

MOBILIZING AUDIO FOR LEARNING DURING AND AFTER COVID-19

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INTRODUCTION

Rebecca Rhodes
Team Lead, USAID Reading and Literacy

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AGENDA



Introduction

Rebecca Rhodes, USAID

GDL Radio

Christer Gundersen, Global Digital Library

Mobilizing Audio for Learning During and After COVID-19

Rachel Christina & Simon Richmond, EDC
Dorothy Matiti, USAID Malawi

Q&A

GDL RADIO

Christer Gundersen
CTO, Global Digital Library

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MOBILIZING AUDIO for LEARNING

Dr. Rachel Christina
Director, International Basic Education, EDC

Dr. Simon Richmond
Team Leader, ICT in Education, EDC

Dorothy Matiti
USAID Malawi

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The logo for the Education Development Center (EDC), consisting of the letters 'EDC' in a bold, sans-serif font inside a white square.

Education
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A photograph of two women and a young child standing in front of lush green foliage. The woman on the left is smiling broadly. The child in the center is looking directly at the camera. The woman on the right is also smiling and holding a blue portable audio player with a speaker. The title text is overlaid on the image.

Mobilizing Audio for Learning During and After COVID-19

Dr. Rachel Christina
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Education Development Center

Dr. Simon Richmond
Team Leader, ICT in Education
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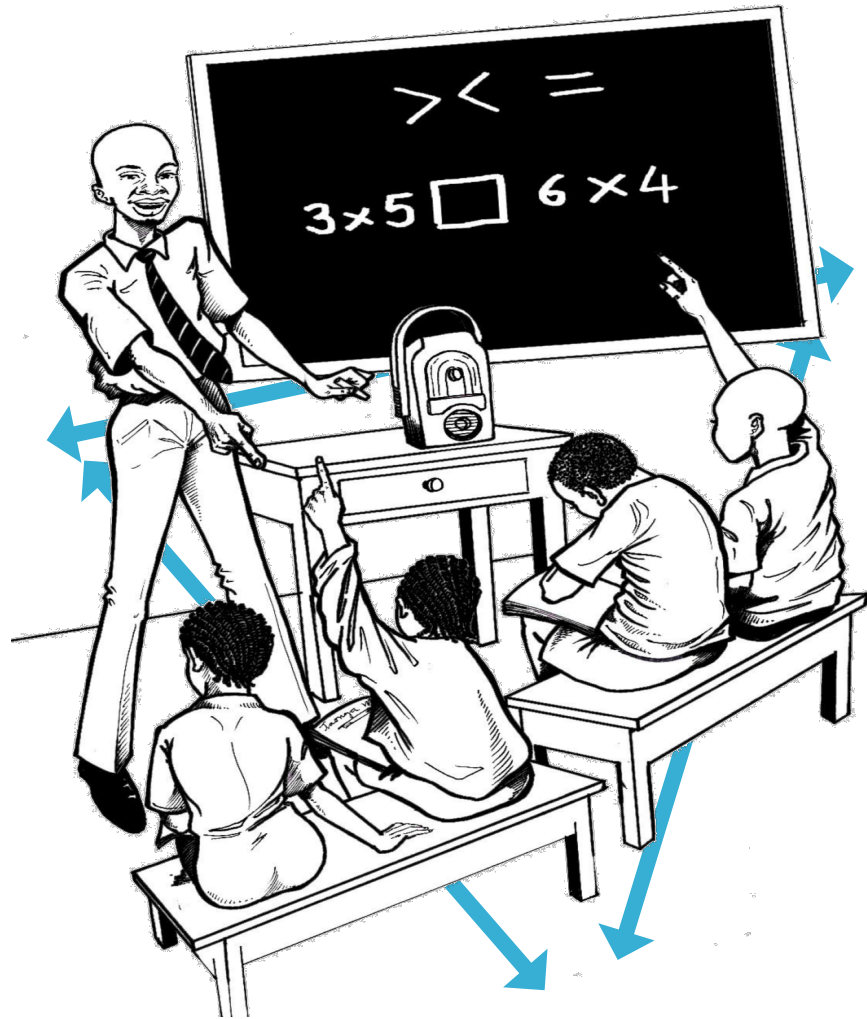


90%

of the world's children
are out
of school due to the
pandemic

Audio programming can
keep this
health crisis from
becoming an
educational crisis

What is Interactive Audio Instruction?



What is Interactive Audio Instruction?



