United Nations
Educational, Scientific and
Cultural Organization

COVID-19 response – remote learning strategy

Remote learning strategy as a key element in ensuring continued learning

Version 1 as of June 2020

In the context of the Global Education Coalition, UNESCO, in collaboration with key partners, is developing pioneering action toolkits to guide the educational response

1. Remote learning strategy

Defining and continuously improving remote learning measures

Supporting key stakeholders (students, parents, teachers) for effective use of these solutions

Monitoring and quality assurance

2. Remote learning platforms

Compiling a compendium of remote learning solutions, tools, and platforms

Developing an evaluation framework to help identify which solutions, tools, and platforms are most relevant to the local context

3. Planning to reopen safely (health and safety)

Evaluating the tradeoffs of school reopenings

Defining health and safety measures to put in place before reopening

4. Re-enrollment

Identifying students at risk of dropping out

Engaging students, parents, and communities to ensure all students are back at school

9. Organizing for the response

Defining a new architecture to plan, coordinate, and manage stakeholders and external partnerships

Developing the required capabilities for an effective response

5. Remediation

Bringing students to graduation level and remediating lost learning from school closures and existing learning gaps

6. Resurgence planning

Preparing for potential COVID-19 resurgence by setting up the infrastructure to anticipate it and effectively respond to it

7. Hybrid learning

Defining learning approaches combining remote and in-classroom learning during school reopenings and in preparation for potential COVID-19 resurgence

8. Recommitment and reform

Identifying longer-term implications of the crisis

Rethinking the new education system and reforming it accordingly

United Nations Educational, Scientific and Cultural Organization

In collaboration with McKinsey & Company

Version 1.0 as of June 2020

5 of these topics are the subject of a collaboration between UNESCO and McKinsey

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The goal of these chapters is to **support countries in their K–12 educational response to COVID-19** by providing practices and examples, concrete steps for intervention, and tactical action checklists

Each of these 5 chapters exposes the problem at hand and provides a response framework and a tactical checklist of actions

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Composition of each chapter

The problem – why it is important

Defining the chapter's topic and providing context on the challenge at stake

The response – framework and practices

Providing a framework of response including practices from other country responses in previous crises or during COVID-19

The checklist – summary of actions

Synthesizing the framework into a series of tactical actions that a country can take to prepare and implement its response

The focus of this chapter is on remote learning

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Whilst treated as a stand-alone topic in this chapter, remote learning is intricately related to other parts of the response

1. Remote learning strategy

Setting up and continuously improving remote learning measures

Supporting key stakeholders (students, parents, teachers) for effective use of these solutions

Monitoring and quality assurance

Chapters closely linked

Chapter	Relation to remote learning
2. Remote learning platforms	**Remote learning strategy** informs which platforms to prioritize and is informed by the **remote learning platforms** that are relevant to objectives and needs and available in the market
3. Planning to reopen safely (health and safety)	The **ability to prepare** for remote learning on the one hand, and **the need for it** on the other, are tied with **schools reopening**
4. Re-enrollment strategy	Remote learning strategy can have an impact (positive or negative) on **re-enrollment rates** and their **speed**
5. Remediation	**Remote learning strategy effectiveness** will be a key determinant of students having additional needs of remediation, and in addition remote learning solutions can be leveraged for remediation
6. Resurgence planning	The level of remote learning **capabilities and effectiveness needs to be considered in resurgence planning**
7. Hybrid learning	**Remote learning** capabilities and effectiveness are a critical component in providing options for effective **hybrid learning** options
8. Recommitment and reform	Possibility of building upon remote learning and education technology capabilities developed during the pandemic to **improve longer-term teaching and learning** strategies
9. Organizing for the response	The organization of remote learning solutions should be coordinated with other aspects of the response through a **coordination response team**

Glossary of key terms

Remote learning: learning that occurs when the **learner** and the **instructor,** or **source of information**, are **separated physically** and hence cannot meet in a traditional classroom setting – it includes "online learning" as well as lower-tech remote learning options (e.g., TV, radio, mail)

Remote learning solution: a system, a platform, a method, or a tool that enables remote learning and is characterized in 4 dimensions, **experience** offered, **technology** used, **connection** enabled, and **learning activities** covered

The **experience** that the solution offers the users can be live or self-paced:

- **Live (synchronous) learning:** learning occurs live (e.g., videoconferencing and live TV or radio programs) for real-time lessons – the student follows the pace and intensity of learning of the class
- **Self-paced (asynchronous) learning**: students participate in self-paced on-demand learning (e.g., recorded videos, textbooks, and post mail assignments) – the student is more autonomous with the pace and intensity of learning

The **level of connection** the solution enables can be interactive or individual:

- **Human interactive learning:** students and teachers meet live (e.g., videoconferencing) for real-time collaborative lessons and discussion
- **Individual learning**: students pursue learning activities in isolation (e.g., adaptive software or textbook) from each other

The **technology** which the solution relies on can be digital or analog:

- **Digital:** advanced digital devices that generate, store, or process data:
  - **Adaptive software:** specially designed adaptive software that collects data through the interaction with the student to identify learning needs and adapt the content and practice accordingly (e.g., mobile app that adapts language exercises based on student performance) – frees up teacher for tailored and more in-depth 1-on-1 coaching
  - **Nonadaptive software:** software that can enable students to practice but does not collect data or adapt to student needs (e.g., computer word-processing program, coding programs) – demands teacher feedback and close supervision to ensure learning outcomes
- **Analog:** basic analog devices that do not generate, store, or process data (e.g., mail, textbook, radio)

The **learning activities** covered by solution can be of communication or content:

- **Communication activities:** consist in activities where the teacher communicates the assignments and general information to students and provides feedback and coaching on student results (e.g., online board, post mail, e-mail, text messages, and videoconferencing)
- **Content activities:** consist in activities where the teacher shares new content with the students and the students practice (e.g., videoconferencing, textbook, nonadaptive software)

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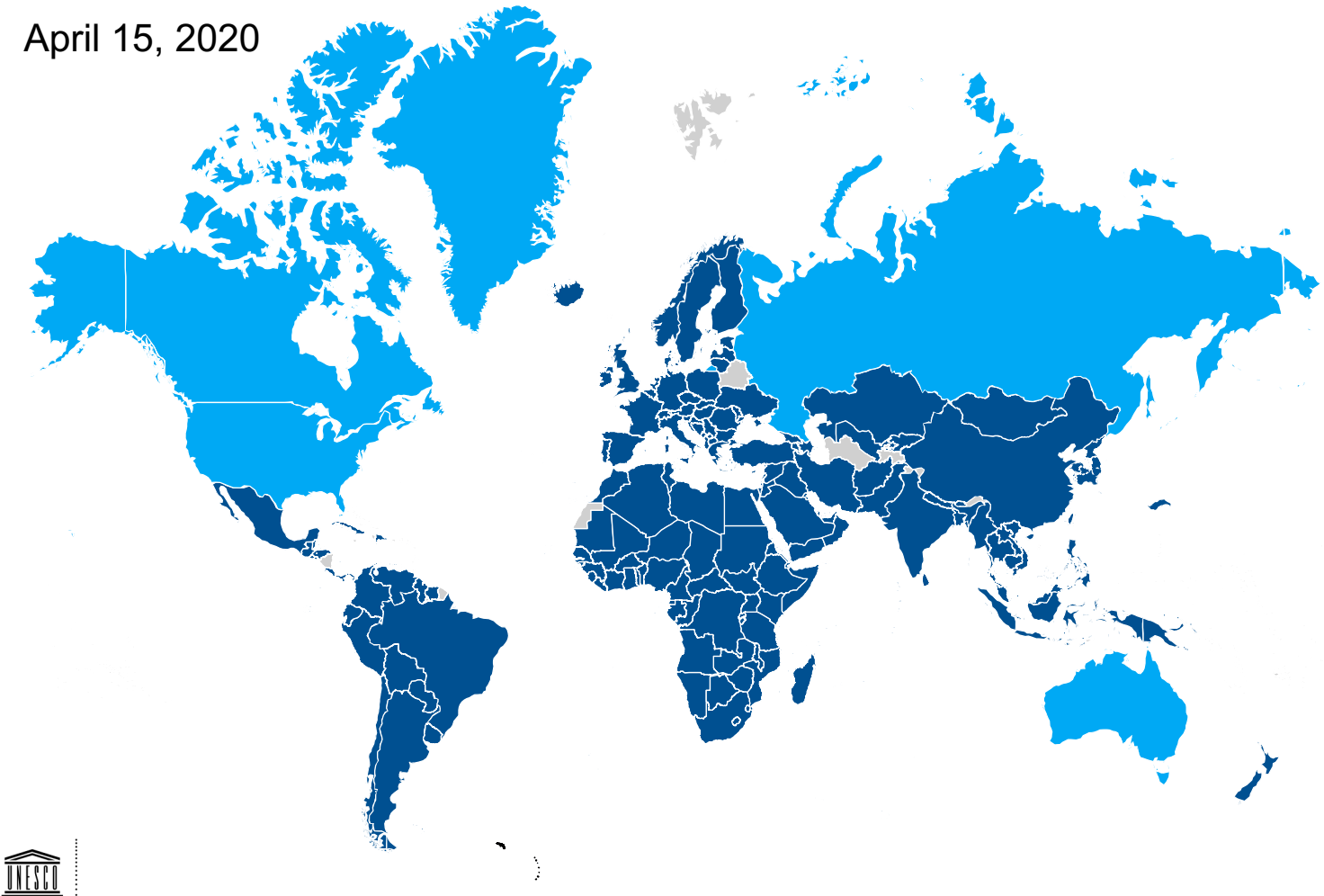
Throughout the first quarter of 2020 many governments closed their schools temporarily in response to COVID-19 spread

