Covid-19: Interactive Radio & Audio Instruction (IRI) - Implementation Guidance

Glossary and List of Abbreviations

CD	Compact disc
Covid-19	Coronavirus disease 2019
DPOs	Disabled Person's Organisations
ECCD	Early childhood care and development
EDC	The Education Development Center
EiE	Education in Emergencies
HH	Household
IAI	Interactive Audio Instruction
IRI	Interactive Radio Instruction
LEG	Local Education group
LWiE	Learning and Wellbeing in Emergencies
MEAL	Monitoring, Evaluation, Accountability and Learning
MoE	Ministry of Education
mp3	Certain coding format for digital audio
Open Source Technologies	Open Source code is released under a license in which the copyright holder grants users the rights to use the software to any purpose
PDDs	Principles for Digital Development
PSA	Public Service Announcements
RtL	Return to Learning
SEL	social emotional learning
SMS	Short message service, often referring to text messaging
S&S	Scope and sequence
STTA	Short-term technical assistance
USAID	International development agency
USB	Universal Serial Bus, specifications for cables and connectors and protocols for connection

TABLE OF CONTENTS

INTRODUCTION

The aim of this guidance is to provide teams with an overview and introduction to the basic components of Interactive Radio Instruction (IRI) implementation, and the use of radio for education programming, in response to the COVID-19 pandemic. The document has a deliberate focus on materials aimed to help teams evaluate effective implementation options, especially for use in humanitarian and low resource contexts, as well as guidance on how best to incorporate social emotional learning (SEL) and MHPSS messaging.

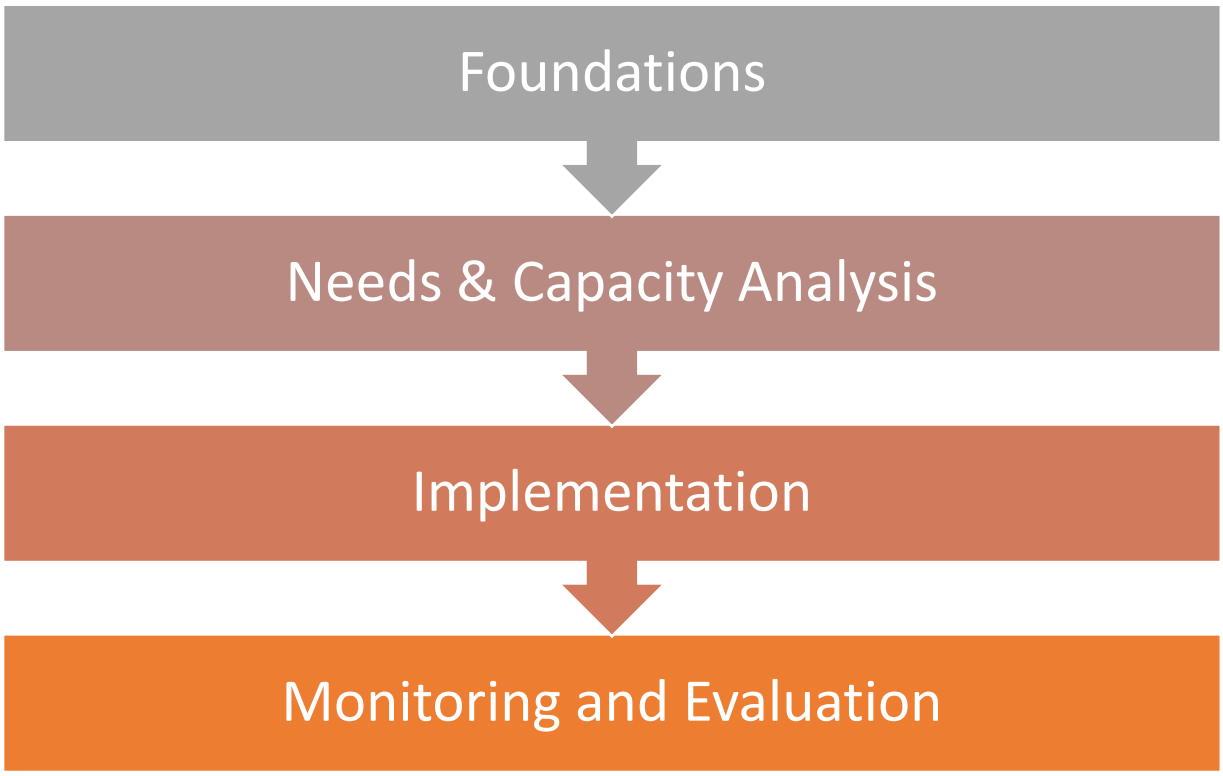
The development of new, or repurposing of existing IRI materials, is a complex process. Partners such as the EDC[1], the World Bank[2] have IRI resources available on their websites; these are also linked to throughout this document.

There are five interrelated sections to this guidance document, represented in the diagram below. These sections have links within them to help with navigation through the document.

Each section will have:

- A landing page similar to the diagram below
- Links to other relevant documents (both internal to SC and external)

Diagram 1: IRI Guidance Sections



[1] Link to: EDC webpage: *International Resources for the COVID-19 Response:* https://www.edc.org/international-resources-covid-19-crisis#resource-buttons

[2] Link to: World Bank Toolkit (2005) *Improving educational quality with interactive radio instruction: a toolkit for policymakers and planners* http://documents.worldbank.org/curated/en/288791468035958279/Improving-educational-quality-with-interactive-radio-instruction-a-toolkit-for-policymakers-and-planners

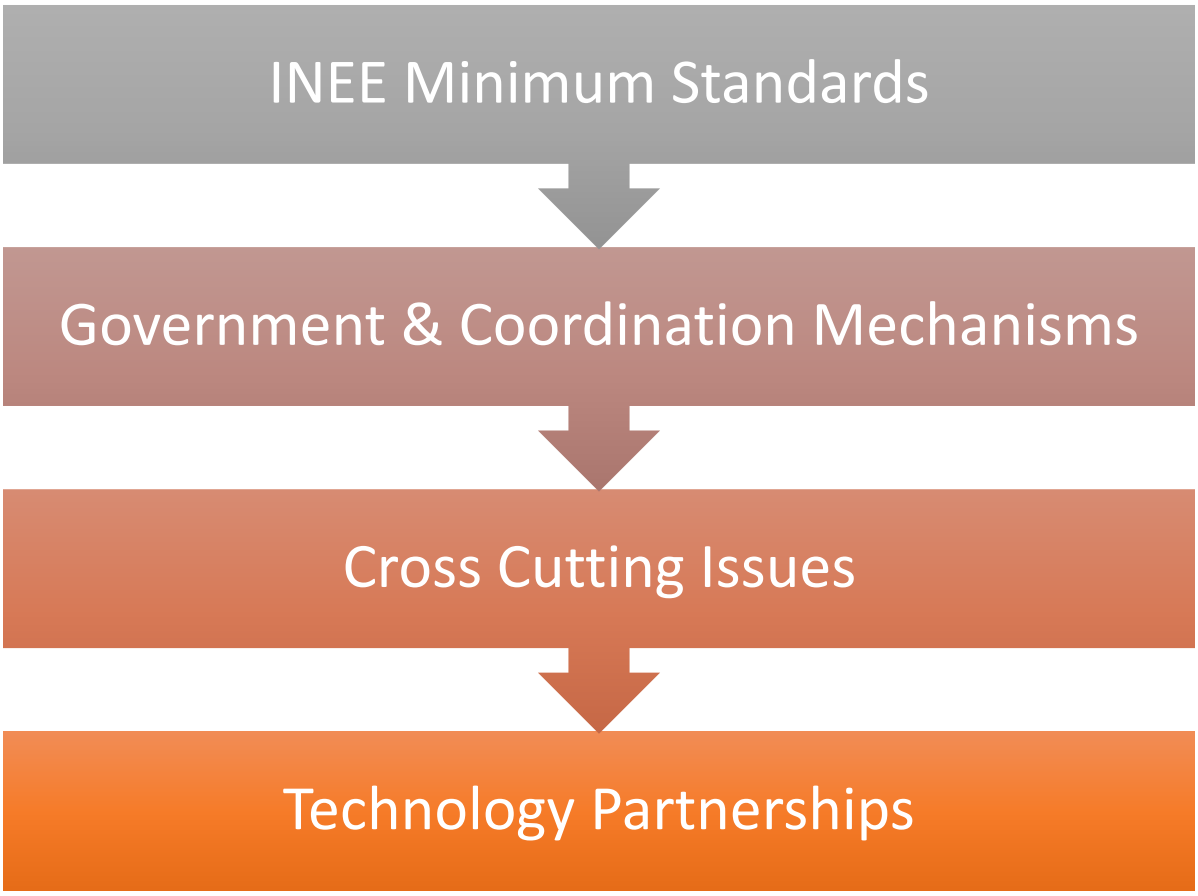
FOUNDATIONS

The following section includes foundational areas to consider when planning to use interactive radio instruction (IRI) in response to school closures as a result of the COVID-19 pandemic. These are applicable in many preparatory stages of distance learning efforts.

Related documents:

- **INEE Minimum Standards for Education: Preparedness, Response, Recovery (link)**
- **INEE conflict sensitive education guidance (link)**
- **Tipsheet for disability inclusion during COVID-19 – Education (link)**
- **World Bank (2005) Improving Education Quality with Interactive Radio Instruction Toolkit (link)**
- **Working with Partners during COVID-19 (link)**
- **Checklist for Information and Communications Technologies (ICT) Interventions to Support Education in Crisis and Conflict Settings (link)**
- **SCI Safeguarding Policy (link)**

The sections are:



INEE Minimum Standards

The INEE minimum standards, though primarily designed for education in emergencies work are applicable to responding the school closures. For a more detailed overview please refer to the overview document on the INEE website (link).

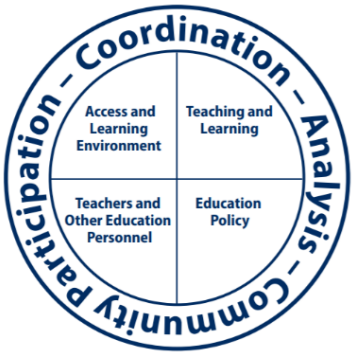


Table: Linking the IRI Guidance to the domains of the INEE Minimum Standards

	Area	Standard	Related section of guidance	Subsection
Domain One:	Foundational Standards	Community Participation	Needs & Capacity Analysis	Community Engagement
		Coordination	Foundations	Government & Coordination Mechanisms
		Analysis	Foundations	Contextual & Audience Analysis
Domain Two:	Access & Learning Environment	Equal Access	Foundations	Cross Cutting Issues Implementation Decision Tree Process Evaluation Paper-based Complimentary Materials
		Protection & Wellbeing	Foundations	Cross Cutting Issues Technology Partnership
		Facilities & Services	Needs & Capacity Analysis	Infrastructure Assessment
			Implementation	Scheduling Examples Implementation Decision Tree
			Monitoring & Evaluation	Process Evaluation
Domain Three:	Teaching & Learning	Curricula	Content Development	Evaluation of Existing Material Lesson Plan Options Paper-based Complimentary Materials
		Training, Professional	Needs & Capacity Analysis	Community Engagement

		Development & Support	Content Development	Evaluation of Existing Materials
		Instruction and Learning Processes	Needs & Capacity Analysis	Community Engagement
			Content Development	Evaluation of Existing Materials Lesson Plan Options Paper-based Complimentary Materials
		Assessment of Learning Outcomes	Monitoring & Evaluation	Formative Assessment Summative Assessment Process Evaluation
Domain Four:	Teacher & Other Education Personnel	Recruitment & Selection	Needs & Capacity Analysis	Community Engagement
		Conditions of Work	Needs & Capacity Analysis	Contextual & Audience Analysis Infrastructure Assessment Community Engagement
		Support & Supervision	Needs & Capacity Analysis	Process Evaluation Community Engagement
			Monitoring & Evaluation	Process Evaluation
Domain Five:	Education Policy	Law & Policy Formulation	Foundations	Government & Coordination Mechanisms Technology Partnerships
		Planning & Implementation	Foundations	Government & Coordination Mechanisms Technology Partnerships
			Implementation	Scheduling Examples Implementation Decision Tree Ensuring Availability for Future Use

Government and Coordination Mechanisms

Governments are the primary duty-bearers for education, and ministries of education are responsible for educational continuity during the COVID-19 school closure. In all cases, the programs function in collaboration with ministries of education, rather than in competition with them[3]. IRI programs should not be developed in isolation and outside of the pre-COVID 19 education system, whether formal or non-formal.

IRI programs should first support the immediate education needs of vulnerable children whose education has been disrupted by COVID-19 Pandemics. However, to leverage its full potential, IRI needs to be considered as a holistic learning system[1], which purpose is to:

1. ensure learning continuity during school closure in the short-term
2. support a successful and smooth transition back to school in the medium and long-term

The distance education system will need to be build, but to minimize education disruptions the building or updating of the IRI system need to be initiated in the preparedness and initial phase of the response.

