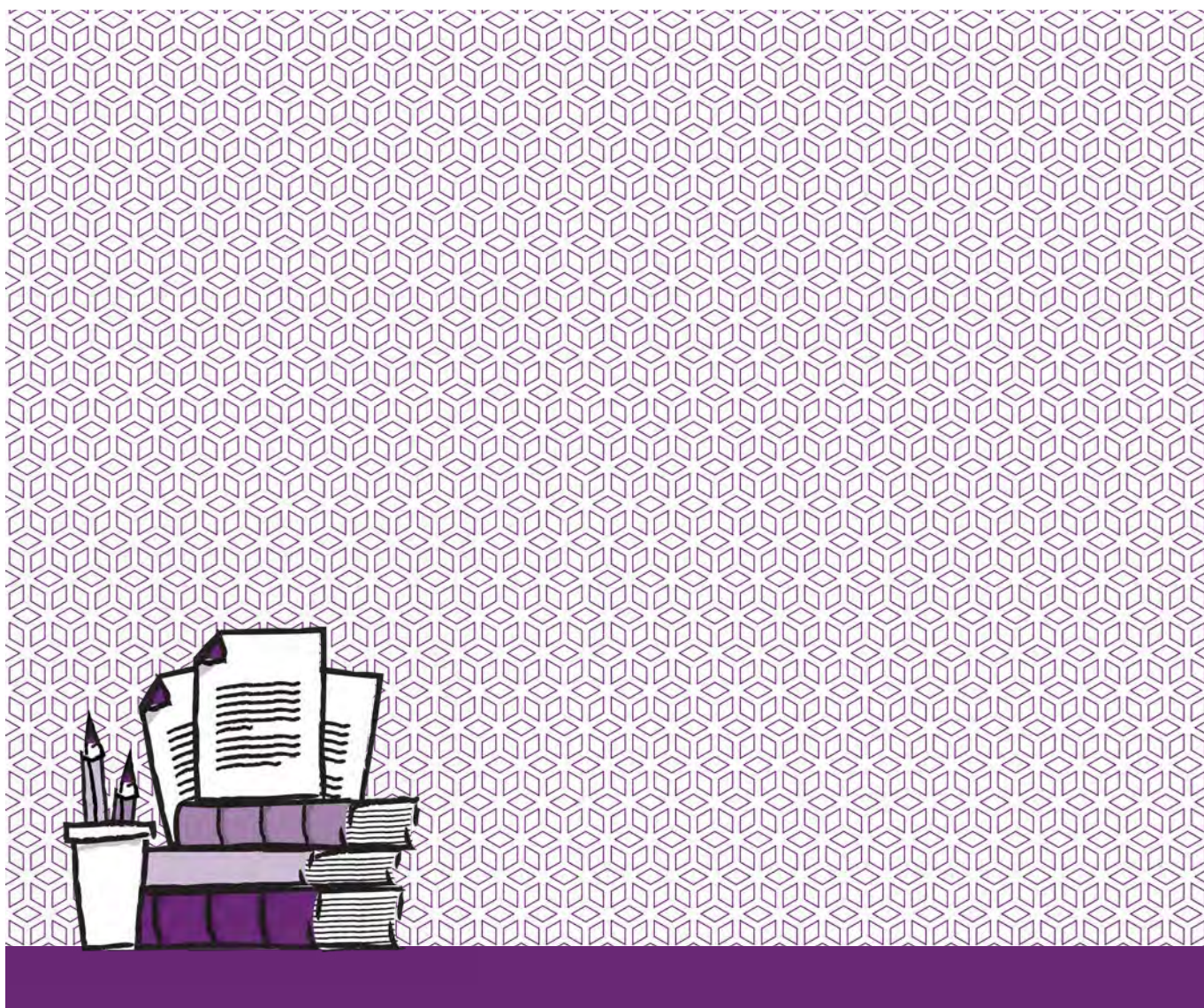


# Print

## Resource Pack to Support Remote Learning





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# About the Remote Learning Resource Packs

In response to the challenge to education systems presented by the global COVID-19 pandemic, UNICEF and the World Bank have created a set of seven Resource Packs about remote learning. The packs are designed to support government officials and staff in national and international agencies tasked with designing and implementing effective remote learning opportunities for children in development and humanitarian contexts.

Remote learning is the process of teaching and learning performed at a distance. Rather than having learners meet their teachers in person, learners are distanced from their teacher and possibly their peers as well.

One of the consequences of COVID-19 is that almost every country has had to put in place remote learning programmes. The packs are therefore designed primarily to help you to enhance and improve the effectiveness of existing remote learning programmes.



## PACK 1 Introduction

This introductory Resource Pack considers the key elements of a 'pedagogy-first' approach to remote learning, starting with the learner and learning, then considering technology options and your programmes' broader approach to supporting learning. It discusses some of the most common considerations that remote programmes often overlook but which, if carefully considered, can lead to improved learning for more children.



## PACK 2 Radio

Radio has a long-established position among remote learning modalities, reflecting in part its wide accessibility in many parts of the world including in some of the hardest to reach areas. This pack is designed to support you if you are involved in remote learning using radio and help you to strengthen and improve systems and approaches so that learning outcomes can be improved for all children and young people.



## PACK 3 Print

**Despite advances in technology, print remains a crucial medium for many learners around the world. This pack discusses some of the major strengths and limitations of print as a medium for delivery of remote learning and identifies some of the approaches that can be taken when planning for the use of print within remote learning.**



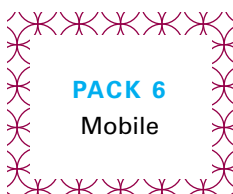
## PACK 4 TV

A recent UNICEF survey of 127 countries using technology for remote learning identified that 75% are using edTV. This pack is designed to support you if you are involved in remote learning through edTV. It can help you to strengthen and improve your systems and approaches so that learning outcomes can be improved for all children and young people.



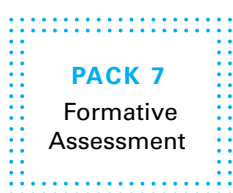
## PACK 5 Digital

This Resource Pack is intended to help you design new digital remote learning programmes or strengthen existing programmes. This pack will help evaluate your digital learning options by placing your learning purpose and the context of your learners at the heart of your decision making.



## PACK 6 Mobile

There are over 5 billion mobile users in the world today. Unsurprisingly, many countries are turning to mobile technology for remote learning. This pack is about creating and strengthening effective remote learning programmes using mobile technology. It overlaps with the Resource Pack about digital learning.



## PACK 7 Formative Assessment

Children and young people cannot be expected to learn and progress through a remote learning programme with few or no interactions with teachers. This Resource Pack is about creating opportunities for formative assessment in remote learning programmes i.e. opportunities for checking understanding, giving feedback and collecting information to decide what to do next.



# Introduction to the print-based remote learning pack

This remote learning pack discusses the use of print-based media in the delivery of education and learning to children.

In many remote learning contexts, print as a medium for instruction has recently been overlooked in favour of digital, online and broadcast media. However, despite advances in technology, print remains a crucial medium for many learners around the world, for both pedagogic and logistical reasons.

This pack discusses some of the major strengths and limitations of print as a medium for delivery of remote learning, and identifies some approaches for planning the use of print within remote learning across three broad areas:

- **Access and equity for learners**
- **Quality learning and support**
- **Using assessment to support learning**

It also considers the potential for integrating print-based media with other mechanisms, particularly in relation to three scenarios for remote learning identified by UNICEF:

- **Using remote learning to help children back into school**
- **Integrating remote learning provision into mainstream education systems**
- **Using remote learning as a means of creating learning resilience**

## How to use this pack

This pack offers an introduction to the use of printed materials for remote learning and aims to support government officials, UNICEF and World Bank staff and others tasked with designing and implementing effective remote learning opportunities for children in development and humanitarian contexts. The pack features examples of print-based remote learning programmes from around the world.

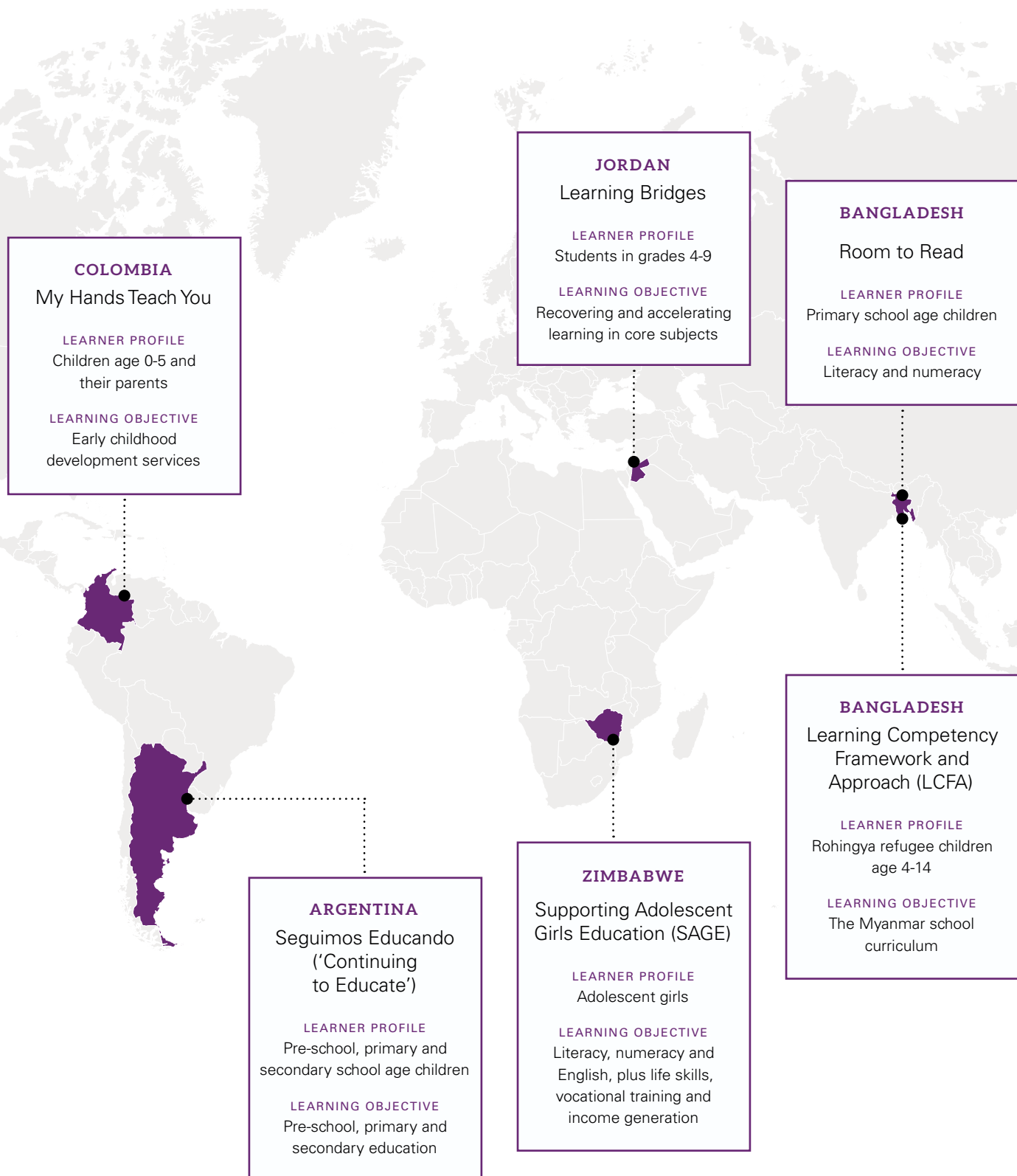
### Reflection Tasks

Throughout the pack, you will see boxes inviting you to **consider these actions**. The actions listed are for you to reflect on and consider in relation to your own Print programme.





## Case studies included in this pack





# What is print-based remote learning and why is it used?

## What do we mean by remote learning through print?

Print has a long and well-established role in the context of remote learning. It provides learners with content, study activities and instructional guidance, presented in the form of print-based study guides, workbooks and resource materials.

