Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

BASIC
EDUCATION

Remote Education Benchmarking Toolkit

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www.adeanet.org

ADEA

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Acronyms

ADEA	Association for the Development of Education in Africa
CDC	Center for Disease Control
CESA 16-25	African Union Continental Education Strategy for Africa 2016-2025
COVID-19	Novelle Coronavirus
EMIS	Education Management Information Systems
ICT	Information and Communication Technology
IFRC	International Federation of Red Cross and Red Crescent Societies
ILO	International Labour Organization
IT	Information Technology
PPP	Public Private Partnerships
SDGs	Sustainable Development Goals
SDG 4	Sustainable Development Goal on Education
STEM	Science, Technology, Engineering and Mathematics
UNESCO	United Nations, Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Fund
WFP	World Food Program
WHO	World Health Organization

1. Introduction and Background

Since its emergence in late 2019, the COVID-19 crisis evolved into fully-fledged pandemic by March 2020, leading to the forced closure of education institutions worldwide for a period, followed by partial lockdown measures and, after almost two years, the full-time re-opening of schools, colleges, and universities by 2022. The varying forms of lockdown caused significant disruption to education delivery, learning and teaching across the globe, characterized by various manifestations of learning loss and challenging basic conditions for optimal learning. The latter include rising incidences of school drop-out, lower levels of curriculum coverage, rising incidences of mental and psycho-social challenges, teenage pregnancies, food insecurity and gender-based violence.

Worldwide, governments enacted transversal disaster response legislation that incorporated emergency education responses. The latter involved issuing non-pharmaceutical preventive measures and remote and digital learning strategies across all education institutions, including what Hodges et al., (2020) called emergency remote teaching (ERT) strategies. While distance learning, remote learning, digital learning, and online learning prevailed for a long time prior to the pandemic, these learning modalities gained renewed prominence as part of pandemic pedagogies.

Traditional, analogue technologies such as instructional print materials (workbooks, textbooks, posters, and printouts), educational broadcast via radio and television were harnessed alongside low-end chat platforms and higher end broadband Internet-dependent online learning via cloud-based video conferencing platforms (Kanwar & Daniel, 2020). Digital migration and investments were a central feature of the pandemic including and beyond education. They ranged from investments in digital contact tracing apps, R&D partnerships between the private sector and universities in the race for workable vaccines and large-scale digital learning roll out programmes in response to more glaring socio-economic inequalities including digital inequality.

Many strategies by governments in Africa were guided by the Global Sustainable Development Goals (SDG) in general, and specifically the one on education (SDG 4), as well as the Continental Education Strategy for Africa 2016-2025 (CESA 16-25). The African Union (AU) set up the *COVID-19 Response Fund* to mobilise resources to, among others, mitigate the pandemic's socio-economic and humanitarian impact on African populations.

2. ADEA REBTK Process

Because the COVID-19 pandemic challenged the emergency response systems of many governments in Africa, particularly in the education and training sector, including in basic education, the Association for the Development of Education in Africa (ADEA) designed a pilot remote education bench-marking toolkit (REBTK) for the basic education, TVET and university sectors in Africa that would serve to guide policy decision-makers towards more crisis responsive, resilient pathways in the event of future crises. The draft REBTK focused on basic education was piloted during 2022 in two African countries: Botswana and South Africa and the process involved surveying and interviewing various basic education stakeholders including teachers, district officials, and national officials. The REBTK was revised accordingly and was presented at various official forums in Botswana and South Africa as well as at the ADEA Triennale 2022 held in Mauritius in October 2022.

3. Conceptual Framework

The conceptual framework for the ADEA REBTK emerges in the context of burgeoning global frameworks related to remote education and digital learning at various stages of the COVID-19 pandemic since March 2020. As spelled out by ADEA, these frameworks range from guidelines to re-open schools such as the Framework for reopening schools (UNESCO, UNICEF, World Bank, WFP) to Supporting teachers in back-to-school efforts – Guidance for policy makers (UNESCO International Teacher Task Force, ILO) and Supporting teachers in back-to-school efforts: A toolkit for school leaders (UNESCO/ Teacher Task Force/ ILO). One example of these emergency response global frameworks highlighted by ADEA is the UNICEF home learning framework shown in Figure 1 below.

