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Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

Remote Education Benchmarking Toolkit

BASIC EDUCATION

(DRAFT)

Association for the Development of Education in Africa (ADEA)

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Introduction

Since its emergence in late 2019, the COVID-19 crisis has evolved into a pandemic, heavily affecting the education quality¹ due to disruptions to learning and reduced length, or possible loss, of the school year in many countries. Following the closures of learning institutions, Education Ministries put in place national strategies and modalities for remote education.² These include audio through the radio, video through television (analogue and digital), mobile phone (voice, text and web-based), online teaching and learning (cloud-based or internet-dependent), and paper-based materials. Education actors such as UNICEF provides a matrix of modalities guiding the continuity of learning during school closures (see Figure 1 below). The matrix is based on key lessons drawn from global COVID-19 education responses.³

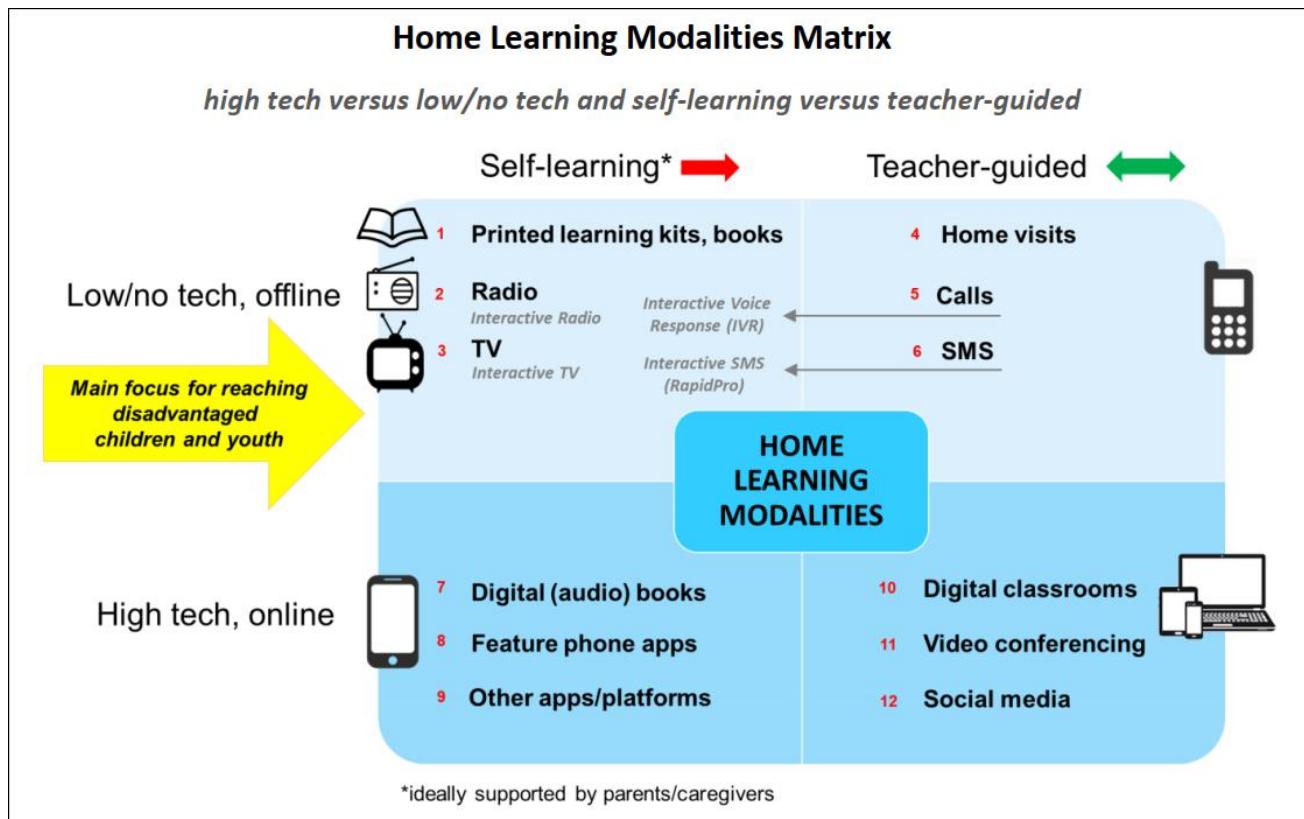


Figure 1: Home learning modalities matrix (source: UNICEF)

Resources such as the [UNICEF remote learning COVID-19 response decision tree](#) are also available summarizing 12 different learning modalities across four learning classifications (1. Low/no tech – self-learning, 2. Low/no tech – teacher-guided learning, 3. High tech – self-learning, 4. High tech – teacher-guided learning).

In order to obtain a clearer view of the status of education during the COVID-19 period, ADEA conducted two rapid surveys between March and June 2020 on the national situation of the education sector in 14 most-affected African countries. The main outcome of these engagements has illuminated the need to provide guidance to the countries on how to prepare better for future insulation of education from crises like COVID-19. In response, ADEA has developed this Remote Education

¹ Quality of Education which inputs are transformed into outcomes.

² Where education does not necessarily imply a physical presence of the actors simultaneously in the same space.

³ UNICEF. (2020). Guidance on Distance Learning Modalities: To reach all children and youth during school closures. UNICEF Regional Office for South Asia, Kathmandu, Nepal.

Benchmarking Toolkit, jointly with countries and partners. Before we get into the Toolkit, a quick word on the re-opening of learning institutions.

Reopening of learning institutions – challenges and interventions

Countries are making every effort to minimize the risk of infection using the limited resources to fully meet the stringent measures and protocols set by Ministries of Health – and reopening learning institutions. There is evidence of countries that partially reopened educational institutions in September 2020 but quickly closed due to increased number of infections. Others postponed their earlier scheduled reopening to a later date, while a good number are still considering reopening progressively, beginning with the examination classes.

Some countries, such as Ghana, have also adopted double shift systems by splitting existing classes into two. Several countries, including Kenya, are making extra desks and classrooms while others have planned to use tents and other existing areas such as dining halls (for boarding schools), with the aim of meeting the physical distancing requirements by limiting the class size to between 25 and 30 students. This is in addition to the provision of masks to staff and learners, as well as sensitization of parents, learners, teachers, and communities.

There are plans by countries like Rwanda to provide remedial lessons when schools reopen, upon assessment of the learning levels, especially for learners in rural and marginalized areas, as part of addressing issues of gender, equity and inclusion, among other measures. In view of this, a phased approach may be the best option to allow governments to put in place the systems and processes necessary for a full reopening.

In addition to the advice from national COVID-19 teams and education committees that have been informed by advice from WHO, countries are also benefitting from guidelines and frameworks developed by partners such as UNICEF, World Bank, UNESCO, ILO, and CDC. Here are additional resources guiding school reopening:

- [Framework for reopening schools](#) (UNESCO, UNICEF, World Bank, WFP).
- [Supporting teachers in back to school efforts Guidance for policy makers](#) (UNESCO International Teacher Task Force, ILO).
- [IASC Interim Guidance for the Prevention and Control of COVID-19 in Schools](#) (IFRC, UNICEF, WHO).
- Guidance for Social Distancing on School Buses; Steps for Bus Drivers When Students Fail a Screening; Sample COVID-19 Screening Questionnaire (Marietta, Ga., City Schools. EducationWeek).
- Supporting teachers in back-to-school efforts: A toolkit for school leaders (UNESCO/ Teacher Task Force/ ILO).

