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# Delivering education at home in African member states amid the Covid-19 pandemic: **Country status report**



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# 1. Introduction

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Since its emergence in late 2019, the coronavirus, or technically, “coronavirus disease 2019” (abbreviated Covid-19) crisis has evolved into a pandemic, heavily affecting the lives of billions of people across the world with an anticipated huge impact on the global economy and Africa in particular. Education is one of the sectors being heavily affected with the closure of learning institutions in many African countries. According to latest data, 1.57 billion learners worldwide (91.4% of the world’s student population) are unable to go to school or university, due to measures to stop the spread of Covid-19.<sup>1</sup>

In Africa, this situation will hold back education even further on a continent where already more than 200 million children and adolescents were not learning and in the West and Central African region, these nationwide closures are impacting 140 million children. Governments and key education stakeholders have so far instituted urgent measures to ensure minimum disruption of learning due to the shutdown of schools. These measures have gone some distance in promoting the continuity of education from home. At the same time, however, there are limitations of these efforts in fully addressing issues such as inclusivity and equity due to the scarcity of resources, geographical location, limited infrastructure, and inadequate availability of online learning content. This is despite partner initiatives like “Education Cannot Wait” that has allocated USD 15 million to support the Covid-19 Global Humanitarian Response, including USD 1.5 million each to Burkina Faso and DRC,<sup>2</sup> and the Global Partnership for Education’s USD 250 million support fund to 67 developing countries, including 35 in Africa, to mitigate the impact of the pandemic on education, especially for the poorest and most vulnerable learners.<sup>3</sup>

The shutdown of education institutions is likely to negatively affect the education quality due to disruptions in learning, difficulties in conducting assessments and examinations, ineffective use of the syllabus since the contents would not have been comprehensively covered in due time, and reduced length of the school year in many countries.

Generally, families are placed at the heart of education and training and normally offer valuable contributions in terms of a child’s motivation, social integration, culture and formal learning. Anticipating that home schooling will produce some inspirational, fun, and frustrated moments, whether it will fully replace the learner-teacher face to face interaction and learning is a matter for science, and time, to tell. In addition, there will likely be substantial disparities between families in the extent to which they can help their children to learn and the real possibility of some learners missing out on the virtual teaching and learning process due to the limited access to, and functionalities of, the resources put in place. This will further exacerbate the inequality that already exists.

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<sup>1</sup> UNESCO – Global Education Coalition: <https://en.unesco.org/covid19/educationresponse/globalcoalition>

<sup>2</sup> <https://www.educationcannotwait.org/covid-fer/>

<sup>3</sup> <https://www.globalpartnership.org/news/global-partnership-education-announces-us250-million-developing-countries-battling-Covid-19>

## 2. ADEA initiative

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ADEA fully supports all measures, which are continually under review, by governments and partners to minimize the risk of Covid-19 and will continue to work closely with its member countries and partners to identify or disseminate best practices and share lessons learned in delivering education and training while children are at home that could also help the countries not yet affected to get prepared.

In order to obtain a clearer view of the status of learning during this period, and in order to better support countries in the immediate, short and long term, ADEA developed a questionnaire and sent to 16 most affected African countries<sup>4</sup> during the period of March 2020, as a pilot, to facilitate a mapping of the national situation in the education sector.

The questionnaire covers, among other areas, the national strategies in place to ensure learning continues at home, available teaching and learning platforms as well as tools/applications, effectiveness of the strategies in addressing inclusivity and equity, level of engagement of financial, technical and social actors as well as decentralized and deconcentrated units, some of the challenges and early-stage practices and lessons learnt.

The feedback from 12 of the countries (75% return rate)<sup>5</sup> will enable ADEA, together with other partners, to formulate an informed response support strategy and share some of the best country working practices with other African countries for peer learning and experience sharing.

## 3. Findings from country feedback

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As part of the global response to the COVID-19 pandemic, governments made urgent nation-wide decrees and decisions, at the level of the Presidency, affecting all sectors of the economy. This included the education sector where the education Ministries closed all public and private learning institutions for a limited period ranging from three to four weeks, with the possibility of extending the duration (most countries have already extended it by a further one or two months).

For African countries, the closure of learning institutions occurred between the second and third week of March 2020. The action affected all education levels and forms (day-care centres, kindergartens, schools, training centres and universities). In a rare case in Morocco, the closure of university campuses did not affect international students and the government has taken preventive measures to protect and assist these students. The measures include treatment and disinfection of all university campuses, accommodation of one student per room, prohibition of gatherings and collective activities and regular and enough supply of necessary non-perishable food products.

Following the closures, the education ministries have put in place national strategies for the continuity of teaching and learning from home. They include forming relevant strategic and technical committees and working groups at national and sub-national levels; engaging with other arms of government and key education stakeholders such as the private sector, civil society and development

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<sup>4</sup> Algeria, Burkina Faso, Cameroon, Cote d'Ivoire, Democratic Republic of the Congo (DRC), Egypt, Ghana, Kenya, Mauritius, Morocco, Nigeria, Rwanda, Senegal, South Africa, Tunisia, Zambia.

<sup>5</sup> Burkina Faso, Côte d'Ivoire, Egypt, Ghana, Kenya, Mauritius, Morocco, Rwanda, Senegal, South Africa, Tunisia and Zambia.

partners; and availing online communication/virtual platforms, tools and applications.<sup>6</sup> The foregoing is a synopsis of the feedback received from the 12 African countries on how they are ensuring the continuity of education in the current circumstances.

*a) National strategies put in place to ensure continuity of learning from home*

These strategies are based on the governments' overall mandate of providing continuing quality education to all learners. They aim to "move the school to the home" with minimum disruption. The cross-cutting strategies include the establishment of multi-sectoral Presidential Covid-19 committees that include the ministry of education; holding of virtual/remote governance and coordination education meetings via digital spaces and videoconferences; diversification of communication and distance education channels, namely using radio, television and social media channels; use of official electronic portals of education ministries, universities and public and private education establishments; and electronic communication. Secondly is the development of digital and audio-visual resources and didactic kits for the needs of distance education and training for learners.

Strategies highlighted in groups of countries include the following:

- Creation of national committees for pedagogical continuity at the national level and the constitution of working groups at the sub-national level bringing together all the education and training sub-sectors (e.g. Morocco, Côte d'Ivoire, and Senegal).
- Robust media briefings and communication through various platforms (e.g. South Africa and Senegal).
- Negotiating with mobile telecommunication providers to allow learners to access the distance/online learning platforms and resources free of charge or at reduced rates using mobile telephony networks (e.g. Côte d'Ivoire, Morocco, and Tunisia).
- According priority in the provision of solutions to learners in the examination/certification classes at the different levels and to the classes with the highest number of enrolments (e.g. Burkina Faso, Côte d'Ivoire, and Morocco). Ensuring the security of the examination/certification class learners (those affected by conflict and are unable to learn from home) by grouping and moving them to more secure localities and organizing preparatory remedial lessons for them (e.g. Burkina Faso).
- Establishment of a system that reviews and validates the education program content from private and public television channels offered to learners, as part of standardization and quality assurance (e.g. Kenya, Morocco, Rwanda, and Zambia).
- Postponement of school holidays to ensure pedagogical continuity and minimizing the weight of the negative impacts that the interruption of courses could have on academic performance. Planning the organization of intense tutoring and remedial sessions as soon as normal classes resume, to fill in the gaps and reduce the difference in assimilation and acquisition between learners (e.g. Morocco).
- Provision of an "electronic listening service" via a toll-free number and email address to support learners, teachers and parents who can send questions and suggestions for advancing the distance learning process (e.g. Morocco).

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<sup>6</sup> Television, radio, internet, telephone and even hardcopies.

## *b) Teaching and learning platforms and tools/applications*

Most of the countries consulted have teaching and learning platforms and tools/applications in place and operational; they include the following:

- Public, private and community radio and television channels; with clear lesson schedules (especially for learners who do not have a computer or do not have internet access in order to maintain some form of equity). For example, in Côte d'Ivoire the Ministry of Education, Technical and Professional Training broadcasts courses using its own website and social media channels, and on national television and radio from Monday to Friday, according to set time slots: Television: on RTI 1 from 3-3.30pm and on RTI 2 from 9-11am. Radio: on "Radio Côte d'Ivoire" from 8-8:30am and on "Frequency 2" from 3-4:00pm. Lastly, the Ministry in partnership with Eneza Education allows learners to review all elementary school lessons for free and by mobile phone. In Kenya, the Ministry of Education has rolled out a radio and TV time table for both secondary and primary schools - including the early years. Learning is between 7.30am and 8.30pm daily, apart from Sundays. It will be interesting, however, to explore further how much content can be covered in one hour. The ongoing experience of the learners from Bouaké in Cote d'Ivoire, who follow the scheduled national education programs broadcast on small TV screens, brings to the fore this challenge. Although praised by the learners and their respective parents, these courses on television are considered too fast to be assimilated. To overcome this difficulty, students are sometimes forced to record some of the broadcasted lessons on their mobile phones to listen or watch again later for a better understanding. The learners also find it difficult to pose questions to the lesson presenters (educators) and are sometimes forced to ask their parents for explanations, with some aspects not obvious even for literate parents and completely impossible for those who have never set foot in a classroom. The learners who do not have televisions or mobile phones with internet access are further disadvantaged.
- Ministry of Education and related institutional websites and portals, with the following as examples:
  - Morocco: TelmidTice portal (<http://telmidTICE.men.gov.ma>) – presents basic education courses according to the teaching cycle, level and subject.
  - Senegal: the [www.senressources.education.sn](http://www.senressources.education.sn) platform has collected and classified digital resources for teachers, learners and parents.
  - Mauritius: An e-learning Student Support Programme platform for Grades 7-9 at <https://ssp.moemu.org>.
  - Rwanda: An open resources platform at <https://elearning.reb.rw/> with supplementary self-directed learning materials on the REB website, for free access by teachers, parents, guardians and learners.
  - South Africa: Curated curriculum support content available on the landing page of the DBE website <https://www.education.gov.za/> with the link to the page has also made available on the site's home page and other high-traffic pages.
  - Kenya: the KICD "Kenya Education Cloud", <https://kec.ac.ke/>, has diverse digital content based on a variety of learning areas presented through interactive pdf, epub, audio and visual.

- Cote d'Ivoire: Broadcasting of course modules filmed online on internet platforms and using the Ministry's own website, <http://www.education.gouv.ci/>. Also [www.ecole-ci.online](http://www.ecole-ci.online), [www.maformationenligne.ntic](http://www.maformationenligne.ntic), and [www.eductv.ci](http://www.eductv.ci) especially for examinations classes. There are also private initiatives such as [www.prenezlesfeuilles.com](http://www.prenezlesfeuilles.com).
  - Tunisia: Educational resources, tools and teaching frameworks of different levels are available online at the Tunisia Virtual University (UVT) portal <https://www.uvt.rnu.tn/ead>.
  - Zambia: Launch of eLearning portal, <https://www.exams-council.org.zm/ecz-partners-with-zamtel-to-bring-smart-revision-portal/> in partnership with Zamtel that will allow free bundles for mobile phone access by learners on Tuesdays, Thursdays and Sundays, and free calls for 5 minutes on the same days.
- Interactive audio and videoconferencing platforms and applications such as Zoom, Microsoft Teams, Eneza, edX, Moodle, Google Classroom, WhatsApp and Skype.
  - Various learning applications, including mDarasa, Classera, Google Classroom, Viusasa, GoToMeeting, etc. (*a comprehensive list of the different platforms, tools and initiatives are in the Annex*).

### c) Stakeholder engagement

All countries indicated that they are working with a diversity of stakeholders, including technical and financial partners, at different levels of government administration.

Within the public sectors, strategic engagement is with other supporting ministries and government institutions, such as Finance, Internal Security, Health, Planning and ICT. The various ministries of education also collaborate with the national radio and television stations for live broadcasting and replaying schedules of education content.

The ministries of education also engage with other stakeholders such as private sector, teachers' unions, school management committees, parents' associations, development partners, civil society that includes NGOs and faith-based organizations. For the private sector, this includes the private radio and television media houses, telecommunication companies, and ICT and EdTech companies, among others.

The development cooperation partners involved include the traditional education partners such as Agence Française de Développement (AFD), African Development Bank Group (AfDB), Islamic Development Bank (IsDB), Education Cannot Wait, U.S. Agency for International Development/Global Book Alliance (USAID/GBA), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Global Partnership for Education (GPE), Mastercard Foundation, United Nations Development Programme (UNDP), United Nations Children Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO), Save the Children International (SCI), Dubai Cares, World Bank Group, and the African Union, to name a few.