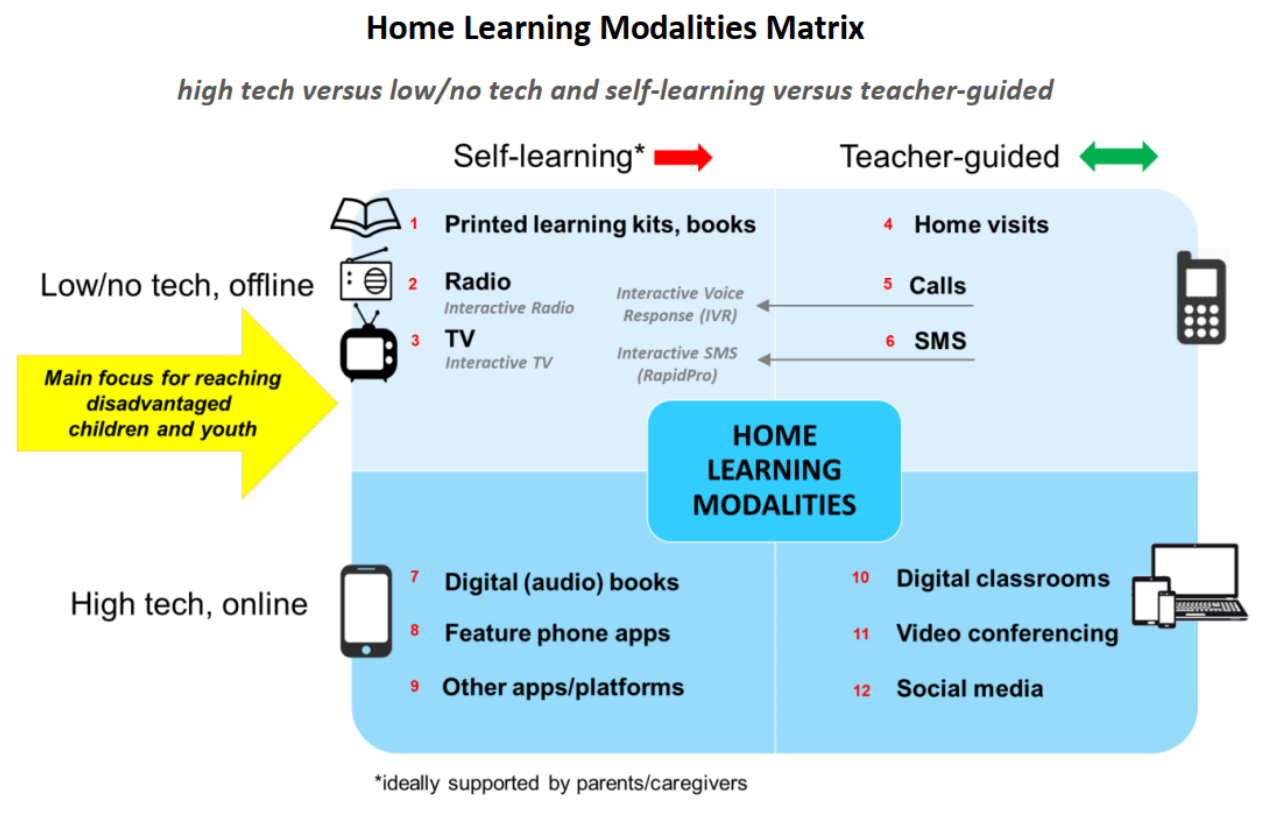
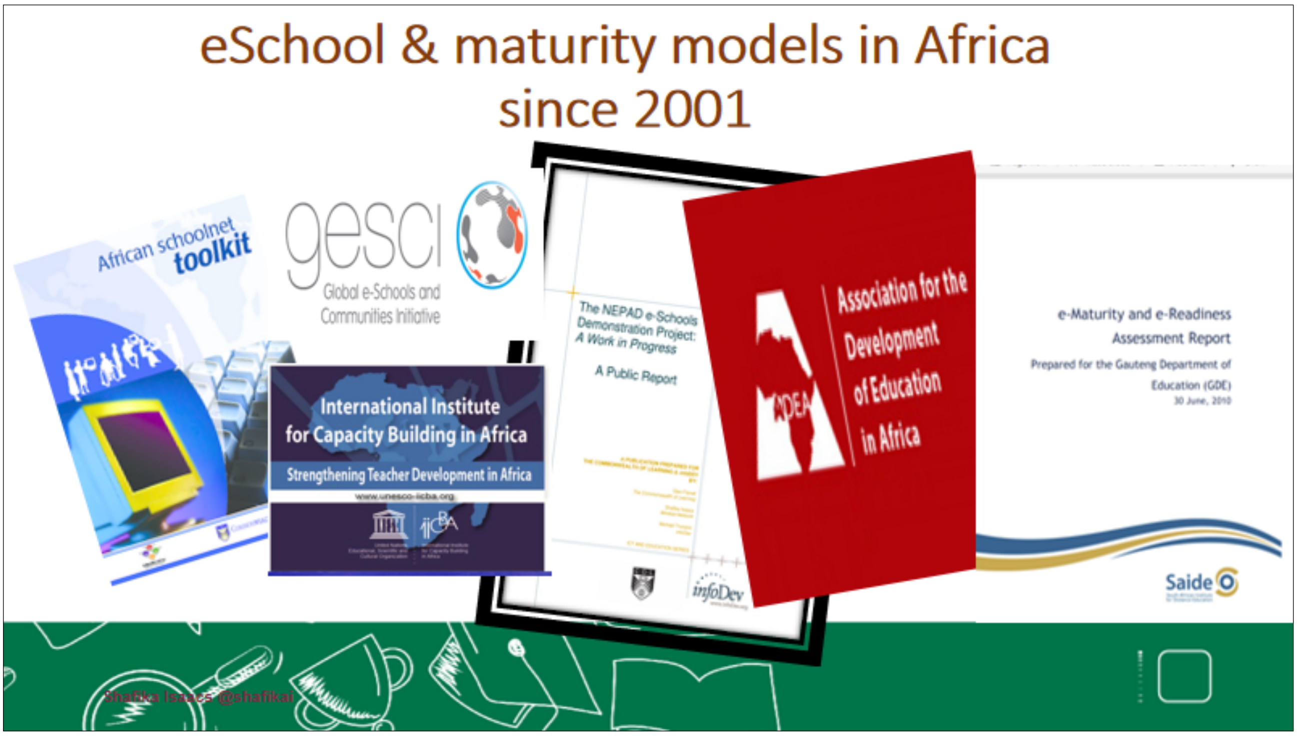

Home Learning Modalities Matrix
high tech versus low/no tech and self-learning versus teacher-guided
Self-learning*
Teacher-guided
Low/no tech, offline
High tech, online
Main focus for reaching disadvantaged children and youth
1 Printed learning kits, books
2 Radio
Interactive Radio
3 TV
Interactive TV
Interactive Voice Response (IVR)
Interactive SMS (RapidPro)
4 Home visits
5 Calls
6 SMS
HOME LEARNING MODALITIES
7 Digital (audio) books
8 Feature phone apps
9 Other apps/platforms
10 Digital classrooms
11 Video conferencing
12 Social media
*ideally supported by parents/caregivers

Figure 1. UNICEF Home Learning Framework as an example of remote education emergency response

These guidelines and frameworks focus on strategies that Ministries of Education across the globe could utilise to also manage the return to schools when COVID-19 restrictions were eased. In addition, a host of global frameworks specifically related to designing strategies on remote education and digital learning or ICT in Education (ICTE) have been developed by international development organisations such as UNESCO, the World Bank, OECD and UNICEF. They include UNESCO's Guidelines for ICT in Education Policy and Masterplans (2022a). The OECD, and World Bank (Vincent-Lancrin, Romani & Reimers, 2022) proposed an international collaboration agenda and initiative on digital learning and smart education by drawing on case studies from across the world.

While drawing on the conceptual underpinnings of many of the global frameworks, ADEA also sought to establish a framework and toolkit on remote education that would be relevant for diverse African education contexts across the 55 African countries. Here ADEA builds on a historical context in Africa over the past two decades when various e-maturity and e-readiness models and frameworks for schools have evolved to guide and steer the integration of ICT in Education, distance learning, and remote and digital learning.



eSchool & maturity models in Africa since 2001

African schoolnet toolkit
gesci
Global e-Schools and Communities Initiative
International Institute for Capacity Building in Africa
Strengthening Teacher Development in Africa
www.unesco-iicba.org
The NEPAD e-Schools Demonstration Project: A Work in Progress
A Public Report
infoDev
Association for the Development of Education in Africa
ADEA
e-Maturity and e-Readiness Assessment Report
Prepared for the Gauteng Department of Education (GDE)
30 June, 2010
Saide
Shafika Isaacs @shafikai

Figure 2. e-schooling and e-maturity models developed historically for basic education in Africa

Figure 2 provides an illustration of some of the most salient of these frameworks. They include among others, the African Schoolnet Toolkit (Marquard, 2005), the NEPAD eSchools Demonstration Project (Farrel, Isaacs & Trucano, 2007), NEPAD eSchools framework, and frameworks developed by ADEA such as The Integration-of ICT into Education and Training Systems in Africa.

Drawing on the experience of the REBTK pilot, and the historical experience articulated above, the following concepts and working definitions underpin the REBTK for Basic Education:

- **Remote Learning:** refers to the flexible broadening and expansion of learning opportunities and practices that iinvolves learning individually or collaboratively at a physical distance from teachers enabled by multi-modal learning platforms and media.

- **Remote Education:** is an organized, planned system of education delivery and support that involve inclusive pedagogies and teaching techniques and a system of administration and management where learners are taught by teachers who are physically remote and who teach, engage and communicate via a range of print, educational broadcast digital, social or artificial intelligent media.

- **Critical constituents of remote education:** Effective remote education require the following critical elements:
  - Leadership
  - Institutional arrangements.

