



United Nations  
Educational, Scientific and  
Cultural Organization

# IICBA Webinar: Distance learning in Africa during COVID-19 school closures

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## Distance Learning Strategies: What do we know about effectiveness?

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# National distance learning strategies: What we know and we can support

Analysis of **14** national distance learning strategies: Challenges and good practices

Landscape review of **130** national platforms

**Know-how on home confined** distance learning: an Issue Note

UNESCO  
Country Support

# National distance learning strategies: A rapid response leading to long-term goals

Immediate education response

Distance learning solutions

- Psychological and mental support
- Continuity of curricular studies

Months of new daily routine

Home based distance learning

- Continuous **participation**
- **Engagement** level and the **quality**
- Extra-curricular learning

Post-pandemic new normal

Tech-enhanced school systems

- New teachers and learners?
- More open and resilient schools?
- Future ready courses and platforms?

# National distance learning strategies: A rapid response leading to long-term goals

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Tech and content readiness

Pedagogical and home learning support readiness

Monitoring and evaluation readiness

Policy planning and financing readiness

# 1 Immediate education response: Challenges

## Distance learning solutions

### Technological readiness:

- National delivery systems (platforms/TV/radio)
- Household access (electricity, TV, radio, digital devices, internet)

### Content readiness:

- Curricular courses **covering all grade levels, all subject areas and accessible for all learners**
- Supporting materials

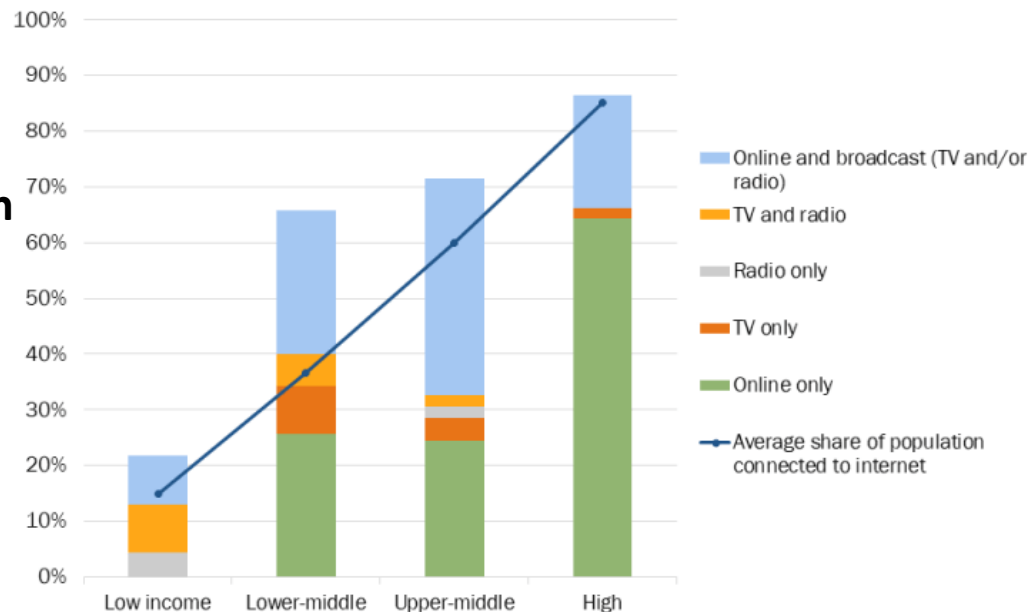
### Pedagogical readiness:

- 2/3 teachers no skills to **design and facilitate** distance learning
- 80% parents or caregivers not ready to manage home-based learning
- No caregivers

# Equity and inclusion: Rapid solutions should “Do No Harm” to the existing digital divide

- **Who is being reached? How?**
- **Who is not reached? Why? How can they be reached?**

**Figure 1. Share of countries responding to school closures with different forms of remote learning, by income group**



**90% high-income countries are using online learning**

- **<11% Sub-Saharan African countries ready for online opportunities**
- **<25% low-income countries ready for any type of distance learning**

Source: Center for Global Development and the World Bank

BROOKINGS

# 1 Immediate education response: Good practices

## Distance learning solutions

### **Equitable & inclusive Tech delivery:**

- Upgrading bandwidth of online platform (China)
- Solutions for students with special needs (Italy: 89% schools)
- Supporting household devices ([Lithuania](#))
- Zero-rate educational traffic (Indonesia, [South Africa](#), Sri Lanka) or Free mobile data (Maldives )

