Girls’ Education South Sudan
Longitudinal Qualitative Study – Output 1
Wrap-up report

February 2017
Girls’ Education South Sudan (GESS) is an initiative of the Ministry of General Education and Instruction (MoGEI), Government of the Republic of South Sudan, funded by UK aid from the UK government, and the Government of the Republic of South Sudan. In order to realise its strategic objectives of eliminating barriers to girls’ education and promoting gender equality throughout the education system, MoGEI is supported by a consortium, led by BMB Mott MacDonald/Cambridge Education, and including BBC Media Action, Charlie Goldsmith Associates and Winrock International.
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1. Introduction

The Girls’ Education South Sudan (GESS) initiative aims to transform the life chances of a generation of children in South Sudan, especially girls, through education. It works to achieve this by improving girls’ enrolment, retention and learning at primary and secondary school.

The GESS initiative implements activities that address the financial, cultural and quality barriers to education for girls to attend and stay in school.

BBC Media Action is implementing Output 1 of the Girls’ Education South Sudan (GESS) project. Under this Output, BBC Media Action is aiming to enhance household and community awareness and empowerment for supporting girls’ education. This includes producing Our School, a 15-minute magazine-style radio programme, targeted at girls, their parents, community leaders and teachers. The programme is made by a team of South Sudanese producers who explore the lives of girls and their families as they struggle to resolve the challenges of going to school. The programme is produced in nine languages (Dinka, Bari, Simple (Juba) Arabic, Wau Arabic, Lutoko, Toposa, Azande, Madi and Nuer) and broadcast on 29 different partner stations.

In addition, BBC Media Action is implementing a range of community mobilisation activities, including listening clubs and community dialogues. These activities include listening to the Our School programme on solar powered wind-up radios or using visual storytelling materials accompanied by group discussion or music, dance and drama. The aim of these activities is to extend the reach of the social and behavioural change output among school communities in all locations, including those where there is no radio coverage and / or communities speak a different language from the one of the radio broadcasts.

In order to evaluate Output 1, BBC Media Action developed a longitudinal qualitative approach in 2014 as one of the evaluation strategies meant to respond to the following research questions over the life of the project:

- What changes in knowledge, attitudes, efficacy and practices related to girls’ education have occurred among individuals, households and communities during the life of the project?
- What has influenced any changes?
- In what ways have different elements of Output 1 contributed to any changes?

Due to conflict and displacement of participants, the longitudinal nature of the study could not be carried through and a wrap-up study was conducted in December 2016 with members of the longitudinal panel who could be located as well as other listeners of Our School. This report summarises the findings of this study.
2. Executive summary

The longitudinal approach to this qualitative study, designed in 2014 to assess the impact of Output 1 activities, had to be abandoned due to growing insecurity and conflict in the research area, including mass displacement of research participants. BBC Media Action’s Research and Learning team decided to complete a wrap-up of the study, conducting in-depth interviews with the research participants who could still be found in their home villages and in POC camps in the surrounding area, as well as in-depth interviews with radio listeners identified by broadcast partners. This approach provided insights into how Our School could continue to address its objective whilst taking into account changes in listeners’ lives due to conflict and displacement.

**Listenership to Our School program has been negatively affected by displacement and the accompanying economic crisis which has meant a lack of radios or lack of funds to purchase batteries for radios.** Those who were still able to follow the programme did so because they found it entertaining and informative.

**The number of children going to school among the research participants has also decreased,** with many keeping their children at home due to being displaced from their village and thus their home school. A lack of money, insecurity and a belief that the displacement is temporary meant that some thought they would soon be able to go back to their previous school.

**Priority information needs during the crisis** included information about the security situation both in the camp and in their home villages and information about basic survival, such as health, clean water, hygiene and sanitation and medicine. Education is, perhaps unsurprisingly, only a secondary priority in a crisis situation.

**Despite education being only a secondary priority and listenership to Our School decreasing among this group, learnings and actions taken as a result of listening were still reported.** This included an increased understanding that girls should continue with their education and go back to school if they get pregnant and have a baby, avoiding getting married before completing school and budgeting and other means of earning money to help pay for their children’s education.

**Recommendations from the research**

- The *Our School* program should advise displaced parents to consider enrolling their children in a nearby school rather than waiting for the security situation to stabilise.
- Programming should cover the issue of parents in the IDP camps allowing their children to work for money during school days, highlighting the importance of children attending school.
- As listenership is heavily affected by lack of radios and batteries, community mobilisation activities should be extended to the IDP camps.
- *Our School* should continue to cover some of the issues affecting education; including early
marriage and relationships with boys, and highlight the long term benefits of education, even for girls who are starting families.

