



**How COVID-19 is
Affecting Irish FET
Practitioners and their
Provision for Students
with Disabilities**

ahead



ISBN No: 978-1-9993202-9-4

**Published by:
AHEAD Educational Press
East Hall
UCD
Carysfort Avenue
Blackrock
Co. Dublin**

Tel: (01) 7164396

Email: ahead@ahead.ie

May 2020

Table of Contents

Foreword	5
Introduction and Methodology	8
Key Findings and Practitioner Testimony	10
Home Setup of Practitioners	10
Notable Practitioner Comments Relating to Home Setup and Family Demands	11
Disability Support Considerations	12
Staff with Allocated Hours for Support	12
General FET Practitioners	14
Remote Teaching and Student Engagement	18
Continuation of Programme Delivery	18
Non-Continuation of Learners	22
Learner Engagement Practitioner Ratings	26
Experiences of Remote/Online Teaching	27
Practitioner Strategies for Learner Engagement	28
Support that Practitioners Need Going Forward	30
What Practitioners Need	30
Opportunities to Share with Colleagues	32
Recommendations	36
Recommendations Concerning Learners with Disabilities	36
General Recommendations Arising	37



Foreword

By Dara Ryder, Chief Executive Officer, AHEAD

The Covid-19 crisis has turned our world upside down. It is hard to believe that just 12 weeks prior to the release of this survey, there was only rumblings on the airwaves about Covid-19 and not a single case had yet been identified on our shores.

In a short matter of weeks, the virus arrived and as the government reacted, everything changed. Our schools and colleges closed, our economy was placed in hibernation and our ability to be close to the ones we love was taken away.



Overnight, our further education and training (FET) practitioners were pushed by circumstance into remotely delivering the programmes that are so vital to the lives of our learners, without the chance to prepare, and with no access to the face to face support they might often seek from their peers.

For learners with disabilities, many of whom are in the identified Covid-19 'at risk' categories, there are huge challenges in engaging in remote learning during this time and difficulties in how they access the support that is vital in their continuation and completion of FET programmes.

This survey aims to shine a light on the difficulties that practitioners are experiencing in continuing to deliver those supports and their programmes more generally. It highlights key issues including a lack of engagement from a sizeable number of learners, a lack of continuity in the provision of disability support, difficulties for practitioners of juggling unfamiliar remote delivery with family responsibilities, a lack of practitioner experience with online delivery and the unsuitability of some programmes for online delivery (e.g. prison education, culinary courses).

But it also highlights the committed and innovative response of the FET community in their attempts to remain connected with their learners and showcases some of the 'on the ground' strategies that have worked. We are no doubt living through one of the most challenging moments our education system will experience in our lifetimes, but I believe that the energy and commitment of FET practitioners outlined in this report is evidence that with the right information, the right support for our practitioners and our learners, and the smart channelling of resources, we can overcome these challenges and ensure that no learner gets left behind.

We hope that this research, alongside the many other valuable pieces of work being conducted in the community, can contribute to informing the response of the sector and help to create better outcomes for learners with disabilities on the ground.



Introduction and Methodology



Introduction and Methodology

The aim of this research is to gather the views and experiences of Further Education and Training (FET) practitioners who are now trying to deliver programmes and provide support for their students with disabilities remotely, due to the impact of Covid-19. It aims to explore the challenges that practitioners are facing in continuing to engage all learners during this period and take a closer look at how they are seeking to accommodate students with disabilities in learning remotely.

The findings in this report are the results of analysis of the survey responses of FET practitioners across Ireland. The survey was disseminated through AHEAD's general mailing list and social networks and through a series of direct mail requests to FET practitioners in our networks to complete the survey and share it with colleagues.

281 practitioners responded to the 33-question survey and the completion rate of the entire survey was 87%. The results were collected between April 9th and April 27th 2020.

Practitioners from all 16 ETBs were represented in the responses although they were a notably higher proportion of respondents from City of Dublin ETB, Limerick Clare ETB and Cork ETB than others.

The pool of practitioners who responded delivered programmes at all QQI levels 1-6 and other non-accredited FET programmes.

Respondents were asked to select which of the 26 FET programme types they were delivering and 25 of the 26 were represented in the responses (Justice Workshop programme type not represented). A notably higher percentage of the respondents (43%) were however delivering PLC programmes than other programme types. It is important to note that in this analysis, comparisons between responses in programme types are made, programmes delivered by less than 5 respondents have been omitted.

This provides us with a rich data set covering the broad diversity of practitioners and most of the broad diversity of programmes in FET.



Key Findings and Practitioner Testimony



Key Findings and Practitioner Testimony

Home Setup of Practitioners

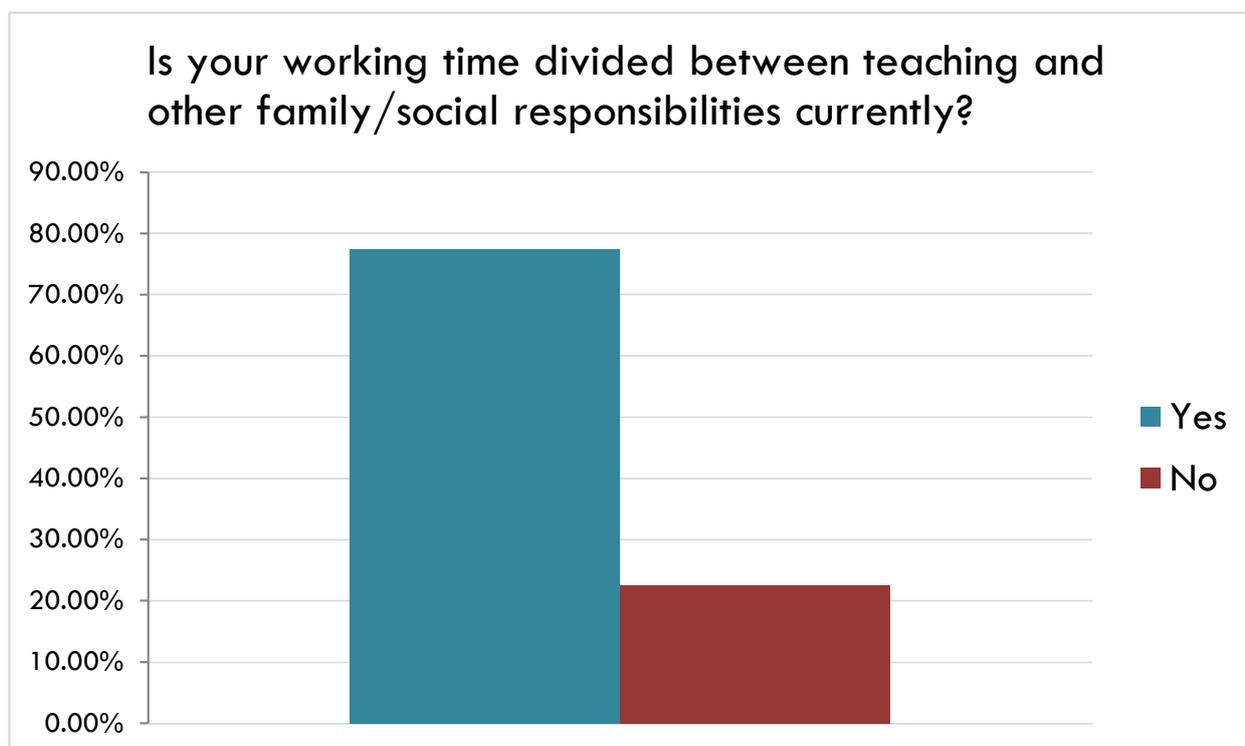
The survey highlights that practitioners have significant challenges to overcome when trying to continue delivering their programmes from home due to personal circumstances and technical setup, just as learners do when engaging with them. This section highlights some of the challenges relating to device ownership, technical setup at home and the important family demands against which practitioners need to balance their workload.

