia”, and this same teacher is very critical of the government’s educational response to the pandemic. Most of such documents reviewed in this desk research state what the Colombian education system SHOULD do to deal with the pandemic, but lack clear and concrete strategies for how to do it.</p>
Government provides support for parents/students	https://laeducacionquenosune.co/2020/10/29/covid-19-y-educacion-primaria-y-secundaria-repercusiones-de-la-crisis-e-implicaciones-de-politica-publica-para-	undp-rblac-CD19-PDS-Number20-UNICEF-	This document prepared by UNICEF has information on all Latin American countries regarding the repercussions of the COVID-19 crisis for primary and secondary education in Latin America and implications for public policy. According to this document, the GoC has made agreements with internet service providers not to charge for data used to download materials from the MEN. It also states that the GoC has created websites with

	america-latina-y-el-caribe/	Educación-ES	instructions to detect symptoms of depression, a collection of recommendations for parents and guardians and support lines (telephone) operated by mental health professionals. Colombian has also “made some effort to continue school feeding by means of coupons or the direct delivery of food to families”. This document also explains that for pupils without an internet connection, kits have been prepared to enable them to learn at home. The GoC has also created resources to ensure that families “commit to home learning”. Finally, the document also gives figures for number of children affected by the pandemic: 1.3m in pre-primary; 4.3m in primary; and 4.8m in secondary (just over 10.4m in total). It also gives figures for the percentage of students from the lowest quintile with a study space at home (just over 60% compared with just under 90% from the highest quintile); the percentage of students with at least one computer at home (20% for the lowest quintile compared to 100% from the highest); the percentage of students with at least one cellphone with internet at home (65% for the lowest quintile compared to 100% from the highest); and the percentage of students with a tablet at home (less than 10% for the lowest quintile compared to 95% for the highest).
MoE and/or individual State official documents on website	https://tutotic.gov.co/	08/12/20	"Tutotic" (tutor/ICT) is an initiative created by The Ministry of Technologies for Information and Communication (Ministerio de Tecnología de la Información y las Comunicaciones - MINTIC), "computadores para educar" (computers to educate) and the MEN "to reinforce basic competences in sciences, maths and language" for primary and secondary school students". This includes online classes taught by "professional experts", which pupils and their parents or guardians can participate in. These are then are uploaded to Youtube. Most of these videos, which were uploaded in October and November 2020 have less than 200 views, although a handful had more than 500 views when I checked (08/12/20). In addition to this resource, students can book an appointment with online tutors by telephone, Whatsapp, or online. The online reservation system was working when I checked (08/12/20). Priority is given to students from the state sector.
MoE and/or individual State official documents on website	https://www.mineducacion.gov.co/1759/w3-article-397798.html?_noredirect=1	08/12/20	On 13th May 2020 the government of Colombia (GoC) announced a package of loans to support the education sector called "Fondo Solidario para la Educación". Support included loans for parents of strata 1 and 2 pupils to help pay the enrolment fees for state educational institutions (state schools are not all free in Colombia, and public HE is also cost-bearing), and loans for parents of pupils attending private schools and pre-primary

			education. Note that in all cases, the support provided is credit which has to be paid back to the GoC.
MoE and/or individual State official documents on website	https://www.mineducacion.gov.co/1759/articles-394181_recurso_4.pdf	08/12/20	This document from the MEN provides "some ideas regarding care and self-care such as how to make the home a safe and protective environment for children and adolescents; organisation of time spent at home; and support for educational activities at home". This document contains very general advice for preventing Covid contagion (2 pages); how to cope with spending so much time at home with the whole family (2 pages); how to protect children from risks (2 pages); how to avoid conflict (1.5 pages); how to spend time at home with the children (1.5 pages); and how to help children learn at home (3 pages). Advice for helping children learn at home includes keeping in contact with teachers; promoting dialogue; finding a light and well aired space for doing classwork; appreciating the work of teachers; and arousing children's interest. This advice is very general and does not equip parents with clear and specific strategies.
Government provides support for parents/students	https://escuelaticfamilia.gov.co/728/w3-channel.html	08/12/20	The Ministry of Technologies for Information and Communication (Ministerio de Tecnología de la Información y las Comunicaciones - MINTIC) started developing "escuela TIC familia" (family ICT school) for parents, parental guardians and educators in 2015. According to the website, this programme offers courses and resources "so that all Colombians have and can have access to the use and operation of ICT", but no resources could be found and no courses are currently being offered.
Government provides support for parents/students	https://contenidos.colombiaaprende.edu.co/	09/12/20	This platform by the MEN has a range of interactive resources including resources for primary, secondary, and high school students in the subjects of language (Spanish), sciences and maths (https://contenidosparaaprender.colombiaaprende.edu.co/). For English learners, graded readers are available (thanks to an agreement with Pearson) ranging from A1 level to B1 level. These include the audio version of these books and are freely available for anyone (parents, teachers, students) who registers at the website (https://contenidos.colombiaaprende.edu.co/programa-nacional-de-bilinguismo). This platform also has a downloadable app to "innovate in educational methodologies" and "strengthen the pedagogic process of Colombian students". Modules are available in science, maths, art, anatomy and animals (https://contenidos.colombiaaprende.edu.co/xplorar). This platform also has 190 "virtual objects" developed by the educational secretariats of Bucaramanga, Montería and Valledupar with the support of MinTIC, MEN and

		<p>“computers to educate” in order to strengthen English skills in the natural sciences and maths for the 9th, 10th and 11th grades. These English-medium materials (based on a CLIL methodology) include tests, teaching guides, printable worksheets, tests for students and interactive resources (https://contenidos.colombiaaprende.edu.co/pegui).</p> <p>This platform also has 532 video classes and 96 teachers’ guides for teaching 7th, 8th and 9th grade students (https://contenidos.colombiaaprende.edu.co/aulas-sin-fronteras). In addition, digital content is available to prevent mental health issues and to promote healthy habits in students, teachers and other stakeholders (https://contenidos.colombiaaprende.edu.co/bienestar-en-tu-mente). An app has also been created for 6th to 11th grades called “Bethe1challenge” which contains games, competitions and educational games to enable students to continue learning English at home. According to the website, the app has been downloaded by 133,000 Colombians (https://contenidos.colombiaaprende.edu.co/conectate-al-descargaton-de-bethe1challenge). Additional courses/resources offer free of charge by the MEN include the first 30 days of an online English course offered by EF; as well as courses by EdX, Google Education and others (https://contenidos.colombiaaprende.edu.co/cursos).</p> <p>This website also provides advice on useful ICTs for remote learning and links to these resources (https://contenidos.colombiaaprende.edu.co/herramientas-tic-para-apoyar-los-procesos-educativos); how to use Microsoft suite and Teams (https://contenidos.colombiaaprende.edu.co/herramienta-de-comunicacion-y-colaboracion-teams); ebooks for teachers (https://contenidos.colombiaaprende.edu.co/una-coleccion-de-libros-para-todos-los-maestros-en-su-dia); Sesame Street videos on pandemic related issues (https://contenidos.colombiaaprende.edu.co/plaza-sesame); videos and teachers’ guides for digital English learning materials for 4 to 8 year olds (https://contenidos.colombiaaprende.edu.co/bunny-bonita) as well as links to many other websites and resources including edmodo and maguare (https://maguare.gov.co/). Maguare is an interactive website from the MEN includes a wide range of educational activities such as songs, video books, apps that primary school children can engage with, accompanied by their parents or guardians (all in Spanish). The MEN recommends only 45 minutes of</p>
--	--	--

			<p>screen time and then a break. In addition, the Colombiaaprende (Colombia learns) platform also has a link to aulasamigas (https://aulasamigas.com/index.php/aulas-amigas-tomi/) which aims to break down the barriers to internet access and to address the pedagogical and technological challenges both inside and outside the classroom. Finally, this platform has links to a digital library and a reading club (https://clubdelectura.colombiaaprende.edu.co/#/), with hundreds of digital books available (https://bibliotecadigital.colombiaaprende.edu.co/).</p> <p>Parents, students or teachers can loan books for 21 days by signing up on the website. A second link is provided by the MEN (https://contenidos.colombiaaprende.edu.co/el-libro-total), which has 50,000 titles available to loan for free, including audio books. The website states that teacher guides are available, but I couldn't find these. Books are available for all school grades.</p>
Government provides support for parents/students	https://spark.adobe.com/page/UI6mkzpxvbmLS/	09/12/20	This resource by the MEN provides a range of games that can be played at home to develop physical, emotional, social, cognitive, and creative abilities.
Government provides support for parents/students	https://www.rtv.gov.co/noticia/profe-en-tu-casa-llega-siete-canales-regionales-del-pais	09/12/20	Colombian national public radio and TV broadcast a show, in association with the MEN, called "Profe en tu casa" (teacher in your home) every Monday from 10am to 11am. Translation is also provided in Colombian sign language. This show is also broadcast on seven regional TV channels at different times and, according to the programme's description (https://www.senalcolombia.tv/parrilla) aims to help families to plan new models to support learning at home. Citizens express their concerns and comments regarding the use of digital and analogue learning tools for children.
Government provides support for parents/students	https://www.mineducacion.gov.co/portal/salaprensa/Noticias/394209:Cerca-de-500-000-computadores-y-tabletas-estran-disponibles-en-sedes-educativas-y-pueden-apoyar-a-los-estudiantes-en-sus-casas; 2. https://www.mintic.gov.co/portal/inicio/Sala-de-Prensa/Noticias/151991:2	08/12/20	On 19th March, the MEN, in collaboration with the Ministry of Technologies for Information and Communication (Ministerio de Tecnología de la Información y las Comunicaciones - MINTIC), announced that they would lend 500,000 tablets and laptops to state school students for use at home. These devices were to be used in conjunction with the over 80,000 learning resources available on the colombiaaprende.edu.co website (see below). By the end of 2020 the aim was to provide 173,000 computers. By the end of the first semester, they had provided over 83,000 computers to "students and teachers of public schools in Colombia". That would mean they are a long