In some cases, print-based remote learning can work **with additional content** provided through, for example, broadcast media, pre-recorded audio-video media or online resources. Print-based programmes might also incorporate direct contact, in the form of virtual or face-to-face meetings with **teachers, peer-to-peer activities, and parental support**.

## Why is it used?

As part of educational response planning following school closures in 2020, many national governments and Ministries of Education, including in low- and middle-income settings, initially prioritized the application of online and digital learning and/or the adoption of television and radio broadcast media to support homeschooling. In this general context, print was frequently described as a 'low-tech' or 'no-tech' solution and was given only a marginal presence within many national-level educational response strategies.<sup>1</sup>

However, as remote learning solutions were implemented and then assessed, print has increasingly been recognized as having an important role to play for a number of reasons:

- Print is familiar to learners of all ages. It is relatively easy to use, and can be studied at any speed and at any time. Through components such as study guides and workbooks, print can integrate written content with learning tasks and activities, including for learner-led self-assessment.
- Print does not require learners to have access to any particular technologies or media devices in the home. It can be used in many different contexts, at little or no expense to learners.
- Print is frequently identified as the most equitable means of reaching learners, particularly in low-resource settings.
- Print-based materials are relatively cheap to design and develop, especially in contexts where the use of other media may require additional investment in technologies and infrastructure.
- In an educational context, print is easily supplemented by or integrated with other media. (See [Section 6](#) on integration)



## What are the limitations of remote learning through print?

When used in a remote learning context, there are a number of limitations to print:

- Without options for direct support from teachers or caregivers, print-based remote learning is less appropriate for younger learners who lack capacity for independent study. It can present challenges for the inclusion of those with disabilities, or those impacted by prior learning poverty.
- On its own, print offers little opportunity for learners to interact with teachers and peers, unless through additional components for face-to-face or virtual contact. Print-based learning materials can require careful instructional design in order to guide, support and motivate isolated learners.
- Print-based remote learning limits how practical subjects can be taught and assessed, which benefit from demonstrations and experiments as part of the learning process, unless supplemented by other media.
- Finally, print-based materials can be costly and time-consuming to distribute to learners, particularly with large cohorts, or spread over a wide distance. Distribution presents particular challenges in low-resource settings with poor infrastructure, where reaching learners can impact on equity of access.



### Reflection task



#### Thinking about access

Consider the questions below:

- Within your own context, which children can access and use print-based learning materials and which children may be left behind? Are you able to build a clear picture of household-level literacy and reading levels? What information do you need in order to address these questions, and how could you gather data to fill gaps?
- How widespread are networks for materials distribution across your country/target area? Is coverage and reach evenly spread across all learners and households? Or does it indicate particular access problems for some groups? How can you find out more about coverage?
- Have you or others attempted to strengthen or expand access? Was this effective? What have you learned from this experience?

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## What does this look like in some of the case studies in this Resource Pack?

The table below provides an overview summary of the way in which print-based remote learning has recently been used in a variety of contexts, taken from some of the case studies featured in this pack.

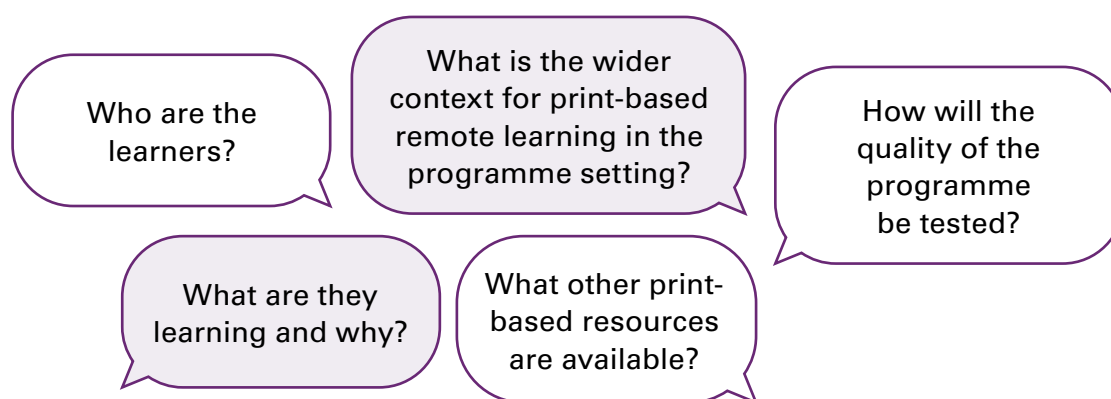
Model	1. Print-based learning in the community	2. Parent-led learning for early years	3. Print augmented by digital media	4. Print to supplement digital and broadcast media
<b>Example</b>	Zimbabwe: SAGE – Supporting Adolescent Girls Education, Plan International <sup>2</sup>	Colombia: My Hands Teach You, ICBF <sup>3</sup>	Jordan: Learning Bridges UNICEF Jordan	Argentina: Seguimos Educando (Continuing to Educate) <sup>4</sup>
<b>What's the context?</b>	A response to a lack of access to high quality, girl-friendly education for girls and young women aged 10-19.	A response to the closure of Early Childhood services due to COVID 19 aimed at the parents and caregivers of vulnerable children aged 0-5.	A flexible multimedia approach in response school closures of schools due to COVID 19 to enable children to continue and catch up on learning.	A national, government led programme including digital and print-based resources for learning school subjects at a distance.
<b>Who are the learners?</b>	13,200 highly marginalized out-of-school girls aged 10-19, across 88 settings.	1.7 million vulnerable children aged 0-5, plus pregnant mothers in vulnerable circumstances.	Approximately 1m primary-aged children in 3,900 government and refugee camp schools across Jordan.	All learners aged 0-17, covering Initial Education (Early Years), Primary, and Secondary (Lower and Upper).
<b>What are they learning?</b>	A coordinated programme of learning foundational skills in literacy, numeracy and English, plus life skills, vocational training and income generation.	A broad range of activities designed to support young children and their caregivers in the development of healthy habits, confidence, care, feelings, emotions and family living.	A streamlined cross-curriculum syllabus covering Grades 4-9 and focused on four core subjects of English, Arabic, Mathematics and Science.	A broad range of subjects aligned according to the curriculum for each sub-sector, with a particular focus on Priority Learning Core Contents.
<b>How are they learning?</b>	In learning hubs in community spaces supported by community educators, learning assistants and in-school buddies. Each 10-week module is supported by gender-responsive, contextualized print-based materials. Three alternative learning pathways have been introduced – telephone learning conversations, door to door and small group learning.	Parents and caregivers lead learning. Activities are largely play-based and caregivers help children by using print-based pedagogical kits supplemented by arts and crafts supplies, food packages and other interventions.	Print-based materials include workbooks containing weekly content and activities, plus guidance for parents. In addition, materials are shared with schools and learners in downloadable digital form via the Padlet app. The app is also used to deliver and collect assignments, and to support remote peer-to-peer collaboration.	Via a mixed instructional methods approach, including a digital platform, and tv and radio broadcast content. 9 level-specific notebooks are available to students who lack connectivity or access to technology. The same notebooks can be downloaded by students and teachers with access to the Educ.ar platform.
<b>How is learning assessed?</b>	Every learning activity includes 'Plan, Do, Assess and Reflect' and girls' progress is captured in a Progress Book. The three summative assessment points occur at the beginning, middle and end of the programme.	A child development scale is used to monitor the progress of the children as they interact with the materials.	Levels of school engagement is monitored remotely via the Padlet app. Learner assessment takes place at school level, but is not formally undertaken by the programme.	Self-assessment activities encourage students to talk to their peers to compare answers. Notebooks have a final section including a learning record, and answers to the exercises and activities.



# Preparing for development of print-based remote learning

In practical terms, print-based remote learning programmes need to give careful consideration to best supporting **the needs of the learners**, while taking into account **the wider logistical circumstances** that arise from operating within a particular context.

At a high level, ahead of engaging in the specifics of programme design, there are several basic criteria to consider when approaching the development and strengthening of programmes. Most importantly, these include:



This can provide crucial data to inform key decision-making. The following sections look at these and other issues and will help identifying responses that can work according to specific needs.

## 3.1

### Who are the learners?

Understanding the learners is a key factor in the design and development of education programmes, but it is particularly the case in the context of remote learning.

- Firstly, understanding *the educational background of the learners* is an important contribution to the process of designing effective teaching and learning materials.
- Secondly, understanding *the personal circumstances in which the learners are studying* is crucial to identifying what resources and support they have access to, as well as recognising what resources and support they need.
- Thirdly, understanding *who the learners are* in terms of their age, their gender, their ethnicity and any special educational needs or disabilities will help identify any additional social, cultural or personal barriers they may be facing.



In considering the factors that can influence learners, the different criteria can be divided into two general areas – the **personal** and the **contextual**. The personal refers to those factors unique to the learner themselves. The contextual refers to those things outside the learner that still have an influence on them – the wider setting and the social situation they find themselves in.

## Considering the personal and the contextual

Criteria to consider in relation to the **personal** and the **contextual** factors that influence learners might include the following:

Personal – about the learner	Contextual – the learner’s situation
<p><b>Age</b></p> <p>Gender</p> <p><b>Language</b></p> <p>Cultural background</p> <p><b>Disabilities</b></p> <p>Prior learning experience</p> <p><b>Motivations for studying</b></p> <p>Personality and social skills</p>	<p><b>Personal responsibilities and family commitments</b></p> <p>Free time</p> <p><b>Economic status</b></p> <p>Location and community</p> <p><b>Local amenities and infrastructure</b></p> <p>Access to study space, resources, media and technology</p> <p><b>Access to educational support from teachers, caregivers and others</b></p> <p>Levels of education among caregivers</p> <p><b>Attitudes of family, friends and peers to studying</b></p>

There are different ways to obtain this information. Programme developers can consult existing data sources, for example, the Annual School Census, Ministry or project data on pupil demographics. This information will then be used to develop a **Learner Profile**, a key reference document for remote learning designers.

The Learner Profile tool can be developed before commencing learning design. It is also useful for periodic reviews of ongoing programmes, to incorporate new insights gained about the learners.





## Reflection task



### Learning is active and must start where the learner is.

The **Learner Profile** Tool helps you identify the important characteristics of the learners you are trying to reach (your target audience) so that you can think about how they might affect their engagement with remote learning using print. Knowing more about your target audience will help you design an accessible programme that addresses their needs and interests.

To complete the tool, imagine a typical learner in your target audience. Then, ask yourself questions about the learner. Make a note of the characteristics you think of and then think about the implications of these characteristics on the programme you are designing. For example, what do the characteristics tell you about when they will have time for learning, who is at home or in the community who could help them if they get stuck, or what kind of content will interest them.

#### Who are they?

- How many learners with this profile are you likely to have on your programme?
- What are their age(s)?
- Are they female and/or male?
- What is their first language(s)?
- Do they have families around them?
- Where are they (e.g. rural homestead, urban shanty)?

#### What motivates their learning?

- Why are they learning?
- What do they want from the programme?
- What challenges do they face in trying to learn?
- What interests and experiences do they bring that are relevant?

#### What do we know about their learning?

- What learning skills do they have (e.g., reading ability)?
- What experience do they have of self-study?
- Are their parents willing and able to help them learn?
- Is there anyone else who can help them to learn?
- Will they be able to interact with other learners?

#### What do learners see as their needs?

- What is important to the learners, their contexts and their goals? (List 3 - 5)

#### What do we know that is surprising?

- What have you learned from speaking to learners and those who support them? (List 3 - 5)

#### What are the implications for learning design?

- What is the learning purpose that meets these learners' needs?
- What style of learning will be most appropriate for these learners?
- What size, nature and content of learning materials will be relevant and feasible for study?
- Who will provide them with support? What type of support and how much support will be possible?
- How will materials and support reach these learners in ways that are timely, feasible and affordable?
- How will their progress be assessed?