COVID-19 school closures at point of maximum closures

April 15, 2020



Every week of learning missed has substantial personal and societal costs

191

Countrywide school closures

6

Countries implemented localized school closures

1 575 270 054

Children affected

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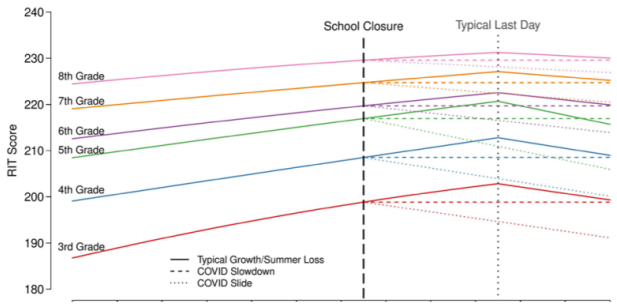
The disruption in learning caused by school closure is not uniform across age groups or subjects

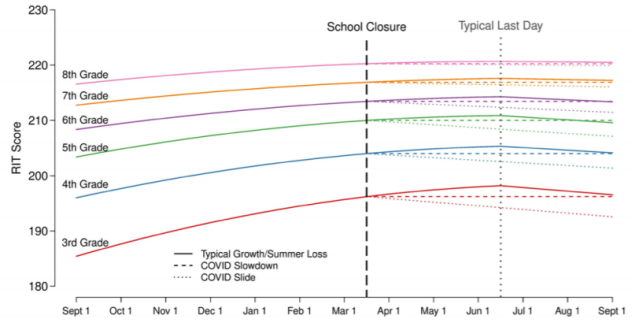
The longer the disruption, the greater is the learning loss …

Projections based on US data[1]

Mathematics forecast



Reading forecast



… that affects some groups of students disproportionally

Younger students tend to have quicker academic growth and as a result face higher risks of severe learning loss from school closures

Vulnerable students (e.g., children of parents who do not speak the language in which children are taught) who are less likely to have support at home for learning are also at higher risk of severe learning loss

> … missing school for a prolonged period will likely have major impacts on student achievement come fall 2020. The COVID-19 crisis is a call to action for practitioners and policy makers alike.” Dr. Megan Kuhfeld and Dr. Beth Tarasawa

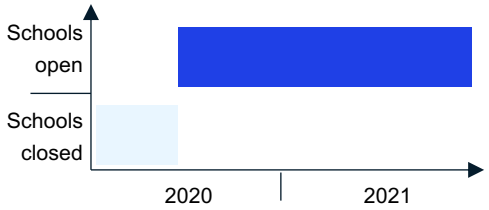
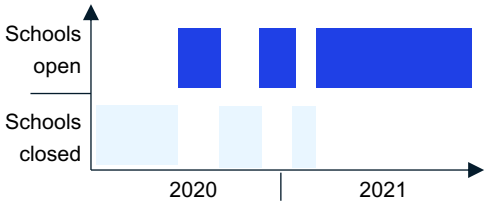
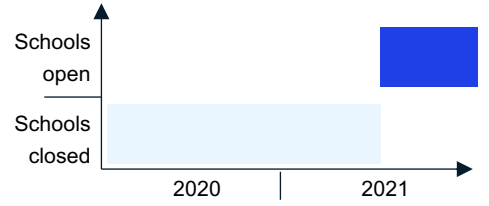
1. Using anonymized data of 5 million third- to eighth- grade students in 16 824 schools from across the US in the 2017-18 school year

Source: THE COVID-19 SLIDE: What summer learning loss can tell us about the potential impact of school closures on student academic achievement - Dr. Megan Kuhfeld and Dr. Beth Tarasawa on NWEA Research

Depending on how quickly the virus is controlled, remote learning may be limited to the spring of 2020, or may extend as far as fall 2021

ILLUSTRATIVE

Remote learning In-person or hybrid learning

Epidemiological situation	Education disruption		
Scenarios	**Timeline**	**Description**	
1 Virus spread controlled		The academic year is disrupted for a period of time and pursued remotely but then returns to face-to-face Extra learning programs and next academic year courses are able to operate face-to-face but with new health controls in place Contingency plans are required in case of virus resurgence Final year assessments are disrupted	
2 Virus spread initially controlled but followed by local and regional virus resurgence		Remote and face-to-face delivery fluctuate through 2020 and potentially into 2021, with high degree of regional variability Teaching returns to face-to-face, but ongoing rolling closures in response to local and regional resurgences disrupt education through 2020 and perhaps beyond Final year assessments are cancelled	
3 Virus spread not controlled until vaccine available		Education remains mostly remote through 2020 and into 2021 – until vaccines are broadly available Assessments, grading, and progression are significantly disrupted	

Remote learning is critical for learning continuity across all three scenarios

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However, educational systems and schools, particularly in developing countries, face significant challenges in setting up remote learning systems

NOT EXHAUSTIVE

Challenge category	Challenges		For developing countries the challenge is even greater
Students	**Not all students have access to prerequisites** (e.g., devices, internet, a quiet place to study) or parents capable of supporting their learning	There are **difficulties and uncertainties** around ensuring **student data protection** and **safety online**	**Lack of digital skills (**only 4% adults are able to use basic computer functions) and **access to internet,** e.g., 1 in 5 people use the internet, as compared to 4 out of 5 in developed countries
Teachers and curriculum	Many **teachers** are **not familiar** or **properly trained** on **remote solutions** for learning and are constrained to fulfilling soft elements of teaching (e.g., social rules, empathy) while remote	Converting certain **subjects** (e.g., arts, sports) or **learning activities that are reliant on physical interaction** into remote learning formats	**Shortage of qualified teachers** e.g., shortage of 17 million qualified primary and secondary school teachers in Sub-Saharan Africa in standard qualifications – shortage greater for teachers qualified for remote teaching
Technology solutions	**Solutions are often subject and/or age specific**, leading to a complex and fragmented technology landscape and **not available in all instruction languages**	Many solutions are **temporarily free**, but will need to be **paid for in the future**, creating long-term implications	**Limited focus on digital content (**e.g., total edtech spend for Africa is <5% of total global spend) which exacerbates the traditional challenge of providing teaching/learning materials
School system	**Decision-making power is fragmented** across central, middle layer, and school level and there is **little time to rigorously assess or trial an overwhelming choice of solutions**	**Limited budget, digital maturity, and operational capacity** to enable a wide choice of solutions to be implemented and scaled	**Most education systems in low- and middle-income countries are grossly underfinanced,** private expenditure accounts for 38% of spending vs. 19% in high-income countries

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Source: UNESCO, World Bank, Africa4tech

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Remote learning requires a 3-step approach supported by continuous monitoring and adjustment

Deep-dives follow

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1. Understand and Envision: Establish a clear vision and create pre-conditions for success

1a Define the **vision** for **remote learning** strategy and key guiding principles

1b Assess the **current state of digital infrastructure, budget and capabilities** (e.g., student access to broadband and devices, teacher and system capability)

2. Decide and Design: Design remote learning solutions

2a Create a strategy for remote teaching across **different ages and subjects**

2b Determine how to **communicate school assignments** and **information** to students and parents

2c Determine how to **teach students content remotely** that is new to them

2d Determine how students will **practice skills remotely**

2e Determine how teachers will provide **formative feedback** and **coach** students remotely

2f Define **staffing model** to support chosen **remote learning strategy**

3. Enable and Execute: Roll-out remote learning solution and actively engage key stakeholders

3a Launch **remote learning solutions quickly and improve iteratively**

3b **Train teachers** to deliver **remote learning** and **support** students

3c Engage **parents and families** and **train them** on the devices

3d Support **students** in their **learning** and **well-being** during the crisis, with a focus on the most vulnerable students

4

4. Monitor and Adjust: Continuously improve in response to feedback

4a Make critical policy decisions around assessment and grading, curriculum changes and level of centralization

4b Develop and monitor **key indicators** of adoption and effectiveness (e.g., satisfaction, test scores and equity) to **ensure quality**

4c Launch **continuous improvement process**

1a: When setting a vision, leaders should consider trade-offs within their remote learning strategy