### d) Addressing inclusion

Beyond the use of the radio and television for flighting lessons across all the countries, with the addition of sign language, there is little evidence of deliberate initiatives aimed at addressing the

issue of inclusion. Specific interventions include Burkina Faso where NGOs and community associations are providing different interventions in non-formal education to be reach all groups, Morocco where courses are re-broadcasted during the weekends (Saturday and Sunday) and the provision of financial support for households in difficulty; and South Africa that has zero-rated educational content to ensure that poor communities also benefit from the solutions without incurring data costs for accessing educational content, in addition to having agreements with network providers to provide education solutions, including assistive devices, to learners with special educational needs.

- Côte d'Ivoire is still at the planning stage of deploying sign language interpreters alongside the teachers whose lessons are being recorded and producing audio modules for parents and vulnerable groups that could be broadcast by national radios and/ or local radios.
- Countries such as Ghana and Egypt have indicated that their governments are ensuring that learners and groups that are vulnerable are included in the efforts to bring educational content to learners, without giving specific details.
- In Mauritius, the government is working on a plan to provide free internet package to vulnerable households on the social register, which the Ministry hopes will enable children from the poorer households to continue learning.

Thus, the issue of inclusion seems to be still challenging, including for households without TV or radio and where parents or guardians are not literate. There are also cases of learners with increased load of household chores and learners with visual impairment. It is good, however, to see that some countries are using local languages for distance learning.

#### *e) Gaps and challenges in implementation*

Despite the gallant efforts by countries to ensure the continuity of education, gaps and challenges are bound to exist due to the abrupt and necessarily urgent need to have a strategy and plan in place. Inclusion is a key gap area, not only in terms of coverage and 'all-level' sector-engagement, but also in ICT uptake and radio and TV coverage. But even these are limited in terms of learning new things. In some instances, the TV lessons are more of revision of topics already covered, without introducing new one. This could be due to the awareness of the fact that not everyone can access such platforms; and may have an impact on the completion or comprehensive coverage of the syllabus.

Other critical challenge areas include the lack of time for adequate preparation of educators for online lesson delivery, inadequate funding, weak parental supervision in some households, weak quality assurance in assessments and little or ineffective monitoring and evaluation (M&E).

- The challenge of accessing ICT tools is recurrent in terms of adequate tools and low coverage of internet, with only few countries mentioning support from government on a plan to provide free internet package to vulnerable households.
- On finance, Côte d'Ivoire, for example, mentioned the general amount that the government will provide to support the crisis, without specifying the percentage or amount dedicated to the education sector.
- Also, very few countries are referring to the use of mobile applications for educational content.



- While the response is to ensure that learning continues, the conditions may not be ideal as teachers have not been trained to work from home as this requires a different pedagogical approach.
- There is lack of clarity on how the countries will capacitate teachers in adopting and using ICT solutions, neither are there adequate guidelines to assess learners, beyond the homework/assignments. In Mauritius, the ministry is using its educators' database and liaising with teacher unions in the identification of staff for preparation of educational resources for educational tv programmes. The move is, however, silent on actual teacher preparation.
- On monitoring and evaluation (M&E), Kenya highlights that while head-teachers received the information regarding closure of learning institutions, there is no format provided for them for monitoring the learners so there is no way of telling if the assignments are being done or not. For learners in private schools, however, things are different, and the teachers can get online feedback.
- The monopoly of radio and/or TV in some homes is a real challenge: there is only one TV in most households. Thus, if the head of the home is not keen on education, it will deny the learners the opportunity to learn as there will be scramble for TV time. In some homes, the use of the radio is a preserve of the parents, especially for listening to the news; thus, unless there is a deliberate advocacy and clear communication from governments for parents to allow their children to use the radio, learning will not be possible.

ADEA also received varied responses to the questionnaires, with some countries providing a general overview of the situation of education while others delved into greater detail in specific aspects. For instance, some countries do not specifically mention the specific radio and/or TV channels, or the specific tools they are using. Other countries did not provide a full list of tools and platforms. A similar situation obtained regarding the country-level collaboration with development partners where some countries mentioned the names of the partners while others did not but indicated a strong level of partner engagement.

Finally, this kind of education largely benefits those who have access to ICT and smartphones; it hardly caters for those in informal settlements and low-income homes where electricity is not available. Also, learners will not be at par in terms of syllabus coverage since there are those who will not do the work because they are unsupervised, and others cannot access the online lessons and notes.

#### *f) Good practices*

As much as it is still early days to know the full impact of the measures that countries have instituted for the continuity of education during the Covid-19 period, a key strategic policy approach that ensures country ownership of the process is the establishment of state-led multi-stakeholder educational committees at national and sub-national levels. The foregoing are other practices that have emerged and are worth highlighting.

First is the use of the diverse media and tools to provide distance and online education through interactive communication between teachers, learners and the community.

- Optimizing the use of dedicated national radio and TV channels with clear lesson schedules, working in collaboration with the private and media houses to provide dedicated channels,

and undertaking actions such as re-broadcasting helps to reduce inequalities in the provision of distance learning.

- Providing online content on public and private portals and websites for teaching as well as self-directed learning and consultation by other education stakeholders.
- Seizing the opportunity of available virtual interactive communication platforms and tools/applications, with some customization in the case of higher levels of education and private education providers, to offer certified digital content for teaching, learning and assessment/examination.
- Some countries have developed their own platform to provide education content. Kenya, Senegal, Tunisia and Morocco are a few examples.

Secondly, due to the sudden and unplanned change in the mode of education delivery, a good number of countries prioritised their initial focus learners in examination classes.

A third good practice is on partnership. All the countries have indicated that they formally collaborated with a diverse number of stakeholders, both within the government and externally, in providing education from home. These include technical and financial development partners, private sector (e.g. private radio and television media houses, telecommunication companies, and ICT and EdTech companies), civil society (e.g. NGOs and faith-based organizations).

The establishment of a system for validating education content offered by stakeholders by the relevant government institutions and successful agreements with telecommunication providers for access to online resources free of charge or at reduced rates using mobile telephony networks is also a good practice.

The example from Morocco where learners, teachers and parents have access to a central forum where they can engage with the teachers and education experts by calling or sending questions and suggestions via a toll-free number and email address is worth sharing.

Finally, a few countries are reviewing the schedule for school holidays and planning compact tutoring and remedial lessons once normal learning resumes.

### *g) Lesson learned*

Below are some of the good practices and lessons that can be shared to inform future advance preparations for eventualities such as Covid-19.

1. In general, the present health crisis has highlighted the ability to pool the skills and resources of different players in the public and private sectors, both national and international. Specifically, it has made it possible to experiment with new learning approaches and new avenues for disseminating knowledge (e.g. online dissemination of filmed course modules, use of mobile and smartphones, televisions and radios).
2. Optimizing the use of dedicated national radio and TV channels helps to reduce inequalities and enhances inclusion in the provision of digital learning. The expectation is that stations of the two media will recognize their key role in supporting national education goals and strive to improve the quality of their programming, as part of their social responsibility.

3. Commitment, general mobilization and responsible civic involvement of all actors in the education and training sector and other sectors of socioeconomic development are necessary ingredients for the success of any national distance education project.
4. Prior development of great expertise in the field of distance education is of necessity. In Morocco and other African countries, for example, distance education does not date from the beginning of Covid-19; several functional portals have existed for a long time and cover all levels of education.
5. Intensive use of the Fourth Industrial Revolution (4IR) tools and the use of remote mechanisms to access education content are essential in times of crisis; they require significant investment.
6. The need for a strong collaboration is also critical because governments alone cannot manage the expansion of education provision through online platforms and other tools.

Other countries and education stakeholders can benefit from more lessons and good practices around the use of local languages, addressing inequality (inclusivity) and learning assessment practices.

#### 4. Reflections on the findings – embracing the new normal

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Several studies in the recent times indicate that the world is set to lose 25 million jobs due to Covid-19. McKinsey (2020)<sup>7</sup> highlights the challenge of the economic impact of the pandemic that African governments must grapple with in the coming months, noting that the current measures are not only limiting intra- and inter-country mobility, but also disrupting the modes of working for individuals, businesses and government agencies. In all the four scenarios that McKinsey analyses, Africa is most likely to face economic contraction, with revised negative average GDP growth of between 0.4 percent and -3.9 percent in 2020. These projections are in tandem with the forecasts for the global economy and trade in 2020 that organizations such as IMF, World Bank and OECD have revised downwards. For the education sector, the closure of learning institutions could create longer-term human capital issues for African economies. The World Bank estimates that, as of March 28, the Covid-19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries. This is close to 80% of the world's enrolled students.<sup>8</sup> Dr. Bandar Hajjar, President of the Islamic Development Bank Group notes that the impact of the pandemic on the economy outweighs the impact of previous events considered turning points in the course of human history. In his words, "The world will need years to recover."<sup>9</sup> Dr. Akinwumi Adesina, President of the African Development Bank Group, echoed similar sentiments indicating, "We must go further and provide countries with

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<sup>7</sup> McKinsey offers four scenarios of Covid-19's economic impact on Africa (April 03, 2020):

<https://www.howwemadeitinafrica.com/mckinsey-offers-four-scenarios-of-Covid-19s-economic-impact-on-africa/64426/>

<sup>8</sup> Saavedra, J. (30 March 2020). Educational challenges and opportunities of the Coronavirus (COVID-19) pandemic. <https://blogs.worldbank.org/education/educational-challenges-and-opportunities-Covid-19-pandemic>.

<sup>9</sup> Hajjar, B. (31 March 2020). Covid-19 and Micro, Small and Medium Enterprises, Saving the Global Economy from the Pandemic. Islamic Development Bank Group.

urgent and essential financial assistance, including developing countries that are currently subject to sanctions."<sup>10</sup>

At its recent virtual meeting, the Bureau of the Specialized Technical Committee on Education Science and Technology of the African Union (AU STC-EST) noted the importance of closing learning institutions (schools, colleges and universities) during the Covid-19 period. It, however, raised concern regarding the worsening of existing weaknesses in Africa's Education systems including disruptions of the education calendar and social safety nets. The bureau recognized that the longer learners stay away from the learning institutions, the less likely they will return and that the closure should not be an end to learning and that the Covid-19 pandemic will exacerbate existing inequalities and risks facing young women, girls, and other vulnerable populations. The bureau acknowledged that collective action is a must to protect education systems by providing alternative learning platforms and complementary programmes, otherwise societies and economies will feel the burden long after Covid-19.<sup>11</sup>

#### *a) Increase in population of out-of-school children and youth, including girls*

African countries have unequal education systems, and the current initiatives will play out differently in the long term, especially for learners in vulnerable situations. We are likely to see an increase in the number of out-of-school children and youth as a result of the pressures of Covid-19 on the overall national economy, with job losses due to the shutdown of company and institutions. The situation will automatically increase a level of survival considerations for many families, and girls are potentially likely to be disproportionately affected as many may not return to school. The case of Kenya, with more than 1,932 private secondary schools and in excess of 8,000 private primary schools across the country is one such example, where private schools are appealing to the government for assistance amidst the financial crunch occasioned by the Covid-19 pandemic.<sup>12</sup> The schools are asking for a bailout to pay teachers and other members of staff by the end of the month, otherwise they may close. This situation will play out in the entire continent, necessitating a re-think of re-integrating this important component of society through, for example, enhanced stimulus packages from the government for second-chance programmes.

#### *b) Increased investment in STEM and research*

The crisis that Covid-19 has caused is also an opportunity to look at development with a different lens while learning from past lessons such as the Ebola crisis. Africa has a chance to proactively focus its investment on establishing new crisis-preventing institutions, or strengthening existing ones, to effectively coordinate scientific and technological responses, as well as research and development (R&D) activities, within the 4<sup>th</sup> Industrial Revolution (4IR). The continent should look at R&D as a public good and increase investments in Science, Technology, Engineering and Mathematics (STEM) research so that the education sector builds an adequate capacity of skilled capacity to minimize or

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<sup>10</sup> Adesina, A. (3 April 2020). COVID-19 pandemic: time is not for budget distancing. African Development Bank Group.

<sup>11</sup> African Union. (9 April 2020). Communiqué of the Bureau of the Specialized Technical Committee on Education Science and Technology of the African Union.