  - Inclusive pedagogies.
  - Diverse range of educational technologies
  - Partnerships.
  - Monitoring and evaluation.
  - Effective management and coordination.
  - Financial, human, and intellectual resources.
  - Ethical governance

- **Educational technologies** encompass a broad range of digital and non-digital technologies that enable access to learning resources, learning opportunities and learning processes. They range from print media to educational television and radio to cloud-based online learning platforms and are rapidly changing to include the growing diffusion of exponential technologies such as artificial intelligence (AI), blockchain and the Internet of Things (IOT) in education systems across the world, that are also becoming manifest in the regional and national education and training systems in Africa.

- **Open Education Resources (OER)** refer to learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation, and redistribution by others.

- **Contextual relevance:** Refers to the closeness with which the toolkit and user guide connects with the complex realities and contexts of the most critical basic education stakeholders. The refinement process will consider ways for the REBTK for Basic Education to be relevant for the most critical basic education stakeholders including the learners, teachers, teacher educators, parent/guardians, as well as education managers at institutional and system levels. Relevance will include considerations of useability and accessibility of the toolkit and user guide.

- **A living toolkit:** Many education toolkits in the past were designed as static tools and as a result tended to be under-utilized by their intended audience. The REBTK for Basic Education refinement process will consider ways in which it can adapt to changes as they arise in varying contexts and how key stakeholders can remain actively engaged with the norms and principles that it provides as well as providing inputs and resources of their own in a shared, participatory way.

4. The Remote Education Benchmarking Toolkit Framework

This Remote Education Benchmarking Toolkit (REBTK) employs a checklist-based approach to assist Ministries of Education and their partners to establish and sustain comprehensive and appropriate remote education systems that align with regional and international systems and practices.

The REBTK contains 12 of the most salient remoted education norms and each norm is accompanied by a set of best practice standards along a three-level differentiated readiness benchmarking criterion to serve as a precondition for national education system preparedness to deliver remote education under crisis or non-crisis conditions.

1. **Remote-Education Ready:** To be Remote Education Ready means, the national education system or an education institution such as a school, is well prepared and all or most of the 12 norms in the REBTK are in place and operational .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.

2. **Partially Remote-Education Ready:** To be Partially Remote-Education Ready means, the national education system, or an education institution such as a school, is partially prepared and that the norms in the REBTK are partially in place and partially operational. 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.

3. **Remote-Education Not Ready:** To be Remote-Education Not Ready means, the national education system, or an education institution such as a school, does not have any of the norms in the REBTK in place. This term is used to determine a national education system or institution or a school that had not yet started to work on all or some norms of the remote education toolkit.

The Toolkit will also guide the strengthening of the human resource capacity of relevant staff of Ministries of Education and education practitioners to develop contextually relevant remote education.

With this Toolkit, officials responsible for specific norms in the same Ministry of Education will need to review the level of readiness of national system or institution with reference to their specific norm. In cases where the national system is not remote-education ready yet or partially remote education ready, the Toolkit can assist with identifying weaknesses and bottlenecks towards remote-education readiness.

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

EDUCATION MANAGEMENT INFORMATION SYSTEM

- 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

5. Rationale, Purpose, and Target Audience

While remote education may increase learning inequities under crisis conditions, particularly for marginalized and vulnerable communities, when purposefully conceptualized, planned, implemented, monitored, and evaluated, remote education have the potential to expand equitable access to quality learning opportunities under appropriate conditions. The key is to design, implement and evaluate remote education strategies in ways that are contextually relevant, fostered by effective leadership and growing relevant capabilities for continuous improvement at system and institutional levels.

The development of effective remote education has been constrained by human, financial and institutional capacity constraints include the absence of requisite data which challenges the monitoring and reporting on CESA 16-25 or SDGs.

This Remote Education Benchmarking Toolkit therefore focuses on the norms required to develop resilient remote education system at national level under varied contexts in Africa. The Toolkit is primarily developed to assist African countries to design, plan, implement and evaluate relevant remote education systems in context, including the development of requisite human capacity and data systems.

The goal is to guide African Ministries of Education towards improving their remote education systems in the future. The primary target audience are thus, the policy decision-makers in Ministries of Education responsible in each of the 55 African countries.

Norm 1: Robust policy and legal framework

National and institutional policies and related legal frameworks can provide the enabling environment for the design and implementation of remote education. There is a need to put in place sound policies, procedures and legal frameworks that enable flexible and organized access to quality and equitable remote education. The policies, 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 or institution, with a clear vision, mission, strategy and legal mandate to oversee the provision of remote education; (2) quality and relevance in terms of teacher preparation and continuous professional development, learner needs and new ways of collaboration among the different actors and partners; (3) relevant education content including open education resources (OER) and platforms are included in remote education and related policy frameworks; and 4) the development of relevant skills among learners and integrating digital pedagogical practices.

	LEVEL OF COUNTRY READINESS		
	READY	PARTIALLY READY	NOT READY
Norm 1: Robust policy and legal framework			
STANDARDS	• Policy has been adopted that enables the flexible, diverse, and appropriate and meaningful[1] access to remote education opportunities and resources. ☐	• A policy development process is under way / only procedures in place guiding diverse and relevant access to remote education. ☐	• There is neither a process of policy development nor procedures guiding access to remote education. ☐

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[1] Meaningful access is derived from meaningful connectivity as recommended by Alliance for Affordable Access (2021)

	• Remote Education Administration Unit established within the Ministry of Education, well-resourced[2] and functional,[3] with a clear mission, strategy and legal mandate, and clear guidelines on multisectoral engagement to provide remote education. ☐	• 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. ☐	• Remote Education Administration Unit is not yet established within the Ministry of Education. ☐
	• Policy commitment includes the development, aggregation, and dissemination of relevant curriculum content as open education resources (OER) in multi-modal formats that can be made available on wide-ranging public platforms ☐	• Policy only partially accommodates the development, aggregation, and dissemination of digital curriculum content and OER and have made them available for public use via available platforms to a limited extent ☐	• There is no policy process in place to enable the development, aggregation, or dissemination of multi-modal education content via multiple platforms. ☐

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[2] Well-resourced means that the Ministry of Education at various organisational levels, education institutions and schools have the required financial, infrastructural, intellectual, educational, organisation, and human resources to lead, co-ordinate, build partnerships and guide implementation and evaluation of remote education. Usually remote education is a function of directorates or units that have different names such as eLearning, ICT in Education, Digital Learning.,

[3] This is term is used to describe the capabilities and resources of a remote education unit that enables it to conduct its role optimally.

	- Remote education policies, procedures and legal frameworks commits to the development of relevant, competencies and academic and well-being support systems for pre-service and in-service teacher professional learning, that are responsive to their professional learning needs and embraces new ways of learning, teaching, and assessment. ☐	- Remote education policies do not adequately accommodate teacher professional learning and academic and well-being support systems that can enable new ways of teaching, learning and assessment. ☐	- There is no policy or strategy for teacher professional learning and support at pre-service or in-service level to enable remote education. ☐

Norm 2: Contextually relevant multi-modal teaching and learning curricula content as OER

For remote education to be contextually relevant and effective, locally relevant multi-modal curricula content needs to be available as OER that can accommodate a diverse range of digital and non-digital access modalities and environment. They include print media, audio content, video, interactive animations, chat platforms and where possible the safe, ethical, and human-centred use of emergent artificial intelligence (AI) systems. Diverse, multi-modal content as OER allow for multiple flexible use and creation of curricula content that allow for flexible learning continuity and learner centred pedagogy.