Deciding between…

Limiting the scope of the remote learning strategy to mitigate immediate disruptions of COVID-19	**Limited scope to "now"** ⟷ **Expanded scope to future**	Expanding the scope of the remote learning strategy for long-term use beyond immediate disruptions of COVID-19
Reducing the curriculum that has to be covered to reduce pressure on students and teachers	**Light curriculum** ⟷ **Full curriculum**	Maintaining full curriculum coverage expectations to prevent learning losses and disruption of future academic years
Having students follow the pace of the teacher and the class to keep everyone at the same level	**Class pace** ⟷ **Self-pace**	Allowing students to study at their own pace to tailor expectations to their situation
Adopting remote learning solutions that build on the tech that exists	**Use what you have** ⟷ **Invest in new**	Designing the remote learning strategy based on best equipment available on and encouraging stakeholders to acquire it
Prioritizing quick rollout of a usable version which can be iterated through user feedback	**Speed** ⟷ **Quality**	Waiting to have a high-quality platform that can help with user adoption and high-level learning outcomes
Allowing some students to learn even if others are yet unable to do so to prevent all from suffering learning losses	**Partial immediate coverage** ⟷ **Universal coverage**	Waiting until all students can be reached in order not to create or worsen inequalities

1b: Following the setting of the vision, school systems should establish a baseline of where they currently are by assessing four dimensions

NON-EXHAUSTIVE

Deep dive

Systems can leverage a variety of data sources to baseline remote learning readiness

Surveys and polls	Surveying families to assess whether students are ready for remote learning
E-mails	Teachers contact with parents through e-mail
Phone calls	Teachers call families and students
Social media	Schools communicate with parents and students over WhatsApp groups
Online research	Schools leverage existing online information to collect data

There are four dimensions that should be assessed to understand the baseline

Countries can focus on different metrics to assess these dimensions

What to assess	Guiding question	Example metric
Digital infrastructure – stability and maturity of infrastructure	How **stable** and **available** is **basic digital infrastructure**?	% home with stable electricity Availability of broadband Availability of high-speed broadband
User capability – user device access and usage capability	How **accessible** are **devices** to our students and teachers?	% users with access to a basic device (e.g., analogical phone) % users with access to an advanced device (e.g., smartphone, laptop, tablets) % users with access to TV and/or radio
	What **capabilities** do **our teachers** and **students** have to use the devices?	% teachers trained on specific platforms % parents able to provide children basic tech support
Edtech platforms availability – portion of curriculum covered by remote learning solutions, and existing software or other resources	How much **learning content** is available or can be **available remotely**?	No. of subjects with content online % of subject curriculum online user review score for software
Funding capacity – budget availability and partnership opportunity	What is our **existing budget**?	Spend per student
	Can we **leverage partnerships** to expand?	No. of tech companies in country No. of grants available

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1b: Depending on the digital infrastructure and user capability, school systems will have different levels of digital readiness and as a result different options for remote learning

Digital penetration and tech in schools define a country's level of digital maturity …

… from which emerge 4 types of digital maturity archetypes

… with different implications for remote learning

Assessment	Digital maturity	Country digital maturity archetypes	Description	Implications
Digital penetration[2] none – high **Tech in schools** none – high	Low	1 **No tech maturity**	• No stable electricity • Low TV or radio penetration • Limited or basic phones	• Learning material limited to **printed sheets** and **textbooks** • Teacher-student interaction limited to **physical notes**
Digital penetration[2] none – high **Tech in schools** none – high		2 **Low tech maturity**	• High TV and radio penetration • Basic phone (e.g., analogic devices) access for students and teachers • Stable electricity • Users have basic capabilities	• Learning material can be shared with mass coverage through **TV** and **radio programs** • Teacher-student interaction can be facilitated through **basic phones**
Digital penetration[2] none – high **Tech in schools** none – high		3 **Medium tech maturity**	• **Internet access** for majority of population • Access to digital devices for most students1 and teachers • Users have some digital literacy, but limited preexisting uptake of technology in classrooms	• Learning material can be shared in **multiple and tailored ways** (e.g., teachers share videos and offline work assignments) • Teacher-student interaction can be facilitated through **multiple options** (e-mail, social media, phone, videoconference) and with **more than a student at a time**
Digital penetration[2] none – high **Tech in schools** none – high	High	4 **High tech maturity**	• **High-speed internet** access for most students and teachers • Access to **digital devices** for most students and teachers • Significant preexisting availability and use of curriculum-aligned education technology solutions	• Learning material can consist of **virtual learning systems** with **advanced and adaptive learning software solutions** • Teacher-student interaction can be facilitated through **"virtual classrooms",** including synchronous learning through videoconferences

Level of tech maturity can vary within and across countries

1. Availability of a digital device for use of the student while at home (if parent works from home and requires the device then this would not count as available)
2. Digital infrastructure + user capability

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2: The remote learning strategy should take into account key design factors, core learning activities, and critical resources

Type of learning activities — Communication activities — Content activities

Remote learning strategy elements

Key design factors

2a Create a strategy for remote teaching across different ages and subjects

2b Communicating new assignments and information
Determine how to communicate new assignments and information to students and parents

2c Teaching new concepts remotely
Determine how to teach new concepts remotely

2d Enabling student practice
Determine how students will practice skills remotely

2e Providing formative feedback and coaching
Determine how teachers will provide formative feedback and coach students remotely

Critical resources

2f Define staffing model to support chosen remote learning strategy

2a: There are multiple factors that influence the choice of platform, of which digital readiness, student age, and academic subject stand out

Context	Key factors	Guiding questions	Considerations
The **choice** of which platform and methods to use across the sequence of activities of instruction, practice, and assessment should take into account three contextual factors: **digital readiness**, **student age,** and **academic subject**	**Digital maturity**	What level of digital infrastructure is there? What are students' and teachers' capabilities in using basic and advanced devices? How much technology is used in schools?	School systems with **higher levels of digital readiness** have a **broader mix of solutions** while those with less digital readiness are constrained to **offline/low tech** options
	Student age	What level of support do students require to be able to learn remotely? For how many hours are students able to study? How long should they spend on screens?	Remote learning solutions tend to be more **effective** for **older groups** of students who can **work autonomously** and are able to engage for a **long period**[1]
	Academic subject	To what degree is the subject dependent on physical equipment, space, or interaction? To what degree does the learning revolve around practical exercises to develop skills? How accessible are remote solutions for this specific subject?	Some **subjects** (e.g., sports and arts) are **less suitable** for remote learning than others (e.g., mathematics, coding) due to the **nature of teaching** and **practice,** the **dependence** on **physical interaction,** and the **availability of platforms** in the **market**

1. The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement, NWEA Research

2b: When teaching remotely, the first step is communicating to students what assignments they need to complete

ILLUSTRATIVE EXAMPLES

NOT EXHAUSTIVE

There are 6 combinable solutions for schools to communicate new assignments and information to students

Digital maturity	Solution	Description	Pros	Cons	Requirements
Low → High	Mail or drop-off/ pick-up in person	Teachers drop paper packets with assignment instructions	⊕ Minimizes data privacy concerns ⊕ No screen time	⊖ Time consuming ⊖ Increases exposure to the virus	Teachers or students with availability for movement or working postal system
	TV/radio program	Teachers describe the relevant information and assignments through TV or radio	⊕ Centralized effort	⊖ No tailoring to students' situation	Students have access to TV and/or radio
	Email, message boards or text messages	Teachers send students an e-mail or message with the relevant information, assignment, and instructions	⊕ Does not require any new platform ⊕ Intuitive for parents	⊖ Little interaction ⊖ Hard to keep track of multiple messages	Students with access to Wi-Fi and devices
	Online platform	Teachers upload the assignments with relevant instructions into a collaboration platform that students can access	⊕ Single point for all assignments ⊕ Ability to track submission and link to adaptive software	⊖ Interaction solely through platform ⊖ Complexity of multiple logins and box-ticking	Students with access to Wi-Fi and advanced devices Systems with platform license Teachers trained on platform
	Adaptive software program	Software guides student to which assignments or content to focus on	⊕ Tailored assignments for needs of student	⊖ No teacher accompaniment	Students with access to specialized platforms across specific subjects and age groups
	Live VC	Teachers and students interact through video-conference and teachers explain and share the assignments	⊕ Interactive ⊕ Most similar to in-person teaching	⊖ High tech requirements ⊖ Needs parental support ⊖ Lack of timing flexibility	Students with access to technology and parents available to help at the time of scheduled videoconferences

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2c: The chosen methods for teachers to transmit new concepts remotely will have implications for student engagement, teacher workload and level of student autonomy

ILLUSTRATIVE EXAMPLES

NOT EXHAUSTIVE

There are 7 combinable solutions for teachers to transmit new concepts remotely to students