84% of FET Practitioners have reasonable-good access to broadband/internet. 12% said their access was limited and 4% said they had no access.

30% of practitioners share the laptop/computer they use at home to deliver coursework with other members of the family/housemates and 2% have no laptop/pc access at home. 68% have their own laptop or computer to work from.

77% of respondents' working time is divided between teaching and other family/social responsibilities.

Figure 1 - Graph illustrating response to 'Is your working time divided between teaching and other family/social responsibilities currently?'



Notable Practitioner Comments Relating to Home Setup and Family Demands

“Four of us working from a two-bed apartment. All share the dining room table to work. I can go to the bed room for privacy but it’s not ideal”

“I have a 7-year-old who I am home schooling and an 8-month-old also”

“I have two young children of my own under five years old and my husband is in another country for work and cannot come home.”

“I have two children, one with additional needs”

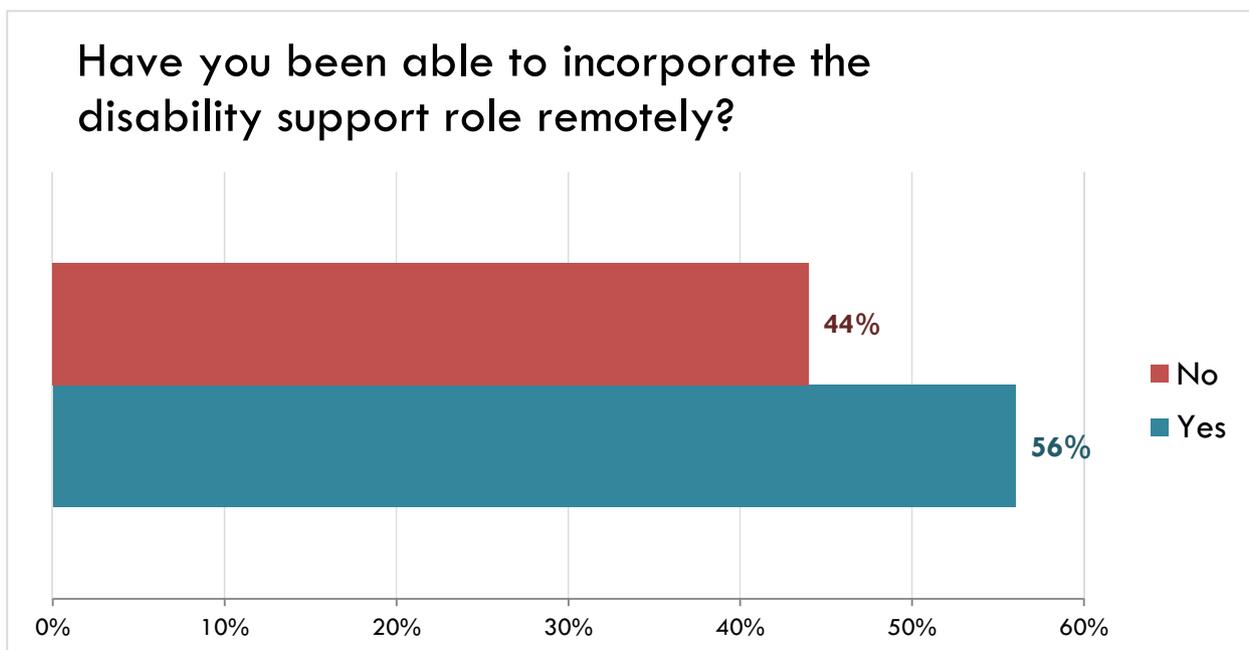
Disability Support Considerations

This section of the report focuses on the challenges posed with delivering disability support to learners during Covid-19. It also seeks to understand how practitioners are considering and accommodating learners with disabilities in their move to remote delivery.

Staff with Allocated Hours for Support

23% of respondents said they usually have allocated hours for supporting learners with disabilities (high volume likely due to AHEAD's connections with SEN teachers). Of this group, 44% said they had been unable to incorporate this role remotely. 26% of these practitioners said they were unable to put specific accommodations in place for learners with disabilities to engage remotely, while a further 19% said they were in the process of trying to do so.

Figure 2 - Graph illustrating responses to question 'Have you been able to incorporate the disability support role remotely?'



Notable Comments Relating to Difficulty Supporting Students with Disabilities

- “There are a small number of students with disabilities that are not contactable and whose needs would be too high to be able to engage remotely.”
- “Very few are engaging”
- “A big challenge is students who suffer from depression, anxiety etc. The current crisis is making them experience their condition more acutely. It is hard to address these issues over the phone and also tough to make referrals.”
- “Some have received laptops but some are unable to use them properly and should have received more training.”
- “It’s been a challenge. No specific supports have been provided for students with disabilities by ETB. I am attempting to support students on an individual basis but they are not getting the supports they would normally have and I believe they are at a huge disadvantage.”
- “I was able to do an online assessment for student with dyslexia, where I read the paper and scribed for her.”
- “Learning supports are not happening. I am attempting to push this for those that are really struggling. Not adequately supported by the college or ETB.”
- “I practice UDL as much as possible generally and continue to do so online. Students with disabilities continue to engage.”
- “I am unclear as to what the teaching staff are doing to support learners with disabilities. There is no clear guidelines or support from management.”

