## Microsoft

UNESCO

# Distance Learning Strategic Plan

A Guide for Primary and Secondary Education Systems to Implement Distance Learning, in partnership with UNESCO Global Education Coalition

**Over 1.5 billion learners in 165 countries are affected by COVID-19 school closures.**

"Never before have we witnessed educational disruption on such a scale," said UNESCO Director-General Audrey Azoulay. "Partnership is the only way forward. This Coalition is a call for coordinated and innovative action to unlock solutions that will not only support learners and teachers now, but through the recovery process, with a principle focus on inclusion and equity."

UNESCO Global Education Coalition rallied international organizations, civil society and private sector partners including Microsoft to ensure #LearningNeverStops.

**Specifically, the Coalition aims to:**

- Help countries in mobilizing resources and implementing innovative and context-appropriate solutions to provide education remotely, leveraging hi-tech, low-tech and no-tech approaches

- Seek equitable solutions and universal access

- Ensure coordinated responses and avoid overlapping efforts

- Facilitate the return of students to school when they reopen to avoid an upsurge in dropout rates

Microsoft Education Transformation Framework is an evidence-based model for designing system changes and leveraging technology to support that change. It can be a model to support schools and systems to build-on strengths and achieve successful alignment of strategic, operation, cultural, capacity, and technology resources to improve learning outcomes. There are **specific elements** of this Framework that are most relevant for Distance Learning strategies:

# Education Transformation Framework

## Distance Learning Strategic Plan Elements
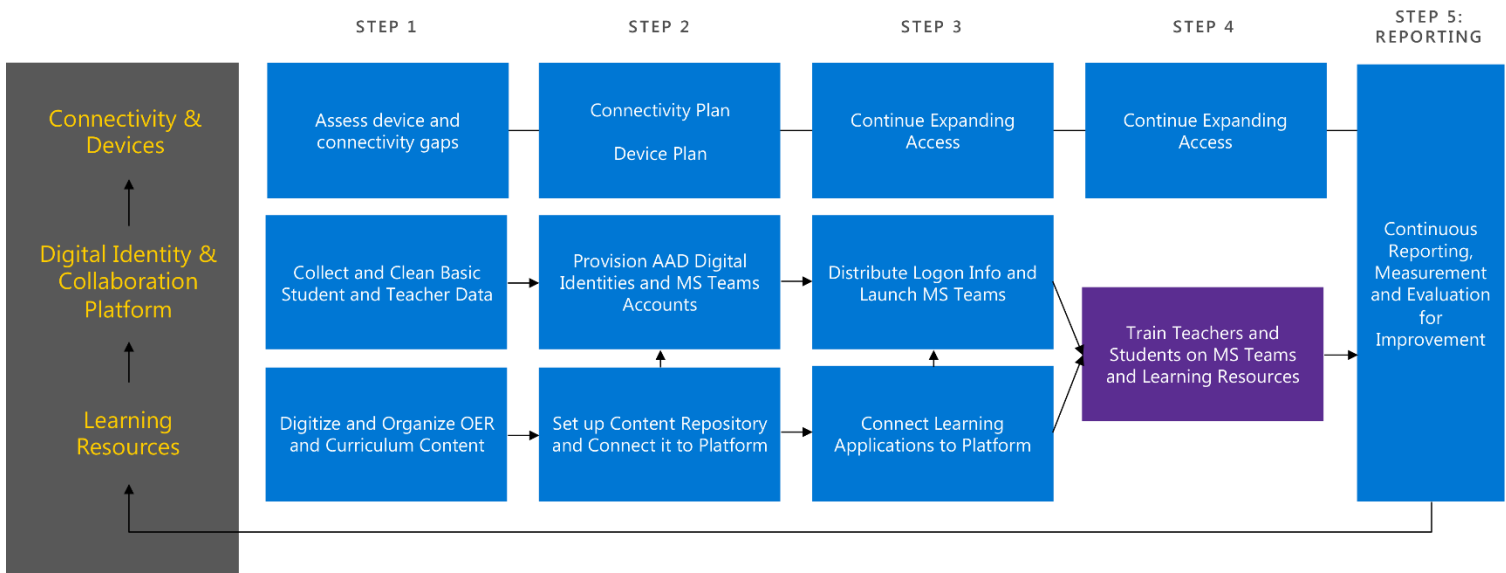


Distance Learning
Strategic Plan Elements ▶

**Leadership & Policy**
- Vision for Distance Learning
- Inclusion & Accessibility
- Strategic Planning & Quality Assurance
- Partnerships & Local Capacity Building

