



ISSU
IRISH SECOND-LEVEL
STUDENTS' UNION

ISSU REPORT ON COVID-19 IN SCHOOLS AND THE STATE EXAMINATIONS 2022

***Tuairisc ADIÉ ar COVID-19 ar scoil
agus na Scrúduithe Stáit 2022***



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Background

Cúlra

This report was prepared and produced by the Irish Second-Level Students' Union (ISSU) on COVID-19 in Schools and the State Examinations 2022. This report was compiled from two sources of consultation with students:

- The ISSU Survey on COVID-19 in Schools and the State Examinations 2022
- Written Communications and Submissions from Students

The ISSU Survey on COVID-19 in Schools and the State Examinations 2022:

The survey took place between Friday, January 7th and Friday, January 14th 2022.

The survey was promoted both online and within the ISSU's internal network of 553 member schools.

Over 41,000 responses were received over the 7 days that the survey was open. 466 respondents did not consent to the use of their data, a further 125 did not identify as second-level students, and a further 168 responses were removed as duplicates or invalid emails, giving 40,361 total valid responses.

1 in 3 Leaving Certificate & Leaving Certificate Applied students in Ireland answered the survey (over 18,000 individual responses). A further 1 in 7 Junior Certificate students in Ireland answered the survey (over 8,000 individual responses).

The ISSU acknowledges the smaller sample size from year groups outside of exam years, and that not every student who took part in the survey answered every question. We have taken this into account in our recommendations.

Written Communications and Submission from Students:

The ISSU has received hundreds of submissions from members in recent weeks, which have been considered by Coiste Gnó na nDaltaí in the creation of this report and its recommendations.

Context

Comhthéacs

2020 Junior Certificate

An estimated 25% of the current Leaving Certificate candidates did not have the chance to sit their Junior Certificate Exams and lost three months of education due to school closures in 2020. This has specific impacts on language subjects as these are taught over five years rather than just two, with similar impacts seen on practical and other academic subjects.

2021 School Closures

In 2021, current exam students lost another three months of tuition during the second closure of schools. The ISSU acknowledges that there was a higher level of online tuition provided over this period compared to the 2020 school closures, although it should be noted it widely varied and priority was given to the 6th year students at the time. It must also be noted that not every student had access to online learning due to a lack of digital devices or internet access. In addition to this, many students with special educational needs were faced with further challenges when adapting to online tuition.

Disparities in Education

Following the unprecedented transmissibility of the Omicron variant of COVID-19, 36,159 students have contracted COVID-19 since schools opened in September. Every one of these students has lost time due to COVID-19 and their illness. It is important to note an incalculable number of students have also been identified as close contacts and have also lost time as a result of this. This is particularly pertinent given that students across the country have not been provided with equal access to online tuition during their illness or self-isolation as a close contact and this compounds the loss of tuition.

Source: [Weekly Epidemiological Report on COVID-19 cases aged 0-18 years and COVID-19 mass testing in schools in Ireland Week 1, 2022](#)

Adverse School Environments

Following guidance from the Department of Education, classrooms across the country have had windows open throughout the school year. The ISSU has received a multitude of complaints, from both students and parents, regarding cold classrooms, with temperatures as low as six degrees celsius. Windows were open while Ireland had average temperatures of 7.5 degrees in December. It should be noted that the Health and Safety Authority (HSA) has made it specifically clear that the acceptable temperature in a place of work is 16-23 degrees; students have been enduring far lower temperatures and we believe that as a sector, we have underestimated the impact this has had on students ability to effectively engage with their day-to-day learning.

Sources: [Met Éireann Climate Statement for December 2021](#) | [Guide to the Safety, Health and welfare at work \(General Application\) Regulations 2007](#)

Education During a Pandemic

Moreover, we should examine the students' experience as a whole and not solely in the context of tuition. These individuals are going through one of the most stressful times in their lives. The Leaving Certificate is an intense and unforgiving process that causes massive amounts of stress to candidates, but these students are also going through a global pandemic. Their social lives and outlets have been restricted, they are living with the fear of contracting COVID-19 and trying to avoid it; some may have even lost family or friends. They are playing catch up and we should not underestimate the massive burden of stress that these students have faced almost continually since 2020. The toll on their mental health has been immeasurable and has undoubtedly impacted their education in serious ways.

Success of the Vaccination Programme

It should be noted the recent success of the vaccination programme in protecting students, however, we must recognise and acknowledge the disruptions students faced in their education prior to the rollout.

Changes to the Examinations

The ISSU recognises that changes have already been made to the State Examinations to facilitate extra choice for students. We believe these changes are not sufficient and that a change of direction and a provision of an alternative is now necessary.



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Leaving Certificate & Leaving Certificate Applied 2022

