

Adolescent digital inclusion

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Introduction and purpose of the toolkit

Access to digital connectivity, tools and services is increasingly seen as fundamental to inclusion and participation in society (Strauman and Graham, 2016), including the most disadvantaged. The importance of tackling digital divides is also at the heart of the UNCRC's new General Comment No. 25 (2021) which states that 'The right to non-discrimination requires that States parties ensure that all children have equal and effective access to the digital environment in ways that are meaningful for them' (p2, paragraph 11). It further argues that states parties should take all necessary measures to overcome digital exclusion, including on the basis of sex, disability, socioeconomic background and refugee status, among others, given how critical the digital environment has become in many contexts in terms of access to civic identification, information, basic services and interactions with families and peers.

In line with this the 2018 Global Compact for Refugees emphasises the importance of digital inclusion in the context of registration and identity management as well as in facilitating refugee self-reliance and contributions to host communities, through livelihood opportunities and access to affordable financial products and services including through digital technologies, as well as through online education and learning, especially for those who may be excluded on the basis of gender or disability (UN General Assembly, 2018).

The covid-19 pandemic and associated closure of schools and in-person education around the globe has underscored the importance of fast-tracking these global commitments to digital inclusiveness. Indeed, the pandemic has created the largest disruption of education systems in recent history, affecting an estimated 1.6 billion learners in 199 countries worldwide (Borkowski et al., 2021).

In response to this broader global context, the GAGE Jordan team developed a set of qualitative research tools to explore the experiences of adolescents during the covid-19 pandemic with regard to digital inclusion, with a focus on young people affected by forced displacement. These tools aim to explore how young people spend their days, how this has changed since the pandemic, and subsequently after improved access to devices (e.g. for beneficiaries of free tablets as has been the case for approximately 20,000 refugee children and adolescents in Jordan under an EU-funded UNICEF Jordan programme launched in 2021), and in particular what role digital technology plays in their lives. These tools are aimed broadly at understanding how adolescents are connecting with people, information and services, and how this has changed since the covid-19 pandemic. They are also aimed more specifically at understanding how adolescents are accessing information, education and learning – and interacting with NGO programming – and how this has changed since the pandemic (and after the tablet distribution). While the tools were developed with a specific context in mind, we believe they can be easily adapted to other contexts in order to explore the extent to which young people's right to digital inclusion is being realised, and to support evidence-informed programming and policy improvements over time.

References

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- Straumann, R.K. & Graham, M. (2016). Who isn't online? Mapping the 'Archipelago of Disconnection', *Regional Studies, Regional Science*, 3:1, 96-98. Retrieved from: <https://doi.org/10.1080/21681376.2015.1116960>
- UN Convention on the Rights of the Child (2021) General comment No. 25 on children's rights in relation to the digital environment. Geneva: UN General Assembly.
- UN General Assembly (2018) Global Compact on Refugees. Geneva.



Tool 1: Social network hexagon

Who: Adolescent girls and boys aged 10–19, including the most vulnerable e.g. married girls, adolescent mothers, adolescents with disabilities, out-of-school and working adolescents. This exercise can be done with individuals or in pairs e.g. with sibling pairs.

Objectives:

- To understand the ways in which digital technology mediates adolescents' social networks, access to information and services, and with whom young people interact and how these differ by location, gender, age, etc.
- To understand how the use of digital technology has changed how young people interact with their social networks over the course of the pandemic.
- For those participating in the interventions aiming to expand access to digital devices, such as tablet distribution programmes, to explore how tablets have or have not facilitated social connections, access to information and services.

Materials: A2 printouts of the social network hexagon, coloured post-it notes, coloured pens, Likert scale scorecard.

Social network analysis tool

This instrument focuses on four key topics:

- The role of digital technology in mediating relationships in the adolescents' social network.
- Changes in relationships since the pandemic onset.
- Nature of online interactions.
- For those participating in the interventions aiming to expand access to digital devices, changes since they started using these – especially with their family, school, peers and programme facilitators.

