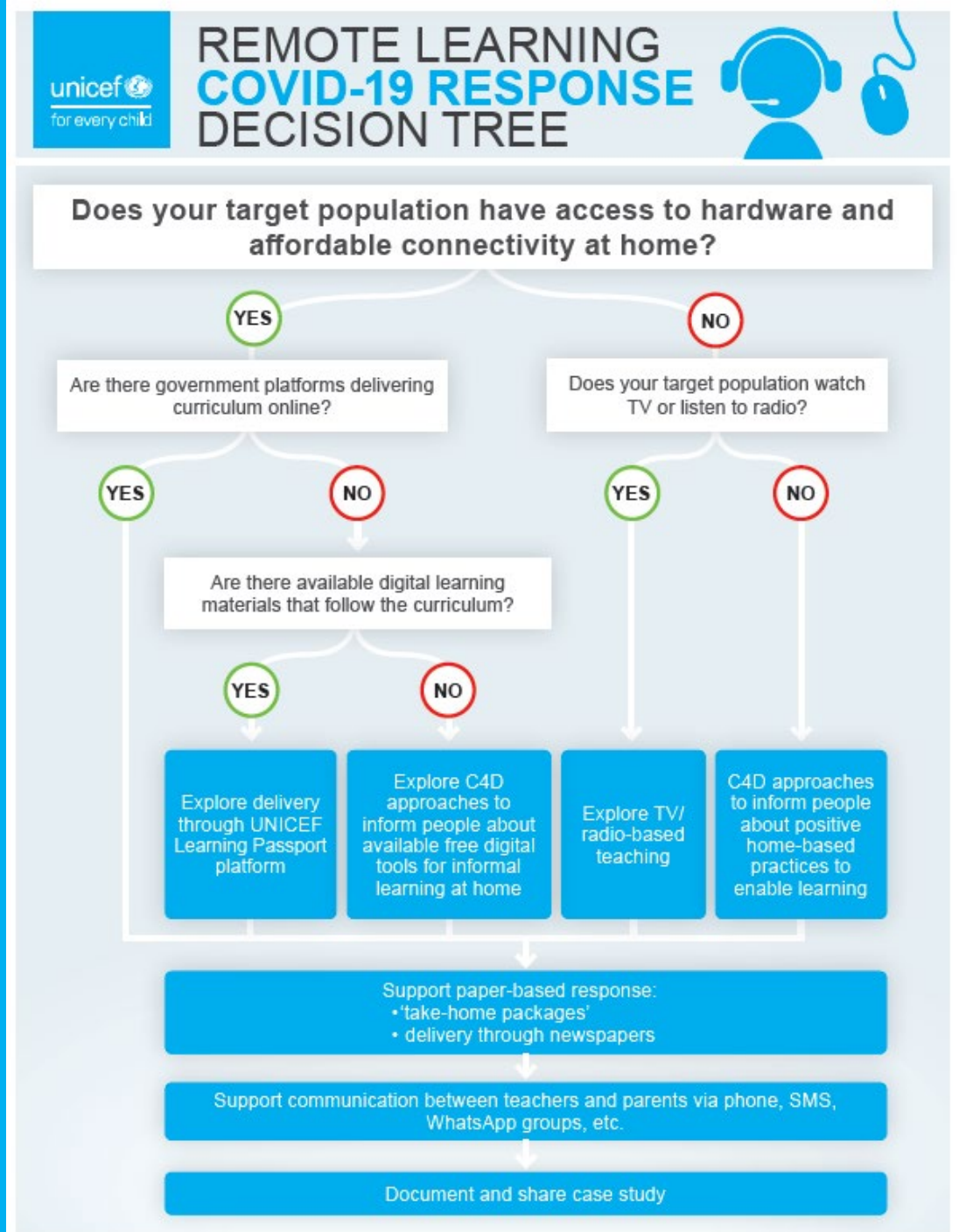


Remote Learning : Decision Tree

- 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



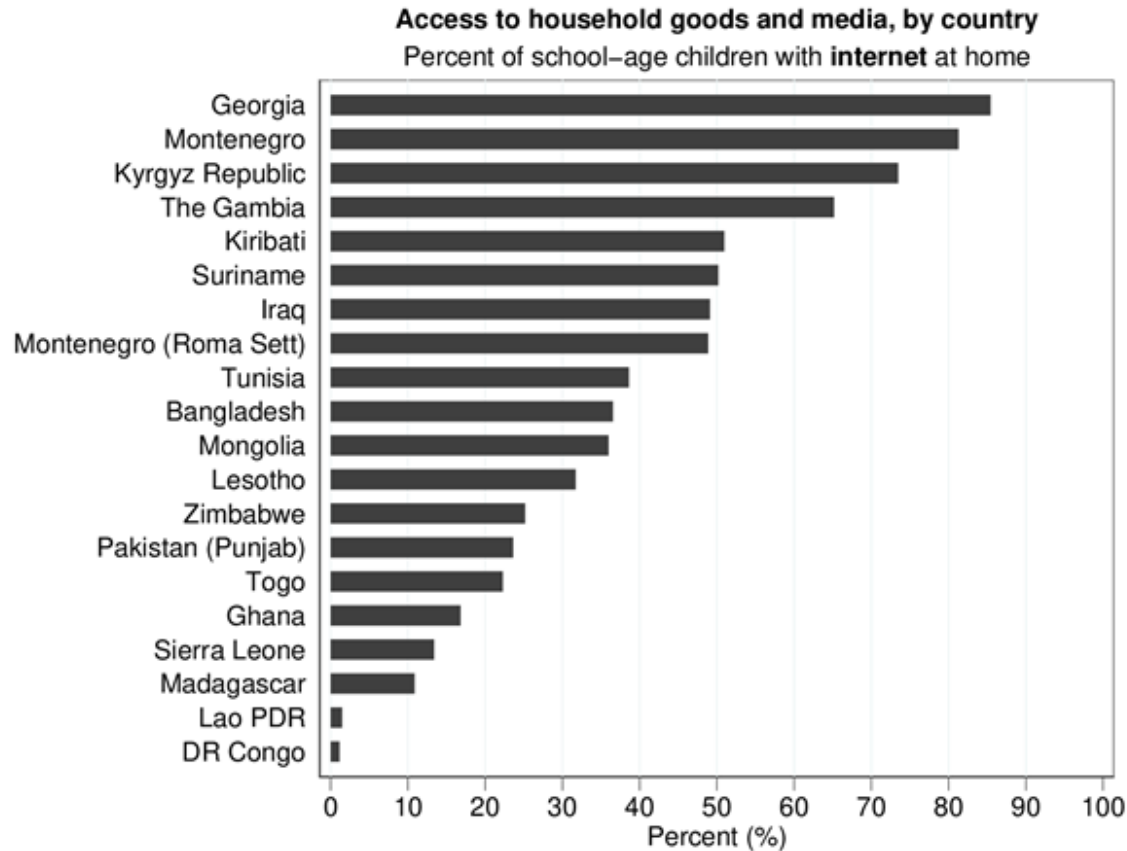
In most contexts, multiple approaches are needed to