

# Distance Learning Framework & Guidelines



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## Introduction

The onset of Covid- 19 pandemic triggered the need all over the world to shift into distance learning in a very short period of time. Ana Aqra responded rapidly to this need by shifting its existing in-person/face to face educational programs into distance learning. The overall aim of this shift was to:

- Ensure health safety and comply with the country's health measures
- Maintain students' engagement in the learning process
- Support students' and parents' psychological well-being
- Support child development at different ages and stages
- Increase retention and decrease drop out

The shift to distance learning required Ana Aqra to capitalize on its expertise in the field of education within the Lebanese context to guide and direct students' learning remotely. This process went through three phases:

- Planning Phase
  - Needs Assessment
  - Design and Preparation
- Implementation Phase
- Monitoring and Evaluation Phase

The below framework presents the Ana Aqra distance learning framework. Each phase will be presented in detail with supporting documents and annexes. Although the phases were structured as below, a high level of flexibility was needed during this process to ensure responding and adapting to all needs and maintaining to deliver quality teaching and learning.



## Planning Phase

The planning phase that Ana Aqra followed started with a needs assessment phase that was followed by a design and preparation phase. The plan was to shift to a structured, consistent, organized program and evidence-based but yet flexible to respond to all the variables and challenges encountered. It is important to mention that Ana Aqra team started their literature review (will be presented in the design phase) on distance learning to brainstorm different possible scenarios for shifting into distance learning that respond to our context while the needs assessment was being implemented.

### A - Needs Assessment

The needs assessment process aimed at determining the existing status of Ana Aqra programs and what will be needed to deliver distance learning at the level of students' population, parental readiness and expectation, curriculum- learning/ teaching materials, modality of delivering instructions, staff capacities to deliver distance learning, accessibility to devices, internet connectivity and budget.

#### 1- Student population:

Ana Aqra team decided to continue delivering quality teaching and learning to the students who were already enrolled in its in-person/face to face programs that were interrupted by the Covid-19 pandemic. This included the Community Based Early Childhood Education (CB-ECE), Retention Support (RS) and Basic Literacy and Numeracy (BLN) programs. The priority for Ana Aqra team as a first step was to ensure the continuity of education for those students, maintain their engagement in the learning process and support their well-being and their families. The below graphs summarize the demographics of the students who were enrolled in Ana Aqra distance learning across programs during spring- summer 2020.

The gender distribution is almost the same across programs, which reflects an equal representation and service delivery for both males and females. In the in-person/face to face learning, teachers usually have the opportunity to assess gender distribution through direct observation and data

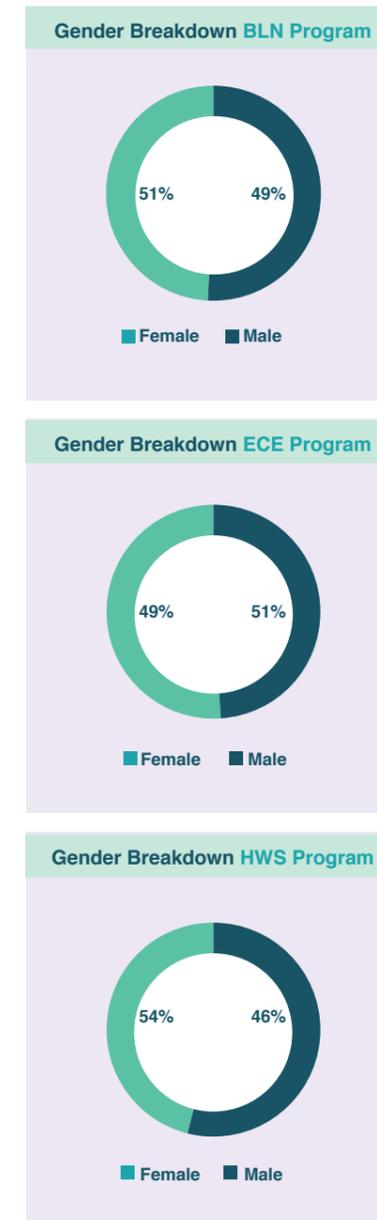


Figure 1. Gender Breakdown Across Programs

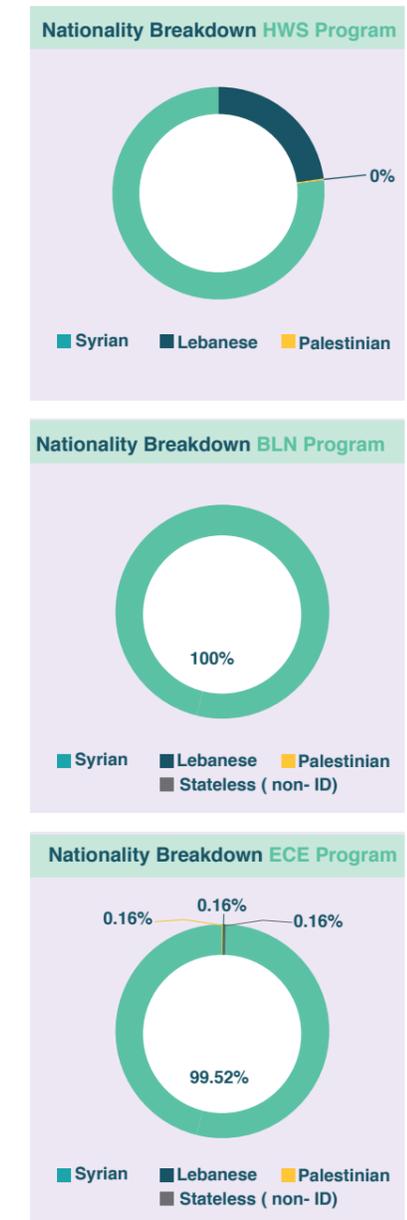


Figure 2. Nationality Breakdown Across Programs

collection which is not possible in distance learning especially if the program will be delivered asynchronously. Thus, these information are distribution through direct observation and data collection which is not possible in distance learning especially if the program will be delivered and were essential to understand the targeted population of Ana Aqra distance learning as not all who were enrolled in the in-person/face to face were able to continue remotely. Such data will support all education and management teams to plan and cater the programs as needed.

The distribution of nationalities varied across programs, we can notice that in the retention support/ homework support program students were from two mixed nationalities; Lebanese and Syrians. Whereas, in the other two programs students were mainly Syrians. Although this representation is a model of the in-person/face to face implementation, this piece of information also needed to support all educators to be culturally sensitive while planning for their lessons and educational materials to be delivered remotely.

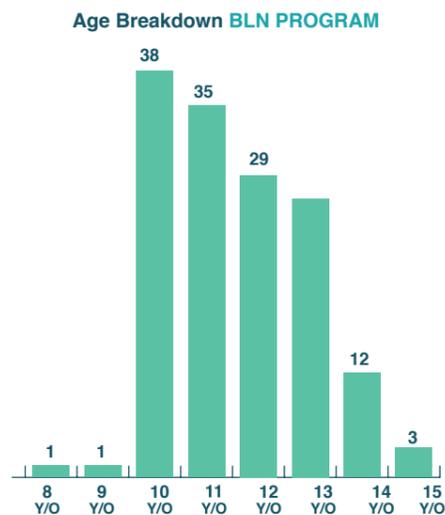
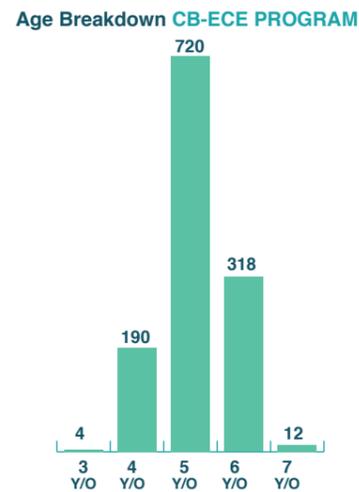
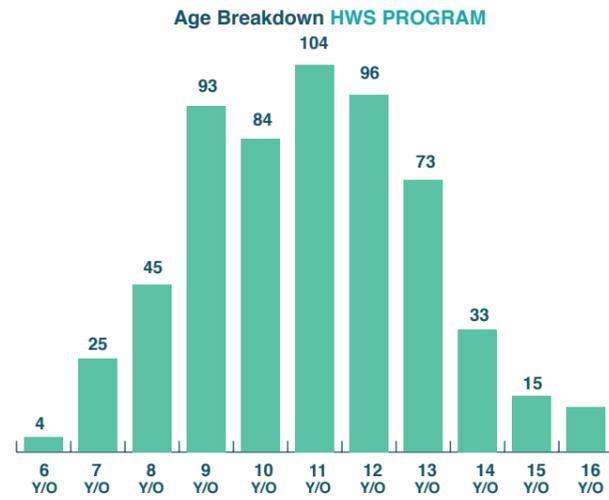


Figure 3. Age Breakdown Across Programs

Similarly, the distribution of age range of students per each program supported in identifying the remote learning materials that can be age appropriate taking into consideration the students' academic level. Students' academic levels were previously identified through the pre-assessment that was conducted while the face to face in classroom learning was still running.