*Scrúduithe na Sraithe Shinsearach 2022 agus
Ardteistiméireacht Fheidhmeach*



Leaving Certificate & Leaving Certificate Applied 2022

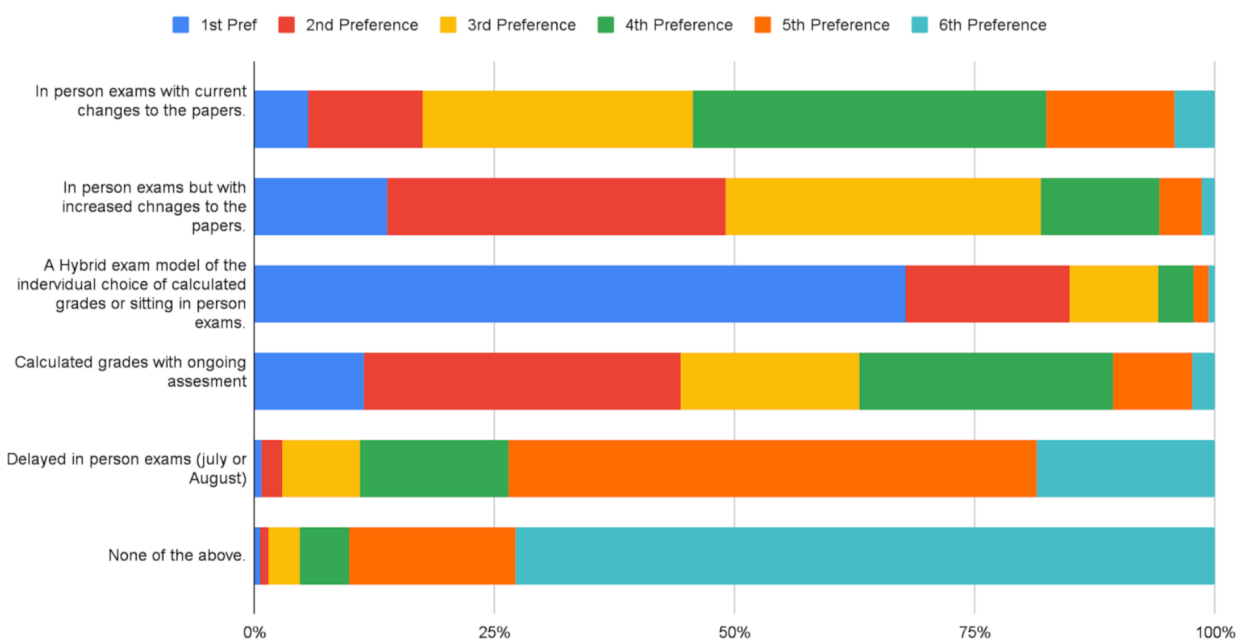
Scrúduithe na Sraithe Shinsearach 2022 agus Ardteistiméireacht Fheidhmeach

Written Exams

Scrúduithe Scríofa

Students were asked to rank in order of preference a number of scenarios with relation to Senior Cycle written examinations in June 2022.

Rank in order of preference the following scenarios with relation to senior cycle written examinations in June 2022



Survey Analysis:

The plan as it stands to hold the exams in June with current changes, was very poorly received by respondents with only **5.65%** supporting it as a 1st preference and **50.2%** of respondents placing it as their last or 2nd last preference (excluding those who selected “none of the above”). This shows a substantial appetite for change and as such, we believe an alternative option is now necessary and must be explored urgently.

67.81% of respondents have put a hybrid exam model as their first preference. When including 2nd preference for this option, **84.81%** of respondents rated this option favourably. While only **1.57%** of respondents put this as their least favourite option (excluding those who selected “none of the above”). This gives a strong indication that students want the choice of a hybrid Leaving Certificate and that there is no established resistance to this option based on survey data.

Calculated grades with ongoing assessment had **11.36%** of respondents placing it as their first preference. When including 2nd preferences from other respondents, **44.32%** have rated this favourably.

Furthermore, having in-person exams with further adaptations is significantly more popular than sitting the exam as currently planned, with **49%** stating it as their first or second preference compared to **17.49%** first and second preferences for the current plan. Calculated grades with ongoing assessment had **44.2%** of respondents placing it as their first or second preference. This shows us that there is very little support for the State Examinations to proceed as planned and shows us that a new plan for the state examinations 2022 is necessary.

This shows a clear division between the student body, half are in favour of a form of calculated grading but the other half favour the option of sitting in-person examinations. This highlights why students gravitate towards the hybrid option in order not to disadvantage their peers.

Delayed in-person exams have even less support than the exams proceeding as they are currently planned, with over **70.53%** of respondents putting it as one of their two least preferred options. Similarly, the option of "none of the above" received **0.64%** of first preferences. Based on this data, we can conclude that the option of delayed in-person exams would not be fair or viable.

It is important to note that of the **67.81%** who want the option between written exams and calculated grades (first preference), **46.24%** of this group put calculated grades with ongoing assessment as their second preference. This means that **53.76%** of respondents who want a choice, specifically want the opportunity to sit exams (their second preference was an option other than calculated grades).

This clearly shows that the choice needs to be provided, but the exams will still have to be adapted for those who would choose to sit them.

Written Communications and Submission from Students:

The ISSU has been inundated with submissions from students, who are seeking urgent clarity from the Department of Education regarding their State Examinations.

Students have mentioned that the constant feeling of worry and fear of contracting COVID-19 has impacted both their mental health and performance in school. Furthermore, students have noted that the negative impact on their mental health this situation has caused them is not being recognised.

It is clear that the students of the Leaving Certificate Class of 2022 are not being treated equally to previous Leaving Certificate classes and that the current changes made to the Leaving Certificate papers do not sufficiently account for the disruptions these students have faced.

Students highlighted that they have missed several months of school due to school closures in 2020 and 2021, with many others missing time due to contracting COVID-19 or self-isolation. They are now missing out on further tuition in school due to the substitution crisis and the large numbers of teachers on COVID-19 related leave.

There are large discrepancies in the education these students are receiving. They have been subject to almost three years of fear, stress and uncertainty due to the COVID-19 pandemic; far more than any other Leaving Certificate year group in the past. **Therefore, it is clear that we are far beyond the point where the fair and standard process of the traditional Leaving Certificate applies to this group.**

Point to consider:

The ISSU would like to recognise that the Junior Cycle class of 2020, some of whom are due to sit their Leaving Certificate exams this year, do in fact have a Junior Certificate of the same value as the class of 2019. Some commentary in the media and amongst stakeholders has stipulated that there are no Junior Certificate results from 2020. Although they did not sit the traditional in-person exams, it was guaranteed to these students, much like the Leaving Certificate class of 2020, that their exams would be of the same value as in previous years. These results can most definitely be used in a standardisation process if needed.

ISSU Stance and Recommendations:

The ISSU recommends that the Department of Education works with stakeholders to explore and implement alternative options for the 2022 Leaving Certificate.

The ISSU recommends a hybrid system of accredited grading for students, with the option to sit end of year exams with further adjustments to the exam papers, as seen in 2021.