Rationale, purpose and target group for this Benchmarking Toolkit

Although countries have previously deployed some aspects of remote learning as a complement to in-person education, the advent of COVID-19 that resulted in the closure of learning institutions has seen remote education becoming critical to most countries. It is therefore important to consider designing this type of education as an intentional stand-alone program from the start to meet the long-

term educational needs and the required learning outcomes, and act as a solid alternative to in-person learning, as part of the national disaster preparedness.

Appreciating that this type of education – and even the traditional in-person education – is not able to impart fully all the required skills to all learners in all the different contexts, each country must consider its unique situation in terms of capacity of the teaching workforce, access to technology and content, technical infrastructure, among other considerations, and select the suitable approach and process in rolling out remote education for its citizens.

Remote education has a strong potential to increase inequities in learning during crises, particularly for marginalized communities and vulnerable groups. However, when carefully conceptualized, planned, implemented, monitored and evaluated, remote education has also the potential to increase opportunities for these learner groups. The key is to institute mixed-modality approaches that tap into the different technologies, resources, teacher and learner experiences in remote education.

The development of an effective remote education is still at its infancy stage in many countries. As a result, there is a huge data gap to get comprehensive and exhaustive information to monitor and report progress on the CESA 16-25 or SDGs.

This Remote Education Benchmarking Toolkit therefore focuses exclusively on remote education. The Toolkit is primarily designed to assist African countries to think and plan better, and implement effective remote education, which in turn aids the countries to generate the requisite human capital.

The goal is to strengthen Ministries of Education systems by improving the provision of remote education in the future. The target groups are the ministries in charge of education and training from the 55 African countries.

How to use the Remote Education Benchmarking Toolkit

This Remote Education Benchmarking Toolkit employs a checklist-based approach to assist countries establish and sustain comprehensive and appropriate remote education systems in harmony with regional and international systems and practices.

It has 12 norms and a set of best practice standards under each norm, and a three-level benchmarking criterion to serve as a precondition for country preparedness to deliver remote education during crisis or in normal situations. The Toolkit will also guide the strengthening of the capacity of relevant staff of Ministries of Education and education practitioners to develop remote education in African context. With this toolkit, different technicians in the same ministry of education will need to review all the norms and standards to assess their level of readiness in delivering remote education effectively. In case the country is not ready yet or partially ready, the Toolkit will assist in identifying the areas of weakness, and hence what to address to mitigate the identified bottlenecks.

The following are the 12 norms (the sets of standards for each norm is contained in the matrix):

- Robust policy and legal framework

NORM 1



- Appropriate teaching and learning curricula

NORM 2



- Strong teaching workforce capacity

NORM 3



- Equitable and inclusive access

NORM 4



- Capacity, infrastructure and new technologies

NORM 5



- Strong EMIS

NORM 6



- Public and Private Partnership

NORM 7



- Resource mobilization

NORM 8



- Information, comm. & reporting

NORM 9



- Peace & conflict prevention and resolution

NORM 10



- Monitoring, evaluation and assessment

NORM 11



- Child safeguarding online

NORM 12



Norm 1: Robust policy and legal framework

There is need to put in place sound policies and procedures that ensure flexible and organized access to quality and equitable remote education. The policies and procedures should be accompanied by strong legal frameworks that facilitate (1) the establishment of a Remote Education Administration Unit, embedded within the Ministry of Education, with a clear mission, strategy and legal mandate to oversee the provision of remote education; (2) quality and relevance in terms of teacher preparation, learner needs and new ways of interaction among the different actors; (3) learner acquisition of the necessary 21st century skills and embedding digitalization.

LEVEL OF COUNTRY READINESS			
	READY	PARTIALLY READY	NOT READY
Norm 1: Robust policy and legal framework			
STANDARDS	<ul style="list-style-type: none"> Policy in place guiding flexible and organized access to remote education. <input type="checkbox"/> 	<ul style="list-style-type: none"> Policy development process ongoing / only procedures in place guiding access to remote education. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is neither a process of policy development nor procedures guiding access to remote education. <input type="checkbox"/>
	<ul style="list-style-type: none"> Remote Education Administration Unit established within the Ministry of Education, well-resourced and functional, with a clear mission, strategy and legal mandate, and clear guidelines on multisectoral engagement to provide remote education. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remote Education Administration Unit established within the Ministry of Education with weak strategy and legal mandate; guidelines on multisectoral engagement to provide remote education are not clear. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remote Education Administration Unit is not yet established within the Ministry of Education. <input type="checkbox"/>
	<ul style="list-style-type: none"> Remote education is relevant, with respect to pre-service and in-service teacher training, learning needs and embraces new ways of interaction. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remote education is not adequately based on learning needs, embraces some new ways of interaction, with no clear teacher preparation strategy. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is no strategy for retraining teachers and reorienting curriculum for remote education. <input type="checkbox"/>
	<ul style="list-style-type: none"> Remote education ensures acquisition of academics, 21st century skills and digitalization. <input type="checkbox"/> 	<ul style="list-style-type: none"> Lack of clarity in balancing between acquisition of academics, 21st century skills and digital skills. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is little acquisition of 21st century skills, with emphasis still on academics. <input type="checkbox"/>

Norm 2: Appropriate teaching and learning curricula

For remote education to be effective, curricula for teacher preparation and learning should be appropriate to encourage content navigation and ensure learners and teachers use updated platforms for remote learning. The courses should (1) integrate quality instructional materials to enrich the learning; (2) mainstream and regularly evaluate and update technology due to its dynamism; (3) align with appropriate learning standards and include provision for interaction that support active and accelerated in-depth learning; and (4) strengthen learner-centered pedagogy adopted for remote education.

LEVEL OF COUNTRY READINESS			
	READY	PARTIALLY READY	NOT READY
Norm 2: Appropriate teaching and learning curricula			
STANDARDS	<ul style="list-style-type: none"> Curriculum in place and used in teacher preparation for remote education. <input type="checkbox"/>	<ul style="list-style-type: none"> Ad hoc teacher preparation for remote education. <input type="checkbox"/>	<ul style="list-style-type: none"> No teacher preparation for remote education. <input type="checkbox"/>
	<ul style="list-style-type: none"> Remote education curriculum in place with clearly organized course delivery in a way that teachers and learners can easily navigate. <input type="checkbox"/>	<ul style="list-style-type: none"> Organization of remote education curriculum for course delivery is poor and difficult to navigate by teachers and learners. <input type="checkbox"/>	<ul style="list-style-type: none"> Remote education curriculum is not in place. <input type="checkbox"/>
	<ul style="list-style-type: none"> The curricula integrate quality instructional materials to enrich learning. <input type="checkbox"/>	<ul style="list-style-type: none"> The curricula integrate some quality instructional materials to enrich learning. <input type="checkbox"/>	<ul style="list-style-type: none"> Curricula does not integrate quality instructional materials to enrich learning. <input type="checkbox"/>
	<ul style="list-style-type: none"> Mechanism in place for regular evaluation and updating of technology to effectively support the learning goals and enhance the learning experience. <input type="checkbox"/>	<ul style="list-style-type: none"> Mechanism for evaluating is in place but weak and the evaluation is ad hoc/not regular. <input type="checkbox"/>	<ul style="list-style-type: none"> No mechanism in place for regular evaluation of technology to effectively support the learning goals and enhance the learning experience. <input type="checkbox"/>

