

INTRODUCTION: Guidance Note 4, TV and Radio Learning

A new series

This guidance is part of a series to support you during the Covid-19 crisis. The guidance notes include #1- Inclusive Digital learning #2 - Teacher resources and #3 Home support. #4 TV and Radio Learning #5Return to school. We will keep selecting interesting resources and develop new guidance as the crisis continues. Feel free to contact the IE sector and share if you have specific guidance needs, with your usual contact. Please share also the material you developed at country level, it might be relevant to other programs and partners.

A quick note about translation

If material that we have collected for your use at programme level is not available in language(s) you need, we can contact Translators without Borders to support us with translations. Let us know.

You can also adapt some material, simplify it and make it more accessible, illustrated (e.g. with Widget). There is free trial [version here](#), and more info is available in brief 1, tip 7. Please simply ensure you quote the original source and mention “adapted or translated from xxx”.

Format

1. Introduction
2. Pictorial based summary of the top tips
3. Explanation of the resources and more information about top tips, with hyperlinks of relevant resources

IE Sector contacts

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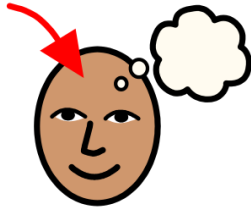
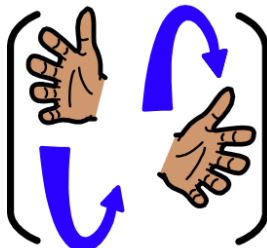

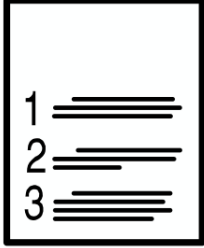

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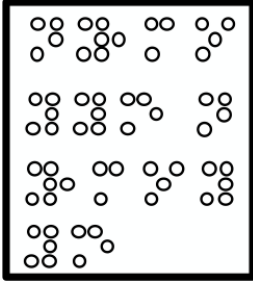

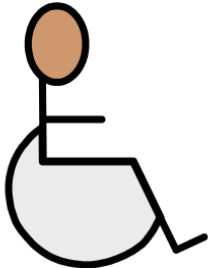
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These briefs were developed with the support of Erika Trabucco, Accessibility specialist.

10 tips for supporting TV and Radio lessons

Suggestions and recommendations for HI's field programmes when working with education actors, CSOs and DPOs

1	<p>Follow the principles of Universal Design for Learning (UDL) when supporting TV or Radio content: ensure that there are multiple ways to share information, motivate learners, and allow children to express themselves. This is a guiding principle across all.</p>	
2	<p>Support students who are deaf or hard of hearing with alternatives to radio: Create written transcripts, sign language video versions (by SMS or MP3 etc), provide sign language interpreters at community level...</p>	
3	<p>Support children with intellectual or communication disabilities as it is easier to understand audio with a corresponding visual stimulus; encourage use of phones/ SMS and face to face visits to support understanding where possible. (in small groups where this is allowed)</p>	
4	<p>Support the structure of radio lessons to make it inclusive; support teacher training in interactive radio instruction (IRI), use a familiar structure, lots of repetition, a slow, clear and steady pace and keep it simple.</p>	
5	<p>Make radio lessons as much like a classroom as possible: e.g. ask 2-3 students to join each radio lesson and answer questions live, following safe distancing rules, and where local restrictions allow.</p>	

6	<p>Advise TV producers to take children with different disabilities into account: e.g reduce flashing images for children with epilepsy or other disorders, and adapt content for children with Autism, so there are clear rules and boundaries etc.</p>	
7	<p>Ensure that TV shows are fully accessible: use large font text with a strong colour contrast background (e.g. black on white), include text with spoken word when possible and include sign language options etc.</p>	
8	<p>Advocate for the government to disseminate awareness raising campaigns about the TV/ radio education curriculum taking persons with disabilities into account (e.g. options in multiple modalities such as braille)</p>	
9	<p>Suggest that TV (and radio) can be made more interactive by teachers answering questions during lessons if broadcast live taking different modalities into account : use text messages, calls, email or social media and video messaging using sign language, and answer live during recordings.</p>	
10	<p>Support diversity by inviting persons with different disabilities on screen as presenters or characters in educational shows etc. (e.g. Sesame Street, a well-known American educational TV show or Kilasy for all a Malagasy education TV program)</p>	

NB. The first 5 tips are more associated with radio and the final 5 tips are more linked to TV. However, some tips can be used for both mediums.

Resources for radio and TV learning

- 1. Follow the principles of Universal Design for Learning (UDL) when supporting TV or Radio content:** ensure that there are multiple ways to share information, motivate learners, and allow children to express themselves.