Digital maturity: Low → High

Solution	Description	Pros	Cons	Requirements
Paper textbook	Teachers indicate which pages in the textbook the student should read	⊕ No tech	⊖ Student needs to be autonomous ⊖ No live Q&A	Access to textbooks in each home
TV/radio program	Teachers teach live or recorded classes through TV and radio programs	⊕ Low cost per student ⊕ High reach	⊖ One way only ⊖ Limited tailoring possible	Students have access to TV and/or radio Quality programs exist or can be created in timely fashion
Basic device	Content transmitted through offline devices with students interacting through their basic device	⊕ Accessible ⊕ Uses basic devices	⊖ Complex to set up ⊖ Limited functionality	System for basic phones adjusted for education
Recorded videos – from pre-existing source	Teachers leverage pre-existing sources (e.g., Khan Academy) and share with students recorded videos	⊕ Pretested quality instruction ⊕ Ability to scale across system	⊖ Could be gaps with curriculum ⊖ Less direct 'relatability' than child's own teacher	There is quality content online that matches the curriculum and school's preferred teaching methods
Recorded videos – created	Teachers record videos of themselves teaching the class and share it with the students	⊕ Students control when to watch it and at what pace ⊕ Students' social connection with teacher	⊖ No live Q&A ⊖ May be of less quality depending upon teacher	Teachers have technology and capability to record videos
Adaptive software program	Software shares new content with students	⊕ Teaching tailored to the needs	⊖ High tech requirements ⊖ Difficulty to re-integrate into class pace	Students with access to specialized platforms across specific subjects and age groups
Live VC	Teachers teach live through a video conference platform as if they were in a classroom	⊕ Students feel connected	⊖ Tiring for teachers and for students (zoom fatigue) ⊖ Lack of timing flexibility	Teachers have a limited number of classes and students have tech access Parents have flexibility to support

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2d: Student familiarity, level of group interaction, and degree of tailoring are factors when choosing methods for students to practice skills remotely

ILLUSTRATIVE EXAMPLES

NOT EXHAUSTIVE

There are 4 combinable solutions for students to practice skills remotely

Digital maturity: Low → High

Solution	Description	Pros	Cons	Requirements	Examples
Paper textbooks and worksheets	Students complete exercises in textbooks and worksheets alone	⊕ Familiar method ⊕ Enables focused deep learning ⊕ Lack of screens	⊖ No group learning ⊖ Additional logistics for teacher to review	Student who can work autonomously	
Non-adaptive software program	Students practice on a basic, widely available software (e.g., writing an essay on a word-processing program)	⊕ Accessible technology ⊕ Suitable for some subjects[1]	⊖ Not responsive to the students' needs ⊖ Whole class moves at same pace	Students and teachers with access to basic devices	
Adaptive software program	Students interact with sophisticated software that adjusts content and exercises according to their needs	⊕ Tailored to the individual needs of students	⊖ High tech requirements ⊖ Difficulty to re-integrate into class pace ⊖ Does not work for certain subjects	Students with access to specialized platforms across specific subjects and age groups	
Live VC with small group	Students collaborate together via video-conference	⊕ Interactive ⊕ Promotes social connection	⊖ High tech requirements ⊖ Requires support from parents ⊖ Requires scheduling	Students with access to tech and familiarity in using it	

1. Where ability to create longer-form content like essays

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2e: The choice of method for teachers to provide feedback and coaching remotely has implications for teacher workload and the level of feedback granularity

ILLUSTRATIVE EXAMPLES

NOT EXHAUSTIVE

There are 5 combinable solutions for teachers to provide feedback and coaching remotely to students

Digital maturity: Low → High

Solution	Description	Pros	Cons	Requirements	Examples
Physical notes	Teachers return physical papers to students with feedback on their learning	⊕ Interaction with individual families	⊖ Time consuming ⊖ Increases exposure to the virus	Teachers with available transportation	n/a
Email, message boards or text messages	Teachers send feedback to students individually through e-mails or message boards	⊕ Easy to do	⊖ No verbal clarifications ⊖ Time consuming for teacher	Students with access to basic technology	
Online platform	Teachers upload assignments with respective feedback for students	⊕ Detailed feedback across worksheets ⊕ Some level of automation	⊖ Interaction solely via platform	Teachers and students with access to online platforms	
Adaptive software program	Students receive feedback and coaching through notifications from the adaptive software program	⊕ Tailored coaching for students' needs ⊕ Student progression well tracked	⊖ High tech requirements ⊖ More complex for teachers	Students with access to specialized platforms across specific subjects and age groups	
Live VC	Teachers segment students into small groups with the same needs or have 1-on-1 coaching through video conferences	⊕ Tailored coaching for students' needs	⊖ High tech requirements ⊖ Time consuming for teachers	Teachers with time for tailored feedback and access to technology that can facilitate it	

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2b-e: School systems have several solution options to ensure their remote learning strategy covers their core learning activities

Type of learning activities | Communication activities | Content activities

Solution mix: Comprehensiveness of the solution		Core learning activities: Communicating new assignments and information	Teaching new concepts remotely	Enabling student practice	Providing formative feedback and coaching
Integrated	Paper-based materials	Teachers deliver physical notes with instructions	Students read textbooks	Students complete paper based worksheet	
	Live VC	Teachers explain assignments through VC	Teachers deliver class through VC	Students work in small groups through VC	Teachers coach small groups or 1-on-1 through VCs
	Adaptive software program	Program guides students to current assignments	Program shares new content with student	Students complete assignments in the program	Students receive feedback from the program
Com-munication	Online platform	Teachers upload instructions and assignments			Teachers upload feedback
	E-mail	Teachers send e-mails with instructions			Teachers send e-mail with feedback
Content	Recorded video created		Teachers share video		
	Recorded video leveraged		Teachers share video		
	Nonadaptive software program			Students complete non-adaptive assignments	
	Offline devices		Students access content through offline device		
Hybrid	TV and radio programs	Teachers describe assignments	Teachers describe concepts		

A complete remote learning strategy needs to have at least one solution for each learning activity

Some solutions cover all learning activities while others have to be used in conjunction with another to cover all of the activities

Choosing only one solution is likely to be insufficient in addressing all of the needs of all of the students, but choosing too many can overwhelm teachers and students

Having a mix of solutions enables benefiting from their strengths while mitigating their weaknesses

The chosen solution mix can either be complementary with very distinct options (e.g., paper-based materials complemented by e-mail, recorded video, and applications with nonadaptive software), or reinforced by similar options (e.g., live VC, recorded video, and applications with online adaptive software)

2f: Considering the remote learning strategy, school systems need to deploy a new staffing model

Students need:

Effective instructional teachers who have high standards

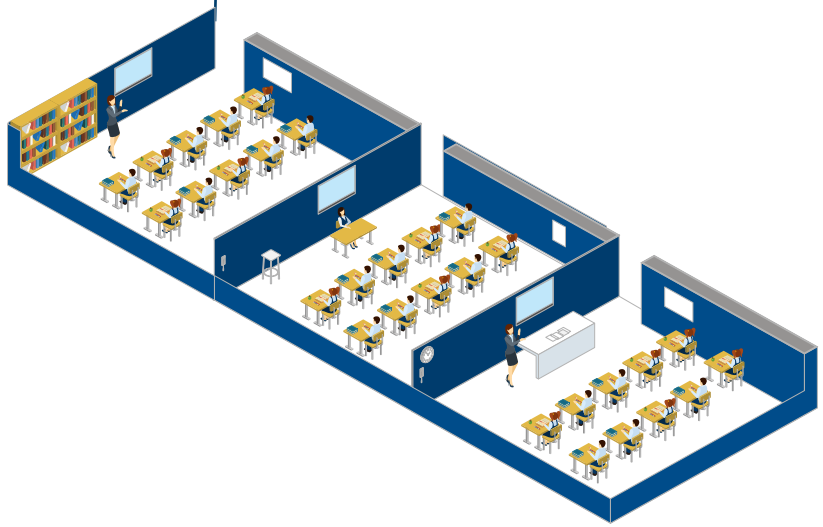
To have a **relationship of regular interaction** with at least **one caring adult** in their school context

Schools should look for **models** that **allocate teachers** who have deep subject-area and instructional expertise to teach more students than usual

Schools should hire **teachers** who **excel at close coaching** and **forging real connections**

Traditional

- No IT support
- Teachers covering all subjects
- Teachers working independently with their classes
- All teachers working in person



Remote optimal

- IT support per grade
- Expert teachers allocated to teach their subject to many students 'centrally'
- Other teachers complement with 1-on-1 coaching to smaller group of students
- Distribution between full-time in-person and remote teachers

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Source: The Return: How should education leaders prepare for reentry and beyond? Chiefs for Change and John Hopkins School of Education

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Remote learning requires a three step approach supported by continuous monitoring and adjustment

Deep dives follow

1

1. Understand and Envision: Establish a clear vision and create pre-conditions for success

1a Define the **vision** for **remote learning** strategy and key guiding principles

1b Assess the **current state of digital infrastructure, budget and capabilities** (e.g., student access to broadband and devices, teacher and system capability)

2

2. Decide and Design: Design remote learning solutions

2a Create a strategy for remote teaching across **different ages and subjects**

2b Determine how to **communicate school assignments** and **information** to students and parents

2c Determine how to **teach students content remotely** that is new to them

2d Determine how students will **practice skills remotely**

2e Determine how teachers will provide **formative feedback** and **coach** students remotely