	15-mil-familias-colombianas-de-estratos-1-y-2-han-sido-conectadas-a-internet-en-los-ultimos-cinco-meses-de-pandemia-ministra-Karen-Abudinen		way from meeting their initial target of 500,000. (Note that the programme aims to “loan” computers and tablets, not “give”).
Other (drop out rates)	https:// analisisurbano.org/ unos-13-000-estudiantes-del-pais-dejaron-el-colegio-durante-pandemia/89657/	09/12/20	By August 14th, El Tiempo reported that 13,000 state school students were not attending classes in two major cities (Medellin and Barranquilla), and the parents did not come to collect the educational materials created by teachers. According to the secretaries of education of these cities, this desertion coincides with a lack of internet access and devices to enable remote learning. In Medellin alone over 8000 students deserted during the pandemic, and 5000 in Barranquilla. What would be needed to address this issue, according to an expert in the article, would be virtual platforms and technological expertise.
Other (teacher experiences)	https://www.elespectador.com/especiales/ser-profesor-en-una-pandemia/	09/12/20	According to this article, teachers have faced challenges when teaching remotely including dealing with attention deficit, anxiety, internet connectivity issues, parental concerns, being overworked, and even having to teach with Covid. Teachers have responded by decorating their walls, using hand puppets, installing whiteboards in their homes, and recording videos for students with internet connectivity problems. According to the article the government's plan is to implement "semipresencial" teaching with limited numbers of students at specified times during the day. In this article, four different Colombian educators share their experiences. Maria del Pilar Lopez says that teaching remotely is like stand-up comedy because it's difficult to keep students engaged; Carolina Villalba deals with students with learning disorders who have found remote learning difficult, including breaking down into tears as a result of exhaustion and fear when learning online; Maria Camila Carmona uses Zoom and Meet and sends downloadable material for students who have internet connection issues; Alvaro Fajardo has experienced difficulties using new technologies and the increased workload. He feels that remote learning neglects the emotional, human and affective dimensions compared with face-to-face learning.
MoE and/or individual State teacher training support	http://www.computadoresparaeducar.gov.co/publicaciones/5008/todo-sobre-innovacion-	08/12/20	"Computadores para educar" (computers to educate), which is part of the ministry of education (MEN), organised the annual "educa digital" event which offers workshops for public school teachers to "share their experiences using ICT and acquire new knowledge". Teachers could attend up to five online workshops over

	educativa-en-educa-digital-2020/		three days in November 2020. Topics included using Google Education, digital access for the inclusion of students with disabilities, and the internet of things.
MoE and/or individual State teacher training support	https://www.mineducacion.gov.co/1759/articles-394116_recurso_2.pdf	08/12/20	According to CIRCULAR 021 (memorandum 021), the MEN gave public school teachers (primary and secondary) two weeks to develop online learning materials and to familiarise themselves with digital tools. This document also states that a website has been set up to support teachers and students during the pandemic: colombiaaprende.edu.co (see above)
Support for teachers from teachers' associations	http://www.tesolcolombia.org/home/news/	11/12/20	THIS ORGANIZATION OFFERED A TEN WEBINARS BETWEEN MARCH AND MAY 2020 TO PROVIDE SUPPORT FOR TEACHING ONLINE. WEBINAR TITLES INCLUDE "BUILDING UP STRATEGIES FOR ONLINE AND REMOTE TEACHING: LET'S DO IT TOGETHER!"; "TEACHING ONLINE: TIPS TO OPTIMIZE YOUR SPEAKING TIME"; "LIVE CHAT WITH EXPERTS: OPTIMIZING THE TRANSITION TO ONLINE WORLDS"; " TAKING TEACHING ONLINE: TIPS FOR EDUCATION IN TRANSITION "; AND "USING WHATSAPP TO CREATE EDUCATIONAL SPACES". THESE WERE RECORDED AND ARE AVAILABLE TO DOWNLOAD.
Support for teachers from teachers' associations	https://www.colombobogota.edu.co/		Centro Colombo Americano is a binational private language school with branches in various locations around Colombia. The website contains articles about the challenges posed by the pandemic. One article states "it's necessary to investigate the mechanisms that permit teachers to incorporate notions such as 'collaboration and emotional development' as essential elements for opening learning pathways in a virtual environment" (https://www.colombobogota.edu.co/el-reto-de-desaprender-para-crear-lazos-en-el-mundo-virtual/), but doesn't state which mechanisms these might be. For remote learning with this organisation, they recommend that all students have broadband internet; speakers and microphone and camera, but provide no information about how classes are taught nor which platform(s) are used (https://colombobogota.edu.co/wp-content/uploads/2020/07/PDF-KTP.pdf).
Other	https://publications.iadb.org/publications/english/document/CIMA-Brief-20-COVID-19-Are-We-Prepared-for-Online-Learning.pdf	09/12/20	A very useful document about internet coverage and parental support for education in Latin America
Other	https://publications.iadb.org/publications/english/document/Private-Schooling-in-Latin-	09/12/20	Useful document providing an overview of the complex private schooling situation in the region, related public policies, and trends

	America-Trends-and-Public-Policies.pdf		
Other	https://riseprogramme.org/sites/default/files/2020-10/RISE%20Insight%202020_17_Modelling_Impact_0.pdf	09/12/20	Useful paper on recommendations for education systems on how to mitigate the impact of the pandemic. Very useful list of references at the end.
Background on Colombian education system	https://encolombia.com/educacion-cultura/educacion/temas-de-interes-educativo/el-sistema-educativo-colombiano-y-su-sistema-de-la-calidad-de-la-formacion-para-el-trabajo-scaft/	10/12/20	<p>The MEN in Colombia...</p> <ol style="list-style-type: none"> 1. Establishes policies, standards, criteria and guidelines regarding the Colombian education system. 2. Is responsible for preparing and proposing plans for the development of the sector, as well as initiating, coordinating and financing national programs to achieve this end. 3. Advises departments, municipalities and districts in issues related to education 4. Is responsible for ensuring educational law and regulations are adhered to. 5. Continuously evaluates the provision of education and shares its findings to ensure the educational community remains informed regarding the educational quality in the country. 6. Leads the administrative activities of the sector and coordinates programmes across different sectors. 7. Supports the autonomous processes at the local and institutional level by formulating general guidelines and indicators for the monitoring and control of the administrative and pedagogical management
Background on Colombian education system	http://documents1.worldbank.org/curated/en/610871468023946903/pdf/324410CO0Decentralized0ED0LCSHD068.pdf	10/12/20	The educational system in Colombia is decentralized. This means that local secretariats of education, if certified by the MEN (municipalities of less than 100,000 inhabitants cannot apply for certification, and the certification process involves showing evidence of the local government's capacity for educational management and its preparedness for receiving and managing finances for education allocated by the MEN), can manage teachers hired by the public sector locally, including their salaries; provide inputs (curriculum, teacher training, materials, infrastructure); and formulate school policy (e.g. number of teaching days)
Background on Colombian education system	https://www.mineducacion.gov.co/1621/articles-205294_archivo_pdf.pdf	10/12/20	As the World Bank document above explains, a measure of autonomy has been devolved from the MEN to the local secretariats of education. However, according to the MEN, this autonomy has to occur in a "coherent and coordinated way in line with the policies and goals established at all levels of government (municipal,

			departmental and national)". (N.B. Departments in Colombia correspond to States in the US, or provinces/territories in Canada). The MEN offers support to secretariats of education including the distribution of the GoC's financial resources and monitoring of their use; providing technical assistance; the dissemination of information to the general public; and ensuring the national educational goals, policies and laws are implemented and the constitution is respected.
--	--	--	--

Summary

Colombia faced enormous challenges before the pandemic such as the highest levels of inequality in South America; a lack of quality language education in the public sector, especially in rural areas; ongoing guerrilla activity, including the killing of social leaders and educators; and corruption. It is therefore fair to say that providing CPD to ensure that teachers could cope with the transition to online learning was not high on the government's list of priorities. Instead, a lot of the support for teachers, students and schools focuses on providing financial assistance (in the form of loans), helping economically vulnerable students access the internet, providing advice for parents in how to help their children learn from home; helping schools deal with the economic cost of the pandemic; and providing these schools with support for transitioning safely back to face-to-face teaching. The GoC has, however, compiled an impressive bank of resources for teachers to use, including teacher guides, ebooks, videos, TV programmes, songs, video books, games and apps. This bank of resources is quite hard to navigate and most of these resources are not accompanied by clear guidelines of how they can be used by teachers working remotely. A teacher would be overwhelmed by the amount of content available. I would therefore question to what extent teachers have used these resources/materials (for example, the videos created by tutotic have so far been viewed between 200 and 500 times). CPD also does not seem to be offered by the MEN – only one annual three-day conference offers professional development for teachers. What seems to be lacking is continuous and practical support for teachers on how to deal with the issues that arise in their (virtual) classrooms. A lot of the advice available is quite theory-based and doesn't deal with specific issues such as what to do if a student refuses to turn on their camera, the pros and cons of different learning platforms, how best to share learning materials with students, the amount of homework to give (and how to give and grade it) or how best to assess students in an online setting.