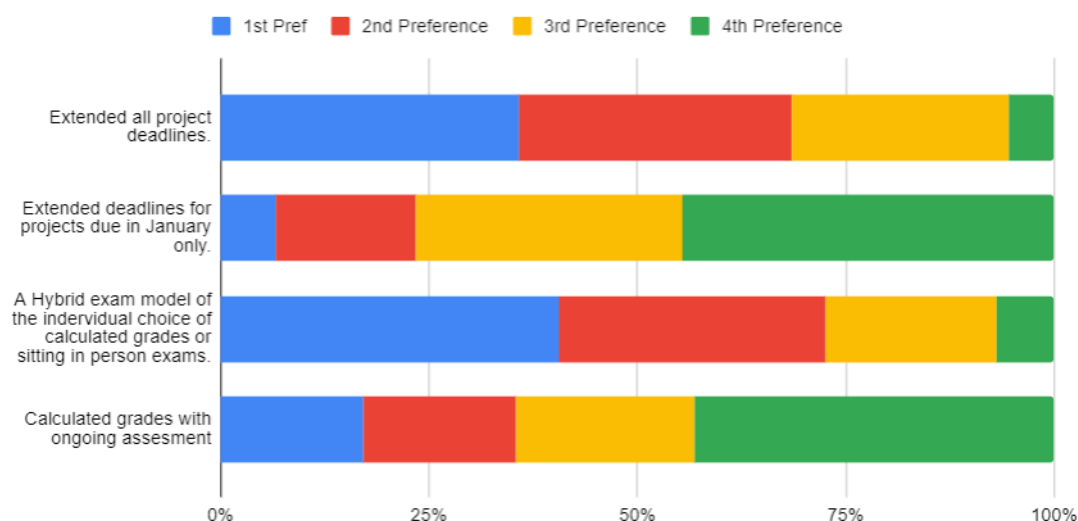
It is no longer feasible to go ahead as planned and this consultation process has reinforced that to us. The landslide number of students calling for change cannot be ignored and we must make a pragmatic and empathetic choice to revise the exam model for 2022.

Project Work

Obair Thionscnamh

Students were asked to rank in order of preference a number of scenarios that could be implemented if it is not possible for deadlines to be met efficiently due to the impact of COVID-19 absences.

If it is not possible for deadlines to be met efficiently due to impact of COVID-19 absences, rank in order of preference the following scenarios with relation to Senior Cycle project components.



Survey Analysis:

40.51% of respondents have rated a hybrid exam model of the individual choice of calculated project grades or submitting a project at a later date favourably. When including second preferences of this option **72.6%** of students have rated this favourably, while only **7.01%** of respondents put this as their least favourite option. This indicates very clearly that students want the choice of a calculated project grade or submitting a project at a later date and that there is not an established resistance to this option.

Extending all project deadlines had **35.71%** of respondents placing it as their first preference. When including second preferences from other respondents, **68.54%** have rated this favourably. This depicts that the student body would like the chance to submit a project with an extended deadline while having the option of choice. This is further supported by **64.5%** of students putting cancelled projects as either their last or second last preference.

Furthermore, the option of cancelled projects with assessed grading is significantly more popular than extending the project deadlines for only those due in January, with **35.5%** stating it as their first or second preference compared to **23.36%**. This highlights the impact of COVID-19 absences on the completion of projects and further shows that deadlines must at a minimum be extended.

These figures show us that moving forward without extending project deadlines is not an option and we must make significant extensions to the deadlines, taking into account the tuition students have missed, if they are going to go ahead as planned.

Written Communications and Submission from Students:

It is clear from submissions made by students to the ISSU that the complete removal of the project component would disadvantage students who typically excel in these areas and rely heavily on these components.

Only extending deadlines for projects due in January would merely put a temporary fix on an ongoing problem.

Students have noted being unable to complete project work on time due to the mass absences among teachers in schools and the **high level of stress** this has caused them.

ISSU Stance and Recommendations:

The ISSU recognises that we cannot completely remove project work without unfairly disadvantaging certain cohorts of students.

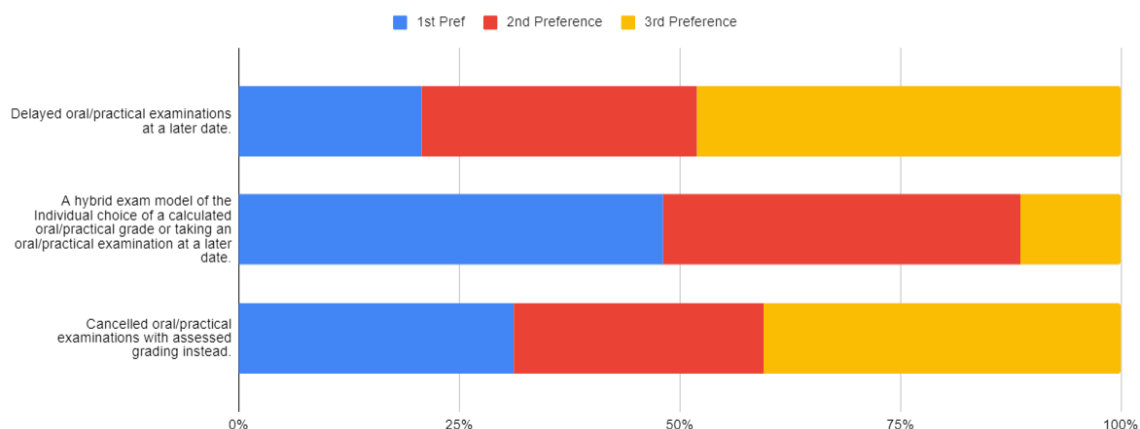
The ISSU recommends that a similar approach as taken in 2021, be taken for the 2022 State Examinations project work. An approach where students are offered the choice of whether to submit their project work as part of a hybrid model. Those who choose to submit their project work should do so with extended deadlines.

Oral and Practical Exams

Scrúduithe Béil agus Praicticiúla

Students were asked to rank in order of preference a number of scenarios that could be implemented if it is not possible for oral or practical examinations to go ahead over the Easter Break due to the impact of COVID-19.

If it is not possible for oral or practical examinations to go ahead over the Easter break due to impact of COVID-19, rank in order of preference the following scenarios with relation to Senior Cycle oral and practical examinations.



Survey Analysis:

A hybrid exam model of the individual choice of a calculated oral/practical grade or taking an oral/practical examination at a later date sees **48.07%** of respondents first preferences with only **11.35%** putting it as their least preferred option.

31.22% of respondents support cancelled oral/practical examinations with assessed grading as their first preference if the oral and practical examinations cannot go ahead.

Delayed oral/practical examination sees little support with **20.71%** of first preference votes and **48.08%** of students ranking it as their least preferred option (**79.29%** choose a different option as their first preference).