Following the principle of 'building back better', IRI programs can help strengthen the education system when COVID-19 pandemic phases down. The combination of IRI radio programs with other educational interventions may have synergistic impacts. When IRI programs are introduced along with new textbooks, for example, the effect on gains in learning is almost double that of only providing textbooks[4].

A collaborative endeavor

The development of a distance learning education system calls for the joint efforts of a wide variety of education stakeholders, and Save the Children need to work in partnerships and ensure complementarity of interventions. At Country level, Save the Children, as both an EiE implementer and Cluster Lead Agency, needs to foster efficient collaboration within COVID-19 education coordination mechanisms, and where possible, closely engage the relevant departments within the Ministry of Education (MoE).

Curricular and pedagogical considerations

Most IRI programs are designed for a single grade level of a national curriculum (formal or non-formal), and in each case, the series has been designed by local specialists to be engaging and to meet learning objectives. IRI has been used to teach almost all basic primary subjects to audiences of all ages. In most cases, the IRI series closely follows the national curriculum for a subject and is produced in coordination with the ministry of education. IRI scripted lessons from the formal curriculum would need to be developed in batches.

Once the school reopen, the formal IRI can still be used to support children's reintegration and retention in schools, and support children's learning gains for all, including the struggling ones. Please refer to the Safe Schools: Back to School: Miniguide (link[5]).

In contexts, where there are no emergency curricula and IRI program readily available, SC's *Return to Learning* IRI program represents a stop gap to support government distance learning provision in the short

[3] World Bank (2005) Improving Education Quality with Interactive Radio Instruction Toolkit http://documents.worldbank.org/curated/en/288791468035958279/Improving-educational-quality-with-interactive-radio-instruction-a-toolkit-for-policymakers-and-planners

[4] World Bank (2005) Improving Education Quality with Interactive Radio Instruction Toolkit http://documents.worldbank.org/curated/en/288791468035958279/Improving-educational-quality-with-interactive-radio-instruction-a-toolkit-for-policymakers-and-planners

[5] When published, link will be added.

term. At the Global level, SC is adapting the Return to Learning Program into IRI scripts and recordings to be made available to all.

Cross Cutting Issues
Inclusion

Inclusive education in IRI is a challenge, and there are many barriers to overcome to ensure that all children are able to participate meaningfully. However, much progress can be made by considering and addressing each barrier individually – little by little, changes can be made to improve accessibility and inclusion of more and more children

Because IRI/IAI shares curricular information through voice and sound, if it is used alone without additional planning or accommodations, it will be exclusive of some children. Children who are deaf or hard of hearing and children who do not speak the language of transmission will be unable to fully access the messages. Likewise, some children with learning disabilities or intellectual impairments may struggle to comprehend the messages without corresponding visual stimulus to aid understanding.

When designing IRI/IAI, do coordinate with Disabled Persons Organisations (DPOs) in your country, who can support in the design of materials to help ensure they're as inclusive as possible.

Building inclusion into any education program requires ensuring that there are multiple ways to share information, motivate learners, and allow children to express themselves (see the principles of Universal Design for Learning). While IRI/IAI is limited in the extent to which it is able to diversify information sharing, motivation, and student expression, even small adaptations in these areas may make a significant difference for children.

Approaches	Considerations
Information sharing	• Create a written **transcript** of any curricular guidance that is shared only through audio, and deliver to students identified by schools as Deaf or hard of hearing • Plan alternative IRI/IAI sessions in **different languages** • Create **sign language video versions** of IRI/IAI sessions that can be distributed through mobile smartphone networks or shared safely specifically with target students (i.e. through providing tablets) • If students have access to **textbooks**, ensure that IRI/IAI sessions refer to **specific pages** so that children can engage through visual and auditory pathways (alternatively, distribute **paper-based packets** that children can use to follow along) • Where students and teachers have access to phones, consider a **supplemental tutoring or check-in system** to ensure that children who are struggling to keep up have the chance to discuss what they are learning with a peer or teacher.

Motivating Students	• To the extent possible, give students **choices** during lessons – for example, rather than telling everyone to repeat a song or a passage, offer for students to draw a response or share what they are learning with a sibling. • Plan IRI/IAI sessions to include **engagement in the world** around students – even if it is only to look around their house for examples of something they are discussing, giving children a chance to make what they are hearing and/or seeing tangible will help engagement and understanding. • Motivate routine practices: have you washed your hands today before listening to the session? Sing a song while washing your hands.
Student expression	• If student work is required, plan for flexibility in how and when that work is to be completed. For example, if students are expected to complete a written assignment, offer **alternatives** for students who need to **demonstrate** what they have learned **orally** instead.

Conflict Sensitive Education

Conflict sensitive education (CSE) means "understanding the context in which the education policy/programme takes place, analyzing the two-way interaction between the context and the education policy/programme, and acting to minimize negative impacts and maximise positive impacts of education policies and programming on conflict, within an organization's given priorities" (adapted from **Conflict Sensitivity Consortium**[6])'[7].

Teams should look to use resources available to them already, for example any existing conflict analyses. Below are links to a number of useful resources for Conflict Sensitive Education materials.

- **INEE conflict sensitive education guidance (link)**
- **INEE conflict sensitive education principles (link)**
- **Checklist for Information and Communications Technologies (ICT) Interventions to support education in crisis and conflict settings (link)**

MHPSS/SEL

Adapting curriculum or developing new content for distance learning presents an opportunity to integrate social emotional learning (SEL) and mental health and psychosocial support (MHPSS) concepts, to more comprehensively children's learning and wellbeing outcomes.

SEL pertains to the knowledge and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions[8]. SEL falls under the umbrella of psychosocial support (PSS)[9], but refers to specific, measurable skills that are traditionally taught in a safe learning space. When students develop strong SEL skills, they

[6] https://conflictsensitivity.org/
[7] https://inee.org/collections/conflict-sensitive-education
[8] https://casel.org/what-is-sel/
[9] https://inee.org/resources/inee-background-paper-psychosocial-support-and-social-emotional-learning-children-youth

are not only better equipped to cope with the stress of life's changes but also typically achieve greater academic outcomes.

While there are different frameworks and terminology used to describe SEL skills, many countries have included such skills are part of national curriculum and teacher competency frameworks. When developing distance learning content, it is critical to consider how these skills can be integrated across the curriculum and included as stand-alone activities. SEL skills and how they are expressed is based on social and cultural norms that differs in each context, so infusing SEL content into distance learning material requires contextualization.

Localized contextualization should be inclusive and done in collaboration with community members, local partners, teachers and government officials. In countries where national SEL frameworks exist, these should guide the development of content for distance learning. In countries without an existing SEL framework, other models can be used as a starting point but must be contextualized, which may require some external support.

Some MHPSS and SEL messages and activities to support wellbeing through distance learning approaches can be found here:

- Mental health and psychosocial support resources
- Helping Children Cope with Stress Key Messages
- Games for Health and Wellbeing at Home
- PSS and Learning Kits for Disease Outbreak
- Tips for Parents and Caregivers to Support Children's Wellbeing during School Closure

Safeguarding

Safeguarding concerns related to IRI programming are similar to other distance learning approaches. Teams should seek advice from safeguarding focal points in their respective offices. The primary risks relate to the model that is employed which can differ considerably.

Risks may include, but are not limited to:

- The use of a communications platforms such as WhatsApp/Viber or any other such platform, this may be used to/for:
    - Deliver supplementary material if physical distribution opportunities are limited
- Process evaluations (see Monitoring and Evaluation section)
    - Engaging with parents/caregivers to better understand approach to delivery or other elements of programme.
- Physical delivery of IRI material, should teaching in small groups be an approach that is considered appropriate.
- Collection or distribution of paper-based materials by staff/partner organisations if house to house approach is adopted.

Technology Partnerships

Implementing agencies would benefit greatly from technical support and value-based partnerships to support efforts in across a number of areas of IRI programming. The production of quality IRI materials is best done by

specialist organisations, and or radio production companies. Support is also needed, in planning how best to go about implementing the programme, supply chain for the provision of supplementary learning materials (supporting booklet printing), supply chain for hardware such as radios, sustainability planning with consultancies etc., technical support for scaling and broadcasting through telecommunications companies.

Please see guidance on working with partners during COVID-19 (link)

The types of companies, organisations and partners that will need to be engaged include:

- Telecommunications (For example, Telenor)
- Specialist, or organisations with experience developing IRI materials, such as the EDC.
- UN coordination bodies such as the ITU
- Publishing houses
- Strategy consultancies
- Radio production companies

Please See:

- **Working with Partners during COVID-19 (link)**
- **Community engagement with digital and social media platforms (link)**

Intellectual Property Rights

Save the Children is a signatory of the Principles for Digital Development[10]. As a result of this the organisation (and any other agency that is a signatory) has clear international commitments to the utilization of Open Source technologies and materials. As such teams ought to maintain those commitments in our COVID-19 education continuity work. It is important that at all stages of this work teams consider the post-COVID-19 legacy of the learning materials and systems developed with partners.

Intellectual property is a complex subject and the following principles should act as a guide. It is important that in the preparation of learning materials consideration is given to which party owns the intellectual property of the materials/ digital assets themselves.

See: Ensuring availability for future use section (link).

The goal should be for materials to be:

- The Government/Cluster/Save the Children must have free and unrestricted access to the materials following the large-scale response stage of the COVID-19 response.

- The Government/Cluster/ Save the Children must be free to adapt the content as they

[10] For an overview of the principles please see: https://digitalprinciples.org/wp-content/uploads/2015/05/Principles-Overview.pdf.
For a more detailed introduction please see: Waugaman et al (2016) From Principles to Practice: Implementing the Principles for Digital Development, *Perspectives and Recommendation from the Practitioner Community.* Available from: https://digitalprinciples.org/wp-content/uploads/From_Principle_to_Practice_v5.pdf

see fit during or following the large-scale response stage of the COVID-19 response.

- The Government/Cluster/Save the Children must be able to distribute the resources to whatever partners or third parties they wish.

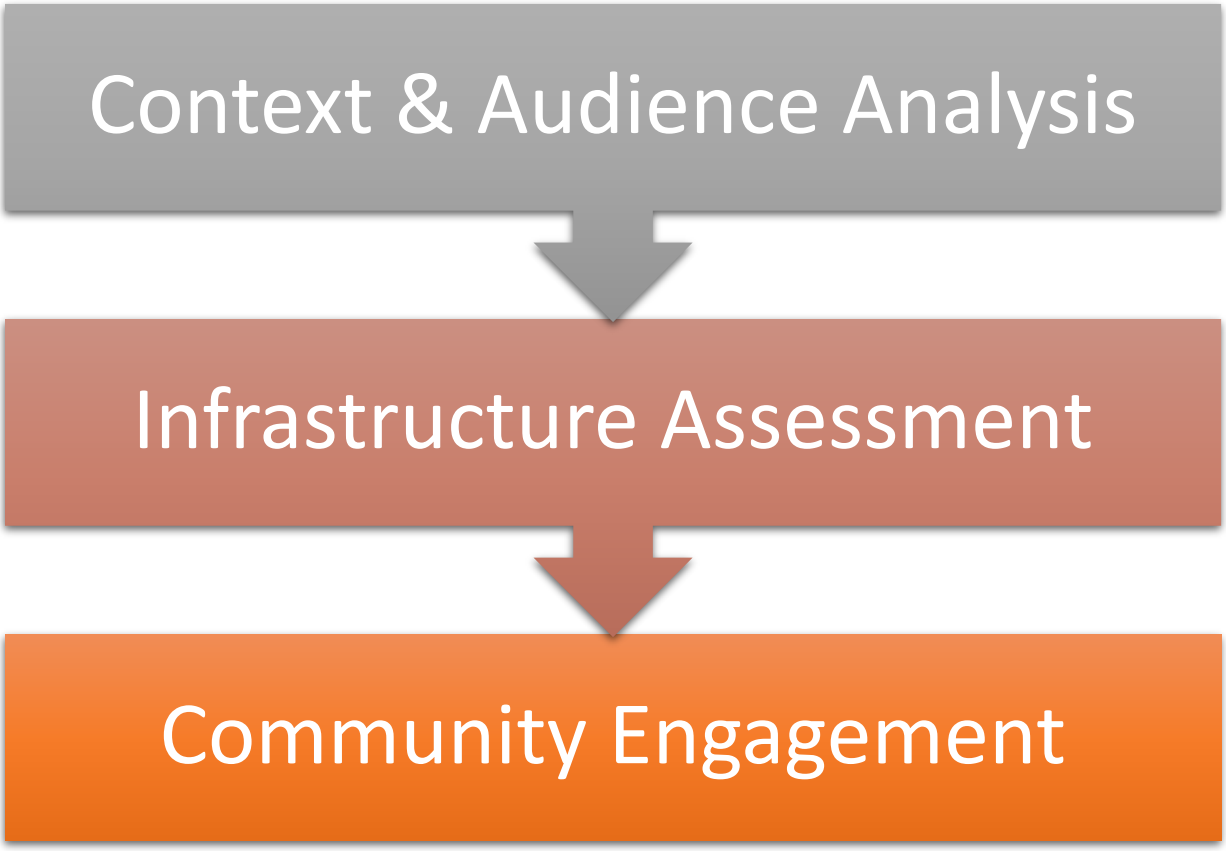
NEEDS & CAPACITY ASSESSMENT

The following section includes subject matter important for teams to analyze before planning their IRI interventions.