reach the target population through a variety of means.

Remote Learning : Decision Tree

What technology is available at home for learners?

School-age children, 5-17

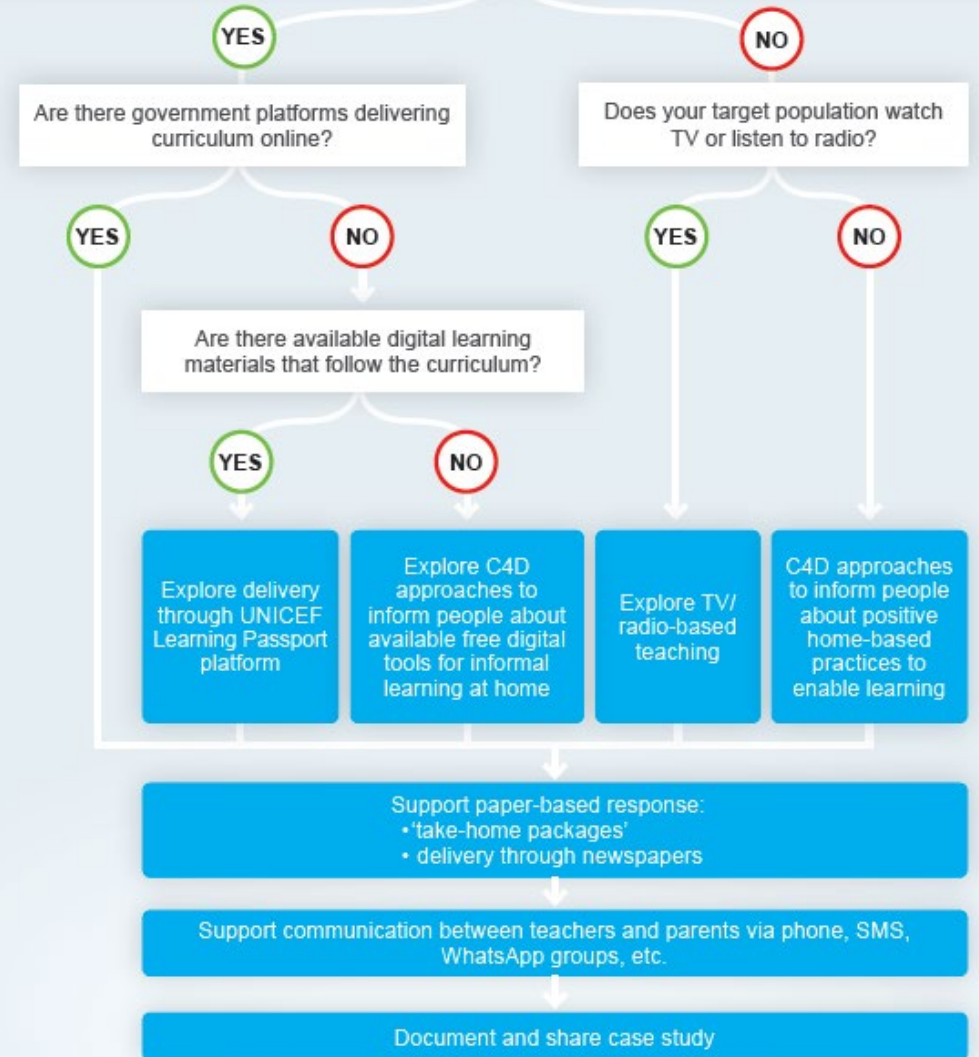
Internet (MICS 6)



