

Distance Education

*FHI 360 leverages technology to address education service and training delivery challenges. In the midst of the COVID-19 pandemic lockdowns and school closures, FHI 360 employed Interactive Radio Instruction (IRI) to reach learners in their homes. We also pivoted to training adult educators online and supported their adaptation to distance learning. In less tumultuous times, FHI 360 uses technology to deliver high quality e-courses and trainings. **Our distance education design seeks to maximize relevance, participant motivation, and engagement.***



Photo: FHI 360

IAI FOR COVID-19 RESPONSE

Under the ACCELERE! Program in the **DEMOCRATIC REPUBLIC OF THE CONGO**, FHI 360 adapted teaching and learning activities to an interactive radio format. The IRI programs were grouped into multi-grade series (grades 1&2 and non-formal level 1; grades 3&4 and non-formal level 2) to allow learners at multiple levels to learn together from their homes. Programs were broadcast through ACCELERE! distributed radios three times per week while schools were closed and in the national languages of the Ciluba, Lingala, and Kiswahili provinces.

In **NORTHEAST NIGERIA**, the USAID-funded Addressing Education in Northeast Nigeria (AENN) activity rolled out a multi-platform distance learning system. Platforms included radio lessons, a toll-free hotline with home learning activities, and SMS messages for parents. Teachers and community members provided ongoing coaching and monitoring to parents and families over the phone. Paper-based home learning kits were provided for communities without phone or radio access.

In **NORTHWEST NIGERIA**, the Reading and Numeracy Activity (RANA), funded by FCDO through UNICEF, provided distance learning through radio lessons. RANA developed 88 lessons in a range of levels and subjects for children ages 3 to 15, reaching over 220,000 listeners. Qualitative research found that children and their families responded very positively to radio lessons.

In **GHANA**, FHI 360—with USAID support—assisted the Government of Ghana Ministry of Education/Ghana Education Service and Ghana Broadcasting Corporation (GBC) in creating a national radio-based reading and language comprehension program for children in kindergarten to grade 4 impacted by school closures. Radio programs air in English and all 11 official Ghanaian languages of instruction and are designed so children can listen at home alone or with a caretaker. The English program includes worksheets to give children opportunities to learn through a phonics-based approach. The midline revealed that listeners had a 6-percentage point and 12-percentage point higher probability of moving to a higher ASER skill level than non-listeners (depending on respondent type).

Fast Facts

- Number of IRI lessons created:
1,804 lessons total
- Number of languages of IRI programs:
20 languages
- Number of participants benefitting from distance trainings: **1,847 participants**

About FHI 360: FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions. Our staff includes experts in health, education, nutrition, environment, economic development, civil society, gender, youth, research, technology, communication and social marketing—creating a unique mix of capabilities to address today's interrelated development challenges. FHI 360 serves more than 70 countries and all U.S. states and territories.

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FOR ADULTS (TEACHERS, TRAINERS, INSTRUCTIONAL LEADERS):

Distance training for trainers on socio-emotional learning (SEL): The USAID Passerelles program is improving access to quality relevant education that incorporates SEL and life skills in **SOUTHERN SENEGAL**. FHI 360 seeks to ensure children are learning in safe environments that promote learning and student and teacher well-being. To do this, FHI 360 delivers robust SEL, positive discipline and gender-sensitive training. Due to COVID-19 lockdowns, FHI 360's Passerelles team pivoted to online training for trainers and supercoaches using Moodle, Zoom, Whatsapp, SMS, and email over a six-week, instructor-paced training. The training is currently being revised to be uploaded onto the Ministry of Education's online course offerings.

Distance e-course for instructional leaders: In **GHANA**, the USAID-funded Partnership for Learning Activity created a multi-module ecourse to build the capacity of the Ministry of Education/Ghana Education Services national core trainers, district-based school inspectors, and instructional support staff in early grade reading foundations and instructional leadership. The course was a blended-learning model, with course content provided on tablets and including videos and speech for offline use. Face-to-face follow up sessions focused on practice and reflection at 20 e-learning centers.

In **RWANDA**, FHI 360 partnered with the Rwanda Education Board (REB) and the University of Rwanda College of Education to develop and deliver a 21-week accredited online course for lower primary teachers on the Foundations of Reading instruction in Kinyarwanda. The 148 course participants actively engaged in weekly viewing sessions, an online forum, and activities to practice in the classroom, monthly “meet the expert sessions,” and four assessments.

E-course for pre-service teachers on socio-emotional learning (SEL):

The Advance Program is strengthening the capacity of select two-and-three-year technical tertiary education programs to provide market-relevant, quality training to disadvantaged youth in the **DOMINICAN REPUBLIC, GUATEMALA, HONDURAS** and **JAMAICA**. One component is building the capacity of lower and upper secondary pre-service teachers to foster students' socioemotional skills in Guatemala. Due to the pandemic, FHI 360's Advance team is adapting to a virtual modality and designing an asynchronous e-course with six virtual modules on socio-emotional learning (SEL) content. This e-course will provide teachers with the knowledge, attitudes, and skills that they need to ensure learning spaces are safe and to address the social-emotional needs of their students. The e-course will include video instruction, an online forum, and interactive games and activities to practice SEL skills. Short assessments will test participants' knowledge after each module, and a resource bank will provide examples of activities.

Pivot to virtual training to continue professional development activities: Also under Advance, FHI 360 adapted professional development activities to distance modalities. In Jamaica, the program designed and facilitated virtual industry webinars using Zoom and including local private sector instructors to increase teachers' understanding of their specific industries and ability to deliver relevant course content. Across all countries, the program also provided virtual support and guidance to teachers and university staff as they adapted to distance learning, including training on incorporating a flipped-classroom methodology to their virtual or blended instruction in Honduras and designing virtual employability skills modules for students in Guatemala.