This indicates that further delaying oral and practical examinations past the Easter Break is not an option. Students would like to take their oral and practical examinations but an alternative option made up as a form of calculated assessment is a necessity.

Written Communications and Submission from Students:

The complete removal of the oral and practical examinations would disadvantage students who typically excel in these areas and rely heavily on these components.

Unlike typical Leaving Certificate subjects, language components are taught over five/six years, not two. Students have noted that having three of those years disrupted heavily impacts the standard of education these students received compared to previous years.

Point to note:

Current Leaving Certificate Students who sat the 2020 Junior Certificate have lost in excess of 6 months tuition in their languages, and core subjects such as Maths, Science, History etc. due to school closures in 2020, 2021, and COVID-19 related absences among teachers in 2022.

ISSU Stance and Recommendations:

The ISSU recognises the time missed by students and the fact that many students feel unprepared as a result of the disruptions to their education caused by the pandemic. Additionally, we cannot completely remove oral and practical assessments without unfairly disadvantaging certain cohorts of students who heavily rely on these components.

The ISSU advocates that oral and practical assessments take place, as seen in 2021 so that students with aptitudes in these areas will not be disadvantaged, while also accounting for the lost tuition time students have faced.



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Junior Cycle Exams 2022 (Junior Certificate)

***Scrúduithe na Sraithe Shóisearach 2022
(Teastas Sóisearach)***



Junior Cycle Exams 2022 (Junior Certificate)

Scrúduithe na Sraithe Shóisearach 2022

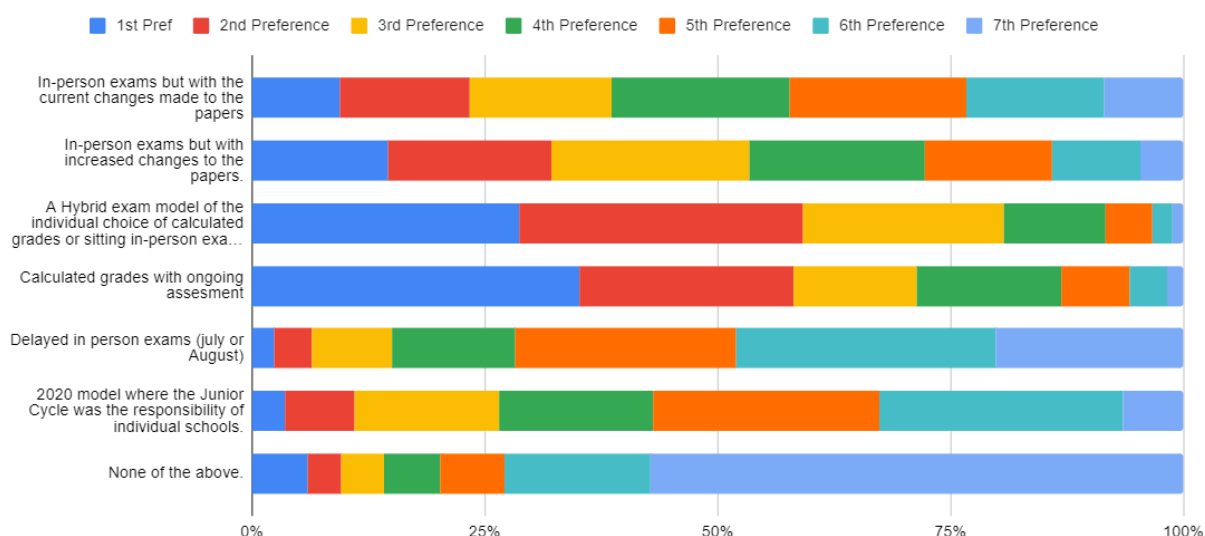
Teastas Sóisearach

Written Exams

Scrúduithe Scríofa

Students were asked to rank in order of preference several scenarios with relation to Junior Cycle written examinations in June 2022.

Rank in order of preference the following scenarios with relation to junior cycle written examinations in June 2022



Survey Analysis:

The current plan to proceed with in-person Junior Cycle exams with the current changes to the papers was poorly received by respondents with just **9.48%** supporting it as a first preference. This displays a clear indication that the Junior Cycle exams cannot go ahead as planned.

When considering 1st and 2nd preferences, **59.19%** of students rate a hybrid option favourable as opposed to calculated grades at **58.22**. It is important to note that a total of **26.59%** of students put an option that supported sitting exams but did not include a form of calculated grades.

Written Communications and Submission from Students:

It is evident that Junior Cycle students are struggling, this has been made clear to us through individual communications to the ISSU. An alarming number of students are increasingly concerned that they do not feel prepared for their Junior Cycle Examinations.

It should also be noted that this cohort would be the first group to sit the new Junior Cycle in full, having never had a full year of school without disruption.

Points to note:

Arguably this cohort of 3rd year students are the most affected by COVID-19 - they have lost time in 2020, 2021 and 2022.

They are the only group to go through an entire 3 year exam cycle in COVID-19 and have lost more time and tuition than any other group of students. They have never had a full, uninterrupted, academic year of tuition. **They started their secondary school education during the pandemic and three years later it is still ongoing.**

ISSU Stance and Recommendations:

The ISSU recognises that an overwhelming majority of Junior Cycle students are in favour of some form of calculated grading system for the Junior Cycle Examinations 2022 but that a considerably large cohort would still like the choice to sit their State Examinations in June.

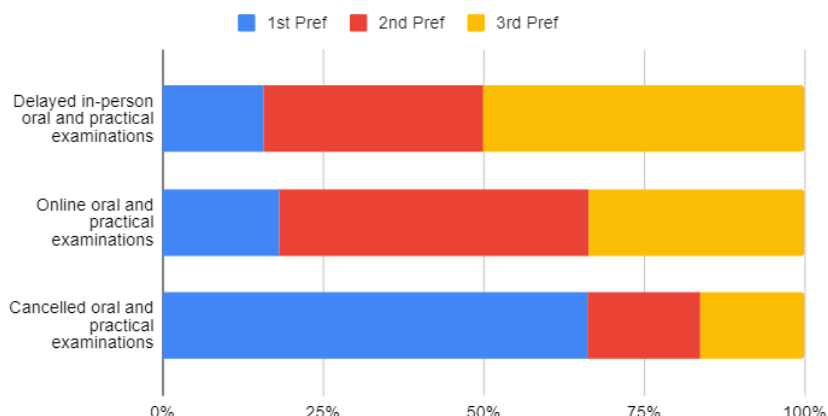
The ISSU advocates for the implementation of a hybrid model of calculated grades and written examinations, with further changes, for the Junior Cycle Examinations 2022.

