



Ushirika wa Maendeleo ya Elimu Barani Afrika
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



**HIGHER
EDUCATION**

Remote Education Benchmarking Toolkit



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List of Acronyms and Abbreviations

ADEA	Association for the Development of Education in Africa
ANAQ-Sup	National Higher Education Quality Assurance Authority
COVID-19	Coronavirus Disease first appeared in 2019
ICT	Information and Communication Technologies
ICTE	Information and Communication Technologies for Education

Introduction

The COVID-19 pandemic has wreaked a historically unprecedented shock on education systems in Africa. Many higher education institutions were closed by governments in response to the pandemic. The lost learning time not only harms the current generation but could undo decades of progress.

At the same time, the crisis has stimulated innovation in the higher education sub-sector. Non-traditional and distance education options have been developed thanks to the rapid intervention of States and partners around the world committed to ensuring educational continuity.

However, not all African countries are at the same level of distance education development. In many countries, the development of effective distance education is still in its infancy.

Based on the above, The Association for the Development of Education in Africa (ADEA) proposes this toolkit to Ministries of Higher Education in African countries to help them to think, plan and ensure improved implementation and effective distance education.

As a reminder, the methodology for developing this toolkit is marked by the following stages:

- Terms of reference drawn up by the ADEA team;
- Recruitment of a consultant to design and write the toolkit;
- Proposal for the first draft of the document;
- Sharing and validation by the ADEA team and by stakeholders and other players (Ministries of Higher Education, higher education institutions, experts in distance learning and university governance, etc.);
- Pilot implementation of the toolkit by two pilot countries, Senegal and Morocco;
- Taking into account the recommendations made by ADEA based on the pilot, finalisation and validation phases.

Toolkit User Guide

The toolkit is designed to enable African governments to assess the level of development of distance education in their higher education systems in order to identify ways to improve their education and training practices. This assessment is a means of estimating how far the country has come from and how far the country must still go to achieve the expected performance in the development of effective distance learning.

The toolkit is organized into norms, standards, benchmarks and standards implementation elements.

Norms refer to a set of characteristics considered as criteria to be met in order to develop effective distance education. These are headings that structure the activities and tasks required to ensure distance learning.

Standards refer to levels of reference and best practices for the effective implementation of the activities and tasks of a norm in distance education development.

Benchmarks express what needs to be done to meet the standard set for effective distance education.

The **implementation elements and actions** allow for the implementation of benchmarks and the definition of target values as well as the identification of evidence of their achievement. It is a set of factual data and accomplishments that allow us to make judgments about the level of implementation of the benchmarks.

The toolkit includes eleven (11) norms covering standards with associated benchmarks and implementation elements and actions. The aim is for governments to assess all the standards in the toolkit, based on the benchmarks, and to gather all the information needed to improve their distance education practices by implementing effective actions.

After analysing the various standards relating to each norm, it is important to give a written general assessment in order to give an overview of the level of achievement of the norm and to make relevant recommendations for its achievement.

Norm 1: Strong, relevant and effective legal and policy framework

The onus is on the government to put in place a strong, relevant, and effective national policy and legal framework to support the development of distant higher education. This framework, based on strategic options and international best practice, promotes distance learning. This will be achieved by promoting and managing it through a dedicated administrative and technical unit; through legal instruments; and by ensuring connectivity, access to educational resources and adequate funding is available in an equitable and inclusive manner.

Standards	Benchmarks	Implementation elements and actions	Level of preparation			Notes / Comments / Observations
			Ready	Partially ready	Not ready	
Relevant and effective distance learning policy based on international best practice, the country context and the national strategic plan is in place.	A policy setting out the strategic objectives for distance learning, formulated in a strategic plan and taking into account international best practice and strategic options for the development of higher education, is available and published.	Draw up and publish a national policy and strategic plan for the development of distance learning, with clear objectives and implementation plans, and which takes account of the synergy between the various actions and initiatives developed by the country, with a view to pooling them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>Legal and regulatory framework available to support the development of distance learning.</p>	<ul style="list-style-type: none"> • The national legal framework has been overhauled and, among other things, gives equal dignity to face-to-face and distance learning, facilitates teleworking, protects personal data and regulates the acquisition of property rights over courses and teaching materials. • The level of implementation of legislative and regulatory instruments is monitored at all national and institutional levels 	<ul style="list-style-type: none"> • Drawing up and enacting laws and regulations that put face-to-face and distance learning on an equal footing, facilitate teleworking, protect personal data and regulate the acquisition of property rights over courses and teaching materials, and taking account of the specific features of distance learning in the texts. • Regular evaluations are organised to monitor and improve the legislative and regulatory framework for distance learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Effective government support for equitable and inclusive access to the internet and online educational resources.</p>	<p>The government develops an equitable and inclusive policy for access to the internet and educational resources with a view to guaranteeing connectivity on campuses, facilitating the acquisition of bandwidth and terminals (computers) for teachers, students and other staff, and setting up national online documentary databases.</p>	<p>Implement a policy of equitable and inclusive access to the Internet, acquisition of computers and databases, in conjunction with telecommunications, internet services and online documentary resources operators.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

