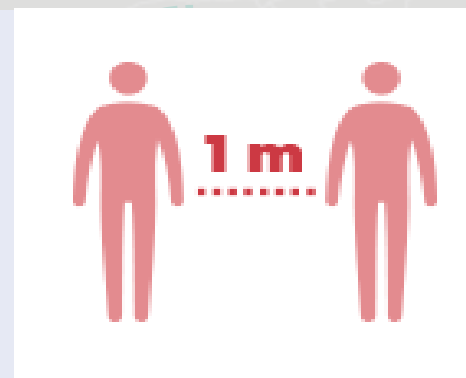
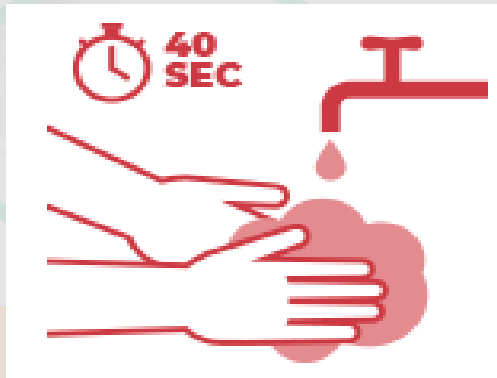


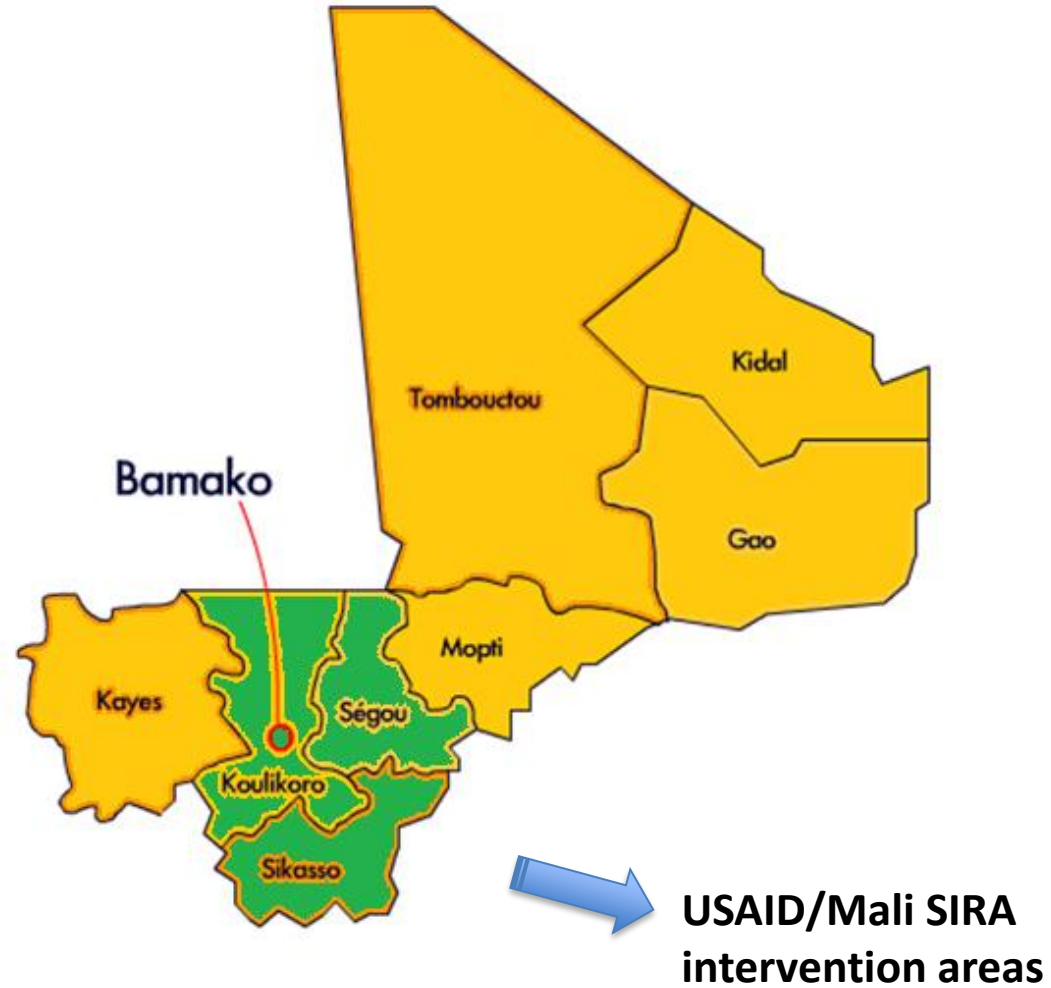


# Monitoring of *continuité pédagogique (Radio Mali)* in SIRA project zones

*In the context of the Covid-19 pandemic*



# The Republic of Mali



# Context

- ❑ **Interactive Audio Instruction (IAI)**, originally designed for in-class teaching has been part of Mali SIRA implementation since 2016 and used by EDC in Mali since 2008.
- ❑ **«*continuité pédagogique*» strategy of MOE for COVID closures:** agreement with SIRA to use this IAI content for broadcasts on Radio Mali.
- ❑ Beginning May 4, 2020: Monday to Thursday, four 30-minute lessons, 9:55 to 11:55 AM.