	LEVEL OF COUNTRY READINESS		
	READY	**PARTIALLY READY**	**NOT READY**
	Norm 2: Contextually relevant multi-modal teaching and learning curricula content as OER		
STANDARDS	- Remote education curriculum in place and used in teacher preparation for remote education. ☐	- Ad hoc remote education curriculum in place and applied in unstructured ways in teacher preparation for remote education. ☐	- No remote education curriculum in place to support teacher preparation for remote education. ☐
	- Remote education curriculum and multi-modal curriculum content in place as OER to support flexible and diverse teacher preparation for remote education ☐	- Remote education curriculum and multi-modal curriculum content as OER are partially in place to support flexible and diverse teacher preparation for remote education ☐	- Remote education curriculum is not in place and multi-modal curriculum content are either unavailable or available to a very limited extent to a minority of learners, teachers and school communities ☐

	• A diverse range of contextually relevant multi-modal curricula content that covers the basic education curricula are available as OER from a diverse range of public platforms for use by learners, teachers, parents, care givers and their learning support communities. ☐	• A limited range of contextually relevant multi-modal curricula content that partially covers the full basic education curricula are available as OER from a limited range of public platforms for use by learners, teachers, parents, care givers and their learning support communities. ☐	Very little or no multi-modal curricula content are available as OER from a very limited range of public platforms for use by learners, teachers, parents, care givers and their learning support communities. ☐
	• Curricula content quality assurance mechanisms are in place for regular evaluation and updating of curricula content to ensure continuous contextual relevance ☐	• Curricula content quality assurance mechanisms are partially in place for regular evaluation and updating of curricula content to ensure continuous contextual relevance r. ☐	• No curricula content quality assurance mechanisms are in place for regular evaluation and updating of curricula content to ensure continuous contextual relevance goals and enhance the learning experience. ☐
	• Current and emerging contextually relevant multi-modal curricular content align with national basic education curriculum standards and includes provisions for intervention to accelerate curriculum alignment. ☐	• Current and emerging contextually relevant multi-modal curricular content partially align with national basic education curriculum standards and partially includes provisions for intervention to accelerate curriculum alignment. ☐	• Current and emerging contextually relevant multi-modal curricular content do not align with national basic education curriculum standards or aligns to a very limited extent with no or limited provisions for intervention to accelerate curriculum alignment. ☐

	• A wide range of public education platforms are available such as mobile chat, radio, television channels, web sites, digital learning portals, to enable diverse possibilities for accessing multi-modal curricula content as OER from a diverse range of public platforms for use by learners, teachers, parents, care givers and their learning support communities. ☐	• A limited range of public education platforms are available such as mobile chat, radio, television channels, web sites, digital learning portals, that enables limited possibilities for accessing multi-modal curricula content as OER from a diverse range of public platforms for use by learners, teachers, parents, care givers and their learning support communities. ☐	• No or extremely limited public education platforms are available for learners, teachers, caregivers and parents to access multi-modal curricula content. ☐
	• Curricula content is available as OER in diverse modalities and formats so that they can be used for learning and teaching in diverse contexts. Opportunities are available user-generated OER are available that are quality assured in alignment with national curricula standards. ☐	• Curricula content is available as OER in limited modalities and formats and can be used for learning and teaching to a limited extent in under-resourced contexts. Opportunities are partially available user-generated OER are available that are quality assured in alignment with national curricula standards. ☐	• Curricula OER content is not available at all or only available to a very limited extent for learning and teaching. Litte or no opportunities are available for user-generated OER to be produced, quality assured or used for learning and teaching. ☐
	• Curriculum and curriculum aligned content and OER are designed and integrated as learner-centered pedagogy that underpins remote education. ☐	• Curriculum aligned content and OER are designed and integrated only partially as learner-centered pedagogy that underpins remote education. ☐	• Curriculum and curriculum aligned content and OER are not designed and integrated as learner-centered pedagogy that underpins remote education. ☐

Norm 3: A remote-education capable teaching workforce

A capable, well-trained and qualified teaching workforce with equitable access to continuous professional learning and academic and well-being support that enables contextually-relevant technological, pedagogical content knowledge (TPCK) is foundational for successful remote education. This calls for comprehensively integrating remote education in pre- and in-service teacher professional learning systems that includes an elaborate continuous in-service capacity building programme on remote education, continuous professional learning, coaching and mentoring as part of the supportive environment.

	LEVEL OF COUNTRY READINESS		
	READY	**PARTIALLY READY**	**NOT READY**
	Norm 3: A remote-education capable teaching workforce		
STANDARDS	• Remote education is embedded in the national pre-service teacher professional learning system and includes training programmes on contextualised remote education pedagogies supported by relevant educational technologies ☐	• Remote education is partially embedded in the national pre-service teacher professional learning system and includes training programmes on contextualized remote education pedagogies supported by relevant educational technologies ☐	• Remote education is not integrated in the national pre-service teacher professional learning system i ☐

	• An elaborate in-service capacity building programme on remote education is in place at national and institutional levels, inclusive of continuous professional learning, coaching, and mentoring as part of a supportive environment. ☐	• An elaborate in-service capacity building programme on remote education is partially in place at national and institutional levels, inclusive of continuous professional learning, coaching, and mentoring as part of a supportive environment. ☐	• No in-service capacity building programme is in place on remote education at national or institutional levels. ☐
	• National and institutional policy on continuous professional development, coaching and mentoring of teachers related to remote education delivery are in place ☐	• There is no policy in place yet and may be under development at national or institutional levels. An implementation strategy on teacher may exist fully or partially, on continuous professional development, coaching and mentoring of teachers related to remote education delivery. ☐	• No policy or strategy is in place at national or institutional level on continuous professional development, coaching and mentoring of teachers related to remote education delivery. ☐
	• Policy on remote education integrated in teacher professional learning is implemented and regularly updated. ☐	• Policy on remote education integrated in teacher professional learning may be under development and a range of implementation programmes and projects on remote education is in place ☐	

	• Integration of innovative approaches towards enhancing teacher capacity in remote teaching and learning e.g., peer mentorship, collaborative learning. ☐	• Innovative approaches towards enhancing teacher capacity in remote teaching and learning partially integrated. ☐	• No integration of innovative approaches towards enhancing teacher capacity in remote teaching and learning. ☐
	• Availability of contextually relevant quality teaching and learning support materials as OER, that can enable remote education ☐	• Availability of some contextually relevant quality and relevant teaching and learning support materials adopted as OER that can enable remote education. ☐	• Teaching and learning support materials available for remote education are obsolete and irrelevant. ☐
	• Existence of strong and comprehensive quality assurance and assessment mechanisms for remote education learning outcomes. ☐	• Existing quality assurance and assessment mechanisms are weak. ☐	• There are no quality assurance and assessment mechanisms for remote education learning outcomes. ☐
	• Incentive policy and strategy in place to reward and retain dedicated, and innovative teachers involved in remote education. ☐	• Incentive strategy in place to reward and retain dedicated and innovative teachers involved in remote education. ☐	• There is no policy and /or strategy to reward and retain dedicated and innovative teachers involved in remote education. ☐

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 digital and non-digital, online and offline learning materials and platforms including appropriate pedagogical tools to (1) the hardest to reach communities; (2) most vulnerable households and communities; (3) people with disabilities (4) women and girls.