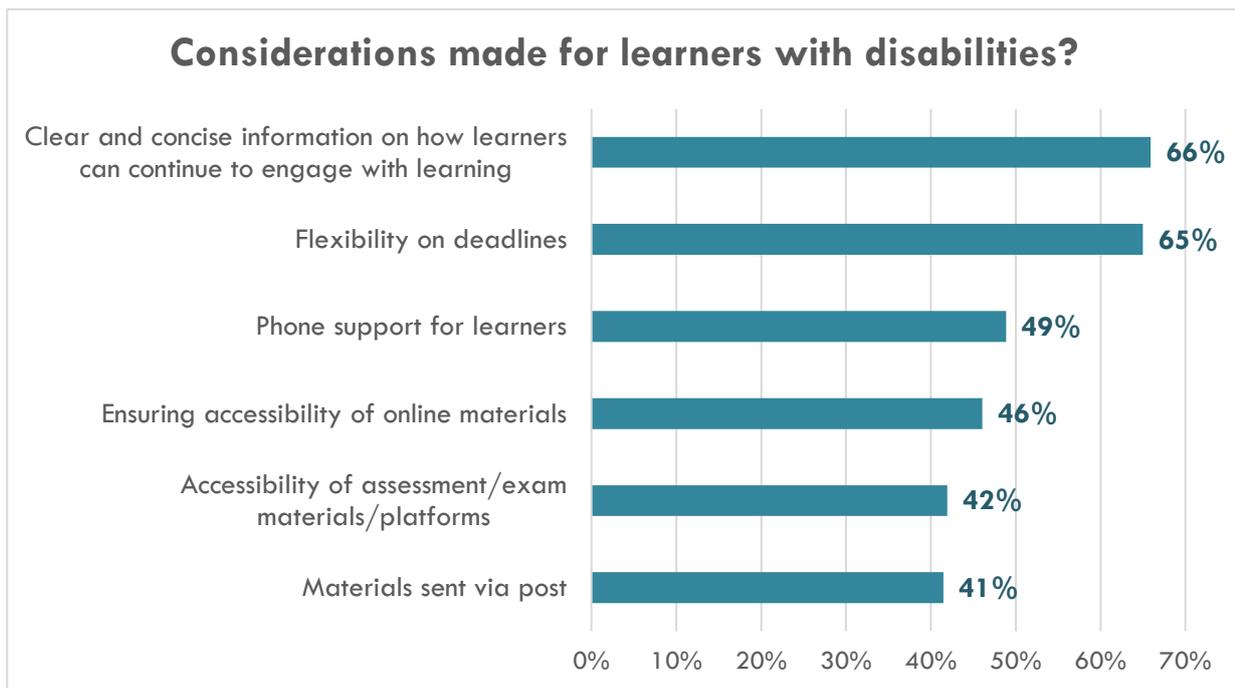
General FET Practitioners

69% of practitioners said they were aware of learners with disabilities on their programmes.

19% of practitioners said they had not considered how learners with disabilities will interact with materials online in the move to remote learning and a further 13% said they were unsure. 68% say they have considered how learners with disabilities will interact with materials online.

Of those that had considered how learners with disabilities will interact with materials online, the most listed considerations made are displayed in the graph below, with the highest considerations being clear and concise information on how learners can engage with learning (66%), flexibility on deadlines (65%) and phone support for learners (49%).

Figure 3 - Answers to the questions on considerations made for learners with disabilities.



Notable Comments Relating to Considerations Made for Learners with Disabilities

“Really trying to encourage them to complete. Trying to find the balance to encourage them to complete and becoming another pressure in their lives.”

“Extra email support. NLN liaison for extra support.”

“Counselling support is also provided”

“The main way of keeping contact is by post. However, learners with disabilities who attend classes come through the Brothers of Charity. As these centres are closed, it is difficult to contact the students. Also, I’m not sure if you can contact the learners or their families directly.”

“Online exams - extra time will be given, family member/house mate may act as reader or scribe”

“This is very difficult as they need one to one assistant, and not remotely”

“Subtitles/Text transcript on YouTube video”

“For a one-to-one student with reading and writing difficulties (no official diagnosis) I am continuing my weekly classes with him, via exercises sent through An Post, and follow up lessons by phone/WhatsApp video call.”

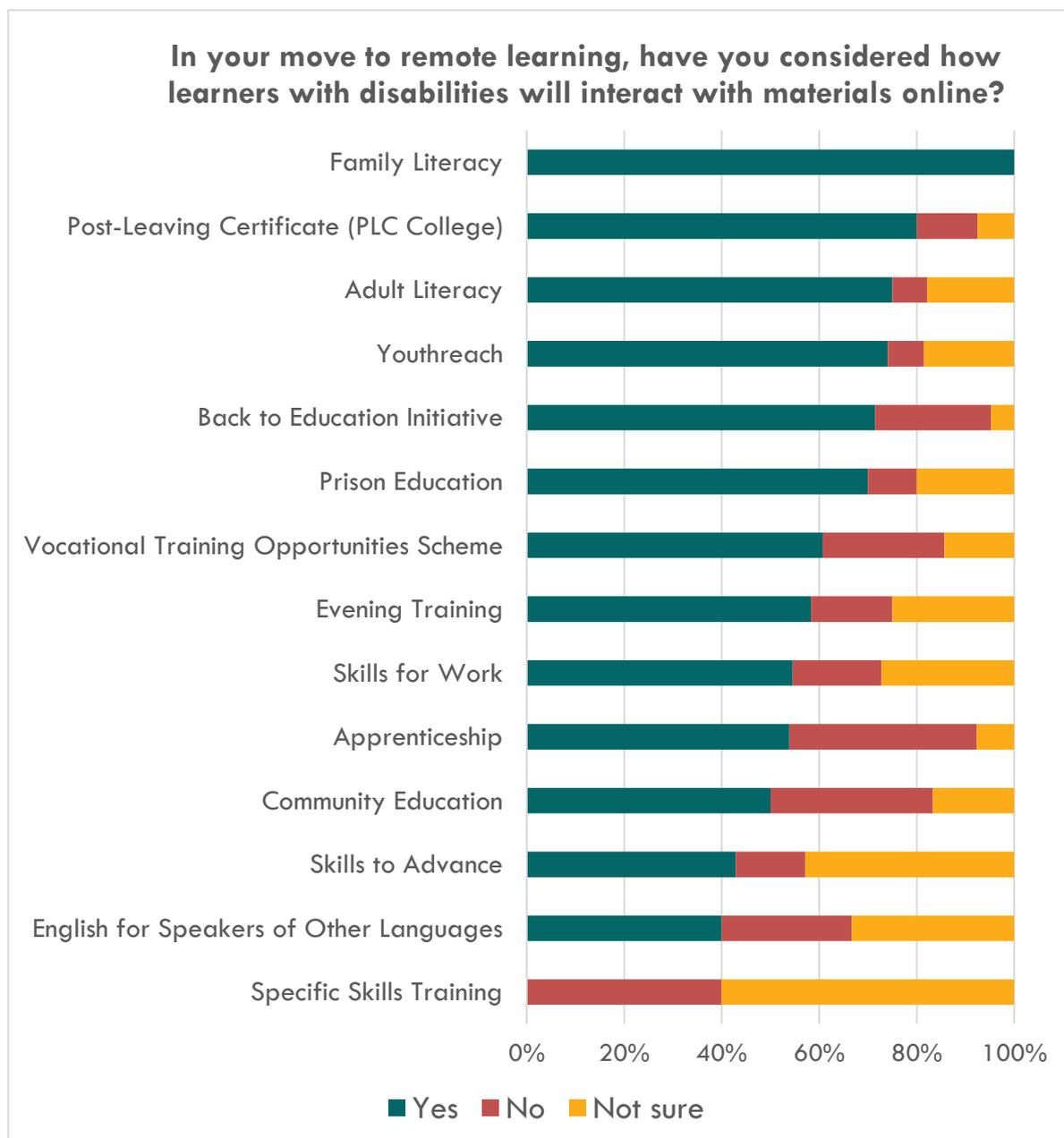
“We aim to follow a UDL approach whereby learners are supplied with clear guidelines as to how they should complete their assignments - these are guiding documents.”