2f Define **staffing model** to support chosen **remote learning strategy**

3

3. Enable and Execute: Roll-out remote learning solution and actively engage key stakeholders

3a Launch **remote learning solutions quickly and improve iteratively**

3b **Train teachers** to deliver **remote learning** and **support** students

3c Engage **parents and families** and **train them** on the devices

3d Support **students** in their **learning** and **well-being** during the crisis, with a focus on the most vulnerable students

4

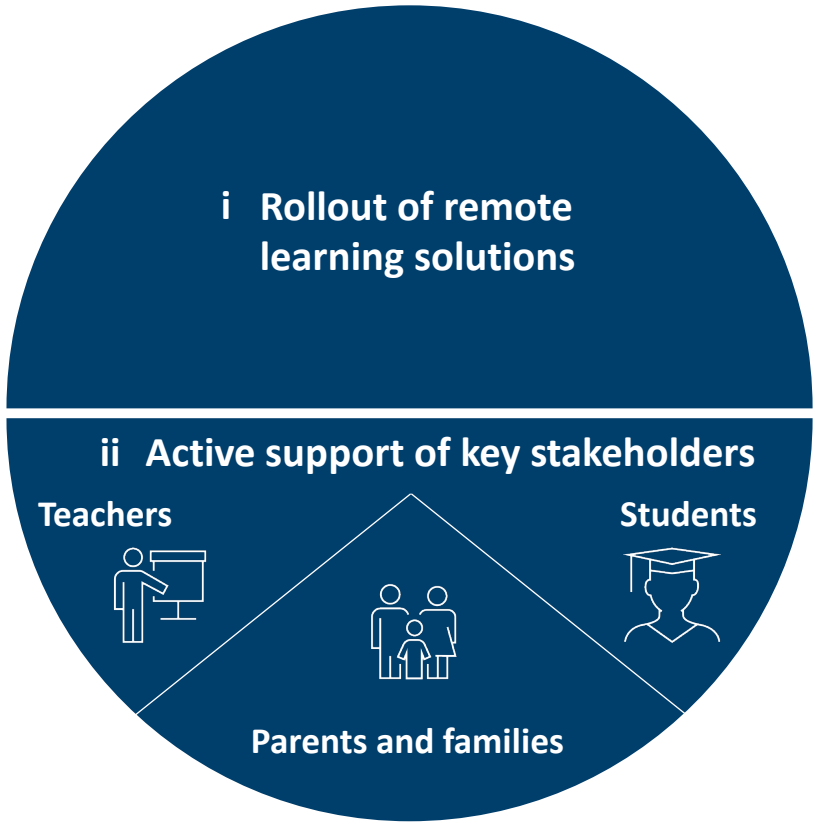
4. Monitor and Adjust: Continuously improve in response to feedback

4a Make **critical policy decisions** around assessment and grading, curriculum changes and level of centralization

4b Develop and monitor **key indicators** of adoption and effectiveness (e.g., satisfaction, test scores and equity) to **ensure quality**

4c Launch **continuous improvement process**

3: Implementing remote learning relies on a successful rollout of the solutions and the active engagement of stakeholders



i Rollout of remote learning solutions

After choosing a remote learning solution, it is necessary to plan how to communicate and launch it

3a Launch **remote learning solutions quickly and improve iteratively**

ii Active support of key stakeholders

The success of the remote learning solution's roll out is dependent on the buy-in and active support of those that will use it

Schools not only ensure learning but student well-being as well, particularly for those who are most vulnerable

3b **Train teachers** to deliver **remote learning** and **support** students

3c Engage **parents and families** and **train them** on the devices

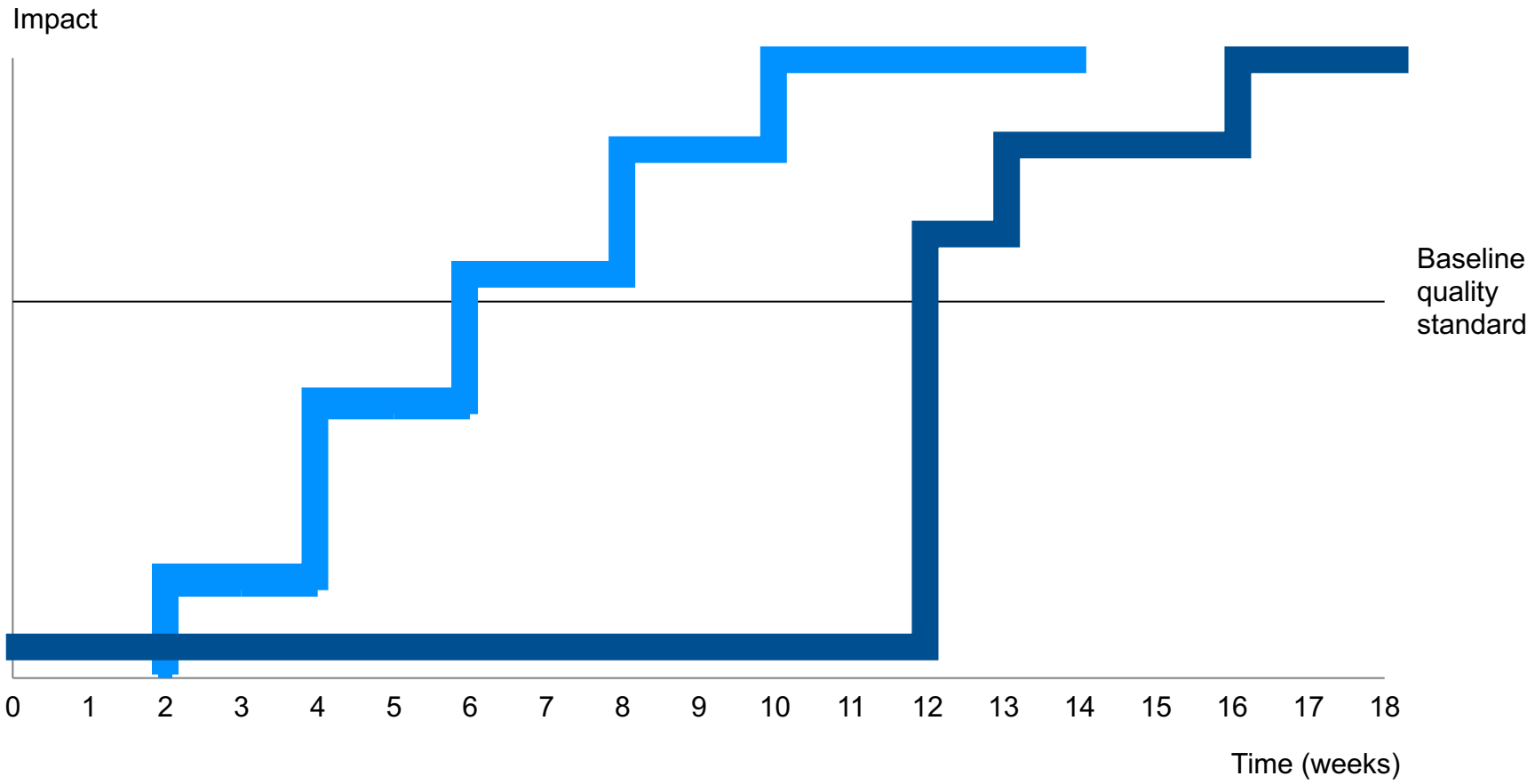
3d Support **students** in their **learning** and **well-being** during the crisis

3a: School systems can potentially adopt a more agile approach that gets minimum viable solutions to students quicker, and may therefore reduce learning loss

ILLUSTRATIVE

Standard deployment **Rapid deployment (agile)**

Remote learning impact over time[1]



Standard deployment

- \+ Quick impact by learning as you build
- \+ Minimized gap in instruction and routine
- — Lower quality at start may alienate early adopters
- — Increased stress on personnel

Rapid deployment (agile)

- \+ Quality solution from the start
- \+ Learning from early deployers
- — Lost instruction time for students due to slow rollout
- — Difficult to re-engage students after break

1. Frequency of iteration is dependent on degree of centralization, strength of infrastructure, among other factors

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3b: Multiple initiatives could empower teachers to safely and effectively support students in their learning and well-being

NOT EXHAUSTIVE

Deep dive follows

Provide training

Train teachers on using remote learning solutions (e.g., digital literacy and pedagogy webinars or toolkits)

UAE — Delivered training to teachers that focused on the application of distance education strategies and the management of interactive virtual classes[1]

Inform/communicate

Provide a 1-stop platform including all the information and initiatives relating to the system (platforms, channels, programming, circulars, toll-free numbers, surveys, etc.) with frequent updates

Lebanon — Launched an official learning application of the Ministry of Education and Higher Education with information for teachers and other education personnel

Ensure health and safety

Establish a health and safety protocol and provide the necessary equipment to teachers or teams mobilized to create content for remote learning

China — Designed clear health and safety protocols for teachers to ensure all protective measures are in place to continue student learning

Increase access to necessary infrastructure

Make the infrastructure needed for remote learning available

- Access to electricity
- Access to devices
- Access to the internet

New Zealand — Provided home internet and laptops/tablets device to teachers and students who did not have the required infrastructure to support remote learning

Provide incentives

Set up communication campaigns for TV and social media that value teachers'

Set incentives for teachers to motivate and engage them sustainably

Australia — Paid an extra $500 to teachers and school staff in remote communities to stay there over the Easter holidays

Offer mental health support

Set up a listening unit for teachers with support from educational psychologists, associations, etc.