The total number of the targeted student population across the three programs was divided as follows:

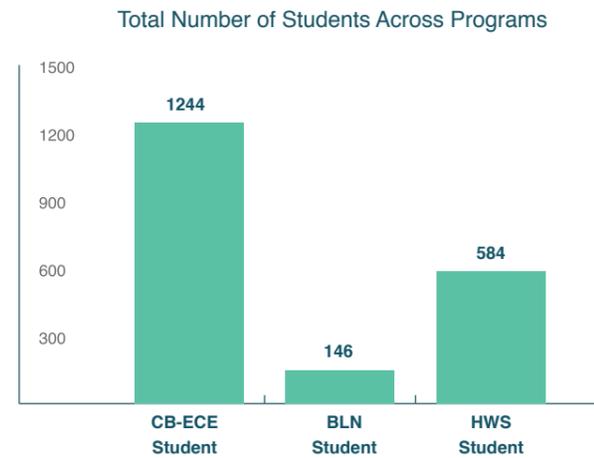


Figure 4. Total Number of Students Across Programs

Parents of the students who were already enrolled in the in-person/face to face in classroom learning were all contacted. The numbers of students reflected in the above table met the criteria to continue through the distance learning program; these criteria were mainly the willingness of parents to participate and support their children and the presence of a smart device and Wi-Fi.

## 2- Parental Readiness and Expectation

A baseline survey “Non- Formal Education (NFE) Learning Readiness Rapid Assessment v1.3 (LeaRA)” was conducted to assess parents' readiness and expectations from distance learning (Annex one). This survey was to ascertain parents' perceptions of distance learning and how learning could be successfully facilitated. Ana Aqra team interviewed 1239 families (whom their children were enrolled in Ana Aqra's NFE programs) through phone calls.

The results were compiled and analyzed to feed in the process of shifting to distance learning. The key findings of LeaRA were distilled and integrated into three main domains: 1) Availability of the device & internet access in remote learning, 2) time preference and 3) educational level for caregivers and availability of their support.

### i- Availability of the device & internet access:

- 96% of the parents have smart phones and are willing to share it with their children for educational purpose.

- 81% of them chose WhatsApp Application (sharing videos, voice messages, or calls) as a first choice for online learning.

### ii-Time preference:

- 64% of the families preferred to receive Ana Aqra educational content and to communicate with their child in the afternoon (12:00-18:00).

- 73% of the parents are willing to share their smart phone/s with their children for at least 2 hours per day.

### iii- Educational level for caregivers & availability of their support:

- 14% of the families are illiterate and the remaining (86%) at least know how to read Arabic.

- 70% of the caregivers are willing to provide education support for their children in distance learning.

Ana Aqra team relied on the above data and findings to prepare and design the shifting process to distance learning. For example, given the fact that 81 % of the parents chose WhatsApp application as a mode of interaction and learning for their children, this will have teachers preferably provide their learning/teaching asynchronously through instructional videos shared via WhatsApp. On the other hand, and at the level of implementation, delivering any educational content to children will need to be considered any time between 12:00 pm and 18:00 pm; this is based on the preference of 64% of parents interviewed. Finally, the above findings gave the team at Ana Aqra the importance of giving verbal instructions supporting any written instruction while communicating to students and parents in order to reach those 14% of illiterate parents as per the findings above. The effect of LeaRA findings on the design and implementation phase will be reflected more in the below sections.

## 3- Curriculum/ learning materials to be delivered

In general, Ana Aqra team started by assessing the existing in-person/face to face in classroom curriculum for the CBECE, BLN and Retention support programs so as to plan for the distance learning curriculum. Ana Aqra was originally following the regulated MEHE-PMU's CBECE curriculum while as for the BLN program teachers were implementing the curriculum that was already set by Ana Aqra which is aligned to the Lebanese curriculum. Finally, the curriculum for the retention support program was already regulated by the MEHE-PMU and based on Ana Aqra approach which is also aligned with the Lebanese curriculum.

Ana Aqra education team reviewed all the existing skills and objectives under each program to plan for the short-term, mid-term & long term interventions through identifying the essential and core skills per each subject that fall under each program. In distance learning, the priority is to focus on fundamental competencies needed for life and work and those that will help student learn outside the school (Reimers, Scheicher, Saaverda & Tuominen, 2020).

Based on that, the curriculum mapping for each program was needed to assess the gap between the existing in-person/face to face curriculum and the targeted skills and objectives needed for distance learning as well as to identify readymade materials (curated materials) for use during the short term intervention while giving teachers and Ana Aqra education team time to prepare their own distance learning materials. The process of identifying and mapping of the skills and readymade materials will be discussed in details in the design and preparation phase.

#### 4- Modality of Implementing Distance Learning

Ana Aqra has consistently followed one unified general approach to teaching and learning, the Quality Teaching and Learning (QTL) approach, taking into consideration the specification of each program with respect to the targeted population and the aims and objectives of each program. Within the QTL, the main focus was on the below eight elements to ensure the delivery of effective teaching and learning (Annex Two)

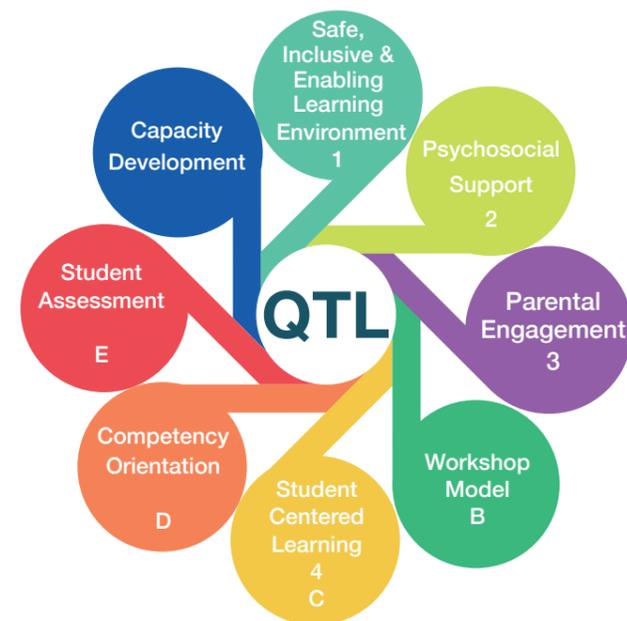


Figure 5. Elements of the QTL Model

Delivering quality distance learning needs to follow the above eight elements. The need is to transfer the implementation of the above mentioned eight elements to fit the distance learning framework in a practical and efficient way. Based on years of practice, qualitative and quantitative data analysis, the QTL model (Annex three) and the above eight elements showed to be efficient in maintaining quality of teaching and learning; thus, there will always be a need to prepare distance learning session while considering these elements. Each of the above elements was studied to check what will be required from program managers, trainers, coaches, field staff and teachers and how to adapt these eight elements while implementing distance learning.

#### 5- Accessibility to technology for both teachers and students

The need for any technical device that will allow students and teachers to connect through distance learning was one of the main focus during the need's assessment phase. Thus, and as mentioned above students' accessibility to technology was assessed in the LeaRA survey where results showed 96% of the parents have at least one smart phones and 81% of them preferred WhatsApp as mode of communication. On the other hand, teachers' accessibility to technology was assessed through a survey (Annex four) that was filled by the management team. The results showed that almost all teachers were flexible and have access to smartphones in addition to computers.

#### 6- Staff Capacities (teachers- trainers- coaches and other field team)

The management team conducted several meetings to evaluate staff capacities to deliver the educational programs remotely. Ana Aqra management team agreed upon having staff ready to prepare e-lessons within a safe and enabling environment. The need was to evaluate existing staff capacities especially teachers and plan for bridging any gap in their skills that will be needed to deliver remote learning through training.

For this purpose, a quick assessment sheet / survey was filled by the upper management team (Annex five) to mainly assess staff's:

- Computer skills
- Device availability (laptop..)
- Internet connection
- Ability to participate in distance learning modality
- Subject proficiency

The aim of this survey was also to have the IT department plan for the technical training which will include training teachers' on how to use available applications to record and video tape lessons.

#### 7- Budget

All program managers that were shifting from in-person/face to face to remote learning were revisiting their budgets to assess what are the new activities and expenses that will need to be considered through this shift and donors/partners readiness to shift modality. The following were main consideration at the level of budgeting:

- Internet expenses for both teachers and students/caregivers
- Educational materials for children supporting remote learning
- The flexibility of donors/partners to amend the budget and allocate funds toward distance learning.

After the planning phase, the design and piloting phases were necessary to adjust any design strategy or unexpected challenges or gaps prior to implementation. Matching this new modality with parental expectations and teachers' capacities were vital prior to proceeding to the full implementation phase. Thus, the design phase was a crucial phase where all the components of the remote learning were set and ready to be implemented and tested as it will show below.

## B- Design Phase

### 1- Theoretical Framework for Distance Learning

The shift from in person/ face to face implementation to remote learning had to be guided by theories that is related to the original approach of Ana Aqra and that can be linked to new learning modality and adaptation of the approach. The main learning theory that Ana Aqra approach which is reflected in the QTL approach was based on the constructivist approach (review QTL handbook). Thus, the remote learning approach of Ana Aqra was built on the Community of Inquiry (CoI) theoretical framework and on the Cognitive Theory of Multi-media Learning.