#### What resources do they have to help them?

- How much time will they have available for study?
- Where, when and how will they be learning?
- What learning resources and media can they access?
- Will they have access to local facilities, e.g. study groups, libraries?
- Who will pay any expenses or fees?

#### What technology do they have access to?

- Can they access a radio/ TV/mobile phone/internet within the home?
- Do they need consent of others to use them?
- For how long and how often can they use them?
- If not, is there community-shared access?





# Learner Profile Tool



Brief description of targeted learner:

Who are they?

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What motivates their learning?

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What do we know about their learning?

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What resources do they have to help them?

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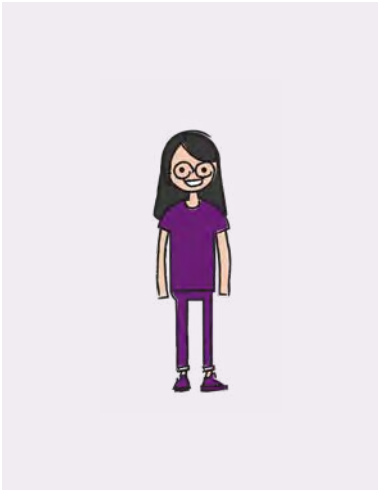
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What do learners see as their needs?

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What technology do they have access to?

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What do we know that is surprising?

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What are the implications for learning design?

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## 3.2

# What are they learning and why?

In defining what the learners will be studying, programme developers need to consider the broad educational function of the remote learning programme. Within this, it is also important to identify the purpose of the programme in relation to the particular needs of the learner group.

In considering this, **the educational function or purpose of a remote learning programme** might include one or more of the following high-level objectives:

## Possible functions of a remote learning programme

-  To help school-aged learners cover the school curriculum while studying at home
-  To help learners build skills and knowledge outside of formal certified schooling – e.g. for development of life skills, or training to help them undertake a particular task
-  To help out-of-school learners acquire or maintain enough basic knowledge to re-enter mainstream schooling
-  To support particular sub-groups of learners in overcoming educational barriers or challenges that they face within mainstream education, for example based on their gender, their disabilities, their ethnicity or their socio-economic status
-  To help learners build specific skills and knowledge in a particular academic subject

Once the overall purpose and importance of your remote learning programme has been identified, the next step is to refine understanding of exactly what it is you're trying to help them learn. Identifying the overall **learning objectives and outcomes** for a remote learning programme is particularly valuable, especially in guiding the subsequent selection of content and learning activities.





## Defining your programme objectives

- Which of the 5 possible functions in the box above best describe your programme’s high-level objectives? Does it serve any other functions for your target group? If so, can you describe them?
- In terms of learning objectives, what new knowledge will your learners acquire? What new skills will they develop i.e. what they can do as a result of completing your programme?
- In terms of assessing or measuring outcomes, how will you expect learners to demonstrate their new knowledge and skills? What will they achieve or produce as a result of completing your programme?

[illegible]



## What is the wider local context for print-based remote learning?

Understanding the wider context for print-based remote learning involves exploring what is already happening in a particular setting, particularly in terms of the use of print in educational contexts.

Key activities include:

- reflecting on the current use of print-based media in your setting
- identifying the key programmes and institutions currently using print in an educational context
- considering what information and resources might already be available to support your programme
- assessing what additional resources will be required to set up your programme

In gathering this information, programme developers can **map key local programmes and institutions** already using print for remote learning and education.

### Reflection task



#### Mapping local programmes and institutions

In mapping out the local landscape for print-based remote learning, you might find it useful to review the following questions:

- Who are the main organisations and institutions involved in supporting print-based learning in your setting? This might include state or government departments, or non-state bodies including donors, NGOs, CSOs or private sector providers. What do you know about their roles and responsibilities, and the programmes they are supporting?
- Are there any remote learning programmes using print-based media? Who are their target learners? Do they use networks, mechanisms or resources that could support your own programme?

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## 3.4

# What other print-based resources are available?

Based on the educational function of any remote learning programme, and the extent to which it is **aligned with the local education system**, there are likely to be a range of **local documents and resources** that can be used to help frame initial programme and content design. These include, for example, curriculum and syllabus documents, textbooks and other publicly available resources.

However, in designing the materials themselves, there are a broad range of Open Education Resources (OERs) that can be **used or repurposed** to inform the design process. These include many types of downloadable materials, including storybooks, textbooks, lesson plans, games, quizzes and assessment tools.

Well-known repositories of downloadable text-based resources include:



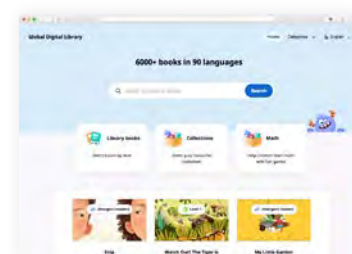
**African Story Book**

<https://africanstorybook.org/>



**Distance Learning Solutions**

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



**Global Digital Library**

<https://digitallibrary.io/>



**Learning Equality**

<https://learningequality.org/kolibri/>



**Commonwealth of Learning**

<https://www.col.org/resources/keeping-doors-learning-open-covid-19>



**Bloom Library**

<https://bloomlibrary.org/create>



**Story Weaver**

[https://storyweaver.org.in/open\\_content](https://storyweaver.org.in/open_content)



**Distance Education**

<https://inee.org/covid-19/resources/distance-education>



OERs are designed to be used and adapted in many ways, and are usually freely available to use and repurpose under a 'creative commons' license. However, doing so often requires careful consideration of **alignment with individual learning needs and national learning frameworks**, as well as **issues of language, cultural relevance and other matters**. OER Africa has prepared a concise tool to help acquire the practical skills to do this quickly: <https://oerafrica.org/content/adapting-open-content>



The cover page of an OER resource from African Storybook

*Credit: African Storybook*

## Assessing the design and structure of OER materials

When reviewing sets of materials or selecting individual activities from OERs, consideration is needed on whether **the materials and activities suit the particular needs of your learners**, as well as **align with the programme's wider learning objectives and the national curriculum**.

Many OER materials will either have been developed for specific contexts, or will be deliberately 'culturally neutral'. In this context, programme developers should **make adaptations** in order to **contextualize activities and resources**, make them **relevant to target learners**, or **strengthen the pedagogic model** in light of programme objectives.

Key approaches include:

- Translating resources into different languages
- Contextualizing resources to use local names, places, events, etc.
- Adding stories that speak to the lives of the learners as ways to engage and connect with learning
- Adding illustrations and other visual content to aid understanding, context and relevance
- Adding additional content, questions and exercises of direct relevance to the specific learning context



## How will the programme be developed and tested?

When delivering a print-based remote learning programme, there is a potentially wide range of tools and processes that need to be developed, implemented, monitored and evaluated. However, in general terms, these components and processes can be grouped under three main headings.

The table below summarises the key processes involved in each component, together with the range of tools and mechanisms that can help co-ordinate programme development and implementation.

Delivery component	Key processes	Supporting tools and development mechanisms
<b>1</b> <b>Learning Design &amp; Development</b>	<ul style="list-style-type: none"> <li>• Selection of curriculum</li> <li>• Selection of content</li> <li>• Alignment with national curriculum</li> <li>• Activities and learning approach</li> <li>• Language and writing style</li> <li>• Materials presentation style</li> <li>• Writing and editing schedules</li> </ul>	<ul style="list-style-type: none"> <li>• An agreed syllabus of content</li> <li>• An agreed House Style writing guide</li> <li>• Agreed writing and editing schedules</li> <li>• Structured editorial review and feedback, e.g. 3 drafts</li> <li>• Co-ordinated visual layout and graphic design</li> <li>• Proofreading</li> </ul>
<b>2</b> <b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Self-study through materials</li> <li>• Parental/caregiver support to learners</li> <li>• Teacher/tutorial support to learners</li> <li>• Learner assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Trialling of:               <ul style="list-style-type: none"> <li>– self-study materials content and activity design</li> <li>– tutorial and learning support models</li> </ul> </li> <li>• Training and guidance for parents/caregivers</li> <li>• Training and guidance for teachers and other educational support staff</li> <li>• Monitoring and evaluation of parental activities</li> <li>• Monitoring and evaluation of teacher activities</li> <li>• Gathering and analysis of learner assessment data</li> </ul>
<b>3</b> <b>Programme Administration</b>	<ul style="list-style-type: none"> <li>• Procurement and distribution of materials</li> <li>• Provision of support to learners</li> <li>• Provision of support to parents and caregivers</li> <li>• Provision of support to teachers and other educational support staff</li> <li>• Administration of learner assessment and data gathering</li> </ul>	<ul style="list-style-type: none"> <li>• Development of clear sub-component delivery mechanisms</li> <li>• Development of clear roles and responsibilities</li> <li>• Development of clear lines of communication</li> <li>• Analysis and evaluation of assessment outcomes</li> <li>• Analysis and evaluation of quality assurance feedback</li> </ul>





## Planning for programme development

- For your programme, which key elements are already fully developed? Are the relevant supporting documents already widely available to stakeholders? If the programme has been running for some time, do they need reviewing?
- Which elements need further work? Who are the key stakeholders impacted by each element? Who should be involved in their development?
- Based on your programme's delivery and implementation schedule, when will these elements be needed by? Who will be required to deliver them?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Considerations for developing an effective print-based remote learning programme

This section introduces some key considerations associated with the design and delivery of print-based remote learning programmes. Each of the themes outlines the key issues and potential responses, illustrated by examples drawn from the featured case studies, and supplemented by resources to support the development of individual programme-level responses.

## 4.1

### Access and equity

#### 4.1.1

##### Learners' language and literacy

The language used for print-based remote learning materials is often determined by institutional or government policy on the medium of schooling. However, this can be a significant issue where the language of instruction is not the language (or one of the languages) learners speak at home.

Children learn more and are more likely to stay in school if they are first taught in a language that they speak and understand. Yet, an estimated 37 percent of students in low- and middle-income countries are required to learn in a different language, putting them at a significant disadvantage throughout their school life and limiting their learning potential. According to a World Bank report, effective language of instruction policies are central to reducing Learning Poverty and improving other learning outcomes, equity and inclusion.<sup>5</sup>

The use of print-based remote learning materials can also be a significant issue in settings where learners might not yet be fluent enough readers to 'read for understanding'. This can particularly be the case at ECD, Primary and Lower Secondary levels.

Globally, due to issues of prior learning poverty, 6 out of 10 children and adolescents are not achieving minimum proficiency levels in reading. According to the WB and UNESCO UIS, learning poverty means being unable to read and understand a simple text by age 10. The COVID-19 crisis has further aggravated the learning crisis around the world. Simulations by the World Bank show that the learning poverty rate might increase by 10 points, from 53% to 63% in low- and middle-income countries.<sup>6</sup>



In sub-Saharan Africa, data suggests that 88% of all children and adolescents cannot read proficiently by the time they are of age to complete primary and lower secondary education. Boys in particular face a disadvantage in reading.

## Effective Responses

In the first instance, developing effective responses to the issue of language involves ensuring that programmes have **a clear understanding of the target learners, their skills and their needs**. With this information, programmes can plan for the development of print-based materials and other learner support inputs that can seek to address those needs.

Specific approaches to addressing the issues raised by language and literacy levels include materials design responses, such as:

- Producing materials in learners' mother-tongue
- Developing materials with simplified language content and strong visual content
- Developing dual-language materials, where key content, such as instructions and definitions, are in mother-tongue and general content is in the medium of instruction
- Developing materials with structured learning content that integrates the curriculum for language-learning alongside subject-specific themes and topics
- Developing materials with optional activity approaches that account for differentiated or multi-grade learning to accommodate learners of differing ages or stages of learning

Wider programmatic responses might include supplementing print-based remote learning by:

- Including components for **regular direct inputs from caregivers and peers**, or led by teachers or other educational support staff, to supplement learners' comprehension of activities and content
- Using available media and technologies to provide supplementary audio-visual content aligned with the topics and content of the print materials



### CASE STUDY

#### Bangladesh

#### LCFA home-based learning, Cox's Bazar, UNICEF

UNICEF Bangladesh's print based LCFA programme for Rohingya refugee children in the Cox's Bazar camps provides workbooks in English, supplemented by guidance materials for caregivers and for teachers produced in English, Burmese and Rohingya languages.



