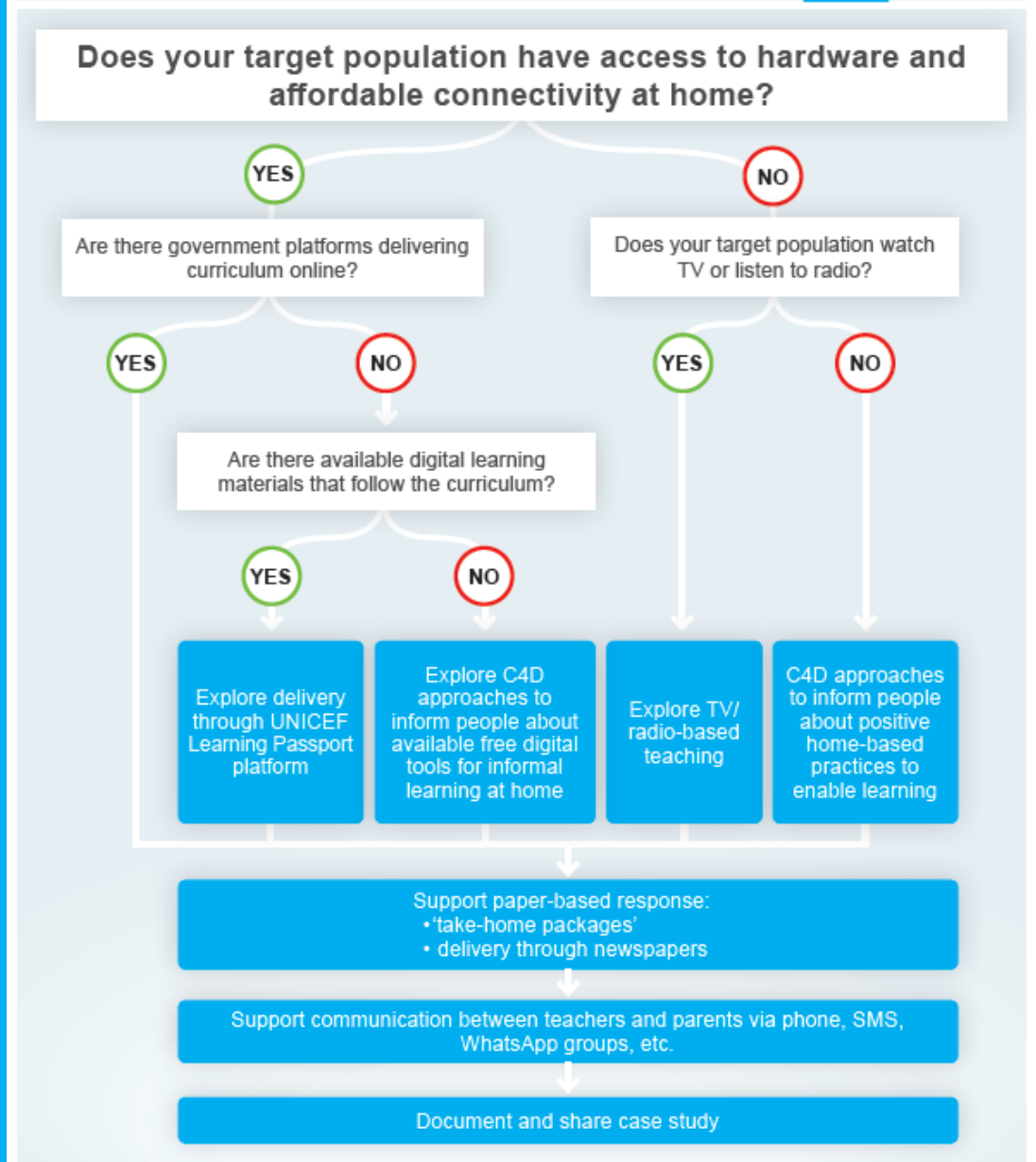# Remote Learning : Decision Tree

- 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**

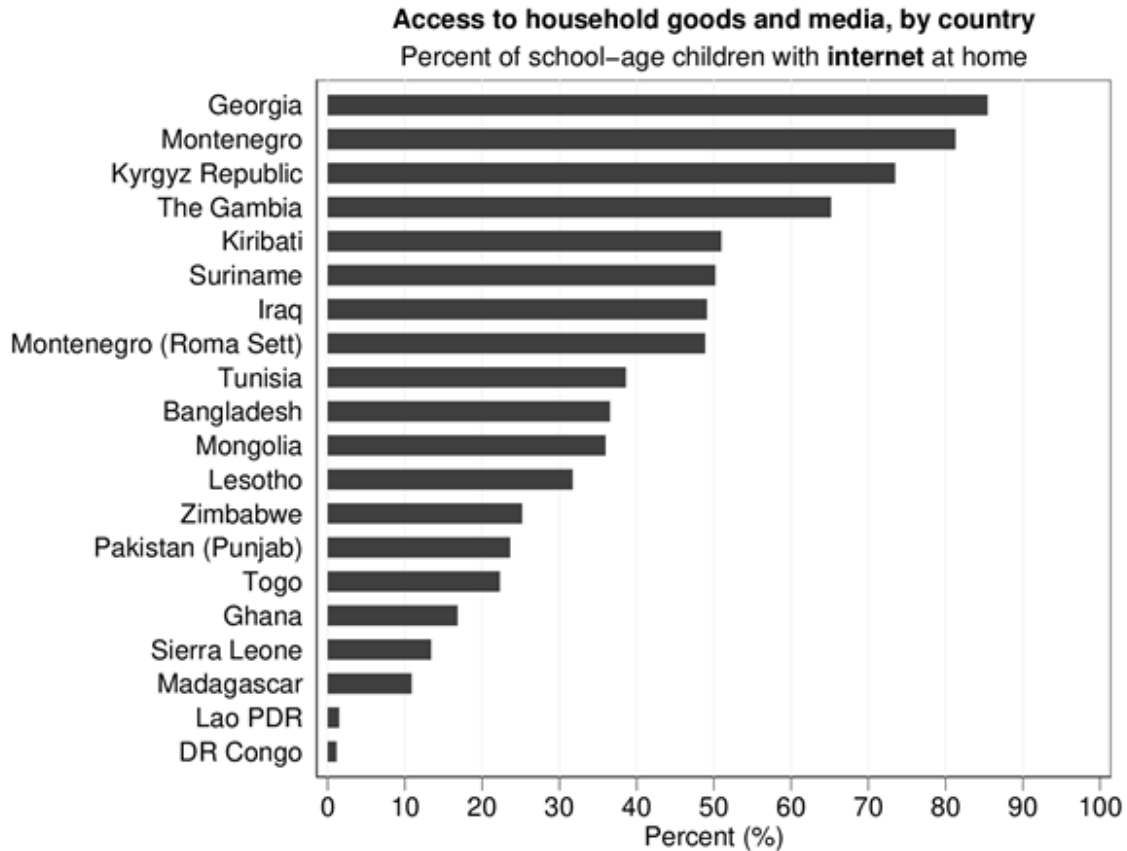- **Global public