#### 1.1 - Social Construction of Knowledge & the Community of Inquiry (CoI) Framework

The CoI framework is a social constructivist model of learning processes in online and blended educational environments. Social constructivist theorists assert that meaning is primarily constructed through social interactions, hence that learning is essentially a social activity, and that our understanding of the world is constructed through communication, collaborative activity, and interactions with others (Vygotsky, 1978). Educational experiences are embedded in communities of inquiry composed of teachers and students, and that learning occurs within such communities through the interaction of three core elements: **cognitive presence, social presence, and teaching presence:**

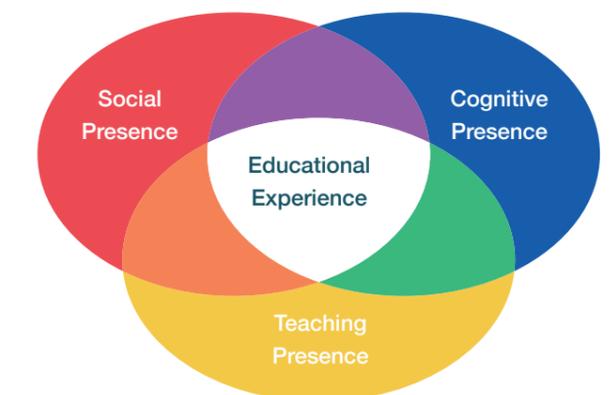


Figure 6. The CoI Framework adapted from Garrison et al. (2000)

- **Cognitive presence:** is defined as the extent to which learners are able to construct and confirm meaning in a virtual community of inquiry (Garrison, 2016).
- **Social presence:** is defined as the ability of participants to project themselves socially and emotionally in an online class, and correspondingly their ability to perceive other participants in that class as “real” (Swan & Shih, 2005). It is the component in the CoI framework that supports the “social” part of the social construction of knowledge.
- **Teaching presence:** Garrison et al. (2000) contend that while interactions between participants are necessary in virtual learning environments, interactions themselves are not sufficient to ensure effective online learning. Online interactions need to have clearly defined parameters and be focused in a specific direction, towards a particular goal; hence the need for teaching presence.

### 1.2- Cognitive Theory of Multimedia Learning

The Cognitive Theory of Multimedia Learning builds on the Cognitive Load Theory, noting that working memory has two channels for information acquisition and processing: a visual/pictorial channel and an auditory/verbal processing channel (Mayer and Moreno, 2003). Although each channel has limited capacity, the use of the two channels can facilitate the integration of new information into existing cognitive structures. By using both channels, working memory’s capacity is maximized—but either channel can be overwhelmed by high cognitive load. Thus, design strategies that manage the cognitive load for both channels in multimedia learning materials promise to enhance learning. In addition to the two key assumptions of dual-channel processing and limited working memory capacity, the Cognitive Theory of Multimedia Learning also articulates the goal of any learning as “meaningful learning,” which requires cognitive processing that includes paying attention to the presented material, mentally organizing the presented material into a coherent structure, and integrating the presented material with existing knowledge (Mayer and Moreno 2003)1.

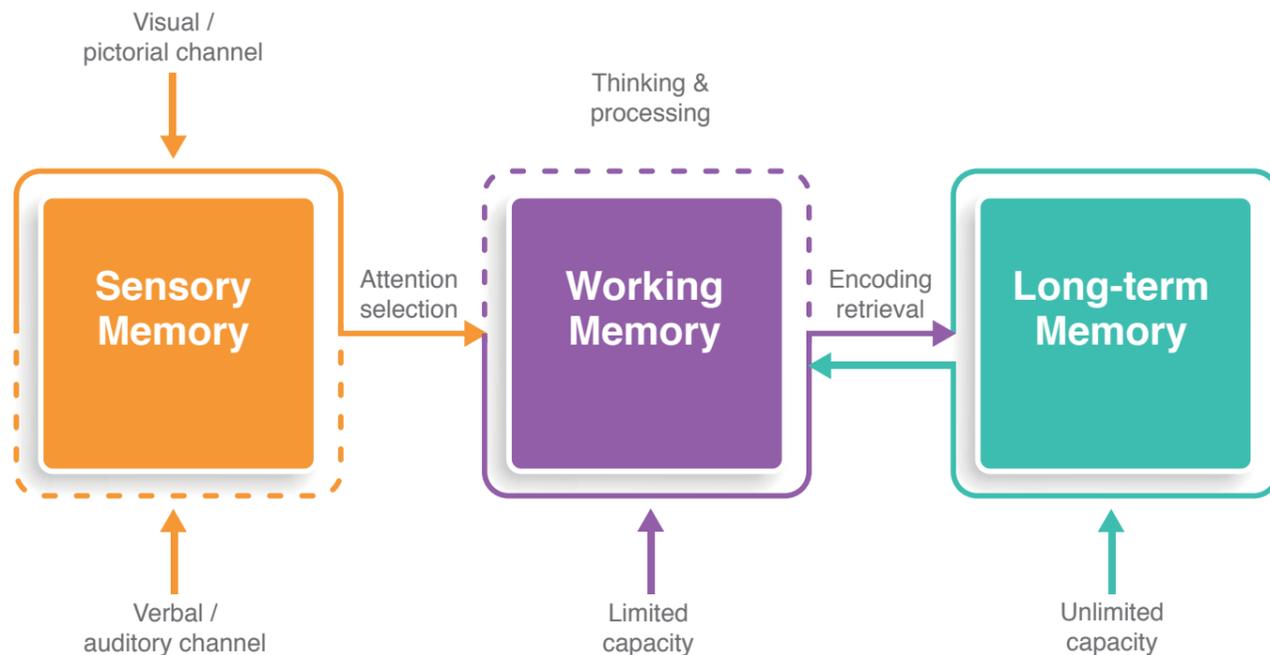


Figure 7: Based on Mayer (2003) and Mayer and Moreno (2007)

Table 1: Principles for multimedia instruction design (Mayer, 2008)

Process	Effect on cognitive load	Examples
<b>Signaling:</b> Highlighting important information	<ul style="list-style-type: none"> <li>• Can reduce extraneous load</li> <li>• Can enhance germane load</li> </ul>	<ul style="list-style-type: none"> <li>• Keywords on screen highlighting important elements</li> <li>• Changes in color or contrast to emphasize organization of information</li> <li>• Changes in color or contrast to emphasize relationships within information</li> <li>• Brief out-of-video text explaining purpose and context for video (e.g., learning objective for video)</li> </ul>
<b>Segmenting:</b> Chunking the information	<ul style="list-style-type: none"> <li>• Manages intrinsic load</li> <li>• Can enhance germane load</li> </ul>	<ul style="list-style-type: none"> <li>• Short videos (6 minutes or less)</li> <li>• Chapters or click-forward questions within videos</li> </ul>
<b>Weeding:</b> Eliminating extraneous information	<ul style="list-style-type: none"> <li>• Reduces extraneous load</li> </ul>	<ul style="list-style-type: none"> <li>• Eliminating music</li> <li>• Eliminating complex backgrounds</li> </ul>
<b>Matching modality:</b> Using the auditory and visual channels to convey complementary information	<ul style="list-style-type: none"> <li>• Can enhance germane load</li> </ul>	<ul style="list-style-type: none"> <li>• Khan-style tutorial videos that illustrate and explain phenomena</li> <li>• Narrated animations</li> </ul>

## 2- Mapping the QTL Eight Elements for Distance Learning

There was a need to have the eight QTL elements implemented in distance learning given the fact that these elements had proven to be effective part of the QTL theoretical framework for the in-person/face to face learning. Moreover, these eight elements are important to guide any educational program regardless of the modality of implementation. Thus, Ana Aqra team worked to translate and adopt these eight elements to support implementing quality teaching and learning in distance learning as follows:

### 2.1 - Safe & Enabling Environment

Engagement during distance learning might be challenging for both teachers and students and might affect the learning and teaching process. Thus, teachers need to secure a safe and enabling environment throughout the learning and instructional sessions to engage students and have them interact with the learning materials sent to them as much as possible. Thus, to establish a safe and enabling environment teachers of distance learning had to:

- Give clear, direct instruction using simple and friendly layouts and designs that are age appropriate that support comprehending the learning topics while avoid causing distractions
- Maintaining circle time sessions and SEL activities that fit students' needs and enable parents/caregivers to engage in the teaching and learning process.

### 2.2 - Psychosocial Support and SEL

Dealing and coping with COVID-19 and the resulted isolation were the focus of the psychosocial support department to serve all including AA staff as well as parents/caregivers, children and their teachers. During the implementation phase the PSS department developed specific lessons targeting the identified needs of the children, their parents/caregivers resulted from the needs assessment. Topics related to health (COVID 19) and wellbeing were the focus. Animated video stories were developed and shared via social media to raise awareness on prevention related

to the COVID-19 pandemic and were also shared via the WhatsApp groups created by teachers.

Additional instructional videos were launched as well to include: how to engage in positive communication among each other during lockdown, stigma, coping with stress, organizing children's time while studying, and planning and following daily routines. To better support our communities during the distance learning period, information regarding internet safety were shared as well. All these materials were developed in coordination with the education department and as according to subject teaching. Age appropriateness, gender sensitivity and do no harm approach were followed based on Ana Aqra's guidelines. The PSS, SEL and health activities needed adaptation to fit the distance learning modality. This adaptation process included:

- Training the department staff on technical and video production.
- Training staff and teachers on planning lessons for online material.

### 2.3 - Parental Engagement

Shifting into distance learning increases the parents' responsibilities who play a critical role in supporting their children's distance learning. While older children/students might be able to manage their distance learning independently, younger children/students who are 3-10 years old will still need an adult to assist them in accessing information and learning from a distance. To be able to play this role effectively, Ana Aqra's "kids life coach" produced a package of 20 videos to support parents and prepare them. The videos are very short (1- 2 minutes long), it helps parents develop their child's executive skills such as planning, task initiation, time management, metacognition, working memory, sustained attention, flexibility, and response inhibition as well as supporting children growth mindset.

The videos targeted the daily routines to enable the home learning environment and bring sense of normalcy into children's daily lives. Children tend to struggle if they miss on their daily routines.