For a discussion around the complex range of issues influencing the programme's approach to language medium, [listen here](#).





#### CASE STUDY

### Zimbabwe

SAGE, Plan International

The SAGE programme in Zimbabwe is using print-based remote learning to reach out-of-school girls who have either never been to school or have dropped out before the completion of their basic education. Through an accelerated learning programme of print-based materials and targeted community-level support across 88 settings, the programme is reaching over 5,000 highly marginalized out-of-school adolescent girls aged 10-19.

The programme supports the model of 'home language as first teacher'. Materials are written in English but Community Educators can translate them or teach them using local languages or a combination of English and local language. Literacy skills in the programme refer to competence in home language across the skills of speaking, listening, reading and writing. Learning English is a specific and separate strand within learning materials, in terms of taught content and it forms a separate assessment strand.<sup>6</sup>



A telephone learning conversation with workbook  
Photo: Plan International



For a discussion around the complex range of issues influencing the programme's approach to language medium, [listen here](#).



For a discussion around the programme's approach to issues of language as part of remote learning provision, [listen here](#).



#### CASE STUDY

### Jordan

'Learning Bridges' programme, UNICEF Jordan

UNICEF Jordan's 'Learning Bridges' programme is working to provide print-based remote learning to primary school learners who, for a variety of systemic issues, already had very low instructional hours even prior to school closures under the COVID 19 pandemic.



For a discussion of how the programme sought to address this issue through curriculum design, [listen here](#).



## Planning for delivery of effective responses to language and literacy

A number of practical steps can be taken in the design and development of materials to address issues of language and literacy.

### Using an engaging language style.

Any set of print-based learning materials may be used by a wide variety of learners, including young children, or those with low levels of literacy. As such, they should ideally use language that is:

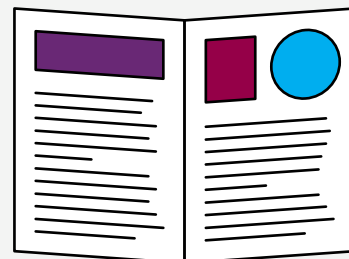
- easy to understand
- suitable for the level of the learners
- engaging and stimulating
- helps with the acquisition and application of new knowledge and skills

### Visual presentation

The visual presentation of learning materials has a very important role to play in overcoming issues of language and literacy. The World Bank Read@Home Manual provides with helpful advice on how to meet the needs of children and caregivers by using different levels of text/pictorial aids based on their reading levels and provides guidance on book selection.<sup>7</sup>



- Attractive and brightly-coloured materials appeal to everyone, but particularly to younger learners.
- The use of basic page layout approaches, including wide margins for extra space, and the alignment of text with an even left margin and an uneven right margin, make materials more appealing overall, and easier for learners with low vision or who struggle with reading.
- The innovative use of visual content and illustrations can help support learners with low levels of literacy and reading fluency. The use of visual content alongside text is one means of providing differentiated learning and helping learners overcome prior learning poverty.



The careful use of visual content can support and improve learning in general, but especially those who might otherwise find it difficult to engage with and process pages of text.

above: A young boy in Venezuela with the print materials he received to help continue learning at home

Photo: Fe y Alegría, Venezuela



## 4.1.2

### Gender-responsive pedagogy through print-based materials

The use of print-based materials for **self-study can raise issues of equity based on gender**. In certain contexts, the reliance on print for home-based self-study may negatively impact on girls due to 'chore burden'. Outside of school settings, the education of girls may not be a priority for family and community. Rather than having time to undertake their studies, in a self-led remote learning context, girls may be expected to fulfil household tasks and other roles. However, print-based materials can also disadvantage boy learners, whose levels of reading literacy are commonly lower than girls of the same age.<sup>8</sup>

#### Effective Responses

There are a broad range of interventions that might be used in addressing the gender-based challenges facing remote-learning students, but **only a small number that might be relevant or appropriate in a particular context**. Identifying which interventions to use requires having **a detailed knowledge and understanding of individual learning needs<sup>9</sup>**, as well as of the **cultural and social contexts** in which learners are studying.

However, in general terms, wider programmatic interventions designed to address the specific barriers facing girls and boys as print-based remote learners might include:

- Community-focused social engagement campaigns, highlighting the importance of enabling girls and boys to participate in remote learning
- Guidance materials for parents and caregivers to support homeschooling, providing specific insights on the challenges for girls and for boys, and highlighting steps to take in managing the remote learning process based on needs
- Gender-specific mechanisms and resources for regular direct interaction with teachers and support staff to support girls' or boys' learning and monitor individual enrolment, participation and progress
- Programmatic mechanisms for community-level monitoring of delivery and effectiveness of gender-specific interventions

Secondly, providers often utilise pedagogic interventions such as:

- Provision of supplementary educational content and materials targeted at the particular learning needs of girls and/or boys
- Developing print-based materials that are relevant to the lives and aspirations of girls and challenge stereotypes
- Ensuring that print-based materials use gender-transformative language and presentation, and provide for the positive reinforcement of the specific roles of girls and boys as learners and achievers. In particular, illustrations play an important role in making sure that learning materials are inclusive and ensure the positive representation of girls, boys, and people of different ethnicities or abilities.





## CASE STUDY

### Zimbabwe

SAGE, Plan International

Girls attending the SAGE programme need to see the relevance of learning to their own lives. The SAGE print-based materials are designed around the interests of the girls and information shared directly by the girls.<sup>10</sup>



To hear more about how the needs of girls informed the programme and materials design process, [listen here](#).

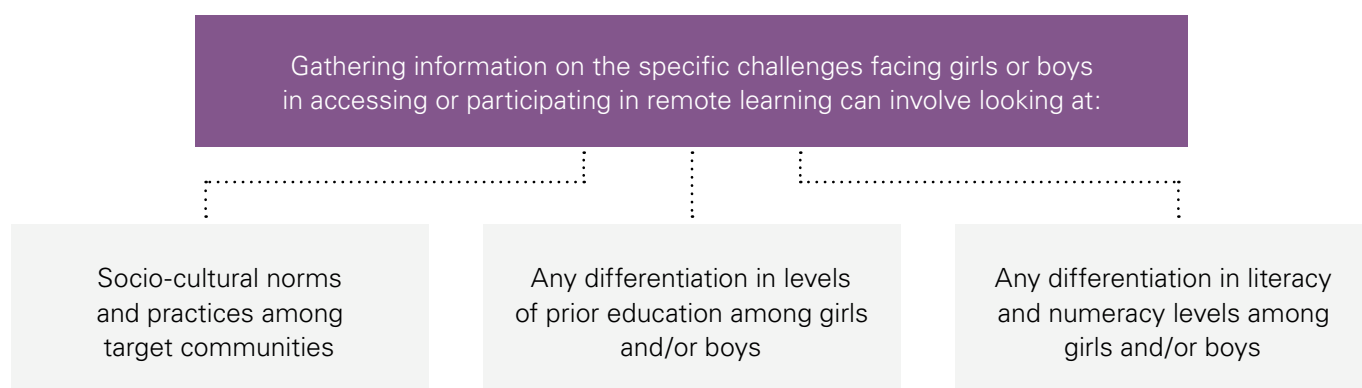
SAGE supports girls by providing learning opportunities tailored to their specific circumstances in safe and girl-friendly environments, underpinned by gender-responsive pedagogy. The learning activities are linked to the girls' social contexts and aspirations, which can be a good source of motivation. The programme's materials are supported by ongoing training for hub volunteers, focused on effective teaching and learning strategies and the importance of positive relationships. In response to COVID 19, learning moved away from community learning hubs and into girls' homes. Learning was supported by weekly phone calls from Community Educators, and then, as lockdown restrictions eased, to small group learning facilitated by Community Educators and door-to-door visits for those most vulnerable e.g. pregnant young women or girls with disabilities.



For a discussion of how the programme sought to address this issue, [listen here](#).

## Planning for effective delivery of support to learners based on gender

Planning for the effective delivery of support to learners to ensure equity of access based on gender involves **acquiring a detailed contextual knowledge**, and then addressing any challenges through programme design and delivery.



In gathering this information, programme developers can utilise and refine the data gathered in the Learner Profile template, supplemented by further community-level research to identify underlying causal factors.





## Gender disparity

- To what extent is learning in your programme context impacted by issues of gender disparity, whether in terms of access or in terms of learning levels?
- Is there evidence that girls and boys face different barriers to learning? If so, what form do those barriers take?
- To what extent can your remote learning programme provide interventions that will help girls and/or boys overcome those barriers? What would those interventions involve, and what are the wider implications for your programme design model?

[illegible]



### 4.1.3

## Learners with disabilities and print-based learning

Print-based remote learning materials can present issues in ensuring the inclusion of learners with particular special educational needs and disabilities. Most specifically, this includes students with learning difficulties or who are visually impaired. However, in general terms, the majority of **learners with disabilities will face challenges** that are likely to be further compounded by issues of language, literacy and learner autonomy.

Learners with special educational needs and disabilities are most likely to feel the impact of school closures, and to suffer from the subsequent isolation. Evidence shows that such needs were largely overlooked during initial COVID 19 response planning and, **away from school, learners with disabilities are less likely to have access to the specialist resources and support** they may require.<sup>11</sup>

### Effective Responses

Addressing the issues facing learners with disabilities should be based on the particular needs and profiles of individual students. Only a small number of approaches might be relevant or appropriate. Identifying which interventions to use will require a **detailed knowledge and understanding of individual learning needs**.<sup>12</sup>

However, in general terms, pedagogic and programmatic interventions can include initiatives such as:

- The targeted use of visual content in print-based materials to support the inclusion of learners with special educational needs, or who have visual impairments that make it difficult to read blocks of text.
- The development of learning materials or supplementary resources specific to the needs of individual learners, taking into account factors such as visual presentation, page layout, learning content and activity design.
- Guidance materials for parents and caregivers to support homeschooling, providing summary overviews of the learning content, objectives, and step-by-step instructions for managing the remote learning process.
- Mechanisms for regular direct interaction with teachers and support staff to support learning and monitor progress. Depending on context, this interaction might take place either virtually or face-to-face.
- Community-level mobilisation and engagement campaigns, designed to reduce socio-cultural barriers to education.



Secondly, as part of core programme delivery, any print-based materials and content may seek to address or overcome generalised issues associated with learners with disabilities. In particular, this would include:

- developing a disability-conscious house style guide for writers and editors
- addressing access challenges that may arise through presentation factors such as text size, visual presentation, illustrations and language
- featuring disability-positive messaging within educational content and learning activities

Thirdly, the innovative use of **technologies, media or devices designed to support particular learning needs** may be effective where the integrated use of media is possible.<sup>13</sup> These may include:

- Adapted standard technologies, such as keyboards and mobile phones
- Braille or text-reading software
- Speech recognition software
- Finger-readers, assistive listening systems and other assistive devices
- Magnifying lens

However, it also remains the case that, without significant investment, **access to such resources may be an issue for programmes operating in low-resource settings**. Within this, such options present a need to **allocate a proportionally greater amount of budget or resourcing** in order to provide for the specific needs of individual learners with disabilities. In this context, it should be accepted that **investments in specialised media, technology, learning materials or direct support** are unlikely to operate according to the same value-for-money measures and economies of scale as are applied to standard remote learning interventions.



#### CASE STUDY

##### Jordan

'Learning Bridges' programme, UNICEF Jordan.

UNICEF Jordan's 'Learning Bridges' programme is working to provide remote learning to primary school learners, through the delivery and dissemination of a largely print-based study programme.