**Recommendations by the Our School listeners**

- Increase the duration of the programme in order to deal with more issues in each show, or go into more detail about each issue.
- Include inspirational stories from girls who may have dropped out of school and returned to complete their studies. Listeners also recommended stories from girls who have graduated from school and university to discuss their life, what they have gone through and where they are now, and how education has helped them.
- Bring parents, girls, students, community leaders, chiefs and teachers together on the programme to discuss the issues which the programme is covering.
3. Research background

In order to evaluate Output 1, BBC Media Action originally developed a longitudinal qualitative approach as one of the evaluation strategies meant to answer the following research questions over the life of the project:

- What changes in knowledge, attitudes, efficacy and practices related to girls’ education have occurred among individuals, households and communities during the life of the project?
- What has influenced any changes?
- In what ways have different elements of Output 1 contributed to any changes?

4. Initial study design

Four communities were selected in Wau – Western Bahr-el-Ghazal state as the main study location. Initially the plan was to visit these communities approximately once a year over the life of the project.

Wave 1 – February & March 2015. (Completed)
Wave 2 – August 2015. (Not completed because of insecurity in Wau)
Wave 3 – February 2016. (Not completed because of insecurity in Wau)
Wave 4 – February 2017. (Project methodology changed, wave 4 cancelled)
Wave 5 – February 2018. (Project methodology changed, wave 5 cancelled)

Western Bahr-El-Ghazal state and Wau and the surrounding areas were selected as the main study location based on:

- Access – Wau and the surrounding areas would be easily accessible even in the rainy season.
- Education statistics – The state compared relatively poorly on education indicators.
- Language – Simple (Juba) Arabic is the most widely spoken language which makes research uncomplicated and quality assurance easier.

The following categories of communities were originally selected for the study

I. **Community 1: Radio exposed only.** Community has good radio access; participant families have radios and listen regularly (but not necessarily to Our School). Community has not had CM activities so far

II. **Community 2: Radio and CM exposed.** Community has good radio access; participant families have radios and listen regularly (but not necessarily to Our School). Community has received some initial CM

III. **Community 3: CM exposed only.** Community does not access radio (either due to coverage or language mismatch). Community has received some initial CM

IV. **Community 4: Unexposed.** Community does not access radio (either due to coverage or language mismatch). Community has not had CM activities so far.

A baseline study was completed in 2015 with the selected communities in Wau as defined above, and the other rounds of the study were to take place in Aug-15, Feb-16, and Feb-17 respectively.
In the middle of 2015 reports suggested that there was growing insecurity in Wau and the surrounding areas. Due to these security concerns BBC Media Action decided to suspend the study in the middle of 2015 until the situation calmed down. However, the security situation in the state continued to deteriorate, and in June 2016, following renewed fighting in the area, there were reports that many household in Wau, including in the locations where the study was set up, were displaced from their homes. The UN reported that the incident in Wau resulted in 70,000 displaced citizens, 12,000 which took shelter in the United Nations Mission in the Republic of South Sudan (UNMISS) base in Wau and thousands more displaced were in collective centers within the town. The UN and relief agencies are working to address the IDPs most urgent needs at the UNMISS base. UNICEF reported teams have set up four Temporary Learning/Safe Spaces in the UNMISS site with IDPs; 26 teachers on government payroll have been identified amongst the IDPs in this site to support education services.

**Consequences for the longitudinal study**

Due to the existing instability and displacement in Wau, BBC Media Action decided to conduct a scoping assessment in Wau in August 2016 to find out the whereabouts of the research participants who were recruited for the longitudinal study. From this assessment, it was found that it was not possible to locate many of the research participants. The few who were found were not sure whether they would remain in the same location or move elsewhere as the security situation was not predictable.

Therefore, due to ethical and security concerns, BBC Media Action decided to discontinue the study by conducting a round of wrap-up interviews with participants who were accessible and willing to participate in the research.

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5. Revised research design – study wrap-up (fieldwork December 2016)

Purpose of wrap up – inform adaptive programming

Although the original purpose of the longitudinal study was to make a comparison between each round of research, after the crisis, it was clear that the local context had changed considerably and was characterised by the unavailability of services like schools and destruction of household assets, growing rumours, rampant migration, displacement\(^3\) etc. As such, the purpose of the wrap-up was not to make a comparison between the different waves of research, instead it was designed to inform the work of production in order to address some of the issues as a result of changing situation as part of BBC Media Action’s mission to produce adaptive programming.