Source: UNICEF, Multiple Indicator Cluster Survey (MICS6)



Does your target population have access to hardware and affordable connectivity at home?



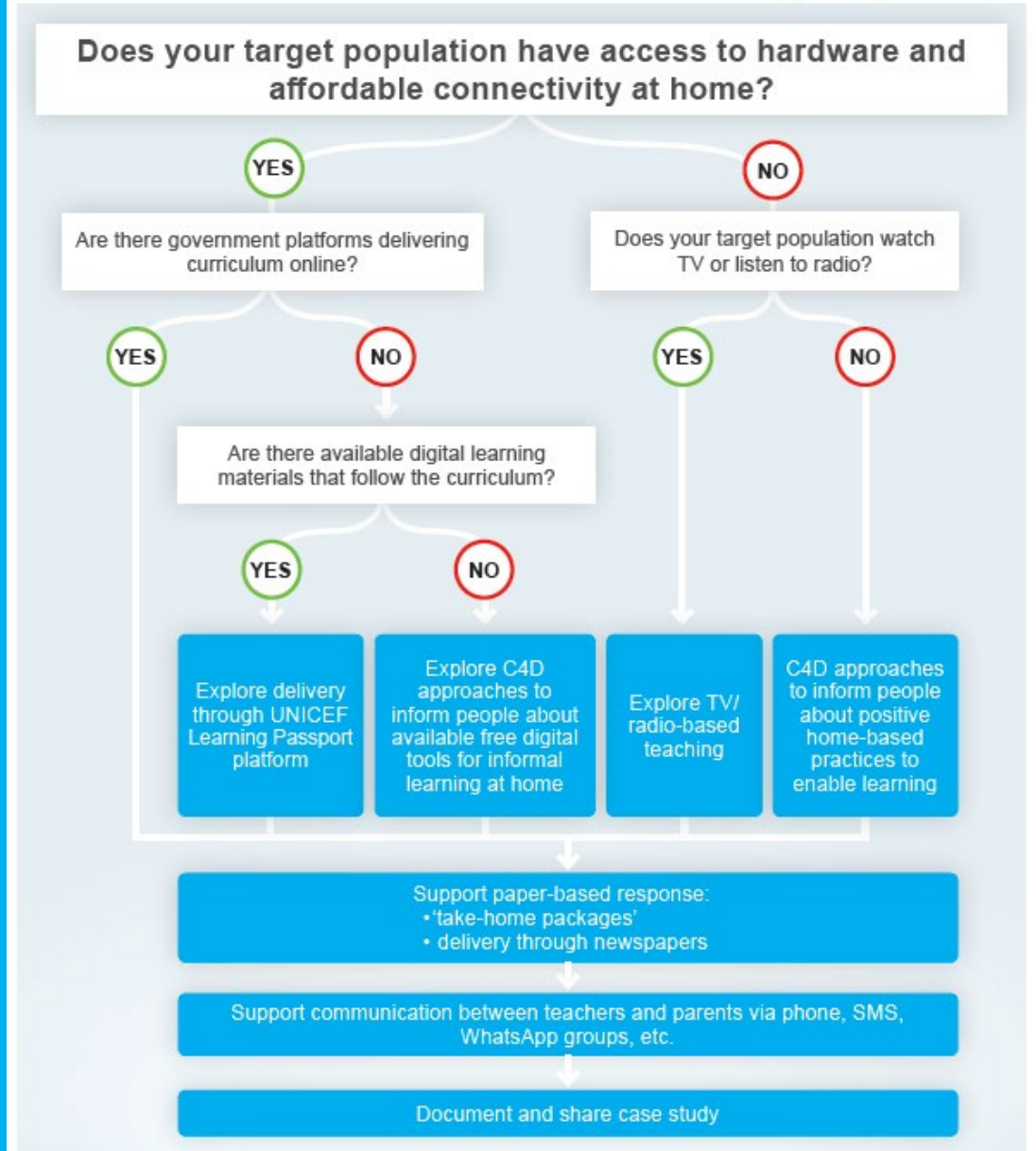
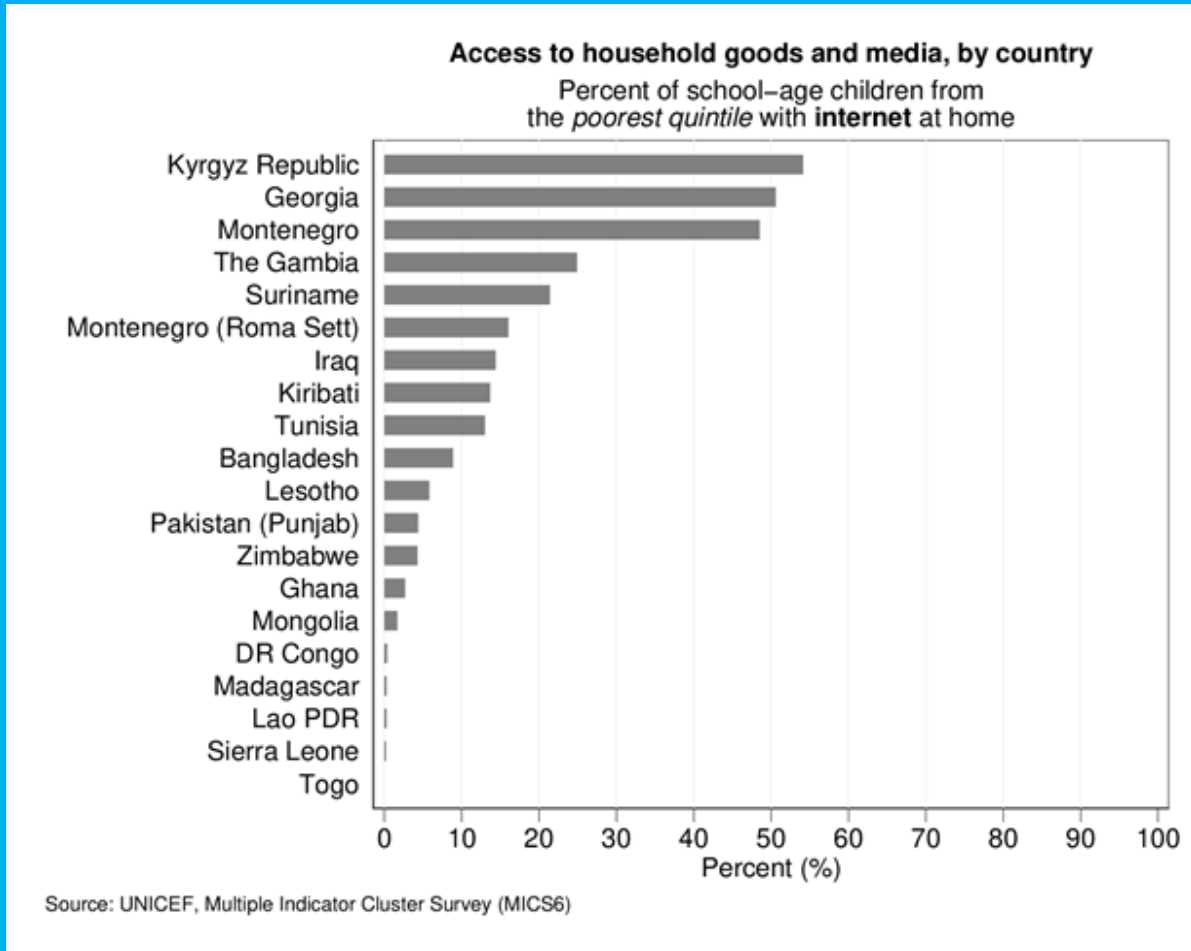
In most contexts, multiple approaches are needed to reach the target population through a variety of means.