“Extra time is the only accommodation right now”

Consideration Given to How Students with Disabilities Would Interact Online – Analysis by Programme Type

In comparison to other FET Programmes, Family Literacy (100%), Post-Leaving Certificate (80%) and Adult Literacy (75%) had the highest percentage of practitioners who had considered how learners with disabilities would interact with materials online in the move to online learning. The lowest percentage of practitioners who considered learners with disabilities in their preparation of online materials were in the programme types Specific Skills Training (0%), English for Speakers of Other Languages (40%) and Skills to Advance (43%).

Figure 4 - Graph illustrating responses to ‘In your move to remote learning, have you considered how learners with disabilities will interact with materials online?’ by FET Programme



There were a proportion of practitioners in all programme types bar Family Literacy who stated that they did not consider how learners with disabilities would engage with online materials and a sizeable portion who said they were unsure. Over a third of practitioners in Specific Skills Training (40%), Apprenticeships (38%) and Community Education (33%) programmes said they did not consider learners with disabilities when preparing online materials.

There also a portion of practitioners in all programme types bar Family Literacy who were unsure if they had considered how learners with disabilities would interact with materials online with the highest percentages being in Specific Skills Training (60%), Skills to Advance (43%) and English for Speakers of Other Languages (33%).

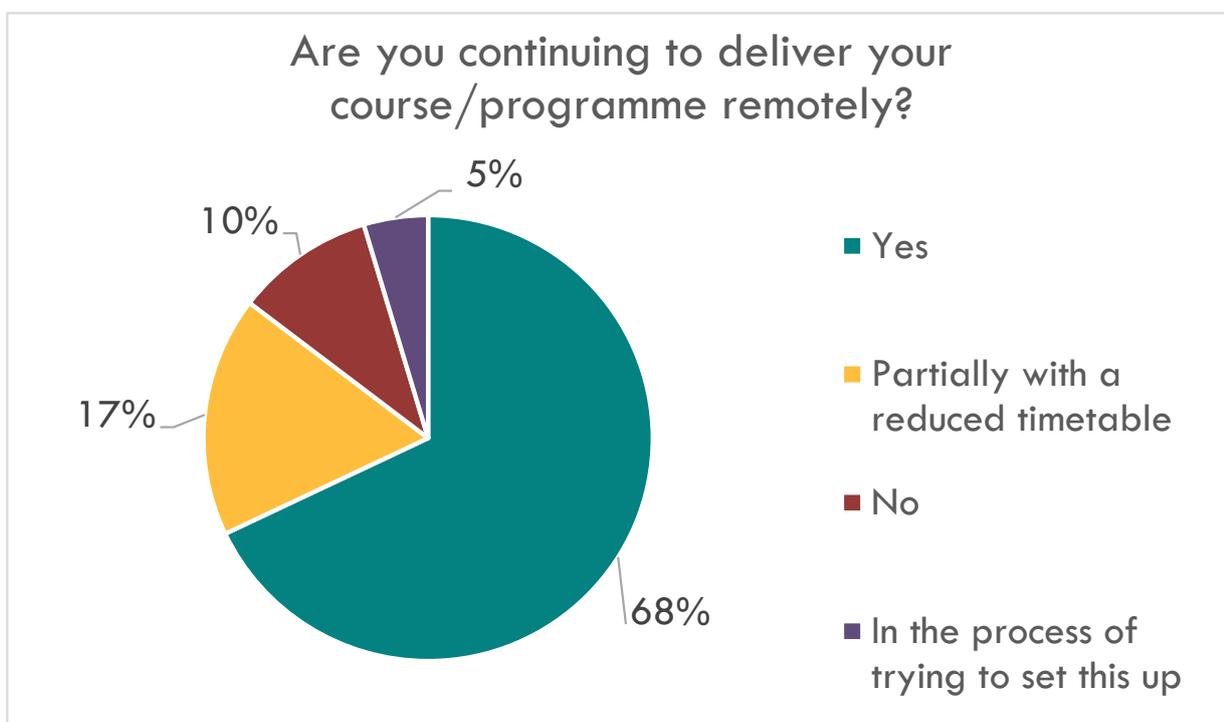
Remote Teaching and Student Engagement

This section of the report explores the level of continuation of FET programmes during the Covid-19 crises, the previous experience of FET practitioners in delivering remote learning and the innovative approaches that practitioners are using to engage learners remotely.

Continuation of Programme Delivery

10% of practitioners said they were not continuing to deliver their course remotely, 17% said they were partially continuing with a reduced timetable and 5% said they were in the process of trying to. 68% are continuing to deliver their programme remotely.

Figure 5 - Graph illustrating responses to question 'Are you continuing to deliver your course/programme remotely?'