# Monitoring objectives

1. Measure pupil access to the radio lessons
2. Measure access to the *accompanying pedagogical materials*.
3. Understand difficulties encountered by pupils (and families), in order to design solutions.

# Methods

## **Data collector identification and training:**

- SIRA's 8 regional M&E agents and 8 pedagogical superviseurs
- Online training (Ring Central)

## **Data Collection:**

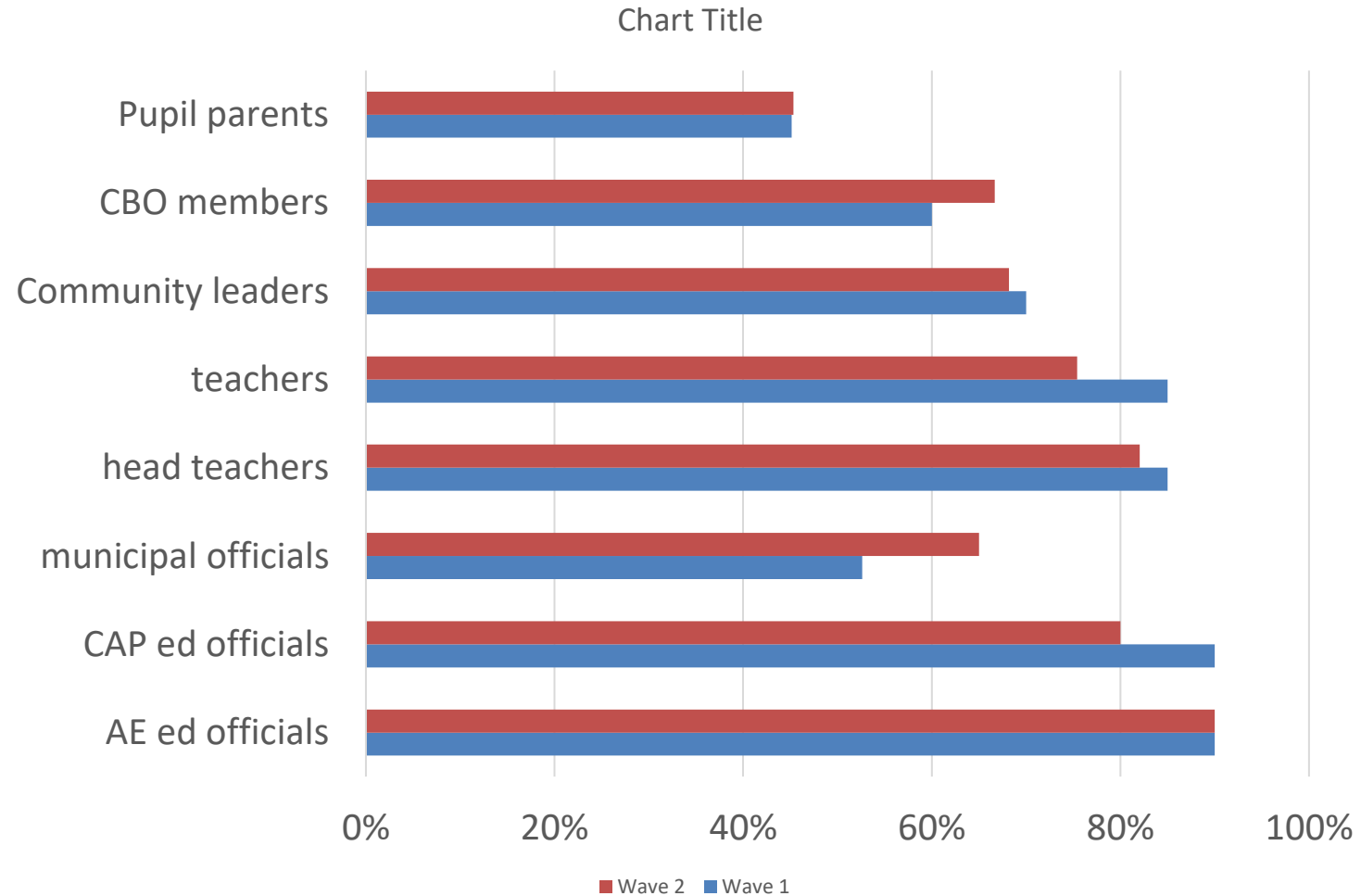
- Survey questions (appended to EDC inter-project COVID impact monitoring).
- Respondents contacted by phone
- Responses (closed or coded) input into tablets using Kobo Toolbox