	<ul style="list-style-type: none"> Courses included in the program contain content that fully aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities. <input type="checkbox"/>	<ul style="list-style-type: none"> Courses included in the program contain content that align with some of the learning standards and provisions for intervention and accelerated learning opportunities are weak. <input type="checkbox"/>	<ul style="list-style-type: none"> Course content does not align with appropriate learning standards and has little or no provision for intervention and accelerated learning opportunities. <input type="checkbox"/>
	<ul style="list-style-type: none"> Courses included in the program provide many opportunities for interaction that support active learning. <input type="checkbox"/>	<ul style="list-style-type: none"> Courses included in the program provide only some opportunities for interaction that support active learning. <input type="checkbox"/>	<ul style="list-style-type: none"> Courses included in the program provide little or no opportunity for interaction that support active learning. <input type="checkbox"/>
	<ul style="list-style-type: none"> Courses included in the program provide a variety of activities that include options for in-depth learning through authentic problem-solving and experience. <input type="checkbox"/>	<ul style="list-style-type: none"> Courses included in the program provide a limited variety of activities for in-depth learning through authentic problem-solving and experience. <input type="checkbox"/>	<ul style="list-style-type: none"> Courses have no variety of activities for in-depth learning through authentic problem-solving and experience. <input type="checkbox"/>
	<ul style="list-style-type: none"> The curricula strengthen learner-centered pedagogy for remote education. <input type="checkbox"/>	<ul style="list-style-type: none"> Learner-centered pedagogy for remote education is weak. <input type="checkbox"/>	<ul style="list-style-type: none"> The curricula show little or no learner-centered pedagogy for remote education. <input type="checkbox"/>

Norm 3: Strong teaching workforce capacity

A well-trained and qualified teaching workforce with appropriate techno-pedagogical skills is essential for successful remote education. This calls for comprehensively integrating aspects of remote education in pre- and in-service educator training that includes an elaborate in-service capacity building programme on remote education, continuous professional development and coaching and mentoring as part of the supportive environment.

	LEVEL OF COUNTRY READINESS		
	READY	PARTIALLY READY	NOT READY
Norm 3: Strong teaching workforce capacity			
STANDARDS	<ul style="list-style-type: none"> Remote education is embedded in pre-service teacher training including training on specific remote education software. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remote education is partially integrated in pre-service teacher training including training on some remote education software. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remote education is not integrated in pre-service teacher training. <input type="checkbox"/>
	<ul style="list-style-type: none"> An elaborate in-service capacity building programme is in place on remote education. <input type="checkbox"/> 	<ul style="list-style-type: none"> An in-service capacity building programme is in place on remote education but it is not comprehensive. <input type="checkbox"/> 	<ul style="list-style-type: none"> No in-service capacity building programme is in place on remote education. <input type="checkbox"/>
	<ul style="list-style-type: none"> Existence of policy on continuous professional development, coaching and mentoring of teachers related to remote education delivery. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is no policy, but a strategy exists on continuous professional development, coaching and mentoring of teachers related to remote education delivery. <input type="checkbox"/> 	<ul style="list-style-type: none"> No policy or strategy is in place on continuous professional development, coaching and mentoring of teachers related to remote education delivery. <input type="checkbox"/>
	<ul style="list-style-type: none"> The policy is fully implemented and updated every two years. <input type="checkbox"/> 	<ul style="list-style-type: none"> The strategy is fully implemented and updated every two years. <input type="checkbox"/> 	
	<ul style="list-style-type: none"> Integration of innovative approaches towards enhancing teacher capacity in remote teaching and learning e.g. peer mentorship, collaborative learning. <input type="checkbox"/> 	<ul style="list-style-type: none"> Innovative approaches towards enhancing teacher capacity in remote teaching and learning partially integrated. <input type="checkbox"/> 	<ul style="list-style-type: none"> No integration of innovative approaches towards enhancing teacher capacity in remote teaching and learning. <input type="checkbox"/>

	<ul style="list-style-type: none"> • Availability of enough quality and relevant teaching and learning materials adopted to remote education. <input type="checkbox"/>	<ul style="list-style-type: none"> • Availability of some quality and relevant teaching and learning materials adopted to remote education. <input type="checkbox"/>	<ul style="list-style-type: none"> • Teaching and learning materials adopted to remote education are obsolete and irrelevant. <input type="checkbox"/>
	<ul style="list-style-type: none"> • Existence of strong and comprehensive quality assurance and assessment mechanisms for remote education learning outcomes. <input type="checkbox"/>	<ul style="list-style-type: none"> • Existing quality assurance and assessment mechanisms are weak. <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no quality assurance and assessment mechanisms for remote education learning outcomes. <input type="checkbox"/>
	<ul style="list-style-type: none"> • Incentive policy in place to reward and retain dedicated, and innovative teachers involved in remote education. <input type="checkbox"/>	<ul style="list-style-type: none"> • Incentive strategy in place to reward and retain dedicated and innovative teachers involved in remote education. <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no policy and /or strategy to reward and retain dedicated and innovative teachers involved in remote education. <input type="checkbox"/>

Norm 4: Equitable and inclusive access to remote education

The issue of equitable and inclusive access to remote education is an opportunity and a challenge at the same time. The remote education system should provide online and offline learning platforms including appropriate pedagogical and didactical tools to (1) the hardest to reach; (2) most vulnerable households and areas; (3) women and girls.

LEVEL OF COUNTRY READINESS			
	READY	PARTIALLY READY	NOT READY
Norm 4: Equitable and inclusive access to remote education			
STANDARDS	<ul style="list-style-type: none"> All learners have equitable access to remote learning platforms. <input type="checkbox"/> 	<ul style="list-style-type: none"> Between 50 and 60% of learners have access to the online/distance learning platforms. <input type="checkbox"/> 	<ul style="list-style-type: none"> There are no e online/ distance learning platforms. <input type="checkbox"/>
	<ul style="list-style-type: none"> Programme contents delivered through remote education are customized to learners' cognitive levels, context and circumstances. <input type="checkbox"/> 	<ul style="list-style-type: none"> Programme contents delivered through remote education are partially customized to learner's levels. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is no programme contents delivered through remote education customized to learner's levels. <input type="checkbox"/>
	<ul style="list-style-type: none"> The remote education uses local language and inclusive pedagogies. <input type="checkbox"/> 	<ul style="list-style-type: none"> The remote education uses limited local language and inclusive pedagogies. <input type="checkbox"/> 	<ul style="list-style-type: none"> The remote education does not use local language and inclusive pedagogies. <input type="checkbox"/>
	<ul style="list-style-type: none"> The remote education reaches those hardest to reach. <input type="checkbox"/> 	<ul style="list-style-type: none"> The remote education reaches between 50 and 60% of those hardest to reach. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is no remote education targeting those hardest to reach. <input type="checkbox"/>
	<ul style="list-style-type: none"> There is access to education of most vulnerable groups that are less likely to enroll and more likely to drop out of school. <input type="checkbox"/> 	<ul style="list-style-type: none"> Access of most vulnerable groups that are less likely to enroll and more likely to drop out of school is limited. <input type="checkbox"/> 	<ul style="list-style-type: none"> There are no arrangements to ensure access of most vulnerable groups that are less likely to enroll and more likely to drop out of school is limited. <input type="checkbox"/>