Notable Comments from Practitioners Not Continuing or Only Partially Continuing to Deliver their Programmes

“Large practical elements. Lack of learner access to IT, internet”

“Cannot send work to students in prison via the internet as there is no channel for this. My subject is art and students and teachers need to be in a ‘studio’ situation to engage with most of the course. Literacy and personality issues among students mean that face to face engagement with teacher is more important than in ‘mainstream’ educational situations.”

“Not delivering online. Am sending revision lessons. Students would not have the required skills to manage Zoom or other media”

“I teach cookery, which is a practical course done in a Home economics room/ HACCP kitchen as stated in the module descriptor. I cannot cook with and supervise people online. Some courses require a group exercise for e.g. Buffets / Afternoon tea which cannot be done online.”

“Awaiting training and equipment to do online crafts”

“Community Craft Classes, older learners and Mental Health setting - remote learning and use of IT is difficult for them. But I have been making videos on creating craft work, I plan on putting it on a CD so that they may be given the opportunity to see me their tutor involved in projects like what we would do in our usual class. I am currently editing footage I have taken creating a painting, a willow wall, painting old garden furniture and making a batik and silk painted scarf.”

“We didn’t have time set students up for remote learning prior to the shut down.”

Continuation of Programme Delivery – Analysis by Programme Type

An analysis of the continuation of programme data broken down by programme type showed that Skills to Advance (89%), Evening Training (85%) and Post-Leaving Certificate Courses (79%), had the highest number of practitioners who said they were continuing to deliver their programme remotely. The programme types with the lowest percentage of practitioners who said they were continuing to deliver remotely were Prison Education (20%), Specific Skills Training (43%) and Adult Literacy (42%).

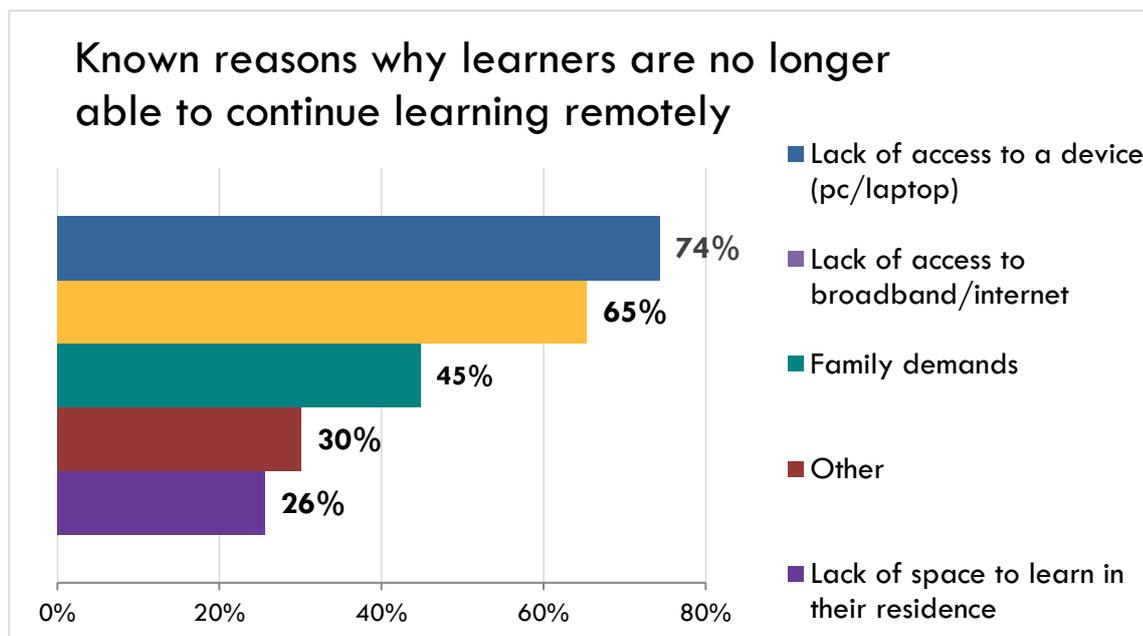
In most programme types, the majority of practitioners said they were either continuing to deliver their programme remotely, delivering with a reduced timetable or in the process of trying to provide remote delivery. Prison Education, appears to be one key exception with 67% of practitioners no longer delivering this programme.



Non-Continuation of Learners

62% of practitioners were aware of learners who were no longer able to continue their learning remotely due to their home set up or situation. Of those, the known reasons given for non-continuation are highlighted in the chart below with the top three reasons given being, 'lack of access to a device' (pc/laptop), 'lack of access to broadband/internet' and 'family demands'.

Figure 7 - Graph illustrating 'Known reasons why learners are no longer able to continue learning remotely'



Notable Practitioner Comments Relating to Non Continuation of Learners

“Lack of suitable kitchen equipment. Learners don't want to make unnecessary trips to buy ingredients for safety reasons. Lack of availability of ingredients due to panic buying.”

“Basic IT skills would make it impossible for certain groups”

“Only about 50% of our students currently have said that they would like to continue learning at this time”

“Mental health and addiction issues”

“Yes, student on ASD spectrum cannot do exams as no reader or scribe and some have no laptops or even internet”

“They are not reading or have access to reading their emails. They do not understand the instructions. They have no readers. They have no scribes. They do not have laptops or good internet.”

“Lack of motivation particularly for the weaker students”