Set up pulse checks (mood barometers) and surveys

China — Launched a hotline to help people relieve mental stress over the ongoing COVID-19 outbreak: students, teachers, and members of the public can call in to request help with psychological issues related to the pandemic

1. Courses included, for example, a 4-hour course on becoming an online tutor in 24 hours and a 2 hour course on designing an online course

Source: Press search

3b: There are several considerations about who needs to be trained on remote learning solutions, on what topics, and through which delivery methods

Deep dive next

Who needs to be trained?	What topics could be covered?	How could it be delivered?
School leaders from various regions	Technical onboarding (new devices, platform usage)	In-person training
Content experts (master teachers)	Instructional topics (remote lesson planning, assessments, etc.)	Live streaming/online modes of interaction
School teachers (could be grouped by grades)	Pedagogical topics (student engagement, community involvement, etc.)	Offline training material (videos, reading material)
Functional staff to support teachers and families		Teacher collaboration
		Ongoing coaching from master teachers

Considerations

✓ Assess specific leader/teacher capabilities or familiarity with remote teaching	✓ Prioritize and cascade the training modules	✓ Identify the lockdown situation in your region and prepare accordingly
✓ Develop an incentive structure for sustained engagement of teachers	✓ Develop workplan for ongoing support and ramp-up	✓ Evaluate device and connectivity needs in order to deliver effective training
✓ Identify facilitators for conducting training	✓ Design relevant content for training	✓ Send out required material in advance for better preparation
	✓ Create teacher collaboration networks and/or mentorship for better support and leverage	

Faculty motivation and support is one of the **most critical enablers for success** in remote learning

It is important for administrators to **motivate faculty on a daily basis** and provide a **strong feedback channel** to get honest input and refine the approach for support

The process will need to be **iterative**, first with **basic training** delivered rapidly on whatever solutions are already available, then with peer **practices,** followed by **more advanced training** on platforms as they are developed

3b: Teacher training could cover technical onboarding, instructional training, and student engagement

Category	Learning outcomes
Technical onboarding	❑ Access and navigate the platform ❑ Conduct sessions, record and post assignments (screen sharing, multiple participants, etc.) ❑ Navigate logistics for delivering content (via mail, e-mail, text messages, phone calls, etc.) ❑ Manage interactive features (breakout rooms, whiteboards, polls, etc.) ❑ Leverage advanced features such as data collection and analysis ❑ Use functional tools for teacher-to-teacher collaboration
Instructional training	❑ Create lesson plans that are flexible for both in-person or remote delivery ❑ Effectively deliver lessons remotely and test understanding ❑ Create and administer assessments, ensuring student equity ❑ Balance modes of student engagement (synchronous vs. asynchronous distribution) ❑ Gamify student learning and conduct non academic activities
Student engagement	❑ Engage students remotely through different models (e.g., projects, discussions) ❑ Build classroom culture remotely (including classroom norms, feedback culture) ❑ Differentiate an engagement strategy based on student requirements ❑ Motivate students in a remote environment ❑ Establish practices for family engagement across hybrid learning environments ❑ Be culturally sensitive and acknowledge implicit bias

It is essential for the training to build on teachers' experience and their knowledge of what is feasible or not given their student' characteristics

3c: Schools have multiple options to support parents and families, who play a key role in ensuring education continuity

NOT EXHAUSTIVE

Dimension of support	Description	Example	
Inform/ communicate	Make sure information and initiatives related to the system reach parents using multiple channels (radio, television, SMS, platforms, programming, circulars, toll-free numbers, surveys, etc.) with frequent updates	 **France**	Dedicated a page on the official government website to the most frequently asked questions Initiated a telephone hotline at national schools to answer questions from parents during normal opening hours
Develop capability	Create and disseminate learning guides for parents and families on how to support the students Establish "IT coaching" for those in need on how to use the devices	 **Singapore**	Sent parents a kit to prepare them to supervise the education of children at home
Raise awareness	Make sure parents and families understand the issues with remote learning and the importance of educational continuity Increase awareness of the value of school and encouraging parents and families to send students back to school once the crisis is over Support more closely parents and families who are having difficulties (e.g., parents with low education levels)	 **Cameroon**	Supported parents through mobile phones and shared educational information on WhatsApp and Zoom platforms
Provide financial support	Provide economic support for the most disadvantaged families (e.g., stipends) encouraging them to let their kids go back to school	 **Sierra Leone**	Provided financial incentives through waiving school fees and giving money for books
Tailor support to feedback	Set up a listening unit for parents and families with support from educational psychologists, associations, etc. Collect feedback from parents and families (by launching regular pulse checks (mood barometers) and surveys or offering a green line for parents) Offer community support, especially for essential workers (doctors, nurses, police officers, etc.)	 **South Korea**	Launched a national survey for parents

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Source: "A framework to guide an education response to the COVID-19 Pandemic of 2020" by OECD; press search

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3d: Students face challenges that go beyond academic learning that may be exacerbated during the pandemic

NOT EXHAUSTIVE

Students may face challenges of …

… safety and health from not benefiting from in-person services:

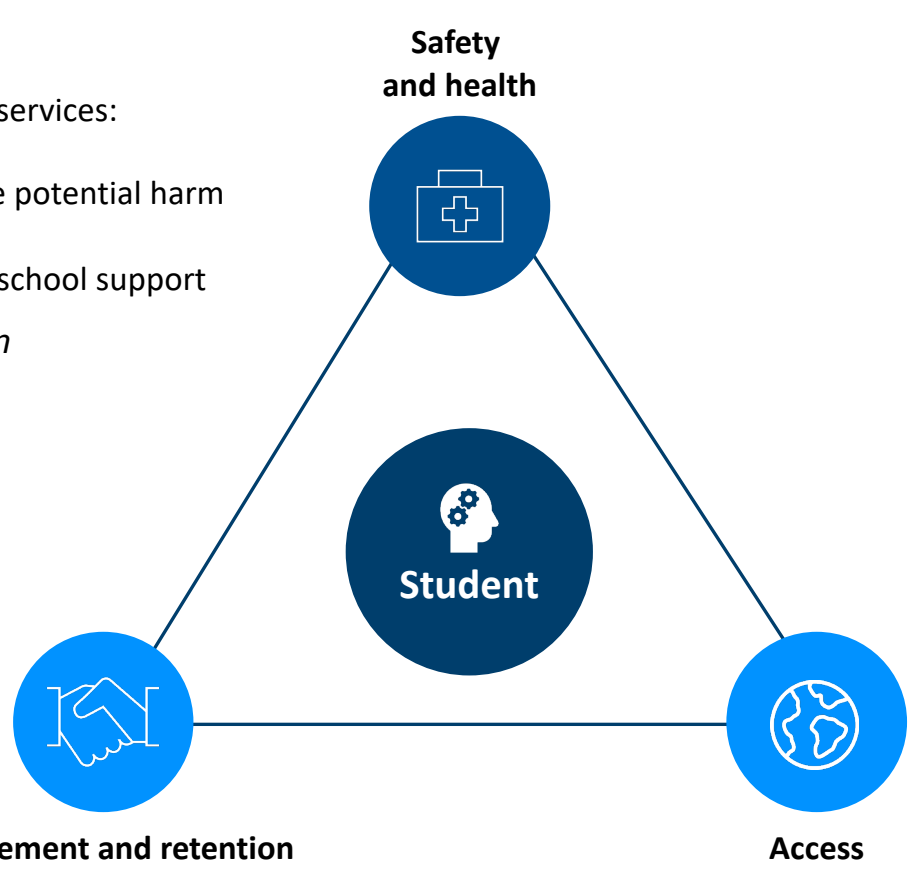
- Physical health at-risk (nutrition and healthcare)
- Physical safety at-risk (home environment may pose potential harm to students)
- Mental health at-risk (isolation and lack of access to school support

Health challenges impose additional constraints on students' concentration

… engagement and retention from constrained interactions with peers and teachers:

- Low motivation to study remotely
- Difficulty with spending time in isolation
- Requirements for students with special needs (e.g., navigation online, understanding vocabulary, need for visual aids)

Unfamiliarity and difficulty with alternative school methods can lead students to disengage



… access from lack of basic infrastructure:

- Lack of internet connectivity with adequate bandwidth
- Lack of learning devices (e.g., laptops, tablets, mobile phones)
- Lack of suitable working space at home

Lack of access to remote solutions can prevent students from learning

3d: Systems need to pay particular attention to vulnerable students to minimize inequity and reduce loss of learning

