Remote Learning : Decision Tree

- Tool to **inform decision making** at country level

- Driven by the key question of **what technology is available at home** for learners affected by school closures?

- Most countries have **combined multiple approaches and options**, to reach all, esp. the marginalized and vulnerable

- Enriched by **additional resources/documents for each of the remote learning options**

- **Global public good**: available on INEE website
Remote Learning: Decision Tree

What technology is available at home for learners?

School-age children, 5-17

Internet (MICS 6)

Access to household goods and media, by country
Percent of school-age children with internet at home

<table>
<thead>
<tr>
<th>Country</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia</td>
<td>80</td>
</tr>
<tr>
<td>Montenegro</td>
<td>70</td>
</tr>
<tr>
<td>Kyrgyz Republic</td>
<td>60</td>
</tr>
<tr>
<td>The Gambia</td>
<td>50</td>
</tr>
<tr>
<td>Kiribati</td>
<td>40</td>
</tr>
<tr>
<td>Suriname</td>
<td>30</td>
</tr>
<tr>
<td>Iraq</td>
<td>20</td>
</tr>
<tr>
<td>Montenegro (Rama Seti)</td>
<td>10</td>
</tr>
<tr>
<td>Tunisia</td>
<td>10</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>10</td>
</tr>
<tr>
<td>Mongolia</td>
<td>10</td>
</tr>
<tr>
<td>Lesotho</td>
<td>10</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>10</td>
</tr>
<tr>
<td>Pakistan (Punjab)</td>
<td>10</td>
</tr>
<tr>
<td>Togo</td>
<td>10</td>
</tr>
<tr>
<td>Ghana</td>
<td>10</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>10</td>
</tr>
<tr>
<td>Madagascar</td>
<td>10</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>10</td>
</tr>
<tr>
<td>DR Congo</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: UNICEF, Multiple Indicator Cluster Survey (MICS6)
Remote Learning: Decision Tree

What technology is available at home for learners?

School-age children from poorest quintile, 5-17 Internet (MICS 6)

Access to household goods and media, by country

<table>
<thead>
<tr>
<th>Country</th>
<th>Percent (%)</th>
</tr>
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<tbody>
<tr>
<td>Kyrgyz Republic</td>
<td>60</td>
</tr>
<tr>
<td>Georgia</td>
<td>50</td>
</tr>
<tr>
<td>Montenegro</td>
<td>40</td>
</tr>
<tr>
<td>The Gambia</td>
<td>30</td>
</tr>
<tr>
<td>Suriname</td>
<td>20</td>
</tr>
<tr>
<td>Montenegro (Roma Sett)</td>
<td>10</td>
</tr>
<tr>
<td>Iraq</td>
<td>10</td>
</tr>
<tr>
<td>Kiribati</td>
<td>5</td>
</tr>
<tr>
<td>Tunisia</td>
<td>5</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>5</td>
</tr>
<tr>
<td>Lesotho</td>
<td>5</td>
</tr>
<tr>
<td>Pakistan (Punjab)</td>
<td>5</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>5</td>
</tr>
<tr>
<td>Ghana</td>
<td>5</td>
</tr>
<tr>
<td>Mongolia</td>
<td>5</td>
</tr>
<tr>
<td>DR Congo</td>
<td>5</td>
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<tr>
<td>Madagascar</td>
<td>5</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>5</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>5</td>
</tr>
<tr>
<td>Togo</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: UNICEF, Multiple Indicator Cluster Survey (MICS6)
Remote Learning: Decision Tree

What technology is available at home for learners?

School-age children from poorest quintile, 5-17

Television (MICS 6)

Access to household goods and media, by country

Percent of school-age children from the poorest quintile with television at home

- Montenegro
- Tunisia
- Kyrgyz Republic
- Georgia
- Iraq
- Mongolia
- Montenegro (Fiona Sett)
- Suriname
- Pakistan (Punjab)
- Lao PDR
- Ghana
- Bangladesh
- The Gambia
- Zimbabwe
- Togo
- Sierra Leone
- Madagascar
- Lesotho
- Kiribati
- DR Congo

Source: UNICEF, Multiple Indicator Cluster Survey (MICS 6)
Status of National Responses

• Results from Global Tracker for National Education Responses to COVID-19
  • 107 country responses
Key Components

- School Safety for Ongoing School Operations
- Continuity of Education
- Child Health and Well-being
- Re-opening of Schools

National response includes
- 72% for School Safety
- 94% for Continuity of Education
- 80% for Child Health and Well-being
- 68% for Re-opening of Schools

UNICEF is involved in
- 71% for School Safety
- 87% for Continuity of Education
- 88% for Child Health and Well-being
- 71% for Re-opening of Schools

UNICEF is involved in national responses to support these key components.
Safety for Ongoing School Operations

SCHOOL SAFETY FOR ONGOING SCHOOL OPERATIONS

<table>
<thead>
<tr>
<th>Area</th>
<th>National response includes</th>
<th>UNICEF is involved in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of wash kits or other hygiene-related interventions</td>
<td>42%</td>
<td>43%</td>
</tr>
<tr>
<td>Other protective measures for students, teachers, parents (social distancing, health education)</td>
<td>56%</td>
<td>46%</td>
</tr>
<tr>
<td>Risk communication and community engagement (information sharing with parents/students)</td>
<td>61%</td>
<td>64%</td>
</tr>
<tr>
<td>Monitoring and staff of student health</td>
<td>26%</td>
<td>17%</td>
</tr>
<tr>
<td>Psychosocial and mental health support</td>
<td>37%</td>
<td>41%</td>
</tr>
<tr>
<td>Adaptation of school policies (hours, attendance)</td>
<td>48%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Continuity of Learning

USE OF ALTERNATIVE EDUCATION DELIVERY SYSTEMS

<table>
<thead>
<tr>
<th>Use Type</th>
<th>National response includes</th>
<th>UNICEF is involved in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government supported online platforms</td>
<td>71%</td>
<td>44%</td>
</tr>
<tr>
<td>Other digital platforms for self-learning</td>
<td>33%</td>
<td>24%</td>
</tr>
<tr>
<td>SMS/Mobile technology or social media</td>
<td>53%</td>
<td>34%</td>
</tr>
<tr>
<td>TV Programs</td>
<td>77%</td>
<td>46%</td>
</tr>
<tr>
<td>Radio learning programs</td>
<td>57%</td>
<td>49%</td>
</tr>
<tr>
<td>Printed take-home resources for learning</td>
<td>49%</td>
<td>40%</td>
</tr>
<tr>
<td>Home visits</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Reopening Better Schools

**Re-opening of Schools**

<table>
<thead>
<tr>
<th>Area</th>
<th>National response includes</th>
<th>UNICEF involved in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash kits or other hygiene-related interventions</td>
<td>45%</td>
<td>49%</td>
</tr>
<tr>
<td>Risk communication &amp; community engagement</td>
<td>56%</td>
<td>60%</td>
</tr>
<tr>
<td>Monitoring of student and staff health</td>
<td>25%</td>
<td>19%</td>
</tr>
<tr>
<td>Psychosocial and mental health support</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>Monitoring of re-enrollment / attendance</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>Outreach to children who have not returned to school</td>
<td>30%</td>
<td>39%</td>
</tr>
<tr>
<td>Initiatives to recover lost learning time</td>
<td>42%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Challenges

- Inequitable access to internet, TV and Radio
- Defined clear role of teachers in the delivery and monitoring of learning
- Inclusion of more relevant ECE materials
- Limited content on the existing TV/Radio Programme
- No learning assessment methodology defined
- Monitoring Mechanisms to know who is attending classes