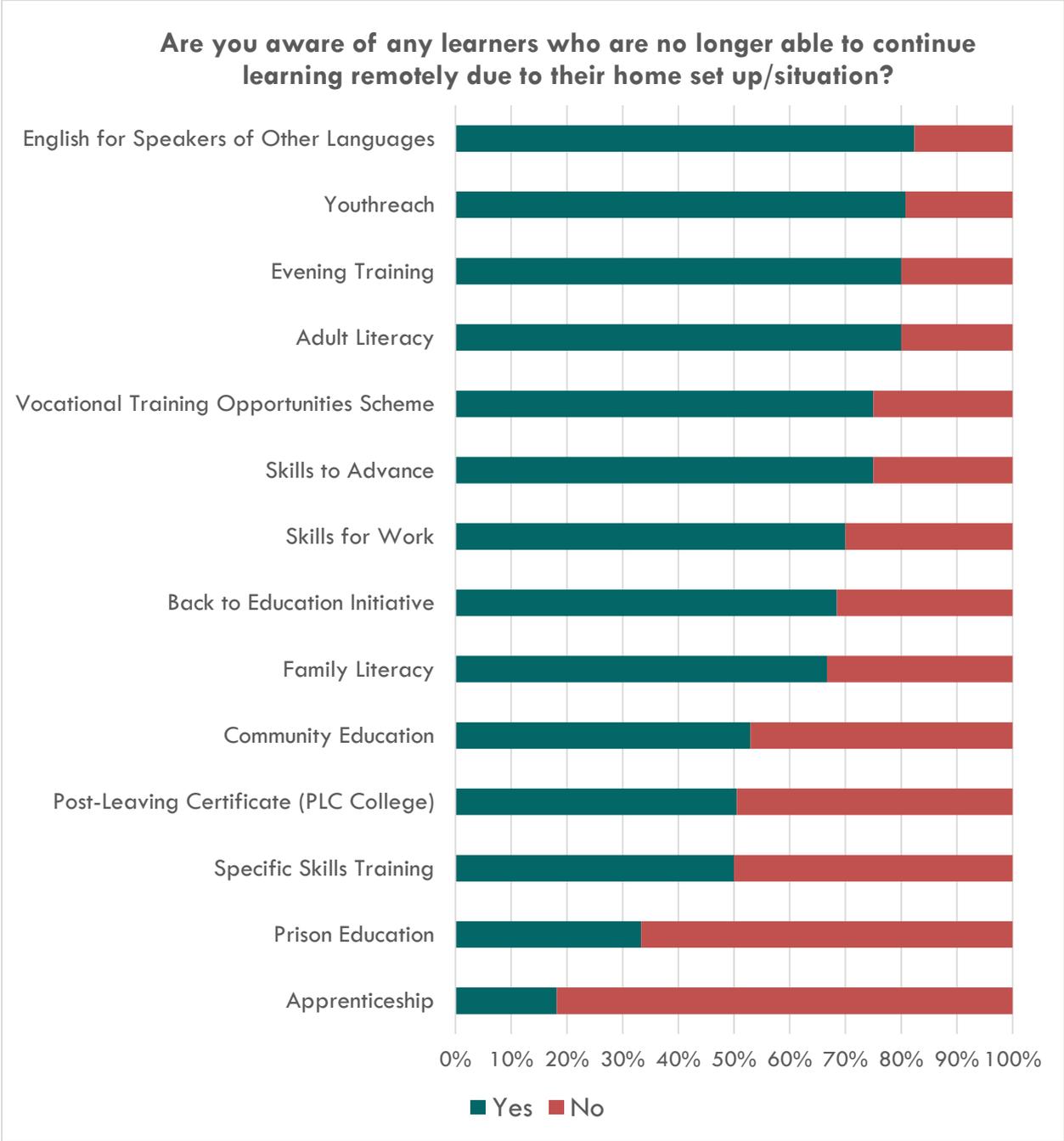
Non-Continuation of Learners – Analysis by Programme Type

A portion of practitioners in all FET programme types were aware of some learners who were no longer able to continue their learning remotely due to their home set up or situation. There was however a significant variation in the percentage of practitioners aware of learners who could not continue when broken down by programme type.

Programme types with the highest percentage of practitioners who were aware of any non-continuing learners were English for Speakers of Other Languages (82% of practitioners), Youthreach (81%), Adult Literacy (80%) and Evening Training (80%). Programme types with the lowest percentage of practitioners who were aware of any non-continuing learners were Prison Education (33%) and Apprenticeship Programmes (18%).



Figure 8 - Graph illustrating responses to question 'Are you aware of any learners who are no longer able to continue learning remotely due to their home set up/situation?' by FET Programme type



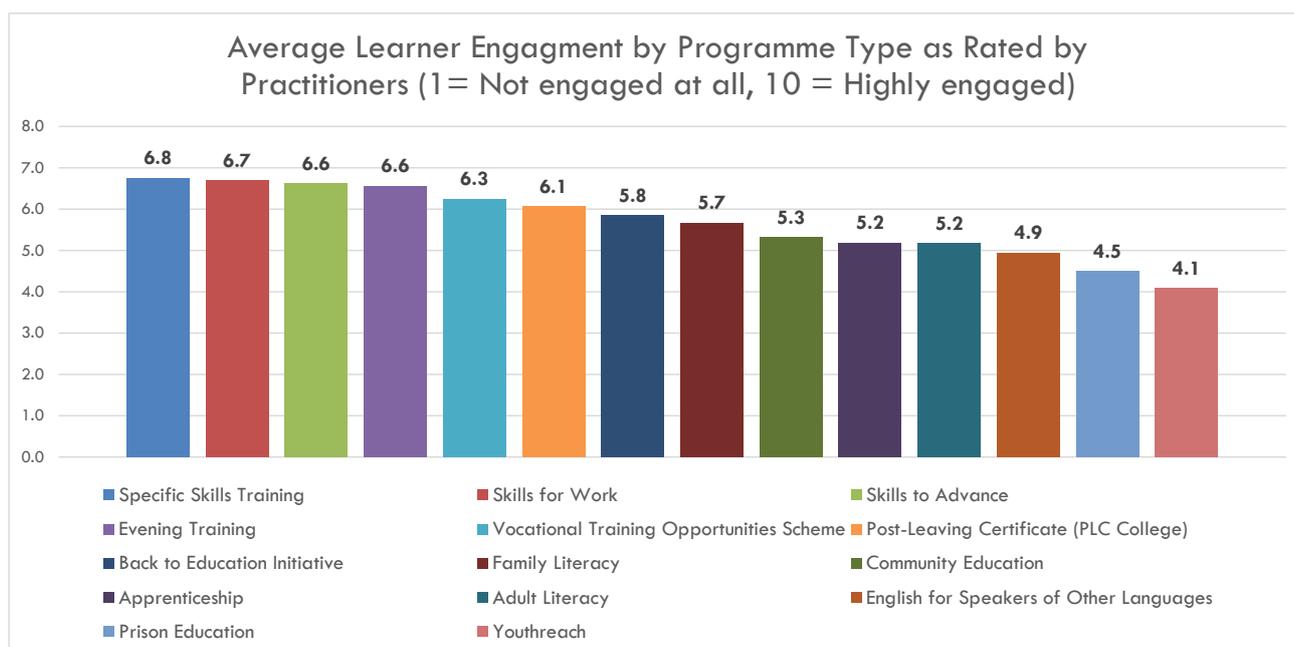
Learner Engagement Practitioner Ratings

Practitioners were asked to rate from 1 to 10 the level of engagement of their students with them since the crisis began, 1 being not at all engaged and 10 being highly engaged. On average, practitioners rated the engagement of their learners in their programmes as 5 out of 10.