Social network analysis (SNA) consists of the following elements:

- Six key segments – family, friends, school, work, community centre attended by adolescents and community.
- Each segment is sub-divided into types of people with whom an adolescent may have a social relationship.
- Closest relationships are those at the centre (closest to the heart of the adolescent).
- More distant/less influential relationships are closer to the outer ring.
- Colour coded post-it notes – green for no technology, yellow for use of technology.

Interview steps:

Introduction

I'd like to understand the relationships you have with other people, and the role (if any) that digital technology plays in shaping these. Think about your life right now, over a year into the pandemic.

Part 1: Core questions to ask per segment

Start with the family segment and work clockwise (community is discussed last). Discuss each of the following questions segment by segment.

If you work with siblings, use two hexagons, one for each sibling.

1. Which people within your family (school/work/friends/Makani/community) do you interact with on a regular basis? (For pairs, start with their relationship with another)
2. Pick an appropriate sticker (green for no technology, yellow for use of technology in the relationship), and write the person's name and relationship (e.g. mother, friend, mentor) and explore how and how regularly/how much the adolescent interacts with the persons they have identified? In person? On the phone? Online? What sorts of things do they do and communicate about together? Is the relationship positive, negative, mixed and why? (*E.g. probe for possible bullying in person or online, and/or exclusion by service providers.*)
3. How would things be different if the adolescent was a girl (if the respondent is a boy) and vice versa? How much of difference is due to sex versus age?



I would like to understand how your relationships with other people have changed since the pandemic.

1. How has WHO the adolescent interacts with changed? How has your relationship with you siblings changed over time?
2. How has HOW the interaction takes place changed? (E.g. moved online.)
3. How has the frequency of the interaction changed? (More common, less common, the same?)
4. How has the depth/quality/positivity of the interaction changed? (Is the relationship closer? More distant?)
5. How does the adolescent feel about the changes? What positives have there been? What negatives?
6. Who did the adolescent use to interact with that is no

7. What relationship(s) does the adolescent miss, if any?
Why?

Part 3: Online interactions – time and focus

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- Games (probe for with family members, with people known in real life, with people only known online).
 - Social media (probe for what does this mean to the teen? Is this also connecting with friends or just watching videos/collecting memes/other?).
 - Watching videos/listening to music.
 - Reading the news (probe for what sites).
 - Looking things up/searching out information/ learning outside of school (probe for what types of information).
4. Do your parents/family monitor what you do online?
 - In regard to time/hours per day?
 - In regard to sites?
 - In regard to WHO you can/cannot interact with?
 5. How do you feel about your online life? In terms of time? In terms of activities/sites? Do you feel you spend too little time/too much time? Have too little freedom? See/are exposed to things that disturb you?
 6. If there were no limits on what you could do online – in terms of cost or controls from others – what would you change?
2. How has the time you spend in front of a screen/ online changed since you got your tablet? (Probe per previous answers.)
 3. How has what you DO on a screen/online changed since you got the tablet?
 - Do you use different apps? (Explore.)
 - Do you visit different sites? (Explore.)
 - Do you spend more time interacting with people (online)? (Explore – specifically for programme staff, teachers.)
 - Do you interact with different people (online)? (Explore.)

We would specifically like to understand how the tablet is supporting you with your education.

- Before you got your tablet – were you accessing school/education? How? (Probe for online, TV, books only, at community centre, not at all.)
- What challenges did you face? (Probe for no device, no data, unable to understand, couldn't ask questions.)
- Has the tablet changed the way you are able to access education? How? (Probe for MoE delivered content and platforms, videos recorded by community centres, livestream, Google Forms, chat, learning apps.)
- Has the tablet impacted how much time you spend engaged in learning activities every day? How?

Part 4: Changes in using devices – for those participating in the interventions

We would like to understand how you use the tablet and what changed in your life since you received it.

1. When did you get your tablet?/How long has your family had the tablet?

(Probe for less, same, more – by how much? – for each type of interaction above.)