	LEVEL OF COUNTRY READINESS		
	READY	**PARTIALLY READY**	**NOT READY**
Norm 4: Equitable and inclusive access to remote education			
STANDARDS	• All learners, especially from the most vulnerable and excluded communities, have equitable access to a diverse range of remote learning platforms and quality multi-modal learning support materials as OER. ☐	• Between 50 and 60% of all learners, especially from the most vulnerable and excluded communities have access to a diverse range of remote learning platforms and quality multi-modal learning support materials as OER. ☐	• Remote learning platforms and quality multi-modal learning support materials are not available to the vast majority (more than 60%) of all learners, particularly from the most vulnerable and excluded communities. ☐
	• Contextually-relevant, adaptable, personalisable, multi-modal curriculum-aligned OER content are available to learners and communities in a diverse range of contexts, particularly the most vulnerable and challenging contexts. ☐	• Contextually relevant adaptable, personalisable, multi-modal curriculum-aligned OER content are available to a limited extent to learners and communities in a diverse range of contexts, particularly the most vulnerable and challenging contexts. ☐	• There are no or extremely limited contextually relevant adaptable personalisable multi-modal curriculum-aligned OER content available to the majority of learners, particularly those situated in the most vulnerable and challenging contexts. ☐

	• Contextually relevant curriculum OER content are available in local languages and designed with inclusive pedagogies. ☐	• Contextually relevant curriculum OER content are partially available in local languages and designed with inclusive pedagogies. ☐	• Contextually relevant curriculum OER content are available to a limited extent or unavailable in local languages and designed with inclusive pedagogies. ☐
	• Contextually relevant curriculum OER content are accessible to all learners and their learning support communities in the most remote, hardest to reach locations ☐	• Contextually relevant curriculum OER content are accessible to 50% to 60% of all learners and their learning support communities in the most remote, hardest to reach locations ☐	• Contextually relevant curriculum OER content are accessible to less than 20% of all learners and their learning support communities in the most remote, hardest to reach locations ☐
	• Strategies are in place to identify and retain learners who are most vulnerable to dropping out of school and those who are less likely to enroll in school. ☐	• Strategies are in partially place to identify and retain learners who are most vulnerable to dropping out of school and those who are less likely to enroll in school. ☐	• There are no strategies in place to identify and retain learners who are most vulnerable to dropping out of school and those who are less likely to enroll in school. ☐
	• Remote education's eligibility requirements i.e., tools/ calendar and levels are well communicated to learners and their learning support communities. ☐	• Remote education's eligibility requirements i.e., tools/ calendar and levels available but are not well communicated to learners and their learning support communities. ☐	• Remote education's eligibility requirements i.e., tools/ calendar and levels do not exist. ☐

	• The remote education curriculum learning materials and resources reach all women and girls, especially adolescents, including those from (extremely) poor socio-economic backgrounds, living in remote rural areas. ☐	• The remote education curriculum learning materials and resources do not reach all women and girls, especially adolescents, including those from (extremely) poor socio-economic backgrounds, living in remote rural areas. ☐	• The remote education curriculum learning materials and resources do not target women and girls, especially adolescents, including those from (extremely) poor socio-economic backgrounds, living in remote rural areas. ☐
	• Measures are implemented to support the attendance of between 75 and 100% of learners who head households; are responsible for the care of the elderly; and household chores or are likely to face additional barriers that prevent them from accessing and using remote education learning materials and resources. ☐	• Measures are implemented to support the attendance of between 50 and 75% of learners who head households; are responsible for the care of the elderly; and perform household chores or are likely to face additional barriers that prevent them from attending remote education. ☐	• Measures to support the attendance of less than 50% of learners who head households, are responsible for the care of the elderly, and perform household chores or are likely to face additional barriers that prevent them from attending remote education. ☐

Norm 5: Capacity, infrastructure, and new technologies

The remote education strategies are differentiated and designed for diverse learning infrastructure contexts and diverse communities of teachers, learners, parents, and care givers. This necessitates leveraging and maintaining existing low-end infrastructures such as (1) entry level smart phones or feature mobile phones and chat platforms; available television and radio works, and intranet resources; (2) establishing, leveraging and maintaining diverse eLearning platforms; (3) establishing, leveraging and maintaining alternatives means of accessing learning resources under conditions of poor connectivity and or energy/power resources; and (4) establishes and leverages mechanisms that enable feedback from learners, teachers and support communities.

LEVEL OF COUNTRY READINESS			
	READY	**PARTIALLY READY**	**NOT READY**
Norm 5: Capacity, infrastructure, and new technologies			
STANDARDS	• The remote education system leverages low end mobile resources available to learning communities such as feature mobile phones, low end smart phones and chat platforms. ☐	• The remote education system partially leverages low end mobile resources available to learning communities such as feature mobile phones, low end smart phones and chat platforms. ☐	• The remote education system does not leverage low end mobile resources available to learning communities such as feature mobile phones, low end smart phones and chat platforms. feature mobile phones. ☐
	• The remote education system establishes, leverages, and maintains the educational broadcast of curriculum and related content via existing and emergent television and radio networks. ☐	• The remote education system partially establishes, leverages, and maintains the educational broadcast of curriculum and related content via existing and emergent television and radio networks. ☐	• The remote education system has not established or leveraged the educational broadcast of curriculum and related content via existing and emergent television and radio networks. ☐

	- The remote education system uses intranet resources. ☐	- The remote education system seldom uses intranet resources. ☐	- The remote education system does not use intranet resources. ☐
	- Remedial strategies are in place to respond to challenges as they arise in relation to infrastructure access that can enable remote education sessions. ☐	- Remedial strategies are in partially I place to partially respond to challenges as they arise in relation to infrastructure access that can enable remote education. ☐	- There are no remedial actions in place to respond to various difficulties which arise in relation to infrastructure access that can enable remote education sessions. ☐
	- Teachers can utilise available learning infrastructures, including online resources where they are available, to provide timely feedback to learners and enable remote learning assessment. ☐	- Teachers are partially able to utilise available learning infrastructures, including online resources where they are available, to provide feedback to learners and enable remote learning assessment but the feedback is not timely. ☐	- Teachers are not able to utilise available learning infrastructures, including online resources where they are available, to provide timely feedback to learners and enable remote learning assessment. ☐
	- Diverse learning technologies and infrastructures are utilised to support remote literacy and numeracy instruction and learning. ☐	- Diverse learning technologies and infrastructures are partially utilised to support to remote literacy and numeracy instruction and learning. ☐	- Diverse learning technologies and infrastructures do not support to remote literacy and numeracy instruction and learning. ☐
	- Alternative learning support strategies are in place to enable access to learning opportunities for those living in areas with poor internet connectivity. ☐	- Alternatives learning support strategies are partially in place to enable access to learning opportunities for those living in areas with poor internet connectivity. ☐	- There are no alternative learning support strategies in place to enable access to learning opportunities for those living in areas with poor internet connectivity. ☐