<ul style="list-style-type: none"> • Remote education's eligibility requirements i.e. tools/ calendar and levels are well communicated to learners and the community. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Remote education's eligibility requirements i.e. tools/ calendar and levels exist but not well communicated to learners and the community. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Remote education's eligibility requirements i.e. tools/ calendar and levels does not exist. 	<input type="checkbox"/>
<ul style="list-style-type: none"> • The remote education reaches all women and girls, especially adolescents, including those from (extremely) poor socio-economic backgrounds, living in remote rural areas. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • The remote education does not reach all women and girls, especially adolescents, including those from (extremely) poor socio-economic backgrounds, living in remote rural areas. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • The remote education does not target women and girls, especially adolescents, including those from (extremely) poor socio-economic backgrounds, living in remote rural areas. 	<input type="checkbox"/>
<ul style="list-style-type: none"> • Measures are implemented to favor the attendance of between 75 and 100% of learners who head households, are heavily tied to the care of the elderly, perform other household chores or are likely to face additional barriers that prevent them from attending remote education. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Measures are implemented to favor the attendance of between 50 and 75% of learners who head households, are heavily tied to the care of the elderly, perform other household chores or are likely to face additional barriers that prevent them from attending remote education. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Measures in place favor the attendance of less than 50% of learners who head households, are heavily tied to the care of the elderly, perform other household chores or are likely to face additional barriers that prevent them from attending remote education. 	<input type="checkbox"/>

Norm 5: Capacity, infrastructure and new technologies

The remote education approach should rely on diversified vehicles tailored to contextual situations of teachers, learners, parents and communities. This necessitates having and maintaining infrastructure that supports the use of feature phones, television and radio, intranet resources; as well as eLearning platforms; to provide alternatives to those leaving with poor connectivity. It is also important to seek feedback from teachers and other beneficiaries.

LEVEL OF COUNTRY READINESS			
	READY	PARTIALLY READY	NOT READY
Norm 5: Capacity, infrastructure and new technologies			
STANDARDS	<ul style="list-style-type: none"> The remote education system uses feature mobile phones. <input type="checkbox"/> 	<ul style="list-style-type: none"> The remote education system partially uses feature mobile phones. <input type="checkbox"/> 	<ul style="list-style-type: none"> The remote education system does not use feature mobile phones. <input type="checkbox"/>
	<ul style="list-style-type: none"> The remote education system uses literacy programmes on television and radio. <input type="checkbox"/> 	<ul style="list-style-type: none"> The remote education system partially uses literacy television and radio programmes. <input type="checkbox"/> 	<ul style="list-style-type: none"> The remote education system does not use literacy television programmes, only radio programmes. <input type="checkbox"/>
	<ul style="list-style-type: none"> The remote education system uses intranet resources. <input type="checkbox"/> 	<ul style="list-style-type: none"> The remote education system seldom uses intranet resources. <input type="checkbox"/> 	<ul style="list-style-type: none"> The remote education system does not use intranet resources. <input type="checkbox"/>
	<ul style="list-style-type: none"> Remedial actions are in place to respond to various difficulties which came to light during remote education sessions. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remedial actions are in place but not comprehensive enough to respond to various difficulties which came to light during remote education sessions. <input type="checkbox"/> 	<ul style="list-style-type: none"> There are no remedial actions in place to respond to various difficulties which came to light during remote education sessions. <input type="checkbox"/>
	<ul style="list-style-type: none"> Teachers provide timely feedback on the online learning modules. <input type="checkbox"/> 	<ul style="list-style-type: none"> Teachers can provide feedback on the online learning modules, but the feedback is not timely. <input type="checkbox"/> 	<ul style="list-style-type: none"> Teachers are not given the opportunity to provide feedback on the online learning modules. <input type="checkbox"/>
	<ul style="list-style-type: none"> ICTs fully support remote literacy and numeracy instruction and learning. <input type="checkbox"/> 	<ul style="list-style-type: none"> ICTs somewhat support to remote literacy and numeracy instruction and learning. <input type="checkbox"/> 	<ul style="list-style-type: none"> ICTs do not support to remote literacy and numeracy instruction and learning. <input type="checkbox"/>

	<ul style="list-style-type: none"> Alternatives are in place to support those living in areas with poor internet connectivity. <input type="checkbox"/> 	<ul style="list-style-type: none"> Alternatives to support those living in areas with poor internet connectivity are limited. <input type="checkbox"/> 	<ul style="list-style-type: none"> There are no programs to support those living in areas with poor internet connectivity not implemented. <input type="checkbox"/>
	<ul style="list-style-type: none"> Adequate measures are taken to provide help to learners with no access to computer devices outside class and no means to download material to assimilate the remote education course materials. <input type="checkbox"/> 	<ul style="list-style-type: none"> Limited measures to provide help to learners with no access to computer devices outside class and no means to download material to assimilate the remote course material. <input type="checkbox"/> 	<ul style="list-style-type: none"> No measures are in place to assist learners with no access to computer devices outside class and there are also no means to download material to assimilate the remote course material. <input type="checkbox"/>
	<ul style="list-style-type: none"> There are enough IT resources to make it possible for all students to access remote education material and work on them. <input type="checkbox"/> 	<ul style="list-style-type: none"> There are insufficient/ inadequate IT resources to make it possible for all students to access remote education material and work on them. <input type="checkbox"/> 	<ul style="list-style-type: none"> IT resources are not available for all students to access remote education material and work on them. <input type="checkbox"/>
	<ul style="list-style-type: none"> Local languages are used in ICT tools. <input type="checkbox"/> 	<ul style="list-style-type: none"> Local languages are partially used in ICT tools. <input type="checkbox"/> 	<ul style="list-style-type: none"> Local languages are not used in ICT tools. <input type="checkbox"/>
	<ul style="list-style-type: none"> Process to access the remote courses is friendly and simple. <input type="checkbox"/> 	<ul style="list-style-type: none"> Process to access the remote courses not easy and learner friendly. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is no process in place to enable access to remote courses. <input type="checkbox"/>
	<ul style="list-style-type: none"> The education online platform has strong offline functionality option. <input type="checkbox"/> 	<ul style="list-style-type: none"> The education online platform has limited offline functionality option. <input type="checkbox"/> 	<ul style="list-style-type: none"> The education online platform has no offline functionality option. <input type="checkbox"/>

Norm 6: Strong Education Management Information System

Education management information system is one of the key norms for organizing and documenting effectiveness of remote education system to be able to capitalize on the key lessons learnt and to share the useful links with the wide networks especially countries and regions confronting similar challenges. The following are the key aspects to be embedded in an effective education management information system for remote education system (1) Timely data collection, analysis and utilization for remote education is strengthened by the Ministry of Education (2) the existing country's EMIS strategy embed remote education; and (3) the remote education data are customized to the school level, with the learner at the center, and socio-economic characteristics.