Oral and Practical Exams

Scrúduithe Béil agus Praicticiúl

Students were asked to rank in order of preference a number of scenarios that could be implemented if it is not possible for oral and practical exams to proceed as normal in April.

If it is not possible for oral and practical exams to proceed as normal in April, rank in order of preference the following scen...



Survey Analysis:

Cancelling oral/practical examinations sees **66.05%** of respondents first preferences with only **16.36%** putting it as their least preferred option.

18.18% of respondents support online oral/practical examinations as their first preference if the oral and practical examinations cannot go ahead.

Delayed oral/practical examination sees little support with **15.77%** of first preference votes and **49.95%** of students ranking it as their least preferred option.

This shows us that further delaying oral and practical examinations past the Easter Break is not an option.

Written Communications and Submission from Students:

Students have noted not feeling prepared for their oral and practical examinations.

Point to note:

The complete removal of the oral and practical examinations would disadvantage students who typically excel in these areas and rely heavily on these components.

ISSU Stance and Recommendations:

The ISSU recognises the time missed by students and the fact that many students feel insufficiently prepared as a result of the disruptions to their education caused by the pandemic. Additionally, we cannot completely remove oral and practical assessments without unfairly disadvantaging certain cohorts of students who heavily rely on these components.

The ISSU advocates for the oral and practical assessments to take place, as seen in the 2021 Leaving Certificate so that students with aptitudes in these areas will not be disadvantaged, while also accounting for the lost tuition time students have faced.



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COVID-19 in Schools

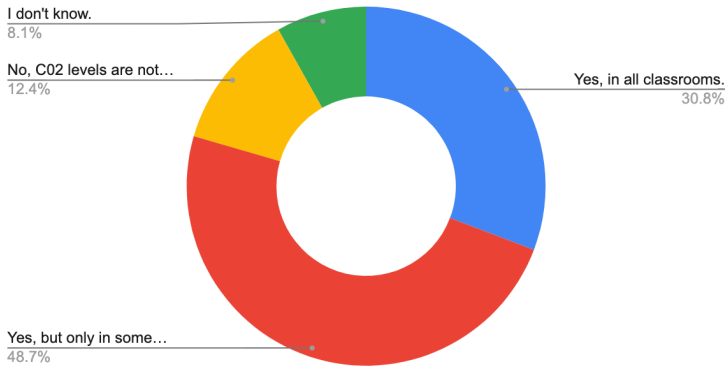
COVID-19 ar Scoil



COVID-19 in Schools

COVID-19 ar Scoil

Is there a CO2 monitor in every classroom where you have had classes, since returning to school?



Students were asked if there was a CO2 monitor in every classroom where they have had classes, since returning to school.

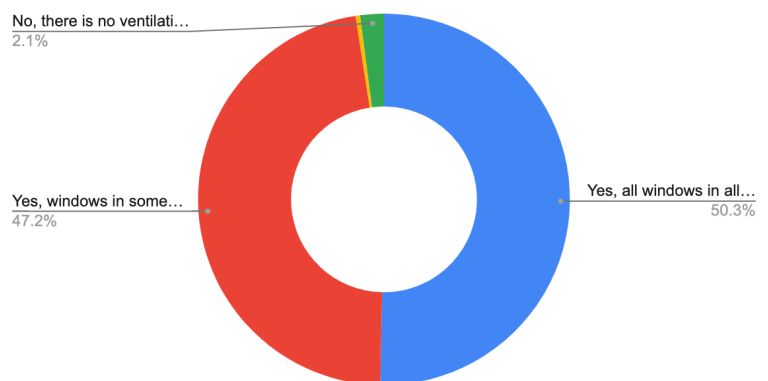
30.77% of students said there was a CO2 Monitor in every classroom. **48.72%** noted having in some classrooms but not all, with **12.37%** of students saying CO2 levels were not monitored in their school.

Students were asked if their school has windows open in classrooms for ventilation purposes.

50.32% of students noted that windows are open in all classrooms in their school for ventilation purposes.

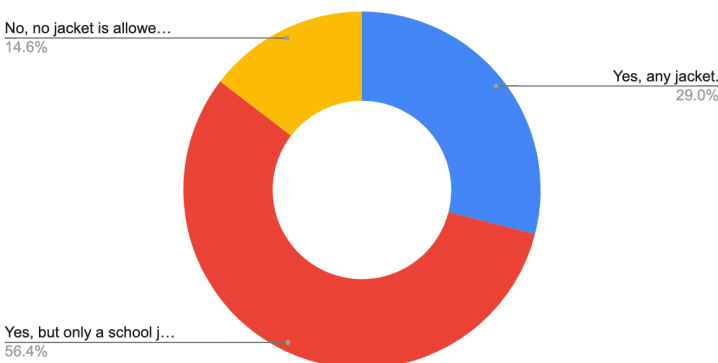
A further **47.23%** of students say they are open in some classrooms, but not all.

Does your school have windows open in classrooms for ventilation purposes?



While this is in line with Department of Education issued Guidelines, it also shows us that **97.53%** of students could be exposed to lower temperatures in classrooms due to the windows being open throughout the colder months of the year. This highlights the need for provisions to be made concerning keeping students warm when learning.

If yes, when opening windows to maintain ventilation in the classroom, does your school policy allow you to keep a jacke...



If yes, students were asked when opening windows to maintain ventilation in the classroom, if their school policy allows them to keep a jacket on?