In reference to that, the design explored the following areas;

1. Participant experience of the crisis
2. How participants managed education during the crisis
3. The information needs of participants in the crisis
4. What impact Our School had on their lives
5. Recommendations to the production team

To inform these objectives, in-depth interviews (IDIs) were conducted with two groups of people. The first group was original participants of the longitudinal study (in this report referred to as former participants), some of whom no longer had radios and had stopped listening to Our School due to the crisis. The second group included five Our School listeners in order to gather listeners’ perceptions of the program. These radio listeners were not part of the longitudinal study but were identified by the broadcast partner as regular contributors to the call-in section of Our School. They were asked by the broadcast partner whether they agreed to be contacted by a BBC Media Action researcher; those who consented were then recruited and interviewed as part of the wrap-up study.

**Recruitment**

Due to the difficulty of identifying original participants of the longitudinal study only members of community 1 (exposed to radio only) and community 2 (exposed to radio and CM) were interviewed. These participants were either staying in protection of civilians sites (POCs) or around Wau town. For instance, two of the radio listeners and two members of the longitudinal study were staying in their homes although they reported that their families stayed in the protection of civilians sites (POCs), while the rest of the participants stayed in areas administered by UNMISS or the Catholic church.

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All respondents (former participants and radio listeners) were parents, of mixed gender and social economic background, including farmers, small business owners, teachers, cleaners, casual workers, housewives and community leaders. Their ages ranged between 30 to 65 years old. Some participant's had children who were attending school while others did not have their children in school.
6. Synthesis of findings from wrap up

The findings below are based on information obtained from both the members of the longitudinal study (former participants) and the people who were interviewed as radio listeners. The findings provide a snapshot of the respondents’ experience of conflict and displacement.

6.1 Participants experience of crisis and how they respond

Former participants reported that the major cause of displacement was conflict and growing insecurity in Wau, characterized by looting of properties and rampant gunfire within their residential areas.

Most participants who were members of the longitudinal study reported that, in June 2016, the security situation within their communities and other surrounding areas became untenable which made them decide to leave their homes.

These former participants described that soldiers came into the communities carrying “big sticks, machetes and stones”, threatening and harming civilians. For instance, one former participant said the soldiers started randomly shooting in Western Bagari and in other locations near Wau town and as a result of the shooting he saw huge numbers of people fleeing from town to UNMISS (United Nations Mission in South Sudan), which is why he decided to go too.

Another former participant who was a teacher said he was advised by a friend and the office of the town municipality to transfer the students in his school to other nearby schools within Wau town where they felt it was relatively safe to continue studying. Most households reported that they went direct to UNMISS, church compounds or NGO compounds as they believed there were no other safe place to go to which also had access to basic services.

What are participants’ priorities?

Radio listeners and former participants reported that peace and security is their main priority because when there is peace they can access education, health care and other crucial services.

Former participants also pointed out their priorities to be health, access to food, clean drinking water and shelter, all basic for survival. However, surviving the crisis and returning to their homes was a clear priority. Some respondents mentioned that they wished for their children to be able to go back to school as soon as possible in order to resume their studies, improving their futures and eventually become self-dependent.

“Yah, I am quite sure if there is security, then security is the first priority according to me, for example we are together now is because we are in peace, when you are secure it mean that we can access education, health and any other crucial thing that we want, but when there is no security I am sure all the issues that I comment about here will not be possible”. Former participant, male, Aweil Jedid.
4.2 How do participants manage education during the crisis?

Managing education during crisis was said to be one of the most challenging aspects of maintaining their normal lives according to most former participants and radio listeners. Some of the former participants reported they have not been able to manage it at all, their children not having gone to school since the insecurity started. However, radio listeners and some former participants reported that their children were able to continue with education. Some of these children go to schools within the POCs while others go to other schools within Wau Town. Those who reported their children as going to school at the time of research explained that they struggle to support their children as their finances were more strained than normal. Some of the supportive practices were reported as voluntary work, casual jobs and having a small business.

“I am actually volunteering in this school in the POC so that I am able to support the children to continue with their studies. So, after this crisis affected their schools, I brought them here and they continued with their studies from here only for them to go back to their former school when they reopened, so thank God that they have now completed their examinations”. Former participant, female, Aweil Jedid.