Related documents:

- **Community engagement with digital and social media platforms (link)**
- **INEE conflict sensitive education guidance (link)**
- **EDC's Learning at Home in Times of Crisis Using Radio: Interactive Audio Instruction Repurposing Toolkit Summary** (link)
- **Remote and Digital Data Collection & COVID-19: Tipsheet (link)**
- **Distance Learning Feasibility study from Afghanistan (link)**
- **IRI implementation decision tree**
- **Tips for parents and caregivers during COVID-19 School Closures (link)**

The sections are:



Context & Audience Analysis

Developing education programs that support learning and wellbeing requires a thorough understanding of the context, especially in crisis and conflict affected contexts[11]. Being responsive to the dynamics within a given context requires an understanding social norms, key actors and existing tensions.

Before developing new material, or adapting existing IRI content, is it critical to engage community members as much as possible to better understand demand for these services. Given restrictions that are currently and are, to an extent, likely to remain in place in many contexts' teams work in this may require innovative approaches be adopted.

Traditionally IRI programming teams would engage with communities directly via focus groups, surveys, and other qualitative methods to analyze what is required in order to better understand need and develop conflict-sensitive and context-responsive content, that increases opportunity for impact in IRI programming and distribution.

Engaging community members in decision making processes and considering the following areas is an important first step. Save the Children's T4D team have developed a briefing on opportunities for remote community engagement[12].

Though access to communities may be limited, many of the existing approaches to needs assessments should be followed.

What follows are a number of questions teams think through as part of a context and audience analysis:

1. Review existing stakeholder analysis, or conflict sensitive mapping already in place.
    a. Do teams have access to existing analyses that highlight such things as average literacy rates of adults and caregivers?
2. Consider/assess: how do we ensure equitable access to distance learning content?
    a. How will the approach to implementation account for differences in access to resources within the target group?
    b. What languages does content need to be available in so all children, within the target group, can learn?
3. What adaptations need to be made to ensure that the content is as inclusive as possible?
    a. Consider /assess: what adaptations need to be made for children with disabilities?
    b. How are girls and boys, and mothers and fathers, experiencing school closures differently?
    c. What additional support must be provided for girls and boys so they both have the same opportunity to learn?
        i. For example, what time should programs be aired to accommodate other household responsibilities?
4. If listening groups are an option, how will facilitators (likely to be parents /caregivers) get access to social distancing training or guidance materials?
5. Consider/assess: how do parents/mother's and caregiver's needs differ as they take on the additional role of supporting their children's learning and wellbeing?[13]
    a. What type of support do mothers and fathers (and/or older siblings) need so they can each support their children's education?

[11] Conflict Sensitive Education webpage: https://inee.org/collections/conflict-sensitive-education
[12] Community engagement with digital and social media platforms document
[13] For more insight into this issue, please see the EDC's Learning at Home in Times of Crisis Using Radio: Interactive Audio Instruction Repurposing Toolkit Summary is available at: https://www.edc.org/learning-home-times-crisis-using-radio

        i. What impact might support children's learning have on caregiver's wellbeing?
    b. How do we collect this feedback in a manner that gives both parents the opportunity to share their input? (link)
6. How to feasible it is to reach these stakeholders[14] to ensure their voices are heard and that they meaningfully and safely able contribute to how these materials are developed and distributed.
    a. Example of approaches could include:
        i. calling government officials, local leaders, teachers, and parents/caregivers and engaging them in a telephone-based surveys, sending surveys via SMS, etc. For more information please see the monitoring and evaluation section.

See **Annex 1 Distance Learning Feasibility study from Afghanistan** for an example survey.

Infrastructure Assessment

It is important to establish what infrastructure, materials, and technology products are already available and what additional resources will need to b procured. The infrastructure requirements are dependent on the approach to implementation that teams consider most appropriate for the context in which they are working.

An IRI implementation options decision tree has been developed to help teams consider the different options for distribution, this can be used as an analysis tool at this stage of programming.

There are a number of established models for the distribution of IRI an audio content:

- National radio/audio broadcast (national)
- Community radio/audio broadcast (local)
- Mp3/non-broadcast audio instruction (household)
- Local broadcast via loudspeaker (local)

For a brief evaluation of the advantages and disadvantages of these different options please see the table below.

[14] Remote and Digital Data Collection & COVID-19: Tipsheet (link)

Model	Advantages	Disadvantages
National radio/audio broadcast (national)	• Considerable reach • Single point of broadcast • Infrastructure often well established • Large audiences • Shadow audiences can increase reach • Service economy often in place	• Interruptions in schedule due to reprogramming/ competing demands • Lack of complete coverage (often remote locations) • National broadcasters can be associated with government which can be problematic • Expensive (but can sometimes be free) • Marginalised groups may deem the material 'not for them'
Local – Community or Commercial radio (local)	• Infrastructure often well established • More targeted audiences and possibility to adapt to local context and languages. • Service economy often in place • Often cheaper to buy airtime • Shadow audiences can increase reach • Many COs have existing relationships with community or commercial local radio stations	• Smaller reach compared to national broadcast • For large scale response multiple agreements will be required • More intensive to monitor broadcasts (per district) than national radio station • Radio signal strength may be weaker than for national radios • Close monitoring may be needed to ensure the stations stick to agreed schedule
mp3/non-broadcast audio instruction (household)	• Multiple devices can be used to access material • Large availability of such devices • Can be scaled through telecommunications companies • Service economy often in place • Peer to peer distribution possible	• Access to devices can be gendered[15] • Child protection and safeguarding concerns due to use of internet enabled devices • Intensive distribution required • Organisation may need to buy the hardware used for playing the MP3 files e.g. phones, radio sets etc. • Ownership, repair, replacement of technology items needs to be considered and may lead to conflict between leaders and schools/households

[15] Power, T; Mathew, R and Siddique, A (2015). Changes in teaching and learning: what counts, who to, and how is it counted? In: UKFIET 2015 Conference Papers, 13th International Conference on Education & Development. UKFIET: The Education & Development Forum.

		• In case of research controlling exposure to content may be hard
Local Broadcast via loudspeaker (community)	• Less devices required than other models • Infrastructure often well established • Necessitates community leader buy-in • Relatively cheap in comparison (unlikely to have to buy airtime)	• Marginalised groups may deem the material 'not for them' • Limited reach • Need community leader buy-in • Materials cannot be revisited on a household level

Community Engagement

When schools are closed and children are spending more time at home, new and flexible approaches to maintaining community support for education are needed. Community engagement with digital and social media platforms document.

Some examples include:

- Use community loudspeakers or microphones to play recordings and share messaging.
- Creating a peer-to-peer buddy system, having children speak to one another over the phone once a week to discuss the weeks lessons/learning. Ensure siblings within the home are 'buddied' to offer support.
- Establish a PTA/community-mobile network using WhatsApp or phone calls/SMS to check in and where possible organise/discuss "remote community events".
    - E.g. remote reading competitions, posting art projects outside of their homes for all to see, modelling and sharing of storytelling and other strategies/tips etc.

Across our programming we have 'Community Action Programming' which could be adapted to support this.

- Literacy & Numeracy Boost Community Action
- *Learning and Wellbeing in Emergencies* (LWiE) based on Literacy Boost includes support to develop social emotional learning skills- for learning and wellbeing development of children.
- Building Brains/Ready to Learn Community Activities

To determine how to adapt community-based activities, consider the following:

- Can community volunteers engage in some form of remote facilitation of activities?
    - For example, can they consider using a loudspeaker for story time?
    - Could we record them reading a story and play this recording over a loudspeaker or on the radio?
- Since community-based activities can be phased, which are the most relevant to supporting children's learning and wellbeing now? Which can be pushed to a time in the future?
- What resources are required to engage children in these activities, using an adapted approach?

NOTE: Some activities do not require much adaptation and can continue to be implemented in the home. E.g.

- Singing songs
- Journaling
- Parents/caregiver and/or siblings reading/telling each other stories and asking each other questions
- Playing literacy and wellbeing games in the home

Engaging Parents/Caregivers

IRI programmes will only be successful if parents/caregivers are effectively engaged. Many caregivers consider that the teaching of their child is the role of the teacher/school alone[16]. Thus, it is important to encourage caregivers to appreciate that they are their child's first teacher, and recognise their critical role in supporting their child's wellbeing and learning. Many caregivers may find managing and supporting their children whilst they are out of school extremely difficult and stressful and many will not have the skills, knowledge or understanding of how support their children's education at home.

It is not realistic to expect parents and caregivers to take the place of a teacher, nor for children to be able to learn and study at home to the same extent they would if they were in school. As such any IRI content or radio messaging used must reflect this fact. However, providing simple messaging such as the tip sheet developed by the MHPSS collaborative[17], guidance and tips can help parents establish routines for their children and help them support learning activities at home whatever the age of their child / children[18].

This will help successful return to school when schools re-open and contribute to ensuring children are protected from different forms of violence until then. e.g. young girls being forced into early marriage, will support parents in dealing with challenging or unwanted behavior, anxiety and stress exhibited by their children and themselves.

How can we provide messages to caregivers?

Ensure specific dedicated radio programmes targeting all caregivers within the household. These broadcasts will be separate to the distance learning provision provided for children and at a time and place that is convenient to most caregivers. They can be repeated throughout the day or on different days depending on contexts. These should include tips/guidance:

- That enable caregivers to meaningfully engage in activities that support their children's development and learning, whatever the age for their child and/or for specific ages and stages. (see here and PwV messages)
- How caregivers themselves can manage their stress or changes in their lives due to COVID19. (see links/references above)
- How parents/caregivers assess or support assessment of learning and development.

[17] Link to: Save the Children & MHPSS Collaboratives: Supporting children's wellbeing and learning during school closures, tipsheet: https://www.mhinnovation.net/resources/supporting-childrens-wellbeing-and-learning-during-school-closures

Specific messages can be played frequently whilst others may be specific to a broadcast. Minimize and prioritize messaging/communication to not overload caregivers. As far as possible establish what radio or audio content is already being broadcast to caregivers (or is planned) in any community and consider how to adapt, harmonize, align or contribute to this. If the Government is already doing radio broadcasts for caregivers, consider if feasible to support/enhance these broadcasts with adapted key messages. If the Government is NOT doing broadcasts for caregivers at present, coordinate with other organizations or sectors to assess what may be feasible to do as a joined-up approach.

Engaging Teachers

The current context of COVID-19 limits the usual role that teachers would have in IRI programs. Traditionally the teachers are a critical facilitator of the distance learning alongside the structure IRI content. However, we know that at present it is not possible for teachers to be visiting children's homes or in some cases even gathering small groups of students. With this in mind, a few different scenarios are outlined below regarding how you might engage teachers with distance learning. If it is possible to engage teachers at all, regardless of the scenario, the following are critical considerations:

- If teachers will be using technology to communicate directly with children, there are significant child protection considerations required[19].
- Teachers must receive support for their own health and wellbeing as part of COVID-19.
- Teachers must understand the principles of Social Emotional Learning (SEL) and the specific needs of different children during this crisis.
- Teachers must be trained/supported to be alerted and respond to child protection concerns or issues.
- Child friendly and supportive COVID-19 messaging is needed for all stakeholders.
- Parents/caregivers must give permission for any direct communication with children and be supported to understand what is happening – as well as their role. This should include specific messaging for parents/caregivers on COVID-19.

For all scenarios, teachers must follow child safeguarding protocols which must be monitored by Save the Children teams.

Scenario #1 – ***where it is still possible to have groups of 10 or less meeting in a safe space because it is an area of no known cases and the government and WHO guidance means this is feasible and agreement if anyone is sick that they will not attend.***

If it is possible to have a group of up to 10 gather together then it might be worth considering how teachers could be empowered to support 'learning clubs' of up to 8 or 9 students. It could be possible, in agreement with local authorities, parents and teachers themselves to have teachers deliver between one and three hour-long (or at most 90 min) sessions to groups of children each day. Some possible examples of how this might be organized are outlined in Annex 5. In this way, a teacher of a class that normally has 50 students could do 6 group sessions in an appropriate space in their community, using the IRI materials. The teachers would then simply follow the IRI guidance for the session and then support the questions

[19] UNICEF (2020) Coronavirus Disease (COVID-19) and Its Implications for Protecting Children Online, available from: https://www.unicef.org/documents/covid-19-and-implications-protecting-children-online

and learning activities that they present. This means that teachers can support learning and could even play a role in informal or even formal assessment of learning.

