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

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

0 10 20 30 40 50 60 70 80 90 100

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

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

Source: UNICEF, Multiple Indicator Cluster Survey (MICS6)
Status of National Responses

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

<table>
<thead>
<tr>
<th>Component</th>
<th>National response includes</th>
<th>UNICEF is involved in</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Safety for Ongoing School Operations</td>
<td>72%</td>
<td>71%</td>
</tr>
<tr>
<td>Continuity of Education</td>
<td>94%</td>
<td>87%</td>
</tr>
<tr>
<td>Child Health and Well-being</td>
<td>80%</td>
<td>88%</td>
</tr>
<tr>
<td>Re-opening of Schools</td>
<td>68%</td>
<td>71%</td>
</tr>
</tbody>
</table>
Safety for Ongoing School Operations

SCHOOL SAFETY FOR ONGOING SCHOOL OPERATIONS

- National response includes
- UNICEF is involved in

<table>
<thead>
<tr>
<th>Category</th>
<th>National Response</th>
<th>UNICEF Involvement</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 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

- **Government Supported Online Platforms**: 71% National response includes, 44% UNICEF is involved in
- **Other Digital Platforms for Self-Learning**: 33% National response includes, 24% UNICEF is involved in
- **SMS/Mobile Technology or Social Media**: 53% National response includes, 34% UNICEF is involved in
- **TV Programs**: 77% National response includes, 46% UNICEF is involved in
- **Radio Learning Programs**: 57% National response includes, 49% UNICEF is involved in
- **Printed Take-Home Resources for Learning**: 49% National response includes, 40% UNICEF is involved in
- **Home Visits**: 7% National response includes, 7% UNICEF is involved in
U Child Health & Well-being

CHILD HEALTH AND WELL-BEING

- National response includes
- UNICEF is involved in

<table>
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<tr>
<th>Category</th>
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<th>UNICEF Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition and School Feeding</td>
<td>39%</td>
<td>22%</td>
</tr>
<tr>
<td>Child Protection</td>
<td>47%</td>
<td>63%</td>
</tr>
<tr>
<td>Psychosocial Support and Mental Health</td>
<td>56%</td>
<td>66%</td>
</tr>
<tr>
<td>WASH</td>
<td>60%</td>
<td>67%</td>
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</tbody>
</table>
Reopening Better Schools

**RE-OPENING OF SCHOOLS**

- **WASH KITS OR OTHER HYGIENE-RELATED INTERVENTIONS**: 45% (National response includes), 49% (UNICEF is involved in)
- **RISK COMMUNICATION & COMMUNITY ENGAGEMENT**: 56% (National response includes), 60% (UNICEF is involved in)
- **MONITORING OF STUDENT AND STAFF HEALTH**: 25% (National response includes), 19% (UNICEF is involved in)
- **PSYCHOSOCIAL AND MENTAL HEALTH SUPPORT**: 38% (National response includes), 40% (UNICEF is involved in)
- **MONITORING OF RE-ENROLLMENT / ATTENDANCE**: 38% (National response includes), 40% (UNICEF is involved in)
- **OUTREACH TO CHILDREN WHO HAVE NOT RETURNED TO SCHOOL**: 30% (National response includes), 39% (UNICEF is involved in)
- **INITIATIVES TO RECOVER LOST LEARNING TIME**: 42% (National response includes), 40% (UNICEF is involved in)

UNICEF is involved in initiatives to reopen better schools.
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