However, by utilising the user-friendly Padlet app, initially to assist with the administration and monitoring of programme activities at regional level, the programme also enabled a broad and flexible approach to the use of multi-media content within the programme materials. This has included providing streamable and downloadable 'audio' versions of workbooks and other core content, accessible by learners with sight impairments or low levels of reading and comprehension.





## CASE STUDY

### Colombia

#### 'My Hands Teach You', ICBF

In Colombia, ICBF's print-based remote learning programme 'My Hands Teach You' gives a central role to parents and caregivers in coordinating and leading the early years learners through a broad range of activities associated with educational and socio-emotional development.

Caregivers are supported through the use of print-based pedagogical kits, supplementary resources and supporting phone calls from teachers.<sup>14</sup> From the instructional perspective, caregivers and teachers are given further guidance on working with children with disabilities, and examples of 'learning experiences at home' through WhatsApp messages, weekly newsletters or online workshops via Teams live.



### Useful resources for design of inclusive remote learning

Floe Inclusive Learning Design Handbook

<https://handbook.floeproject.org>

Watkins et al. (2020) Inclusive Design for learning: Creating Flexible and Adaptable Content with Learners. Canada: Commonwealth of Learning Knowledge Series

<http://oasis.col.org/handle/11599/3690>

Ramsamy-Iranah, S.D. (2020) Assistive Technologies: Inclusive Teaching Guidelines for Educators. Canada: Commonwealth of Learning Knowledge Series

<http://oasis.col.org/handle/11599/3661>

Dorn, E., Panier, F., Probst, N. and Sarakatsannis, J. (2020) Back to school: A framework for remote and hybrid learning amid COVID-19. New York: McKinsey.

<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/back-to-school-a-framework-for-remote-and-hybrid-learning-amid-covid-19>

Commonwealth of Learning (1999) COL Trainers Kit 2: Designing Open & Distance Learning Materials

<http://oasis.col.org/handle/11599/46>

Commonwealth of Learning (2005) Creating Learning Materials for Open and Distance Learning: A Handbook for Authors and Instructional Designers

<http://oasis.col.org/handle/11599/43>

Global Book Alliance: Tools and Resources

<https://www.globalbookalliance.org/resources>



#### 4.1.4

### Materials distribution and access

One of the strengths of print-based materials is that they do **not require any particular technologies** for learners to use them. Because of this, they are of particular value to programmes working with learners in **low resource settings, or in remote and isolated locations** with poor internet access or mobile phone connectivity.

However, both in these settings and other contexts, **the distribution of physical print-based materials can be costly, labour-intensive and time-consuming**. It can also involve substantial logistical resources.

Without management oversight and mechanisms for monitoring the distribution process, there can be issues in terms of delays in reaching individual learners, distributing enough copies and so on. This can hold **significant consequences in terms of equity for learners, quality of teaching, and the impact on individual learning outcomes**.

### Effective Responses

Where local infrastructure and capacity can support distribution, possible approaches to reducing the challenges of distributing print-based materials may include:

- Postal distribution to individuals or schools
- Using schools as local distribution hubs: materials are delivered in bulk, and children collect materials in person from their teachers
- Utilising community-level networks, organisations, and other sector staff to distribute materials to households
- Digital distribution to local hubs for local printing, collation and physical distribution



#### CASE STUDY

##### Colombia

##### 'My Hands Teach You', ICBF

Colombia's 'Instituto Colombiano de Bienestar Familiar' (ICBF) 'My Hands Teach You' programme targets the parents and caregivers of more than 1.7 million vulnerable children aged 0-5.

One of the challenges was the distribution of materials in a context of social distancing, which required communicating with parents, designating pick-up times and locations to avoid contagion, and training ICBF's personnel to follow biosecurity protocols. The issue was alleviated through the use of ICBF's existing infrastructure network, decentralising the organization of the distribution process to 33 regional offices and 197 zonal centres, thereby enabling the materials to reach households even in the most remote areas.<sup>15</sup>





#### CASE STUDY

##### Bangladesh

##### LCFA home-based learning, Cox's Bazar, UNICEF Bangladesh

Under COVID-19, UNICEF Bangladesh's print based LCFA programme for Rohingya refugee children in the Cox's Bazar camps has switched from a daily face-to-face programme to a home-based learning programme.



While the programme has a well-established procurement and distribution system in place for its print-based materials, this has been impacted by the constraints of lockdown. For first-hand insight into the programme's approach to distribution and the challenges faced, [listen here](#).



## Planning for delivery of effective responses to materials distribution

In preparing for the distribution of print-based learning materials, **clear systems and structures for implementing delivery** and managing the distribution process are crucial. This can present a particular challenge in LMICs, where infrastructural capacity may be limited in certain locations. In considering the distribution of print, World Bank's Read@Home project is exploring innovative approaches to deliver and procure books in a number of global settings.<sup>16</sup>

Key elements for planning materials distribution include:

	Using detailed knowledge of existing infrastructure, particularly at local levels, to inform decision-making
	Agreeing on a realistic but effective schedule for distribution
	Establishing clear lines for communication and information-sharing
	Budgeting for financial or material resources to support distribution plans
	Agreeing on roles and responsibilities for partners and agents at all levels
	Establishing quality-assurance mechanisms for tracking and recording distribution and checking whether students have received their materials





## Reflection task



### Strengthening materials distribution

Consider how the location and context for your programme impacts on your materials distribution process.

For example:

- How many learners is your programme trying to reach? Where are they located? How reliable is the communications and transport infrastructure across the regions where you are working?
- What resources and capacity does your programme have to deliver materials, for example in terms of staff, vehicles and budget? Which other partners or local networks and infrastructure could be used to support the materials distribution process?
- Review each of the case studies above – what did you think was particularly innovative or problematic about their approach to distribution? Which aspects might work in your own context? Who would your local partners be?

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### Useful resources on materials distribution:

Bates, A.W. (2005) Technology, E-Learning and Distance Education (2nd ed), Chapters 3-4. London: Routledge  
<https://www.routledge.com/Technology-e-learning-and-Distance-Education/Bates/p/book/9780415284370>

Commonwealth of Learning (1998) COL Trainers Kit 3: Planning and management of Open & Distance Learning  
<http://oasis.col.org/handle/11599/488>

World Bank's Track & Trace: a technology-driven solution to print ordering and distribution. It has been applied in Nigeria, Cambodia, Ethiopia, Honduras and elsewhere:  
<https://openknowledge.worldbank.org/bitstream/handle/10986/34214/Track-and-Trace-Can-a-Digital-Book-Tracking-System-Help-to-Get-Books-into-the-Hands-of-Children.pdf?sequence=6&isAllowed=y>



## Quality and support

### 4.2.1

#### Learner autonomy

When delivered as the only component of a remote learning programme, **print-based materials can require that learners have the autonomy to follow written instructions and undertake study tasks without direct guidance and support**. In pedagogic terms, print-based remote learning is therefore often seen more appropriate for adult learners or learners who are able to organise their own studies.<sup>17</sup>

This can be an issue for programmes targeting school-age learners, but particularly with younger learners at ECD, Primary and Lower Secondary levels. Such learners are already disadvantaged by their likely levels of literacy and prior learning poverty<sup>18</sup>, a situation which is further compounded for learners who speak a mother-tongue language other than the medium of instruction.

#### Effective Responses

Developing effective responses to the issue of learner autonomy usually draws on a clear understanding of the target learners, as well as the range of support options available to them at local level. Having this information can guide the development of suitable programmatic responses.

Specific approaches to addressing the challenges raised by learner autonomy can include design interventions such as:

- Selection of content and activities that teach at the level of the individual learner group, rather than at the level formally required by the school grade system.
- Design of learning tasks and activities that allow children to use peer learning, physical play and imagination to explore ideas.
- Careful instructional design, where the content and materials are attractive and engaging for the target learners and the instructions and activities are easy to follow, and where an overall emphasis is on motivation and engagement.

Programmatic interventions might include:

- Guidance materials for parents and caregivers to support homeschooling, providing summary overviews of the learning content, objectives, and step-by-step instructions for completing activities and checking answers.
- Mechanisms and resources for regular direct interaction with teachers and other educational support staff to give instructions, check answers and understanding, and monitor progress. Depending on context, this interaction might take place either virtually or face-to-face.
- An integrated approach to materials design that supplements print-based materials with content through other media e.g. online, broadcast or pre-recorded content.





## CASE STUDY

### Colombia

#### 'My Hands Teach You', ICBF

In Colombia, ICBF's print-based remote learning programme 'My Hands Teach You' is designed to support the educational and socio-emotional development of more than 1.7 million vulnerable children aged 0-5.

In doing so, the programme gives a central role to parents and caregivers in coordinating and leading the early years learners through a broad range of activities, designed to support the development of healthy habits, confidence, care, feelings, emotions and family living. The activities are largely play-orientated, and caregivers help children by using print-based pedagogical kits supplemented by arts and crafts supplies, food packages and other interventions. They are supported in their tasks by teachers who provide bi-weekly telephone guidance through phone calls lasting 20-40 minutes.<sup>19</sup>



## CASE STUDY

### Bangladesh

#### LCFA home-based learning, Cox's Bazar, UNICEF Bangladesh

Under COVID-19, UNICEF Bangladesh's print based LCFA programme for Rohingya refugee children has switched from a daily face-to-face programme to a home-based learning programme. In addressing issues raised by learner autonomy under remote learning, the programme took a number of approaches.



A young girl studies at home while her learning centre remains closed in the Rohingya refugee camps in Bangladesh.  
Photo: UNICEF/Rashad Wajahat Lateef

Firstly, in terms of content, the team initially opted to focus on those topics that children had already covered, rather than introducing new content by continuing with LCFA's existing syllabus of study. The programme's primary goal was for learners to continue practicing existing skills, maintain motivation, and retain a regular habit of study and learning.


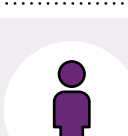
Secondly, in terms of activity design, the programme workbooks contain basic English-medium content that introduces the topic, and then proceeds through a series of level-appropriate activities, including drawing, matching, gap-fill exercises, and writing activities. These enable learners to co-ordinate their own activities with minimal need for support.

Thirdly, in terms of wider interventions, the programme ensures learners are supported by both caregivers and educational support staff, whose periodic home visits include support through checking learners' completion of homework and, where required, supplementing learner understanding.



## Planning for delivery of effective responses to learner autonomy

Direct support for learners has a number of potential roles to play, including:

	Organizing the daily learning process, whether for individuals or groups
	Supporting and guiding learners through the materials and study tasks
	Teaching simple topics
	Checking homework and answers
	Assessing learner understanding and progress

In addressing issues of learner autonomy through the provision of such support interventions, many programmes focus on identifying opportunities for the direct support of learners through:

- Parents and caregivers
- Community-based learning co-ordinators
- Teachers and school staff

In the context of school closures during the COVID-19 pandemic, the most effective national responses included those systems who moved swiftly to, firstly, clearly define the expected roles and responsibilities of teachers and other educational staff, and secondly, engaged with parents in supporting the homeschooling process.





## Reflection task

### Learner autonomy

Consider the following questions:

- Review each of the case studies above – what roles did parents and caregivers play in supporting learners? What different roles did educational staff play? What different kinds of resources did each use to support learners?
- Which approaches were the most innovative in the way the programme used parents, caregivers and educational staff? Which approaches would work best in your own context? What other mechanisms could these programmes use?
- What opportunity is there for expanding parental or teacher roles within your own programme? Would the input be home-based, community-based or virtual? What guidance and support would you provide to parents and teachers in delivering this?

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### Useful resources on learner autonomy:

Dorn, E., Panier, F., Probst, N. and Sarakatsannis, J. (2020) Back to school: A framework for remote and hybrid learning amid COVID-19. New York: McKinsey.

