



ACE RADIO SCHOOL

February - April 2021

Sponsored by:

POUL DUE JENSEN / GRUNDFOS
FOUNDATION

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1.0 INTRODUCTION



An out-of-school girl listening to ACE Radio School

The ACE radio school initiative was created to bridge the educational gap during the COVID-19 pandemic. The program communicated with children directly through a radio programme that involved teachers and use of infrastructure (for children learning in the safe space). The primary audience of the radio series are nursery, primary and secondary school children.

After airing for 7 months in 2020, the radio school kicked off again in the month of February 2021 as schools had not fully reopened, however with a focus on out-of-school-children with the goal of increasing access to education to recover from learning loss and thus realizing the Sustainable Development Goal (SDG) 4, education for inclusion, equity, and quality for all.

The programme ran for 3 months (February to April 2021) airing 3 times a week on Wazobia FM in Abuja. Freedom FM in Kano State, Radio Gotel in Yola, Peace FM Borno state and Garkua FM Sokoto state. These radio stations had a total coverage of 12 states.

The program was evaluated using calls and SMS as a feedback mechanism for participants, a feedback form was created to document all message enquiry, suggestions and responses to exercises.

2.0 FEEDBACK ANALYSIS

The ACE radio school received a total of two thousand seven hundred and seventy-one responses (2771) from all of the states aired in. Of the 2771 responses received, 742 were text messages, 96 were calls and 1933 were dropped calls (all dropped calls are requests for a call back due to low credit from participants). The distribution is displayed below;