Learner Engagement Practitioner Ratings – Analysis by Programme Type

Reviewing of the breakdown of learner engagement (as rated by practitioners) by programme type, there is significant variation in the levels of engagement with remote learning recorded. Practitioners from the programme types Youthreach (4.1/10), Prison Education (4.5/10) and English for Speakers of Other Languages (4.9/10) recorded the lowest levels of average practitioner rated learner engagement while the highest rates were recorded in the programme types Skills to Advance (6.6%), Skills for Work (6.7%) and Specific Skills Training (6.8%).

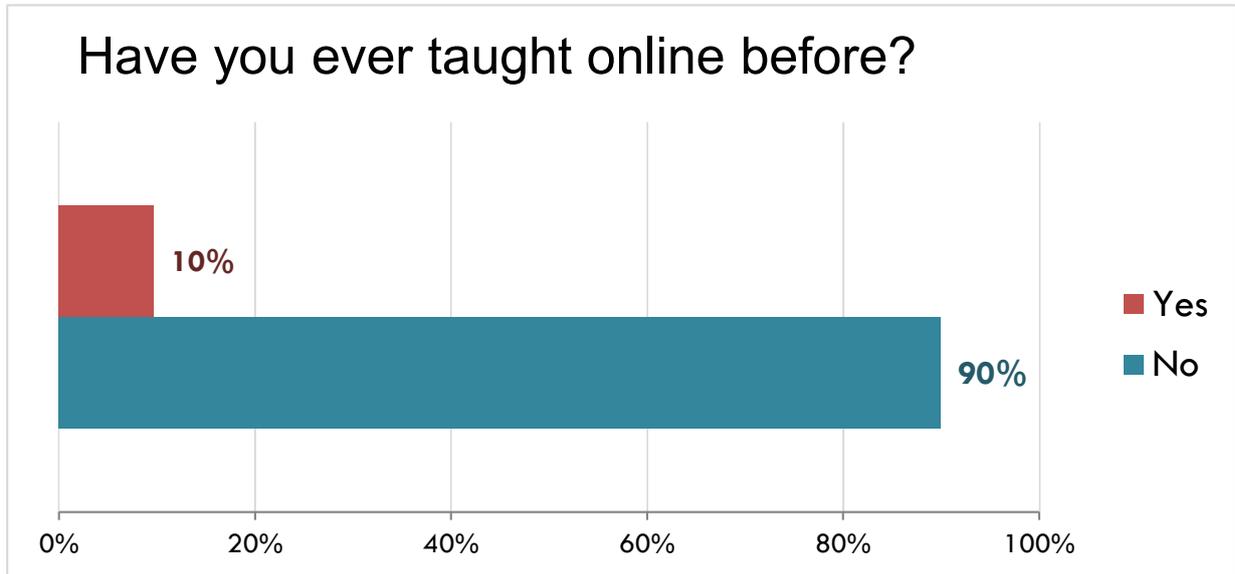
Figure 9 - Graph illustrating Average learner engagement by FET Programme (1- Not engage at all, 10- highly engaged) as rated by practitioners



Experiences of Remote/Online Teaching

90% of practitioners said that they had never taught online before while 10% had previous experience.

Figure 10 - Graph illustrating responses to question 'Have you ever taught online before?'



Practitioners were asked to rate how they are finding adapting to delivering learning remotely from home on a scale of 1 to 10, with 1 being adapting not well at all and 10 being adapting very well. The average practitioner rating was 5 out of 10, however it was notable that many responses were on the extreme ends of the scale highlighting that many practitioners will need a lot of support in this area while others will already have a high level of comfort teaching remotely.

Practitioner Strategies for Learner Engagement

Practitioners were asked what key strategies were working well for them in engaging their students remotely. This question was asked as an open text response but some key themes emerging include the need to provide multiple different ways for learners to continue engaging with learning and the need for both no-tech and tech solutions. Repeatedly highlighted was the need to supplement any online class interaction with phone support and in some programmes, materials sent via post. The immediacy of text/instant messaging was frequently mentioned as a good way to remind students to check in on their learning.

Notable Practitioner Comments on Strategies for Engagement are Listed Below

“I post worksheets to learners weekly. Some have phones and are able to complete quizzes, etc.”

“Regular contact with students. Texting and calling on the days /time that they should be at class.”

“Microsoft Teams Chat facility and Call option when necessary”

“Live zoom class gives the students a greater sense of interaction with the class which I believe is encouraging.”

“What’s App has been working but we are not recommended to use this. Learners are engaging well as it is something they use already, they can show images of their work, chat, use English and practice spelling and writing skills.”

“I find that posting worksheets to learners has worked well. Also, contact by email is positive.”

“Very little engagement from most students. Have great engagement from 2 students, who because of family and health issues had very poor attendance at school.”



“I currently have my group contact via group e-mail chat or WhatsApp chat. I do this first during regular class time followed by an individual phone call to every learner just to check in with them and encourage them. This week I am hoping to move my course to Moodle and TEAMS teaching so not sure how this will go yet but looking forward to the challenge”

“Google Classroom and iflow seems to get their attention the most. This may be due to iflow being a text message on their phone and they are getting alerts on their phone for Google Classroom too.”

“Allowing recordings of their work for submission.”

“I have re-issued class notes which I re-printed on colour paper that suits the student better.”

“The college through the disability officer and exams officer has contacted and has checked in with individual students with disabilities, anxieties are high but contacting students putting them at ease. Explaining the new way of assessment. Extending deadlines. Offering learning support remotely. Connecting with teachers etc.”

“Flexibility of platforms for accepting materials. Constant interaction with those willing to accept it”

“Step-by-step break-down of requirements (with visual aids to location of any resources and assessments)”

“Trying to get laptops devices and explaining apps on their smart phones that they can use to engage with their fellow learners and teacher”

“Encouragement and flexibility around working hours - many have young families. I've set up positive automatic replies for evening time as many work late into the night. In it I thank them for their work, ask them how they are and explain that I will get feedback back to them as soon as I can.”

Support that Practitioners Need Going Forward

This section focuses on what supports and guidance practitioners feel would be useful to them in effectively operating during the Covid-19 crises.

What Practitioners Need

Practitioners were asked what key area they need more support with to better engage with students remotely and invited to respond in an open text field. Key themes emerging from their responses include training in UDL and creating accessible materials, training in delivering online learning, better guidance on how to use Teams and other online platforms, training on tech tools that might benefit learners (e.g. literacy support tech), training on engaging students with disabilities, basic IT training for students, clarification regarding GDPR on whether they can contact learners directly, strategies to open up channels of communication with the 'hard to reach', strategies on teaching practical subjects online, more support with alternative assessment arrangements, recognition for added hours worked to support learners.