LEVEL OF COUNTRY READINESS			
	READY	PARTIALLY READY	NOT READY
Norm 6: Strong Education Management Information System			
STANDARDS	<ul style="list-style-type: none"> • Remote education data are regularly collected, analyzed, and communicated to interested audience in a timely manner. <input type="checkbox"/> 	<ul style="list-style-type: none"> • Remote education data are not regularly collected, analyzed, and communicated to interested audience in a timely manner. <input type="checkbox"/> 	<ul style="list-style-type: none"> • The remote education data are neither collected nor available. <input type="checkbox"/>
	<ul style="list-style-type: none"> • Remote education decisions are evidence based. <input type="checkbox"/> 	<ul style="list-style-type: none"> • Remote education decisions are sometimes evidence-based. <input type="checkbox"/> 	<ul style="list-style-type: none"> • Where remote education exists, decisions are not evidence-based. <input type="checkbox"/>
	<ul style="list-style-type: none"> • Availability of data on student socio-economic characteristics (e.g. students' level of education, option, parents' level of education and socioeconomic standing; gender; language; disability) to better plan remote education. <input type="checkbox"/> 	<ul style="list-style-type: none"> • Some remote education data on socio-economic characteristics conditions of either parents and/or students are available. <input type="checkbox"/> 	<ul style="list-style-type: none"> • The remote education data on students and parents' socio-economic characteristics are not available. <input type="checkbox"/>
	<ul style="list-style-type: none"> • The remote education data component is embedded in Country's EMIS strategy. <input type="checkbox"/> 	<ul style="list-style-type: none"> • Remote education data component is somewhat embedded in the country's EMIS. <input type="checkbox"/> 	<ul style="list-style-type: none"> • The country either does not have an EMIS strategy in place or, if in place, does not include remote education data component. <input type="checkbox"/>

<p>• Remote education data users are regularly consulted to satisfy their expectation.</p>	<input type="checkbox"/>	<p>• Remote education data users are consulted but not on regulatory basis.</p>	<input type="checkbox"/>	<p>• There is no consultation with remote education data users.</p>	<input type="checkbox"/>
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Norm 7: Public and private partnership

Institutionalized partnership between players in the public and private sector, as well as with civil society, development partners and other key stakeholders ensure coherence in developing an efficient and effective ecosystem for remote education.

LEVEL OF COUNTRY READINESS			
	READY	PARTIALLY READY	NOT READY
Norm 7: Public and private partnership			
STANDARDS	<ul style="list-style-type: none"> An institutional conducive environment for PPPs in remote education is in place, including the possibility of long-term financing facilities. <input type="checkbox"/> Skills necessary to prioritize and execute public private partnership (PPP) are enhanced for remote education. <input type="checkbox"/> Fully functional institutional coordination mechanisms are in place between teachers, education actors and communities for the smooth remote education delivery. <input type="checkbox"/> 	<ul style="list-style-type: none"> A conducive environment for PPPs in remote education exists, including the possibility of long-term financing facilities, but it is ad hoc. <input type="checkbox"/> Skills necessary to prioritize and execute public private partnership (PPP) exist but are not enhanced for remote education. <input type="checkbox"/> Processes are in place to regularly consult beneficiaries of remote education regarding their needs, but consultations are on an ad hoc basis. <input type="checkbox"/> Coordination mechanisms are in place between teachers, education actors and community for the smooth online education delivery but are use in an ad hoc basis. <input type="checkbox"/> 	<ul style="list-style-type: none"> A conducive environment for PPPs in remote education does not exist. <input type="checkbox"/> Skills necessary to prioritize and execute public private partnership (PPP) do not exist for remote education. <input type="checkbox"/> No consultations or processes in place to regularly consult beneficiaries of remote education regarding their needs and evaluate the relevance and practical utility of remote education programs. <input type="checkbox"/> There is no institutional coordination mechanism. <input type="checkbox"/>

	<ul style="list-style-type: none"> • A comprehensive variety of delivery systems are in place for interaction and feedback, contacting beneficiaries of remote education, making detailed comments, and developing strategies for learner reinforcement. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • A limited variety of delivery system is in place for interaction and feedback, contacting beneficiaries of remote education, making detailed comments and developing strategies for learner reinforcement. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • The existing delivery system does not allow interaction and feedback between educators and learners. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Remote education is affordable for targeted learners. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Remote education is partially free for targeted learners. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Remote education is expensive for targeted learners. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Government covers 10% of the cost of remote education delivery. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Government covers 50% while private sector and/ or donors cover 50% of the cost of remote education. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Private sector and/ or donors cover 100% of the cost of remote education. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Existence of clear orientation and information guide (document) to learners and their parents/ guardians on remote learning technologies and practices. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Existence of information to learners and their parents/guardians on remote learning practices but not documented. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • There is no guide or information to learners and their parents/ guardians on online learning practices. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • A comprehensive policy is in place that provides accessibility support services in compliance with special education policies and procedures. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Existence of a strategy that ensures effective support services that comply with special education policies and procedures. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • There is no policy or strategy in place that support services that comply with special education policies and procedures. 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Learners and parents/ guardians are regularly consulted for appropriate decision making. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Learners and parents/ guardians are consulted in an ad hoc basis for appropriate decision making. 	<input type="checkbox"/>	<ul style="list-style-type: none"> • There is no formal communication channel for educator communications with learners and parents/ guardians. 	<input type="checkbox"/>
					<ul style="list-style-type: none"> • There is no technical support for learners and parents when needed. 	<input type="checkbox"/>
					<ul style="list-style-type: none"> • Learners and parents/ guardians are not consulted in decision making. 	<input type="checkbox"/>

Norm 8: Resource mobilization

Like any other initiative, without effective and efficient financial and human resources, the remote education would not yield the intended outcome to both the nation and students. Resource mobilization should include the following key components: (1) Ensure the appropriate budget is availed to enrich the remote learning unit; (2) review and mainstream financial and technical resources mobilization strategy; (3) regular upgrading of teachers' skills and ICT infrastructure to better deliver the remote education; and (4) strengthen alternative ways of financing the most marginalized students to benefit from remote education to ensure equity and equality.

LEVEL OF COUNTRY READINESS			
	READY	PARTIALLY READY	NOT READY
Norm 8: Resource mobilization			
STANDARDS	<ul style="list-style-type: none"> Appropriate budget percentage is allocated to remote learning unit. <input type="checkbox"/> 	<ul style="list-style-type: none"> Inadequate budget percentage is allocated to remote learning unit. <input type="checkbox"/> 	<ul style="list-style-type: none"> No budget is allocated to remote learning unit. <input type="checkbox"/>
	<ul style="list-style-type: none"> Both technical and financial resource mobilization strategy for remote education exist and are strong. <input type="checkbox"/> 	<ul style="list-style-type: none"> Technical and financial resources mobilization strategy for remote education exist but are weak. <input type="checkbox"/> 	<ul style="list-style-type: none"> Technical and financial resources mobilization strategy for remote education doesn't exist. <input type="checkbox"/>
	<ul style="list-style-type: none"> Teachers are specifically supported to access the available teaching resources and practice to increase their remote education delivery skills and modalities. <input type="checkbox"/> 	<ul style="list-style-type: none"> Teachers are somewhat supported to access the available teaching resources and practice to increase their remote education delivery skills and modalities. <input type="checkbox"/> 	<ul style="list-style-type: none"> No support delivered to teachers to access the available teaching resources and practice to increase their remote education delivery skills and modalities. <input type="checkbox"/>
	<ul style="list-style-type: none"> Innovation and invention of additional resources for educators to avail digital and remote learning content. <input type="checkbox"/> 	<ul style="list-style-type: none"> Educators are not well supported to invent and innovate new or additional resources to be able to avail digital and remote learning content. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is no innovation and invention of additional resources for educators to avail digital and remote learning content. <input type="checkbox"/>
	<ul style="list-style-type: none"> Remote education financing modalities are mobilized from many different sources. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remote education financing modalities are mobilized from few sources. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remote education financing modalities are not mobilized. <input type="checkbox"/>