<u>Scenario #2</u> – ***No gatherings of children (other than those in the same household [HH]) are possible and the teachers would provide remote support to parents/caregivers and children. This assumes teachers are still receiving their salaries.***

If teachers were equipped with phones and airtime (and each HH also has at least one phone) then it could be possible for a teacher to offer some remote support to children and parents/caregivers. This would need to be prioritized as it is not possible for a teacher to call each student, especially when they have a class of 40+ students. There are a few options outlined below:

a. A teacher could be supported to **offer those learners who are furthest behind or most vulnerable**, per an agreed categorization with teachers and local education officials (e.g. girls, children/parents with disabilities, child headed households, poorest etc.). Over the phone, the teacher could provide additional explanation or support in the child's mother tongue if they are having difficulty understanding or accessing the content in the IRI.
   In this option, teachers could phone certain children/HH and offer extra support for an IRI session (ensure remote communication protocols for child protection are followed). This may not be every session but perhaps a couple a week, depending on how many children they are supporting. The teacher could phone the child/parent/caregiver before or after the session and discuss the content or conduct the interactive learning activities or conduct additional/support activities. *For example, if a session was on 'different shapes' the teacher might repeat the shapes and have the child give its properties or ask them where they see those shapes in their home or have them 'name a shape' to the properties they give.*

b. A teacher could be supported to simply p**rovide/support informal or formal assessment of learners**. For example, the teacher might send a text message/sms to each learner with a couple of questions from the session topic/content and students would to sms/text their response in return. Teacher then records this and tracks student progress. Teacher could also do ad hoc and sporadic phone calls to students and ask them questions or listen to them talk about the session content. If there are paper materials also provided, a teacher could (over a period of time) phone each child and have them read a text to them and answer comprehension questions.

c. The teacher could be a **support to parents/caregivers and provide a 'phone a teacher' service** if they are concerned and/or having difficulty and/or have questions about the IRI sessions or content or how to conduct it effectively at home. This could be very important for 'vulnerable households' (where children are at risk) and/or those where the parents/caregivers have little or limited or no education themselves. The teacher could even explain or model (verbally) on the phone how to support certain sessions/activities or content. The teacher could provide explanation in the parents/caregivers' mother tongue.

<u>Scenario #3</u> – ***where children can return to school and classes resume but with shifts and appropriate distancing in classrooms (e.g. only 20 children – one per desk).***

Whether the teacher uses the IRI material in the class with their students or supports students who are not at school to use IRI when their 'shift' is not in session. The teacher could offer any of the support options listed above and/or like a normal IRI class-based session. It could be that teachers support the children who are on the 'off' shift (whether ½ day or whole day) to follow some IRI content from home at

a distance, so that even if they are not in school they can be continuing with their learning. The IRI could serve as 'homework' or 'home study' content which the teacher then reviews or checks when that group/shift of children return to class. For a table with this content please see Annex 5.

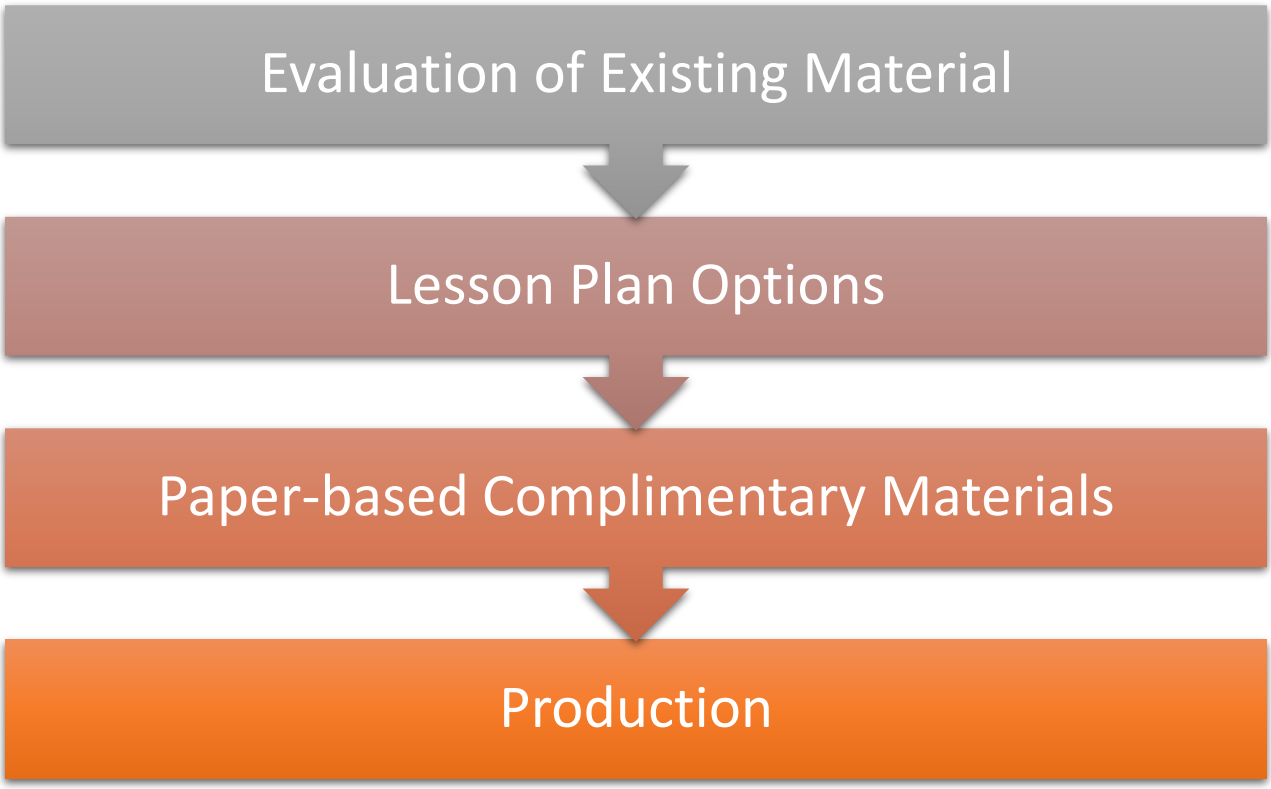
CONTENT DEVELOPMENT

The following section includes subject matter important for teams to analyze before engaging partners with producing IRI materials. It is not the intention of this guidance to provide a detailed breakdown of how to develop and produce new IRI/IAI content, the material that follows is intended to provide only a brief introduction. Teams should look to and engage with external partners when developing IRI content.

Related Documents:

- **EDC's Learning at Home in Times of Crisis Using Radio: Interactive Audio Instruction Repurposing Toolkit Summary (link)**
- **EDC's (2015) Expanding Access to Early Childhood Development: Using Interactive Audio Instruction: A toolkit and guidelines for program design and implementation (link)**
- **Fhi360 (2014) Interactive Radio for Development Projects (link)**
- **World Bank (2005) Improving Education Quality with Interactive Radio Instruction Toolkit (link)**
- **Parenting with Violence: Common Approach Key Messages (link)**
- **3 Steps to Positive Parenting under pressure (link)**
- **Literacy Boost Materials Guide (link)**
- **COVID-19 Adaptation Guidance for Literacy Boost (link)**

The sections are:



Evaluation of Existing Materials

The EDC have a short piece of guidance titled 'Repurposing Established Radio and Audio Series to Address the COVID-19 Educational Crises which is available from (link). These pieces are comprehensive and build on EDCs best practice in IRI and it is recommended these are read by those looking to repurpose existing IRI material.

Lesson Plan Options

IRI is predominately used in development situations and takes a considerable amount of time to develop and may not be the most suitable option to develop given COVID-19 related time pressure. Radio can be used to broadcast a wide range of materials, a number of which has been included below, many do not constitute what is traditionally defined as Interactive Radio (audio) Instruction (IRI/IAI), but have been included to provide a brief overview of a number of options.

In a typical, curriculum based, IRI session characters on the radio run through a lesson for roughly 30 minutes, this recording includes sections where instructions are given directly to a teacher or in the case of home schooling a caregiver who is acting in the role of the teacher. Timed activities are often included that ask the child to answer, often in a clearly measurable way (e.g. hands up, or number of fingers shown).

Recording Structure	Brief explanation	Link to example
Return to Learning	The Return to Learning (RtL) programme is a humanitarian education in emergencies programme that champions to importance of social emotional learning (SEL) and wellbeing. It is a model particularly relevant for COVID-19 programming, due to the high levels of stress societies and children understandably feel and support required	Return to Learning guidance – see humanitarian thematic library See **Annex 4** for suggested recording structure. See Annex 3 for more information on Return to Learning
Short radio drama	Messages and lessons are embedded and are part of a story line and each story episode emphasizes one or two things but this type are normally targeted at children and families simultaneously with both education and SBCC angle. These can be produced by local community radio groups and include local drama or street theatre groups.	First Steps programme – SC Rwanda – *please see* Annex 7
Live Broadcast with a teacher	Delivered by a teacher in a studio or home studio in real time (though recording is a good option) these can provide access to curriculum-based material via the radio. This does require considerable training for teachers.	Somalian government are moving forward with this message in response to COVID-19 shutdowns.

Live Parenting talk show	An expert may be brought on the radio to discuss parenting in the face of COVID19 and have a live call in session where parents call in with questions or send questions through social media platforms. This is easy to do if the permission is sought for this person to go on the radio and if they have the right language skills. Alternatively, discussion guides may be given to journalist who can use them for leading discussions. **Positive parenting training will be required for facilitators**.	Facts for Life book – UNICEF produced for the health sector (Link) Parenting with Violence: Common Approach Key Messages (link)
Public Service Announcements (PSA)	1 to 3 min messages are recorded and passed over the radio multiple times a day. Similar to radio adverts and include a mixture of messages and short dialogues laid over some music, including jingles. This method has been most commonly used to disseminate social behavior change communication messages such as breastfeeding promotion.	USAID Good Life Campaign (link) 3 Steps to Positive Parenting under pressure (link)
Story centered radio learning	In this format actors are recorded reading a story and leading the children through learning different topics such as social emotional learning, centered around the story of the day. This can be considered as the simplest form of IRI with a form of interaction without the strict timed responses.	Stories available from: African Story Book https://www.africanstorybook.org/ Global Digital Library https://www.digitallibrary.io/ The Asia Foundation https://asiafoundation.org/tag/covid-19
Recorded parent and caregiver talks	Parents and caregivers can be recorded giving parenting advice relating to how to support children during COVID19. This can be conversational in format, also add phone-in (live or pre-recorded, or 'listeners letters' - sms / emails etc); and a guest expert; can also include music interludes. This will require a facilitator presented who is trained in positive parenting and be ready to answer complex questions – especially as parents will be finding parenting more challenging right now, The facilitator would also need to know to raise concerns if examples of increased violence are being shared due to	3 Steps to Positive Parenting under pressure (link) Parenting with Violence: Common Approach Key Messages (link)

	increased family pressure – which is being seen across the world right now with COVID.	

Note on health messaging: For the current pandemic, health education content must be included and brought up to date. Specifically, all instruction should at least include:

- Hand washing with soap, respiratory etiquette and physical distancing
- How to stay healthy while under lock-down (nutritious foods, physical activity)
- Basic puberty education for girls and boys

If IRI is targeting upper primary or secondary grade students, the following content should be included and validated with the Ministry of Health:

- How to manage fever or cough at home
- When to seek help from a health care provider (danger signs for respiratory diseases such as fast breathing, difficult breathing, making sounds when breathing, blue lips, coughing blood)

Paper-based Complimentary Materials

While providing children with access to IRI resources can help reach large numbers of children affected by school closure, having supplemental materials is an important component in meeting the varying learning levels and needs of all children. One limitation of using IRI pertains to difficulties with differentiating instruction, however though providing children with supplementation materials, we give children the opportunity to engage in activities that reinforce the concepts heard during the broadcast or through the audio files, so they can support their own learning and metacognition. Additionally, since not all children may live in an area with strong radio network penetration and many live in a household without an MP3 player, television or internet capability as such, supplemental materials can provide a way for them to continue learning, regardless of these barriers, and provide children the chance to practice the skills they were taught to reinforce their learning.

Key Considerations

Developing supplemental materials, that will likely be designed for student-led self-learning requires that students have a basic literacy level for these materials to be beneficial. These materials can also provide much needed remedial support to student who are struggling to grasp some of the main concepts of the radio or audio lessons to ensure that the key concepts are learned. These can also be designed in such a way as to foster the development of social skills, through included interactive activities for children to practice with their siblings or parents/caregivers. The intended users of the supplemental materials will need to be clearly articulated before they are made available.

Additional materials can also be considered that does not include text, but can be material and games that can also support the children in their learning (letters, number games etc.) A lot of material can be produced locally and can be added as additional activities in the learning (making letters, stone counting

etc.)[20] There are several types of supplemental materials that may exist, but some common supplemental materials to compliment IRI/IAI content includes:

- Story books
- Workbooks with short stories and comprehension questions
- Workbooks with interactive activities for children to practice at home
- Journal with writing prompts
- Blank page journal with drawing prompts
- Broadcast theater productions
- Puzzles and math/language games that can be played both by yourself or with a sibling/parent/caregiver
- Songs for children to sing along to learn new works, letters, numbers, etc.