<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/back-to-school-a-framework-for-remote-and-hybrid-learning-amid-covid-19>

Commonwealth of Learning (1998) COL Trainers Kit 2: Designing Open & Distance Learning Materials

<http://oasis.col.org/handle/11599/46>

Commonwealth of Learning (2005) Creating Learning Materials for Open and Distance Learning: A Handbook for Authors and Instructional Designers

<http://oasis.col.org/handle/11599/43>



## 4.2.2

### Learner interaction

When used as the sole medium of delivery, **print-based remote learning offers only limited opportunities for learners to interact with teachers or peers**. In general terms, interaction with others during remote learning is a primary means of overcoming learner isolation and can have a substantial impact on learning.<sup>20</sup>

In any educational setting, **interaction with others can support learners by encouraging their engagement with studies, giving instruction, clarifying content and checking knowledge**.

It gives learners the opportunity to explore, discuss and build their understanding. In remote learning contexts in particular, learner interaction is a key driver of learner motivation, engagement, attainment and well-being.

### Effective Responses

Addressing the need for interaction within a programme of print-based remote learning can involve a number of practical or design-orientated approaches. Firstly, in terms of the materials themselves, instructional design approaches can supplement learning through what is termed 'interactive content'. This can include techniques such as:

- Adopting an informal, conversational, and personalized writing style
- Designing tasks and activities that draw on learners' personal experiences and expectations
- Scaffolding content to enable learners to progress from familiar and 'easy' topics to newer content
- Encouraging learners to reflect and critique the content and ideas that are presented to them
- Encouraging them to link their learning to their life outside the classroom

When writing print-based remote learning materials, the instructional designer is in effect taking the place of a classroom teacher. Therefore it is important to incorporate in the text all the approaches used by a good face-to-face teacher to motivate, engage and appeal to the individual learner. As well as aiding understanding, using authorial voice to stimulate text-based interactivity also supports at least three wider pedagogic goals:

- It **reduces the sense of anxiety and isolation** learners can feel when approaching new subjects while studying alone, and therefore contributes to learner motivation
- It **helps learners be conscious of themselves and their programme of studies**, and therefore contributes to learner engagement
- It **helps learners think about how the new information and content relates to them directly**, and therefore contributes to learner attainment of knowledge and skills



Secondly, in terms of wider inputs, programmes often employ integrated modes of learning delivery through the use of non-print components to support interaction. These might include interventions such as:

- The design of activities that request that learners engage or work with peers and caregivers e.g. asking questions, reading out loud to them etc.
- Mechanisms and resources for regular direct interaction with teachers and other educational support staff to support learning and monitor progress, either virtually or face-to-face.
- Mechanisms and resources for regular interaction between peers to meet informally or undertake study activities together virtually or face-to-face.
- Inputs for the creation of physical or virtual ‘communities of learning’, based around class or peer-groups working together on common tasks and learning objectives.

However, exploring this second range of options also relies on the ability to meet or gather in small groups, or widespread access to cheap and available communications technologies. The integrated use of other media is explored further in [Section 6](#).



#### CASE STUDY

##### Zimbabwe

##### SAGE, Plan International

The SAGE programme in Zimbabwe uses print-based remote learning to reach out-of-school girls.<sup>21</sup> In terms of interactivity, SAGE supports girls’ learning through a number of programme design components.

Firstly, the programme content and learning activities are directly linked to the girls’ social contexts and life objectives, covering key aspects of vocational training, life skills and income generation. The unit stories in the session guides are a key feature of the print-based resources, providing role models for the girls and highlighting potential future pathways back into formal learning, employment, training or entrepreneurship.

Secondly, SAGE learning activities are designed to encourage collaborative peer-to-peer learning, through small-group activities focusing on speaking and listening, and by building peer support through communities of learning.

Thirdly, the programme provides regular interaction and contact with community-based facilitators at the learning hubs. During the COVID-19 pandemic, this interaction moved to telephone support and, when restrictions allowed, small group learning and individual home visits. The focus was for positive relationships with each girl and for girls to see themselves as learners and still part of the SAGE programme.



To review a copy of the materials developed for the SAGE programme, including both context-relevant content, presentation and activities, [follow this link](#).





## CASE STUDY

### Jordan

#### 'Learning Bridges' programme, UNICEF Jordan

The 'Learning Bridges' programme is working to provide remote learning to primary school learners, through a largely print-based study programme, supplemented by utilising the user-friendly Padlet app.

Learning Bridges initially employed the Padlet app to assist with the administration and monitoring of programme activities at regional level. However, as the app was rolled out to schools, the programme also took advantage of Padlet to provide links to digital versions of the programme materials, as well as to the government's own 'Darsak' programme of broadcast materials.

The programme swiftly found evidence of schools and teachers then using the freely accessible and user-friendly Padlet platform to support learners in a number of innovative ways. This included the direct sharing of content, the delivery and collection of assignments, and the creation of school-level mechanisms for remote peer-to-peer collaboration. While retaining a largely text-based learning approach, this application of Padlet has enabled schools to foster communities of learning among their students, and also to encourage an adaptive process of interaction and exchange with the learning materials themselves.

## Reflection task



### Strengthening interaction

Firstly, bearing in mind the profiles and educational needs of your learners, what sort of guidelines for designing and writing interactive materials would work best within your own programme? You might wish to develop your ideas under the following headings:

- Scaffolding content
- Interactive language and writing style
- Activity types
- Activity design
- How to give instructions

Secondly, what approaches to direct learner interaction might work best in your own context? Who do learners interact with – peers, teachers or others? Do they interact face-to-face or remotely? What instructions or resources are needed to implement this direct interactive component effectively?

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A parent and child in Pakistan work together at home on a mathematics lesson about measurement.

Photo: Cambridge Education



### Useful resources for developing interactive learning

Lockwood, F. (1998) The design and production of self-instructional materials. London: Routledge  
<https://www.routledge.com/The-Design-and-Production-of-Self-instructional-Materials/Lockwood/p/book/9780749414559>

Forsyth, I., Jolliffe, A., & Stevens, D. (1999) Preparing a course: practical strategies for teachers, lecturers and trainers (2nd ed). London: Routledge.  
<https://www.routledge.com/Preparing-a-Course/Forsyth-Jolliffe-Stevens/p/book/9780749428082>

Commonwealth of Learning (1998) COL Kit 2: Designing Open & Distance Learning Materials  
<http://oasis.col.org/handle/11599/46>

Commonwealth of Learning (2005) Creating Learning Materials for Open and Distance Learning: A Handbook for Authors and Instructional Designers  
<http://oasis.col.org/handle/11599/43>





### 4.2.3

#### Parental and caregiver support

In many school-age contexts, effective use of print-based learning for school-age learners often relies on a caregiver to support and guide them, using an approach that is closer to home-schooling rather than remote learning. The presence of a guiding role can be a key factor in learner motivation and engagement, the management of individual or differentiated learning issues, and ensuring that learners will have time and space allocated to study.

However, it is crucial for programme providers to recognise that **caregivers themselves will also require guidance and support to deliver home-schooling effectively**. Most caregivers will not have any experience of teaching or supporting formal learning. Many caregivers may have had only **a limited experience of schooling themselves, and their own literacy and learning levels may be poor**. In practical terms, many caregivers will also have daily commitments, such as jobs or providing for their families.



## Effective Responses

There are a number of basic approaches that fulfil the need for caregiver support to learners, and address the challenges facing caregivers themselves. These include, for example:

- The provision of print-based guidance sheets or ‘teaching packs’ for parents, with simple messaging, guidance and instructions for managing learning, lesson plans, suggested activities, links to supplementary media resources and so on
- Regular scheduled ‘homeschooling’ information sessions for parents, delivered by schools, teachers or other support workers. These might be delivered virtually or face-to-face, or use pre-recorded broadcast media
- Community-based learning approaches, where selected community representatives co-ordinate and lead learning, and support the homeschooling process at a local level<sup>22</sup>

In contexts where caregivers have access to other media, including broadcast, digital or mobile technologies, this range of options for support can be supplemented and expanded through an integrated use of media.



### CASE STUDIES

#### Bangladesh

##### LCFA home-based learning, Cox’s Bazar, UNICEF Bangladesh

UNICEF Bangladesh’s print based LCFA programme for the home-based learning of Rohingya refugee children places a central importance on the role of caregivers in organising and engaging children in their studies.

However, in a context where the caregivers often have low levels of literacy and learning, the programme is aware of the need to provide support to the caregivers themselves.



For a summary of the range of approaches and interventions used by the programme in engaging and supporting caregivers, [listen here](#).



#### Bangladesh

##### Room to Read (<https://www.roomtoread.org>)

The Room to Read programme in Bangladesh is working with the National Academy of Primary Education (NAPE) to design and deliver self-instructional worksheets for primary-aged learners and their parents. With a goal of distributing the worksheets nation-wide, currently the material is being used by 15,000 students in 45 schools in Ukhia and Kutubdia upazilas, Cox’s Bazar district.

In mobilising the community to support engagement with the materials, the programme is working with religious leaders (Imams) to motivate parents to engage their children in home-learning. According to the Literacy Director of Room to Read, engaging religious leaders in this process has become a key success factor for motivating parental engagement. The Imams describe the importance of this material and home-learning every weekend before the weekly prayer, and also utilise the mosque loudspeaker system for regular community announcements on the value and importance of the materials and the learning programme.



## Planning for effective delivery of support to parents and caregivers

Planning for the delivery of support to parents and caregivers is strengthened through detailed information on two key factors.

Firstly, **defining the roles that the programme is expecting parents and caregivers to play** in providing learner support, particularly in relation to addressing issues associated with:

- learner autonomy, based on learner's age, grade levels and educational needs
- learner language and literacy levels, based on language medium and prior learning
- learning interactivity, based on instructional design models and activity types

Secondly, **understanding the support needs of the parents and caregivers themselves**, based on a range of personal and contextual criteria including:

- parents' own educational backgrounds
- language and literacy levels
- experiences with schooling
- additional work or family commitments
- access to technologies and media

In order to better understand the type of support that parents and caregivers may require, **refer back to the Learner Profile template introduced in [Section 3](#)** of this pack. Using the same personal and contextual criteria included in this template, programme developers can gather information for a 'Parent/Caregiver Profile' that will help identify needs and limitations.



### **Programme design needs to define the function and scope of the roles that the programme is expecting parents and caregivers to play.**

This might include, for example: administering or monitoring study-time; supporting learning; providing guidance for learning; checking learning; gathering and submitting evidence of progress.



### **Programme developers also need to plan the design and delivery of any support and guidance that will be provided to parents and caregivers.**

This includes both the nature of the support, as well as the means through which it will be provided. Options include: face-to-face training or support; print-based guidance; or supplementary media content.





## Supporting parents and caregivers

- What do you know about the parents and caregivers for your learning target group? In general terms, what are their own levels of learning, literacy, and numeracy? What experience do they have of formal education? Realistically speaking, how much time will they have available each day to support homeschooling?
- What are the range of activities you hope they will be undertaking to support your programme of remote learning? Will they be involved in homeschooling their children? Will they be supporting learning at community level? Will they have a role in assessing learners?
- What kind of support do the parents and caregivers need to undertake their roles? How will the programme provide it to them – for example, will they be given written guidance, or will they receive face-to-face support from educational staff? What financial and material resources will you need in order to provide this direct support to learners? How will you ensure that the direct support provided to learners is effective?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## 4.2.4

### Instructional design for print-based materials

Quality print-based remote learning materials frequently utilise particular design approaches to engage and motivate learners and strengthen the individual learning process.<sup>22</sup> When used appropriately, such approaches can help overcome issues associated with learner motivation and engagement, interaction, language and literacy levels, and the need for differentiated learning.