## **Data collected so far:**

- 1st wave: May 20 to 25, 2020
- 2<sup>nd</sup> wave: June 8 to 15, 2020
- 3rd wave: July 21 to 27, 2020

# Question 46a : Are you aware of the current Radio Mali lesson broadcasts for P1-P4 ?

- In waves 1 and 2, about 60% of all respondents (with *any* children) were aware of the Radio lessons.
- Among targeted parents *who were aware*, most (73%) learned via national and local radio publicity

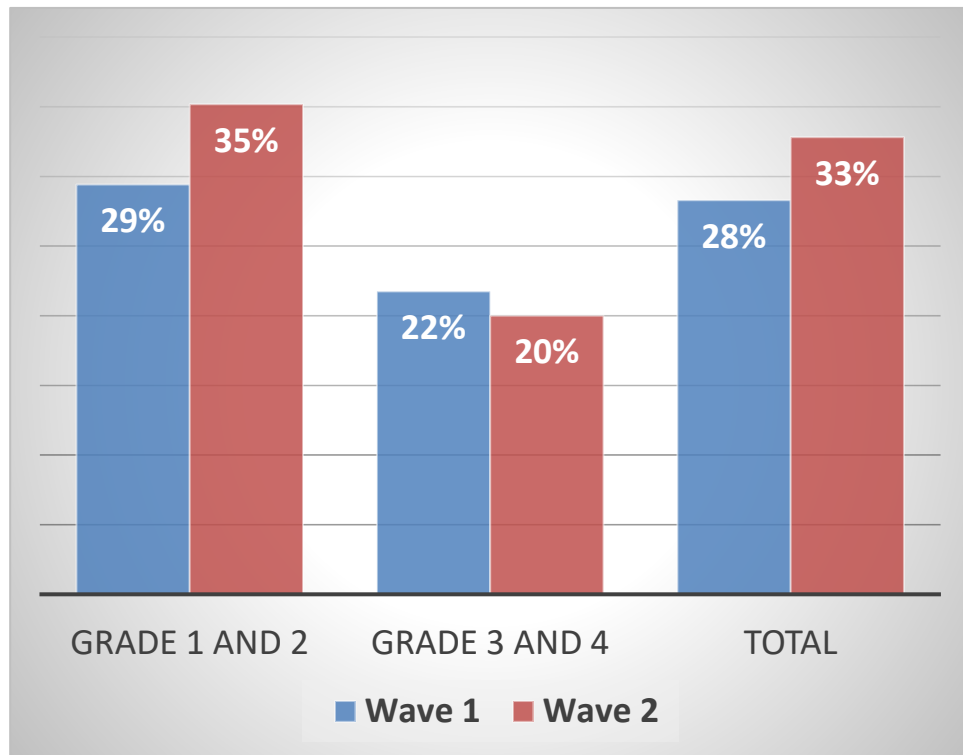


