

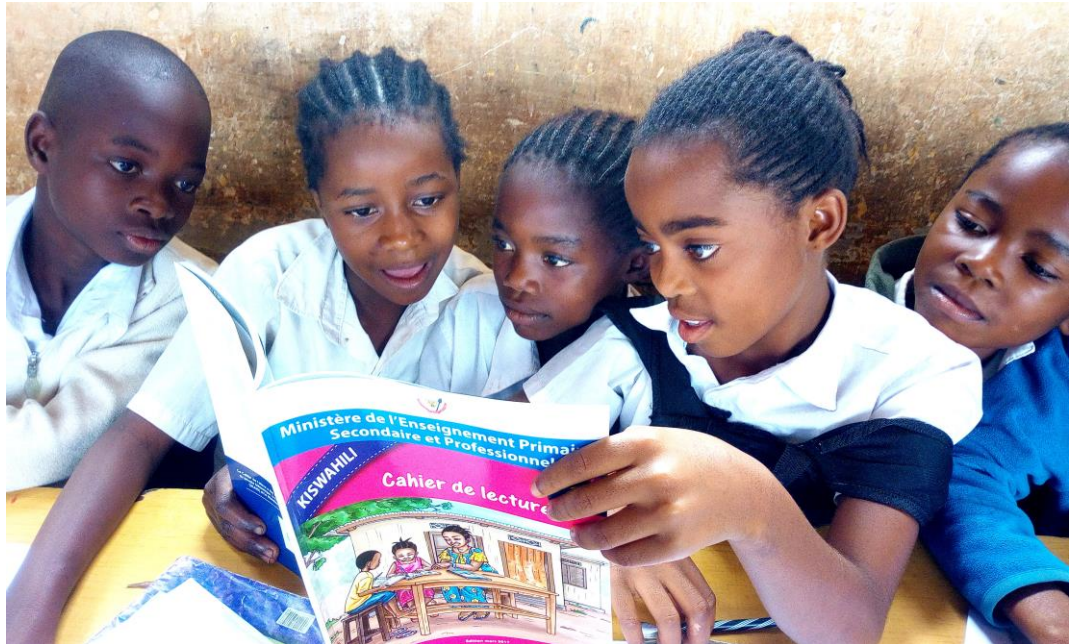
EARLY GRADE READING INSTRUCTION IN THE TIME OF COVID

DISTANCE LEARNING ON THE ACCELERE PROJECT, DRC

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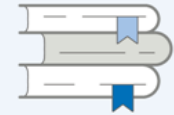


Background

- ACCELERE!1: Accès, Lecture, Rétention, et Redevabilité – Activité 1, five-year projet funded by USAID and UKAID
- A!1 works across the DRC in four languages
- Since March 2020, schools in DRC are closed due to COVID-19, and there is no clear plan to reopen.
- “Lecture pour la vie” pilot lessons will reach more than 110,000 learners in formal grades 1-2 and accelerated learning centers during 16 weeks in Kinshasa, North Kivu and Haut-Katanga.

To date, ACCELERE!1 has delivered...

2,366,996
teaching and learning materials



to

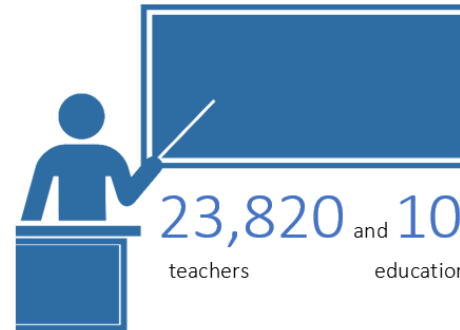


4,502
school structures



2,048,588
beneficiaries

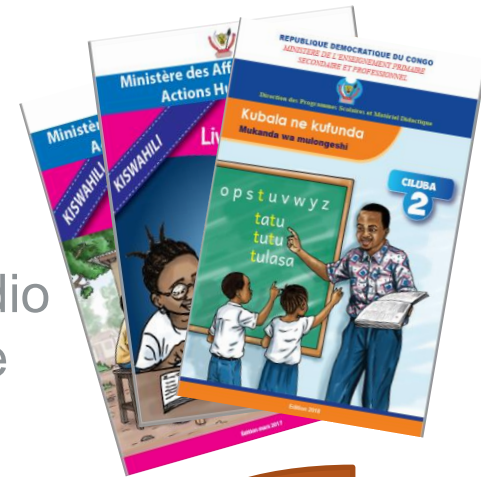
Since inception, ACCELERE!1 provided professional development training activities to improve the crafts of