good**: available on INEE website

Remote Learning : Decision Tree

What technology is available at home for learners?
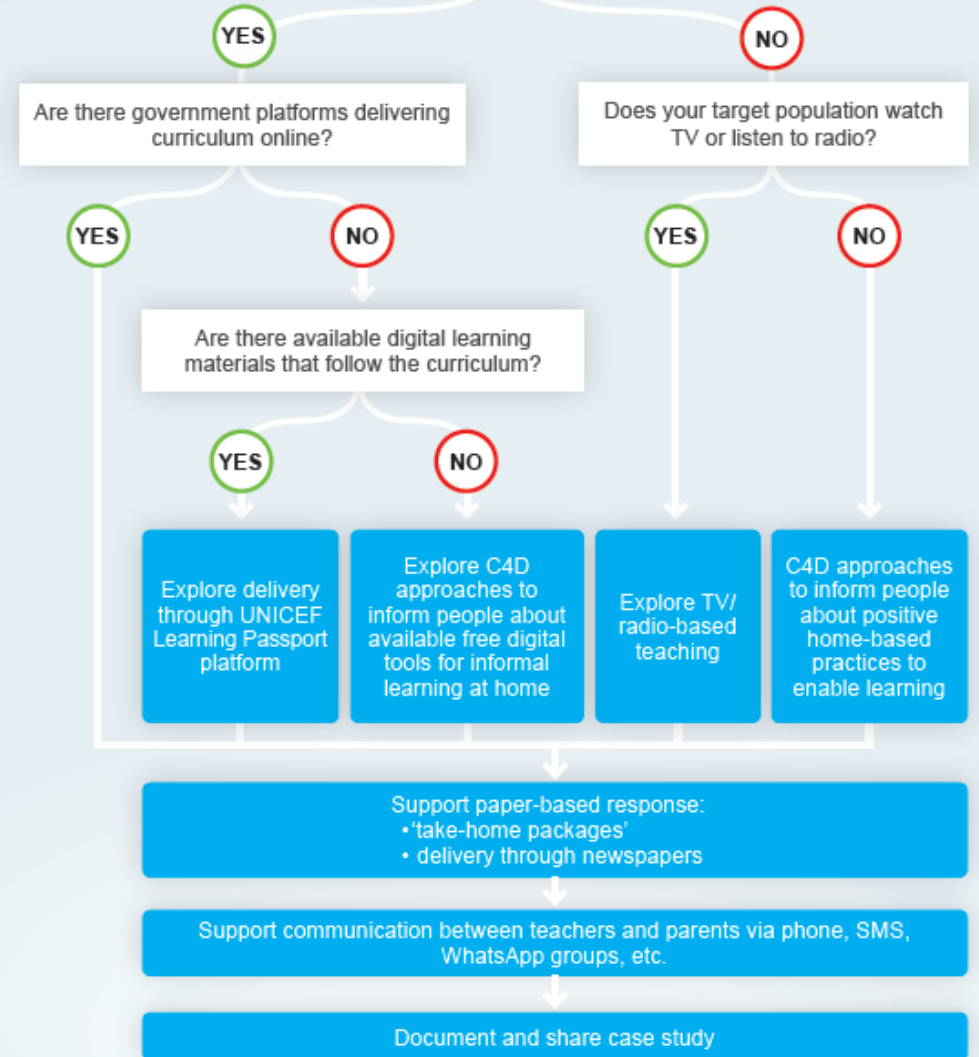
School-age children, 5-17