Remote Learning : Decision Tree

What technology is available at home for learners?

School-age children from poorest quintile, 5-17

Internet (MICS 6)



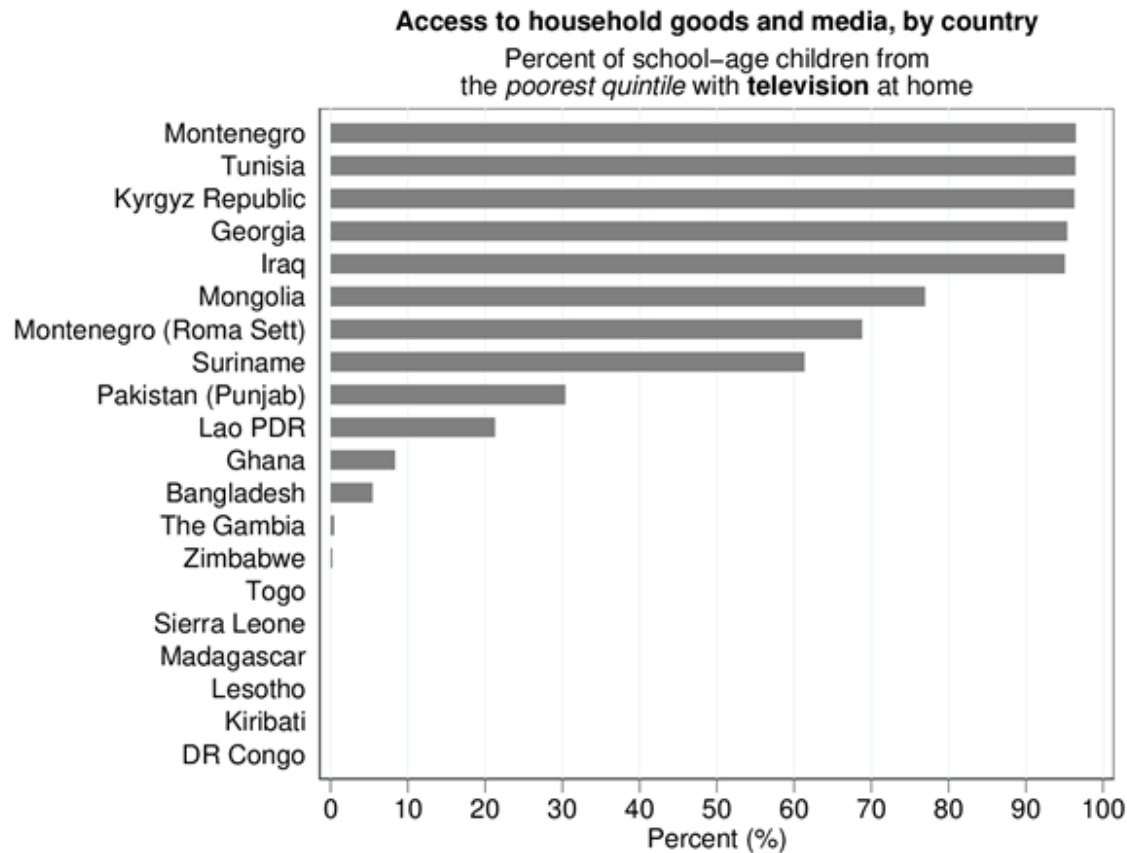
In most contexts, multiple approaches are needed to reach the target population through a variety of means.

Remote Learning : Decision Tree

What technology is available at home for learners?

School-age children from poorest quintile, 5-17

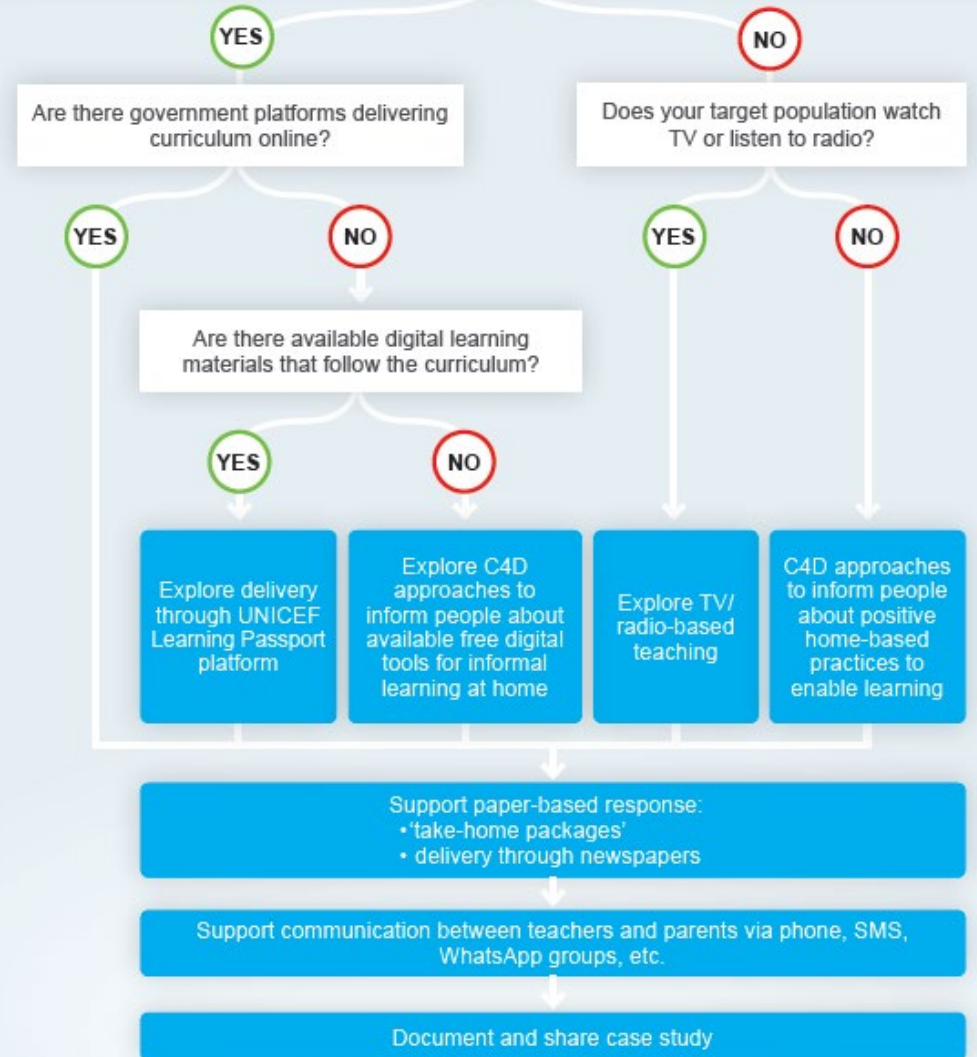
Television (MICS 6)



