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الرابطة لأجل تطوير التربية في إفريقيا

Association for the Development of Education in Africa

Association pour le développement de l'éducation en Afrique

Associação para o Desenvolvimento da Educação em África

Remote Education Benchmarking **Toolkit**



TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT

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Acronyms

ADEA	Association for the Development of Education in Africa
COVID-19	Coronavirus
EMIS	Education Management Information Systems
ICT	Information and Communications Technology
ILO	International Labour Organization
NGOs	Non-Governmental Organizations
OFPPT	Office of Professional Training and Promotion of Work
PPP	Public Private Partnerships
TV	Television
TVET	Technical and Vocational Education and Training
TVSD	Technical and Vocational Skills Development
SMS	Short Message Service
UIS	UNESCO Institute for Statistics
UNESCO	United Nations, Educational, Scientific and Cultural Organization
UNEVOC	UNESCO International Centre for Technical and Vocational Education and Training
UNICEF	United Nations Children Fund
VOOC	Vocational Open Online Course
WBG	World Bank Group

Introduction

Around the world, the COVID-19 pandemic has exposed the underlying vulnerabilities in our education systems to quickly adapt to virtual and remote learning and reminded us of the volatility and uncertainty that the future can bring. Technical and vocational skills development (TVSD¹) has been the most impacted given its focus on delivering hands-on, practical skills at a time when face to face interaction is no longer possible. While extent and sophistication may vary, TVSD pedagogies rely heavily on demonstration of practical work, specialised equipment, apprenticeship, other forms of work-based learning and learning-by-doing. The ILO-UNESCO-WBG (2020)² publication rightly highlights that while a renewed focus on theoretical classes seems to be a logical short-term crisis response, it is not adequate for prolonged lockdowns.

Above all, the COVID-19 pandemic has compelled Governments and education and training institutions to come up with emergency response plans to mitigate the negative impacts on education systems including addressing learning loss due to school closures and revert to alternative means of education delivery, in particular non-residential models such as radio, TV broadcast, internet, SMS, among others. Access to good infrastructures, connectivity and internet remains a fundamental challenge in Africa. According to ILO-UNESCO-WBG (2020), while 87 percent of high-income countries can provide training remotely, only 5 percent of low-income countries can do so, many of which are in Africa. UNICEF goes further to highlight that 75 percent of the population has no access to internet in 25 African Union member states. UNEVOC (2021)³ stipulates that in Sub-Saharan Africa, 89 percent have no access to a computer and 82 percent have no internet access. World Bank (2020)⁴ highlights that across countries with broad-based connectivity among students and teachers, existing platforms for remote learning and medium/high internet penetration, remote learning is certainly a possibility. Within countries with larger sections of disadvantaged communities or more remote or spread out inhabitations or having inadequate basic infrastructure and hence have weaker mechanisms to cope with the negative socio-economic impacts of the COVID-19 pandemic, remote learning may breed more inequality through learning delay and loss and in the case of TVSD create skills atrophy or “un-do” learning.

Before we proceed further, it is important to clarify the distinction that exists between TVSD⁵ and TVET. TVSD has a broader and more outcome-focused remit which captures the traditional TVSD but also encompasses skills acquired through informal and non-formal semi-structured training and includes soft skills. ADEA has since the ADEA Triennale 2011 opted for this term being more expansive and reflective of the education and training taking place across Africa.

To ease navigation through the remainder of this document, a matrix is proposed which draws from the World Bank (2020) matrix consisting of three tiers, namely Coping, Managing Continuity and Improving and Accelerating Progress to depict a full spectrum of possible TVSD preparedness and response strategies.

¹ EU Commission (2012), Technical and vocational skills development (TVSD) indicates a move away from a school-orientated approach and includes non-formal programmes which may be delivered in the workplace, does not lead to formal qualifications and encompasses training in the informal economy; TVSD is understood as the acquisition of knowledge, practical competencies, know-how and attitudes necessary to performing a certain trade or occupation into the labour market. The notion of TVSD is non-discriminatory with regard to age, status, stage of life, type of learning, training environment and level of training. TVSD also indicates a move away from a purely school-orientated approach and includes non-formal programmes which may be delivered in the workplace, does not lead to formal qualifications and encompasses training in the informal economy.

² ILO-UNESCO-WBG (2020), *Skills Development in the time of COVID-19: Taking stock of the initial responses in technical and vocational education and training*

³ UNEVOC (2021), https://unevoc.unesco.org/home/COVID19_digital_training

⁴ World Bank (2020), [TVET Systems' Response to COVID-19: Challenges and Opportunities](#)

⁵ Technical and vocational skills development (TVSD) emerged as a strong component of the ADEA Triennale 2011, “Promoting critical knowledge, skills and qualifications for sustainable development in Africa: How to design and implement an effective response through education and training systems?”

	TVSD and COVID-19 Relevant Stages		
	Coping	Managing Continuity	Improving and Accelerating Progress
OBJECTIVE	Reduce learning losses while schools are closed and support the emergency response through skills training	Promote learning recovery as schools and businesses gradually reopen	Build on innovative policy responses and lessons learned during the first two phases and build back better programs
POLICY ACTIONS	• Provide remote TVSD learning where possible • Continue work-based learning to the extent possible • Engage TVSD trainers and students in provision of skills for the emergency response (health workers, care services, essential service workers) • Where possible, exploit opportunities to skill idle (furloughed or unemployed) workers and train TVSD instructors	• Embed hygiene skills in learning programs • Work with employers on adapting work safety conditions for work-based learning • Reopen schools and work placements with flexibility to accommodate varying needs and contexts • Recognize prior learning obtained during closures • Provide psycho-social support to manage mental health impacts of the crisis • Provide tailored support for vulnerable students • Prepare for rapid assessment and response to emerging skill needs	• Design new or expand current programs to address emerging skill needs, in collaboration with in-company trainers and mentors • Invest in providing flexible (modular, part-time, evening) learning • Facilitate modular training and micro-credentialing in TVSD and life-long learning • Implement Tracer studies to track TVSD graduates' employability • Work in partnership with in-company trainers to provide rapid and modular skills training to idle and unemployed workers • Continue to build on remote learning infrastructure and skills • Structurally embed successful innovations in skill development systems

Matrix on TVSD and COVID-19 Relevant Stages, World Bank (2020), [TVET Systems' Response to COVID-19: Challenges and Opportunities](#)

Re-opening of learning institutions: challenges and opportunities

A. Situating the TVSD experience: Location, vulnerability, content, sophistication, access to distance learning, modality of learning

TVSD, differs significantly from other segments of education in that it takes place across different locations. In contrast with basic schooling and higher education that are located mainly at school and university premises, TVSD may take place through informal education, in secondary colleges, in NGOs, in specialised TVSD centres and at the workplace, among others. The World Bank (2020) stipulates that TVSD students on a higher count come from disadvantaged households of lower socioeconomic status compared to peers of similar levels in general education. Content also differs substantially based on country, context and demands of the local economy and labour market. Given its focus on demand centricity and work readiness directly with the labour market, TVSD provision tends to focus on areas that are relevant, topical and borne out of national and local contexts. Sophistication is another variable that is inextricably linked to the state of the economy and manufacturing base and whether the economy is agrarian, low-income, middle-income or emerging sector oriented and therefore influences and impacts the nature of TVSD delivery. The UNESCO Institute for Statistics (UIS) estimates that the share of upper secondary level TVSD students, which globally make up the majority of TVSD learners, is 15 percent in low-income countries compared to 21 and 28 percent in middle and high-income economies, respectively. What further complicates the situation across Africa, is that to a large extent, the closure of schools has occurred against the background of persistent education inequality where learners attend under-resourced schools with poor infrastructure, ill-equipped teachers, low attainment and high dropout rates. According to a brief by the ADEA-led consortium (2021)⁶, only 64 percent of primary and 50 percent of secondary teachers have received minimum training on the use of ICT in Sub-Saharan Africa.