<sup>12</sup> Ireri N. (April 12, 2020). Private Schools Seek Govt Bailout as Pandemic Bites: <https://www.kenyans.co.ke/news/51954-private-schools-seek-govt-bail-out-pandemic-bites>.

prevent the disruption of value chains under severe conditions such as Covid-19. Policy and decision makers understand that this is a tall order, yet a potential gamechanger – the reason why, as part of the new normal, they must look at partnership in a new light, embracing the public-private-philanthropic-people-partnership concept for the benefit of both citizen and economy. The Islamic Development Bank (IsDB) is among the players taking a lead on this,<sup>13</sup> with a comprehensive USD 2 billion integrated "respond-restore-restart" package to support science, technology and innovation.

The Bureau of the Specialized Technical Committee on Education Science and Technology of the African Union (AU STC-EST) acknowledged this fact at its virtual meeting on 9th April 2020 to discuss the EST responses to the Covid-19 pandemic. It underscored that the Covid-19 pandemic challenges our continent to deploy rapid and strong responses in science, technology and innovation and to join the global community in co-creating new knowledge, vaccines, therapeutics, diagnostic tests and medical preventive systems among others. The challenge of focussing on STEM is timely, considering the need to urgently produce personal protective equipment and tools such as masks, hand-washing machines and ventilators locally, as there is a global shortage.

### *c) Educator preparation*

The introduction of distance learning has brought new challenges for educators, many of whom are likely to be overwhelmed, with little support. Ambushed with the sudden closure of the learning institutions, teachers had no time to prepare for online learning. It is important that many of the teachers are also breadwinners in one form or another and are trying to deal with their individual lives while at the same time ensuring that learning continues. It is therefore important to enhance the teachers' digital skills. It is also a time to provide them with more respect, appreciation, and support for their important role in society – they bring a unique connection with their learners. Although having that connection with learners and being able to support them across their unique skills is hard to replicate in a distance learning environment, increasing the skills level will somewhat help to bridge this challenge.

Governments require greater support in curating and improving the quality of the accompanying the teaching and learning materials for to enable the teachers deliver lessons online. In this context, the education sector will need more techno-pedagogical skills to help educators understand the practical and appropriate uses of technologies in teaching and learning. This will have an implication on the pre-service and in-service educator training programs. Currently, the educators rely a lot on their peers and other trusted sources to help curate high-quality online learning tools. This also calls for the growth and functionality of educator networks for greater collaboration, drawing on what others are doing in as an online community. The International Task Force on Teachers for Education 2030 has called on all governments, education providers and funders – public and private – to recognise the critical roles that teachers play in the COVID-19 response and recovery. In particular, the Teacher Task Force is advocating for the preservation of employment and wages; prioritisation of teachers' and learners' health, safety and well-being; inclusion of teachers in developing Covid-19 education responses; and providing adequate professional support and training, among other

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<sup>13</sup> The Africa Report (31 March 2020). Coronavirus in Africa: opportunity to reshape development: <https://www.theafricareport.com/25339/coronavirus-in-africa-opportunity-to-reshape-development/>.

recommendations.<sup>14</sup> Another aspect to consider is enhancing the role of the parent in supervision through the development of appropriate handbook guides.

#### *d) Potential rise in child abuse due to increased domestic abuse*

With the current situation where learning is taking place from the confines of the home, the traditional institution-based child protection safeguards, especially for the lower education levels, such as the school management, teachers and fellow learners are absent. Even in the home setting, there are no relatives or adults outside the home to keep checking on the child due to the restricted movement. Furthermore, there are reports of increased rates of domestic gender-based violence for those in abusive relationships. All these factors pose a great danger to the learners in abusive environments, with little room to manoeuvre and very few options of safe spaces in which to flee.

The situation is further exacerbated by the fact that, many families are struggling with fear and concern about getting infected and Covid-19 related job losses or looming layoffs.<sup>15</sup> In Kenya, following the government-imposed night curfew, sexual offences have risen significantly, with such the cases constituting 36 percent of the criminal matters reported within 2 weeks after the curfew's commencement, according to the National Council on Administration of Justice (NCAJ). Statistics show that women and girls have reported the highest cases between January and March 2020 countrywide. In March alone, 106 women and girls reported being either physically or sexually violated while nine men and boys reported the same. Nairobi reported the highest cases.<sup>16</sup> The Kenyan situation is likely to be found in many other African countries.

There is a need to rethink the strategies for learner supervision and feedback. As learners access online material, we must be mindful about the design and security aspects of the material, and the platforms housing them, to guard against individuals with negative intentions.

#### *e) Inclusion – reaching the vulnerable and hard-to-reach*

Clearly, school closures will widen the equity gaps, a situation that governments are aware of and appreciate; the only challenge is the limited resources for a comprehensive solution. Radio and TV are also powerful tools for greater country coverage for learners; still, they have limitations. Many ministries of education are concerned with relying exclusively on online strategies that may reach only children from better-off families. The appropriate strategy is to use all possible delivery modes with the infrastructure that exists today. Use of online tools should also consider the need for resources that require less data usage. Some countries are already working with telecommunication companies on zero-rate agreements to facilitate downloading of learning materials via smartphones, which more students are likely to have, and also encourage the use of social networks, WhatsApp or SMS for communication.

On the flip side, as we explore the different options, there is a potential of distance learning reinforcing teaching and learning approaches do not necessarily work well. The current situation, in

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<sup>14</sup> International Task Force on Teachers for Education 2030. (27 March 2020). Response to the COVID-19 Outbreak: Call for Action on Teachers.

<sup>15</sup> Stacey, M. (3 April 2020). Are the kids all right? COVID-19 home lockdown raises fear of child abuse: Expert. <https://ifpress.com/news/local-news/isolation-during-pandemic-could-raise-dangers-of-child-abuse>.

<sup>16</sup> Njung'e, C. (13 April 2020). Red alert as sexual violence cases rise amid virus curfew. <https://www.nation.co.ke/news/Sexual-violence-cases-rise-amid-virus-curfew/1056-5522346-vd87a4z/index.html>.

a way, promotes a solitary and didactic environment of passive learning that negatively affects learners who are at the bottom rung of the lesson ladder.

A lot can still be done to reduce the impact through remote learning, despite the inherent challenges, particularly among the teachers, trainers and parents. There will be variations in the level of preparation among countries in moving to online learning, with increased inequality for the vulnerable groups – many learners find it hard to access resources such as books, internet connectivity, home laptops, supportive parents, and even radios and TVs. It is important to avoid exacerbating this negative effect on poor children's learning.

Going forward in addressing inclusion, governments may consider a blended approach. This entails categorizing the learners and using material and mode targeting specific categories. For example, paper materials can be produced and delivered to the very poor and hard to reach learners, as part of essential services so as not to be restricted by curfews and other forms of movement. Then the use of radios, TVs, mobile phones, and laptops can also be categorized appropriately. Some countries have already initiated some form of laptop or tablet programme for learners. These should now be enhanced and upscaled. Ultimately, learning resources need to be available on every kind of device and ways formulated for those who will not have access to such devices.

A partner consortium involving Save the Children International, UNICEF, International Network for Education in Emergencies (INEE), PLAN International, Humanity & Inclusion, and Finn Church Aid have made a raft of recommendations for keeping children safe and learning during and after the Covid-19 crisis. These include (1) developing emergency distance learning materials and activities accessible to all children, particularly the most marginalised; (2) protecting learner wellbeing by fully integrating physical, mental health and psychosocial support into educational responses; (3) addressing the needs of marginalised children and youth; supporting the specific needs of children and youth affected by conflict, humanitarian crises and forced displacement; (4) protecting the wellbeing and economic security of teachers and parents; (5) strengthening education systems in preparation for school reopening; and maintaining and increasing financing to support the continuation of learning for all children, including marginalised groups.<sup>17</sup>

#### *f) A new way of administering examinations and assessment?*

With the information coming through that countries have focused a lot on the examination classes during this period of Covid-19, and knowing the challenges of assessing learner progress remotely, there is need to think innovatively about how to administer examinations and assessment. Some considerations to reflect on include how to examine or assess behaviour in a remote situation, dealing with practical subjects, how to deter cheating on online examinations, how learners can perform at their usual levels when working under stressful and less-than-ideal conditions, and how to deal with cases of inadequate bandwidth or equipment. African countries could borrow and adapt some of the global shifts in managing examinations and assessment as a result of the abrupt move to remote teaching and learning. One of these flexible grading through, for example, reweighting assessment and assignment grades within a course.

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<sup>17</sup> Save the Children International et al. (April 2020). LEARNING MUST GO ON: Recommendations for keeping children safe and learning, during and after the COVID-19 crisis.

Perhaps it is time to also deliberately look at assessments, and less at examinations, as a way of determining authentic demonstrations of knowledge and skills. Assessments could be on multiple methods including projects, discussions, simulations, videos, podcasts, and essays.

Institutions may consider deploying the commonly used forms of online or remote proctoring to manage examinations during the pandemic. These include passive monitoring and active restriction of software on learner computers, and active and passive video surveillance. But these come with challenges such as accessibility issues, inexperience with remote proctoring, lack of faculty buy-in, and resource limitations. A second consideration relates to 'remote proctoring' which goes together with traditional assessment. The promising practices include having examinations that are either "open resource" or are assignments/projects based, incorporating problem-based and project-based assessments even at lower education levels, grading learner participation in discussions and demonstrating of their knowledge, and factoring simulation-based assessment online.

#### *g) How to conduct guidance and counselling remotely*

This is one area that is most likely to suffer during this period. In the absence of physical and safe spaces in the learning institutions that also respect confidentiality, especially when engaging with counsellors, the affected learners find themselves in a deep dilemma. Ministries of education must make deliberate efforts at addressing this issue – somehow, appointed guidance and counselling teachers should find a way of communicating with such learners. The World Bank also recommends maintaining the engagement of learners among each other,<sup>18</sup> particularly for the young secondary school students, and the use of radio, TV and SMS messages to provide tips and advice.

#### *h) The added value of MOOCs and OERs*

As much as possible, countries should take advantage of the Massive Open Online Courses (MOOCs) and open educational resources (OERs)<sup>19</sup> as more and more institutions and individuals continue to share digital learning resources over the internet openly and without cost. The caveat is that there should be proper quality assurance provisions on the contents.

#### *i) Financing*

Establishing the new normal for the education sector in Africa requires massive investment by governments and partners, if Africa is to prepare adequately for the smooth continuity of education in the face of future crises such as Covid-19. At the continental level, the AU STC-EST Bureau reaffirmed its resolution to operationalize the African education science and technology and innovation fund and requested the Commission, the African Development Bank and the ADEA to take appropriate action to that effect. This initiative has been too long in the concept and design stage; perhaps this is the time to make it a reality, in sync with the current Covid-19 reality.

As part of its call to action, the International Task Force on Teachers for Education 2030 recommends the inclusion of teachers in aid responses and urges financing institutions to also help governments

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<sup>18</sup> Saavedra, J. (30 March 2020). Educational challenges and opportunities of the Coronavirus (COVID-19) pandemic. <https://blogs.worldbank.org/education/educational-challenges-and-opportunities-Covid-19-pandemic>.

<sup>19</sup> The Organization for Economic Co-operation and Development (OECD, 2007) defines Open Educational Resources (OER) as "digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research".



to support education systems, just like health, particularly the teaching workforce's professional development. It notes that such support is particularly urgent in some of the world's poorest countries, which are already struggling to meet education needs because of critical shortages of trained teachers.<sup>20</sup>

#### *j) Data management and utilization*

The value of data for informed decision making remains a crucial aspect in the education ecosystem. With the ongoing situation, the need for reliable education data to inform the government decisions and the efficiency of measures targeting the continuity of education from home, and the follow up actions post COVID-19, is important.

In the normal functioning of education systems worldwide, it is not easy to collect some of the administrative data to inform the governance of learning institutions, with sub-sectors or domains such as early childhood development and technical and vocational skills development. Issues around the quality of data, in terms of the different dimensions such as accuracy, and late production and availability of annual school census reports still need to be addressed in many African countries. With the COVID-19 crisis, new data challenges have emerged, including knowing the number of learners who will not benefit from distance education and those affected by sexual or other forms of abuse. Such data is important in guiding the implementation of government measures to assist the students directly affected by the closure of learning institutions.

## **5. Conclusion and recommendations**

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The Covid-19 experience has shown that Africa's education sector is not ready to embrace a 'business unusual approach' in the face of situations that diverts the sector from business as usual. African countries should therefore put in place robust education response plans for disasters and emergencies, and commit resources to the plans, for learning to continue without disruption. The ongoing measures are more-or-less reactionary and has not yet considered that fact that this situation could remain for a longer period. Forward planning with situations such as Covid-19 in mind is, therefore imperative, and an early warning system for effective strategic monitoring of the education sector in order to anticipate changes in the educational environment and avoid disruptions may be the silver bullet required – a kind of "Ubuntu or Utu Education Plan."