# Question 46b : Do you have one or more children in grades 1-4 of a public or community school?

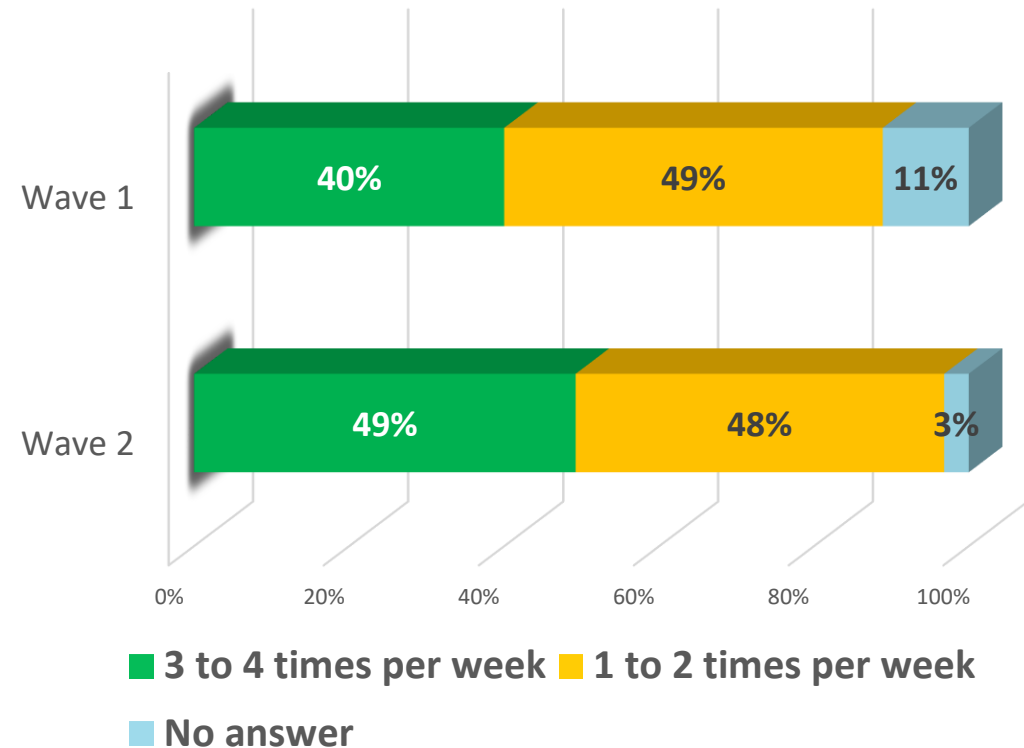
	Wave 1		Wave 2	
	#	%	#	%
1st and/or 2nd	136	34%	162	41%
3 <sup>rd</sup> and/or 4th*	23	6%	30	8%
none	236	60%	204	52%
Total	395	100%	396	100%

# Question 46c : Is/Are your child(ren) listening to the lessons on Radio Mali ?

- 28% (Wave 1) et 33% (Wave 2) of relevant parents affirmed that children listened to the lessons