Stage	Questions
Development	• How do these materials align with the national curriculum? • What languages must the supplemental materials be available in to ensure equitable access to all children? • Who is the intended user of the materials?
Distribution	• How will these resources be distributed to ensure that all children have the opportunity to obtain them? • How will they be allocated to families for children who may not currently be enrolled in school due to recent displacement or interrupted education?
Assessment	• How is student's learning from use of supplemental materials assessed? For example, are there answer keys included in the end of the material, if written? • What is the child's and parent or caregiver's experience in using the material?

Production

The production of IRI and Radio based materials is not a simple process, it is one that includes a significant number of specialized personnel, and it is recommended experienced partners are included in planning, from as early a stage as possible.

The timetable below is adapted from one found in the EDC's (2015) Expanding Access to Early Childhood Development: Using Interactive Audio Instruction: A toolkit and guidelines for program design and implementation (link). It represents a model of a production timetable commonly found across broadcast media.

[20] Literacy Boost Materials Guide (link)

The timeframes have been adapted considerably to represent an absolute minimum timeframe that could be considered in developing radio material[21]. Interactive Radio Instruction material will likely take considerably longer to produce, than for example recording PSA and Story Centered Learning activities.

A brief example of a production timetable please see the below table:

Activity	Person Responsible	Target	Wk1	Wk2	Wk3	Wk4	Wk5
Technology distribution identified	Procurement and ICT teams	Target population					
Plans drafted for each lesson	Scriptwriters and education teams	Scriptwriters					
Scripts drafted, reviewed, rehearsed and timed	Scriptwriters and education teams	Scriptwriters and recording teams					
Community awareness campaign developed	Education and communications teams	Target population					
Recording of scripts	Scriptwriters and recording teams	Education teams and programme manager					
Evaluation of initial recording	Education teams and programme managers	Recording teams					
Editing of recordings	Recording teams and script writers	Education teams and programme managers					
Evaluation of edited recordings	Education teams and programme managers	Editing teams and programme managers					

[21] This is highly dependent on a number of factors, including the amount of recordings being produced, whether it is aligned with the national curriculum (which might not be the case in a rapid response), the focus of the material, the subject matter, and the experience and size of the teams working with the material.

Final edits to recordings	Script writers, editing team and recording teams	Education team and programme managers					
Supplementary material development	Education teams and partners	Partners tasked with printing materials					
Distribution of IRI/IAI materials and supplementary materials	Education teams, radio broadcasters	Target population					

Example Budget for production

This budget originates from the Tiyende programme Save the Children Malawi implemented working in partnership with the EDC. For more information on this programme please see the Annex 7: case studies. The Save the Children team working on the Tiyende programme estimate that it cost the equivalent of $4500 USD for an hours IRI material.

This budget is not intended for replication; it to serve as an example for finance teams. Costs are highly context dependent and the amount of personnel required will be informed by the learning structure the programme is intending to utilise. It does however provide a useful insight into the personnel required to produce IRI content in a development context.

Production

Budget Example for Production of Interactive Radio Instructions US$)

	Activities	Unit	No. of Units	Unit Costs	US$
(i)	**Personnel Costs**				
	Project Co-Ordinator		10		25.000
	Finance Controller		10		25.000
	Administration Manager		10		9.000
	Script Editor		10		8.000
	Script Translator		10		8.000
	Language Editor		10		8.000
	Formative Evaluation Officer		10		8.000
	Administration Assistant		10		7.500
	Knowledge Management Officer		10		6.500
	Office Support Staff		10		-
	Sub Total Cost: Personnel				**105.000**
(ii) Direct Costs		**Unit**	**No. of Units**	**Unit Costs**	**US$**
1	**Workshops**				
	project introduction workshop	1	1		1000
	design document workshop	1	1		1000
	Creative sessions/workshops	1	3		6.500

2	**Program Production**				
	Adult Actor's Fee	3	47		6.000
	Child Actor's Fee	2	47		2.000
	Recording	2	47		33.500
	Formative Evaluation	1	47		5.000
3	**Production of Print Materials**				
	Development of Caregiver Guide	1	1		8.500
	Development of Learning Cards	1	1		2.500
	Posters	1	2		500
	Sub-Total Cost: Direct costs				**66.500**
(ii) Indirect/ Operational Costs		**Unit**	**No. of Units**	**Unit Costs**	**US$**
	Sub-Total Cost: Indirect costs				**2.000**
	Total				173.500
	Grand total				**173.500**

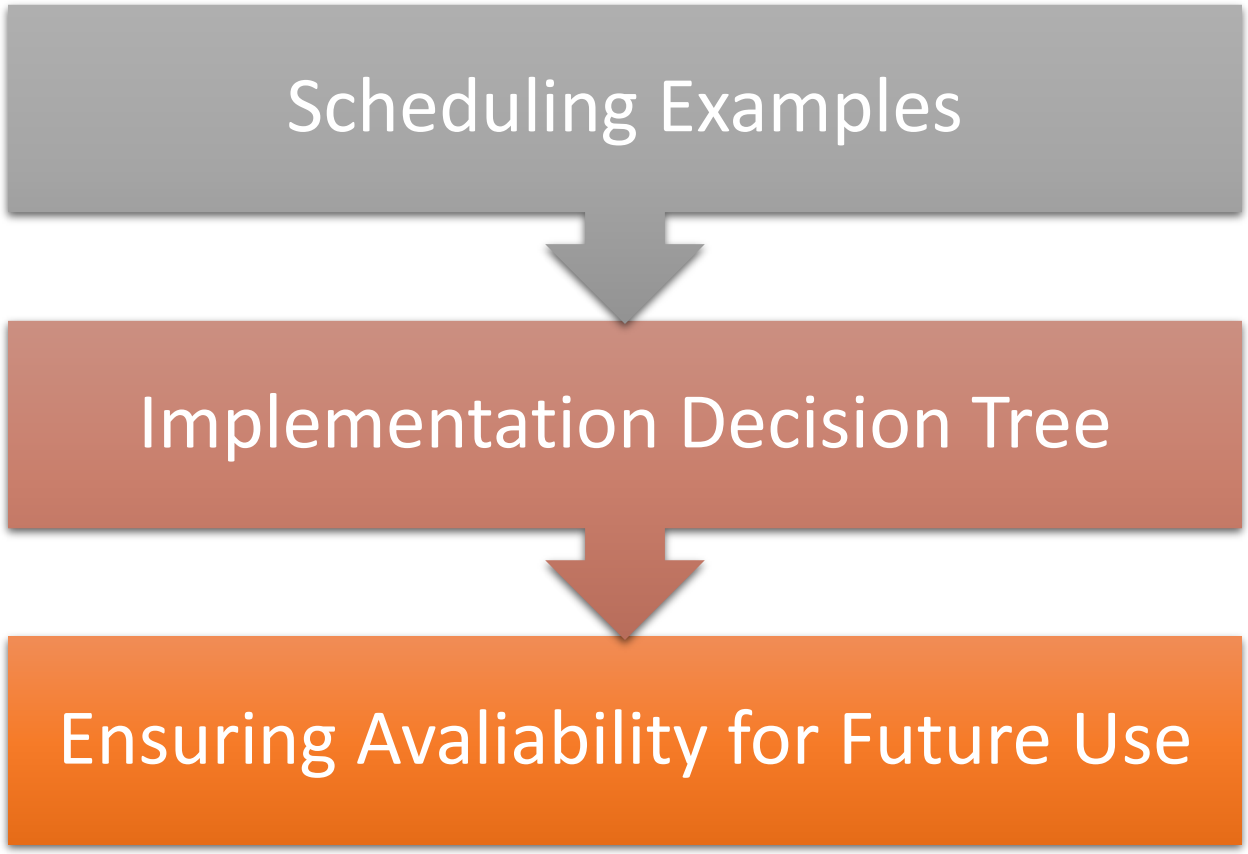
IMPLEMENTATION

The following section includes subject matter important for teams to analyze when planning their IRI interventions.

Related documents:

- **EDC's Learning at Home in Times of Crisis Using Radio: Interactive Audio Instruction Repurposing Toolkit Summary (link)**
- **EDC's (2015) Expanding Access to Early Childhood Development: Using Interactive Audio Instruction: A toolkit and guidelines for program design and implementation (link)**
- **Fhi360 (2014) Interactive Radio for Development Projects (link)**
- **IRI Implementation Decision Tree (link)**

The sections are:



Scheduling Examples

If teams are working with existing materials, deemed appropriate for broadcast/distribution by the relevant government or education coordination mechanisms, it is unlikely that enough IRI materials will be available to cover a schedule akin to a week's schooling.

#1 Limited recordings

It is important that the IRI recordings are used in a manner that reflects their value, as such their impact needs to be maximized. Below are suggestions of schedules that could be considered based on the number of recordings and duration of the period of the distance learning programming.

If, for example, teams had access to twenty lessons, and needed this to work over ten weeks the following weekly schedule could be an option to consider:

20 lessons x 10 weeks

Monday	Tuesday	Wednesday	Thursday	Friday
IRI Lesson 1	Activities presented through supplementary materials, or SMS update	IRI Lesson 2	Continuation of activities	Continuation of activities

A lesson at the start of the week can help provide structure for the learners, and then this can be supported by supplementary material and exercises, and potentially supported by SMS prompts[22]. Wednesday's lesson can connect with supplementary activities and Monday's lesson, then the following two days are a continuation of that work, and or other activities.

#2 Limited recordings

If, for example, teams had access to thirty lessons, and needed this to work over ten weeks the following weeks schedule could be an option to consider:

30 lessons x 10 weeks

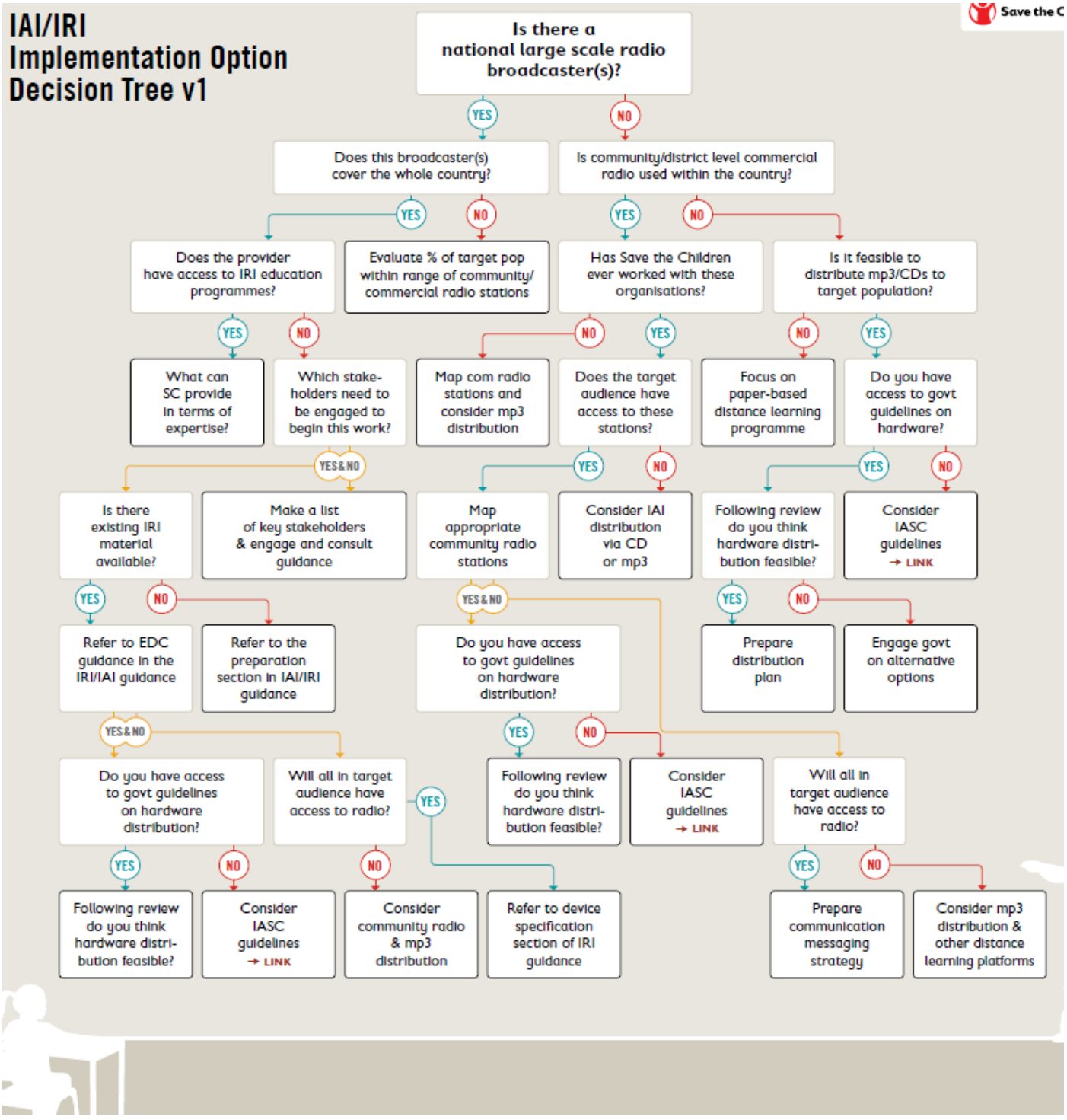
Monday	Tuesday	Wednesday	Thursday	Friday
IRI Lesson 1	Activities presented through supplementary materials, or SMS update	IRI Lesson 2	Continuation of activities	IRI Lesson 3

[22] See: Literacy Boost Adaptations Guidance: SMS/MBoost section (page 6)
https://savethechildren1.sharepoint.com/:w:/r/what/CommonApproaches/_layouts/15/Doc.aspx?sourcedoc=%7B7BB7E6DF-195C-42F1-84C2-462870CBEE22%7D&file=Literacy%20Boost%20Adaptations%20Guidance%20v1.docx&action=default&mobileredirect=true

Implementation Decision Tree

IRI and radio-based education content offers a considerable range of options related to the distribution of that material, as briefly engaged with in the Content Development Section. It is likely that Save the Children would look to support a number of implementation options in partnership with governments, local and international partners.