In addition, despite the fact that both radio listeners and former participants were living in the same conditions, most of the former participants reported deprioritising education as they had to focus on surviving. Most radio listeners and few other former participants reported trying to support education using the ways they learnt from Our School e.g. giving advice and by doing some work.

When asked about their future, the majority of these respondents reported how difficult their situation is and said that they did not plan for the future because of the displacement. However, some radio listeners and former participants looked forward to the future and how their life could improve, mentioning their plans to return home, to complete the education of their children.

“Although there are many things to tackle, I pray to God that he keeps pushing me so that I can complete some university studies. I have enrolled now. I am currently in Bahr-El-Gazelle, so I am praying to God to keep me alive and increase my age so that I can also afford to support my children up to the level I have reached now”. Former participant, female household, Aweil Jedid.

Insecurity was one of the main reasons why children were not currently attending school according to some former participants and radio listeners. For instance, some of those former participants who were not sending their children to school cited security fears not letting their children walk to the school, which was now further away following displacement. Other reasons included lack of money. In addition, some former participants reported that most households they know were still waiting to return to their communities so that they can have their children enrolled again.

“They are like ten of them now who are idle doing nothing, so there are five and seven children from my other home who are not going to school. This is not only because of lack of money but also because of the instability…” Former participant, male, Aweil Jedid

Furthermore, some former participants reported that organisations like UNICEF, Save the Children and War Child offer material support to children in school, while others explained that they send their children to school without any support apart from the cash transfers that girls receive from the GESS.
4.3 What information do respondents need

Former participants were asked about the information they need, with the majority responding they wanted information about the security situation and the situation in their home areas. Respondents wanted to return to their normal lives and for their children to go back to school. There was a feeling among respondents that nothing good could happen if fighting did not stop.

“I am not getting any information on peace and security, I haven’t heard any news that peace and security have been restored and these are the things that I want to hear of”. Former participant female, Aweil Jedid

Hygiene and sanitation was also an important issue as some respondent thought the situation within the POC site was unhygienic.

In addition, when asked about information on other topics related to education, respondents mentioned information about early marriage which was happening with IDPs, specifically around advice to speak to their children about delaying relationships and family planning. Family planning was also suggested as key topics for married couples and the importance of getting an education, especially for women and girls.

What information is available?

Some members of the longitudinal study (former participants) reported that some people had access to radios and can access the news. However, unlike the radio listeners, many of the former participants did not themselves have radios. The radio listeners and former participants who had radios at the time of research reported that they struggled to buy batteries as they were expensive.

Some former participants and radio listeners reported that they have access to information through their mobile phones, and some reported that newspapers exist but that they are often too expensive for them to buy. Respondents also mentioned announcements made on loudspeakers in the POC sites.

One former participant said that they get information from the Camp Coordination Management (CCM) committee on camp regulations and rules to keep people safe and to inform people about the entrance and exit times to the camp. NGOs such as Oxfam were also reported to give information on hygiene and sanitation, how to prevent disease (e.g. cleaning the latrines) and how people can look after themselves and keep their environment clean. However, the respondent said they were receiving no information from the government.

Former members of the longitudinal study were also asked about what information they trust. Most reported that they trust information from the radio, other community members, the UN and NGOs. Others added that they don’t trust the information from the government, but when asked they were not able to provide any direct examples. This is likely linked to messages about the conflict and about peace which they said they distrusted as in their experience there was no peace and few attempts towards peace were being implemented. This was also a source of frustration as one former participant reported he no longer listened to the radio as many programmes would talk about peace but he could see no evidence of that.
“Actually there is no good information these days, what we want is peace, they keep saying that there is peace but it is not there especially here in Wau” Former participant, community male, Aweil Jedid

4.4 The impact of Our School

Regular listening to Our School has been disrupted.

As people have been displaced and have less access to radio, listenership to Our School program has been negatively affected in these areas. Most former participants reported having not been able follow Our School as frequently as before, with some reporting not having listened to it for several months. Others pointed out that they have stopped listening to the program altogether due to the crisis as they do not have radios or that it is hard for them to afford batteries. Only a couple of former longitudinal participants said they are still listening frequently.

“They do not have radios anymore, and during the crisis it is impossible to follow the program”. Former participant, community leader, Natabu, Wau.

In addition, most of the radio listeners reported that they call the station regularly to give their opinions if there is a discussion included in the Our School programme, except if they don’t have phone credit. Other members added that they called less now, and noticed there being fewer callers to the programme in general, due the relatively higher costs of making phone calls during the crisis.