Interactive Audio Instruction Delivery Options

	Radio (IRI)	Mp3 or CD	Mobile Phone
How Does It Work?	<ul style="list-style-type: none"> • Broadcast live • Listeners tune in 	<ul style="list-style-type: none"> • Recorded on CD or SD card for player • Teachers play and reuse programs 	<ul style="list-style-type: none"> • Recorded on SD cards for phones • Teachers play and reuse programs
What Are The Advantages?	<ul style="list-style-type: none"> • Radios widely accessible • No need for electricity • Large shadow audience 	<ul style="list-style-type: none"> • Cheap CD/Mp3 players • No need for electricity • More flexible use and reuse 	<ul style="list-style-type: none"> • Mobile phone availability • Less bulky • No need for electricity • More flexible use and reuse • Can bundle audio with other resources

Interactive Audio Instruction Around the World



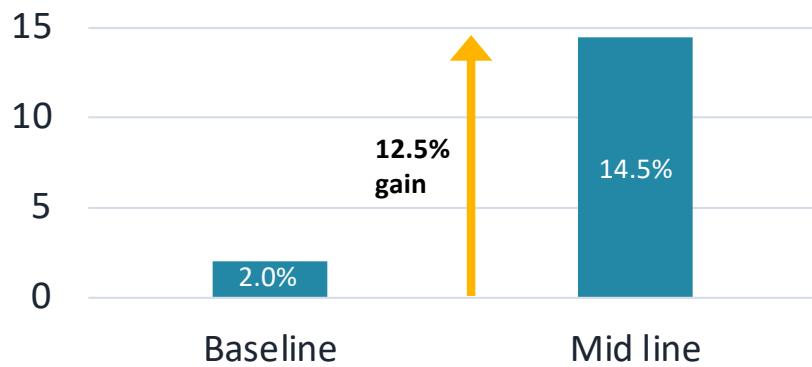
More Than 30 Years of Results

- Participant learning gains much greater than peers
- Closes performance gaps (gender, SES, language, location)
- Most effective for the farthest behind & marginalized
- Consistent, positive effects on educator skills



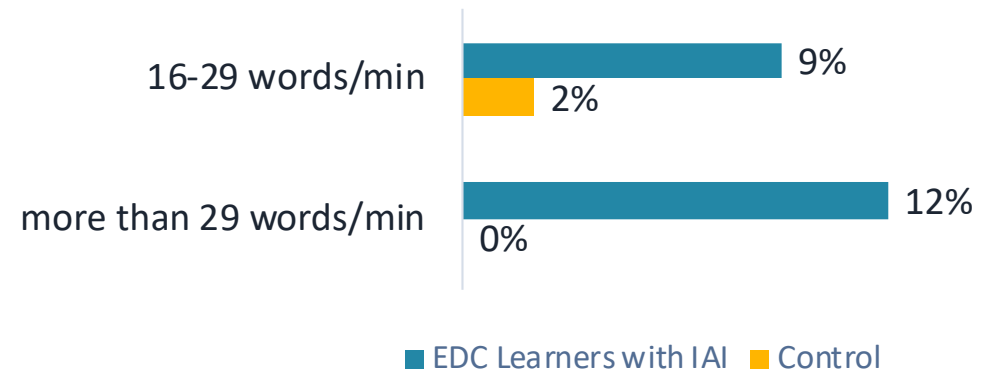
Mali

Grade 2 Learners Meeting National Reading Standards in Local Language



DRC

Grade 2 Learners Meeting Grade 3 Reading Standards in French



Sustainable, Scalable, Replicable

Paraguay: Tikichuela

- Government capacity enhanced
- Original preschool math program still in use
- Expanded to grades 1-3, plus science
- Replicated in Panama

Zanzibar: RISE and ZTUR

- E-Learning division in MOEVST established
- Original programming still broadcast
- Scaled and expanded
- Student learning advantage maintained through elementary school

Common IAI Challenges



- Personnel and timeline for capacity development
- Fully investing in production costs and formative testing
- Appropriateness of content and relevance to context
- Production quality
- Durability and accessibility of selected technology
- Support to users
- Community sensitization and engagement

Epidemic Response: Liberia and Ebola

- IAI used to maintain continuity of learning for Level 1 AEP learners practicing social distancing
- Repurposed classroom lessons for home use with a learning buddy
- Broadcast twice daily on 10 community radio stations
- Integrated Ebola safety content
- Complemented by English and math M-learning for Level 2 and 3