Notable Comments from Practitioners on What Support They Need

“Upskilling in how to present educational material in an accessible way online with particular emphasis on communicating with students with literacy issues and those whose first language is not English. Also - some system whereby students in prison can log in to online learning when the school is closed.”

“I would like to think I am very mindful of the tone I use in emails or disseminating information online. However, I am wondering if there is much more I could do or be mindful of in engaging students with disabilities.”

“Extra resources for assisting students with disabilities. Although we are able to tutor the class, we should have more special needs and online training to cope with situations we encounter like now.”

“I need IT support in various online programmes. I feel inadequate in my knowledge of IT. Microsoft Teams, Moodle, Zoom, Video Conferencing and so on.”

“Ability to contact students directly. This can be a GDPR issue.”



“I will need to revisit the UDL training to ensure my programmes are accessible to all. This was great learning for me at the time and opened my eyes to my role in ensuring accessibility.”

“Through a Webinar I learnt about Immersive reader and found it very good. Maybe training/resources on technology that may benefit learners.”

“Learning a lot on my own also but all very time consuming and not getting paid for the number of hours is frustrating and demoralizing.”

“I would have preferred online tutorial as to how to operate the systems set up. It’s sufficient at this stage as it’s mostly collating assignment work, but I would need a lot more guidance and tuition if I will be delivering courses in the future online.”

“Usually I do a lot of verbal explanation of materials in the classroom that helps the students to comprehend and utilise the materials provided. Putting that physical/verbal explanation into a written format that is comprehensible to a student with disabilities is challenging and I would appreciate support with same.”

“Free personal or educational Counselling or learning support available on line would be useful.”

“Training in universal design and on strategies for working with learners who have learning difficulties - ideally through webinars which can be accessed via a link at any time that suits. I would like to do this during the summer.”

“More knowledge about ways to help specific conditions with online resources, e.g. Dyslexia. Perhaps there are built in aids that I’m simply unaware of.”

“Students: Online meeting platforms, coping with change, organising new routines, dealing with anxiety. Me: Support students to cope with change and anxiety, AHEAD guidelines for colleges and ETB on how to support students with a range of disabilities and on their continued legal obligations.”

Opportunities to Share with Colleagues

Practitioners were asked how they are engaging with other staff members to work together and share ideas during the crises and whether these opportunities to network were useful in understanding how to adapt their practice.

It is evident from the comments that most staff are engaging in the sharing of ideas and experiences with other staff in either formal or informal ways, and that the majority of practitioners find this sharing of practice useful.

Notable Comments from Practitioners on Opportunities to Share with Colleagues

“Yes - we have a great team even though we are currently small, we are all very supportive of each other.”

“Training from our ETB has been excellent.”

“In a community of practice with culinary apprentice teachers in 10 providing organisations. It has helped all of us greatly.”

“Our staff are working very closely together and sharing information and new learning. The wider organisation is providing training and assistance for all staff.”

“Some have helped, however there are real challenges in getting a direct coordinated approach from management who change their decision on a whim and cause stress and confusion for students in general but even more dramatically for those who have challenges to overcome.”

“Yes, I’m in contact but finding all the tips are not always adaptable to my subject area. I have learned most from my students and their feedback.”

“It helps both in terms of sharing resources, ideas - but also for sense of community engagement and well-being.”

“A huge help. We all need support of each other at this time.”



“More peer to peer support required and info on what others are doing to support students.”

“Yes, with the teaching staff and also with other guidance counsellors through arranged online meetings. The latter is very helpful. However, as I work as a disability officer also - I have no engagement with this part of my work.”

Recommendations



Recommendations

Recommendations Concerning Learners with Disabilities

- » Training is required for practitioners to ensure that their teaching materials and assessments are accessible and inclusive for all learners, particularly if the necessity for online learning continues over the summer and into the autumn and winter. Training around technology which may be beneficial to students with disabilities such as literacy support software would also be beneficial.

- » It is concerning that a high proportion (44%) of practitioners with allocated hours for disability support feel unable to carry out this role remotely. If learners with disabilities are unable to access supports in accordance with the law to enable them to engage with the learning materials, then they will be at a disadvantage to their peers and their opportunities of upskilling and perhaps securing employment will be impacted. FET centres/colleges need to engage with these practitioners to explore the challenges posed to the continuation of this support in more detail and to try to find solutions to give learners with disabilities the best chance to continue and complete their programmes.

- » It is evident from the comments that peer networking opportunities are required for practitioners to share what has worked in engaging FET learners with disabilities (and learners more generally) during the crises and provide them with an opportunity to connect and share with others how to provide the best support in the challenging environment they are operating in.

- » When preparing remote teaching materials, it is imperative that practitioners consider learners with disabilities in the design and delivery and take heed of the challenging environments learners are operating from. Maximum flexibility should be afforded to learners with regards to course deadlines and where possible, materials should be provided in a variety of formats (e.g. paper by post, text, video, digital documents, audio), providing multiple ways for learners to demonstrate their learning.

- » All FET practitioners should be provided with guidance and support (e.g. the provision of remote counselling services) to help any learners whose mental health is being impacted by the COVID-19 Pandemic. It would be useful to have a national student wellbeing helpline which can forward calls to relevant national and regional counselling services still operating and counselling services should be prioritised for face to face access as the lockdown is eased.



General Recommendations Arising

- » Best practice strategies and guidance on the following topics should be gathered/ developed at a national level and made available to FET Practitioners:
 - » How to engage 'hard to reach' learners
 - » Teaching remotely on practical courses
 - » Clarity on GDPR and reaching out to learners
 - » Further support on alternative assessment arrangements

- » Develop a national e-course for practitioners on how to effectively deliver FET programmes remotely which considers the diversity of programme types in FET and the challenges which remote FET learners might encounter.

- » Develop national guidance for students focussing on basic IT skills needed to engage in online teaching – how to send an email, how to navigate an LMS, how to join a video meeting etc. Mixed format delivery of this guidance would be useful – paper and electronic.

- » Recognition should be given to often challenging circumstances FET practitioners themselves are delivering remote teaching in, the extraordinary efforts they are making to engage learners and the additional hours they are working to ensure as many learners as possible are engaged and continuing their learning.

- » As the crisis rolls on, explore ways at a national level that we can ensure in the medium term that no learner is left without access to a device or internet connection.

 ahead