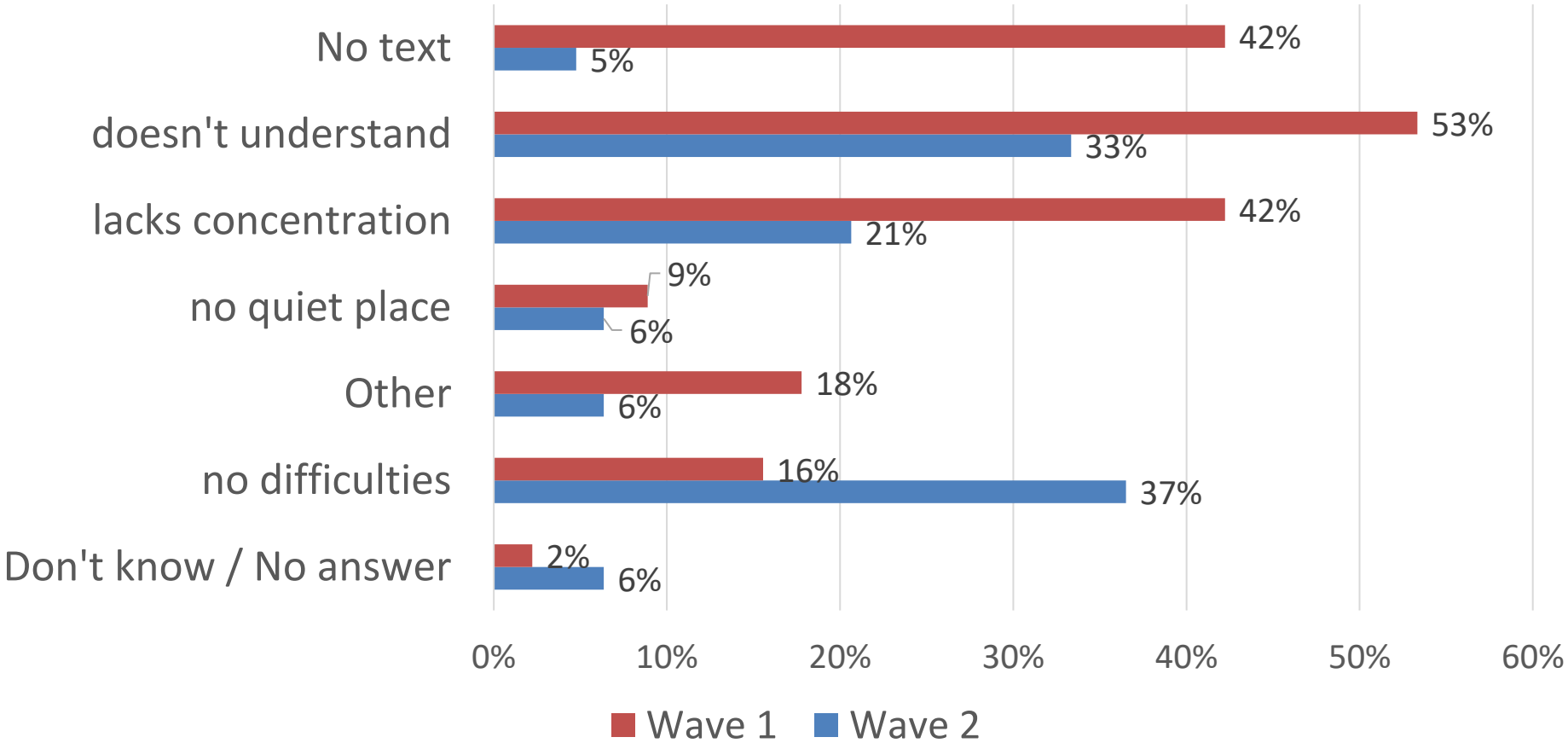


- (Question 46d) : **How often do they listen to the radio lessons?**



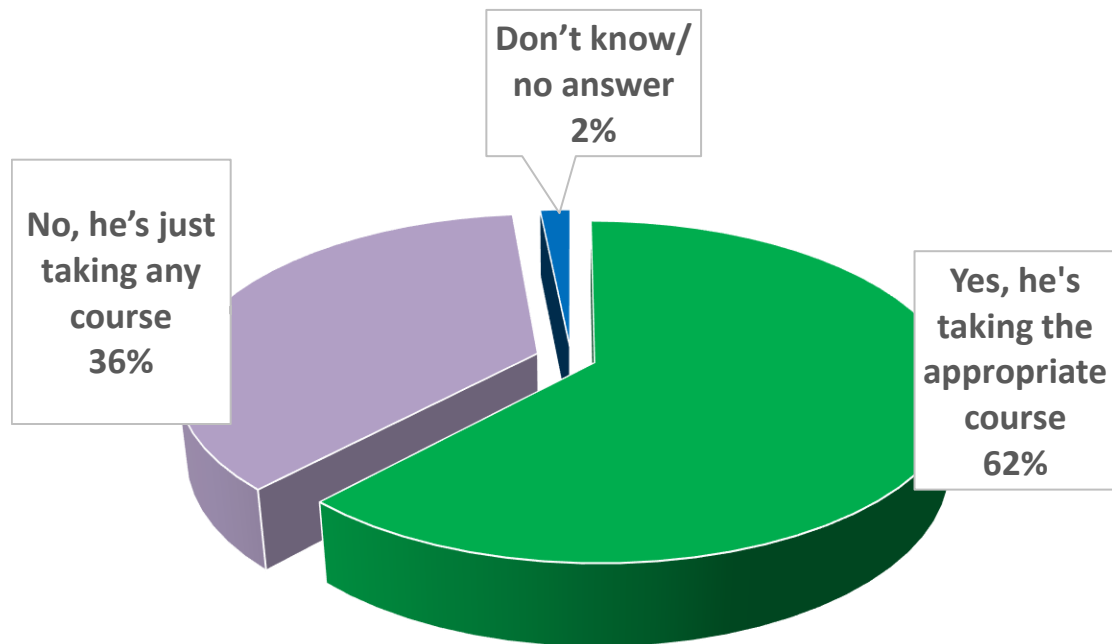


# Question 46e : Does/do your child(ren) have difficulties with this kind of distance learning ? If yes, what are they?