“I am one of the most active listeners of the radio Voice of Hope, and each time there is a program I usually call in unless I don’t have airtime in my phone”. Our School listener, male, Wau.
Perceptions of and learnings from the Our School radio programme: a case study approach

Due to the nature of this wrap-up study, a case study approach has been used to illustrate and understand how some of the participants have engaged with Our School. The case studies include interviews with three participants; a head teacher, a father and a former participant of the longitudinal study. These case studies were part of the in-depth interviews with the eight former participants of the longitudinal study and the five radio listeners. More general findings from the interviews have been included later.

A head teacher in Wau described how she loves Our School as it helps her with ideas on how to talk to her female students and their parents.

**Case Study of a Head Teacher in Wau (Female, 48 years old)**

A head teacher in Wau described how she loves Our School as it helps her with ideas on how to talk to her female students and their parents. She explained that in Wau, girls are getting pregnant at a young age, but no one is talking to them about the benefits of school. Girls drop out mostly because of pregnancy, poverty, or many other reasons due to the environment in Wau.

The programme has taught her many things including how to encourage girls to continue or go back to school. She has also learned the skills on how to talk to parents and girls about returning to school.

"Today if I know of a girl who has dropped out of school I have the skills to talk to her and encourage her to go back to school even if she is not my daughter. I have been doing a lot and in many different ways."

She explained that she spoke to the parents of a girl who was pregnant and who had dropped out, but who has now successfully returned to school.

"I talked to her parents not to get disappointed even though she conceived from school. I also encouraged them to listen to that program of Our School because I knew there are many testimonies from other girls that will educate them to allow that girl to return back to school. Now for me I am happy because the girl is now back to school with me."

She also reported learning about how to talk to parents of girls about giving ample time for reading at home and not overburdening them with work.

"I can also talk to families advising them against burdening girls with a lot of work in the times when they are supposed to go to school. I tell families that when the girls are going to school they shouldn’t be given extra duties for instance, giving them money for grinding maize (sending them to the grinding meal to grind grain) as they return from school. All these are things I listen to from that program of Our School."

She encourages parents to spend time monitoring school work as this helps the children understand the importance of education.

"I also implore fathers … [Meaning parents] to monitor their children’s studies very closely by going through what they are taught, this is through opening their exercise books and asking them questions on what they are taught at school, by doing so children get to understand the real importance of education. But if we just push the..."
children to go to school and we don’t monitor their work they will not understand the importance of studies and they will not take their studies seriously. So education is very important to a child especially for us here in South Sudan and particularly here in Wau, I encourage every parent to encourage their children to go to school because it is for their future.

She reported liking that Our School encourages girls to focus on their studies despite the hardships.

She also likes the presenter Pasquale Aleu because of his descriptive reporting. She said the presenter would go into a Tukul and describe how the family is preparing food, going into detail of what they are doing, which she liked.

Lastly, she finds the programme important as it promotes girls education.

Yeah, like I said before, because that program of Our School is concerned about education, so each and every one must take part in this very important program in order to promote not only education but also especially girls’ education because this is very important for their future. So each time I miss the program I get very upset because I also fail to participate in giving my opinions that I feel are important for girls’ education

A father in Wau who listens to Our School reported learning about the need to work hard to earn money to support their children’s education.

Case Study: Father in Hai Salaam, Wau (Male, 42 years old)

A father in Wau reported calling to the programme to share how he learnt to earn money to pay for his children’s tuition. He said that is why he has a small business in the POC to support his children’s education, because his salary is otherwise small.

One of the things I was able to share was the lesson I learnt, it was about how one can work so that he can be able to earn money to pay for his children’s tuition, how one can control. So that time I shared about how little my salary at University of Bahr el Gazelle is, and how I do small business buying charcoal at around 100 to 200 pounds then selling in small heaps in order to be able to earn money for sending my children and my brothers to school. This is one of the things I was able to share last week.

He also described how he had a niece who didn’t like school, so he made her listen to Our School and said that she was encouraged to return.

I had my niece who didn’t like school at all, so since I started listening to Girls Education … [Meaning Our School], I also made her to listen to it and also pointed successful girls to her, telling her that she will be able to drive like them if she goes to school. So she was able to listen to me with help of Girls Education and now she goes to Salam school, this is one of the contributions of Girls Education.