What follows is a simple decision tree to help prompt engagement with the three primary delivery approaches of IRI and radio based education content, namely, national broadcast stations (state or commercial), Community based or Local commercial radio, and also the distribution of prerecorded MP3 files which includes options such as USB, CDs, through internet enabled devices.


IAI/IRI
Implementation Option
Decision Tree v1
Save the C
Is there a national large scale radio broadcaster(s)?
YES
NO
Does this broadcaster(s) cover the whole country?
Is community/district level commercial radio used within the country?
YES
NO
YES
NO
Does the provider have access to IRI education programmes?
Evaluate % of target pop within range of community/ commercial radio stations
Has Save the Children ever worked with these organisations?
Is it feasible to distribute mp3/CDs to target population?
YES
NO
NO
YES
NO
YES
What can SC provide in terms of expertise?
Which stake-holders need to be engaged to begin this work?
Map com radio stations and consider mp3 distribution
Does the target audience have access to these stations?
Focus on paper-based distance learning programme
Do you have access to govt guidelines on hardware?
YES & NO
YES
NO
YES
NO
Is there existing IRI material available?
Make a list of key stakeholders & engage and consult guidance
Map appropriate community radio stations
Consider IAI distribution via CD or mp3
Following review do you think hardware distri-bution feasible?
Consider IASC guidelines → LINK
YES
NO
YES & NO
YES
NO
Refer to EDC guidance in the IRI/IAI guidance
Refer to the preparation section in IAI/IRI guidance
Do you have access to govt guidelines on hardware distribution?
Prepare distribution plan
Engage govt on alternative options
YES & NO
YES
NO
Do you have access to govt guidelines on hardware distribution?
Will all in target audience have access to radio?
YES
Following review do you think hardware distri-bution feasible?
Consider IASC guidelines → LINK
Will all in target audience have access to radio?
YES
NO
NO
YES
NO
Following review do you think hardware distri-bution feasible?
Consider IASC guidelines → LINK
Consider community radio & mp3 distribution
Refer to device specification section of IRI guidance
Prepare communication messaging strategy
Consider mp3 distribution & other distance learning platforms

Ensuring Availability for Future Use

IRI materials with a strong public health, MHPSS/SEL content are a rare commodity and could prove a useful tool for future responses. It is important that plans are made to collate any collaboratively developed IRI or radio materials during this stage of the COVID-19 response. As many research institutes[23] and agencies[24] such as the WHO have warned, the COVID-19 response may not be a linear and might include waves of closures which could have significant impacts on education provision.

As such it is important that any materials used are evaluated, adapted as necessary and stored in a manner that can allow for reuse or further adaptation in the future, whether that is in response to COVID-19 or other crises.

The INEE Minimum Standards offer an excellent resource for considering how to integrate a preparedness strategy into education programming.

Please see the brief section on intellectual property rights (link)

[23] Ferguson et al (2020) Impact of non-pharmaceutical interventions (NPIs) to reduce COVID-19 mortality and healthcare demands, Imperial College COVID-19 Response Team, London, UK, (available from: https://www.imperial.ac.uk/media/imperial-college/medicine/sph/ide/gida-fellowships/Imperial-College-COVID19-NPI-modelling-16-03-2020.pdf)

[24] https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-may-2020

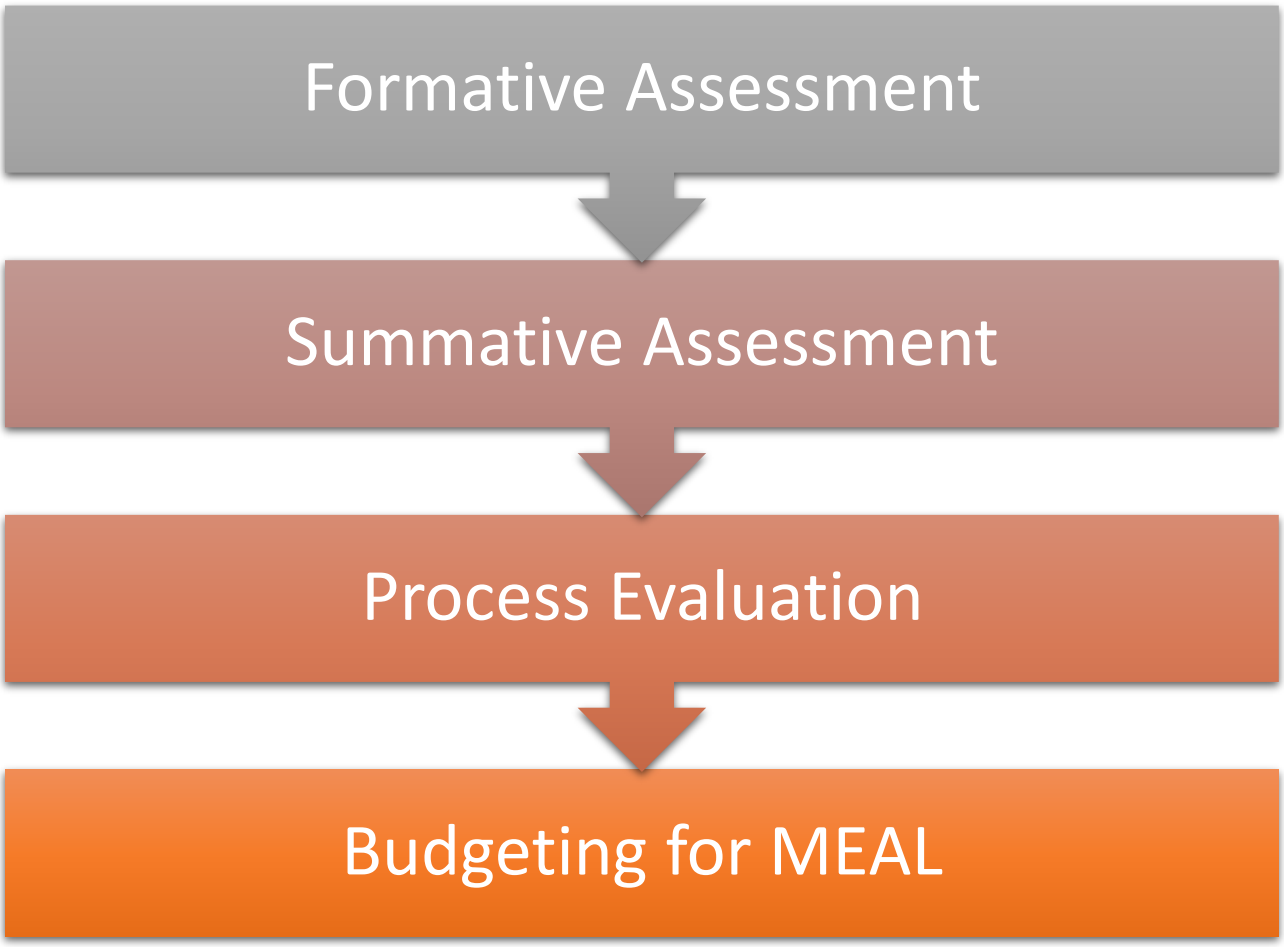
MONITORING AND EVALUATION

The following section includes materials important for teams to considering their approach to monitoring and evaluation, in relation to IRI.

Related documents:

- **Tipsheet: feedback and reporting mechanisms & COVID-19 (link)**
- **Tipsheet: Remote and Digital Data Collection & COVID-19 (link)**
- **COVID-19 Decision Tree Visual (link)**
- **Overview of COVID-19 and MEAL Guidance (link)**
- **COVID-19 Risk Assessment for participation and data collection with children and adults (link)**

The sections are:



IRI programming effectiveness has been studied in a variety of contexts, but assessment data to date focuses on classroom-based tools, facilitated by teachers.[25] In the COVID-19 era, many communities will

[25] Ministry of Education and Vocational Training, Zanzibar, and RISE. 2009. "Radio Instruction to Strengthen Education in Zanzibar: Learning Gains Assessment." Education Development Center, Washington, DC.

not be able to use these face-to-face measures consistently while children are out-of-school. With that in mind, we suggest **two scenarios** for assessing implementation:

i) for settings where small groups can meet (less than 10 children)

ii) focusing on remote-only assessment practices.

Regardless of the modality described below, assessment activities and measures should be relevant and designed in concert with IRI/IAI content, whether assessment questions/activities already available or ones that need developed for new content. We must consider questions like the following:

- Are we measuring boys and girls equally?
- When is a good time to assess students so they have the best chance to respond well? (e.g. not when they are fetching water/doing chores or very tired)
- Are we considering the barriers facing different groups of students when assessing? (e.g. can a deaf child answer an oral phone interview, can a blind child answer an assessment delivered by SMS/WhatsApp – what support do they need)
- Are programs only reaching certain communities/ households?
- Are caregivers more likely to support boys or girls to participate in IRI/IAI activities and assessment?

It may not be realistic to assess ALL learners and so decide a SAMPLING methodology which ensures you assess different groups/types of students – I.e. girls and boys, urban/rural, CwD, poorest/vulnerable HH, slow learners/average learners/high performing learners, different ages/stages. Caregivers should be sampled from existing school registers. To reach children who may not have originally been enrolled in programs, IRI programming can include call-in/ text-in numbers for caregivers to reach out and/or through community leaders.

The assessment modalities should be identified during project design through tools such as the distance learning feasibility study (see Audience Research section).

There are **two main modalities for IRI/IAI assessment** distribution:

A) *Paper-based* - All paper-based assessments will require some face-to-face time to collect and distribute information.

B) *Mobile-based* assessments - ICT infrastructure and connectivity must be considered, as well as recruitment of caregivers into the learning content and assessment distribution.

Carlson, S. (2013). Using technology to deliver educational services to children and youth in environments affected by crisis and/or conflict. USAID. Retrieved from https://www.usaid.gov/sites/default/files/documents/2155/ICTs%20in%20Conflict%20Compendium%20FINAL.pdf

Ho, Jennifer, and Hetal Thukral. 2009. "Tuned in to Student Success: Assessing the Impact of Interactive Radio Instruction for the Hardest to Reach." Education Development Center, Washington, DC.

Formative Assessment

The role of formative assessments in IRI are used to measure children's specific learning related to programming. Obviously in our current context this needs to look a bit different.

Scenario #1: Small Groups (less than 10) - When small groups can meet, a facilitator or teacher can support children's learning by guiding them through the activities from the IRI programs. Assessment can be done in the following ways:

a. **Paper-based:** Facilitator or teacher can convene groups to listen to IAI/IRI programming and distribute and collect paper-based activities, including comprehension questions for the audio programs, that connect with IAI/IRI content and results of those activities can be recorded to track children's engagement with the learning content. In these groups the teacher/facilitator can also use non-formal assessment to gauge learning. For example, thumbs up or down, hand up (if you agree or disagree) or show me on your fingers the answer to...? Or asking a selected/targeted children of different abilities to answer questions to see how their learning has progressed (I.e. a higher performing/average/lower performing child).

b. **Mobile-based:** Use of WhatsApp to engage teachers has been found to be a useful tool when teachers have limited face-to-face meeting opportunities.[26] This can be a tool to share assessment resources and comprehension questions to teachers throughout distance learning and specific IAI/IRI programs. Additionally, if bandwidth allows, further content, audio, and video can be distributed to teachers and facilitators via SMS or internet-based mobile messaging tools (such as WhatsApp).

c. If there is minimal face-to-face support available, where community mobilizers or educators can distribute paper-based activities, comprehension questions, and assessments, these can also be distributed at regular intervals and re-collected to assess how children are interacting with the content and assess learning.

Scenario #2: Remote Assessment in the Home - In remote-only programming, when children cannot meet with others or with their teachers, caregivers and parents can play a pivotal role in monitoring children's learning. IRI/IAI programs operating solely at a distance can include mobile-based formative assessment tools focusing on outreach to caregivers to share multiple choice comprehension questions with their children related to IAI/IRI content where children can provide feedback on the activities in the content.

1. **Paper-Based:** caregivers can be engaged in paper-based and facilitator-led assessment described above (ie. supporting their children to complete learning activities on paper, helping them keep materials organized, and returning paper-based learning materials to teachers/community mobilizers). These can then be photographed and shared on whats app or sent/collected to a teacher or facilitator for grading.