B. Challenges

The hallmark of TVSD; its focus on practical skills and work readiness makes remote learning particularly challenging (ILO-UNESCO-WBG, 2020). Most countries in Africa are relying primarily on low/no tech, offline such as printed learning kits, books, radio and TV⁷, where internet penetration is low. For the time being, countries and TVSD systems are under pressure to rapidly accustomize to a virtual environment and curricula are being trimmed with examinations being adjusted to cover only content that has been dispensed or replaced with continuous assessments.

Remote learning is a weak substitute for practical exercises, especially when the “doing” is not computer related such as a course in cyber security or they require equipment or aids that are not the run-of-the-mill, available at home or next door but rely on expensive, industrial-grade machinery. In certain cases, virtual simulations can be used, however such platforms and equipments are seldom within the reach of low and middle-income countries and TVSD centres because of prohibitive conditions erected through barriers to access such as financial support, limited internet access and data costs, learners’ internet access, availability of equipment, cumbersome procurement procedures, etc. Another challenge is that the comparability and mapping of content for secondary, general and higher education is more straightforward than for TVSD which finds itself no easy replacement in terms of transposability of content. Upper TVSD may have some more resonance with higher education given the more “academic” nature of some of the content and the work-specific skills that are akin to university education. With workplaces closed or not open to TVSD trainees due to statutory

⁶ ADEA (2021), First Brief KIX Observatory on COVID-19 Responses; Teaching and Learner Well-Being during the COVID-19 pandemic

⁷ ADEA (2021), Delivering Education in the COVID-19 environment, Available from: <https://www.adeanet.org/en/news/delivering-education-home-adea-african-member-states-amid-covid-19-pandemic-brief-status-report> (Accessed on 2 May 2021)

measures in place or hygiene and sanitation along with social distancing protocols, lethargy and de-skilling may impact already acquired skills with the net effect to promote skills atrophy and hence “unlearning”. With school closures, trainers and students are having to deal with self-isolation and confined spaces at home with little distraction leading to mental stress and psychosocial problems.

In some countries, TVSD may be attached to a Ministry other than that of education, or in certain cases, jointly managed by different Ministries and agencies. Consequently, there is a need to ensure that TVSD plugs cohesively in the overall educational response to mitigate the impact of the pandemic. Otherwise, funds will get diverted into resources solely for general education. Another risk is that because of the crisis, funds initially earmarked for TVSD may be shifted into unemployment benefits or other emergency measures.

C. Opportunities

TVSD is well-placed to develop important skills and solutions to mitigate the impacts of the COVID-19 pandemic. This crisis time may also lend itself to an opportunity to rethink, re-imagine and revamp the approach towards TVSD and skills development to enhance its contribution to economic recovery in line with the UN Sustainable Development Goals and Africa’s Agenda 2063: The Africa We Want.

In certain cases, practice can be translated through virtual simulations or through virtual and augmented reality. In this time of crisis, several Governments have pushed through innovations in an attempt to make the most of a negative situation. Countries like Mauritius and Rwanda have resorted to more sophistication in using virtual simulation environments and introduced Gamified Online Learning to keep TVSD students engaged and bolster the overall student experience. Morocco introduced the Office of Professional Training and Promotion of Work (OFPPT) to supervise virtual classes for all levels and types of vocational training and where learners can have access on the platform using computers, tablets or telephone free of charge. Practical work is filmed and projected to students and trainees.

According to the World Bank (2020), TVSD’s focus on practical skills creates certain challenges for distance learning but also provides opportunities to acquire some useful skills through work-based learning during the crisis. It is common knowledge that during the 2014-2015 Ebola outbreak in Sierra Leone, a National Ebola Training Academy was set up to provide a platform of clinical training modules for frontline Ebola health care workers. The intensive short-term training had contributed to control the outbreak. TVSD’s work-readiness focus could also imply that TVSD students could relatively easily be engaged in the emergency response.

To accommodate partial re-opening and social distancing, many tasks may be encouraged through self-learning with learners being followed individually at school or at the workplace as per a strict timetable. TVSD providers may temporarily cut down on theoretical classes, decrease the number of hours and/or days to practice a shift system, reduce class sizes and invite smaller cohorts of learners face-to-face at school through live TV or asynchronous pre-recorded videos. The COVID-19 pandemic has also paved the way for some practical skills to be uptaken through emergency response services such as preparing personal protective equipment or meals for disadvantages and vulnerable groups or building containers for storing disinfectants. Some TVSD practical skills can find transposability at home, such as catering and hospitality, childcare or gardening and horticulture. Work-based learning may be integrated into a tutored project and practical training may be shortened, or when possible postponed or revert to project work or simulated demonstrations.

Rationale, purpose and target group for this Benchmarking Toolkit

In order to obtain a clearer view of the status of education during the COVID-19 period, ADEA conducted two rapid surveys between March and June 2020 on the national situation of the education sector in 14 most-affected African countries. The main rationale and purpose of this engagement has been to provide guidance to the countries on how to better prepare for the future insulation of education to crises like COVID-19 while upping the resilience of education systems. To facilitate the way forward, ADEA has developed this TVSD Remote Education Benchmarking Toolkit jointly with countries and partners, that will inter alia, assist and handhold member countries in their change management model and bolster their TVSD remote learning readiness, act as a guide to progressively increase the level of sophistication in TVSD delivery through a checklist of normative standards applicable to TVSD and finally, provide a benchmark for Ministries responsible for TVSD and skills development to revise their national emergency response plans. The purpose is simple - make remote education in TVSD more accepted, resilient and sustainable.

How to use the Remote Education Benchmarking Toolkit

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

It has 13 norms and a set of best practice standards under each norm, and a three-level benchmarking criterion: Ready, Partially Ready and Not Ready to serve as a pre-condition for country preparedness to deliver remote education during crisis or in normal situations. The Toolkit will also guide the strengthening of the capacity of relevant staff of Ministries of Education and education practitioners to develop remote education.

With this Toolkit, different technicians in the same ministry of education will need to review all the norms and standards to assess their level of readiness in delivering remote education effectively. In case the country is not ready yet or partially ready, the Toolkit will assist in identifying the areas of weakness, and hence what to address to mitigate the identified bottlenecks.

The following are the 13 norms (the sets of standards for each norm is contained in the matrix):



Norm 1: Robust policy, legal, regulatory and quality-assurance framework

There is need to put in place robust policies and protocols that ensure flexible and continual access to quality and equitable remote education as well as work-based learning including apprenticeship, especially in line with essential services and businesses that stay open. The policies and procedures should be accompanied by strong legal frameworks and revised regulatory guidelines that facilitate (1) the establishment of a Remote TVSD Unit, embedded within the Ministry of Education or Ministry in which TVSD is anchored, with a clear mission, vision, strategy and legal mandate to oversee the provision of remote TVSD education; (2) ensure coherence and consistency of approach to TVSD in case the sub-sector is situated under a different Ministry (3) quality and relevance in terms of trainer preparation, learner needs, industry needs and new, flexible ways of interaction among the different actors; (4) learner acquisition of the necessary 21st century competency skills and embracing digital culture. (5) connecting training institutions with in-company trainers and mentors, including Recognition of Prior Learning (RPL) mechanisms, in order to promote economic prosperity and social cohesion.