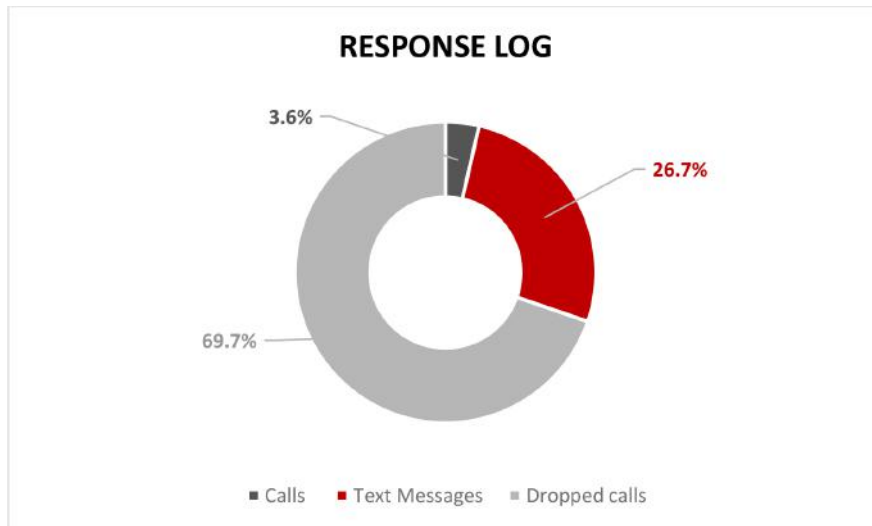


Figure 1: Representation of feedback from listeners

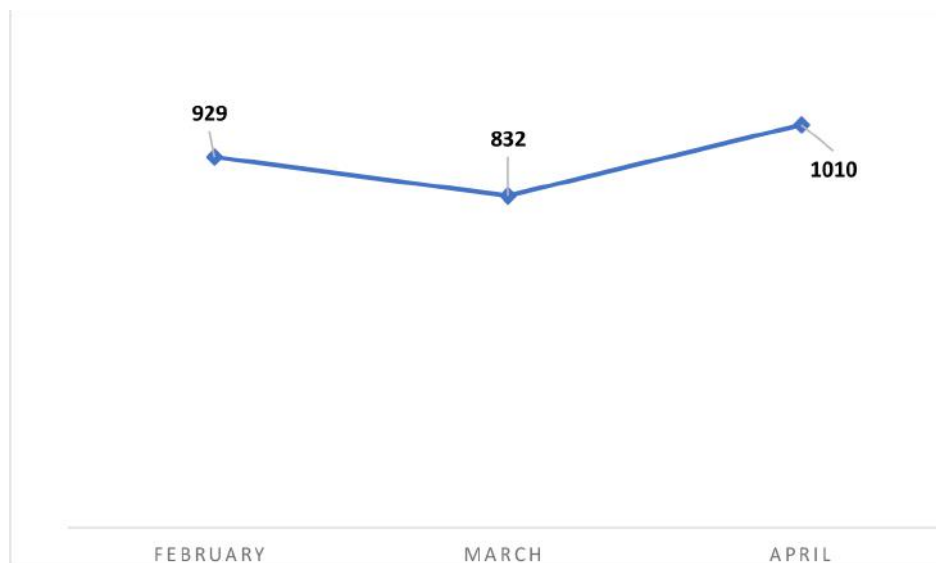


Figure 2: distribution of responses received per month

In the above graph, the responses of participants declined in March as a result of the school re-opening and the low response from the Federal Capital Territory Abuja (FCT). Subsequently, Sokoto state was added to the target states after FCT was removed. Episodes aired in Sokoto from the end of March till the end of the programme in April. April had the highest number of feedbacks received, with 1010 responses.

2.0 FEEDBACK ANALYSIS

The distribution of responses per month is displayed in the chart below, the results show that the highest number of responses received monthly were answers to exercises given at the end of each session, followed by children sending appreciation messages. We also received enquiries about private tutoring and other messages including prayers for the organization.

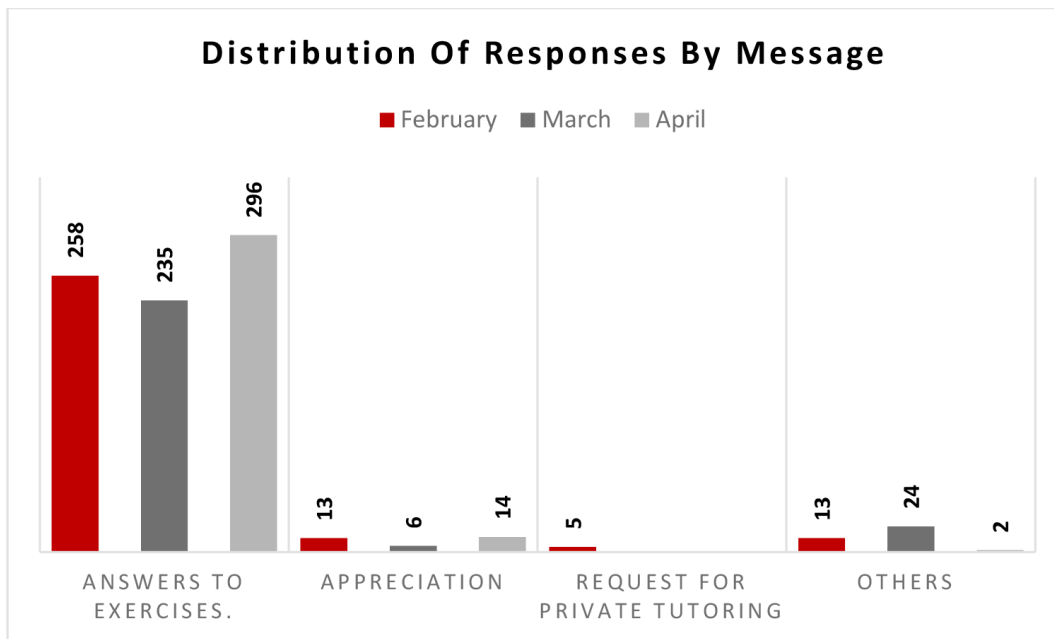


Figure 3: Distribution of responses received by type of messages

3.0 GENDER REPRESENTATION

The charts below show the gender distribution of respondents throughout the months the ACE radio school aired, and the gender distribution of the children in the focus learning groups in the five selected states.

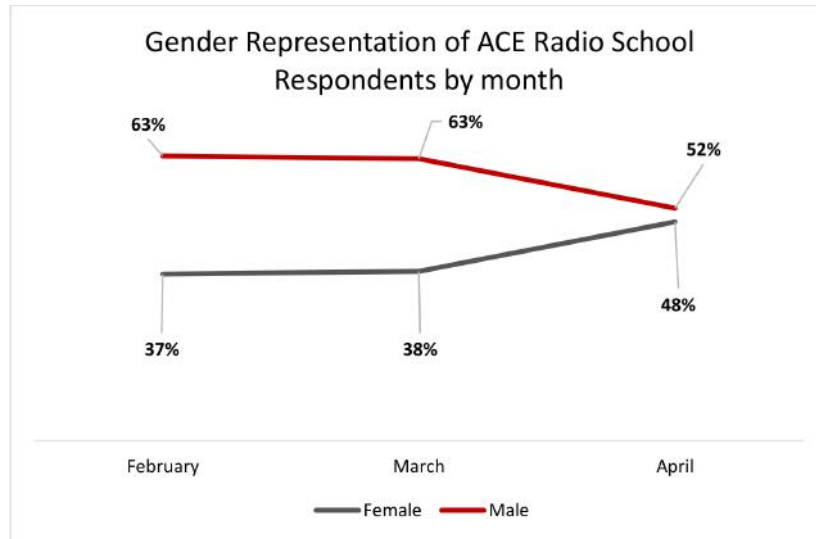


Figure 4: Gender Representation of respondents

The figure above shows the gender representation of children who listened, responded and called in to the ACE radio school. In February, March and April 2020, there was a higher male participation.