### **Universal accessibility to curricular courses:**

- Self development
- Open Educational Resources
- Language consideration (New Zealand [TV channels in English & Māori](#))
- Home based reading materials: [Global Digital Library](#); [Translate a story](#)

# 2 Effectiveness of home based distance learning:

## Challenges

- Physical-psychological distance
- Learners with low self regulation skills gain autonomy
- Continuous motivation

Home based  
distance learning

### Monitoring and evaluation readiness:

- **Coverage** of national solutions: no data from most countries (Italy: 94%; Ningxia/China: 97%)
- **Participation** or '**dropout**' rate over processes (France: 5-8%)
- Level of engagement or **disengagement** despite logging in

### Pedagogical and home learning support readiness:

- Teachers not ready to **facilitate** distance learning when confined at home
- Parents with low/no literacy skills or not ready
- No parents/caregiver available



# 2 Effectiveness of home based distance learning:

## Good practices

- Effective coverage of courses
- Effective engagement of learners
- Effective learning outcomes

Home based  
distance learning

### **Monitoring and mitigating ‘dropout’:**

- Decentralizing to schools to monitor (France, Italy...)
- Centralized monitoring and mitigation (Italy: [monitoring survey](#))
- Post-pandemic remedial courses (Summer camps: France)

### **Pedagogical facilitation and home support to reduce disengagement:**

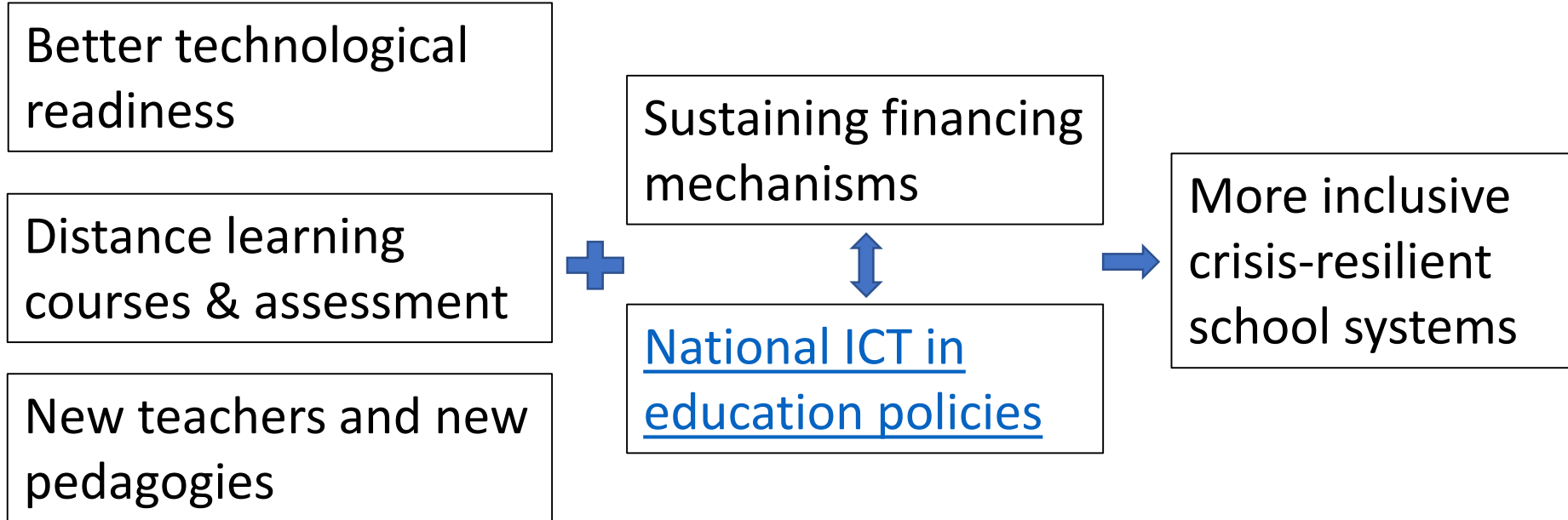
- More frequent formative assessment
- Guidance for teachers (Finland ...) & parents ([Armenia](#)); Free-toll hotline (UAE)
- Supporting teachers’ peer learning ([Estonia](#))
- Teacher-parent communities (Peru)
- Safe caring spaces or funds to hire private caregivers

# 3 Effective national distance learning strategies :

## Laying foundation for long-term goals

- Inclusive return to schools
- Sustainable good practices

Tech-enhanced  
school systems



# Thank you

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<https://en.unesco.org/covid19/educationresponse>

<https://en.unesco.org/themes/ict-education>