LEVEL OF COUNTRY READINESS			
READY		PARTIALLY READY	NOT READY
Norm 1: Robust policy, legal, regulatory and quality assurance framework			
STANDARDS	A centralized Remote TVSD Unit established within the Ministry of Education or relevant Ministry, well-resourced and functional, with a clear mission, vision, strategy and legal mandate, and clear guidelines on multisectoral engagement to provide remote TVSD education ☐	Remote TVSD Unit established within the Ministry of Education or relevant Ministry with weak strategy and legal mandate; guidelines on multisectoral engagement to provide remote TVSD education are not clear. ☐	Remote TVSD Unit is not yet established within the Ministry of Education or relevant Ministry ☐
	All stakeholders have a clear and defined role in the governance of the TVSD system ☐	Only a couple of stakeholders are involved in the governance of TVSD system, the roles are not clear and defined for other stakeholders ☐	There are no clear and defined delimitation of governance towards the ownership of TVSD system ☐
	Policy in place guiding flexible and organized access to remote TVSD education at all locations of TVSD delivery including work-based learning ☐	Policy development process ongoing / only procedures in place guiding access to remote education across certain locations of TVSD delivery ☐	There is neither a process of policy development nor procedures guiding access to remote TVSD education. ☐

• There is a clear, established protocol for flexible work-based learning and arrangements for TVSD personnel on essential services and other businesses ☐	• There are some ad-hoc efforts of involving TVSD personnel in work-based arrangements and emergency response ☐	• There is no involvement of TVSD personnel in emergency response mechanisms ☐
• Remote TVSD education is relevant, with respect to pre-service and in-service trainer training development plan, learning needs, industry needs and embraces new ways of interaction ☐	• Remote TVSD education is not adequately based on learning needs, industry needs and less emphasis on some new ways of interaction, with no clear trainer preparation strategy. ☐	• There is no strategy for retraining trainers and reorienting curriculum for remote TVSD education. ☐
• Remote education ensures acquisition of technical & soft skills, 21st century competency skills and embracing digital culture. ☐	• Lack of clarity in balancing between acquisition of technical & soft skills, 21st century competency skills and embracing digital culture . ☐	• There is little acquisition of 21st century competency skills, with emphasis still on academics skills. ☐
• Coordination task team assessing flexible competency- based framework between training institutions and employers (covering areas such as revised form of apprenticeship, artisan training and work-based learning) ☐	• Coordination partly established between training institutions and employers, including revised form of apprenticeship and artisan training ☐	• The level of coordination not clear between training institutions and employers ☐
• There is a centralized coordination unit and system that reviews and validates TVSD delivery and quality-assurance prior to broadcast ☐	• A national coordination unit has a seldom and scant overview of TVSD delivery continuity and quality assurance prior to broadcast ☐	• There is no system of pedagogical vetting of TVSD content prior to virtual dissemination ☐
• There is a clearly established e-RPL system to recognize skills for skilled workers and online/virtual recognition of prior experience for a number of established sectors ☐	• There are online platforms that are seldom operational in recognizing skills through e-RPL and experience for some sectors ☐	• There is no e-protocol for access to RPL or procedures on how to e-validate experience ☐

• There is a clear process of creation and validation of short skills-based courses online for re-skilling and re-deployment of frontliners, essential services and other businesses ☐	• There is a weak policy on creation and validation of virtual short courses for re-skilling and re-deployment ☐	• There is no policy on creation and validation of virtual short courses for re-skilling ☐
• There is an established policy on training levy⁸ to address priority training for needy sectors ☐	• There is a policy on training levy to address priority training but it is not functional ☐	• There is no policy on training levy to address priority training ☐
• There is a clearly established policy on social safety net coverage for the extremely poor students and families to support ongoing remote learning and appropriate quantum based on vulnerability ☐	• There is a policy on social safety net coverage for the extremely poor students and families to support ongoing remote learning but it does not have wide coverage ☐	• There is no policy on social safety net coverage for the extremely poor students and families to support ongoing remote learning ☐
• There is an established guideline for the optimum divide between theoretical and practical learning for each trade ☐	• There is a guideline relating to the divide between theoretical and practical learning for certain trades but it is not functional ☐	• There is no guideline around the divide between theoretical and practical learning for specific trades ☐
• There is a fully-functional coordination unit that oversees in-school and in-company training delivery ☐	• There is a coordination unit that oversees in-school and in-company training delivery but monitoring and implementation is ad-hoc ☐	• There is no coordination unit that oversees in-school and in-company training delivery ☐

⁸ Training levy is not necessarily applied solely as a levy on working persons' salary as a mandatory contribution. It can be imposed on cash-rich and well-performing economical sector employers based on country and national context. For instance, if the diamond industry is an important source of export, it may be applied to employers in this economic activity

Norm 2: Appropriate teaching practices and competency-oriented learning curricula

For remote TVSD education to be effective, curricula for trainer preparation and skills uptake should focus on both theory and practice-based demonstration sessions that encourage interaction and learning-by-doing. The learning curricula should incorporate inputs of relevant stakeholders to build a solid bridge between the world of learning and world of work. Moreover, the curriculum should align with the existing framework and be recognised by different authorities nationally and internationally. The courses should (1) have contents and teaching practices that meet the needs of the industry; (2) contain a reasonable balance of technical, soft and work based skills; (3) carry out competency based assessment to evaluate the skills progression of the learner; (4) integrate quality instructional materials that emphasises learning-by-doing; (5) mainstream and regularly evaluate and update technology due to its short shelf-life in industry; (6) strengthen learner-centered pedagogy adopted for remote TVSD education.

LEVEL OF COUNTRY READINESS			
READY		PARTIALLY READY	NOT READY
Norm 2: Appropriate Teaching and competency-oriented Learning Curricula			
STANDARDS	There is an established protocol for trainer preparation for remote TVSD education with a focus on competency-based education ☐	Ad hoc trainer preparation for remote TVSD education with scant preparedness on competency-based education ☐	No trainer preparation for remote TVSD education with focus on competency-based education ☐
	Remote TVSD education curriculum in place with clear input from industry experts and organized course delivery in a way that trainers and learners simulate practice and demonstration ☐	Organization of remote TVSD education curriculum for course delivery is poor and difficult to showcase demonstration ☐	Remote TVSD education curriculum is not in place. ☐
	The curricula integrate contents, teaching practices, balance skills methodology, competency based assessment and quality instructional materials through virtual platforms ☐	The curricula integrate some contents, teaching practices, skills methodology, competency based assessment and quality instructional materials to enrich learning. ☐	Curricula does not integrate contents, teaching practices, balance skills methodology, competency based assessment and quality instructional materials to enrich learning. ☐

• Mechanism in place for regular evaluation and updating of technology to effectively support the learning goals and enhance the learning experience. ☐	• Mechanism for evaluation of learning is in place but weak on assessing competencies delivered virtually and the evaluation is ad hoc/not regular. ☐	• No mechanism in place for regular evaluation of technology to effectively support the learning goals and enhance the learning experience. ☐
• Courses included in the program contain content that fully aligns with appropriate learning standards with a balance of skills and competency approach and includes provisions for both intervention and accelerated learning opportunities. ☐	• Courses included in the program contain content that align with some of the learning standards skills or competency approach and provisions for intervention and accelerated learning opportunities are weak. ☐	• Course content does not align with appropriate learning standards skills or competency approach and has little or no provision for intervention and accelerated learning opportunities. ☐
• Courses included in the program provide regular and consistent opportunities for interaction that support active learning by doing and evaluation of competencies ☐	• Courses included in the program provide only some or ad-hoc opportunities for interaction that support active learning-by doing ☐	• Courses included in the program provide little or no opportunity for interaction that support active learning-by-doing ☐
• Courses included in the program provide a variety of activities that include options for in-depth learning through authentic problem-solving, work-based learning and experience from industry internships. ☐	• Courses included in the program provide a limited variety of activities for in-depth learning through authentic problem-solving, work-based learning and experience from industry through internships. ☐	• Courses have no variety of activities for in-depth learning through authentic problem-solving, work-based learning and experience from industry internships. ☐
• The curricula strengthen learner-centered pedagogy for remote TVSD education. ☐	• Learner-centered pedagogy for remote TVSD education is weak. ☐	• The curricula show little or no learner-centered pedagogy for remote TVSD education ☐
• Learning curricula and content are available in both synchronous modes through adequate internet connectivity on platforms and a variety of asynchronous modes ☐	• Learning curricula and content are available in asynchronous modes mainly through low tech in printed handouts or pre-recorded sessions on CDs and pen drives ☐	• Learning curricula and content are neither available in synchronous nor asynchronous modes ☐