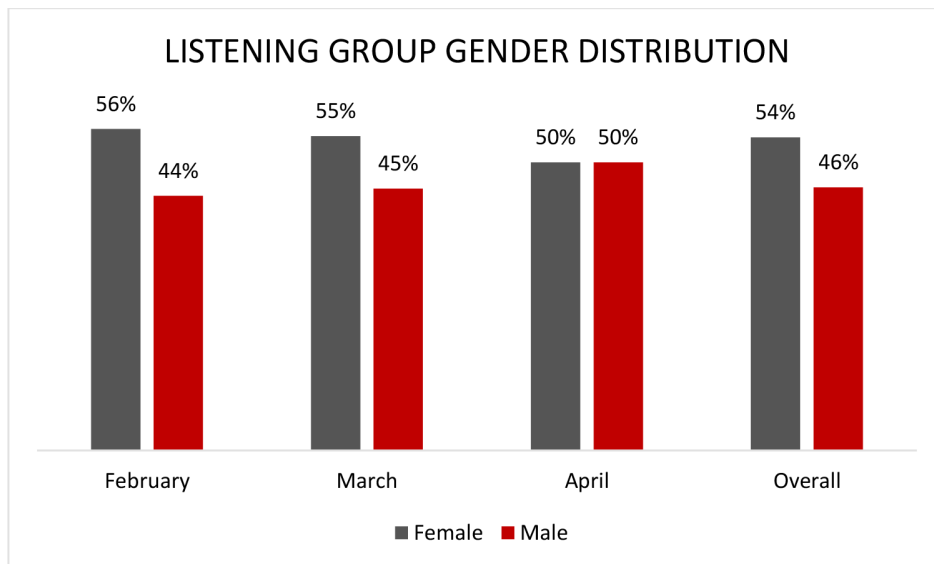


Figure 5: Gender Representation of children in the listening group

The above charts show the gender distribution of children in the listening group for each of the three months. Overall, the listening group had more females than males suggesting that more females were present at the listening centers than males.

4.0 LISTENING GROUP RESULTS



ACE Radio School Listening Group in Adamawa State

We created a listening group for out-of-school-children which comprised of 60 children (30 primary and 30 secondary each) in 5 states: Kano, Borno, Sokoto, Kaduna and Adamawa. The baseline and endline assessment comprised six questions each in literacy, numeracy and science and were administered at the beginning and end of each month to measure the impact of ACE radio school content on the knowledge of participants. No midline assessments were conducted due to the short time frame in between the baseline and endline assessments.

The mean knowledge scores of children were measured at baseline and end-line to determine knowledge gain. Mean scores of primary and secondary levels from February to April can be seen below;