Topics related to school and distance/online learning with tasks requiring flexibility and response inhibition were also part of the parental instructional videos. In addition, the videos coached parents on how to help their children develop important skills that are needed nowadays such as kindness, learning from mistakes, managing change, being grateful and optimistic thinking. Strategies suggested in these videos could be adjusted to younger and older children. Each video is supported with a tool which usually is a checklist, a planning sheet, or a schedule. Parents can fill it out with their children to document their practice and/or celebrate their learning. The tools serve as a visual reminder and reinforce the fact that children are always partners in the design of the routine and learning as well as the selection of rewards.

### 2.4 - Workshop Model

The workshop model with all its components was an effective model through the in-preson/face to face implementation that had gave teachers the ability to manage their classrooms, differentiate their instructions and share responsibilities with students to reach independency. Throughout the distance learning, Ana Aqra team tried to maintain this structure/ model with some adaptation to each section depending on the age group and program being implemented:

- Circle time: Circle time in distance learning is now needed as an ice breaking activity and as introductory session that will prepare and engage students in the overall learning period. Circle time in distance learning and particularly in the e-lessons will be focusing on welcoming students, introducing the aim of the lesson and sometimes introducing a social-emotional activity that a student can perform alone with minimal guidance and instructions. The aim of these activities is to 1) engage students, 2) minimize the loneliness feeling that might be caused by distance learning and 3) build students' social emotional skills.

When introducing an SEL activity, teachers must:

- Identify the most needed social emotional skills for her/ his students.
- Prepare activities that will introduce the intended skill for their students.
- Connect the social emotional activity to the overall lesson introduced.
- Throughout the e-lesson, re-emphasize the targeted skill when appropriate.
- Read Aloud: The read aloud component of the workshop that is being implemented in-person/ face to face is highly recommended to be kept part of the instructional video lessons. The read aloud section supports students' engagement and acquisition of language. Teachers need to follow the same process of selecting read aloud stories as in the in-person/face to face sessions. In the instructional video or the e-lesson, teachers are required to :
  - Select main sections of the e-stories that can reflect the main story events
  - Be aware of time allocated for reading and
  - Preserve the publisher's rights to their stories
  - Mini-lesson: the heart of the instructional video or e-lesson. Teachers need to preserve all the mini-lesson components while preparing their instructional videos or e-lessons. Thus, teachers should must start the lesson with connecting students' previous knowledge or learning to the current topic being explained. This needs to be followed with explicit instruction and teaching of the concept with explanation supported by examples. Teachers need to have their instructions simple and clear to avoid losing students' concentration. As for the active engagement, this could be done by a quick exercise or a question asked to students. Give students few seconds to think of the answer before sharing it with them. Teachers can end their lessons by summarizing the main points of the concept explained and linked to the students' daily practices and use.

Teachers are encouraged to stick more to direct and explicit teaching/ instructions while delivering their mini-lessons through distance learning. Direct and explicit teaching in distance learning is crucial for several reasons to:

- Ensure that students stay focused on the main objective that needs to be delivered
- Avoid any distraction that might be caused by any additional information or questioning.
- Allow teachers to save time and deliver the overall e-lesson efficiently.
- Make the best use of time to transfer the knowledge needed before losing children's attention.

The overall e-lessons / instructional videos must not exceed 4 to 5 minutes in duration for CB-ECE students and 8 to 10 minutes for cycle one and cycle two students.

- Independent Practice : usually the independent component of the workshop model is one of the most important sections of the workshop. This section usually gives students time to practice the skill or strategy and master it. Therefore, maintaining the independent work section during distance learning is very important. At the end of each lesson, the teacher can give students to complete a small project individually or in groups (through coordination with the parents and siblings if possible) related to the topic or goal of the lesson. The teacher can ask learners to share their product of this project with him/ her through any available means if possible: mainly WhatsApp based on AAA remote learning program (this is explained more in the modality of delivery section below and in the implementation)

Introducing the project concept as a mean to consolidate the objective or lesson explained has a number of advantages. Learning through the project will:

- Generates a feeling of cooperation between the student and his supporting family members
- Improve students' creativity and innovation

- Enhance students' deep understanding of the material
- Improve students' problem-solving skills
- Enhance students' management and organization skills
- Enhance students' ability to transfer knowledge and skills into real life situation

### 2.5 - Student Centered Learning

The overall nature of distance learning is student centered in nature. The modality of remote learning requires a high level of students' independency and control on their learning. Thus, teachers need to understand that for learning to happen the autonomy and independency of students need to be supported. Based on Wedemeyer, who proposes the theory of independence and autonomy, highlights that the core of distance education is learner independency that is aligned with self-directed learning and self- regulation (Aydemir, Ozkeskin & Akkurt, 2014).

Thus, the e-lessons should be planned based on the Gradual Release of Responsibility (GRR) model, the bases of the Ana Aqra approach to teaching and learning. Teachers need to be aware that this GRR model is much more needed in distance learning than in any other mode of learning. In distance learning students are on their own, thus we should ensure that we are guiding them so that they reach the independency stage. In presenting the e-lesson, teachers need to start by explaining and showing how (on the PPT/instructional video) while giving instructions (via voice over): I DO. Students need to be questioned even if they are not there while giving them time to think and answer; that will be followed by giving them the answer (We do). The lesson should be ended by an independent activity assigned to students to be accomplished alone without giving prompts to guide them to answer (You Do).

On the other hand, distance learning gives the opportunity for teachers to:

- Differentiate their instructions which is another important component that supports student centered learning.
- Differentiate resources, activities and education tools without interrupting the learning process of other students.
- Be flexible to have individualized plans for students without interrupting the whole classroom learning.

### 2.6 - Competency Orientation and Curriculum Mapping

With the onset of COVID-19 the need was to re-engage students in the learning process and minimize dropout as much as possible. Thus, the focus was to scan and map the main competencies per each program to be delivered. During the design phase, curriculum mapping is necessary to identify the program objectives and those accomplished during the in-person/ face to face phase prior to lock down. This step is important in order to resume the lessons accordingly or launch a new intervention. Ana Aqra team decided to focus on core subjects including languages, math and science. For each subject, the education experts identified the most essential learning outcomes/objectives and mapped them to readymade materials for the short term interventions and created instructional videos for the mid and long-term interventions that will support the continuity of students' learning. Moreover, existing educational resources were also mapped to the targeted objectives and skills to save time and resources and reduce duplication.

- For CB-ECE, 18 weeks implementation plan (Annex six) was prepared through identifying the main objectives under each competency. Ana Aqra team relied on the existing CB-ECE curriculum materials that were shared by the MEHE-PMU for in-person/face to face learning to map the most essential skills and strategies needed for CB-ECE students per each level.

On the other hand, the collaboration with World Scientists (WS), who were supporting Ana Aqra CB-ECE teachers during in person/ face to face learning, continued during the remote learning. WS supported teachers in teaching English as a second language remotely. The World Scientists gave Ana Aqra teachers access to a number of English e-stories to enable and support them in preparing their lessons. The lessons were designed to develop and measure some of the foundational literacy skills that readers need as beginners. The stories and the learners' books were made available and accessible to all Ana Aqra's learners to support their access to English resources that match their needs.

- For Retention Support program: Ana Aqra team mapped all the main competencies and objectives per each grade level based on the Lebanese curriculum (Annex seven). These main objectives were then linked to reliable educational videos that exist online. Choosing online videos per each objective followed the below criteria:

- Culturally sensitive
- Language simplicity for both Arabic and Foreign language
- One learning objective per video
- Friendly and age appropriate
- Duration less than 5 minutes