There is need to leverage the use of technology to support the delivery of education, and it is a high time that ministries of education invested in virtual learning even though it can be an expensive venture, to prepare for unpredictability. Establishing a sustainable and integrated parallel system for learning online to provide a fall-back plan, as part of regular teaching and learning, is key.

As much as possible, countries should take advantage of MOOCs and OERs as more and more institutions and individuals continue to share digital learning resources over the internet openly and without cost. The caveat is that there should be proper quality assurance provisions on the contents.

In line with the ongoing harmonization of education and training to promote greater skills and workforce mobility within the continent as part of regional integration, African regional and sub-

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<sup>20</sup> International Task Force on Teachers for Education 2030. (27 March 2020). Response to the COVID-19 Outbreak: Call for Action on Teachers.

regional bodies should take the lead in harmonizing course contents in education and training as well as pooling technical and financial resources and skills in home education.

Countries should also improve on the general hygiene of the citizenry – more so of the learners – through daily sanitization of the school areas. The provision of water, soap, hand sanitizers, toilet paper, sanitary towels should be a priority in our learning institutions.

Ministries of Education should consider incorporating critical aspects emerging from the COVID-19 related distance education in their national education management information systems (EMIS) to capture essential data that informs decisions on reforming the education sector to cope with future crises and avoid any form of disruptions and discriminations, and to sustain quality, equity and relevant education.

Finally, capacity building for the management and teaching workforce for all aspects of distance and online approaches in education and assessment is also essential. This ensures that their proficiency levels are high enough to support the use of educational technology in the management of learning institutions and the delivery of content.

## 6. Annex 1 – individual country feedback



### BURKINA FASO

#### Whether normal education system is closed due to COVID-19

Yes.

#### National strategies put in place to ensure learning continues at home

Review the contents of the learning programs, standardize and organize lessons via public radio and television.

#### Available teaching and learning platforms, tools/apps

Not yet.

#### How Government is addressing/has addressed inclusivity in the national strategies and solutions

Insecurity has led to the closure of many schools in the country, thus creating a learning gap for many students in several regions of the country.

Government has developed a strategy for schooling children in areas with high security challenges to resume schooling: e.g. grouping of children in national exam classes in more secure localities and organizing preparatory remedial lessons for them. NGOs and community associations are providing different interventions in non-formal education to be reach all groups.

#### Government engagement with other key stakeholders

Yes. The various stakeholders mentioned are involved in all the initiatives that are taken at the level of the Ministry of National Education.

#### Whether the approaches cover different levels & sub-sectors or there are gaps

In my view, yes.

#### Examples of technical & financial support from other social & economic sectors

N/A.

#### Level of involvement of decentralized and public administration sectors

Basic education is decentralized to the local authorities. Also, in each region, there are two regional directors of education, one responsible for basic education and the other responsible for post-primary and secondary education. The same operation exists at the provincial level with two provincial directors.

#### Good practices or lessons learned to share

Not at the moment: the phenomenon is new to the education systems; once operationalized, there will be good practices and lessons to learn and share.

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### Whether normal education system is closed due to COVID-19

Yes, from 16<sup>th</sup> March 2020 by the decision of the President, for a period of 30 days and affects all education levels.

### National strategies put in place to ensure learning continues at home

Yes, based on a guiding principle of "democratic and continuous access education for all during the COVID crisis 19". This strategy, which aims to "move the school to the home", revolves around two main operational axes:

- Broadcasting of course capsules filmed online on internet platforms using the Ministry's own channels, and on national television and radio (RTI) from Monday to Friday, according to the following time slots: Television: on RTI 1 from 3-3.30pm and on RTI 2 from 9-11am. Radio: on "Radio Côte d'Ivoire" from 8-8:30am and on "Frequency 2" from 3-4:00pm. These filmed capsules are currently aimed at students in examination classes (CM2, Third and Final), but they will soon include all the levels and subjects of the programs of the different cycles (primary and secondary).
- Creation of silent documents relating to the lessons of the school program, and reproduction of textbooks to be used in primary classes.

Discussions are also underway to improve all of these offers, including how to introduce feedback and interact with students.

### Available teaching and learning platforms, tools/apps

(As indicated) internet platforms, national radio and television channels and the Ministry of National Education, Technical Education and Training's own television channel.

Support from ENEZA (a company specializing in online education): Ministry course content available on its platform for learners to access on their mobile phones free of charge until 8<sup>th</sup> April.

Beyond this period, discussions are underway with ENEZA to grant reduced subscription to families in this current (normal rates are: 60 CFA francs per day/ 1,200 per month and 10,000 per year).

### How Government is addressing/has addressed inclusivity in the national strategies and solutions

As part of the initiatives underway to curb the impact of the health crisis linked to the coronavirus pandemic, the Ministry, in line with its inclusive education policy, is currently discussing how to ensure that children with disabilities, including learners with impaired hearing or deaf learners, and those in remote and disadvantaged localities can access radio or television information, taking into account the satisfaction of stakeholders and beneficiaries.

This includes the possibility of using sign language interpreters alongside the teachers whose lessons are being recorded, and producing audio capsules intended for parents and vulnerable groups that could be broadcast by national radio and / or local radios, since not all households have access to television.

### Government engagement with other key stakeholders

The Ministry involved all relevant the actors in its national interventions to raise awareness of the populations and especially the learners on the need to continue with schooling despite the physical closure.

These including bilateral and multilateral technical and financial partners (GPE, UNESCO, UNICEF, World Bank, AFD and private sector companies such as ENEZA and Startimes - the Chinese television channel); school management committees and parents (COGES); teacher unions; administrative, customary and traditional authorities; religious leaders; private sector companies; and national and international NGOs.

### Whether the approaches cover different levels & sub-sectors or there are gaps

Due to insufficient financial resources, the challenge of fully implementing the national sector strategy remains, considering the large learner population. This is in addition to the difficulties of access to new information technologies for a large section of the population due to the precariousness or the non-coverage of the territory by the telecommunications networks, the deficit in infrastructure, the insufficiency in qualified personnel and connection challenges to internet networks are all challenges. This makes it difficult to cover all those targeted under the program.

### Examples of technical & financial support from other social & economic sectors

The Government's health response plan of 95.8 billion CFA francs involves several ministries, including that of Health and Public Hygiene. Its "economic and humanitarian support plan" estimated at 1,700 billion CFA francs, or approximately 5% of the GDP takes into account all sectors of economic and social life, and aims to "mitigate the impact of the pandemic on populations and economic actors" and to " help prepare for a rapid resumption of activities at the end of the pandemic ”.

### Level of involvement of decentralized and public administration sectors

The personal involvement in Côte d'Ivoire of the Prime Minister, Head of Government, under the authority of the President of the Republic, in the management of the various plans indicated above, de facto involves all the national public and private administration in all its compartments in their implementation.

### Good practices or lessons learned to share

In general, the present health crisis has highlighted the ability to pool the skills and resources of different players in the public and private sectors, both national and international.

Specifically, it has made it possible to explore and experiment with new learning approaches and new avenues for disseminating knowledge in Côte d'Ivoire and in the West African sub-region (e.g online dissemination of filmed course capsules, use of mobile phone, television and radio).

African regional and sub-regional organizations should lead in:

- Harmonizing course contents in education and training;
- Pooling technical and financial resources and skills in home education.

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## Whether normal education system is closed due to COVID-19

Yes.

## National strategies put in place to ensure learning continues at home

Moved directly to online education and at the same time coordinated with the ICT ministry to increase the capacity and speed of internet bundles.

Ready availability of the student tablets, and relevant infrastructure for universities, facilitated the process of online education.

## Available teaching and learning platforms, tools/apps

All of these applications are used as Zoom, WhatsApp, Skype, Apps as Classera, Google classroom, GoToMeeting ...etc.

## How Government is addressing/has addressed inclusivity in the national strategies and solutions

The material is available online on YouTube and other platforms. Also using dedicated TV channels for continuous education.

The Ministry understands that this is still a challenge and is trying to overcome it with utmost capabilities.

## Government engagement with other key stakeholders

Yes.

## Whether the approaches cover different levels & sub-sectors or there are gaps

With all the ongoing efforts, more training, extra infrastructure, alternative approaches for online education and assessment are still needed.

## Examples of technical & financial support from other social & economic sectors

Most of those were involved in the process.

## Level of involvement of decentralized and public administration sectors

On University level, although most of the efforts were coordinated through the Ministry of Higher Education and Scientific Research, all universities had their own autonomy, approach and different ideas to reach their students.

## Good practices or lessons learned to share

- Online education must be part of regular teaching and included within most programs and degrees.
- Be innovative.
- Prepare your infrastructure
- Capacity building for all faculty and staff for all aspects of online approaches in education and assessment.
- Massive Open Online Courses (MOOCs) must be available.
- Involve all stakeholders
- Sharing experiences is very important.
- Turn a crisis into an opportunity

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## **Whether normal education system is closed due to COVID-19**

Yes, all levels from kindergarten to university learners are home due to COVID-19.

## **National strategies put in place to ensure learning continues at home**

Ghana has established a Presidential COVID-19 committee including the Ministry of Information, Ministry of Health, the Ministry of Education and Ministry of Communication. The committee was charged to ensure that distance and remote learning continues during school closures during this COVID-19 period.

## **Available teaching and learning platforms, tools/apps**

Tools and infrastructure being employed in Ghana include more traditional tools such as television, radio and online learning including through our iCampus program and the establishment of an online learning system in partnership with Edmodo and other private entities.

Private schools are also employing a variety of tools including Google for Education, Zoom for video conferencing, Skype and WhatsApp.

Universities are also deploying and expanding existing learning management systems including Moodle and other learning platforms.

## **How Government is addressing/has addressed inclusivity in the national strategies and solutions**

The COVID-19 response from the Government of Ghana is ensuring that learners and groups that are vulnerable are included in the efforts to bring educational content to learners. The engagement has included teachers, parents and other key stakeholders.

## **Government engagement with other key stakeholders**

Yes, the MoE has engaged all the major stakeholders including DPs, teacher unions, NGOs, private sector, etc. in addressing the COVID-19 crisis.

## **Whether the approaches cover different levels & sub-sectors or there are gaps**

Ghana's response has been encompassing and targeting learners from KG to university. The team consists of agencies across the entire education sector to ensure that all areas are considered including educational technology.

## **Examples of technical & financial support from other social & economic sectors**

Yes, Ghana is implementing a coordinated response to COVID-19 with the all the major ministries working together to achieve one national objective.

Health, Information, Communication, Interior, Defense, Finance, Gender and Social Projection are all collaborators with Ministry of Education and the Development Partners.

## **Level of involvement of decentralized and public administration sectors**

With Ghana using a coordinated response approach, all levels of administration from the national, regional and district level have been delegated with responsibilities to help ensure that there is a smooth implementation of our response. Each level has specific responsibilities in the implementation strategy and provide the needed support to ensure that our response is strong and effective.

## Good practices or lessons learned to share

Ensure that you have a response plan in place for disasters and emergencies and commit resources to it. This allows for learning to continue with little disruption to the learners. Establish a parallel system for learning online to provide a fall-back plan for schools and learners. Additionally, leverage the use of technology to support in the delivery of education, ensuring that the proficiency levels of teachers and administrators are high enough to support the use of educational technology in the delivery of content.

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## Whether normal education system is closed due to COVID-19

Yes, schools and universities were closed immediately after the first case was discovered on 13<sup>th</sup> March, 2020.

## National strategies put in place to ensure learning continues at home

The Government, through the Kenya Institute of Curriculum Development (KICD), rolled out a radio and TV time table for both secondary and primary schools – including the early years. Learning is between 7.30am and 8.30pm daily, apart from Sundays. However, the universities have been given the leeway to organize how their learners are going to receive the modules for their various units.

### GAP:

- Feedback – while head-teachers received the information regarding school closures, there is no format provided to them for monitoring the learners so there is no way of telling if the assignments are being done or not. For learners in private schools, however, things are different and the teachers are able to get online feedback.
- TV monopoly – there is only one TV in most households. Thus, if the head of the home is not keen on education, it will deny the learners the opportunity to learn as there will be scramble for TV time.

## Available teaching and learning platforms, tools/apps

The Government is currently using special education channel called EDU-channel or Elimu channel that has a very elaborate but rather congested timetable for the learners. KICD also has a cloud “Kenya Education Cloud” that has diverse digital content based on a variety of learning areas presented through interactive pdf, epub, audio and visual.