<ul style="list-style-type: none">The very marginalized students (including those with special education needs – SEN) are financed to access moderate enabled technology or to access hard copies of reading books.	<input type="checkbox"/>	<ul style="list-style-type: none">The marginalized students are financed to access learning content on radios and TVs but no hardcopies reading books distributed and SEN students are not considered.	<input type="checkbox"/>	<ul style="list-style-type: none">The marginalized students are not considered at all.	<input type="checkbox"/>
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Norm 9: Information, communication and reporting

There is need to put in place strategies in order to: (i) Have a clear and easy communication channel between students and educators; (ii) Strengthen timely feedback gathering and communication to stakeholders; (iii) Ensure clear statements about goals of the course, purpose of remote activities and assignments are provided to students and parents; (iv) Provide navigation assistance to students and parents/ guardians to know where course activities and resources are located and calendars, so students know when, where, and how to follow the lessons; (v) Ensure use of clear, concise, unambiguous language for online/distance education; (vi) Strengthen use of communication channels that community prefer where possible, to reduce cultural and communication barriers; (vii) Communicate clearly the course's summaries, additional resources, and feedback to help students evaluate their learning progress remotely; (viii) Be sensitive to different communication styles and varying cultures while communicating to students and parents remotely; and (ix) Enhance distance education system by eliminating communication barriers between students, teachers and parents.

STANDARDS	LEVEL OF COUNTRY READINESS		
	READY	PARTIALLY READY	NOT READY
Norm 9: Information, communication and reporting	<ul style="list-style-type: none">Effective and efficient communication channel between students and educators. <input type="checkbox"/>Feedback gathering and communication to stakeholders timely and strengthened. <input type="checkbox"/>Clear statements about goals of the course, purpose of remote activities and assignments provided to students and parents. <input type="checkbox"/>	<ul style="list-style-type: none">Communication channel between students and educators exists but is no effective. <input type="checkbox"/>Feedback gathering and communication to stakeholders not strengthened. <input type="checkbox"/>Statements about goals of the course, the purpose of remote activities and assignments provided to students and parents are in place but not clear. <input type="checkbox"/>	<ul style="list-style-type: none">No communication channel between students and educators. <input type="checkbox"/>Feedbacks gathering and communication to stakeholders does not exist. <input type="checkbox"/>No statements about the goals of the course and the purpose of remote activities and no assignments provided to students and parents. <input type="checkbox"/>

<ul style="list-style-type: none"> Navigation assistance to students and parents provided / guardians know where course activities and resources are located and calendars, so students know when, where, and how to follow the lessons. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Navigation assistance to students and parents provided but not clear / guardians not sure where course activities and resources are located and calendars, so students may not know when, where, and how to follow the lessons. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Navigation assistance to students and parents doesn't exist / guardians don't know where course activities and resources are located and calendars, so students don't know when, where, and how to follow the lessons. 	<input type="checkbox"/>
<ul style="list-style-type: none"> Use of clear, concise, unambiguous language for remote education for all students and parents. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Language for remote education is not clear, not concise, and ambiguous for some students and parents. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Language for remote education is not clear, not concise, and ambiguous for all students and parents. 	<input type="checkbox"/>
<ul style="list-style-type: none"> Communication channels that remote education communities prefer are used effectively and efficiently to reduce cultural and communication barriers. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Communication channels that remote education communities prefer are not used as effectively and efficiently to reduce cultural and communication barriers. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Use of communication channels which are different from what remote education communities prefer to create cultural and communication barriers. 	<input type="checkbox"/>
<ul style="list-style-type: none"> Remote education course summaries, additional resources, and feedback to help students evaluate their learning progress remotely are communicated clearly. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Remote education course's summaries, additional resources, and feedback to help students evaluate their learning progress remotely are not communicated clearly. 	<input type="checkbox"/>	<ul style="list-style-type: none"> No course summaries, no additional resources, and no feedback are availed to help students evaluate their learning progress remotely. 	<input type="checkbox"/>
<ul style="list-style-type: none"> Sensitivity in different communication styles and varying cultures while communication to students and parents remotely are emphasized and maintained. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Sensitivity in different communication styles and varying cultures while communication to students and parents remotely not adhered to consistently. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Sensitivity in different communication styles and varying cultures while communication to students and parents remotely are not adhered to. 	<input type="checkbox"/>
<ul style="list-style-type: none"> Remote education system adequately enhanced as there is no communicational barriers between students, teachers and parents. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Remote education system not adequately enhanced despite the effort to eliminate the communicational barriers between students, teachers and parents. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Dysfunctional remote education system resulting in communication barriers between students, teachers and parents. 	<input type="checkbox"/>

<ul style="list-style-type: none">• Existence of official platform for educator communications with learners and parents/ guardians.	<input type="checkbox"/>	<ul style="list-style-type: none">• Existence of email distribution list for educator communication with learners and parents/ guardians.	<input type="checkbox"/>	<ul style="list-style-type: none">• No mechanism in place for educator communication with learners and parents/ guardians.	<input type="checkbox"/>
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Norm 10: Peace and conflict prevention and resolution

There is need to put in place sound policies and procedures for peace and conflict prevention and resolution. The African Union established a legal framework -the African Charter on the right and welfare of the Child in 1999 - that provides an effective continental framework for advancing children's rights. Policies and procedures should be accompanied by strong national legal frameworks that facilitate: (i) child wellbeing especially in their home and family; (ii) inclusivity of the remote learning especially for war-affected, disabled and orphaned children; (iii) Alert system to monitor child wellbeing; and (iv) Preventing violations and continuing to build peace.

LEVEL OF COUNTRY READINESS			
	READY	PARTIALLY READY	NOT READY
Norm 10: Peace and conflict prevention and resolution			
STANDARDS	<ul style="list-style-type: none"> National social protection systems are in place. <input type="checkbox"/> 	<ul style="list-style-type: none"> Existing social insurance schemes based on community or occupation basis. <input type="checkbox"/> 	<ul style="list-style-type: none"> There are no social insurance schemes in place based on community or occupation basis. <input type="checkbox"/>
	<ul style="list-style-type: none"> Sensitization practices for public, especially parents and community, on children well-being during remote education mainstreamed. <input type="checkbox"/> 	<ul style="list-style-type: none"> Sensitization practices for public, especially parents and community, on children well-being during remote education is ad hoc. <input type="checkbox"/> 	<ul style="list-style-type: none"> No sensitization practices undertaken for public, especially parents and community, on children well-being during remote education. <input type="checkbox"/>
	<ul style="list-style-type: none"> Adequate involvement of local organizations to help mainstreaming forgiveness and reconciliation among students and community during remote education. <input type="checkbox"/> 	<ul style="list-style-type: none"> Local organizations are not adequately involved and aware of provisions made by the Ministry of Education for remote education. <input type="checkbox"/> 	<ul style="list-style-type: none"> Advocacy and sensitization activities that include the community, local NGOs and radios are not yet established by the Ministry of Education. <input type="checkbox"/>
	<ul style="list-style-type: none"> Monitoring of social context of children during remote education is done. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remote education does not adequately start with social context assessment. <input type="checkbox"/> 	<ul style="list-style-type: none"> No social context assessment is undertaken prior to commencement of remote education. <input type="checkbox"/>