As a reminder, the three principles of the Universal Design for Learning (UDL) are that learners should be exposed to a number of different ways to show they have understood what has been taught, and to do this, there should be multiple ways to share information with learners, and to motivate them. So for radio (or TV) to work well, it can't just be about providing information orally in a passive way, for learners to listen and note down.

Interactive Radio Instruction (IRI) is the most closely aligned to universal design for learning as it involves the learners actively participating in the lessons rather than just listening along. The best interactive radio sessions also provide students with the chance to create their own materials, or use everyday items that they will have around their home alongside the learning, so it is more practical and hands on, facilitating learning.

If learners have access to textbooks (which is possible if the government are providing written materials to homes) make sure that the radio transmission links to the textbook and explains which pages to follow along too.

It is unrealistic to expect young children to follow radio lessons alone. In Nepal for example, they suggest that children under grade 4 are not expected to listen to radio lessons without support from a parent/ sibling (radio lessons are supported by the project). Children will often be listening to the radio with siblings, so it's important to offer choices as to how to respond to a question or discuss it together etc. Ask them to look around their house to find examples. Make sure that different ways of getting learner's feedback is important. For example, some children may have difficulties in writing so may prefer to give verbal responses, and others may prefer multiple choice options.

- 2. Support students who are deaf or hard of hearing with alternatives to radio:**

Radio broadcasts offer no visual stimulus, only spoken word or songs, in order to deliver curricular information so children who are Deaf or hard of hearing and children who do not speak the language of transmission are at a huge

disadvantage. However there are some simple solutions, provided this is planned in the budget.

- Create written transcripts (see [this paper](#) for more information about accompanying print support),
- Sign language video versions (by SMS or MP3 etc)
- Provide sign language interpreters at community level to support children during radio lessons

As restrictions are eased, even if schools are not open, it will become more possible to find community based solutions to support radio listening, such as the use of sign language interpreters, and working with OPDs (Organisations of persons with disabilities). There should be a network of OPDs working at local level trained in sign language, and some members could assist in supporting radio learning, provided that travel is allowed and safe distancing rules and other precautions remain in place.

Click [here](#) for more information and further reading from UNESCO about national responses including radio/ TV (and online platforms) .

3. Support children with intellectual or communication difficulties as it is easier to understand audio with a corresponding visual stimulus, plus encourage use of phones/ SMS and face to face visits to support understanding where possible. (in small groups where this is allowed)

One way of facilitating this is to encourage or support community volunteers to support students with simple visual images and pictures, activities and key messages in text, to go alongside the radio broadcast, to help aid understanding. [Paper – based workbooks](#), like this one in used in DRC, or just simple visuals to go alongside the radio content could be developed by the person in charge of the support (the community agent/ itinerant teacher/ other specific role) to be used during the radio lesson, and prepared ahead of time. (usually radio lessons are available before they are broadcast, or at least the content can be shared in order to allow for a few simple pictures and materials to be prepared) Ask the local radio station, or a focal point at the ministry of education what the situation is on radio learning in your area.

Some education ministries may have also pre-prepared workbooks to go alongside the radio lessons, and in this case these should be used. If possible, try to support the idea that these workbooks are as accessible as possible. (e.g large font, large spacing, and easy read options where at all practical)

In Sierra Leone, HI was involved in supporting radio lessons by [mobilising CBR \(community based rehabilitation\) volunteers](#) to support learners in small groups, when schools were closed during the Ebola outbreak in 2015. Presently, the Ministry of Education is running the radio-teaching program through the Teaching Service Commission.

Where students and teachers have access to phones, check-in systems to ensure that children who are struggling to keep up have the chance to discuss what they are learning with a peer or teacher are extremely helpful. In Nepal, the community volunteers are doing this through a system called “big sisters”, where younger students are paired with older students. (there is a focus on girls in this project, but it could work with boys too).

- 4. Support the structure of radio lessons to make it inclusive;** support teacher training in interactive radio instruction (IRI), use a familiar structure, lots of repetition, a slow, clear and steady pace and keep it simple.

[Interactive Radio Instruction \(IRI\)](#) has mainly been used as an effective teacher training tool in the past. It's a good way of supporting the structure of radio lessons so that the learner is able to feel more involved in the lesson, rather than passively listening at home without needing to interact. Normally, Interactive Radio Instruction involves class teachers and students together. Once the in-class teachers turn on the radio, the radio “teacher” delivers content and orally directs the in-class teachers to apply a variety of interactive instructional approaches within their classrooms. There is a set framework in which students are prompted to sing songs, participate in individual and group work, answer questions, and perform certain learning tasks.

Regular broadcast radio is quite passive making it easy for participants to “tune out.” Limited interactivity in turn limits learning outcomes. However, if students are prompted to take part in activities, select everyday materials to use as part of the lesson, they are more likely to learn.