It is important that both programme providers and materials developers are aware of the basic principles of instructional design for print-based remote learning materials. In addition, it is important that any programme is clear on the design principles and approaches that will be used across their materials.<sup>23</sup>

### Effective Responses

In order to address the instructional design requirements of print-based materials, there are a number of basic steps that can be undertaken. These include:

- Having a clear understanding of target learners, in terms of current learning levels, subject knowledge, language and literacy levels, and support needs
- Having a clear understanding of the programme's educational function and objectives, particularly in relation to the selection of curriculum content (e.g. condensed syllabus, remedial learning, catch-up, full curriculum)
- Exploring the availability of appropriate Open Education Resources (OERs) that can be freely used and re-purposed to suit particular learner target groups and contexts
- Developing a basic 'House Style' instructional design template to guide development of the programme materials, covering a broad range of items such as: language style, visual presentation, learning objectives, pedagogic approach, task types, activity styles and so on
- Providing training for materials developers on the instructional design template, pedagogic principles, and required approaches to materials development
- Implementing mechanisms for the quality assurance of materials development, including schedules for delivery, editorial processes, and trialing and testing draft materials with learners and caregivers

The process of ensuring that print-based materials are developed using **effective instructional design is often time-consuming**, particularly for those programmes that have not previously implemented remote learning. Any provider should be prepared to **schedule an appropriate level of time and resources** as part of this process.





## CASE STUDY

### Bangladesh

#### LCFA home-based learning, Cox's Bazar, UNICEF Bangladesh<sup>24</sup>

UNICEF Bangladesh's print-based LCFA programme for the home-based learning of Rohingya refugee children in the Cox's Bazar camps relies on print-based workbooks as the primary means for delivering content and learning activities.

In doing so, the programme has put in place a rigorous framework for materials development.



To hear more about how the needs of learners informed the programme and materials design process, [listen here](#).



To find out more about their design of the LCFA materials themselves, [listen here](#).

## Reflection task



### Planning for instructional design

In considering approaches to the instructional design of print-based learning materials, reflect on the following questions:

- What are the learning objectives and outcomes for your programme? What activity types will help learners attain these objectives?
- How many different task-types will the activities in your materials involve? What range of task-types will be stimulating and engaging for your learners? Will the learners be undertaking the activities alone or with others? Will the learners also receive support from parents, caregivers, teachers or others?
- How will the content be scaffolded to strengthen learner engagement with the materials?
- What is the best way for your materials to give instructions on using the materials and completing the activities to the learners? How will learners check their answers?
- In terms of materials development, to what extent has your own programme developed a House Style approach that covers key elements associated with: language style; activity design; visual presentation and the use of illustrations? What would be involved in ensuring that these approaches are used consistently by all writers and editors?

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### Useful resources for planning instructional design:

Lockwood, F. (1998) The design and production of self-instructional materials. London: Routledge  
<https://www.routledge.com/The-Design-and-Production-of-Self-instructional-Materials/Lockwood/p/book/9780749414559>

Forsyth, I., Jolliffe, A., & Stevens, D. (1999) Preparing a course: practical strategies for teachers, lecturers and trainers (2nd ed). London: Routledge  
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Commonwealth of Learning (2005) Creating Learning Materials for Open and Distance Learning: A Handbook for Authors and Instructional Designers  
<http://oasis.col.org/handle/11599/43>

Commonwealth of Learning (1998) COL Trainer Kit 5: Quality assurance in Open & Distance Learning  
<http://oasis.col.org/handle/11599/104>

Commonwealth of Learning (2009) Creating Learning Materials for Open and Distance Learning: Introducing the Commonwealth of Learning Instructional Design Template  
<http://oasis.col.org/handle/11599/472>



## Assessment

### 4.3.1

#### Assessing learner progress

The purpose of assessing learner progress is to help teachers track individual learners' acquisition of knowledge and understanding, and then to offer targeted feedback and support when it is required. It is important to do this in a timely manner, in order that learners don't fall behind in their studies; or so they are not insufficiently challenged in their studies.

However, when learners are studying remotely using print-based materials, assessing individual progress in this way can present challenges, both in terms of design and implementation. In approaching this, there are a number of possible design and implementation responses that programmes might consider, including:



The integration of tools and tasks for self-assessment as part of the overall pedagogic design of materials



The supplementary use of communications media to support assessment of progress and feedback to learners by teachers and peers



The supplementary use of digital and/or online media to deliver quizzes, tests and other assessment tools



The use of written formal assessment tests, directly distributed to and collected from learners

However, it is also important to recognise that remote learning, particularly in the recent context of school closures under COVID-19, can be extremely challenging to learners. With this in mind, **it is advisable to take a flexible and adaptive approach** to assessment.<sup>25</sup>

#### Effective Responses

Firstly, **the assessment of learner progress** can be built into the instructional design of the materials, for example through:

- Presenting learners with clear and quantifiable learning objectives at the start of each topic and sub-topic, so they know what they are going to learn, and how their learning will be measured
- The inclusion of level-differentiated tasks and activities for self-assessment at the end of each topic and sub-topic, where learners and their caregivers are asked to reflect on their new knowledge, recall key content, and assess their own ability to fulfil the stated learning objectives






Secondly, programmes can also put in place specific components designed to **help teachers gather data on knowledge and understanding**, for example through:

- Print-based assessment tasks (e.g. quizzes, tests, Q&A worksheets, written assignments) distributed and collected through existing networks

Thirdly, where opportunity allows, programmes can support the informal assessment of learners through integrating print-based delivery with other components, including:




- Teacher-led sessions (either virtual or face-to-face) for informal tests, group activities or one-to-one discussions
- Peer-to-peer activities (either virtual or face-to-face) where learners work together to test and assess each other

However, in all cases, it is important that any inputs for assessing learner progress are accompanied by mechanisms ensuring that teachers and educators can:

	Gather and analyse findings
	Provide feedback to learners
	Plan and deliver the next learning steps
	Undertake progress assessment in a timely way



Logistical decisions about the design and delivery of learner assessment components frequently draw on previous decision-making about wider design and delivery models, including:

	What decentralised mechanisms for materials distribution and programme administration are in place
	Whether any print-based programme also uses supplementary media and communications technology
	Whether any direct support mechanisms e.g. from teachers or parents, are available to learners



#### **FURTHER DEVELOPMENT**

Further guidance on learner assessment through remote learning can be found in the [Remote Learning Assessment Resource Pack](#).





#### CASE STUDY

##### Argentina

###### Seguimos Educando ('Continuing to Educate'), Ministry of Education

Argentina launched its programme called 'Seguimos Educando' as a response to keep the national education system in operation amidst the COVID-19 pandemic. The project, which is called 'Continuing to Educate', was developed by the Ministry of Education and the Secretariat of Media and Public Communication. The joint initiative encompassed digital and printed-based resources and materials for teaching and learning school subjects at a distance.

The printed materials were created to reach students without access to technology or connectivity and are also used to supplement those students learning through other channels (e.g. digital and radio). They are designed 'to provide an opportunity to keep in touch with school, with knowledge, with homework and, above all, with learning. In order that remote learning keeps continuity with what they had been doing at school, the activities and content sequences are underpinned by the Priority Learning Core Contents for the whole country'<sup>26</sup> (Educ.ar, 2020).

In terms of assessment, the materials rely primarily on self-assessment. In-text and end-of-section activities encourage students to talk to their peers to compare answers. The notebooks also include a final section where students and parents can check and review their answers to the exercises and activities. Finally, the notebooks include activities that require students to retain their learning records to show to their teachers once they return to school.



#### CASE STUDY

##### Bangladesh

###### LCFA home-based learning, Cox's Bazar, UNICEF Bangladesh

UNICEF Bangladesh's print-based LCFA programme for the home-based learning of Rohingya refugee children in the Cox's Bazar camps relies on print-based workbooks as the primary means for delivering content and learning activities.

UNICEF Bangladesh acknowledges that it has been difficult for the LCFA programme to assess learner progress within its current home-based learning model. However, it is also noted that learner progress is not seen as a priority for LCFA's home-based learning model. Firstly, in terms of learning content, the programme and its materials have opted to focus on the continued practice and application of prior learning content. Secondly, in terms of programming objectives, the LCFA home-based learning model is prioritising the continued motivation and engagement of learners through remote study, rather than on the acquisition of new skills.

However, in checking learner motivation and assessing the levels of engagement, the LCFA programme has given a key role to their camp-based educational support staff, known as BLIs (Burmese Language Instructors).



To find out more about the role played by BLIs in assessing learners, [listen here](#).





## Reflection task

### Strengthening learner assessment

Within the context of your own remote learning programme, consider the role played by assessing learning. Use the following questions to help reflect on this.

- How is learner progress being tracked and recognised? How is feedback being given to learners? How is success being celebrated?
- Is it feasible to use self-assessment or other informal mechanisms to fulfil these goals?
- How does the assessment process contribute to improving the quality of teaching and learning delivered by your programme? How does the programme ensure that outcomes from the learner assessments are used effectively to improve the programme?

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### Useful resources on the planning and design of print-based learner assessment

Lockwood, F. (1998) The design and production of self-instructional materials. London: Routledge  
<https://www.routledge.com/The-Design-and-Production-of-Self-instructional-Materials/Lockwood/p/book/9780749414559>

Forsyth, I., Jolliffe, A., & Stevens, D. (1999) Preparing a course: practical strategies for teachers, lecturers and trainers (2nd ed). London: Routledge  
<https://www.routledge.com/Preparing-a-Course/Forsyth-Jolliffe-Stevens/p/book/9780749428082>

Commonwealth of Learning (1998) COL Trainer Kit 2: Designing Open & Distance Learning Materials  
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Commonwealth of Learning (1998) COL Trainer Kit 5: Quality assurance in Open & Distance Learning  
<http://oasis.col.org/handle/11599/104>





## 5

# Monitoring for quality assurance

In part, planning for programme development involves considering the range of guidelines, tools and mechanisms that will set the standards expected of your programme. With these in place, you will then be able to monitor activities associated with material design and development, with teaching and learning, and with programme administration.

The purpose of monitoring programme activities is to check three things:

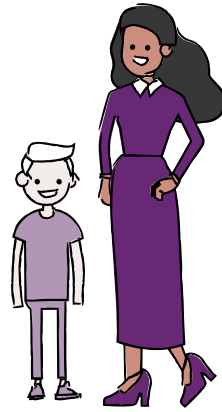
- Whether all activities are being delivered according to plan
- Whether the planned activities are effective, or whether there are any unexpected issues or challenges
- Whether the delivery activities can be improved in any way

A key tool to help with this is the **Feedback Loop Tool**, a mechanism that helps programme developers review the work being delivered in order to inform what happens next. It provides a high-level perspective on review and improvement during programme implementation.

The Tool can be applied to all elements of programme design and delivery, and offers a basic feedback framework to plan with and work within. It helps check progress against schedules and expected outcomes. It also helps ensure that you are actually learning from the successes and challenges of programme implementation, and continually improving the programme. There is no strict start or end to this process – you can use the Tool when planning a new programme, or when assessing and reviewing a current or ongoing programme.

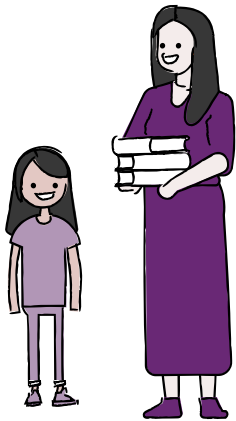
The following diagram shows how the feedback loop tool works in principle.





### Collecting stories and insights

- On particular issues that have arisen
- On particular challenges that have been encountered in different contexts
- On particular successes or innovations that might be applied elsewhere



### Gathering feedback

- On learners' views, e.g. of their interest, how often they engage, levels of support
- On parents or teachers views, e.g. on programme effectiveness, on learner engagement, on the level of support they receive themselves
- Using quantitative surveys to collect this data, administered in the most appropriate ways for those surveyed



### Reviewing and action planning

- By identifying key findings from information-gathering
- By planning that prompt changes to the programme, including:
  - Content of materials
  - Learning support
  - Administration
- By creating a timed action plan for these



### Tracking indicators and progress

- By recording the number of learners accessing learning activities each week
- By finding out the amount of time spent on learning activities each week
- By assessing whether key inputs (e.g. materials distribution; teacher-learner interaction; learner assessment) are being delivered according to schedule
- By assessing learner progress
- By disaggregating data into target sub-groups, e.g. girls, children with disabilities





## Reflection task



### Building quality assurance

Consider the approaches to quality assurance that might be applied in the context of your own programme.