National funding available to support the development and widespread introduction of distance learning at all levels of higher education.	The government supports the financing of connectivity, the acquisition of computer hardware and equipment and databases, and assists higher education institutions in the development and promotion of distance learning.	<ul style="list-style-type: none"> • Set up a fund to finance the development of distance learning. • Develop nationwide projects for the digital transformation of the higher education and research ecosystem as part of a short-, medium-and-long-term policy. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Unit for the administration, promotion and development of distance learning established within the Ministry of Higher Education.	The Ministry of Higher Education has an administrative and technical unit responsible for the management, promotion and development of distance learning, with a clear remit and organisational chart, and a sufficient number and quality of staff.	Set up an administrative and technical unit responsible for the management, promotion and development of distance learning, with a clear remit and organisational chart, and a sufficient number and quality of staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General assessment of Norm 1:

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Norm 2: Relevant and effective strategy, organisation, operation and quality management for distance learning

For a harmonious development of distance education in higher education, it is necessary to review the strategies, organization, operation and quality management within the universities. This option requires the inclusion of distance learning in the missions and strategic objectives; clarification of the processes of teacher involvement; provision of qualified staff and sufficient infrastructure; and the establishment of a functional quality assurance system.

Standards	Benchmarks	Implementation elements and actions	Level of preparation			Notes / Comments / Observations
			Ready	Partially ready	Not ready	
Distance learning introduced into the missions and strategic objectives of higher education institutions.	The missions and strategic objectives of higher education institutions point to distance learning as a major strategic choice.	Take into account distance learning in defining the missions and strategic objectives of higher education institutions, with actions and activities that are clearly defined, implemented, monitored and evaluated, taking into consideration the national framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching staff involved in decision-making concerning distance learning.	The levels of involvement of teaching staff in decision-making concerning distance learning are explicitly written down and known.	Draw up an official document setting out the processes for involving teaching staff in decision-making concerning distance learning, followed by awareness-raising, training and the provision of tools to facilitate their involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Equipping higher education institutions with qualified staff and adequate infrastructure to meet distance learning objectives.	The number of teaching, administrative and technical staff, infrastructure and equipment is sufficient and appropriate for distance learning purposes.	Identify the needs of higher education institutions in order to achieve their distance learning objectives, with a view to developing strategies to enhance the skills of distance learning staff through training and the provision of appropriate infrastructure and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Established quality assurance system for distance learning.	Measures are taken to support quality assurance in distance learning.	List the quality assurance measures to be taken to guarantee the quality of distance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General assessment of Norm 2:

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Norm 3: Appropriate technology governance

Technological governance is an important lever in the implementation of distance higher education. It is concerned with the key issues of technology policy, ensuring that the necessary resources are available and that IT resources, infrastructure and equipment are used correctly and are accessible.

Standards	Benchmarks	Implementation elements and actions	Level of preparation			Notes / Comments / Observations
			Ready	Partially ready	Not ready	
Implementation of a technology policy to ensure that the necessary and appropriate resources are available for distance learning activities to run smoothly.	The technology policy defined as part of the strategy makes it possible to optimise the use of IT resources and their efficiency, to identify and control operational risks and also to measure their performance.	Draw up the technological development policy, including the use of IT resources, risk management and criteria for measuring effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adequate infrastructure and equipment to achieve the objectives of distance learning and to ensure that it is accessible to all staff.	The infrastructure and equipment needed to achieve the objectives of distance learning are available and accessible.	Provide higher education institutions with the infrastructure and equipment they need to deliver high-quality distance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>Adequate Internet network and availability of terminals for distance learning.</p>	<p>The Internet is widespread in higher education institutions and staff and students are equipped with terminals (computers, smartphones, IPADs, etc.).</p>	<p>Draw up a policy document on widespread broadband connectivity, the acquisition/renewal of computers, licences, servers and other equipment, and on incentives for players to make their own acquisitions.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Digital library with relevant, high-quality documentation that is easily accessible to users.</p>	<ul style="list-style-type: none"> • The digital library is available and accessible. It has a wide range of appropriate documentation. • It provides effective support for teaching/learning and research activities. 	<ul style="list-style-type: none"> • Develop a strategy for setting up a functional, accessible digital library with relevant, high-quality documentation. • Set aside a percentage of the institution's budget to be devoted to the digital library and documentation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Efficient pooling and monitoring of technology and teaching methods to ensure effective distance learning in line with the latest developments and innovations.</p>	<p>A policy of pooling resources at national and institutional level and technology monitoring tools are being developed to support effective and innovative distance learning.</p>	<p>Prepare and implement a policy of sharing and monitoring technological and pedagogical developments using appropriate tools with a view to implement high-quality distance learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General assessment of Norm 3:

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Norm 4: Adapted, readable training programmes guaranteeing effective and transparent assessment conditions and appropriate student follow-up

In the context of distance learning, traditional training programmes are being adapted on the basis of a number of reference documents and principles, while retaining their legibility through the credit system and opportunities for academic mobility. To reinforce credibility, the conditions for assessing learning and success, as well as the evaluation of training programmes, need to be well defined. In the same vein, it is important to organise the monitoring of student learning and the integration of graduates.

Standards	Benchmarks	Implementation elements and actions	Level of preparation			Notes / Comments / Observations
			Ready	Partially ready	Not ready	
Adapting training programmes provided for distance learning.	<ul style="list-style-type: none"> The development of online courses is based on scripting reference documents with quality requirements common to all training courses in compliance with the principles of reusability, accessibility and interoperability. The training programmes offered correspond to international standards with an institutional approval system that takes distance learning into account. 	<ul style="list-style-type: none"> Have trained teachers draw up a document setting out the range of courses available, taking distance learning into account. Set up a system for approving distance learning programmes. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>Endowment of the training offer with a system of transferable and capitalizable credits favoring academic mobility.</p>	<p>Students' performance is validated through a credit system.</p>	<p>Prepare a document describing the credit system.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Clear definition of and compliance with the conditions for assessing learning and obtaining academic qualifications.</p>	<p>The conditions under which distance learning courses are assessed and diplomas awarded are defined and respected, guaranteeing their credibility and security.</p>	<p>Establish a system for evaluating learning and awarding degrees that guarantees transparency, credibility, security, validity and reliability.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Organisation of the monitoring of students' educational programme and the professional integration of graduates.</p>	<ul style="list-style-type: none"> • The online tracking system for the course is up and running. • Periodic surveys of students and graduates are used by the institution to improve its education and training provision. 	<ul style="list-style-type: none"> • Establish a mechanism for educational monitoring and online surveys among students and graduates, which can be managed by a dedicated structure. • Indicate the most recent survey among students and graduates. Indicate the report on the use of the results. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>Alumni tracking system and use of employment databases.</p>	<ul style="list-style-type: none"> • The alumni follow-up system exists and is operational. • Alumni contribute to the development of training programmes and the integration of students and graduates. • Employment databases are used to adapt training provision to the labour market. 	<ul style="list-style-type: none"> • Establish and regularly update the alumni database. • Report on activities and achievements in relation to alumni. • Set up a system for monitoring updates to employment databases. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Periodic evaluation of training programmes to ensure their quality.</p>	<ul style="list-style-type: none"> • All training programmes are periodically evaluated. • Training programme evaluations are used and monitored to improve the education and training on offer. 	<p>Define the policy for evaluating training programmes and the use of the results.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General assessment of Norm 4:

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Norm 5: Competent teaching staff and tutors

Distance learning involves teaching staff and tutors with specific skills, particularly didactic, technical and techno-pedagogical skills. To acquire these skills, it is important to develop continuing education and training activities, as well as a sustainable policy for the next generation that incorporates pedagogical innovation and distance learning.