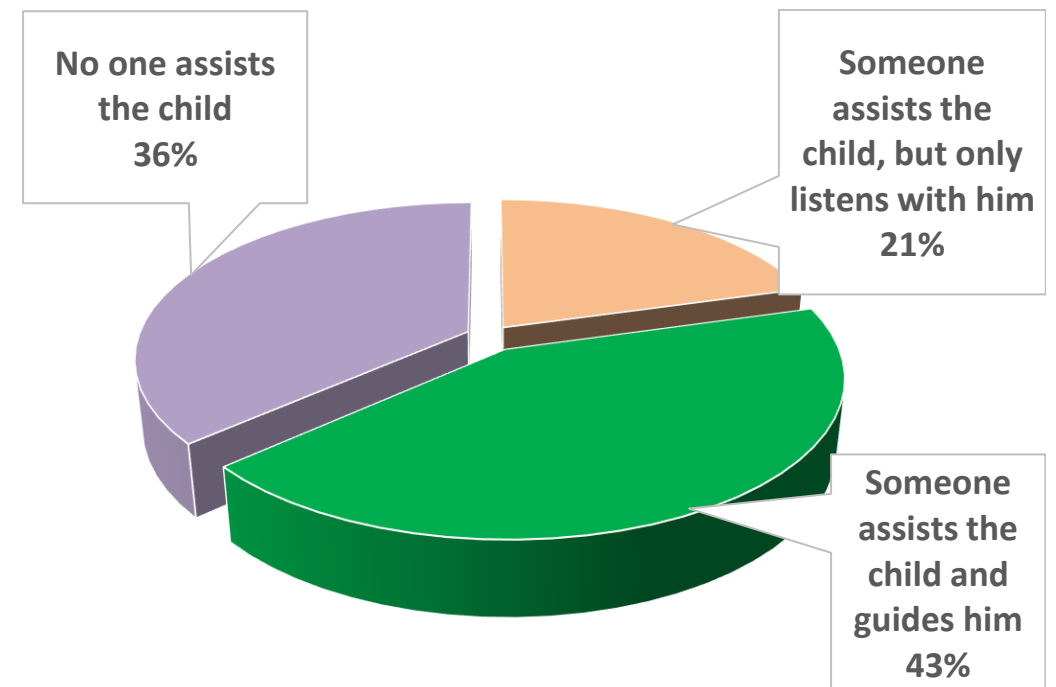


# How are children listening to the lessons?

- (Question Q46d2): **Does your child listen to the lesson designed for their level, or just to all the lessons without considering the level?**