**Modern Teaching & Learning**
- Educator & Leader Development
- Curriculum & Assessment
- Personalized Learning & Well-being
- Immersive Experiences

**Intelligent Environments**
- Purpose Driven, Accessible Learning Spaces
- Facilities Management
- Sustainable & Responsible Design
- Smart, Integrated Security

**Technology Blueprint**
- Connectivity
- Devices for Learning
- Identity & Collaborative Platform
- Data and Reporting

Find out more http://aka.ms/ETF

School and system leaders and their technology teams are being challenged to respond quickly to the current crisis with equitable solutions. These solutions need to be equitable for all students, sustain distance learning over the long-term, ensure the safety and security of their students and set the digital foundation for continued innovation in learning when learners return to physical classrooms.

This *Distance Learning Strategic Plan for Education Systems* pulls together the elements from Microsoft Education that are most relevant for Distance Learning and provides a Technology Blueprint for rapid implementation.

Distance Learning Strategic Plan

# Distance Learning
## Technology Blueprint Implementation Steps

**Technology Blueprint**

|  | STEP 1 | STEP 2 | STEP 3 | STEP 4 | STEP 5: REPORTING |
|---|---|---|---|---|---|
| **Connectivity & Devices** | Assess device and connectivity gaps | Connectivity Plan / Device Plan | Continue Expanding Access | Continue Expanding Access | Continuous Reporting, Measurement and Evaluation for Improvement |
| **Digital Identity & Collaboration Platform** | Collect and Clean Basic Student and Teacher Data | Provision AAD Digital Identities and MS Teams Accounts | Distribute Logon Info and Launch MS Teams | Train Teachers and Students on MS Teams and Learning Resources | |
| **Learning Resources** | Digitize and Organize OER and Curriculum Content | Set up Content Repository and Connect it to Platform | Connect Learning Applications to Platform | | |

The Technology Blueprint is critical to underpin the success of implementing distance learning in contexts which range from low connectivity through to full connectivity. This guide identifies scenarios and associated suggested implementation approaches to position Microsoft as trusted advisor and set-up our customers for success now and into the new-normal.

# Overview of Distance Learning Strategic Plan

Context (COVID) - In times of local or global crisis, distance learning may be the only safe way to ensure students continue to learn. Microsoft is working closely with UNESCO's Global Education Coalition to support all countries in all stages of development to deploy technology for distance learning.

This Technology Blueprint document outlines **one process** for supporting all 3 stages of country readiness for distance learning, based on the current readiness of an education system.

# 3 stages of distance learning and Microsoft Education Ecosystem

| No or low connectivity | Emerging connectivity | Full connectivity |
|---|---|---|
| Broadcasting basic national curriculum | Asynchronous classes using digital online curriculum on mobile phones or devices, with intermittent teacher-student communications, and attendance reporting | Live online class meetings with complete national curriculum, student and teacher collaboration, and student grades and engagement reporting |
| **Microsoft Education Ecosystem**<br><br>Using technologies from Microsoft and our partner ecosystem to lower infrastructure costs and bring connectivity to all communities. Using global device ecosystem to expand device availability. | **Microsoft Education Ecosystem**<br><br>Digital Curriculum and OER content repository to provide access to learning resources for all learners, and Microsoft Teams for teacher, student and family communications and collaboration. | **Microsoft Education Ecosystem**<br><br>Microsoft Teams for both distance and in-school learning, providing advanced tools for inclusion of all learners and both synchronous and asynchronous class meetings. |
| *Airband Initiative* | *Microsoft Teams with Global and Local Digital Curriculum Partners* | *Microsoft Teams with Live Meetings, Video, and Partner Learning Applications* |

In reality, every country will have a mix of readiness for all three stages of distance learning, with some schools at the "Full connectivity" stage, some at the "No connectivity" stages, and the majority of schools in the "Emerging connectivity" stage. Having **one process** for Country Engagement Teams will allow those teams to support the progression of education transformation across the whole country. The information provided in this document is based on the latest programs, products, and support from our Microsoft engineering product groups, and will be updated as new supports and solutions for distance learning become available.