	- 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. ☐	- 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. ☐	- 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. ☐
	- Sufficient digital learning resources are available for all students to access remote education material and work on them. ☐	- Insufficient/ inadequate digital learning resources are available to for all students to access remote education material and work on them. ☐	- Digital learning resources are not available for all students to access remote education material and work on them. ☐
	- Available digital learning resources are culturally and linguistically relevant to learners and include OER in local languages. ☐	- Digital learning resources that are culturally and linguistically relevant to learners are partially available, including some OER in local languages. ☐	- There are no available digital learning resources that are culturally and linguistically relevant to learners. ☐
	- Systems to access remote educational resources that are user friendly and pedagogically inclusive, are in place, ☐	- Systems to access remote educational resources that are user friendly and pedagogically inclusive, are partially in place, ☐	- There are no systems in place to access remote educational resources that are user friendly and pedagogically inclusive. ☐
	- Diverse range of digital learning platforms are available and include offline access. ☐	- Diverse range of digital learning platforms are available and partially enables offline access. ☐	- There are no digital learning platforms available that enable offline access. ☐

Norm 6: Strong Education Management Information System

Education management information system (EMIS) is one of the key norms for the effective and efficient management and administration of education system data. The following are the key aspects to be embedded in an effective education management information systems that can enable remote education (1) Systems are in place that collects accurate data timeously and enables, analysis and utilization for remote education (2) the existing Ministry of Education EMIS strategy embeds 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	• The Ministry of Education has a functional EMIS system in place that collects and stores relevant data accurately, efficiently, and securely in ways that can support the delivery of remote education. ☐	• The Ministry of Education has a partially functional EMIS system in place that collects and stores relevant data accurately, efficiently, and securely in ways that can support the delivery of remote education. ☐	• The Ministry of Education does not have a functional EMIS system in place that collects and stores relevant data accurately, efficiently, and securely in ways that can support the delivery of remote education. ☐
	• Remote education data related to access and use of remote education tools and resources. are collected regularly and securely in ways that protect the privacy of the children, youth and teachers involved. ☐	• Remote education data related to the access and use of remote education tools and resources are collected erratically without secure systems of privacy data protection ☐	• The remote education data are neither collected nor available. ☐

	- Decisions about remote education strategies are consistently informed by data analysis derived from the EMIS of the Ministry of Education. Hence remote education decisions are data-informed, and evidence based. ☐	- Decisions about remote education strategies are not consistently informed by data analysis derived from the EMIS of the Ministry of Education. Hence remote education decisions are inconsistently data-informed and sometimes evidence-based. ☐	- Decisions about remote education strategies are not informed by data analysis derived from the EMIS of the Ministry of Education. Hence remote education decisions are not data-informed, nor evidence based. ☐
	- Accurate, verifiable, secured, and relevant learner profile data on all learners in the system are available and regularly updated on the Ministry of Education EMIS which can support remote education decision-making. ☐	- Accurate, verifiable, secured, and relevant learner profile data on all learners in the system are only partially available and regularly updated on the Ministry of Education EMIS which can support remote education decision-making. ☐	- The Ministry of Education EMIS does not have accurate, up to date, secured and relevant learner profile data available. ☐
	- The remote education data of the national schooling system is embedded in the Ministry of Education EMIS. ☐	- Remote education data of the national schooling system is partially embedded in the Ministry of Education EMIS. ☐	- The Ministry of Education either does not have an EMIS in place, nor an EMIS strategy in place or, if in place, does not include remote education data component. ☐
	- Managers of remote education data are regularly consulted to inform remote education decision-making. ☐	- Managers of remote education data are consulted occasionally to inform remote education decision-making. ☐	- Managers of remote education data are not consulted at all. ☐

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 (PPP)			
STANDARDS	- A conducive environment for institutionalising PPPs on remote education is in place, including the possibility of long-term remote education financing facilities. ☐	- A conducive environment for institutionalising PPPs on remote education is in place, including the possibility of long-term financing facilities, but it is ad hoc. ☐	- A conducive environment for PPPs on remote education does not exist. ☐
	- Skills required to prioritize, manage, and execute public private partnership (PPP) for remote education are available within the Ministry of Education and its partner ecosystem and are developed to support remote education. ☐	- Skills required to prioritize, manage, and execute public private partnership (PPP) for remote education are only partially available within the Ministry of Education and its partner ecosystem and are developed to support remote education. ☐	- Skills necessary to prioritize and execute public private partnership (PPP) for remote education do not exist. ☐

		- Processes are in place to regularly consult beneficiaries of remote education regarding their needs, but consultations are on an ad hoc basis. ☐	- 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. ☐
	- Fully functional institutional coordination mechanisms are in place between teachers, education actors and communities for the smooth remote education delivery. ☐	- 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. ☐	- There is no institutional coordination mechanism. ☐
	- 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. ☐	- A limited variety of delivery systems is in place for interaction and feedback, contacting beneficiaries of remote education, making detailed comments and developing strategies for learner reinforcement. ☐	- The existing delivery system does not allow interaction and feedback between educators and learners. ☐
	- Remote education resources are available as freely available open education resources (OER) for all learners. is affordable for targeted learners. ☐	- Remote education resources are only partially available as free, open education resources for all learners. ☐	- Remote education resources are only available as proprietary resources which are inaccessible to most learners. ☐

	• Government covers 10% of the cost of remote education delivery across the national schooling system. ☐	• Government covers 50% while private sector and/ or donors cover 50% of the cost of remote education delivery across the national schooling system. ☐	• Private sector and/ or donors cover 100% of the cost of remote education delivery across the national schooling system. ☐
	• Existence of clear orientation and information guides (documents, web resources, mobile apps) to learners and their parents/ guardians on remote learning technologies and practices. ☐	• Existence of information to learners and their parents/guardians on remote learning practices but not documented. ☐	• There is no guide or information to learners and their parents/ guardians on online learning practices. ☐
	• A comprehensive policy is in place that provides accessibility support services in compliance with special education policies and procedures. ☐	• Existence of a strategy that ensures effective support services that comply with special education policies and procedures. ☐	• There is no policy or strategy in place that support services that comply with special education policies and procedures. ☐
	• Learners and parents/ guardians are regularly consulted for appropriate decision making. ☐	• Learners and parents/ guardians are consulted in an ad hoc basis for appropriate decision making. ☐	• There is no formal communication channel for educator communications with learners and parents/ guardians. ☐
			• There is no technical support for learners and parents when needed. ☐
			• Learners and parents/ guardians are not consulted in decision making. ☐