NOT EXHAUSTIVE

ILLUSTRATIVE

Learning factors Non-learning factors

Digital maturity

Low

High

	Engagement and retention	Access	Safety and health
Agnostic to digital maturity	Create additional incentives or support structures to reward and engage at-risk students Offer additional flexibility on enrollment deadlines; provide clear remote enrollment guidance and support	Prioritize vulnerable populations when distributing loan equipment Repurpose some non-teaching staff to regularly assess and improve student access	Keep selected schools open as a safe learning environment for vulnerable students Organize alternative methods for food distribution (e.g., repurpose closed schools as food distribution centers, offer food credits/vouchers)
Low digital archetype maturity considerations	Offer non-learning support (safety and health) to keep students engaged and focused on learning Leverage displaced labor to conduct outreach for difficult-to-reach students in the local community	Prioritize existing platforms for mass remote learning delivery (e.g., TV or radio) Consider partnerships to fill basic infrastructure gaps (e.g., UNESCO, mail services to deliver materials to students with no internet access)	Have frequent check-in phone calls particularly with at-risk students Provide guidance and increase awareness for self-care by launching communication campaigns on mass media (e.g., radio, TV, etc.)
High digital archetype maturity considerations	Adjust live lessons to be more interactive to keep students' attention Leverage content from platforms (e.g., social media) students are familiar with	Repurpose non-teaching labor to provide IT support (e.g., hotline for support) Consider partnerships to fill infrastructure gaps (e.g., telco companies to provide broadband connectivity)	Create content related to cybersecurity for young people Maintain school community through additional touchpoints outside of instruction (e.g., schoolwide 'assemblies,' peer-buddies)

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4. Monitor and Adjust: Continuously improve in response to feedback

4a Make critical policy decisions around assessment and grading, curriculum changes and level of centralization

4b Develop and monitor **key indicators** of adoption and effectiveness (e.g., satisfaction, test scores and equity) to **ensure quality**

4c Launch **continuous improvement process**

4a: Given the level of disruption the educational system is experiencing due to COVID-19, it is necessary to identify the policy decisions that need to be made

NOT EXHAUSTIVE

Deep dive

Type of policy	Potential decisions to make	Country example
How are student outcomes assessed as schools move to distance learning?	Keep/postpone/cancel summative exams Adapt existing exams to effectively assess learning outcomes remotely e.g.,, switching to remote or take-home exams, restructuring exams into smaller learning assessments Define criteria for grading and progression	The Netherlands scrapped central exams in secondary schools for 2020, giving schools the authority to decide on progression to the next year
How should curriculums be modified given the shift to remote learning?	Adjust curriculums and learning standards for the long term as needed Remove certain subjects from the curriculum Streamline content across subjects, keeping exam-relevant content only Add subjects relevant to the situation (e.g., independent learning)	In São Paulo, the minimum requirement for 200 school days was temporarily lifted to allow flexibility for curriculum readjustment during the 2nd half of the year
How are systems changing their decision making flow to facilitate remote learning?	Determine at what level decisions get made and implemented across the system and how this needs to change based on the shift to remote learning	In Mexico, the Ministry of Public Education that is in charge of schools has devolved the responsibility of whether schools should open or not to the governors of each area

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Source: UNESCO website, School sites, Press release

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4a: School systems have a range of assessment policy options, each with its special set of considerations

NOT EXHAUSTIVE | ILLUSTRATIVE

Ease of addressing consideration effectively: High | Medium | Low

Policy categories	Policy options	When to adopt	Considerations – to what degree …					Examples
			… can we implement it?	… can we ensure assessment integrity?	… can we ensure equity?	… can we gather stakeholder support?	… can we engage students?	
Maintain student assessment (formal and informal)	1 **Delay assessment decisions** Assessment decisions can be postponed until assessments are closer and the trajectory of virus infection is clearer	If the end of academic year is still far	Health risks may still persist later in the year	Same as pre-COVID-19 situation	Same as pre-COVID-19 situation; content for testing needs to be modified	Acceptable per pre-COVID-19 situation	Students can continue learning	Tunisia, Pakistan
	2 **Adapt student assessment** Assessment format could be changed to adapt to remote environment (e.g., ppen book exams)	If remote learning solutions enable the transfer of assignments, assessment sheets and teacher evaluations	Additional arrangements needed to cater to students in low-access areas	Difficult to ensure there is no cheating or plagiarism	Additional support will be required to ensure that vulnerable students learn	Requires raising awareness with teachers and parents and families	Students can continue learning	Egypt
Cancel student assessment	3 **Project grades** Grades could be projected based on historical performance of students	If there is capacity to develop an algorithm that can calculate grades	Dependency on data availability and validation of logic	Potential for missing assessments elements (e.g., class participation)	High potential for bias against vulnerable students	Possibility of dispute in case grades are not per expectations	Having no exams risks demotivation and lower participation	UK
	4 **Keep existing grades** Current cumulative grades from students' school year could be used	If most of the school year has been completed or official grades to date exist	Can be implemented at scale	Same level of authenticity as previous grades	Same level of equity as previous grades	Possibility of dispute in case grades are not per expectations	Having no exams risks demotivation and lower participation	Norway

Source: Press search

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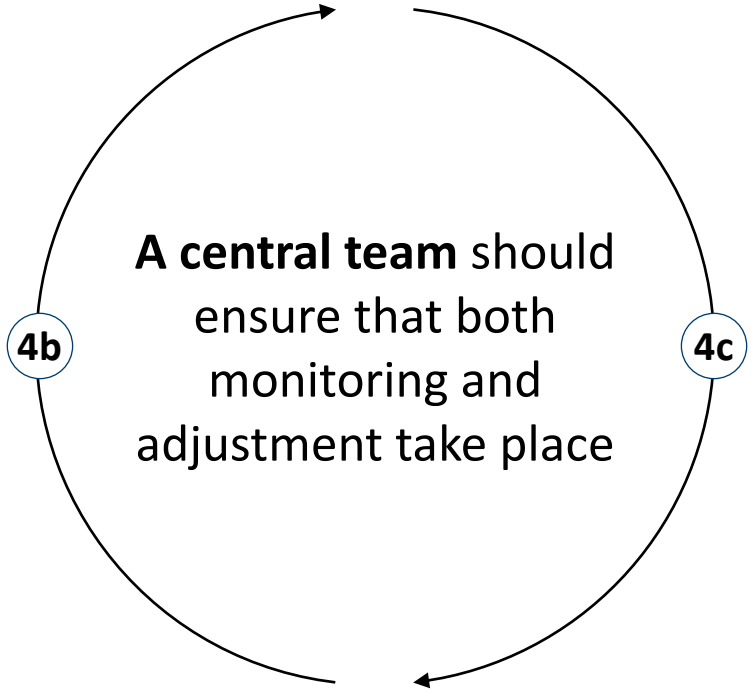
4bc: Monitoring and adjustment are continuous processes, supporting the relevance of the remote learning strategy

Monitor
both the **effectiveness** of the **remote learning strategy execution**, including the **remote learning solution** and **key stakeholder engagement**, and **remote learning outcomes**



Adjust
based on the **assessments** of **effectiveness** of the **remote learning solution** and the **engagement initiatives** with stakeholders, through tactical and structural adjustments on a regular basis

4b: Monitoring indicators for both the process and outcomes of remote learning should be assessed

ILLUSTRATIVE

NOT EXHAUSTIVE

4.i. Evaluate remote learning strategy execution

4.ii. Evaluate remote learning solution outcomes

3.i Rollout of remote learning solutions

3.ii Active engagement of key stakeholders

What to evaluate	A. Remote learning solution	B. Teacher engagement	C. Parent engagement	D. Student support	E. Access	F. Quality	G. Equity
	User experience Cost of maintenance Requisites (e.g., size of app or broadband usage)	Planning and delivery Workload level Capability in remote learning solutions	Communication and feedback Level of support offered to students Financial investment	Well-being Confidence in learning ability Feeling of general plan effectiveness	Adoption rates Attendance/ engagement Participation in class	Learning outcomes	Access distribution Quality distribution
Who to consult	Students, parents, teachers, school leaders	Students, parents, teachers, school leaders	Parents	Students, parents, teachers, school leaders	Teachers, online platforms, administrators	Teachers, online platforms, administrators	Teachers, online platforms, administrators
How to evaluate it	Virtual lesson visits Stakeholder questionnaires	Teacher plans Recorded lectures Interviews	Interviews Feedback surveys	Check-ins	Attendance and absenteeism data (with focus on vulnerable groups) Discussions/interviews with teachers on participation Virtual lesson visits	Standardized summative exams Standardized formative exams throughout the year	Access and quality indicators Evaluation on a curve (vs. other students)
How often	Continuously	Periodically (1-2 months)	Periodically (1-2 months)	Periodically (1 month)	Periodically (1-3 months)	Periodically (1-3 months)	Periodically (1-3 months)