Internet (MICS 6)

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

Source: UNICEF, Multiple Indicator Cluster Survey (MICS6)

unicef for every child

REMOTE LEARNING COVID-19 RESPONSE DECISION TREE

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

- **YES** — Are there government platforms delivering curriculum online?
  - **YES** — Are there available digital learning materials that follow the curriculum?
    - **YES** — Explore delivery through UNICEF Learning Passport platform
    - **NO** — Explore C4D approaches to inform people about available free digital tools for informal learning at home
  - **NO**
- **NO** — Does your target population watch TV or listen to radio?
  - **YES** — Explore TV/radio-based teaching
  - **NO** — C4D approaches to inform people about positive home-based practices to enable learning

Support paper-based response:
- 'take-home packages'
- delivery through newspapers

Support communication between teachers and parents via phone, SMS, WhatsApp groups, etc.
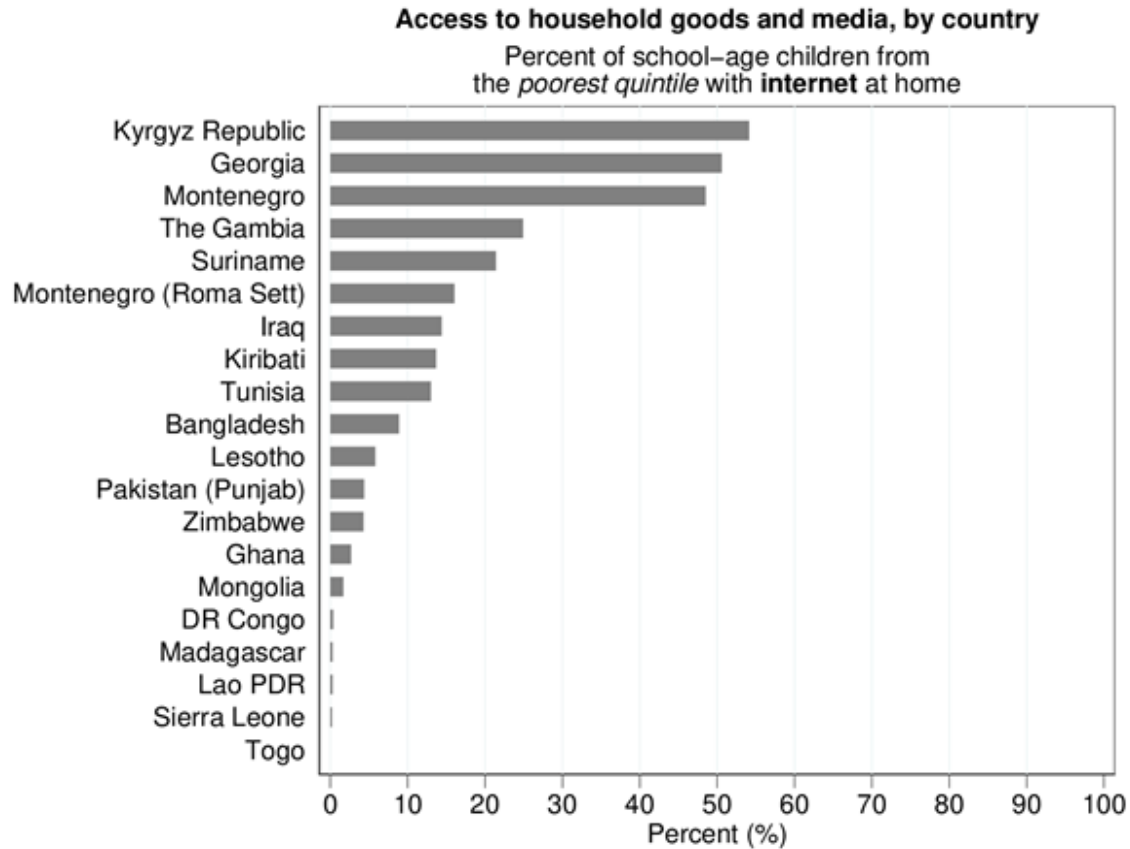
Document and share case study