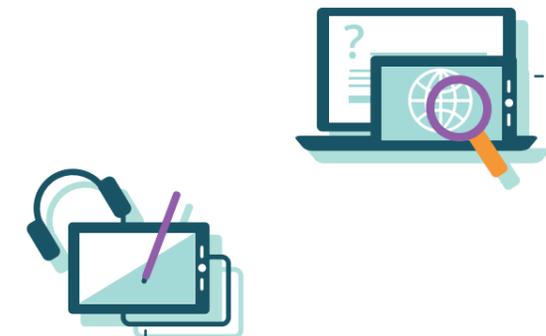


Table 2: Sample for CB-ECE Program Mapping

Week 1 - ECE - Distance learning				
Level	Level 1	Level 2	Level 3	
Social & Emotional Learning	SEL objective			
	SEL activity			
Day 1: English Language	<b>Learning Objective</b> Indicate the project title  <b>Teacher's activity</b>	<b>Project 1:</b> My family and I  <b>Oral Communication:</b> Greet Someone using simple phrases such as "Good Morning"	<b>Project 1:</b> Me and my friends  <b>Oral Communication:</b> Greet people using simple greeting phrases as " Good morning, good afternoon, good evening and good night".	<b>Project 1:</b> Back to school  <b>Oral Expression:</b> Use the Verb "take" in a correct sentence
	<b>Extra links</b>	<a href="https://www.youtube.com/watch?v=0KTB9TTsSfE">https://www.youtube.com/watch?v=0KTB9TTsSfE</a> <a href="https://www.youtube.com/watch?v=asl00AKFfwM">https://www.youtube.com/watch?v=asl00AKFfwM</a> <a href="https://www.youtube.com/watch?v=AA5hOCxIRal">https://www.youtube.com/watch?v=AA5hOCxIRal</a>	<a href="https://www.youtube.com/watch?v=Mj-dg2Inp4M">https://www.youtube.com/watch?v=Mj-dg2Inp4M</a> <a href="https://www.youtube.com/watch?v=gVIFEVLzP4">https://www.youtube.com/watch?v=gVIFEVLzP4</a> <a href="https://www.youtube.com/watch?v=zMdq9jSaNLg">https://www.youtube.com/watch?v=zMdq9jSaNLg</a>	<a href="https://www.youtube.com/watch?v=Y3Xq0Rhpt94">https://www.youtube.com/watch?v=Y3Xq0Rhpt94</a> <a href="https://www.youtube.com/watch?v=BwxSSq1BDtQ">https://www.youtube.com/watch?v=BwxSSq1BDtQ</a>
		<b>المشروع الأول:</b> أنا وأسرتي  <b>التعبير اللغوي الشفهي:</b> يتعرف حروف الأبجدية غناءً  <b>Teacher's activity</b> فيديو مصور لمعرفة الأحرف وغناء عدية أحرف الأبجدية	<b>المشروع الأول:</b> أنا ورفاقي  <b>التعبير اللغوي الكتابي:</b> يتعرف بعض الكلمات البصرية والأكثر تكراراً  <b>فيديو:</b> فيديو مصور يعرض الكلمات التي تبدأ بالحرف نفسه مع نشاط تطبيقى لوضع الأسماء المتشابهة معاً	<b>المشروع الأول:</b> لنعش بسلام  <b>التعبير اللغوي الكتابي:</b> قراءة جملة قراءة كلية
Day 2: Arabic Language	<b>Learning Objective</b> Indicate the project title  <b>Teacher's activity</b>	<b>المشروع الأول:</b> أنا وأسرتي  <b>التعبير اللغوي الشفهي:</b> يتعرف حروف الأبجدية غناءً  <b>Teacher's activity</b> فيديو مصور لمعرفة الأحرف وغناء عدية أحرف الأبجدية	<b>المشروع الأول:</b> أنا ورفاقي  <b>التعبير اللغوي الكتابي:</b> يتعرف بعض الكلمات البصرية والأكثر تكراراً  <b>فيديو:</b> فيديو مصور يعرض الكلمات التي تبدأ بالحرف نفسه مع نشاط تطبيقى لوضع الأسماء المتشابهة معاً	<b>المشروع الأول:</b> لنعش بسلام  <b>التعبير اللغوي الكتابي:</b> قراءة جملة قراءة كلية

Table3: Sample for Grade one Mapping within the Retention Support Program

Week 1 - ECE - Distance learning				
Level	Level 1	Level 2	Level 3	
Day 3: Maths	<b>Extra links</b>	<a href="https://www.youtube.com/watch?v=2lkyF_fHRp4">https://www.youtube.com/watch?v=2lkyF_fHRp4</a> <a href="https://www.youtube.com/watch?v=ElLy_6VPUFs">https://www.youtube.com/watch?v=ElLy_6VPUFs</a>	<a href="https://www.youtube.com/watch?v=pL8doew3ZIk">https://www.youtube.com/watch?v=pL8doew3ZIk</a> <a href="https://www.youtube.com/watch?v=pL8doew3ZIk">https://www.youtube.com/watch?v=pL8doew3ZIk</a> <a href="https://www.youtube.com/watch?v=O_rD1UJcfIQ">https://www.youtube.com/watch?v=O_rD1UJcfIQ</a>	<a href="https://www.youtube.com/watch?v=IShHKZG2NVo">https://www.youtube.com/watch?v=IShHKZG2NVo</a> <a href="https://www.youtube.com/watch?v=0K-bXRzBrBY">https://www.youtube.com/watch?v=0K-bXRzBrBY</a>
	<b>Learning Objective</b> Indicate the project title  <b>Teacher's activity</b>		<b>Number sense:</b> Know the number rhyme up to 5  <b>Video:</b> chant the rhyme up to 5 with finger movements <a href="https://anaaqra.sharepoint.com/:v:/s/CB-ECECenters/">https://anaaqra.sharepoint.com/:v:/s/CB-ECECenters/</a>	<b>Number sense:</b> Memorize the numbers rhyme up to 10  <b>Video:</b> Counting and identifying quantities up to 10 <a href="https://anaaqra.sharepoint.com/:v:/s/CB-ECECenters/">https://anaaqra.sharepoint.com/:v:/s/CB-ECECenters/</a>
	<b>Extra links</b>		<a href="https://www.youtube.com/watch?v=SV6iC34a46w">https://www.youtube.com/watch?v=SV6iC34a46w</a> <a href="https://www.youtube.com/watch?v=u3L5Tk8_74c">https://www.youtube.com/watch?v=u3L5Tk8_74c</a> <a href="https://www.youtube.com/watch?v=xNw1SSz18Gg">https://www.youtube.com/watch?v=xNw1SSz18Gg</a>	<a href="https://www.youtube.com/watch?v=DR-cfDsHCGA">https://www.youtube.com/watch?v=DR-cfDsHCGA</a> <a href="https://www.youtube.com/watch?v=dk9Yt1PqQiw">https://www.youtube.com/watch?v=dk9Yt1PqQiw</a> <a href="https://www.youtube.com/watch?v=xewMVtMk14Q">https://www.youtube.com/watch?v=xewMVtMk14Q</a>
Or Sciences	<b>Learning Objective</b> Indicate the project title  <b>Teacher's activity</b>	<b>Objective 1:</b> Recognize the parts of the face  <b>Video:</b> <a href="https://anaaqra.sharepoint.com/:v:/s/CB-ECECenters/EQmvArip-6NNpnBm_">https://anaaqra.sharepoint.com/:v:/s/CB-ECECenters/EQmvArip-6NNpnBm_</a> <a href="https://anaaqra.sharepoint.com/:v:/s/CB-ECECenters/">https://anaaqra.sharepoint.com/:v:/s/CB-ECECenters/</a>		
	<b>Extra links</b>	<a href="https://www.youtube.com/watch?v=QKHQOCYwjal">https://www.youtube.com/watch?v=QKHQOCYwjal</a> <a href="https://www.youtube.com/watch?v=BwHMMZQGfOM">https://www.youtube.com/watch?v=BwHMMZQGfOM</a> <a href="https://www.youtube.com/watch?v=eMCSMh_Lqvl">https://www.youtube.com/watch?v=eMCSMh_Lqvl</a> <a href="https://blogs.transparent.com/arabic/body-parts-in-arabic/">https://blogs.transparent.com/arabic/body-parts-in-arabic/</a> <a href="https://www.youtube.com/watch?v=6pLFxeuIpe">https://www.youtube.com/watch?v=6pLFxeuIpe</a>		

Main Topics	Concepts and Skills Covered	
1-Plants & their Habitats	<b>1.1 Plants in the environment</b> Places where plants are found <ul style="list-style-type: none"> <li>Similarity and differences of plants</li> <li>Benefits of plants</li> </ul>	<b>What do plants need Song:</b> <a href="https://www.youtube.com/watch?v=eWodhBfnRto">https://www.youtube.com/watch?v=eWodhBfnRto</a>  <b>How do plants grow and benefits of plants video:</b> <a href="https://www.youtube.com/watch?v=89QRrnYPNw">https://www.youtube.com/watch?v=89QRrnYPNw</a>  <b>Parts of the Plant Video in Arabic:</b> <a href="https://www.youtube.com/watch?v=tHngJrLIYHY">https://www.youtube.com/watch?v=tHngJrLIYHY</a>  <b>How do Plants Grow Song in Arabic:</b> <a href="https://www.youtube.com/watch?v=hyG9MoZ9Zrw">https://www.youtube.com/watch?v=hyG9MoZ9Zrw</a>  <b>Germination of seeds video:</b> <a href="https://www.youtube.com/watch?v=ro8Z9qIIWjM">https://www.youtube.com/watch?v=ro8Z9qIIWjM</a>  <b>Planting Material Needed:</b> (bag, tissue paper, beans) (cup, soil, beans)
	<b>1.2 Germination of seeds</b> <ul style="list-style-type: none"> <li>Similarity and differences of seeds</li> <li>Parts of a bean seed</li> <li>Germinating some seeds and needed conditions</li> </ul>	
	<b>1.3 Growth of plants and their needs</b> <ul style="list-style-type: none"> <li>Stages of growth (bean plant)</li> <li>Growth needs of green plants</li> </ul>	
	<b>1.4 Protection of plants</b> <ul style="list-style-type: none"> <li>Care of home plants</li> <li>Protection of wild plants</li> </ul>	
	  	<b>Crafts Activity</b>
	<ul style="list-style-type: none"> <li>Plants need soil, air, sunlight &amp; water to grow.</li> <li>Observe plant parts as they are growing</li> <li>Compare different seeds and different plants</li> </ul>	

- For BLN: Available online/ offline application (War Child Holland) from “Can’t wait to learn” project was used to plan the BLN content delivery for students. The application focused on Math and Arabic. CWTL – Can’t Wait to Learn” Application used to cover Math and Arabic content. Can’t Wait to Learn is a custom gaming technology to deliver quality education. The evidence-based program was developed by War Child and partners. The educational games/ activities also allow children to learn at their own pace. Each game starts simply. After completing a series

of exercises, the software automatically unlocks new exercises at a higher level - making it possible for children to progressively acquire new skills. Children can also go back to previous activities whenever they want.

- \* Teachers were trained on how to use this application by Warchild Holland. On the other hand, AAA team worked on identifying the core English and Science objectives for BLN students and mapped them with existing videos (Annex eight). The criteria for choosing existing online resources were the same as above.