The DSTV and Zuku teams are also on their final stages of technical integration of EDU/Elimu television in their package.

An online Safaricom application called Viusasa is also offering digital audio content in collaboration with KICD that allows learners to engage online by viewing and listening to subject content. No subscription is required for this application.

There is an application that has also been developed for high school learners, topic by topic lesson notes, question and answer for revision. These materials are being shared through WhatsApp groups and the internet.

Zoom video conferencing is in use with learners, and teachers responding to questions on WhatsApp.

### GAP:

This kind of learning only benefits those who have access to IT and smartphones, so it does not cater for those in informal settlements and low-income homes where electricity is not available.

Learners will not be at par in terms of syllabus coverage since there are those who will not do the work because they are unsupervised and those that cannot access the online lesson and notes.

## How Government is addressing/has addressed inclusivity in the national strategies and solutions

The approaches are not inclusive and effective enough. For special need learners, there is only sign language available for the deaf. It is, however, tricky for the visually impaired who can only make use of radio.

## Government engagement with other key stakeholders

The Government is collaborating with Telkom Kenya (telecommunications service provider), Ministry of Information and Communication Technology, Kenya Civil Aviation and Goggle loon to provide internet access to Kenyans as they work from home during the COVID-19 pandemic. To foster communication and to enable Kenyans to

retain and enhance remote access to their offices, Kenya Civil Aviation has allowed Loon balloons to hover over Kenya Airspace.

The balloons will carry 4G base stations and have the capacity to provide wider signal coverage. The learners who have IT tools in their homes can take advantage of this and conduct their learning and research online. The Unions have a different mandate so they are not involved in this strategy. The local communities are to ensure that learners stay indoors.

### Whether the approaches cover different levels & sub-sectors or there are gaps

The approaches only cover early learning to secondary level. The universities, both private and public, have come up with their own strategies. However, learners in public universities are disadvantaged because of the large numbers.

### Examples of technical & financial support from other social & economic sectors

There is no financial support for this kind of initiative since the government is generally operating on low budget now. However, there is technical support from the Ministry of ICT in offering internet coverage and from the Ministry of Health is ensuring the safety of learners against the pandemic by conducting social awareness about COVID-19.

The Ministry of Interior is also taking care of the learners' security. There is now a 7pm to 5am curfew.

Other entities such as supermarkets, hospitals, food joints, taxi services are all offering safety information and how customers can get services online for their family members including services targeting the youth.

Churches have Care Packages for the needy – in collaboration with Safaricom.

### Level of involvement of decentralized and public administration sectors

The county governments have the full mandate of ensuring that their populations keep to the Ministry of Health regulations.

The county governors, County Education Officers, Chiefs, local health officers and the police are all working together.

### Good practices or lessons learned to share

- Much as there is a lot to cover in terms of the syllabus, there is need to close schools and large institutions as they are rife grounds for infection, especially boarding schools.
- It is a high time Ministries of Education invested in virtual learning even though it can be an expensive venture, to prepare for unpredictabilities.
- There is need to improve on the general hygiene of the citizenry, more so of the learners – e.g. through daily sanitization of the school areas. Provision of water, soap, toilet paper, sanitary towels should be a priority in our education institutions.
- It is important therefore to ensure that you keep others safe by staying safe.

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## Whether normal education system is closed due to COVID-19

Yes. All schools, day-care centres, training centres and universities are closed since 19<sup>th</sup> March.

## National strategies put in place to ensure learning continues at home

The national strategy is to ensure that learning is sustained during this period for all learners from primary to higher education. Measures taken:

**Primary level:** Content is currently being developed by educators under the guidance of the Mauritius Institute of Education. These will be broadcasted on dedicated education TV channels as from 6<sup>th</sup> April 2020. These lessons will cover all pupils of primary – Grades 1 to 6.

**Secondary level:** The Ministry of Education already has an e-learning platform, namely the Student Support Programme for Grades 7-9 (<https://ssp.moemu.org>). These will be broadcasted on dedicated education TV channels as from 6<sup>th</sup> April 2020.

For upper secondary (Grades 10-13), Educators will use online videoconferencing with their students and will share contents on a dedicated platform. The curriculum is aligned with the Cambridge system, and there is a plethora of open resources available on-line which educators can use.

**Tertiary level:** Universities and training centres are expected to hold virtual, online classes to introduce feedback and interact with students.

## Available teaching and learning platforms, tools/apps

- Student Support Programme: <https://ssp.moemu.org>
- Videoconferencing on Zoom and Microsoft Teams.
- National Radio and TV channels.
- Open resources.

## How Government is addressing/has addressed inclusivity in the national strategies and solutions

MoE is exploring the possibility of using radio programmes for children with visual impairment. Government is working on a plan to provide free internet package to vulnerable households (households on the social register), which MoE hopes will enable children from the poorer households to continue learning.

There are ongoing discussions to explore the possibility of zero-rating websites to allow for greater access.

Teachers continue to be paid throughout the school closures.

## Government engagement with other key stakeholders

MoE is using its educators database and also liaising with teacher unions in the identification of staff for preparation of educational resources for educational tv programmes. Private radios have offered airtime for educational programmes.

One main teacher union for primary has already availed of this platform and lessons are being aired.

High performing private schools have set up their online eLearning platforms accessible by their students.

## Whether the approaches cover different levels & sub-sectors or there are gaps

Pre-primary programmes are currently being developed and will be included in the tv programmes. These will be of much shorter duration and emphasis will be on support materials for parents to engage in play and learning activities with their children.

While the high-end technical programmes are being addressed, a gap exists in the lower level vocational programmes which now need to be attended to.

There may be somehow negligible number of vulnerable children who may not have access to devices (TV, radios, laptops, mobile phones) or who may not be in homes conducive to virtual learning.

The Mauritian education system also covers two remote islands – Rodrigues and Agalega. As a dedicated TV channel cannot be allotted to these two islands, a timetable is currently being worked out to fit in the existing TV programme schedule. Priority would initially be given to upper grades at primary and lower secondary at this point in time.

### Examples of technical & financial support from other social & economic sectors

Support from the national telecom provider in provision of free internet to vulnerable families and also in zero-rating a number of educational apps.

Ministry of Health is providing lessons on the COVID-19 as part of sensitization, awareness and safety measures to be taken.

Permanent link established with the cell at Prime Minister's Office for logistic support as per the established guideline of the COVID-19.

### Level of involvement of decentralized and public administration sectors

Daily zoom meetings with the deconcentrated levels for alignment and harmonization of all actions.

A monitoring mechanism will have to be set up to monitor the implementation of measures put in place. The deconcentrated levels being closer to schools and students will provide feedback on effectiveness of measures.

### Good practices or lessons learned to share

Mauritius was not prepared to scale up virtual learning and this is the start of an emergency response to the COVID-19; the country is currently on a steep learning curve.

While the response is to ensure that learning continues, the conditions may not be ideal as teachers have not been trained to work from home as this requires a different pedagogical approach. However, MIE is tutoring educators and upgrading their skills in producing quality video production, albeit not professional ones.

A team has been set up at MIE to coordinate, sequence and quality assure the lessons to be broadcasted.

A practice that can be shared is to optimize the use of national dedicated TV channels so that we do not widen inequalities in the provision of digital leaning.

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## Whether normal education system is closed due to COVID-19

Yes, face-to-face teaching was suspended for the whole education sector on Monday, 16<sup>th</sup> March throughout the country, both public and private. The suspension also concerns all sports and cultural activities.

The closure of university campuses does not affect international students. In this sense, preventive measures to protect and assist these students have been taken such as the treatment and disinfection of all university campuses, the accommodation of one student per room, prohibition of gatherings and collective activities and the sufficient and regular supply of necessary non-perishable food products.

## National strategies put in place to ensure learning continues at home

Face-to-face teaching replaced by distance learning. Strategic decisions taken:

- Creation of a national committee for pedagogical continuity and education working groups at regional level;
- Virtual/remote governance and coordination meetings via digital spaces and videoconferences;
- Postponement of school holidays, to ensure pedagogical continuity and avoiding the negative impacts that the interruption of courses could have on academic performance;
- Diversification of communication and distance education channels, namely the official electronic portals of the Ministry, universities and public and private education establishments, electronic communication, and television channels;
- Remote working for all education personnel, public and private, when possible. However, educational establishments remain open to administrative and pedagogical staff, to guarantee pedagogical continuity through distance education, while limiting their travel to what is strictly necessary;

- Reorganization of the workspace to ensure the health security of educational and administrative staff;
- Investment and effective involvement of educational and administrative staff in the implementation of measures guaranteeing educational continuity by developing digital and audiovisual resources and teaching kits for the needs of distance education and training in favor of learners;
- Priority given, during the first days, to the dissemination of courses at the certification levels (the 1<sup>st</sup> and 2<sup>nd</sup> year of the baccalaureate, the 3<sup>rd</sup> year of the college, and the 6<sup>th</sup> year of primary education), and to the "License" cycle for student academics, since it absorbs 87% of the enrolled;
- Programming of the gradual integration of remote tutoring sessions;
- Planning the organization of very intense tutoring and remedial sessions as soon as classes resume, in order to fill in the gaps and reduce the difference in assimilation and acquisition between students;
- Exclusion of the scenario of a blank year (75% of the annual program was already dispensed before the health crisis and the rest (25%) is provided gradually via distance education set up) and evaluation of the possible scenarios of reprogramming these exams;
- Provision of pupils and their parents of an "electronic listening service" via the freephone number 0800001122 and the electronic address [insat@men.gov.ma](mailto:insat@men.gov.ma) in order to accompany them and receive all the questions and suggestions for advancing the distance learning process.

## Available teaching and learning platforms, tools/apps

Ministry of National Education and Vocational Training, Higher Education and Scientific Research has put in place a set of devices intended for all learners in all levels of education and training:

### **For basic education:**

- The TelmidTice portal (<http://telmidTICE.men.gov.ma>): presents courses according to the teaching cycle, level and subject. It is fed by available digital courses and is regularly updated according to an hourly schedule considering the educational progression adopted in the courses within educational establishments. It includes capsules classified by level (primary, college and secondary) and by subject (mathematics, Arabic ...).
- Television and radio channels: In order to cover the entire national territory and reach learners who do not have a computer or have no internet access, distance education is provided through television channels and national and regional radios according to a preset schedule. The television channels are accessible on Digital Terrestrial Television (TNT), the Nilesat satellite or through the site of the National Society of Broadcasting and Television (SNRT), and the SNRT Live application. Also Athaqafia television channel (Arrabia TV4) (8:30am-11:00pm), Tamazight TV channel (TV8) (8am-noon), and the regional TV channel Laâyoune from (8am-7pm).
- Virtual classes through the Microsoft Teams: The tool is integrated into the Massar platform and accessible via [www.taalim.ma](http://www.taalim.ma). This service is offered to students in public and private establishments. It is possible to generate four classes for each teacher, respecting the normal school timetable. Private schools, in addition to the devices by the Ministry, have their own communication platforms that also cover preschool students.

### **For vocational training:**

The Office of Professional Training and Promotion of Work (OFPPT) has implemented supervised virtual classes for all levels and types of vocational training. Learners access courses on the platform using computers, tablets or telephone free of charge. The practical work is filmed and projected to students and trainees.

### **For higher education:**

Distance education was already an educational alternative in all Moroccan universities and higher education institutions. Each university already has

a recording studio and one or more distance learning educational platforms. Distance education currently covers between 80 and 100% of courses. However, the current crisis has accelerated the pace of institutionalization of distance education. In this regard, a series of measures have been taken:

- integration of distance education as a compulsory activity instead of an individual will;
- updating the portals and electronic sites of university establishments and supplying the platforms of higher education establishments with the missing content;
- availing interactive digital platforms, such as edX, Moodle and Google Classroom, offering whole courses (notably in general accounting, entrepreneurship, sustainable development, etc.);
- presentation of practical work in the form of films even for students of medicine and dentistry;
- involvement of a national television channels and regional radios in the broadcasting of university education courses throughout the week so as not to leave anyone behind (national channel ARRYADIA (TV3) from 8 a.m. until midnight; regional radios made available for broadcasting courses);
- creating virtual classes through Microsoft Teams and videoconferencing.

### **Traditional teaching:**

Pupils and students of traditional education follow their courses remotely through a platform called "douroussi.ma", created by the Ministry of Habous and Islamic Affairs. This platform includes illustrated lessons and written summaries of all lessons planned in the second half of the second session of the current academic year 2019/2020 in all phases and levels of traditional education.

In addition to the above arrangements in place at all education levels and subsystems, individual efforts are made. Teachers diversify their teaching materials and contact their students and trainees through social networks: Zoom and moodle, Google Classroom, Whatsapp, FaceTime, Skype.

