

Distance Education

FHI 360 uses technology to bring high-quality e-courses and trainings to a variety of contexts. Our distance education design seeks to maximize relevance, motivation and engagement.

We also use technology to address challenges to more traditional education service delivery. 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. This fact sheet shares examples of FHI 360's recent work in e-course development for professionals, e-learning for students and the use of radio and text messaging to deliver instruction to hard-to-reach contexts.

E-COURSES FOR INSTRUCTIONAL LEADERS

In **Rwanda**, through the Tunoze Gusoma activity, FHI 360 is partnering with the Ministry of Education to support a blended approach to continuous professional development for teachers and other education leaders. The structured approach involves face-to-face orientations, online learning, self-study, communities of practice, coaching, assessments, certification, and more. FHI 360 also previously developed and delivered a 21-week accredited online course for lower primary teachers on reading instruction.

In **Ghana**, the Partnership for Education: Learning activity, funded by USAID, created a multi-module e-course to strengthen the capacity of the Ministry of Education and



Ghana Education Service's 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, which featured videos demonstrating teaching and coaching techniques. Face-to-face follow-up sessions focused on practice and reflection at 20 e-learning centers.

DISTANCE LEARNING FOR MIDDLE SCHOOL STUDENTS

In **Morocco**, through the Bridge to Middle School project, funded by USAID, FHI 360 is supporting the Ministry of National Education on its distance-learning strategy in middle and upper primary schools. Together with local partners, Bridge will be developing MOOCs (massive open online courses), distance and hybrid training, and digital content for students in English language learning programs. Distance learning will be incorporated into the piloting and scaling of the project.

DISTANCE TRAINING FOR TRAINERS ON SOCIAL EMOTIONAL LEARNING (SEL)

The USAID Passerelles program improved access to quality, relevant education that incorporated SEL and life skills in **Southern Senegal**. FHI 360 sought to ensure that children are learning in safe environments that promote learning and student and teacher well-being. To do this, FHI 360 delivered 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, text messaging, and email over a six-week, instructor-paced training. The training was later revised and converted into one of the Ministry of Education's online courses.

E-COURSE FOR PRE-SERVICE TEACHERS ON SEL

The Advance project strengthened the capacity of select technical tertiary education programs to provide market-relevant, quality training to marginalized young people in the **Dominican Republic, Guatemala, Honduras and Jamaica**. The project supported upper secondary pre-service teachers in fostering students' socioemotional skills in Guatemala. Due to the pandemic, FHI 360's Advance team adapted to a virtual modality and designed an asynchronous e-course with six virtual modules on SEL content. This e-course provided teachers with the knowledge, attitudes and skills they needed to ensure that learning spaces are safe and to address the social and emotional needs of their students. The e-course included video instruction, an online forum, and interactive games and activities to practice SEL skills. Short assessments tested participants' knowledge after each module, and a resource bank provided 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 included local private sector instructors to increase teachers' understanding of their specific industries and ability to deliver relevant course content. Across all the countries Advance was implemented, the project 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**.

INTERACTIVE RADIO INSTRUCTION (IRI) TO SUPPORT CONTINUOUS LEARNING DURING SCHOOL CLOSURES

FHI 360 leverages technology to address education service delivery during periods of school closures. In the midst of the COVID-19 pandemic, FHI 360 employed IRI to reach learners in their homes. We also pivoted to training adult educators online and supported their transition to distance learning. For example, in **Northeast Nigeria**, the Addressing Education in Northeast Nigeria (AENN) activity, funded by USAID, rolled out a multiplatform distance learning system. Platforms included radio lessons, a toll-free hotline with home learning activities, and text messages for parents. Teachers and community members provided ongoing coaching and mentoring to parents and families over the phone. In **Northwest Nigeria**, the Reading and Numeracy Activity (RANA), funded by FCDO through UNICEF, provided distance learning through radio lessons, reaching over 220,000 listeners.

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 who had been affected by school closures. Programs aired in English and all 11 official Ghanaian languages of instruction and were designed so children could listen at home alone or with a caregiver. The midline revealed that listeners had a 6-percentage point and 12-percentage point higher probability of moving to a higher ASER assessment skill level than non-listeners (depending on respondent type).

About FHI 360: FHI 360 is a global organization that mobilizes research, resources and relationships so people everywhere have access to the opportunities they need to lead full and healthy lives. With collaborations in over 60 countries, we work directly with local leaders to advance social and economic equity, improve health and well-being, respond to humanitarian crises and strengthen community resilience. We share data-driven insights and scalable tools that expand access and equity so communities can effectively address complex challenges, respond to shocks and achieve thriving futures.

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