Epidemic Response: Malawi and COVID-19

Tikwere! 2007-2012

- Grades 1-4, co-developed with MCDE, MIE, and MOEST
- 30 minutes of daily support for instruction per grade
- Still broadcasting to classrooms
- Student learning advantage of **10.9%** in Math and **14.9%** in English after 1 year

Initial COVID Response

- Broadcasting Tikwere for home use
- Expanding radio programming to grades 5-9
- Challenges
 - Access to radio programs (and radios) from home
 - Content depth and breadth
 - Materials support
 - Parent facilitation

USAID Next Steps for Tikwere

- Strengthen Tikwere literacy elements
 - Support MCDE to realign radio programs to National Reading Program (NRP)
 - Format NRP materials for digital sharing on MOEST website, tablets, and phones
 - Radio-based remediation activities for recovery of learning loss and to assist learners with special needs
- Enhance home use for COVID response
 - Reformat from classroom instruction by teacher to home learning with parent support
 - Broadcast jingles to encourage parents support their children's reading during and after Tikwere radio program

Ensuring Quality of COVID-19 Response

- Repurpose wherever possible for rapid response!
- Clear goals
- Prioritized subjects and levels
- Selected languages of instruction
- Mindful of equity issues
- Focused on continuity of experience



Practical Advice for Audio Repurposing

- Preparing parents
- Preparing the home
- Adapting content

- Materials distribution
- Messaging



Turning Parents into Teachers

Action	Timeline
Advertise intentions & expectations	Prior to programming
Parent training via radio	Immediately prior to programming
Encouragement and sensitization	Duration of the crisis

Turning Homes into Classrooms

School Features	Adaptation
Teacher	<ul style="list-style-type: none">• Parents/guardians role-play as teachers
Classmates & Group Work	<ul style="list-style-type: none">• Siblings role-play as classmates
Blackboard and Materials	<ul style="list-style-type: none">• Replace with cardboard, notebook paper, the earth, etc.
Quiet	<ul style="list-style-type: none">• Release children from chores• Protect the space from interruption

Quick Content Adaptations

If	Then
Incremental changes	Rebroadcast programs as they are.
New terminology	Overdub with replacement words and phrases.
New content	Selectively cut out-dated content and shorten episodes.
New methodology	Record new segments to insert. Mimic original series and minimize changes.
New language	Translate and rerecord using existing scripts.

Options for Providing Reading Materials

- Text-messaging supplements, preparation tips & reminders
- Digital downloads
- Low-cost newspaper inserts
- Print and deliver to communities



Managing Public Awareness and Engagement

- Parents want children to continue learning
- PSAs reinforce that
 - Broadcasts are regular and convenient
 - Radio education is effective
 - Programs are government-endorsed
 - Familiar schooling activities reassure children
 - Parents need to help the radio teacher
 - Parents need to promote usage in the community



Repurpose or Build from Scratch?

	Repurposed IAI	New IAI
Timeline	<ul style="list-style-type: none"> • 2 weeks to 3 months 	<ul style="list-style-type: none"> • 6 months to 1 year
Cost	<p>Less expensive than a new series</p> <ul style="list-style-type: none"> • Minimal production costs • No testing costs • Few to no capacity development costs • Some family/community support costs 	<p>At scale, student-level costs as low as pennies per year</p> <ul style="list-style-type: none"> • Production costs • Infrastructure/recording costs • Testing costs • Government capacity development costs • Teacher training costs
Advantages	<ul style="list-style-type: none"> • Rapid response to emergency • Based on quality-assured products • Proven more effective than classic radio lectures 	<ul style="list-style-type: none"> • Tailored to curriculum and areas of emphasis • Proven pedagogy and demonstrated learning outcomes • Full quality assurance process • Builds local capacity • Supports long-term system resilience

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THANK YOU

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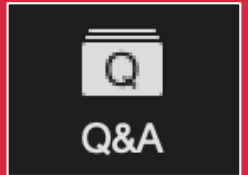
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QUESTIONS?

Please use the Q&A tab in RingCentral Webinar



RESOURCES

[“Learning at Home in Times of Crisis Using Radio”](https://www.edu-links.org/resources/learning-home-times-crisis-using-radio) (Interactive Audio Repurposing Toolkit)
<https://www.edu-links.org/resources/learning-home-times-crisis-using-radio>

[GDL Radio](https://gdlradio.org/) <https://gdlradio.org/>

Search [“Interactive Radio Instruction”](#) on [edu-links.org](https://www.edu-links.org)

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