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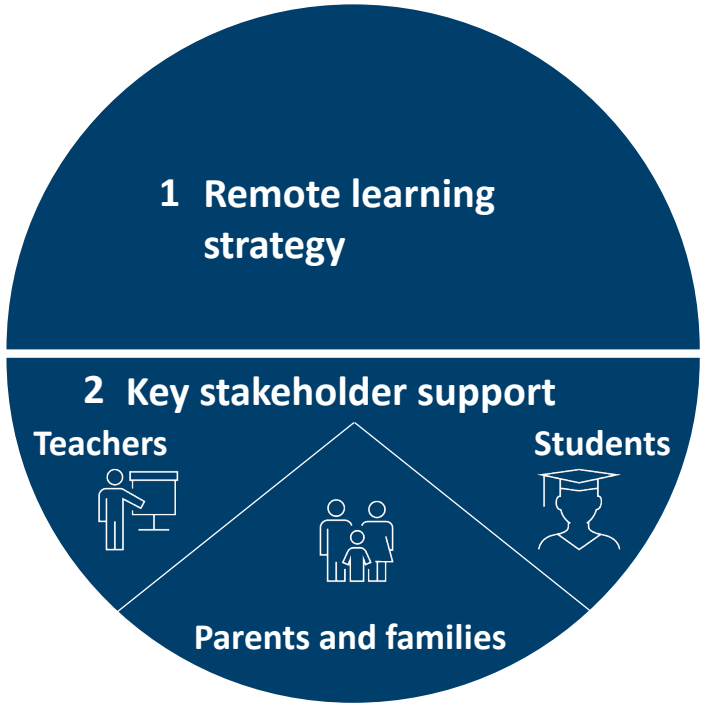
4c: Tactical and structural adjustments to remote learning solutions and engagement initiatives with key stakeholders will likely be required

ILLUSTRATIVE

NOT EXHAUSTIVE



Tactical adjustments	Structural adjustments
Modify learning platform features: Change, add, and remove the learning platform features according to user feedback **Change teaching methods:** If synchronous learning is proving not to be the right option due to the need for students to go at their own pace, switch to asynchronous learning **Complement practice solutions:** Add online adaptive software assignments to the mix of solutions for students to have more options to practice remotely	**Launch a digital transformation:** Make schools' operations paperless to facilitate tracking and planning of assignments and student performance **Develop a library of asynchronous material:** Create a single library of instructional videos of all the key areas of content across all subjects and grades for rapid deployment
Organize a self-care campaign: Provide guidance and increase awareness for self-care by launching communication campaigns on mass media (radio, TV, etc.) **Screen care:** Adjust students' screen time and share tips how to safeguard eye health **Communicate more with parents:** Increase the frequency of communication to parents and the topics that are covered by launching regular townhalls	**Integrate remote learning training into teacher training:** Change teacher programs to include modules on how to teach remotely **Create a well-being unit at schools:** Engage regularly with families and students on well-being issues **Create a technology accessibility program:** Create a long-term program that ensures access to technology for teachers and students

Key takeaways

Actual interventions will depend on results of the monitoring mechanisms

Adjustments must focus on both the improvement of the design elements of the remote learning solutions and the holistic support initiatives targeted to key stakeholders

Segment between tactical and structural adjustments to ensure that pain points that can be easily solved do not undergo the same process of implementation as structural adjustments

Contents

1: Create a remote learning vision and understanding through the following actions

To be populated by the entity concerned

	Action	Responsible	Focal point	Time frame
Understand and envision	**1a. Define the vision for a remote learning strategy and key guiding principles**			
	❑ Convene **all stakeholders** relevant for remote learning (including leaders for finance, IT and infrastructure, principals, teacher and parent representatives, etc.)	…	…	…
	❑ Determine priorities for the remote learning strategy, and how to handle **critical trade-offs** (e.g., speed, quality, equity, coverage, curriculum coverage, degree of personalization)	…	…	…
	1b. Assess the current state of digital infrastructure, budget, and capabilities (e.g., student access to broadband and devices, teacher and system capability)			
	❑ Identify **data already available** and determine the most efficient and effective means to **collect outstanding relevant data**	…	…	…
	❑ Assess the level of **digital connectivity** (e.g., availability and stability of electricity and broadband) by region and student group	…	…	…
	❑ Assess teacher, student, and parent **access to devices** (e.g., laptops, smartphones, TV, radio) and their **capability in using** them by region and student group	…	…	…
	❑ Assess the degree of **technology currently used in schools** and the level of teacher training	…	…	…
	❑ Assess **education technology platform** and solution **availability** by topic and grade level (home language, curriculum aligned)	…	…	…
	❑ Determine **funding capacity** and identify possible **partnerships** to be leveraged with telecom or edtech companies to fill identified gaps	…	…	…
	❑ Assess **public opinion** to understand feasible options and the feeling of teachers, parents, and unions on remote learning solutions	…	…	…
	❑ Gauge the **willingness of key partners** to support strategy (e.g., TV broadcaster to air learning content) and the overall feasibility of different strategies	…	…	…

2: Develop a remote learning strategy through the following actions

To be populated by the entity concerned

	Action	Responsible	Focal point	Time frame
Design and decide	**2a. Create a strategy for remote teaching across different ages and subjects**			
	❑ Determine overall guidelines for the number of hours of remote learning by age and by subject	…	…	…
	2b-2e. Design remote learning solutions for each learning activity			
	❑ Determine how to **communicate new assignments** and **information** to students and parents	…	…	…
	❑ Determine how to **teach new concepts remotely** and engage with teachers to ensure their level of comfort with the solution chosen	…	…	…
	❑ Determine how students will **practice skills remotely** and engage with parents to ensure feasibility	…	…	…
	❑ Determine how teachers will provide **formative feedback** and **coach** students remotely	…	…	…
	❑ Ensure the **solution mix** per **age** and **subject covers all students, enhances the learning experience,** and is **manageable** for the **schools**	…	…	…
	2f. Define a staffing model to support the chosen remote learning strategy			
	❑ Define a **staffing model** to support the chosen **remote learning strategy** and engage with main stakeholders	…	…	…

3: Prepare the remote learning solutions roll-out and stakeholder support through the following actions

To be populated by the entity concerned

	Action	Responsible	Focal point	Time frame
Enable and execute	**3a. Launch remote learning solutions quickly and improve them iteratively**			
	❑ Define the **roll-out option** (agile vs. standard deployment), manage stakeholder expectations, and clearly communicate the advantages of the choice	…	…	…
	3b-3d. Engage and support key stakeholders (teachers, parents, and students)			
	❑ Identify **teacher training and support needs** given the remote learning solutions chosen and student support needs	…	…	…
	❑ **Support and motivate teachers** by keeping them informed, receiving their input, and offering mental and health support	…	…	…
	❑ Determine modalities of **teacher training** (remote or in-person), **prioritize content** to cover, and identify **training providers**	…	…	…
	❑ Raise parent awareness of the importance of their children's **learning continuity** and keep them informed of the remote learning strategy	…	…	…
	❑ **Engage with parents** to receive input, understand obstacles to supporting student learning, ensure their well-being, and deliver support effectively	…	…	…
	❑ Help students overcome **remote learning challenges** (e.g., ensure all students have access to devices, create printed materials for those that do not)	…	…	…
	❑ Provide continuity of critical social support to overcome **non-learning remote challenges** (e.g., school meals, therapist support)	…	…	…

4: Monitor and adjust the remote learning strategy through the following actions

To be populated by the entity concerned

	Action	Responsible	Focal point	Time frame
Monitor and adjust	**4a. Make critical policy decisions around assessments, grading, and level of centralization**			
	❑ Decide on an approach for **summative assessments** and **grading** (wait/keep/postpone/cancel/modify) and academic progression	…	…	…
	❑ Decide on an approach for **formative assessments** (timing, authenticity, etc.) and how it will inform adjustments to learning solutions	…	…	…
	❑ Determine **curriculum coverage requirements** across subjects and grades	…	…	…
	❑ Decide whether to **modify minimum school hour/day requirements**	…	…	…
	❑ Ensure **policy decisions proposals** and **levels of decentralization** (e.g., if schools can determine the coverage of the curriculum) are **coherent with the learning strategy** that is being put in place	…	…	…
	❑ Gather **stakeholder support** for policy decisions	…	…	…
	4b. Develop and monitor key indicators of adoption and effectiveness (e.g., satisfaction, test scores, and equity) to ensure quality			
	❑ Choose which **dimensions the team should monitor,** including the process of execution of the remote learning strategy (e.g., user experience) and the learning outcomes (e.g., equity)	…	…	…
	❑ Align on which **metrics** will be tracked for these dimensions (e.g.,, % of students enrolled), and **how** they will be tracked (e.g.,, through surveys)	…	…	…
	❑ Agree on **responsible parties** and a timeline for the collection of each metric	…	…	…
	4c. Launch a continuous improvement process			
	❑ Regularly **compile data** and **share** findings with the central team	…	…	…
	❑ **Adjust** the process as necessary with **tactical** and **structural interventions**	…	…	…
	❑ Compile learnings into a **lessons learnt compendium**	…	…	…