Country Engagement Teams should work with Ministries of Education or local education system leaders to ensure a clear understanding of the intended scenario to be supported by the engagement.

| | STAGE 1 | STAGE 2 | STAGE 3 |
|---|---|---|---|
| Objective | Broadcast basic curriculum for continuity of access to learning content, supplemented by print materials and attendance as possible | Providing asynchronous digital classes with online curriculum, some teacher-student communications and regular attendance reporting | Live online class meetings with complete national curriculum, student and teacher collaboration, and grade and engagement reporting |
| Access to Devices | • Radio or TV in every community | • At least one connected device per family<br>• All teachers have a connected device | • All teachers and all students have a connected device |
| Scenario Enabled | • Radio or TV is used to broadcast basic national wide curriculum<br>• Option: when families have mobile phones, provide national attendance Form direct from EMIS via SMS, email or mail | • Students have access to recorded lectures and national digital curriculum content<br>• Teachers can assign work and communicate with the class<br>• Attendance in digital classwork automatically captured and reported | • Live class meetings<br>• All curriculum and lectures available online<br>• Students' progress assessed online<br>• Students and teachers collaborate continuously<br>• Student grades and engagement reported |
| Limitations | • Attendance reporting not universal<br>• Only limited curriculum can be broadcast<br>• Uni-directional interaction | • Student connectivity and access still limited<br>• Teacher/student interaction not 'real time'<br>• Relies on student and family motivation | • Devices and connectivity expensive to deploy<br>• Teacher capacity-building will need to be ongoing |
| Benefits | • Quickest to deploy | • More continuous student engagement<br>• Teachers able to collaborate, use OER<br>• Teacher training can take place through Teams | • Students fully interact in modern learning environment that can supplement physical schools and accelerate learning for all |
| Key parallel undertakings | • Telecom/device partners to expand access<br>• Establish digital identities for all teachers and students | • Digital content providers, OER<br>• Teams deployed<br>• Local professional development partners | • Microsoft for reporting, data analytics |

Distance Learning Strategic Plan

# Microsoft Country Engagement Teams and Basic Implementation

The country engagement team will generally consist of the following roles and responsibilities:

- **Deployment Manager** – Overall scenario planning with Ministry of Education (MoE), coordinating UNESCO partners, providing Microsoft technical and training supports, and coordinating Access and Device Plans.

- **Technical Solution Specialist** (TSP) – "Platform" Data, Digital Identity and Microsoft Teams Deployment (working closely with Microsoft Edu Onboarding Team or FastTrack partners) and deploying initial attendance/engagement reporting.

- **Training Partner** (CSM/GTP) – Localizing Microsoft Education remote learning training materials, identifying and supporting local training partners. Working with MoE to identify and organize digital OER and Curricular Content, and localized Learning Apps. Managing digital storage of these learning resources and connecting resources to Microsoft Teams.

## Timeline Outline

### Week 1

- Overall scenario planning with Ministry of Education, identification of partner ecosystem.

- Access: Connectivity and Device Plans developed by MoE and telco partners, with support from MSFT Airband Initiative

- Platform: Submit requests to Edu Onboarding team for set-up support. If SIS/EMIS Basic Data available, data transformed to School Data Sync format; or "Data Collection App" used to collect Basic Data.

- Learning Resources: Digital curriculum content identified or planned. Training materials collected and training plan developed.

### Week 2

- Access: Solutions and estimates developed; procurement requests made to funding sources (as necessary) or RFPs sent.

- Platform: Digital Identities and O365 Accounts Provisioned; MoES sends username and passwords to staff and teachers; training links included.

- Learning Resources: Curriculum content storage source connected to Teams for teacher access.

### Week 3 to 4

- Access: Connectivity and device plans continue.
- Platform: Teams-based help desk established. School Leader and Teacher training webinars; teachers collaborate online in staff Teams; teachers prepare first lessons; students and families receive usernames, passwords and initial training on using Teams.
- Learning Resources: Learning applications in local languages identified and connected to Teams.

### Week 4 to 6

- Access: Connectivity and device solutions continue.
- Platform: Teachers collaborate with students via Teams, assign learning, support students using Teams.
- Learning Resources: Training for teachers continues.
- Reporting: Student digital activity reports for teachers in Microsoft Teams and a new digital engagement analytics pilot for system leaders

Each of the layers (Access, Platform, Learning Resources) of the Tech Blueprint are not necessarily interdependent. They are expected to proceed at different paces. The O365 Teams platform implementation can proceed without full connectivity of the whole country. Connected devices will take much longer to plan, fund, and deploy than the Teams Platform and Learning Resources training. The intent is to support the system's Access goals, and get them started on the road to full connectivity, to proceed with platform implementation and training to get those teachers and students who have connected devices teaching and learning as quickly as possible, and to extend to the whole country as quickly as possible.

# Additional Assets

Microsoft Education Transformation http://aka.ms/etf

Microsoft Education Analytics: A Maturity Model
https://edudownloads.azureedge.net/msdownloads/Microsoft-Education-Transformation.pdf

Class of 2030 and Life-Ready Learning: http://aka.ms/classof2030signup