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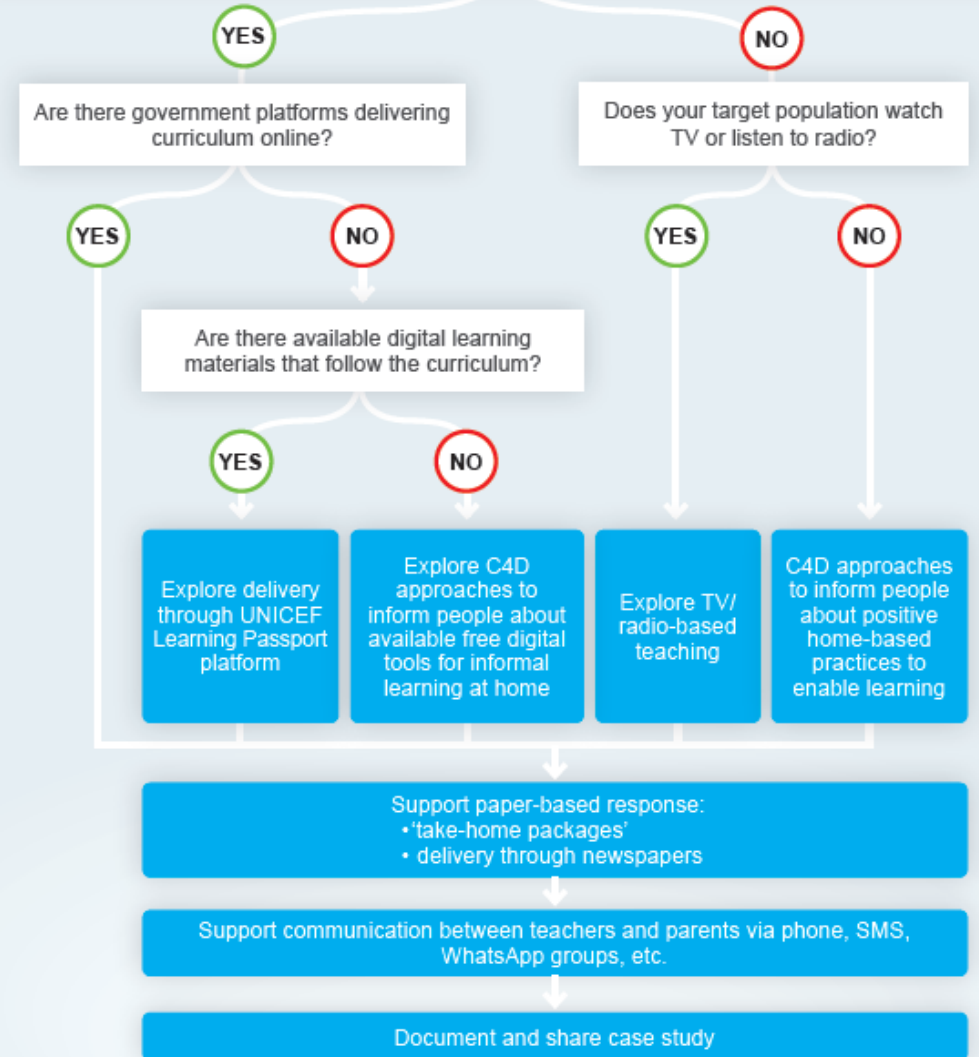
School-age children from poorest quintile, 5-17
Internet (MICS 6)

Access to household goods and media, by country

Percent of school–age children from the *poorest quintile* with **internet** at home

Source: UNICEF, Multiple Indicator Cluster Survey (MICS6)