Standards	Benchmarks	Implementation elements and actions	Level of preparation			Notes / Comments / Observations
			Ready	Partially ready	Not ready	
Didactic and pedagogical skills in distance teaching for teachers.	Didactic and technical skills in distance teaching are assessed when teachers are recruited and promoted.	Identify the didactic and technical skills required for the distance learning system deployed, with a view to enhancing digital teaching skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tutors' technical teaching skills.	Tutors' technical teaching skills are assessed when they are recruited.	Identify the technical teaching skills of tutors according to the distance learning system deployed, with a view to enhancing their digital teaching skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Regulations governing in-service training and further training in distance learning for teachers and tutors.	There is an ongoing training programme for teachers and tutors in distance learning and educational technologies.	Put in place incentive regulations and a policy of ongoing training and further training for teachers and tutors, which are regularly evaluated to ensure their effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Effectiveness of the work of teachers and tutors.	The lessons taught by the teachers and tutors are assessed.	Set up a mechanism for evaluating teaching and using the results to improve the quality of teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A sustainable policy for the next generation, including distance learning.	Pedagogical innovation and distance learning are integrated into the teacher succession policy.	Integrate distance learning into the policy for the succession of teaching staff, particularly in doctoral training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Motivating staff to develop high-quality distance learning	The efforts of the staff involved in distance learning, particularly teachers, are recognised and rewarded by the institutions.	Draw up a policy to motivate teachers involved in promoting distance learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General assessment of Norm 5:

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Norm 6: Competent administrative, technical and service staff

Administrative, technical and service staff support the delivery of distance learning courses. Their recruitment, promotion and capacity building take into account the match between their profiles and the institution's distance learning needs, as well as the IT and techno-pedagogical skills required to support online services.

Standards	Benchmarks	Implementation elements and actions	Level of preparation			Notes / Comments / Observations
			Ready	Partially ready	Not ready	
Rules governing recruitment and promotion procedures for administrative, technical and service staff.	A document setting out the recruitment rules exists and is applied. These rules ensure that profiles match distance learning needs.	Establish relevant and effective recruitment procedures through specifications that guarantee a match between profiles and distance learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Availability of educators in technical fields and IT specialists with the skills needed to support online services.	The teaching technology and IT staff are available and sufficient, and have all the profiles and skills needed to ensure that distance learning runs smoothly.	Draw up a directory of techno-pedagogical teachers and IT specialists to ensure that the quantity and skills needed for high-quality distance learning are available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Ongoing training and development for administrative, technical and service staff.	A continuing education programme for administrative, technical and service staff in distance learning and information and communication technologies for teaching is available.	Put in place an appropriate policy and system for continuing and advanced training in distance learning and information and communication technologies, and evaluate them regularly to ensure their effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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General assessment of Norm 6:

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Norm 7: Students well-informed, well-supported and active in academic life

For students to take an active part in academic life, especially as part of distance education, it is important to regulate and publicize the conditions for admission to distance education; promotion to a higher level; equal opportunity and equity; adequate supervision and access to counseling and support for success.

Standards	Benchmarks	Implementation elements and actions	Level of preparation			Notes / Comments / Observations
			Ready	Partially ready	Not ready	
Regulation, publication and compliance with conditions and procedures for admission to training programmes, progression and transfer from one level to another.	The conditions and procedures for admission, as well as the conditions for moving from one level to another, are regulated, known and published. They comply with legal and regulatory provisions. They support distance learning.	Draw up a published document defining the conditions and procedures for access to distance learning and the conditions for moving from one level to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Equal opportunities and fairness regardless of gender, geographical location or disability.	Statistics are available for each distance learning programme, showing the distribution of students by gender, geographical location and disability or special needs.	Compile a statistical directory taking into account gender and geographical location to monitor equitable access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Effective supervision of distance learning students.	There are enough teachers and tutors to ensure that students are properly supervised. Surveys on the quality of supervision are carried out regularly.	Define the appropriate staffing levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Involvement of students in academic life and availability of counseling services and support to help them succeed.	<ul style="list-style-type: none"> • Students are effectively involved in decision-making processes relating to academic life. • Students have access to a structure offering counseling, support for success and information on their studies and time management. • Appropriate services enable students to access courses online and enhance their individual and group learning. 	<ul style="list-style-type: none"> • Draw up a document defining the conditions for student participation in decision-making processes relating to academic life. • Create a structure for counseling services, information, help and support for success, with a list of the services offered. • Set up an online access system that takes into account individual and collective needs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Special service for students with disabilities.	Special arrangements have been made for students with disabilities or special needs.	Put in place a system and appropriate tools for people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General assessment of Norm 7:

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Norm 8: Dynamic and mutually-beneficial cooperation and partnerships with the socio-economic world

Mutual enrichment, the sharing of experience and good practice and support for the development of distance learning can be facilitated by national, regional and international cooperation, by partnership with the socio-economic world and by collaboration with the social partners at national level.