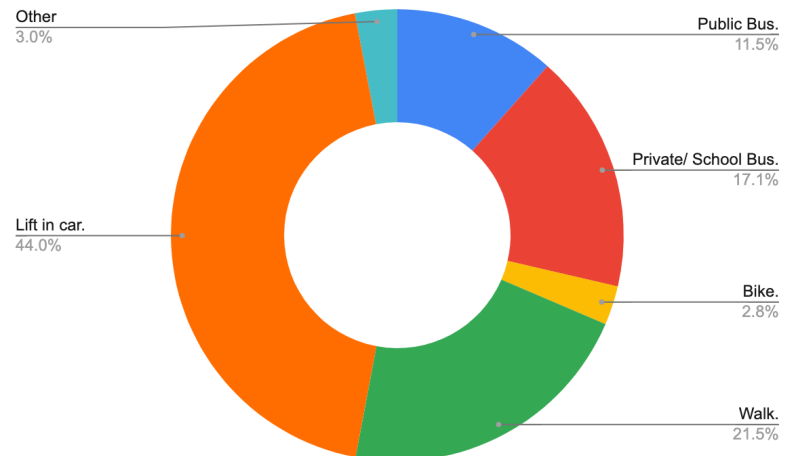
28.98% of respondents indicated that they are allowed to wear any jacket whilst windows are opened.

14.61% said that they aren't permitted to wear any jacket in class during these conditions and **56.41%** noted that they are only allowed to wear school jackets in classrooms. It is worrying to see that almost **15%** of students, are not permitted to wear a jacket in classrooms.

From these figures, it becomes apparent that in many cases, where windows have been opened during class time, students aren't being offered adequate methods of staying warm as in some instances it has become clear that a school jacket is not sufficient when faced with low temperatures.

Students were asked what mode of transport they use to get to school.

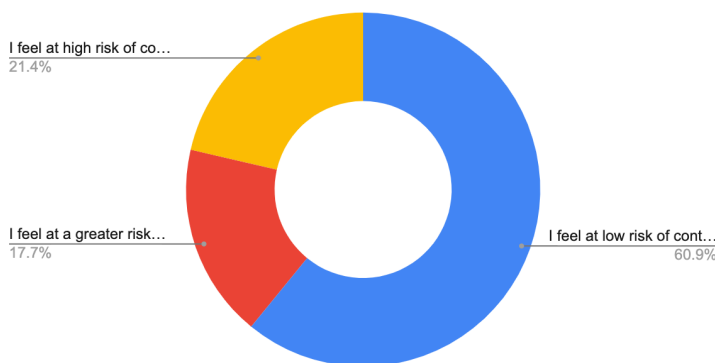
11.5% of students indicated they get to school by public bus, **17.1%** stated they get to school by a private or school bus.



44% indicated they get to school by car. A further **27.3%** of students get to school by walking, cycling or an alternative mode of transportation.

While the majority of students get to school by car, **28.6%** get to school by bus which would indicate almost a third of students who answered the survey are exposed to individuals from different schools and homes in an environment with low ventilation, twice daily.

How safe/ well protected from infection do you feel on your way to and from school?



Students were asked how safe/well protected from infection they feel on their way to and from school.

Although **60.9%** of respondents stated that they feel at low risk of contracting COVID-19 on their journey to and from school, **17.7%** have noted that they feel at a greater risk of contracting COVID-19 there than when they are in school or at home.

21.4% feel at high risk of contracting COVID-19 on this journey.

Whilst many students do feel safe on their journey to school over a third of respondents have concerns for their health and safety. This correlates to a high number of students facing anxieties regarding the transmission of the virus during this part of their academic day.



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Absences Related to COVID-19

As Láthaireachas mar gheall ar COVID-19

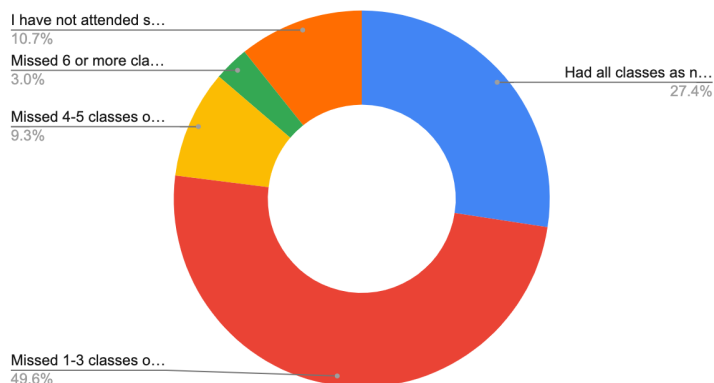


Absences Related to COVID-19

As Láthaireachas mar gheall ar COVID-19

Students were asked if one of the below had occurred if they had attended school since they reopened.

If you attended school since they reopened, have you:



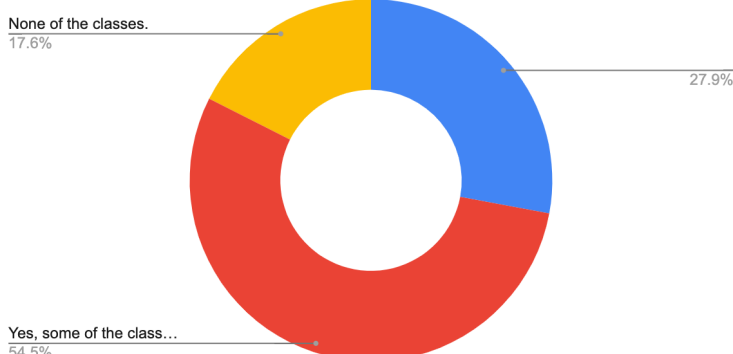
It is very clear that the substitution crisis and COVID-19 pandemic have had a significant impact on the reopening of schools. Only **27.4%** of students have noted having all classes with no disruptions upon returning to school. With a further **49.58%** of students missing 1-3 classes on average per day, **9.27%** of students missing 4-5 classes on average per day and **3.03%** of students missing 6 or more classes on average per day. **10.72%** of students noted that they have not attended school since schools reopened.

This shows us that **61.88%** of respondents have missed a minimum of between one and six classes on average per day since returning to school. This is a very significant amount of tuition time lost, particularly for those in exam years. When compared to the smaller **27.40%** of students who suffered no further loss in their tuition upon returning to school, this highlights for us the discrepancies in education and tuition time among the second-level students as a result of the pandemic and the substitution crisis.

Students were asked if they received a substitute teacher to cover this class/classes.