Source: UNICEF, Multiple Indicator Cluster Survey (MICS6)



Does your target population have access to hardware and affordable connectivity at home?



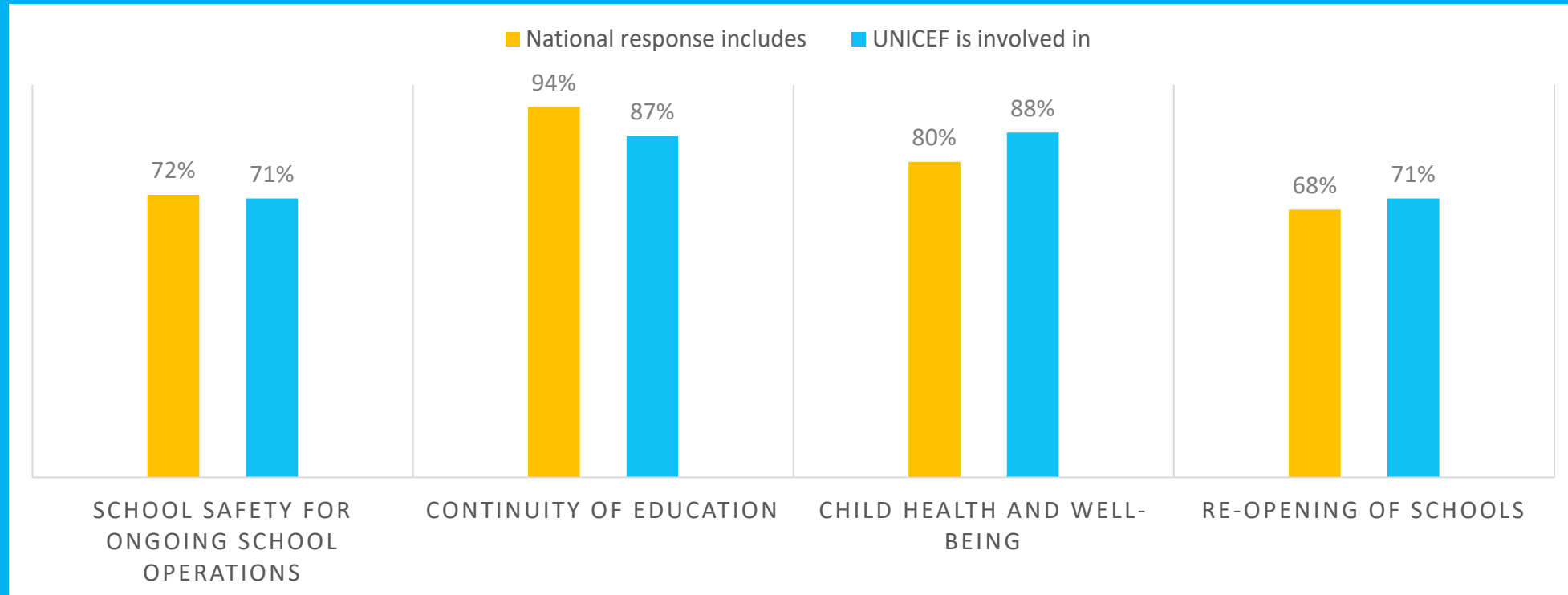
In most contexts, multiple approaches are needed to reach the target population through a variety of means.

The background of the slide features a photograph of several hands of different skin tones raised in the air. In the background, a large, faint blue United Nations logo is visible. A semi-transparent white circle is overlaid on the left side of the image, containing the title and bullet points.