- Has the tablet impacted your learning? How? (Explore: Do you feel like you better understand your lessons? Which ones? Why? Are you more excited about learning? What specifically are you excited about? Why? Do you feel like you are making more progress? In what specifically? Why? Which apps do you like the most? Why? What content are you most excited about? Why? How has the tablet changed this? What are you most proud of learning/figuring out?)

We would also like to understand how the tablet is supporting you to participate in the programme you participate in.

- Before you got your tablet – which programme activities were you participating in? (Life skills, child protection, what modules? What format?)
- What activities has the tablet let you take part in?
- What are you learning?
- How are these activities making your life better?
- › Prior to getting your tablet – how would you have rated your ability to use technology? How good are you now? 1 (no clue!) to 5 (really good).



- › Prior to getting your tablet – how would you have rated your access to education? What about after the tablet? 1 (terrible) to 5 (really good).



I would like to understand how the tablet has changed your relationships with others, including people in your social network in-person or online who provide you were information, services, emotional support etc.

1. How has the tablet changed WHO the adolescent interacts with? Why? Have any new people been added since the tablet? (Go back over the hexagon and probe for community centre staff, peers from community centre, reconnections with old friends, new friends, relatives they don't live with.)
2. How has the tablet changed the nature/frequency of the interaction? (Go back over the hexagon and probe for: contact is more frequent, contact is now

face to face rather than just via text, what can be talked about has changed, spends time with siblings/parents playing learning games on tablet, spends time fighting with siblings over tablet, etc.)

3. How does the adolescent feel about the changes? (Specifically, have there been any downsides? Have the tablets complicated any relationships?)
 - › If you were to 'grade' the tablet in terms of how they have helped you connect to/interact with family, Makani staff and peers, teachers, what 'grade' would you give them? Why? (1 (they didn't help at all) to 5 (they helped a lot.)
 - Family.
 - Staff/facilitators.
 - Friends.
 - Teachers.



Tool 2: Focus group discussion with adolescents

Who: For these exercises we interview groups of adolescent girls and boys aged 10–17.

Objectives: The purpose of this activity is to understand time use changes since the pandemic.

Materials: Roll of paper and four coloured markers, vignettes.

This group discussion is based on a vignette and follow-up questions exploring how time use of interviewed adolescents is similar/different from the vignette.

Step 1: Read the vignette appropriate for the gender/location of the adolescents

I'd like to understand what you do with your days since schools have been closed. First, I'm going to read you a short story about what an imaginary girl/boy might do with her/his days, and then I'd like to understand how your days are similar and different to this imaginary girl/boy.

Vignettes for UNHCR camps/ ITS – girls

Alia is a 12-year-old girl who lives in Azraq/an ITS. Before the covid pandemic, Alia used to go to school every day. She also used to go to Makani three times a week. With five younger siblings at home, Alia was always glad to get out of the house. Since covid, Alia's days have been very different. She doesn't often get out of the house – and she even more rarely gets a break from childcare.

Most days Alia now sleeps until 9am, since with schools still closed there is nowhere that she must be in the mornings. After she finishes her breakfast, she helps her mother tidy the kitchen, which is always a mess after the baby eats.

At about 10:30, Alia sits down to do 'school'. She and her siblings watch lessons on TV and use their mother's phone to access the school website/Darsak. It's really difficult to share one phone and one TV – and to not be able to ask questions when she doesn't understand.

By 1pm, Alia generally needs a break from 'school'. She helps her mother prepare lunch and then, while her mother cleans up, she takes the littlest children out to play. She often sees her own friends with their siblings while she is out, because they all like the playground.

When she brings her brothers and sisters in from playing, usually around 4pm, Alia tries to work on her schoolwork again. If she is working by herself, she only works for an hour or so and then helps her mother prepare dinner. It's hard to concentrate when working alone, especially if the younger children are being loud. If her cousins come to study with her – which Alia really likes – she often studies straight through until dinner. She and her cousins like reading out loud to each other and pretending that they are in 'real' school.