REMOTE LEARNING
COVID-19 RESPONSE
DECISION TREE

unicef for every child

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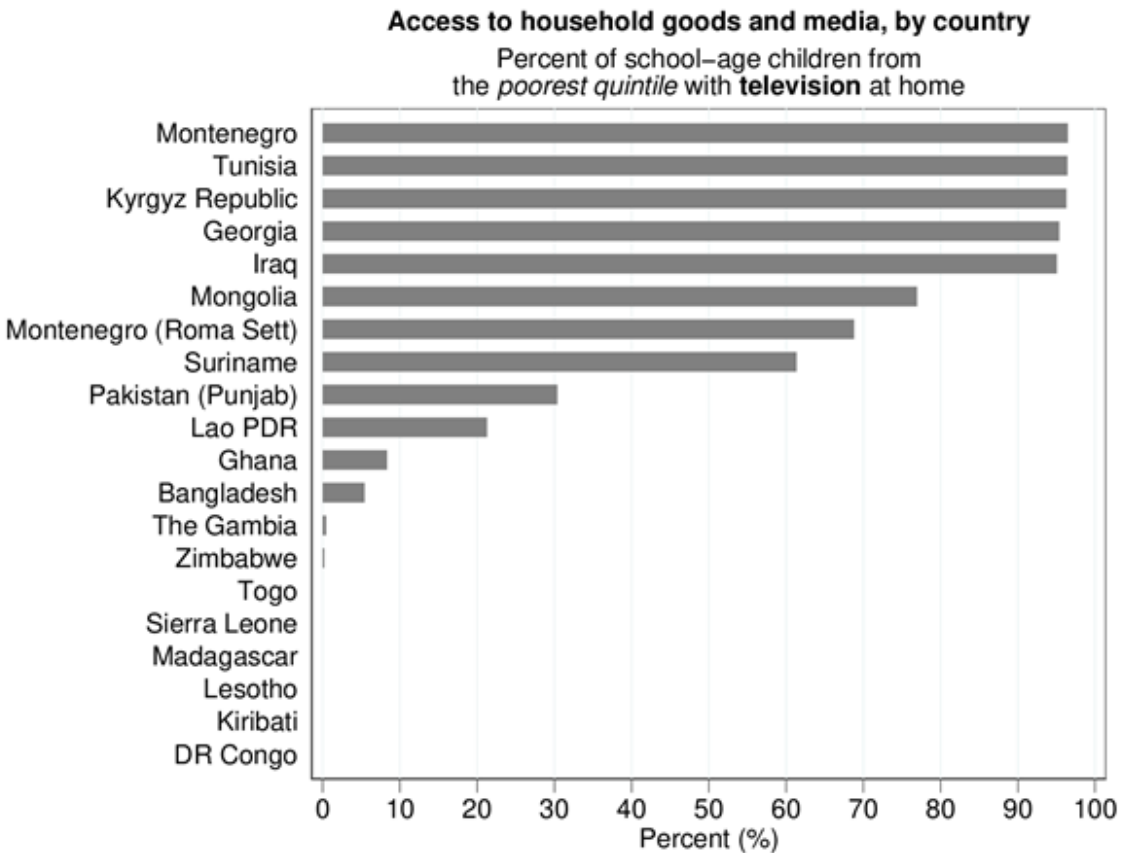In most contexts, multiple approaches are needed to reach the target population through a variety of means.

Remote Learning : Decision Tree

What technology is available at home for learners?

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

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)