APPENDIX 5 STAGE 1 DESK RESEARCH - MEXICO

Summary

The MoE, known here as SEP (Secretary of Public Education), responded to The COVID-19 pandemic with Aprende en Casa (Learn at Home), an initiative to broadcast remote classes to schoolchildren through the Republic of Mexico using an open channel and a couple of other networks. The digital divide in Mexico, a separation mainly between the more vulnerable populations in the rural south and the wealthier, more connected urban areas, played a large role in the lack of success of this initiative as did the lack of interactivity, TV being a passive medium. Later, the government introduced Aprende en Casa II, incorporating social media, posting classes on a YouTube channel, using Facebook and WhatsApp to connect. Some teachers unions handed out thousands of devices to students in need, and rural areas took advantage of entrepreneur Carlos Slim's Red Compartida (Shared Network) to access remote learning. Nonetheless, because schools were already in the midst of the academic cycle when the pandemic hit, materials were hastily created by simply turning course book activities into virtual learning without much creativity or consideration for how the medium can affect the message if you will.

Although at least one report indicates that teachers in Mexico received more CPD on the use of ICT's, this did not seem to benefit them in the sense that they felt more capable or confident using digital technology to deliver classes, a problem which was compounded by connectivity issues.

Key: nothing found

	SOURCE	Date found	Summary of content
STAGE 1 - DESK RESEARCH	MoE and/or individual State - support for schools during Covid-19		
	MoE and/or individual State official documents on website	https://aprendeencasa.sep.gob.mx/	8.12.2020 MoE webpages for teachers, students, and parents with a survey about virtual learning regarding availability of devices, perceptions, and social and emotional situation of learners.
	MoE and/or individual State teacher training support	http://www.oecd.org/education/Mexico-coronavirus-education-country-note.pdf	A good starting point to assess the extent to which teachers and their students were prepared for school closures is to examine how frequently these technologies were used in the classroom before the crisis hit. Results from the 2018 Teaching and Learning International Survey (TALIS) prior to the crisis show that on average across participating OECD countries and economies, only slightly more than half of lower-secondary teachers (53%) reported letting students use ICT for projects or class work "frequently" or "always". In Mexico, this was the case for 69% of teachers, which is higher than the average of the OECD countries participating in TALIS. In order to be

			effective, teachers' practices need to be grounded in a body of knowledge acquired through quality training. In Mexico, 77% of teachers reported that use of ICT for teaching was included in their formal education or training, which is higher than the average of the OECD countries taking part in TALIS (56%). At the time of the survey, 58% of teachers in Mexico felt that they could support student learning through the use of digital technology (e.g. computers, tablets, smart boards) "quite a bit" or "a lot", which is lower than the average of the OECD countries participating in TALIS (67%).
MoE stipend for schools for digital teaching			
MoE and/or individual State policies on inclusion	https://observatory.tec.mx/edu-bits-2/the-challenges-of-online-education-in-public-schools-in-mexico		The contexts of 3 schools and how each has handled virtual learning during the pandemic. Two rural and one urban.
List of schools			
Moe and/or individual State provide learning materials for teaching	https://www.ei-ie.org/en/detail/16968/mexico-union-targets-school-dropouts-during-pandemic		The delivery of the first 4,500 devices on 5 October was carried out simultaneously throughout the country. It was led by the Secretary General of the SNTE, Alfonso Cepeda Salas, at the "Niños Héroes" Primary School in Cuajimalpa City Hall. The SNTE itself contributed around 1,500 screens.
MoE and/or individual State digital support			
Moe - other			
Schools - support for teachers during Covid-19			
School official documents on website			
School teacher training support			

school gives stipend for digital teaching to teachers			
school policy for inclusion			
school provides learning materials for teaching			
School provides digital support			
School - other			
Schools - support for parents/students during Covid-19			
school provides training for parents/students			
school provides materials for parents/students			
school provides digital support for parents/students			
school - other			
Teachers - support for students during Covid-19			
teachers - support parent/students with training on how to learn online			
teachers provide materials for parents/students			
teacher - other			
Teachers - support for teachers during Covid-19			
teachers - support for other teachers during Covid-19			

	e.g. teacher associations			
	other			

APPENDIX 6 STAGE 1 DESK RESEARCH - PERU

SUMMARY

Peru's school year starts mid-March so MINEDU, the Ministry of Education in Peru, had to quickly respond when the president announced lockdown and all 54 thousand public schools were not allowed to open at the start of the school year. In just 12 days ,MINEDU responded with Aprendo en Casa (Learn at home) a multi-modal remote learning initiative which was developed with support from from NGOs, technology companies, telecommunication operators, and broadcasters. The programme aligns with Peru's national curriculum and provides remote education through four channels: television, radio and web and printed material in an effort to reach all children in urban and rural environments. They have worked hard to reach remote communities and vulnerable populations with the support of Regional Directions of Education (DRE) and Local Education Units (UGEL), who connected and formed partnerships with 1 100 local radio stations. MINEDU's department of Decentralised Education (DIGEGED) also coordinated with Local Education Units (UGEL) to distribute printed materials and developed initiatives such as retransmitting radio content through powerful loudspeakers in community centres that children can attend while social distancing and distributing tablets with 4G connections to students in rural áreas since November 2020.To ensure that all children have access, TV learning sessions have sign language and the website has been adapted for children with disabilities. Learning facilitators make the content engaging for students at all levels and teachers are used to explain key concepts in learning materials. Students receive learning activities that they can use to practice what they learned through TV, radio or the Web. Students complete these activities and send them mainly through Whatsapp to their teacher. MINEDU's Monitoring and Evaluation Unit, with the support of Innovations for Poverty Action (IPA), monitors levels of adoption and satisfaction of the Aprendo en Casa strategy with principals, teachers, and families through regular phone calls. Nonetheless, many teachers especially in rural areas say that despite the governments' efforts, numerous students are not being reached and therefore have missed out on an entire school year. Teachers in Peru have received CPD during the pandemic from various sources. Some Local Educational Units (UGEL) have organised CPD online and UNESCO has organised a webinar for teachers on socio-emotional tools in contexts of emergency and isolation. Various Facebook and Whatsapp Teachers' Groups such as Teachers Peru, Peruvian English Teachers Network, Peruvian English Teachers, Peru TEC and local teacher trainers have offered free teacher training. In addition, CPD has been offered by RELO Andes, the British Council Peru and various educational textbook publishers. As this CPD is offered online, it is not available for teachers who are in remote rural areas with slow or no internet access.

Key: nothing found

no.	tool	found at link	date found	summary of content	
MoE and/or individual State - support for schools during Covid-19					
STAGE 1 - DESK RESEARCH	MoE and/or individual State official documents on website	https://www.gob.pe/8858-acceder-a-educacion-a-distancia-aprendo-en-casa https://www.gob.pe/institucion/minedu/noticias/305516-mas-de-1400-medios-de-comunicacion-de-todo-el-pais-transmiten-aprendo-en-casa-por-radio-y-tv https://www.facebook.com/pg/mineduperu/posts/		The Ministry of Education website has constant updates about distance learning for public schools in Peru during the COVID-19 pandemic. The 2020 school year was run completely distance using the Aprendo en Casa platform. In order to reach all students in Peru, content was delivered multi-modal through four channels: television, radio and web and printed material in an effort to reach all children in urban and rural environments. In total they used more than 1400 means of communication.	
	MoE and/or individual State teacher training support	https://www.youtube.com/user/perueduca http://comunicado.perueduca.pe/		Youtube channel provides 'Docente del dia' programme with a few talks for teachers on how to teach virtually using Aprendo en Casa. Peru Educa provides some short online courses such as 'Technological tools for monitoring, follow-up and feedback on learning'. In addition, online teacher training is offered locally by regional education authorities (DRE = Direccion Regional de Educacion) and (UGEL = Unidad de Gestión Educativa Local) and these are advertised on their websites and Facebook pages.	
	MoE stipend for schools for digital teaching	I was unable to locate this information. The Ministry of Education usually provides budget to regional (DRE) and local (UGEL) education authorities who disseminate this to schools in their areas.			
	MoE and/or individual State policies on inclusion	https://www.gob.pe/institucion/minedu/noticias/319120-15-mil-familias-de-ninos-y-jovenes-con-discapacidad-siguen-los-programas-de-radio-y-television-del-minedu https://www.gob.pe/institucion/minedu/noticias/323012-minedu-elabora-materiales-educativos-para-estudiantes-con-discapacidad-visual-y-sordoceguera https://www.gob.pe/institucion/minedu/noticias/311546-aprendo-en-		The Aprendo en Casa platform provides content for all types of learners including special needs and adult education. As part of the inclusive policy of the Ministry of Education, Aprendo en Casa is broadcast via local radio stations and orientation is provided for parents. Learners with auditory problems can watch the TV broadcast with sign language or get access to special audio devices and those with visual problems get access to materials tin Braille. But during the pandemic the problems with access to education for the indigenous	