Table 4: Sample for level 1 & 2 Mapping within the BLN Program

Level 1	Level 2
<p><b>Oral Language</b></p> <p><b>1.1 The student will demonstrate growth in the use of oral language.</b></p> <p>a) Give essential information about oneself: 1- Give first name/ last name 2- State address/city/ country 3- Give phone number/ UNHCR ID number 4- State birthdate</p> <p>b) Respond physically to verbal messages: 1- Respond to rules and regulations 2- Follow steps of doing actions</p> <p>c) Listen and respond to a variety of electronic media and other age-appropriate materials.</p> <p>d) Tell and retell stories and events in a logical order.</p>	<p><b>2.1 The student will demonstrate an understanding of oral language structure.</b></p> <p>a) Participate in oral activities.</p> <p>b) Develop basic factual and inferential comprehension of what is heard.</p> <p>c) Match simple descriptions to pictures.</p> <p>d) Respond to series of oral instructions through whole-body involvement.</p> <p><b>2.2 The student will expand understanding and use of word meanings.</b></p> <p>a) Increase listening and speaking vocabularies.</p> <p>b) Use words that reflect a growing range of interests and knowledge.</p> <p>c) Convey ideas in daily life conversation 1- Express agreement or disagreement. 2- Talk about likes and dislikes 3- Talk about own abilities</p>

Level 1	Level 2
<p>e) Participate in a variety of oral language activities, including oral speaking, rhymes, songs, and stories with repeated patterns. 1-Listen for appreciation and enjoyment. 2-Express feelings about a rhyme, a song, or a story. 3- React to what was heard (sing along, dance, draw). 4- Recite songs, rhymes, or poems.</p> <p>f) Compare and contrast two pictures or persons: 1- State similarities and differences 2- Use Venn Diagram to compare</p> <p>g) Develop basic factual and inferential of what is heard: 1- Point to a picture being described. 2- Respond to 2-3 oral instructions. Match spoken words to a picture. Match sounds heard to actual objects (example: horn to a car). 3- Put a set of pictures in sequence a- Sequence pictures as directed b- Draw pictures in response to verbal instructions</p>	<p>d) Use basic courtesy and formulate expressions correctly 1- Ask for, give, follow and clarify directions 2- Ask what does that mean... 3- Express misunderstanding. 4- Ask for repeating the explanation.</p> <p>e) express personal feelings and interests 1- Express moods and feelings. 2- Explain preferences for favorite subjects, toys, food, etc.... 3- Express needs and desires. 4- Express gratitude.</p> <p><b>2.3 The student will use oral communication skills.</b></p> <p>a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.</p> <p>b) Share stories or information orally with an audience.</p> <p>c) Respond appropriately in group situations</p> <p>d) Use appropriate verbal and non-verbal feedback</p> <p>e) Share information appropriate to the situation</p> <p>f) Participate in semi-controlled dialogues.</p> <p>g) Interact with others in problem-solving activities requiring verbal reasoning.</p> <p>h) Compare and contrast two pictures, objects or persons 1- State similarities and differences 2- Use appropriate expressions words to compare (both are similar..., similar in...)</p> <p>i) Locate individual items on a map, menu, chart, or graph.</p>

## 2.7 - Student Assessment

Formative assessment is the most effective mode of assessment in distance learning. Incorporating this type of assessment in e-lessons will be mainly introduced to guide students to reflect on their learning and support them along with self-assessment. Teachers can incorporate formative assessment in distance education through:

- Multiple choice questions
- Essays
- Oral Assessment (via phone or online)
- Field work
- Project
- Portfolio
- Photos of artifacts
- Collected physical artifacts
- Videos of student skills
- Parent Phone calls

In addition to formative assessment, working on improving students' self-assessment skills is one of the important pillars during distance learning, especially in the absence of direct supervision and feedback from teachers. Since distance learning is mainly based on the student's ability to manage his/ her learning independently, the teacher should work on helping the student evaluate his/ her performance through:

- Giving the students the opportunity to see the correct answers after giving him/ her time to think and answer.
- The teacher can also share with students, specific criteria (Rubric) for completing the tasks assigned to them during independent work, for example.
- Students can also use these criteria to evaluate their final performance

It is very important for the teacher to realize that the majority of students need to be trained on how to conduct self-assessment and allocate time to teach and develop this skill.

## 2.8- Capacity Development

Mapping staff & teachers' skills is essential to plan their contribution according to their capacities. This phase was necessary to judge the feasibility of the distance learning modality. Staff who showed having good computer skills and internet access had to receive training on three main topics:

- Zoom training on how to use zoom as a tool/ modality for receiving training and delivering sessions,
- Technical training on developing instructional videos and a
- Distance learning implementation training.

First, teacher' training on distance learning was designed to be launched via Zoom. Thus, the aim of the training about Zoom as a tool is to enable the teachers to use Zoom as a participant and as a host; this training prepares the teachers to receive trainings and communicate with each other or their coordinator via Zoom Application and have them ready to deliver sessions to students/parents using Zoom when or as needed. Second, the technical training by the IT department, aimed at introducing teachers to the available applications that will help them record their instructional videos and get them ready to share with students and parents. This technical training orients teachers on other related technical topics such as creating folders/ e-portfolios for students' assessment and compilation of shared students' work, using the shared folders and much more. Third, the last training delivered to teachers is the pedagogical related training which introduce teachers to the concept of distance learning from educators point of view, the best practices in distance learning, how to prepare e-lessons, conduct assessments and how to establish a positive relationship with students and parents and keep them engaged.

During the Zoom training teachers are given a number of performance tasks to be reviewed and rated by the trainer such as screen shots on creating Zoom accounts and setting meetings etc.

Moreover, as for the distance learning modalities and implementation teachers' knowledge acquisition was assessed after the training where a link for post assessment questionnaire were shared with teachers to be filled and shared back (Annex nine).

The evaluation sheet that was usually shared with teachers at the end of each training was converted to online document and shared with teachers to fill and share back as well (Annex ten).

It is important to mention that all teachers who will shift their implementation to distance learning and receive the three above trainings should have been trained on:

- The AA quality teaching and learning (QTL) approach and
- The program she/ he is implementing CB-ECE, BLN, and/or Retention support

## 3 - Supporting with Printed Educational Materials

The importance of providing students with printed materials to support the learning process was crucial. Students are used to the face to face presence in class with hard copies materials in front of them. Thus, to ease up and facilitate the process of shifting into distance learning for both students and parents, AAA team decided to support students' online learning with some printed materials:

- A simple educational kit in the traditional form including laminated card games and other supporting sheets (Annex eleven) was designed by AAA team to respond to the needs of the youngest learners during the Distance Learning and to provide caregivers with the basic resources they need to engage their children in learning and enable them to follow up on their children's progress . The selection of the education materials was based on the learning outcomes of the CB-ECE curriculum and the main objectives that were identified during Distance learning.

- Moreover, students who were enrolled in the BLN programs were supported by a workbook that includes a number of Math and Arabic exercises in addition to assessment sheets. This workbook was designed and provided by Save the Children to all BLN students to support their distance learning.

## 4 - Mode of Delivery

Based on the data available from the LeaRa survey, connecting with students and parents via WhatsApp was the main choice for delivering all e-learning materials. Deciding on the mode of delivery during distance education was challenging in general given the fact that not all students and parents have similar accessibility for internet and devices. For that reason, AAA team relied on the data collected from parents which indicated that 81% of parents prefer WhatsApp Application as mode of communicating all educational materials (sharing videos, voice messages, or calls) and it was decided to go with this option.



AAA designed all educational e-learning materials to be shared via WhatsApp as below:



## 5 - Redefining Roles and Responsibilities

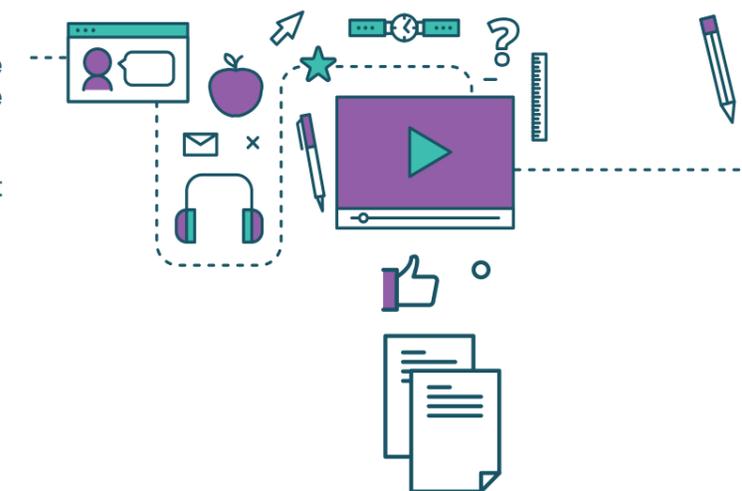
While designing for shifting from face to face to distance learning, the roles and responsibilities for AAA teams working towards implementing educational programs changed. For example, the role and responsibilities for both teachers and teachers' assistants faced major change in preparing and delivering lessons and learning sessions. Ana Aqra team identified minimum qualifications and duties for staff working within the distance learning modality to guide and organize the practice:

### Minimum qualification for online teaching/ learning staff:

- Comfortable with technology and in navigating online resources and webpages
- Very good skills in PowerPoint and Word documents
- Creative about using online formats in new and variable ways
- Able to invest in reliable multi-media resources to prepare educational content
- Inquisitive and curious
- Passionate about connecting with students
- Patient and resourceful
- Flexible in preparing and delivering online content in the best mode available and accessible to students and their parents
- Organized and careful about time management
- Devoted to learning
- Attentive to details
- Excellent at oral and written communication
- Highly knowledgeable in their subject area

### Duties:

- Create educational materials based on the best knowledge in the field and that matches students' interest and needs
- Maintain high level of engagement and critical thinking while preparing and/or sharing educational materials
- Teaching the material with online video/ recorded lessons
- Leading online/ offline discussions of the educational material via forums or chats
- Communicate clear expectations and regular feedback for students and parents
- Responding to students/ parents' comments and questions
- Evaluating/ assessing student work through projects, assignments...
- Maintaining records (portfolios) on student progress/grades