Norm 8: Resource mobilization

Like any other initiative, without effective and efficient financial and human resources, 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	• An appropriate state and Ministry of Education budget percentage is allocated to the delivery of a remote education system. ☐	• An inadequate state and Ministry of Education budget percentage is allocated to the delivery of a remote education system. ☐	• No budget is allocated to remote education system. ☐
	• Both technical and financial resource mobilization strategies for remote education exist and are strong. ☐	• Technical and financial resource mobilization strategies for remote education exist but are weak. ☐	• Technical and financial resources mobilization strategy for remote education does not exist. ☐
	• A national remote education fund is institutionalised to enable priority remote education projects to be resourced and delivered. ☐	• A national remote education fund is established as an ad-hoc mechanism in support of short-term remote education interventions. ☐	• There is no national remote education fund. ☐

	• Financial incentives are available to teachers to use, innovate and create quality curriculum-aligned remote learning OERs. ☐	• Financial incentives are partially available to teachers to use, innovate and create quality curriculum-aligned remote learning OERs. ☐	• There are no financial incentives for teachers to engage in remote education innovation activities. ☐
	• Remote education financing modalities are mobilized from many different sources. ☐	• Remote education financing modalities are mobilized from few sources. ☐	• Remote education financing modalities are not mobilized. ☐
	• Special financing provisions are available to enable access to remote education resources to the the most under-resourced, marginalized learning communities (learners and teachers), including those with special education needs. ☐	• Special financing provisions are partially available to a limited extent, to enable access to remote education resources to the the most under-resourced, marginalized learning communities (learners and teachers), including those with special education needs. ☐	• Special financing mechanisms to support the most marginalized learning communities with remote education resources, are not available at all. ☐

Norm 9: Information, communication, and reporting

There is need to establish strategies for : (1) Clear and accessible communication between learners and teachers; (2) Timely feedback gathering and communication to stakeholders; (3) Clear statements about goals of remote education activities and assignments that are provided to students and parents; (4) Provide navigation assistance to students and parents/ guardians to know where remote education resources can be accessed and used ; (5) Clear, concise, unambiguous messages about remote education; (6) relevant communication channels that engages diverse cultural and linguistic communities (7) Communication that support learners with their navigation, learning, progression and assessment of their learning process; (8) Diverse communication styles and varying cultures while communicating to students and parents remotely; and (9) Enhance distance education system by eliminating communication barriers between students, teachers and parents.

	LEVEL OF COUNTRY READINESS		
	READY	**PARTIALLY READY**	**NOT READY**
Norm 9: Information, communication, and reporting			
STANDARDS	• Effective and efficient communication systems are in place between learners, teachers, parents, and caregivers and learning communities across diverse contexts. ☐	• Effective and efficient communication systems are in partially place between learners, teachers, parents, and caregivers and learning communities across diverse contexts. ☐	• No communication systems are in place between learners, teachers, parents, care givers and learning communities. ☐
	• Regular, timely stakeholder engagement activities are established that provide requisite ffeedback for improving remote education systems. ☐	• Regular, timely stakeholder engagement activities are partially established. ☐	• Regular, timely stakeholder engagement activities are non-existent ☐

	• Clear messages about remote education programmes are consistently articulated with reference to their target audiences, their goals, activities and intended learning outcomes. ☐	• Messages about remote education programmes are not consistently clear with reference to their target audiences, their goals, activities and intended learning outcomes. ☐	• No messages about remote education programmes are articulated with reference to their target audiences, their goals, activities and intended learning outcomes. ☐
	• 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. ☐	• 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. ☐	• 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. ☐
	• Clear, specified concise, customised, unambiguous messages about remote education offerings are articulated to specified stakeholders: learners, teachers, parents, guardians, community support members. ☐	• Messages about remote education are unclear, imprecise, and ambiguous for some learners, teachers, and parents. ☐	• Messages about remote education are not clear, not concise, and ambiguous for all learners, teachers, and parents. ☐
	• Communication channels that remote education communities prefer are used effectively and efficiently to reduce cultural and communication barriers. ☐	• Communication channels that remote education communities prefer are not used as effectively and efficiently to reduce cultural and communication barriers. ☐	• Use of communication channels which are different from what remote education communities prefer to create cultural and communication barriers. ☐

	- Remote education courses and programmes, and additional resources, include concise summaries and feedback to help learners evaluate their learning progress remotely are communicated clearly. ☐	- Remote education courses and programmes, aadditional resources, include concise summaries and feedback to help learners evaluate their learning progress remotely are not communicated clearly. ☐	- No course summaries, no additional resources, and no feedback are availed to help students evaluate their learning progress remotely. ☐
	- Sensitivity in different communication styles and varying cultures while communication to students, guardians, care givers and parents remotely are emphasized and maintained. ☐	- Sensitivity in different communication styles and varying cultures while communication to students, guardians, caregivers, and parents remotely not adhered to consistently. ☐	- Sensitivity in different communication styles and varying cultures while communication to students, guardians, care givers and parents remotely are not adhered to. ☐
	- Remote education system adequately enhanced as there are limited communication barriers between education stakeholders: learners, teachers and guardians, care givers and parents. ☐	- Remote education system not adequately enhanced despite the effort to eliminate the communication barriers between education stakeholders: learners, teachers and guardians, care givers and parents. ☐	- Dysfunctional remote education system resulting in communication barriers between education stakeholders: learners, teachers and guardians, care givers and parents. ☐
	- Existence of official platform for educator communications with learners and parents/ guardians. ☐	- Existence of email distribution list for educator communication with learners and parents/ guardians. ☐	- No mechanism in place for educator communication with learners and parents/ guardians. ☐

Norm 10: Peace, conflict prevention, resolution, and well-being

There is a need to put in place sound policies and procedures for peace and conflict prevention, resolution, and well-being. 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: (1) child wellbeing especially in their home and family; (2) inclusivity of the remote learning especially for war-affected, disabled, orphaned and vulnerable children; (3) Alert system to monitor child wellbeing; and (4) 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	• National child social protection systems are in place and operational. ☐	• Existing child social insurance and protection schemes based on community or occupation basis. ☐	• There are no child social protection or insurance schemes in place based on community or occupation basis. ☐
	• Mainstreaming of peace, conflict prevention and child well-being sensitization practices for the public are in place, especially for parents/guardians and community, within remote education programmes. ☐	• Mainstreaming of peace, conflict prevention and child well-being sensitization practices for the public are partially in place, especially for parents/guardians and community, within remote education programmes. ☐	• Mainstreaming of peace, conflict prevention and child well-being sensitization practices for the public are not in place, especially for parents/guardians and community, within remote education programmes. ☐