	<p>casa-tendra-serie-animada-para-estudiantes-con-discapacidad https://saludconlupa.com/entrevistas/aprendo-en-casa-mas-de-un-millon-de-ninos-peruanos-no-reciben-clases-en-su-lengua-materna/ https://www.gob.pe/institucion/minedu/noticias/314899-mas-de-16-mil-estudiantes-de-zonas-rurales-reciben-clases-semipresenciales https://www.gob.pe/institucion/minedu/noticias/305685-voluntarios-de-la-dreilm-refuerzan-aprendizajes-de-estudiantes-casa-por-casa</p>	<p>population remain as bilingual education is not a reality in Peru. Aprendo en casa is only broadcast in 10 of the 48 languages which are spoken in Peru and there is a huge shortage of bilingual teachers. The Ministry of Education has responded by reopening some school in remote areas where COVID-19 infection numbers are low with students taught in small groups 3 days a week using the paper copies of the Aprendo en Casa materials. The DREL (Regional Educational Authority in Lima) is sending their volunteers to homes of children and to local meeting points to support children who are not attending the online lessons and are at risk of dropping out of school.</p>
List of schools	There is a list of regional and local education authority websites on the MINEDU website.	
Moe and/or individual State provide learning materials for teaching	<p>https://aprendoencasa.pe/#/ https://www.gob.pe/institucion/minedu/noticias/340824-carpetas-de-recuperacion-ayudan-a-estudiantes-a-consolidar-aprendizajes-durante-las-vacaciones</p>	<p>Aprendo en Casa (Learn at home) aligns with Peru's national curriculum for all subject areas and provides content for independent study for early years (kindergarden), primary, secondary, special education (Basica especial) and adult education (Basica alternativa). The material consists of study guides, audios, videos and a workbook for each level and grade. There is a weekly 5 day programme with specific learning activities for each day. Teachers use this material to provide support classes, individual support and to give feedback to their learners on the tasks they send them.</p>
MoE and/or individual State digital support	<p>https://www.gob.pe/institucion/minedu/noticias/315882-tablets-son-personalizadas-y-tienen-el-nombre-de-estudiantes-y-docentes-que-las-recibiran https://www.gob.pe/institucion/minedu/noticias/341023-1000-escuelas-de-la-amazonia-y-6500-plazas-publicas-tendran-internet-gratis-mediante-wifi https://www.gob.pe/institucion/minedu/noticias/305516-mas-de-1400-medios-de-comunicacion-de-todo-el-pais-transmiten-aprendo-en-casa-por-radio-y-tv https://www.gob.pe/institucion/minedu/noticias/312885-minedu-inicia-distribucion-de-24-mil-tablets-en-lambayeque https://www.gob.pe/institucion/minedu/noticias/309502-escolares-y-docentes-de-puno-recibiran-100-</p>	<p>The Ministry of Education decree D.S.106-2020 published in October 2020 and valid until the end of 2020, states that the government will provide internet for basic education teachers. "Recarga Minedu", provides 433 000 teachers and school principals with a cellphone and data plan which is recharged monthly so they can provide support to their students using Aprendo en Casa. When I asked individual teachers, they stated that they did not receive this support. It is possible that this was only provided in remote regions. The Ministry of Education is providing tablets to primary and secondary teachers and students in remote areas so they can access the Aprendo en Casa platform. These tablets are being distributed by the local education authorities (UGEL = Unidad de Gestión Educativa Local) since 2020. In some rural areas, such as the Amazon</p>

	mil-tablets https://www.gob.pe/institucion/minedu/noticias/307031-minedu-inicia-en-cajamarca-la-distribucion-de-mas-de-un-millon-de-tablets https://www.facebook.com/pg/mineduperu/posts/			region, the government has provided free internet through Wifi in schools and public places to to enable teachers and students to connect to Aprendo en Casa. Facebook page of the Ministry of Education provides links to weekly webinars with talks to support families and teachers with use of Aprendo en Casa platform.
Other websites	http://documents1.worldbank.org/curated/en/920061598351759240/pdf/Peru-Aprendo-en-Casa-I-Learn-at-Home.pdf https://elcomercio.pe/economia/peru/educacion-ante-la-pandemia-conectividad-en-regiones-y-acceso-a-equipos-limitan-programa-aprendo-en-casa-noticia/ Technological tools for the monitoring, follow-up and feedback of learning			The World Bank report on Aprendo en Casa describes the programme in detail and includes an overview of the implementation challenges and successes.
Schools - support for teachers during Covid-19				
School official documents on website				
School teacher training support				
school gives stipend for digital teaching to teachers				
school policy for inclusion				
school provides learning materials for teaching				
School provides digital support				
School - other				
Schools - support for parents/students during Covid-19				
school provides training for				

parents/students					
school provides materials for parents/students					
school provides digital support for parents/students					
school - other					
Teachers - support for students during Covid-19					
teachers - support parent/students with training on how to learn online					
teachers provide materials for parents/students					
teacher - other					
Teachers - support for teachers during Covid-19					
teachers - support for other teachers during Covid-19 e.g teacher associations				Various Facebook and Whatsapp Teachers' Groups such as Teachers Peru, Peruvian English Teachers Network, Peruvian English Teachers, Peru TEC and local teacher trainers have offered free teacher training. In addition, CPD has been offered by RELO Andes, the British Council Peru and various educational textbook publishers. As this CPD is offered online, it is not available for teachers who are in remote rural areas with slow or no internet access.	
other					

APPENDIX 7 – BREAKDOWN OF DATA IDENTIFIED BY COUNTRY

Key: nothing found

COUNTRIES AND DATA	Brasil	Colombia	Mexico	Peru
MoE/State official documents on website				
MoE allows classes to move to remote classes	✓	✓	✓	✓
Emergency situation curriculum covered (but no evidence of a curriculum)	✓	✓ ¹⁷	✓	✓ ¹⁷
Provide printed materials as alternative	✓	nil	✓	✓
Regional States education dept in charge of education	✓	✓	✓	✓ ²⁶
Regional State education dept defers teaching decisions to schools	✓ ¹	nil		
Online platforms used	✓	✓	✓	✓
Social media	✓ ²	nil	✓	✓
Radio	✓	✓	✓	✓
TV channels	✓	✓	✓	✓
Combination: video, online games, online animations, online maps, online graphics	✓ ³	✓	✓	
Combination: TV, online and social media	✓ ⁴	nil	✓	✓ ⁴
Combination: TV, online, social media and radio	✓ ⁵	✓	✓	
Combination: video, radio and LDO's	✓ ⁶	nil		
Combination: app, social media and TV	✓ ⁷	nil		
Platform with downloadable apps		✓		
MoE/State support - Teacher training support on using digital tools				
Regional State Tutorials on how to use apps	✓ ⁸	nil		

MoE and private partnerships on using digital tools	✓	✓		
Research evidence on State support	✓ 9&14	✓ 9&14		✓
MoE Central support				✓
Teachers support for special needs and inclusivity				
State support for inclusivity	✓ 10	✓ 9 &	✓ 24	✓ 31
Local languages		✓	✓ 24	✓ 16
MoE/State support for parents with school aged children at home				
State support for self-learning, guide for toddlers and study routines for older children	✓ 11	✓	✓ 24	✓ 28
Ministry support for parents/guardians and students on using computers, social media, podcast, memes and videos		✓		
Support for parents with more TV aerials, cables, licences given to providers to extend the coverage		✓		✓
Support for parents with more radio provider contracts, antennas, radio equipment to extend coverage for radio		nil		✓
Support for parents by supplying more antennas for internet satellite, free wifi in public places		✓ 18		✓
Loans for low-income families to pay for private education or the cost of public school fees		✓		
Sesame Street videos, videos with guides		✓		
Interactive website with songs, video books, apps, digital library, reading club		✓	✓	
Loan of tablets and laptops for home use		✓		
Providing devices for students		✓	✓ 25	✓ 28
MoE/State support for teachers, students, coordinators and parents				

State support – managing emotions, focusing on cities with biggest pandemic losses	✓	✓		
State support with digital equipment and pre-paid SIM	✓ ¹²	✓ ¹²		✓ ²⁹
State support with online classes (pupils and parents/guardians) and bookable appt by phone, whatsapp and online		✓		
ebooks		✓		
Annual ‘educa digital’ event with workshops for public school T’s sharing experiences, T’s could join 5 online workshops over 3 days; topics included using platforms, inclusion for SEN		✓		
School support for teachers				
Schools do not have websites	✓	nil		
Schools have pages on Facebook, a channel on YouTube or a profile on Instagram	✓ ¹³	nil	✓	
No budgetary support for teachers	✓	nil		
Budgetary support for teachers		nil		
School support for parents and students				
School asking community for help		✓ ²⁰		
Teachers supporting teachers				
Teachers groups and associations offering online training		✓ ²³		✓
Teachers unions donating devices		nil	✓	
OTHER				
State initiative – teacher encouraged Ss to post summaries of what they had learnt online	✓ ¹⁵	nil		
NGO’s (British Council., RELO) offering teacher training on teaching online		✓		✓
Publishers offering teacher training on teaching online		✓		✓

Private school's initiatives		✓ ¹⁹		
NGO – supporting parents, coordinators, teachers		✓ ²¹		
Teacher initiatives		✓ ²²		✓ ³⁰
Member of the public setting up network		nil	✓	

¹Brasil - State of Alagoas

²Brasil - to share video, activities and interaction with Ss

³Brasil - 5 of the 26 States -learning digital objects = LDO

⁴Brasil - 15 of the 26 States; Peru through 165 different TV channels, 1237 radio channels in 20 regions

⁵Brasil - 6 of the 26 States

⁶Brasil - 1 of the 26 States

⁷Brasil - State of Sao Paulo

⁸ Brasil - State of Sao Paulo-google classroom, Nearpod, Khan academy, Quizzizz + strategies and linked to YouTube

⁹ Brasil - Country-wide research in Brasil: 25 of the 26 States offered online training; 23 had webinars and video tutorials on YouTube for online class; 1 had self-study PDF's for teachers, only 1 state had no information; 24 had training on digital tools; 22 used google classroom, 1 used Microsoft Teams, 2 created own app; 4 trained teachers on online classes for special needs; Colombia carrying out M&E

¹⁰Brasil - Inclusivity: autism, sensory impaired, intellectually disabled

¹¹ Brasil - State of Minas Gerais; State of Sao Paulo held virtual meetings organised by different schools to give info to parents on dealing with remote classes, audio also sent to parents with guidelines and info about remote classes. Most States seem to have a similar initiative but it is not general policy and each school director and staff have designed their own programmes.