Norm 3: Strong trainer workforce capacity

A well-trained and qualified trainer workforce with appropriate techno-pedagogical and industry skills is essential for successful remote TVSD education. This calls for comprehensively integrating aspects of remote TVSD education in in-service educator training that includes an elaborate in-service human capacity building programme on remote TVSD education, externships, continuous professional development, coaching and mentoring for psychosocial support of students

LEVEL OF COUNTRY READINESS				
READY		PARTIALLY READY		NOT READY
Norm 3: Strong trainer workforce capacity				
STANDARDS	Remote TVSD education is embedded in service trainer training including training on specific remote TVSD education software. ☐	Remote education is partially integrated in service trainer training including training on some remote TVSD education software ☐	Remote TVSD education is not integrated in service trainer training. ☐	
	An elaborate in-service human capacity building programme is in place on remote TVSD education ☐	An in-service human capacity building programme is in place on remote TVSD education but it is not comprehensive. ☐	No in-service human capacity building programme is in place on remote TVSD education. ☐	
	Existence of protocol on externship, continuous professional development, coaching and mentoring of teachers related to remote TVSD education delivery. ☐	There is no protocol, but a strategy exists on externship, continuous professional development, coaching and mentoring of teachers related to remote TVSD education delivery. ☐	No protocol or strategy is in place on externship, continuous professional development, coaching and mentoring of teachers related to remote TVSD education delivery. ☐	
	There is a clear process of re-skilling and redeployment of experienced industry practitioners as remote TVSD trainers ☐	There is partial redeployment of unemployed experienced industry personnel as remote TVSD facilitators ☐	There is no redeployment of unemployed industry practitioners on remote TVSD training ☐	

Integration of innovative approaches towards enhancing trainer capacity building in remote teaching and learning e.g. peer mentorship, project-based learning, practiced-based learning and collaborative learning. ☐	Trainers are partially trained on cloud and trained on innovative approaches towards enhancing trainer capacity building in remote teaching and learning partially integrated. ☐	No professional training of trainers on cloud and integration of innovative approaches towards enhancing trainer capacity building in remote teaching and learning. ☐
Trainers receive proper and consistent training on provision of social emotional learning and psychosocial support ☐	Trainers have received ad-hoc sessions on social emotional learning to assist students in remote TVSD delivery ☐	Teaching practices adapted to provide psycho-social support in remote TVSD education are inexistant. ☐
Incentive scheme in place to reward and retain dedicated, and innovative trainers involved in remote TVSD education. ☐	Incentive scheme in place to reward and retain dedicated and innovative trainers involved in remote TVSD education. ☐	There is no scheme and /or strategy to reward and retain dedicated and innovative trainers involved in remote TVSD education. ☐

Norm 4: Equitable and inclusive access to remote education

The issue of equitable and inclusive access to remote education is an opportunity and a challenge at the same time. The remote education system should provide online and offline learning platforms including appropriate pedagogical and didactical tools to (1) the hardest to reach; (2) most vulnerable households and areas; (3) women and girls (4) students with disabilities. TVSD education is considered as an effective approach to empower marginalised groups in society by increasing their skills and employability opportunities. The TVSD remote education system should adopt a flexible approach rather than a one-size-fits-all.

LEVEL OF COUNTRY READINESS			
READY		PARTIALLY READY	NOT READY
Norm 4: Equitable and inclusive access to remote education			
STANDARDS	Between at least 40-70% of TVSD students and trainees have equitable access to remote learning platforms and work-based learning through a host of schemes and incentives ☐	Between 20 and 40% of TVSD students have access to the online/distance learning platforms and work-based learning ☐	There are no online/ distance learning platforms. ☐
	Programme contents delivered through remote TVSD education are customized to learners' cognitive levels, context and circumstances. ☐	Programme contents delivered through remote TVSD education are partially customized to learner's levels. ☐	There is no programme contents delivered through remote TVSD education customized to learner's levels. ☐
	The remote TVSD education uses local & foreign languages and inclusive pedagogies. ☐	The remote TVSD education uses limited local language and some inclusive pedagogies. ☐	The remote TVSD education uses limited local language only and no inclusive pedagogies. ☐
	The remote TVSD education reaches those 80 % hardest to reach whether offline or online ☐	The remote TVSD education reaches between up to 50% of those hardest to reach ☐	There is no remote TVSD education targeting those hardest to reach. ☐

There is access to education of most vulnerable/marginalised groups that are less likely to enroll and more likely to drop out of school and assigned to alternative arrangements for workplace practical training ☐	Access of most vulnerable/marginalised groups that are less likely to enroll and more likely to drop out of school is limited and re-assigned to workplaces for practical training ☐	There are no arrangements to ensure access of most vulnerable/marginalised groups that are less likely to enroll and more likely to drop out of school is limited and no workplace training ☐
Remote TVSD education's eligibility requirements i.e. tools/ calendar/work-based attachment and levels are well communicated to learners and the community. ☐	Remote TVSD education's eligibility requirements i.e. tools/ calendar and levels exist but not well communicated to students and the community. ☐	Remote TVSD education's eligibility requirements i.e. tools/ calendar and work-based engagements and levels does not exist. ☐
There is a clearly established protocol for gender mainstreaming across TVSD remote education and artisan and technician jobs with an increase of 10-30% uptake of girls, back-to-work women and vulnerable and hardest-to-reach groups within 2-5 years ☐	There exists some ad-hoc sensitization campaigns for more girls and women's participation in remote TVSD education and artisan and technician training preparation ☐	There is no gender mainstreaming protocol in place to increase girls and women's participation in TVSD and remote TVSD education ☐
Measures are implemented to favor the attendance of between 75 and 100% of students who head households, are heavily tied to the care of the elderly, perform other household chores or are likely to face additional barriers that prevent them from attending remote TVSD education or receiving take-home packages and DIY-kits ☐	Measures are implemented to favor the attendance of between 50 and 75% of learners who head households, are heavily tied to the care of the elderly, perform other household chores or are likely to face additional barriers that prevent them from attending remote TVSD education or receiving take-home packages and DIY-kits ☐	Measures in place favor the attendance of less than 50% of learners who head households, are heavily tied to the care of the elderly, perform other household chores or are likely to face additional barriers that prevent them from attending remote TVSD education or receiving take-home packages and DIY-kits ☐

Norm 5: Capacity, infrastructure and new technologies

The remote TVSD education approach should rely on diversified vehicles tailored to contextual situations of trainers, learners, employers and communities. This necessitates having and maintaining infrastructure that supports the use of feature phones, tablets, laptops, softwares, intranet resources; as well as higher penetration of internet connectivity or fiberoptic for eLearning platforms and to provide assistance to those living with poor connectivity. For TVSD, there is need for a whole-of-approach that also includes work-based learning being accessible in its different formats to connect employers and trainees for skill uptake.

LEVEL OF COUNTRY READINESS				
READY		PARTIALLY READY		NOT READY
Norm 5: Capacity, infrastructure and new technologies				
STANDARDS	The remote TVSD education system uses feature phones, apps and learning softwares. ☐	The remote TVSD education system partially uses feature phones, apps and learning softwares. ☐	The remote TVSD education system does not use feature phones, apps and learning softwares. ☐	
	The remote TVSD education system uses educational ldearning software programmes ☐	The remote TVSD education system partially uses educational learning software programmes ☐	The remote TVSD education system does not use educational learning software programmes ☐	
	The remote TVSD education system uses internet/intranet resources. ☐	The remote TVSD education system seldom uses internet/intranet resources. ☐	The remote TVSD education system does not use internet/intranet resources. ☐	
	There is a hotline and clear system in place for the feedback loop of ICT-use in remote TVSD education to address difficulties encountered ☐	Remedial actions are in place but not comprehensive enough to respond to various difficulties encountered during remote TVSD education sessions. ☐	There are no feedback loops and remedial actions in place to address difficulties encountered during remote TVSD education sessions. ☐	