The below table summarizes the roles and responsibilities of the field team:

Table 5: The role responsibilities of the field team

Staff	Role in Distance Learning
Teacher	<ul style="list-style-type: none"> <li>Plan, prepare and deliver distance lessons in order to facilitate active distance learning experiences.</li> <li>Establish and communicate clear objectives with the center coordinator and colleagues to support the center coordinator designing the work plan.</li> <li>Prepare activities that rely on home-based materials.</li> <li>Provide a variety of lessons modality: through PowerPoint or through videos filmed with smartphones according to the video guidelines and the remote mini lesson structure.</li> <li>Observe and evaluate parents' feedback and students' work that is being shared.</li> <li>Communicate with parents to assess students via phone calls.</li> </ul>
Teacher Assistant	<ul style="list-style-type: none"> <li>Collect data from teachers and comply with the assignments scheduled by teachers and the Center Coordinator.</li> <li>Contribute in designing lessons.</li> <li>Compile visual resources, activities, photos or links that are related to the objectives set by the teachers.</li> <li>Share the resources with the teachers.</li> <li>Prepare materials and activities.</li> <li>Support in creating PowerPoint presentations, recording a voice-over, trimming videos, etc..</li> <li>Participate in contacting the parents to collect their feedback and follow up on their children's progress.</li> <li>Replace the teachers in designing full lessons in case of absence to maintain the work flow.</li> <li>Explore with teachers and coordinators the factors contributing to the success or the failure of the distance learning modality.</li> </ul>

Staff	Role in Distance Learning
Center Coordinator and educational field officer	<ul style="list-style-type: none"> <li>Create WhatsApp groups for parents per level/ grade level</li> <li>Review the distance learning lessons according to the video guidelines and the remote mini lesson structure and amend whenever needed.</li> <li>Compile the lessons and coordinate with the rest of the center coordinators to exchange lessons, fill the unified weekly plans, collect common lessons and use time efficiently.</li> <li>Upload the lessons on Ana Aqra Shared folder, classifying them per Subject, objective and ECE level/ grade level.</li> <li>Share the lessons with the parents via WhatsApp, answer their questions and collect their feedback.</li> <li>Share parents' feedback with the teachers and the management to amend the distance learning modality accordingly.</li> <li>Allocate clear tasks for the teachers and teacher assistants according to the teachers' mapping skills and the mapping of the ECE content per level and objective reached.</li> <li>Design schedules and plans to ensure a smooth workflow.</li> <li>Share the learners' weekly distance learning schedule with the parents.</li> <li>Report challenges and success stories to the program/project managers and report on work progress.</li> </ul>
Coach	<ul style="list-style-type: none"> <li>Support and coach teachers in producing instructional videos and other e-learning materials</li> <li>Review the e-lessons, instructional videos and other e-learning materials prepared by teachers</li> <li>Conduct virtual meetings with teachers to listen to their inquiries and provide constructive feedback</li> <li>Support teachers with additional resources to facilitate their planning and preparations</li> <li>Conduct one to one and group meetings with teachers to guide them through the implementation process</li> </ul>
Trainers	<ul style="list-style-type: none"> <li>Prepare distance learning trainings</li> <li>Train teachers on distance learning</li> <li>Collect data on the training conducted to monitor and evaluate the training effectiveness and teachers' performance</li> <li>Analyze data and share with management and coaches to plan individualized support for teachers while implementing</li> <li>Coordinate with coaches to plan for midpoint training as needed</li> </ul>

## 6 - Budget

As mentioned in the need assessment phase, the switch from face to face implementation to distance learning during the COVID-19 or any other emergency, an amendment to the budgets' allocations was needed to ensure transparency and proper use of funds. The budget reallocations should take into consideration the activities needed during Distance/blended learning; therefore, the type of activities and their frequencies need to be justified to support the programs and were to be communicated and approved by the donors.

Based on that, new costs were identified due to the new modality of implementation:

- Cost of internet connectivity to be provided for the parents and teachers to stay engaged.
- Cost for the designed educational KIT

On the other hand, some costs were not needed any more, such as the cost of transporting children from and to the learning centers. Thus, budget reallocation was done instead of requesting new or additional funds for the above-mentioned new activities.

## Implementation Phase

The implementation of the remote learning program started after almost all educational materials across programs were ready along with training content and mode of delivery. Teachers and all center coordinators, educational field officers and coaches received the three above mentioned training:

- Zoom training
- Technical training
- Distance learning training

After the training, teachers with the support of center coordinators, educational field officers and/or coaches prepared themselves to deliver the lessons each based on the mapping of the objectives that was prepared and agreed upon during the design phase.

It is important to mention that the implementation phase started with parents who showed willingness and had devices to get engaging in the program. Moreover, all educational materials were shared via WhatsApp in the afternoon based on the parents' preferences that was mainly reflected in the LeaRA survey.

### A- CB-ECE Program

After receiving the training, CB-ECE teachers with the support of the center coordinator, field officer or coach prepare lessons on PowerPoint and use any free online applications to record their voice in order to convert the PowerPoint into a short video as advised during the technical training (Annex twelve).

\*If it happens that a teacher doesn't have access to a computer (teachers can access their CB-ECE centers, if available, that are equipped with laptops to be used for remote learning) or have limited computer skills, they are asked to use their smartphones to video tape lessons following the usual mini lesson structure. Teachers are advised to rely on home based and recyclable materials as resources that are accessible for parents and learners to support teaching and learning:

- A weekly preparation (Annex thirteen) is recommended to fully prepare resources, lessons and videos prior to sharing with the parents.
- On a weekly basis, each center coordinator along with the teachers sets the weekly objectives and design the activities (Annex fourteen)
- The center coordinator/ coach/ educational field officer share with the project coordinators their weekly plans.
- The project coordinator compiles the schedules in one table and extract commonalities and connect teachers and center coordinators accordingly.
- The center coordinator/ coach/ educational field officer will then share the weekly learners' distance learning schedule (Annex fifteen)) with the parents to support them in tracking the activities

that need to be practiced during the week according to the learning outcomes of each subject.

- On the day to day implementation level, each center coordinator/ coach/ educational field officer will have a clear weekly schedule for the materials that will be shared with the parents daily.
- A general broadcasted message is shared with parents to inform about the WhatsApp group purpose and the new teaching modality.
- Four videos are shared per week: foreign language, Arabic, Math & Science (alternating) and one PSS including health promotion & awareness, time management & well-being.
- The schedule should include the core subjects' objectives with the related activities and extra links.
- According to the weekly schedule set, the center coordinator will share with the parents one core subject lesson each day. This lesson is followed by a WhatsApp audio message to explain the content and the objective of the video.
- After sharing the lesson and the explanation of the video with the parents, the teachers present in the WhatsApp groups will encourage the parents to share the learner's assignment or activity conducted in a private conversation.
- The learners' assignments are collected individually by the teacher and compiled in the learner's portfolio.
- Each learner will have an E- portfolio where all the assignments are filed by subject and date of submission.
- The teacher will give the parents and the learner feedback on each assignment shared to improve their skills. The comments on the assignments will be to engage the learner to develop his/ her performance and acquire further learning outcomes.
- All these observations and follow up activities will be compiled on the teachers' log sheet (Annex sixteen).

• The educational kit designed was distributed to all CB-ECE children as a support for the remote learning that they are receiving.

### B - Retention Support Program

- Education team finalized aligning and linking the Lebanese curriculum objectives, covering all core subjects, to open source e-learning videos, ensuring that the videos are aligned with expected learning outcomes and are grade level appropriate.
- All selected videos are short effective instructional videos. Selected videos ensure demonstrations of specific skills and are delivered in small quantities, to enhance knowledge retention.
- Weekly lesson objectives and e-learning video links are shared with the teachers.
- Teachers then share videos with parents via the WhatsApp groups, three times per week English, Arabic and Science or Math alternating
- Awareness videos are also shared with parents every other week. These videos include health promotion & awareness, time management & well-being.
- A general broadcasted message is shared with parents to inform about the WhatsApp group purpose and the new teaching modality.
- Parents are encouraged to share any clarification or feedback needed and to also share via private messages, their children's work and progress.
- Educational field Officers/ coaches are assigned to follow up with the teachers and to collect feedback and data, on a weekly basis.
- Educational field officers/ coaches are encouraged to share best practices, lesson plans and any other useful links or resources.

## C - BLN Program

- Under the BLN program, the learners who were previously enrolled with AAA assigned in level 2 and newly enrolled learners are grouped into level 1.
- For the “CWTL”, teachers contact the parents to make sure they have free enough space on their devices at least 3.5 GB, (4.6 GB preferable). They also make sure they watch the instructional videos sent to them on how to download the packages.
- CWTL Arabic and Math instructional videos are then shared through a link divided into segments of both literacy and numeracy content.
- Downloadable & printable materials are provided at household level. As children watch the instructional videos and listen to the audio/songs, they will be assigned a number of exercises from their BLN books to practice the concepts they have learned. These exercises are linked to the videos’ objectives and addressed in an instructional guide.
- The teachers also share English & Science e-learning video links with the learners and follow up directly with the learners through phone calls and WhatsApp messages.
- Learners’ interactions are collected on a weekly basis and tracked using an excel template.
- Awareness videos are also shared with parents every other week. These videos include health promotion & awareness, time management & well-being.
- A general broadcasted message is shared with parents to inform about the WhatsApp group purpose and the new teaching modality.
- Parents are encouraged to share any clarification or feedback needed and to also share via private messages, their children’s work and progress.
- Educational field Officers/ coaches are assigned to follow up with the teachers and to collect feedback and data, on a weekly basis.
- Educational field officers/ coaches are encouraged to share best practices, lesson plans and any other useful links or resources.