¹² Brasil-Provision of 1,136 cell phones with SIM cards for students and teachers. Budget from Customs office; partnerships with reconditioned laptops and computers; Peru – 433,000 monthly budget for phones; Colombia-internet access budget, 75K computers with pre-installed educational content;

¹³ Brasil - Some schools created pages on Facebook, a channel on YouTube or a profile on Instagram since COVID-19

¹⁴ Brasil - Further research to corroborate ⁹ 22 out of 26 States have provided training on digital teaching/learning for teachers, as well as for specific platform like Google Classroom and classes on how to make videos with few resources: Colombia carrying out M&E

¹⁵ Brasil- State of Sao Paola – 100 Ss did regular postings and 10 of them were invited to studios where classed were filmed.

¹⁶ Peru-Only 10 of the 48 local languages are catered for.

¹⁷ Colombia-using a cross-curricular approach with virtual and physical resources used, recommending but not explaining that an approach using problem-based learning; project-based learning; and “integrated didactic sequences is the solution; Peru, activities for secondary on Aprendo en Casa site

¹⁸ Colombia – providing families in low incomes monthly budget for accessing the internet, 342K families have benefited;

¹⁹ Colombia – an elite private school in Bogota has modified their learning materials, more time is given to learning support, the curriculum has been reduced, attendance registrations are taken, length of classes are reduced, a ‘virtual board of tasks’ has been developed for self-management; T’s are given training, parents are expected to take an active interest and support their children

²⁰ Colombia – school asking community to help, donations of cellphones, online child protection, developed learning guides for Ss, use of Google classroom + videos;

²¹ Colombia- various local NGO’s together to support teachers, coordinators and parents to overcome challenges, provides tools and practices to strengthen learning process and prevent violence and abuse. 240K people have benefited.

²² Colombia – T decorating their walls at home, using hand puppets, installing whiteboards, recording videos for Ss with internet connectivity issues.

²³ Colombia – TESOL Colombia – 10 WEBINARS

²⁴ Mexico – online information only

²⁵ Mexico – delivery of first 4.5K carried out in parallel across country 5/10/20

²⁶ Peru - Regional and local education authorities make some decisions about education e.g. distribution of tablets, partial re-opening of schools in remote rural areas

²⁷ Peru - Ministry of Education provided support to parents and students with a support phone number they can call, Facebook group, Zoom sessions and information on the Aprendo en Casa website.

²⁸ Peru - Ministry of Education provided tablets for learners in remote areas and these were distributed by the local education authorities.

²⁹ Peru - Teachers were given 3G wifi allowance for October - December 2020. This programme so far has not been renewed for the start of the school year in 2021.

³⁰ Peru - Individual teachers set up Facebook and Whatsapp groups to support each other with advice and free training sessions.

³¹ Peru - inclusivity: visual and auditory impaired, braille provided for online materials, sign language for TV sessions and special devices, MINEDU announced early reopening of schools for SEN.



COVERING EMAIL

15th December 2020

To whom it may concern,

NEW WAYS OF TEACHING RESEARCH

The British Council is the United Kingdom's (UK) international organisation for cultural relations and educational opportunities. We are currently undertaking a programme of work called 'New Ways of Teaching' which has the following aims:

- improving the quality of online English language teaching and learning, particularly in Spanish and Portuguese speaking countries in Latin America

In order to better understand the needs of teachers and learners in the Americas, for their online English classes, we have commissioned research entitled: "New Ways of Teaching". This research will support our wider programme aims to contribute to the regional education systems and generate benefits for all within. The research has the following objectives:

- assess how much online teaching the teachers are carrying out
- assess what skills for designing online materials the teachers need
- provide a range of recommendations for ways to support the teachers and schools to develop online materials for the teaching and learning of English

The resulting research will provide the British Council with an insight into the needs of teachers, schools and parents, as well as an opportunity for us to assist you to reflect on your own English language policy and teachers' and school management continued professional development (CPD).

The researchers are experts in English language teaching research. They would like the opportunity to gather your views on:

1. *What support are schools being given to provide online teaching?*
2. *What support are teachers being given to develop online teaching and learning*

materials?

3. *What support are parents being given to help their children to learn online?*

We hope that you agree that this research would be of benefit to teachers and schools. Your views are important in order to direct the researchers towards the relevant schools and contacts within them. We look forward to your co-operation in this research.

Many thanks for your help.



Graham Stanley,
Graham.Stanley@britishcouncil.org

English for Educational Systems Lead Americas

NOTE: there is a difference in numbering between the survey sent in Brasil and Colombia, Mexico, and Peru. Differences are highlighted below. These Surveys were translated into Spanish for Colombia, Mexico and Peru and Portuguese for Brasil.

TEACHERS - ONLINE SURVEY

This survey is anonymous, and we will only contact you again if you agree to provide your contact information. All information provided here will be considered confidential and treated as such.

1. Which country do you teach in? (Brasil did not use this question)

Brasil
Colombia
Mexico
Peru

2. What school systems do you teach at? (Brasil 1)

Tick as many as apply:
Public (government)
Private
Other, please give details

3. What level of schooling and grade are your students? (Brasil 2)

Primary/elementary
Secondary/junior high

4. Please list the Grade(s) and age-bracket(s) of the students you teach in the space below (Brasil 3a-c)

Public (government)
Private
Other

5. What subjects do you teach? (Brasil 4)

Tick as many as apply:

Science
Technology
English
Mathematics
Language (medium of instruction)
Other:

6. Are you able to use the internet to connect with your students? Yes/No (Brasil 5)
If yes, continue to question 8

7. If no, write how you are teaching at the moment (Brasil this is included in 5)

8. How have you supported the students with online teaching and learning in **public schools**? (Brasil 6)

Tick as many as apply:

- Training on how to learn online
- Training on how to use the LMS so students can work on their own

- Designing materials for learning online
- Training on how to learn in the classroom and online (hybrid learning)
- Using conference call apps e.g. Zoom to check on progress
- Using social media apps e.g. WhatsApp, Facebook, other
- Other, please give a brief summary

9. How have you supported the students with online teaching and learning in **private or other schools**? (Brasil 7)

Tick as many as apply:

- Training on how to learn online
- Training on how to use the LMS so students can work on their own
- Designing materials for learning online
- Training on how to learn in the classroom and online (hybrid learning)
- Using conference call apps e.g. Zoom to check on progress
- Using social media apps e.g. WhatsApp, Facebook, other
- Other, please give a brief summary

10. Explain briefly, in the space below, how you have used one or more of the platforms/apps you ticked above to teach your students (Brasil 8)

11. What, would you say, has been your greatest achievement in teaching during the pandemic and why? (Brasil 9)

12. What, would you say, has been your greatest challenge in teaching during the pandemic and why? (Brasil 10)

13. How has your **public school** supported you? (Brasil 11)

Tick as many as you need to

- a) Training on designing online materials
 - b) Training on teaching online
 - c) Training on teaching and using learning management systems LMS (students work on their own some of the time online)
 - d) Training on how to teach some students face-to-face in the classroom and others online
 - e) Budget to pay for internet
- Other, please give a brief summary:

14. Has the school provided you with tools for online classes? (For example LMS like Google

Classroom or application for conference calls like Zoom or Skype) or have you found these tools on your own? Yes / no (please give a brief explanation)

15. How has your **private or other school** supported you? (Brasil 12)

Tick as many as you need to

- a) Training on designing online materials
- b) Training on teaching online
- c) Training on teaching and using learning management systems LMS (students work on their own some of the time online)

- d) Training on how to teach some students face-to-face in the classroom and others online
- e) Budget to pay for internet

Other, please give a brief summary:

16. If you have received some virtual or hybrid training, please add a brief summary of the content and duration of the training and how useful it has been to your work (Brasil 14)

17. Have you learned anything about virtual or hybrid teaching. If yes, please give a brief summary below (Brasil 13)

18. Have you had any training either virtual or hybrid from your colleagues in your education community? yes/no. If yes, please give a brief summary. (Brasil 15) (Mexico+Peru 17)

19. What further training and support would you need to be able to teach effectively now? Please write as much as you can (Brasil 16) (Mexico+Peru 18)

20. How has your **public school** supported parents with online teaching and learning?

Tick as many as apply: (Brasil 17) (Mexico+Peru 19)