## How Government is addressing/has addressed inclusivity in the national strategies and solutions

The means and devices used for distance education have been diversified in order to leave no one behind in these circumstances:

- Broadcasting distance courses through national and regional television channels and radios to reach learners who do not have a computer, cannot afford the internet, or do not have access to internet in remote areas;
- Re-broadcasting of the courses during the weekend (Saturday and Sunday) for learners who have not been able to take the courses directly, or who wish to benefit from them a second time;
- Free Internet access to portals and platforms for distance education: the three telecommunications companies operating in Morocco have decided to temporarily offer free access to all sites and platforms for “education and training at a distance”, set up by the Ministry of National Education, Vocational Training, Higher Education and Scientific Research;
- Use of virtual classes and direct interaction with the teacher via the Microsoft Teams collaborative service (internet access is free);
- Preservation of employment and the provision of training modules free of charge by certain private higher education establishments;
- Financial support for households in difficulty.

## Government engagement with other key stakeholders

Education actors and stakeholders involved in the success of distance education and learning include:

- National Society for Radio and Television (SNRT);
- Three telecommunication companies (Maroc Telecom, Orange and Inwi) and IT companies;
- Large software publishers (e.g. Microsoft);

- teachers unions, parents' and student associations; the alliance of private education in Morocco;
- The Moroccan Association of Private Higher Education (AMESUP);
- regional and local councils; universities, academies, OFPPT, decentralized and decentralized services.

## Whether the approaches cover different levels & sub-sectors or there are gaps

All education sectors, public and private, and all components of education (school education, vocational training, higher education, schools and establishments for executive training, traditional education) became involved in the success of this total distance learning experience.

A colossal effort is deployed on the part of central and regional managers and administrative and teaching staff to prepare courses for all levels and all subjects for the rest of the year 2019-2020 with the priority of the certification levels.

Despite these significant efforts, this experience faces several challenges:

- Unequal family access to ICT;
- Lack of IT skills in some teachers and in some learners and their parents;
- Inclusion of students with special needs;
- Taking into account pupils from families whose parents are illiterate or have a level of education which does not allow their children to be assisted in their learning.

## Examples of technical & financial support from other social & economic sectors

This crisis showed an exceptional level of solidarity and an unprecedented spirit of responsibility and patriotism on the part of educational and administrative staff as well as on the part of public and private companies to succeed in distance education:

- Involvement of all staff in the education and training system for the production of course content for distance education;

- Initiative of telecommunications companies operating in Morocco (Maroc Telecom, Orange and Inwi) ensuring free access to all distance education sites and platforms, set up by the Ministry of National Education, Vocational Training, Higher Education and Scientific Research;
- Technical support for recording and broadcasting the courses by mobilizing material and human resources from the National Broadcasting and Television Company and the granting of four cameras to film the courses;
- Provision of a set of regional television channels and radios to the Ministry.
- The right organization to deal with this pandemic with the development of effective coordination and management procedures;
- Commitment, general mobilization and responsible civic involvement of all actors in the education and training system and other sectors of social and economic development for the success of the national project "distance education";
- Diversification of possible alternatives to distance education in order to leave no one behind and to ensure the quality of the services offered through direct and interactive communication between teachers and their learners;
- Prior development of a great expertise in the field of distance education. Distance education in Morocco does not date from the beginning of this health crisis. Several portals have been around for a long time and cover all levels of education from primary to university. For example, TilmidTice has existed since the start of the GENIE program (Generalization of information and communication technologies in education in Morocco) which made it possible, a dozen years ago, to supply computer equipment to 85% of establishments and to connect them, including in rural areas, and to train some 150,000 teachers in the subject.

### Level of involvement of decentralized and public administration sectors

National and sub-national administrations are at the heart of the distance learning process through their participation and supervision of the production of content and digital courses. The regional education and training academies and the provincial directorates will monitor the implementation of these measures through the mobilization of inspectors at the level of educational establishments.

As for higher education, universities and their institutions work in coordination with the central administration on the production of online courses. An effective coordination and management procedure for the operation of preparing digital university teaching resources has been developed. It identifies the responsibility of each participant and fixes the technical procedures to be taken into consideration. In addition, the educational continuity plan are defined by each university as part of its autonomy.

### Good practices or lessons learned to share

- Effective strategic monitoring in order to anticipate changes in the educational environment and avoid unwanted events;
- Courage to make the right decision at the right time;

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## Whether normal education system is closed due to COVID-19

Yes.

## National strategies put in place to ensure learning continues at home

Ministry of Education through the Rwanda Education Board (REB), with the support of UNICEF, have availed open resources in the form of supplementary self-directed learning materials on the REB website (<https://elearning.reb.rw/>) for free access by teachers, parents, guardians and students in particular for learning while at home. Learners can also access their learning subjects through additional open links that supplement the existing learning resources, including e-books, on REB website.

Under eLearning, there are course content, video lessons linked to elearning YouTube channel, interactive assessment. It has 7 tracks (Math, Physics, Biology, Chemistry, Languages, Humanities, and Computer Science) led by teachers who interact with students.

The portal has forum interactivity, chat option, etc. and an access user's guide.

The Ministry is also encouraging students and teachers to online resources and aired lessons through Radio and TV.

## Available teaching and learning platforms, tools/apps

Apart from the portal, MINEDUC as 23,000 licences for Microsoft Teams for all students and teachers and has paid for Zoom access for all district and sector education officials.

Question generation on the REB ESAD question bank and management information system is about to start.

National and district and sector officials are working remotely.

The big issue is devices.

## How Government is addressing/has addressed inclusivity in the national strategies and solutions

TV/Radio and online learning have aspects of inclusivity being addressed. TV and radio are work in progress, but some eLearning content will have sign language and audio support inbuilt.

## Government engagement with other key stakeholders

Yes, REB is working with development partners on a "Keeping doors open" for schools in Rwanda, a part of which is the TV/Radio programme.

Parents and community are engaged through government directives from the Ministry, REB and other government ministries, including the Ministry of Health.

## Whether the approaches cover different levels & sub-sectors or there are gaps

The approaches are not enough, but it is important that right now medium term and long-term strategies are under development as the current measures are being implemented for the short term.

## Examples of technical & financial support from other social & economic sectors

Development partners are supporting all aspect of the MINEDUC and REB COVID-19 response. Ministry of Health is focused on country-wide directives on the management of COVID-19 while the Ministry of Finance has announced various economic stimulus packages and finding support through IMF and other channels.

## Level of involvement of decentralized and public administration sectors

Measures are being driven centrally and implemented from the centre with the support and coordination at the decentralized levels.

## Good practices or lessons learned to share

It is important to react quickly to the COVID-19 issue in order to keep teaching and learning happening.

The new COVID-19 preventive measures are a context that will remain with us for a long term, we therefore need to plan ahead with COVID-19 in mind.

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**Whether normal education system is closed due to COVID-19**

The closure of schools, universities and kindergartens for three weeks from 16<sup>th</sup> March was part of the measures taken by the Head of State. This closure has since been extended until 4<sup>th</sup> May, 2020.

**National strategies put in place to ensure learning continues at home**

The Ministry of National Education, with the support of its partners, parents of students, civil society organizations, teachers' unions and goodwill launched the "Learn at home" initiative to allow learners to continue taking courses, online with digital tools or through traditional media.

The Ministry of Communication and Culture, in relation to the "MEDIAS" component, officially granted the Ministry of National Education channel 20 of DTT to provide an attractive program adapted to the needs of students, teachers and parents.

**Available teaching and learning platforms, tools/apps**

This planned system first includes, in its first phase, the collection and classification of digital resources and then, popularization with teachers, learners and parents via the platform [www.senressources.education.sn](http://www.senressources.education.sn), the television stations made available from channel 20 to the Ministry of National Education by the State of Senegal, radio, etc.

Furthermore, such a device would make it possible to bring actions and methods of distance education/support in line with the Ministry's quality standards. If the closure is to be further extended, this system will facilitate the decisions to be made to rearrange the school calendar.

**How Government is addressing/has addressed inclusivity in the national strategies and solutions**

For a successful "Learn at home" and in order to put in place a distance learning solution with an inclusive approach, several models are integrated: In the event of availability of the Internet, it is necessary to reinforce the flow in collaboration with the telecommunications operators.

In the event of unavailability in certain localities, it is possible to envisage enlarging the coverage perimeter.

Where it is not possible to have access to the Internet, consider making tablets and possibly paper supports available.

Take into account media resources: television (the Government has just granted a channel 100% education Canal 20 TNT), community radios, social networks, telephone, WhatsApp.

For particularly isolated peripheral areas, rely on Academy Inspections, Education and Training Inspections, teachers and local authorities. The community must also be strongly involved (sports and cultural association, school management committee, students, high school students, middle school students, etc.).

**Government engagement with other key stakeholders**

The Ministry has set up a watch and alert committee on which the Presidency, unions and parents of students are represented. It also plans to set up an academic committee at regional level to integrate the community.

**Whether the approaches cover different levels & sub-sectors or there are gaps**

The limits are internet coverage and the lack of support for tablets to reach all sections of the population.

## Examples of technical & financial support from other social & economic sectors

Telecommunication operators, unions, parents of students, NGOs, the national private sector have expressed their will and have even contributed financially or in kind to support the education sector at work with its concept of "learning at home".

Already at the highest level, a COVID-19 response fund has been set up with a budget of 1,000 billion FCFA.

## Level of involvement of decentralized and public administration sectors

At the level of the Watch and Alert Committee, the Academic Inspections (AI) are represented by the AI Coordinator and the education and training inspections (ETI) at the departmental level are also represented by the ETI Coordinator.

Thanks to the Microsoft Teams application, these structures regularly meet remotely.

## Good practices or lessons learned to share

The concept of "learning at home" can be shared. The education.sn platform of the National Education Information System (SIMEN) is a good practice to share; as well as the validation system for the contents of private and public television channels to avoid offering anything to students.

Teachers also organize themselves by networking with their students via WhatsApp, among others.

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### Whether normal education system is closed due to COVID-19

Yes.

### National strategies put in place to ensure learning continues at home

Strategy is based on three pillars:

- Radio and Television Broadcast – Agreements reached with both public and private broadcasters to deliver broadcast content through dedicated channels and time slots.
- Access to online content, digital resources and live streaming – Online content accessed through various platforms and mobile applications. This is driven through partnerships with various providers and partners. Agreements reached with network providers to zero-rate platforms that have approved educational content.
- Communication through various platforms – Strong communication drives through television and social media platforms about the strategy and how to access educational content.

### Available teaching and learning platforms, tools/apps

From a collaboration perspective, the following tools are being used: Skype, Skype Business, Zoom, WhatsApp, Google Hangouts, MS Teams, TV and Radio.

### How Government is addressing/has addressed inclusivity in the national strategies and solutions

- The use of a public broadcaster through its radio and television network is effective in that it is accessible across the country, and can be accessed by all communities;
- The mobile applications with educational content can be downloaded through a wide range of mobile phones;

- The zero-rating of educational content ensures that poor communities can also benefit from the solutions without incurring data costs for accessing educational content;
- Measures are being put in place to have interpretation services for the deaf; and
- Agreements have been reached with network providers to provide education solutions, including assistive devices, to learners with special educational needs.

### Government engagement with other key stakeholders

Government has long standing partnerships with all key stakeholders who are participating in providing education under these circumstances.

The Department of Basic Education (DBE) has developed posters and information leaflets on handwashing and sanitation, with technical support from Unilever – an existing partner on hygiene programmes in schools. These have been sent to Provincial Education Departments (PEDs) through provincial ISHP and NSNP managers and coordinators. They have also been placed on the DBE website. The material is currently being translated into all official languages.

In addition, the following resources have been provided to PEDs and ISASA): UNICEF and WHO guidance to schools on COVID-19; How COVID-19 spreads; Circular on change of school dates; Regular WHO update reports on COVID-19.

The Department has developed Guidelines on managing/mitigating COVID-19 which were sent to provinces through a DG circular for immediate implementation. Standard Operating Procedures (SOPs) on COVID-19 have been drafted and are being finalised currently.

Heads of Education Committee (HEDCOM) has directed a task team with DBE and provincial representatives, to finalise a sanitation and hygiene package to be availed to each school on re-opening (when the lockdown is lifted). This work is underway.