Around 7pm, Alia eats dinner with her family. This often includes not only Alia's parents and siblings, but also her grandparents, aunts and uncles and cousins, all of whom live nearby. This is Alia's favourite time of day, even though it takes hours to do all the dishes.

When the younger children fall asleep, usually by 10pm, Alia likes to sit with her parents and enjoy the quiet for an hour before she goes to bed herself, by 11pm.

Vignettes for UNHCR camps/ ITS – boys

Ahmed is a 14-year-old boy who lives in Azraq camp/an ITS. Before the covid pandemic, Ahmed used to go to school every day. School wasn't great – but Ahmed was proud that he was a good student and he was determined to be the first person in his family to complete secondary school. Since covid, Ahmed's days have been very different and he's worried that his dreams are no longer realistic.

Ahmed wakes early every morning and gets started on his schoolwork soon after prayers. He uses his phone to watch lessons posted by his teacher. If he's lucky, he can get in several hours of studying before his younger brothers and sisters wake up. Once they are awake, it's very hard for Ahmed to focus. Ahmed tries to do schoolwork until 10am, but it's difficult not being able to ask questions when he doesn't understand.

By mid-morning, Ahmed generally heads out for the day. Because his father is working fewer hours now than before the pandemic, Ahmed tries to find small jobs he can do to supplement the family income. If he can, he spends his days working. If he can't, he spends his days hanging out with his friends. He especially likes playing football with them. And on Friday he hangs out with them after attending mosque with his father and uncles.

At 7pm, Ahmed goes home to eat dinner with his family. This often includes not only his parents and siblings, but also his grandparents, aunts and uncles and cousins, all of whom live near by. This is Ahmed's favourite time of day.

After dinner, Ahmed tries to study a while longer, while his younger siblings are watching TV. By 10pm, he has generally done all that he can and falls asleep watching videos on his phone.

Vignettes for host communities – girls

Alia is a 12-year-old girl who lives in a host community/ Gaza Camp. Before the covid pandemic, Alia used to go to school every day. She also used to go to Makani three times a week. With five younger siblings at home, Alia was always glad to get out of the house. Since covid, Alia's days have been very different. She is almost always stuck at home – and she never escapes her siblings.

Most days Alia now sleeps until 9am, since with

schools still closed there is nowhere that she must be in the mornings. After she finishes her breakfast, she helps her mother tidy the kitchen, which is always a mess after the baby eats.

At about 10:30, Alia sits down to do 'school'. She and her siblings watch lessons on TV and use their mother's phone to access the school website/Darsak. It's really difficult to share one phone and one TV – and to not be able to ask questions when she doesn't understand.

By 1pm, Alia generally needs a break from 'school'. She helps her mother prepare lunch and then, while her mother cleans up, she entertains the little children. Sometimes they watch TV together and sometimes they play games. Alia wishes she could take them all to the playground, like they did before covid, but her mother says it's not safe. Alia really misses getting outside and moving around.

Alia tries to do 'school' again in late afternoon, usually round 4pm. If she is working by herself, she only works for an hour or so and then helps her mother prepare dinner. It's hard to concentrate when working alone, especially if the younger children are being loud. Sometimes her mother lets Alia use the phone again. If she does, then Alia messages her friends and they do their schoolwork 'together' online. This makes it much more fun.

Around 7pm, Alia eats dinner with her family. This often includes not only Alia's parents and siblings, but also her grandparents, aunts and uncles and cousins, all of whom live nearby. This is Alia's favourite time of day, even though it takes hours to do all the dishes.

When the younger children fall asleep, usually by 10pm, Alia likes to sit with her parents and enjoy the quiet for an hour before she goes to bed herself, by 11pm.

Vignettes for host communities – boys

Ahmed is a 14-year-old boy who lives in a host community/Gaza camp. Before the covid pandemic, Ahmed used to go to school every day. School wasn't great – but Ahmed was proud that he was a good student, and he was determined to be the first person in his family to go to university. Since covid, Ahmed's days have been very different and he's worried that his dreams are no longer realistic.