REMOTE LEARNING COVID-19 RESPONSE DECISION TREE

unicef — for every child

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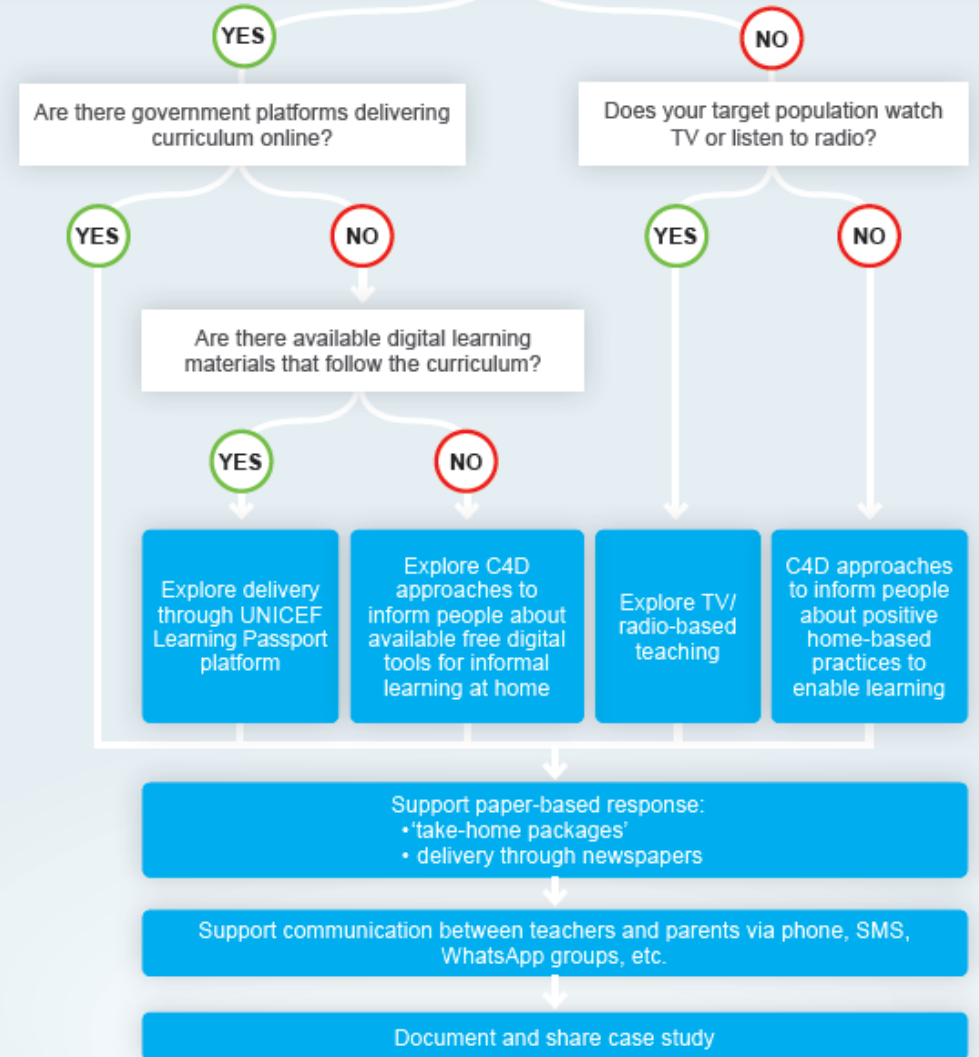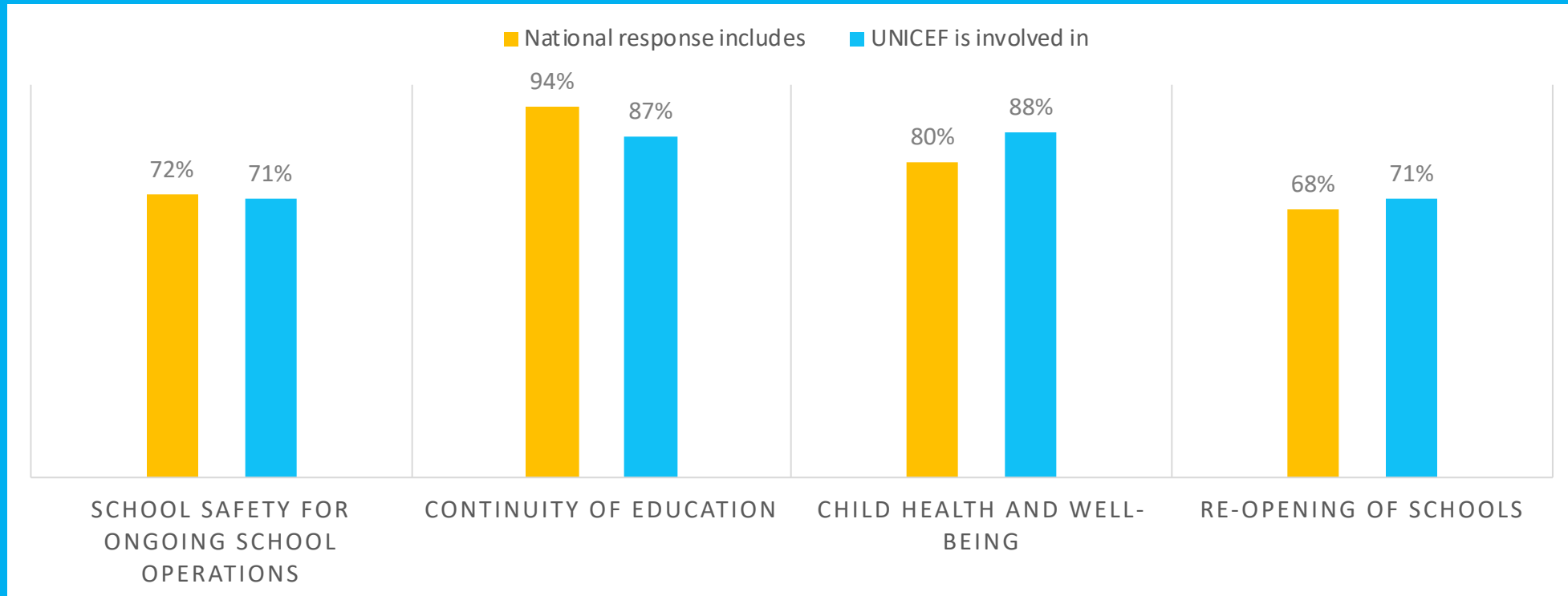
Status of National Responses