	<ul style="list-style-type: none"> Monitoring of teacher behaviors being done to avoid any form of emotional abuse, discrimination, showing differential treatment, or favoring a specific learner. <input type="checkbox"/> 	<ul style="list-style-type: none"> Guidelines on teachers' ethical behavior and duties during remote education are in place but not enforced effectively. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remote education does not include reporting mechanisms to monitor children's wellbeing and teachers' ethical behaviors. <input type="checkbox"/>
	<ul style="list-style-type: none"> Community radio stations adequately involved to improve conflict communication and reporting mechanism during remote education. <input type="checkbox"/> 	<ul style="list-style-type: none"> Radio stations not adequately involved in improving advocacy tools and reporting mechanism for remote education. <input type="checkbox"/> 	<ul style="list-style-type: none"> Radio stations not involved at all in improving advocacy tools and reporting mechanism for remote education. <input type="checkbox"/>
	<ul style="list-style-type: none"> Remote education includes aspects of peace building, psychosocial support and child safeguards. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remote education includes some aspects of peace building, psychosocial support and child safeguards. <input type="checkbox"/> 	<ul style="list-style-type: none"> Remote education does not include any of the aspects of peace building, psychosocial support and child safeguards. <input type="checkbox"/>

Norm 11: Monitoring, evaluation and assessment

Monitoring, evaluation and assessment is a critical aspect in education sector in general, and remote education in particular. The remote education as a new aspect assists countries' education system to mitigate many challenges where face-to-face learning is not possible and to reduce transport requirements, class size ratio, student-teacher ratio and so on. There is need, therefore, to strengthen: (1) progress assessments; (2) formative assessment for timely remediation interventions; (3) remote summative assessment for certification of teachers and learners; and (4) the use of multiple methods to determine whether learning objectives/goals were meet.

LEVEL OF COUNTRY READINESS			
	READY	PARTIALLY READY	NOT READY
Norm 11: Monitoring, evaluation and assessment			
STANDARDS	<ul style="list-style-type: none"> Feedback is timely and effectively provided to learners as an integral part of remote assessment. <input type="checkbox"/> Progress assessments are aligned to learning objectives. <input type="checkbox"/> Ongoing timely and accurate formative assessments are provided for programme remediation and interventions where needed. <input type="checkbox"/> Multiple methods are utilized to determine whether learning objectives/ goals were met, and the data are used for remedial action. <input type="checkbox"/> 	<ul style="list-style-type: none"> Feedback is not as timely and not effectively provided to learners as an integral part of remote assessment. <input type="checkbox"/> Progress assessments are somewhat aligned to the learning objectives. <input type="checkbox"/> Some formative assessments are provided for programme remediation and interventions. <input type="checkbox"/> Fewer methods are utilized to determine whether learning objectives/ goals were met, and the data are not really used for remedial action. <input type="checkbox"/> 	<ul style="list-style-type: none"> No feedback is provided to learners as an integral part of remote assessment. <input type="checkbox"/> Progress assessments are not conducted. <input type="checkbox"/> No formative assessments are provided for programme remediation and interventions where needed. <input type="checkbox"/> No system in place to determine whether learning objectives/ goals were met. <input type="checkbox"/>

<ul style="list-style-type: none"> The program provides access Learning Management System(s), as well as all appropriate learning and assessment contents. <input type="checkbox"/> 	<ul style="list-style-type: none"> The program provides access to Learning Management System(s), but the learning and assessment contents are not appropriate. <input type="checkbox"/> 	<ul style="list-style-type: none"> The program doesn't provide access to the learning management system(s) contents. <input type="checkbox"/>
<ul style="list-style-type: none"> The remote summative assessment process and certification system is mainstreamed. <input type="checkbox"/> 	<ul style="list-style-type: none"> The remote summative assessment process and certification system is weak. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is no remote summative assessment process and certification system. <input type="checkbox"/>
<ul style="list-style-type: none"> Educators who participate in remote education are evaluated and recognized. <input type="checkbox"/> 	<ul style="list-style-type: none"> Educators who participate in remote education are evaluated but are not recognized. <input type="checkbox"/> 	<ul style="list-style-type: none"> Educators who participate in remote education are not evaluated and thus are not recognized. <input type="checkbox"/>

Norm 12: Safeguarding the child online

Emerging forms of abuse are on the rise daily and they are global in nature. The two prominent forms of crime directly affecting learners are child trafficking and online abuse. On-line crimes include things like cyberbullying and all its forms: cyber-stalking, harassment, bullying, and child sexual exploitation. The destructive consequences of online crimes to children are social, emotional and physical. It is therefore our responsibility to get involved on issues of child online safety. This norm promotes the establishment of a Remote Education Child Safeguarding Policy that guides the relevant strategies, program and procedures aimed at safeguarding children online.

LEVEL OF COUNTRY READINESS			
	READY	PARTIALLY READY	NOT READY
STANDARDS	Norm 12: Safeguarding the child online		
	<ul style="list-style-type: none">Child safeguarding law and policy exists. <input type="checkbox"/>	<ul style="list-style-type: none">Child safeguarding policy development process is ongoing / only the law is in place as guiding principles. <input type="checkbox"/>	<ul style="list-style-type: none">There is neither a policy nor procedures regarding child protection law and policy. <input type="checkbox"/>
	<ul style="list-style-type: none">Remote Education Child Safeguarding Policy in place and aligned to the Child safeguarding law and policy. <input type="checkbox"/>	<ul style="list-style-type: none">Remote Education Child Safeguarding Policy is in place but not aligned to the Child safeguarding law and policy. <input type="checkbox"/>	<ul style="list-style-type: none">There is no Remote Education Child Safeguarding Policy. <input type="checkbox"/>
	<ul style="list-style-type: none">Institutionalized measures are in place to ensure that every member of the school community understands and adheres to the Remote Education Child Safeguarding Policy. <input type="checkbox"/>	<ul style="list-style-type: none">Measures in place, but not institutionalized, to ensure that every member of the school community understands and adheres to the Remote Education Child Safeguarding Policy. <input type="checkbox"/>	<ul style="list-style-type: none">There are no measures in place to ensure that every member of the school community understands and adheres to the Remote Education Child Safeguarding Policy. <input type="checkbox"/>