Ahmed wakes early every morning and gets started on his schoolwork soon after prayers. He uses his phone to watch lessons posted by his teacher. If he's lucky, he can get in several hours of studying before his younger brothers and sisters wake up. Once they are awake, it's very hard for Ahmed to focus. Ahmed tries to do schoolwork until 10am, but it's difficult not being able to ask questions when he doesn't understand.


By mid-morning, Ahmed generally heads out for the day. Because his father is working fewer hours now than before the pandemic, Ahmed tries to find small jobs he can do to supplement the family income. If he can, he spends his days working. If he can't, he spends his days with his friends. Sometimes they just hang out at the market. Other times they play football at the playground.

At 7pm, Ahmed goes home to eat dinner with his family. This often includes not only his parents and siblings, but also his grandparents, aunts and uncles and cousins, all of whom live nearby. This is Ahmed's favourite time of day.

After dinner, Ahmed tries to study a while longer, while his younger siblings are watching TV. By 10pm, he has generally done all that he can and falls asleep watching videos on his phone.

Probes for time use:

1. Think about a typical day – how do you occupy yourself from the time you wake up until the time you go to bed?
 - What time do you wake up? What do you do when you wake up?
 - When do you do your school work? How long does it take?
 - Do you do any chores at home? When? What do you do?
 - Do you take care of your siblings? For how long each day? What do you do with them?
 - Do you have a paid job? How long each day do you usually spend working? Where do you work? What do you do?
 - Do you spend time with your friends most days? How long? When? Where? Is this online or in person?
 - Do you get out of the house/caravan? Every day? For how long? What do you do? Where do you go?

NOW:	ACTIVITY	ACTIVITY	ACTIVITY
PRIOR TO covid:			
<ul style="list-style-type: none"> Do you go to Makani/community centre in person? How often? How long? Do you spend time every day doing fun things with your family? What do you do usually? When? For how long? Do you see family other than the family you live with? How often? For how long? Do you go to mosque regularly? How often? For how long? What time do you go to bed? <ol style="list-style-type: none"> Now, let's look through your daily calendar and explain to me how it's different from life before the pandemic? What SHOULD your life look like if the world were back to normal? What do you feel are the biggest changes to your day-to-day life since the pandemic? (Probe for sleep, school, exercise/sports, time with friends, outings, time spent at community centre.) What do you feel has mostly stayed the same? (Probe as above.) 		<ul style="list-style-type: none"> What changes feel positive to you? What changes feel negative to you? Does this vary by age and gender? <ol style="list-style-type: none"> How has your family life changed as a result of covid (positives and negatives)? How have changes varied by age and gender? How has online/distance learning impacted your family life (positives and negatives)? What challenges have there been with accessing education since schools closed? How have these challenges varied by age and gender? (And why?) How have your worries about your child/children changed? How have these changes varied by age and gender? Why? How have your aspirations for your child/children changed? How have these changes varied by age and gender? Why? 	
		Tool 3: Focus group discussion with parents	
Who: For these exercises we interview parents of adolescent girls and boys who participated in interventions aiming to expand access to digital devices.		Objectives: The purpose of this activity is to understand parents who have adolescents engaged in digital inclusion programmes, and their views of the programmes. To reflect on views and changes in parenting practices as a result of the pandemic.	
Materials: Roll of paper and four coloured markers.		Probes related to digital devices use	
Probes related to time use and impact of the pandemic		<ol style="list-style-type: none"> How have the tablets improved access to education? (Probe for more time, more ways to access, better interactions with teachers, more excitement/engagement from child, better learning, etc.) Have improvements varied by age and sex? Why? How have the tablets improved access to community centres? Is the child now streaming classes? Which classes/modules? Is the child now able to chat with facilitators and peers more easily? Is this impacting education/learning? How has it affected his/her reading and writing? Is this making the child happier? Have improvements varied by age and sex? Why? Is this making the child happier? If the child is misbehaving, do you take it away? Why or why not? How has the tablet more globally impacted your children and your fears/aspirations for them? Are there differences by age and sex? Why? What was the on-boarding process like for parents? If you/your child need help with the tablets, whom do you contact? Do you have suggestions for improvements? Do parents have concerns about the tablets? Do these vary by age and sex? Are there suggestions you would like to make to improve the project? As 	

mothers/fathers, how have they coped in their roles with supporting their child with online learning? Have the tablets been helpful?