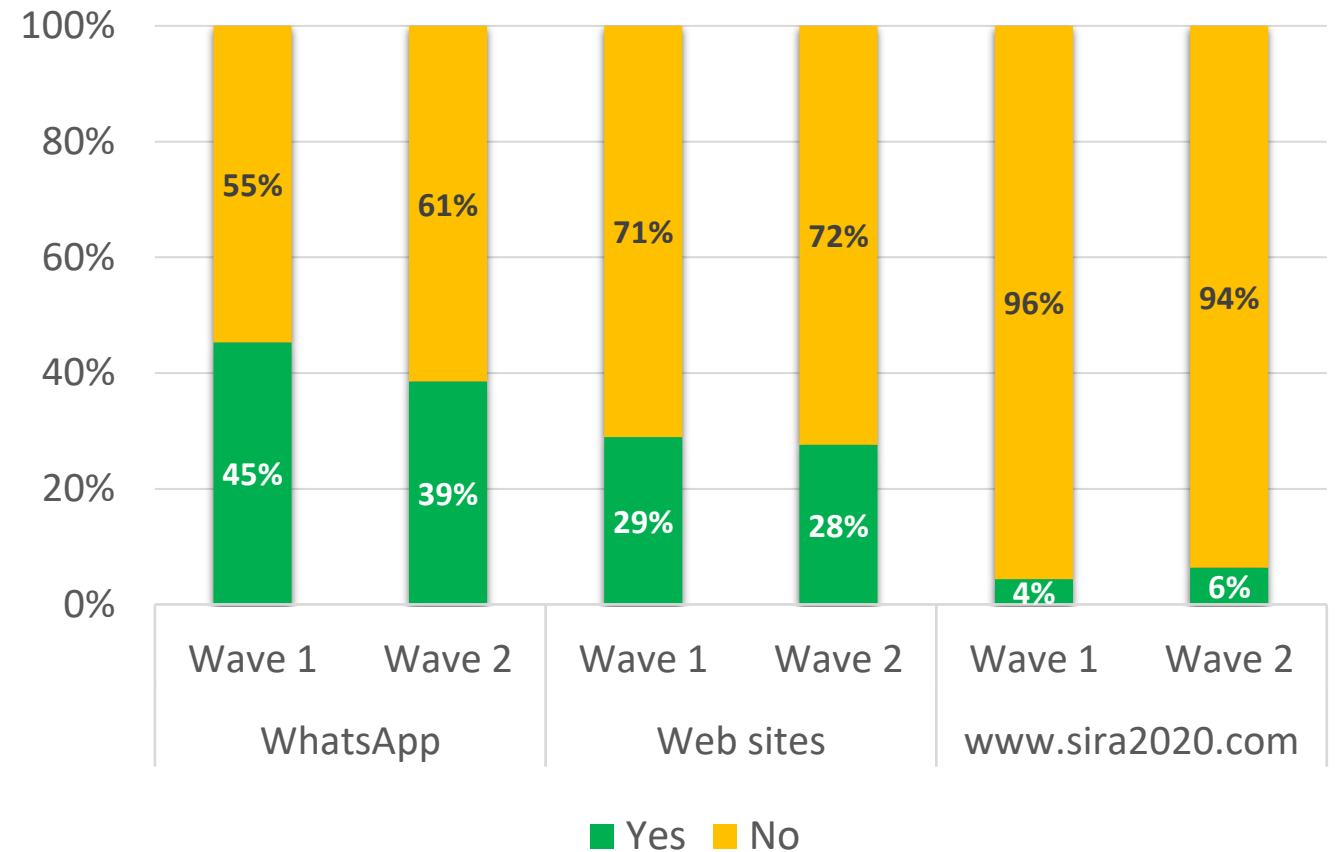
- (Question Q46d3) : **Does a family member follow the lessons with the child and guide her through the instructions?**



# Question 46i : Can you access websites on the internet?

## Question 46j : If yes, do you have access to [sira2020.com](http://sira2020.com) to get the textual supports for the radio lessons?

