Distance Learning Strategies:
What do we know about effectiveness?

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

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

Landscape review of 130 national platforms

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

UNESCO Country Support

UNESCO webinars on COVID-19 education response
National distance learning strategies: A rapid response leading to long-term goals

Immediate education response
- Distance learning solutions
  - Psychological and mental support
  - Continuity of curricular studies

Months of new daily routine
- Home based distance learning
  - Continuous participation
  - Engagement level and the quality
  - Extra-curricular learning

Post-pandemic new normal
- Tech-enhanced school systems
  - New teachers & learners?
  - More open & resilient schools?
  - Future ready platforms & courses

UNESCO webinars on COVID-19 education response
National distance learning strategies: A rapid response leading to long-term goals

Immediate education response

- Distance learning solutions
- Tech and content readiness
- Pedagogical and home learning support readiness
- Monitoring and evaluation readiness
- Policy planning and financing readiness

Months of new daily routine

- Home based distance learning

Post-pandemic new normal

- Tech-enhanced school systems

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Immediate education response: Challenges

**Technological readiness:**
- National delivery (platforms/TV/radio)
- Household access (electricity, TV, radio, digital devices, internet)

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

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

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

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

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

90% high-income countries are using online learning

Source: Center for Global Development and the World Bank
**1 Immediate education response: Good practices**

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

**Universal accessibility to curricular courses:**
- Self development
- Open Educational Resources
- Language consideration (New Zealand TV channels in English & Māori)
- Home based reading materials: Global Digital Library; Translate a story
## Effectiveness of home based distance learning: Challenges

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

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

### Pedagogical home learning support readiness:
- Teachers not ready to facilitate distance learning when confined at home
- Parents with low/no literacy skills or not ready
- No parents/caregiver available
2 Effectiveness of home based distance learning:

Good practices

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

Monitoring and mitigating ‘dropout’:
- Decentralizing to schools to monitor (France, Italy…)
- Centralized monitoring and mitigation (Italy: monitoring survey)
- Post-pandemic remedial courses (Summer camps: France)

Pedagogical facilitation & home support to reduce disengagement:
- More frequent formative assessment
- Guidance for teachers (Finland …) & parents (Armenia); Free-toll hotline (UAE)
- Supporting teachers’ peer learning (Estonia)
- Teacher-parent communities (Peru)
- No caregivers: safe caring spaces or funds
3 Effective national distance learning strategies:
Laying foundation for long-term goals

- Inclusive return to schools
- Sustainable good practices

Better technological readiness

Distance learning courses & assessment

New teachers and new pedagogies

Sustaining financing mechanisms

National ICT in education policies

More inclusive crisis-resilient school systems

Tech-enhanced school systems
Thank you

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

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