## Whether the approaches cover different levels & sub-sectors or there are gaps

Approaches have been designed to cover different levels as follows:

- Website – Curriculum support content has been curated on one webpage, which has been made the landing page of the DBE website. The link to the support page has also been made available on the home page and other high-traffic pages across the DBE website – 23 March. Additional content will be uploaded as and when received from the Curriculum unit/subject specialists – ongoing.
- Produced and published a video on good hygiene with the Deputy Minister, Dr Reginah Mhaule – 20 March
- Draft Communication plan is in place
- Circulars Issued to all public ordinary schools, district offices, unions, School Governing Body Associations, PEDs and independent schools:  
(a) On Containment Guidelines, issued on 12 March, (b) On closure of schools, issued on 16 March.

Media Statements Issued:

- Statement delivered by the Minister of Basic Education, Mrs Angie Motshekga at a Media Briefing following the meeting of the Council of Education Ministers held in Pretoria (9 March 2020).
- Statement by the Minister of Basic Education, Mrs Angie Motshekga at the Inter-Ministerial Media Briefing on the Covid-19 following the announcement by President Cyril Ramaphosa (16 March 2020).
- Basic Education Department confirms that Teachers and Administration Officials to work until Friday (18 March 2020).
- Media Briefings: 16 March – 10:00 at Dirco; 26 March – 14:00 GCIS.

## Examples of technical & financial support from other social & economic sectors

Private sector organizations have made contributions to enable the sector to fund various initiatives.

There is also inter-governmental collaboration on raising awareness about the virus.

Network providers have zero-rated their platforms to ensure easy access to education content.

Treasury is still considering measures of support to the sector.

## Level of involvement of decentralized and public administration sectors

Interventions are undertaken in collaboration with PEDs who are providing educational content and make some of their platforms available.

## Good practices or lessons learned to share

Intensive use of 4IR tools is very essential and the use of remote mechanisms to access education content is a necessity and requires investment. It comes in handy during times of crisis.

The need for collaboration is also critical because governments alone cannot manage the expansion of education provision through online platforms and others on its own.

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## Whether normal education system is closed due to COVID-19

The education system was suspended on March 12<sup>th</sup>, 2020 a few days before the spring break (which ran from March 15 to 29, 2020). The suspension currently continues until April 4, 2020 and is likely to be extended after that date.

## National strategies put in place to ensure learning continues at home

Following preventive measures taken by the National Security Council and the Council of Ministers on 9th March 2020 in connection with COVID 19, it was decided to postpone symposia, educational events and cultural and sporting activities scheduled from March.

Adoption of measures taken by the Ministry of Public Health to combat Covid 19 infection in schools, universities and professional training establishments.

Continuation of the stopping of courses and closing of schools, vocational training, and higher education after the school holidays which started on March 12 and which should end on March 29.

Start of distance education from March 30, 2020 to support national efforts to prevent the spread of Coronavirus, including in particular the general confinement which will continue until April 4 and which may be extended: digital platforms accessible through fixed and mobile internet networks (three operators), have been set up to allow pupils and students in Tunisia to access distance education.

To allow all pupils and students to access distance learning platforms and in the event that this is not possible via fixed networks, these can access free distance learning platforms through mobile telephony networks of the three telecommunication operators (Tunisie Telecom – Ooredoo Tunisie – Orange Tunisie).

## Available teaching and learning platforms, tools/apps

Following the decision for general confinement and for distance education as indicated above, the Ministry of National Education and the Ministry of Vocational Training made the following arrangements:

- **The Ministry of National Education** is looking at modalities of putting the courses online and the provision of pedagogical supervision. Despite the coverage of almost all of Tunisian territory by the internet and mobile telephone networks, some families do not have the possibility or the means in digital equipment to access these services, the ministry is thinking of distance education solutions that guarantee equity to all students.
- **For the Ministry of Vocational Training**, the practical nature of training makes distance training a little difficult for a workforce of nearly 100 thousand young people, especially if the equity should be provided by the state. Although distance training for employees has been operational for a few years for their professional promotion, this service is not yet developed for initial mass training.

**For Higher Education**, the Tunisia Virtual University (UVT) provides skills in eLearning and makes its distance learning (ENT) platforms, called Digital Teaching Environment, available to Tunisian universities. UVT is launching an action plan to support university teachers and Tunisian students in all higher education establishments (EES) to join the Distance Education System (EAD).

A team of trainers will provide online training to support teachers who are new to distance education, while the UVT technical team will support the creation of course spaces.

Educational resources, tools and teaching frameworks of different levels from UVT relating to distance education are available at <https://www.uvt.rnu.tn/ead>.

## **How Government is addressing/has addressed inclusivity in the national strategies and solutions**

The 2016-2020 education strategy established a strategic objective opting to guarantee justice and equal opportunities for all students by eliminating disparities between regions and schools.

Programs and measures for vulnerable and special needs populations have been taken and implemented.

It is also noted that for vocational training, specific programs to ensure the integration of young dropouts from the education system have been developed and are being implemented. Training systems for the rural girl and the disabled are functional and are in development and continuous improvement.

These programs and strategies are based on a legal foundation which gives the right to all Tunisians to education and vocational training up to the age of 15 years.

## **Government engagement with other key stakeholders**

Partnership between the education system in the broad sense is a practice in Tunisia, and professional and trade union organizations participate directly in the work of the sectoral commissions for the preparation of five-year education, vocational training and higher education development plans.

Specific agreements may be signed between professional and union branches and training and higher education establishments. A decree to empower the management of vocational training centers gives concrete expression to this orientation and gives rise to a tripartite partnership council which manages the training centers.

Civil society organizations and parents' associations are often consulted and even included in the reflection and reform committees for educational systems.

## **Whether the approaches cover different levels & sub-sectors or there are gaps**

Vulnerable groups of populations still need support to improve their access to educational services, infrastructure is increasingly becoming dilapidated and requires modernization, teachers are seeking improvement and the ICT infrastructure is yet to cater for the provision of new forms of education and learning especially in crisis situations like that of the COVID-19 pandemic that has dismantled the limits of the material, educational and human means to provide for a large population of learners.

## **Examples of technical & financial support from other social & economic sectors**

At this time of the pandemic, it is the education and training system which has started to reach out to the health sector.

The ministries in charge of education and training have announced the availability of some boarding schools and restaurants available to the health Ministry staff in this period of crisis.

## **Level of involvement of decentralized and public administration sectors**

The level of decentralization of the governance of education and training systems has seen a strengthening in recent years.

The education police stations are in charge of the development and management of schools in their regions and the professional training centers are autonomous and partnership structures of an educational and administrative nature are in place to plan training according to development needs of the region of their establishment.

## **Good practices or lessons learned to share**

Tunisia opted for anticipation in the fight against COVID-19, the social factor prevailed over the economic and the budgetary balance of the State. The State has put in place emergency social measures to support the population.



The decision to suspend education was also taken early and the containment of the population was decreed a step-in advance compared to the protocol adopted by the WHO and by other countries affected before Tunisia.

## Contacts

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## Whether normal education system is closed due to COVID-19

Yes.

## National strategies put in place to ensure learning continues at home

- Launch of e-Learning portals by the Examinations Council of Zambia.
- Directorate of Open and Distance e-Learning Portal.
- Zambia Telecommunications Company (Zamtel) helping with eLearning.
- DSTv joins in eLearning.
- Teachers and schools using WhatsApp to send materials to learners.
- Internet providers requested by government to lower cost of bundles for everyone to afford.

## Available teaching and learning platforms, tools/apps

WhatsApp, Radio, TV, Learning Portals, Zoom.

## How Government is addressing/has addressed inclusivity in the national strategies and solutions

- Zambia National Broadcasting Corporation (ZNBC) to launch a channel specifically for delivering MoGE lessons covering Primary, Secondary and Tertiary levels.
- Launch of eLearning portals by the Examinations Council of Zambia in partnership with the Zambia Telecommunications Company (Zamtel). Zamtel will allow free bundles on Tuesdays, Thursdays and Sundays; Zamtel will allow free SMSs on the same days; Zamtel will allow free calls for 5 minutes on the same days)
- Directorate of Open and Distance eLearning Portal.
- DSTv joins in e-Learning.
- Teachers and schools using WhatsApp to send materials to learners.

- Internet providers requested by government to lower cost of bundles for everyone to afford.
- Members of Parliament have all gone to their constituencies to offer information and any help they can.

## Government engagement with other key stakeholders

Yes: Teacher unions have joined, NGOs engaged, PTAs have been engaged.

## Whether the approaches cover different levels & sub-sectors or there are gaps

Different stakeholders are focusing on different levels e.g. colleges and universities focus on students etc.

## Examples of technical & financial support from other social & economic sectors

For the first time, both private and public sector are willingly teaming up and providing the tools and services they can offer.

## Level of involvement of decentralized and public administration sectors

All levels are doing something (Central government, Provincial government, District government, Constituency, Ward levels).

## Good practices or lessons learned to share

There is enhanced and coordinated communication: Daily updates by Ministry of Health, Information and Broadcasting services etc. using all means available e.g. phones, posters, TV Radio, plays.

Using children to give information through TV and radio has proved effective.

Ministry of General Education taking the lead in providing help and keeps on giving updates on the possible school calendar (in the wake of Covid-19) and possible ways to recover lost time by learners and teachers.

Teachers' own initiative of preparing work which parents and pupils collect and work out and then take it back to the teachers at different times. Teachers then use the opportunity to continue teaching but through one on one method.

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## 7. Annex 2 – EdTech Distance Learning Solutions

Below is a list of educational applications and platforms to help parents, teachers, schools and school systems facilitate student learning and provide social caring and interaction during periods of school closure. While these solutions do not carry UNESCO's explicit endorsement, they tend to have wide reach, a strong user-base and evidence of impact. Most of the solutions are free and several support multiple languages.

### Digital learning management systems

- [Blackboard](#) – Resources and tools to transition and deliver quality teaching and learning online.
- [CenturyTech](#) – Personal learning pathways with micro-lessons to address gaps in knowledge, challenge students and promote long-term memory retention.
- [ClassDojo](#) – Connects teachers with students and parents to build classroom communities.
- [Edmodo](#) – Tools and resources to manage classrooms and engage students remotely.
- [Edraak](#) – Arabic language online education with resources for school learners and teachers.
- [EkStep](#) – Open learning platform with a collection of learning resources to support literacy and numeracy.
- [Google Classroom](#) – Helps classes connect remotely, communicate and stay-organized.
- [Moodle](#) – Community-driven and globally-supported open learning platform.
- [Nafham](#) – Arabic language online learning platform hosting educational video lessons that correspond with Egyptian and Syrian curricula.
- [Schoolology](#) – Tools to support instruction, learning, grading, collaboration and assessment.
- [Seesaw](#) – Enables the creation of collaborative and sharable digital learning portfolios and learning resources.
- [Skooler](#) – Tools to turn Microsoft Office software into an education platform.
- [Study Sapuri](#) – Japanese language online learning platform for middle school students.

### Systems purpose-built for mobile phones

- [Cell-Ed](#) – Learner-centered, skills-based learning platform with offline options.
- [Eneza Education](#) – Revision and learning materials for basic feature phones.
- [Funzi](#) – Mobile learning service that supports teaching and training for large groups.
- [KaiOS](#) – Software that gives smartphone capabilities to inexpensive mobile phones and helps open portals to learning opportunities.
- [Ubongo](#) – Uses entertainment, mass media, and the connectivity of mobile devices to deliver localized learning to African families at low cost and scale.
- [Ustad Mobile](#) – Access and share educational content offline.

### Systems with strong offline functionality

- [Can't wait to Learn](#) – Gaming technology to deliver quality education to children, including those in conflict contexts.
- [Kolibri](#) – Learning application to support universal education.
- [Rumie](#) – Education tools and content to enable lifelong learning for underserved communities.
- [Ustad Mobile](#) – Access and share educational content offline.

### Massive Open Online Course (MOOC) Platforms

- [Alison](#) – Online courses from experts.
- [Coursera](#) – Online courses taught by instructors from well-recognized universities and companies.
- [EdX](#) – Online courses from leading educational institutions.

- [University of the People](#) - Online university with open access to higher education.
- [Icourses](#) – Chinese language courses for university students.
- [Future Learn](#) – Online courses to help learners study, build professional skills and connect with experts.
- [Canvas](#) – Lifelong learning and professional development for educators.

- [YouTube](#) – Huge repository of educational videos and learning channels.

### Mobile reading applications

- [African Storybook](#) – Open access to picture storybooks in African languages.
- [Global Digital Library](#) – Digital storybooks and other reading materials easily accessible from mobile phones or computers.
- [Lezioni sul sofà](#) – A collection of Italian language books for children, complemented with read-aloud features as well as videos discussing books and art.
- [StoryWeaver](#) – Digital repository of multilingual stories for children.
- [Worldreader](#) – Digital books and stories accessible from mobile devices and functionality to support reading instruction.