[26] Education Technology for Continuity of Education in response to COVID-19. 2020. Retrieved from https://zoom.us/rec/play/usAtJu38-D83T9bAsgSDVKdwW9S9Jqus0ycX-6VeyEznAXkFZAaiYbdANuRhsdS3bIfeeZDAOFL8d_HL?continueMode=true

2. **Mobile-based:** caregivers can be contacted via mobile phone numbers that were collected (even if one per HH). Mobile-based formative assessment should focus on specific learning comprehension questions for each IRI program that caregivers can ask their children and submit responses via SMS or WhatsApp if airtime/internet is available. If bandwidth allows, and especially in areas where caregivers may have lower literacy rates or children may be able to directly access content via mobile phones, audio and video can be used to read assessment comprehension questions to children that they could directly respond to on their caregivers'/household mobile phones. These would then be received and graded by a teacher, facilitator or staff member. Multiple choice questions and other closed responses are recommended for formative assessments which engage caregivers to check children's comprehension, engagement and learning.

See examples below:

Subject Area	Question examples	Answer
Maths	How many hundreds are there in this number 2,345?	3 (or word from of 'three')
	Is 6,342 greater or less than 6,338?	greater
	What is ¾ in decimals?	0.75
	If Jamie goes to the shop and buys 50 pens and each costs 10F. How many francs did he spend?	500
	Select the correct description for the properties of a square. A) Equal sides, different lengths B) 4 equal sides, equal lengths, no angles C) 4 equal sides, 4 equal lengths and 4 angles D) none of the above	C
Reading/Language	Who was the lead character of the story?	Name e.g. Anita
	Write 2 words for how you think she felt at the end of the story.	Excited and happy
	Chose the correct answer(s): A) Anita ran away from the crocodile because she was afraid. B) Anita ran away from the crocodile because she was hungry. C) If Anita had not run away she could have been in danger. D) Anita likes crocodiles.	A & C
	Give an antonym for 'beautiful'	Ugly or unattractive ...
Science	What are the three states of matter?	Solid, liquid, gas
	Choose which are correct below: A) speed = distance x time B) speed = length / time C) speed = distance / time D) Distance = speed x time	C & D

Summative Assessment

Summative evaluations focus on what children have learned over the course of the program implementation. This is challenging but IRI/IAI programs that include summative and outcome measures should identify what the baseline of children's learning is to compare against progress made. Some options include:

- *Presence of school-based assessments* - (Children who have recently been enrolled in school) measured using class performance on specific evaluations that were conducted prior to school closures/ disruptions. If grade or classroom evaluations are used as a baseline, they will need to be converted to remote-only or small-group measures that can track the changes in children's learning from that baseline to the specified endline in the IRI/IAI program design. These tools could also be used as children are reintegrating/returning into face-to-face classroom environments.

- *Absence of school-based assessments* - summative evaluation designs can build on formative comprehension questions built into IRI/IAI programs. By distributing specific learning assessments at the beginning of the IRI/IAI via paper-based or mobile phone-based tools, program implementers can identify a baseline of children's learning. These assessments should be specific to the content that will be covered in IRI/IAI and should be short enough that caregivers/educators at HH level (or educators working in small groups) can ask children to respond to each question in one sitting (no more than 20-30 minutes – 15 min or less for young children).[27] This data can then be analyzed to understand children's baseline learning and then compared to the same assessment after a specified period of the IRI/IAI program implementation.

Caregiver-led summative assessment will be prone to bias where caregivers will likely help their children get the correct answer or coach them. Caregiver-led assessments also assume a high level of adult literacy in the target population. To offset this, if internet, bandwidth, and budget are available, audio questions with simple response options could be developed for children to complete themselves. Using offline audio survey tools such as KOBO, program implementers can collect data from children themselves at baseline and end line that syncs when their caregivers' have internet access. These tools would have to be fit-for-purpose and developed for specific IRI/IAI programming and are not currently available.

Measuring long term impact on learning outcomes

There is currently a gap in research related to the long-term impact of IRI/IAI programs, particularly when implementation is solely remote. When developing monitoring and evaluation plans for IRI/IAI programs, long-term learning impact and outcomes should be considered. Specifically, as children return and reintegrate into schools, their experiences during school closures, interaction with IRI/IAI programs and content, and data from formative, summative, and/or qualitative data collection should be tracked with their learning in the classroom. Evaluating IRI/IAI implementation with children as they integrate back to school will also support their metacognition and may help them process their experiences during

[27] Save the Children currently have developed the Holistic Assessment of Learning and Development Outcomes (HALDO) which can be implemented using community facilitators in household visits at base and endline. (link)

school closure. This will help program implementers respond to specific challenges children face during classroom return and also help prepare implementers to better respond to future school closures.

Process Evaluation

Process evaluations answer questions about the operations of program, the quality of the programming and the targets reached through content distribution. Process evaluation in IAI/IRI often focuses specifically on the development and testing of program content, monitoring the reach of content, and collecting qualitative feedback about the quality and use of content.

- When designing a process evaluation for IAI/IRI programs, the quality and relevance of the content is the first indicator to measure. This is usually done with qualitative interviews, often in-person.[28] Qualitative interviews about content should focus on caregivers' perceptions of the relevance of specific IRI/IAI programs, teacher feedback on IRI/IAI content, and children's engagement in IRI/IAI activities. Where in-person interviews and feedback is not accessible, the use of call-in and text-in numbers built into IAI/IRI programs can collect ongoing data about how children and caregivers view the quality of the content. Teachers can also be engaged in process evaluation of IAI/IRI content using SMS or internet-based messaging like WhatsApp to provide feedback and support in revising IRI/IAI content throughout implementation.
- Output focused measures should include specifically the range of radio stations providing IAI/IRI content and where possible, more direct data collection of how many children within specific catchment areas are accessing IAI/IRI programs. This can be collected via IRI/IAI programming itself through the distribution of text-in/ call-in numbers, and targeted evaluation within school communities by using caregivers' phone numbers from school registers and sending bulk SMS to caregivers to assess how many households have listened to IRI/IAI programming at specified points throughout the program implementation. Any output focused process evaluation using SMS should note that caregivers will be observing and reporting on their perception of children's engagement with IRI programs.
- Most Significant Change qualitative interviews can be used as caregivers and their children return to face-to-face educational programs to gauge the quality of IRI/ IAI programming. These interviews should ask caregivers and children what they liked about the IRI/IAI programming, how often the listened, and what they felt they gained from the programming. Most Significant Change interviews can also be conducted via phone calls to identify qualitative feedback from caregivers and children prior to their return to school.

[28] World Bank Toolkit (2005) *Improving educational quality with interactive radio instruction: a toolkit for policymakers and planners* http://documents.worldbank.org/curated/en/288791468035958279/pdf/357420AFRHD0521lkit1nov10501PUBLIC1.pdf

Assessment tools

Tools	SMS	Call-in	Internet-based
Basic and feature phones	Audience can receive SMS and send at varying costs	Audience can make calls to hotlines at varying costs	
Smart phones	Audience can receive SMS and send at varying costs	Audience can make calls to hotlines at varying costs	Audience can access online-content and receive internet based messages at varying costs
Rapid Pro	Provides bulk SMS with response options, requires audience to have at least a basic phone		
FrontlineSMS	Provides bulk SMS with response options, requires audience to have at least a basic phone		
Text-It	Provides bulk SMS with response options, requires audience to have at least a basic phone		
WhatsApp		Can be used for calls to and from Caregivers. Requires audience to have internet-enabled phone (some feature phones or Smart)	Provides bulk messaging up to ~230 users. Requires audience to have internet-enabled phone (some feature phones or Smart)
Fit-for-purpose mobile apps			Can be developed to include built-in assessment and monitoring tools. Requires audience to have internet-enabled phone (some feature phones or Smart)

Budgeting for MEAL

The IRI budgeting described in the Production section above, includes key personnel who can continue to support MEAL during project implementation, specifically the evaluation officer and knowledge management office. Depending on the duration and size of the target population, additional MEAL personnel costs should be considered

In all evaluation designs that incorporate call-in or text-in numbers or internet and requests to children and caregivers, project designers should consider the cost implications that households may face in using these modalities. Working with relevant telecom companies, program implementers can identify the costs of receiving and sending texts in the catchment areas and the cost of data in megabytes depending on the amount of data to be transmitted.

Specifically, in formative and summative evaluation, printing tools or distributing devices to evaluate children's learning has direct budget implications. If a fit-for-purpose assessment is developed, contracting with a developer who can make a tool that is culturally relevant and adaptable for future projects can also be costly, estimated at least at $50,000USD to develop and test a new education technology tool.

In process evaluations, production workshops and qualitative data collection prior to and at the end of project implementation are specifically useful, although require face-to-face meetings. If conducted remotely, call costs for individual qualitative interviews with caregivers and potential data costs should be considered.

REFERENCES

Carlson, S. (2013). Using technology to deliver educational services to children and youth in environments affected by crisis and/or conflict. USAID. Available from https://www.usaid.gov/sites/default/files/documents/2155/ICTs%20in%20Conflict%20Compendium%20FINAL.pdf

CAST (2020) About Universal Design, available from: http://www.cast.org/our-work/about-udl.html#.Xr4uw2hKg2w

CSC-Hub, Global Conflict Sensitivity Community Hub. [CSE definition available from: https://conflictsensitivity.org/conflict-sensitivity/what-is-conflict-sensitivity/]

EDC (2020) *Learning at Home in Time of Crisis Using Radio: Interactive Audio Instruction Repurposing Toolkit: Summary,* Available from: https://www.edc.org/learning-home-times-crisis-using-radio

EDC's (2015) Expanding Access to Early Childhood Development: Using Interactive Audio Instruction: A toolkit and guidelines for program design and implementation, Available from: https://www.edc.org/sites/default/files/uploads/Expanding%20Access%20to%20Early%20Childhood%20Development%20-%20Full%20Report.pdf

Ferguson et al (2020) Impact of non-pharmaceutical interventions (NPIs) to reduce COVID-19 mortality and healthcare demands, Imperial College COVID-19 Response Team, London, UK, available from: https://www.imperial.ac.uk/media/imperial-college/medicine/sph/ide/gida-fellowships/Imperial-College-COVID19-NPI-modelling-16-03-2020.pdf

Ho, Jennifer, and Hetal Thukral. (2009) "Tuned in to Student Success: Assessing the Impact of Interactive Radio Instruction for the Hardest to Reach." Education Development Center, Washington, DC

INEE (2010) INEE Minimum Standards for Education: Preparedness, Response, Recovery, available from: https://inee.org/resources/inee-minimum-standards

INEE (2013) INEE Guidance Note on Conflict Sensitive Education, available from: https://inee.org/resources/inee-guidance-note-conflict-sensitive-education

INEE (2013) INEE Conflict Sensitive Education Guiding Principles, available from: https://inee.org/resources/inee-conflict-sensitive-education-guiding-principles

Krathwohl, D. R., & Anderson, L. W. (2009). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

Power, T; Mathew, R and Siddique, A (2015). Changes in teaching and learning: what counts, who to, and how is it counted? In: UKFIET 2015 Conference Papers, 13th International Conference on Education & Development. UKFIET: The Education & Development Forum.

mEducation Alliance, BEC ICT4E WG webinar (2020) *Education Technology for Continuity of Education in response to COVID-19. 2020.* Available from: https://zoom.us/rec/play/usAtJu3883T9bAsgSDVKdwW9S9Jqus0ycX-6VeyEznAXkFZAaiYbdANuRhsdS3bIfeeZDAOFL8d_HL?continueMode=true

Ministry of Education and Vocational Training, Zanzibar, and RISE. (2009) “Radio Instruction to Strengthen Education in Zanzibar: Learning Gains Assessment.” Education Development Center, Washington, DC.

UNICEF (2020) *Coronavirus Disease (COVID-19) and Its Implications for Protecting Children Online* Available from: https://www.unicef.org/documents/covid-19-and-implications-protecting-children-online

Waugaman et al (2016) From Principles to Practice: Implementing the Principles for Digital Development, *Perspectives and Recommendation from the Practitioner Community.* Available from: https://digitalprinciples.org/wp-content/uploads/From_Principle_to_Practice_v5.pdf

World Bank (2005) Improving Education Quality with Interactive Radio Instruction Toolkit: available from: http://documents.worldbank.org/curated/en/288791468035958279/Improving-educational-quality-with-interactive-radio-instruction-a-toolkit-for-policymakers-and-planners

WHO (2020) Press Briefing 11 May 2020 available from https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-may-2020

Annex 1: Distance Learning Feasibility study form Afghanistan

Question	Options
1. Does your household own a radio?	If yes, does it receive local radio waves/channels at least 5 days per week?
	If no, are radio waves blocked by armed opposition groups?
	If yes, are you able to purchase additional batteries?
	If yes, would you allow your children to listen to educational radio programmes?
2. Does your household own a television?	If yes, do you have electricity at least 5 days per week for 2 hours per day?
	If yes, are you able to access government television programming?
	If yes, would you allow your children to watch educational programmes?
3. Does your household have access to the internet?	If yes, how strong and regularly accessible is your internet connection?
	If yes, do you rely on a mobile hotspot for internet?
	If yes, do you have a device on which to access the internet? (e.g. computer/laptop, tablet, smartphone)
	If yes, would you allow your children to use the internet for educational purposes?
4. Does your household own a smartphone?	If yes, would you allow your child(ren) to use it for education purposes?
	If yes, does it have a data plan (internet connection) or is it only used for calling/SMS?
5. Does your household own a cellular/mobile phone?	If yes, would you allow your child(ren) to use it for education purposes?
	If yes, does it receive SMS? Can it be used for education-related phone calls?
6. Who is usually home during the day to supervise your children?	