- What different mechanisms for quality assurance does your programme use in relation to:
  - Materials design and development?
  - Teaching and learning?
  - Programme administration?
- In each case, when and how frequently does the quality assurance process take place (e.g. weekly, monthly etc.)? How will the process measure programme activities against the anticipated quality standards?
- Who is responsible for gathering data and reviewing feedback? What resources and support do they need to undertake this? What roles might learners, parents, teachers and other stakeholders play in supporting programme quality assurance?
- How are findings used to identify areas for improvement, and in each case, how frequently are any changes put into action?

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### Useful resources on quality assurance of print-based remote learning

Lockwood, F. (1998) The design and production of self-instructional materials. London: Routledge  
<https://www.routledge.com/The-Design-and-Production-of-Self-instructional-Materials/Lockwood/p/book/9780749414559>

Forsyth, I., Jolliffe, A., & Stevens, D. (1999) Preparing a course: practical strategies for teachers, lecturers and trainers (2nd ed). London: Routledge  
<https://www.routledge.com/Preparing-a-Course/Forsyth-Jolliffe-Stevens/p/book/9780749428082>

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# Integrating print with other remote learning approaches

## 6.1

### Supplementing print-based remote learning with other media

Print-based remote learning is particularly well-suited to integrating other media. It benefits from the use of other media **in providing supplementary learner support**, including options for:

- direct communications between learners and their teachers or tutors
- selective communications media to enable learners to work or discuss activities with their peers
- supplementary guidance for parents and caregivers in helping lead younger learners

Secondly, print-based remote learning materials can also benefit from being **supplemented by a range of subject-specific content resources** delivered through other media including, for example:

- TV and radio broadcast
- pre-recorded audio/visual content
- streamable online content

In addition to **motivating and engaging learners**, the careful use of such supplementary material can assist with the illustration, demonstration and application of **practical skills in science, language learning and many other areas**.<sup>27</sup>

Examples drawn from our case studies include UNICEF Jordan's 'Learning Bridges' programme, which has successfully augmented its print-based delivery model through the innovative use of the Padlet app.





## CASE STUDY

### Jordan

#### 'Learning Bridges' programme, UNICEF Jordan

The 'Learning Bridges' programme is working to provide remote learning to primary school learners, through the delivery and dissemination of a largely print-based study programme. However, in addition to print, the programme is also utilising the user-friendly Padlet app to provide additional support together with access to multi-media content.



To find out more about how the print-based materials are structured alongside the Padlet-based content, [listen here](#).



To find out more about their production of the materials themselves, [listen here](#).



## Supplementing other media with print-based resources

Due to their familiarity and adaptability, print-based resources can play a key role within remote learning and programme delivery.

Firstly, in terms of educational quality, print is seen to have a key role in augmenting the ways in which learners engage with and utilize the range of multimedia learning resources on offer. For example, New Zealand, whose educational response to school closures has been regarded as hugely effective, ensured that in addition to targeted online, digital and broadcast learning resources, **all relevant school-aged pupils were also sent a print-based package of study materials** that both aligned with other media and helped manage individual application of those resources.<sup>28</sup> Operating at a global level, World Bank's Read@Home initiative helps countries select and procure storybooks that are aligned with government distance learning programs and curriculum.<sup>29</sup>

From our featured case studies, Argentina's national Seguimos Educando ('Continuing to Educate') programme provides a similar example.



### CASE STUDY

#### Argentina

#### Seguimos Educando ('Continuing to Educate')

The Argentine Government launched its programme called 'Seguimos Educando' as a response to the COVID-19 pandemic. The initiative focuses on the use of the Educ.ar online digital media platform, supplemented by broadcast radio and TV content.

The programme has opted to use printed materials primarily to reach students without access to technology or connectivity: 9 level-specific notebooks are designed for those students.

However, students and teachers who do have access to the Educ.ar platform and broadcast content can also use this series of printed notebooks to supplement and frame their use of online/broadcast content and activities included as part of the 'class of the day'.

Secondly, in terms of *educational access*, print was frequently selected as the primary means of reaching learners, particularly in low-resource settings. In Afghanistan<sup>30</sup> and Pakistan<sup>31</sup>, national and local educational strategies prioritized the application of print-based materials in reaching learners in locations with poor internet connectivity and mobile phone coverage.

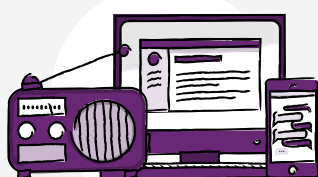
In Bangladesh, UNICEF's response strategy focused on the provision of print-based materials for learners in refugee camps primarily due to issues of accessibility.<sup>32</sup> To find out more about the range of context-specific factors that influenced this decision, review the full case study that accompanies this pack.



## Planning for integration of media within a print-based remote learning programme

Planning for the integration of other media within a print-based remote learning programme requires programme developers to undertake a range of tasks associated with programme design.

Firstly, decision-making over whether to use other media as part of a print-based programme, as well as which media to use, should be informed by a detailed assessment of a range of contextual, logistical and financial factors. Secondly, the integration of particular media into a print-based programme will require careful instructional design. Thirdly, any multi-media component will also require testing for quality assurance, in order to confirm underlying assumptions. Key questions include:



### Contextual factors

Which media do the learners have ready access to?

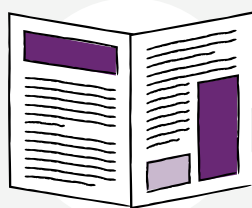
Which media are available on an equitable basis?

Which media are supported by local technological infrastructure?

What costs are involved in the use of particular media:

- For the programme?
- For the learners?

What technical and resource capacity will be required to develop content and manage delivery?



### Instructional design

What is the role of media? E.g.

- providing supplementary audio-visual content?
- enabling learner interaction with peers or teachers?
- task- or activity-based learning?
- learner assessment?

What will be the plan and structure for an integrated syllabus of study?

Who will select, adapt, write and/or produce multi-media content?



### Quality assurance

How will the programme test assumptions around:

- accessibility and cost of the media?
- whether the instructional design approach is effective?
- whether the media content is contributing to learning attainment?



### Useful resources on integrating print with other media

Commonwealth of Learning (1998) COL Trainer Kit 4: Use and Integration of Media in Open and Distance Learning  
<http://oasis.col.org/handle/11599/1229>

Commonwealth of Learning (2009) Creating Learning Materials for Open and Distance Learning: Introducing the Commonwealth of Learning Instructional Design Template  
<http://oasis.col.org/handle/11599/472>





## 7

# Looking ahead

In 2020, countries around the world introduced remote learning as a crisis response to ensuring educational continuity following the widespread closure of schools under the global COVID-19 pandemic. For many children, the re-opening of schools will not mean an immediate or full return to pre-COVID-19 patterns of education. With this in mind, it is anticipated that **remote learning will continue to play a key role in supporting educational engagement** and learning attainment.

There are at least three scenarios in which remote learning has an important role to play:



Using remote learning to help children and young people back into schools



Integrating remote learning provision into mainstream education systems



Using remote learning as a means of creating learning resilience



## Using remote learning to help children back into schools

Prior to the COVID-19 pandemic, print-based remote learning – in the form of non-formal schooling programmes or open and distance learning – often played a significant role in the delivery of education for out-of-school children. In this context, remote learning was often designed to provide basic levels of literacy, numeracy and subject knowledge that would then **enable out-of-school children to function within the classroom context**. The SAGE programme in Zimbabwe is one example of such an approach as entry to formal schooling is one transition pathway.

In the context of school closures under COVID-19, the role of remote learning has often been to act as **a bridge to enable children to return to mainstream schooling** at some point. Programme objectives have therefore focused on:

- Maintaining learner motivation and retaining daily learning practice habits
- Consolidating practice of prior knowledge topics
- Offering content based on a streamlined curriculum

Of the case studies featured in this pack, one or more of these overarching objectives framed the instructional design of UNICEF Bangladesh's LCFA programme, UNICEF Jordan's Learning Bridges programme, and Argentina's Seguimos Educando programme.

In this regard, remote learning programmes operating in the context of COVID-19 have set **realistic goals for the levels of attainment** their target learners will achieve. However, on this basis, preparing for any return to schooling will require systemic interventions including:



The design and application of school-level re-entry and formative assessment procedures to measure group and individual learning needs



The design of new integrated curriculum and syllabus content designed to consolidate prior knowledge and introduce new topics



Capacity development for teachers in the design and delivery of remedial learning strategies, level-appropriate learning and catch-up lesson planning<sup>33</sup>

Finally, examinations associated with certification of studies or selection to the next level of education, may **need to be adjusted in the context of school reopening**.<sup>34, 35</sup>



## Integrating remote learning provision into mainstream education systems

The widespread introduction of remote learning during school closures has **revealed to teachers, learners and education systems** the potential of learning through multiple media and delivery modes. It is anticipated that many systems will retain these approaches and, through the continued application of media and technology, will move towards **an integrated approach to delivery** based on a blended model of learning.

In practical terms, programme developers should **plan for the continued application of remote learning** on the basis that the COVID 19 pandemic will continue to impact on mainstream education once schools go back. Key measures are likely to include:

- the required reduction in class sizes to enable social distancing
- the move to staggered or shift schooling, e.g. where cohorts of learners study one week in school, one week at home
- the likelihood of periodic localised school closures in response to rising cases

In this general context, sector-wide planning for the establishment of **resilient and flexible education systems will need to feature remote learning interventions** as part of mainstream delivery, for example through:

- clear mechanisms and procedures for the delivery of remote learning through multiple media, including print
- curriculum and syllabus plans that can be readily adapted to remote or classroom-based learning
- mechanisms and procedures for the development of enhanced remote learning content
- widely-accessible repositories of context-specific re-usable remote learning content and resources
- clear remote learning roles and responsibilities for teachers and other educational staff, particularly during periods of school closure
- established roles and support mechanisms for parents and caregivers



## Using remote learning to create learning resilience

The impact of school closures has affected children around the world, not just in terms of learning lost, but also in terms of nutrition, mental health, social and emotional wellbeing. Under the continuation of the global pandemic, the potential for new shocks to children's learning and wellbeing is likely to remain in place.

In this regard, it is anticipated that **remote learning provision will play a key role in contributing to the long-term resilience of children and their families**, through targeted interventions and components covering a broad range of skills and knowledge.

Key examples drawn from recent remote learning response programming have included:

- 1 Instructional design for the development of skills for self-directed learning
- 2 Content and interventions directed at social and emotional well-being, mental health, and on-going socialisation
- 3 Public health awareness, including nutrition, exercise, WASH and virus protection
- 4 Child protection<sup>36</sup>

In planning for the on-going role of remote learning in ensuring educational continuity, it is crucial that programme developers seek to **include programme-level components and interventions designed to address issues of resilience**. In doing so, they may also seek to **work with cross-sectoral partners in public health and social welfare to develop holistic approaches** to content and delivery.





## Reflection task



### Future planning

In preparing for the future utilisation of remote learning modes within mainstream education, there are a range of systemic approaches that need consideration. Bearing in mind the particular context for your own programme, reflect on the following questions:

- In contexts where learners are returning to mainstream education after periods of remote learning, what strategies and support should be put in place to support schools and teachers in assessing individual learning levels?
- What policy direction will be required in terms of catch-up, accelerated learning and curriculum coverage? In particular, what are the key transferrable skills and concepts that each grade level will focus on? What guidance will be available to teachers in selecting relevant learning approaches?
- Where remote learning activities, resources and delivery frameworks have been developed and implemented, how might these be used to continue supporting and strengthening learning for children in the case of continued or periodic school closures?
- Where communities have supported remote learning, how can these mechanisms be maintained and developed further? In what ways might formal education bodies, education officers, school heads and teachers be engaged in supporting and strengthening community-led activities?
- How does the assessment process contribute to improving the quality of teaching and learning delivered by your programme? How does the programme ensure that outcomes from the learner assessments are used effectively to improve the programme?

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