Tool 4: Key informant interview with digital inclusion service providers

Who: Service providers providing digital devices to adolescents.

Objectives: To understand specific views, opportunities and constraints of service providers related to provision of tablets or other digital devices, and to explore programme adaptations due to the pandemic.

Format: Semi-structured interview – allow at least an hour to give time for probing.

Probes focusing on programme adaptations

1. What is the timeline of how your centre is/has been delivering services during the pandemic?
2. When was the centre totally closed? What services (learning, life skills, etc.) have been delivered to which children (by age) when?

In person

March 2020 → Summer 2021

Online

3. What proportion of children (based on March 2020) have you maintained regular contact with? Which groups of children are you especially likely to have kept up with? Lost?
4. What education challenges have children faced? (Explore by age, gender, nationality, etc.)
5. How has Makani helped meet these? Which Makani services have been the most effective at addressing learning challenges? Who has benefited the most? The least? What drives different impacts?
6. What PSS/emotional challenges have children faced? (Explore by age, gender, nationality, etc.)
7. How has your programme helped meet these? Which services have been the most effective at addressing psychosocial challenges? Who has benefited the most? The least? What drives different impacts?
8. What do you feel your centre has excelled at over the last year? (Probe for differences between children and content domains.)
9. What could your centre have done better? (Probe for differences between children and content domains.)
10. If you could distil the lessons you have learned over the last year into a single sentence – and send it back through time to yourself – what would it be?

Probes focusing on tablet implementation

1. What proportion of the children you serve have been given tablets? Are there groups of children who have benefited more/less from the distribution (e.g. who has been left out)?



2. What was the on-boarding process like for the children and their families? Were they up and running quickly or was it challenging? (Probe for differences between children and HHs.) What – in retrospect – should have been different?
3. What was the on-boarding process like for YOU? Were you up and running quickly or was it challenging? Explore. What, in retrospect, should have been different?
4. How has service provision/interaction changed since the tablets were distributed?
5. Have tablets helped staff stay in contact with children? How? (Probe for format, frequency, intensity.)
 - Does this vary by WHICH children? (Probe for age, gender, nationality, etc.)
 - Are the online connections between staff and children feeling 'real' in terms of emotional connection – how do they compare to face-to-face interactions?
 - Are the children using the tablets to connect with each other? How? Which children? Do you feel a peer group forming online?
 - What improvements would you suggest to strengthen connections?
6. How have the tablets improved children's access to education and learning?
 - Do children seem to be spending more time on learning activities? Which activities? How does this vary across groups of children?
 - Do children's learning outcomes appear to be improving? To what do you attribute this? How does this vary across groups of children?
 - What improvements would you suggest to strengthen access to education and learning?
7. How is it working to deliver life skills online/via the tablets? Which formats (livestreaming/Zoom/Teams vs chat vs Forms) and specific content are working well? Which are working less well?
8. Are there differences across groups of children – who is the online format working well for vs not?
9. What improvements would you suggest to strengthen the online life-skills component?
10. How tailored are you able to make the tablet-based/online approach to meet individual children's needs?

Probes focusing on online curriculum design

1. How were online topics/lessons/ apps selected and

developed? Walk through the process, covering education and learning, life skills, PSS, protection, etc. (will depend on KI's role).

2. Did you start with existing materials – and simply get them online – or did you customise for online delivery? If the latter, was this up front or over time? How were things customised?
3. Were materials tailored for the pandemic world and the new challenges children face? Explore.
4. What have you learned over time about online content and delivery in terms of what works well and what doesn't? How does this vary across groups of children? (E.g. age, gender, nationality, location, etc.).
5. What changes/improvements are planned for the future?