Standards	Benchmarks	Implementation elements and actions	Level of preparation			Notes / Comments / Observations
			Ready	Partially Ready	Not ready	
National, regional and international collaboration.	Cooperation agreements exist at national, regional and international level between the government and higher education establishments for distance learning.	Sign cooperation agreements between institutions in the area of distance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Agreements with Internet, computing and information and communication technologies professional community for education.	Relations with the Internet, IT and ICT for education professional community are maintained to support distance learning.	Signing a wide range of partnership agreements with Internet and IT service providers and with designers of distance learning platforms and solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General assessment of Norm 8:

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Norm 9: Relevant, objective, effective and transparent information and communication

For distance learning to be a success, it is important to have relevant, up-to-date quantitative and qualitative information on which to base decisions, and to have an objective, effective and transparent internal and external communications policy.

Standards	Benchmarks	Implementation elements and actions	Level of preparation			Notes / Comments / Observations
			Ready	Partially Ready	Not ready	
Relevant, up-to-date quantitative and qualitative information for decision-making and for internal and external communication.	The databases needed to make decisions about distance learning are available.	Create a structure dedicated to the management of the information and communication system integrating distance learning, with a set of implementation, monitoring and evaluation indicators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
An objective, effective and transparent internal and external communications policy that includes distance learning.	<ul style="list-style-type: none"> Reliable and rigorous information, particularly concerning distance learning, is available and made public. 	<ul style="list-style-type: none"> Draw up a communication plan/scheme that is known and understood by all staff and users, with clearly identified actions for internal and external communication to encourage stakeholder buy-in, and also a list of available means of communication. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	<ul style="list-style-type: none"> • Communication channels and tools for all staff and users at all levels are available to disseminate and receive relevant information about distance learning. 	<ul style="list-style-type: none"> • Set up relevant and effective communication channels and tools for sharing and disseminating information between distance education stakeholders (staff, students, decision-makers, etc.) 				
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General assessment of Norm 9:

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Norm 10: Sustainable development, environment and community service

Sustainable development, environmental issues and community service are taken into account in the academic, pedagogical and scientific development of higher education systems, particularly in the context of distance learning.

Standards	Benchmarks	Implementation elements and actions	Level of preparation			Notes / Comments / Observations
			Ready	Partially ready	Not ready	
Sustainable development and the environment.	Environmental protection and sustainable development are taken into account by higher education as part of its missions, including distance learning with specific infrastructure and equipment.	Develop an environmental protection policy and set up a structure to implement it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Community service.	Community service is taken into account by higher education as part of its remit, which includes distance learning.	Promote community service, taking into account the specific nature and opportunities of distance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General assessment of the Norm 10:

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Norm 11: Consolidation and development prospects for distance learning

In view of the accelerated development of distance learning and the educational transformations brought about by digital technology, the ministries and/or other bodies responsible for higher education will be reviewing their strategies and initiating new projects in the short, medium and long term with a view to consolidating and encouraging the emergence of innovative teaching practices.

Standards	Benchmarks	Implementation elements and actions	Level of preparation			Notes / Comments / Observations
			Ready	Partially ready	Not ready	
Medium and long-term development projects in line with the objectives of pedagogical transformation, including distance learning.	Investment projects to develop distance learning and pedagogical transformation are part of strategic partnerships.	Draw up investment projects for the development of distance learning, taking into account technological assessment and national and institutional strategic planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strategy for achieving new development objectives and educational transformation.	New objectives have been set for the development of distance learning.	Draw up a document describing the new objectives for the development of distance learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

General assessment of the Norm 11:

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Conclusion

The development of this toolkit for the implementation of distance learning in higher education is based, *inter alia*, on the need to help countries be better prepared to ensure continuity of teaching/learning faced with crises like the one involving COVID-19. The toolkit is also a tool to help initiate the pedagogical transformation that will henceforth characterize the education, training and higher education sector.

The toolkit has been designed with a synergistic approach, integrating both the shared obligations of higher education institutions and national governance bodies. It is designed as a self-assessment tool for ministries and/or other structures responsible for higher education wishing to provide a distance learning offer meeting a certain number of standards. Higher education, which will be able to cope with new and unusual situations, such as that of COVID-19, will have to integrate information and communication technologies (ICTs) and digitalization to the best of its ability in order to make it a current and future tool, integrating its policies and governance to meet the needs of Africa's socio-economic-demographic environment.

Therefore, it is necessary that the implementation of the toolkit integrates support processes for a better ownership by the various actors, in order to have a common understanding and culture. To this end, in the light of practical experience, it may be deemed appropriate to enrich the tool, in the future, for greater efficiency.



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