Thank you for your interest in this resource. This presentation is a high-level overview of how interactive audio instruction (IAI) can be a powerful educational tool, especially given the challenges of the Covid-19 pandemic. It was originally delivered to the World Bank on April 2, 2020, and draws on EDC’s *Learning Using Radio in Times of Crisis* toolkit. For more information on the toolkit and EDC’s support for IAI programming, contact:

**DR. RACHEL CHRISTINA**

**RCHRISTINA@EDC.ORG**
LEARNING AT HOME IN TIMES OF CRISIS USING RADIO

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

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

Lifeline Energy
90% of the world’s children are out of school due to the pandemic. Radio can keep this health crisis from becoming an educational crisis. Re-purposed audio materials can fit the evolving needs of families.
What is IAI?
Why IAI?

- Reach
- Consistency
- Quality
- Ease of use
- Virtual coaching
- Mobilization
- Cost-effectiveness
Examples from recent work

- Liberia
- Mali
- DRC
Liberia: IAI During Ebola

- IAI used to maintain continuity of learning for Level 1 students practicing social distancing
- Broadcast twice daily on 10 community radio stations
- Teacher training lessons included Ebola safety content
- Complemented by English and math M-learning texts for Level 2 and 3
Mali: IAI During Conflict

- Grades 1-3 IAI in multiple languages
- Supports delivery of new curriculum and virtually coaches teachers in reformed reading instruction
- Provides accelerated core content for non-formal learning centers
- Anchors learning and provides continuity in context of conflict, mobility, and hunger
DRC: IAI In An Extremely Resource-Limited Context

- Grade 1-6 IRI program focusing on French, reading, and math
- New reading curriculum and teacher virtual coaching through audio to support national reading reform
- ECD model programs to support national efforts to expand kindergarten

21% of students at the end of 2nd grade in experimental schools attained or surpassed the WCPM benchmarks set for French reading in 3rd grade, compared to 2% of students in control schools.
Policy dialogue with governments
Consider the Options for Rapid IAI Response

- **Repurpose wherever possible**
- **Clarify goals**: Gap filling or full-fledged curriculum
- **Content focus**: Prioritize subjects and levels
- **Languages of instruction**: Determine best mix of languages
- **Keep equity front and center**: Be conscious of access issues
- **Focus on continuity of experience**: Keep learners engaged without setting unrealistic expectations
Practical advice for implementation

- Content adaptation
- User support for home learning
- ‘Teacher’ Training
- Materials distribution
- Messaging
## Content Adaptation Considerations

Quick adaptations to bring older series up to date

<table>
<thead>
<tr>
<th>When recent curriculum changes include:</th>
<th>Then:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Incremental and academic upgrades to content</td>
<td>Make no program alterations. Rebroadcast the programs as they are.</td>
</tr>
<tr>
<td>2. Revision of incorrect terminology and references</td>
<td>Overdub by rerecording replacement words and phrases.</td>
</tr>
<tr>
<td>3. Upgraded ideas and methodology</td>
<td>Selectively cut out the most dated content and shorten each episode.</td>
</tr>
<tr>
<td>4. Critical new methodology and approaches</td>
<td>Rerecord entirely new segments. Mimic original series and minimize changes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When the original program language is:</th>
<th>Then:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Foreign to learners, but not to community members.</td>
<td>Overdub pause lengths and adjust to allow translation time.</td>
</tr>
<tr>
<td>6. Foreign to everyone in the community.</td>
<td>Translate and rerecord the series completely, using existing scripts.</td>
</tr>
</tbody>
</table>
# Learning Environment Considerations

## Adaptations for home-based learning

<table>
<thead>
<tr>
<th>Original Structure</th>
<th>Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listeners are gathered in classes and will complete activities in pairs and small groups</td>
<td>Listeners gather in community settings with as many members as appropriate. If public gatherings are problematic, listeners participate with family. Older relatives roleplay as classmates.</td>
</tr>
<tr>
<td>A teacher is present to guide participation</td>
<td>Parents / older siblings roleplay as the teacher and oversee the participation of the learners. Provide radio-based training for facilitators. Create support system via website, hotline, short code text, WhatsApp groups, community radio programming.</td>
</tr>
<tr>
<td>A blackboard is on hand to write out assignments</td>
<td>Find other surfaces to write on, including flipcharts, cardboard, notebook paper, or the earth.</td>
</tr>
<tr>
<td>Listeners in classrooms enjoy a quiet listening environment free from distraction</td>
<td>Sensitize parents to:</td>
</tr>
<tr>
<td></td>
<td>• Release children from chores during broadcasting time</td>
</tr>
<tr>
<td></td>
<td>• Setup the learning space to mimic a classroom as much as possible</td>
</tr>
<tr>
<td></td>
<td>• Protect the space from interruption by siblings, neighbors or animals</td>
</tr>
</tbody>
</table>
‘Teacher Training’ Considerations

Quick solutions for turning parents into teachers

<table>
<thead>
<tr>
<th>Stage</th>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Advertise intention to broadcast radio lessons into homes</td>
<td>Prior to programing</td>
</tr>
<tr>
<td>2.</td>
<td>Broadcast orientations for home-based facilitators in edutainment + talk-radio format</td>
<td>Immediately prior to programing &amp; shortly thereafter</td>
</tr>
<tr>
<td>3.</td>
<td>Begin radio lesson program broadcast</td>
<td>Duration of the Covid-19 crisis</td>
</tr>
</tbody>
</table>
Options for Providing Additional Learning Materials

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

• Parents want their children to continue learning, but may be uncertain of their roles

• PSA-style messaging should reinforce:
  • Daily broadcast times
  • Radio education is effective
  • Programs are government-endorsed
  • Familiar schooling activities reassure children in times of crisis
  • Parents can help by organizing and facilitating lessons with help from the radio teacher
What resources are available to help teams?

- Catalogue of existing resources
- Technical assistance for assessment, adaptation, and rollout
EDC Catalogue of Programming

• 20+ countries
• 20+ languages
• Preschool through grade 7
• Language, math, life skills/health/SEL
• Accelerated curricular alternatives
• More to come…
EDC Technical Assistance

• Tools and support for assessment of fit
• Support for repurposing radio programs
• Develop/facilitate parent orientation
• Consultation on delivery mechanisms