Tool 5: Key informant interview with adolescents

Who: For these interviews we include adolescent girls and boys who received digital devices as part of an intervention.

Objectives: To understand onboarding process related to provision of tablets or other digital devices.

Format: Semi-structured interview – allow at least an hour to give time for probing.

Probes about adolescent onboarding process:

I'd like to understand how you were taught to use your tablet.

1. Prior to getting your tablet – how would you have rated your ability to find your way around a tablet/ apps/the internet? Were you really good with technology or just had no clue? 1 (no clue!) to 5 (really good)



2. When you got your tablet – what training did you get about how to use it?
3. Who trained you? Was it in person? Were you taught how to use the individual apps? Were you taught how the tablet and settings work more generally?

4. What training did you get about online safety?
5. At the time you were trained – did the training seem adequate? Any suggestions for improvements?
6. Now that you have had your tablet for XX months, how do you feel about the training? Any suggestions for improvements? What do you know now that you wish you had been taught earlier?
7. Have you had any technical challenges with the tablet/apps? (Explore.)
8. If you have problems with the tablet/apps – who helps you? (Probe for parents, siblings, neighbours, community centre staff, etc.)
9. How good are you at getting around your tablet/apps/ internet now? (1-5)

Probes about parents onboarding process:

I'd also like to understand how your parents were taught about your tablet.

1. Prior to the tablet – how good were your caregivers with technology (1-5)? (Probe for mother vs father.)
2. Did your parents get training? (Both or only one? Which one?)
3. How good are parents at using tablet now? (1-5) (Probe for mother and father.)



Tool 6: Key informant interview with teachers

Who: Teachers who were engaged in school education pre and post the pandemic

Objectives: To understand specific views, opportunities and constraints of education providers and to explore adaptations due to the pandemic.

Format: Semi-structured interview – allow at least an hour to give time for probing.

Probes focusing on impacts of the pandemic and curriculum adaptations

1. Tell me about how you and your school have been delivering education since last March. What improvements to distance education have been made over time for which grades/ages?
March 2020 —————> Summer 2021

2. What learning challenges have students faced? How do these vary by age/gender/nationality/location?
3. How have you/your school/the MoE attempted to address these challenges?
4. For YOUR students – how would you gauge current learning outcomes compared to where students should have been had the pandemic not closed schools? (Suggest they estimate in terms of months/% of the year 'lost'.)
5. What proportion of your students participate in informal education programmes? Is this similar to other classrooms in your school (based on what they hear from their own peer teachers)? Is this similar to before the pandemic? Explore differences.
6. Thinking of the last year, since school moved online, what differences do you notice between the students who do and do not participate in informal education programmes?
 - Are they stronger students/better able to understand the material? Explore.
 - Are they more enthusiastic about learning? Explore.
 - How do they seem to be coping emotionally? Explore.
7. What proportion of your students have been given a tablet? Is this similar to other classrooms in your school (based on what they hear from their own peer teachers)?
8. What do you notice about those students prior to and after they got the tablet?
 - Do they appear to be spending more time on their education? Explore.
 - Are they completing more assignments? Explore.
 - Are their learning outcomes improved? Explore.
 - Are they better able to reach out to you with questions?
9. Have you/your school changed how often/how you interact with students since the tablets were handed out? Explore.
10. Were you/your school given any training/orientation to the tablet project and what children would be able to do with tablets? Were you asked to input into curriculum design or which children should benefit?
11. Based on your experiences as a teacher – do you have suggestions for how informal education programmes might improve the learning support provided? For how they might improve the tablet project?



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About GAGE

Gender and Adolescence: Global Evidence (GAGE) is a nine-year longitudinal research programme generating evidence on what works to transform the lives of adolescent girls in the Global South. Visit www.gage.odi.org.uk for more information.

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Adolescent girl who is blind, Jordan © Nathalie Bertrams/GAGE