A former participant of the longitudinal study described the difficulties many families in his community have in keeping their daughters in school, and how listening to Our School has given them confidence to address these issues.

Case Study: Former Participant (Longitudinal Study) (Male, 47 years old, Aweil Jedid)
The participant is living in Aweil Jedid and described how Our School has covered topics that are relevant as they have been happening in his community. Specifically this is in relation to families not having money to pay for a child’s school.

The very true things that have been happening in our community, 99 percent are things that are happening in South Sudan here. You see especially in our families, the families of people are weak, there is no money so as to pay for a child to be in school, sometimes you will see like this girl is making congestion at home [meaning creating a burden in the household], if another man will take her, [this] place will be empty you will be able to benefit with this small space. These are things that are exactly happening in our community, these are not things from outside.

He described how the programme has encouraged him to believe that a girl should finish school and he tells them that it is not a good time for marriage.

He reported that there are changes in the community due to Our School. People can even ask the school administration to allow their children to continue in education while they look for money to pay them.

But now because of the program of Our School, there a lot of changes on the people who were not able to send children to school. They could even go and talk to the headmaster of the school. Will talk that this child of mine should study later on I will come and pay his school fees slowly. The good thing is Our Schools here if you come with your problems they will not refuse.

In general, radio listeners and some of the former participants who reported following the Our School program, pointed out that they liked the content as it covers relevant issues about girls’ education in their community, such as dropping out of school due to pregnancy, how parents should support education, and reducing domestic work for girls so that they can go to school.

“They topics are many, and all of them are very crucial because they contain a lot of information… I can remember the topic about the issue of school fees that prevent girls to go to school and early pregnancy in South Sudan. It is one of the problems that lead to children drop out from school and it make parent disappointed not to send their daughters to school. In Wau here early marriage is common” Our School, female listener, Wau

Another former participant reported that the program is well organised, especially mentioning the debate and discussion format allowing listeners to share their opinions by calling. One listener also reported that the language is very clear and using simple Arabic makes it very easy for people to understand the programme.

However, a couple of radio listeners and former participants pointed out that, the program should not only talk about girls’ issues but should cover general issues concerning both girls and boys. A couple of radio listeners also commented on the length of the programme, wanting it to be increased.
7. Conclusions & Recommendations

Conclusions and recommendations to meet the needs of those affected by crisis

Listenership to Our School program has been affected by displacement and the accompanying economic crisis among the research participants in Bahr-el-Ghazal, with many saying that they are not following the programme as regularly as previously due to lack of a radio or lack of fund to purchase batteries. Those who did still follow it did so because they find the entertaining and educative.

The number of children going to school among the research participants has also gone down, with many keeping their children at home due to being displaced from their village and thus their home school, a lack of money, insecurity and a belief that the displacement is temporary and that they will soon be able to go back to their previous school.

Priority information needs in the crisis included information about the security situation both in the camp and in their home villages and information about basic survival, such as health, clean water, hygiene and sanitation and medicine. For most of the respondents education is, perhaps unsurprisingly, only a secondary consideration in a crisis situation, including information about early marriage, early relationships and family planning.

Despite education being only a secondary priority for most involved in this study, and listenership to Our School decreasing among this group, learnings and action taken as a result of listening were still recorded. These included an increased understanding that girls should continue with their education and go back to school if they get pregnant and have a baby, avoiding getting married before completing school and budgeting and other means of earning money to help pay for their children’s education.

Recommendations from the research

- The Our School program should advise displaced parents to consider enrolling their children in a nearby school rather than waiting for the security situation to stabilise. This will ensure children go to school in the interim period, rather than having a prolonged period when they receive no education.
- Programming cover the issue of parents in the IDP camps allowing their children to work for money during school days, highlighting the importance of children attending school.
- As listenership is heavily affected by lack of radios and batteries, community mobilisation activities should be extended to the IDP camps.
- Our School should continue to cover some of the main information needs relevant to education; e.g. continue to covering the issue of early marriage and relationships with boys, and highlight the future benefits of education, even for girls starting families.

Recommendations by the Our School listeners

- Increase the duration of the programme in order to deal with more issues in each show, or go into more detail about each issue.
- Include inspirational stories from girls who may have dropped out of school and returned to complete their studies. A listener also recommended stories from girls who have graduated
from school and university to discuss their life, what they have gone through and where they are now, and how education has helped them.

- Bring parents, girls, students, community leaders, chiefs and teachers together on the programme to discuss the issues which the programme is covering.