Trainers have been trained in the use of ICT and have at their disposal a suite of tools for the creation of asynchronous and synchronous content adapted to TVSD ☐	Trainers have access to tools but have not been adequately trained and mentored in the use of ICT ☐	Trainers do not have access to the tools to devise online TVSD courses ☐
There is a clear protocol for the creation of online courses for national TVSD qualifications including a centralized platform for vocational open online courses (a VOOC platform) ☐	There is a weak policy in place to encourage creation of materials adapted to TVSD online ☐	There is no repository of online courses adapted to TVSD ☐
There is a specific task team to respond to those living in areas with poor internet connectivity and ensure TVSD pedagogical continuity ☐	There exist alternatives but with lack of proper coordination to support TVSD learners and personnel living in areas with poor internet connectivity ☐	There are no programs to support those living in areas with poor internet connectivity not implemented. ☐
There is good and reliable internet connectivity infrastructure and sufficient coverage and bandwidth to support remote TVSD education including simulations ☐	There is basic internet connectivity infrastructure but not sufficient coverage and bandwidth to support remote TVSD education. Training can be done in a centralized place at the rural level – community centre or village hall through shared access to connectivity ☐	No internet connectivity infrastructure and wide enough coverage that can support remote TVSD education ☐
There is a clear protocol in place to assist learners with no access to computer devices outside class, hardest-to-reach areas with zero means to download remote TVSD education course material ☐	Limited measures exist and applied ad-hoc to provide help to learners with no access to internet connectivity and computer and non-computer devices (including phones) outside class ☐	No measures are in place to provide help to learners with no access to internet connectivity and computer and non-computer devices (including phones) outside class ☐

IT resources have been streamlined for at least 70% of students to access remote TVSD education material (low or high tech) and work on them. ☐	There exist adequate IT resources to make it possible for 40-70% of students to access remote TVSD education material (low or high tech) and work on them. ☐	Absence of IT resources to make it possible for at least 10-40% of students to access remote TVSD education material (low or high tech) and work on them. ☐
Local and foreign languages are fully available in ICT tools, including personalisation to vernacular ☐	Local and foreign languages are partially used in ICT tools. ☐	Local languages are not used in ICT tools. ☐
Remote TVSD educational materials are replete with self-paced pre-recorded sessions of practical demonstrations and printed step-by-step guides to skilling in a number of trades and crafts. ☐	Remote educational materials contain some demonstration videos and mostly printed step-by-step guides to skill building in very few trades and crafts. ☐	Remote educational materials are purely theoretical and do not contain step-by-step guides to skill building ☐
The education online platform has in-depth provision for virtual simulation software including virtual and augmented reality for TVSD education and demonstrations along with offline functionality option. ☐	The education online platform has limited provision for virtual simulations software and systems for select trades and crafts ☐	The education online platform has no provision for virtual simulation systems for trades and craft skill building ☐
There is extensive and consistent provision made for alternative infrastructures solution including TVs and Radios for effective remote TVSD learning ☐	There are provisions for alternative infrastructures solution including TVs and Radios but not widely spread for effective remote TVSD learning ☐	There are no provisions for alternative infrastructures solution including TVs, Radio, among others. ☐

Norm 6: Strong Education Management Information System

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

LEVEL OF COUNTRY READINESS			
READY		PARTIALLY READY	NOT READY
Norm 6: Strong Education Management Information System			
STANDARDS	Remote TVSD education data are regularly collected, analyzed, and communicated to interested audience in a timely manner. ☐	Remote TVSD education data are not regularly collected, analyzed, and communicated to interested audience in a timely manner. ☐	The remote TVSD education data are neither collected nor available. ☐
	Remote TVSD education decisions are empirically-based and allow for matching skills demand to skills supply for better economic activity ☐	Remote TVSD education decisions are sometimes evidence-based to support skill building for economic activity ☐	Where remote TVSD education exists, decisions are not evidence-based to support skill building for economic activity ☐
	Where measured, TVSD education data are fairly comprehensive in terms of inputs⁹ and on outputs and outcomes¹⁰ for impactful policy making ☐	Where measured, TVSD education data are fairly comprehensive in terms of inputs⁹ but do not track outputs and outcome¹⁰ for impactful policy making ☐	The remote TVSD education data measure inputs only and are incomplete ☐

⁹ Inputs include students' level of education, type, nature, parents' level of education and socioeconomic standing; gender ratio per program; language; disability (if any)

¹⁰ Outputs and outcomes describe level of attainment, scale and scope of completed artisan training or apprenticeships, placements in jobs, tracer studies, etc.

	The remote TVSD education data component is embedded in the county's and Country's EMIS strategy that permit analytical work for empirical based policy making ☐	Remote TVSD education data component is somewhat embedded in the local county's EMIS or on more rudimentary data capture tables and there is a weak EMIS strategy in place ☐	The county or country either does not have an EMIS strategy in place or, if in place, does not include remote TVSD education data component. ☐
	The remote TVSD education data users, including employers, are regularly consulted every quarter in order to update the EMIS information and implemented through e-surveys as well as regular surveys ☐	The remote TVSD education data users are consulted but not on regular basis through surveys. ☐	The remote TVSD education data users are not consulted at all. ☐

Norm 7: Public and private partnership

Institutionalized partnership between players in the public and private sector, as well as with civil society, development partners and other key stakeholders ensure coherence in developing an efficient and effective ecosystem for remote education. This linkage between industry and Government is even more important for TVSD due to the practical model of learning based primarily with industry. The key is to enter as equal partners rather than being subservient to Industry.

LEVEL OF COUNTRY READINESS			
READY		PARTIALLY READY	NOT READY
Norm 7: Public and private partnership			
STANDARDS	A PPP coordination unit for remote education is in place, including the possibility of long-term financing facilities and work-based learning (remote and physical) and it is well implemented ☐	A PPP coordination unit for TVSD remote education exists, including the possibility of long-term financing facilities and work-based learning, but it is ad hoc. ☐	A conducive environment for PPPs in TVSD remote education does not exist. ☐
	Skills necessary to prioritize and execute public private partnership (PPP) are enhanced for remote education ☐	Skills necessary to prioritize and execute public private partnership (PPP) exist but are not enhanced for remote education. ☐	Skills necessary to prioritize and execute public private partnership (PPP) do not exist for remote education. ☐
	Fully functional institutional coordination mechanisms are in place between teachers, education actors and communities for the smooth remote education delivery. ☐	Processes are in place to regularly consult beneficiaries of remote education regarding their needs, but consultations are on an ad hoc basis ☐	No consultations or processes in place to regularly consult beneficiaries of remote education regarding their needs and evaluate the relevance and practical utility of remote education programs. ☐

	A comprehensive variety of delivery systems are in place for interaction and feedback, contacting beneficiaries of remote TVSD education, making detailed comments and developing strategies for learner reinforcement focused on skill and competency building. ☐	Coordination mechanisms are in place between teachers, TVSD education actors and industry for the smooth online education delivery but are use in an ad hoc basis. ☐	There is no institutional coordination mechanism. ☐
	There is a specific training levy scheme and incentive structures operated on a matching-basis with private sector to encourage PPPs in remote TVSD education focused on generating skills outcomes, not inputs ☐	There is a training levy scheme that is not skill outcome focused but rather input-based with private sector for remote TVSD education ☐	There is no specific protocol in place for collaboration with private sector in PPP for remote TVSD education ☐
	Existence of clear orientation and information guide (document) to learners and their parents/ guardians on remote learning technologies and practices, differentiated by need and vulnerability ☐	Remote education is partially free for targeted learners. ☐	Remote education is expensive for targeted learners and PPP structures are not developed ☐
	There is an established procedure for business owners and employers to take on TVSD trainees against stipends as temporary skilled personnel in essential services and other businesses that are open ☐	There are structures and incentives for business owners and employers to take on TVSD trainees as temporary skilled personnel but ad hoc and only in essential services ☐	There are no structures and incentives for business owners and employers to take on TVSD trainees as temporary skilled personnel ☐