### Collaboration platforms that support live-video communication

- [Dingtalk](#) – Communication platform that supports video conferencing, task and calendar management, attendance tracking and instant messaging.
- [Lark](#) – Collaboration suite of interconnected tools, including chat, calendar, creation and cloud storage.
- [Hangouts Meet](#) – Video calls integrated with other Google's G-Suite tools.
- [Teams](#) – Chat, meet, call and collaboration features integrated with Microsoft Office software.
- [Skype](#) – Video and audio calls with talk, chat and collaboration features.
- [Zoom](#) – Cloud platform for video and audio conferencing, collaboration, chat and webinars.

### Tools to create digital learning content

- [Thinglink](#) – Tools to create interactive images, videos and other multimedia resources.
- [Buncee](#) – Supports the creation and sharing visual representations of learning content,

### Self-directed learning content Platforms

- [Byju's](#) – Learning application with large repositories of educational content tailored for different grades and learning levels.
- [Discovery Education](#) – Free educational resources and lessons about viruses and outbreaks for different grade levels.
- [Geekie](#) – Portuguese language web-based platform that provides personalized educational content using adaptive learning technology.
- [Khan Academy](#) – Free online courses, lessons and practice.
- [KitKit School](#) – Tablet-based learning suite with a comprehensive curriculum spanning early childhood through early primary levels.
- [LabXchange](#) – Curated and user-created digital learning content delivered on an online platform that enables educational and research experiences.
- [Mindspark](#) – Adaptive online tutoring system that helps students practice and learn mathematics.
- [Mosoteach](#) – Chinese language application hosting cloud classes.
- [OneCourse](#) – Child-focused application to deliver reading, writing and numeracy education.
- [Quizlet](#) – Learning flashcards and games to support learning in multiple subjects.
- [Siyavula](#) – Mathematics and physical sciences education aligned with South African curriculum.

including media-rich lessons, reports, newsletters and presentations.

- [EdPuzzle](#) – Video lesson creation software.
- [Kaltura](#) – Video management and creation tools with integration options for various learning management systems.
- [Nearpod](#) – Software to create lessons with informative and interactive assessment activities.
- [Pear Deck](#) – Facilitates the design of engaging instructional content with various integration features.

- [Squigl](#) – Content creation platform that transforms speech or text into animated videos.
- [Ubbu](#) – Online platform for teaching computer science and programming for K-6 schools. If your school was forced to close due to the Covid-19 virus, you can join the digital world and teach programming to your students remotely using ubbu. Access will be completely free until June and extended if the situation worsens.

## Further Education Tools and Initiatives established by some African countries

### Botswana

- Botswana Open University – Learning material provided by [BOU](#)
- Khan Academy – Reading and study material available by [KA](#)
- [e-Learning for kids](#) – Free and fun digital education for all children worldwide

### Côte d'Ivoire

- Broadcasting of course modules filmed online on internet platforms and using the Ministry's own website, <http://www.education.gouv.ci/>
- Online classes for primary school students - [www.ecole-ci.online](http://www.ecole-ci.online)  
[www.ecoleweb.mysonec.com](http://www.ecoleweb.mysonec.com)
- Also [www.maformationenligne.ntic](http://www.maformationenligne.ntic), and EducTV ([www.eductv.ci](http://www.eductv.ci)) especially for examinations classes - [www.facebook.com/EducationTele](https://www.facebook.com/EducationTele)
- Education classes on TV – RTI 1: 3:30 pm – 4:00pm / RTI 2: 9:00am – 11:00am
- Education classes on Radio – Frequence 2: 3:00pm – 4:00pm / Radio CI: 8:00am – 8:30am
- [Succès Assuré](#) – As COVID-19 Pandemic is causing the closure of schools, the Magic System Foundation offers free of charge to all students from 6th to 12th grade, the possibility

of taking lessons from their homes via a computer or a smartphone.

- REVISION.CI – An [academic and academic support platform](#) that provides free lessons and homework (e.g. 4,000 subjects, 1,725 homework, 154 lessons, 1,091 educational videos, an online library, etc.) available to the Ivorian educational community, in particular pupils and students, who are at home following the closure of schools and universities due to the spread of the Covid-19 pandemic.
- Ministry of Education, Technical and Professional Training of Côte d'Ivoire – “Closed school but open notebooks” ([École fermée, mais cahiers ouverts!](#)) is a mobile initiative of the Ivorian Ministry in partnership with Eneza Education to review all elementary school lessons for free and by mobile phone.
- Prenez les feuilles – The largest [library of homework](#) subjects, exams and their answers from the best education institutions in Côte d'Ivoire. The library was officially launched on 19<sup>th</sup> October 2019.

### Kenya

- The KICD "Kenya Education Cloud", <https://kec.ac.ke/>, has diverse digital content based on a variety of learning areas presented through interactive pdf, epub, audio and visual.

- Makini School Digital School – [Makini](#) is dedicated to the development of teaching and learning through the use of digital technology.

## Mauritius

- An e-learning Student Support Programme platform for Grades 7-9 at <https://ssp.moemu.org>.

## Morocco

- TelmidTice portal (<http://telmidTICE.men.gov.ma>) – presents basic education courses according to the teaching cycle, level and subject.

## Rwanda

- Rwanda Education Board (REB) – Due to ongoing global issue of Covid-19 pandemic that has affected all sectors and resulted into closing schools to avoid the spread of the coronavirus. REB has established an [online learning platform](#) to help students continue with their studies. While at home students keep learning and supported by their teachers and parents using the REB eLearning platform.

## Senegal

- The [www.senressources.education.sn](http://www.senressources.education.sn) platform has collected and classified digital resources for teachers, learners and parents.
- **Senegal Academy** launched the E-Jang (School from home) platform:
  1. Platform for \*CM2\* students <https://drive.google.com/drive/folders/1Y0LMCfLw4VSF3doE4zVLRstTTX18rpsY>
  2. Platform for \*Troisième\* <https://drive.google.com/drive/folders/1Y0LMCfLw4VSF3doE4zVLRstTTX18rpsY>
  3. Platform for \*Terminale L\* students <https://drive.google.com/drive/folders/1bgGfTLuW5f0HkoY9J7DKgG8dxU1qB4c8>

4. Platform for \*Terminale S\* students <https://drive.google.com/drive/folders/1NdVXkQJCWKJT9nJ0Hw7ZGzuovyGRi-->
  5. Platform for \*Terminale STEG\* students [https://drive.google.com/drive/folders/1nJB8Z3\\_vGmlwgjissAiGNTYhR4IsnWjul](https://drive.google.com/drive/folders/1nJB8Z3_vGmlwgjissAiGNTYhR4IsnWjul)
  6. Plateforme pour la \*BIBLIOTHÈQUE NUMÉRIQUE\* <https://drive.google.com/drive/u/1/folders/1HV8s8enizzEsJFwWhZTB5TrELOaQoqJw>
- Lycée International Jean Mermoz – Virtual portal on [LIJM School Library](#)

## South Africa

- Curated curriculum support content available on the landing page of the DBE website <https://www.education.gov.za/> with the link to the page has also made available on the site's home page and other high-traffic pages.

## Tunisia

- Educational resources, tools and teaching frameworks of different levels are available online at the Tunisia Virtual University (UVT) portal <https://www.uvt.rnu.tn/ead>.

## Zambia

- Launch of eLearning portal, <https://www.exams-council.org.zm/ecz-partners-with-zamtel-to-bring-smart-revision-portal/> in partnership with Zamtel that will allow free bundles for mobile phone access by learners on Tuesdays, Thursdays and Sundays, and free calls for 5 minutes on the same days.

## Online courses to build TVET educators' capability in flexible learning countries

Source: <https://unevoc.unesco.org/home/COVID-19+disruptions>

These OER courses are designed to be facilitated in cohorts, but anyone can view them and learn from them at the links below:

- <https://www.colvee.org/course/tvsd/flexible-skills-development>
- <https://www.colvee.org/course/tvsd/facilitating-online-courses>
- <https://www.colvee.org/course/tvsd/blended-learning-classroom>

### Other resources

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MOOCS for teachers

- a [MOOC on Technology Enabled Learning](#), starting 5 April 2020
- a [MOOC on Blended Learning Practice](#) starting on 19 April 2020
- a [series of webinars](#) on various topics related to online learning.

### Improving digital literacy of educators

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- <https://1minutecpd.wordpress.com/> - 1 minute CPD is a website from a collaborative group of UK educators with short blog posts written over the last 3 years on a range of digital literacy topics. The first 366 posts are designed to take just 1 minute to read (hence the name of the website).
- ["23 Things"](#), where each Thing is a tool or cluster of tools to enable a particular digital capability (for self-directed learning).

### Entrepreneurial learning

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- <https://bit.ly/OEP-HelloFutureEntrepreneur> - *Hello Future Entrepreneur* has seven "chapters" on

entrepreneurship-related topics, including multimedia material and assignments on each topic. The material is free to use, but teachers will need to instruct students on how and where to complete the assignments as well as assess their work.

### Transition to online learning

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- ["Remote Learning Toolkit to Quickly Transition Your Course Online"](#)
- [Utilizing learning management systems \(LMS\) to implement the 5 E's instructional model](#)

### Principles of Competency-based Education

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- <https://go.osu.edu/taketime> - The Center on Education and Training for Employment (CETE) at The Ohio State University is offering a FREE online module on the topic of Principles of Competency-based Education. This self-paced, flexible learning experience will provide practical exercises, work samples, and assessments to help educators grasp the principles for designing competency-based education.

### Additional Skill Acquisition Programme

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- [http://skillparkkerala.in/news\\_and\\_events/webinars/](http://skillparkkerala.in/news_and_events/webinars/) - To empower students and professionals, Additional Skill Acquisition Programme (ASAP) is conducting a series of Webinars in different topics every day (Mo-Fr) at 4 p.m. Indian Standard Time.

### CEGEP à distance (IN FRENCH)

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- <https://kit.cegepadistance.ca> - Directory of pedagogical and technological resources and training that can equip teachers and professional staff in education in their online or distance education projects in higher education.



## Main Initiatives and Partnerships established to support education during Covid-19 pandemic

- UNESCO – The [Global Education Coalition](#) launched by UNESCO seeks to facilitate inclusive learning opportunities for children and youth during this period of sudden and unprecedented educational disruption.
- Global Partnership for Education – [GPE will provide US\\$250 million](#) to help developing countries mitigate both the immediate and long-term disruptions to education being caused by the Covid-19 pandemic. The funds will help sustain learning for up to 355 million children, with a focus on ensuring that girls and poor children, who will be hit the hardest by school closures, can continue their education.
- Global Book Alliance Covid-19 Response – GBA announced that one of its flagship initiatives, the [Global Digital Library](#) (GDL), is now supporting book printing on a new level.
- Learning Never Stops – initiative launched by [Classera](#) and [Millennium@EDU SUSTAINABLE EDUCATION](#) is a complete solution offered to all types and categories of educational entities. Classera – in partnership with Microsoft, HP, and other many local companies – are offering through this initiative smart, interactive, virtual, e-learning solution for both teachers and students.
- [World Digital Library](#) – The World Digital Library is an international digital library operated by UNESCO and the United States Library of Congress. The World Digital Library provides free access to manuscripts, rare books, maps, photographs, and other important cultural documents from all over the world.
- [GeSCI OER Portal](#) – A portal that provides well designed lesson plans for teachers and learners.
- [Learning Passport initiative](#) – UNICEF in collaboration with Microsoft and the University of Cambridge, are developing a digital platform that will facilitate learning opportunities for children and young people within and across borders. The learning passport will be tested and piloted in countries hosting refugees, migrants and internally displaced persons.
- [Global Online Learning Alliance](#) – Brains Global has launched the Global Online Learning Alliance (GOLA) to bring together industry and government in providing solutions and responses in light of the worldwide school closures now affecting more than 1.5 billion students.
- [Digitally Smart](#): The Digitally Smart COVID-19 campaign provides free temporary access to some key educational resources to Sub-Saharan universities and relevant government authorities. The aim is to continue to support higher education providers by strengthening their online learning provision with ready-made packages for their students to use.
- [Apreli@ / Tessa](#) : Their joint initiative known as [ACQA](#) (*Améliorer Continument la Qualité des Apprentissages / Continually Improve the Quality of Learning and Teaching*) is a collection of African Open Educational Resources (OERs) that provides schools with several methods and tools to continually improve the quality of teaching and learning.