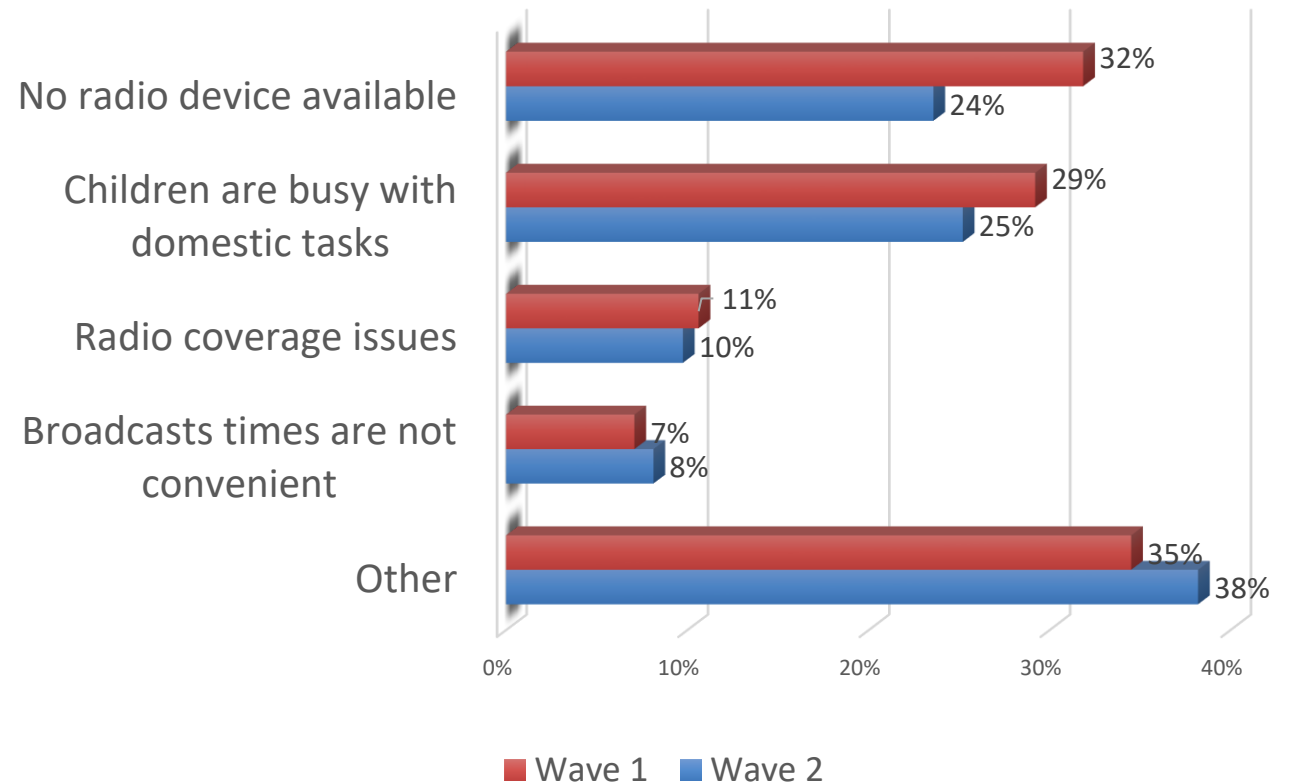
- Parents lack access to the supporting texts : only 4% can access [www.sira2020.com](http://www.sira2020.com)
- Most parents can't access websites at all.



# Question 46f : If your child does not listen to the radio listens, why not?

- The issue of domestic work suggests parents have not understood that relevant lessons take just 30 minutes per day.
- Other reasons: child doesn't understand, parent not available/able to help, see little/no value in radio lessons, etc.

The reasons why children do not listen IAI broadcasts



# How have findings been used?

- ✓ Some questions have been modified, and probes added to better understand the challenges noted by parents (in terms of children's listening, support to children, etc.)
- ✓ A new radio announcement has been produced and broadcast to:
  - Remind that it's important for children to *listen to the lessons*;
  - Clarify that pupils should follow the *appropriate level of lesson* among the four offered;
  - Emphasize that a family member should *follow along to help guide children* through the instructions
  - Encourage parents to reduce domestic tasks in order to allow children to listen;
  - Reinforce messages about protection measures against COVID 19.
- ✓ The 3<sup>rd</sup> wave will allow insight into the effectiveness of these improvement measures

# Challenges and lesson learned

- ✓ In the context of frequent teacher strikes since December 2019 (on average one week of school per month) less schools were already closed before Covid19. Some parents lose respect/interest in formal education on offer, so it's difficult to stimulate interest in distance education;
- ✓ Fragile socio-political context: anti-government protests entirely prevented broadcasts the week of July 13 to 16.
- ✓ Socio-economic context: difficult or even impossible to reach certain children (lack of radio in the family, radio coverage limits), an estimated 30% of targeted children.
- ✓ The texts of the broadcasts could not yet be printed and distributed to pupils because of COVID19 related constraints.
- ✓ As a result, a catch up program will be provided to teachers, and the first two months of re-opened formal schools will be dedicated to catching-up (Sept –Oct).



**Merci de votre  
attention**