• A clear roadmap of intermittent and periodic surveys and stakeholder consultations are conducted to assess gap analysis in skills and employment from crisis and a proper cycle of feedback is carried out on remote TVSD education ☐	• Informal and ad-hoc surveys are launched to identify skills and employment gaps resulting from crisis and feedback is partially collected on remote TVSD education ☐	• No skills and employment gap analysis during and post crisis is conducted and feedback collected on remote TVSD education ☐
• A comprehensive policy is in place that provides accessibility support services, including e-portals for simulation or job portals, in compliance with special education policies and procedures in TVSD ☐	• Government covers 50% while private sector and/ or donors cover 50% of the cost of remote education including setting up of e-portals for simulation or job portals ☐	• Private sector and/ or donors cover 100% of the cost of remote education, including setting up of e-portals for simulation or job portals. ☐
• Learners and parents/ guardians are regularly consulted for appropriate decision making. ☐	• Existence of information to learners and their parents/guardians on remote learning practices but not documented. ☐	• There is no guide or information to learners and their parents/ guardians on online learning practices. ☐

Norm 8: Work-based Learning

Work-based learning is crucial for TVSD education as it helps learners to get exposed to and learn in a real world of work environment. This methodology allows to transform theoretical knowledge into practice and is focused on skill generation as opposed to theory and knowledge capture. Work-based learning takes place in a number of locations including secondary schools, specialised TVSD centres, NGOs, informal education, at the workplace, among others. It adopts a number of forms– from artisan training, apprenticeship, traineeship, internships, shadow assignments at work. It allows learner to (1) gain more practical experience (2) test theoretical knowledge learned in class in an applied setting (3) work directly with supervisors and industry experts on site.

LEVEL OF COUNTRY READINESS			
READY		PARTIALLY READY	NOT READY
Norm 8: Work-based Learning			
STANDARDS	There is an effective mechanism in place for work-based learning that includes remote TVSD learning and it is consistently applied ☐	A protocol for work-based learning that addresses remote TVSD learning exists but not yet implemented ☐	No protocol in place for work based learning that addresses remote TVSD learning ☐
	There is a policy and scheme for TVSD's role in short-term and bullet e-courses on re-skilling and up-skilling gaps through a centralized virtual ecosystem because on e-surveys of gaps from industry and essential services during crisis ☐	There is a policy and scheme for TVSD's role in short-term and bullet e-courses on re-skilling and up-skilling gaps but virtual ecosystem is not developed and surveys of immediate gaps in crisis are not done ☐	No policy or scheme for TVSD's role in short-term or bullet e-courses on re-skilling and up-skilling gaps ☐
	There is a virtual platform for work-based learning and remote skills exchange software between TVSD trainees and employers ☐	There is a virtual platform for work-based learning and remote skills exchange software between TVSD trainees and employers but it is seldom used ☐	There is no virtual platform for work-based learning and remote skills exchange software between TVSD trainees and employers ☐

• There is a proper protocol and centralized system to administer online work-based learning for the capacity development of TVSD personnel and stakeholders with more emphasis on high-tech¹¹ ☐	• There is little capacity development of TVSD personnel and stakeholders to administer online work-based learning on an ad-hoc basis and more emphasis on low-tech¹¹ ☐	• There is no capacity development of TVSD personnel and stakeholders to administer online work-based learning ☐
• There are clear mechanisms for digital assessment and certification system for work-based learning ☐	• There is a slow progressive move from low tech to high tech in devising digital assessment and certification system for work-based learning and not executed properly ☐	• There is no digital assessment and certification system for work-based learning ☐
• There is a clear procedure for e-portfolios of practical work systematically implemented and monitored by regulatory authorities in the form of online repositories and journals accessible to employers, trainers and trainees of TVSD ☐	• Ad-hoc portfolios of practical work exist and system is implemented partially by the regulatory authorities but mainly in the form of printed and low tech formats ☐	• No portfolios to track assessment and progression of practical work through work-based learning in TVSD ☐
• There is a clear protocol on redeployment of unemployed industry persons as trainers in remote TVSD delivery focused on essential services and eventually businesses that are open ☐	• There are some ad-hoc efforts to contract-out to industry practitioners as trainers during crisis for remote TVSD delivery, especially in essential services ☐	• No procedure on redeployment of unemployed industry persons as trainers in remote TVSD delivery ☐
• There is a systemic process for impact evaluation of the quality assurance system around virtual and remote work-based learning through skill impact assessments, tracer studies ☐	• Few evaluations are carried out on an ad-hoc basis but there is a systemic framework to evaluate the impact of remote work-based learning on skill building ☐	• There is no quality assurance process for impact evaluation of remote work-based learning ☐

¹¹ Refer to Home Learning Modalities Matrix of the [UNICEF remote learning COVID-19 response decision tree](#)

	• There is a protocol in place to periodically conduct an impact assessment for remote vs. physical TVSD delivery with feedback loops for enhancing work-based learning <input data-bbox="775 199 815 240" type="checkbox"/>	• Ad-hoc studies and analysis are done comparing remote TVSD delivery to physical TVSD delivery but not consistently applied to measure work-based learning efficacy <input data-bbox="1393 199 1433 240" type="checkbox"/>	• There is no impact assessment of comparing remote TVSD delivery and physical TVSD delivery for work-based learning efficacy <input data-bbox="2029 199 2069 240" type="checkbox"/>
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Norm 9: Resource mobilization

TVSD education is very resource intensive. Conducting remote TVSD effectively requires a blend of theoretical knowledge dispensed online and alternative models to physical practical training that may include synchronous and asynchronous formats such as virtual simulations, pre-recorded videos of demonstration of practical work, printed handouts of step-by-step guides on skill building, among others. Like any other initiative, without effective and efficient financial and human resources, the remote TVSD education would not yield the intended outcome to both the economy and students. Resource mobilization should include the following key components: (1) Ensure the appropriate budget is availed to enrich the remote learning unit; (2) review and mainstream financial and technical (including equipment) resources mobilization strategy; (3) regular upgrading of trainers' ICT skills to deliver remote TVSD education; and (4) strengthen alternative ways of financing the most marginalized students to benefit from remote education to ensure equity, (5) develop alternative models of engaging with industry for remote work-based learning.

LEVEL OF COUNTRY READINESS			
READY		PARTIALLY READY	NOT READY
Norm 9: Resource mobilization			
STANDARDS	A systematic approach is in place to develop a comprehensive budget for a TVSD remote learning strategy and unit with the support of all actors ☐	Insufficient budget is allocated to setting up a TVSD remote learning strategy and unit that results in a partial ☐	No budget is allocated for a remote TVSD learning strategy and unit ☐
	Consistent integration of innovative approaches towards enhancing trainer capacity building in remote teaching and learning e.g. peer mentorship, project-based learning, practiced-based learning and collaborative learning. ☐	Trainers are partially trained on cloud and trained on innovative approaches towards enhancing trainer capacity building in remote teaching and learning partially integrated. ☐	No professional training of trainers on cloud and integration of innovative approaches towards enhancing trainer capacity building in remote teaching and learning. ☐
	Innovation and creation of additional resources for educators to avail digital and remote learning content. ☐	Educators are not well supported to invent and innovate new or additional resources to be able to avail digital and remote learning content. ☐	There is no innovation and creation of additional resources for educators to avail digital and remote learning content. ☐

Remote education financing modalities, including grants, donors and PPPs, are mobilized and are supported by a sustainable strategy for long term investment ☐	Remote education financing modalities, including grants, donors and PPPs, are mobilized from few sources but inconsistent to warrant massive investment ☐	Remote TVSD education financing modalities, including grants, donors and PPPs, are not mobilized ☐
The marginalized and vulnerable students, including girls and women, form an integral part of a whole-of-approach to remote TVSD resource mobilization both in the form of low and high tech¹² ☐	The marginalized and vulnerable students, including girls, women and students with disabilities, receive little and sporadic access learning content on radios and TVs but no TVSD printed materials and no synchronous mode of remote TVSD education ☐	The marginalized and vulnerable students, including girls and women, are not included in remote TVSD resource mobilization ☐
There is a clear protocol for the creation of online courses for national TVSD qualifications including a centralized platform for vocational open online courses (a VOOC platform) ☐	There is a weak procedure in place to encourage creation of materials adapted to TVSD online ☐	There is no repository of online courses adapted to TVSD ☐
There is a specific budget allocated for TVSD remote learning based on the share of spending relative to ratio of TVSD to general education ☐	There is an ad-hoc budget earmarked for remote TVSD delivery but it is not consistent ☐	There is no specific budget allocated for TVSD remote learning within general education remote delivery ☐