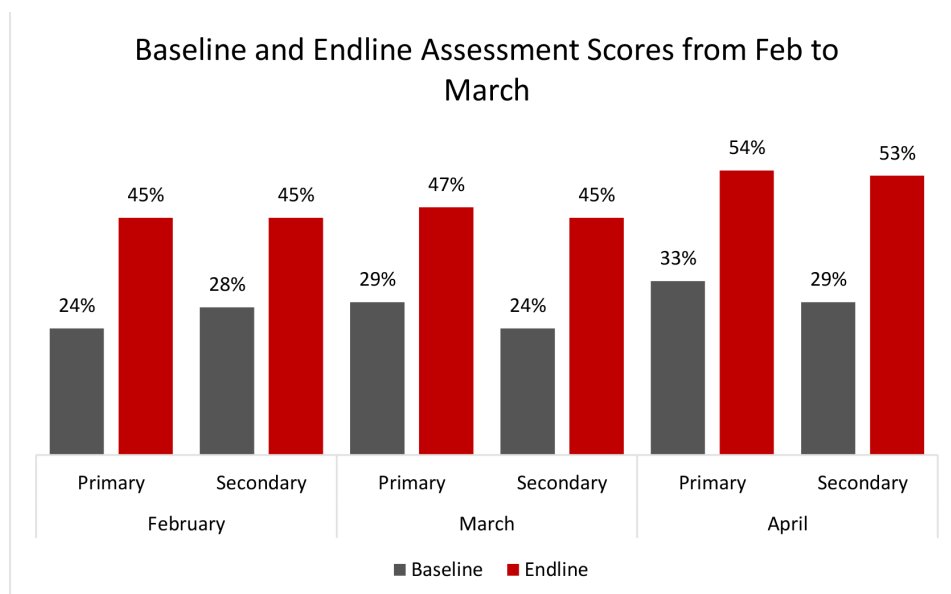


Figure 5: Gender Representation of children in the listening group

4.0 LISTENING GROUP RESULTS

The results show a marked increase in the children's knowledge on the new topics that were taught every month. The highest knowledge gain was observed in April, with a 21% increase for primary level and 24% increase for secondary level. This proves that children who have not had the opportunity at an education would be equipped to do well with consistent exposure to quality learning.

Overview of the ACE Radio School March 2020 - April 2021 Learning recovery and impact.

Since the inception of the programme in 2020, there has been a total of 11, 265 responses; 8,494 from April to October 2020 during school closures and 2771 from February to April 2021. It is important to note that the responses in 2021 are mainly from out-of-school children as the episodes were aired in the mornings when in-school children would have already been at school.

Through our listening centers, we have been able to directly educate 748 beneficiaries, comprising of children in primary and secondary level in five states; Kaduna, Borno, Adamawa, Sokoto and Kano and 7 other surrounding communities.

Below are average scores of the learners in the listening group in the year 2020 and 2021.

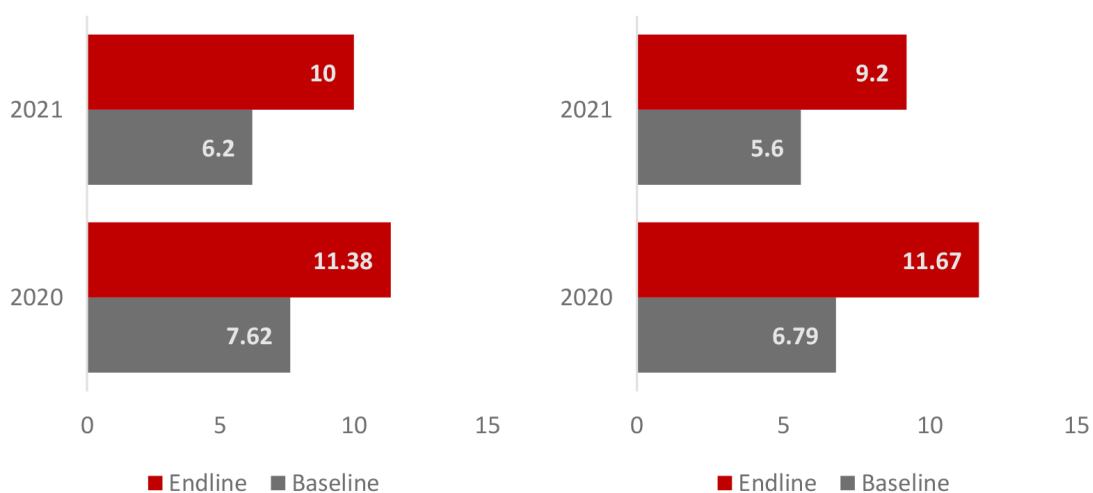


Figure 8: Overall representation of mean scores of primary and secondary learners 2020 and 2021.

Findings show that the progress of learners in the year 2021 does not significantly differ from that of 2020, despite being out-of-school. This implies that if the ACE radio school project continues, the children in the learning centers would be equipped to transition to formal school after a period of time. The ACE radio school has made a substantial impact on the knowledge of out-of-school children at our learning centers.

5.0 CONCLUSION



ACE Radio School Listening Group in Borno State

Findings from the ACE radio school project show an increased knowledge in the children on the topics taught. Children in Northern Nigeria are being educated, directly through our listening groups and indirectly to unintended beneficiaries (adults and teachers) through the radio stations in targets states. The findings also show an increase in the overall knowledge score of the children from baseline assessment to endline assessment in all five states.

Overall, ACE radio school has provided educational inclusion for vulnerable groups of children who otherwise would have not had access to education in Northern Nigeria. This is no longer a programme with a response to the pandemic, this is an intervention that plays a very impactful and supportive role to the reduction of illiteracy and inequality in education. A direct and simple solution to the threats faced by out-of-school children in Northern Nigeria, giving them hope, and a chance at a brighter future.

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