7. During the regular school year, who, if anyone, helps your children with homework?	

Annex 2: Examples of mindfulness activities

Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘belly breathing.’ Who can show me where their belly is?”

Say: That’s right! Now we are going to:

- o Put both of our hands gently on our bellies
- o Sit night and straight, but also relaxed
- o We can close our eyes, or look right at the top of my head

Using a calm, slow voice, say:

- o Let’s breathe in slowly and feel our bellies fill up with air
- o Our bellies should get nice and round, very slowly
- o And now let’s breathe out and feel our bellies get small again, nice and slowly

Count to 5, slowly as the group breathes in, and from 5 down to 1, slowly, as the group exhales
Repeat 4 or 5 times

Quietly thank children for their work breathing and say: Now that we have made our bodies and our minds calm, we are ready to start our activity.

*****

Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘meditation exercise.

Say: Now we are going to:

- o Take 1 minute to sit quietly.
- o Close your eyes only if you are comfortable doing so grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.

Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.

Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.

Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.
Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.

Now bring your attention back to the class and group. Wiggle your fingers and toes. Make small circle with your wrists. Stretch your arms up to the sky and then shake them. If your eyes are closed, slowly open them.

Annex 3: Return to Learning structure:

Return to Learning

The Return to Learning (RtL) program is designed to support children (ages 4-15) in regaining access to education immediately after displacement when children are the most at risk and when accessing learning opportunities is often the most challenging. Aligned with Save the Children's Quality Learning framework, RtL uses a play-based approach to develop basic literacy, numeracy, and social-emotional learning skills (SEL), contributing to children's school readiness, learning, and wellbeing. RtL provides quick access to education as restores a sense of normalcy as longer-term opportunities are identified, thus reducing the amount of time displaced children spend out of a safe learning envrionment.

Significantly, RtL follows a consistent lesson structure which champions SEL activities that can be particularly relevant in times of heightened stress, such as the current pandemic. Formative assessment is a critical component of the RtL approach, and adapted materials for IRI will include ongoing opportunities for formative assessment by caregivers and parents, including guidance on questioning for comprehension and critical thinking linked to Bloom's taxonomy of learning[29]. These resources will also include metacognitive strategies and assessments for children to monitor their own learning.

[29] Krathwohl, D. R., & Anderson, L. W. (2009). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* Longman.

Annex 4: Caregiver Tips and Guidance

Examples of the types of guidance and tips that could be provided to caregivers include:

(Also refer to caregiver tips doc and PwV doc)

For all ages of children:

Find dedicated 1:1 time for their child of at least 15 minutes a day including talking about positive or fun things that have occurred.

- *Be open and listen to your child, answer their questions honestly*
- *Encouraging caregivers to keep to a simple structure for their day; for example, when learning time is, when free time is. Older children (age 4-5 upwards can help develop this)*
- *Providing practical mechanisms to caregivers on how to cope with their own stress and that of their children e.g. express their feelings, to answer questions about COVID (not applicable for 0-3 age range), how to maintain safe distances, keep in touch with friends and family remotely…*
- *Wash hands frequently with soap for at least 20 seconds*
- *Practice physical distancing when outdoors, particularly from people with respiratory symptoms*
- *Practice indoor physical activity with your child when under lock-down*
- *Encouraging older siblings to engage with their younger sibling e.g. through play, reading, supporting on schoolwork, how to wash hands*
- *Give children (age 4 and above) tasks and responsibilities*
- *To give praise to children*
- *Use positive words with children instead of scolding, redirect any challenging or unwanted behavior with positive statements e.g. instead of don't make the mess; use 'let us tidy up'*

For children aged 0-3

- *Sing, talk, play, hold and touch their babies and young children during everyday tasks*
- *Copy facial expressions and gestures and see how baby/young child responds and copies*
- *Tell stories and/or read books together*

For young children (aged 4-10)

- *Read a book or look at the pictures together*
- *Sing or dance together*
- *Make everyday chores a game e.g. washing up or cooking*
- *Draw together*
- *Help with schoolwork e.g. basic numeracy or literacy activities*
- *Explain that microbes can make us sick and they are on our hands, although we can't see them. That's why we have to wash hands with soap several times during the day.*

For children of secondary school age

- Talk with them about something that they like doing e.g. football, favourite pop star, friends
- Talk about how they continue to grow up, although schools are closed, or they can't see friends. Explain that menstruation is normal and show your daughter how to manage it, especially if she has not yet started.

Caregiver specific:

- Positive stress coping mechanisms e.g. deep breathing, moving to a different place so that you respond calmly
- Take a break from your children and do something for yourself
- Let your child (older than 5-6 years old) that sometimes you also feel worried and stressed and this is an ok reaction
- Communicate with other people in the household or around you (social distancing permitting)

Annex 5 – Examples of how Small Teacher Groups

Example A

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Time & Group	08:00 Group A	08:00 Group D	08:00 Group A	08:00 Group D	08:00 Group A	08:00 Group D
	10:00 Group B	10:00 Group E	10:00 Group B	10:00 Group E	10:00 Group B	10:00 Group E
	16:00 Group C	16:00 Group F	16:00 Group C	16:00 Group F	16:00 Group C	16:00 Group F

Example B

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Time & Group	08:00 Group A	08:00 Group C	08:00 Group A	08:00 Group C	08:00 Group A	08:00 Group C
	10:00 Group B	10:00 Group D	10:00 Group B	10:00 Group D	10:00 Group B	10:00 Group D

Example C

	Monday	Tuesday	Wednesday	Thursday	Friday
Time & Group	08:00 Group A	08:00 Group D	08:00 Group A	08:00 Group D	08:00 Group A
	10:00 Group B	10:00 Group E	10:00 Group B	10:00 Group E	10:00 Group B
	16:00 Group C	16:00 Group F	16:00 Group C	16:00 Group F	16:00 Group C

*for this example, the following Monday will continue with Groups D, E, &

ANNEX 6: Radio Script Template

Section:		
Objective:	*e.g. To present the objectives of this session to the caregiver and children.*	
	Character name	**Content:** *Format* (TONE OF ADDRESS)/'Lines from script'/song/sound clip no.
1.	FX (sound FX)	*STANDARD INTRODUCTORY JINGLE NO.xx*
2.	Example: *Ms Granger*	*(EXCITEDLY) 'Welcome to the xxxxx programme! Get ready to play with our favourite radio friends xxxxxx. This is the first radio programme of the series for xxxx age range'*
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Annex 7: Case Studies from Save the Children's programming

Tiyende! - Malawi

Save the Children, in partnership with the EDC, in Malawi launched the education technology programme Tiyende IRI in 2013. It is an Interactive Radio Instruction (IRI) program targeted at four to five-year olds. The programme provides over 100 pre-recorded lessons that align with the Early Childhood Development (ECD) National Curriculum. The aim of the Tiyende program was to create a simple, sustainable and low-cost solution that the communities could continue with minimal outside support. The lessons are scripted to bring life to the educational activities, entertaining and engaging the children while they learn. The Tiyende IRI program also operates as a teacher-training tool for the volunteers in the communities. Rather than replacing them the program relies on the care givers learning about the curriculum and guiding the lessons. The goal is for the technology to enhance teaching not replace teachers.

In an effort to make Tiyende IRI sustainable on a local level the programme can be sourced using community radios and mobile phones, not just through radio stations, so even children in rural areas have access to a good education. The cost of airing the Tiyende programming for 800 000 children is approximately 10 cents per child per year. The program became so successful it's been adopted by the government into the national early childhood policy!

A 2017 study showed that the radio instruction is having a positive impact on children's learning, caregivers' teaching skills and community participation in early learning efforts. The radio program broadcasting attraction among children resulted in an increase in enrolment among children aged 3-5 years in the study area. For example Mchinji district had at the start of the study an enrolment of 613 children, while at endline the enrolment had increased to 1648, making a total gain of 1035 children! The study also showed an increase in children passing their standard examinations (IDELA); 83% in the study area compared to 73% in the control area.

First Steps - Promoting Parental Support with Radio in Rwanda

First Steps (Intera za Mbere) is a nationally scalable approach to promoting healthy early childhood development by offering holistic parenting education to parents of 0-3 year olds in Rwanda. First Steps focuses on parents' support for physical, socio-emotional, cognitive and language development, with additional emphasis on cultivating foundational skills for emergent literacy in the home.

First Steps is offered through a series of weekly neighborhood-level meetings with a planned group radio listeningand post listening reflection led by local parenting education facilitators, envisioning a cost-effective model that could be adopted for national expansion by the Government of Rwanda. First Steps offers an approach to parenting education that combines Radio programming with community-based peer learning groups and collaborates with local publishers and entrepreneurs to increase parents' access to emergent literacy materials and interventions to increase the availability of books and supplementary learning materials to families.

An endline report showed First Steps had impact in children's health, parenting attitude and behaviors and child development. One example is that it improved caregivers' parenting attitudes and practices with their children. At baseline, there were no significant differences between groups in parents' reported perception of their influence on their children or their frequencies of engaging in different activities with children. Over time, caregiver perception of parental importance in children development increased significantly in the intervention groups compared to the control group, and parents in the full intervention

group gained significantly more in this area than parents in the control. Also, both mothers and fathers in the intervention groups reported engaging in significantly more learning/play and nurturing/care behaviors than parents in the control group. In addition, mothers in the intervention groups reported engaging in fewer negative discipline behaviors with their children than mothers in the control group. Another example of impact was in child development where the study found intervention groups were significantly more likely to meet the ASQ benchmarks than children in the control group in all areas except gross motor development. Therefore, we can conclude that the First Steps program supported significantly stronger child development than the status quo.

Annex 8: Scenarios for Teachers engagement with IRI content

The table below includes programming steps/activities to consider for the different scenarios mentioned above. Note that many of the steps are the same, regardless of the scenario but that scenario 1 has a few additional things to consider.

<table>
<tr><td colspan="2">Scenario #1, 2, 3</td></tr>
<tr><td colspan="2">Identifying teachers who would be willing to support this (assuming they are still receiving their salary – if not, advocate for this so they can support).

Identifying, with teachers and local authorities, the students/children who would participate. It could be that this extra teacher support is only provided to certain categories of students. (E.g. those furthest behind, those with no parents or older siblings to support at home, the most vulnerable, those without radios at home etc.)</td></tr>
<tr><td>Scenario #1</td><td>Scenario #2&3</td></tr>
<tr><td>• Identifying with teachers and local authorities where these groups would take place and creating COVID-19 guidance for how they should be conducted. Also, consider/consult with children and families.

• To take place ideally in the same community/ village/ neighbourhood – ensuring travel is minimal.

• Must be an appropriate and safe space (this could be under the shade of a large tree and in sight of other adults but at an appropriate distance).

• Children must be 2 meters apart, there needs to be WASH provision; handwashing station and soap etc.</td><td>• Identifying with teachers and local authorities how this will work best. Also, consider/consult with children and families/parents.

• Group handwashing, group teeth brushing and mass distribution of deworming pills is to be discontinued during pandemic alert.</td></tr>
<tr><td colspan="2">Scenario # 1, 2, 3</td></tr>
<tr><td colspan="2">• Ensure teachers have clear COVID-19 guidance for their own health and wellbeing and how to support children
• Provide child friendly COVID-19 messaging and resources
• Ensure each teacher has at minimum: a radio/mp3 for the IRI, a phone or smartphone for session delivery and communication/monitoring and are provided with airtime/internet as required.
• Either in person (following COVID19 guidelines) or by phone, support teachers with:
• COVID-19 messaging (health and SEL for them and students)
• Address other wellbeing needs - for example, stress management, information about COVID19 and clear communication about the evolving context (especially for schools),</td></tr>
</table>

consideration of childcare for those with their own children. Ask teachers what their wellbeing needs are.

- Professional development related to the IRI lessons/sessions/content and the role they are expected to fulfil. Possible remote TPD material, as appropriate, for teachers – videos/self-study related to the content or more broadly helpful.
- Ensure teachers are supported to share their concerns, questions and ideas and address these. Have a toll-free number teachers can call as the program runs for extra support or to answer questions or address issues.
- Establish virtual 'peer networks' for teachers as a form of social and emotional support to teachers as well as 'professional' sharing & support for their role in the IRI/distance learning.
- Review regularly with teachers how the planned sessions are going and if any issues have arisen and if any changes are required. If possible, conduct these reviews twice a month by phone and/or a WhatsApp group where more than one teacher can comment and share.