- Training on how to support their children learning online
- Providing a budget for accessing the internet
- Providing devices that can access the internet
- Providing devices with uploaded learning materials

Other, please give a brief summary

21. How has your **private or other school** supported parents with online teaching and learning?

Tick as many as apply: (Brasil 18) (Mexico+Peru 20)

- Training on how to support their children learning online
- Providing a budget for accessing the internet
- Providing devices that can access the internet
- Providing devices with uploaded learning materials

Other, please give a brief summary

22. In what ways, do you think, parents can help your students learn at home? (Brasil 19) (Mexico+Peru 21)

Thank you for responding to our survey. We will like to contact you again to discuss your responses. If you are happy for us to do so, please provide (any of) the following information:

Email address:

Mobile number (including Country code):

APPENDIX 9 – BREAKDOWN OF RESPONSES FROM ONLINE SURVEY

Question	COUNTRY			
	Brasil	Colombia	Mexico	Peru
1 Which country do you teach in?	All 100% in their country			
2 What school systems do you teach at? a.Public b.Private c.Other	BC Public a.69% b.45% c. 6% comments on c: -private lessons -tutor x 2	a. 77% b. 24%	a. 81% b. 23 % c. 3% Comments on c: language school tutorials in a civil association with a program in low-income communities	(003-39) a.67% b.38% c.3%
3 What level of schooling and grade are your students a.Primary b. Secondary	a.53% b.70%	An average of 74% of the teachers surveyed a.39% b.69%	a. 53% b. 52%	a. 26% b. 95%
4 Please list the Grade(s) and age-bracket(s) of the students you teach in the space below a.pre-school b.6-12 years c.13-15 years d.15-18 years e. 19-22 years f.adults			a. b. c. d. e. f.	
5 What subjects do you teach? a. Science b. Technology c. English d. Maths e. Language f. Other	a.10% b.4% c.80% d.12% e.16% f. 16% comments on f: -life and entrepreneurship project -PE -history	a.11% b.4% c.85% d.11% e.20% f. 11% comments on f:	a. 25% b. 11% c. 45% d. 32 % e. 36% f. 33% Comments on f: Reading comprehension French Spanish Social science	a.3% b.3% c.100% d.0% e.13% f.8% comments on f:

	-socio-emotional content x 2 -portuguese		Orthography Philosophy Educational orientation Health science Computing Primary: Elementary, Spanish, mathematics, knowledge of the environment, arts, socio-emotional, civic and Ethics, geography, history	
6 Are you able to use the internet to connect with your students? a. Yes b. No	a.94% b.6%	a.96% b. 4%	a.89% b.11%	a.92% b.8%
7 How are you teaching?	OPEN-ENDED QUESTION - see Appendix 10			
8 How have you supported the students with online teaching and learning in public schools ? a.Training on how to learn online b.Training on how to use the LMS so students can work on their own c.Designing materials for learning online d.Training on how to learn in the classroom and online (hybrid learning) e.Using conference call apps e.g. Zoom to check on progress	a.28% b.17% c. 72% d.11% e.47% f.86% g. 25% Comments on g: -training Ss how to learn online - designing materials for learning online -using social media, whatsapp, Instagram, FB -using meet, google classroom	a.43% b.60% c.80% d.29% e.72% f. 69% g. 20% comments on g:	a.46% b.57% c.74% d.32% e.70% f.80% g.12% Comments on g using: Classroom for work and Schoology for exams Google Meet Edmodo Khan academy Directions for activities are shared between colleagues. Working with teachers supporting them with online teaching	a.32% b.26% c.56% d.21% e.53% f.82% g.6% comments on g:

<p>f.Using social media apps e.g. WhatsApp, Facebook, other g.Other, please give a brief summary</p>				
<p>9 How have you supported the students with online teaching and learning in private or other schools? a.Training on how to learn online b.Training on how to use the LMS so students can work on their own c.Designing materials for learning online d.Training on how to learn in the classroom and online (hybrid learning) e.Using conference call apps e.g. Zoom to check on progress f.Using social media apps e.g. WhatsApp, Facebook, other g.Other, please give a brief summary</p>	<p>a. 56% b. 33% c. 72% d. 42% e. 61% f. 50% g. 22%</p> <p>Comments on g: -training Ss how to learn online - designing materials for learning online -using social media, whatsapp, Instagram, FB -using meet, google classroom -training Ss how to use LMS for Ss working alone -Training Ss how to learn f2f and online (hybrid) -Using videoconferencing apps like Zoom to check progress -using the schools platform -how to learn using new ways of teaching - platforms of online games, music videos, short stories -through videos recorded for the children's children and brief meetings for weeks through the google classroom platform -conversations and meetings -using the platform Seesaw</p>	<p>a. 45% b. 61% c. 79% d. 39% e. 73% f. 54% g. 18%</p> <p>Comments on g;</p>	<p>a.28% b.49% c.59% d.32% e.59% f.72% g.7%</p> <p>Comments on g: Working with teachers supporting them with online teaching[</p>	<p>a.36% b.50% c.67% d.19% e.67% f.72% g.11%</p> <p>comments on g: f.72% g.11%</p> <p>comments on g:</p>

<p>10 Explain briefly, in the space below, how you have used one or more of the platforms/apps you ticked above to teach your students</p>	<p>OPEN-ENDED QUESTION- see Appendix 10</p>			
<p>11 What, would you say, has been your greatest achievement in teaching during the pandemic and why?</p>	<p>OPEN-ENDED QUESTION-see Appendix 10</p>			
<p>12 What, would you say, has been your greatest challenge in teaching during the pandemic and why?</p>	<p>OPEN-ENDED QUESTION- see Appendix 10</p>			
<p>13 How has your public school supported you?</p> <p>a. Training on designing online materials b. Training on teaching online c. Training on teaching and using learning management systems LMS (students work on their own some of the time online) d. Training on how to teach some students face-to-face in the classroom and others online e. Budget to pay for internet f. Other, brief summary</p>	<p>a.38% b.24% c.43% d.11% e.0% f. 30%</p> <p>comments on f: -No support. We had to learn for ourselves. Use our internet and buy new electronic devices. They cut the transport allowance from our salary. - quick training for using the platform -At the end of the second semester, Seduc offered courses on: Google Drive, Docs, Slides and Forms, Padlete videos. - some courses to develop material for online classes. -guidance on what resources to use and also what to address -Training on how to teach and use digital learning platforms</p>	<p>a.31% b.33% c.74% d.16% e.4% f. 23%</p> <p>comments on f:</p>	<p>a.39% b.54% c.70% d.26% e.3% f.16%</p> <p>Comments on f: -No government support -Sending us digital material by email to share and use with students. -using my own computer equipment and a special cell phone for work -I've searched for information and registered for courses to update myself on the use of technology -workshops, courses and webinar</p>	<p>a.36% b.42% c.52% d.9% e.18% f.24%</p> <p>comments on f:</p>

	(students study alone for part of their time online) -I had no support that was effective - there was a brief training that turned out to be of little use. -We had no educational or financial support. Each turned as he gave. -The city did not support the teachers.		-institutional account	
14 Has the school provided you with tools for online classes? (For example LMS like Google Classroom or application for conference calls like Zoom or Skype) or have you found these tools on your own? a.yes b.no	a.81% b. 19% comments on b: Only the private school that has a teaching platform was all done with my own resources without the school's assistance -We used the apps, but access was up to me -all resources were for private use by teachers and students -offered my personal account on Zoom so that the school held weekly teacher meetings. -City hall only gave us access to google classroom -I discovered it myself	(166) a. 72% b.33% comments on b:	a. 72% b. 28% Comments on b:	a.62% b.38% comments on b:
15 How has your private or other school supported you? a. Training on designing online materials b. Training on teaching online c. Training on teaching and using learning management	a.54% b.61% c.50% d.18% e.7% f. 25% comments on f: -some courses to develop material for online classes. -Unfortunately, none of the above. The training	(116) a.34% b.54% c.61% d.27% e.10% f.19% comments on f:	a.36% b.58% c.67% d.17% e.5% f.19% Comments on f:	a.29% b.39% c.58% d.13% e.13% f.19% comments on f:

<p>systems LMS (students work on their own some of the time online)</p> <p>d. Training on how to teach some students face-to-face in the classroom and others online</p> <p>e. Budget to pay for internet</p> <p>f. Other</p>	<p>sessions that took place were specific based on some possibilities of tools on the platform adopted by the school (google).</p> <p>-Freedom to design and produce lesson content and direct intermediation with parents and guardians</p> <p>-Only training in how to use the platforms, but nothing in the sense of teaching.</p> <p>-self training</p>			
<p>16</p> <p>If you have received some training, please add a brief summary of the content and duration of the training and how useful it has been to your work</p>	<p>OPEN-ENDED QUESTIONS – see Appendix 10</p>			
<p>17</p> <p>Have you learned anything about virtual teaching from your colleagues or teacher community? Yes/No</p> <p>If yes, please give a brief summary below</p> <p>a. yes b. no</p> <p>Comments</p>	<p>see Figure 7</p> <p>a.82% (42) b.18%</p> <p>comments on a:</p> <p>-using apps, platforms and sites</p> <p>-We made online groups to study the available technologies and how we could use them to reach our students.</p> <p>Making explanatory videos, editing and sending to students.</p> <p>-I learned to use some apps like Sway</p> <p>-I learned how to make spreadsheets in Excel to monitor</p>	<p>see Figure 8 (170)</p> <p>a. 74% b. 24%</p> <p>comments on a:</p>	<p>see Figure 9</p> <p>a. 66% a. 32%</p> <p>Comments on a:</p>	<p>see Figure 10</p> <p>a.77% b.15% c. 38%</p> <p>comments on a:</p>

	notes. And making assessments using Google Forms			
18 What further training and support would you need to be able to teach effectively now? Please write as much as you can	OPEN-ENDED QUESTION- see Appendix 10 see Figure 7			
19 How has your public school supported parents with online teaching and learning? a.Training on how to support their children learning online b.Providing a budget for accessing the internet c.Providing devices that can access the internet d.Providing devices with uploaded learning materials e. Other	a.19% b.3% c.3% d.9% e. 78% (25) comments on e: Transmission lists with some explanations, study routine -providing teaching materials I don't know what the school did. The Department of Education created a program with all the subjects and series called Estuda en Casa para a Parents.	(135) a.29% b.21% c.59% d.12% e.34% comments on e:	a.51% b.4% c.7% d.13% e.45% Comments on e:	a.70% b.13% c.13% d.7% e.30% comments on e:
20 How has your private or other school supported parents with online teaching and learning? a.Training on how to support their children learning online b.Providing a budget for accessing the internet c.Providing devices that can access the internet d.Providing devices with uploaded learning materials e. Other	a.46% b. 4% c. 18% d.21% e.43% comments on e:	a.50% b.11% c.44% d.12% e.24% comments on e:	a.58% b. 5% c.11% d. 9% e. 35% Comments on e:	(20) a.72% b.13% c.13% d.9% e.28% comments on e:

21 In what ways, do you think, parents can help your students learn at home?	OPEN-ENDED QUESTION – see Appendix 10
---	---------------------------------------

APPENDIX 10 - ANALYSIS OF OPEN-ENDED QUESTIONS

	Question	Responses
	10	Explain briefly, in the space below, how you have used one or more of the platforms/apps you ticked above to teach your students
	Brasil	<p>Googlemmeet to meet with classes and explain, interact Google classroom for asynchronous work like. Grammar, text, lesson recordings Google Forms for monthly assessments . Merging synchronous meetings in meet, whatsapp and Webex Whatsapp to keep in touch with Ss and clear up any queries about tasks Whats app for group study .. Whatsapp for classes, and duolingo app and chatclass Zoom Powerpoint .. Platform Facebook to keep in touch with Ss and clear up any queries about tasks .. Facebook to share activities, videos, written tasks .. Monitoring progress Live interactive classes and some class research Following the same schedule as f2f classes Make videos for explanations via whatapp and pdf docs Providing links to classes, games, interactive websites, assessments, exercise lists Classes are designed for Ss to access and do activities asynchronously YouTube and ppt recording of videos for explaining activities Teams .. Keeping in touch, answer questions, send support materials, warnings, reminders . . You-tube for video, music and video lesson Google for video, images, games, crafts, music Pinterest for crafts Meet for festivals Instagram for questions Games, music, interactions and working with other teachers in interdisciplinary classes Put materials in googledrive and then share the link on Whatsapp Links with materials for 50 minutes work and then meeting to interact to discuss</p>
	Colombia	<p>used according to needs of the Ss and the tools on the platform by grouping Ss according to their language level, following class topics evaluation and feedback .. whatsapp to keep parents informed and with Ss I use Zoom to make explanatory videos, I use Teams for synchronous and asynchronous sessions synchronous sessions and to upload work done at home synchronous meetings with the Ss, in 3 stages: initiation, present, elaborate/evaluate Meet so Ss can ask for clarification online masterclass synchronous WhatsApp for direct contact, virtual classes through Zoom, both platforms for feedback I send work, I design activities, I present games and activities, I send information asynchronous activities and work Zoom for virtual classes WhatsApp Teams for synchronous work, whatsapp for sending work and feedback</p>

		Canvas
	Mexico	Google Meet for synchronous classes, as well as meeting with parents ... WhatsApp for giving out work, feedback and using mobile whatsapp to connect with Ss, not all can use Zoom, but I also use Zoom for synchronous classes, gamification Zoom, Google Meet to give work out Zoom for synchronous classes,
	Peru	Google Meet and its applications, such as for example: jam board, docs and forms. GoogleMeet to teach classes Gsuite; create content Hangouts, communication with Ss ManageBac for registration and report progress Tasks in pdf were sent to WhatsApp and the interaction for presentation and development of a topic was carried out in WhatsApp. Zoom was used for the explanation and/or feedback on the topic presented on the APRENDO EN CASA platform (only 40 mins) WhatsApp for groups per class, messaging and personalised video calls; Telegram used for groups/cycle for backup/archive of activities worked per week. Ss agree to review when they want and can. 40% of Ss in public schools were able to connect by Zoom for virtual classes and use the Moodle platform where classes and tasks were completed and tasks stored. 40% of Ss could only access WhatsApp, photos were sent to classes, explanatory audios or short videos and the Ss asked their questions and sent their tasks. 10% of Ss did not have access to any digital technology and T had to phone them 10% of Ss were not contactable in any way Zoom only used occasionally as you need stable connection. whatsapp used to send photos, audios, pdf, videos. Ss with simple cell phones found reading the documents very difficult and did not have Whatsapp ... 85% did not have laptop or computer Zoom and Mett to clarify APRENDO EN CASA activities Zoom to work on oral language and WhatsApp to assign activities
	11	What, would you say, has been your greatest achievement in teaching during the pandemic and why?
	Brasil	Greater inclusion and participation of families in children's education Contact with new technologies for learning student autonomy closer relationship with ss learning online tools learning new ways to teach and learn whatsapp group shy Ss becoming more confident parent support
	Colombia	Keeping in touch with the Ss Use different strategies to keep in touch with Ss 90% of my Ss I can keep in touch with Ss are learning autonomy I'm learning new technologies patience keeping a group together increased Ss interest
	Mexico	learning new skills helping my Ss designing new materials keeping education going
	Peru	helping Ss who did not have technology

		<p>learning something new motivating my Ss getting Ss to take part voluntarily, interact and contribute despite internet challenges having most of my Ss connected when we had online sessions and a weekly report getting my Ss to submit asynchronous activities connecting with over 50% of my Ss maintaining an interest in learning English my Ss making their own videos being in contact with my Ss parents my Ss becoming more independent getting my Ss to reflect on using technology (Champion teacher) working with Ss with special needs successfully being able to connect with my Ss despite the challenges Ss learning from feedback management of platforms to design teaching materials</p>
	12	What, would you say, has been your greatest challenge in teaching during the pandemic and why?
	Brasil	<p>getting Ss to participate keeping Ss focused adapt previously planned classes for online and other ways to connect with SS intermittent contact with Ss class attendance financial difficulties personalise classes developing online and printed materials dealing with Ss anxiety engage with Ss meaningfully lack of public education structure lack of social interaction record classes as well as having live ones avoid fatigue online</p>
	Colombia	<p>learning digital platforms and creating activities access to the internet (Ss) learning and using new tools not being able to contact all the Ss</p>
	Mexico	<p>giving attention to so many Ss working with special needs teaching distance access for so many Ss</p>
	Peru	<p>working with Ss who had no internet so I had to adapt materials and it was twice the work problems with connectivity delivering lessons using WhatsApp updating myself and learning new teaching platforms online reaching the vast majority of my Ss using so many virtual platforms staying motivated Ss having to work independently guided by parents punctuality of Ss returning their work so many people being online and the signal being weak and sometimes no signal at all learning so many platforms Ss losing interest in virtual classrooms organising my Ss</p>

	16	If you have received some training, please add a brief summary of the content and duration of the training and how useful it has been to your work See Figures 3 and 4
	Brasil	workshops by Microsoft using interactive tools such as Kahoot training of a week which covered technologies for teaching, accessibility and inclusion, and evaluation 40-hour course, ICT in Education, google tools, padlet and videos) trainings done monthly pedagogical meetings, master cloud meetings for specific google tools 1 week google classroom but superficial took a course on my own MargiEducation 2 courses: making teaching materials and the other using google classroom geekie training on using online platform hybrid training, 8 hours, microsot 4 hours, collaborate 1 hr flipgird
	Colombia	training to join Teams x 3 GSuite x 5 sessions 1-2 sessions of 1 hour 1-2 hours Google classroom 1 x month of training Teams training MoE Teams 10 hours TIC 6 sessions x 2 hours, methodology 80 hours Canvam YouTube, Fillmore, gamification 2 weeks training Teams Edupage 2 hours xDisgnthinking, 4 revolución Industrial, gamificación,
	Mexico	3 hours of meetings 2 days of training 3 months how to teach English training was watching videos on how to use Zoom
	Peru	use of google drive and classroom 2 months use of Zoom , were given ppts and lins to videos of songs and games Edpuzzle, Edmodo - trainings throughout the year MoE traine don using technological tools monthly meetings to update needs and evolution of actions 2 weeks, on platforms, very useful management of virtual tools, 12 hours online teaching through Moodle, Zoom, Pear deck, Jamboard, Quizziz technical advice during online teaching sessions google meet for synchronous classes, 1 hour/week Moodle, one week, useful useful for us but not useful if the Ss cannot access the platforms workshops of approx 90 mins each week 120 hours, helped me to design better materials
	18	What further training and support would you need to be able to teach effectively now? Please write as much as you can - see Figure 6
	Brasil	How to use synchronous technology . How to use asynchronous technology .. Understand and how to teach in hybrid mode How to maintain interaction with Ss and T . How to monitor what Ss say . Teach Ss how to use a microphone How to keep the Ss focused How to distribute activities and materials between groups of Ss in classrooms and taught remotely, e.g. LEGO for making robots