Status of National Responses

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

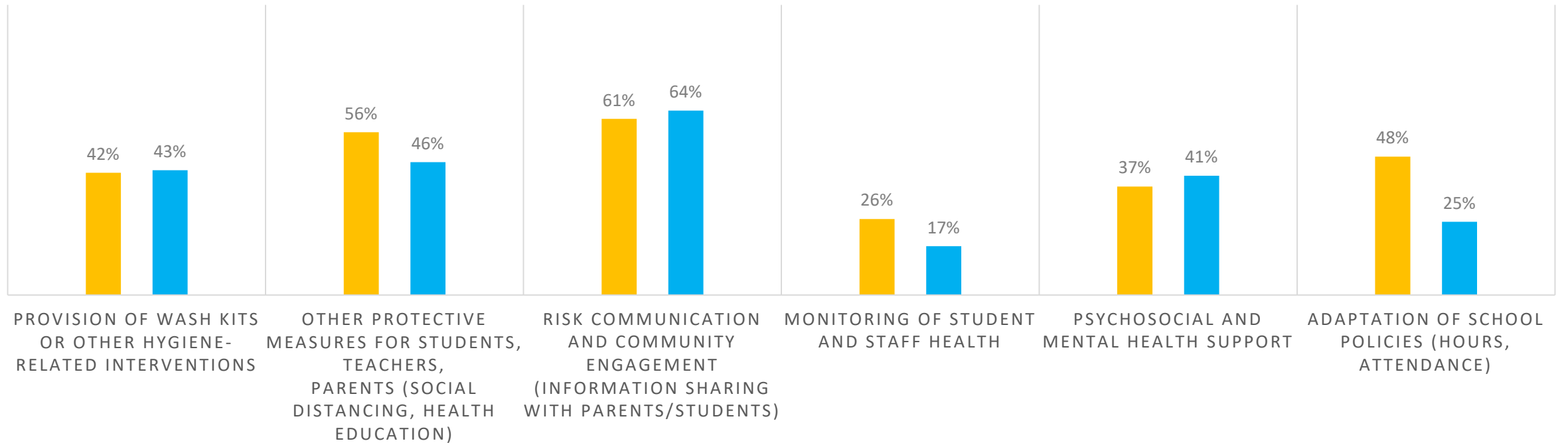
Key Components



Safety for Ongoing School Operations

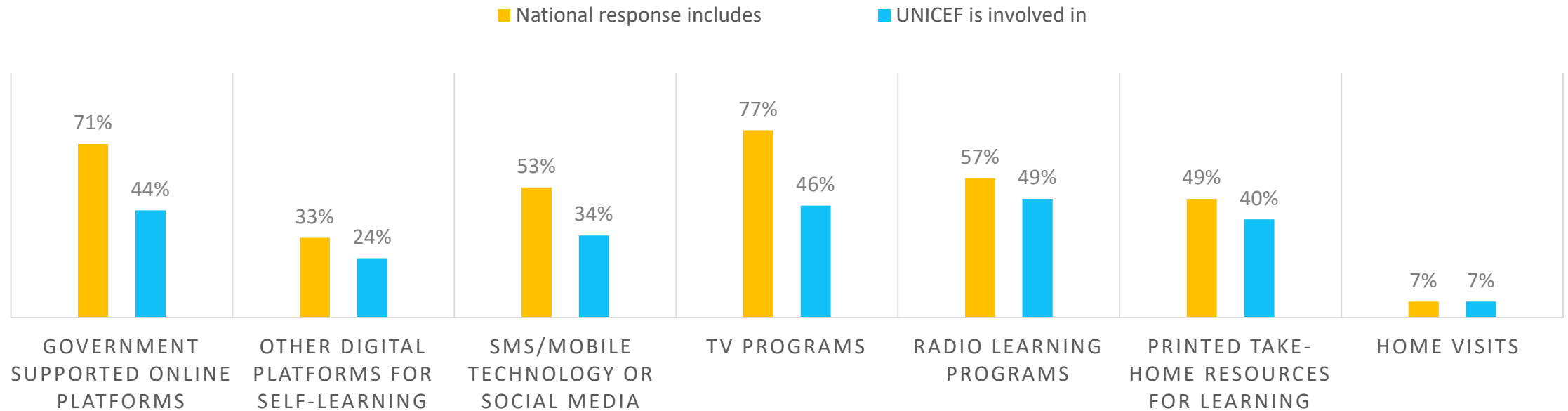
SCHOOL SAFETY FOR ONGOING SCHOOL OPERATIONS