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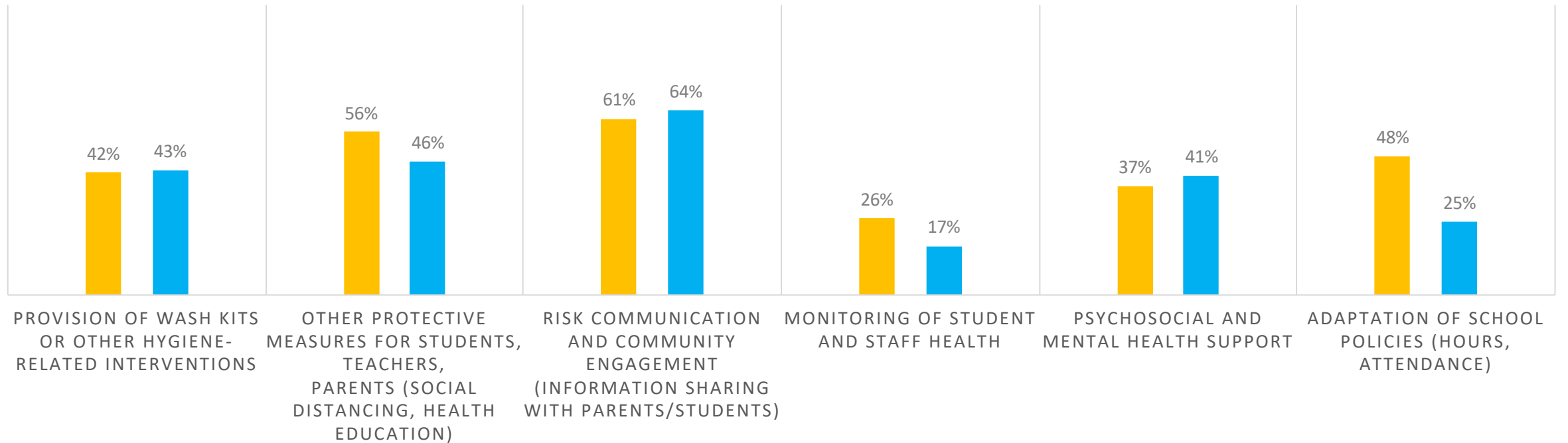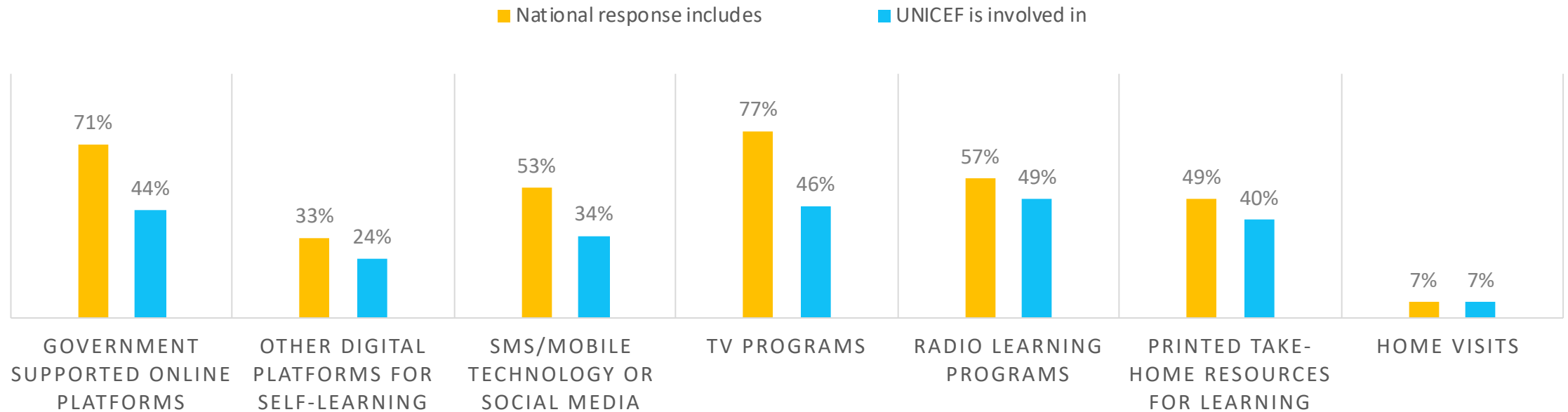 - 107 country responses