		<p>How to teach some Ss in the classroom and others remotely the same content ...</p> <p>More intuitive assessment tools and platforms</p> <p>Valid teaching materials in. PDF or Word that arrive before classes start</p> <p>Clarification about different platforms ..</p> <p>support from the school and co-ordinator</p> <p>effective pedagogic meetings about using this 'new normal'</p> <p>psychological/emotional support ..</p> <p>introduction to new apps for teaching</p> <p>how to edit videos</p> <p>professional exchange with other professionals</p> <p>have video trainings on how to prepare better posture and placement in front of the camera</p> <p>understanding different platforms with different languages</p> <p>how to deal with ss with lack of commitment and horrendous attitude</p> <p>how to teach neurodiverse Ss</p> <p>understanding different tools for different age groups</p>
	Colombia	<p>learn how to use other platforms and tools</p> <p>how to manage Teams</p> <p>tools on how to design online materials</p> <p>continued support</p>
	Mexico	
	Peru	<p>freeonline resources to create online sessions to evaluate english communication skills</p> <p>need training for the ss as well</p> <p>how to use apps to develop oral expressions, reading comp and written production</p> <p>design of virtual classrooms on LMS platforms</p> <p>how to better use WhatsApp</p> <p>how to record videos to improve English skills</p> <p>how to reach Ss without internet</p> <p>unlimited Zoom</p> <p>pro virtual tools to create activities without limitations</p> <p>need digital devices and unlimited internet connectivity for Ss</p> <p>how to evaluate online work</p> <p>how to use Kahoot, Padlet, Mentimeter, Jamboard, Wordwall effectively</p> <p>how to use Dojo class or an online book t work with Ss</p> <p>how to assess online</p> <p>more time to prepare</p> <p>how to support parents</p>
	21	In what ways, do you think, parents can help your students learn at home?
	Brasil	
	Colombia	
	Mexico	<p>MEXICO</p> <p>How teachers are feeling about parents at this time</p> <p>How parents can help their children?</p> <p>What can parents provide for their children?</p> <p>Provide communication devices</p> <p>Parents could take some courses available on YouTube on how to use online tools</p> <p>Watching TV programmes with their children and helping them with their homework</p> <p>Learning how to use the online platforms so they can help their children</p> <p>Working alongside/supervising their children as they do their work</p> <p>Making sure the children have a safe place to work in at home</p> <p>Looking after the emotional health of their children</p>
	Peru	

NEW WAYS OF TEACHING

Interview Protocol

Please use the following questions as a guide. The interview is meant to be flexible and follow the narrative thread pursued by the participants. Please adjust the wording of each question to suit the context of your interview. Depending on the specific circumstances, it may be that not all questions are asked, or not in the same order. Some additional clues have been provided, but the key is to follow up ideas, themes, details as they emerge in the interview and ensure that specific rather than abstract details are discussed. Depending on the participant's story and their ability/willingness to discuss it in detail, the interview can take between 60-90 minutes (but can be longer).

1. How was your professional life before COVID like? What, would you say were the highs and lows of your teaching?

(Additional cues: start reflecting on what life was like before, what was the context of your work, who were your students and what were their learning needs, what were the challenges of supporting these students, what were your concerns?)

¿Cómo era su vida profesional antes de COVID? ¿Cuáles diría que fueron los altibajos de su enseñanza (antes del Covid)?

(Señales adicionales: comience a reflexionar sobre cómo era la vida antes, cuál era el contexto de su trabajo, quiénes eran sus estudiantes y cuáles eran sus necesidades de aprendizaje, cuáles eran los desafíos de apoyar a estos estudiantes, cuáles eran sus preocupaciones?)

2. Tell me about how your life has changed as a result of Covid-19

(Additional cues: what's the situation now in relation to the above? In what way is learning and teaching impacted? Have your priorities shifted in any way? What are your students' needs? How are they being met? Who's being left behind? Do you think your role as a teacher has changed? How?)

Cuénteme cómo ha cambiado su vida como resultado de Covid-19

(Señales adicionales: ¿cuál es la situación ahora en relación con lo anterior? ¿De qué manera se ve afectado el aprendizaje y la enseñanza? ¿Han cambiado sus prioridades de alguna manera? ¿Cuáles son las necesidades de sus estudiantes? ¿Cómo se están cumpliendo? ¿Quiénes se quedan atrás? ¿Crees que tu papel como docente ha cambiado? ¿Cómo?)

3. We'd like to know a bit about your professional training and development in relation to the use of technology in education. Looking back at your initial training and subsequent PD activities before COVID, what were some of the things you learned about using technology to teach and would you say they are useful to your current work? (why/why not?)

(Additional cues: any suggestions for what should be included in PRESETT to respond to situations like the one we live in?)

Nos gustaría conocer un poco sobre su formación y desarrollo profesional en relación al uso de la tecnología y la educación. Mirando hacia atrás en su capacitación inicial y las actividades posteriores de DP antes de COVID,

¿cuáles fueron algunas de las cosas que aprendió sobre el uso de la tecnología para enseñar antes de la pandemia y cuáles diría que son útiles para su trabajo actual? (¿por qué?/ ¿por qué no?)

(Señales adicionales: ¿alguna sugerencia sobre lo que debería incluirse en PRESETT para responder a situaciones como la que vivimos?)

4. In your questionnaire responses, you identified a number of virtual applications which you use to teach and gave a brief idea of how you use these apps to teach. We would like to hear a bit more about how you actually teach now. Can you each describe a typical lesson you would teach in the present circumstances?

(Additional cues: what are the different activities you can do online and which activities from your f2f experience are you unable to do now? How would you assess the level of engagement of your students? Also follow up by asking each of the participants specific details from their questionnaire responses)

En sus respuestas al cuestionario, identificó una serie de aplicaciones virtuales que usa para enseñar y dio una breve idea de cómo usa estas aplicaciones para enseñar. Nos gustaría saber un poco más sobre cómo enseña realmente ahora.

¿Puede cada uno describir una lección típica que enseñaría en las circunstancias actuales?

(Señales adicionales: ¿cuáles son las diferentes actividades que puede hacer en línea y qué actividades de su experiencia f2f no puede hacer ahora? ¿Cómo evaluaría el nivel de participación de sus estudiantes? También haga un seguimiento preguntando a cada uno de los participantes detalles específicos de sus respuestas al cuestionario)

5.Let's talk about the gap between students who have access to technology and those who do not. How do you envision teaching both groups together in a fair manner?)

(Additional cues: if they don't say it, tilt the discussion to hybrid teaching/learning to see if they have any idea or have been doing it. Is hybrid teaching something you might want to explore further? Why/why not?)

Hablemos de la brecha entre los estudiantes que tienen acceso a la tecnología y los que no. ¿Cómo imagina enseñar a ambos grupos juntos de una manera justa?)

(Señales adicionales: si no lo dicen, inclinar la discusión hacia la enseñanza / aprendizaje híbrido para ver si tienen alguna idea o si lo han estado haciendo. ¿Es la enseñanza híbrida algo que le gustaría explorar más a fondo? ¿Por qué? / ¿por qué no?)

6.What challenges do you face now? How do you deal with them?

(Additional cues: what, if any, support do you receive from your colleagues, managers, local authorities? What further support would you need?)

¿Qué retos afronta ahora? ¿Cómo los maneja?

(Indicaciones adicionales: ¿qué apoyo, si es que recibe alguno, recibe de sus colegas, gerentes, autoridades locales? ¿Qué apoyo adicional necesitaría?)

7.Has anything emerged as genuine opportunities for you and your students?

(Additional cues: specific examples of what you have experienced that suggest a hopeful future?)

¿Ha surgido una oportunidad genuina para usted y sus estudiantes?

(Señales adicionales: ¿ejemplos específicos de lo que ha experimentado que sugieren un futuro esperanzador?)

8.If you were asked to provide input for the development of a training module to help you better manage your teaching now, what would you recommend as key knowledge and skills in such a module?

(Additional cues: How would each of these solve your current challenges? How long do you think such a training should take to meet all objectives?)

Si se le pidiera proporcionar información para el desarrollo de un módulo de capacitación que lo ayude a administrar mejor su enseñanza ahora, ¿qué recomendaría como conocimientos y habilidades claves en dicho módulo?

(Indicaciones adicionales: ¿Cómo resolvería cada uno de estos sus desafíos actuales? ¿Cuánto tiempo cree que debería llevar dicha capacitación para cumplir con todos los objetivos?)

8. OTHER

Otras cosas

APPENDIX 12 – LINKS TO RAW DATA FROM FOCUS GROUP INTERVIEWS

Available at:

Dropbox

https://www.dropbox.com/scl/fi/dzsy2oivkil6lq5fz4r48/Appendix-12_-_Raw-data-from-focus-group-interviews.xlsx?dl=0&rlkey=ue9yosrnjm73do63q6qpn12zp

Googledrive

https://drive.google.com/file/d/1pCYpExSIAKp5t8_0md_aM_9TrIYGDxTP/view?usp=sharing