■ National response includes ■ UNICEF is involved in



Continuity of Learning

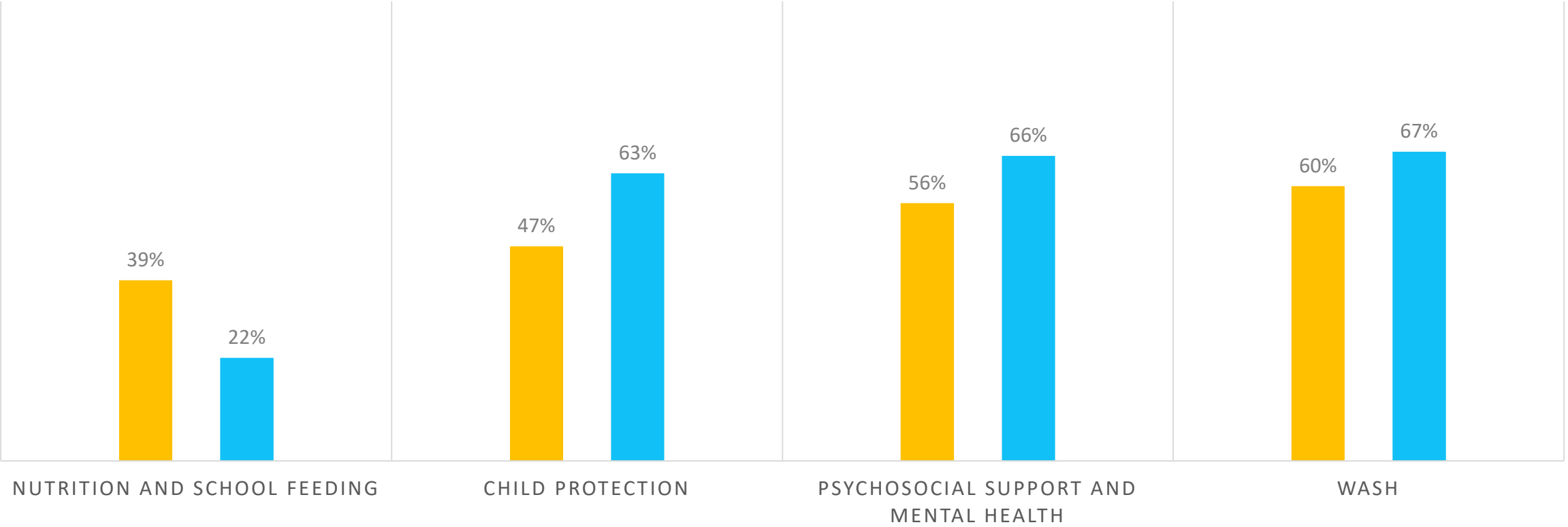
USE OF ALTERNATIVE EDUCATION DELIVERY SYSTEMS



U Child Health & Well-being

CHILD HEALTH AND WELL-BEING

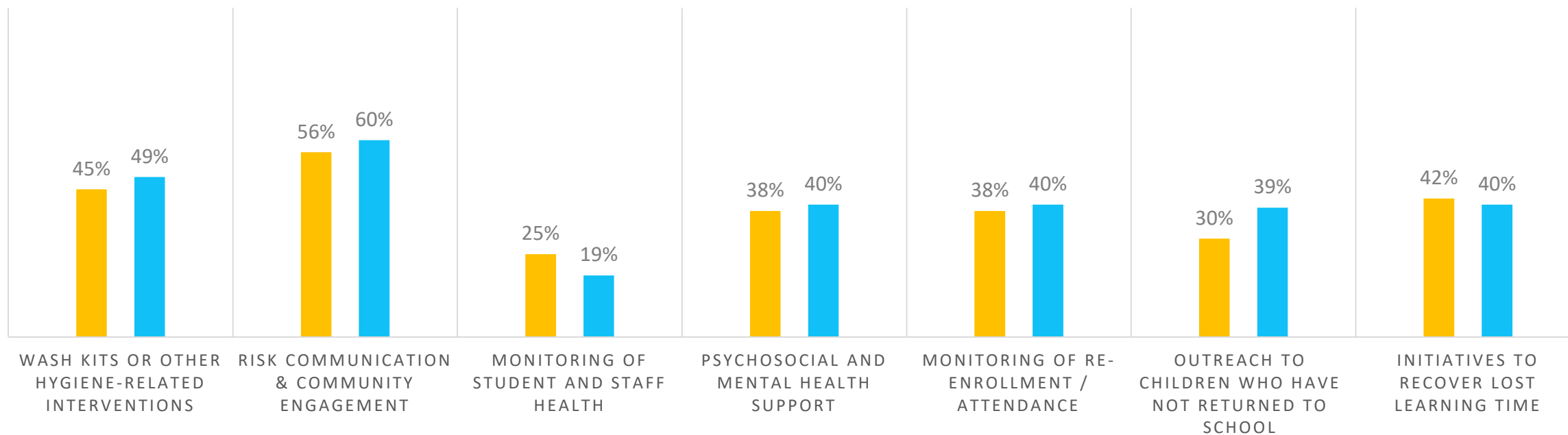
■ National response includes ■ UNICEF is involved in



Reopening Better Schools

RE-OPENING OF SCHOOLS

■ National response includes ■ UNICEF is involved in



Challenges



Inequitable access to internet, TV and Radio



Limited content on the existing TV/Radio Programme



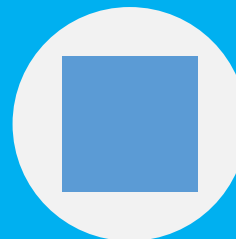
Defined clear role of teachers in the delivery and monitoring of learning



No learning assessment methodology defined



Inclusion of more relevant ECE materials



Monitoring Mechanisms to know who is attending classes