**Summary of the answers to the questionnaire of SIESC on the impact of the pandemic on school life**

by Wolfgang Rank

Answers from Albania (AL), Austria (A), England (E), France (F), Germany (D), Italy (I), Luxemburg (LUX), Norway (NO), Romania (RO), Slovakia (SK), Sweden (SW), Ukraine (UKR)

Some answers showed individual experiences, some tried to give generalized answers. D and E relied on studies.

**Qu. 1: forms of teaching**

Extremely different measures in the countries and on the levels of education (e.g. generally distance learning at universities, presence at nursery level)

(Shift teaching: only half of the pupils were in the school building; groups changed day after day or after two days or every week; forms regulated by central authorities or in the autonomy of the single school.)

AL: shift teaching, one week of distance learning

A: 22 weeks presence, 10 w. shift, 10 w. distance

D: 21 w. presence, 8 w. shift, 10 w. distance

E: 12 w. distance or learning packs and availability online

F: 2 w. distance, rest: secondary I: presence, secondary II: shift

I: presence, for those in quarantine: distance

LUX: 10 w. presence, rest: shift

NO: 1 w. schools closed, rest: presence, in quarantine: distance

RO: half of the weeks: presence, half: distance, 4-6 w.: shift

SK: secondary II: 2 months in presence, rest: distance

SW: elementary and secondary I: presence, grades 7-9: mostly shift teaching

UKR: 13 w. presence, 13 w. shift, 9 w. distance

**Qu. 2: availability for distance learning**

-Partly there are no numbers available.

-Numbers mentioned range from 0 or 1% to 20 % not available

-It depended on the technical equipment of the families, on the assistance offered by the school, and on the will of the pupils.

**Qu. 3: communication requirements for distance learning**

-Often used programmes: ZOOM, MS Teams, Webex, Google Meet, Edmodo, Moodle

-In F: mainly use of the network of Education Nationale.

-Sometimes internet problems were a hindrance.

-Partly the teachers had to use their own computers.

-Partly pupils switched off the camera.

-Some teachers preferred setting only written tasks.

-Preferred medium of communication: e-mail

**Qu. 4: teachers and the new forms of teaching**

-Problems for some teachers, courses offered by schools, reduction of problems during the year

-Mutual help between teachers

-Methods of control and evaluation used, too, but problematic

-Online materials better usable for exercises, less usable for teaching new and demanding contents

-Some teachers developed and adapted the materials offered by the internet.

-“This year has been a continuous education in digital tools for teachers.“ (SW)

**Qu. 5: cooperation with parents**

-In general cooperation with parents was possible and good, even if only online. Even official online meetings were organized.

-Partly parents supported distance learning (being or staying at home), partly they could not do so for various reasons.

-It depends on the environment and the parents and sometimes on the types of schools. It was easier, when parents are “near the school“ and ”educated“.

**Qu. 6: completion of the school year**

-The school year was finished everywhere and reports were written.

-In A the number of written tests was reduced. One negative mark was tolerated.

-In D one negative mark was tolerated. You could repeat the year voluntarily.

-In LUX terms were replaced by semesters.

-Teachers partly missed exams for a just evaluation.

-Shift teaching made sufficient evaluation very difficult.

**Qu. 7: final exams**

-In general final exams were held with a lot of measures of security (but cancelled in E (GCSE and A-Level), NO and SK).

-In A oral exams only optional. Results of the final year taken into account for marks.

-In D school year extended for 10 days. More possibilities for teachers in the choice of the tasks.

-In F exams in “lycée“ were replaced by “regular control“. In philosophy the better result of exam or regular control was taken.

-In I only one oral exam (no written ones). Results of former years were taken into account.

-In LUX pupils could take off 15% of the teaching load.

-In SW national tests (Sw, E, M) were not mandatory.

**Qu. 8: “lost generation“**

-It was noted everywhere that the quality of life and the physical and psychic health of children and youngsters were impaired to various extents. Those from socially disadvantaged families and those with migration background were affected more. Those who had had problems before, had more problems. Those who must work to finance their studies, have great difficulties.

-Pupils have lost motivation and structure for learning and miss some weeks of “teaching load“ of the year.

-They need a lot of support and help.

-Yet, “lost generation“ is seen as a term pushed by (alarmist) media and not as the opinion of the teachers.

**Qu. 9: what teachers have learnt**

-Using digital media, but use isn‘t so easy.

-Distance teaching/learning cannot substitute presence teaching/learning in some aspects. Direct contact with pupils is essential.

-Yet, some use of digital tools can enrich our methods, but they have their proper pros and cons. We need new strategies for inserting digital methods.

-Concentration on what is really important, essential.

-Better knowledge and better understanding of pupils‘ lives and environment.

**Qu. 10: changes in future teaching**

-Avoiding lockdowns and if possible shift teaching.

-Inserting meaningful periods of digital activities (where it is the best method)

-Focussing on the needs of those who need support, from disadvantaged families (poor, migration background, not formation friendly)

-Focussing on what is essential in the curricula

**Qu. 11: what is essential in future teaching**

-More advanced technical equipment for schools and pupils

-Teachers trained for all kinds of situations

-Best use possible of presence teaching

-Strengthening the pupils‘ self-employment and responsibility, motivating them for learning in any setting

-Better communication with all pupils

-Teachers must reflect and bridge the difference between their teaching process and the pupils‘ learning process.

**Qu. 12: effects of distance learning on equality of chances**

-Some families don‘t have computers, internet, mobiles.

-Some pupils don‘t have (enough) room for learning.

-Some parents could not or did not help or motivate their children.

-Pupils who lack inner motivation for learning suffer.

-Existing inequalities are intensified more if more of these conditions exist.

-School loses its role as a help to narrowing social gaps.

**Qu. 13: measures to compensate deficits**

-extra lessons given by the teachers to explain requirements of distance learning

-digital tools free of charge for pupils in need

-summer schools (especially in M and languages)

-remedial classes free of charge

-additional remedial classes next school year

-promises of additional financial means, but not sufficiently realized

-Psychological follow-up for pupils (and teachers) would be necessary, but lack of psychologist staff.