Key Components

National response includes   UNICEF is involved in

SCHOOL SAFETY FOR ONGOING SCHOOL OPERATIONS — 72% / 71%

CONTINUITY OF EDUCATION — 94% / 87%

CHILD HEALTH AND WELL-BEING — 80% / 88%

RE-OPENING OF SCHOOLS — 68% / 71%

Continuity of Learning

USE OF ALTERATIVE EDUCATION DELIVERY SYSTEMS

■ National response includes   ■ UNICEF is involved in

	National response includes	UNICEF is involved in
GOVERNMENT SUPPORTED ONLINE PLATFORMS	71%	44%
OTHER DIGITAL PLATFORMS FOR SELF-LEARNING	33%	24%
SMS/MOBILE TECHNOLOGY OR SOCIAL MEDIA	53%	34%
TV PROGRAMS	77%	46%
RADIO LEARNING PROGRAMS	57%	49%
PRINTED TAKE-HOME RESOURCES FOR LEARNING	49%	40%
HOME VISITS	7%	7%
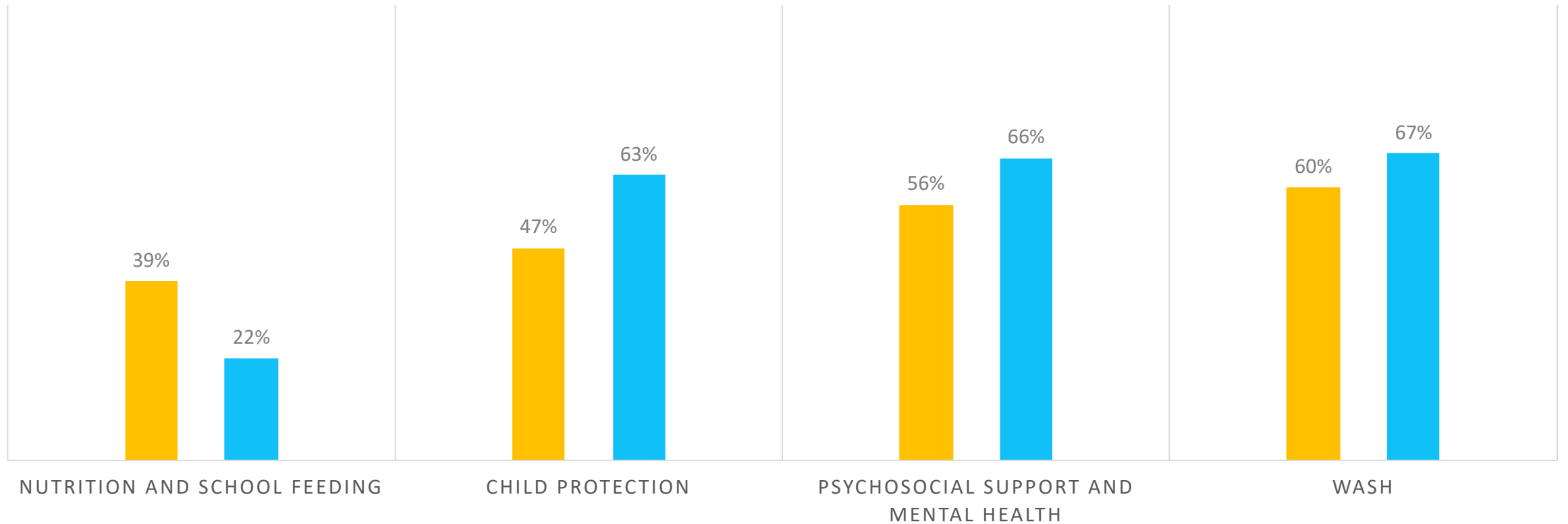
Reopening Better Schools

RE-OPENING OF SCHOOLS

■ National response includes   ■ UNICEF is involved in

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

Challenges

Inequitable access to internet, TV and Radio

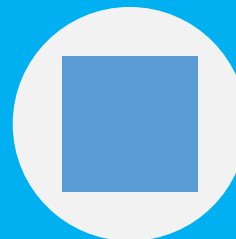**Limited content on the existing TV/Radio Programme**

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