[More information can be found here.](#)

Although it is not currently possible to have students in the room with their teachers, similar concepts and materials from previous IRI recordings can be repurposed.

See [this article](#) on repurposing established radio audio series of IRI.

5. Make radio lessons as much like a classroom as possible, but keep the content simple and not too detailed: e.g. ask 2-3 students to join each radio lesson and answer questions live, following safe distancing rules, and where local restrictions allow.

- Keep it simple and don't overload the content!
- Always remember to spend the first 2-3 minutes with an introduction about the topic and the key learning to be targeted in the lesson
- The bulk of each lesson should not be longer than 10- 15 minutes, and this should be split up into shorter sections of a few minutes each to keep learners motivated
- Make sure that learners with disabilities are able to follow the content by regular repetition, use of key words, and use of activities.
- Break up the content through motivating short songs or poems to keep listeners' interest up!
- Throughout the main section of the content, which is dependent on the subject, ensure that the listener is being posed some questions which they have time to answer. (in a work book or orally out loud at home, if accompanied by a parent/ sibling/ support person)
- Always spend the last few minutes in a summary wrap up of the key messages.
- It is important that lessons remain short (around 20 minutes each is ideal) and that students are encouraged to have a break between slots

If permitted and safe to do so, encourage a small number of students to be part of the radio lesson. They would need to be briefed by the radio presenter/ teacher first, and then they could ask live questions to the teacher on the radio show, so it sounds more like a real classroom. This example is currently taking place in Banke, Nepal.

For more information about learning by radio, please click [here](#).

6. Advise TV producers to take children with different disabilities into account: e.g. reduce flashing images and loud sounds for children with epilepsy, anxiety disorders or other disorders such as schizophrenia, and adapt content for children with Autism, so there are clear rules etc.

It is important to try to make TV options as accessible as possible, for those with access. Although TV is clearly a substitute at the moment, there are studies to show it can facilitate learning, along with regular teaching in a classroom. Studies (Saltrick, Honey, & Pasnik, 2004; Kothari & Takeda, 2000) suggest that educational television can assist with the following outcomes

- Enhancing learner comprehension of a particular topic or procedure
- Helping learners visualize processes and procedures that might otherwise be difficult to understand via text or radio
- Increasing learner motivation and enthusiasm
- Promoting teacher effectiveness in areas targeted by television or video learning segments
- Augmenting reading skills, especially when used to reinforce the connection between the spoken and written word.

More information about TV and Radio learning (plus mobile phone and platform options) can be found in [this blog](#).

Some suggestions on how to adapt TV content for children with different needs are given below. Please [click here](#) for more information including a useful table also in the annex.

These recommendations are adapted from **G3ICT**, shown in the link above :

- Reduce distractions in the background and avoid over stimulation
- Ensure that the loudest sounds are not more than 30% louder than general audio program content.
- Ensure that the softest sounds do not dip below “medium soft”.
- Ensure that the brightest colours are not shockingly bright.
- Avoid flashing lights and fast transitions from one image to the next
- Dialogue, text and images are used to help make the characters’ facial expressions and body language understandable.
- Concrete language is used instead of figurative/abstract language
- Let characters give options i.e. two options or multiple choices rather than nothing.
- Use a visual, audio and text to signal when a correct or incorrect answer is given to a question of problem e.g. tick/cross or happy / sad face
- Visual and audio prompts appear to alert the viewer to upcoming loud and/or unusual sound that could trigger a reaction.
- To support children who may have communication difficulties, ensure a slow pace, use clear short sentences, large font size on the text, and limit distractions.

7. Ensure that TV shows are fully accessible for Deaf or Hard of hearing learners, or learners who are blind or who have visual impairments.: use large font text with a strong colour contrast background (e.g. black on white), include text with spoken word when possible and include sign language options etc.

Recommendations:

- Spoken word and text on screen should be used together if possible
- Text on screen should appear as large as possible.
- Contrast should be as clear as possible e.g. white text on black so it's clearly visible
- [Audio descriptions](#) to describe the scene and actions that are important to the story line and the understanding the context
- All spoken dialogue should be available via closed captions or on-screen text.
- Audio cues and essential sound effects should also be made available via sight -gently flashing icon or text
- Audio volume of spoken dialogue does not dip below "medium soft".
- Include sign-language interpretation

Case Examples:

In Senegal, the MoE have included disability focal points within the team developing TV lessons , responsible for ensuring that the educational content meets the educational needs of learners, including learning with disabilities, and will ensure quality control of the audio-visual materials produced . In Rwanda , HI are involved in supporting TV and Radio shows to be more inclusive and accessible, including reviewing the scripts used for the lessons, and supporting sign language interpreters.

For further reading about how to do audio description, [click here](#).