<ul style="list-style-type: none"> Scheduled awareness and sensitization training/refresher sessions are conducted for school management and parents' representatives on the Remote Education Child Safeguarding Policy. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Awareness and sensitization training/refresher sessions are conducted on an ad hoc basis for school management and parents' representatives on the Remote Education Child Safeguarding Policy. 	<input type="checkbox"/>	<ul style="list-style-type: none"> There are no awareness and sensitization training/refresher sessions conducted for school management and parents' representatives on the Remote Education Child Safeguarding Policy. 	<input type="checkbox"/>
<ul style="list-style-type: none"> Procedures are in place ad used for reporting abuse during remote education and attending to allegations of child abuse, including online bullying and the provision of inappropriate content. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Procedures in place for reporting abuse during remote education but no proper follow up is done on the allegations of child abuse such as online bullying and the provision of inappropriate content. 	<input type="checkbox"/>	<ul style="list-style-type: none"> The are no procedures in place for reporting abuse during remote education child abuse such as online bullying and the provision of inappropriate content. 	<input type="checkbox"/>
<ul style="list-style-type: none"> Monitoring and Reporting Mechanism (MRM) in place on grave violations of children's rights during remote education. 	<input type="checkbox"/>	<ul style="list-style-type: none"> Revision of MRM guidelines or schemes based on remote learning started. 	<input type="checkbox"/>	<ul style="list-style-type: none"> No MRM is in place on grave violations of children's rights during remote education. 	<input type="checkbox"/>
<ul style="list-style-type: none"> There are clear guidelines used to sensitize parents/ guardians about child cyberbullying and practical tips and tools for child safe navigation online. 	<input type="checkbox"/>	<ul style="list-style-type: none"> The written guideline guiding parents/ guardian on cyberbullying are unclear, and the practical tips and tools are not in place. 	<input type="checkbox"/>	<ul style="list-style-type: none"> There are no written guidelines to guide parents/ guardians on cyberbullying at all. 	<input type="checkbox"/>
<ul style="list-style-type: none"> There are strong follow-up mechanisms in place to increase the awareness of parents/guardians to protect their children from a range of inappropriate contents that may have a negative impact on their wellbeing. 	<input type="checkbox"/>	<ul style="list-style-type: none"> System is in place to increase the awareness of parents/guardians to protect their children from a range of inappropriate content, but it is not strong and there is no follow-up mechanism. 	<input type="checkbox"/>	<ul style="list-style-type: none"> No system and follow-up mechanisms in place to increase parents/guardians to protect children from a range of inappropriate contents which negatively affect the wellbeing of children. 	<input type="checkbox"/>

	<ul style="list-style-type: none"> There is a clear written guideline on how to avoid online strangers and their potential risks and how to stay safe. <input type="checkbox"/> 	<ul style="list-style-type: none"> Guideline on how to avoid online strangers and their potential risks are unclear. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is no written guideline at all on how to avoid online strangers and their potential risks and how to stay safe. <input type="checkbox"/>
	<ul style="list-style-type: none"> There is a clear process and strong measures to protect children from stumbling across Online pornography and sexualised imagery or the content published and/or posted online which may be easily accessible on the internet. <input type="checkbox"/> 	<ul style="list-style-type: none"> The process to protect children from stumbling across Online pornography and sexualised imagery or the content published and/or posted online which may be easily accessible on the internet is there, but no strong measures was put in place. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is no process in place to protect children from accessing inappropriate and harmful content online. <input type="checkbox"/>
	<ul style="list-style-type: none"> There is a clear guideline and a control mechanism in place to avoid sexual messaging and image sharing between children and their boyfriends or girlfriends or people they've met online that can have unwanted consequences for children. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is a guideline but no control mechanism to avoid Sexual messaging and image sharing between children and their boyfriends or girlfriends or people they've met online that can have unwanted consequences for children. <input type="checkbox"/> 	
	<ul style="list-style-type: none"> There is a clear and fully set of mechanism for children to use internet to educate themselves about self-harm and connect with pro-self-harm communities. <input type="checkbox"/> 	<ul style="list-style-type: none"> There is a set of mechanism for children on how they can use the internet to educate themselves about self-harm and connect with pro-self-harm communities, but it is not full and clear. <input type="checkbox"/> 	
	<ul style="list-style-type: none"> There are tools and technics in place for protecting children from radicalization and extremism and are being used. <input type="checkbox"/> 	<ul style="list-style-type: none"> There are tools and technics for protecting children from radicalization and extremism but are not being used. <input type="checkbox"/> 	<ul style="list-style-type: none"> There are no tools and technics for protecting children from online radicalization and extremism. <input type="checkbox"/>

Conclusion

The development of this Remote Education Benchmarking Toolkit is based on the identified need to support countries to prepare better in ensuring a proactive, rather than a reactive, continuity of education in the face of crises like COVID-19. It is developed in line with the objectives of CESA 16-25 and SDG 4. The Toolkit is not the answer to all the challenges for education during such crises, but it will enable countries to adopt a structured and institutionalized approach in delivering remote education in as equitable and as inclusive manner as possible.

Key Concept Definitions

Quality education

In all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the center of quality education. Quality education focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction (Bernard, 1999).⁴

Many definitions of quality in the context of education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993)⁵.

Constituents of quality education

Considerable consensus exists around the basic dimensions of quality Education and point out the following, constituents of quality education:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society⁶.

Remote Education

Remote learning is where the student and the educator, or information source, are not physically present in a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments. Remote Learning can occur synchronously with real-time peer-to-peer interaction and collaboration, or asynchronously, with self-paced learning activities that take place independently of the instructor.

Remote learning refers to educational activities that have a variety of formats and methods, most of which take place online. There are several online options available for communicating with students, collecting assignments, and distributing education material.⁷

⁴ Bernard, A. (1999). The child-friendly school: a summary. Paper written for UNICEF New York

⁵ Adams, D. (1993). Defining educational quality. Improving Educational Quality Project Publication #1: Biennial Report. Arlington, VA: Institute for International Research.

⁶ UNICEF (2000). A paper presented by UNICEF at the meeting of the International Working Group on Education Florence, Italy June 2000

⁷ <https://tophat.com/glossary/r/remote-learning/>

Constituents of remote education

For effective remote education the following elements are required:

1. Institutional arrangements;
2. Pedagogical requirements;
3. Technological tools;
4. Interface design;
5. Evaluation and assessment;
6. Effective management and coordination;
7. Resource support and
8. Ethical consideration.

Well-resourced: A well resource means all organizations or institutions/schools that has all the things, such as money, methodology, resource person or employees and materials, that it needs for remote education to function properly.

Functional: This term is used to describe a remote education that works correctly or as expected in every way.

Learning institutions: A learning institution are all places where people of different ages gain an education, including preschools, childcare, primary-elementary schools, secondary-high schools, and universities. They provide a large variety of learning environments and learning spaces.

Benchmark: Benchmarking is a way of discovering what is the best performance being achieved, whether in a particular institution, by other similar institutions or by an entirely different institution. This information can then be used to identify gaps in an institution's processes in order to achieve a competitive advantage.

Benchmarking Toolkit: Benchmarking toolkit is a checklist that policymakers, technicians, academicians, regional, district officials, principals and classroom teachers use to access their level of readiness compared to the other similar educational entities.

Ready: This term is used to determine a country/ institution or a school which is fully prepared for a given norm and standard or a set of norms and standards in the remote education toolkit. Ready means, the country/institution or school is well prepared and all or some norms or standards in the remote education toolkit are fully functioning.

Partially ready: This term is used to determine a country/ institution or a school that has already started to work at a certain level of norm and standard or a set of norms and standards in the remote education toolkit, but they still have weaknesses, or they are not yet fully functioning.

Not Ready: This term is used to determine a country/ institution or a school that is not yet started to work on all or some norms and standards of the remote education toolkit.