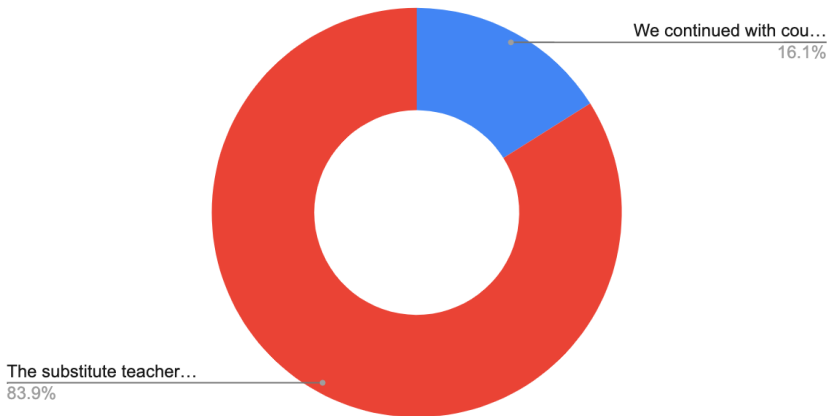
Only **27.93%** of students had cover for all classes, with **54.51%** of students having substitution for some classes, but not all. A further **17.56%** of students received no substitute cover for any of their classes.

Did you receive a substitute teacher to cover this class/classes?



The ISSU notes that when a teacher or student was absent from school, it was due to no fault of their own and that concessions must be made to account for this.

If yes, did your class continue with coursework or did the substitute just supervise class?



Students were asked if they had received a substitute teacher to cover this class/classes, did they continue with coursework or were they just supervised.

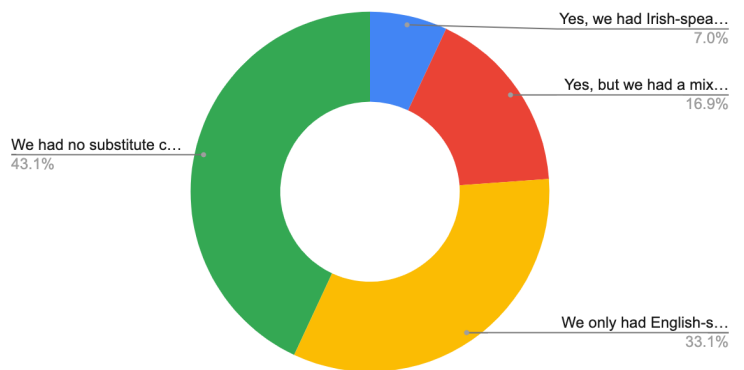
For students who did have substitution, **83.94%** of students did not continue with coursework, the substitute teacher only supervised the class.

This is compared to **16.06%** of students who did continue with coursework with their substitute teacher. This once again highlights the discrepancies in education among second-level students and shows us that although these students are in school, they aren't receiving a high level of tuition.

Students were asked if they attend an Irish-medium school, were they provided with Irish-speaking substitute teachers.

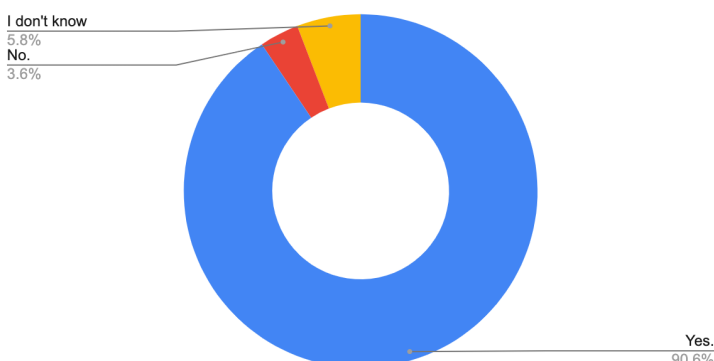
Only **6.98%** of students in Irish-medium education received substitution through the Irish language, compared to **33.09%** of students in English-medium schools who received substitution through the English language.

If you attend an Irish medium school, have you been provided with Irish-speaking substitute teachers?



These figures highlight further disparities in the quantity and quality of substitution provided; furthermore, they demonstrate that the ability of students in Irish-language schools to sit the exams through their language of instruction may be impacted due to the loss of tuition through the medium of Irish.

Have you noticed a high-level of students missing from school, since they reopened?



Students were asked if they observed high-levels of students missing from school, since they reopened.

90.56% of students noted that they had observed a high level of students absent from school since they reopened. The ISSU recognises that this figure cannot accurately depict the number of students absent from school; however, it does once again highlight the large levels of absences due to COVID-19 in schools.

Written Communications and Submission from Students:

It is clear that students' education has been significantly affected by the COVID-19 Pandemic.

Some students have informed the ISSU of missing teachers in up to 5 of their 7 Leaving Certificate subjects for upwards of two weeks. This has a significant impact on the tuition of those students, and further shows us the uneven playing field students are on.

Students have noted a large number of COVID-19 related absences among teachers who are absent at a time when there are impending project deadlines in certain Junior and Leaving Certificate subjects such as Design and Communication Graphics (DCG) where the deadline was Friday, January 14th.

ISSU Stance and Recommendations:

An exam is only fair when all students are on a level playing field and have been receiving an equitable education. It is abundantly clear to us that this is not the case for the Junior Cycle and Leaving Certificate classes of 2022.

The ISSU recommends that further concessions be made to the State Examinations to account for a large number of COVID-19 related absences in schools, among both teachers and students, as well as the lost tuition time many students have faced.