For information about how to make an e-pub file, which accessible, [see here](#).

8. Advocate for the government to disseminate awareness raising campaigns about the TV/ radio education curriculum taking persons with disabilities into account (e.g. options in multiple modalities such as braille)

Make sure that awareness about the existence of the TV or radio education curriculum is disseminated broadly, not just via TV and radio, but also via mobile phones using text messages or What's app (e.g. Peru), or using social media such as facebook. (e.g. Rwanda)

Education ministries often advertise on their own websites, but the general public needs to be made aware of where to find this information, and this information should be shared in multiple formats such as braille, sign language and easy read. Please also see this [blog for](#) information and guidance about using TV for education.

- 9. Suggest that TV can be made more interactive by teachers answering questions during lessons if broadcast live taking different modalities into account :** use text messages, calls, email or social media and video messaging using sign language, and answer live during recordings

Setting up simple ways to gather information from the viewer can significantly impact the effectiveness of TV programmes. This is possible even with limited Internet connectivity (e.g. text messages, WhatsApp) and simple devices. Some countries have organised for Internet service providers to provide free internet access to online learning platforms (e.g. [Kenya](#), [Rwanda](#), [Nigeria](#)).

It should be noted though that content used during COVID-19 closures can be reused when schools reopen and to reach out-of-school children. Learners can review video clips multiple times, which can increase learning opportunities although the interactivity would be lost later on, if it's not live.

Supplementing TV programmes with print material like workbooks, written homework or newspaper-based activities can improve its effectiveness, as seen in Bangladesh. Text-messages can be used to prompt caregivers, students and educators with reminders, provided it's not overused!

- 10. Support diversity by inviting persons with different disabilities on screen as presenters or characters in educational shows etc.** (e.g. Sesame Street, a well-known American educational TV show or [Kilasy for all](#) a Malagasy education TV program)

Even in this crisis context, it's important to think about diversity, equity and inclusion in TV programming. Given that large numbers of children will be exposed to education broadcasting, and that governments can have a greater say in the content, it is important to advocate for diversity and inclusion to be well represented. This helps the ethos of inclusive education to become more mainstream and well –known.

ANNEX

IDEA category*	Design considerations	Accessibility support feature set
Autism This is a developmental disability that is also known as Autism Spectrum Disorder (ASD). This disorder results in a number of symptoms, but mainly affects a child's social and communication skills and tolerance for multiple sensory inputs.	The ability to perceive emotional constructs or interpret "right answers" versus "wrong answers" may be impeded for these children.	Dialogue and images are used to help support characters' facial expressions, body language, text and audio information.
		Concrete language is used instead of figurative/abstract language.
		When characters are given options, provide—whenever possible—multiple choices rather than "do whatever you want"
		A mixture of positive reinforcements (visual, audio and text) is used to signal when a correct or incorrect answer or problem solution has been entered.
		Visual and audio prompts appear to alert the viewer to upcoming loud and/or unusual sounds that could trigger a reaction.
Deafness/Blindness Children in this category have both significant visual and hearing impairments.	These children will be unable to effectively access content by sight or sound.	Pre-show materials online prepare deaf/blind viewers.
		Spoken word and text on screen are used together whenever possible.
		Text on screen appears as large as possible.
Emotional Disturbance This term covers a number of mental disorders, including anxiety disorder, bipolar disorder, obsessive-compulsive disorder, schizophrenia and depression.	Children with anxiety disorders or schizophrenia may be overly sensitive to sudden loud sounds or bright flashing indicators.	The loudest sounds are not more than 30% louder than general audio program content.
		The softest sounds do not dip below "medium soft."
		Brightest colors are not shockingly bright.
Hearing Impairment and Deafness This category includes children who have significant hearing impairment, as well as some students who may be profoundly deaf.	Essential information and cues delivered only via sound will be difficult or impossible for these children to hear, even with amplification.	All spoken game dialogue is available via closed captions or on-screen text.
		Audio cues and essential sound effects are also be made available via sight, such as a gently flashing indicator or momentary iconographic on-screen device.
		Audio volume of spoken dialogue does not dip below "medium soft!"

Extra Reading in the zip file shared separately due to large size:

Wagner , 2016, Technology for education in low income countries Sustainable Development Goals

Northrop (2018) Mobile Learning in Low-Resource Countries

EDC (2009) Tuned into student success accessing the impact of IRI for the hardest to reach

Burns (2011) Distance Education for Teacher Training: Modes, Models, and Methods

INEE (2020) Distance learning during COVID-19 Continuing Education in low-tech and low-resource environments, webinar, April 7th

IE Sector (Julia, Sandra and Sandrine), supported by Erika Trabucco (Accessibility global specialist), Humanity & Inclusion, April 2020