	• Adequate involvement of local organizations in attempts to mainstream forgiveness, peacebuilding and reconciliation among learners, teachers, parents/guardians, and community within remote education programmes ☐	• Local organizations are not adequately involved in attempts to mainstream forgiveness, peacebuilding and reconciliation among learners, teachers, parents/guardians, and community within remote education programmes. ☐	• Advocacy and sensitization activities that include the community, local NGOs and radios are not yet established by the Ministry of Education as part of remote education programmes ☐
	• Monitoring of child wellbeing during the delivery of remote education takes place regularly and consistently ☐	• Monitoring of child wellbeing during the delivery of remote education takes place inconsistently ☐	• No monitoring of child well-being is undertaken prior to commencement of remote education. ☐
	• Care and support systems and an ethical code of conduct are in place for teachers to enable their own well-being, and the well-being of their learners and strategies to prevent discrimination and abuse in all forms have been established. ☐	• Care and support systems and an ethical code of conduct are partially in place for teachers to enable their own well-being, and the well-being of their learners and strategies to prevent discrimination and abuse in all forms have been established. ☐	• Care and support systems and an ethical code of conduct are not in place for teachers to enable their own well-being, and the well-being of their learners and strategies to prevent discrimination and abuse in all forms have been established. ☐
	• Community radio stations are adequately involved to improve conflict resolution, peace=building and well-being communication and reporting mechanism during remote education. ☐	• Community radio stations are partially involved in improving conflict resolution, peace=building and well-being communication and and reporting mechanism during remote education. ☐	• Community radio stations are not involved in improving conflict resolution, peace=building and well-being communication and and reporting mechanism during remote education. ☐

	- Remote education programmes include strategies that promote peace building, psychosocial support and child well-being ☐	- Remote education programmes partially include strategies that promote peace building, psychosocial support and child well-being ☐	- Remote education programmes do not include strategies that promote peace building, psychosocial support and child well-being ☐

Norm 11: Learning assessment

Learning assessment is a critical aspect in education sector in general, and remote education in particular. 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: Learning assessment		
STANDARDS	• Feedback is timely and effectively provided to learners as an integral part of remote assessment. ☐	• Feedback is not as timely and not effectively provided to learners as an integral part of remote assessment. ☐	• No feedback is provided to learners as an integral part of remote assessment. ☐
	• Progress assessments are aligned to learning objectives. ☐	• Progress assessments are somewhat aligned to the learning objectives. ☐	• Progress assessments are not conducted. ☐
	• Ongoing timely and accurate formative assessments are provided for programme remediation and interventions where needed. ☐	• Some formative assessments are provided for programme remediation and interventions. ☐	• No formative assessments are provided for programme remediation and interventions where needed. ☐

	- Multiple methods are utilized to determine whether learning objectives/ goals were met, and the data are used for remedial action. ☐	- Few methods are utilized to determine whether learning objectives/ goals were met, and the data are not really used for remedial action. ☐	- No system in place to determine whether learning objectives/ goals were met. ☐
	- The program provides access to Learning Management System(s), as well as all appropriate learning and assessment contents. ☐	- The program provides access to Learning Management System(s), but the learning and assessment contents are not appropriate. ☐	- The program does not provide access to the learning management system(s) contents. ☐
	- The remote summative assessment process and certification system is mainstreamed. ☐	- The remote summative assessment process and certification system is weak. ☐	- There is no remote summative assessment process and certification system. ☐
	- Educators who participate in remote education are evaluated and recognized. ☐	- Educators who participate in remote education are evaluated but are not recognized. ☐	- Educators who participate in remote education are not evaluated and thus are not recognized. ☐

Norm 12: Child online safety

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. Online 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 in issues of child online safety. This norm promotes the establishment of a Remote Education Child Safeguarding Policy that guides the relevant strategies, programs and procedures aimed at safeguarding children online.

	LEVEL OF COUNTRY READINESS		
	READY	**PARTIALLY READY**	**NOT READY**
Norm 12: Safeguarding the child online			
STANDARDS	• Child safeguarding law and policy exists. ☐	• Child safeguarding policy development process is ongoing / only the law is in place as guiding principles. ☐	• There is neither a policy nor procedures regarding child protection law and policy. ☐
	• Remote Education Child Safeguarding Policy in place and aligned to the Child safeguarding law and policy. ☐	• Remote Education Child Safeguarding Policy is in place but not aligned to the Child safeguarding law and policy. ☐	• There is no Remote Education Child Safeguarding Policy. ☐
	• Institutionalized measures are in place to ensure that every member of the school community understands and adheres to the Remote Education Child Safeguarding Policy. ☐	• 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. ☐	• 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. ☐

	• Scheduled awareness and sensitization training/refresher sessions are conducted for school management and parents' representatives on the Remote Education Child Safeguarding Policy. ☐	• 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. ☐	• There are no awareness and sensitization training/refresher sessions conducted for school management and parents' representatives on the Remote Education Child Safeguarding Policy. ☐
	• Procedures are in place and are used for reporting abuse during remote education and attending to allegations of child abuse, including online bullying and the provision of inappropriate content. ☐	• 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. ☐	• The are no procedures in place for reporting abuse during remote education child abuse such as online bullying and the provision of inappropriate content. ☐
	• Monitoring and Reporting Mechanism (MRM) are in place on grave violations of children's rights during remote education. ☐	• Revision of MRM guidelines or schemes based on remote learning started. ☐	• No MRM is in place on grave violations of children's rights during remote education. ☐
	• There are clear guidelines used to sensitize parents/ guardians about child cyberbullying and practical tips and tools for child safe navigation online. ☐	• The written guideline guiding parents/ guardian on cyberbullying is unclear, and the practical tips and tools are not in place. ☐	• There are no written guidelines to guide parents/ guardians on cyberbullying at all. ☐

	- There are strong follow-up mechanisms in place to increase the awareness of parents/guardians to protect their children from a range of inappropriate content that may have a negative impact on their wellbeing. ☐	- 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. ☐	- 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. ☐
	- There is a clear written guideline on how to avoid online strangers and their potential risks and how to stay safe. ☐	- Guideline on how to avoid online strangers and their potential risks is unclear. ☐	- There is no written guideline at all on how to avoid online strangers and their potential risks and how to stay safe. ☐
	- There is a clear process and strong measures to protect children from stumbling across Online pornography and sexualized imagery or the content published and/or posted online which may be easily accessible on the internet. ☐	- 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. ☐	- There is no process in place to protect children from accessing inappropriate and harmful content online. ☐

	• 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. ☐	• 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. ☐	• There are no guidelines and control mechanisms 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. ☐
	• 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. ☐	• There is a set of mechanisms 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. ☐	• There are no clear and full set of mechanisms for children on how they can use the internet to educate themselves about self-harm and connect with pro-self-harm communities. ☐
	• Protection and empowerment, mechanisms, and systems in place for protecting children from all forms of violence including radicalization and extremism. ☐	• Protection and empowerment, mechanisms, and systems partially in place for protecting children from all forms of violence including radicalization and extremism ☐	• There are no protection and empowerment, mechanisms, and systems in place for protecting children from all forms of violence including radicalization and extremism ☐

Conclusion

The development of this Remote Education Benchmarking Toolkit is based on the need to support Ministries of Education 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 in education during such crises, but it will enable Ministries of Education and their partners to adopt a systematic and organised strategies to deliver remote education in an equitable, just, and inclusive manner as possible.

ADEA

Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l’éducation en Afrique
Associação para o Desenvolvimento da Educação em África

Association for the Development of Education in Africa (ADEA)
African Development Bank Group (AfDB)
Immeuble CCIA Plateau, Avenue Jean-Paul II, 01 BP 1387
Abidjan 01, Côte d’Ivoire
Tel: (+225) 27 20 26 39 64
Email: adea@afdb.org - Website: www.adeanet.org

ADEA