23,820 and 10,325
teachers education administration officials

“Lecture pour la vie”: from books to interactive radio lessons

- “Lecture pour la vie” is a local language interactive radio instruction (IAI) pilot program designed to maintain the literacy learning path and acquire/maintain healthy habits in response to COVID-19 school closure.
- Program is designed for students who have benefited from formal programming, but with inclusivity in mind
 - Students don’t necessarily have books at home
 - Other students will access lessons
 - More gaps in formal education likely going forward



Strategies for distance learning: Developing multi-grade radio lessons

- By not including decoding, we combined grades 1 and 2
- The materials developed by the project are already scripted, turning them into audio is relatively quick
- Focus is on extended vocabularies, new words, reviewing important lessons from previous year, building social and emotional skills
- Audio lessons, include time for facilitated interactive exercises.



Relais Communautaire doing word-of-mouth sensibilization for Lecture pour la vie in Lumbubashi – June 2020

Strategies for distance learning (cont'd)

- “Literacy concepts targeted w/IRI
 - Oral language development, Comprehension, Vocabulary, Phonological awareness, Alphabetical awareness, written production and Socio-emotional learning
- Structured selection of exercises for radio lessons
- Challenges:
 - Level of effort needed to develop quality materials
 - Access to radio
 - Lesson validation



Student from Grade 1 in Kinshasa – June 2020

Sample weekly lessons content

	Week X		
	Day 1: Oral Comprehension	Day 2: Phonetics	Day 3: Consolidation
Segment A	Standard opening	Standard opening	Standard opening
Segment B	Games/activities/songs to strengthen socio-emotional skills and well-being	Games/activities/songs to strengthen socio-emotional skills and well-being	Summary of lessons learned (such as stories, words, sounds)
Segment C	Activity: Story	Activity: Discover new things: sounds, story, or rhyme.	Activity: Repeating story of Day 1 – or another story covering the same week theme.
Segment D	Activity: Guided practice on vocabulary	Activity: phonological awareness activity	Activity: practice on pronunciation and oral skills
Segment E	Activity: Health and well-being	Activity: Health and well-being	Activity: Health and well-being
Segment F	Activity: Guided practice on Comprehension	Activity: phonological awareness	Activity: Guided Practice on writing or drawing
Segment G	Activity: Consolidation games (such as true/false, funny sentence with a word, inventing another end to the story)	Activity: Game-chanson consolidation (such as Simon said, give as many words with the sound as possible in 15 seconds)	Activity: Consolidation game (phonological awareness activity)
Segment H	Activity: Homework/activities after the radio lessons	Activity: Homework/activities after the radio lessons	Activity: Homework/activities after the radio lessons
Segment I	Activity: Messages to parents and standard closure	Activity: Messages to parents and standard closure	Activity: Messages to parents and standard closure

How ACCELERE!1 motivates families to keep children excited about reading

- Three-pronged system based on our project's existing ties to targeted communities
 - Lessons designed with interactive activities, facilitated by the 'Family facilitator'
 - Link to community via 'Community Liaison'
 - Assure logistics via 'Project Agents'
- Two-way communication with beneficiaries through a variety of platforms
- Project just launched and we are planning for expansion.
- Goal is to leave an evidence-based set of programs behind for future use

Links to available resources

- The DRC's Ministry of Primary Education website:
<https://www.eduquepsp.education/programme-scolaire/#1570449715383-e486386f-9768>
- VODAEDUC website: <https://vodaeduc.vodacom.cd/fr-fr/learn/#/topics/19edf228559c4e1ea231b4340603eff3>
- ACCELERE website:
<https://www.chemonics.com/projects/accelerating-access-learning-democratic-republic-congo/>

Thank you