## Monitoring & Evaluation Phase

### A- Identifying Criteria and Assessment Tools:

Shifting from in-person/face to face teaching to E-learning, Ana Aqra amended its performance indicators and adjusted the assessment tools in order to monitor with evidence the online program during implementation and ensure that progress is occurring against clearly defined direction.

#### Amended Indicators:

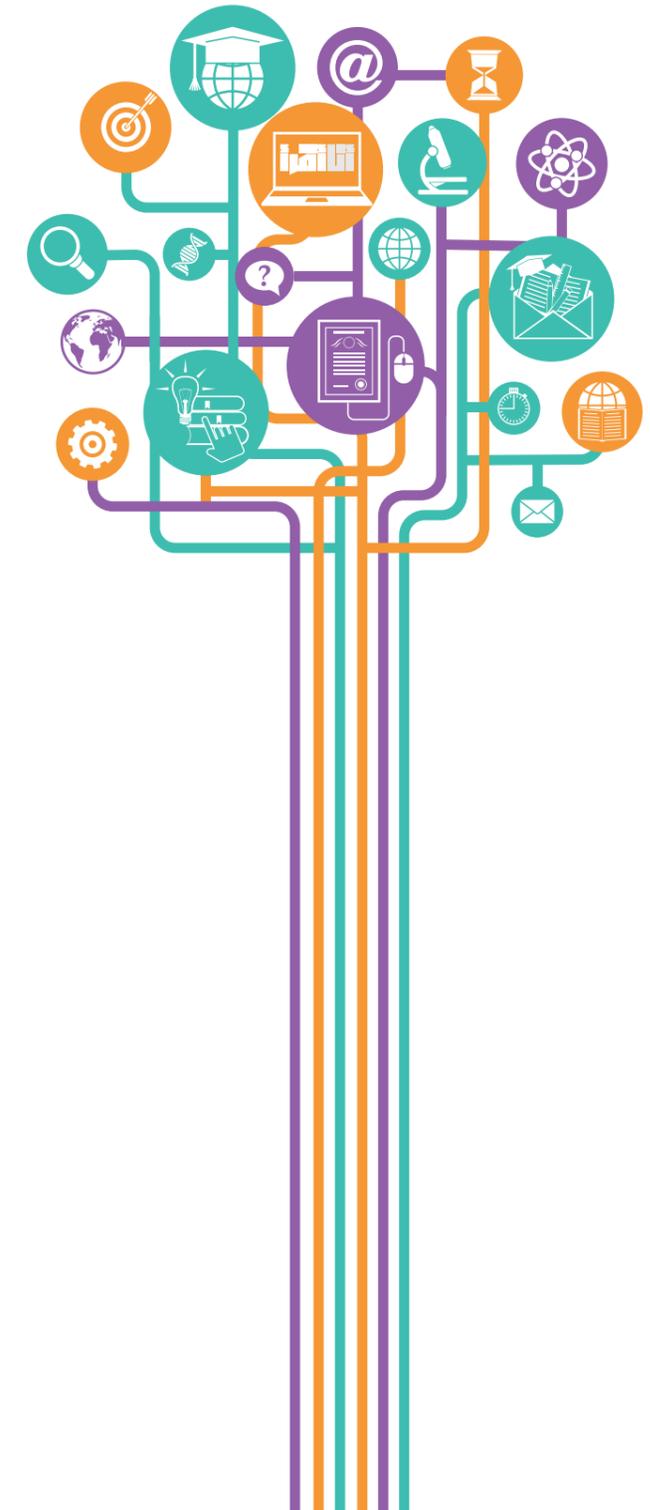
**Enrollment Indicator:** is the number of learners joining WhatsApp groups and receiving videos. Teachers are to update learners’ records on weekly basis indicating whether the learner left the group or is present. These updates are recorded in the Distance Learning Tracking Template.

**Attendance Indicator:** is the number of active learners in the group. A learner is labeled as an active learner if he/she receives instructional materials and videos and shares back at least one assignment per week or if the teacher has a direct contact with the parents for feedback to ensure their child follows up on the shared and received materials. Inactive learners are those whom are still present in the groups, receiving instructional materials and videos without sharing assignments or parent’s feedback.

**Interaction Indicator:** is the number of learners sharing back activities or assignments out of the total present learners in the group. For every objective sent, the learner is supposed to share back an assignment or activity that reflects a knowledge, skill or behavior acquisition. Teacher is to evaluate this activity and act accordingly. This follow up is recorded by the teacher in the Distance Learning Tracking template. Assignments shared by learners (videos, images, voice messages) are to be compiled per subject to create Learners’ Portfolios.

**Learner’s Progress Indicator:** is the difference between baseline and endline learner’s assessment score. One to one assessment form is to be conducted by the teacher via phone calls. In order to fill the assessment form, teacher will contact the parents asking them specific questions related to their child performance in different domains. Also, the teacher could ask the learner direct questions depending on the assessment needs and guidelines indicated in the assessment form. This assessment form is filled twice (at the beginning and at the end of the cycle). Progress is calculated based on the difference between baseline and endline results per learner.

**Number of parents completing parental feedback form:** On bi-weekly or sometimes monthly basis, feedback is collected from parents through a follow up call by teachers. To fill the Distance Learning Feedback form (See Annex 1: Distance Learning Feedback form), teachers call the individual family via WhatsApp call. These follow up calls support identifying parental expectations and collect their feedback on the videos prepared and other instructional materials and issues they are facing with their children. Teachers fill these forms over the phone. The collected feedback provides a better understanding of parents’ needs of such instructional materials, video lessons, their impact, the language used, the sound and image quality, their appropriateness and the frequency of sending the videos as well as the progress of their children and their level of engagement.



## B - Data Collection Process

Table 6: Audience: A. Parents

Data Collected from Parents		
Tool	NFE Learning Readiness Rapid Assessment v1.3 (LeaRA)	Parents Feedback Forms
Time Line	Before Implementation	Implementation Phase
Frequency	Once	Monthly
What to collect	<ul style="list-style-type: none"> <li>Learners demographics</li> <li>Parents' willingness to register the child</li> <li>Availability of the device</li> <li>Internet Access</li> <li>Time Preference</li> <li>Educational level for caregivers</li> <li>Availability of caregiver to support in remote learning</li> </ul>	<ul style="list-style-type: none"> <li>Parents Feedback on the shared materials</li> <li>Parents feedback on the teaching and learning</li> <li>Other issues</li> </ul>
Who collects data	Field Staff (Teachers- Center coordinators)	Field Staff (Teachers- Center coordinators)
Via	Phone calls	Phone calls
How to deal with data after collection	<p>Project coordinators with the assistance of data team will be able to:</p> <ul style="list-style-type: none"> <li>Set distribution criteria for learners in WhatsApp Groups.</li> <li>Set schedule for sending the educational material</li> <li>Create Distance Learning Tracking Template &amp; share it with field team.</li> </ul>	Data team to compile, analyze and share the results with project manager & project coordinator to take action plans.

Table 7: Audience: B. Learners

Data Collected from Learners		
Tool	Distance Learning Tracking Template	Program related academic and well-being assessment
Time Line	Implementation Phase	Implementation Phase
Frequency	Once	Monthly
What to collect	<ul style="list-style-type: none"> <li>Learner's Presence in WhatsApp groups</li> <li>Assignments shared by the learners</li> <li>Teacher's observation and action plan after evaluating these assignments</li> </ul>	Assessing learners in different domains
Who collects data	Field Staff (Teachers- Center coordinators)	Field Staff (Teachers- Center coordinators)
Via	WhatsApp	Phone calls & Learner's Portfolio
How to deal with data after collection	<p>Data team is to share with project managers and coordinators:</p> <ul style="list-style-type: none"> <li>% of learners leaving the groups with reasons behind their absence.</li> <li>Interaction rate per Subject.</li> <li>Teacher's observation that will reflect learner's understanding towards shared objectives</li> </ul> <p>Action plans need to be taken to reduce % of learners leaving the groups and increase interaction rate</p>	Evaluate learner's progress per domain

Table 7: Audience: C. Teachers

Data Collected from Teachers			
Tool	Teachers' Technology Capacity Survey	Post training Assessment Tool	Training Evaluation Sheet
Time Line	Planning Phase	Implementation Phase	Implementation Phase
Frequency	Once	Post Training	Post Training
What to collect	<p>This survey collects information about teachers reflecting:</p> <ul style="list-style-type: none"> <li>• The availability of laptops or any other technical devices</li> <li>• Their computer skills</li> </ul>	<p>The post assessment tools include 10 multiple choice questions that focus on assessing teachers' knowledge acquisition after the training (post-test)</p>	<p>This tool is designed to collect teachers' feedback on the trainers' performance and training content. Data collected through this tool will guide trainers through the areas of strength and the areas that still need to be improved at the personal and training content level.</p>
Who collects data	Program coordinator and educational field officer/ coach	Trainer	Trainer
Via	Online form	Online form	Online form
How to deal with data after collection	Data is collected and shared with program managers and IT manager to plan task assignments based on teacher's capacities and further capacity building trainings	The data collected and analyzed by trainers to evaluate performance that is reflected in teachers' improvement at many times and will be also submitted to the program manager to guide their further support to teachers	The data collected and analyzed by trainers to evaluate performance that is reflected in teachers' improvement at many times and will be also submitted to the program manager to guide their further support to teachers

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