¹² Refer to Home Learning Modalities Matrix of the [UNICEF remote learning COVID-19 response decision tree](#)

Norm 10: Information, communication and reporting

A time of crisis is a time of instability and uncertainty. Anxiety and higher stress levels are commonplace amidst the population. Above all, there is need to: (i) Communicate clearly and in simple terms to the whole population; (ii) Ensure that mechanisms are in place for feedback gathering and communication to all stakeholders, including administration, teachers, students, parents and employers; (iii) Ensure clear statements about any change in TVSD delivery and approach to remote TVSD education in a concise and step-by-step manner; (iv) Provide information counters and helplines and hotlines for students and trainers; (v) Ensure use of clear, concise, unambiguous language for online/distance education; (vi) Strengthen use of communication channels that the community prefer where possible, to reduce cultural and communication barriers; (vii) Be sensitive to different communication styles and varying cultures while communicating to students and parents remotely; and (viii) Enhance remote TVSD education system by eliminating communication barriers between students, trainers and parents; (ix) Issue clear communication to employers involved in work-based learning in terms of their role in remote TVSD education.

LEVEL OF COUNTRY READINESS			
READY		PARTIALLY READY	NOT READY
Norm 10: Information, communication and reporting			
STANDARDS	Effective and efficient communication channel between students and educators. ☐	Communication channel between students and educators exists but is not effective. ☐	No communication channel between students and educators. ☐
	Feedback gathering and communication to stakeholders (including administration, students, trainers, parents and employers) timely and strengthened ☐	Feedback gathering and communication to stakeholders (including administration, students, trainers, parents and employers) not strengthened. ☐	Feedbacks gathering and communication to stakeholders (including administration, students, trainers, parents and employers) does not exist. ☐
	Clear statements about TVSD delivery, especially if different Ministry than Education, and revised approach to remote TVSD education provided to students, trainers and employers ☐	Communication around TVSD delivery, especially if different Ministry than Education, and revised approach to remote TVSD education provided to students, trainers and employers are in place but not clear. ☐	No statements about the goals of the TVSD delivery and revised approach to remote TVSD education provided to students, trainers and employers ☐

Assistance through information counters, helplines and hotlines for students and trainers is in place and protocol is followed strictly ☐	Assistance through information counters, helplines and hotlines for students and trainers is in place but not always consistently applied ☐	Assistance through information counters, helplines and hotlines for students and trainers is not in place ☐
Use of clear, concise, unambiguous language for TVSD remote education for all students and trainers. ☐	Language for TVSD remote education is not clear, not concise, and ambiguous for some students and trainers. ☐	Language for TVSD remote education is not clear, not concise, and ambiguous for all students and trainers. ☐
Communication channels that remote TVSD education communities prefer are used effectively and efficiently to reduce cultural and communication barriers. ☐	Communication channels that remote TVSD education communities prefer are not used as effectively and efficiently to reduce cultural and communication barriers. ☐	Use of communication channels which are different from what remote TVSD education communities prefer to create cultural and communication barriers. ☐
Remote TVSD education course summaries, additional resources, and feedback to help students evaluate their learning progress remotely are communicated clearly. ☐	Remote TVSD education course's summaries, additional resources, and feedback to help students evaluate their learning progress remotely are not communicated clearly. ☐	No course summaries, no additional resources, and no feedback are availed to help students evaluate their learning progress remotely. ☐
Sensitivity in different communication styles and varying cultures while communication to students and parents remotely are emphasized and maintained. ☐	Sensitivity in different communication styles and varying cultures while communication to students and parents remotely not adhered to consistently. ☐	Sensitivity in different communication styles and varying cultures while communication to students and parents remotely are not adhered to. ☐
Remote TVSD education system adequately enhanced as there is no communicational barriers between students, trainers and parents. ☐	Remote education system not adequately enhanced despite the effort to eliminate the communicational barriers between students, trainers and parents. ☐	Dysfunctional remote education system resulting in communication barriers between students, trainers and parents. ☐

	• There is an established protocol for communication between authorities and employers in the new protocol for work- based learning, especially remote TVSD learning ☐	• There is a line of communication established between authorities and employers in the new protocol for work- based learning, especially remote TVSD learning but it is not clear or consistently applied ☐	• There is no specific line of communication between authorities and employers in the new protocol for work- based learning ☐
	• There is a period and consistent protocol of communication between in-company and in-school trainers about the progress and performance of students ☐	• There is a communication line between in-company and in-school trainers about the progress and performance of students but it is not consistently done ☐	• There is no communication between in-company and in-school trainers about the progress and performance of students ☐
	• There is a clear protocol in place for two-way communication and feedback from employers on efficacy of remote/physical work-based learning ☐	• There is a process in place to assess efficacy of remote/physical work-based learning from employers but is not consistently applied ☐	• There is no process in place to assess efficacy of remote/physical work-based learning from employers ☐

Norm 11: Peace and conflict prevention and resolution

There is need to put in place sound policies and procedures for peace and conflict prevention and resolution. It is only when students and parents feel safe that they will abide by the new regulations around remote learning. Policies and procedures should be accompanied by strong national legal frameworks that facilitate: (i) social safety net coverage for extremely poor students and families; (ii) movement of students, trainers and families in jeopardy and unable to stay and learn from home ; (iii) inclusivity of the remote learning especially for war-affected, disabled, marginalised students; (iv) special remedial TVSD learning for those afflicted through special tutorials and bespoke assistance; and (v) full safeguarding of students during apprenticeships including website access for malicious attacks and illicit materials.

LEVEL OF COUNTRY READINESS			
READY		PARTIALLY READY	NOT READY
Norm 11: Peace and conflict prevention and resolution			
STANDARDS	National social protection systems are in place including over TVSD remote learning and across the whole TVSD ecosystem ☐	Existing social insurance schemes based on community or occupation basis or family situation but not consistently applied across the TVSD ecosystem ☐	There are no social insurance schemes in place based on community or occupation basis, or family situation across the TVSD ecosystem ☐
	Sensitization practices for public, especially parents and community, on students' well-being during remote TVSD education mainstreamed ☐	Local organizations are not adequately involved and aware of provisions made by the Ministry of Education for remote TVSD education. ☐	Advocacy and sensitization activities that include the community, local NGOs and media are not yet established by the Ministry of Education or relevant Ministry for TVSD. ☐
	A clear mechanism is in place for families and students that cannot safely study from home and are at risk, to be transported to safe locations in a systemic manner ☐	A mechanism is in place for families and students that cannot safely study from home and are at risk to be transported to safe locations but no systemic coverage exists ☐	No mechanism is in place or communicated for families and students that cannot safely study from home and are at risk ☐

	• There are specific alternative models of remote TVSD learning in place for the war-affected, disabled, marginalised students and ensure pedagogical continuity and NGOs are active in maintaining pedagogical continuity ☐	• There is a process in place for alternative models of remote TVSD learning for the war-affected, disabled, marginalised students and ensure pedagogical continuity but it is not consistently applied ☐	• There is no process in place for alternative models of remote TVSD learning for the war-affected, disabled, marginalised students ☐
	• Remote TVSD education includes aspects of peace building and psychosocial support which is consistently applied across all at risk locations ☐	• Remote TVSD education includes aspects of peace building and psychosocial support but it is not the case for all counties and not systemically followed ☐	• Remote TVSD education does not include aspects of peace building and psychosocial support for the afflicted ☐
	• There is an established safeguarding protocol for employers before taking on students in apprenticeship ☐	• There is some safeguards in place to prevent exploitation of students during their apprenticeships but inconsistently applied ☐	• There is no framework for safeguarding of students during their apprenticeships ☐

Norm 12: Monitoring, evaluation and assessment

Monitoring, evaluation and assessment is a critical link in the value chain of education. In TVSD education, monitoring, evaluation and assessment is more complicated because learning takes place at different locations, in different formats and through different actors – trainers, supervisors and mentors at the workplace. Remote TVSD education makes it increasingly difficult given the practical nature of the learning. There is need, therefore, to strengthen: (1) feedback around continuity and frequency of access to remote TVSD content; (2) formative assessment for timely remediation interventions; (3) remote summative assessment for certification of teachers and students; (4) effectiveness of remote/physical work-based learning through employers for practical skills; (5) impact of short-term training for re-skilling and up-skilling of persons; (6) access to remedial support for partial and full drop outs; (7) effectiveness of take home packages and DIY kits and (8) the use of multiple methods to determine whether learning objectives/goals were met.