ISSU
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Students Isolating & Online Tuition

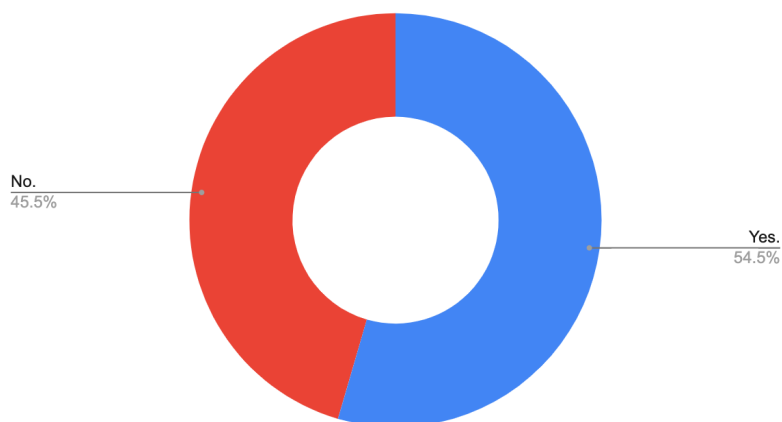
Daltaí ag Féin-Aonrú agus An Chianfhoghlaim



Students Isolating & Online Tuition

Daltaí ag Féin-Aonrú agus An Chianfhoghlaim

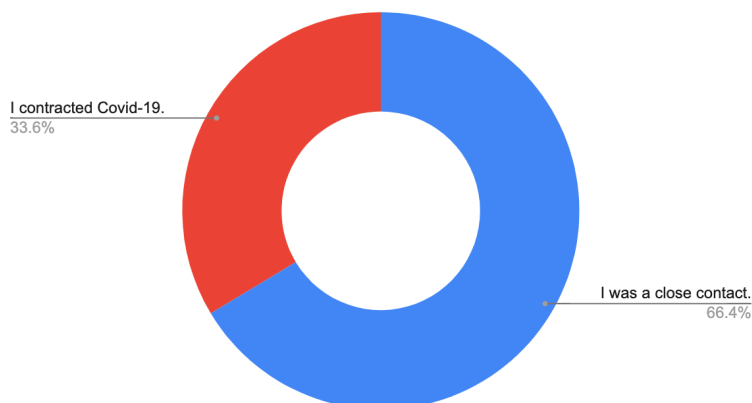
Have you had to miss school due to isolation?



Students were asked if they had missed school due to isolation.

54.5% of students said that they have missed out on school due to isolation, with **45.5%** saying they have not.

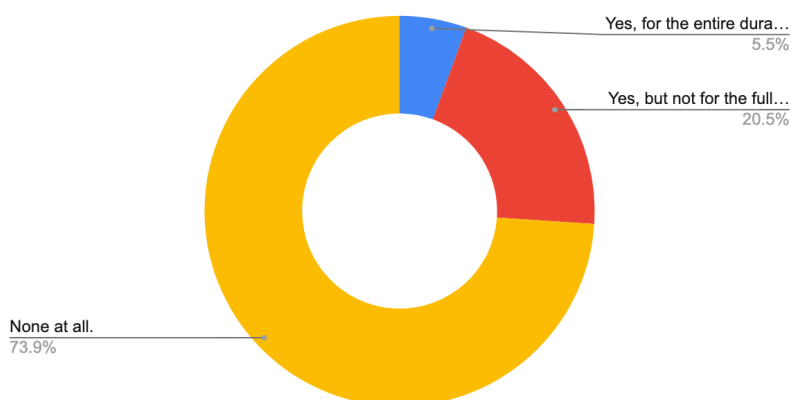
If yes, were you a close contact or did you contract Covid-19?



66.37% of respondents said that the reason for isolation was being in close contact with someone with COVID-19, while **33.63%** said the reason for isolation was due to them contracting COVID-19.

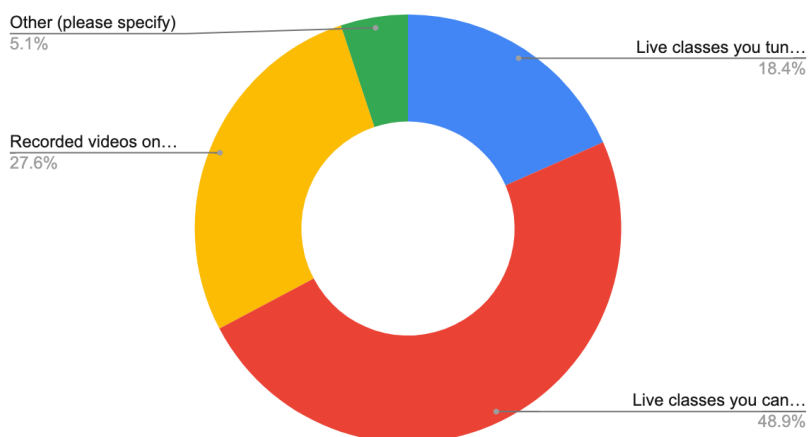
COVID-19 related absences among teachers and students is a significant trend we are seeing throughout our consultation process with students. It is concerning to see that only a small cohort of **5.55%** of students received online tuition for the full time they were absent, with a further **20.51%** of students who received online tuition for part of the time they were absent.

Did you receive online tuition for the duration of time you were isolating?



73.94% of students received no online tuition at all when they were absent from school. This highlights once again the discrepancy within the education these students hold.

Are there alternative tuition options you would like to see?



Students were asked if there are alternative tuition options they would like to see.

18.39% of respondents said that they would like a form of Hybrid learning, where students are allowed to access live classes that they can tune in to. A further **48.87%** said that they would like a similar style of Hybrid learning with live classes students can tune in to but that are also recorded.

Recorded videos on certain topics that students can watch back at any time came in with the second-highest number of first preferences, with **27.64%** saying that would be their preferred option.

ISSU Stance and Recommendations:

The ISSU recommends on behalf of second-level students that all schools provide online support for students who are isolating, through no fault of their own, to the best of their ability.

Further to this, the ISSU recommends that schools consult their students on the best approach to take if online learning is required for specific students.

The ISSU would like to reiterate that students who are isolated as they have contracted COVID-19, might not be well enough to log on for online tuition support for a full day, or at all, and that school management should consult with these students on the matter.

The ISSU would like to recognise the excellent work that the second-level school community have played in supporting students who are isolated up to this point.



ISSU
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Irish Second-Level Students' Union
Aontas Daltaí Iar-bhunscoile na hÉireann
Representing, Uplifting and Defending Student Voice

ISSU 9th Floor, Liberty Hall, Dublin 1, D01 F9K2, Rep. of
Ireland

Tel: + 353 1 443 4461

Fax: + 353 1 686 5567

Email: info@issu.ie

Website: www.issu.ie

*Irish Second-Level Students' Union Limited is a company
limited by guarantee, registered in Dublin*

*Registered Address: ISSU 9th Floor,
Liberty Hall, Dublin 1*

Registration no. 511901

*Charity registration no:
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