MOBILIZING AUDIO FOR LEARNING DURING AND AFTER COVID-19

June 25, 2020
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
MOBILIZING AUDIO for LEARNING

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Director, International Basic Education, EDC

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

Dorothy Matiti
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GLOBAL BOOK ALLIANCE
Mobilizing Audio for Learning During and After COVID-19

Dr. Rachel Christina
Director, International Basic Education
Education Development Center

Dr. Simon Richmond
Team Leader, ICT in Education
Education Development Center
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

<table>
<thead>
<tr>
<th>How Does It Work?</th>
<th>Radio (IRI)</th>
<th>Mp3 or CD</th>
<th>Mobile Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Broadcast live</td>
<td>• Recorded on CD or SD card for player</td>
<td>• Recorded on SD cards for phones</td>
<td></td>
</tr>
<tr>
<td>• Listeners tune in</td>
<td>• Teachers play and reuse programs</td>
<td>• Teachers play and reuse programs</td>
<td></td>
</tr>
<tr>
<td>What Are The Advantages?</td>
<td>• Radios widely accessible</td>
<td>• Cheap CD/Mp3 players</td>
<td>Mobile phone availability</td>
</tr>
<tr>
<td></td>
<td>• No need for electricity</td>
<td>• No need for electricity</td>
<td>• Less bulky</td>
</tr>
<tr>
<td></td>
<td>• Large shadow audience</td>
<td>• More flexible use and reuse</td>
<td>• No need for electricity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• More flexible use and reuse</td>
</tr>
</tbody>
</table>

- **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

Baseline: 2.0%
Mid line: 14.5%
12.5% gain

DRC

Grade 2 Learners Meeting
Grade 3 Reading Standards
in French

16-29 words/min
EDC Learners with IAI: 9%
Control: 2%

more than 29 words/min
EDC Learners with IAI: 12%
Control: 0%
### 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

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertise intentions &amp; expectations</td>
<td>Prior to programming</td>
</tr>
<tr>
<td>Parent training via radio</td>
<td>Immediately prior to programming</td>
</tr>
<tr>
<td>Encouragement and sensitization</td>
<td>Duration of the crisis</td>
</tr>
</tbody>
</table>
## Turning Homes into Classrooms

<table>
<thead>
<tr>
<th>School Features</th>
<th>Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>• Parents/guardians role-play as teachers</td>
</tr>
<tr>
<td>Classmates &amp; Group Work</td>
<td>• Siblings role-play as classmates</td>
</tr>
<tr>
<td>Blackboard and Materials</td>
<td>• Replace with cardboard, notebook paper, the earth, etc.</td>
</tr>
<tr>
<td>Quiet</td>
<td>• Release children from chores</td>
</tr>
<tr>
<td></td>
<td>• Protect the space from interruption</td>
</tr>
</tbody>
</table>
## Quick Content Adaptations

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

<table>
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<tr>
<th></th>
<th>Repurposed IAI</th>
<th>New IAI</th>
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</thead>
<tbody>
<tr>
<td><strong>Timeline</strong></td>
<td>• 2 weeks to 3 months</td>
<td>• 6 months to 1 year</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>Less expensive than a new series</td>
<td>At scale, student-level costs as low as pennies per year</td>
</tr>
<tr>
<td></td>
<td>• Minimal production costs</td>
<td>• Production costs</td>
</tr>
<tr>
<td></td>
<td>• No testing costs</td>
<td>• Infrastructure/recording costs</td>
</tr>
<tr>
<td></td>
<td>• Few to no capacity development costs</td>
<td>• Testing costs</td>
</tr>
<tr>
<td></td>
<td>• Some family/community support costs</td>
<td>• Government capacity development costs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher training costs</td>
</tr>
<tr>
<td><strong>Advantages</strong></td>
<td>• Rapid response to emergency</td>
<td>• Tailored to curriculum and areas of emphasis</td>
</tr>
<tr>
<td></td>
<td>• Based on quality-assured products</td>
<td>• Proven pedagogy and demonstrated learning outcomes</td>
</tr>
<tr>
<td></td>
<td>• Proven more effective than classic radio lectures</td>
<td>• Full quality assurance process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Builds local capacity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Supports long-term system resilience</td>
</tr>
</tbody>
</table>
THANK YOU

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QUESTIONS?

Please use the Q&A tab in RingCentral Webinar
RESOURCES

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

GDL Radio  https://gdlradio.org/

Search “Interactive Radio Instruction” on edu-links.org
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