LEVEL OF COUNTRY READINESS			
READY		PARTIALLY READY	NOT READY
Norm 12: Monitoring, evaluation and assessment			
STANDARDS	There is an established central monitoring and evaluation protocol in place for access to remote TVSD content ☐	There is ad-hoc monitoring and evaluation conducted for access to remote TVSD content and it is not systematically collected. ☐	There is no monitoring and evaluation protocol over access to remote TVSD content ☐
	Ongoing timely and accurate formative assessments are provided for programme remediation and interventions where needed. ☐	Some formative assessments are provided for programme remediation and interventions. ☐	No formative assessments are provided for programme remediation and interventions where needed ☐
	The remote summative assessment process and certification system on skill uptake is mainstreamed ☐	The remote summative assessment process and certification system is weak to assess skill uptake ☐	There is no remote summative assessment process and certification system to assess skill uptake ☐
	There is a mechanism in place for a periodic feedback loop on short-term training as re-skilling and up-skilling for unemployed persons ☐	There is a communication cycle in place for feedback on short-term training as re-skilling and up-skilling for unemployed persons but it is not consistently followed ☐	There is no feedback on short-term training as re-skilling and up-skilling for unemployed persons ☐

• There is clear protocol on remedial support for partial or full drop outs from TVSD and data is periodically collected ☐	• There is remedial support for partial or full drop outs from TVSD but is seldom the case ☐	• There is no access to remedial support for partial or full drop outs from TVSD ☐
• The process to assess efficacy of take-home packages and DIY kits for skill uptake is in place and regular feedback is obtained ☐	• There is a process in place to assess efficacy of take-home packages and DIY kits for skill uptake but cannot be consistently measured ☐	• There is no process in place to assess efficacy of take-home packages and DIY kits for skill uptake ☐
• Multiple methods are utilized to determine whether learning objectives/ goals were met, and the data are used for remedial action. ☐	• Fewer methods are utilized to determine whether learning objectives/ goals were met and the data are not really used for remedial action. ☐	• No system in place to determine whether learning objectives/ goals were met. ☐
• Existence of strong and comprehensive quality assurance and assessment mechanisms for remote TVSD education learning outcomes. ☐	• Existing quality assurance and assessment mechanisms are weak. ☐	• There is no quality assurance and assessment mechanisms for remote TVSD education learning outcomes. ☐

Norm 13: Psychosocial Support

The well-being of students and trainers, instructors and facilitators in education and especially dealing with remote education needs to be closely monitored and supported. Prolonged lockdowns and self-isolations can easily give rise to anxiety, stress, demotivation, mental health and depression. As the teaching pedagogies and environment is different, the psychological support is very much required to promote wellness and wellbeing. The psychosocial support includes (1) wellbeing of all educators and promotion of pleasant working atmosphere; (2) wellbeing of students towards their learning and educational progression (3) support to employers in addressing skills atrophy and unlearning of trainees and students at the workplace or in tele-work.

LEVEL OF COUNTRY READINESS			
READY		PARTIALLY READY	NOT READY
Norm 13: Psychosocial Support			
STANDARDS	Psychosocial support exist for the wellbeing of all TVSD teaching personnels and learners ☐	Psychosocial support exists but not implemented ☐	No Psychosocial support exist ☐
	There is an established protocol in place for a counsellor or psychologist to periodically monitoring TVSD trainers and students to ensure their wellbeing ☐	Policy is in place for a counsellor or psychologist to monitor the mental and behaviours state of trainers and students, but not yet fully implemented ☐	No counsellor (neither part-time) or psychologist for assistance at school ☐
	Scheduled awareness and sensitization training/refresher sessions are conducted for TVSD management, trainers and parents' representatives on behaviours and attitudes control ☐	Awareness and sensitization training/refresher sessions are conducted on an ad hoc basis for TVSD management trainers and parents' representatives ☐	There are no measures in place to ensure that every member of the TVSD community understands the importance of well-being and psychosocial support ☐
	Procedures are in place and used for reporting any adverse behaviour of trainer during remote TVSD education ☐	Procedures in place for reporting any adverse behaviour of trainer during remote TVSD education but no proper follow up is done ☐	There is no monitoring of trainer's behaviours during remote TVSD education ☐

	There is a concerted strategy around financial and psychosocial support for TVSD personnel and trainers to fulfil their roles in ensuring well-being of students ☐	There is one-off psychosocial support at re-opening of TVSD centres for personnel and trainers to fulfil their roles in ensuring well-being of students but no concerted strategy for sustaining support ☐	There is no additional financial and psychosocial support for TVSD personnel and trainers to fulfil their roles in ensuring well-being of students ☐
	There is an established procedure for ongoing monitoring and feedback of trainees' well-being at the workplace or during remote work-based learning and assessment of the psychosocial support present at work ☐	There is a monitoring mechanism in place to assess trainees' well-being at the workplace or during remote work-based learning but not consistently applied ☐	There is no monitoring in place to assess trainees' well-being at the workplace or during remote work-based learning ☐

Conclusion

Today, with the COVID-19 pandemic and resulting crisis at hand, governments around the world are having to rapidly adapt a traditional system of education that has for long relied on a more traditional approach to education based primarily on a “talk and chalk” model of teacher addressing students in a physical class. The need for a comprehensive and robust plan to ensure continuation of learning while maintaining health, safety and hygiene of the students cannot be underestimated. With regards to TVSD delivery, governments need to prepare their education and training systems, and readapt their governance models to accommodate opportunities for TVSD institutions that recognizes their pivotal role to society and the economy. This will also enable TVSD to detach from its earlier weaker conception as lower level to academic learning and be recognized in the whole skill ecosystem as a full fledged partner in developing solutions, especially given that the delivery is deeply tied to industry. Policymakers are also in a strategic position to think on different time spans when planning their actions and consider short-term, medium-term and long-term response reactions, as per the matrix outlined by World Bank (2020), earlier in the document.

As a repository of high technical knowledge, TVSD systems have a crucial role to play in re-skilling and up-skilling around essential services and opening up their centres for access to equipment and facilities that can help those who are suffering in the short term. In the medium term, remote TVSD systems can play a key role in bringing innovative approaches to the nexus of how governments collaborate with industry through revised approaches to work-based learning and skilling.

At the same time, it is important to think of innovation in TVSD and its cost and implications. Learning that is fully online is unworkable at present because it cannot be equitably implemented and accessed by the majority of learners across many countries in Africa. If it is at the expense of the poor and vulnerable, the cost is too high. However, in the meantime, for those who have access to digital learning and the trainers who are able to make the transition, new practices, tools and methods, whether digital or traditional, or a mixture of the two, should be tried, shared and used to inform leaders and policymakers. Hence, there is need for this Toolkit to prepare the TVSD sub-sector to build progressive resilience by embracing TVSD remote education as a standalone or hybrid. A staircase strategy is also suggested for countries to adopt remote education as a step-by-step process moving from basic to higher levels of sophistication with proper mentoring and handholding. From this kind of incremental innovation, inequalities may well be reduced and the quality of learning improved for all learners.